INCLUSIVE TOURISM

I.O.3 Intellectual Output 3

Designed Experiential Training Activities (DETAs)

BLOCK 3. INCLUSIVE AND ACCESIBLE TOURISM BUSINESS

BLOCK 3: INCLUSIVE AND ACCESSIBLE TOURISM BUSINESS

FORMATIVE UNITS:

UNIT 12: Accessible and inclusive tourism.

UNIT 13: Accessibility and inclusive service requirements.

UNIT 14: Employment of persons with disabilities in tourism

UNIT 15: Supporting persons with disabilities in the workplace.

INCLUSIVE TOURISM

INCLUSIVE TOURISM PROJECT

Consortium

Number project: 2017-1-ES01-KA202-038574

1.INTELLECTUAL OUTPUT PRESENTATION

INCLUSIVE TOURISM is launched with the main objective of increasing the competences of Persons with Disabilities (PwD), Job Trainers, Professionals in the Tourism Sector and potential Customers about how to improve the employability of these persons within Inclusive Tourism through an innovative training program.

Intellectual Output I.O.3 "Designed Experiential Training Activities (ETRA)" is produced as a set of Tangible Templates to be used by Trainers in the implementation of the ETRA including, among others, a detailed explanation of the methodology to be implemented, number of recommended trainees, duration, resources needed, recommendations for managing the sessions, specification of the scenarios where implement the real environment experiences and tools for supporting them. They are the core of the Training Program and they will encompass the most of the issues related with the employability of Persons with Disabilities (PwD) in the Inclusive Tourism Sector.

Experiential Training Activities will include:

- Face2Face Sessions with the attendance of the Target Group, including Practical Group Dynamics;
- Online Sessions through the e-Training Platform in order to reinforce the knowledge acquired during Face2Face Sessions;
- Seminars where all target groups will attend for improving sharing experiences and mutual learning.

As a result of the implementation of Intellectual Output I.O.1 "Co-Created Methodology", where project partners evaluated how to develop an effective training methodology with direct inputs and feedback of potential end-users, the next ETRAS have been defined to be developed as part of the training course.

BLOCK 1
SOFT SKILLS IN THE TOURISM SECTOR

BLOCK 2
OPERATIONS AND SUPPORTING ICT TOOLS

BLOCK 3
TOURISM BUSINESS MODEL

INCLUSIVE TOURISM

k		ETRA	Target Group	Training Materials	Expert Seminars
1	1.1	Relevance of employment for PwD	All PwD + Job Trainers	mployment is a righ for all.	oyment for PwD and their potential
	1.2	bits for Tourism Sector	All PwD + Job Trainers	ocial Habits for Tourism Sector	Habits Communication Skills
	1.3	ication Skills for Tourism Sector	All PwD + Job Trainers	ommunication Skills for Tourism Sector	Habits Communication Skills
	1.4	ion to Health & Safety for Tourism Sector	All PwD + Job Trainers	troduction to Health & Safety for Tourism Sector	
	2.1	Tool for supporting employment	All PwD + Job Trainers	ing ICT Tools for supporting employment	
	2.2	I become a good Room Waiter?	vD with Vocational Profile + Job Trainers	perations for Room Waiter assistant.	
	2.3	I become a good Barman?	vD with Vocational Profile+ Job Trainers	perations for Barman assistant.	
	2.4	I become a good room and cleaning assistant?	vD with Vocational Profile + Job Trainers	perations for room and cleaning assistant	ICT Tools for supporting employment-
	2.5	I become a good Receptionist?	vD with Vocational Profile + Job Trainers	perations for Receptionist assistant.	
	2.6	I become a Cook-Chef Assistant?	vD with Vocational Profile + Job Trainers	Operations for Cook-Chef Assistant.	
	2.7	I become a good Pastry Assistant?	vD with Vocational Profile+ Job Trainers	Operations for Pastry Assistant.	
		Accesible and Inclusive Tourism	Companies	ccesible and Inclusive Tourism	oyment for PwD and their potential
		Accesibility	Companies	evelopment of Inclusive Tourism Business Models	
		Inclusive Tourism Business Models	Companies	ccesibility	
		How to support Pwd	Companies	ow to support Pwd	o support Pwd

INCLUSIVE TOURISM

2. TRAINING COURSE PLANNING

Experiential Training Activities are developed according to the next estimated duration;

Block		ETRA	tion (hours) F2F	nber of ssions	ration Online
1	1.1	Employment is a right for all.	4 hours/session	1	2 hours
	1.2	Habits for Tourism Sector	16 hours 4 hours/session	4	4 hours
	1.3	munication Skills for Tourism Sector	16 hours 4 hours/session	4	4 hours
	1.4	uction to Health & Safety for Tourism Sector	4 hours/session	1	2 hours
			40 hours	10	12 hours
2	2.1	CT Tool for supporting employment?	4 4 hours/session	1	2 hours
	2.2	an I become a good Room Waiter?	36 hours hours/session	9	2 hours
	2.3	an I become a good Barman?	36 hours hours/session	9	2 hours
	2.4	an I become a good Floor Waiter?	36 hours hours/session	9	2 hours
	2.5	an I become a good Receptionist?	36 hours hours/session	9	2 hours
	2.6	an I become a Cook-Chef Assistant?	36 hours hours/session	9	2 hours
	2.7	an I become a good Pastry Assistant?	36 hours hours/session	9	2 hours
			40 hours 4x10		
		TION OF TRAINING 1 JOB	Block 1&2 80 hours 4x20		
		TION OF TRAINING 2 JOB	Block 1&2 120 hours 4x30		
3	1	Accesible and Inclusive Tourism	8 hours		2 hours
	2	Accesibility and inclusive service requirements	4 hours		2 hours
	3	Employment of persons with disabilities in tourism.	4 hours		2 hours
	4	Supporting persons with disabilities in the workplace.	8 hours		2 hours
			24 hours		8 hours
MINARS					

INCLUSIVE TOURISM

3. TRAINING CONSIDERATION FOR THE DEVELOPMENT ACTIVITIES

3.1 Specifications of a target group and selection criteria.

➢ **Persons with Disabilities**

Persons with Disabilities encompassing Physical and Intellectual Disabilities with a physical and cognitive situation and attitude that allow them being involved in the process of "supported employment". A previous selection will be done for evaluating the attitudes, skills and knowledge of the Persons with Disabilities according to the needs of the Inclusive Tourism jobs to be promoted.

➢ **Job Trainers**

Job Trainers with expertise in the Supported Employment Model in the Disability Sector and Inclusive Tourism.

