



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

Case Study 20. EU Funded Vocational & Educational Training Projects

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

**Case Study
EU-funded projects on Accessible Tourism training**

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Executive Summary

This case study offers a review of the initiatives taken by the European Commission in the last 13 years to support accessible tourism training.

The importance of this case study lies in the analysis of the accessible tourism training content developed within the context of a European framework. These observations can be very useful to create a common vision of training and develop further curriculum proposals.

The case study has been developed through a six-months desk research overview of existing training material, modules, projects and programmes in the field of accessible tourism across the EU-28 based on publicly available documents as well as a survey to the organisations involved in the projects.

An introduction and background of the case study is presented to explain the current context and needs of improvement in accessibility in tourism in Europe.

The core of this study is the collection of the information content of each project that has been studied and compared with the previous and the forthcoming ones. The report shows common and different aspects in the projects in order to highlight the way forward.

The last part of the study presents the findings related to the implementation of projects as a whole and the impacts derived from the EU investment in the specific area of training for accessible tourism. This is explained in form of conclusions to take into account for the next steps in creating common curricula in the European Union.

Through the different parts that encompass this case study, it will be argued that there is a possibility to create a common set of training guidelines and curricula for the tourism sector in Europe at different educational levels to reach all the ranks of tourism workers, and this will be offered at the end of the document along with different recommendations collected from the project manager experiences regarding the fundamental aspects that stand out after all the experiences.

1.0 INTRODUCTION

One in six people in the European Union (EU) has a disability that ranges from mild to severe resulting in around 80 million who are often prevented from taking part fully in society and the economy because of physical and attitudinal barriers¹.

One of the activities that integrates people in society is the participation in leisure activities including trips and tourism. In this vein, it is crucial to facilitate access to this field by providing clear information on the accessibility of tourism facilities, the availability of support services in destinations for persons with disabilities, and the training of employees on the special needs of these individuals.

Regarding the training of employees, for elderly and people with disabilities, access to tourist and cultural activities depends a great deal on the attitude of personnel. Employees trained to be sensitive to the special needs of disabled and elderly clients can make a great difference in the quality of services provided.

Vocational education and training (VET) has a crucial role to play in helping Europe adapt to the challenges of increased global competition and greater demand for more highly skilled workers. However there are practically no examples that disabilities issues are taken into consideration in the organisation of tourism training modules².

The European Commission has been focussed on 'Stimulating competitiveness in the European tourism sector' and part of this objective is 'Improving professional skills' which is believed to be the key factor to stimulate competitiveness, promote the development of sustainable, responsible and high-quality tourism and to consolidate the image and profile of Europe as a collection of sustainable high-quality destinations. This includes the improvement in catering, hotel management, accommodation, hotel facilities and parts in terms of accessibility for all tourists and the knowledge to serve all clients, irrespective of needs in an equal manner. Another significant motive is to improve job quality in accordance with the needs of the tourism sector. The

¹ European Disability Strategy 2010-2020: A Renewed Commitment to a Barrier-Free Europe. COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT.

² Leonardo da Vinci Facts & Figures EU support for vocational education and training 2007-2011
http://ec.europa.eu/education/pub/pdf/vocational/leonardo0711_en.pdf

quality of jobs in tourism and how the sector is perceived as a career choice should be improved³.

In the past 13 years, the European Commission has supported several projects to achieve the objectives of a Europe without barriers. These included projects related to accessible tourism training that have been very important to fulfil the immediate needs of enterprises already operating in the accessible tourism field. They have mainly covered the training needs of “front-line” workers as well as filling the gap of the formal education sector in terms of accessibility skills.

Project-based studies in several different countries of the EU has shown that the customers’ needs are very similar everywhere and so there is a possibility to create a common set of training guidelines and curricula for the tourism sector in Europe, which gives EU-project a distinct added value.

These projects have also offered a wide range of curriculum proposals proving that training in accessible tourism skills also needs to be introduced at different educational levels to reach all the ranks of tourism workers, from front-line staff to supervisors, sales personnel and managers⁴.

This case study offers a deeper analysis of EU-funded projects, with the aim to better understand the lessons learnt from these projects and valorise the efforts already achieved in this field through the use of EU-funds.

Primarily two different aspects were taken into account in the compilation of the case study:

- A comprehensive overview of existing training material, modules, projects and programmes in the field of accessible tourism across the EU-28 based on publicly available documents.
- An analysis of project evaluations that were carried out through the means of a survey.

2.0 OVERVIEW AND BACKGROUND INFORMATION

The following section explores the initial drivers prompting the development of the EU-funded accessible tourism training projects. It highlights some of the

³ European Vocational Tourism Education (EVOcate) Project.

⁴ Mapping skills and training needs to improve accessibility in tourism services (204/PP/ENT/PPA/12/6471) Technical, financial & administrative proposal

most common problems and gaps associated with accessible tourism training and the tourism market overall.

