HERITAGE TOOLKIT

CONNECTING HERITAGE ORGANISATIONS AND COMMUNITY GROUPS
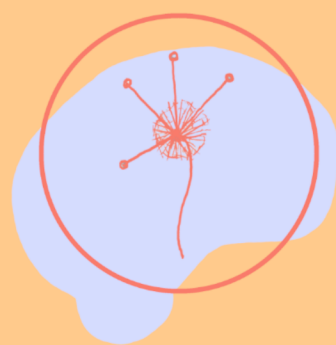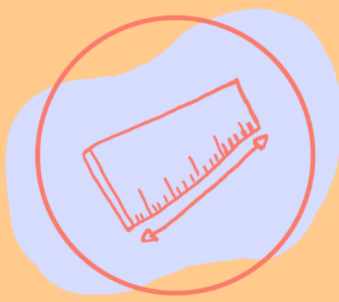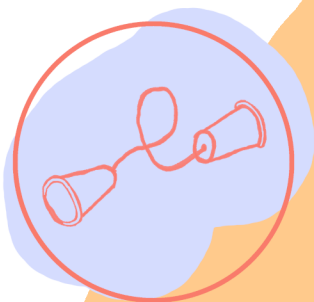
TOOLKIT

1.
COMMUNICATION
DOCUMENTS

2.
ACTIVITY
PLANNER
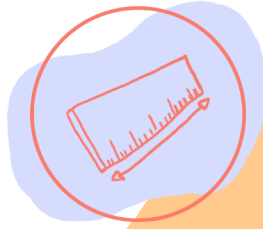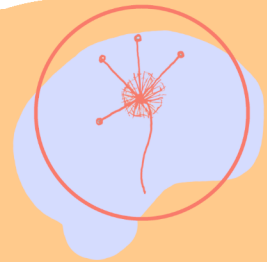
3.
PERSONAL
DEVELOPMENT
CHART

OVERVIEW

There has been a necessary move in recent years to include a wider range of audiences within the heritage sector in Scotland. Heritage organisations have recognised their role in taking a more active approach in reaching individuals and communities underrepresented in both heritage audiences and workforces.

Heritage spaces can improve wellbeing and help foster knowledge and understanding of people, history, place, and individual and collective identity. However, the accessibility and inclusion of these spaces is limited to particular groups of people, excluding particularly those marginalised on grounds of race, gender, class, and disability. While we welcome the movement towards inviting community groups into such spaces, work is still needed in identifying gaps in knowledge and practice, and to better understand the micro and macro level barriers in place which roadblock particular groups' access to heritage spaces.

The Thistles & Dandelions Project (T&D) from the charity Empower Women for Change, developed innovative ways to engage BAME women with heritage concepts and spaces. Through partnerships with heritage organisations, we saw first-hand the transformative impact on participants when they are given resources, support, and guidance to take ownership of their stories and to see value in their experiences. Our work allowed us to capture some of the pitfalls and barriers our participants personally face, but also those created structurally that make heritage spaces inaccessible. It is this learning that has helped develop this toolkit.

The toolkit was initiated by a collaboration between T&D and Equality, Diversity and Inclusion in Scottish Heritage (EDISH). EDISH is a project funded by the Arts and Humanities Research Council (AHRC) and the University of Strathclyde, with partners including Museums and Galleries Scotland. Part of the purpose of the project has been to work with heritage and community organisations to understand the barriers to inclusion faced by BAME people. As part of MGS's broader work to address the legacies of empire, slavery, and colonialism in Scottish heritage, this toolkit will be hosted by the MGS website and made accessible to heritage and community organisations. While this toolkit has been created with BAME communities in mind, it can be used by any community group working to create a space for themselves within heritage. Our aim is for these tools to facilitate good working practices amongst groups working towards inclusivity, whether that is with those impacted by race, ethnicity, gender, disability, or class.

