

INTERNATIONAL TRAINING PROGRAMME EVALUATION REPORT

OCTOBER 2024



Annabel Jackson Associates Ltd
Evaluators
The Priors
54 Lyncombe Hill
Bath BA2 4PJ
Somerset
Tel: 01225-446614

Email: ajataja@aol.com

Website: www.AnnabelJacksonAssociates.com

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INTRODUCTION

DEVELOPMENT OF THE PROGRAMME

The British Museum established the International Training Programme in 2006. The programme was initiated two years previously as a result of contact from the Supreme Council for Antiquities of Egypt, now the Ministry of Tourism and Antiquities, who sent seven curators to London for six weeks.

Recruitment is through government bodies, individual museums and academic bodies, open applications 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, and still are, 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.

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 and 2024 programmes returned to the timing in summer, delivered without the e-Learning element. There were 20 fellows for 2024.

THIS YEAR'S PROGRAMME

The partner museums for ITP 2024 were:

- Lincoln Museum & Nottingham University Museum
- Glasgow Museums
- Manchester Museum, Manchester Art Gallery and Whitworth Art Gallery
- Norfolk Museums Service
- Tyne & Wear Archives & Museums, Newcastle.

By 2024, the ITP global network embraced 373 fellows from 61 countries and 202 institutions.

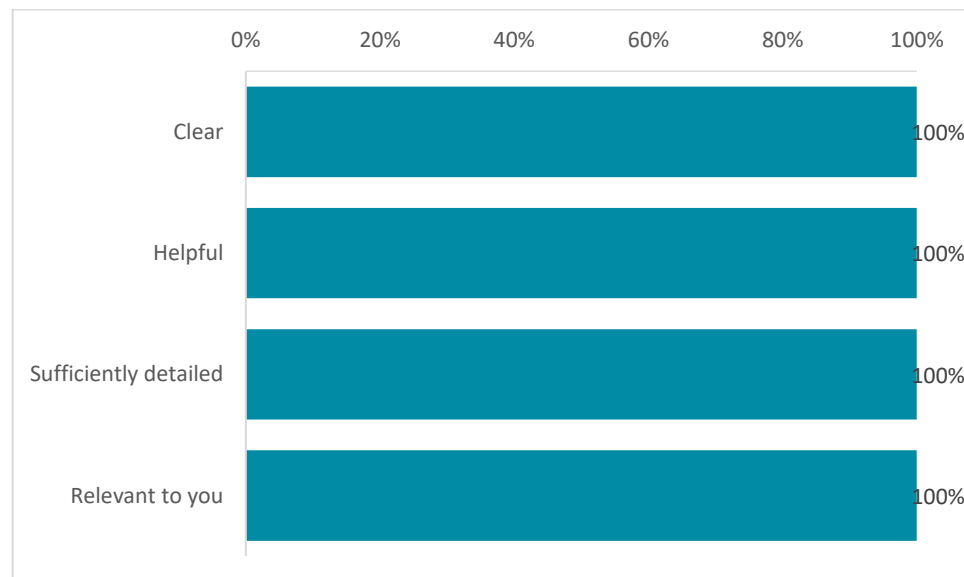
SURVEY OF FELLOWS AFTER THE BM PLACEMENT RESPONSES

All 20 fellows filled in the survey.

INTRODUCTORY INFORMATION

Views of the introductory information were entirely positive. Comments emphasised the value of the information in helping participants prepare for the visit - practically, intellectually and emotionally.

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 was clear, the delivery was on time, and they always asked if we had any questions.”

“It was extremely thorough. I felt quite confident that everything would run smoothly as a result.”

“The information was well written and easy to understand. It served as a good guide.”

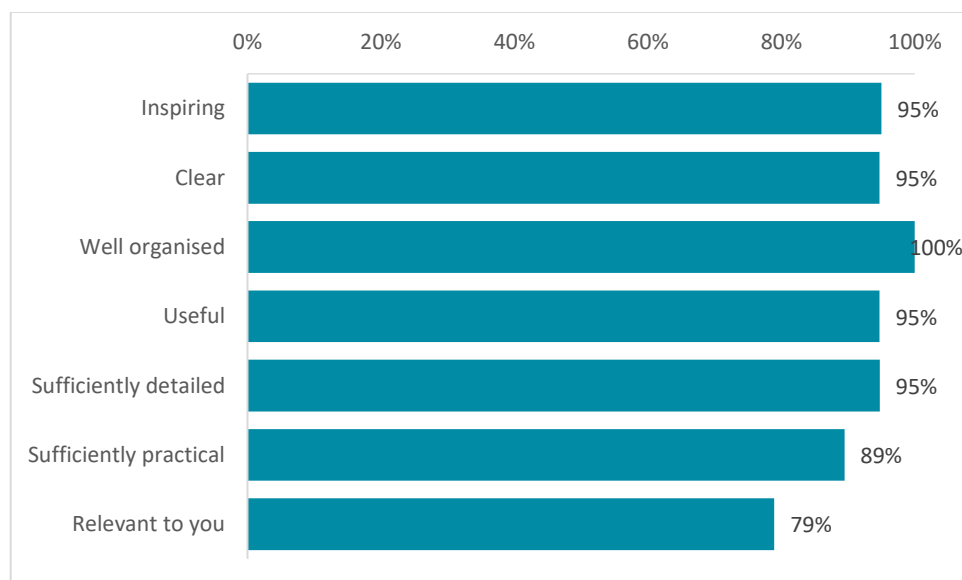
Three fellows mentioned additional information they would have appreciated, which were:

- More details on the schedule in departments so they could see if sessions designed for other fellows were relevant to them.
- That they needed to bring a credit card.
- Information on the allocation of partner museums.

GROUP SESSIONS, SEMINARS AND WORKSHOPS IN THE BM

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

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



Fellows commented positively on the:

- Interdepartmental perspective.

“I found it really exciting and fascinating to be exposed to a 360-degree view of all things museum. It was a privilege to be introduced also to the work of very specialist fields that I would normally perhaps not have a chance to work with, such as the scientific researchers making use of the latest technology to find out more about objects.”

- Practical application.

“This programme not only covered theoretical aspects but also provided hands-on activities that allowed us to apply the concepts in real-life scenarios, which significantly enhanced my understanding.”

“The group sessions, seminars, and workshops in the BM were highly engaging and informative. They provided valuable opportunities for collaboration, hands-on learning, and in-depth discussion, making the overall experience both enriching and enjoyable.”

- Organisation.

“The British Museum team demonstrated great competence by dividing the sessions according to the various areas of the museum's operations, ensuring that each participant could make the most of the programme.”

“The ITP team was very attentive in guiding each participant to areas most aligned with their expertise and professional interests. Practical workshops and group sessions were tailored to reflect each individual’s field of work, ensuring that everyone could enhance their skills and expand their knowledge in the areas most relevant to their careers. This clear and well-planned division of activities, combined with personalised guidance, made the content even more relevant and applicable to each participant’s professional daily life, strengthening the impact of the programme.”

■ Discussion.

“I liked the idea of working in groups, and these groups were not fixed, but rather changed in each workshop or session. This helped me to work with everyone in the programme, as well as to exchange our opinions and experiences. I benefited a lot from this.”

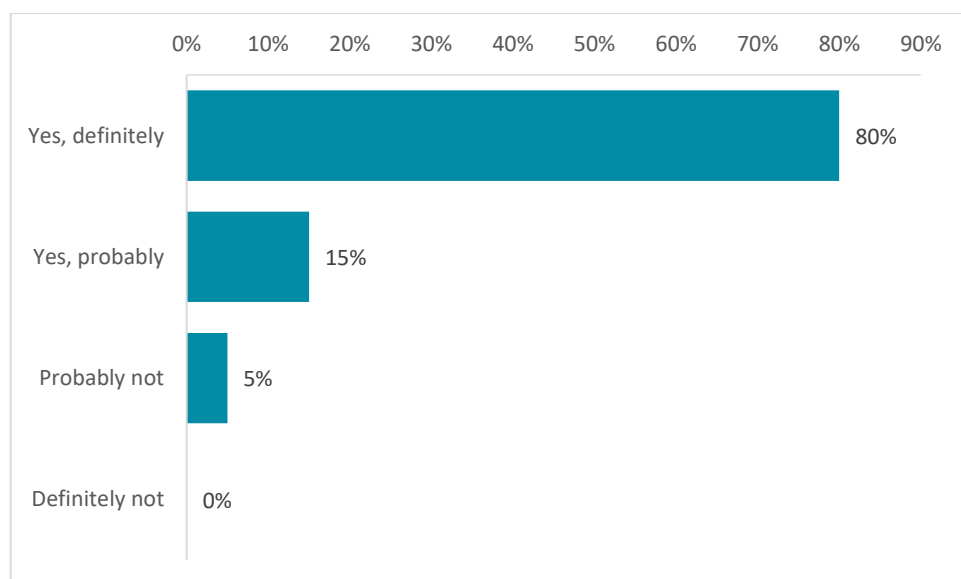
“It was a great opportunity to meet different professionals and hear about their work. Some sessions lacked interaction, and some were not directly related to my interests, but it was interesting to gain an understanding of various topics.”

A couple of the fellows would have liked more interactive sessions.

“While I enjoyed most of the programme, I do wish there was more time allocated for hands-on engagements for topics like fundraising, community engagements and learning would be appreciated, along with seminars and presentations.”

95% of fellows said there was enough time for questions and discussions. Comments observed that many sessions ran over, reducing the time for questions, but this was the result of having such a packed programme and any gaps were easily rectified by contacting the presenters afterwards.

FIGURE 3: WAS THERE ENOUGH TIME FOR QUESTIONS AND DISCUSSIONS?



“The presentations were rich in content, and the seminars addressed highly relevant topics; however, due to the dense schedule and the volume of information presented, the time for reflection and in-depth dialogue was insufficient. In many cases, the question and answer

sessions were brief, which limited the opportunity for participants to explore more interesting issues or delve deeper into discussions. While all the experts were extremely accessible and willing to share their knowledge, the restricted time hindered more intense exchanges and broader debates between participants and speakers.”

“I asked at every moment and they gave me the space, but the strategies can be improved to encourage the group to engage in debate and critical thinking.”

“The programme was quite packed, most sessions ran over, leaving almost no time for questions or discussion. I would have loved more time for discussion, but not at the expense of cutting out any sessions... So, I guess that leaves the possibility of either extending the programme or perhaps offer follow up online sessions and opportunities to meet experts virtually – perhaps an online speaker series for alumni to join.”

“Barely yes. But we didn't mind because there's always a chance to get in touch/email personally after.”

We asked which sessions were most useful. Answers were:

- All (2)

“I loved all subjects and the chance to gain a broad understanding of many areas of museum work. I loved our sessions with curators, the gallery walks were a real privilege and treat; and it was so interesting to hear from curators on exhibition planning and development. I also really enjoyed subjects such as interpretation – could have spent much more time on that as a focus area if opportunity was given. It felt like a privilege to get an insight into areas such as scientific research and conservation: to peek into the conservators’ studio (but I wouldn’t necessarily have wanted to spend any more time there: the time allowance was just right for this). It was super helpful for my role also to get sessions on leadership, fundraising, audience survey and evaluation, the volunteer programme, and education and community engagement.”

- Archiving (4)
- Audiences and access (7)
- Community participation and co-creation (11)
- Conservation (4)
- Curating human remains (1)
- Documentation (5)
- Evaluation (1)
- Exhibitions (5)
- Fundraising (4)
- Health and wellbeing (2)
- Interpretation (5)
- Leadership (6)
- Learning (8)

- Marketing (3)
- Object in Focus (4)
- Partnership (1)
- Research (2)
- Restitution and repatriation (3)
- Touring (2)
- Volunteering (2)

One fellow commented that they would have liked to know more on the planned changes to the British Museum.

“One subject that sadly was entirely left out of the programme was the initiative underway to “re-imagine” the BM. Some presenters, most notably curators, referred to this in passing, but we were left to guess what this would entail. I believe this would have been a very timely topic and that the BM could also have gained a lot from having that discussion with this diverse group of people from all over the world.”

We asked which sessions were not useful. Eight fellows emphasised that all sessions were useful, even if not directly relevant to their current practice.

“All the topics were important and useful, helping me develop my experience and scientific abilities.”

“Maybe it's fundraising and marketing, but I don't think it hurts to know a little more about how museums operate in different countries.”

“All of them were useful; as a museologist, I am interested in all the topics.”

“While the sessions on theft and smuggling of artefacts, conservation and fundraising do not align with my role, I found them to be enjoyable and full of new learnings.”

Topics mentioned as less useful to individual fellows were:

- Archives (1)
- British law (1)
- Conservation (2)
- Documentation (1)
- Membership (1)
- Press and social media (2)
- Research (1)
- Restitution and repatriation (1)
- Textiles (3)

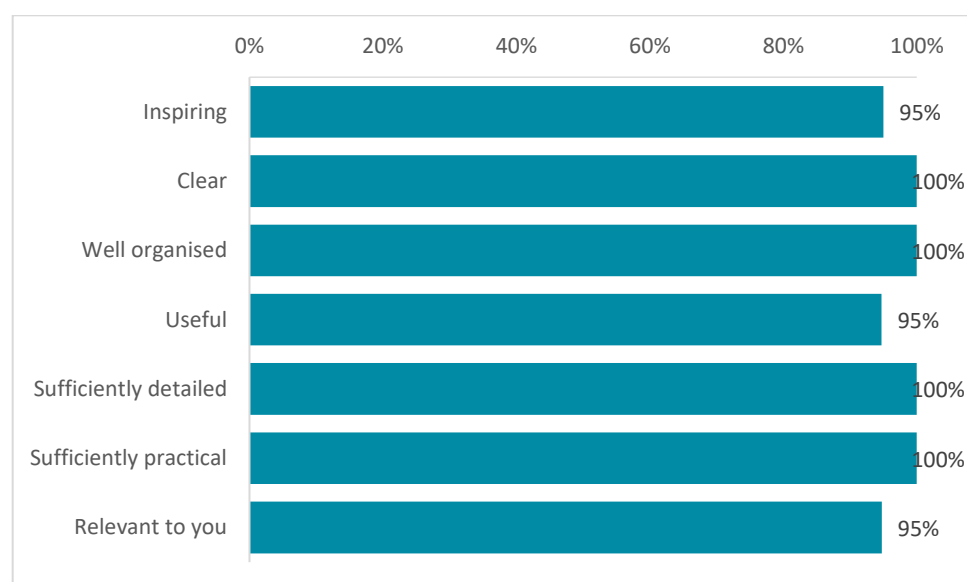
In addition, four sessions were mentioned as being less interesting because of the presentation or content, rather than the subjects themselves.

“The audience and how to make a survey about them, it was useful and enjoyable, but for me it was less enjoyable, perhaps because I had attended it before in the Egyptian Museum with a slight difference.”

“I found the repatriation presentation to be something entirely different from what I was expecting. I understand the restrictions preventing repatriation at the BM, but the session itself could have benefitted from touching on the specifics of the restrictions, work of community members/professionals to address the restrictions, and included requirements and work being done on human remains repatriation/returns (what the BM can do vs. what they can't).”

The day trips to museums were rated as clear, well-organised sufficiently detailed, sufficiently practical, inspiring, useful and relevant.

FIGURE 4: WHAT DID YOU THINK OF THE DAY TRIPS TO THE MUSEUMS OUTSIDE THE BRITISH MUSEUM? (AGGREGATION OF “YES DEFINITELY” AND “YES PROBABLY” RESPONSES)



Comments were that the day trips were:

- Well organised.

“The day trips organised by the British Museum were excellent. They carefully selected locations that were world-renowned, even while staying in London. The bus trips were well-organised, and we were guided perfectly through each place. This training programme truly made many dreams come true.”

“Incredible, well-organized, and they complemented the experience of the ITP programme.”

“I really appreciate the work of ITP for these trips, they were professionally organised and carefully selected, we visited really beautiful and different museums, and each visit had its own character.”

- Useful for learning.

"The day trips to museums outside of the British Museum were enriching on several levels. They allowed me to adopt the perspective of a visitor and observe how these museums interact with their local communities, developing programs and initiatives that strengthen these relationships. It was interesting to see how the British Museum establishes partnerships with regional institutions, functioning as a network of support and knowledge exchange that benefits both smaller museums and the institution itself."

"I found the day trips to other museums and heritage sites very inspiring and really useful for my own work; this way I got to see some museums that were perhaps closer to my own institution, and just by seeing (and in some cases hearing from directors or curators there), I came away with a lot of ideas that I can apply to my own institution."

"The day trips were an excellent opportunity to explore a variety of museums and experience different approaches to curating and interpreting collections. It was invaluable to gain exposure to different museum types and collections, and the chance to engage directly with curators provided unique insights into their work and perspectives. Hearing their thoughts and learning from their expertise added significant depth to the experience."

"The day trips to museums outside the British Museum were a fantastic complement to the programme. They offered a broader cultural perspective, enriched our understanding of different historical contexts, and provided a refreshing change of environment that enhanced the overall learning experience."

"I had the chance to learn more about curatorial practices and visitor engagement strategies of those museums."

- Useful for reflection and absorbing learning.

"In addition to the academic and cultural aspects, these trips were also an opportunity to relax, by visiting parks and forested green spaces surrounding some of these museums. This was a welcome relief, allowing me to reflect on how museums can extend beyond their four walls and integrate the natural environment into their narrative. Many of these spaces utilise external landscapes as part of their exhibitions and as a means of interacting with the public, reinforcing the idea that museums extend their reach far beyond their internal collections. This broader perspective on the role of museums helped me understand that their influence and importance extend not only throughout the UK but also into natural environments, blending both culture and nature in a rich and meaningful symbiosis."

"It was refreshing and re-energizing to get out of the boardroom, and to see other museums and heritage sites in the UK."

- Useful for networking.

"The day trips were great for our own networking and relationship building among fellows in the cohort in a relaxed way; traveling together and sharing a joyful experience."

- Varied in their relevance.

“Most of the trips I found to be quite inspirational and came away with some useful ideas and a better understanding of concepts in practice. Others were fun and well organised but not as practical for my work.”

“Some of the visits were relevant to my work and interest area while some others were not relevant. A suggestion would be to have participants decide visits/sites as per their interests and let them spend more time in those locations (self-led repeat visits on weekends). This could be an option the participant can chose to do, rather than having to visit all locations with the entire group.”

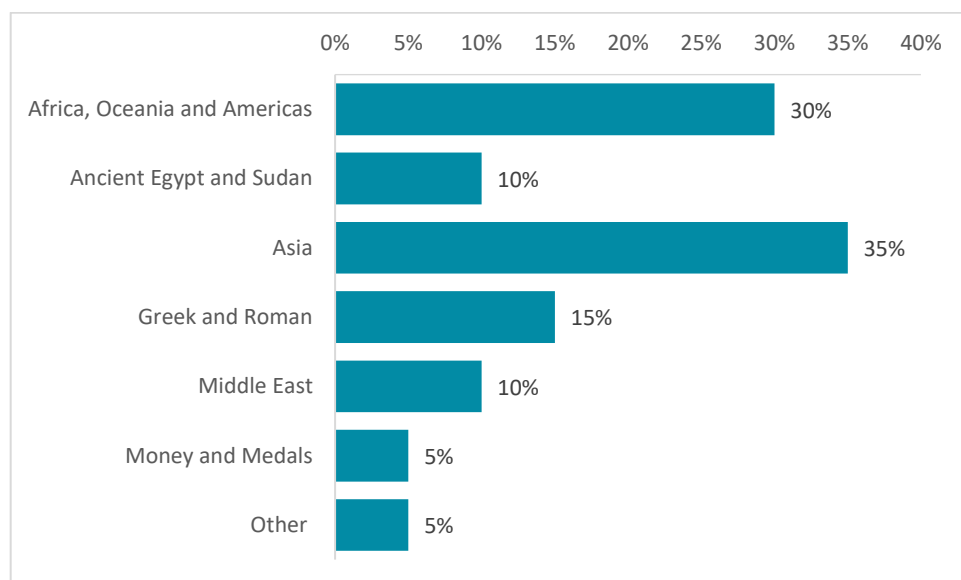
One fellow suggested extending this part of the programme.

“Among the most entertaining and educational aspects of the ITP program were the day trips. I believe that more of them would be better. In my humble opinion, it would be beneficial to assign homework to ITP program participants so they could visit more museums during free time or during dedicated sessions set aside for this purpose. Programme participants might be asked to visit a specific number of museums that interest them or are assigned to, and they could be asked to write a few paragraphs discussing the exhibitions in the museums and what they liked and did not like about them.”

