

# TOURISTIC



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## Training Modules on Digital Skills for Online Accessible Tourism

### Intellectual Output 2: TOURISTIC Virtual Campus



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INSTITUTO PARA  
EL FOMENTO DEL  
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## Introduction

The **Training Modules on Digital Skills for Online Accessible Tourism** is part of the TOURISTIC Virtual Campus, second Intellectual Output of the project. The Virtual Campus has been designed and configured as a set of interactive online services providing participants with access to information, tools and resources, and aimed at supporting educational delivery and management.

### Objectives of the TOURISTIC Virtual Campus

- Improve the digital skills of I-VET and C-VET teachers and trainers to facilitate the interaction with Virtual learning environments through an **Online Instructional Guide on Digital Competencies for Virtual Learning**
- Provide **Training Modules on Digital Skills for Online Accessible Tourism**, developed on the basis of the European Framework of Reference (IO.1)
- Provide access to **VET Open Online Courses (VOOC)** addressed to I-VET and CVET teachers, organized in areas, levels and units

The TOURISTIC Virtual Campus contains innovative Open Educational Resources, including training contents, practical activities and assessment methods to be used by I-VET and C-VET teachers to **train Digital Skills for Online Accessible Tourism**.

### TRAINING MODULES

The **Training Modules** have been designed as a pedagogical tool providing a proposal of training contents and practical activities with which educators can work to develop and implement the European Framework of Reference (IO1). Thus, the **Training Modules** include:

#### A. Training Contents

A Course Plan including a suggestion of contents, proposed methodology, instructions for the assessment, tips for teachers, trainers and educators as well as references.

For each Module you will find:

1. Aims of the Module
2. Suggested contents
3. Methodology
4. Assessment
5. Tips for teachers, trainers and educators
6. References

#### B. Practical Activities

Description of several practical activities to be applied with TOURISTIC target users: I-VET and C-VET teachers, trainers and managers.

For each Practical Activity you will find:

1. Name of the Activity
2. Aims of the Activity
3. Description of the Activity
4. Resources
5. To find out more

In the following pages eight training modules are presented, grouped into three Units: (1) Accessible tourism, (2) Business mindset and (3) Digital skills, as shown in the table below.

#### UNIT 1 – ACCESSIBLE TOURISM

Module 1: Introduction to accessible tourism

Module 2: Disability awareness

#### UNIT 2 - BUSINESS MINDSET

Module 3: Market awareness & accessible tourism supply chain

Module 4: Commercial awareness & inclusive marketing communication

Module 5: Strategic planning & stakeholders' engagement

#### UNIT 3 – DIGITAL SKILLS

Module 6: Universal design in accessible tourism

Module 7: Tools for designing innovative commercial services/products

Module 8: Digital accessibility & digital citizenship

## UNIT 1 – ACCESSIBLE TOURISM

### Module 1 - Introduction to Accessible Tourism

#### Aims of the module

The aim of the unit is to introduce the learners to definitions, concepts and issues regarding accessible tourism and in this way raise awareness. Through this unit the participants are expected to gain knowledge about what is and what is not accessible tourism, how it can be improved and what are its benefits.

#### Suggested contents

For this unit the following contents are suggested:

##### What does accessible tourism mean?

Especially nowadays accessible tourism also known as “Access Tourism”, “Universal Tourism”, “Inclusive Tourism” or “Barrier-free Tourism” is a much-discussed issue but not everyone knows what exactly they are referring to when talking about accessible tourism or they miss important information. It is therefore important to provide a comprehensive definition of it containing all its aspects.

According to the European Network for Accessible Tourism (ENAT) there is no single, universally accepted definition of “accessible tourism”. “Accessible Tourism” is tourism and travel that is accessible to all people, with disabilities or not, including those with mobility, hearing, sight, cognitive, or intellectual and psychosocial disabilities, older persons and those with temporary disabilities” (Takayama Declaration - Appendix, UNESCAP, 2009). Many more definitions can be provided.

##### How can accessibility to tourism be improved?

In order to see how accessible tourism can be improved, it would be helpful first to find out what are the difficulties, what are the barriers and in general what is wrong so far as far as the accessibility to tourism is concerned. By knowing what is wrong we can find ways for improvement.

##### What are the benefits of accessible tourism?

Usually when talking about the benefits of Accessible Tourism the first thing that comes to mind is the social inclusion of the people that face difficulties but in fact the benefits can be much more such as multiple chances for employment and positive impact on economy.

##### To whom does accessible tourism refer to?

When hearing “accessible tourism” the first thing that comes on many peoples’ mind is people with disabilities. Does accessible tourism refer only to people with disabilities? Even though that TOURISTIC project targets people with disabilities, a person with disability may also be under other conditions. For example, this person may also be pregnant or elder or immigrant. It is important to see what really the target groups of accessible tourism are and what the different needs of these groups are.

## Methodology

For the content and the suggested activities of this unit an experiential and inquiry-based learning approach will be used. In general the whole approach will be "learner-centered" including practices that focus on trainees. The participants will be given the chance to share ideas, discuss and analyze issues.

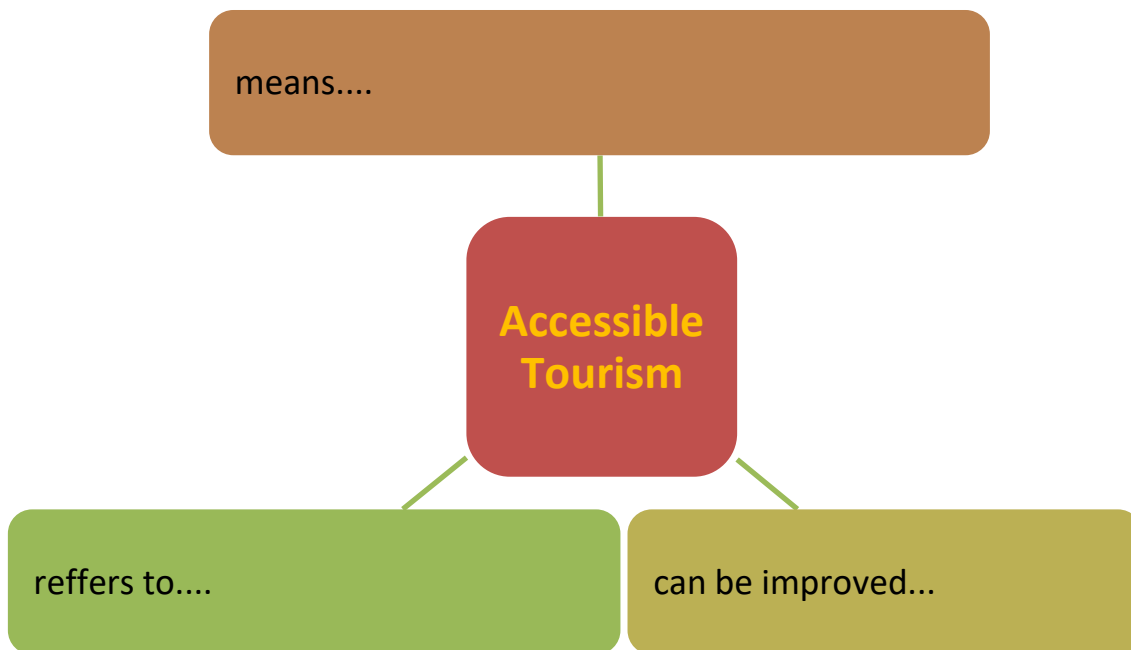
First of all, an ice-breaker will be used in order to make the participants feel comfortable and safe and know each other. The activities are to be implemented in small groups so that the participants are given the chance to communicate with each other and exchange ideas and points of view. The instructor needs to give clear instructions and be motivated, encouraging, and supportive and focus on practices and creative techniques that are most effective for high motivation such as brainstorming.

In the end of the session, Assessment & Evaluation tools will be provided including reflection questions, checklists etc. to assist the self-assessment and self-reflection of individuals and motivate them for further learning.

## Assessment

For this unit the following assessment is suggested which is to be completed by the learners in the end of the course in order to evaluate and self-evaluate the knowledge they gained during the lessons regarding accessible tourism.

Complete the sentences:



## Tips for teachers, trainers, and educators

- It is important for the teachers/trainers/educators to let the learners to explore themselves the knowledge provided by the course without interfering.

- As the issue may be sensitive and views contrary to those of the trainer may be expressed, it is important that the trainer is not judgmental but accepts all point of views.
- If there is tension between participants because of different point of views, the trainer should be prepared to release this tension.
- In case among the learners are people with disabilities that may face difficulties on efficiently completing the activities, the trainer should encourage them and assist them if needed to take steps.

#### References

<https://www.buhalis.com/accessible-tourism-concepts-and-issues/>  
<https://www.accessibletourism.org/>  
[https://www.accessibletourism.org/resources/20180812\\_enat\\_greek\\_3\\_io3- policy-makers\\_kp-20180817.pdf](https://www.accessibletourism.org/resources/20180812_enat_greek_3_io3- policy-makers_kp-20180817.pdf) (available in Greek Language)  
[https://www.accessibletourism.org/resources/takayama\\_declaration\\_top-e-fin\\_171209.pdf](https://www.accessibletourism.org/resources/takayama_declaration_top-e-fin_171209.pdf)

### MODULE 1 - ACTIVITY 1

#### Name it!

#### Aims of the Activity

The aim of this activity is to make participants familiar with the concept of accessible tourism. By brainstorming on what comes on mind when hearing the phrase “accessible tourism” they are asked to create their own definition.

#### Description of the Activity

##### STEP 1

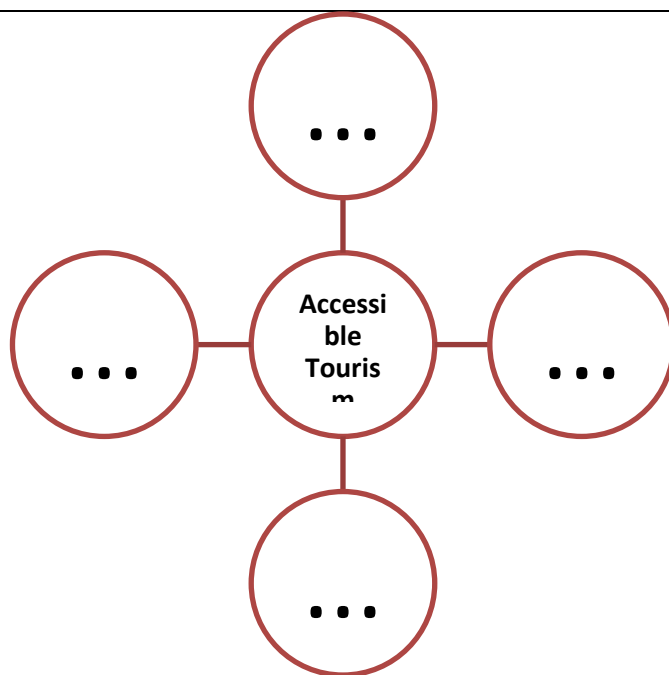
Each participant is given a post-it and a marker and is asked to think and answer on the post-it the following question: “If accessible tourism had a name what would it be? Name it!”.

##### STEP 2

The participants take 20 minutes to think and write down the name they would give it. When everyone has finished, each participant places his/her post-it on the board or flipchart or even the wall. The trainer/instructor reads aloud the answers and with the participation of the whole group he/she categorizes the similar names.

##### STEP 3

A discussion follows about if the participants agree or disagree with the names and why. After that, they are asked to reflect on the names given to accessible tourism and create its definition.



#### Resources

For the implementation of this activity the following resources are required:  
Flipchart or a board, markers or chalks, papers and pens, post-it.

#### To find out more

<https://www.buhalis.com/accessible-tourism-concepts-and-issues/>

<https://www.accessibletourism.org/>

[https://www.accessibletourism.org/resources/20180812\\_enat\\_greek\\_3\\_io3-policy-makers\\_kp-20180817.pdf](https://www.accessibletourism.org/resources/20180812_enat_greek_3_io3-policy-makers_kp-20180817.pdf) (available in Greek Language)

[https://www.accessibletourism.org/resources/takayama\\_declaration\\_top-e-fin\\_171209.pdf](https://www.accessibletourism.org/resources/takayama_declaration_top-e-fin_171209.pdf)

### MODULE 1 - ACTIVITY 2

#### Accessibility Matching

#### Aims of the Activity

The aim of the activity is for the learners to realize what steps should be taken in order to make tourism accessible for everyone and they can do so by brainstorming and thinking on what accessible tourism should have and what should not have.

#### Description of the Activity

##### STEP 1

At first the participants are divided into two groups. The trainer/instructor gives one group a



worksheet in which it is written the following: “Accessibility means existence of...”. At the same time the trainer/instructor gives the other group a worksheet in which “Accessibility means lack of.....” is written. One group does not know what has been given to the other.

## **STEP 2**

The members of each group proceed with a brainstorming and complete the sentence given to them with words or short phrases. It is important that there is a distance between the two groups so that the one cannot hear what the other one is saying. The two groups have approximately 20 minutes to discuss and complete appropriately their sentences. They should write down at least 10 words/ short phrases (per group).

## **STEP 3**

After the two groups have finished, the trainer/instructor creates on the board or a flipchart two lists containing the two sentences given to the two groups. One member from each group reads aloud the words/sentences his/her group has included to complete the sentence and the trainer/instructor writes everything on the relative list.

## **STEP 4**

Everyone takes a look at the two lists and tries to match words/phrases from the one list related to words/phrases from the other list (with the same or probably the opposite meaning). For instance (accessibility means **existence** of..) wheelchair ramps and (accessibility means **lack** of...) wheelchair ramps.

## **STEP 5**

In the end, all the participants look at the matches that have been made and reflect on the following question: “How can accessibility to tourism be improved?”

Accessibility means existence of....	Accessibility means lack of.....

## **Resources**

For the implementation of this activity the following resources are required:

Flipchart or a board, markers or chalks, papers and pens, the worksheets with the two sentences.

It is also important that the activity takes place in a spacious room so that learners can be divided into groups and can work and communicate with each other comfortably.

### To find out more

<https://www.buhalis.com/accessible-tourism-concepts-and-issues/>

<https://www.accessibletourism.org/>

[https://www.accessibletourism.org/resources/20180812\\_enat\\_greek\\_3\\_io3-policy-makers\\_kp-20180817.pdf](https://www.accessibletourism.org/resources/20180812_enat_greek_3_io3-policy-makers_kp-20180817.pdf) (available in Greek Language)

[https://www.accessibletourism.org/resources/takayama\\_declaration\\_top-e-fin\\_171209.pdf](https://www.accessibletourism.org/resources/takayama_declaration_top-e-fin_171209.pdf)

## Module 2 – Disability Awareness

### Aims of the module

To improve the quality provision of accessible tourism by a better understanding of what is disability, in particular physical disability, and how it should impact the design of services/products.

### Suggested contents

#### Expressing Different Disability Groups and Their Characteristics

Disability is defined as a person whose movements, senses or functions are impaired due to injury or a physical or mental illness. Disability can be congenital or may result from illnesses or accidents that have been passed on later. Disability is defined as a condition or function in which an individual or group is judged to be significantly impaired by ordinary standards. If we consider these concepts in terms of rights, all people are born equal and have equal rights in participation in society. However, in real life, some groups cannot have these rights in terms of their social status, cognitive and physical differences. Disabled people are also a category of this group. The problems of persons with disabilities are undoubtedly a global human rights issue, and the most important point regarding disability is meeting the needs of "awareness raising" and "understanding" in society and service providers. In recent years, developed or developing countries, regardless of the type of disability, have come together when models such as education with disability participation, access to information, social policies and economy are required to combat disability-based discrimination in social life and increase social awareness.

Disability types can be classified as follows:

- Physical disabilities,
- Disabilities in vision,
- Disabilities in thinking skills,
- Memory disabilities,
- Learning disabilities,
- Communication disabilities,
- Mental health disabilities,
- Disabilities in the context of social relationships.

#### Effective Communication with Physically Disability Persons

Communication is an important right. When communicating with someone with a disability, it is important to remember to treat each person as an individual. Sometimes people with disabilities need support because of their complex communication needs. Interacting with people with disabilities requires common sense and sensitivity. Therefore, several important points should be emphasized. These;

- Good service attitudes such as active listening, service orientation, and result-oriented work equally well for people with disabilities as well as for other people.
- Think about the person first and then their disability. Sensitive use of language can help reinforce "human first" thinking. Using "Disabled" instead of "disabled people" can help support this attitude.
- Accept people with disabilities as individuals. People with disabilities may have a common disability, but the effects of their disability differ significantly from person to person. Degree of disability, duration, strategies and methods of personal coping with

it, ready support structures etc. These features and factors all contribute to influencing the nature of individual needs. Don't generalize all people with disabilities from what you know about very few.

