

Part B



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Methodology approach for Part B

The methodology undertaken for Part B included an initial questionnaire set by the Cypriot partner C.I.P Citizens in Power with the contribution of Challedu, and was populated to the partners. The partners after carefully re-reading the proposal and further desktop research on the output they lead they have successfully answered this questionnaire. This led to clarifying the purposes of each output, its objectives, co-considering the target groups and concluding to suggestions which will elevate the impact of the project. On a second phase C.I.P has reviewed the answers by making comments, challenging partners even more to think ahead of their leading output and how to facilitate the main objectives of the whole project further, or even deviating a bit from the proposal after the knowledge adhered from the research of Part A. Partners have elaborated on C.I.P's queries undertaking more research or re-arranging some of their information and sections. Then the leader has prepared a first draft where all partners had the chance to review the content written and discuss through an on-line meeting. The consortium has worked towards a third and a fourth draft before providing you Part B, or as we can call it a 'sneak peek' of the whole project.

1) OUTPUT 2- LEARNING TRAINING GUIDE FOR BASIC SKILLS OF PEOPLE WORKING IN TOURISTIC INDUSTRY

A) OUTPUT DESCRIPTION, INNOVATIVENESS AND EXPECTED RESULTS

The main objective of “O2- Learning training guide for basic skills of people working in the field of tourism” is to explore:

- Different enterprises in the field of tourism (eg. hotels, transportation, sightseeing, museums, resorts etc)
- Different careers in each category
- Main skills concerning each category
- Examples of possible dialogs used in each sector, in terms of communication with deaf or hard of hearing people.

Additionally, O2 will create a framework for the scenario of the phygital game.

“O2- Learning training guide for basic skills of people working in the field of tourism” is innovative in many ways as:

- it involves experience, approaches and practices from different European countries
- it involves specific careers in the field of tourism that need redesign in terms of accessibility
- it includes specific examples of dialogues that will be the framework for the other outputs of the project as well as for a deaf young person who want to get introduced into the field of tourism
- it directly applies to the personal development of young people who want to learn how to channel with DHH in relevance to accessible tourism

This guide will be available in French, English, Greek, Italian; ensuring its transferability to other European countries.

B) CONTENT OF O2 LEARNING TRAINING GUIDE

More specifically the O2 will include:

- A. A brief introduction about tourism in Europe
- B. An overview of categories of enterprises involved in the field of tourism
- C. An overview of different career opportunities in the field of tourism
- D. Specification of the most customer referred careers in tourism
- E. What accessible tourism means and ways of making tourism accessible
- F. Specific examples of dialogues (4-5 sentences each) between people working in the field of tourism in customer service positions and tourists
 - Main phrases regarding tourism (e.g museums, tours, travel agencies, etc)
 - Main dialogues regarding hotels
 - Main dialogues regarding transportation
 - Main dialogues regarding booking
 - Main dialogues regarding restaurants
 - Main dialogues regarding sightseeing
 - Main dialogues regarding emergencies (e.g, support for pharmacies, hospitals, safety rules etc)

C) TARGET GROUP TO BENEFIT FROM THIS TRAINING GUIDE

The people to benefit from this learning training guide can have several profiles e.g:

- ✓ a hearing person working in the tourism industry and who wishes to develop his/her skills and help its area of work being accessible: this guide would allow him/her to know the first signs to guide a deaf or hard of hearing person and to welcome him/her in his/her establishment in the best possible way,

- ✓ for the interpreter acting as a bridge between the public and the service: this guide would enable him/her to respond quickly to the needs of the public by targeting basic questions and thus improve his/her tourism experience,
- ✓ for the student in the tourism sector: advice included in the guide could encourage him/her to further deeper her/ his knowledge in this field whilst becoming more competitive within the job market,
- ✓ any professional in the field of tourism who wants to work towards Professional Development -in this case in order to feel comfortable communicating with a DHH customer-,
- ✓ hearing-impaired workers might be encouraged to pursue a career in the field of tourism (taking advantage of the Part A -D), familiarising with tourism in Europe, the categories of enterprises involved, the different career opportunities in this field as well as from the specifications that will be given in O2 of the most customer referred careers in tourism,
- ✓ sign language institutions not only in the partner countries but anywhere in the world (a possibility given by the four different languages the guide will be in including English) can use this training guide as well as relevant schools, universities and other authorities,
- ✓ hearing young people that want to work in the tourism industry will get familiar with basic skills on tourism and communication

D) LOCAL TRAINING ACTIVITY LINKED WITH THIS GUIDE

After the finalisation of the material and the completion of C1*, local training activities (of at least 1 day duration) will be held in each partner country, with the participation of at least 10 deaf or/and hard of hearing people who will be willing to receive training on tourism (coming from Output 2 and Output 3 but also may test the O5 Phygital game), thus impacting a total of 50 DHH people in all the partner countries. The interpretation will be conducted by specialised sign language interpreters. Participants will be selected via the communication channels that the consortium has already developed with associated partners (deaf associations and sign language interpreters).

