

INTERNATIONAL TRAINING PROGRAMME EVALUATION REPORT

DECEMBER 2015

Annabel Jackson Associates Ltd
The Priory
54 Lyncombe Hill
Bath BA2 4PJ
Somerset
Tel: 01225-446614
Email: ajataja@aol.com
Website: www.AnnabelJacksonAssociates.com

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INTRODUCTION

BACKGROUND ON THE PROGRAMME

The British Museum established the International Training Programme in 2006. The programme was initiated two years previous, as a result of a contact from the Supreme Council for Antiquities of Egypt, now the Ministry for Antiquities, who then sent seven curators for six weeks in London. In the nine years that the programme has been running, there have been 183 participants from 27 countries in the Middle East, Africa, south and east Asia and Latin America. Recruitment is through government bodies, individual museums and academic bodies, or sometimes from other collaborative programmes. In 2006 the programme was funded by the British Museum, and, from 2007 to date, has been funded externally through donations and sponsorship.

There are three elements to the programme: a training programme at the BM which includes presentations, workshops and visits; a placement in a BM department based on participants' specific area of interest; and a ten day placement at a partner museum. The partner museums are:

- Ashmolean Museum, of Art and Archaeology, Oxford.
- Birmingham Museums Trust.
- The Collection, Art and Archaeology in Lincolnshire and Nottingham University Museum
- Glasgow Museums
- Manchester Museum and Art Gallery, and the Whitworth Art Gallery.
- Tyne & Wear Archives & Museums, Newcastle.
- Bristol Museums and Art Gallery.

METHODOLOGY

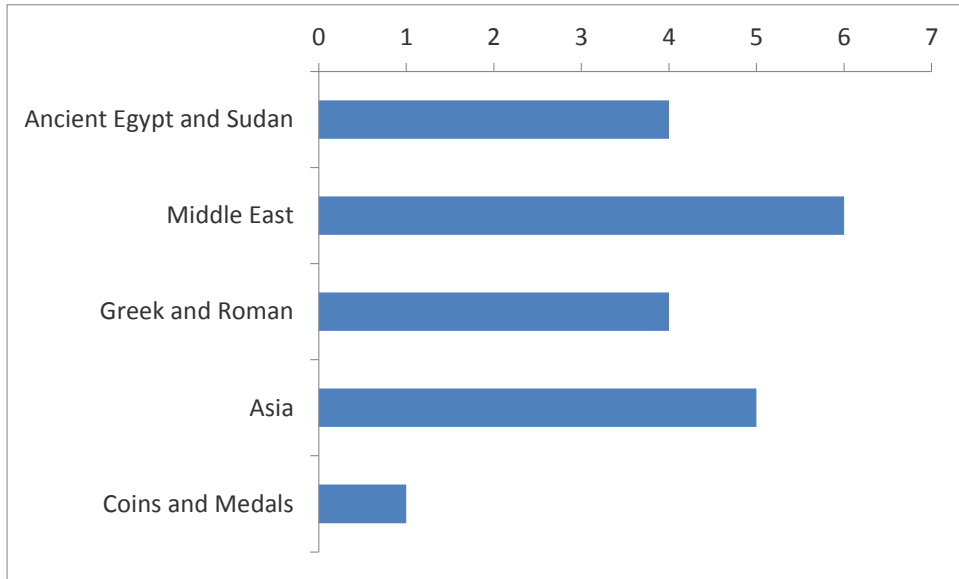
Our methodology is to analyse the feedback forms from participants, departmental representatives and partners.

ANALYSIS OF PARTICIPANT FEEDBACK AFTER THE BM PROGRAMME

INTRODUCTION

We have responses from 21 participants across five hosting departments.

Figure 1: Hosting Department



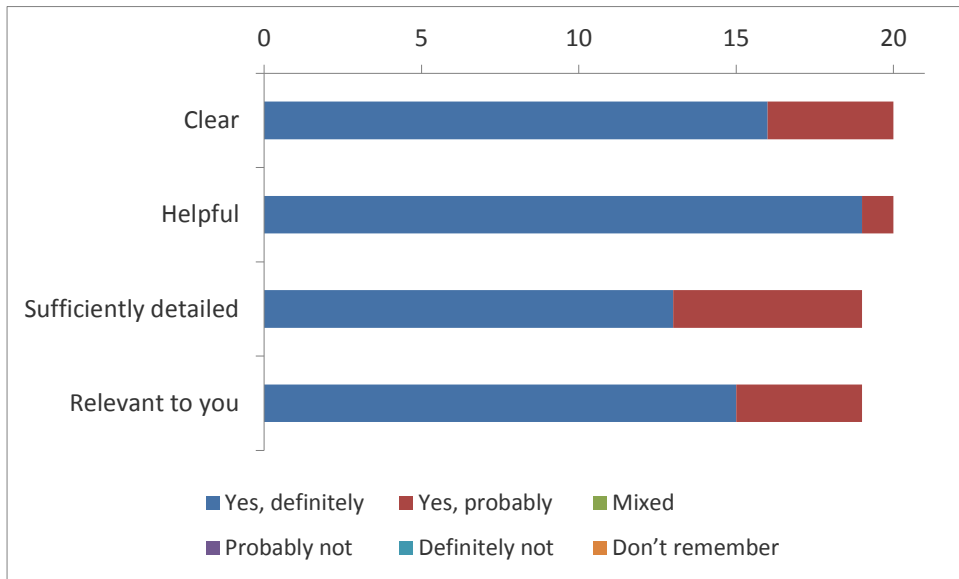
PREPARATION

Views on BM introductory pack were even more positive than last year. Respondents all said it was clear, helpful, sufficiently detailed and relevant to them. A couple of respondents commented that the pack could have been sent earlier.

“It isn't until one is at the BM and already part of the ITP that one fully realizes what the programme is really all about. However, I am sure this is true of most programmes/residencies of this nature.”

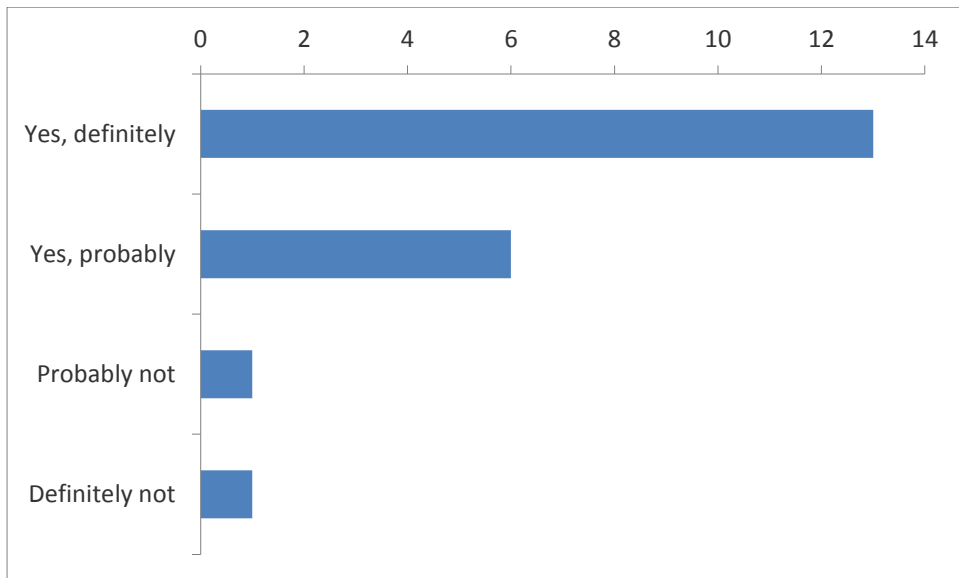
“The information sent was so helpful and the ITP team supported everything we needed before travelling to the UK. During that time some of my work colleagues were travelling to other countries, they were so confused and upset they had no information about their programs. On contrary I had all the information I needed, and that was an indication of the professionalism and helpfulness of the ITP team.”

Figure 2: What did you think of the BM introductory pack, sent before you travelled to the UK?



Nineteen respondents said the introductory pack contained the information they needed. One respondent suggested emphasising the intensity of the schedule and another asked for more general travel information.

Figure 3: Did the introductory pack contain all the information you needed before you arrived?



“You could tell people about the intensity of the programme, and the fact that it is probably not possible to step outside of the schedule to tailor it to one’s own direct needs/interests.”

“Maybe you could give people some information about halal food and where to get it, in addition to mention the vacations and closing times of the shops.”

GROUP SESSIONS AND SEMINARS

Responses on the group sessions and seminars were even more positive than last year. Participants generally described the group sessions and seminars as well-organised, clear, inspiring, sufficiently detailed, and relevant to them. There were more mixed scores for whether sessions were useful and sufficiently practical.

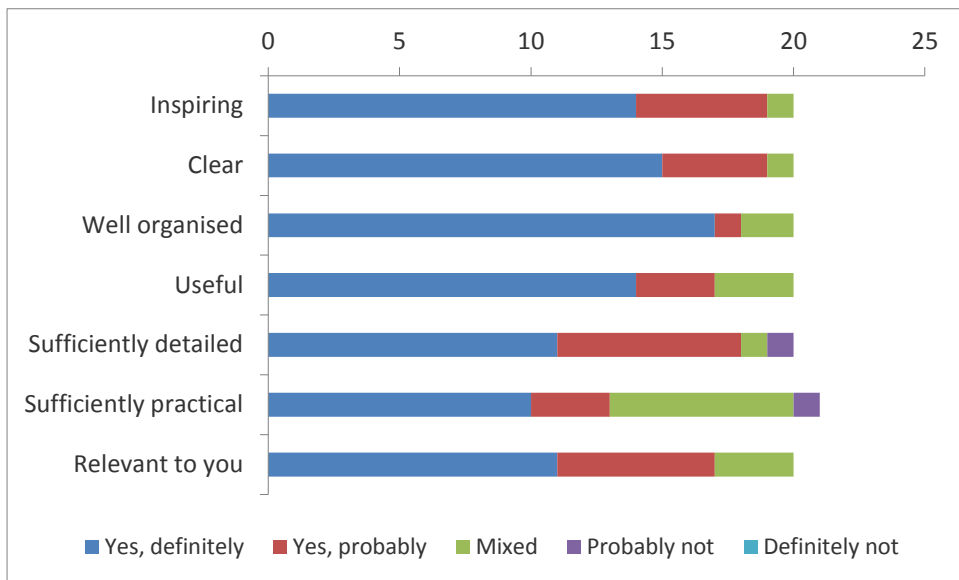
“They were all exceptionally well organised. I appreciated the enthusiasm of all who came to share their experience with us.”

“They were all very well-organised and to the point.”

“It is a perfect training programme for me.”

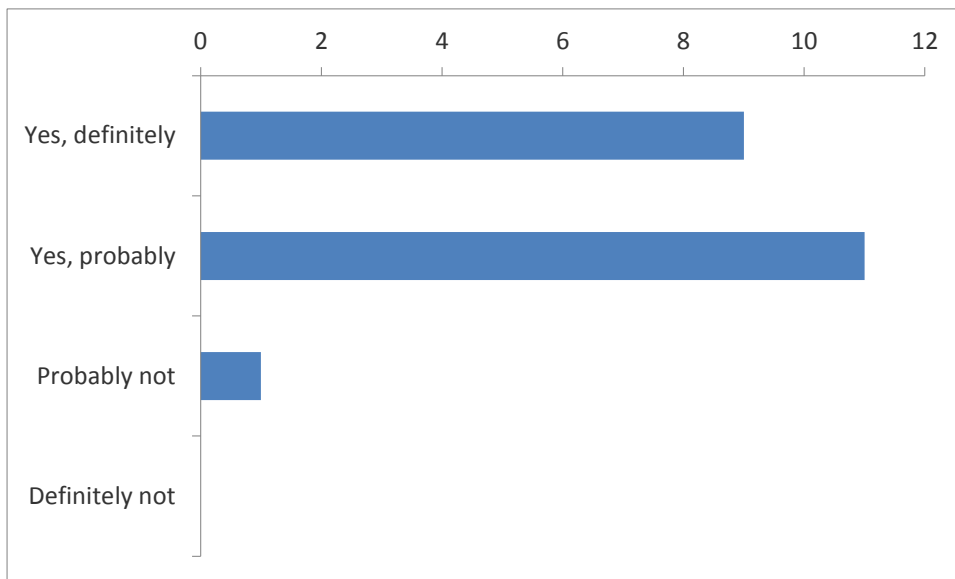
“I think presentations should have more of a problem raising-solving approach rather than introductory.”

Figure 4: What did you think of the group sessions and seminars in the BM?



All except one participant said there was enough time for questions and discussions.

Figure 5: Was there enough time for questions and discussions?



Respondents were asked what subjects were most useful to them. Each respondent tended to nominate different subjects. This could have been because of memory biases, which could be reduced by asking this as a coded question next year.

“I cherish every opportunity in the British Museum. I think every subject is useful to me.”

Respondents were also asked which subjects were least useful to them. Six respondents said all sessions were useful. The subjects mentioned as least useful were conservation, public engagement, science, loans, archives, fund raising and marketing.

“Various aspects of the administration and workings of the BM that are not necessarily applicable or translatable to my home country - this is also because these subjects were not discussed in this way, i.e. translatability.”

