



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

Case Study 6. ATHENA EU Training Project, Czech Republic

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**European Commission
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“Mapping skills and training needs to accessibility in tourism services”
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**Case Study
ATHENA, Czech Republic
Project and Self-education Product ‘Accessible Tourism in a
Nutshell’**

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Executive Summary

The ATHENA project was realised under the auspices of the EU Social Funds, Operational Programme Human Resources and Employment from June 2009 to May 2011. ATHENA stands for “Accessible Tourism – Humans, Education, New Approaches”.

The project addressed Accessible Tourism practice within the Czech Republic. Specifically, this was an awareness-raising and training initiative aimed at SMEs and tourism professionals with a focus on travelling, tourist places, products and information for travellers with special needs, namely for persons with disabilities, seniors, parents with small children or other persons with limited mobility.

The project endeavoured to:

- Introduce barrier-free travelling as an area suitable for development of employment with the objective to find employment for handicapped persons at the labour market and integrate them into society;
- Motivate the main participants of the tourist industry to engage with each other for mutual cooperation, with the objective of implementing this area of tourism into everyday practice;
- Get involved in European activities in the sector of accessible tourism with the objective of obtaining international experience and applying this to create a unified information system for barrier-free tourism in the Czech Republic.

The project activities were realized in the Moravian-Silesian Region, Hradec Kralove Region, South Bohemian Region and in Prague, the capital city, and they were designed for the following target groups:

- Regions, municipalities and organizations established by these actors
- Bodies of state and public administration in the sphere of the tourism industry and social integration
- Non-governmental non-profit organizations and employers of disabled persons
- Educational institutions
- Employment offices and employment service institutions
- Disabled persons and
- The general public.

The project team set itself the following targets:

- To create an accessible tourism manual (“Handbook”)
- To set the rules for creation of an information system in the sphere of accessible tourism
- To create a thematic network for collaboration in the sphere of accessible tourism
- To organize workshops for support of the development of services in the sphere of accessible tourism
- To create an electronic library of European information systems in accessible tourism

- To introduce good European examples of accessible tourism in the Czech Republic.

The project succeeded in reaching its objectives but the long-term results have been only moderate. Tourism businesses and regional destinations, as well as central government policies for the sector, have not sought to exploit the project's products to any significant degree. While the training resources remain available online, no direct training has continued after the project and there is a clear danger that the expertise built up over the 2-year period may not be maintained, leading to a tail-off in interest among tourism businesses.

1.0 INTRODUCTION

The Czech Tourist Authority was founded in 1993 to promote the Czech Republic as an attractive tourism destination to the domestic and international markets. It works with partners including tourism regions, towns and cities and private sector companies to raise the profile of the destination. CzechTourism is managed by the Ministry of Regional Development of the Czech Republic.

In 2012 a total of 7.2 million foreign tourists visited the Czech Republic. The main source markets were Germany, Russia, Slovakia, Poland and the United States. Foreign travellers spent CZK137.8 billion in 2012 which was the largest ever income and an increase of CZK 2.1 billion over the previous year. In addition, half of Czech tourists choose to have holidays in their home country, which indicates there is a strong domestic market which enjoys a wide variety of tourism products and offers across the country.

In 2012, Czech Tourism devised a national medium-term tourism marketing strategy for 2013 to 2020. The strategy document defines a range of promoted products, tools, markets, public announcements amongst other. The product line was narrowed down to "cultural heritage" as the primary product. Online communication was targeted at higher income visitors and was incorporated in integrated campaigns. Partner marketing is fostered in regions, foreign offices' activities have been streamlined and specific plans were drawn up for market research and innovative projects. A product manual was produced as well as a new concept for the national information website. The Czech Republic's destination rebranding has also been initiated, promoting the Czech Republic as "A country of stories".