Profiles for Job Trainers: Labor Educator, Labor Prospector, Employment Guide, Job Coach, etc…

➢ **Professionals**

Representatives of companies working in the Tourism Sector whose operations are suitable for integrating Persons with Disabilities. The participation of this collective can be done through the participation of Managers, Human Resources Directors, etc. of through the participation of employees that are already performing the jobs selected and that are going to be trained during the Training Program

INCLUSIVE
TOURISM

3.2 General data of a training course and methodology approach

INCLUSIVE TOURISM is a unique and **INNOVATIVE TRAINING** based on the next differentiated premises;

- **Direct involvement and training for employment of Persons with Disabilities.**
- Involving professional from the **Tourism Sector not only as producers of "accessible" sites** and "hosts" of disabled tourists, but also as **"colleagues" and "supports" of disabled employees**.
- Persons with Disabilities and Professional from tourism sector directly participated in the training sessions developing seminars and sharing knowledge and best practices about their employment experiences and needs.
- **Creating stable networks** between Tourism Sector and Associations promoting the employment of Persons with Disabilities.

The course has been designed with the next characteristics:

1. The Duration of the course is:
    a. **Face to face sessions:**

    - For persons with disabilities and job trainers:
        o Minimum: 80 hours.
        o Maximum: 120 hours
    - For Companies: 24 hours.

    b. **Online Sessions:**

    - For persons with disabilities and job trainers:
        o Minimum: 14 hours
        o Maximum: 16 hours
    - For companies: 8 hours.

    c. **Experts' Seminars: 16 hours**
        o Between 4 hours per seminar. (In total 4 seminars).

During the course, employees from companies participating in the course (maybe those persons that are already trainees or other that want to come) and working in the jobs described above, will conduct seminaries about how they live their jobs, and which main barriers and facilitators they have in daily basis, sharing best practices with Trainees (Persons with Disabilities and Job Trainers). In this way, we can generate classrooms

INCLUSIVE TOURISM

dynamics to boost collaboration and participation from the very beginning.

d. Practical Activity based on Job Shadowing (4-5 days)

During the course and after, trainees will have the possibility of visiting the companies and spend on day in the company shadowing the employees that are already performing the jobs (they can be trainees from enterprises that are attending the course). When this first shadowing is finished, we will do it in the opposite direction, next day disabled trainees will spend one day performing the job and the professional and the labour preparer will shadow him or her in order to give them support and feedback. In this way, we give persons with disabilities to have real experiences to check if they like the job and to boost decision making, labour preparers can be aware of how the employment with support can be improved, and tourism enterprises representatives and employees Can break the barriers caused by the ignorance of the disability when these people are working.

JOB SHADOWING is a type of employee on-the-job training in which a new employee or when "a want to be an employee" desiring to become familiar with a job, follows and observes a trained and experienced employee. Job shadowing is an effective form of job training for certain jobs. Job shadowing allows a student, employee, or intern to gain comprehensive knowledge about what an employee who holds a particular job does every day. Job shadowing provides a far richer experience than reading a job description or doing an informational interview during which an employee describes his or her work. Job shadowing allows the observer to see and understand the nuances of a particular job. The job shadowing employee is able to observe how the employee does the job, the key deliverables expected from the job, and the employees with whom the job interacts. He or she can attend employee meetings, visit customers, attend conference or training events, and become completely familiar with the job.

Job shadowing is effective when an organization is on boarding a new employee. Job shadowing can provide enough information about the new job to allay the employee's fear of the unknown. So, job shadowing is a handy tool when you want new employees to have an opportunity. Job shadowing is also effective for students who may want to test their interest in a career by finding out what happens in a particular job day-by-day.

Job shadowing is effective for any job in which the seeing is more graphic than the telling, or when the seeing is an important component of the learning. When job shadowing, the individual sees the actual performance of the job in action. But, in job shadowing, the

participant also sees and experiences the nuances of how the service is provided or the job performed. The participant experiences the employee's approach, the interpersonal interaction required, the steps and actions necessary, and the components needed to effectively perform the job that the employee might never think to mention

2. An **e-Training Platform** will be developed with the next purposes:
   a. Allocation the different training materials and resources with access to trainees.
   b. Virtual co-working.

RESOURCES NEEDED

- Facilities; classroom, restaurant, bar, hotel reception, hotel room, kitchen (facilities for different jobs can also be simulated),
- Equipments; classroom equipment, equipment for different jobs presentation and practice
- Software; apps and software supporting PwD and job operations, Training Platform
- Hardware; computer, tablet, cellphone, projector
- Other; easy to read materials, pictograms

INCLUSIVE TOURISM

3.3 Strategic of dynamization of the training activities.

The target group for which activities are targeted can be very diverse. If necessary, activities are individualized according to the participants.

During the activities, there may be conflicts that the trainer should pay attention to. Once the activity is completed, this can always be part of the discussion. If there is a conflict, the coach should offer rescue options

INCLUSIVE TOURISM

4.EXPERIENTIAL TRAINING ACTIVITIES (ETRA)

Throughout this section, the formative units that compose this training program will be presented.

To this end, a set of protocols have been designed in which each and every one of the activities and dynamics to be developed in each one of the sessions are described in detail, all of them essential for the acquisition of the skills that are presented promote in through each of the training units.

Likewise, other elements are detailed as the estimate duration for each activity, the specific material resources that must be duly prepared previously for their later use.

These activity protocols will serve as a guide and support material for trainers responsible for preparing, organizing and implementing training sessions.

INCLUSIVE TOURISM

BLOCK 3: INCLUSIVE AND ACCESSIBLE TOURISM BUSINESS

FORMATIVE UNITS:

UNIT 12: Accessible and inclusive tourism.

UNIT 13: Accessibility and inclusive service requirements.

UNIT 14: Employment of persons with disabilities in tourism

UNIT 15: Supporting persons with disabilities in the workplace.

INCLUSIVE
TOURISM

💡 Introduction

🎯 Objectives

- Awareness about potential for employment of Persons with disabilities.
- Awareness about potential of Inclusive Tourism Business Models
- Acquisition of knowledge about development of Inclusive Tourism Business Models, including Accessibility and design on Inclusive Services
- Acquisition of knowledge about how to support Persons with disabilities in the job

👥 Target

- Companies: receive information about how to develop an Inclusive Tourism Business Model and how to support persons with disabilities to be employed

📋 Units

The **Block 3: Inclusive and accessible tourism business** are composed by the following formative units:

UNIT 12. Accessible and inclusive tourism

UNIT 13. Accessibility and inclusive service requirements

UNIT 14. Employment of persons with disabilities in tourism.

UNIT 15. Supporting persons with disabilities in the workplace.

INCLUSIVE TOURISM

Planning

Block 2: INCLUSIVE AND ACCESSIBLE TOURISM BUSINESS

UNITS	TITLE	DURATION F2F	NUMBER OF SESSIONS	DURATION ONLINE SESSION
12	Accessible and inclusive tourism	8 hours	2	2 hours
13	Accessibility and inclusive tourism service requirements	4hours 4 hours/session	1	2 hours
14	Employment of persons with disabilities in tourism.	4hours 4 hours/session	1	2 hours
15	Supporting persons with disabilities in the workplace.	8 hours 4 hours/session	2	2 hours
	TOTAL	**24 hours**	**6 sessions**	**8 hours**

Resources

INTRODUCTION

The issues of accessibility and inclusion have often been addressed, within the context of tourism, in close relation to the issue of "people with disabilities" (people with mobility, vision, hearing or intellectual impairments) and very focused on "people with reduced mobility".

