Access for All Self-Assessment Toolkit: Checklist 2

Cultural Diversity for Museums, Libraries and Archives

Contents

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DETAILS OF ORGANISATION AND PEOPLE COMPLETING THE CHECKLIST

People completing checklist	Name	Role
Name of Organisation:		
	Lead:	
1st Review date (**eg. Annually**)		
Next Review date:		

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Introduction

The Museums, Libraries and Archives Council (MLA) has produced a series of self-assessment tools (see list below) to help museums, libraries and archives to develop an understanding of their current practice and to encourage positive developments in relation to a variety of key issues: formal and informal learning, access, inclusion, cultural diversity and disability access and to eliminate unlawful discrimination.

MLA self-assessment tools

Inspiring learning for all

Access for all

} **Suggested order of completion**

of self-assessment tools

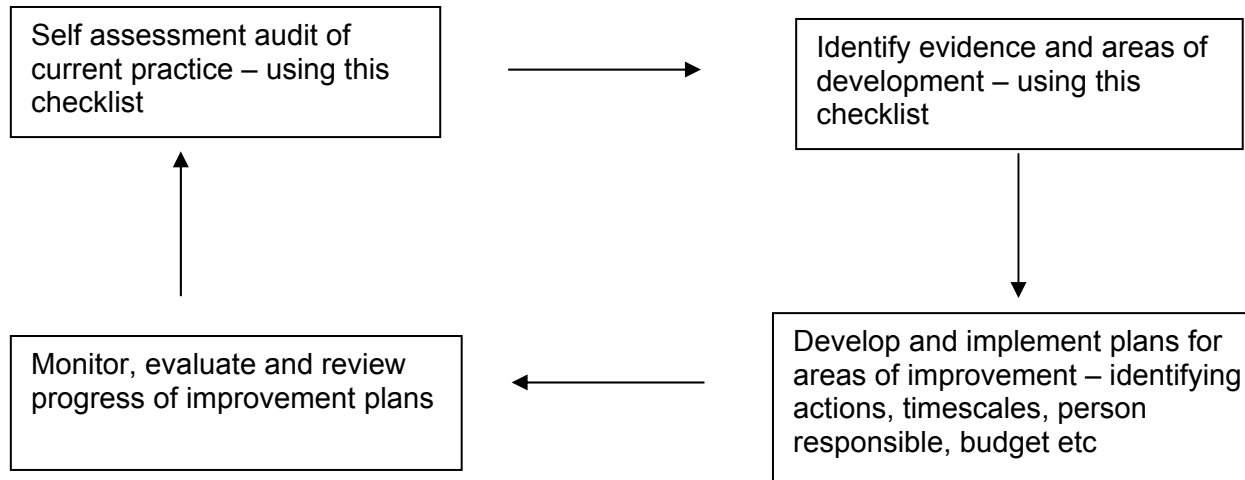*Cultural diversity*   *Disability access*
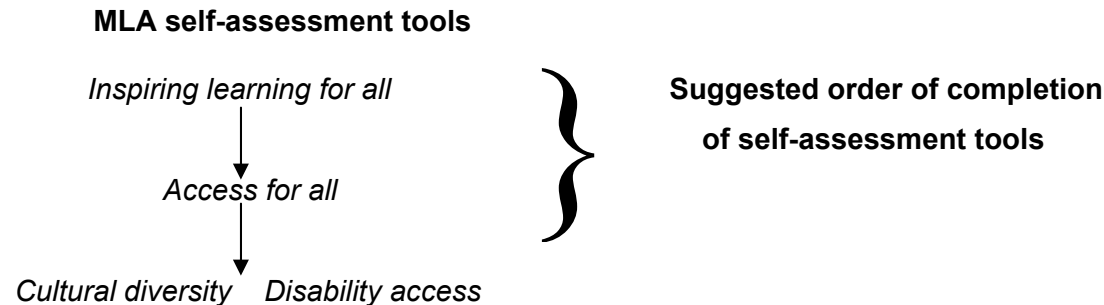
We suggest that the self-assessment tools are completed in the order indicated above as they are progressively more specific in their focus. If the tools are completed in the above order, it will also save you time, avoid repetition and help to ensure that all your action plans are inter-related ie your *Access for all* action plan will, hopefully, deal with lots of the issues which your self-assessment using the disability access and cultural diversity checklists will identify.

