

INTERNATIONAL TRAINING PROGRAMME
EVALUATION REPORT

SEPTEMBER 2023



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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 Tourism and 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 were three core elements to the programme: a training programme at the BM which includes presentations, workshops and visits; time in a BM department based on participants' specific area of interest; and a placement at a UK partner museum. The partner museums for the ITP 2023 onsite visit were:

- Lincolnshire Museum & 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 2020 the Marie-Louise von Motesiczky Charitable Trust pledged a further fund to support the continued development and delivery of the ITP until 2025. Additionally, through 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 is now able to continue to plan and develop further post-fellowship opportunities for its global network. The extended programme includes:

- ITP+ short courses
- ITP Senior Fellowships
- Research Fellowships
- Research and conference grants
- Digital engagement
- ITP Advisory Board
- Collaboration with the Museums Association Conference
- Temporary displays in the UK
- Other professional and personal development.

In 2021-2022, the programme was restructured to reflect the constraints of the pandemic and the opportunities to develop online teaching. Changes included:

- Introducing nine online learning modules.

- Condensing the UK programme.
- Introducing new formats into the UK programme: small group sessions, Fellow-led sessions, a social media day and a museum project day.

The 2021 onsite programme didn't have a senior fellow.

The 2022 autumn programme was split into two parts:

- In August, the 2022 cohort completed their own online distance e-learning course - a more streamlined version of the 2021 e-Learning.
- In September, fellows came to the BM for the on-site programme, which continued the structure of allowing greater choice in following individual interests. The format included small group sessions and a museum project day as well as a senior fellow and a senior fellow workshop.

The 2023 programme returned to the timing in summer, delivered without the elearning element.

There were 18 fellows for this programme.

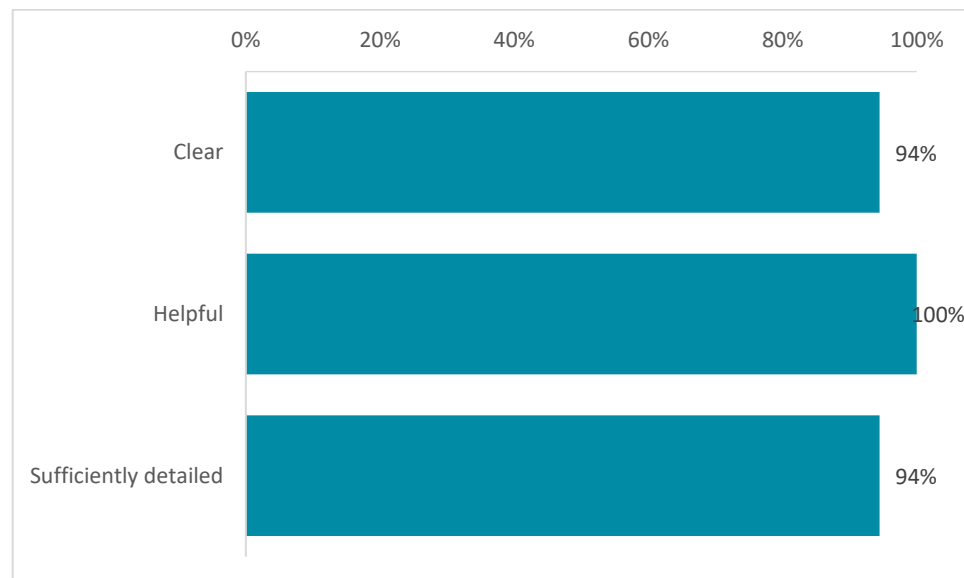
ANALYSIS OF FEEDBACK FROM FELLOWS AFTER THE BM PLACEMENT RESPONSES

All 18 fellows filled in the survey.

INTRODUCTORY INFORMATION

Fellows said the introductory information was helpful, clear and sufficiently detailed.

FIGURE 1: WHAT DID YOU THINK OF THE BM INTRODUCTORY INFORMATION ABOUT THE UK PROGRAMME? (AGGREGATION OF “YES DEFINITELY” AND “YES PROBABLY” RESPONSES)



“The information explained the programme as well as what is expected of me.”

“It gave a clear picture on what to expect, the overall information about the city, who to meet and what was expected of me.”

“The information sent - regarding the Visa, stage 1 and 2, the handout with information regarding London, the currency, the transportation and things to do places to visit - was very helpful and informative.”

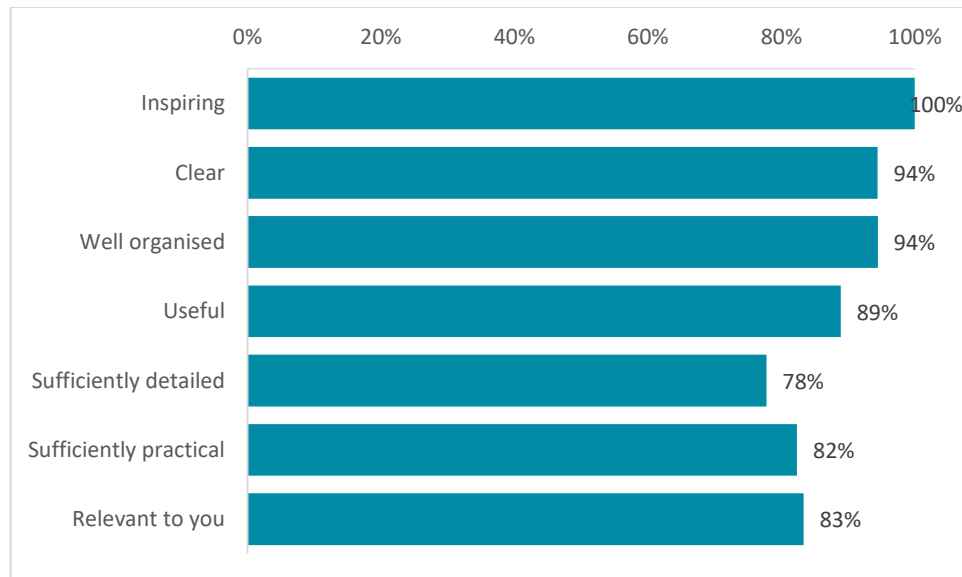
Four fellows mentioned additional information they would have appreciated, which were:

- More details on the courses.
- That they needed an international bank card.
- Information on the weather.
- Maps of London.

GROUP SESSIONS, SEMINARS AND WORKSHOPS IN THE BM

Group sessions, seminars and workshops were rated as inspiring, clear, well organised, useful, relevant, sufficiently practical, and mainly sufficiently detailed.

FIGURE 2: WHAT DID YOU THINK OF THE SUBJECT SPECIALIST SESSIONS? (AGGREGATION OF “YES DEFINITELY” AND “YES PROBABLY” RESPONSES)



Fellows commented positively on the:

- Breadth of information.

“They were all educative, informative and trained me more about the practical aspect of the museums job.”

“All the sessions were insightful and gave me a better understanding of the museum structure.”

“I really wanted to know how the BM runs, so every piece was useful and relevant to me.”

“Some topics are not really related to what I am doing in my museum, but it is also good to learn about the organisation and management in the BM.”

“The programme gave an overall perspective of the functioning of all the departments at the BM with the chance to explore more through links, website and walkthroughs.”

- Organisation.

“All sessions, seminars and workshops were well-organised.”

“The programme, was very well organised with details for each day – the speakers and subjects – in advance.”

“The sessions were well organised and informative with presentations with detailed information about each department.”

“The diversity of the activities complemented each other and were very well organised.”

- Presentation.

“Some sessions were extremely interesting and interactive.”

“The sessions and seminars and workshops included all the information I could need in my work and were very clear and useful, with plenty of time for questions.”

Some fellows would have liked more detailed information and more practical formats.

“They were inspiring, but less practical. I wish there was a hands-on practical for the next ITP.”

“It was an amazing programme, but the practical sessions were less.”

“Sometimes due to the tricky timing, it failed to go further and deeper and detailed, though it's already very detailed somehow.”

“There were some sessions where I would have liked to learn more details on the processes that the departments used to execute large projects and how they worked with other departments across the museum. Longer workshops would have helped prepare us to execute our own projects at home.”

“They were all good. Although some of them were not detailed, it was not a problem for us because we were given the email address of all the speakers so that we could get in touch with them for further information.”

We asked which sessions were most useful. Answers were:

- All (3)

“All of them. It is important to understand all the functions at the museum as it allows us to understand how we can effectively support other teams or contribute based on our expertise.”

“All were useful to me because the museum where I work is an emerging museum.”

- Archaeological excavation
- Archaeology
- Collection management (3)
- Conservation (4)
- Curatorial procedures
- Curatorship
- Documentation and cataloguing

- Education (3)
- Exhibitions (6)
- Fundraising (2)
- International engagement
- Interpretation (6)
- Learning (3)
- Loans (3)
- Marketing (3)
- Merchandise
- Museum management
- Object in Focus
- Object management
- Objects database
- Preservation
- Registration
- Risk assessment
- Scenario display
- Social media
- Temporary exhibitions
- Textile collection
- Volunteer programmes.

We asked which sessions were not useful. Answers were:

- None (4)

“I believe that all the subject are useful in a way or another. Even the areas that I know I won’t work on them in the future, there were helpful to understand and comprehend better the museum as a whole.”

- Conservation
- Fundraising (4)

“Fundraising, but it is good to know how other museums that are not funded can sustain themselves and do programmes that can help them with fund-raising.”

- Identity, conflict, decolonisation, inequality
- Library management
- Marketing (2)

“In my home museum, I am not charged of these specific topics. I won’t be able to make any changes or attempt.”

- Merchandise/retail (5)
- Modern contemporary museum and exhibitions
- Scientific research
- Trip to other museums
- Volunteers (2).

The day trips to museums were rated as clear, inspiring and well-organised, and mainly useful, relevant, sufficiently detailed and sufficiently practical. Comments were that the visits were:

- Well organised.

“It was very organised and important we got to know each other better and took a break from the pressure of the lectures.”

- Illustrative of different approaches.

“The day trips to the museums outside the British Museum gives me the knowledge about how collections are being managed in other museums apart from the British Museum.”

“All the museums across London and outside London have their unique characteristics and charm, as well as lots of inspiring stuff. Wish I could spend longer hours at each venue.”

“Visiting offsite, museums and heritage sites gave better insight to how important cultural heritage is in the United Kingdom and the vast network of professionals in the area.”

“The day trip museums tried their best to show their own features, that should be the most important part of different museums.”

“Understanding how other museums operate, how they make an effort to be more inclusive with their exhibitions and programs, and how they have fun doing it, is both enjoyable and useful.”

“The trips outside the BM were useful to explore various other cultural spaces, different kinds of museums and organisations and best practises.”

- Engaging.

“Having a mix of lessons and trips ensures people are not bored and allowed us to discover new places, new museums and new perspectives.”

“They supplemented what was learnt at the BM. They gave a more practical approach which can be adopted in my own museum. I could reflect and relate with my own museum.”

- Not practical enough.

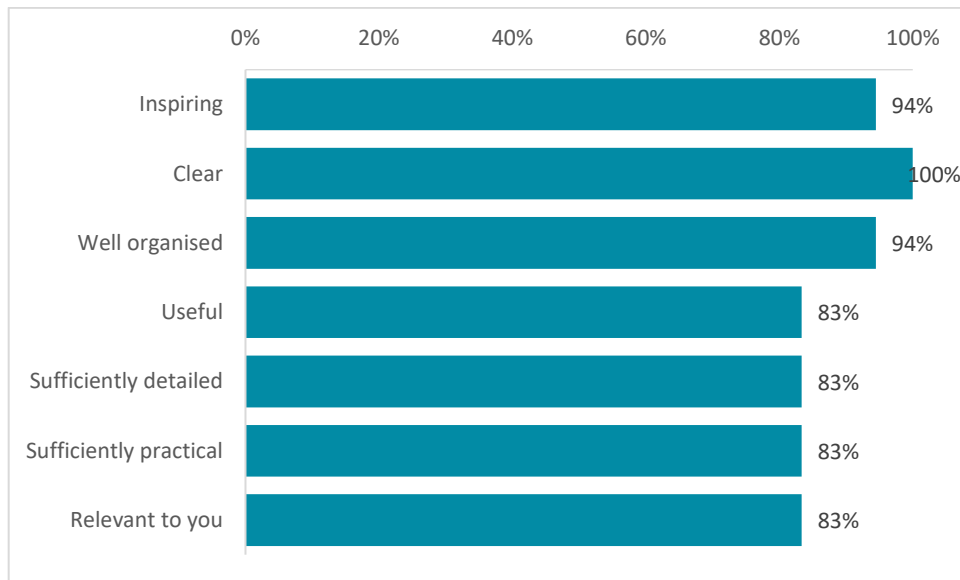
“It was well-organised and informative programme but, more practical sessions were needed.”

“It is clear that the ITP team did great job for organising program, but we don't need to spend to so much time to see other museums. We needed some practical work – seeing rather than hearing about what they do.”

- Varied in their relevance.

“Some of the trips were very useful to me. The Stonehenge trip was great even if we got soaked. But I can't say the same things for the other trips especially the trip to Kew Gardens There is nothing to do except outdoor activities in the garden and raining made these impossible.”

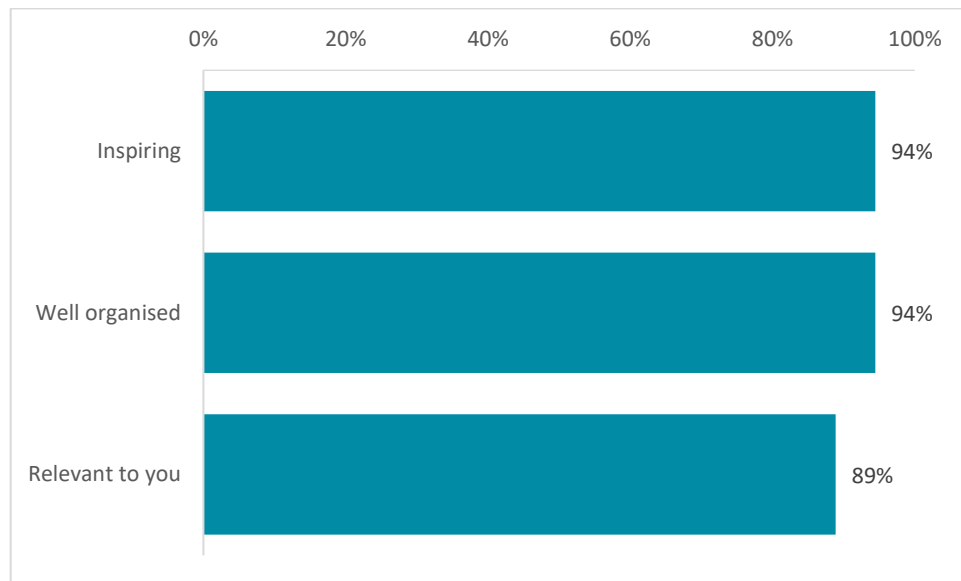
FIGURE 3: WHAT DID YOU THINK OF THE DAY TRIPS TO THE MUSEUMS OUTSIDE THE BRITISH MUSEUM? (AGGREGATION OF “YES DEFINITELY” AND “YES PROBABLY” RESPONSES)



DEPARTMENTAL PROGRAMME

The departmental programme was rated as inspiring, well organised and relevant.

**FIGURE 4: WHAT DID YOU THINK ABOUT YOUR DEPARTMENTAL PROGRAMME?
(AGGREGATION OF “YES DEFINITELY” AND “YES PROBABLY” RESPONSES)**



Comments emphasised the value of the programme in terms of:

- The learning.

“The departmental programme was an educative and professional programme that showed me how to explore the ethnographic history and provenance of a collection and how to display the collection as well as procedures to follow when writing panels and object labels.”

“I loved the departmental programme. It is was engaging and focused. We interacted a lot with the curators and other BM staff which gave us valuable insights into the behind-the-scenes work of running a museum and allowed us to learn from experienced professionals in the field.”

- Support with the Object in Focus exercise.

“I enjoyed each departmental day and tried to seize every opportunity to exchange my thoughts with the curators and my mentor for Object in Focus. We had joyful and inspiring talks on Chinese objects, Chinese history and of course the “China’s Hidden Century” exhibition. The volunteer of my department is also nice and helpful.”

“My daily work is not really involved in research, but I absolutely enjoyed the research process and the mentor gave clear and encouraging ways to improve our work.”

“We worked on our Object in Focus project. It was very creative and it helped me learn about display techniques and ideas.”

- Familiarity.

“Thanks to the departmental programme, I did not feel far from my country because I worked with the same objects.”

- Organisation.

“It was very organised and the curator very helpful.”

- Collaboration.

“The departmental programme focused on the work my museum is doing with the British Museum.”

“It gave me an opportunity to interact with collections and experts working on my country's collection, discuss the collection, give opinions, contribute to what the experts do and learn about ongoing projects and so build future partnerships.”

- Need for more.

“Departmental days were the most useful for me. I think we should have spent much more time with the curators in the department.”

The strengths of the programme were described as:

- The expertise of the BM staff.

“The curator and the department as a whole are the departmental programme's strengths. They are incredibly knowledgeable and were able to introduce us to a variety of things that are crucial in the world of museums.”

- The unique and well displayed collections.
- The discussions and time to ask questions.

“I had a lot of opportunities to discuss and brainstorm museum, structure and large scale collections.”

“The visits and sessions were organised and not pressured, and the time was sufficient for us to ask about any information and obtain an answer even if the subject was not included in the programme.”

- The friendship and feeling of teamwork.
- The ease in connecting the sessions to fellows' home countries.
- The enthusiastic and welcoming BM staff.

“The curators were generous with their time. I was able to see material culture that I've never seen before and this has changed my perspective on how native peoples used materials.”

We asked if there are any ways in which the departmental programme should be changed. Consistent with text above, the only suggestions were: additional time in the department, more time on practical sessions and supporting discussion between Fellows by having at least two in a chosen department.