Our mutual interests and agendas in creating inclusive and safe environments for all people in heritage, have led to this series of practical and applicable documents to be used in the realisation and development of partnership projects. This suite of resources aims to facilitate collaborative, non-extractive and enriching partnership projects between community groups and heritage organisations.

AIMS

- Facilitate a dialogue and create an information-sharing resource between community organisations and heritage organisations.

- Explore needs, expectations, barriers and inclusion in community organisations.

- Facilitate understanding and knowledge of heritage organisations and what community organisations require to participate in heritage activities.

- Support heritage organisations to improve their practice in order to facilitate inclusive and safe spaces.

- Empower participants and community organisations by prioritising their voices and experiences.

USE

The 4 documents that make up the toolkit should be used as templates and guides. We encourage you to adapt them for your own use, make them more specific to your own projects, the particular histories you are addressing, and needs and safeguarding of the individuals involved.

These documents are not, for example, an exhaustive checklist of actions and considerations to take into account when designing a partnership. Equally, some of the content may not apply to your organisation and/or the planned activity.

While we have endeavoured to make the toolkit accessible, the use of the documents should be done in accordance to needs, resources and the aims and objectives of your organisation. When utilising the documents think about wording, content, suitability of questions, and resources available.

These tools have a focus on facilitating the voice and control of the community group in the partnership. Their use encourages a certain organisation and structure to the community group, as well as long-term engagement and repeated partnerships. Both of these structures we believe are necessary to the successful inclusion of minoritised groups and their communities in heritage.

DEFINITION OF TERMS USED

Heritage organisation: An institution that works with, cares for, researches or showcases heritage and culture. This could take the form of a museum, an archive, or a specialist group like the Women's History Network, or Colourful Heritage.

Community Group: A self-organising group of people who are usually brought together with a shared quality like a shared interest, identity, or geographic location. The activities of a community group can vary but the reason for undertaking them is usually for the benefit of that community and its individuals.

Partnership: For the purposes of this Toolkit, we refer to a partnership as any collaborative venture between a community group and a heritage organisation.

Activities/Project: we use these terms to cover a broad range of heritage engagement projects, activities and programming. It refers to any undertakings where participants from outside of a heritage organisation are invited to engage in it, this could include one-off activities like a workshop, talk, or visit, or it could include longer term partnerships, exhibitions, and creative interventions.

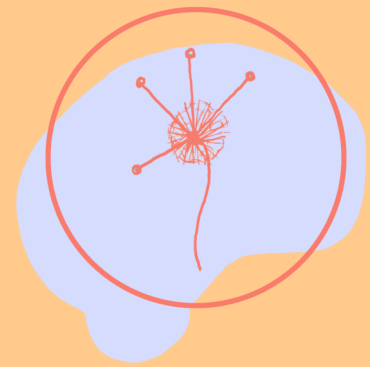**BAME:** Black, Asian, and Minority Ethnic

CONTENTS

1.
COMMUNICATION
DOCUMENT

2.
ACTIVITY
PLANNER
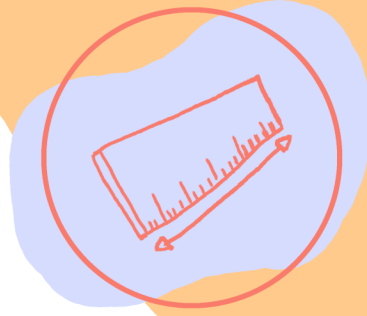
3.
PERSONAL
DEVELOPMENT
CHART

1. Communication Document

The aim of this document is to create a better and more equal working relationship between community groups and heritage organisations. This is an information sharing tool to help provide the relevant information to your partner organisation so they can better share their needs and wants for the project.

There is one document each of the Communication Document, one for the community group and one for the heritage organisation.

2. Activity Planner

This is an interactive exercise which can be used to plan a project or activity with community groups and heritage organisations. Each question will ask you to rate your event and its activities along a scale and will help measure your planned project in relation to certain criteria. It includes information on participation contribution and interaction, activity content and purpose, and creating accessible and inclusive spaces.