- Listen to what people are saying. Don't assume you know what they want or what is best for them. Disabled people are no less capable than anyone else to think of things for themselves. There may be some difficulties in communicating their needs, but the assumptions that they cannot decide what they want are also hurtful.
- Be yourself, be natural and do not suppress your enthusiasm. Don't be unnecessarily anxious and protective.
- A disability is also not necessarily a disease. Do not treat disabled people as if they are sick. Treat them as healthy individuals.
- Treat people according to their age. It is not right to treat people with disabilities as if they were a child and talk. Phrases like "son" or "little one" are not suitable for adults with disabilities.
- Talk to the person directly, not using a 3rd person statement or their job title. People with disabilities usually have a profession, but careers exist to serve certain aspects. Do not accept them as a spokesperson or advocate for a person with a disability. Talking to third parties about a person in the environment is an act of humiliation.
- If the disabled person does not have a communication problem, they will usually let you find and demonstrate a preferred method.
- Disability is a trouble in some specific cases, but it is not necessarily a tragedy that rules one's life and makes success impossible. Individuals find their own way of adaptation and communicate with the disabled.

#### **Suggestions for Communication with Disabled Persons with Restricted Mobility**

- Do not push or move a person's wheelchair or hold a person's arm before asking for help.
- When talking to someone sitting in a wheelchair or scooter, sit so that you and the person are at the same eye level.
- When steering people with reduced mobility, consider distance, weather conditions, and physical barriers such as stairs, curbs and steep hills.
- Shaking hands is good when you are introduced to a disabled person. People with limited hand use or wearing an artificial limb can still shake hands with you.
- Don't be afraid to apologize if you made a mistake.

#### **Understanding the Environmental Regulations for Physically Disabled Individuals Indoors and Taking Precautions**

All structures, processes and systems prepared for persons with disabilities must have certain features, especially accessibility, and these features must be developed over time. Efforts made for disabled individuals to participate in tourism movements, which are a social activity today, without any problems, have gained importance. Thus, the concept of accessibility in tourism has come to the fore. Accessible tourism; It is a type of tourism that enables all people to participate in travel movements with the establishment and provision of opportunities such as moving, seeing and hearing even if they have disabilities due to the basic right to be human. Accessible tourism in the light of all these statements; It is defined as the ability of individuals with disabilities such as mobility, hearing, vision, mental disability to benefit and use the universally designed tourism services, goods and tourism opportunities independently, within the framework of ethics and equality. In this context, it is important to make arrangements on the following issues.

## Environmental Regulation Suggestions for Physically Disabled People in Tourism

- Parking Areas
- Signs
- Beaches
- Elevators
- Public Hygiene Areas
- Accommodation
- Catering Services
- Sports Facilities
- Stairs and Ramps
- Gardens and Green Areas
- Horizontal Mobility Arrangements

## Methodology

A more comprehensive and detailed program development work is required while transferring the contents suggested above to the participants of the study. These information is a summary and will be supported by in-depth theoretical and practical studies. In this context, the presentation of this information on online platforms and the studies where the participants can brainstorm on the subject will be carried out using Web 2.0 tools and then planned in accordance with the experiential learning methodology.

The activities will first start with ice breaker games, and then information activities will be carried out. In addition, active participation of the participants in the process will be ensured with energizer activities parallel to the works. In parallel with this, situation analysis will be done with sample cases by the participants and solution suggestions will be created by the participants. In this way, it is aimed that all participants internalize the issues, empathize and contribute to the solution.

## Assessment

Pre-test and post-test will be done at the beginning and end of the training in order to determine to what extent the knowledge and awareness levels of the participants differ after the learning activities. Digital questions will be created using Google Forms (Web 2.0 tool) for pre-test and post-test applications.

## Tips for teachers, trainers and educators

- Review the technical issues before working on the online platform. For example, if you are going to do the training in Zoom, it will be useful to control microphone and camera.
- Make sure that the participants know the features of the online platform to be used. If they do not have information, it will be useful to introduce the platform. For example, if you are going to use the Zoom platform, introduce features such as sending expressions, using the chat panel, remote control and screen sharing.
- Create a virtual classroom for educational events and announcements. Google Classroom etc.
- Announce and follow the pre-test and post-test forms on the virtual classroom platform.

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## MODULE 2 - ACTIVITY 1

Magic Box (Ice Breaker)

### Aims of the Activity

The participants (and the moderator) get's to know something deeper about the personalities of the group.

### Description of the Activity

**Materials:** Box and all kind of stuff: Ball, sunglasses, pepper shaker, toys, curious objects, a red nose...

### Instructions

Ask the participants to just pick one object (not thinking too much about what to pick) out of the "magic box". You as a moderator start.

Tell them:

- Who you are, and
- Why you've chosen the object, and
- Additionally, what could be the connection between the object and the topic of the workshop?

**Tips for online facilitation:**

- Pick an online whiteboard tool that allows you to use a large, zoomable canvas.
- Add a large selection of images of a variety of different objects to the board.
- If you're not using an online whiteboard, we'd recommend using a collaboration tool such as Google Docs to collect the images together and facilitate sharing and peer review.
- When facilitating group discussion, we'd recommend that participants use non-verbal means to indicate they'd like to speak. You can use tools like Zoom's nonverbal feedback tools, a reaction emoji, or just have people put their hands up. The facilitator can then invite that person to talk.

**Resources**

By Tom Siegel

**To find out more**

<https://www.sessionlab.com/methods/magic-box>

**MODULE 2 - ACTIVITY 2**

Talking Emojis (Energizer/ Warm-up)

**Aims of the Activity**

In this activity, questions will be created on physical disability. The questions will be prepared in a way that facilitates the empathy of the participants. In this way, it will be provided to attract the attention of the participants during the training, to draw their attention to the subject and to increase their participation.

**Description of the Activity**

**Materials:** Work with Video on/off function/Emojis

**Instructions**
Before

*Number of participants:* 10-15

*Types of participants:* This method is applicable with all types of participants, yet it is vital not to be discriminatory towards gender and culture.

*Ideal conditions:* Workshop participants enjoy the opportunity to tell something about themselves and are honest.

*Pre-Work Required:* The facilitator has to prepare a list of questions prior to the workshop.

*Type of Facilitator-Client Relationship:* Cooperation

*Facilitator personality fit:* Playful, creative

*Level of Difficulty to Facilitate (to be deleted during review):* No specific skills required

**Tips for online facilitation:**

Ensure participants are equipped with a camera and able to manage their video in the your virtual meeting room. There are two ways that this can be done.

First option for smaller groups, i.e. up to the number of video thumbs that fit on one screen: ask persons to start their video. If their answer to a question is yes ask them to stand up or use emojis. This can be a physical energiser during a session.

Second option, e.g. as a warm-up: Start by asking all to stop their camera. Then ask one question and all whose answer is yes will start their camera. Then have all stop their video and continue with the next question in the same way.

Zoom setting: Best results are achieved when using video setting "Hide non-video participants"

### After

*Usual or Expected Outcomes:* Group members get to know each other in a fun and entertaining manner.

*Potential pitfalls:* Participants feel intimidated or insulted by a question.

*How success is evaluated:* The group is engaged in the exercise and enjoys taking part.

### Resources

By IAF Methods.

### To find out more

<https://www.sessionlab.com/methods/stand-up-if>

## MODULE 2 - ACTIVITY 3

Not Able To

### Aims of the Activity

The participants will gain empathy for those with a disability and learn how to help a person with a disability.

### Description of the Activity

**Materials:** Blindfold or dark glasses, oven mitts, ice tongs or tape, ear plugs or ear muffs, shoes with different size heels, glasses smeared with Vaseline or covered with cellophane tape, leg splint and/or crutch and egg timer.

### Instructions

1. Review what was learned before.
2. Say, "Today we're going to play a simulation game called 'Not Able To.' During this game you're going to pretend to not be able to do something you usually do, something that you probably take for granted, like walking or talking or reading. To help you play your role you will have a prop, such as a blindfold, and there will be a rule that you will have to follow, like, 'Read all books upside-down.' If you already have a disability, you can either continue as 'yourself' or take on another disability. (Note: Participants with 'invisible' disabilities/learning differences should not be forced to acknowledge their special need in front of others unless they wish to do so. However, they might want to share it with their friends in confidence so that they will understand the special needs.) If you choose not to have a disability, and usually we don't have that choice when it comes to a disability, then you will be one of the 'helpers.'
3. Explain each of the disabilities and what the participants won't be able to do first. Then, either by arbitrarily selecting or by lottery, choose each participant's disability. Explain that in real life they would not have a choice as to the disability that befalls them.

Disability	Prop	Rule
Blind	Blindfold or dark glasses	No peeking
Neuropathy of the hands (numbness or weakness)	Oven mitts	Must leave oven mitts on at all times
Amputee with hand prosthesis	Ice tongs or tape fingers together	Can only use tongs in dominate hand
Dyslexic	None	Must read all books upside-down



Dysgraphia	None	Use only non-dominate hand for writing
Deaf	Ear plugs or ear muffs	Ear plugs may not be removed
Mute	None	Can't talk
Stutterer	None	Say each word three times each
Paraplegic (legs paralyzed)	Wheelchair	May not stand up or walk
Club foot	Shoes w/dif. Sized heels or ankle weight	Shoes need to stay on at all times
Speech impediment	Paper tube end stapled shut	All talking must be done through tube
Cataracts	Glasses smeared with Vaseline or covered with cellophane tape	Glasses must be worn at all times
Paralyzed leg	Leg splint and/or crutch	Splint may not be removed; crutch must be used
ADHD	Egg timer	Every three minutes the participant has to do something different

- Helper: Can only help disabled participants when asked. Will not do things for them that they can do themselves.

#### 4. Other possible rules:

- The simulation game is only for the classroom. If a participant leaves the classroom, they can leave their disability behind. (Explain this is not the case in real life.)
- The time limit for this simulation game is: \_\_\_\_\_
- Participants are still expected to work hard and do their best job possible, whatever the task. All works accomplished will count for double since it required twice the effort.

#### **Group Discussion Questions (After designated time is over.)**

1. How did it feel to be disabled?  
A: Answers ranging from frustrating to fun.
2. What were you not able to do? And conversely, what were you able to do?  
A: Answers will vary.
3. Do you think people with disabilities focus on what they're able to do as opposed to what they can't do? Why?  
A: They focus on what they can do otherwise they might get frustrated, feel sorry for themselves or even give up.
4. Why might it be a good idea to tell your friends about an invisible disability?  
A: So that they will understand the special needs associated with the disability and will be more helpful.
5. How did you want to be treated while you were a person with disabilities?  
A: Respectfully, kindly with patience, etc.
6. Why did the helper only help when asked and then only did those things the person with disabilities couldn't do themselves?  
A: Helping when not asked is being paternalistic. It's like treating someone like a baby. And you don't do something for someone else that they can do themselves because that can make them dependent on you and cause them to think they are not capable.
7. What do you admire about people with disabilities?  
A: They are strong, courageous, persistent, etc.

### Variations/Extensions

1. To shorten the activity, or if you don't have enough props, the participants can draw a disability out of a hat and then go to perform a specific task (e.g. go get a book off the shelf, write a letter).
2. Towards the end of the simulation take the participants out to recess. This will give them another perspective on their disability in a movement intensive activity.

### Conclusion

Say, "Today you experienced what it is like to have a disability, if only for a short time. What we often take for granted, like walking, talking and the like, is often a daily struggle for a person with disabilities. Imagine, day after day after day it goes on, and the disability never goes away for your entire life... It takes real courage and fortitude to face these daily challenges and not let them get you down and depressed. People with disabilities deserve our admiration and not our sympathy. These are strong and courageous people."

### Tips for online facilitation:

- For visually impaired individuals, you can ask the online platform to send a message in the chat panel.
- For people who use hand prosthesis, you can request ponytail or make-up in front of the camera.
- For individuals with dyslexia, you may want an inverted PDF to be read by looking at the screen. Screen sharing feature can be used for this.
- For individuals with hearing impairment, anyone can turn off their microphone and the person is expected to try to understand what is being spoken.

### Resources

By Life Tree Learning Systems

### To find out more

[http://www.wikisori.org/Wikisori/Printouts/PaxCurriculum/30b\\_Not\\_Able\\_To.pdf](http://www.wikisori.org/Wikisori/Printouts/PaxCurriculum/30b_Not_Able_To.pdf)

### Appendix

Apr. 30 b. Tues.

Overcoming Disabilities: Simulation Game: 'Not Able To'



**I wonder what it's like to be a person with a challenging disability,  
where I'm 'not able to' do the things I usually do?**

MODULE 2 - ACTIVITY 4
Out and In
Aims of the Activity
<p>To raise awareness in relation to disabilities and achieve higher level of integration and inclusion.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>- To break the barriers between disabled and non-disabled people.</li> <li>- To provide good practices for youth workers, trainers, volunteers</li> <li>- To use creativity as a tool for raising awareness on disability.</li> </ul>
Description of the Activity
<p>Introductory activity (5-7 minutes).</p> <p>Participants are standing in a line and they receive one paper with their roles. Papers are having 3 different colours which later will also divide the teams. 3 of the participants (one in each colour group) will have the role of the deaf, the blind and the handicap (wheel chair). The facilitator is making the questions (attached document: Introductory_line_activity). If the participant is having a positive answer is moving one step forward. If not stays at the same position. The facilitator is giving 5 questions (or more) and after the end he is asking the participants to remember and reflect on the "mapping" of the group.</p> <p><b>Main Activity (20 minutes):</b></p> <p>The facilitator is asking the participants to group according the colour of the paper given during the introductory activity. Each group has a person with the role of the disabled who is actually the main actor.</p> <p><b>Group 1: Blind person</b></p> <p>The facilitator is blindfolding her/him and gives clear instructions to the others that they can only give directions orally and without guiding with any other way. They all seat around the table. On the table is only the glue, the scissors and the printed A4 paper with the outlines of the cube (attachment: paper_model_cube). The blind person has to cut and create the cube with the instructions of the other. The group has 15 minutes to complete the task.</p> <p><b>Group 2: Deaf person</b></p> <p>The group moves to another room with the instruction not to speak, write or draw. The facilitator is giving to the participants a story (attachment: The story) and keeps the deaf person out of the room for a couple of minutes. The others are reading the story and then, they have to explain it in 10 minutes to the deaf person.</p> <p><b>Group 3: Physical disability</b></p> <p>This group is preferable to stay at the main plenary as they need the sound equipment. The handicap role is sitting on the wheelchair (or if you don't have a wheel chair, use an office chair with wheels). The group has to create a choreography (dance) with all members involved (you can choose any music you like).</p> <p><b>Presentation (10 minutes):</b></p> <p>The groups are gathering in the plenary and presenting the results of their work to the rest of the participants.</p> <p><b>Debriefing (20 minutes):</b></p> <p>Group reflection and discussion on the entire activity. Through the reflection we need to</p>

bring out feelings, main concerns during the activity, understanding of the subject and connection with reality.

**Tips for online facilitation:**

- Use breakout rooms to group people by color.
- Remind your participant that the camera angle should focus on the material when making a cube for the visually impaired person.
- Take the deaf person into the waiting room so that they do not hear the conversation.
- For the physical disability role, choose a dance where the hands are used extensively. The physically disabled person can bind their hands to use their fingers in a limited way.

