



New Directions in Social Policy: Cultural Diversity for museums, libraries and archives

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Introduction

This mapping process provides an overview of policies concerning the process and outcomes of the term 'cultural diversity' both within and outside the sector. It offers a brief analysis of key materials and statements which may be significant in relation to public policy development and concerns in the area of cultural diversity. It also identifies important themes that might inspire further investigation. This document summarises important features and analyses studies and papers in the light of their possible policy relevance. It also highlights significant gaps, where research might aid the process of policy making, implementation, evaluation and monitoring. There are also policies which are highlighted as exemplars of good practice or policy innovation and advocacy.

The document also pays attention to two particular 'drivers' influencing recent government initiatives on 'race equality and community cohesion'. The first is the increased recognition and focus on the wider definition of diversity and the second is the wish to achieve good practice in equality and social justice agendas.

The individuals and groups which this document addresses are the 'non-white' black and minority ethnic communities (BMEs)¹. There are limits in coverage that lie outside the scope of this paper, such as experiences and legal status of asylum seekers, refugees, Gypsies or Travellers.

It seems likely that any effective embedding and evaluation of policy initiatives, highlighted here, will have to be sensitive to not only the cultural diversity agenda but also to the recognition of racism in all its forms².

Context: identities

Some members of minority groups, given the label 'BME communities', happily embrace issues of identity through vehicles of language, culture and religion. It is seen as a source of celebration, self-expression, enfranchisement and empowerment³; a flip-side to the notions of acculturation and assimilation theories⁴. However, it is not always a welcome theme or discussion point for all those affected. Some see it as part of a dialogue which stereotypes all BMEs as homogeneous and deserving the same treatment regardless of race, culture, faith or preferences. In contrast the majority groups (i.e. those who have power and authority) enjoy the privilege of not having to identify themselves according to race, culture or faith and are subsequently treated as the norm, are part of the mainstream and are largely treated according to preference and ability to pay.

Public respect of different cultural identities is ultimately necessary for democracy and equality. It increases the range of choice and variety of options through different cultural traditions, lifestyles, beliefs and dialogue and stimulates ideas and creative synergies. For example, the English language is embellished with contributions from different parts of the globe; this has helped the language to express more wider sensitivities and emotions and experiences, but is sometimes seen by critics to be political correctness⁵.

¹ BME in this instance refers to people whose parentage is from the Indian subcontinent, Africa and the Caribbean diasporas.

² ODPM report (2003)

³ The Future of Multi-Ethnic Britain (2000)

⁴ Ibid

⁵ Political correctness is the alteration of language said by proponents to redress real or alleged unjust discrimination or to avoid offence. The term most often appears in the adjective form **politically correct**,

1. Definitions

Cultural diversity is both dynamic and organic where definitions change according to the global socio-political language being used at any one time and the organisational and resource issues being addressed. It is not static. On the one hand some commentators see cultural diversity as a part of a wider umbrella term which incorporates all differences including race, disability, gender, age, sexuality, religion, etc. Others see it as a shorthand focusing on race, ethnicity equality and social justice.

Museums, Libraries and Archives Council (MLA)

MLA and the Regional Agencies have an agreed definition of diversity which promotes equality:

diversity is a key defining feature of British society. Diversity is about the range of visible and non-visible differences that exist between people. These differences include those relating to ethnicity and race, class, intellectual and physical ability, urban and rural living, faith and gender, sexuality and age. Celebrating diversity is about recognising that everyone is different and respecting and encouraging those differences for the benefit of all. Adapted from Kandola and Fullerton (1998). MLA, 2004

Within this definition the focus of MLAs diversity programme is on promoting the work of museums, libraries and archives for people with disability and cultural diversity work which concerns ethnicity and race. MLA supports the broader approach to diversity and is addressing a range of equality strategies such as disability, gender, sexuality and age across the three domains.

Within the shared definition the regional agencies, working with their Cultural Diversity Networks, produce their own priorities within the diversity agenda which is linked to their local demographic profile. MLA NW, for example focuses its work on valuing difference:

Evidence shows that through their engagement with communities they can foster a sense of identity and racial harmony. (www.mla.gov.uk)

The extended definition also includes reference to identity and engaging with communities.

ALM London in a recent strategy document *Towards a Diversity Strategy for London's Archives Libraries and Museums* (2005), it describes what is termed a "working definition" of cultural diversity in relation to the three sectors as:

The complex composition of society, made up of individuals and groups who may have multiple identities. These may relate to ethnicity, faith, gender, sexual orientation and intellectual and physical ability, but equally include health status and educational and social background.

