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TAD - The Ability Tourism Advisor Course

Guide for trainers



TAD
The Ability Advisor

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TAD E-learning terms and conditions

The TAD Accessibility Advisor course has been developed by the partners of the [TAD](#) consortium. The partners have created a body of original content, supplemented by numerous publicly available resources (such as articles, guidelines and videos), created and published by other authors.

All the authors of the individual and joint works contained in the TAD course are recognised as copyright holders of those works. In keeping with the funding conditions of the ERASMUS+ programme, all training materials are treated as [Open Education Resources](#) (OER) meaning that documents, media, software or other materials produced by the TAD partnership are freely available for the public under an open license. As beneficiaries, the TAD consortium ensures that these OER are shared in an editable digital form, freely accessible through the internet (without cost, registration or other restrictions), and are shared on a suitable and freely accessible platform, thus not just a project or institution specific website. The open access requirement is obligatory and is without prejudice to the intellectual property rights of the grant beneficiaries.

Training modules developed for TAD

Action	Possible YES/NO	How do I proceed?	Who do I contact?
Use / translate the modules as they are	YES	As the modules are made within the European project and are already available through TAD training portal, owned by Panevėžys Labour Market Training Center, it is possible to use them without modifying them for other purposes quoting the owners (the European Commission and the partnership of TAD). In case of translation, please mention “translated from the English original”.	There is no need to contact the partnership, but the partnership would be anyway pleased to be informed of any use of the produced material. Please contact: enat@accessibletourism.org ; projektai@paneveziodrnc.lt

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<p>Modify the modules</p>	<p>Yes</p>	<p>The open licence applied to educational resources produced with the support of Erasmus+ allows the public (i.e. any third parties) at the minimum to freely:</p> <ul style="list-style-type: none"> ● Use the work; ● Adapt the work as needed (e.g. translate, shorten, modify for local contexts, etc.); ● Reproduce and share the original or adapted work with others (e.g. with students in the classroom, online, with peers, etc.). <p>The TAD partners note, however:</p> <ul style="list-style-type: none"> ● That the creator (“TAD Partnership”) has to be indicated whenever the work or a derivative is used or shared; ● That the work cannot be used commercially (e.g. sold by others, integrated in a commercial textbook, etc.); ● That any derivatives have to be shared under the same open licence or licensing terms. <p>(See: ERASMUS + Open Licence and Intellectual Property Rights)</p>	<p>There is no need to contact the partnership, but the partnership would be anyway pleased to be informed of any use of the produced material. Please contact: enat@accessibletourism.org ; projektai@paneveziodrmc.lt</p>
<p>Quote / translate parts of the contents</p>	<p>Yes</p>	<p>The content of the modules can be quoted if the source and the authors are reported. In case of translation, please mention “translated from the English original”.</p>	<p>There is no need to contact the partnership, but the partnership would be anyway pleased to be informed of any use of the produced material. Please contact: enat@accessibletourism.org ; projektai@paneveziodrmc.lt</p>

Organisation of TAD training sessions using the training portal

Action	Possible YES/NO	How do I proceed?	Who do I contact?
Request additional support (teaching/ tutoring) when using the TAD Platform.	Yes	Stakeholders/organisations may ask the partnership to provide support for a Training experience with tutors of the project partnership. A fee will be asked to pay for the tutoring and the administration of the training experience. The number of foreseen participants in the course could affect the budget.	You should contact the project coordinator and the partnership. Please contact: projektai@paneveziodrmc.lt enat@accessibletourism.org
Move the contents on another platform	Yes	It could be possible to ask the TAD partnership to move the platform to another URL to advertise and to perform a new TAD training experience, e.g. in a language not currently offered on the TAD e-learning platform. It is necessary to contact the partnership to agree on the level of involvement of the TAD partners and experts and to coordinate the transfer of data with the IT experts of TAD. In any case, the “TAD Partnership” and ERASMUS+ funding must be quoted as the source and funding programme which produced the training course.	You should contact the project coordinator and the partnership. Please contact: projektai@paneveziodrmc.lt enat@accessibletourism.org
Using content and platform with another group of coordinators	Yes	In principle it is possible, but the partnership will want to be sure that the quality of the coordinators and the tutors of the new TAD training experience will be the same as the one of TAD. In any case, the “TAD Partnership” and ERASMUS+ funding must be quoted as the source and funding programme which produced the training course.	You should contact the project coordinator and the partnership. Please contact: projektai@paneveziodrmc.lt enat@accessibletourism.org

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Putting fees for the completion of the TAD training experience	Yes	In principle it is possible to ask for a fee to the participants to the TAD training experience, but only to have a certificate of proficiency , which will have to be tested by selected experts/trainers. As a common practice, open on-line courses are free for everyone to surf and interact. On the other hand, a fee can be asked to get a proficiency certificate, where additional training, mentoring or assessment is provided . A budget should be taken into account for the activity of testing and delivery of certificates, and a group of qualified experts should be appointed.	You should contact the project coordinator and the partnership. Please contact: projektai@paneveziodrnc.lt enat@accessibletourism.org
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Course Modules summary

