

Example Project Agreement: Shabtis in Schools



Ancient Egypt has an enduring and global fascination. Manchester's extensive Egyptology collection illustrates both everyday life and preparations for the afterlife.

The collection includes around 1000 shabti figures – small statuettes that were placed in tombs to act as 'answerers' or servants to help the dead in the afterlife. It was believed that, by means of the magical hieroglyphic words written on them, the shabtis would spring to life and do all of the tasks that the deceased didn't want to do – for eternity!

Shabti figures are usually shaped like mummies, covered in hieroglyphs and made in bright colours. They were among the first objects collected in Egypt by modern travellers as souvenirs, and are immediately recognisable as 'ancient Egyptian' due to their mummy-like appearance.

To celebrate changes happening at Manchester Museum at the start of its *hello future* capital redevelopment 2018-2021, our shabtis will be journeying to a number of schools across the region to enrich the curriculum for local pupils.

Schools will each receive a genuine shabti representing an individual person from ancient Egypt, and will benefit from curatorial expertise, collaborative planning with other teachers and our dedicated learning team, and specially-created supporting resources.



This project aims to:




- raise aspiration and build skills in history for pupils
- expand subject knowledge for teachers
- provide a focus for your community engagement
- enhance visibility and reputation of your school
- promote cross-curricular collaboration between professionals, inside and outside of the school
- build social and cultural capital for your pupils

Timescales

- 28 June 2019: Application submission deadline
- 5 July 2019: Successful schools notified
- 15 July 2019: Project Agreements to be signed and returned
- September 2019: CPD Day, Planning Support with Museum staff
- Sept-Oct 2019: Site Visits from Museum Team
- Nov-Dec 2019: Installations by Museum Team
- January 2020: Reveal and launch events
- Jan-Jun 2020: Shabtis school activity
- June-July 2020: Evaluation and Reporting Phase; De-installation by Museum Team

The shabtis

You will be asked in your application for your preference of which shabti your school hosts. (Click on links for information.)

Image	Description	Thematic links
	<p>King Seti I, father of Ramesses the Great, who lived around 1300 BC More info on this Shabti on our curator Blog</p>	<p>Kingship Royalty Battles</p>
	<p>A scribe called Ramose, who lived around 1200 BC</p>	<p>Educational Rights Writing Hieroglyphic script</p>
	<p>An admiral, named Hekaemsaf, who lived around 650 BC</p>	<p>Foreign links with Egypt Ships and Sailing The Army Hieroglyphs (on back) Divinity</p>

	<p>A priest called Horwedja, who lived around 330 BC</p>	<p>Temples Rituals Religion Gods Hieroglyphs</p>
	<p>Shabti of a Nubian Pharaoh, King Sekamenisken, c. 670 BC -</p>	<p>Royalty Links to Nubia Politics/Foreign policy Kingship</p>
	<p>Shabti of a lady called Henut-wadjet, C. 1850 BC</p>	<p>Gender Hierarchy Offering formula Hieroglyphs</p>

Shabtis in School: Example of Commitment to Activity

If you have any questions please contact us prior to your application

Loan of Museum object

The Museum will:

- Provide each school with a genuine ancient Egyptian *shabti* figure from Manchester Museum
- Provide a suitable case and install this at an agreed location on the school premises
- Undertake site visits to ensure the safety and maintenance of the object and environment
- Organise suitable insurance cover for the loan of the object

The School will:

- Meet with Museum staff to determine the display location of the object and case
- Provide access to the school for installation to take place
- Agree to cover any restoration work required once the case and object are removed
- Allow access by Museum staff to the object on-site upon request
- Follow terms of loan agreement (to be shared with successful schools)
- NB: There is no need for the school to provide additional insurance or security measures

Communication

The Museum will:

- Communicate clearly with the school on aspects of the programme
- Provide consistent contact individual/s for all programme queries
- Regularly contact the school to collect activity evidence, identify further support needs, and communicate next steps
- Moderate a closed online group facility and actively update and engage with teachers in this group (e.g. Facebook group)
- Provide access to digital link ups with expert staff via platforms such as Skype/Zoom, Vimeo/Periscope or alternatives
- Lead on any press publication about the programme

The School will:

- Submit a clear planning document that outlines how the *shabti* will be used within schemes of work and other school activity
- Provide two lead contact teachers to coordinate and disseminate relevant information to the whole school staff
- Encourage relevant teachers to participate in an online forum to share ideas and celebrate successful activities

- Collaborate and share with other schools their activities, both digitally via the online forum and with case study examples
- Provide the Museum with a Press Pack for the school, if applicable, that could be disseminated to publicise the programme

Activity

The Museum will:

- Deliver a CPD day for teachers that will cover subject knowledge and other relevant content for teachers utilising the *shabti* in delivery of learning, as well as providing a forum for networking and collaborative planning
- Provide some *shabti*-specific resources and suggested activities to engage pupils with the *shabti*, as agreed during the CPD Day
- Provide access to specialist expertise in the form of our Curator of Egypt and Sudan to answer teacher questions and provide subject knowledge
- Support planning and evaluation of activity

The School will:

- Release the two lead teachers from school to attend the CPD Day in September, between 1-5pm
- Submit an overview of planned activity demonstrating how it fits in with learning and other school objectives

Monitoring & Evaluation

The Museum will:

- Gather feedback from schools and teachers involved
- Support the development of an evaluative strategy within each partner school
- Disseminate the programme's success and lessons learned within both the cultural and educational sectors

The School will:

- Provide a clear evaluative strategy to determine the value of the activities taking place
- Document the activity and submit pupil feedback, teacher responses and images to Museum as requested.
- Contribute occasionally to resource development as reasonably requested.



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