



Innovative higher education teaching contents for achieving sustainable ACCESSibility of CULTural heritage for ALL  
Project n° 2020-1-ES01-KA203-083220



**Intellectual Output IO1:**

**RESEARCH REPORT (ANALYSIS OF NEEDS)**

**December 2020**



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**More information on the ACCESSCULT Project can be found at:**

<https://www.accesscult.eu/>

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## AIM OF THE REPORT

This report was created to record the delivery of Coventry University who is **Partner 7**, on the activities that took place to deliver the **WP2** of the project and to respond to the Intellectual **Output 1: Analysis of Needs**. This report provides a summary of the key findings from the surveys and in the appendices, additional detail information is included. The IO1 Project Folder contains the documents used to collect data in relation to IO1.

## DATA COLLECTION

The data collection was organised around three axes, as proposed in the bid:

1. existing training and educational modules (see Also Appendix 1: existing courses)
2. existing knowledge about accessibility among cultural workers, of specific needs, or barriers to access.
3. existing projects and examples of good practice (see also Appendix 2: good practice examples)

The first two axes were delivered on the 23<sup>rd</sup> of November by Sheena Gardner and the 3<sup>rd</sup> axis was delivered on the 24<sup>th</sup> of November by Elisavet Dimitrokali.

To address the first two axes, two surveys were sent to all project participants. To deliver the 3<sup>rd</sup> axis background research was conducted to identify in the UK based practice examples. The examples are assembled in a spreadsheet that was shared with all partners (appendix 2). The spreadsheet includes key characteristics of the good practices for their online-website content and for physical tours. To get a better sense of how some of these good characteristics work, a list of online videos was created from YouTube, on good practice examples across a wide range of cultural sites to increase awareness of good approaches in inclusivity and accessibility and to engage partners with the content in follow up discussions. In parallel of viewing the videos, partners were asked to fill in an online survey. The purpose of the online survey was to provide the opportunity to partners to leave their comments while they were engaging with online videos and to share later the thoughts of the participants for each video they watched in terms of how inclusive and accessible it was and to answer the key research question of what makes a good practice. Ethical approval was assigned to the study by CU to collect data in the online survey. Furthermore, CU invited Coventry Culture and the British Motor Museum to give us a live tour of their museums and to guide us through their approach to inclusivity and accessibility.

## FINDINGS

### AXIES 1 & 2

There are numerous existing training modules for working with people with disabilities. These include several courses organised around **specific areas of disability** (e.g., Vision/hearing/multisensory impairment; mobility impairment; special educational needs) where it is also recognised that individuals may have multiple and complex needs.

The implications of this finding for our need's analysis are that decisions will need to be made about the scope of accessibility needs to be considered and how they can be addressed. (For instance, there are reports that suggest that the number of people with mobility issues is higher than all the other groups put together but adjusting for such groups may be more onerous – or more amenable to dedicated funding support - than for some other groups.)

There are training modules that target **specific people working with PWD**: Teachers, teaching assistants, carers; Educational psychologists, SENCOs; organisations; employers; educators and health professionals; web content writers, web editors, web designers, web developers, web accessibility testers; curators and museum guides.

The implications of this finding are that there are already numerous services available to those wishing to make their website accessible (as a backwash to specific legislation); there are also a good number of training courses available to those concerned with the education of PWD (again, this is the backwash of educational policies). Much less is available for museum guides and curators. The target audience of the AccessCULT course is expected to be current or future museum staff, of all kinds; and the aim is not really to target museums as employers, web designers or as school educators (as many courses already exist for these purposes), but to focus on a middle line.

There are courses delivered in a **range of modes**: credit bearing university courses; EU certified courses; online CPD; YouTube videos.

The implications of this finding are that the two planned courses will need to make decisions around who will recognise and accredit the courses, or if there will be a sequence from non-credit, free guidance to more comprehensive training that sets standards for people working in the cultural industries.

Participants were also asked to respond to **learning objectives** taken from other courses and to evaluate if they should be considered essential or optional. As a result of that survey, the following starting points were proposed:

By the end of the course/training, students/participants should be able to:

- Define what accessibility and inclusion mean.
- Identify basic accessibility concerns for a variety of different users.  
List common barriers experienced by people with disabilities and older people.
- Understand how to make a service better for customers with disabilities.
- Approach/ talk to a person with disabilities.
- Know where to find related resources.

The project participants were consulted for their input about existing knowledge and needs. These responses informed the above. The following resources were identified as valuable by project participants: (It is expected they will be added to over the course of the project).