DEPARTMENTAL PROGRAMME

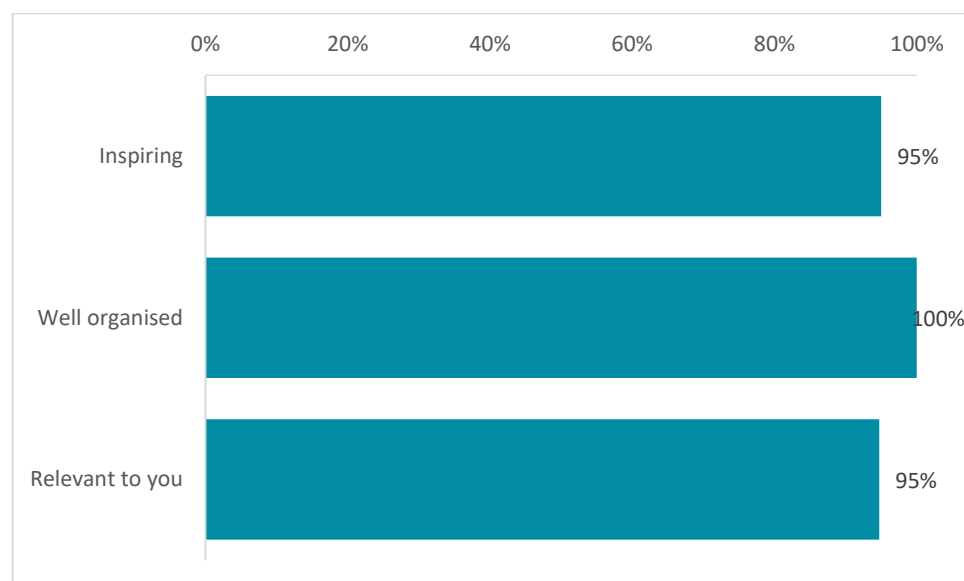
All except one fellow (the “other” in the chart) had one hosting department.

FIGURE 5: HOSTING DEPARTMENT



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

**FIGURE 6: WHAT DID YOU THINK ABOUT YOUR DEPARTMENTAL PROGRAMME?
(AGGREGATION OF “YES DEFINITELY” AND “YES PROBABLY” RESPONSES)**



Comments emphasised the:

- Organisation and care.

“The departmental programme was excellent because we got to see everything we wanted within our department. Spending time with the department and observing their workflow was truly inspiring and the entire program was very well-organised.”

“The experience in the department was extremely warm and positive. I was welcomed warmly from the start, and the team showed a genuine concern for my experience and learning. They dedicated themselves to adapting explanations, making me feel included and part of the process, which made the experience even more valuable.”

“It was well-structured, offering a balanced mix of theoretical knowledge and practical application. The content was relevant and aligned with my academic and career goals, making it a valuable part of my overall learning experience.”

“Overall, the entire program was extremely well-planned, with a clear concern from the department to make adaptations that provided the best possible experience. I felt that the environment created was one of great safety and trust, which allowed us to express ideas freely and participate in discussions openly. There was a visible effort to make the process inclusive and welcoming, which made a significant difference.”

- Learning.

“In addition to the warm reception, I noticed that the department is seriously committed to delivering knowledge in an accessible way. They care not only about the technical and historical content but also about how this content is presented, striving to integrate different cultural perspectives in a sensitive and inclusive manner. The patience and dedication demonstrated by the team reinforced the quality and professionalism of the

program, creating a collaborative learning environment where every detail was considered to ensure I could make the most of the experience, despite the language difficulties.”

“As we had a numismatic officer as part of our cohort we got to spend a lot of time with the department for Money and Medals. I have had zero knowledge or interest in this field before, but I had also never been exposed to it, and but the absolutely wonderful keeper and curator for this department have peaked my interest – the passion and dedication with which they were talking about their objects and contextualizing them; have really changed my perspective and I now have a completely new gained appreciation for this field.”

“I found the departmental programme to be very insightful and well-structured. It provided valuable knowledge.”

“It exposed me to a wide range of collections, some of which I had never seen in my home country. The departmental team shared a lot of valid knowledge and tips on how to present objects.”

- Relationship building.

“It was a real privilege to spend that much time with the department. It was a real treat to be taken on gallery walks and shown their highlights, and to get an insight into the process of developing a new exhibition. We got to meet so many lovely colleagues and look at Asia from so many different perspectives. I feel like we are welcome to contact them for follow up and questions after. But I also appreciate that they are all really busy.”

- Mixed relevance.

“I enjoyed it very much, but it often took some creativity to make all the sessions relevant to my work at my current museum.”

“The gallery tours and store visits were good introductions to knowing more about the collections I was not very familiar with. However, I do wish there was space and time allocated to work on subject areas that the participant is interested in. For instance, I would have liked to see how the department and the Learning team work together and what kind of resources have been produced specific to that collection.”

Fellows were asked about the strengths of the Departmental programme. Apart from the points provided for the previous question, comments had these themes:

- Time.

“A strength of the departmental time was that it allowed us to really feel anchored and hosted within a specific part of the BM, and that it allowed for so much time to be spent with curators.”

- Flexibility.

“I appreciated the opportunity to attend sessions from other departments, as it allowed me to learn about different collections and topics beyond my own field.”

- Relevance.

"The departmental allowed fellows to meet colleagues at the BM who align with their backgrounds, forging long-lasting professional and friendship ties."

- Depth.

"The programme offered diverse opportunities for collaboration and hands-on learning, which enhanced our understanding and made the material more relevant to real-world scenarios."

"It was of great practical use to see the storage facilities and hear some of the solutions they have had to come up with in terms of storing and preservation. Hearing why certain decisions were made and how people experienced certain processes is most useful, even if the material is very different from your own."

"One-on-one time with curators focused on the same goals/aims, seeing the innovative work they were doing and their hope to expand under the re-envisioning the museum plan."

- Sharing.

"They were familiar with my country and various museological processes, additionally, the openness and willingness of the staff to share information and engage in discussions greatly enhanced the overall experience."

"The department staff were willing to help us in the best way they could."

"The strength for me was the curators' ability to seek our perspectives in terms of future displays and share their expertise with us."

- Broadening of perspectives.

"The greatest benefit of the departmental programme was that, although I had primarily studied and seen artefacts from my area, I encountered objects from the wider region that I had only heard about before."

- Object in Focus mentoring.

"The department was very supportive and encouraging in the narrative that my group was building on decolonising objects of Empire."

Some of the strengths mentioned were about the operation of the Departments, rather than the design and delivery of the ITP:

- The collections.

"The true strength of the departmental programme lay in the objects housed in the reserve collection. While the gallery showcased impressive artifacts, the new storage techniques and methods of preserving the objects in the reserve collection were highly impactful."

- Involvement of communities.

“One of the key strengths of the is its deep commitment to involving local communities in the creation and contribution to exhibitions and galleries. They show genuine respect for the voices of these communities, valuing their perspectives and integrating them into the narratives presented to the public. This commitment is evident not only within the museum but also in its international efforts. This global focus is a strong point, as it demonstrates the department’s ongoing effort to connect stories and cultures in an inclusive and respectful manner.”

- Organisational learning.

“The department maintains a critical lens on its own practices. The willingness to reflect on its work with self-criticism and humility, always open to change, is a sign of institutional maturity and innovation. This combination of community engagement, attention to international projects, and proactive self-criticism makes the departmental programme especially robust and innovative.”

We asked if there are any ways in which the departmental programme should be changed. Comments were:

- Nothing needs to change.

“I don’t think that any changes need to be made to the department programme.”

- Split time between departments.

“I think everyone is currently placed on the basis of the country they represent, which makes sense, but I think the type of museum should also be considered.”

- Conduct the session in the language of the participants.

“In several sessions, only one person spoke English, while most participants were from Spanish-speaking countries. Even so, discussions were conducted in English. I believe that in such situations, it would be more productive to adopt the predominant language among the participants, in this case, Spanish.”

- Give more information on the collection in advance.

“Have a preliminary virtual meeting to get an understanding how cataloguing and reservation works to identify objects of interest as well as their expectations and realities.”

“We could have benefited from first getting an introduction and overview to the galleries and the collections.”

- Strengthen communication within the department.

“To coordinate better the members of the department so they understand us and can show/explain things better according to our needs.”

- Increase time in the department.

"I would have appreciated more time at my department, I would have liked to learn more about the processes involved in object documentation within my department. additional time in the library would have been valuable for research and work on our Object in Focus project."

- Reduce time on Object in Focus.

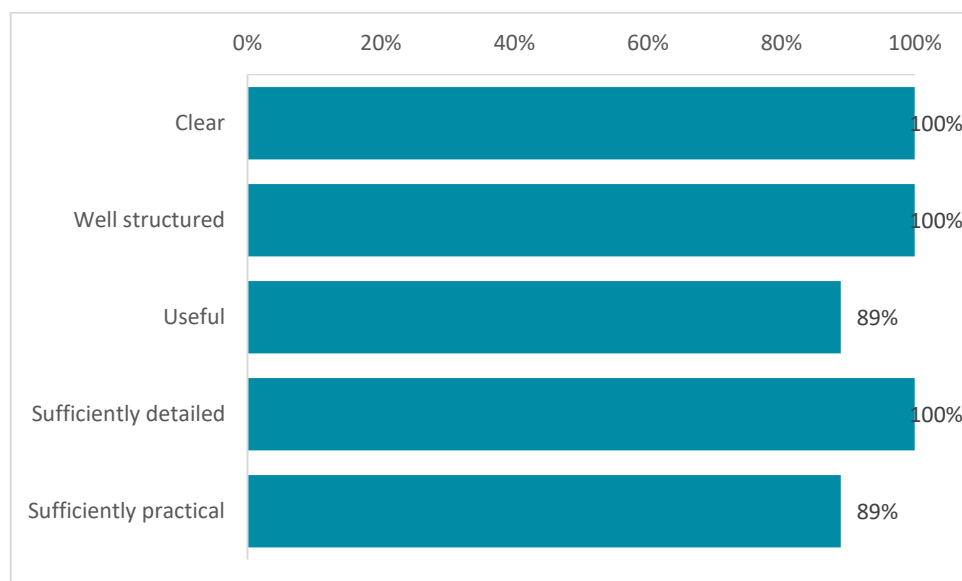
"There should be more time and sessions dedicated to gaining comprehensive information about everything related to the department, because most of our time in department was working on the Object in Focus."

- Allow fellows to choose their own Object in Focus.

ITP COURSE BOOK

Fellows described the ITP course book as clear, well structured, sufficiently detailed, useful, and sufficiently practical. Comments emphasised that the ITP course book is well written, well-structured and comprehensive. One fellow wanted more examples from their country and a couple asked for a digital copy in advance.

FIGURE 7: WHAT DO YOU THINK OF THE ITP COURSE BOOK? (AGGREGATION OF "YES DEFINITELY" AND "YES PROBABLY" RESPONSES)



"The ITP course book was very clear, thoroughly detailed, and extremely useful for us. It provided minute-by-minute information about all the programmes, including when each session or lecture was scheduled. As a result, we never had to face any confusion."

"It was very useful in the beginning and to refer to now and again throughout the course. I think the resources it contains are very important to have in the long term."

"Without a doubt, it was very helpful. It is a coursebook that can serve as a guide to the museum both during and after the training."

"The ITP course book is a valuable resource, combining practical skills and theoretical insights in museums with case studies from global institutions. Its user-friendly design offers a comprehensive reference that can be relied upon after the course, making it an essential guide for anyone interested in museum work."

"Well written with clear guidelines. I will personally use it to develop a training programme for our interns and volunteers."

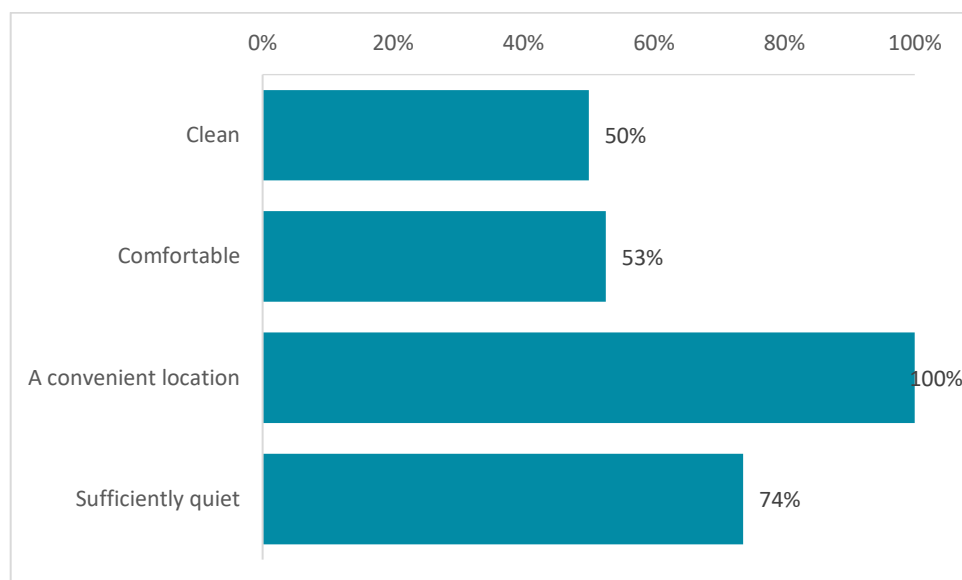
"This book is never out of my bag, and I still have it, it is a valuable book."

"The ITP course book is extremely relevant in terms of content, but a greater focus on examples from the Southern Hemisphere would have increased the material's relevance for my daily work."

ACCOMMODATION

Accommodation was rated as conveniently located and fairly quiet, but not particularly clean or comfortable. Positive comments were that: the Internet was fast and living with other fellows added to the experience. Negative comments were that: mattresses were uncomfortable, the bathrooms had leaks and unpleasant smells, lights, dryers and furniture were broken, ventilation was poor, sheets and carpets were not sufficiently clean, and other occupants were noisy.

FIGURE 8: WHAT DID YOU THINK OF YOUR ACCOMMODATION? WAS IT: (AGGREGATION OF "YES DEFINITELY" AND "YES PROBABLY" RESPONSES)



"I am an archaeologist, and Schafer House was way better than the accommodations at the archaeological excavations I have attended so far. Its location in central London is convenient to almost all places. The facilities, in my opinion, are adequate and capable of the job."

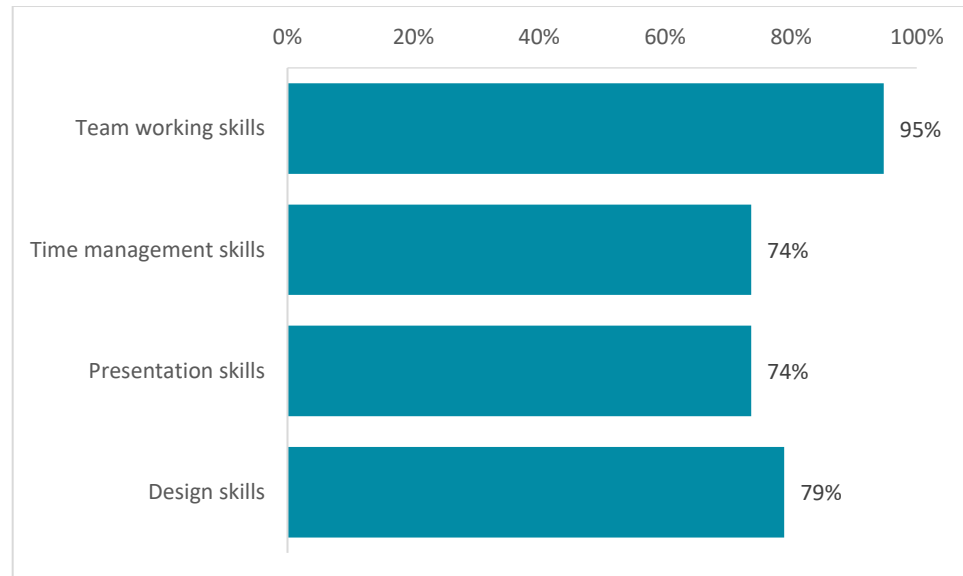
"The rooms were comfortable enough. In the beginning the rooms were cleaned weekly, but that stopped early on, and we needed to ask that our rooms be cleaned/linens changed."

There were also a lot of other groups staying at the facility that would party long into the night in the courtyard and common room which were right below my room.”

OBJECT IN FOCUS PROJECT

All fellows said the Object in Focus project developed their skills, especially their team working skills.

FIGURE 9: WHAT SKILLS DID YOU DEVELOP FROM THE OBJECT IN FOCUS PROJECT?

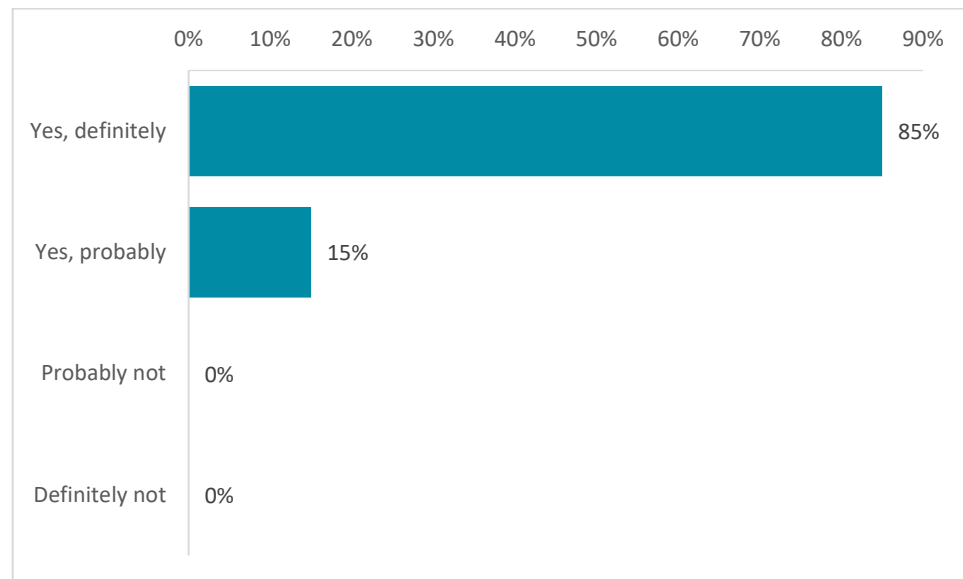


“The Object in Focus project was one of the most stimulating aspects of my experience. It forced us to think innovatively and maximise impact with minimal resources, which was excellent practice in creativity and adaptability. Additionally, the project was a significant experience in terms of collaboration and teamwork. In my specific group, it was remarkable how we developed a strong sense of camaraderie. Working with differing ideas was never an obstacle; on the contrary, these differences helped us reach agreements and find more robust solutions.”

“To me the most useful skill gained was the practical experience in interpretation: label, panel and poster writing, and coming up with the narrative and messaging we wanted to highlight.”

“I think I got lucky with my team, where we all pulled in our strengths and were able to deliver to the best of our abilities, ultimately benefitting the project in entirety.”

All fellows were happy with the quality of their Object in Focus project. Comments illustrated the skill that fellows deployed and emphasised that the resource and time constraints increased the sense of achievement.

FIGURE 10: WERE YOU HAPPY WITH THE QUALITY OF YOUR OBJECT IN FOCUS PROJECT?

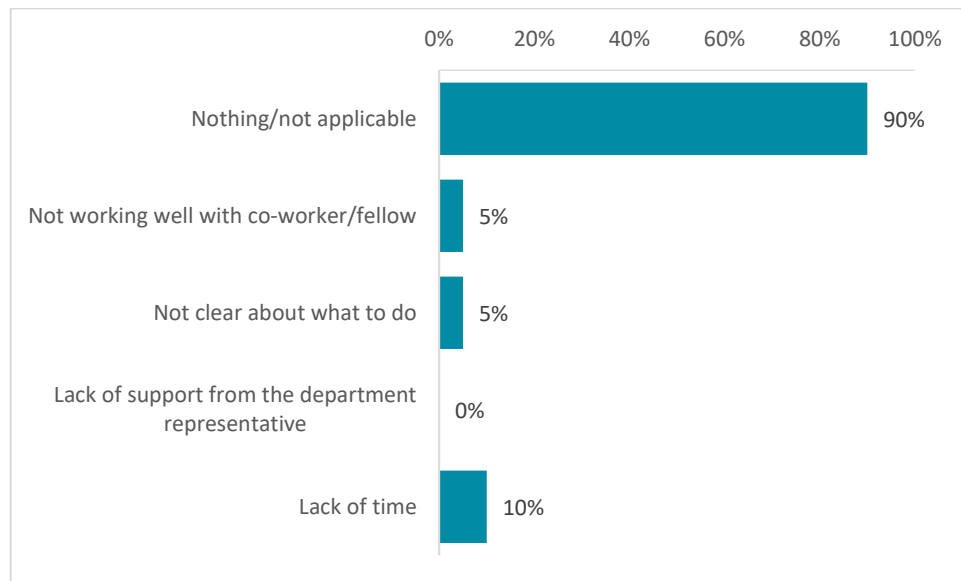
"I am extremely satisfied with the quality of our Object Focus project. The positive feedback we received from visitors reinforced the idea that we succeeded in creating something truly special and innovative. The satisfaction with the final result is even greater when considering the resource limitations we worked with. The way we overcame these challenges reflects our team's dedication and effectiveness."

"We managed to integrate several multisensory exhibition proposals, including virtual reality, educational materials, and audio descriptions. We approached objects with a critical perspective, which allowed us to provide alternative narratives and express our viewpoints regarding the stories they represent."

