

ITP EVALUATION
REPORT TO THE BRITISH MUSEUM

SEPTEMBER 2019



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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. 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 in 2019 were:

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

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.
- Object in focus projects.
- Research fellowships.
- Other professional and personal development.

Each of these is being evaluated as they develop.

METHODOLOGY

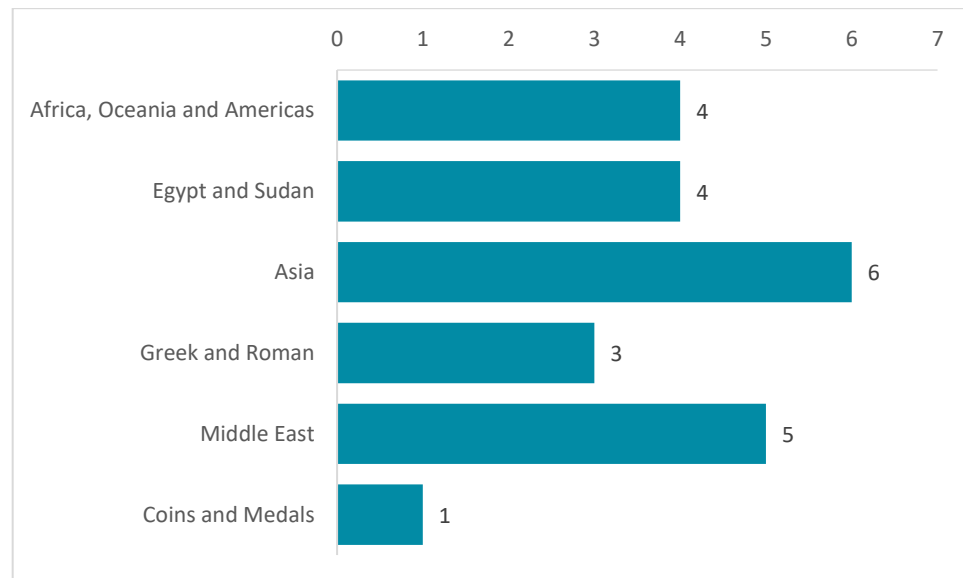
Our methodology is to analyse the feedback forms from participants, departmental representatives, speakers and partners.

ANALYSIS OF PARTICIPANT FEEDBACK AFTER THE BM PROGRAMME

INTRODUCTION

We have responses from all 23 participants across six hosting departments.

FIGURE 1: HOSTING DEPARTMENT



PREPARATION

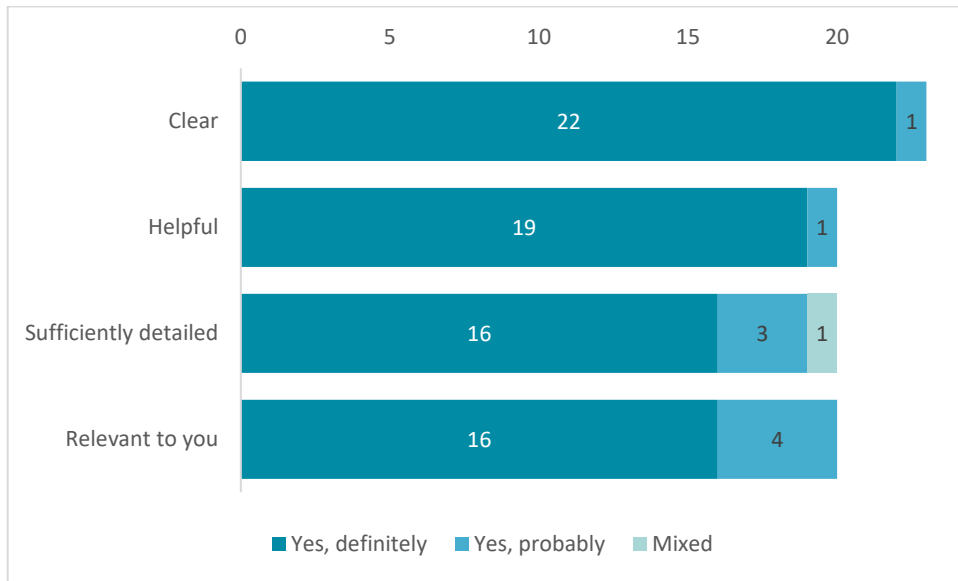
Views on BM introductory information were positive. Respondents all said it was clear, helpful and relevant to them. All except one said it was sufficiently detailed.

“As an organizer myself, I was impressed with the organized and detailed communication sent by email by Claire Messenger and the ITP team. The reply time to email was quick, always helpful, and reassuring.”

“The information sent to us before the trip gave us a clear understanding of what we were going to do and how useful it might be for us.”

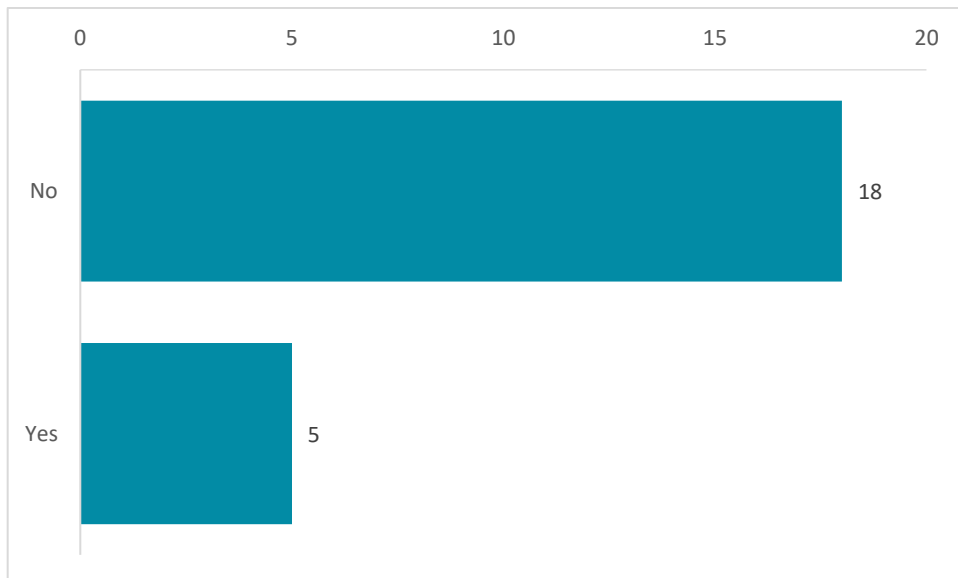
“It was really useful to read all the introductory files before the program. The schedule was well explained and organized, which helped me to plan ahead other details in my trip, some related to the program, and other personal ones.”

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



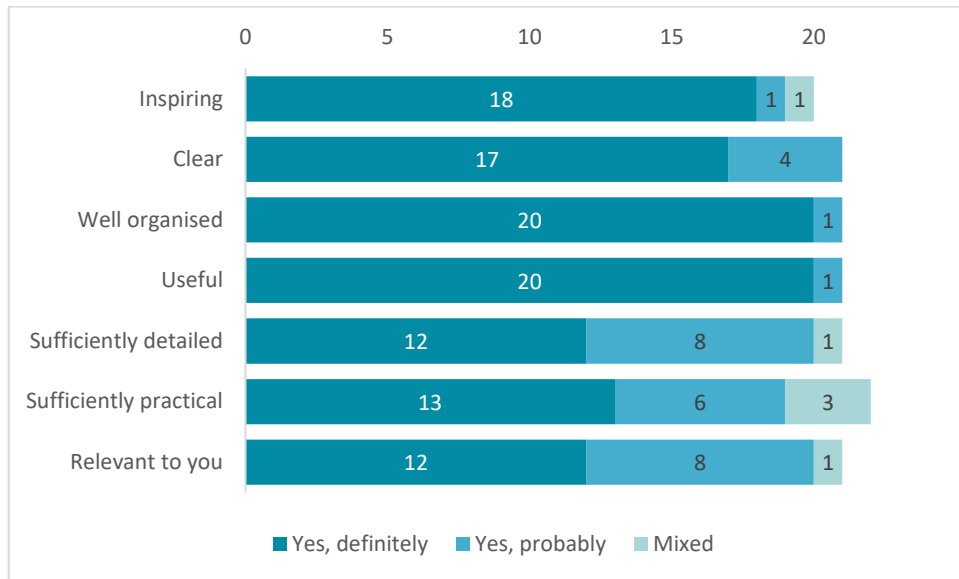
Only five respondents said there was other information they needed. Comments were that participants might have liked more information on the subjects and also on practicalities like libraries and post offices.

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



GROUP SESSIONS AND SEMINARS

All respondents described the group sessions and seminars as well-organised, clear and useful. All except one participant described them as inspiring, relevant to them and sufficiently detailed. Three described the practicality as 'mixed'.

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

“Some of the practical activities were not very clear to me because I could not directly relate them to my institution or speciality and there was very little time to understand and complete them.”

“While some sessions could have been given a lengthier time, most sessions were conducted by facilitators with generosity. They shared as much information as they could and were honest when they are incapable of providing answers. The Sloane Room was quite a challenge. It was difficult to understand and hear some facilitators with soft voice when we were in the Sloane Room.”

“The whole program was very diverse and theoretically useful for each participant. All of us could gain knowledge of everything. The last speciality sessions were just amazing because you could relate yourself and what you do to what was taught during the lectures. I would probably include more sessions related to speciality and have more hands-on practical sessions.”

“The sessions were very well arranged and covered a wide range, but they were generally simple, not so practical. I hoped for more examples and more professional application.”

“My experience here was way above my expectations and even though not everything is applicable in my work, I found it relevant from a personal perspective. I will probably not learn such things for the rest of my career.”

“The group sessions and workshops exceeded all of my expectations; they were very useful in terms of knowledge, added value and experience.”

All participants said there was enough time for questions and discussions. Comments were that keeping to the schedule meant limiting time for questions, but that in any case

questions specific to the individual were better asked through email rather than keeping the whole group.

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



“I would have like more discussion about "big" museum contemporary issues (e.g. the challenges of digital projects, sustainability of museums, difficult issues on display, alternatives to repatriation).”

“There were only 1 or 2 sessions when we did not have enough time for questions. The facilitators were very open and receptive to discussions. The facilitators and participants were very respectful of each other during discussions.”

“Sometimes we obviously did not have enough time for all our questions and comments, but I really like the fact that we have all the information about all our lecturers, so we can contact them later on for further discussion.”

“The time was enough but I wish there was more time for further reflections on the sessions and workshops.”

Respondents were asked what subjects were most useful to them. Almost every subject was mentioned by at least one participant. The responses were:

- Displaying and storing objects.
- Documentation and databases.
- Collection management.
- Conservation.
- Exhibition design including label and panel writing.
- International loans.

- International touring exhibition.
- Security.
- Learning programmes.
- Equality and diversity.
- Photography and imaging.
- Marketing.
- Fundraising.
- Managing volunteers.
- Leadership.
- Stakeholder management.

Respondents were also asked which subjects were least useful to them. Responses were: photography, security, archives, and libraries. Generally respondents emphasised the value of having a broad understanding of a museum.

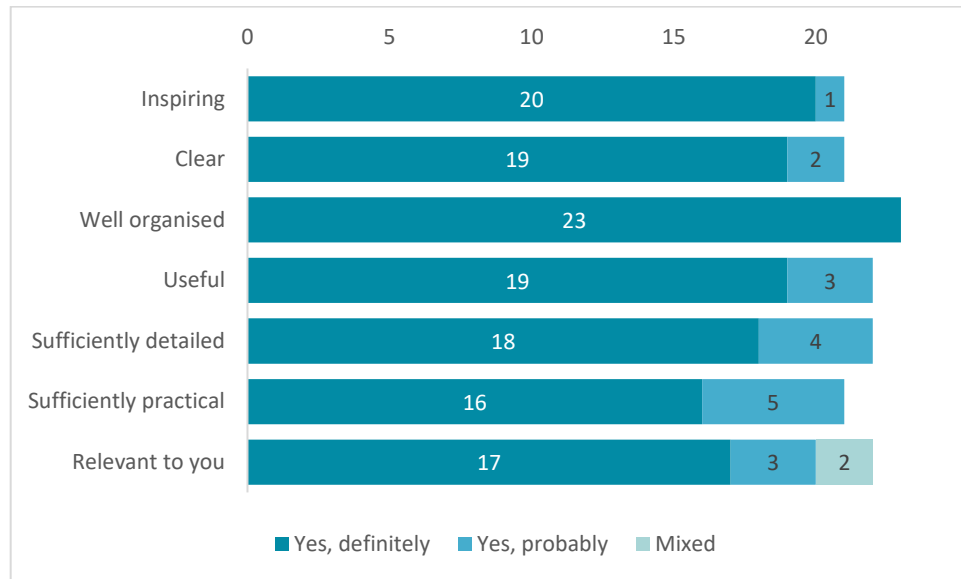
“I do not think that there was a subject that was least useful. I can say that everything will find its use sometimes in my career or life.”

“I don't see any subject as less useful because I learned and gained something from every single session I attended, even from sessions that covered up new topics for me.”

DAY TRIPS TO OTHER MUSEUMS

The day trips were generally described as clear, inspiring, well-organised, useful, sufficiently detailed, and sufficiently practical. Comments showed that participants had some different priorities, but generally valued the group experience, new information and the chance to make contacts.

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



“I enjoyed the visits to other museums. It was an exposure and point of comparison (differences and similarities) of how the other museums present their exhibitions, education programs, management of collections and storage systems. It gave me an opportunity to see what I can or cannot apply to my museum.”

“I loved them all, also because on my own I wouldn’t have gone to them.”

“The most useful trip for me was the trip to Horniman Museum and Garden. This museum is just an ideal milestone for me in the case of public engagement. I tried to learn as much as possible during the stay there. And I really like that we have a choice of what session we wanted to participate in.”

“The trips on every Saturday were very nice except for Stonehenge. It is a great place but considering the time spent on travel it is not worth it. I think there are more place to visit inside London.”

“As an archaeologist I really enjoyed the visits to Stonehenge and prehistoric site in London. And Horniman Museum and Gardens too.”

“It is always interesting to be exposed to various ways of representing culture and heritage. Also, these trips had a great impact in strengthening the team spirit and enhance friendship among the ITPers.”

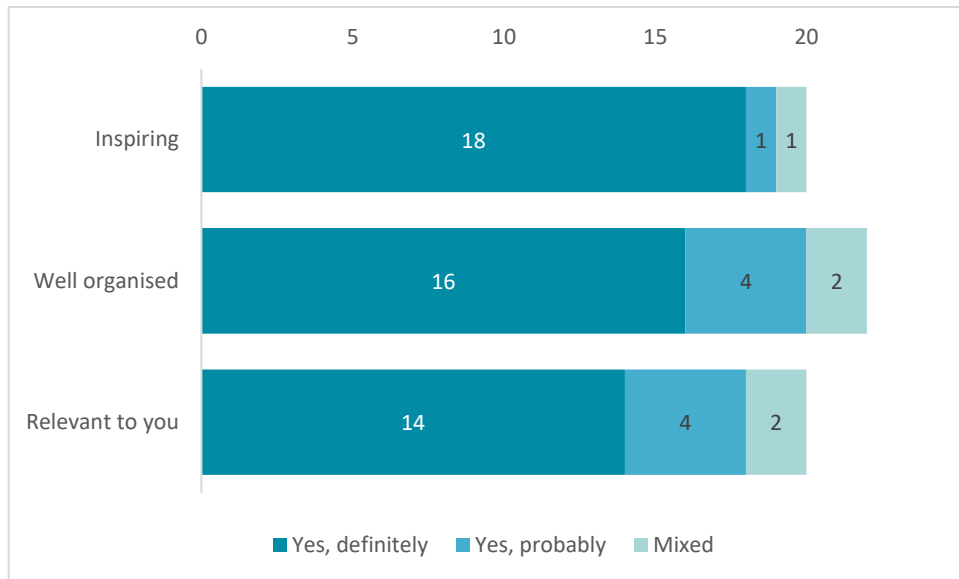
“Some visits were too short a time to get a thorough understanding.”

“Having various experiences and observing different approaches allowed me to interact with people, establish contacts, learn new ways of doing museum activity and broaden my perspective.”

DEPARTMENTAL PROGRAMME IN THE BM

The departmental programme was described as generally inspiring, well-organised and relevant. Comments were that participants would have liked more practical work, such as cataloguing objects, carrying out research, and learning more about their own country collections.

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



“It was richly diverse as I did not only get to see objects from my country but from other parts of the continent and beyond and this was very important to me because it brought to my realization similarities in cultural practices, ideas and styles showing diversity but interconnectedness.”

“I have enjoyed so much being in the Department. There were so much to see and discuss. Staff there were very kind to give us their time to tour and discuss on various topics related to our area.”

“I have never had the opportunity before to apply my personal skills in evaluating an object from the manufacturer’s point of view. I really appreciated that my opinion was considered for updating MI+ and that I had the opportunity to contribute to that activity. It was beyond my expectations and I am grateful to our departmental rep about his patience and openness.”

“I did not get the chance to see more paintings and sculptural pieces from their collection related to my specialty. It afforded me the opportunity to learn about things that do not relate directly to me.”

“My departmental time was the most useful time for me, because I got to meet and work and learn from people who are relevant to my work. And now I have the network to ask them for further information in the future.”

The strengths of the departmental programme were described as:

- Practical experience.

“Practical experience of 3D modelling Maya casts using a handheld scanner.”

“The opportunity to work with artefacts and to study them; also, the chance to see how the BM's database works was great and very helpful for the future.”

- Special access.

“An opportunity to see and have a close look at very rare collections like Ashanti gold objects and see how different they are from other gold objects from Africa.”

- The commitment of the curators.

“The tutors were extremely enthusiastic, organized, generous and kind. They put effort into creating and delivering the programme. It was also great to be able to spend time with the Americas head curator.”

“The team of curators are just amazing! These people are highly professional in their sphere, very knowledgeable and passionate about what they do.”

“The strengths of the departmental programme are the people involved and their dedication. We were shown and taught things that require a lot of patience and effort and I really appreciated them for asking for feedback until they were sure that we received the information properly.”

- Time for discussion.

“The time with the department was a good way to be introduced to the collection from the participating countries. It was a good way to personally know the curators in charge of each countries' collection. The tour to the stores was also very interesting - a learning experience to know how objects are kept and what preventive conservation measures are engaged. The time with the department was also helpful in knowing the process of exhibition proposals and preparations, as I am most interested to collaborate with BM for a probable exhibition of Philippine gold objects.”

“The curators of the exhibition gave us a good introduction to how the exhibitions were planned and implemented and we had a lot of time to ask questions.”

Participants were asked if the ITP should change anything in the departmental programme. Six couldn't think of anything. Answers were that participants would have liked:

- More time.

"If the ITP Programme may consider allotting more time with the department for a more engaging participation. Perhaps at least 1 hour a day for the project like cataloguing (or whatever project assigned) to be completed. The participant may also be given an option to propose what he/she wants to do with the department using the collection as anchor for the project."

"The period of the departmental time could be better if it was more."

- More practical work.

"Dedicate a day or two to spend more time with the collections in storage. This would help in identifying and enriching the database of some objects with no contextual information in terms of function or cultural association."

"Maybe to have the chance to work with the department staff on a project they are working on, just to be exposed to the practical aspects of the department work."

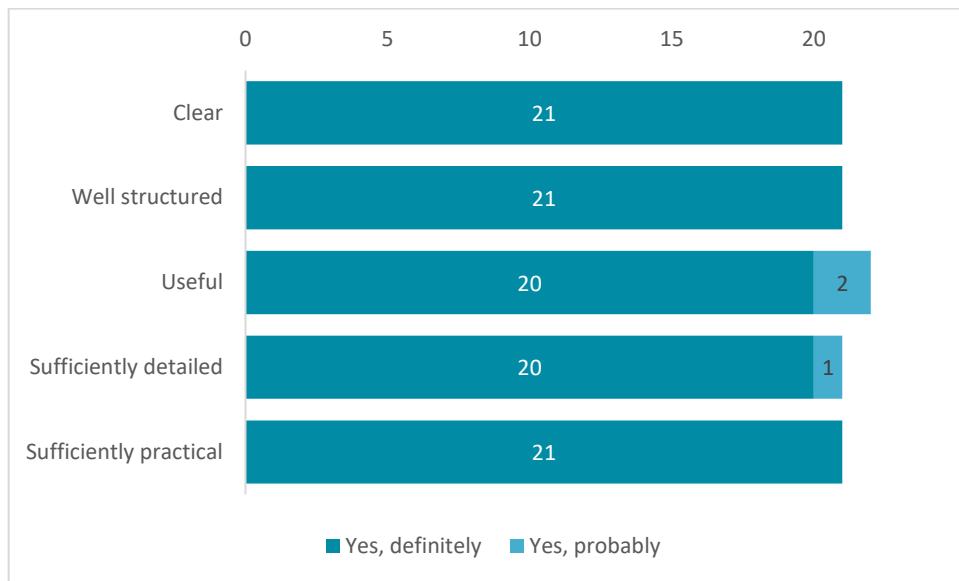
- More choice.

"Considering that the group working with my department was not so big, maybe the planning of the sessions could be a little more flexible in terms of having options to choose from or the possibility to propose ideas for department days according to our interests. Maybe there could be one day or half day towards the end of the programme in which we can come up with an idea and the department tutor can see if it's possible to do it."

