TRAINERS' LEARNING KIT ON ACCESSIBLE TOURISM
Training Path and Online Supporting Material

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

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Author(s)	Emiliano Deferrari, Ivor Ambrose, Annagrazia Laura, Katerina Papamichail, Maria Stella Minuti, Stefania Berardi, Anna Boccioli
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Abstract (for dissemination)

The present document describes the TRAINING PATH and the ONLINE SUPPORTING MATERIAL, which are part of the "Trainers' Learning Kit on Accessible Tourism". The training path contains the structure and the description of the training contents of the online and face-to-face learning necessary to train teachers of VET schools on the main topics of accessible tourism. The online supporting material contains selected videos/documents suggested for the online self-training to level up the teachers' knowledge of accessible tourism.

Keywords: accessible tourism, tourism chain, training needs, training for trainers, access requirements, customer care, accessibility audit, access statements, legislation framework, accessible information.

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Recipients List

Name	Partner number	Organisation
Maria Stella Minuti	1	Incipit (coordinator) - Italy
Ivor Ambrose	2	ENAT - Belgium
Matteo Ragnacci	3	Consorzio ITACA - Italy
Bianca Maria Tagliaferri	4	IPSSEOASC Assisi
Jose Ignacio Gorostiaga Canals	5	Escola Superior d'Hostaleria de Barcelona
Bogdana Vasile	6	Colegiul Economic "Gheorghe Dragos"
Monica Grazia Boni	7	Wattajob - Italy
-	-	[ERASMUS+ National Agency]
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References & Applicable Documents

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Introduction

The first intellectual output of Games Without Barriers (GWB) project is a learning kit which is developed to help the trainers of the participants schools to acquire the basic knowledge needed for them to teach accessible tourism to their students.

The training path defines the structure of the Games Without Barriers blended learning course. It contains a short description of the Learning Modules and the Learning Units necessary to train selected trainers of the tourism schools who are partners in the project on the main topics of accessible tourism.

It includes, among other significant topics, the history of Accessible Tourism (also referred to as "Tourism for All") and the accessibility movement in Europe; the basics of Universal Design and Design for All; the trends and megatrends in tourism and the business case of accessible tourism; the purpose and use of access assessments and the skills required to carry out access audits; customer relations and communication techniques; access to information; accessible marketing strategies.

The training content is organised in four learning modules, with training content for both the e-learning and the face-to-face sessions during the Blended Learning activity: this is planned to give the Trainers two ways to approach the training contents:

1. The online training will offer guidance on the content of each Module and Learning Units, with the support of existing material already published or produced by EU financed projects in recent years;

2. The face-to-face experience, organized during a Joint Staff Training Event, will help trainers to go deeply into details on each topic and to be able to discuss with the lecturers any issues that might have been difficult to understand in the self-learning phase.

Thus the training for trainers will make sure that the teachers will complete their learning experience, having acquired all the necessary skills to be able to design Training Modules on Accessible Tourism targeted to their students (IO2) and test them during the short-term exchanges of groups of pupils, fully confident in the acquired knowledge on the topic and its background.

Learning Modules

The training activity is developed according to the following 4 Learning Modules – all of which have a part to be followed online and a part in class with the project partners' experts during the opening Joint Staff Training Event (C1).

Each of the four training modules comprises several Learning Units, giving a total of 16 Learning Units.

1st LEARNING MODULE - "Accessible Tourism/Tourism for All, its history and the business case"
ONLINE self-training and FACE-TO-FACE training

The module aims to provide the trainers with the basic knowledge about Accessible Tourism, also known as "Tourism for All". It begins by examining "megatrends", which refer to significant, globally relevant, social, economic, political, environmental and technological changes over the long-term, which impact on tourism. It introduces the concept of Accessible Tourism, based on comprehensive and shared experience and data emerging from recent studies of the supply and the demand. It also covers the historical background of Accessible Tourism, referring to the campaigns and efforts of organisations of persons with disabilities and the accessibility movement, and the recognition of the rights of people with disabilities, which has led to achievements in the legislative framework at European and international levels. The concepts of Design for All and Universal Design are also explained as approaches and tools for achieving inclusion by mainstreaming accessibility in the tourism sector.