In general, the studied projects sought to address the following needs and fulfil the following objectives:

- To improve the vocational education and training so tourism providers are prepared to offer the same quality services to clients with disabilities as to other clients. In particular, lack of accessible tourism training in the national tourism education systems was seen as an important gap to overcome. This absence of accessibility related content related to all levels of tourism education from high school to university courses as well as continuing vocational training. In addition, one project was launched with the specific aim to train the trainers who will further educate tourism employees.
- To further explore the market potential for accessible tourism. The tourism sector was identified as one with the best employment development perspectives. The focus on tourists with disabilities, which at the time (and still is) largely untapped, was deemed to provide the projects and results with an important added value. In addition, one project focused on developing a certificate of accessible tourism training that enhances the importance and relevance of catering for disabled and older persons in the tourism sector.
- Transfer of knowledge between Member States. Given that tourism is often of an international nature, the collaboration between different Member States also prepared participants for receiving foreign guests who may have different expectations and requirements than domestic guests with accessibility requirements. The sharing of training resources existing in one country and the lack of similar training tools in other partner countries, in which the interest of accessible tourism seemed to be on the increase was also important consideration promoting the need for EU-wide collaboration and funding.

The following sections set out in more detail the work on how to overcome these gaps identified and fulfil the objectives that the projects aimed to achieve.

3.0 CONTENT, TRAINING MATERIAL AND AVAILABILITY

This section sets out the most common feature of the content, training material and availability of the EU-funded projects.

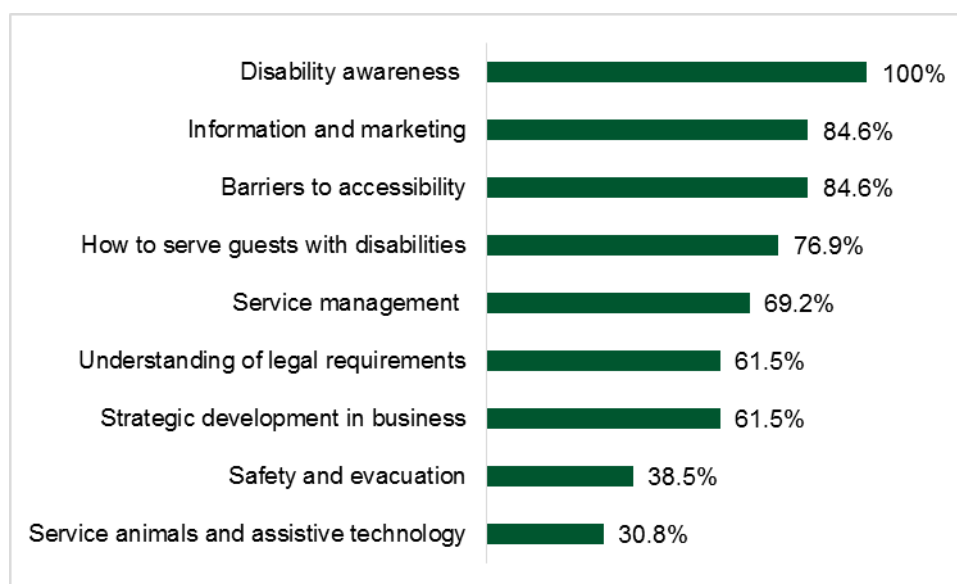
Content

The most common way in the design of the EU-funded trainings is through the generation of distinct and separate modules or packages. The most common modules included were:

- Concept and context of accessible tourism
- Beneficiaries of accessible tourism
- Customer care for people with disabilities and special needs.
- Barrier analysis and accessible tourism difficulties
- Information technology
- Laws and regulations for accessible tourism
- Building an accessible tourism package
- Case studies

The figure below shows the breakdown of the general focus of the training courses.

Figure 1: Focus of the training modules



The content of all training courses focused on disability awareness. This is, of course, a key part in delivering and improve the skills of professionals in the tourism sector. However, the EU-funded training programmes also highlighted the need for better skills in terms of information and marketing as well as better overcoming the barriers associated with accessible tourism. The least covered aspect of accessibility was safety and evacuation of people with disabilities. Service management is another focus that highlights the importance of addressing the training to all staff at all levels, not only front-line.

The respondents were asked which key content should be included in future training on accessible tourism and asked to select a number of options. The following answers figured most frequently (these are reiterated in the recommendation section):

- Understanding of different disabilities and beneficiaries of accessible tourism
- Legal framework
- Ideas and suggestions for changes of facilities and services to improve accessibility
- Economic aspects of accessible tourism
- Barriers to accessibility

- Accessibility management in tourism field
- Customer care for people with disabilities and access needs

It is evident that most respondents, irrespective of Member State, had similar ideas and expectations on what to include in training efforts. It indicates that there is a common need to develop accessibility training and that the gaps identified by the project consortia are similar across different Member States.

Material and training methods

Given that the projects were transnational in scope, the majority employed online learning methods. The use of distance learning was believed to improve the quality of the training and was usually combined with practical tools to be used in the workplace itself.

According to the project leaders, the online learning set out to achieve:

- An exchange of information more quickly and efficiently.
- The ability to reach more population groups.
- Transfer experience in tackling accessibility issues to promote tourism for all.
- Increase visibility of the projects as to facilitate the uptake for further projects relating to accessibility.

The use of online learning facilitated the creation of multi-lingual virtual learning groups and training materials that could be available for a wide range of audiences interested in promoting accessibility in tourism. Moreover, e-learning – as commented by one respondent - is very useful for micro enterprises that cannot afford longer or strict training actions.

However, about one-fourth of the projects also incorporated classroom based training as it is important to keep in mind that practical interaction between students, trainers and disabled people are important to breakdown more social and practical barriers. For example, one project organisation commented on the difficulties of self-learning methods discovered in the pilot phase of the training. Thus, the final training package of this particular project consisted in the

possibility to combine self- and face-to face training believed to result in optimal learning outcomes.

