



# DISABILITY-FRIENDLY COMMUNICATION PLAN

HUHR/1901/2.1.2/0111

„A cross-border region where rivers connect, not divide”

## Table of content

<b>I. Executive Summary</b>	2
<b>II. Keywords</b>	10
<b>III. Age and disability-friendly policies and examples</b>	16
<b>IV. Active transport and accessibility</b>	25
<b>V. Coordination of development plans</b>	30
<b>VI. Action plan for tools and solutions to be used within the project</b>	34
<b>VII. COMMUNICATION</b>	48
VI. Economic and Employment Participation	79
a. Catering and hospitality	79
b. Accommodation	79
c. Area	80
d. Area Planning	87
<b>VIII. Conclusion and Action Plan</b>	89
<b>IX. Age- and Disability-friendly partners</b>	92
<b>X. Best practices and standards</b>	93
<b>XI. REFERENCE LIST</b>	102
GRAPH AND PICTURE REFERENCE LIST	103
ANNEXES	105
PROPOSED PROGRAM THEMES FOR CAMPS	105

## I. Executive Summary

The AQUA ADVENTURES project, implemented within the framework of the Hungarian-Croatian Interreg Program, aims to link and modernize the offer of potential ecotourism attractions on both sides of the border, and to jointly develop new and innovative cross-border tourism products.

The project is based on harmonizing the needs and potential of two target groups, each of which has considerable potential for growth: people with disabilities and ecotourists. Facilitating or enabling travel for people with disabilities is not only a moral obligation for all societies, but also a prosperous business opportunity: around one-seventh of the world's population (and this number is growing) has a disability, and many of them have been excluded from tourism altogether.

Their inclusion in tourism represents a significant new target market, the potential of which is enhanced by the fact that in the vast majority of cases people with disabilities travel with an accompanying person rather than alone, meaning that for every person with a disability, there is a potential for adding a new target or targets to the demand base. Ecotourism is another tourism activity that is growing in proportion and has considerable place for development. At the same time, ecotourism can be understood not only as a tourism activity but also as a philosophy and an attitude: it aims to make all forms of tourism more environmentally friendly and to reduce the ecological footprint of tourism. The project aims to broaden the ecotourism opportunities for people with disabilities and to develop and strengthen an eco-conscious attitude among the target group and their companions.

The primary objective of the disability-friendly communication plan is to identify the target audience of the planned Kistolmács-Prelog (Perlak) cross-border eco-park, to identify the eco- and related active tourism activities (bird watching, cycling, fishing, hiking, nature observation etc., as well as sports and recreational activities specifically designed for people with disabilities, such as bocce or blind ping-pong) that can be offered to them. It also indicates the identification of interfaces: suggesting which activities for which groups of people with disabilities (mobility, visual, hearing, autism, intellectual disabilities, people with temporary disabilities, etc.) could be relevant to the planned or future project that builds on it. The main aim is to build on future development opportunities by establishing accessibility and making available a pool of ideas that will help in planning future development phases.

Since tourism for people with disabilities is a relatively little researched and studied area in Hungary today, we had to include conceptual definitions in the communication plan, and briefly describe the current situation of tourism for people with disabilities in Hungary, and the specific problems of the target groups. Although this is a relatively little researched topic, the study of disability tourism is not without precedent. In this document, we present some best practices that can be used as examples. These include some practices described in the research of an international consortium of five countries (involving Germany, Spain and Italy, which are far ahead of our country in accessibility and disability tourism in general - the fourth partner country is Croatia, which is also involved in the project).

The guidance contains both theoretical and practical statements, but the practical approach is the main focus, with the theoretical sections (and occasional references to legislation) being limited to what we believe is strictly necessary for the work of practitioners. The dominating practical guides describe in concrete parameters the technical, infrastructural, communication, organizational, etc. solutions to facilitate or enable people with different forms of disability to travel and stay in the destination.

It is important to highlight that the project will also provide enjoyable programs and activities for people with multiple disabilities (e.g. deafblind people). If not at its current stage, it could also serve as a basis for future development phases. The identification and possible removal of barriers to tourism activities for each disability and the solutions to be used or avoided in communicating with people with such problems, will allow the development of an appropriate code of conduct for tourism and non-tourism professionals and staff in contact with the target group, and the sensitization of those in direct contact with people with disabilities.

The project, with its environmental education approach, is aimed primarily at the younger generations. Partly through them, partly independently, other target groups are also targeted, e.g.: school groups and their accompanying parents and escorts; pre-school children with their families; elderly people with grandchildren; primary and secondary school students; participants in cross-border exchange programs; participants in environmental camps; members of disadvantaged groups; university students attending training courses; researchers working on nature-friendly projects. Other indirect target groups are non-profit organizations active in the field of environmental education, environmental protection or assistance to people with disabilities. Professional organizations that could launch new cross-border cooperation projects along these lines; tourism service providers, event

organizers; researchers and research institutes working in the field of environmental protection.

The abovementioned target groups can be extended - the project team will welcome any other interested target groups to visit the project locale.

Presentation of the equipment (e.g. sports and play equipment), the facilities to be built/installed on the specific locale of the project and the communication solutions will help to meet the needs of the target groups in the most professional way possible, and to provide them with the most complete experience.

The project could serve as a best practice for the few eco-parks still existing in Hungary and could also inspire the development of new eco-parks (including cross-border ones).

## History

The AQUA ADVENTURES project, implemented within the framework of the Hungarian-Croatian Interreg Program, aims to connect and modernize the water tourism offer of the lakes on both sides of the border and to jointly develop new and innovative cross-border tourism products.

By linking tourist destinations with similar characteristics within a 100 km radius, the development will provide an opportunity to develop one-day or multi-day programs that will increase the number of visitors and overnight stays in the areas. Tourists visiting the region will thus be able to discover and enjoy the natural assets of the two countries at the same time, thanks to a joint program of activities.

The infrastructure and services to be developed around the lakes - which are located close to the two borders -, will not only target those who are already interested in ecotourism, but will also provide an opportunity to attract target groups who are still new to the idea of sustainable "holidays".

In addition to promoting the idea of sustainability, an important message of the project is to involve target groups with disabilities and to develop accessible programs for them. Special attention should therefore be paid to the design of appropriate basic infrastructure and to ensuring that the services and programs planned are adapted to the specific needs of this target group, thus providing opportunities for visitors with disabilities to spend leisure time together.

Appropriate communication is of paramount importance to ensure that stakeholders are targeted through the right channels, using the right tools and messages.

The main objective is to ensure that everyone can have a good time at Aqua Adventures' camps and programs, whether they are disabled or able-bodied, children or adults. They can have a great time while discovering that our disabled peers are human, just as we are, and that we can help each other and that it feels good to help. Inclusion is therefore an important goal, to sensitize society to the need for disabled and able-bodied people to live and have fun together.

## Methodology

**Aim:** To develop an adaptation plan specifically for information/visitor centers in order to best meet the needs of people with disabilities. It also takes into account the needs of different age groups (families with young children, young people, elderly). It should be emphasized that the target group of people with disabilities covers a very broad social spectrum. In addition to those with specific mobility, visual, hearing, intellectual or other special needs, young children, the elderly and the temporarily disabled are also included to the same extent from a tourism point of view. The basic idea behind accessible tourism is precisely this: to make tourism and tourist attractions and services accessible to all.

In the document, in addition to an overview of specific developments and plans for the programs and services to be developed, we have formulated important aspects and criteria that will help to make the destination truly accessible during the implementation phase.

This Guide will help local authorities to incorporate accessibility provisions into their everyday operations and communications, in order to create a tourist destination that is accessible and enjoyable for all, in line with the principles of accessible and senior tourism. The concrete examples and proposals set out in the document reinforce social inclusion, i.e. making services and experiences accessible to people with disabilities, to able-bodied people, to elderly, to children and families with young children. All this together, not segregated and separated. This makes the service presented an example of best practice.

After reviewing the plans for the infrastructure to be set up (building, campsite), we highlighted the aspects to be taken into account during implementation and the

purchase of the equipment to be used. This will help to clarify specific needs, so that equipment can be purchased that fits the needs of the target groups. Proposals have also been made to complement the 1-day, 2-day and 5-day camp programs that will be developed as part of the development, which will help disabled and able-bodied visitors to share experiences, ensuring equal access.

The communication elements planned for the project are wide-ranging, including both online and offline elements. In order to ensure equal access for each of the planned communication elements, we have proposed how to incorporate elements and messages so that the information to the relevant target group and the presentation of the services available already clearly include the basic requirements of equal treatment and equal access.

The basic legislation governing accessibility should also be taken into account in the design. These include:

- Act XCII of 2007 on the ratification of the Convention on the Rights of Persons with Disabilities and the Optional Protocol thereto
- XXVI of 1998 on the Rights of Persons with Disabilities and Ensuring their Equal Opportunities
- Act LXXVIII of 1997 on the Development and Protection of the Built Environment
- OTÉK 253/1997.(XII. 20.) government decree on the national settlement planning and building requirements
- Act LXXV of 2018 on Accessibility of Websites and Mobile Applications of Public Sector Organizations

## Presentation of the project

**Long-term objectives:** the project aims to increase the competitiveness and attractiveness of tourism in the Croatian-Hungarian border region through joint and coordinated developments that will contribute to improving the conditions in the border area, promoting tourism development and environmental sustainability. Cross-border cooperation aims not only to promote and improve the joint protection and management of natural and cultural assets, but also to promote eco-sustainability through the presentation of natural and cultural assets.

### **Specific objectives:**

To develop a common tourism offer package and link it with complementary developments that promote and protect the natural values of the two neighboring lakes (Prelog and Kistolmács) on both sides of the border. The project will showcase the natural assets of the common area and the jointly planned program series will also contribute to the development and strengthening of the ecotourism vision of the region's inhabitants.

### **Planned developments:**

#### In Croatia

- a) creation of garden barbecues - construction of sanitary facilities, toilets and 60 wooden resting places
- b) cleaning of access roads
- c) establishment of a bird observatory and a lake museum
- d) provision of bicycle storage facilities
- e) boats and safety equipment for water activities
- f) information boards will be installed (near EUROVELO routes)

Bicycle racks, plastic boats, equipment and facilities for disabled people will make nature-based recreation possible.

Thanks to the development, the two lakes will offer water and nature-friendly recreational activities. A wide range of water-related activities will be available, and entertainment facilities will be added to the sites, which will also provide leisure activities for people with disabilities. A needs assessment will be carried out prior to the design of the Program to reveal target groups needs, and will be accompanied by a series of communication campaigns to promote the new destination, which will be a new, interconnected and Program-rich tourist destination.

A number of Programs will also be implemented, with workshops on the values of the natural habitat, its fauna and flora, and an opportunity for participants to improve their knowledge of sustainability.

Programs for tourism experts will be organised to learn about other "best practices", accompanied by a study tour.

The aim is to promote the tourist destination and familiarise visitors with it through a series of events such as the "Fish&Dish" Day, the Swan Feather Hunt, the Paddling Camp and the "Nature School".



## In Hungary

- a) construction of a service building (71.7 m<sup>2</sup>), which will be used for storage and for leisure and recreational activities. The building will have sanitary facilities, rest areas and a small kitchen, as well as an outdoor mobile shed
- b) the installation of mobile containers for the occupational premises
- c) the provision of environmental education equipment and accessories for the planned aquatic Program elements, which will also form the basis of the environmental Programs
- d) implementation and customization of the ETIS quality assurance system
- e) conducting market research for needs assessment (to develop a range of one and two-day Programs, camps)
- f) developing a database for the newly created common tourism network

### **Direct target groups:**

Tourists, visitors

- Families, parents and guardians accompanying their children on trips
  - preschool children who will be visiting with their families
  - elderly people visiting with their families and grandchildren
- primary and secondary school students, participants in cross-border exchanges, participants in environmental camps who will come to the area for educational purposes
- members of disadvantaged groups who have access to facilities and Programs
- university students who wish to relax or attend training courses related to their research activities at universities
- researchers working on nature-friendly projects
- local employees, operational staff

### **Indirect target group**

- non-profit civil society organizations wishing to play a role in linking and promoting the values of the project
- local SMEs involved in the construction and development process.
- professional organizations that will launch new cross-border cooperation projects along the same lines.
- tourism operators providing services to visitors
- event organizers who organize events
- kindergartens, schools and educational institutions that will support the implementation of the Program through non-formal environmental approaches in curricula and new environmental education Programs.

- Programs of researchers and research institutes in the field of the environment, projects of the National Parks

For the purposes of this plan, in order to ensure that the leisure experience is also accessible to people with disabilities, we have identified specific groups of visitors with special needs.

**People with disabilities:**

1. Visually impaired
2. Hearing impaired
3. Mobility impaired
4. Communication impaired
5. Learning disabilities (dyslexia, dysgraphia, dyscalculia)
6. Autistic people

## II. Keywords

It is important to create an enjoyable environment for people with disabilities, and some basic definitions are linked to this.

### 1. Accessible tourism

Accessible tourism refers to tourism that is accessible to all on an equal basis, making tourism services of travelers from able-bodied societies accessible and enjoyable for people with physical and intellectual disabilities. *However, the target groups include not only people with disabilities, but also all people who are temporarily or permanently disabled in some way: whether this is due to age-related difficulties such as walking with a cane, severe visual or hearing impairment, rehabilitation after illness or surgery, or due to using a baby carriage.*

#### Target group:

- More than one billion people, around 15% of the world's population, live with a disability.
- In the European Union 37 million people and 120 million people in Europe including the population over 60 years are affected by disability (WHO, 2005).
- In the European Union more than 25% of people aged 16 and over are permanently restricted in some usual activity for health reasons (Eurostat, 2013).
- In Hungary, 4.6% of the population (490,000 people) have a disability according to the 2011 census.

*"What is accessible to people with disabilities is often more comfortable and safer for people without special needs too. It is simply more usable." (Hungarian Tourism Agency)*

## 2. Disability

### **Definition:**

Disability is defined as a temporary or permanent impairment, congenital or acquired, sensory, communication, physical, intellectual or psychosocial, or any accumulation of these, which, in interaction with environmental, social and other significant barriers, limits or prevents effective and equal participation in society (Act LXII of 2013, § (1)).

Health is a state of complete physical, mental and social well-being and not merely the absence of disease (WHO definition of health). In other words, disability does not exclude health, so it is not a disease, it is merely a condition.

## 3. People with disabilities

A person with a disability is any person who has a long-standing physical, mental, intellectual or sensory impairment which, together with a number of other barriers, may limit that person's full, effective and equal participation in society (Act 2007 Convention on the Rights of Persons with Disabilities and its Optional Protocol (CRPD Convention)). A person who has a permanent sensory, communication, physical, intellectual or psychosocial impairment, or any accumulation of such impairments, which, in interaction with environmental, social or other significant barriers, limits or prevents effective and equal participation in society (Act XXVI of 1998 on the Rights of Persons with Disabilities and Ensuring their Equal Opportunities).

## 4. Types of disability

### **Disability**

Physiological disability, with varying degrees of severity. Causes may include: post-brain injury, paralysis, orthopedic deformities, limb deficits, developmental disorders, chronic diseases.

### **Visual impairment:**

Reduced visual acuity, changes in visual field, space or color vision, vision narrowing. Visual impairment in reading, orientation, actions. In more severe cases, total or partial (light perception) blindness.

### **Hearing loss**

Reduction in sensitivity to sounds, measured in decibels. If it is at least 30 decibels in both ears, we speak of hearing loss, if it is at least 90 decibels, we speak of deafness.

### **Deafblindness**

Both vision and hearing are impaired, and damage to one cannot be compensated for by the other.

### **Speech impairment**

Speech impairment and related reading and writing errors. Depending on the severity, a speech disorder or speech impairment can be distinguished. The inability to speak is muteness.

### **Intellectual disability**

Intellectual ability is below the average level. From a medical point of view, an IQ below 70 points is considered to be an intelligence deficit. There are three levels of intellectual disability: mild, moderate and severe.

### **Autism**

A neurodevelopmental difference that can affect social relationships and communication skills, and sometimes manifests itself in different patterns of behavior and interests. It has an extremely wide range of presentations.

### **Multiple disabilities**

A combination of several disabilities. When these disabilities are independent of each other, they are called cumulative disabilities. If one is a consequence of the other, we distinguish between primary and secondary disabilities<sup>1</sup>.

## **5. Personal assistance**

The main aim of accessibility is to enable people to live independently, but in some cases personal assistance is needed. One possible assistance is *personal assistance*, which is essential to support independent living. Another form of personal assistance *in the institutions is complementary to accessibility*.

*Personal assistance is needed where accessibility does not allow full independence or where the person with a disability is not always able to live fully independently.*

The training of a personal assistant is essential in the following areas:

---

<sup>1</sup> forrás: People First Egyesület, és Rekreáció III. TÁMOP-4.1.2.E-15/1/Konv-2015-0002:  
[http://www.jgypk.hu/tamop15e/tananyag\\_html/Rekreacio\\_III/ii22\\_a\\_fogyatkossg\\_fogalma.html](http://www.jgypk.hu/tamop15e/tananyag_html/Rekreacio_III/ii22_a_fogyatkossg_fogalma.html)

- *in attitude*: training of staff and managers dealing with clients on the relevant legislation. This will avoid questions such as "But why didn't you bring a companion?". "Why are you travelling alone?", "What is a blind person doing here?". A basic knowledge of the legislation makes it clear that all people have the right to accessibility.
- *How do we call people with disabilities?* It's very simple, by name. "Come on, a blind gentleman (or X.Y.) has arrived and asked for help getting around" instead of "Come and help me, there's a blind person here".
- *the way of escorting*: up the stairs, to the seating area, to the doctor's surgery, to the toilet for visually impaired people with reduced mobility. Assistance for the hearing impaired, visually impaired.
- *How to offer assistance?* it is necessary to take the initiative, for example, if a visually impaired person cannot see who is with him/her. But it is not necessary to help at all costs. For all people with disabilities, it is a matter of asking if, how and what can we do to help. Until you give permission, do not touch the person or
- his/her assistive device. Only help with what is needed. Even if you are with the disabled person's companion, ask the disabled person himself, do not communicate with the companion. If someone doesn't need help, don't be offended, because they don't have a problem with the person, they probably want to resolve the situation on their own.
- *communication*: talk to the person with a disability as you would to anyone else. It is important that we do not talk to the helper, but to the person. Special procedures (slower speech, conspicuous gesticulation, mouth movements) are not necessary, but always speak to the hearing impaired person facing them.