MODULES	DESCRIPTION
1. Introduction to Accessible Tourism	<p>This module introduces the concept of tourism for all, based on comprehensive and shared experience and data emerging from different recent studies of supply and demand. It introduces the background of tourism for all and the most significant experiences undertaken in the specific area and analyses the legislative framework of reference at European and international level.</p> <p>The concepts of Design for All and Universal Design is explained to introduce the learner meaning of inclusion and mainstreaming in the domain of accessible tourism.</p>
2. Access needs of tourists	<p>This module allows to examine the diversity of tourists with access needs, including people with various types of disabilities, referring to their specific requirements, so as to provide appropriate services/products for each customer. Learners will be able to examine the possibility to develop solutions for different types of customers as well as solutions which can serve the broadest number of users.</p>
3. Customer care	<p>This module examines all aspects of the relations between the tourism operators, or the service suppliers and the tourists as customers. The principles of a good welcoming will be taken into account as well as the assumption of correct behaviours and attitudes towards people with disabilities and specific access needs.</p>
4. How to measure accessibility of tourist environments and services	<p>This module focuses on the way to assess the built environment and services offered, according to Universal Design principles. 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). The module also raises awareness of the critical steps of a collection tool.</p>

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<p>5. How to communicate accessibility</p>	<p>This module explains how to analyse collected accessibility data according to the needs of customers and how to be able to deliver structured information which is accurate, reliable, simple and clear. It includes the ways to communicate the analysed information through different channels to the customers.</p> <p>Trainees will be aware of why accessibility of information is important to customers and businesses in the tourism sector and will be able to guide his/her clients to make their information policy accessible.</p>
<p>6. The Ability Advisor role: entrepreneurial skills - how can the TAD advisor act</p>	<p>This module explains how Ability Advisors could apply their skills in different parts of the tourism chain. It is explained how the advisor can contribute to the quality of the business or tourist service as an employee, as a consultant for tourism businesses, or as an expert appointed by a tourism organization or a local institution. A focus on national legislation and procedures is given for each country participating in the experimentation phase of the project. Moreover, it is explained how to filter the requests of tourists with various access requirements, including tourists with disabilities, and to present strategic plans to business owners or project planners and decision makers, as well as advice regarding specific access issues.</p>

Time structure of the course

The total course is **80 hours**, distributed by **40 h face to face**, **20 h e-learning** and **20 h Work based learning**.

Modules	Hours			
	Total	Face-to Face (F2F)	E-learning	WBL
Module 1	10	5	5	0
Module 2	8	5	3	0
Module 3	8	5	3	0
Module 4	13	10	3	0
Module 5	13	8	5	0
Module 6	28	7	1	20
Total	80	40	20	20

The course structure above is indicative. The course model using the following teaching / learning methods: face to face, e-learning, work based learning, has been tested during the pilot course, but depending on the needs of the learners (tutors), the course material can be absorbed using only one of these learning methods e.g. individual study of the material, provided on-line. Face to face learning and work based learning activities can give additional value to the learner to gain the necessary knowledge and test them in practice.

Description of the Modules

MODULE 1. Introduction to Accessible Tourism

This module introduces the concept of tourism for all, based on comprehensive and shared experience and data emerging from different recent studies of supply and demand. It introduces the background of tourism for all and the most significant experiences undertaken in the specific area and analyses the legislative framework of reference at European and international level.

The concepts of Design for All and Universal Design will be explained to introduce the meaning of inclusion and mainstreaming in the domain of accessible tourism.

Skills – LEARNING OUTCOMES

The trainees will be able to:

1. Understand the value of the market
2. Plan strategies to adapt service to Tourism for All
3. Understand the buying habits of potential customers
4. Define proper marketing strategies and offers to reach the diverse range of customers

Theoretical-technical skills:

1. To know the meaning of the term Tourism for All
2. To know the main activities carried out in this field
3. To know the trends and the sector economic relevance
4. To know the profiles of customers and their buying behaviour

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Contents

- Background to the concept of Tourism for All, equal opportunities, integration and inclusion
- The potential economic impact of “Tourism for All” on the tourism market
- Studies and researches in Europe and worldwide
- Interpreting data on the tourism target and expected results and trends.
- Introduction to the legislative framework, from the recognition of the equal rights of people with disabilities to the national legislation on the removal of architectural barriers and the provisions for inclusion; UNCRPD and the social/environmental model of disability, European Accessibility Act.
- Design for All / Universal Design strategies and goals for the design of accessible environments, products, and services (including information).

Module 1. Introduction to Accessible Tourism (total : 10 h)				
Learning Outcomes	Duration (h)	Topics/Contents	Activities/tasks for trainees	Learning Resources
1.To know the meaning of the term Tourism for All	1/1 (face-to-face / e-learning)	Background to the concept of Tourism for All, equal opportunities, integration and inclusion	Class lecture Readings from the online module. Final QUIZ	Handout, videos and online documents
		Introduction to the legislative framework, from the recognition of the equal rights of people with disabilities to the national legislation on the removal of architectural barriers and the provisions for inclusion; UNCRPD and the social/environmental model of disability, European Accessibility Act	Class lecture Readings from the online module. Final QUIZ	Handout, videos and online documents