"Our project was an exciting opportunity to showcase our skills and experience by presenting an object in a new light, tracing the journey of the object from its source to its arrival and presentation at the British Museum. Our target audience included all age groups. For children, we developed a picture story that illustrated the object's journey. For adults, we designed interactive cards featuring images of the object."

Only two fellows referenced challenges in the process, especially lack of time.

FIGURE 11: DID ANYTHING STOP YOU GIVING YOUR BEST IN THE OBJECT IN FOCUS PROJECT?



“I wish that the teams would have been bigger, and that the ITP coordinators should have made sure that each group comprised people with important skills for the assignment, so that the work burden doesn’t have to be carried by one or two persons alone.”

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

- Select an object that genuinely interests you.
- Be clear about the message you want to convey through the object.
- Consider the audience and aim to make the project engaging.
- Research thoroughly, focusing on the messages you have chosen.
- Plan your time wisely.
- Value teamwork by promoting collaboration and the exchange of ideas among team members.
- Be open to criticism and differing opinions.
- Set realistic and achievable goals.
- Divide tasks equitably and clearly.
- Be creative in the presentation.
- Value the process as well as the product.
- Ensure your laptop can run computer-aided graphics.

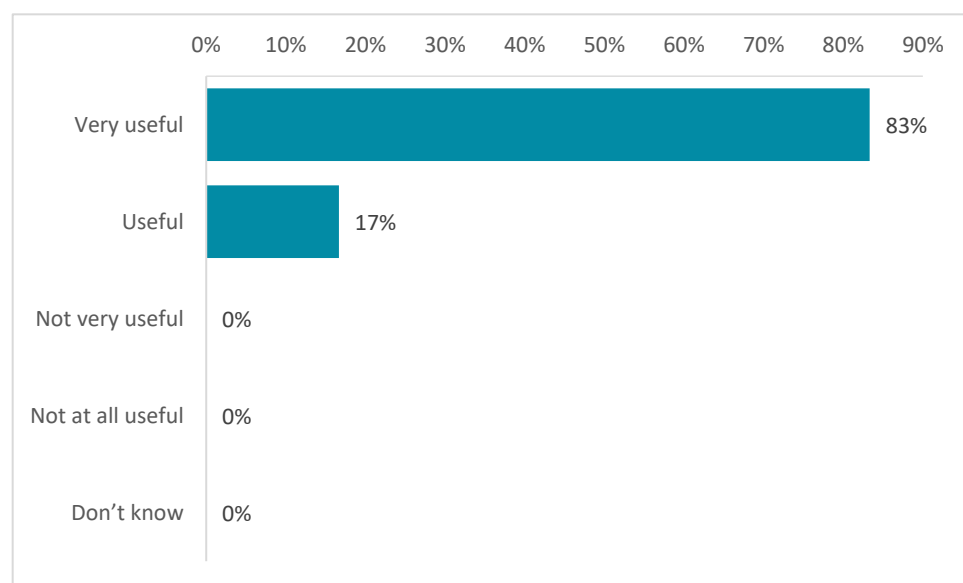
Two fellows made suggestions about the overall framing of the exercise: that it should reduce the ambition or treat the entire cohort as a one group to reduce the risk of groups being competitive and secretive.

“Some groups had many talented designers, some groups had many “out of the box’ thinkers, and some had more people involved in learning. As a project it would have been more realistic to draw on the whole range of skills and talents across the cohort to work towards a joint result.”

SENIOR FELLOW 2024

All fellows said the Senior Fellow role was useful. Comments emphasised the depth of the practical, intellectual and emotional support the senior fellow offered.

FIGURE 12: WHAT DO YOU THINK OF THE SENIOR FELLOW ROLE?



“The Senior Fellow was truly essential. Not just as a guide but a true angel who provided constant and reliable support. The trust and support provided were fundamental in navigating the processes and addressing the challenges that arose throughout the program.”

“The Senior Fellow played a great role in advising, serving as a bouncing board, and being a fantastic host. She could relate to her own experience as a fellow and help set our expectations. From what I saw I believe she also played a role in emotional support and light-touch counselling/guidance for some of this year’s fellows.”

“The Senior Fellow role is crucial for providing guidance and support to newer fellows. It often involves overseeing projects, facilitating discussions, and helping to bridge gaps between different levels of experience. The role can be highly rewarding, as it allows for the development of leadership skills and the opportunity to influence the direction and success of the programme.”

OVERALL VIEWS

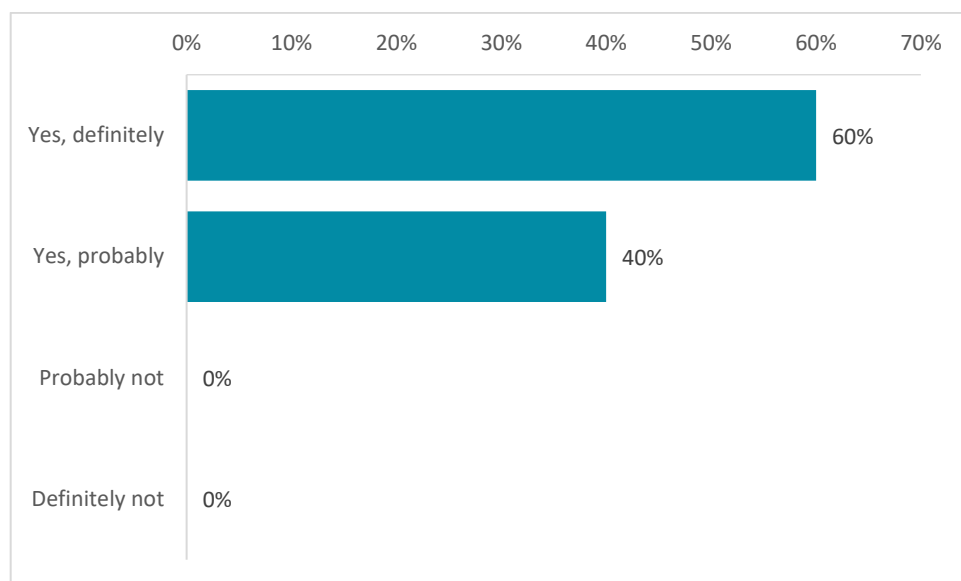
All fellows said the overall balance of the programme was right.

“The overall balance between the different elements of the program was appropriate. The ITP team was extremely coherent and well organised in all aspects, managing to maintain

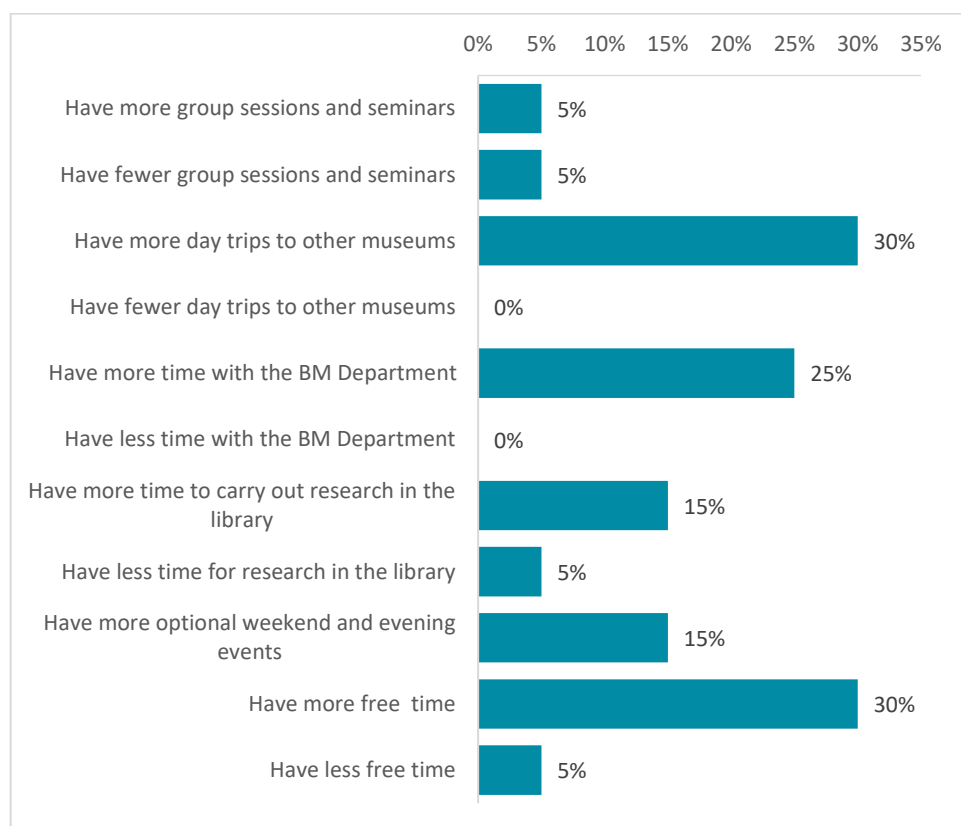
order even when unexpected situations arose. Their dedication to effectively meeting the participants' needs was remarkable and contributed to a very positive experience.”

“Striking the right balance cannot be easy with a group composed of so many museum professionals with different areas of expertise and ideas for professional development. I believe that the ITP team did an excellent job considering how disparate the interests of the different fellows in the cohort may be.”

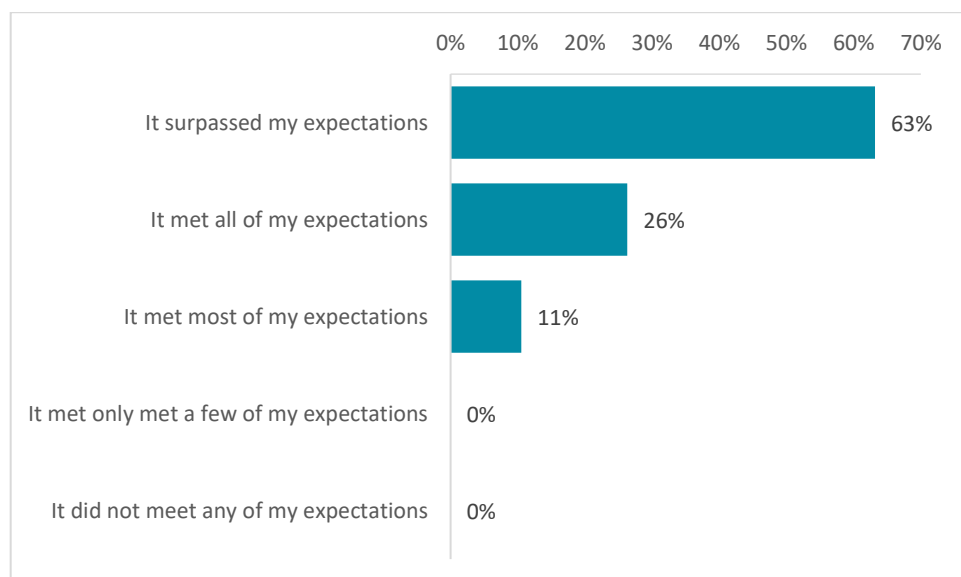
FIGURE 13: WE TRY AND MEET THE NEEDS OF INDIVIDUAL PARTICIPANTS AS FAR AS IS PRACTICAL ON A GROUP PROGRAMME. WAS THE OVERALL BALANCE BETWEEN THE DIFFERENT ELEMENTS OF THE PROGRAMME RIGHT?



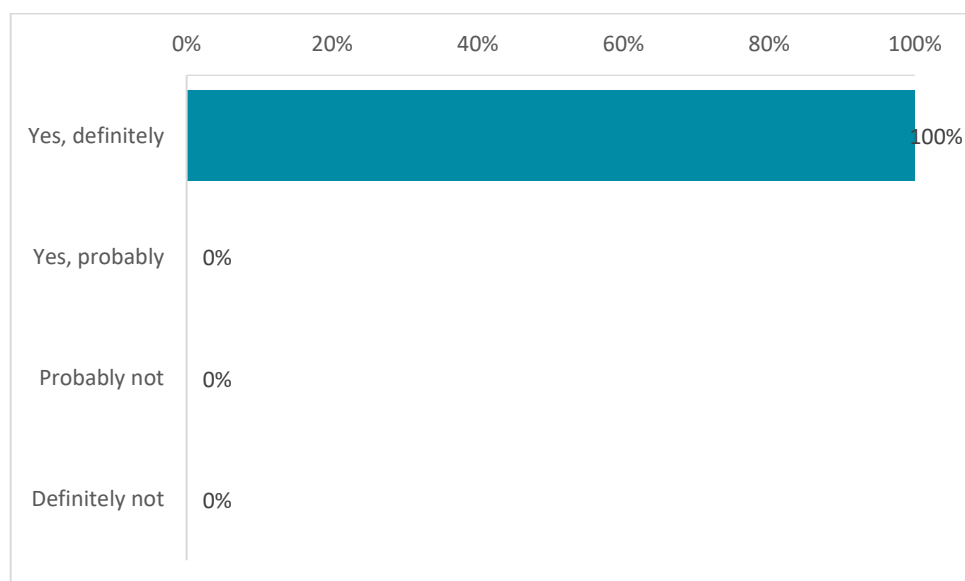
11 fellows commented on possible changes in the programme. The most popular changes were to have more day trips to other museums, more time in the BM department and more free time. The other suggestions fellows made were to have more small group sessions, and to offer a stipend so that diverse/Indigenous people can attend.

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

89% of fellows said the UK programme surpassed or met all their expectations.

FIGURE 15: OVERALL DID THE UK PROGRAMME MEET YOUR EXPECTATIONS?

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

FIGURE 16: DID YOU FEEL THAT THE BM GENUINELY CARED ABOUT YOU AND YOUR WELLBEING?

“Every single member of the ITP team was so welcoming and available, regardless of time or day. It was not just the ITP team, but even others at the BM who knew that we were part of the programme - they were all so supportive and ready to help.”

“The programme offered various support mechanisms, and there was a noticeable effort to address individual needs and provide a positive experience. The staff’s attentiveness and the resources available contributed to a sense of being valued and supported.”

All fellows said they feel that they have a relationship with the BM.

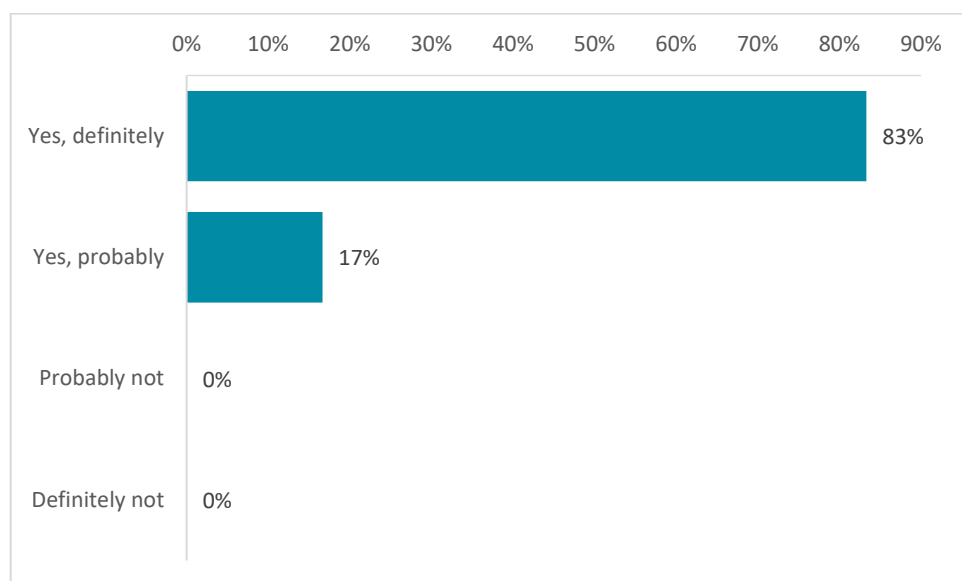
“The presence of objects from my area in the Museum establishes a personal connection, a special bond, as I see the cultural significance and impact of items from my region within the international context of the museum.”

“I have felt that I am in a relationship with the British Museum since working with them on the EU project 'Transforming the Egyptian Museum in Cairo.' This sense of connection has deepened significantly now that I am an ITP fellow, allowing me to maintain constant contact with the museum.”

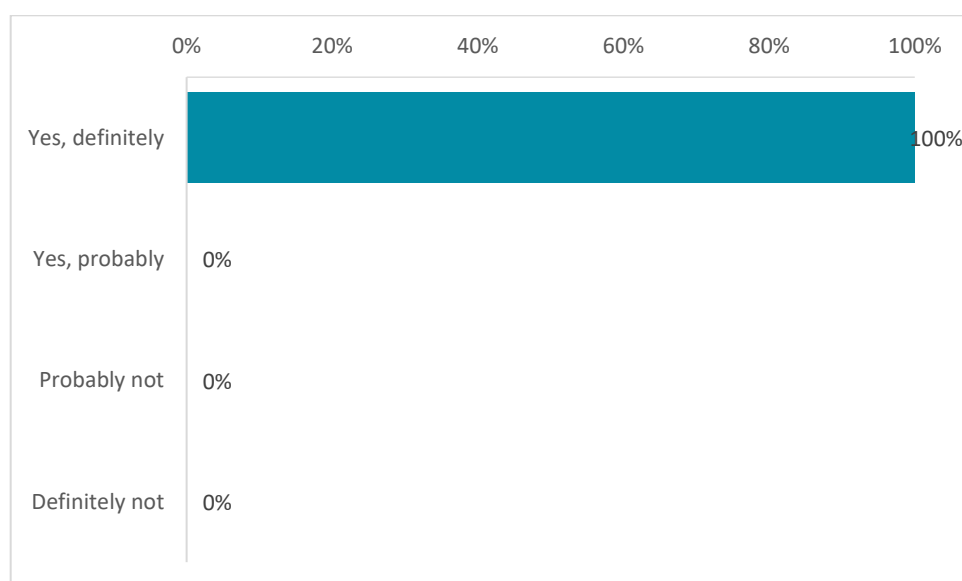
“My curatorial profession was shaped by the BM in 2006 through the Getty East African Program and has been enriched with the ITP 2024 Programme.”

“The interactions, experiences, and support throughout the programme have created a strong connection, making me feel part of the institution’s community. This relationship extends beyond the formal aspects, encompassing a sense of belonging and appreciation for the museum’s mission and values.”

“I have established an emotional and professional network with the ITP team and the entire staff of the British Museum.”

FIGURE 17: DO YOU FEEL THAT YOU HAVE A RELATIONSHIP WITH THE BRITISH MUSEUM?

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

FIGURE 18: WAS IT USEFUL FOR YOU TO HAVE CURATORS FROM OTHER COUNTRIES ON THE BM ITP PROGRAMME?

“Discovering common ground with colleagues, exchanging knowledge, and providing support were some of the most important aspects of the ITP experience.”

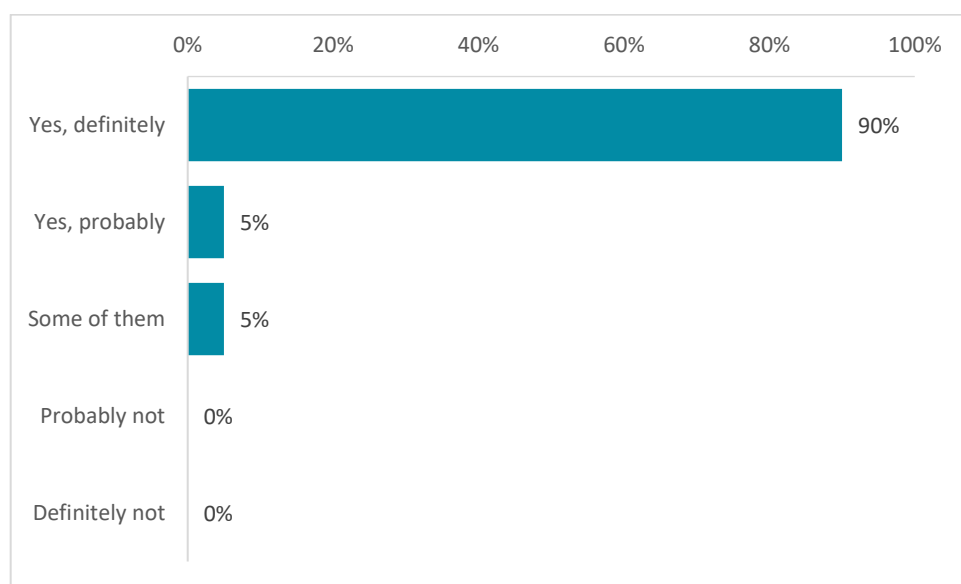
“The diversity of perspectives and experiences enriched the learning environment. This exchange of ideas helped me gain a broader understanding of global museum management and allowed me to see how different solutions could be applied to issues in my own institution. The connections we built have also created a valuable network for future collaboration, which will be beneficial for both professional development and cross-cultural projects.”

“It was both enjoyable and enlightening to connect with friends from different countries and learn about their cultures, heritage, and traditions. I also appreciated the opportunity to explore the museums in their countries, including their collections, laws, and management practices.”