## WHAT SPECIFIC NEEDS DO PEOPLE WITH DISABILITIES HAVE?

Here is a very useful list of different PWD and their needs:

- <https://www.gov.uk/government/publications/understanding-disabilities-and-impairments-user-profiles>
- <https://www.gov.uk/service-manual/user-research/plan-user-research-for-your-service>
- <https://www.disabled-world.com/disability/>
- [https://www.etno-muzej.si/files/elaborat\\_eng.pdf](https://www.etno-muzej.si/files/elaborat_eng.pdf)
- <http://www.edf-feph.org/>
- <https://access.si.edu/museum-professionals>

## WHAT BARRIERS TO ACCESS HAVE BEEN IDENTIFIED?

- Susana Mesquita & Maria João Carneiro (2016) Accessibility of European museums to visitors with visual impairments, *Disability & Society*, 31:3, 373-388, DOI: 10.1080/09687599.2016.1167671
- Diana Walters (2009) Approaches in museums towards disability in the United Kingdom and the United States, *Museum Management and Curatorship*, 24:1, 29-46, DOI: 10.1080/09647770902731759
- Colleoni M. (2013) Mobility, Accessibility and Social Equity: A Comparative and Interdisciplinary Empirical Study in the Metropolitan Areas of Milan, Bologna and Turin. In: Henckel D., Thomaier S., Könecke B., Zedda R., Stabilini S. (eds) *Space–Time Design of the Public City. Urban and Landscape Perspectives*, vol 15. Springer, Dordrecht. [https://doi.org/10.1007/978-94-007-6425-5\\_10](https://doi.org/10.1007/978-94-007-6425-5_10)
- <https://www.routledge.com/Re-Presenting-Disability-Activism-and-Agency-in-the-Museum/Sandell-Dodd-Garland-Thomson/p/book/9780415494731>
- <https://rowman.com/ISBN/9780759123564/The-Multisensory-Museum-Cross-Disciplinary-Perspectives-on-Touch-Sound-Smell-Memory-and-Space>
- <https://www.routledge.com/Touch-in-Museums-Policy-and-Practice-in-Object-Handling/Chatterjee/p/book/9781003135616>

## WHAT DO CULTURAL WORKERS KNOW ABOUT ACCESSIBILITY?

- RNIB (Royal National Institute for the Blind (UK). May 2009. Literature Review: Understanding the Needs of Blind and Partially Sighted People: their experiences, perspectives, and expectations. SSMR, University of Surrey
- <https://www.gov.uk/government/publications/memorandum-of-understanding-monitoring-and-enforcement-of-public-sector-website-accessibility>
- <https://bda.org.uk/help-resources/#communicating>



## OTHER

- British Deaf Association: <https://bda.org.uk/heritage/>
- Museum of Madness, Trate, Slovenia: <https://en.muzejnorosti.eu/>
- A touch of the past: <https://www.etno-muzej.si/en/accessibility>
- Tiphological Museum, Cratia, Zagreb: <http://www.tifoloskimuzej.hr/>
- Museo Tiflológico de la Once, Madrid Spain: <https://museo.once.es/>
- Tactile Museum Omero, Italy, Ancona: <https://www.museoomero.it/>
- Life of deaf and heard of hearing people in Ljubljana (a photographic exhibition done by a deaf student with the photos in the foto-documentation department of the National museum of contemporary history in Ljubljana, Slovenia): <https://fototekamnzs.com/bxfbs/pretekle-razatave/fotografske-podobe-iz-zivljenja-gluhih-in-naglusnih-v-ljubljani/>
- We present to you the life of the deaf and hard of hearing, presented by Gašper Rems, deaf restoration student at the Academy of Fine Arts: <https://tipk.si/oddaje/tipkove-minute/tipkove-minute-15-oddaja>
- What is audiodescription? (dr. Joel Snyder): <https://audiodescribe.com/about/whatisad.php>
- Ditacta - Tactile Art for blind observers (Nataša Jovičić): <https://ditacta.tumblr.com/method>
- Aktiv - Ustvarjalna pisarna Sodelujem - multisensorial guides & assistance to cultural events/exhibitions (only in Slovene): <http://www.findglocal.com/SI/Ljubljana/469941533095000/AKTI>
- Vocal Eyes: <https://vocaleyeyes.co.uk/>
- Disability Arts International (British Council): <https://www.disabilityartsinternational.org/>
- Berlin Inclusion: <https://www.berlinklusion.de/>
- ASL the VLOG PROJECT Whitney Museum (USA): <https://whitney.org/education/access/vlogs>
- Library for blind people (only in Slovene, but a good practice in accessible reading formats and vocal/sound books): <http://www.kss-ess.si/>

## AXIS 3

Here is a summary of the responses from online survey from the partners. To read the full responses, please visit the shared area of the project on IO1.

1. How did you find the **Tate Britain London and Attenborough Arts Centre in Leicester**, in terms of accessibility and inclusivity?
  - it looks comprehensive and welcoming.
  - interesting term 'intellectual access' and how people engaged with the collections.
  - interesting to have someone explaining what people with visual impairment, touch and feel and interesting that these people kind of knew what they were touching.
  - I liked the tools used for sensory in the suitcase. I am not sure about the traditional look of the tools.
  - I liked how it was mentioned that access was incorporated throughout the exhibition, projects and gallery.
  - Tate offers a tailored experience, tailored to need with opportunity to touch (with curatorial support), more favourable to audio description.
  - The video shows the effectiveness of a person-centred philosophy where disabled people can enjoy and learn during the visit.
2. How did you find the **Nottingham Contemporary in Leicester**, in terms of accessibility and inclusivity?
  - very welcoming to groups and to PW multiple disabilities; encourages partnership, so good for organisations to work with
  - raising confidence to young people was a good message as they tend not to
  - the contemporary art theme might make old people feel like they do not feel inclusive, so it is good to find ways through art and community groups to bring people closer to the museum.
  - A place to meet people is an interesting idea for special need groups.
  - Social media can offer ways but how to get people out to visit physically and be part of the groups?
  - interesting to see subtitles on the videos.
  - Quality more important than quantity - individualised support is key for vulnerable groups.
  - Authentic voice also key, hearing from the artist themselves rather than a conduit. However, it is a demanding role, not nine to five, which concerns me.
  - I found Nottingham Contemporary fantastic in terms of accessibility and inclusivity. In my opinion the main strength it is the general philosophy of inclusion in which all disabled persons really can enjoy of culture and co-create it
  - another important aspect concerns the well-being and job satisfaction of cultural workers.