In MLA's document *Cultural Diversity Statement, Issues and Action Plan for Resource* (Resource, 2003), cultural diversity is defined as 'diversity based around ethnicity and race'. It goes on to support the declaration that:

often abbreviated **PC**, and is now usually used mockingly or disparagingly. One purpose behind *politically correct* language is to prevent the exclusion or the offending of people based upon differences or disabilities. (Centipedia website, February 2005)

Museums, archives and libraries have an important role to play in promoting knowledge, understanding and value of diverse cultures, faiths and histories.

Arts Council England

Resource: [MLA] in partnership with Arts Council England and the UK Film Council, commissioned a survey by the Office for National Statistics (ONS). This was the first survey into attendance, participation and attitudes to the arts amongst culturally diverse population. In *Focus on cultural diversity – the changing face of arts attendance and participation in England (2003)*, the understanding of cultural diversity is that the:

Arts Council England will take a broad and inclusive interpretation, as meaning the full range and diversity of the culture of this country. In some cases the focus will be on race and ethnic background and in others on disability.

BBC

The BBC's policy on cultural diversity refers to diversity and its broader agendas. It states that:

The BBC is committed to reflecting the diversity of the UK and to making its services accessible to all. This applies both to the output - TV, radio and online - and the workforce, aiming to be inclusive of those groups who are often under-represented - older people, women, disabled people, people from ethnic minorities, those of all faiths and social classes, lesbians and gay men. (BBC website, 2005)

Off air, the BBC met its target for ten per cent of its staff to be from black and minority ethnic backgrounds by the end of 2003, and has set a new target of 12.5 per cent to be met by the end of 2007. The BBC is a member of the Cultural Diversity Network (CDN). This commits major British broadcasters to improved diversity in recruitment and on-air representation.

Greg Dyke (ex Director-General, BBC) pledged to increase the number of staff from ethnic minorities working for the BBC, particularly in management. Speaking at the Race in the Media Awards (RIMA) in April 2000 he said:

"...For young people today British culture is already diverse, heterogeneous, multi-ethnic, multi-everything. For them multi-culturism[sic] is not about political correctness, but simply a part of the furniture of their everyday lives." (BBC website, 2005)

UNESCO

The UNESCO Universal declaration on Cultural Diversity (2001) was adopted unanimously at the 31st UNESCO General Conference. The 12 Articles of declaration affirm member State's conviction that inter-cultural dialogue is the best guarantee of peace and to reject the theory of the inevitable clash of cultures and civilisations. The Declaration supports cultural diversity, cultural rights and the role of culture in development. Article 5 reaffirmed "Cultural rights as an enabling

environment for cultural diversity”:

Cultural rights are an integral part of human rights, which are universal, indivisible and inter-dependent. The flourishing of creative diversity requires the full implementation of cultural rights as defined in Article 27 of the Universal Declaration of Human Rights and in Articles 13 and 15 of the International Covenant on Economic, Social and Cultural Rights. All persons have therefore the right to express themselves and to create and disseminate their work in the language of their choice, and particularly in their mother tongue; all persons are entitled to quality education and training that fully respect their cultural identity; and all persons have the right to participate in the cultural life of their choice and conduct their own cultural practices, subject to respect for human rights and fundamental freedoms.

The United Educational, Scientific and Cultural Organisation (UNESCO) published the document *Cultural Diversity: Common heritage – Plural Identities (2002)*, based on a multidisciplinary exhibition 2001, and the adoption of the Universal Declaration on Cultural Diversity. This sets out the principles of cultural diversity which evolve from a common heritage of humankind. Further details can be found at: www.unesco.org.uk.

2. The cases for change: social, economic, ethical and legal cases

The ground-breaking publication, *Holding up the Mirror (2003)*⁶, provided new directions for the museum sector to follow in terms of the race and ethnicity agenda. It provided four reasons why cultural diversity should be taken seriously. These principles are: the business; legal; ethical; intellectual cases. These “cases for change” can be applied to all three domains (museums, libraries and archives) and are principles which can be used as a framework for advocacy, policy development and strategic planning. In order to highlight some policy principles behind this inclusion agenda, the following framework has been developed to define the socio-economic, ethical and legal context for change.

The social case

If we examine the social perspectives of cultural diversity, we will see that there are both unity and diversity in ideas, philosophies and values in the public domain and that all communities and identities are intertwined and co-dependent. This is what is described as ‘social capital’⁷ which broadly refers to the networks, norms, and social trust that facilitate cooperation for mutual benefit evident in public administration. Through this social process, common features develop; for example common value systems.

The pluralistic approach to cohesion, equality and difference is where the public domain is under continuous review in order to accommodate cultural diversity which reflects society at large. Pluralism is a framework of interaction where groups show sufficient respect and recognition of one another, that they co-exist and interact without conflict or assimilation. This model of society sees considerable interdependence and overlap between and within the various communities that makeup society. “Recognition” as opposed to toleration⁸ is the key word. In a society which is co-dependent, there is a generous overlap within and between various individuals, communities and groups. From an international perspective, evidence shows that countries such as Canada, Australia and India are models of a pluralistic society and in *The Parekh Report* sees these countries as examples of a ‘community of communities’.