In all these initiatives, there is no mention of upgrading the physical accessibility of tourist venues and attractions or introducing training or new services for people with disabilities or seniors. In the 'CzechTourism 2012 Annual Report' there is some activity

related to marketing of spas and wellness resorts connected to medical tourism, but no consideration is given to the senior or disabled markets as such.

Against this background, the ATHENA project stands out as one of the few initiatives which have addressed accessible tourism skills and training for SMEs in the Czech Republic. Specifically, this was an awareness-raising and training initiative aimed at SMEs and tourism professionals with a focus on travelling, tourist places, products and information for travellers with special needs, namely for persons with disabilities, seniors, parents with small children or other persons with limited mobility. It was financed by the European Social Fund.

The project endeavoured to:

- Introduce barrier-free travelling as an area suitable for development of employment with the objective to find employment for handicapped persons at the labour market and integrate them into society;
- Motivate the main participants of the tourist industry to engage with each other for mutual cooperation, with the objective of implementing this area of tourism into everyday practice;
- Get involved in European activities in the sector of accessible tourism with the objective of obtaining international experience and applying this to create a unified information system for barrier-free tourism in the Czech Republic.

The project was led by Kazuist, a private small enterprise, which offers consulting and education services to SMEs, especially in Eastern regions of Czech Republic. Having had some exposure to EU projects the company made a proposal to develop accessible tourism training and awareness-raising for businesses, drawing on both international and national/regional experiences. The objective was to stimulate local businesses to improve their offers and their economy by targeting the accessible tourism market.

This was a bold and radical move given that the businesses had no prior knowledge – or belief – that this market could help them develop and increase their turnover. The project team had to develop a convincing business case about the benefits of accessible tourism, (for example more clients, loyal clientele, prolongation of high season period), and to offer a new marketing approach in order to gain the attention of this quite sceptical audience.

The project team did not plan to go via the traditional vocational training route but felt the need to make a more direct approach – taking the messages about accessible tourism to the businesses and communities in workshops and with a well-developed set of training materials which, for the first time, would be in the Czech language.

2.0 OVERVIEW AND BACKGROUND INFORMATION

The team at Kazuist made an analysis of the training needs of the target groups prior to the development of the course manual and workshop programme. They determined that the content should be practical and useful, that the managers and staff should be able to experience “learning by doing”. In addition the training should employ a range of resources referring directly to tourism demand and supply issues, as well as the development of knowledge and personal skills.

It was also important to place the training in the right context to make it attractive to the smaller businesses. Barriers such as lack of time and money and sometimes also motivation had to be addressed. It was crucial to get managers to register their personnel or themselves for a public training by a mixture of persuasion and persistence. The goal was to raise the awareness, motivate business managers to change and collaborate through the sectors and the supply chain (commercial, public, NGO), therefore all these parties were targeted for the training. The main motivation of the ATHENA team was to apply their experience from a previous project (Beskydy for all), where they had developed and tested a pilot training programme for SMEs in tourism. The ATHENA team should reach a wider range of trainees over a greater area and utilize a new training programme.

Developing the course content

In the Czech Republic no formal training tools or curricula existed at that time in the subject of accessible tourism and there was also a lack of practised trainers. In a previous educational experience aimed at secondary schools – the “*Road to Knowledge*” course for secondary school pupils, Kazuist had made some training products about communication with disabled people and other resources. This material had been well received but the teachers had no particular competences in this area and from this experience the Kazuist staff concluded that there is a need to train the teachers first.

The team therefore set out to gather publicly available materials through internet searches and other means, preparing course work for trainees and presentations for the trainers. Much of the content was not regular training courseware but was in the form of reports and case studies which the team had to review, translate and adapt to training material. In this way the Handbook “Accessible Tourism in a Nutshell” took form. This was to be a basic text for all trainees, available in Czech and English.

The handbook explains briefly and clearly the meaning and benefits of accessibility for tourism and why it is important to develop skills of people interested in accessible tourism. It addresses the subjects of accessible information, accessible

communication, accessible environment (buildings) and special needs of customers with disability.