This checklist aims to help museums, libraries and archives make cultural diversity an essential, integral part of their culture and practice. Inspiring Learning for All believes this toolkit can be used to help museums, libraries and archives to promote equality and good race relations, which is an AIM requirement of the Race Relations (Amendment) Act 2000 in the public sector.

This checklist has been produced by MLA. It builds on the draft cultural diversity toolkit, developed for MLA, by the Asdal Institute in 2003. MLA would like to thank Isobel Ashford (Access and Audience Development Officer at the East Midlands Museums, Libraries and Archives Council) for all her substantive contribution to redrafting this checklist. EMMLAC also carried out additional consultation on the checklist, and we would like to thank everyone who took part in this and in the earlier consultation and piloting carried out by the Asdal Institute.

There are some differences in layout between this checklist and the corresponding disability access checklist. This is intentional and reflects the differences in the nature of the indicators contained in the two checklists.

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How the checklist can help planning for improvement

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┌─────────────────────────┐                    ┌─────────────────────────┐
│ Self assessment audit of│        ────────▶   │ Identify evidence and   │
│ current practice – using│                    │ areas of development –  │
│ this checklist          │                    │ using this checklist    │
└─────────────────────────┘                    └─────────────────────────┘
        ▲                                                │
        │                                                ▼
┌─────────────────────────┐                    ┌─────────────────────────┐
│ Monitor, evaluate and   │    ◀────────       │ Develop and implement   │
│ review progress of      │                    │ plans for areas of      │
│ improvement plans       │                    │ improvement – identifying│
│                         │                    │ actions, timescales,    │
│                         │                    │ person responsible,     │
│                         │                    │ budget etc              │
└─────────────────────────┘                    └─────────────────────────┘
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Cultural Diversity – a definition

Cultural Diversity

What does Cultural Diversity mean to you and your organisation?

……….

MLA's definition of cultural diversity for the purposes of this checklist is taken to mean diversity based around ethnicity and race. This reflects MLA's cultural diversity statement in which it is recognised that broader concepts of cultural diversity exist. MLA contributes to this wider agenda of access, equalities, equal opportunities, social inclusion and community cohesion in other ways than the generic Access for All toolkit.

Your community population – a definition

This checklist refers to your 'community population.' This is defined as the population served by your organisation. For example:
- a regional museum with a designated collection will need to consider a UK-wide or even international perspective in terms of the population served;
- a community library will focus on people living, working or studying in the locality which it is based;
- The National Archives will have a national and international perspective in terms of the population it serves.

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Here, communities of interest, as well as communities based on locality, will be important for many museums, libraries and archives. Communities of interest share a common characteristic other than place. Communities of interest are linked together by factors such as religious belief, sexual orientation, and occupation as well as ethnic origin.

Given the ongoing increase in digitisation of collections, organisations will need to be constantly reviewing the nature of their 'community population.'

A suggested approach - before you use the checklist

As stated in the Access for All toolkit, an accessible organisation involves everyone, staff who deliver the service, volunteers, middle and senior managers. It is therefore preferable for the checklist be completed by a range of people with a senior staff member taking overall responsibility.

In completing the checkilst, it is suggested that a process similar to the one outlined below be adopted.

Step one

Think about all aspects of your organisation including the service you provide to the public.

It may be a good idea to draw up a list, either as an individual or group brainstorm. You could use the headings and examples below as a starting point:

Vision and Planning - for example a mission statement, business plan or position statement;
Leadership and staff - staff skills and training programmes;
Marketing and promotion - consultation, displays, printed materials (eg flyers, joining cards, and evaluation forms), website and press releases;
Services - buildings, loan/hire of items, stock / collections, reading schemes and services to housebound people;
Events, displays and exhibitions - school visits, ICT training sessions and travelling exhibitions.