The economic case

In a business/economic context, cultural diversity is approached as a strategy for improving employee retention and increasing consumer confidence. The “business case for diversity”, as it is often phrased, is that in a global and diverse marketplace, a company whose makeup mirrors the makeup of the marketplace it serves is better equipped to thrive in that marketplace than a organisation whose makeup is homogenous. Government estimates (ONS, British Labour Market , 1998) show that the working age population will increase by 1 million in ten years and BMEs will account for half of that increase⁹. Commentators from the DTI say that “businesses that are positive towards diversity are generally more successful and also more innovative and competitive” (*The Business Case for Diversity and Equality, DTI, 2004*). With reference to the heritage and arts domains, the business case for a diverse workforce would facilitate a range of perspectives indeed from creative thinking to problem solving, which would ultimately lead to solutions being drawn from different experiences, traditions and backgrounds.

⁶ Helen Denniston Associates (2003)

⁷ Cooper, H. Arber, S. & Ginn, J. (1999)

⁸ The Future of Multi-Ethnic Britain: The Parekh Report (2000)

⁹ Office of National Statistics (1998).

Diversity is also key to success in global markets – any organisation that wants to expand internationally cannot effectively do so without a detailed understanding as well as knowledge of the cultural background of the new markets in which it hopes to succeed.

A leading US economist Rajan (2003), commissioned a study which involved around 500 companies operating in the UK, USA and Europe, uncovered a range of business benefits:

“Instead of thinking about diversity as about equality, that is, in terms of the law or compliance, companies are now seeing it as an issue of merit and merit alone”.

The report concluded that diversity produces maximum financial impact when it is linked with business strategy (as opposed to a HR strategy), has the support of senior executives and that diversity management is a long-term process with no quick fixes.

The ethical case

Introducing and promoting diversity should be morally the right thing to do. Diversity not only assumes that all individuals are unique and different, but that difference is ‘value added’. It acknowledges that everyone has the right to express their views and beliefs in a manner that is sensitive to those around them (i.e. free from racism and other forms of prejudice and discrimination). Everyone should have the right (and take responsibility) to contribute to activities and develop within their workplace. A culturally diverse professional environment also demonstrates a caring, inclusive and respectful organisation. Cultural diversity is a goal and a process, so ethical standards will permeate all aspects of interpretation, collection management, activities, exhibitions and custodianship to achieve this.

The legal case

The main legal case for cultural diversity stems from the statutory duty that is placed on public bodies to promote race equality and eliminate all forms of discrimination. The Race Relations (Amendment) Act 2000, a response to the death of Stephen Lawrence, generated the Stephen Lawrence Inquiry Report by Sir William McPherson. This made it obligatory for public authorities to comply with this Act. Whilst there is no single specific piece of legislation covering cultural diversity, there are several Acts of Parliament, European laws, Regulations and examples of case law which together make up the legal framework for diversity. (The Equal Opportunities legislation in particular makes it mandatory.) Although the following list is not exhaustive, the key legal frameworks include:

- Race Relations Act (1976)
 - Positive action (1986)
 - Human Rights Act (1998)
 - Race Relations (Amendment) Act (2000)
 - Genuine occupational qualifications (2000)
 - Equality in religion and belief (2003)
 - Race Regulations (2003) - incorporates EU Race directive into UK law
 - EU Employment Directive
 - Commission for Equality and Human Rights – white paper (2004)
- <http://www.cre.gov.uk/pdfs/whichway.pdf>

See:

3. Key social and demographic trends

The number and proportion of black and minority ethnic (BME) people living in the UK is growing. According to the 2001 National Census, just over 9% of the total population of Great Britain are from BME groups. The overwhelming majority, 97%, live in England, with 2% in Scotland and 1% in Wales. About half of minority ethnic group people are of Indian sub-continent origins (Indian, Pakistani and Bangladeshi). Those referred to in data sources being of Black origin, (Caribbean and African), make up nearly a third of the total minority ethnic population. If we look at England in isolation, the breakdown shows:

- 4.6% Asian or Asian British
- 2.3% Black or Black British
- 1.3% Mixed
- 0.9% Chinese

There is a substantial 'Other' category covering people whose origins connect with a wide range of countries¹⁰.

BME groups are concentrated in certain regions. London has the highest proportion. Other regions with high concentrations are the West Midlands, Yorkshire and Humberside and the North West.

