

ELEVATOR



Accessible Tourism Training Report

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ACCESSIBLE TOURISM TRAINING | REPORT

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Abstract

This report provides an analysis of Accessible Tourism training practices based on surveys carried out in the project partners' countries and information from other European studies and experiences gathered by the lead partner, ENAT. It also indicates what skills, knowledge and competencies should be developed and describes the more successful methods and forms of learning and training which could be adopted to provide efficient training/learning, harmonizing the education with the market needs. The final section of the report presents a proposed outline of an accessible tourism training curriculum for SME managers and staff in the tourism sector. The aim of this report is to inform of how to promote education in accessible tourism at national and European levels, how to integrate this topic into the present/new curriculum or educational strategies and how to improve quality and efficiency of education in accessible tourism.

End-users: ENAT, training providers, curriculum designers, policy makers (primarily in education and vocational training), teachers, learners.

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1 EXECUTIVE SUMMARY

This report presents results of the analysis focused on Accessible tourism training in EU countries, in particular in countries of ELEVATOR project's partners (Czech Republic, Greece, Italy and Slovenia), and gives answers to the basic questions: why is training and education in accessibility needed, what skills and knowledge should be developed, who should be educated and how.

The report is addressed to the training providers, promoters of accessible tourism like ENAT, policy makers and curriculum makers who set educational strategies and priorities, and last but not least to the teachers/trainers and learners who want to improve accessible tourism skills.

The report responds to the need to promote education in accessible tourism and bring it into the mainstream of training on national and European level, support integration of this topic into the present/new curricula and educational strategies and give the end-users directions to efficient training/learning and harmonization of education with market needs.

1.1 Key findings

Current supply of accessible tourism training

1. There are wide differences in the availability of accessible tourism training and the content of such training in mainstream tourism and hospitality training curricula across the EU.
2. Where accessible tourism training exists, offers are found largely in relation to continuing Vocational Educational Training (VET) or Continuing Professional Development (CPD), and much less frequently in basic education or student-level training. Current training provisions are often provided with specific funding on a temporary basis, as part of projects or other initiatives, and they often reach too few individuals or businesses to have an effective impact on the overall accessible tourism services in a region or country.
3. Lack of demand on a commercial basis results in market failure with very few businesses offering AT training within the private sector.
4. ENAT studies¹ show that, overall, NGOs are the most active organisations delivering accessibility training for businesses across Europe. Typically, NGOs have developed the training in partnership with tourism organisations, tourism boards or businesses in order to develop one or other specific sector of the tourism industry, e.g. airports, hotels, travel agents, tourist guides, etc.
5. There is a lack of recognised experts / trainers in this field across Europe. Also, there is no standard by which to measure the quality of teachers / trainers within tourism educational establishments e.g. schools, colleges and university. This applies also to training within businesses.

¹ See: EU Study: Mapping Skills and Training Requirements for Accessible Tourism, 2014
<http://www.accessibletourism.org/?i=enat.en.reports.1620>

6. It should be noted that it is a legal obligation for airports in the European Union to train their staff (or hire companies with trained staff) to provide assistance for Persons with Reduced Mobility (PRMs).² This training is not carried out according to a standard curriculum and therefore the quality and content of training (and service) varies from country to country and even between different airports within the same country, in some cases.
7. The standard methods of delivering formal training are online and traditional classroom-based training. Some training providers have developed “blended-learning programmes”, which combine both methods. Direct involvement of people with disabilities during training can have a significant impact on the learning experience of trainees. Research by ENAT suggests that classroom based training can be more effective than online training, which is undertaken on an individual rather than a group basis.
8. A majority of courses are directed to frontline staff in the hospitality sector. However, it is recognised that it is important to instruct managers as well to have a more long-lasting impact. Managers need to understand not only how to deliver good customer service but also how to develop an accessible tourism strategy for the enterprise. This requires understanding of the accessible tourism market and responding accordingly, as it develops over time.
9. Most training focuses on introductory-level skills as business conditions often require a fast delivery of training, which is focused on giving results in the daily work of every staff member.
10. Training tends to focus on the needs of people with disabilities, with less emphasis given to the wider range of visitors who benefit from “good access” and customer service. It is essential to promote an understanding of all the beneficiaries of accessible tourism services in order to mainstream accessibility within the enterprise.
11. Training most often addresses accessibility measures that apply to visitors with motor and sensory impairments, while the measures for serving customers with other access needs, such as allergies or long-term health conditions are less prevalent. A broader-based approach should include training in services for persons with intellectual disabilities, customers with allergies or food intolerance and the access needs of families with small children and older people.

Existing demand for accessible tourism training

12. ENAT studies suggest that SMEs in the tourism sector make less use of formal training than large enterprises, both for managers and for staff. This is mainly due to their limited financial resources, limited time and difficulties in accessing training courses locally. Additionally many will have no understanding of this market, or if they do, they believe it is associated with incurring high costs to adapt their business, therefore they choose to ignore training or developing their business to be more inclusive and serve a wider market.

² Regulation concerning the rights of disabled persons and persons with reduced mobility when travelling by air ([EC Regulation 1107/2006](#)).

13. Improving accessibility has traditionally been promoted to SMEs as an opportunity for growing their business. However, ENAT research suggests that some SME accommodation providers may be family businesses and have no wish to grow. Such businesses need to be encouraged to adopt accessibility training to discover how improved accessibility can improve the quality of experience for all customers.
14. Some SMEs show a lack of interest in joining accessible tourism training, citing lack of demand. To gain the attention of these businesses, owners/managers should receive clear, concise information on the business advantages of improving staff competences in accessible tourism with clear examples from the sector in which they operate.
15. SMEs receive business support information from a range of sources, not necessarily local, regional or national tourist boards. It may be from professional membership organisations, Chambers of Commerce, banks etc. If these organisations fail to promote the benefits of being inclusive and accessible to all customers and signposting businesses to relevant resources, the demand is not likely to be stimulated. There is a need therefore to consider not only the production of relevant training and support materials but also have an understanding of the communication channels that SMEs use and exploit these to reach them.

Strengths

16. In several EU Member States there is growing awareness among National and Regional Tourist Boards of the importance of the accessible tourism market. Awareness may be influenced by government anti-discrimination policies or accessibility may be adopted as part of the strategic development of a country's or region's tourism products. Where tourist authorities and destinations place a strong focus on the development of accessible tourism there is some evidence that training projects and learning initiatives are likely to follow. This has been demonstrated in Italy and the United Kingdom, for example, where training offers have increased in recent years.
17. Thanks to EU and nationally funded initiatives in the past, there are some good and well-documented examples of projects and products in accessible tourism including training programmes and materials for further education and VET.
18. Vocational training courses in tourism are free in several EU countries, and educational programmes for adults are also free of charge through programmes like ERASMUS+, giving opportunities for new learning and training initiatives.
19. New SMEs and "start-ups" are appearing in the tourism sector led by young people who are often open to new ideas and who use the new technologies to learn and train themselves. This provides a basis for new learning opportunities where accessibility and inclusion can be integrated in programmes directed towards SMEs.

Gaps and Weaknesses in training provision and the role of EU projects

20. The most significant gap in the existing training landscape is the lack of actual availability of training, especially for SMEs.
21. Making the initial contact and attracting businesses and as well as individual workers to be trained in accessibility is a major hurdle. There is a lack of convincing local “business case” examples that show the real value and Return On Investment (ROI) for tourism operators who engage in accessibility improvements.
22. While a number of certificates in accessibility training have been developed in different projects and initiatives across Europe, these do not give academic credits and most qualifications are not recognised by the national bodies responsible for VET, nor do employers demand them.
23. On the whole, the level of awareness and the qualifications of tourism services providers are inadequate to address the needs of the accessible tourism market.
24. The role of EU-projects to remedy the gap in the availability of accessible tourism training has so far been rather limited. EU funded projects have focused on establishing a basic understanding about the target of training initiatives, the main actors who need to be trained (management, staff and different occupational roles) and appropriate training tools, methods and curricula. The main achievement of most of these projects lies in the awareness raised among the participants and the relevant stakeholders.
25. In previous years (up to 2014), EU-funded projects have had limited success. Only few have been continued after funding ceased and dissemination was generally weak. The lack of continuity suggests projects were not sufficiently embedded in tourism training organisations. In addition, many of the earlier EU-funded projects were pilot projects with very few participants.
26. One important weakness in this field is that the impact of training on customers, staff and businesses is rarely evaluated. This has led to a lack of “business case” examples that can demonstrate the value of training, as mentioned above.
27. Accessible tourism and related training is not being developed and promoted across Europe as a whole due to a fundamental lack of policies in this area. Only a few National Tourism Authorities promote such training and uptake is slow in most EU countries. This makes it difficult to promote Europe as an accessible destination for European citizens and the rest of the world. Lack of policies and strategies on accessibility awareness and training makes it likely that the EU will not be adequately prepared for a rapidly changing and ageing global market.
28. A key barrier for development that should also be recognised is a cultural one concerning how people see disability within society. Many people may not acknowledge it but they may be fearful of engaging with disabled people as they may not know ‘what to say and do’. It is only in recent decades that EU countries have recognised the rights of disabled people and integrated them more into the community. The “fear factor” may be the first barrier to overcome when training institutions seek to engage SMEs in this market.