## 6. Families with young children

Families with young children in the context of accessible tourism are those with special needs. The destination has to be accessible for ones with a baby carriage and special equipment must be provided for small children (changing table, step, etc.). In terms of accessibility, the needs are in many ways the same as those of people with disabilities, especially wheelchair users (People First Association).

## 7. Seniors/Elders (over 65 years)

Similar to families with young children, this target group is also strongly affected by accessibility. The international trend is that travelers are getting older, i.e. the changing age structure is leading to an ageing demand for tourism. One of the key future trends is that older people will also travel more and more, with medical care and conscious lifestyles increasing activity in old age. A significant proportion of the senior age group is affected by temporary or permanent health problems, which also have an impact on their participation in tourism. The demographic composition of people with disabilities is characterized by a higher proportion of older people, as the majority of people with disabilities are not disabled from birth but become disabled as they age, through illness or accident (People First Association, MTÜ).

## 8. Accessibility

### Definition:

Distinguish between **accessibility** and **availability**.

### Accessibility

the built environment is accessible if it is comfortable, safe and independent for all people, including individuals or groups of people with health impairments who require special equipment or technical solutions (Act LXXVIII of 1997 on the Development and Protection of the Built Environment).

### Availability

#### *availability is equal if*

- the **service** is accessible on an equal basis if, it is accessible, with appropriate autonomy according to the condition of the recipient, to all, in particular to people with reduced mobility, visual, hearing, mental and communication impairments, in a way that it is accessible, predictable, understandable and perceptible,
- the **building** is accessible on an equal footing if it is accessible to all, in particular to persons with reduced mobility, visual, hearing, mental or communication impairments, if the publicly opened part of the building can be entered, if it can be safely evacuated in an emergency and if the objects and equipment in the building can be used by all for their intended purpose,
- **information** is accessible on an equal basis, if it is predictable, comprehensible and perceptible for all, in particular for people with impaired mobility, sight, hearing, mental and communication functions, and if access to it is barrier-free for the user (Act XXVI of 1998).

## 9. Inclusion

In other words, social inclusion:

In sociological terms, the concept of inclusion describes a society in which all people are accepted and can participate on an equal basis and independently, regardless of gender, age or origin, religion or education, disability or other individual characteristics.

*In an inclusive society, there is no definition of what is 'normal' to which all members of society should aspire and to which all should conform. The only thing that is normal is the fact that there are differences.* These differences are seen as an enrichment of society and do not affect the basic right of individuals to participate. It is the task of society to create structures in all areas of life that allow members of that society to move freely within it (source: People First Association Peer-Act Erasmus+ project).

## 10. Easy language

Known in Hungary as "easy-to-understand communication", this is the communication of information in the vernacular in a simple, clear form that helps the information to be understood. In the practice of easy-to-understand communication, grammar is applied according to specific rules, aided by the appropriate use of pictures and illustrations. Target groups: people with intellectual disabilities (including learning disabilities and people with poor language skills) and people with comprehension problems (people with disabilities, socially disadvantaged people, people with dementia, people who speak Hungarian as a foreign language<sup>2</sup>).

## 11. Universal designing

By "universal design" we mean designing products, environments, programs and services in such a way that they are as accessible as possible to all people: without the need for adaptation or special design. Universal design should not exclude the use of assistive devices and technologies for groups of people with disabilities where justified (Act XCII of 2007).

---

<sup>2</sup> Farkasné Gönczi Rita, ELTE Bárczi Gusztáv Gyógypedagógiai Kar, elérhetőség: <http://konyenertheto.gonczirita.hu>



### III. Age and disability-friendly policies and examples

Given that the development strategy is based on the idea of sustainability and equal opportunities, it is worth paying attention to ensure that the staff involved in its operation can identify with it. Involving and sensitizing managers, employees and partners is an important aspect of this.

#### **1. An inclusive approach to management (leadership and strategy) is needed:**

The training and sensitization of visitor center managers is a prerequisite for the proper functioning of the facility itself. The organization itself must define and implement strategies and proposals for retaining its employees with disabilities or who will become disabled, in order to change attitudes and the way the whole complex approaches the issue.

#### **2. Sensitization of staff, partners and visitors**

Preparing the organization's staff to welcome people with disabilities and helping to integrate disabled workers into the complex should become part of the organizational culture. It is important to develop and take into account equal opportunities aspects in the selection of partners and suppliers. The use of experts in the field of disability-friendly working conditions is justified. Sensitization training will help to deepen this. The involvement of volunteers is recommended along several pillars (program facilitators, escorts, administrative staff). Sensitization of staff and managers, as mentioned above, only makes sense if the people concerned are involved. With the involvement of qualified peer sensitization trainers, sensitization training can be delivered online or face-to-face, through self-learning and led by trainers, and can be organized in courses of 1-5 days.

Aqua Adventures

HUHR/1901/2.1.2/0111

### 3. Implementing disability-friendly measures in different areas of tourist attraction operation

Type of disability	Suggestions for tourism service providers
<b>Visitors with Motor Impairments</b>	<ul style="list-style-type: none"> <li>- clear pre-information about possible handicaps in all means of information (social network, internet);</li> <li>- access to accessible facilities should be direct and unobstructed;</li> <li>- a “barrier-free” environment and accessible parking;</li> <li>- building adjustments and special equipment or installations must be available</li> </ul>
<b>Walking, Balance and Stamina</b>	<ul style="list-style-type: none"> <li>- They may use supporting walking aids such as a mechanical or electric wheelchair, crutches, walker/rollator, walking canes.</li> <li>- They may need seating (benches) where they can stop frequently, to rest, regain strength or catch their breath.</li> <li>- They may only manage short distances.</li> <li>- They may not be able to manage steps and may need ramps or lifts.</li> <li>- Support handrails on both sides of a ramp or staircase may be necessary for many users, for safety and support.</li> <li>- Uneven surfaces or loose walking surfaces may be difficult or impossible to cross, non-slip floor surfaces are also important.</li> </ul>

	<ul style="list-style-type: none"> <li>- Availability of walking aids, wheelchairs or scooters for rent or loan may be necessary in specific venues.</li> <li>- They may need another person to help them walk</li> </ul>
<b>Handling Objects - Dexterity and Manipulation or Operation of Objects</b>	<ul style="list-style-type: none"> <li>- If the item requires hands use - user must first be able to reach it.</li> <li>- Items should be gripped in multiple ways to respond the variety of preferences.</li> <li>- Shape of the item should be suitable for the task, requiring less as possible use of force, comfortable contact area between the object and the user's palm.</li> </ul>
<b>Reaching</b>	<p>Items should be accessible, understandable and comfortable to everybody:</p> <ul style="list-style-type: none"> <li>- short, tall, wheelchair user, etc.</li> <li>- Items that could be dangerous for the families with the small kids should not be accessible</li> </ul>
<b>Visitors with Sensory Impairments</b>	<p>In general, for people with vision impairments, the less complex environments and services are, the better.</p> <ul style="list-style-type: none"> <li>- Sounds, such as splashing from water fountains or changes of walking surfaces,</li> <li>- and smells from fragrant plants can provide cues for orientation which may help people with vision impairments when moving through a building or in outdoor spaces.</li> <li>- Information in Braille or raised text may be useful, mainly for blind persons.</li> </ul>



- People with vision impairments may need more verbal information and more detailed description, with greater accuracy, but keep in mind that the person may not be able to pick up on non-verbal communication, such as body language. Bear this in mind when talking to them.
- Introduce yourself or try to gain the person's attention before starting or ending a conversation. If you don't, they may become confused about who is talking, be unsure if they are being spoken to, and may not know if people enter or leave the room. If you are helping the person with a task, let them know what you are going to do before and during it.
- Use references when describing where something is - for example, your water is on the table on your right. It may be helpful to use imaginary hands on a clock face to describe where something is, especially for people who have lived with sight loss for many years (e.g the cup is in front of you at 12 o'clock position).
- Audio messages can be a good way of informing about the facilities, evacuation procedures in the event of fire or other emergencies.
- Adequate tactile and/or audible warnings should be present wherever there may be a hazard for those who have vision impairments. Evacuation procedures that are based only on visual indications will not be perceived by blind individuals or may not be perceived by persons with visual impairment and therefore additional warnings need to be given by audible and/or tactile warnings.



	<ul style="list-style-type: none"><li>- Entering and leaving different means of transport, such as small boats and motor vehicles can be difficult, and assistance may be required.</li></ul>
<b>Hearing</b>	<ul style="list-style-type: none"><li>- Verbal announcements given by public address systems may not be heard or understood correctly.</li><li>- Verbal communication is especially difficult in noisy environments, which disturb the persons hearing abilities.</li><li>- The acoustic qualities of rooms will affect the ability of a person with hearing difficulties to understand language.</li><li>- To be able to lip-read a good overhead lighting is needed.</li> <li>- Hearing loop systems which provide amplified sound directly to a persons hearing aid can be useful in reception areas and ticket sales points to improve verbal communication between staff and customers with hearing difficulties.</li> <li>- Some people may have difficulties also in reading written information, especially in a foreign language and may prefer to see ideograms (pictograms) and drawings to understand and communicate.</li><li>- Evacuation procedures that are based only on acoustic alarms will not be perceived by deaf individuals or may not be perceived by persons with hearing impairment and therefore devices with light signalling that can indicate different important signals (smoke detectors, fire alarms etc.) are needed</li></ul>



<b>Touch</b>	<ul style="list-style-type: none"><li>- Risk of injury from objects that are very sharp, very hot or very cold, as they do not react to them on contact should be prevented.</li></ul>
<b>Smell and Taste</b>	<ul style="list-style-type: none"><li>- Make sure that all the dangerous substances are clearly identified and labelled.</li><li>- Make sure that customers can “hear” danger by using several senses (fire should be not only smelled, but also heard (fire alarm) and seen (flashing light alarm)).</li></ul>
<b>Visitors with Cognitive Impairments / Learning Difficulties</b>	<ul style="list-style-type: none"><li>- Those with cognitive problems may need assistance and simplified, well-structured information to enable them to be safe and to enjoy a visit.</li><li>- It is better to use signs, symbols and pictograms than rely on printed word. ‘Easy Reading’ is a form of writing that has been developed to inform people with learning difficulties in a simpler way.</li></ul>
<b>Mental Abilities</b>	<ul style="list-style-type: none"><li>- They may need clear and repeated instructions with simple wording, so as to follow a tour successfully and safely, and to keep with the group.</li><li>- Older people may have limited memory and some find it difficult to absorb new information.</li><li>- They require both audible and visual messages that are concise, easy to understand and relatively frequent.</li><li>- Way finding plans or maps should clearly indicate the person's position in the building or facility, and should not include extraneous information.</li><li>- Along a route, way finding cues should be considered, that are easy to follow, e.g. tactile, graphic and audible signs or drawing attention to architectural features.</li></ul>

	<ul style="list-style-type: none"> <li>- It can be helpful to combine text information with universally recognizable symbols, such as graphics (pictograms, etc.) that are in accordance with international standards.</li> </ul>
<b>Ageing Adults</b>	<ul style="list-style-type: none"> <li>- Be patient and ready to have extra time for the communication.</li> <li>- Repeat, write down and underline important information. Signage should be written with large enough text in order to be able to see it, and this is the same for leaflets and brochures and for websites</li> <li>- Availability of 24-hour service and/or staff assistance is preferred</li> <li>- Keep in mind possible age-related impairments, disability and multiple disabilities.</li> <li>- Staff should be aware of the availability of doctors/pharmacies.</li> <li>- Short breaks during activities should be scheduled to let them rest and relax.</li> <li>- Calm places to rest and relax are preferred.</li> </ul>
<b>Developing Child</b>	<ul style="list-style-type: none"> <li>- Guarding walls and barriers should not encourage small children to climb on them.</li> <li>- Windows and doors on upper floors and in supervised areas should have secure fastenings that small children cannot reach.</li> <li>- Parents and guardians should supervise young children to ensure they do not become separated from the group or lost.</li> <li>- It can be useful to create a special corner for the small children and cater the adults of the family. Make sure it is visible from any point of the room.</li> <li>- Areas of open water should be fenced off.</li> </ul>



	<ul style="list-style-type: none"> <li>- Children should not be left unsupervised near water.</li> </ul>
<b>Diversity of Stature - People of Very Large or Very Small Stature</b>	<ul style="list-style-type: none"> <li>- Make sure someone will be ready to provide special assistance, especially in emergency cases for such kind of clients.</li> </ul>
<b>Speech Impairment</b>	<ul style="list-style-type: none"> <li>- Pictograms may also serve as a medium of communication for those who lack speech.</li> <li>- Having paper and pencil handy can help to overcome communication problems for this group, in many situations.</li> </ul>
<b>Not Understanding the Language</b>	<ul style="list-style-type: none"> <li>- Be patient and reasonable – nowadays, many apps can help you speak different languages. However, it is important to ascertain that customer have understood you properly. Don` t forget that a customer may have other specific access requirements. It is essential to discuss them.</li> <li>- In case of emergency (a foreign customer has got sick), you should have a translation center phone number.</li> <li>- Make sure that all signs are international (e.g. evacuation directions) and clearly visible from every spot of the room.</li> </ul>
<b>Allergies and Other Sensitivities</b>	<ul style="list-style-type: none"> <li>- There are legal requirements about the provision of information about allergens in food; actions should be taken to avoid possible allergy risks, but you always can do more: education, cooperation, and teamwork are the keys to safely serving a guest who has a food allergy. Accurately plan handling guests with food allergies actions:</li> <li>- Who will answer guests` questions regarding menu items?</li> <li>- Who will be responsible for checking the ingredients used in menu items?</li> </ul>





**Hungary-Croatia**  
Cross-border Co-operation Programme

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>- What steps should the kitchen staff follow to avoid cross-contact between different foodstuffs?</li><li>- How should staff members handle an allergic reaction?</li></ul> |
|--|---|

#### IV. Active transport and accessibility

In many cases, people with disabilities are not able to participate in certain activities because lack of accessible transport and accessibility of certain attractions, and therefore have limited access to facilities for leisure, sport and active recreation.

Persons with reduced mobility can use wide corridors. Wider doors that open automatically, lifts, barrier-free ramps and the removal of thresholds is necessary to ensure their accessibility.

They should have access to specially prepared public transport (buses, trams, trains) to reach the facility/location. These means of transport should be equipped with ramps, low floors or platforms with reduced mobility, so that people with disabilities can use them. They should have ramps with recessed kerbs to allow access with wheelchair or crutch.

Care should also be taken to ensure that parking spaces for people with reduced mobility are provided with a dedicated parking space, with sufficient width for them to get on and off and to use assistive devices such as lifts. If possible, it should be located in a place from which they can independently reach the entrance.

Family parking is also important to ensure that families with young children or families with baby carriages can make good use of the parking spaces provided for them.

The technical preparation of the recreation area itself is a priority to make it suitable for people with disabilities. There are various types of special equipment that enable people with disabilities to use these areas.

The principle of universal design should be followed from the planning stage and should be made accessible to all.

## CHECKING THE ROUTES TO THE CAMPSITE

It is important to consider how visitors arrive at the locale. This could be by public transport (e.g. bus), light rail, car or even by bicycle.

It is recommended that possible routes are walked with a disabled person to check all possible aspects. It is also worth making a map and information that can later be uploaded to an app for people with disabilities to help them plan their route.

**BY BUS:** A bus service from Letenye will take you to Kistolmács Chapel, 3 km from the campsite. **Access to the bus stop is provided by a ramp, making it easy to get on and off the bus. For visually impaired persons, a guide lane is recommended from the pavement axis to the front door stop with appropriate signs.**



### RECOMMENDATION:

- Contact the bus company to see what facilities they can provide for accessible transport if there are passengers with special needs
- Create a map with this information (upload to an app)
- Make this available on communication channels (e.g. website)

**LIGHT RAIL:** The light rail runs on the route from Lenti, and the train station is located about 2 km from the planned entrance to the camp. Currently the station is partially accessible and wheelchair accessible. There is a rocky road from the railway station to the camp site, which may impede access.

The railway must be made accessible: use of a guideline, a lift or a trolley that is accessible, and advance notice must be given if personal assistance is required.

<https://www.mavcsoport.hu/mav-start/belfoldi-utazas/mozgaskorlatozottak-szamara-igenyelhető-szolgáltatások>

This year will happen the completion of improvements to the new railway line to the Kistolmács border, making it easier and quicker to reach the campsite from an accessibility point of view.

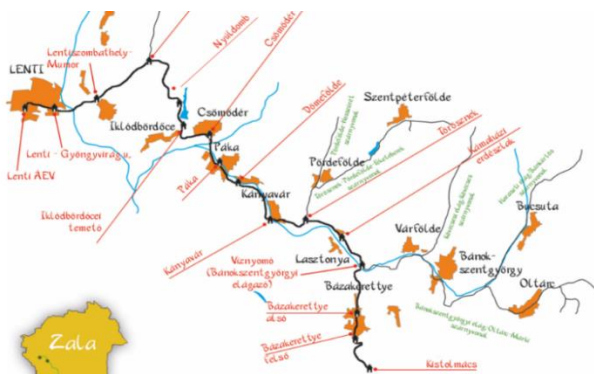
The railway line will also be linked to a number of cycling and hiking tourist routes, so more and more hikers are combining their cycling or walking trips with a pleasant forest railway journey. The lines of the Csömödér ÁEV cover the Göcsej pine region, the Kerka valley and the Göcseji beech landscape. From Lenti you can enjoy the forests of Zajda, the Vétym beech forest and the Budafa Arboretum with the Makk Adventure Playground<sup>3</sup>.



