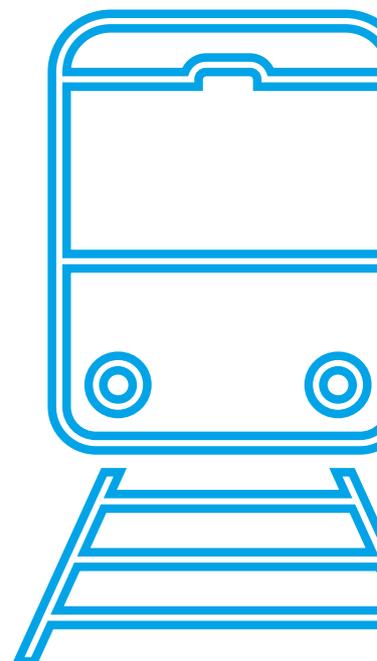
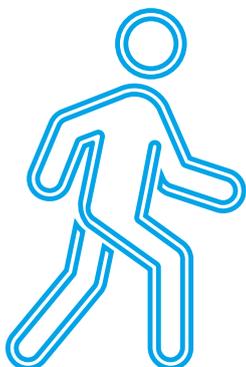


**InterCat**

International Team for **Circular and Accessible Tourism**

## **GLOSSARY AND GOOD PRACTICES**

### **Accessible Tourism**



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## Accessible Tourism Introduction

### 1.1 Definition

Accessible tourism enables people with access requirements including mobility, vision, hearing and cognitive dimensions of access, to function independently and with equity and dignity through the delivery of universally designed products, services and environments. This definition is inclusive of all people including those travelling with children in prams, people with disabilities and seniors (Darcy and Dickson, 2009, p.34). Therefore, it can be argued that accessible tourism targets any segment of the market that prefers accessing a tourism experience with ease, whether is the seniors that may prefer walking up a gentle ramp than going up a large number of steep stairs or those with any type of disability, who will appreciate more tourism facilities with continuous pathways, tactile surfaces and clear and bright signage (Luiza, 2010).

### 1.2 A brief history of Accessible Tourism in EU

The difficulty of disabled persons to access tourism hospitality facilities has been recognized as a Europe-wide problem since, at least, the 1990s, which was the European Year of Tourism. However, the practical development of accessible tourism began earlier, at the late 1980s. At that time, it was the emergence of the international movement of Tourism for All. It is said that the movement was triggered by the “Baker Report”, which was published by the English Tourist Board in 1989. The Baker Report recommended to the English tourism industry to make its services accessible to all customers, regardless of their ability or disability, age, family or financial situation.

In the period that followed, several other European organizations began to focus on these and similar issues. Within a very short space of time, the Tourism for All campaign was taken up and developed in several countries around the world. The European Union named 2003 as the European Year of People with Disabilities. It was a “watershed” year in many ways, with many successful campaigns, events and happenings all over Europe<sup>1</sup>.

It is easier to see how the concepts of circular economy can affect the manufacturing sectors rather than the service sectors as, for instance, the tourism industry. But the circular economy concept can be adaptable to any industry, including - tourism.

### 1.3 Accessible Tourism and Sustainability

Universal design has become a key element in the development and understanding of accessible tourism. Universal Design is also a basic concept that tries to extend the concepts of continuous pathways, access and mobility, and barrier-free environments, in order to incorporate intergenerational planning that recognizes the linkage among ageing, disability and the continuum of ability of people over their lifespan. Universal Design is defined as “*the design of products and environments to be usable by all people, to the greatest extent*”

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<sup>1</sup> See: 2010: A Europe Accessible for All. Report from expert group set up by European Commission <http://www.accessibletourism.org/?i=enat.en.reports.442>

possible, without the need for adaption or specialized design...The intent of the universal design concept is to simplify life for everyone by making products, communications, and the built environment more usable by more people at little or no extra cost. The universal design concept targets all people of all ages, sizes and abilities.”<sup>2</sup> Strategies that a tourism operator might use to better align themselves with the principles of universal design include:

- Incorporating a barrier-free design into the planning process
- Acquire knowledge of the appropriate laws and internationally recognized accessibility standards
- Include people with disabilities as planning team members
- Include an accessibility specialist on the planning team
- Exceed standards wherever possible
- Extend accessibility beyond the parking lot
- Incorporate accessibility into outdoor environments
- Plan for a continuous path of travel
- Consider aesthetics and environmental values when planning, and
- Ensure all materials used in the building process comply with suitable standards.

It should be highlighted that, while Universal Design has a clear focus on environmental features, when it is applied in the tourism industry it creates the potential to contribute significantly to a broad range of socially sustainable outcomes. So, implementing universal design can strengthen social sustainability; by supporting the capacity of current and future generations to create healthy and livable communities by using formal and informal processes, systems and structures. Socially sustainable communities are equitable, diverse, connected, democratic and provide a good quality of life. **Accessible Tourism** provides a wonderful link between human rights, **sustainability** and **tourism**, affirming that one cannot exist without the other. (Darcy et al., 2010; Buhalis & Darcy, 2010). In table 1 we see the Principles of Universal Design as it is provided by the Center for Universal Design.

Table 1: Principles of Universal Design

<b>PRINCIPLE ONE: Equitable Use</b>
The design is useful and marketable to people with diverse abilities.
<b>Guidelines:</b>
1a. Provide the same means of use for all users: identical whenever possible; equivalent when not.
1b. Avoid segregating or stigmatizing any users.
1c. Provisions for privacy, security, and safety should be equally available to all users.
1d. Make the design appealing to all users.
<b>PRINCIPLE TWO: Flexibility in Use</b>
The design accommodates a wide range of individual preferences and abilities.
<b>Guidelines:</b>
2a. Provide choice in methods of use.

<sup>2</sup> Center for Universal Design, Available at: [https://projects.ncsu.edu/ncsu/design/cud/about\\_ud/about\\_ud.htm](https://projects.ncsu.edu/ncsu/design/cud/about_ud/about_ud.htm)

2b. Accommodate right- or left-handed access and use.

2c. Facilitate the user's accuracy and precision.

2d. Provide adaptability to the user's pace.

**PRINCIPLE THREE: Simple and Intuitive Use**

Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.

**Guidelines:**

3a. Eliminate unnecessary complexity.

3b. Be consistent with user expectations and intuition.

3c. Accommodate a wide range of literacy and language skills.

3d. Arrange information consistent with its importance.

3e. Provide effective prompting and feedback during and after task completion.

**PRINCIPLE FOUR: Perceptible Information**

The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

**Guidelines:**

4a. Use different modes (pictorial, verbal, tactile) for redundant presentation of essential information.

4b. Provide adequate contrast between essential information and its surroundings.

4c. Maximize "legibility" of essential information.

4d. Differentiate elements in ways that can be described (i.e., make it easy to give instructions or directions).

4e. Provide compatibility with a variety of techniques or devices used by people with sensory limitations.

**PRINCIPLE FIVE: Tolerance for Error**

The design minimizes hazards and the adverse consequences of accidental or unintended actions.

**Guidelines:**

5a. Arrange elements to minimize hazards and errors: most used elements, most accessible; hazardous elements eliminated, isolated, or shielded.

5b. Provide warnings of hazards and errors.

5c. Provide fail safe features.

5d. Discourage unconscious action in tasks that require vigilance.

**PRINCIPLE SIX: Low Physical Effort**

The design can be used efficiently and comfortably and with a minimum of fatigue.

**Guidelines:**

6a. Allow user to maintain a neutral body position.
6b. Use reasonable operating forces.
6c. Minimize repetitive actions.
6d. Minimize sustained physical effort.
<b>PRINCIPLE SEVEN: Size and Space for Approach and Use</b>
Appropriate size and space are provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.
<b>Guidelines:</b>
7a. Provide a clear line of sight to important elements for any seated or standing user.
7b. Make reach to all components comfortable for any seated or standing user.
7c. Accommodate variations in hand and grip size.
7d. Provide adequate space for the use of assistive devices or personal assistance

Source: Center for Universal Design<sup>3</sup>

#### 1.4 Accessible tourism in European Union

The EU is currently among the world’s leading tourism destinations and among its targets is to keep its position and expand it. In this environment, the European tourism policy is leading the trends of the global tourism market. The big size of the tourism industry, along with the income and employment that is generated in communities by the industry, are the main reasons that EU makes great efforts to sustain its position as global leader in tourism industry. In this context, one of its most developing segments is accessible tourism. Accessible tourism is a niche tourism segment, where developers have to meet the highest standards both in quality and sustainability. Accessible tourism does not only serve the needs of those with special needs, but also provides solutions for the elderly, families with small children and tourist for whom safety is a priority (Zsarnoczky & Istvan, 2017).

