

Teaching aid for innovative methods

ACCESSIBLE TOURISM as a discipline



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Chapter 1. Introduction, the theoretical basis of the relationship between equal access and tourism

1. Test/Quiz

According to Darcy and Dickson (2009), what is a key approach for improving accessible tourism?

- a. Increasing promotional efforts for mainstream tourism
- b. A narrow focus on physical infrastructure
- c. Creating exclusive travel packages for disabled individuals
- d. Incorporating universal design principles in tourism planning**

How does accessible tourism contribute to social integration?

- a. By prioritizing profits over inclusivity
- b. By excluding economically disadvantaged groups
- c. By removing physical and social barriers for all demographics**
- d. By focusing on luxury tourism experiences for disabled individuals

What does the concept of "Tourism for All" primarily aim to achieve?

- a. Provide exclusive travel options for wealthy individuals
- b. Focus solely on improving accommodations for the elderly
- c. Increase profits in the tourism sector
- d. Ensure equal access to tourism services for all individuals, regardless of their abilities**

What is one of the economic benefits of accessible tourism highlighted in the chapter?

- a. Elimination of seasonality in tourism
- b. Higher visitor satisfaction and broader market reach**

- c. Reduced operational costs for tourism providers
- d. Reduced investment in infrastructure

What is the primary goal of accessible tourism?

- a. To ensure that all people, regardless of ability, can enjoy tourism activities**
- b. To increase profits for the tourism industry
- c. To promote luxurious tourism experiences
- d. To focus only on physical accessibility improvements

What was the impact of the 1999 UNWTO Global Code of Ethics for Tourism on accessible tourism?

- a. It promoted equal rights and opportunities for all in tourism.**
- b. It was limited to addressing economic aspects of tourism accessibility.
- c. It discouraged universal accessibility due to high costs.
- d. It focused exclusively on physical infrastructure improvements.

Which document specifically references the right of persons with disabilities to participate in tourism?

- a. The Kyoto Protocol
- b. The Universal Declaration of Human Rights
- c. The Global Code of Ethics for Tourism (UNWTO, 1999)**
- d. The World Health Organization Constitution
- e. None of them

Why is accessible tourism considered an economic opportunity?

- a. It targets only people with disabilities who travel frequently.
- b. It limits market access to exclusive groups.

c. It appeals to a wide range of demographics, including families and the elderly.

d. It caters to a niche market that generates moderate revenues.

2. True/False statements

Accessible tourism also has significant economic benefits. -

True

Accessible tourism benefits a wide range of people, including seniors, parents with small children, and people with temporary impairments.

True

Accessible tourism benefits only individuals with disabilities.

False

Adopting accessible tourism practices is primarily an ethical obligation and does not contribute to economic growth.

False

The concept of accessible tourism goes beyond physical access to include sensory and cognitive considerations.

True

The term "Tourism for All" originated in the UK during the end of 1980s.

True

The term "Tourism for All" originated in the United States during the 1980s.

False

The UNWTO emphasizes that the right to tourism is linked to fundamental human rights, such as the right to rest and leisure.

True

3. Drag & Drop

Match the key terms with their corresponding definitions or descriptions.

1. inclusive approach - including families and seniors
2. integrates diverse groups
3. philosophy that incorporates inclusive principles into tourism services and products
4. removing informational barriers
5. removing physical barriers
6. removing social barriers
7. tourism environments are usable by all individuals
8. tourism services are usable by all individuals
9. usability independent of their abilities

Accessible Tourism:

Tourism for All:

Barrier-free Tourism:

Universal Design:

Solution:

Accessible Tourism: removing informational barriers, removing physical barriers, removing social barriers

Tourism for All: inclusive approach - including families and seniors, integrates diverse groups

Barrier-free Tourism: usability independent of their abilities, tourism environments are usable by all individuals, tourism services are usable by all individuals

Universal Design: philosophy that incorporates inclusive principles into tourism services and products

4. Critical thinking

Challenges and benefits

Analyze the challenges and benefits associated with implementing barrier-free tourism and universal design principles in your country. Give examples.

Don't forget to list the team members.

5. Practical implementation

Mind The Accessibility Gap

Watch the video, then solve the task.

To connect the video's content with theoretical concepts from Chapter 1, consider the following questions:

Video: <https://www.youtube.com/watch?v=uNgEQvPj1N8>

- What specific accessibility gaps are identified in the video, and how do they relate to the challenges discussed in Chapter 1?
- How do the business benefits of accessible tourism presented in the video align with the economic opportunities outlined in Chapter 1?
- What strategies for implementing accessible tourism are showcased in the video, and how do they correspond with the theoretical approaches discussed in Chapter 1?
- In what ways does the video illustrate the social impact of accessible tourism, and how does this relate to the concepts of social inclusion discussed in Chapter 1?

Team members:

6. Case Study

Accessible Tourism in Central Europe

The case

Anna, a wheelchair user and avid traveler, often faces challenges when planning her trips. Her dream was to visit Budapest, a city known for its rich history and vibrant culture. However, her experiences in accessible tourism were a mix of success and setbacks, shedding light on the importance of barrier-free tourism and universal design.

Anna decided to visit Budapest after reading about its efforts to improve accessibility. She stayed in a hotel that advertised itself as "accessible." While the hotel had ramps and an elevator, the bathroom was too small to maneuver her wheelchair comfortably. Additionally, the nearest bus stop lacked a ramp, making public transportation inaccessible.

Despite these challenges, Anna found some positive experiences. A popular museum offered free wheelchair rentals, tactile exhibits for the visually impaired, and video guides with sign language interpretation. Anna also joined a guided walking tour that featured an accessible route, allowing her to explore the city's landmarks alongside other travelers.

While Budapest has made strides in accessible tourism, gaps remain. Public transport improvements are incomplete, and some historical sites cannot accommodate mobility-impaired visitors due to preservation constraints. Anna's mixed experience highlights the necessity of a cohesive approach to accessible tourism.

Anna's case demonstrates both the progress and the ongoing need for accessible tourism initiatives. Implementing universal design principles, such as fully accessible bathrooms, improved public transport, and comprehensive travel information, can transform the tourism experience for people with disabilities. Additionally, collaboration between stakeholders—local governments, private businesses, and non-profits—is essential to creating an inclusive tourism ecosystem.

Questions:

1. Identify challenges - What were the main accessibility challenges Anna faced during her trip to Budapest? How do these align with the general challenges of accessible tourism?
2. Evaluate Benefits - What positive examples of accessible tourism did Anna encounter in Budapest? How do these demonstrate the principles of universal design?
3. Propose Improvements - What specific actions could the city of Budapest take to improve its accessibility for tourists like Anna?
4. Stakeholder Analysis - Which stakeholders are responsible for addressing the gaps in accessible tourism, and what roles should they play?
5. Connection to Theory - How does Anna's experience reflect the theoretical concepts of barrier-free tourism and universal design discussed in Chapter 1?

7. Flash cards

Accessible tourism ensures that _____ can enjoy tourism services and environments without barriers.

everyone

The concept of _____ involves designing environments usable by all people, regardless of age, ability, or status.

universal design

Barrier-free tourism focuses on removing physical, _____, and social obstacles to accessibility.

informational

One of the economic benefits of accessible tourism is its ability to cater to a wide range of demographics, including families, seniors, and _____ individuals.

disabled

The principle of _____ ensures that tourism environments are easy to use intuitively, even for first-time visitors or individuals with cognitive impairments.

simplicity

A major challenge in implementing accessible tourism is balancing the preservation of _____ sites with the need for modern accessibility features.

heritage

The three dimensions of sustainable tourism are environmental, _____, and economic.

social

A set of practices aimed at removing physical, informational, and social barriers in tourism.

accessible tourism

A concept ensuring tourism services and environments are usable by all individuals, regardless of their abilities.

barrier-free tourism

An inclusive approach to tourism that integrates diverse groups, including families and seniors.

tourism for all

A broad philosophy that incorporates inclusive principles into tourism services and products.