THE COURSE BOOK

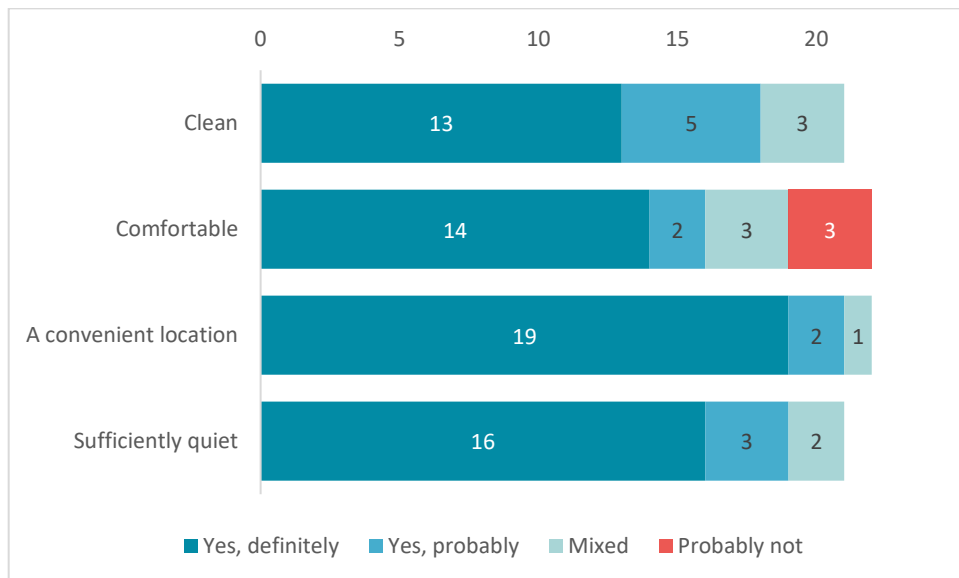
As with previous years, participants had very positive views of the course book. All thought it was clear, well structured, useful, sufficiently detailed and sufficiently practical. Respondents were also asked how the course book could be improved. The only response was that the handbook should be on soft copy so that it is not so heavy to carry.

"The course book is like a treasure. It gave me the brief information about every day of our trip. Also, I know that I will refer to this book many times when I get back home by reading the information about particular topics or finding some personal details of people I would like to contact."

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

ACCOMMODATION

As for previous years, views of the accommodation were less positive than for the programme. Respondents mentioned the poor WiFi, overheated rooms, poor laundry facilities, and broken kitchen appliances. However, comments were quite philosophical about the difficulties.

FIGURE 9: WHAT DID YOU THINK OF YOUR ACCOMMODATION?

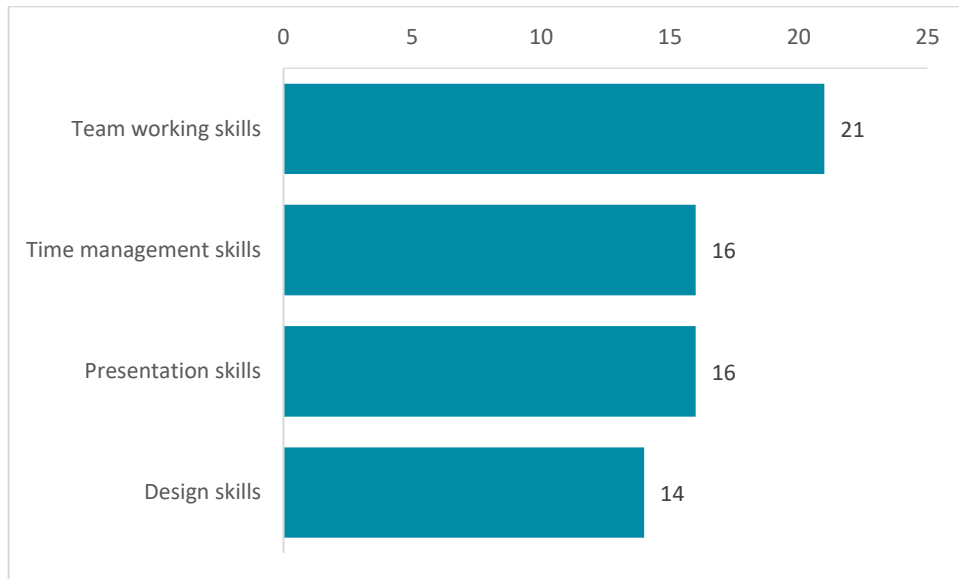
“Even though many people were not satisfied with their accommodation (especially after coming back from the placement museum) I find it very cosy and convenient. Schafer House became my home, and I know that it will be heart-breaking to leave this place.”

“Everything about the accommodation is fine but their handling of issues such as repairs are a bit slow. The cooker in my flat never worked though it was reported on our arrival.”

OBJECT IN FOCUS PROJECT

Respondents said the Object in Focus project developed their team working, time management, presentation and design skills.

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



“While it is not new for me to work with a team back home in organizing and presenting an exhibition, working with a participant who was not so articulate and cannot work as fast as I can was quite a challenge. Patience was required. I had to read the data provided by our mentor in such a short period of time to understand the object and write the panel and label.”

“The ability to work with another museum professional of a different background and be more flexible to interpretation and design style.”

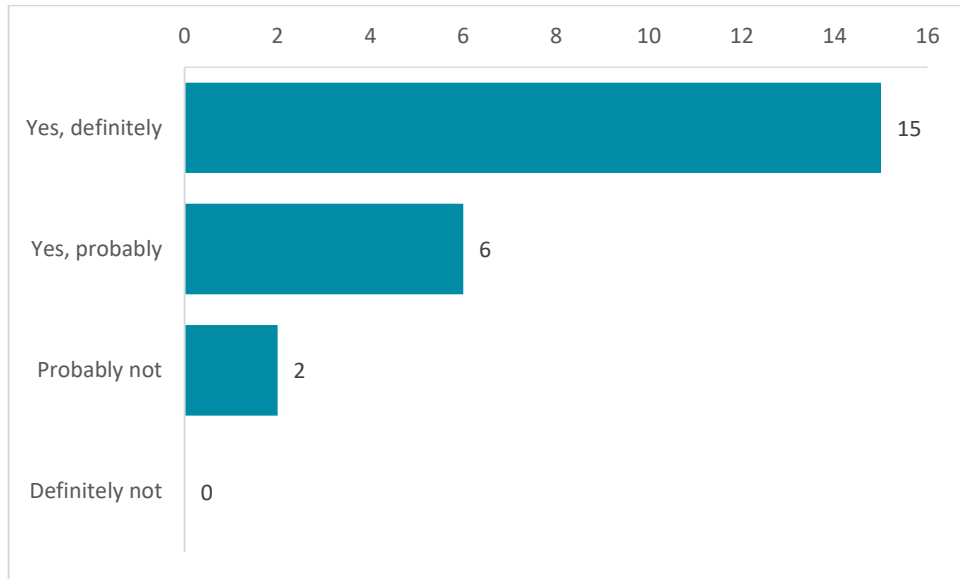
All except two of the respondents were happy with the quality of their Object in Focus project. They particularly valued the experience of working with an unfamiliar object, the challenge to their usual way of working, and the support of their mentors.

“It inspired me, my journey was spiritual, so reading about the object’s usage enriched my knowledge, indeed I love my object. My mentor was great from the first day and gave us sufficient information. My co-worker was great and we did a great effort together.”

“I was happy that we had an amazing object and a very appreciated stand but, you know, I think I can do better next times. I consider this to be a very useful experience, mostly

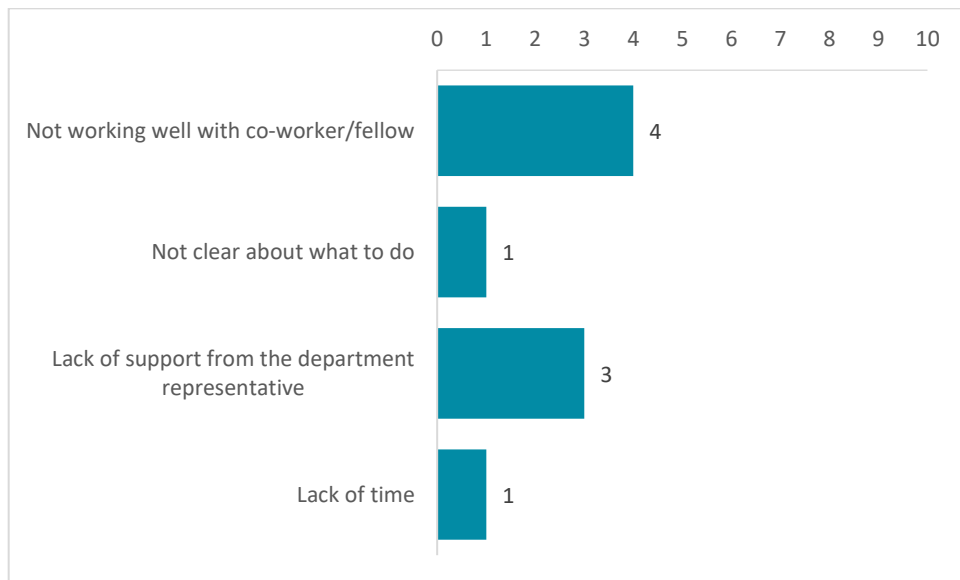
because the object was in no way linked to my culture, therefore it challenged me to see and look for things that were unfamiliar and to make the best out of this project.”

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



12 respondents didn't mention any challenges at all. The minority felt unsupported by their mentor or co-worker.

FIGURE 12: IF NOT, WHAT STOPPED YOU GIVING YOUR BEST?



Respondents were asked what advice they would give other fellows on designing their Object in Focus projects. Answers were:

- Having the object chosen for you is good.

“All objects are interesting: it’s up to you, how you see it and interpret it.”

“The ITP choosing the object is a good idea. Don't worry about the Object in Focus project because you are learning how you can write panels, labels, posters and more information about heritage culture and history for another country in the world.”

“I believe this was a very interesting thing that the mentors chose the object they thought will be useful for us and visitors. If I would have chosen the object, I would have probably chosen something I know and that wouldn't improve my skills too much.”

“As a museum professional we should have a practical knowledge to design any type of object which we have. Especially single object displays. No worries about what kind of object you get. Think about how it displays with good interpretation.”

“Working with objects that are not related to your culture or background allows you to think outside the box. It broadens your knowledge on how to link other objects from different areas into your concept. They should explore beyond their comfort zones.”

- And the opposite.

“While the concept of assigning objects to participants that are not from their countries is a logical concept, an opportunity to select an object from a list, say 10 objects from the Department from which the object will come, will give an opportunity to inspire more the participants in developing exhibition concepts and design. I deem it important that you select and like the object for one to be more inspired in doing more activities other than just writing the panel and label.”

- Get to know the object.

“I would recommend to make a lot of research to get some information, and to talk as much as possible to your partner, to your mentors, and to people who might know something about your object. The conversations should be casual, but they will inspire you and lead you to your aim.”

- Do not worry about the project.

“Be creative and do not be afraid to explore new ideas.”

“Do not stress! Trust your previous knowledge. Look for help when you need it.”

- Invest in team work.

“Spend more time with your partner ahead of the project, to overcome any possible obstacles of communication and to know ahead the style of work collaboration you have to employ while working on the project that comes from the need of overcoming any possible obstacles.”

“Are you sure that you are cooperating enough with your teammates on the project?”

- Ensure the work is visible.

“They should ask for a larger panel and a better spot to place it. In my experience, the text I came up with to explain the theme was quite good and suffered no modification from the department’s employees but it was too small and too far away to be visible and readable by those who visited the stand. They should have anything that could be interactive and that could be transformed in a souvenir for those who come to their stand.”

THE BALANCE OF THE PROGRAMME

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

- Everything.
- Museum visits.

“I really liked visiting the Horniman Museum and Gardens. It is just amazing how this museum could make the visitors experience so enjoyable and useful at the same time.”

- Departmental programme and contact with curators
- Specific subjects e.g. conservation database, storage, display, the Object in Focus project.
- Going to the theatre.
- Being with other participants.

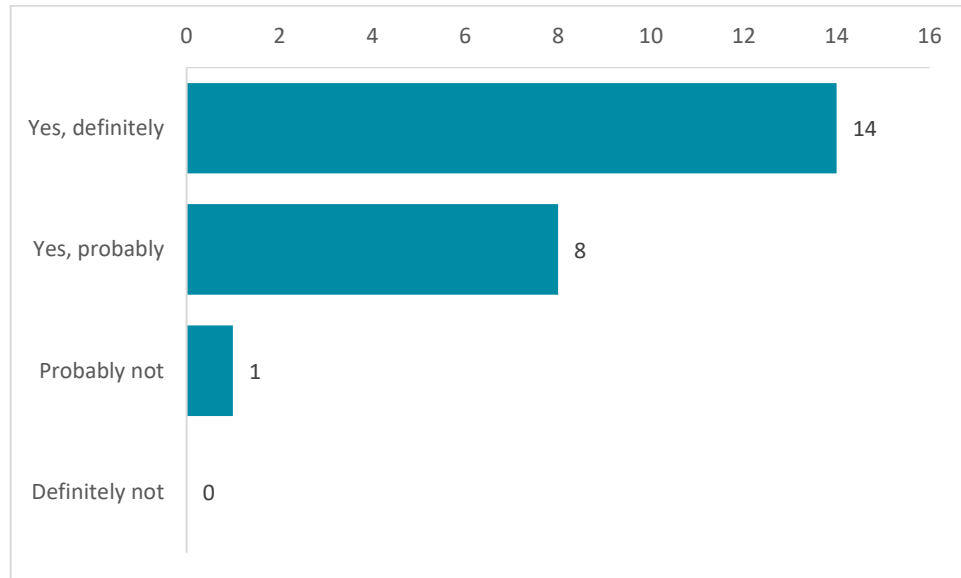
“Being part of this group is the first thing because even the most educated people might have preconceptions about different cultures but I felt like being part of a family here without sensing the cultural barriers. I really enjoyed visiting all those museums and learning about the multitude of approaches and experiences. And last but not least, the ITP staff was amazing in making our experience a once in a lifetime one. Thank you!”

The least enjoyable parts of the programme were described as:

- Lack of time to rest and recover.
- Long bibliography.
- Lack of time for practical application.
- Lack of choice over programme.
- Long sessions.
- Presenters who speak quickly.
- Departmental time.
- The Sloane Room, because it is hot and noisy.
- Some repetition in content of sessions.

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

FIGURE 13: 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?



“Every participant has different requirements but the sessions are overall useful. I enjoyed those sessions as well which were not directly related to me.”

“I would say yes but it would have been nice to be able to choose the specialist sessions according to your interests.”

The different sessions on other aspects of museum work where I am not most concerned served as eye-openers. I learned some new things. I also appreciate the participant-led activity. It was a way to know what the projects of the other participants in their own museums. The Reflection time was also a nice way to get to know more a participant paired with me, most especially if I do not usually engage with participants on a personal level.”

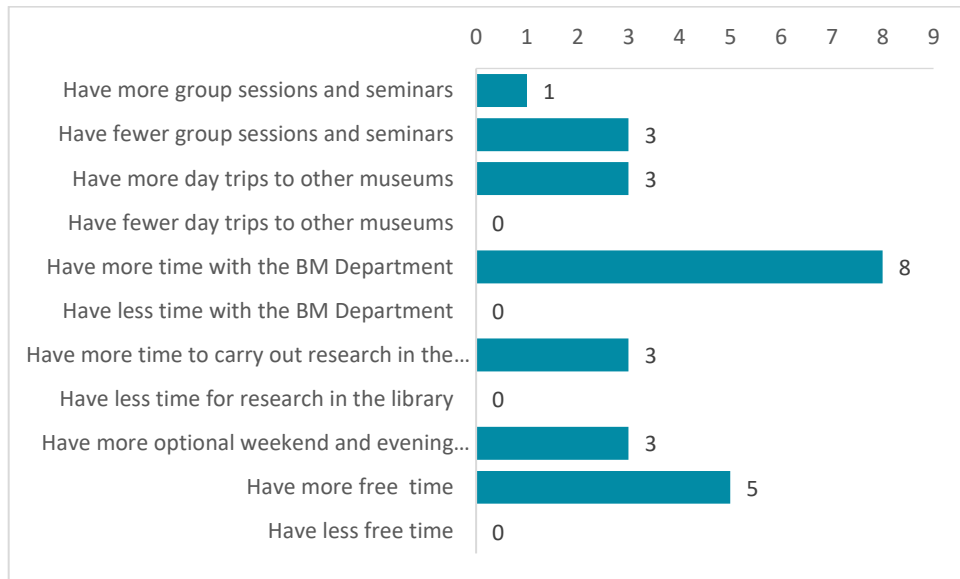
“The fact that the program was flexible enough to allow me time to go to Sothebys for short meetings was even more perfect because it meant I got to do ITP and work stuff during the six week program.”

“The hard work of considering the needs of different people was visible in the program they built. They definitely refer to our profiles while thinking about this year's program.”

“The program did a fair balance between the theoretical and practical sessions. We were able to know the theoretical background, then going and apply that into a real context; that was very helpful.”

Asked specifically about possible changes, the most popular change was the same as for previous years: more time with the BM department.

FIGURE 14: IF NOT, HOW WOULD YOU CHANGE THE BALANCE BETWEEN THE ELEMENTS?



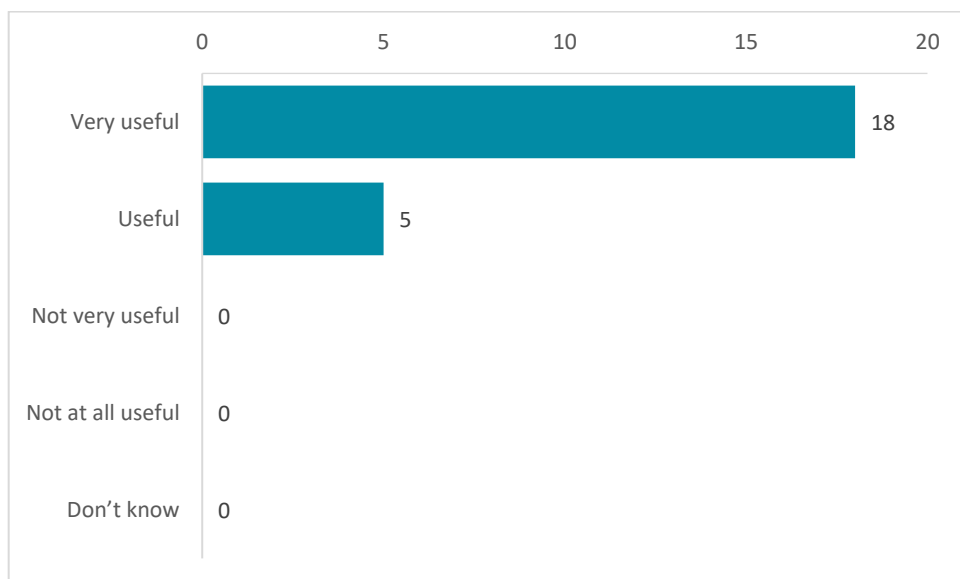
“We all have very valuable experience and ideas as museum and heritage professionals from around the world but there was not time in the programme to share that. This is necessary to feel that we're here not only to learn about the BM, but about what our fellow ITPers do, know and think.”

“It will be great to either have specific time allocated for departmental practical work or research into specific subject areas.”

THE SENIOR FELLOW ROLE

All respondents said the Senior Fellow role was useful.

FIGURE 15: WHAT DO YOU THINK OF THE SENIOR FELLOW ROLE?



“Provides in-house assistance and serves as a bridge between participants and the ITP team.”

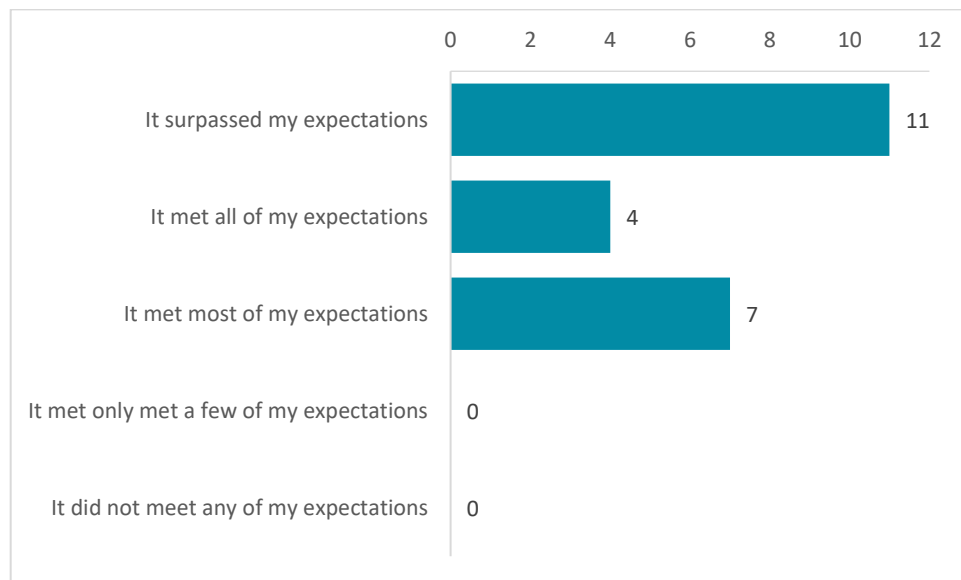
“The Senior Fellow may need to be more "present" like monitoring the progress of the object in focus project, helping with designs or sourcing of programs/apps, if needed, providing time at Schafer House for discussions (though he is always available through whatsapp and SMS) or consultations of possible legacy projects, or assisting with other interests of the participants outside of the programme.”

“The Senior Fellow is a person who is a medium between BM staff and ITP participants because he is in both of the teams. He controls and is a friend at the same time.”

OVERALL VIEWS

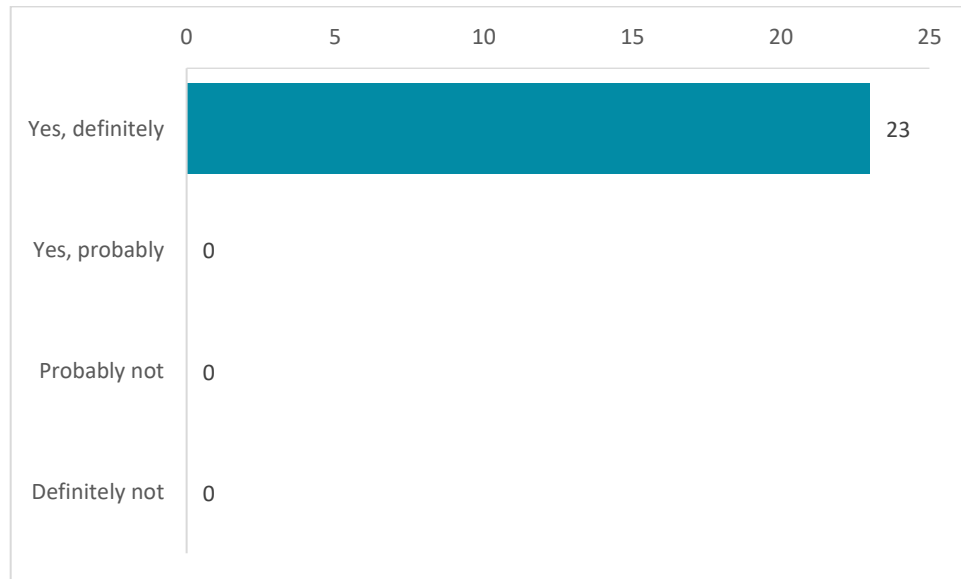
15 respondents said the ITP surpassed or met all their expectations, which is lower than for last year.