Other problems associated with e-learning noticed in one project include:

- Inexperience using ICT environment for learning
- Slow ICT connexion in rural areas
- No immediate feedback from the teachers
- In case of use as closed course: abandonment by students during the course.

In respect to trainers and course developers it is possible to grasp that these came from different backgrounds. Generally, there seem to be a lack of qualified and experienced trainers of accessible tourism. Due to the great variety of different organisation who were involved in these projects, the course developers and trainers seemed to compliment each other's knowledge and skills. The most common organisations in the project consortia included those representing people with disabilities and tourism representatives as well as training institutions such as universities or vocational schools. In this vein, professionals from the tourism sector could provide the knowledge of this field, although they were not experts in accessibility needs. While organisations representing people with disabilities were fully aware of the needs and access requirements and therefore a synergy emerged between the different fields.

4.0 TARGET AUDIENCE, COMMUNICATIONS AND BARRIERS

This section focuses mainly on the barriers encountered in the project implementation as highlighted by the project evaluation survey conducted. However, firstly the next section looks at the target audience of the trainings in order to better understand what barriers and communication channels were used.

Target audience

The most common target audience of the training actions were frontline staff and managers of tourism businesses. Other important occupational groups that were usually targeted would be those working in customer services (which in this study would be included in the frontline staff group). Depending on the specific objectives of the project, it is also common to find other profiles by the training. For example, the projects which aimed to improve the formal tourism education system through adding accessibility to the curriculum students in higher education, tourism schools and universities were targeted by the training.

Target professionals also included design and architectural occupations which are important to facilitate the physical accessibility in practice.

It is also pertinent to give an overview of the participation of the different Member States in accessible tourism training projects in order to understand which countries have benefited from the projects.

Table 1: overview of participation in accessible tourism training projects per Member State

Country	Specific projects	Related projects	Total	Country	Specific projects	Related projects	Total
Italy	6	5	11	Portugal	1	2	3
Spain	6	5	11	Czech Republic	1	1	2
UK	6	4	10	France	1	1	2
Greece	6	1	7	Ireland	1		1
Sweden	4		4	Croatia	1		1
Poland	4	1	5	Holland	1		1
Germany	3	1	4	Austria		2	2
Belgium	2	2	4	Latvia		2	2
Luxembourg	2		2	Turkey		1	1
Bulgaria	3	1	4	Slovakia		1	1
Denmark	2	1	3	Norway		1	1
Romania	1	4	5	Hungary		1	1
Slovenia	1	3	4	Lithuania		1	1

As can be seen from the table above some countries such as Spain, Italy, UK and Greece seem to be leading in the participation in the different projects.

Barriers and communications channels

In general, the main feedback was that the most difficult barrier to overcome was the poor response from the tourism industry. This could be gauged by the feedback from both business owners and staff employed in the tourism sector. Attempts to overcome the poor response was to involve, promote, and cooperate with tourism associations as well as motivating HR managers to take up the training. In particular, the project managers argued that one of the greatest areas for improvement in terms of project implementation would be to ensure and raise appropriate awareness levels on the need for training courses. This awareness raising activities should include many different actors such as academics, businesses and industry associations. The lack of an EU certification for the participants was also highlighted by at least 2 projects as barriers to the uptake of the training.

However, in general, these EU projects were often the first attempt to raise awareness of accessibility in tourism and had to struggle with the preparing the ground for this new field in the tourism industry before proceeding to implement the training efforts. Some of the comments on how to overcome this barrier included:

“The training in accessible tourism should be an essential education background for anyone wishing to be employed in the tourism field. An example to be followed could be the one designed by the Directive on Air Transport, according to which ALL staff working in airports have to be training on accessibility issues. A similar attitude will prove very effective with the tourism sector.”

“Convene an EU workshop of those who are working in this area to share experiences and evaluate good practices”

“Raising awareness of businesses about size of the market and potential of accessible tourism - marketing researches, campaigns in particular EU countries”

Moreover, the projects covered mainly continuing vocational training. In this vein, the project managers highlighted a need to get the course material of the projects taken up by training institutions for initial vocational training. It was argued by some of the project managers that the transferability of the project outcomes were poor ie. that the content should be transferred to other stakeholders. One respondent also believed that there was a lack of knowledge at EU-level of what had already been realised with EU funds, thus, hampering transferability.

In EU projects it is also necessary to consider the use of language as a barrier to uptake. Some projects translated all course material and content into the official language of the Member States of the participating organisations. In the cases where the course was made available in English, it was considered to reach out to a greater number of people than those in the targeted Member States. In future initiatives, however, the use of English will probably be a more common feature since the language is being increasingly used in tourism schools and the tourism sector.

The communication tools used to promote the projects usually included a basic webpage. However, most projects also marketed the initiative in other ways such as through newsletters, press releases, pilot training sessions and through social media. An important part of the disseminating efforts carried out also included contacts with regional and national stakeholders thus reaching a wider audience. However, as mentioned above, some of these projects were pioneering accessibility in their Member States and so communication and marketing efforts had to start from the beginning.