In terms of disadvantage and poverty, people of Pakistani and Bangladeshi origin are particularly disadvantaged compared with white people. They had the lowest incomes on average than any of the main ethnic groups laying mostly within the C2,D,E priority groups. People of Black origin are also relatively disadvantaged compared to Indian and white populations, but less so than Pakistani and Bangladeshi people. They too lie mostly in the C2,D,E priority groups.

Health/Mental health

Research shows that people from BME communities can suffer from inequalities in access to mental health services provision and in the outcome of those services. For example, BME patients are significantly more likely to be detained compulsorily or diagnosed with schizophrenia. The Department of Health is developing a comprehensive programme of work to tackle inequalities. An important part of the programme is the implementation of Delivering Race Equality in Mental Health Care – an Action Plan for Reform Inside and Outside Services (2005). This focuses on equality and tackling discrimination in mental health services in England for all people of Black and minority ethnic (BME) status. A programme of 'community engagement'¹¹ is being delivered to promote healthier communities and to engage communities in planning services, supported by Community Development Workers; with a wider range of effective therapies, such as peer support services and psychotherapeutic and counselling treatments, as well as pharmacological interventions that are culturally appropriate and effective.

¹⁰ Labour Force Survey 2000; Scott, Pearce and Goldblatt, 2001.

¹¹ 'Community engagement' is defined by The Centre for Ethnicity and Health, Lancaster University as: "The simultaneous and multifaceted engagement of supported and adequately resourced communities and relevant agencies around an issue, or set of issues in order to raise awareness, assess and articulate need and achieve sustained and equitable provision of appropriate services"

'Reality Check – arts for health' - using the arts to tackle health inequality is an example of partnership working between Cannock Chase District Council and Cannock Chase PCT, using arts as a vehicle to engage, educate and inform on five key health issues that high on all partners' agendas. Working with community representatives, the programme covers deprived wards and those experiencing social exclusion and isolation. The programme shows how the arts can be used as an innovative tool to reach disengaged communities.

4. Government policy

Community cohesion is seen by the government as “crucial to promoting greater knowledge, respect and contact between various cultures, and to establish a greater sense of citizenship”. The latest policies/consultation/legislation includes:

Regeneration and neighbourhood renewal

There is a significant lack of information about minority ethnic groups and the impact of regeneration programmes on them. It is argued by researchers that renewal and regeneration investments have not led to beneficial and measurable outcomes for BMEs due to poor targeting, short term funding and lack of significant role played by black-led organisations. The Cabinet Office report (2000) on the work of the Social Exclusion Unit and Policy Action Teams state that people from BMEs are at a disproportionate risk of exclusion and one way of tackling this is ensuring that mainstream services meet their needs, for example ethnically monitoring outcomes and involving BMEs in the design and delivery.

Office of the Deputy Prime minister

The Social Exclusion Unit

The latest research study *Breaking the Cycle of Social Exclusion* aims to provide a clearer understanding of how Government policies are working to tackle social exclusion. ‘The Breaking the Cycle’ project aims to provide an assessment of how policies are working together, with what impact, and on which groups, to maximise the impact of future work across Government. This project has identified some policies as consistently being less effective (including those which target BME groups).

Home Office

- The focus of the Home Office’s responsibilities on community and race stems from the Community Cohesion Unit. Publications such as ‘*Building on Communities*’ and the consultation document ‘*Strength and Diversity*’ (a response to the disturbances in the north of England in 2001). The Unit aims to promote a cohesive community where there is a common vision and a sense of belonging for all communities.
- The ‘*New Challenges for Race Equality and Community Cohesion in the 21st Century*’ is a response to the debates set out in the ‘*Strength and Diversity: towards a community cohesive and race equality strategy, HOCD, June 2004*’ consultation. It draws on theories of cultural and religious identity, the concept of “Britishness” and the eradication of racism and extremism.
- There is a statutory duty for public authorities to promote race equality and eliminate race discrimination. *The Race Relations (Amendment) Act 2000* has new and enforceable code of practice where a specified public body should “define its functions and assess the impact on racial equality of what it is currently doing and what it is proposing to do”.
- The ‘*MacPherson Report*’ on the Stephen Lawrence enquiry challenges institutional racism and provides codes of practice and sets out responsibilities for public authorities.

- The HO has Race Equality and Diversity Schemes and Action Plans for its various Directorates. It outlines the HO targets and plans to achieve them.
- The Faith Communities Unit (FCU) leads on Government engagement with faith communities and has produced recommendations. It has 3 strands: i) engaging with faiths; ii) cohesion between faiths; iii) faiths and the voluntary and community sectors. The Home Office provide a breakdown of the faith communities from the 2001 National Census population by religion, for example Christian 71.6%; Muslim 2.7% and Sikh 0.6%. A publication *Working Together: cooperation between government and faith communities*¹² explores ways that Government Departments to work more effectively with faith communities in policy areas where their perspectives are relevant.
- The Race Equality Unit is responsible for race relations policy and legislation and helps promote equal opportunities to other Home Office policy areas and in outside agencies.