(Learning Units 1, 2, 3, 4)

2nd LEARNING MODULE - "The access requirements of tourists and customer care"
ONLINE self-training and FACE-TO-FACE training

The module aims to give the learner knowledge about the access requirements of tourists with different types of disabilities and those of other groups, such as older people, families with small children, etc. and the appropriate services or products which tourism suppliers can offer according to their specific needs. Moreover, the module describes how to achieve effective of communication between the tourism operators and customers with specific access requirements. The trainers will study the accessible tourism etiquette, learning how to behave towards these customers and, also, how to prepare for and handle unforeseen situations.

(Learning Units 5, 6, 7, 8, 9, 10)

3rd LEARNING MODULE - "Accessibility assessment"
ONLINE self-training and FACE-TO-FACE training

The module aims to give trainers an understanding of the purpose and uses of accessibility assessments and the technical skills to carry out an access audit. They will learn how to complete an Access Statement with objective

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information on the accessibility and usability of tourism facilities and services for all customers, including those with specific access requirements. It presents instruments to collect information along the entire "accessibility chain" (physical access of the built environment, service design and customer support, information and ICT, transportation). Moreover, it explains the correct measurement techniques and the use of data collection tools and protocols. .

(Learning Units 11, 12, 13)

4th LEARNING MODULE - "Information and communication"
ONLINE self-training and FACE-TO-FACE training

This module explains how to organise and present the collected accessibility data according to the requirements of specific customer groups and how to deliver accurate and reliable information in a simple and clear way. The trainers will also learn about the different communication channels (social media, internet websites, portals and market-places, phone, advertising, publications) which can be used to target various user groups, at all the different stages of the visitor journey - when booking, arriving and during their visit - and how to obtain feedback related to the customer's experience and service satisfaction.

(Learning Units 14, 15, 16).

Each Learning Unit of the online training lists a number of related documents (links to videos and readings), which will allow the trainers to understand the basic principles of each Learning Unit.

An online assessment test has been planned at the end of each Learning Module, aiming to evaluate the degree of learning of the topics dealt with during the training.

In detail, the training path is divided into the following Learning Units:

LEARNING UNITS	DURATION EL = E-Learning FtF = Face-to-face
LEARNING MODULE 1 – Accessible Tourism/Tourism for All, its history and the business case	
1. Tourism Trends and Megatrends	**2 hours EL 1 hour FtF**
2. Accessible Tourism History and Business Case	**2 hours EL 1 hour FtF**
3. Design for All – Universal Design	**2 hours EL 1 hour FtF**
4. Accessible Tourism in the Legislative and Policy Framework	**2 hours EL 1 hour FtF**
Self-assessment test of Training Module 1	**½ hour EL**

LEARNING MODULE 2 - The Access requirements of Tourists and Customer Care	
5. International Classification of Functioning, Disability and Health (ICF)	1 hour EL 1 hour FtF
6. The main access requirements of people with different disabilities and other groups of tourists	2 hours EL 2 hour FtF
7. The design of an accessible built environment for all users	2 hours EL 1 hour FtF
8. Communication with people with disabilities and other access requirements; accessible tourism etiquette	1 hour EL 1 hour FtF
9. Customer care	2 hours EL 1 hour FtF
10. Handling unforeseen situations	1 hour EL 2 hours FtF
Self-assessment test of Training Module 2	½ hour EL
LEARNING MODULE 3 – The Accessibility Assessment	
11. Accessibility Information Schemes	1 hour EL 1 hour FtF
12. Access statements and collection tools	2 hours EL 2 hours FtF
13. Developing an Access Statement, auditing techniques	3 hours EL 5 hours FtF
Self-assessment test of Training Module 3	½ hour EL
LEARNING MODULE 4 - Information and communication	
14. Providing information to customers with access requirements	*1 hour EL* *1 hour FtF*
15. Best techniques for different media	2 hours EL 1 hour FtF
16. Marketing accessibility	2 hours EL 2 hours FtF
Self-assessment test of Training Module 4	½ hour EL

For the online self-training phase (EL), the duration of the related Learning Units refers to the estimated workload required by the participants to become acquainted with the training contents.

For the face-to-face (FtF) part of the course, the duration refers to the length of the class lessons and practical exercises that will be organised in order for the trainees to put into practice the acquired knowledge.

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Each Learning Unit is described in terms of objectives and contents.

The training material is of two types:

1. for the online self-training it includes already existing online documents accurately selected by the project partners with expertise in accessible tourism among the available online materials produced at EU and international levels and listed according to the main topics addressed;

2. for the face-to-face training it includes training material specifically produced for the GWB project by the project partners: PowerPoint presentations, videos and handouts to be used in the opening Joint Staff Training Event.