Internal barriers

In addition to the external barriers and communication difficulties that the projects sought to tackle there were also a number of barriers relating to the implementation of the projects. These are set out in a tabular form below together with the solutions that were implemented to overcome these challenges.

Table 2: Difficulties and solutions of project implementation

Category	Difficulties	Solutions
Bureaucracy and economic aspects	<p>There were some difficulties regarding the formulation of application, deadlines, financial rules and delays in bureaucracy getting the contract by the EACEA.</p> <p>A minor issue was reflected due to lack of financial handbook and gathering documents from partners.</p>	<p>Maximum commitment by each partner to keep up with the total duration of the project and followed the rules (including financial requirements) very strictly.</p> <p>First-ever partners were helped by more experience partners in fulfilling applications and gathering documentation.</p>
	Changes	<p>To carry on the project if there was a change to be modified in the project plan. These changes that represented a challenge were focused in adding different needs or modifying the partners of the initial project.</p>
Implementation	<p>Some projects reflected difficulties from the implementation perspective, such as problems related with, reflecting national specifics, long distance tutoring, identification and contact with Vocational Training sector regarding</p>	<p>To develop a very basic training course for individuals and organisations, as the fundamental issues are not being taught very widely.</p> <p>To join and adapt</p>

	<p>ted subject of accessibility in tourism, language barriers and the impossibility to get a certification of the course through formal channels as at EU level.</p>	<p>content specific (national) part of training package from various projects and countries.</p> <p>To make a “Roadmap” providing some possible solutions for EU level certification and delivered their own training certificate for trainees who passed the basic online course.</p>
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5.0 EVIDENCE OF IMPACT

It is difficult to take stock of the impact these EU-funded projects have had on the provision of accessible tourism training. It is also important to be mindful of the fact that the EU-funded programmes are implemented during a limited time period. Thus, the efficiency and effectiveness of the training must be seen from a larger perspective of the actions and subsequent projects that followed from the projects researched here.

In particular, it is possible to interlink some of the EU-funded projects and some have been modelled on “best practice” projects as exemplified in the figure below.

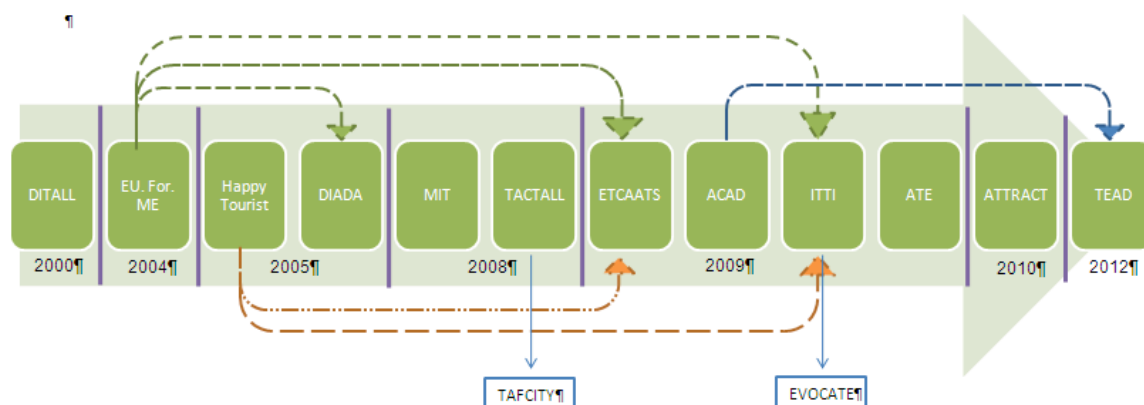


Figure 2: Timeline for EU-funded projects

Assessment from the project managers themselves on the impact of the training projects reveal the following:

- Great EU and international visibility of the results and contents.
- Other tourism bodies have used the entire training course with tourism destination managers.
- Promote contacts, discussion, further co-operation and synergies among different private and public stakeholders involved in accessible tourism.
- Bridge the gap in the degree of development of VET initiatives on accessible tourism between old EU member states and new member states and acceding countries.
- Integration in the tourism curriculum in higher education.

In general, the most widely expressed impact of the projects was that the training highlighted awareness and a wider understanding of accessibility issues in the tourism sector. As can be seen above, in 2009 there were several projects relating to accessible tourism training funded by the European Commission.

In relation to the impact on curriculum and course development, it was highlighted that some projects facilitated the introduction of basic reference material and literature on accessible tourism for students. In addition, some project deliverables were used to create courses at tourism schools.

However, it was observed that the training efforts could have had a greater impact on training efforts. Several projects have built up a considerable body of

information and training material, but much of this is not known, nor is it directly available to the vocational and educational training community or to the tourism sector. In addition, where projects are now “closed” – without active websites or other open resources – the results are largely lost to the tourism industry. Thus, there is a great need to increase transferability of project results as well as ensuring that investments in training are being capitalised.

It is important to note that the ability of any single project to have a lasting influence on training in the tourism sector must be seen not only in relation to the project’s own characteristics and quality of its training content but also, partly, as a function of the organisational, legislative and financial contexts within which the training is offered. For example, in countries where there is active enforcement of legal obligations on service providers not to discriminate against people with disabilities, there is likely to be greater demand for appropriate staff training which can reduce the possibilities of such risks. Also, in sectors of the industry where high standards of customer care (and hence, satisfaction) are recognised as playing a vital role in driving and maintaining sales, some suppliers place a very high emphasis on skills development among their frontline staff, as for example in certain international hotel chains and leisure attractions.

