



T-GUIDE Tourist Guides for People with Intellectual Disability  
and/or Learning Difficulties in Europe

## Overall Desk Research on situation of tourist guides in context of working with people with intellectual disabilities and/or learning difficulties

### Deliverable Identification Sheet

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**Abstract (for dissemination)**

Overall Desk Research is a form of state of art how look the situation of tourist guides in context of working with people with intellectual disabilities and/or learning difficulties in partners countries: IT, AT, BE, PL, ES, LV, UK and FR. At the end of the documents could be also recommended bibliography in the field.

**Keywords:** tourist guides, education system of tourist guides, special education for tourist guides, who working with disabled people, best practises concerning tourist guides providing services for people with intellectual disabilities

**References & Applicable Documents**

Document Title	Reference Name	Category*
Italian National Desk Research		R
Austrian National Desk Research		R
Belgium National Desk Research		R
Polish National Desk Research		R
Spanish National Desk Research		R
Latvian National Desk Research		R
British National Desk Research		R
French National Desk Research		R

(\*) Category: R = Report, C = Contract

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- Attachment 1. Attachment no. 1. Program of general professional training for tourist guides in Poland plus basic specialized training for the candidates for city guides ..... **Błąd! Nie zdefiniowano zakładek.**
- Attachment 2. Program and basic info of the half-day (4 hrs) seminar for qualified tourist guides "Guiding people with special needs" offered by The European Federation of Tourist Guide Associations (FEG) in Dubrovnik, Croatia on the 25<sup>th</sup> November 2012
- Attachment 3. Program of the seminar in Milano from 2006 on working with disabled
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## 1) AIM OF THE REPORT

Presented Report is based on the Desk Researches from Partner countries (Austria, Belgium, France, Italy, Poland, Spain and United Kingdom), focused on the situation of Tourist Guides in context of working with people with intellectual disabilities and/or learning difficulties. It is a part of the T-GulDE project no. 527776-LLP-1-2012-1-IT-LEONARDO-LMP in the framework of the EU Leonardo da Vinci Program.

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### **General background**

In a dangerous and risky period of crisis in terms of the economic and financial context, the EU is fighting the increasing unemployment and there is a lot of strain put on social inclusion, as consequence. The EU cannot withdraw from aspiring to create a fairer and equitable world and believes in market-led growth, quality and development as key-tools for this inclusion. That is why the T-GulDE project was conceived in response to the two main needs arising in Europe today:

- To increase new market/job opportunities;
- To increase social inclusion.

One of market sectors suffering from the global crisis is Tourism. Even if mobility (for job reasons) is highly encouraged by open borders and a common currency in a large part of Europe, the tourism and leisure industry is in crisis. Tour operators and tourist actors are asking for new policies for tourism implementation at EU and

national level, drawing on Europe's incredible potential in terms of monuments, cultural offer, history, naturalistic itineraries.

On the other hand there is a big problem of lack of inclusion of disadvantaged people, often discriminated and excluded by services and re-integration policies. This applies also to tourism and travel, as witnessed by the 2011 "Freedom of Movement" campaign<sup>1</sup>, led by the European Disability Forum.

Notably, the T-GUIDE Consortium deems *the inclusion of persons with intellectual disabilities* has been given only superficial consideration in national and EU policies related to tourist services provision.

Persons with intellectual disabilities, according to the 2006 UN Convention on the Rights of Persons with Disabilities<sup>2</sup>, Article 30, 1.(c) have the right to:

*(...) (c) Enjoy access to places for cultural performances or services, such as theatres, museums, cinemas, libraries and tourism services, and, as far as possible, enjoy access to monuments and sites of national cultural importance. (Art. 30).*

1.1 According to the same Convention (Article no. 9)<sup>3</sup> accessibility is the crucial issue for the disabled, which concerns both the physical environment and services (with tourism among others):

*2.1 To enable persons with disabilities to live independently and participate fully in all aspects of life, States Parties shall take appropriate measures to ensure to persons with disabilities access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas (...). (Art.9).*

Article 26 of the EU Charter of Fundamental Rights<sup>4</sup> recognises the right of persons with disabilities to benefit from measures designed to ensure their independence, social and occupational integration and participation in the life of the community.

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<sup>1</sup> [http://www.edf-feph.org/Page\\_Generale.asp?DocID=13854&thebloc=27027](http://www.edf-feph.org/Page_Generale.asp?DocID=13854&thebloc=27027)

<sup>2</sup> United Nations Convention on the Rights of Persons with Disabilities. New York, United Nations, 2006, to be found also at: <http://www.un.org/disabilities/default.asp?id=290>

<sup>3</sup> United Nations Convention on the Rights of Persons with Disabilities. New York, United Nations, 2006, to be found also at <http://www.un.org/disabilities/default.asp?id=269>

According to the opinion of the European Economic and Social Committee<sup>5</sup>: *a special ground-breaking common policy should be introduced and a tailor-made tourism product designed specifically for (...) the disabled and people with special needs and reduced mobility recently estimated at 127 million people, with the aim of attracting these groups. Specialist training will be required to meet the needs of these specific categories. Since this population group also consists of individuals with purchasing power, cultural interests and leisure time and represents significant market potential, the common policy directed at them should be strongly promoted by the EU, with the aim of helping them acquire rights in the tourism sector so that they can enjoy tourist activities without being subject to any type of discrimination.*

According to the CEN Standard EN15565:2008, tourist guides are the first, and often the only, human contact-point to the visitor of a place.

While the requirements of persons with physical and sensory disabilities may be taken into consideration by tour operators/travel agencies and tourist guides, the same attention is not paid to intellectual disabilities. In fact, despite the increasing market of tourists who are intellectually disabled, so far, EU tourist agencies, VET agencies (Vocational Education & Training) and social tourism cooperatives lack specific training and knowledge for tourist guides about the requirements of visitors who have intellectual disabilities. Inappropriate attitude of tourist staff towards intellectually disabled people usually takes form of overprotectiveness or impatience<sup>6</sup>. This perpetuates poor quality tourist services addressing this target group and leads to their self-exclusion from tourist itineraries and then from society.

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4 Charter of Fundamental Rights of the European Union. Nice, Presidents of the European Parliament, the Council and the Commission, 2000.

<sup>5</sup> Opinion of the European Economic and Social Committee on the Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions – Europe, the world's No 1 tourist destination - a new political framework for tourism in Europe COM(2010) 352 final.

<sup>6</sup> De VRIES E. 1995: Postęp w turystyce na rzecz osób o specjalnych potrzebach. [w:] Postęp w turystyce na rzecz osób o specjalnych potrzebach, red. J. Ślężyński, W. Petryński, Polskie Stowarzyszenie Osób Niepełnosprawnych, Kraków

## Partners of the Project

The main aim of this project is to initiate an EU-wide discussion about the issue among different specialists, sector actors and stakeholders and to build a common guide for training tourist guides, in terms of common principles, methodologies and recommendations. In fact, following extensive research of Occupational Standards for Tourism Sector in Europe, Canada, Australia etc. it was found that these exist and comparisons can be made and related to the European Quality Framework but very little input is apparent for the specific needs of the intellectually challenged other than normal Health & Safety issues which would pertain and be the responsibility of the Tourist Guide. In the tourism training sector, an internationally recognised curriculum for *tourist guiding of persons with learning difficulties* has not yet been developed.

This work will contribute to the Lisbon objectives of increasing labour market skills and, at the same time, furthering the social and economic integration of marginalised and excluded groups of disabled persons in leisure and tourism activities.

The T-GUIDE Consortium includes partners from 3 specific domains: Social Cooperation and Social Inclusion (P1, P2), VET actors (P4, P7, P8), Tourist Services Providers and Social Tourism (P3, P5, P6, P9). Each partner involved is engaged in work packages according to their specific expertise. P1 and P2 usually work for social inclusion of disadvantaged people and give their contribution in terms of competencies and skills related to intellectually disabled; P4, P7 and P8 aim at expanding their knowledge of new fields for VET interventions sharing their competences for Training model set-up and testing and its dissemination. P3 and P9 represent at EU level organizations for accessible tourism and Tourist Guides both willing to discuss on how to better integrate tourist services with accessibility; P5 and P6 are “in the field organizations”, focusing specifically on tourist offers willing to reinforce itineraries and strategies for accessible tourism.

Partners in the Project are:

- ASIS – CONSORZIO COOPERATIVE SOCIALI (Italy, Partner 1 / P1)
- Lebenshilfe Graz und Umgebung – Voitsberg (Austria, P2)
- ENAT – European Network for Accessible Tourism (P3)
- Społeczna Akademia Nauk w Łodzi (P4)



- Fundación Pública El Legado Andalusí - Legacy of al-Andalus (Spain, P5)
- Social integration and education centre “ Spars” (Latvia, P6)
- Minster Development Centre Ltd (United Kingdom, P7)
- Instituto de Formación Integral, S.L.U. (Spain, P8)
- European Federation of Tourist Guide Associations (P9)

The Report being the outcome of the Desk Researches from the Partner countries should provide a number of general results:

- Wider guides’ work competencies;
- Becoming the main tool which will support creation of T-Guide Manual/Courseware/Itinerary;
- Providing the base to define the real state of art for the situation of tourist guides in partner countries;
- Providing the answers to the questions which activities addressed to tourist guides, company owners, NGO’s workers are the most effective, and which are missing in the context of working/dealing with people with intellectual disabilities and/or learning difficulties;
- Describing the present situation of supporting activities addressed to the tourist guides, tourist services providers in the Partner countries (as in some partner countries there is strong autonomy of the regions, the situation described in some Desk Researches applies to the regional level rather than the national one – this refers to the Spanish Desk Research concentrating on the Andalusia and the Belgian Desk Research concentrating on the Flanders).

Creation of the Report should make it possible to implement the results of the Project which are:

- Focussing on better preparation of practitioners to work with this target group;
- Developing T-Guide Manual/Courseware/Itinerary which will be multi-modular because it includes APL of typical tourist guide knowledge (vocational assessment); understanding and overcoming shortcomings while doing their job (training); practical development with medical issues and counselling

aspects (medical /care/counselling) - visits, witnessing counselling sessions, hands-on, lectures, brief lists and contact);

- Including the good practice examples of experience of guides with such target group in their professional life + an opinion of a professional (do, and do not).

## **2) SHORT INFORMATION ABOUT TOURIST GUIDES IN PARTNER COUNTRIES**

The system organising work of tourist guides differs between the countries. As revealed in the national Desk Researches in every Partner country there is a different system of courses and examination for the candidates. In some countries (like Belgium, Italy, Spain) all the legislation concerning tourist guiding is transferred to the regional governments; in others (like Austria, France or United Kingdom) it is a national system applying to the whole countries. The division is quite clear: in the countries with more advanced federalism the competences are ceded to the regions while in those more centrally governed the competences stay with the governmental institutions.

Yet there is still another legislative situation in Latvia and Poland. In the former country the officially recognized definition of 'a tourist guide' does not exist. As a consequence, there is no national system of courses and trainings offered to the candidates. In Poland the situation has changed in August 2013 when new regulations were introduced. Although the profession of a tourist guide has been preserved, all the courses run in order to obtain guides' licenses (except for the mountain tourist guides) have been cancelled. From August 2013 almost everyone (without any prior training) can work as a tourist guide.

The issue of tourist guiding in Partner countries is difficult to compare. Even the definitions of a Tourist Guide are different in the countries in question. The Spanish (from the region of Andalucia) definition is: "The work of tourist guides is considered to be the regular and paid provision of tourist information services to those visiting sites included in the historical heritage of Andalucia". More precise definition exists in the Italian law (mentioned further in this part of the Report, next to the short description of the country). Much more descriptive is the Belgian definition (from the region of Flanders): "A guide or a tour leader accompanies people during tourist trips or visits to sites so that they can discover the location (of geographical, historical,

cultural interest). He or she adheres to the safety rules for goods and persons, can lead meetings, can perform sporty guidance (horse trekking, climbing a mountain...).

This profession is practised within companies dealing with tourism, cultural, sporting and outdoor activities, or independently, voluntary, as an additional activity, in contact with customers and in collaboration with various stakeholders (vendors, governments, educational networks, etc.). They can travel and be absent from home for several days (tours, hiking, stay, etc.). It varies depending on the activity (meeting, adventurous expedition, sports tourism, etc.) and the target customers (school children, senior citizens, disabled persons, etc.). The activity can be exercised during the weekends, public holidays and may be subject to seasonal peaks (school, summer periods, etc.)”.

Besides the differences with the definitions, the biggest problem is with the accessibility of data – for example as mentioned in Tab.2.1 there is even no information available about the exact numbers of licensed tourist guides for all Partner countries. Moreover, the Desk Researches contain different amount of data on various levels of generalization (especially concerning the tourist guides’ training programs).

Another issue are the changes introduced in the national (or regional) systems of Partner countries. The good examples here are Italy, Latvia and Poland with a number of new legislation acts validated in the previous years. In the further part of the Report describing the situation in Partner countries the alterations in mentioned countries are presented.

Taking into account the goal of the T-GUIDE project it has to be mentioned that all the authors of the Desk Researches stated that currently there is no formal training for the tourist guides concerning working with people with intellectual disabilities and/or learning difficulties. As a result there is no data available concerning the number of tourist guides trained in the field of working with people with intellectual disabilities and/or learning difficulties.

Tab.2.1. General information about the tourist guides in Partner countries

Country	Number of guides	Level of diploma/license	Obtaining the license
Austria	ca. 1,800 (members of Austria Guides)*	national	national system of training (Tourist Guide Training) is offered by the Institute for Economic Promotion and the Institute for Vocational Promotion plus national examination
Belgium	2,313**	national	different regulations in regions; the case of Flanders described precisely in the text concerning Belgium
France	2,400-2,900	national	professional license incorporated into the cycle of higher education or master degree studies (mainly in the field of cultural heritage)
Italy	ca. 18,000	provincial	every province/ region has its own regulations
Latvia	no data available	no license	local certification systems in some regions (uncoordinated and unsystematic)
Poland	11,580	national level (only for mountain tourist guides)	national system of training offered by mountain guide's associations (only for mountain tourist guides)
Spain	982 tourist guides (included in the Tourist Register of Andalucia [RTA]), 496 men and 486 women, these statistics apply only for the Region of Andalucia (1 of 16 autonomous regions in Spain)	regional	the legislation is different in every region; generally a number of local institutions running the educational programs dedicated to tourist guides plus examination run by the Regional Government
UK	ca. 1,600 (members of the Tourist Guiding Institute), ca. 1,700 (members of the Guild of Registered Tourist Guides)	national	national system of training plus examination run by a number of private training organisations (which must be accredited by the Institute of Tourist Guiding)

\* data of the Austrian Chamber of Commerce

\*\* data only for Flanders

## **Austria**

In Austria 'a tourist guide' is a qualified profession<sup>7</sup>. In order to obtain a license and a nationally recognized professional title candidates have to complete an official national certificate of qualification and pass a national examination. There exists a special organisation, "**Austrian Guides**" (with more than 1,800 guides as members), which represents Austria on a national level<sup>8</sup>.

## **Belgium (Flanders)**

As Belgium is a federation consisting of autonomous regions, the legislation concerning the tourism industry is of regional type. In Flanders official Tourism Guides are known as 'recognized guides'. There are more than 2,300 tourist guides in Flanders only. Tourism Flanders is the institution which has, in collaboration with the Department of Education and all the stakeholders (Tourist Guide Associations Federation, Centre for Nature and Environment, Ministry of the Flemish Community - Department of Visual Arts and Museums), developed a common training program for guides and tour leaders.