The training material, together with the training path, will form IO1 "Trainers' learning kit on Accessible Tourism".

This document includes, for the moment, only the supporting material for the online self-training.

For each Learning Unit, a list of selected videos and documents is suggested to acquire knowledge of the topics covered in the Unit.

For each of the listed supporting materials, the direct link to the video/document is provided whenever possible. Videos/documents not available online have been uploaded, for the moment, in the project Google Drive Folder within the sub-folder "Training activities": https://drive.google.com/drive/folders/1d5UNSUIV61fs9eEKjETc13ez2Fh99j91

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Content of learning modules

LEARNING MODULE N° 1 - "Accessible Tourism/Tourism for All, its history and the business case"
8 hours online
4 hours face-to-face

Learning Unit N°1 – "Tourism Trends and Megatrends"
2 hours online
1 hour face-to-face

Objective
The goal of this learning unit is to introduce to Accessible Tourism for All and to present the main trends and megatrends related to tourism through recent worldwide and European analyses (ageing population, new generations, climate change and sustainable development, incoming tourists from emerging countries, technological developments), and to link them to the theme of accessibility.
People with disabilities and other visitors with specific access requirements are strongly represented in these trends and therefore their specific needs must be considered in order to develop the tourism offer of today and of the future.

Contents
Various data and infographics on the state of the art of tourism and the tourism demand and offer, with projections for the next years. Definition of Accessible Tourism. Analysis of megatrends like ageing, new generations, climate change and emerging economies.

Online supporting material

Videos
Accessible Tourism Infographics
https://www.youtube.com/watch?v=1lJnnFzLvbM&feature=youtu.be

Tourism Megatrends: Demographics and population
https://www.youtube.com/watch?v=fwWTwj9NbOU

Accessible Tourism, what is it?
https://www.youtube.com/watch?v=WAnjAd7YTS0&t=29s

Accessible Travel with Karen Darke
https://vimeo.com/345716625

Documents
Megatrends, shaping the future of tourism (OECD, 2018)
https://pdfs.semanticscholar.org/8fce/7162d049b78f2746263451e590074a878
911.pdf

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Accessible Tourism – The Ignored Opportunity by Souca Maria Luiza, 2010.
http://anale.steconomiceuoradea.ro/volume/2010/n2/185.pdf

New Opportunities for the Tourism Market: Senior Tourism and Accessible Tourism by Elisa Alén, Trinidad Domínguez and Nieves Losada, 2012
http://cdn.intechopen.com/pdfs/35523.pdf

Responsible Travel Manifesto
https://www.responsibletravel.com/copy/manifesto-accessible

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Learning Unit N°2 - "Accessible Tourism History and Business Case"
2 hour online
1 hour face-to-face

Objective
The goal of this learning unit is to explain the steps made by the accessibility and disability movement to support and advocate for accessibility of the built environment, transport, goods and services, and for the rights of people with disabilities as tourists. The unit shows the pivotal passage from a conception of accessible tourism as a social right to the development of its business case, an opportunity for tourism providers and policy makers to raise the quality of the tourism offer by enhancing the level of accessibility of infrastructure and services in tourism destinations for tourists and citizens.

Contents
The learning unit presents the development of accessible tourism through the analysis of historical documents, best practices and video tutorials explaining the rights of people with disabilities to enjoy the same experiences as every other tourist, and the economic opportunity for tourism suppliers to develop an offer suitable for all visitors. It analyses in detail the demand and offer of accessible tourism in Europe.

Online supporting material

Videos
Accessible Tourism
https://www.youtube.com/watch?v=RPRxC74-bE4&list=PLC648CE68AB900757&index=19

Tear down those walls
https://www.youtube.com/watch?v=ZpiX-iwpbkY&t=93s

Profiting through accessible tourism
https://www.youtube.com/watch?v=m9xdAakCGEQ

Accessible Tourism in Glasgow
https://www.youtube.com/watch?v=ClFSb_AZpDw

Documents
Global Code of Ethics for Tourism (UNWTO, 1999)
http://www.gdrc.org/uem/eco-tour/principles.html

Economic Impact and Travel Patterns of Accessible Tourism in Europe – Final Report Summary
https://www.accessibletourism.org/resources/toolip/doc/2014/07/06/study-a-economic-impact-and-travel-patterns-of-accessible-tourism-in-europe---fi.pdf