Lastly, the survey evaluation also posed the question as to what the project organisations would do if they could continue the project with further funding, so as to better understand any further possible developments and needs that were not addressed by the projects. The answers included suggestions and ambitions such as:

- Define an official and recognised curriculum for people employed in the tourism sector.
- Make training available for schools.
- Update the contents of the various training units developed.
- Make the platform and course content available in other languages.
- To transfer the project to another situation.

6.0 CONCLUSIONS

This case study has focused on the EU-funded projects concerning accessibility training for the tourism sector and has attempted to give an overview and provide an analysis of some of the projects core elements.

In general, many efforts have been made, firstly, to establish the basic understanding about what the targets of training initiatives should be. Secondly, projects have identified some of the main actors who need to be trained (-management, staff and different occupational roles) and, thirdly, the projects have focused on developing appropriate training tools, methods and curricula. It is noteworthy that many projects embody common themes, content and structures. It indicates that the needs, the barriers and the skills requirements are similar in many EU Member States, although it is always important to take into account national difference in terms of culture and legislative environment.

One of the major challenges faced by the project organisation has been to establish the basic ground work for accessibility in their respective Member States. Under these circumstances, where “disability awareness” and “accessible tourism” were largely unknown among tourism professionals, most projects have followed a similar path, each needing to develop a fertile ground where the demand for training could grow among the target trainees (or their organisations), before the actual training could be prepared and delivered. In this sense the projects have been “pioneers” whose task has been to scan the existing tourism landscape and prepare the best pathway for training, before then going on to design and test new approaches which could deliver the necessary skills to the tourism professionals.

7.0 RECOMMENDATIONS

The following recommendations are the results of the analysis of the EU-funded projects and aim to:

- Provide measures that should be considered to be carried out at European level to improve training in accessible tourism.
 - Provide an abstract of contents considered essential when delivering training for Accessible Tourism
- The first recommendations on measures considered to be carried out at European level to improve training in accessible tourism are:

- Accessible tourism training must be accompanied by wider awareness-raising in the sector about the value of and need for such training. The need of raising awareness is something that has been constantly included within the projects' aims and conclusions.
- Accessible tourism training should be part of mainstream training offers but must be developed through dedicated actions. In this regard there is a clear need regarding the creation of common curricula that covers the foundation and the contents on accessible tourism training. This comes from the identified gap in tourism training to the different approaches that are given in providing training courses. When asking the measures to be taken in account at European level, creating a European common curricula was the second most noticeable answer.
- Although it is imperative to highlight all the aspects of accessibility, the project leaders recommended the following focus for a European curriculum:
 - Customer care;
 - Understanding of accessibility and disabilities;
 - Accessibility management;
 - Barriers to accessibility;
 - Ideas to improve accessibility within the tourism industry;
 - Economic aspects of accessibility; and
 - Understanding of the legal framework.
- In order to promote accessibility within the tourism sector EU policy-makers should establish future spending policies for the area of tourism skills training in general and, within this, to include a dedicated area to accessible tourism training.
- The final recommendation from the case study that should be addressed is to give value and increase transferability to all the work that has been previously done within the EU-funded and national projects.

ANNEX I: DESCRIPTION OF THE EU-FUNDED PROJECTS

2000

DILATT (Distance Learning for Accessible tourism technicians)

The aim of this first project was to create an innovative vocational training package addressed specifically at the requirements of people with special needs so as to provide them with information about the suitability and quality of available tourism services.

The project was developed in two years (2000-2002) and it was funded by EU Lifelong Learning Programme, Leonardo de Vinci

Member States included: Spain, Italy, Denmark, UK and Luxemburg.

URL: Website no longer available.

2004

EU.FOR.ME project. "Tourist training for a wider target"

The project 'EU.FOR.ME Tourist training for a wider target' aimed at filling a gap that Schools, Universities and Training Centres offering programmes on Tourism, have in many European countries.

A Panel of young people with disabilities will follow all Project's activities, identifying the needs of a person with disabilities when travelling. Based on the Panel's conclusions and a training needs' analysis, a course of Training for Trainers was planned.

The project was developed in two years (2004-2006) and it was funded by EU Lifelong Learning Programme, Leonardo de Vinci

Member States included: Italy, Sweden, Germany, Luxemburg, Spain

URL: <http://www.euforme.net/project/>

"Improving Information on Accessible Tourism for Disabled People"

This publication describes how tourist facilities, large and small, and destinations as a whole can improve the quality of the service that they offer to

disabled people and others who will benefit from better accessibility. It also helps tourist facilities and destinations to provide the basic information that disabled people need when deciding to visit. This guidance shows how to move beyond simple information provision and provides further contacts to assist organisations in moving forward.

This document was commissioned by the European Commission and was prepared by a made in United Kingdom based consulting organisation. It contains several references to studies and projects carried out in other EU Member States.