**Resources**

By Filaretos Vourkos

**To find out more**

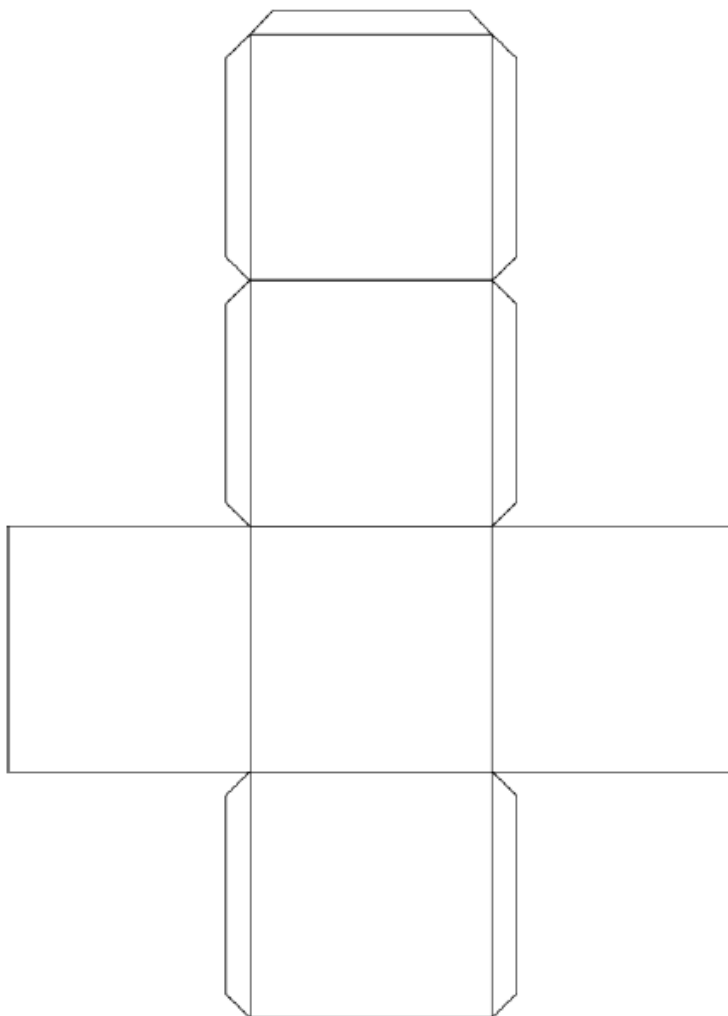
<https://www.salto-youth.net/tools/toolbox/tool/out-and-in.1487/>

**Appendix 1 (The Story)**

Once upon a time there was a little girl sitting alone. Her parents told her not to leave the house. She was bored and needed a change, so she did not listen and went out. The forest was surrounding the place where she lived. While enjoying the nature, the footsteps took her far into the woods. Darkness began to appear and she started to get scared. Strange voices were coming from everywhere. Lost and afraid as she was m she tried to find her way back home. She started to run in every direction when all of a sudden, she fell in a hole in the ground.

“Help, help!! “She screamed...

To her surprise her mother was tapping her shoulder and telling her what was wrong. It was only then she realized that she was dreaming...

**Appendix 2 (The Paper Model Cube)****Appendix 3 (Introductory Line Activity)**

[note: the present questions are just proposals, you can create your own, having in mind that they have to be specific and clear].

**Questions:**

1. Are you able to go up-stairs, find the kitchen, open the drawer and bring one spoon in 1 minute?
2. Are you able to go out with friends to the cinema?
3. Are you able to dance salsa?
4. Are you able to go to the supermarket and buy a specific brand of white cheese on your own?
5. Are you able to work in a radio station designing its webpage?

## UNIT 2 – BUSINESS MINDSET

### Module 3 – Market awareness & Accessible Tourism Supply

#### Aims of the module

To develop an understanding of the accessible tourism marketplace and explain the importance of a supply chain.

#### Suggested contents

##### **Trends and business opportunities in accessible tourism, across different tourism sectors**

*Industries are frequently disrupted by new trends and new innovations, and the tourism industry and accessible tourism are no exception to this. Paying attention to new tourism trends can help businesses to stay competitive and satisfy the needs of customers. For example, COVID has led to different needs and priorities and new requirements have emerged in what Safety & Hygiene, Contactless Payments, among others, are concerned. There are a variety of tourism trends that are based on more general changes in consumer behaviour, like the need for healthy and organic food & drinks, sustainability, personalised service, the rising demand of digitalisation and the use of technology. And this applies to different tourism sectors, from hospitality to catering and travelling, etc. So, it is important to focus on the following:*

- Increase in the population with disabilities
- Greater participation of persons with disabilities in tourism
- Greater requirements for accessibility in tourism
- Voice Search & Voice Control (voice search within the travel industry is one of the emerging trends that marketers, business owners and other senior figures within businesses in this area need to become aware of)
- Virtual Reality Tourism Trends
- Solo Travel and destinations for all
- Eco Travel (reflects a growing concern among today's travellers for ethical and sustainable tourism options. Eco travel includes simple changes, such as the availability of carbon credits when booking a flight or the option to rent an electric instead of a conventional vehicle. More sophisticated examples might include tourism with a volunteer element, perhaps working on a nature reserve or engaging in conservation work.)
- Local experience (from enjoying local cuisine to celebrating regional festivals and holidays, local experiences are set to become some of the top tourist trends to watch)

By providing access to tourism for people from all walks of life and all kinds of backgrounds, the following topics should also be addressed:

- Universal Design to learn about making products and destination usable for everyone, regardless of their age and ability. Knowledge on the requirements for accessible tourism products comply with to be allowed on the European market.
- The ENAT Code of Good Conduct - an international certification scheme for tourism businesses and organisations, recognising their efforts to promote accessible travel and tourism. It consists of eight guiding principles that make the product accessible to all visitors with access needs.
- Collaboration with other providers (like restaurants, national parks or museums) to develop accessible tourism products.

## Online accessible tourism business model, value chain, global ecosystem and supply chain

### Definition, explanation and clarification of:

**A business model** is the architecture for how a business creates, delivers and captures value. It refers to the internal organisation and the links and relationships to external entities.

**Value chains** are vertical linkages in the production-consumption process that describe how private sector firms in collaboration with government and civil society receive or access resources as inputs, add value through various processes (e.g., planning, development, financing, marketing, distribution, pricing, positioning) and sell the resulting tourism products, services and experiences.

**Global value ecosystems** refer to a highly distributed, fluid and dynamic set of technology-mediated relationships and exchanges between those that create, consume and share value in tourism. This includes interactions between living and non-living entities (e.g., consumers, producers, governments, communities, nature, digital technologies and infrastructures).

**Supply Chain** - is a system of organizations, people, activities, information, and resources involved in supplying a product or service to a consumer. Supply chains link value chains.

When do customers need accessible tourism? Throughout the “visitor journey” and the whole value chain! - Information/booking – Transport – Accommodation – Catering – Attractions/Activities – Tell others / Experiences

### Tourism Services - Accessible... throughout entire delivery chain

- Information - search, bookings, Websites, mobile...
- Transport - vehicles, terminals, transfers, assistance...
- Infrastructure - attractions, accommodation restaurants, streets, beaches...
- Services - hospitality, packages, guiding, excursions, special menus, activities, tech-aids, assistance...

Fierce global competition in the tourism industry is now focused on integral parts of supply chains rather than on individual firms. The highly competitive environment has forced tourism firms to look for ways to enhance their competitive advantage. Tourism products are often viewed by consumers as a value-added chain of different service components and identifying ways to effectively manage the interrelated tourism business operations will enable tourism firms to better meet customer needs and accomplish business goals thus maintaining competitive advantage over their equally efficient rivals.

Now-a-days, there are variations in the traditional supply chain; therefore, it is vital for businesses to adapt and innovate to meet the new consumer mindset. This way, travellers may:

- Research a destination of interest online and look for a homestay option in the destination. In researching activities of interest, they may find a self-directed tour, a local guided tour option, or a half-day group tour.
- Browse Instagram. Upon seeing a great picture of a destination, they swipe to access a “book now” option, which leads them to photos, room information, and rate options so they can book a stay at the hotel. Travelers don’t make other arrangements until arriving at the destination and, while there, use various apps to book restaurants, a local guide, and walking tours on their own.

Browse Facebook and see a post from a friend who is staying at a great Airbnb in a particular destination. Because the post includes a link, travellers click on it and book. Several months before departure, Airbnb emails about experiences in the destination that may be of interest to travellers, and they book one of these local experiences. Once in the destination, the Airbnb host tells them about great options in the area. For example: Travelers use Google Maps to get around, Google Translate to communicate, and GetYourGuide to find a local tour.

### Methodology

VET providers and Schools in general, and especially after COVID-19 pandemic, are looking at



technology as an opportunity to develop e-teaching methods and interact with students on that level. Nowadays, almost everyone owns a smartphone. Google is considered the 'library' and Wikipedia is the 'encyclopaedia'. Thesaurus is the 'dictionary' and Kindle is the 'textbook'. At a time like this, it is important we change our teaching and learning methodologies and incorporate technology in our daily lives also to motivate our learners.

The training methodology will ensure the active involvement of the participants and is based on a combination of three important elements:

- Provision of knowledge required (theory)
- Use of training tools, such as case studies, videos, games, animations & exercises (practice – hands on experience)
- Feedback/reflection (review)

During the delivery of the module, the participants will receive material, which will cover the content to be presented in all 15 hours of the module. The material will be presented in a form of Power Point (PPT) presentations, videos & animations. Moreover, the active involvement and hands on experience of the participants will be secured through various training tools, such as case studies, worksheets, scenarios & exercises. These training tools are necessary to ensure that the theoretical knowledge gained by the participants can be used in real life scenarios; an important aspect & added value for any training course. At the final day of the module, the participants will have the opportunity to reflect on the information received and the experience gained in the specific field of study.

### Assessment

At the beginning of the session and after introduction of the topic, ask trainees to fill in the first two columns in the enclosed form – KWL Chart (Annex Module 3).

At the end of the first session, ask the trainees to write one thing they have learned about Accessible Tourism Market awareness & Accessible Tourism Supply and one question they still have. The trainer will use this information to assess where learners are in their understanding of the topic. In the following session, will provide clarification or more information for those who may still have questions. At the end of the module, each trainee will have to be able to develop/do of the activities proposed and will have to complete the 3<sup>rd</sup> column of the KWL chart.

### Tips for teachers, trainers and educators

An interesting and useful site to show students is <https://pantou.org/> - a website that has been developed to meet the need for a reliable and comprehensive international guide to all kinds of accessible tourism services, helping to make tourism everywhere Accessible for All. This web site presents the Directory of suppliers of accessible tourism services, covering the whole tourism and travel value chain. Until Spring 2017 the site was funded by the European Commission and its focus was on European businesses and destinations and service providers offering Europe-inbound tours. From April 2017 the Pantou Directory is open to accessible tourism suppliers from around the world. They welcome tourism businesses and public tourism providers from every country and region. By joining the Pantou Directory they can make it easier for all visitors with access needs to find suitable tourism services, wherever they wish to travel.

The Pantou Directory:

- makes it easier for tourists with any kind of access needs to find what they are looking for when planning a visit.
- promotes accessible tourism suppliers, showing places to go and things to do – in



safety and with convenience and comfort.

- enables suppliers and destinations to find new partners and build networks of accessible services, for the benefit of visitors, local businesses and communities.

### Comprehensive services

Suppliers who are listed on Pantou provide a wide variety of tourism services, including accommodation, transport, tours, venues and attractions, equipment rental and sales, personal assistance - making tourism inclusive and accessible for people who have a disability, long-term health condition or other specific accessibility requirements.

To be listed with Pantou, tourism suppliers must indicate the type of service(s) offered and the particular target groups they can serve.

If the students are already working in one of the sectors of tourism they will have to better understand their relations with the other suppliers who cooperate with them to give the best quality experience to their customers. Also, it is quite useful to look for good practices at the book: Best Practice in Accessible Tourism, Edited by Dimitrios Buhalis, Simon Darcy and Ivor Ambrose (<https://www.accessibletourism.org/?i=enat.en.news.1277>) which gives ample evidence that accessible tourism organisations and destinations can expand their target markets as well as improve the quality of their service offering, leading to greater customer satisfaction, loyalty and expansion of business.

Students will learn how to collect information on the accessibility conditions of their venue/service, how they can effectively present the information to let their clients decide whether their offer suits them or not, and how they can even help to improve their offer. It is also advisable that students identify national or local accessible tourism initiatives that they could join.

“Mapping skills and training needs to improve accessibility in tourism services” - [https://www.t-guide.eu/resources/study-c-final-report\\_skills\\_ec\\_mastercopy\\_for-printing\\_final.pdf?i=t-guide](https://www.t-guide.eu/resources/study-c-final-report_skills_ec_mastercopy_for-printing_final.pdf?i=t-guide) - This report includes all findings of the research and data collection, the full analysis of results and a set of conclusions and recommendations related to the topic.

### References

[Best Practice in Accessible Tourism: Inclusion, Disability, Ageing Population and Tourism](#) – It brings together global expertise in planning, design and management to inform and stimulate providers of travel, transport, accommodation, leisure and tourism services to serve guests with disabilities, seniors and the wider markets that require good accessibility.

- [Accessible Travel Netherlands](#), [Holiday Participation Centre](#) (Belgium) and [Tourism For All](#) (United Kingdom) - national accessible tourism associations
- [Destinations for All](#) - world summit on accessible tourism
- [European Network for Accessible Tourism](#) - industry network
- [International Conference on Computers Helping People with Special Needs](#) - conference with a Special Thematic Session on Accessible Tourism
- [ITB Berlin](#) - travel trade show with special attention to accessible tourism
- [Pantou](#) - the European Accessible Tourism Directory

### Trends offering opportunities on the European market for accessible tourism:

Accessibility is becoming the norm. The tourism sector is becoming increasingly convinced that accessibility should be standard. Rather than simply adapting a few accommodations, all facilities should be made wheelchair-friendly. This means that an increasing number of tourism companies are striving to offer products that are accessible to all tourists.

The internet is an important source of information, especially for people with disabilities. For

many, it is their primary source of information. European travellers with disabilities increasingly book their holidays directly with local tourism providers, especially those from younger generations. To increase your chances of direct sales, you can promote your product on (accessible) tourism websites/portals.

For instance:

- [Handiscover](#)
- [Lonely Planet Thorn Tree forum](#)
- [Pantou](#)

### Attracting business through associations

In Europe, people with disabilities are often members of organisations aimed at specific illnesses or disabilities. They are also likely to be regular visitors of related websites. It could be valuable to approach such organisations, as they offer direct access to potential customers who are looking for accessible holidays.

MODULE 3 - ACTIVITY 1
Smart touristic destination
Aims of the Activity
To clarify the meaning of smart touristic destination
Description of the Activity
<p>Research on the internet examples of Accessible Tourism enterprises and focus especially on how they make a profit and how they deliver their products and services.</p> <p>Working in groups, develop your own idea of a Accessible Tourism enterprise: what would it sell, how would it make money, what would be the difference comparing to other existing similar business?</p> <p>Research three successful accessible tourism digital entrepreneurs/businesses and summarize in pictorial form what success characteristics they have in common.</p> <p>What gaps are there in what Tourism for all is concerned in your area or country? In what ways could your enterprise fill that gap?</p> <ol style="list-style-type: none"> <li>1. Think of two local tourism businesses that are not accessible enterprises but could be. What changes would they need to make to become an Accessible Tourism enterprise and what are the advantages and disadvantages of them doing this change?</li> <li>2. Choose a Tourism business that you might be able to develop yourself, and research the following: <ul style="list-style-type: none"> <li>▪ What will you sell?</li> <li>▪ To whom will you sell it?</li> <li>▪ What kind of destinations will you offer and why?</li> <li>▪ How can they be smart destinations?</li> </ul> </li> </ol>
Resources
Internet
To find out more
<p><a href="https://www.e-unwto.org/doi/pdf/10.18111/9789284416585">https://www.e-unwto.org/doi/pdf/10.18111/9789284416585</a> - Manual on Accessible Tourism for All Public-private Partnerships and Good Practices</p>

<http://business.turismodeportugal.pt/SiteCollectionDocuments/all-for-all/acessible-tourism-destination-management-handbook-enat.pdf> - Accessible Tourism Destination Management Handbook

### MODULE 3 - ACTIVITY 2

Travel safe and smart

#### Aims of the Activity

- To understand the importance of the supply chain in the tourism business.
- To be able to plan a holiday package accessible for all taking into consideration personal needs, finding the best options and offers.

#### Description of the Activity

You work for a Travel Agency and have been contacted by a family of 7, living in Lisbon, Portugal, who wants to go on holiday, for a week, somewhere suitable for their needs. They want you to decide on the best week for their holidays as they are quite flexible. The family includes:

- The grandparents: both in their eighties. The grandfather, who needs a walking stick and finds it difficult to walk on uneven ground, and the grandmother, who is dependent on a wheelchair.
- The parents: they are in their 60s. The father has a leg problem, which makes it difficult for him to climb steps and walk long distances.
- The couple: in their 30s. The woman is pregnant, which means she cannot do much physical effort and go for long walks, and they have a 2-year-old son, who walks in a pram.

1. Which destination(s) would you suggest? Why?
2. When would they go on holiday? Why?
3. What will they need to support them?
4. How would they travel there?
5. What kind of transport would you choose to take them from the airport to the hotel?
6. How should the Hotel be equipped to accommodate a person in a wheelchair?
7. Which restaurants can they go to?
8. What kind of transport can they use to visit the city/place?
9. What cultural activities will they be able to do? E.g.: which museums will they be able to visit.
10. What other activities will they be able to do?

Find in the touristic supply chain who would be the best options for this family and plan their week holiday, having in mind the questions above.

#### Resources

Internet

#### To find out more

You find more information on this at:

<https://www.accessibletourism.org/>  
[https://www.accessibletourism.org/resources/edpd\\_etd\\_2013\\_conference\\_report\\_en.pdf](https://www.accessibletourism.org/resources/edpd_etd_2013_conference_report_en.pdf)  
[https://ec.europa.eu/growth/sectors/tourism/business-portal/accessibility\\_en](https://ec.europa.eu/growth/sectors/tourism/business-portal/accessibility_en)

## MODULE 3 ANNEX 1

### K-W-L Chart

Assess what you know about a particular topic before and after you have engaged with it. Fill the the columns below with what you **K**now about the topic, what you **W**ant to know, and what you've **L**earned.