Home Office Citizenship Survey

The Home Office has been trying in a number of ways to increase its understanding of community cohesion and what drives it. The Home Office Citizenship Survey 2003 includes a section on community cohesion. This survey is run biennially on the basis of a nationally representative sample of 10,000 adults aged 16 years plus in England and Wales, and in addition a booster sample of 5,000 adults from black and minority ethnic backgrounds. See: <http://www.homeoffice.gov.uk/inside/org/dob/direct/ccu.html>

Community Cohesion Unit

The Unit's recent publication '*Improving Opportunity, Strengthening Society (2005)*' is a strategy and response to increase race equality and community cohesion following the riots of Burnley, Oldham and Bradford. The CCU's aims and objectives are to promote a cohesive community where:

- There is a common vision and a sense of belonging for all communities;
- The diversity of people's different backgrounds and circumstances are appreciated and positively valued;
- Those from different backgrounds have similar life opportunities; strong and positive relationships are being developed between people from different backgrounds in the workplace, in schools and within neighbourhoods.

The ongoing objectives for the programme include:

- Identifying innovative approaches to promoting community cohesion;
- Identifying any barriers to community cohesion;

¹² Home Office Faith Communities Unit (2004).

- Developing learning groups and building organisational capacity and expertise in community cohesion;
- Making recommendations for how resources are best organised to support the processes and disseminating information nationally.

Department Culture, Media and Sport

The DCMS aim to “improve the quality of life for all through cultural and sporting activities, to support the pursuit of excellence and to champion the tourism, creative and leisure industries”. Culture for all, education and social inclusion are seen as central to their current activities.

Working with other government departments to achieve shared Government objectives, the DCMS help co-ordinate and develop policy across a range of cross-Government agendas. With direct reference to cultural diversity issues, these include:

- Social inclusion
- Community cohesion
- Race and gender equality

The DCMS publication *Bringing Communities Together Through Sport and Culture (2004)* was inspired by a seminar, held in Oldham in March 2004, to discuss ways in which culture and sport can facilitate a sense of local pride and belonging following the disturbances of 2001.

Arts Council England is funded by the DCMS. They see cultural diversity as a means of “celebrating our differences [and] fostering mutual understanding and nurturing mutual respect”. Arts Council England has a role to play in championing equality in the arts, promoting social inclusion and supporting diverse organisations. Their Decibel programme (discussed below), which supported the work of Black and Asian artists, ended in 2004 and this approach is now believed to be embedded into the Arts Council’s mainstream work.

The DCMS both directly and indirectly fund core programmes of development in museums, libraries and archives. *Framework for the Future, Renaissance in the Regions* and the *Archives Taskforce* documents all have elements of race equality and cultural diversity built into it’s targets (see below).

Commission for Racial Equality

The Commission for Racial Equality is a publicly funded, non-governmental body set up under the Race Relations Act 1976 to tackle racial discrimination and promote racial equality. The CRE works with organisations in the public, private and voluntary sectors to reduce racial discrimination and promote equal opportunities for employees, customers and service users. The website www.cre.gov.uk includes a number of sections including ‘Ethnic diversity’, ‘Immigrants past and present’ which are useful for basic background in the area of race histories, statistics and BME contributions to the UK economy. There are also downloadable reports available on line including ‘Survey on Race’¹³. More information in the area of rights, the law, complaints and case studies are available on the site. Specifically, there is advice and guidance in the following areas: i) the duty to promote race equality; ii) equal opportunities policies; iii) ethnic monitoring; iv) employment: code of practice, standards, adverts; v) good practice advice for specific sectors e.g. education, health, local government, refugee and asylum seekers.

¹³ CRE & SHE ICP magazines (2002)

5. Positive action programmes

Training

In recent years cultural diversity training with its emphasis on learning about lifestyles, faith and cultural values has given way to training in race and anti-discrimination practice. Practice-based approach to training is promoted by Fern and Madden¹⁴. It's aim is to identify patterns of institutional racism, remove barriers to race equality and create 'accessible and appropriate services for BME users'. They stress that understanding a culture is not going to encourage anti-racism, however what is required is a personal understanding of the processes that perpetuate institutional and personal racism. The Stephen Lawrence Inquiry (1999) produced recommendations to breakdown institutional racism in public bodies. This prompted the proliferation of race equality action plans covering HR, training and service delivery in the public sector. See: http://www.cre.gov.uk/gdpract/cj_sli.html.

Diversify!