* Short-term joint staff training event

Each organisation will use its own means, channels and affiliates considering also how things work in each country to recruit the target group of this project as explained above. The people who will participate in the training can also be reached through TOUR FR(I)END's dissemination activities as well as by contacting specific associations through our network who deal with hearing loss. We will of course adapt the content of the training to our participating audience and will organise the workshop showing the different adaptations proposed in the guide as well as practice the use of some adaptations in dialogues with the participants. Some initial ideas are to:

- connect playtesting and learning activity (when it is time for implementation of playtesting) and have both deaf and hearing people and let them test play the game. in this occasion we might need an interpreter in the beginning of the workshop and in the end. The game will not last too much so we don't need to make the workshop too long. It can last 1 hour-1 hour and a half

- cooperate with other trainers or organizations (such as special schools, or NGOs dealing with deaf people) and implement together with them a workshop (in this occasion we offer the material and they offer the target group and the interpretation if needed)

Another option according to circumstances might be to

- provide the material to other organizations or trainers to implement the workshops
- present the activity within a frame of a festival or other workshop relevant to deaf people, accessibility, tourism etc. (the event might offer some initial support on interpretation or hire an interpreter)

How things work in Cyprus mostly is from mouth to mouth and personal, phone contact. Some initial contact has already been made by email and phone calls and we can mention that the survey undertaken for Part A retrieved a sample already familiarizing with the project and showing interest to participate.

2) OUTPUT 3- LEARNING TRAINING GUIDE FOR LEARNING BASIC SIGNS, IN THE FIELD OF TOURISM

A) OUTPUT DESCRIPTION, INNOVATIVENESS AND EXPECTED RESULTS

The outmost benefit for DHH people might come not necessarily by training them but by training tourism sector executive to train in their turn hearing people working -or intending to work- in the tourism sector on how to communicate with DHH people effectively. Thus, the main objective of the O3- Learning training guide is to foster social inclusion of deaf and hard of hearing people in the field of tourism through the strengthening of skills of youth trainers and tourism sector executives. For the development of the whole project it will also benefit the scenario of the O5-Serious Phygital Game.

This Guide is innovative as it involves experience, approaches and practices from different European countries; it also involves practical and easy-to-follow approaches and tools specifically addressing learning international signs and gestures for making tourism accessible and it directly applies to the career development of young people. We have chosen to use and present international signs, since our research has confirmed that there is no international sign language as such (no specific grammar) but the use of international signs (international alphabet, vocabulary), for facilitating international tourists traveling to other countries. In addition, our research confirmed that the international signs are not widely known. In order to ensure a good appropriation of the project for the target audiences and a real effectiveness of the tools produced, we decided to present a repertoire of words and phrases also in the national sign languages of the participating countries. Thus, the consortium has concluded that beyond taking advantage of present best practices towards inclusiveness of DHH (and to some extent the communication between people who do not share the same language e.g immigrants) we are going to deepen specifically to the cultural, entertainment, educational (hence tourism area) but also to a small extent the area regarding health emergencies.

The ultimate innovativeness of the project, beyond the ones already mentioned above will be the production of videos. Les Apprimeurs will take in charge the productions of the International signs videos (subcontracting with the Istituto des Sordi di Torino),

Logopsycom will take in charge the French sign language videos, Enjoy Italy the Italian sign language videos, CIP the Cypriot sign language videos and Challedu the Greek sign language videos, to facilitate all the aforementioned aims and purposes, always available as OER (Open Educational Resource) through the website of the project.

With thoughtful, already well planned and targeted dissemination and exploitation as well as through the (C1) training activity we are hoping that this Learning Guide will be of Pan European importance and significance.