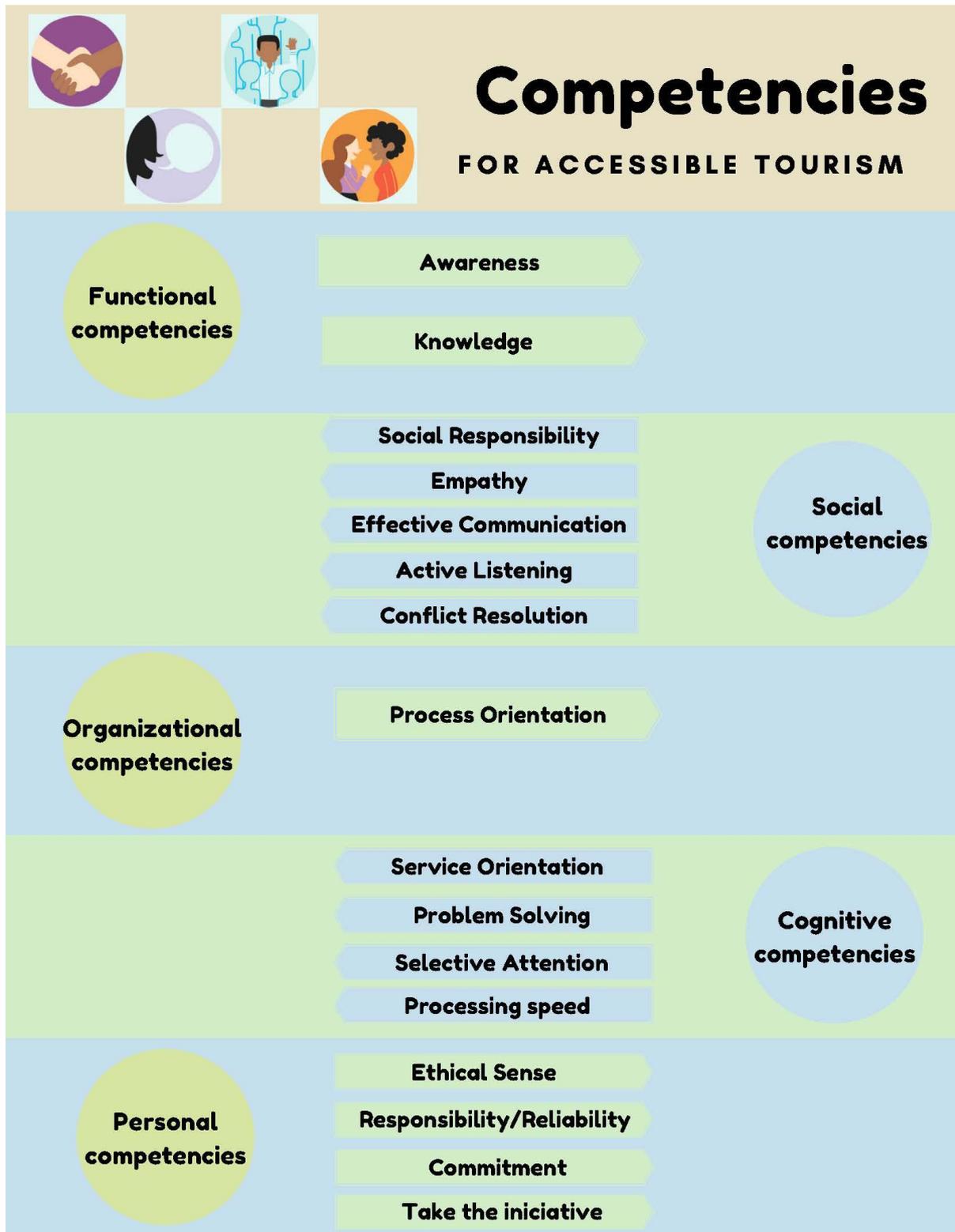
However, accessible tourism is still in the beginning in the European Union. The official definition of the term of ‘accessible tourism’ was introduced by EU only in 2015. Since then, the experts of the EU are still working on the introduction of the field, as accessible tourism not only represents a new segment in tourism, but also requires a whole new approach from the stakeholders. Accessible tourism services are mainly available only in some specially designed segments of mass tourism; while there are very few service providers that would be able to welcome a larger cohort of tourist with special needs at the same time. There is a vast difference between partially and fully accessible tourism spaces; in order to provide full accessibility for every guest with special needs, tourism spaces should be developed with the idea of universal design (explained above) in mind from the very beginning, and it is also essential that the special demands of future guest should be prioritized during the whole implementation process. Just as ‘conventional’ tourism spaces are designed for the masses,

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<sup>3</sup> Available at: [https://projects.ncsu.edu/ncsu/design/cud/about\\_ud/udprinciplestext.htm](https://projects.ncsu.edu/ncsu/design/cud/about_ud/udprinciplestext.htm)

accessible tourism facilities should be created bearing in mind the diversity of unique needs (Zsarnoczky, 2018).

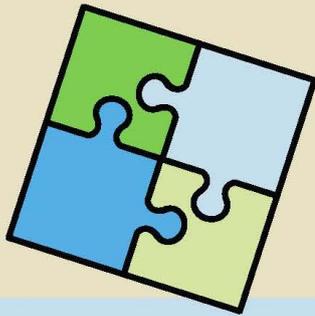
## Mapping of Skills and Competences for Accessible Tourism



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# Skills

## FOR ACCESSIBLE TOURISM

Management of Service Animals

Universal Design

Tour and travel services management

### Hard Skills

make web content more accessible to people with disabilities

Equipment Maintenance

Transportation Management Operation

Guests Safety

### Soft Skills

Effective delivery or relaying information to tourists

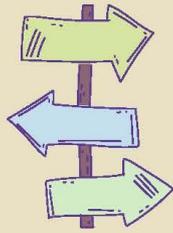
Ability for Digital Interaction



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# Some extra details...

## Functional competencies

### Awareness

- aware of the diversity within the different disability types: never ask a person what their impairment is. If a person wants you to know they will tell themselves
- Develop awareness of needs of guests with disabilities
- Understand basic principles in welcoming, serving and assisting guests with disabilities

### Knowledge

- Has knowledge on policies, of the UN Convention on the rights of Persons with Disabilities and the development on inclusive tourism within the EU and its values
- Know how to deal with service animals & assistive technology
- Understand functional diversity and causes of disability
- Know where to find relevant information and resources in order to advise, facilitate and plan
- Know about safety and evacuation procedures
- Share knowledge, ideas and successful solutions with other personnel

### Effective Communication

- verbal & non verbal communication: always speak directly to the disabled person and not through their companion, if they have one. Eye contact is important.
- appropriate (loud & clear) voice tone
- appropriate body language

### Empathy

- ask questions
- engage with the problem
- identification with the other

## Social competencies

### Conflict Resolution

- Emotional Agility: acceptance, compassion

### Active Listening

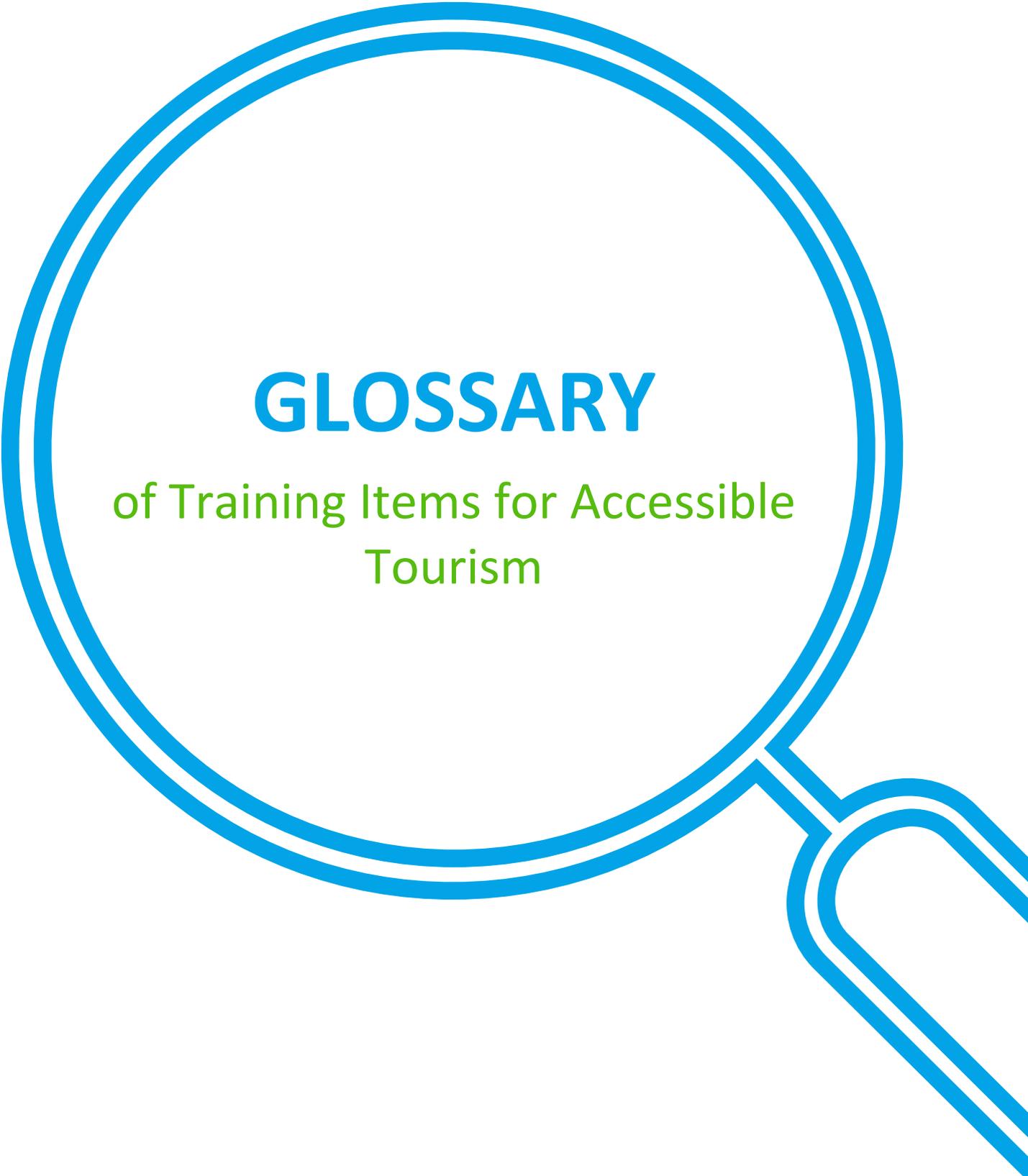
- It is fine to offer assistance to a disabled person. However, wait until the offer has been accepted and do not assume to know what is needed.



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# **GLOSSARY**

of Training Items for Accessible  
Tourism

## Importance of Glossary as a tool

Glossary is an alphabetical list, with meanings, of the words or phrases in a text, paper or in a specific subject area that are difficult to understand. Glossary is tightly related with terminology. The majority of documents today are designed for specialist communication. Thus, they are written in specialist language, 30-80% of which (depending on the particular domain and type of text in question) is composed of terminology. In other words, terminology is the main vehicle by which facts, opinions and information are represented and conveyed. The communication of specialist knowledge and information, whether monolingual or multilingual, is thus irretrievably bound up with the creation and dissemination of terminological resources and with terminology management in the widest sense of the word. This process is not restricted to science and engineering, but is also vital to law, public administration, and health care etc. In addition, terminology plays a key role in the production and dissemination of documents, and in workflow. Terminological resources are also valuable in many other ways: as collections of names or other representations, as the object of standardization and harmonization activities, and as the input (or output) of a wide range of applications and disciplines. In this context, it is quite evident the importance and a glossary within a text or even independently.