Universal Design

8. Mind map

Mind map of Accessible Tourism

Create a mind map based on [Chapter 1](#) of the course material, focusing on the principles, challenges, and benefits of accessible tourism. Use either an external mind mapping software (e.g., Canva, Miro, MindMeister) or draw it on paper, then upload your completed work to Moodle.

Design a mind map to illustrate the core themes of Accessible Tourism. Start from the central concept and build branches to explore principles like Universal Design, the benefits for society and businesses, and the challenges in implementation. Add examples or future possibilities to enrich your map

Task Instructions:

1. Choose Your Format:
Use an online tool like MindMeister, Canva, or Miro, or create a hand-drawn version.
2. Include Key Concepts:
Build a detailed mind map that reflects the main themes of [Chapter 1](#), showing relationships between concepts. Use colors, icons, or images to enhance clarity.
3. Submission Guidelines:
 - If using an online tool, export your map as a PDF or image file.
 - For hand-drawn versions, take a clear photo or scan it.
 - Upload your completed map to Moodle under the "Mind Map Task" section.
4. Assessment Criteria:
 - Completeness: All key themes and concepts are included.
 - Organization: The map is logically structured and easy to follow.
 - Creativity: Use of visuals, icons, or colors enhances understanding.

Chapter 2. The definition and types of disability

1. Drag and Drop Activities

Description: Drag and drop questions enable the learner to associate two or more elements and to make logical connections in a visual way. Create Drag and drop questions using both text and images as draggable alternatives. H5P Drag and drop questions support multiple draggable to drop zone combinations; one-to-one, one-to-many, many-to-one and many-to-many.

Below you will be asked to solve 5 different drag-and-drop type exercises based on Chapter II. of the course material, in order to deepen your understanding of the topic.

1. Match the approaches with the corresponding definition.

- **Drag items:**
 - Functional limitation
 - Administrative definition
 - Subjective definition
- **Drop zones:**
 - **Functional limitation:** Refers to the reduced ability to perform specific tasks due to physical or mental conditions.
 - **Administrative definition:** Based on eligibility for state support or welfare benefits.
 - **Subjective definition:** Self-perception as disabled, voluntarily defined.

Other settings H5P:

- Number of errors allowed: 3.
- Feedback: message for a correct answer: "Great job!", if incorrect, instructions: "Try matching the definitions again."

2. Sort the terms according to the WHO definitions.

- **Drag items:**
 - Impairment

- Disability
- Handicap
- **Drop zones:**
 - **Impairment:** Refers to abnormality or deficiency in body structure or function.
 - **Disability:** A reduced ability to perform specific activities such as self-care or work.
 - **Handicap:** Social disadvantage caused by impairment or disability.

Other settings H5P:

- Display: Shuffle draggable items.
- Feedback on the correct answer.

3. Drag the features for each model!

- **Drag items:**
 - Focuses on medical conditions and biological traits.
 - Highlights societal barriers and discrimination.
 - Combines physical and psychological factors.
- **Drop zones:**
 - **Medical model:** Focuses on medical conditions and biological traits.
 - **Social model:** Highlights societal barriers and discrimination.
 - **Marginalised functioning:** Combines physical and psychological factors.

Other settings H5P: Coloured backgrounds for categories to make it easier to distinguish.

4. Pair each category with its examples!

- **Drag items:**
 - Physical
 - Intellectual
 - Mental
 - Sensory

- **Drop zones:**

- **Physical:** Includes mobility impairments caused by injury or genetics.
- **Intellectual:** Refers to difficulties in communication, such as speech deficits.
- **Mental:** Encompasses bipolar disorder, schizophrenia, and bulimia.
- **Sensory:** Covers blindness, autism, and hearing loss.

Other settings H5P: Show correct answers after a failed attempt.

5. Identify the main categories of the ICF!

- **Drag items:**

- Body structure and function
- Activities and participation
- Environmental factors
- Personal factors

- **Drop zones:**

- **Body structure and function:** Refers to anatomical parts like organs and their functions.
- **Activities and participation:** Focuses on performing and engaging in specific tasks or roles.
- **Environmental factors:** Includes external influences like social and physical environments.
- **Personal factors:** Considers individual traits such as lifestyle and education.

Other settings H5P: Scoring: each correct pairing is worth 1 point.

2. Quizzes and Tests

Description: True/False Question is a simple and straightforward content type that can work by itself or combined into other content types such as Course Presentation. A more complex question can be created by adding an image or a video.

Please mark the statement as true or false.

1. Accessible tourism has no international relevance.

True/False

2. There are three definitions of accessibility.

True/False

3. The meaning of disability has changed over the past decades.

True/False

4. Disability means that a person finds it difficult to perform certain activities.

True/False

5. From a medical perspective of disability, disability is not related to poor health.

True/False

6. The concept of disability has a universally accepted definition that applies globally.

True/False

7. The World Health Organization (WHO) defines disability as a term encompassing impairments, activity limitations, and participation restrictions.

True/False

8. The social model of disability focuses on physical impairments rather than societal participation.

True/False

9. According to the WHO's 2022 report, around 16% of the world's population has some form of disability.

True/False

10. Disability is considered a fixed condition that remains constant throughout an individual's life.

True/False

Description: Question Set is your typical quiz content type. It allows the learner to solve a sequence of various question types. You can combine many different question types like [Multichoice](#), [Drag and drop](#) and [Fill in the blanks](#) in a Question set. As an author there are

many settings you can use to make it behave just the way you want it to. You may for instance customize the Question set with background images and define a pass percentage for the learner. The Question Set also allows you to add videos that are played at the end. One video for success, another if the learner fails the test. This might motivate learners to try again if they fail so that they get to see the success video.

Please choose the correct answer!

1. According to the WHO, which of the following best describes "impairment"

A social disadvantage resulting from a disability or impairment.

An abnormality or deficiency in the psychological or physiological structure or function.

(Correct)

A person's reduced ability to do specific activities.

A temporary condition caused by illness.

2. Which category of disability includes conditions such as bipolar disorder, depression, and schizophrenia?

Sensory disability

Physical disability

Mental disability (Correct)

Intellectual disability

3. What does the social model of disability emphasize?

Biological traits and medical conditions.

The role of societal barriers in creating limitations. (Correct)

Psychological characteristics of individuals.

The economic costs of disability on society.

4. What is included under the "Environmental factors" category in the ICF classification?

Personal habits and lifestyle.

Physical and social surroundings that affect health. (Correct)

Participation in social activities.

Body structure and functioning.

5. What was the primary focus of the civil rights perspective on disability during the late 20th century?

Developing medical definitions of disability.

Establishing welfare benefits for disabled individuals.

Ensuring equal access and eliminating discrimination. (Correct)

Categorizing disabilities into intellectual, sensory, and physical.

6. Which of the following is NOT one of the basic categories of disabilities relevant to tourism accessibility?

Sensory disability

Communication disability

Physical disability

Economic disability (Correct)

7. Which category of disabled people can experience the photo below?

physical disability (Correct)

intellectual disability

mental disability

sensory disability



8. Which category of disability includes conditions like vision impairment and blindness?

Intellectual disability

Physical disability

Sensory disability (Correct)

Mental disability

9. What is the primary goal of the European Disability Strategy?

Classify disabilities into specific categories

Provide financial support to people with disabilities

Ensure equality and societal participation for people with disabilities (Correct)

Conduct statistical research on disabilities

10. According to the WHO, disability refers to:

only physical impairments

functional limitations and participation restrictions (Correct)

cultural factors influencing impairment

temporary health conditions

3. Text Replacement Activities

Description: Drag the Words allows content designers to create textual expressions with missing pieces of text. The end user drags a missing piece of text to its correct place, to form a complete expression.

May be used to check if the user remembers a text she has read, or if she understands something. Helps the user think through a text.

1. Drag the correct term into the blank to complete the sentence.

Disability as a _____ limitation focuses on the reduced ability to perform tasks due to physical or mental conditions. The _____ definition is based on eligibility for state support or welfare benefits. Meanwhile, the _____ definition depends on the individual's self-perception as disabled.