The training itself is provided by Syntra (vocational training) or the centres of Adult Education (CVO). The Centre for Nature and Environmental Education (CVN) provides a specialization in nature guiding.

## **France**

The professional qualified tourist guides in France are called "guide-conférencier" (guide lecturer)<sup>9</sup>. In total there are between 2,400 and 2,900 tourist guides<sup>10</sup> having a professional accreditation delivered by the French authorities, after successful completion of the exams leading to the tourist guiding diploma. Possessing the qualification of Guide-Conférencier (Guide-Lecturer) means that the person has a

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<sup>7</sup> in accordance with paragraph 108 of the Austrian Trade Act,  
<http://www.en.bmwfj.gv.at/Ministry/Seiten/TheMinistry.aspx>

<sup>8</sup> more to be found at [www.austriaguides.at](http://www.austriaguides.at)

<sup>9</sup> according to the recently amended national legislation (Decree n° 2011-930 du 1st august 2011)

<sup>10</sup> according to the last survey conducted for the Ministry of Tourism (2008-2009)

national accreditation and he/she can guide visitors in any part of France, including museums, monuments, archaeological sites, churches, monasteries, natural heritage sites, palaces, etc. This is quite a unique solution as in the other Partner countries guides get their licenses only for some limited areas (usually a city, region or province).

There are various professional organisations which group tourist guides, with **Fédération Nationale des Guides Interprètes et Conférenciers (FNGIC)** being the most renowned.

## Italy

According to the Italian law, the most recent definition of 'tourist guide' was established in 1983, defining this job as: "A tourist guide is someone who professionally accompanies individuals or groups of people in visits to monuments, museums, galleries and archaeological excavations, illustrating the historical, artistic, monumental, landscape and natural attractions"<sup>11</sup>. Since that time there were several acts of law introduced, concerning tourism industry, however none of them defined tourist guides as a separate kind of job (the Law 135/2001: "Reform of the national legislation on tourism", Legislative Decree 23 May 2011, no. 79: "New Code of Tourism"). The main problem with doing that is the fact that the whole power in the field of tourism was moved to the regional authorities<sup>12</sup>. Right now there is only one general definition valid for all jobs connected with tourism industry: "Tourist professions are those activities relating to the provision of services for the promotion of tourism, as well as hospitality services, assistance, support and guidance, intended to allow the tourists to enjoy their travel and vacation better, also in terms of knowledge of the visited places"<sup>13</sup>. In Italy there are ca. 18,000 licensed tourist guides working on the Italian territory<sup>14</sup>.

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<sup>11</sup> according to the Framework Law for Tourism, no.217/1983, art.11

<sup>12</sup> with the promulgation of the Constitutional Law on October 18, 2001, n.3, "Amendments to Title V of Part II of the Constitution"

<sup>13</sup> Legislative Decree 23 May 2011, 79: "New Code of Tourism", Title II Chapter I Article 6

<sup>14</sup> according to the Italian Federation of Tourist Guides and tourist assessor - Federagit ([www.federagit.it](http://www.federagit.it))

## Latvia

In 1999 **the Tourism Law** was introduced in order to create a legal basis for the development of the tourism industry in Latvia, to specify the procedures in which national administrative institutions, local governments and businesses operate and to protect the interest of tourists. It defined a tourist (tourism) guide as “a person who is certified with a certificate of professional qualification issued by special certification institution. He/she should be able to guide tourists in a specific area by using language of their choice to present the cultural and natural values of the region.”<sup>15</sup> However, at the end of 2009 the article concerning tourist guides was deleted from the Tourism Law (in order to reduce bureaucracy for businesses<sup>16</sup>). Due to this change currently there is no certification system for tourist guides in Latvia. In order to provide at least some kind of quality standards of the service of tourist guides, at present some Latvian local governments (for example Riga, Liepaja, Valmiera) run their own, local certification system. Unfortunately, this is an unsystematic and uncoordinated process, besides it exists only in some parts of the country. This is the reason why it is impossible to determine how many active guides there are in the country at the moment.

What is worth mentioning there are two professional associations – the **Latvian Tourist Guides Association** and the **Latvian Professional Guide Association in Latvia** at the moment. They bring together guides of our country and provide some training and necessary support for them.

## Poland

In Poland the legislative situation concerning tourist guides has changed dramatically in the last months. Until recently the valid act was the Tourist Services Act specifying the qualification and areas of competence of tourist guides<sup>17</sup>, with some changes introduced in

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<sup>15</sup> the Tourism Law (Part 1, article 25)

<sup>16</sup> information from the representative of the Ministry of Economics of the Republic of Latvia (as mentioned by the author of the Latvian Desk Research)

<sup>17</sup> Tourist Services Act of August 29, 1997 (Journal of Laws of 2001, No. 55, item 578, as amended), Article 21, section 4, Article 24b and Article 34, section 1)



the following years. Yet, in 2013 there was another regulation introduced<sup>18</sup>, the goal of which was to 'deregulate' the labour market and simplify the access to some professions (tourist guides among them). The result is that almost everyone can do such work, without any particular training or experience in this matter<sup>19</sup>.

There are four categories of tourist guides in Poland:

- Mountain guides covering specific mountain areas (a student licence, the Beskid Mountains licence and the Tatra Mountains licence)
- City guides covering individual cities, along with areas or monuments that are located in the vicinity and are associated with the city's history, culture or economy,
- Field guides covering individual voivodeships or regions, including also towns and cities located in those voivodeships or regions,
- High mountain guides without area restrictions.

A requirement to have an appropriate licence (issued by the Marshal of the Voivodeship having jurisdiction over the person's place of residence and certified by a relevant ID card and a badge) entitling a guide to provide tourist information and to show organized groups and individual tourists around, currently relates only to mountain guides (unlike before August 23, 2013 when a license was required for all tourist guides).

According to statistical data of the Central Tourism Register and Listing, there were 11,580 licensed tourist guides in Poland before the most recent legal changes.

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<sup>18</sup> Act of July 23, 2013 Amending Acts Regulating Practising Certain Professions, section 10

<sup>19</sup> Recent legislative changes led to numerous protests amongst licensed tourist guides and tour leaders in Poland. Majority of them share opinion that it will lower the quality standards of guided tours in Poland in the nearest future.

## **Spain (Andalusia)**

In Spain, Official Tourism Guides (also known as tourist guides, local guides, city guides, bilingual guides, tourist information officers and bilingual heritage guides), are professionals who are duly accredited by the authorities responsible for the different areas in which they carry out their work. The actual work of tourist guides is understood to include the regular and paid provision of information services, accompanied visits, orientation and/or help in understanding aspects of culture, monuments, art, history, geography and natural history (including ecology) for all those visiting heritage sites.

Lately the profession of a tourist guide has become divided (according to various areas of expertise). The new definitions are as follows:

- **Tour guides:** These accompany, help and provide information to people participating in tours, checking the itinerary, timetables, stops etc. They liaise between travel agents and other service providers and provide information about geography, art and cuisine throughout the tour. An official examination is not necessary.
- **Local or city guides:** These provide guide services to people visiting tourist attractions such as distinct localities, regions or monuments. They must necessarily possess in-depth knowledge of their subject and, of course, be able to speak the language of the tourists they are working with.
- **Monument guides:** These provide services for a specific monument or museum and are much more specialized. They work either for the relevant authority or for the owner of the monument. In many cases, they work in a freelance capacity.
- **Tourist information officers:** Their work consists of providing advice to visitors regarding the facilities and activities available in a particular place.

As the Spanish law delegates the issue of tourism (and tourist guides) to the regions, there is no data accessible about the overall national situation of the group mentioned.

## United Kingdom

In the UK, there is a number of different types of tourist guides, including qualified freelance guides, unqualified freelance guides and volunteer guides employed by organisations such as the National Trust and other local organisations and locations (some of whom are qualified but most not).

There is no national requirement for tourist guides to be qualified, although many locations (for example Westminster Abbey) do require guides to hold a specific current qualification (usually a Blue Badge). There is also no national system of education or training for all tourist guides but there are numerous short- and long-term courses that include elements of tourist guiding, including university degrees and BTEC (Business and Technology Educational Council) vocational qualifications. However, only the Institute of Tourist Guiding accredits courses leading to the internationally recognised tourist guide qualification – Blue Badge Guide<sup>20</sup>. They provide guidance to other organisations about the key skills tourist guides should have at three levels: **Basic**, **Green Badge** and **Blue Badge**. The Institute is also the membership organisation for individual guides to maintain their qualification, knowledge and skills.

There are currently approximately 1,600 members of the Institute, however membership is not compulsory to be a qualified tourist guide. Most Blue Badge guides also belong to **the Guild of Registered tourist guides**<sup>21</sup>, which is national professional association for Blue Badge Tourist Guides working throughout the British Isles, including the Isle of Man and Jersey and which provides most of the training for Blue Badge Guides. They have approximately 700 full members and a network of regional and local associations with nearly 1,000 members holding group membership. The guild is a member of the European Federation of Tourist Guide Associations (FEG) and the World Federation of Tourist Guide Associations (WFTGA).

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<sup>20</sup> according to the Institute of Tourist Guiding (<http://www.itg.org.uk>)

<sup>21</sup> according to the Guild of registered Tourist Guides (<http://www.britainsbestguides.org/how-the-guild-works/>)

### **3) EDUCATION SYSTEM OF TOURIST GUIDES IN PARTNER COUNTRIES: SCHOOLS, TRAINING, CERTIFICATION**

Similarly to the organisation of work, the educational system for tourist guides is different in every Partner country. Some crucial differences among them are presented in 2 tables (Tab.3.1. and Tab.3.2.). There are various institutions (governmental, regional, non-governmental, professional) responsible for running the courses and examinations; the duration of courses is various (usually around 1 year); the program of education is also varying, depending on the country. Further in this part of the Report there is some detailed information about all Partner countries.

Apart from the presented description of the Partner countries, there are a few general remarks concerning all of them, to be mentioned here:

- According to the national Desk Researches during the courses for tourist guides there is no training offered in the area of working/dealing with people with intellectual disabilities and/or learning difficulties
- The only Partner countries offering training for tourist guides on the sensitive management of people with disabilities are France and the United Kingdom<sup>22</sup>, although there is no specific coverage of communicating with people with intellectual or learning disabilities
- Generally, the thematic area of the courses focuses on the history, geography and heritage while there is not much emphasis put on the guiding skills and practical training.
- In almost all Partners' countries where the profession of a tourist guide is regulated, the license of the tourist guide is valid for an area or region; the only exceptions here are France and Austria where tourist guides' licenses are valid for the whole country and Latvia where no tourist guides' licenses exist
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<sup>22</sup> In Flanders there was an extra training organised by Tourism Flanders on how to guide people with disabilities. This training was cancelled due to budgetcuts. Now there is an online version of a part of the training and in one province there is available a shortened version of this training.

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- There is no compulsory life-long training for tourist guides who obtain the license for guiding (in some countries, for example Belgium and France, guides are being encouraged to participate in further trainings)
- The Spanish and Polish Desk Research are the only ones mentioning all the basic requirements for the candidates for tourist guides (like age or level of education); probably such requirements exist in all Partner countries but there is no data available in the Desk Researches, concerning this matter.

Tab.3.1. General information about the regulations concerning the tourist guides' licenses in Partner countries

Country	Area of competence	Time of course / number of units	Organiser of the course	Examination
Austria	the whole country	Duration of course varies between 250 – 950 training units in the 9 different provinces, lasting from 5 months to 2 years	Institute for Economic Promotion and the Institute for Vocational Promotion	a practical module, with a demonstration of a guided tour and the candidate's general and expert knowledge (history, political facts, etc.), a written exam, and a case study research project
Belgium (Flanders)	region	2 years	Most of the trainings in Flanders are organized by Syntra (vocational training) or the centres of Adult Education (CVO). The Centre for Nature and Environmental Education (CVN) provides a specialization in	no data available

			nature guiding	
France*	the whole country	one year (6 units of minimum 300 hrs of theory, 12 to 16 weeks of practice)	selected universities under the control of Ministre de l'Artisanat, du Commerce et du Tourisme (Ministry of Craft, Trade and Tourism)	obtaining the diploma from the university
Italy	region or province	no data available	various organisers in different regions	no data available
Latvia	no officially recognized licences**	-	-	-
Poland	mountain area***	1 to 2 years	mountain guides' associations	the theoretical part (written and oral) and the practical part (it consists of three tasks for city and field guides and takes one day, while in the case of mountain guides it takes two days)
Spain	region	600 or 2,000 hours****	various organisers in different regions	no data available
UK	region or city	1 or 2 years (for the Blue Badge)	different organisations e.g. Guild of Registered Tourist Guides, each of them accredited by the Institute of Tourist Guiding	no data available

## Overall Desk Research

\* In France according to the legislation there are 2 possible options to obtain the tourist guide diploma: via a license or a master degree. However, currently there are no universities offering the latter option. That is why in Tab.3.1. only the data concerning the diploma via a license is presented.

\*\* In Latvia according to the Tourism Law there are no nationally recognized tourist guides' licenses. As mentioned in the Latvian Desk Research, there are some local systems of education and certification, however no data concerning them was presented in the document.

\*\*\* Until August, 2013 there were tourist guides' licenses for 10 biggest cities (and agglomerations), 16 regions plus mountain areas. After that time, only licences for mountain areas have been preserved.

\*\*\*\* Duration of exemplary courses offered in the region of Andalucia

Tab.3.2. The elements of the course for tourist guides in Partner countries

Country	General information about the course	Specific elements of the programme
Austria	The course follows a historical-chronological structure. Practical work is an important part of the course. Excursions and guided tours in museums and churches as well as rhetorical exercises and "training tours" develop the trainees' competences that are important for a tourist guide when dealing with people.	1. General History 2. Breathing Techniques and Rhetorics 3. Behavior Strategies and First Aid 4. Art And Cultural History 5. Local History and Folklore 6. Political Science 7. Introduction to Economics, Sociology and Law 8. Accounting and Business Economics 9. Tourism and Business Geography 10. Tourism Management
Belgium (Flanders)*	The education of a guide takes 2 years. The first year has five modules. The second year is further devoted to a specific destination.	Guides learn specific skills that are characteristic of a good guide in any destination. This means learning how to tell a fascinating story and deliver this story to various groups of visitors. They learn guiding in a particular destination and themed tours. They learn more about history, culture, art, politics, landscape and nature. The second year they will learn about a specific destination and use their acquired skills in an application-oriented project.

