



Project Identification

Key Action:	Cooperation for innovation and exchange of best practices
Action Type:	Strategic partnerships for education and vocational training
Grant Agreement No.:	2019-1-RO01-KA202-063245
Leading Organization	Muzeul Etnografic al Transilvaniei (Romania)
	<p>Babeş-Bolyai University Cluj-Napoca <i>RO</i></p> <p>Eötvös Loránd Tudományegyetem <i>HU</i></p> <p>Istanbul Medeniyet University <i>TR</i></p> <p>University of Thessaly <i>GR</i></p> <p>The Museum of Cycladic Art</p> <p>Hagyományok Háza <i>HU</i></p> <p>TCDD 1st Regional Directorate <i>TR</i></p> <p>The Balkan Museum Network <i>BIH</i></p> <p>Atomo Ro SRL <i>RO</i></p>

The project ToMIMEuS: Towards a Multisensory and Inclusive Museum for Individuals with Sensory Disabilities (No: 2019-1-RO01-KA202-063245) has been funded by the Erasmus+ programme of the European Union.



1) The activities of the ToMiMEUs project have respected the principles of the action research methodology such as understanding of the setting and context in general, research and investigation, analysis of practice, applying theory through action, evaluating practice, involvement of colleagues and others concerned, reflection, discussion and sharing of meanings, validation of professional change.

2) The feed-back from students with disabilities and the feed-back from children with typical development showed an enriched and improved level of collaboration between the museum staff and the individuals with SI and ultimately the level of inclusion of visitors with SI in museums within different groups (with and without disabilities). They expressed their emotions, their contentment of being able to have such experiences, to touch and explore some exhibits, to have the opportunity to hear some pertinent explanations through the audio guides, to be able to participate to some creation activities together with the specialists, to receive some specialized guiding in sign language.



3) Regarding the best practices which could be extended to further projects we can mention the feedback from the specialists in the museums after the training phase in which faculty members and experts from each participating university were in charge for spreading their knowledge. Staff of the museum developed professional competences in how to elaborate the presentations for the artefacts ranging from the dimension, objects and colors to the historic and artistic context for the items and, in the same time, to answer the possible questions coming from the participants. In the same time as a result we can mention the fact that the staff understood the importance of visual and tactile stimulation using different methods and inclusive/adaptive techniques. These aspects allowed them to create content and materials adapted for people with sensory disabilities.

4) Accessibility programs were also included in the museums priorities, meaning that visits for individuals with visual and hearing disabilities were supported, that they could approach the artefacts.

5) Another example of good practice is the perception of the museum specialists concerning persons with sensory impairments, their needs, including cultural and epistemic ones. This perception was enriched after the activities within the project, after the training programs. The specialists in the museums will know from now on how to work with individuals with SI, they

can now understand their emotions, their way of seeing things, their way of establishing interactions.

6) Accessibility of the websites, the creation of digital narratives about some collections, digital guided tours in sign language (for those with hearing impairments), the construction of an application offering an audio guided tour for the highlights of some galleries (for those with visual impairments) were taken into discussion. And these aspects were clearly specified during the transnational meeting and the multiplier event (M5) in Cluj-Napoca, in all the presentations of the museums specialists, with very pertinent examples that showed the involvement of the staff in all the activities meaning good policies and practice for persons with and without SI.

7) Museums planned new workshops and contacted associations or people with disabilities in order to cooperate and to organize guided tours for individuals with special needs. Educational programs for deaf or hard of hearing, blind or visually impaired children and programs for children with typical development were developed and implemented in many of the museums of the countries within ToMIMEUS and some of them highlighted the importance of an accessibility art curator as a staff member.

8) Educational activities were developed focusing on learning about folk crafts (gingerbread baking, felting, folk dancing) within the museums and workshops organized after audio guided museum tours with art sessions (using clay, play dough, painting) in which participants can express their feelings and can offer a feedback of what they understood and learned during the visits. We can give also some other examples: pottery workshops aimed to see the collaboration between children with and those without disabilities, with both educational and barrier-breaking purposes, activities in which children see/feel the difference between wool and hemp clothing etc. Interactions and learning between children with and without disabilities took place.

