



Intellectual Output IO5:

IMPLEMENTATION AND TESTING OF THE HIGHER EDUCATION AND ADULT EDUCATION MODULES

February 2023



Co-funded by the
Erasmus+ Programme
of the European Union

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Disclaimer:

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Suggested citation:

ACCESSCULT Consortium (2020). IO5: Implementation and Testing of the HE Module and Adult Education Module. Final report. Retrieved from: <https://accesscult.eu/intellectual-outputs/>

More information on the ACCESSCULT Project can be found at:

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

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Table of Contents

1.	INTRODUCTION	4
2.	OVERVIEW OF IO5 ACTIVITIES	4
3.	HIGHER EDUCATION AND ADULT EDUCATION TRAINING	5
3.1.	GENERAL INFORMATION	5
3.2.	TRAINING AGENDA AND ORGANISATION OF THE TRAINING	6
3.2.1.	Higher Education Module	6
3.2.2.	Online Adult Training	6
3.3.	PROFILE OF THE PARTICIPANTS	7
3.3.1.	Selection of the participants	7
3.3.2.	Profile of the participants	7
3.4.	TRAINING EVALUATION	7
3.4.1.	General feedback	7
3.4.2.	Recommendation for further improvement of the HE training	8
3.4.3.	Recommendation for further improvement of the AE training	8
3.4.4.	Certificates	8
4.	PILOT TOUR WITH STUDENTS, CW TRAINEES AND PWD	9
4.1.	GENERAL INFORMATION	9
4.2.	AGENDA AND ORGANISATION OF THE PILOT MUSEUM TOUR	10
4.3.	PROFILE OF THE PARTICIPANTS	10
4.3.1.	Selection of the participants	10
4.3.2.	Profile of the participants	10
4.4.	TOUR EVALUATION	11
4.4.1.	General feedback on the pilot museum tours	11
4.4.2.	Feedback on the HE and AE training	11
4.4.3.	Modules specific feedback	11
4.4.4.	Recommendation for further improvement of the pilot tour	11

1. INTRODUCTION

The **aim** of IO5 – Implementation and Testing was to test the training modules which have been developed during the project.

We have developed the following training modules:

IO3 – Higher Education (HE) Module “Accessible Heritage for All”

IO4 – Online Adult Training for Cultural Heritage Professionals “Accessible Heritage for All”

After the successful development of the training materials we organized 8 training events in 5 partner countries (UK, Spain, Slovenia, Italy and Lithuania) in order to test the materials and further improve them. The HE module was tested by the 3 universities – University of Burgos in Spain, University of Ljubljana in Slovenia, and Klaipeda University in Lithuania. The Adult Training was tested by Culture Coventry in UK, INUK Institute in Slovenia, INFAD in Spain, History Museum of Lithuania Minor in Lithuania, and IST in Italy.

2. OVERVIEW OF IO5 ACTIVITIES

O5/A1 – Recruitment of trainees

O5/A2 – Testing of the 6-month HE Training Course

O5/A3 – Testing of the 1-month Adult Training Course

O5/A4 – Pilot museum tours with students, cultural workers and PWD

O5/A5 – Validation of learning outcomes with recommendations

3. HIGHER EDUCATION AND ADULT EDUCATION TRAINING

3.1. GENERAL INFORMATION

The following table shows the number of participants per training event, training modules, the timeframe and location of the training.

Type of training	Organizer	Country	Timeframe	Location (online/on-site)	No. of participants	Training Module
6-month HE training	University of Burgos	Spain	Feb 2022 – Aug 2022	online	16	HE module
6-month HE training	University of Ljubljana	Slovenia	Feb 2022 – June 2022	Online; on-site	21	HE module
6-month HE training	Klaipeda University	Lithuania	Feb 2022 – June 2022	online	13	HE module
1-month adult training	INUK Institute	Slovenia	Nov 2022 – Dec 2022	online	16	Online adult training module
1-month adult training	MLIM	Lithuania	June 2022	On-site	18	Online adult training module
1-month adult training	CCT	UK	Sep 2022 – Oct 2022	On-site, online	10	Online adult training module

1-month adult training	INFAD	Spain	Dec 2022	Online	4	Online adult training module
1-month adult training	IST	Italy	Dec 2022	Online	4	Online adult training module

3.2. TRAINING AGENDA AND ORGANISATION OF THE TRAINING

The training events were organized by 8 partner organizations in 5 different countries. While some partners chose to conduct the training events onsite, others chose to conduct them virtually.