## Overall Desk Research

France 'Professional license' system	The studies, which are organised in six different education units (minimum 300 hours) of theoretical and practical courses per year, in addition to a practical training of 12 to 16 weeks.	1. Methodology and techniques of oral mediation 2. Art, sciences and heritage 3. Techniques of interpretation applied to the territory and to the cultural heritage 4. Common European Framework of Reference for Languages and at least one foreign language is mandatory 5. Knowledge and organising/management of the professional activity. 6. In situ visits and practical professional activity which includes a minimum training period of 12 weeks
France 'Master' system	Completing specific study units together with the Master.	1. Methodology and techniques of oral mediation 2. Techniques of interpretation applied to the territory and to the cultural heritage 3. Knowledge and organising/management of the professional activity 4. In situ visits and professional activity, which includes a minimum training period of 12 weeks. 5. Foreign Language. Required level of foreign language is C1 of the Common European Framework of Reference for Languages and at least one foreign language is mandatory.
Italy	Each region has its own regulations. No particular data available.	1. History of the Region, the Province and the various historical world events that have affected the Region 2. Geography of the province (or region) 3. Regional, national and European Tourist Legislation 4. Art History (in particular styles that characterize the urban layout of the cities they are going to work in) 5. The most important monuments (churches, archaeological sites, palaces, museums, etc.) 6. One or more languages that will be used
Latvia	Different types of training offered by some educational institutions (College, Bachelor, Master, continuing vocational training), no unified program of courses	1. Tourism Policy 2. Community 3. Human resources in tourism and hospitality 4. Tourism Marketing 5. Tourism project and financial management 6. Tourism Product 7. Culture and Tourism 8. Tourism Geography 9. Tourism and Environment 10. Tourist group organization and management 11. Foreign language



Poland	Training run by mountain guides' associations, consisting of theoretical and practical subjects and training	Detailed program of the course presented as Attachment no. 1 to the Report
Spain	Each region has its own regulations. No particular data available.	no data available
United Kingdom	Training courses for a Blue Badge, the highest level badge in tourist guiding, take approximately 1-2 years depending on whether the course is full- or part-time. Training at all levels includes a classroom training, formal examinations and a large module of practice, where guides are required to demonstrate their ability to put together and conduct a tour, usually on foot.	(Blue Badge) requires flexibility in terms of a route and of environment (site, walk and on a moving vehicle), as well as a wider geographical area, and tour planning and management skills. Apart from area-specific in-depth knowledge, a course participant will be trained in all aspects of guiding techniques: on site, such as churches and/or cathedrals, stately homes, museums and/or art galleries, whatever is of importance within the given area; on foot, either in an urban environment, or in the countryside, or even on the sea-shore; and on a moving vehicle. For training/assessment purposes a coach has to be used.

\* data presented in the table applies to the region of Flanders

\*\* data presented applies to the 'Tourism Management' at Vidzeme University of Applied Sciences (ViA)

## Austria

Tourist guide courses (named **Tourist Guide Training**) are offered by the Institute for Economic Promotion (WIFI) and the Institute for Vocational Promotion (BFI)<sup>23</sup>. Each of Austria's 9 provinces organizes its own tourist guide training course.

<sup>23</sup> according to  
<http://www.wifi.at/DE/Kursbuch/Branchen/Tourismus/Fremdenf%C3%BChrer/fremdenfuehrer.aspx>

Therefore the length of the course varies between 250 (minimum number according to Austrian trade law) and 950 training units, and the duration is between 5 months and 2 years. Two courses – in Vienna and Lower Austria – are certified according to the European Norm EN15565. Attendance of a training course is a prerequisite for taking the national examination. Practical work is an important part of the course. Excursions and guided tours in museums and churches as well as rhetorical exercises and “training tours” develop the trainees’ competences that are important for a tourist guide when dealing with people.

The tourist guide examination consists of three modules. One is a practical module, with a practical demonstration of a guided tour and the candidate’s general and expert knowledge (history, political facts, etc.), one is a written exam, and the third is a case study research project.

### **Belgium (Flanders)**

Tourism Flanders has, in collaboration with the Department of Education and all the stakeholders (Tourist Guide Associations Federation, Centre for Nature and Environment, Ministry of the Flemish Community - Department of Visual Arts and Museums), developed a training program for guides. The education is based on the “competent-files” (earlier: occupational profiles) of SERV (Social-Economic Council of Flanders) and is part of the Commercial Sciences and Management of Higher Vocational Education<sup>24</sup>.

The courses are since 2006 offered by different types of partners recognized by Tourism Flanders<sup>25</sup>. This ensures that guides acquire the necessary basic skills to be able to work. If they complete the training at a training provider recognized by Tourism Flanders, they receive the certificate of guide or tour leader and Tourism Flanders will give this person an acknowledgment as a guide or a tour leader (with a guide or tour leader card).

The recognition for tour guides who work in the European Union is a multilingual identity card showing that they have achieved a qualification in Flanders and can also practice this activity abroad.

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<sup>24</sup> In Belgium and Flanders one may basically give guided tours everywhere with or without a diploma. Since being a guide is not a regulated profession, it is not mandatory that guides have a diploma.

<sup>25</sup> Most of the trainings are organized by Syntra (vocational training) or the centres of Adult Education (CVO). The Centre for Nature and Environmental Education (CVN) provides a specialization in nature guiding.

Guides who obtain the license are encouraged to develop their skills and undertake training (for example by attending a web course on “**Guiding and touring for**

**people with a disability**”), however this is not compulsory. An important part of such a training<sup>26</sup> is the possibility for guides to ask questions to people with disabilities, completely free and without restrictions.

## France

Possessing the qualification of Guide-Conférencier (Guide-Lecturer) means that the person has a national accreditation and he/she can guide visitors in any part of France, including museums, monuments, archaeological sites, churches, monasteries, natural heritage sites, palaces, etc. In order to get this qualification (GC) one must have a national academic diploma. There are two possible ways of obtaining this diploma: either via a licence or via a master. The institution which is due to control the program is the Ministry of Craft, Trade and Tourism (Ministre de l'Artisanat, du Commerce et du Tourisme).

- **Professional license** – is a diploma of the second cycle of higher education in tourist guiding. The duration of studies for the GC is standardised in one academic year at the University, to assure that students to be licensed have completed at least a two-year academic course (or longer)<sup>27</sup>. Students can also be engaged in a lifelong training program.
- **Master** – in certain Master degrees (generally those which are focused on cultural heritage) it is possible to obtain the diploma of GC after completing specific study units together with the Master<sup>28</sup>. This way, the Master degree gives access to the professional card of GC.

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<sup>26</sup> mentioned in the National In-Depth Interviews and Focus Group Report which is part of the Belgian Desk Research, remark by Kathleen Smolders from the Toegankelijkheidsbureau vzw organisation

<sup>27</sup> Preparation of guides is undertaken only on some universities, more information to be found at <http://www.dgcis.gouv.fr/files/files/archive/www.tourisme.gouv.fr/profession/metiers/formations-guide-conferencier.html>

<sup>28</sup> For the moment, there is no university offering this program.

## **Italy**

There is no unified program of training for tourist guides due to the fact that there is no central, governmental legislation concerning this matter. The situation varies from region to region (and also from province to province as in some areas the tasks concerning tourism industry were delegated from regional authorities to provincial ones). The differences include the frequency of issuing calls for guides (in some regions it takes place every two years, in some the matter has not even been defined); the requirements from the candidates (in some regions there are special requirements (a diploma), in other the candidates need to have higher education); languages required (at least one or two foreign languages, or an autonomous decision which languages you apply for working with); the courses required (compulsory courses to follow after obtaining the license (paid or unpaid), written and oral examinations), kind of examination (written and oral examination, just oral examination, written, oral and practical examination).

Generally, the tourist guiding licenses are valid for individual provinces. Moreover, in Italy there are no courses run by universities or other educational institutions which would issue a qualification allowing to practice the profession of a tourist guide. There are many different courses preparing for the examination as a tourist guide, organized in each region.

## **Latvia**

As there are no nationally recognized tourist guides' licenses, there is also no system of education dedicated to people who want to do such work. There are no educational institutions that prepare guides according to the professional standards. Currently Latvian guiding work is carried out by people with different level of education and knowledge acquired in different schools and programs.

Some Latvian educational institutions offer tourism education with a degree in business management qualifications: "tourism entrepreneur". Schools have separate

training courses devoted directly to tourist guides' training, but it is an insufficient basis to meet the professional standard requirements (the programs of such courses are the same for tourist guides and tour leaders as currently people perform tasks of those two professions at the same time).

There are possibilities to get training/education including also guide qualifications at the following levels:

- 1<sup>st</sup> level higher professional education (offered by the Latvian Culture College, duration of 2 years, the graduates obtain the qualification 'cultural tour organizer specializing in guiding work');
- 2<sup>nd</sup> level higher professional, academic education (offered by Information Systems Management Institute (ISMA), SIA „University Turība”, Vidzeme University of Applied Sciences (ViA), Liepaja University, Rezekne Higher Education Institution, Latvian University), duration of 4 or 5 years, the graduates obtain the degree of Bachelor (Professional Bachelor of Business Administration, Professional Bachelor of Tourism Management, Bachelor's degree in social sciences, Professional Bachelor's Degree in Tourism, Bachelor of Social Sciences in Management);
- Master degree (offered by Latvian University, Vidzeme University of Applied Sciences (ViA), SIA „University Turība”, duration of 1.5 to 2.5 years, the graduates obtain the degree of Master (Professional Master of Business Administration, Professional Master in business);
- Continuing vocational training or training courses – lifelong learning.

Evaluating the training courses offering the specialisation of a "tourist guide" in Latvia, it can be concluded that the course content depends on the choice of its organisers. In addition, the certificates issued upon completion of the courses have no legal effect on a national level because the training courses are not licensed by Vocational Training Administration.

## Poland

According to the most recent changes in the Polish law a tourist guide<sup>29</sup> has to fulfil the following conditions:

- Be of full legal age (at least 18 years old),
- Graduate from a secondary school
- Have no criminal record regarding intentional crimes or other crimes committed in connection with working as a tourist guide or a tour leader

**Only the candidates for guides in the mountain areas have a system of courses and an examination to take. In order to do the work of a tourist guide in all other places one does not need any particular education or qualifications<sup>30</sup>.**

As for the mountain guides, only the mountain guides' associations runs courses. They provide not only a theoretical part but also a practical one. Having completed a course, a candidate takes the national exam. A trainee starts as a third-class mountain guide. Mountain guides are provided with a possibility of improving their qualifications and upgrading the level of licence.

In the last obligatory curriculum of tourist guides training course, before the change in regulations, in the shared part concerning the "methodology of guiding" which was discussed during 6 hours of classes, the issue of guiding groups of disabled people was mentioned. Thus, the **whole training** for the candidates for tourist guides was already at that time very limited in this regard. It should also be noted that different types of disability were not dealt with. It is hard to say how much time was devoted to discussing this topic. It depended on the trainer's sensitivity to the problem and his or her knowledge. Simple calculation shows that on average each topic from the "Methodology of guiding" section took 27 minutes to be discussed. Moreover, at present there is no obligatory training course in this matter. There is a group of tourist guides who are trying to improve their knowledge regarding that issue by

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<sup>29</sup> Act of July 23, 2013 Amending Acts Regulating Practising Certain Professions

<sup>30</sup> As of the day of the introduction of the latest legal changes, there were 312 institutions authorized to offer training courses for guides, including higher education institutions, tourist organizations and training companies.

participating in “tourism for all” conferences (the idea of “tourism for all” is described in part 4 of the Report).

### **Spain (Andalucia)**

Each autonomous region in Spain is responsible for its own legislation as regards the activity of official tourist guides<sup>31</sup>.

To work as a tourist guide, the person in question must be in possession of a permit issued in accordance with that established in the present Decree. The license of a tourist guide is issued by the General Head Office for Tourism Planning of the Regional Council for Tourism and Sport. Such license is valid in all regions of Spain. The author of the Spanish Desk Research mentioned all the requirements for candidates for the tourist guides. These are as follows:

- To be a European Union citizen, or from a country with a bilateral agreement with the European Union or Spain
- To be over 18 years of age
- To have any of the following certifications: a qualified diploma, a degree or equivalent professional qualification which, in agreement with the Catálogo Nacional de Cualificaciones Profesionales, (Professional Qualifications National Catalogue), may allow the tourist guide to work as such
- To pass aptitude examinations.

The last examination in Andalucia was organized by the Andalucian Regional Government in 2006. Still there is a number of institutions running the educational programs dedicated to tourist guides:

- The Superior School of Tourism Alhama introduces the Tourist Guide University Expert Course (since 2003). This offer is directed to both professionals and academics connected with the tourism industry;
- C.P.I.F.P Hurtado de Mendoza. Business and Tourism School which offers Guide, Information and Tourist Assistance Advanced Certificate (2,000 hours)
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<sup>31</sup> In the region of Andalucía the legislation concerning tourist guides is specified by the Decree 214/2002 of 30<sup>th</sup> July: Regulating tourist guides in Andalucia, modified by the Decree 80/2010 of 30<sup>th</sup> March.

- as well as High Technical in Guides, Information and Tourist Assistance (2,000 hours);
- “TURIART” company proposing Tour Guide Course (600 hours). The course has obtained the "Q" of quality, the most prestigious brand representing quality in Spanish tourism sector
- Other universities and academies offering the studies related to tourism industry.

### **United Kingdom**

The standards for professional Tourist Guides in the UK are set by **the Institute of Tourist Guiding** that approves and accredits courses for Tourists guides (offered by a number of private training organisations). The main organisation offering training is the Guild of Registered Tourist Guides, offering London and regional based training. Background knowledge training for the Blue Badge examination can also be done via a CD-ROM available via the Institute of Tourist Guiding.

The guidance of the Institute of Tourist Guiding is provided at three levels: Basic (covers commentary/presentation on one fixed route, which could be in a gallery, cathedral or stately home, or perhaps an open-top bus), Green Badge (introduces route flexibility and the ability to work in two contrasting environments such as a walk and on a site. This requires assessment on both a walk and a given site of area-specific (local) importance. A site may be a cathedral or a church or a stately home or a museum/art gallery or whatever is most important to said area) and Blue Badge (requires flexibility of route and of environment – site, walk and moving vehicle), as well as a wider geographical area, and tour planning and management skills.



## 4.) EDUCATIONAL AND EMPOWERING SUPPORT OF TOURIST GUIDES TO WORK WITH PEOPLE (CLIENTS) WITH INTELLECTUAL AND/OR LEARNING DISABILITIES

The analysis of the data gathered in the Desk Researches from the Partner countries makes it possible to distinguish 3 main types of support for tourist guides in their work:

- The general projects aimed at work with disabled
- The projects based on the tourism and inclusion of disabled into it
- The specific projects dedicated to tourist guides.

The initiatives from the first and second group are quite frequent, unfortunately those which are dedicated precisely to tourist guides are very rare. It can be treated just as a confirmation of the necessity to create an educational program in this matter.

In almost every Partner country there are some forms of educational programs which are dedicated to working with people with health-related disabilities. In Austria an example of such program is **CAPITO Course for Easy to Read Material** (concentrating on copywriting and laying out texts according to the CAPITO standards for barrier-free information). Another program mentioned by the author of the Austrian Desk Research is **Course at Alpha Nova Academy for barrier-free adult education** (it has not been implemented yet, being scheduled for February 2014) which deals with the subject of training experts in the social and disability education sector and is available for everybody interested in the subject. This course is part of the project "barrier-free adult education" of the Bildungsnetzwerk Steiermark, and serves as a means of facilitating access for people with disabilities (as part of the Styrian action plan to implement the UN Convention on the Rights of Persons with Disabilities).

In the United Kingdom the main body supporting the needs of people with intellectual and/or learning disabilities, **MENCAP**<sup>32</sup>, provides advice, but not expressly for

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7. <sup>32</sup> <http://www.mencap.org.uk/all-about-learning-disability>

tourism. While there may be some local initiatives, there is no national training provision available for this particular vulnerable group<sup>33</sup>.