What do you <b>K</b> now about the topic?	What do you <b>W</b> ant to know?	What did you <b>L</b> earn?

## Module 4 – Commercial Awareness & Inclusive Marketing Communication

### Aims of the module

By the end you have completed this learning unit, you should be able to:

1. Describe some of the key considerations for developing commercial awareness and defining marketing communication.
2. Identify and analyse appropriate strategies and tools to make information and communication available.
3. Identify appropriate tools for digital marketing and key considerations for using social media for advertising and promoting online accessible tourism services/products.
4. Analyse and evaluate consumer behaviour indicators to understand business needs and make tourism services/products more competitive.
5. Identify some key factors in viral tourism marketing.

### Suggested contents

#### “E-Tourism” and developing commercial awareness

“E-Tourism” is an antiquated term nowadays, but it can be used here to sum up what we wish to discuss - which is the “Digitisation of all processes and value chains in the tourism, travel, hospitality & catering industries. (Including e-commerce)” (Buhalis 2003). For the purpose of this unit of the TOURISTIC project, we are mainly going to focus on the task of using digital tools to improve and support marketing and communication for a tourism service or product.

#### Defining Marketing Communication

Integrated Marketing Communications (IMC) is the coordination and integration of all marketing communication tools, avenues and sources within a company into a seamless program which maximizes the impact on consumers and other end-users at a minimal cost. The IMC includes all business-to-business, channel, customer, external communications and internal communications. IMC can get complex quickly! Think about all of the different online tools and communication channels that you can think of and how many people may be involved in each - e.g. a sender, encoding processes (the verbal and nonverbal cues that pass on the message), the transmission device, etc. etc. What is important in making this process simpler for yourself is to think about how a customer’s decision-making process typically works. It’s vital for tourism business to understand how search for and review of information happens.

#### Strategies and tools to make information available

When making a decision, a customer will typically follow a specific set of steps. Some of the online resources and tools here will be immediately available to you and it is important to ensure that you are visible on them - for instance:

1. *Identify Needs & Wants* - Some of this may come from offline media such as print (magazines, papers, etc), travel agents, television or radio. But more often than not, it will come from online websites focusing on travel, from social media influencers and accounts promoting travel in e.g. Instagram, YouTube, twitter, Facebook and as online advertisements in search engines such as Google
2. *Search for Information* - The primary source of information for most of us online is via

search engines - in particular Google. Further information however can often be found by customers in travel-specific “aggregator” websites (websites that gather a lot of data in 1 space) such as Tripadvisor, Trivago, etc. Other online spaces for this include social media business accounts, National tourism or airline websites, etc.

3. *Evaluate Choices* - This is very often done in the same space where customers search for information. In particular the customer will often compare and contrast the choices available to them in search engines such as Google, but also in aggregator websites for specific elements (e.g. booking.com for comparing places to stay, Google flights or Skyscanner for comparing flights, etc)
4. *Select Source of Purchase & buy goods or service* - The process of selecting and buying is typically done directly with the provider through the providers’ own site or purchase through intermediary websites like Booking.com, Expedia, etc.
5. *Use goods or service to evaluate experience* - an additional key consideration nowadays in digital IMC is that customers can and will often leave feedback online for the service or product they receive. This is frequently done on aggregator sites such as booking or Expedia, but can also factor into social media accounts, search engine reviews, etc. It is important to follow-up with and keep track of customer viewpoints after they have engaged with you.

### Tools for digital marketing and social media

In the past, IMC relied a lot on “traditional” media such as television or radio, but as the use of online tools has exploded during the last decade, a major shift in marketing has moved to online tools - in particular social media. The benefits of using social media are self-evident. While there are lots of different social media platforms, it is important where possible to be active on the most relevant and popular social media platforms. Some of the biggest for tourism include Facebook, Twitter and Instagram. In addition to social media, there are a wide variety of digital marketing tools in addition to social media - too many to get into here. Some useful graphics which can help list and categorise digital marketing tools can be seen from [Smart Insights](#) and from [Louise Mayers](#) but there are many more similar guidelines and graphics out there. As outlined above, what is important is that you select the right tools for the right purpose for your audience - which can only be properly done when you gather information about and from them! More information on this is available under “Methodology” for this chapter.

Digital marketing and Social Media is about enabling conversations. As Safko & Brake outline, “you cannot control conversations, but you can influence. Influence is the bedrock of economically viable relationships” (Safko & Brake 2008). Chaffey et al also noted that good use of such tools is “Monitoring & facilitating customer-customer interaction, participation and sharing through digital media to encourage positive engagement with a company and its brands, leading to commercial value.” and that “Interactions may occur on a company site social networks and other third party sites.” (Chaffey et al, 2019).

### Customer behaviour indicators

As a means of evaluating customer behaviour indicators, try to build up an overall image of your customers to gather data so you can predict or cater to their behaviour and requirements. There is a “Social Media Life Cycle” which outlines different users at different stages

- Lurkers: Observe only, do not contribute, occasional visitors
- Novices: Beginning to engage with community, participation and provision of content
- Insiders: Consistently add to the community, interact and rate others

- Leaders: Veteran Participants
- Elders: Leave the Network

Think about all of your users and try to identify where they may fit in this cycle to identify the right message for the right user. A lurker could be interested in the basic information and offers. An insider may be praised or rewarded for helping other users. An elder could be asked for information on what they would suggest or improve.

Think also about the 4 types of social media content you are providing and how this could align to your customer needs:

1. Communication: What are you communicating? How is your communication perceived by your audience? Can/Do you measure its effectiveness? What strategies trigger the most beneficial responses from your audiences?
2. Collaboration: Are you looking for Internal or External collaboration? Can you support knowledge sharing or feedback from customers? Do you have any other tools to gather data or collaborate? Can you reward participation?
3. Education: How often do you need to educate your internal/external audience? Do you look for opportunities to do so? What tools or media is available to help with this
4. Entertainment: Remember that entertaining does not always need to mean Funny and humour can often be misunderstood. Focus on interesting/compelling content as opposed to trying to make everything “funny”.

### Methodology

A key element in any approach for a digital marketing strategy - be it on social media or using other digital tools - is to start with the people, not the platform! Forrester (2007) has a good acronym to help think this process through called POST - which outlines the order in which you should think about your digital strategy for your customers:

1. People
2. Objectives
3. Strategy
4. Technology

As outlined in the learning material for this unit, when making a decision, a customer will typically follow a specific set of steps and being aware of these is important:

1. *Identify Needs & Wants*
2. *Search for Information*
3. *Evaluate Choices*
4. *Select Source of Purchase & buy goods or service*
5. *Use goods or service to evaluate experience*

If you think about the 5-6 steps involved in a customer’s decision-making, you can think about establishing an online presence in relevant online spaces. Every type of customer will be different so there is no specific set of tools or resources that will work for you for every customer - it is important to do your own research (and gather data directly from your customers if at all possible) to learn where they go online to identify needs & wants, to search for information, to evaluate choices, etc. and to make sure you are present there.

Social media is a useful tool for this kind of data-gathering and getting feedback from users. Social media allows us access to the unprompted feelings and opinions of users, something that quantitative researchers would generally have to collect through surveys or focus groups.



This gives a huge scale of data available, in people's own words, for you to analyze. In particular, it can be a useful way for users to send you information outlined above - on their needs and wants, where they find information, how they evaluate projects, etc. Social media can also help your business in understanding and improving the perception of your brand online; understanding the market for new products; comparing your presence to a competitor, or attracting new audiences through understanding the trends and discussions within your category, etc.

Remember however, that there is an "Etiquette" to using your social media for effective marketing:

- Don't spam users with repeated unnecessary content - as much as possible is not good
- Respond to customers – within the same day should be a minimum
- Speak directly to customers - use @CustomerName where possible
- Highlight what is important and focus on what is of benefit to them
- Use notification pages to help you to track activity
- Use scheduling tools to plan and send out updates instead of writing "there and then"

Remember also that employees inside your company are also social media users and may have insights into this area and the social media territory. You could think also about your use of social media internally in a company to

1. Communicate more quickly/ Work together more productively
2. Support in-company training and updates
3. Provide feedback on effectiveness, etc

## Assessment

As an assessment activity, examine either your own existing digital marketing tools - your website, your social media accounts, etc - or if you do not have these yet, select the digital marketing tools for a company that is similar to yours or in the same area as your business. Write a report on the effectiveness of the digital marketing efforts for your company or the external company, making recommendations for how to improve these efforts. Consider the following headings when doing so:

### Introduction

Background to the business, selection of website/ social media

### Identification of User Profile

Identification of the purpose of this site or social media account – and proposed users for the products/information provided on the site, characteristics of users and their needs

### Functionality of the digital marketing tool(s)

Assessment of the website or social media account with the user profile in mind, how well does the website cater to their needs, navigation, user friendliness, design, aesthetics

### Analysis of SEO and keywords

Assessment of the site or social media account from a technical perspective - does it use enough "Key Words" in the text, are the links working, are the downloads quick? As part of this, do some "keyword" research and try to find suggestions for what keywords would generate good volume

### Social Media Campaign to Improve Reach



Look at the social media account in terms of creativity, appropriate choice of social channels, and content, expectations for how campaign would engage and encourage sharing, landing page, consistency with site

### **Analytics**

How performance can be measured what metrics should be used, and the benefits of these.

### **Tips for teachers, trainers and educators**

Remember that you should always develop, post, publish, etc with the customer in mind. Everything should be focused on them and their requirements.

Before posting, ask yourself - is this informative/ useful/ engaging/ interesting? If the answer is no, reconsider

Consider using additional tools to help you gather data from customers - surveys, online questionnaires, focus groups, think-alouds, existing research, etc can all help you to develop your online presence and find out what your customers want

### **References**

Buhalis, D. (2003). eTourism: Information technology for strategic tourism management. Pearson education.

Lipschultz, J. H. (2020). Social media communication: Concepts, practices, data, law and ethics. Routledge.

Safko, L., & David, K. (2008). Brake. 2009." The Social Media Bible: Tactics, Tools & Strategies for Business Success".

Chaffey, D., Edmundson-Bird, D., & Hemphill, T. (2019). Digital business and e-commerce management. Pearson UK.

Ramsay, M. (2010). Social media etiquette: A guide and checklist to the benefits and perils of social marketing. Journal of Database Marketing & Customer Strategy Management, 17(3), 257-261.

## **MODULE 4 - ACTIVITY 1**

Social Media Strategy Planner

### **Aims of the Activity**

The aim of this activity will be to generate an initial set of considerations to help you create and effective social media strategy. This will help you in developing your online marketing profile moving forwards.

### **Description of the Activity**

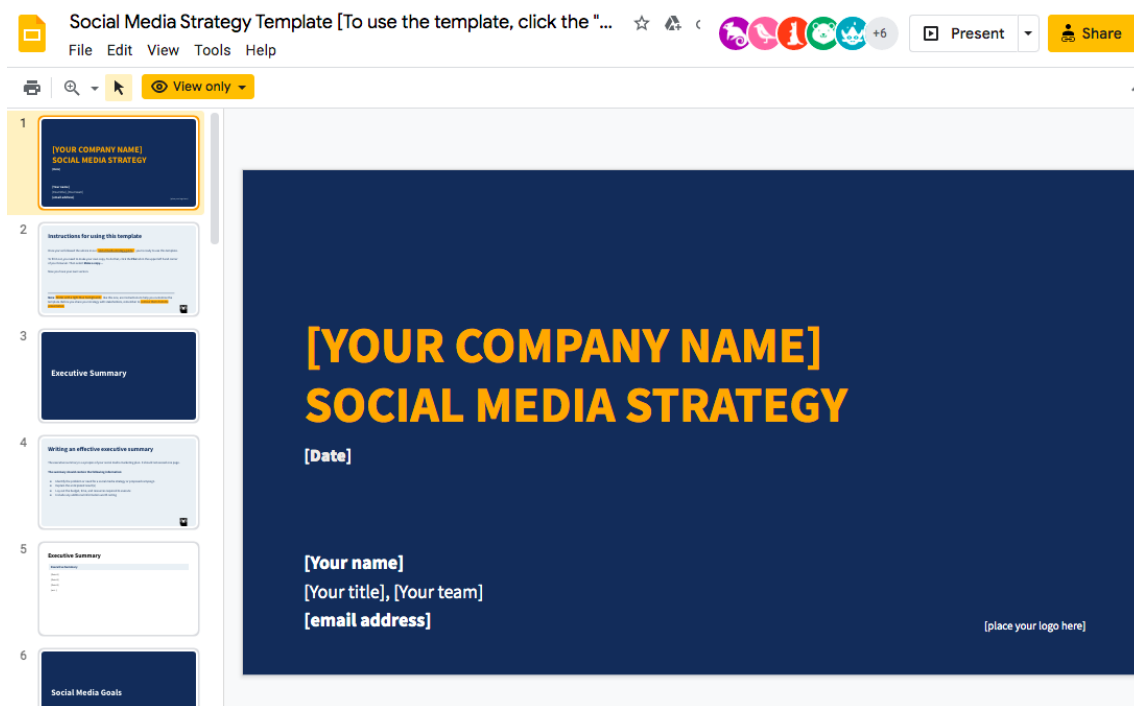
Duration: 2-3 hours.

Hootsuite is a social media management platform, which allows you to manage all of your social media profiles, posts, etc from 1 space. The system's user interface takes the form of a dashboard, and supports social network integrations for Twitter, Facebook, Instagram, LinkedIn and YouTube. As part of their offerings, Hootsuite also provide a lot of training around social media planning and strategy.

As part of this, they have very effective social media strategy templates, which can be downloaded and used to help you plan your social media strategy. To do this, fill in the form at <https://www.hootsuite.com/resources/blog/social-media-strategy-template> to access their

social media strategy templates.

This will present you with access to a google slides file which you can then download yourself as a PowerPoint.



When you have downloaded it, fill it in as appropriate for your service/ product. This does not need to be exhaustive - just think of it as a first attempt. Hootsuite have guidelines to help you in filling this out strategy at <https://blog.hootsuite.com/how-to-create-a-social-media-marketing-plan/> with many more links in this to help support you in making your social media plan more effective.

You can revisit this over time to update it as you want to - and you can use it as a reference to help support you in managing your social media over time.

#### Resources

A browser, an email address, PowerPoint (or Google Slides if you have a google account)

#### To find out more

<https://blog.hootsuite.com/how-to-create-a-social-media-marketing-plan/>

## Module 5 – Strategic planning & stakeholders' engagement

### Aims of the module

The aims of the unit:

- to define what strategic planning is and its key elements
- to give theoretical knowledge about stakeholders and how to ensure engagement
- to provide practical methods to identify stakeholders relevant to the project and management tool to keep a high level of engagement with key stakeholders.

### Suggested contents

#### Strategic planning

##### 1. Definition of strategic planning

Strategic planning is a process that helps identify what an organization is striving to achieve and maps out the necessary steps needed to be successful. In other words, strategic planning determines where an organization is going over the next year or more, how it's going to get there and how it'll know if it got there or not. Without a complete plan, work can be completed, but often lacks a sense of purpose, direction and priority. Strategic planning consists of six basic elements that will assist you while creating a strategic plan.

##### 2. Key elements of strategic planning:

**VISION:** A vision statement serves as a clear guide for choosing current and future courses of action — a definition of where you want your organization to be in the long term. It sets the tone and provides a North Star on the horizon.

**MISSION:** A mission statement defines what an organization is, why it exists, its reason for being. Mission statement should define who our target groups are, identify the services an organization provides and describe the geographical location in which an organization operates.

**VALUES:** They are the beliefs that guide the activities and goals of your organization. They establish why you do what you do and what your organization stands for. The values explain how the organization intends to operate.

**OBJECTIVES:** Objectives are specific results that an organisation aims to achieve within a time frame. Clearly defined objectives create goals by which an organization can measure its overall health and the impact of strategic initiatives. In general, good objectives should be clear, measurable and be supported by multiple strategic initiatives across the organization.

**STRATEGY:** Strategy is the path that takes us from where we are now to where we want to be. It is a plan of action to achieve an objective that is usually major, comprehensive and long-term. Strategies are where organisations put their efforts in order to achieve the desired changes that will bring about the achievement of the organisation's goals.

**TACTICS:** Tactics are focused initiatives, projects, or programs that allow organizations to

execute a strategic plan. Tactics are the key to execution. They are the actions you take to make it all happen.