**RECOMMENDATION:**

- The railway must be accessible, clearly indicated on the website of the railway operator
- Make this available in all information material (e.g. website, app)
- For the hearing impaired and deaf persons, loudspeakers are not an option, textual information displays

should be used both at the station and on the trains



<sup>3</sup> <https://www.zalaerdo.hu/hu/turizmus/erdei-vasut>

**CAR:** by car you can reach the camp site by a paved road.

**RECOMMENDATION:**

- designing an accessible parking area
- communicate this in all information material (e.g. website, app)

**BICYCLE:**



[http://www.del-zalai-erdotaj.hu/utvonal\\_letoltes/7.gif](http://www.del-zalai-erdotaj.hu/utvonal_letoltes/7.gif)

**RECOMMENDATION:**

- include a bicycle rental option that offers a 2-seater bicycles as well
- have a bicycle storage area that is suitable for this
- have Wifi
- e-bike charging station
- communicate this in all information material (e.g. website, app)
- electric wheelchair conversion loan facility for mechanical wheelchairs

**Parking design**

A car park will be provided at the entrance to the facility.

**RECOMMENDATION:**

- There shall be a minimum of 1 accessible parking space for every 50 parking spaces. Width min. 3.60 m, of which 1.50 is a traffic exit lane. Length min. 5,50 m, 6,50 m for parking parallel to the pavement.

- It must be within 50 m of the entrance and marked by signs and markings.

## Entrance to the facility and access walkways/roads



*Accessible boardwalk*

### RECOMMENDATION:

- Where possible, create smooth, hard surfaced, continuous roads and tracks of sufficient width to accommodate two wheelchairs side by side.
- Provide rest areas along the path, and display information signs and maps.
- A suitable route is needed for each section that can be used by anyone.

## Accessibility of building entrances and internal transport

### Corridors:

- Size min. 1.20 m, but an information board (1.50 m x 1.50 m) must be provided at turning arounds (change of direction, use of doors).
- A guide lane is required only if it can be provided with a safety distance (2 x 80 cm).
- Corridors should be contrasting, well lit. Equipment should not reduce the minimum size of the corridor, and the paving should be non-slip.

### Guide rail:

- A guide lane is required only if it can be provided with a safety distance (2 x 80 cm).
- For retrofitting, a template-applied, glued guide rail can be used for inside-out installation.

### Designated routes for emergency/escape routes and emergency care

### RECOMMENDATION:

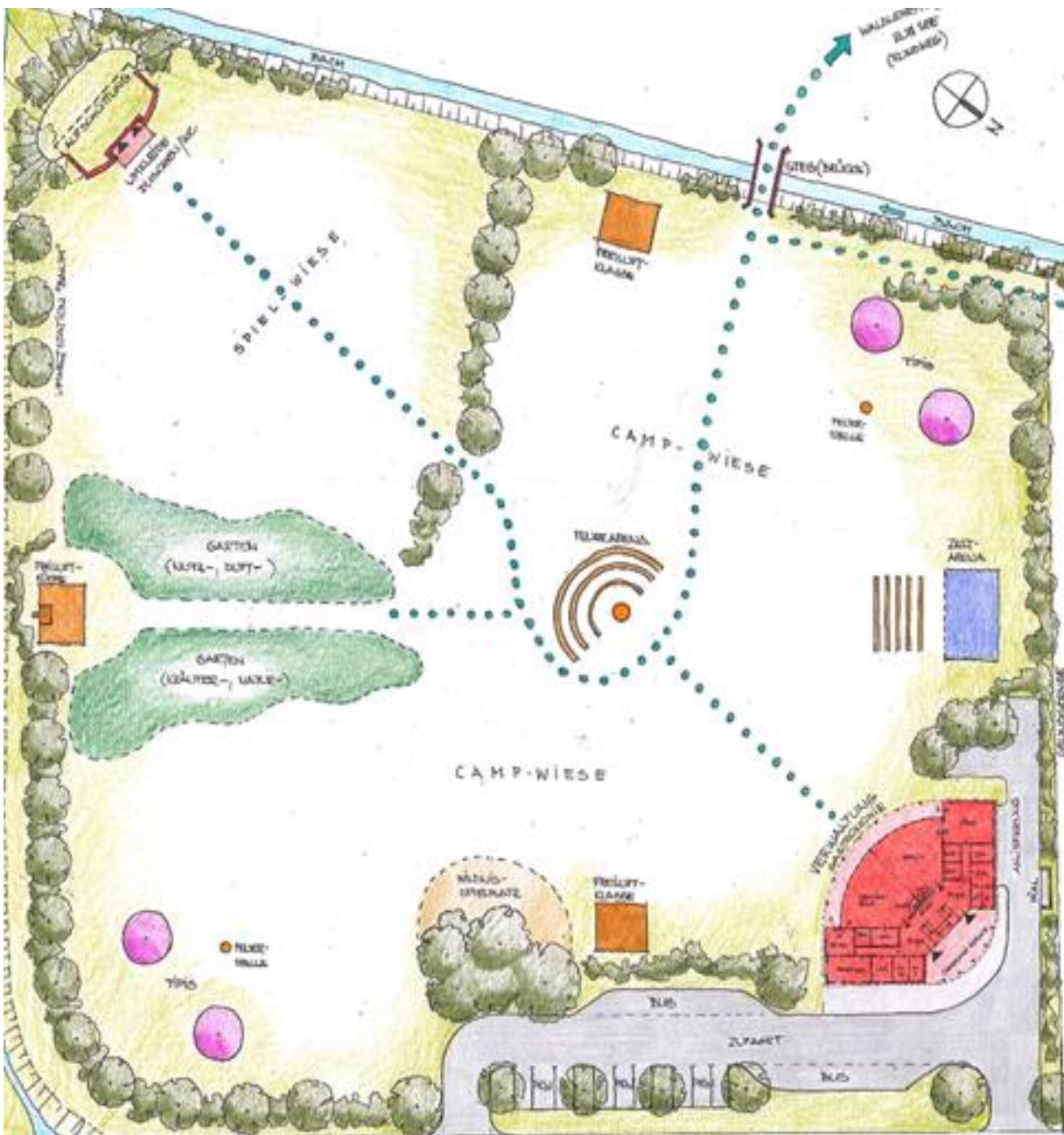
- It is important to build walkable, hard-surfaced roads for faster movement.

- Attention-grabbing signposts with clear instructions and information (e.g. reception contact) in a clearly visible place.
- Having a fire safety specialist is recommended.

## V. Coordination of development plans

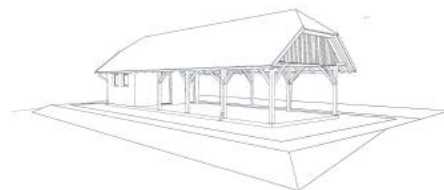
### Infrastructure

**The Aqua Adventures Park will be located on the southern side of Lake Kistolmács.**



## **BUILDINGS IN THE CAMP AREA**

**Central site:** a newly built small building with sanitary facilities (71 m<sup>2</sup>). The building would be equipped with showers and toilets.



**The activity rooms** will consist of containers where the programs will take place.



A yurt tent will serve as a venue for small group sessions (additional tents will be set up for this purpose). The yurts will be built in the traditional



Hungarian style, but will be equipped with modern features such as heating and electricity, as well as with Wi-Fi.

## **GENERAL CONSIDERATIONS AND PROPOSALS**

### **Display of maps**

- Embossed maps are recommended to facilitate orientation for the visually impaired.
- Audio maps should be placed at a number of points.
- The information/map should be uploaded on the website, as people who are blind or severely visually impaired can study it before visiting.
- Maps should be placed lower down so that wheelchair users and people of short stature can see them clearly.

### **Placement of self-service machines**

Self-service machines should be placed in the park area.

Self-service machines should be accessible to wheelchair users.

- These self-service machines should be clearly marked with the international symbol of accessibility.
- Self-service machines should have "Braille" buttons and an audio announcement system for the visually impaired.
- Operations should be easy to understand and operate for people with learning disabilities and elderly people.



### **Placement of information boards**

- Emphasis should be placed on the installation of various information boards in indoor and outdoor areas.
- The boards should be located in a clearly visible place.
- Boards should be well illuminated by natural or artificial light.
- Letters should be simple and numbers should be in Arabic.
- The color of the text shall be in contrast with the color of the board.
- The board shall also contrast with the wall on which it is mounted.
- The surface of the boards shall not be reflective.
- Some signs, such as those adjacent to toilet doors or on doors, may be embossed so that they can be read by touch.
- Illuminated boards should not use red text against a dark background.
- Where possible, boards should be accompanied by Braille.
- Boards should be positioned lower to be clearly visible to wheelchair users and people of short stature.

### **Placement of benches**

- An adequate number of benches should be provided in the park area.
- It is advisable to provide pull-out ramps in the camp area. Pull-out ramps are available in several sizes. They fit snugly onto the ground, which helps wheelchairs to get on and off smoothly.
- Provide resting space (chairs, benches) at appropriate distances. Smart benches can be designed to ensure communication in case of emergency.

### **Sidewalks and walkways**

- Walkways should be wide enough to accommodate people walking in both directions (e.g. wheelchair users, baby carriage users).
- Adequate height should be provided along the entire route to ensure unobstructed access (e.g. overhanging tree branches should not impede passage).
- If there is a difference in level, install a ramp.
- The pavement should be smooth and hard; gravel and stony paths are not suitable for transport and are dangerous for people with reduced mobility.
- Indoor paving should be firmly fixed, runners or carpets that are not properly fixed are an accident hazard.

### **Access to the central building**

There are a number of issues to consider when designing the interior.

- Non-slip walking surfaces
- Taped guide rails
- Appropriately sized doors, no thresholds!

- Induction loop positioning and indication on signage (for the hearing impaired)
- Adequate lighting conditions
- Sound map of the central building area and the whole camp
- Accessibility of adjacent areas
- Use of an emergency warning system
- Braille signs

### **Emergency beacons**

Phones should be equipped with a pre-recorded message to alert the switchboard or reception in case of emergency, which can be accessed by pressing the "hotkey" on the phone's keypad. This 'hotkey' should be distinct from the rest of the keypad. This is not an option for the hearing impaired or deaf. They should preferably be accompanied by a hearing person, or use of a contact interpreting service app is recommended - mobile internet is required.

### **Activity rooms**



- In the design of activity rooms, it is important to ensure that they are wheelchair accessible and that blind students can easily find their way around.
- It can be assumed that lighting conditions in yurts are less good. Special lighting should be provided for the visually impaired.
- Accessible toilets should not be too far away from the yurts, so that, for example, a wheelchair can get to the toilet in time for a training break.

Specifications for the accessibility of certain facilities should be used as a guide. At a minimum, the accessibility requirements of the Government Decree 253/1997 (XII. 20.) on the National Urban Planning and Building Requirements (hereinafter referred to as OTÉK) and the "Guide to Equal Access to Public Services and Other Services - Complex Accessibility" and the aforementioned basic laws must be complied with.

**VI. Action plan for tools and solutions to be used within the project**

**Aqua Adventures**

**HUHR/1901/2.1.2/0111**

<b>Name</b>	<b>PLANNED ELEMENT</b>	<b>ACCESSIBLE VERSION</b>
<p>Container for Programs</p>		



Hungary-Croatia  
Cross-border Co-operation Programme

Sanitary  
facilities,  
toilets



Container  
house



Storage  
container



Mobile  
yurt





Hungary-Croatia  
Cross-border Co-operation Programme

Wooden  
bridge



Swing





**Hungary-Croatia**  
Cross-border Co-operation Programme

Playground





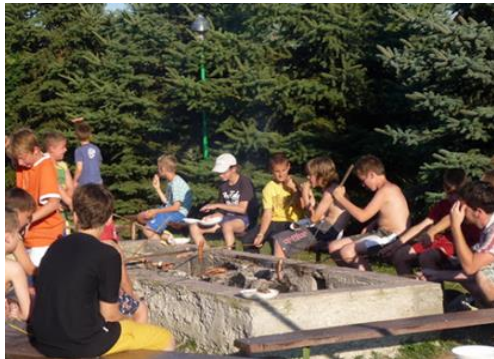


Hungary-Croatia  
Cross-border Co-operation Programme

Birdwatching



Bbq facility





Hungary-Croatia  
Cross-border Co-operation Programme

Sandpit



Wooden  
play boat  
and  
climbing  
frame





Hungary-Croatia  
Cross-border Co-operation Programme

Pinpo  
ng  
table



E-  
chargi  
ng  
statio  
n





Hungary-Croatia  
Cross-border Co-operation Programme

Water  
bicycle



Tandem  
bicycle



Mini  
tandem  
bicycle





Hungary-Croatia  
Cross-border Co-operation Programme

E-roller with  
charger



E-roller for  
kids with  
charger





Hungary-Croatia  
Cross-border Co-operation Programme

Monocycle



Hoverboard



BICAJOZZ.HU





Hungary-Croatia  
Cross-border Co-operation Programme

Razor  
Power  
rider



E-one  
wheeler





Hungary-Croatia  
Cross-border Co-operation Programme

Segway



Fishing  
equipment





## VII. COMMUNICATION

In the 21st century, the information society has brought a breakthrough in direct communication through digital media. Tourism operators can use new mobile technologies to reach a wider audience and provide tourists with more information and personalized content.

Digital information is much more dynamic, allowing visitors to compare different offers more easily and make travel decisions based on this information.

Good communication and information are essential for the proper provision of all tourism services. Information can be made available in a variety of ways, including printed material, signage and billboards, also websites. Information can be provided by telephone, by face-to-face communication with staff, via the internet; but whatever the channel is, it must be well thought out and planned.

Local authorities, public bodies and tourism service providers must also ensure full accessibility and provide services that are accessible to all. It is essential that information, in whatever channel it is provided, is 'tailored' to the target group and in the right format, with proper details and information.

However, the new digital trend also carries risks, as it limits access to information for many people with disabilities, especially those with visual, hearing, mobility or cognitive impairments.

Communication accessibility is a basic requirement:

"Persons with disabilities should have equal access to information of public interest and to information related to the rights of persons with disabilities and the services provided to them.

A person with a significant communication disability should be able to receive information and personal assistance when using public services.

The opportunities offered by the information society enhance equal opportunities for people with disabilities. Persons with disabilities shall have equal opportunities in accessing information society services." (Act XXVI of 1998)

The content of tourist services and offers should be universal, designed according to the principles of "accessible to all" design, so that it is accessible and understandable to all with the same content.

This applies to print media, graphics and digital communication formats. Sloppy or poorly designed information tools and systems should not exclude anyone from participating in programs, so care should be taken in designing information packages that take these aspects into account.

Accessibility applies to services as well, which also includes website accessibility.

An accessible website should meet at least the WCAG 2.0 Level A compliance criteria, but it is often worthwhile to meet the AA requirements, and in the case of government websites this is expected. The levels are built on each other, so to achieve level AA you need to meet all the A levels and to achieve level AAA you need to meet all the A and AA criteria. Accessible software and websites are more of a necessity for people with disabilities in their everyday lives, but they are also used extensively when travelling. Accessibility of tourist information leaflets and brochures is currently a missing but much needed service for the majority of visually impaired people. (MTÜ).

It is proposed to use the project of the Tourism Innovation Marketing Cooperation Fund Program (TIMEA) of the Hungarian Tourism Agency (MTÜ), which provides methodological support for accessible developments. The most important elements of this project are: support for the preparation of the tourism profession for quality tourism accessible to all, and the development of accessibility-related trademarks within the renewal of the tourism trademark system.

During the project, as well as in the subsequent service period, a range of marketing and communication materials will be produced, which should be designed with the needs of the different target groups in mind, so that the right content can be reached and understood by all in the same way.

When designing information and communication material for tourists, it is important to bear in mind how customers will actually obtain the information that is relevant to them.

**Four steps can be identified, as follows**

1. Perception: customers use their eyes, ears or sense of touch to perceive the content.
2. Discoverability: customers and the information they want should be accessible.
3. Understanding: customers interpret and understand the content.
4. Use: customers decide how to use and act on the content presented.

To ensure the right information content:

- 1) Provide information on the availability of different buildings and services, if possible, or provide a link where this information can be found;
- 2) When providing promotional material or information on services or procedures, provide a point of contact to enable the reader to obtain further information, including personalized messages
- 3) Ensure that information is consistent across all media and communication channels, including online, as well as personal information provided by staff on site, by phone or email;
- 4) Provide ongoing training for content and visualization professionals to ensure they have the right knowledge on these topics and ensure that appropriate materials are prepared at the planning stage. When procuring websites, ICTs and other related services, require technical staff to have the necessary knowledge to provide accessible services, and create a checklist to check their application.
- 5) Ensure that content is up to date, as outdated content undermines the quality of the surrounding information and can compromise the safety and comfort of visitors.

Provide feedback to visitors on how accessible and usable the information is for them.

The communication elements planned under the project include:

- a. Website
- b. Tourist Application (accommodation and program search Mobile App)
- c. Press articles

- d. Social media campaigns
- e. Publications, brochures
- f. Events (opening/closing/camps, workshops, etc.)