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2. Plan strategies to adapt service to Tourism for All	0,5/0,5 (face-to-face/ e-learning)	The potential economic impact of “Tourism for All” on the tourism market	Class lecture Readings from the online module Final QUIZ	Handout, videos and online documents
		Studies and researches in Europe and worldwide	Class lecture Readings from the online module Final QUIZ	Handout, videos and online documents
3. Understand the buying habits of potential customers	1,5/1,5 (face-to-face/ e-learning)	Interpreting data on the tourism target and expected results and trends	Class lecture Readings from the online module Final QUIZ	Handout, videos and online documents
4. Define proper marketing strategies and offers to reach the diverse range of customers	2/2 (face-to-face/ e-learning)	Design for All / Universal Design strategies and goals for the design of accessible environments, products, and services (including information)	Class lecture Readings from the online module Final QUIZ	Handout, videos and online documents

MODULE 2. The access needs of tourists with disabilities and others

This module allows participants to examine the diversity of tourists with access needs, including people with various types of disabilities, referring to their specific requirements, so as to choose appropriate services/products for each customer. Participants will then examine the possibility to develop service solutions for different types of customers, as well as necessary improvements which can serve the broadest number of users.

Skills – LEARNING OUTCOMES

The trainees will be able to:

1. Understand the disability/special needs in the context of the particular tourism service;
2. Recognise special needs linked to the different types of disabilities
3. Anticipate the need of customized service/environment for the different types of customers
4. Design service structures which include the widest range of users

Theoretical-technical skills:

1. To know the characteristics of different typologies of disabilities
2. To know the main access needs of tourists related to different disabilities
3. To know how the design of the service/offer should match the access needs of customers
4. To know what are the main problems and barriers encountered in the existing tourism offer by people with disabilities and others who may have specific access requirements

Contents

1. The I.C.F. (International Classification of Functioning, Disability and Health)
2. The different types of disabilities and other users (short description):
 - a. *Physical disabilities:*
 - mobility impairments;

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- motor impairments.

b. *Sensory impairments:*

- blindness and low vision;
- hearing loss and deafness;
- impaired or reduced sense of touch;
- impaired or reduced sense of smell and taste.

c. *Cognitive impairments/ learning difficulties:*

e. *Other users:*

- seniors;
- families with the developing child;
- people of very large or very small stature;
- having speech impairment;
- not understanding the language;
- having allergies;
- epileptic.

3. Barriers, dangers and facilitators encountered in the existing tourism offer by people with disabilities and others who may have specific access requirements.

4. Support instruments and equipment for the different types of disabilities and other users:

- physical disabilities;
- sensory disabilities;
- cognitive impairments;
- other users.

5. The design of the service/adaption for the special needs of the customers.

6. Examples of good practices of accessible services by the different types of customers.

7. Tourism experience by the people with the specific access requirements.

Module 2. The access needs of tourists with disabilities and other (total: 8 h)				
Learning Outcomes	Duration (h)	Topics/Contents	Activities/tasks for trainees	Learning Resources
Anticipate the need of customized service/environment for the different types of customers	1 /1 (face-to-face/ e-learning)	<ul style="list-style-type: none"> - Framework of the service of the clients with the specific access requirements - Evaluation of the service in the context of the specific needs of the particular client 	<p>Identification of own/ colleagues' possible special access requirements for particular tourism service.</p> <p>Discussion on the questions that might be important to service personnel working for a tourism service provider, and find possible solutions for provided situations.</p>	<p>Practical ICF manual: https://www.who.int/classifications/drafticfpracticalmanual2.pdf?ua=1 The ICF framework: https://www.unece.org/fileadmin/DAM/stats/documents/ece/ces/ge.13/2008/zipp.2.e.pdf Video about ICF usability: https://vimeo.com/164742298 ICF e-learning tool/ quiz: https://www.icf-elearning.com</p>

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<p>Understand the key points of the service for the clients with the specific access requirements</p>	<p>1 (face-to-face learning)</p>	<p>Peculiarities of specific impairments and their caused disabilities</p>	<p>Absorption of the information about specific impairments/needs:</p> <ul style="list-style-type: none"> - Distinguish, compare and collate key points of the tourism service to respond to the needs of the clients with the specific access requirement; - Discuss the inspiring travel experiences among students friends, relatives etc. 	<p>Invisible disabilities: https://www.disabled-world.com/disability/types/invisible/ Motor/mobility impairments: https://www.healthyplace.com/neurodevelopmental-disorders/motor-disorders/what-are-motor-disorders-signs-symptoms-causes-treatments https://www.disabled-world.com/disability/types/mobility/ Solving the communication difficulties: https://www.nhs.uk/conditions/social-care-and-support-guide/practical-tips-if-you-care-for-someone/how-to-care-for-someone-with-communication-difficulties/ Simulation activities to understand issues of people with visual/hearing impairment: https://www.teachingvisuallyimpaired.com/simulation-activities.html http://www.hearinglikeme.com/hearing-loss-simulator/ Tourism services for the older tourists: http://www.silvertourism.eu/ficheros/archivos/2017_10/io2FinalVersionOpt.pdf</p>
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				<p>Travel experiences of the customers with the specific access needs (e.g. Story of the world explorer who travels blind: https://www.mappingmegan.com/can-blind-people-travel/</p>
<p>Respond adequately to the specific needs expressed by the different types of customers</p>	<p>2 /1 (face-to-face/ e-learning)</p>	<p>Important tips for the tourism service provider to meet the specific needs of the different types of customers</p>	<p>Evaluation of the different products/services suitability for a person with specific access requirements.</p> <p>Evaluation of the client needs / service solutions for a specific access requirements in line with the provided information/ examples.</p>	<p>Tourism examples, adjusted for persons with motor/visual/hearing/ impairments: https://www.vangoghmuseum.nl/en/plan-your-visit/accessibility Treating People with Intellectual Disabilities with Respect: https://www.youtube.com/watch?v=nc9aAY6-ujQ Example of the hotel, welcoming clients having allergy https://www.hotelcalipolis.com/en/hotel/allergy-friendly-hotel/ Symptoms of allergic reaction necessary help: http://www.sja.org.uk/sja/first-aid-advice/illnesses-and-conditions/allergic-reactions.aspx Symptoms of epilepsy/ necessary help:</p>