3. Personal Development Chart (PDC)

This PDC offers an opportunity for participants of community groups and heritage organisations to place, measure and reflect on individual personal journeys. It includes 4 strands on wellbeing and community, professional skills, transferable skills, and heritage.

All documents are provided in both PDF and plain text word documents.

You can use the PDFs either digitally or as printed hard copies, use them any way that works best for you: type, write, or mark directly onto them, or simply use them as a reference for gathering your own notes, or structuring a dialogue.

The plain text word document versions are also available as completely editable documents, adjust the font size, translate text or adapt the content to suit your needs.

TOOLKIT

NOTES ON DATA PROTECTION

Most of the documents collect personal information and data from the community group participants. Therefore, it is imperative to clearly outline the following:

How will this data be stored and for how long?

Why this information is needed?

How will the privacy of the participants be upheld and protected?

For example: We are collecting this information to better understand your needs and expectations so we can deliver a program/activity which is supportive and beneficial. Please only share information you are comfortable doing so. This information will not be shared with anyone else and will be kept on our records if and while you participate in our planned program/activity.

THANKS

The production and development of the Toolkit would not have been possible without the following people and organisations:

- Equality, Diversity and Inclusion in Scottish Heritage for funding and supporting the development of the toolkits.

- Thistles & Dandelions group members who participated in the toolkit development workshops, offering their invaluable feedback and suggestions in particular Cat Dunn, Iram Zobairi, Nasreen Iqbal, and Kirsty Reid, and team members Mirella Arcidiacono, and Hailey Maxwell.

- Empower Women for Change for their support of the project and facilitating space for the workshops.

This toolkit has been created and developed by Romy Galloway, Nughmana Mirza, and Fizza Kaneez of Empower Women for Change.

This work is the creative property of EWFC and the authors, please credit the use of this resource where possible.

AIMS

- The aim of this document is to create a better and more equal working relationship between community groups and heritage organisations.

- It is an information sharing tool to help provide the relevant information to your partner organisation so you can better share your needs and wants for the project.

- It allows for interests and expectations to be communicated and built into the planning of an activity.

USE

This document should be filled out by the community group and shared with the heritage organisation at the beginning of a partnership. This document can be completed either individually by participants or collated into one document to share.

It encourages where possible a level of structure to the group, asking for organisation and conversation amongst the participants, separately from the heritage organisation.

Think about:

- Barriers to inclusion
- Areas of learning
- Individual needs
- Facilitating a safe space for critical discussion, conversation and reflection
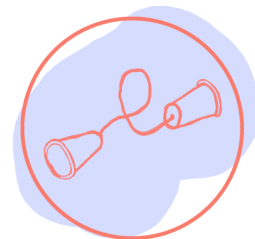
DOCUMENT

1. Participant information

Community groups can consist of people from a diverse range of backgrounds, cultures, religions, and languages. This can shape how individuals engage with and understand different programs and activities. For example, some groups can consist of participants who come from Pakistan, Yemen, Nigeria, Sudan, and Iraq. Some might be fluent in English and some might not be. This demographic information will offer an understanding of needs, barriers and expectations.

Think about including information on:

- Name, age, nationality, languages spoken, area where you stay.

- Background. You could include here, if relevant, employment, education, hobbies and interests.

- Reasons for taking part. This should be a space for the participants to reflect on why you want to take part and what you want to get out of the project.
  For example, professional, social, educational, or skills-based interests.

COMMUNICATION

1. Additional space for section one.

2. **Barriers and needs**

This is an opportunity for participants to explicitly disclose any barriers they may experience in taking part, if they wish to. This disclosure provides critical information to heritage organisations to shape their activities in response to these needs. The events delivered should be developed in reaction to this information, from how you deliver information, to budgeting for access needs.

