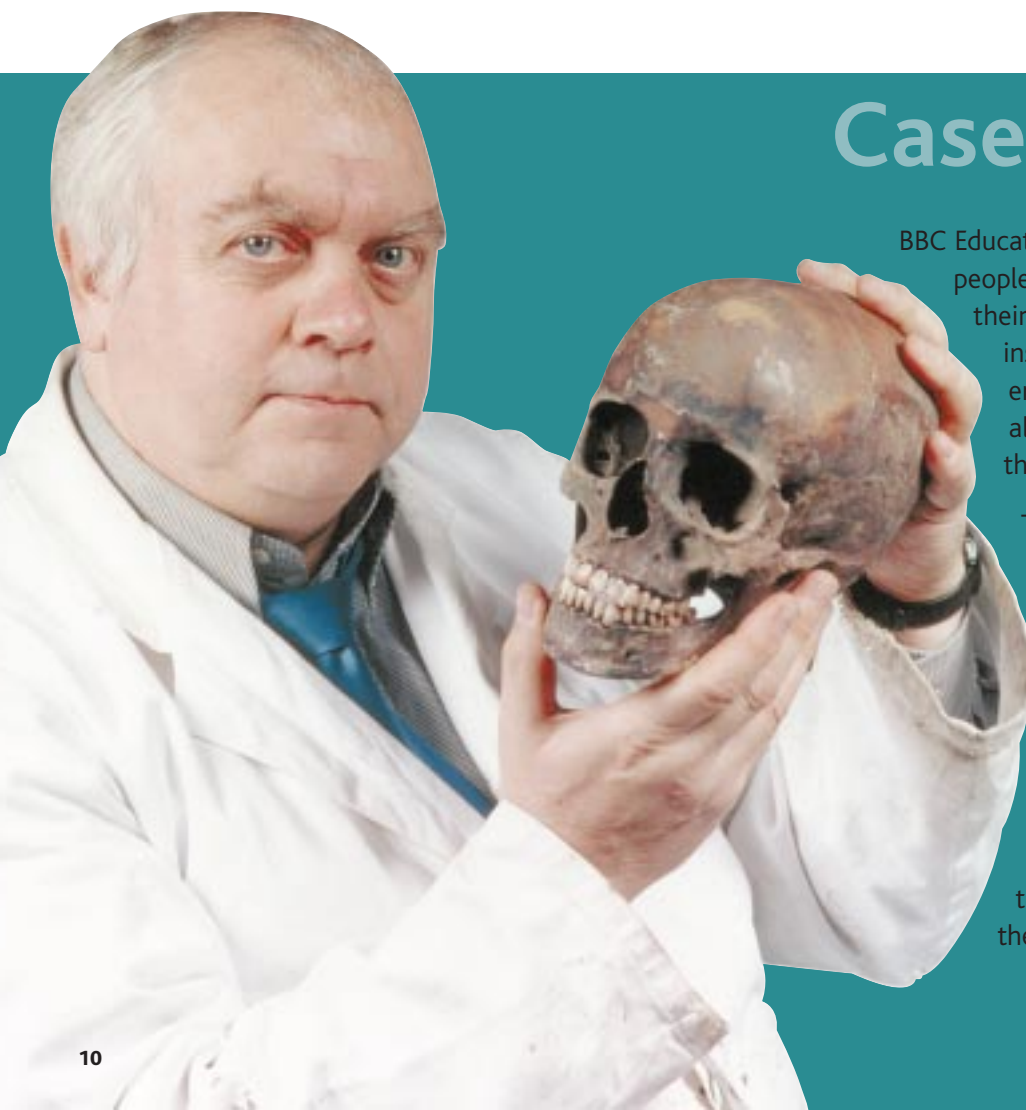


Section 2: What Has Happened So Far?

A great deal has already happened as a result of this Government's programmes, the contributions of other bodies and museums' own initiatives.

DCMS has:

- established a new national body, Resource: The Council for Museums, Archives and Libraries, to provide strategic advice on the development of these sectors;
- since April 1999 enabled all children, and from April 2000 all those over 60, to gain free admission to those national museums and galleries it funds that were previously charging for entry;
- set up under the Museums and Galleries Commission two new challenge funds of £1/2 million each to support education and ICT in museums;
- funded educational projects through its £15m designated museums challenge fund;
- contributed £85,000 to the 24 Hour Museum, a website providing easy access to information on all museums and galleries in Britain;
- published two documents to strengthen and encourage the educational work of museums: the second edition of *A Common Wealth: Museums in the Learning Age* by David Anderson, Head of Education at the Victoria and Albert Museum, and *Museums for the Many*, a code of practice on access for national museums and galleries.



