



Mapping of Skills and Training Needs to Improve Accessibility in Tourism Services in Europe

Case Study 15. TACTALL EU Training Project, Spain

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European Commission
Enterprise and Industry Directorate General (DG ENTR)

“Mapping skills and training needs to accessibility in tourism services” (204/PP/ENT/PPA/12/6471)

Case Study

The Accessible City: Tourism for All (Tactall), Spain

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Executive Summary

The main aim of the Accessible City Tourism for All (TACTALL) project was to develop a new modular training package to address the needs of SMEs and Support agencies in raising skills and knowledge on 'Accessibility' in the tourism sector within 'The Accessible City'.

The TACTALL project (2008-2010) brought together six partner countries and aimed to transfer innovative learning methodologies aimed at understanding functional diversities and accessibility and promoting 'Tourism for All' in new partner states, cities and municipalities.

This case study provides background information on the overall project including the main aims; the key content of the training programme; the primary project outcomes; the target audience and the course delivery method.

It also focuses on how the UK (one of the six partner countries) carried out the pilot evaluation of the accessible city training package; what initiatives have taken place in the UK as a result of the training programme and how accessibility has been improved within Bath and the UK as a result of the project.

The feedback received on the Tactall pilot course in the UK was very positive at the time and all involved with the project felt the project was a success. Participants of the training course were of the opinion that that course was very useful and beneficial in order to improve the overall accessibility of services, information and their venues.

The UK project resulted in a number of changes and accessibility improvements at a local level within local businesses and small SMEs in Bath (i.e. improved access to museums and the provision of access guides), however it is unclear what impact the project had at a national level.

1.0 INTRODUCTION

The main aim of the Accessible City Tourism for All (TACTALL) project was to develop a new modular training package to address the needs of SMEs and Support agencies in raising skills and knowledge on 'Accessibility' in the tourism sector within 'The Accessible City'.

The TACTALL project (2008-2010) brought together six partner countries¹ and aimed to transfer innovative learning methodologies aimed at understanding

¹ See appendix 1 – For contact details of partners – CDEA, Spain (coordinator); Norton Radstock College, UK; Cooperativa Sociale Pantagruel Onlus, Italy; Centro Servizi Sviluppato Srl, Italy; Euro-Contact Business School, Hungary; Adapta Group, European

functional diversities and accessibility and promoting 'Tourism for All' in new partner states, cities and municipalities.

The project was supported by the European Union through the Leonardo daVinci programme and sought to improve vocational education systems in Europe. It is also about general access and services to encourage an excellent quality of service to meet the diverse needs of all customers – hence Tourism for All.

The project was a transfer of innovation project which aimed to build on the ERTD "European Rural Tourism" Pilot Project (www.ertd.info). The aim of the project was to create new learning packages for on-line delivery, promote 'The Accessible City' concept and improve the skills, knowledge and awareness of companies and employees associated with the tourism sector.

Aims of the project

The main aims of the project were outlined as follows:

1. To transfer the experience, knowledge and holistic approach to tackling Accessibility of Donostia-San Sebastian and promoting 'Tourism for All' to new partner states and Cities/municipalities.
2. To build on the work undertaken in this field through projects such as Diada, EU For me and to adapt, build on and transfer the model approaches developed through ERTD project to new target groups – through 'The Accessible City'.
3. To adapt the findings / products of 2. above to create a new learning package - 'the Accessible City', to improve the skills and knowledge of those working in the Tourism sector.
4. To pilot the learning package to enterprises – owner / managers and employees in the hotel, catering outlets, transport and support service agencies
5. To investigate the potential for the learning package to be integrated into national VET programmes

Primary project outcomes

The Primary Project Outcomes are set out in the below table:

Forum of Technical and Vocational Education and Training, Beligum and Niels Brock,
Copenhagen Business College, Denmark.

Table 1: Primary Project Outcomes

	Primary Project Outcomes
1	Identification of training needs through analysis of target groups in partner countries.
2	Creation of new learning and e-learning content.
3	Adaptation of ERTD course structures (www.ertd.info), processes and procedures to new modular training package.
4	Piloting, trialling and evaluating of the “Accessible City” training package.
5	Creation of the Accessible City project website/web portal which will facilitate discussion forums and communication.
6	Investigation of the potential for integration within national curricula and/or qualification frameworks.
7	Dissemination and exploitation of project results.
8	Development of the Accessible City Network.