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				https://www.youtube.com/watch?v=4gWPFCFmRII
Design service structures which include the widest range of users	1/1 (face-to-face/e-learning)	Recognitions of the possible barriers/ necessary amendments for the people with the specific access requirements	Review/ discussion on the examples of different possible service barriers and drafting of the plan to respond them in accessible way.	Physical obstacles for the people with the mobility impairments: https://www.youtube.com/watch?time_continue=4&v=IlyHpOMdbvY

MODULE 3. Customer Care

This module examines all aspects of the relations between the tourism operators, or the service suppliers and the tourists as customers. The principles of a good welcome will be explained as well as how to show appropriate behaviour and attitudes towards people with disabilities and specific access requirements.

Skills – LEARNING OUTCOMES

You will be able to:

- Relate properly to tourists with specific access requirements
- Welcome tourists with disabilities and other access requirements
- Cater for tourists' access requirements in a satisfactory way
- Adapt a Customer Relationship Management system in line with accessibility requirements within the organisation

Theoretical-technical skills:

1. To know welcoming techniques
2. To know interpersonal communication techniques
3. To know basic techniques of problem-solving
4. To be able to approach customers fairly in correct communicating and catering manner.

Contents

- Concepts of autonomy and integration, independent living principles
- Prejudices and stereotypes: self-analysis and self-evaluation to counteract personal biases
- Understanding the desires and the abilities of people with disabilities – Psychology of the Disability
- How to relate to the customer with disabilities: behaviour and body language
- Management of specific situations/ complains

MODULE 3: Customer Care (total: 8 h)				
Learning Outcomes	Duration (h)	Topics/Contents	Activities/tasks for trainees	Learning Resources
1. Identify significant stages in the accessible service process	1 (face-to-face learning)	Appropriate and accessible service: the importance of the staff training - Basic principles of the accessible service standard	Understanding the practical approach to the concept of autonomy, and integration, independent living principles: survey and the discussion in line with the provided video.	Possible failures in serving the customers with specific needs: https://www.youtube.com/watch?v=Gv1aDEFIXq8 Independent living principles: https://www.independentliving.org/docs5/RoleofOrgDisPeople.html
2. Understand the individual role of the service provider for the service accessibility	1 /1 (face-to-face/ e-learning)	- Determination of individual prejudices and stereotypes towards persons with disability - Use of the people first language	Evaluation of on stereotypes that are associated with a person with the disability and specific access requirements by implementation of provided task: Portrait of a person with a disability.	The stereotypes media using to portray people with disabilities: https://www.hwms.com.au/about-us/blog/run-forest-run-disability-stereotypes-in-the-media/ How people with specific access requirements - disabilities, deal with the stereotypes and prejudices: https://www.youtube.com/watch?v=HqQH4kmoSYE
3. Cater for tourist's access requirements in a satisfactory way	2 /2 (face-to-face/ e-learning)	Verbal and non-verbal communication with clients with the specific access needs: - welcoming techniques	Evaluation of the different client needs / choosing the appropriate way of communication for the client with the specific access	Disability etiquette: https://www.unitedspinal.org/disability-etiquette

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		<ul style="list-style-type: none"> - information relevant to the customer - interpersonal communication techniques - important details of the environment of the service 	requirements in line with the provided information/ examples	<p>Experiences of the service use of the customers with the specific access needs (e.g. Experience by the deaf traveler - communication issues has to be solved: https://thedeaftraveller.com/2018/04/26/tips-communicating-deaf-travellers/)</p>
4. Set up a correct Customer Relationship Management system within the supplier organisation	1 (face-to-face learning)	<p>Accessibility of service:</p> <ul style="list-style-type: none"> - handling customer complains; - code of good conduct 	Practical approach: handling of the conflict situations - discussion in line with the provided video.	<p>Code of good conduct: https://www.accessibletourism.org/?i=enat.en.enat-code-of-good-conduct</p>

MODULE 4. How to measure the accessibility of the tourism environment

This module focuses on the way to assess the built environment and services offered, according to Universal Design principles. 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). The module also raises awareness of the critical steps of a collection tool.

Skills – LEARNING OUTCOMES

The trainees will be able to:

1. Identify an accessible product/service
2. Evaluate the accessibility of a product or service
3. Measure and describe and photograph key accessibility features and barriers, using appropriate tools and methods
4. Evaluate the quality of facilities and services in terms of their accessibility for different types of users.