ITP COURSE BOOK

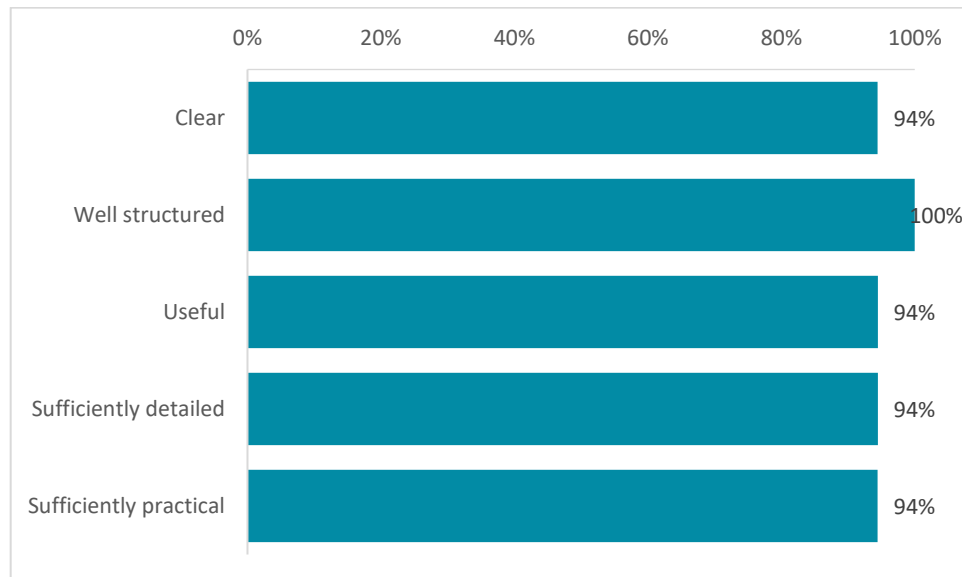
Fellows described the ITP course book as well structured, clear, useful, sufficiently detailed and sufficiently practical. Comments emphasised the value of the information as an introduction to, and record of, sessions, and resource for networking. No comments were made on how to improve it.

“It is the most detailed course book I've ever seen.”

“It was very well organised and personalised. It helped me plan my week.”

“It acted as a guide with all the facilitators, their expertise, departments, contacts and useful links for future reference. It also prepared one for the next session giving an insight into what to expect. We have useful links to funding bodies who might support our projects.”

FIGURE 5: WHAT DO YOU THINK OF THE ITP COURSE BOOK? (AGGREGATION OF “YES DEFINITELY” AND “YES PROBABLY” RESPONSES)



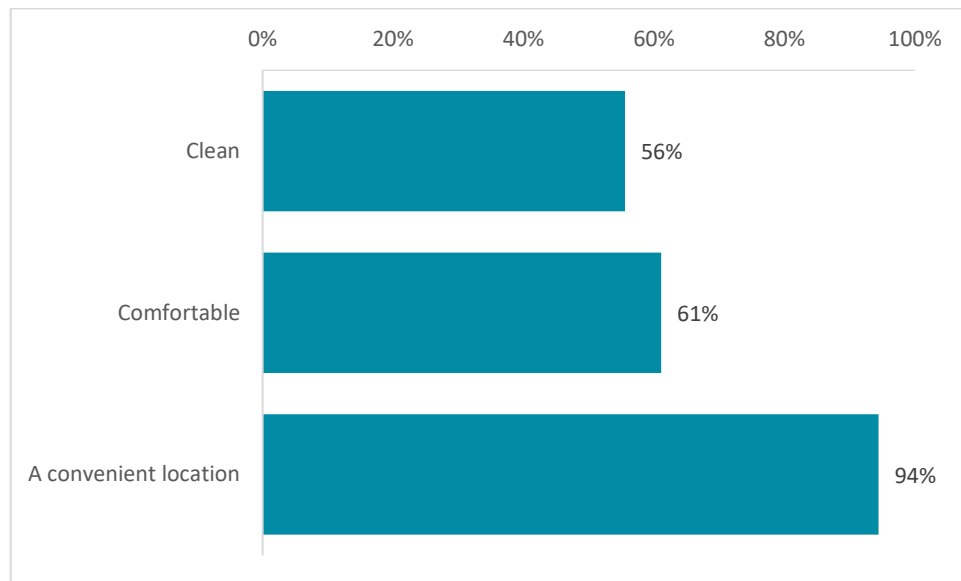
ACCOMMODATION

Accommodation was rated as convenient, but not particularly clean or comfortable.

Positive comments were that: it felt safe, the short distance saved time and money on travelling, and the water was hot.

Negative comments were that: there was noise from the lobby and from other tenants, the rooms and common parts were not cleaned regularly, kitchen equipment was limited, and the reception did not respond to requests (especially regarding cleaning).

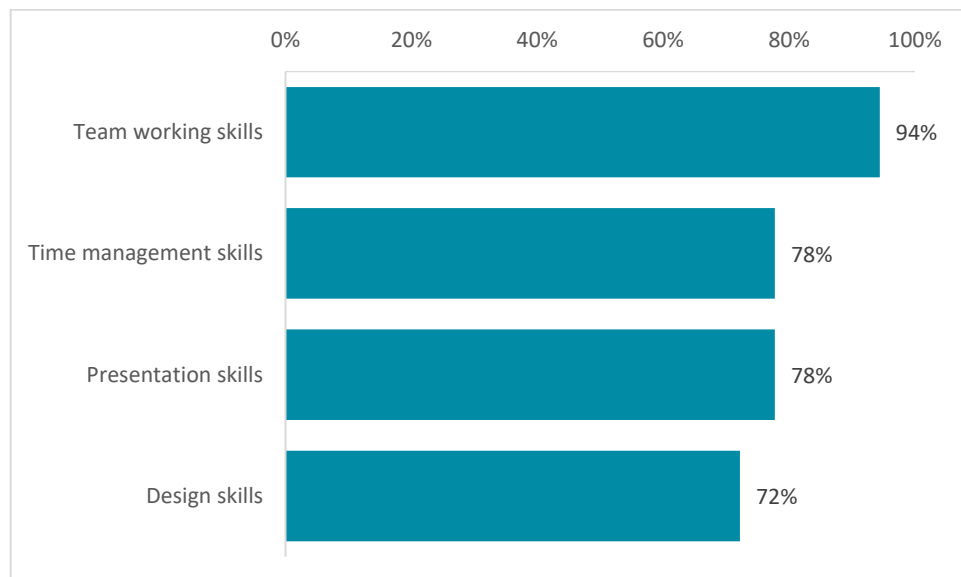
FIGURE 6: WHAT DID YOU THINK OF YOUR ACCOMMODATION? WAS IT: (AGGREGATION OF “YES DEFINITELY” AND “YES PROBABLY” RESPONSES)



OBJECT IN FOCUS PROJECT

All fellows said the Object in Focus project developed their skills, especially their team working skills. Comments were that idea was excellent, but that the work needed more time, especially as coordination within groups was more difficult once fellows dispersed to their partner museums.

FIGURE 7: WHAT SKILLS DID YOU DEVELOP FROM THE OBJECT IN FOCUS TRAIL?

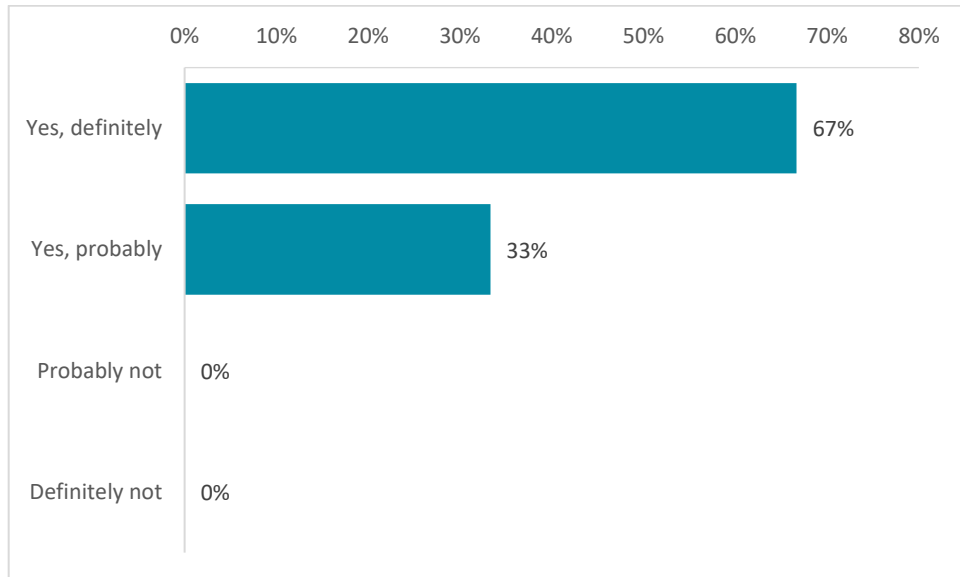


All fellows were happy with the quality of their Object in Focus project. Comments were that fellows appreciated the object chosen for them and greatly valued the learning from the process.

“I am very happy with the quality of the Object in Focus project because what I learned during the period I cannot forget in the nearest future.”

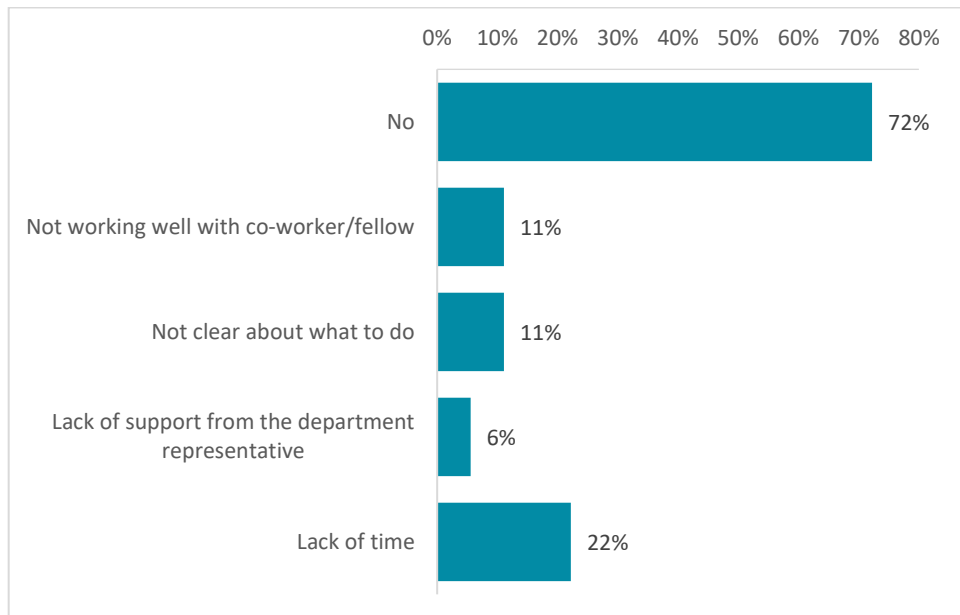
“It is a very beautiful object with rich background information.”

FIGURE 8: WERE YOU HAPPY WITH THE QUALITY OF YOUR OBJECT IN FOCUS TRAIL?



28% of fellows referenced challenges in the process, especially lack of time.

FIGURE 9: DID ANYTHING STOP YOU GIVING YOUR BEST IN THE OBJECT IN FOCUS PROJECT?



“It would have been better to have more departmental time to work as a group in the official schedule. It was hard to meet outside the official schedule since people had other commitments and responsibilities.”

“There is a huge learning in the process. It is important to listen to other fellows and to understand that everyone has a different working process.”

Fellows were asked what advice they would give other Fellows on designing their Object in Focus projects. Answers had these themes:

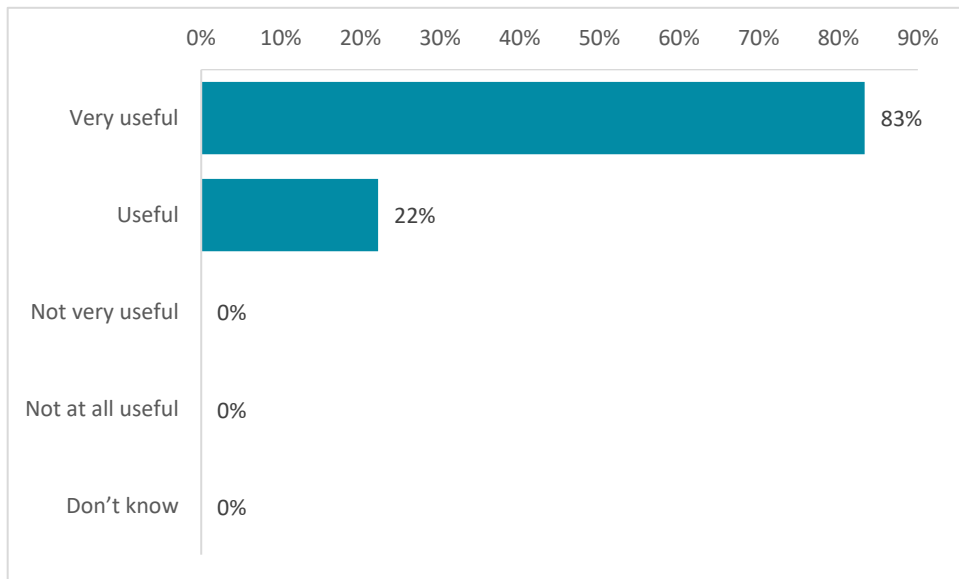
- Research the object carefully so that you are confident in the text.
- Identify key messages.
- Anticipate the visitors’ questions.
- Don’t present long descriptions that people won’t read: use images and interactive formats.
- Organise a time schedule.
- Allocate separate responsibilities in the group.
- Take advantage of the advice from the Department.
- Be patient and understanding with team members, listen to different opinions.
- Allow time to obtain feedback and make necessary revisions

“It isn’t a competition, but a chance to learn from the best practices around the world. Everyone has something to learn and share.”

“The process is important: the product at the end will only reflect how the quality of the process, which is an important lesson for the future.”

All fellows said the senior fellow role was useful. Comments emphasised the value of having someone on hand to resolve any problems immediately.

FIGURE 10: WHAT DO YOU THINK OF THE SENIOR FELLOW ROLE?

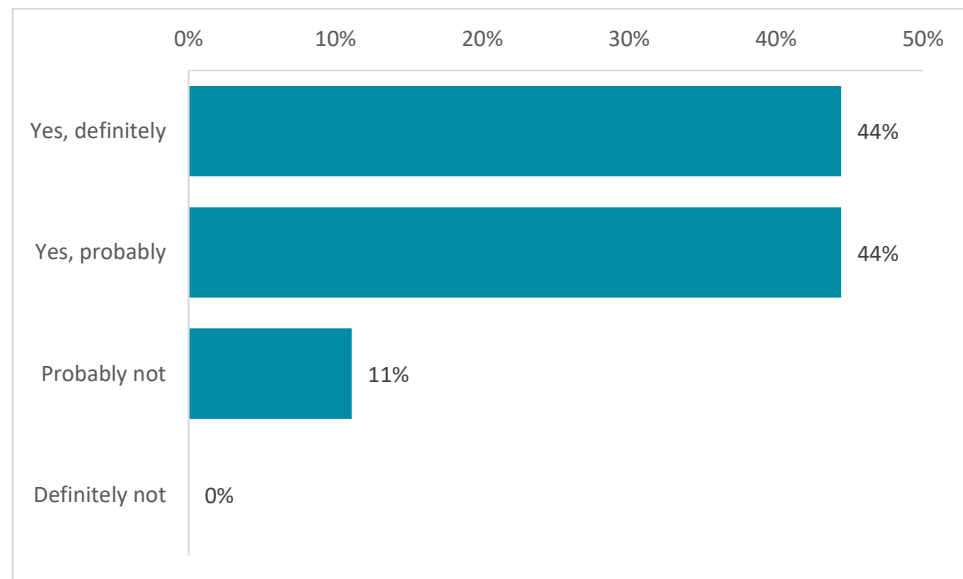


“It is a must: it was very useful just to know that we had somebody who had had the same experience and could advise us and resolve even small issues. Specifically, our senior fellow was very proactive and helpful.”

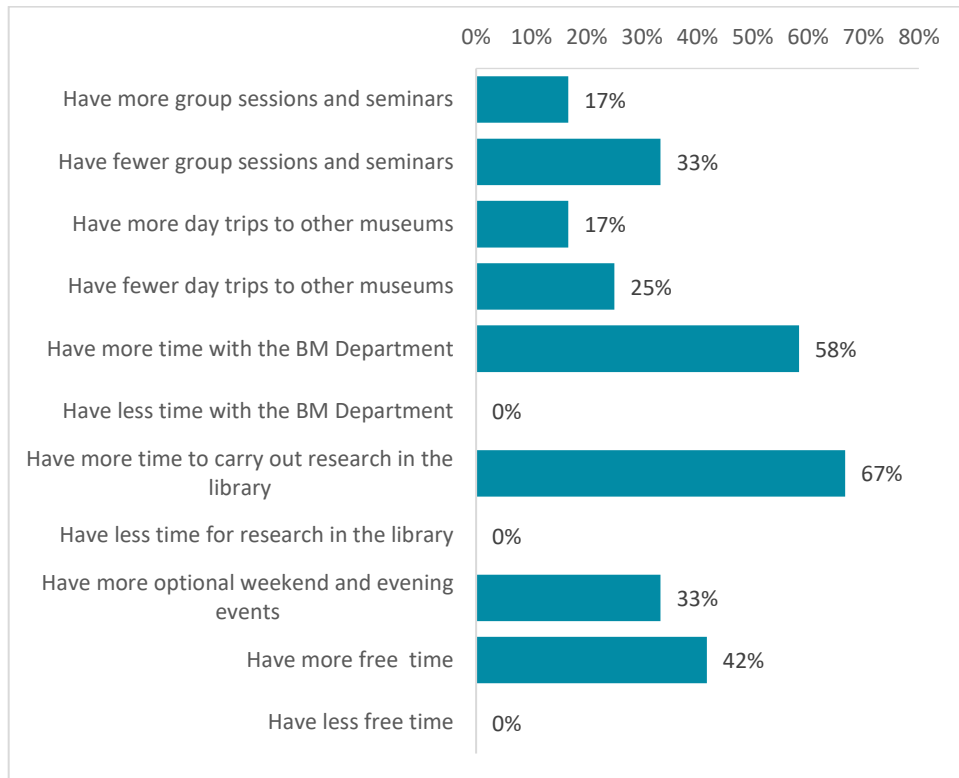
OVERALL VIEWS

88% of fellows said the overall balance of the programme was right.