Target Groups

The TACTALL project aimed to target the following three groups:

- People who work within the Tourism and Hospitality sector (or any other service sector)
- Teachers and new learners in the Tourism and Hospitality sector (or other service sector)
- Staff in political and social institutions and organisations who make decisions and policy regarding tourism, particularly in relation to accessibility for the disabled, older people, carers.

2.0 OVERVIEW AND BACKGROUND INFORMATION

This case study focuses on the UK element of pilot project and the implementation Tactall Project. The project partner in the UK responsible for the delivery of the project was Norton Radstock College.

Norton Radstock College has been training local people since 1947, providing them with the skills and qualifications to find jobs, develop careers, grow business and help develop local economy.

The college is based in the heart of rural Bath and North East Somerset and is well placed to serve the local communities in and around Bath, Bristol, Wiltshire and Somerset.

The Community College has steadily expanded since its beginnings to serving the Somerset coalfields and continues to respond to the needs of individuals, local groups and surrounding business communities, expanding our range of vocational programmes and becoming an established part of the community.




Norton Radstock College² has over 154 partners across 24 countries in Europe and works with European partners to develop vocational education and training through EU funded programmes such as Leonardo. The College actively involves local businesses, staff and students in projects which provide many opportunities for enrichment and skills development.

² http://www.nortcoll.ac.uk/in_europe.aspx

3.0 TARGET AUDIENCE, COMMUNICATIONS AND BARRIERS

The Tactall training programme has been designed with 3 target groups in mind.

Table 2: Target groups

People who work within the Tourism and Hospitality Sector (or any other service sector)	Teachers and new learners in the Tourism and Hospitality Sector (or any other service sector)	Staff in political and social institutions and organisations who make decisions and policy regarding tourism, particularly in relation to accessibility for the disabled, older people and carers.
		

4.0 CONTENT, TRAINING MATERIAL AND AVAILABILITY

This section provides an overview of the Tactall Training programme including the skills objectives; how the course is delivered; the key content of the course; the skills objectives for each module; assessment procedure and availability of training materials.

Course delivery and course activities

The course has been designed to be delivered as a series of workshops and online distance learning, known as 'blended learning'. The course aims to develop the awareness of the differing functional diversities; it is a practical course and participants will learn how to deliver excellent service for all visitors.


The full course consists of one full-day workshop, followed by a half-day workshop –workshop 2, 2 weeks online learning (approximately 3 hours per week), and workshop 3, which is followed again by 2 weeks of online learning. There is then a final week for the participants to complete their action plan and presentation; they return to workshop 4 to deliver.

The first workshop is not mandatory, and it is anticipated that some people will just attend this first workshop; for example, it has been designed to be suitable for policy makers.

As part of the course participants:

- Are provided with best practice resources (i.e. A guide on 'Customer Service for all' which includes information on good customer services; delivering consistent customer services; improving customer services and addressing complaints.
- Must identify sources of support and how to involve the local area (i.e. local grants, disability organisations, organisations working to improve tourism and accessibility).
- Have to undertake a SWOT analysis as a step towards planning for their business and planning for changes to their business.
- Must define types of functional diversity and think about the tourism market opportunities for their own business.
- Have to undertake a PEST analysis as a step towards analysing the external environment, relating to your business and generating ideas for the future (PEST – Political, Economic, Social, Technological).
- Are provided with practical examples and case studies relevant to the tourism sector.
- Are provided with information on their national legislation, international best practice and information on the accessible tourism chain.
- Are provided with simple low cost changes that will benefit their organisation and all of their potential customers.
- Must identify how to improve customer service in their business/workplace and identify how to market 'accessibility for all'.
- Must think about their own business and consider what problems visitors could encounter, prepare an action plan to overcome these barriers
- Must present their action plan to other participants of the course.