DAY TRIPS TO OTHER MUSEUMS

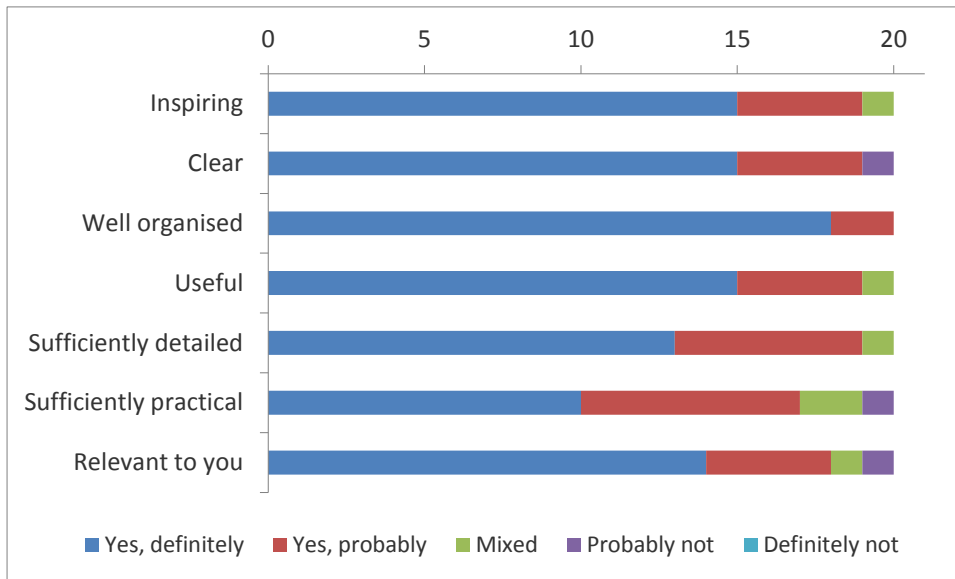
The day trips were generally described as clear, inspiring, well-organised, useful, sufficiently detailed, sufficiently practical and relevant. Comments emphasised the value of seeing different practices, and the pleasure in making these visits together.

“Every place of them has something special and exceptional. It was great to experience their advantages and to recognize the gaps of each museum. The only thing missing is timing of those trips, that we had limited time for work and rest.”

“Seeing how different institutions approach and solve similar museum problems is extremely stimulating.”

“It was eye-opening to visit these museums, which could be more helpful for me to understand a local museum’s management system.”

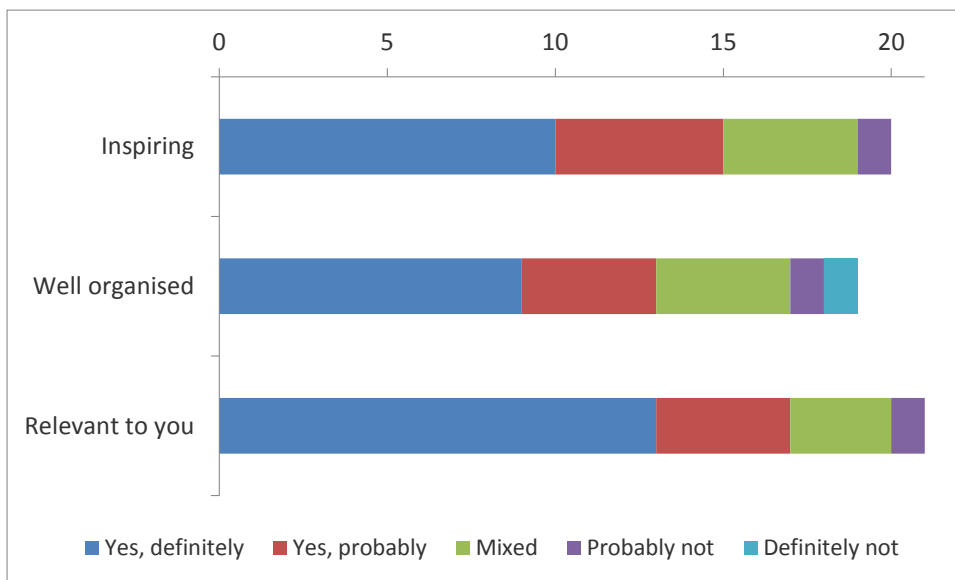
Figure 6: What did you think of the day trips to the other museums?



DEPARTMENTAL PROGRAMME IN THE BM

The departmental programme was described as generally well organised, inspiring and relevant, with slightly more mixed comments than last year. Comments suggested some weaknesses in organisation.

Figure 7: What did you think about your Departmental programme?



“I believe the department was in a time of flux, which perhaps did not allow for the kind of time, focus or attention that may have otherwise been possible.”

“It needs someone in charge of arrangements.”

“Not enough time was dedicated by resource persons. The sessions seemed haphazardly planned.”

“The departmental program was so appropriate. We had excellent planning for sessions and we also had enough time to work on the Room 3 proposals during the departmental time.”

“They were absolutely wonderful, and everybody in the department went out of their way to make us feel at home. They were absolutely wonderful to us.”

“It was disorganized with the minimal level of support and attention and sometimes departmental representative didn't meet participants as envisaged.”

The strengths of the Departmental programme were described as:

- The close contact with the department's collections.
- Time to discuss the room 3 project.
- Attention to participants' individual areas of interest and focus.
- The intellectual capacity of the people; and their approach to ITP.
- Practical insights.

“I really appreciate the great efforts of the Department. They are responsible, kind, creative, supportive and hard workers.”

“Unlike some of our colleagues who had some difficulties during their departmental time, we learnt a lot at the department. I believe that the main point of the departmental program is the perfect team.”

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

- More time.
- Better organisation.

“We did not get much guidance from our department.”

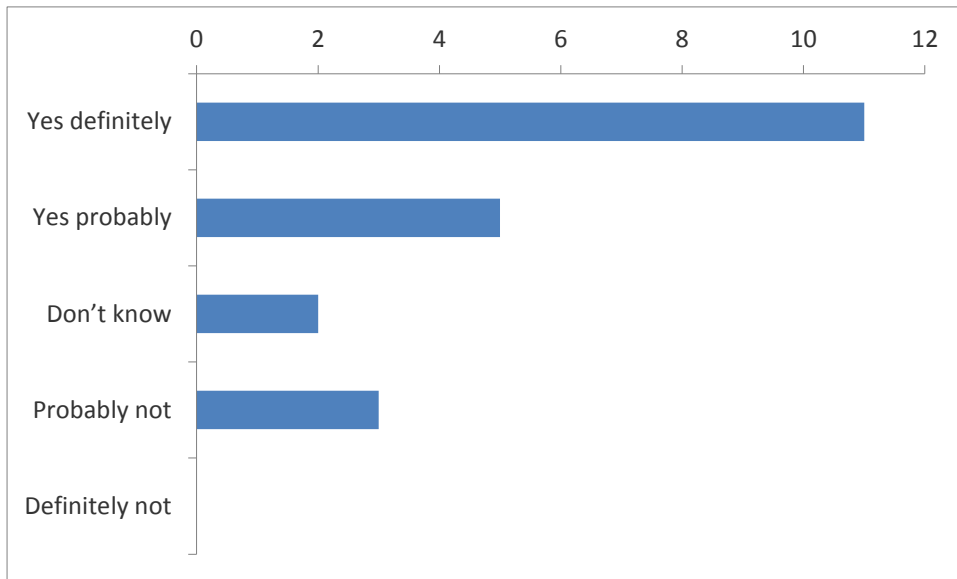
- More time in the library.
- More personal time.
- Time in more than one department.

“The sessions seemed to be randomly planned and we were left to work by ourselves for most part.”

“I wouldn't change anything. I think it was perfect.”

As with responses last year, three-quarters of participants said that it was important for them to have time to carry out research in the library.

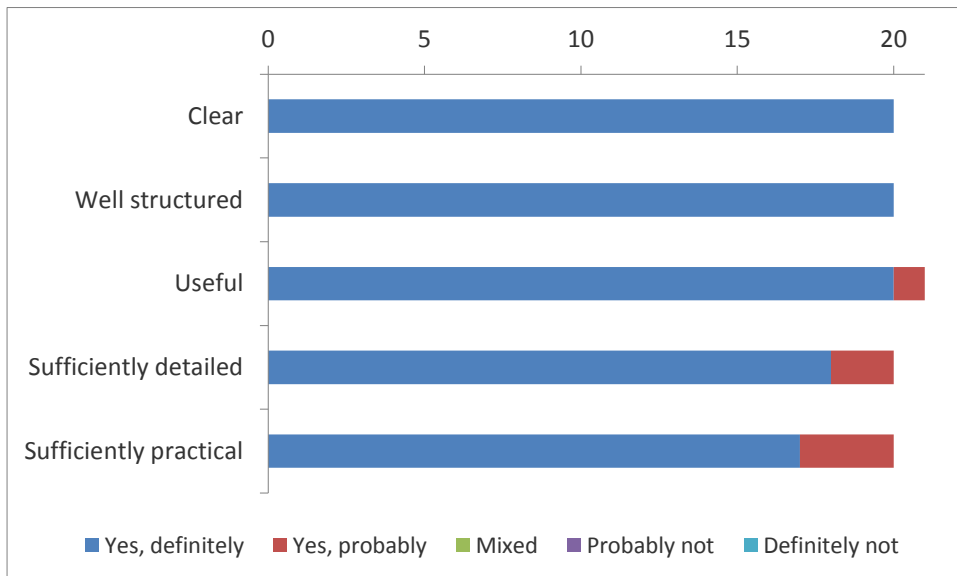
Figure 8: Was it important to you to have time to carry out research in the library?



THE COURSE BOOK

As with last year, 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.

Figure 9: What do you think of the ITP course book?



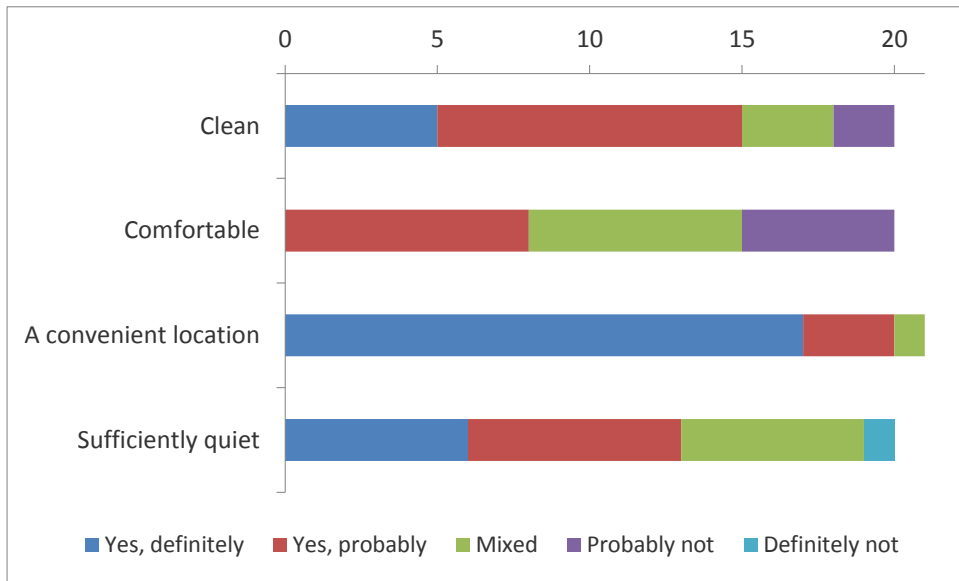
“The course book included all the needed information in details and it was so helpful to add information about the staff members and their contact details.”

“Undoubtedly, it is a brilliant course book.”

ACCOMMODATION

Accommodation was convenient and relatively clean. Some participants found their accommodation too noisy and not comfortable. Six respondents commented on the uncomfortable beds. One respondent said that Muslims shouldn't be given rooms on the ground floor.

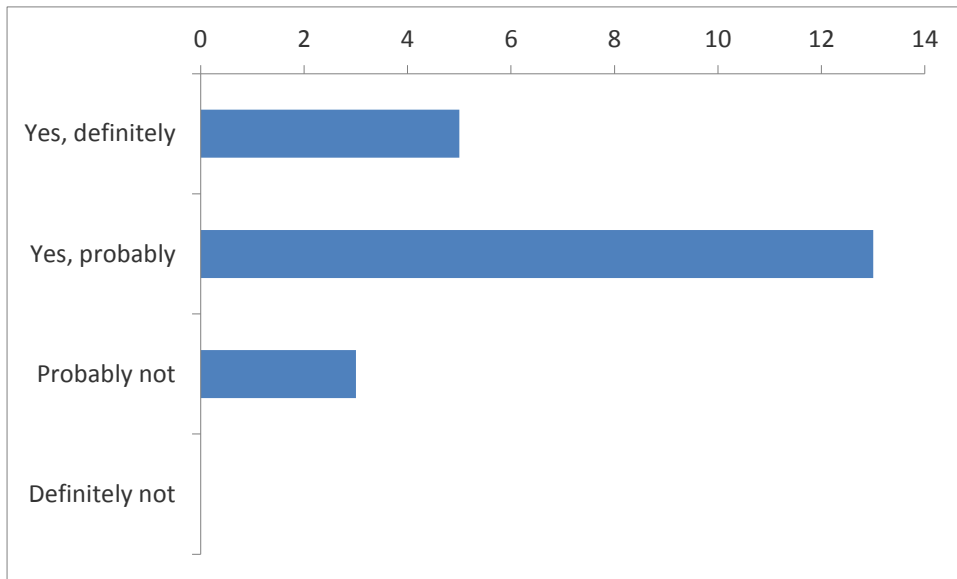
Figure 10: What did you think of your accommodation?



“As terrible as the accommodation was, I think it added to the bonding experience of the group; so I would highly recommend the use of the same place in the future. It really is important to have something like common suffering to talk about.”

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

Figure 11: Should the BM use this accommodation for future students?



OVERALL VIEWS

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

- The departmental time
- All trips and social events.
- Getting to know the participants.
- Sessions that included practical participation.