Case Study: BBC

BBC Education's History 2000 project is drawing people into lifelong learning by building on their passion for the past. It is not just inspiring programme audiences to embark on a voyage of discovery; it is also giving them the power to create their own maps!

The first step in the learning journey is the wide range of innovative programmes on TV and radio. These cover many aspects of the past, but there is a strong emphasis on local, family and social history. Beyond the programmes is a huge website with further subject material, interactive games, 3D models of long-vanished buildings, comparative timelines and much more. Next comes the network of partnerships that links

DfEE has:

- awarded a grant to the 24 Hour Museum to begin mapping museum provision against the National Curriculum programmes of study;
- funded **engage**, the National Association for Gallery Education, to promote new links between galleries and schools;
- launched its own Museums and Galleries programme, to which it has allocated £2.5m over 3 years to put in place educational programmes and facilities that will benefit curriculum-related learning throughout the country;
- announced additional funding of £650,000 for this programme to enable The Learning Circuit to bring together ICT and museum education in exciting and innovative ways;
- granted £140,000 to fund 17 pathfinder projects for the £180 million Out of School Learning initiative run by the New Opportunities Fund, together with the video *Put Yourself in the Picture* produced by **engage**. These demonstrate how museums can be involved in study support work;
- awarded £80,000 to Kid's Clubs Network to help establish Centres for Curiosity and Imagination, based on the successful children's museums in the United States;
- organised a major conference on lifelong learning for directors of museums and key decision-makers;
- supported BBC Education's History 2000 initiative, which directs viewers of history programmes to museums and heritage sites across the country.

History 2000

the BBC with the work of museums, libraries and heritage organisations all over the country. Over 1,200 partner organisations have created events and activities around the programmes, information about which is publicised on the website and via an automated events phone line.

The launch event in January demonstrated how the project works. The popular BBC2 archaeology series 'Meet the Ancestors' had been covering a dig by the Museum of London at a site in Spitalfields, and was on hand when the exciting and unexpected find of an intact Roman sarcophagus was made. A special programme on the interpretation and conservation of its contents, the well-preserved body of a high-ranking Roman lady, was complemented on the website by insights into her life and times, including a 'virtual tour' of a Roman building. Both the website and the events line provided details of collections and events around the country where people could explore Roman history

further. The final signpost in the journey was the link to **learnirect**, which gave information on local courses and opportunities for study.

Although the project is still in its early days, there is evidence that some local events have been better attended as a result of History 2000. The website is averaging 250,000 hits per week. The important thing is that the project is connecting programme-makers and organisations that share an ambition to bring history to life with the result that a richer and more educational experience has been created.

Contact: Mike Greenwood or Charlotte Blofeld, BBC History 2000, BBC White City, 201 Wood Lane, London W12 7TS. Telephone: 020 8752 5168 or 020 8752 4684 respectively.

Website address: www.bbc.co.uk/history

The Museums and Galleries Commission¹ has:

- appointed an Education, Access and Audience Development Officer who prepared the MGC's *Guidelines for Good Practice* and other factsheets and publications. The Guidelines are now acknowledged as a point of reference for museums developing education work;
- appointed a second Education and Audience Development Adviser to provide strategic advice to museums and Government;
- undertaken research to provide authoritative data;
- commissioned publications to provide guidance and to support best practice;
- developed training for Area Museum Councils to help them prepare education policies.

The Arts Council of England has:

- developed the Arts Council of England/National Society for Educators in Art and Design *Artist Teacher Scheme*, which works with Higher Education Institutions and arts organisations to pilot professional development for teachers;
- funded **engage** to advance gallery education and co-ordinate Museums and Galleries Month;
- supported through *Arts for Everyone* a range of art education initiatives such as *encompass*, which has established a series of gallery outreach projects;
- produced guidelines on self-evaluation strategies for artists and arts organisations involved in education initiatives;

¹ Now Resource: *The Council for Museums, Archives and Libraries*

Case Study: encompass

The National Association for Gallery Education, **engage**, is promoting new links between galleries and schools through its *encompass* programme, which is funded by a two-year Arts for Everyone grant. There are two approaches to building links: for primary schoolchildren, *encompass* involves families in order to nurture a more supportive home environment to art at school; for school-leavers, *encompass* creates peer-group projects that address teenage interests. A rare example of a national programme targeting a specific aspect of gallery education, *encompass* has clear additional benefits in disseminating a body of complementary case material. By June 2000 *encompass* will have worked with over 1,500 schoolchildren and their families in 15 school/gallery 'clusters' across England.