In order for participants to be able to share their access needs they may need to understand what participation in the project will look like. Please provide as much information as you can to participants. For example, what would a day taking part in the project look like?

- What might make participation in this project difficult for you?
  Please consider and include both personal and structural difficulties. Some of these barriers may seem difficult to find solutions to but it can be helpful to acknowledge how they impact your involvement.

- For example, barriers to participation can be related, but not limited to: access to childcare, language barriers, transportation, financial costs, access to WIFI/laptops, digital literacy, working full-time, caring responsibilities, social isolation, disability, and health issues. Participants may also have difficult and challenging personal circumstances, for example they may also be survivors of gender-based violence.

COMMUNICATION

3. **Areas of interest**

This gives the community group space to voice their needs, interests and areas of learning they require. This is a good opportunity for knowledge exchange and information sharing. When consulting participants it can be useful to ask people about previous experiences in heritage spaces, for example: what museums, libraries, or heritage centres have you visited in Scotland? What did you like about them?

- Is there a particular object, theme or person from a collection you would be interested in exploring? i.e women's crafts.
- A topic either side are interested in gaining knowledge in (i.e., how to create inclusive and safe heritage spaces for BME women, Islamic art, or sector knowledge, learning about staff roles, career paths etc.).
- A space participants would like to access, or the heritage organisation would like to facilitate access to.
- Is there anything in particular you would not be interested in or might find unsuitable to explore?

COMMUNICATION

4. **Participation and involvement**

This section should explore the availability and contribution of the community group in terms of time and resources they can offer. It is important, however, to remember that participants circumstances might change, and the barriers noted above might make consistent participation difficult.

- What is your availability? For example, what days and times are you usually free? How much time are you able to commit to the project? For example, how many days/hours can you assign to the project?

- Are there any certain times and days which might be unsuitable? For example, school pick up and drop off.

- Do you prefer face-to-face, online or both?

AIMS

- The aim of this document is to create a better and more equal working relationship between community groups and heritage organisations.

- It is an information sharing tool to help provide the relevant information to your partner organisation so they can better share their needs and wants for the project.

- It allows for interests and expectations to be communicated and built into the planning of an activity.
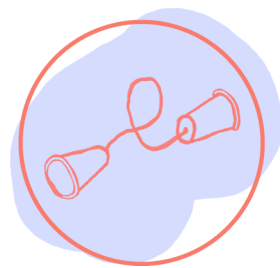
USE

This document should be filled out by the heritage organisation and shared with the community group, at the beginning of a partnership.

It should clearly explain the aims and purposes of the heritage organisation, any planned activities, and expectations for involvement.

Think about:

- Barriers to inclusion

- Areas of learning and interests

- Facilitating a safe space for critical discussion, conversation and reflection

DOCUMENT

1. **Aims and purposes of the heritage organisation**

The communication document should begin by offering a very clear outline of the heritage organisations aims and purposes. State the obvious as for some participants this is all new information. This should also include any proposals you may have for the planned project.

- What does your work involve? How do you work with community groups?
- Information on the team/department/individuals the community group will be working with. This should include info on individual facilitators, and any training they have had in EDI.
- What is the aim of the current project/activity? Why are you interested in working with this community group specifically? What do you hope will be the outcome of this project? How will community groups/participants benefit from this? i.e., employability, skills, research, tackling social isolation, etc.

COMMUNICATION

1. Additional space for section one.

2. **Areas of interest**

This is an opportunity for the heritage group to list previous work and what they are interested in learning more about. It is important that enough information is provided here so community groups can make informed decisions about participating. Heritage organisations should also make it clear that they are open to facilitate community groups needs and learning requirements, means and resources dependent. This is also a good opportunity for knowledge exchange and information sharing.