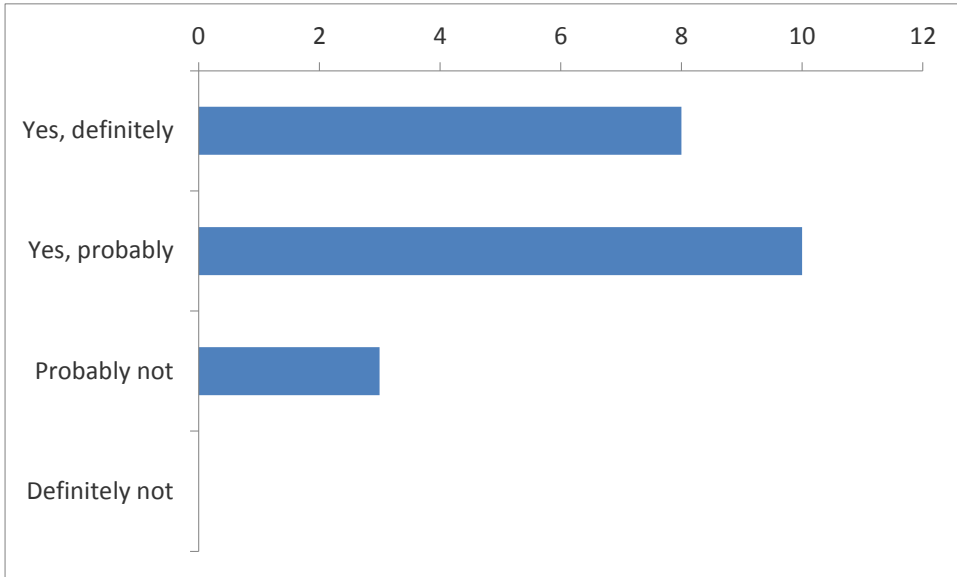
The least enjoyable parts of the programme were described as:

- Some lengthy presentations without a practical element.
- The early start and long days.
- Some repetition in departments (e.g. storage).
- The department programme.

“I enjoyed each and every part of the programme.”

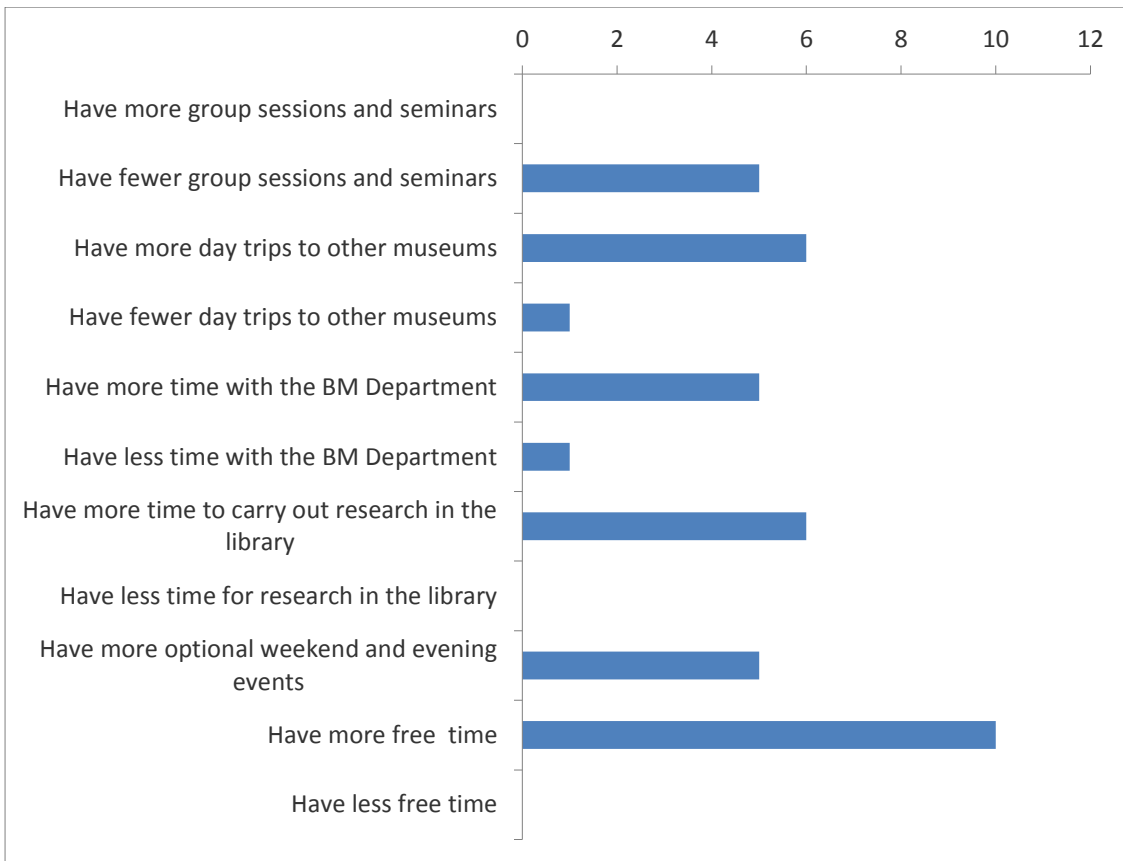
All except three participants thought the overall balance on the programme was right.

Figure 12: We try and meet the needs of individual participants as far as is practical on a group programme. Was the overall balance between the different elements of the programme right?



Asked specifically about possible changes, the most popular changes were, as last year: having more free time; having more time to carry out research; and having more day trips to other museums.

Figure 13: If not, how would you change the balance between the elements?



Comments were about the need for more time to prepare the Room 3 project and more free time to visit other London museums of personal interest.

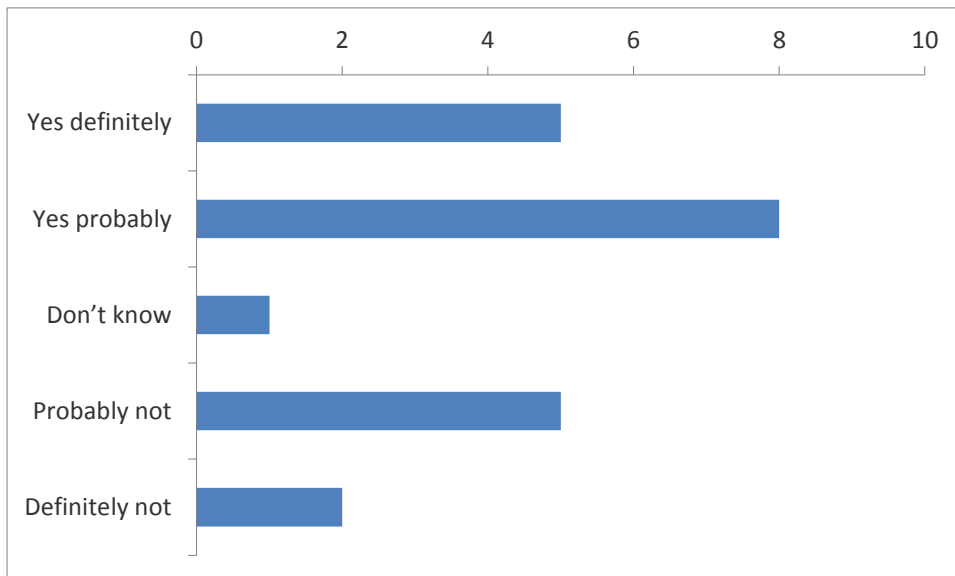
Thirteen of the 21 participants said that the course is too intense, which is more than last year (nine). Comments were: that participants should have evenings and week-ends off, that some sessions should be optional, but also that the intensity is a strength.

“Most people want to learn more and less intense. It is contradictory. Keeping a bit of intensity is good for more achievement. For me it was a good opportunity, and maybe when I look back after a few years I will be proud of the intense ITP.”

“It will be perfect if you added one more week to the program to give the participants free weekends. I understand that it will be difficult regarding the financial prospects but I think it will solve the timing and intensiveness problems.”

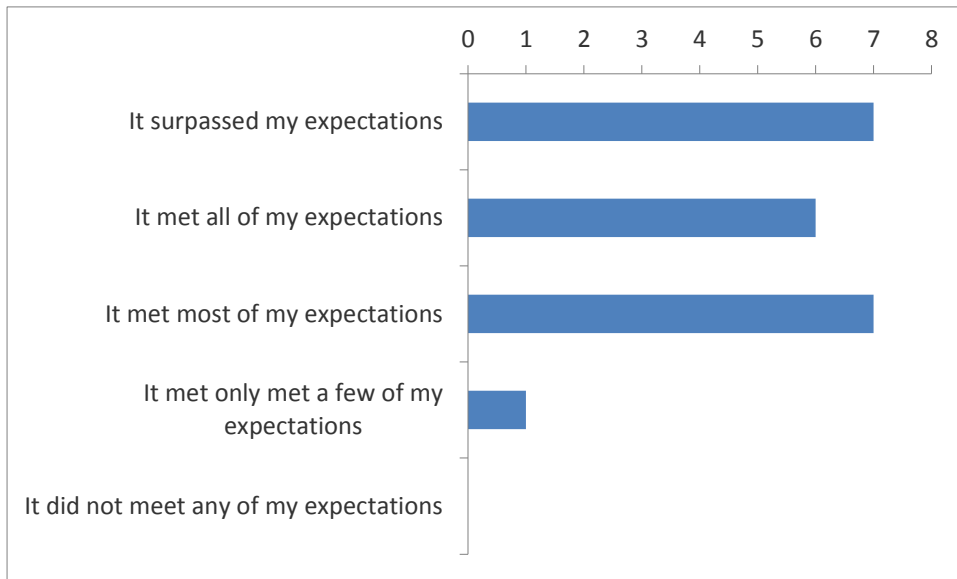
“It is a fact that the ITP very intense but I believe it is the way it should be. It is quite hard to get a recommendation for making the programme less intense because I do not want to exclude anything from the current programme.”

Figure 14: Participants from previous years have told us that the programme is very busy/intense. Should we make the programme less intense?



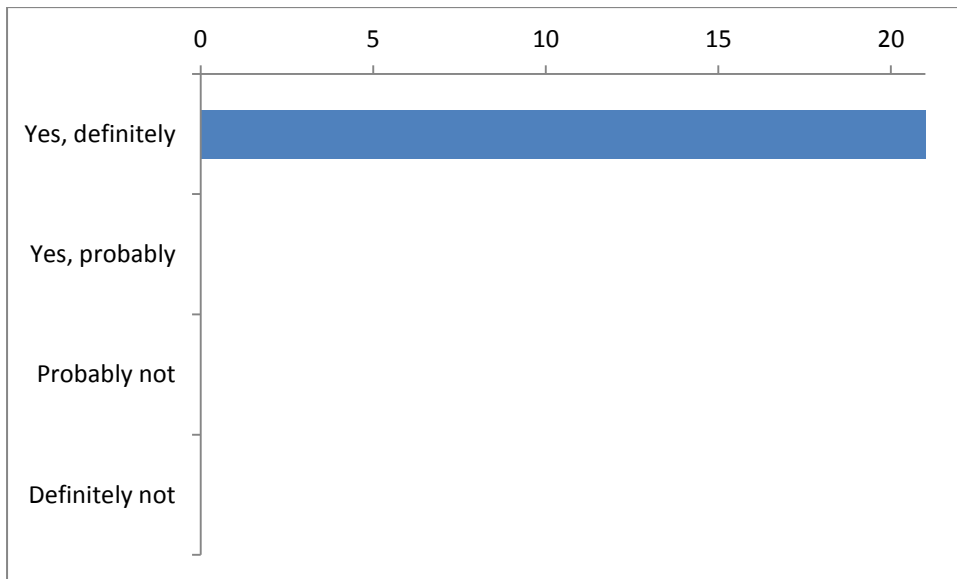
A third of participants said the ITP surpassed their expectations, which is lower than last year (half). All but one of the participants said the course surpassed, met most or all of their expectations.

Figure 15: Did the ITP programme meet your expectations?



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

Figure 16: Did you feel that the BM genuinely cared about you and your wellbeing?



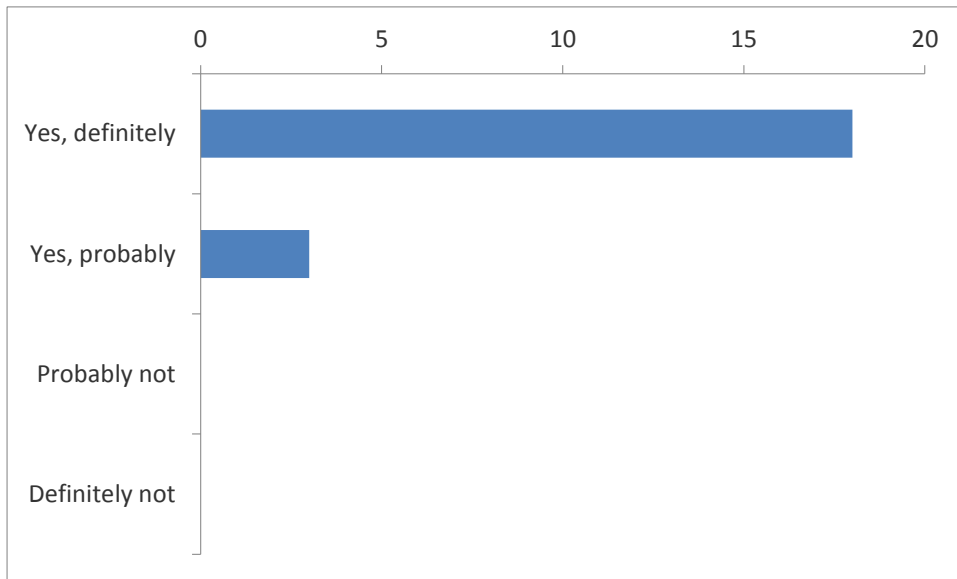
“My colleague had some problems and the way the ITP team dealt with this was so perfect. They really cared and provided her with all the concern and attention.”

“I guess no institution has cared so much about me in the entirety of my adult life!”

“Yes, definitely. ITP team is the friendliest and most helpful team I have ever met!”

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

Figure 17: Do you feel that you have a relationship with the British Museum?



“The BM became a kind of home for me. I really wish to have an opportunity for future collaboration with it in the future.”

“We feel that we turned to be a part of the museum staff.”

“Before participating in the ITP, the BM was part of our imagination as one of the greatest museums of the world. After the ITP I feel that the British Museum is related to me. I’m so much connected with every room and gallery and luckily I have relations with the staff of the BM. Furthermore I think I will follow the news of the room 3 exhibitions forever!”

