

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

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Abstract (for dissemination)	
<p>The present document represents the third of the four Training Modules on Accessible Tourism: MODULE 3 “Serving customers with specific access requirements”. 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.</p>	
<p>Keywords: learning units and learning outcomes, training material and supporting activities, accessible tourism, tourism for all, customers with specific access requirements, prejudices and stereotypes, good welcoming and behaviour rules, accommodation services, restaurant/ food and beverage services, travel agencies and MICE sector</p>	

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Introduction

The present document represents the third of the four Training Modules on Accessible Tourism: **MODULE 3 “Serving customers with specific access requirements”**.

It contains four Learning Units analysing the principles of a good welcoming and correct behaviours towards persons with different impairments and specific access requirements, targeted to students of initial VET schools on tourism.

Besides an introductory LU in which the topic of relating to tourists with disabilities and / or specific access requirements 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 - Serving customers specific access requirements in the Accommodation Services**
- **Learning Unit 3 - Serving customers specific access requirements in the Restaurant/ Food and Beverage Services**
- **Learning Unit 4 - Serving customers specific access requirements 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 3 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 3 has been tested during the Second exchange of groups of pupils organized online due to the Covid-19 pandemic on 18-22 October 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	1h
Contents	<ol style="list-style-type: none"> 1. Concept of autonomy and integration of customers with disabilities and/or other specific access requirements 2. Prejudices and stereotypes: self-analysis and self-evaluation 3. Expectations of customers with disabilities and/or other specific access requirements 4. General rules to relate with customers with disabilities and/or other specific access requirements 5. Specific rules to relate with customers according to their different types of impairments: visual impairments, hearing impairments, mobility impairments, specific physical and cognitive impairments, etc. 6. Accessible tourism etiquette
Learning Outcomes	
Knowledge	<ul style="list-style-type: none"> - The learner knows and understands the range of accessibility requirements in tourism services - The learner knows and understands how different impairments can impact on a person's communication, participation and access to tourism services. - The learner knows and understand the appropriate behaviours and communication strategies when interacting with tourists with different types of impairments.
Skills	<ul style="list-style-type: none"> - The learner is able to deal with and satisfy the needs of tourists with disabilities and/or specific access requirements - The learner is able to properly welcome tourists with disabilities and/or specific access requirements.
Competences	<ul style="list-style-type: none"> - The learner is ready to interact more comfortably with customers with disabilities and/or specific access requirements; - The learner is ready to use the appropriate language and terminology when speaking to or referring to customers with disabilities; - The learner is ready to have a flexible approach to meeting individual needs.
Activities	
<p>Group activity Each group of learners get a comics page to read and should discover the inappropriate situations the persons with different impairments found themselves into</p>	



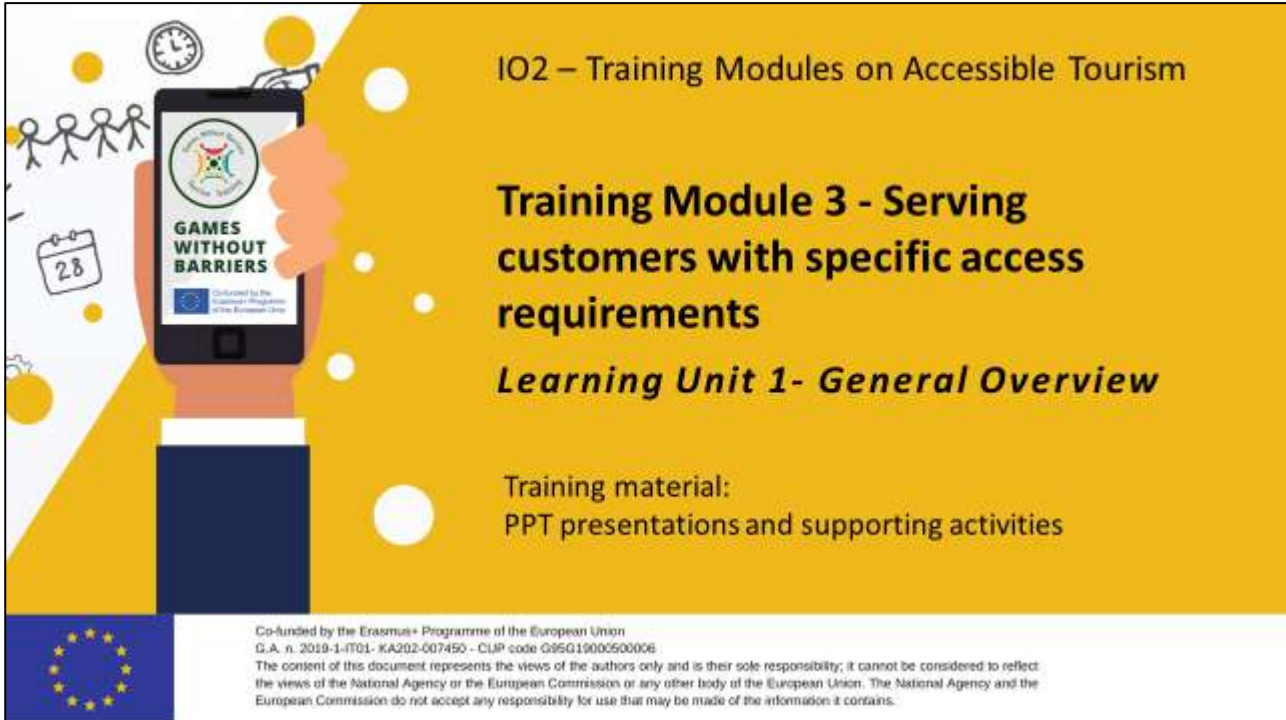
Analysis and commentary of videos showing wrong and right behaviour towards persons with disabilities

Training Material

PPT presentation and Videos covering the welcoming issues for the tourism sector



LU1 PPT presentations and supporting activities



IO2 – Training Modules on Accessible Tourism

Training Module 3 - Serving customers with specific access requirements

Learning Unit 1- General Overview

Training material:
PPT presentations and supporting activities

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M3 LU1 – General Overview

1. Concept of autonomy and integration of customers with disabilities and/or other specific access requirements

The concept of **integration** could be defined as access and/or possibility, opportunity to participate in society to the largest possible extent.

The concept of **independent living** supposes that **services must be available and accessible to all**, and provided on the basis of equal opportunities, free and informed consent and allowing people with disabilities flexibility in our daily life.



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M3 LU1 – General Overview

1. Concept of autonomy and integration of customers with disabilities and/or other specific access requirements

Principles of Independent Living

- Appropriate and accessible health and social care provisions.
- Appropriate and Accessible Information.
- An adequate income.
- A fully-accessible transport system.
- Full access to the environment.
- Adequate provision of technical aids and equipment.
- Availability of accessible and adapted housing.



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M3 LU1 – General Overview

1. Concept of autonomy and integration of customers with disabilities and/or other specific access requirements

Specific problems found by travelers or tourists with disabilities include:

- Inaccessible, or only partly accessible, web sites;
- Lack of accessible airport transfer;
- Lack of wheelchair accessible vehicles;
- Lack of accessible hotel rooms;
- Lack of professional staff capable of dealing with accessibility issues;
- Lack of reliable information about a specific location's level of accessibility;
- Lack of accessible restaurants, bars, and other facilities;
- Lack of accessible toilets in restaurants and public places;
- Inaccessible streets and sidewalks;
- Lack of technical aids and disability equipment such as wheelchairs, bath chairs and toilet raisers.



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M3 LU1 – General Overview

2. Prejudices and stereotypes: self-analysis and self-evaluation

Prejudice is an **unreasonable** dislike of a particular group of people or things, or a **preference** for one group of people or things over another.

A **stereotype** is a fixed **general image** or set of **characteristics** that a **lot** of people **believe** that they **represent** a particular type of person or thing.

For example, people with disabilities are sometimes considered to **be childlike and innocent**, and **are spoken down to**. People with disabilities are thought of as **dependent and incompetent**. Yet, in reality, people with disabilities are like everyone else, with **strengths and weaknesses**".

(www.disabledlives.blogspot.com)



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M3 LU1 – General Overview

2. Prejudices and stereotypes: self-analysis and self-evaluation

Activity 1

Read the lines of the comics and identify the embarrassing situations in which persons with specific access requirements were exposed.

Students will work in groups. Each group will get a comic page to read and discover the inappropriate situations the persons found themselves into.

Group 1 will read key finding 1

Group 2 will read key finding 2

Group 3 will read key finding 3

Link to comic page

<https://theconversation.com/comic-explainer-young-disabled-new-zealanders-on-the-barriers-to-a-better-life-122226>



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M3 LU1 – General Overview

2. Prejudices and stereotypes: self-analysis and self-evaluation

KEY FINDING 1: UNDERSTANDING

People stare. People judge. People offer unvoiced advice.

Many participants talked about being stared at and judged, and asked "what's wrong with you" by complete strangers.