In general, a glossary is appropriate when<sup>4</sup>:

- the definition is too long and will break up the flow of reading too much, or
- not all readers will require the definition and you want to save the knowledge-able readers some time

In addition, glossaries can be useful for in the learning process as it helps students identify and acquire the vocabulary of the discipline. Having students intuitively understand words from their use in readings or in class is often not the best solution since not all students have the skills required to learn vocabulary from limited exposure. Additionally, providing a glossary ensures that students have an accurate source for word definitions. By learning and understanding the words found in the glossary the student can become more adapt at properly using the discipline specific vocabulary and through practice acquire a better understanding of the related concepts. Glossaries can be used to provide our students with not only the definitions, but examples of using the words in context.

In a report, the glossary section is placed either before the start of the report, between the table of contents and the summary, or, more commonly, at the end, between the recommendations and references sections. Its contents should be alphabetical and formatted for easy scanning<sup>5</sup>.

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<sup>4</sup> Ewald, T. Writing in the Technical Fields: A Practical Guide (Feb. 2017)

<sup>5</sup> Ewald, T. Writing in the Technical Fields: A Practical Guide (Feb. 2017)

## How to create a Glossary

The first and foremost purpose is to clearly determine the target audience of the glossary. Equally important is to define the cognitive area of the terms that will be provided by the glossary. Each glossary has to have a clear target about the audience and about the cognitive area in order to be useful.

After those targets are set, the editor of the glossary has to read over the main text or to search the literature of the cognitive area for unfamiliar terms. Identify terms that may be unfamiliar to the average reader, technical or academic terms that may need to be further explained in more detail outside of the main text, or even terms that need to be clarified further, even if it's a term the reader may already recognize<sup>6</sup>.

Sometimes, when the editor is also the author of the text it is quite difficult to identify the terms that need to be included in the glossary, as he/she knows the content well and also, he/she may have an expertise on the specific cognitive area. In those cases, and in order to facilitate the process and have a better outcome, an editor or someone else should take a fresh look of the text to identify the terms that should be included in the glossary.

In some cases, when the target audience is not the scientific community but everyone, the reader can also be a friend or a family member with no expertise just an average reading level. In this way, the text and the glossary will be as helpful as possible for the average reader.

Once all the terms for the glossary are defined, they have to be collected together in one separate document. Analyze the terms suggested by your editor and by readers. Make sure the terms listed cover any concepts or ideas that may be unfamiliar to someone.

Going on, we should highlight that the glossary terms should be broad and but not excessive and complicated. A general useful guideline is one to two pages of terms maximum for a five to six-page paper, unless there are many academic or technical terms that need to be explained further.

Regarding the creation of the definitions, several issues should be taken into consideration. At first it is advised to write a brief summary for each term. Once the terms are identified, there should be written a brief summary for each term. The summary should be kept short and to the point and they should not be more than two to four sentences for each term. If you're an expert on a topic, it might be easy to go into extreme detail. Not only are readers less likely to read long definitions, but also a long definition takes the reader out of the content you want the reader to focus on. Writing the summary is an important step and it should be original work. Copy and pasting a definition from another glossary is not proposed, however, if another source is used it should be cited properly.

Definitions have two main uses:

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<sup>6</sup> For example, you may notice you have a technical term that describes a process, such as "ionization." You may then feel the reader needs more clarification on the term in the glossary. You may also have a term that is mentioned in the main text, but not discussed in detail. You may then feel this term could go into the glossary so you can include more information for the reader.

- Definitions clarify a description of a new development or a new technology in a technical field. (ex. a zoologist who has discovered a new animal species name and defines it.)
- Definitions help specialists communicate with less knowledgeable readers. (ex. A manual explaining how to tune up a car includes definitions of parts and tools.)

Definitions operate by equating the word or phrase to be defined (the definiendum) with words or phrases (the definiens) that fix the meaning. The definiens allows the definition's reader to better understand the word or phrase to be defined (the definiendum). To fulfill their function good definitions, tend to have two qualities:

(1) The definition's consumer already has familiarity with and a clear understanding of the words or phrases in the definiens.

(2) The words or phrases in the definiens provide the definition's consumer with and understanding of the word or phrase defined, often by providing a set of characteristics or methods for picking out the referent or extension of the definiendum, i.e., the definiens facilitates categorization.

## Types of Definitions

Definitions, like arguments, are artifacts with a particular structure created for a particular purpose. The structure of this specific artifact consists in equating a definiendum with a definiens. People create definitions for the purpose of fixing meaning—most often to eliminate or decrease vagueness, ambiguity, or both. Five types of definitions are the most usual.

**Lexical Definitions:** The type of definition with which students have greatest familiarity is a lexical definition. A lexicon is the vocabulary of a given language, person, or branch of knowledge. Thus, the specialized goal of a lexical definition consists in capturing the common usage or usages of a word or phrase within a given linguistic community. Dictionaries provide one with a Diagram of a regular hendecagon comprehensive collection of lexical definitions for a given language. A good lexical definition has a descriptive component—it describes common usage for a specific community. Additionally, a good lexical definition equates the definiendum with a descriptive phrase that captures common usage simply and effectively using commonly understood words. In other words, good lexical definitions seek to describe common usage of a word or phrase to the widest possible audience in an easily comprehensible manner.

**Précising Definitions:** Précising definitions seek to define a term or phrase in a more precise manner than common usage. Most often précising definitions seek to eliminate vagueness in the use of a word or term for a specific purpose.

**Theoretical Definitions:** Theoretical definitions also seek to define ordinary terms in a more precise fashion. However, theoretic definitions seek to provide the consumer with a deeper understanding of the thing defined by specifying the meaning of the term or phrase using a theoretic framework.

**Stipulative Definitions:** A stipulative definition seeks to stipulate a specific meaning for a term or phrase in a specific context or for a specific use. One way in which people employ stipulative definitions is when they coin a word or name something new.

**Persuasive Definitions:** When someone offers a persuasive definition (also known as an emotive definition) they generally seek to infuse the meaning of a given term with emotive, normative, or evaluative context. As we noted above, emotive meaning can influence our reasoning and decision-making to an inappropriate degree. Thus, people who use persuasive definitions generally seek to bias the consumer for or against the thing defined.

However, definitions should be kept simple, clear, reader-friendly and tailored for the average reader. Using technical terms to define a term should be avoided, as this will likely just confuse the reader. The glossary is not like a dictionary and it should not be used language that is overly academic. The definition should explain what the term means in the context of the main text in the simplest terms possible. Finally, in the glossary there should not be used abbreviations. Abbreviations should go in a separate list called “List of Abbreviations.” They do not belong in a glossary, as doing this can end up

confusing the reader. When there are a lot of abbreviations in the main text, they should go in a list separate from the glossary.

Writing a fluent definition is not an easy process. Fluent sentences are easy to read because of clear connections, variety, and emphasis. Their varied length and word order eliminate choppiness and monotony. Fluent sentences enhance clarity, emphasizing when it is essential. Fluent sentences enhance conciseness. Some strategies<sup>7</sup> to write fluently are the following:

- The sentences of a definition should not be disconnected, so, short sentences should be avoided as sometimes they look choppy and wordy, but also unclear.
- Related ideas, within a definition, often need to be linked in one sentence, so that readers can grasp the connection.
- Don't replace technically precise words with nontechnical words that are vague or imprecise.
- Every profession has its own shorthand and accepted phrases and terms. For example, *stat* is medical jargon for drop everything and deal with this emergency. For computer buffs, a glitch is a momentary power surge that can erase the contents of internal memory; a bug is an error that causes a program to run incorrectly. Such useful jargon conveys clear meaning to a knowledgeable audience.
- Avoid overstatement. Exaggeration sounds phony. Be cautious when using words such as best, biggest, brightest, most, and worst.
- Avoid imprecise words. Even words listed as synonyms can carry different shades of meaning.
- Avoid an overly informal tone. We generally do not write in the same way we would speak to friends at the local burger joint or street corner. Achieving an understandable tone does not mean lapsing into substandard usage, slang, profanity, or excessive colloquialisms.

In this section it is really useful to provide some general writing tips<sup>8</sup> that could apply when writing the glossary, as well.

- Cut out excess nouns. A sentence full of nouns is hard to read. If you can, use verbs instead. The result will often be a shorter, simpler and more dynamic text.
- Be concrete, not abstract. Replace vague and abstract expressions with concrete language. The text will be clearer, more meaningful, and often shorter too.
- Prefer active verbs to passive. Sentences are usually clearer and simpler (and shorter) if the verbs are in the active form rather than the passive.
- Beware of false friends (*faux amis*). False friends are pairs of words in two languages that look similar, but differ in meaning.
- Take care when using adjectival/adverbial phrases.
- Take care with the word 'which'
- Be careful with the use of comma

Summing up, what should be kept in mind is that the key objectives of a good glossary are: clarity, conciseness, accuracy, organization, and ethics.

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<sup>7</sup> Lannon M. J., 2006, Technical Communication, Library of Congress Catalog, University of Massachusetts, Dartmouth

<sup>8</sup> European Commission. Claire's Clear Writing Tips. Available at:  
[https://ec.europa.eu/info/sites/default/files/clear\\_writing\\_tips\\_en.pdf](https://ec.europa.eu/info/sites/default/files/clear_writing_tips_en.pdf)

## **Glossary formatting**

Glossaries may be formatted in a number of ways, but generally terms are listed in alphabetical order with their definitions, and a line space separates each entry. When formatting the glossary, the most usual is to put the terms in alphabetical order, starting with “A” and end with “Z.” Having the glossary terms in alphabetical order will make it easier for the reader to flip through the pages to find the one they are looking for. Make sure you order the terms by first letter and then by the second letter in the term. If a term has multiple words, use the first word in the phrase to determine where to put it in the glossary. Afterwards, it is important to separate the terms with bullet points or spacing. Choose one formatting style and stick to it so the glossary looks clean and polished. Italicizing or bolding the terms in the glossary may help the image and the easy use as well; the terms will stand out from the definitions and make them easier to spot in the text. Of course, is should be chosen either italicizing or bolding for the terms so that the glossary appears uniform.

Additionally, for certain subjects, images might be incredibly useful for the understanding of a term. Video may also be helpful for explaining terms. For example, procedural terms like a certain technique may be easily explained with a video. This gives a quick, engaging answer that may provide a better answer than if you only used words.