“Now, I know a number of BM staff in person. Also, I have the direct correspondence addresses of many more which means if I wish to consult any of them I have the chance.”

“The BM is my 2nd museological home.”

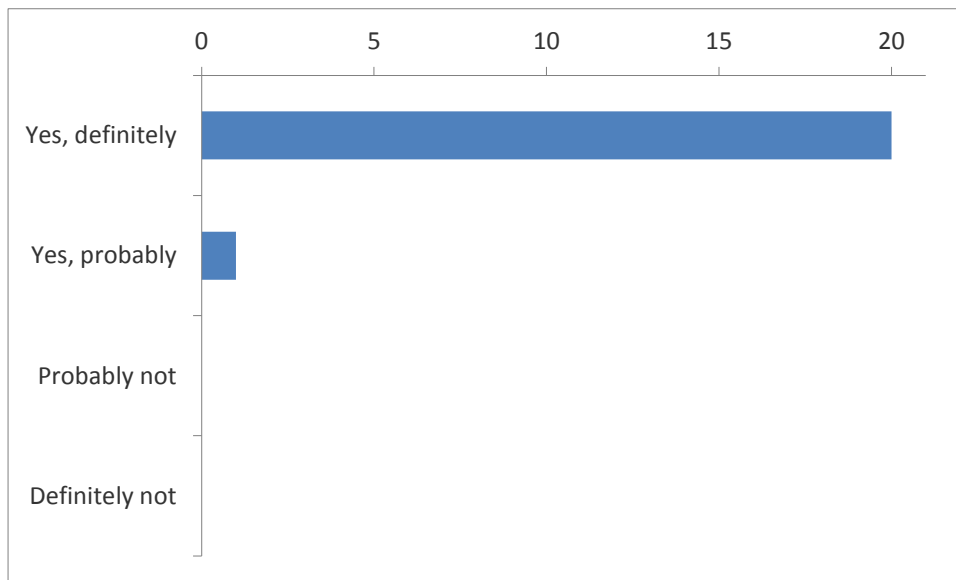
Respondents were asked what they had learned from the ITP that they could apply to their home institution. Answers had these themes:

- Team working.
- Visitor experience, including for the visually impaired.
- Designing websites.
- Maintaining a cohesive database.
- Storage and handling of objects.
- Sustained security and integrity of the objects.
- Volunteer programmes.

- Learning programmes.
- Building connections between museums' staff.
- Business planning.
- Room 3 exhibitions.
- Interpreting historical buildings.
- Gallery receptions.
- Audio/visual display.
- International loans, transportation, and insurance.
- A different way to do research.
- Archiving.
- Using more preventive conservation approaches for collection care.

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

Figure 18: Was it useful for you to have curators from other countries on the BM ITP programme?

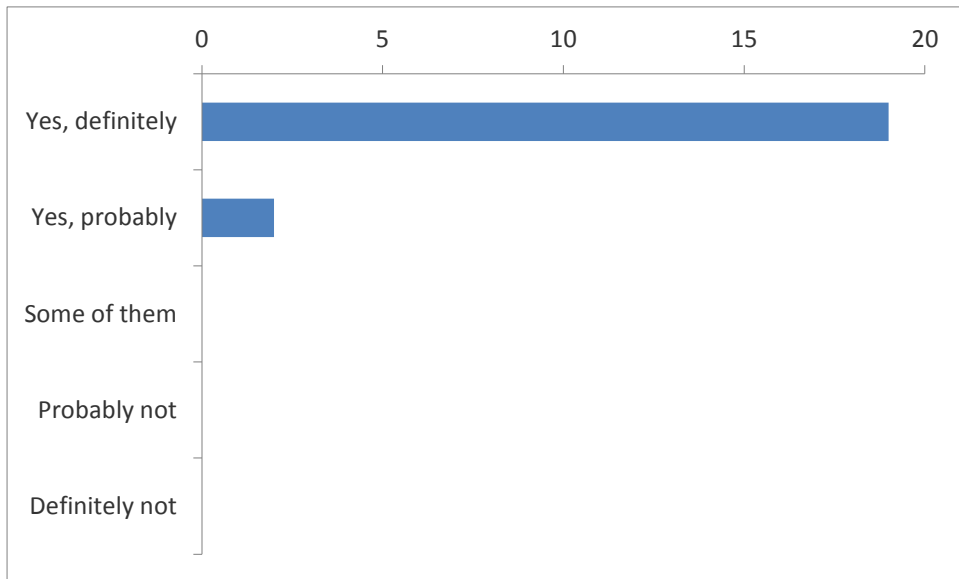


“Having the possibility to talk with curators from other different who have similar interests was a great experience.”

“There is always more than one way to solve the problem. Seeing how other people approach and solve similar museum problems is extremely stimulating.”

All respondents plan to keep in touch with other participants.

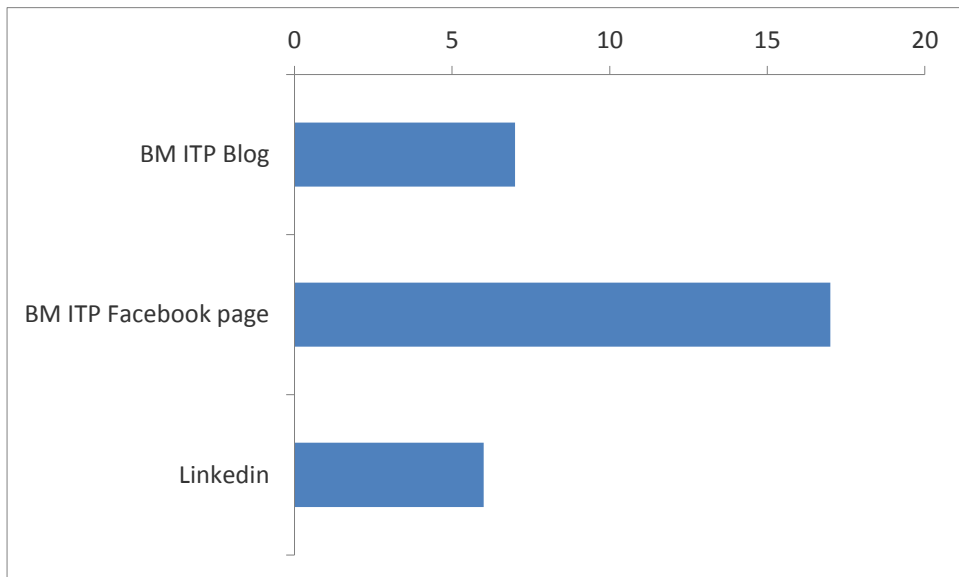
Figure 19: Do you plan to keep in contact with other participants?



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

The most popular methods of contact were the blog and Facebook pagea. Comments were that participants had already taking the initiative in making connections and planning projects.

Figure 20: How should the BM do to help you stay in contact with your ITP colleagues and dialogue with previous years’ participants? Which of these would you use?



Respondents were asked for quotes on the course, of which we have picked a variety.

“Being able to see the BM “behind the scenes” was a great experience. It was more so because we were in London, among colleagues from different countries as well as the BM professionals and volunteers who cared so much about us. Besides, we were able to visit places both inside and outside London, see and try things and

talk with different museum people. Actually, it was a great opportunity for personal development and intellectual stimulation. I think that two words describe best the ITP experience: inspiration and enjoyment.”

“The ITP has been a wonderful experience for me overall. I have benefitted from it professionally and personally. I enjoyed the majority of the sessions and found them informative as I am new in the museum field and did not have much knowledge of all aspects of the museum.”

“The ITP has also enabled personal developed as I learnt to live, make friends and understand people from very diverse cultural and professional backgrounds. It has taught me that age is no barrier to finding friends who genuinely care for you and some of these friendships will go a long way!”

“The ITP allows people from different regions, different areas of interest and different backgrounds to come together and find that their common grounds are stronger than their differences.”

“What was common in all of the ITP participants was their passion and commitment to their museums and their enthusiasm rubbed off on me as well. I am back, enthused and determined to do much more in my museum!”

“The Room 3 exhibition proposal is a highlight of my work experience so far. Commonly I propose some ideas for exhibitions, but this was the first time to present my thoughts in such brilliant approach of the ITP. It was so remarkable to receive such appreciation from the esteemed audience of museum experts. Now I’m so confident to assume that I have no limits!”

“The most exciting part is that I have done an exhibition almost by myself, though it was simple and crude. It is an unforgettable experience and a great chance to practice. I know that an exhibition needs every department to collaborate very well and consider many detailed things together. I hope I can keep touch with BM staffs and my lovely fellow participants to share our ideas together in the future work.”

“I have never seen a programme as successful as the ITP (and I have participated and organised networking events in the past) in this aspect: it is a rare opportunity to get to know your fellow scholars, and build up trust, so that you may actually do quite interesting things in the future. I have a few ideas and a few people in mind... Just wait and see.”

“Thank you for all your support and it is highly appreciated. One final thing, I really respect the epistemological stance of the BM: A museum about the world for the world.”

ANALYSIS OF PARTICIPANT FEEDBACK AFTER THE PARTNER MUSEUM PROGRAMME

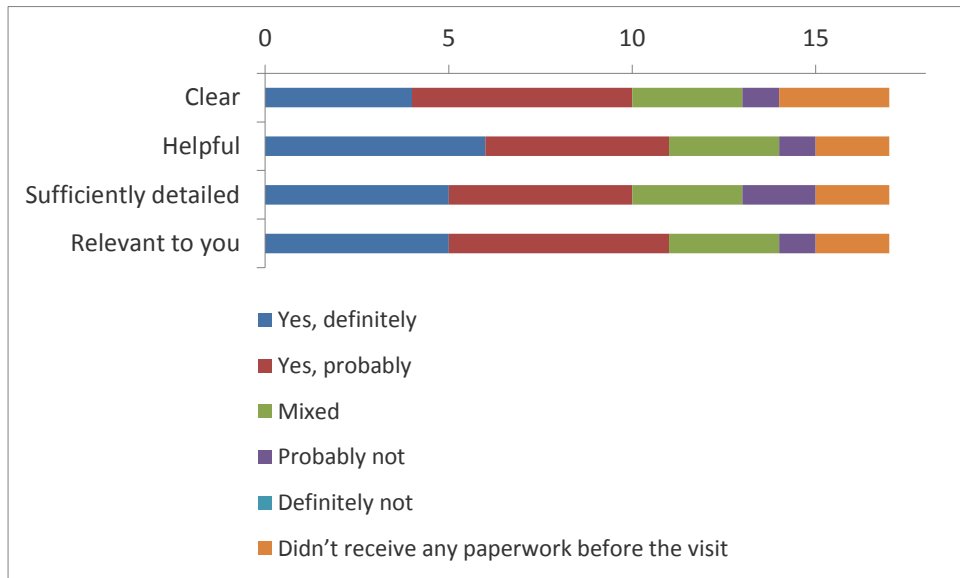
INTRODUCTION

We have replies from 18 participants.

PREPARATION

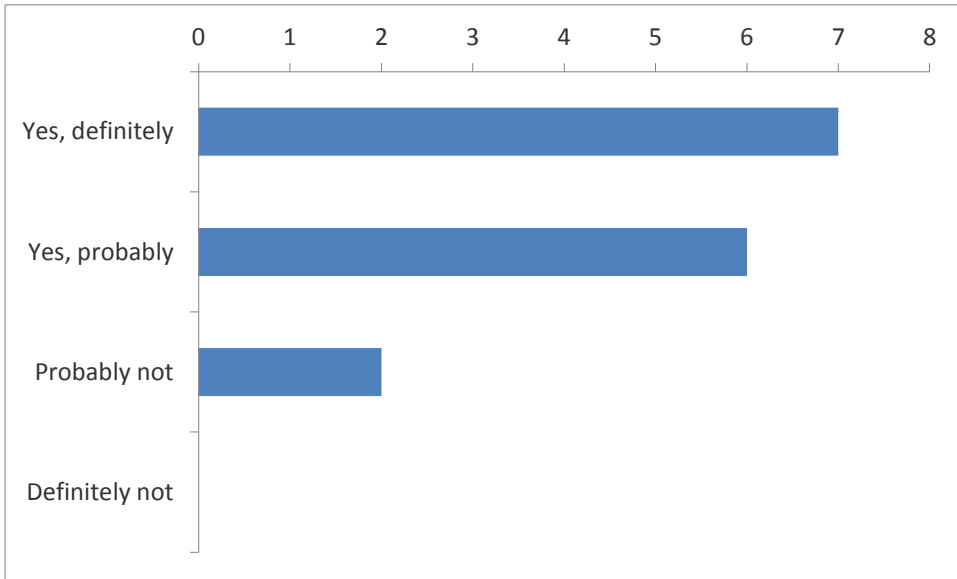
Respondents mainly said the paperwork was clear, helpful, sufficiently detailed, and relevant to them. Comments suggest that some participants received more information than others.

Figure 21: What did you think of the paperwork about your UK Partner Museum sent before you travelled to the UK?



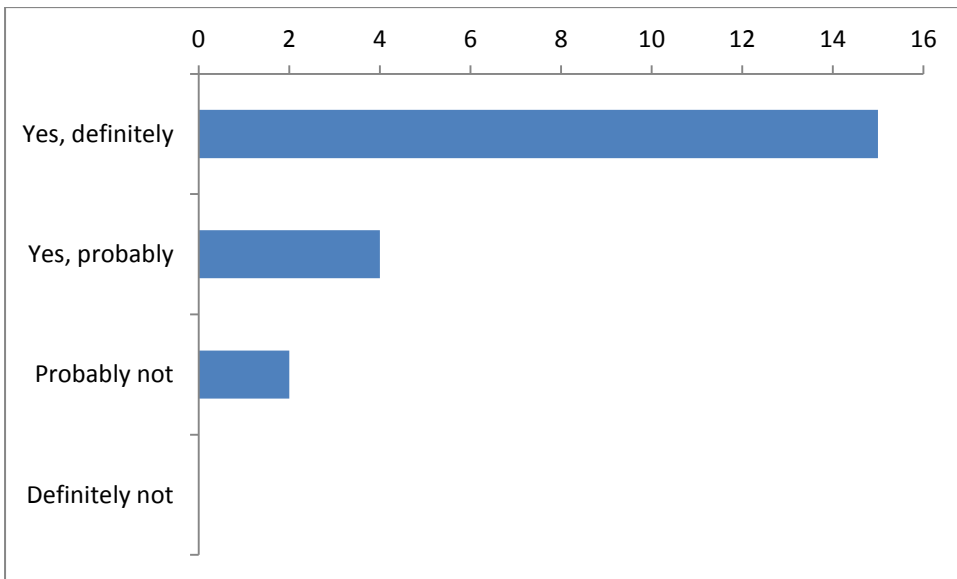
Overall, the pack contained the information the participants needed.