Step two

Now consider each of the items listed above in terms of how your organisation addresses cultural diversity issues. For example:
Vision/Planning - *mission statement* – "ours' includes reference to people's diverse backgrounds in the community that we serve;"
Leadership and staff - *training* – "all our frontline staff have done customer service training, but we probably need to look at some more specific training as our service is now regularly used by asylum seekers and refugees;"
Marketing/promotion - *consultation* – "we ask our customers what they think about our service, but we don't know anything about their ethnicity;"
Services - *stock/collections* – "we don't really think about cultural diversity when we acquire new stock as our collection is specialised;"
Events, displays and exhibitions - *event* - "we always organise special events for the Black History Season."

Format and layout of the checklist

This checklist invites you to consider various aspects of your organisation in relation to cultural diversity issues:

1: Vision and culture of the organisation
2: Strategies and planning
3: Leadership and staff qualities/training
4: Marketing: research/consultation, service development and promotion
5: Stock/collections and services
6: Events, displays and exhibitions.

Layout of each section

For example:

		Y 1	N 0	Evidence	Areas for improvement	*Inspiring Learning for All*	*Access for All*
1.1	Does the vision of your museum, library or archive reflect your organisation's intention to serve all the diverse groups in your community?					Policies, plans, performance (section 4)	Goal 1 (Ethos)

These are the boxes you need to complete

Complete these boxes to:
• Score your response to each question;
• Show how your organisation can justify your response (eg evidence from a mission statement);
• Indicate areas for improvement identified, which can be built into your action plans

Each section is cross-referenced to other MLA self-assessment tools, so that content from these can be carried forward into this checklist. This should reduce duplication across different assessments.

Completed form

As in the Access for All toolkit:

- When you have completed the checklist add up the score (a summary sheet is included on page 14). This can be used as a baseline for measuring improvement.
- With your colleagues, identify areas for improvement and action points using the responses. An action point summmary sheet is included on page 15.
- Keep a copy of the self-assessment to refer back to when reviewing progress.

Self-Assessment Checklist

1. Vision And Culture Of The Organisation		Y 1	N 0	Evidence	Areas for improvement	Inspiring Learning for All	Reference: Access for All
1.1	Does the vision of your museum, library or archive reflect your organisation's intention to serve all the diverse groups in your community population?					Policies, plans, performance (section 4)	Goal 1 (Ethos)
1.2	Does the culture of your museum, library or archive encourage improved access for people from culturally diverse communities?					Policies, plans, performance (section 4)	Goal 1 (Ethos)
1.3	Are cultural diversity issues seen as part of everyone's day-to-day work?					Policies, plans, performance (section 4)	Goal 1 (Ethos)
1.4	Does your museum, library or archive have a mission statement which reflects your intention to serve all the diverse groups in your community population?					Policies, plans, performance (section 4)	Goal 1 (Ethos)
1.5	Does your organisation communicate its mission and goals to the wider community?					Policies, plans, performance (section 4)	Goal 1 (Ethos)

Definitions:

Vision – a long term view of where the organisation is headed
Culture – the 'atmosphere' of the organisation, how it behaves
Mission statement – a short, written summary of 'what we are about'

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2. Strategies And Planning		Y 1	N 0	Evidence	Areas for improvement	Inspiring Learning for All	Reference: Access for All
2.1	Has your organisation developed a definition of cultural diversity and what it means for the organisation?					Policies, plans, performance (section 4)	Goal 2 (Policy and Planning)
2.2	Are cultural diversity issues integral to the strategic planning process of your organisation?					Policies, plans, performance (section 4)	Goal 2 (Policy and Planning)
2.3	Has your organisation set measurable goals to achieve your plans/strategies in relation to cultural diversity issues?					Policies, plans, performance (section 4)	Goal 2 (Policy and Planning)
2.4	Do you work with the regional agency for museums, libraries and archives to develop strategies and plans regarding cultural diversity issues?					Partnerships (section 3)	Goal 7 (Partnerships and Networking)
2.5	Have you talked to other museums, libraries or archives in the development of your policies relating to cultural diversity?					Partnerships (section 3)	Goal 7 (Partnerships and Networking)
2.6	Has your museum, library or archive implemented cultural diversity and equal opportunities policies?					Policies, plans, performance (section 4)	Goal 2 (Policy and Planning)
2.7	Have you assigned budgets for plans/strategies in relation to cultural diversity issues?					Policies, plans, performance (section 4)	Goal 2 (Policy and Planning)

