

# SECTION ONE

## CONTEXT AND AIMS OF THE RESEARCH

### 1.0 Introduction

Government cultural policy has emphasised the educational potential of museums since 1999, and recent developments in government's educational strategies offer many opportunities for museums. The Renaissance in the Regions programme, which provides central government funding to museums in the English regions, establishes the development of museum school services and community work as a targeted outcome, in addition to other priorities. A research study, *What did you learn at the museum today?*, carried out by the Research Centre for Museums and Galleries (RCMG), Department of Museum Studies, University of Leicester<sup>1</sup> in 2003/4 explored what the 36 museums in the Phase 1 Hubs had achieved in relation to these outcomes and targets. A second study has now been commissioned which repeats and extends this first study. This is the report of the second study in 2005.

### 1.1 Government policies and museum education

Government cultural policy has maintained a focus on museums and education in a consistent and coherent manner since the publication of *A new cultural framework* in 1998.<sup>2</sup> DCMS and DfEE<sup>3</sup> stated in 2000 that: 'The Government believes that education is central to the role of museums today',<sup>4</sup> and a range of funding streams have been established to develop the educational potential of museums.<sup>5</sup> Many museums in England have taken advantage of these funding opportunities (such as the Museums and Galleries Education Programme 1 and 2, and the DCMS Strategic Commissioning Museum Education Programme) and as a result the educational capacity and experience of museums has grown. The Renaissance programme emphasises the development of the educational potential of museums and galleries among its eight

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<sup>1</sup> <http://www.le.ac.uk/museumstudies>

<sup>2</sup> Department for Culture, Media and Sport, 1998, *A new cultural framework*, DCMS, London; see also Department for Culture, Media and Sport, 2000, *Centres for social change: museums, galleries and archives for all: policy guidance on social inclusion for DCMS funded and local authority museums, galleries and archives in England*, DCMS, London; Department for Culture, Media and Sport, 2001, *Libraries, museums, galleries and archives for all: co-operating across the sectors to tackle social exclusion*, DCMS, London.

<sup>3</sup> The Department for Education and Employment (DfEE), which through a later restructure became the Department for Education and Skills (DfES).

<sup>4</sup> Department for Culture, Media and Sport and Department for Education and Employment, 2000, *The learning power of museums: a vision for museum education*, DCMS, London.

<sup>5</sup> Regional Museums Task Force, 2001, *Renaissance in the Regions: a new vision for England's museums*, Resource, 36.

priorities, and as the first evaluation of the impact of Renaissance funding has shown, increased funding has enabled rapid and effective increase in capacity.<sup>6</sup>

Since the first study in 2003 there have been a number of developments in government educational policy, many of which are relevant to museums. Education policy is currently moving away from the perceived rigidity of the National Curriculum and the emphasis on literacy and numeracy that formed the context for most teachers in the study of the first phase of Renaissance funding in 2003. Recent government strategies have encouraged a flexible, creative and innovative approach to teaching and learning which involves schools in developing integrated partnerships with community agencies in a way that offers considerable opportunities for schools and museums to work together. The research findings reported in this study illustrate some of the ways in which museums and schools are, as a result of additional funding through the continuing Renaissance programme, enabling more children and young people to benefit from successful learning from culture. Government strategies are underpinned by a focus on social inclusion, and the research findings will show how museums are working with high numbers of schools in areas of deprivation and where the percentages of children entitled to free school meals are high.

*Every Child Matters*, introduced in 2003 and followed by a new legal framework outlined in the Children Act 2004, concerns the development of a more integrated way of working with children and families and focuses on the achievement of five outcomes for children: to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.<sup>7</sup> These five outcomes act as a framework for much current government strategy in relation to children. Museums and galleries are some of the institutions that can work with inter-agency partnerships to help deliver and achieve these outcomes, and in addition, education in museums has been aware of the significance of planning and evaluating in relation to outcomes (in this case, learning outcomes) since the development in 2001 of the Generic Learning Outcomes approach used by RCMG in the Renaissance evaluation in 2003 and 2005, and now familiar across the museum, library and archive sector.