URL:http://ec.europa.eu/enterprise/sectors/tourism/files/studies/improving_information_on_accessibility/improving_accessibility_en.pdf

2005

HAPPY TOURIST Holistic application to effectively train touristic services staff in accessibility issues

Happy Tourist aimed to provide equal opportunities for persons with disabilities in tourism, to be either served as tourists or be employed in relevant enterprises, based on the combination of innovative ICT tools, modular and economically effective, concepts of distance learning and practical schemes at work. ICT tools were developed including multimedia tool for remote training staff in concepts of accessibility, online database accessible media including each hotel a learning platform with an interface adapted to the hotel staff (often with few computer skills) and People with Special Needs (PNE) and tools for learning control (computer Test, log files and statistical tools)

To this end, innovative educational tools, an e-learning method and a learning-during-work method were developed. The educational tools include multimedia software for e-learning and for employees of tourist units on accessibility issues, a database for accessibility aids to be used in hotel units, an e-learning platform suitable for people using computers to a small extent and learning assessment tools.

The project was developed in two years (2005-2007) and it was funded by EU Lifelong Learning Programme, Leonardo de Vinci.

Member States included: France, Greece, Spain and United Kingdom

URL: The website and results are no longer available.

DIADA “Developing and introducing a new training approach in the tourism sector”.

The main goal of the DIADA project was creating and implementing a new training system designed for the whole tourism industry and engaging in it the disabled people. However there were no programmes targeted directly at the tourism industry, demonstrating how to provide a disabled client with appropriate services. The training programme is based on e-learning tools DIADA intended to improve the qualifications of the tourism industry employees within two target groups: the disabled people and employees in the tourism industry.

The project was developed in two years (2005-2007) and it was funded by EU Lifelong Learning Programme, Leonardo de Vinci.

Member States included: Poland, Greece, Belgium, Sweden, Romania, Italia, Bulgaria Spain, Germany, Holland.

URL: <http://apintech.com/diada/index.html> The website and results are no longer available

QforScan

The project QforScan aims to develop a modular reference model for the quality audit accessible to all training providers. The problem identified by the partnership lays on the diversity of quality audits generated at regional level based on the need of the regional authorities in establishing quality standards for the training providers being funded under regional Programmes. To avoid this high variety of tools and systems the project partnership, 10 partners in 8 countries, will develop a modular system in which the first modules, common to all training providers in terms of general issues like the level of professionalism, the quality assurance procedures and the transparency of the offers. In the system there will be place for complementary modules to be produced by the regions, sectors or organisations themselves according to their specific needs. The work will be developed according to the following steps: development of the audit methodology (the partners are already an association building on several previous Leonardo projects in which the Q*For methodology was once developed), the development of the common module, development of a software on-line to collect and treat the data, experimentation of the model and dissemination of results. The main beneficiaries of the project are the training organisations.

No more information was founded about this project.

2007

TUR004

This project aimed to delivery of tourism training courses. To active professionals in tourism, Tourism Secretary or unemployed persons who have worked in the tourism sector referred to the object of the course. The training was developed in regional area (Castilla y León, Spain)

The project was developed in one year (2007-2008) and it was funded by European Social funds.

2008

MIT Make it Accessible

MIT! is based on an innovative marketing approach targeting at increasing the performance and competitiveness of tourism enterprises by improving SMEs performance and human potential. The MIT! Training course addresses hotel managers and staff members, stakeholders in tourism, regional development authorities, and training institutions in the tourism industry.

The project was developed in two years (2008-2010) and it was funded by EU Lifelong Learning Programme, Leonardo de Vinci.

Member States included: Germany, Finland, Greece, Slovenia, Poland

URL: A general website of the project was developed <http://www.mit-makeitaccessible.eu/index.html> as well as a platform for presentation and marketing matching supply and demand via internet on European level www.tourism4all.net

TACTALL The Accessible City. Tourism for all

The TACTALL project aimed to transfer innovative learning methodologies to understand functional diversities and accessibility. The project promotes 'Tourism for All' in new partner states, cities and municipalities. It also sought to improve vocational education systems in Europe. The project focuses on 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 aims to create new learning packages for on-line delivery, promoting 'The Accessible City' concept and improving the skills, knowledge and awareness of companies and employees associated with the tourism sector, developing a new training course based on methodology of ERTD project www.ertd.info . The training is based on Moodle platform and compiles different resources from several countries

The project was developed in two years (2008-2010) and it was funded by EU Lifelong Learning Programme, Leonardo de Vinci.

Member States included: Spain, England, Hungary, Italy and Denmark

URL: <http://www.tactall.org/>

Active European Seniors for Active European Citizenship

This project developed a training concept and a modular training course in English, Danish, German, Italian, Romanian, Slovenian and Spanish, which are specially designed to introduce senior citizens (60+) to the concept of AEC and to empower them to contribute pro-actively to AEC (especially on transnational levels). A Green Paper was created including analyses and recommendations dedicated to political decision makers and bodies responsible for the design and structure of EU funds dealing with AEC, concentrating on how to make them more easily accessible for senior citizens.

The project was developed in two years (2008-2010) and it was funded by Education and Culture DG.

Member States included: Austria, Denmark, Italy, Romania, Slovenia and Spain

URL: <http://www.aesaec.eu/project/>

2009

ETCAATS European Training Certificate Access for all in the Tourism sector

This project developed an on-line training course addressing ways of improving tourism business and serving customers who have specific access requirements. The course gives a general introduction to the subject of accessible tourism. It includes short texts, videos with case studies of actual businesses, and references. The project has two main aims: to inform and engage tourism sector employees and managers in addressing the needs of the

accessible tourism market and to develop a 'Road map' for an EU certification system for the area of accessible tourism vocational training, in line with the European Qualifications Framework.