EU Study: Mapping and Performance Check of the Supply of Accessible Tourism Services in Europe, European Commission, 2015
https://www.accessibletourism.org/?i=enat.en.reports.1740

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Accessibility Market and Stakeholders Analysis, One-Stop-Shop for Accessible Tourism in Europe (OSSATE – 2005)
https://www.accessibletourism.org/resources/ossate_market_analysis_public_final.pdf

2013 UNWTO Recommendations on Accessible Tourism.
https://www.accessibletourism.org/resources/accesibilityen_2013_unwto.pdf

White paper on Tourism for all
https://www.accessibletourism.org/resources/libro_bianco_en_2013.pdf

A World for Everyone: Declaration from the World Summit on Destinations for All, (2014).
http://www.destinationsforall2014.com/en/declaration#.XfivN2RKg2w

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Learning Unit N°3 - "Design for All, Universal Design"
2 hour online
1 hour face-to-face

Objective
The goal of this learning unit is to show that when a service, a building or a facility is designed to be accessible for the widest range of people with differing access requirements, it is not more expensive than other design solutions, since it will not have to be modified or adapted later to meet accessibility standards.
At the same time, something which is made accessible to people with disabilities and other access requirements will be useful for the many more.

Contents
The learning unit presents the seven principles of Universal Design and a series of videos and documents explaining the importance of designing for all.

Online supporting material

Videos
Making Europe Accessible
https://www.youtube.com/watch?v=qoN1XZcgKdg

The 7 principles of Universal Design
https://www.youtube.com/watch?v=G-tHuD7R8cs

Universal Design
https://www.youtube.com/watch?v=i5-iBnSS_wM

Meet the Normals – Adventures in Universal Design
https://www.youtube.com/watch?v=A88E4DH2asQ

Design that makes a Difference
https://vimeo.com/66094462

Documents
Universal Design for Customer Engagement Toolkit
http://universaldesign.ie/Products-Services/Customer-Engagement-in-Tourism-Services/

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Learning Unit N°4 - "Accessible Tourism in the Legislative and Policy Framework"
2 hours online
1 hour face-to-face

Objective
The goal of this learning unit is to present the framework within which accessible tourism has been granted as a right for citizens and how it has been developed through the years.

Contents
The learning unit examines the main international laws pertaining the rights to accessibility of people with disabilities. The unit also presents the sustainable development goals promoted by the UN and their connection to tourism and accessibility.

Online supporting material

Videos
UN Convention on the Rights of Persons with Disability (UNCRPD)
https://www.youtube.com/watch?v=PgQnLXazdSg

Sustainable Development Goals and Disability
https://www.youtube.com/watch?v=C33OP51YtVU

European Accessibility Act
https://www.youtube.com/watch?v=n3Cl7S0ApW8
https://www.youtube.com/watch?v=t5iW0TNQFP0

Documents
European accessibility act
https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32019L0882&from=EN

UN Convention on the Rights of Persons with Disability (UNCRPD)
https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html

Sustainable Development Goals
https://sustainabledevelopment.un.org/?menu=1300

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LEARNING MODULE N° 2 - "The Access Requirements of Tourists and Customer Care"
9 hours online
8 hours face-to-face

Learning Unit N°5 - "International Classification of Functioning, Disability and Health"
1 hour online
1 hour face-to-face

Objective
The goal of this learning unit is to understand the role of ICF in modifying the consideration of the person with disabilities from the Medical to the Social model of disability, granting the recognition of the person as an individual whose exclusion from society is due to the reduced opportunities provided by the built and social environment. The unit shows how to behave towards persons with disabilities with the capacity to understand that disability is not the problem of a minority but it is the exclusion of some individuals from actively participating in society.

Contents
Principles of the ICF and possibilities to improve the environmental context supporting inclusion of everyone.

Online supporting material

Videos
ICF bio-psycho-social model classification
https://www.youtube.com/watch?v=0Qn3OQvrkOs

Overview of the International Classification of Functioning, Disability and Health
https://www.youtube.com/watch?v=p_WvTrr_yPc&feature=youtu.be

Documents
THE ICF: AN OVERVIEW
available in the project Google Drive Folder within the sub-folder "Training activities":
https://drive.google.com/drive/folders/1d5UNSUIV61fs9eEKjETc13ez2Fh99j91

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Learning Unit N°6 – "**The main access requirements of people with different types of disabilities and other groups of tourists**"
2 hours online
2 hours face-to-face

Objective
The goal of this learning unit is to describe the requirements of people with different types of disabilities and those with other access requirements. Besides the main categories of mobility, visual, hearing and mental impairments, the unit focuses also on "hidden or not visible disabilities" which represents 70 to 80% of all the disabilities, as well as other access requirements.