*Excellence and Enjoyment: a strategy for Primary Schools*, introduced in 2003, values a broad and rich approach to the curriculum where teachers can feel ownership through having the freedom to shape it and make it their own.<sup>8</sup> It is the Government's open declaration to support creativity and innovation in

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<sup>6</sup> Hooper-Greenhill, E., Dodd, J., Phillips, M., O'Riain, H., Jones, C., and Woodward, J., 2004, *What did you learn at the museum today? The evaluation of the impact of the Renaissance in the Regions Education Programme in the three Phase 1 Hubs*, MLA, London, [http://www.mla.gov.uk/resources/assets/l/id1185exec\\_pdf\\_6623.pdf](http://www.mla.gov.uk/resources/assets/l/id1185exec_pdf_6623.pdf)

<sup>7</sup> Department for Education and Skills, *Every Child Matters*, <http://www.everychildmatters.gov.uk>

<sup>8</sup> Department for Education and Skills, 2003, *Excellence and Enjoyment: a strategy for Primary Schools*, DfES, London <http://www.standards.dfes.gov.uk/primary/publications/literacy/63553/>

the classroom, alongside maintaining overall standards and performance.<sup>9</sup> The strategy document asserts that: 'Promoting creativity is a powerful way of engaging pupils with their learning', and the research findings reported in this study show clearly that museum experiences have the potential to stimulate effective engagement in learning in pupils of all ages.<sup>10</sup>

*Excellence and Enjoyment* outlines strategies and concepts that have been developed further since 2003, including the focus on the learning of individual children (personalised learning), and links with local communities through extended schools and education outside the classroom.<sup>11</sup> Personalised learning conceptualises the learner as being at the heart of the education system, and the debate about how this can be done is under way.<sup>12</sup> As this study shows, museum-based learning offers powerful opportunities for learners to make their own meanings and may offer one way of developing a user-centred education service. The DfES e-strategy, discussed in *Harnessing Technology: Transforming Learning and Children's Services*, expresses aspirations relating to the development of personalised learning through the use of the internet.<sup>13</sup> Museums are well-placed to co-operate in this development and the research shows how the use by teachers of museum web-based resources is already well established. Over many decades, museums have explored their relationships with communities, and as the *Education Outside the Classroom Manifesto* states: 'visiting a museum... (as part of) the world beyond the classroom can stimulate, motivate and bring learning to life'.<sup>14</sup> This research supports this statement very strongly indeed.

The DfES *14-19 Education and Skills White Paper* published in February 2005 describes the aims of improving the educational experience for older children, with special emphasis on increasing numbers of young people staying on at school after 16 years of age, and on enabling more young people to achieve their full potential.<sup>15</sup> The Green Paper *Youth Matters* was published in July 2005, and emphasises the challenge to achieve a balance

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<sup>9</sup> Department for Education and Skills, 2003, *Excellence and Enjoyment: a strategy for Primary Schools*, DfES, London

<http://www.standards.dfes.gov.uk/primary/publications/literacy/63553/>

<sup>10</sup> Department for Education and Skills, 2003, *Excellence and Enjoyment: a strategy for Primary Schools*, DfES, London, 31.

<sup>11</sup> Department for Education and Skills, 2003, *Excellence and Enjoyment: a strategy for Primary Schools*, DfES, London

<http://www.standards.dfes.gov.uk/primary/publications/literacy/63553/>

<sup>12</sup> Leadbetter, C., 2004, *Learning about personalisation: how can we put the learner at the heart of the education system?* DfES, DEMOS and NCSL,

<http://www.standards.dfes.gov.uk/innovation-unit>

<sup>13</sup> Department for Education and Skills, 2005, *Harnessing Technology: Transforming Learning and Children's Services*, DfES, London,