Grace spoke about uninvited strangers pushing her across the road in her wheelchair, and being asked out of the blue "can you have children?"

Tane spoke about strangers grabbing his wrist and "guiding him" down the street without asking - or knowing how to do it.

Disability is too often misunderstood as a clear cut binary: Non-disabled, or disabled. In fact, it's a spectrum everyone negotiates across the life course in different ways.

Abelist thinking about disability diminishes people, and suggests that living with a disability is some kind of personal tragedy.

Either way, people's perception of disability impinged on the everyday lives of these young people.

CAN WE PRAY FOR YOU?

This constant public judgement meant that those with visible disabilities felt stereotyped and underestimated, while those with less visible disabilities had to explain and justify themselves.



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M3 LU1 – General Overview

2. Prejudices and stereotypes: self-analysis and self-evaluation

KEY FINDING 2: ACCESSIBILITY

We often assume accessibility is about physical spaces but again, participants said it's about much more than the destination.

OK, cool!

Travelling to an event can be complicated, unpredictable, expensive and time-consuming. It takes planning and mental energy.

Attitudes of people along the way play a huge part too!

"Like, I'm thinking three steps ahead like oh, we're going to the cinema... how am I going to get on and off the bus? If I'm taking an Uber there who's going to put my wheelchair in the back? If I get there and there's steps...? Like, I'm thinking the whole journey and that's a big effort."

Seamir

"I've had bus drivers... see me and just sigh. It's like, yeah, do it, please man, come on, do it, it's your job... Or I've had someone open the door and say, "Should you even be out at this time of the night?"

Accessibility is also about everyone having an open mind and an inclusive attitude. This can change everything.

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M3 LU1 – General Overview

2. Prejudices and stereotypes: self-analysis and self-evaluation

KEY FINDING 3: PARTICIPATION

Inclusion enriches lives. May grew up in another country, where she took part in large scale deaf dance classes and competitions.

"It was probably 1000-2000 deaf people competing... there was a teacher who would stand there and say 1-2-3-go because we couldn't hear the songs but they would also be there counting out the beats for us... it was really fierce competition."

May

But when she moved to New Zealand she couldn't find classes that would take her.

"In Auckland all you hear is you can't, you can't, you can't and I don't understand why people have that attitude because we can."

Like accessibility, participation sometimes requires creativity and openness from teachers and decision makers - and depends on people being respected as experts in their own lives and experiences.

Sometimes that means knowing when to pull back. Rebecca, for example, talked about being singled out in class unnecessarily.

"HERE'S REBECCA'S SPECIAL AS HANDOUT"

Economic privilege plays a part here too. For many the extra complexity involved in taking part requires extra time and extra money, and that can put a strain on resources.

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M3 LU1 – General Overview

2. Myths regarding people with specific access requirements



- People with disabilities are brave, courageous, heroic and inspirational for living with their disability
- People with disabilities are helpless and dependent.
- Parents are angels for raising their disabled child
- People with disabilities are to be feared
- All the persons with hearing impairments can read lips
- Persons who are blind require a sixth sense



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M3 LU1 – General Overview

2. Myths regarding people with specific access requirements



- People with disabilities are different from 'normal' people
- Non-disabled people must take care of persons with disabilities
- People with disability deserve pity
- People with disability cannot lead a productive and a fulfilling life
- People with disabilities are sick and in constant pain
- People with disability are wheelchair bound



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M3 LU1 – General Overview

3. Expectations of customers with disabilities

Activity 2

Watch the video and then continue the sentence.

<https://www.youtube.com/watch?v=Gv1aDEFIXq8&t=220s>

The expectations of persons with disabilities are.....

or

Persons with disabilities expect to be.....



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M3 LU1 – General Overview

3. Expectations of customers with disabilities

- Finding an appropriate way of communication according to their disability
- Accommodating individuals who use assistive devices to access GGC services and programs
- Accommodating individuals who use service animals
- Accommodating individuals who have a support person
- Providing notice when any facility or part of a facility is temporarily unavailable
- Having a process for providing feedback on appropriate service to those with disabilities



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M3 LU1 – General Overview

4. General rules to interact with customers with disabilities and/or other specific access requirements

General tips that will be helpful when interacting with someone having a disability:

- Ask before you help. Ask **“Can I assist you?”**
- **Speak directly to the person** with a disability, **not to his companion;**
- Ask permission before moving a person’s mobility aids or adaptive devices out of reach.
- Feel free to **decline a request if you are not comfortable with it or are not able to comply.**
- Don’t let your fear of doing or saying something “wrong” prevent you from getting to know a person with a disability



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M3 LU1 – General Overview

4. General rules to interact with customers with disabilities and/or other specific access requirements

General tips that will be helpful when interacting with someone with a disability.

- **Treat people with disabilities with respect and consideration.**
- Some disabilities are not visible. **Take the time to get to know your customers’ needs.**
- People with some kinds of disabilities may take a little longer to understand and respond.
- Ask before you offer to help — don’t just jump in. Your customers with disabilities know if they need help and how you can provide it.
- Use plain language and speak in short sentences.
- Every business should have emergency procedures for customers with disabilities.



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M3 LU1 – General Overview

5. Specific rules to interact with customers according to their different types of impairments

Visual impairments

- When we meet a person using a guide dog or cane, **make your presence known** and identify yourself so they know where and who you are.
- **Speak directly to the individual**
- **let them know when you are leaving** simply by saying something such as, “It was nice seeing you. I need to be leaving now”.
- **Offer assistance.** If the offer is declined, do not insist on helping.



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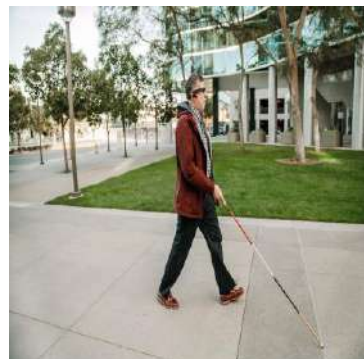


M3 LU1 – General Overview

5. Specific rules to interact with customers according to their different types of impairments

Visual impairments

- If people want assistance in reaching a destination, ask them what you can do to be most helpful.
- When giving directions, give specific information.



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M3 LU1 – General Overview

5. Specific rules to interact with customers according to their different types of impairments

Visual impairments

Activity 3

Watch the video and write all the inappropriate questions that abled people ask people with visual impairments.

<https://www.youtube.com/watch?v=oVR8NcKJOY&t=37s>



M3 LU1 – General Overview

Service animals



M3 LU1 – General Overview

Service animals

Things to keep in mind with regards to service animals:

- People with service animals are allowed to go everywhere. This includes restaurants, movie theaters, rest rooms and all other locations and facilities.
- People with service animals are not required to carry any special proof or ID pertaining to the service animal.
- A service animal must be under control by its owner at all times.
- If a person has a guide dog, walk on the side opposite the dog.



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M3 LU1 – General Overview

Hearing impairments

- Text communication systems such as SMS, skype or e-mail are particularly useful and appreciated tools for deaf tourists to communicate and find information, especially during the booking phase
- Speak in a regular tone of voice.
- Ask follow-up questions and summarise your understanding of the conversation for verification.
- If someone uses a communication device, take the necessary time to interact with the individual using the device.



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M3 LU1 – General Overview



Do's and don'ts for talking to someone with hearing loss



Louder is not better!

If someone can't hear you, you may feel compelled to speak loudly, or even shout. This is unlikely to help, as it will only distort what the person is hearing. Some people with hearing loss are also very sensitive to louder sounds.

Do's and don'ts

- | | |
|---|---|
| <input checked="" type="checkbox"/> do get their attention with a tap or wave | <input checked="" type="checkbox"/> don't shout or clap |
| <input checked="" type="checkbox"/> do speak to them face to face | <input checked="" type="checkbox"/> don't speak with your head turned |
| <input checked="" type="checkbox"/> do speak slowly and clearly | <input checked="" type="checkbox"/> don't speak rapidly and loudly |

If they misheard you

- | | |
|---|---|
| <input checked="" type="checkbox"/> do rephrase what you've said with different words | <input checked="" type="checkbox"/> don't repeat what you've just said, only louder |
| <input checked="" type="checkbox"/> do be patient and keep trying, use notes if you have to | <input checked="" type="checkbox"/> Don't get frustrated and say 'it's not important' |

Not going well? Relocate

Sometimes the acoustics in a room can make it harder to hear. Try switching rooms if the conversation is really challenging. Avoid small rooms with bare floors, as they tend to distort sound.



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M3 LU1 – General Overview

Mobility impairments

Activity 4

Watch the video and write all the inconveniences mentioned by the person using a wheelchair.

<https://www.youtube.com/watch?v=ABQB2Zko23c>



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M3 LU1 – General Overview

Mobility impairments

- **Speak directly to the person and make eye contact**
- Feel free to ask the person if assistance is needed
- **Never lean on, touch, or push a person's wheelchair;** it's part of their personal space.
- **When giving directions** to a person using a wheelchair, **consider things such as stairs, curbs, and steep hills.**
- **When giving directions to a person using crutches or a cane, ask if they would prefer the shortest route (which may include stairs) or a route that includes an elevator** (but may be further away).