Words to Drag: functional, administrative, subjective

Correct Answer: Disability as a **functional** limitation focuses on the reduced ability to perform tasks due to physical or mental conditions. The **administrative** definition is based on eligibility for state support or welfare benefits. Meanwhile, the **subjective** definition depends on the individual's self-perception as disabled.

2. Complete the sentences by dragging the correct words into the blanks.

A _____ disability affects movement and physical functioning, while an _____ disability involves difficulties in communication and learning. A _____ disability refers to thought, emotion, or behavioral disorders, and a _____ disability includes impairments like blindness or hearing loss.

Words to Drag: physical, intellectual, mental, sensory

Correct Answer: A **physical** disability affects movement and physical functioning, while an **intellectual** disability involves difficulties in communication and learning. A **mental** disability refers to thought, emotion, or behavioral disorders, and a **sensory** disability includes impairments like blindness or hearing loss.

3. Drag the correct term into the blank to match the WHO definitions.

An _____ refers to an abnormality or deficiency in the psychological or physiological structure or function. A _____ is a reduced ability to perform activities like work or self-care. A _____ is a social disadvantage caused by an impairment or disability.

Words to Drag: impairment, disability, handicap

Correct Answer: An **impairment** refers to an abnormality or deficiency in the psychological or physiological structure or function. A **disability** is a reduced ability to perform activities like work or self-care. A **handicap** is a social disadvantage caused by an impairment or disability.

4. Match the description with the correct model by filling in the blanks.

The _____ model focuses on biological traits and medical conditions. The _____ model highlights societal barriers that limit individuals. The concept of _____ functioning combines both physical and psychological factors.

Words to Drag: medical, social, marginalised

Correct Answer: The **medical** model focuses on biological traits and medical conditions. The **social** model highlights societal barriers that limit individuals. The concept of **marginalised** functioning combines both physical and psychological factors.

5. Drag the appropriate word to complete the categorization.

The ICF classification distinguishes between _____ factors, which include external influences, and _____ factors, which relate to personal traits like lifestyle. It also covers _____ and _____, which refer to body functions and participation in activities.

Words to Drag: environmental, personal, structure, activity

Correct Answer: The ICF classification distinguishes between **environmental** factors, which include external influences, and **personal** factors, which relate to personal traits like lifestyle. It also covers **structure** and **activity**, which refer to body functions and participation in activities.

Chapter 3. Historical changes in the situation of people with disabilities

1. Mind Maps and Concept Maps

Description: The basis for individual or group work (for several people) is the content presented in the textbook titled *"The Theory and Practice of Accessible Tourism in Central Europe – Implications from an International Project Co-operation,"* specifically chapter 3.1, ***"Historical Perceptions of People with Disabilities at Different Ages"*** (pages 26–34).

Based on the analysis of this content, mind maps/concept maps are prepared to illustrate the evolution of societal attitudes toward people with various types of disabilities across the described eras. Conclusions may include findings about the main stereotypes in each historical period, their underlying causes, and ways to prevent discrimination against people with disabilities.

The work can be presented in written or graphic form. The following visualization tools with easy editing options can be utilized:

- MindMeister: Allows for creating mind maps online with team collaboration features.
- Coggle: A simple and intuitive platform for creating mind maps, often used for brainstorming.
- XMind: A comprehensive tool with additional features like exporting to various formats and ready-made templates.
- Miro: A versatile online whiteboard, ideal for mind maps as well as other forms of visual collaboration.

Possible solutions:

Work on this topic involves several activities:

A critical analysis of the textbook content, conceptualization of the situation of people with disabilities in the discussed historical periods, examination of the directions and factors influencing the evolution of attitudes toward disability, identification of key stereotypes, and exploration of ways to prevent discrimination.

The developed mind maps can serve as a foundation for presenting the outlined issues, facilitating discussions among all participants, and collaboratively creating concise summaries

and actionable recommendations to prevent discrimination against people with disabilities in society.

2. Collaborative Projects

Description: The basis for individual or group work (for several people) is the content presented in the textbook titled *"The Theory and Practice of Accessible Tourism in Central Europe – Implications from an International Project Co-operation,"* specifically chapter 3.2, *„Progressive movements”* (pages 34-38). The study may also include case study analyses of the activities of institutions, organizations, companies and associations operating in the field of “Independent Living Centres”.

The project involves developing a comprehensive concept for the scope of activities of a model „Independent Living Center”.

Possible solutions:

Project „Independent Living Center” can include defining the key services and programs that the center will offer to support individuals with disabilities in achieving greater independence and inclusion in society. The concept should address various aspects such as:

- Core Services: Identifying the essential services that the center will provide, such as assistance with daily living activities, mobility support, job training, accessible housing resources, and advocacy for the rights of people with disabilities.
- Target Group: Defining the primary population served by the center, including people with various types of disabilities, and considering specific needs based on age, type of disability, or other factors.
- Partnerships and Collaborations: Outlining potential collaborations with local authorities, disability organizations, healthcare providers, and educational institutions to enhance the support network for users.
- Training and Education Programs: Designing educational and training programs aimed at empowering individuals with disabilities, promoting self-advocacy, and enhancing skills that contribute to independent living.
- Community Engagement and Awareness: Developing strategies to raise awareness about the center’s role in promoting accessibility and inclusion, as well as fostering a supportive community for people with disabilities.

- **Evaluation and Impact Measurement:** Establishing mechanisms to assess the effectiveness of the services provided, track progress, and ensure continuous improvement in meeting the needs of individuals with disabilities.

The concept will be a detailed roadmap for establishing the center, ensuring that it aligns with best practices in independent living and inclusivity, while also addressing the unique challenges faced by people with disabilities. When multiple groups are working on projects, their assumptions can be discussed collectively, evaluated by peers from other groups (Peer Review Assignments), or one of the developed projects can be selected for its highest potential for successful implementation.

3. Project-Based Learning

Description: The basis for individual or group work (for several people) is the content presented in the textbook titled *"The Theory and Practice of Accessible Tourism in Central Europe – Implications from an International Project Co-operation,"* specifically chapter 3.3. *„Evolution of models of disability”* (pages 38-39).

An example problem: What factors determine the conditions of exclusion, integration, and social inclusion, and how can we transition from exclusion to inclusion of people with disabilities in society?

Possible solutions:

Using the PBL (Project-Based Learning) approach, this task encourages participants to develop solutions either individually or in groups aimed at transforming the character of public spaces—such as parks, squares, or buildings—within a familiar location (e.g., their neighborhood or place of residence). The primary goal is to redesign these spaces so that they better support social inclusion, particularly for people with disabilities or other marginalized groups.

The task involves several key steps:

- **Research and Analysis:** Participants will begin by analyzing the current state of the selected public space, identifying its limitations in terms of accessibility and inclusivity. This may include assessing physical barriers, lack of adequate facilities, or social exclusion within the space.

- **Needs Assessment:** They will also engage with the local community, including people with disabilities, elderly residents, and other groups, to understand their specific needs and how the space could be made more inclusive. This step ensures that the redesign addresses real, practical concerns.
- **Design and Conceptualization:** Based on the research and needs assessment, participants will conceptualize potential changes to the space. This could involve the addition of ramps, wider walkways, more inclusive signage, or spaces that encourage social interaction and community engagement.
- **Collaboration and Ideation:** If working in groups, participants will collaborate to exchange ideas, refine concepts, and choose the most viable solutions. This collaborative approach mirrors real-world urban planning or design processes, where different perspectives contribute to the final outcome.
- **Implementation Strategy:** The next step is to outline how the proposed changes can be implemented. This could include designing a project plan, estimating costs, and considering potential obstacles. Participants will need to think critically about how to make their ideas a reality, factoring in available resources and time constraints.
- **Presentation and Feedback:** Finally, participants will present their solutions to the class, community members, or a panel of experts. This presentation should highlight the benefits of the proposed changes, the specific needs they address, and the overall impact on social inclusion. Feedback from others will help refine the proposals further.

