

Evaluation and main conclusions

Based on the Modules evaluation

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02 Overview

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Evaluation per Module

Module 1 - Dealing with people with physical, sensory and cognitive impairments & First aids basic concepts (SPI & OECON)

- Unit 1: Sensory, physical and cognitive impairments
- Unit 2: Identifying relevant health care services and entities in the region
- Unit 3: How to apply creative solutions to unforeseen accessibility issues or other obstacles
- Unit 4: Unit 4: How to perform first aids
- Unit 5: How to apply health and safety measures while escorting persons with disabilities
- Unit 6: How to operate different basic devices of persons with disabilities (e.g., mobility and hearing aids)

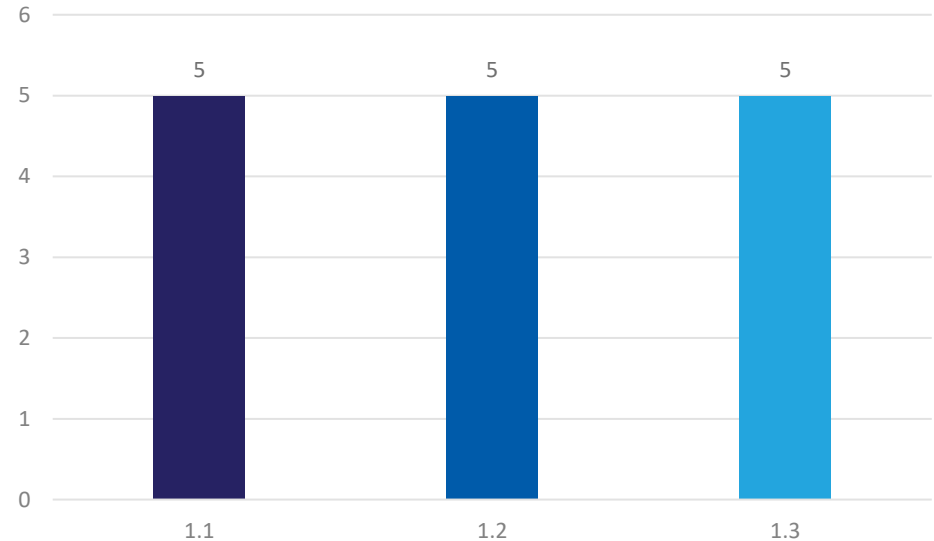
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Evaluation per Module

Module 1 – Activities Score

- 1.1. Vision Impairment activity (guidance)
- 1.2. Story-telling (motor/physical impairment)
- 1.3. Identifying emergencies and the proper ways of helping people with hearing and visual impairments in an emergency situation



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Evaluation per Module

Module 1 – Main Conclusions and improvements

- Activities were good and adequate to the Units;
- Presentation could have been more interactive;
- (Ideally) Activities should include all types of disabilities;
- It could be wise to include additional topics on the Module contents, such as the lack of ability (physical or cognitive) or sensory processing disorders (for instance, hypersensitivity).

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Evaluation per Module

Module 2 – Cultural Differences (SSGT)

- Unit 1: Recognise the most common cultural differences
- Unit 2: Know the regional and/or national history, geography and culture
- Unit 3: Adapt accessible travel itineraries to comply with cultural, religious or ethnic restrictions

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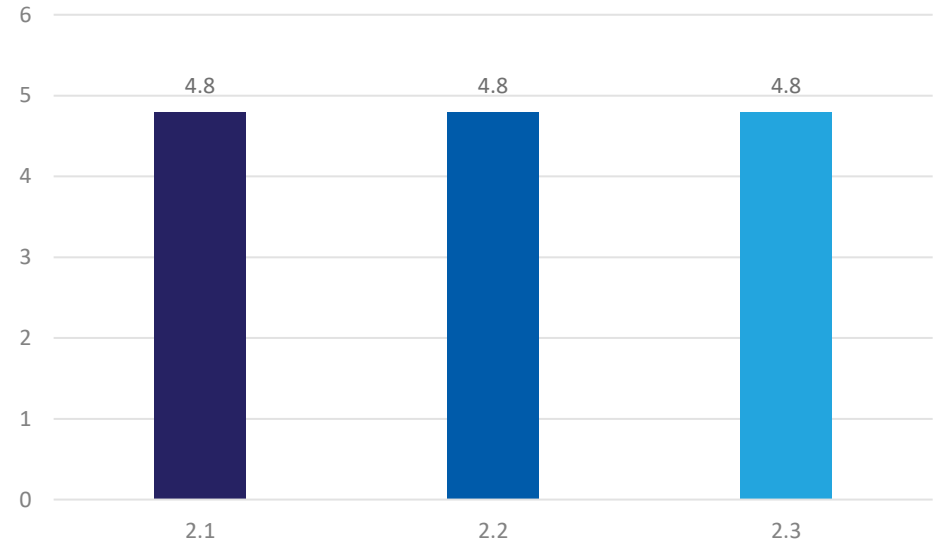
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Evaluation per Module