<http://www.dfes.gov.uk/publications/e-strategy/>

<sup>14</sup> Department for Education and Skills, 2005, *Education Outside the Classroom Manifesto*, <http://www.dfes.gov.uk/consultations/conDetails.cfm?consultationId=1370>

<sup>15</sup> Department for Education and Skills, 2005, *Education and Skills White Paper*, DfES, London, <http://www.dfes.gov.uk/publications/14-19educationandskills/>

for teenagers and young people between rights and responsibilities.<sup>16</sup> The paper identifies the challenges involved in engaging young people in positive and empowering activities, including volunteering within their communities. While museums are most frequently considered as environments which stimulate younger pupils, this research shows clearly how older pupils also find museums inspiring places to learn in a different way from school.

The recent Department for Culture, Media and Sport Five Year Plan, *Living Life to the Full*, 2005<sup>17</sup> takes the view that 'participation in cultural activity enriches lives'.<sup>18</sup> This strategy recognises that not every child has the chance to experience a rich cultural life because of social exclusion or deprivation. The Government's cultural offer is to ensure that, depending on the local resources and the needs of young people, young people should be entitled to participate in cultural activity including visits to cultural institutions such as museums or galleries.

*All our Futures: Creativity, Culture and Education* seeks to encourage the development of creativity in all individuals through education. This can be achieved through, 'imaginative activity fashioned so as to produce outcomes that are both original and of value'.<sup>19</sup> Since its publication in the late 1990s, the Qualifications and Curriculum Authority (QCA) has been working with teachers to develop creativity within the National Curriculum; and have, among other initiatives, produced a pack, *Creativity find it, promote it* for teachers.<sup>20</sup>

Together, these strategies suggest that a new infrastructure for children, young people and the agencies that work with them is developing which will require museums to be proactive in relation to promoting their value for learning and responsive to the needs of new integrated multi-agency partnerships. The research findings strongly suggest that many museums are anticipating these changes and are positioning themselves to take advantage of the new opportunities that are emerging.

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<sup>16</sup> Department for Education and Skills, 2005, *Youth Green Paper, Youth Matters*, DfES, London, <http://www.dfes.gov.uk/publications/youth/>

<sup>17</sup> Department for Culture, Media and Sport, 2005, *Living Life to the Full*, DCMS, London [http://www.culture.gov.uk/global/publications/archive\\_2005/dcms\\_5yr\\_plan.htm?properties=archive%5F2005%2C%2Fglobal%2Fpublications%2Farchive%5F2005%2F%2C&month=](http://www.culture.gov.uk/global/publications/archive_2005/dcms_5yr_plan.htm?properties=archive%5F2005%2C%2Fglobal%2Fpublications%2Farchive%5F2005%2F%2C&month=)

<sup>18</sup> Department for Culture, Media and Sport, 2005, *Living Life to the Full*, DCMS, London, 19.

<sup>19</sup> National Advisory Committee on Creative and Cultural Education, 1999, *All our Futures: Creativity, Culture and Education*, DfES, London <http://www.dfes.gov.uk/naccce/index1.shtml>

<sup>20</sup> Qualifications and Curriculum Authority, *Creativity: find it, promote it*, <http://www.ncaction.org.uk/creativity/>

## 1.2 Renaissance in the Regions

The Renaissance in the Regions report, written by the Regional Museums Task Force and published by Resource/MLA in October 2001,<sup>21</sup> recommended a new, integrated framework for England's regional museums, based on a structure of nine regional hubs. In October 2002, DCMS announced that it would provide £70 million over the following four years to support this national programme to transform regional museums. This was a landmark decision, with central government funding being allocated to museums in the regions for the first time. In order to implement the programme to maximum effect, three hubs were selected to receive funding in the first phase. The three Phase 1 Hubs consist of museums in the North East, West Midlands and the South West (see Appendix 1 for a list of museums and Appendix 2 for a map of Hubs and museums). The three Phase 1 Hubs, who jointly received 70% of the available funding, were seen as 'Pathfinder' Hubs with responsibility to deliver clear results in support of education, learning, community development and economic regeneration to demonstrate the value of government investment. The remainder of the funding was shared amongst the other six Hubs.<sup>22</sup>