Throughout the project, participants will develop practical skills in problem-solving, teamwork, and communication, while learning about the importance of universal designing public spaces that foster inclusivity and equality for all members of society. The task ultimately aims to raise awareness of the challenges faced by marginalized groups and empowers participants to contribute to creating a more inclusive and accessible environment.

Chapter 4. Legal regulation and policy documents on accessibility and accessible tourism at international level and in the countries participating in the project

1. Discussion Forums

Description: The basis for individual or group work (for several people) is the content presented in the textbook titled *"The Theory and Practice of Accessible Tourism in Central Europe – Implications from an International Project Co-operation,"* specifically chapter 4., „**Legal regulation and policy documents on accessibility and accessible tourism at international level and in the countries participating in the project,**„ (pages 40-47).

The discussion forum may cover topics related to legal acts and strategies aimed at leveling the playing field for people with disabilities on an international scale. The discussion can be focused on a specific document, analyzing its provisions and the scope of actions related to social inclusion.

Possible solutions:

The discussion forum can be structured to delve into various aspects of legal frameworks and strategies that promote the inclusion of people with disabilities across different countries, with a particular emphasis on international perspectives. The task involves the following steps and areas of focus:

- Introduction to Key Legal Acts and International Strategies - participants will begin by familiarizing themselves with international agreements, conventions, and national legal frameworks that have been established to support the rights and inclusion of people with disabilities. Key documents like the *UN Convention on the Rights of Persons with Disabilities (CRPD)*, the *European Disability Strategy*, or similar legislations can serve as primary sources for the discussion.
- Analysis of Specific Documents - the discussion can be centered around a single document, such as a particular piece of legislation or international strategy. Participants will be tasked with reviewing the document's provisions, assessing its alignment with the principles of inclusion, accessibility, and non-discrimination. This could involve

identifying the strengths and weaknesses of the document in terms of real-world implementation.

- **Scope of Actions for Social Inclusion** - participants will analyze how the document or strategy defines and addresses actions related to social inclusion. For example, does it propose concrete measures for improving access to education, healthcare, employment, and public spaces for people with disabilities? How does it engage local governments, communities, and organizations in ensuring these actions are carried out effectively?
- **Comparative Analysis** - if time allows, participants could compare multiple legal acts or strategies from different countries or regions, assessing their effectiveness in achieving inclusion for people with disabilities. This could lead to discussions about best practices, challenges, and opportunities for improvement across different legal systems.
- **Implications and Recommendations** - following the analysis, participants will be encouraged to reflect on the practical implications of these legal acts and strategies for people with disabilities. What are the real-world outcomes for individuals, communities, and societies? Based on their analysis, participants may propose recommendations for strengthening existing legal frameworks, improving implementation, or creating new policies that better address the needs of people with disabilities.
- **Engagement and Interaction** - the forum can also involve active interaction among participants, with group discussions, debates, and Q&A sessions where individuals can present their viewpoints, respond to questions, and collectively explore solutions. This exchange of ideas will help refine the understanding of how legal and strategic frameworks can lead to meaningful social inclusion.
- **Final Presentation and Conclusion** - in the end, the participants will present their findings and conclusions in a structured manner, summarizing the key points of their analysis and the potential improvements they believe are needed in legal frameworks and international strategies. This could be done through written reports, presentations, or group discussions.

By focusing on the intersection of law, policy, and social inclusion, this task provides participants with a deeper understanding of how legal acts and strategies can help create a more inclusive and equitable society for people with disabilities. The collaborative approach fosters critical thinking, analysis, and constructive dialogue, contributing to a better grasp of the complexities involved in achieving full inclusion.

2. Involving experts in the classroom, in the form of interactive activities

Description: The basis for individual or group work (for several people) is the content presented in the textbook titled *"The Theory and Practice of Accessible Tourism in Central Europe – Implications from an International Project Co-operation,"* specifically chapter 4., „**Legal regulation and policy documents on accessibility and accessible tourism at international level and in the countries participating in the project**,,: „The Global Code of Ethics for Tourism and Accessibility” and „Framework Convention on Tourism Ethics” (pages 47 – 48).

Inviting experts representing diverse groups, such as lawyers, individuals working in organizations, institutions, or associations related to promoting equal opportunities for people with disabilities, as well as representatives from the disability community. Detailed analysis of current documents related to ethics in tourism and anticipated changes in this area.

Possible solutions:

- Organizing thematic workshops with experts (workshop goals: understanding the role of law in ensuring accessibility and equality; familiarizing participants with best practices in accessible tourism).
- Analyzing documents related to tourism ethics (analysis goals: evaluating the effectiveness of current regulations and recommendations on accessibility; developing proposals for changes in ethical documents).
- Meetings and interviews with representatives from various groups (meeting goals: gaining a deeper understanding of the needs and expectations of people with disabilities in tourism).
- Developing recommendations and action plans (recommendation goals: creating practical guidelines for public and private institutions in the area of accessible tourism).

The outcomes of this activities include a significant expansion of participants' knowledge about ethics and accessibility in tourism. Additionally, it will foster a heightened awareness of the needs and challenges faced by people with disabilities.

3. Role-Playing Exercises

Description: The basis for individual or group work (for several people) is the content presented in the textbook titled *"The Theory and Practice of Accessible Tourism in Central Europe – Implications from an International Project Co-operation,"* specifically chapter 4., „**Legal**

regulation and policy documents on accessibility and accessible tourism at international level and in the countries participating in the project,, (pages 48-68).

A training participant may assume a specific role, such as a tourism organizer for individuals with disabilities, a hotel or restaurant owner, or a transport company manager seeking to make their services universally accessible. Within the context of this role, the participant can examine the legal framework governing tourism activities, utilizing descriptions of legislation from selected European countries provided in the textbook.

Possible solutions:

In this activity, participants are encouraged to adopt a specific role that aligns with various sectors of the tourism industry. These roles could include:

- A tourism organizer specializing in services for individuals with disabilities.
- A hotel or restaurant owner striving to create a universally accessible environment.
- A transport company manager aiming to ensure inclusive travel options for all customers.
- An entrepreneur planning to develop or enhance tourism infrastructure with a focus on accessibility.

Objectives - the primary goal is for participants to gain a deeper understanding of the legal, operational, and ethical aspects of inclusive tourism from the perspective of their chosen role. By stepping into these roles, participants can explore the practical challenges and opportunities of implementing universal design principles and creating accessible services.

Chapter 5: Organisations supporting travel for people with disabilities in Europe and in the project countries

1. Video assignments

Description:

The task is to involve watching and analysing videos relevant to the course content, i.e. raising awareness about importance of accessible tourism and specific requirements and needs of people with disabilities during their travels. This method provides diverse learning materials and perspectives, and it engages visual and auditory learners. It aims to provide varied and engaging learning material and illustrate theoretical concepts with practical examples.

Possible solution 1:

Watch the video attached to the task and discuss its content, quality and attractiveness (https://youtu.be/yWzMrKWpA_4).

The video refers to the certification process for accessible tourism. How valuable do you think the information is for accessible tourism? Is the quality of the information you receive from this video satisfactory? How would you improve the quality of the video if you think the quality should be improved?

Possible solution 2:

Watch the video for this task (<https://youtu.be/TuVmHZsPtW0>).

How would you rate the quality of the information in this video? Is the focus of the story more on accessibility or on the inclusiveness of Ireland (justify your answer)? Would you advise destinations to create similar videos about their accessible tourism? If you were to create a video about accessible tourism in your home country, what elements of the supply would you focus on in particular? How would you create this content?

2. Case Study Assignment

Description:

Students are provided with a detailed scenario relevant to their actual course content (in this particular case, the content is related to different organisations whose aim is to improve the quality of accessible tourism and travel experiences of persons with disabilities). Students must analyse scenario, identify key issues and propose solution.

This method is to encourage critical thinking and problem-solving through enhancing research skills. It supports development of higher order thinking skills, but from the project's perspective, the most important part is the process of sensitising students to this extremely relevant and sensitive segment of society.

