

Games Without Barriers Game-based learning in initial VET for Accessible Tourism

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Abstract (for dissemination)

The present document represents the second of the four Training Modules on Accessible Tourism: MODULE 2 “Persons with disabilities and/or other specific access requirements: barriers and problems”. It contains the detailed description of its four Learning Units in term of contents, learning outcomes (knowledge, skills and competences), training material for its delivery (PPT presentations) and experimental activities, as much as possible based on the edutainment approach, supporting the theoretical lessons and using interactives tools and platforms.

Keywords: learning units and learning outcomes, training material and supporting activities, accessible tourism, tourism for all, access requirements, barriers and problems, accommodation services, restaurant/ food and beverage services, travel agencies and MICE sector

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Introduction

The present document represents the second of the four Training Modules on Accessible Tourism: **MODULE 2 “Persons with disabilities and/or other specific access requirements: barriers and problems”**.

It contains four Learning Units analysing persons with different impairments and specific access needs and the obstacles they face in using tourism services, targeted to students of initial VET schools on tourism towards whom the existing training experiences on accessible tourism have rarely been addressed.

Besides an introductory LU in which the topic of barriers and problems in tourism is addressed in general terms, the other LUs focus on the main sectors of tourism services reflecting also the fields of study of the partner schools, as follows:

- **Learning Unit 1 – General Overview**
- **Learning Unit 2 - Access requirements, barriers and problems in Accommodation services**
- **Learning Unit 3 - Access requirements, barriers and problems in the Restaurant/ Food and Beverage services**
- **Learning Unit 4 - Access requirements, barriers and problems in Travel Agencies and MICE sector**

Each Learning Unit consists of:

- detailed description in terms of contents and learning outcomes, that is what the students will know, understand and be able to do on completion of each learning unit, i.e. their knowledge, skills and competences.
- supporting training materials, mainly PPT presentations, for its delivery
- synthetic description of the experimental training activities as much as possible based on the edutainment approach, supporting the theoretical lessons and using interactives tools and platforms.

As well as the other modules that make up the intellectual output 2, Module 2 has been developed as follow.

Project partners expert of accessible tourism (ENAT and Incipit) have defined the backbone and the general contents of the training module and described it in terms of learning units and related learning outcomes with the collaboration of Consorzio ITACA.

Supported by ENAT and Incipit, teachers of the partner schools – IPSSEOASC Assisi, Escola Superior d'Hostaleria de Barcelona, Colegiul Economic "Gheorghe Dragos" Satu Mare – trained on accessibility issues during the Opening Joint Staff Training Event, developed the Learning Units content and the PPT presentations. To this end, the teachers referred to what they had learned during the Opening Joint Staff Training Event and used, to their support, the learning materials contained in the “Trainers' Learning Kit on Accessible Tourism” (IO1), trying to adapt it as much as possible to their students, by simplifying it and making it more user-friendly.

Moreover, teachers, with the support of the partner expert of edutainment (Wattajob) and using the tools and methodologies suggested in the “Trainers' Toolkit for planning and carrying out training activities” (see IO5), designed



supporting practical activities – quizzes, tests, group works, etc. – as much as possible based on the edutainment approach promoted in the project.

Module 2 has been tested during the First exchange of groups of pupils organized online due to the Covid-19 pandemic on 26-30 April 2021 (see IO5) and fine-tuned on the basis of the received feedback.



Learning Unit 1 - General Overview

LU1 Description and Learning Outcomes

Description	
Class Duration	45'
Contents	<ol style="list-style-type: none"> 1. International Classification of Functioning, Disability and Health: from the Medical to the Social-Environmental model of disability and the right terminology 2. Different types of impairments and other access needs: physical, sensorial, mental and hidden disabilities 3. Requirements related to tourists with different disabilities and/or other specific access needs 4. The design of an accessible built environment and services
Learning Outcomes	
Knowledge	<ul style="list-style-type: none"> - The learner knows and understands the International Classification of Functioning, Disability and Health. - The learner knows the different groups of persons with access requirements (referring to physical, visual, hearing, mental impairments and other specific access requirements and including “hidden or invisible” impairments or health conditions and special dietary requirements due to allergies/food intolerance) - The learner knows the main access barriers for different types of users in the tourism service chain
Skills	<ul style="list-style-type: none"> - The learner is able to recognise the person with specific access requirements as an individual whose exclusion from society is due to the reduced opportunities provided by the built and social environment. - The learner is able to recognise which built environment are necessary to meet these requirements in the tourism sector. - The learner is able to examine the methods to overcome barriers in the tourism service chain either through adjustments to the built environment or by providing information about unavoidable barriers.
Competences	<ul style="list-style-type: none"> - The learner is ready to recognise that accessibility is a societal responsibility which affects all people and enables active participation in society. - The learner is able to describe how an architect or designer has planned to adapt the facilities to each potential customer and use the concepts of Universal Design to plan modifications, based on some examples of good practice.

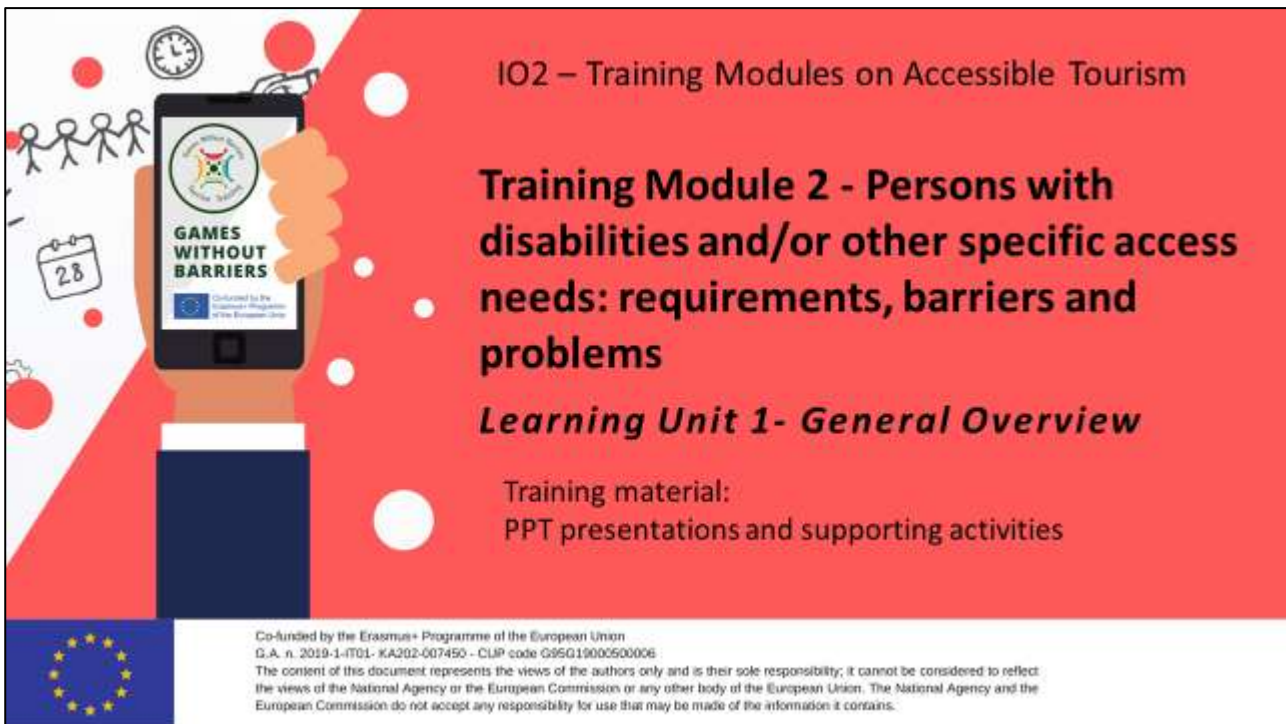
Activities

Group activity Group of learners should describe the situation of persons with different disabilities and other specific access requirements following the ICF scheme and their respective access requirements.

Training Material

PPT presentation.

LU1 PPT presentations and supporting activities



IO2 – Training Modules on Accessible Tourism

Training Module 2 - Persons with disabilities and/or other specific access needs: requirements, barriers and problems

Learning Unit 1- General Overview

Training material:
PPT presentations and supporting activities

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M2 LU1 - General Overview

Tourism without barriers The need for accessibility



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M2 LU1 - General Overview

Disability



«Disability is characterised as the outcome or result of a complex **relationship** between an individual's **health** condition and **personal** factors, and of the **external factors** that represent the circumstances in which the individual lives».

Source ICF (WHO, 2001) <https://www.who.int/classifications/icf/en/>

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M2 LU1 - General Overview

In the **ICIDH** (International Classification of Impairments, Disabilities and Handicaps, 1980)

- **disability is considered to be a loss of physical activities**
- **and handicap as a disadvantageous condition that limits the normal role for that subject in relation to age, gender and socio cultural factors**



MEDICAL MODEL

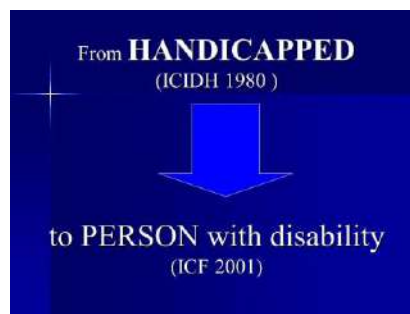


M2 LU1 - General Overview

International Classification of Functioning Disability and Health (ICF)

ICF was published in 2001 (by World Health Organisation) and provides an international standardised language about the description of health, disabilities and environmental factors. It changes the idea of disability which is now the result of a connection among persons health, characteristics and the environment.

It is also usable in many other different fields: social, transport and tourism



M2 LU1 - General Overview

· **Biopsychosocial Model**

- Provides a coherent view of different perspectives of health: biological, individual and social
- Moves the concept of disability away from solely being a consequence of diseases to a recognition of the interaction of health, functioning, environmental and personal factors
- Reference:
 - https://www.cdc.gov/nchs/data/icd/icfoverview_finalforwho10sept.pdf



M2 LU1 - General Overview

Conclusions

- ✓ The **environmental context** has a fundamental role in facilitating or, vice-versa, hindering participation in the social, economic and working life of each individual.