It is necessary to clarify that the structure of this learning unit, with the division of tourists/customers into "categories" and the description of each in terms of their access requirements, has a purely didactic purpose. Essentially, a tourist with a disability must first of all be considered as a "TOURIST" and, as such, he or she should be treated appropriately by any tourist service provider, who should be aware of their different needs.

The learning unit explains how to identify and respond to the requirements of all tourists including those with disabilities when designing a tourism package, offering a service (e.g. booking a service, transport, sightseeing guiding, dietary needs, etc.) The tourism service chain should be a reference for the identification of the different parts of a travel experience which have to be taken into consideration.

The unit also shows how to modify the built environment to meet these requirements, identify the barriers to mobility, use and participation and find alternative solutions.

Attention is also given, as part of the accessible offer, to 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 Regulation No. 78/2014.

Contents
Requirements related to tourists with different disabilities and/or other specific access requirements. Methods to overcome barriers to participation.

Online supporting material

Videos
JUST ASK | Sensory Disability Awareness Film
https://www.youtube.com/watch?v=LU0dQXJ-YQM

Documents
Different types of disabilities
https://services.anu.edu.au/human-resources/respect-inclusion/different-types-of-disabilities

Disability Horizons survey reveals how airlines and airports need to improve for disabled passengers

https://disabilityhorizons.com/2019/10/disability-horizons-survey-reveals-how-airlines-and-airports-need-to-improve-for-disabled-passengers/

Disabilities: Definition, Types and Models of Disability
https://www.disabled-world.com/disability/types/

Manuale dell'Operatore Turistico (Italian only)
available in the project Google Drive Folder within the sub-folder "Training activities"
https://drive.google.com/drive/folders/1d5UNSUIV61fs9eEKjETc13ez2Fh99j91

Visitors with Food Intolerance or Special Dietary Requirements - source TAD project
https://drive.google.com/open?id=1FSD2Drtes9S-vvi3rix2WpL4YrtP4Jon

Expert Course in Silver Tourism – Older tourists
http://www.silvertourism.eu/ficheros/archivos/2017_10/io2FinalVersionOpt.pdf

Learning Unit N°7 – "The design of an accessible built environment for all users"
2 hours online
1 hour face-to-face

Objective
The goal of this learning unit is to describe the main access barriers for different types of users, which might prevent them from entering, moving around and enjoying the environment and its facilities, either internal or external, which are the main components of the tourism service chain. It examines the methods to overcome those barriers either through adjustments to the built environment or by providing objective information through the correct and accurate description of the situation to allow tourists to make an informed choice about the suitability of their potential destination (ref. also LU14 Information).
The learning unit also shows how to identify the key critical points of the tourist offer provided in relation to the requirements of each customer, react to the situation by providing alternatives to access, plan for major refurbishments to adapt the facilities to each potential customer and use the concepts of Universal Design to plan and realise modifications.

Contents
Analysis of the situation with reference to the requirements of the customers. Introduction to the concepts of Universal Design and the quality standards for accessibility.

Online supporting material

Documents
Guidelines for improving accessibility – source ALL Project
available in the project Google Drive Folder within the sub-folder "Training activities":
https://drive.google.com/drive/folders/1d5UNSUIV61fs9eEKjETc13ez2Fh99j91

Manuale dell'operatore turistico**:** Suggerimenti progettuali per una migliore fruizione degli spazi (Italian only)
available in the project Google Drive Folder within the sub-folder "Training activities":
https://drive.google.com/drive/folders/1d5UNSUIV61fs9eEKjETc13ez2Fh99j91

Learning Unit N°8 – **"Communication with people with disabilities and other access requirements; accessible tourism etiquette"**
1 hour online
1 hour face-to-face

Objective

The goal of this learning unit is to present correct ways of communicating between service providers and tourists with disabilities.
It gives examples of how to avoid major pitfalls or embarrassing situations, due to lack of knowledge, use of incorrect language/terminology or stereotypic thinking about people with disabilities and their abilities. Serving customers who have specific access requirements is approached in a relaxed and friendly way – as with any other customers, but some specific guidance is offered which can help service providers be more confident in their interactions, for the benefit of both the clients/tourists and the providers.

