

**IDENTIFICATION SHEET FOR INNOVATING PROJECTS
 HELPING THE INTEGRATION OF YOUNG PEOPLE THROUGH CULTURE**

***FICHE IDENTIFICATION DE PROJETS INNOVANTS
 CONTRIBUTANT A L'INSERTION DES JEUNES PAR LA CULTURE***

Name of the project / Nom du projet : Dare to Enquire	
Website link / Lien web : http://www.twmuseums.org.uk/latest/news/dare-to-enquire.html	
Country and city / Pays et Ville : Newcastle upon Tyne, England	
Funding and type of programme / Financement et type de programme : Funded as part of our Major Partners Museum programme funded by Arts Council of England	
Institution managing the project / Structure porteuse du projet	
Name / Nom	Tyne & Wear Archives & Museums
Type (public; private; ...) / Type (public; privé; ...)	Public
Main missions / Missions principales	Our mission is to help people determine their place in the world and define their identities, so enhancing their self-respect and their respect for others.
Type of audience / Type de public	The profile of TWAM's audience broadly reflects the demographic profile of the region's population although it varies across our nine venues. 63% of visitors are from Tyne and Wear, 39% visit with children, 35% are from socio economic groups C2DE and 16% are disabled.
Volume of audience (per year) / Nombre de personnes accueillies (à l'année)	1.4 million visits
Mail and address of the Institution / Adresse et mail de la structure	Tyne and Wear Archives and Museums Discovery Museum Blandford Square Newcastle upon Tyne NE1 4JA
Developed partnership cooperations / Partenaires Coopérations développées	
<p>Type of cooperation / Types de la coopération</p> <p>Tyne and Wear Archives and Museums have been developing the Dare to Enquire (D2E) technique since 2010. Initially a programme for schools which incorporated teacher training followed by a succession of visits to a venue. The project, when first developed, allowed the pupils to create an enquiry based on their inspiration from the venue they visited. The visits were facilitated by the teachers, however there was initially a lot of venue learning staff input. This was the format that was the starting point for the 2011 Gateshead Dare to Enquire project.</p> <p>Initial planning indicated that from the Gateshead training the teachers would have gained the skills and confidence needed to facilitate visits to the gallery. They would feel able to allow the children to explore and find their own interests, using this to influence their planning for a half term. When the time came for the visits the teachers relied heavily on the museum learning staff at the venue to deliver the sessions and this showed that the training element of the project had not fulfilled its need.</p> <p>Following feedback, observations and research, TWAM learning staff have adapted the offer. This has resulted in the Dare to Enquire Offer which is in place now and can be used with a range of children and young people and adults.</p>	

<p>Specific features of the partnership (duration, formalisation, other cooperations) / <i>Spécificités du partenariat : (durée, formalisation, coopérations autres)</i> <i>For the pilot stage of this project we approached senior leaders in Gateshead schools to work with us to trial this way of working. The partnership was developed through the initial meeting and we invited expressions of interest to develop the programme</i></p>		
<p>Identified coordination tools / <i>Outils de coordination identifiés</i> Meetings and planning with teachers and museum staff before and after the visit enabled a free flow of information and sharing.</p>		
<p>How are the professionals working together ? / <i>Comment les professionnels travaillent ensemble ?</i> The professionals shared their expertise the museum educator supported the teacher in an unfamiliar environment. The teacher understood the needs of the children and was able to observe and notice moments at which to change pace. The teacher and the museum educator brought their skills together to enhance the learning experience for the children.</p>		
<p>What are the benefits and advantages ? / <i>Quels atouts ? Plus values ?</i> The benefits are that the project enabled the skills of the teachers and the skills of museum staff to come together to enhance the learning experience for the children involved. Teachers and museums staff learned collaboratively and teachers had the opportunity to observe their children in ways that were not usually possible. The project structure enabled the children to take the lead in identifying their own interests and learning.</p>		
<p>Which problems and limits ? / <i>Quels freins et contraintes ?</i> The professional development element of the programme did not succeed in giving the teachers confidence to lead the sessions without support. This was identified and recognised that the museum educator played a supporting role.</p>		
<p>Topic of the project (tick one or several boxes) / <i>Thématique du projet (cocher une ou plusieurs cases)</i></p>		
Citizenship / <i>Citoyenneté</i>	Culture / Culture	Adapted care / <i>Accompagnement adapté et diversifié</i>
Social integration / <i>Inclusion sociale</i>	Educational integration / Inclusion scolaire	Management and organisation / <i>Management et organisation</i>
Sport / <i>Sport</i>	Professional integration / <i>Inclusion professionnelle</i>	Other (specify) / <i>Autre (précisez)</i>
<p>Books and production (works, website...) / <i>Livrables et production (ouvrage, plateforme web... ?)</i></p> <p>Please find attached the Dare to Enquire Training Booklet</p> <p>More information is available online here http://www.twmuseums.org.uk/latest/news/dare-to-enquire.html and the process can be observed via our film on YouTube https://www.youtube.com/watch?v=v1bntblZw2s (This film depicts the Dare to Enquire techniques used with children rather than young people, however the methodology is easily transferable across all age ranges and ability levels)</p>		
Target audience / Publics concernés		
Age / <i>Age : Children and Young People</i>		
Gender / <i>Genre : All</i>		
<p>Specific features of the target audience / <i>Spécificités du public ciblé :</i></p> <p>Children and young people of all ages ranges and abilities. Initially piloted and developed with primary school aged children and teachers. The programme is continuing to be used in a formal educational setting but also being developed for family audiences and young people.</p>		
<p>Audience inclusion methods in the creation, development, achievement and evaluation of the project / <i>Modalités d'association des publics dans l'élaboration, la conduite, et l'évaluation du projet</i></p> <p>Pilot sessions were created during the inception of the project in order to develop the comprehensive training programme. These sessions were created with teachers and group leaders whom were existing users of the museums service. Throughout the development stages we have worked with freelance artists and other museum and gallery professionals to broaden the profile of the project. This has included university lectures based around the methodology in the hopes that they will be able to utilise this when leading visiting groups in the future. To date several groups have successfully been involved in using the Dare to Enquire model, to enhance engagement and</p>		