“That, in my opinion, is the most incredible thing that ITP offers. It brings together individuals who work in the same field thousands of miles away who have never met. The fact that it offers the chance to discover how museology is carried out in various places and communities, the challenges they encounter, and how they collaborate to overcome these challenges is fantastic. It's always a plus to know you have friends who share your expertise when you need advice.”

All fellows plan to keep in contact with other participants.

FIGURE 19: DO YOU PLAN TO KEEP IN CONTACT WITH OTHER PARTICIPANTS?



“We forged relationships that I believe will last a lifetime, and we currently follow each other on social media platforms like Facebook, Instagram, and WhatsApp. I intend to continue this.”

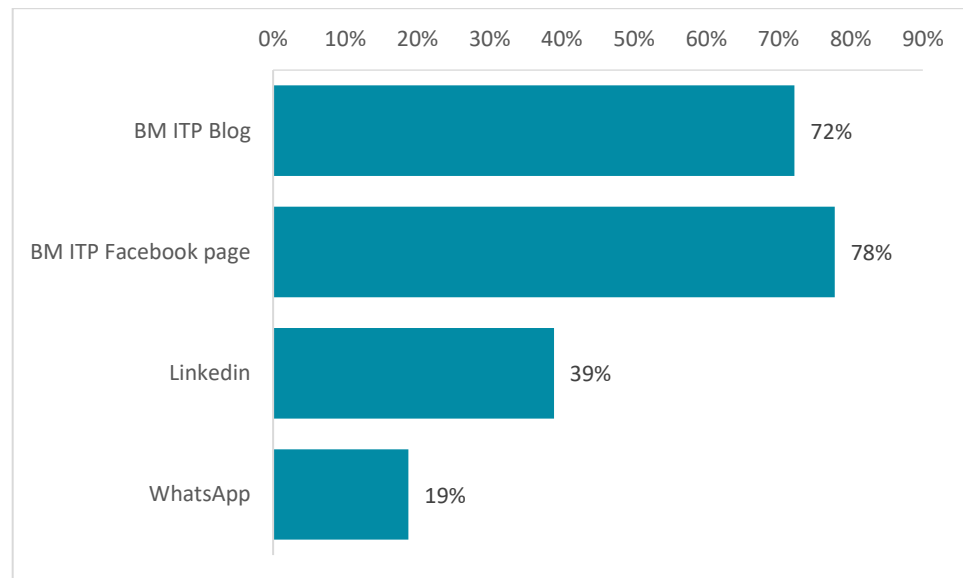
“There are some that I would like to stay in touch with professionally and others personally.”

“Not only did we expand our professional networks. We also made friends and have bonded over this unique both very intense and joyful experience, in professional development.”

“We had an unforgettable time together, so we exchanged phone numbers and emails to stay in touch. If anyone needs assistance, I will do my best to help, and if I need support, I won’t hesitate to reach out to them directly.”

Fellows use a range of media. Fellows also mentioned email and the possibility of a dedicated online platform.

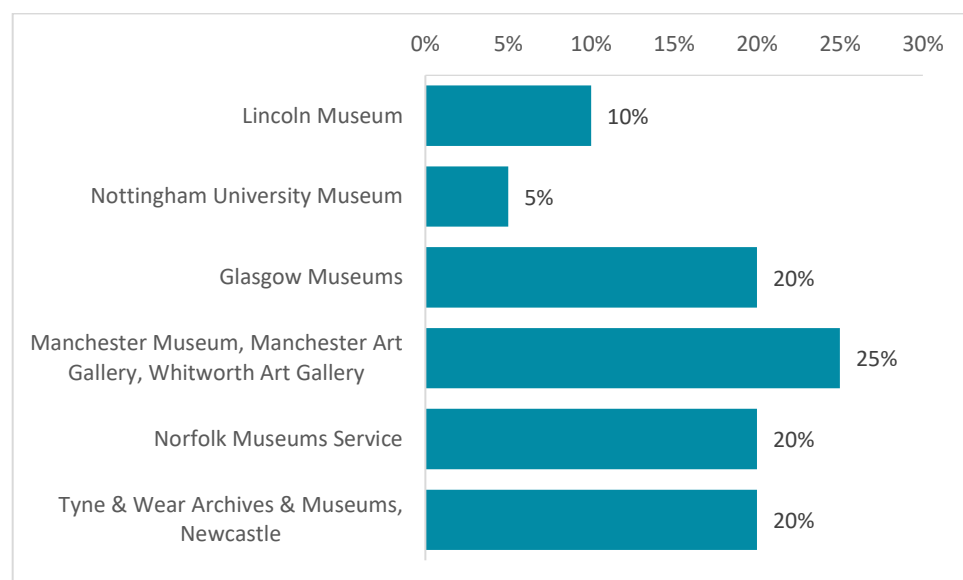
FIGURE 20: WHAT SHOULD THE BM DO TO HELP YOU STAY IN CONTACT WITH YOUR ITP COLLEAGUES AND DIALOGUE WITH PREVIOUS YEARS' PARTICIPANTS? WHICH OF THESE WOULD YOU USE?



SURVEY OF FELLOWS AFTER THE PARTNER PLACEMENT INTRODUCTION

All 20 fellows responded to the survey. The partner museums are as in this chart.

FIGURE 21: WHICH UK PARTNER MUSEUM DID YOU GO TO?



PREPARATION

The advance information was judged to be clear, helpful, relevant and sufficiently detailed. Comments were that:

- Fellows had contact with the partner museum before the visit via Zoom, WhatsApp and email.

“Things were much clearer when we did our online introduction meeting. It was helpful.”

“The WhatsApp group was very active, and the partner museum kept sharing relevant information as we needed it, which was very helpful.”

- Fellows had information on the programme, accommodation and timing.

“The partner sent us a detailed schedule before we arrived with all the activities and visits.”

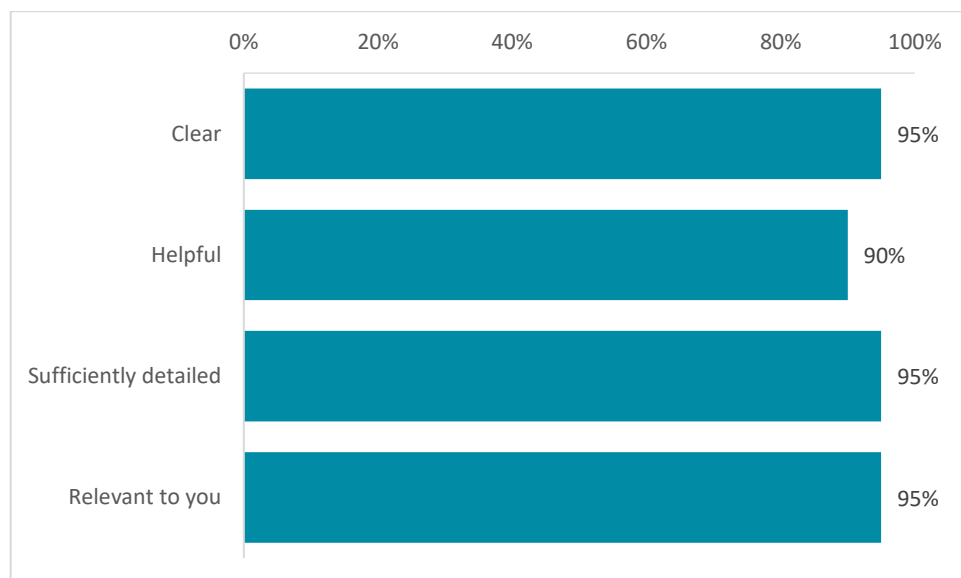
- Fellows had all their questions answered.

“The information was clear from the beginning, and they were very attentive to any questions before our arrival.”

- Aspects of the programme were open.

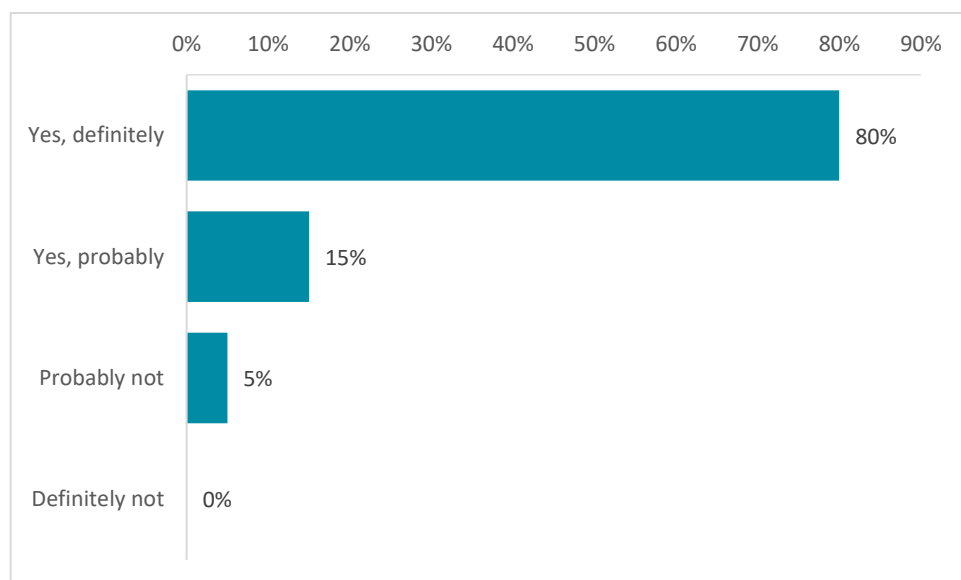
“They told us when we would leave, when we would arrive, what hotel we would be at. On the other hand, the programme and sessions were a bit incomplete.”

FIGURE 22: WHAT DID YOU THINK OF THE INFORMATION YOU WERE GIVEN ABOUT YOUR UK PARTNER MUSEUM PLACEMENT? (AGGREGATION OF “YES DEFINITELY” AND “YES PROBABLY” RESPONSES)

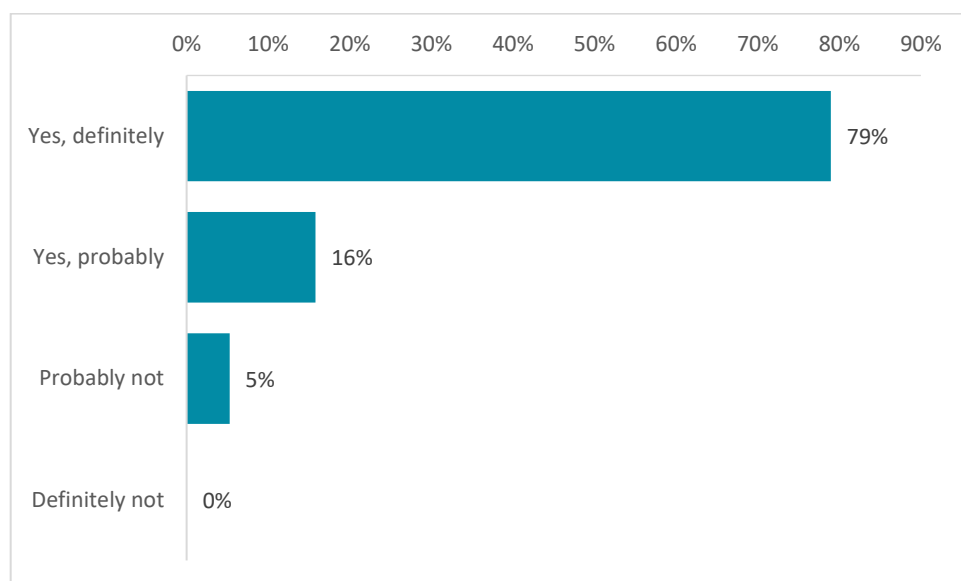


19 of the 20 fellows said they were given all the information they needed.

FIGURE 23: DID THE INTRODUCTORY INFORMATION TELL YOU EVERYTHING YOU NEEDED TO KNOW?



18 of the 19 respondents were happy with the choice of their UK partner museum. Comments emphasised the congruence of the museum choice with participant’s interests.

FIGURE 24: WERE YOU HAPPY WITH THE UK PARTNER MUSEUM WE ALLOCATED TO YOU?**Positive comments:**

"I was extremely satisfied with the choice of the partner museum, as they all presented a fabulous experience of community involvement and, most importantly, a concern for indigenous peoples."

"It was very much in line with my museum interests."

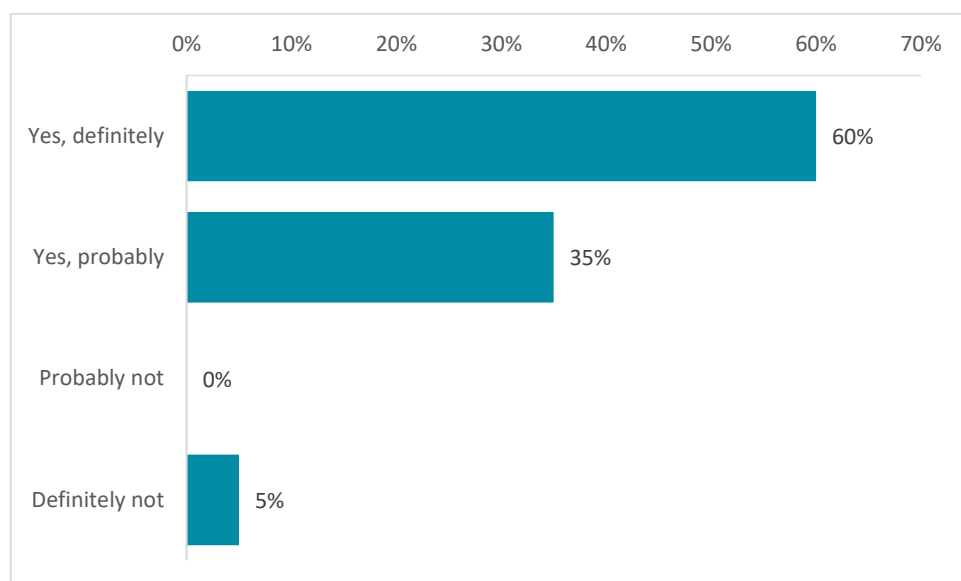
"It was a wonderful experience in terms of how the programme was structured and the warm hospitality!"

"I had the opportunity to experience different types of museums I have never seen before. Aside this, I enjoyed the calm life and the amazing cathedrals they have."

Negative comment:

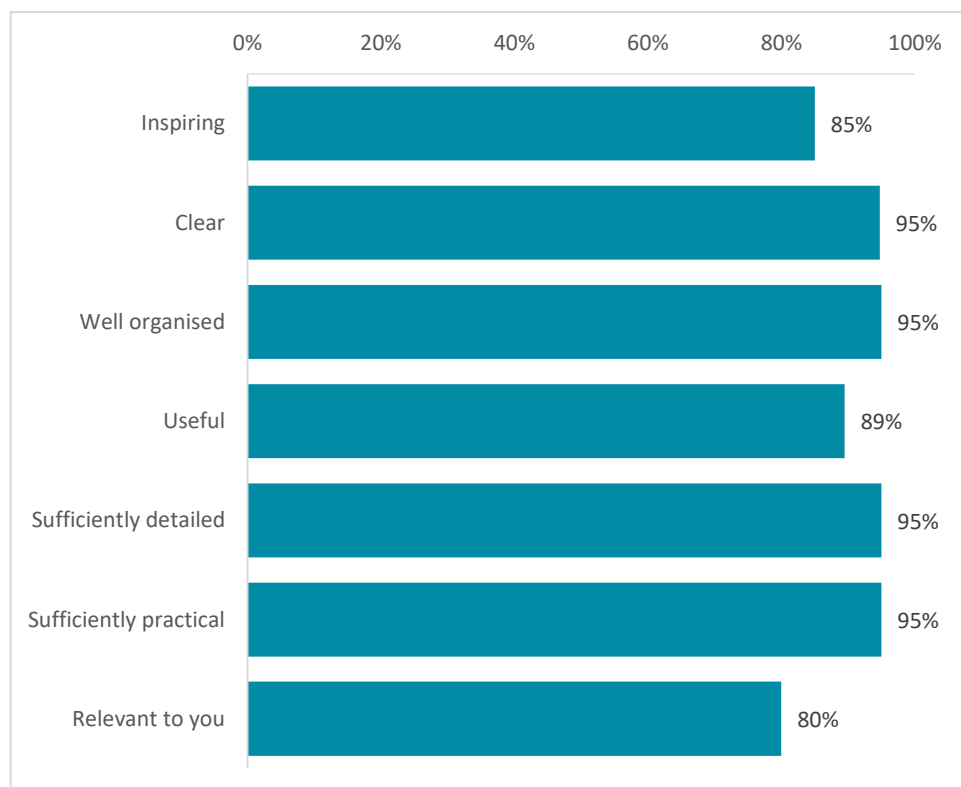
"Hearing what other fellows experienced and learnt, I must admit that many of the other partner museums would probably have been a better match with my interests and provided more meaningful professional development opportunity to me and my home institution."

All except one fellow said it was clear why this museum had been selected for them. Comments were that participants supplied information on their interests and were actively involved in the choice.

FIGURE 25: WAS IT CLEAR TO YOU WHY THIS MUSEUM HAD BEEN SELECTED FOR YOU?

PROGRAMME

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

FIGURE 26: WHAT DID YOU THINK OF THE TRAINING PROGRAMME AT THE UK PARTNER MUSEUM? (AGGREGATION OF “YES DEFINITELY” AND “YES PROBABLY” RESPONSES)

Comments were:

- Breadth.

“Both institutions consistently prioritised constant movement through all available departments, presenting the work carried out and thus inspiring us to mirror such experiences in museum practices in the institutions where we operate.”

“The sessions provided first hand interactions with experts in a wide range of museum activities. A rounded programme with fascinating visits to museums in different locations.”

- Depth.

“All activities were highly immersive, which led to mental fatigue, but they were extremely productive given the short time to learn about so many operations.”

- Care.

“The meetings were relaxed, welcoming, and filled with concern and joy for our presence in the institutions.”

“The partner museum team were great listeners and tailored the programmes and times according to our wishes and needs.”

“I had the opportunity to perform tasks that I would not ordinarily be engaged in such as remedial conservation works.”

“Both institutions opened the black box of the work they do locally, as well as their involvement and engagement with communities. All activities were carefully prepared, with a work agenda suited to our professional practice.”

“The programme was curated keeping my request and background in mind.”

- Interaction.

“Being part of a smaller group allowed me to ask more questions and engage in deeper discussions with museum professionals, which made the exchange more meaningful.”

“Many professionals were waiting to exchange knowledge with us, and everyone who welcomed us was genuinely interested in learning about our processes. They didn’t just want to showcase what the museum was doing; they were eager to listen to us as well.”

- Learning.

“They have truly preserved and displayed their artifacts, as well as ancient and contemporary art, in an impressive manner. Although there wasn’t material directly related to my specialty, as a museum professional, it’s important to have knowledge beyond just one’s own field. Understanding museum management, display techniques, reserve collections, and other frameworks was extremely beneficial for me.”

“The variety of topics covered and the array of professionals available to us to talk to meant that there was always a useful take away from every session and activity.”

- Compromise required by group setting.

"The part of the programme about archives is irrelevant to me, but the group assigned to this museum consisted of different professions, therefore I understood that not every element of the programme in the partner museum would be relevant to me."

- Overall satisfaction.

"The programme was more than perfect and useful."

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

- All.

"Everything in the programme was useful."

- Visits to other museums including smaller museums.

"We had the chance to see some fantastic smaller museums with beautifully designed and well interpreted exhibitions."

- Learning and community engagement.

"The part that caught my attention the most during the experience was the way the museum treats indigenous populations and engages with the ethnographic collections in the museum's storage, as well as its critical stance on the issue of the coloniality of objects stored in the museum."

"We had the opportunity to learn about community engagement processes, accessible working methodologies, and curatorial decolonisation practices."

"I had a one-on-one meeting with the Learning Manager which helped me to understand how their school programmes are organised for the various school groups. We shared our experiences and also discussed the way forward for museum education. This meeting was particularly helpful to me."

- Object classification, display and storage.

"The most useful part of the UK Partner Museum programme for me was their exceptionally well-maintained reserve collection, where they have categorized artifacts using advanced techniques. The way they handle displays was truly worth learning. It was highly valuable to see how artifacts can be presented in new and innovative ways. Additionally, the approach of making the museum both educational and entertaining for the public was extremely beneficial for me."

"In the sessions on storage I learnt different way to store and preserve artefacts."

- Interpretation.

"The exhibition was so inspiring because they didn't use any labels for the objects. Just big information panels, and exhibition booklets for those who are interested in the objects"

thoroughly. They realised that the details about the objects might be boring for the average visitors but could be accessed by real enthusiasts.”

- Museum management/talking to staff.

“The Interaction with various people taking daily activities in the museum, fundraising, the galleries, conservation, displays and interpretations.”

“Talking to museum colleagues across the many venues to understand institutional structures, limitations and challenges, and workarounds for that.”

- Wider cultural visits.
- Conversations about future collaboration.

We asked about the least useful part of the programme. Answers were: It was all useful (13 fellows).

“It is very difficult to address what was less relevant because I consider that all the topics are closely related to the work I do with communities.”

“As a museologist, I took full advantage of every moment. It was all valuable to me.”

