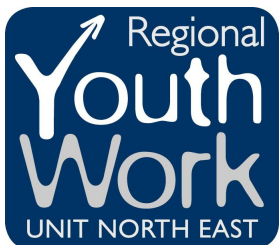


The MAG (Museums, Archives and Galleries) Offer Project

Evaluation Report
2008/2009



Undertaken by the Regional Youth Work Unit –
North East, on behalf of MLA North East.

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Introduction

The Museums Offer project was commissioned by the Museums, Libraries and Archives Council for the North East of England, from the Regional Youth Work Unit. The project recorded the service and quality of experience provided to young people aged 14-19 at specific cultural institutions, and produced a set of recommendations for these institutions. These recommendations, although specifically directed towards the participating institutions, may have wider significance for the cultural sector. This report evaluates the impact of the project.

Executive Summary

The Museums Offer project successfully gave the participating organisations an insight into the quality of service that young people want and need from museums, archives and galleries. At least two of the participating three organisations were already aware of the need for improvements, prompting their decisions to take part in the project. By the end of the project, they had clear plans for improving their service to young people. A third organisation did not take part in the evaluation process. The likely impact of the project on this organisation must be deduced from the young people themselves, and the professionals who engaged with this organisation during the museum staff's training session.

The young people who participated in the project enjoyed the experience. Some elements of the project, such as the opportunity to develop friendships, and the chance to stay away from home, made an immediate impact on the participants. There is evidence that the project has benefited the young peoples' knowledge, skills and attitudes.

Conclusions

- The project successfully created a 'Museums Offer' for the region.
- Mystery shopping works well as a way of assessing the service museums offer to young people
- The project had a positive impact on at least of two the participating museums
- Young people felt that friendships and the residential were the best elements of the project
- The quality of the welcome given to them by museums was crucial to the participants' experience of museums.

Recommendations

- A youth audit process is very valuable for cultural organisations, to assess their current service provision for young people.
- A mystery shopping project could lead to more participation by young people in decision-making at museums.
- A regular project meeting/activity schedule prevents demotivation
- Time-limited projects should involve at least one worker who will have an ongoing relationship with the young people beyond the end of the project.

- Museums should exploit the opportunity they have to widen the life experiences and participation in society of disadvantaged young people.
- Young people would value study support services offered by museums.
- Museums wishing to improve their services to young people should prioritise the welcome they offer.

Methodology of the MAG Offer Project

Eight young people from two youth projects based at The Junction Youth Project in Redcar carried out youth audits mystery shopping visits at three cultural institutions in the North East of England. These institutions were Kirkleatham Old Hall Museum, Middlesbrough Institute of Modern Art (MIMA), and Teesside Archives. They also visited an award-winning gallery in another region (Milton Keynes Museum and Art Gallery), in order to experience an institution with a track record of offering a high quality experience to young people. The participants were given the status of experts on what young people want and need from museums, archives and galleries. With the support of a freelance participation worker, they produced a set of recommendations for cultural institutions wanting to improve their offer to young people.

Terms of Reference of Evaluation

This report outlines the immediate impact of the project on the participants and the organisations they visited, and the views of relevant individuals about the likely effectiveness of the project. A separate report records the findings of the project itself, and the young peoples' recommendations (the 'Museums Offer'). Due to the timescales involved, it is not possible in this report to evaluate the long term impact of the project on either the services offered by cultural institutions to young people, or the participants.

Background information about the project was gained in interviews with the chief executive of the Regional Youth Work Unit, the consultant running the project, and a worker from the participating youth projects.

A baseline was not established, due to the timescales involved in commissioning the evaluation. However, in the summative focus group, the participants were asked to consider their knowledge and attitudes at the start of the project, and compare them with their current knowledge and attitudes. In a situation where a baseline cannot be established, great importance would normally be given to interviewing a youth worker with knowledge of the participants' pre-existing levels of personal development, skills, knowledge and attitudes. Unfortunately, the worker was new in post at the start of the project. However, he was briefed on the general abilities of the participants, by other staff at The Junction.