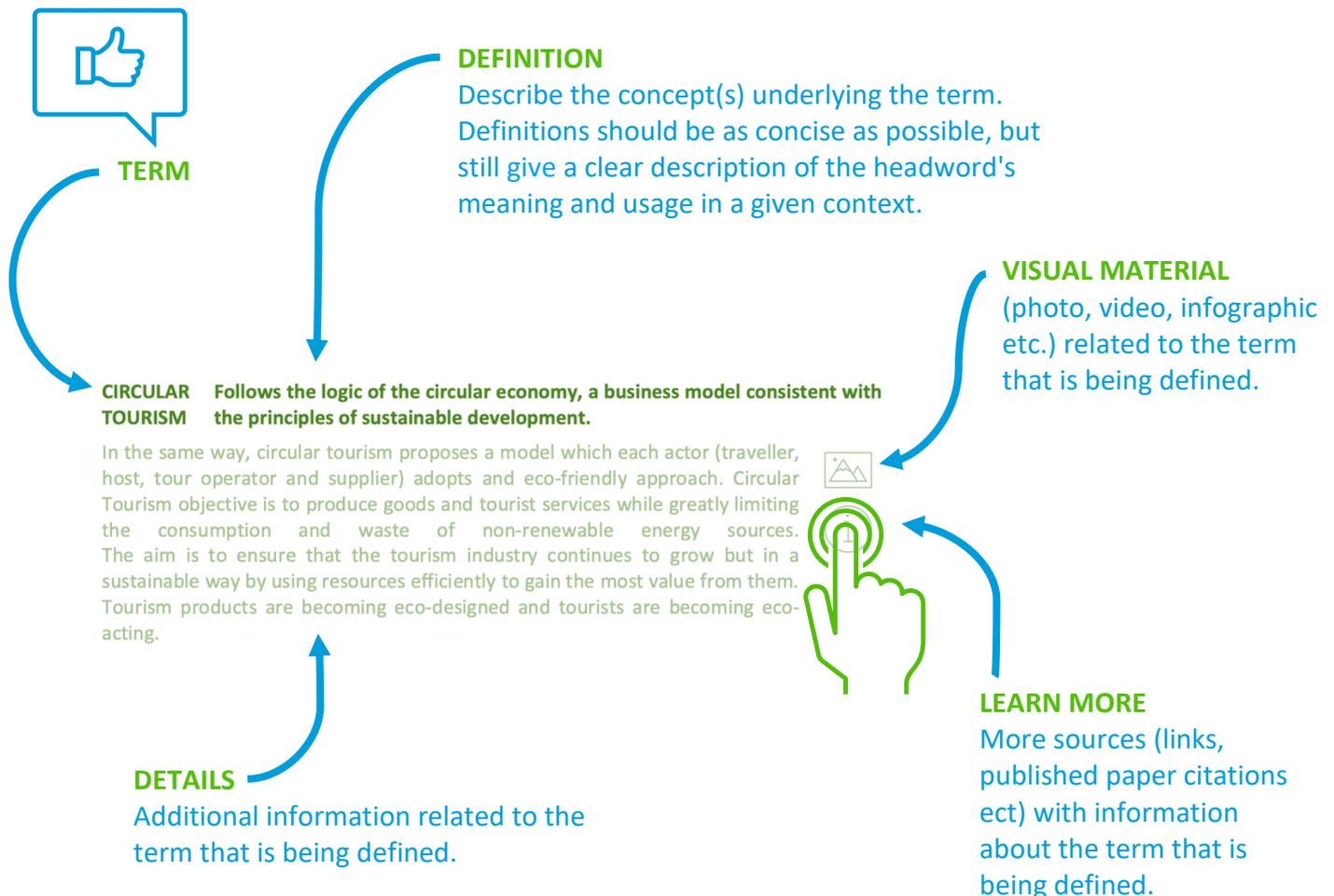
## How to read a glossary

One of the most important features of a good glossary is navigation ease. The readers of the glossary should be able to easily find the term they are looking for.

To fulfill this, in the following glossary about circular tourism, the terms are organized in alphabetical order. As it is already argued, the alphabetical order is the most usual, and in this case, we believe that it is the best way to organize our glossary to help the reader to find a specific term a lot faster than if they had to search through the whole glossary.

In the first page of a glossary – when it is a separate document – there should be provided:

The provided Glossary is used to define terminology specific to the problem domain, explaining terms that may be unfamiliar to the reader of the use-case descriptions or other project documents. Often, glossaries can be used as an informal data dictionary, capturing data definitions so that use-case descriptions and other project documents can focus on what the system must do with the information.



## Accessible Tourism Terms

**Able-bodied** This term is used to describe someone who is not easily identified as having a disability.

The term “non-disabled” or the phrase “does not have a disability” or “is not living with a disability” are more neutral choices. “Able-bodied” is an appropriate term to use in some cases, such as government reports on the proportion of able-bodied members in the work force. In some cases, the word “typical” can be used to describe a non-disabled condition, although be aware that some in the disability community object to its use.



**Accessibility** Refers to a measure of the extent to which products and services are used by a person with a disability as effectively as can be used by persons without disabilities; and a measure that determines both travel decisions and degree of satisfaction.

Accessibility is shaped by what we need to do, our interactions with the environment, and our personal preferences. Educational materials and technologies are “accessible” to people with disabilities if they are able to “acquire the same information, engage in the same interactions, and enjoy the same services” as people who do not have disabilities. As a person with a disability, you must be able to achieve these three goals “in an equally integrated and equally effective manner, with substantially equivalent ease of use” (Joint Letter US Department of Justice and US Department of Education, June 29, 2010).



**Accessibility Guidelines** Document, either legal or not, containing functional and technical requirements for accessibility.

The value of biodiversity can also be understood through the lens of the relationships we form and strive for with each other and the rest of nature. We may value biodiversity because of how it shapes who we are, our relationships to each other, and social norms. These relational values are part of peoples’ individual or collective sense of wellbeing, responsibility for, and connection with the environment. The different values placed on biodiversity are important because they can influence the conservation decisions people make every day.



## Accessibility Standard

**A formal document that establishes unified functional and technical criteria, methods, processes and practices for ensuring accessibility of products, devices, services, or environments for people with disabilities and other specific user groups.**

In EU accessibility standards refer to:

- ICT accessibility resulting in European Standard EN 301 549
- accessibility to the built environment, leading to European Standard EN 17210, which is currently in the process of consultation
- accessibility following “Design for all” standards, resulting in European Standard EN 17161
- accessibility of websites and mobile applications, updating European Standard EN 301 549



## Accessible Toilets

**Toilets that have been designed to serve the needs of all people, including people with disabilities and more specifically, wheelchair users who require more space and certain fittings or toilet layout.**

An accessible toilet is designed to accommodate people with physical disabilities. Persons with reduced mobility find them useful, as do those with weak legs, as a higher toilet bowl makes it easier for them to stand up. Additional measures to add accessibility are providing more space and grab bars to ease transfer to and from the toilet seat, and including enough room for a caregiver if necessary. Some countries have requirements concerning the accessibility of public toilets. Toilets in private homes can be modified (retrofitted) to increase accessibility.



## 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.**

Accessible tourism enables people with access requirements including mobility, vision, hearing and cognitive dimensions of access, to function independently and with equity and dignity through the delivery of universally designed products,



services and environments. This definition is inclusive of all people including those travelling with children in prams, people with disabilities and seniors. Therefore it can be said that accessible tourism targets any segment of the market that prefers accessing a tourism experience with ease, whether is the seniors that may prefer walking up a gentle ramp than going up a large number of steep stairs or those with any type of disability, who will appreciate more tourism facilities with continuous pathways, tactile surfaces and clear and bright signage.



**Adaptability** The capacity of an organization or of an individual to adapt to new technologies, new market conditions and new work patterns.

Tourism enterprises and organizations, with the support of the public sector, must seek ways to adapt to new market conditions, so as to renew their competitive advantage and gain market share. Improving accessibility can be a way to enhance the overall quality of tourism. Better accessibility can broaden the customer base, opening up destinations and attractions to more visitors; it can contribute to long-term sustainability and enhance the quality of visitors' experiences. Some tourism providers have already realised the economic benefits of improved access but most have yet to reap the financial rewards. (Buhalis et al., 2012).



**Adaptation (s)** A modification to an existing product, service, building (or part of a building) or room, or environment which, in this context, typically improves its accessibility or ease of use for people with disabilities.

Modifying hotel facilities to make them accessible should therefore be part of business planning for the hotel industry professionals. Whether modifying the existing facilities or constructing new ones, the aim should be to comply with legislation and remove any architectural or structural and communication barriers that limit their use. To make their facilities accessible, hotels should make modifications that include: Constructing wide doorways and installing ramps for wheel chair users and those who have difficulty using the stairs or carrying heavy baggage. Multiple and spacious elevators. Marking hallways with clear maps and signage. Limit the use of floor covering like carpeting that can make movement difficult. Reserving a certain number of rooms for people with disabilities.



## Assistive Technology

**An umbrella term that includes assistive, adaptive, and rehabilitative devices for people with disabilities and also includes the process used in selecting, locating, and using them. Assistive devices may be used to support mobility, communication, safety.**

Assistive technology (AT) is any item, piece of equipment, software program, or product system that is used to increase, maintain, or improve the functional capabilities of persons with disabilities.

AT can be low-tech: communication boards made of cardboard or fuzzy felt.

AT can be high-tech: special-purpose computers.

AT can be hardware: prosthetics, mounting systems, and positioning devices.

AT can be computer hardware: special switches, keyboards, and pointing devices.

AT can be computer software: screen readers and communication programs.

AT can be inclusive or specialized learning materials and curriculum aids.

AT can be specialized curricular software.

AT can be much more—electronic devices, wheelchairs, walkers, braces, educational software, power lifts, pencil holders, eye-gaze and head trackers, and much more



## Attitudinal barriers

**Attitudinal Barriers are pervasive negative perceptions and value systems that focus on a person's disability rather than their ability and other valued characteristics. Attitudinal barriers may be present in societies, communities or in specific individuals.**

These barriers often emerge from a lack of understanding, which can lead people to ignore, to judge, or have misconceptions about a person with a disability.

Examples of attitudinal barriers include:

- Assuming a person with a disability is inferior.
- Assuming that someone with a speech impairment cannot understand you.
- Forming ideas about a person because of stereotypes or a lack of knowledge.
- Making a person feel as though you are doing them a "special favour" by providing their accommodations..



**Audio Guides/description**

**Audio description is the process of translating visual information into words for people who are blind or have low vision. Provide a recorded spoken commentary, background, context, and information on the things normally viewed through a handheld device.**

People with vision impairments may need more verbal information and more detailed description, with greater accuracy. Adequate audible warnings should be present wherever there may be a hazard for those who have vision impairments. "The Visual made Verbal" (Snyder, 2007): fundamentals for the correct way to audio describe something.