Possible solution:

Randomly select one example of accessible tourism development in each country. Visit the websites of these attractions and research their development, location, pricing policy and quality of information. Is the quality of information on each attraction sufficient from the perspective of accessible tourism users? Are the websites themselves accessible to users? Select one of these websites that you would rate as an example of best practice and highlight the key features of the website that differentiate this attraction from all others.

3. Involving experts in the classroom, in the form of interactive activities

Description:

This is a great method because it allows professionals to talk about their field, especially the importance and specifics of their organisations. In addition, these experts can act as mentors for the students' projects and provide valuable feedback. In this way, students can acquire much more knowledge and learn from the experts' experiences. In addition to the acquisition of theoretical knowledge, this method gives a real dimension to the theoretical concepts.

Possible solution:

The teacher invites an expert who works in an organisation that supports travel for people with disabilities in a particular country. During the first part of the session, the expert gives insights

into the work of the organisation, its goals and long-term plans. In the second part of the workshop, the students work in groups and are given a specific problem that the expert has encountered in his/her work. In the form of a role play, the students solve the problem and receive feedback from the expert. Another option is to discuss a specific real-life situation and present different perspectives and solutions to the problem. Students are encouraged to think critically and creatively to find different approaches to solving the problem.

The ideal of involving experts in the classroom is to engage students and give them the opportunity to participate in the discussion with a person who has real-life experience in developing accessible tourism or improving the quality of life of persons with disabilities.

Chapter 6. Characterising the demand for accessible tourism and their specific needs in their tourism activities

1. Quizzez and tests

Who are the primary beneficiaries of accessible tourism?

- a) Only people with disabilities
- b) Families with young children
- c) Older adults, people with disabilities, and families
- d) Professional athletes

Correct Answer: c

What is a major economic benefit of accessible tourism?

- a) It reduces the need for specialized facilities.
- b) It targets a wider range of demographics, increasing revenue.
- c) It limits tourism services to a specific niche.
- d) It decreases the overall travel demand.

Correct Answer: b

What does 'Tourism for All' aim to achieve?

- a) Equal access to tourism experiences for everyone
- b) Exclusive services for people with disabilities
- c) Restricting accessibility to protect heritage sites
- d) Prioritizing economic over ethical considerations

Correct Answer: a

Which type of disability typically requires tactile maps and audio guides?

- a) Physical disabilities
- b) Sensory disabilities
- c) Cognitive disabilities
- d) Age-related disadvantages

Correct Answer: b

What is a critical challenge in promoting accessible tourism?

- a) High competition among accessible destinations
- b) Lack of stakeholder awareness and training

- c) Overabundance of accessible facilities
- d) Reducing service quality for other tourists

Correct Answer: b

What role do NGOs play in accessible tourism?

- a) They develop policies for government enforcement.
- b) They advocate and raise awareness about accessibility.
- c) They solely fund accessible infrastructure projects.
- d) They regulate international travel for people with disabilities.

Correct Answer: b

Which group is NOT typically included in the target market of accessible tourism?

- a) People with temporary disabilities
- b) Senior citizens
- c) Elite athletes
- d) Families with young children

Correct Answer: c

True or False: Accessible tourism only benefits people with disabilities.

Answer: False

True or False: Adopting universal design in tourism infrastructure is both an ethical and economic opportunity.

Answer: True

True or False: People with temporary injuries are not considered part of the accessible tourism demographic.

Answer: False

True or False: Lack of accessibility information is a significant barrier to travel for people with disabilities.

Answer: True

2. Mind Map/Concept Map Task

Create a **mind map** based on the Chapter 6 themes. Include:

- Central Idea: "Accessible Tourism and Its Demand"
- Main Branches: Beneficiaries, Specific Needs, Economic Impact, and Challenges
- Sub-branches: Examples for each main branch (e.g., Beneficiaries → Physical Disabilities, Sensory Disabilities, Cognitive Disabilities).

Use either an external mind mapping software (e.g., Canva, Miro, MindMeister) or draw it on paper, then upload your completed work to Moodle.

Design a mind map to illustrate the core themes of Accessible Tourism and its demand. Start from the central concept and build branches to explore.

Task Instructions:

1. Choose Your Format:

Use an online tool like MindMeister, Canva, or Miro, or create a hand-drawn version.

2. Include Key Concepts:

Build a detailed mind map that reflects the main themes of Chapter 6, showing relationships between concepts. Use colors, icons, or images to enhance clarity.

3. Submission Guidelines:

- If using an online tool, export your map as a PDF or image file.
- For hand-drawn versions, take a clear photo or scan it.
- Upload your completed map to Moodle under the "Mind Map Task" section.

4. Assessment Criteria:

- Completeness: All key themes and concepts are included.
- Organization: The map is logically structured and easy to follow.
- Creativity: Use of visuals, icons, or colors enhances understanding.

3. Project-Based Learning Task

"Designing an Inclusive Tourism Experience"

Choose a destination. In groups analyse it and design a tourism package for an inclusive destination. Include:

1. A description of the current situation (analysis of the destination - how well it complies with the principles of accessible tourism).
2. A description of the target audience (e.g., senior citizens, families, people with sensory disabilities).
3. Specific facilities and services tailored to their needs (e.g., tactile maps, accessible transport).
4. Marketing strategies highlighting inclusivity, how to develop the destination.

Submission Requirements:

Prepare a presentation (min 15 slides) and a one pager and submit it to Moodle.

Chapter 7. Specific characteristics of the countries involved in the research. Focus and results of country-specific research on accessible tourism

1. Discussion forum

Description:

This method enables an online platform where students can post responses to prompts and engage in discussion with their colleagues. It encourages critical thinking and articulation of ideas, promoting written communication skills. The aim is to develop critical thinking and debate skills, and to encourage reflective and articulate communication.

Possible solution:

A discussion should be developed among the students to stimulate critical thinking about different perspectives on the development of accessible tourism in Croatia, Hungary, Poland and Romania. In addition to discussing the differences between the countries and the specifics of their development, it is also important to determine the context of the development of accessible tourism.

The discussion should focus in particular on the conclusions of the literature summaries, not only on the problems and issues raised. Also, the discussion should be about different specific research interests – should there be more collaboration between different authors and fields? More generally, students should discuss the quality of dissemination of the results obtained in these studies – how would it be possible to communicate the results to the general population and gain greater benefit from them?

2. Project-based learning

Description:

The aim of this method is to develop a long-term project where students examine a complex question, problem or challenge, culminating in a final product or presentation. This method is used to encourage deep engagement of students with content, to provide opportunities for real-

world application and foster collaboration, creativity and critical thinking, among other. It should develop different skills of students, from research to presentation.

Possible solution:

Choose one of the four countries examined in this chapter and answer the following questions:

- 1) Is the perspective of accessible tourism development adequate or are some aspects still missing?
- 2) Is accessible tourism tackling the question of human rights in the respective country?
- 3) Which component of the tourism supply is most often analysed or considered?
- 4) If you had the opportunity to conduct primary research on accessible tourism in the selected country, what would be your research focus? Explain your choice.
- 5) If you had the opportunity to collaborate with only one stakeholder in the field of accessible tourism for your primary research, who would you choose and why?

Based on your findings, create a 15-slides presentation and elaborate your findings in class.

3. Peer-review assignment

Description:

The aim is for students to review and provide feedback on each other's work based on set criteria. This will allow students to enhance their editing and review skills, develop the evaluative and critical thinking skills and foster a sense of responsibility and fairness. The main aim is to improve writing and analytical skills.

Possible solution:

Go to Google Scholar and find out if accessible tourism in each country (of the four studied) is analysed to a greater extent in English or in the local language (use a translator to get this information). Do you find the results surprising? Why do you think such a situation occurs, it is country-specific?

Write your answers in 350 words as a critical note. After that, switch over your answers to a colleague and try to find similarities and differences between your answers. Discuss your results with each other and share your experiences with the rest of the group.