<b>OVERALL OBJECTIVE</b>		
	Objective	Promoting sustainability as a value system, raising awareness of sustainable alternatives, how to use them and the environmental impact of consumption.
	Method	To ensure that environmental information is collected, processed and used in a quality way on a regular basis.
<b>SUSTAINABILITY OBJECTIVE</b>		
	Objective	Improving visitors' environmental awareness, environmental culture and environmental ethics, especially in the field of everyday life, through information campaigns on more sustainable choices, community partnerships.
	Method	Promoting the spread of sustainable, competent and responsible consumer behavior, disseminating widely the values and tools of sustainable lifestyles, upgrading the methodological culture of environmental advisors and encouraging non-formal learning spaces for sustainability. To raise awareness of the values of sustainability, promote sustainable alternatives and their use, and raise awareness of the environmental impact of consumption, by encouraging cooperation between the civil society, the education sector and the scientific community.
<b>SPECIFIC PROJECT OBJECTIVE</b>		
	Objective	Positively influencing the sustainable lifestyle and related behavioral patterns of tourists, developing and shaping the competences needed to build their values based on sustainability, changing behavior, preparing environmentally aware, wise, selective and eco-intelligent visitors. Sensitivity to environmental problems, widespread dissemination of environmental education, development of the environmental and nature conservation thinking and attitudes of the growing generations, strengthening their sense of responsibility.

	Method	Provide learning opportunities through non-formal methods, actively involve and inform young people, develop information channels, make them accessible, carry out a communication campaign.
<b>RESULT INDICATORS</b>		
Providing access Environmental competences of the target group are improved A positive change in attitudes takes place They become conscious consumers and thus contribute to ensuring sustainability		
<b>EFFECT INDICATORS</b>		
	Visitors to the region ...	
		... develop their environmental knowledge and competences;
		... the quality of their environmental culture and environmental ethics improves;
		... acquire knowledge about the environmental impact of consumption;
		... develop an active, living network of contacts among themselves and with local, regional and sub-regional stakeholders;
		... exploit the benefits of networking.
	There is a positive improvement in their behavior and attitudes.	
	The number of wise, selective, eco-intelligent young people in the region is increasing.	
	Information and adaptable models on sustainable alternatives and tools and methods become available to the wider environment.	
	The practical experience of the project will be channeled to local and regional decision-makers and professional organizations, which will help to strengthen partnerships and intersectoral cooperation.	

Target group	Motivation	Income	Age	Persons /year	Expectations
(1) kindergarten groups	Participation in local activities, family visits	none	4-6	800-1500	one-day programs, activities
(2) primary and secondary school	Participants in cross-border exchanges, environmental camps or educational visits to the area	none	6-18	3-4000	short trips, school visits, camps
(3) university students	Those who want to relax or who come for training related to their research activities at universities	average	18-29	800-1000	2-3 day trips, events and longer research weeks
(4) teachers	Class teachers, local and regional school trip organizers who take their students on visits to the premises	average	25-60	300-400	practical environmental programs, relaxation and recreation
(5) researchers	Conduct research on environmental sustainability	high	25-60	15	ongoing work in the parks, workshops and environmental events, seminars
(6) Accompanying family members	Accompanying their children on trips, family outings	high	14-35 év	20 000	

<b>Communication strategic objective</b>	Positively influencing the sustainable lifestyles and related behaviors of visitors and tourists, developing the competences needed to build their consumer values based on sustainability, communicating an eco-social model of responsible everyday behavior.				
	Promote and record attractive environmental alternatives that can be implemented through practical activities.				
	Clear and explicit communication of solutions and management alternatives.				
<b>Communication objectives</b>	Communicating the natural and built environmental values of the 2 neighboring destinations, raising awareness of the rules of harmonious coexistence between society and the environment.				
	To present and record the eco-intelligent tourism model (mobility and recreation).				
	Exploring alternative ways of conserving environmental resources and encouraging patterns of action.				
	Emphasizing the need for a sustainable attitude.				
	Communicating the role and importance of sustainability to tourists on holiday.				
<b>Sub-objectives</b>	Actively involve leisure visitors, create an interactive dialogue and encourage them to take action.				

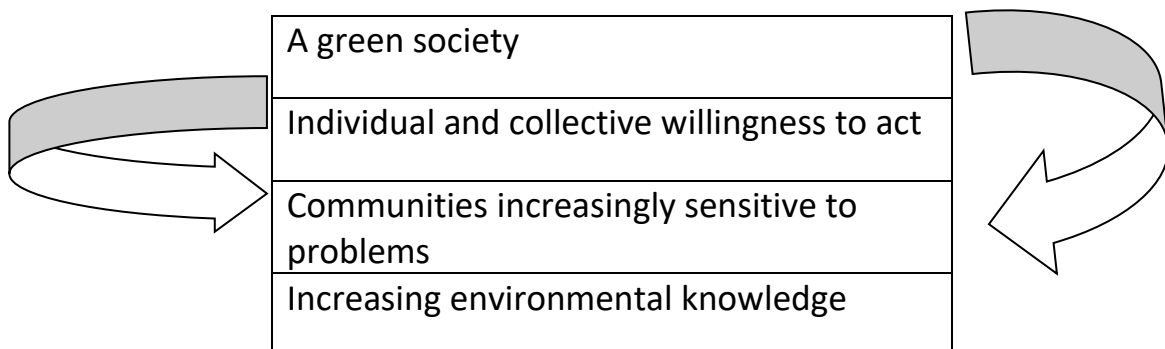
Targer group	Message	Tool
children age group (4-15 év)	<b>"Live, Travel, Eat, Sport, Love Eco-Intelligently!"</b>	Workshop, 2-day study trip, 5-day camp
youngsters (15-18 év)	<b>"I improve my EQ! And you?"</b>	
youngsters (19-28 év)	<b>"The land, the future is ours, but also the responsibility! Let's do something for sustainability!"</b>	



The campaign's message was broken down into a series of three, according to life situations and age groups, in order to reach a broad target group. The creative material was published in the media as a TCR campaign.

### Communication strategy plan

Integrated communication strategy: using 360-degree communication: getting the same message across by maximizing the potential of each medium. Integration goes beyond the campaign and, while coordinating the different communication channels, simultaneously covers the target groups, taking into account both external and internal orientations, so that all stakeholders are addressed with the right tools and in the right way, in what is known as 360-degree marketing, where all campaign and communication elements are managed and operated as part of a system. In order to raise environmental awareness, the process of raising awareness in society is a specific one.



The activities planned are all tailored to the specific needs and level of preparedness of the target group. Each element builds on the others to deepen the message and raise awareness. In order to stimulate action, a number of interactive elements have been designed to give the target group the opportunity to practice putting the message into practice.

The series of projects will follow the steps of the process needed to change

attitudes: information (publications, calls, personal contacts), awareness-raising, transfer of knowledge (clubs, workshops, quizzes, interactive learning opportunities), and action (organization of events).

Communication consists of several stages, separated in time:

### **Phase I: Awareness-raising self-image campaign**

Strong, general image: an environmentally aware, sustainable society, with young people playing a key role in creating this image (radio, TV, school magazine, website, poster, information presentation on Aqua Adventures park)

### **Stage II: In parallel, an intensive teaching/learning process**

PR articles, leaflets, brochures, competitions, mobile actions on the simplicity of the patterns of action (travel, mobility, leisure) that can be followed by "environmentally aware and responsible tourists", highlighting, for example, the benefits for the individual citizen and society of their application.

### **Stage III: Promotion stage**

In which the toolbox of applicable patterns of action is presented and tested in detail (event, DM, interactive sessions, camps).

In the first phase, the focus will be on demonstrating the benefits of the eco-behavior model and the identification with it, and the key role of visitors. The aim will be to raise awareness of the problem and to position 'eco-tourism' as a solution. The first phase is planned to last 8 weeks. In the second phase, the aim will be to emphasize easily accessible, easy-to-use, environmentally friendly alternatives and methods. In the third phase, the aim is to consolidate the knowledge acquired so far and practice its application.

The communication strategy is based on a number of tools within four main communication channels:

1. Written, printed
2. Online
3. Media
4. Event

Through schools, teachers and students, so most of the target groups can be reached effectively and authentically through written, printed and e-tools. This is

how we want to deliver basic information (distribution of brochures, program guide, leaflets, posters, DM). DM mail is used to a limited extent, mainly during Phase I for existing heterogeneous target groups. For both presentations and DM letters, the aim is to direct the target group to a website where they can find all the detailed information.

We will use the press, the website and the presentation in the introductory phase, the DM only immediately before the opening and before phase III and for follow-up. In the first phase, communication activities will be grouped in three campaigns, separated in time: the first is the start of the investment (press work: basic information, presentation, plans), the second, middle phase, will be the start of the presentation information with the support of press work. At the end, the launch event with a strong press presence. At the end of the first and second phases, the communication activities so far will be evaluated and the next phase will be defined according to the results.

**When designing marketing elements, particular attention should be paid to ensuring that all information is up-to-date and fresh. In addition to ensuring accessibility, particular care should be taken to ensure that appropriate content is prepared along the following lines.**

## **DESIGN OF PRINTED MATERIALS**

For many tourism organizations, printed material is the most common format for providing information. All printed information must be carefully considered and well planned.

A well put together brochure, a well thought out and designed flyer, a logically laid out leaflet with easy to understand and appropriate information content will help everyone to provide information. Particular attention should be paid to printing, font, colors, use of images so that it is readable for everyone.

It is more difficult for everyone to read the small print, to interpret the unorganized content, which can be daunting.

It is easy to extract useful information - which reflects the attraction - and encourages more people to visit and try it out.

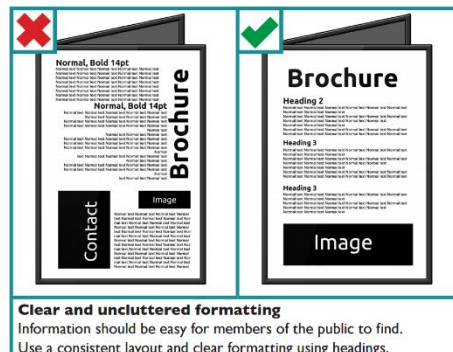
**Printed tourism materials focus on promotion - information about services such as menus or procedures - and other content.**

**What to look out for when producing printed material?**

- o Printed information should be well designed and easy to read.
- o The information should be logical, clear and concise.
- o Use short sentences and words wherever possible.
- o Avoid separating words with a hyphen at the end of a line.
- o Avoid abbreviations and jargon.
- o Explain abbreviations where their use is essential.
- o Where possible, avoid the use of diagrams or flow charts.
- o Instead, use pictograms and graphs to supplement written information.
- o Avoid the use of distracting graphics and images overlaid with text.
- o Be consistent in formatting to match page numbering or other references.
- o Create a table of contents for longer documents.
- o Leave space between paragraphs and columns of text.
- o Arrange text left and horizontally.
- o Avoid wrapping text around images.
- o Make information and instructions on forms easy to understand and unambiguous.
- o Use SANS SERIF font, well-spaced and well weighted.
- o Avoid using words that are capitalized throughout.
- o Always have adequate visual contrast between text and background.
- o Use bold text instead of italics or underlining to emphasize certain parts of the text.
- o For standard documents, use at least 12-point font:
  - o For Helvetica or Arial fonts, use a 12-point font type,
  - o For smaller typefaces (e.g. Times Roman), use a 14-point font type for smaller fonts
  - o 16 point or larger font size for large print documents.
- o Choose a font that has a clear number shape.
- o Offer multiple background color printing for custom needs.
- o Ensure that words and spaces are evenly spaced.
- o Use matte paper instead of glossy paper.
- o Check that the paper chosen is of sufficient weight to prevent the text from bleeding through to the other side (interfering with reading)

## LAYOUT OF TEXTS

- Present information in an organized structure, with short sentences or one idea per sentence.
- Use simple and clear language
- Avoid jargon or abbreviations to make information easier to understand in a larger number than intended.
- Aligning text puts extra spaces between words and makes it harder to read, so it's best to align text to the left margin and set the whole text horizontally (depending on the language) <sup>4</sup>



## USE FONTS



- Use a minimum font size of 12 point (recommended size 14 point).
- Sans-serif fonts should have a smooth ending. They do not have common extensions, accents or other forms of decoration, and are therefore easier to read than serif, decorative, fancy or italic fonts.<sup>5</sup>

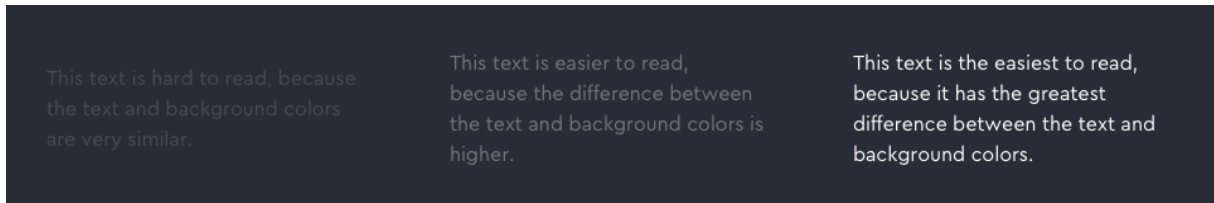
## CONTRAST AND COLOUR

- Text is much easier to read if there is enough contrast between the text and the background.

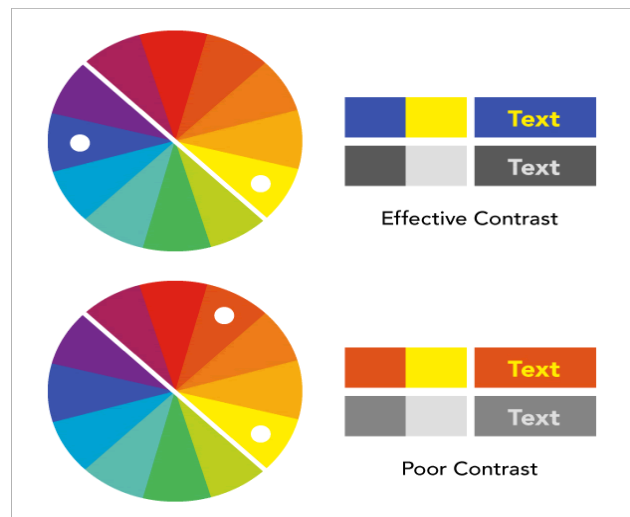
<sup>4</sup> <http://universaldesign.ie/Products-Services/Customer-Communications-Toolkit-for-the-Public-Service-A-Universal-Design-Approach/Written-Communication/Document-Design/>

<sup>5</sup> <https://webdesign.tutsplus.com/articles/designing-accessible-content-typography-font-styling-and-structure--cms-31934>

- <sup>6</sup> White or yellow-black text is best; when using white text, the background color should be dark enough to provide sufficient contrast.
- Contrast is best when very dark colors are used against very light colors.<sup>7</sup>



- A plain background is better than a patterned one. Placing text in front of a picture or patterned background makes it harder to read.



- Try to avoid printing on glossy materials that make the text difficult to read.

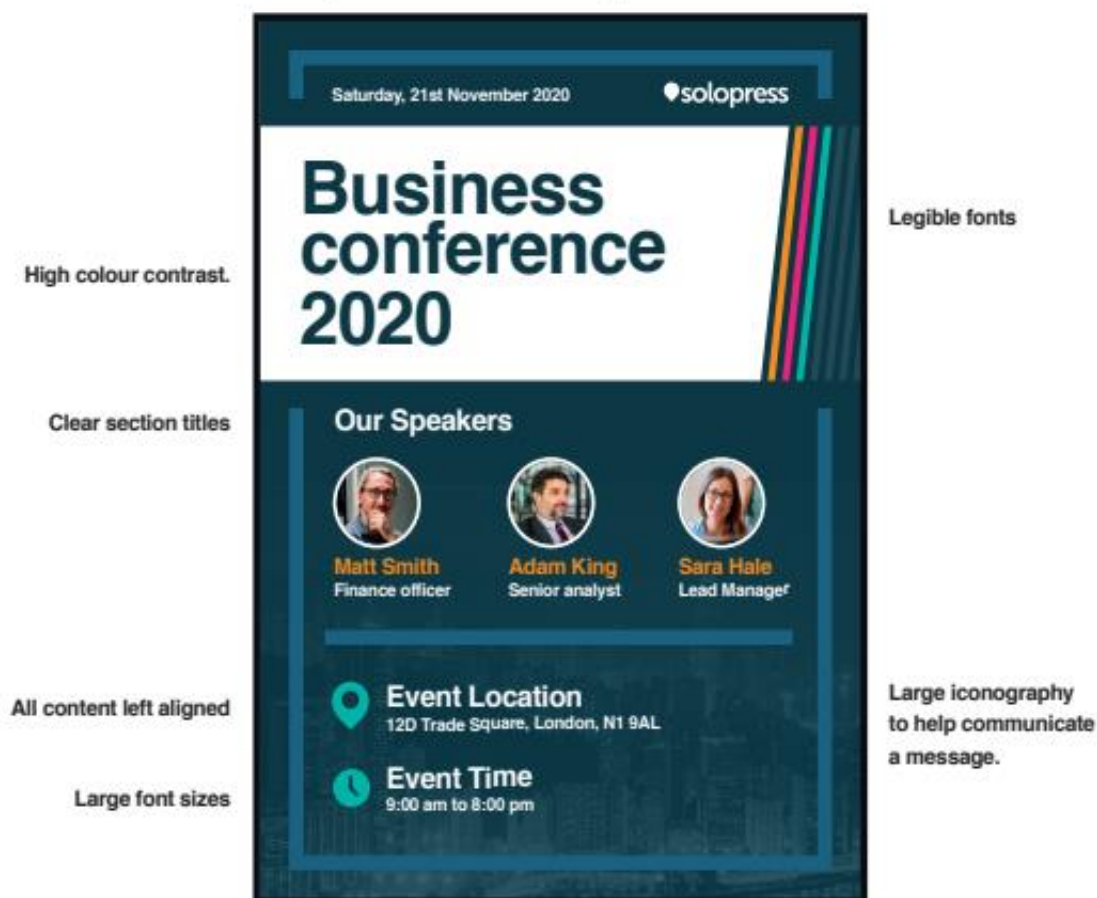
8

<sup>6</sup> <https://medium.com/envoy-design/how-to-design-an-accessible-color-scheme-4a13ca12c92b>

<sup>7</sup> <https://24ways.org/2014/integrating-contrast-checks-in-your-web-workflow/>

<sup>8</sup> <http://www.jamiecristal.com/ax1>

## A3 poster example



910

### USE OF ALTERNATIVE FORMATS

- Consider developing printed materials in alternative formats, for example:
  - o Large print (16-20 point or larger font size),
  - o Braille or
  - o Audio format;

- Make everything "Easy to Read", understandable for people with learning difficulties (and for people with limited language skills).
- <sup>11</sup> When QR codes or BIDI codes (quick barcodes for easy access to information) are used, the printed material allows customers to access information through different channels, such as smartphones or tablets. QR codes can now be combined with Braille to provide access.