Figure 1: Sample slides from the course



Functional Diversity

6. The tourism service chain

Below is a list of the criteria that must be borne in mind in a property providing accommodation. They appear in the order in which they enhance the customers' comfort:

@	Website
i	General information (pamphlets...)
📍	Location
P	Parking facilities
🧳	Luggage transfer
🚶	External access

Week 1

7. What's being done at a local level, backup resources

Basque Government tourist accessibility model

Tipos de diversidad funcional


Nombre establecimiento

Criterios de accesibilidad

Arantzazu Nature Trail in Gipuzkoa

Information panels

- The information panels have been designed to facilitate access for wheel chair users. The panel is situated at a suitable height and the space below it is free of obstacles. This provides the wheel chair user with close range access.
- The information is in Braille and raised print for those with visual functional diversity.



Content of training

As outlined above, the full Tactall course consists of:

- One full-day workshop (approximately 5-6 hours),
- A half-day workshop – workshop 2,
- 2 weeks online learning (approximately 3 hours per week),
- Workshop 3, which is followed again by 2 weeks of online learning.

There is then a final week for the participants to complete their action plan and presentation; they return to workshop 4 to deliver. Table 2 below outlined the key course content and skill objectives associated with each module. The course content is available on the Tactall website in six languages (Spanish, English, Hungarian, Euskara, Danish and Italian).

Table 3: Outline of course content and skills objectives

Module number	Learning hours	Topics	Target audience	Comment	Skills Objectives
1	6	<ul style="list-style-type: none"> • Business Case • Functional Diversity • Legal background • Opportunities • Practical 	1,2, and 3	Optional for participants of full course	<p>Understanding the business opportunities:</p> <ol style="list-style-type: none"> 1. Understand the social, cultural and economic reasons for accessibility for all. 2. Understand the meaning of functional diversity. <p>Understand the needs of each type functional diversity regarding the service chain:</p> <ol style="list-style-type: none"> 1. Understand the meaning of functional diversity. 2. Understand the needs of functionally diverse people and the services available to them. 3. Acquire the ability to interact with different groups with functional diversity.
2	9	<ul style="list-style-type: none"> • Legislation • Policy • Support available • Working with others • Marketing • Case studies 	3, but also useful for 1 and 2	3 hour workshop, 2 weeks online distance learning (DL)	<p>Understand the background, legislation and how to obtain support for your visitors;</p> <ol style="list-style-type: none"> 1. Understand the country or regional legislation and requirements for the business. 2. Learn how to obtain support for the business and your visitors/customers. 3. Start to produce own Action Plan if completing all modules and wanting assessment.

TACTALL EU Training Project, Spain

3	9	<ul style="list-style-type: none"> • Accessible websites • Customer Service for All • Practical – access statements and similar 	As module 2	As module 2	<p>Understand how to give excellent service to all visitors and plan the marketing of such a service:</p> <ol style="list-style-type: none"> 1. Develop skills in customer service to enable good service for all. 2. Learn how to make your business accessible in a practical and low cost manner, providing accessible service for all 3. Work with others to enable them to understand why they should provide excellent service to all.
Assessment module	6	<ul style="list-style-type: none"> • Plan and presentation creation • Final workshop – present plans 	As module 2	1 week DL, additional workshop	

Assessment

The assessment procedures for the course have been designed to allow all participants to work towards creating an action plan over the length of the course, relating to the individual and their business (or the business in which they work).

If the participant does not have an existing business, a sample rural business will be given to the student to allow them to use that example for their action plan.

The skills assessment as part of the programme consists of an assessment of the Action Plan, together with an assessment of the presentation and planning skills.

Upon completion and following passing the assessment procedures a Certificate is provided to all participants.

Availability of training materials

There is a wide range of resources available including training course materials, teacher guides, bibliographies, SWOT Analysis templates, action plan forms, exercises, good practice examples, case studies and background notes. The course notes and presentations are available in a variety of languages and the course has been customised for a number of different countries (i.e. Country specific guidance on legislation in different jurisdictions and local case studies). Table 4 below indicates where to find course material and additional information.