Opportunities – increasing the supply and demand for learning and training

29. Due to SMEs having little time or financial resources for training, it is important to develop additional strategies focusing on informal learning, on-the-job training and e-learning.
30. So far, relatively few Member States have recognised that accessibility has a strategic role in the development of tourism products. Where there is a stronger legal basis, as in the UK (Equality Act, 2010), the national tourist boards have a clear obligation to lead the way, more training courses tend to be available. Legislation seems to encourage the growth of training offers and engagement, at least where this legislation is being properly enforced. Legislation is, however, often seen as a threat or a ‘stick’ whereby businesses may respond on a minimal basis and not in the spirit of the law. The business case, highlighting the benefits, of improved accessibility is ‘the carrot’ which encourages businesses to do more, this is seen as being a preferable business development path to follow underpinned by the legislative approach.
31. Key actors within organisations can act as “Access Champions”, who actively promote training as an integral part of accessibility strategies. These may be people with a political, business or other role in the community (e.g. sports personalities) who can deliver the vital messages about the need for access in tourism sector events and activities.
32. Opportunities exist with new media and technologies for the development of tools for learning and training that would directly address the needs and questions of tourism SME owners and managers. Guidance documents should be short and to the point. They should be offered in formats so they can be read on mobile devices. Videos or Podcasts can provide awareness and inspiration, and can be effective means of distributing examples of good guidance.
33. Leading tourism chain brands, such as hotels and tour operators offer the opportunity to help develop this area of tourism. At present few major chains make their accessible offering highly visible to customers, perhaps out of fear that some customers may be put off if they perceive for example a hotel will be catering to people with learning difficulties. *Scandic* is an example of a hotel chain that uses accessibility to their commercial advantage. It also provides online training in disability awareness for all their staff.

Threats

34. The greatest barriers to accessibility training are the lack of awareness about accessibility generally in the tourism sector and the lack of a convincing business case for accessibility training. Tourism businesses have little incentive to engage in training for accessibility when the market is poorly understood. *Typically, small businesses see accessibility only as a cost*, and this (mistaken) perception slows the uptake of training and the adoption of new approaches to tourism management and development of new products.
35. Systems of initial vocational education are not fully aligned to the tourism sector’s needs, due to a lack of cooperation of secondary schools and universities with employers on developing the curricula and learning processes. This presents an

ongoing risk that newly trained personnel coming into the industry do not have the skills needed for their jobs and this includes the lack of knowledge and skills in relation to accessible tourism.

1.2 Key conclusions

1. Accessible tourism training should take into account the context of training, the trainee's prior qualifications, knowledge and experience, the educational level of the training and visitors' specific access requirements.
2. If a visitor experience is to be truly accessible then all elements of the supply chain or customer journey must be accessible. As a result, a person's place in the tourism value chain is less important for determining skills and training needs than the *role* that this person fulfils in the business.
3. Learning and training provision must differentiate between different skills requirements / levels (basic, in-depth) and different occupational roles (Managers with / without customer contact, frontline staff, others (including technical specialists)). We can identify the following categories of roles for learning/training:
 - Business owners / Managers: including General managers, Catering managers, Facility managers, Sales and Marketing, Events, Transport, Human Resources, etc.
 - Front-line staff, e.g. Receptionist, concierge, waiter, bar staff, ...
 - Front-line staff, e.g. Cleaners, room-service, drivers, ...
 - Front-line staff, e.g. Leisure centre staff, lifeguards, spa/wellness staff, activity animators, (etc.)
 - Technical support staff, e.g. maintenance staff, facility personnel
 - Others.
4. Training content should be guided by the *learning outcomes* that are desirable for managers and staff. Key modules or areas of learning are:
 - a. Awareness-raising and perception of the accessible tourism market
 - b. Knowledge about the requirements of the main target groups
 - c. Knowledge about the Accessible Tourism Market and its advantages for businesses
 - d. Skills and competences required for addressing the needs of the target groups
 - e. Practical steps to develop accessibility in the organisation (Strategic Accessibility Management, Access Auditing and Analysis, Accessibility Action Plan: improving facilities, Staff training and improving customer service)
 - f. The accessible tourism value chain and local business networking
 - g. Marketing and promotion of accessible tourism

5. Accessibility training should be promoted through relevant channels of communication that are regularly used for the support of small tourism businesses, rather than being something separate. A strong focus on accessibility as part of “customer service”, “sustainability” and “quality” may bring access issues more into the mainstream of training and enable wider uptake of the required skills among tourism SMEs.

ELEVATOR Model Curriculum for Accessible Tourism Training

6. A structured model curriculum for SME training applicable to managers and customer- service staff is provided. The ELEVATOR Training Curriculum reflects the findings of the surveys and analysis, taking into account the requirements for delivering specific knowledge, competences and skills to trainees, the short time typically available for training and the need for an external validation and accreditation through a recognised expert body. It is proposed that the ELEVATOR Curriculum should be delivered by training partners under a Licensing Agreement with the European Network for Accessible Tourism - ENAT, which is launching the first and only “World Tourism for All Quality Programme” in Summer 2018.

2 OBJECTIVES AND APPROACH TO THE REPORT

This is the final report of the comparative analysis focused on “Accessible tourism training”, presenting the key findings, conclusions and recommendations regarding vocational educational programmes, tools, conditions and practices for accessibility training in the tourism sector.

The overall objective of this report is to inform training providers and other end users of why and how to promote education in accessible tourism at national and European levels, how to integrate this topic into the present/new curriculum or educational strategies and how to increase the quality and efficiency of education in accessible tourism.

The report was prepared by ENAT, with contributions from all partners of the ELEVATOR project, in 3 steps:

- 1) Surveys in partners' countries - two surveys were conducted by project partners in 2015-2016 to gather information about the level of Accessible Tourism services, availability and scope of relevant training programmes and learning opportunities in the countries of the ELEVATOR project. Results of these surveys are presented in sections 3 and 4.
- 2) Study of Accessible Tourism Training Courses offered within the past 15 years in EU Member States - to add a wider perspective, the surveys were supplemented by relevant findings from a study on accessible tourism skills training in the EU-28 Member States produced by ENAT and partners in 2014 for the European Commission - see Section 3.
- 3) Model training programme for SME managers and staff on the subject of accessible tourism development and customer service - drawing on the results of surveys and study a transferable curriculum and recommendations for accessible tourism training were prepared. The final section of the report presents an outline plan of the main training modules and contents that may be considered when creating a training programme or course for tourism SMEs, including business owners, managers and staff.

2.1 The role of accessibility training in the tourism sector

Despite the growing demand for accessible tourism services, so far, relatively little attention has been paid to the need for education and training of management and staff in the tourism sector, in matters concerning quality of service and how to welcome guests with access needs.

Employment in the tourism sector is typically sensitive to seasonal demand and economic factors. Employees therefore need professional qualifications that are recognised and “portable” across national boundaries, and here accessible tourism qualifications should also be included.

Tourism training programmes can play a vital role in preparing managers and employees to deliver their services in appropriate ways, respecting not only the diversity of customers' access needs but also specific requirements related to disabilities or long-term health conditions. With suitable training, front-line staff can make disabled and senior guests feel welcome and, in some situations, even

overcome some of the physical and functional barriers that are still present in older buildings and environments.

Accessible tourism training can help to change attitudinal barriers that people with disabilities are persistently facing from staff in the tourism sector. Such attitudes are largely due to lack of knowledge and consequent misunderstandings. When properly performed, accessibility training gives staff the necessary knowledge, competences and skills to cope with diverse situations and customer needs. With greater confidence, managers and front-line personnel are able to handle situations, which could otherwise be seen as difficult, or threatening.

Currently Europe lacks a tradition or widespread practice of training in accessible tourism skills. As the results of this study show, training courses in skills related to accessible tourism are relatively scarce within existing VET frameworks and commercial training offers. Where there is some take-up of such training it has been largely due to short-term initiatives such as EU-funded projects in Lifelong Learning (Leonardo and recently ERASMUS+) and national programmes for Human Resource Development.

The aims of such projects has been quite varied but many seem to have difficulties in achieving wider impact, especially beyond their original partnership or geographical boundaries, and most projects have failed to achieve long-term continuity.

Increased training in accessible tourism skills is a vital way to upgrade the qualifications and abilities of managers and employees in the European tourism sector. Skills development in this area is essential to the ultimate objective of making - and maintaining - Europe as a world-class destination for all tourists.