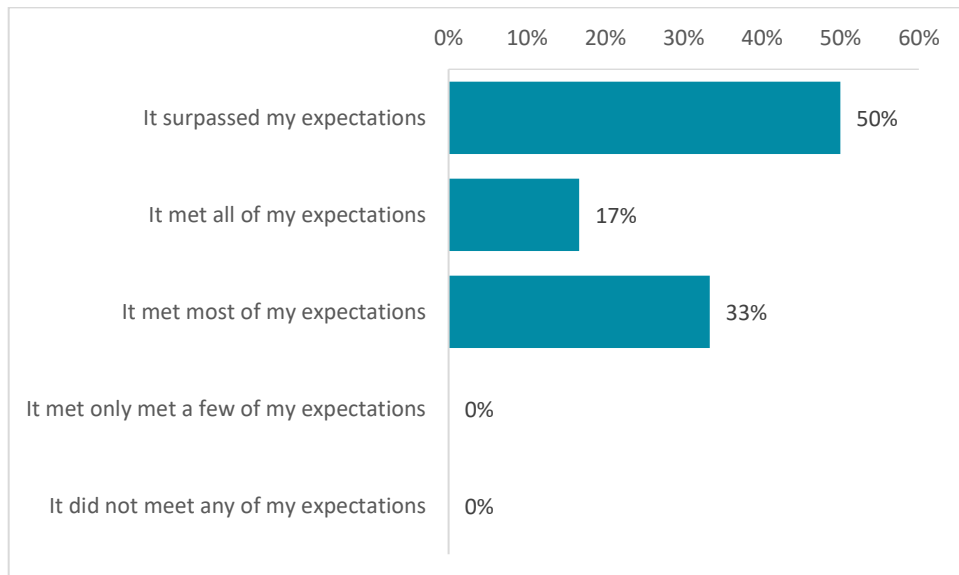
FIGURE 11: WE TRY AND MEET THE NEEDS OF INDIVIDUAL PARTICIPANTS AS FAR AS IS PRACTICAL ON A GROUP PROGRAMME. WAS THE OVERALL BALANCE BETWEEN THE DIFFERENT ELEMENTS OF THE PROGRAMME RIGHT?



12 fellows commented on possible changes in the programme. The most popular changes were to have more time in the BM department and more time in the library.

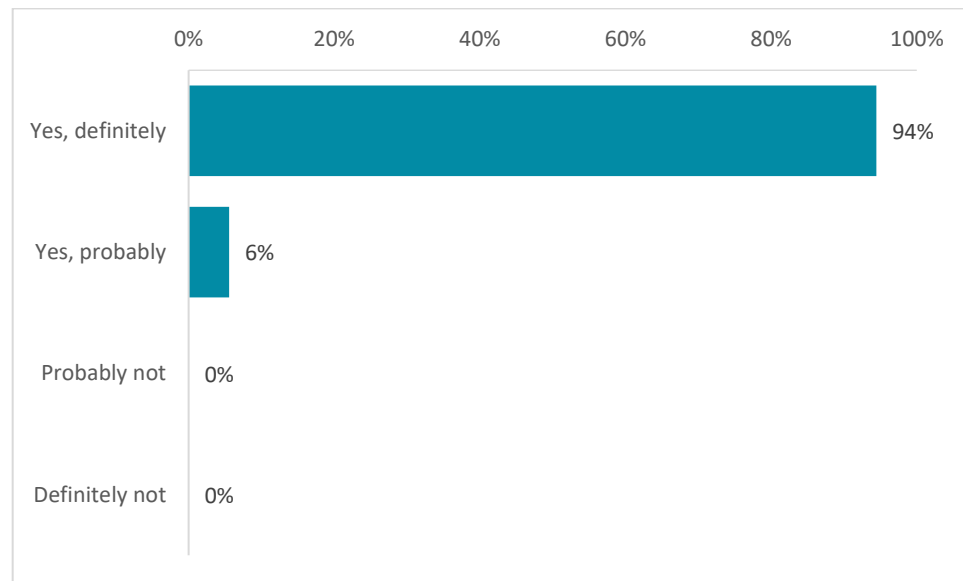
FIGURE 12: IF NOT, HOW WOULD YOU CHANGE THE BALANCE BETWEEN THE ELEMENTS?

67% of fellows said the UK programme surpassed, or met all of, their expectations, which is slightly lower than for previous years.

FIGURE 13: OVERALL DID THE UK PROGRAMME MEET YOUR EXPECTATIONS?

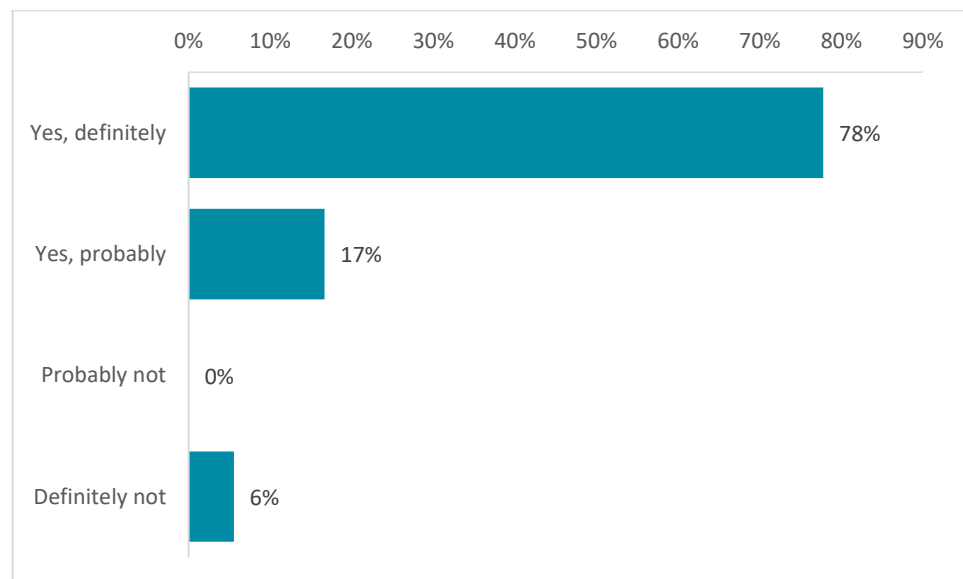
All fellows said they felt that the BM genuinely cared about them and their wellbeing.

FIGURE 14: DID YOU FEEL THAT THE BM GENUINELY CARED ABOUT YOU AND YOUR WELLBEING?



95% of fellows said they feel that they have a relationship with the BM.

FIGURE 15: DO YOU FEEL THAT YOU HAVE A RELATIONSHIP WITH THE BRITISH MUSEUM?



“The first time I saw my country’s collections in the Museum, I understood I have a relationship with the BM.”

“When visitors see my ID card, they ask me questions just as they would for an employee.”

“I would say I have a relationship with the ITP.”

“I now feel that I am part of the BM and am very excited that we will be working on joint projects.”

“I am very glad to be part of this organisation. I believe that I will have a long-term relationship with the British Museum.”

“We are hoping to have a MoU with the British Museum so that we can have a long-term relationship.”

“It was very important that it was not a one-sided conversation: I felt heard.”

We asked about learning and changes in practice from the ITP. This is some examples as case studies.

“I learnt that audience interaction is important in museum interpretations, that the audience expects this. Traditionally we put “do not touch” on objects, but I saw that the BM, V&A and Design Museum let visitors touch some objects. I really like the hands-on desk at the entrance of the China's Hidden Century exhibition. I would like to introduce this practice into my museum for permanent and temporary displays. It will surely be wonderful to invite our curators to select some less sensitive objects and create a space for such interaction.”

“I will explain how the BM runs a membership mechanism and strongly recommend it for my museum.”

“I learnt about the process of selecting, training and motivating volunteers. A volunteering programme could help museums with limited resources.”

“I have lots of ideas for my home institution. We don't have enough space to make a temporary exhibition, but I think we can make an object display, focusing on one specific object, that we can change every three months. I believe this will attract visitors to come back.”

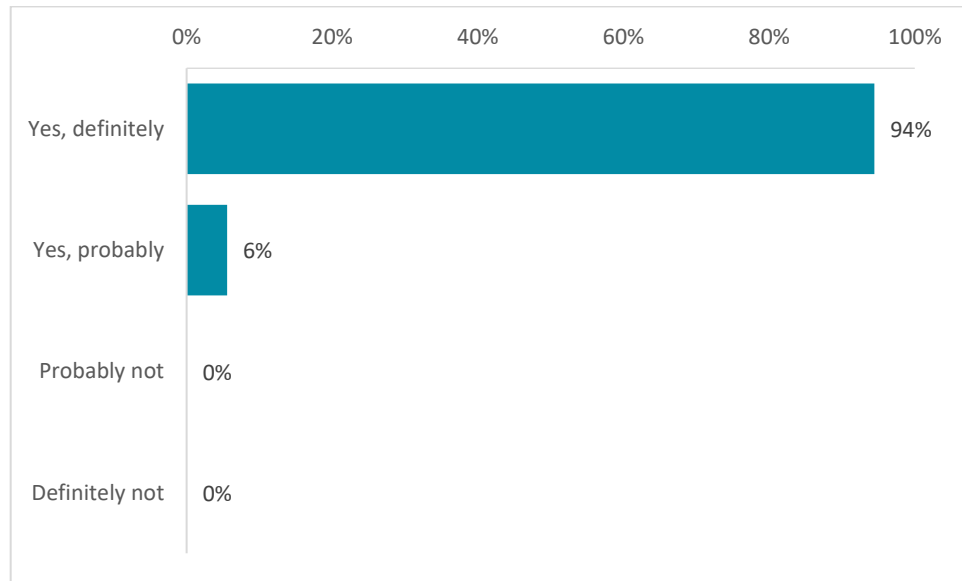
“My museum is more popular internationally than locally. I will use the experience of the learning programmes we saw to specifically target children, youths, adults and artists. I will involve the different groups in designing the programs and set aside a space for these programmes. I will also come up with a quarterly magazine for the programmes and share it widely through the museum social media platforms.”

“At the moment, interpretation is handled by curators, who are overloaded with other responsibilities. I shall propose a committee of senior managers to work on interpretation so the messaging is clearer.”

“I learnt the importance of working together as a team to ensure more cohesive, but also more creative site management.”

All fellows said it was definitely useful to have curators from other countries on the ITP.

FIGURE 16: WAS IT USEFUL FOR YOU TO HAVE CURATORS FROM OTHER COUNTRIES ON THE BM ITP PROGRAMME?



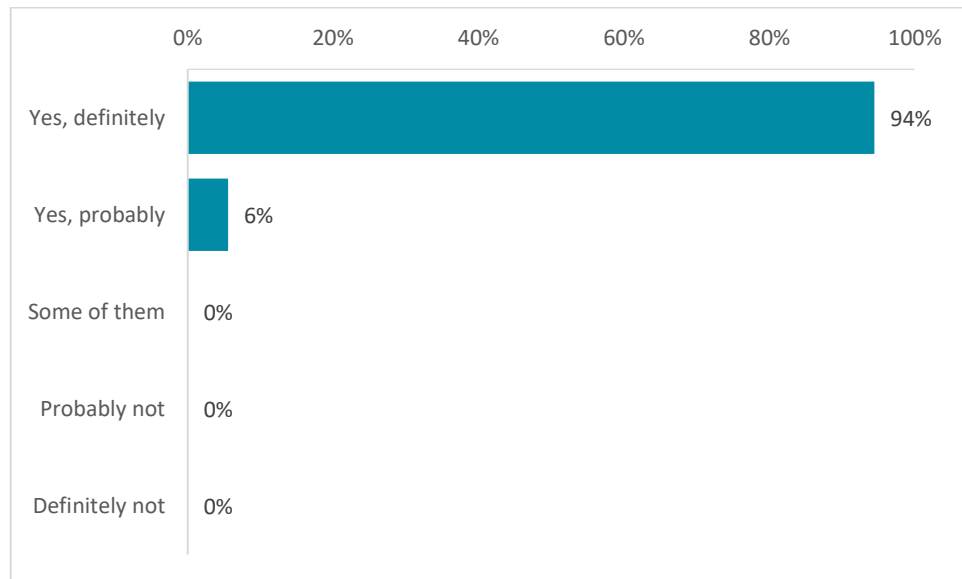
“We inspired each other and learnt about different cultures.”

“The international element was one of my main reasons for being interested in the programme. We shared our experiences and learnt from each other.”

“We have come up with some ideas that could potentially be projects that we can work on once we are back home.”

All fellows plan to keep in contact with other participants.

FIGURE 17: DO YOU PLAN TO KEEP IN CONTACT WITH OTHER PARTICIPANTS?

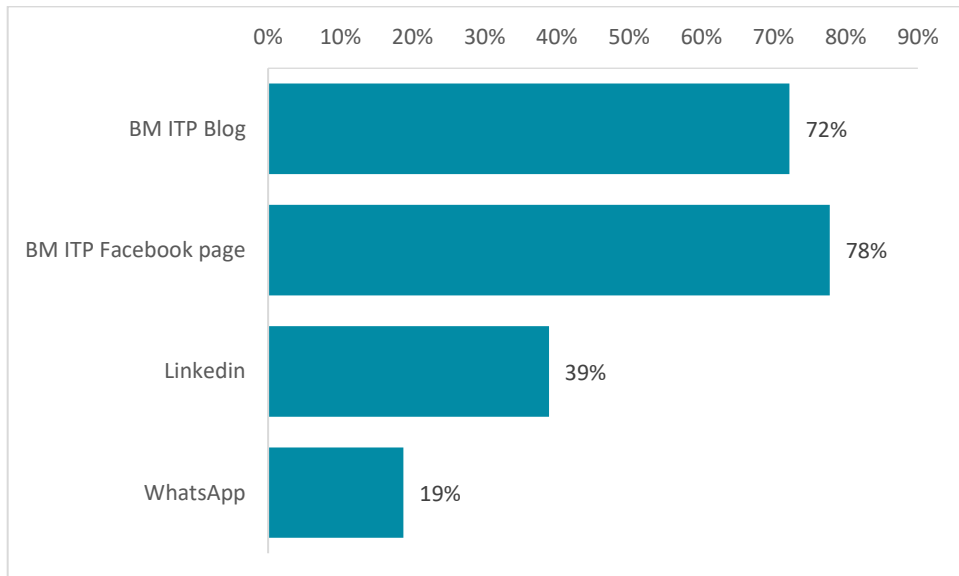


“We should stay in contact not only out of the needs of work but more importantly as close friends.”

“It would be hard to keep in constant contact with everybody, but I already have plans for shared project with a few.”

Fellows use a range of media.

FIGURE 18: 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?

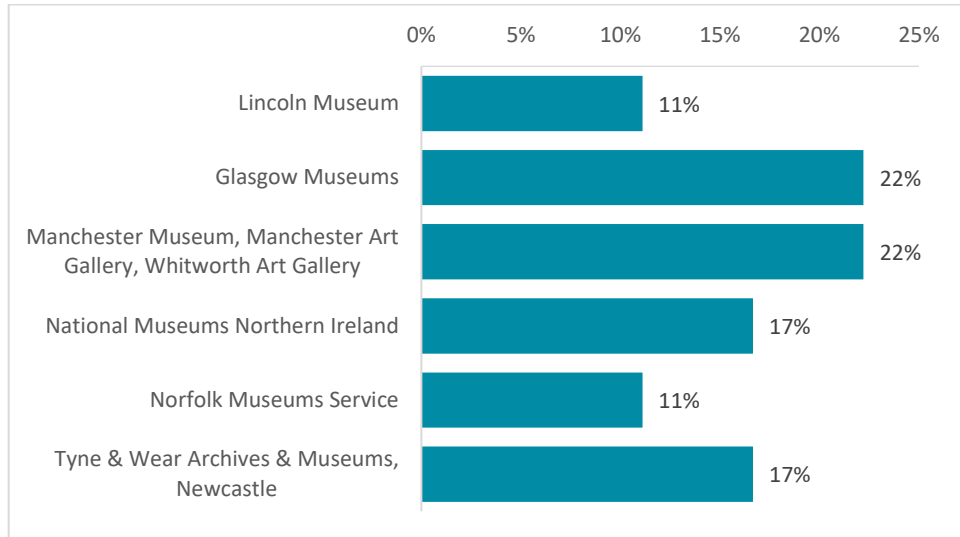


FELLOWS SURVEY: UK PARTNER MUSEUM PROGRAMME

INTRODUCTION

The partner museums are as in this chart.

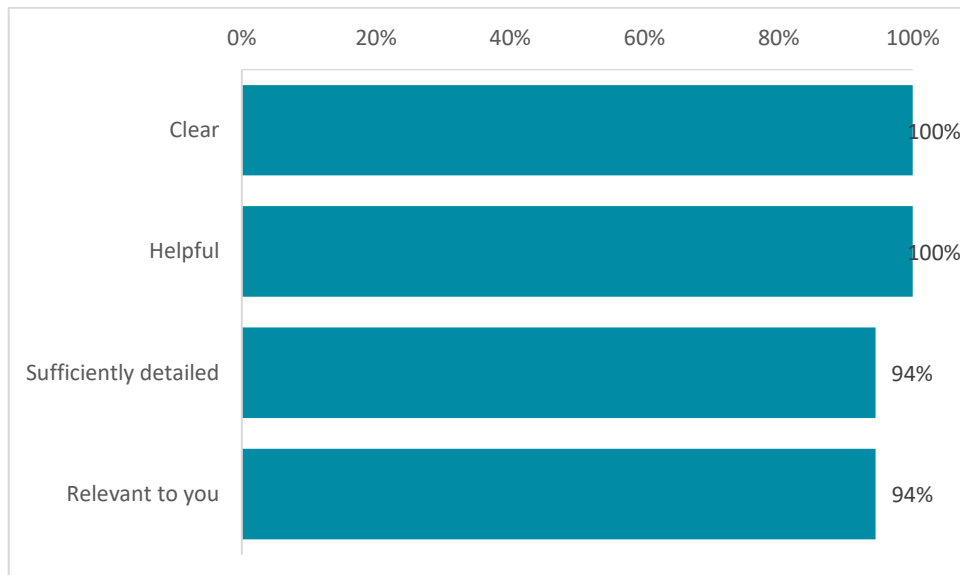
FIGURE 19: WHICH UK PARTNER MUSEUM DID YOU GO TO?