Figure 22: Did the introductory pack contain all the information you needed before you arrived?



All participants were happy with the UK partner museum allocated to them, which was higher than last year.

Figure 23: Were you happy with the UK Partner museum we allocated to you?

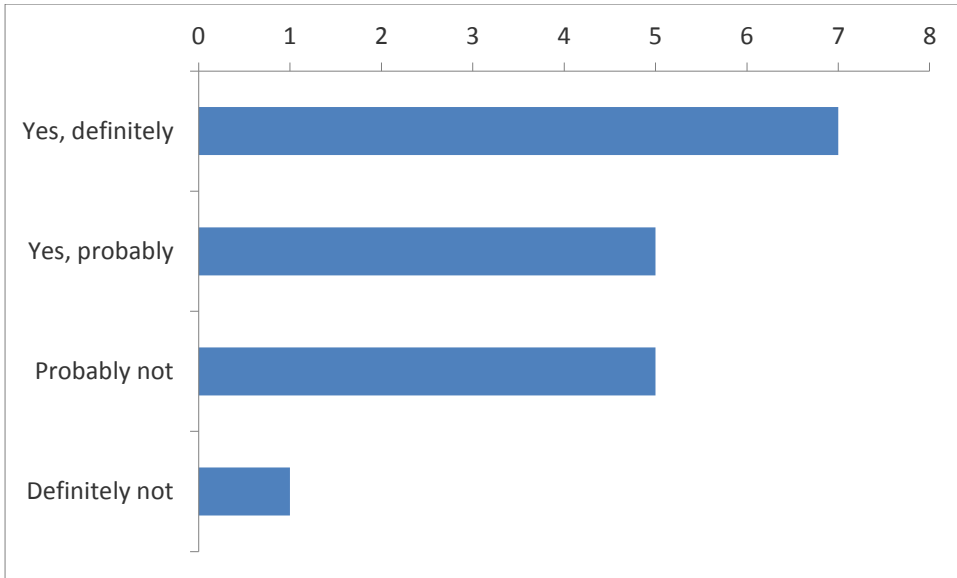


“It was interesting to see how museums outside London operate, museums which are very different from the BM in terms of management style, organizational structure, target audiences and budget.”

“The 10 days we spent at Bristol were perfect. We gained a lot of being there especially that they have several different cultural locations, i.e. museums, art galleries and houses. The staff members were so kind and caring and we had all the facilities from them.”

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

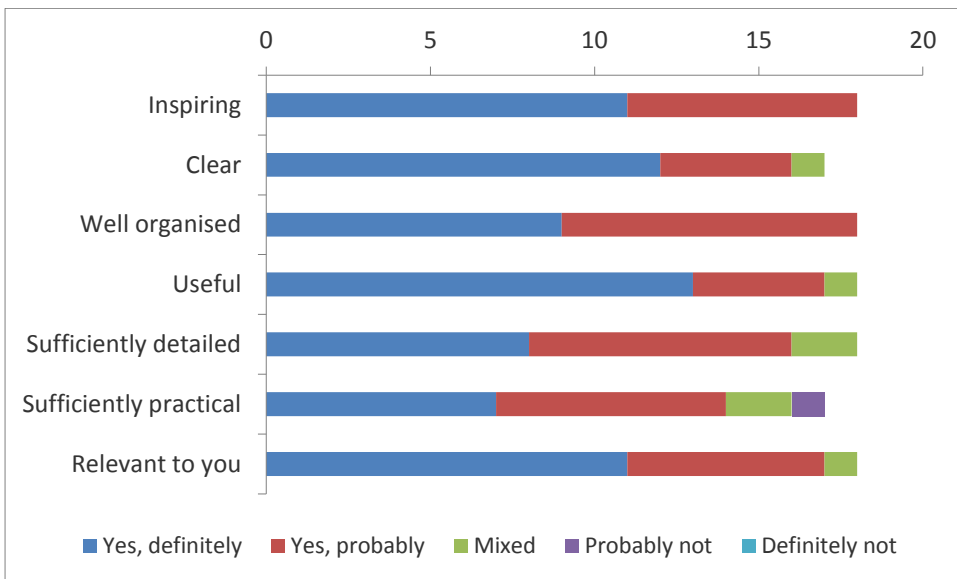
Figure 24: Was it clear to you why this museum had been selected for you?



TRAINING PROGRAMME AT THE UK PARTNER MUSEUM

The partner museums’ training programmes were seen as generally inspiring, clear, well-organised and useful, with scope for improvement on detail, practicality, and relevance.

Figure 25: What did you think of the training programme at the UK Partner Museum?



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

- All.

- Information on services for the disabled, digital and redesigning the museum.
- Meeting with the curators and marketing people.
- Management.
- Exhibition design principles.
- Preventive conservation for paper.
- Storage.
- Departmental meetings.
- Multimedia guides.

Participants were asked which parts of the programme were least useful to you. Answers were:

- Sessions that repeated subjects that had been covered at the BM.
- Long talks about collections from different countries.
- Financing.
- Visiting a science museum.

"I enjoyed all the sessions. We went to a new museum almost every day."

"I benefited from each and every part of the programme, I cannot name anything least useful"

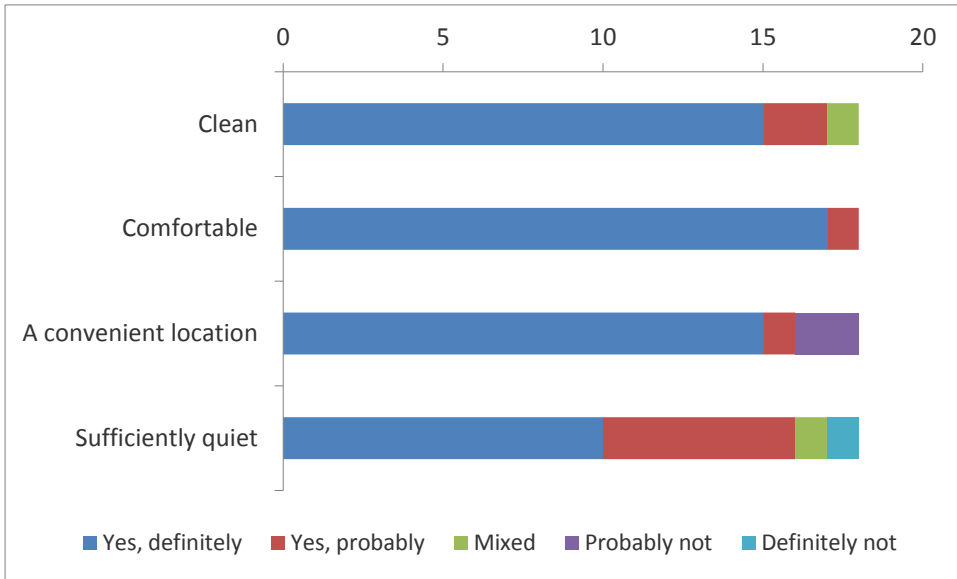
Respondents were asked how, if at all, the UK Partner Museum should change its programme for next year. Responses were (minimal):

- More advice on sightseeing.
- Visiting more museums.
- More practical and multi-media workshops.

ACCOMMODATION

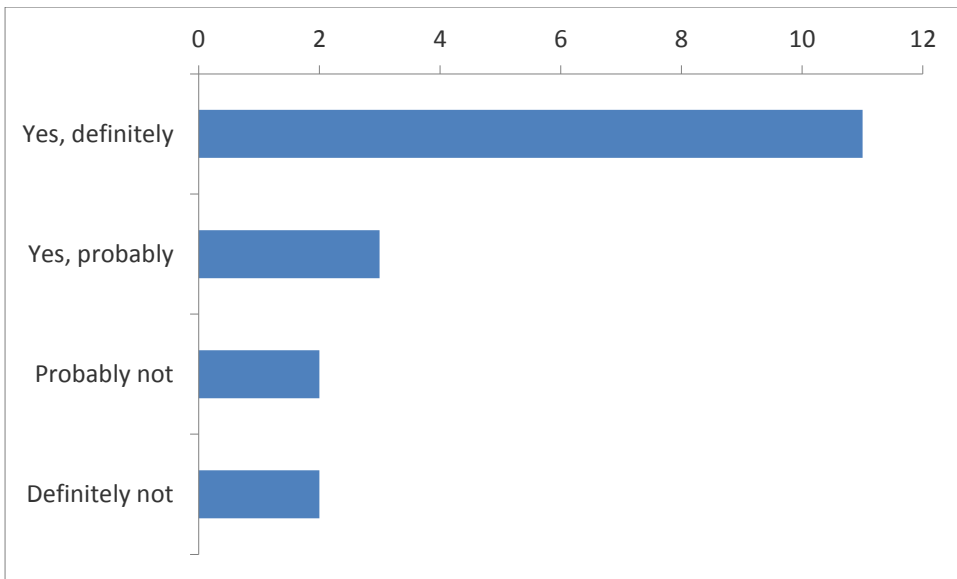
Participants thought the accommodation was clean and comfortable, convenient quiet, although scores were a little lower than last year.

Figure 26: What did you think of your accommodation?



14 participants thought the accommodation should be used again.

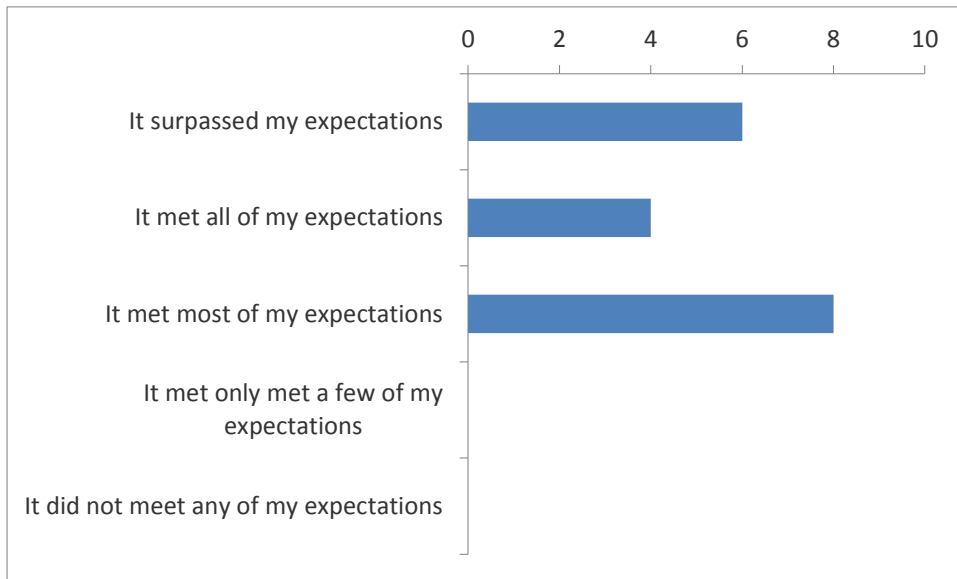
Figure 27: Should the Partner Museum use this accommodation for future students?



OVERALL VIEWS

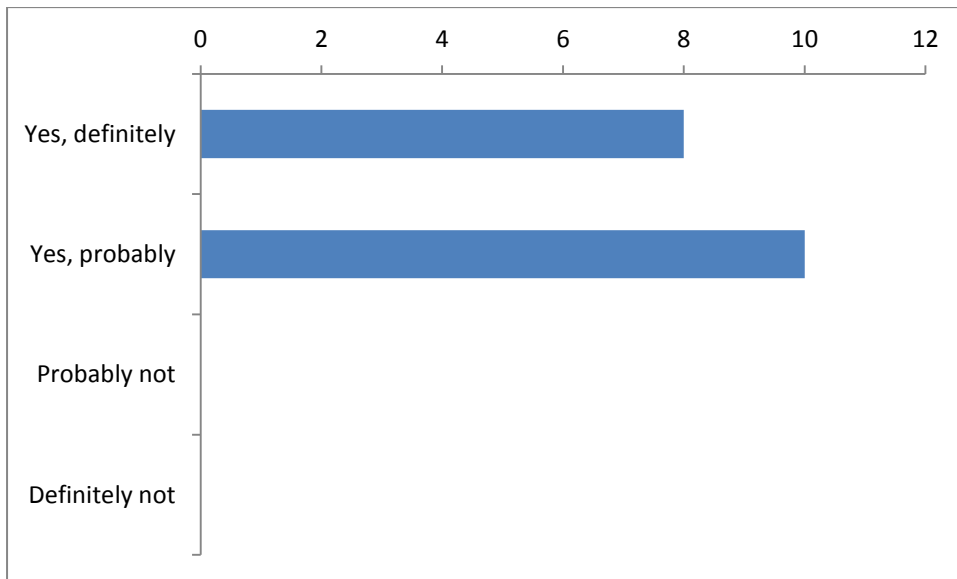
The partner museum programme met or exceeded the expectations of 10 participants, and met most of the expectations of eight participants.

Figure 28: Did the programme at the Partner Museum meet your expectations?



All respondents said the programme used their time well.