“Hard to decide! All were useful.”

“Nothing was without use. Although many things were beyond our financial capabilities to even consider, they were still inspirational and it's good to have the know-how.”

“I don't think so, even if it's nothing to do with me it's good to know more.”

- Deep cleaning and old harvest methods (which were designed for trainees, who were sharing the process at the museum).
- Marketing.
- Some visits.

“Maybe the archaeology site, it is not my area, but I was enjoyed it. Because I have never experienced that before, a new trip for me.

We asked if there is any way the UK partner museum should change its programme for next year. Answers had these themes:

- No change is needed.

“I think it was perfect. They did extremely well.”

“I don't see any reason for change. I think they put everything they have into this programme.”

- Make parts of the programme optional.

“Make parts of the programme optional, with the possibility of fellows choosing to spend more time on areas corresponding better to their professional interests. Facilitate better interactions and more meetings with professionals (curators etc).”

“I believe participants should be given a flexible schedule to explore the galleries or museums they visit to have an understanding of display techniques used by the curators.”

- Start with contextual information.

“Although we were sent the programme in advance, I believe an orientation on the first day and detailed discussions of the programme with the Fellows may be useful.”

- Increase the time.

“I don't see a need to alter the program. What might be necessary is to allow more time to carefully explore all the departments presented. On the last day, we ended up being very rushed, without time to digest all the information we were receiving.”

“Perhaps starting a bit earlier to have time to explore the museum exhibitions, and thus make better use of the morning.”

“Extend the time in the partner museum by another two days.”

“Everything was so good! If I really have to pick one - perhaps you can think of the time being longer? So, the fellows get a week to visit venues and speak to people, and a dedicated two days, where they develop a project proposal/potential collaboration idea that they can take forward with individuals or institutions once they are back in their home countries.”

- Have more practical sessions.

“I believe that after introducing their museum, the UK partner museum should focus more on practical demonstrations, as practical learning imparts knowledge in a deeper and more lasting way.”

“Include a collaborative project for the team visiting the museums.”

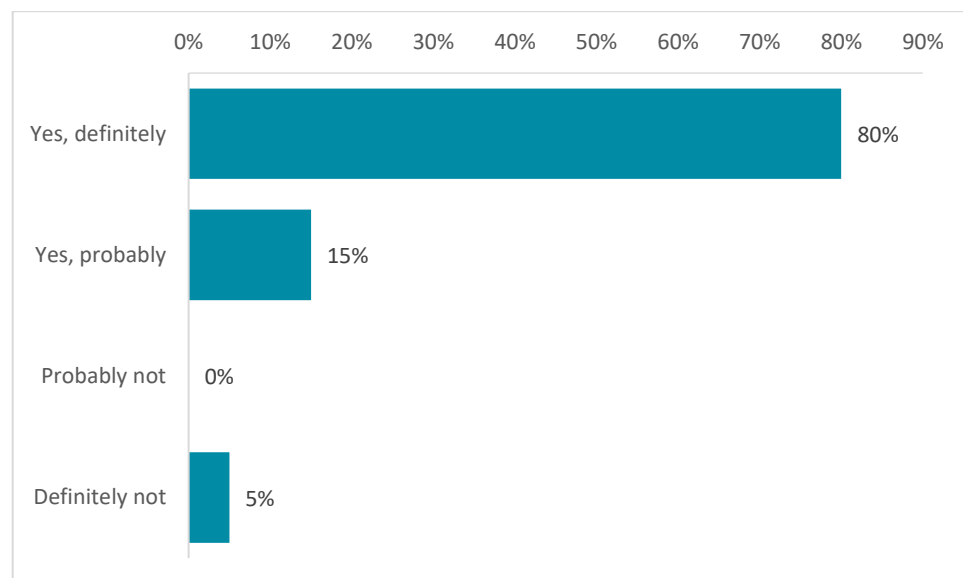
- Manage expectations.

“Perhaps the ITP team can advise future fellows not to compare or expect to have similar experiences like those going to bigger museums.”

OVERALL VIEWS

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

FIGURE 27: DID THE PROGRAMME AT THE PARTNER MUSEUM USE YOUR TIME WELL?



Comments had these themes:

- The programme was well designed and managed.

“The sessions schedule was very structured, with time for learning and fun at the same time.”

“It was very well organised, and everything was in its place and order.”

“The daily routine acknowledged and was mindful of time to rest, both mentally and physically. This is so crucial when one is part of a weeks-long programme like the ITP which can be very demanding and exhausting at times.”

“The people who received us were very attentive and helped us at all times to make the most of the experience. The sessions were very well selected in line with our interests, and we had a good balance between exploring the museums and the city.”

“The programme at the partner museum made excellent use of time. Everything was pre-planned, and they managed everything according to schedule. In just 10 days, we were able to learn a great deal.”

- The group worked well together.

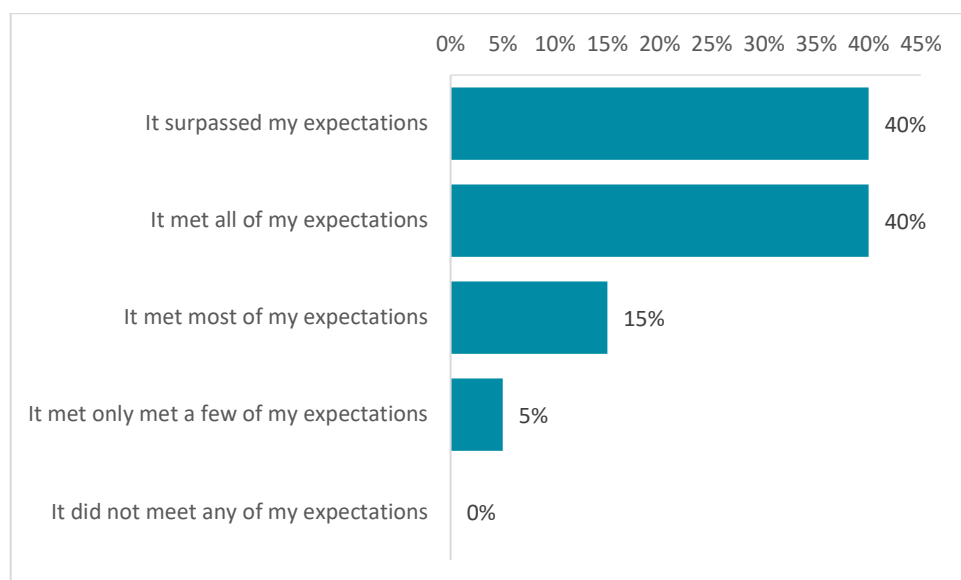
“The colleagues I was with in the ITP had many common interests, and we got along very well, which allowed us to make the most of our time getting to know each other, engaging in discussions, and attending sessions.”

- There could have been more time for reflection.

“I feel that involving three important institutions gave us an overview of museum and artistic spaces in the city, but it provided little time for reflection and sharing of closer experiences, given that we needed to move quickly between institutions during the programme.”

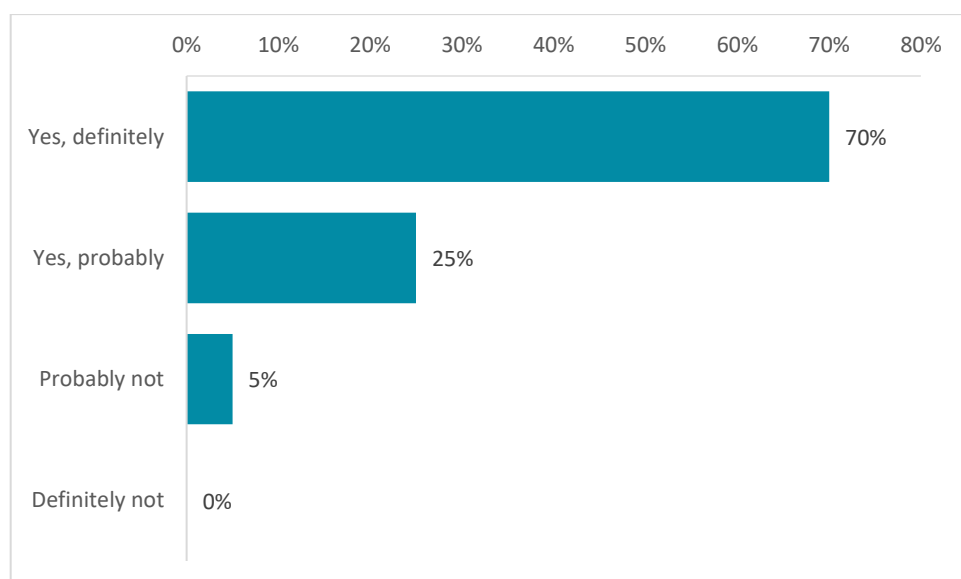
16 of the fellows (80%) said the partnership programme exceeded or met all their expectations.

FIGURE 28: OVERALL, DID THE PROGRAMME AT THE PARTNER MUSEUM MEET YOUR EXPECTATIONS?



19 of the 20 fellows said they feel they have a relationship with the partner museum.

FIGURE 29: DO YOU FEEL THAT YOU HAVE A RELATIONSHIP WITH THE PARTNER MUSEUM?



“Once we returned, we stayed in touch. It was very pleasant that they accompanied us in the Object in Focus project and at the farewell. I feel a genuine and real connection that can endure over time.”

"I am eager to establish a long-term relationship with my partner museum. During my conversation with the Director, I learned that they do not currently have a curator with my specialism and they invited me to collaborate with them on future projects. I am definitely keen to build a lasting connection and work together on future initiatives."

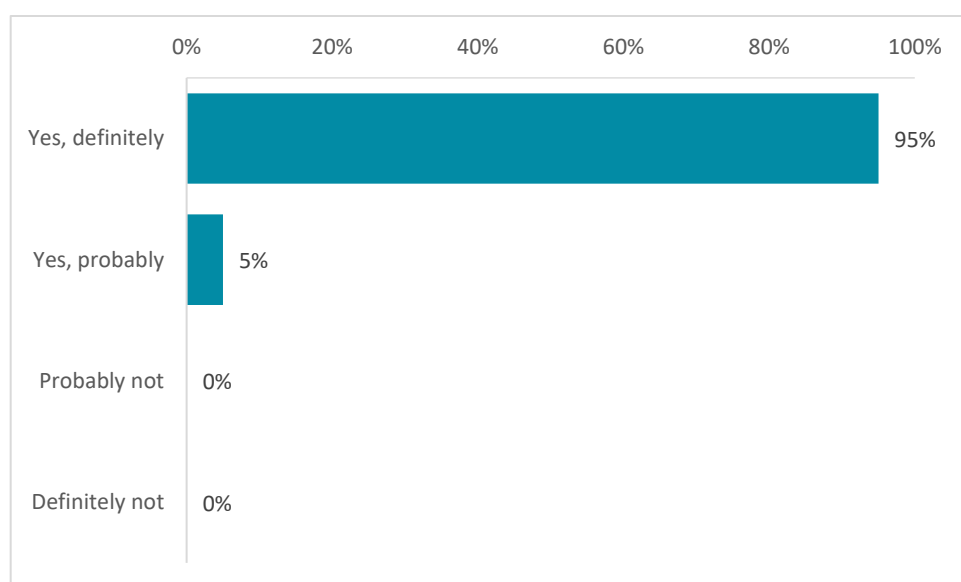
"Our values aligned, and I have expressed my wish for future collaboration with cataloguing and collaboration (to use the resources to create articles for our history website). I hope it happens!"

"I believe that we will mutually answer each other's questions and professional needs in the future."

"They were the best host, very caring and understanding."

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

FIGURE 30: DID YOU FEEL THAT THE PARTNER MUSEUM GENUINELY CARED ABOUT YOU AND YOUR WELLBEING?



"They continuously asked how I was feeling, were very empathetic, recommended places I might like, made sure I had enough coffee, asked if I had slept well, and maintained constant communication."

"They were there at the railway station to greet us. They welcomed us warmly and looked after our accommodation, meals, and every little detail as attentively as we would have done for ourselves. I genuinely want to express my heartfelt gratitude to the partner museum for the way they cared for us throughout our stay."

"They greeted us so much and took care of everything about us like we were part of a museum."

"They took care of us and our comfort, the schedule was flexible and organised, and the lecturers were highly experienced."

SURVEY OF PARTNERS RESPONSES

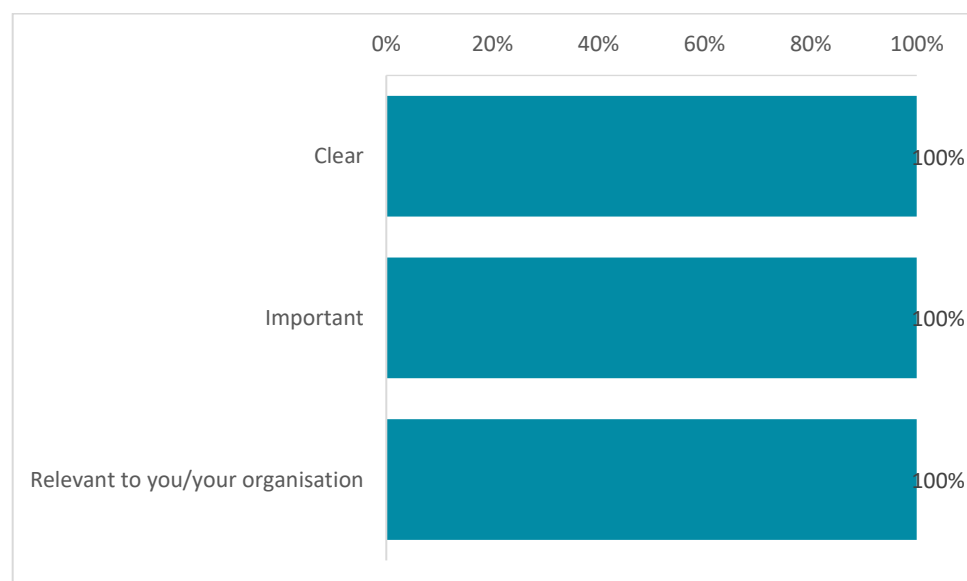
We received seven responses from:

- Glasgow Museums
- Lincoln Museum and Usher Gallery
- Manchester Museum
- Tyne & Wear Archives and Museums
- University of Nottingham Museum
- Whitworth.

ORGANISATION

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

FIGURE 31: WHAT DO YOU THINK ABOUT THE OBJECTIVES OF ITP?



"The ITP is a great opportunity to foster and strengthen our organisations relationships with a range of international colleagues. We always learn so much from hosting our fellows and hope that the experience is beneficial to all involved."

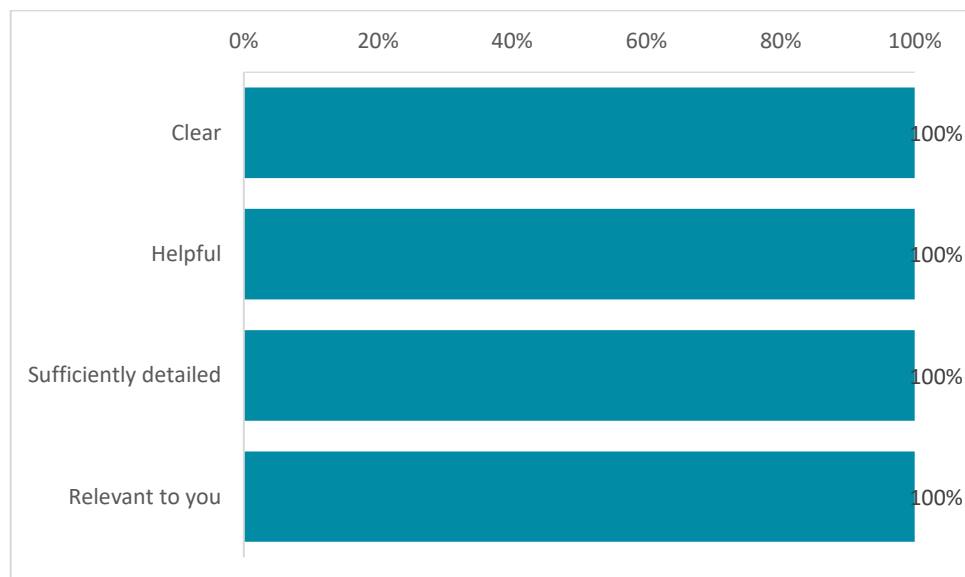
"The ITP objectives of international skills sharing have always been relevant to us."

All partners said the paperwork sent by the ITP before their participant arrived was clear, helpful, sufficiently detailed and relevant.

"I felt as though we had a good understand of the fellows' interests and areas of expertise prior to their arrival. Subsequently, I feel we created a suitable programme that appealed to the attending fellows.

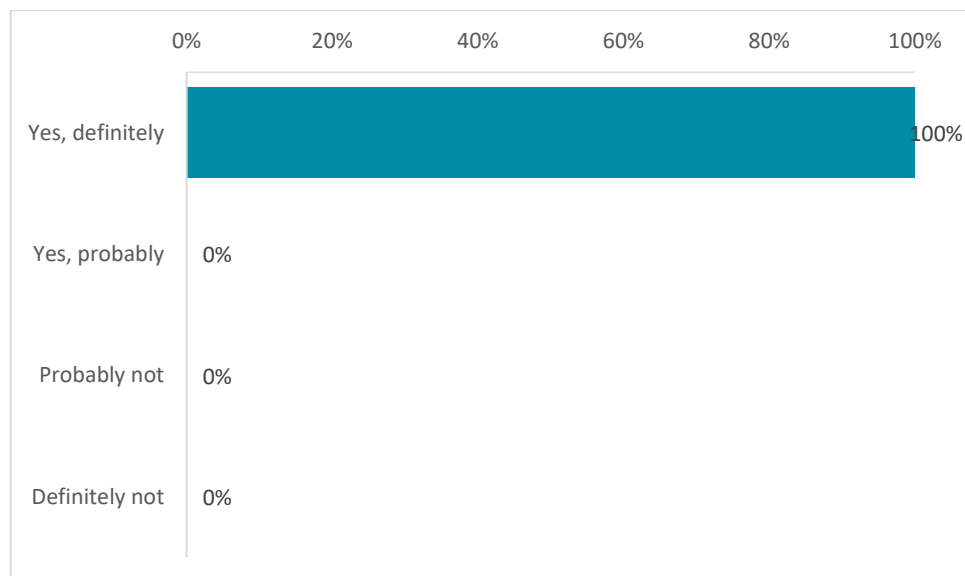
"Paperwork was as prompt as ever."

FIGURE 32: WHAT DID YOU THINK OF THE PAPERWORK SENT BY ITP BEFORE YOUR PARTICIPANT ARRIVED?



All partners were happy with the choice of fellows.

FIGURE 33: WERE YOU HAPPY WITH THE CHOICE OF FELLOWS?

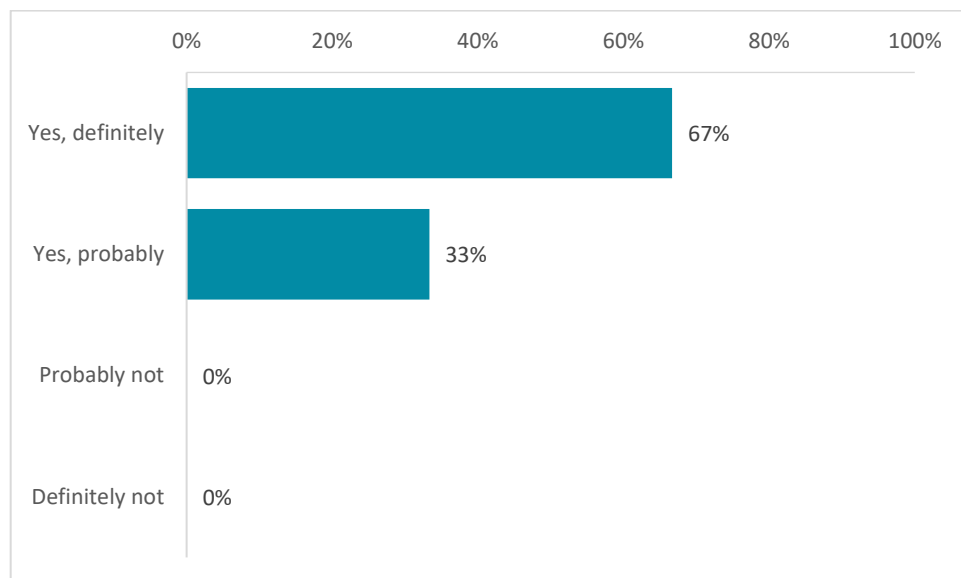


"The four fellows felt like a well-established unit and got on very well together personally and professionally - all were enthusiastic participants in the programme."

“As ever, a really great opportunity to meet and share perspectives with international colleagues. A lovely group of people, with real interest in the varies aspects of our practice. Having a native English speaker among them was a logistical advantage.”

All partners said it was clear why the fellow had been selected for them.

FIGURE 34: WAS IT CLEAR TO YOU WHY THESE FELLOWS HAD BEEN SELECTED FOR YOU?



“From the information I was sent in advance it seemed like a good fit with what we could offer.”