## DIGITAL CONTENT CREATION

**Digital documents are used to transmit large amounts of information in the tourism sector. From documents sent by email, travel brochures or tickets to documents that can be downloaded from tourism websites, it is important to ensure that people know what they are downloading and that the content is usable and accessible.**

1. Apply styles to text, such as headings and titles, to create a structured document. A good heading structure should follow a logical sequence, for example heading 1 followed by heading 2;
2. If images or pictograms are used, the content should be in text format. This is crucial for accessibility, as it can be converted to sound via the sound synthesizers of screen readers;
3. Use predefined formats such as bullet points, figures and tables to format and structure the document. This makes navigation easier.
4. Consider not using columns if this is not necessary. Older screen readers read the text on the page from left to right as if it were linear, which makes the text read disorderly.

<sup>11</sup> <https://davidberman.com/how-can-we-design-qr-codes-that-people-who-are-blind-can-see/>



5. Use related images and make them information in the text. They should be placed in a coherent place, avoiding random images that interrupt the flow of the text and make it difficult to follow. There should also be a space between the text and the image;
6. In the case of pictures, diagrams or charts, enter a description as alternative text. This will make the images accessible by describing how the image is displayed. This is useful if the images are not accessible, for example if the device cannot display the image or if the client is visually impaired. The alternative text should serve the same purpose and convey the same meaning as the image.
7. For example, instead of using "Click here", type the name or subject of the document to which the hyperlink relates;
8. Do not use color alone to convey meaning (for example, to highlight text to show its importance). Use descriptive text or symbols instead.
9. All downloadable documents should include a summary in HTML, as well as details about the format and size of the document.

As regards digital content, it should be mentioned again that the availability of wifi throughout the area can greatly help everyone, but especially people with disabilities, to find their way around and understand things (with the help of a wide range of apps available on smartphones).

## CREATING SOCIAL MEDIA CONTENT

How do blind or deaf people access social media?

People with disabilities often use tools to interact with social media, so it's especially important to pay attention to a few things when planning campaigns to create content that is accessible to all.

People with disabilities use various special assistive devices and software to read content. These most commonly include

- **Screen reading software:** also known as text reading, these programs read web pages aloud, from text to emoticons and images with descriptive text.
- **Braille displays:** like screen-reading software, these devices take what is on a web page and display it on a device that uses tiny retractable dots to display the braille. Braille displays are vital communication tools for people with multiple sensory impairments, such as the deaf-blind.

- **Magnification devices:** these help people with visual impairments to interpret text and images.

Creating inclusive marketing materials requires just a tiny bit of attention, but they are of huge importance.

## USE OF TEXT PASTING

Descriptive texts are texts that can be scanned by text-to-speech or text-to-Braille conversion software. They help to create an image of the post in the minds of visually impaired people.

Most social media sites already have a built-in special option to add these captions and explanatory text. Image recognition software also works with these.

	Facebook	Instagram	Twitter	LinkedIn	YouTube
Subtitles supported	✓		✓	✓	✓
Subtitles auto-generated	✓				✓
Subtitled videos can be scheduled	✓				✓

<sup>12</sup>

For a detailed description of how to paste text on Facebook, click here:  
<https://www.facebook.com/help/214124458607871>

<sup>12</sup> <https://www.thesocialdvm.com/blog/captioning-your-videos-a-guide-for-every-social-media-platform>



**Sense** @sensecharity · Feb 6

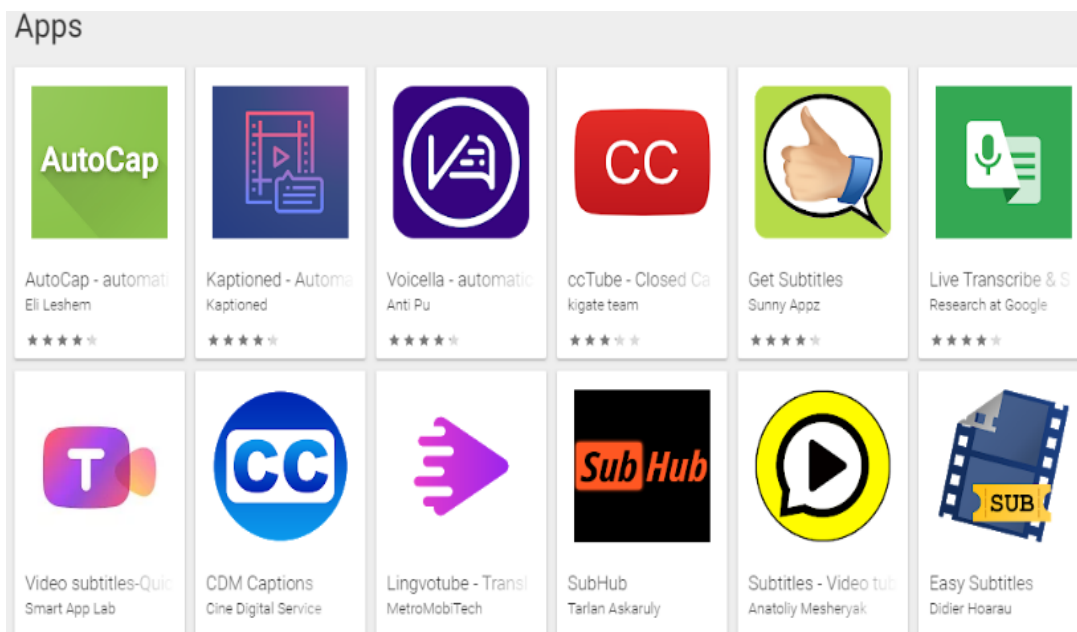
"Cars, cars, waiting, waiting," she signs to him; "Ok now? Looking? Well done!" - Elaine supports Harry to go shopping and develop his traffic awareness and is one of many people supported at 22 Sense Centers across the UK.



## SUBTITLING VIDEOS

Captions help people who are hearing impaired or deaf to watch the videos. They are also useful for people with learning difficulties and sensory processing disorders. Some surveys show that more than 80% of people watch videos without sound, so subtitles are not only useful for people with disabilities.

There are several video editing softwares/apps available that can be used to add subtitles/text and embed them in the video. You can download them for free from Google Play or Apple Store.



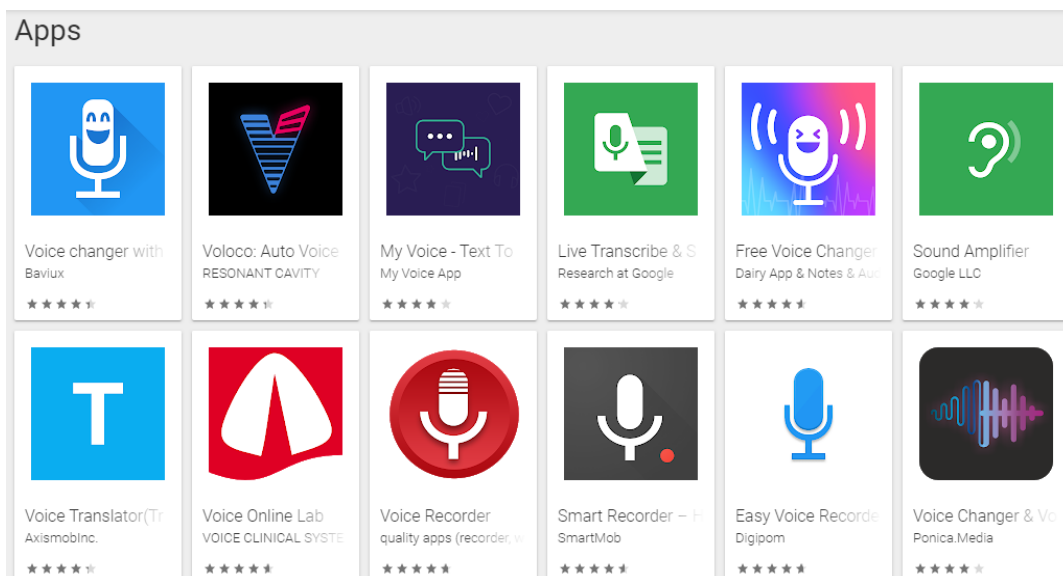
13

## ADD VOICE DESCRIPTIONS

In addition to the visualization used in videos, it is also worth adding audio descriptions, which help to make the important elements in the video more perceptible.<sup>14</sup>

You can also use descriptive texts, which are recognized by specialized translation software.

## USE HASHTAGS IN CAPITAL LETTERS (CAMEL CASE)



<sup>15</sup> When writing tweets, if tags are written in capital letters (e.g.

<sup>13</sup> Google Play Store (2021.05.04.)

<sup>14</sup> Google Play Store (2021.05.04.)

<sup>15</sup> <https://www.boia.org/blog/make-your-hashtags-accessible> (2021.05.03)



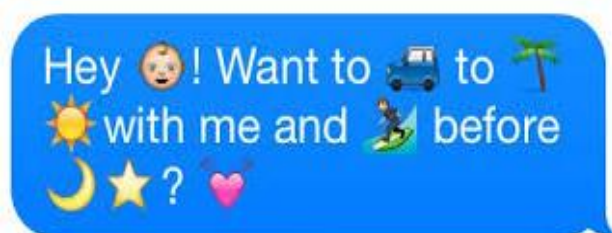
#IYouWillJobbanErtheto), programs used by blind or partially sighted users will recognize and read the text as separate words. This way, they can hear content that is understandable to them. Do not use more than two hashtags in a post.

Example: #accessiblesocialmedia, instead use #AccessibleSocialMedia

### USE OF EMOJI

Text-reading software reads all online content, including emojis. So, to ensure equal access, avoid using many emojis in a row. Place a maximum of two or three emojis per text (not consecutively) and avoid repeated emojis<sup>16</sup>

For the same reason, **avoid using emoticons**, (e.g.: ☺☹️?) and do not use emojis for important information and content, as they can be misleading.



### WRITING SOCIAL MEDIA POSTS

- Maximum 25 words per sentence, avoid long blocks of text.
- Work with simple messages and test your content with various free online tools (average reader age is 9).
- Use line breaks for your posts to make your content clear and readable.
- Avoid bold, italics or capital letters as they are harder to read.
- Avoid using non-typical symbols (e.g. mathematical symbols) as they can confuse screen-reading software

**For example, “Ensuring accessibility is everyone’s business” instead of “Ensuring accessibility = everyone’s business”.**

**For Facebook, we can easily generate the caption text in the way:**



**following**

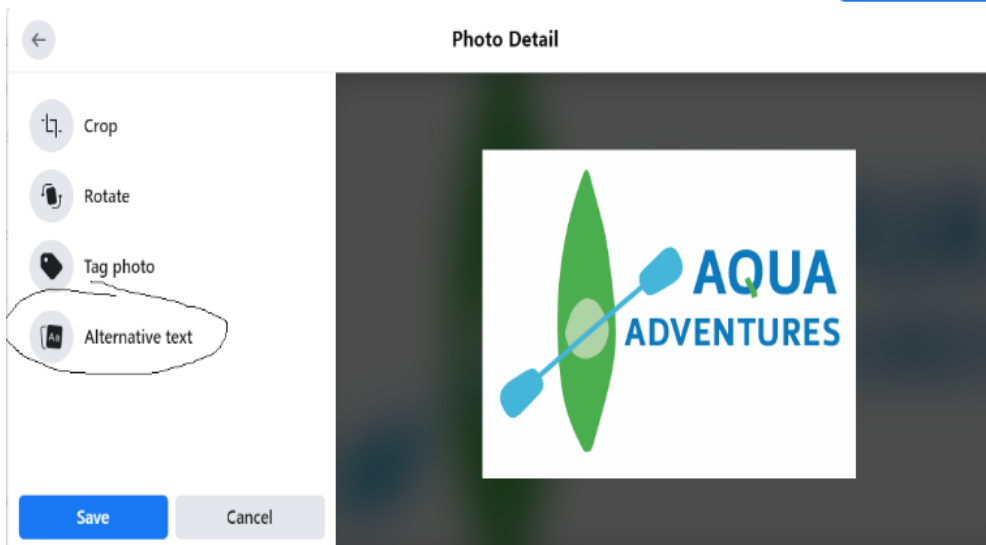
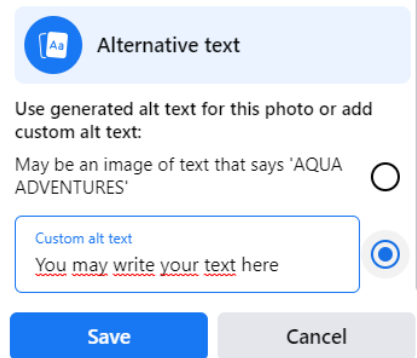
<sup>16</sup> <https://www.huffpost.com> (2021.05.02)

### Adding alt text to Facebook

Upload your image to Facebook

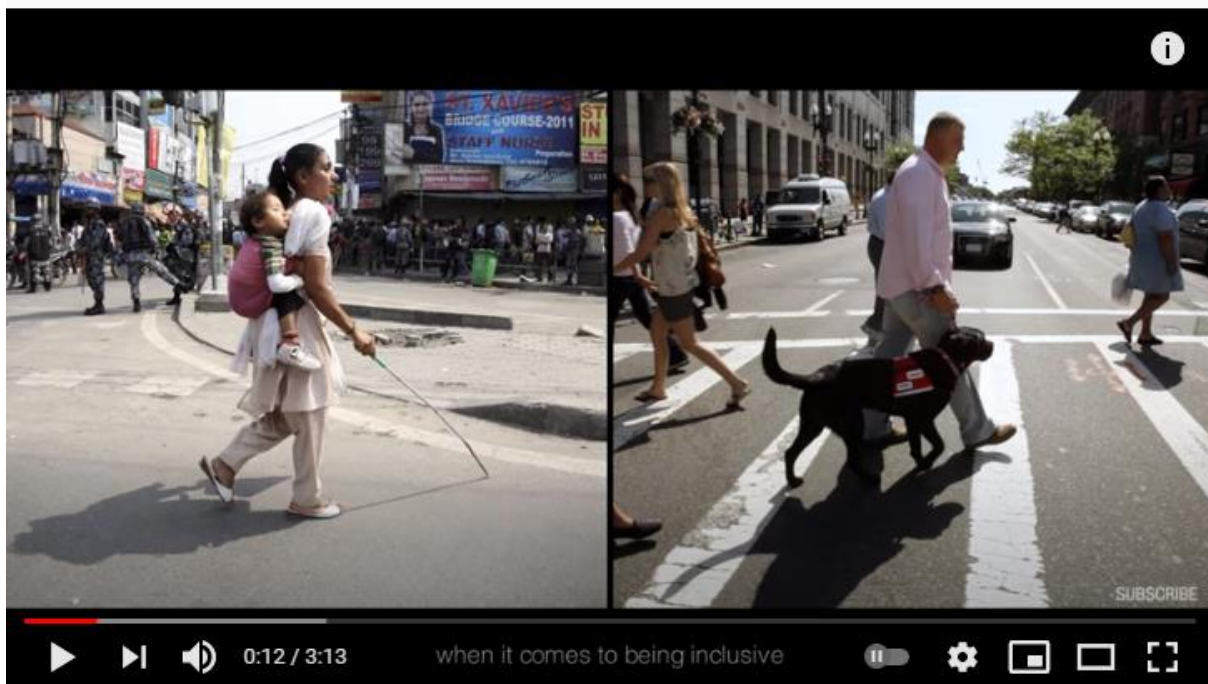
Click 'edit photo'

Click 'alt text' (you will be shown an automatically generated text)



## CREATING AUDIO CONTENT

For visually impaired guests who cannot read large print or Braille, it is particularly important and valuable to have audio materials available as an alternative to written materials.



17

The information conveyed in audio materials is not only useful for visually impaired people who have difficulty reading documents, but also for people who understand and speak a language but cannot read it. It may be appropriate to translate the audio material into several languages, for the languages most commonly spoken by visitors (e.g. English, Croatian, Slovenian).

Simpler audio content can be created in-house, but can also be produced by various audio studios and specialized agencies. Information for visitors, for example about the site, may be suitable for in-house production, while more complex documents and larger brochures are likely to require the special skills of an agency to make them easily understandable to visitors.



Audio content covers a wide range of formats. They may include CDs, Daisy CDs and MP3 downloads. A Daisy CD (digital talking book) is a combination of audio and electronic text. A Daisy player or special computer software allows a person to see the book on the screen while the corresponding text passages are highlighted and read out.

Audio information is increasingly offered in full-text digital format for downloading, with a download link, or made available, for example on CD. The electronic files can

<sup>17</sup> <https://youtu.be/EAxnE2XzL0k> (2021.04.29)

then be transferred to a personal computer where they can be accessed via large screens or software and then customized (e.g. font size, color, etc.). Electronic text can be converted into synthesized speech using screen reader software or translated into Braille. It is important to highlight that the provision of transcripts of podcasts or audio clips published on the internet should also be made available to those with hearing difficulties.