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3. Leadership And Staff Qualities/Training		Y	N	Evidence	Areas for improvement	Inspiring Learning for All	Access for All
		1	**0**				**Reference:**
3.1	Does the leadership of our museum, library or archive encourage a focus on cultural diversity?					Places (section 2)	Goal 6 (Staffing and Training)
3.2	Are managers in your organisation accountable for their contribution to cultural diversity issues?					Places (section 2)	Goal 6 (Staffing and Training)
3.3	Have all the staff in your museum, library or archive undertaken training in equal opportunities?					Places (section 2)	Goal 6 (Staffing and Training)
3.4	Have all the staff in your museum, library or archive undertaken training in race equality?					Places (section 2)	Goal 6 (Staffing and Training)
3.5	Have all the staff in your museum, library or archive undertaken training in serving customers from different ethnic groups?					Places (section 2)	Goal 6 (Staffing and Training)

4. Marketing		Y	N	Evidence	Areas for improvement	Inspiring Learning for All	Access for All
Research/Consultation		**1**	**0**				**Reference:**
4.1	Do you have a regularly updated profile of the ethnic make-up of your community population? (eg Census data)					People (section 1)	Goal 4 (Users and Potential Users)
4.2	Do you use the data from community profiling as the basis for decision-making throughout the organisation?					People (section 1)	Goal 4 (Users and Potential Users)
4.3	Do you know the ethnic profile of the staff and volunteers of your organisation?					Places (section 2)	Goal 6 (Staffing and Training)
4.4	Are the employment and recruitment policies of your organisation culturally inclusive? (eg when placing job advertisements)					Places (section 2)	Goal 6 (Staffing and Training)

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4. Marketing						Reference:	
Research/Consultation	**Y** **1**	**N** **0**	**Evidence**	**Areas for improvement**	**Inspiring Learning for All**	**Access for All**
4.4	Are the employment and recruitment policies of your organisation culturally inclusive? (eg when placing job advertisements)					Places (section 2)	Goal 6 (Staffing and Training)
4.5	Do you know the ethnic profile of the people who govern your organisation? (eg trustees, governors, board members, councillors)					Places (section 2)	Goal 6 (Staffing and Training)
4.6	Do you know the ethnic profile of the users and non-user of your service? (Note: *Non-users are defined as people within your community population who don't use your service*)					People (section 1)	Goal 4 (Users and Potential Users)
Service Development							
4.7	Do you consult with users and non-users from your community population to assist you in service development?					People (section 1)	Goal 4 (Users and Potential Users)
4.8	Have you developed your service as a result of your user and non-user consultation?					People (section 1)	Goal 4 (Users and Potential Users)
4.9	Do you analyse the ethnic profile of your users in terms of the services they currently use? (ie which users are using which services)					Policies, Plans and Performance (section 4) People (section 1)	Goal 3 (collections) Goal 4 (Users and Potential Users) Goal 5 (Marketing and Publicity)
4.10	Do you analyse gaps in take-up of services in terms of users' ethnicity and develop new approaches to promote these services?					Policies, Plans and Performance (section 4) People (section 1)	Goal 3 (collections) Goal 4 (Users and Potential Users) Goal 5 (Marketing and Publicity)
4.11	Do you promote your mainstream service(s) to all your community population (users and non-users)?					People (section 1)	Goal 4 (Users and Potential Users) Goal 5 (Marketing and Publicity)

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4. Marketing						Reference:	
Service Development	**Y** **1**	**N** **0**	**Evidence**	**Areas for improvement**	**Inspiring Learning for All**	**Access for All**
4.12	Do you promote the work you undertake on cultural diversity to all your community population (users and non-users)?					People (section 1)	Goal 4 (Users and Potential Users) Goal 5 (Marketing and Publicity)
4.13	Do you produce promotional materials in languages appropriate to your local/target communities?					People (section 1)	Goal 5 (Marketing and Publicity)
4.14	Do you target the distribution of promotional materials to ethnic minority users/non-users?					People (section 1)	Goal 4 (Users and Potential Users) Goal 5 (Marketing and Publicity)
4.15	Do you work with a range of appropriate partners (eg community groups, local authority departments, voluntary organisations and learning providers) to attract users from ethnic minority groups?					People (section 1) Partnerships (section 3)	Goal 4 (Users and Potential Users) Goal 5 (Marketing and Publicity) Goal 7 (Partnerships and Networking)
4.16	Is the signage/guiding at your site produced in languages appropriate to your community population?					People (section 1)	Goal 5 (Marketing and Publicity)