3. How did you find the **National Museums Scotland**, in terms of accessibility and inclusivity?
  - Museum Socials for people with dementia and their carers - great film made by local university.
  - Stimulating activities for people with dementia and again having community groups help people to feel more inclusive, bring the aspect of entertainments, the memory lane encourages discussion for people with dementia.
  - Another fantastic example of fully inclusion. Fantastic idea to involve older people in such experience. Very important in my opinion the proactive engagement of older people that thanks to their concrete experience on artifacts can help also cultural workers in deepening their reflections and improve their professionalism.
  - The museum offers full inclusiveness from online learning, Dementia, Autism, Audio, and BSL tours along with hearing helpers and access help pages for their facilities.
  
4. How did you find the **Herbert Art Gallery & Museum**, in terms of accessibility and inclusivity?
  - Excellent short film that shows rather than tells the experience of a visitor with autism.
  - A map was provided, but it was not explained what to do and where to go verbally. I wonder what are the needs of autism, did this guy felt lonely? Would not be better if there was a group of people with autism? there was no sign of a noisy room! Not sure I saw signs around. What is normal for them?
  - The video for Visitors with additional needs is very good and they need to do more work around this area.
  - a person with autism can easily enjoy and learn when he/she visit the museum. Importantly, the boy with autism is completely autonomous in its exploration thanks only to the help and indication of the staff. I found it fantastic in terms of accessibility.
  
5. How did you find the **Scotch Whisky Experience**, in terms of accessibility and inclusivity?
  - Great device for BSL, ASL and other languages, welcoming video, also shows a dog.
  - does not show as much as the Herbert video.
  - device for deaf people with subtitles and foreign languages. how to capture some of these emotions and thoughts of deaf people?
  - Tour fee pays for staff needed so hard to replicate in free museum. Fee is also higher than a museum visit in fee charging museums.
  
6. How did you find the **Scottish Parliament**, in terms of accessibility and inclusivity?
  - Different info for different groups, handsets available for BSL on the tour, for instance
  - Love the short immersive videos, particularly those with someone (who knows about the parliament) explaining.
  - the accessibility video for safety and accessibility was very well explained and very good to have online before visiting.
  - videos also for the deaf.
  - interesting to have a visitor access questionnaire to rate accessibility.
  - I liked the 360-degree virtual videos.
  - it would be interesting to have subtitles for other languages too.
  - It would be also interesting if we could wear virtual glasses at the same time and have options to choose the language.

- I think the animation is great and could be followed up by a card with the visual symbols, which could be taken when on the visit as a reminder.
- I like the audio samples to forewarn people with sensory overload. The guide was produced with Autism Initiatives and shows the benefits of partnership working as it is comprehensive.

7. How did you find **Scottish Marine**, in terms of accessibility and inclusivity?

- Website took a long time to load. There is a learning and access officer, who presumably could be contacted with specific enquiries, but nothing evident on accessibility more generally.
- Good quality 3D tours. I wish I had virtual glasses. I would have liked some sound and explanation.
- I like the 3D experience, but it still relies on digital text panels, when multimedia would have created more atmosphere - sound, video to bring the ship to life. I found the test unappealing, did not make me curious where the 3D object did.
- Very good. Fantastic the website with 3d of collections.

8. After having seen the material that was prepared for you on good practice Cultural Sites, in your opinion, **what makes a practice strong? What are your suggestions for improving accessibility and inclusivity?**

- Easy to find accessibility information.
- clearly presented for different groups.
- videos of events/ sites as experienced by users are very helpful.
- contact person for further information/ to arrange group tours.
- good practice needs to have a wide mix of approaches and tools for all. it is important to empathise and feel what people with different impairment issues would experience. something that seems normal to us is not for others and vice versa. it might be good to include healthcare professionals that specialise also in different special conditions like autism and dementia to understand what triggers them, what is good and not good to include. the idea of online 3d virtual tours with audio background and language translation is important. also, some tools that were used in inclusive groups seem to be quite traditional. where is technology now? we need to understand the available technology better. I really liked the online videos of the British parliament on accessibility, usually, you read a lot and you can feel lost, but it is good to see videos of what you will experience and what you need to consider.
- Tailoring experience to individual need, skilled staff with a passion for access
- Have more detail on accessibility and make it easy to find. Promote their work on accessibility and inclusiveness more. Websites should include the Accessibility options on their main page.
- Strong practice includes the above, use of new technology like BSL phones, and videos on accessibility. Trained staff who can communicate with all people with additional needs and a lot of detail on the facilities they offer.