- What can you offer to the group in terms of project content? For example: types of collections, themes, topics, type of activities, and professional support. Please specify accordingly.
- Previous projects/activities you have undertaken which may be of interest to community groups, such as a particular theme or collection you work with.
- A topic either side may be interested in gaining knowledge on (i.e., Islamic Art, how to create inclusive and safe heritage spaces for BAME women, or sector knowledge, career pathways etc.).
- Is there a space or expertise you would like to facilitate access to which is currently inaccessible to marginalised communities?

COMMUNICATION

3. Inclusion and Accessibility

This section should clearly outline the ways in which heritage organisations will create inclusive, accessible and safe spaces.

- What will the heritage organisation offer to increase inclusion and accessibility?
  Travel fees, childcare, laptops, translators, suitable catering, memberships. Prayer space, breastfeeding space, quiet space, disabled access toilets, additional language signage, access guides, and attentive and visible members of staff.

- How will the planned project/activity overcome some of the known barriers to inclusion and access? For example, will the project take into account current and changing personal circumstances?

- How will you explore accessible and inclusive information sharing:
  Avoiding jargon and academic language, having more visual materials, encourage activity, different modes of question asking (writing on paper, using the chat icon on Zoom).

- What resources can you provide as the heritage organisation?
  i.e., a venue, technical assistance, a technician, equipment.

COMMUNICATION

4. **Participation and involvement**

This section should clearly outline the heritage organisations expectations in terms of involvement and time commitment of the community group. It is important, however, to remember that participants circumstances might change, and barriers to inclusion and access might make consistent participation difficult.

Information to include:

- Timings, how frequently will participants be taking part and when? E.g. will it involve 1 face-to-face 1.5-hour workshop per week, and/or 1 visit to a particular heritage space every 2 weeks.
- Will the activities be face-to-face, online or both?
- Will attendance be monitored? If so, why and how?
- The minimum level of attendance and participation which is necessary to benefit from the program/activity.
- What resources are expected of the community group?
  i.e. providing a venue, liaising information with participants, facilitating workshops?

AIMS

The Activity Planner is an interactive exercise which can be used to plan a project or activity with community groups and heritage organisations.

In the activity planner each question will ask you to rate your event and its activities along a scale and will help you measure your planned project in relation to certain criteria.

This is not a checklist or box-ticking exercise. The purpose of this document is to help you think critically about your project.
This tool cannot provide specific solutions to individual projects, instead it aims to help:

- monitor the impact your project has on its participants.

- focus in on ways to increase its value for those participants.

USE

- This document should be used during the planning of the activities of a partnership.

- Once you have completed the questions, return to the areas that have scored 'low', think about how to make them score higher. Build these changes into how you deliver your event.

- We acknowledge that the 'higher' scoring options may not always be possible, but it is helpful to strive for these and consider how to build these processes into projects from the beginning.

- In planning your project, we invite you to think about the *processes* of your partnership, i.e. any workshops or meetings, separately to any final output and to measure each independently using the Activity Planner. In doing so, we hope you will pay attention to the experience of individual participants and critically reflect on this as much as you would the output.

NOTE:
Consider this collection of questions a work-in-progress and think about adding your own questions and criteria specific to your group. If you are the heritage organisation, consider creating an opportunity for the community group to add questions and measurement criteria.

After your event, you can use a selection of these questions to gather participant feedback on impact.

SECTIONS

1. Participant Contribution & Interaction

2. Activity Content & Purpose

3. Creating Accessible & Inclusive Spaces

4. Presentation & Dissemination

SECTION 1

PARTICIPANT CONTRIBUTION & INTERACTION

1. How much autonomy do participants have in the activities/outputs they take part in? For example, are there opportunities for participants to advise or change the activity?

Not at all | Rarely | Intermittently | Consistently

Comments

2. How loud are participants voices in the activities/output? What percentage of the time are the participants speaking during the process?

Never | At assigned occasions | Throughout | As much or more than those representing the heritage organisation

Comments

3. Rate the interactivity of each aspect of the activity. How frequent are there opportunities for participants to ask questions?