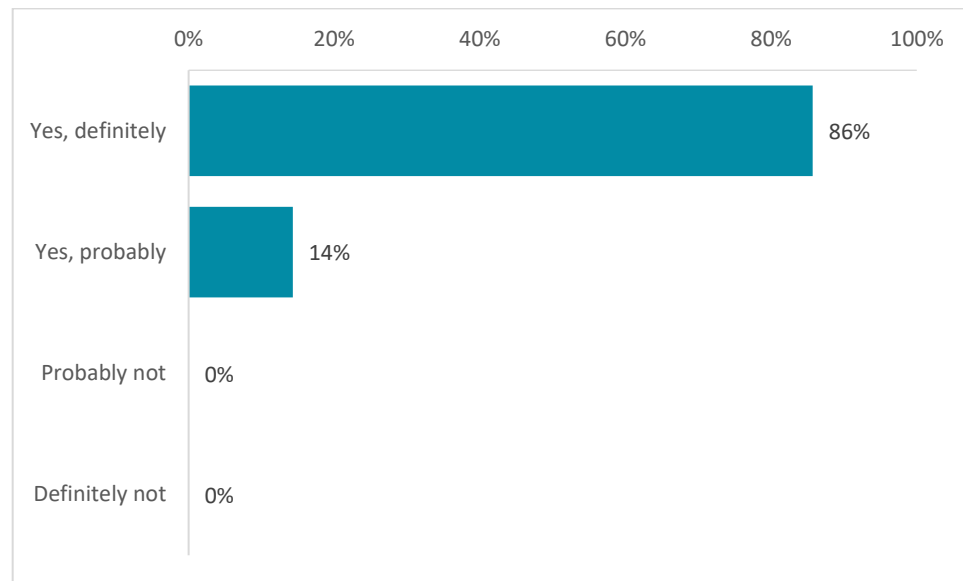
“I felt they all had a clear interest in the work we were doing here. Some already knew aspects of the service very well and another was familiar with the city.”

“The fellows all seemed very happy to have us as their partner placement and we were happy to host them - although I suspect it is equally important to form a workable group as to send people to their first choice of partner.”

All partners said the BM support was sufficient.

“Absolutely. As ever, the ITP team is extremely efficient and supportive, especially in facilitating the pre-programme Zoom, which is very helpful in getting a sense of the fellows' interests and personalities before they arrive.”

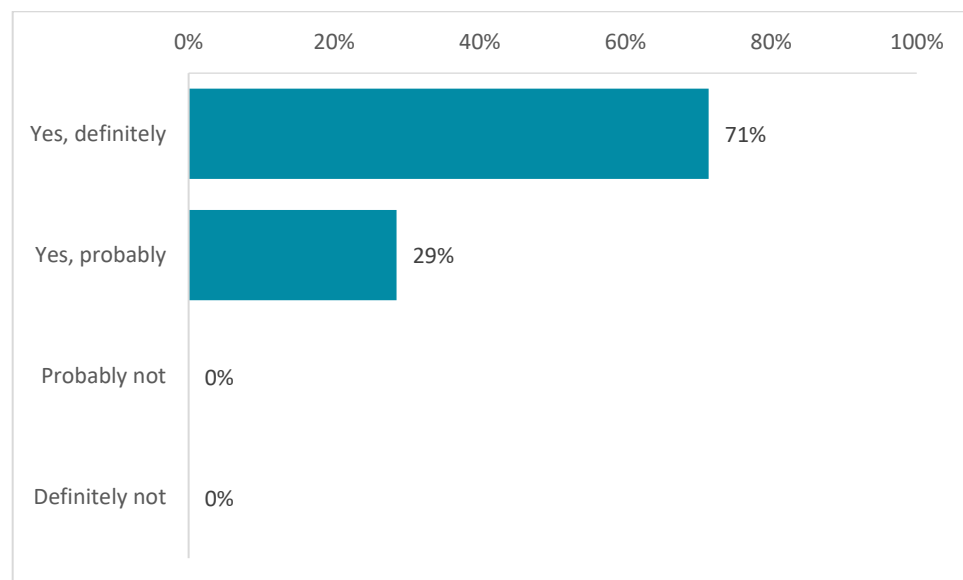
FIGURE 35: DID YOU THINK THAT THE SUPPORT THE BM GAVE YOUR ORGANISATION TO PREPARE THE PARTNER PROGRAMME WAS SUFFICIENT?



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

All partners said the online communication with the fellows was useful.

FIGURE 36: WAS YOUR ONLINE COMMUNICATION WITH THE FELLOW USEFUL IN PREPARING THE PROGRAMME FOR THEM?



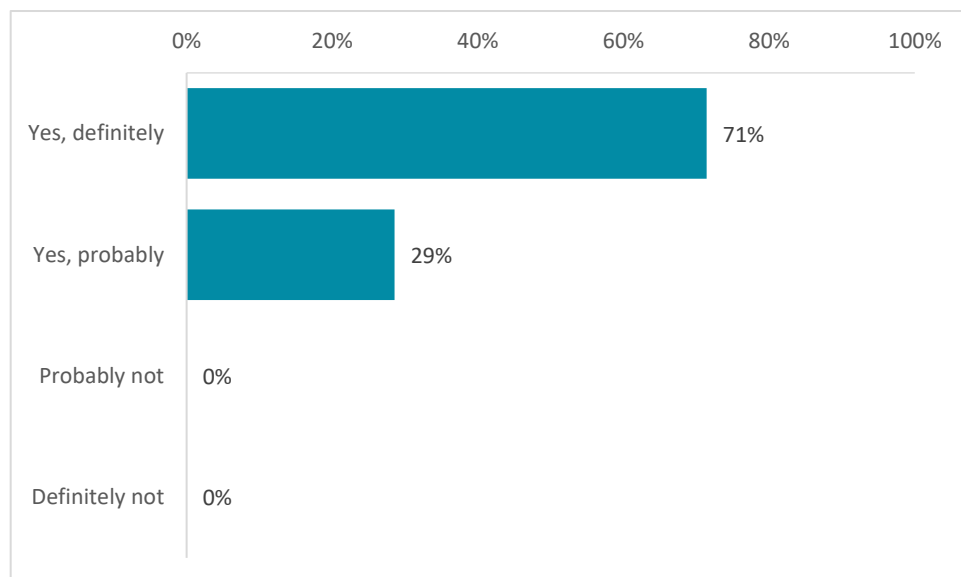
"Those who attended the initial meeting were keen and enthusiastic. I didn't work closely with them when designing the programme, but I did consult on a couple of aspects."

"This has been a great addition in recent years and definitely helped the fellows feel able to contact us prior to their arrival, and also helped us all feel a little more familiar with each other ahead of their stay."

ENGAGEMENT

All partners said the fellows engaged fully with the programme. As mentioned in the survey of fellows, one individual questioned the relevance of some sessions.

FIGURE 37: DID FELLOWS ENGAGE FULLY WITH THE PROGRAMME?



“Everyone attended everything but there was some discussion about the relevance of some of the sessions I had organised. I don't think all the fellows felt the same way about this and the incident did cause a few ripples of anxiety for the rest of the programme.”

“All the fellows were enthusiastic and engaged participants.”

“They showed great interest in everything we did this year. Only very rarely did phone calls interrupt a session.”

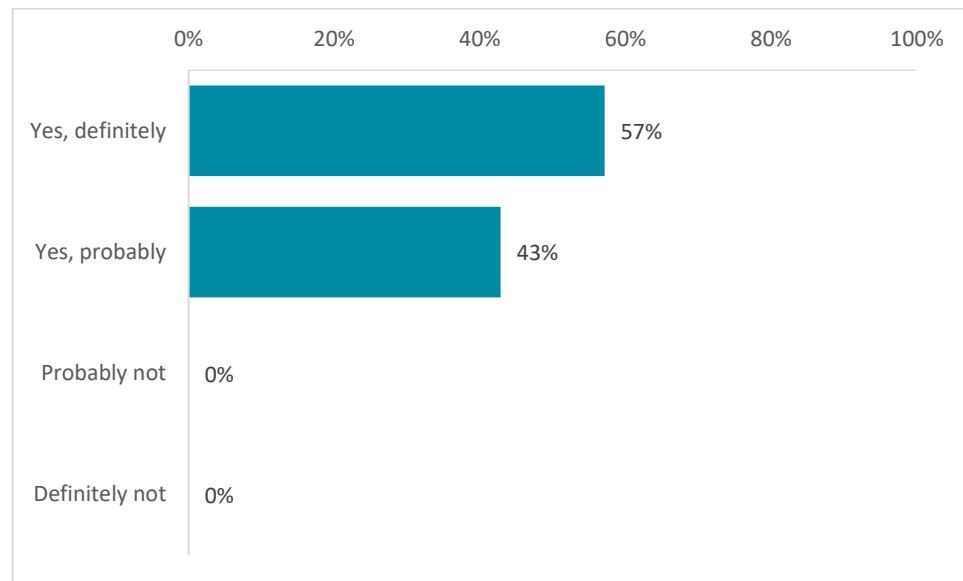
All partners said the fellows seemed to absorb all the information given, as far as they could tell. Comments were that the generally high level of English language skills this year helped.

“This varies so much depending on who is presenting and how tired everyone is, but I think yes, there was a good standard of English and comprehension among the fellows I worked with.”

“Yes, every tour and presentation led to lively and informed question and answer sessions/discussion regarding the topics and themes explored during these sessions.”

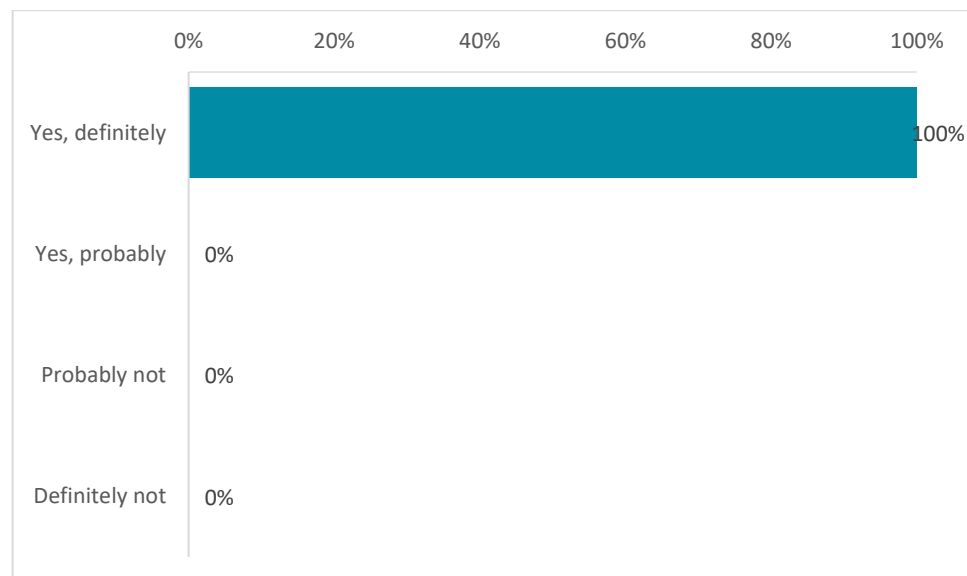
“I noticed that some sessions we offered did seem to be delivered very quickly, requiring a fluency in English (and regional accents) to fully absorb. Having a native speaker may, inadvertently, have implied the English level of all the participants was very high.”

FIGURE 38: DID YOU FEEL FELLOWS WERE ABLE TO ABSORB ALL THE INFORMATION GIVEN?



All partners said there was definitely a good working relationship between fellows and staff.

FIGURE 39: WAS THERE A GOOD WORKING RELATIONSHIP BETWEEN FELLOWS AND STAFF?



"Fellows and staff all got on well and we were all sorry to see the fellow leave!"

"Yes. This was clear in the keenness of fellows to follow up with individual contacts."

OVERALL VIEWS

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

- Flexibility and language skills of the fellows.

“Choice of fellows - they appreciated the nature of the city and what it had to offer and the work of the museum as part of a wider service with links to other local organisations.”

“Good standard of English spoken. Clear commitment on the part of fellows to making the most of the opportunities on offer and making it work well even if it was different to what they were expecting.”

“We were fortunate to welcome a very engaged, passionate, and friendly group of Fellows this year. There was a strong interest amongst the group in areas we have focused on in recent years, community engagement, family and school events/education, digital etc to name but a few. The fellows were keen to hear about the work we do and were comfortable offering their feedback and critiques and sharing their own experiences and expertise.”

“I had been somewhat apprehensive about the larger number of participants this year, but this in fact worked very well. Along with having a native speaker as part of the group, this allowed a certain degree of greater independence.”

- Learning from international peers.

“Another year of sharing perspectives, hearing how organisations are run with their values and ethos and what makes them tick. Once more we have made new connections and hope to keep in touch.”

- Involvement of Senior Fellow.

“I ended up meeting our Senior Fellow separately for a tour and a chat about museum studies before the main group arrived, so I felt that I probably got slightly more out of this ITP visit than previously.”

We asked about the weaknesses of the ITP. None were mentioned, other than challenges in the museum or local area.

“There is nothing that stands out as an overall weakness.”

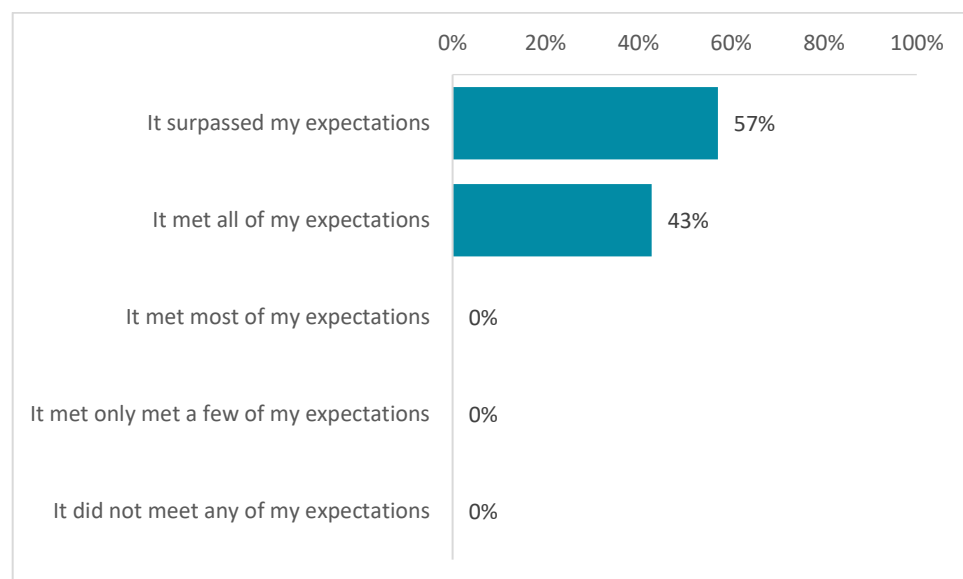
“I don't think there were weaknesses. I must remember that it's really worthwhile to go through the programme and explain what each day entails and why it's been included in the programme.”

“Nothing that springs to mind, it's a very strong programme.”

“I would not say there were many weaknesses this year, and any that were encountered were likely from our side. We are currently undergoing a restructure and as such certain members of staff and in some cases whole departments were unable to assist with this year's programme. However, this was taken into consideration when planning the ITP.”

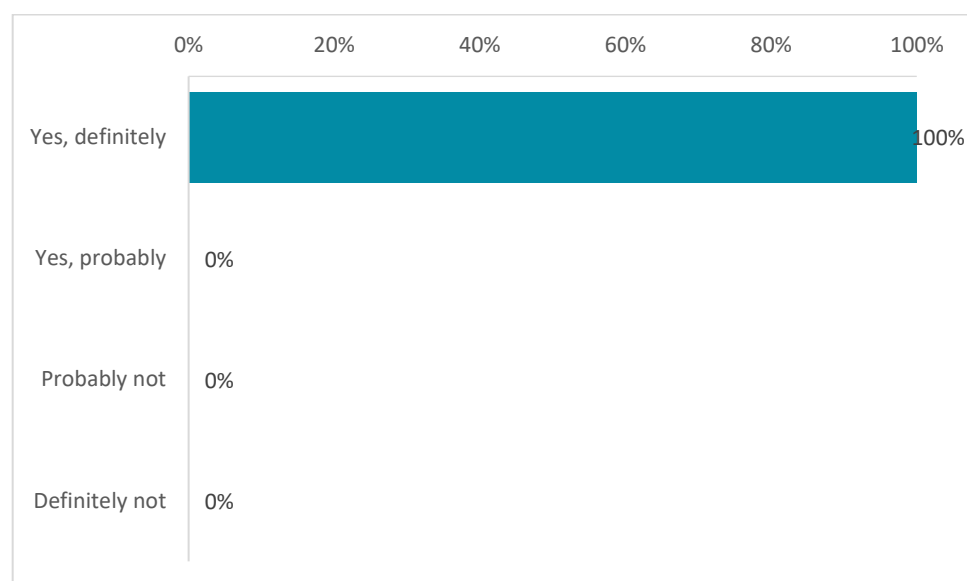
All partners said the programme surpassed or met all of their expectations.

FIGURE 40: DID THE ITP PROGRAMME MEET YOUR EXPECTATIONS?



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

FIGURE 41: DO YOU FEEL THAT YOU AND YOUR INSTITUTION HAVE A RELATIONSHIP WITH THE BRITISH MUSEUM?



"I have personally always felt a close connection with the BM, especially through the ITP team. The programme - the BM-based events in particular - is also a chance for me to reconnect with subject specific colleagues. More generally, since our South Asia Gallery opened, there is a feeling that the relationships exemplified by ITP could be better sustained in other curatorial areas."

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

- Enjoyment.

“Personally, I love doing it and being part of a UK network of partners who all do such different roles in their museums. Being a UK partner for the ITP is a career highlight.”

- Global network.

“This is always a genuine thrill to feel like you have meaningful connections around the world.”

“It is a wonderful opportunity to be involved in a global network of past and future fellows this gives staff an understanding of how museums and other heritage sites operate in different parts of the world and interesting to see how everyone is facing the same challenges and taking opportunities.”

- International learning.

“It really is a very special programme with incredible opportunities. It is wonderful to have the opportunity to meet and spend time with international colleagues and to also get to know our regional and national colleagues too.”

“Learning from each other and sharing skills, knowledge and new ways of working that can cross boundaries and countries.”

“My trainees learn about museums and getting museum jobs elsewhere in the world and are happy to have the potential of making contact with international museum professionals.”

“The ITP continues to be an important and welcome part of the Museum's programme. We are delighted to be part of the ITP and have learnt so much from our involvement over the years.”

“We are aware of the opportunities our involvement brings to foster international collaboration and discussion with the fellows and their organisations, and to learn from a range of international colleagues.”

- Development of working relationships.

“It is a wonderful opportunity to be able to move forward with other collaborations - for example the lunchtime talks.”

“Meaningful, wonderfully produced and excuse to connect once more with other local organisations when we team up to host. It has everything and more...”

- Focal point the museum's work.

“We value the opportunity to represent our museum to a range of museum professionals from all over the world.”

“It's hard work and very intense when the programme is on. My organisation appreciates sharing the work it does, and we had several colleagues attend fellows' presentations.”

"I think this year especially, ITP enabled a discussion of our practice including the role of 'critical friend'. Our Director always asks the fellows what they least liked. And this is an important, constructive step beyond the perpetually positive and into the nitty-gritty of museum-making in tough times. The visit is definitely a highlight of the Museum's year and allows just the right amount of time for our own institutional self-reflection, which otherwise I don't think we'd have the chance to do."

- Status.

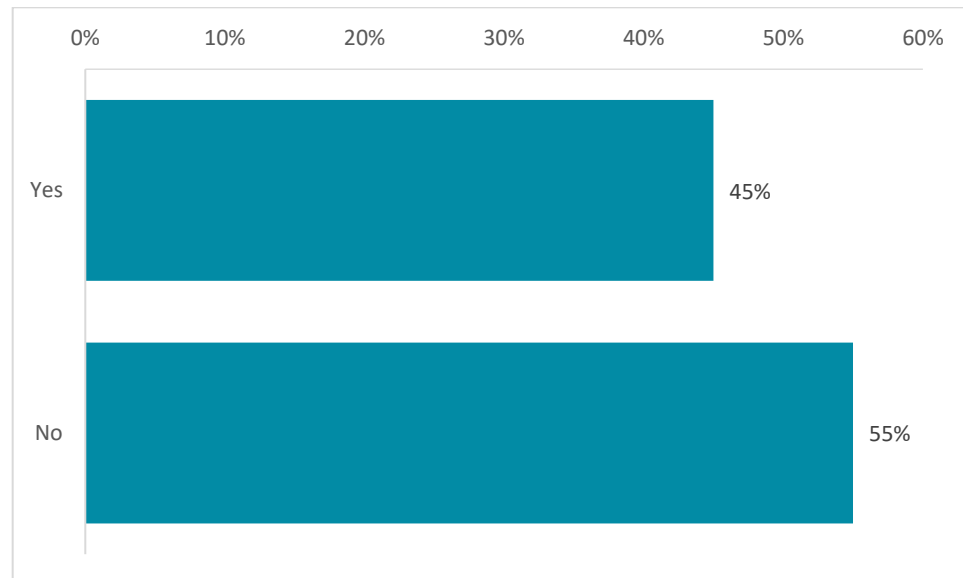
"A prestigious programme."