3.2.1. Higher Education Module

Three partner organizations (universities) tested the HE module with their university students. Altogether 50 students attended the 6-month H.E. training. University of Ljubljana integrated the course into the lectures on "Social Memory and Cultural Heritage" in the first year (first level) of undergraduate studies at the Department of Ethnology and Cultural Anthropology, Faculty of Arts, University of Ljubljana. They conducted the training onsite in the classroom through lectures and practical work, as well as visits to various institutions and museums in Ljubljana. On the other hand, University of Burgos (Spain) and Klaipeda University (Lithuania) organized the training events virtually.

3.2.2. Online Adult Training

The online adult training was conducted by 5 partner organizations (2 cultural heritage institutions – Culture Coventry and History Museum of Lithuania Minor, 2 non-profit organizations – INUK Institute and INFAD, and 1 association of people with disabilities – IST, Turin Institute for the Deaf).

Altogether **52** participants attended the 1-month adult training. The History Museum of Lithuania organized the training in two parts. Training events were held on-site at the museum. They included cultural workers from different museums in Lithuania.

Culture Coventry from UK organized the training on-site as well as online. Furthermore, INUK institute from Slovenia conducted their training in two online sessions. In-between the meetings the participants worked independently on the Moodle platform. During that time, the INUK team was available and assisted them if any issues appeared. INFAD from Spain

organized 4 online training sessions with their participants. As they had few participants they were able to devote their time to each participant.

Last but not least, IST from Italy organized their training with their deaf beneficiaries.

3.3. PROFILE OF THE PARTICIPANTS

3.3.1. Selection of the participants

All partner organizations have published open calls and sent emails to students and cultural workers in order to invite them to attend the training.

3.3.2. Profile of the participants

The participants of the 6-month Higher Education training were the cultural heritage students of the University of Burgos, University of Ljubljana, and Klaipeda University.

On the other hand, the participants of the online adult training were cultural heritage professionals who work at different cultural institutions (museums, galleries, libraries etc.) The participants were mostly curators, archaeologists, educators, museum counsellors, museum assistants, exhibition consultant, guides, librarians. They all have public facing roles with the need to support visitors accessing the cultural venues with a wide range of needs. They take care of exhibitions, organize workshops, guided tours and events for general public, therefore it is important for them to know how to make their exhibitions, programs, and activities accessible to people with disabilities.

7

3.4. TRAINING EVALUATION

3.4.1. General feedback

Both training courses were positively accepted by the participants. The students who attended the HE course enjoyed the lectures, especially the involvement of the external specialists in the lectures and the visits to museums and other institutions. Most of the students expressed interest in practical work – they missed more practical experiences during their studies, so they said they enjoyed the practical part of the lectures more.

The cultural professionals who attended the adult training evaluated it as interesting and well-presented (concise with essential information) and most of the participants wrote that they would recommend the course to their colleagues.

Some also mentioned, that they would appreciate more examples of materials based on recommendations for different groups of visitors. One of the participants expressed the interest to see an example of a museum or gallery that developed a sensory backpack or a sensory map for neuro-diverse visitors. In the surveys for each unit we asked the participants on how confident they feel about implementing the knowledge in their museums/galleries. Some felt very confident in preparing materials accessible to visitors with different needs, while others felt less confident as they do not have experience with recording audio descriptions, designing route maps, etc. Therefore, they would consult experts, volunteers or people with disabilities beforehand and then prepare the accessible materials.

3.4.2. Recommendation for further improvement of the HE training

This implementation consisted of testing the materials produced so that they can later be used by other people, since they will be freely accessible on the project's website (it is not an online course itself). Some of the feedback from participants demonstrated introducing the materials in video or presentation format.

It would be useful to make a series of recommendations along these lines that could be taken into account and developed from these materials when they are used for various training actions in the future.

3.4.3. Recommendation for further improvement of the AE training

The course is on the free Moodle platform hosted by Coventry University and requires staff to set each learner up manually with a login. We are working with the university to move to a guest login, to avoid delays in the sign-up process for the course.

According to the respondents, more examples of success are needed when discussing the principles of universal design and creating information presentation for visitors, educational activities, and organizing project events. Furthermore, some participants expressed the need for content on working with people with dementia, more guidance on how to carry out evaluations with people with cognitive disabilities.