Table 4: Availability of training materials

Description	Website address
English Tactall resources (Course outline and materials)	http://www.tactall.org/course/view.php?id=4
Euskara Tactall resources (Course outline and materials)	http://www.tactall.org/course/view.php?id=8
Spanish Tactall resources (Course outline and materials)	http://www.tactall.org/course/view.php?id=6

Hungarian Tactall resources (Course outline and materials)	http://www.tactall.org/course/view.php?id=5
Italian Tactall resources (Course outline and materials)	http://www.tactall.org/course/view.php?id=3
Danish Tactall resources (Course outline and materials)	http://www.tactall.org/course/view.php?id=7
Three modules PowerPoint presentations	http://www.adam-europe.eu/adam/project/view.htm?prj=5560&page=FILES&prd=2#.UnOcoRCYFgE
Teachers Guide	http://www.adam-europe.eu/adam/project/view.htm?prj=5560&page=FILES&prd=2#.UnOcoRCYFgE
Bibliography for the course	http://www.adam-europe.eu/adam/project/view.htm?prj=5560&page=FILES&prd=2#.UnOcoRCYFgE

The course has been designed to be flexible and additional training materials are made available to teachers to allow them deliver the course in their own style. It is a pre-requirement that teachers ensure that all course aims and objectives are met and that teaching materials deliver the skills objectives specified.

Piloting, trialling and evaluating of the “Accessible City” training package – UK Example

The TACTALL training programme was delivered in Bath in the UK from January 2010 till May 2010. The project partners in the UK (Norton Radstock College) decided to take advantage of the modular approach of the agreed course and deliver a high-profile event for the first Module.

The target groups chosen to attend this event were policy makers, people involved in tourism both in Bath and the rural areas surrounding this ancient city (e.g. members of Bath Tourism Plus and local tourism businesses). For details on advertising of the event see section 0 below.

It was intended to run a one day awareness workshop in January 2010 but due to the adverse weather conditions in the UK the organisers had to reschedule this event.

This resulted in both workshops 1 & 2 of the training programme being combined into the awareness workshop. The training programme began with a one day accessibility awareness workshop (24th February 2010) which included presentations on:

- 2012 Olympics and the business case for change presented by Jenifer Littman, Chief Executive, Tourism for All.
- Radstock Museum – what we have done to increase accessibility presented by Richard Maggs, Chair of the Trustees.
- The role of Tourism of All and Open Britain presented by Jenifer Littman, Chief Executive, Tourism for All.
- Accessible Bath – is it? The service chain presented by Robin Bischart, Director, Bath Tourism Plus.

Following the accessibility awareness day in February 2010, 11 people registered to complete the entire course. According to the organisers this number was expected as “some of the participants on Workshop 1 were policy makers with no intention to complete the remainder, which was more learning of a practical and business nature”.

A detailed project plan was presented to all participants outlining the timeframes for completion of the course by May 2013 and all participants were provided with a memory stick containing the key content of the course. This was followed by 2-3 weeks e-learning and the start of the creation of their individual Action Plans. Workshop 2 was well attended and enjoyed by all; followed by more e-learning as they worked towards completion of their Action Plans with presentations of these in Workshop 3.

As part of the pilot project, the organisers carried out evaluations at various stages of the process. The feedback from the first workshop was very positive with 72% of those who responded saying the workshop was a good use of their

time. It is interesting to note that only 44% of those who responded said that the workshop would help them develop their own business.

Feedback was also sought from the 11 people who participated in the overall course and feedback included:

- **Major strengths of the course** - Good opportunities to discuss issues and share experiences/solutions; Meeting persons from other tourist attractions and learning about their access issues; Having all the information on one key; Interaction with others on course; Raised issues I wouldn't normally think about – many improvements easy to make.....
- **Major weaknesses of the course** - Employee/organisation could be forewarned that participant will need time within work hours to work on course; A little bit too much e-learning; The Technology Aspect.....
- **Putting theory into practice** - 8 of the 11 participants felt they would use what they have learnt in the workplace with one member commenting that their Action Plan was already in motion for small changes and that the managers within the business have acknowledged the importance of accessibility.
- **Overall experience** - Overall the majority of the 11 participants were happy with the materials used during the course, the opportunities for discussion, practical application, in class exercises and the overall training itself.

General observations from the project team following the trialling and evaluating of the “Accessible City” training package in the UK

The following are some of the key observations and recommendations from the UK following the trialling and evaluating of the “Accessible City” training package in the UK:

- The blended learning method is good and works for small businesses.
- The workshops allow business networking, which is appreciated by all parties. Ideas at the workshops assist with the learning and participants realised that they can work together, not in competition, which is a new concept for many of them.