Module 2 – Activities Score

- 2.1. Recognize the most common cultural differences (students' presentation)
- [2.2.] Halal and Kosher Menu
- [2.3.] Cultural differences pictures



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Evaluation per Module

Module 2 – Main Conclusions and improvements

- Activities were fun, creative and engaging – however, they should be more tailored and connected to the ATF;
- Since this covers more generic information, perhaps the contents should include additional information/references regarding guiding and/or escorting a person with disabilities/impairments within different cultural backgrounds;
- Nevertheless, there is a lack of trustworthy information on this topic related to the ATF (no literature);
- A good way to solve the problem above is to get some feedback from trustworthy organisations (e.g. by contacting the European Accessibility Guides Association).

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Evaluation per Module

Module 3 – Planning an accessible travel plan (former *Tourism* Module) (NTB)

- Unit 1: Airport assistance
- Unit 2: Accommodation
- Unit 3: Medical and other support
- Unit 4: Entertainment and leisure activities
- Unit 5: Ex ante evaluation of the activities (feedback) from visitors

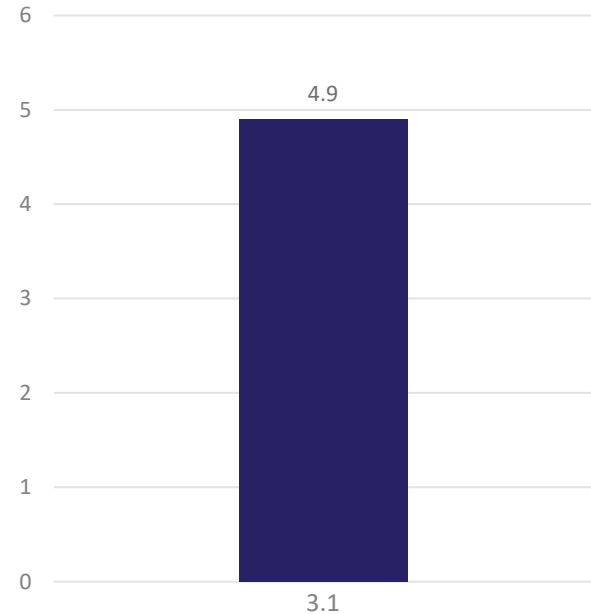
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Evaluation per Module

Module 3 – Activities Score

- 3.1. *Planning an itinerary for a person with disabilities/impairments (3 different situations)*



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Evaluation per Module

Module 3 – Main Conclusions and improvements

- The activity perfectly suited the entire Module (and the ATF formation);
- Perhaps it could have had an additional activity or a post-lecture brainstorming after the activity to compare it to the initial one;
- The name of this Module should be changed (suggestions: “Planning na accessible travel plan”; “Travel Planning”);
- As this module contains all information gathered from the others, it should be moved to the end (hence becoming “Module 5”);

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Evaluation per Module

Module 4 – ICT (INUK)

- Unit 1: Diversity of disabilities and their ICT needs/barriers
- Unit 2: Introduction to Digital Accessibility
- Unit 3: Preparing accessible digital content (texts, multimedia, social media posts)
- Unit 4: Preparing accessible digital documents (Word, PDF)
- Unit 5: How to check if digital content, social media content, multimedia and documents are accessible (*Former "Finding accessible travel information online"*)