**Barrier-free Tourism**

**the set of services and facilities that can allow people with specific needs the enjoyment of the holiday and leisure without obstacles and difficulties (European Commission) Equivalent: Accessible Tourism.**

Products which are simultaneously produced using the same input, in a common process and each product carries considerably high sale value. In the case of Co-product costs are settled with an apportionment structure. When both products are equally important then they can be a co-product.



**Communication barriers**

**A communication barrier is anything that prevents us from receiving and understanding the messages others use to convey their information, ideas and thoughts. (KUMBAKONAM, USHA. (2016). COMMUNICATION BARRIERS)**

There are five of these types of barriers to effective communication, including: Attitudinal Barriers, Behavioral Barriers, Cultural Barriers, Language Barriers and Environment Barriers. A common cause of communication breakdown in a workplace situation is people holding different attitudes, values and discrimination. Valuing people who are different allows us to draw on a broader range of insights, ideas, experience and knowledge. The behaviors like bias, generalizations and stereotyping can cause communication barriers. Empathy is important for overcoming barriers to communication based on culture. Language barriers occur when people do not speak the same language, or do not have the same level of ability in a language.



**Developmental disability**      **Developmental disabilities are a group of conditions due to an impairment in physical, learning, language, or behavior areas. These conditions begin during the developmental period, may impact day-to-day functioning, and usually last throughout a person's**

They are disorders that are usually present at birth and that negatively affect the trajectory of the individual's physical, intellectual, and/or emotional development. Developmental disabilities occur among all racial, ethnic, and socioeconomic groups. Examples of Developmental disabilities:

ADHD, autism spectrum disorder, cerebral palsy, hearing loss, intellectual disability, learning disability, vision impairment and other developmental delays. The term "developmental disabilities" is a broader category of often lifelong disability that can be intellectual, physical, or both. It can usually be found together with the term "intellectual disability" (IDD) to describe situations in which intellectual disability and other disabilities are present.



**Disability/ies - People with special needs**      **Special needs refer to any of various difficulties (such as a physical, emotional, behavioral, or learning disability or impairment) that causes an individual to require additional or specialized services or accommodations (such as in education or recreat.**

Special needs can mean many things — from thriving with a condition that challenges a single aspect of daily life to coping with something that forces you to learn a new normal. The term “special needs” is used to describe a person with a physical or emotional difficulty or difference that requires more assistance or specialized services. A person might be born with special needs, or they may develop later in life. (CARE.COM)



**(Disability ) Discrimination**      **Disability discrimination is when you are treated less well or put at a disadvantage for a reason that relates to your disability in one of the situations covered by the Equality Act..**

The treatment could be a one-off action, the application of a rule or policy or the existence of physical or communication barriers which make accessing something difficult or impossible.

The discrimination does not have to be intentional to be unlawful.

There are six main types of disability discrimination:

- direct discrimination
- indirect discrimination
- failure to make reasonable adjustments
- discrimination arising from disability
- harassment
- victimisation.



**Duty to accommodate**

**Employers and unions, housing providers and service providers have a legal duty to accommodate the needs of people with disabilities who are adversely affected by a requirement, rule or standard. Employment, housing, services and facilities should be desi.**

The duty to accommodate is informed by three principles: respect for dignity, individualization, as well as integration and full participation. In addition to designing inclusively and removing barriers, organizations must respond to individual requests for accommodation. The duty to accommodate requires that the most appropriate accommodation be determined and provided, unless this causes undue hardship. Accommodation is considered appropriate if it results in equal opportunity to enjoy the same level of benefits and privileges experienced by others or if it is proposed or adopted for the purpose of achieving equal opportunity, and meets the individual’s disability-related needs..



**Environmental/Physical barriers**

**They are physical barriers and structural obstacles in natural or manmade environments that prevent or block mobility (moving around in the environment) or access.**

The environmental barriers outside the home environment that are most frequently encountered by individuals with disabilities are lack of architectural structures (e.g., ramps, elevators) 6 – 8 ; inadequate or poor visual, tactile or acoustic signaling 9 ; and lack of adapted transportation, among others.



**Equitable access**

**The principle of providing access on equal terms for all individuals/clients by providing solutions which do not discriminate against certain users or fail to take into consideration their access requirements into account.**

Deal fairly and equally with all stakeholders so as to provide individuals with varying abilities the opportunity to achieve, participate, or understand.



**Hearing disability**

**Refers to the diminished capacity to hear or no capacity to hear at all. This disability covers hearing but also the structures and functions associated with it.**

Hearing impairment as a disability category is similar to the category of deafness. The official definition of hearing impairment by the Individuals with Disabilities Education Act (IDEA) is "a hearing impairment, either permanent or fluctuating, that adversely affects a child's educational performance, but is not included in the definition of 'deafness'." A hearing loss above 90 decibels is generally considered deafness, which means that a hearing loss below 90 decibels is classified as hearing impairment whether permanent or fluctuating.



**Illnesses**

**Illnesses, usually with reduced medical treatment, that lead to diminished capacities in a way that they are a cause of disability.**

Illness is a feeling, an experience of unhealth which is entirely personal. Often it accompanies disease, but the disease may be undeclared, as in the early stages of cancer or tuberculosis or diabetes. Lack of treatment allows a person's abilities to decline.



**Inclusion**

**An approach that aims to reach out to and include all people, honoring diversity and uniqueness, talents, beliefs, backgrounds, capabilities and ways of living of individuals and groups.**

Inclusion is an organizational effort and practices in which different groups or individuals with different backgrounds are accepted and welcomed. These differences can be evident, such as nationality, age, race and ethnicity, religion/belief, gender, marital status, and socioeconomic status.



**Inclusive tourism**

**Refers to reducing uncertainty around what to expect from a destination or service. It's about creating an environment where all people feel welcome and included.**

Inclusive Tourism' is often referred to as 'Accessible Tourism' or even 'Tourism for the Disabled'. People with disabilities have been and still are partially excluded from leisure activities offered to people without mobility problems. Inclusive tourism is much more than the physical support we can offer people with disabilities on vacation. The biggest obstacle is to offer inclusive emotional support to people with disabilities.



**Intellectual disability**

**Refers to reduced ability, characterized by diminished higher mental functions, which has an overall but not homogenous effect on aspects like mobility, perception, comprehension, language and affective skills.**

Intellectual disability means a significantly reduced ability to understand new or complex information and to learn and apply new skills (impaired intelligence). This results in a reduced ability to cope independently (impaired social functioning) and begins before adulthood, with a lasting effect on development. Intellectual disability (ID) is a neurodevelopmental disorder characterized by 2 features:

- deficits in cognition;
- deficits in adaptive function;



**Intervenor**

**Refers to a specially trained professional who mediates between the individual who is deaf or blind and others, enabling them to communicate effectively with, and receive information from their environment.**

The intervener is the trained professional who acts as the "eyes" and "ears" of the deafblind person, providing specialized communication services and supports. An interventionist facilitates the interaction of the deafblind person with other people and the environment. The intervener provides information about the environment and what is happening (using receptive language), assists the deafblind person to communicate (using expressive language), provides or develops concepts when needed, confirms actions, assists with life skills, and most importantly, assists the individual to achieve as much independence as possible within their situation.



**Key stakeholders** Refer to governments at all levels, the private sector, disabled people's organizations, academic institutions, accessibility experts, non-governmental organizations, other civil society organizations, and international and inter-governmental organization.

Stakeholder is a party that has an interest in a company and can either affect or be affected by the business. The primary stakeholders in a typical corporation are its investors, employees, customers, and suppliers. However, with the increasing attention on corporate social responsibility, the concept has been extended to include communities, governments, and trade associations. Key Stakeholders are a subset of Stakeholders who, if their support were to be withdrawn, would cause the project to independence as possible within their situation.



**Language disability** Any significant difficulty with or impairment of language development or function. When the difficulty or impairment is restricted to a specific aspect of language development or a specific language function, it is termed specific language disability.

Language disability refers to individuals who have problems with verbal communication. It could be the result of cerebral palsy, hearing loss or another condition that makes it difficult to pronounce words, causes slurring or stuttering, or not being able to express oneself or understand written or spoken language. Individuals with such disability may use communication boards or other assistive devices.



**Mental disorder** Any condition characterized by cognitive and emotional disturbances, abnormal behaviors, impaired functioning, or any combination of these. Such disorders cannot be accounted for solely by environmental circumstances and may involve physiological, genetic.

Mental illness refers to the alteration of cognitive and emotional development processes that can affect an individual's perception of themselves or their perception of reality. There are many categories of mental illnesses and disorders, ranging from a person with a disorder like anorexia, gambling addiction or depression, to an illness like Alzheimer or epilepsy. As a result, the impact of the illness within the social functioning and therefore the symptoms and the needs can vary from one person to another. In any of these cases the persons may have a degree of difficulty acknowledging reality and have different reasoning and behavioral characteristics depending on their ability to adapt to living conditions.





## Mobility

The ability of an individual to move and adapt to a new occupational environment.



## Mobility aids

Devices designed to assist walking and improve the mobility of people with mobility impairment such as: wheelchairs, mobility scooters, canes, crutches, rollators, robotic rollators, and many others.

Typically people who have disabilities or injuries, or older adults who are at increased risk of falling, choose to use mobility aids. These devices provide several benefits to users, including more independence, reduced pain, and increased confidence and self-esteem. A range of mobility devices is available to meet people's needs – from canes and crutches to wheelchairs and stair lifts.



## Non-standard cycles/bikes

Bikes that are different from regular two-wheeled, leg-propelled bicycles and modified to fit the mobility needs of individual riders (three-wheeled, hand-operated, electrically-powered, etc.).

Examples of Adapted bikes

Tricycle

Tandem cycle

Side-by-side tandem

Handcycle

Wheelchair cycle

E- cycle.



**Physical disability**

**Any impairment which limits the physical function of one or more limbs or fine or gross motor ability.**

A physical disability is a physical condition that affects a person's mobility, physical capacity, stamina, or dexterity. This can include brain or spinal cord injuries, multiple sclerosis, cerebral palsy, respiratory disorders, epilepsy, hearing and visual impairments and more.