Towards the end of the project, in January 2009, telephone interviews were conducted with managers responsible for services to young people at two of the cultural institutions visited during the project.

Young peoples' views on the project were elicited via a focus group, conducted after their visits to the cultural institutions, but before they wrote the 'Museums Offer'. Transcripts and notes of the interviews and focus group are attached as appendices 1 to 5.

Impact of the Project on Museums, Archives and Galleries

Three members of staff, from two of the participating institutions were interviewed for this report. Notes of the interviews are attached as appendices 1 and 2. It has not been possible to conduct an interview with the relevant member of staff at the third organisation.

Reasons given by museum staff for participating in the project include:

- previous lack of outreach to young people
- perceived gap in provision for young people

The staff interviewed stated that their organisations wished to gain the following from the project:

- to learn how to reach young people, and how to work with them.
- to make the service more appealing to young people
- to cause young people to make repeat visits, allowing staff to gain experience and offer more to them

The staff from both the participating institutions interviewed for this report were positive that involvement with the project would help to change things at their organisations. The things they believed would change were:

- Front-of-house staff attitudes and behaviour: they should greet young people rather than follow them.
- marketing leaflets: making them more suitable for young people
- staff visibility: making them more identifiable to young visitors
- knowledge and skills of education/outreach staff: their ability to offer a project to a youth group
- the self confessed 'image problem' of the institution

The representatives of both organisations were positive about the pre-announced and mystery shopping visits by young people, and about the subsequent training delivered to staff by the Regional Youth Work Unit. Interviewees reported that the training had given them 'lots of ideas', and that after the training, front-of-house staff had been 'positive and enthusiastic' about providing a service to young people.

Youth work professionals involved in the project made several comments about the likely impact of the project on participating organisations. One interviewee noted that the reactions of the staff who participated in the training provided by RYWU was mixed, ranging from wholehearted enthusiasm to defensiveness and reluctance to take on board the

project's findings. Examples of both ends of the spectrum of responses were observed at the same organisation.

A youth worker commented that although he was not sure what impact the project would have on the museums; he himself had learned a lot from the visit to Milton Keynes about what made a good museum. He also felt that staff at one organisation did not want to change anything.

Three young people who took part in the project were asked if they thought the museums would listen to their recommendations. The young people used the question as a prompt to talk about their different experiences at Milton Keynes, Kirkleatham and MIMA. Repeat mystery shopping visits, in the medium term (e.g. 6 months from now) would be useful, to capture the young peoples' perception whether the museums had acted on their recommendations.

Conclusions

The level of impact on the participating organisations of the project is entirely dependent on the willingness of staff at these organisations to listen to and implement the recommendations of the Museums Offer report. Generally, museum staff who were interviewed were positive that things would change at their organisation. Other professionals involved in the project reported a more mixed picture.

Impact of the Project on Young People

The young people invited to join the project were all clients of The Junction youth centre in Redcar. Many of them were young carers. Several clients of The Junction were invited to take part in the project, based on the criteria that they were 'keen, enthusiastic and prepared to see it through to the end'. Three of these participants were available to take part in a summative focus group.

Enjoyment

Young people attending the focus group reported they had enjoyed the project, and would choose to participate again, given the chance. Both the project worker and the freelance consultant commented that they were surprised at just how much the young people enjoyed the project. There was a consensus by adults and young people that the residential visit to the museum and gallery at Milton Keynes was the highlight of the project.

Both youth workers were aware how much the residential aspect of the project would impact on the participants. One commented that many of the participants had never been beyond Middlesbrough before, and that they really enjoyed the content of the museum, and being away from home. The other worker commented separately that the young people had a lot of fun. This was important because as young carers, the visit to Milton Keynes provided a break from their responsibilities.

Knowledge, skills and attitudes

The project worker commented that one participant was 'amazed' by what was available at Kirkleatham. This young person reportedly said he would return to the museum to help with school work. During the focus group, one young person mentioned the educational benefits of the project, and another said that he had learned 'the different types of education' you could get in museums.