B) CONTENT OF O₃ LEARNING TRAINING GUIDE FOR LEARNING BASIC SIGNS, IN THE FIELD OF TOURISM

The Learning Guide will include international signs and local sign phrases that can be used by young people working in different customer services in the field of tourism and foster accessibility of DHH people. More specifically:

- A. Basic iconic symbols/gestures and mobile applications to use, usually applicable worldwide
- B. Alphabet of international signs and local sign languages
- C. Phrases/glossary on the national languages of the consortium (eg. Hello, What's your name? How are you? etc)
- D. Main phrases regarding tourism (e.g museums, tours, travel agencies, etc)
- E. Main dialogues regarding hotels
- F. Main dialogues regarding transportation
- G. Main dialogues regarding booking
- I. Main dialogues regarding restaurants
- J. Main dialogues regarding sightseeings
- K. Main dialogues regarding emergencies (e.g. support for pharmacies, hospitals, safety rules etc)

L. Conclusion

C) TARGET GROUP TO BENEFIT FROM THIS TRAINING GUIDE

The people to benefit from this learning training guide can have several profiles, e.g:

- ✓ a hearing person working in the tourism industry but also
- ✓ hearing-impaired people who don't know how to communicate effectively with Deaf or Hearing people
- ✓ youth trainers
- ✓ tourism sector executives to train their staff
- ✓ all kind of employees working in the field of tourism and wanting to work towards Professional Development, including: receptionist, waiter/waitress, hall operators, bartender, travel agency operator, employees working in tourism information centres and centres for assistance, reservations, and sales operator, tour guides, passenger assistants and the like.

D) LOCAL TRAINING ACTIVITY LINKED WITH THIS GUIDE

All content of O3 will be refined and finalized after C1. Subsequently, and after the refinement and finalisation of O3, each partner will provide a one-day training to at least 10-12 tourism sector executives and youth workers who are dealing with inclusive tourism. The training sessions will be conducted with the presence of at least 2 DHH people, (a sign language interpreter might or might not be needed at this point). In this way, the participants will have the opportunity to acquire knowledge on “sign language for tourism” in a more practical and interactive way. Consequently, the training sessions will impact a total of 50-60 people (tourism sector executives/ youth workers dealing with inclusive tourism/ hard of hearing or deaf people/ local sign language interpreters who will be assigned by each partner and will participate in the trainings / project researchers and trainers). These people will then act as transmitters of this knowledge to their audiences (being students, workers in the tourism industry etc).

3) OUTPUT 4- LEARNING TRAINING GUIDE FOR TRAINERS FOCUSING ON TOURISTIC INDUSTRY BASICS, INTERNATIONAL SIGNS AND USE OF CREATED GAME-TOOL

A) OUTPUT DESCRIPTION, INNOVATIVENESS AND EXPECTED RESULTS

This output provides teaching/ learning/ training material mostly to be used by youth trainers and relevant professionals constructed as Lesson Plans; each one as per the proposal should have its own

- title,
- scope of lesson,
- suggested number of participants,
- participant selection,
- description of activities,
- specific materials needed to implement each activity,
- evaluation sheets for the trainers and
- evaluation sheets for the participants.

A brief introduction will precede, clarifying the main objectives and framework of the curriculum for youth trainers as well as an introduction to the approach undertaken. At last examples of implementation of the material by the partners based on their involvement through the training as well as annexes for including extra material might be needed.

Emphasis is given on the lesson plans which are innovative in many ways:

- they can be directly used by youth trainers to enhance their skills in term of accessible tourism of Deaf people and giving them ready made material to use with their audience,
- they make youth trainers Mentors and Ambassadors of accessible tourism of Deaf people

-they involve approaches and tools specifically addressing learning local/ national sign language in relevance to Tourism

-they directly apply to the development of skills of young people who want to work in the field of tourism and make it accessible

The lesson plans will be available in French, English, Greek, and Italian. French and English version will assure its transferability to other European countries and worldwide.

B) CONTENT OF THE LEARNING TRAINING GUIDE

Beyond the introduction to the TOUR FR(I)END approach, the examples of implementation of the material by the partners and the annexes including extra material, the emphasis of this guide is given on the Lesson Plans. More specifically the content of the lesson plans is divided like this:

-Lesson 1: Ways of making tourism accessible

-Lesson 2: Workshop for engaging young people who want to work in the field of tourism to learn International sign language and make tourism accessible

-Lesson 3: Workshop for engaging young people already working in the field of tourism to learn international sign language and make tourism accessible

-Lesson 4: Workshop for engaging deaf people to learn about careers in tourism and make tourism accessible

-Lesson 5: Alphabet of International Sign language

-Lesson 6: Common phrases in International Sign language (eg. Hello, What's your name? How are you? etc)

-Lesson 7: Main phrases regarding tourism (e.g museums, tours, travel agencies)

-Lesson 8: Main dialogues regarding hotels

-Lesson 9: Main dialogues regarding transportation

-Lesson 10: Main dialogues regarding booking

-Lesson 11: Main dialogues regarding restaurants

-Lesson 12: Main dialogues regarding sightseeing

-Lesson 13: Other main dialogues (e.g, support for pharmacies, hospitals, safety rules etc)