4. Case Study Assignments

Students are provided with a detailed scenario relevant to their actual course content (in this particular case, the content is related to conclusions of literature review in all four project-countries). Students must analyse scenario, identify key issues and propose solution.

This method is to encourage critical thinking and problem-solving through enhancing research skills. It supports development of higher order thinking skills, but from the project's perspective, the most important part is the process of sensitising students to this extremely relevant and sensitive segment of society.

Possible solution 1:

"The literature review includes scientific publications and tourist manuals that have been developed mainly in the last ten years, in relation to tourism available in Poland. The selected publications focus primarily on tourism for people with disabilities and the elderly, and, in broader contexts, also on the needs of people travelling with children."

Please answer and discuss the following questions based on your previous knowledge from the course and the conclusions from the literature research in Poland:

- 1) Does the research of the scientific literature in Poland focus on all groups of people who can benefit from the development of accessible tourism? If not, who else should be included to ensure the reliability of the results obtained?
- 2) Is the timeframe of the research in line with the development of accessible tourism in the destinations worldwide?
- 3) Research on accessible tourism in Poland is quite diverse. What do you think has triggered this research interest? Try to find the answer from the perspective of society's awareness.

Possible solution 2:

After you have analysed all four countries, consider what specific research problems remain to be solved. Do the current studies offer recommendations for sustainable and inclusive tourism

growth? Which methods of data collection dominate - interviews, surveys, policy analysis, site observations or something else? Do the studies focus more on the supply or demand side of the market? Which of the findings were particularly surprising to you?

Chapter 8. The technical solutions for accessibility

1. Flashcards

Description: This content type allows authors to create a single flash card or a set of flashcards that have both questions and answers. Learners are required to fill in the text field and then check the correctness of their solution.

Possible questions for each card:

- Q:** What are the four primary barriers to travel for individuals with disabilities identified in the document?

A: Intrinsic, economic, environmental, and interactive barriers.
- Q:** Why is access to information critical in accessible tourism?

A: It helps individuals with disabilities plan trips by identifying accessible accommodations, transport options, and attractions.
- Q:** Name two technological solutions that assist people with visual impairments in tourism.

A: Augmented reality (AR) applications and wearable technologies like smart bracelets or tags.
- Q:** What are some accessibility features recommended for hotel accommodations?

A: Roll-in showers, ramps, adjustable beds, visual and audible alarms, and accessible parking.
- Q:** How do virtual and augmented reality technologies benefit individuals with disabilities in tourism?

A: They allow virtual tours of destinations and provide accessibility information, enabling better trip planning.
- Q:** What is a zero-entry pool, and why is it significant?

A: A pool with a gradual slope for entry, allowing easy access for individuals with mobility impairments.
- Q:** What role do assistive technologies like motorized wheelchairs play in accessible tourism?

A: They improve mobility and independence for individuals with disabilities during their travels.

8. **Q:** What measures can make outdoor recreational facilities more accessible?

A: Accessible trails, adaptive sports equipment, sensory gardens, and inclusive playgrounds.

9. **Q:** List two key features of accessible public transportation systems.

A: Low-floor buses with ramps and audio/visual announcements.

10. **Q:** Why is staff training essential in accessible tourism?

A: To ensure personnel can assist guests with disabilities respectfully and effectively.

2. Involving experts in the classroom, in the form of interactive activities

Description: The involvement of experts in classroom teaching is a very enriching experience for students, as they can hear directly from people with deep knowledge of a subject area. Interactive activities can be particularly useful as they encourage students to think, question and actively participate.

Possible solutions:

Workshops and practical demonstrations: a person with disabilities or a support person working with people with special needs can present an example in class and pupils can actively participate in the tasks (e.g. helping a wheelchair-bound disabled person to move around the classroom and the building corridor). In addition, the expert can explain the theoretical background, specific experiences and answer pupils' questions.

Situational exercises and role-playing: following a report from a person with a disability, students can try out different obstacles in their daily life activities, for example, following a visual impairment (using eye-coverings), students have to navigate in a specially equipped classroom relying on their hearing and touch, using some kind of technological application.

Creative workshop: after the expert or invited person informs the students about the possible problems and difficulties that are present in the current tourism activity, as a group task, the students can discuss and invent ideas, possible solutions, technological insights that can be used in the accessibility process.

Interactive panel discussions. During the panel discussion, they can learn the perspectives of several experts while actively participating in the discussion.

Interactive online tools and applications: an expert can demonstrate different digital tools and applications that can help learners in their learning or creative work. For example, virtual tours, AR applications, online maps. Online tools provide interactive learning experiences that can be easily integrated into lessons and cater for different learning styles.

3. Collaborative Projects

- Description: Group tasks are extremely useful in classroom learning as they can help students' development and learning in many ways. In group work, students can not only acquire subject-related knowledge, but also develop skills such as communication, collaboration, problem solving and critical thinking.

The students will work in groups of four to develop solutions that they believe, based on their knowledge of the curriculum, can help the integration of people with disabilities in tourism. Each group should list solutions in different categories: solutions for accommodation facilities, solutions for catering facilities, solutions for natural tourist attractions, solutions for cultural attractions, solutions for online spaces. In the above categories, they should imagine and invent 2-3 solutions as categories that are innovative and help people with different disabilities to access, navigate and inform themselves. In terms of the solutions imagined, it is advisable not to focus on one type of person with a disability, but to imagine solutions to different problems (e.g. for visually impaired persons, for persons with reduced mobility, for persons with hearing impairment). The imagined technological solutions are summarised, descriptions are assigned, it is mentioned for which target group the solution could be provided and for which type of tourist site it could be optimally designed. They present the imagined solutions to their fellow students, in order to inform each other and to increase their knowledge on the subject.

Specific collaborative project ideas:

- | | | |
|---|---------|-------|
| 1. Accessible | Tourism | Audit |
| Students collaborate to assess the accessibility of a local tourist attraction, such as a | | |

museum, park, or hotel. They identify barriers, suggest improvements, and create a report with actionable recommendations.

2. Design an Inclusive Travel App

The group designs a prototype for a mobile app that helps individuals with disabilities find accessible accommodations, transport options, and attractions. The app could integrate features like voice commands, tactile maps, and AR navigation.

3. Develop a Virtual Tour Experience

The team designs a virtual reality or 360-degree tour of a famous tourist destination, highlighting accessible features and showcasing how such technology benefits people with mobility challenges.

Chapter 9. Invisible walls: the issue of language barriers

1. Reflective Journal Task

Overcoming Language Barriers in Tourism

Reflect on a personal or hypothetical experience where language barriers affected your interaction in a tourism setting. How did this impact the accessibility of the service or destination? What solutions or strategies could have improved the experience?

- Write 400-600 words in the style of a blog post, where you share your experiences.
- Include at least two examples.

2. Collaborative Project

Designing Multilingual Solutions for Accessible Tourism

Work in groups of 3-5 students to design a practical solution (e.g., an app, guide, or signage system) that helps overcome language barriers in tourism. Your project should focus on inclusivity and usability for diverse groups, including people with disabilities.

- Submit a written proposal (600-900 words) detailing your idea, its intended users, and its benefits.
- Prepare a poster about your idea and also submit to Moodle.
- For collaboration forum or group chat are available in Moodle.
- Don't forget to write the team members' name in the document.
- Submission deadline: the date

Information Wall Task 1:

Exploring Non-Verbal Communication Tools

Research and post examples of non-verbal tools (e.g., pictograms, gestures, or technologies) that help bridge language gaps in tourism.

- Post at least one example to the discussion board and explain its effectiveness in 100-150 words.
- Comment on at least two other posts, suggesting additional contexts where the tools could be useful.

Information Wall Task 2:

Case Studies in Language Accessibility

Find a real-world case study where language accessibility was successfully addressed. Share a summary of the case study and its outcomes on Cooogle (see the link in Moodle).

- Include a 200-word summary with relevant links or citations in Excalidraw.