Figure 1: ATHENA Training Handbook cover - Welcome



The handbook of accessible tourism, which is the first Czech information material about accessible tourism, was introduced at the ATHENA project's International Conference on 15th November 2010 in Ostrava.

The project reached out to a wide range of stakeholders to inform about the project, to design the programme, to select the training venues and to develop and validate the course content. These included NGOs, trainers (teachers) in companies and schools, policy makers in regional tourism offices, and small businesses. These different audiences had to be approached in slightly different ways according to their background and interests.

3.0 TRAINING AVAILABILITY, CONTENT AND MATERIAL

Training was provided in a series of workshops arranged and led by Kazuist – the ATHENA project team. These were face-to-face sessions held in various locations around the Czech Republic in Moravian-Silesian Region, Hradec Kralove Region, South Bohemian Region and in Prague.

Curriculum design and research base

The ATHENA training content can be classified in two main areas:

- Setup/Introduction is based on studying texts, taking tests/quizzes, stories and animation.
- Resources: including ECA (the European Concept for Accessibility), “Improving information on accessible tourism for disabled people” (published by the European Commission), “Accessibility market and stakeholder analysis” (OSSATE) and others. The contents for the course handbook, trainers’ presentations and CD-ROM were developed from a wide range of materials selected from the sources mentioned above and from the websites of ENAT and other ENAT members.

The ATHENA training curriculum covers the following specific disabilities:

- Mobility impairments
- Blind and partially sighted people
- People with hearing impairments
- Other special skills.

The ATHENA team did not find any tourism personnel who knew sign language and this subject was therefore not included.

Skills, competences and training outcomes

The specific skills, competences and training outcomes that are addressed in training include:

- Knowledge of communication skills related to interacting with people with disabilities.
- Knowledge of the specific needs of clients with disability.
- Knowledge of design for all/ accessible environment.
- Knowledge of the principles of delivering accessible information.

Table 1: ATHENA: Areas and degrees of focus of training

Hi				Lo	Specific Focus of Training
					Competences and skills

Hi				Lo	Specific Focus of Training
	X				Competences and skills
					Understand policies on accessibility and services for guests with disabilities
X					Develop awareness of needs of guests with disabilities
		X			Understand functional diversity and causes of disability
X					Understand barriers to accessibility
	X				Understand basic principles in welcoming, serving and assisting guests with disabilities
	X				Understand effective customer service
				X	Know how to deal with service animals & assistive technology
				X	Know about safety and evacuation procedures
				X	Understand access in strategic business development
			X		Know where to find relevant information and resources
				X	Share knowledge, ideas and successful solutions with other personnel

