Roadmap for Future Activity

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for

Archives and Records Council Wales

Funded by the Welsh Government

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1.1   Survey research of sector professionals and minority ethnic users

1.1.2   Survey on the professional experience of employees

We recommend a sector-wide survey targeting different aspects of ethnic diversity in cultural institutions in Wales, including institutional diversity and diversity in the collections and practices. The survey should ask questions about education and professional life and collection-related issues such as appraisal, description and access/use. The respondents of this survey would be those who work in/with cultural institutions in Wales in various roles and capacities such as administration, collection management, research, operations, consultation, creative practices and volunteering. This survey would explain how employees and volunteers view the ethnic diversity of their institution, its collections and related practices. Leadership needs to emphasise and incentivise participation of all employees in such a survey to achieve a thorough understanding of problems, knowledge gaps and best practices. It will provide insight into the extent to which Black Asian and Minority Ethnic communities are already contributing to the development and dissemination of materials that reveal the lived experience of marginalised communities or are underrepresented in these heritage landscapes. Please see Annexe D. Question Bank in the Survey Methodology for a Cultural Sector Staff Survey recommended questions.

1.1.3   Survey on the lived experience of Black, Asian and Minority Ethnic users

We also recommend a second survey to be carried out simultaneously, with a respondent sample from Black, Asian and Minority Ethnic audiences of the sector. This questionnaire should aim to understand the dynamics of engagement expectations from access to and accessibility of collections to collection reception and relevance to lived experiences of minority ethnic users. The survey should be distributed through effective and reliable community hubs such as mainstream schools, higher education institutions, cultural schools and cultural centres. The minority ethnic population in Wales comprises a diverse range of lived experiences. The survey needs to differentiate the experiences of various generations, histories and pathways of the minority ethnic users of cultural institutions in Wales. For example, the survey should categorise the different experiences of second-generation school children who speak Welsh or English in a bi- or trilingual capacity and immigrants or their elder dependents who may not be fluent in the local languages. Findings from this survey should be published as a report to be used by institutions to understand the opinions and expectations of Black, Asian and Minority Ethnic users regarding their collections.

1.2   Application of the collections survey methodology

Institutions of all sizes and structures in the Welsh culture sector can consult the survey methodology included in this pack and build on it to develop and review their practices for surveying collections for material related to Black, Asian and Minority Ethnic people in Wales. The application of the survey methodology can be encouraged through workshops that study and interpret the methodology into actionable plans and initiate institution-based collaboration with collection teams from specific institutions. If the country-wide surveys recommended above are organised, it is advisable to implement the survey methodology to succeed the findings from these surveys so that necessary adjustments can be made to the survey methodology depending on gained insight.

1.3   A collaborative conference on diversity and inclusion in the cultural sector

Throughout our research, we have contacted and have received information and insight from various professionals within the industry and have recognised the diversity of challenges, limitations, knowledge and best practice across the sector when it comes to applying anti-discriminatory and

inclusive principles in cultural institutions. Therefore, we recommend organising a sector-wide conference for idea exchange between cultural institutions.

This event would include workshops relating to specific areas of concern and learning opportunities highlighted in this document. It would also feature panels to present the findings of the survey of culture sector professionals recommended above. Representatives of the cultural institutions, their users and representatives of Black, Asian and Minority Ethnic communities in Wales would be invited to contribute to the panels with their experiences of these institutions, their perceptions of barriers to accessing or being represented by the collections, thoughts on the current project and recommendations for the future.

The conference could also call for proposals for institution-based or sector-wide projects providing a platform for the swift communication of these ideas and valuable feedback that can enhance or broaden the reach of these projects. We would recommend that planning for the conference take place after the survey studies are completed to ensure that the findings of these surveys could be utilised in the event's planning.

The conference would be followed up by a roundtable with representatives from institutions to discuss findings, a written proceedings publication based on panel papers and a more accessible executive summary of findings to be disseminated to the sector.