FIGURE 16: DID THE ITP PROGRAMME MEET YOUR EXPECTATIONS?



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

FIGURE 17: DID YOU FEEL THAT THE BM GENUINELY CARED ABOUT YOU AND YOUR WELLBEING?



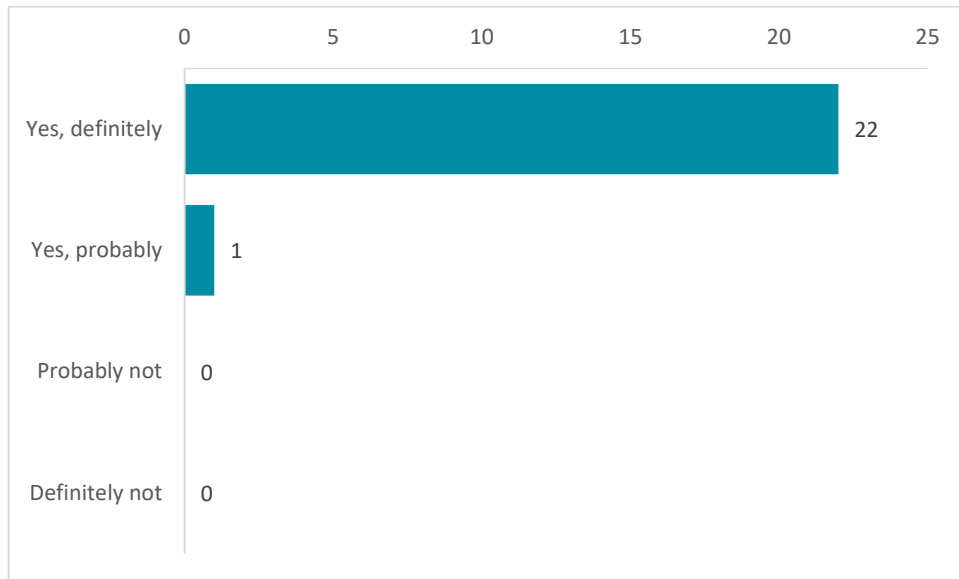
“Especially with my whole accident: super helpful and kind.”

“When I arrived here they welcomed me very gracefully. After that whatever I requested they try to fulfil my hopes. I really appreciated them.”

“The BM has done a great job in that. I really felt that everything was very well-organized and accessible. And because I have faced some health issues, I was really happy and comfortable to see how Claire has helped me in suiting myself into the program from day one. I am happy that I made it to the ITP. I had some hesitations to come and join because of my health issues, but I am glad that I did it.”

“Being here and away from my home wasn't actually hard because the staff here were very caring and welcoming. They cared about my emotional stability and being homesick which made it very easy to adapt to the new environment.”

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

FIGURE 18: DO YOU FEEL THAT YOU HAVE A RELATIONSHIP WITH THE BRITISH MUSEUM?

“We became part of the BM.”

“I am discussing with the BM for a future exhibition at my museum and really for making this relationship more stronger, I will be in touch with BM via emails.”

“I feel I have developed both professional and personal relationships with some people involved in the programme and this is great for future projects and collaborations.”

“I do and I hope the BM considers the same. Although I work in another country, now I feel that I am part of this institution and I would like to give something back.”

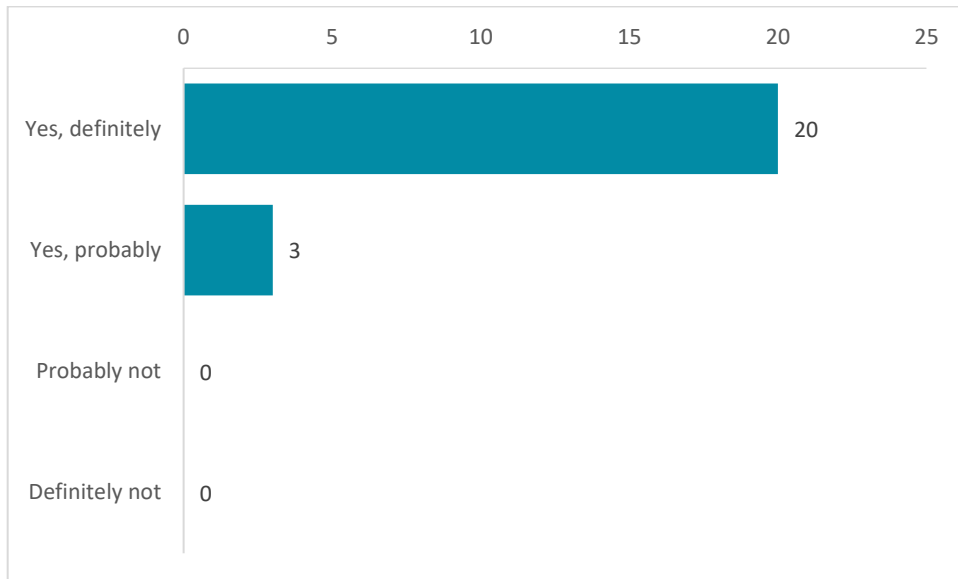
All participants said it was useful to have curators from other countries on the ITP programme. Comments emphasised the positivity of feeling part of a wider community.

“I was able to share my ideas with other professionals and learn about the status of museum work in different parts of the world. More importantly I have developed connections with them, which we can build on for future work.”

“I made many dear friends with the ITP participants, who are just amazing, open-minded and kind people. Also, it was very useful for us to talk casually about the work we do by sharing the knowledge, ideas and experience.

“I love to see diverse ways of living cultures and different lifestyles. All of the experiences I have known and learned from my dear friends of the ITP have added so much, so many colours to my knowledge and the way I see the world.”

FIGURE 19: WAS IT USEFUL FOR YOU TO HAVE CURATORS FROM OTHER COUNTRIES ON THE BM ITP PROGRAMME?

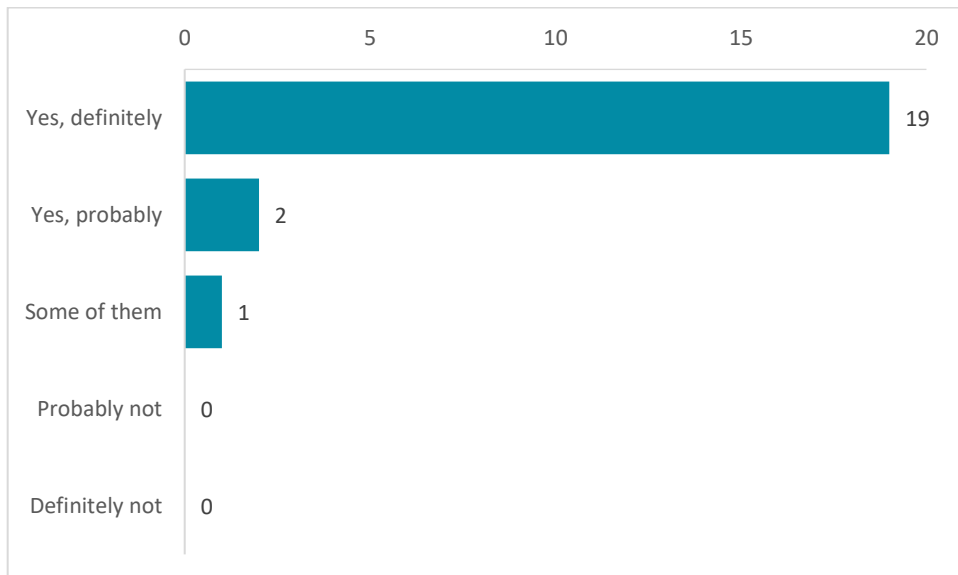


All respondents plan to keep in touch with other participants.

“I came here to improve my life in the first place and I would not go back and lose contact with these people who made my life better.”

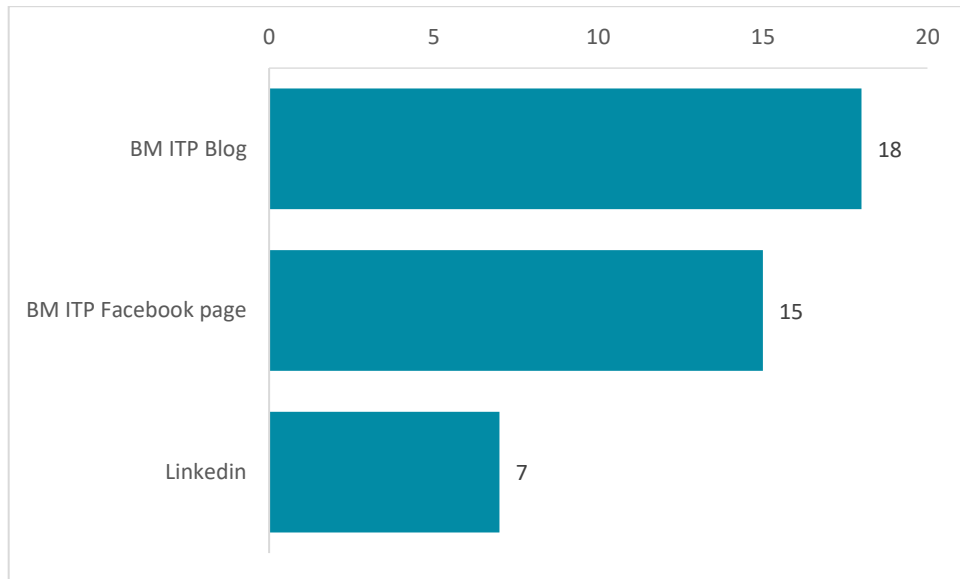
“Meeting people from different museums and other places opens the door for future plans.”

FIGURE 20: DO YOU PLAN TO KEEP IN CONTACT WITH OTHER PARTICIPANTS?



The most popular methods of contact were the blog and Facebook page. Comments also suggested Instagram and email.

FIGURE 21: WHAT SHOULD THE BM DO TO HELP YOU STAY IN CONTACT WITH YOUR ITP COLLEAGUES AND DIALOGUE WITH PREVIOUS YEARS' PARTICIPANTS? WHICH OF THESE WOULD YOU USE?

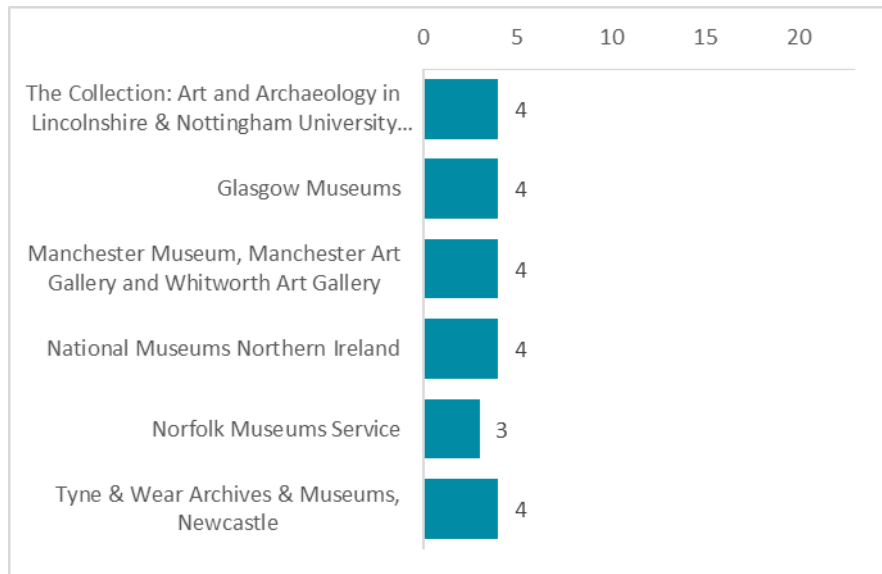


ANALYSIS OF PARTICIPANT FEEDBACK AFTER THE PARTNER MUSEUM PROGRAMME

INTRODUCTION

We have replies from all 23 participants.

FIGURE 22: UK PARTNER MUSEUM



PREPARATION

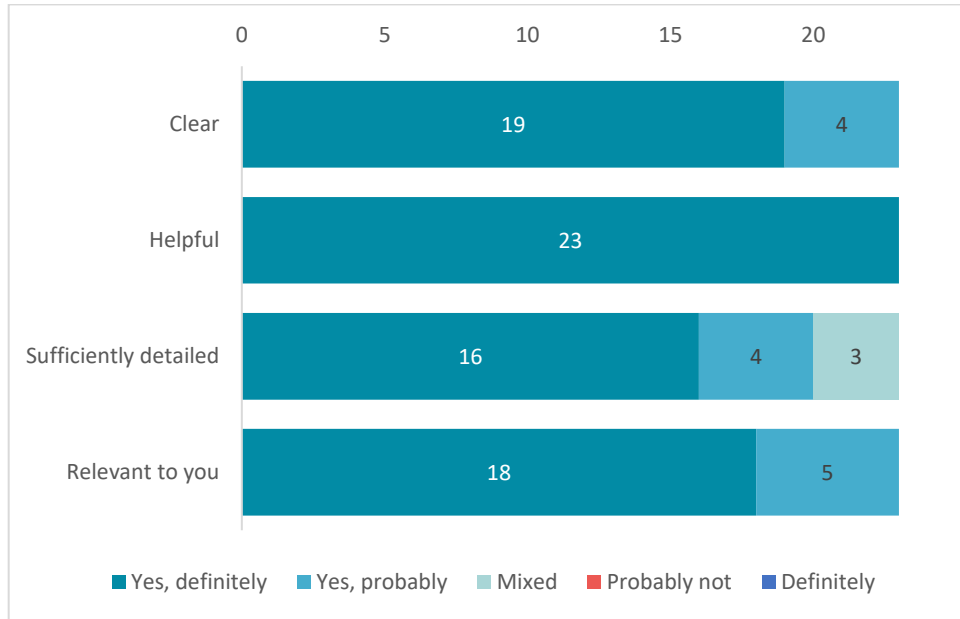
Respondents said the paperwork was clear, helpful and relevant to them.

“I really like the fact that we knew about the place we are going to before even coming to London. That gave us opportunity to have some extra research and to make a list of places to visit. The program took into consideration the field of speciality and interests of every participant making our time high-quality.”

“We were able to find all of the information we wanted for understanding the program, the schedule, the museums, and our tasks there.”

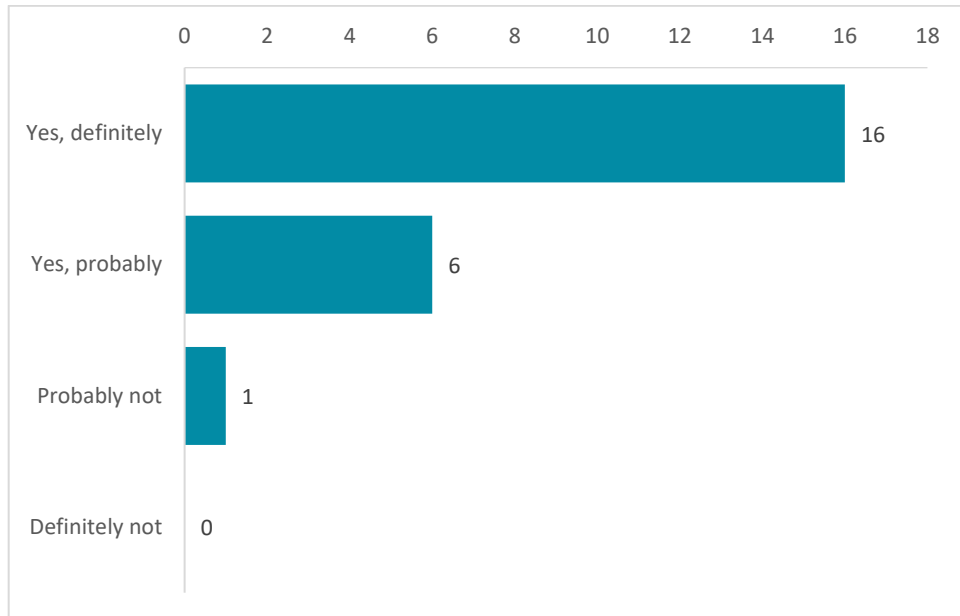
“I was interested in the relationship between the museum and the local council, about the learning programmes and the Roman Army on Hadrian's Wall. I am more than happy with the information I was so generously given.”

FIGURE 23: WHAT DID YOU THINK OF THE INFORMATION YOU WERE GIVEN ABOUT YOUR UK PARTNER MUSEUM PLACEMENT? WAS IT:



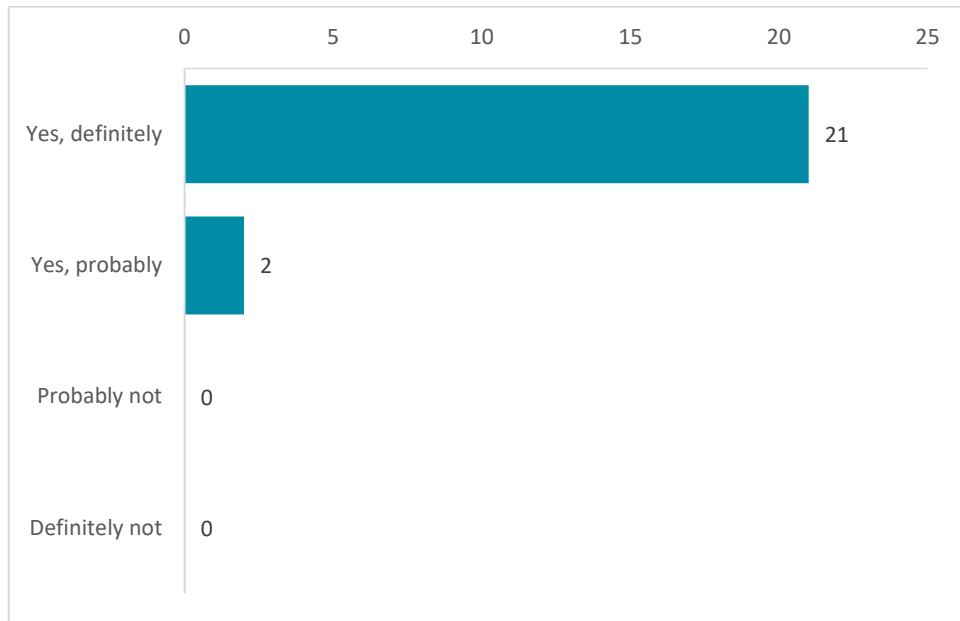
All respondents except one said the introductory information told them everything they needed to know before they arrived. One participant wanted to know more about traveling expenses.

FIGURE 24: DID THE INTRODUCTORY INFORMATION TELL YOU EVERYTHING YOU NEEDED TO KNOW BEFORE YOU ARRIVED?



All respondents were happy with the UK partner museum allocated to them, which is a positive given the challenges of this aspect in the past.

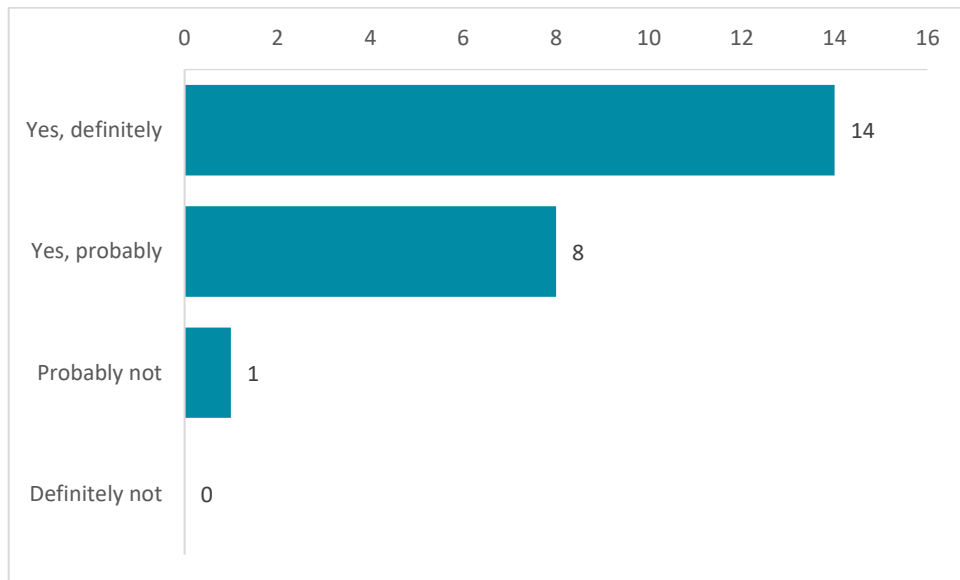
FIGURE 25: WERE YOU HAPPY WITH THE UK PARTNER MUSEUM WE ALLOCATED TO YOU?



“I think it is the best placement I could ever have given that my partner museum is made up of different museums and houses a wide range of collection.”

Only one participant said they didn’t understand why this museum had been selected for them.