Chapter 10. Ensuring info-communication accessibility

1. Role-Playing Exercises

Role-Playing Exercise 1:

Customer Service Accessibility

In pairs, role-play a scenario where one person is a tourist with specific accessibility needs (e.g., visual impairment, language barrier) and the other is a service provider.

- Use Teams/Google Meet/Zoom etc. and record a 3-5 minute interaction.
- After the role-play, both participants reflect in a 200-word essay on what was challenging and what solutions worked.
- Upload your video and reflection to Moodle by [date].

Role-Playing Exercise 2:

Simulating Barriers and Solutions

Individually, simulate navigating a tourism website with accessibility challenges (e.g., limited alt text, non-intuitive design). Write a reflection on the experience and propose improvements.

- Submit a 300-word reflection describing your findings and recommendations.
- Peer review at least two other reflections by commenting on their proposed solutions.

2. Collaborative Project

Developing a Digital Accessibility Checklist

As a group, create a checklist for ensuring info-communication accessibility in tourism websites or mobile apps.

- Submit a detailed checklist (400-600 words) explaining its components .
- Present your findings in an interactive online session scheduled on [Insert date].

3. Reflective Journal Task

Challenges in Info-Communication Accessibility

Reflect on the key barriers to info-communication accessibility you learned about in the chapter. Which barriers surprised you, and why? Propose two realistic steps tourism businesses could take to address these issues.

- Write 250-400 words.
- Cite at least two sources from the course material.
- Submission deadline: [Insert date].

Chapter 11. Good practices in accessible tourism at international level and in the countries participating in the project

1. Interactive simulation

Description: Interactive simulations can be an excellent tool for classroom teaching, as they allow students to gain hands-on experience while applying scientific or technical theory in a real-life environment. Simulations help students to develop a deeper understanding of concepts and procedures, as well as their problem-solving and decision-making skills.

Possible exercises for the interactive simulation:

- Two students are required for the simulation. They will simulate a specific everyday situation that might occur for a person with a disability while attending a classroom training session or approaching a venue. In this context, it is essential that the students use a wheelchair or another substitute, either rolling or sitting. One student will play the role of the disabled person, while the other will act as the helper, assisting the disabled person in getting to the class. Both students will switch roles during the simulation. The simulation begins at the entrance of the educational institution. The student simulating the disabled person will use the wheelchair (or substitute) to access the classroom, which is located on the first floor. To do this, they will need to use the ramps and elevators available on-site. If the student encounters difficulties and cannot manage on their own, the other student will step in as the helper. Both students will attempt to access the classroom using the solutions available on-site. After completing the task, they will share their experiences, problems, and challenges with their fellow students, discussing the difficulties they encountered. Together, they will brainstorm solutions and identify best practices that could be implemented to help people with disabilities navigate the educational institution.
- This task can also be adapted for a visually impaired person, with the presence of a helper who assists with navigation within the educational establishment. In this case, the visually impaired student must wear eye coverings during the task and report their experience to their fellow students after completing the simulation.

2. Involving experts in the classroom, in the form of interactive activities

Description: The involvement of experts in classroom teaching is a highly enriching experience for students, as they have the opportunity to learn directly from individuals with in-depth knowledge of a specific subject area. Interactive activities are especially beneficial, as they encourage students to think critically, ask questions, and actively participate.

Possible implementations of the exercise:

- **Workshops and Practical Demonstrations:** A person with a disability or a helper working with people with special needs can demonstrate examples in the classroom, and students can actively participate in the tasks (e.g., assisting a person with a mobility impairment in a wheelchair to navigate the classroom and hallways of the building). In addition, the expert can explain the theoretical background, share specific experiences, and answer students' questions.
- **Situational Exercises and Role-Playing:** After a report from a person with a disability, students can try out various obstacles they might face in everyday life, for example, after having their vision limited (using an eye mask), students must navigate the classroom relying on their hearing and touch.
- **Creative Workshops:** After an expert or guest speaker informs the students about the potential problems and difficulties present in current tourism activities, students can work in groups to brainstorm ideas, possible solutions, and technological insights that could be useful for making tourism more accessible.
- **Interactive Panel Discussions:** Students can sit in front of a panel of experts who discuss a particular topic (e.g., transportation, daily challenges, social integration, technological solutions) while students can ask questions. During the panel discussion, students will learn from multiple expert perspectives while actively participating in the discourse.
- **Interactive Online Tools and Applications:** An expert can present various digital tools and apps that help students in their learning or creative work. Examples include virtual tours, AR applications, and online maps. Online tools provide interactive learning experiences that can be easily integrated into lessons and cater to different learning styles.

3. Image choice

Description: In this task, students are presented with a selection of images depicting various tourism-related scenarios, including accessible and non-accessible environments, services, and destinations. The students must choose one image that best represents a good practice in accessible tourism for people with disabilities. They will then explain their choice, discussing what elements of the image align with inclusive design principles, such as physical accessibility, sensory accommodations, and social integration. This task encourages critical thinking, awareness of accessibility issues, and the application of best practices in tourism.

Possible exercises:

Associate the good practice with the following images.

- **Sport events for people with disabilities**





- **Public transport for people with disabilities**





- **Tourism attractions for people with disabilities**





- **Hotels for people with disabilities**





- Digital solutions for people with disabilities



3 kursy

Turystyka Dostępna

Wyszukaj kurs

Obsługa klienta niepełnosprawnego

Szkolenie skierowane do osób mających bezpośredni kontakt z klientami (obsługa kas biletowych, przewodnicy, ochrona obiektu itp.).

Uwarunkowania i praktyka turystyki dostępnej

Szkolenie skierowane do osób decydujących/realizujących zarządzającą rolękami turystycznymi.

Standardy WCAG 2.1, czyli wytyczne dotyczące dostępności stron internetowych

Szkolenie skierowane do osób prowadzących strony internetowe obiektów turystycznych, redaktorzy treści.

Chapter 12. Analysis of travel patterns of people with disabilities based on primary research experiences in partner countries

Description: The basis for individual or group work (for several people) is the content presented in the textbook titled *"The Theory and Practice of Accessible Tourism in Central Europe – Implications from an International Project Co-operation."*

1. Case Study Assignments

EXAMPLE 1 Table 12. page 178. [attaching table with results of research for students as a case study]

“Only 212 from 1175 people with disabilities (approx. 18%) responded that they were travelling on their own. What could be the reason for that in your opinion? What could be done to raise level of independent travels of PwD?”

EXAMPLE 2 Discussion case study, page 187 and 193 (discrimination)

“Research showed that a number of barriers are non-physical, like for example: the approach to other people, the level of empathy, the ability to communicate with another person. The respondents' statements show that a number of inconveniences during travel could be avoided if they received help from the staff (bus, train, tram) or from fellow passengers.”

[we can attach some responses of people from the study showing situations with discrimination like “they were laughing of me when I was traveling on train”]. “What can be done to make that situation change? How to educate society for needs of PwD during travels? How you could help to a PwD during travel? What would you do in a situation of being a fellow passenger to PwD? Do you have any concerns about such possible situation – would you know how to react? Would you be afraid of making something wrong or act not as it should be? Try to discuss what can be important for PwD during travels. What kind of possible fears could a PwD have? Trying to understand another person is the best way to find a solution for help in case of need”

2. Discussion Forums

Students have a discussion with travel offices, different organisations and associations, municipalities, DMO (Destination Management Organisation) and others to find solutions how to improve and support travelling of people with disabilities (Q15, 16).

Another important aspect that should be discussed related to the traveling of disabled people is determining the level of difficulty in performing specific activities or obtaining reliable information related to the availability of tourist attractions during travel (tourist supply) (Q7). The activities that can be performed by disabled people while traveling are as follows:

- use of transportation
- use of accommodation
- use of catering facility
- sport activities
- visiting attractions
- lack of reliable information on real accessibility

3. Collaborative Projects

Students work in groups of 4 trying to find solutions to improve travel opportunities for people with disabilities based on the results of a questionnaire survey. The issues they will be working on will concern in particular:

- Opportunities to increase the frequency of trips (this problem/issue fits Q9-Q12 travel frequency)
- Opportunities for greater support in organising trips (from tour operators, organisations of various types, individual trips) (Q14, 15, 16)
- Possibilities and ways to increase the accessibility of areas identified as the most frequent destinations, i.e. visiting relatives and friends, culture and nature trip (Q19).
- Forms of organisation of trips for people with disabilities (programmes dedicated to people with disabilities, inclusive programmes, programmes not dedicated to people with disabilities but enabling them to participate) (Q18).