However, other groups of people have gained visibility in recent years, people who, not feeling themselves to be, nor being considered "people with disabilities", have similar needs when travelling or holidaying.

There are people with "special needs" with different types of limitations (mobility, vision, hearing, intellectual, allergic and others) related to their general health conditions and who require "special care" from tourism services as regards accessibility and service conditions, different from those of an ordinary person/tourist, and which, in general, many companies/entities offering tourism services are not yet in a position to meet.

The current target universe of accessible and inclusive tourism comprises a collection of (new) groups in the population who are at the gates of tourism and for whom, in general, the tourism industry does not yet offer the proper conditions of accessibility and provision and appropriate services to welcome them.

The first major group is that of **people with disabilities**, the second major group is ageing seniors, the third major group includes people suffering the effects of different pathologies, people with exceptional physical characteristics and people with occasional reduction of mobility and a fourth group is that of people with allergies and food and respiratory intolerances.

Many of these people still do not travel or travel very little because they have nowhere to go, or do not know where they can go safely.

Therefore, it is not just a "niche" market or a problem of mere "social responsibility".

We are basically faced with a typical issue of evolution of tourism supply: the need to pay attention to the changes in the characteristics of the population and to adjust the design of its products and the conditions of provision of services in order to be able to respond with quality to these changes/new needs.

DATA

GENERAL INFORMATION	
OBJECTIVES	In the end of this Unit, the participant should be able to demonstrate general knowledge about the potential and importance of Accessible and Inclusive Tourism, namely: ● understanding the concepts of "Accessible and Inclusive Tourism" and "Tourists with Special Needs"; ● acknowledging the strategic relevance of Accessible and Inclusive Tourism; ● knowing the specific needs of PwD (with mobility, vision, hearing or intellectual impairments) when doing tourism.
TARGET GROUP/ COMPETENCES	● Solid knowledge and positive attitudes regarding Accessible and Inclusive Tourism; ● Good capacity to build proper interpersonal relationships with PwD.
TRAINING CONTENTS	**UNIT 12 – ACCESSIBLE AND INCLUSIVE TOURISM BUSINESS MODEL**
SUMMARY TOPICS	● Introduction of basic concepts; ● The strategic relevance of Accessible and Inclusive Tourism; ● The specific needs of PwD with mobility impairments when doing tourism; ● The specific needs of PwD with vision impairments when doing tourism; ● The specific needs of PwD with hearing impairments when doing tourism; ● The specific needs of PwD with intellectual impairments when doing tourism.
DURATION (hours)	Face 2 Face	8
	Online	2
NUMBER SESSIONS	2	

INCLUSIVE TOURISM

AGENDA

- ❏ ACTIVITY 1: Ice-breaker
- ❏ Session presentation.
- ❏ ACTIVITY 2: Introduction of basic concepts

BREAK

- ❏ ACTIVIY 3: Mobility impartments.
- ❏ ACTIVITY 4: Vision impartments. .
- ❏ Conclusions
- ❏ Closure.

ICE - BREAKER

Number session	1	Estimated time	15'
Objectives:			
Implementation	An ice-breaker will be developed, so that everybody gets to know each other's name, job, company, experience with PwDs and course expectations.		
Materials:	*No special materials needed*		

Session presentation.

Number session	1	Estimated time	8'
Implementation	The trainer will briefly introduce the structure of the course, its objectives, contents, duration and evaluation.		
Materials:	● General structure of the Block 3		

AGENDA

Number session	1	Estimated time	2'
Implementation	An easy to read **Agenda** is presented in a poster; each session step is reviewed with all participants.		
Materials:	● PPT Unit 12 ● Poster Unit 12.1		

INCLUSIVE TOURISM

INTRODUCTION OF BASIC CONCEPTS			
Number session	1	**Estimated time**	50'
Objectives:			
Implementation	The trainer will ask the group a series of questions with the aim to encourage participants to generate new knowledge and learning from their previous experiences. Questions: - What is Accessible and Inclusive Tourism? - Which persons require "special care" from tourism services as regards accessibility and service conditions (different from those of an ordinary tourist)? On the basis of the opinions of the participants, the trainer will record the key ideas on a whiteboard.		
Materials:	● PPT UNIT 12		

Number session	1	**Estimated time**	15'
Implementation	After the discussion, the trainer will present the main ideas to transmit to the group: - What is "Accessible and Inclusive Tourism"? - Who are "Tourists with Special Needs"? - How many "Tourists with Special Needs" there are? The trainer will ask the group "why is it important to successfully satisfy the needs of this tourists?" and will explain the strategic relevance of Accessible and Inclusive Tourism.		
Materials:	● PPT UNIT 12		

INCLUSIVE
TOURISM

MOBILITY IMPARTMENTS			
Number session	**1**	**Estimated time**	**40'**
🖉 **Objectives:**			
Implementation	The trainer will introduce the guest with **mobility imparments** and will ask him/her to talk a little bit about his/her situation and what are his/her experiences in daily life and leisure/holiday moments. The trainer will invite the group to ask questions to the guest. The trainer will ask the guest some questions related to his/her needs for a successful touristic experience. Examples: - What do you need when you travel by car? By plane? By train? - What do you need in an hotel? In a restaurant? In a museum? - How should people deal with you? How can they help you? - Do you always travel with someone to help you? **NOTE:** If there is no possibility to have a guest with **mobility imparments** in the face to face session, the trainer can show a 5' video with a testimonial of a person with mobility impairments talking about his/her specific needs when doing tourism and discuss with the group the content of the video answering the questions that may arise.		
Materials:	● PPT UNIT 12 ● Case study.		

Number session	1	**Estimated time**	**20'**
Implementation	The trainer will present the main ideas to transmit to the group: What are the specific needs of a person with **mobility impairments** when doing tourism?		
Materials:	● PPT UNIT 12		

INCLUSIVE TOURISM

VISION IMPARTMENTS

Number session	1	Estimated time	40'

✏️ **Objectives:**	
🧑‍💻 **Implementation**	The trainer will introduce the guest with **vision imparments** and will ask him/her to talk a little bit about his/her situation and what are his/her experiences in daily life and leisure/holiday moments.

The trainer will invite the group to ask questions to the guest. The trainer will ask the guest some questions related to his/her needs for a successful touristic experience. Examples:

- What do you need when you travel by car? By plane? By train?

- What do you need in an hotel? In a restaurant? In a museum?

- How should people deal with you? How can they help you?

- Do you always travel with someone to help you?

NOTE: If there is no possibility to have a guest with **vision imparments** in the face to face session, the trainer can show a 5' video with a testimonial of a person with vision impairments talking about his/her specific needs when doing tourism and discuss with the group the content of the video answering the questions that may arise.