Contents

Expectations of customers with disabilities who desire a quality service from staff and agents of the providing organisations, throughout the whole tourism service chain. Attitudes and behaviours that foster positive communications, ensuring that providers deal confidently and properly with the clientele, ensuring their satisfaction with the service.

Online supporting material

Videos
The Dos and Don'ts of Disability
https://www.youtube.com/watch?v=hVFjS_BdZiI

How to Interact with Customers with a Disability
https://www.youtube.com/watch?v=6z4IT-N3gTk

Top 5 - Mistakes dealing with disabled people
https://www.youtube.com/watch?v=HXEEh6UteEo

Communicating with people with disabilities: Ask Me First
https://www.youtube.com/watch?v=VH0To4kXwfs

Documents
EVERYONE IS WELCOME AT SCANDIC
available in the project Google Drive Folder within the sub-folder "Training activities":
https://drive.google.com/drive/folders/1d5UNSUIV61fs9eEKjETc13ez2Fh99j91

Disability etiquette
available in the project Google Drive Folder within the sub-folder "Training activities":
https://drive.google.com/drive/folders/1d5UNSUIV61fs9eEKjETc13ez2Fh99j91

The Rule for Service Dogs – Behaviour etiquette
available in the project Google Drive Folder within the sub-folder "Training activities":
https://drive.google.com/drive/folders/1d5UNSUIV61fs9eEKjETc13ez2Fh99j91

Learning Unit N°9 - "Customer Care"
2 hours online
1 hour face-to-face

Objective
The goal of this learning unit is to define Customer Care as one of the managerial strategies of a company and to analyse the different components and the problem solving techniques. It shows how to manage the clientele with disabilities in an organised system to offer the product, promote loyalty of customers through appropriate techniques, manage complaints and involve the whole staff structure of the company in identifying the solutions to critical situations (quality circles), provide assistance in any circumstance as required by the customer.

Contents
Customer Care methods to be applied, specifically towards customers with specific access requirements.
The five rules and the four pillars of Customer Care. CSI procedures.

Online supporting material

Videos
Improving Customer Service for People with Disabilities
https://www.youtube.com/watch?v=ViraivX2o2k

How Can I Help You?
https://www.youtube.com/watch?v=bARpvRDwiGc&t=301s

YOU CAN MAKE A DIFFERENCE - DISABILITY SERVICES COMMISSION
https://www.youtube.com/watch?v=093WKOanMtI

Documents
Accessible Ontario – Customer Service (PDF)
https://drive.google.com/open?id=1Mb9Ge2jPPGDNoQAnrCA_5g9Y85L_tCHo

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Learning Unit N°10 - "Handling unforeseen situations"
1 hour online
2 hours face-to-face

Objective
The goal of this learning unit is to identify the possible critical situations which may happen before, during and after the travel and may create discomfort, poor service and inefficiency in the provision of a tourism product. The desired condition will be the smooth delivery of all the services included within the Tourism Service chain, thus meeting the needs of all customers, including persons with disabilities and others with specific access requirements.
The learning unit shows how to recognise a range of critical situations and react in a proactive way to reduce/minimise the problem. The trainer should be able to teach others how to improve the following skills:

* Be aware of the entire structure of the service the company is providing and the connections with service providers who contribute to the complete delivery of the service.
* Have a full vision/understanding of how and where to intervene with internal and external providers to make sure that the problem will be solved promptly.
* Verify the proposed solution with the customer.

Contents
Description of possible situations which may happen and which might create a problem/failure in the delivery of the tourism package or activity.
Identification of the organisations/companies, both public and private, which have the responsibility to intervene to solve the problem.

Online supporting material

Videos
Tips for Travelers with Disabilities
https://www.ricksteves.com/travel-tips/trip-planning/travelers-with-disabilities

Top accessible travel tips from 8 disability wheelchair Travel bloggers
https://wheelchairtravel.org/top-accessible-travel-tips-from-8-disability-wheelchair-travel-bloggers/

A week in the snow
https://www.youtube.com/watch?v=Q48yzA7A_t4&list=PLwhqPeKkf5njWbTqk2BV26FetH9C0crDX&index=16

LEARNING MODULE N° 3 - "The Accessibility Assessments"
6 hours online
8 hours face-to-face

Learning Unit N°11 - "Accessibility Information Schemes"
1 hour online
1 hour face-to-face

Objective
Throughout Europe – and across the world – at least 100 national, regional and local "Accessibility Information Schemes" (AIS) have been developed with the aim of gathering accessibility information and distributing this to visitors with disabilities and other specific access requirements.
The goal of this learning unit is to present a range of Accessibility Information Schemes, studying some of them and examining their main differences and similarities. The teacher will be able to transfer the following skills to the trainees:
- being able to understand the complexity of data gathering
- knowing how it is possible to apply one existing scheme for auditing, or self-auditing of a tourism venue or facility.