Tourists with specific access requirements can experience difficulties at any point in their journey, from the earliest planning (gathering and sifting through information), to booking, travelling, in various modes of transport, in accommodations, at attractions, cultural venues, in restaurants and cafes, when shopping or attending a business meeting or conference, when passing through urban areas or natural landscapes, simply finding and using a public toilet, and returning safely home again. It is therefore essential that persons who are employed in any of these parts of the “visitor journey” must be trained to some degree in certain skills to assist and accommodate all visitors with equal attention, respect and support, when required.

3 OVERVIEW OF EXISTING ACCESSIBLE TOURISM TRAINING INITIATIVES AND PRACTICES

This section provides an analytical overview of existing training initiatives in the partner countries of the ELEVATOR project: Czech Republic, Greece, Italy and Slovenia, gathered in 2015 – 2016.

Additional data related to Vocational and Educational Training in other EU Member States was collected by ENAT and VVA (Valdani Vicari & Associates) within the scope of the EU Study for the European Commission, “*Mapping skills and training needs to accessibility in tourism services*” (Contract 204/PP/ENT/PPA/12/6471), published in 2014 (op. cit. Footnote 5.).

This overview aims at providing an overall analysis of past and present training provisions while finding common themes and investigating key issues and barriers. The analysis of availability of training encompasses:

- Member States;
- Occupations; and
- Disabilities and access requirements.

Firstly, it should be noted that the available training provisions across Member States are relatively similar. There is not one key feature differentiating Member States from one another. At the same time, similar barriers and challenges seem to be relevant to the tourism industry as a whole and are not specific to individual Member States.

Availability of training provisions does not necessarily give an indication of its impact on the overall provision of *accessible tourism services* in any given location. Availability is a poor indicator of quality. The ability of any single training initiative to have an influence on training in the tourism sector must be seen not only in relation to the course’s own characteristics and quality of its content but also, partly, as a function of the organisational, legislative and financial contexts within which the training is offered.

3.1 Formal and informal training provisions in SMEs

In order to understand the impact and efficiency of existing training provisions identified in this research, it is necessary to describe the context and the role of training in the wider tourism sector.

In general, SMEs are less likely than larger companies to provide training for their employees. The level of SME engagement in training is strongly related to their limited financial resources and time constraints. Given that 90% of tourism enterprises in the European Union are SMEs, it is important to take these factors into account when devising policies and targeted actions to stimulate the uptake and demand for accessibility training.

SMEs are said to have less incentives to provide training opportunities as they often face difficulties retaining trained staff³. In addition, the tourism sector suffers from very high staff turnover rates and many tourism businesses are run as life-style

³ European Commission. (2009). “Guide for Training in SMEs”.

businesses. Due to the nature of the tourism industry often employing low-skilled workers and providing transient jobs, there is a continuous need for people to be trained. Together these factors seem to inhibit tourism enterprises from engaging in formal training. Research has found that when tourism SMEs do take advantage of training it is mostly driven by legislation.

Training among small tourism enterprises is not restricted to the traditional education offer, instead much training and, indeed, *learning* in the tourism sector is informal and takes place “on-the-job”. Against this backdrop, it becomes necessary to take a broader definition of training into consideration.

Indirect or informal training or learning can take many forms. It can include awareness raising, mentoring, advice and information through seminars, workshops, printed material or other course content which is not delivered in a structured and formal way. Workshops allowing businesses to network and share experiences of accessibility is also another form of informal training which has been useful to stimulate businesses to improve the accessibility of their facilities, information and services.

Considering the general training environment for SMEs, **accessibility training** is often ranked very low in the training and skills priorities for businesses. For example, a survey of tourism businesses by VisitEngland in 2009 showed that 21% of businesses who do not currently provide staff with disability awareness training stated ‘nothing’ would encourage them to provide this training. Similarly, the Accessible Tourism Stakeholders Forum in the UK asked businesses about the likelihood of engaging in future training over the next 12 months, 69% of respondents answered it was very unlikely or quite unlikely.

In particular, accessibility skills such as proper etiquette or understanding assistive technology are difficult skills to learn informally or “on-the-job” without any external guidance. Similarly, the strategic understanding of accessibility and “Design for All” principles or “Universal Design” often require external training provisions in order to acquire the necessary know-how to improve business models and development.

The national tourism board for the United Kingdom, VisitBritain, has produced a number of self-learning resources and publications with the objective of informing businesses on how to become more accessible.⁴ This is an important way for businesses to learn and train themselves, which does not necessarily come from training in the traditional sense of the term. Informal training and availability of learning resources such as guidelines, videos, checklists and references are vital for businesses to take the first steps towards increased accessibility.

This indicates that training could be better termed “awareness” as the word “training” suggests rather formal education and learning methods. Thus, training methods identified may include:

- Formal structured training that can be given through self-learning (i.e. online) or through traditional classroom-based teaching Informal training and learning through workshops, conferences, printed and online information sources.

⁴ See: <https://www.visitbritain.org/providing-access-all>

- Accessibility assessments, inspections, consultations and audits where external consultants help to analyse and inform managers participants how accessibility can be integrated in their existing businesses.

These different ways of learning for businesses are highly relevant to a better understanding of how training can be used to improve accessible tourism services across Europe.

3.2 The role of accessibility awareness

A general observation is that the level of awareness and qualifications of tourism services providers is inadequate to address the needs of people with disabilities. Thus, current training courses seem to have been prompted as mainly a reaction to:

- A perceived lack of skills in the tourism sector to adequately cater to tourists with accessibility needs; and
- Detection of gaps in the mainstream curriculum.

Formal training provisions aim at heightening the skills set among individual employees and businesses as a whole. However, given that the training situation for tourism businesses is not overtly favourable, the biggest challenges for these providers collectively has often been to first put forward the case for accessibility within the tourism sector and raise awareness.

This study has found that there is an urgent need to promote an understanding of accessibility before it is possible to persuade businesses to take up training. Training cannot be promoted in isolation from other activities encouraging accessibility in tourism development and products, but must form part of a holistic strategy of accessibility. The awareness of the benefits of accessibility is a necessary first step to pave the way for training engagement, whether informal or formal. Many providers have reported widespread disinterest from the tourism industry to engage in training as well as an array of misconceptions of what accessibility entails. This results in businesses avoiding the subject of accessibility altogether.

Awareness-raising is vital to remedy stereotypes and mistaken beliefs about the accessible tourism market and the requirements of disabled visitors in particular. However, it can be difficult to break this vicious circle whereby training is vital in order to correct misconceptions, but in order for training to be in demand there needs to be a better understanding of what accessibility is.

Much of the difficulty in attracting businesses to focus on access lies in the lack of a convincing business case for accessibility and many tourism services see no immediate link between staff training and profits. There is also a belief that mainstream customers can easily cover business expectations and thus, there is little need to engage with the accessibility market.

In general, while there are a number of documented and convincing business cases on the merits of accessibility training and investment in improved access, such cases are not widely known among SMEs. Indeed, the subject of access may be so far

removed from the everyday concerns of small business owners that the advantages of addressing the accessible tourism market are simply not considered.

Businesses must have access to training and a variety of learning tools in order to build the confidence to serve the accessible tourism market properly. Dealing with tourists with disabilities is often seen as a series of undesirable and difficult challenges - a very sensitive matter both for many businesses and also for frontline staff. Interaction with disabled guests may be uncomfortable due to a lack of understanding the needs of these guests.

Particularly, “doing the wrong thing” or exposing one’s business to legal and business risks are said to hinder the uptake of training. Social norms and attitudes also play a major role in hindering accessibility training. Some businesses reportedly do not want to create an institutional or clinical atmosphere in their premises as well as being afraid of chasing away other guests.

There is also a pressing need to educate businesses on what accessibility encompasses in practice. Several case studies show that many businesses understand accessibility in terms of wheelchair accessibility and neglect the practical adjustments that can accommodate other disabilities such as vibrating pillows, flashing alarms, tactile room numbers etc. Training can be a very cost-effective way of making tourism services increasingly accessible. However, there is very little knowledge within the industry of these low-cost methods of improving accessibility.

In addition to raising awareness levels among businesses, the research has found that it is also imperative to raise the awareness levels and indicate the gap in accessibility skills to industry associations such as representatives and stakeholders in the hotels, restaurants, travel agents, and transport sectors.

Representative organisations are often engaged in training and certification of their members and can be seen as important channels and would-be advocates of new training initiatives, as well as facilitating direct contact with businesses. These organisations should also extend to national and regional tourism boards who are responsible for tourism policy and the development of tourism products.

This lack of a general understanding of accessibility and its benefits must be seen as the greatest barrier to uptake of training. Thus, it should be tackled before training can be effectively promoted and accepted by the business community.