## APPENDIX 1: Examples of existing courses

ORGANISATION	COURSE TITLE	WEBSITE/ CONTACT
<b>A. Training for working with specific groups of PWD</b>		
Autism	(3 courses)	<a href="https://www.birmingham.ac.uk/schools/education/departments/disability-inclusion-special-needs/index.aspx">https://www.birmingham.ac.uk/schools/education/departments/disability-inclusion-special-needs/index.aspx</a>
Hearing, Vision, Multisensory impairment	(3 courses)	<a href="https://www.birmingham.ac.uk/schools/education/departments/disability-inclusion-special-needs/index.aspx">https://www.birmingham.ac.uk/schools/education/departments/disability-inclusion-special-needs/index.aspx</a>
Special Educational Needs (SEN)	(3 courses)	<a href="https://www.birmingham.ac.uk/schools/education/departments/disability-inclusion-special-needs/index.aspx">https://www.birmingham.ac.uk/schools/education/departments/disability-inclusion-special-needs/index.aspx</a>
Social, Emotional & Behavioural Difficulties (SEBD)		<a href="https://www.birmingham.ac.uk/schools/education/departments/disability-inclusion-special-needs/index.aspx">https://www.birmingham.ac.uk/schools/education/departments/disability-inclusion-special-needs/index.aspx</a>
<b>B. Training for specific groups of people working with PWD</b>		
Teachers, Teaching assistants, carers	DISN courses	<a href="https://www.birmingham.ac.uk/schools/education/departments/disability-inclusion-special-needs/index.aspx">https://www.birmingham.ac.uk/schools/education/departments/disability-inclusion-special-needs/index.aspx</a>
Educational Psychologists	DISN courses	<a href="https://www.birmingham.ac.uk/schools/education/departments/disability-inclusion-special-needs/index.aspx">https://www.birmingham.ac.uk/schools/education/departments/disability-inclusion-special-needs/index.aspx</a>
SENCOs	DISN courses	<a href="https://www.birmingham.ac.uk/schools/education/departments/disability-inclusion-special-needs/index.aspx">https://www.birmingham.ac.uk/schools/education/departments/disability-inclusion-special-needs/index.aspx</a>
Web designers	Making websites accessible	<a href="https://www.w3.org/WAI/teach-advocate/accessibility-training/workshop-outline/">https://www.w3.org/WAI/teach-advocate/accessibility-training/workshop-outline/</a>
Organisations	websites and legal obligations	<a href="https://www.allable.co.uk/training-courses/introduction-to-accessibility">https://www.allable.co.uk/training-courses/introduction-to-accessibility</a>

Employers	Recruiting and Employing PWD	<a href="https://www.highspeedtraining.co.uk/business-skills/disability-awareness-training.aspx?mkwid=s_dc&amp;pcrid=310665256303&amp;pkw=&amp;pmt=b&amp;dim=&amp;gclid=CjwKCAiA4o79BRBvEiwAjteoYJe-MMvwOCQlcrQBhzi2e9u9Te-qzpUibKzLAzASFgX0cBz69uy-eBoCrBsQAvD_BwE">https://www.highspeedtraining.co.uk/business-skills/disability-awareness-training.aspx?mkwid=s_dc&amp;pcrid=310665256303&amp;pkw=&amp;pmt=b&amp;dim=&amp;gclid=CjwKCAiA4o79BRBvEiwAjteoYJe-MMvwOCQlcrQBhzi2e9u9Te-qzpUibKzLAzASFgX0cBz69uy-eBoCrBsQAvD_BwE</a>
Educators and Health Professionals	variety of resources	<a href="https://www.disabilitymatters.org.uk/">https://www.disabilitymatters.org.uk/</a>
Teams, employees who interact with PWD	tailor made courses	<a href="https://www.centreforresolution.com/disability-awareness-training/">https://www.centreforresolution.com/disability-awareness-training/</a>
Performance events managers	bespoke courses including BSL and dementia	<a href="https://accessandinclusivymatters.com/aim-2-assisted-performances">https://accessandinclusivymatters.com/aim-2-assisted-performances</a>
Performance events managers	accessibility in mind - online course possible	<a href="https://accessandinclusivymatters.com/aim-1-accessibility-in-mind">https://accessandinclusivymatters.com/aim-1-accessibility-in-mind</a>
Visitor facing teams	customer service and web accessibility	<a href="https://accessandinclusivymatters.com/aim-1-accessibility-in-mind">https://accessandinclusivymatters.com/aim-1-accessibility-in-mind</a>
UNICEF linked organisations in particular	Web accessibility training	<a href="https://accessandinclusivymatters.com/aim-1-accessibility-in-mind">https://accessandinclusivymatters.com/aim-1-accessibility-in-mind</a>
Curators, museum guides and other cultural professionals	Cultural accessibility	<a href="https://www.fondazionepaideia.it/2019/12/11/operatori-museali-e-disabilita-i-corsi-2020/">https://www.fondazionepaideia.it/2019/12/11/operatori-museali-e-disabilita-i-corsi-2020/</a>
Web developers	Developing for digital accessibility	<a href="https://digital-accessibility.eu/certified-training-modules/">https://digital-accessibility.eu/certified-training-modules/</a>
Web designers	Designing for digital accessibility	<a href="https://digital-accessibility.eu/certified-training-modules/">https://digital-accessibility.eu/certified-training-modules/</a>
Content writers, web editors	Managing digital accessibility	<a href="https://digital-accessibility.eu/certified-training-modules/">https://digital-accessibility.eu/certified-training-modules/</a>