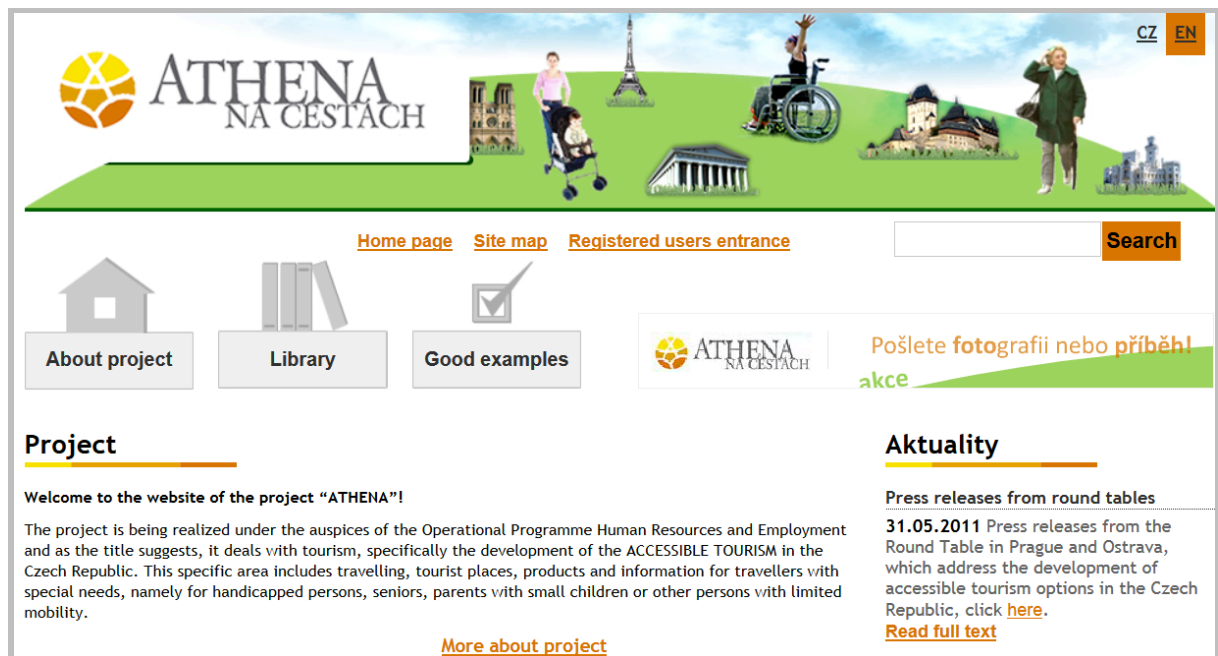
As can be seen from the table above (completed by the project coordinator), the main emphasis of training is on understanding customer needs and providing the desired service to customers, especially those who have a disability. Relatively less emphasis is given to technical, managerial and more “academic” issues. The focus of accessibility training is clearly on enhancing knowledge and providing practical techniques and customer-orientated service.

Content, Structure and Training Materials

As noted above, the course content includes aspects of customer care and accessibility awareness. It also covers information for managers about developing and marketing accessible tourism products and services.

The training materials are available on request from the project office which is managed by the Kazuist. The Handbook is free of charge, and the database of good examples is available online at the project website¹.

Figure 2: ATHENA Project website



Good examples are also available on the website²: The project team considers the website as an extension of the printed handbook.

The ATHENA course is a self-educational product, allowing trainees to follow a structured course in a series of 5 modules. Copies of the initial pages of the Training Handbook are shown in the following images.

¹ www.project-athena.cz

² <http://www.project-athena.cz/en/dobre-priklady>

<http://www.project-athena.cz/en/knihovna>

Figure 3: ATHENA Training Handbook section 1a. Customers' Needs or Accessible Services