Theoretical-technical skills:

1. Understanding of key concepts and issues in the collection of accessibility data related to tourism facilities and services,
2. To know principles and good practice in presenting accessibility information for visitors with disabilities and specific access requirements

Contents

- Presentation of key evaluation criteria and their use
- Presentation of different schemes for analysing accessibility
- Presentation on how to verify and evaluate accessibility
- Practical examples for assessing accessibility
- Photo material of good and bad examples
- Legislation and its influence on accessibility

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- Managing and use of a collection tool
- OSSATE Photo and measurement Guide
- ENAT Access Statement (from Pantou.org)
- Other Accessible Information Schemes (AIS)

MODULE 4: HOW TO MEASURE THE ACCESSIBILITY OF THE TOURISM ENVIRONMENT (total : 13 h)				
Learning Outcomes	Duration (h)	Topics/Contents	Activities/tasks for trainees	Learning Resources
1. Identify an accessible product/b service	3/1 (Face-to-face/ e-learning)	How should be provided a welcoming environment and services that are appropriate to all those who may wish to visit and enjoy the offer.	Explain how to carry out an accessibility checks or “audit”.	Examples, case histories, youtube videos. https://www.age-platform.eu/ https://www.anec.eu/ http://www.edf-feph.org/
2. Evaluate the accessibility of a product or service	2/2 (Face-to-face/ e-learning)	Criteria to evaluate a product or service.	Explain functional/technical requirements for an accessible product or service. Show examples of tools used to evaluate a product or service.	Examples, case histories, youtube videos.

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<p>3. Measure and describe and photograph key accessibility features and barriers, using appropriate tools and methods</p>	<p>3 (Face-to-face/ e-learning)</p>	<p>How to verify an accessible product or service.</p>	<p>Explain functional/technical requirements for an accessible built environment and tourism infrastructures.</p>	<p>Examples, case histories, youtube videos. https://www.ted.com/talks/elise_roy_when_we_design_for_disability_we_all_benefit.</p>
<p>4. Evaluate the quality of facilities and services in terms of their accessibility for different types of users.</p>	<p>2 (Face-to-face)</p>	<p>How to verify an accessible product or service.</p>	<p>Explain different approach for different types of users:</p> <ul style="list-style-type: none"> - people with mobility and sensory impairments and people with mental disabilities; - visitors with Food Intolerance or Special Dietary Requirements; - families with Small Children and Elderly People 	<p>Examples, case histories, youtube videos. https://www.visitbritain.org/business-advice/make-your-business-accessible</p>

MODULE 5. How to communicate accessibility

This module explains how to analyse collected accessibility data according to the needs of customers and how to be able to deliver structured information which is accurate, reliable, simple and clear. It includes the ways to communicate the analysed information through different channels to the customers.

Trainees will be aware of why accessibility of information is important to customers and businesses in the tourism sector and will be able to guide his/her clients to make their information policy accessible.

Skills – LEARNING OUTCOMES

The trainees will:

1. understand the basic element of accessible communication
2. Get familiar with specific requirements of different distribution channels
3. Understand how to communicate accessible info in an accessible way according to different specific access needs of potential customers

Theoretical-technical skills:

1. To be able to make a diagnosis of communication channels and strategies of companies and organisations active in the tourism sector
2. To be able to design and improve the accessible communication strategy of companies and organisations active in the tourism sector
3. To be able to valorise information about accessibility to improve the business of companies and organisations active in the tourism sector

Contents

Module 5 is divided into three sections.

1. How to design accessible information: the first section introduces the principles relating to accessibility criteria for the design and implementation of information, in compliance with the principles of Universal Design.
 - The natural accessibility of communication
 - The principles of Universal Design in the information sector

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- The reference principles and the features of accessible information
 - The business case for Universally Designed communications
 - Written communication
 - Face-to-face, telephone and video communication
 - Electronic and Web-based communication
2. How to deliver accessible information: the second section, starting from the premise that the diffusion of information accessibility cannot disregard the accessibility of the information itself, describes the possible ways of transmitting information, reporting the main elements of the process.
- The reference framework
 - The sender
 - The message
 - The code
 - Graphic symbols
 - Graphic symbols and supporting texts
 - Code mix
 - The channel
 - The receiver
3. Information distribution experiences: the third section presents some examples and good communication practices that have been analyzed taking into account principles, tools and methods shared in the previous sections and using the proposed evaluation tools.
- Experience 1 - Royal National Theatre of London
 - Experience 2 - Hotel Scandic
 - Experience 3 - Airbnb
 - Experience 4 - AccessAble