PREPARATION

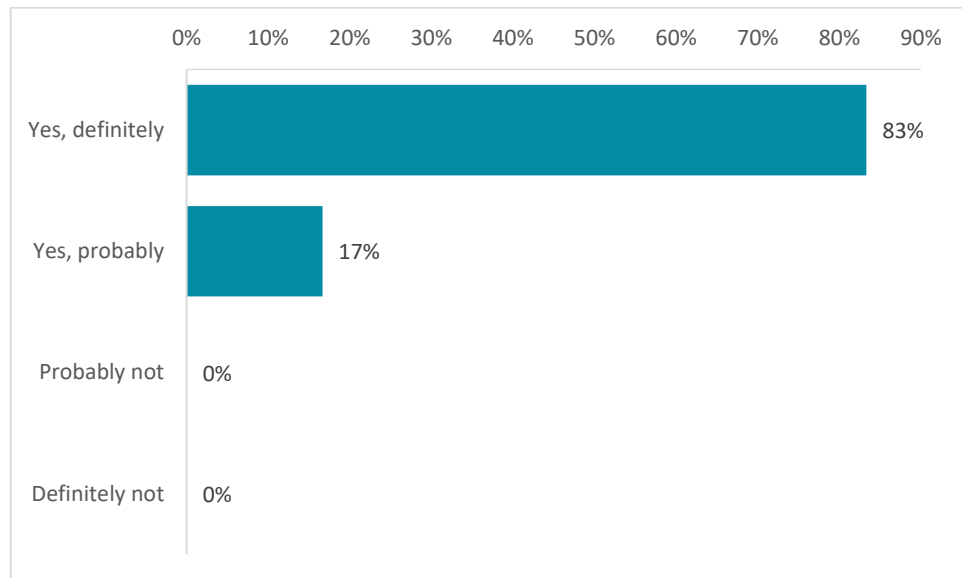
The advance information was judged to be clear, helpful, relevant and sufficiently detailed clear. The only gap mentioned whether travelling costs would be reimbursed.

FIGURE 20: WHAT DID YOU THINK OF THE INFORMATION YOU WERE GIVEN ABOUT YOUR UK PARTNER MUSEUM PLACEMENT? (AGGREGATION OF “YES DEFINITELY” AND “YES PROBABLY” RESPONSES)



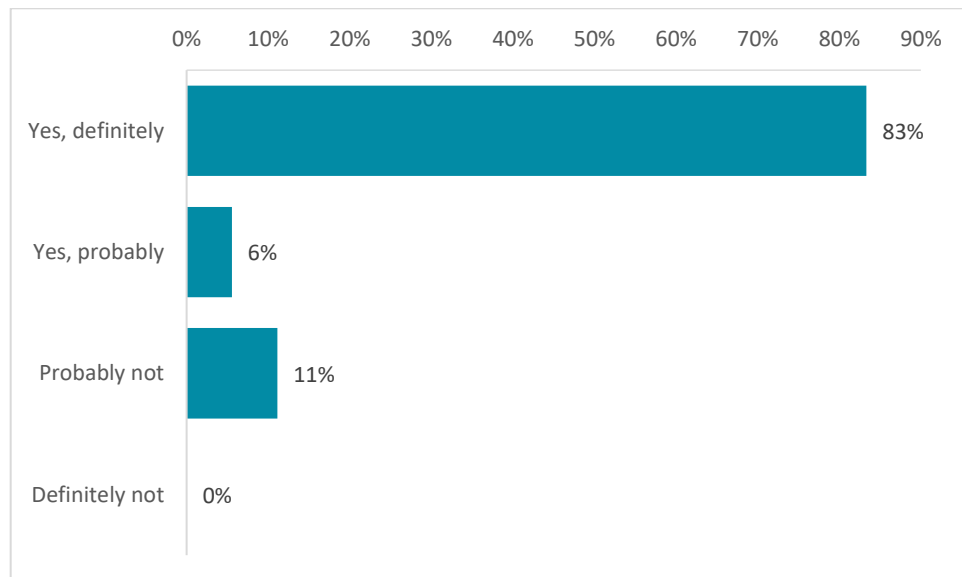
All fellows said they were given all the information they needed.

FIGURE 21: DID THE INTRODUCTORY INFORMATION TELL YOU EVERYTHING YOU NEEDED TO KNOW?



16 of the 18 fellows were happy with the choice of their UK partner museum. Comments were that the museum was relevant, friendly, inspiring, practical and informative.

FIGURE 22: WERE YOU HAPPY WITH THE UK PARTNER MUSEUM WE ALLOCATED TO YOU?



“I feel it was the perfect match for me since every museum we visited had a strong focus in my personal and professional interests (audiences and community engagement).”

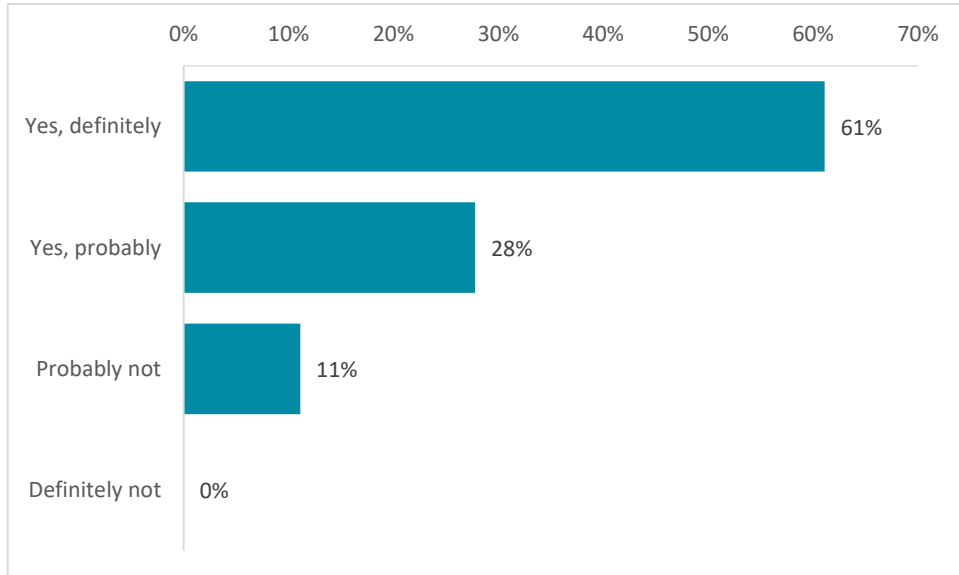
“They were very nice people and we spent a fun time there.”

“We were able to look at 3 institutions which were located in close proximity and how they all have different programs and maintain the individual identities.”

“I liked the cities but the programme was a bit messy.”

All fellows said it was definitely clear why this museum had been selected for them.

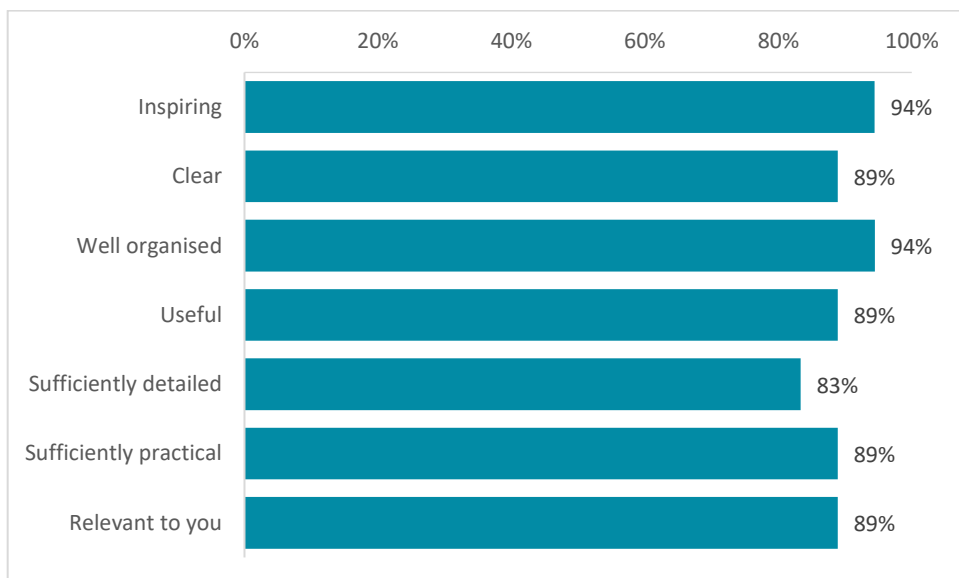
FIGURE 23: WAS IT CLEAR TO YOU WHY THIS MUSEUM HAD BEEN SELECTED FOR YOU?



PROGRAMME

Fellows judged the partnership programme to be mainly inspiring, well-organised, clear, useful, sufficiently detailed, sufficiently practical and relevant.

FIGURE 24: WHAT DID YOU THINK OF THE TRAINING PROGRAMME AT THE UK PARTNER MUSEUM? (AGGREGATION OF “YES DEFINITELY” AND “YES PROBABLY” RESPONSES)



“The training at the partner museum was well organised and educative.”

“I wish we had spent more time at the UK partner museum getting hands-on experience with how they go about their daily work. For example, instead of being instructed

(theoretically) on what should be done, you have to do it yourself (practically) when doing conservation work on paper.”

“All the specialists we met were very experienced and clear to share their projects information.”

We asked about the most useful part of the programme. Answers were:

- All (3)
- Learning programmes/community engagement (7)

“The most useful and inspiring part of the programme was the information on engagement programmes that reach all parts of the community. They are very radical, open-minded, and also very political in curating displays. This was the first time I experienced this and it amazed me. I could see that the museums are a kind of social and cultural hub for the local community. I now have great ideas for projects that I might be able to apply to my museum.”

- Conservation (2)
- Archives (2)
- Collection stores (2)
- Introduction to the partner museums and how they are run
- Fundraising
- Visits to the galleries
- Archaeology
- Collection management.

We asked about the least useful part of the programme. Answers were:

- It was all useful (6)

“I really think that every part was useful at least for me. They all complemented each other in a comprehensive way.”

- Development (2)
- Display
- Fundraising
- Marketing
- Modern art display (2)
- Object management
- Storage (2)

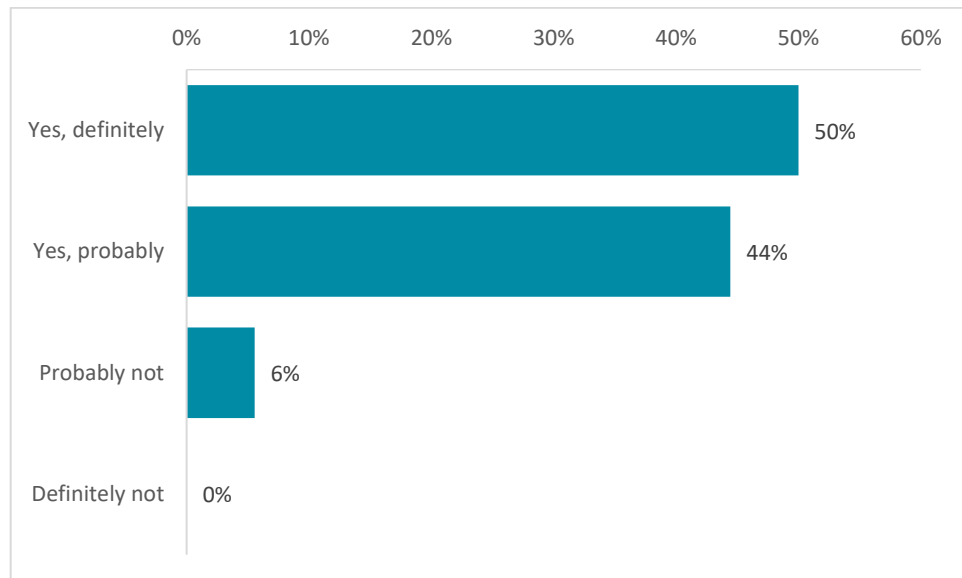
We asked if there is any way the UK partner museum should change its programme for next year. The suggestions were:

- Include more practical sessions.
- Extend the length of the placement so that the programme is less tiring and has more time for reflection.
- Provide an outline of the programme at the beginning.
- Ensure topics do not duplicate previous sessions at the BM.
- Organise travel and meals for Fellows.
- None.

OVERALL VIEWS

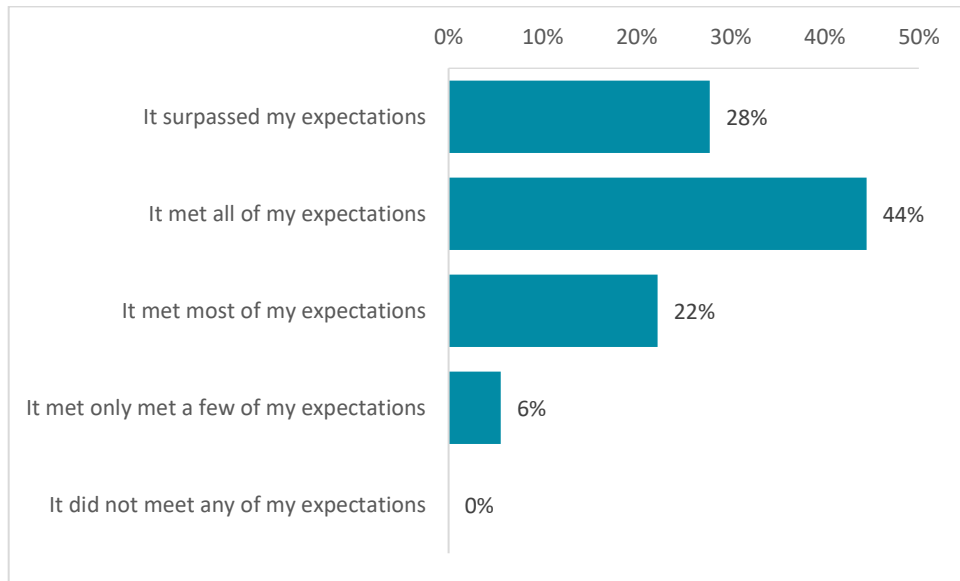
All except one of the fellows said the partner museum used their time well.

FIGURE 25: DID THE PROGRAMME AT THE PARTNER MUSEUM USE YOUR TIME WELL?



72% of fellows said the partnership programme exceeded or met all of their expectations.

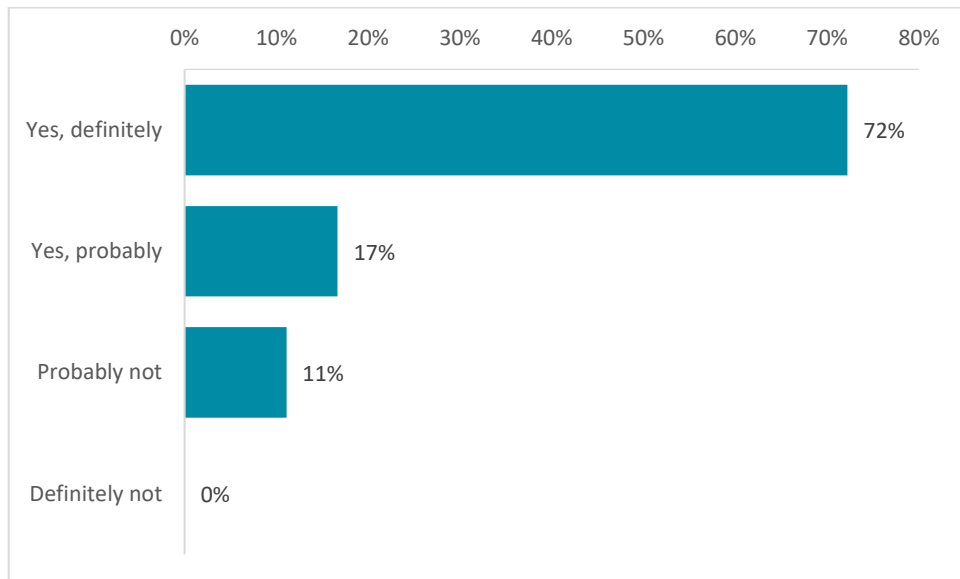
FIGURE 26: OVERALL, DID THE PROGRAMME AT THE PARTNER MUSEUM MEET YOUR EXPECTATIONS?



89% of fellows said feel they have a relationship with the partner museum.

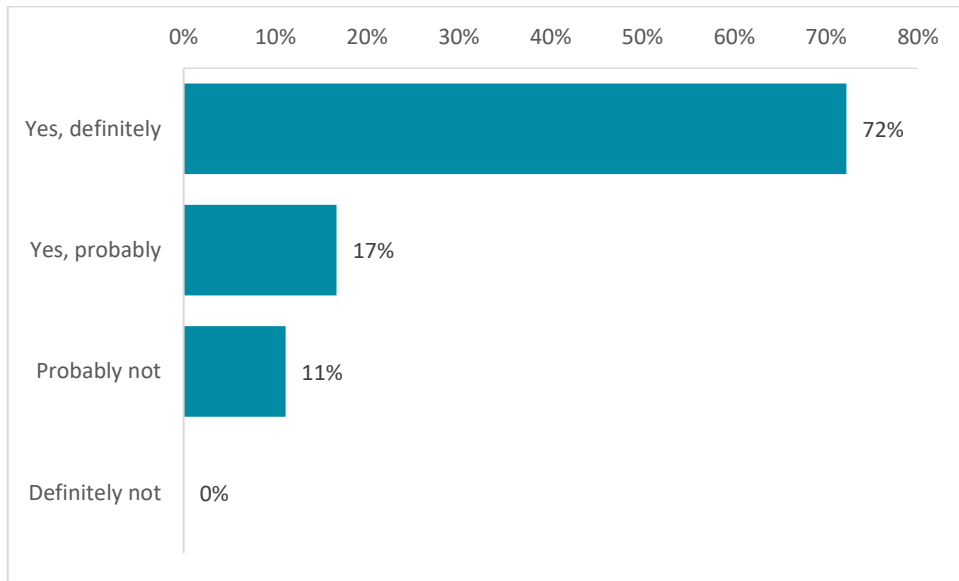
“We have discussed collaborating on some projects to share knowledge and keep in touch.”

FIGURE 27: DO YOU FEEL THAT YOU HAVE A RELATIONSHIP WITH THE PARTNER MUSEUM?



16 of the 18 fellows said they felt that the partner museum genuinely cared about them and their wellbeing.

FIGURE 28: DID YOU FEEL THAT THE PARTNER MUSEUM GENUINELY CARED ABOUT YOU AND YOUR WELLBEING?



“We had a great experience at the partner museum. We had a dinner on our first day one and were told what would we be doing in the programme.”