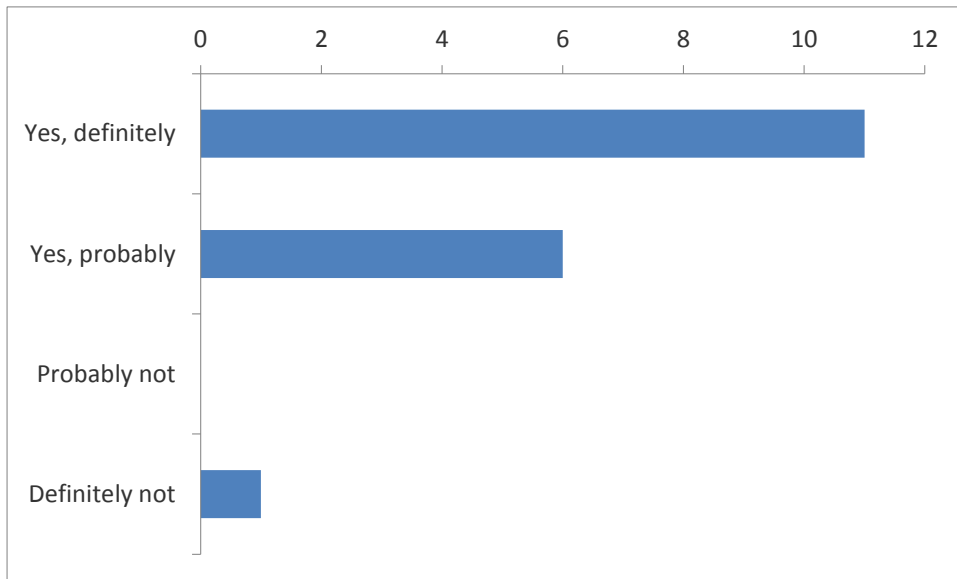
Figure 29: Overall, did the programme at the Partner Museum use your time well?



“The museum made a very well organised program for us. It was busy but very enriching. We really learned so much, and the people who hosted us were very keen in understanding our interests and made their best to cater the program to our needs.”

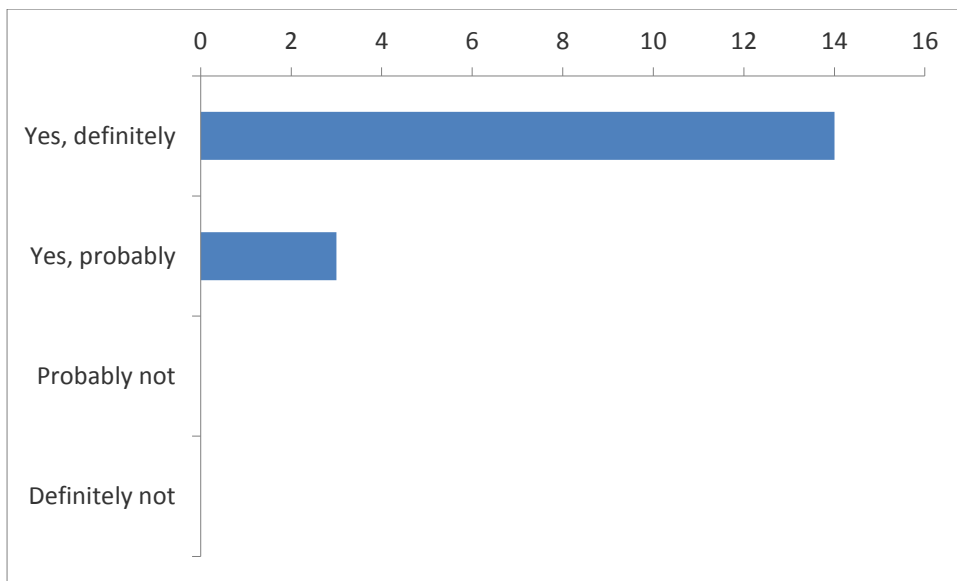
All except one participant said they have a relationship with the partner museum.

Figure 30: Do you feel that you have a relationship with the Partner Museum?



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

Figure 31: Did you feel that the Partner Museum genuinely cared about you and your wellbeing?



“They cared about everything and they paid attention for every detail in a way that surprised me. They made great efforts to support us and they didn’t miss a thing.”

ANALYSIS OF FEEDBACK FROM PARTNER MUSEUMS

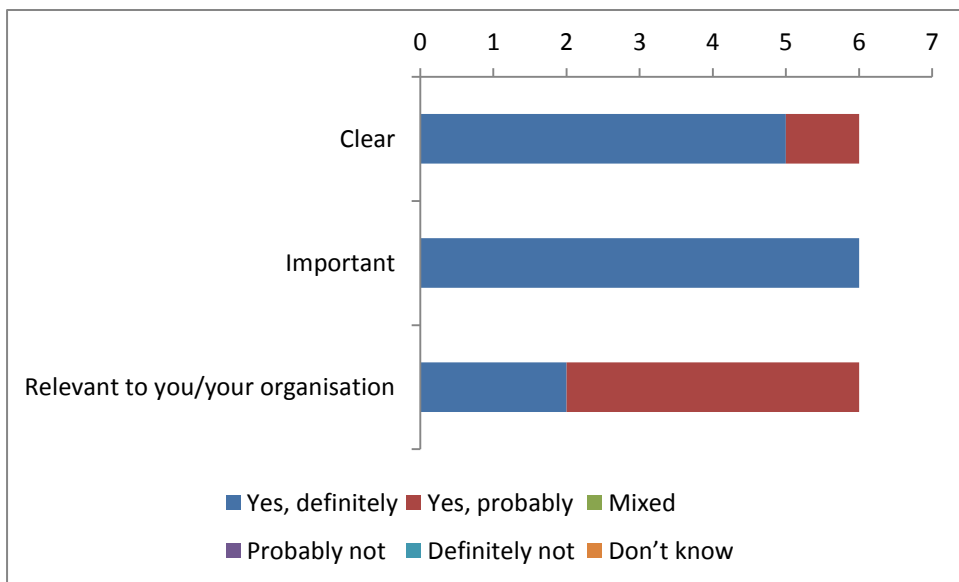
INTRODUCTION

We had six responses from six museums.

ORGANISATION

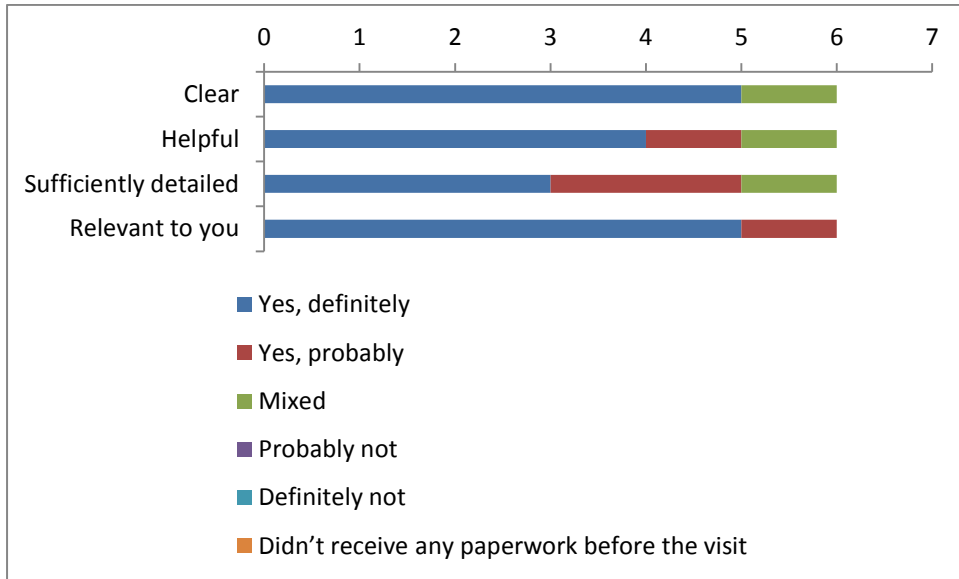
All respondents said the objectives of ITP were clear. One comment was that the support to participants was not a high priority in their strategy but the link to the BM and scope for learning from other museums increased its alignment.

Figure 32: What do you think about the objectives of ITP?



All respondents thought the paperwork they received before the participant arrived was relevant. All but one thought it was sufficiently detailed, clear and helpful. Two respondents commented that information provided by participants was not sufficiently detailed. One missed out an important health issue and some gave insufficient information to understand what their jobs entailed and thus what support they would appreciate.

Figure 33: What did you think of the paperwork sent by ITC before your participant arrived?



All respondents said they were happy with the choice of participant. However, one respondent said that one participant “did not engage in all of the activities we had arranged. He wandered off when he had the chance.”

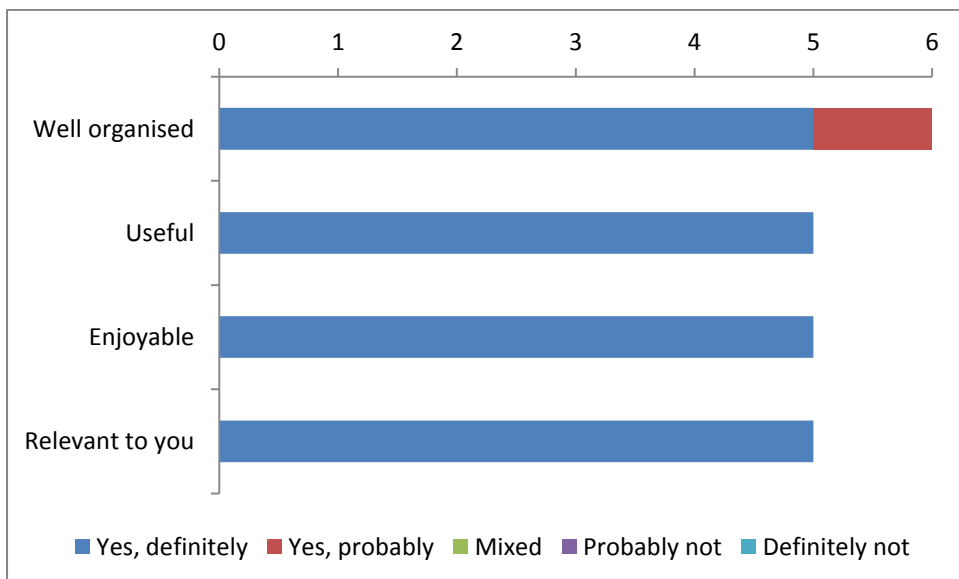
“One of the best groups we’ve ever had - enthusiastic, friendly and good English.”

“One participant seemed more detached and bonded less successfully with the other two. However we felt that we learnt from each of them in different ways.”

“Their interests were well matched to what we could offer.”

Everyone was happy with the introductory day at the British Museum.

Figure 34: What did you think of the introductory day at the BM, where you met the participants? Was it:

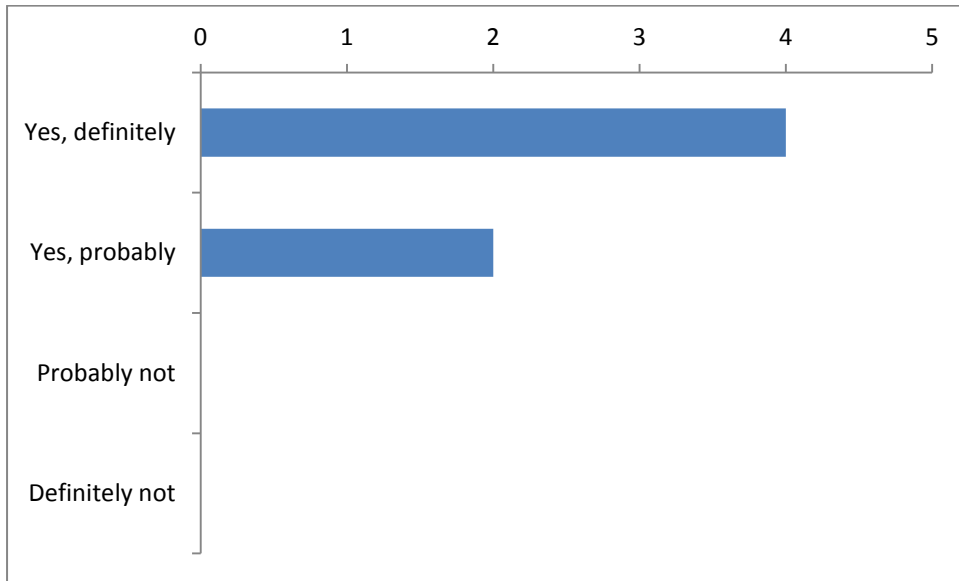


“A very welcome opportunity to get background on the participants and programme as a whole.”

“A lot of presentations but useful to get a feel for all the participants and not just our group. Pecha Kucha style might keep the timings stricter and up the entertainment value.”

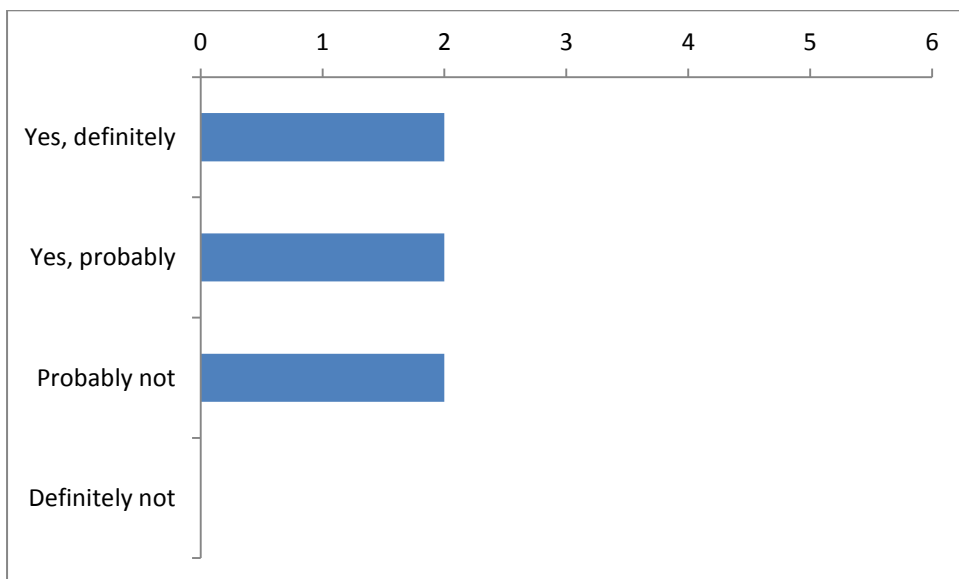
“It is always interesting to see the presentations of other participants as well as those coming to us and the lunch arrangements were very useful in sitting the partner groups at separate tables so that they could get to know each other and discuss ideas and wishes.”