3.3 Supply-side drivers of training initiatives

In several Member States there is a growing awareness of the importance of the accessibility market. Awareness may be influenced by government anti-discrimination policies or accessibility may be adopted as part of the strategic development of a country’s or region’s tourism products. In these countries, increasing awareness leads to a relatively higher number of training initiatives as accessibility is seen as a driver of development for the tourism industry. Thus there is a need for training to improve quality and meet increased visitor demand. For

example, **England, Italy and Spain** are examples where the importance of accessible tourism has been recognised for the profitability of the tourism sector and in these countries there are also a proliferation of different initiatives addressing accessibility training, as reported by project partner, TANDEM.

Another example is **Flanders**, an autonomous region of Belgium with competences in tourism development, which has incorporated accessibility in its overall strategic development.

Legislation

It is also important to note that legislation seems to have a positive effect on the availability of training. In countries where there is active enforcement of legal obligations on service providers not to discriminate against people with disabilities, training may be introduced as valuable tool in order to comply with national and EU regulations. In theory, training should be an efficient way of minimising legal risks.

The EU Directive on the Rights of Passengers with reduced mobility (1107/2006) seems to have a positive impact on the availability of training for the air passenger transport sector affected by this legislation. The EU Directive sets out to improve the rights of passengers of reduced mobility and compliance is placed on actors from the booking stage until the arrival at the destination airport. Effectively, the occupational groups needing to comply with the Directive includes travel agents, tour operators and airport staff. Thus, the availability of training, at least for airport staff, can be considered relatively high and is covered in all EU Member States to a certain degree. However, the precise training requirements for airport staff are not specified in any EU-wide Standards. Thus the respective training practices in EU Member States are not harmonised and staff training (and performance) can vary both within and between countries.

It is also important to note that the “maturity” of a tourism destination does not guarantee the availability of courses on accessibility. The surveys indicate that in **Italy** many training courses and business initiatives have been developed addressing accessibility in tourism but these have struggled to remain sustainable over the long-term.

Also a well-established destination such as **Greece** has very limited accessibility training specifically designed for national use although Greek organisations have participated more frequently than many countries in EU-funded tourism training projects. In Greece, public support for accessible tourism has largely been directed only to the domestic market by subsidising hotels and individuals that take part in the national social tourism programme. There is no accessibility-training requirement for businesses participating in the programme. In 2013 a private initiative, PeopleCERT, offered access training to tourism businesses (mainly hotels and conference centres), and individuals. However, the PeopleCERT training programme was suspended since 2015 due to lack of demand for the course.

Moreover, the human factor must also be taken into account, both on the supply-side of training provisions and the demand side. In particular, the evidence points to the importance of key actors within organisations such as tourism boards, but also individual businesses or service providers to act as “champions”, actively promoting training as an integral part of accessibility strategies.

3.4 Delivery of training initiatives

The present research study has examined accessible tourism training as an emerging field of practice which, as yet, has a relatively low profile in the tourism education and training sectors. From the institutional perspective few courses are offered by training providers or colleges and those few that exist today are by no means certain to continue.

Students, trainees or employees who seek a course on disability awareness or accessibility for the tourism sector will quite possibly be unable to find any offer in their own country or language.

Employers who seek skilled staff will find no European qualification or training standards in this area and very few courses which are related to national training curricula. As yet, despite over 10 years of development, training in the accessible tourism area lacks a clear national, European or international framework; there is no unified curriculum and very few, if any, permanent and recognised vocational training offers at national level.

Overall, NGOs are the most active organisations delivering accessibility training for businesses across Europe. Although most NGOs lack detailed knowledge of the tourism sector, some have the necessary expertise in disability awareness, Design for All and other aspects of accessibility required to develop effective and targeted training curricula for accessible tourism.

In many of the cases examined in this study, NGOs have developed the training in partnership with tourism organisations, tourism boards or businesses in order to feed in the sector knowledge. Where accessibility courses are available at tourism schools or universities they are often provided or developed in collaboration with NGOs. Thus, the third sector plays an important role in determining the availability of access training in the tourism sector. The dominance of NGOs in delivering training is likely to also relate to the scarcity of trainers in accessible tourism subjects; thus an important first step is to provide training for future instructors or 'training the trainers'.

As accessibility training is being provided by NGOs or private sector initiatives, courses are often provided on a temporary basis. Many courses are tailored-made according to company demands or given as a one-off awareness raising workshop or seminar. This could range from a PowerPoint presentation to a seven-day course. However, most providers and accessibility representatives seem to agree that it is better to have some accessibility training rather than none at all.

This research shows that:

- the majority of current formal training is directed to continuing vocational and educational (VET) training. Most commonly training for accessible tourism services is neither part of any mainstream educational provisions nor initial VET training. This means that occupational groups must be reached when they are already active on the labour market.
- The standard methods of delivering formal training are online and traditional classroom-based training. There are both benefits and disadvantages of these teaching methods. However, it seems that in relation to national, regional and local initiatives there is no preference of teaching methods, but

both online and traditional classroom based training are equally represented throughout Europe. With regard to EU-funded training initiatives online training clearly prevails over class-room based training. This is not surprising given the transnational scope of these projects.

- In common for both methods is the importance of disability content being developed and delivered by disabled people and not only by able-bodied instructors. This also holds true for online courses where disabled representatives and trainers are often included in the development of the online initiative. Similarly, most EU-funded projects involved persons with accessibility needs in the development of the training courses.
- Face-to-face training is believed to be the most efficient form of training. These usually involve both a theoretical and a practical part. Particularly, in regards to reception and hospitality, practical experience is crucial. It is only possible to learn how to relate to tourists with disabilities by interacting with them. Lectures and theory cannot provide knowledge in the relational part of accessible tourism.
- A majority of training providers offering face-to-face learning engage people with disabilities as instructors and/or assistants during the training sessions. This is motivated by the importance for participants to interact with disabled people in order to better understand their needs and raise awareness of real-life issues that may be encountered in the workplace. Being in contact with a person with disabilities during the training also helps the participants feel more at ease with these clients. Other important advantages cited included increased sensitivity, the breaking down of communication barriers and developing interaction skills.
- Simulations and role-play seem to play an increasing role in many training initiatives, resulting in a better understanding of the trainees or students.
- While the importance of involving people with disabilities in the training is stressed by some people as an important success factor in the trainings, it is also indirectly mentioned as a barrier for businesses to take up the training. The physical presence of disabled instructors and trainers together with the cost of providing props such as assistive technology make training very expensive. Moreover, time issues are central barriers to uptake of training. Classroom-based trainings require at least half a day of the participants' time.
- Online learning has often been put forward as a good tool to overcome some of the barriers associated with face-to-face training. This specifically relates to the ability to reach out to more participants and reduce costs of trainers, room fees and necessary props. Furthermore, online training provides more flexibility in regard to timetables and training can be done at a pace chosen by the participants themselves.
- Best practices relating to the development of online learning tools includes the use of case studies and interactive quizzes, which contextualises the learning experience of the trainee.
- In general, self-learning at the workplace is seen as an efficient way to enhance, particularly soft skills which are rarely taught in the classrooms. Soft skills are at the core of the hospitality industry. This includes skills associated with customer care, such as self-awareness, self-confidence, empathy,

service-mindedness and effective communications. The question arises whether this can effectively be taught through online methods. Certainly, some training providers surveyed are firmly against implementing online learning methods as they often lack genuine interactivity with the trainer and other trainees, and may not produce the intended reflective learning that can be stimulated in classroom or group learning settings.

- Some training providers have developed what is called a “blended-learning programme” or “b-learning”. It divides the training between online and classroom delivery. This type of training style integrates both face-to-face learning that is considered imperative in order to properly understand and break down the interaction barriers. However, as time constraint is a key issue in the tourism sector, an online tool has also been designed in order to allow the participants to work around their schedules and complete the modules in a time that is convenient for them. Thus, the challenge going forward in providing accessibility training relates to balancing the efficiency of online training with the effectiveness of classroom-based trainings.

3.5 Financing and sustainability

In general, the lack of funding for training is one of greatest barriers when it comes to training for SMEs. SMEs have limited financial resources and the time cost of training may also act as a financial barrier to uptake.

While there are instances of on-line courses that are available free of charge to businesses, the majority of courses surveyed are fee-paying. These fees range from €80 to over €800. Online courses are usually less expensive than face-to-face training. Courses that involve interaction with instructors who have disabilities and training in the use of technical aids such as wheelchairs, disability-simulation kits or assistive equipment usually have higher costs.

From a demand-side perspective, ENAT experts have remarked that giving training for a fee is important. Without a monetary cost relating to training, businesses do not place a high value on it, there is little incentive to attend and drop-out rates are likely to be high.

However, costs associated with training are often seen as being too high. Evidently, cost considerations are reinforced if the market is misunderstood and there is no motivation at all to even consider it. In addition, the financial crisis has also contributed to businesses reducing all training, not only those courses relating to accessibility.