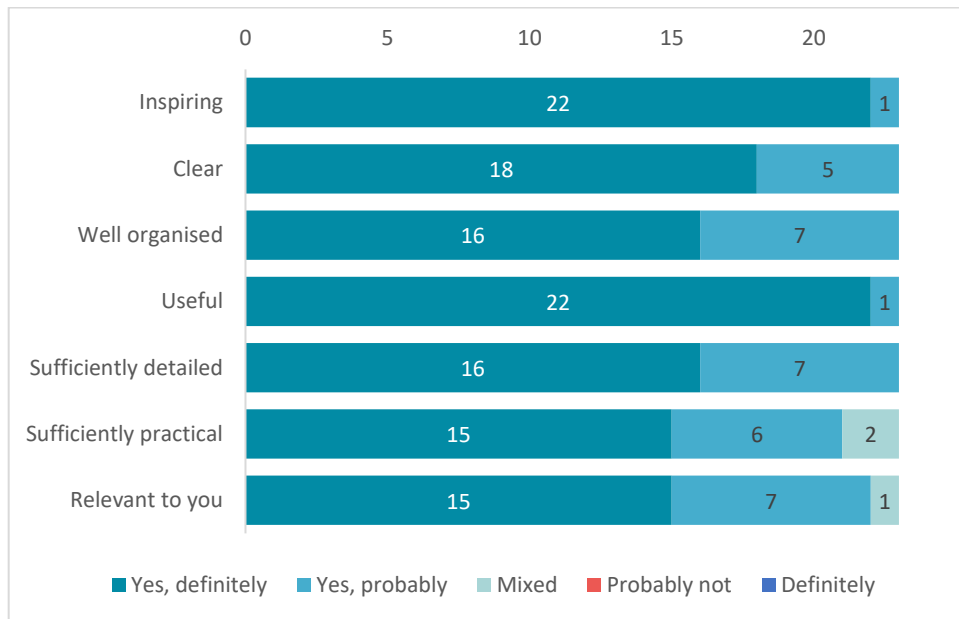
FIGURE 26: WAS IT CLEAR TO YOU WHY THIS MUSEUM HAD BEEN SELECTED FOR YOU?



TRAINING PROGRAMME AT THE UK PARTNER MUSEUM

Participants generally described the partner museums' training programmes as inspiring, clear, well-organised and useful, sufficiently detailed, sufficiently practical and relevant. Scores are slightly higher than last year.

FIGURE 27: WHAT DID YOU THINK OF THE TRAINING PROGRAMME AT THE UK PARTNER MUSEUM?



“Sessions are well organised, I just felt the limitation of time, if it would have been abit longer, I could be more detailed.”

“Overall, the program was built in a way that every participant finds it special and unique for him/herself.”

“It was really useful to be part of this placement. There is a variety of museums there that shows different ways of presenting themes and concepts. It was also useful to see the way the museums has exhibited some sensitive topics that are very important to be covered. The "Troubles" exhibition has inspired me about how to deal with the problematic aspect of Iraq's history.”

“I certainly learned a lot by visiting my partner museum, and I think there was more to offer us but as much as time was short there was not enough opportunity to carry out practical activities.”

“It was inspiring because I learned some new methods of approaching the visitors, well organised because they delegated the proper persons to do it, useful because they demonstrated that things work, sufficiently detailed because I could really relate to some of

the things we were taught to apply them in our museum, sufficiently practical because we were encouraged to apply the lessons on the spot and really relevant to me because it was exactly what I was expecting to attend to.”

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

Responses were:

- Experiencing other English cultures.
- Interacting with smaller museums, which made it more relatable.
- Being able to catch a break from busy BM schedules.
- Sessions on community engagement and volunteer engagement.
- Hands-on practice.
- “We had the role of teachers in the childrens workshop where we could use our knowledge in practice.”
- Meeting museum staff.
- Visiting stores and being told the public has access too.
- Conservation sessions.

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

- Subjects far removed from their current role or training e.g. HR.

“The presentation about the archives. They were extremely relevant and useful but my museum is very young and we do not have archives of our own.”

- Contemporary art.

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

- More practical sessions e.g. conducting audience research, observing a participative session, carrying out a conservation task.

“The program itself was perfect, taking into consideration every participants interest. Since the participants had a different background, sometimes it was useful more for one than for another.”

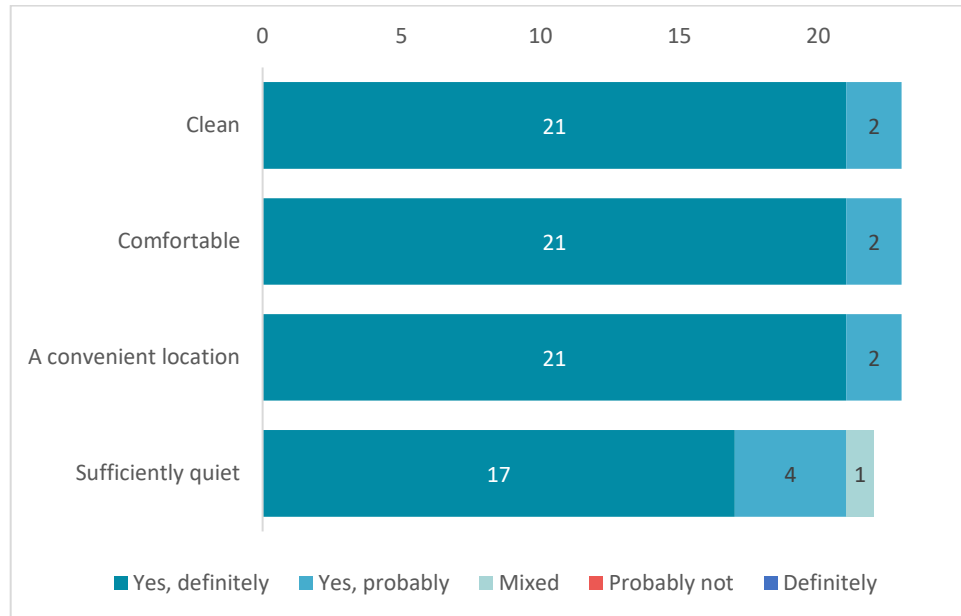
- More time in the partner museum.

“The programme schedule is really good in both theoretical and practical sessions. But I think the ten days is not enough for the study purpose. It’s definitely intensive. We haven’t much time in some interactive sessions.”

ACCOMMODATION

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

FIGURE 28: WHAT DID YOU THINK OF YOUR ACCOMMODATION?



“It was 1000 times better than Schafer House.”

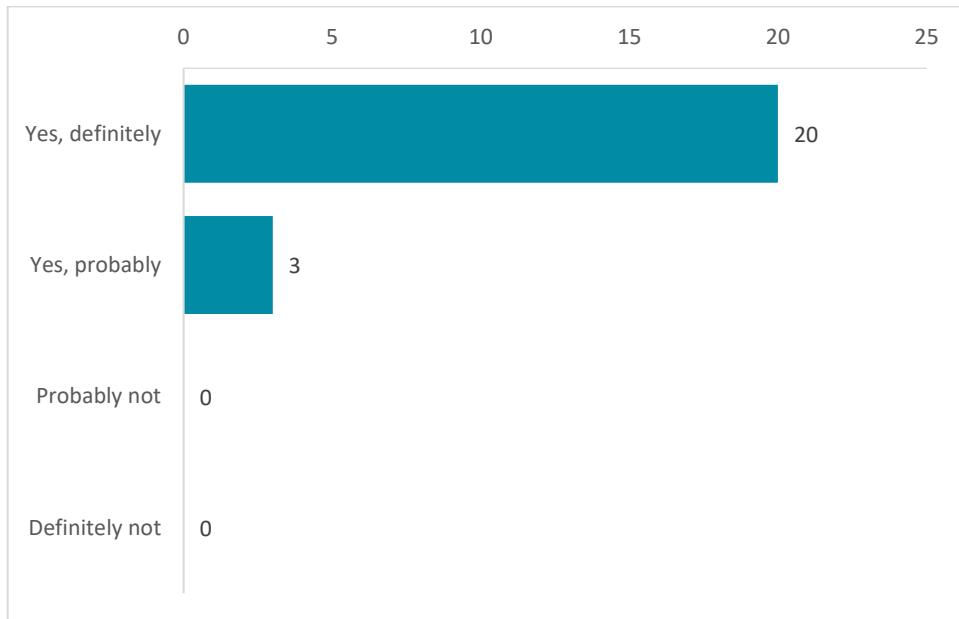
“It was perfect and above my expectations.”

“The apartments we were living in were just perfect. We had everything including our own kitchen, bathroom, bedroom. Somebody used to come and clean the room daily. Also we had our breakfast for free. The location was safe and close to the city centre.”

“The accommodation was comfortable and quiet and contained all the things we needed and was also close to the museum and the lively areas.”

All participants thought the accommodation should be used again.

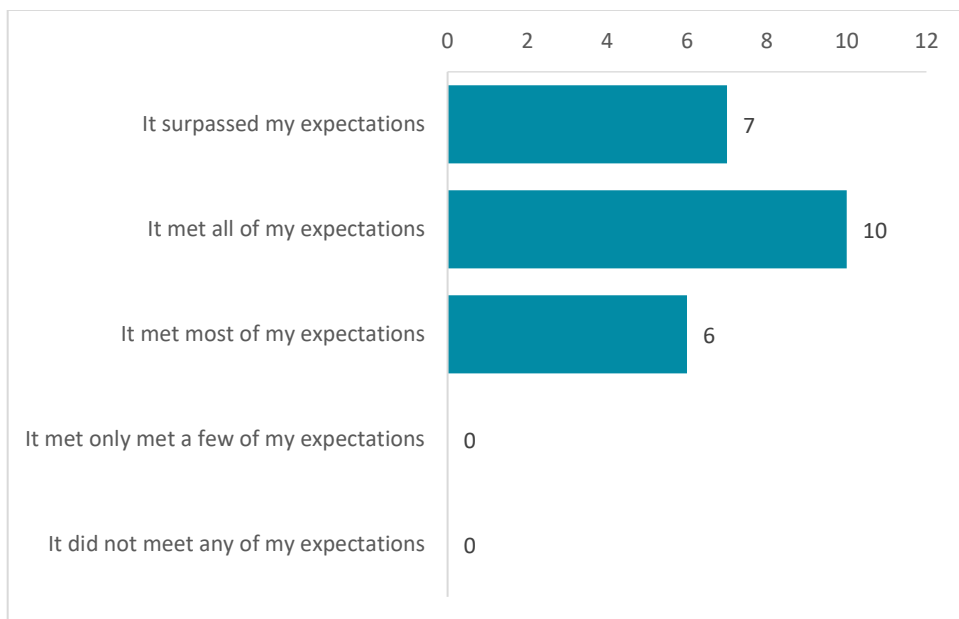
FIGURE 29: SHOULD THE PARTNER MUSEUM USE THIS ACCOMMODATION FOR FUTURE STUDENTS?



OVERALL VIEWS

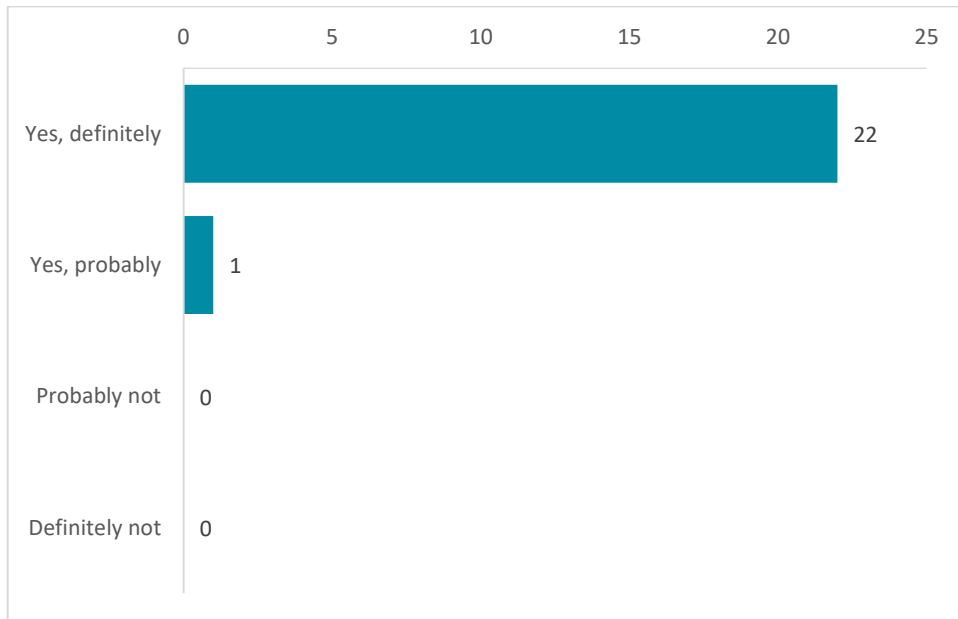
The partner museum programme met or exceeded the expectations of 17 participants, which is a higher score than last year and the year before.

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



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

FIGURE 31: OVERALL, DID THE PROGRAMME AT THE PARTNER MUSEUM USE YOUR TIME WELL?

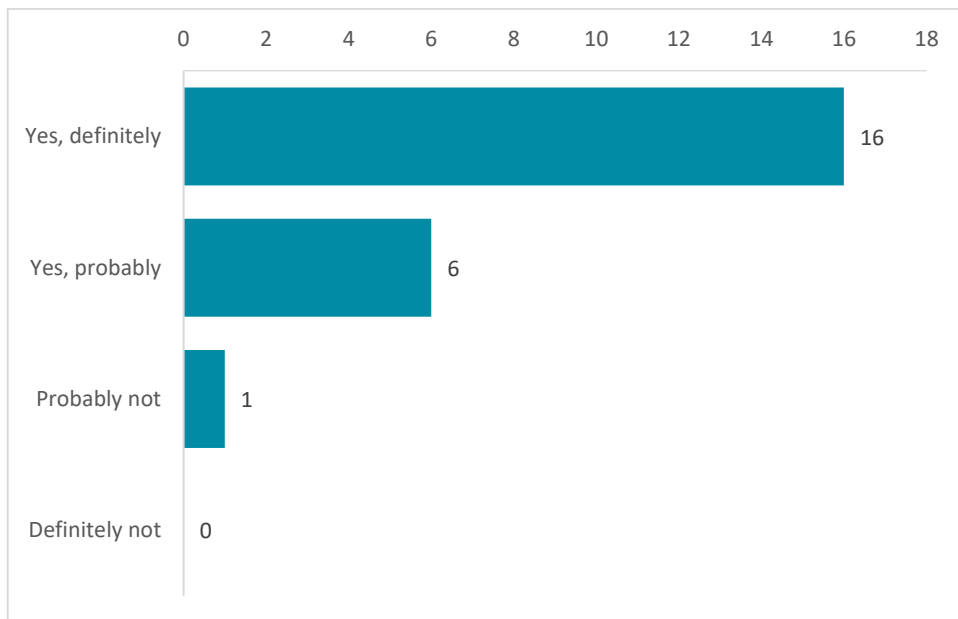


“Compared with London, time is relatively free and there are many opportunities for exploration.”

“They filled our programme with the specific and essential things that we needed.”

All participants except one said they have a relationship with the partner museum.

FIGURE 32: DO YOU FEEL THAT YOU HAVE A RELATIONSHIP WITH THE PARTNER MUSEUM?



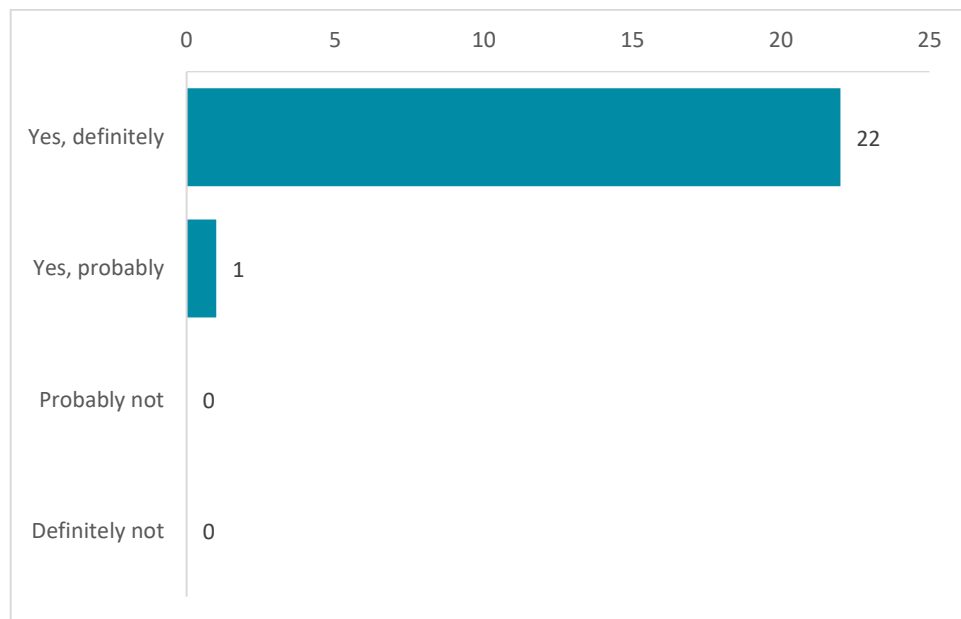
“I like to keep in touch with them to create a new vision for our exhibitions.”

“I have the needed contacts of the people I intend to keep in touch with. I respect them very much and someday I hope I can return the favour.

“I feel I have a relationship with my mentor. However, the time is too short to build a lasting relationship with the museum itself, or with museum workers relevant to my areas of interest.”

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

FIGURE 33: DID YOU FEEL THAT THE PARTNER MUSEUM GENUINELY CARED ABOUT YOU AND YOUR WELLBEING?



“The hospitality and friendly behaviour of the UK partner museums made me very comfortable. In fact, on my request they arranged a special session on database management not included in the preschedule, but they specially scheduled it only for me.”

“When I came to my partner Museum I was sick so I could not even come to the first sessions. My contact in the museum is a very caring and supportive person. On that day she sent me some herbs, citrus, honey and other products which could help me to get well fast.”

ANALYSIS OF FEEDBACK FROM PARTNERS

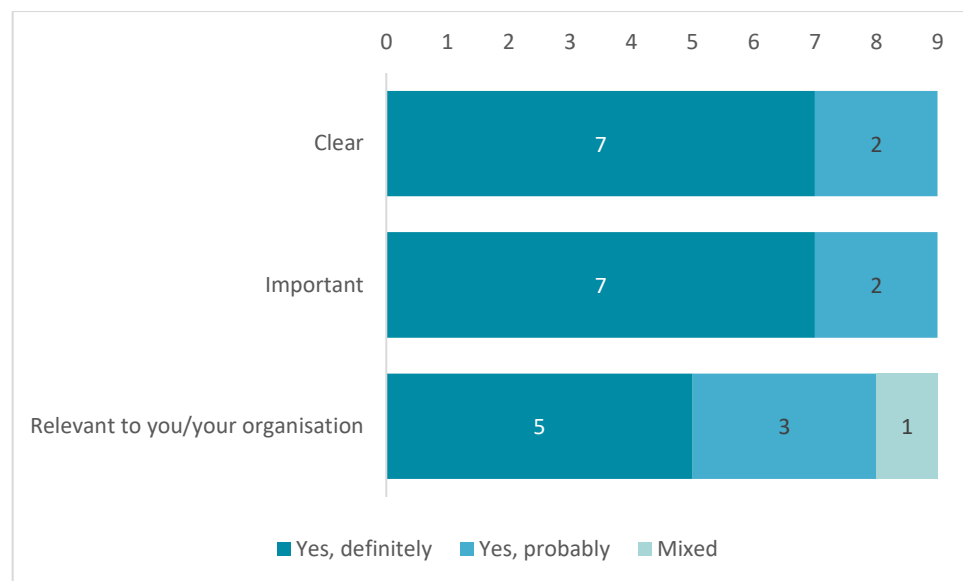
INTRODUCTION

We have nine responses from the six places.

ORGANISATION

Respondents said the objectives of ITP are clear, important and mainly relevant.

FIGURE 34: WHAT DO YOU THINK ABOUT THE OBJECTIVES OF ITP?



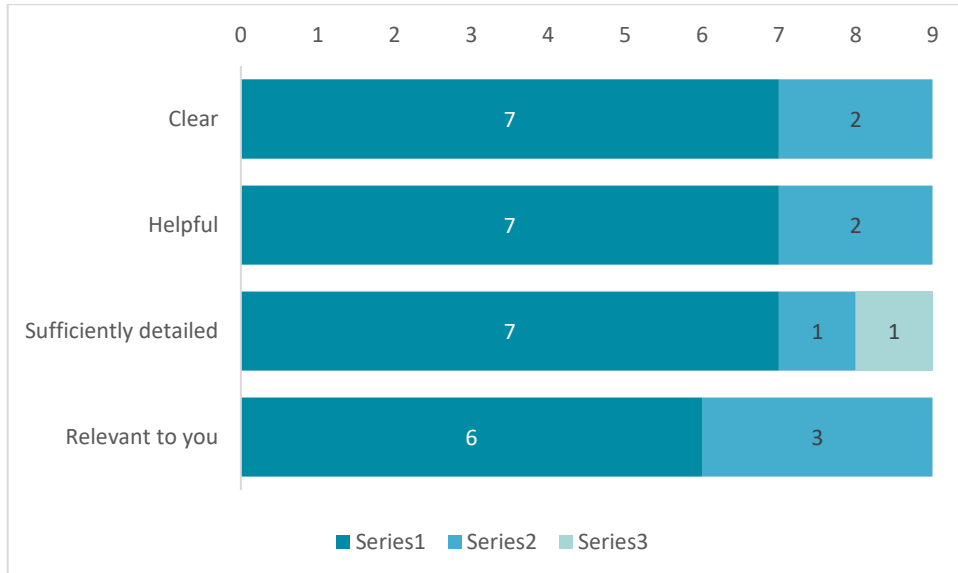
“The objectives of the ITP are very important and relevant to all participants. For my museum it enables and supports us to develop our relationship with the BM, regional partners and international partners providing the space and opportunity to share experiences and develop partnerships and friendships. It is inspiring, thought provoking, creative and enjoyable.”

“Given our ongoing close association with the BM in the run up to our South Asia Partnership Gallery, the ITP is very important to my museum. While we have been involved since the earliest years, we increasingly aim to work internationally and in the last few years have actively followed up on a number of introductions and invitations.”

“Because of the Teaching Museum and Share Museums East, my museum sees itself as having the capacity and expertise to share skills and experience with colleagues throughout the sector. The practice of delivering training is well established across the service and colleagues see it as part of their role. In this respect, what we do chimes very harmoniously with this objective of the ITP. Currently I don't anticipate any collaborations with the fellows who have visited us on this programme but with every year, colleagues are becoming more familiar with the ITP and this may well change.”