- The project team recognised from the feedback that small businesses prefer participated in workshops rather than having to do reading and work between the workshops; they also do not like using e-learning.
- The participants agreed that the workshops motivate their distance learning and give them deadlines which they want to deliver – that is, something must be at least partially completed by the next workshop, as they don't want to admit to their peers that they have not completed the task(s).
- The particular course is too long; although in theory, the guided learning hours (about 40) is needed to really understand, it has to be recognised that this time is simply not available to small businesses.

5.0 EVIDENCE OF IMPACT

Accessibility improvements within Bath

As indicated above 11 people participated in the pilot, trialling and evaluating of the “Accessible City” training package in Bath. Participants at the training workshops were a mixed group of people including a number of managers from the larger museums in Bath, a manager from a three star hotel in Bath and management and staff working in the area of small rural tourism within Bath and the surrounding areas (i.e. bed and breakfasts, cottages and holiday homes).

On completion of the course a number of the participant organisations made accessibility improvements. Examples of these improvements include:

- Improve accessibility at a riding stables – Following on from the course the stables built accessible accommodation. Staff at the stables felt that the course assisted them in the development of accessible accommodation but also provided them with accessibility information to ensure the accommodation was fully accessible.
- A number of the museums have made small changes to improve the overall accessibility of their services and premises. Examples include the provision of accessible guides and information leaflets; Improving lighting throughout one museum; getting feedback on accessibility from customers and improving access at a reception area of a museum.

- One museum has done significant works to improve physical access throughout the museum.
- The manager of three star hotel thought the hotel was accessible prior to undertaking the training. As a result of the course they were made aware of poor levels of accessibility for people with mobility impairments and made a number of improvements to make the hotel more accessible for all visitors.

Norton Radstock College

On completion of the TACTALL programme, Norton Radstock College were requested to run a number of courses on accessibility for teachers at the college, as part of their staff development. These sessions took place in June/July 2010.

Staff at Norton Radstock College hope to liaise with internal staff working in the area of health and social care with the aim of trying to get accessibility mainstreaming within health and social care courses.

Norton Radstock College does provide training for people with disabilities and the college recognises that some of the resources provided as part of the Tactall programme could be utilised by learner and staff to improve understanding of accessibility and Functional Diversity. To date due to lack of resources and funding very little has been done to implement same.

Staff at Norton Radstock College were also involved with and engaged with local accessibility consultation working groups and worked with Tourism for All in the UK to try and integrate the Tactall training programme into accessibility training courses. Although initially successful in the beginning there were a number of barriers to successful implementation of these initiatives and the projects ceased. The main barrier to successful implementation and longevity of the additional projects was the lack of funding; carrying out the work on ad-hoc basis and getting buy in.

As part of the Age Friendly City Initiative the College is currently providing awareness raising. This includes awareness raising workshops within the college that do address accessibility. The college will be doing some more training in 2014 on the Age Friendly City Initiative and this will incorporate a module on accessibility.

The Age Friendly City “TAF CITY”

By 2050, 22% of the global population will be aged 60 and over. By then, there will be older people than children, for the first time in human history. More older people are also living in cities. The World Health Organization (WHO) developed an initiative designed to promote the creation of age-friendly environments. A network of ‘Age Friendly Cities’ was created, including San Sebastian in Spain and Maribor in Slovenia (both of whom are partners in this project). This project will develop a training programme to promote ‘The Age Friendly City’.

The TAF City project brings together seven partner countries: Spain, the United Kingdom, Hungary, Portugal, Slovenia, Belgium and Romania, transferring innovative learning methodologies aimed at understanding Active Ageing. The project promotes “The Age Friendly City” in partner cities and municipalities.

One of the primary objectives of this initiative is the “Adaptation of TACTALL (www.tactall.org) course structures, processes and procedures to create new modular training packages which will integrate into an online environment (VICaDiS) as an area for virtual learning and networking, including the communication and social tools for all users”.

The Age Friendly City (TAF CITY) course has been designed to run as ‘blended learning’ – workshops and online (e-learning). All the resources (in partner languages) needed for the online part of the course are on the VicaDIS website at this address <http://www.vicadis.net/campus/course/category.php?id=32>

For further details see www.tafcity.eu and for further details on current progress see <http://europe.nortcoll.ac.uk/tafcity/progress.asp>.