The clusters include projects like that of Huddersfield Art Gallery, which invited local primary schoolchildren to meet exhibiting artists the Singh twins, and to bring their families for weekend storytelling sessions. This has resulted in a successful bid to fund a long-term family project. Tullie House Museum and Art Gallery made 'spin' paintings à la Damien Hirst with excluded teenagers from Carlisle's Raffles Estate who had never visited the gallery before. Remarkably, the participants have continued to be involved, and are now designing a website project on golf hero, Tiger Woods. Other *encompass* projects include teenage activities for an Ikon Gallery touring exhibition visit to the Midlands village of Atherstone; an artists' trail bringing together galleries, primary schools and families in Colchester; and collaboration between the Chisenhale Gallery and the British Library for school-leavers in Tower Hamlets.

- supported the Institute of International Visual Arts and Middlesex University in developing the *Digital Arts Resource for Education*, an interactive on-line resource of contemporary art for educators;
- set up the *Education and Research and Development Initiative* to enable arts organisations to explore and enhance links between the education programmes and other aspects of their work;
- published *Crossing the Line*, which looks at young people's access to cultural venues, with the Gulbenkian Foundation;
- with Regional Arts Boards, published *Partnerships for Learning*, a guide to evaluating arts education projects, to help arts organisations evaluate and learn from the best examples of good practice;
- with the QCA, published *From Policy to Partnership: developing the arts in schools*, to help schools develop an arts policy and establish partnerships during and out of school hours.

The Government, working with key partners such as the Arts Council of England and the QCA, will introduce a new national arts award for schools. *Artsmark* will recognise, promote and disseminate good practice in the arts in schools; encourage improvements in standards and the expansion of arts education opportunities; raise the profile of arts education nationally – within schools, arts organisations and communities; and encourage effective partnership between schools and arts and other organisations.

Evaluation (which is being undertaken by the University of Leicester) and the dissemination of good practice are critical to the success of *encompass*. New networks have been instigated so that participants can support and share in each other's development through publications and seminars. Participating galleries are encouraged to use opportunities to promote gallery education in their organisations and areas. Professional training benefits are extended by mentoring collaborations for artists and INSET for local schools. A six-month follow-up of the first participants demonstrates lasting benefits, with a clear majority remarking on their new-found confidence in exploring their culture, and in visiting and talking about galleries and art.

Contact: Christopher Naylor, director, *engage*,
1 Herbal Hill, Clerkenwell,
London, EC1R 5EJ.
Telephone: 020 7278 8382.



The professional bodies for those working in the field of museum education, the Group for Education in Museums and **engage**, have played a key role in developing standards and practice among their members since the publication in 1997 of *A Common Wealth*, David Anderson's report on museum education. Other national bodies such as the Museums Association, the Association of Independent Museums, the Visual Arts and Galleries Association as well as regional organisations such as Area Museums Councils and Regional Arts Boards have also made significant contributions to promoting

learning in museums. The Campaign for Learning through Museums and Galleries was formed to follow through the report's recommendations and raise awareness of museum education among decision-makers. This initiative has brought together groups and organisations across the profession, enabling museums to identify common goals and strategic priorities, and become more effective advocates for museum education.

Several charitable foundations have also responded enthusiastically to the challenge of advancing museum education, most notably the Clore and Vivien Duffield Foundations. In October 1998 they announced a generous package of £7 million to support national and regional museums and more recently they launched *Artworks*, a UK-wide award scheme to promote innovative teaching and learning in art, including visits by schools to museums.



Case Study:

The 17 study support pilot projects funded by the DfEE in 1998/99 demonstrated ways in which museums and galleries can undertake activities in association with schools but outside school hours. South Somerset Museum used their collection of toys and games to bring history to life in a novel way. Museum staff, supported by a playground games specialist, created lunchtime clubs in the playgrounds of four local primary schools in order to encourage pupils to learn something of the history of traditional games and to have fun in the process. They visited schools to explain the project and get to know the children and playground supervisors. The games included five stones, hoops, trap ball, hop-sotch, hand-clapping games and group skipping.