All respondents said the paperwork was clear, helpful and relevant. Comments were that the launch day still provides useful details,

FIGURE 35: WHAT DID YOU THINK OF THE PAPERWORK SENT BY ITP BEFORE YOUR PARTICIPANT ARRIVED: WAS IT:



“As always it is very clear and provides all information.”

“Paperwork this year was ideal; any slight changes at the last minute were clearly addressed.”

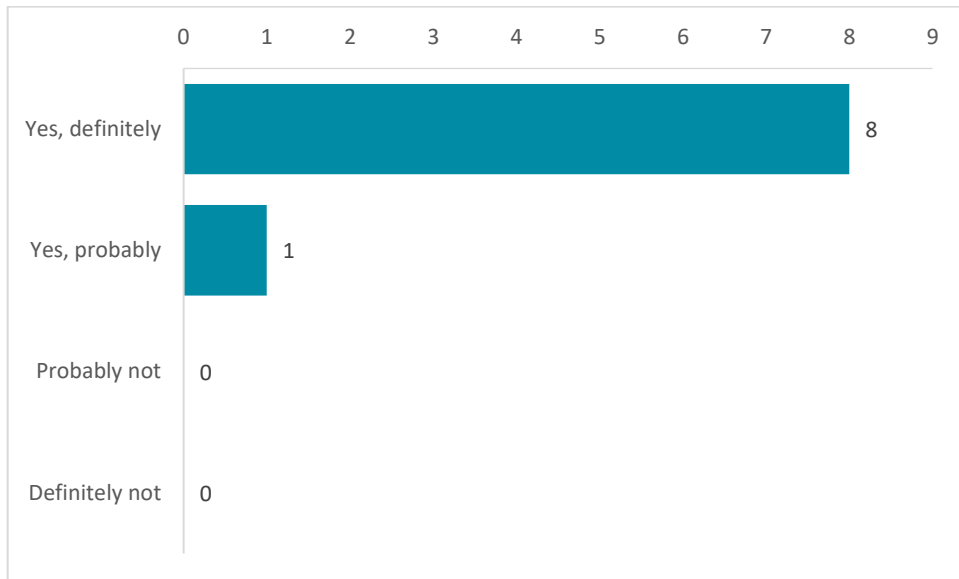
“As with previous experience, the paperwork only goes so far. It tries to facilitate a lot of information sharing which is useful but nuances or additional information and more key details come as part of the presentations on the launch day.”

All respondents were happy with the choice of participant. One thought the group didn't work well together.

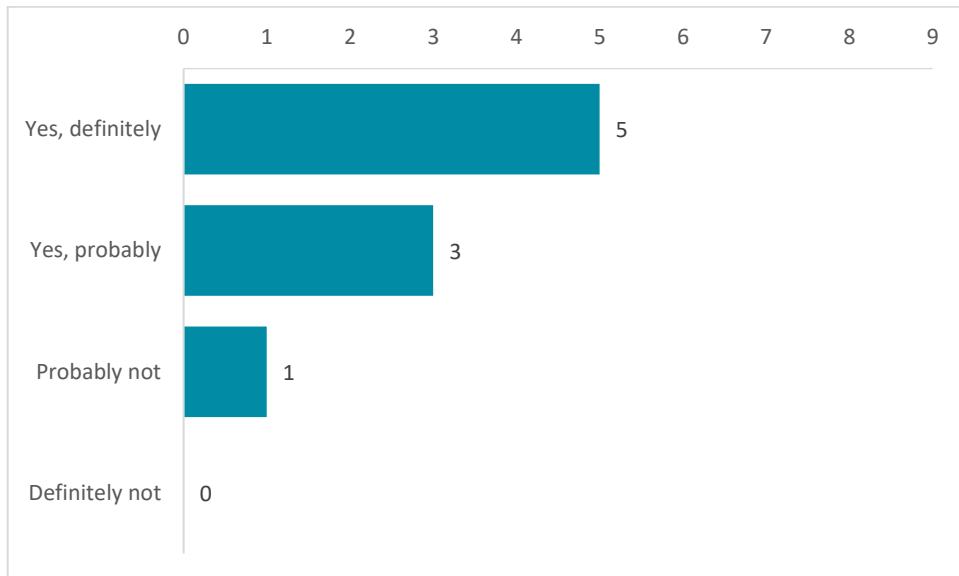
“Once again we have been privileged to meet with amazing colleagues.”

“My museum did not participate in the selection process this year; the fellows who came were not necessarily best suited and did not really gel as a group.”

“It is always an unfailing delight. This year I was slightly concerned given initial shyness but was soon proved wrong - a superb group!”

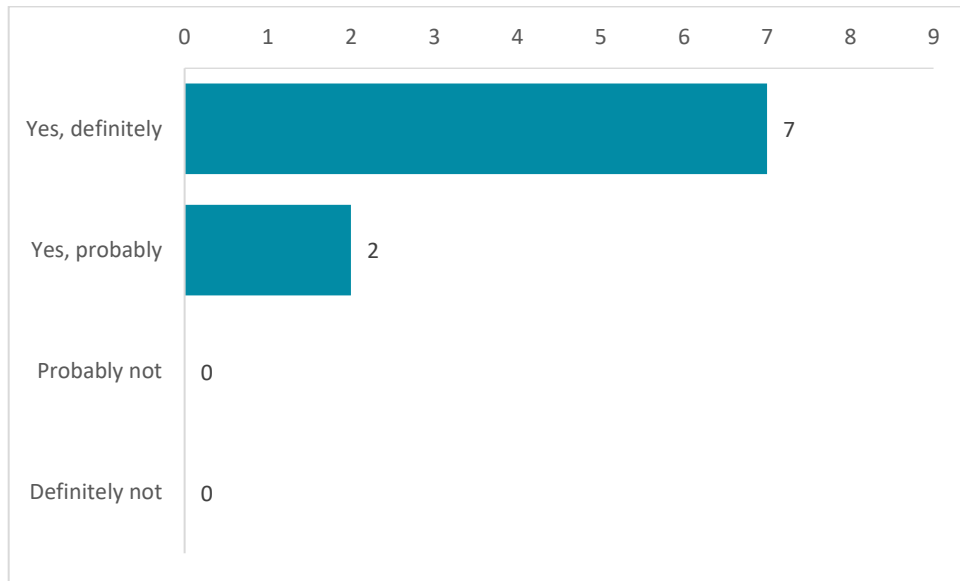
FIGURE 36: WERE YOU HAPPY WITH THE CHOICE OF PARTICIPANT?

All but one of the respondents said the rationale for the choice was clear.

FIGURE 37: WAS IT CLEAR TO YOU WHY THIS PARTICIPANT HAD BEEN SELECTED FOR YOU?

All respondents said the BM gave them enough support, which is very positive given the transition in the team.

FIGURE 38: DID YOU THINK THAT THE SUPPORT THE BM GAVE YOUR ORGANISATION TO PREPARE THE PARTNER PROGRAMME WAS SUFFICIENT?

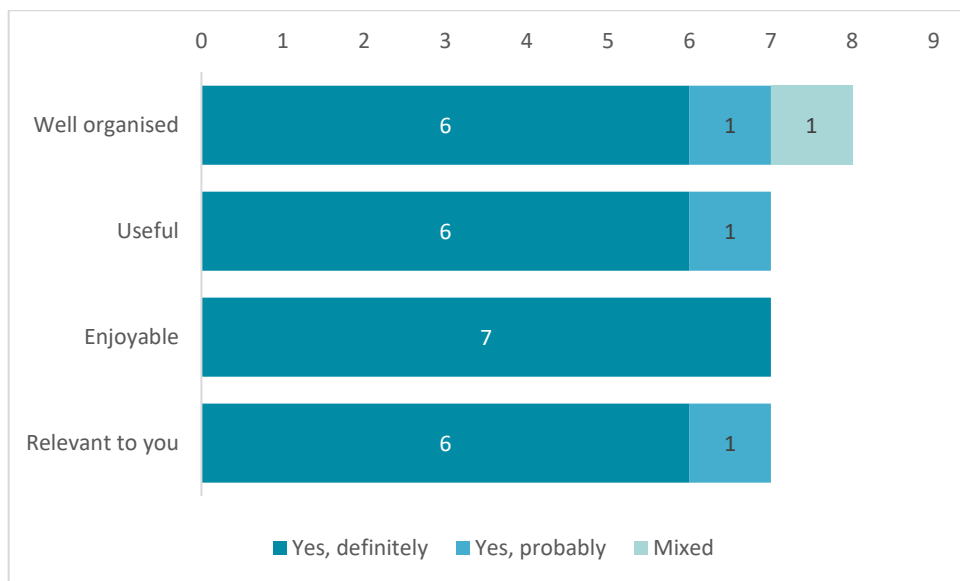


“As always, support has been spot on, even over the transition with two staff at the BM leaving.”

“I think this year was a challenge due to the ITP Team ebb/ flow but all efforts were made to help.”

Respondents said the introductory day was useful, enjoyable, relevant and generally well organised. One partner didn't attend and one pointed out that the previous arrangement of having the partner sitting with the fellows in smaller groups was better.

FIGURE 39: WHAT DID YOU THINK OF THE INTRODUCTORY DAY AT THE BM, WHERE YOU MET THE PARTICIPANTS?



“This is always a fantastic day. It is inspiring to hear about the work of the Fellows and also meet the Fellows who will be visiting. I look forward to this day every year!”

“Lots of presentations but the brevity and variety keeps things moving.”

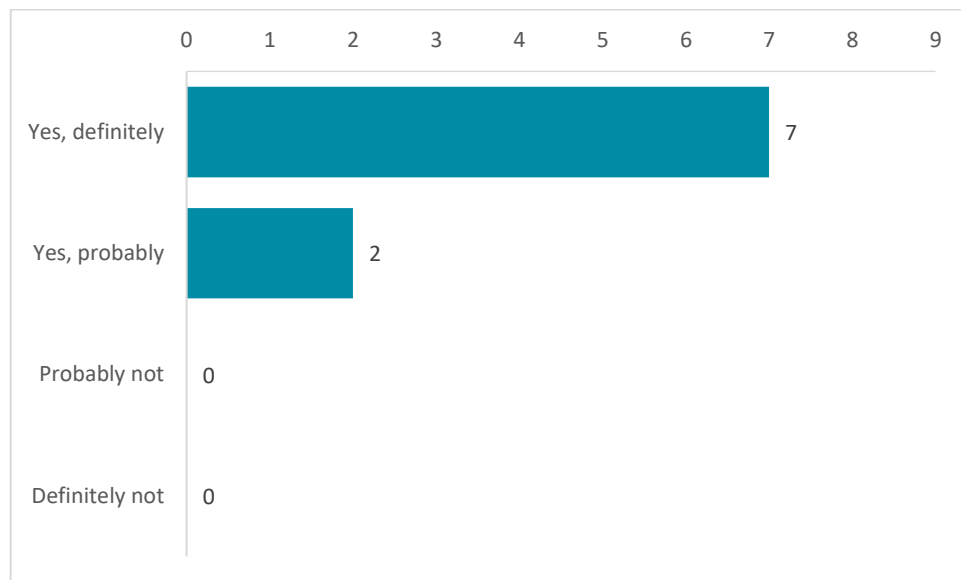
“It's always a great day, experiencing the diversity and personalities in the programme. For me it's positive CPD to be involved in the launch day and connect with heritage/ culture and museum professional. My 'mixed' answer for the organisation is no reflection on the actual organisation but in line with the changes made at the lunch time. In the year previous we had option to sit with the fellows in smaller groups and I felt the fellows and I really benefitted from that time - this year due to last minute room issues etc, this didn't happen and I felt some of the fellows weren't confident enough to naturally approach me at this time (others of course were).”

“It's good to break the ice with the new ITP Fellows. I felt they were more relaxed this year.”

ENGAGEMENT

Seven respondents said the participants contacted them before coming to the partner museum. All respondents said the participants engaged fully with the programme, even more than for previous years.

FIGURE 40: DID PARTICIPANTS ENGAGE FULLY WITH THE PROGRAMME?

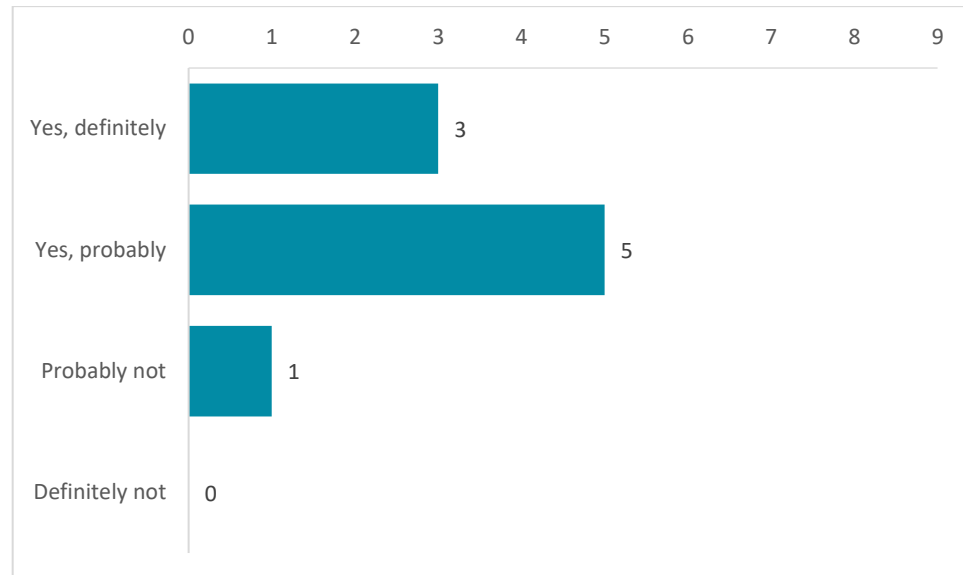


“As almost always, there was full engagement and staff fed this back to me afterwards.”

“I felt the most useful activities/talks involved them asking questions/ participating, rather than passively listening to presentations.”

All respondents said that participants seemed able to absorb the information given, although some were constrained by weak English language skills.

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



“I think that understanding can be difficult at times and felt this at one of the activities we had organised this year. It means that I must be clearer with people I am including in the programme here. Having said that I think it is also about giving activities time to develop in their own way too so that everyone has the time and space to observe, discuss, ask questions.”

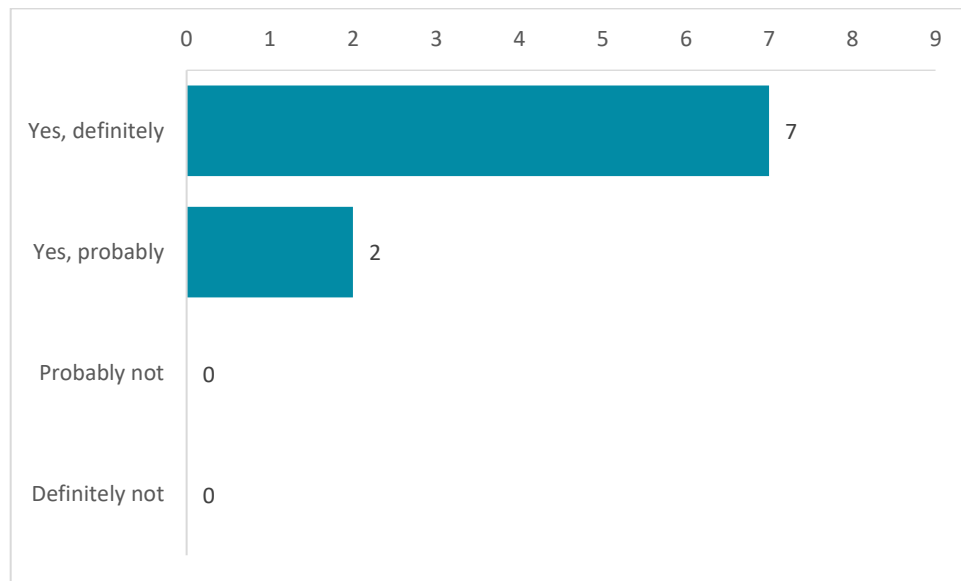
“Despite asking for some more time with us, I had a real sense that the information imparted was absorbed - and was genuinely useful.”

“Probably, but difficult to say as we expose them to a considerable amount.”

“The group was mixed in their ability regarding linguistic ability. At times due to this I felt that some members could not follow all the information given but this is a two-way thing in that we need to do more work in house to prepare staff for working with international guests.”

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

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



“This comment I feel is more reflective of staff than the fellows - who now have two cycles of ITP behind them and are more aware of what they need to put in and what the benefits are etc.”

OVERALL VIEWS

Respondents said the strengths of the ITP this year were:

- Programme design.

“The Programme is just so well developed. I am so grateful for all the opportunities as described above.”

- Programme organisation.

“Lovely fellows and seemed to be well briefed in advance about expectations.”

“I think that participants’ faith in the organisation and satisfaction with how they have been looked after and communicated with up to the point at which they arrive at their placements makes our job much easier. I was working with people who had high levels of contentment which is by far the best situation to be in.”

- Enthusiasm of participants.

“A real, wide engagement between nationalities this year and a keenness to follow-up on certain meetings.”

“The diversity and passion of the fellows, their enthusiasm and desire to understand and share experiences and learning.”

- Interaction between participants.

“The group of fellows we had all got along very well.”

“An interesting and engaged group who worked well together to question and learn about the different work strands that were part of the programme.”

“Our group were great, very interested in everything they were presented with. Their dynamic was great despite different ages and backgrounds.”

- Learning.

“Opening up new topics and methods of working that could be taken back with them for use in their own programmes. Practical benefits that could be used easily in any other venue.”

“Cross fertilization of ideas and working practices that comes from working on this programme. Direct reflection on our own working practices and how these can be altered/changed/improved upon.”

- Support for participants’ progression.

“Looking to further their careers through knowledge and insight into avenues that could be available to them in the UK.”

The weaknesses mentioned were language issues, the short length of the placement and the timing in August. The staff transition only seemed to affect one partner, which itself had recently lost staff. One respondent asked for a video on the programme and individual participants to help with internal communication.

“The loss of core project staff immediately before Programme started and equivalent loss or absences of key staff meant that the operation was not as smooth as in previous years.”

“In spite of the change in staff at the BM, there really were no issues from our side.”

“Although the group were good together and worked well together there was a definite distinction on the social side as they were not living together and in the evening they divided into two groups. This may have been to do with eating habits and preferences and may not been an issue with them but only comes from looking from our perspective as a host.”

“The sea change of the ITP Team and some of my colleagues internal efforts etc with the fellows and planning. Also, whilst we loved welcoming everyone to our museum, and I appreciate we were down two partner institutions this year, four fellows was logistically a

challenge for us re transport etc. and if we were to have this number again, we'd need to rework our programme.”

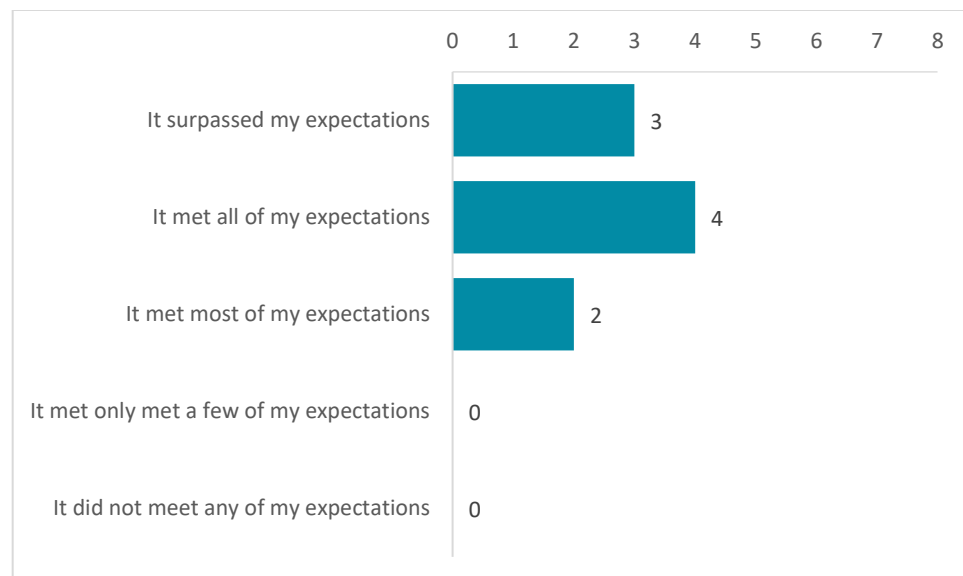
“I feel it would be better for them to have more time up here as it did feel a bit rushed and that was the comment expressed by many of my colleagues. The other thing to bear in mind is that August is always going to be a time when people are away on holiday so they may not necessarily get to meet everyone in the organisation they want to meet.”

“One of my fellow's level of spoken English and comprehension was lower than is ideal. It wasn't always clear that they were up to speed with all that was being presented and arranged. They did not seem frustrated with this but it was an ongoing slight worry with me.”

“It would be good if the BM could do a short promotional video to send out to the host organisations to explain the overall context of the ITP and what the benefits are. There are a lot of new staff here now so it would be good to have something I could send round to my colleagues when organising the programme. Also, it would be lovely if the ITP fellows could introduce themselves on a short video clip before arriving in Manchester so that everyone has an overall idea of them. This will avoid them having to repeat what they do and where they are from every time they meet a new member of staff. The video clip could be done in their respective groups and need only be 5 mins.”

Seven respondents said ITP exceeded or met all their expectations.