Figure 4: ATHENA Training Handbook section 2. Special Needs of Customers

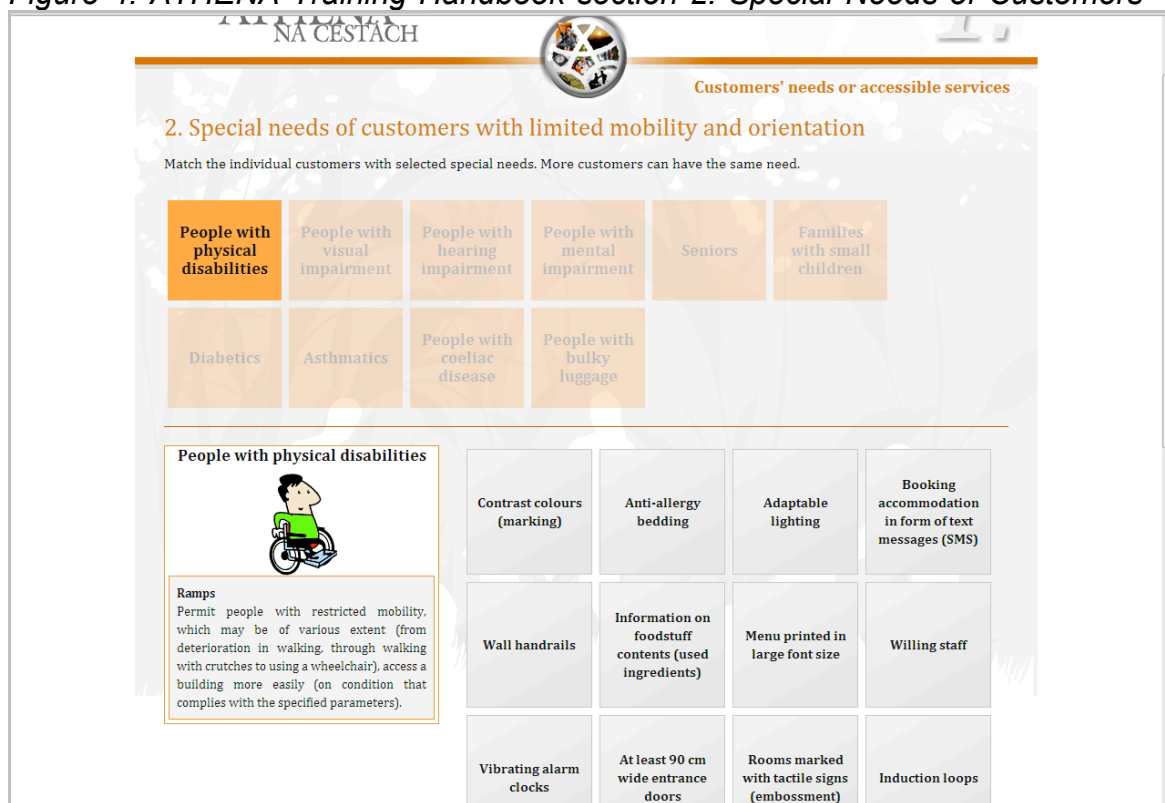


Figure 5: ATHENA Training Handbook section 2. Universal Design



The *Accessible Tourism in a Nutshell* component of the training course informs readers/trainees about the origins of tourism for all, the availability of accessible destinations and both the demand and supply side aspects of the subject.

An example of the guided reading material is shown below:

Table 2: Demand and Supply side factors - Training Example

Needs on the side of demand	Barriers on the side of supply
<p>What do customers with specific needs expect and need from tourism?</p> <p>How does inaccessibility influence customers' behaviour?</p> <ul style="list-style-type: none"> • they prefer not to go anywhere • they go but only to places they know • they are disappointed, dissatisfied and tired. <p>Physical accessibility</p> <ul style="list-style-type: none"> • accessible environments – buildings, infrastructure and (technical) equipment without architectonic barriers, designed according to the rules of universal design • accessible transport and transport infrastructure • accessible products – adapted offer of basic and additional services and programme packages exploiting the region's potential whose range includes something for anyone irrespective of age, health condition or physical abilities <p>Accessible information/communication</p> <ul style="list-style-type: none"> • reliable information on accessibility distributed in accessible formats by diverse communication channels • uniform standards for assessing accessibility • welcoming approach of staff, ability to 	<p>Accessibility is a sign of quality and thus has marketing or economic benefits. At the same time, its design can be attractive for everyone.</p> <p>So why are there still so few accessible places and services?</p> <p>Physical barriers</p> <ul style="list-style-type: none"> • the tourist site or destination is located in an inaccessible or inadapted environment • transport inaccessibility <p>Information barriers</p> <ul style="list-style-type: none"> • absence of any research of the demand and statistical data for qualified decision making • lack of information sources and inspiration of how to apply the rules of tourism for all in practice including low cost solutions, • non-uniform interpretation of accessibility, narrowing it to people with disabilities or to wheelchair users only • worries about the loss of current clients • unprepared staff • insufficient cooperation of tourist entities (competing for tourists instead of exchanging them), • an important initiator is missing <p>Economic barriers</p> <ul style="list-style-type: none"> • lack of one's own capital to make services accessible

<p>meet the specific needs and offer corresponding services</p> <p>Economic accessibility</p> <ul style="list-style-type: none"> options of choosing from various price levels equal rates for everyone for standard services <p>(without accessibility surcharges)</p>	<ul style="list-style-type: none"> insufficient offer of financial support (programmes)
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4.0 TARGET AUDIENCE, COMMUNICATIONS AND BARRIERS

Target groups of the course

The ATHENA accessibility training was targeted towards managers and personnel in tourism SMEs such as hotels, attractions, restaurants, as well as local policy makers.