**Reduced mobility**

**Reduced mobility refers to the inability of a person to use one or more of his/her extremities, or a lack of strength to walk, grasp, or lift objects.**

Impaired physical mobility is the state in which an individual has a limitation in independent, purposeful physical movement of the body or of one or more extremities. Impaired wheelchair mobility is limitation of independent operation of a wheelchair within the environment.

The goal of accessible tourism is to avoid the hazards of immobility, prevent dependent disabilities, and assist the patient in restoring, preserving, or maintaining as much mobility and functional independence as possible



**Reasonable accommodation**

**Necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights.**

Reasonable accommodation is any change to a job or a work environment that is needed to enable a person with a disability to apply, perform and advance in job functions, or undertake training. Reasonable accommodation is aimed at any employee with a disability. The right to reasonable accommodation extends to all work-related activities covered by EU law, from the job application process through termination. It also extends to working conditions and fringe benefits..



**Sensory disability**

**A disability that affects touch, sight and/or hearing.**

Refers to individuals with visual, hearing and speaking disabilities. It also covers anyone who has a communication and language difficulty. Sensory disabilities affect access – access to visual and/or auditory information. Most content information is presented visually and/or auditorily in the classroom.





**Service animal**

**Any animal trained to provide assistance or perform tasks for the benefit of a person with a physical or mental disability. Guide dogs are the best-known examples of service animal or companion dog. These latter terms are used extensively in North America.**

Service animals help people with disabilities to overcome a variety of barriers, much like a white cane or a wheelchair. For example, they may guide a person with low vision, alert their owner who is hard of hearing to sounds, or keep a child with autism from running into danger. Service animals do not necessarily wear a vest or have certified training.



**Social barriers**

**Refers to limits established by how society treat and perceive disability and accessibility-related issues.**

At times, these difficulties are much more limiting and discriminatory than environmental barriers, because society’s consideration of accessibility is what can drive the necessary political, social and economic changes to make it possible. Examples: People with disabilities are far less likely to be employed. Children with disabilities are more likely to be bullied at school than children without disabilities.



**Social model of disability**

**Argues that disability is caused by the way society is organized, rather than by a person’s impairment or difference.**

It looks at ways of removing barriers that restrict life choices for disabled people. When barriers are removed, disabled people can be independent and equal in society, with choice and control over their own lives.



**Structural barrier**

**These barriers result from the design elements of a building such as stairs, doorways, the width of hallways and room layout. These barriers may also occur through everyday practices, such as when boxes or other objects obstruct pathways.**

As an example, some historical buildings are not easy to make accessible in a conservational acceptable way.

**Stereotypes** Is a set idea that people have about what someone or something is like, especially an idea that is wrong .

There are several stereotypes linked to disability that influence the way they are perceived and create social barriers. Those stereotypes make daily life and having a normal integration in society more difficult.



**Sustainable Tourism** Refers to addressing the needs of visitors, the industry, the environment and host communities while at the same time taking into account of its current and future economic, social and environmental impacts.

The objective is to be able to keep the tourist activity long-term by magnifying the positive impacts and minimizing the negative impacts. It involves respecting local cultures conserving resources and supporting local business that preserve cultural heritage and acting in an environmentally conscious way



**Systemic barriers** Refers to policies, practices or procedures that result in some people receiving unequal access or being excluded.

The objective is to be able to keep the tourist activity long-term by magnifying the positive impacts and minimizing the negative impacts. It involves respecting local cultures conserving resources and supporting local business that preserve cultural heritage and acting in an environmentally conscious way



**Temporary disabilities** Disability Resources recognizes that individuals with temporarily disabling conditions that are a result of injuries, surgery or short-term disabilities may need access to resources. Examples of temporary disabilities may include, but are not limited to.

<https://disability.tamu.edu/temporary/>.





### **Tourist Chain**

**Tourism Chain is a system in which each activity completes itself and impacts the market and the traveler's experience.**

From arrival at the Destination until departure, the tourist must have the guarantee of continuity of accessibility conditions throughout his tourist experience. It is enough for a link of the chain to be broken due to inaccessibility for that the whole tourist experience is compromised.



### **Tourism for all**

**This term is used to mean that all people, regardless of their disabilities have the ability and resources to visit.**

All people regardless of their physical condition, mobility, among others, have the opportunity to be tourists and enjoy the best of their visit. All people, regardless of their physical condition, mobility, among others, have the opportunity to be tourists and enjoy the best of their visit. They can also do several activities such as: surfing experiences, diving, horseback riding, parachute jumps, visits to monuments and museums, and several excursions.



### **Tourism quality**

**Refers to the capacity to satisfy customers' expectations..**

Tourism quality relies on providing services that meet the needs of all customers, including those with disabilities.

**Undue hardship** Refers to Circumstances involving cost, health or safety issues that would make it impossible or very difficult for an employer or service provider to meet their legal duty to accommodate.

When a tourist actor is not fully prepared and adapted to disabilities there may occur situations where they cannot meet the need of the customer.

**universal design** It is the tool that must be used in order to achieve accessibility. It is the condition that environments, processes, goods, products and services, as well as objects or instruments, tools or devices, must fulfil in order to be comprehensible.

It is the core of inclusive tourism, implemented by the application of seven principles to products, services and policies of the tourism industry at all stages of their lifecycle, from conception to retirement and introduction of a replacement.



**Visual impairment** Fully or partially reduced functioning in one eye's or both eyes' ability to detect and/or process images. Caused by a wide range of biological and environmental factors, loss of vision typically arises in young people from a genetic / biological condition.

Visual impairment is also called Sight disability and it refers not only to the organ we use to see with but also to the structures and functions associated with it. A distinction is made in this group between blindness, or total absence or minimal perception of light, and visual impairment. This group of people will have specific needs arising from the relationship with their environment in four key aspects: localisation, orientation, communication and safety.



## Accessible Tourism icons

	Accessible to blind people and the visually impaired.
	Accessible to the deaf and hearing impaired.
	Accessible to wheel chair users and the motor impaired.
	Accessible (with help) to wheelchair users and the motor impaired.
	Accessible to people with learning disability.
	Guidedogs are admitted or the amenity provides bowls of water.
	There are elements in Braille (descriptive labels, signage, leaflets, etc.).
	Audio description is provided (live, on the audio guide, recorded, etc.).
	There are tactile elements for everyone or for blind people.
	There is a magnetic or induction loop.
	Tours in sign language (SL) or sign-language interpreters are available.
	Information is provided in large print or there are optical aids.

A large, stylized lightbulb outline in blue, with a double-line border. The bulb part is rounded at the top and tapers down to a hexagonal base. Below the base are two horizontal bars and a semi-circular shape, all in blue with a double-line border.

# BEST PRACTICES

of Accessible Tourism

## How to read good practices



Scandic Hotels is a hotel chain that has implemented smart design in the services offered, so that they meet the needs of any person with disabilities.

**Objectives:**

- Creating and implementing an accessibility common to all hotels, consisting in a proposal of 110 mandatory points;
- Training hotel staff in serving customers with disabilities and specific access requirements;
- Making all accessibility-related information available on the website. This information includes a specific brochure targeted at customers with specific access requirements, the publication of standards for consultation, and different suggestions on preparing trips for persons with disabilities

One important point here is the fact that all accessibility-related work is included in the hotels' general budget, making it just as relevant as quality. Therefore, this is not a one-off project, but, rather it forms part of the hotels' daily work and so there is a process of continuous improvement. The ultimate aim is to design hotels that work for all customers under the Design for All parameters. The main difficulty that has arisen in implementing accessibility in a chain of hotels located in different countries has been the difference in legislations and accessibility standards in each country. Therefore, a major challenge is to design a standard that works in every European country.

**Impact:**

One of the principal outcomes of the continuous work on accessibility has been the raising of awareness regarding disability and the continuous improvement of accessibility in all areas of the company, the different departments, the head office, and the hotels. Moreover, this has been made possible thanks to the support of the Group's Executive Committee for the initiative from the very outset.



The Museo del Prado has launched its first initiative focused on visually impaired visitors and based on innovation and technology. As a result of this project, six works representative of different pictorial genres to be found in the Museum’s collections can now be touched.



**Objectives:**

This project's objective is to perceive the reality of the painting in order to mentally recreate it as a whole and thus provide an emotional perception of the work. Non-sighted visitors are able to obtain a heightened degree of artistic-aesthetic-creative enjoyment in order to explain, discuss and analyse these works in the Prado. In addition to the three-dimensional images, the display includes didactic material such as texts in braille, audioguides and opaque glasses aimed at facilitating the experience for fully sighted visitors.

This was the first initiative launched in the Prado Museum making works of art accessible to visually impaired persons. The project offers innovation and technology for art and social inclusion, thus contributing to the concept of “art for all”. The exhibition was developed by the Prado’s Museum Department of Education, with the support of AXA Foundation, ONCE (Spanish Organization of the Blind) and ONCE Foundation, and with the technical assistance provided by Durero Estudios SL.

**Impact:**

The experiences that blind persons or people with low vision have had by enjoying these three dimensional images can be summed up through the following comments by the curators of the exhibition:

- The reality of the work represented is perceived, not only in geometric shapes.
- An emotional perception of the work is accomplished.
- The blind person is able to mentally recreate the work as a whole. Visual memory is facilitated by the emotional memory.



#Museum #Innovation #Technology #Accessibility

T-GUIDE is a training course on Guiding Visitors with Learning Difficulties offered by the European Federation of Tourist Guide Associations (FEG) and the European Network for Accessible Tourism (ENAT)



**Objectives:**

To give Tourist Guides an awareness of the requirements of persons with learning difficulties and intellectual impairments and to equip them with the skills to extend their guiding work to these groups of visitors, thus extending the offer of the tourism sector in Europe to a wider range of customers market;

-To promote the integration of people with intellectual and learning difficulties in Europe by enabling them to enjoy tourism experiences by gaining a greater appreciation of the cultural heritage of Europe;

-To enhance the role of the third sector - especially organisations of people with disabilities and their families – in developing learning programmes and tools for professionals in the tourism industry, in order to enable the delivery of higher quality tourism products which meet the needs of all customers, including those with disabilities.

Connecting with the client groups of people with learning difficulties has shown that there is a great potential for developing a wide range of tours for this very varied target group. Given the relative scarcity of tourist guides with the appropriate skill-set there is a need for multiplying the number of trainers rapidly, working in different languages and regions

**Impact:**

- 18 tourist guides trained from 8 EU countries;
- 200-300 tourist guides will pre-survey the T-GUIDE Model;
- 60.000 tourist guides and 2000 intellectually disabled reached by project dissemination;
- 200 non-governmental and business stakeholders in accessible tourism worldwide will be informed about the project results;
- 10-15 intellectually disabled visitors will take part in the test version of a guided tourist itinerary trial.