The Museums Association has run a programme entitled Diversify! to take a positive action approach to increase the number of black and minority ethnic staff. It has concentrated on creating bursaries and traineeships to prepare BME individuals for future employment in the sector. The aim is to equalise the proportion of BMEs in entry-level museum jobs with their total size in the UK workforce, by the end of 2006. Museums can develop their own schemes, whether taking a general diversity stance, encouraging volunteers or using positive action. The premise is that it is essential that museums take some responsibility in diversification, if change is to occur. The Imperial War Museum North is currently running a programme.

Decibel

Decibel was an Arts Council short-term project whose long term aim is to support and raise the profile of African, Caribbean and Asian artists, through showcasing, dialogue, publication and strategic intervention. *Decibel Legacy* is continuing the work of decibel, by giving an award to aspiring artists. The award is a way of publicly rewarding artists whose contribution supports work within the cultural diversity agenda. The work of this initiative is now mainstreamed into the day-to-day work of the Council.

Quality Leaders Project

QLP is a new approach to management development which adopts a service development framework for work-based learning. This initiative seeks to develop staff from black and minority ethnic communities whilst developing service provision. It now has a youth strand to develop staff working with young people. The focus of this approach is on services to young refugee and asylum seeker communities. See: <http://www.seapn.org.uk/qlp.html>

¹⁴ Ferns, P. & Madden, M. (1995)

6. Cultural Diversity Strategies and Statements

The V&A Museum

The Victoria and Albert museum has produced a strategy for access inclusion and diversity¹⁵. The policy covers a broad range of activities and programmes including a discussion of the barriers to access namely emotional, financial and cultural barriers. The HLF-funded project, *Cultural Diversity at the V&A* aimed to sustain the interest of communities with which they had already worked, and to attract new audiences. In particular, they worked with the black British African Caribbean communities. Recently, the V & A had an installation focusing on the Far Eastern communities in the exhibition '*Encounter: the meeting of Asia and Europe 1500 – 1800*'. The major temporary exhibition in 1999, *The Arts of the Sikh Kingdoms* attracted a mixed audience of both traditional V&A visitors, and members of the Sikh communities.

The Chartered Institute for Library and Information Professionals (CILIP)

CILIP supports a number of special interest groups, one of which is the Diversity Group. Its mission is to unite members of CILIP "engaged in or interested in issues of diversity" within the information and library community and promote and support library and information services to diversify and increase access to excluded communities. CILIP uses the term diversity (rather than cultural diversity) to highlight the broader issues of discrimination:

"Diversity" covers issues of race, religion, culture, ethnicity, class, gender, sexuality, age, disability - and other factors that result in discrimination and inequality.

See: <http://www.cilip.org.uk/specialinterestgroups/bysubject/diversity>

Mayor's commission on African and Asian Heritage (MCAAH)

The methodology for this report was to consult key policy makers (including academics, professionals and practitioners) in the heritage sector to make recommendations for London's network of museums, libraries and archives. The recommendations cover mainstreaming; the community sector; workforce development; governance and partnership and education. The forthcoming report will be published by the Greater London Authority (GLA) from August 2005.

National Museum Director's Conference Interim Report

The interim report was devised to present to the NMDC (2005) and is an interim report to inform and provide guidance to directors of national museums and galleries. The impetus for the report was the predicted demographic shift in future populations (a substantive growth in BME communities) and the changes in the socio-political environment. The report recommends changes to staffing and governance; audience participation and collections and public programmes to

¹⁵ The Victoria and Albert Museum (2002)?

reflect the culturally diverse new collections, interpretations and audiences in museums and galleries. The unpublished report is available from the National Portrait Gallery, 2005.

NEMLAC

North East Museums Libraries and Archives council have developed a strategy to address cultural diversity issues. It identifies seven inter-connected strands which together form the Strategy. It will complement and underpin the wider NEMLAC Operational Plan as it is rolled out. The strands are designed to inform practice at every level to facilitate mainstreaming. NEMLAC define cultural diversity:

“...specifically in relation to the range of faith and ethnic communities and individuals, including people of mixed heritage, making up the UK today. We also recognise diversity within, as well as between, cultural communities”.(NEMLAC, 2003)

See: <http://www.nemlac.co.uk/nemlac/documents.php3?p=8&fp=&rc=184>

National Council on Archives

The first survey of the extent of social inclusion work in archives was published by the National Council on Archives. The publication *'Taking Part'*, (2001) provides an audit to promoting social inclusion to prevent disadvantage by developing personal growth and community identity.