Never | At the end | At assigned points | Throughout

Comments

4. How much knowledge are you assuming? For example, are you assuming professional or sector specific knowledge? Are you assuming cultural knowledge, or social etiquette of museum/archive spaces?

A lot | A couple of industry things | A couple of well-known things | Nothing

Comments

SECTION 1

5. Are you asking questions of the group? What percentage of them are knowledge based and what percentage are open ended?

No questions | A couple open ended/opinion based | A couple knowledge based | Heavily knowledge/experience-based questions

Comments
The answer to this can help you discern whether you are asking for expertise from the participants and this should directly relate to the remuneration scale (see section Activity Content).

6. What routes do participants have to allow for feedback? Consider not just providing the opportunity to feedback but the accessibility/comfort of that opportunity

None | Informal comments | Structured face to face occasions | Anonymous forms | Community Group Representative

Comments

SECTION 2

ACTIVITY CONTENT & PURPOSE

1. What do individual participants get out of this project? Is it a theoretical gain or a material one? A theoretical gain may be something like 'a social day out'. The support of the institution may mean something like a work reference, access to expertise, or work experience. Material remuneration may mean a meal or financial provisions.

a theoretical gain | the support of the institution | material remuneration

Comments

SECTION 2

2. What percentage of time is spent doing difficult work, having difficult conversations, vs. having fun, light-hearted input and connections?

All heavy topics | majority heavy| equal time | majority light| All light-hearted

Comments
Consider participants backgrounds when considering what makes a heavy topic or difficult conversation, examples would include colonial histories, triggering topics of assault or oppression.

3. What methods have you undertaken to allow participants to be critical or disagree with the perceived authority or heritage professional/institution?

None | made it clear it was allowed | created opportunities that allow it | created opportunities that encouraged it

Comments
When considering this scale, think about things like:
- whether you have expressly made clear there are other value/belief systems or that the facilitator may not have all the answers
- whether you have constructed activities that ask the participants to be critical
- whether you have helped construct routes to anonymous feedback and critique, like anonymous forms or electing a participant representative.

SECTION 3

CREATING ACCESSIBLE & INCLUSIVE SPACES

1. What measurements have you taken to make the space welcoming/comfortable?

No changes to the space | Some light temporary changes | permanent changes to the space

Comments
Consider things like breaks, refreshments, prayer space, breastfeeding space, disabled access toilets, additional language signage, and attentive and visible members of staff.

Please also consider here if the space is securitised or monitored by security personnel or cameras, have you made considerations for groups with traumatic experiences of such spaces? Are there any presences in the environment that may be intimidating to participants and may hinder their ability to express themselves freely?

SECTION 3

2. How much support have you offered in getting to the site/event, from providing public transport information, covering travel costs?

    None | Provided Information | Provided Access Guide | Provided travel fees

    > **Comments**
    > Consider whether you would benefit from an Access Guide, including information on nearest transport, ramp access, what accessible spaces are available?

3. Are you creating a flexible environment that is paced in relation to the participant's experience and needs?

    One form of participation | Assigned roles and ways of participating | A range of roles to pick from

    > **Comments**
    > Consider allowing for different abilities, time commitments, and styles of contribution.

4. How comfortable are the heritage facilitators in addressing any histories of colonialism in this heritage space?

    Uncomfortable | Open to discussion | Experienced | Experienced and have EDI training

    > **Comments**

SECTION 4

PRESENTATION & DISSEMINATION

1. How visible will the output and outcomes of this event be to the community group? i.e., reports or exhibitions.

   Not visible at all | Viewable but not in a form entirely accessible/appropriate to the individuals | Accessible and shareable within participant's networks

   Comments

2. Have you provided any care for participants if being asked to handle difficult or traumatic histories?

   None | Signposted available resources | Provided resources

   Comments
   Resources here may range from helpful reading, self-led activities, one-on-one debriefing, or access to counselling.