Table 3: ATHENA Accessibility Training: Target Audiences and relevance (High – Low)

Hi				Lo	Target Audience
	X				Frontline staff in general
X					Managers / owners
		X			Specific frontline (e.g. receptionists, waiters)
			X		Other tourism related roles (All).

The section below describes how these audiences were reached and what methods were used to convince the target groups to engage in accessibility training.

Communication and barriers

Businesses were recruited through the use of e-mail, the project website and invitations to workshops. These methods were fairly effective but the key factor in encouraging the target audience to attend laid in the messages and announcements. It was vital to

present convincing examples, showing that accessible tourism really works and that there are also effective low-cost solutions. In addition, it was important to demonstrate that offering accessible services does not always call for high investments. In workshops the team showed case studies, presentations of good examples, and videos to get these points across. The ATHENA team considers that this was the key element that contributed to making the training effective ie. the concrete cases that were presented. In addition, the interactive face-to-face methods, the competences of trainers and the resource materials and Handbook that were distributed free of charge also had a good impact.

In broad terms, the ATHENA project team has come to regard accessible tourism development as a “long distance run”, which must be supported by appropriate tools and by collaborations of the whole tourism chain. Within such a framework, education and training plays a vital role – in the first place - in laying out the evidence for accessible tourism as a sound business proposition. The project had to overcome considerable scepticism and lack of interest among managers at first. People from SMEs did not “stand in a queue” to take the course, but had first to be tempted and encouraged to take part through a range of workshops and events.

In general, according to the project team, there is a problem in the attitude to disability in the Czech Republic. In hotels the managers often do not see persons with disabilities as a benefit. They also find it hard to get to the first step of the training. There is no legislation requiring accessible hotels or other tourism premises and managers do not see the benefit for themselves. Making a place accessible seems to be a big investment or they do not own the building. There is no knowledge about inexpensive solutions and there is a resistance even to consider approaching the issue.

5.0 EVIDENCE OF IMPACT

The ATHENA project concluded its work at a very successful final International Conference in November 2010. At this event, the difficulties of promoting and supporting accessible tourism training and good practices were pointed out by the ATHENA project manager, who said:

“Despite having several initiatives in Bohemia, mostly in the Bohemian Mountains and in the Moravian-Silesian Region, which strive for accessible tourism, their efforts are in vain due to the non-existing background. Czech legislation has been so far totally ignoring accessible tourism. Nevertheless, we are determined to promote accessible tourism as an important part of the prepared new tourism act. We believe that it could result in an increase of competitiveness of the Czech Republic in the sphere of tourism,”

“The promotion of accessible tourism is not only an attempt to implement equal opportunities for all groups of people in the sphere of tourism, but also the chance to contribute to the development of Czech regions by increasing local tourism. Therefore it is absolutely necessary to make the political representatives of the regions realize the importance of accessibility as an integral part of the increase of service quality and sustainable development, and to start creating supporting programmes for tourist facilities operators that would lead to the removal of physical as well as structural barriers. Last but not the least, it is important to make them support education in this specific area.”

- Mrs. Jarmila Šagátová.

One of the discernible impacts of the training was that the region of Těšín Silesia, which had taken part, gained some success in the European Commission’s award EDEN 2013 for Accessible Tourism Destinations. The region was one of the final five destinations that were recognised for their offers in the first ever national competition in accessible tourism.

Another clear indicator of the success of the overall training and awareness raising has been the inclusion of 158 providers of accessible tourism services registered in a special database³.