The author of Belgian Desk Research mentioned also a handbook **Design for Accessibility: A Cultural Administrator's Handbook**, prepared by the United States National Assembly of State Arts Agencies (NASAA). It is supposed to provide guidance to cultural administrators regarding accessibility and inclusion within cultural programmes. It includes detailed information on planning to ensure equality of opportunity, legislation, architectural access – including heritage properties, communication, cultural activities, staff training and marketing. The guide is fully illustrated with photographs and diagrams<sup>34</sup>.

In Latvia there exist some programs prepared by local NGOs in order to provide training about communication with people with disabilities (not only people with intellectual disability and/or learning difficulties). These programs are aimed at different professionals (like social workers or teachers), but not necessarily at tourist guides.

All initiatives mentioned so far are dedicated to preparing people better for work with the disabled, but not necessarily in the field of tourism. The authors of all Desk Researches mentioned some other projects and initiatives which are more directly connected with this subject.

**Tourism for All**<sup>35</sup> is a national charity in the United Kingdom, dedicated to standards of world class tourism, making it welcoming to all. They are a repository for 35-years' knowledge in providing information to the public, especially to older or disabled people, on where their specific access needs can be met so that they can fully participate in travel and leisure. Although they don't provide training or support

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<sup>33</sup> It should be mentioned that MENCAP, having been alerted to the T-GUIDE project, is keen to explore this further.

<sup>34</sup> The whole handbook can be found at [http://www.townsandcities.designforall.org/publico/index.php?opc=articulo&article=1417&idioma\\_article=en](http://www.townsandcities.designforall.org/publico/index.php?opc=articulo&article=1417&idioma_article=en)

<sup>35</sup> according to <https://www.tourismforall.org.uk/Learning-disability-holidays.html>

for individual tour guides, they do provide consultancy to resorts and visitor attractions where tour guides are employed. While they provide training in ‘first

contact with disabled customers’ this tends to be hospitality job specific for example for B&B owners, hotel receptionists and attractions staff, and is not specific to people with learning disabilities. Although Tourism for All was founded in the United Kingdom, the same idea is right now being promoted in other countries too (for example Spain, Austria, Flanders in Belgium).

In Flanders, Tourism Flanders organisation has (among others) a **department “tourism-for-all”** which promotes accessibility of tourism. Its project “Accessible Travel Info Point” (Infopunt Toegankelijk Reizen) is dedicated to disabled, while another – “Holiday Participation Centre” (Steunpunt Vakantieparticipatie) was created for the disadvantaged and people with low incomes. What is also worth mentioning, between 2005 and 2011 Tourism Flanders organized, in cooperation with the technical bureau providing accessibility advice “Toegankelijkheidsbureau vzw”, several workshops on **“guides and guided tour of persons with disabilities”**. The target group were guides and had a total of 450 participants. These workshops are not being conducted any more because there is no budget for that. What is left is a web course, which is voluntary<sup>36</sup>.

In Austria in 2009 the Federal Ministry of Economics, Family and Youth in cooperation with the Chamber of Commerce’s Federal Department of Tourism and Leisure Economy, started working for the inclusion of the disabled into tourism field. A variety of initiatives have been activated, such as pricing, a webbased information platform, and brochures for this target group. Topics such as architectural criteria, training, and interaction with the visitors, barrier-free websites, and barrier-free leisure activities are discussed. The aim of these measures is to develop and improve **a barrier-free tourism for all** people. As part of this initiative, there is a series of workshops with titles such as “Tourism for all”, “Inclusive and Innovative” etc., to promote barrier-free activities in arts and cultural education in Austria<sup>37</sup>. In the

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<sup>36</sup> more to be found at <http://www.toerismevlaanderen.be/gidsen-en-rondleiden-van-personen-met-een-beperking>

<sup>37</sup> <http://www.bmwfj.gv.at/Tourismus/TourismusstudienUndPublikationen/Documents/Tourismus%20für%20AlleKunstKulturMINIMIERT.pdf>

course of the workshop series, people with intellectual disabilities and learning difficulties were taken into consideration.

In Spain there exists a number of initiatives aimed at achieving Tourism for All. However, these initiatives are intermittent or isolated, clearly demonstrating that it is necessary to include such programs within an efficient system. An interesting example of action for acknowledgement of disability was **Manifesto for Inclusive Leisure Time**, approved during the *Conference on Leisure, Inclusion and Disability* held in Bilbao, July 2003. The Manifesto was prepared within the framework of the European Year for People with Disabilities 2003 by the Institute of Leisure Studies, the University of Deusto's ONCE Leisure and Disability Chair<sup>38</sup>. The aim of this manifesto is to promote the philosophy of inclusion as a principle of policy, management and education in the field of leisure. It is directed towards people with disabilities and their families in order to guarantee the conditions of overall accessibility to tourist infrastructure and sites and promote the real possibility for everyone to take part in all forms of theme-based tourism.

Another Spanish example mentioned in the Desk Research for this country is the **Museum of Contemporary Art in A Coruña** and its actions towards disabled. The Social Action is a course of actions initiated in 2005 to offer socio-cultural activities adapted to the needs and characteristics of some part of the population and to incorporate an inclusive perspective in all initiatives put in place by the Museum.

The courses of activity are structured around three focal points:

**Program of Social Participation Through Contemporary Art (PPSAC):**

The aim of this program is to maximize the potential of different art forms as instruments for achieving healthy leisure. The PPSAC is aimed specifically at people with intellectual and/or sensory disability, people affected by the autistic spectrum, people affected by cognitive deterioration and people affected by mental illness. The program offers a series of activities and suggestions to each of these groups which are adapted to their special characteristics.

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<sup>38</sup> University of Deusto is the only one in Spain that offers Chair in Leisure and Disability.

### **Program To Cover The Whole Province In Collaboration With A Coruña Provincial Council:**

As a continuation of the PPSAC, this extends the initiative to include people with diverse functional issues in rural areas or zones geographically distant from the Museum.

### **The “Acompañarte” Program (Go With You):**

This is a program of social support through contemporary art which derives from the experience of social healthcare for people having problems with adaptation within their social context.

Spanish Desk Research mentions one more institution in this field which is “**FEAPS**” **Andalucia: Andalucian Confederation Of Organizations Supporting People With Intellectual Disabilities** collaborating with “**Accessible Tourism**” company, committed to those with intellectual disabilities. The collaboration takes place in various initiatives, including the access of this group of people to the job market. For a few weeks in 2013, it has undertaken a selection process to contract people with intellectual disability as Accompanying Monitor- Guides. The process of selection consists of a phase of interviews and another phase of practical and theoretical training which has as its main objective the incorporation of these individuals into the job market for the start of this years’ holiday season. The first phase of interviews has recently been concluded. Thirty one people with intellectual disabilities were interviewed in six Andalusian provinces, after having been preselected by the employment services.

In France there is a special training undertaken in certain crucial national museums (like the Louvre, Museum du Quai Branly (civilisations), museums of the City of Paris (Maison Victor Hugo), Centre Georges Pompidou)<sup>39</sup>. These lectures are directed at (on a voluntary basis) the staff and on-site lecturers working in those museums. The exact content of such trainings is not revealed to the public<sup>40</sup>.

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<sup>39</sup> A similar program is being developed by the Royal Museums of Fine Arts in Belgium (Museum Customized).

<sup>40</sup> Based on Eftychia Kalamoukidou, Armelle Villepelet Ferenczi T-GUIDE Tourist Guides for People with Intellectual Disabilities and/or Learning Difficulties in Europe (527776-LLP-1-2012-1-IT-LEONARDO-LMP), Country Report for France (31.07.2013)

## Overall Desk Research

Certain programs are very short (1/2 day), others are longer (3-4 days). What they offer is a theoretical approach to intellectual disabilities, as well as a practical training. A part of the training is oriented towards attitudes, behaviour to be avoided while guiding people with intellectual and/or learning disabilities.

Targetting tourist services towards people with intellectual disabilities and/or learning difficulties varies strongly depending on the place and institution involved. There are numerous private associations/organisations dealing with such people, offering organisation of various types of guided visits (district discovery, gardens/parks visits, city visits, museums visits, etc). However these associations sometimes have difficulties finding professional tourist guides, trained and/or prepared specifically for this type of visitors.

In the most important museums in France (like the Louvre, Centre George Pompidou, Maison Victor Hugo, etc.) needs of this special kind of public are met at different levels, depending on the entity and some great work has been done, like organising of specific trainings for the “in site” guides/lecturers in close collaboration with the environment of those working with people with intellectual disability (doctors, nurses, psychologists and staff dealing with such people) in order to understand the needs and the possible reactions such visitors could have.

In the United Kingdom apart from Tourism for All there is a number of local initiatives to provide additional support for people with intellectual or learning disabilities, for example TfL (Transport for London), which provides help in the form of a Support Card<sup>41</sup>. This is issued free, and enables the bearer to present it to a member of staff for extra and sympathetic help to complete their journey.

In Poland there were a number of trainings and conferences on the theme of tourism for disabled people. The example of such activity may be a pilot training **Creation and adaptation of tourist products to the needs of the disabled people**, organized by the Regional Tourism Forum, (October, 2007) in Dźwirzyno. It was dedicated to representatives of tourist industry interested in creating product offers directed at disabled people; representatives of self-government units and regional

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<sup>41</sup> according to the <http://www.tfl.gov.uk/gettingaround/transportaccessibility/1201.aspx>

and local tourist organizations that create products and tourist attractions; persons conducting training courses in tourism (representatives of higher education institutions and post-secondary schools); the staff of non-governmental organizations that organize active leisure for the disabled and the elderly people. The subjects of lectures were: Creation and adaptation of tourist products to the needs of the disabled people; Specification of tourist products for people with various levels of disability: characteristics of equipment and available technological solutions (among others the example of the mentally disabled was discussed); Evaluation rules of accessibility of facilities, tourist attractions and means of transport for the disabled people; Legal issues, Institutions and organizations working for the benefit of the disabled.

Another example of such training may be **Organizer of tourism for the disabled**, a two-day training provided by LewDominus Training Company from Wrocław. The goal of the training course is to teach theory and skills related to organization of tourism dedicated to the disabled people. During the training its participants learn about legal issues connected with that topic, as well as the rules of preparing an offer directed to the disabled and specification of behaviours and expectations of the disabled regarding tourism.

When it comes more precisely to work of tourist guides, the situation varies from country to country. As it was mentioned earlier the only country which has elements of sensitive management of people with disabilities during the courses for tourist guides is the United Kingdom (a general training with no specific coverage of communication with people with intellectual or learning disabilities).

In French Master system of tourist guides' studies there is one unit named "Knowledge and organising/management of the professional activity" and its program should include the following item: "Knowledge of the diversity of each audience, their cultural or sociological specificities, their needs and their expectations". Some part of this item is supposed to be dedicated to working with people with intellectual disabilities and/or learning difficulties. However, as it was already mentioned in the previous part of the Report, the Master system is currently not offered by any of the French universities.



One of the examples of actual training offered to tourist guides may be the seminar organized in 2012 by The European Federation of Tourist Guide Associations (FEG). The title of the seminar was “**Guiding people with special needs**” and it was open to qualified tourist guides. The seminar took place in Dubrovnik, Croatia and was prepared by two FEG & WFTGA (World Federation of Tourist Guide Associations) accredited trainers working in collaboration, Viola Lewis and Efi Kalamboukidou. There were 20 people participating, all qualified tourist guides in their own countries (Croatia, Austria, Spain, UK). The FEG seminar was mostly focused on people with walking, hearing and sight impairments, while intellectual and/or learning disabilities were just briefly mentioned (selected aspects included in the seminar were: awareness of potential special needs of tourists for example accessibility and facilities for all), adaptation of guided tours to allow access for those disabled or aged, adaptation of guided tours so that they take child safety into account<sup>42</sup>. The same seminar will be repeated in November 2013 during FEG European Tourist Guide meeting in Evora, Portugal. A numbered FEG certificate is to be issued for each participant-tourist guide. The program and some basic information about the seminar are provided in the form of the attachment (**Attachment nr 2**) to this Report. In Austria there are no nationally organized programs or trainings (by Austria Guides), dedicated to guiding people with intellectual disabilities. However, it is worth mentioning that the City of Vienna offers a specialized city tour<sup>43</sup> (**WIEN JETZT ODER NIE**). There are 15 tourist guides in the City of Vienna who offer tours for people with disabilities and special needs. As author of the Austrian Desk Research states, it is impossible to determine whether this offer is also explicitly tailored to people with intellectual disabilities. In the course of interviews with tourist guides it became clear that there are tours for the target group in question. The guiding takes place without special previous training or prior knowledge, apart from personal experience or know-how of some of the tourist guides.

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<sup>42</sup> The seminar addresses aspects of the standard for tourist guide training programs EN15565:2008 (module 6.2.5.) (source: EN 15561]

<sup>43</sup> information about guides who offer special tours for visitors with disabilities and special needs is to be found at <http://www.wien.info/de/reiseinfos/wien-barrierefrei/barrierefrei-guides>



The author of the Italian Desk Research mentioned an interesting example from the Province of Milano<sup>44</sup>. Regional authorities held a training course for tourist guides concerning visitors with intellectual disabilities in 2006, which was entirely funded by the public institution. The aim was to provide basic training to accommodate tourists with physical and mental disabilities, acquire skills useful for decoding of the needs of disabled visitors and to offer them accessible tourist itineraries. The program dealt with: free time of people with intellectual disabilities; tourists with intellectual disabilities: approaches and suggestions; criteria for accessibility; tourist itinerary designing; testing and evaluation of the itinerary. The program of this training is added to the Report as the **Attachment nr 3**. Although it is only in Italian, it is worth mentioning since it is one of very few examples of trainings dedicated to tourist guides working with people with intellectual disabilities and/or learning difficulties.

The author of the Polish Desk Research gave several examples of actions taken in order to meet the needs of the guides. Nevertheless, there are no training courses for tourist guides that would concern only people intellectually disabled. Usually, general trainings concerning the tourism of the disabled people include a module on that topic.

Several years ago the Guiding Committee of the Management Board of the Polish Tourist and Sightseeing Society incorporated the topic "**Methodology of guiding groups of disabled people**" into the curriculum of training courses organized for candidates for guiding instructors. Having discussed the definition of a disabled person, they proceed to discuss the types of disability (physical disability, blindness and visual impairment, deafness and hearing impairment, deafness and muteness, intellectual disability, chronic illnesses, advanced age) and the obstacles for the disabled people's activity (architectural, concerning urban planning, traffic, communication, psychological, social, legal, financial and informational). Then they present goals and methods of the disabled people's tourism along with the functions, tasks and duties of the guide of a group of disabled tourists. Instructors give real

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<sup>44</sup> [http://www.provincia.milano.it/export/sites/default/affari\\_sociali/Allegati/Guide\\_turistiche.pdf](http://www.provincia.milano.it/export/sites/default/affari_sociali/Allegati/Guide_turistiche.pdf)

examples of situations they encountered in their work, based on their many years' experience in guiding such groups.

Such a training course should be comprehensive and consist of minimum 40-50 hours of classes. However, this requires certain costs to be incurred and thus many guides cannot afford such a training course.