We asked if respondents had been in contact with any of the ITP alumni (2006 – 2022) outside of the Programme. All mentioned some contact.

SURVEY OF FACILITATORS AND SPEAKERS RESPONSES

We have 20 replies. Nine were running the session for the first time.

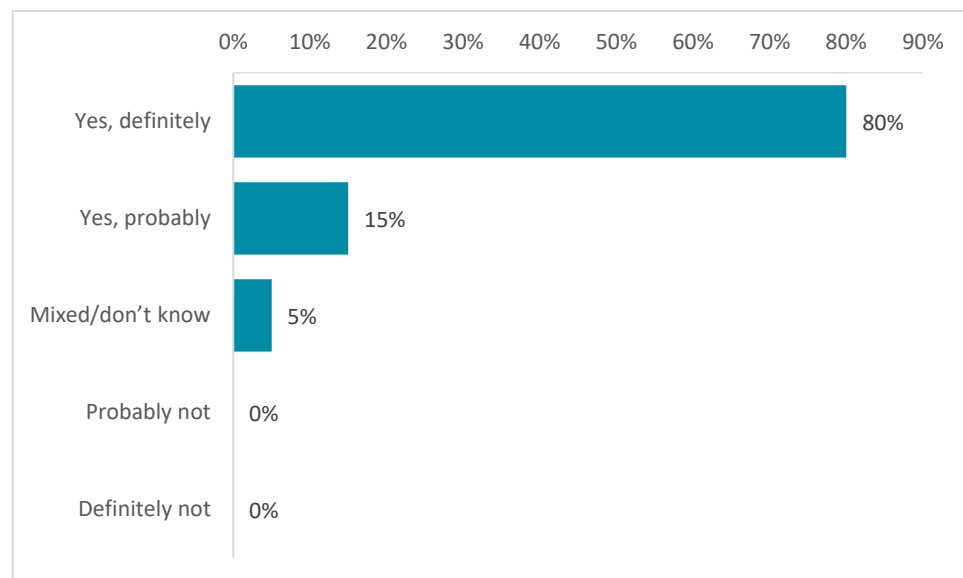
FIGURE 42: IS THIS THE FIRST TIME YOU HAVE RUN THIS SESSION FOR ITP PARTICIPANTS?



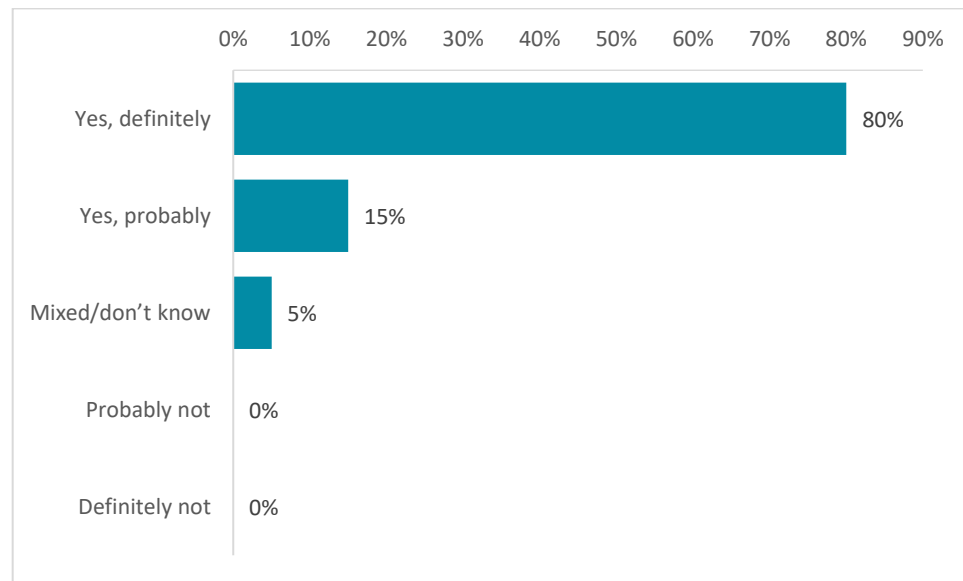
ORGANISATION

19 of the 20 speakers/facilitators said they knew what was expected of them and their session. No explanation was given for the “mixed” response.

FIGURE 43: DID YOU KNOW WHAT WAS EXPECTED OF YOU AND YOUR SESSION?

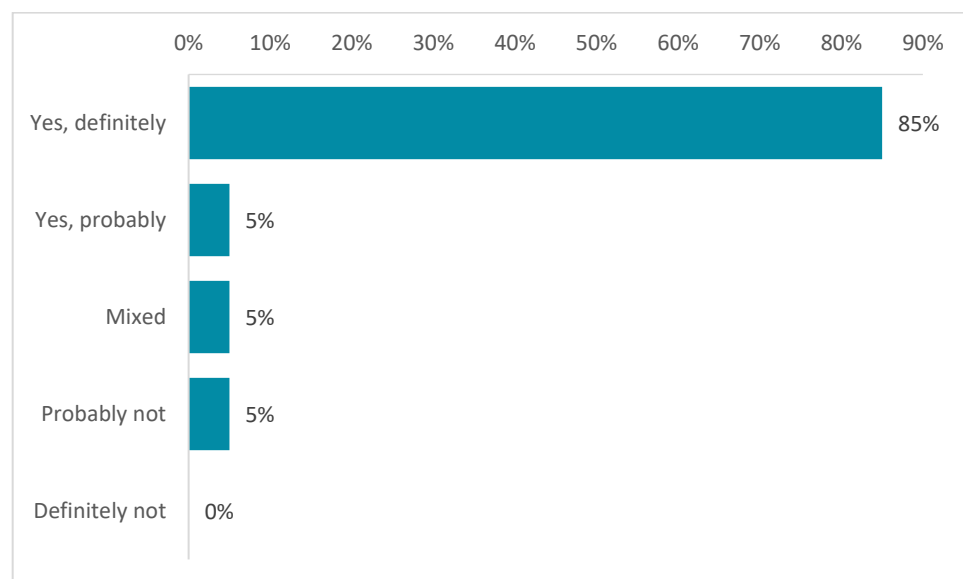


19 of the speakers/facilitators said they knew enough about participants and ITP in advance.

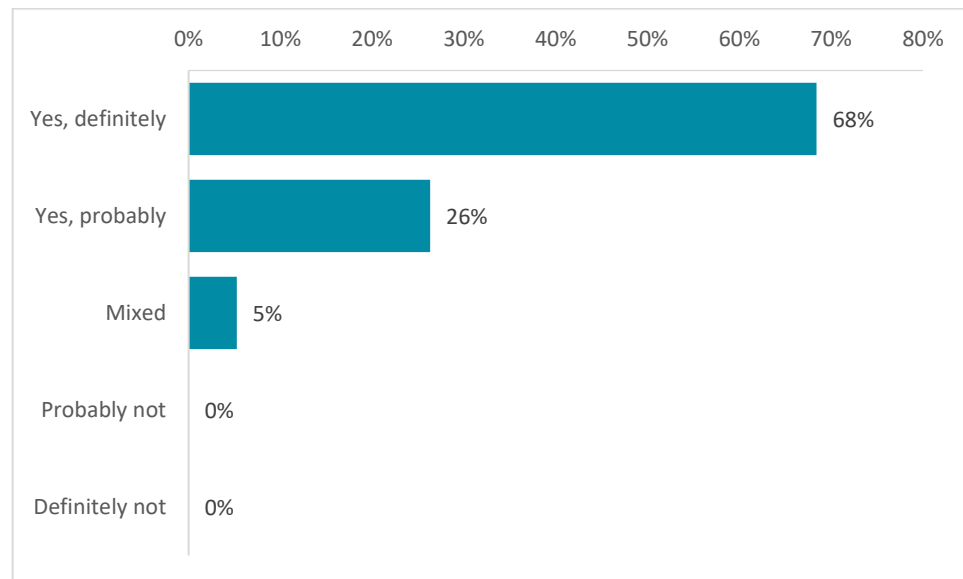
FIGURE 44: DID YOU KNOW ENOUGH ABOUT THE PARTICIPANTS AND THE ITP IN ADVANCE?

18 speakers/facilitators said the location for their session worked for them. Comments were that that the session was able to move part the way through, which was helpful because participants seemed to be tired to be in one place for a long time; and that the board room was not ideal for discussion.

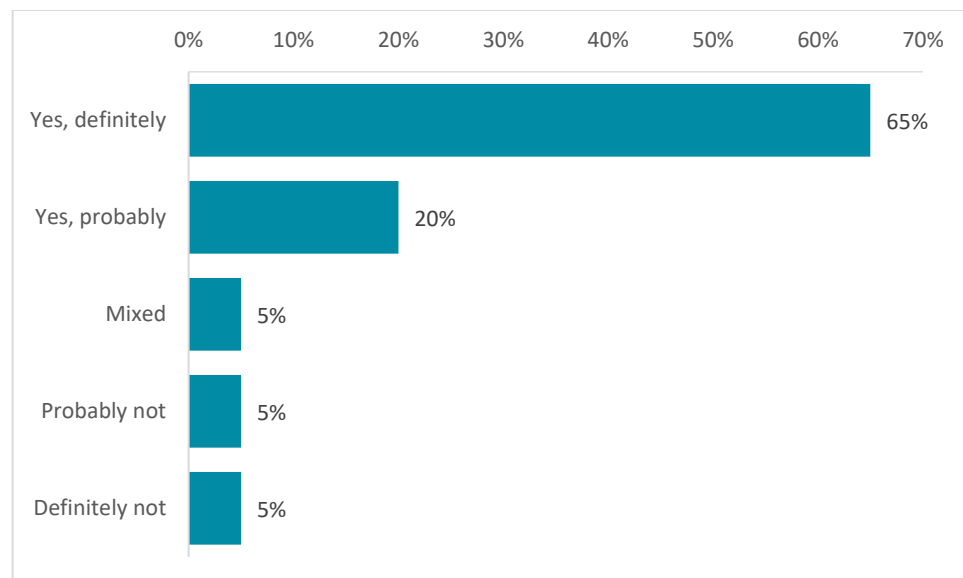
“My session was discursive and the size of the table in the Board Room acts as a massive physical barrier between the session facilitator and the participants, as well as making the screen too small for those furthest away.”

FIGURE 45: DID THE LOCATION OF YOUR SESSION WORK FOR YOU?

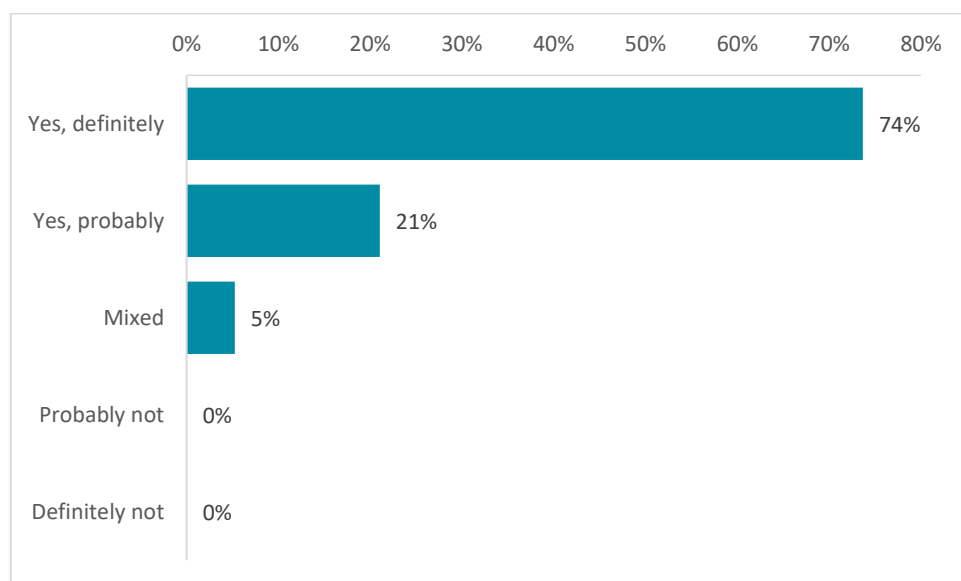
18 speakers/facilitators said the participants were easy to engage. Comments were that: some participants were more interested than others.

FIGURE 46: WERE THE PARTICIPANTS EASY TO ENGAGE?

18 speakers/facilitators said they had enough time for the session. Comments were that: one speaker/facilitator was told the incorrect start time; and that the activity or discussion needed longer, in one case because the group was much chattier this year than for previous years.

FIGURE 47: DID YOU HAVE ENOUGH TIME FOR THE SESSION?

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

FIGURE 48: 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. Six speakers/facilitators said their session was mainly or only a presentation, which is higher than for previous years and suggests speakers/facilitators might need more guidance and perhaps more time. The interactive elements were Q&A, discussion, tours and object handling.

“Purely a presentation, which I felt worked well for the group and was the best way to explain my work.

“Purely a presentation - worked well but I do think it could be fun to include interactive elements next time.”

“Presentation. Would be happy to look at something more interactive, but don't know that this is the easiest thing/would be useful.”

“If I'd been given more time and if the large screen had been used and the layout of the room had been different then it would have been much more interactive.”

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

- Nothing.

“I can't think of anything but would be open to feedback from the ITP participants if they had ideas to make our session more engaging.”

- Ask for feedback.

"It would be useful to know if the focus of the session (and of my presentation) was useful and of interest to the participants."

"I'd appreciate honest feedback from the ITP participants and organisers as to how they felt it was as a tour/session."

- Increase interaction.

"I think I would try to cut my talk down at the start and give the participants more time for their activity."

- Ask for requests to be streamlined.
- Ask for more information on other sessions.

"It would be helpful to know the overall programme - i.e. who else is talking to the group about audiences and programming and when, to try and make sure that everything is aligned as far as that is possible."

- Ask for a different space.

"I think that the lecture theatres work better for the size of the group."

"I would prefer 2.5 hours, with a break, with chairs around a big screen, no table and space for breakout sessions."

- Ask for more time.

"More time for introductions and conversation after the main session."

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

- Different perspectives.

"It is always wonderful to talk to ITP participants, and great to have these diverse perspectives."

"It was great to discuss with participants about universal marketing/comms topics and talk about how different strategies can work in different places and situations."

"The opportunity to present our work to international visitors from countries and cultures which are not rooted in European history, as this made me think in different ways about how to present some types of information."

"Really diverse group lots of different perspectives and experiences."

- International connections.

"Meeting all these colleagues from around the world and making new connections/friendships."

"It's special that we can share knowledge and create connections through this way of working."

"Nice to meet colleagues from other parts of the world and to represent the Museum."

"Interacting and networking with a global museum community."

- Being valued.

"The mix of people in the room, their perspectives, their willingness to engage and learn, and feeling like your work is valued and interesting both by the Museum and by other professionals and institutions."

"It's great to know that what I do here has interest abroad and is relevant to others internationally."

- Enjoyment.

"It is very enjoyable having an opportunity to meet museum professionals from such a wide range of museums and countries."

- Learning.

"A rare opportunity to meet and learn with international colleagues."

"The opportunity to discuss ideas with a range of colleagues and to present them with ideas of good practice, but whilst still allowing for a discussion and exchange of knowledge."

- Supporting others.

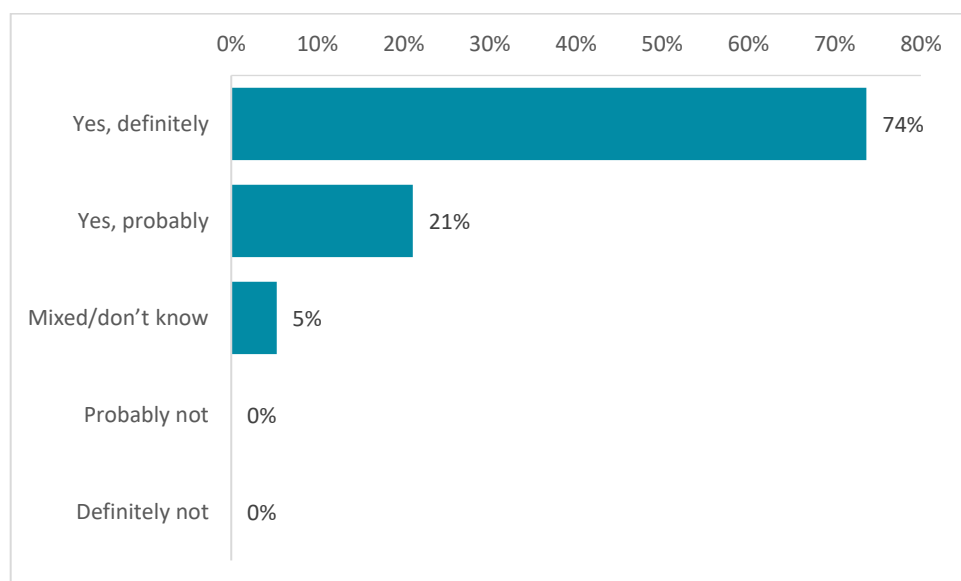
"It is so interesting to hear about their museums and learning priorities and be able to answer questions and share ideas they can make their own."

"You get the chance to support colleagues from around the world on their heritage journey."

- The engagement of participants.

"The enthusiasm from the cohort. They ask very pertinent questions and were eager to learn more."

18 of 19 respondents said they feel proud that the BM has the ITP. One said they feel glad rather than proud.

FIGURE 49: DO YOU FEEL PROUD THAT THE BRITISH MUSEUM HAS THE ITP?

"It is one of the best legacies of the BM for posterity. It genuinely shows that the institution cares about supporting the cultural heritage globally and help advancing colleagues."

"It's such an important programme and I always feel very honoured to ask to share my knowledge with other experts."

"It is important that the BM does share its knowledge and experiences with delegates from around the world."

"The ITP demonstrates an integral value of the Museum to share expertise and best practise with international museum colleagues."

"The Museum has a duty to spread knowledge and experience - but also I think it allows us as museum professionals to use our enthusiasm to inspire others."

SURVEY OF DEPARTMENTAL REPRESENTATIVES

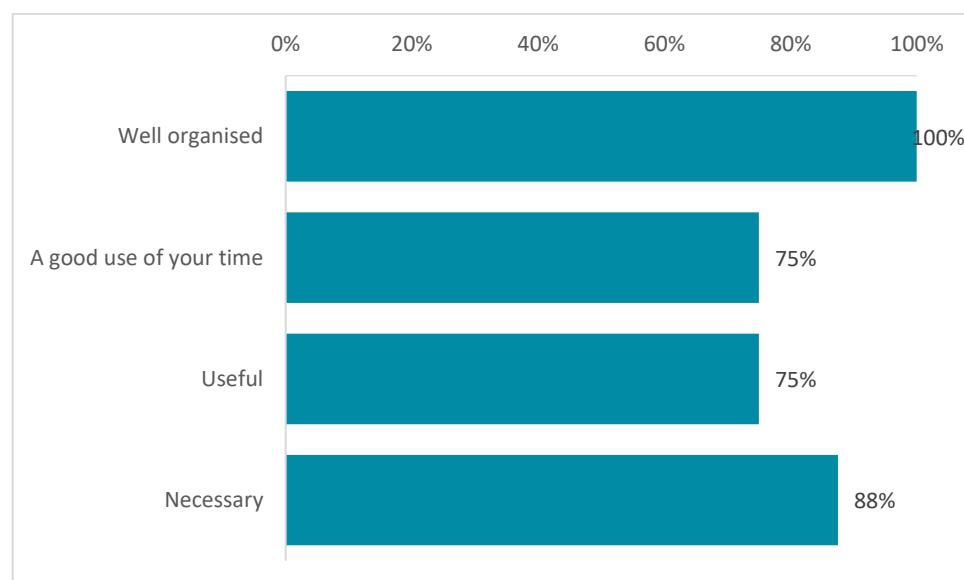
INTRODUCTION

We received eight responses: one from Africa, Oceania and Americas, two from Ancient Egypt and Sudan, one from Asia, one from Greek and Roman, two from Middle East, and one from Money and Medals.

MONTHLY MEETINGS

The monthly meetings are judged as well-organised, a good use of their time, useful and necessary. The questions asking if the meetings were necessary and a good use of time received a higher score this year. The caveats were that the respondents have many other meetings to attend, and that also they would like an agenda for the meeting.