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M3 LU1 – General Overview

Mobility impairments

- If during a meeting you are standing behind a table that prevents you from seeing a person in the wheelchair, move away.
- for saying goodbye to another person, do not bend over the person sitting in the wheelchair.
- Learn the location of wheelchair-accessible ramps, restrooms, elevators, doors, water fountains, and telephones.



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M3 LU1 – General Overview

Cognitive impairments

- **Offer information in a clear, concise, concrete manner.** Added forms of visual communication **pictures, diagrams or demonstrations** are sometimes helpful.
- If you are not being understood, adjust your method of communicating. For example, **demonstrate what you are trying to communicate verbally.** When necessary, **repeat information using different words or a different form of communication**



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M3 LU1 – General Overview

Cognitive impairments

- A slow response or lack of response does not necessarily mean the person is not aware of you or what you said. Allow time for people to process your words, respond slowly or in their own way.
- Make sure the person understands your message.
- When offering help, wait until your offer is accepted before doing anything.
- Do not assume all people can read well or read at all. **Use simple pictures or drawings to show instructions.**
- **Treat and interact with the person who has an intellectual disability as an adult.**



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M3 LU1 – General Overview

Speech Impairments

- Give the person your full attention to better understand what is being said.
- Speak directly to the person and not to the assistant or other
- Speak in a regular tone of voice.
- Ask follow-up questions and summarize your understanding of the conversation for verification.
- If someone uses a communication device, take the necessary time to interact with the individual using the device
- Most people with speech disabilities know that others have difficulty understanding them and are very willing to repeat themselves.
- In case you still don't understand offer pen and paper.



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Communication device

- Such devices can be very simple boards, with words or pictures painted on them, or may be sophisticated computer applications that replicate human speech. If you have not interacted with anyone using a device like this, ask how best to do so.



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M3 LU1 – General Overview

6. Accessible tourism etiquette

Terminology Tips/ The Language of disability

PUT THE PERSON FIRST

Say “**person with a disability**” rather than “disabled person.”

<https://www.youtube.com/watch?v=lz40q5lydnQ>



M3 LU1 – General Overview

6. Accessible tourism etiquette

Rude	Polite
Handicapped, crippled, invalid	Disabled people, person with a disability Person with specific access requirements
Wheelchair bound, confined to a wheelchair	Wheelchair user, a person who uses a mobility aid, a person who uses a mobility walker
Aids victim, she’s a diabetic	Person living with aids, person with diabetes
Deaf, dumb, deaf mute	Person with hearing impairments, deaf people, sign language user, a person with profound hearing loss, a person who is hard of hearing, a person who is deafened
The blind, vision impaired	Person partially sighted, blind persons, person with vision loss, person with low vision
Crazy, mental, lunatic, insane, mentally ill	Person with a mental health problem, a psychiatric disability, mental ill health
Mentally challenged, mentally retarded, brain damaged	Person with intellectual disability, person with a mental disability
stupid, slow, retarded (learning difficulties)	Persons with dyslexia, persons with learning difficulties
Dwarf or midget	Person of short stature
Aged (the), the elderly	Seniors



M3 LU1 – General Overview

What have we learnt?

- the range of access requirements in tourism services;
- how different impairments can impact on a person's communication, participation and access to tourism services;
- the appropriate behavior and communication strategies when interacting with tourists with different types of impairments or other specific access requirements.



Learning Unit 2 - Serving customers specific access requirements in Accommodation Services

LU2 Description and Learning Outcomes

Description	
Class Duration	3h including activities
Contents	<ol style="list-style-type: none"> 1. Welcoming guests with disabilities and/or other specific access requirements in the areas of services of a hotel or another kind of accommodation premise. 2. Dealing with customers with different types of disabilities and other access requirements when working in the guest / uniformed service (valet, door person, bell attendant, concierge) <ul style="list-style-type: none"> ✓ Receiving / escorting (from entrance to reception desk, from reception desk to room) guests that are blind or visually impaired ✓ Receiving / escorting guests that are deaf or have a hearing impairment ✓ Receiving / escorting guests with reduced mobility or in a wheelchair ✓ Receiving / escorting guests with other specific access requirements 3. Welcoming customers with different types of disabilities and other access requirements when working in the reception <ul style="list-style-type: none"> ✓ Communicating and interacting with guests that are blind or visually impaired ✓ Communicating and interacting with guests that are deaf or has a hearing impairment ✓ Communicating and interacting with guests with reduced mobility or in a wheelchair ✓ Communicating and interacting with guests with cognitive impairments ✓ Communicating and interacting with guests with other specific access requirements 4. Serving customers with different types of disabilities and other access requirements when working in the housekeeping <ul style="list-style-type: none"> ✓ Preparing an accessible room for guests that are blind or visually impaired ✓ Preparing an accessible room for guests that are deaf or have a hearing impairment ✓ Preparing an accessible room for guests with reduced mobility or in a wheelchair ✓ Preparing an accessible room for guests with allergy 5. Handling unforeseen situations in providing accommodation services / Problem solving
Learning Outcomes	

<p>Knowledge</p>	<ul style="list-style-type: none"> - The learner knows and understands the range of accessibility requirements in the accommodation services - The learner knows and understand the appropriate behaviours and communication strategies when interacting with guests with different types of impairments within the accommodation premises; - The learner knows and understand the problem solving techniques
<p>Skills</p>	<ul style="list-style-type: none"> - The learner is able to deal with and satisfy the needs of guests with disabilities and/or specific access requirements within the accommodation premises - The learner is able to properly welcome guests with disabilities and/or specific access requirements within the accommodation premises - The learner is able to solve problems / unforeseen situations in providing accommodation services
<p>Competences</p>	<ul style="list-style-type: none"> - The learner is ready to interact more comfortably with guests with disabilities and/or specific access requirements within the accommodation premises - The learner is ready to use the appropriate language and terminology when speaking to or referring to guests with disabilities within the accommodation premises - The learner is ready to have a flexible approach to meeting individual needs within the accommodation premises
<p>Activities</p>	
<p>Role-plays about different situations of relationships between hotel receptionists and customers with different types of disabilities</p> <p>Video-making activity: production of videos by the students representing different situations in which accommodation service providers relate with customers with disabilities and/or specific access needs and have to behave correctly, avoiding wrong attitudes</p>	
<p>Training Material</p>	
<p>PPT covering topics about welcoming and serving customers in accommodation services</p> <p>Role-playing instructions</p>	

LU2 PPT presentations and supporting activities



IO2 – Training Modules on Accessible Tourism

Training Module 3 - Serving customers with specific access requirements

Learning Unit 2- Serving customers with specific access requirements in Accommodation Services

Training material:
PPT presentations and supporting activities

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M3 LU2 – Serving customers with specific access requirements in Accommodation Services

HOSPITALITY FOR ALL



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All tourists, including those with disabilities or with other access requirements, have the same desire to enjoy a pleasant and satisfying experience in conditions of comfort and safety:

The way the stay is made comfortable and enjoyable is the secret of an excellent organisation.



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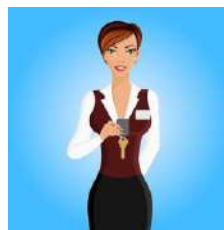


M3 LU2 – Serving customers with specific access requirements in Accommodation Services



The training concerns all the staff of the room division

- ✓ Valet
- ✓ Door person
- ✓ Concierge
- ✓ Receptionist
- ✓ Housekeeping



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Job description of the receptionists

Serving customers with different impairments

- Guests with reduced mobility
- Guests with visual impairments
- Guests with hearing impairments
- Guests with speech impairments
- Guests with cognitive impairments
- Guests with mental health conditions



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Guests with reduced mobility

For guests with reduced mobility avoid long walks (e.g. parking area far from the hotel entrance), if necessary, intersperse with appropriate rest points



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Guests with reduced mobility

For guests who use a wheelchair

1. Never push a wheelchair without first asking the persons if they would like assistance.
2. In case assistance is requested for, be discreet when helping and push the wheelchair gently and carefully
3. Never lean on a wheelchair. This is considered an unpleasant intrusion by most people with reduced mobility
4. If you are among several people, be careful not to bump them with the wheelchair, as it would create considerable embarrassment for the customer



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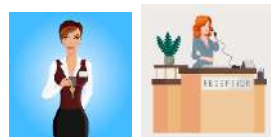
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Guests with reduced mobility

- Eliminate or reduce the time guests' need to standing in a queue



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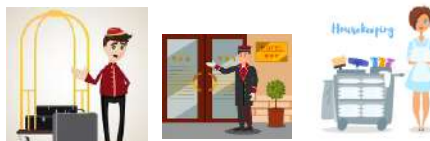


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Guests with reduced mobility