In March 2008, the Poznań Association of Polish Tourist and Sightseeing Society Guides organized **“Training for tourist guides and tour leaders in the field of providing tourist services to the disabled people,”** co-financed by the Office of the Marshal of the Wielkopolskie Voivodeship. The program of training included: Tourism of the disabled people in the Polish Tourist and Sightseeing Society; The disabled – nothing unusual, tourism and recreation; Psychological aspects of disability; Physically disabled people; Blind and visually impaired people; Deaf and hearing impaired people; First aid; Intellectually disabled people; Elderly people; workshops in the form of city walks with participation of disabled people.

Fundacja Dzieciom „Zdążyć z Pomocą” (Foundation for Children "Help in Time") and Polskie Towarzystwo Turystyczno-Krajoznawcze (Polish Tourist and Sightseeing Society) organized a cycle of trainings for city and museum guides in order to familiarize them with the rules of guiding tourists with visual and hearing disabilities. The trainings took place in September 2012 in Warsaw and Cracow, participation was free of charge. The workshops were organized as part of the project "W świecie Poza Ciszą i Ciemnością" ("In the World Beyond Silence and Darkness"). The project was co-financed by the Ministry of Sport and Tourism.

The author of the Spanish Desk Research mentioned “Carpeguiem”, which is an association of official tourist guides in Cataluña. This organization runs a course for tourist guides to prepare them to work with people with disabilities. Unfortunately, in the Desk Research there is no further information about this course.

In Latvian Desk Research there were some ideas provided of how work with tourists with intellectual disability and/or learning difficulties could be carried out. Groups can be accompanied by a specially trained person (for example a member of a day-care centre staff) who is able to convey information provided by a guide in an easy-to-

understand way. Another possibility is to use guides for children (explaining to them that the information should be provided in a simple, but not childish way).

## **5) EXISTING EU PROJECTS (STRUCTURAL AND INTERNATIONAL) FOCUSED ON PROVIDING THE TOURIST SERVICES FOR PEOPLE/CLIENTS WITH INTELLECTUAL DISABILITIES AND/OR LEARNING DIFFICULTIES**

Among the Partner countries only the authors from Belgium, Italy, Poland and Austria have given examples of existing EU Projects in the requested field. This may be interpreted in two ways: that these projects are not easily accessible or that there are only a few of them. All of those mentioned are shortly presented in the Tab.5.1. Detailed information concerning **Turisti Non per caso (Tourist not by coincidence)**, **Tourismus für Alle (Tourism for All)** and **Developing and introducing a new training approach in tourism sector** is to be found in **Attachments no. 4., 5. and 6.**

The authors of the Belgian report mentioned a very interesting project “**Access to Heritage**” run by Mencap (a charity described in the previous part of the Report) in Liverpool. Although it is not being financed from the funds of EU<sup>45</sup>, it was placed in the Desk Research because of its usefulness in the context of tourist guides.

Tab.5.1. Existing EU Projects focused on providing the tourist services for people with intellectual disabilities and/or learning difficulties

**Turisti Non per caso (Tourist not by coincidence)** organised by AIPD – Associazione Italiana Persone Down. The project was created in order to emancipate disadvantaged people, to involve them into tourist itineraries respecting their own needs. The main goal of the project was providing an understandable tourist guide book for people with Down syndrome and disadvantaged people.  
<http://www.aipd.it/cms/turisti-non-per-caso>

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<sup>45</sup> funding and support for this and other projects of Mencap Liverpool come from Arts Council of England, RTR foundation, Awards For All, Liverpool City Council, Capital of Culture, Knowsley MBC, The NHS, the National Trust, National Museums Liverpool and the National Wildflower Centre according to <http://www.mencapliverpool.org.uk/>

**Tourismus für Alle (Tourism for All)** organised by Bundesministerium für Wirtschaft, Familie und Jugend (Federal Ministry of Economy, Family and Youth) and Österreich Werbung (ÖW) in cooperation with the Austrian Chamber of Commerce. The project is dedicated to people with disabilities: physical impairments, intellectual impairments or learning difficulties in order to enable them to participate in social life on an equal-opportunity basis. The main goal of the project was developing a program of measures, various initiatives such as competitions and prizes, promoting consulting, subject-oriented events and brochures.

<http://www.bmwfj.gv.at/Tourismus/TourismuspolitischeAktivitaeten/Seiten/Tourismusfüralle-BarrierefreiesReisen.aspx>

**EU Study: Mapping the Skills and Training Needs to Improve Accessibility in Tourism Services.**

This 12-month research study, which started in January 2013, aims to map the staff needs to improve accessibility and safety in the tourism services and analyse the availability of corresponding trainings in EU Member States or other regions of the world. A collection of best practices in 'training for accessibility' addressing the different tourism services will also be presented through a selection of case studies. ([http://www.accessibletourism.org/?i=enat.en.enat\\_projects\\_and\\_good\\_practices](http://www.accessibletourism.org/?i=enat.en.enat_projects_and_good_practices))

Mencap Liverpool has been running a successful and interesting **Access to Heritage** project for some time now, which has had some great results. If you contact them they should be able to advise you on training for guides.

<http://www.mencapliverpool.org.uk/about-us/our-projects/access-to-heritage/>

<http://prezi.com/5dhjelebqsw5/copy-of-get-closer-to-wildflower-seeds/>

**Developing and introducing a new training approach in tourism sector (DIADA)** provided by ASM – Centrum Badań i Analiz Rynku Sp. z o.o. (Poland). The goal of the project is to create an educational system explaining how to prepare a reliable, accessible and clear information about tourist facilities that would be directed to people with various types of disability. Project is directed to two target groups: disabled people and representatives of the tourist sector.

**Wielkopolska (Great Poland) as a Region Friendly to Tourism for the Disabled People**

**organised by** Beauty Source Business Solutions. The aim of the project is to improve competences of people working in the tourism services with the disabled. The training has the form of an e-learning course which includes (among others) the special needs of mentally disabled people.

<http://www.wtpn.pl/>

## **6) CASE STUDIES CONCERNING TOURIST GUIDES WORKING/PROVIDING SERVICES FOR PEOPLE WITH INTELLECTUAL DISABILITIES AND/OR LEARNING DIFFICULTIES**

Analogically as with EU projects from the previous part of the Report, some authors of the national Desk Researches were unable to find case studies matching the theme of the Project. The explanation for such situation is that there are no good practices existing in the matter of tourist guides working with people with intellectual disabilities and/or learning difficulties. However, authors from Austria, Belgium, Spain and the United Kingdom presented a number of interesting initiatives. All of them are presented in Tab.6.1. They can be divided into two sections:

- interviews with people who worked with people with disabilities (no.1, 2 & 3);
- descriptions of projects carried out or currently run (no. 4 to 12).

Presented case studies allow us to draw two main conclusions. The first concerns tourist guides, while the latter deals with more general issues. As expressed by an Austrian tourist guide (case study no.1) people working as guides lack professional training and advice in order to be better prepared for work with the disabled. Right now they have to rely mainly on their own experience which is usually not sufficient. The latter, concerning mainly the case studies from Belgium (no. 4 to 7, partly no. 3) is that there is a number of local initiatives dedicated to the disabled which already have necessary experience and field work successes but are not well-known and promoted in the Partner countries or EU as a whole.

Tab.6.1. Case studies concerning tourist guides working with people with intellectual disabilities and/or learning difficulties, mentioned by the authors of the national Desk Researches

<b>No.</b>	<b>Name of the Case Study</b>	<b>Country</b>	<b>Website of the project</b>
1	Interview with an Austrian tourist guide from Graz (member of Graz Guides group)	Austria	
2	interview with a London Ambassador (a volunteer who worked in London during the World Olympics and Paralympics in 2012)	UK	

3	Cities differently viewed (Steden anders bekeken) by VFG (Association of People with Disabilities)	Belgium	<a href="http://www.vfg.be/vrije-tijd/steden/Pages/default.aspx">http://www.vfg.be/vrije-tijd/steden/Pages/default.aspx</a>
4	"Museum Customized" – Royal Museums of Fine Arts Belgium	Belgium	<a href="http://museumopmaat.be/komeet/#.UjhWWn805fw">http://museumopmaat.be/komeet/#.UjhWWn805fw</a> shows the "comet"-activities of the museum.
5	Castle of Gaasbeek (Kasteel van Gaasbeek) - DésEAR audioguide	Belgium	<a href="http://www.kasteelvangaasbeek.be/kinderenenjongeren.asp?id=33">http://www.kasteelvangaasbeek.be/kinderenenjongeren.asp?id=33</a> <a href="http://www.een.be/programmas/vlaanderen-vakantieland/gaasbeek-anders">http://www.een.be/programmas/vlaanderen-vakantieland/gaasbeek-anders</a>
6	Kortrijk for people with intellectual disabilities	Belgium	<a href="http://gidsenkringkortrijk.be/nl/kortrijk-voor-mensen-met-een-verstandelijke-beperking/">http://gidsenkringkortrijk.be/nl/kortrijk-voor-mensen-met-een-verstandelijke-beperking/</a>
7	Accessible Travel Info Point (Infopunt toegankelijk reizen)	Belgium	<a href="http://www.toegankelijkreizen.be">http://www.toegankelijkreizen.be</a>
8	A trip to the town of Sandomierz directed to intellectually disabled adults	Poland	<a href="http://www.sandomierz.travel.pl/index.php?page=dladoroslych10">http://www.sandomierz.travel.pl/index.php?page=dladoroslych10</a>
9	Good Practise in the City of Madrid: Accessible Tourism Programme "Tourism for Everyone"	Spain	
10	Accessible Madrid: Art For People with Disability	Spain	
11	"Home" Social Tourism	Spain	

In the first section there were two initiatives: an interview with an Austrian tourist guide from Graz (member of Graz Guides group), an interview with a London Ambassador (a volunteer who worked in London during the World Olympics and Paralympics in 2012) plus a general report based on the interviews with people from Belgian institutions (tourist guides, people providing training to tourist guides, people working with disabled). All of them are interesting and of significant value for the Project as they present the opinions of people who work(-ed) as tourist guides with the disabled. The guide from Graz mentions:

*When people with disabilities are present, the constellation of the group itself is often difficult to determine. The tourist guide often does not know whether he or she is being understood. I have at times had groups with people with different disabilities and had no prior information what the people in the group may have needed from me. It would be helpful to know beforehand which disabilities our clients have in order for us to prepare. If we get this kind of information from the organization or the assistants, this helps us a great deal.*

*Small suggestions are also helpful such as the kinds of questions that are asked when ordering a tour: What is the target group? What needs do its members have? What do they want? How can we meet those needs? What aim has the group set for itself? It is best to ask the group in the course of the tour what they still need in order to understand the information they are given. This information from organizations such as atempo or Lebenshilfe can help clarify the situation.*

*Additional workshops about guided tours for people with disabilities and learning difficulties would be helpful, as would be a special training for giving tours for blind people.*

The statement of the Graz tourist guide may serve as another confirmation of the necessity for running the T-GUIDE project as it clearly shows that right now guides miss information about working with disabled tourists.

As for the volunteer working during the Olympics and Paralympics in London 2012 (one of 8,000 people working during those events), he describes his training prior to the Olympics and the actual experience connected with his work:

*We were selected for our general customer service skills and trained in the knowledge of travel, transport and events, together with further customer service that included guiding people with disabilities, but not specifically learning difficulties.*

*While stationed at Heathrow Airport we guided a wide variety of tourists, including a number of Paralympic athletes. On one occasion, I helped a Paralympic long jumper from Portugal find the best way to get to the Olympic village, and what might be worth seeing in London during his stay. He was competing as a learning disabled athlete, travelling alone apart from his coach and a helper. Communication was made more difficult because they only spoke Portuguese, which I don't speak, so we communicated via a BAA security person as an interpreter. **By being very patient, using a little gentle humour, reassurance, and using a lot of visual information and maps on which I marked the route, I was able to explain the options clearly.** Having a coach and helper there to assist in the explanations definitely helped, as they were aware of how much the athlete could understand, and helped us to ensure he understood what I was explaining to him, and what needed to be repeated.*



The volunteer provided some important information on how one should act working with mentally disabled:

- *Be patient.*
- *Be prepared to repeat information.*
- *Use visual information.*
- *Write things down clearly.*
- *Reassure.*
- *Smile.*
- *Talk to the person, not their helper.*

The second section consists of 9 projects, coming from Belgium, Poland and Spain. Apart from no. 8, all are local, concerning cities or museums.

**Cities differently viewed (Steden anders bekeken) by VFG (Association of People with Disabilities)** – the project is run in 7 Flemish cities, where customized walks are organised to explore a city in a group accompanied by a guide. All guides were trained by VFG and the walks are aimed at different groups (physical, mental, visual, hearing disability).

**“Museum Customized” – Royal Museums of Fine Arts Belgium** – the project’s aim is to ensure that everyone, beyond disability, culture, language or any restriction should get an equal chance to visit the museum, in a personal and customised way. “Museum customized” has a specific offer for four groups of audiences: for the blind and visually impaired, for the deaf, people with impaired hearing and the sign language users, for people with mental and / or physical disability, for people in economic, social or cultural difficulties. Apart from the guided tours, the publication of “Museum customized” was prepared with a colour code for each target group (the purple pages are for people with intellectual disabilities).

**Castle of Gaasbeek (Kasteel van Gaasbeek) – DésEAR audioguide** – after repeated requests from institutions for people with disabilities, the idea was born to also receive visitors with mild or moderate mental disabilities in the castle, but in a special way. Based on the conviction that every human being has an inexhaustible wealth of skills and capabilities, they created an audio tour for and by people with

intellectual disabilities. Producer Dirk Van den Broeck, who already had experience in working with people with disabilities, worked on this project with the people of vzw Schoonderhagen (organization that provides care and accommodation to people with mental disabilities). People with intellectual disabilities came for 10 days to the castle to soak up the atmosphere. They had all sorts of experiences (improvisation sessions) such as dressing up in traditional clothes in order to experience what it was like earlier in history in the castle. Of the improvisation sessions, the producer distilled texts and some texts were written by the people themselves. The actors (the people with an intellectual disability) spoke the texts for the audio guide themselves. The result is a surprising and funny tour, where people with disabilities, in their own creative way, offer a different view of the castle. *“These people who see, hear, smell, taste and touch the world differently, tell you what excited and marvelled them during their walks through the castle.”*

In addition, the participants did not only discover the castle, but also themselves and one another. It offered them a chance to express themselves in a creative manner, to participate in culture, to make a product that would be heard and admired by many people.

This project was carried out with the support of the Elia Fund, a partnership between Elia and the King Baudouin Foundation. The only thing missing in the project (according to the author of Belgian Desk Research) is a training for the guides in guiding people with intellectual disabilities. At the moment, the guided tours are given experience-based by guides who are in touch with these visitors. The strength of the guided tours for people with intellectual disabilities is to create much interaction with “do-it yourself assignments”. A castle is very suitable to create this interaction (like: smell of spices or feel objects).

Another project – **Kortrijk for people with intellectual disabilities** is an example of guided tours directed at to the people with intellectual disabilities. In Kortrijk walks are designed around 5 senses – participants are doing tasks which activate the use of all senses.

**Accessible Travel Info Point (Infopunt toegankelijk reizen)** – this project, run by Tourism Flanders, has already been mentioned in part 4 of the Report. The idea is to

provide travellers with disabilities with the necessary information about the destinations (the accessibility of the tourism offer, tailored to their individual requirements). The “Accessible Travel Info Point” also provides a list of organizations that organize group tours for people with disabilities. The Info Point also helps owners and operators in the tourism sector with practical information about how their tourism offer can be made more accessible. It also gives them information on specialist accessibility advice and grants. The Info Point therefore plays a crucial role in raising awareness in the tourism industry.