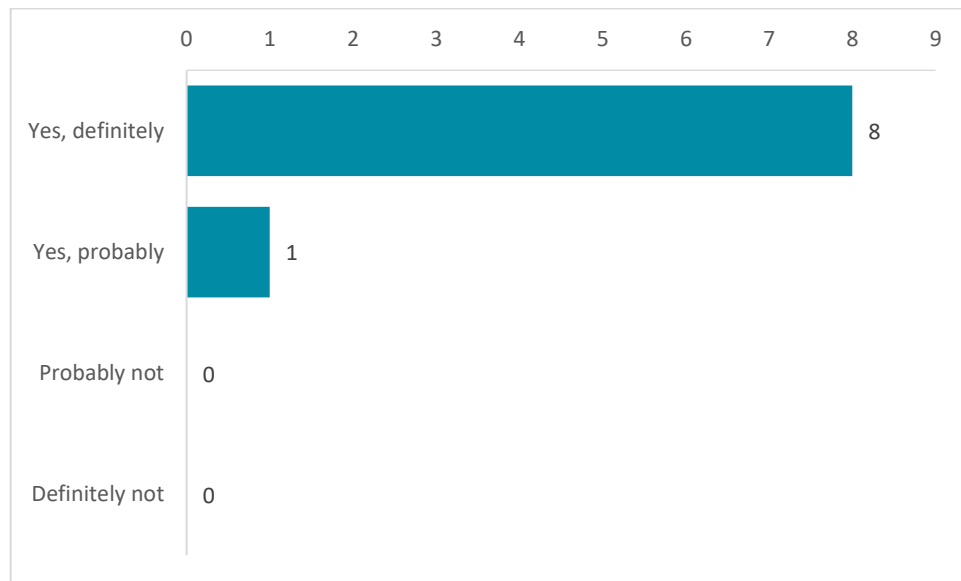
FIGURE 43: DID THE ITP PROGRAMME MEET YOUR EXPECTATIONS?



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

“We have a great relationship with the BM and I cannot think of anything to add only to say keep doing all the incredible work that you are doing!”

FIGURE 44: 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 global connections and thinking, learning, personal development, reputational gain from working with the British Museum, .

“From a personal/professional point of view it is one of the most special and important projects I am involved in and it means so much to me. It is incredible to have the opportunity to meet colleagues from such a diverse range of countries. It really does inspire me and has such an important human element to it. It is great to meet wonderful colleagues, locally, nationally and internationally and share, support, listen, think, be creative and have a really enjoyable time.”

“It is vital networking for me as World Cultures curator. For my museum as a whole, it is an important opportunity to meet museum professionals from other parts of the world so that we broaden our vision and understanding of museum practice.”

“ITP in many ways epitomises the museum we want to be - imaginative, inclusive and caring. Given work with South Asia and China for new galleries, international working has become more and more important. As I embark on our first international exhibition tour, I'm more conscious of the good practices and in-person benefits of working with the ITP

“It's great to work in partnership with such an esteemed organisation.”

“The ITP helps the gallery extend our international contacts and share good practice. It helps us understand our work and the role of museum and galleries in an international context. Personally, it gives an added dimension to my work and stimulates my own personal development.”

“It’s a two-way partnership of sharing of skills and knowledge from the same basis of a cultural heritage organization. It opens up conversation and provides ideas for all as to how to promote, gives context to, access and conserve all our collections and give a wider international basis to this work.”

“The ITP is opportunity, not just for the fellows but for myself and my museum. Opportunity to: explore shared themes; invite/ gain perspective; exchange knowledge and skills; be an ambassador; learn; laugh; embrace other cultures; grow. At my museum we seek to be 'here for good' to share and develop that approach - the ITP means we can do that collaboratively with the British Museum; partner organisations and the fellows.”

“Everyone here really enjoyed hosting the ITP fellows: it is fantastic to meet museum and gallery professionals from all over the world and we benefit from their insight and suggestions. However, it would be nice to follow this up with some sort of reciprocal exchange scheme.”

“It means a lot to me personally. I enjoy doing it and feel it has professional benefits for me and my organisation. When I wrote to thank all the colleagues who had participated in this year's placement, I acknowledged that the benefits of participating may not be immediate or immediately obvious, I had a response from our Director to thank me and to say that it is a very important initiative and that he's delighted we are able to be part of it.”

LEGACY

“Long may the ITP thrive and prosper especially in this age of polarisation, division and insularity.”

ANALYSIS OF FEEDBACK FROM DEPARTMENTAL REPRESENTATIVES

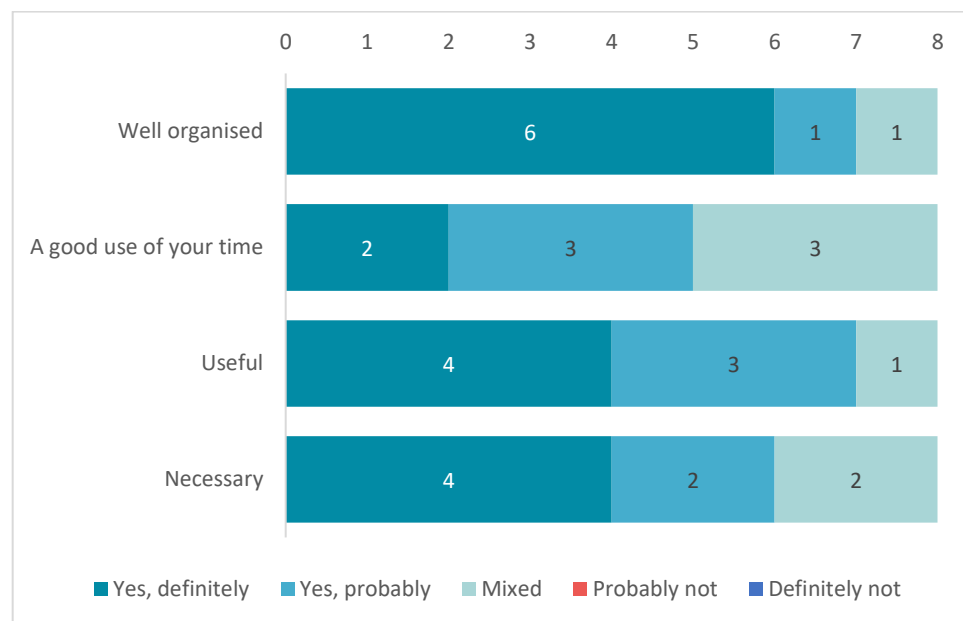
INTRODUCTION

There were nine representatives, eight of whom responded to our survey: two from Asia, one from ES, one from Greece and Rome, one from AOA, one from the Middle East department, one from Coins and Medals, and one from Collections Care.

MONTHLY MEETINGS

Scores are less positive than for previous years. Comments were that some work could be handled by emails rather than meetings given that not all Reps attend.

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

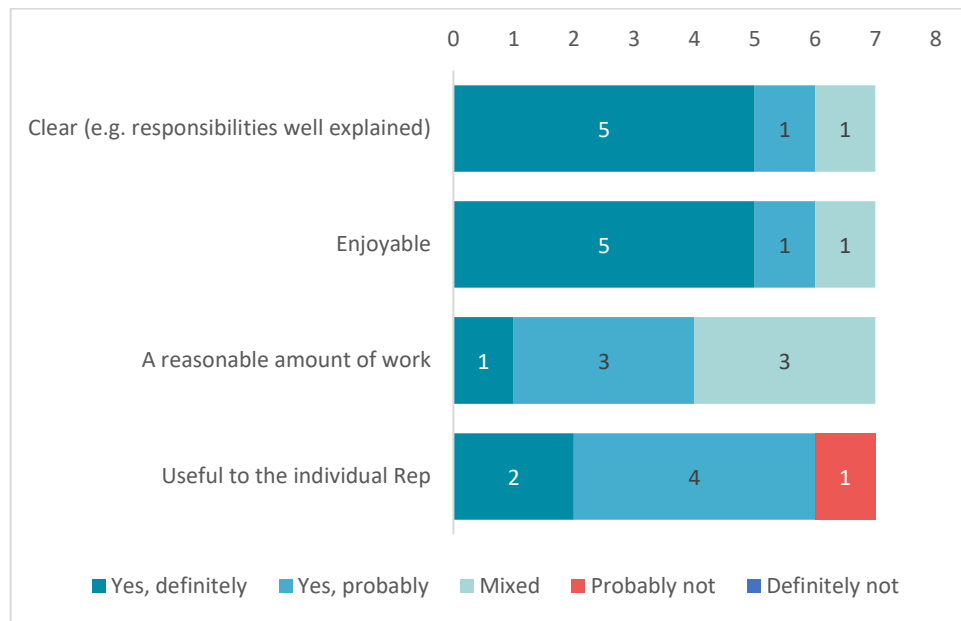


“In a few occasions, I believe the meeting could have been replaced by a series of e-mails. Maybe we as ITP reps could bring more ideas regarding what to do during some sessions with the fellows? “

ROLE

Responses on the role are mixed. More think the amount of work is not reasonable compared to previous years.

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



“It is very useful to the department, and often useful to the rep. Interest within the department is mixed however because of extreme staff shortage issues.”

The responses on ease of getting people involved were mixed and three said it was difficult. Comments were that willingness and ability to help depended on the workload of the individual.

“It varies from relatively easy to impossible. I would say half the staff do not engage in a meaningful way and although most staff would say it is important they are not willing to spend their time on this.”

“People tend to prioritize other tasks and not the ITP. Maybe asking curators to contribute their ideas about the ITP and why it matters, and encouraging them to propose alternative activities, could increase their interest in participating.”

Respondents were asked whether ITP could do anything to make it easier to get other people in the department to help deliver the placement. Comments were that early notification of dates, and the backgrounds of participants, would help spread the burden.

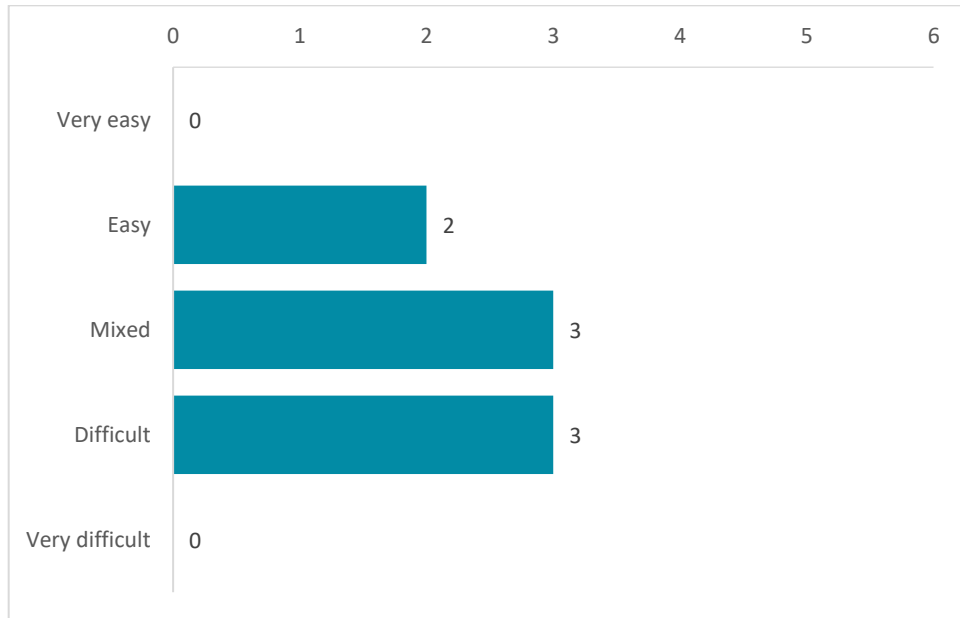
“Realistically we need more staff to keep delivering this.”

“Early indication of which dates/times the ITP participants will be in the department, so we can share the workload in terms of arranging who will do which days.”

“Please send clear information on the participants and exactly what they would like to achieve during their placements.”

“Maybe have a member of the ITP team participate in a Departmental meeting and listen to Departmental staff ideas and opinions regarding what to do during ITP sessions and how to improve them.”

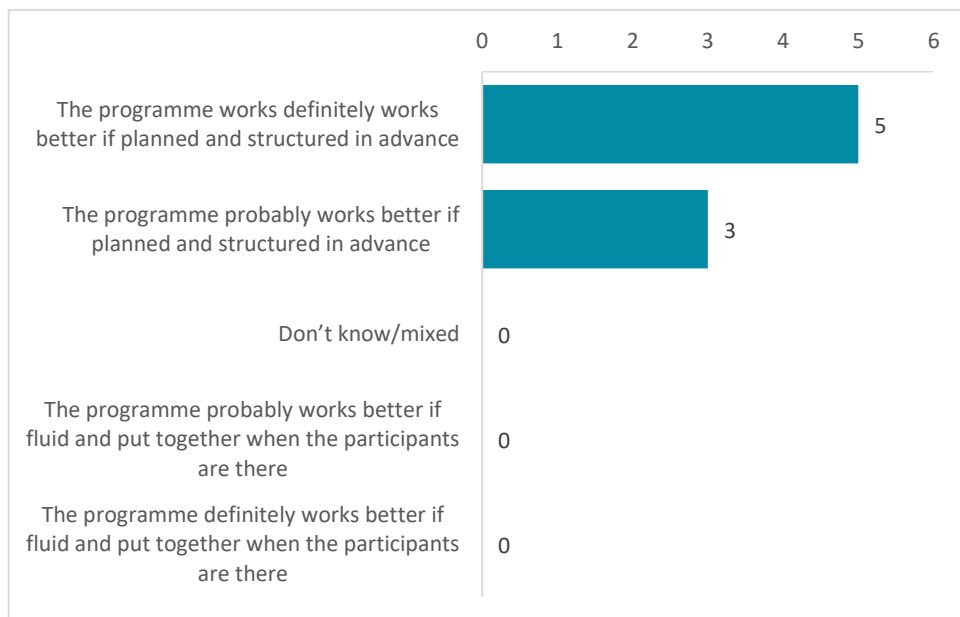
FIGURE 47: IS IT EASY OR DIFFICULT TO GET OTHER PEOPLE TO HELP DELIVER THE PARTICIPANT’S PLACEMENT IN THE DEPARTMENT?



STRUCTURE

As last year, there is a strong desire for programmes to be structured in advance, presumably as a way to manage the workload.

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



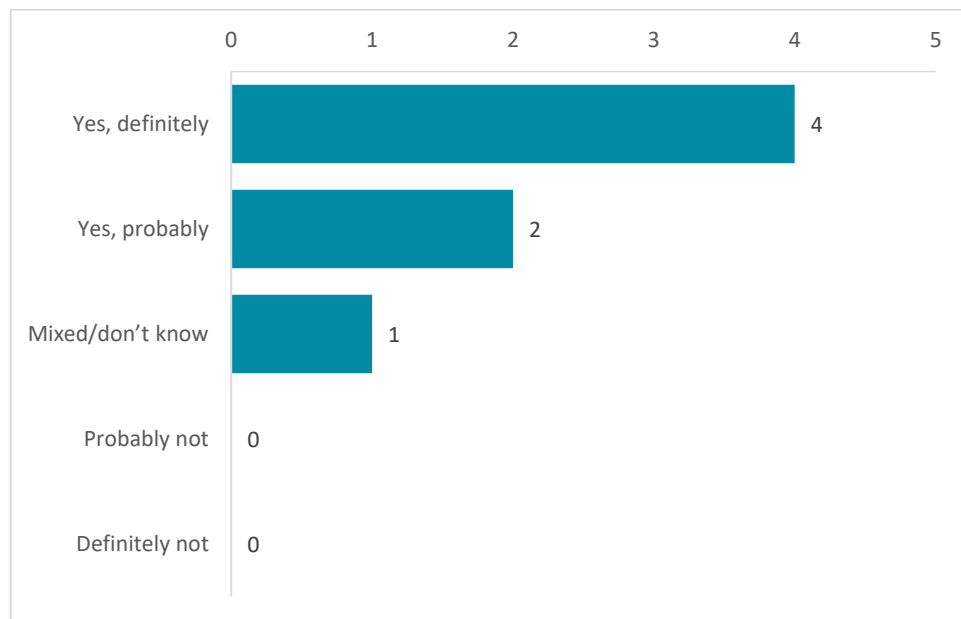
“They are always too busy when they are here to arrange anything on short notice, so its better if everything is planned beforehand. Otherwise it would be very chaotic.”

“It is a bit mixed, with 2 days structured, 1 trip and 1 day loose being the most successful structure in my mind.”

“The structure is good, but maybe the contents within the structured time slots can be more flexible. Example: half a day could be allocated to doing research using MI+ and the libraries. This research will focus on elements of the collection which are of interest to each fellow. Then, half a day could be spent doing a hands on experience of those objects and sharing the knowledge the fellows have on the material with the curators in charge of those objects. Doing this will benefit not only the fellows -who will be able to put into practice their existing knowledge and the knowledge acquired at the BM- but also the BM itself, as it can help us learn more about the collection.”

Views on the Object in Focus projects were relatively positive. Comments described this as the clearest structure so far.

FIGURE 49: DID THE FORMAT FOR OBJECT IN FOCUS PROJECTS WORK FOR YOU?



OUTCOMES

Respondents were asked if they or their department had any plans for future projects or contact with former ITP participants. Most were able to give examples of planned collaborations.

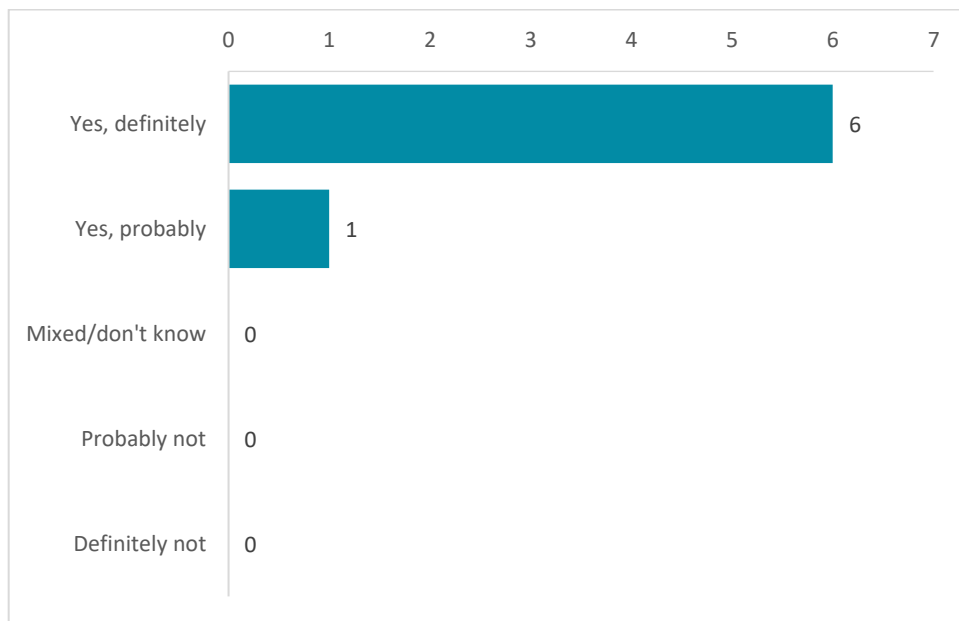
Respondents were asked whether the experience of being a Departmental Rep had been of any use to them in any other way. Six said yes. Comments were about making contacts with international museum professionals but also across the UK.

“Contacts for sure. It’s always great to meet people from Egypt, I often see them when I am back in Egypt, they try to help with Museum objects etc.”

“Contacts and skills. I have met other members of staff in the BM, opening a road for future opportunities and collaborative activities.”

All respondents said the ITP is beneficial to their department.

FIGURE 50: IS THE ITP BENEFICIAL TO YOUR DEPARTMENT?



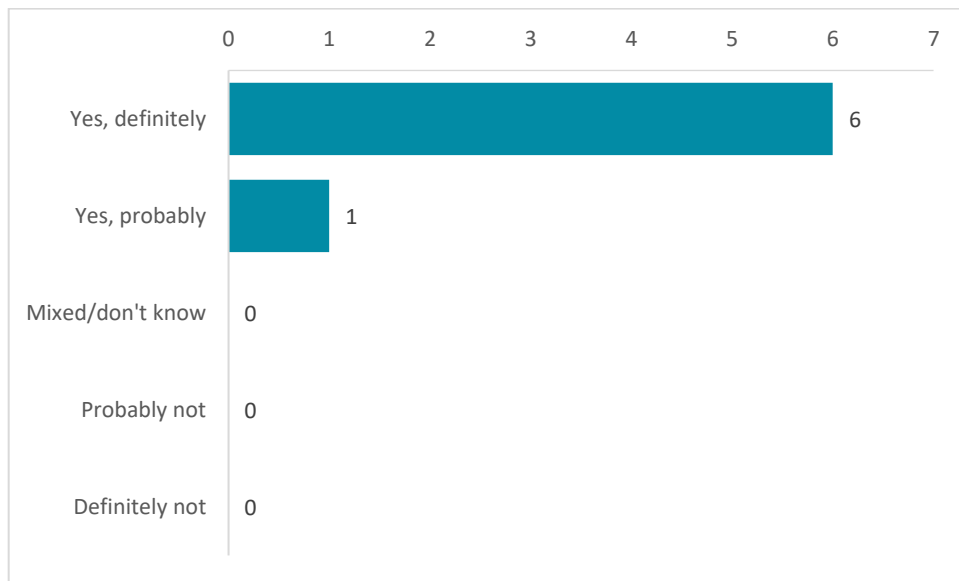
“I think it is beneficial, but others in the department probably do not.”

“It helps us build relationships with institutions and to raise awareness regarding other ways of museum building. But this requires more participation of the fellows as professionals and as colleagues, and probably less lectures.”

All respondents said they were proud of the ITP’.

“I am afraid that I feel that my feelings are irrelevant. It is important that the BM does something useful like this.”

“It's a wonderful project and a great opportunity to meet colleagues from all over the world here in the BM.”

FIGURE 51: DO YOU FEEL PROUD THAT THE BRITISH MUSEUM HAS THE ITP?

THE FUTURE

Three said they would not want to be the Departmental Rep next year.

“The workload for one rep is too much.”