Figure 35: Were you happy with the choice of participant?



Four of the six said it was clear why the participant had been selected for them. One commented that although the rationale was not obvious, this was not a problem.

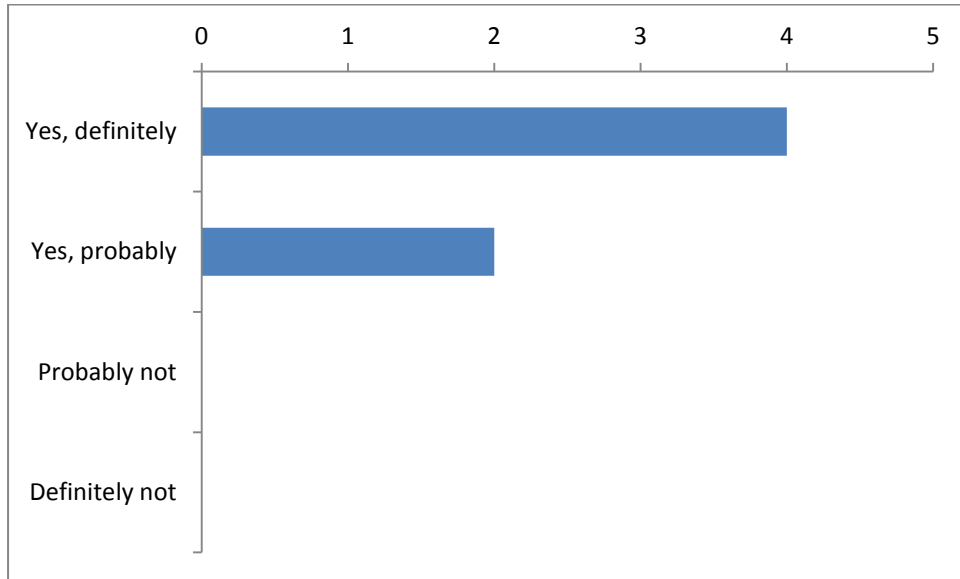
Figure 36: Was it clear to you why this participant had been selected for you?



All respondents said that the BM gave them sufficient support to prepare the programme. The examples were that the BM gave enough notice of arrangements and was supportive. Comments were that a more coherent programme could be achieved with tighter coordination of the offer for each participant.

“It was kind of stand-alone as a programme, but if there is an expectation that elements of their project are covered during the partner visit this would require a bit more organisation.”

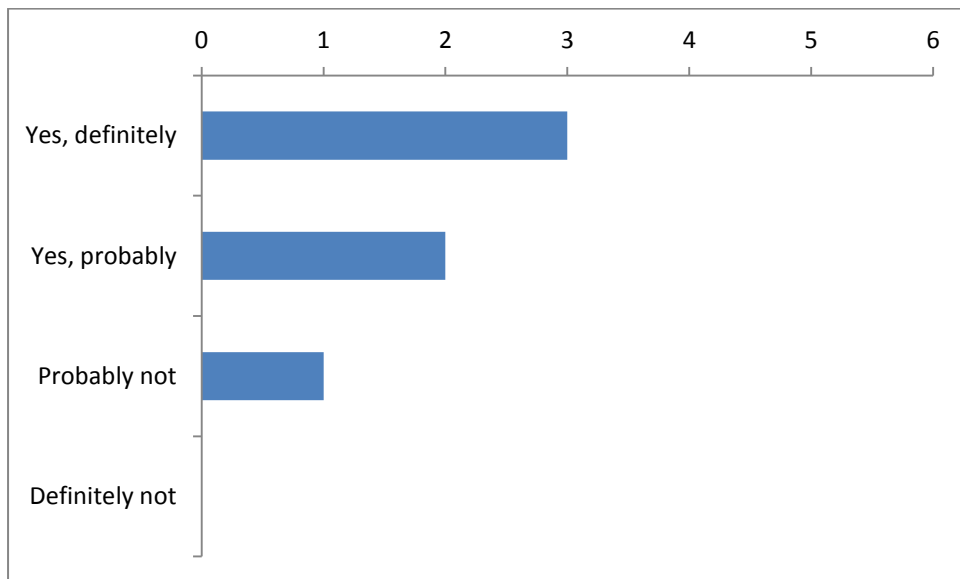
Figure 37: Did you think that the support the BM gave your organisation to prepare the partner programme was sufficient?



RELATIONSHIP WITH PARTICIPANTS

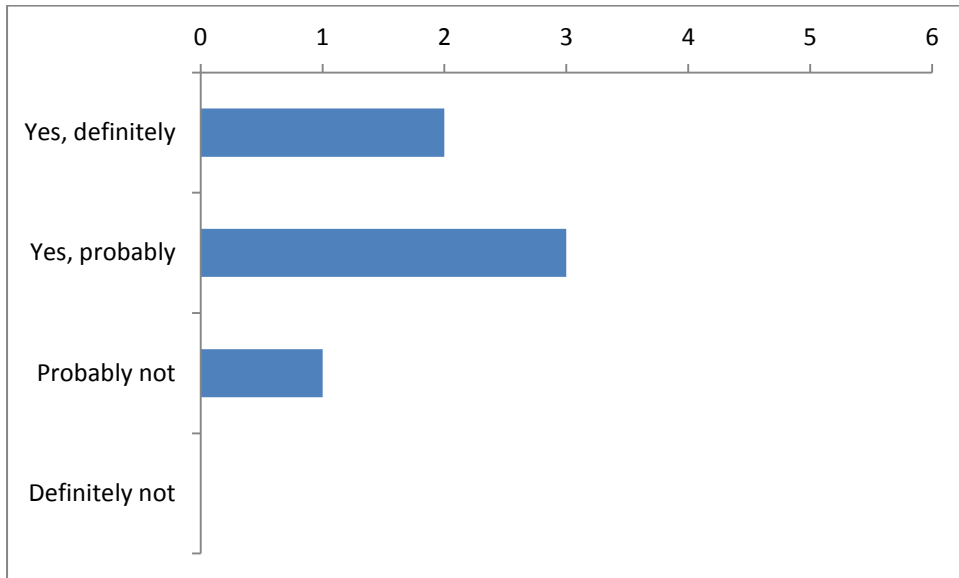
Only two respondents said the participants contacted them before coming to the partner museum.

Figure 38: Did participants engage fully with the programme?



Five of the six said participants engaged fully with the programme and could absorb all the information given. Comments were that some participants even organised their own visits to other museums so that they got the best out of the visit, but that language was a barrier for one of the Chinese participants.

Figure 39: Did you feel participants were able to absorb all the information given?

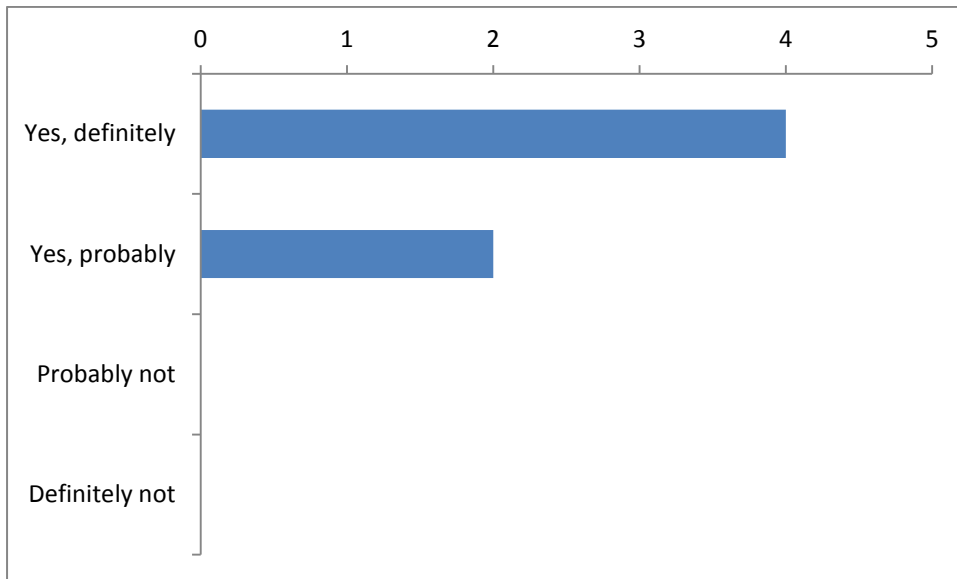


“I think we have learned now not to overwhelm them and take it at a fairly relaxed pace.”

“Our impression was that all three participants were very tired after an intensive programme in London which affected their ability to take in a lot of information. We also realise that we need to adjust our delivery style to be more conversational, although the disadvantage of that is that one participant tends to dominate discussion, either due to English language skills or temperament.”

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

Figure 40: Was there a good working relationship between participants and staff?



ACCOMMODATION

None of the respondents had booked participants’ accommodation and all said they were happy with the arrangements for booking accommodation this year. Four said they would be willing to book participants’ accommodation next year.

OVERALL VIEWS

Respondents were asked about the overall strengths of the ITP. Responses had these themes:

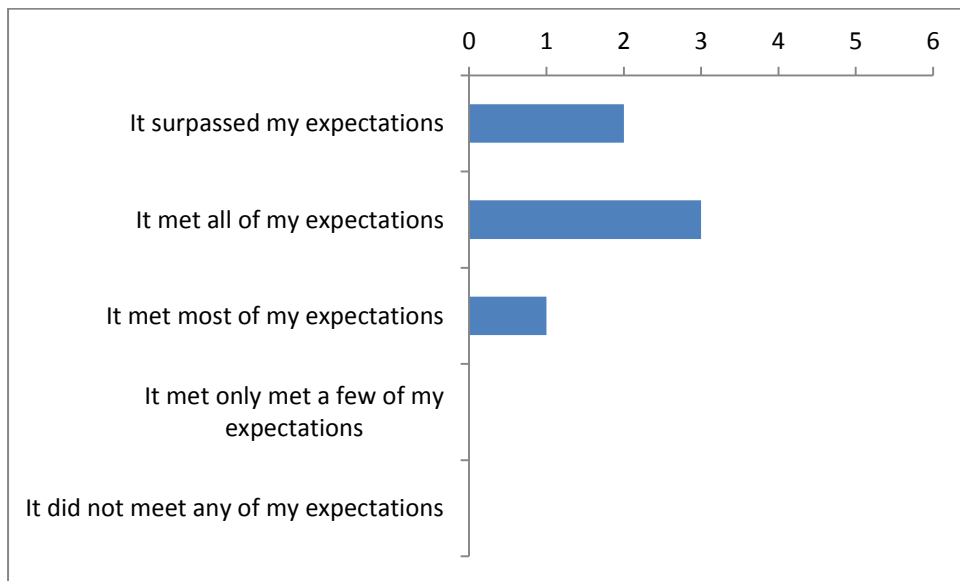
- The calibre of participants. “Our participants this year were excellent.”
- Relationships between participants. “They gelled extremely well as a group.” “A diverse range of participants who all got along together!” “There seemed to be a stronger social element than in some previous years.” But also note: “Interesting participants although it seemed as if there were bonding issues between the three of them.”
- Benefit to the participant. “They seemed to take a lot from our programme, which is heartening.”
- Learning for the partner museum. “We feel that we have particularly benefitted from discussions with the participants this year about their own institutions and broader approaches to heritage management and interpretation.”
- Organisation. “Good to have the planning meeting in Birmingham.” “Good communication with BM staff.” “The participants sent to my institution were well suited as they had interests relevant to the work of my colleagues and I.” “It is superbly organised.”

Respondents were asked about the overall weaknesses of the ITP. Responses had these themes:

- **Overload.** “The participants seemed particularly tired this year. It is difficult to deliver content when the participants are clearly exhausted from their time at the BM.” “The participants were tired after the intensive London programme. Another time we would build in more free time.” “They seemed very anxious about their Room 3 project which we haven’t noticed before.”
- **Engagement.** “One participant was clearly not engaging in all of the activities.” “Participants’ time-keeping was rather random.”
- **Selection.** “The range of countries the ITP programme works with seems to be narrower than some years when there have been more participants from sub-Saharan Africa and South America.”
- **Time/ing.** “As always, there’s never quite enough time!” “The timing (August) was a little difficult as several colleagues were on leave so unable to share their areas of work with the ITP participants.”

Respondents said the ITP programme met surpassed, met most or all of their expectations.

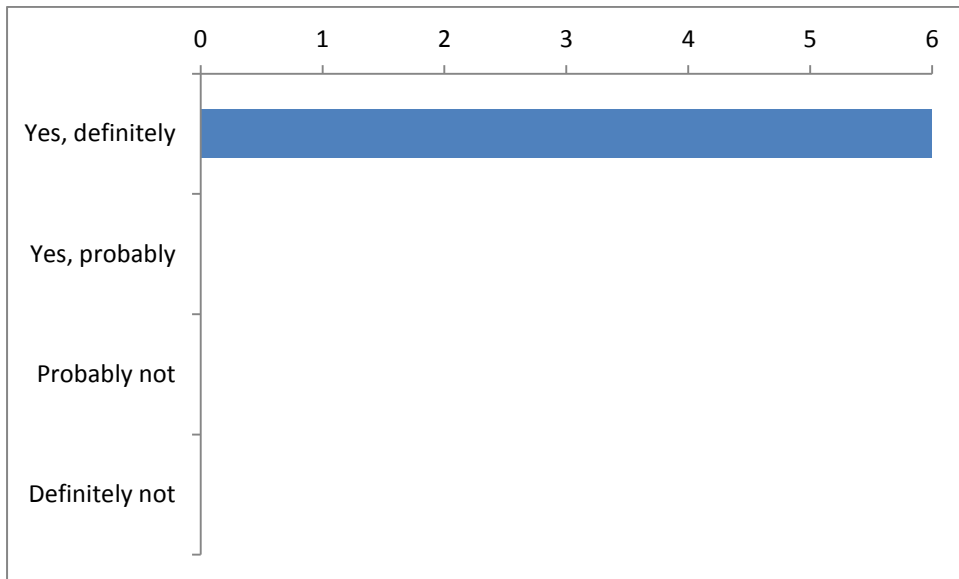
Figure 41: Did the ITP programme meet your expectations?