M2 LU1 - General Overview

Conclusions

- ✓ **Accessibility** to places, spaces and equipment therefore represents the means to allow and guarantee everyone's participation in life activities in an active and autonomous way.



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M2 LU1 - General Overview

Categories of people with disabilities

People with disabilities may have one or more of the following impairments:

- ✓ Physical
- ✓ Sensory (Visual , hearing)
- ✓ Cognitive
- ✓.... And many others



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M2 LU1 - General Overview

People with physical or motor impairments



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M2 LU1 - General Overview

Physical or motor impairments

Refers to the partial or total loss of physical abilities including:

- Balance or walking
- Holding and manipulating objects
- Pushing, pulling, lifting and reaching.

Many activities involve more than one of these abilities.

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M2 LU1 - General Overview

People with physical or motor impairments

What do they need?

Access requirements of visitors with motor impairments are related mostly to the **built environment** which should be designed free of barriers and according to Universal Design principles in order to enable all users to move in safety and comfort, to use the facilities and participate in activities.



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Voice and speech function impairments



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M2 LU1 - General Overview

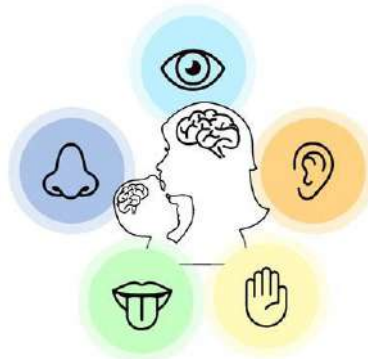
Voice and speech function impairments

- Lack of ability to speak or dysarthria. This may imply difficulties when **holding a conversation** with others.
- People may be **misunderstood**, and this may lead to the danger of not being able to alert service personnel or another individual when needing help or when there is a danger.



M2 LU1 - General Overview

Sensory Impairments



M2 LU1 - General Overview

People with touch impairments

- Some people may not be able to feel anything with the **lower part of their body and legs**, others may also have a loss of feeling in the **hands and arms** and upper body.
- Lack of feeling can affect the ability to use a touch screen or other devices that need to be perceived partly by touch.
- Guests who lack the sense of touch or feeling may be at **risk of injury** from objects that are very sharp, very hot or very cold, as they do not react to them on contact.



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People with reduced sense of smell and taste

- People experience similar problems linked to their lack of sensory perception.
- Main dangers are related failing to react to toxic chemicals, other dangerous airborne pollutants or smoke from a fire.



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M2 LU1 - General Overview

People with reduced sense of smell and taste

What do they need?

Signal dangerous situations
e.g. smoke alarms



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M2 LU1 - General Overview

People with visual impairments

They may be blind or partially sighted.

- They can be **exposed to dangers**, including injuring themselves by walking off paths, tripping on steps, bumping into unmarked objects or hurting themselves on hot surfaces or sharp objects and edges.
- If the problem of vision is combined with balance problems the individual is exposed to higher risks, including colliding with objects, slipping and falling



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M2 LU1 - General Overview

People with visual impairments

What do they need?

- more verbal information and more detailed description, with greater accuracy.
- environments and services which are less complex.
- audio messages to inform about the facilities, evacuation procedures etc.
- adequate tactile and/or audible warnings, wherever there may be a hazard for them.



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M2 LU1 - General Overview

People with hearing impairments

- Invisible at a first glance. They include partial hearing loss or complete deafness. It may be acquired at birth or later in life.
- People with a hearing impairment or deafness communicate mostly using sign language.
- Sign languages vary from country to country. This is important to know for interpretation purposes.
- People born with a hearing impairment may have difficulty in writing and speaking because of the difficulty they have experienced in acquiring language.



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M2 LU1 - General Overview

People with hearing impairments

- They make themselves understood mostly using sign language of their mother tongue or in writing.
- Some people acquire hearing impairment later in life. This means they are unlikely to be proficient using sign language.
- If they have maintained their ability to speak they are capable to communicate with hearing people relatively well.
- Some individuals are able to lip-reading.
- Some people use a hearing aid.



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M2 LU1 - General Overview

Some people may prefer to see ideograms (pictograms) and drawings to understand and communicate.

In evacuation procedures a light signage would be essential together with other different important signals.



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M2 LU1 - General Overview

People with hearing impairments

What do they need?

- Verbal communication is difficult in noisy environments
- The acoustic qualities of rooms will affect the ability to understand spoken language
- Good overhead lighting is important to support lip-reading
- Hearing loop systems which provide amplified sound directly to a person's hearing aid can be useful in reception areas and ticket sales points to improve verbal communication



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M2 LU1 - General Overview

Other people with specific access requirements

- Older people
- Small children
- People of very large or small stature
- People who don't understand the local language
- People with long term health conditions: epilepsy, cardio-vascular conditions, allergies and hypersensitivities, food intolerance and special diets, asthma, etc.



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M2 LU1 - General Overview

Older people

- Seniors have a strong need to get detailed information about the destination, the transportation, the services provided and the surrounding area, including information about availability of health care.
- They can be afraid to move around alone in an unfamiliar environment.
- Older people may also have a chronic illness.
- An accessible environment is important to them.



M2 LU1 - General Overview

Older people

Older people, although they are not people with disabilities, very often have similar difficulties in carrying out their daily activities and share their accessibility requirements.



M2 LU1 - General Overview

Small children

- Areas of motor traffic or mixed traffic (including bicycles) are a hazard for small children.
- Places with unguarded open water present a hazard for those who cannot swim.
- Places that are high up with no guarding, present falling hazards.
- Windows and balcony doors on upper floors without secure fastenings are dangerous.
- Children require adapted communication and visit programme.



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M2 LU1 - General Overview

People of very large or small stature

Different capabilities in terms of reach and often general mobility may be affected.

Smaller people can have difficulties in negotiating levels or steps and seeing (due to other people standing in the way).



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M2 LU1 - General Overview

People of very large or small size

Larger people may have difficulty in sitting or moving in confined spaces.

Those who are grossly overweight may have difficulty in going up or down steps.

Visitors may be exposed in emergency situations because of their lack of ability to move easily or quickly and are in particular danger in case of evacuations.



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M2 LU1 - General Overview

Not understanding the local language

Difficulties to communicate and to understand

- Information
- Warnings
- Directions
- Written instructions
- **We can use pictograms**



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M2 LU1 - General Overview

People with long term health conditions

- People who have allergies (OR allergic reactions) or hypersensitivities
- People with cardio-vascular conditions
- People with diabetes
- People with food intolerance
- People with special dietary requirements etc.



M2 LU1 - General Overview

People with allergies or hypersensitivities

- Some people are highly sensitive to certain substances in the environment, in foodstuffs or by direct skin contact, which may all cause allergic reactions.



M2 LU1 - General Overview**People with allergies or hypersensitivities**

- The type and degree of allergy varies between individuals and can range from mild irritation to poisoning with severe debilitating conditions and even death.
- Allergic reactions may be due to plants, hair of animals, food, chemicals and materials such as nickel and latex.
- Environmental allergens include dust (often associated with carpets), building materials, smoke and flowering plants.



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**M2 LU1 - General Overview****What we have learned**

- ✓ The International Classification of Functioning, Disability and Health.
- ✓ The different groups of persons with specific access requirements: physical, visual, hearing, cognitive impairments
- ✓ Impairments or health conditions and special dietary requirements due to allergies/food intolerance)



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Learning Unit 2 - Access requirements, barriers and problems in Accommodation services

LU2 Description and Learning Outcomes

Description	
Class Duration	3h including activities
Contents	<ol style="list-style-type: none"> 1. The main access requirements of people with different types of disabilities and other groups of tourists in a hotel or another kind of accommodation premises. 2. Physical access and accessible features and services for accommodation premises 3. Analysis of different facilities/services in the accommodation premises (not including restaurants) according to different specific access requirements related to physical, visual, hearing, mental impairments and other access requirements <ul style="list-style-type: none"> ✓ Designated parking, access and entrance (accessible routes, level access, ramps, entrance doors..) ✓ Reception area / lobby (accessible routes, lifts, stairs manoeuvring space, reception desk, hearing loop for persons with hearing impairments using a hearing aid, and vibrating alarm for Deaf persons, alternative information formats for blind and persons with visual impairments, assistance dog, signage, doors) ✓ Guestrooms and en-suite bathrooms (manoeuvring space, beds, wardrobes, other furniture,.....) ✓ Services areas: wellness areas, pools, etc. (not including conference/meeting rooms) ✓ Assistance with luggage, accessibility of features/devices in the guest room, emergency evacuation procedures...
Learning Outcomes	
Knowledge	<ul style="list-style-type: none"> - The learner knows the access requirements of persons with different types of disabilities and other access requirements in relation to accommodation facilities. - The learner knows the main access barriers for different types of users in the accommodation sector, which might prevent them from entering, moving around and enjoying the accommodation's environment and its facilities.
Skills	<ul style="list-style-type: none"> - The learner is able to recognise which built environment features are necessary to meet the requirements of customers with specific access requirements in the accommodation sector. - The learner is able to identify accessible design elements and services in the accommodation facilities

	<ul style="list-style-type: none"> - The learner is able to examine the methods to overcome barriers in the accommodation sector through adjustments to the built environment and services offered or to provide information about unavoidable barriers.
<p>Competences</p>	<ul style="list-style-type: none"> - The learner is ready to collaborate in providing accessible accommodation facilities suitable for customers with specific access requirements - The learner is ready to identify barriers to mobility, use and participation in the accommodation sector and collaborate in finding alternative solutions. - The learner is ready to identify the key features of access solutions in the accommodation premises and ensure that guests with specific access requirements are able to access and use the facilities and services accordingly.
<p>Activities</p>	
<p>Group activity in which each group of students have to find the accessibility barriers in different situation within the accommodation services (physically or in images/videos, depending if the face-to-face or online) depending on the disability or special need the have been assigned.</p>	
<p>Training Material</p>	
<p>PPT Physical or online (images, videos), recreation of situation and spaces with access barriers. Good practice examples.</p>	

LU2 PPT presentations and supporting activities



IO2 – Training Modules on Accessible Tourism

Training Module 2 - Persons with disabilities and/or other specific access needs: requirements, barriers and problems

Learning Unit 2 - Access requirements, barriers and problems in Accommodation Services

Training material:
PPT presentations and supporting activities

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M2 LU2 - Access requirements, barriers and problems in accommodation services

The accessible built environment

- Takes into account the diverse capabilities of human beings
- **Is safer and more convenient for everyone**
- Contributes to sustainability and is an investment in the future, since it takes account of changing lifestyles and life conditions
- Improves the quality of life
- Supports independence of users and participation



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M2 LU2 - Access requirements, barriers and problems in accommodation services

The accessible built accommodation environment includes:

- All the accommodation facilities (buildings and services)
- Any technology products and services used in buildings, e.g. lifts, escalators, moving walkways, gym and sport areas, SPAs, etc.