The freelance consultant felt that visiting the museum in Milton Keynes gave them a benchmark against which to measure the other institutions. 'Until they saw what was available at Milton Keynes, they didn't realise how bad the service for young people is, in museums in the North East.'

None of the young people had been aware of the existence of the archives in Middlesbrough before the project. They agreed that they had learned what an archive was, by participating in the project.

Being involved in planning the project was an experience the three young people who took part in the focus group appreciated. One commented that it allowed them to know what to expect during the project, as they had planned it themselves. The freelance consultant commented 'they know now that they have the capability to plan things'.

One important change in the young peoples' attitudes over the length of the project was noted by the freelance consultant. By the end of the project they believed 'We have the right to suggest changes'.

Relationships and life management

One young person, who had very little else to say about the rest of the project during the focus group, stated that he could 'get on with more people', as a result of the project. When prompted, he agreed he meant other participants, with whom he had made friends, as a result of doing the project together. Another young person said that 'doing it with friends' was the best thing about the project. In a separate interview, the project worker stated that a lot of the young people were new to each other when the project started, despite the fact they were all clients of The Junction. He was aware that some young people had formed lasting friendships during the project.

Several of the participants were young carers. The youth worker said he was not aware that participants had gained any specific life management skills, but this was unsurprising, since 'young carers usually have a lot of coping skills anyway'.

The participants did not report that their career aspirations had been influenced by the project. However one participant responded that 'It's made me want to know what different museums are about. I'd like to go to more museums'. The same participant also stated that museums were 'scary'.

Conclusions

The project was a positive experience for the participants. If the young people held any preconceptions about museums before the project, they did not share them with the evaluator. It may be that the previous limited experience of museums and galleries shared by most of the participants prevented them from forming much of an idea of what these institutions were like. Unusually, one participant was regular volunteer at a museum.

The elements of the project with the greatest impact on the participants seem to be the residential and the chance to develop friendships. In time, the project-planning and decision-making activities may prove to have been a formative experience for the participants. Gaining an awareness of their 'right' to suggest changes may also eventually come to be more important to the young people than they yet realise.

Impact of the Project on Youth Work Professionals

The freelance consultant reported that the experience of working with young people who had never participated in a project where they made decisions and planned the project themselves was extremely useful. As a participation specialist, she had previously worked with groups who were experienced at participating in decision-making. She was about to take up a post with an organisation where participation was not the norm, and she felt her experience of the Museums Offer project would be useful.

The project worker commented that as a new member of staff at The Junction, the project had been a good way to get to know young people he would be supporting on an ongoing basis, within the young carers' project.

Project Schedule

The project took place between the summer of 2008 and January 2009. Difficulties with finding times that all the participants could meet created 'gaps' in the project.

The freelance consultant mentioned that being unable to contact young people directly introduced delays in scheduling meetings. The youth worker mentioned that the young people had chosen to visit two museums in a single day, which had proved awkward.

The longest period without any activities was over the Christmas period, and young people commented that it was difficult to get back into the project after the break. One young person would have preferred a more relaxed schedule on the residential. One young person would have preferred more sessions, of a longer duration.

Conclusions

- The project successfully created a 'Museums Offer'; a minimum level of service young people should expect from cultural institutions.
- Youth audits are a valuable tool to be used by cultural organisations in assessing their current provision for young people.
- Mystery shopping is a good way to evaluate the service provided by museums.
- There is evidence that project is likely to have an impact on at least some of the participating institutions
- The opportunity to spend time with other young people and attend a residential was valued highly by the participants
- The participants in the project were young people who had faced levels of disadvantage, predominantly through their status as young carers. It is important that museums are accessible to, and provide services for disadvantaged young people who face barriers to full participation in society.
- It is possible that the comparatively limited life experiences of some of the project participants had an impact on how they experienced the institutions they visited. The focus group showed that the young people were most concerned by how 'welcomed' they felt. A sense of not being welcomed was expressed several times. In the focus group, young people did not comment on the content and accessibility of the museums they visited. It should be stressed that the quality of welcome offered by a museum is crucial to young peoples' ability to benefit from the content offered.
- There is some evidence (from youth worker interviews) that where the welcome was good, participants were able to focus on the quality of other aspects of their visit, such as the information given and objects on display. Conversely, where the welcome was not so good, participants were preoccupied by this, and did not comment on other aspects of the visit in the focus group. This may reflect how young people experience museums. They may need to feel welcomed, before they are able to engage with what the museum is offering.