### Suggestions for creating audio content:

- Add subtitles to the multimedia so that it is understandable to all your customers, regardless of the volume of the multimedia.
  - If there are no subtitles, include transcripts with the multimedia; this can be provided on the same page or as a link to a transcript on another page.
  - Consider inserting a pop-up window in a video (e.g.: with a sign language interpreter). AI-based software is now available that can animate the markup and embed it in the video.<sup>18</sup>
- 
- We are adapting audio transcriber versions of the video to make it accessible to blind audiences. Provide a link to a standalone version.
  - Offer digital downloads of different sizes. Include information about the included size on the page.
  - If a large part of the target market does not speak the video language as their first language, provide content in other languages where appropriate.
  - If for individual use, provide controls to skip, pause or stop the presentation
- 

### What to look out for when creating audio content and materials?

- Make audio material available alongside our printed materials.
- Design content that can be easily translated into other languages (if necessary).

<sup>18</sup> <https://youtu.be/OWnPztWMpQc> (2021.05.03)



- Consider whether we can do the material in-house, or whether the content or scope requires specialist skills of a transcription expert.
- Involve experts who already have experience in this.

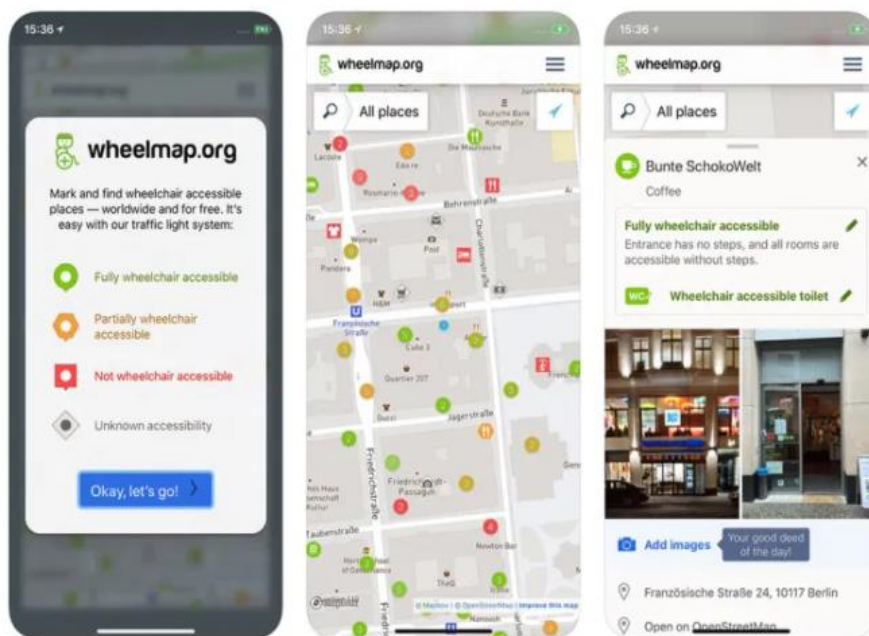
## Applications and apps on mobile devices

Apps are becoming increasingly popular with travel services, and more and more tourists are keen to use them. They can be used to find different transport locations or to explore attractions, museums and places of interest. There is no specific national or international legislation on the design of accessible applications, although there are guidelines to improve the customer experience when accessing web content from mobile devices.

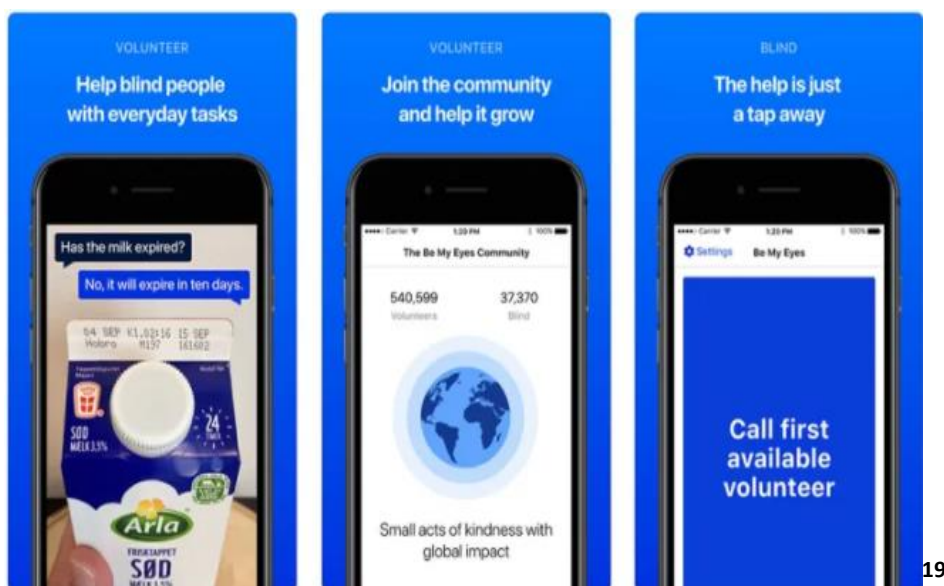
### Good practices and free apps:

**WHEELMAP** – a free downloadable app that allows you to search for wheelchair accessible places and routes. In addition, the app allows you to add locations that are not yet on the map, helping others to find their way around.

<https://wheelmap.org/search>



**Be My Eyes** – A free app pairs visually impaired users with a sighted volunteer who transmits a description of the image seen through the user's smartphone camera. All this is provided by volunteers who enable visually impaired people to find their way around unfamiliar places.



19

## WEBSITE CONTENT PRODUCTION

The internet provides access to a wide range of services and information, as well as to the global communications network. Web sites are often the first source of information for people who want to visit a place or a particular attraction, find out about services and get contact details.

Websites allow people to buy almost anything from fresh food to furniture, clothes and toys - to name only a few -, all from the comfort of their own home. The internet allows people to communicate easily, directly and relatively cheaply with other people and organizations around the world.

Websites can make a wide range of services, information and communication easily accessible and understandable. Well-designed, accessible websites have a number of advantages in making information available to a wider audience. The content of accessible websites can be more easily transferred to other media outputs, such as mobile phones, interactive digital TV and handheld computers, which broaden their application and usability. Accessible content on websites also increases search engine recognition, leading to higher rankings and more websites, which is important for many organizations.

A poorly designed website can be a barrier for many people, making it difficult to unfold information or denying access altogether. Simple visual features such as small font size, inadequate visual contrast between background color and text, or the presence of distracting graphics can make a website difficult to read.

<sup>19</sup> <https://wheelchairtravel.org/> (2021.04.29)

The coding used to structure, format and identification of web content is not immediately visible to the user, but it dramatically affects accessibility and comprehension. Coding that does not conform to the appropriate guidelines can make the website difficult to navigate or render it completely inaccessible in cases where it is incompatible with the user's screen reader, other software or media player.

Individuals or organizations commissioned to develop or review a website should ensure that all possible steps are taken to maximize accessibility from the outset. This includes applying the latest standards and guidelines, represented by the Web Content Accessibility Guidelines (WCAG). These guidelines were created by the Web Accessibility Initiative ([www.w3.org/WAI](http://www.w3.org/WAI)) and are continually tested, reviewed and updated.

Suggestions for website content:

- web pages, web applications and web content should be universally designed;
- intranet and extranet sites should be as accessible as Internet sites;
- all web content should be created according to accessibility guidelines;
- the site should be tested by potential users at the design and development stages. Automated testing tools may be appropriate.

## **ACCESSIBLE WEBSITE DESIGN**

Accessibility on the internet is a question of approach and mindset. It is not enough to make the technical adjustments. We also need to make content accessible.

### 1. Add alternative texts to images

A photo is not visible to a visually impaired person. But alternative text (or alt-text) makes the image readable for them. This is a special caption that is not visible. It can be read by special programs used by visually impaired or blind people, which can be associated with the website.

### 2. Underlining links

It is customary to color links. But this is not seen by 5-15% of readers because it is color blind, color deceptive. We can't see them even when the screen is in bright light. Therefore, it makes sense to underline links so that everyone can see them. A website should not only be aesthetic and beautiful, but also usable.

### 3. Add jump links to your website

Most people use a mouse. Think about those who can't, for example because they are disabled or blind. Skip links allow you to navigate your site using just the keys on your keyboard. Many people can only navigate our site in this way. With this free add-on, you can easily add skip links to your website.

### 4. Recommended use of high contrast colors

Writing in black with white creates a perfect contrast between the background and the writing. But writing white on a blue background or white on a yellow background will make the text invisible to many people. It is important to check the colors of the website you are designing. There is a free contrast checker. You can check it here in a [free contrast checker app](#).

### 5. Writing requirements

All websites are made up of text, so the writing on an accessible website should be simple and easy to understand. It is advisable to avoid jargon and technical jargon. The website may be read by children; for this project and for the older generation, it is advisable to be clear and accessible. Search engines and readers alike look for and consume text that is simply structured and easy to read.

### 6. Responsive website

The website should have a responsive appearance. This means that all elements should be readable on mobile phones and tablets.

### 7. Infocommunications accessibility

This concept means that all electronic, information and technical systems in a given physical space should be made accessible to all people, especially people with sensory disabilities. The concept is comprehensive: it also includes criteria for signs within buildings, audible devices, navigation aids to help orientation.

In the case of a website, it is mainly the signs, signals and orientation tools within the website. But it also includes text clarity, accessibility, the use of navigation within the website. It is very important to make the space transparent and clear and not to overwhelm the reader with unnecessary stimuli. It is very important that, in

the case of a website, ICT accessibility helps not only people with disabilities, but also all readers of average ability.

It is recommended to give preference to the use of subtitled videos or audio files<sup>20</sup>.

## SIGNS AND BOARDS



When a tourist is navigating in unfamiliar surroundings, signage is a tool that allows them to find their way without further assistance. It is therefore important that signs are designed on the basis of the principle of equal access and in accordance with these requirements.

This is also true for maps, routes, information screens on pavements and external signs. There are currently no international standards for signage, but there are some useful recommendations for signage, such as those produced by the UNWTO ("[Tourism for All: https://www.e-unwto.org/doi/pdf/10.18111/9789284417896](https://www.e-unwto.org/doi/pdf/10.18111/9789284417896)")



For ordering food with pictures



Tactile sensor map for museum exhibition



<sup>20</sup> <https://premiumhonlap.hu/akadalymentes-honlap/infokommunikacios-akadalymentesites/>

### **Suggestions for printing and preparing signs**

- Use matt and durable materials, making sure they are well lit.
- Use a homogeneous design of signs in the same environment to make it easier for users to recognize them.
- Make sure that information is of sufficient contrast and has an appropriate background.
- Use standard pictograms so that most tourists can understand them.
- Use clear images to explain important information.
- When displaying the information, make sure that the place where it is displayed is accessible and at a height that a wheelchair user can read.
- Use alternative formats, such as highlighted letters and Braille.

### **SCREENS AND AUTOMATICS:**

- Terminals must have functional components and displays at heights and angles that allow people of different heights to use them. Free space must be provided in front of and underneath the terminal for wheelchair users to access it.
- Displays should be positioned so that visibility is not obstructed by glare from sunlight, monuments or street lighting.
- They should have good internal lighting that does not "blur" the image and does not flicker.
- Keyboards and card entry systems should be designed and positioned so that they are of the right size and can be used by guests without effort.
- Functional keys should have symbols or Braille and be of appropriate contrast.
- If the device has a touchscreen interface, it should also include a voice prompt to indicate steps or provide an alternative input system.
- IT terminals should be able to convey visual and audible instructions for use. If there is a voice control system, there should also be an induction loop.

## **2. Eco-programs and offered services**

Eco-workshops, summer camps and programs are jointly organized on both sides of the border, allowing visitors to get closer to nature. The programs will be implemented using non-formal learning tools and will introduce the natural values and the existing flora and fauna through differentiated communication for different age groups (as developed in the plan), based on the idea of "learning by playing".

### **When designing programs:**

We recommend that programs are designed with the involvement of people with disabilities! There are training courses that train people with disabilities to become experts in accessible tourism. They are peer-counselors who can provide very important assistance in planning and implementation. Such training is also provided by the People First Association's international Peer-AcT program, which has already trained more than 10 peer-counsellors as accessible tourism advisors.

- when renting a bus, book a bus that can accommodate passengers with reduced mobility (needs are assessed in advance in groups)
- for meals, please indicate in advance the exact requirements of participants with special needs and any allergies
- when planning the itinerary, walk the exact route to make sure it is accessible to all
- design programs to ensure that target groups with disabilities can participate
- the program organizers and animators should include a person who is qualified and has experience of organizing programs for people with disabilities

### **Special services:**

1. A sign language interpreter (it is worth asking the visitor to indicate his/her request).
2. Route teaching by a professional.
3. Provision of special means of transport.
4. Provision of special learning aids.
5. Health care service. Designated place e.g. for insulin injections for diabetics.
6. Meals: sugar and gluten-free meals, taking into account food allergies

## VI. Economic and Employment Participation

### a. Catering and hospitality

A canteen will also be set up in the camp area to cater for all those staying in the park. In order to ensure accessibility, the following aspects should be taken into account in the design:

<p>Restaurants, buffets, cafés and catering facilities nearby</p>	<p>Adequate space should be provided between adjacent tables to allow unrestricted access for wheelchair users (or other ambulatory users, baby carriage users);</p> <ul style="list-style-type: none"> <li>- the height of counters and pay stations should be accessible to persons of small stature or visitors in wheelchairs (if not possible, two separate levels).</li> <li>- provide some specially sized and designed dining tables with adequate knee clearance and height (for wheelchair users, visitors with dogs).</li> </ul> <p>Provide special chairs with or without armrests and backrests.</p> <p>Adequate brightness for good illumination to allow reading of lips or menus.</p> <p>Print menus in large font size.</p> <p>Special diet menus should be available, indicate allergenic substances for each dish.</p> <p>Toilet facilities should be as described above.</p> <p>Baby-friendly plates and accessories should be available.</p>
---	---

### b. Accommodation

Mapping accessible accommodation and indicating the degree of accessibility would be very useful. The accommodation facilities included in the database being developed could be filtered to see what facilities they provide.

This would allow the hotels included in the new tourism database to indicate themselves what accessibility they can provide.

It is also recommended that the following criteria be taken into account by the reception staff of the accommodation.



<p>Reception and customer service desks</p>	<p>Reception desks and information points should always be well signposted and placed in an easily visible location.</p> <p>Design the counters to be two-tiered, so that visitors with small height or in wheelchairs can easily reach one side. There should be enough space between the chairs to comfortably place aids and wheelchairs.</p> <p>The desks should be placed in a noise-free area with good lighting to facilitate lip-reading and promote better hearing.</p> <p>Preferably, there should be no windows behind the receptionist's back, as the light in the eyes makes visibility worse.</p> <p>Induction loop provision should be available where possible.</p> <p>In front of the counter min. 1,20 m free lane and 1,50 m free space for turning around.</p> <p>The height of the counter shall not exceed 1,10 m.</p> <p>An induction loop built into the counter is expected, with a mark indicating that such option is available there.</p> <p>The counter must be in a clearly visible location and accessible.</p> <p>Tactile signage should guide visually impaired persons to the counter, and the number puller machine should be accessible (speaking device). It is also important for the number puller machine not only to display the next customer number, but also to announce it out loud for the visually impaired.</p>
---	---

c. Area

When planning the entire camp area, you need to think about everything from checking the accessibility of the routes to the campsite, to checking the routes within the campsite. For the design of buildings and premises within the camp area, it is recommended that the design be prepared along the lines of the proposals described in the document.

<b>Spaces</b>	<b>Suggestions to ensure accessibility</b>
Design of parking spaces	<p>Adequate number and size of parking spaces should be provided close to the entrance for disabled persons and visitors with special needs to ensure that they have adequate access to their assistive devices (e.g. wheelchairs).</p> <p>Parking spaces should be at the same level as the road or pavement</p> <p>There should be a minimum of 1 accessible parking space for every 50 parking spaces. Width min. 3.60 m, of which 1.50 is a traffic exit lane. Length min. 5,50 m, 6,50 m for parking parallel to the pavement.</p> <p>Within 50 m of the entrance, signposted, marked, with solid paving (concrete, asphalt, paving stones).</p>
Entrances and gates	<p>The size of entrances, gates and other passageways must be such that they are accessible to people using assistive devices.</p> <p>Consider automatic opening and closing doors.</p> <p>Avoid the installation of throttle doors and, if automatic doors are installed, pay attention to the opening angle.</p>
Walkways, paths (indoor and outdoor)	<p>Pavements should be wide enough to accommodate people walking in both directions (e.g. wheelchair users, baby carriage users).</p> <p>Adequate height should be provided along the entire route to ensure unobstructed access (e.g. overhanging tree branches should not impede passage).</p> <p>If there is a difference in level, install a ramp.</p> <p>Provide a smooth and hard surface, gravel and stony paths are not suitable for transport and are dangerous for people with reduced mobility</p> <p>Indoor paving should be firmly fixed, runners or carpets that are not properly fixed are an accident hazard.</p> <p>Provide rest facilities at appropriate distances (chairs, benches). Smart benches can be designed to ensure communication in case of emergency.</p> <p>Corridors:</p>

	<p>Size min. 1.20 m, but for turning around (change of direction, use of doors, information boards) a larger space (1.50 m x 1.50 m) should be provided. It should be contrasting, well lit, equipment should not reduce the minimum size of the corridor, and the flooring should be non-slip.</p> <p><b>Guide rail:</b> A guide lane is required only if it can be provided with a safety distance (2 x 80 cm).</p> <p>For retrofitting, a template-applied, glued guide rail can be used for inside-out installation.</p> <p><a href="https://akadalymentesites.hu/shop/akadalymentesites-vezetosav-vakok-es-gyengenlatok-szamara/belteri-vezeto-es-figyelmezteto-jelzesek/itpp1-taktilis-vezetosav-piros-szinben">https://akadalymentesites.hu/shop/akadalymentesites-vezetosav-vakok-es-gyengenlatok-szamara/belteri-vezeto-es-figyelmezteto-jelzesek/itpp1-taktilis-vezetosav-piros-szinben</a> contact Krisztina Szakács, 20/385 39 27 or: T-Walk <a href="https://csuszaszatloszalag.hu/termekeink/taktilis-vezetosav/t-walk-vakvezeto-rendszer">https://csuszaszatloszalag.hu/termekeink/taktilis-vezetosav/t-walk-vakvezeto-rendszer</a> contact Norbert Olasz 20/464 2672</p>
<p>Level differences and ramps</p>	<p>Signposting is recommended to inform visitors of their current location and routes.</p> <p>Stairs should be provided next to the ramps so that visitors who can use the stairs can do so, thus ensuring access for people with reduced mobility.</p> <p>Instead of spiral or curved ramps, design straight or slightly curved ramps, as the former are more difficult to use for people using assistive devices. Ramps that have a steep slope should only be short.</p> <p>The width of ramps will also depend on whether they will be used in both directions.</p> <p>Provide continuous handholds on both sides of the ramps for the full length of the ramp and at a height appropriate for the users (for persons using wheelchairs or other</p>