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M2 LU2 - Access requirements, barriers and problems in accommodation services

The accessible built accommodation environment includes:

- Movement to /inside/from - including emergency access and evacuation
- Public spaces and routes beside the hotel or other accommodation building
- Parking and other transport areas near the accommodation facilities.



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M2 LU2 - Access requirements, barriers and problems in accommodation services

Accommodation buildings and environments

New design projects:
accessibility for all users by following building regulations and standards/guidelines for accessibility.



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M2 LU2 - Access requirements, barriers and problems in accommodation services

Accommodation buildings and environments

Existing buildings and environments: often require adaptations to make them accessible.

But **putting a ramp is not enough...** and this one, for example, is **too steep** and **has no handrails!**

Adaptations must conform with access standards.



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M2 LU2 - Access requirements, barriers and problems in accommodation services

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M2 LU2 - Access requirements, barriers and problems in accommodation services

Existing accommodation buildings and environments



Before

After



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M2 LU2 - Access requirements, barriers and problems in accommodation services

New and existing accommodation buildings and environments

There are different accessibility standards and/or guidelines and legislation in different EU member states.

Just following legislation and standards is not always enough because they may consider only **minimum requirements**.

By applying a Universal Design approach the design of the built environment will be accessible and suitable for the widest range of users.



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M2 LU2 - Access requirements, barriers and problems in accommodation services

Your partner goes abroad for a few months for study. You had planned to spend the last weekend together in a **romantic cabin in the woods.**



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**M2 LU2 - Access requirements, barriers and problems in accommodation services**

A few days before, you broke your leg. You call immediately the hotel and they tell you that **they are not equipped to receive you in those conditions.**



They will refund you the money because they cannot offer you an alternative: **despite having many rooms available, none of them suit your situation. ***



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Indeed, **you found another place, completely accessible** and you enjoyed an unforgettable weekend.



In addition to recommending it to your family, **you'll celebrate your birthday there with your friends.**



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Accessibility of accommodation facilities

What's the real «business» problem?



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Accommodation facilities' accessibility: What's the «business» problem?

Inaccessible accommodation buildings and facilities **exclude many potential customers.**



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M2 LU2 - Access requirements, barriers and problems in accommodation services

Accommodation facilities' accessibility: What's the «business» problem?

Inaccessible accommodation buildings and facilities exclude many potential customers **and reduce businesses' profitability!**



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Some of the common access barriers in hotels and other accommodation facilities...

ENTRANCES

- Lack of level access
- Steps at building entrances and inside the buildings



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DOORS

- Lack of automatic doors
- Heavy doors



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DOORS

- Glass doors without contrast markings



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Reception Desk



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STAIRS

- Irregular steps
- With high steps
- Without handrails



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ELEVATORS

- Narrow doors
- Not accessible lifts
- Not accessible panels



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If there's no lift: are alternative services working?



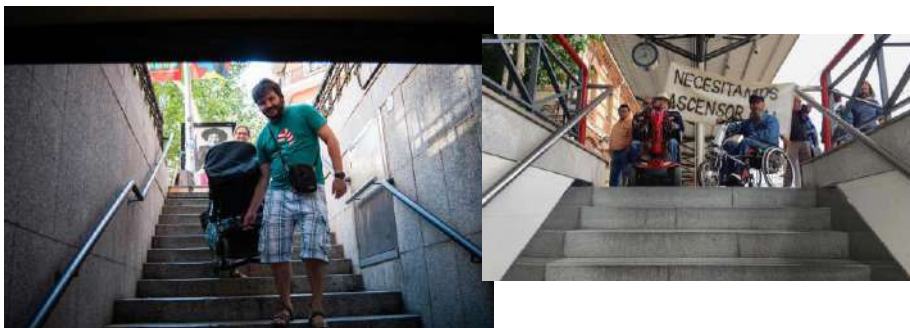
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How are the transport areas near our hotel?



We have to find alternatives and inform customers about them!



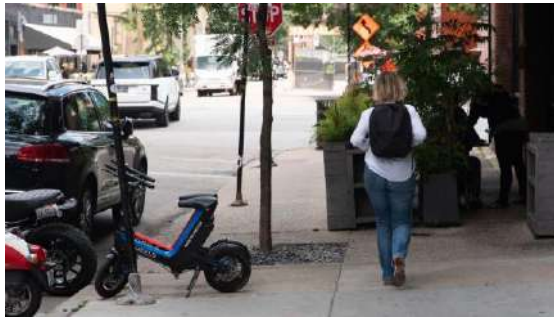
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Is the pavement in front of the hotel accessible?



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Are there designated parking spaces for persons with disabilities? Do they have adequate size and circulation space?



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Guest Rooms



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Bathrooms



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Is the natural environment of the hotel accessible for all your customers?



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Is the SPA accessible for all your customers?



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M2 LU2 - Access requirements, barriers and problems in accommodation services

Let's play...*



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M2 LU2 - Access requirements, barriers and problems in accommodation services

Identifying barriers: 3 accommodations

- **Teams 1 and 2:**

Holiday farm in Assisi (Italy):

Le Rondini di Francesco <https://www.rondinifrancescoassisi.com/>

- **Teams 3 and 4:**

4 stars Hotel in Satu Mare (Romania):

The Dome Hotel <https://vila-class.ro/en/>

- **Teams 5 and 6:**

Youth hostel in Barcelona (Spain):

Hostal Sans <https://www.hostalsans.com/>



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M2 LU2 - Access requirements, barriers and problems in accommodation services

What we have learned

- ✓ The access requirements in relation to accommodation facilities.
- ✓ The main access barriers for different types of users in the accommodation sector



Learning Unit 3 – Access requirements, barriers and problems in the Restaurant/ Food and Beverage services

LU3 Description and Learning Outcomes

Description	
Class Duration	3h including activities
Contents	<ol style="list-style-type: none"> 1. The main access requirements of people with different types of disabilities and other groups of tourists in a restaurant and other food and beverage services. 2. Physical access and accessible features and services for restaurants 3. Analysis of different areas/services in the restaurant according to different specific access requirements related to physical, visual, hearing, mental impairments and other access requirements. <ul style="list-style-type: none"> ✓ Dining Rooms (manoeuvring space, seating arrangements and furniture, self-service items, large-print menus, picture menus, straws and lightweight glasses/cups, children's highchairs, background music, lighting, ...) ✓ Provision of accessible toilets and baby changing facilities ✓ Arrangement of food on plate for blind persons 4. The provision of food and beverages for people with special dietary requirements due to allergies/food intolerance, including relevant information, declaration of ingredients and labelling according to EU and national laws
Learning Outcomes	
Knowledge	<ul style="list-style-type: none"> - The learner knows the access requirements of persons with different types of disabilities and other specific access requirements in restaurants and other food and beverage facilities. - The learner knows the main access barriers for persons with different types of disabilities and other specific access requirements in restaurants and other food and beverage facilities, which might prevent them from entering, moving around and enjoying the environment and their food & drink - The learner understands the relevance of providing food and beverages for people with special dietary requirements in line with EU and national legislation. - The learner knows different kinds of food allergies and intolerances and other dietary requirements (vegetarians, vegans, halal, kosher, etc.) - The learner knows ingredients to avoid or use in order to cater for different dietary requirements

	<ul style="list-style-type: none"> - The learner knows the procedures to be followed in using kitchen areas and equipment for preparing dishes in compliance to different dietary requirements
Skills	<ul style="list-style-type: none"> - The learner is able to recognise which built environment features are necessary to meet the requirements of customers with specific access requirements in the restaurants and other catering establishments. - The learner is able to identify accessible design elements in restaurants and other food facilities. - The learner is able to examine the methods to overcome barriers in the restaurant and other food and beverage services through adjustments to the built environment and services offered or to provide information about unavoidable barriers. - The learner is able to choose the right ingredients suitable for clients with different dietary requirements - The learner is able to prepare food and drinks suitable for customers with different dietary requirements
Competences	<ul style="list-style-type: none"> - The learner is ready to collaborate in arranging accessible dining areas in restaurants and other catering facilities, suitable for customers with specific access requirements - The learner is ready to serve customers with specific access requirements. - The learner is ready to prepare special diet meals and drinks, suitable for customers with different dietary requirements
Activities	
<p>Group work on case studies: students will be provided with an article/case studies explaining a situation where people with specific access requirements were unhappy with the service. They have to spot errors and re-write the story to make sure the customers will be happy</p> <p>and/or</p> <p>Group work: students have to propose complete menus according to different dietary requirements</p>	
Training Material	
PPT covering the accessibility issues for restaurants, cafes, bars, etc.	

LU3 PPT presentations and supporting activities



IO2 – Training Modules on Accessible Tourism

Training Module 2 - Persons with disabilities and/or other specific access needs: requirements, barriers and problems

Learning Unit 3 - Access requirements, barriers and problems in the Restaurant/ Food and Beverage Services

Training material:
PPT presentations and supporting activities

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M2 LU3 - Access requirements, barriers and problems in the restaurant/ food and beverage services

What is important for an accessible catering service?

1. Space and layout
2. Furniture
3. Menu



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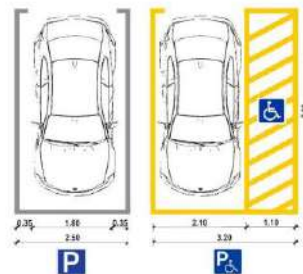
M2 LU3 - Access requirements, barriers and problems in the restaurant/ food and beverage services

Parking area with adequate space designated parking places

Reach the building

Designated car parking spaces for disabled visitors:
Clearly marked, at shortest possible distance to building entrance, by level access route.