When accompanying guests with reduced mobility, e.g. older persons, guests with walking difficulties, people with heart diseases, obesity or dwarfism:

- adapt your pace to that of the client, without getting impatient or rushing



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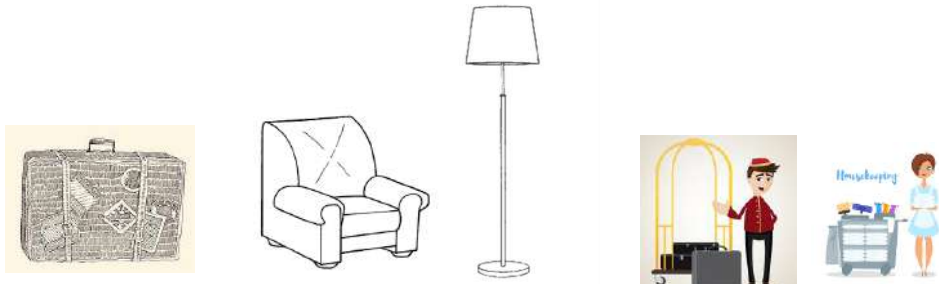
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Guests with reduced mobility

- When accompanying guests with reduced mobility, it is important to be prepared to identify obstacles and avoid or remove them



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Guests with reduced mobility



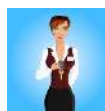
- always respect the time necessary for the customer to carry out the activities independently, especially if they declare that they do not need help



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Guests with reduced mobility

Be available, already at the time of booking, to provide objective, detailed and updated information regarding the accessibility of the facility, as described in the access guide, or provide the access guide to the customer.



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Guests with reduced mobility

Accompany the customer to the room and show all the electronic devices at their disposal such as: remote control of the lights, roller shutters, television, ...



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Guests with reduced mobility

In many cases it will also be useful to accompany the customer and help him in the most tiring operations such as carrying luggage.



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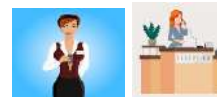
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Guests with visual impairments

- In the completion of paper documents ask the customer if he wants you to read the full material: if so, proceed with a tone of voice and speed appropriate to favour the understanding.
- Help to affix the signature, it is necessary to accompany and place the customer's hand placing the pen at the point in which he/she must sign verbally indicating how much space is at his disposal



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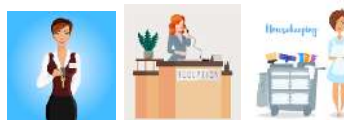
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Guests with visual impairments

Good lighting and adequate colour contrasts help their autonomy



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**M3 LU2 – Serving customers with specific access requirements in Accommodation Services**

Guests who are blind

- ✓ Indicate any obstacles and differences in height; ask the customer first and offer your arm in the case he/she needs your assistance
- ✓ In the presence of stairs, ask if the customer prefers to proceed independently - in this case, describe where the handrail is or ask if you may place his/her hand on the handrail.
- ✓ Draw the guest's attention by calling him/her by name or lightly touching him/her on the arm



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Guests who are blind

- Introduce yourself with your name and specify the function performed;
- Always inform before leaving, even for a short moment, and when you return

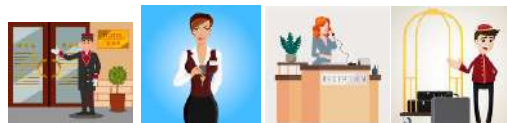


M3 LU2 – Serving customers with specific access requirements in Accommodation Services

Guests who are blind

The blind person feels and perceives presences he is used to, making use of other senses, creating a mental map of environments, paths and people.

Be prepared to describe the environment or other features that can help with orientation or navigation



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Guests who are blind

When the customer arrives at the hotel, the staff must describe precisely, using spatial references:

- where the common areas (restaurant, bar, public toilets, etc.) and the room are located and how to reach them
- the marked paths (if any)



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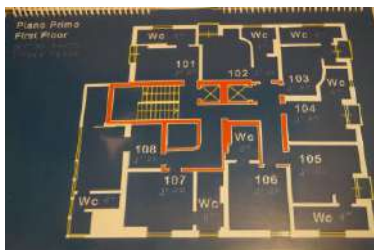
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Guests who are blind

If there is a tactile map, explain the floorplan, showing the guest where the room is located and the common areas



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Guests who are blind

When the customer is escorted to the room, the staff must communicate:

- How to get to the room
- How to open the door



The best system could be the use of contactless or proximity keys



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Guests who are blind

When the customer is escorted to the room, the staff must explain the arrangement and layout of the room



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Guests who are blind

If you are asked to accompany the customer to the toilet, if you are of the same sex, come in with him and describe the type of bathroom, the location of the bathroom fixtures and equipment such as the roll holder and towel. Inform him about the hygienic situation of the environment. If you are not of the same sex, get help from someone who is.



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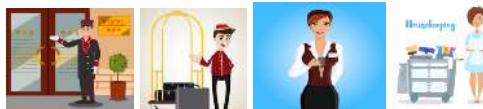


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Guests who are blind



The guide dog is an aid for the autonomy of the blind person: it is therefore protected by the law , allowing its free access in any public establishment



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Guests who are blind

The guide dog represents the eyes of those who cannot see and cannot be removed from the accompanying customer: when dealing with a guide dog do not disturb it, distract it or give food without previously having asked the owner



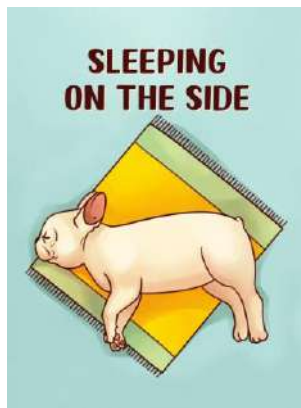
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Guests who are blind



Arrange a carpet for the guide dog in the room



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Guests who are blind

When accompanying a blind guest with a guide dog you must place yourself on the opposite side of the animal



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Guests who are blind



When communicating with a blind person, it is always advisable to contact him and not the companion



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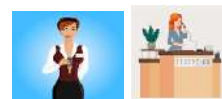
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Guests who are blind

Remember that punctuality is very important especially for blind people: long waits in loneliness and no references are a cause of discomfort and stress



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Guests who are blind

- When cleaning the room of blind guests, it is good practice not to move personal effects and furnishings, so they can find things easily



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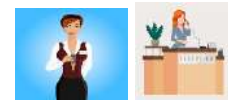
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Guests with-hearing impairments

- To communicate with a person with hearing impairments it is better to choose a place free of background noise, as some hearing aids amplify all sounds equally



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Guests with-hearing impairments



To attract deaf guests' attention, you need to wave your hand (if they are seeing you), or touch them lightly



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Guests with-hearing impairments

- Do not speak too fast or too slowly,
- Use short and simple sentences (avoid acronyms, abbreviations, dialectal terms)



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Guests who are deaf

Always position yourself in front of the person, in a well-lit place, avoiding putting your hands in front of your mouth to help lip reading (the optimal distance should never exceed one and a half meters)



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Guests who are deaf

When illustrating a mechanism or service, remember that some deaf people may not lip read and you may have to show it in practice



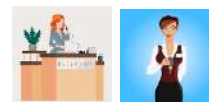
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Guests who are deaf

When using names of persons, places or unusual terms, lip-reading is very difficult: if despite the efforts the customer fails to receive the message, write the word or text on a piece of paper



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Guests who are deaf

Text communication systems such as SMS, skype or e-mail are particularly useful and appreciated tools for deaf tourists to communicate and find information, especially during the booking phase



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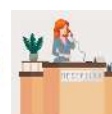
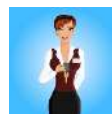


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Guests who are deaf



- ✓ Having the deaf customer's mobile number is useful at the reception to communicate information and services via text message
- ✓ Ask permission to text



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Guests who are deaf or have a hearing impairment



A courtesy for guests with hearing impairments can be a vibrating alarm under the pillow or a lighting pillow



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Guests who are deaf or have a hearing impairment

It is important that staff have adequate training to assist these guests in particular

- ✓ Lip reading is difficult between more than two people.
- ✓ Ask the person how you should speak.
- ✓ Some people want to raise their voice slightly but in general a high tone of voice is disturbing.
- ✓ Do not speak too fast or too slowly; do not exaggerate the movements of the mouth.
- ✓ Be prepared to repeat what you said or write it down and take more time to listen.
- ✓ Always have a pen and paper available.



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Guests with cognitive impairments

- There are many types of cognitive impairments and individuals can vary widely in their abilities and the barriers they face.
- Guests may include older people with memory loss, young people with autism and people of all ages with learning difficulties.
- These guests are usually accompanied or travel in groups and, in general, the communication with tourism providers is mediated by a manager or care assistants.



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Guests with cognitive impairments

- Speak clearly and simply.
- Use the affirmative form. Say:
“ I will get you a clean towel”
– NOT: “A clean towel will be provided for you”.
- Be ready to communicate and repeat the message.