The project was developed in two years (2009-2011) and it was funded by EU Lifelong Learning Programme, Leonardo de Vinci.

Member States involved: Sweden, Greece, Belgium, Ireland

URL: <http://www.etcaats.eu/?i=etcaats.en.e-learning>

11_b European Training Certificate -Access for all in the Tourism sector

The ETCAATS project was extended by 3 months in order to follow the tested model of the "ETCAATS - European Training Certificate - Access for All in the Tourism Sector" via an online training environment at www.accesstraining.eu.

Therefore, this project would be included as part of the previous one because it was only one project, although it was registered twice due to a contract amendment which resulted in two different contract numbers.

ACAD Accommodation & catering accessibility for disability

ACAD was focused on the transfer of training methodology for hotel and catering service providers in disability issues that had been tested and successfully implemented in partner countries. The project addressed training materials, assessment methods of training needs and accessibility of the services

The goal of ACAD project was to improve the quality of VET for hotel and catering staff and management, and also through development of the assessment criteria of offered services in order to certify them. The advantage of the project was also general awareness rising that enhances employment opportunities for people with disabilities in that sector.

The project started in 2009 and it was funded by EU Lifelong Learning Programme, Leonardo de Vinci.

Member States involved: Poland, Portugal, UK.

URL: <http://www.acad-europe.org/>

ITTI Improving Accessibility through Training in Tourism

The main aim of the project ITTI was to improve accessibility of tourism services through tailored training for tourism employees on working with disabled and elderly guests, and to increase the competitiveness of tourism facilities and tourism workers on the labour market.

The main output will be a manual and self-learning e-tool, while the main project result will be tourism employees with increased knowledge, skills and competences, trainers trained in the field of tourism for all, and an established basis for long-term cooperation with tourism companies on one hand and social partners on the other. Project results will also be used after the end of the project

The project was developed in two years (2009-2011) and it was funded by EU Lifelong Learning Programme, Leonardo de Vinci.

Member States involved: Slovenia, Italy, Finland, Greece

URL: <http://www.accessible-itti.eu/accessible/>

ATE. Accessible Tourism for Europe

The general aim has been to support the development of AT by enhancing exchange of experience, best practices, emerge of new ideas and thus a quality of education and professional training in the specific AT field. The specific aim was to create a training package consisting of a flexible training programme for development of professional knowledge of trainers and soft skills and competencies necessary in AT, effective and attractive training methodology and supportive learning tools for trainees - tourism staff, which would respect trainees' real needs, capabilities and upcoming trends and demands for development of human resources competencies.

The comprehensive training package consisting of four specific training courses and a manual for promoter of the package was created in order to both: - raise competencies of all those involved in the provision of services in hospitality, i.e. managers of hotels, small accommodation facility owners as well as employees of the tourist facilities towards better communication with disabled guests and hence raise a quality of service provided and - enhance motivation and interest of owners and managers to introduce the training package in their companies.

The project was developed in two years (2009-2011) and it was funded by EU Lifelong Learning Programme, Leonardo de Vinci.

Member States involved: Czech Republic, United Kingdom, Italy

URL: There is no website attached to this project.

Turismo Inclusivo PERFIL

The overall objective of the project "INCLUSIVE TOURISM - Customer Service Skills for People with Disabilities" was to conduct a study that can contribute to the achievement of national policy for the inclusion of people with disabilities, particularly with regard to their access to tourist services, by: The identification of the specific needs of persons with disabilities, on the reception - service - service; The identification of professional skills in the field of care and service necessary to meet those needs; and the construction of a "package" of training led to the development of these specific skills.

The training was developed from 2009 in regional area and it was funded by European Social funds

2010

TRAINING TOOLS FOR ACCESSIBLE TOWNS

This project developed a multilingual platform that directly concerns 205.000 architects from five partner's countries, as well as the European countries which can speak one of the fifth languages of the project. This also covered the engineering services departments of the town and obviously millions of disabled people who will measure accessibility improvement of their own towns.

The project was developed in two years (2010-2012) and it was funded by EU Lifelong Learning Programme, Leonardo de Vinci.

Member States included: France (Project Leader) Romania, Italy, Greece, UK

URL: Although no website was founded, there is information about the project in the following database: http://www.adam-europe.eu/prj/6967/project_6967_en.pdf

Find website under at coordinating partner at www.ARVHA.fr

ATTRACTT Activate Tourism Training Resources for Accessible Cities and Towns

The aim of the ATTRACT is to promote meeting, discussion and co-operation among different stakeholders linked to Vocational Education and Training in accessible tourism and subsequent practical exploitation in tourist cities and areas of the partners' acquired skills and competencies.

The Learning Partnership deals with the theme of accessibility in the tourism sector, with specific focus on urban accessibility (i.e. accessibility of cities), and the project targets different themes: Accessibility in tourism, Urban accessibility and European Active citizenship.

The project was developed in two years (2010-2012) and it was funded by EU Lifelong Learning Programme, Leonardo de Vinci

Member States included: Italy, Slovenia, United Kingdom, Spain, Greece and Croatia

URL: <http://attract.lst.tfo.upm.es/>

TAF CITY

The project aims to develop a training programme for delivery through social networks to promote “The Age Friendly City” and thus improve the competences and knowhow of current and future workers involved in the tourism and other service sectors and local government services for ensuring elderly people remain integrated in society. This transfer of innovation project builds on two previous projects: Tactall “The Accessible City” (www.tactall.org) and ViCaDiS “Virtual Campus for Digital Students” (www.vicadis.net).