INCLUSIVE TOURISM

Number session		1	Estimated time	20'
 Implementation		The trainer will present the main ideas to transmit to the group: What are the specific needs of a person with **vision impairments** when doing tourism?		
Materials:		● PPT UNIT 12		

Number session		1	Estimated time	5'
 Implementation		The trainer will present to the group a summary with the main ideas of the session.		
Materials		● PPT UNIT 12		

Number session		1	Estimated time	5'
 Implementation		The trainer will make some comments about the attendance and participation of the trainees and gather some feedback. The trainer will remind the group the date of the next session.		
Materials		o Attendance list.		

INCLUSIVE TOURISM

FACE TO FACE SESSION 2

AGENDA

- ❏ Welcome
- ❏ Session presentation.
- ❏ ACTIVITY 1: Hearing impartments
- ❏ Activity 2: Intellectual impartments

BREAK

- ❏ ACTIVIY 3:
- ❏ ACTIVITY 4:
- ❏ Conclusions
- ❏ Evaluation
- ❏ Closure.

WELCOME

INCLUSIVE TOURISM

Number session	2	Estimated time	5'
Implementation	The trainer welcomes back the group gathering feedback from the previous session.		
Materials:	● *No special materials needed*		

AGENDA

| Number session	2	Estimated time	5'
Implementation	The trainer will briefly present the group a summary with the main ideas of the previous session. An easy to read **Agenda** is presented in a poster; each session step is reviewed with all participants.		
Materials:	● PPT Unit 12 ● Poster Unit 12.2		

INCLUSIVE TOURISM

HEARING IMPARTMENTS			
Number session	**2**	**Estimated time**	**40'**
Objectives:			
Implementation	The trainer will introduce the guest with **hearing imparments** and, with the help of a sign language interpreter, will ask him/her to talk a little bit about his/her situation and what are his/her experiences in daily life and leisure/holiday moments. The trainer will invite the group to ask questions to the guest. The trainer will ask the guest some questions related to his/her needs for a successful touristic experience. Examples: - What do you need when you travel by car? By plane? By train? - What do you need in an hotel? In a restaurant? In a museum? - How should people deal with you? How can they help you? - Do you always travel with someone to help you? **NOTE:** If there is no possibility to have a guest with **hearing imparments** in the face to face session, the trainer can show a 5' video with a testimonial of a person with hearing impairments talking about his/her specific needs when doing tourism and discuss with the group the content of the video answering the questions that may arise.		
Materials	● PPT UNIT 12 ● Case study.		

| **Number session**	**2**	**Estimated time**	**20'**
Implementation	The trainer will present the main ideas to transmit to the group: What are the specific needs of a person with **hearing impairments** when doing tourism?		
Materials:	● PPT UNIT 12		

INCLUSIVE
TOURISM

INTELLECTUAL IMPARTMENTS			
Number session	**2**	**Estimated time**	**40'**
Objectives:			
Implementation	The trainer will introduce the guest with **intellectual imparments** and, with the help of a family member or a service provider professional, will ask him/her to talk a little bit about his/her situation and what are his/her experiences in daily life and leisure/holiday moments. The trainer will invite the group to ask questions to the guest. The trainer will ask the guest some questions related to his/her needs for a successful touristic experience. Examples: - What do you need when you travel by car? By plane? By train? - What do you need in an hotel? In a restaurant? In a museum? - How should people deal with you? How can they help you? - Do you always travel with someone to help you? **NOTE:** If there is no possibility to have a guest with **intellectual imparments** in the face to face session, the trainer can show a 5' video with a testimonial of a person with intellectual impairments talking about his/her specific needs when doing tourism and discuss with the group the content of the video answering the questions that may arise.		
Materials	- PPT UNIT 12 - Case study.		

INCLUSIVE TOURISM

Number session		2	Estimated time	20'
 Implementation		The trainer will present the main ideas to transmit to the group: What are the specific needs of a person with **intellectual impairments** when doing tourism?		
Materials:		● PPT UNIT 12		

Number session		2	Estimated time	60'
Objectives:				
 Implementation		The trainer will divide the participants in 4 small groups. Each group will make a list of the specific needs PwD have when doing tourism. One group will work the specific needs of people with mobility impairments (e.g. people in wheelchairs, people using crutches, people with amputations), a second group will work the specific needs of people with vision impairments (e.g. blind, people with sight impairments), a third group will work the specific needs of people with, hearing impairments (e.g. deaf, people with severe hearing loss) and a fourth group will work the specific needs of people with intellectual impairments (e.g. people with mild intellectual disability, people with severe intellectual disability). Each group will present its work to the other participants. After each presentation, the other participants can add comments and ask questions related to the topic.		
Materials		● Markers ● Whiteboards.		

INCLUSIVE TOURISM

Number session	2	Estimated time	10'
Implementation	The trainer will present to the group a summary with the main ideas of the session.		
Materials	● PPT UNIT 12		

Number session	2	Estimated time	15'
Implementation	The trainer will distribute to each of the participants a simple evaluation sheet. Subsequently, the sheets will be collected by the trainer and the trainer will show the right answers and clarify any doubts.		
Materials	● Evaluation sheet		

Number session	2	Estimated time	5'
Implementation	The trainer will make some comments about the attendance and participation of the trainees and gather some feedback. The trainer will explain how to do the online session and remind the group the date of the next unit.		
Materials	● Attendance list.		

ONLINE SESSION

ACTIVITY	INSTRUCTIONS	SPECIFIC RESOURCES
1	The participants will read some documents about Accessible and Inclusive Tourism. After reading the documents, the participants shall reply to the questions in the exercise.	PDF 3.1a Exercise 3.1a
2	The participants will view the video (uploaded to the online platform) with a testimonial of a person with **mobility impairments** talking about his/her specific needs when doing tourism. After viewing the video, participants shall reply to the questions in the exercise. **NOTE:** If the trainer uses this video in the face to face session, the exercise needs to be different. Each participant is challenged to find a person with **mobility impairments** and do a video interview with him/her and later upload it to the online platform.	Video 3.1b Exercise 3.1b
3	The participants will view the video (uploaded to the online platform) with a testimonial of a person with **vision impairments** talking about his/her specific needs when doing tourism. After viewing the video, participants shall reply to the questions in the exercise. **NOTE:** If the trainer uses this video in the face to face session, the exercise needs to be different. Each participant is challenged to find a person with **vision impairments** and do a video interview with him/her and later upload it to the online platform.	Video 3.1c Exercise 3.1c
4	The participants will view the video (uploaded to the online platform) with a testimonial of a person with **hearing impairments** talking about his/her specific needs when doing tourism. After viewing the video, participants shall reply to the questions in the exercise. **NOTE:** If the trainer uses this video in the face to face session, the exercise needs to be different. Each participant is challenged to find a person with **hearing impairments** and do a video interview with him/her and later upload it to the online platform.	Video 3.1d Exercise 3.1d