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Guests with cognitive impairments

Adopt forms of communication that respect the person, avoiding treating them like a child.



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Guests with cognitive impairments

In the case of a group, prepare for their visit by communicating with the person who is in charge.

- Ask what the individuals may need, whether they understand the local language, how long the visit may take, toilet breaks and any other issues that may arise.
- Seek to fulfil their requests within your organisation's capabilities.



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Safety

It is very important that the staff is adequately trained to deal with various emergency situations



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What have we learnt?

- How to welcome guests with different types of impairments
- How to serve them and communicate with them



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Learning Unit 3 – Serving customers specific access requirements 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. Welcoming guests with disabilities and/or other specific access requirements in the areas of services of a restaurant. 2. Welcoming customers with different types of disabilities and other access requirements when working as hosting staff <ul style="list-style-type: none"> ✓ Receiving and accommodating customers that are blind or visually impaired ✓ Receiving and accommodating customers that are deaf or have a hearing impairment ✓ Receiving and accommodating customers with reduced mobility or in a wheelchair ✓ Receiving and accommodating customers with cognitive impairments ✓ Receiving and accommodating guests with other specific access requirements 3. Serving customers with different types of disabilities and other access requirements when working as waiting staff <ul style="list-style-type: none"> ✓ Serving customers that are blind or visually impaired ✓ Serving customers that are deaf or has a hearing impairment ✓ Serving customers with reduced mobility or in a wheelchair ✓ Serving customers with food allergies or intolerances ✓ Serving customers with other specific access requirements (families with babies / children,.....) 4. Handling unforeseen situations in providing restaurant and catering services / Problem solving
Learning Outcomes	
Knowledge	<ul style="list-style-type: none"> - The learner knows and understands the range of accessibility requirements in the restaurant and catering services - The learner knows and understand the appropriate behaviours and communication strategies when interacting with customers with different types of impairments within restaurants - The learner knows and understand the problem solving techniques
Skills	<ul style="list-style-type: none"> - The learner is able to deal with and satisfy the needs of guests with disabilities and/or specific access requirements within restaurants

	<ul style="list-style-type: none"> - The learner is able to properly welcome and serve customers with disabilities and/or specific access requirements within restaurants; - The learner is able to solve problems / unforeseen situations in providing restaurant and catering services
<p>Competences</p>	<ul style="list-style-type: none"> - The learner is ready to interact more comfortably with customers with disabilities and/or specific access requirements within restaurants - The learner is ready to use the appropriate language and terminology when speaking to or referring to customers with disabilities within restaurants - The learner is ready to have a flexible approach to meeting individual needs within restaurants
<p>Activities</p>	
<p>Group work: the groups of students are asked to develop general welcome protocol FOR ALL for their restaurant. Then, they would handle expected and unexpected situations in order to provide a good quality service for all</p> <p>Video-making activity: production of videos by the students representing different situations in which restaurant service providers relate with customers with disabilities and/or specific access needs and have to behave correctly, avoiding wrong attitudes</p>	
<p>Training Material</p>	
<p>PPT covering topics about welcoming and serving customers in restaurants, cafes, bars, etc.</p>	

LU3 PPT presentations and supporting activities



IO2 – Training Modules on Accessible Tourism

Training Module 3 - Serving customers with specific access requirements

Learning Unit 3- Serving customers with specific access requirements in Restaurant / Food and Beverage Services

Training material:
PPT presentations and supporting activities

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M3 LU3 – Serving customers with specific access requirements in Restaurant / Food and Beverage Services

Welcome, restaurant and food services staff!
 Let's discover how to welcome and serve customers with different types of disabilities and/or other specific access requirements...



Image: waitress taking the order to a group of customers, one of them is a wheelchair user.



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 Tourism Training



M3 LU3 – Serving customers with specific access requirements in Restaurant / Food and Beverage Services

Welcoming and serving at restaurant customers who are blind or have a visual impairment

- Introduce yourself and explain your role (waiter, maître, etc.).
- Be ready to read / explain the information aloud in a normal tone of voice:
 - ✓ Presence of steps (high, if are up or down, etc.)
 - ✓ Menus, ingredients, aspect of dishes
 - ✓ Description of the dining room (precisely): position of furniture, bathroom services, etc. in relation to the customer's position.



Image: blind woman seated at restaurant with her service dog



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M3 LU3 – Serving customers with specific access requirements in Restaurant / Food and Beverage Services

Welcoming and serving at restaurant customers who are blind or have a visual impairment

- If the customer asks to be guided, offer your arm and go with him/her.
- Always advise the customer when you're serving him/her at the table and if you're moving away.
- If necessary, gently touch his/her arm, especially if you're serving a hot dish and/or drink.
- If accompanied by a service animal (dog or other animals), let the customer enter at any time and in all restaurant areas.



Image: waiter serving a soup to a customer who has a visual impairment.



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M3 LU3 – Serving customers with specific access requirements in Restaurant / Food and Beverage Services

Welcoming and serving customers who are deaf or have a hearing impairment

- When speaking, stay in front of the customer to establish visual contact and avoid having light behind you (that can make lip-Reading difficult). Do not cover your mouth or face.
- Use short sentences and clear words.
- Do not speak too fast or too slowly and do not use facial expressions and gestures.
- Seat the customer in the restaurant zone with less noises around if possible.



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M3 LU3 – Serving customers with specific access requirements in Restaurant / Food and Beverage Services

Welcoming and serving customers with reduced mobility



Image: customer using a Wheelchair seated at a table near the restaurant's entrance.

- Prepare a detailed Access Guide, with objective and accurate information about the Access conditions of your restaurant, including key measurements /dimensions.
- Ensure that the reserved table is located in the accessible area of the restaurant with barrier-free access from the entrance and to the accessible toilet.



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M3 LU3 – Serving customers with specific access requirements in Restaurant / Food and Beverage Services

Welcoming and serving customers with cognitive impairments

- Introduce yourself and explain your role (waiter, maître, etc.).
- Be prepared to repeat simple explanations.
- Provide picture menus, which are easier to understand.



Image: customer with cognitive impairment talking with the waiter.



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M3 LU3 – Serving customers with specific access requirements in Restaurant / Food and Beverage Services

Welcoming and serving customers with cognitive impairments



Examples of menus with images and description of ingredients

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M3 LU3 – Serving customers with specific access requirements in Restaurant / Food and Beverage Services

Welcoming and serving customers with other specific access requirements as food allergy, diabetes, etc...

- Make sure that the menu and all the food information includes the list of ingredients and that evidence the allergens.
- Always check in advance with the chef to confirm that the list and printed menu is correct and with no changes.
- Provide dishes suitable for customers who require special diets or have food intolerances (e.g. gluten free, lactose free, sugar free, vegetarian, not including nuts or fish, etc.)
- Be flexible to omit or change an ingredient with a suitable one for individual customers who might ask.

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M3 LU3 – Serving customers with specific access requirements in Restaurant / Food and Beverage Services

Accessible tourism etiquette

Basic concept: people with disabilities or with other specific access requirements are not a specific segment to be treated differently.

The restaurant's policy is to give all customers an equal experience.

We need to be prepared to deal with some specific circumstances and requests in a polite and correct manner.



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M3 LU3 – Serving customers with specific access requirements in Restaurant / Food and Beverage Services

Accessible tourism etiquette

PERSON FIRST

Speak directly to the customer, also if they are accompanied.

Don't help unless asked.
Be discreet when helping!

Treat all customers in a natural way.

Don't make assumptions



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M3 LU3 – Serving customers with specific access requirements in Restaurant / Food and Beverage Services

Accessible tourism etiquette

How can I help you?

¡ASK ME FIRST!



Image: portraits of people of different ages, races and specific access requirements.



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M3 LU3 – Serving customers with specific access requirements in Restaurant / Food and Beverage Services

Etiquette for Customers with Reduced Mobility

- Be prepared to identify any kind of obstacle and intervene.
- Give your help only if the customer asks for it.
- If it's possible, find the way to speak at eye level with a person using a wheelchair.



Image: customer using crutches seated at table.



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M3 LU3 – Serving customers with specific access requirements in Restaurant / Food and Beverage Services

Etiquette for Customers with Visual impairments (+ assistance animals)

- Attract their attention by calling by their name.
- You may read menu aloud or provide the menu on a mobile app with “read aloud” function.
- Do not distract the service animal by patting or giving food. Just ask the customer if the animal needs some water.



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M3 LU3 – Serving customers with specific access requirements in Restaurant / Food and Beverage Services

Etiquette for Customers with Cognitive impairments

Disabilities in these categories can be very diverse: rather than making assumptions, ask first how you can assist the customer if they do need your help.

- Do not shout, don't exaggerate your mouth movements and speak normally: do not speak like you're talking to a little child.
- Slow down your speech if needed, but don't do this automatically when you first interact with a person if you don't know anything about him or her.
- If someone says something unclearly, and you have no idea what they just said, ask them to repeat what they said or say what you think they said and ask them if you heard correctly.