### 3. Questions that can help us with strategic planning

When asked correctly, questions have the ability to persuade people more than statements. Questions turn an idea into a plan. The right questions can shed new light on old problems. Great questions create the space for great answers. Questions are a powerful tool not only in strategic planning, but also in life. They are transformative. Here are questions which can help us with strategic planning:

- What programs and services should we be providing?
- Why do we exist?
- How are we unique?
- Who are our customers/users?
- What needs to be done to accomplish our vision?
- What is the source of the challenges and opportunities to our organization?
- Who is creating problems, challenges, and opportunities for our organization?
- What created the problems and opportunities and how did we get here?
- What are the three to five most important programs we provide, now and in the future?

## **Stakeholders' engagement**

### 1. Definition of a stakeholder

According to the Project Management Institute (PMI), the term stakeholder refers to a group, corporate, organization, member, or system that affects or can be affected by an organization's actions. A project stakeholder is identified, an individual, group, or organization, who may affect, be affected by, or perceive itself to be affected by a decision, activity, or outcome of a project.

Stakeholders can be internal or external to an organization. Internal stakeholders are people whose interest in a company comes through a direct relationship, such as employment, ownership, or investment. External stakeholders are those who do not directly work with a company but are affected somehow by the actions and outcomes of the business. Suppliers, creditors, and public groups are all considered external stakeholders.

### 2. The Importance of Meaningful Stakeholder Engagement

As with any other business process, the process for engagement should be systematic, logical and practical. We need to plan a process that will take you from the starting point of planning and identifying objectives to the monitoring and evaluation. This process is represented as a circle because it is constant, where lessons from past experience will then shape future planning and engagement.

The process is not linear; rather it is a process in which an organisation learns and improves its ability to perform meaningful stakeholder engagement while developing relationships of mutual respect.

### 3. How to plan stakeholder's engagement

Developing a good understanding of the communities, stakeholders, and issues we will be addressing will help our organisation develop an effective consultation and engagement process that will increase the likelihood of positive project outcomes. Before we begin, there

are 12 questions to help our team get started – this will help identify some important factors related to consultation parties and issues:

- Who are the stakeholders and rights-holders directly affected by your company's activities? Which can affect your company's activities? Which are in both categories?
- Who are the stakeholders indirectly affected by your project?
- Which of your stakeholders are beneficiaries of your organization's activities?
- Which groups do your stakeholders belong to? Which groups are they influenced by?
- Which government, financial, legal, environmental and industry groups are involved in your project? Which of those groups influence your project?
- What current issues exist that are directly linked to your organisation's activities with this project?
- What issues exist that are beyond the direct control of your organization; yet affect the success of your project?
- What historic issues exist related to your project, stakeholders and geographical location?
- What are the regulatory and environmental compliance requirements?
- What issues relate to geographical areas, or to those of cultural significance?
- Who are the team members who will be working on the stakeholder consultation?
- How will your organization keep consultation records up to date? Who will be responsible for stakeholder information management, and keeping team members in the loop?

#### 4. Five step approach to stakeholder engagement

Step 1 - ENGAGEMENT STRATEGY: set vision and level of ambition for future engagement and review past engagements. Identify your basic objectives, issues to address and the stakeholders you prioritise as critical to your organisation.

Step 2 - STAKEHOLDER MAPPING: define criteria for identifying and prioritizing stakeholders and select engagement mechanisms. It is very important to understand your stakeholders: understand their wants and needs and how this correlates with your wants and needs from them. Understanding their motivation, objectives and issues, and which of those are your issues, will help with profiling the priority stakeholders.

Step 3 – PREPARATION: focus on long term goals to drive the approach, determine logistics for the engagement and set the rules. Dedicate appropriate time and resources to identify possible commonalities between your organisation and your stakeholders – to identify possible ways into conversations and win-win situations.

Step 4 – ENGAGEMENT: conduct the engagement itself, ensure equitable stakeholders contribution, keep focused on priorities and ask for feedback. Different stakeholders will come with different levels of trust and willingness to trust. Plan your interactions and build good relationships. Be responsive by providing information and proposals that respond directly to their expectations and interest previously identified.

Step 5 – ACTION PLAN: Knowledge management is critical for capturing information and sharing what is learned. Remember to report back to stakeholders on progress, in a form and language appropriate to them. Identify opportunities from feedback and determine actions, revisit goals, and plan the next steps to follow-up and future engagements.

#### Methodology

The methodology for identifying and managing stakeholders helps the success of the project. It provides the process to maintain good relationships with the people who have an impact on our work. Through these methods we will be able to:

- identify our stakeholders and understand their needs

- prioritize their stakeholders based on their power and interest
- visualize key stakeholders
- engage with the stakeholders, by building mutual trust and respect
- monitor and review your stakeholders' community

Power-interest map is drawn as a 2x2 grid that represents power on the horizontal axis and the interest on the vertical axis. Power refers to the ability to influence the project by providing resources. Interest refers to a stakeholder's interest in the project results.

Stakeholder management tool addresses the communications process which should be embedded throughout the entire project. Stakeholder analysis is a key activity in segmenting the various audiences and deciding the frequency, method and content of the messages that need to be delivered which, in turn, informs the communications schedule.

### Assessment

At the beginning of the session ask participants following questions:

- What do you know about strategic planning?
- Why is it important?
- Who are our stakeholders? How do we communicate with them?

At the end of the session ask participants:

- How can you use a stakeholder management plan?
- How can mapping them help you in your project?

### Tips for teachers, trainers and educators

- when group will work on identifying stakeholders start a session with brainstorming

### References

[https://leedschildcare.proceduresonline.com/pdfs/com\\_man\\_stake\\_enga.pdf](https://leedschildcare.proceduresonline.com/pdfs/com_man_stake_enga.pdf)  
<http://www.bawiki.com/wiki/Stakeholder-Maps.html>  
[https://www.mindtools.com/pages/article/newPPM\\_08.htm](https://www.mindtools.com/pages/article/newPPM_08.htm)

## MODULE 5 - ACTIVITY 1

Stakeholder communication plan

### Aims of the Activity

- to identify stakeholders
- to organize information about different stakeholders
- to develop stakeholder communication plan

### Description of the Activity

When you use the opinions and influence of your most powerful stakeholders to help shape the project, you and the project will be better equipped for success, and you won't waste precious time and resources communicating with those who simply don't require the information.

In addition, your key stakeholders with the most weight and influence can help you gain

resources, prioritize competing demands for resources or timelines, and clear potential roadblocks. As you identify the stakeholders and how to manage them most efficiently, you will also start to have the beginnings of your communications plan.

Create stakeholder management and communication plan for your project!

Stakeholder	Priority	Position	Role on Project	Stakeholder Objectives	Facts, Passions, and areas of interest	Communication Style	Emotional Connections and Relationship Strategies	Action Steps to Maintain and Nurture this Relationship

#### Resources

<https://www.oreilly.com/library/view/emotional-intelligence-for/9780814432778/AppendixC.xhtml>

<https://medium.com/paymo/how-to-create-a-stakeholder-management-plan-templates-c7af3cdee239>

<https://www.smartsheet.com/how-create-stakeholder-management-and-communication-plans>

<https://www.ownerteamconsult.com/importance-of-project-stakeholder-management/>

#### To find out more

A Practical Guide to Dealing With Difficult Stakeholders, Jake Holloway, David Bryde & Roger Joby, Gower, 2015

Managing Project Teams: Shortcuts to Success, Elizabeth Harrin, BCS Publishing, 2013

The Project Managers Little Book of Cheats, Beth Spriggs, 2016

Message Not Received: Why Business Communication is Broken and How to Fix It, Phil Simon, Wiley, 2015

## MODULE 5 - ACTIVITY 2

### Stakeholder mapping

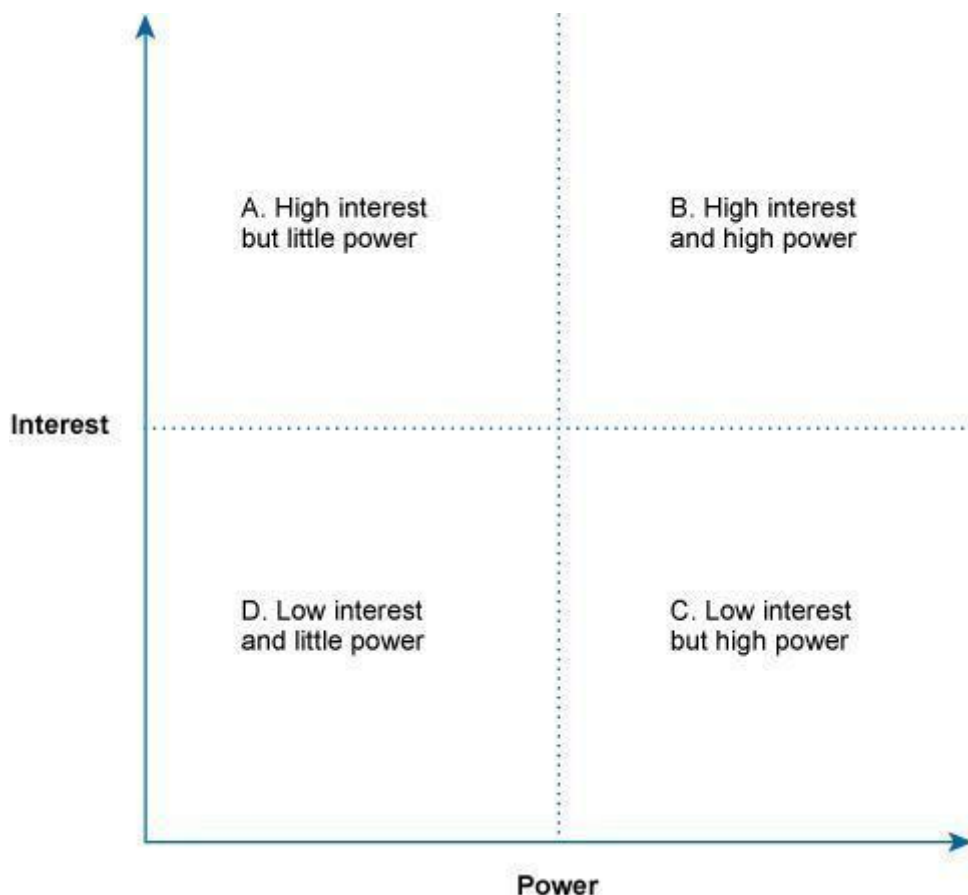
#### Aims of the Activity

- to understand who the stakeholders are
- to analyse the influence of the stakeholders on the project
- to get visual representation to all the people and organisations that can influence your project

#### Description of the Activity

A stakeholder map is a technique you can use to analyse how different people will influence your project. By visualizing people on the matrix will make it easier to see where everyone fits on your project and a level of communication you should be delivering to each stakeholder.

Start by mapping your stakeholders to the axis, based on their level of power and interest in your project. This exercise is useful as it is providing an important reference point when engaging with other stakeholders on the project.



Stakeholder mapping is the process of systematically identifying and analysing the relevant stakeholders, their relationship to each other, their level of interest, and their roles and responsibilities in relation to the power they hold. Their relative power and interest is categorised into four groups: those with high interest but little power (A), high interest and high power (B), low interest but high power (C) and low interest and little power (D).



Create a stakeholder map for your project!

### Resources

<https://milanote.com/templates/strategy/stakeholder-mapping>  
<https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=80594&section=5.2>  
<https://miro.com/blog/stakeholder-mapping/>

### To find out more

Enchantment: The Art of Changing Hearts, Minds, and Actions, Guy Kawasaki, Portfolio Penguin, 2011  
Project Management Communication Tools, William Dow & Bruce Taylor, Dow Publishing, 2015  
Practical People Engagement: Leading Change Through the Power of Relationships, Patrick Mayfield, Elbereth Publishing, 2013

## UNIT 3 – DIGITAL SKILLS

### Module 6 – Universal Design in accessible tourism

#### Aims of the module

To apply effective universal design and Design for All in accessible tourism provision, using suitable technology solutions

#### Suggested contents

##### Topic 1: Introduction to Universal Design

According to the Center for Universal Design (CUD) at North Carolina State University, the Universal Design (UD) "is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design".

When UD principles are applied, products and environments meet the needs of potential users with a wide variety of characteristics. Disability is just one of many characteristics that an individual might possess. For example, one person could be Hispanic, six feet tall, male, thirty years old, an excellent reader, primarily a visual learner, and deaf. All of these characteristics, including his deafness, should be considered when developing a product or environment he, as well as individuals with many other characteristics, might use.

Making a product or an environment accessible to people with disabilities often benefits others. For example, automatic door openers benefit individuals using walkers and wheelchairs, but also benefit people carrying groceries and holding babies, as well as elderly citizens.

##### Topic 2: Universal Design Principles

- 1 - Equitable Use
- 2 - Flexibility in Use
- 3 - Simple and Intuitive Use
- 4 - Perceptible Information
- 5 - Tolerance for Error
- 6 - Low Physical Effort
- 7 - Size and Space for Approach and Use

<http://universaldesign.ie/what-is-universal-design/the-7-principles/the-7-principles.html>

##### Topic 3: Universal Design principles in context of web apps and software development

Every single individual deserves to know, learn, explore, grow and achieve in any field of life they wish to. It is a general practice to develop web or normal app by keeping average user's characteristics in mind. But when we have to design software which satisfies the needs of people with wide range of disabilities and abilities, it brings us to the concept of **universal design for software**.

It is relevant to throw light on the process and principle of universal design in context of web apps and general software development. We believe that it will help in increasing our knowledge and awareness about building better and accessible software.

<https://www.magicedtech.com/blog/software-with-universal-design-for-high-quality-accessibility>

→ Universal Software Design Process  
→ Universal Software Design Principles

Suggested book: *Universal Design for Web Applications: Web Applications That Reach Everyone* - November 2008, Chisholm Wendy, May Matt

#### Topic 4: I.S. EN 17161:2019 to apply a Universal Design approach for accessibility

Ensure access for persons with disabilities on equal basis with others accessibility of products and services is essential. A Design for All approach acknowledges these variations and aims at meeting their requirements to the greatest extent possible in order to achieve accessible products and services.

In this context, the European Standard EN 17161:2019 'Design for All - Accessibility following a Design for All approach in products, goods and services - Extending the range of users' aims to help organisations align with a consistent approach to address accessibility for persons with disabilities. It specifies requirements that can enable an organisation to design, develop and provide products, goods and services that can be accessed, understood and used by the widest range of users including persons with disabilities.

This standard is the result of the European Commission Standardization Request M/473 to include 'Design For All' in relevant standardization initiatives.

The requirements set out in this standard are generic and are intended to be applicable to all relevant parts of all organisations, regardless of type, size or product(s), good(s) or service(s) provided.

#### Topic 5: Combining user-centred interactive and assistive technologies with Universal Design

**User-Centred Design (UCD)** focuses on the **active involvement of the user** in the design process, trying to obtain a clear understanding of the exact task requirements, involving an iterative design and evaluation process, and utilising a multi-disciplinary approach. (Vredenburg, 2002).

**Universal Design (UD)** is based on design principles which are broad enough in themselves to offer a flexibility which product designers can use when developing any type of technology.

It is the **synergies between these two design philosophies and processes** using the set of Universal Design principles as part of the User-Centred Design process which potentially offer an enhanced opportunity to create more accessible, flexible, and intuitive products and services.

[https://www.researchgate.net/publication/228588245\\_The\\_synergies\\_between\\_universal\\_design\\_and\\_user-centred\\_design](https://www.researchgate.net/publication/228588245_The_synergies_between_universal_design_and_user-centred_design)

Thus, although the best situation would be that all products were designed so that all people, with or without disabilities, could easily and efficiently operate them, we cannot design products to be this accessible.

We are able to design products that are usable by individuals with a very wide range of disabilities. In some cases, we are even able to do it so that people with many disabilities, sometimes even severe disabilities, are able to operate them equally efficiently. In almost all cases, however, some individuals are not able to operate the devices directly, and require the use of assistive technologies. In addition, there are often individuals who don't require assistive technologies to access a device, but who find it more convenient to use them.

Thus, designing a more accessible and usable world will require:

1. Designing products so that they are directly usable by people with as wide a range of abilities as is commercially practical; and
2. Building in as much compatibility with assistive technologies (for those who can't use the products directly) as is commercially practical.

UD can be also thought in combination with **Assistive Technologies (AT)**. AT is any item, device, piece of equipment, software program, or product system that is used to increase, maintain, or improve the functional capabilities of persons with disabilities or elderly people. Although the best situation would be that all products were designed so that all people, with or without disabilities, could easily and efficiently operate them, we cannot design products to be this accessible. We are able to design products that are usable by individuals with a very wide range of disabilities. In some cases, we are even able to do it so that people with many disabilities, sometimes even severe disabilities, are able to operate them equally efficiently. Some individuals are not able to operate the devices directly and require the use of assistive technologies. In addition, there are often individuals who don't require AT to access a device, but who find it more convenient to use them. Thus, designing a more accessible and usable world will require:

1. Designing products so that they are directly usable by people with as wide a range of abilities and disabilities as is commercially practical; and
2. building in as much compatibility with assistive technologies (for those who can't use the products directly) as is commercially practical.