“The people in the three museums were very kind to us. I can definitely say that they genuinely cared about us like a guest coming to their home.”

ANALYSIS OF FEEDBACK FROM PARTNERS RESPONSES

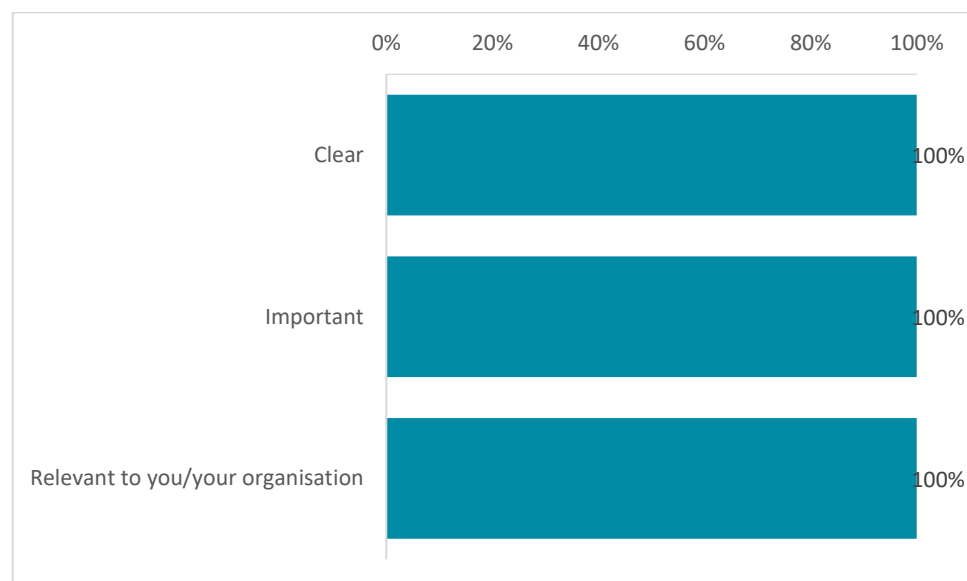
We received nine responses from:

- Glasgow Museums
- Manchester Art Gallery
- Manchester Museum
- National Museums NI
- Norfolk Museums
- Lincoln Museum
- Tyne & Wear Archives & Museums
- University of Nottingham Museum.

ORGANISATION

All partners said ITP objectives were clear, important and relevant to them/their organisation. Comments emphasised the current importance of the programme.

FIGURE 29: WHAT DO YOU THINK ABOUT THE OBJECTIVES OF ITP?



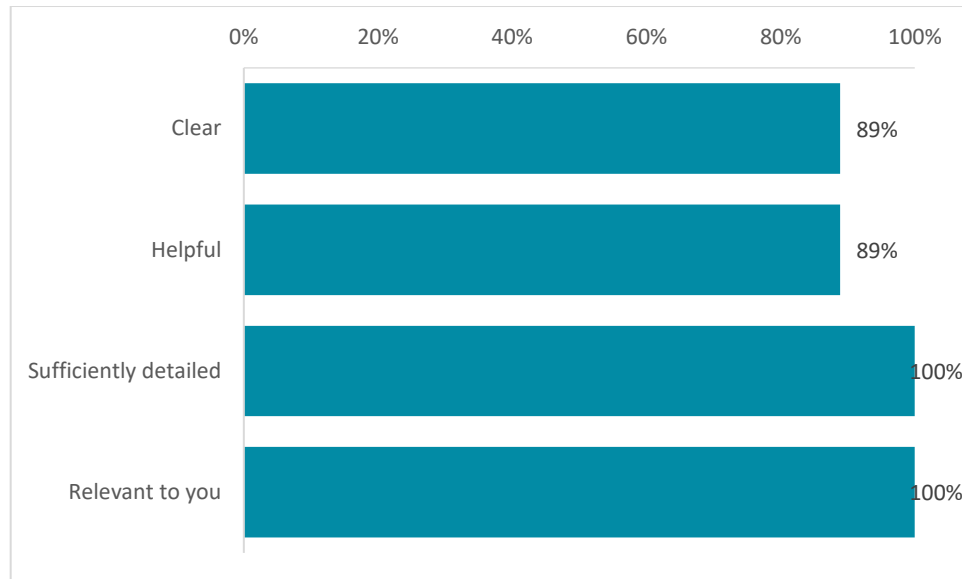
“I think my organisation is probably more motivated by wanting to maintain good relationships with the BM but we do also have a training and development brief which the ITP sits very well within.”

“Now more than ever the ITP programme is closely aligned with our work of MM. Having a colleague from India come to visit the newly-opened South Asia Gallery was particularly important.”

All partners said the paperwork sent by the ITP before their participant arrived was sufficiently detailed and relevant, eight of the nine said it was clear and helpful. One commented that the background of one of the trainees was wrongly listed and another said they don't see the applications.

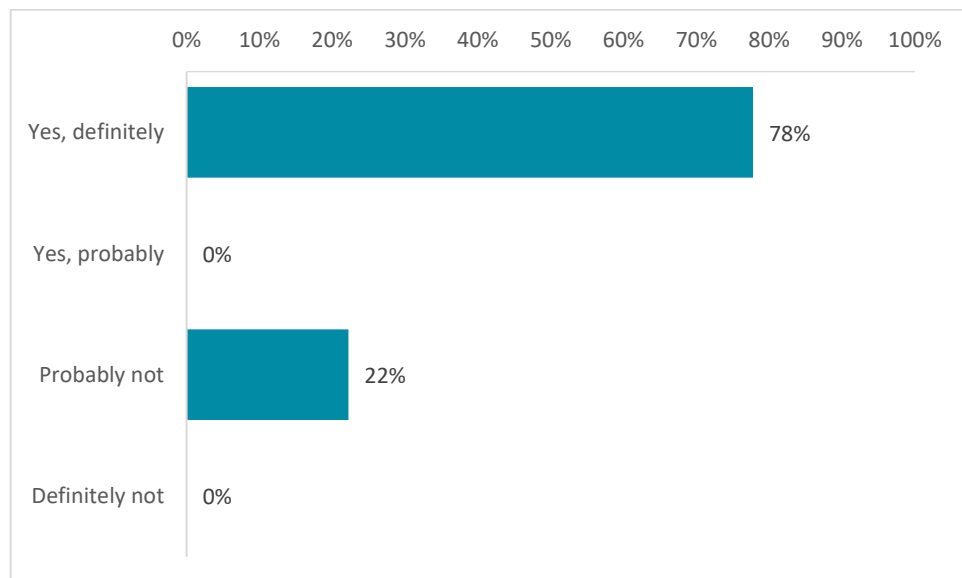
“The paperwork, and more usefully the preparatory Zoom, was ideal preparation to welcome this year's fellows.”

FIGURE 30: WHAT DID YOU THINK OF THE PAPERWORK SENT BY ITP BEFORE YOUR PARTICIPANT ARRIVED?



Seven partners were happy with the choice of fellows. Two fellows were described as disengaged.

FIGURE 31: WERE YOU HAPPY WITH THE CHOICE OF FELLOWS?

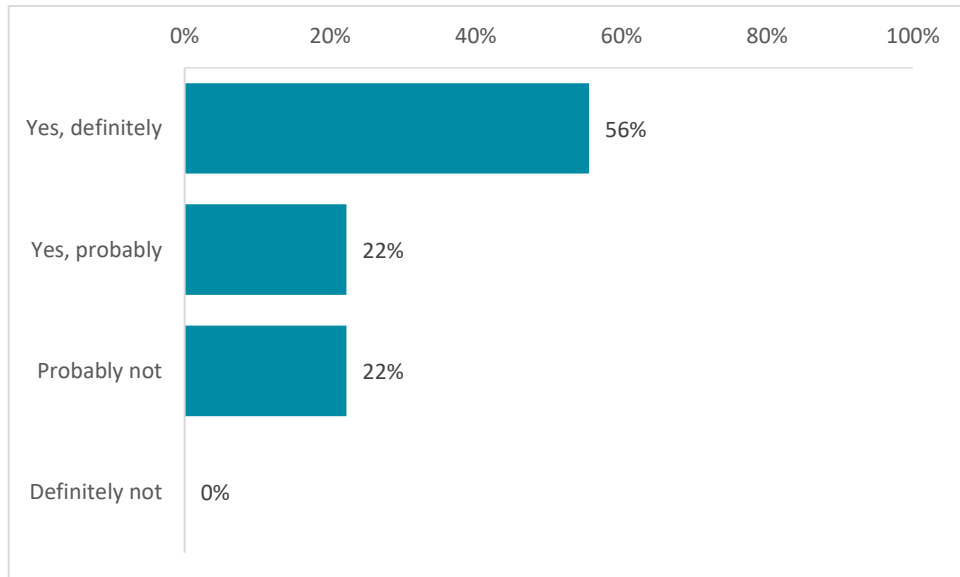


“All were individually keen and engaged - and they worked very well as a group.”

“The fellows brought unique perspectives and considerations to the partner placement.”

Seven of the nine partners said it was clear why the fellow had been selected for them.

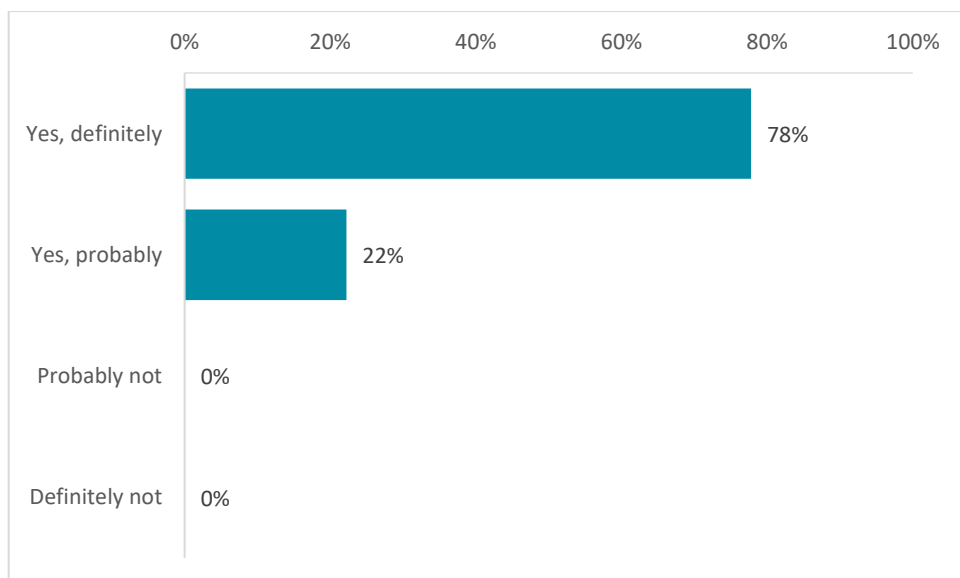
FIGURE 32: WAS IT CLEAR TO YOU WHY THESE FELLOWS HAD BEEN SELECTED FOR YOU?



“They did say on their forms that they were interested in many of the things we can offer here. When I met them, it was less clear and they didn't come with questions or any fascination about what we do and how we do it.”

All partners said the BM support was sufficient. One comment was that the partnership museum had prepared a programme for three fellows, which worked less well when one dropped out.

FIGURE 33: DID YOU THINK THAT THE SUPPORT THE BM GAVE YOUR ORGANISATION TO PREPARE THE PARTNER PROGRAMME WAS SUFFICIENT?



“I'm personally very grateful to the fantastic ITP team for supporting us in the lead-up to the arrival of the fellows.”

“Very effective, especially with the post pandemic legacy of an introductory Zoom meeting.”

“The BM proactively put us in touch with the fellows. The fellows weren't particularly responsive. It would have helped if they explained what they wanted. We may be able to deliver, but this didn't happen.”

The four people who attended the fellows’ presentation day said it was useful.

Eight of the nine respondents said the online communication with the fellows was useful. Two mentioned that fellows didn't respond.

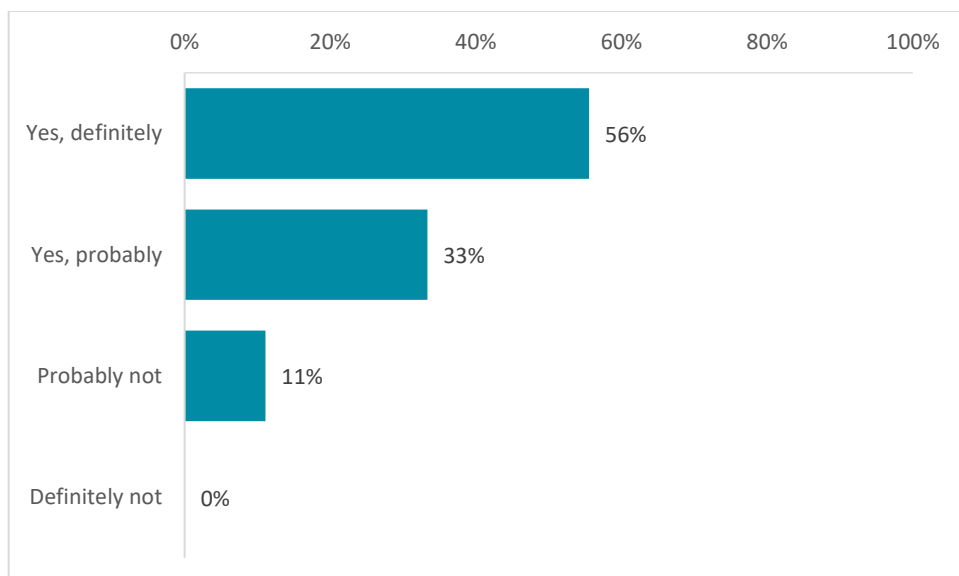
“The Zoom was particularly useful get a sense of the people and their interests, which directly informed our planning.”

“Each year we consider a little more of what we can do to connect with the Fellows in advance. The online meeting with the Fellows & ITP Team was great & I'm thankful for the effort put into scheduling this across so many diverse time zones! The emails back and forward with the fellows following that were also useful for small insights.:

“We did not receive many responses to our emails in advance.”

“I can't say it informed what I put on the programme a great deal, I think only one fellow responded. I tend to use the model from previous years and populate the programme according to who is not on holiday and what I think will be a lively, interesting session. The advance communication is good but not so much for programme prep, just to hopefully put a face to the name.

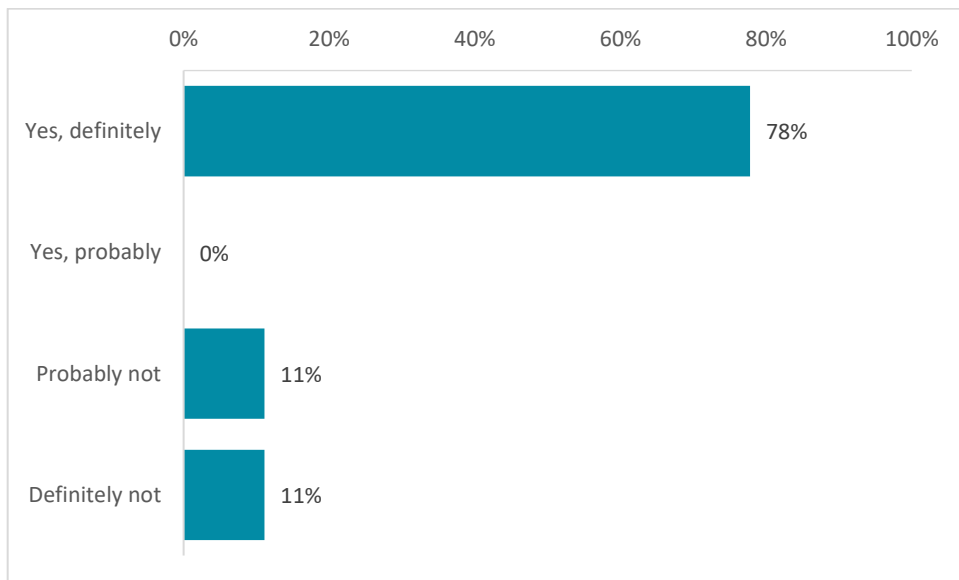
FIGURE 34: WAS YOUR ONLINE COMMUNICATION WITH THE FELLOW USEFUL IN PREPARING THE PROGRAMME FOR THEM?



ENGAGEMENT

Consistent with the comments above, seven partners said the fellows engaged fully with the programme and two said they didn't. Two said the engagement was the best they had ever had. One said the fellows didn't ask questions, but that this might have been because of lack of fluency in English.

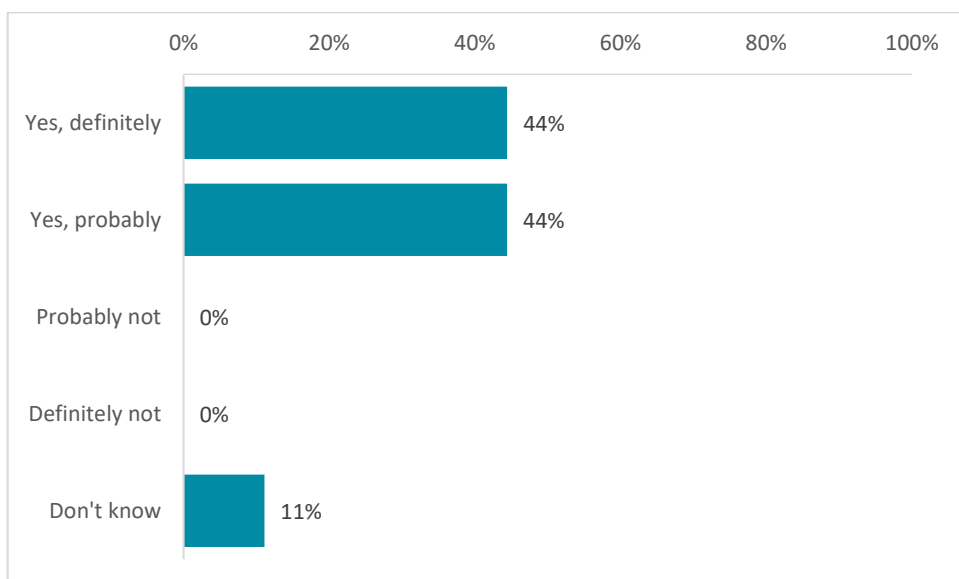
FIGURE 35: DID FELLOWS ENGAGE FULLY WITH THE PROGRAMME?



“Honestly the best level of engagement since I started in 2012!”