1.4   Leveraging existing or creating new social media presence

Institutions would benefit significantly from the efficiency and accessibility of social media to maintain a sustainable connection with Black, Asian and Minority Ethnic communities and all communities of interest.

1.4.1   Social media management training

Social media management is an integral aspect of public relations. Institutions can utilise contextualised and season-specific content to highlight their collections and provide engagement scenarios that are attractive to Black, Asian and Minority Ethnic people in Wales. Depending on the financial and human resources, institutions can benefit from training in the practical usage of social media to engage audiences if they do not have dedicated roles or teams that manage their social media activity.

1.4.2   Utilising social media effectively

Today, many cultural institutions benefit from improvisational or documentary-style content that highlights aspects of their institution that may not be apparent on-site or on their websites. Where necessary resources are available, others create highly entertaining content that communicates their collection to today's audiences. For example, the National Archives shares videos on the video-sharing platform TikTok about different aspects of life in Britain in various periods that contextualise items in their collection by comparing past and present practices through a short and exciting narrative.

Social media should draw traffic to other online outlets such as homepages and search portals of institutions so that the content on these platforms can reach as many interested users as possible from Wales and around the world. Institutions should also be maintaining consistent conversations online by promoting and signposting each others' content and combining their audiences. Such strategies would increase the reach of their social media presence and would provide more opportunities for engagement from the Black, Asian and Minority Ethnic communities in Wales.

Here are a few examples of culture sector social media accounts that have recently garnered attention from social media users:

Black Country Living Museum: https://www.tiktok.com/@blackcountrylivingmuseum

National Archives TikTok Account: https://www.tiktok.com/@uknatarchives

Royal Academy of Arts Twitter Account: https://twitter.com/royalacademy

1.5   Communications package for academic partnerships

Academic partnerships provide many benefits for cultural institutions and academic partners. Institutions can benefit from utilising academic expertise to enhance institutional practices and collaborate with academic partners for funding proposals. On the other hand, scholars can access unprocessed material, discover niche topics and expand their research experience.

Cultural institutions need to develop or should be supported with communications packages and project plans for academic partnerships. The communications packages should include information about locating and reaching out to potential academic partners through PhD placement schemes, collaborations with research groups, or research projects. This package would highlight the benefits of collaborations for both scholars and institutions. These communications packages will benefit from a thorough list of related departments and research groups across Wales and information on relevant mailing lists, listing boards and platforms where such communication can reach the intended individuals.

Project plans for academic partnerships should instruct institutions of various sizes and resources on how to write a project brief, allocate time, financial and human resources to the management of the project, how to achieve effective and consistent communication with academic partners and how to implement, act on and promote the project findings to a broader audience.

1.6   Community-led projects

Cultural institutions can work on inviting community-led project ideas from their local minority ethnic communities. This can be achieved through a rotating scheme by allocating available spaces for archive visits, discussions, reading groups, exhibitions, cultural education and art practice classes related to the interests and strengths of Black, Asian and Minority Ethnic people in Wales. Institutions can research and communicate with existing minority ethnic practitioners to promote these schemes and keep them accessible to non-professionals through open calls to the community.

Institutions can also reach out to schools to invite students for educational activities that are led by minority ethnic community members, such as sessions where students can be introduced to an item in an archive or museum through the perspective of minority ethnic experts or learning about a craft or a historical figure significant to the experiences of a group of ethnic minorities.

1.7   Community-led acquisition activities

Incorporating the lived experiences of Black, Asian, and minority ethnic communities is an effective strategy for ensuring the diversity of collections. Where possible, institutions are advised to start creating a plan for community-led acquisition activities inviting contributions from local communities. Please refer to Case 3 in the Case Studies section for an example project conducted by the Brighton Royal Pavillion and Museums in collaboration with the African community in Brighton. For smaller venues without collections, institutions can invite communities to exhibit or present their items for a limited time or during a short event and demonstrate the accumulated knowledge from such activities on their websites or social media for broader representation.