3. When thinking about target audiences for the heritage organisation, how and where are the community group participants considered?

   Not considered the usual audience | A niche group within the audience | At least half of the audience | The main audience

   Comments

AIMS

This document offers an opportunity for participants of community groups and heritage organisations to plan, measure and reflect on individual personal journeys.

For community group participants it:

Offers opportunity to outline and measure your personal goals in relation to participation in a heritage project – for example, employability, learning, or presentation skills.

Empowers participants to make their own decisions in terms of what they would like to gain from their involvement and take an active role in achieving these.

Is a tool to help participants communicate these goals with the heritage organisation so that they can better make use of their resources, platform and expertise.

For heritage organisations it:

Offers a useful programming tool and an opportunity to map activities to participant needs.

Helps measure the impact of the project in relation to individual experiences.
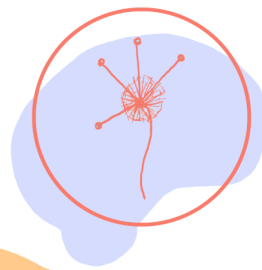
USE

Provide each participant in the community group with their own copy of the Personal Development Chart (PDC) file. You can either use a digital copy, or we recommend printing the document on A4 double-sided paper, it can be folded concertina-style into a little booklet.


For Community group participants:
Participants can complete a chart at the beginning, middle (time dependent) and end of the project.

For heritage organisations:
We recommend one-to-one meetings with participants to support them with their PDCs. The categories and areas of focus outlined in the PDC are suggestions, participants should have scope to outline their own.

Reflecting on participant's PDC at different stages of the project allows activities to be adapted to better suit needs and interests.

It gives valuable insight, allowing for a better understanding of audiences and what people want to engage with and why.
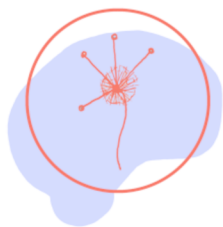
PERSONAL DEVELOPMENT CHART

Wellbeing & Community
Feeling safe
Feeling motivated
Feeling a sense of belonging/connection
Self-Care
Feeling less isolated

Heritage
Awareness & knowledge of the heritage sector.
Building a sense of connection through heritage.
Involvement in art and culture.
Awareness of opportunities in heritage.
Craft skills

Learning skills
Digital skills
Public speaking skills
Leadership skills
Communication skills
Confidence
Networking with people in the sector

Transferable skills
Writing
Researching
Presentation
Editing
Creating
Social media

Use the charts inside to map your goals.

Each colourful strand of the chart represents an area you wish to develop.

See our suggestions for areas of focus and actions to take. You can change and adapt these to suit your own needs

PARTICIPATE in
Active roles in an event/project, e.g. helping with social media, technical creation, or leadership positions available.

ENGAGE in
Reflecting on your involvement, keep a project journal, set your own pace, think about what you want.
Researching a topic or theme you are interested in: write a blog, create an exhibition, make a podcast.

CREATE
Your own mini projects to practice working with the skills and heritage you are discussing.
A role where you get to practice your desired skills but in a supportive environment.

USE
Workshop spaces to practice speaking up and communication.
The project space to network and socialise with the people you meet.

THINK about
How can I build a connection with my own heritage and others I would like to understand better?
What institutions or spaces are there, what roles and work are there, what forms of heritage are people involved in?

RESOURCES YOU CAN ASK FOR
Covering topics and themes which reflect your own identity, for example in terms of gender or race.

Providing an etiquette guidance that states all participants should be respected irrespective of race, gender, religion.

Learn from other people's pathways, speak to people in the heritage org, find out about their career journeys.

Seek mentors.