Each lesson will stand alone so as to be used separately as they might have slightly different target groups each time, but gathered together in a comprehensive guide. As stated above they will include a title, scope of lesson, number of participants, participant selection, description of activities, specific materials needed to implement each activity, evaluation sheets for the trainers, evaluation sheets for the participants as per the proposal. The fruitful discussions with the partners and the construction of this guide led to some more additions, those being the enrichment of the lesson plans by practical activities in the end of each lesson: e.g role-playing. It is accepted that this will allow learners to put themselves in certain situations. Also, it was accepted that specific learning aims and objectives should be given from the beginning of the lesson plans. All lessons should be constructed in such a way bearing in mind to be useful both for hearing and deaf educators (especially Lesson 4). Also, the length of the lesson plans should not exceed the 45 minutes to 1 hour.

4) OUTPUT 5- TOUR FR(I)END PHYGITAL SERIOUS GAME

A) OUTPUT DESCRIPTION, INNOVATIVENESS AND EXPECTED RESULTS

The main objective of “O5- TOUR FR(I)END phygital Serious Game” is to motivate young people to strengthen their skills and develop new ones concerning accessible tourism. The TOUR FR(I)END phygital Serious Game will be a combination of all the acquired knowledge and material of O1, O2, O3 and will challenge the players to learn main dialogues in the field of tourism by playing. Serious games are considered today as one of the most innovative and effective ways of learning. Serious games are being explored in particular for their potential to increase user engagement that can be promoted through fun and interactive game design approaches which further increase the interest of players on learning a topic. Phygital game is a new kind of game that combines physical object and movements with digital aspects. Phygital games promote both interaction with real world as well as exploration of the digital one. The TOUR FR(I)END phygital Serious Game will take advantage of these two levels of interaction. The game will be downloadable in a printable and playable version in the project’s website. It will contain all material that is essential to play it (game elements like cards and board, as well as rulebook and the app for the digital part). Nevertheless, the game will have a version that is only physical (without use of the digital part) to facilitate groups of young players that do not have during playtime access to digital equipment (tablet/smartphone).

Example of cooperative games are Pandemic (players try to save the world from pandemics and have to cooperate in order to treat people and find the cure), Mysterium (players try to guess who murdered the phantom of a castle, while the phantom provides to them information through dreams), Freedom (players try to set the slaves of South America free). Challedu, the leading partner of O5 has also created many cooperative games with educational purposes (Detective stories, Farewell Anatolia Mystery game, At the top of rainbow, Hackers, Legends of Disabilities).

The consortium has agreed that the game should not exceed the 30-45 minutes of play. Also, a link might be given as a 'helper' through the digital app and if players are stuck, they can be led to the answer.

During playtesting sessions, the game will be presented by a facilitator, who will explain how the game is played whilst also including the rulebook. The facilitator will also be there at the end of the game to evaluate its progress with the participants. Also, some of the play testers will familiarise with the game only through the rulebook so as to make amendments on it, for the ultimate purpose of making the rules as clear, and straightforward as possible.

B) GAME SCOPE

The TOUR FR(I)END game scope is to cooperate with your 'tour' friend in order to enjoy a tour in your city. The game can be played by 2 to 4 players. Each player in his/her turn takes the role of a deaf tourist. S/he opens a "destination" and tries to follow the symbols of the "destination" to explain to the tour friend where s/he wants to go. The tour friend tries to understand the "Tourist" and provides guidance by following the symbols. When a tourist receives a specific destination the equivalent dialogue card is revealed. Similarly, the tour friend should reply to them. The players have specific amount of time to succeed the tour in the city. Players also change roles according to the rules of the game. Players can also scan features of the game and reveal new challenges, animations and dialogues. The dialogues and main discussions featured in the TOUR FRIEND game are based on the material of O2 and O3. The game will be language free. Some parts of it might be in English so it can reach more population around Europe and world.

C) TARGET GROUP TO BENEFIT FROM THIS OUTPUT

The game will address young people, youth trainers, career advisors, coaches and the like. It will be in all languages of the consortium. Challedu will provide an English version of the game and its rulebook and each partner is responsible to translate the rulebook in their national language (French, Greek, Italian). The training will be done with youth workers dealing with inclusive tourism and also tourism sector executives including project researchers and trainers. These people can be the channel to train people intending to work within the tourist industry.

D) GAME IMPLEMENTATION GUIDE

Apart from the rulebook which will contain the rules for playing the game, a game implementation guide will also be developed. This will be used in local training activities and the corresponding pilot playtesting workshops in order to help the facilitators of the game to lead the playtesting session. It will contain also some background information and the procedure of implementing the playtesting session.