MODULE 5: How to communicate accessibility (Total : 13h)				
Learning Outcomes	Duration (h)	Topics/Contents	Activities/tasks for trainees	Learning Resources
Understand the basic element of accessible communication	2/1 (face-to-face/ e-learning)	The reference framework of accessible communication; the accessibility of the information; the main elements of the communication process and the possible ways of transmitting information under the principle of accessibility.	<p>Face-to-face activities</p> <p>During the first section of the module, the trainees will be introduced to the basic elements of the accessible communication under the principle of the Universal design. They will also be introduced to the reading of the “Customer Communications Toolkit for the Public Service” a document that includes, in an effective synthesis, all the elements necessary to make a diagnosis of communication channels and strategies of companies and organisations active in the tourism sector.</p> <p>E-learning activities</p> <p>The e-learning activities foreseen the reading of the documents listed in “Learning Resources” (column on right).</p>	<ol style="list-style-type: none"> 1. “Recommendations on Accessible Information in Tourism”: the principles elaborated by the United Nations World Tourism Organization (UNWTO) in their technical manual. 2. “Customer Communications Toolkit for the Public Service” - A communication toolkit specifically designed under the principle of the Universal design. <p>For a more detailed view of the resources see the Annex list on Section 1</p>
Get familiar with specific requirements of different distribution channels	3/2 (face-to-face/ e-learning)	The reference framework in delivering accessible communication; the main elements of the process of delivering	<p>Face-to-face activities</p> <p>During the second section of the module, the trainees will be introduced to the basic elements of the delivering of accessible communication and to its five basic elements:</p> <ol style="list-style-type: none"> 1. information transmission methods 2. customization of information 	<ul style="list-style-type: none"> • https://www.gfk.com/en-gb/insights/press-release/promoting-accessible-tourism-can-positively-contribute-to-the-economy/ - The link opens a page on GfK Belgium (Growth from Knowledge) where it is possible to find a press release (11.05.2015) on the

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		<p>information on accessibility; different ways of delivering information.</p>	<p>3. coherence of information 4. training of the staff 5. regular updating of information They will be called to analyse each single point starting from a case story selected at local level or one out of the three suggested in the module.</p> <p>E-learning activities The e-learning activities foreseen the reading of the articles and documents listed in “Learning Resources” (column on right).</p>	<p>following topic: “Promoting accessible tourism can positively contribute to the economy”. GfK is a private company offering services of advanced analytics.</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=ppNYZq-hYTw - The video is published by TEDEd, has a duration of about 4 minutes and tells the story of the ISA symbol., it is in English and has subtitles. The title of the video is: “What does this symbol actually mean?” • https://www.youtube.com/watch?v=ctfukDRj9IA - A video on Visit Flanders accessibility label. The video lasts about two minutes and is presented both by reading and written text and sign language. <p>For a more detailed view of the resources see the Annex list on Section 2</p>
<p>Understand how to communicate accessible information in</p>	<p>3/2 (face-to-face/ e-learning)</p>	<p>Analysis of different experiences as described in Section 3 of the</p>	<p>Face-to-face activities The trainees will work surfing the Internet to explore the proposed websites: under the guide of the teachers they will be called to:</p>	<p>1. EveningStandard: Financial Times: The Reviews Hub (A selection of articles talking about the smart caption glasses offered by the National Theatre of</p>

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<p>an accessible way according to different specific access needs of potential customers</p>		<p>module (Experience 1 - Royal National Theatre of London; Experience 2 - Hotel Scandic; Experience 3 - Airbnb; Experience 4 - AccessAble)</p>	<p>1. identify the relevant elements of the communication strategies of the presented companies and organisation; 2. summarise and present to the class the collected elements.</p> <p>After these activities, the results will collectively summarised in a summary sheet.</p> <p>E-learning activities The e-learning activities foreseen the reading of the articles and documents listed in “Learning Resources” including the use of the website accessibility tool AChecker (column on right).</p>	<p>London to its clients).</p> <ol style="list-style-type: none"> 2. https://membercard.scandichotels.com/e-learning/accessibility/story_html5.html - The link to a course on accessibility provided by Scandic. The course lasts about 30 minutes and guides the user in exploring the interiors of a Scandic hotel and discovering the "facilities" that the chain makes available to its guests. 3. https://www.airbnbcitizen.com/designing-an-accessible-community/ - The Airbnb Accessibility declaration. 4. AChecker and Webaim (tools to measure the accessibility of websites) 5. https://www.accessable.co.uk/access_symbols - The page shows the system of symbols used by AccessAble in describing the features of all the reviewed venues. <p>For a more detailed view of the resources see the Annex list on Section 3</p>
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MODULE 6: The Ability Advisor role: entrepreneurial skills - how can the TAD advisor act

This module explains how the Ability Advisors could apply their skills in different parts of the tourism chain. It is explained how the advisor can contribute to the quality of the business or tourist service as an employee, as a consultant for tourism businesses, or as an expert appointed by a tourism organization or a local institution. A focus on national legislation and procedures is given for each country participating in the experimentation phase of the project.

Moreover, it is explained how to filter the requests of tourists with various access requirements, including tourists with disabilities, and to present strategic plans to business owners or project planners and decision makers, as well as advice regarding specific access issues.

Skills – LEARNING OUTCOMES

The trainees will be able to:

1. Understand the role of Ability Advisor in an enterprise/tourism sector;
2. Raise awareness about Accessible and Inclusive Tourism among tourism stakeholders (business owners, managers, workers, clients, etc) facilitating communication between supply (business owners) and demand (tourists with special needs);
3. Apply diagnostic instruments, develop action plans and advise business owners/managers;
4. Apply their skills in the environment of a concrete SME as an employee or as an independent consultant;

Theoretical-technical skills:

1. To be able to integrate Accessible tourism concepts in a working environment;
2. To understand the different roles in which his/her skills can be applied;
3. To understand how to be a spokesman/spokeswoman regarding accessibility (communication with external and internal stakeholders);
4. To be able to contact and work with disability organisations.