Recommendations

- If institutions which wish to evaluate the service they offer to young people, youth audits and mystery shopping are valuable tools to utilise. Simultaneously, it offers a museum the chance to develop an ongoing partnership with a youth organisation, which could result in improved services, greater accessibility and more innovative projects. Successful partnerships of this sort could result in young people contributing to strategic decision-making within museums.
- To maintain momentum and keep young peoples' interest, youth audits and mystery shopping visits should take place over a time period shorter than six months, with a regular schedule of activities, planned at the beginning of the project. Cover for any potential worker absence should be pre-arranged, to enable the project to keep to its schedule.
- The involvement of a worker who will have an ongoing relationship with the young people is seen as a valuable aspect of a time-limited project. Young people will be able to turn to this worker at any time, with concerns or queries about their experiences during the project. Participants will have the chance to reflect and reminisce with the worker. This may prompt additional learning or provide opportunities for new activities. A follow-up evaluation interview six months after the end of the project would capture this, and could be beneficial for museums.
- Museums have the potential to fulfil a valuable role in widening the participation and life experiences of any young person, particularly disadvantaged young people. Museums could offer high quality volunteering opportunities to young people, incorporating visits to a variety of different cultural organisations.
- Museums may have a role in supporting the formal education of young people, particularly those for whom school has not been a positive experience. Study support sessions, linked to the formal curriculum, might be a good way to engage young people with museum collections.
- All museums should focus on the quality of their welcome, as a high priority. If young people feel uncomfortable or unwelcomed in a museum, they are unlikely to be receptive to the learning opportunities provided by exhibition and collections, and are unlikely to return.

Appendix 1: Liz Vine, Outreach/Education/Development Officer, Kirkleatham Old Hall Museum

What does your job involve?

Outreach, working with community groups (although not young people, so far)
Education, working with school groups
Development, external funding applications, plus helping with exhibitions

How did you become aware of the Museums offer project?

Email from MLA.

How did your organisation become involved in the project?

Said yes immediately to having a chat with Leon Mexter to find out more. After this, we agreed to take part.

Why did your organisation want to get involved in the project?

My role means I am weighed down by my work with schools for most of the time. As a result of this, outreach to young people has not happened. I am aware that the museum needs to be reaching young people.

What did your organisation hope to gain from the project?

The project is an opportunity for museum staff to find out how to reach young people, and how to work with them.

Tell me about the mystery shopping event. What actually happened at your organisation?

The visit happened during summer holidays. Young people took part in activities that had been laid on for families visiting with younger children.

How well did it go, from your point of view?

There were no problems

It's still an early stage, and the report has not been written yet, but do you think anything will change, at your organisation, as a result of the museums offer project?

What do you think will change?

We are hoping that it will change staff attitudes to young people, especially the attitudes of front of house staff.

We intend to make small changes at the front desk, to make it more welcoming for young people.

Staff will greet young people, rather than following them around the museum.

Do you have any idea what you will do with the funding you will receive, as a result of being part of the project?

Most of it was spent on the training, which has already had an effect. Staff were positive and enthusiastic after attending it.

Appendix 2: interview with Jackie Bareham and Michelle McCarthy, Learning and Access Officers, Teesside Archives

What do your jobs involve?

To make people aware of the service and encourage them to use it.

How did you become aware of the Museums Offer project?

Through MLA.

Why did your organisation want to get involved in the project?

The youth side of the market is not something we focus on at the moment. It is a gap in our provision. The archive is not naturally thought of as a place to go, by young people

What did your organisation hope to gain from the project?