E) LOCAL TRAINING ACTIVITY-PLAYTESTING

The game will be refined and finalized after C1 and pilot playtesting workshops with young people (18-24) in each country. During C1 the staff of partners who will have attended the learning training activity will play the game and give feedback. After C1 each organisation will organize in its country at least one playtesting workshop day with the participation of at least 12 young people and experts from all the direct target groups of the project, namely deaf people, youth workers dealing with inclusive tourism and tourism sector executives (this gives a total of 60 people in all the partner countries, including the project researchers/trainers). A specialised sign language interpreter might be invited to participate in this phase, whilst the cost and expenses for his participation will be covered from the budget category "Exceptional cost". The playtesting will assure the results and effectiveness of the TOUR FR(I)END phygital game. Additionally, participants will discuss on the results of the previous output, IO4, and the content of workshops proposed therein.

5) EVALUATION AND QUALITY ASSURANCE OF THE PROJECT'S OUTPUTS

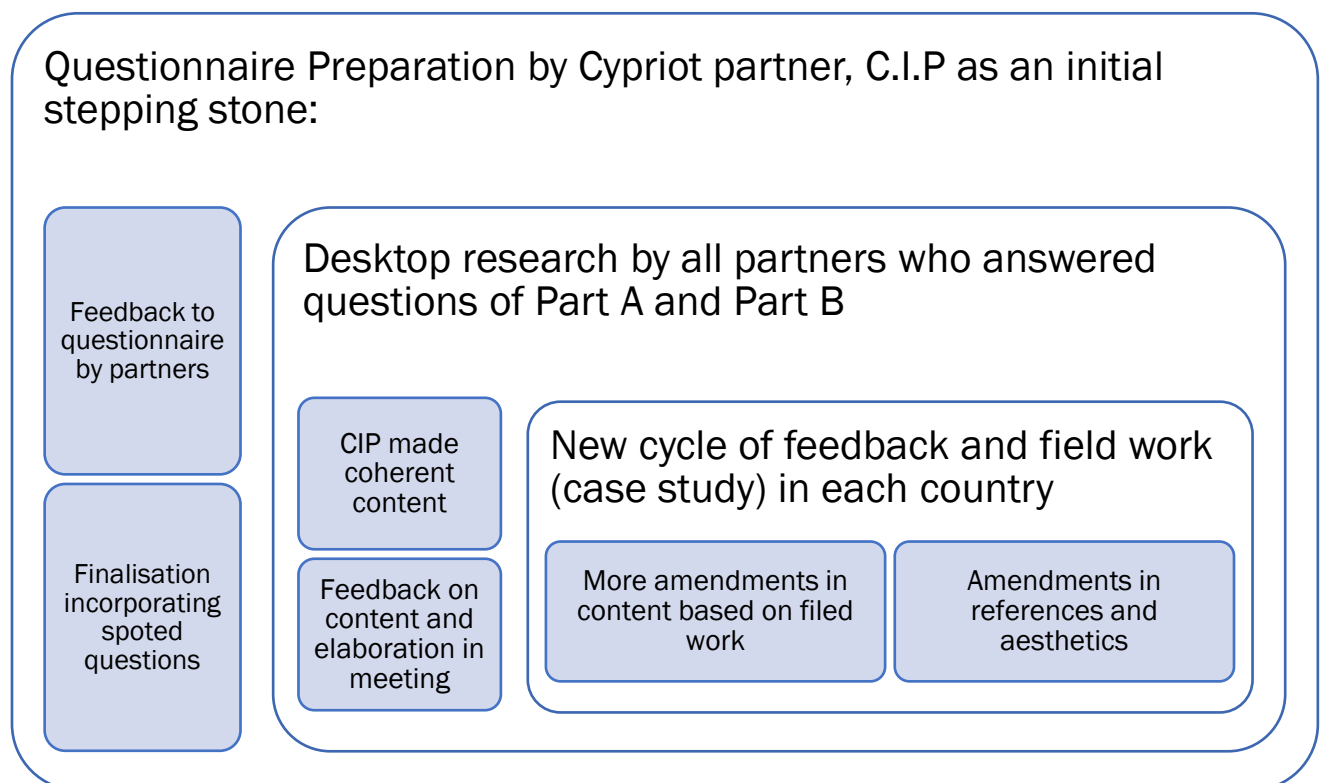
INTRODUCTION

All outputs are structured in such a way that partners need to collaborate closely and share their experience and expertise in developing the outputs. What follows is how evaluation throughout the project internally and externally is going to assure the quality of the Intellectual products.