Managers, organisations	Implementation of digital accessibility	<a href="https://digital-accessibility.eu/certified-training-modules/">https://digital-accessibility.eu/certified-training-modules/</a>
Web accessibility testers	Evaluation of web accessibility	<a href="https://digital-accessibility.eu/certified-training-modules/">https://digital-accessibility.eu/certified-training-modules/</a>
Various	Introduction to digital accessibility	<a href="https://digital-accessibility.eu/certified-training-modules/">https://digital-accessibility.eu/certified-training-modules/</a>

**C. Training offered as university modules or courses**

DISN at the University of Birmingham	offers range of CPD and credit bearing modules and courses for PW a range of disabilities	<a href="https://www.birmingham.ac.uk/schools/education/departments/disability-inclusion-special-needs/index.aspx">https://www.birmingham.ac.uk/schools/education/departments/disability-inclusion-special-needs/index.aspx</a>
University of Birmingham	MA Education (Inclusion & Disability)	<a href="https://www.birmingham.ac.uk/schools/education/departments/disability-inclusion-special-needs/index.aspx">https://www.birmingham.ac.uk/schools/education/departments/disability-inclusion-special-needs/index.aspx</a>
Online Events and Blog posts	DISN	<a href="https://www.birmingham.ac.uk/schools/education/departments/disability-inclusion-special-needs/index.aspx">https://www.birmingham.ac.uk/schools/education/departments/disability-inclusion-special-needs/index.aspx</a>
Cosme EU project		<a href="http://www.visits4u.eu/">http://www.visits4u.eu/</a>

**D. Educative programs and courses (topics) at the Faculties of Slovenia**

Faculty of Arts, University of Ljubljana		Department of Ethnology and Cultural Anthropology - Ethnological museology (BA level) - dr. Jože Hudales
		Department of Ethnology and Cultural Anthropology - Ethnological museology-student practice - BA (field work: participative museum project) dr. Jože Hudales

		Department of Ethnology and Cultural Anthropology - Contemporary museology (MA level) - dr. Jože Hudales
		Department of Pedagogy and Andragogy - including some topic as inclusive pedagogy (Pedagoška obravnava oseb s posebnimi potrebami - pedagogical work with people with specific needs - dr. Robi Kroflič)
		Interdisciplinary post doctoral program of Heritology - coordinator of the program dr. Jože Hudales
Faculty of Education, University of Ljubljana	Special and Rehabilitation Pedagogy	<a href="http://www.pef.uni-lj.si/381.html">http://www.pef.uni-lj.si/381.html</a>
	Visually Impaired Education and the Pedagogy of Specific Learning Difficulties	<a href="http://www.pef.uni-lj.si/382.html">http://www.pef.uni-lj.si/382.html</a>
	Speech and Language Therapy and Surdopedagogy	<a href="http://www.pef.uni-lj.si/1073.html">http://www.pef.uni-lj.si/1073.html</a>
	Arts Therapy	<a href="http://www.pef.uni-lj.si/818.html">http://www.pef.uni-lj.si/818.html</a>
	Museum Education	<a href="http://www.pef.uni-lj.si/840.html">http://www.pef.uni-lj.si/840.html</a>
	Inclusive Education	<a href="http://www.pef.uni-lj.si/927.html">http://www.pef.uni-lj.si/927.html</a>
	Faculty of Social Work, University of Ljubljana	people with disabilities (theory and methodology)



	elder people (also people with alzheimer disease)	dr. Jana Mali
	people with mental health issues (including deinstitutionalisation of people with mental health problems)	dr. Vito Flaker
Faculty of Pedagogy, University of Koper/Capodistria	inclusive pedagogy	<a href="https://www.pef.upr.si/study_programmes/master_programmes/inclusive_pedagogics/">https://www.pef.upr.si/study_programmes/master_programmes/inclusive_pedagogics/</a>
<b>E. Trainings for accessibility and inclusion in museums and galleries</b>		
Fresh new training for curators and other employees in museum	(only in Slovene)	<a href="https://www.nms.si/si/muzej/spdm#dostopnost">https://www.nms.si/si/muzej/spdm#dostopnost</a>
Fresh symposium about Easy-to-read formats	(only in Slovene)	<a href="http://www.risa.si/Domov/Novice/ArtMID/672/ArticleID/62/Spletni-posvet-v-lahkem-branju">http://www.risa.si/Domov/Novice/ArtMID/672/ArticleID/62/Spletni-posvet-v-lahkem-branju</a>
<b>F. Two institutions that can provide good resources and research-study programmes in UK</b>		
University of Leeds	Center for Disability Studies	<a href="https://disability-studies.leeds.ac.uk/">https://disability-studies.leeds.ac.uk/</a>
University of Leicester	Museum Studies	<a href="https://le.ac.uk/museum-studies">https://le.ac.uk/museum-studies</a>