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Contents

- Local legislation;
- The Ability Advisor role in the tourism value chain;
- Entrepreneurial and Advisor skills development;
- Being Ability Advisor in different contexts (HORECA, Museum, Transport, Tour Agency, Touristic Activity, etc);
- Project/service definition:
 - Diagnostic: Observation Charts / Pantou / etc;
 - Enterprise/Organization Action plan: SWOT + PDCA;
 - Implementation of the Action Plan.

MODULE 6: The Ability Advisor role: entrepreneurial skills - how can the TAD advisor act (total: 28 h)				
Learning Outcomes	Duration (h)	Topics/Contents	Activities/tasks for trainees	Learning Resources
1. Understand the role of the Ability Advisor in an enterprise / tourism sector	1 (Face-to-face)	- Entrepreneurship; - Consultancy; - Accessibility Champion; - Ability Advisor role, responsibilities, challenges and opportunities;	- Individual presentation about “what makes a successful Ability Advisor” or “standard tasks of an Ability Advisor”	http://www.businessdictionary.com/definition/entrepreneurship.html#ixzz3xv9ci0nt https://www.entrepreneur.com/article/282962 For inspiration you can read here https://www.businessnewsdaily.com/7275-entrepreneurship-defined.html what 20 company founders and business leaders told Business News Daily about what they think makes a truly successful entrepreneur. https://www.dictionary.com/browse/consultant

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				<p>https://www.experience.com/advice/careers/ideas/consulting-the-skills-you-need-to-succeed</p> <p>You can reflect about this proverb: “Give a man a fish and you feed him for a day, teach a man to fish and you feed him for a lifetime”</p> <p>https://members.businessdisabilityforum.org.uk/resource-category/resource/the-role-of-the-accessibility-champion/ https://www.visitbritain.org/sites/default/files/vb-corporate/accessibility_champion_2_508v2.pdf</p> <p>TAD – A Tour Around: http://abilityadvisor.eu/wp-content/uploads/2018/11/A-Tour-Around_TAD.pdf</p> <p>Building a Regional Network for the Development of Accessible and Inclusive Tourism: http://www.perfil.com.pt/Brendait/documents/D2BRENDAITManual-ENG.pdf</p>
2. Raise awareness about Accessible and Inclusive Tourism among tourism stakeholders (business owners, managers, workers, clients, etc) facilitating communication	2 (Face-to-face)	<ul style="list-style-type: none"> - How to prepare and make a pitch; - Script of main ideas /contents from other modules to use in the pitch (what is Accessible and Inclusive Tourism, what are tourists with special needs, main types of special needs, requirements for 	<ul style="list-style-type: none"> - Small groups (2-3 persons) presentation and discussion of a script with the main ideas from other modules; - Individual pitch about Accessible and Inclusive Tourism targeted at a tourism business owner / manager 	<p>http://www.investorwords.com/3706/pitch.html</p> <p>http://www.businessdictionary.com/definition/elevator-pitch.html</p> <p>https://study.com/academy/lesson/business-pitch-definition-types-importance.html</p> <p>https://www.superoffice.com/blog/sales-pitch/</p>

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<p>between supply (business owners) and demand (tourists with special needs)</p>		<p>Accessible and Inclusive Tourism, examples of tourist needs that are different from common clients, advantages of providing accessible and inclusive tourism services);</p>		
<p>3. Apply diagnostic instruments, develop action plans and advise business owners/ managers</p>	<p>2 (Face-to-face)</p>	<ul style="list-style-type: none"> - Legislation; - Diagnostic methodologies; - Diagnostic tools; 	<p>Small groups (2-3 persons) presentation of a Diagnostic of a tourism service (different areas) supported with photos / descriptions /website information</p>	<p>https://data.dre.pt/eli/lei/46/2006/08/28/p/dre/pt/html https://data.dre.pt/eli/dec-lei/163/2006/08/08/p/dre/pt/html http://www.inr.pt/content/1/119/legislacao http://www.inr.pt/uploads/docs/acessibilidade/GuiaAcessEmobi.pdf Norma Portuguesa NP 4523-2014 relativa a Turismo Acessível em Estabelecimentos Hoteleiros (IPQ) https://data.dre.pt/eli/dec-lei/83/2018/10/19/p/dre/pt/html BRENDAIT Manual - Building a Regional Network for the Development of Accessible and Inclusive Tourism: http://www.perfil.com.pt/Brendait/documents/D2BRENDAITManual-ENG.pdf https://www.visitenglandassessmentservices.com/about/advisory-visits/ https://www.brightwork.com/blog/7-steps-effective-report-writing https://pantou.org/access-statement</p>