LUD HOTELS REFERENCE SHEET



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- ✓ Maximum recommended distance of the designated parking space from the entrance: 50 m.
- ✓ At least one parking space designated for persons with disabilities



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M2 LU3 - Access requirements, barriers and problems in the restaurant/ food and beverage services

Some of the common access barriers

- ✓ Lack of level access
- ✓ Steps at building entrances and inside the buildings

Big problem for people with motor disabilities and all those who temporarily or permanently cannot manage steps



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**M2 LU3 - Access requirements, barriers and problems in the restaurant/
food and beverage services**

Good design enables - bad design disables



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**M2 LU2 - Access requirements, barriers and problems in the restaurant/
food and beverage services**

Accessible entrances



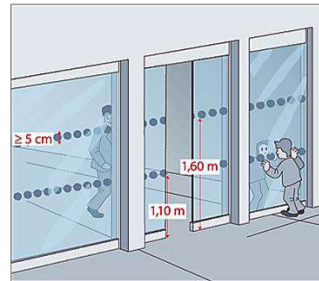
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M2 LU3 - Access requirements, barriers and problems in the restaurant/ food and beverage services

- Doors with adequate width to allow wheelchair users to pass through
- Door width is measured at the narrowest point and with door open 90 degrees
- Glass doors must have uninterrupted visual indicators (markings) positioned at 2 different heights above floor level



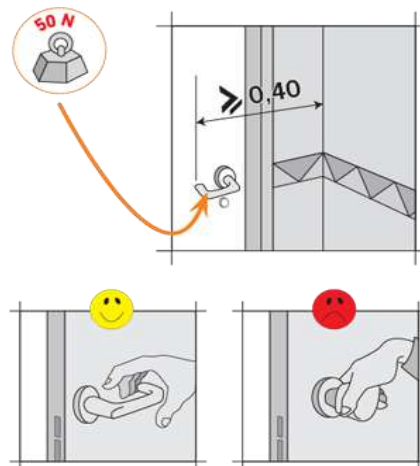
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Handles that can be operated by «closed fist» are the most suitable.
«Knob type» handles to be avoided as they are difficult to operate by persons who have difficulty in grasping.



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**M2 LU3 - Access requirements, barriers and problems in the restaurant/
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Accessible toilets



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Accessible toilets

- ✓ Entrance door with adequate width for wheelchair users, preferably operating outwards and with a horizontal pull handle on the inside part, or sliding door
- ✓ Layout and minimum dimensions: clear manoeuvring space in front of the toilet seat and washbasin,
- ✓ Free space beside toilet for a wheelchair to allow lateral transfer



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food and beverage services**

Accessible toilets

- ✓ Washbasin with no leg support and unobstructed knee space for wheelchair user
 - ✓ Mixer lever type taps. Taps within reach of seated wheelchair user.
- Thermostatic mixers to limit the temperature of hot water are recommended.



**M2 LU3 - Access requirements, barriers and problems in the restaurant/
food and beverage services**

Accessible toilets

- ✓ Mirror, with top and bottom heights suitable for use by short persons, wheelchair users and tall persons
- ✓ Other fittings installed to be easily reached and used by wheelchair users
- ✓ Horizontal grab rails on both sides of the toilet
- ✓ Assistance alarm



**M2 LU3 - Access requirements, barriers and problems in the restaurant/
food and beverage services**

Baby changing facilities



Baby changing facilities should have:

- Baby Changing Unit
- Bin
- Changing Bag Hook
- Hand Wash



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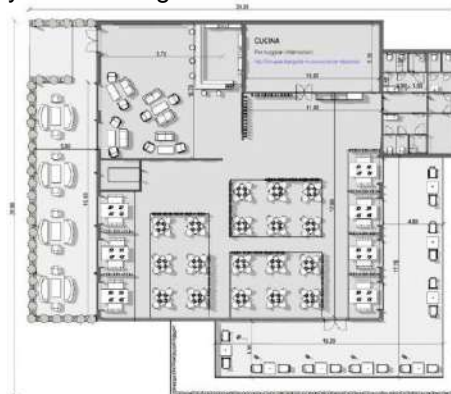


**M2 LU3 - Access requirements, barriers and problems in the restaurant/
food and beverage services**

Restaurant space and layout

It is important to consider the layout and free circulation space in the restaurant to allow people using mobility devices to get around with ease

- Level access (step – free, or with ramp)
- Adequate free passage between tables and walls
- Adequate free passage between tables and chairs
- Sufficient lighting



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Low self-service counters for all



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M2 LU3 - Access requirements, barriers and problems in the restaurant/
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Example of a self-service



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2. furniture



Tables with a single central leg and at suitable height allow easy reach for people using a wheelchair



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M2 LU3 - Access requirements, barriers and problems in the restaurant/ food and beverage services

3. Menu

Consider:

1. Menu suitable for all customers

- Menu for special dietary needs (allergies and food intolerances: gluten-free, lactose free, low salt, diabetic, etc.)
- Dietary preferences (vegetarians, vegans, kosher, halal, etc.)
- Kids' menu



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M2 LU3 - Access requirements, barriers and problems in the restaurant/ food and beverage services

3. Menu

Consider:

4. Menus presented in alternative formats

- Menus in Braille
- Menus in large print



M2 LU3 - Access requirements, barriers and problems in the restaurant/ food and beverage services

3. Menu

Consider:

5. Menus presented in alternative formats

- Picture menus people who cannot read (children, people with learning difficulties, or who do not know the local language)



M2 LU3 - Access requirements, barriers and problems in the restaurant/ food and beverage services

3. Menu

Consider:

6. Menus presented in alternative formats

- Menus provided on a tablet or smart phone app
- Menu read aloud by the waiter for guests who are blind or visually impaired



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Menus for persons with visual impairments

- ✓ Words not to be too close together and well spaced
- ✓ Sufficient contrast between background and font
- ✓ Do not print text over images
- ✓ Do not use stylised fonts such as: Impact, Juice, Matisse, Rockwell, Matura, Snap, Lucida



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**M2 LU3 - Access requirements, barriers and problems in the restaurant/
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Menus for persons with visual impairments

- ✓ Use of fixed-size text characters should be avoided.
- ✓ Gradient backgrounds should not be used.
- ✓ Avoid using backgrounds of different colours on the same page.
- ✓ Good contrast between background and font
- ✓ Do not use fluorescent colors



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Menu for blind guests or guests with visual impairments



Some Apps that read QR menu & Barcode Scanner can provide audible information



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M2 LU3 - Access requirements, barriers and problems in the restaurant/ food and beverage services

People with long term health conditions

Allergies or hypersensitivities

Some people are highly sensitive to certain substances in the environment, in foodstuffs or by direct skin contact, which may all cause allergic reactions.



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People with long term health conditions

The type and degree of allergy varies between individuals and can range from mild irritation to poisoning with severe debilitating conditions and even death.

Allergic reactions may be due to plants, hair of animals, food, chemicals and materials such as nickel and latex.

Environmental allergens include dust (often associated with carpets), building materials, smoke and flowering plants.



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People with long term health conditions

Allergies and hypersensitivities- food intolerance

- ❖ Allergic reactions can include running nose and eyes and breathing problems which in acute circumstances can restrict activities of a person.
- ❖ Their reactions may be similar to those of the person who is lacking in stamina.
- ❖ Where meals and drinks are included in a tour, it is necessary for visitors to inform the group leader and/or catering outlet if they have food allergies.



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Menus for special dietary requirements

The foods most likely to give allergic reactions are: cow's milk, eggs, soy, nuts and peanuts, fish and shellfish, wheat.

The prevalence of true food allergy in the population is 2 - 4% for adults and 6% - 8% in children, percentages significantly lower than the individual perception placed at 25% - 30%.



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**M2 LU3 - Access requirements, barriers and problems in the restaurant/
food and beverage services**

The EU Regulation 1169/2011 provides for the obligation to clearly indicate on the label (using graphic devices such as bold, different colours, underlining ...) the ingredients that can cause allergies.

This obligation also applies to non-prepackaged foods prepared in businesses such as canteens and restaurants.



**M2 LU3 - Access requirements, barriers and problems in the restaurant/
food and beverage services**

Allergen list



M2 LU3 - Access requirements, barriers and problems in the restaurant/ food and beverage services

HOW TO COMMUNICATE THE PRESENCE OF ALLERGENS

Any operator providing ready-to-eat foods within a facility, such as a restaurant, canteen, school or hospital, or even through a catering service, or even by means of a vehicle or support fixed or mobile, must provide the final consumer with information on substances or products causing allergies or intolerances, as listed in Annex II of Regulation (EU) No. 1169/2011.



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HOW TO COMMUNICATE THE PRESENCE OF ALLERGENS

This information can be reported:

- On the menu
- On special registers or signs
- Using electronic, technological or IT systems. In the event that electronic systems such as “smartphone applications”, bar codes, QR codes etc. are used, these cannot in any case be set up as the only tools as they are not easily accessible to the entire population.



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M2 LU3 - Access requirements, barriers and problems in the restaurant/ food and beverage services

HOW TO COMMUNICATE THE PRESENCE OF ALLERGENS

Information about food allergens must be available to consumers.

1. The food business operator is required to indicate in writing, in a clear and visible place, a statement such as: "information about the presence of substances or products that cause allergies or intolerances is available by contacting the staff in service";



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M2 LU3 - Access requirements, barriers and problems in the restaurant/ food and beverage services

HOW TO COMMUNICATE THE PRESENCE OF ALLERGENS

Information about food allergens must be available to consumers.

2. The food business operator reports, in writing, on the menu, in the register or on a special sign, a statement such as: "for any information on substances and allergens, it is possible to consult the appropriate documentation that will be provided, if necessary, by the staff on duty



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STAFF TRAINING ON ALLERGENS

Food Business Managers must ensure that the personnel involved in the preparation, sale and administration of ready-to-eat foods are adequately trained on the risk of allergens (including the risk of cross-contamination) and are prepared to handle all requests for information on allergens from customers/consumers.

It should also be ensured that the allergen information on the label on pre-packaged foods used as ingredients is accessible to all staff and customers and is kept up to date.