Eight of the nine respondents said the fellows were able to absorb all the information given. One said they didn't know.

FIGURE 36: DID YOU FEEL FELLOWS WERE ABLE TO ABSORB ALL THE INFORMATION GIVEN?



“The answer to this is I'm not sure. Just because someone's spoken English isn't completely fluent it doesn't mean that their understanding is not up to speed. Some of my conversations led me to think that language could have been one of the barriers this year.”

“It is a LOT of information, perspectives, accents, styles. Generally I think the fellows coped admirably. I'd have struggled!”

“At times it felt as if they weren't or couldn't but the reality of this was different (once we got past the speed of the local accents).”

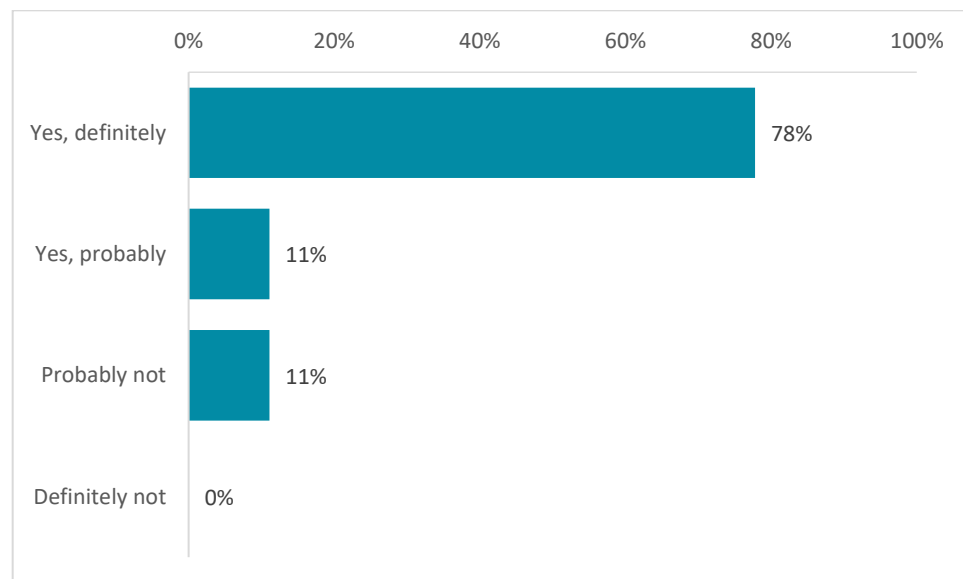
Eight of the nine partners said there was definitely a good working relationship between fellows and staff.

“This was very plain; informal chats often extended from formal sessions; the fellows particularly commended our approach in giving enough time without being overwhelming.”

“Some really beautiful connections between the fellows and staff took place.”

“Relationships appeared patchy, no exchanges of details, fellows didn't seem to want to meet staff after work so later arranged meals were cancelled at their request.”

FIGURE 37: WAS THERE A GOOD WORKING RELATIONSHIP BETWEEN FELLOWS AND STAFF?



OVERALL VIEWS

We asked about the overall strengths of the ITP. Answers were:

- Engagement of the fellows.

“The fellows are always marvellous and interested. But this year's group were especially so - a real joy to welcome to our museums and galleries.”

- Internal reflection.

“An incredible opportunity to meet with colleagues and have the time to share and discuss.”

- Team spirit.

“A really well-integrated and curious group.”

“When I came to London for the final two sessions, it was clear that the entire group had bonded very well and I had extremely warm conversations with the two fellows who came here as well as several others. It's extremely impressive how they come together as a group so successfully, this was definitely the impression they give so all credit to the ITP team and wider BM colleagues for fostering that community in a relatively short space of time.”

“My group bonded exceptionally as a group.”

- Learning about international practice.

“I spoke to several fellows who were new to me at the evening events at the end of the course, about significant and meaningful things related to professional practice and wider questions of cultural heritage, it was great, and of mutual benefit I feel.”

“Skills and knowledge sharing were particularly strong this time. The exchange of information that happened with our learning team made a huge difference to them in terms of their confidence that they were doing the right thing already and in being able to deliver particular topics and added knowledge they will be able to use in planning new programmes and the ability to keep in contact with the fellows to ask further questions as and when necessary.”

“A sharing of good practice and gaining insight into other ways of working.”

“It is always a genuine pleasure to participate, I learn a great deal from the experience and the benefits of bringing together colleagues from cultures with which I and my colleagues here have very little exposure, is a privilege.”

We asked about the weaknesses of the ITP. Answers were:

- Nothing (4).

“All staff here had such a wonderful time with the fellows and the comms from British Museum.”

- Lack of engagement from fellows.

“I wonder if the fellows really don't get their heads into what they are coming to do until they are here, which may be why they didn't really engage with what I sent in advance.”

- Logistics.

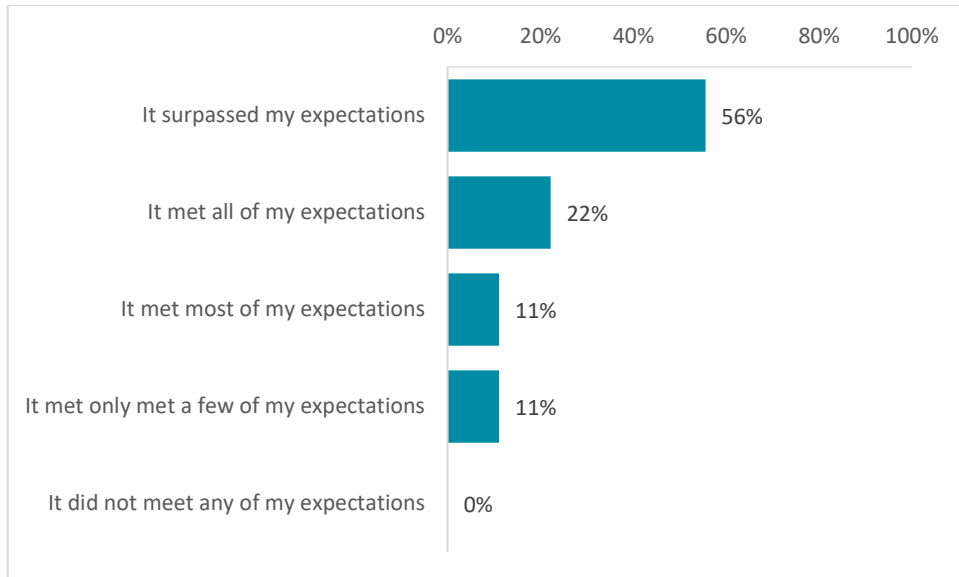
“A very slight hiccup at the room bookings end. It would be good to equip the chaperone to pay for the 'welcome' dinner - while senior staff are happy to cover this on expenses, more junior colleagues may not have been.”

“Our own time management.”

- The dynamic of the group.

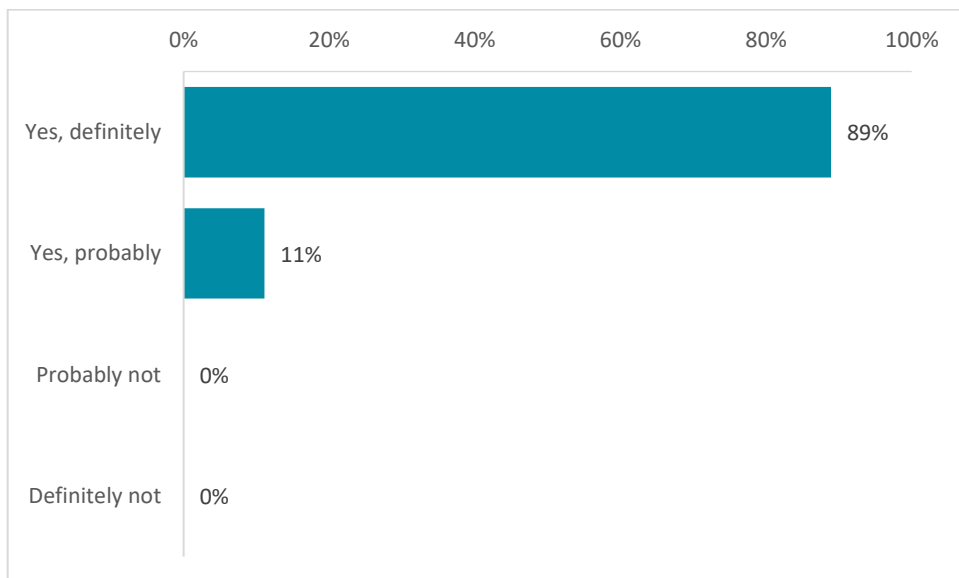
Seven of the nine hosts said the programme surpassed or met all of their expectations.

FIGURE 38: DID THE ITP PROGRAMME MEET YOUR EXPECTATIONS?



All hosts feel that they and their institution have a relationship with the BM.

FIGURE 39: DO YOU FEEL THAT YOU AND YOUR INSTITUTION HAVE A RELATIONSHIP WITH THE BRITISH MUSEUM?



“We have an excellent relationship, but we need to pay closer attention to selection of fellows.”

We asked what the ITP means to them and their organisation. Comments mentioned:

- International networking.

“Global networking that is unparalleled and brings potential collaborations every year.”

“An incredible opportunity to meet with international colleagues and have the time to share and discuss. We have also developed a great relationship with one of the other partner museums.”

“I love the opportunity to meet such a diverse group of international colleagues and share experiences with them.”

“Making new friendships and contacts, it embodies the spirit of global community and enables us to come together more closely as a wider team.”

- Learning.

“Opportunity to learn from fellows every year.”

“We always enjoy being a host and finding out about and sharing experiences of how many museums throughout the world are facing similar challenges and coming up with a range of solutions.”

“It provides an opportunity for staff and fellows to engage with fellow heritage professionals to share skills and knowledge and disseminate best and different practices to engage in a wider discussion about heritage and help us reflect and look at how we work and what we programme in the future.”

- Reflection.

“An opportunity for individuals to reflect and think about their work as they are talking about it to a new audience.”

“For me personally, I love throwing my trainees and the fellows together but next year I will have to actively encourage them to talk to each other more and ask more questions.”

“The ITP is both aspirational and a welcome check on our own narratives about ourself. It allows really useful blue skies thinking while being a rare moment of calm critical reflection on our own practice. Everyone here is grateful for the opportunity to do both.”

- Relationship with the BM.

“Another strand of our relationship with the BM which my director tells me is a very important aspect of our work.”

- Social impact.

“The ITP is about living out our organisational ethos of being Here for Good - not just in our work with collections & audiences but how we connect with wider audiences, narratives,

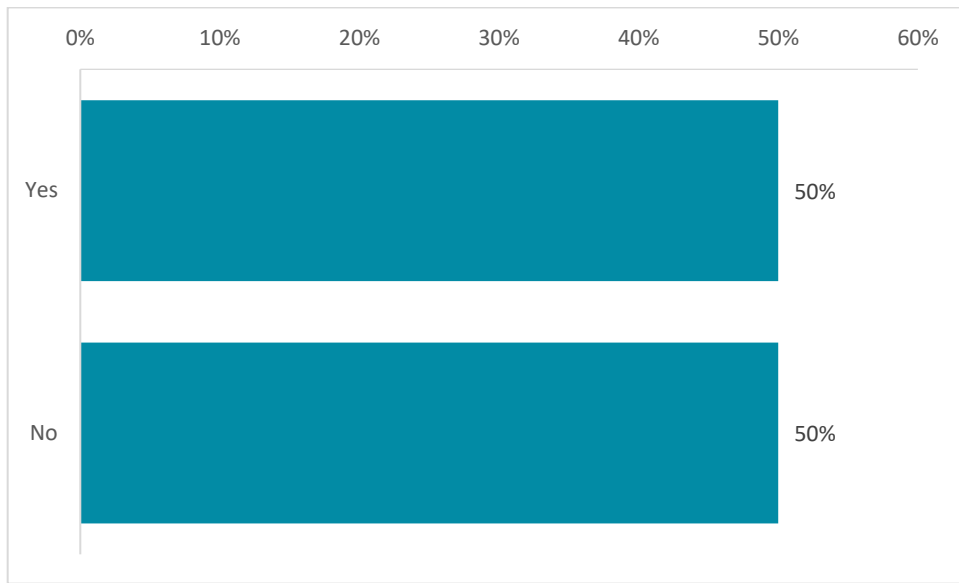
learning. ITP aides us to engage, reflect, gain perspective, evolve. This is as true for me personally, as it is for my organisation.”

“A chance to demonstrate our ability to work with international colleagues, and demonstrate our commitment to sector development.”

ANALYSIS OF FEEDBACK FROM FACILITATORS AND SPEAKERS RESPONSES

We have 20 replies from the 33 speakers. Ten were running the session for the first time.

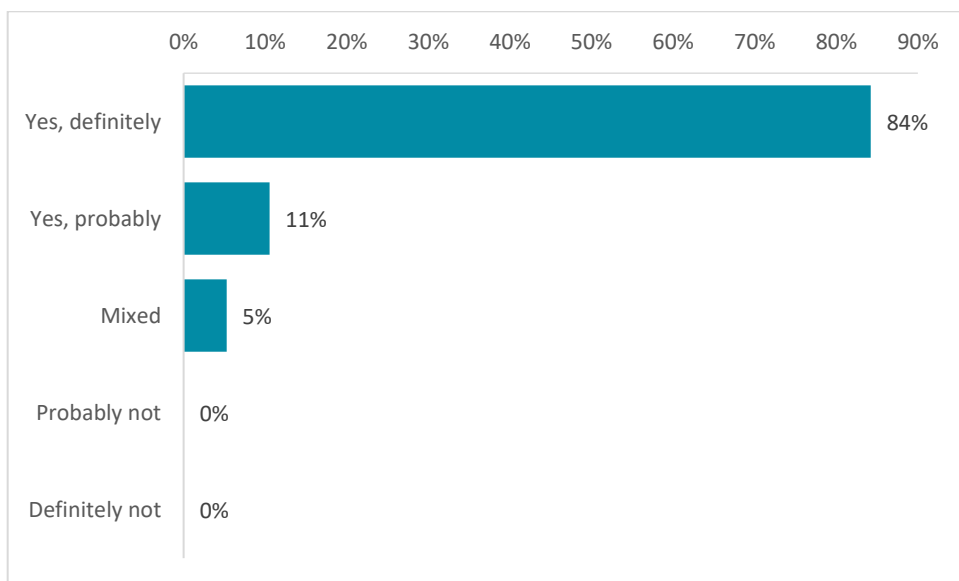
FIGURE 40: IS THIS THE FIRST TIME YOU HAVE RUN THIS SESSION FOR ITP PARTICIPANTS?



ORGANISATION

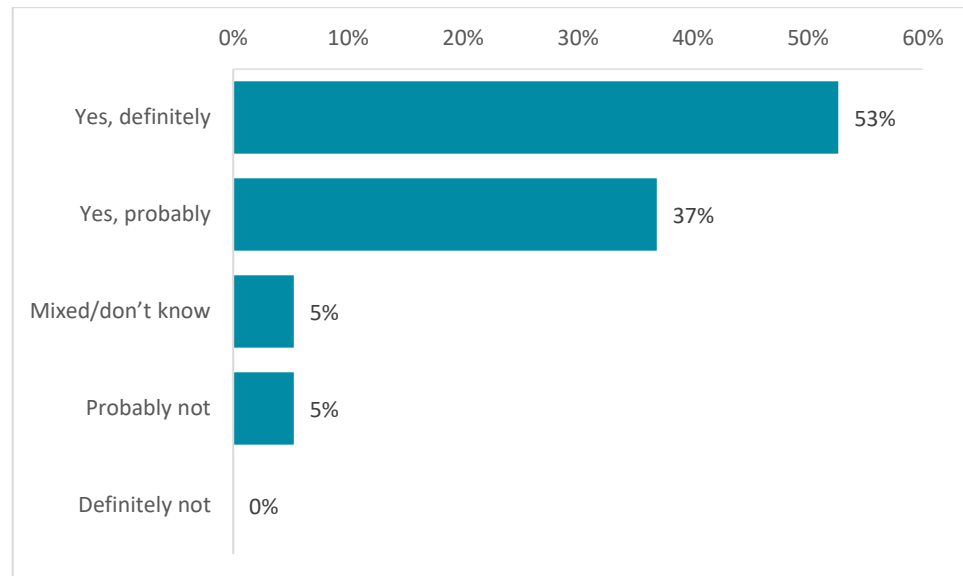
All speakers/facilitators said they knew what was expected of them and their session.

FIGURE 41: DID YOU KNOW WHAT WAS EXPECTED OF YOU AND YOUR SESSION?



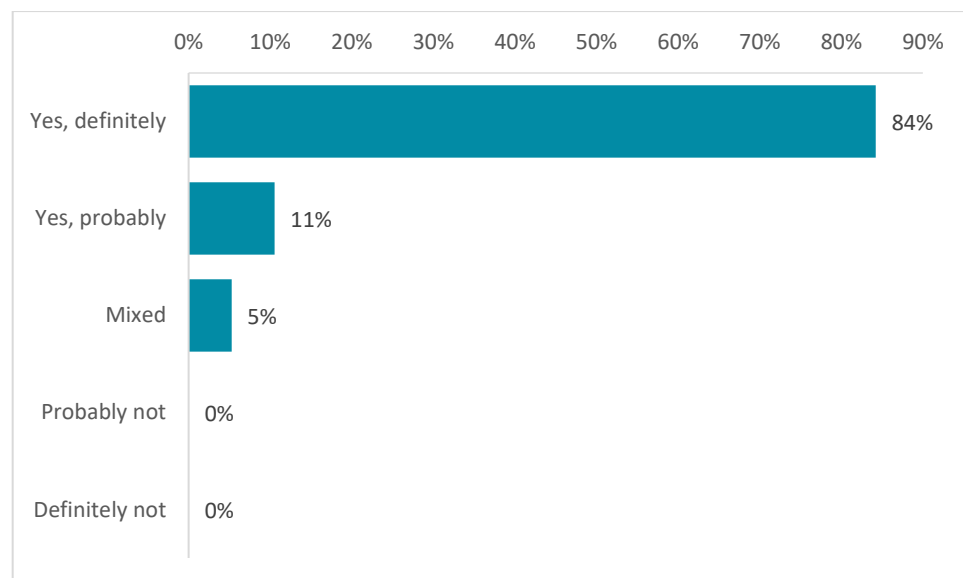
90% of speakers/facilitators said they knew enough about participants and ITP in advance. One said they would have liked to know the level of expertise of Fellows (not just the subject).