Students can consider the above mentioned topics considering people with different disabilities as one group of travellers, as well as individual disabilities and difficulties.

The other groups, after one group has presented and proposed a solution, can briefly comment on the proposed content with their own suggestions to increase their knowledge on the topic.

Specific collaborative project ideas:

- To develop concrete task proposals on how to support firms, organisations, associations in organising travel for people with disabilities.
- Development of concrete proposals, including technological solutions, on how to support people with disabilities in their travel arrangements.
- Workshops with the representatives of the travel companies, different organizations.

4. Role-Playing Exercises

EXERCISE 1

Research showed that tourism service providers are very often not prepared for needs of PwD (51% respondents indicating this problem). Students can divide into groups – some of them act as they were PwD with certain chosen disabilities, others can become service providers – hotel management, museum staff. Teacher can prepare cards with problematic situations like e.g.. toilet in a booked room are not accessible for people using wheelchairs, museum doesn't have a description of exhibits for people with sight problem, employee from the cloak room has made silly comment on a customer with disability. Each group focus on playing the role, trying to point out the position – customers want to have their service done, service providers try to find solution for the encountered problem. After act playing teacher makes a discussion. Students try to analyze the problems and name the possible areas of improving the tourism services and propose the examples on how to make it happen.

Chapter 13. Perceptions of the population of the country under study about accessible tourism

(Analysis of the 1000 persons sample)

I. Collaborative Projects

Objective: Collaborative projects are designed to equip students with the skills and experiences necessary for success in both academic and professional settings. They foster a holistic approach to learning that goes beyond individual achievement. Collaborative projects contribute to the overall personal, academic, and professional development of the students, like: communication skill, critical thinking, problem-solving, teamwork, diverse perspectives, leadership, responsibility, or active learning.

Possible collaborative projects ideas:

1. Accessible Tourism Awareness Campaign

Description: Design and implement a public awareness campaign to promote the importance of accessible tourism and its benefits for both individuals with disabilities and society.

Activity: Develop media content (leaflet, infographics) highlighting challenges faced by individuals with disabilities.

2. Inclusive Training Program for Tourism Professionals

Description: Develop and deliver training programs focused on accessible tourism for industry professionals.

Activity: Create modules addressing communication with disabled tourists, designing inclusive services, and implementing universal design principles.

3. Learning Through Art

Description: Use creative expression to deepen understanding.

Activity: Ask learners to design posters or infographics based on key survey results. Exhibit their work in a virtual or physical gallery.

4. Peer-Teaching Models

Description: Divide the document into four sections, each country one section, and let learners teach each other.

Activity: Assign each group one country's survey results. Groups prepare and deliver presentations or interactive lessons to the class.

5. Accessibility Policy Proposal

Description: Each group can research and propose a set of policies or guidelines to improve accessible tourism in their community.

Activity: Each group should present their proposal to a panel of "decision-makers" (classmates and teacher) and justify their recommendations.

2. Debates

Objective: To engage learners in critical thinking and active discussion about the ethical and policy implications of accessible tourism, using data and evidence from Chapter 13 to support their arguments. Debate is a valuable educational tool that helps participants develop a range of skills essential for academic success and active participation in society.

1. Preparation Phase

1.1 Define the Debate Topics:

- Select topics based on the chapter 13. Examples:
 - "Raising public awareness of accessibility issues is more important than improving infrastructure in advancing accessible tourism."
 - "Mandatory accessibility training for tourism workers is the most effective way to improve accessible tourism."
 - "Investment in accessible public transportation should take precedence over accommodation improvements in accessible tourism."

1.2 Form Teams:

- Divide learners into groups of 4–6 members.
- Assign roles:

- *Pro* (for the motion) team.
- *Con* (against the motion) team.
- *Audience* (evaluation) team.

1.3 Provide Background Material:

- Chapter 13: Perceptions of the population of the country under study about accessible tourism (Analysis of the 1000 persons sample).
- Include external resources like laws, global accessibility standards.

1.4 Assign Research Tasks:

- Encourage teams to:
 - Analyse survey results from the document.
 - Prepare arguments supported by statistics and ethical reasoning.

2. Debate Structure

2.1 Opening Statements (10 Minutes):

- Each team delivers a 3-minute opening statement presenting their stance.
- Use insights from the document (e.g., survey findings on public dissatisfaction with accessible transport) to support claims.

2.2 Argument Presentation (20 Minutes):

- Teams take turns presenting arguments:
 - *Pro Team*: Highlights the need for prioritizing accessible tourism.
 - *Con Team*: Challenges the motion, emphasizing counterarguments (e.g., limited budgets, competing tourism priorities).
- Encourage the use of visuals (charts from the document) to strengthen points.

2.3 Rebuttals (10 Minutes):

- Teams address points raised by the opposing side.
- Use cross-country comparisons from the document to critique arguments.

2.4 Audience Q&A (10 Minutes):

- The audience asks questions to both teams.

- Teams must defend their positions, citing specific data or findings.

2.5 Closing Statements (5 Minutes):

- Each team summarizes its key arguments.
- Reinforce points with ethical or societal implications highlighted in the document.

3. Post-Debate Activities

3.1 Audience Evaluation:

- Ask the audience to develop criteria for evaluating the debate
- Let the audience vote on which team presented the strongest argument, based on clarity, data use, and persuasiveness.

3.2 Feedback Session:

- Reflect on the debate:
 - What arguments were most compelling?
 - Were there gaps in the reasoning?
 - How can the insights from the document be applied in real-world policy-making?

Evaluation Rubric for the Debate Activity

Criteria	Excellent (4 Points)	Good (3 Points)	Fair (2 Points)	Needs Improvement (1 Point)	Weight
Content Knowledge	Accurate use of data from the document and external sources; demonstrates deep understanding.	Accurate use of most data; shows good understanding.	Partial use of data; some inaccuracies or gaps in understanding.	Minimal or inaccurate use of data; lacks clear understanding of the topic.	25%

Argument Quality	Arguments are logical, well-structured, and highly persuasive.	Arguments are clear, with minor structural flaws.	Arguments are somewhat clear but lack strong logic or persuasiveness.	Arguments are unclear, poorly structured, or unconvincing.	25%
Team Collaboration	All team members contribute equally and cohesively.	Most team members contribute effectively.	Unequal contributions; some lack of coordination.	Significant imbalance in contributions ; poor teamwork.	15%
Rebuttal Skills	Effectively counters opposing arguments with clear logic and evidence.	Counters most opposing arguments with clarity.	Attempts to counter arguments but lacks clarity or depth.	Fails to counter arguments effectively.	15%
Delivery and Presentation	Confident, engaging, and professional delivery; uses visuals effectively.	Good delivery with minor engagement issues; visuals are adequate.	Some issues with confidence or engagement; visuals are underutilized.	Poor delivery; lacks confidence, engagement, or effective use of visuals.	10%

3. Discussion forums

Objective: Discussion forums help create a dynamic and interactive learning environment that supports a deeper understanding of the subject matter and prepares students for real-world communication and collaboration.

Discussion forum topics on perceptions of the population of the country under study about accessible tourism (Chapter 13):

1. How do you think accessible tourism impacts the overall travel experience for everyone?
2. What are the common misconceptions about accessible tourism?
3. How can we raise awareness about the importance of accessible tourism?
4. How can tourism businesses better cater to the needs of travellers with disabilities?
5. What role should governments play in promoting accessible tourism?
6. What are the economic benefits of accessible tourism for local communities?