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M2 LU3 - Access requirements, barriers and problems in the restaurant/ food and beverage services

How to make your restaurant become allergy-friendly:

- Specific waiter training;
- Customer management;
- Indicate allergens in menus;
- Constant verification;
- Flexible service;



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**M2 LU3 - Access requirements, barriers and problems in the restaurant/
food and beverage services**

Allergy-friendly kitchen

- Having a small kitchen available to prepare dishes for different needs to avoid cross-contamination
- If it is not possible to create a dedicated space in the kitchen
- Use different colour dishes and equipment to prepare these dishes
- Train staff on special diets and eating styles
- Train all kitchen staff in relation
- to the procedures to be adopted
- to avoid cross-contamination



**M2 LU3 - Access requirements, barriers and problems in the restaurant/
food and beverage services**

**HOW TO IMPLEMENT RISK
PREVENTION AND CONTROL IN THE
DINING HALL or RESTAURANT**

Always inform the customer!



M2 LU3 - Access requirements, barriers and problems in the restaurant/ food and beverage services

THE MENU

- **Specify** the allergenic ingredients in the menu
- **Indicate** in the menu that the customer can explain their needs in case of food allergy
- **Include** a “special diets” section that includes dishes that do not contain allergenic foods (e.g. first courses or desserts without milk / eggs / nuts, a second without fish, etc.)



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M2 LU3 - Access requirements, barriers and problems in the restaurant/ food and beverage services

STAFF

- Must be able to adequately answer questions about ingredients.
- Must provide the allergic consumer with the information, in a clear and courteous manner, **before** placing the order
- Must follow the expected self-control plan.



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**M2 LU3 - Access requirements, barriers and problems in the restaurant/
food and beverage services**

**IN THE KITCHEN TO AVOID CROSS-
CONTAMINATION:**

1. Direct contact (for example through gloves or hands)



Wash your hands or change your gloves every time you handle different, potentially allergenic foods



Avoid the use of latex gloves by using vinyl or nitrile gloves as an alternative.

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**M2 LU3 - Access requirements, barriers and problems in the restaurant/
food and beverage services**

**IN THE KITCHEN TO AVOID CROSS-
CONTAMINATION:**

**2. Contact between foods with food allergens and
other foods**



Do not store different foods in direct contact



**M2 LU3 - Access requirements, barriers and problems in the restaurant/
food and beverage services**

**IN THE KITCHEN TO AVOID CROSS-
CONTAMINATION:**

**3. Contact with utensils used for cooking and service
(cutlery, crockery, pots)**



Use different tools for each different food



**M2 LU3 - Access requirements, barriers and problems in the restaurant/
food and beverage services**

**IN THE KITCHEN TO AVOID CROSS-
CONTAMINATION:**

**4. Contact with preparation surfaces; worktops,
refrigerators, grills, slicers**



clean the surfaces carefully after use



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**M2 LU3 - Access requirements, barriers and problems in the restaurant/
food and beverage services**

**Real case study: Client with celiac disease
What are the procedures to follow?**

Four fundamental moments in reference to the risk of the presence
of gluten in products:

1. Procurement
2. Storage
3. Production
4. Service

When sourcing it is important to consider 3 categories of
foods on the market:

- Permissions
- At risk
- Forbidden



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Gluten-Free Grains

✓ Yes!	✗ No!
<ul style="list-style-type: none"> • Amaranth • Arrowroot • Besan • Buckwheat • Coconut Flour • Corn Flour, Starch or Meal • Hominy • Legumes • Millet • Popcorn • Potato Flour or Starch • Quinoa • Rice • Sorghum • Tapioca • Teff 	<ul style="list-style-type: none"> • Barley • Breadcrumbs • Bulgur • Couscous • Durum • Einkorn • Farro • Graham Flour • Kamut • Malt • Oats • Rye • Seitan • Semolina • Spelt • Triticale • Wheat



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Storage and production:

- All raw materials destined for the production of gluten-free are in storage
- Must be stored: on dedicated and suitable shelves and separated from non-products
- From the warehouse to the kitchen, to avoid the danger of getting confused it is advisable not to carry gluten-free at the same time as those with gluten



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In the kitchen all the raw materials intended for the production of gluten-free must be stored:

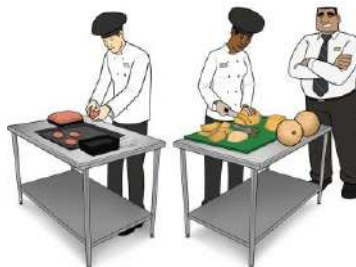
- In a dedicated cabinet and / or fridge or on their dedicated shelves
- In case of dedicated shelves, use the upper ones
- Equipment and tools must be stored in dedicated places or far from sources of contamination
- Hermetic bags and containers used for storage must bear an identification label



M2 LU3 - Access requirements, barriers and problems in the restaurant/ food and beverage services

As for the production, in the kitchen:

the surfaces where to prepare gluten-free foods must be used exclusively, they must be far from possible sources of contamination and such spaces can be identified as areas for gluten-free preparation through signage;



M2 LU3 - Access requirements, barriers and problems in the restaurant/ food and beverage services

The equipment (ovens, microwave ovens, fires, etc.) must be cleaned at time of use; utensils (spatulas, knives, spoons, ladles, pots, containers etc.) must be clean at the time of use.



General recommendations:

- Clothing, staff must wear clean and non-contaminated uniforms;
- Washing, after any processing with foods that contain gluten, the staff must always wash their hands thoroughly;
- Coffee preparation, for barley coffee and flavored coffee we recommend the use of de dicated machines



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Dietary styles



M2 LU3 - Access requirements, barriers and problems in the restaurant/ food and beverage services



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M2 LU3 - Access requirements, barriers and problems in the restaurant/ food and beverage services

Kids menu



- Colourful
- Use images
- Simple foods
- Small portions



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**M2 LU3 - Access requirements, barriers and problems in the restaurant/
food and beverage services**

What we have learned

- The access requirements of persons with different disabilities and other specific access requirements in restaurants and other food and beverage facilities.
- The main access barriers for persons with different disabilities and other specific access requirements in restaurants and other food and beverage facilities, which might prevent them from entering, moving around and enjoying the environment and their food & drink.



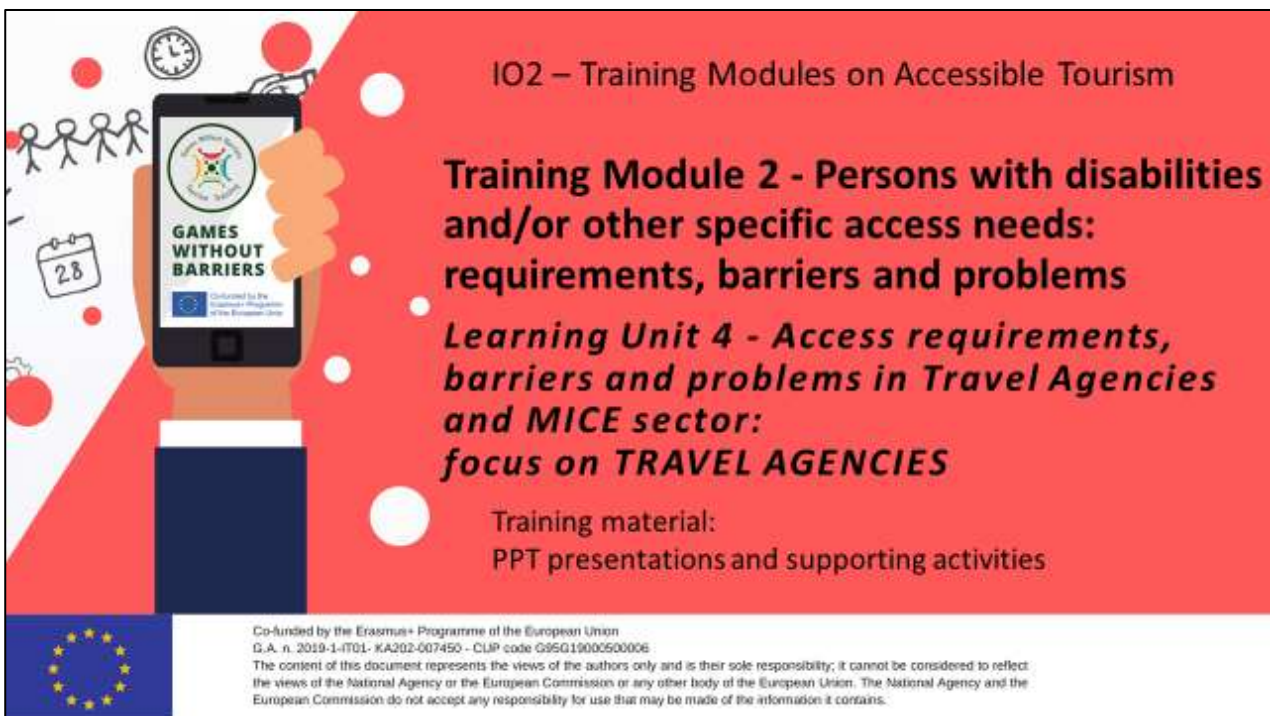
Learning Unit 4 - Access requirements, barriers and problems in Travel Agencies and MICE sector

LU4 Description and Learning Outcomes

Description	
Class Duration	3h including activities
Contents	<ol style="list-style-type: none"> 1. The main access requirements of people with different types of disabilities and other groups of tourists in Travel Agencies and MICE sector. 2. The design of accessible facilities and services in the Travel Agencies and MICE sector for all users 3. Analysis of different areas/services in the Travel Agencies and MICE sector according to customers' different specific access requirements related to physical, visual, hearing, mental impairments and other access requirements. <ul style="list-style-type: none"> Travel Agencies: <ul style="list-style-type: none"> ✓ Barriers and solutions for Travel Agencies customers with specific access requirements according to their impairments (physical, visual, hearing and cognitive impairments) ✓ Examples of existing Travel Agencies providing services for customer with specific access needs ✓ List of what travel agencies should do to guarantee accessibility to their customers MICE: <ul style="list-style-type: none"> ✓ Conference and Meeting Rooms: free space and manoeuvring space, seating, stages and speaking areas, lectern or podium, technical equipment, acoustic, background noises, lighting, ... ✓ Accessible toilets ✓ Fairs and exhibition spaces: layout, accessible routes, level access to stands, signage, information in multiple formats, subtitles, quiet area ✓ Festivals and events: priority seating areas, audio description services, sign-language interpretation, personal assistance (volunteers)
Learning Outcomes	
Knowledge	<ul style="list-style-type: none"> - The learner knows the access requirements of persons with different types of disabilities and other specific access requirements in Travel Agencies and MICE sector venues. - The learner knows the main access barriers for different types of customers, which might prevent them from using the services of a Travel Agency and MICE sector. - The learner knows the access requirements of persons with different types of disabilities and other specific access requirements to enable them to participate (as speakers or audience) in a