ANALYSIS OF FEEDBACK FROM SPEAKERS AND FACILITATORS

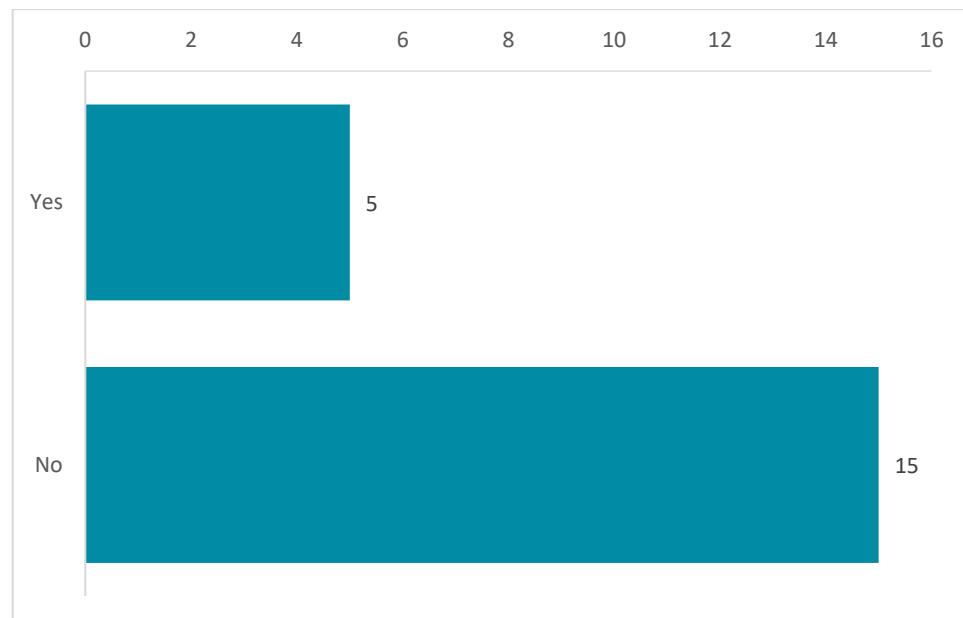
INTRODUCTION

We had 20 respondents, which was nearly half of the speakers/facilitators.

BACKGROUND

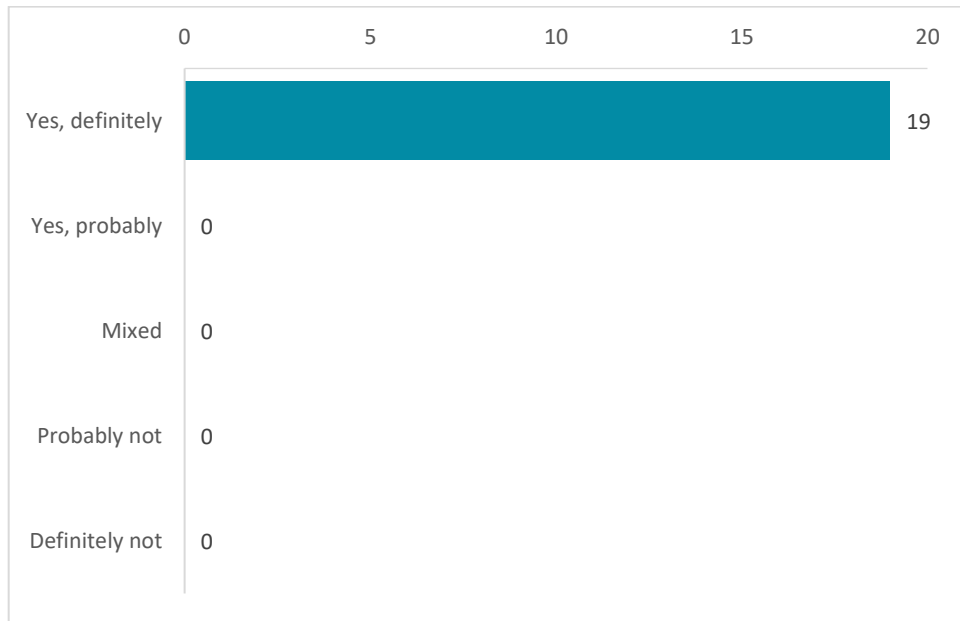
25% of respondents had not previously run a session for ITP, which is fewer than last year (38%).

FIGURE 52: IS THIS THE FIRST TIME YOU HAVE RUN THIS SESSION FOR ITP PARTICIPANTS?



All respondents said they enjoyed running the session.

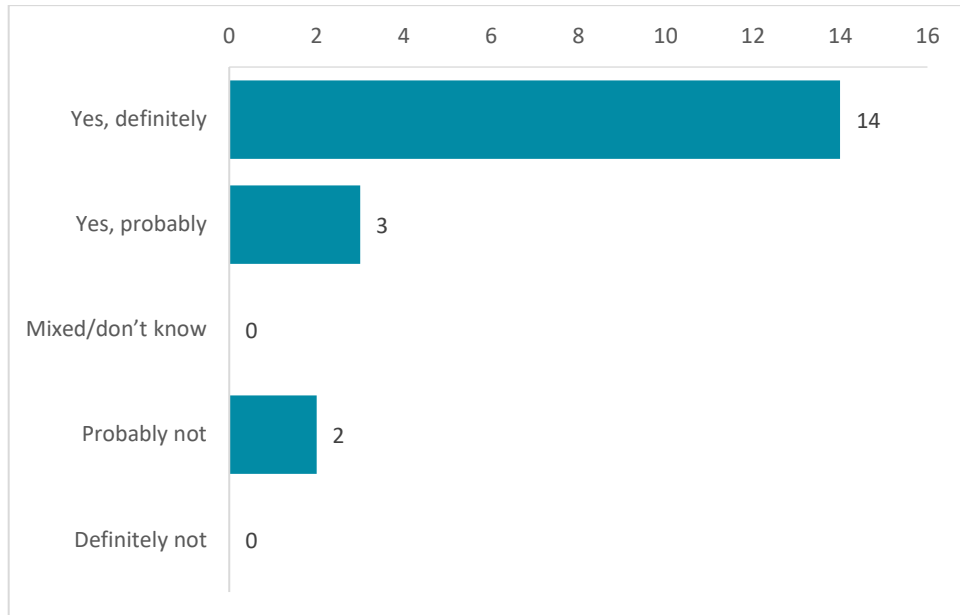
FIGURE 53: DID YOU ENJOY RUNNING THIS SESSION?



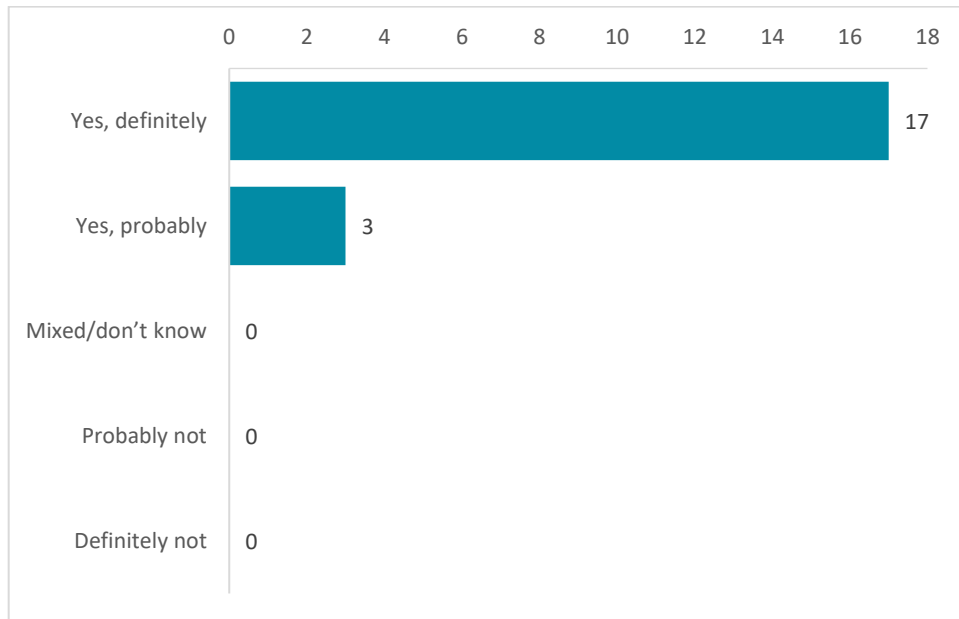
ORGANISATION

All respondents except two said they knew enough about participants and ITP in advance. One said they didn't receive any information this year.

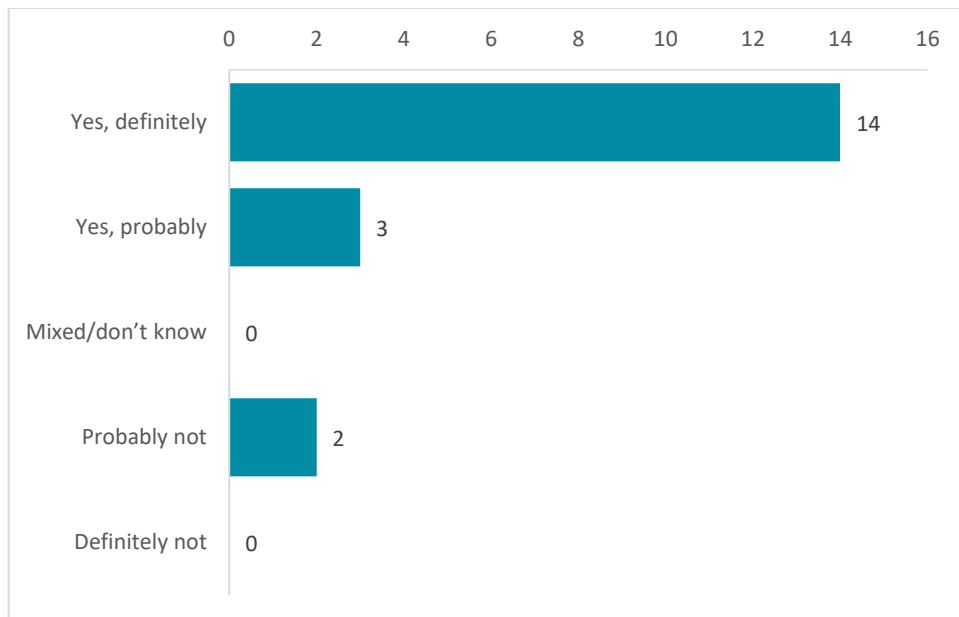
FIGURE 54: DID YOU KNOW ENOUGH ABOUT THE PARTICIPANTS AND THE ITP IN ADVANCE?



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

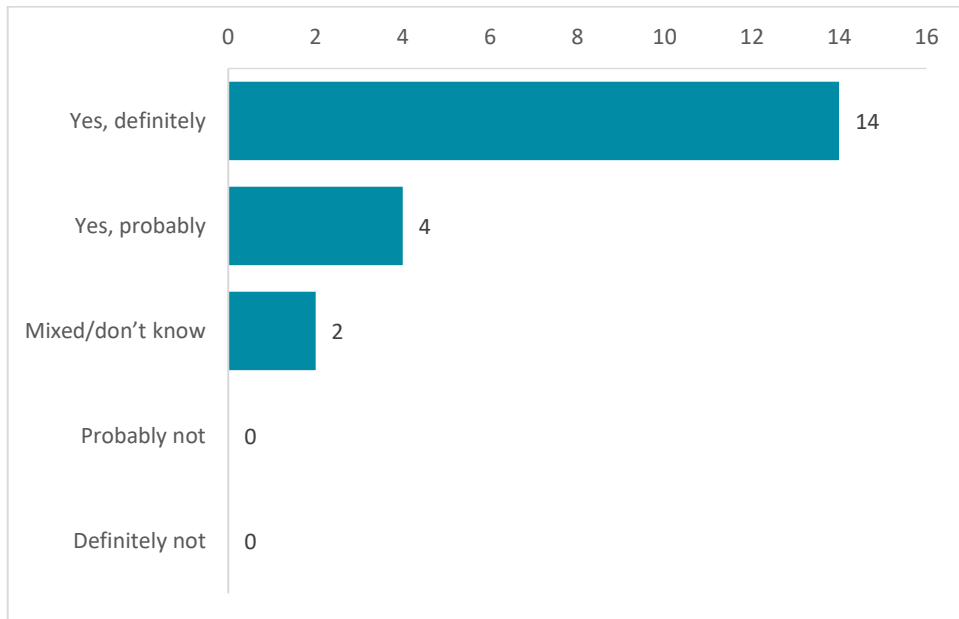
FIGURE 55: DID YOU KNOW WHAT WAS EXPECTED OF YOU AND YOUR SESSION?

All except two of the respondents said the location worked. Two respondents commented about challenges with the room (temperature, acoustics, light).

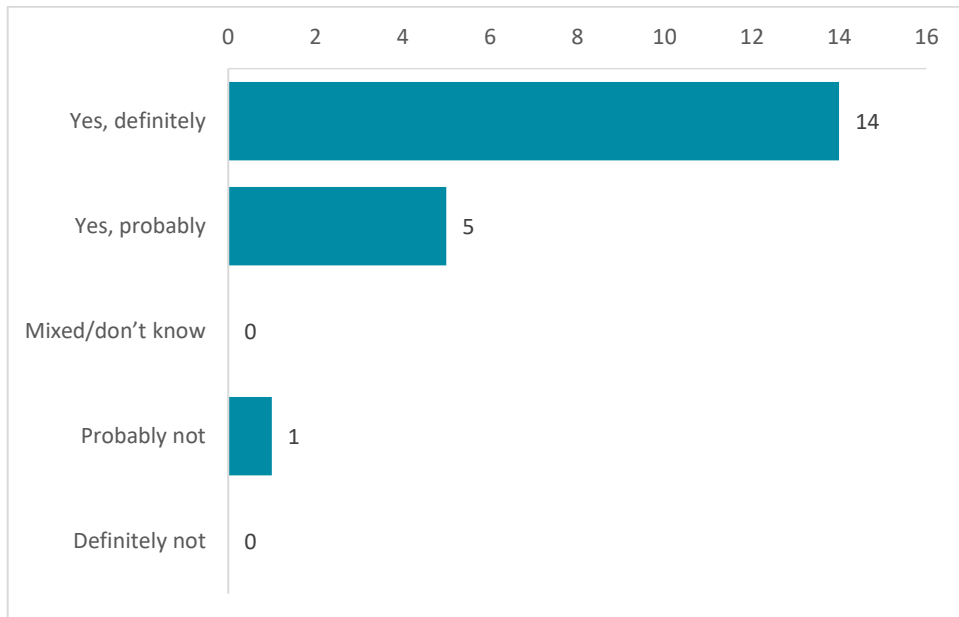
FIGURE 56: DID THE LOCATION OF YOUR SESSION WORK FOR YOU?

All except two of the respondents said the participants seemed easy to engage, although comments were that engagement varied in the group.

“One participant arrived half-way through the session. Some were less engaged with the task I set but I think there are ways I can improve this process.”

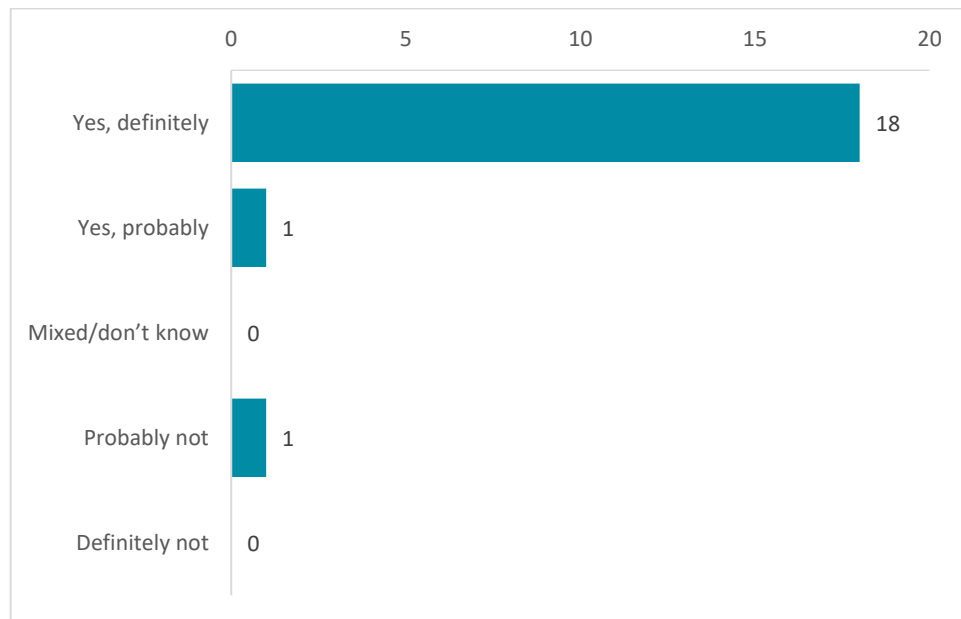
FIGURE 57: WERE THE PARTICIPANTS EASY TO ENGAGE?

All except one said they had enough time for the session.

FIGURE 58: DID YOU HAVE ENOUGH TIME FOR THE SESSION?

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

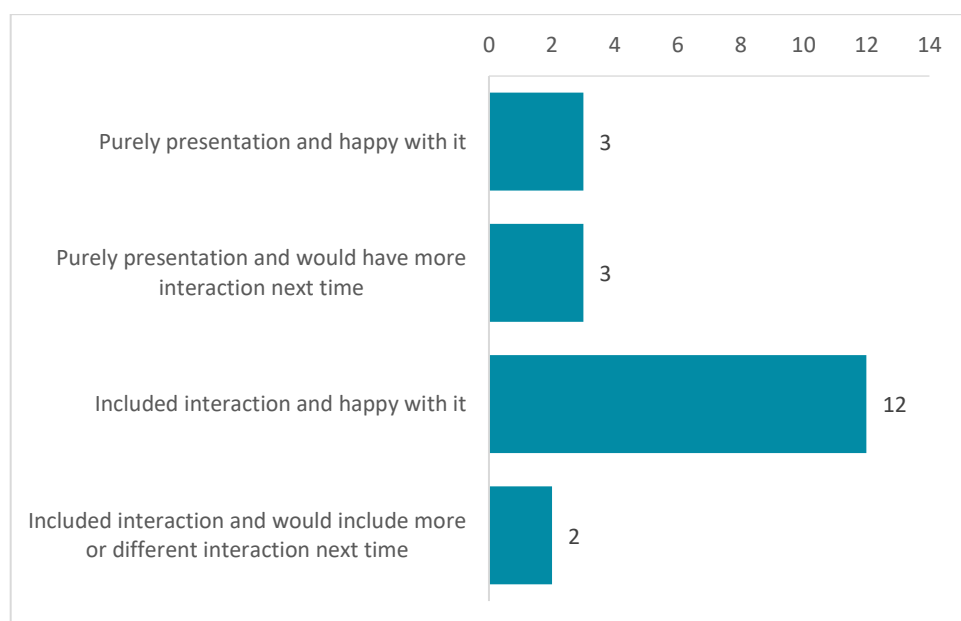
FIGURE 59: DID THE ITP PROVIDE YOU WITH EVERYTHING YOU NEEDED TO RUN THIS SESSION?



POTENTIAL CHANGES

75% of respondents were happy with the level of interaction they were able to provide in their session. 70% described the session as including interaction, which is lower than last year but higher than the year before (81% and 55%), although also affected by the lumpiness of calculating percentages from small numbers.

FIGURE 60: 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 sent participants on self-guided tour and asked to come back with general comments. I think I need to set specific tasks / queries to ensure everyone engages.”

Speakers were asked what they would do differently. Several respondents talked about what they did that worked well as well as what they would change.

- Relate content to a specific exhibition.

“More of a positive comment but thought that it worked really well for the session that we delivered to be part of a case study on Manga. I thought this was a great idea and makes it far more tangible for the participants. Good to hear how people across the museum have worked on one project and the different work that goes into a project like this.”

“In the past we have run sessions pegged to a specific exhibition. This actually worked really well as it helps to illustrate things with specific examples.”

- Relate content to interests of participants.

“It was very helpful that you gave me heads up on their interest for a particular touring exhibition, so I tailored the presentation part and invited a relevant colleague to help with the group work. So, any advance tips on participants' specific interests will be most welcome.”

- Including a gallery tour.

“For my format of session, everything worked really well - the use of headphones/microphone in the gallery was especially appreciated because it meant that the group could rove around while still listening to my commentary, rather than being stuck to me the whole time.”

- Provide materials.

“Give delegates more handouts etc. to take away with them (supplier info. etc.)”

- Offer optional visits.

“I think the combination of presentation and then showing some of the equipment works well. However, it could be possible to do the session a bit more interactive by visiting relevant spaces behind the scenes in the museum. Last year I was also able to offer an optional tour of the preventive lab which worked well to delegates with further interest. It could also be possible to show them some of the IPM facilities.”

- Increase the length of the session.

“For a presentation / session like the one I gave, it is always good to have more time!”

- Give more time for questions.

“Have more time for the speaker to ask questions of the participants, what is their experience with exhibition development, challenges. This would allow for more of a dialogue.”

- Nothing.

“Happy with the way things are.”

“I have run these sessions for some years and they appear to be a success.”

Respondents were asked what, if anything, is special about presenting to ITP. Responses had these themes:

- The range of questions.

“Always a very interesting mix of experience in fundraising from the participants. Questions are becoming more diverse and more regularly based on practical experience in their home countries.”

“The range of questions and engagement we got in the q and a really was inspiring. Their backgrounds are so varied - from small museums to large - and their questions really made me think. These sorts of sessions are always really good to feedback into my own work too.”

- Engagement.

“How engaged and alert they are and eager to make enquiries.”

“They are enthusiastic and keen to learn, which makes it so much easier to get engagement and interest.”

“Very engaged participants, willing to have an open conversation and constructively challenge each other.”

- Personal satisfaction.

“Being able to give delegates skills that they can apply at their home institutions immediately.”

“I really enjoy being part of the ITP program. I am passionate about training and outreach programmes regarding museums and collections care, so the ITP is a great opportunity. I have found it a really positive and interesting experience. I especially like having the opportunity to meet colleagues from around the world and be able to share knowledge and experiences. It has definitely helped me develop as a museum professional as it helps me have a better idea of collections care practice around the world.”

“Getting to meet people from museums across the globe. It's great to help support their development and to feel that I am contributing to their skills and knowledge set.”

- Geographical breadth.

“Meeting museum professionals from across the world and being able to share knowledge and expertise.”

“It is a wonderful opportunity to engage with museum professionals from around the world. I love sharing the work we do with any audience, but the ITP participants are a particularly fascinating group as they are actively engaged in similar projects, but in very different contexts.”

“Being able to share knowledge with such a diverse group and being able to gain an insight in to their organisations and ways of work - it's truly a unique experience in my role.”

- Ongoing relationships.

“The chance to help change people’s lives with a bit of extra knowledge. Also the start of a "link" which is open and on-going, providing an advice service if required.”