See: <http://www.ncaonline.org.uk/materials/takingpart.pdf>

MLA's mainstream programmes: embedding the cultural diversity agenda

The process and goal of achieving Cultural Diversity (diversity) in all three the sectors has come under close scrutiny from policy makers and government decision makers. A number of key frameworks have been developed to raise the profile of the work of the sector generally and to improve the services provided. Professionals, practitioners, stakeholders and policy formulators have now been charged with facilitating three mainstream strategic interventions to make a difference in terms of impact and outcomes on access, learning and participation. The three strategic challenges and opportunities are Framework for the Future (public libraries); Renaissance in the Regions (Museums); and Archives Taskforce (Archives).

Framework for the Future

The DCMS published a strategic framework for the public library service: *Framework for the Future*. The policy document outlines the Government's long-term strategic vision for the role of public libraries. The purpose is to help local and library authorities agree on the key objectives for the public library service with central government and local communities.

Framework for Future has four major themes of relevance to the cultural diversity agenda:

- Building capacity
- Reading and learning
- Digital citizenship; and
- Community and civic values

Knowing your community is a community profiling exercise for public libraries to record demographic data about their constituency. A good practice guide is available at: <http://neighbourhoods.typepad.com/libraries/indicators/index.html>

Renaissance in the Regions

Renaissance in the Regions identified creating a more diverse workforce as a priority. The Museum Association's (MA) Diversify! Positive Action Trainee programme, which provides targeted traineeships for BME individuals has been funded by MLA. The report of the programme is available at: http://www.mla.gov.uk/documents/ren_diversify_rep.pdf

Renaissance priorities are designed to ensure that the Hubs deliver Public Service Agreements (PSA) targets set by the DCMS. This includes increased visits in regions by C2,D,E (categories linked to income and status); and to increase BME audiences by 500,000 by 2005/6. See: <http://www.mla.gov.uk/action/regional/00renaiss.asp>

Archives Task Force

MLA in 2002 set up a Task Force to review the state of the UK's archives. *Listening to the Past, Speaking to the Future: The Report of the Archives Task Force* is the culmination of a detailed investigation and analysis of the state of the UK's archives. The report makes clear recommendations to Government to transform and revitalise the UK's archives.

Four priority themes for 2005/6 were identified in this report; Leadership, Advocacy and Research, Innovation and Improvement. Some key cultural diversity targets identified are:

- To stimulate the improvement and innovation in publicly accessible archive services in England for more diverse users and collections;
- Communicate that UK archives are key contributors to educational attainment, social, economic outcomes and citizenship and community pride;
- Networking knowledge through the Archives Gateway to connect people to archive resources of relevance to their needs;
- Participation and diversification of audiences through strategic marketing and diversity and access; (Diversity and access - to promote better access for all, including people from culturally diverse groups, to museums, libraries and archives and be the main source of cultural diversity advice internally and externally regarding museums, libraries and archives);

- Continue to provide strategic support to the cultural diversity networks in the regions and cultural diversity initiatives. Include diversity-focused projects and the positive role they play in promoting equality in the access case studies database;

A number of initiatives have been developed in the work of The National Archives which have an impact upon attracting participation and access to culturally diverse audiences. Some of these include:

- *Community Access to Archives Project (CAAP)* – this produced a Best Practice Model to help develop and sustain community involvement;
- *CASPAH* - contains research resources relating to Caribbean Studies and the history of Black and Asian people in the UK.
- *Moving Here* – a website showcasing 200 years of migration to England.
- *Linking Arms* - work with community groups across the United Kingdom to digitise their archives and make them available through a single online access point.

7. Tools: facilitating Cultural Diversity processes and goals

A number of tools have been designed to enable the sector to monitor, evaluate and improve service provision and outcomes in cultural diversity and of diversity. Some of these toolkits are aligned for cross-referencing purposes:

- Cultural Diversity Checklist - a basic audit tool:
http://www.mla.gov.uk/action/learnacc/cultural_diversity_checklist.asp
- Access for all Self-Assessment Toolkit - a generic toolkit:
http://www.mla.gov.uk/action/learnacc/00access_04.asp
- Disability Toolkit – a collection of 12 best practice guides:
http://www.mla.gov.uk/action/learnacc/00access_03.asp
- SEMLAC - have designed a set of guidance sheets to assist museums, libraries and archives in developing their work with 'diverse' audiences in the broadest sense. They are targeted at organisations that have no experience of work with diverse communities or those who are beginning to development work in this field. See:
http://www.semlac.org.uk/cultural-diversity/diversity_toolkit.doc
- EMMLAC - has produced a series of guides to support museums, libraries and archives in their audience development work. The guides, entitled "How to ... Manage Consultation" "How to ... Develop a Community Profile" and "How to Write an Audience Development Plan" are tools to help organisations to increase their user/audience profile by improving access and participation. See: <http://www.emmlac.org.uk/learning.html#audiencedev>.