INCLUSIVE TOURISM

5	The participants will view the video (uploaded to the online platform) with a testimonial of a person with **intellectual impairments** talking about his/her specific needs when doing tourism.	Video 3.1e
	After viewing the video, participants shall reply to the questions in the exercise.	
	NOTE: If the trainer uses this video in the face to face session, the exercise needs to be different. Each participant is challenged to find a person with **intellectual impairments** and do a video interview with him/her and later upload it to the online platform.	Exercise 3.1e

INCLUSIVE
TOURISM

INTRODUCTION

In order for the tourism supply to provide a quality service to clients/tourists with special needs it is necessary to ensure, in a cumulative and integrated manner, three subsets of requirements:

1. Accessibility of infrastructures for tourism service providers, i.e. accessibility of buildings, furniture, equipment, spaces and pathways inherent to the enjoyment of tourism services - travel, accommodation, catering, tourist information, outdoor, leisure and cultural activities - including means of transportation, means of online communication, as well as access to outdoor/open air/nature tourism activities;

2. Service skills/provision of services; i.e., procedures, processes and work tools (support products / technical aids) and specific skills of the relevant professionals (knowledge-to know, skills - know-how and attitudes – to know how to be) to that end;

3. Holistic approach to the provision of services, i.e.: having an articulated chain of accessible and qualified tourism services with service skills covering the essential links in this chain (travel, accommodation, catering, information, outdoor, leisure and cultural activities); endowing the contexts in which tourism stays occur (public spaces, common services and social interaction) with physical conditions and personal competences for inclusive citizenship; developing a culture of networking between the agents involved in order to foster quality tourism experiences/stays for this type of customers.

INCLUSIVE TOURISM

DATA

GENERAL INFORMATION	
OBJECTIVES	In the end of this Unit, the participant should be able to demonstrate general knowledge about the requirements needed to build a successful Accessible and Inclusive Tourism Business Model, namely: ● Accessibility requirements; ● Inclusive Service requirements; ● Holistic approach to the provision of tourism services.
TARGET GROUP/ COMPETENCES	● Solid knowledge concerning the conditions of accessibility and mobility in service areas; ● Good capacity to identify the customer service skills required to welcome successfully PwD.
TRAINING CONTENTS	**UNIT 13 - ACCESSIBILITY AND INCLUSIVE SERVICE REQUIREMENTS**
SUMMARY TOPICS	● Accessibility and Inclusive Service requirements for tourists with mobility impairments; ● Accessibility and Inclusive Service requirements for tourists with vision impairments; ● Accessibility and Inclusive Service requirements for tourists with hearing impairments; ● Accessibility and Inclusive Service requirements for tourists with intellectual impairments; ● The holistic approach to the provision of tourism services; ● Good practices.

LENGTH (hours)	Face 2 Face	4
	Online	2

NUMBER SESSIONS	1

FACE TO FACE SESSION 1

AGENDA

- ❑ Welcome
- ❑ Introduction to the unit
- ❑ ACTIVITY 1:
- ❑ Activity 2:
- ❑ Activity 3:
- ❑ Activity 4:

BREAK

- ❑ ACTIVIY 5:
- ❑ ACTIVITY 6:
- ❑ Conclusions

    Evaluation

- ❑ Closure

INCLUSIVE TOURISM

WELCOME			
Number session	**1**	**Estimated time**	**15'**
Implementation	The trainer welcomes back the group gathering feedback from the previous 2 sessions and from the online session. **Review main ideas of previous sessions.** The trainer will briefly present the group a summary with the main ideas of the previous sessions. An easy to read **Agenda** is presented in a poster; each session step is reviewed with all participants.		
Materials:	● PPT Unit 12 - Session 1 - Session 2 ● Poster Agenda Unit 13		

INTRODUCTION TO THE UNIT			
Number session	**1**	**Estimated time**	**15'**
Implementation	The trainer will present the Accessible and Inclusive Tourism Business Model highlighting the importance of developing better Accessibility and Service Conditions in order to provide successful experiences to tourists with special needs.		
Materials:	● PPT Unit 13		

INCLUSIVE
TOURISM

Number session	1	Estimated time	15'
✏️ **Objectives:**			
🧑‍🏫 **Implementation**	The trainer will show a video with good and bad examples of Accessibility and Service Conditions of tourism services (travel, accommodation, catering, tourist information, outdoor, leisure and cultural activities) for tourists with **mobility impairments**. At the end of the video participants should identify the correct and wrong behaviours.		
🎨 **Materials**	● Video Practices for Mobility ● Markers and a whiteboard		

Number session	1	Estimated time	15'
✏️ **Objectives:**			
🧑‍🏫 **Implementation**	The trainer will show a video with good and bad examples of Accessibility and Service Conditions of tourism services (travel, accommodation, catering, tourist information, outdoor, leisure and cultural activities) for tourists with **vision impairments**. At the end of the video participants should identify the correct and wrong behaviours.		
🎨 **Materials**	● Video ● Markers and a whiteboard		

INCLUSIVE TOURISM

Number session	1	Estimated time	15'

✏️ **Objectives:**	
🧑‍💼 **Implementation**	The trainer will show a video with good and bad examples of Accessibility and Service Conditions of tourism services (travel, accommodation, catering, tourist information, outdoor, leisure and cultural activities) for tourists with **hearing impairments**. At the end of the video participants should identify the correct and wrong behaviours.
🏐 **Materials**	● Video ● Markers and a whiteboard

Number session	1	Estimated time	15'

✏️ **Objectives:**	
🧑‍💼 **Implementation**	The trainer will show a video with good and bad examples of Accessibility and Service Conditions of tourism services (travel, accommodation, catering, tourist information, outdoor, leisure and cultural activities) for tourists with **intellectual impairments**. At the end of the video participants should identify the correct and wrong behaviours.
🏐 **Materials**	● Video ● Markers and a whiteboard

INCLUSIVE TOURISM

Number session	1	Estimated time	30'

✏️ **Objectives:**	
🧑‍🏫 **Implementation**	The trainer will introduce divide the participants in 4 small groups. Each group will make a list of the Accessibility and Inclusive Service requirements that different tourism services (travel, accommodation, catering, tourist information, outdoor, leisure and cultural activities) should develop to provide quality services to tourists with special needs. One group will work the Accessibility and Inclusive Service requirements for tourists with mobility impairments (e.g. people in wheelchairs, people using crutches, people with amputations), a second group will work the Accessibility and Inclusive Service requirements for tourists with vision impairments (e.g. blind, people with sight impairments), a third group will work the Accessibility and Inclusive Service requirements for tourists with hearing impairments (e.g. deaf, people with severe hearing loss) and a fourth group will work the Accessibility and Inclusive Service requirements for tourists with intellectual impairments (e.g. people with mild intellectual disability, people with severe intellectual disability).
🏐 **Materials**	● Sheets of paper and pens.

INCLUSIVE TOURISM

Number session	1		Estimated time	80' (20' x 4 groups)

	Objectives:	

	Implementation	Each group will present its work to the other participants. After the presentation, the other participants can add comments and ask questions related to the topic.
	Materials	● Makers ● Whiteboard.