Contents
The Accessibility Information Schemes differ considerably from one another, reflecting their diverse organisational bases, business models, target groups, marketing strategies and other factors. Despite some attempts to "harmonise" the data-collection processes and the accessibility information which goes into these schemes, there is no single approach or model that is universally adopted. Quality factors for AIS including objectivity, accuracy and reliability of measurements and descriptions, ease of use, and management of audit data.

Online supporting material

Documents
Pantou, the Accessible Tourism Directory, AIS list.
https://pantou.org/accessibility-info

Enabling Access to Tourism through information schemes (2008, Buhalis, Michopoulou, Eichorn, Miller)
https://www.researchgate.net/publication/256987111_Enabling_access_to_tourism_through_information_schemes

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Learning Unit N°12 - "Access statements and collection tools"
2 hours online
2 hours face-to-face

Objective
The goal of this learning unit is to present the access statements and their importance in presenting the accessibility features of a service or a facility/venue. At the same time, it presents different collection tools that are used to gather information in a correct way.

Contents
The unit presents the "Pantou access statement", the tools to prepare an access statement by VisitEngland and a video on its importance.

Online supporting material

Videos
Video-access statement
https://www.youtube.com/watch?v=Zje06pSuZxc&t=101s

Documents
Pantou Access Statement Tool
https://pantou.org/access-statement

VisitEngland Access Statement Tool
https://www.visitbritain.org/business-advice/make-your-business-accessible/create-accessibility-guide

Example Access Statement: Royal Botanic Garden Edinburgh, UK
https://www.rbge.org.uk/media/6696/access-statement-edin-2019.pdf

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Learning Unit N°13 - "Developing an Access Audit, auditing techniques"
3 hour online
5 hours face-to-face

Objective
The goal of this learning unit is to teach how to make an access statement using a collection tool. The learning trainers will be able to perform an accessibility audit of a tourism venue.

Contents
The learning unit presents the audit tool of the "Pantou Access Statement" and a guide to perform an accessibility audit.

Online supporting material

Videos
Do your own assessment
https://www.youtube.com/watch?v=kmum3BtR3M4&t=108s

Documents
Toolkit for accessibility self-assessment – source ALL Project
available in the project Google Drive Folder within the sub-folder "Training activities":
https://drive.google.com/drive/folders/1d5UNSUIV61fs9eEKjETc13ez2Fh99j91

Pantou Access Statement
https://pantou.org/access-statement

LEARNING MODULE N° 4 - "Information and communication"
5 hour online
4 hours face-to-face

Learning Unit N°14 – "Providing information to customers with access requirements"
1 hour online
1 hours face-to-face

Objective
The goal of this learning unit is to show how to provide accurate and reliable information on the basic aspects of accessibility in different stages of travelling (browsing, booking, before leaving, when arriving, getting in, enjoying the experience) in order to allow customers with specific access needs to make informed choices.
It shows how to analyse the collected accessibility data (see Learning Module 3) according to the access requirements of customers and how to deliver information in a simple and clear way.
It also provides the basic knowledge to verify the already existing information about accessibility and to analyse and use existing information schemes and their features related to the customers' needs.
As the information given to tourists should itself be attentive to the accessibility requirements (in printed documents, websites, audio and other formats), the unit introduces the general principles concerning accessibility criteria for the design, implementation and provision of tourism information, according to the principles of Universal Design.

Contents
Presentation of characteristics of information.
Criteria for the analysis and review of the gathered information on accessibility.
Finding and analysing existing information, understanding information reliability.
Analysis of various Accessible Information Schemes and Access Statement Templates.
Guiding principles related to Universal Design of customer information and communication.
Key elements to provide accessible information.