5. Stock/Collections/Services						Reference:	
		Y **1**	**N** **0**	**Evidence**	**Areas For Improvement**	**Inspiring Learning For All**	**Access For All**
5.1	Do you acquire a variety of materials that celebrate cultural diversity?					Policies, plans, performance (section 4)	Goal 3 (Collections)
5.2	Is your acquisition of stock/collections based on active involvement from local community groups?					Policies, plans, performance (section 4)	Goal 3 (Collections)
5.3	Is there a defined/permanent budget for acquiring materials that celebrate cultural diversity?					Policies, plans, performance (section 4)	Goal 3 (Collections)

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5. Stock/Collections/Services						**Reference:**	
		Y **1**	**N** **0**	**Evidence**	**Areas For Improvement**	**Inspiring Learning For All**	**Access For All**
5.4	Does your organisation carry out research into existing collections or stock in order to discover and develop aspects that are relevant to culturally diverse communities?					Policies, plans, performance (section 4)	Goal 3 (Collections)
5.5	Do your catalogues/indexes of existing stock or collections clearly identify items' relevance to ethnic diversity?					Policies, plans, performance (section 4)	Goal 3 (Collections)
5.6	Do you work with other archives, library services or museums (services) to collectively facilitate acquisition of culturally diverse materials?					Partnerships (section 3)	Goal 7 (Partnerships and Networking)
5.7	Do you act as a source of information to people from culturally diverse communities?					Policies, plans, performance (section 4)	Goal 3 (Collections)
5.8	Is the public access you provide to ICT available in formats and languages suitable for people from culturally diverse communities?					Policies, plans, performance (section 4)	Goal 3 (Collections)
5.9	Is the public access to your digitised collections available in formats and languages suitable for people from culturally diverse communities?					Policies, plans, performance (section 4)	Goal 3 (Collections)

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6: Events, Displays And Exhibitions						Reference:	
		Y **1**	**1** **0**	**Evidence**	**Areas for improvement**	**Inspiring Learning for All**	**Access for All**
6.1	Do you organise displays, events and exhibitions for national initiatives/festivals that celebrate cultural diversity? Eg Black History Season					People (section 1)	Goal 5 (Marketing and Publicity)
6.2	Do you organise displays, events and exhibitions that celebrate cultural diversity at other times of the year?					People (section 1)	Goal 5 (Marketing and Publicity)
6.3	Do you regularly work with community organisations in the development of your events/displays and exhibitions?					Partnerships (section 3)	Goal 7 (Partnerships and Networking)
6.4	Have you talked to other museums, libraries or archives in the development of your events, displays or exhibitions relating to cultural diversity?					Partnerships (section 3)	Goal 7 (Partnerships and Networking)

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Scoring Grid

	Possible score (Y)	Actual score
Scoring Totals		
1. Vision and culture of the organisation	5	
2. Strategies and Planning	7	
3. Leadership and staff qualities/training	5	
4. Marketing: research/consultation, service development and promotion	16	
5. Stock/Collections/Services	9	
6. Events/Displays/Exhibitions	4	
Total	**46**	

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Next Steps

Planning for action: on-going monitoring and evaluation

	Strategic plan/ Goal/ Recommendations	Action to be taken	Timetable	Lead Officer	Senior Management/ Board update
Priority Action (Examples):	*Review the process for selection of collections and put into place systems to monitor the selection process.*	*Develop a system (pro-forma) to monitor process and progress.*	*By December 2005, then six monthly review.*	*Acquisition Officer/ Director (named decision-maker).*	*Agreed to review every six months.*
Priority Action 1					
Priority Action 2					
Priority Action 3					
Other Action					

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