Some training courses provided by national tourism organisations such as Visit Flanders are funded with public budgets available to businesses for the development of accessible tourism products. The situation is also similar for some disability organisations who help to fund training courses. In particular, public sector funding must also be seen against the backdrop of austerity measures and shrinking resources. There is, thus, a strong imperative to make training financially sustainable on its own.

In-house accessibility training provided by a company’s HR department staff is relatively rare, being found only in larger business chains such as Scandic which has

over 300 hotels in Scandinavia and Central Europe. Scandic is one of the few examples of a large European tourism business that has successfully made “welcoming all customers” part of its brand values. It is unique in having a ‘Disability Ambassador’ reporting to the company CEO and its own 110-point Accessibility Standard which guides the hotel managers in making their services accessible for all guests. The company trains all its staff in disability and access awareness as a matter of routine and, in December 2013, it made its interactive access training course available online (and free of charge), as a gesture of openness and eagerness to spread good accessibility practices in the tourism sector.⁵

3.6 Marketing channels

To understand whether training courses are sustainable it is imperative to also look at the marketing channels and uptake of training. Sustainability relates to the training providers ability to promote the course and encourage uptake. Especially in those situations where training providers are depending on making a financial gain in order to continue providing the training.

The most common marketing channels used across most training providers are email marketing, promotion through tourism schools and social media advertising. Social media channels seem to be important in those cases where marketing budgets are limited.

The in-depth research of case studies shows that many of the training initiatives have difficulties in reaching the right audience. In a similar vein, 50% of the answers to the online survey indicate that training providers have difficulties in reaching their target audience. Limited budget and narrow networking channels are factors hampering marketing efforts.

The most effective way of reaching the right target audience is partnering or seeking the support of industry and/or other stakeholders. These organisations usually already possess the right communication tools and channels to reach businesses that the training is developed for. For example, an online course targeted to tour operators in the UK was developed in partnership with the UK Equality and Human Rights Commission and ABTA, the British Association for tour operators and travel agents.

3.7 Measures to stimulate uptake

In those instances where the target audience can be reached it is still difficult to convince businesses of the need for training. For example, the Visit England’s online course was offered in 2013 free of charge for the first 1,000 businesses to sign up. But only an estimated 50% of the available places were filled by the end of the year. Again this seems to indicate that there is a general lack of interest from businesses to engage in training.

⁵ See: ‘Scandic Hotels Online Training on Disabilities’ <http://www.accessibletourism.org/?i=enat.en.news.1497>

“We are reaching them [the target audience] but not all are availing themselves of the opportunity”.

- Ross Calladine, Business Support Manager, VisitEngland.

This is due to a mix of factors, but most commonly it relates to the difficulty in outlining the benefits for businesses and limited resources in terms of time and money to develop broader communication strategies. The apathy and lack of awareness are also cited as major barriers to reach out to managers to engage in training. It is imperative to convince managers on the need for training as they are responsible for setting out the strategic development of the business. In those instances where training has been discontinued it is often related to the disinterest from the market. Thus, it seems that training is available, but businesses do not avail themselves of the opportunity. In addition, the EU-projects evaluation showed that there is a great need for awareness raising efforts across the EU to stimulate demand for training.

It is noteworthy that projects face the challenge of getting more businesses to take up training. As pointed out by the ATHENA project:

“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”.

Identified ways of encouraging training have been through attaching training to standards such as labelling schemes. One example of this is the barrier-free tourism project by the German National Tourism board, which seems to ensure uptake and sustainability into the future. As part of the national labelling scheme both auditors and companies (who are being audited) have to attend the training. The label only lasts three years and companies have to re-apply after that and therefore, will have to undergo further training. At least one member of staff from the tourism provider being assessed has to take part in the training. If they leave the company a new member of staff has to be trained to ensure that at least one person in each company labelled as accessible knows about the needs of guests with disabilities.

Also in the case of Visit Flanders and Visit England accessibility standards are used as levers to encourage businesses to take a strategic view of accessibility. However, this measure depends on an already existing interest in joining an accessibility scheme.

3.8 Target trainees

Managers/owners and frontline staff benefit from the widest availability of training of the three main occupational groups. Less training has been identified for “other specialists” such architects and web-designers. These other occupations are also outside the realm of what would be defined as tourism training and has therefore largely been excluded from the training analysis.

Managers and frontline staff

From the formal training initiatives surveyed, a majority of courses are directed to frontline staff. The most frequently mentioned target profession for trainings are

receptionists, in particular hotel receptionists, who need to be able to provide customer care and welcome a wide-range of visitors.

In addition to receptionists, airport staff and airline staff are highly likely to have access to some training in disability awareness and accessibility. Some training providers cited the EU directive on Rights of people with reduced mobility in air transport (1107/2006) as prompting the development of the trainings. In addition, bus and train drivers, depending on the national context, may receive disability awareness training where national legislation or policy has prompted this. For instance, in Luxembourg, the National Transport company (CFL - Chemin de Fer Luxembourg) and the City of Luxembourg have a one day training for the drivers as it has become a legal obligation.

In addition, training is also available for professionals such as tourist guides, porters/concierges, and for professionals working in cultural centres and museums.

The frontline occupations with low training availability includes bartenders, animators and those employed in housekeeping. These are occupations that are usually low-skilled and are most likely to engage in on-the-job training rather than formal training.

It is notable that the research has not picked up any training availability for chefs, cooks or kitchen helpers. This may relate to the fact that, for instance, food allergies or celiac disease are not considered disabilities in the traditional kind. There is still a persistent notion of accessible tourism as overwhelmingly related to physical accessibility, which can also be seen in the accessibility requirements covered by training.

For formal training provisions, the two most commonly targeted management functions are hotel and restaurant sector managers. Meanwhile, there is a general lack of disability awareness training in all EU Member States for managers and owners within the transport sector as well as legislators and public officials. As the accessible tourism is gaining ground in some sectors, it seems that managers working with tourism policy and planning may also gain access to training opportunities in this field.

While training is available for most occupational groups, the number of participants who have engaged in training is quite low. The survey of EU-funded projects revealed that for some courses the figure is as low as 10-30 people trained, whilst for other courses the participant rate amounts to over several hundreds. However, it is important to note that these figures are very low considering the vast numbers of people who are employed in the tourism sector.

3.9 Curriculum and training content

Common themes and modules can be found in the current training courses across the EU. Although material and some parts of the content may be adapted to suit local conditions, there are a range of generic learning topics that are present in most of the training courses surveyed.

3.10 Course design

Most training material and course curricula are not publicly available. As many organisations charge a fee for engaging in the training, it means that their course curriculum is not published. Therefore the basis for the analysis of existing curriculum design is ELEVATOR Partner surveys and the ENAT case studies of 2014.

In general, both distance learning and classroom based trainings are developed into a set of modules or topics addressing different aspects of disability. Some training courses have also developed generic modules which can be adapted to sector specific conditions. For example, the Portuguese training provider Perfil has developed a course which includes a basic core module which addresses universal disability awareness. Complementing the basic course there are 3 specialised courses that participants can turn to gain specific sector knowledge, which make the training increasingly relevant for the target occupations.

Looking at the length of the courses provided, it seems that most training only covers introductory-level skills.

For example, in the project evaluation following the EU-funded TACTALL (The Accessible City for All) project the participating businesses (11) found that the 40 hour course was simply too long for small tourism businesses. However, the course developers argued that, in theory, this is the time required to fully understand the content of the course. In this respect, many of the courses are relatively short and are only providing an basic level training.

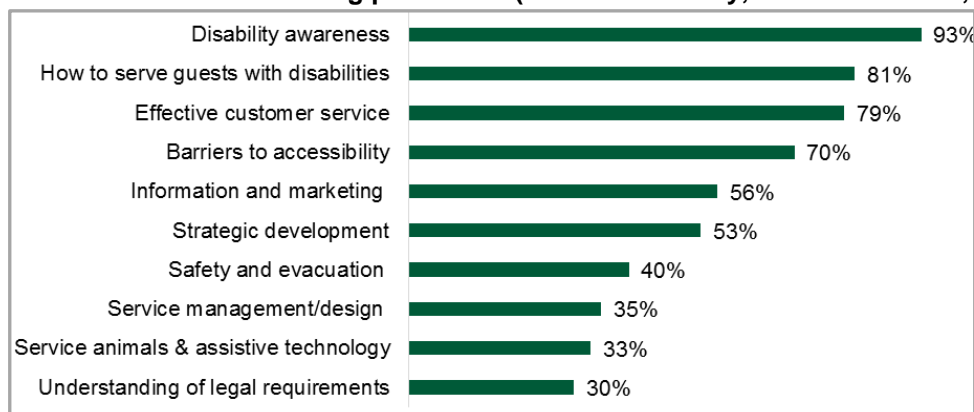
3.11 Course content and learning outcomes of staff categories

Disability awareness is a cornerstone of most training courses.