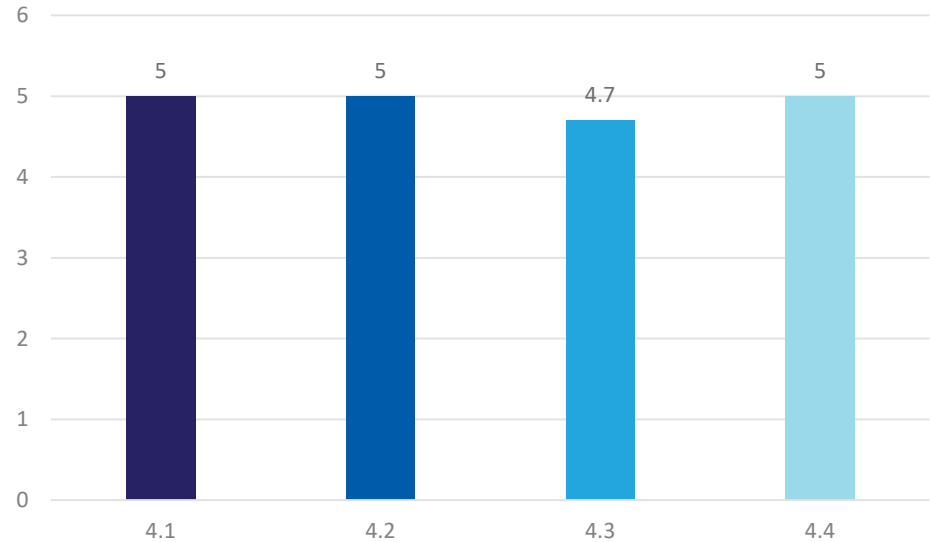
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Evaluation per Module

Module 4 – Activities Score

- 4.1. *Understanding hearing barriers*
- 4.2. *Understanding visual barriers*
- 4.3. *Understanding cognitive barriers*
- 4.4. *Understanding physical barriers*



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Evaluation per Module

Module 4 – Main Conclusions and improvements

- Activities were very engaging and pertinent to the Module;
- The module itself is very well organised and covers the most important points of digital accessibility
- Unit 5 was changed from "*Finding accessible travel information online*" to "How to check if digital content, social media content, multimedia and documents are accessible";

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Evaluation per Module

Module 5 – (BEST & Dekaplus)

- Unit 1: Effective communication
- Unit 2: Problem solving
- Unit 3: Organisational skills
- Unit 4: Empathy

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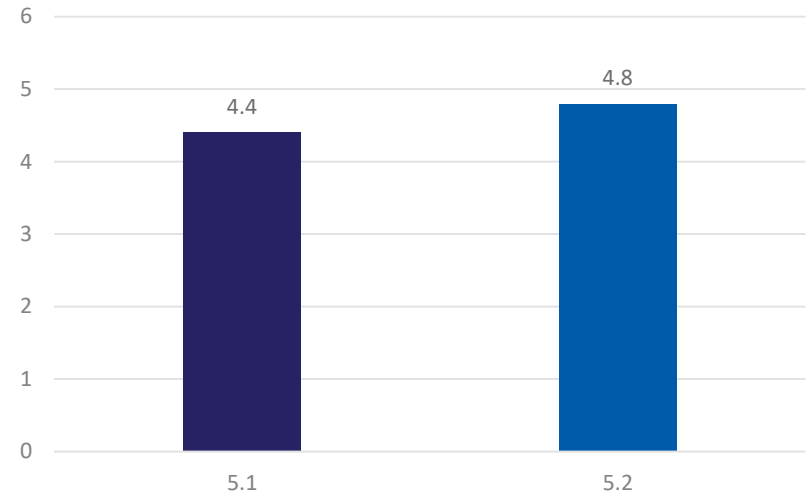
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Evaluation per Module

Module 5 – Activities Score

- 5.1. *"Designing an itinerary for a PWD and communicating with them";*
- 5.2. *"Identifying organisational skills in a problem solving scenario";*



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Evaluation per Module

Module 5 – Main Conclusions and improvements

- Very accurate;
- Perhaps it should be moved before other modules;
- In communication topics there should included guidelines/glossary for using right and wrong terms regarding PWDs;
- Would be good to have people with disabilities/impairments.

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02. Overview

2. Conclusions and discussion

- Overall, the activities got an excellent adequation score (average 4,9/5) and were very engaging;
- The contents have been well developed – however some further inputs are needed, especially on:
 - Module 1 – inclusion of lack of ability and sensory processing disorders;
 - Module 2 - more connection with the ATF concept;
 - Module 5 - guidelines/glossary for using right and wrong terms regarding PWDs;
- Module 3's name has been changed from "*Tourism*" to "*Planning an accessible travel*" and should be relocated as Module 5;
- Unit 5 of Module 4 also got its name changed from to "*Finding accessible travel information online*" to "*How to check if digital content, social media content, multimedia and documents are accessible*";

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02. Overview

2. Conclusions and discussion

- Perhaps having real people with disabilities/impairments would have had a much deeper impact;
- Contents of the Modules should be ready by the end of July and the translations before the final Multiplier Event.

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Hvala vam!

Ευχαριστώ!

Obrigado!



Danke!

Thank You!

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FAST

Facilitating Accessibility
in Support of Tourism