

ITP+ Course, Museums and education

28 – 30 March 2019

Case studies

Bilwa Kulkarni
Assistant Curator of Education
CSMVS Mumbai
(ITP Fellow 2015, India)

‘Children’s Museums: Relinquishing Ownership’

CSMVS is opening its new wing, the Children’s Museum and Creativity Centre, in March 2019. Being a Museum visited by over 300,000 children every year, it was the Museum’s desire not simply to acknowledge children as a significant audience but also give them a space that is not only child-oriented but focuses on their needs, aspirations and expectations and allows them to grow in an uninhibited way.



The prime mandate of the Children’s Museum is to provide agency to children to decide for themselves what is important to them, and express their thoughts and ideas based on their world views. Therefore, it was decided that the first exhibition of the Children’s Museum would be curated by children. The educational programming for the Children’s Museum was also planned in a way that would offer children as diverse and inclusive an opportunity as possible to engage with culture, art and heritage.

The case study will discuss:

- Shaping of the philosophy and narrative of the Children’s Museum – a meeting of minds where the way forward for the Children’s Museum was discussed
- Overview of the Young Curators project – inception, training, deliverables, challenges and outcomes
- Educational programming – the philosophy, values, intended impact
- Post-summative evaluation – are we truly providing a space that empowers the voice of children?

Ronan Brindley
Head of Learning
Manchester Art Gallery
‘Making the Museum Useful’
Developing Manchester Art Gallery’s learning programme, especially its work with families, to meet Manchester’s social agenda. Can a cultural organisation improve the lives of the city’s residents and help contribute to better wellbeing of young children and their parents?’



Tim Corum

Director, Curatorial & Public Engagement Horniman Museum and Gardens

'Working with young people and embedding their input into longer term planning and capital development programmes at the Horniman Museum'

The Horniman has built a track record in working with young people and recently developed ways of embedding this in longer-term planning and capital development programmes. This case study will focus on our experience in developing our activity plan related to the Anthropology gallery and how focusing on young people resulted in closer working between learning, curatorial and senior management. This work has influenced how we have developed our public programming and collections development plans – both of which involve young people. Our trustees have also engaged with this work and have established an annual young board member role and mentoring programme.



Ishaq Mohammed Bello

Assistant Chief Technical Officer (Education)

National Commission for Museums and Monuments Kaduna (ITP Fellow 2012, Nigeria)

'Museum education in times of crisis'. Attendees will learn some insights and activities they can replicate at their own institutions, as well as receive 'take-home' tips on the safest ways to engage in outreach programmes during times of tension and crisis. The case study will focus on the following:

- Engaging and promoting learning by using the cheapest way to achieve young people's educational outreach in times of crisis/recession
- How to support your museum's security by engaging and promoting learning through play
- The museum as a centre for entertainment
- Using museum education to encourage reconciliation



Joanna Mawdsley **Head of Learning V&A Dundee**

'Engaging audiences without a Museum' V&A Dundee's Learning Team were appointed in 2014, four years before the museum opened its doors to the public. During this pre-opening period the team were very active both locally and nationally, engaging audiences with design and how it impacts our everyday lives. This case study will focus on a pilot design challenge which encouraged local school pupils to develop creative solutions to real world design problems relevant to them. Using the design process to change their everyday environment, the pupils themselves became changemakers.



Fadzai Muchemwa
Curator for Education and Public Programmes
National Gallery of Zimbabwe
(ITP Fellow 2017, Zimbabwe)

‘Engaging the young: An analysis of The National Gallery of Zimbabwe’s “First Fridays” project’

This case study will look at the following key aspects of the project:

- Demographics: the target audience and the actual audience including age, gender, ethnicity, living situation etc
- Key findings: the ‘hit list’. Why the project was key to understanding gallery education and the impact of the project
- Background: an overview of the project, and historical antecedents
- Formulations: theoretical perspectives
- Interventions and plans: what has been done and what we plan to do in the future?
- Reasons for the case study: why this particular project and not all the other projects being done for children’s education?



Ed Lawless
Education Manager: Samsung Digital Learning Programme
British Museum

‘Beyond knowledge and skills: how the British Museum supports 7–11 year old school visitors to explore their own attitudes and values using digital technology.’

The British Museum’s digital learning programme has been working with schools and families for 19 years. The programme offers a range of learning formats including video conferencing lessons, interactive workshops, and self-directed gallery visits.

This case study will explore how digital technology has been harnessed alongside the Museum’s collections to explore one of the greatest needs of children today, the development of their own attitudes and values. It will consider how the programme enables students to investigate their opinions about themselves, as well as empathy and tolerance towards others.



Paul Michael
Museum Education Officer
National Museum of Tanzania
(ITP Fellow 2012, Tanzania)

‘The Effects of Museum Education on Teaching and Learning the National Culture for Butiama District Primary Schools in Tanzania’.

This project employed questionnaires before and after museum visits to determine whether the pupils knew the national culture and its tools. Findings showed that pupils increased their knowledge of the national culture after visiting the museum. The findings also indicated a link between the formal curriculum and the museum contents.

The case study will look at how museums can be used as teaching and learning resources for different school subjects depending on the nature of the museum around the local community.



Rashidah Salim
Senior Assistant to the Director
Islamic Arts Museum Malaysia
(ITP Fellow 2016, Malaysia)

‘School-Museum Partnership: Artventurous Journey of Learning’

We started the school-museum partnership with a neighbouring school in close proximity to the museum after I attended the ITP in 2016. This will be the second year we have implemented the project – last year being the initial year when the student group first joined us. The issue is that the students did not seem to fully enjoy the project. Why? There are a lot of improvements which can still be made such as the following:

- Focus should be given not only to the students but also the teachers who are involved in the project
- A more interesting and hands-on activity needs to be created to encourage more engagement
- Getting the involvement of other departments in the museum to the project so it can lead to a ‘behind the scenes’ experience for the students

We have lined up a lot of new materials and we are hoping, with these changes, we will see improvements this year.



Solomy Nabukalu
Conservator Regional Museum
Kabale Regional Museum
(ITP Fellow 2018, Uganda)

‘Interlacing and engaging children’

In a move to bring children closer to the museum, a school outreach project was designed and conducted in south-western Uganda with the main objective to let children learn how to conserve and preserve museum objects as part of their culture. The aim of this programme was to deliver cultural information to the children who live near the museum.

Outreach involved students aged 8–15

because they have some museum content in their schools syllabus. The children are the next generation leaders who should be educated about culture, pass exams and also be entertained. Most children lack access to cultural information due to certain social and cultural issues and this means them having limited or no visits at all to the museum. Once children are better informed about such important treasures, then more of our culture will be preserved and protected.



Jan Pitman
Learning Manager
Gressenhall Farm and Workhouse,
Norfolk Museum Services

‘Museums and literacy: developing primary literacy in Norfolk Museums’.

This case study will focus upon literacy-focused schools events at Gressenhall Farm and Workhouse and Stories from the Sea, a partnership between the National Maritime Museum in London and Great Yarmouth Museums. It will consider ways in which museums can engage young people with literacy and the benefits and challenges of partnership work.