A) ASSESSMENT OF OUTPUT 1 'METHODOLOGICAL GUIDE OF TOUR FR(I)END PROJECT'

Formative Assessment of Output 1

The Quality Assurance of the first output during its commencing included mostly feedback within the consortium and several online meetings. This is given more clearly in the following graphic:



Summative Assessment of Output 1

The Output 1 is only going to be assessed internally using an online form to be filled by all partners. Then a report will be made by the quality leader/ the coordinator, Les Apprimeurs.

The evaluation form of the first output will include both closed questions on a Likert scale from 1= Very poor 4= Excellent; and open-ended questions for partners to elaborate. The questions will be exhaustive including 3-10 questions in each of the sections to be assessed with those being:

- a. Didactic and pedagogic suitability of the guide
- b. Content of the guide
- c. Language of the guide
- d. Structure of the guide
- e. Aesthetics of the guide

B) ASSESSMENT OF OUTPUT 2 LEARNING TRAINING GUIDE FOR BASIC SKILLS OF PEOPLE WORKING IN TOURISTIC INDUSTRY

Formative Assessment of Output 2

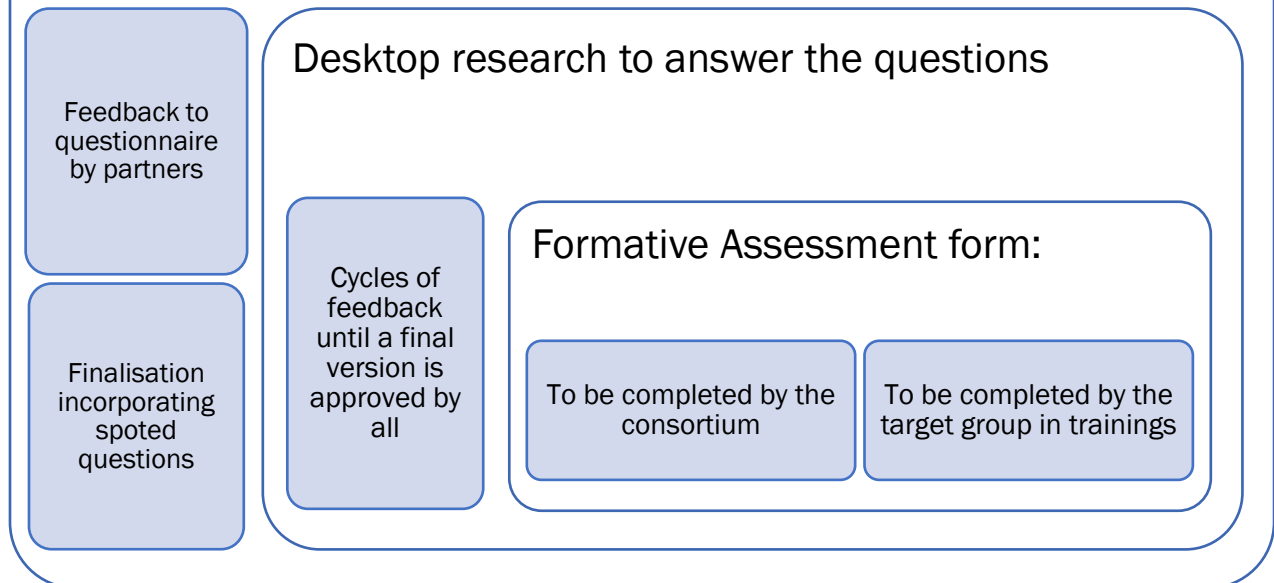
The on-going/ Formative Assessment of the second output will be done by the partners in the sense of giving ongoing feedback to the Italian partner leading this output on all stages, with the first being the questionnaire creation. Secondly, all partners will provide input to the content of O2 created through the desktop research for answering the questionnaire whilst the last stage will be an assessment form to be completed by the consortium (internally) but also a slightly modified assessment form to be completed by the target group in the local trainings (externally). This last stage is also considered as Formative as based on the internal and external comments and evaluation. The Guide will be modified by the leader before it reaches the final and complete version.

Thus, Output 2 will be assessed internally using an online form to be filled by all partners and externally from the participants of the local trainings - in an English version for all-giving us 50-60 answers approximately in total from a sample of the direct target group. Then a report will be made by the quality leader/ the coordinator, Les Apprimeurs.