## APPENDIX 2:

### a) Strong Practice examples

List of Cultural Sites in the UK	British Motor Museum	V&A Museum	Waddesdon: A Rothschild House & Gardens	TATE	The Scottish Parliament in Edinburgh
<b>Online</b>					
<b>Virtual tours</b>	<p>Online tours <a href="https://www.britishmuseum.org/collection/galleries">https://www.britishmuseum.org/collection/galleries</a> Descriptive online guides <a href="https://soundcloud.com/britishmuseum/sets/new-audio-descriptive-guide">https://soundcloud.com/britishmuseum/sets/new-audio-descriptive-guide</a></p>		<p>really good online virtual tours <a href="https://waddesdon.org.uk/the-collection/virtual-tours/">https://waddesdon.org.uk/the-collection/virtual-tours/</a></p>		<p>Virtual 360 degree tours with explanation and subtitles. <a href="https://visitparliament.scot/imersive-tour/">https://visitparliament.scot/imersive-tour/</a></p>
<b>Videos</b>	<p>Sign language <a href="https://www.youtube.com/playlist?list=PL2nrDHSbqDCZ0hHzmTWXwgFpKcSsZ8hzS">https://www.youtube.com/playlist?list=PL2nrDHSbqDCZ0hHzmTWXwgFpKcSsZ8hzS</a></p>	<p><a href="https://www.youtube.com/watch?v=dP7ot_CQ_58&amp;ab_channel=VictoriaandAlbertMuseum">https://www.youtube.com/watch?v=dP7ot_CQ_58&amp;ab_channel=VictoriaandAlbertMuseum</a></p>		<p>Online videos by themes, highlights, collection artists podcasts <a href="https://www.tate.org.uk/art/podcasts">https://www.tate.org.uk/art/podcasts</a></p>	
<b>Reading material</b>		<p>Online collections <a href="https://www.vam.ac.uk/collections?type=featured">https://www.vam.ac.uk/collections?type=featured</a></p>	<p>online readin materials of archives and collections <a href="https://waddesdon.org.uk/the-collection/explore-the-collection/">https://waddesdon.org.uk/the-collection/explore-the-collection/</a></p>		<p>The use of languages in the Scottish Parliament is determined by the Scottish Parliamentary Corporate Body (SPCB) and is set out in its policy <a href="https://www.parliament.scot/help/1679.aspx">https://www.parliament.scot/help/1679.aspx</a></p>

<p><b>Talks</b></p>	<p>podcasts with curators <a href="https://www.britishmuseum.org/the-british-museum-podcast">https://www.britishmuseum.org/the-british-museum-podcast</a> youtube videos <a href="https://www.youtube.com/user/britishmuseum/featured">https://www.youtube.com/user/britishmuseum/featured</a></p>	<p>Online talks <a href="https://www.vam.ac.uk/whats-on/programmes/online">https://www.vam.ac.uk/whats-on/programmes/online</a> Online Courses: <a href="https://www.vam.ac.uk/info/academy">https://www.vam.ac.uk/info/academy</a></p>		<p>Online readable material, on collections</p>	
<b>Physical tours</b>					
<p><b>Building access</b></p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>Online video on building access. Online guide for autism visitors. Online video for deafness and hard hearing. Guide online for planning visits for deaf. Visitors Access form <a href="https://www.parliament.scot/visitandlearn/85529.aspx">https://www.parliament.scot/visitandlearn/85529.aspx</a></p>
<p><b>Guides and tours</b></p>	<p><a href="https://www.britishmuseum.org/sites/default/files/2019-11/British-Museum-Sensory-Map-PDF-Download.pdf">Large print guides and Sensory map</a> <a href="https://www.britishmuseum.org/sites/default/files/2019-11/British-Museum-Sensory-Map-PDF-Download.pdf">https://www.britishmuseum.org/sites/default/files/2019-11/British-Museum-Sensory-Map-PDF-Download.pdf</a></p>		<p>Sensory maps: Particularly designed for young children or those with learning disabilities but something that can be enjoyed by all, the sensory map explores nature through senses such as touch, smell, sound and sight. <a href="https://waddesdon.org.uk/blog/explore-the-gardens-in-new-ways/">https://waddesdon.org.uk/blog/explore-the-gardens-in-new-ways/</a></p>	<p>Printable large guides</p>	<p>Information in British Sign Language about what the Scottish Parliament can offer to D/deaf and deafblind BSL users who want to visit <a href="https://www.parliament.scot/help/114985.aspx">https://www.parliament.scot/help/114985.aspx</a> Clear section on dog assistance</p>
<p><b>Technology</b></p>		<p>hearing loops</p>	<p>induction loops and handsets multimedia guides with £3 per handset.</p>	<p>hearing loops</p>	