The project shows that there are a lot of organisations who specialise in organizing trips for people with intellectual disability (more than 150 offers in 2012). An example of such a travel organisation is “Anders Actief” (“Otherwise Active”) for travellers with intellectual disability<sup>46</sup>.

**A trip to the town of Sandomierz directed to intellectually disabled adults** (run by "Sandomierz Travel" Guiding Services Agency) is offered to intellectually disabled adult tourists. Unfortunately, the only information provided is about the program and accessibility of certain attractions to people in wheelchairs and with motor dysfunctions. There is neither data concerning the special approach to such tourists, nor information about the training that guides leading those tours have<sup>47</sup>.

**Accessible Madrid: Art Tour for People with Disability** – in order for everybody to enjoy the Art Tour, the Prado National Museum, the Centro Reina Sofia National Art Museum and the Thyssen-Bornemizma Museum organize activities for people with intellectual and physical disabilities.

**“Home” Social Tourism** – this is a programme undertaken by the Mallorca Institute of Social Work and Social Services (Intress), and is intended for people with intellectual disabilities. This innovative project achieves a dual objective. On the one hand, it is able to offer a tourist product to people with intellectual disabilities which includes recreational, cultural and leisure activities expressly designed to satisfy the

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<sup>46</sup> <http://www.toegankeljkreizen.be/fileadmin/bestanden/docs/Reisorganisaties.pdf>

<sup>47</sup> According to the author of the Polish Desk Research the information that can be found on the Internet suggest that many institutions organize tourist trips for the intellectually disabled – in particular associations acting for the benefit of that group and educational institutions. Descriptions of those tours suggest that in many cases the disabled people are guided by professional guides, but, apart from the programme and pictures, there is no additional information.

expectations, preferences and conditioning factors of this group of people. Also, it boosts social tourism as a segment of the market and helps to redress the seasonal nature of tourism in the Balearics, thus promoting the islands as a socially responsible tourist destination.

## 7) GENERAL CONCLUSIONS

Desk Researches from 8 Partner countries provide evidence that the T-GUIDE project is necessary. Tourist guides are not properly prepared for work with people with intellectual disabilities and/or learning difficulties. There is a number of local initiatives directed at development and improvement of the situation, however none of them is known Europe-wide. The T-GUIDE project can therefore play a crucial role in implementation of solutions which could serve for the inclusion of disadvantaged people in the whole EU community.

The most important remarks are listed below in order to mark the important conclusions of the whole Report.

- According to the national Desk Researches during the courses for tourist guides there is no training offered in the area of working/dealing with people with intellectual disabilities; the only Partner countries offering training for tourist guides on the sensitive management of people with disabilities are United Kingdom and France (although there is no specific coverage of communicating with people with intellectual or learning disabilities).
- There is no data available concerning the number of tourist guides educated in the field of working with people with disabilities; however there are some initiatives and programs offering such education, for example in Belgium (Flanders) there is a web course available “Guides and guided tours of persons with disabilities” (till 2011 this was an extra one-day training for guides).
- Even if there is some training available for tourist guides on communicating and working with disabled people, there is no specific education or support for tourist guides to work with people with intellectual and/or learning disabilities.
- According to the authors of the French Desk Research, self-employed tourist guides (and the majority of tourist guides in Partner countries are free-lance) who are willing to do such a training organized by a professional entity like FNGIC (Fédération Nationale des Guides Interprètes et Conférenciers), could

- have problem with paying for it. Authors assume that it is probable that if such training is organized in France there would not be enough participants to take part in it (if they would have to pay for it).
- As legislation concerning tourist guides is on different levels (national or regional) in Partner countries, it would be difficult (or even impossible) to implement by law some elements of working with people with intellectual disabilities and/or learning difficulties. It should rather be done by creating some complex programme of web courses or seminars available for everyone interested in this subject.
- According to the authors of the French Desk Research, FEG (European Federation of Tourist Guide Associations) which organised a seminar on “Guiding people with special needs” in Dubrovnik, Croatia in 2012 (described in **Attachment no. 2**), predicts that the EU GRUNDTVIG projects for adult life-long training might be a possible funding source. Another possibility is that the relevant organisations for people with intellectual and/or learning difficulties would be interested in funding such seminars for tourist guides who are willing to be trained.
- As mentioned by some of the authors of Desk Researches (Belgium, Spain), there are a lot of local initiatives (mainly in cities or museums) aimed at promotion of the idea of Tourism for All, some of which have been mentioned and described in parts 4,5&6 of the Report; however they are usually isolated and not widely promoted.
- There are some experienced tourist guides who deal with disabled people (also with people with intellectual or learning disabilities), for example the guides in Vienna and Graz in Austria, Brussels, Antwerp and Kortrijk in Belgium (Flanders), whose experience in the field work should be used during the further work in this project.
- There are also some programs of courses already prepared for implementation in Flanders, among them a program prepared by VFG (Association of People with Disabilities) in Flanders which is being used in 7 Flemish cities (the project “Cities differently viewed” mentioned in part 6 of the

- Report) or the web course “Guides and guided tours of persons with disabilities”.
- A project which is worth paying attention to is “DésEAR audioguide” which is run in the Castle of Gaasbeek / Kasteel van Gaasbeek and Museum Customized (described in part 6 of the Report) where intellectually disabled people were invited to create an audioguide serving the other disabled; this project is unique among all other presented in the Desk Researches from the Partner countries and therefore could serve as a clue for other programs being prepared for the disabled.

## 8.) POSSIBLE/ACCESSIBLE BIBLIOGRAPHY

Bibliography presented in this part of the Report consists not necessarily of the materials which were used in the preparation process of the national Desk Researches. It is rather to be treated like a set of valuable sources of information, all related to the subject of tourist guides working with people with intellectual disabilities and/or learning difficulties.

Majority of resources are available only in languages of the Partner countries, that is why the bibliography is presented for every country separately.

### **Austria:**

- **Tourismus für alle** , Barrierefreie Kunst-und Kulturangebote-inklusiv und innovativ, Bundesministerium für Wirtschaft, Familie und Jugend, Stubenring 1; Maria Aigner, Angelika Laburda, Michaela Mallinger, Erika Plevnik, Philipp Sulzer;
- **Graz für Alle**; Stadtporträt, Eine Stadt für Menschen mit und ohne Behinderung; Nicole Rubisch
- **Museen Informationen für Menschen mit besonderen Bedürfnissen**, Graz Tourismus und Stadtmarketing GmbH, Graz Tourismus und Stadtmarketing GmbH
- **CAPITO – a Social Franchise network** (<http://www.capito.eu/>) which comprises independent CAPITO partners. CAPITO offers services for clients in Austria, Germany, Switzerland, Liechtenstein, and Luxemburg. In Austria, CAPITO is a division brand of ATEMPO BetriebsGesmbH and part of the competency network Informationstechnologie in Linz and Innovia GesmbH in the Tyrol. In terms of tourism, CAPITO offers specific information about the subject and consultation by trained experts.

CAPITO offers to review the barrier-free access of a given area, and pertinent consultation and training. This offer extends to people with disabilities (learning difficulties) and people with special needs.



- **Atempo** ([http://www.atempo.at/de/Was\\_wir\\_tun/](http://www.atempo.at/de/Was_wir_tun/)) advocates the equality of people with learning difficulties and disabilities. Atempo offers training and job coaching when searching for a job, evaluating services for people with special needs with people with learning difficulties or disabilities (Nueva<sup>R</sup>), the translation of texts into “easy to read” language, consulting businesses with translations into “easy to read” language. The translated texts are then evaluated by people with learning difficulties. Consulting and evaluation regarding barrier-free access.
- **Innovia** ([http://www.innovia.at/neu/index.php?id=tourismus\\_fuer\\_alle](http://www.innovia.at/neu/index.php?id=tourismus_fuer_alle)) offers services and consulting about equal opportunities in Innsbruck. It also offers CAPITO as a division brand. Innovia is also developing Tourism for All. Barrier-free access in tourism includes the following services: evaluation of websites in terms of “easy to read” language, translations, copywriting and editing texts in “easy to read” language, employee training for barrier-free access and awareness-raising measures.
- **Hunger auf Kunst & Kultur**  
(<http://www.hungeraufkunstundkultur.at/jart/prj3/hakuk/main.jart?rel=de&content-id=1180694114543&reserve-mode=active>) was initiated in 2003 by Schauspielhaus Wien in cooperation with the Conference on Poverty in order to open the doors to arts and culture for socially disadvantaged people. More than 600 cultural institutions in six Austrian provinces and four municipalities in Lower Austria support this initiative and thus send a message that advocates solidarity. One unique part of the initiative is the project "**Social Assistance Service**" in Vienna, which supports individuals who own a Kulturpass (culture pass) but due to various barriers can only use it in the company of another person. Another unique part of the initiative is "**Wurlitzer**," a brochure for arts and culture in “**easy to read**” language. This program brochure is published annually in Vienna and was funded in 2013 by Jugend am Werk and Lebenshilfe Wien.
- **The information platform Barrierefreier Tourismus** (<http://www.barrierefreier-tourismus.info/>) is an initiative of the Österreichische

- Hilfswerks für Taubblinde und hochgradig Hör- und Sehbehinderte, the Austrian Association for Deaf and Blind People and People with Visual and Auditory Impairments. This organization has been assisting people with disabilities for over 20 years, and was supported from 2003 to 2009 (for organizing the European Network for Accessible Tourism Congress) by the Federal Ministry of Economy, Family and Youth. The initiative sees itself as a work group of people who deal with the subject of barrier-free access in tourism in particular, and who use their know-how in other projects as well. The platform is an information center for accessible tourism in Austria.

## **BELGIUM**

- **One of the agencies with legal personality to the policy of Foreign Affairs is Tourism Flanders**  
<http://www.toerismevlaanderen.be>
- **Information on the acknowledgement of guides and tourleaders**  
<http://www.toerismevlaanderen.be/erkenning-van-gidsen-en-reisleiders>
- **Contact details for the training providers in each province in Flanders**  
<http://www.toerismevlaanderen.be/opleidingspartners>
- **How can I get a recognition as a guide?**  
<http://www.toerismevlaanderen.be/hoe-kan-ik-erkend-worden-als-gids-reisleider>
- **The “competent-files” (before: occupational profiles) of SERV (Social-Economic Council of Flanders).**  
<http://production.competent.be/competent-nl/fiche/G120101.html>
- **Education Profile of guides / tour leaders**  
[http://www.toerismevlaanderen.be/sites/toerismevlaanderen.be/files/assets/documents\\_VORMING/Opleidingsprofiel%20gids.pdf](http://www.toerismevlaanderen.be/sites/toerismevlaanderen.be/files/assets/documents_VORMING/Opleidingsprofiel%20gids.pdf)  
[http://www.toerismevlaanderen.be/sites/toerismevlaanderen.be/files/assets/documents\\_VORMING/Opleidingsprofiel%20reisleider.pdf](http://www.toerismevlaanderen.be/sites/toerismevlaanderen.be/files/assets/documents_VORMING/Opleidingsprofiel%20reisleider.pdf)
- **FTG 'Federation of Tourist Guide Associations' in Flanders**  
<http://www.ftg-web.be>

- **Webcourse “Guides and guided tour of persons with disabilities”  
Tourism Flanders**  
[http://www.toerismevlaanderen.be/gidsen-en-rondleiden-van-personen-met-  
een-beperking](http://www.toerismevlaanderen.be/gidsen-en-rondleiden-van-personen-met-<br/>een-beperking)
- **Brochure "What can I do for you?" - Warm welcome for persons with  
disabilities**  
[http://www.toerismevlaanderen.be/wat-kan-ik-voor-u-doen-klantvriendelijk-  
onthaal-van-personen-met-  
een-beperking](http://www.toerismevlaanderen.be/wat-kan-ik-voor-u-doen-klantvriendelijk-<br/>onthaal-van-personen-met-<br/>een-beperking)
- **This brochure gives some tips or suggestions about a warm welcome.  
Further in the brochure there are tips on a warm welcome for people with  
an intellectual disability (p. 6)**  
[http://www.westkans.be/assets/files/Brochure\\_KlantvriendelijkOnthaal\\_NL.pdf](http://www.westkans.be/assets/files/Brochure_KlantvriendelijkOnthaal_NL.pdf)
- **Mapping the Skills and Training Needs to Improve Accessibility in  
Tourism Services**  
[http://www.accessibletourism.org/?i=enat.en.enat\\_projects\\_and\\_good\\_practic  
esEU\\_Study](http://www.accessibletourism.org/?i=enat.en.enat_projects_and_good_practic<br/>esEU_Study)
- **Mencap Liverpool has been running the successful and interesting  
Access to Heritage project for some time now, which has had some great  
results**  
<http://www.mencapliverpool.org.uk/about-us/our-projects/access-to-heritage/>  
<http://prezi.com/5dhjelebqsw5/copy-of-get-closer-to-wildflower-seeds/>
- **Design for Accessibility: A Cultural Administrator's Handbook (p108  
(services) for People with cognitive disabilities)**  
[http://www.townsandcities.designforall.org/publico/index.php?opc=articulo&arti  
cle=1417&idioma\\_article=en](http://www.townsandcities.designforall.org/publico/index.php?opc=articulo&arti<br/>cle=1417&idioma_article=en)
- **Guide pratique de l'accessibilité**  
[http://www.townsandcities.designforall.org/publico/index.php?opc=articulo&arti  
cle=1249&idioma\\_article=fr](http://www.townsandcities.designforall.org/publico/index.php?opc=articulo&arti<br/>cle=1249&idioma_article=fr)
- **“Museum customized” Royal Museums of Fine Arts Belgium. This  
webpage shows the “comet”-activities of the museum**  
<http://museumopmaat.be/komeet/#.UjhWWn805fw>

- **Castle of Gaasbeek audio tour for and by people with intellectual disabilities.**  
<http://www.kasteelvangaasbeek.be/kinderenenjongeren.asp?id=33>  
<http://www.een.be/programmas/vlaanderen-vakantieland/gaasbeek-anders>
- **The walk up the historic centre of Kortrijk for people with intellectual disabilities is build around the five senses.**  
<http://gidsenkringkortrijk.be/nl/kortrijk-voor-mensen-met-een-verstandelijke-beperking>
- **Accessible Travel Info Point (Infopunt toegankelijk reizen)**  
<http://www.toegankelijkreizen.be>
- **List of travel organisations (group travel for people with disabilities) from the Accessible Travel Info Point**  
<http://www.toegankelijkreizen.be/fileadmin/bestanden/docs/Reisorganisaties.pdf>
- **VFG (Association of People with Disabilities) - Cities differently viewed (Steden anders bekeken)**  
<http://www.vfg.be/vrije-tijd/steden/Pages/default.aspx>
- **Existing eu projects on accessibility**  
[http://www.accessibletourism.org/?i=enat.en.enat\\_projects\\_and\\_good\\_practices](http://www.accessibletourism.org/?i=enat.en.enat_projects_and_good_practices)
- **Fédération Wallonne des Guides Touristiques, recognized by the Commissariat Général au Tourisme. It brings together guides associations operating in Wallonie.**  
<http://cgt.tourismewallonie.be/Search.aspx>

## FRANCE

- **ENAT (European Network for Accessible Tourism)**  
<http://www.accessibletourism.org/?i=enat.en>  
Can help tourist guides with its list of accessible cities and its tourist information services, the results of its conferences, the accessible sites and monuments accross Europe, through its member-associations/institutions

across Europe for national information access, training tourist guides on accessible tourism themes (ETCAATS Access Training, ETCAATS Certificate-Access for all in the tourism sector), ENAT library at:

<http://www.accessibletourism.org/?i=enat.en.accessible-cities>

- **Visit Scotland Accesible Tourism Involvement Events, Report of Findings**, February 2011. Accessible Tourism Project events and result conclusions.