	<p>conference / event. The learner knows the measures to ensure participation of persons with disabilities in festivals and events.</p> <ul style="list-style-type: none"> - The learner knows the main access barriers for different types of participants in MICE venues, which might prevent them from entering, moving around and enjoying the event.
Skills	<ul style="list-style-type: none"> - The learner is able to identify accessibility features and services suitable for customers with specific access requirements in Travel agencies and the MICE sector. - The learner is able to examine the methods to overcome barriers in Travel Agencies and MICE venues through adjustments to the built environment and services offered or to provide information about unavoidable barriers.
Competences	<ul style="list-style-type: none"> - The learner is ready to collaborate in arranging accessible Travel agencies and MICE services suitable for customers with specific access requirements. - The learner is able to identify barriers to mobility, use and participation in the Travel Agencies and MICE sectors and collaborate in finding alternative solutions.
Activities	
<p>Role-based activity: students have to put themselves in the shoes of people with specific access requirements and they have to spot what is correct/incorrect in a simulated conference room and other environments.</p>	
Training Material	
<p>PPT addressing accessibility of Travel Agencies and MICE venues. Examples of good practice</p>	

LU4 PPT presentations and supporting activities: Focus on Travel Agencies



IO2 – Training Modules on Accessible Tourism

Training Module 2 - Persons with disabilities and/or other specific access needs: requirements, barriers and problems

Learning Unit 4 - Access requirements, barriers and problems in Travel Agencies and MICE sector: focus on TRAVEL AGENCIES

Training material:
PPT presentations and supporting activities

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M2 LU4 - Access requirements, barriers and problems in Travel Agencies

What kind of disabilities may we encounter among tourists?

1. Learning disabilities

<https://wordwall.net/resource/75627/science/learning-disabilities>



M2 LU4 - Access requirements, barriers and problems in Travel Agencies

2. Persons who are Blind. Persons with visual impairments

These travellers will usually be accompanied when travelling but not always.

<https://www.youtube.com/watch?v=f9PqEadh3m0>

Barriers	Solutions
Presentation of tourist programmes	Travel agencies should offer personalised travel programmes with information written in Braille. Large fonts and good colour contrast for printed materials.



M2 LU4 - Access requirements, barriers and problems in Travel Agencies

3. Persons who are Deaf. People who have a hearing impairment.

When a person does not respond to a spoken request or warning, this may be the result of an inability to hear.

https://www.youtube.com/watch?v=4Pu_I11T6T4

Barriers	Solutions
Difficulties in understanding the proposed tourist programs or travel possibilities.	There are several ways to communicate with a person who has a hearing impairment such as lip reading, finger spelling, sign language, writing and electronic instruments . Important notice: Sign languages vary from country to country. Have a pen and paper available to let the customer write their request.



M2 LU4 - Access requirements, barriers and problems in Travel Agencies

4. People with physical disabilities

Unlike other people who can transfer to alternative venues if not satisfied with their choice of establishment, people with physical disabilities may not have this option because of a limited number of accessible/adapted rooms or other facilities being available.

It is not easy for people with mobility impairments to go out and visit public places because very often public facilities are not completely safe for them. For example, a wheelchair user might be apprehensive about rolling on the streets and pavements as they could easily tip over if the surface is not flat or wide enough. Kerb ramps are used to overcome differences in height between the street and the sidewalk or to enter a shop.

<https://wordwall.net/play/14187/707/396>



M2 LU4 - Access requirements, barriers and problems in Travel Agencies

Barriers	Solutions
Lack of access ramp at the entrance door of the in the travel agency	Installing an access ramp
The door width does not allow wheelchair entry	Widening the entrance to the travel agency to facilitate entry by wheelchair users
Insufficient space inside the agency	Re-arrangement or change of furniture to facilitate people with mobility impairments. For wheelchair users, the reach range is limited depending on the seated position. <ul style="list-style-type: none"> • The design of desks, tables, counters or water basins should allow for easy approach and use • adequate space for manoeuvring • suitable height and space for their legs under a sink or table-top.



M2 LU4 - Access requirements, barriers and problems in Travel Agencies

5. People with speech impairments

Lack of ability to speak or dysarthria. This may imply difficulties when holding a conversation with others.

Barriers	Solutions
People may be misunderstood.	Some people use sign language to speak or assistive devices to enhance or supplement their speech, either with a keyboard or another communication devices. <ul style="list-style-type: none"> • Pictograms may also serve as a medium of communication for those who lack speech. • Having paper and pencil handy can help to overcome communication problems, in many situations.



M2 LU4 - Access requirements, barriers and problems in Travel Agencies

How do Travel Agencies assist travellers with access requirements?

If an individual or member of a group has a disability or specific access requirements, travel agents must pay attention to the individual's requirements.

Lack of accessibility, amenities and understanding are just some of the barriers that must be addressed.

There are some great travel agencies that provide advice and arrangements to see the world no matter what the disability is.



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M2 LU4 - Access requirements, barriers and problems in Travel Agencies

Working with specialised travel agents will allow customers to attend all the activities and visit all sites, and locations they'd like to see.



Experienced travel agents with knowledge on accessibility can plan trips and help with hotels, resorts, transportation, destinations, and activities, all chosen for their accessibility provisions and offer.



Planning a trip on one's own will come with an abundance of questions regarding accessibility and working with specialised travel agents will save you time and effort, giving more opportunity to look forward to and enjoy the trip.



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M2 LU4 - Access requirements, barriers and problems in Travel Agencies

Introduce a travel agency that offers special services for people with disabilities. To do this, use the following links:

[/https://www.friendshipcircle.org/blog/2012/04/04/7-travel-agencies-for-special-needs-travel](https://www.friendshipcircle.org/blog/2012/04/04/7-travel-agencies-for-special-needs-travel)

<https://curbfreewithcorylee.com/2019/11/27/disability-travel-agents-to-plan-your-next-trip/>

<https://www.limitlesstravel.org/disabled-holidays/>



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M2 LU4 - Access requirements, barriers and problems in Travel Agencies

The first team, please study the site of the "Wheel the world" travel agency and present a tourist programme for a person in a wheelchair. Use the following link:

<https://gowheeltheworld.com/es/riviera-maya/>

The second team please study the site of the "Travel eyes" travel agency and present a tourist programme for the blind people. Use the following link:

<https://www.traveleyes-international.com/continent/europe/>

The third team please study the site of the "Limitless travel" travel agency and present a tourist programme for the hearing impaired people. Use the following link:

<https://www.limitlesstravel.org/disabled-holidays/deaf-people/>

Facilities	
Accommodations	
Food services	



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M2 LU4 - Access requirements, barriers and problems in Travel Agencies

What should travel agencies do for accessible tourism in the future?



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M2 LU4 - 4 - Access requirements, barriers and problems in Travel Agencies

What should travel agencies do to improve their service for tourists with specific access requirements? Examples...

- Identify barriers in the tourism chain for very tall or very short people
- make a deal with accommodation businesses and transportation companies. (The seat pitch or the absence of the suitable bed in accommodation businesses, etc. may discomfort the tourists).
- Establish business links with providers of services for patients with MS, diabetes, cancer, skin diseases and nephropathy.
- Provide different options for families with children (preference of accommodation businesses providing special dish alternatives, sleeping rooms and cots for babies and children).
- Provide information about accessible offers on an accessible website



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M2 LU4 - Access requirements, barriers and problems in Travel Agencies

What should travel agencies do to improve their service for tourists with specific access requirements? Examples...

- Hire tour buses suitable for individuals who have mobility impairments (lifts and low-floor access)
- Using demonstration CDs with subtitles for people with hearing impairments in tour buses.
- Making organisations like wedding ceremonies, rituals, etc. accessible for all guests.
- Arrange for equipment for individuals with accessibility requirements (e.g. renting wheelchair, strollers for families with children and having walking sticks for older persons).



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M2 LU4 - Access requirements, barriers and problems in Travel Agencies

What should travel agencies do to improve their service for tourists with specific access requirements? Examples...

- Accompanying the tour for deaf individuals by specialists with knowledge of sign language.
- Using demonstrative brochures consisting of Braille and raised images for blind or visually impaired individuals.
- Training of personnel about how to behave towards individuals having special access and communication requirements.
- Make arrangements for overweight tourists (during the tour, special diets and sports programmes can be provided).
- Accompanying in specific places and activities if needed by special volunteers.



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M2 LU4 - Access requirements, barriers and problems in Travel Agencies

What should travel agencies do to improve their service for tourists with specific access requirements? Examples...

- Providing information about museums, monuments and their contents on the websites, different language options can be provided or links can be given to the parts about which tourists want to get information; tourists can also get information via mobile phones by using these links.
- Cooperating with local tourism suppliers who providing information and/or accessible services, such as accessible toilets, beach access, showers and sea bathing.
- Identifying accessible services or products that are offered commercially in various countries/regions for individuals having specific access requirements.



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M2 LU4 - Access requirements, barriers and problems in Travel Agencies



Accessible Vacations Made Easy!

WHEELCHAIR ESCAPES

Book With Those Who Know  603-382-3596



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M2 LU4 - Access requirements, barriers and problems in Travel Agencies

<https://wordwall.net/play/367/011/4051>

<https://wordwall.net/play/14187/655/254>

<https://wordwall.net/play/14187/655/953>

“We travel not to escape life, but for life not to escape us.”