3.4.4. Certificates

The participants who completed all course activities have received certificates that prove their attendance.

4. PILOT TOUR WITH STUDENTS, CW TRAINEES AND PWD

4.1. GENERAL INFORMATION

Country	Organizer	Date	Hosting CH Institution	No. of participants	No. of participant with disabilities	Profile of participants
Spain	University of Burgos	12.2.2023	Museo de la Evolución Humana (Burgos)	23	15	4 students, 4 university teachers, 15 people with disabilities
Lithuania	Klaipeda University and MLIM	20.12.2022	Klaipėda Castle Museum of History Museum of Lithuania Minor	34	10	9 students, 1 university teacher, 10 people with disabilities, 10 cultural professionals, 4 social workers
Slovenia	INUK Institute	18.1.2023	Modern Art Gallery Ljubljana	14	0	13 cultural professionals, 1 university teacher
UK	CCT	23.1.2023	Culture Coventry – Herbert Art Gallery and Museum	18	8	10 cultural professionals, 8 people with disabilities (students from a local college for people with learning difficulties and disabilities)

Spain	INFAD	27.1.2023	Museo Extremeño e Iberoamericano de arte contemporáneo (Badajoz)	4	1	2 cultural professionals, 1 person with disabilities, 1 other participant
Italy	IST	20.12.2022	Gam of Torino, Via Magenta, 31, 10128 Torino TO, Italia	10	2	2 people with disabilities, 5 educators, 2 Italian Sign Language Interpreters, 1 speech therapist

4.2. AGENDA AND ORGANISATION OF THE PILOT MUSEUM TOUR

The pilot museum tours were organized at the associated partner museums and galleries at the end of the training events. The aim of the tours was to put the trainees in the real environment together with people with disabilities in order to validate the learning outcomes of the HE training and adult training. Partners have contacted various associations and organizations of people with disabilities and invited them to the museum tours.

10

4.3. PROFILE OF THE PARTICIPANTS

4.3.1. Selection of the participants

The participants of the pilot museum tours were the students and cultural heritage professionals, who attended the HE and adult training. We also invited people with disabilities from different organizations to attend the tour.

4.3.2. Profile of the participants

Partners organized the pilot tours with the students of cultural heritage who participated in the HE training and adult training, as well as people with disabilities from local disability organizations. The measures that were applied in order to equally involve them were:

- providing them with prior information about the visit,
- prior contact was made with the museum to evaluate its accessibility,
- a visit was designed with contents that were easy to understand and interesting at the same time.

4.4. TOUR EVALUATION

4.4.1. General feedback on the pilot museum tours

The majority of partners reported that the tours were well-accepted by people with disabilities. They showed great interest in visiting the tours. They enjoyed the visits and were happy to give feedback on the adjustments that were made to their needs (audio descriptions, videos in sign language, Braille descriptions, raised surfaces and 3D forms of art pieces, etc.). With the help of their feedback the cultural heritage institutions can improve the accessibility of their exhibitions, tours, programs and other activities.

4.4.2. Feedback on the HE and AE training

The participants of HE training and adult training commented that the knowledge they have gained throughout the training has helped them to plan the visit and perform the guided tour.

Both, the organizers of the tours and the visitors with disabilities knew what they had to look out for, what they had to request and/or consult with the museum, as well as the needs that people might have before, during and after the visit. In general, the participants consider that they have been able to put into practice what they have learned and that this theoretical and/or practical training has been very useful for them.

4.4.3. Modules specific feedback

The modules most relevant to the pilot tours were the ones about providing accessible Information to people with disabilities (Braille descriptions, audio descriptions, sign language, easy to read text etc.) and supporting visitors at the venue (design sensory experiences, sensory backpacks, designing route maps, create accessible tours and etc.). Participants were able to apply their knowledge in their everyday work. All participants felt the content helped them to adapt their work to suit the needs of visitors with disabilities.

4.4.4. Recommendation for further improvement of the pilot tour

The visitors with disabilities would enjoy more educational tours and programs for them. The visitors with visual impairments expect Braille descriptions and audio descriptions. Tactile experiences would also be appreciated. Furthermore, as it might be challenging to lead a group with various disabilities at the same time, it is recommended to organize separate tours for each group of people, so that they can get the support that they need.



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WHO WE ARE