We want the archive to appeal to young people. We do a lot of work with children and older people, we want to bridge the gap with what we're offering. Once they have used the service, we hope that young people will continue to visit and we will build on this.

Tell me about the mystery shopping event. What actually happened at your organisation?

We are not aware that a mystery shopping visit has happened. We had a planned visit.

How well did it go, from your point of view?

The planned visit went well. We assumed the young people would not be that interested in the archive. We gave them a behind the scenes tour and they were very interested.

It's still an early stage, and the report has not been written yet, but do you think anything will change, at your organisation, as a result of the museums offer project?

We hope so. We are conscious that the archive has an image problem. We hope the mystery shop will pick up on things we can target.

What do you think will change?

We are hoping to start from the basics. Make the place more comfortable for young people. Our information leaflets are not young person friendly. Front of House staff don't wear name badges, and the layout of the room means that a young person visiting might not immediately be able to identify a member of staff. For Michelle and I, we'd like to get involved in a project with young people.

Do you have any idea what you will do with the funding you will receive, as a result of being part of the project?

We will start with marketing, for instance improving our leaflets. We'd also like to make contact with a youth group and do a project with them, perhaps a time capsule.

Is there anything else you would like to say about the project?

It has been very interesting. The training day gave us lots of ideas.

Appendix 4: Interview with Mark Geldart, Youth Worker, The Junction

What was your role in the project?

I'm a project worker for the Young Carers project at The Junction, Redcar. My job involves supporting the young people, emotionally and practically, and I continued to do this in the Museums Offer Project. I also organised meetings and visits

How did the young people get involved? Were you involved in recruiting them for the project?

I didn't know the young people before the project, as I had just started working at The Junction when the project started. My manager recommended certain young people he felt would be right for the project. The criteria were that they were likely to be keen, enthusiastic and prepared to see it through to the end.

What did this involve?

I rang the young people and introduced myself, and then I explained what the project was about.

What actually happened?

We did various visits to museums. Some were planned with the museums in advance, and some were mystery shopping visits.

What were your expectations of the project when it started?

It was my first time working with these young people. I didn't know what to expect from them. And I didn't know much about the project, so I didn't really know what to expect from the project either. I did think that the project would just be mystery shopping.

Did you do exactly what you planned, or did the project change as it developed?

I can't really answer this, as I was new to the project, and my job, when the project started.

Did anything go particularly well?

The young people enjoyed it a lot. Especially the Milton Keynes visit. Many had not been further than Middlesbrough before. They really enjoyed the content of the museum, and being away from home.

Did anything go particularly badly?

Not badly. We did visit two museums in a single day, which wasn't ideal. But the young people chose to do that.

The project could have been done in a shorter time scale. The archives visit happened a long time after everything else had been done, with a big gap. Continuous involvement would have been better, to hold the young peoples' attention.

At MIMA, we got the red carpet treatment. A normal mystery shopping visit would have been better. The young people enjoyed the visit to Kirkleatham better, when they were left to their own devices.

What did the young people gain from the project? Can you give me examples?

They were taken aback by how good some museums were. Especially Milton Keynes and the archives.

Daniel was amazed by what was available at Kirkleatham. He said he would come back for school work.

A lot of the young people were new to each other, and made lasting friendships.

I don't know that the young people gained any life management skills from the project. Young carers usually have a lot of coping skills anyway.

For you, did you gain anything/learn anything etc as a result of doing this project? Will it have an effect on your practice in future?

The Museums Offer Project was a good way to start working with young people who I had never met before.

Did the Junction benefit in any way from involvement with the project?

As a new member of staff, it's difficult for me to comment on this.

Do you think anything will change at museums/galleries, because of the project?

I'm not sure. I learned a lot at Milton Keynes. Their approach to museums was totally different. If the other museums and galleries adopted their approach, it would be a great benefit.

At MIMA, they didn't seem to want to change anything.

At Kirkleatham, there was no-one there on the day we went, except for two people behind the desk, who didn't talk to us.