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M3 LU3 – Serving customers with specific access requirements in Restaurant / Food and Beverage Services

Etiquette at restaurant for Customers with Food allergies and intolerances, diabetes, etc.

- Be discreet: nobody else needs to know which are the specific access requirements of the client.
- Don't make assumptions and ask always the client if you have any doubt.
- Always offer the possibility to obtain more information about ingredients if necessary.



Learning Unit 4 - Serving customers specific access requirements 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. Dealing with customers with different types of disabilities and other access requirements in Travel Agencies. Providing accessible services and checking what kind of holiday facilities and services are suitable for each person throughout the whole visitor journey: <ul style="list-style-type: none"> ✓ Information / Booking; ✓ Transport; ✓ Accommodation; ✓ Catering; ✓ Sightseeing; ✓ Etc. 2. Dealing with attendees with different types of disabilities and other access requirements when working in MICE sector : <ul style="list-style-type: none"> ✓ Registering, assisting and communicating with attendees that are blind or visually impaired; ✓ Registering, assisting and communicating with attendees that are deaf or has a hearing impairment; ✓ Registering, assisting and communicating with attendees with reduced mobility or in a wheelchair; ✓ Registering, assisting and communicating with attendees with other specific access requirements. 3. Handling unforeseen situations in providing Travel Agencies and MICE services / Problem solving
Learning Outcomes	
Knowledge	<ul style="list-style-type: none"> - The learner knows and understands the range of accessibility requirements in Travel Agencies and MICE services - The learner knows and understand the appropriate behaviours and communication strategies when interacting with customers /attendees with different types of impairments within Travel Agencies and MICE sector - The learner knows and understand the problem solving techniques
Skills	<ul style="list-style-type: none"> - The learner is able to deal with and satisfy the needs of customers / attendees with disabilities and/or specific access requirements within Travel Agencies and MICE sector. - The learner is able to properly welcome, serve and assist customers/attendees with disabilities and/or specific access requirements within Travel Agencies and MICE sector;

	<ul style="list-style-type: none"> - The learner is able to solve problems / unforeseen situations in providing Travel Agencies and MICE services.
<p>Competences</p>	<ul style="list-style-type: none"> - The learner is ready to interact more comfortably with customers / attendees with disabilities and/or specific access requirements within Travel Agencies and MICE sector; - The learner is ready to use the appropriate language and terminology when speaking to or referring to customers / attendees with disabilities within Travel Agencies and MICE sector; - The learner is ready to have a flexible approach to meeting individual needs within Travel Agencies and MICE sector.
<p>Activities</p>	
<p>Videos analysis and commentary</p> <p>Group works: 1) the groups of students are asked to prepare questions a Travel Agent should ask customers to discover their needs, desires or expectations 2) the groups of students are asked to fill in a registration form for an event being a participant with specific access requirements</p> <p>Use of interacting tools and platforms - Jamboard and Wordwall - to stimulate students' reflection on and unforeseen situations in serving customers with specific access requirements</p> <p>Video-making activity: production of videos by the students representing different situations in which travel agents and conference organizers relate with customers with disabilities and/or specific access needs and have to behave correctly, avoiding wrong attitudes</p>	
<p>Training Material</p>	
<p>PPT covering topics about welcoming and serving customers by Travel Agencies and MICE services. Examples of good practices Jamboard and Wordwall prepared tasks</p>	

LU4 PPT presentations and supporting activities: Focus on Travel Agencies



IO2 – Training Modules on Accessible Tourism

Training Module 3 - Serving customers with specific access requirements

Learning Unit 4- Serving customers with specific access requirements in Travel Agencies and MICE sector: focus on TRAVEL AGENCIES

Training material:
PPT presentations and supporting activities



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M3 LU4 – Serving customers with specific access requirements in Travel Agencies

The number of travellers with disabilities or other specific access requirements is increasing. The travel industry is becoming aware of the need to cater for these travellers by providing more appropriate services and accommodations.



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M3 LU4 – Serving customers with specific access requirements in Travel Agencies

Planning a vacation may be one of the worries of anyone who wants to travel and especially for tourists with disabilities and/or other specific access requirements who need to have detailed accessibility information in advance.



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M3 LU4 – Serving customers with specific access requirements in Travel Agencies

Travel agents should have the knowledge and skills to provide accessible offers to serve these tourists throughout the whole visitor journey, e.g. when flying, at the hotel, accessible means of local transport...



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M3 LU4 – Serving customers with specific access requirements in Travel Agencies

The Tourism Service chain

It is important to recall the concept of the Tourism Service Chain and how the accessibility of each element can influence the Visitors' journey.

All the elements are connected so that the entire journey is accessible.



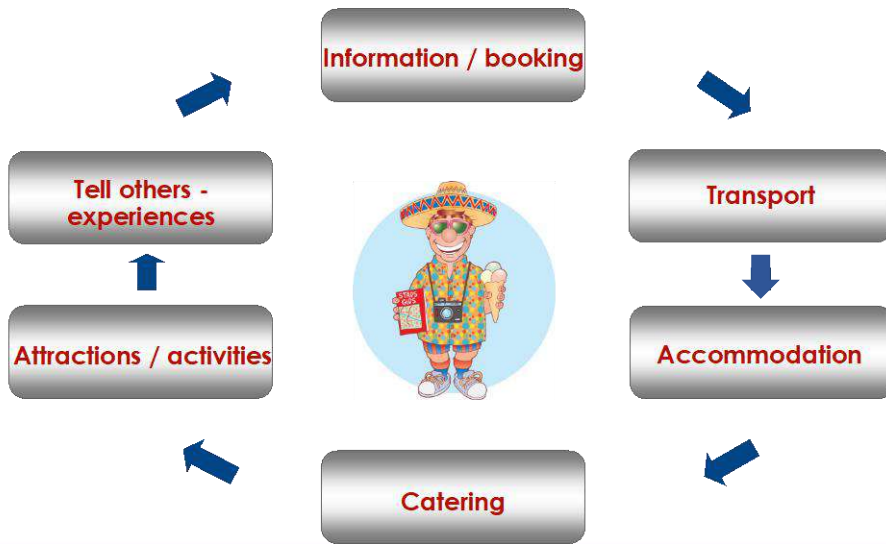
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M3 LU4 – Serving customers with specific access requirements in Travel Agencies

The Tourism Service Chain



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M3 LU4 – Serving customers with specific access requirements in Travel Agencies



Many times tourists have booked their “dream vacation” online but when they arrived on the spot, the reality did not match what was promised. Situations like this are not only a waste of time, they can also spoil the entire holiday.

To avoid such unpleasant situations, the travel agent should know and have checked what kind of holiday facilities and services are suitable for each person.



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M3 LU4 – Serving customers with specific access requirements in Travel Agencies

Booking the trip

The travel agent should:

- Be aware of the specific access requirements of the customer(s)
- Be aware of the accessibility conditions of all the services included in the booking and find alternatives if necessary
- Be aware that some services must be requested well in advance
- Provide contacts of all local suppliers
- Anticipate how to manage unforeseen situations



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M3 LU4 – Serving customers with specific access requirements in Travel Agencies

When selling a ticket, the travel agent must provide travel information in formats that are accessible to the specific customers. The travel agent should also provide information about the accessible services available on board the plane, train, bus or ship.



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M3 LU4 – Serving customers with specific access requirements in Travel Agencies

Booking the trip: Examples of unforeseen situations

- If some services are not accessible...

The local contact of the Travel Agent must:

- Identify a different facility suitable for the customer if necessary
- Identify a local service provider with an appropriate offer
- Ensure that the customer will not be faced with additional costs for accessible services; provide guaranteed prices/refunds.



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M3 LU4 – Serving customers with specific access requirements in Travel Agencies

Local transport

Trains, buses, taxis, vans, tourist coaches, boats, are all means of transport that are likely to be used by customers with specific access requirements.

Operating Companies:

- must provide accessible means of transport
- must use alternative communication formats to inform passengers during the trip (visual and vocal announcements, clear signposting)
- must train staff on how to serve customers with specific access requirements and on how to deal with unexpected or emergency situations.



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M3 LU4 – Serving customers with specific access requirements in Travel Agencies

Local transport: Examples of unforeseen situations

When some services are cancelled, delayed or unavailable
The travel agent should ensure that the Transport Companies must:

- Check the availability of alternatives
- Re-book the passenger on the first available suitable option
- Select another means of transport
- Be prepared to cover cost differences
- Authorise refunds/compensation if the alternative is not acceptable



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M3 LU4 – Serving customers with specific access requirements in Travel Agencies

Accommodation

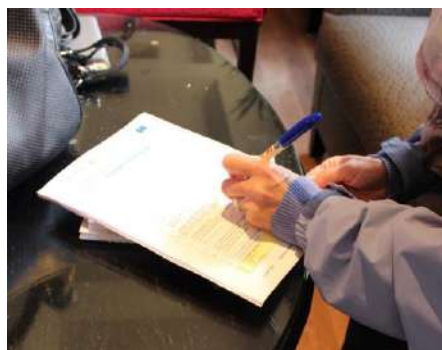
The travel agent should:

Book accessible hotel rooms well in advance

Check the accessibility features and verify these with the customer.