[https://www.researchgate.net/publication/13117267\\_Universal\\_Design\\_and\\_Assistive\\_Technology\\_in\\_Communication\\_and\\_Information\\_Technologies\\_Alternatives\\_or\\_Complements](https://www.researchgate.net/publication/13117267_Universal_Design_and_Assistive_Technology_in_Communication_and_Information_Technologies_Alternatives_or_Complements)

## Methodology

The proposed content is not meant to be exhaustive, but it is a brief introduction to the contents that should be covered for the development of the Unit. Thus, trainers will need to develop the topics with additional information when implementing the Unit and adapt the material to suit their audience.

The trainer can follow various methodologies to deliver the contents, such as PPT presentation, group activities, promoting interaction between learners and offering as much concrete examples as possible.

At the end, the assessment and practical activities are suggested to evaluate and reinforce the

acquired knowledge.

### Assessment

In order to assess the learners' acquired knowledge, the trainer could ask them to come up with examples of some key aspects covered during this lesson.

An example could be to identify a tourism product created following the principles of Universal Design. This type of assessment allows participants to improve their ability to find a practical connection with the theory explained by reinforcing the concepts.

### Tips for teachers, trainers and educators

- It is recommended to start the lesson with an icebreaker activity to make everyone comfortable and to know each other or to know something more about each other
- Illustrative examples and interactive material are preferable to engage participants and keep the interest high and to make the theory more understandable and clearer.
- Encourage discussion and participation to create a dynamic and stimulating environment
- Explore the provided references and further readings to reinforce the contents and get inspiration on the development of the lessons

### References

<http://universaldesign.ie/what-is-universal-design/the-7-principles/the-7-principles.html>

<https://www.washington.edu/doit/resources/popular-resource-collections/applications-universal-design>

<https://www.washington.edu/doit/web-accessibility-guidelines-administrators>

<https://www.interaction-design.org/literature/article/learn-to-create-accessible-websites-with-the-principles-of-universal-design>

<https://www.researchgate.net/publication/13117267> Universal Design and Assistive Technology in Communication and Information Technologies Alternatives or Complements

<https://www.atia.org/home/at-resources/what-is-at/>

<https://www.cen.eu/news/brief-news/Pages/NEWS-2019-014.aspx>

<https://www.nsai.ie/about/news/a-design-standard-that-works-for-all/#:~:text=I.S.,persons%20and%20persons%20with%20disabilities.>

<https://www.researchgate.net/publication/317184855> A Review of Interactive Technologies Supporting Universal Design Practice (for further readings)

<https://www.brainline.org/article/universal-design-and-assistive-technology-workplace> (for further readings)

<https://er.educause.edu/articles/2010/11/universal-design-for-the-digital-environment-transforming-the-institution> (for further readings)

<https://www.e-unwto.org/doi/pdf/10.18111/9789284417902> (for further readings)

<http://www.photoability.net/> the celebration of tourism experiences suitable for all (for further readings)

MODULE 6 - ACTIVITY 1
Universal Design and User-centred Design: how to?
Aims of the Activity
To show the importance of combining Universal Design and User-centred Design to have great results in accessibility creation when developing technologies.
Description of the Activity
<ul style="list-style-type: none"> <li>• <u>Universal Design and User-centred Design</u></li> </ul> <p>The trainer should read the information found at <a href="https://www.interaction-design.org/literature/article/learn-to-create-accessible-websites-with-the-principles-of-universal-design#:~:text=Universal%20Design%20aims%20to%20design,will%20interact%20with%20each%20other">https://www.interaction-design.org/literature/article/learn-to-create-accessible-websites-with-the-principles-of-universal-design#:~:text=Universal%20Design%20aims%20to%20design,will%20interact%20with%20each%20other</a> to have a description of what Universal Design is and what are its principles, as well as gather some tips on how to use it for content creation.</p> <p>The trainer should look at the following link <a href="https://www.usability.gov/what-and-why/user-centered-design.html">https://www.usability.gov/what-and-why/user-centered-design.html</a> (“What &amp; Why of Usability” and “How To &amp; Tools” sections) in order to have a general understanding of User-centred Design and an <u>exhaustive list of tips on how to apply it for content creation</u>.</p> <p>The trainer should then watch the video at the following link <a href="https://youtu.be/bVdPNWMGyZY">https://youtu.be/bVdPNWMGyZY</a>. The video features Michael Allen Nesmith, visual designer at Amazon, giving a speech about Universal Design and its application in modern technology. Nesmith himself created three different apps to be used with Google Glass, that can improve deaf people accessibility to movies, videos, music and sounds:</p> <ul style="list-style-type: none"> <li>– <i>Movita</i>, which provides good quality subtitles;</li> <li>– <i>Intune</i>, which detect the tune and provides karaoke-style lyrics;</li> <li>– <i>Saveface</i>, which can recognise a voice and pair it with a photograph of the speaker.</li> </ul> <p>The trainer should watch the presentation videos of these apps that represent a best practice in Universal Design and User-centred Design combination, since they can be used by anyone who may want (or need) to: <a href="https://www.michaelallennesmith.com/work/google">https://www.michaelallennesmith.com/work/google</a>.</p> <ul style="list-style-type: none"> <li>• <u>Compare accessibility in communication tools and social medias</u></li> </ul> <p><b>Accessible communication tool: Skype</b></p> <p>The trainer should log onto their Skype account (if they do not have one, they should follow this procedure: open a browser and type <i>Skype Web</i> &gt; click on <i>Skype Web</i> &gt; select <i>Chat now</i> &gt; select <i>Create account</i> and follow the instructions) and start a videocall (select <i>Calls</i> from the left side of the homepage &gt; hover over a contact &gt; click on the <i>Video call</i> button). Once the video call starts, the trainer should click the <i>more</i> ●●● button and then select <i>Turn subtitles on</i>.</p> <p>The trainer should then see the subtitles on the bottom left side of the video every time that the other person speaks.</p> <p>To enable live captions and subtitles for all Skype calls the trainer should follow this procedure: select their profile picture &gt; select <i>Settings</i> &gt; select <i>Calling</i> &gt; select <i>Call subtitles</i> &gt; switch on <i>Show subtitles for all calls</i> (switch <i>Only Show subtitles for other participants</i> on if you only want to see subtitles for other participants and not for yourself).</p> <p><b>Less accessible communication tool: Zoom</b></p> <p>The trainer should log onto their Zoom account (if they do not have one, they should follow</p>

this procedure: open a browser and type *Zoom* > select *Sign in* > select *Sign up free* and follow the instructions) and start a meeting (select *Meetings* from the menu on the left side of the page > select *Host a meeting* > click on the link that will download on the bottom left side of the page > select *Sign in* > click on *Invite* > select *Copy URL* and send it to one of their contacts through an E-mail). Once the meeting starts, the trainer should click the *Closed caption* button and they will be given three options:

1. *Assign a participant to type*, which enables one of the participants to create the captions (hover over the participant you want to type the captions > select *More* > select *Assign to type Closed Caption*).
2. *I will type*, which enables yourself to type the captions.
3. *Copy the API token*, which enables you to use a third-party tool for caption creation.

A Zoom user who needs captions has to repeat this operation every time a meeting starts and unless they have a specific tool for captioning, they need another person to create subtitles. This makes this communication tool less accessible than Skype.

### Accessible social media: YouTube

The trainer should open the YouTube homepage (open a browser and type *YouTube* > click on *YouTube*) and select a video to watch. The video should feature a voice speaking a language that the trainer knows.

Here is an example in English: <https://www.youtube.com/watch?v=S9KoC8fAoJg>

Once the video starts, the trainer should click on the *Subtitles* button on the bottom right side of the video; the subtitles are written in the same spoken language of the video by default, but sometimes there are more languages available. To look for them, the trainer should click the *Settings* button next to the *Subtitles* button and select *Subtitles/CC*, which will display all the languages available for the captions.

### Less accessible social media: Facebook

The trainer should log onto their Facebook account (if they do not have one, they should follow this procedure: open a browser and type *Facebook* > select *Facebook – Log In or Sign Up* > select *Create new account* and follow the instructions).

To turn captions on, the trainer should click on the *v* button on the top right corner of the homepage > select *Settings & privacy* > select *Settings* > choose *Videos* from the menu on the left side of the page > click *Off* next to *Always Show Captions* > select *On* to turn on captions for Facebook videos, when available.

The trainer will notice that Facebook is not as accessible as YouTube, because it does not provide captions for every video by default (captions must be provided by the people who upload videos).

**The trainer should now find two more examples of accessible digital tools to compare, one being more accessible than the other.**

### Resources

<https://www.interaction-design.org/literature/article/learn-to-create-accessible-websites-with-the-principles-of-universal-design#:~:text=Universal%20Design%20aims%20to%20design,will%20interact%20with%20each%20other>  
<https://www.usability.gov/what-and-why/user-centered-design.html>  
<https://youtu.be/bVdPNWMGyZY>

<https://www.michaelallenlennsmith.com/work/google>  
<https://support.skype.com/en/faq/FA34877/how-do-i-turn-live-captions-subtitles-on-during-a-skype-call>  
<https://www.youtube.com/watch?v=S9KoC8fAoig>  
[https://www.facebook.com/help/273947702950567/?helpref=hc\\_global\\_nav](https://www.facebook.com/help/273947702950567/?helpref=hc_global_nav)

#### To find out more

The trainer may consider reading the book found at the following link:

<https://www.oreilly.com/library/view/universal-design-for/9780596155681/>

The trainer can find more examples about the 7 UD principles here:

<https://www.bitovi.com/blog/embrace-7-principles-of-universal-design-for-better-website-design>

This link provides 11 tips to create an accessible website:

<https://www.shopify.com/partners/blog/universal-design>

The trainer may consider watching the videos found at

<https://www.section508.gov/create/universal-design-video-series>, according to them being content creators, developers, managers or procurement professionals, in order to have more tips on how to incorporate UD in their work.

## MODULE 6 - ACTIVITY 2

### Eye gaze technology evolution

#### Aims of the Activity

To show the evolution of eye gaze technology for people with both communication and physical difficulties as a good example of Universal Design and User-centred Design tool.

#### Description of the Activity

An E-tran frame is a sheet of stiff, transparent plastic onto which symbols, letters or words can be stuck using, for example, Velcro. Some people who have both communication and physical impairments can find it difficult to point to a book or chart or to handle communication cards. If they have good control over their eyes, they may be able to use an E-Tran frame.





**E-TRAN Board**

The communication partner faces the user and holds the chart up between them. The user gazes at the letter, symbol, or word they want to say. Initially one symbol or word will be placed at each corner. As the user and communication partner become more skilled, symbols can be added in the middle of each side. The method can be developed using colour or number coding systems so that more items can be accessed. (<https://www.communicationmatters.org.uk/types-of-aac/e-tran-frames/>).



The trainer should watch the following video <https://www.youtube.com/watch?v=IfLuqGAxaz4> to have a visual example of E-tran frame communication.

The trainer may consider simulating an E-tran frame communication by building an E-tran frame and try to communicate with a partner. The E-tran frame does not need to be a professional one: the trainer can use different materials and design. This activity's aim is to better understand this type of communication by trying it first-hand.

The trainer should watch this video [https://www.youtube.com/watch?v=mCeOMoQPn\\_8](https://www.youtube.com/watch?v=mCeOMoQPn_8) to have an example of eye gaze technology evolution: from the E-tran frame to a computer.

The trainer may take some inspiration from this video about eye gaze technology and communication <https://www.youtube.com/watch?v=K977ciFekUc>

### Resources

<https://www.communicationmatters.org.uk/types-of-aac/e-tran-frames/>

<https://www.youtube.com/watch?v=lfLuqGAXaz4>

[https://www.youtube.com/watch?v=mCeOMoQPn\\_8](https://www.youtube.com/watch?v=mCeOMoQPn_8)

<https://www.youtube.com/watch?v=K977ciFekUc>

<https://www.google.it/url?sa=i&url=https%3A%2F%2Fstore.lowtechsolutions.org%2Falphabet%2F&psig=AOvVaw085pNERuCDBM7y8qqqqfOJ&ust=1616140875021000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCLj8xKewue8CFQAAAAAdAAAAABAn>

<https://www.google.it/url?sa=i&url=https%3A%2F%2Fwww.designhub.it%2Fcometa%2F7577.html&psig=AOvVaw085pNERuCDBM7y8qqqqfOJ&ust=1616140875021000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCLj8xKewue8CFQAAAAAdAAAAABAu>

### To find out more

The trainer may consider watching this video

<https://www.youtube.com/watch?v=P6DZ31Gp3Ks> to get an extra example of an E-tran frame with text

The trainer may consider watching this video

<https://www.youtube.com/watch?v=X0iyOm1tzV4&t=1s> to get an example on an E-tran frame with symbols

The trainer may consider navigating through this website <https://arasaac.org/> to find pictograms to download for free (the website features many different languages).

The trainer may consider reading <https://www.thesequaltrust.org.uk/eye-gaze-technology> and <https://cerebralpalsy.org.au/our-research/about-cerebral-palsy/interventions-and-therapies/eye-gaze-technology-for-children-and-adults-with-cerebral-palsy/#:~:text=Eye%2Dgaze%20control%20technology%20can,disabilities%20to%20be%20more%20independent.&text=The%20way%20it%20works%20is,mouse%20on%20a%20computer%20screen> to find more information about what eye gaze technology is.

## MODULE 7 – Tools for designing innovative commercial services/products

### Aims of the module

This unit aims at support VET teachers/ trainers and professionals to teach how to design innovative services and products design in accessible tourism provision. To do this, it is aimed to inform VET teachers/trainers and professionals about the concept of service / product design and its principles in tourism industry, the main concepts regarding digitalization, the digital transformation and its impact on tourism industry, smart tourism and digital solutions used in digitalized tourism.

At the end of this module, the learners will be able to:

- tell what product and service design and its principles are
- illustrate how digital transformation and technology (Internet of Things', location-based services, artificial intelligence, augmented and virtual reality, blockchain
- make use of digital tools for designing innovative commercial services/products technology and chatbot) can innovate services/products in accessible tourism
- identify appropriate digital solutions for creating online accessible tourism content
- discuss smart products and services deployed in accessible tourism industry
- judge the latest commercial services/products in 4.0 tourism

### Suggested contents

Complying with the learning outcomes above, the following topic areas are suggested to be elaborated within this learning module.

Topic 1: Service and Product Design in Accessible Tourism

1.1 What is Tourism Product and Service?

As defined by UNWTO (UN World Tourism Organization), a Tourism Product is "a combination of tangible and intangible elements, such as natural, cultural and man-made resources, attractions, facilities, services and activities around a specific center of interest which represents the core of the destination marketing mix and creates an overall visitor experience including emotional aspects for the potential customers. Aligning with the definition by UNWTO, tourism is known as a service-intensive industry that is dependent on the quality of customer's experiences and their assessments of satisfaction and dissatisfaction. Thus, the tourism service providers should have a holistic understanding of customers to co-create a meaningful experience with the guests through Service Design Thinking while designing innovative tourism products and services.

1.2 How to utilize Service Design Thinking in the tourism industry?

As tourism is a human-centered activity which should be built upon empathy, creativity and customer satisfaction and great experiences, Service Design Thinking as an evolving way of thinking can help the organizations to make their services useful, efficient, effective, desirable and most importantly accessible to people with diverse needs.

For a great service design, there are 5 core principles behind Service Design Thinking:

- User-Centred (Customer-Centric): Services are created for customers; therefore, service providers should keep customers at the heart of the process.
- Co-Creative: This principle implies that besides users and customers, other stakeholders should also be involved in the design process.
- Sequencing: Service should be treated as a sequence of interrelated events and

actions.

- Evidencing: Services should be tangible and memorable. extends post-service experience.
- Holistic: All processes are interconnected and holistic. It is crucial to look at the bigger picture considering the environment the service takes place in.

## Topic 2: Digital Transformation in Tourism Industry

Digitalisation leverages digital technologies and data to transform businesses and business ecosystems. The evolution and application of the digital technologies are profoundly changing the direction of social and economic life, as well as transforming and reshaping tourism leading to new knowledge and skills requirements. Digital transformation in the tourism industry exclusively changes the way people embracing information and services. Recent research by European Commission has found significant differences in the uptake of digital technologies in tourism across Europe. While basic e-marketing and e-commerce were widely adopted, advanced technologies such as data analytics, cloud computing, and geotagging received limited uptake.