At the archives, when you go, you need to know what you are looking for, but there are people who can help if you do.

Appendix 4: Interview with Claire Troman, Freelance Consultant, Regional Youth Work Unit

What was your role in the project? Supporting the young people, and ensuring that participation was central to the project

What did this involve?

We identified that young people themselves needed to write the museums offer. Unlike similar 'offer' documents (e.g. for libraries) which were written by adults. Leon Mexter (chief executive of RYWU) arranged for a group to meet, made up of clients of The Junction youth project in Redcar. My role was to get their interest, explain the project, and ensure that young people were involved in planning the project. This was a good experience for me, but it was difficult for the young people because it was the first time they had ever planned a project. They needed lots of guidance.

Did you do exactly what you planned, or did the project change as it developed?

What we planned to do happened. At the beginning, I had a pretty good idea of what needed to happen, and I helped the young people to plan it. One small difficulty was scheduling meetings at a time so that everyone could attend.

Did anything go particularly well?

The visit to Milton Keynes. The young people had a lot of fun. I think especially because they are young carers. It gave them a chance to get away from their responsibilities for the weekend.

Also, seeing Milton Keynes helped them understand where we are trying to get to. Until they saw what was available at Milton Keynes, they didn't realise how bad the service for young people is, in museums in the North East. After they had been down there, they could say 'actually, what we've got is crap'. Before, imagination was lacking.

Did anything go particularly badly?

Not really. One small thing, I am used to working directly with young people. But for this project, I had to contact the young people through The Junction. The Junction was very strict about this. This made planning things slower and more complicated; it added an extra layer of admin. But it worked out ok in the end. In fact, it made the project better, because the Junction workers were involved, and they were really good. They knew the young people far better than me, and could sometimes explain things to the young people, when they didn't understand me.

Did anything unexpected happen?

I was surprised how much the young people enjoyed the project.

Did you get a sense of the young peoples' experience of the project?

They enjoyed it. And they know now that they have the capability to plan things. I hope The Junction takes this on board. It was a good lesson for The Junction, I think.

What did they gain from the project? Can you give me examples?

I think the young people became more critical. At first, they weren't willing to find fault with museums. But at the end they knew, 'We have the right to suggest changes'.

Tell me about the museums? What do you think was their experience of the project?

I was surprised at how reluctant some individuals and organisations were to take on board the young people's suggestions for change. These were put to the organisations during professional training days that were part of the project. There was some defensiveness about the young peoples' suggestions. This was surprising, especially after the young people had enjoyed a really good tour of a place. But at the same organisation, other staff were really keen to work with young people, and eager to plan new initiatives.

Some organisations showed a reluctance to work with young people at all, and were 'too busy' to meet the young people, when we tried to pre-arrange a meeting as part of a visit.

At the other end of the scale, it was pleasantly surprising to get such a positive attitude to the project from individuals and organisations.

Finally, for you, did you gain anything/learn anything etc as a result of doing this project? Will it have an effect on your practice in future?

It was a good experience to start from scratch with a group of young people who had never been involved in participation before. In my new job, I will be doing a lot of this, so the experience was very useful.

Is there anything else you would like to say about the project?

Museums need to be involving young people, if they are going to appeal to future audiences.

Appendix 5: Focus group with project participants

Present at focus group:	Sam: Evaluator Mark: youth worker Claire: freelance consultant, Museums Offer project Rob: young person Bethany: young person Daniel: young person
Not present	Four young people who also participated in the project

Sam: How long have you been doing this for? This project. How did you hear about it? What did you think?

Claire: We started in the summer, because we did a couple of visits in the summer, didn't we?

Bethany: About 6 month

Rob: the 28th July. Heard about it from Eileen (youth worker) it was Eileen or Mark. I didn't know what it was for, this.

Mark: I'd only just started, when we heard about it.

Bethany: I interviewed him!

Rob: It sounded good

Daniel: Yeah, I agree

Sam: Could you imagine what was going to happen in it?

Rob: No, not imagine it. At all.