Check whether facilities are usable and suitable for the customers with specific access requirements: (e.g. breakfast room and restaurant, conference room, swimming pool, spa etc. and equipment).

Where possible, choose accommodation that provides an Access Guide, so that the customer is fully informed.



Checking the accessibility for customers.



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M3 LU4 – Serving customers with specific access requirements in Travel Agencies**Accommodation: Examples of unforeseen situations**

- The booked accessible room has been sold to another customer and there is no more availability
- The lift is out of order
- It is not possible to use the hotel facilities since:
 - The accessibility information provided by the hotel was not correct
 - The customer requirements were not understood



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**M3 LU4 – Serving customers with specific access requirements in Travel Agencies****Accommodation: Examples of unforeseen situations**

What to do:

- Offer an alternative room in your facility and check its accessibility and usability with the customer
- Check availability of alternative hotels and CONFIRM accessibility features
- Be prepared to sustain the additional costs, if any
- If lift is out of order, offer ground-floor accommodation. Otherwise, check alternative hotels.

It is essential to have the alternatives approved by the customer



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M3 LU4 – Serving customers with specific access requirements in Travel Agencies

The qualities of the travel agent

In addition to their professional qualifications and experience, the travel agent also needs:

- spirit of organisation
- discipline
- kindness
- honesty
- seriousness
- foresight
- listening ability
- special communication skills



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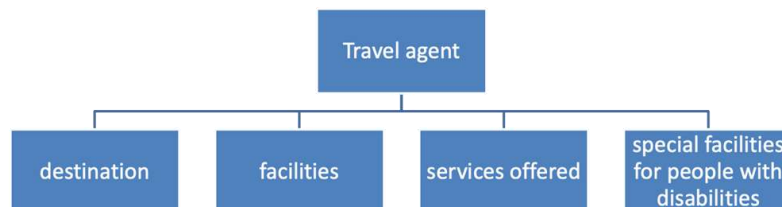
M3 LU4 – Serving customers with specific access requirements in Travel Agencies

When establishing a tourist programme, the agent must provide adequate and reliable information to every visitor.

It will include information about accessibility of :

- transport
- outdoor environment, e.g. pavements
- various tourist attractions
- the accommodation and food and beverage facilities

And possible assistance needed during the trip



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M3 LU4 – Serving customers with specific access requirements in Travel Agencies

Architectural barriers which prevent accessibility and safety for many users can include:

1. Obstacles or physical barriers (narrow footpaths, steep ramps, excessive height of objects, steps)
2. Hazards (slippery floors, large glass areas not properly marked)
3. Causes of fatigue (too long ramps, heavy doors, thick carpets)
4. Perceptual barriers (lack of signage, insufficient lighting).



Building entrance with steps.
Photo EDF.



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M3 LU4 – Serving customers with specific access requirements in Travel Agencies

Accessibility of communication

For example, visitors with visual impairments benefit from:

- PC screen reader - which converts written text into audio messages.
- Screen magnifier - which enlarges the text.
- Alternate keyboards - which provide larger characters than standard keyboards
- Large font text
- Text in Braille formats benefit blind people, e.g. signage, visitor information



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M3 LU4 – Serving customers with specific access requirements in Travel Agencies**Considerations in the design of a tourist information office****Physical access**

Preferably, and whenever possible, the tourist information office should be located on the ground floor, and with level access from the public road. If this is not possible, a ramp or accessible lift must be provided.

Entrance doors

Must have adequate free passage width, to allow unobstructed access for persons using a wheelchair or other mobility devices, with easily operated doors, preferably automatic or sliding.

Level landings of adequate size must be provided for door opening and closing by persons using using a wheelchair or other mobility devices.

Large glass areas or doors should be appropriately marked for the safety of all users.



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**M3 LU4 – Serving customers with specific access requirements in Travel Agencies****Considerations in the design of a tourist information office****Circulation**

Adequate space for the manoeuvring and circulation of persons using a wheelchair or other mobility device, to move between furniture.

Customer service counters

People using a wheelchair and those of small stature need a counter at a lower height. Counters at two levels benefit all users. There should be adequate knee space under the counter table, to allow easy approach and use by persons using a wheelchair.

Availability of seating for customers who need to be seated.



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M3 LU4 – Serving customers with specific access requirements in Travel Agencies

Siteseeing

Visiting the tourist attractions of a destination is an essential part of any vacation. However some issues may become critical «on the spot» and solutions have to be identified without delay.

Every service provider involved in the organisation of the trip will be responsible for ensuring accessibility of their specific service.



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Siteseeing: Examples of unforeseen situations

- The tourist coach is not accessible for persons with mobility impairments
- Physical access to specific monuments/museum/ archaeological area is difficult/ not possible
- The visiting path is too long and tiring
- A tourist with a hearing impairment or communication/understanding difficulties is left behind the group and it is difficult to reach him.



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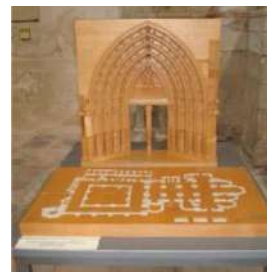


M3 LU4 – Serving customers with specific access requirements in Travel Agencies

Siteseeing: Examples of unforeseen situations

What to do to avoid the previous situations

- All agents organising the visit MUST check the accessibility situation before including the site/s in the Tour. In the case of access problems for specific customer(s), an alternative should be arranged.
- Identify alternative solutions for the visit (Virtual Reality, models, videos, etc.)
- Inform the customer about the accessibility of the tour path and other possible difficulties/barriers and identify together more comfortable and suitable alternatives.
- Give prior instructions to the group on meeting points and procedures if they get lost.



Model and tactile map of a church



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Health problems

Tourists normally take with them all the medicines or prescription drugs they might need during their trip.

In case someone gets ill:

- Have contact details to a local health centre or nurse/doctor
- Be ready to organise a transfer to the nearest health centre or hospital
- Check the validity conditions of any Health insurance
- Inform any contact person that the Customer had told you about.



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What have we learnt?

- How to deal with customers with different types of disabilities and/or other specific access requirements in Travel Agencies.
- How to provide accessible services and checking what kind of holiday facilities and services are suitable for each person throughout the whole visitor journey



LU4 PPT presentations and supporting activities: Focus on MICE sector




IO2 – Training Modules on Accessible Tourism

Training Module 3 - Serving customers with specific access requirements

Learning Unit 4- Serving customers with specific access requirements in Travel Agencies and MICE sector: focus on MICE

Training material:
PPT presentations and supporting activities

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M3 LU4 – Serving customers with specific access requirements 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**.



M3 LU4 – Serving customers with specific access requirements in MICE sector



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Registering customers with different disabilities and/or other access requirements in MICE

Registration is the procedure by which attendees can request the assistance they need in order to be able to fully access and participate in MICE, such as print materials in large font, Sign Language interpreters, hearing enhancement, etc.

The registration form must ask whether assistance is needed.

Registration forms may include statements such as the following:

1. If you have a disability or any other specific requirements and/or require assistance, please inform (organiser) by attaching your requirements to this form or contacting (organiser)
2. If you have a disability or any other specific requirements and/or require assistance in order to fully participate in this activity, please tick here. You will be contacted by someone from our staff to discuss your specific needs.



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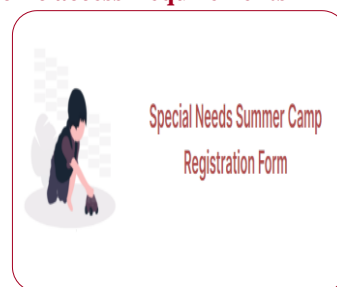
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Sample for registration of participants with specific access requirements

- Sign Language Interpreter
- Note taker
- Induction loop
- Large print
- Braille or Electronic materials in advance
- Wheelchair access
- Help with orientation
- Special Diet e.g. celiac, allergens etc.
- Accompanying assistant
- Parking



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Registration form can be downloaded or distributed as a PDF, or in an online web-based format such as Survey Monkey or Microsoft Word document (.docx)

<input type="text"/>	First name
<input type="text"/>	Surname
<input type="text"/>	Contact Phone Number
<input type="text"/>	E- mail address
<input type="text"/>	Postal adress
<input type="text"/>	What are you accessibility requirements: weelchairs user, low vision.....
<input type="text"/>	How many guests will be attending in total?
<input type="text"/>	What is your planned mode of travel to the event?
<input type="text"/>	Additional Comments/Questions



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Activity for students

Task 1:

Complete with the team in break-out room a registration form.

https://docs.google.com/forms/d/e/1FAIpQLSf15MBkORDHjyEpo6uWPjMrCulhWJhIJF4LVFFcIK0JFCX91w/viewform?usp=sf_link

Time : 10 minutes



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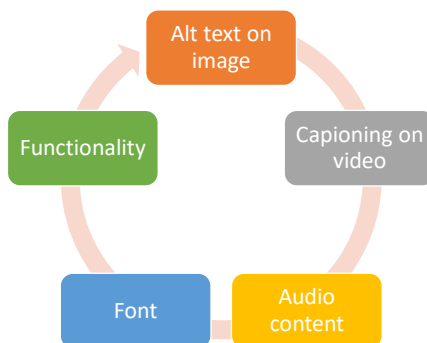
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Accessible website

Meeting professionals need to know how they can better communicate with people who have different access requirements — which in turn will help to make meetings and events more suitable for everyone.