<b>Sensory approach</b>	<p>x <a href="https://www.britishmuseum.org/visit/accessibility-museum">https://www.britishmuseum.org/visit/accessibility-museum</a></p>			<p>BSL talks Touch tours</p>	<p>It informs on sensory issues there might be sound and smells from the café. Also explanation on what different sounds are for (meetings, visitors, MPs)</p>
<b>For who</b>	<p>strong ethos of offering inclusive learning opportunities to all young visitors. We offer a wide range of facilities to support students with access needs (visual, hearing, learning and mobility) <a href="https://www.britishmuseum.org/learn/schools/access-and-sen">https://www.britishmuseum.org/learn/schools/access-and-sen</a></p>	<p>visitors with mobility impairments, hearing impairment-(nduction loops, sound enhancement, talks for deaf, subtitles, neck loops and radio receivers for use on talks and tours, visual impairment (large prints and tactile list of books, assistive technologies on study rooms, magnification systems, talks and audio descriptionstouch object audios, touch tour playlists, sensory workshops)</p>	<p>Mobility, Visual impairments, Hearing impairments</p>		<p>Special services for autisms like quite rooms, rules of behaviours, security checks, sensory</p>
<b>Useful Links</b>					
<b>Links</b>	<p><a href="https://www.britishmuseum.org/visit/accessibility-museum">https://www.britishmuseum.org/visit/accessibility-museum</a></p>	<p><a href="https://www.vam.ac.uk/info/disability-access">https://www.vam.ac.uk/info/disability-access</a></p>	<p><a href="https://waddesdon.org.uk/your-visit/disabled-access/">https://waddesdon.org.uk/your-visit/disabled-access/</a></p>	<p><a href="https://www.tate.org.uk/visit">https://www.tate.org.uk/visit</a> <a href="https://www.youtube.com/watch?v=LZUR7Iz0YIE&amp;ab_channel=vanabbemuseum">https://www.youtube.com/watch?v=LZUR7Iz0YIE&amp;ab_channel=vanabbemuseum</a></p>	<p><a href="https://www.parliament.scot/hel/75462.aspx">https://www.parliament.scot/hel/75462.aspx</a> <a href="https://www.parliament.scot/visitandlearn/80786.aspx">https://www.parliament.scot/visitandlearn/80786.aspx</a> <a href="https://www.parliament.scot/visitandlearn/80787.aspx">https://www.parliament.scot/visitandlearn/80787.aspx</a></p>

## b) Good Practice examples

List of Cultural Sites in the UK	The Hebert Art Gallery & Museum, Coventry	Nottingham Contemporary	ORVIK Viking Centre	Coventry Transport Museum	British Motor Museum	National Museums in Scotland	Scottish Maritime Museum
<b>Online</b>							
<b>Virtual tours</b>							As a part of our project “Scanning The Horizon” we have created <u>virtual tours to improve access to our collection</u> . <a href="https://www.scottishmaritimemuseum.org/virtualltours/">https://www.scottishmaritimemuseum.org/virtualltours/</a>
<b>Videos</b>		Online videos with subtitles <a href="https://www.youtube.com/watch?v=mfKri5T6qdo&amp;ab_channel=NottinghamContemporary">https://www.youtube.com/watch?v=mfKri5T6qdo&amp;ab_channel=NottinghamContemporary</a> <a href="https://www.youtube.com/user/nottcontemporary/videos">https://www.youtube.com/user/nottcontemporary/videos</a>		Jaguar Timeline <a href="https://www.youtube.com/watch?v=Gkxpir01yMw&amp;ab_channel=PeterHapper">https://www.youtube.com/watch?v=Gkxpir01yMw&amp;ab_channel=PeterHapper</a> About the museum <a href="https://www.youtube.com/watch?v=-saUg4gJvKE&amp;ab_channel=RossForshaw">https://www.youtube.com/watch?v=-saUg4gJvKE&amp;ab_channel=RossForshaw</a>	About the museum <a href="https://www.youtube.com/watch?v=3ZMOytpZJto&amp;ab_channel=BritishMotorMuseum">https://www.youtube.com/watch?v=3ZMOytpZJto&amp;ab_channel=BritishMotorMuseum</a>	About the museum <a href="https://www.nms.ac.uk/national-museum-of-scotland/">https://www.nms.ac.uk/national-museum-of-scotland/</a> Online collections <a href="https://www.nms.ac.uk/explore-our-collections/">https://www.nms.ac.uk/explore-our-collections/</a> Online videos and highlights ex. <a href="https://www.nms.ac.uk/explore-our-collections/resources/the-circular-economy/sections/what-is-the-circular-economy/">https://www.nms.ac.uk/explore-our-collections/resources/the-circular-economy/sections/what-is-the-circular-economy/</a>	Some online videos <a href="https://www.scottishmaritimemuseum.org/exhibitions/harbour-stories-short-films/">https://www.scottishmaritimemuseum.org/exhibitions/harbour-stories-short-films/</a> Online 3D Collections