Sam: So, what gave you the idea you wanted to be part of it then? Did you just trust the people that were telling you about it? Was there one particular thing about it you thought would be good?

Rob: Use it for your education

Bethany: Doing it with your friends and everything

Sam: What have you actually done?

Rob: Visit museums

Sam: Have you done any work back here as well?

Bethany: Yes we have!

Mark: Come on, you've done more than that

Rob: I don't know, it's been a long time

Bethany: I can't remember. Went to Milton Keynes... Oh! We planned out, like, how....

Rob: We all met up... Planned out what we were going to do. All met up....

Daniel: Been to the archives...

Mark: In order, what did we visit first?

Bethany: MIMA. Kirkleatham. Then... Milton Keynes.

Rob: No No

Bethany: Yeah. And then the archives. That you didn't take me to.

Mark: You were invited.

Sam: What do you think about it now? Was it the kind of project you thought it would be?

Rob: It was a lot of fun.

Bethany: Yeah.

Sam: What...?

Daniel (Rob?): The new types of different kinds of education you can get looking around the museums

Bethany: seeing what different types of museums have to, like, show and everything.

Rob: And how the people, help us, or.....

Bethany: Yeah how they, like...

Rob:either just stand around

Bethany: Or stare and scare you.

Rob: Yeah, make it look like they think you're stealing something

Daniel: Yeah, like MIMA?

Rob: Yeah. Just like that

Sam: And is that what you expected to be doing? Did you know you were going to be finding out how good museums are, for young people, or what they can do to make themselves better?

Bethany: Mmmm

Sam: Do you think that's what happened? Is that what you did? Did you find that out?

Bethany: I'm nodding! I can't nod!

Claire: it doesn't pick nods up.

Sam: I'll remember that you nodded.

Sam: Can you think of anything you've actually found out? Any facts? Any opinions about things that you didn't know before? Or didn't have an opinion about before?

Bethany; Yeah. There's an archive in Middlesbrough!

Daniel: I didn't have a clue about that, anyway.

Bethany: I didn't actually know that

Rob: I kind of did, but I couldn't find it

Bethany; I didn't even know there was one

Daniel: I just thought it was part of a library

Sam: Did you do new things? Do you all go to museums and galleries a lot anyway, or did you do some news things, on this project?

Rob: Well, I kind of know what museums are like, because I am a volunteer in the one in Marske, so I knew, kind of, what to expect, sometimes.

Sam: How about the whole planning side of things? Was that new to you?

Rob: We don't normally do that. Things are normally planned and booked and everything. It's very rare where we get an occasion where we can book and plan it ourselves

Sam: How did you find that? Did you enjoy it?

Rob: yeah, it was actually quite good.

Bethany: It was good because we knew what to expect and everything

Rob: And normally that's where someone from The Junction (youth project) comes and stops us.

Bethany: What?

Rob: No! I said something bad about The Junction. We get complained about!

Claire: Don't say anything bad about the Junction!

Daniel: I found you can get on with more people.

Sam: **What kinds of people? All the other young people on the project?**

Daniel: (nods)

Rob: You're doing planning session with us

Claire: Because you don't normally work with these, do you? You're in a different group?

Daniel: sometimes.

Sam: **Do you think it's good to get people from different groups together?**

Rob: Yeah

Bethany: yeah. They're thinking about changing it all, and everything

Rob: Yeah

Daniel: What?

Sam: **is this the kind of project you would like to do again? Where you get to make some of the decisions and plan some of the things?**

Rob: I would, preferably...

Bethany: What?

Rob: Basically plan before you....You know what we did? Planning where we were going first and then deciding what we were going to say and all that?

Bethany: Oh Yeah.

Rob: Do that first. Before we did.... I'll do that, in the next one

Sam: **So you'd like to do something like this again? Maybe not about museums, maybe about something else?**

Rob: yeah, that would be proper good.

Sam: **So is there anything different generally, for you, because you have done this project?**

Silence.

Sam: **have you met anyone new?**

Bethany and Rob: Claire!

Bethany: and Mark!