6.0 CONCLUSIONS

The feedback received on the Tactall pilot course was very positive at the time and all involved with the project felt the project was a success. Participants of the training course were of the opinion that that course was very useful and beneficial in order to improve the overall accessibility of services, information and their venues.

In relation to the course and course content, although participants felt the content was very relevant and useful, the participants and trainers of the project

felt that the length of each module needs to be shortened to allow for successful implementation within the SME sector.

Although the training wasn't initially designed to be transferable those involved in the project recognised that the training could be easily modified for other service sectors. One example of this is that one of the primary project outcomes of the EU funding projects The Age Friendly City is 'the Adaptation of TACTALL (www.tactall.org) course structures, processes and procedures to create new modular training packages'. Therefore demonstrating that the training programme is easily transferable.

The UK project resulted in a number of changes and accessibility improvements at a local level within local businesses and small SMEs in Bath (i.e. improved access to museums and the provision of access guides), however it is unclear what impact the project had at a national level.

Apart from the training courses provided by Norton Radstock College in mid 2010, there is very little evidence that additional training programmes on the Tactall project have taken place in the UK. It seems that the training programme had little take up in the UK following the completion of the project mainly due to lack of funding and resources to continue the promotion of the programme.

One of the key conclusions of this case study relates to the successful implementation and long term impact of a project of this nature. It is clear that one of the biggest barriers to successful implementation at a local and national level following completion of these types of projects relate to lack of funding and mainstreaming of the training programme within local and national policies and training frameworks.

7.0 RECOMMENDATIONS

One of the recommendations made by SMEs is that the overall length of the course would need to be reviewed in order for the course to be successfully implemented within smaller organisations.

In order for successful implementation and long term impact of a project of this nature, it is highly recommended that one of the key factors to be assessed throughout the project is how to involve local and national stakeholders (i.e. local government; local transport providers; national government; disability organisations and local businesses) and how to ensure that they can mainstream or implement the project within their own organisations to ensure the project is still active after the project finishes. If the long term future of a

project of this nature is to be successful a number of organisations need to participate to ensure the project lives on after the funding runs out and the project partners complete their work.

Another key factor that needs to be assessed and implemented in projects of this nature is having a key member of the community promoting or leading the project. For example as part of the Age Friendly City project in Timisoara, Romania the local Major is actively involved. This has resulted in recent awareness sessions being oversubscribed (as the Mayor sent out the invitations to attend). Thus, highlighting the top down approach to successfully implementing accessibility.

The project shows that SME owners/managers take a very "instrumental" view of training. They have little time for personal betterment - they want tools and methods that work.

The idea of a "professional qualification" in accessibility or customer care would seem to carry less weight than learning about things that can be applied in the daily routine within their own venues. Staff and management within the tourism sector are more interested in learning how to overcome access barriers, such as in buildings, information, services accessibility or facilities and making their services more accessible to everyone.

For SMEs it seems that attending a training course or awareness sessions on accessibility carries a lot of value in itself. SMEs are of the opinion that meeting other people, learning from each other, networking amongst professionals and discussing similar concerns also provides learning opportunities.

ANNEX I - PROJECT PARTNERS

Table 5: Project partners

Name of organisation	Country	Website
CDEA (coordinator)	San Sebastian, Spain	www.cebanc.com
Norton Radstock College	Radstock, UK	www.nortcoll.ac.uk/
Cooperativa Sociale Pantagruel Onlus	Pistoia, Italy	http://www.coop-pantagruel.org/
Centro Servizi Sviluppo Srl	Pistoia, Italy	http://www.gct.mi.it/centro.php
Euro-Contact Business School	Budapest, Hungary	http://www.eurocontact.hu/
Adapta Group	San Sebastian, Spain	http://www.grupoadapta.com/antBuspre.asp?nombre=2360&cod=2360&sesion=1347&home=1
European Forum of Technical and Vocational Education and Training	Brussels, Belgium	http://www.efvet.org/
Niels Brock, Copenhagen Business College	Copenhagen, Denmark	http://eng.brock.dk/

Figure 2: The Partners



ANNEX II – PROMOTION OF ACCESSIBILITY EVENTS

As we approach 2012, the eyes of the world will be on the UK and the South West. There will be a particular focus on Bath with the training of the GB Paralympic team.