<p><b>Reading material</b></p>	<p>Online collections to look at and read <a href="https://www.theherbert.org/collections/">https://www.theherbert.org/collections/</a></p>	<p>Yes in large text size but limited</p>	<p>Interesting accessibility on toolbar of the website. Option to have a voice reading for you. <a href="https://www.jorvikvikingcentre.co.uk/education/outreach/">https://www.jorvikvikingcentre.co.uk/education/outreach/</a></p>			<p>plenty of reading materials and online educational games <a href="https://www.nms.ac.uk/museum-at-home/play-and-learn/">https://www.nms.ac.uk/museum-at-home/play-and-learn/</a></p>	<p>This award-winning Museum is a great day out. With two amazing sites in the west of Scotland where you can learn about Scotland's importance to maritime history, including about the people that built and sailed Scottish ships around the world</p>
<p><b>Talks</b></p>	<p>Online talks <a href="https://www.theherbert.org/whats_on/1547/donald_rodney_autoicon_discussing_the_digital_body">https://www.theherbert.org/whats_on/1547/donald_rodney_autoicon_discussing_the_digital_body</a></p>	<p>Exhibition notes can be read and listened from audios, online readable material in large text <a href="https://www.nottinghamcontemporary.org/whats-on/">https://www.nottinghamcontemporary.org/whats-on/</a></p>		<p>Introduction videos for those who can hear and for those with hearing conditions <a href="https://www.youtube.com/watch?v=-saUg4gJvKE&amp;ab_channel=RossForshaw">https://www.youtube.com/watch?v=-saUg4gJvKE&amp;ab_channel=RossForshaw</a> <a href="https://www.youtube.com/watch?v=munEl5H2-DI&amp;ab_channel=CoventryTransportMuseum">https://www.youtube.com/watch?v=munEl5H2-DI&amp;ab_channel=CoventryTransportMuseum</a></p>		<p>watch and learn online <a href="https://www.nms.ac.uk/museum-at-home/watch-and-listen/">https://www.nms.ac.uk/museum-at-home/watch-and-listen/</a></p>	<p>Blogs <a href="https://www.scottishmaritimemuseum.org/collections/">https://www.scottishmaritimemuseum.org/collections/</a> Online collection videos <a href="https://www.scottishmaritimemuseum.org/art/">https://www.scottishmaritimemuseum.org/art/</a></p>



Physical tours							
Building access	x	x	x		online access guide <a href="https://cdn2.hubspot.net/hubfs/5374582/BritishMotorMuseumSeptember2019/pdf/British-Motor-Museum-Access-Statement.pdf">https://cdn2.hubspot.net/hubfs/5374582/BritishMotorMuseumSeptember2019/pdf/British-Motor-Museum-Access-Statement.pdf</a>		
Guides and tours	A Visitor's Guide to the Museum for autism <a href="https://www.theherbert.org/visiting/accessibility.aspx">https://www.theherbert.org/visiting/accessibility.aspx</a>		Audio descriptive version of the commentary on ride experience that explains in full journey around the Viking city		online tour map <a href="https://cdn2.hubspot.net/hubfs/5374582/British-Motor-Museum-Map-July-2019.pdf">https://cdn2.hubspot.net/hubfs/5374582/British-Motor-Museum-Map-July-2019.pdf</a>		
Technology		hearing loops		The videos and interactives have special directional speakers. The sound does not carry across the space, but can still be heard when you stand close to the speakers. 4D Simulator driving experience. <a href="https://www.transpourt-museum.com/visiting/4d_simulator.aspx">https://www.transpourt-museum.com/visiting/4d_simulator.aspx</a>	induction loops		

Sensory approach				Workdays and Holidays exhibition is a dedicated multi-sensory space, with scents, sounds and tactile items available to use. The scents and sounds are contained and can be accessed by lifting a handle or telephone handset.			
For who		We also have a lot of experience in supporting the needs of older people and those with dementia, autism. Inclusive approach <a href="https://www.nottinghamcontemporary.org/exchange/communities-groups/">https://www.nottinghamcontemporary.org/exchange/communities-groups/</a>			<a href="https://www.britishmottomuseum.co.uk/learning/community-engagement">https://www.britishmottomuseum.co.uk/learning/community-engagement</a>	autistic, blind and visually impaired people, BLS british sign language tours, hearing helpers <a href="https://www.nms.ac.uk/about-us/outreach-and-engagement/additional-support/">https://www.nms.ac.uk/about-us/outreach-and-engagement/additional-support/</a>	
<b>Useful Links</b>							
Links	<a href="https://www.theherbert.org/visiting/accessibility.aspx">https://www.theherbert.org/visiting/accessibility.aspx</a>	<a href="https://www.nottinghamcontemporary.org/exchange/communities-groups/">https://www.nottinghamcontemporary.org/exchange/communities-groups/</a>	<a href="https://www.jorvikvikingcentre.co.uk/visit/access/">https://www.jorvikvikingcentre.co.uk/visit/access/</a>	<a href="https://www.transport-museum.com/visiting/access_information.aspx">https://www.transport-museum.com/visiting/access_information.aspx</a>	<a href="https://www.britishmottomuseum.co.uk/planning-your-visit/access-and-facilities">https://www.britishmottomuseum.co.uk/planning-your-visit/access-and-facilities</a>	<a href="https://www.nms.ac.uk/about-us/outreach-and-engagement/additional-support/">https://www.nms.ac.uk/about-us/outreach-and-engagement/additional-support/</a>	<a href="https://www.goindustrial.co.uk/museum/scottish-maritime-museum/visitor-info/details/accessibility-scottish-maritime-museum">https://www.goindustrial.co.uk/museum/scottish-maritime-museum/visitor-info/details/accessibility-scottish-maritime-museum</a>



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## WHO WE ARE



INŠTITUT ZA NAPREDNO  
UPRAVLJANJE KOMUNIKACIJ