In relation to the wide availability of training initiatives for frontline staff, the survey showed that the most common content of the training courses overall deals with how to serve guests with disabilities as well as principles of effective customer service.

The least covered subject of the training is understanding legal requirements. The case study research shows that training providers consciously move away from focusing too heavily on legal obligations of businesses. Instead, it is believed that it is more encouraging to present the potential of the accessibility market for businesses to engage and enjoy the training.

Figure: Content of formal training provisions (from ENAT study, EU Commission, 2014).



The ELEVATOR Project Surveys in Czech Republic, Greece, Italy and Slovenia showed a close similarity to other training programmes in the EU in terms of the learning outcomes that are targeted.

A list of these learning outcomes is shown below, under different staff categories.

Front-line staff learning outcomes

- Know basic concepts of accessible tourism / “Tourism for All”
- Understand accessibility as a mark of quality and competitiveness
- Know customer segments of accessible tourism and their needs
- Know the different types of disabilities
- Know the obstacles that people with disabilities have to overcome when travelling and their specific needs, according to different disabilities
- Know the benefits of accessibility for the wider population, based on the principles of Universal design / Design for All
- Being able to relate / communicate / behave towards a tourist with specific access needs
- Knowing how to address and satisfy customers with specific access needs

Tourism Operator / Venue Manager

- Know the main activities carried out in this area and the main sector trends
- Understand the market potential of accessible tourism
- Can prepare a programme addressing how to make a tourism experience “accessible for all”
- Propose particular steps needed for the development of accessible tourism in certain destination
- Know the basic features of accessible information and information on accessibility
- Can distinguish good and poor quality information about the accessibility of tourist facilities or destinations
- Know the basic parameters of physically accessible environment/facility
- Understand ideas for simple solutions increasing accessibility of the facility
- Improve communication skills with disabled people
- Recognize good examples of accessible services and products.

Tourist Guides ⁶

- Know what the tourist guide activity/work involves
- Have an overview of legislative conditions in the field of tourist guide activities
- Know all the specifics of the tourist guide work
- Is well informed about typology of participants
- Have an overview about the guide work with people with disabilities, the elderly, children or other groups of persons with special needs
- Introduce tourist guides to handling people with intellectual problems.

⁶ In general it is recommended that professional Tourist Guides in Europe should be educated according to the **EN Standard 15565:2008**. Beyond this, additional training is desirable in order to address the specific access and communication needs of tourists/groups of people with disabilities.

Technical / Facility manager

- Have an overview of the basic concepts in the area of accessible premises
- Be well informed about the legislative regulations and standards relating to accessible premises
- Know the specific technical solutions of accessible premises

Masters Students

One university level Master's course was identified, with the following learning outcomes:

- At the conclusion of the Master the students will design and develop a Project Work, a complete plan to create an accessible tourism enterprise.
- The Project Work will then be discussed with teachers and institutional guests

Museum staff

In one specific project in which museum staff were trained, for each museum there were 7 videogames. These comprised: a presentation of the museum in International sign language, a video with the presentation of the museum in English and music, presentation of the museum in Italian in narrative way and with music, a video regarding the collection of the museum in Italian with music and a video regarding the history of the museum in English and music.

Recent and ongoing EU-funded projects that are developing training courses for museum staff⁷ include such subjects as:

- Accessibility awareness
- Accessible service chain
- Accessibility mapping
- Customer service
- Translation and interpretation
- Scenic arts, exhibit design, multi-sensory exhibitions
- Tourist guiding
- Workshops and interactive activities.

Tour operators

Knowledge of:

- The origins and history accessible tourism, the evolution of the market, consumer Styles
- The most important projects in accessible tourism in Europe and a market research.
- How to respond to the needs of this market, such as tools and information resources used to organize a proposal for All Journey.
- From disability to need, an 'analysis of the needs of people with mobility and sensory impairments (hearing and sight).
- Ability to create tour packages for customers with special needs. Hospitality and satisfaction of needs for these customers.

⁷ For example, COME-IN! Project: <http://www.interreg-central.eu/Content.Node/COME-IN.html> and ACT / Accessible Culture & Training project: <http://pagines.uab.cat/act/>

- Ability to Communicate, positive Communication

Architects, Planners and Designers

Knowledge of the following topics:

- Introduction to accessibility;
- Accessibility and multisensory design;
- Universal Design;
- Concept of inclusion;
- National and European legislation on accessibility and removal of architectural barriers;
- Needs analysis related to the types of disabilities, their activities and behaviour;
- Accessibility market trends; tourism and commercial activities accessible;
- Hospitality, accessibility and needs analysis;
- Methods of analysis of buildings and physical infrastructure;
- Applied acoustics and accessibility;
- Noise control and mitigation;
- Design of public spaces and facilities, pavements, street furniture, sanitation
- Furniture and fittings in commercial premises;
- Case studies and solutions to eliminate architectural barriers.
- Procurement of accessible buildings and facilities and how to check compliance.

Managers with special expertise (assistive technology)

Knowledge of the following topics:

- Create an equal customer experience for all, from planning, to transfer and for the overall duration of their stay.
- Assist with the use of different types of technical aids and other assistive technology available and support them.
- Cope with critical situations and emergencies arising in relation to various types of needs.
- Maximize the quality of the services offered by catering for the needs of key groups of people with disabilities.

Hotel reception and concierge staff

Learning outcomes:

- Create an equal customer experience for all
- Offer simple information about the hotel's accessibility for each particular type of need.
- Handle the check-in/check-out process for clients with disabilities.
- Evaluate the accessibility level of the services the hotel is offering.
- Maximize the quality of the services offered by catering for the needs of key groups of people with disabilities

Transportation staff

Learning outcomes:

- Create an equal customer experience for all, from planning to transfer and for the overall duration of their stay.
- Assist clients with disabilities with their transport to and from the hotel.
- Make correct use of technical aids and other assistive technologies.
- Evaluate the accessibility level of the facilities and services offered, and provide recommendations for improvement.
- Mitigate unexpected situations and provide rescue services to all groups of clients, including clients with disabilities.

4 SWOT ANALYSIS: DELIVERY OF EDUCATION IN ACCESSIBLE TOURISM

This section presents statements of “Strengths, Weaknesses, Opportunities and Threats” (SWOT) of the conditions for delivery of education in accessible tourism in partners’ countries, both in formal and informal education.

Statements for the SWOT analysis were gathered from ELEVATOR team experts in accessible tourism in Czech Republic, Greece, Slovenia and Italy.

Results of the SWOT analyses are described in the Executive Summary of the present report.

The statements are shown in the form of a table in the following pages.

SWOT table: Statements gathered from ELEVATOR partners regarding conditions for accessible tourism in Czech Republic, Greece, Slovenia, Italy

<p>Strengths that can contribute to the delivery of accessible tourism training for SMEs in your country</p>	<p>Weaknesses in the delivery of accessible tourism training for SMEs in your country</p>
<ol style="list-style-type: none"> 1. Existing good examples of projects and products in accessible tourism including training programmes and materials for further education and VET (although not many). (CZ) 2. Sufficiently dense network of educational institutions specialized in tourism (dozens of universities, colleges and secondary schools which deal with initial training in the tourism sector). (CZ) 3. Improving services (positive changes in the quality) and thematically rich tourism supply, high cultural-historical and natural potential, dense and well-marked network of trails and paths, globally unique. (CZ) 4. Improving status of persons with disability thanks to better public awareness on disability. (CZ) 5. VET on public schools is free of charge and thanks to the funded project there implemented lots of educational programmes for adults also free of charge. (CZ) 6. Possibly having access to EU funds through programmes like ERASMUS+ (GR) 7. Very good opportunity for development of their services. (SLO) 8. Very strong associations for persons with disability. (SLO) 9. There is a huge mass of SMEs working in the tourism field (more than 90%) who need training. (IT) 10. The average age of people working in the field is low and young people are more open to the topic. (IT) 11. There is a sound documentation and training courses developed in 	<ol style="list-style-type: none"> 1. Existing training programmes in AT are implemented within funded projects ⊃ one-off actions, after the end of the project these courses are not offered on commercial market due to the lack of demand, instability of the system of financing and implementation. (CZ) 2. Lack of experts and trainers for accessible tourism / Any program for trainers/teachers (unprepared educational institutions). (CZ) 3. Absence of any research of educational needs in AT. (CZ) 4. Low awareness about AT among policy makers, tourism providers and professional public, lack of inspiration and thus prevailing rather dilatory attitude towards AT support and development (education or investments in this field). (CZ) 5. There is currently no VET curriculum or Adult Education providing learners with accessible tourism related competences and there is lack of suitable (effective and practical) educational material in Czech language to gain these competences. (CZ) 6. Differing levels of quality in teachers and curriculum programmes in VET in tourism. (CZ) 7. Low participation of adults in all forms of further education. (CZ) 8. Absence of high-quality further education in the field of tourism. Problems of EU-funded projects focused on further education in tourism (free of charge education) ⊃ quantity prevailed over quality, lack of effectiveness, lack of motivation and attitude of the target groups to such an education, low discipline of participants