FIGURE 42: DID YOU KNOW ENOUGH ABOUT THE PARTICIPANTS AND THE ITP IN ADVANCE?

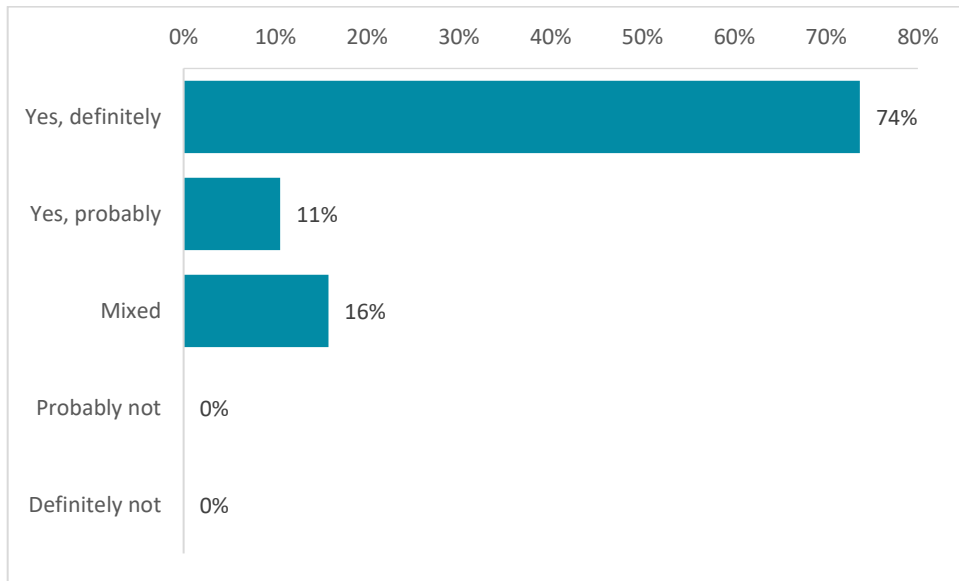


All speakers/facilitators said the location for their session worked for them.

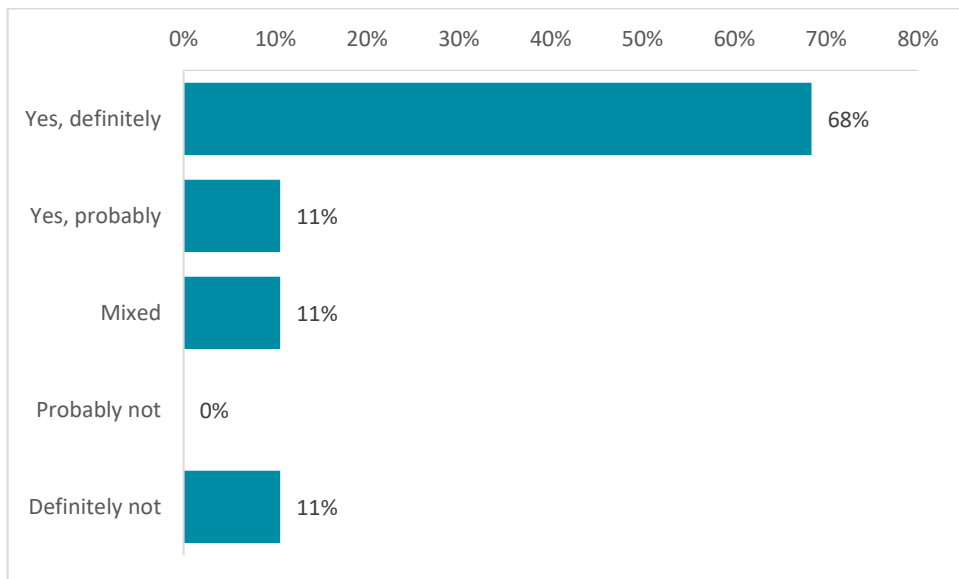
FIGURE 43: DID THE LOCATION OF YOUR SESSION WORK FOR YOU?



85% of respondents said the participants were easy to engage. Four commented that the Fellows asked many questions, which either went unanswered or delayed the session (so that some content had to be omitted).

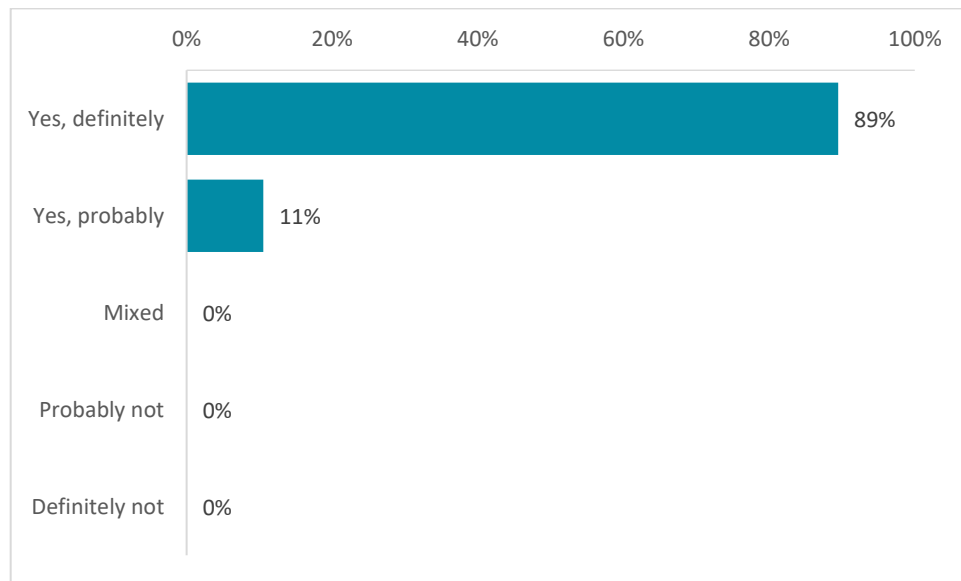
FIGURE 44: WERE THE PARTICIPANTS EASY TO ENGAGE?

79% of speakers/facilitators said they had enough time for the session.

FIGURE 45: DID YOU HAVE ENOUGH TIME FOR THE SESSION?

All speakers/facilitators said ITP definitely gave them everything they needed to run the session.

FIGURE 46: DID THE ITP PROVIDE YOU WITH EVERYTHING YOU NEEDED TO RUN THIS SESSION?



POTENTIAL CHANGES

We asked about the style of the session and whether they were happy with it. 90% of speakers/facilitators said their sessions had interactive elements: Q&A, discussion or tours.

Speakers/facilitators were asked if there is anything they would do differently if asked to present the session again. Comments were:

- Nothing.

“It was great to have a bit more time this year so we could do more group work and get participants to feedback with less time pressure.”

- Ask for a longer session.
- Ask fellows to submit some of their questions in advance.

“Have we ever given the delegates an opportunity to submit questions to a speaker beforehand? We could work this into our presentations in some way or address the questions at the end. Could be a nice way of generating engagement, and also giving us a gauge of what they want to know about our departments and what would be most useful for them.”

- Update presentation and reduce contradictions between the speaker/facilitator/s presentation and another on the same subject given by the Department.
- Ask for feedback from ITP.
- Programme in more breaks for the ITP Fellows so they are less inclined to walk out during a presentation.
- Organise breakout sessions for participants, or another structure to answer questions individually.

We asked what is special about the ITP. Answers had these themes:

- Geographical reach of the Fellows.

“It feels very special to have colleagues from so many places in one room; the amount of knowledge and experience is quite something. I'm sure if I had more time to get to know them, I would learn a lot, especially about how things are done in different circumstances and with different challenges. It also feels special to be able to share a snapshot of your work with international colleagues and hope that maybe one thing you said might get them to think about something new, or inspire them to do something differently.”

- Enthusiasm of the Fellows.

“The opportunity to hear from committed colleagues from many different countries is inspiring. Their excitement at being on the programme and making new connections and networks is great to see and makes presenting a special pleasure.”

“It is truly valued by the participants, and that means a lot. It gives me direct contact with international colleagues.”

“A diverse and engaging group of museum professionals who were keen to learn and ask questions. A delightful group!”

- Sharing of knowledge.

“Great opportunity to exchange knowledge and ideas with Fellows.”

“It is nice to be able to meet the colleagues from around the world and share what I have learnt working at BM.”

“Meeting such a skilled and engaged group of people.”

“It is always useful and interesting to hear the perspectives of colleagues from across the world. ITP presentations are some of our favourite to run!”

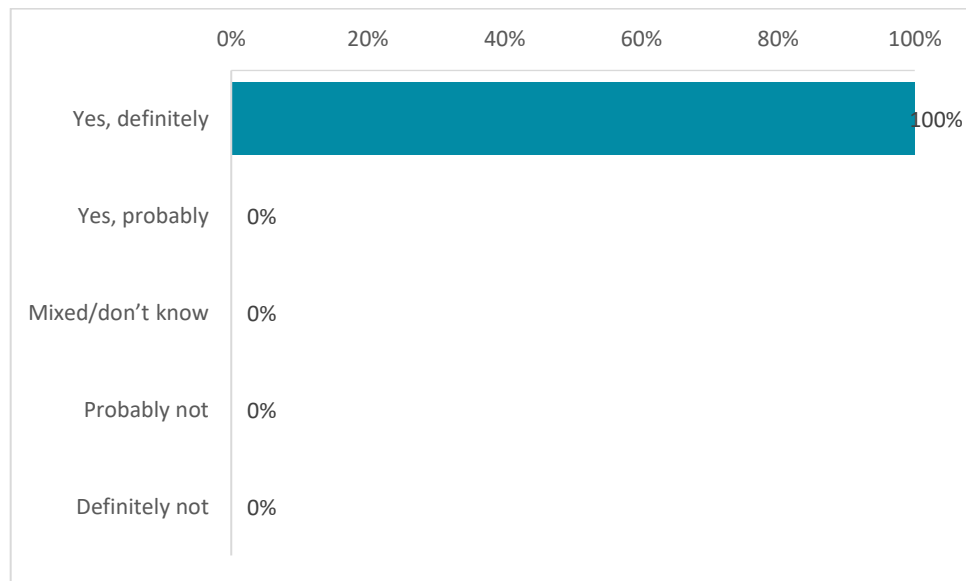
“Very varied and interesting group of people, who can bring new perspectives to the BM.”

- Open and collaborative nature of the conversations.

“It's special to share knowledge with peers and talk candidly about our work.”

“The sessions are always so collaborative and positive. Like-minded people with a will to share culture gathered in one place learning from each other. For me, speaking with colleagues on the ITP reaffirms the importance of international collaboration and the importance of sharing knowledge and expertise and the collection.”

All speakers/facilitators said they definitely feel proud that the BM has the ITP.

FIGURE 47: DO YOU FEEL PROUD THAT THE BRITISH MUSEUM HAS THE ITP?

“Absolutely - it's a wonderful programme and something we should shout about.”

“The ITP is key to the BM being 'a museum of the world, for the world'. It is important we have global connections and share expertise and knowledge whenever possible.”

ANALYSIS OF FEEDBACK FROM DEPARTMENTAL REPRESENTATIVES

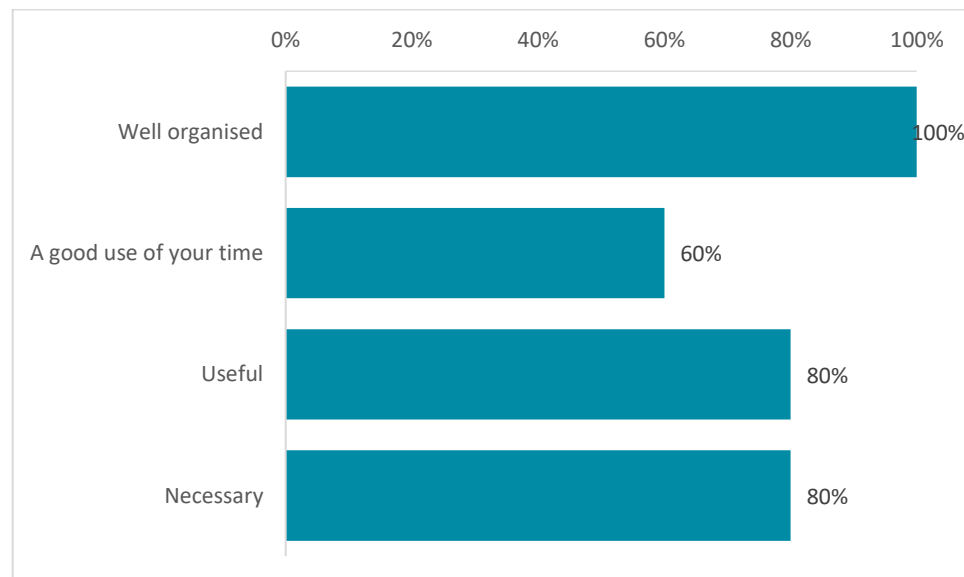
INTRODUCTION

We received a response from each participating department: two from Asia, one from AOA, one from Greece and Rome, one from ES and one from the Middle East department.

MONTHLY MEETINGS

The monthly meetings are judged as well-organised, useful and necessary, but not a particularly good use of time. Two Departmental Reps commented that they missed most of the meetings because of other commitments.

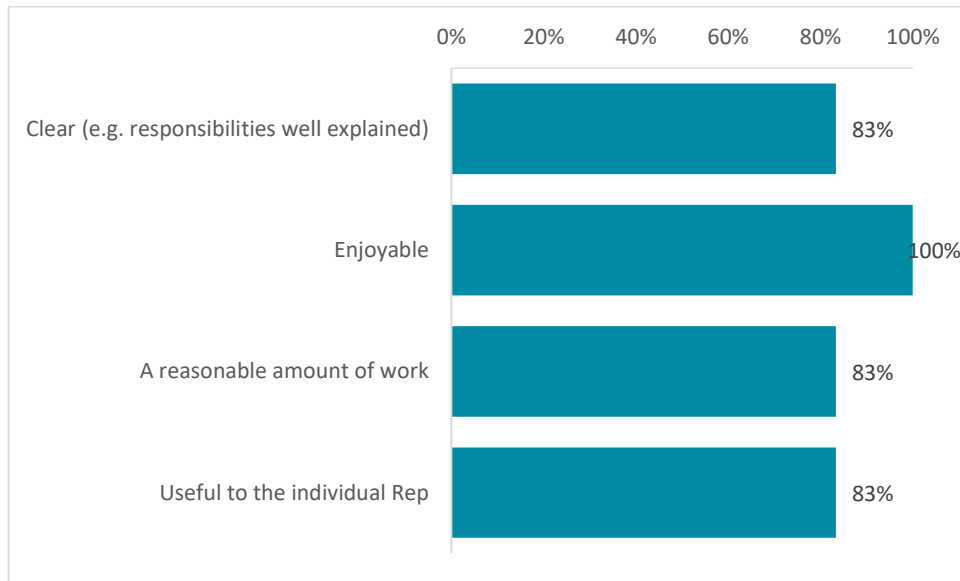
FIGURE 48: WHAT DO YOU THINK OF THE MONTHLY MEETINGS? (AGGREGATION OF “YES DEFINITELY” AND “YES PROBABLY” RESPONSES)



ROLE

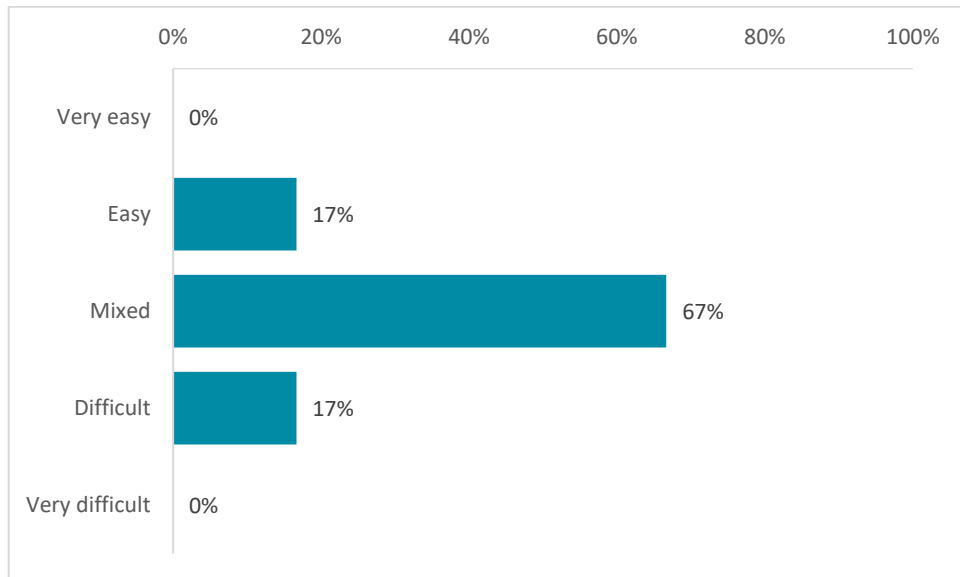
Respondents said the role of departmental rep was enjoyable and mainly clear a reasonable amount of time, and useful to the rep.

FIGURE 49: WHAT DO YOU THINK OF THE ROLE OF DEPARTMENTAL REP? (AGGREGATION OF “YES DEFINITELY” AND “YES PROBABLY” RESPONSES)



Respondents said that getting other people to help deliver the participants’ placements in the department was mixed. Comments explained that some people were eager to be involved and others less so.

FIGURE 50: IS IT EASY OR DIFFICULT TO GET OTHER PEOPLE TO HELP DELIVER THE PARTICIPANT’S PLACEMENT IN THE DEPARTMENT?



“Staff levels are at rock bottom, so it was difficult. Perhaps the work could be more evenly spread. Some of the non-participating departments this year could easily have contributed to our programme, which would have provided additional insights for Fellows.”

“It depends on the individuals. Some colleagues are very forthcoming with their time; others not so. Overall, commitment is determined by how busy they are with other projects. This year the department was understaffed, with curators having retired, being committed

to exhibitions or other major projects, others travelling abroad and some whose health prevented them from being involved.”

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 ITP could:

- Brief all keepers, not just those in the participating departments, as a way of laying the foundations for more cross-departmental delivery of programmes.
- Attend a departmental staff meeting to explain the benefits of ITP to the BM.