The Jedemetaky system for monitoring and presenting accessibility information is planned for further development by its partners and may be extended to the border regions of Poland and Slovakia. The ATHENA training for businesses is expected to go “hand-in-hand” with the accessibility information scheme. However, concrete funding plans are not yet in place for this initiative.

The ATHENA project has not been monitored or evaluated so far but an evaluation is taking place in autumn-winter 2013 by the funding authorities.

³ www.jedemetaky.cz

6.0 CONCLUSIONS

The ATHENA training initiative can be characterised as a:

“holistic” approach to raising awareness, encouraging interest and curiosity and educating tourism managers, staff and policy-makers about the value and importance of accessible tourism.

While specific skills are demonstrated in examples, vignettes and cases, the main purpose is to impart knowledge to those who have not considered accessibility as part of their business – and have not regarded the accessible tourism market as relevant for them.

The barriers faced by the project were substantial, especially regarding social norms in the country and the regions, where persons with disabilities are accorded a rather low status and are of little interest to the large majority of tourism suppliers. This state of affairs seems to continue even today as there is little indication from the Czech Tourism agency that accessibility has a place in its development agenda.

In their training initiative, the ATHENA team brought a fresh approach and a challenging new ethos to the work of tourist destinations and businesses. They wrote:

“Accessibility expresses the option of all visitors (with diverse needs and abilities) of a tourist destination to have easy access to facilities (buildings), transport, information, communication, attractions and other services, to participate actively in programmes and events for guests, and to benefit from them. It also reflects the staff's competences, namely their ability to react to the customers' specific needs. It supports the inclusion of people with specific needs in tourism or more precisely in the whole society. As a result, it extends into all tourist sectors and may not be solved only as a marginal problem. That is the only way to create tourist destinations accessible to all.”

– ‘Accessible Tourism in a Nutshell’ ATHENA Training Handbook

The development of accessible tourism is seen by the ATHENA team not only as the responsibility of service providers or operators of tourist attractions. Since there are many entities active in tourism with diverse specialisations, making tourism accessible requires knowledge and engagement of a number of people and organizations. ATHENA has identified the many players who are typically involved and has paid specific attention to the roles of each one in enabling better access for all. They name “Sellers, Buyers, Suppliers, Supporters, Collaborators, and Influential Parties, including: general public – citizens of tourist destination (local communities), citizens' tourism associations, associations, tourism enthusiasts (e.g. Czech Tourist Club), individuals – all of us”.

Education is seen as the key to accessible communication. The team considers that:

“...although things have been improving, the greatest barrier still remains inside of people. And people, that is not only the staff of tourist facilities or attractions, but also local inhabitants, all of us.”

The human factor plays a very important role in tourism. It represents a part of the offered product and destination, influencing the satisfaction of customers with provided services and the time spent in the tourist destination.

At school or in further education, especially the rules and techniques for communicating with people with special needs should be developed (in particular people with disabilities), enhancing the knowledge of special needs, basic rules of approaching people with disabilities including the basic assistance (providing help), increasing the awareness of accessibility criteria and the like.

The trainers in the ATHENA programme had identified the need for basic “motivational” training (- what is accessible tourism, its benefits, how to develop it, the need of collaboration). They also identified gaps in access skills training from secondary school level up to universities and other higher education institutions. It was for this reason that the Handbook was written for a very broad target group, serving as a resource manual (and CD-ROM) for a diverse range of trainees or professionals.

“We would be very happy if this handbook became a useful aid not only for service providers in tourism but also for people in charge of politics, non-governmental non-profit organizations, schools and educational institutions, staff of national authorities dealing with local development, social integration or employment of people with disabilities” - Jarmila Šagátová, Manager of ATHENA Project.

7.0 RECOMMENDATIONS

The ATHENA project team defines successful training as *“seeing managers and personnel in the tourism sector starting to make the effort to change the access conditions for clients with specific needs, taking little steps after reading the handbook and participating in the project workshops”*.