If registration for event is online, the website itself should be accessible.

The top considerations you should take when building a website for an event:



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Meals during the events

Include personal assistants and interpreters in the estimated number of participants.

Make adequate provisions for seating, allowing all participants to sit in the same area.

Persons using wheelchairs or other mobility devices and equipment or those with assistance dogs on the fringes of the dining area.

Buffets must be accessible to persons using a wheelchair or to persons of small stature.

Staff should be available to assist persons with mobility or visual impairments if necessary.

Ensure that there is food information about the ingredients and allergens.



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The venue for MICE

For the venue, the following aspects must be checked

Transport
Entrance accessibility
Reception
Elevator
Accesible toilets
Space for circulating
Catering tables
Space for time out
Sign language interpreter



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General rules of communication with people with specific access requirements

A correct communication system in providing events and conferences requires:

Human capacity for empathy and understanding

Consideration of the Customers requirements

Knowledge of the services offered during events and conferences



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M3 LU4 – Serving customers with specific access requirements in MICE sector**Communication with persons having different access requirements in M.I.C.E.
Welcoming**

- One or two persons/staff should be available at arrival and departure to welcome and guide the participants to the conference room.
- The security guards and staff of the venue should be informed about the specific access requirements of the participants, and their arriving time, in order to assist if required.
- Staff should propose to offer assistance, but always by asking the visitors first if this is needed or accepted.



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**M3 LU4 – Serving customers with specific access requirements in MICE sector****Communication with persons having different access requirements in M.I.C.E.
Welcoming*****Welcoming - General rules of etiquette***

- Acknowledge the person
- Be patient
- Be flexible- to situation
- Be aware of assistance animals
- Face the person
- Respect personal space



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Arranging events/conferences

- Speakers and presenters should supply copies of power point presentations in an accessible electronic format.
- Presenters need to provide their papers in advance to allow for sufficient time for them to be produced in alternative formats if required.
- Speakers should describe any slides or visual material which they use during a presentation for audience members who have vision impairments.



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Participatory and inclusive conference sessions

- The content of the presentations should be **clear, concrete, and easy to understand**.
- It's necessary to set **speaking time limits**, and allow enough **time for a summary and questions**.
- The speakers must speak clearly and take breaks when speaking.
- Speakers should use **simple language and short sentences**.



<https://www.youtube.com/watch?v=YhouSI7fVBU/>



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Activity for students

Task 2: Identify steps for a accessible presentations .

https://jamboard.google.com/d/1ZZGa4ioRvprS WJzwFt9_jmUseFaR5aBsk479S5uWnxE/edit?usp=sharing



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Solutions to aid communication with persons who have the following conditions

Dyslexia

- Accessibility software
- Copies of written material in advance of meetings&events

Visual impairment

- Screen readers
- Braille communications
- Audio channels

Hearing impairment

- Subtitles
- Transcript or audio material
- Access to BSL Interpreter

Colour blindness

- Accesible website with option of toggling font and background colors
- Accesible software



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Other solutions to facilitate communication in MICE

- Audio describing video content
- Providing sign language interpretation
- Using graphic facilitation to convey information in an alternative format
- Making audio induction loops available.
- Providing a live web stream to increase remote access



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Written communication

Rules for editing event-special promotional materials

Don't use

Serif fonts or hard to read

Cursive font or joined to up-writing

Small print

Upper case

Text with too many abbreviations

Negative images of disability

Text with over images



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Captioning speeches

- Captioning allows people with hearing impairments to follow spoken words by providing a text version of spoken content, such as speeches, presentations, and videos.
- Spoken words are converted into subtitles, normally live by an interpreter in real time, and displayed on a screen.
- Captioning can also be useful for people whose native language is not the conference language.
- The organiser must ensure that the captioning is positioned on screen in a way that everyone in the room can view it.
- The recommended type is white text on a dark background.



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Communication after the conference

Making materials available after the conference

Many event organisers make presentations, documents, videos, and other materials available after the event, usually online. This can be an important resource for participants who could not attend all the sessions, as well as people unable to attend the event. If you are sharing materials after the conference, it is important that these are accessible to everyone.

Collecting feedback on the conference

Collecting feedback from participants after the conference, **will help you in planning future events.**

It is important to ensure that everyone can take part in this feedback process so that you get a full picture of how well people were able to access the conference.



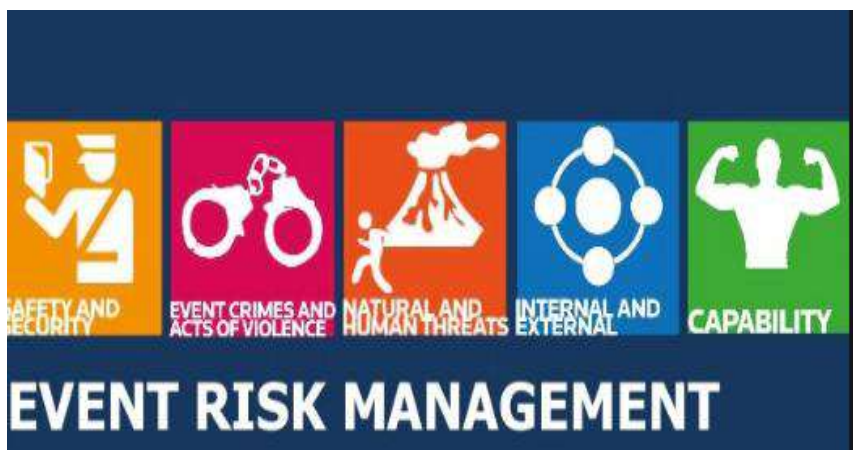
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Risk Management



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Evacuation of people with specific access requirements

- Every facility must have an Emergency Evacuation Plan
- Have all the staff informed about the Emergency Evacuation Plan
- Inform the customers to follow instructions given by staff in case of Emergency evacuation
- Provide emergency signage and announcements in alternative formats



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The Emergency Evacuation Plan may include:

- intended and optional evacuation routes.
- type of assistance requested.
- who will assist.
- refuge areas where they can wait for assistance.
- mustering areas outside the building.



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Evacuation for people with specific access requirements



Assist Wheelchair user along specific escape routes towards the identified refuge point



Look for people who may be identified as having impaired vision by wearing this sign.
Look out for your name and speak clearly giving instructions. Offer your arm to lead them through the evacuation route identified by the running man.
Provide continual commentary as to where you are going



These people may not hear the alarm.
Attract their attention in some other way



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M3 LU4 – Serving customers with specific access requirements in MICE sector**Unforeseen situation for meetings and conference participants****Health problems**

In case of someone getting ill during events or conferences:

- Call a nurse/doctor
- Be ready to organise a transfer to the nearest hospital
- Check the validity conditions of any Health insurance
- Inform any contact person that the Customer had told you about



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**M3 LU4 – Serving customers with specific access requirements in MICE sector****Injuries or accidents during the events or conferences****Possible solutions:**

- Call a doctor or an Ambulance
- Keep the guests calm
- Do not try to treat him/her unless you have been trained for First aid procedures
- Check the validity conditions of any Health insurance



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M3 LU4 – Serving customers with specific access requirements in MICE sector**Service animals**

For some participants at events or festivals, assistance animals are essential and must be allowed to enter any facility, indoors or outdoors, public or private.

This right is also granted by law.

Unforeseen situations

- Managers ban the access to the service animal at the meetings and conferences that take place in a hotel or restaurant, or in any other cultural facilities
- Other customers complain about the service animals' presence

**What to do:**

- Give notification in advance to the facility manager
- Explain that the Law specifically authorises service animals to get in
- Explain to other customers that a service animal is not dangerous, is fully trained and will not cause any casualties

**M3 LU4 – Serving customers with specific access requirements in MICE sector****Activity for students**

Unforeseen situation –Open the box
<https://wordwall.net/resource/22148164>
Time: 8 minutes



M3 LU4 – Serving customers with specific access requirements in MICE sector

What have we learnt?

Welcome tourists with different specific access requirements

Relate properly to tourists with specific access requirements in events and conferences

Cater for tourists' access requirements in a satisfactory way

Adapt a Customer Relationship Management system in line with accessibility requirements at events and conferences