	<p>mobility-impaired assistive devices, or for persons with balance problems).</p> <p>A lower handrail should also be available, in particular in public areas and buildings, as this is also beneficial for children and people of short stature.</p> <p>At the top, middle and bottom of ramps, there should be a stopping place of a suitable size for stopping.</p> <p>Provide handrails and a walkway across the ramps to facilitate access on and off.</p> <p>Ramps:</p> <p>Up to 17 cm level difference, maximum slope 8%, above 17 cm level difference, maximum slope 5%.</p> <p>A ramp may cover a maximum difference in level of 0.45 m and may not exceed 9 m in length.</p> <p>Width min. 1.20 m (free width between the handrails), with a free surface of 1.50 m diameter at the beginning and end of the ramp (turnaround).</p> <p>It must be non-slip, made of frost-resistant material, well lit.</p> <p>Where they do not present an accident hazard, handrails should have an overhang of 30 cm.</p> <p>To prevent wheelchairs from rolling off, the ramp should have a minimum 7,5 cm kerbing.</p>
Design doors	<p>Design doors of appropriate width and height to allow wheelchair users to use them. Door handles should be easy to operate. They should be easy to open without effort. Glass doors and large glass surfaces should have horizontally opposite markings at two levels of eye level to prevent bumping into them</p> <p>Doors:</p> <p>Minimum opening size/clear width 90/195 cm.</p> <p>Avoid doorsteps; if necessary, the doorstep should be max. 2 cm.</p> <p>1,50 m x 1,50 m free space on each side of the door.</p> <p>Glass doors shall be marked with a perceptible marking at a height of 1-1,50 m.</p>

	<p>The opening direction shall be at least 55 cm wide, the other side at least 55 cm wide. 30 cm on the other side. A non-slip floor covering is required.</p> <p>The openings for floor mops and dirt traps shall be no more than 2 cm wide and shall be perpendicular to the direction of travel.</p>
<p>Sanitary facilities and toilets</p>	<p>At least one accessible unisex public toilet must be provided.</p> <p>Accessible public toilets:</p> <ul style="list-style-type: none"> <li>- Doors of sufficient width to allow access for visitors in wheelchairs.</li> <li>- Doors opening outwards should be fitted with a horizontal pull handle.</li> <li>- The design and layout of the interior space should be of an appropriate size and there should be sufficient free space for movement for persons using wheelchairs, as front, inclined and lateral transfers to and from the toilet seat are required.</li> <li>- Horizontal grab rails should be placed on both sides of the toilet and at equal heights to allow users to hold on if necessary.</li> <li>- Parallel rails with a good grip should be placed on both sides to aid support during ascent and descent.</li> <li>- The toilet flush button should be easy to reach and easy to press.</li> <li>- The tap should be directly adjacent to the toilet and should be without a lower leg to allow wheelchair access</li> <li>- An emergency alarm pull cord should be installed. It should be at an accessible height and easy to reach.</li> <li>- The button on the water tap should be easy to press with one hand or touch and be easily accessible.</li> <li>- The mirror above the wash basin should be installed at a height that allows both seated and standing people to see themselves in it.</li> </ul> <p>Always pay attention to the location, height and accessibility of accessories (dispensers, cleaning board, toilet paper holder, shower gel, soap dish, hand towel or electric towel,</p>

mirror, waste bin...etc.) It is advisable to use a large waste bin.

Water block:

Hand washing:

Under the washbasin min. At least 70 cm high "knee-free" space.

The upper level should be 85-90 cm high, with a front edge and axial distance from the wall of 55 cm.

A single lever mixer tap with anti-splash valve is required.

A minimum free area of 90 x 120 cm is required for the use of the washbasin.

Grab rails:

A fixed grab rail shall be provided on one side of the toilet wall and a folding grab rail on the other side, both at a height of 75 cm from the floor line. Their axes shall be positioned 30 cm from the axis of the toilet. The length of the handrails shall be at least 800 mm and the diameter of the pipe shall be at least 32 mm.

Mirror:

A flat mirror shall be required above the lavatory, adapted to the dimensions of the person sitting and standing, with a lower plane 90 cm and an upper plane 2,00 m high.

All other accessories that would be found in a normal toilet and washbasin, taking into account the accessibility heights: hand dryer and soap dispenser, with a lower level of 95-110 cm, clothes rack 120-150 cm, waste basket at a height of 30 cm, etc. Electricity switch, power socket at a height of 95-110 cm.

Emergency alarm next to the toilet and washbasin, with sound and light signals.

A horizontal retracting lever 60 cm long, mounted at a height of 90 cm, shall be placed on the inside of the door.

The locking mechanism of the door shall be equipped with

	<p>a special door lock with a curved occupancy indicator, which can be locked from the inside and opened from the outside in the event of an emergency.</p> <p>TOILET: Proper use means accessibility of the toilet bowl in at least three ways (front, side, diagonal-eye) and 360° rotation of the room by wheelchair. The minimum clear floor space required for the wheelchair and its user shall be 0,90 x 1,20 m in front of the wheelchair and 0,90 x 1,35 m in front of the wheelchair.</p> <p>The height of the toilet seat in relation to the floor shall be between 46 and 48 cm. The distance of the toilet from the wall must be at least. 45 cm, length including the tank 70 cm from the back wall. The raised special toilet bowl shall be designed without a front opening.</p>
<p>Baby rooms, nursing rooms</p>	<p>Baby changing room, preferably in a separate room unisex accessible toilet. The changing table can be wall-mounted, but should be adjustable in height or fixed at a height accessible to wheelchair users. Provide space for packing, hangers to hang bags (mounted at a suitable height that is accessible to all or at two heights). Toilets and taps should be easily accessible. If there is a nappy dispenser, make sure that wheelchair users can use it. There should also be enough space to accommodate a baby carriage.</p>
<p>Signs and information panels</p>	<p>The placement of signs requires planning. Signs should be placed at a height that is easy to read for both standing and seated people (e.g. wheelchair users). At the same time, they should be positioned in such a way that they do not present an obstacle or hazard to other users, such as blind people. The colour contrast of the signs should be appropriate and the font size should be large. Pictograms may be used to facilitate interpretation. The use of tactile maps and scale models is important.</p>

	<p>The surface should not be glossy and, if possible, make some copies with enlarged characters and possibly in Braille.</p> <p>Information panels should be at eye level, between 1.20 and 1.60 m.</p> <p>Suspended from the ceiling, the lower level of information boards should be 2.20 m, max. 3 m.</p> <p>Signage should consist of contrasting lettering, supplemented by clear pictograms, using internationally recognised symbols.</p> <p>Directional signs, arrows shall be used. Stairs and lifts should have level signs.</p> <p>Tactile Braille is recommended.</p> <p>However, this only makes sense if the visually impaired person is otherwise informed of its existence so that they can use it.</p> <p>Audio map, tactile map recommended.</p>
Websites/Wifi	<p>The website must be WCAG 2.1 compliant (this is the most necessary accessibility). WCAG 2.0 AA is the target for Hungary. WCAG 2.0 AAA is almost impossible to meet, it is too complex. No separate accessible website, the normal website should be accessible!</p> <p>It is the competence of the owner and the operator to comply with the requirements and regulations and to apply the elements.</p> <p>Wifi should be available in the whole area, also outdoors, as most people with disabilities have smart phones with many apps to help their lives.</p>

d. Area Planning

Set targets to measure progress on accessibility.

Establish a Disability Advisory Committee.

Hold a joint forum with neighborhood service providers to discuss accessibility expectations.

If tourists are coming to the area, accessibility should be ensured not only at the camp site but also at the commercial and catering establishments in the vicinity.

The following aspects should be considered:



<p>Displays (exhibitions, information boards, retail, etc.)</p>	<p>When placing displays and signage, make sure that they are clearly visible and easily accessible. They should be positioned at a suitable height so that users can clearly see whether they are sitting or standing (wheelchair users, children and people of small stature). They should be carefully positioned so that they do not present an obstacle or source of danger to blind or partially sighted persons. Signs should be clearly visible and legible with high colour contrast and large font sizes. Provide audio materials for the blind and partially sighted that provide an experience for them. Proper lighting is important so that it is not glare and is easily visible to the visually impaired.</p>
<p>ATMs, info kiosks, ticketing and vending machines and similar interactive devices</p>	<p>The devices are placed at a height that is accessible to both seated and standing persons. Avoid purchasing devices that only have a touch screen interface, as they are not suitable for blind and partially sighted people. Braille should also be available. If possible, have an audio assistant that also provides instructions in audio format. Have Internet access so that the assistive technology can be easily used by people with disabilities.</p>

## VIII. Conclusion and Action Plan

### I. Infrastructure

When designing a campsite, particular attention should be paid to accessibility, which is not just about ensuring that buildings are accessible.

From the planning stage, we looked at possible routes for visitors to get to the campsite and how everything from access to departure (including parking and transport) should be designed to be accessible to all.

The theme park will also include a range of water-related toys and development equipment, which will be selected with a focus on ensuring that they are safe and usable by people with disabilities. The selection of various accessories and equipment (e.g. kitchen utensils, changing lockers, etc.) has also been made to identify aspects that should be taken into account and included in the messages and made accessible.

Accessibility of the area, the terrain, the display of information boards and the accessibility of services are essential.

### II. Programs

There is also a wide range of planned program elements, which, together with the services provided, offer the opportunity for a truly natural recreation and leisure experience. In the methodological development of the planned program elements, it is worthwhile to include specific methodologies that facilitate the joint recreation of people with disabilities and able-bodied people.

Another important aspect is the selection and training of suitable staff, who will be able to acquire practical skills to help them to implement the program and provide a suitable experience for people with disabilities. It is highly recommended that managers and staff take the free e-learning course offered by the Hungarian Tourism Agency. The course is self-paced, self-monitoring, providing a range of practical, essential knowledge, with short, precise course sections that can be completed online at any time, in a few days. A certificate of completion of the course elements can be downloaded after the self-test. Contact:

<https://hozzaferheto.turizmusakademia.hu/hu>

Partnerships should be developed with NGOs that are involved in both the design and delivery of the programs. Involving volunteers is an excellent way to do this. Never plan for people with disabilities without involving the target group!

Established partnerships and networks can also play an important role in promoting programs if they are well informed.

### **III. Marketing and communication**

The tourist attraction can provide a real experience for visitors. The linking of the two border destinations offers the possibility to organize longer excursions of up to 2-3 days, with a wide range of activities at the visitor sites in Kistolmács and Prelog.

Given that a number of communication elements (online, offline) have been designed, it is of paramount importance that the content created is understandable and accessible to all. Thus, when designing marketing materials, a number of important rules need to be respected and constantly monitored.

Proposal for the operation of special services

#### **1. Sign language interpreter**

A sign language interpreter may be needed to accompany a visitor, for a training course, or for a more prominent conference or media event.

#### **2. Route teaching with a professional**

If a camp lasts for several days, it is advisable to teach the blind or partially sighted person the important routes so that he or she can later become independent.

#### **3. Rental and provision of special transport equipment**

E.g.: electric and mechanical wheelchairs of appropriate quality should be available. Possibly a power wheelchair conversion device.  
Tandem bicycles.

#### **4. Provision of specialized learning aides**

E.g. magnifiers, reading machines, hearing aids, speakers, loudspeakers.

#### **5. Health care on call**

Designated room, e.g. for insulin injections for diabetics. Provision of equipment for resuscitation.

## **6. Meals**

Provision of sugar, flour, gluten-free meals, taking into account food allergies, and mini-kitchens for patients who can only prepare their own meals.

## **7. Preparing for guide dogs**

This may be particularly important in community spaces, places of work, accommodation, waterfront, etc. Guide dogs are legally allowed everywhere.

## **8. Audio narrator**

Preparing enjoyable theatre, cinema or art works. Audio narration is particularly useful for visually impaired or blind visitors. A specialist can prepare the narration in advance and the visitor can listen to it through headphones.

## **9. Relaxation room**

Providing a relaxation room for **elderly** visitors can be very important, but it can also be used by **pregnant women**.

It can also be used by **people with autism**, who may have a sensory overload, meltdown or shutdown, and sometimes need a stimulant-free environment. For them, it is desirable to indicate where there are quiet areas in the area and where they will encounter particularly high noise levels.

## **10. Room for pregnant women**

It is advisable to provide a room for breastfeeding mothers, where they can arrange for the babies to be cleaned in addition to being fed.

### ***Employees in the camp***

It is worth involving volunteers in the tasks. Some of them may have a disability themselves. It is essential to prepare the group of volunteers with intensive training on their first entry and to repeat the training regularly, as is the case for all staff who meet clients/customers. The trainings should be conducted with the involvement of peer counsellors, people with disabilities trained in sensitization.

Aqua Adventures

HUHR/1901/2.1.2/0111

## IX. Age- and Disability-friendly partners

Organizations and websites supporting older people and people with disabilities

Name of organization	Website
Mozgássérültek és Fogyatékkal Élők Egyesülete	<a href="#">Facebook link</a>
Autista Sérültekért Zalában Alapítvány	<a href="http://www.autistaserultekert.hu">www.autistaserultekert.hu</a>
Látásfogyatékosok Zalaegerszegi Kistérségi Egyesülete	<a href="http://www.lzke.hu">www.lzke.hu</a>
Siketek és Nagyothallók Országos Szövetsége	<a href="https://sinosz.hu/">https://sinosz.hu/</a>
Zalai KutyaBarátok Egyesülete – Zalai Kutyasuli	<a href="http://kutyaneveles.hu">http://kutyaneveles.hu</a> <a href="http://zalaikutyasuli.hu">http://zalaikutyasuli.hu</a>
Göcsej Kutya Klub	<a href="http://www.gocsejkk.hu/">http://www.gocsejkk.hu/</a>
Új Nemzedék Központ – Új Nemzedék Közösségi Tér Zalaegerszeg	<a href="http://www.ujnemzedek.hu">www.ujnemzedek.hu</a>
Zala Megyei Család, Esélyteremtési és Önkéntes Ház	<a href="https://www.facebook.com/ZalaMegyeiCSEOH">https://www.facebook.com/ZalaMegyeiCSEOH</a>
Autista Sérültekért Zalában Alapítvány	<a href="https://www.autistaserultekert.hu/">https://www.autistaserultekert.hu/</a>
Vakok és Gyengénlátók Zala Megyei Egyesülete	<a href="https://www.vgyzme.hu/">https://www.vgyzme.hu/</a>
Siketek és Nagyothallók Országos Szövetsége – Zala Megyei Szervezet	<a href="https://sinosz.hu/tag/zalaegerszeg/">https://sinosz.hu/tag/zalaegerszeg/</a>
Zala Megyei Szociális és Gyermekvédelmi Főigazgatóság intézményei	<a href="https://szgyf.gov.hu/kirendeltsegek-2/zala-megye">https://szgyf.gov.hu/kirendeltsegek-2/zala-megye</a>

## X. Best practices and standards

### 1. BEST PRACTICE

#### Summary: Day of Accessible Tourism

The Day of Accessible Tourism is a fun, all-day festival with the main aim of giving people with disabilities experiences that they would otherwise not be able to have, or would find difficult to have. An important element of the festival is *social inclusion*, i.e. that people with and without disabilities in the community have equal rights and equal opportunities to live, learn, work and have fun *together, with each other!* *The event offers leisure and sport activities for people with and without disabilities to try out together.*

#### Description of the institution: People First Association

The association has been involved in the organization of the Day of Accessible Tourism since 2019, as part of the organizing committee and as one of the main driving forces behind the event. Its tasks range from organizing the program to bringing together volunteers, marketing and liaising with international participants.

#### Description of best practice:

##### EXPERIENCE PROGRAMS

*These programs provide experiences for people with a disability that they would otherwise not be able to experience, or would find difficult to experience. Here you can get all the help you need!*

**dragon boat race** - kayaking dock in front of a sports camp

**fishing** - island

**motorcycling** - sports camp

**horse riding** - island

**race running bicycle race** - sports camp

**driving** - dam grass track

**sailing** - sailing dock

**motor boating** - sailing dock

**model sailing** – sailing dock

---

## **SPORT**

*These programs introduce sports that can be played by people with disabilities. You can try them out as an able-bodied person or a disabled person, and you can also join the clubs!*

**spirit of football** - sports camp

**boccia** - sports camp gym

**swing bowling** - sports camp

**speed wheelchair race** - sports camp

**rattle ball** - sports camp gym

**irish bowling** - sports camp

**rolling basketball** - sports camp gym

**self-defence** - sports camp

**yoga** - sports camp and Medvehagyma Ház

---

## **CULTURAL AND CHILDREN'S PROGRAMS**

*Because it is a festival for everyone!*

**health stand** - sports camp

**concerts** - sports camp

**sensory games** - island/Medvehagyma Ház/sports camp

**carousel for children** - island

**roller slide for kids** - island

**tastings** - island

**matchmaking game** - island

**petting zoo** - island

**inclusive play** – Medvehagyma Ház

**guide dog show** - sports camp

**children's performances** - island

**cinema** – Medvehagyma Ház

**"living library"** - sports camp

**"eco-greening" second hand action, bring what-you-can** – Medvehagyma Ház/sports camp/island

**tree planting** – Medvehagyma Ház

**massage** – Medvehagyma Ház

**cooking and baking together** - island

**Main objective**

During the Day of Accessible Tourism, we offer a variety of activities for people with disabilities, their relatives and companions, but also for able-bodied people. Among other things, the repertoire includes dragon boating, boating, sailing, fishing, motorcycling, horse riding, horse-drawn carriage rides and driving for the visually impaired. There are also other activities such as a fair, concerts, shows, children's events and a buffet. Every year, a free lunch is provided for people with disabilities and their escorts as well as for our enthusiastic volunteers.