Inspiring Learning for All

Inspiring Learning for All (ILFA) is a vision and tool for accessible and inclusive learning in museums, archives and libraries. Aimed at practitioners, IFLA is a pro-active response to the wider social challenges and provides a focus by "developing socially and culturally relevant support for learning". See:http://www.mla.gov.uk/documents/insplearn_wp20030501.doc

The IFLA vision states that 'access' is now seen in terms of identifying barriers which prevent participation and the development of strategies to remove them is key. Barriers such as culture, knowledge, attitude, finance, information, decision making and workforce development are pertinent to the process of cultural diversity and will have to be addressed to in order to achieve that goal.

Regional focus on cultural diversity

MLA alongside the nine regional agencies has prioritised cultural diversity (diversity) as an area of development in terms of policy and resources. A number of key forums function within the MLA family and their role is fourfold: i) To raise the profile of cultural diversity; ii) to provide strategic leadership; iii) provide practitioner support; and iv) advocacy. The Cultural Diversity Network is made up of nine regional officers with a remit to focus on cultural diversity and the Cultural Diversity Working Group (previously Advisory Group) a partnership group of representatives from the sector and related organisations. *The New Directions in Social Policy* programme of activities (2004-2006/7) was the initiative which inspired the latter group to be formed.

New Directions in Social Policy

As a response to MLA's policy priorities for 2004-2006/7, MLA in partnership with the regional agencies for museums, libraries and archives set out a broad programme of activities called *New directions in Social Policy*. Key policy themes are:

- Cultural Diversity
- Community cohesion and related community agenda; social inclusion and neighbourhood renewal
- Health (with a focus on mental health)

The activities consisted of a strategic planning stage (2004/5) where MLA commissioned research to review museum, library and archive activity to obtain an evidence base for future activity and policy. Burns Owen Partnership completed the report in April 2005. This policy map is also part of that programme as well as the partnership development (working group).

The three strands of activity will be brought together to develop action plans and social impact indicators, building on the Generic Learning Outcome methodology contained within the Inspiring Learning for All framework, over the two years until 2007. See <http://www.mla.gov.uk>

Conclusion

At the heart of this mapping process was that within the ‘race equality and community cohesion agenda’¹⁶, cultural diversity is set to be a key driver in policy making both within the wider political arena and within the public policy debate generally. Policy makers, decision makers and practitioners within public institutions are now beginning to recognise the “cases for change”¹⁷ and respond appropriately by embracing models of inclusion. These new models embrace business, legal and moral cases which articulate an overwhelming need for cultural diversity to be prioritised and embedded (mainstreamed) into strategic and operational planning and practice. The aim of this paper was to take a snapshot in time, identify future policy drivers and provide a policy evidence base for the future policy landscape in cultural diversity.

This is a living document, it is not set in stone. As initiatives and remedies present themselves within cultural diversity dialogue, they will then be reviewed and adopted accordingly to embrace and value difference in this dynamic discourse.

¹⁶ Home Office (2003)

Appendices

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Websites

Useful Sources of Further Cultural/Diversity/Equality Information

Archives & Museum of Black History
Contact: yakinade@aol.com tel: 0207 326 4154

BBC
www.bbc.co.uk/london/yourlondon/unitedcolours/index.shtml

Blacknet
www.blacknet.co.uk – details various issues around race including mental health, The 1990 Trust

British Council
www.britishcouncil.org.uk/diversity/race_contacts.htm

Commission for Race Equality
www.cre.gov.uk

www.connectingfutures.com – has surveys of attitudes perceptions of young people from Muslim countries about the UK and western world and case studies of links between schools here and abroad.

TNA
www.movinghere.org.uk
www.casbah.ac.uk
www.linkingarms.org.uk

DTI
<http://www.dti.gov.uk/er/equality/>

EMMLAC

<http://www.emmlac.org.uk/CULTURAL%20DIVERSITYWEBSITES.doc>

Equal Opportunities Commission

www.eoc.gov.uk

Local Government Association

www.lga.gov.uk

Employers Organisation for Local Government

www.lg-employers.gov.uk

Diversity in Action in Local Government (dialog)

www.lg-employers.gov.uk/dialog/equality.htm

Linking Arms website

<http://www.nationalarchives.gov.uk/partnerprojects/linkingarms/partners.htm>

Housing Corporation

www.housingcorp.gov.uk

MLA Cultural diversity e-list

<http://www.jiscmail.ac.uk/lists/cultural-diversity.html>

Nottinghamshire County Council

www.nottinghamshire.gov.uk/corporate_equality_action_plan.pdf

www.nottinghamshire.gov.uk/raceequalityscheme

www.shangwe.com – promotes new black british creativity in poetry, literature essays etc.

National Institute for Mental Health in England

<http://www.nimhe.org.uk/downloads/AfriCarib.pdf>

<http://www.nimhe.org.uk/downloads/SEAsian.pdf>

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