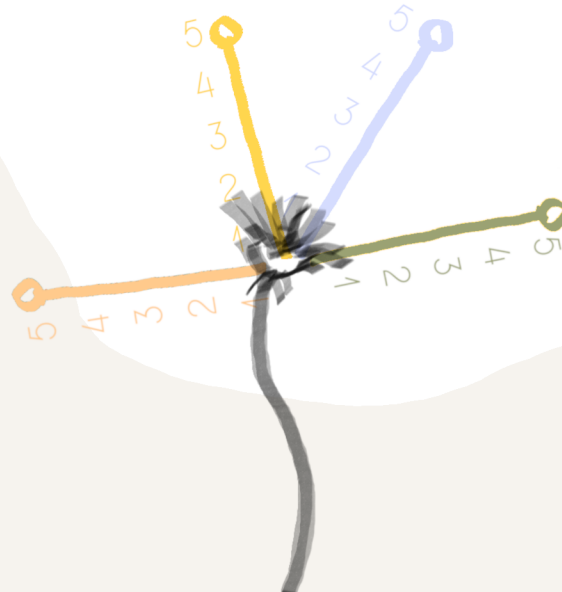Ask for workshops/talks on the topics you are interested in furthering knowledge on.

PLEASE REFER TO THE CATEGORIES OVERLEAF AND PICK YOUR AREAS OF FOCUS FOR EACH STRAND.

ON EACH STRAND CIRCLE WHERE YOU RATE YOUR ABILITY.
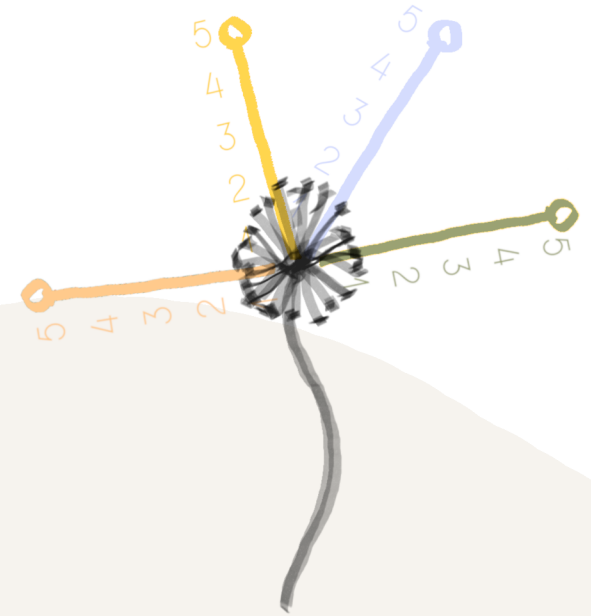PLAN WAYS YOU CAN DEVELOP THESE AND RETURN TO THE CHART TO REFLECT ON WHAT YOU HAVE ACHIEVED.
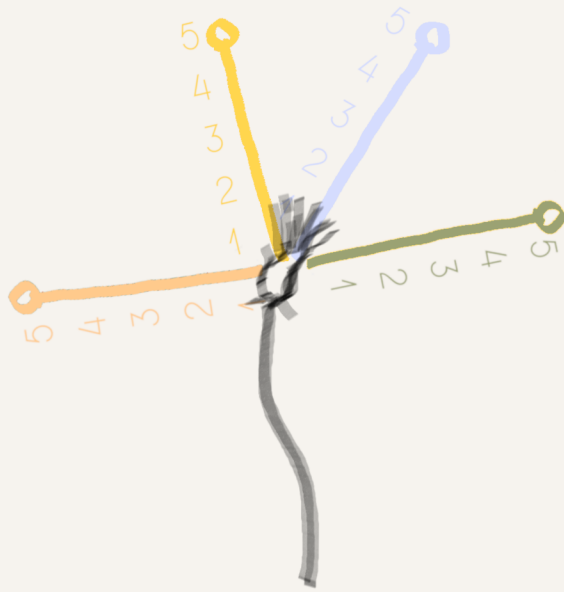
STRENGTHS

ACTIONS

GROWTHS

ACTIONS

GROWTHS

ACTIONS