The evaluation form of this second output will include both closed questions on a Likert scale from 1= Very poor 4= Excellent and open-ended questions for partners to elaborate. The questions will be exhaustive including 3-10 questions in each of the sections to be assessed; with those being:

- a. Didactic and pedagogic suitability of the guide
- b. Content of the guide
- c. Language of the guide
- d. Structure of the guide
- e. Aesthetics of the guide

Questionnaire Preparation by Italian partner Enjoy Italy as a scaffold:



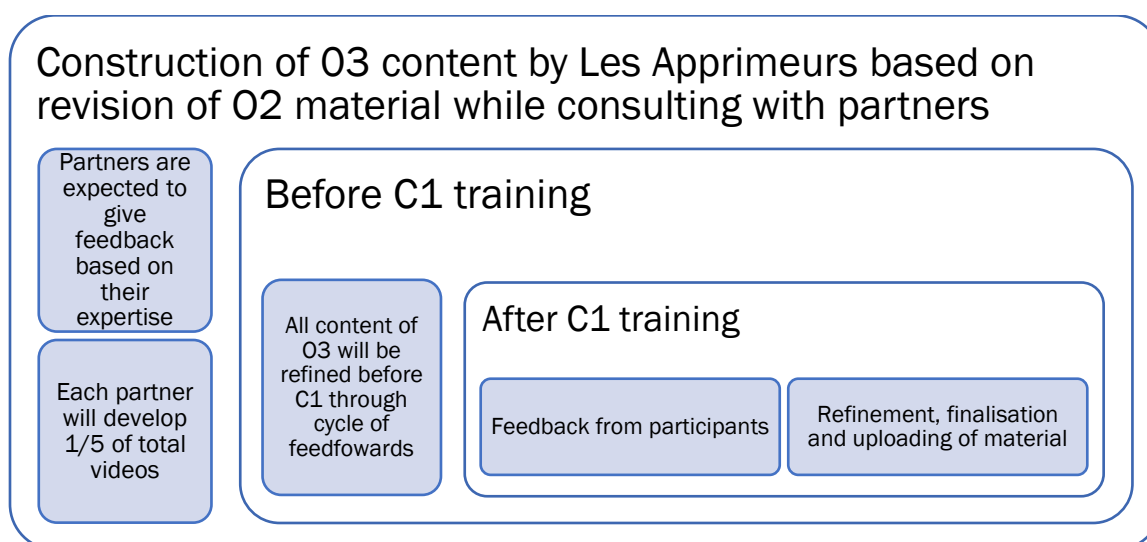
Summative Assessment of Output 2

A similar report as the aforementioned can be given to partners internally to assess the final and complete product.

C) ASSESSMENT OF OUTPUT 3 LEARNING TRAINING GUIDE FOR LEARNING BASIC SIGN LANGUAGE PHRASES USING THEM IN THE FIELD OF TOURISM

Formative Assessment of Output 3

The on-going/ Formative Assessment of the third output will be done by the partners in the sense of giving on going feedback to the French partner leading this output on all stages. The first is the construction of O3 content by Les Apprimeurs based on revision of O2 material while consulting with partners. Secondly, all partners will develop the 1/5 of the videos (each partner for its country's sign language). All content of O3 will be refined before C1 through cycle of feedback and feedforward. After the finalisation of the videos by the partners they will be tested with actual participants in local trainings thus giving them a chance to modify further and perfect them.



Summative Assessment of Output 3

The Output 3 is going to be assessed internally using most probably a Google form shared to all partners but also externally from the participants of the local trainings giving us approximately 60 experts' opinion before the finalisation including (tourism sector executives/ youth workers dealing with inclusive tourism/ hard of hearing or deaf people/ sign language interpreters/ project researchers and trainers).

The evaluation form of the first output for the external and internal evaluation will include both closed questions on a Likert scale from 1= Very poor 4= Excellent and open-ended questions for

partners to elaborate. The questions will be exhaustive, including 3-10 questions in each of the sections to be assessed; with those being around the:

- a. Didactic and pedagogic suitability
- b. Content
- c. Language
- d. Structure
- e. Aesthetics

D) ASSESSMENT OF OUTPUT 4 LEARNING TRAINING GUIDE FOR TRAINERS FOCUSING ON TOURISTIC INDUSTRY BASICS, INTERNATIONAL SIGN LANGUAGE AND USE OF CREATED GAME-TOOL

Formative Assessment of Output 4

The Belgian Partner, SCS LogoPsyCom will be responsible for developing the main objectives, framework and template of the curriculum for trainers by collecting all the material developed thus far. All partners giving their expertise will comment mostly on the content and structure on this first stage. Then the leader will develop the lesson plans whilst again partners are going to give their input whilst the last stage involves the final touches of this guide with the last amendments and comments from all consortium. These will ensure the quality of O4 and its development based on each partners expertise and inevitably their experience, approaches and practices from each of these 5 European countries.