OUTCOMES

All respondents said they definitely feel that they and their institution has a relationship with the British Museum.

Figure 42: Do you feel that you and your institution have a relationship with the British Museum?



Respondent were asked what the ITP means to them and their organisation. Comments emphasised the relationship with the British Museum and the learning about international practice.

“The ITP is a very important part of our annual calendar and we value the chance to collaborate both with the international participants and with staff at the British Museum.”

“We continue to take an active part because we value the opportunity to meet with colleagues from around the world in a way that allows us to get to know them and to compare and contrast our practices so mutually enhancing our experience.”

“It allows us to think about our own practice and to gain a wider perspective on the sector.”

“An opportunity to gain a global perspective and to learn and share practice with fellow professionals.”

“It is an important part of our partnership with the British Museum. It is important in bringing us into a world museum network and encourages us to increase our cultural understanding.”

“For me it is about international dialogue across the museum sector and promoting the world collections we have. It is also important in establishing professional networks and friendships.”

ANALYSIS OF FEEDBACK FROM DEPARTMENTAL REPRESENTATIVES

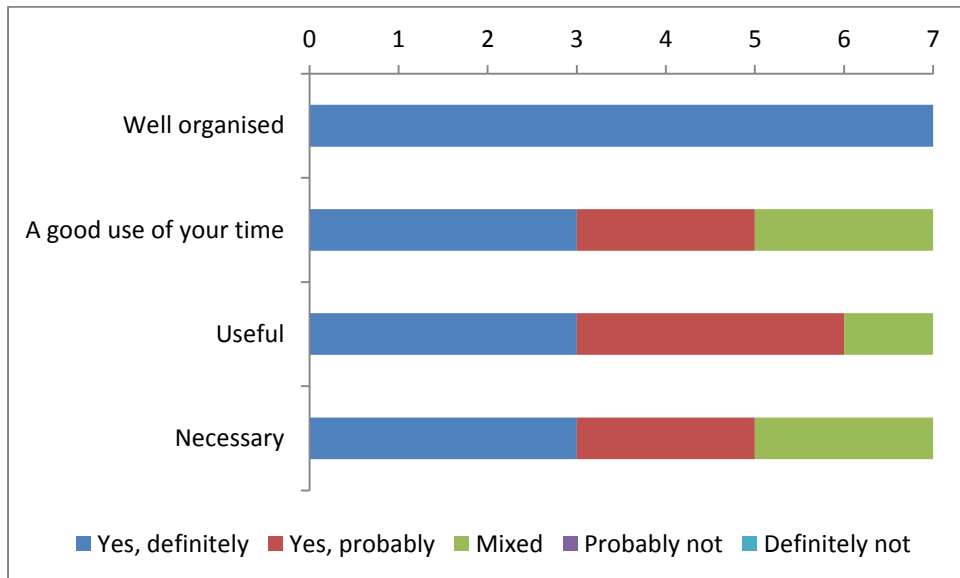
INTRODUCTION

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

MONTHLY MEETINGS

Like last year, all respondents said monthly meetings were well-organised. However scores were less positive for whether they were useful, necessary and a good use of their time. Comments were that the meetings were not well attended this year because they clashed with other meetings.

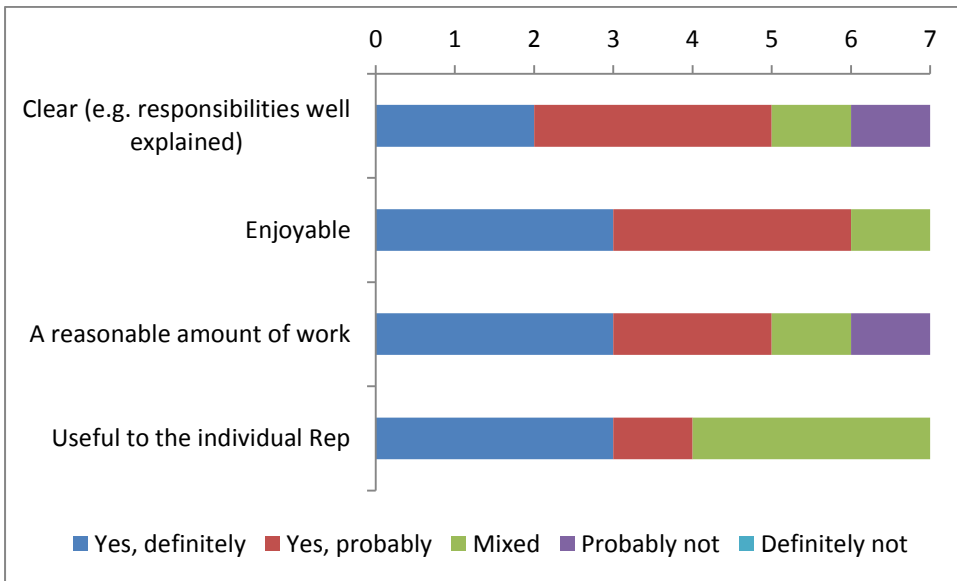
Figure 43: What do you think of the monthly meetings?



ROLE

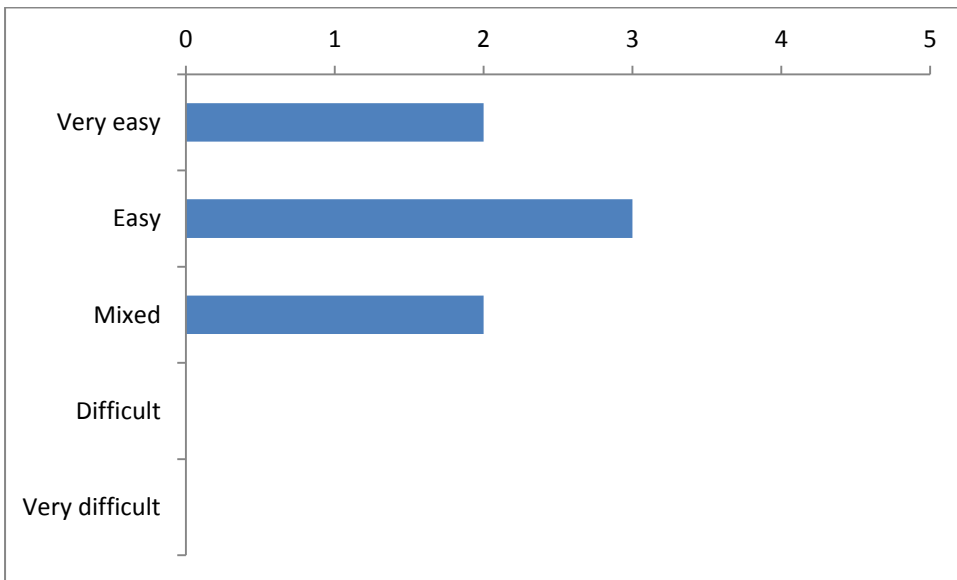
Scores on the role were also less positive than last year. There were no comments that explained this.

Figure 44: What do you think of the role of Departmental Rep?



Notwithstanding this, the responses on ease of getting people involved were roughly as positive. Last year five people said it was easy or very easy and one said it was difficult. This year five said it was easy or very easy and two said it was mixed. Comments were that no one volunteers, but when asked they help they responded; and that there is plenty of time to plan.

Figure 45: Is it easy or difficult to get other people to help deliver the participant’s placement in the department?



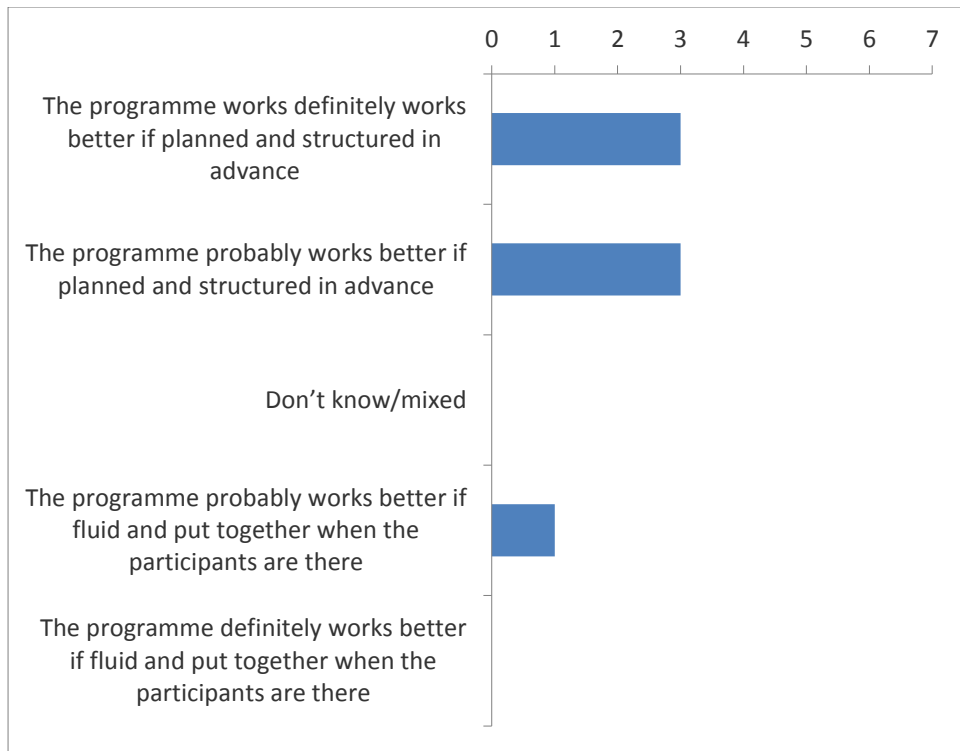
Respondents were asked whether ITP could do anything to make it easier to get other people in the department to help deliver the placement. The only two comments were: “It might be worthwhile reinforcing directorial mandate for this project and whipping up support for it by pointing out that it has support and commitment from the very top and centre of the Museum.” “To make the participants realise that attending

departmental sessions is as important as the structured ITP sessions and that they should give them their full attention. Curators will not get involved if the participants do not seem to care.”

STRUCTURE

Last year all respondents said the departmental programmes work better if tightly structured in advance. This year all but one said this. Comments were that the schedule needs some flexibility to allow for participants’ interests and library time.

Figure 46: Do you think the departmental programmes work better if they are tightly or loosely structured?



OUTCOMES

Respondents were asked if they or their department had any plans for future projects or contact with former ITP participants. Five respondents mentioned plans: informal contact when visiting participants’ countries, exchange of information, a book with the National Museum of China, digital collaboration with Palace Museum, and the HOW exhibition in National Museum of China and Shanghai Museum..

Respondents were asked whether the experience of being a Departmental Rep had been of any use to them in any other way. Last year all respondents gave examples of personal benefit. This year four did: broadening awareness of the Museum's moral purpose, gaining of useful contacts within UK and internationally, having something to offer institutions which the BM is working, learning from participants each year and skill development in time management, teamwork and communication.

THE FUTURE

Six of the seven would consider being a Departmental Rep next year. The seventh said they would need more support within the department to continue.

CONCLUSION

ITP is an exceptional programme. It brings together museum professionals from across the world to work together in an intensive experience that develops their skills, knowledge and connections with each other, the BM and partner museums. The different elements have been carefully designed to give participants a rounded understanding of ways of thinking, organising and working. Different aspects of the course naturally appeal to different participants, in part because of their background and role, and in part because of their beliefs about how much their museum is open to change: areas that are far from their museum's existing practice can be experienced as inspiring or irrelevant. The course is generally seen as extremely well organised, with a high quality of documentation. The sense of caring about participants is so powerfully communicated that relationships between participants and the BM are remarkably strong. This year, as last year, participants found the course tiring, and it is not entirely clear whether this is a strength or a weakness. Perhaps the intensity of the course could be more clearly communicated in prior documentation so as to better manage expectations.

This year we added a survey of museum partners, which was not in last year's evaluation. This was extremely positive in terms of the organisation and relationship with the BM. However the benefits to the partner museum do not seem very strong and could perhaps be better articulated.

The main weakness this year is that some of the departmental programmes seem to have been poorly organised. The departmental representatives were generally less positive about the programme.

IMPROVEMENTS

This is the improvements we mentioned last year, with comments for this year.

- BM could consider referring some participants to a language course before the ITP. Language problems seem to have been lower this year. The English on questionnaires was noticeably better: it was comprehensible although still poor in spelling and grammar (which we have corrected in the quotes).
- A small number of the BM sessions could be made optional. This was not mentioned as an issue this year, and it was noticeably that participants had widely differing views on which sessions were useful and less useful.
- Speakers at the BM and museum partners could be encouraged to ensure sessions are practical: to focus on how rather than why or what. This is still mentioned as an issue, although the partner museums' survey adds an insight about the need for participants to give a clearer description of their work for this to happen.
- Participants have asked for more time or more customisation in the departmental and partner museum programme. Comments as for the previous point.
- The structure of the course could be revised slightly to give participants more free time, including the option of spending more time in the library. Participants generally wanted more time to work on their Room 3 exhibition.
- Information on why participants have been allocated to specific museums should be communicated more precisely. This remains a (minor) issue.