learning, and creating their own work which has been displayed at celebration events at the museums. Feedback from group leaders has been extremely positive and many now solely use this as a means to initiate engagement with museum and gallery collections and encourage participant-lead learning.

Partnerships - Cooperations developed / *Partenaires – Coopérations développées*

Name / <i>Nom</i>	Type / <i>Type</i>	Type of cooperation / <i>Nature de la coopération</i>	Specific features of the partnership (duration, formal aspects, other cooperations) / <i>Spécificités du partenariat : (durée, formalisation, coopérations autres)</i>
Winlaton West Lane Primary School	Partner in Dare to Enquire	Participant in Pilot programme	4 months - Whole school intervention
Falla Park Primary School	Partner in Dare to Enquire	Participant in Pilot programme	2 months – 1 class
Brandling Primary	Partner in Dare to Enquire	Participant in Pilot programme	2 classes, 2 months – multiple site visits

Analysis of the project / *Analyse du projet*

Particular methodology in the achievement of the project / *Méthodologie(s) particulière(s) mise(s) en œuvre du projet*

Consistent communication with group leaders in order to embed the participant-lead methodology in their working – supporting them in creating schemes of work which uses the model whilst continuing to achieve their institutional aims and objectives. Supporting group leaders with their venue visits and their groups' creative responses.

How far is your project a good or innovating practice? Which contributions can improve the support to young people through culture? What are the benefits? /

En quoi votre projet est-il une bonne pratique et/ou innovante? Quelles contributions à l'amélioration de l'accompagnement des jeunes par la culture? Quels bénéfices?

Dare to Enquire is a move away from a prescribed learning experience provided by the museum or gallery towards a participant led learning journey. This allows individuals to access our spaces and collections in a way that is unique to them and gives them opportunities to share what they become passionate about during their engagement. By allowing the young people the time to become familiar with the venue and its collections contributes to their feeling of ownership. Introducing methods which encourage the young people to see, notice and wonder about the things they are looking at starts a path of personal progression leading to further enquiry.

How did the project help in the integration of young people through culture? /

En quoi le projet a-t-il permis de travailler l'intégration des jeunes par la culture?

The emphasis on the young people finding what inspires them meant that they became more connected to the spaces and collections. This was not about us showing them what we wanted them to look at but creating the opportunity to be an individual and find their own interests. This meant that they are the integral part of their own learning journey.

Achieved results / *Résultats atteints*

Which competences are developed by the beneficiaries? /

Quelles compétences développées par les publics concernés?

The project helped participants to develop enquiry skills, teaching them techniques to help them question what they see. Group leaders developed an understanding of when to stand back and allow the young people to explore and how to respond to what the group were interested in.

Which new practices were observed, accumulated and expected ? /
Quelles nouvelles pratiques observées, capitalisées ou attendues ?

This was an opportunity for museum and gallery educators to stand back and see how young people interacted with our spaces. We learnt fast that our expectations of how young people will interact with collections are rarely how we think it will be. Participants were a lot more connected to the galleries and exhibitions than we could have predicted and on task even when working without group leaders.

Perspectives / Perspectives

In your opinion, which specific features of the project could be transferred? and to/by whom? /
Selon vous, quelles modalités du projet sont-elles transférables ? et auprès de qui ?

The project has been developed over time with audiences ranging from 3 year olds up to adult learning. It has been used in museums, galleries, on a university campus, outdoors etc. The skills developed are transferable and to be used by the participants in any aspect of their learning. We can not even begin to suggest who can use this and where, as we are developing individuals understanding of their world. It is up to them to use this and interpret this in a way that is most useful to them.

Date / Date :

Written by / Rédigé par :

Contact (tel, mail) / Coordonnées (tél, email)