A list of eight priorities has been established, which include 'Developing a comprehensive service to schools', 'Reaching a wider community', and 'Improving access to knowledge and information'. It is hoped that the school service would 'increase learning within a subject area, improve achievement levels and satisfaction among children, give a better understanding of connections between subjects, increase cultural respect and understanding and improve their ability to work with others'.<sup>23</sup> The community programme aimed to both broaden and increase the use of museums through socially inclusive events, tailoring services to audience needs and the promotion of museums to new audiences.<sup>24</sup> Museum education was identified as a priority area; the creation of a comprehensive service for schools began quickly, and museums rapidly developed their Education Programme Delivery Plans (EPDP). The research findings show the impact of these plans on relationships between schools and museums.

In addition, education policy emphasises the importance of outcomes; MLA has been working on the development and implementation of an outcomes-based approach to museum education since 2001 (see paragraph 1.1).

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<sup>21</sup> Regional Museums Task Force, 2001, *Renaissance in the regions: a new vision for England's museums*, Resource.

<sup>22</sup> MLA, 2003, *Renaissance News*, 1, August.

[http://www.mla.gov.uk/resources/assets/R/rennews01\\_pdf\\_6759.pdf](http://www.mla.gov.uk/resources/assets/R/rennews01_pdf_6759.pdf)

<sup>23</sup> MLA, 2003, *Renaissance News*, 1, August.

[http://www.mla.gov.uk/resources/assets/R/rennews01\\_pdf\\_6759.pdf](http://www.mla.gov.uk/resources/assets/R/rennews01_pdf_6759.pdf)

<sup>24</sup> MLA, 2003, *Renaissance News*, 1, August.

[http://www.mla.gov.uk/resources/assets/R/rennews01\\_pdf\\_6759.pdf](http://www.mla.gov.uk/resources/assets/R/rennews01_pdf_6759.pdf)

### 1.3 Researching the impact of Renaissance funding in the Phase 1 Hub museums: *What did you learn at the museum today?*, 2003

Between August and October 2003 RCMG conducted research into the impact of learning on school-aged children through school visits to museums, out of school activities and holiday activities in the three Phase 1 Hub museums. The purpose of this study was to explore the initial impact of Renaissance-funded Phase 1 Hub museums' education programmes on users during the first part of the autumn term 2003. The research was conceptualised around the Generic Learning Outcomes (GLOs), an approach developed by RCMG for MLA during the Learning Impact Research Project (LIRP).<sup>25</sup> Five GLOs of learning in museums and cultural settings were identified as the following:

- Increase or change in Knowledge and Understanding
- Increase or change in Skills
- Change in Attitudes or Values
- Enjoyment, Inspiration, Creativity
- Action, Behaviour, Progression

The GLOs provided the conceptual structure for the research tools, and for the analysis and interpretation of the resulting data.

In the largest survey of this kind ever undertaken in the UK, 936 teachers and 20,604 school-aged children supplied their thoughts about the education programmes they had attended in the Renaissance Phase 1 Hubs in September and October 2003:

- The first term of Renaissance investment (Autumn term 2003) saw a 28% increase in school-aged children visiting museums in Phase 1 Hubs
- 95% of the teachers thought regional museums were 'important' or 'very important' for their teaching
- 73% of the teachers believed their pupils learnt new subject-specific facts thanks to their museum visit
- 94% of teachers saw museum visits or activities as directly linking to the National Curriculum
- 90% of pupils at KS2 and below said they had learnt some new things
- 87% of the KS3 and above pupils said they had discovered some interesting things from the visit they had just completed.