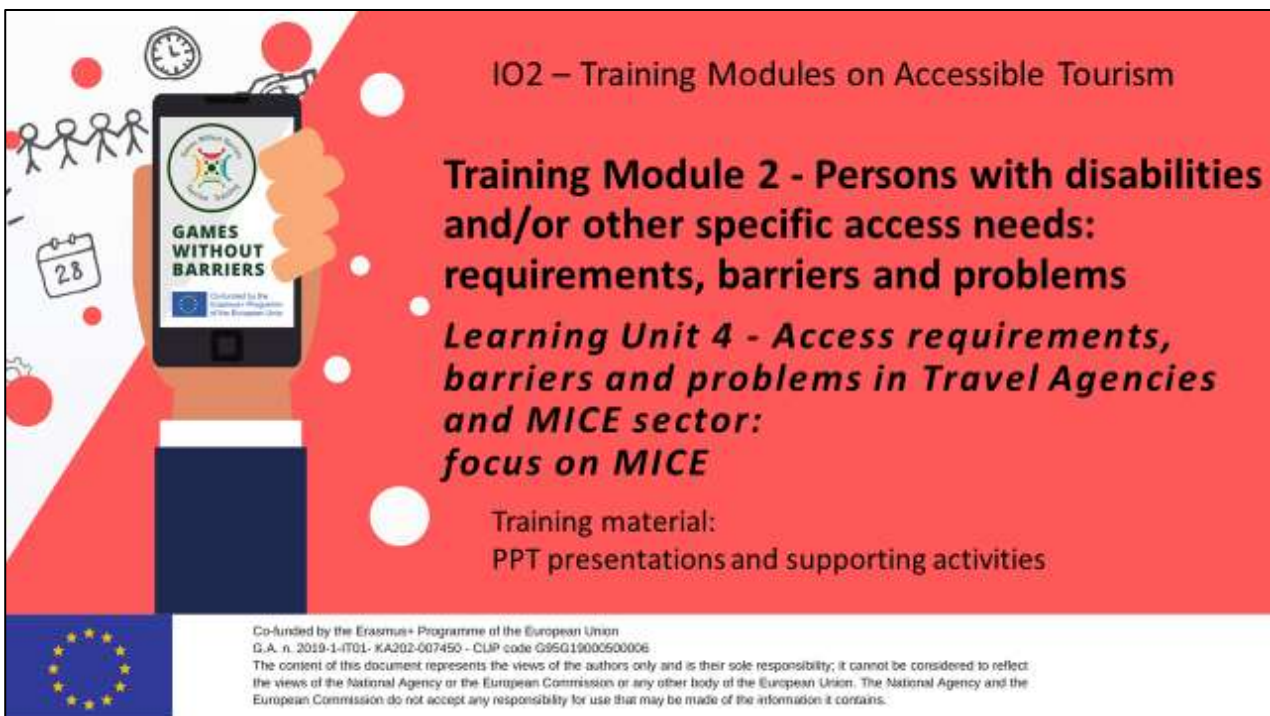


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LU4 PPT presentations and supporting activities: Focus on MICE sector



IO2 – Training Modules on Accessible Tourism

Training Module 2 - Persons with disabilities and/or other specific access needs: requirements, barriers and problems

Learning Unit 4 - Access requirements, barriers and problems in Travel Agencies and MICE sector: focus on MICE

Training material:
PPT presentations and supporting activities

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M2 LU4 - Access requirements, barriers and problems in MICE sector

M.I.C.E.

The acronym **MICE** stands for Meetings, Incentives, Conferences and Exhibitions. It refers to a group of tourism that plans, books and organises conferences, seminars and other events. The industry is nowadays often also referred to as the **meeting industry** and **event industry**.

The **MICE** industry is one of the **hospitality** industries' most profitable sectors, as **MICE** travellers typically spend a large amount of their budget on-site. **MICE** groups use the hotels banquet facilities the most, making them highly important for many hotels. Some hotels are even geared towards this type of business, such as conference/convention hotels. These bookings are usually planned a year or two in advance to give proper notice to the **hotel** and outlets.



M2 LU4 - Access requirements, barriers and problems in MICE sector



M2 LU4 - Access requirements, barriers and problems in MICE sector

M.I.C.E.

Meetings:

- Meetings refer to any kind of occasion where many people come together with a particular interest in mind/ uncommon, often for business.



M2 LU4 - Access requirements, barriers and problems in MICE sector

M.I.C.E.

Incentives:

- Incentive tourism is a result of **organisations rewarding their employees** for meeting or exceeding on goals set. They are therefore rewarded, for example, with a [stay](#) at a [hotel](#) to incentivise further work.



M2 LU4 - Access requirements, barriers and problems in MICE sector

M.I.C.E.

Conferences:

- Conferences are similar to meetings as they also have a common interest, topic or reason for exchange. Though conferences are generally larger and often are spread over multiple days.



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M2 LU4 - Access requirements, barriers and problems in MICE sector

M.I.C.E.

Events:

Events refer to any planned public or social occasion. Examples include **Weddings, Company Parties, Graduation Celebrations** etc.



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M.I.C.E.

Exhibitions: events at which objects such as paintings are shown to the public.



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M.I.C.E.

Exercise for students:

Identify the elements of M.I.C.E. and add them on the jamboard.

<https://jamboard.google.com/d/1pwvQCIEJnu-Jy8JFsQqIPeBqj-88YFoTTibBV63Wn6s/edit?usp=sharing>

Time: 5 minutes



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Types of impairments



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Access barriers at a conference



Lack of level access



Steps at building entrances or inside the buildings



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Barriers



Small toilet, not suitable for wheelchair users.



Little space between tables



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Barriers in a conference room



Stairs



Stages



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Barriers in a conference room



Not enough space for wheelchair users because there are many chairs and narrow aisle.



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Barriers in a conference room



Podium / Desk for the speakers not at the right height/not adjustable



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Barriers

Difficulties to follow the conference:

- Lack of materials in Braille for blind people.
- Lack of sign language interpretation for deaf people.
- Lack of hearing loop system for people using hearing aids.



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Exercise for students

Find pictures that illustrate barriers /problems when a person with disabilities attends a conference and post them on the Padlet

<https://padlet.com/lavinialucia/Bookmarks>

Time : 5 minutes



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M2 LU4 - Access requirements, barriers and problems in MICE sector

Making Meetings and Events Accessible to People with Disabilities

It is always much easier to make an event accessible when doing so in the planning stages.

Good access for all means more people can (and will!) attend your event.

So this is best practice in addition to being a legal requirement to remove barriers to access for people with disabilities.



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**M2 LU4 - Access requirements, barriers and problems in MICE sector**

Making Meetings and Events Accessible to People with Disabilities

Good practice for people with disabilities is good practice for all – everyone benefits from flexibility, good planning and clear information. On a logistical level, getting inclusion right from the start means that things run more smoothly for organisers and staff.

A good first step is to assign a contact person involved with the event. This contact can be named on your application forms, and when you publicise the event for any questions relating to access for disabled people.

Having a named person co-ordinating facilities is a good way to encourage potential disabled participants to get in touch to discuss their needs early on.



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Making Meetings and Events Accessible to People with Disabilities

Budget

When budgeting for an event, include costs of adjustments as a standard budget item.

You might need:

- a sign language interpreter,
- induction loops,
- amplification of the speaker,
- media in an alternative format,
- a copy of the PowerPoint presentation,
- large print or Braille.



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Making Meetings and Events Accessible to People with Disabilities

Staff

When you plan for moderators, facilitators and registration, identify individuals that would be willing to **volunteer as readers, guides and other functions related to participants with specific access requirements.**

Be sure that these volunteers are included in any staff induction and orientation and make sure that they have training in working with people with disabilities and are aware of what accessible facilities there are.



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Making Meetings and Events Accessible to People with Disabilities

Location

A site visit to potential venues should be conducted to determine whether barriers to accessibility exist. The site visit should consider barriers to those with a wide range of impairments (visual, hearing, mobility, ...) in all of the areas used.



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Accessible Parking



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Making Meetings and Events Accessible to People with Disabilities



Accessible Entrances and interior doorways
(automatic doors with safety markings on glass).



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Signage



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Accessible corridors and aisles



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Accessible Lifts (- Stair lifts and passenger lifts)



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Guest rooms



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Meeting rooms



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Toilet and Bathroom facilities



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Making Meetings and Events Accessible to People with Disabilities



**Dining facilities & Catering
(including ability to provide special diet meals)**



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Making Meetings and Events Accessible to People with Disabilities



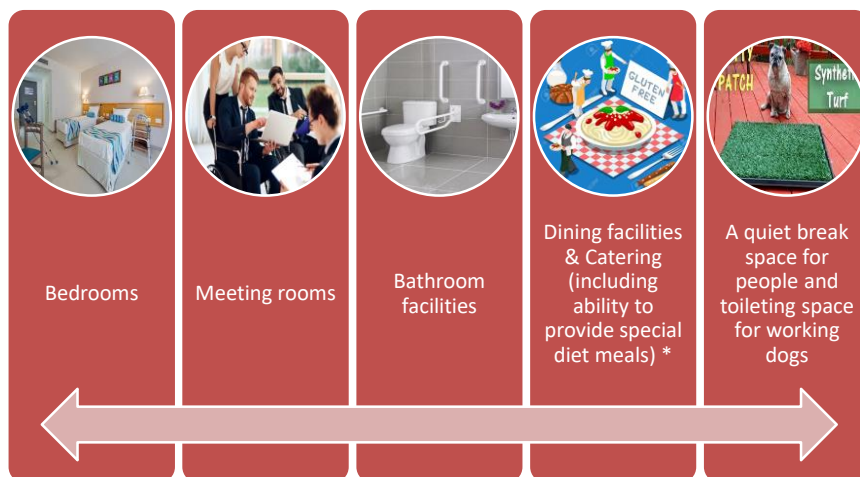
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M2 LU4 - Access requirements, barriers and problems in MICE sector

Conference form

Team working :

You are a person with some specific access requirements.
Discuss with the team in break-out room and complete the form.

https://docs.google.com/forms/d/e/1FAIpQLSciIqmWuHyWfGD1nspMHT35pFgtFTD-eYHZKqyaaDnV7Ez7yA/viewform?usp=sf_link



M2 LU4 - Access requirements, barriers and problems in MICE sector



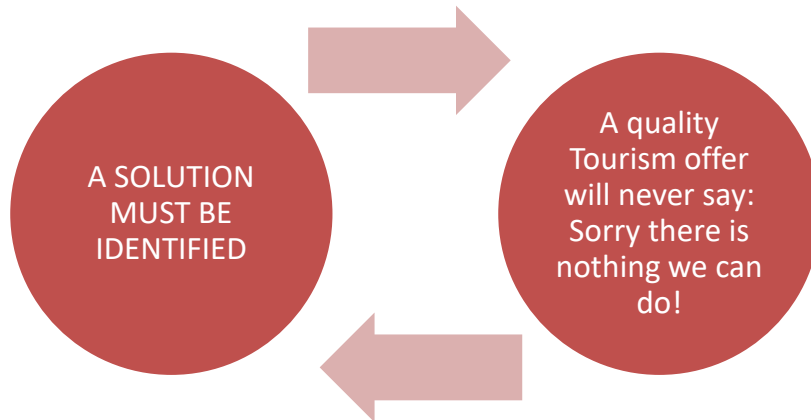
Tips on being a good tourism worker

- consider the person not the disability
- staff have to be ready to contact the right service
- you shouldn't promise more than you can provide



M2 LU4 - Access requirements, barriers and problems in MICE sector

Everyone is involved



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LU4 PPT presentations and supporting activities: Focus on Festivals/Events



The graphic features a hand holding a smartphone displaying the 'GAMES WITHOUT BARRIERS' logo. The background is red with white circles and icons of a clock, a calendar with the number 28, and a group of stick figures. Text on the right side of the graphic provides details about the training module.