Online supporting material

Videos
Providing Accessibility Information
https://www.youtube.com/watch?v=4YKnhxpV5IM

How to give the right information about accessibility services
https://www.youtube.com/watch?v=KePaTd0qI4E

What does this symbol actually mean?
https://www.youtube.com/watch?v=ppNYZq-hYTw

Documents

Improving information on accessible tourism for disabled people (2004)
https://op.europa.eu/en/publication-detail/-/publication/37988a99-87b7-426a-8a62-6f2227e74424

Recommendations on accessible information in tourism (2016)
https://www.e-unwto.org/doi/book/10.18111/9789284417896

Information as A Factor Of The Development Of Accessible Tourism For People With Disabilities (2019)
https://www.researchgate.net/publication/333539697_Information_as_a_Factor_of_the_Development_of_Accessible_Tourism_for_People_with_Disabilities

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Learning Unit N°15 - "Best techniques for different media"
2 hour online
1 hours face-to-face

Objective
The aim of this learning unit is to analyse in detail how to make information accessible, understandable and usable by as many customers as possible. This entails the use of different means of communication, according to the specific access requirements of visitors with disabilities and other tourists. Information on the accessibility of a facility or service should be delivered in accessible formats and ways that are appropriate to the target audiences of potential visitors, allowing them to make well-informed travel choices. The LU shows how to design accessible information in different formats and deliver it through different channels/media: print materials, on a website, over the phone, in person, etc.

Contents
The layout, style and content of the information to meet the requirements of customer with specific access requirements according to the chosen media: printed material, digital documents, audio visual-content, websites, apps, signage, etc.

Online supporting material

Videos
Make Technology Work for Everyone: introducing digital accessibility
https://www.youtube.com/watch?v=8Ik_LHmZx8Y

Documents
Universal Design Toolkit for Customer Engagement
https://www.visitbritain.org/sites/default/files/vb-corporate/business-hub/resources/communication_toolkit_business_case_overview.pdf

Written Communication
https://www.visitbritain.org/sites/default/files/vb-corporate/business-hub/resources/communication_toolkit_written_communication.pdf

Face-to-Face, Telephone & Video Communication
https://www.visitbritain.org/sites/default/files/vb-corporate/business-hub/resources/communication_toolkit_face_to_face.pdf

Electronic & Web Based Communication
https://www.visitbritain.org/sites/default/files/vb-corporate/business-hub/resources/communication_toolkit_web_electronic_communication_compressed_0.pdf

Dos and Don'ts of accessible communication
https://www.visitbritain.org/sites/default/files/vb-corporate/business-hub/resources/business_disability_forum_infographic_communicating_with_disabled_customers.pdf

Irish NDA National Disability Authority_ Make your information more accessible
http://nda.ie/Resources/Accessibility-toolkit/Make-your-information-more-accessible/

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Learning Unit N°16 - "Marketing accessibility"
2 hours online
2 hours face-to-face

Objective
The goal of this learning unit is to show how the tourism industry can promote accessibility and attract the inclusive tourism market.
It provides insights into how marketing can influence the consumer relationship at every stage of the tourism value chain and features tools and techniques to establish better connections with customers with specific access requirements.
It explains how prospective customers search for accessibility information, what types of communication channels they value and what prompts them to book.
In today's digital world, maximising the opportunities of digital channels and social media is the key to engaging with customers, therefore this learning unit analyses how tourism operators can make good use of web and social media tools when addressing customers with specific access requirements.
Finally, it presents some good communication strategies and practices by tourism destinations and businesses around Europe.

Contents
Key tools for marketing accessibility
Importance of digital marketing and social media for accessible tourism
Examples of effective marketing communication strategies and practices

Online supporting material

Documents
Speak Up! A guide to marketing your accessibility (2013)
https://www.visitbritain.org/sites/default/files/vb-corporate/Documents-Library/documents/England-documents/speak_up.pdf

Inclusive Tourism – 10 tips
https://www.visitbritain.org/sites/default/files/vb-corporate/business-hub/resources/top_10_tips_inclusive_tourism_2.pdf

Travability Accessibility Marketing Guide
http://www.travability.travel/content/accessibility-marketing-guide

Accessible Tourism Marketing Strategies and Social Media
https://www.europewithoutbarriers.eu/download/21_Dimitrios-Buhalis.pdf

Best practices
Hotel Scandic
https://www.scandichotels.com/always-at-scandic/special-needs

Van Gogh Museum
https://www.vangoghmuseum.nl/en/plan-your-visit/accessibility

VISITFLANDERS
https://www.visitflanders.com/en/accessibility/?country=en_US