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<sup>25</sup> Hooper-Greenhill, E., Dodd, J., Moussouri, T., Jones, C., Pickford, C., Herman, C., Morrison, M., Vincent, J., and Toon, R., *The Generic Learning Outcome system: measuring the outcomes and impact of learning in museums, archives and libraries. The Learning Impact Research Project (LIRP)*, MLA, London, 2003

These findings demonstrated the level of achievement in relation to the intentions of Resource/MLA and in relation to one of the two targets set by HM Treasury (to increase contacts between Hub museums and children by 25% by 2005/06).<sup>26</sup>

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<sup>26</sup> MLA, 2004, *Renaissance News*, 3, July,  
[http://www.mla.gov.uk/resources/assets//R/rennews03\\_pdf\\_6703.pdf](http://www.mla.gov.uk/resources/assets//R/rennews03_pdf_6703.pdf)

## 1.4 Building on the first study: a second study and its aims

In June 2005, RCMG was commissioned by MLA to repeat and extend the research. The second research study had the following aims:

- To provide evidence of impact on pupils' learning of continued funding of museum education programmes for advocacy purposes for the Treasury's Spending Review 2006 (SR2006)
- To produce the start of a trend series for Phase 1 Hub museums
- To pilot the same evaluation techniques for Phase 2 Hub museums
- To establish a research model that can be replicated over time as needed by MLA.

## 1.5 Specific objectives of the second study

The objectives of this second research study were:

*To provide evidence of impact on pupils' learning of continued funding of museum education programmes for advocacy purposes for SR2006:*

- To produce evidence from 1,500 teachers and 30,000 pupils (if possible)
- To document numbers of pupils (and teachers) using museums during September and October 2005 and compare this with 2002 and 2003
- To document in quantitative terms the impact of the learning that has taken place between September and October 2005 and compare this with the findings from 2003
- To describe this learning in qualitative terms
- To analyse the learning outcomes using the GLOs, relating these to the specific outcomes posited by MLA and DfES.

*To produce the start of a trend series for Phase 1 Hub museums:*

- To carry out research in all 36 museums that participated in the first study
- To explore the relationships between the first and the second research studies through comparisons, contrasts, in-depth investigation etc.
- To work with museum participants with as much transparency and detail as possible to increase their understanding of the research purposes and processes.

*To pilot the same evaluation techniques for Phase 2 Hub museums:*

- To carry out research in up to 18 Phase 2 Hub museum sites. (This represents a sample of 14% of the 129 museums). The sample to consist of 2/3 sites of the lead partner in each of the Phase 2 Hubs, selected according to the highest levels of educational use
- To review the findings for the Phase 2 Hub museums in relation to the findings for the Phase 1 Hub museums, considering the similarities and differences of impact on learning and the possible reasons for this,

especially bearing in mind the differences in sample sizes (100% for Phase 1 and 14% for Phase 2 museums)

- To work with museum participants with as much transparency and detail as possible to increase their understanding of the research purposes and processes.

*To establish a research model that can be replicated over time as needed by MLA:*

- The research tools to be based on the tools used in the first study, with limited amendments where necessary
- As far as possible the second study to be based on the first to enable comparison and the incremental building up of consistent data.

## **1.6 Research planning**

Certain basic elements of the research process were agreed at the inception of the research project:

- The research methods would include both quantitative and qualitative methods.
- The GLOs approach would be used in the design of tools and the analysis and interpretation of evidence.
- Where possible, the issues that arose during the first study, and those that arose during the linked DCMS Strategic Commissioning research (2003) would be explored.
- Museum participants in the research would be fully briefed and their views about the research processes considered in the final research design, especially in the design of research tools.
- Research findings would be explored and discussed by the research team from RCMG, the clients (MLA), and the research participants from the Phase 1 and Phase 2 Hub museums at a research seminar prior to the completion of the final report.