#Training #Guides #Tourist Guides #Disabilities

## INFORMATION

## ACCESSIBILITY

The Web Accessibility Initiative (WAI) focuses on 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 markup that defines structure, presentation, etc..



### Objectives:

Web Accessibility Initiative (WAI), in partnership with organizations around the world, pursues accessibility of the web through these primary activities:

- ensuring that W3C standards support accessibility
- developing accessibility guidelines for web content and applications, browsers, and authoring tools
- developing resources to improve web accessibility evaluation processes and tools
- supporting education and outreach on web accessibility
- coordinating with research and development that may impact future accessibility of the web
- promoting harmonized international uptake of web accessibility standards

### Impact:

WCAG software is for anyone who wants a common procedure for auditing websites. It is for direct use by internal evaluators, external auditors, benchmarkers, and researchers. Additionally, WCAG software can be referred to by managers, procurers, policy makers, regulators, and others.

Applying WCAG software successfully requires knowledge of WCAG, accessible web design, assistive technologies, and how people with different disabilities use the Web (as described in the WCAG-EM Required Expertise section)..



[#Software](#) [#Technology](#) [#Accerssibility](#) [#Disabilities](#)

SEATRAC is a free service that offers unassisted sea access to people with disabilities and mobility issues. It is an innovative, technological assistant that promotes autonomy, quality, and wellness in everyday life. It encourages integration and inclusion of all members of society. It allows caretakers and families of people with disabilities to enjoy beachgoing without physical hassle.



### Objectives:

The main objective behind its creation was to give people with disabilities the opportunity to enjoy a simple leisure activity, such as swimming, completely unassisted. SEATRAC is basically composed by a fixed track mechanism in which a wheelchair can be moved in and out of the water. SEATRAC's utilizes solar energy as its only power source.

### Impact:

The main outcome of the project, apart from its contribution to make beaches accessible, is the interactive map where everyone interested can find which amenities are available at each beach. In Greece the SEAtac can be found in 158 beaches and in 8 beaches in Cyprus



[#SeaAccess](#) [#FreeService](#) [#Accessibility](#) [#Disabilities](#)

## ACCOMODATION

## ACCOMMODATION

ILLUNION is a hotel brand with 28 hotels adapted completely to be accessible for people with disabilities. The 40% of employees of this company are people with disabilities.



### Objectives:

The main objective of this company together with ONCE (National Organization of the Spanish Blind) is to provide with options for accessible tourism to the spanish society.

### Impact:

The main outcome of this already established initiative is to promote a fully accessible tourism and accomodation option for all the society.

The hotel brand ILLUNION has been awarded with the European Seal of Excellence EFQM 500+ and Ethics Award from the World Tourism Organization (UNWTO) for their work in the area of accessible tourism



[#accomodation](#) [#accessibility](#) [#hotel](#) [#spain](#)

## PLACE

## INNOVATION

The cave paintings of the Pobla de Benifassà (Castelló) have been adapted with 3D representations, magnetized silhouettes and replicas of material to promote tourism visits of people with visual disabilities.



### Objectives:

First of all it aims to make more accessible to blind people this turistic atraction and also to raise awareness among other collectives of the importance of making these touristic activities accessible for all.

The project has added support material to the guided tours such as representations of the paintings in 3D with tactile relief, silhouettes magnetized on the mural as well as replicas of utensils such as arrows, bows or ceramics

### Impact:

The results would be more visits to this patrimononic areas of people with disabilities and raise consciousness about the topic among the society.



[#touristicattraction](#) [#accessibility](#) [#culture](#) [#spain](#) [#innovation](#)

Tourism for All, or TFA for short, is a small independent national charity - the voice of accessible tourism and travel in the UK.



**Objectives:**

Its objectives are: Provide disabled tourists and travellers with accurate and timely information, in the manner in which they wish to receive it, to enable them to make informed choices;

Stimulate and support the tourism and travel industry to deliver a world-class experience for everyone;

Work with policy makers to ensure that tourism and travel policies take full account of relevant needs and are coherent and co-ordinated.

Tourism for All was formed in 2004 from the merger of three existing organisations: Tourism for All Consortium, IndividuALL and Holiday Care. Tourism for All Consortium and IndividuALL had focused on the provision of business / public policy advice services regarding accessibility, while Holiday Care, which was established as a charity in 1981, had focused on the provision of information services to consumers with accessibility needs

**Impact:**

As a result it becomes the centre of expertise on accessible tourism and travel in the UK, working for a world-class tourism experience for everyone.



The project is investigating the current conditions across a representative set of European prioritised areas as well as how novel transport solutions involving social innovation and ICT tools can raise the level of accessibility and inclusiveness.

**Objectives:**

Investigate and understand the main characteristics of prioritised areas as well as the relevant factors that influence mobility and accessibility.

Identify the user and social groups most exposed to transport accessibility issues and inequality in the different type of areas and undertake a comprehensive analysis of their mobility requirements.

Understand how ICT tools, service and social innovation can help individuals to cope with accessibility issues and improve or increase inclusivity and transport equity for the concerned user groups.

INCLUSION will base the planned investigation on a large set of case studies involving different forms of geographical areas and transport contexts, demographic categories, population groups and mobility solutions. The case studies will provide concrete experiences from various European sites and pilot initiatives involving both public and private transport providers and a variety of regulatory and business frameworks, as well as supporting technologies, organisational and operational conditions.

Complementary to this research, a number of innovative solutions will be concretely tried out and validated through real-life experiments in the INCLUSION Pilot Labs

**Impact:**

Its vision is that accessible and inclusive public transport for all and especially for vulnerable categories is key to ensure equity of transport and social inclusion.



The social enterprise “Movement Freedom” promotes meaningful and active leisure time for families and persons with disabilities, develops opportunities for therapeutic measures and rehabilitation of freedom of movement for persons with disabilities. The social enterprise created new equipment - SUP board adapted for people with disabilities and movement disorders.

**Objectives:**

The aim was to create a sense of security for people with disabilities. Specially trained drivers assist in case the passenger has any questions or needs assistance. Properly equipped transport and trained drivers - this is not an extra, but a basic need. It is important that passengers with reduced mobility can travel on the bus comfortably and safely.

**Impact:**

- Created opportunities for people with disabilities to travel around independently
- To help people with disabilities become more independent.

The SUP board has been developed in cooperation with various types of organisations, also involving the target audience. This is the first equipment of its kind that will promote active recreation on the water for people in wheelchairs, but in the future it is planned to expand the circle of people who could use this equipment



[#socialentreprise](#) [#therapies](#) [#disabilities](#) [#travel](#) [#rehabilitation](#)

Museum where exhibitions are in absolute darkness - you can't see it, but you can feel it! Each participant is given white canes at the entrance which helps to move about. It was designed to raise awareness of visual impairment. Visitors "experience" several rooms and each of them is dedicated to its senses: smell, touch, hearing, taste.

**Objectives:**

- The museum was designed to raise awareness of visual impairment. It tells of the feelings that arise when you get into complete darkness.
- The museum aims to ensure a possibility for the visitors to immerse in the world of feelings and senses, and also aims to destroy stereotypes about blind people and promote tolerance in the society of Latvia.

**Impact:**

- Awareness raising activities
- Social enterprise
- Involvement of people with disabilities
- New employment possibilities.

The aim of the project is: to identify and test optimal solutions for the establishment and development of social enterprises, including support for labor integration social enterprises to increase employment opportunities for the disadvantaged unemployed, people with disabilities and people with mental disorders. Tours are conducted by blind guides who are the best ones to actually explain how is it to live without sight



[#museum](#) [#accessibility](#) [#innovation](#) [#latvia](#)

During the campaign, public transport drivers were trained with the aim of ensuring comfortable movement for every member of society. Drivers were trained on how to properly communicate with a person with disabilities, how to behave when meeting a person led by a specially trained guide dog, etc..

**Objectives:**

The aim was to create a sense of security for people with disabilities. Specially trained drivers assist in case the passenger has any questions or needs assistance.

Properly equipped transport and trained drivers - this is not an extra, but a basic need. It is important that passengers with reduced mobility can travel on the bus comfortably and safely.

For people with disabilities, travelling by public transport can be a big challenge, so it is important that the public transport is equipped with the necessary technological solutions.

Public transport is becoming more accessible to all public, buses are equipped with lifts and accessible for people in wheelchairs, audible signals and visual screens with the name of the next stop

**Impact:**

- Creating opportunities for people with disability to travel around independently
- Helping people with disabilities become more independent.



[#publictransport](#) [#accessibility](#) [#disabilities](#) [#latvia](#)

In Jūrmala beach people with disabilities can use, free of charge, equipment for active leisure, for example, aquatic wheelchairs, tandem bikes, special beach chairs on wheels, etc. The help of an assistant is provided for free as well.

**Objectives:**

- To provide equal possibilities for all people
- To promote inclusion
- To raise awareness.

**Impact:**

- People with disabilities are able to enjoy themselves at the beach
- Promotion of inclusion.

In Jūrmala beach it is possible to use equipment intended for people with disabilities or functional impairments. The equipment is available free of charge in the summer period, and an assistant is provided free of charge as well. Also the changing cabins are adapted for people with disabilities as they are wider and easy to access. This way the beach is available for everyone



Forest trail Bliznec, located inside the Medvednica Nature Park is the first educational trail in Croatia, completely, in construction and content, adapted to persons with disabilities. Opened in 2002, it is a joint effort between the Croatian public authorities (City of Zagreb, Croatian Forests) and private stakeholders (VIP Telecom and Croatian Alliance of Physically disabled Persons Associations). 800m long, includes Info point, parking space, the trail and an accessible restaurant.



#### Objectives:

- Educational purpose for school children as well as everyone else (Interpretative Walks programme), facilitated with adapted information points (low-levelled information tables in Croatian, English, and Braille) about Nature as well as Accessibility
- Addressing Physical-Architectural barriers so that people with reduced mobility can enjoy the trail without difficulty (location, length, degree of inclination, pavement material, facility, additional safety measure, etc.)
- Addressing Attitudinal Barriers by providing Guidebook and Training for Staff and Visitors about Accessibility and Inclusion issue.