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				https://www.visitenglandassessmentse rvices.com/wp-content/uploads/2018/0 1/visitengland_national_accessible_sc heme_serviced_standards.pdf https://w ww.visitbritain.org/sites/default/files/vb- corporate/visitengland_national_acces sible_scheme_serviced_standards.pdf http://www.perfil.com.pt/Brendait/docu mentos.htm https://www.tur4all.pt/
	2 (Face- to-face)	<ul style="list-style-type: none"> - Planning cycle; - Planning tools; - Action Plan; 	Small groups (2-3 persons) presentation of an Action Plan for a tourism service (different areas) based on a Diagnostic report (including improvements and communication of current conditions)	https://www.mindtools.com/pages/articl e/newPPM_89.htm https://www.mindtools.com/pages/articl e/newTMC_05.htm https://www.mindtools.com/pages/articl e/newHTE_04.htm https://asq.org/quality-resources/new- management-planning-tools https://leankit.com/learn/project-manag ement/task-management-tool/ https://www.mindtools.com/pages/main /newMN_HTE.htm http://www.businessdictionary.com/defi nition/action-plan.html
	1 (e-learning)	- Legislation	Individual analysis of legislation	https://data.dre.pt/eli/lei/46/2006/08/28/ p/dre/pt/html https://data.dre.pt/eli/dec-lei/163/2006/ 08/08/p/dre/pt/html http://www.inr.pt/content/1/119/legislaa o http://www.inr.pt/uploads/docs/acessibi lidade/GuiaAcessEmobi.pdf

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				Norma Portuguesa NP 4523-2014 relativa a Turismo Acessível em Estabelecimentos Hoteleiros (IPQ) https://data.dre.pt/eli/dec-lei/83/2018/10/19/p/dre/pt/html
4. Apply their skills in the environment of a concrete SME as an employee or as an independent consultant	7 hours (Work based learning)	- Pitch; - Diagnostic; - Action Plan.	- 3 individual tasks (pitch / diagnostic / action plan) developed and implemented in one tourism SME (accommodation area).	WBL
	7 hours (Work based learning)	- Pitch; - Diagnostic; - Action Plan.	- 3 individual tasks (pitch / diagnostic / action plan) developed and implemented in one tourism SME (restaurant, tourism information or tourism activities area).	WBL
	6 hours (Work based learning)	- Pitch; - Diagnostic; - Action Plan.	- 3 individual tasks (pitch / diagnostic / action plan) developed and implemented in one tourism SME (any tourism area not covered in previous exercises).	WBL

Guidelines for work based learning

Aims: The practical part is planned as the concluding part of the training course and has the aim of putting into practice the knowledge of the learners in the field of “Tourism for all”. It should be conducted with the supervision of one or more trainers who participated in the course, using the evaluation tools included in each module.

Besides, it has the goal of introducing the learners to the role of the “*Ability Advisor*” whose mission and acquired skills can help SMEs operating within the tourism field to develop their business and service in the accessible tourism market. The Ability Advisor is therefore a new professional profile able to support - as an external advisor - micro, small and medium enterprises - that often do not have the internal resources to face the challenges of the accessible tourism market, to raise their awareness, their services and their business.

Instructions:

In their own local contexts the students should explore one or more businesses and evaluate their accessibility to all in terms of:

- Customer care
- Communication and clear and accessible information about the facilities
- Physical accessibility
- Booking procedures
- Disability awareness
- Trained staff
- Transport options
- Web accessibility of their websites
-

NB The above are only examples, the students and trainers can add more indicators according to their local contexts.

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The business can represent areas of tourism field (cafes, restaurants, hotels, museums, convention centres, etc) and can be chosen because they are:

- recommended by the experts involved in the provision of the training or in the preparation of the material for the course
- involved/ express the interest to be involved in the training course;
- contacted and agreed to be checked by the learner .

The learners will go directly to the business of their area and, with the help of the tools or checklists they will measure the main features underlined during the course. The tools can be drafted by the experts involved in the training course or can be an online tool like Pantou (<https://pantou.org/>) or can be a combination of both. The checklists have to be based on what the students have learnt during the course

When exploring a business it must be clear that the students are doing a test for learning purposes and ask for permission to do the evaluation or the touring around. Better still, to send an email or make a phone call to the managers to let them know that they will be visited by the group (individual) .

Below is provided one example of the activity carried out during the pilot course in Italy:

The students were divided into 3 groups and each group was assigned an itinerary in a part of town comprising all kind of business or organizations.

The list of places to visit was made of

- restaurants
- bars
- coffee shops
- museums
- public spaces like gardens and squares
- hotels
- train stations

The itinerary and the assessment of the businesses lasted 6 hours but it can be extended by the need.

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For the division of the groups was important to mix the competencies of the learners and their backgrounds (i.e celiac, architects, tourism studies etc..) so that each of them can bring in an added value and the group is heterogenous.

The students were given different checklists by the trainers in charge of the different modules; the lists could be used to assess the places.

The checklists (see module 4) were of different kind:

- celiac and gluten free options
- elderly people
- families
- accessibility tools from the “design for all” point of view
- communication (see module 5)
- accessibility of the environment/building

Not every checklist was used as the practical part was an example of what an ability advisor can do but some questions from each list were asked and some features were observed and noted down.

After having completed their tours the students went back to the classroom and each group made a written summary of what they have seen and noticed with a simple SWOT analysis and underlined the common features of what they assessed.

After the discussion and the summarization they drafted an action plan for the business they explored (each group made the plan for at least 3 organizations). The action plans and the findings were presented in a plenary session and a presentation was produced as a report for the activity by each group.

The presentations were also part of the multiplier event underlining the need of a role like “*the ability advisor*” to improve the tourism sector.

The planned time for this activity is a total of 20 hours including in the visits to the business and the test, the elaboration of an action plan with recommendations and the presentation to the action plan to the other learners and trainers.