<p>the last 15 years through EC funded projects. (IT)</p>	<p>(absence without leave) etc. (CZ)</p> <ol style="list-style-type: none"> 9. Limited ability of educational institutions/teaching staff to respond in time to the current needs of employers, to the trends in labour market or in tourism (CZ) 10. Low level of innovation up till now in the tourism supply in response to new trends in the demand. (CZ) 11. Persisting stereotype attitudes of society towards people with disabilities. (CZ) 12. Economic factors - the crisis is limiting all activities. (GR) 13. There is no political leadership to promote and organise accessible tourism. (GR) 14. Few examples of local initiatives but these are not promoted and disseminated, and therefore they are not contributing to general improvements. E.g. Studies by ENAT members (Patras accessible heritage routes), Komitini - a Greek-German conference in 2015; Aristotle University Thessaloniki (Museums studies), Kos Tourism Conference 2015; and Rethymno, infrastructure works – not well known or actively supported. (GR) 15. Financial conditions (SLO) 16. Educational level (SLO) 17. No official trainings (SLO) 18. There is poor to none economical or organizational support by the national and local institutions if not for spot events and campaigns. (IT) 19. In nearly all cases, the training supply does not foresee training activities intended to understand and technically evaluate the requirements of tourists with special needs. (IT) 20. There is a very poor link between universities and vocational
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	<p>training organizations and experts. At the academic level there is a scarce consideration of the training needs and the training paths developed by vocational training organizations or within European projects. (IT)</p> <p>21. Most of the training in AT comes from European Projects funds, and the courses don't live a long life after the end of the funds. (IT)</p> <p>22. Most of the training courses don't give reliable and well known certificates. (IT)</p> <p>23. University tourism courses give poor to no space to accessible tourism. (IT)</p> <p>24. The quality of new private courses in accessible tourism organized by new organizations is not easy to evaluate, especially if there is no evidence of what constitutes a good training course. (IT)</p>
<p>Opportunities that may improve the delivery of accessible tourism training for SMEs in your country</p> <ol style="list-style-type: none"> 1. Each school has the competency to create its own school framework program and decide which subjects will be taught and what competences and how will be developed thus to include accessible tourism in school curriculum. (CZ) 2. Support of AT by the Ministry for regional development through the grant programme Accessible travel for all. (CZ) 3. National qualifications framework and recognition of non-formal and informal learning (pursuant to Act No. 179/2006 Coll., on recognition of further education results) - the need to link qualifications in tourism in the National qualifications framework with the schools frameworks/curriculum (positive impact on the educational system in the field of tourism). (CZ) 	<p>Threats that may impede the delivery of accessible tourism training for SMEs in your country</p> <ol style="list-style-type: none"> 1. Employers – mostly representing small enterprises – have lesser financial capabilities for investments in training for their employees, frequently do not have conditions for allowing employees time for education. (CZ) 2. Below-average wages and low quality of working conditions in tourism, lack of motivation of graduates from schools related with tourism, high staff turnover inside and outside the industry, unstable work team - employers are not motivated to develop their employees qualifications. (CZ) 3. Systems of initial vocational education is not fully aligned to current sector's needs; the lack of cooperation of secondary schools and universities with employers on the learning process.

<ol style="list-style-type: none"> 4. Tourism policy decision-makers at the national and regional level consider tourism as one of the priority areas for further economic development. (CZ) 5. Increasing activity of local governments and municipal associations in the area of cooperation for the creation of the local tourism supply. (CZ) 6. Growing demands on tourism service providers and competitive pressure - growth of importance providing comprehensive services, interconnection of attractions (the need for cooperation), better promotion and broad marketing of the destination, the effort to differentiate space for development of AT (CZ) 7. Training may be delivered through EU projects - but this would require "Training the trainers" first. (GR) 8. Cooperation with different schools (SLO) 9. Legislation (SLO) 10. Slovenian Tourist Association (SLO) 11. The new multimedia innovation can contribute to find training and learning solutions which better suit the needs of SMEs entrepreneurs (time, pace, more flexible choice of subject). (IT) 12. There is a huge mass of SMEs working in the tourism field which didn't receive any training on the issues of accessibility. (IT) 13. Most of the SMEs are made by young people who are more open to updating their skills, especially through informal education, innovative education (online, through apps). (IT) 	<ol style="list-style-type: none"> (CZ) 4. Competencies in relation to disabled people/accessible tourism are not considered to be the key ones in any degree of education. (CZ) 5. Lack of financial capital for further development of tourism. (CZ) 6. Insufficient quality, structure and accessibility of tourism infrastructure (mainly public). (CZ) 7. The continuing economic crisis in Greece restricts actions on training as in most sectors. (GR) 8. Some tourism businesses are surely profiting from the boost in tourism but they do not invest in training. They tend to think that accessibility is expensive and difficult and as long as they have a market, catering for the market of people with access needs is not economically important to them. (GR) 9. No interest in accessible tourism. (SLO) 10. Lack of awareness of accessible tourism as "inclusive" rather than sectorial and differentiated. (IT) 11. The lack of time of tourism entrepreneurs to engage in training sessions. (IT) 12. Lack of information on the opportunities to take into account accessibility. (IT) 13. The wish of entrepreneurs to have certificates and recognition just after a short training session (IT) 14. The economic investments of entrepreneurs can be found as too demanding. (IT) 15. Entrepreneurs don't want to invest their time and that of their staff. (IT) 16. The behaviour of most universities of possibly including accessible
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	tourism only as a social and rights matter and not as an economical opportunity. The message doesn't arrive to the students. (IT)
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5 ELEVATOR TRAINING CURRICULUM IN ACCESSIBLE TOURISM FOR SMES

This section presents a “model” training course which serves as a framework for the development of formal, structured training given through traditional classroom-based teaching.

The model training course has been developed on the basis of experiences from the in-depth analysis of the surveys carried out by the ELEVATOR project partners and also draws on work conducted since 2014 by ENAT Experts to develop a “World Tourism for All Quality Programme” for businesses in the tourism sector. As such, it is intended that the ELEVATOR Training Curriculum will serve to improve the training offer in accessible tourism for SMEs and - at the same time – provide a basis for training institutions to engage with the ENAT Quality Programme, allowing them to give training which meets the terms and conditions for ENAT accreditation.

5.1 Overview of the training course design

It is intended that SMEs should take part in a course of classroom-based “face-to-face” training for managers and staff in order to provide them with appropriate knowledge about accessible tourism and customer service. This will enable the personnel to develop their skills and competences, ensuring that the business can continuously improve its accessible tourism offer.

Managers and staff of SMEs should receive formal training as part of a programmed series of actions to:

- improve their awareness and understanding of accessible tourism as a business case;
- expose SMEs to examples of good practice in the field of accessible tourism, across the whole tourism value chain;
- help management trainees to develop their skills in management of accessibility in their business;
- help staff trainees to offer good customer services, with confidence, to all customers who may have a wide range of access requirements;
- give SMEs tools and methods that will enable them to identify appropriate service partners and resources, locally and nationally, who can assist them in developing accessibility
- identify the most appropriate means to promote and market their SME as an accessible tourism business and to gain Return on Investment in accessibility.

Training will normally be provided by an organisation with the necessary background and experience in delivering training in the required subjects.

(In summer 2018 ENAT is launching its “World Tourism for All Quality Programme” which will be delivered by *ENAT Accredited Training Organisations*. These organisations must be paid-up Members of ENAT and shall submit evidence of their training experience to qualify as Licence Holders).

5.2 Trainees and Length of Training

The model course proposed here is a short and intensive training suited to the particular conditions of SMEs, who typically have little time for training, often due to the constant pressure of running the business with minimal staffing levels. Here the example given focuses on the Hotel and Accommodation sector.

Trainees are divided into two groups:

- Managers: General Managers, Section Managers, Heads of Department: Operations Managers, Heads of Departments (related to the customer services below), Assistant Head of Departments and Duty Managers, including Human Resources, Health and Safety, Purchasing, Legal and Financial.

Time: 8 hours (including breaks)

- Personnel in customer-service roles (e.g. for Accommodation): Bar, Restaurants, Accommodation, House Keeping, Front Desk, Reservations, Maintenance, Sales and Marketing, Conferences and Events, Social Media, Customer Care, Kitchen, Gardening, Concierge, Security.