the accessible city
tactall.org

Accessibility Awareness Workshop
Wednesday 24th February 2010, 10am-4.30pm

You are invited to the Centurion Hotel, Radstock near Bath, to participate in a FREE workshop run by Norton Radstock College (European funded)

- Keynote speech by Jenny Littman, MBE - CEO, Tourism for All
- Understand functional diversity and how many people are affected
- The business case for change
- Network with other tourism businesses and policy makers
- Understand how the programme can help you to develop your business and your staff
- Begin to understand how it feels
- Think about what you can do to improve Bath and the area to make ALL visitors welcome

Part of a full, FREE training programme

Book early - places are limited

A free course on this theme follows the workshop.
If you would like to know more or to book your place on the initial workshop, contact Marny Thompson on 01761-418634, or email marny.thompson@nortcoll.ac.uk

Only 4% of people with disabilities use a wheelchair, so it's not all about ramps and lifts...




10 million people in the UK have a disability. 25% of Europeans are over 65.
DO YOU WANT TO MISS OUT ON THIS HUGE MARKET?




  Education and Culture DG
Lifelong Learning Programme

ANNEX III CRITERIA AND JUSTIFICATION FOR BEST PRACTICE

Table 4: Criteria and justification for best practice

Criteria	Justification	On track/off track
Innovative	<p>The Training has been designed to be delivered as a series of workshops and online distance learning, known as 'blended learning'. The course aims to develop the awareness of the differing functional diversities; it is a practical course and participants will learn how to deliver excellent service for all visitors.</p> <p>One of the recommendations made by SMEs is that the overall length of the course would need to be reviewed in order for the course to be successfully implemented within smaller organisations.</p>	
Relevant	The aim of the training is to develop a new modular training package to address the needs of SMEs and Support agencies in raising skills and knowledge on 'Accessibility' in the tourism sector within 'The Accessible City'.	
Transferable	The training wasn't designed to be transferable but those involved in the project recognise that the training could be easily modified for other service sectors. One of the primary project outcomes of the EU funding projects mainly the Age The Age Friendly City is Adaptation of TACTALL (www.tactall.org) course structures, processes and procedures to create new modular training packages, therefore demonstrating that the training programme is easily transferable.	

Efficient & Effectiveness	The training was effective in terms of the outcomes and feedback provided from trainers and participants, however, the overall length of the course was a slight concern for a number of participants given the limited time SMEs may be able to dedicated to training.	
Impact	<p>The training in the UK had an impact at a local level and resulted in a number of accessibility improvements within local businesses and small SMEs. The training also impacted other EU funding projects mainly the Age The Age Friendly City "TAF CITY".</p> <p>The training programme had little take up in the UK following the completion of the project mainly due to lack of funding and resources to continue the promotion of the programme.</p>	
Sustainable	The training course was designed to be made available as a blending learning course. Course materials are freely available in a number of languages and teacher guides are provided.	

ANNEX IV – AVAILABILITY OF TRAINING MATERIALS

Table 5, below, indicates website links to where training materials and other key resources can be found, in each of the different languages of the key partners.

Table 5: Availability of training materials

Description	Website address
English Tactall resources (Course outline and materials)	http://www.tactall.org/course/view.php?id=4
Euskara Tactall resources (Course outline and materials)	http://www.tactall.org/course/view.php?id=8
Spanish Tactall resources (Course outline and materials)	http://www.tactall.org/course/view.php?id=6
Hungarian Tactall resources (Course outline and materials)	http://www.tactall.org/course/view.php?id=5
Italian Tactall resources (Course outline and materials)	http://www.tactall.org/course/view.php?id=3
Danish Tactall resources (Course outline and materials)	http://www.tactall.org/course/view.php?id=7
Three modules powerpoint presentations	http://www.adam-europe.eu/adam/project/view.htm?prj=5560&page=FILES&prd=2#.UnOcoRCYFgE
Teachers Guide	http://www.adam-europe.eu/adam/project/view.htm?prj=5560&page=FILES&prd=2#.UnOcoRCYFgE
Bibliography for the course	http://www.adam-europe.eu/adam/project/view.htm?prj=5560&page=FILES&prd=2#.UnOcoRCYFgE