<b>Methodology</b>	The location is Orfű, one of the most visited tourist destinations in Hungary. The festival area is barrier-free, including several accessible toilets. Every year, around 30 volunteers help us with the administration of the event, lunch distribution and the experience programs, and our strong-armed male volunteers occasionally support disabled people in participating in the programs (lifting them into boats, helping them onto horses, helping them into cars, motorbikes and horse-drawn carriages).
<b>Resources</b>	applications, donations
<b>Result and evaluation</b>	The event has been organized since 2017 in Orfű, one of the most popular tourist destinations in Hungary. The festival has 7-800 visitors every year, who come from all over the country, often especially for this reason. Press interest has been very lively over the last two years. The involvement of a large number of volunteers, especially from secondary school and university generations, is a great achievement, as it is an excellent opportunity for social awareness-raising. We are not aware of any similar event in the country.
<b>Contact</b>	<a href="https://akadalymentesnap.hu/">https://akadalymentesnap.hu/</a> , <a href="https://peoplefirst.hu/blog-post/akadalymentes-turizmus-napja/">https://peoplefirst.hu/blog-post/akadalymentes-turizmus-napja/</a>

## 1. BEST PRACTICE

Summary: Peer-Act peer counselling training in accessible tourism. The international project shows each other's good practices in accessible tourism. It also trains peer counsellors with disabilities who can work and help develop accessible tourism in the future. The aim of the project is to raise awareness of the potential of accessible tourism and to facilitate the participation of stakeholders.

**Description of the institution: People First Association**

The People First Association, as a Hungarian co-partner, will support the project with its personal experience and expertise from the preparatory phase, will set up the methodology and will participate in the development of the peer support trainings and the pilot trainings with tourism stakeholders, and will be the source of the future trainers.

**Description of best practice:**

<p><b>Main objective</b></p>	<p>The main objective of the project is to train Peer Counselor trainers from the special needs and disability community, in the context of inclusion and equal opportunities. Three groups: adult educators, prospective trainers with disabilities and tourism professionals are working together to develop the training methodology. The project will enable trainers with disabilities to provide advice and training on accessible tourism in all tourism service areas (transport, accommodation, gastronomy, leisure, guiding, urban decision-makers and planners). In the future, they will be able to work as trainers and consultants in the tourism sector.</p>
<p><b>Methodology</b></p>	<p>An international cooperation project involving five countries at Erasmus+KA2 level. Its basic objective is to develop a methodology and training curriculum for people with disabilities, together with tourism stakeholders, to train them as peer-counsellors in the field of accessible tourism and to provide effective assistance to tourism stakeholders and decision-makers, either as employees or in projects. They will also significantly improve their self-advocacy and employability skills, and strengthen social inclusion. The project builds on cooperation between organizations working in tourism.</p>
<p><b>Resources</b></p>	<p>Peer-Act Erasmus+ KA2 European Peer Counselling Training in the field of Accessible Tourism /European Peer Counsellor Training in Accessible Tourism Cooperation for innovation and exchange of good practice</p>
<p><b>Result and evaluation</b></p>	<p>The project will run until 31 August 2021. The 3-year collaboration will produce a methodology and training curriculum that can be used for face-to-face and online trainings. The trainings will be delivered by trainers trained during the project and can also be conducted independently online. The training will be available in 5</p>



	languages, including Hungarian. The promotion of accessible tourism and the involvement and participation of stakeholders from planning to implementation is a major achievement. This is the only way to make a tourist attraction truly accessible.
<b>Contact</b>	<a href="https://peoplefirst.hu/blog-post/peer-act-erasmus-ka2-nemzetkozi-projekt/">https://peoplefirst.hu/blog-post/peer-act-erasmus-ka2-nemzetkozi-projekt/</a> , <a href="http://peeract.eu/">http://peeract.eu/</a>

## 2. BEST PRACTICE

**Summary:** The Hidden City Gate Tour (Tor-Tour) is an accessible walk through the city centre. The Hidden City guided tour puts a different perspective on the participants, showing how people with disabilities get to the sights of Pécs, what kind of tricks they have to use to see them. What is possible and what is not possible for them, what compromise sometimes means, what "I won't give up even if I have to" means, what are their feelings about it. We are trying to take advantage of what is already a strong phenomenon: tourists are looking for something new, something different from what they are used to. They are also looking for a different way of looking at a city, a different way of seeing it.

### **Description of the institution: People First Association**

As a novelty, the People First Association has developed and intends to introduce a special, attention-grabbing, barrier-free guided tour in the city, in cooperation with expert organizations and tourism partners.

### **Description of best practice:**

<b>Main objective</b>	Accessibility is a fundamental issue for people with disabilities, especially if areas that are declared accessible by the healthy society are not accessible from their point of view. People with disabilities have the right and should have the opportunity to enjoy the same quality of life as their able-bodied counterparts, it is not acceptable that they are excluded from certain areas because of their disability. One such area that improves quality of life, but is excluded, is tourism, which is also of great importance to them in terms of leisure, health and community-building. The fact that current research on tourism does not, or hardly at all, include accessible tourism is an indication of the niche nature of this topic.
-----------------------	---

<p><b>Methodology</b></p>	<p>It is essential to influence city marketing from the perspective of people with disabilities, to innovate. In order to achieve this, we are trying to take advantage of the phenomenon that tourists are looking for something new and different from the usual. They are also looking for a different approach and a different perspective when exploring a city.</p> <p>The Hidden City guided tour puts a different perspective on the participants, showing how people with disabilities get to a particular sight in Pécs, what kind of tricks they have to use sometimes to see it. What is possible and what is not possible for them, what compromise sometimes means, what "I won't give up even if I have to" means, what are their feelings about it.</p> <p>All of this is rather ironic, our aim is not to convey negative feelings, but rather to have a good time together, to create good impressions. The aim is to show the positive attitude, resourcefulness and will of people with disabilities, and to sensitize the able-bodied people involved to how they can and should help each other. This will be done with the help of assistive devices: wheelchairs will be used to try out sightseeing, glasses will be provided to model visual impairment, and hearing impairment will be demonstrated to the enterprising with the help of earplugs.</p>
<p><b>Resources</b></p>	<p>Methodology, start-up: the "If no barriers, we're coming" („Ha nincs akadály, mi is jövünk!") project Growing Civil Communities (Erősödő Civil Közösségek) March 2019 - January 2020</p> <p>From 2021, integration into the thematic tourism offer of the city (in cooperation with TourInfom), with a participation fee.</p>
<p><b>Result and evaluation</b></p>	<p>We want to make our Hidden City tour part of the city marketing, and we have established a cooperation with the Municipality of Pécs and the local TourInform office. The Covid epidemic has halted development, so its introduction as a thematic tour is expected in 2021. The initiative has so far proved to be very popular as a multi-tour MICE offer.</p>
<p><b>Contact</b></p>	<p><a href="https://peoplefirst.hu/blog-post/rejtett-varos-tor-tour-a/">https://peoplefirst.hu/blog-post/rejtett-varos-tor-tour-a/</a></p>



**Hungary-Croatia**  
Cross-border Co-operation Programme

## XI. REFERENCE LIST

1. [https://greaterhepparton.com.au/assets/files/documents/community/aged\\_disability/accessibility\\_checklists/Accessibility%20Checklist%20-%20Tourism,%20Venues%20and%20Facilities.PDF](https://greaterhepparton.com.au/assets/files/documents/community/aged_disability/accessibility_checklists/Accessibility%20Checklist%20-%20Tourism,%20Venues%20and%20Facilities.PDF)
2. <http://www.w3.org/WAI/mobil> (17th of April, 2021)
3. UNWTO Recommendations on Accessible Information in Tourism 20 Reference Notes AbilityNet (2015), Producing accessible materials for print and online (online), available at: [www.abilitynet.org.uk](http://www.abilitynet.org.uk) (26 November 2015)
4. <https://gcs.civilservice.gov.uk/guidance/digital-communication/planning-creating-and-publishing-accessible-social-media-campaigns/#Planning-and-executing-accessible-social-media-campaigns> (2020.04.29)
5. 7. Chapter 7 Disabled Friendly Features final. <https://www.vdavns.com/pdf/metro/7-Chapter-7-Disabled-Friendly-Features-final.pdf>
6. Dementia and sensory impairment: communicating | Alzheimer .... <https://www.alzheimers.org.uk/about-dementia/symptoms-and-diagnosis/symptoms/communicating-dementia-sensory-impairment>
7. *Eszközkatalógus*. Mozcásjavító Általános Iskola, Diákotthon és Pedagógiai Szakszolgálat. Budapest, 2000. Dombainé Esztergomi Anna – Kőpatakiné Mészáros Mária (szerk.): *Szülők Iskolája – Hogyan fejlesszük otthon gyermekünket?* (CD) Zsótér Pál Alapítvány. MEOSZ OTTI. Budapest, 2003.
8. Inkluzív nevelés Sérülésspecifikus eszköztár mozgáskorlátozott gyermekek, tanulók együttneveléséhez. Írta Dombainé Esztergomi Anna Szöllősyné Juhász Csilla
9. Inkluzív nevelés, Sérülésspecifikus eszköztár vak és aliglátó gyermekek, tanulók együttneveléséhez. Írta Báthori Adél Ruff Ágota, Somorjai Ágnes, Székelyné Kárpáti Ildikó, Szűcsné Göblyös Erika, Vincze Gábor
10. <https://www.thesocialdvm.com/blog/captioning-your-videos-a-guide-for-every-social-media-platform>
11. <https://hossaferheto.turizmusakademia.hu>
12. <https://youtu.be/EAxnE2XzL0k>
13. <https://www.e-unwto.org/doi/pdf/10.18111/9789284417896>
14. <https://www.jerseyfamilyfun.com/comcast-makes-the-internet-accessible-for-people-with-disabilities/>

15. <https://www.ecolex.org/details/legislation/act-lxxviii-of-1997-on-the-development-and-protection-of-the-built-environment-lex-faoc011532/>
16. [https://www.uscourts.gov/sites/default/files/judge\\_lawrence\\_oneill\\_witness\\_statement\\_proposed\\_changes\\_code\\_rules\\_0.pdf](https://www.uscourts.gov/sites/default/files/judge_lawrence_oneill_witness_statement_proposed_changes_code_rules_0.pdf)
17. [https://www.soard.org/article/S1550-7289\(17\)30060-6/fulltext](https://www.soard.org/article/S1550-7289(17)30060-6/fulltext)
18. <https://libguides.sctech.edu/c.php?g=1029667=7462540>
19. <https://cilveksnevisdiagnoze.lv/en/what-are-mental-health-disorders/>
20. <http://www.annals.seap.usv.ro/index.php/annals/article/download/1154/951>
21. <https://www.alzheimers.org.uk/about-dementia/symptoms-and-diagnosis/symptoms/communicating-dementia-sensory-impairment>
22. <https://www.foodallergy.org/resources/welcoming-guests-food-allergies>
23. <https://www.vdavns.com/pdf/metro/7-Chapter-7-Disabled-Friendly-Features-final.pdf>
24. [https://www.agenziatura.it/allegati/documenti/109/UNWTO\\_2016\\_informazione.pdf](https://www.agenziatura.it/allegati/documenti/109/UNWTO_2016_informazione.pdf)
25. <https://www.un.org/esa/socdev/enable/rights/humanrights.htm>
26. <https://libguides.gwu.edu/c.php?g=1000325>
27. <http://www.east-ayrshire.gov.uk/Resources/PDF/B/BSInclusive-Design-Accessible-Toilets.pdf>

## GRAPH AND PICTURE REFERENCE LIST

1. <https://hu.pinterest.com/pin/57350595227948958/>
2. <https://tinyhousetalk.com/marks-wheelchair-friendly-tiny-house-wheels-built-tiny-idahomes/>
3. <https://www.zalaerdo.hu/hu/turizmus/erdei-vasut>
4. <https://funandfunction.com/adaptive-climbing-wall-5343.html>
5. <https://www.newmobility.com/2014/08/5-tips-awesome-accessible-camping-trip/>
6. <https://www.wheel-life.org/accessible-hiking-camping-and-fishing-wow/>
7. <https://www.booking.com/hotel/us/moody-beach-camping-resort-wheelchair-accessible-park-model-15.en-gb.html?activeTab=photosGallery>
8. <http://specialneedsplaygroundequipment.com/>
9. <http://www.universaldesignstyle.com/the-treehouse-guysbuild-wheelchair-accessible-treehouses/>
10. <https://www.aaastateofplay.com/handicap-accessible>
11. [www.playrope.com.au](http://www.playrope.com.au)
12. <https://www.theraquatics.com.au/browse/details.asp?ProdID=124805>
13. <https://patch.com/new-york/newcity/handicap-accessible-kayak-launch-installed-rockland-park>
14. [www.infinitysurf.com](http://www.infinitysurf.com)





15. <https://directboats.com/whacpebo.html>
16. <https://www.payszpz.cf/ProductDetail.aspx?iid=23790334&pr=67.99>
17. <https://www.payszpz.cf/ProductDetail.aspx?iid=23790336&pr=67.99>
18. [www.fireflyfriends.com](http://www.fireflyfriends.com)
19. <https://hu.pinterest.com/pin/209698926388227621/>
20. [https://www.dailymail.co.uk/news/article-2662112/Im-bike-walk-Inventor-creates-bizarre-unicycle-style-says-help-tackle-congestion-city-centres.html?utm\\_content=buffer512f8&utm\\_medium=social&utm\\_source=pinterest.com&utm\\_campaign=buffer](https://www.dailymail.co.uk/news/article-2662112/Im-bike-walk-Inventor-creates-bizarre-unicycle-style-says-help-tackle-congestion-city-centres.html?utm_content=buffer512f8&utm_medium=social&utm_source=pinterest.com&utm_campaign=buffer)
21. <https://www.boia.org/blog/make-your-hashtags-accessible>
22. <https://www.huffpost.com>
23. <https://www.motorow-tech.com/automatic-removable-battery-handicapped-foldable-four-wheels-electric-mobility-scooter-for-elderly.html>
24. <https://www.trendhunter.com/trends/zigzag-by-daniel-castillo-builes>
25. <https://pin.it/1HIMJOP>
26. <http://www.adaptiveoutdoorsman.com/ty01.html>
27. [https://www.ez-dock.com/about-us/award-winning-accessibilitystandards/attachment/ezlaunch\\_access\\_page](https://www.ez-dock.com/about-us/award-winning-accessibilitystandards/attachment/ezlaunch_access_page)
28. <https://zsig.com/collections/inclusive-ability/products/mini-tennis-early-years-inclusive-set-with-3m-net>
29. <http://peeract.eu/>
30. [https://www.jateknet.hu/greensport-kerti-tenisz-szett-haloval-116094?gclid=Cj0KCQjw7pKFBhDUARIsAFUoMDYMRwVJirqNFIZUE7SXMbaQ16u1INCs1FuEuyNOyTxWjhiZbena7uYaAj2HEALw\\_wcB](https://www.jateknet.hu/greensport-kerti-tenisz-szett-haloval-116094?gclid=Cj0KCQjw7pKFBhDUARIsAFUoMDYMRwVJirqNFIZUE7SXMbaQ16u1INCs1FuEuyNOyTxWjhiZbena7uYaAj2HEALw_wcB)
31. <https://dailyhive.com/vancouver/surrey-universally-accessible-playground-unwin-park>

## ANNEXES

### PROPOSED PROGRAM THEMES FOR CAMPS

#### SENSITISATION TRAINING

Equal opportunities for people with disabilities

Compiled by Dr. Márta Szenes SZTE Equal Opportunities Coordinator

#### First Day

1. **Introduction** 1x30 mins
2. **Attitude survey** 1x50 mins  
Formulating participants' interests, questions and motivations in this area.
3. **Theoretical block 1.** 3x50 mins  
Definition of persons with disabilities. Characteristics of visually impaired, hearing impaired, mobility impaired, communication impaired, dyslexic, autistic persons, specificities of their assistance. Developmental and psychological characteristics, their situation in educational institutions, possibilities for their development.  
The theoretical block will be complemented by short psychoeducational films in which the young people concerned talk about their everyday experiences.
4. **Theoretical block 2.**  
Outlining the concept of equal opportunities and its justification. The legal framework. Principles of complex accessibility. 2x50 mins
5. **Theoretical block 3.**  
Presentation of the SANSZ program of the University of Szeged. Good practice. 2x50 mins

#### Second Day

6. **Practical modul 1.** 2x50 mins  
The responsibilities of the teacher, helping professional from an equal opportunities perspective. In the case of pupils with special educational needs (SNI), collecting and organizing the problems of those involved in the teaching-learning process.  
What should be done differently when dealing with young people with SNI?  
Integration-differentiation-inclusive education.
7. **Practical modul 2.** 2x50 mins  
Learning organization for students with special educational needs. Awareness raising, sensitization, involving young people with special educational needs. Sharing the lived experience of students with visual, hearing, mobility, communication, disability, autism, through interactive encounters.

- |   |           |
|---|-----------|
| <b>8. Practical modul 3.</b>                                      | 2x50 mins |
| Demonstration of learning and life skills tools in practice       |           |
| <b>9. Practical modul 4.</b>                                      | 2x50 mins |
| Presentation of development training programs through short films |           |
| <b>10. Closing</b>  | 1x30 mins |
| Summary, feedback   |           |