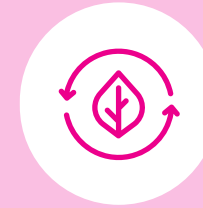
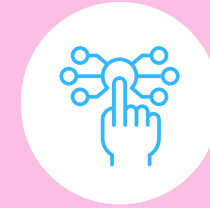




MUSEUMS OF IMPACT

# IMPACT MODULE: Communities and shared heritage





# INTRODUCTION

The communities of a museum are those with and for whom it operates. Ideally, individuals and heritage communities are involved in defining what is relevant in cultural heritage and what is to be preserved from it. Working with communities opens museums to all comers, duly establishing the relevance of museums. It enables participation in and for society, and supports individuals and communities in defining, valorising and making use of their own cultural heritage. It is important for museums to constantly discuss, evaluate and clarify for whom the museum exists and to make clear choices about who it wants to reach with its services. Museums of impact actively build connections, interaction and trust with their communities, and the communities are involved in planning and developing museum activities. Collections and information resources should reflect the diversity of their communities and be open and accessible to the community. They should ensure that their services reflect the needs of and are meaningful to their communities, and that the museum is a welcome space for all.



MUSEUMS OF IMPACT

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**Design by**  
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[www.ne-mo.org/museumsofimpact](http://www.ne-mo.org/museumsofimpact)



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# How to use the MOI framework

**Discuss and evaluate the statements found in this module.** Each statement is evaluated on a scale from 1 to 5 depending on the performance of the museum.



**5 Realised extremely well:**  
The matter works in practice, it is being evaluated and developed, and it is a particular strength as far as operations are concerned

**4 Realised well:**  
The matter works well in practice, and it is being evaluated and developed

**3 Realised satisfactorily:**  
The matter is being implemented, but it has not been evaluated or developed

**2 Realised below average:**  
The matter is under discussion and will be developed, but there is not any proof of its existence yet

**1 Realised extremely poorly:**  
There is no proof of the existence of the matter, and it has not been discussed

If the question is irrelevant from the museum's point of view, there is no need to answer. This can be done by choosing the **skip-arrow**.

**The following steps might be helpful in the formation of a joint view:**

- The issues that are central in the evaluation process are identified. At the same time, the issues that are agreed upon and not agreed upon are identified. The most important observations and remarks are registered.
- The main differences are discussed.
- The goal is to form a joint view on the issue under evaluation.

Mutual understanding must always be based on concrete evidence from operations and the results achieved through operations. If it is difficult to form a clear view on the matter, the scale value 3 should not be used as a compromise. Rather, the issue in question should be examined in the light of the values of the scale (for example, 2 - the issue is under discussion and will be developed, but there isn't any proof for its existence yet), and considered from the point of view of the museum's current performance level.

For some questions, the descriptions on the scale may not be suitable and the evaluators will have to adapt to the scale.

**There is a text field at the end of each evaluation theme.** The most important observations and arguments regarding the evaluation answers can be recorded in this field.

**You can use the Tab and arrow keys** to navigate through the statements and their assesment scales in the document. The document is designed to be accessible on screen readers.

**We recommend turning off Field highlighting** in your PDF reader to see the PDF forms as intended.

*In Adobe Acrobat: Go to Preferences > Forms > Highlight color. Untick the box «Show border hover color for the fields.»*



**Communities and shared heritage**

## **SOCIETY AND OPERATIONAL ENVIRONMENT**

### **Do we know whose heritage we are safeguarding?**

- 1. We have identified living communities whose heritage we are safeguarding.**
- 2. Our roles and tasks as a memory keeper of our communities are clear and carefully considered.**
- 3. We actively involve our communities in safeguarding our shared heritage.**

**Discussion notes:**



**Communities and shared heritage**

## **STRATEGIC CHOICES, GOALS, AND PROCESSES**

### **Have we made clear choices about how to work for and with the heritage we safeguard?**

**4. Working with and for the communities is a mutual goal for our entire organisation.**

**5. Our organisation has discussed and has a clear understanding of how we safeguard and interpret heritage for and with our communities.**

**6. Our communities are involved in making strategic decisions regarding their heritage.**





**Communities and shared heritage**

## **STRATEGIC CHOICES, GOALS, AND PROCESSES**

**Have we made clear choices about how to work for and with the heritage we safeguard?**

**7. Our organisational structure and our processes support our work with communities.**

**8. We allocate resources to working with communities.**

**Discussion notes:**



## COMMUNICATION

### **Do we communicate our roles and approaches together with our communities?**

**9. We develop relations, interaction, and trust with our communities.**

**10. We communicate and discuss our approach to heritage interpretation with our communities.**

**11. We involve the voices of our communities in our communication and outreach.**

**12. The language we use is understandable and accessible for our communities.**

**Discussion notes:**



## COLLECTIONS AND CONTENT

### **Do our collections and content reflect our role in our communities?**

**13. We work with our communities when making decisions about what we collect, document and present.**

**14. The way we collect, preserve and document allows the integration of diverse perspectives.**

**15. We are actively addressing the provenance and the past of our collections and content.**

**16. We enable and encourage different interpretations and co-curation of our collections and content.**

**Discussion notes:**





**Communities and shared heritage**

## OPENING AND SHARING

### **Are our resources shared and open to all?**

**17. We encourage our communities to use and share our resources and content.**

**18. We offer digital and barrier-free access to collections, documentation, data and content for our communities.**

**Discussion notes:**



## **THE ROLE OF AN ENABLER**

### **Do our contents and services match the needs of our communities?**

**19. The way we work encourages and supports active citizenship.**

**20. We create and maintain contents and services at the initiative of our communities and in cooperation with them.**

**21. Our organisation provides support for different voices in the community to be heard in both analogue and digital ways.**

**22. We use digital technology to give heritage back to communities through digital repatriation.**

**Discussion notes:**



**Communities and shared heritage**

## SPACES FOR ENCOUNTERS

### **Do we have sufficient ways of meeting our communities?**

**23. Our premises are welcoming and easily accessible for the communities.**

**24. We encourage alternative uses of our space and enable different interactions and encounters within it**

**25. We also encounter our communities outside of our permanent premises.**

**Discussion notes:**



## COMPETENCES

### **Do we have the competence to work together with our communities?**

**26. We are actively learning from and with our communities.**

**27. We develop our competences in participatory approaches when working with communities.**

**Discussion notes:**



# SUMMARY

You have now gone through the module **Communities and shared heritage**.

Based on the observations and discussions, you probably have identified strengths, as well as areas to develop further.

You can record most relevant development objectives and notes here. These notes will serve as the first step on your museums' development path.

Discuss and evaluate the following statements:

**What are the strengths of our museum concerning communities and shared heritage, and how do we reinforce them further?**

**What do we need to improve?**