The trail can be crossed by all-electric and non-motorized wheelchairs, as well as by visitors with canes and walkers, as well as easily accessed by car on several points, thus permitting easy intervention in case of emergency.

The trail has lights along the path so it can be visited at night as well

#### Impact:

The Forest trail Bliznec allows physically challenged individuals to have the same experience as others, enjoying the Nature Park Medvednica.

The Easter pilgrimage is held on the trail every year, with a large number of participants, many of them being persons with disabilities.

In 2002 the Nature Park Medvednica was awarded by the Ministry of Environment Protection, Physical Planning and Construction for this project.



#foresttrail #disabilities #croatia #forest

Project "Sicilia e Siracusa Mare per Tutti" (Sicily and Siracusa the Sea for Everyone) started in 2014 by the Siracusa-based Association "Sicilia Turismo per tutti" and gathers a dozen of touristic Sicilian towns for the collection of information regarding accessible seaside structures across Sicily adapted to a variety of special needs.



#### Objectives:

Its objectives are: Provide disabled tourists and travellers with accurate and timely information, in the manner in which they wish to receive it, to enable them to make informed choices;

Stimulate and support the tourism and travel industry to deliver a world-class experience for everyone;

Work with policy makers to ensure that tourism and travel policies take full account of relevant needs and are coherent and co-ordinated.

The selected structures must meet specific criteria. The beaches need to have not only necessary services for mobility-reduced people (entrance, bathroom) but also other equipment that make it possible for everyone to use the services:

- infrastructure that allow mobility-reduced people to enter in water and to move around on the beach
- tactile platforms that permit blind people to spatially orientate themselves and access all the services
- audio-visual aids for deaf people, gangways realized in eco-compatible materials,
- possibility to use baby-changing tables

#### Impact:

The project collects 111 accessible seaside structures over Sicily, out of which 52 public and 59 private structures, with approval of interested stakeholders as well as technical experts.

It also provides Guidelines for Accessible Beaches..



[#accessibleseaside](#) [#beach](#) [#mobility](#) [#italy](#)

Project RESTAT – REcognizing Skills to Transform Accessible Tourism is a 30-month project in the field of VET funded by the Erasmus+ programme. It gathers 6 partners from Italy, Spain, Greece, Czech Republic and Romania in a joint effort to produce innovative results over the VET training panorama for AT and thereby promote this emerging sector with great potential for growth as a strategic step for EU competitiveness.



#### Objectives:

RESTAT addresses the scarcity of available VET training courses on AT, as well as the lack of a centralized training scheme in many EU countries. It aims to offer a holistic, package solution to render Tourism workers and professionals competent, ready to offer diverse tailor-made services to tourists with special needs, and notably, visionary in to subsequently act as the true promoters of AT.

#### Impact:

The expected results in the long term is to make AT a vibrant economic sector in smaller towns' context with the well-prepared workforce to enforce sustainable development, responsible tourism and the social value of equal opportunity. It also aspires to contribute to Europe's harmonization schemes for recognizing, validating and better-utilizing workers' skills and qualifications.

There will be four principal Outputs:

- A Practical Skills and Employment Context Mapping research study (IO1) to identify a set of desirable AT skills most likely to be accumulated on-the-job, plus a set of Prospective Job Mobility Opportunities for professionals with skills in AT. It will establish the compass for successive outputs.
- A Skills Endorsing Tool (IO2) to objectively evaluate, recognize and even classify the level of skills tourism workers have regarding AT through successful completion of a series of testing devices.
- An Upskilling Course (IO3) with 04 Specific Training module of intermediate level, useful for both tourism workers and managers in rendering their services more professional, well-planned, entertaining and tailor-made to different special needs.
- A Career Guidance Tool (IO4) to boost Employability and Job Mobility of Tourism Professionals point them to the most suitable career options basing on both of their validated skills and personal characteristics



Geneva gives the example of good practice in Accessibility in Historic European Centre. Geneva has a well-preserved old town, with trams, pedestrian streets and numerous parks. As the city was built on and around a hill, many of the buildings and city walks are affected by steep slopes, and this topography complicates the provision of universal accessibility in some areas.



#### Objectives:

Establishments, especially restaurants and cafés, have devised creative solutions to serve their customers on the steeply sloping streets

- Raised platforms for restaurant and café terraces;
- Stepped ramps, fitted with a central handrail;
- Signs that are clear and informative,
- Parking spaces in city squares reserved for persons with disabilities.
- Local Associations (such as HAU-Handicap Architecture Urbanisme) produce guidebooks to achieve a barrier-free city for people with disabilities.

Among Geneva's many attractions are the lakeside paths and the city trams, which are not only easily accessible, but also equipped with hip-support rests at the stops, which are very helpful for people with limited mobility. One of Geneva's strengths as regards accessibility is its extensive network of accessible trams

#### Impact:

- Guidebooks (The Finished City, HAU)
- The railway station is completely accessible, and extensive networks of accessible trams
- Accessible walking infrastructure along the lakeside
- Some religious and civil buildings, as well as certain museums have addressed the question of accessibility simply and effectively, without compromising the harmony with the historic centre.



Train the trainer Course on Universal Accessibility (2007) was a PPP collaboration between the Royal Board on Disability, the ACS Foundation and the Fundación Laboral de la Construcción. It targeted at building site managers, foremen and qualified skilled builders and dealt with not only theoretical concepts but also literal execution of a series of work units, in particular significant constructive details for universal accessibility.

**Objectives:**

To address the Training Gap on universal accessibility that was always very much focused on the technical practitioners (the professional architects and engineers) without paying sufficient attention to the technical personnel on the site who are responsible for the correct execution of the works. That training gap often led to mistakes being made during the implementation phase of the works.

These training actions are highly practical, focusing on the training of trainers in order to guarantee that the works are undertaken following carefully the specifications and constructive details guaranteeing universal accessibility

**Impact:**

The Course was divided into five teaching units (UD):

- UD1. Universal accessibility
- UD2. Urban planning
- UD3. Building construction
- UD4. Elements common to urban planning and building construction
- UD5. Documentary sources and legislative framework.

[#course](#) [#VET](#) [#trainthetrainers](#) [#accessibility](#)

Portugal Travel Experts, Portugal Travel Center offers you the expertise and dedication for your travel experience, whatever your wishes. The goal is to make everything easier while visiting Portugal: from pre-travel arrangements to the trip itself, hotel, restaurant, tickets, everything will go smoothly so that you will have the time of your life.

**Objectives:**

Creation and implementation of an accessibility for all regions;  
Provision of all information about the regions, hotels, flights, group and individual packages

**Impact:**

With the increase of visits and purchases of services the results have been increasing

They have created trips that may include culture and history, the best local and gourmet food, premium wineries, authentic and secret locations, blue waters and golden sandy beaches. They have a unique portfolio of private and self-drive tours in Portugal designed to meet all your needs from day, night and self-drive tours to VIP Experiences while visiting Portugal. Whether you are based in Lisbon, Porto or the Algarve, they have the Best Day Tours and unique experiences from these areas. They have launched a new hotel booking platform: Hotel Travel Center.



## ONLINE PLATFORM

## TRAINING

The Online Tourism Academy is an online learning platform that provides self-paced, 100% online courses focusing mainly on concepts, areas of interest and key principles related to the tourism industry.



### Objectives:

Aims to inform about the different concepts related to strategy and its implications in tourism, Digital transformation and innovation for the tourism industry, and its importance in the travel sector

### Impact:

The Academy is divided into different courses:

- Introduction to tourism - Industry management
- Introduction to international tourism and travel law
- Introduction to tourism, industry management.

The Tourism Online Academy has several types of trainings being related to:

- knowledge in industry management
- knowledge on international tourism, travel and tourism law
- knowledge in tourism industry management and its integration into the Tourism, Hospitality and Destination Management industries



#onlinetraining #tourism #onlineplatform #strategy #mooc

## ACCESSIBLE TOURISM

## INNOVATION

AccessTUR - Centro de Portugal is a project for the promotion of accessible tourism and social inclusion, promoted by Accessible Portugal.



### Objectives:

The aim is to support tourism center and the seven Intermunicipal Communities (CIM's) that make up the territory, through the use of innovative tools and methodologies

### Impact:

Multiformat KIT with personalized tourism promotion material in: Sign Language, Simple Writing and Braille; 2D or 2D1/2 relief piece; MP3 with audio description of piece, landscape or promotional film of the Municipality.

Tourism of Central Portugal is a pioneer in the open commitment to the theme of Accessible and Inclusive Tourism, which in a strategic way has taken every opportunity to reach the theme in a transversal and systemic way



[#promotion](#) [#accessibletourism](#) [#onlineplatform](#) [#strategy](#) [#portugal](#)

## ONLINE PLATFORM

## INNOVATION

Online site where you can find all hotels adapted for people with physical disabilities in Catalonia, Spain.



### Objectives:

The aim of this platform is to have the possibility to request an adapted room or something else, in the various hotels in Catalonia found on the site

### Impact:

The results have been positive, and organizations have invested in accessibility for people with disabilities.

The rooms are perfectly equipped and adapted, and the common areas of the hotel are wheelchair accessible, including the gym and the spa jacuzzi, where there is equipment to transfer you from your wheelchair into the jacuzzi.

Catalonia Hotels & Resorts is a hotel chain that currently has 73 establishments in more than 20 different destinations: 56 hotels in Spain, one in Brussels, one in Berlin, one in Amsterdam, one in Porto, 12 resorts in the Caribbean (6 in the Dominican Republic and 6 in Mexico), and a city hotel in Santo Domingo. They are currently the leading hotel chain in Barcelona with more than 3,000 rooms on offer for all types of people (with or without disabilities)



[#onlineplatform](#) [#tourism](#) [#accessibiity](#) [#tourismforall](#) [#spain](#)

"ISO EN 21902: 2021 - Tourism and related services - Tourism accessible to all - Requirements and recommendations" is the new standard.



**Objectives:**

To ensure:

- equal access to and enjoyment of tourism
- by the widest range of people
- of all ages and abilities.

**Impact:**

- higher quality services
- increased tourist areas
- Fulfillment of essential requirements for accessible tourism.

Because of the need to remove unnecessary barriers to tourism, the first International Standard was created and released to help make travel accessible. It's aim is to inform everyone involved in tourism. Desde large national tourism boards to small operators and tourists themselves



[#tourismforall](#) [#accessibletourism](#) [#iso](#) [#quality](#)

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