[http://www.visitscotland.org/pdf/Accessible%20Tourism%20Involvement%20Events%20Report%20\(Final\).pdf](http://www.visitscotland.org/pdf/Accessible%20Tourism%20Involvement%20Events%20Report%20(Final).pdf)

- A label called “**Tourisme et Handicap**” owned by the French government and managed by an association (<http://www.tourisme-handicaps.org/>). This label is awarded to establishments (i.e. hotels, cities, sites, museums, etc) fulfilling specific requirements. This label is mostly oriented towards the accessibility, signage and the welcoming as a primary objective: supporting the autonomy of handicapped people within these places. Places which want to obtain this label apply and a commission takes the final decision. It is in that spirit that the Victor Hugo museum, for example, designed a specific leaflet in clear language (<http://www.siwadam.com/hmm/e3.htm>) for intellectually disabled people and has been awarded that label. But there is no indication/information about a guided visit for that type of public.
- <http://www.unapei.org/article/accessibilite-et-handicapmental.html>

#### Italy:

- Castoldi Giorgio (2012) **La guida turistica. Manuale di preparazione all'esame di abilitazione: beni culturali e ambientali, geografia, cultura locale, tecnica professionale, normativa**. Hoepli Editore, Milano.
- **Decreto del Presidente del Consiglio dei Ministri 13 Settembre 2002** - Recepimento dell'accordo fra lo Stato, le regioni e le province autonome sui principi per l'armonizzazione, la valorizzazione e lo sviluppo del sistema turistico  
[http://www.governo.it/Presidenza/DSCT/normativa/DPCM\\_20020913.pdf](http://www.governo.it/Presidenza/DSCT/normativa/DPCM_20020913.pdf)

- **DECRETO LEGISLATIVO** 23 maggio 2011, n. 79 Codice della normativa statale in tema di ordinamento e mercato del turismo  
[http://www.ontit.it/opencms/export/sites/default/ont/it/documenti/files/ONT\\_2011-06-08\\_02611.pdf](http://www.ontit.it/opencms/export/sites/default/ont/it/documenti/files/ONT_2011-06-08_02611.pdf)
- **LEGGE** 17 maggio 1983, n. 217 "Legge quadro per il turismo e interventi per il potenziamento e la qualificazione dell'offerta turistica"  
<http://www.comune.jesi.an.it/MV/leggi/l217-83.htm>
- **Legge** 29 marzo 2001, n. 135 "Riforma della legislazione nazionale del turismo" <http://www.parlamento.it/parlam/leggi/01135l.htm>
- **Legge costituzionale** 18 ottobre 2001, n. 3 - "Modifiche al titolo V della parte seconda della Costituzione" <http://www.parlamento.it/parlam/leggi/01003lc.htm>
- **Presidenza del Consiglio dei Ministri** "Libro bianco sul turismo accessibile in Italia" (2013) <http://www.aiasmilano.it/il-primo-libro-bianco-sul-turismo-accessibile-in-italia/>
- **Guide for a good hospitality to people with disabilities or specific needs.**  
[http://www.ontit.it/opencms/export/sites/default/ont/it/documenti/files/ONT\\_2009-05-30\\_02145.pdf](http://www.ontit.it/opencms/export/sites/default/ont/it/documenti/files/ONT_2009-05-30_02145.pdf)
- **ANFFASS Associazione Nazionale Famiglie di Persone con Disabilità Intellettive e Relazionali** <http://www.anffas.net>
- **Associazione SiPuò** – <http://www.laboratoriosipuo.net>
- **CARE Città Accessibili delle Regioni Europee** – <http://www.interreg-care.org>
- **CDP Consulta per le persone con disabilità** – <http://www.cdpconsulta.it>
- **CO.IN Consorzio Cooperative Integrate Onlus** – <http://www.coinsociale.it>
- **ENAT European Network for Accessible Tourism** – <http://www.accessibletourism.org>
- **FISH Federazione Italiana Superamento Handicap** - <http://www.fishonlus.it>
- **IITT Itinerari Interregionali di Turismo per Tutti** – <http://www.opentourism.it>
- **Italia per tutti** - <http://www.italiapertutti.it>
- **IsITT Istituto Italiano per Il Turismo per Tutti** – <http://www.isitt.it>
- **Turismabile** – <http://www.turismabile.it>

## Latvia

- <http://likumi.lv/doc.php?id=50026>
- <http://likumi.lv/doc.php?id=50026>
- [www.riga.lv/LV/Channels/Riga\\_Municipality/Statutory\\_acts/default.htm](http://www.riga.lv/LV/Channels/Riga_Municipality/Statutory_acts/default.htm)
- <http://www.rigaguides.lv/>
- <http://www.turiba.lv/lv/studijas/fakultates/starptautiska-turisma-fakultate/57/>
- <http://isma.lv/lv/studiju-programmas>
- <http://www.kulturaskoledza.lv/studiju-iespejas/studiju-programmas>
- <http://www.lu.lv/fakultates/evf/>
- <http://www.lpgatravel.lv/index.php/lv>
- <http://www.rupjuberns.lv/lv/>
- <http://saule.org.lv/>

## Poland

- **Niepełnosprawny turysta: poradnik dla pilotów i przewodników turystycznych : praca zbiorowa / red. prowadzący Anna Borowicka . - Szczecin : Forum Turystyki Pomorza Zachodniego , 2003 . - 118 s. : il. ; 23 cm . - ISBN 83-87978-41-8**
- **„Społeczne i organizacyjne aspekty aktywności turystyczno-rekreacyjnej osób niepełnosprawnych”**, Wydawnictwo Polskie Towarzystwo Turystyczno-Krajoznawcze, Warszawa 2005, ISBN 83-60126-14-3  
[http://www.turystykadlawszystkich.pl/info/konf\\_050923.pdf](http://www.turystykadlawszystkich.pl/info/konf_050923.pdf)
- **„Turystyka osób niepełnosprawnych intelektualnie jako forma rehabilitacji fizycznej, psychicznej i społecznej”**, Kazimierz Chojnacki, Akademia Wychowania Fizycznego im. Bronisława Czecha, 2007, ISBN: 978-83-89121-08-0
- **„Turystyka osób niepełnosprawnych w aspekcie wybranych uwarunkowań”** , K. Kaganek, EAS, Kraków, 2009,
-

- **„Tworzenie i dostosowywanie produktów turystycznych do potrzeb osób niepełnosprawnych” : praca zbiorowa** / aut.: Agata Borowicka [i in.] . - Szczecin : Forum Turystyki Regionów , 2007
- **„Vademecum organizatora turystyki niepełnosprawnych”**, Jakub Grabowski, Mariola Milewska, Andrzej Stasiak. Łódź : Wydawnictwo WSTH , 2007
- **„TURYSTYKA OSÓB NIEPEŁNOSPRAWNYCH“**, MICHAŁ PREISLER, STUDIA PERIEGETICA, Zeszyty Naukowe Wielkopolskiej Wyższej Szkoły Turystyki i Zarządzania w Poznaniu Nr 6/2011, s. 27–36, [http://www.studiaperiegetica.pl/pub/3\\_6\\_2011.pdf](http://www.studiaperiegetica.pl/pub/3_6_2011.pdf)
- **„Przewodnicy turystyczni a wycieczki dla osób niepełnosprawnych**, Barbara Kopydłowska-Kaczorowska w „Rola krajoznawstwa i turystyki w życiu osób niepełnosprawnych: praca zbiorowa / oprac. red. Andrzej Stasiak, Jolanta Śledzińska. Warszawa : Wydawnictwo PTTK „Kraj”, 2008, s. 209-215, [http://tdw.pttk.pl/publikacje/tdw\\_rola\\_krajoznawstwa.pdf](http://tdw.pttk.pl/publikacje/tdw_rola_krajoznawstwa.pdf)
- **„Sprawnie dla niepełnosprawnych: profesjonalna obsługa turysty niepełnosprawnego: praca zbiorowa”** / aut.: Agata Borowicka [i in.] . - Szczecin : Forum Turystyki Regionów , 2008 . - 119 s. ; 23 cm . - ISBN 978-83-61289-00-5
- [www.ponadto.turystyka.pl](http://www.ponadto.turystyka.pl) – Cracovian travel agency specializing in tours for disabled, run by the disabled
- <http://www.turystykadlawszystkich.pl/>
- <http://www.niepelnosprawni.pl/ledge/x/2449>

## Spain

- **DECRETO 214/2002**, de 30 de julio, regulador de los guías de turismo de Andalucía  
<http://www.juntadeandalucia.es/turismocomercioydeporte/documentacion/11188.pdf>
- **Tourist guides in Andalucía Information:**  
<http://es.calameo.com/read/00091090436cb165987d9>



- **Inclusion in the Tourism register of Andalucía:**  
[http://www.juntadeandalucia.es/turismoycomercio/opencms/organigrama/cons\\_ejero/viceconsejeria/turismo/registro-de-turismo-de-andalucia/](http://www.juntadeandalucia.es/turismoycomercio/opencms/organigrama/cons_ejero/viceconsejeria/turismo/registro-de-turismo-de-andalucia/)
- **Procedures:**  
<http://www.juntadeandalucia.es/turismoycomercio/opencms/oficina-virtual/?ov-area=1&ov-familia=8&ov-aplicacion=-1&ov-texto=&offset=0&max=&total=>
- **Tourist legislation in Andalucía:**  
<http://www.juntadeandalucia.es/turismocomercioydeporte/publicaciones/22813.pdf>
- **Acción social. Museo Arte Contemporáneo de A Coruña:**  
[http://www.mac.gasnaturalfenosa.com/es/inicio/1297104959994/actividades+d\\_e+accion+social.html](http://www.mac.gasnaturalfenosa.com/es/inicio/1297104959994/actividades+d_e+accion+social.html)
- **Viajes Accesibles:**  
<http://www.viajes2000accesibles.es/quienes-somos.html>
- **Organización Internacional de Turismo Social:**  
<http://www.bits-int.org/es/index.php?menu=2&submenu=6>
- **Turismo para todos Madrid:**  
<http://www.madrid.es/UnidadWeb/Contenidos/Publicaciones/RelacionesInternacionales/CatalogoBuenasPracticas/Turismo/ProgTurisAccesibleTurismoParaTodos.pdf>
- **FEAPS** (Confederación Española de Organizaciones en favor de las Personas con Discapacidad Intelectual o del Desarrollo): <http://www.feaps.org>
- **Prado, Thyssen, Reina Sofía:**  
<http://www.esmadrid.com/es/portal.do?IDM=953&NM=3&TR=C&IDR=1397>
- **Turismo accesible dossier.** Enlaces de interés:  
<http://www.juntadeandalucia.es/turismocomercioydeporte/documentacion/31604.pdf>
- **Turismo Mallorca:** [http://acciosocial.org/wp-content/uploads/2012/06/NdP-HOME\\_Intress.pdf](http://acciosocial.org/wp-content/uploads/2012/06/NdP-HOME_Intress.pdf)
- URIEL, Ezequiel. **El sector turístico en España. (Alicante)** : Caja de Ahorros del Mediterráneo, 2001. See Index:  
<http://www.juntadeandalucia.es/turismocomercioydeporte/documentacion/indic es/5172.pdf>
- SWARBROOKE, John y Susan HORNER. **Consumer behaviour in tourism.**

Oxford (etc.) : Elsevier Butterworth Heinemann, 2004. 453 p. ; 25 cm, ISBN 0-

7506-3283-6. See Index:

<http://www.juntadeandalucia.es/turismocomercioydeporte/documentacion/indic/es/10198.pdf>

- **Confederación Española de Federaciones y Asociaciones Profesionales de Guías de Turismo**  
<http://www.cefapit.com>
- **AGENCIA DE VIAJES ACCESITRAVEL.** Travel agency specialized in accesible tourism: [www.accesitravel.com](http://www.accesitravel.com)
- **FUNDACION ONCE:** <http://www.fundaciononce.es>
- **Centro Español de Documentación sobre Discapacidad:** “Guía de organismos y entidades relacionados con la discapacidad.” Real Patronato sobre Discapacidad: <http://www.cedd.net>
- **DISCAPATE,** Travel agency working with people with disabilities. The motto of the company is: "all persons with disabilities have the right to travel and to work": <http://discapate.es>

## UNITED KINGDOM

- **Institute of Tourist Guiding:**<http://www.itg.org.uk>
- **Guild of registered Tourist Guides:**<http://www.britainsbestguides.org/how-the-guild-works/>
- **Mencap:**<http://www.mencap.org.uk/all-about-learning-disability>
- **Tourism for All:**<https://www.tourismforall.org.uk/Learning-disability-holidays.html>

## ATTACHMENTS

**Attachment no. 1. Program of general professional training for tourist guides in Poland plus basic specialized training for the candidates for city guides (valid until August 23, 2013)**

### PROGRAMME OF GENERAL TRAINING FOR THE CANDIDATES FOR TOURIST GUIDES

No.	Subject	Thematic scope of the subject:	Minimum number of hours
1	History of Poland	Basic information concerning the history of Poland	8
2	Tourist geography of Poland	General characteristics of the geographical location and natural environment. Geographical regions and landscapes of Poland: both natural and transformed. General characteristics of Polish economy and demographic issues. Administrative division. Characteristics of more important tourist regions. National minorities and religions	8
3	History of culture in Poland	History of architecture in Poland. Characteristics of individual architectural styles considering their historic development, location of buildings that are examples of individual styles on the map of historic monuments. The most important Polish museums. The earliest examples of Polish writing in museum collections. The most important works of European painting in Polish museum collections. Polish painting – main movements and their representatives. Modern Polish art in museum collections. Protection of cultural objects and its legal and organizational forms. Folk culture and art. Main ethnographic regions	8
4	Environmental protection in Poland	Program and legal basis of environmental protection. Forms of environmental protection in Poland. The national system of protected areas, international forms and systems of protected areas in Poland. Threats to natural environment,	6

		including those connected with land development and tourism. Basic concepts of ecology. Biological diversity of Poland – basic concepts, status and threats. Rules of tourism in forests and protected areas, fire safety in forests. Forms (types) of tourism that support protection and sustainable use of natural environment	
5	Tourism in Poland	Basic tourist concepts according to the terminology of the World Tourism Organization. Social, health, educational and economic values of tourism. Basic concepts of cultural and regional studies. Pioneers of tourism and sightseeing. Outline history of tourism in Poland in comparison with other European countries. Organization of tourism in Poland: government and self-government administration, social organizations, economic chambers, enterprises and travel agencies. History and organization of tourist guiding	4
6	Methodology and ethics of guiding General safety rules	Manners, ethics and moral principles of a guide. Tourism culture. Words as tools used by guides in their work. Knowledge of Polish language, its culture and vocabulary, examples of the most frequent linguistic errors. Using a microphone in a coach and enclosed and open space. Guiding tourist groups in an open area and enclosed space, with particular focus on sacred buildings, museums, cemeteries and places of martyrdom. Issues concerning school groups, education of children and youth. Guiding groups of disabled people. General safety rules regarding guiding tourist groups. First aid in case of emergency, resuscitation, stopping the bleeding, immobilizing broken limbs. Contents of the first-aid kit	6
7	Basic legal regulations concerning tourism	Tourist Services Act. Agreements in tourism, their types, rights and obligations of the parties. Agreements concluded by travel agencies with their customers. Legal relationship between the guide and a participant of the trip. Legal basis of guide's employment (employment agreement, specific-task contract, fee-for-task agreement). Legal liability of the guide: criminal, civil and	6

		professional. Regulations concerning traffic of individuals: registration, custom, border and traffic regulations. Tourist insurance	
8	Selected psychological and sociological issues	Psychology and sociology of a tourist group. Guide as a team leader. Description of a desired profile, psychophysical characteristics and personal values of a guide. Rules of organization and management of human resources, systems of communication, informal groups. Psychology of young people. Physical and psychological weariness and how to prevent it. Methods of solving conflicts in a tourist group and preventing and eliminating negative phenomena in tourism. Forming pro-ecological attitudes of both the organizer and participants of tourism.	4
		<b>In total</b>	<b>50</b>