Development of main objectives, framework and template of the Curriculum for trainers by SCS LogoPsyCom by collecting all the material developed through 01, 02, 03

Feedback by partners on content and structure

Development of Lesson Plans by SCS

Feedback on all the sections of lesson plans

Development of Learning Training Guide

Last amendments on content

Amendments in references and aesthetics

Summative Assessment of Output 4

Like Output 1, Output 4 is only going to be assessed internally using a Google form to be filled by all partners. Then a report will be made by the quality leader, Les Apprimeurs on the different sections of the Guide e.g the effectiveness of the Introduction, the Lesson Plans, the Examples of Implementation of the Material and the appropriateness of Annexes.

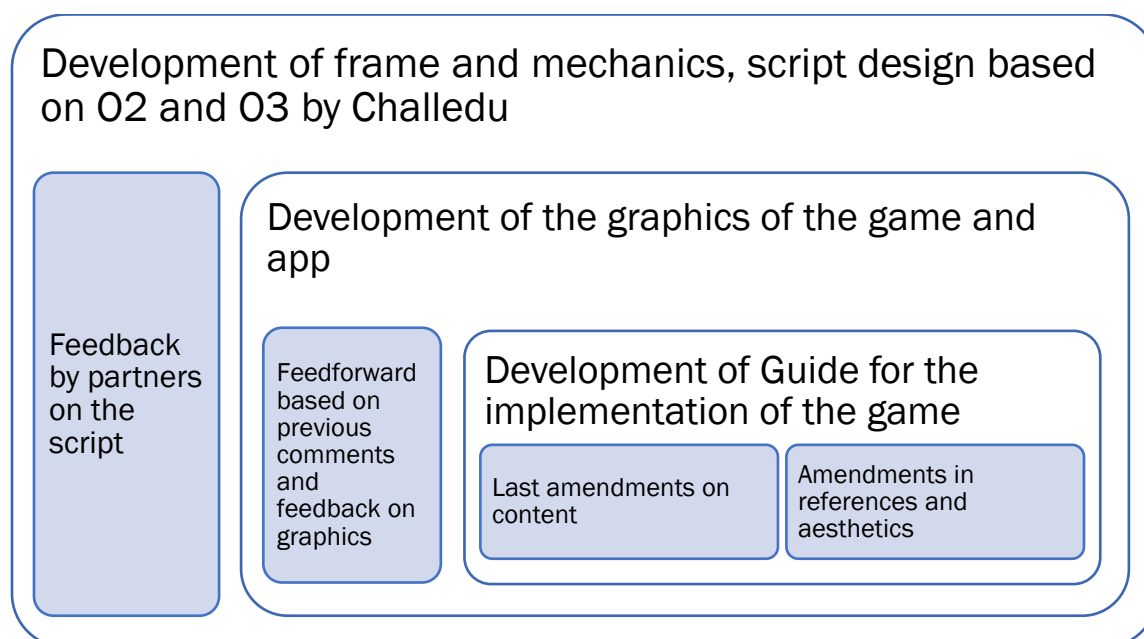
The evaluation form of this output can include both closed questions on a Likert scale from 1= Very poor 4= Excellent and open-ended questions for partners to elaborate on each of the parts mentioned above. The questions will be exhaustive including 3-10 questions in each of the sections to be assessed; with those being:

- a. Didactic and pedagogic suitability of each part and lesson plans
- b. Content of each part of the guide including the lesson plans
- c. Language of each part of the guide
- d. Structure of each part of the guide and the lesson plans
- e. Aesthetics of each part giving emphasis to the Lesson plans as it will be a ready-made material to be provided to trainers.

E) ASSESSMENT OF OUTPUT 5 TOUR FR(I)END PHYGITAL SERIOUS GAME

Formative Assessment of Output 5

The phygital game is mostly going to be developed by the expert partner, Greek, Challedu. The partners will have their say in the development mostly of the script and the graphics of the game. All partners will also contribute and check that the rulebook is clear and straightforward and make sure that they comment to the online application of the game.



Summative Assessment of Output 5

The Output 5 is going to be assessed internally using most probably a Google form shared to all partners but also externally from the participants of the local trainings giving us approximately 60 experts' opinion before the finalisation including (tourism sector executives/ youth workers dealing with inclusive tourism/ hard of hearing or deaf people/ sign language interpreters/ project researchers and trainers).

The evaluation form of the first output will include both closed questions on a Likert scale from 1= Very poor 4= Excellent and open-ended questions for partners to elaborate. The questions will be exhaustive including 3-10 questions in each of the sections to be assessed for the game; with those being:

- a. Didactic and pedagogic suitability of the game

- b. Script of the guide of the game
- c. Mechanics of the guide of the game
- d. Graphics of the guide of the game
- e. Usefulness
- f. How players felt whilst playing
- g. Willingness to replay

For the Guide some similar sections with the other guides can be given for evaluation such as, usefulness of instructions and comprehensiveness of the guide.