- The team has developed a methodology for training programmes for professionals in this sector, and focused on social enterprises with the collaboration of *Tourism for All UK*. Establishing new forms of (social) enterprises focusing on access for all are considered as one way to bring about a change in the mindset of tourism and other service businesses, by offering






support services to the businesses that need better physical access, transportation and staff training.

- While the ATHENA project targeted policy makers as well as tourism managers and frontline staff, they did not have the opportunity to involve architects, planners and designers. However, when preparing the Handbook they engaged a university teacher in architecture who prepared the accessible environment drawings. The team noted that “accessibility” and Universal Design are not typical subjects in Czech universities and design colleges and the practice of following building regulations and guidelines for accessibility is not common. This is an area of training which needs to be supplemented with pictures and examples, as in the ATHENA CD, which is included with the Handbook.
- The ATHENA team points firmly to the benefits afforded by engaging in EU and international projects, exchange of knowledge and experience and support for development of educational tools (e.g. videos).
- They believe that there is a lack of resources at local and regional levels in the Czech Republic for the preparation of trainers. Furthermore, there are few experts in accessible tourism – with both sides of knowledge – tourism and accessibility, and it is necessary to pool the European expertise to promote accessible tourism training and identify good examples for businesses to follow.
- Their top 3 priorities for improving training in tourism accessibility would be:
 - a. Development of attractive training programmes
 - b. Promotion of the course to professionals and students, (telling why should they pass such a training course) and financial support for training
 - c. Putting the access training into the criteria of quality in tourism.
- The ATHENA project involved NGOs and public authorities, regional authorities for tourism development and social services. There was a strong focus on domestic tourism but the Moravia –Silesia region is also attractive to tourists from Poland and Slovakia. This leads the ATHENA team to the conclusion that it would be very worthwhile if EU and national / regional support grants were made available for cross-border and international projects on accessible tourism, incorporating training for businesses and professionals. With the ATHENA Handbook as a ready source of material, it would be quite possible to replicate and further enhance the training offer over a wider geographical area if funding should become available.
- Finally the project has indicated its firm belief that regional representatives of the tourism sector in the Czech Republic must make a concentrated effort to

promote training as well as and physical access improvements in order to develop the tourism offers for all visitors.

ANNEX I: CRITERIA AND JUSTIFICATION FOR BEST PRACTICES

Table 4: Criteria and justification for best practices

Criteria	Justification	On track/off track
Innovative	The ATHENA Training Handbook is the first accessible tourism training guide in the Czech language. It is built on international source materials and Czech experiences.	
Relevant	The material is also available in English and Czech (often this type of product is only in national language). Brief, apposite, comprehensible. Available free of charge.	
Transferable	It contains general information valid also in other sectors. It can be used by managers and staff in tourism, by teacher and students in tourism, architecture, social care but also by the public in general. Lots of information/topics are valid worldwide (and are in English – see above).	
Efficiency & Effectiveness	It combines simple text with pictures and interactive elements (test, questions) Brief introduction to accessible tourism	
Impact	1. Increasing awareness about accessibility (what does it mean, who needs it). 2. Demonstration of the possible way of tourism destination development (possible impulse for providers). 3. Breaking of attitudinal barriers about disabled people (how to communicate with them). 4. Promotion of accessible tourism. 5. Lacks a wider take-up in the Czech tourism sector, for reasons given below.	
Sustainable	Accessible Tourism does not have a clear position in the vocational training or education programmes of the Czech tourism sector. <i>Accessibility for all</i> is only beginning to be recognised as a market and a policy area for the Ministry responsible for tourism. Ministry of regional development (responsible for tourism) has a special grant program “Accessible tourism for all” aimed at raising accessibility standards in tourism facilities (adaptation of services, building adjustment etc.). There’s no focus on training. However, the experience of developing the training and creation of a database of accessible venues has created a good foundation for further training in this area.	