FIGURE 50: WHAT DO YOU THINK OF THE MONTHLY MEETINGS? (AGGREGATION OF “YES DEFINITELY” AND “YES PROBABLY” RESPONSES)



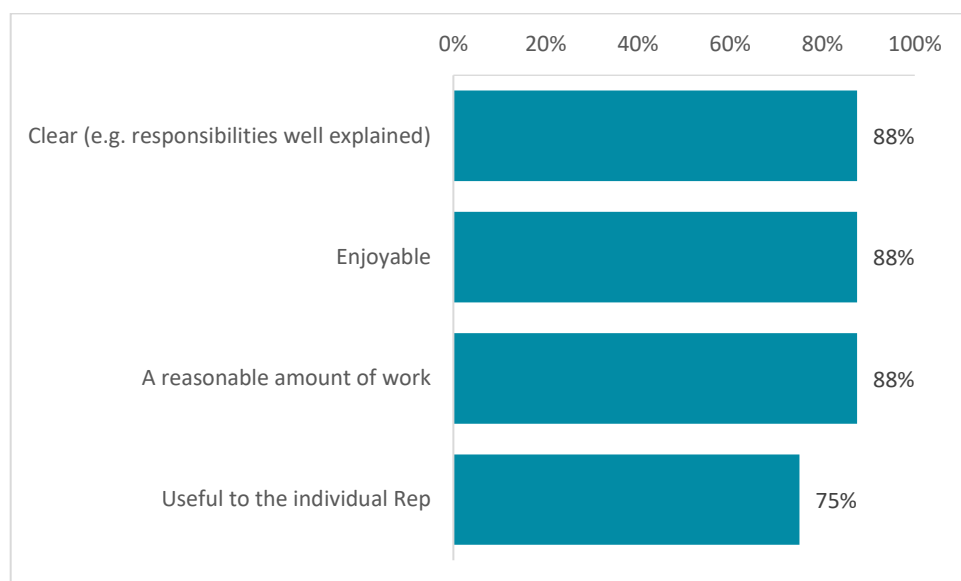
“They were really important to get an understanding of what other departments were planning and what challenges they had.”

ROLE

Most respondents said the role of departmental rep was enjoyable, clear, a reasonable amount of time, and mainly useful to the rep. Comments were that it is a lot of work, but the ITP team were always there to help.

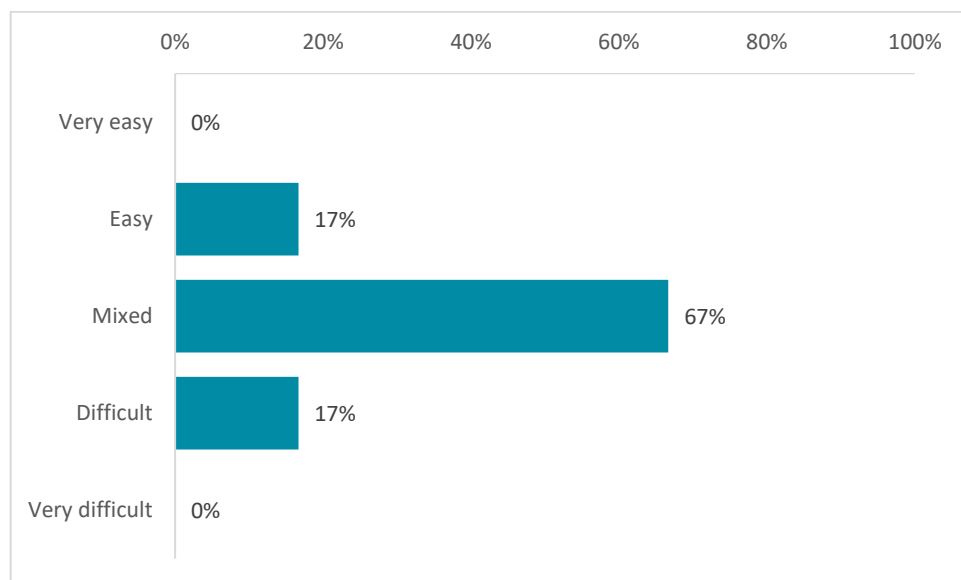
“I guess the department rep is somewhat self-selecting - you wouldn't do it if you didn't want to (unless forced to!) and you have to like the personal elements of the role (which is more social than anything else). The problem is that department colleagues don't always appreciate the amount of effort, the importance of the ITP, or indeed contribute enough (even though the actual amount of time being asked for is not huge).”

FIGURE 51: 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 easy or mixed depending on the individuals. As with previous years, some people were eager to be involved and others less so.

FIGURE 52: IS IT EASY OR DIFFICULT TO GET OTHER PEOPLE TO HELP DELIVER THE PARTICIPANT’S PLACEMENT IN THE DEPARTMENT?



“Low staffing levels in recent times have not helped, but to be cynical some people have grown accustomed to doing what they want and only pay attention to ITP delegates when it suits their project.”

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:

- Pair up departments with low staff numbers/very big programmes. Some departments are not involved at all - for example, BEP.

“Given that the ITP is not a research programme, and delegates are not necessarily closely interested in the collections from their countries in the department (as they have such a broad range of roles), other departments could help deliver many of the experiences and skills that they want from the programme.”

- Ensure that departments are only providing specialist sessions that cannot be delivered by other functions.
- Remind departmental heads about their responsibility to the programme and be clear about the amount of time involved.

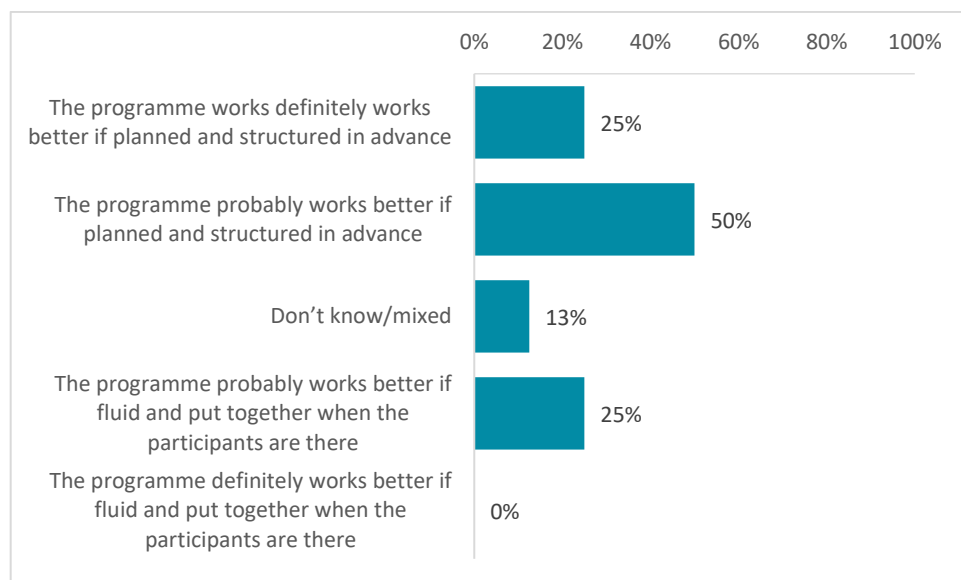
“Some advocacy among the Keepers might be helpful to get more people on board, mentally and actually.”

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

STRUCTURE

More respondents said that programmes work better if structured. Comments were that it was important to have a plan so that staff know what they have signed up to and when, but some flexibility is also needed to adjust sessions to the fellows’ interests.

FIGURE 53: DO YOU THINK THE DEPARTMENTAL PROGRAMMES WORK BETTER IF THEY ARE TIGHTLY OR LOOSELY STRUCTURED?



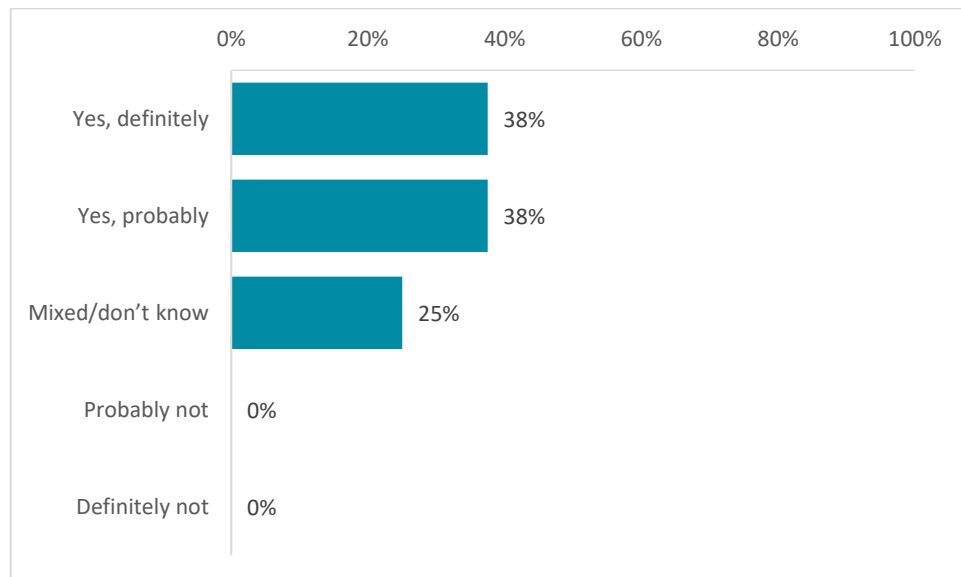
Departmental reps who expressed a view said the format for Object in Focus projects worked for them. Comments were that:

- The structure was better than last year.

“The structured sessions helped with planning departmental time, though the second one could have been more interactive.”

- Choosing an object in advance focused the attention of the fellows.
- The fellows seemed to need more time.

FIGURE 54: DID THE FORMAT FOR OBJECT IN FOCUS PROJECTS WORK FOR YOU?



OUTCOMES

Respondents were asked whether the experience of being a departmental rep was beneficial to them. Answers referenced:

- Connecting with other functions in the museum.

“It's been important in showing me other aspects of the museum's programme, which might well have passed me by.”

“I learnt how things are done at the British Museum (I'm new).”

“As a new staff member, it has given me more connections and insight into different departments, including both the people and their work, which has been very valuable.”

- Reflecting on different museum approaches.

“It helps to understand what colleagues in other museums/countries experience in their work lives (and makes you aware of the global heritage profession, not just the slightly self-flagellating/self-congratulating UK sector).”

“Meeting people from all over the world and hearing about their projects.”

“It has helped me think more creatively about possibilities for future projects and displays, based on the seminars I attended and discussions with the fellows.”

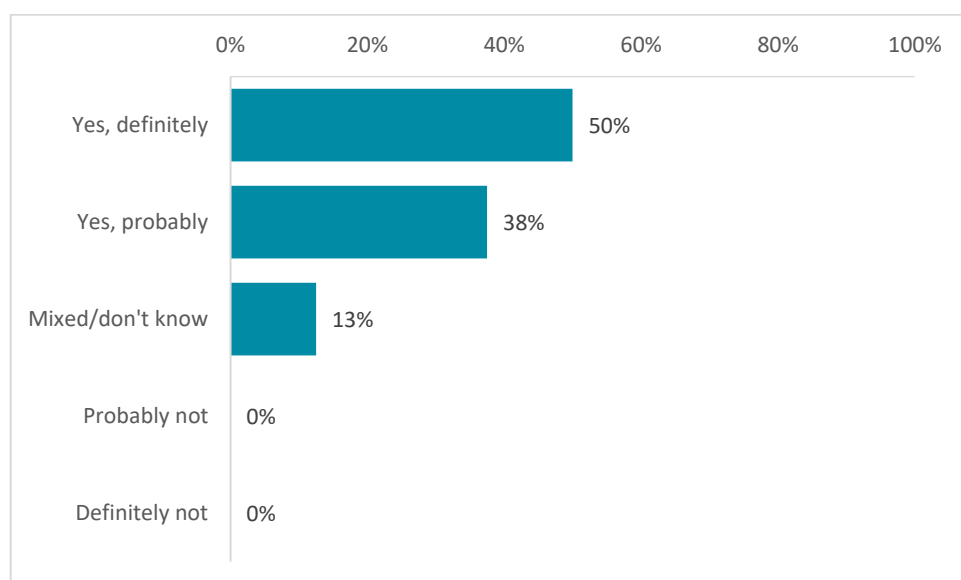
“I developed new skills around object-focused learning.”

- Strengthening relationships with other people in the department.
- Building contacts with UK museums.
- Building an international network of museum professionals.

There is a sense that ITP gives a time for reflection that has been reduced through the increasingly pressured working environment.

Seven of the eight respondents said the ITP is beneficial to their department.

FIGURE 55: IS THE ITP BENEFICIAL TO YOUR DEPARTMENT?



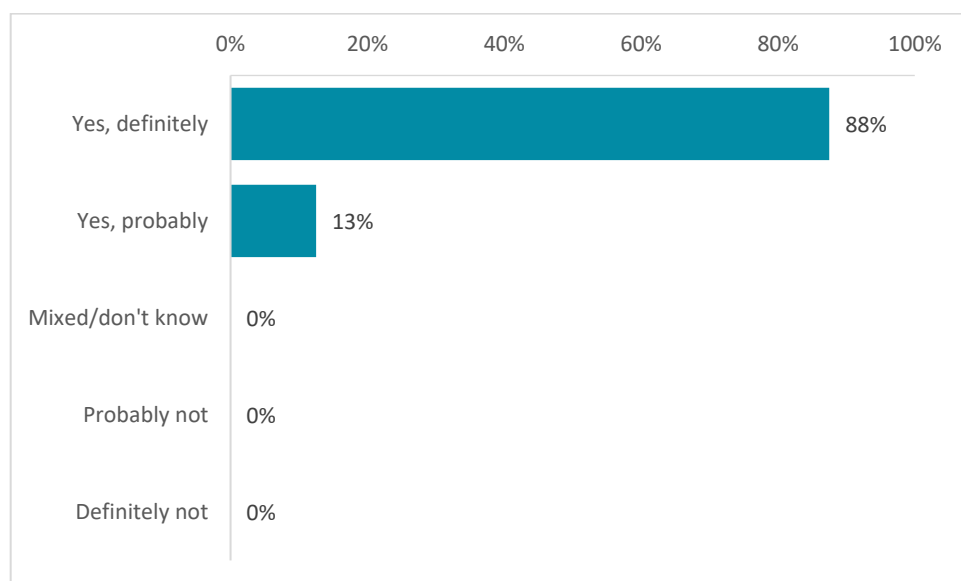
“Yes, though not all colleagues realise this! We have made very good contacts and friends over the years. It would be great to be able to host fellows to return to work with us (for example on the collections).”

“Through the ITP participants we get an insight into the heritage sectors in their countries and learn from their challenges.”

“Where participants come from museums that have similar or complementary material to the collections we hold, ITP enables us to build individual links and colleagueships that may lead to joint projects and collaborations.”

“It is very important for our continual establishment of strong relationships with our international colleagues.”

All departmental reps said they were proud of the ITP.

FIGURE 56: DO YOU FEEL PROUD THAT THE BRITISH MUSEUM HAS THE ITP?

"It's an excellent programme that I think is mutually beneficial and helps to dispel some of the bad vibes the museum attracts. The many delegates I have met over the year have really enjoyed the experience, and for some at least working in less than favourable circumstances, it provides lots of benefits which we have a duty to support."

"I feel that the ITP offers people from developing parts of the world an opportunity to explore a variety of issues within the heritage sector, and how the profession is practiced in the West. It also, and equally importantly, enables the participants to both meet colleagues working in a similar field to theirs here in the UK, and to meet and work with others like themselves from other parts of the world."

"Meeting people who have completed ITP is a real pleasure and watching networks grow between participating institutions is very satisfying."

"It is a wonderful programme and I am delighted to be involved with it!"

THE FUTURE

Six of the eight respondents said they would consider being a departmental rep next year. Two said they thought arrangements in their department might change.

SENIOR FELLOW INTERVIEW

INTRODUCTION

The Senior Fellow was Yanoa Pomalima.

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

Yanoa used to work for the Ministry of Culture so had no difficulty scheduling the work of Senior Fellow. All that was needed was to organise the timing for the three other projects on which she was working.

WAS YOUR ROLE CLEAR?

Yes. Yanoa talked to the Senior Fellow when she attended ITP two years ago and he answered all her questions. She understood that the Senior Fellow is like a mediator between the British Museum, and like a companion for them to help them gain as much as possible from their visit to London including seeing the city.

WAS YOUR ROLE APPROPRIATE?

Yes. It is important for fellows to have someone with them, someone they can text at 1am if they are struggling with being away from their families. Some were travelling abroad for the first time. Some were not confident speaking English. The senior fellow is staying in the same accommodation and so can have conversations during everyday life in the kitchen, share meals with them in the evening.

The most controversial session was the one on repatriation. Fellows wanted to know how open they should be. Yanoa suggested that the ITP is like a family and this is their time for asking things, which they could do individually in the department if they didn't want to speak up in the group. This went very well and fellows reported back that when they spoke to people in the BM about the subject, they were very nice.

DID THE FELLOWS TREAT YOU WITH APPROPRIATE RESPECT?

Yes. The fellows were all very sweet, they all wanted to learn and explore.

DID YOU GET ENOUGH SUPPORT?

Yes. Yanoa also attended one of the conferences last year. Communication is always fast and helpful. Everything she needed has always been there.

WAS THE WORKLOAD RIGHT?

Yes. Yanoa also wanted to see specific museums for her own learning and was allowed to leave early. The ITP team also helped her organise a visit to Irish museums, who are not part of ITP.

WAS BEING A SENIOR FELLOW A USEFUL EXPERIENCE FOR YOU?

Yes. It is interesting to see behind the scenes, to understand how to develop an international training programme. Yanoa hoped to develop similar training in Peru. Because of the pandemic, the programme was slightly different when Yanoa attended, and she wasn't able to spend as much time as she wanted with the Yanoa department at the British Museum. Being a senior fellow has given this time and she has been talking with the department about a possible project around writing narratives with native communities. She also widened her professional support network.

"Being a senior fellow was a great experience. It felt like coming home. I felt really comfortable from the first day. I already knew where the office was, and the ITP were friends as well as colleagues."

DID THE EXPERIENCE HELP YOU DEVELOP SKILLS AS A TRAINER?

Yes. Yanoa has delivered workshops and gave a presentation on the last day of the ITP. She has never been in charge of an international team and really appreciated how every culture has something to teach you. She also learnt how to balance being in the ITP and pursuing her own professional interests.

DID THE EXPERIENCE USE YOUR TIME WELL?

Yes. She attended many of the sessions which allowed her to incorporate herself into parts of the programme.

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

Yanoa is interested in widening ITP to involve or roll out learning to smaller museums; and also to incorporate more local voices and professionals including artists, beyond curators and directors. The different perspectives could enrich dialogue.

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

Yanoa would love to be part of the BM somehow. She would like to have an ITP course, shortened to five days, in Peru and Brazil. There are a great many community museums that could gain from attending. Yanoa thinks many people would like to be part of the wider ITP network.

CONCLUSION

ITP is a finely crafted and meticulously delivered programme that invariably scores highly in surveys in terms of:

- The quality of organisation of each element of the programme.
- The care taken to reflect fellows' individual interests.
- Fellows' feeling that the BM cares about the wellbeing of each participant.
- Fellows' relationship with the BM and partner museums.
- Fellows' appreciation of the role of the Senior Fellow.
- Fellows' valuing of the international nature of the cohort and the desire to be part of the alumni network.
- The learning and impact on fellows' practice.
- Partner museums' satisfaction with the matching process/selection of fellows.
- Partner museums' gains in learning and international networking.
- Departmental reps pride in the programme.

What changes each year is:

- The English language skills of participants, which has other implications such as how tiring they find the programme.
- The expertise and interests of fellows and their ability to communicate these to the ITP team in advance, to help the customisation process
- The extent to which fellows understand the value of learning about the range of functions in a museum.
- The chemistry between fellows.
- Participants' appreciation of the group experience as opposed to pursuing their own interests.
- To a lesser extent, fellows' commitment to ITP and willingness to concentrate on each training session.

This was an exceptional cohort of ITP fellows. Their English language skills were stronger and so too apparently, or because of the greater fluency with English, were their leadership or critical thinking skills. Either way, the comments this year are particularly detailed and thoughtful. Some of the strengths of the programme, which have been understood from previous responses, are communicated vividly and in detail this year.

Fellows also made suggestions for change, while emphasising their understanding of the challenges of designing a programme for such a diverse group, with a limited time period:

- Make parts of the Partner programme optional.
- Have more practical sessions in the Partner museum e.g., a collaborative project.
- Extend the time in the Partner museum.

- Meeting community partners in Partner museum learning programmes.
- Provide the course handbook in digital format before the visit.
- Improve internal communication within the Partner museum so that all presenters know the background and interests of the fellows.
- Send fellows a draft schedule for the BM department before the visit.
- Direct fellows to information on the BM department's collection before the visit.
- Have more small groups sessions in the BM.
- Make day trips optional.
- Make time for fellows to organise their own individual day trips and report back to the group.
- Organise the BM department time so that fellows are shared between two departments.
- Extend the time in the BM Department.
- Allow fellows to choose their own Object in Focus.
- Have larger groups for the Object in Focus exercise.
- Offer a stipend for Indigenous people to attend.
- Consider ways to connect to a wider network of community museums.
- Create a dedicated online platform for ITP alumni.
- Facilitate mentorship between ITP alumni or fellows.

These comments are in the context of very high satisfaction. 89% of fellows said the UK programme surpassed, or met all of, their expectations. This is the second highest satisfaction rating in our last ten years of evaluating the ITP.