Number session	1	Estimated time	10'

	Implementation	The trainer will present to the group a summary with the main ideas of the session.
	Materials	● PPT UNIT 13

Number session	1	Estimated time	1O'

	Implementation	The trainer will distribute to each of the participants a simple evaluation sheet. Subsequently, the sheets will be collected by the trainer and the trainer will show the right answers and clarify any doubts.
	Materials	● Evaluation sheet

Number session	1	Estimated time	5'
Implementation	The trainer will make some comments about the attendance and participation of the trainees and gather some feedback. The trainer will explain how to do the online session and remind the group the date of the next unit.		
Materials	● Attendance list		

INCLUSIVE
TOURISM

ONLINE SESSION

ACTIVITY	INSTRUCTIONS	SPECIFIC RESOURCES
1	The participants will read some documents about **Accessibility requirements** for people with special needs. After reading the documents, the participants shall reply to the questions in the exercise.	PDF 3.2a Exercise 3.2a
2	The participants will read some documents about **Service Conditions requirements** for people with special needs. After reading the documents, the participants shall reply to the questions in the exercise.	PDF 3.2b Exercise 3.2b
3	The participants will read some documents about the **holistic approach** to the provision of tourism services for people with special needs. After reading the documents, the participants shall reply to the questions in the exercise.	PDF 3.2c Exercise 3.2c
4	The participants will read some documents with **good practices** of providing tourism services for people with special needs. After reading the documents, the participants shall reply to the questions in the exercise.	PDF 3.2d Exercise 3.2d

INCLUSIVE TOURISM

INTRODUCTION

The UN Convention on the Rights of PwD recognizes the right of persons with disabilities to work, on an equal basis of others. This includes the right to the opportunity to gain a living by work freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to persons with disabilities.

All countries shall safeguard and promote the realization of the right to work, including for those who acquire a disability during the course of employment, by taking appropriate steps, including through legislation.

Nevertheless, the employment rates of people with disabilities are significantly lower than those of the population as a whole. This happens in all sectors of activity including tourism.

The majority of tourism companies are not aware about the benefits that may result from the integration of people with disabilities.

These benefits include the positive impact on the company's public image and its social responsibility policy, the positive impact in the quality of the work environment and the positive impact in the quality of customer service, especially for clients with special needs.

It is key to take advantage of the positive synergies that employing PwD create in what concerns better quality and improved adequacy of tourism services to new target groups (including tourists with special needs).

A tourism sector that integrates a high level of employees and entrepreneurs with disabilities will surely generate better experiences for all tourists.

INCLUSIVE TOURISM

DATA

| GENERAL INFORMATION	
OBJECTIVES	In the end of this Unit, the participant should be able to demonstrate general knowledge about the potential and importance of employing PwD in the tourism sector, namely: - recognising that PwD have the same rights as any other citizens; - acknowledging PwD's potential for successful professional performance; - knowing the existing incentives to hire PwD; - knowing the key requirements for the construction of an inclusive business culture in a company.
TARGET GROUP/ COMPETENCES	● Solid knowledge about the employment of PwD, their potential for successful professional performance and the existing incentives to hire PwD; ● Positive attitudes regarding the construction of an inclusive business culture in their companies.
TRAINING CONTENTS	**UNIT 14 - EMPLOYMENT OF PERSONS WITH DISABILIES IN TOURISM**
SUMMARY TOPICS	● The UN Convention on the Rights of PwD and existing strategies for PwD to exercise their full rights as citizens (namely the right to work); ● The technical support and the financial incentives to hire PwD; ● PwD with successful professional performances (case studies); ● Key success factors for the employment of PwD; ● How to build an inclusive business culture in a company.
LENGTH (hours)	Face 2 Face	4
	Online	2
NUMBER SESSIONS	1	

FACE TO FACE SESSION

AGENDA

- ❑ Welcome
- ❑ Introduction to the unit
- ❑ ACTIVITY 1:
- ❑ Activity 2:
- ❑ Activity 3:
- ❑ Activity 4:

BREAK

- ❑ ACTIVIY 5:
- ❑ Conclusions

  Evaluation
- ❑ Closure

INCLUSIVE TOURISM

WELCOME			
Number session	1	**Estimated time**	15'
Implementation	The trainer welcomes back the group gathering feedback from the previous 2 sessions and from the online session. **Review main ideas of previous sessions.** The trainer will briefly present the group a summary with the main ideas of the previous sessions. An easy to read **Agenda** is presented in a poster; each session step is reviewed with all participants.		
Materials:	● PPT Unit 13 ● Poster Agenda Unit 14		

| INTRODUCTION TO THE UNIT			
Number session	1	**Estimated time**	30'
Implementation	The trainer will present the societal evolution concerning disability highlighting the 2006 UN Convention on the Rights of PwD. A big focus will be made on the existing strategies for PwD to exercise their full rights as citizens (namely the right to work and employment – article 27); The trainer will show some data concerning the situation of employment of PwD and will share information about the existing technical support and financial incentives to hire PwD.		
Materials:	● PPT Unit 14		

INCLUSIVE TOURISM

Number session	1	Estimated time	15'

|	
Implementation	The trainer will show a video with a case study of a person with **mobility impairments** that works in tourism. At the end of the video participants should list the key success factors for the employment of this PwD. The trainer will record the key ideas on a whiteboard.
Materials:	● Video ● Markers ● Whiteboards

Number session	1	Estimated time	15'

Implementation	The trainer will show a video with a case study of a person with **vision impairments** that works in tourism. At the end of the video participants should list the key success factors for the employment of this PwD. The trainer will record the key ideas on a whiteboard.
Materials:	● Video ● Markers ● Whiteboards

Number session	1	Estimated time	15'

Implementation	The trainer will show a video with a case study of a person with **hearing impairments** that works in tourism. At the end of the video participants should list the key success factors for the employment of this PwD. The trainer will record the key ideas on a whiteboard.
Materials:	● Video ● Markers ● Whiteboards

Number session	1	Estimated time	15'

Implementation	The trainer will show a video with a case study of a person with **intellectual impairments** that works in tourism. At the end of the video participants should list the key success factors for the employment of this PwD. The trainer will record the key ideas on a whiteboard.
Materials:	● Video ● Markers ● Whiteboards

INCLUSIVE
TOURISM

Number session	1	Estimated time	20'
Implementation	The trainer will present the key success factors for the employment of PwD with different types of impairments.		
Materials:	● PPT Unit 14		

Number session	1	Estimated time	60'
Implementation	The trainer will divide the participants in 4 small groups. Each group will discuss and will answer the question: "How to build an inclusive business culture in my company?". Each group will present its work to the other participants. After the presentation, the other participants can add comments and ask questions related to the topic.		
Materials:	● Sheets of paper and pens ● Markers ● Whiteboards		