The specific aim was to understand the meaning of active aging, the needs of elderly people and the services available to them; how to improve the services and state how this may be achieved, thus acquire the ability to interact with different groups of different ages.

The project was developed in two years (2011-2013) and it was funded by EU Lifelong Learning Programme, Leonardo de Vinci.

Member States included: Spain, the United Kingdom, Hungary, Portugal, Slovenia, Belgium and Romania.

URL: <http://tafcity.eu/>

2012

T-GUIDE: Tourist Guides for Intellectual Disabled in Europe

The main aim of this 2.5 year project is to initiate a EU-wide discussion about the issue among different specialists, sector actors and stakeholders and to build a common guide for training Tourist guides, in terms of common principles, methodologies and recommendations. Following extensive research

of Occupational Standards for Tourism Sector in Europe, Canada, Australia etc. it was found that these exist and comparisons can be made and related to the European Quality Framework but very little input is apparent for the specific needs of the intellectually challenged other than normal Health & Safety issues which would pertain and be the responsibility of the Tourist Guide. In the tourism training sector, an internationally recognised curriculum for tourist guiding of persons with learning difficulties has not yet been developed.

The project started in 2012 and it is an on-going project, funded by EU Lifelong Learning Programme, Leonardo de Vinci.

Member States included: Italy, France, Austria, Spain, Latvia, Poland, UK, Belgium,

URL: A website is planned to be available at www.t-guide.eu

2013

SAFETUR

This projects aims to provide a practical and efficient, continuously updated life-long learning opportunity for tourism micro-SMEs in Europe through improved training accessibility in the field of Safety and Security at workplace and for clients, leading to compliance with cross-European standards, an increased professionalism, competitiveness through trust and rehabilitation and through these, stability and sustainability of rural tourism initiatives in Europe.

The project will be developed in two years (2012-2014) and it is funded by EU Lifelong Learning Programme, Leonardo de Vinci.

Member States included: Latvian, Norway, Bulgaria, Spain, Lithuania, UK

URL: http://www.celotajs.lv/cont/prof/proj/SAFETUR/project_en.html

ITA “Inclusion through Accessibility”

Commencing in 2012, the one-year ITA project will contribute to developing a new direction in the tourism sphere in Georgia, that will not only benefit the groups of beneficiaries (in particular, persons with disabilities and elderly citizens), but also contribute to economic development of Georgia by involving directly civil society organisations, small and medium-sized enterprises and public sector bodies. One of the main goals of the project is the realization of the advocacy campaign on adaptation of the tourist infrastructure (physical

environment, means of transportation and relevant services). The ITA project will disseminate and elaborate the principles of the human rights of people with disabilities and, furthermore, put in place sustainable organisational structures which can support the realisation of accessible tourism in specific destinations for the identified target groups.

The two “Training of Trainers” courses in Tbilisi and Batumi were prepared and delivered by ENAT experts from EU Member States. The project was developed and led in the national area by an accessible tourism NGO and was funded by the European Instrument for Democracy and Human Rights (EIDHR): Country-Based Support scheme for Georgia.

Greenways4tour project

The Greenways4tour project fits in with the call to “promote transnational thematic tourism” products in the European Union to develop sustainable tourism. For the first time, greenways have been included in the grant programme of the European Commission’s General Directorate of Tourism (2011), indicating that they are an area regarded to have great potential and value for the development of sustainable tourism within Europe. Greenways are typically pathways that have been developed along the route of former railway lines.

The project lasts 12 months under the preparatory action “Sustainable Tourism”.

Member States included: Spain, Italy, Czech Republic, Portugal,

URL: <http://159.149.119.15/greenways4tour/index.html>

TEAD Tourist Environment Accessibility for Disability

The TEAD project aims to transfer the products elaborated in the other LDV – TOI project, Accommodation and Catering Accessibility for Disability - ACAD. The training curriculum, materials, training film and manual prepared for the hotel and catering sector will be the base for adaptation and extension to needs of whole tourism sector and services complementary to it. The results of herewith project will include not only guidelines for tourism sector staff in communication, assistance, space arrangements and safety issues adapted to their offer but also will cover issues missing in previous materials knowledge and skills in area of accessibility information.

Main result of TEAD will be full training package (curriculum, training materials, manual and training film) which will equip tourist sector staff with necessary competences.

The project will be developed in two years (2012-2014) and it is funded by EU Lifelong Learning Programme, Leonardo de Vinci.

Transnationality: Poland, Sweden and UK

No website developed yet.

EVOCATE

The EVocaTE project is a co-operation of partners actively involved in education and training for the tourism industry. The main aim of this project is to improve vocational education and training (VET) and through this, the professional skills of tourism experts.

The mission of the EVocaTE project is to compare our target group's qualifications and competence for the tourism industry and identify any gaps and strengths and to improve services in catering, hotel management and accommodation for people with special needs and any disabilities.

There is no information about the length of this project although it is still active in 2013.

Trans nationality: UK, Italy, Slovenia, Romania, Germany, Turkey

URL: <http://www.evocate.net/>