## **1.7 Research team**

Professor Eilean Hooper-Greenhill (Research Director)

Jocelyn Dodd (Deputy Director)

Dr. Lianne Gibson (Senior Researcher)

Dr. Martin Phillips (Research methods advisor)

Ceri Jones (Researcher)

Emma Sullivan (Researcher)

Barbara Lloyd (Financial control)

Bob Ahluwhalia (Office)

## 1.8 Timescale for the research

The research was carried out between June and December 2005.

<b>RESEARCH TIMETABLE</b> - What did you learn at the museum today? 2005 <b>June 2005- January 2006</b>	<b>J</b>	<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>
Develop research design Design tools Person spec. for RA post Identify and recruit data analysis company Meet MLA to confirm research design Agree & confirm contract								
Plan research process in detail Confirm tools with data entry company Briefing meeting with all museum participants Print and circulate tools Set up freepost system Advertise RA post								
Send Form D & briefing notes by 5 <sup>th</sup> August Print evaluation packs Send Evaluation packs (forms A & B) out by 31 <sup>st</sup> August								
Appoint RA Set up 3 case-studies Set up 3 focus groups Case - study 1 Focus group 1 Pilot data run Form D returned								
Data collection in museums								
Case - study 2 & 3 Focus group 2&3								
All Q's to data company by 4 <sup>th</sup> Nov Progress report to MLA by 8 <sup>th</sup> Nov Stats returned by 15 <sup>th</sup> Qualitative & Quantitative analysis and interpretation								
Report drafting								
Research seminar 5 <sup>th</sup> Dec. Report complete by 15 <sup>th</sup> Dec.								
Summary document by 27 <sup>th</sup> Jan Archive data Other documents (flip book) not costed in this proposal								

## 1.9 Research ethics

All research was carried out within the University of Leicester's code of conduct for Research and Copyright and Data Protection.<sup>27</sup>

The following guidelines provide an ethical context for the research:

British Sociological Association, 2002, *Statement of ethical practice for the British Sociological Association*,  
[http://www.britsoc.co.uk/new\\_site/index.php?area=equality&id=63](http://www.britsoc.co.uk/new_site/index.php?area=equality&id=63)

Social Research Association, 2003, *Ethical Guidelines*,  
<http://www.the-sra.org.uk/ethicals.htm>

British Educational Research Association, 2004, *Revised Ethical Guidelines for Educational Research*, <http://www.bera.ac.uk/publications/guides.php>

Economic and Social Data Service, *Ethical and legal considerations*,  
<http://www.esds.ac.uk/aandp/create/ethical.asp>

The Market Research Society, *Standards and Guidelines*,  
<http://www.mrs.org.uk/standards/guidelines.htm>

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<sup>27</sup> University of Leicester, *Copyright and Data Protection Code*,  
<http://www.le.ac.uk/webcentre/regulations/copyright.html> and *Research Code of Conduct*, <http://www.le.ac.uk/research/ResearchCodeofConduct.doc>

## 1.10 Conclusion

The Renaissance programme has been a powerful tool for the modernisation and development of museums in the English regions, and a major element of this has been the development of museum education services.

The results of the first study into the impact of the funding for pupils' learning outcomes showed a 28% increase in pupil contacts, high levels of teacher satisfaction, high levels of teacher confidence in their pupils' learning and tremendous enjoyment experienced by pupils of all ages.

The second research study in 2005, which is reported here, has built on the first study in 2003. The research took place between July and December 2005, and was designed to be comparable with the first study in 2003.

The Phase 1 Hub museums were all involved, while a much smaller sample (of approximately 14%) was sought from the Phase 2 museums, and with this group the evaluation was seen as a pilot study.

During the period since the first study in 2003, a number of new government initiatives have been introduced which have freed up teachers' use of the National Curriculum, and which, through increased emphasis on pupils' enjoyment, creativity and personalised learning, have opened up new opportunities for engagement between museums and schools. The research findings of the 2005 study, to be described and analysed in this report, will show how many museums and galleries have already responded to these initiatives and, in partnerships with schools, are in a position to act as powerful partners within new educational structures.

Section 2 of this report sets out the research methods through which the research has been carried out.