Number session	1	Estimated time	10'
Implementation	The trainer will present the key guidelines to build an inclusive business culture in a company.		
Materials:	● PPT Unit 14		

INCLUSIVE
TOURISM

Number session	1	Estimated time	10'
Implementation	The trainer will present to the group a summary with the main ideas of the session.		
Materials	● PPT UNIT 14		

Number session	1	Estimated time	10'
Implementation	The trainer will distribute to each of the participants a simple evaluation sheet. Subsequently, the sheets will be collected by the trainer and the trainer will show the right answers and clarify any doubts.		
Materials	● Evaluation sheet		

Number session	1	Estimated time	5'
Implementation	The trainer will make some comments about the attendance and participation of the trainees and gather some feedback. The trainer will explain how to do the online session and remind the group the date of the next unit.		
Materials	● Attendance list		

INCLUSIVE TOURISM

ONLINE SESSION

ACTIVITY	INSTRUCTIONS	SPECIFIC RESOURCES
1	The participants will read some documents about **the rights of PwD.** After reading the documents, the participants shall reply to the questions in the exercise.	PDF 3.3a Exercise 3.3a
2	The participants will read some documents about the **technical support and the financial incentives to hire PwD.** After reading the documents, the participants shall reply to the questions in the exercise.	PDF 3.3b Exercise 3.3b
3	The participants will read some documents about **the key success factors for the employment of PwD.** After reading the documents, the participants shall reply to the questions in the exercise.	PDF 3.3c Exercise 3.3c
4	The participants will read some documents about **the construction of an inclusive business culture in a company**. After reading the documents, the participants shall reply to the questions in the exercise.	PDF 3.3d Exercise 3.3d

💡 INTRODUCTION

Persons with disabilities have "special needs" related to their general health conditions and require "special support" from other citizens as regards accessibility and service conditions, different from those of an ordinary person.

The majority of citizens don't know how to deal with Persons with Disabilities in daily life and therefore build harmful prejudices.

It's important common citizens acquire knowledge that would allow them to adjust their attitudes towards Persons with Disabilities and learn the proper personal assistance procedures to support and help these persons.

The key personal assistance procedures are related to mobility, orientation and communication and are critical to allow Persons with Disabilities to attain successful professional integration as employees and have successful tourism experiences as customers.

DATA

GENERAL INFORMATION	
OBJECTIVES	In the end of this Unit, the participant should be able to demonstrate general knowledge about the requirements needed to successfully support PwD in the workplace, namely on the following topics; ● recruitment and hiring; ● accessibility conditions and workplace adaptations; ● organization and management of the workers performance; ● teamworking.
TARGET GROUP/ COMPETENCES	● Solid knowledge concerning the key requirements to successfully support PwD in the workplace; ● Positive attitudes regarding giving support to PwD in the workplace.
TRAINING CONTENTS	**UNIT 15 - SUPPORTING PWD IN THE WORKPLACE**
SUMMARY TOPICS	● Key requirements to successfully support people with mobility impairments in the workplace; ● Key requirements to successfully support people with vision impairments in the workplace; ● Key requirements to successfully support people with hearing impairments in the workplace; ● Key requirements to successfully support people with intellectual impairments in the workplace.
LENGTH (hours)	Face 2 Face	8
	Online	2
NUMBER SESSIONS	2	

FACE TO FACE SESSION 1

AGENDA

- ❏ Welcome
- ❏ Introduction to the unit
- ❏ ACTIVITY 1:
- ❏ Activity 2:
- ❏ Explanation

BREAK

- ❏ ACTIVIY 3:
- ❏ Explanation
- ❏ Conclusions
- ❏ Evaluation

  Closure.

INCLUSIVE TOURISM

| WELCOME			
Number session	1	**Estimated time**	25'
Implementation	The trainer welcomes back the group gathering feedback from the previous 3 sessions and from the online session. **Review main ideas of previous sessions.** The trainer will briefly present the group a summary with the main ideas of the previous sessions. An easy to read **Agenda** is presented in a poster; each session step is reviewed with all participants.		
Materials:	● PPT Unit 12 ● PPT Unit 13 ● PPT Unit 14 ● Poster Agenda Unit 15.1		

| INTRODUCTION TO THE UNIT			
Number session	1	**Estimated time**	30'
Implementation	The trainer will present the general requirements needed for PwD to have success in the workplace giving a special focus on the following topics: ● recruitment and hiring; ● accessibility conditions and workplace adaptations; ● organization and management of the workers performance; ● teamworking.		
Materials:	● PPT Unit 15 - Session 1		

Number session		1	Estimated time	40'
Implementation		The trainer will introduce the guest with **mobility impairments** and will ask him/her to talk a little bit about his/her situation and what are his/her experiences in daily life and in a working environment.		

The trainer will invite the group to ask questions to the guest. The trainer will ask the guest some questions related to his/her needs for a successful working experience. Examples:

- How was your recruitment process?
- How do you go to work? What were the accessibility conditions of your workplace? What adaptations were needed?
- How is your performance measured? Are there any changes to the way the work is organised?
- How do your colleagues reacted to your arrival to the company? How do they deal with you?
- Do you need some special help from your teammates?

How can we help a person with **mobility impairments** in the workplace?

NOTE: If there is no possibility to have a guest with **mobility impairments** in the face to face session, the trainer can show a 5' video with good and bad examples of providing support in the workplace to a person with mobility impairments and discuss with the group the content of the video answering the questions that may arise.

Materials:	- Video

INCLUSIVE TOURISM

r session		1	Estimated time	15'
Implementation		After the discussion, the trainer will present the main ideas to transmit to the group: What are the requirements to successfully support a PwD with **mobility impairments** in the workplace?		
Materials:		● PPT UNIT 15		

Number session		1	Estimated time	20'
Implementation		The trainer will demonstrate how to give personal support to a person with **mobility impairments**. The trainees will practice the techniques demonstrated by the trainer.		
Materials:		● PPT UNIT 15 ○ Session 1		

INCLUSIVE
TOURISM

Number session	1	Estimated time	40'

Implementation	The trainer will introduce the guest with **vision impairments** and will ask him/her to talk a little bit about his/her situation and what are his/her experiences in daily life and in a working environment. The trainer will invite the group to ask questions to the guest. The trainer will ask the guest some questions related to his/her needs for a successful working experience. Examples: ● How was your recruitment process? ● How do you go to work? What were the accessibility conditions of your workplace? What adaptations were needed? ● How is your performance measured? Are there any changes to the way the work is organised? ● How do your colleagues reacted to your arrival to the company? How do they deal with you? ● Do you need some special help from your teammates? How can we help a person with **vision impairments** in the workplace? **NOTE:** If there is no possibility to have a guest with **vision impairments** in the face to face session, the trainer can show a 5' video with good and bad examples of providing support in the workplace to a person with vision impairments and discuss with the group the content of the video answering the questions that may arise.
Materials:	● Video

Number session		1	Estimated time	20'
Implementation		The trainer will demonstrate how to give personal support to a person with **vision impairments**. The trainees will practice the techniques demonstrated by the trainer.		
Materials:		• PPT UNIT 15 o Session 1		

Number session		1	Estimated time	10'
Implementation		The trainer will present to the group a summary with the main ideas of the session.		
Materials		• PPT UNIT 15 o Session 1		

Number session		1	Estimated time	5'
Implementation		The trainer will make some comments about the attendance and participation of the trainees and gather some feedback. The trainer will and remind the group the date of the next unit.		
Materials		• Attendance list		

INCLUSIVE TOURISM

FACE TO FACE SESSION 2

- ❏ Welcome
- ❏ ACTIVITY 1:
- ❏ Explanation

BREAK

- ❏ ACTIVIY 2:
- ❏ Explanation
- ❏ Conclusions
- ❏ Evaluation
- ❏ Closure.