IO2 – Training Modules on Accessible Tourism

Training Module 2 - Persons with disabilities and/or other specific access needs: requirements, barriers and problems

Learning Unit 4 - Access requirements, barriers and problems in Travel Agencies and MICE sector: focus on Festivals/Events

Training material:
PPT presentations and supporting activities

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M2 LU4 - Access requirements, barriers and problems in Festivals/Events

Question: What kind of event is presented?

<https://www.facebook.com/UNTOLDFestival/videos/473146360498517>

Duration 5 min.



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Definition

A festival consists of a *series of artistic manifestations*, usually *lasting several days*, during which artists manifest themselves or artistic works are presented.

The term is also used to refer to series of events unrelated to art, such as flower, tomato, beer festivals.

To ensure a satisfactory experience for all visitors, a festival must be accessible for all users



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What type of festivals are identified in the images below?



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If you want to accompany a person with specific access requirements to a festival, what facilities are necessary to be assured for them?
Write your answers in the chat.



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Barriers = obstacles

Things that prevent people with disabilities doing many of the day-to-day activities that most of us take for granted.

Accessibility for persons with physical impairments

Level access and adequate space to move around is essential for people with walking difficulties and those who use wheelchairs or other mobility devices

Accessibility for persons with sensory impairments

The event must be perceivable and enjoyable by people with visual and hearing impairments

Accessibility for persons with cognitive impairments

Clear and simplified transmission of information, about the event: audio and video. Use of pictograms, information in Easy-Reading format

The barriers to access festivals, for people with specific access requirements



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How do we remove barriers to make a festival/ event accessible to people with disabilities?

<https://www.indiegogo.com/projects/accessible-festivals-music-for-all#/>



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3. Parking spaces reserved for people with disabilities in a car park



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**4. Accessible routes/
pathways**



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5. Accessible routes

- Accessible routes should be clearly signposted.
- They should be indicated on websites and printed information.
- Paths should be maintained and repaired if necessary to ensure a smooth and firm surface.



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5. Wheelchair Charging Places



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6. Food and drink Stalls

...this is too high for wheelchair users...



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7. Viewing platforms

- For large scale performances for audiences to have clear sight lines;
- raised platforms accessed via ramps with adequate width and equipped with handrails;
- step free access for wheelchair users
- adequate space for wheelchair users (including space to turn around on the platform).



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7. Viewing platforms

- protective barrier to demarcate /cordon the space
- variety of chairs, with and without arms;
- space for wheelchairs users;
- signage indicating reserved area for wheelchair users



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8. Priority seating areas

- Priority seating should be available for persons with mobility impairments.
- Signage with pictograms helps to communicate the reserved seating to those who may have learning difficulties or those who not know the local language.
- Priority seats at events placed on accessible routes and with an unobstructed view of the performance.



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8. Accessible camping area

- **Often needs to be applied for in advance** (there may be limited emplacements)
- The accessible camping area should be relatively flat. There are accessible showers and toilets facilities
- located in the quietest area available usually close to an entrance
- There may be a fridge in the stewards' tent that can be used to store medicines.
- locations have access to power (e.g. for charging wheelchairs).



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9. Accessible temporary toilets/washrooms

- should be at ground level and away from crowds and sound systems, but not too far so that they are inconvenient to reach.



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Personal assistance, volunteers

- Activity 1
- Let's suppose you are a volunteer during a festival assisting a person using a wheelchair.

What will you have to take care of in order to offer the person in wheelchair a pleasant stay and a maximum enjoyment during the concert?

Write your answers in the chat.

Duration 3 minutes



M2 LU4 - Access requirements, barriers and problems in Festivals/Events

10. Personal assistance, volunteers

A Personal Assistant accompanies a person with disabilities.

They must be allowed to go wherever the person they support goes.

A support person can help with:

- mobility
- personal care
- medical needs (but only if they are qualified to do so) — and more

Volunteers at the festival or event must be trained on:

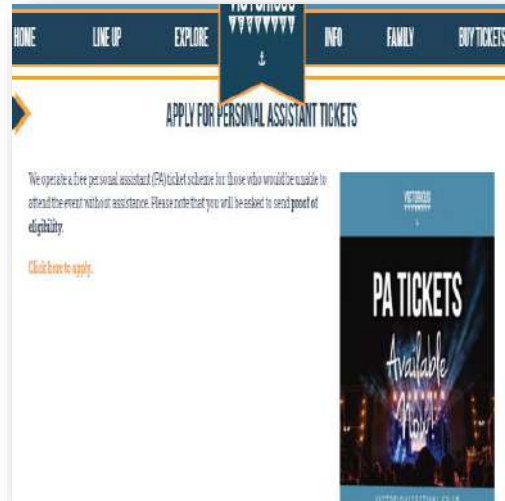
- how to communicate with people with different types of disabilities
- the accessibility features of the site
- the evacuation procedures for people with disabilities
- how to provide feedback to the organisers regarding the accessibility of the festival or event



M2 LU4 - Access requirements, barriers and problems in Festivals/Events

Display the information

- It is necessary to display the information regarding the admission price, entrance fees for personal assistants on:
 - **Event/festival Website**
 - **at entrance gates**
 - **Advertisements in newspapers**



M2 LU4 - Access requirements, barriers and problems in Festivals/Events

11. Rest Areas/ Quiet Spaces/ Rain Wind Sun Shelters

- **Quiet space for rest** can be helpful for individuals with different types of disabilities or other access requirements such as people with mental health issues, sensory impairments, fatigue and nursing mothers. **Rain/Wind/Sun Shelters**
- If festival-goers run the risk of being overheated, provide shaded areas.
- Consider renting cool mist canopies or fans to cool people (and service animals) in extreme temperatures.



M2 LU4 - Access requirements, barriers and problems in Festivals/Events

12. Communication Support

Music, performances, speakers or exhibits at the festival can be accessible by:

- Providing live captioning for live events
- Providing an interpreter who is qualified in the appropriate Sign Language for the Event (mainly the national or the one in use in that area) and booked in advance
- Providing volunteers to describe performances to persons with visual impairments



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Examples of good practice

SAN REMO Festival – Liguria, Italy

For persons with specific access requirements :

- The songs were fully *subtitled and audio-described live* with audio description
- Interpreters of Italian sign language (LIS) performed all the singers' songs and performances simultaneously with the performers
- The lyrics of the songs were accompanied by graphic games and visual design of great communicative impact.



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People with specific access requirements and their assistants are not charged an entry fee:

- Children with disabilities, as well as the person accompanying them, benefit from free admission to the Festival;
- Adults with severe disabilities, as well as the person accompanying them, are free of charge as follows:
- People with severe disabilities (grade 1) and their companions receive free admission
- People with severe disabilities (grade 2) benefit from free admission within the available places.

Untold Festival-România, Cluj Napoca



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Oktoberfest - Austria, Viena

Facilities for persons with specific access requirements :

- Services and Braille for guests with visual impairments and blind people at the Oktoberfest;
- Food and drink menus in Braille;
- Accessible public restrooms on the Oktoberfest site;
- Wheelchairs available to loan.



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Sziget The Island of Freedom

Easy XS Camping

Dedicated free campsite for citizens with disabilities. At easy XS Camping we provide assistance for wheelchair user guests with a team of experienced conductors and conductor students

Easy XS Camping services

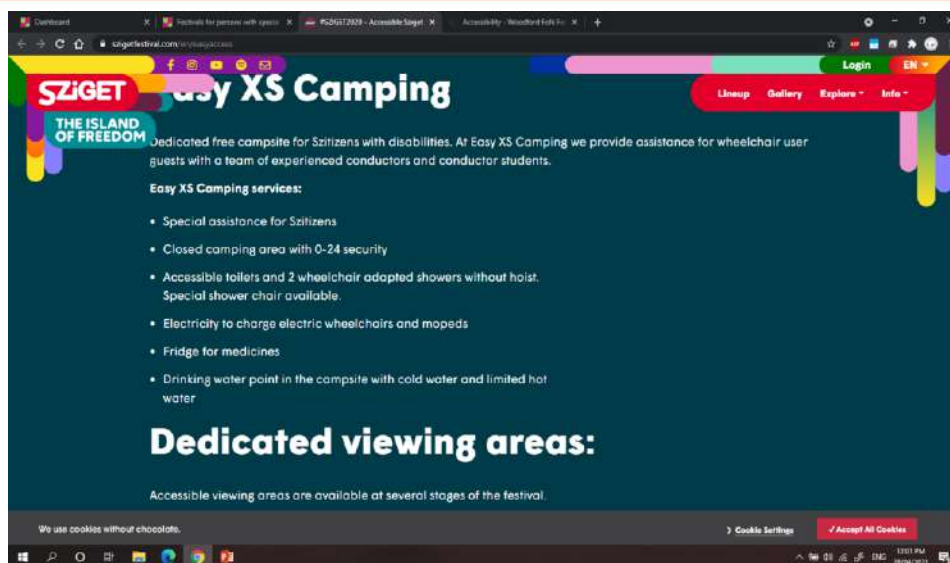
special assistance for citizens
closed camping area with 0-24 security
Accessible toilets and 2 wheelchair adapted showers without hoist.
Special shower chair available
Electricity to charge electric wheelchairs and mopeds
fridge for medicine
drinking water point in the campsite with cold water and limited hot water.

Dedicated viewing areas

Accessible viewing areas are available at several stages at festival



M2 LU4 - Access requirements, barriers and problems in Festivals/Events





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<https://ro.padlet.com/BranVioleta/uebs3c0r0ycz6ej7>



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