### 2.1 Digital Trends in Tourism

It is obvious that technological advancements have a deep impact on the tourism sector. These advancements range from business management technologies to technologies that produce innovative tourism products, services and experiences. Here are the enabling technologies used in tourism business management and products, services and experiences.

- The Internet of Things (IoT) can fuel a data rich tourism sector and support smart tourism by making cities more efficient.
- Artificial Intelligence (AI), chatbots, and voice technology enable customers to undertake internet searches, digital check-in, access digital concierge services, voice assistants and smart rooms.
- Augmented Reality (AR)/Virtual Reality (VR) Uses in tourism can include replacing paper-based marketing and advertising materials, gamification and augmented visitor experiences in the destination.
- Blockchain is a technology that publicly stores all the transactions that a particular network produces.

### 2.2. Smart Tourism

Smart tourism represents the convergence of ICT and tourism and denotes the transformation of tourism through technology. It challenges and demands in a fast-changing sector, including the evolution of digital tools, products and services; equal opportunity and access for all visitors; sustainable development of the local area; and support to creative industries, local talent and heritage. European Capital of Smart Tourism, an initiative recognising achievements of smart tourism destinations in Europe, encourages more applications and practices to contribute to the transformation of cities to be accessible, sustainable, digitalised and creative.

Here are some of the best practices in Accessibility category as an example of integration of 4.0 in accessible tourism:

- [Physical Accessibility as a new normal; Málaga](#) This implies single-surface roadways with same level pavements, wider pedestrian zones and the usage of colours on the ground to make certain areas even more easily distinguishable.
- [Accessibility App for GotEvents; Gothenburg](#): The app provides flexible seating

instead of designated areas for people with vision or hearing disabilities, sign interpretation of the arena sound and live visual interpretation.

### Topic 3: Tools and Resources for Creation of Online Accessible Tourism Content

If we do not prioritize the accessibility of contents and resources used in accessible tourism through ICT, it means we risk widening the existing inequalities and digital divide for persons with disabilities. In this sense, awareness of assistive technologies and digital accessibility standards, dos & donts is a responsibility for people producing digital content. The following tools and resources available to produce accessible content for online accessible tourism and they are recommended for all electronic communication:

- Fonts: For equitable readability for individuals with different needs, it is crucial to offer a choice of font and font sizes. You can check [WebAIM](#) to check readability.
- Structuring content to be accessible and creating accessible content: Web Accessibility Initiative, web accessibility tutorials
- Colour: contrast and graphics: While creating websites, you may want to check the [Color Contrast Analyser](#) and [Color Oracle](#) to help you legibility of text and graphics, as well as give design tips.
- Alternative Text: If you want to post accessible tourism content on social media, you can use the guidelines to [make images accessible on Twitter](#).
- Creating Accessible Videos: You can use these resources on adding captions for [Facebook videos](#) and [Youtube videos](#).
- Creating Accessible Content: [Microsoft accessibility website](#) provides help pages and tips for creating accessible documents using accessibility features.

### Methodology

The studies show that enriched classrooms can enable more social interaction between teachers/trainers and learners by making learning a more natural process. Rather than displaying the course materials and ideas with a passive communication with the learners, teaching can be enhanced in a more vivid and interactive environment to increase the satisfaction with the learning environment as well as the topic. Considering the topics to be covered in this unit, the following methodologies can be used:

- Small group activities: This method can be adopted in teaching service and product design by giving some situations and tasks to the learners. This way will help to deliver more practical courses.
- Peer interaction: Promotion of peer interaction between the learners can support the skill acquisition (collaboration, critical thinking, problem solving, innovation, etc.) needed in tourism industry.
- Case studies: Bringing authenticity into learning environment support that meaningful learning occurs by demonstrating applied practices in a real tourism service design case. Therefore, it is significant that the learners should be exposed to real life examples so that they can make connections between what is learned and how it is applied in real world. For this method, real service design examples and tourism content in tourism, preferably accessible tourism can be made use of.

### Assessment

Since we try to support skills acquisition in this field, the training can be delivered in a non-linear way allowing the learners to be flexible and shape their learning. This is why, rather

than a summative assessment, formative assessment can be applied through:

- Self-reflection: The learners can be asked to reflect what they learn and experience during the practical activities with some guided questions as follows:
  - How much did you know about the subject before?
  - What processes did you go through to produce this work?
  - How do you feel about this piece of work? What parts of it do you like or dislike? Why?
  - What would be the one thing you want to improve in this work?
  - What would you change if you had a chance to do this piece over again?

These questions will enable us to see their backward, inward and outward looking at the piece of work that the learners produce. The learners will be able to reflect, analyse and improve their own learning through the pieces of work they complete in the learning process.

- Project Assignment: By bringing real-life into the curriculum or syllabus, the through project assignments, the learners are supported to become independent workers, which can form a basis for the way they work with others, particularly peers.

#### Tips for teachers, trainers and educators

- Use authentic examples as much as possible.
- Do an extensive research on what services are available as a model in the tourism industry.
- Look through different examples of Customer Journey Maps used in service design.
- Get familiar with accessible contents
- As the tourism industry is run more than one person namely as a teamwork, you should facilitate the learner-learner interaction more.

#### References

[What is Service Design?](#)  
[The Role of Service Design in Tourism](#)  
[Using Design Thinking to improve the travel customer experience](#)  
[Service Design Toolkit](#)  
[Digital Transformation in the Travel Industry](#)  
[Road Map for Digitalization in Tourism Industry \(TR\)](#)  
[Preparing Tourism Businesses for the Digital Future](#)  
[Guide for Creating Accessible Digital Content](#)  
[Digital Accessibility Toolkit](#)  
[European Capital of Smart Tourism](#)

#### MODULE 7 - ACTIVITY 1

Service Design in a Nutshell

#### Aims of the Activity

The aim of this activity is to have learners experience in designing services and products through Service Design Thinking. This will help them generating their own unique design



moving forwards.

### Description of the Activity

In this activity, the learners will design a *Customer Journey Map* as a part of their service and product design procedure.

*Customer Journey Map* is a visual representation of a customer's experience with your brand. These visuals tell a story about how a customer moves through each phase of interaction and experiences each phase. A *Customer Journey Map* includes a persona (your customer), stages of journey (inspiration, shopping, booking, pre-trip, in-trip and post trip, etc.), customer needs and activities in the stages, expectations from the tourism services for each stage, emotional state of persona (frustration and/or confusion) in touchpoints that customers go through in order to experience the service, and opportunities and improvement areas in the service of tourism provider.

**Duration:** 2-3 hours

**Group size:** Groups in three

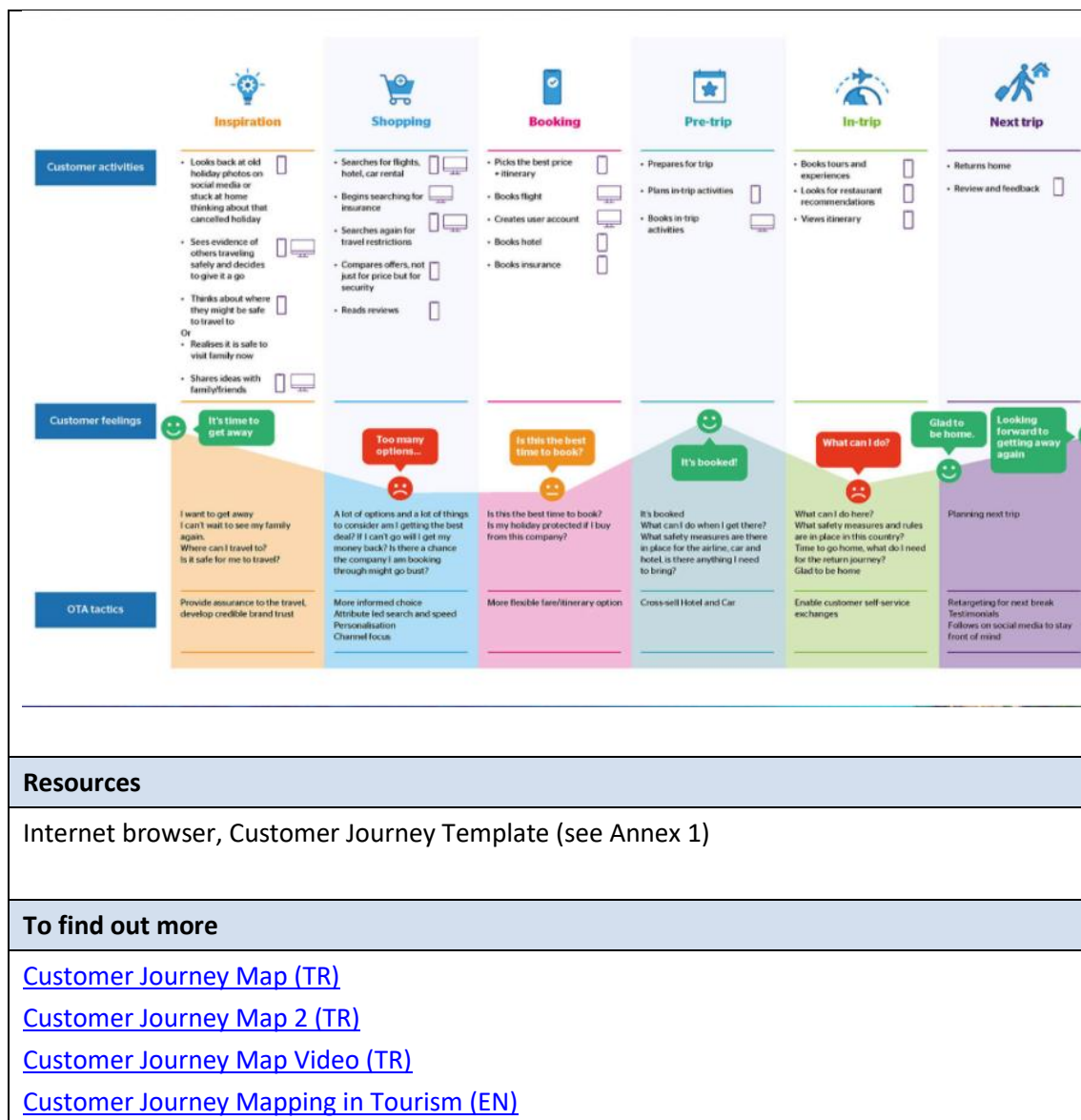
*Firstly, start with explaining what customer journey maps are and why they are used in service design. Then, give the following instructions to help the learners start designing their own customer journey maps with the blank template at the end of this activity or you can search for online templates*

### Instructions

1. Select a work area and location that you want to focus in tourism business.
2. Create a persona (your ideal customer that your service will address). Elaborate on the persona's demographics (age, family status, gender, location, education, etc.), job title, needs & dreams regarding travel, frustrations that can stop the persona from buying the experience. For this part, you can look at the customer reviews on "Trip Advisor" in your language and create a persona based on real-time data.
3. Identify stages of journey for your persona such as inspiration, shopping, booking, pre-trip, in-trip and post trip.
4. Detail each of customer's needs and activities in the relevant stage of journey.
5. Add customer feelings & expectations under each activity by writing some concerns, questions or problematic situations from customer point of view e.g. there are too many options, am I getting the best deal? Will I get my money back if I cancel my trip?
6. As a last step, write some improvements or tactics your company or brand need to provide e.g. more informed choice, personalized offers, etc.

After all groups complete their customer journey maps, encourage them present their finished work, and ask them to reflect about the process and finished map.

**Here is how a completed Customer Journey Map looks like:**



## Resources

Internet browser, Customer Journey Template (see Annex 1)

## To find out more

- [Customer Journey Map \(TR\)](#)
- [Customer Journey Map 2 \(TR\)](#)
- [Customer Journey Map Video \(TR\)](#)
- [Customer Journey Mapping in Tourism \(EN\)](#)

## MODULE 7 - ACTIVITY 2

Let's contribute to accessible tourism

### Aims of the Activity

This activity aims to get the learners informed about the accessibility application "wheelmap" that they can also contribute and enrich the information in touristic places.

### Description of the Activity

**Duration:** This activity can be a project assignment as the learners are expected to go out and explore their neighbourhood and other places in their cities. So, it can take a couple of days.

**Group Size:** Pairs

In this activity, the learners will be familiar with Wheelmap.org platform and they'll learn to use the website/application to add and rate places to give reliable information for the tourists, thus promoting smart tourism and cities' accessibility.



[Wheelmap.org](http://Wheelmap.org) is an online, worldwide map for finding and marking wheelchair accessible places, developed by the German nonprofit organisation Sozialhelden e.V. The map was created to help people who use wheelchairs or wheeled walkers to plan their days more easily. Currently almost 600,000 public places worldwide can be found on the map. About 300 new places are added on a daily basis. Wheelmap is available on the website and as an app for iOS, Android and Windows Phone.

Good news is that anyone can find and mark public places (bus stations, restaurants, cinemas, museums, banks, government offices, etc.) to the map and rate them according to a simple traffic lighting system.



Green  
Wheelchair  
accessible



Orange  
Restricted wheelchair  
accessible

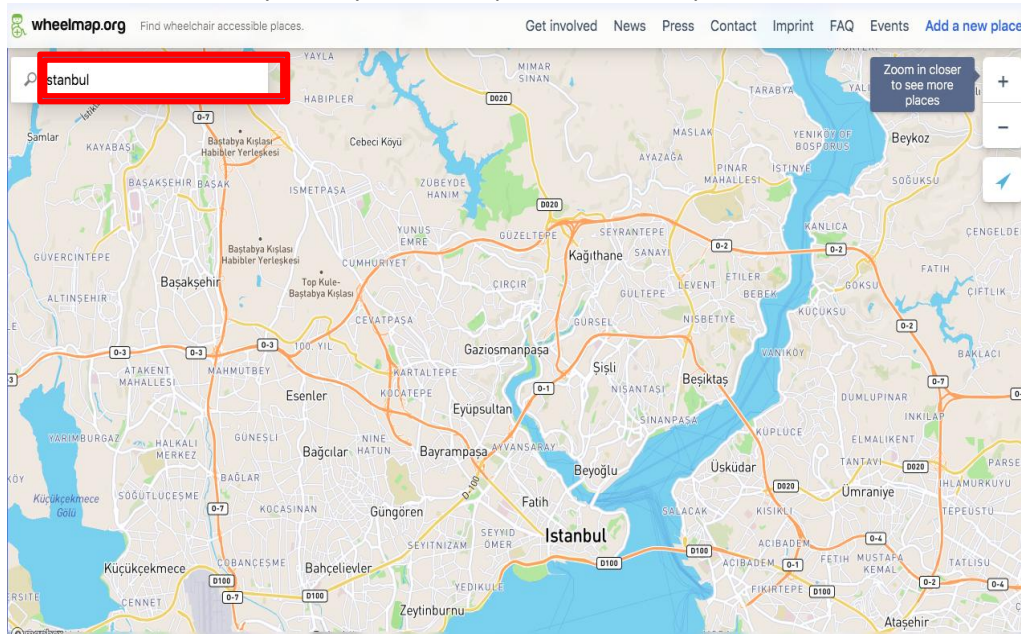


Red  
Not wheelchair  
accessible

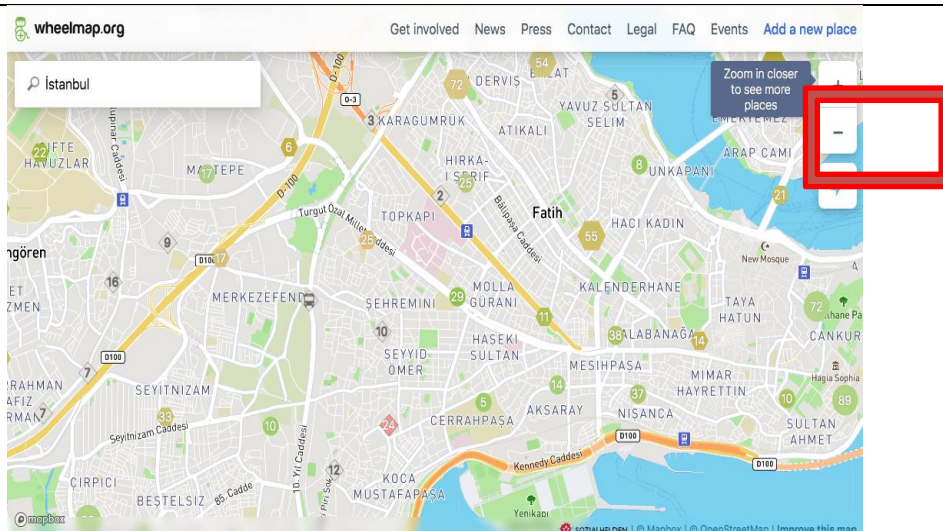
Places that have been rated on their wheelchair accessibility are marked grey.