For other tourism SME service providers such as travel agencies, tour operators, restaurants, cafes and bars, attractions and others, managers and customer-service staff should be trained using materials and methods appropriate to their business.

Time: 4 hours, (including breaks).

5.3 Aims

This is an introductory training course on Disability Awareness, Inclusion, Universal Design and Customer Service for business managers and staff. The aim is for trainees to better understand the diverse needs of their customers and the accessible tourism market, in order to offer a good customer service to all with a higher return on investment for the company or organisation.

In order to meet the varying needs of different tourism service providers the course is based on a set of core modules with additional or inter-changeable modules, adapted to different sectors of the tourism industry, e.g. accommodation, food and beverage, visitor attractions, retail. Where necessary, training modules can be developed by the training organisation to provide more in-depth training. As such the 8-hour and 4-hour training proposed here can be extended to several days or even weeks, depending on the requirements of the SMEs and the available training budgets.

5.4 Learning Outcomes

The course provides trainees with knowledge and understanding of:

- Objectives of the course or programme, and the value of inclusive and accessible tourism for all;
- Policies and legislation regarding equality and non-discrimination and how these relate to the tourism sector;
- General characteristics of disabilities and impairments and functional requirements for inclusive, accessible service provision for all customers with a wide variety of access requirements;
- The concepts of diversity, inclusion, accessibility and Universal Design and their importance to sustainability of the built environment, products, tourism services, transport and information;
- Customer service, appropriate language and communication skills: catering for guests/visitors with specific access requirements;

- Tools and methods for management and work teams to continuously improve the accessibility and the quality of the offer;
- Developing accessible tourism business networks at the local level and marketing accessibility as part of the business offer and destination.

Trainees will be introduced to “good practice examples” in the above areas. On completing the course, trainees will be prepared to develop their skills and competencies in their respective area(s) of work, and to help the business or organisation to develop its accessible tourism offer through improved practices and procedures.

5.5 Delivery Methods

Delivery of the course takes place through instructor-led, face-to-face sessions. This allows for interactive communication between the instructor and the trainees and is generally suitable for all trainees.

The training course should a variety of presentation forms, including audio/visual material, e.g. PowerPoint, Podcasts and/or video presentations.

If the training course is extended beyond the proposed 4 or 8 hours of “introductory” training, trainees may take part in simulations or practical work which may greatly enhance the trainees’ understanding and practical skills. In any case, course providers should offer such activities or modules as an additional training possibility for managers and staff.

5.6 Trainee Supports

The trainees should be provided with a Training Workbook containing:

- the Course Outline
- space for keeping notes on each module
- a comprehensive list of references used in the training (preferably in the form of on-line links).

Trainees may keep the Workbook for future reference and for adding their own notes gained from work experience.

5.7 Assessment Methods

Each modules should conclude with a short “Quiz” with multiple-choice answers. Questions can be included in the Workbook and should be presented verbally and on-screen (PowerPoint) for clarity. Questions can be answered using the multiple choice answer sheet and also verbally, either individually or after discussion with each other.

The instructor then gives the right answer and discusses the right and wrong answers with the trainees, as necessary. This provides trainees with immediate assessment of their knowledge and understanding.

A set of written exam questions is presented at the end of the course, based on learning outcomes for each module. Learners’ answer sheets are scored immediately after the course and feedback is given to the class of learners in a final question and answer session.

5.8 Course Certificates

Where the ELEVATOR training course is given by a Licenced ENAT Training Provider under the “World Tourism for All Quality Programme”, ENAT will provide a Certificate (“Parchment”) of Course Completion to managers and staff who have attended the course. The certificate records the name of the trainee, their function, their employer/organisation, the course attended (Manager or Staff Training), the name of the licenced training organisation and the date and place where the course was delivered.

The Licenced training organisation shall submit the names of trainees and trainees must register online with ENAT in order to receive the Certificate, which will be delivered as a downloadable PDF document.

ENAT will keep a record of all trainees who receive the certificate.

5.9 Course Curriculum

Overview of the course modules and target trainees.

Where a module is delivered to both Managers and Staff the content is modified for the two groups so that Managers receive in-depth instruction, while Staff receive shorter, more condensed instruction.

No. Modules			
M = Managers S = Staff			
1	Accessible Tourism as a quality factor for sustainable tourism business development	M	S
1.1	Short history of accessible tourism and business objectives, emphasising Accessible Tourism should be part of all tourism business		
1.2	The role of ENAT, its members and partners		
1.3	Research, resources, case studies and expertise available to SMEs		
1.4	ENAT Membership and the World Tourism for All Quality Programme		
2	ENAT World Tourism for All Quality Programme	M	
2.1	International criteria used <ul style="list-style-type: none"> • ISO 21542 – Building Construction Standard • WAI-WCAG 2.0 Web Accessibility Guidelines • ENAT Good Practice Examples and Case Studies 		
2.2	Assessments and procedures: <ul style="list-style-type: none"> • Auditing accessibility of tourism websites • Auditing accessibility of facilities, products and services 		

	<ul style="list-style-type: none"> • Accessibility Action Plans and implementation, • Creating Access Guides/Statements • Creating an inclusive policy and embedding this within the tourism business • Marketing the accessible tourism business 		
3	Disability Awareness	M	S
3.1	Introduction to Disability		
3.2	Disability and impairments – facts and statistics <ul style="list-style-type: none"> • Persons with Mobility impairments and physical disability • Persons with Visual impairments/blind people • Persons with Hearing impairments/deaf people • Persons with Cognitive impairments, learning difficulties, autism, dementia • Persons with Speech, Reading and writing difficulties • Persons with Mental Health problems • Persons with Injuries and other temporary conditions • Persons with Health-related conditions • Persons with Age-related impairments 		
3.3	Module 3 Assessment		
4	Learning More About Impairments	M	S
4.1	Activities, impairments and participation restrictions related to different disabilities		
4.2	History of disability: Medical and Social Models of Disability		
4.3	Disability Rights		
4.4	Inclusive Terminology		
4.5	Module 4 Assessment		
5	Etiquette, Language and Communication	M	S
5.1	Face-to-face communication with customers who have different disabilities and impairments: do's and don'ts		
5.2	Module 5 Assessment		
6	Legislative Background	M	S
6.1	Legislation and Regulations <ul style="list-style-type: none"> • Applicable country/region-specific legislation related to: 		

	<ul style="list-style-type: none"> ○ Equality and Non-discrimination (Disability) ○ Health and Safety ○ Employment and management of disability in the workplace ○ Building Regulations / Accessibility of the Built Environment <ul style="list-style-type: none"> ● UN Convention on the Rights of Persons with Disabilities (CRPD) ● Overview of European Acts and International standards 		
6.2	Module 6 Assessment		
7.0	Equality, Disability and Accessibility Supports in Employment and at the Workplace	M	S
7.1	National/Regional Guidelines, Requirements and Support Services* <ul style="list-style-type: none"> ● Employer disability Information and support services ● Employees' rights and support services (* to be included where these exist).		
7.2	Business Benefits of Employing and Retaining People with Disabilities		
7.3	Module 7 Assessment		
8	Universal Design Principles – Designing Environments, Products and Services for All in the tourism sector	M	S
8.1	The Need for Universal Design		
8.2	The 7 Principles of Universal Design		
8.3	Understanding Universal Design in practice: facilities, services and information		
8.4	Module 8 Assessment		
9	Universal Design – Hotels and Tourism Facilities*	M	S
9.1	Application of Universal Design in Hotels and the Accommodation sector- Examples (* Module 9: This Universal Design module focuses on hotel accommodation. Other course content shall be applied in Module 9 for other types of tourism service enterprises, as appropriate to the SMEs participating in the course).		
9.2	Module 9 Assessment		
10	Delivering Accessible Tourism	M	
10.1	The Visitor Journey and Accessible Tourism Supply Chain <ul style="list-style-type: none"> ● Access barriers and solutions: Browsing – Booking – Travel – Accommodation – Activities – Returning – Recalling and Sharing the 		

	Experience.		
10.2	Networking and Resources for Accessible Tourism Development <ul style="list-style-type: none"> • Identifying networking resources and partners at regional/local level • Public/private/NGOs networking – case studies and examples • Leadership, communication and coordination. 		
10.3	Module 10 Assessment		
11	Tourism for All – The Business Case	M	
11.1	Changing Demographics: Whole life approach – from baby to old age		
11.2	Market Analysis		
11.3	Financial Case Studies on Businesses and Organisations Offering Inclusive Services		
11.4	Module 11 Assessment		
12	Summing Up	M	S
12.1	<ul style="list-style-type: none"> • Tips for managing accessibility and team engagement • Final Questions and Answers • References for all Modules 		
12.2	<ul style="list-style-type: none"> • Training programme exam • Feedback • Training Programme closing remarks 		



ELEVATOR Project IO1. ACCESSIBLE TOURISM TRAINING

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