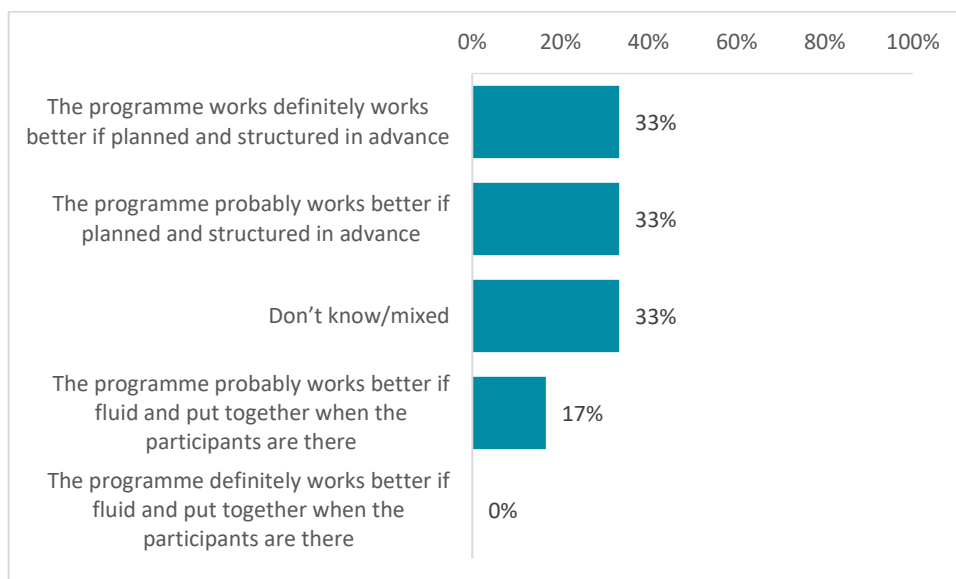
“Many in a department only see the ITP through what is happening specifically in their own department. Presenting them with the broader picture would be very interesting to them.”

Three departmental reps said that the online communication with fellows was useful in preparing the programme for them. Three said they were not involved in this process.

STRUCTURE

There is a preference for departmental programmes to be structured, although this is less marked than for previous years. Comments emphasised the value of having a mix.

FIGURE 51: DO YOU THINK THE DEPARTMENTAL PROGRAMMES WORK BETTER IF THEY ARE TIGHTLY OR LOOSELY STRUCTURED?



“A mix of some set plans as well as some sessions that are more fluid and organised once here.”

“A mix of both I think (and a degree of letting delegates plan their own programme). I felt the need to have a packed and tightly structured programme, but I am not sure this is always desirable given how busy the main programme is now. Some delegates simply want to be able to sit down and read, think and discuss with colleagues. Ideally there would be some downtime in the main programme so delegates can simply be with us in the department without the need to be doing something specific. Overpacking the department programme

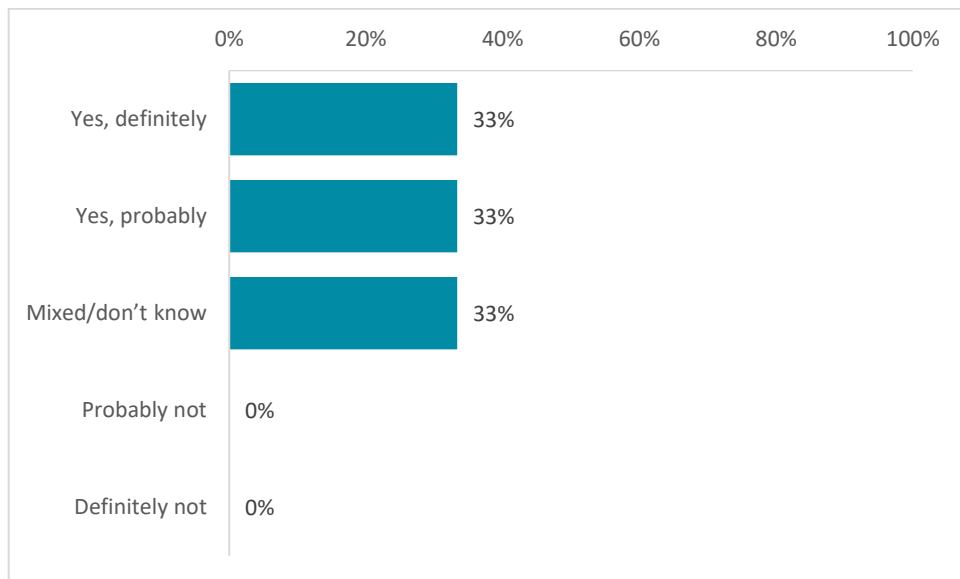
might duplicate what is being done in the main programme. I think we need to bear in mind that a delegate from a specific country might not be specifically interested in the departmental collections (if they are a museum manager rather than a curator, collection team person or conservator - and indeed, if a collection manager or conservator, they might just as much be interested in other departments' material."

Departmental reps who expressed a view said the format for Object in Focus projects worked for them. Comments were that:

- Being able to use objects regardless of whether they are on display or not suits the specific circumstances of different departments better.
- Having the fellows choose the objects would increase their ownership of the process.
- Having the deadline for the text straight after the partner placement increased the pressure on fellows and departmental staff.

"Working on the object worked well. What didn't work, however, was the fact that the panel and label text had to be sent to the ITP team before we had a chance to actually meet with the fellows upon their return from their partner museum. We ended up working online late in the evening with the Fellows, reviewing their text, editing, back and forth. It would be better in the future to ensure a face-to-face session with the participants after their return from their partner museums but before things are sent to the ITP team for printing."

FIGURE 52: DID THE FORMAT FOR OBJECT IN FOCUS PROJECTS WORK FOR YOU?



OUTCOMES

Respondents were asked whether the experience of being a departmental rep had been of use to them. Answers referenced: strengthening relationships with other people in the department, building an international network of museum professionals, and learning about and reflecting on different museum approaches.

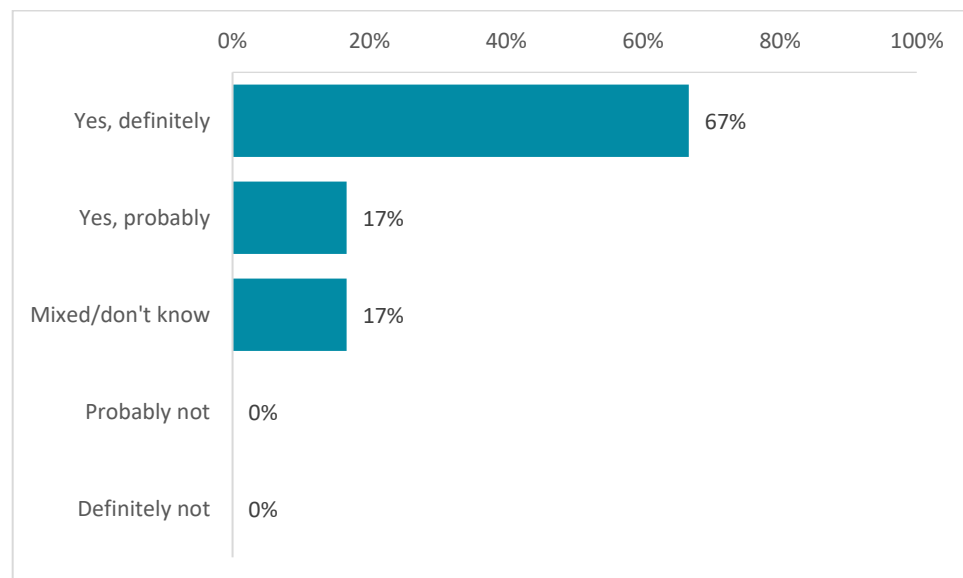
“It was great to connect with people from countries I don't normally deal with, and it was also valuable to see another museum programme in operation. Taking the delegates out and about was also fun.”

Five of the six respondents said the ITP is beneficial to their department.

“This is a great opportunity to connect with professionals in places from which we have collection material. Of course, the low staff levels made it harder to be as hands-on as we all would have liked, but we hope to build on the relationships. Speaking for myself, it is also valuable meeting people from other museums with very different experiences to ours - always an eye opener. In this regard, I wonder whether we could find ways of introducing all the delegates to departments (perhaps through hosting some events locally)? This would also help us see what we do through the eyes of people from parts of the world we don't normally deal with.”

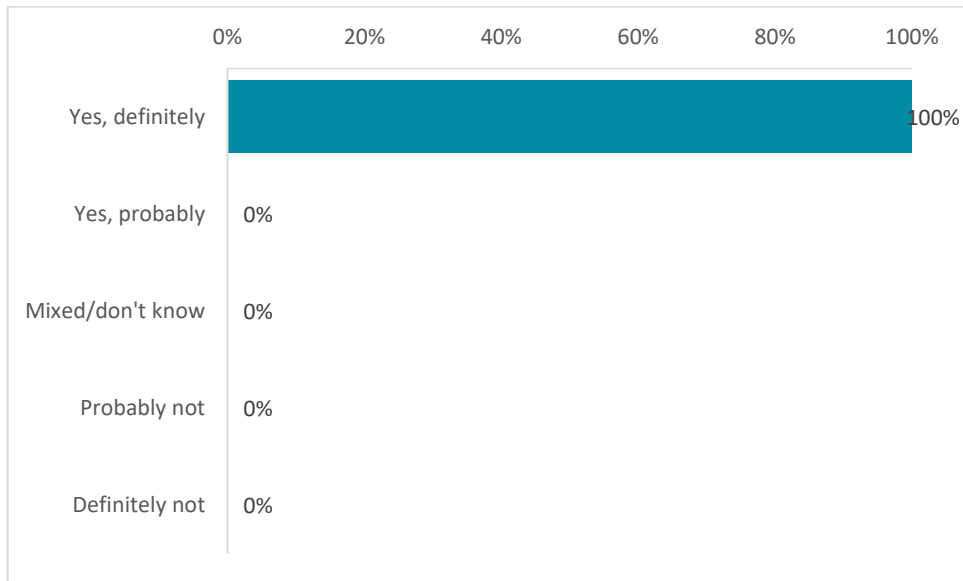
“Past ITP participants facilitated loans to *Power and Luxury*. Past participants have also been involved in our co-curating project in the Albukhary Foundation Gallery.”

FIGURE 53: IS THE ITP BENEFICIAL TO YOUR DEPARTMENT?



All departmental reps said they were proud of the ITP.

“I've always liked the idea of the programme, and it works well. I think the UK element is very important.”

FIGURE 54: DO YOU FEEL PROUD THAT THE BRITISH MUSEUM HAS THE ITP?

THE FUTURE

Five of the six respondents said they would consider being a departmental rep next year, but two said they didn't know if they might have left the BM before then.

SENIOR FELLOW INTERVIEW

INTRODUCTION

The interview was carried out by Zoom rather than face-to-face as usual. Both the Zoom and face-to-face interview have the same advantages of being interactive and so allowing the evaluator to probe to obtain detail, rather than a simple “yes” or “no”, for each question.

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

No, because the museum had already authorised Ciprian’s visit to the UK for the ITP in 2019; because having Ciprian as the senior fellow was seen as good for their image; and, also, because Ciprian had been able to organise so many positive changes in the Museum after attending the ITP the first time:

- Strengthening communication with tourism and events.
- Increasing the visibility of the museum (which is not on a main road) by using a media screen on the main square.
- Using the screen to show films
- Installing an interactive screen in the building, which has six buttons for different museum content as well as quizzes, games and a photobook.
- Developing 13 prototype community workshops and obtaining £10,000 funding from the municipality for materials for these, five of which have been delivered. So far in 2023, 30+ classes have attended the workshops and there are only seven schools locally, which demonstrates the draw.

All these changes are credited with increasing the average length visitors spend in the museum from 15 minutes in 2019 to 60 minutes.

WAS YOUR ROLE CLEAR?

The role was clear: the senior fellow is the bridge between the team and the fellows, and stays in the same accommodation, so able to resolve problems.

WAS YOUR ROLE APPROPRIATE?

The role was appropriate. He took care of the fellows to stop them getting lost. He tried to ensure they were on time for the sessions.

DID THE FELLOWS TREAT YOU WITH APPROPRIATE RESPECT?

Yes, fellows expressed appreciation several times. He could see from their behaviour that they listened to him. Everyone submitted their blog post on time.

“I am trying to be leader not a ruler, I ask nicely.”

There is a challenge around mobile phones, which wasn't there in 2019, that a small number of fellows stand up and go out of the room to take or receive calls.

“Phone checking is not forbidden I don't know if it should be. Not everybody is interested in every course.”

Fellows were actively involved in the sessions, asking very pertinent questions, not afraid to speak. Ciprian didn't need to do anything to encourage them to engage with the sessions.

DID YOU GET ENOUGH SUPPORT?

The ITP team gave Ciprian all the support he needed.

“Everything is very well scheduled and there is nothing to say negative. Everything went smoothly, even when visits had to be rescheduled because of train strikes.”

WAS THE WORKLOAD RIGHT?

The balance between work and free time was perfect. He did say to ITP that they could give him more to do.

WAS BEING A SENIOR FELLOW A USEFUL EXPERIENCE FOR YOU?

Experiencing the ITP a second time, Ciprian learnt new things. He was able to ask detailed questions about exercises he can use in his community workshop, such as treasure hunts.

“I need more storytelling in my community workshops.”

Ciprian's museum is in the process of taking on a second site, a large palace. He has been asked for ideas about how to make this building a living museum. He has plans to introduce a members' scheme, which will be easier with two buildings because of the scope to have temporary exhibitions (which are free to members and charged to other visitors). The law has changed to allow funding to culture to generate a tax credit, so he is also planning to increase his work on fundraising.

DID THE EXPERIENCE HELP YOU DEVELOP SKILLS AS A TRAINER?

Ciprian learnt a lot from observing other presenters.

“I really enjoyed the presentations. I was looking at their gestures and the tone of their voice. One of the speakers has a gift of underlining key points with different tones of the voice I am at the back and I can survey the entire room and the behaviour of everyone, so I can see the presenter and the response.”

DID THE EXPERIENCE USE YOUR TIME WELL?

Yes, he had a balanced schedule, with time for his own work for example, ITP gave him access to the database of the objects and made introductions.

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

He cannot see anything major to change in the ITP.

“Yes, I have two different experiences of ITP, fellow and senior fellow. The programme is perfectly OK. It does what it says. Anyone who wanted to change it would need a different programme.”

One exception is that applicants to the ITP could be more carefully vetted, including asking previous fellows (especially those in the same country) to interview them and check their interest is authentic.

WHAT DO YOU WANT FOR YOUR RELATIONSHIP WITH THE BM IN THE FUTURE?

Ciprian has joined the advisory board of ITP. He would like to collaborate with the BM in any way possible.

CONCLUSION

ITP has rock solid foundations:

- The content is broad and deep. Fellows often comment that it is the most detailed museum course they have ever attended. Some fellows do not immediately appreciate why they should learn about subjects outside those of their personal responsibility. Understanding how departments and functions interconnect and can collaborate is one of the gifts of the programme which contributes to the frequently expressed sense that the fellow is changed by the programme, that they see everything differently afterwards. In addition, the level of detail ensures that fellows feel confident to apply the learning: they understand process as well as principle. The Object in Focus project allows fellows to apply this learning.
- The presentation of ITP course content is more interactive than many fellows have experienced in their country. These sessions model a more equal and open way of working in a team which supports the fellow's personal development, especially their critical thinking and ability to reflect, as well as their ability to deliver community engagement.
- The programme has been refined over time to become more and more customised so that fellows can meet their individual needs and pursue their personal interests.
- ITP is a highlight for many partner museums, who increasingly lack the resources to organise international exchanges for themselves. The programme therefore strengthens the BM's museum network in the UK.
- The team take good care of the fellows. Fellows always say they felt that the BM cared about their wellbeing and that they feel they have a relationship with the BM.
- The programme is well organised and communicated. Fellows always rate the course book highly. Any additional information requested tends to be minor or reflecting the fellows' lack of experience in travelling.
- BM departments value the ITP and see it as central to the museum's international role. Fellows have contributed to many exhibitions and projects in the BM, smoothing processes and increasing ownership from the local country. The ITP is a unique engine to create goodwill for the BM across the world.
- Fellows implement learning from the ITP, as is amply illustrated by the case study of the senior fellow. This extends the positive feeling from the programme to a wider group in each international museum.

The challenges for the ITP are:

- Departments and partner museums staff tend to be working under considerable pressure because of capacity issues. Even if they strongly support ITP, as they do, finding the time to plan their contribution can be a strain. The timing, over the summer, when many museum professionals are on holiday, concentrates the workload.
- Trainees vary in their preferred learning style and in their level of expertise, which is not always well communicated in their CVs. Fellows' feedback on the BM core programme was slightly more negative this year, with a request for more practical sessions, which might be because fellows were more junior, less fluent in English or just a reflection of individual learning styles.

- The length of the programme is naturally limited for financial and logistical reasons, and also because more senior people (and especially women) might have a lower ability to travel, which would skew recruitment. Responses to the survey tend to express a desire for the departmental programme to be longer, without a clear consensus on what should be cut to allow this, especially since a holistic understanding of a museum is one of the foundations of ITP, as mentioned above. Fellows also often comment that the course is tiring, which is not a problem in itself except if this indicates that fellows' English was not strong enough to attend or results in fellows not being able to absorb and reflect on content. Especially this year, the first of these seems to be an issue.
- Learning is naturally an iterative process. It would be usual for fellows to realise the questions they need to ask part the way through the course rather than at the beginning. In addition, as with any training course, the programme needs to balance the needs of individual fellows.
- Recruitment to the ITP is dealing in unknowns: attempting to predict the museum professionals who are strong enough (in personal and professional skills) to benefit from the programme and make the best of it, but not so strong that they do not need it; and then assembling a group with a balance of these and other characteristics.

Recommendations: the evaluation supports changes that the ITP team is already planning:

- Structuring the departmental programme so that shared sessions are discussed before fellow-specific activities, and the evaluation support this.
- Involving its new Advisory Board in the overall recruitment process, which will help to give another perspective on judgements about which applicants will most benefit from the programme.
- Strengthening the discussion about what fellows need to do to make the best of opportunities of the ITP as part of the Getting to Know You session, including perhaps having the group create a checklist e.g., of rules about attendance, using phones in sessions.