INCLUSIVE
TOURISM

WELCOME			
Number session	**2**	**Estimated time**	**25'**
Implementation	The trainer welcomes back the group gathering feedback from the previous 3 sessions and from the online session. **Review main ideas of previous sessions.** The trainer will briefly present the group a summary with the main ideas of the previous sessions. An easy to read **Agenda** is presented in a poster; each session step is reviewed with all participants.		
Materials:	● PPT Unit 15 ● Poster Agenda Unit 15.2		

INCLUSIVE TOURISM

Number session	**2**	**Estimated time**	**40'**

| **Implementation**	The trainer will introduce the guest with **hearing impairments** and, with the help of a sign language interpreter, will ask him/her to talk a little bit about his/her situation and what are his/her experiences in daily life and in a working environment.
	The trainer will invite the group to ask questions to the guest. The trainer will ask the guest some questions related to his/her needs for a successful working experience. Examples:
	● How was your recruitment process?
	● How do you go to work? What were the accessibility conditions of your workplace? What adaptations were needed?
	● How is your performance measured? Are there any changes to the way the work is organised?
	● How do your colleagues reacted to your arrival to the company? How do they deal with you?
	● Do you need some special help from your teammates?
	How can we help a person with **hearing impairments** in the workplace?
	NOTE: If there is no possibility to have a guest with **hearing impairments** in the face to face session, the trainer can show a 5' video with good and bad examples of providing support in the workplace to a person with hearing impairments and discuss with the group the content of the video answering the questions that may arise.
Materials:	● Video

INCLUSIVE
TOURISM

Number session	2	Estimated time	35'
Implementation	After the discussion, the trainer will present the main ideas to transmit to the group: What are the requirements to successfully support a PwD with **hearing impairments** in the workplace? The trainer will demonstrate how to give personal support to a person with **hearing impairments**. The trainees will practice the techniques demonstrated by the trainer.		
Materials:	● PPT UNIT 15 ○ Session 2		

Number session	2	Estimated time	40'

Implementation	The trainer will introduce the guest with **intellectual impairments** and, with the help of a family member or a service provider professional, will ask him/her to talk a little bit about his/her situation and what are his/her experiences in daily life and in a working environment.
	The trainer will invite the group to ask questions to the guest. The trainer will ask the guest some questions related to his/her needs for a successful working experience. Examples:
	- How was your recruitment process? - How do you go to work? What were the accessibility conditions of your workplace? What adaptations were needed? - How is your performance measured? Are there any changes to the way the work is organised? - How do your colleagues reacted to your arrival to the company? How do they deal with you? - Do you need some special help from your teammates?
	How can we help a person with **intellectual impairments** in the workplace?
	NOTE: If there is no possibility to have a guest with **intellectual impairments** in the face to face session, the trainer can show a 5' video with good and bad examples of providing support in the workplace to a person with intellectual impairments and discuss with the group the content of the video answering the questions that may arise.
Materials:	Video

Number session		2	Estimated time	35'
Implementation		After the discussion, the trainer will present the main ideas to transmit to the group: What are the requirements to successfully support a PwD with **intellectual impairments** in the workplace? The trainer will demonstrate how to give personal support to a person with **intellectual impairments**. The trainees will practice the techniques demonstrated by the trainer.		
Materials:		- PPT UNIT 15 - Session 2		

Number session	2	Estimated time	10'
Implementation	The trainer will present to the group a summary with the main ideas of the two sessions.		
Materials	- PPT UNIT 15 - Session 2		

Number session	2	Estimated time	15'
Implementation	The trainer will distribute to each of the participants a simple evaluation sheet. Subsequently, the sheets will be collected by the trainer and the trainer will show the right answers and clarify any doubts.		
Materials	Evaluation sheet		

INCLUSIVE TOURISM

Number session	2	Estimated time	30'
Implementation	The trainer will briefly review the main ideas covered in the 4 units and share a document that sumarizes the contents of the course.		
Materials	● PPT Unit 12 ● PPT Unit 13 ● PPT Unit 14 ● PPT Unit 15 ● Course review PDF		

INCLUSIVE
TOURISM

ACTIVITY	INSTRUCTIONS	SPECIFIC RESOURCES
1	The participants will view the video (uploaded to the online platform) with good and bad examples of providing support in the workplace to a person with **mobility impairments**. After viewing the video, participants shall reply to the questions in the exercise identifying the correct and wrong behaviours. **NOTE:** If the trainer uses this video in the face to face session, the exercise needs to be different. Each participant is challenged to find a person with **mobility impairments** and do a video interview with him/her and later upload it to the online platform.	Video 3.4a Exercise 3.4a
2	The participants will view the video (uploaded to the online platform) with good and bad examples of providing support in the workplace to a person with **vision impairments**. After viewing the video, participants shall reply to the questions in the exercise identifying the correct and wrong behaviours. **NOTE:** If the trainer uses this video in the face to face session, the exercise needs to be different. Each participant is challenged to find a person with **vision impairments** and do a video interview with him/her and later upload it to the online platform.	Video 3.4b Exercise 3.4b
3	The participants will view the video (uploaded to the online platform) with good and bad examples of providing support in the workplace to a person with **hearing impairments**. After viewing the video, participants shall reply to the questions in the exercise identifying the correct and wrong behaviours. **NOTE:** If the trainer uses this video in the face to face session, the exercise needs to be different. Each participant is challenged to find a person with **hearing impairments** and do a video interview with him/her and later upload it to the online platform.	Video 3.4c Exercise 3.4c

INCLUSIVE TOURISM

4	The participants will view the video (uploaded to the online platform) with good and bad examples of providing support in the workplace to a person with **intellectual impairments**.	Video 3.4d
	After viewing the video, participants shall reply to the questions in the exercise identifying the correct and wrong behaviours.	
	NOTE: If the trainer uses this video in the face to face session, the exercise needs to be different. Each participant is challenged to find a person with **intellectual impairments** and do a video interview with him/her and later upload it to the online platform.	Exercise 3.4d

INCLUSIVE TOURISM PROJECT

Co-funded by the Erasmus+ Programme of the European Union

Consortium

Number project: 2017-1-ES01-KA202-038574