Rob: unfortunately, I knew Mark

Bethany: Oh, you're nice!

Sam: **What else about the project would you like to tell me about?**

Are you saying longer sessions, Daniel?

Daniel: yeah. 'cause, some like things, we didn't...they seemed to go shorter...

Claire: Like time passes more quickly?

Bethany: Sessions that you can get to easily, to work round college and school and everything...

Daniel: yeah, cause mostly, I'm like, busy. And weekends and...

Rob: At our age, we're worrying about what you are going to do for the rest of your lives

Sam: That's an interesting thought. Do you think that this project might have given you some skills or, like, knowledge that you could use when you are thinking about careers and stuff like that?

Rob: Only in, museum-wise

Bethany: That was scary.

Sam: What?

Bethany: Museums are scary. Especially mima.

Rob: I wanted to go to London. Just to go in the Natural History Museum, or whatever it's called.

Bethany: It's made me want to know what different museums are about. I'd like to go to more museums

Sam: Would you like to do that in a project, or would you just go with your friends?

Bethany: I don't know. It could kind of link on to this one, I guess.

Daniel: I feel like we should do more holidays, Like go to Milton Keynes.

Mark: Stay longer you mean?

Daniel: yeah

Sam: is it the residential side you like?

Bethany: Yeah! And you need more time to do it, and everything

Rob: Cause when we were there it was...

Bethany: It was like packed into a short time

Rob: Two days were packed into one.

Bethany: Say for example if you get to the coach... We were on the coach for hours. For hours, plus stops. And it took us to the wrong place

Rob: Yeah, it took us to the wrong place

Bethany: Then a woman puked everywhere

Daniel: and Claire was sat next to an arguing man...

Sam: So I get the impression you like residential, I'm getting the feeling you don't like the long journeys on the coaches

Rob: I didn't mind it. But it's better than changing trains, because you've got to change trains.

Daniel: And then, when we got to our hotel, we had to like, get our room sorted out, get what we wanted and then back out again. We didn't have enough time, like we should, to have a bit of time recovering from the journey

Sam: so you need a little bit of downtime, between the activities, maybe?

Daniel: yeah.

Claire: but we did take you bowling though

Rob: Unfortunately I lost...

Sam: So, if you are doing a project like this again, and you could make it absolutely the perfect project, what is it about this project that we could change next time we do it?

Bethany: More sessions, recently. And like.

Rob: More time to study the museums that are further away, like London

Daniel: oh, not London

Mark: it has been a bit hard, coming back over Christmas, hasn't it?

Sam: Do you think that the museums are going to listen to the things that you told them that they should do?

Bethany: Hmmm

Rob: the Milton Keynes one...

Bethany: At MIMA, they probably think that people like us in there will be causing havoc and everything

Daniel: Like, everywhere you went, they...

Rob: No trust.

Daniel: Like everywhere we went, they were round corners and on radios, going, 'Oh, look out' or something. Like, looking to see what you were doing, what you were up to....

Rob: Kirkleatham give you kind of like, more trust.

Daniel: Yeah.

Claire: well, that was what you *thought* they were doing, but then we later found out that they were there to help us. There was people in the sides of the rooms, watching everybody who came in and the initial perception is 'Oh, they are watching me, to make sure I don't cause any trouble', but actually, they're supposed to be there to help. So I think that's something that we learned, it was like, that they need to be more approachable as well, not just stand there being stern.

Sam: Is there anything else we need to mention if we are writing this report?

Mark: What about Kirkleatham and the archives

Rob: Kirkleatham, they give you more... you don't need anyone to show you round, but it's just...

Bethany: ...it's more interesting

Rob: You get more interested in past things than present things.

Bethany: And I don't know about the archive because you didn't take me

Claire: it was bit scary...

Sam: If you could turn back the clock, if you could turn back time, would you do this project again?

Bethany: Yes

Rob: definitely

Daniel: definitely. Get out of school!

Mark: that's nice!

Rob: But on the other side, on the academic side, you could do a lot better, because you're doing it