**PROGRAMME OF BASIC SPECIALIZED TRAINING FOR THE CANDIDATES FOR CITY GUIDES**

No.	Subject	Thematic scope of the subject:	Minimum number of hours (including practical classes)
1	<b>History of the city in the context of the history of Poland</b>	History of towns and cities in Poland (general characteristics of historic towns and cities). The beginning and the past of the city. The city in interwar Poland and during the World War II. Post-war reconstruction. Modern development of the city. Social and political life. Prominent historical figures connected with the city	30 (10)
2	<b>Culture and art of the city</b>	The city's historical monuments in the context of the history of art in Poland. Urban development of the city. Periods of prosperity in Polish history. Historical buildings, period sculptures and paintings. Museums and monuments. Squares and streets. Parks and gardens. Scientific and cultural institutions. Educational system, higher education institutions	60 (25)

3	<b>Modern city</b>	Location, area, population, administrative division (districts, neighbourhoods). Social and political life. Contemporary prominent figures in the city. History and current economy of the city. The most important factory buildings and manufactured goods. The most important public utility facilities. Modern architecture and buildings. Social facilities and health service. Main attractions of the city. The city in literature, songs and anecdotes. Ecological problems and achievements of the city	30 (15)
4	<b>Tourist geography of the city and the region</b>	Current problems of the city and the region. Development plans of the city and its surroundings. Characteristics of geographical environment. Exit roads. Towns, villages and monuments of historical and tourist importance in the close vicinity	30 (15)
5	<b>Topography of the city and its outskirts</b>	Public transport system and exit routes. Locations of historic monuments, economic facilities and public utility facilities. Tourist, sports and recreation infrastructure. Locations of parking lots	30 (20)
6	<b>Methodology and techniques of guided tours</b>	Methodology and techniques of guiding tourist groups in the city. First aid in case of emergency. Contents of the basic first-aid kit	20 (15)
		<b>In total</b>	<b>200 (100)</b>

**Attachment no.2. Program and basic info of the half-day (4 hrs) seminar for qualified tourist guides “Guiding people with special needs” offered by The European Federation of Tourist Guide Associations (FEG) in Dubrovnik, Croatia on the 25<sup>th</sup> November 2012**

This seminar was delivered by two FEG & WFTGA accredited trainers working in collaboration, Viola Lewis and Efi Kalamboukidou, to 20 participants, all qualified

## Overall Desk Research

tourist guides in their own countries (Croatia, Austria, Spain, UK). The FEG seminar was mostly focused on people with walking, hearing and sight impairments, while intellectual and/or learning disabilities were just briefly mentioned.

After the completion of each LLP course, FEG issues a numbered certificate of attendance for its seminars to all participants. An evaluation form is completed at the end of each seminar by the participants. There is a FEG seminar handout with information in brief and tips for tourist guides given to the participants after they complete this seminar.

This Seminar is offered to qualified Tourist Guides, who want to:

- Enhance their awareness of the definition and multitude of special needs
- Up-date their terminology (in English) of special needs
- Gain an understanding of the benefits of addressing special needs
- Pick up some ideas for making their services more accessible and enjoyable for wheelchair users
- Identify specific practical skills and techniques for guiding visitors with visual and hearing impairments or learning difficulties
- Explore child safety during guided tours
- Gain more confidence and enjoyment in working with visitors with special needs.

Seminar Objectives:

This seminar addresses aspects of the standard for tourist guide training programs EN15565:2008, by looking at selected points of module 6.2.5. guiding for persons with special needs, including awareness of potential special needs of tourists (for example accessibility and design for all), adaptation of guided tours which allow access for those disabled or aged, adaptation of guided tours taking child safety into account (source: EN15561).

Training Methodology:

- Responsive, participative, positive, supportive
- Enabling exchange of experiences
- Working in pairs, groups and using role play to gain knowledge and practise skills
- Simulating aspects of guiding situations with guests with selected examples of

special needs (sight & hearing impairments)

**Attachment no. 3. Program of the seminar in Milano from 2006 on working with disabled**

CORSO DI FORMAZIONE PER: "GUIDE TURISTICHE PER VISITATORI CON DISABILITA' FISICO-INTELLETTIVA"

Incontri di formazione rivolti a guide turistiche provviste di patentino di abilitazione alla professione di guida turistica, rilasciato dalla provincia di competenza.

Gli incontri – in numero di 5 – si svolgeranno con cadenza settimanale e avranno una durata di 4 ore ciascuno.

**OBIETTIVI:**

Il corso si rivolge a guide turistiche professioniste e mira a impartire una formazione di base per accogliere turisti con disabilità fisica e intellettiva, acquisendo le competenze di primo livello utili per decodificare le esigenze dei visitatori disabili e per proporre loro itinerari fruibili.

Questo significa acquisire conoscenze di base in materia di:

- il concetto di “disabilità” e le sue definizioni
- tempo libero e turismo “per tutti”
- l’approccio al turista con disabilità fisica e/o intellettiva
- criteri di accessibilità e sue modalità di rilevazione
- tecniche di progettazione di un itinerario turistico accessibile
- tecniche di comunicazione dell’ accessibilità in campo turistico

**METODOLOGIA**

Gli incontri si articoleranno in:

- lezioni “interattive” basate sul confronto tra docenti e corsisti
- una visita al centro della città di Milano per testare sul campo i concetti affrontati in aula

**PROGRAMMA:**

1° incontro:

- presentazione del percorso formativo:
- obiettivi, contenuti e metodologia
- persone con disabilità: definizioni, esigenze, diritti



- tempo libero e turismo “per tutti”: un quadro introduttivo

2° incontro:

- il turista con disabilità fisica e /o intellettiva: esigenze e opportunità
- l’approccio al turista con disabilità: indicazioni e suggerimenti
- l’accessibilità ai disabili: definizioni, criteri e modalità di rilevazione

3° incontro:

- tecniche di progettazione di un itinerario turistico accessibile
- ideazione di un itinerario accessibile nel centro di Milano

4° incontro:

- l’itinerario alla prova dei fatti: visita al centro di Milano con un gruppo di turisti con disabilità fisica e intellettiva

5° incontro:

- analisi e valutazione degli spunti emersi nel corso della visita guidata al centro di Milano
- comunicare l’accessibilità in campo turistico: principi, tecniche, casi pratici

**PROFILO DEI PARTECIPANTI**

Il corso è rivolto ad un gruppo di 20 partecipanti.

Si rivolge a guide turistiche provviste di patentino di abilitazione alla professione di guida turistica rilasciato dalla provincia di competenza.

**Attachment no. 4. Information about the international (Italian, Hungarian, Maltese and Czech) project dedicated to tourism of people with Down syndrome ‘Turisti Non per caso’ (‘Tourists not by coincidence’)**

<b>Country</b>	<b>ITALY – Hungary – Malta – Czech Republic</b>
<b>Title of initiative</b>	<b>Turisti Non per caso (tourists not by coincidence)</b>
<b>Scale of project – local, regional or national?</b>	International – Youth in Action 4.4. Projects encouraging innovation and quality.

<b>Who is providing initiative</b>		AIPD – Associazione Italiana Persone Down
<b>Contact to the provider</b>	<b>Address</b>	
	<b>tel.</b>	
	<b>e-mail</b>	<b>marta.rovagna@gmail.com (Mrs Marta Rovagna)</b>
	<b>WWW</b>	<a href="http://www.aipd.it/cms/turisti-non-per-caso">http://www.aipd.it/cms/turisti-non-per-caso</a>
<b>Legal status of provider</b>		Association
<b>Target group</b>	<b>Who?</b>	Down people from 17 to 35 years old
	<b>Number of beneficiaries</b>	24 people with Down syndrome already involved + <ul style="list-style-type: none"> <li>• 24 people with Down syndrome</li> <li>• 36 intellectually disabled or migrants or poorly educated people</li> </ul>
<b>Reason of the initiative</b>		To emancipate people with Down syndrome (and disadvantaged people), to involve them into tourist itineraries respecting their own needs
<b>Initiative description</b>	<b>Main goal</b>	To provide an understandable tourist guide book for people with Down syndrome and disadvantaged people
	<b>Detailed goals</b>	
	<b>Activities</b>	1. Meeting in 4 EU cities; 2. Tourist data collection; 3. Processing data 4. Guide Layout and index 5. Validation of the Guide
<b>Results</b>	<b>Material</b>	<b>Tourist Guide Book for people with Down syndrome</b>
	<b>Inmaterial</b>	Emancipation, friendship
	<b>Short-term</b>	
	<b>Long-term</b>	
<b>Strengths of the initiative</b>		The Guide book is created by final beneficiaries. Extraordinary degree of beneficiaries' involvement.
<b>Degree of transferability</b>		High degree

**Attachment no. 5. Information about the Austrian program 'Tourismus für Alle'**

<b>Country</b>		<b>Austria</b>
<b>Title of initiative</b>		<b>Tourismus für Alle</b>
<b>Scale of project – local, regional or national?</b>		National
<b>Who is providing initiative</b>		Bundesministerium für Wirtschaft, Familie und Jugend (Federal Ministry of Economy, Family and Youth) and Österreich Werbung (ÖW) in cooperation with the Austrian Chamber of Commerce
<b>Contact to the provider</b>	<b>Address</b>	Bundesministerium für Wirtschaft, Familie und Jugend A-1011 Wien, Stubenring 1.
	<b>tel.</b>	Tel.: +43/1/71100-0.
	<b>e-mail</b>	barrierefreiesreisen@bmwfj.gv.at
	<b>WWW</b>	<a href="http://www.bmwfj.gv.at/Tourismus/TourismuspolitischeAktivitaeten/Seiten/Tourismusfüralle-BarrierefreiesReisen.aspx">http://www.bmwfj.gv.at/Tourismus/TourismuspolitischeAktivitaeten/Seiten/Tourismusfüralle-BarrierefreiesReisen.aspx</a>
<b>Legal status of provider</b>		
<b>Target group</b>	<b>Who?</b>	People with disabilities: (physical impairments, intellectual impairments or learning difficulties)
	<b>Number of beneficiaries</b>	
<b>Reason of the initiative</b>		People with disabilities should be able to participate in social life on an equal-opportunity basis.
<b>Initiative description</b>	<b>Main goal</b>	Developing a program of measures, various initiatives such as competitions and prizes, promoting consulting, subject-oriented events and brochures
	<b>Detailed goals</b>	
	<b>Activities</b>	Award in a competition "Tourism for All – Initiatives for Barrier-Free Travel" as part of the European Excellence Award for Accessible Tourism
<b>Results</b>	<b>Material</b>	<p>Series of publications, Tourism for all – Barrier-Free Planning and Construction in Tourism and Leisure Industries”</p> <p>Tourism for All – An Orientation for Barrier-Free Nature Activities</p> <p>Tourism for All – Barrier-Free Travel – a Guideline for Visitor Interaction</p> <p>Tourism for All – Barrier-Free Arts and Culture Education, Inclusive and Innovative</p> <p>Workshop series, Tourism for All</p> <p>Workgroup 1: Basic structural criteria for barrier-free access</p> <p>Workgroup 2: Training and good practice with the visitor</p> <p>Workgroup 3: Presentation of barrier-free online services</p> <p>Workgroup 4: Barrier-free leisure activities</p>

	<b>Inmaterial</b>	Certain criteria were developed for presenting art to people with intellectual disabilities
	<b>Short-term</b>	
	<b>Long-term</b>	
<b>Strengths of the initiative</b>		Federal Initiative for a broad target group with many good practices in various areas
<b>Degree of transferability</b>		High Degree

**Attachment no. 6. Information about the project “Developing and introducing a new training approach in tourism sector”**

<b>Country</b>	<b>Leonardo da Vinci EU Project</b>	
<b>Title of initiative</b>	<b>Developing and introducing a new training approach in tourism sector</b>	
<b>Scale of project – local, regional or national?</b>	International	
<b>Who is providing initiative</b>	ASM – Centrum Badań i Analiz Rynku Sp. z o.o. (Poland)	
<b>Contact to the provider</b>	<b>Address</b>	
	<b>tel.</b>	
	<b>e-mail</b>	
	<b>WWW</b>	
<b>Legal status of provider</b>		
<b>Target group</b>	<b>Who?</b>	The DIADA project is directed at two target groups: disabled people and the representatives of the tourist sector.
	<b>Number of beneficiaries</b>	
<b>Reason of the initiative</b>		

<b>Initiative description</b>	<b>Main goal</b>	The goal of the project is to create an educational system that will teach how to prepare a reliable, accessible and clear information about tourist facilities that would be directed at people with various types of disability.
	<b>Detailed goals</b>	<p>The main aims of this project will focus on:</p> <ul style="list-style-type: none"> <li>- Identifying and defining requirements and possibilities of demand and supply (both disabled people and tourist industry workers)</li> <li>- Preparing the detailed analyses of required, ideal information model for disabled tourists, by including disabled people in the whole process</li> <li>- Elaboration of the training program model including: theory, practice, tools (including manuals) and procedures.</li> <li>- Evaluation of the training programme by conducting a pilot training for potential auditors using a new teaching approach: long-distance "diada"s (pairs of auditors (trainees) always consist of one person without severe disabilities (from sector side) and a person with disability (mobility, hearing difficulties, visual impaired etc.). The aim of the pilot training is verification of the training system and implementation of corrections, if any.</li> <li>- Dissemination of the training system along with the idea of tourism for all. A mini awareness raising campaign focused on the benefits for the tourist sector resulting from the ability to provide competent information for people with disabilities and accessible services.</li> </ul>
	<b>Activities</b>	▪
<b>Results</b>	<b>Material</b>	The main result of the DIADA project will be a new system of training designed for the whole tourist sector, as well as engaging disabled people in the system. It will train auditors that have professional skills to provide full information concerning tourist facilities.
	<b>Inmaterial</b>	Improving the qualifications of the disabled people and employees of the tourist sector.
	<b>Short-term</b>	
	<b>Long-term</b>	
<b>Strengths of the initiative</b>		