#### Instructions:

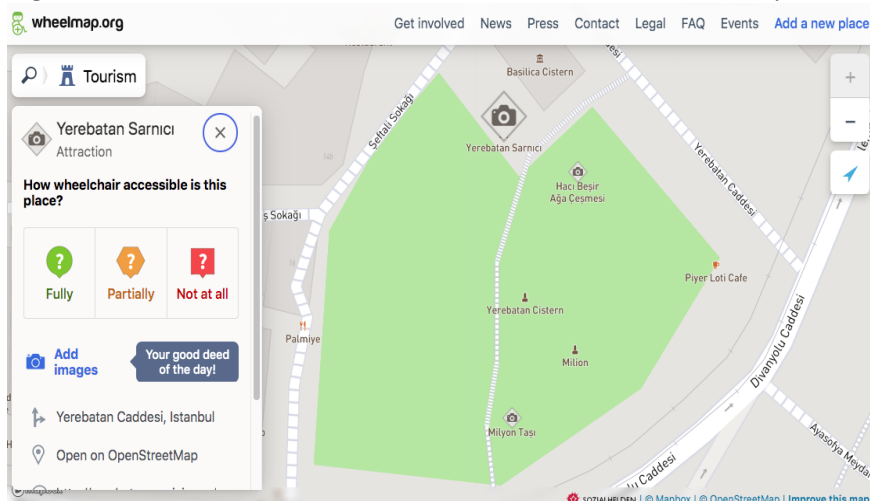
1. Go to [Wheelmap.org](http://Wheelmap.org) website and/or download mobile application into your smart phone.
2. Then, search for your city on the map to see marked places.



3. After you find your city, zoom closer to see more places. You'll have this view:



4. Zoom anywhere you like and tell the wheelchair accessibility of places according to the colour code above.
5. Now, it's time to go out and explore the city.  
e.g. *Basilica Cistern* seems unmarked. Let's see how to rate this place.



After exploring this place, you can rate its wheelchair accessibility and add some images to be more help for tourists who use wheelchair.

6. Please rate a restaurant & cafe, a shopping place, a hotel, a bank, a public institution, a school on the map.
7. Take notes about the accessibility of the city you live in during your exploration.

## Resources

A computer and/or a smart phone with a camera, a notebook

## To find out more

[Wheelmap for Android](#)  
[Wheelmap Info](#)  
[Wheelmap Video](#)  
[Wheelmap for IOS](#)

## MODULE 7 ANNEX 1

### PERSONA

Background:

Needs and Expectations:

STAGES OF JOURNEY	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Customer Activities					
Customer Expectations					
Customer Feelings					
Ideas and Opportunities for Tourism Service Provider					

## MODULE 8 – Digital accessibility & digital citizenship

### Aims of the module

To raise awareness about the importance of web accessibility and digital citizenship skills in designing accessible tourism provision

### Suggested contents

#### Topic 1 – Fundamentals of digital accessibility

**Accessibility** refers to designing devices, products, and environments such that individuals with disabilities or sensory impairments can successfully use the device or product.

Although the concept of digital accessibility refers specifically to digital media, it's not much different from the general idea of accessibility.

The requirements for accessibility in digital media are, of course, very different, however.

Some examples include (but are not limited to):

- Screen readers that parse a website for a user with visual impairments
- Videos on websites are closed-captioned for individuals with hearing impairments
- Images include "alt text" for individuals with visual impairments
- Websites must be navigable by keyboard for users who may not be able to operate a mouse (i.e., navigating using the "Tab" on a keyboard)

<https://www.codecademy.com/articles/what-is-digital-accessibility>

**Accessibility is essential** for developers and organizations that want to create high-quality websites and web tools, and not exclude people from using their products and services.

#### Accessibility techniques

Web accessibility depends on several components working together, including web technologies, web browsers and other "user agents", authoring tools, and websites.

These components include:

- content - the information in a web page or web application, including:
  - natural information such as text, images, and sounds
  - code or mark-up that defines structure, presentation, etc.
- web browsers, media players, and other "user agents"
- assistive technology, in some cases - screen readers, alternative keyboards, switches, scanning software, etc.
- users' knowledge, experiences, and in some cases, adaptive strategies using the web
- developers - designers, coders, authors, etc., including developers with disabilities and users who contribute content
- authoring tools - software that creates websites
- evaluation tools - web accessibility evaluation tools, HTML validators, CSS validators, etc.

<https://www.w3.org/WAI/fundamentals/accessibility-intro/>

## Topic 2 – Web Accessibility Directive and Web Contents Accessibility Guidelines (WCAG)

### Web Accessibility Directive <https://ec.europa.eu/digital-single-market/en/web-accessibility>

The Directive on the accessibility of websites and mobile applications also known as Directive (EU) 2016/2102 was adopted by the EU in 2016. This only applies to public sector bodies, but the member states of the EU needed to turn this legislation into national law by 2018. The goal was to ensure that all public sector organizations were accessible for the 80 million people with disabilities in the EU.

<https://siteimprove.com/en/accessibility/eu-web-accessibility-directive/>

**Web Content Accessibility Guidelines (WCAG)** is developed through the W3C (World Wide Web Consortium) process in cooperation with individuals and organizations around the world, with a goal of providing a single shared standard for web content accessibility that meets the needs of individuals, organizations, and governments internationally.

The WCAG documents explain how to make web content more accessible to people with disabilities. Web “content” generally refers to the information in a web page or web application, including:

- natural information such as text, images, and sounds
- code or mark-up that defines structure, presentation, etc.

<https://www.w3.org/WAI/standards-guidelines/wcag/>

## Topic 3 – Nine Ps of digital citizenship

### 1. *PASSWORDS*

- how to create a secure password?

### 2. *PRIVATE INFORMATION*

- how to protect information that can be used to identify a person such as address, email, and phone number?

### 3. *PERSONAL INFORMATION*

- who will you share it with? (e.g. on Facebook)

### 4. *PHOTOGRAPHS*

- how to turn off a geotagging feature?
- how does facial recognition software work?

### 5. *PROPERTY*

- how to respect the property rights of those who create intellectual property?
- how to generate a license for your own work?

### 6. *PERMISSION*

- how to get permission for work used, and how to cite it?

### 7. *PROTECTION*

- what are viruses, malware, phishing, ransomware, and identity theft, and how do these things work?

### 8. *PROFESSIONALISM*

- what are netiquette, online grammar, and cultural taboos?

### 9. *PERSONAL BRAND*

- how do you want to be and how are you perceived online?

To become a **digital citizen**, you need knowledge and experience to act **responsibly online**.

<https://iiciis.org/international/2017/11/30/the-9-key-ps-of-digital-citizenship/>

#### Topic 4 - 10 Basic Rules of Netiquette or Internet Etiquette and GDPR

Netiquette, abbreviation of network etiquette, refers to guidelines for courteous communication in the online environment. Much like traditional etiquette, which provides rules of conduct in social situations, the purpose of netiquette is to help construct and maintain a pleasant, comfortable, and efficient environment for online communication, as well as to avoid placing strain on the system and generating conflict among users. Netiquette includes 10 basic rules that provide guidance for appropriate social interaction and technical performance online.

Rule 1: Remember the Human

Rule 2: Adhere to the same standards of behavior online that you follow in real life

Rule 3: Know where you are in cyberspace

Rule 4: Respect other people's time and bandwidth

Rule 5: Make yourself look good online

Rule 6: Share expert knowledge

Rule 7: Help keep flame wars under control

Rule 8: Respect other people's privacy

Rule 9: Don't abuse your power

Rule 10: Be forgiving of other people's mistakes

The General Data Protection Regulation (GDPR) is a legal framework that sets guidelines for the collection and processing of personal information from individuals who live in the European Union (EU). Though it was drafted and passed by the European Union (EU), it imposes obligations onto organizations anywhere, so long as they target or collect data related to people in the EU. The regulation was put into effect on May 25, 2018.

Here the official source of information related to GDPR: <https://gdpr.eu/>

#### Methodology

The proposed content is not a complete set of training material. Trainers will need to develop the topics with additional information when implementing the Unit and adapt the material to suit their audience.

While developing the material, the trainer should relate the contents to the key area of *accessible tourism* as much as possible including also illustrative examples sites and material that are relevant to the participants' backgrounds to make the theory more understandable and clearer.

It is recommended to start the lesson with an icebreaker activity to make everyone comfortable and to know each other or to know something more about each other.

At the end, the assessment and practical activities are suggested to evaluate and reinforce the



acquired knowledge.
<b>Assessment</b>
For the evaluation of this module, the trainer can assess the perception of the trainee of an “accessible website” and an “inaccessible website”: the trainee is asked to show (or describe) one example of accessible website and one example of an inaccessible (or less accessible) website reporting his/her considerations and motivations of his/her choices.
<b>Tips for teachers, trainers and educators</b>
<ul style="list-style-type: none"> <li>Use the video <a href="https://www.w3.org/WAI/videos/standards-and-benefits/">https://www.w3.org/WAI/videos/standards-and-benefits/</a> as trustable source to start the contents development</li> <li>“Many organisations are waking up to the fact that embracing accessibility leads to multiple benefits – reducing legal risks, strengthening brand presence, improving customer experience and colleague productivity.” - <i>Paul Smyth, Head of Digital Accessibility, Barclays</i></li> <li>Besides the Web Accessibility Directive and WCAG, there are also the Authoring Tool Accessibility Guidelines (ATAG) and the User Agent Accessibility Guidelines (UAAG)</li> <li>A digital citizen refers to a person who has the knowledge and skills to effectively use digital technologies to communicate with others, participate in society and create and consume digital content.</li> <li>Digital citizenship is about confident and positive engagement with digital technologies.</li> <li>Netiquette and GDPR are in some cases strictly related. An example is the spam: sending communication to a large group of recipients without their consent or sending multiple messages to one recipient is classified as spamming. This can damage a business’ professional image and trustworthiness, and could lead to fines under the new General Data Protection Regulation (GDPR)</li> </ul>
<b>References</b>
<a href="https://www.codecademy.com/articles/what-is-digital-accessibility">https://www.codecademy.com/articles/what-is-digital-accessibility</a> <a href="https://www.w3.org/WAI/fundamentals/accessibility-intro/">https://www.w3.org/WAI/fundamentals/accessibility-intro/</a> <a href="https://siteimprove.com/en/accessibility/eu-web-accessibility-directive/">https://siteimprove.com/en/accessibility/eu-web-accessibility-directive/</a> <a href="https://www.w3.org/WAI/standards-guidelines/wcag/">https://www.w3.org/WAI/standards-guidelines/wcag/</a> <a href="https://iiciis.org/international/2017/11/30/the-9-key-ps-of-digital-citizenship/">https://iiciis.org/international/2017/11/30/the-9-key-ps-of-digital-citizenship/</a> <a href="https://gdpr.eu/">https://gdpr.eu/</a> <a href="https://www.digitaltechnologieshub.edu.au/teachers/topics/digital-citizenship">https://www.digitaltechnologieshub.edu.au/teachers/topics/digital-citizenship</a> <a href="https://accessibility.huit.harvard.edu/techniques">https://accessibility.huit.harvard.edu/techniques</a> (as further readings) <a href="https://www.codecademy.com/articles/what-is-digital-accessibility">https://www.codecademy.com/articles/what-is-digital-accessibility</a> (as further readings)

## MODULE 8 - ACTIVITY 1

Accessible website: let’s dive in

### Aims of the Activity

To give an example of what it means to navigate in an accessible website

## Description of the Activity

- Keyboard users: high use of the TAB button

### Accessible website example (focus on the TAB use):

The trainer should open the website <https://www.canada.ca/en> and start the activity by tapping the TAB button to simulate keyboard users.

The trainer will notice that on the upper part of the page the label “Skip to main content” will appear and by tapping that button four times they can start going through the text. A framework will appear around the first word on the upper right side of the page: “Français”.

By continuing to tap the TAB button, the trainer will see that the framework moves to the other buttons of the page from top to bottom and left to right. To select them the trainer has to press the Enter key when the framework is around the desired link.

To navigate through the pages that get open from the buttons, the trainer has to repeat the same procedure as described above.

Conclusive features of this website:

- Keyboard focus;
- Skip navigation content button (this button only becomes available when users tab through the page, so it does not disturb the visual design for mouse users);
- Tab order coded to reflect the page layout; that is top to bottom and left to right; this helps sighted keyboard users get around the page.

### Less accessible website example (focus on TAB use):

The trainer should open the website <http://www.littlemissturtle.com/> and start the activity by tapping the TAB button to simulate keyboard users.

The trainer will notice that no “Skip to the main content” label appears on the screen, but by paying closer attention, they will notice that on the bottom left side of the page a URL code will appear on a grey background as they tap the TAB button to move through the content. The URL code shows what button they are browsing through with the TAB button and, although the order is from top to bottom and left to right, it is difficult to follow it.

To select a button the trainer has to press the Enter key when the URL code of the wanted one appears on the screen.

To navigate through the pages that get open from the buttons, the trainer has to repeat the same procedure as described above.

Conclusive features of this website:

- No keyboard focus;
- No skip navigation content button;
- Tab order is not understandable (there is no clear and visual evidence of the content selection; when tabbing through the page there is only a reference URL code on the bottom left side of the screen which shows what content the user is selecting).

- People with visual impairments: reading difficulties

### Accessible website example (focus on the contrast ratio of the header):

The trainer should open the website <https://www.canada.ca/en> and look at the header.

The trainer will see an image of some trees below the “Canada.ca - The official website of the Government of Canada” label on a blue background.



Conclusive features of this header:

- Proper contrast (the words on the heading image have a dark background, making them stand out against the image below);
- Proper dimension of the characters (every word written on the header has a proper dimension to be easily read by anyone).

**Less accessible website example (focus on the contrast ratio of the header):**

The trainer should open the website <http://www.littlemissturtle.com/> and look at the header. The trainer will see an image of a deer with some trees and water below the “Travel tips for wheelchair users” label and some other words on the upper left side of the page, which are written in white characters that are hard to distinguish from the photograph underneath.

Conclusive features of this header:

- Improper contrast (the words on the heading image do not have a background, which makes them less visible against the image below);
- Improper dimension of the characters (the words on the upper right side of the header do not have a proper dimension to be easily read by anyone).

**The trainer should find an example for each one of the four categories described above.**

**Resources**

<https://www.canada.ca/en>  
<http://www.littlemissturtle.com/>

**To find out more**

For further professional training and assistance: <https://webaim.org/>  
 For further information on keyboard accessibility:  
<https://www.nngroup.com/articles/keyboard-accessibility/>  
 For further information on accessible web design: <https://www.dbswebsite.com/blog/ada-compliance-starts-with-accessible-design/#contrast-ratio>  
 For further information about this topic: [https://www.youtube.com/watch?v=O10GLNh6\\_k](https://www.youtube.com/watch?v=O10GLNh6_k)

**MODULE 8 - ACTIVITY 2**

**Screen Reader acquaintance**

**Aims of the Activity**

To show how to create accessible website pages, especially for people who need to use a screen reader.

**Description of the Activity**

The trainer should read <https://webaim.org/techniques/screenreader/> to find useful information on how a screen reader works, for a better understanding of the functions of the devices that people with visual impairments may need.

The trainer should watch the following video

<https://www.youtube.com/watch?v=C1HSIW9FCqU> to have a general understanding of the challenges that may occur when creating content for screen reader users.

The trainer should open the following link <https://soap.stanford.edu/tips/screen-reader-testing> and read the text that will appear first, as well as explore the “Tips” menu on the left side of the page to gather useful and practical information about the creation of accessible content.

The following link provides a useful guide on how to build an accessible webpage using HTML code: <https://bbc.github.io/accessibility-news-and-you/guides/screen-reader-ux.html>.

The trainer should read <https://contentmarketinginstitute.com/2020/12/website-content-screen-readers/> to have some tips on how to make accessible content on social medias and blogs for screen reader users.

The trainer may consider downloading one of the free screen readers found at <https://usabilitygeek.com/10-free-screen-reader-blind-visually-impaired-users/> and use them to verify the accessibility of a document, a website, etc.

### Resources

<https://www.youtube.com/watch?v=C1HSIW9FCqU>

<https://soap.stanford.edu/tips/screen-reader-testing>

<https://webaim.org/techniques/screenreader/>

<https://bbc.github.io/accessibility-news-and-you/guides/screen-reader-ux.html>

<https://contentmarketinginstitute.com/2020/12/website-content-screen-readers/>

### To find out more

The trainer may consider enrolling in this free online course promoted by W3C <https://www.w3.org/WAI/fundamentals/foundations-course/>, as well as explore the menu on the left side of the page to collect more information on accessible content for a variety of people with disabilities.