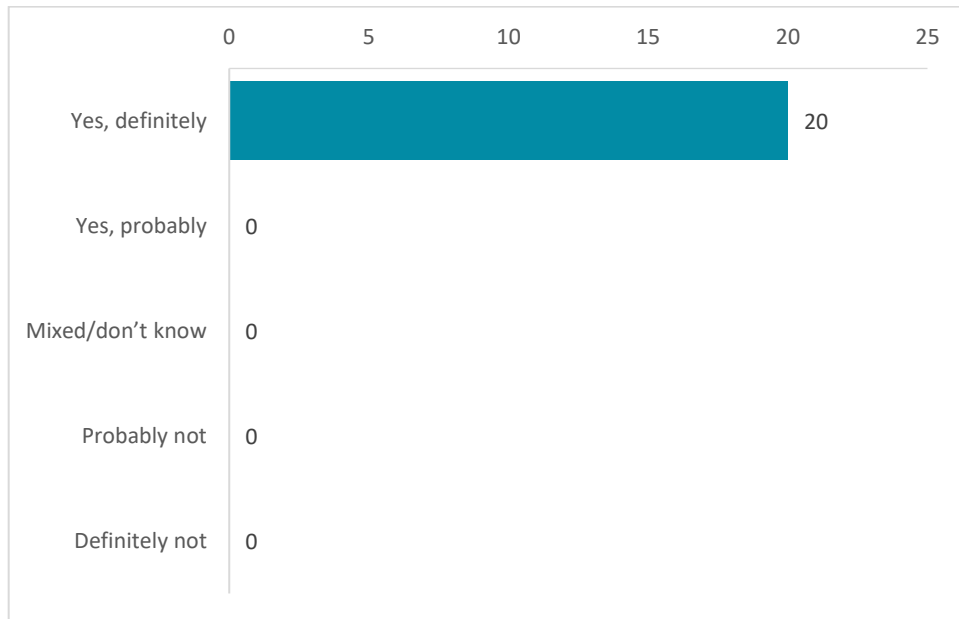
- The creation of a global community.

“The spectacle of people from so many different Museums and galleries around the world, sharing knowledge and interacting collaboratively.”

“Sharing different perspectives while also realizing how much we have in common as museum professionals. I may not have expected to face similar interpretive challenges to colleagues in Egypt, working on completely different material, but there were some key similarities that we were able to share and discuss!”

“I love to share experiences with the ITP, it is always very rich, interesting and I learn a lot from them too.”

The respondents all feel proud of the ITP.

FIGURE 61: DO YOU FEEL PROUD THAT THE BRITISH MUSEUM HAS THE ITP?

The value mentioned in comments were about:

- Promoting the British Museum.

“We invited journalists along to the closing presentations/drinks and it was great to get to talk one journalist through what the scheme is, what it achieves and why it’s so important. It’s one of the many things the BM should be rightly proud of and always keen to help talk about it more.”

- Fulfilling the responsibilities of the British Museum.

“The Museum has an abundance of expertise and experience managing a world class collection. We have a responsibility to share it, and to be a truly international institution.”

- Sharing the expertise of the British Museum.

“There are so many people with expertise in the Museum and just an hour of our time can make so much difference.”

- Supporting the development of staff.

“It is good for BM staff to understand the limitations of other museums and be able to think about our work in a different context. Good to make external contacts and long-term relationships.”

- Increasing knowledge about heritage.

“I think is a great program that helps museum professionals work together to preserve and promote everyone's heritage.”

“Bringing together like-minded people from all over the world who are eager to share their own experiences but also learn from others in the same boat. Who could not like that?”

“A fantastic programme with immediate and lasting benefits, an opportunity for two-way learning and understanding our colleagues and partners better.”

BM SENIOR FELLOW INTERVIEW

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

Permission was not difficult but it had to be run through a formal invitation process as the Senior Fellow works in the Egyptian Presidency and needed approval from the Head of the Cabinet. He was persuaded because the request came from the British Museum. Claire had met the Director of the Museum and written a blog about the Museum so the ITP was well understood in the organisation. Approval was also helped by there being a precedent: a previous curator went to the United States with an exhibition for Ancient Egyptian antiquities.

WAS YOUR ROLE CLEAR?

The role was clear: helping behind the scenes e.g. booking flights, helping with the logistics, creating a schedule of blogs, watching if anyone needs help with anything. He created a WhatsApp group to tell participants if any times changed, remind them of where they should be, and remind them about blogs that were due. He was based in the same accommodation as the fellows so was able to accompany one participant to the hospital in the middle of the night.

WAS YOUR ROLE APPROPRIATE?

He thought the duties and tasks were all appropriate. There is nothing he would change. He said is a brilliant idea to have a Senior Fellow.

DID THE FELLOWS TREAT YOU WITH APPROPRIATE AUTHORITY?

Yes. Sometimes he had to be strict, for example, where participants are used to being late for sessions, but there were no problems.

DID YOU GET ENOUGH SUPPORT?

Yes. The rest of the team was amazing. They all helped with anything he needed and were very supportive.

WAS BEING A SENIOR FELLOW A USEFUL EXPERIENCE FOR YOU?

He gained a lot of good skills e.g. how to deal with difficult situations, like someone wanting to go to the hospital in the middle of the night. In five minutes he was in the reception. He was prepared because he knew it has happened on previous ITPs.

He learnt how to organise a small programme of training, and how you can prepare yourself before. From inviting people, to preparing the programming, preparing and printing the materials.

He enjoyed using his people skills, which he developed working as a tour guide for a while in Egypt. He values developing communication across different nationalities and ages, learning about new cultures.

He values being able to promote his museum to the participants. His museum doesn't have a high profile and ITP gave him a change of ensuring it is better known to museum professionals from across the world.

He is interested in being able to host a workshop for the ITP in his museum.

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

Attending a second time makes you feel confident because you know the British Museum, the accommodation, London, the underground. He gained from feeling that he was using his previous experience to help the new participants.

“Coming for the second time gave you the ability to connect easily with the people and make the experience easier for them.”

DID THE EXPERIENCE HELP YOU DEVELOP SKILLS AS A TRAINER?

Yes. One of the most useful sessions for him, helped him understand the difference between being a manager and a leader. This was important because he is mid-career and wants to develop his skills as a director. He saw the importance of creating a warm collegiate environment.

DID THE EXPERIENCE USE YOUR TIME WELL?

“I felt very good doing the job, very happy that each day I have something new to do. Claire is amazing. I can't imagine ITP without her. The other two were very helpful, showed me

everything in the office. I am feeling very excited up to now. Tomorrow the participants will leave and I will be sad somehow.”

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

His suggestions were:

- Some sessions need more time, maybe for the participants who are interested e.g. leadership and marketing. We talked about the marketing for the Manga exhibition. Marketing is very important for museums right now. Fellows need to ask more questions.
- He thought Senior Fellows would benefit from forming a network so they could share their experiences.

“They need to share their experiences with the new Senior Fellow. How to be well prepared. What would you tell them. Ready to be asked a lot of questions, be patient, don’t be irritated easily, you have to be welcoming always. You need to know that you have to forget your nationality when you are ITP you have to be equal. Be prepared for a load of work, a lot of duties but not too much.”

- He also thought the Senior Fellow could have a blog on the website.

CONCLUSION

The ITP team was in a state of transition this year. However, the model is so strong, and the systems so well developed that the programme was generally delivered to a high standard. Information provision, logistics and scheduling were faultless. One partner struggled because they too were undergoing staff changes.

As with previous years the relationships developed with participants, and their feeling that the British Museum and Partner Museums genuinely care about their wellbeing, are outstanding. The breadth and depth of learning opportunities is also exceptional, with some fine-tuning this year to give slightly more choice to participants.

The main problem was the overwork mentioned by Departmental Reps. This was identified as an issue in last year's evaluation report, and further staff cuts in the British Museum have intensified it. As usual, the participants asked for more time in the British Museums, which is not practical given this constraint.

Possible changes suggested by this evaluation are:

- Raising additional funding under the ITP banner to build capacity in BM Departments.
- As mentioned last year, using a baseline skill questionnaire. Distributing this might help speakers tailor their content to the participant group, while acknowledging that the needs in any group of trainees are always varied. Repeating the tool at the end of the programme might also give a picture of which subjects have been well received.
- Considering ways to make the time in the BM Department more reciprocal by including a session where participants give information on objects on which they have specialist knowledge.
- Supporting internal communication in partner museums e.g. by producing short videos introducing the programme and each participant.

APPENDIX ONE: LEARNING RESPONSES

<p>I learnt many things - one I want to apply is around objects because I want to redisplay my museum.</p>
<p>Something I really appreciated about the programme is, that I had a chance to meet all-star professionals that are working in the British Museum. Also I am lucky that I had an opportunity to meet my colleagues from different countries. Now I know how other museum specialists and professionals are doing their projects. They became an inspiration for me. I have learnt how to work on an international level. Choosing the right people and the right way of communicating is the most important thing when you want to be successful in your career and to do great things for the public. Here I studied how to communicate, how to discuss my ideas, who to speak to, how to plan, what are the risks etc. The Director gave me advice, Claire gave me advice, Francis gave me advice and Vesta gave me advice. When you have a chance to speak with this kind of successful professionals and listen to them you will learn a lot, and more then you could ever imagine.</p>
<p>I would give two examples of what I can immediately apply at my home institution 1) improve the collection management pattern and 2) improve the exhibition pattern overall.</p>
<p>'I see, I know, I wonder'. This is a learning programme I learnt from the Discovery Museum for my partner placement in Newcastle. I found this very interactive and useful in getting students visiting my home museum to connect with objects beyond their aesthetic value.</p>
<p>My museum has no database system, systematic storage and policies. Now I got a lot of knowledge and experiences from this training. When I come back to my museum, firstly I will do the systematic storage and second I will talk to my director to do database system and plan policies and I will give training to volunteers. Especially I will share my knowledge & my experiences.</p> <p>My museum is facing issues in the conservation department for textiles. I said to Claire about my museum and she gave me a chance to meet the BM's textile conservators. They taught me how to conserve and how to save my country's unique textile.</p>
<p>The leadership and staff engagement sessions were particularly useful to me. I will read through the resources and try to apply it at home in terms of my role as a team manager.</p>
<p>What I learned and my experiences were incredible. Especially the <i>Object in focus</i> project which showed what I should do in an exhibition to make an impression on the visitor. I understood better that it is necessary to think differently about the preparation of a poster and a label that brings the object together. I will look at the posters prepared in my museum again with this eye and try to do a study on this subject again. Especially in the preparation of a temporary exhibition, I will follow a path that tells the story of the theme.</p>
<p>I am most interested to consider applying a focus group process in our exhibitions, if funding will permit. It seems a good way to learn from chosen stakeholders what they think and feel about an exhibition we are planning. I will also communicate and hopefully collaborate with Jackie Bland of TWAM on developing an upgraded museum training for my colleagues and the possibility of making this training programme accessible as well to other museum practitioners in my country. Also, I will look into how I can also implement a 'Hands On' desk for our collections.</p>
<p>I admire your professionalism, the style of your work, the immense volume of international experience you have and how you create future projects, the planning, the interpretations and all of that. I will try to improve my international experience in my work, to create new connections between my museum and other</p>

<p>museums in the world and, hopefully, to make a partnership and create an international exchange programme. I believe this will give us a new and better understanding of the collection we have, how we value them and how we give them back to visitors and scholars.</p>
<p>Community engagement was my biggest take away from the ITP. How very little things can help - the "hands on desks, co-curation (learnt at Manchester) and a host of other smaller implementable ideas can come together to create experiences for others to enjoy. This is particularly important because for places like Ghana where others feel left out, these little ideas are surely things to explore to change that.</p>
<p>One of the most things which I learnt in the ITP, is working in a team, you can not do everything alone.</p>
<p>The British Museum has a rich experience in the access for disabled people. Since right now my organization is working on the project for the access of disabled people to cultural establishments. All the knowledge I gained may be implemented in this particular project. Moreover, we are planning to have a training project with the British Museum, the Department of Diversity and Equality, for the staff of our museums who will be involved in the access project.</p>
<p>I was really impressed with the activities for children. We really miss such programmes in our museum. I always notice the children are bored during the museum visits and I thought it would help if I was doing something for them so that they feel more enjoyment. Through my visit to Lincoln I learnt more about this kind of programme and I hope to do them in our museum.</p>
<p>The BM has a wonderful collection management system which I learnt a lot about. Curators can find information very easily. And the interpretation department joins the exhibition team from the beginning which is greatly beneficial to the construction of an exhibition.</p>
<p>I like their temporary exhibition methodology. The poster they make is really inspiring. The colours they used, text, research, publications related to the exhibition inspired me too. And also I like the public engagement programmes and children's activity corners.</p>
<p>Because I am working on a new Museum project that we are just starting, every single bit of information was hugely helpful. From the way to plan a museum scheme, collections, funding, acquisitions, design and organization, to the engagement of visitors, community, marketing and social interactions. I have learned a lot of things, and they are all going to be at the core of our future Museum planning and structure.</p>
<p>The audience survey.</p>
<p>I have a lot of ideas about applying things that I saw here when I get back home but I am not sure about the legislation barrier. However, I am sure that I can apply the learning programmes that I have seen in all the museums that I had the opportunity to visit during the ITP experience without any problems. My museum is a site museum and it is mostly appreciated by grown-ups and senior visitors, leaving the younger ones unchallenged about a visit. Therefore, I will begin by setting up a network of teachers and parents that could help me conceive learning plans in which my museum will be involved. I want to make the museum the 'go to' place for young people not just to wait for them to come inside the museum and I want to find the proper ways to make the museum an experience rather than just a place.</p>
<p>The session on management engagement is one of the things that I can easily use in my department to have positive impacts on decisions made.</p>
<p>I was astonished by and learnt from the day of Manga sessions. It was a great informative day to know every detail about preparing an exhibition. We don't have these detailed methods in our museums to meet and discuss monthly before, to</p>

have ideas about loans, installation of the object, the idea of the exhibition , fundraising, marketing and advertising and activities. It was one of the best things I learnt here – the whole process about preparing temporary exhibition. Also, I liked the day about the Islamic Gallery renovation and meeting with the staff, discussions in the gallery, the idea of the research 3 years before the display, the display itself.

From collections sessions I learned a lot on dealing with objects and in my institution we have a project that will last for the next two years on displaying objects and keeping them. So these 6 weeks will enable me to interact with the objects in a more professional way.

I already talked about my exhibition which I worked on and after the programme I decided to start over because everything has changed now.

APPENDIX TWO: PERSONAL STATEMENTS

<p>All my life I wanted my family, friends and people around and my country to be proud about what I am doing for public, but I was thinking that I had no power, all the time I had a feeling that I was flying in the sky and just dreaming unreal things. Now I realised that I can do global projects and not just only local ones.</p>
<p>ITP was very important to me. I have learnt here all related aspects of museum work. My museum is very new. It has an international superstructure but employees are not skilled. So in this case, attending the ITP is very useful to me. It changed my working style. I have strong wish, after this, that I could give a great contribution to my museum as well as other museums in my region.</p>
<p>Being on the ITP this year, I have been challenged to view exhibitions in a different light. Objects may speak on their own but interpretation is key to understanding. Based on this, it is important to make sure that the interpretation given to objects in the museum is not in isolation but rather draws a connection with humanity.</p>
<p>The International Training Programme is very fruitful training for every participant. From this training I got a lot of knowledge, experiences both practical and theoretical. So I will share my knowledge not only my museum but also other museums in my country. Participants who attend in ITP will become useful staff.</p>
<p>For my museum, I will use my experiences from the ITP to benefit my museum. I will give my experience to individual staff in my museum, try to give details of the activities and I am going to carry out work on collections care and databases in the future.</p>
<p>The ITP has been important for me in order to learn not only about the BM and the UK museum world, but about experiences from around the world where there are similar challenges. It's important for me to feel that I became part of a global network of museum professionals. I feel it's also important to realise that what I do in my home institution can be improved but also that what I do is meaningful and can inspire heritage professionals around the world.</p>
<p>During the ITP I started to learn the art of different thinking for an exhibition. This is so different and creative for me. This is the first time I have participated in such a comprehensive education especially with my colleagues from different countries. The biggest change I have noticed with the ITP program is the increased self-confidence through a program consisting of different museums and different people and different cultures. Although my English is not enough for this program, I did try to do my best.</p>
<p>I appreciate the opportunity to experience first-hand the many processes involved in exhibitions, interpretation, and collections management at the British Museum and other partner institutions. The generosity and kindness are overwhelming and heart-warming. My participation in the ITP and interaction with my fellow international participants have made me a global museum worker who works with the same spirit and passion of protecting our cultural heritage--reflecting on the past to understand the present and help build the future.</p>
<p>It was great to be a part from the "Museum of the world", I don't have words to express how overwhelming and useful was the journey into this "temple of time and times"; it completely change my mind about how the museum's world works and how much it can help our modern societies.</p> <p>All was different, and in a better way, of course. I've always felt protected somehow and I had the feeling that all the time I get only the best information and experiences about museum work and about the inside work in the BM. The program is great, all the people who've worked with us were very careful and made me feel part of this great museum family. Many, many thanks!</p> <p>The ITP made me more determined, to work more, to become better and a better specialist in my work and maybe some day to return this excellent chance to other people. This program</p>

<p>was like a door for me, now I can see "world wide" and I believe this is the greatest opportunity of our time, to see so much, to access so much, to have a universal experience, to ask for advice and share information, and this is all due to the ITP and BM.</p> <p>Thank you for changing me! I will never forget it.</p>
<p>The most significant thing the ITP changed for me was mindset. From the inception I didn't think I belonged here as I was surrounded mostly by museum curators and professionals and for someone new in the museum space that was even more profound especially when I have had experience in other fields other than this. But along the line I realised that it was much bigger than that. The relationships became more relevant than the fears, the experiences more profound than the insecurities and the learning curve took my mind away from it. Now more than ever I realise that design matters in the museum space - and I am not just talking of graphic design. Being intentional about designing spaces for others to come and learn about themselves through museums is becoming more and more relevant. So much so that I have decided to dedicate my masters in Strategic Design at Parsons (New York) next year to exploring how design can improve museum experiences which I believe can be instrumental with the BM's future planning project and also the projects I am working on back home. I guess I needed 6 weeks at the ITP to finally reconcile my love for design and art seamlessly!</p>
<p>All the museum knowledge, experiences and skills in one programme. The variety of cultures and excellent organizing. Getting a lot of information, knowledge and skills. Creating contacts with different professionals from different countries with different knowledge.</p>
<p>The ITP is very unique in its way. Being a project manager in education development department I have attended lots of courses. The ITP does not only give theoretical knowledge, but also some practical (hands-on sessions), unforgettable memories, networking around the world, the opportunity to expand your worldview and become a better specialist, and just be a better person. ITP make our dreams come true!</p>
<p>Through the time of the ITP that I spent here in London I learnt many things. The ITP is not just about getting to know about museum – although I learnt a lot about the museums programmes – but about cooperation and treatment and other things between the BM and the fellows and this taught me more.</p>
<p>The ITP enabled me to effectively understand almost all aspects of the BM and my partner museum. I met many museum people from other countries which I have never been to able to know before. We come from different cultures and countries but we are all working hard for the world cultural heritage as a museum member. Only the BM can make this great project come true. Other training programmes are more specific, which limits our thinking to a certain extent. The ITP is different, it broadened our horizons from museums to the intercultural communication, from nations to all of mankind. We can create different ideas and instead of limiting ourselves to our own field and experience we have a lot of inspiration for our daily work and future development plans.</p>
<p>It is a great privilege for me to participate the ITP programme in this summer. As a museum professional I always need to gain new knowledge. I think it is the best place to gain new knowledge and share knowledge. During the programme I learnt lots of new things in the museum field related to my professional career. It made me think differently in the field of museology.</p>
<p>What a beautiful thing it is to gather with so many people from all around the world, from those different cultures and histories that make the story of our human kind. And having the chance to discuss our own part of that story, and the way we preserve it, present it, and speak it to everyone across the globe.</p>
<p>The ITP course is comprehensive and meticulous, with intensive classes and group activities giving everyone the space to think and express themselves.</p>
<p>The ITP changed me because it gave me the opportunity to immerse myself in British culture as much as it was possible in such a short period of time and at the same time to be introduced to other cultures that otherwise I would have probably never experienced. It</p>

<p>broadened my views and my knowledge and made me feel more than a Romanian citizen but a world citizen as well.</p>
<p>The ITP is important to me because it has created a network of various professionals who are now available to help resolve issues that you cannot have a specialist around to solve. It blurs the boundaries that have been created politically. There is nothing more important than having a new family and friends in different countries you can share your worries with.</p>
<p>The ITP is iconic in my country to people working in the museum field. I travelled to many museums in different countries as culture exchanges, but it was in specific points related to the museum. The ITP is completely different, how amazing to arrange all of these sessions to cover all areas in museums work, even if some areas are far from my role, but I totally benefitted from all the sessions. I'm asking always how the ITP plans this huge training programme without forget any tiny information. Now I have a complete vision about museum work in different areas.</p>
<p>I learnt how to overcome the difficulties while preparing an exhibition or a project and also the ITP changed my way of thinking completely and raised my self-confidence as well.</p>
<p>Attending the training was very important to me on the professional and personal level. On one hand, I wanted to improve my skills and to bring more experience to my workplace in order to share it with my other colleagues. But also it was very challenging for me; because I had to make big sacrifices to be here today as my family were not very supportive about me coming here for six weeks. So I had to make the decision of coming here without anyone's approval, which was very hard to do. Hence, it was important for me to come here and to have a totally different experiences in different places with new people as a part of my healing journey; which I've been trying to achieve for the past couple of years now. This training didn't just improve my professional skills; but it also improved my wellbeing and my mental health and it helped in boosting my self confidence as well. And this is what makes the ITP different than other trainings; that it doesn't just add value to your skills but it also improves you as an individual. The ITP changed a lot in me; now I am more social, I feel confident about myself and my work; it managed to add value to my skills. Moreover, the ITP left a very emotional impact on my wellbeing as a person and it helped me through my journey of seeking inner peace. For me the ITP is not just a training; the ITP is a way of expressing your true self without any potential judgments from anyone; the ITP will help you to seek the best version of yourself.</p>