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Report on Skills Needs in the Inclusive Tourism Sector

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1   Executive Summary

This report on skills needs in the Tourism Sector has the objective of defining the skills needs/competences and knowledge that Inclusive Tourism professionals should have in order to overcome the gap between the supply and the demand for accessible services in tourism market. As such, it provides a stepping-stone to the next phase of the project in which the curricula for Managers and Front-line Staff shall be developed.

The Executive Summary provides an overview of the document and summarises the main findings and conclusions.

The second chapter lists definitions and acronyms used in the report.

The third chapter provides research-based information on the current state of accessible tourism in Europe. Information is provided on the estimated volume and value of the accessible tourism market in EU Member States, drawing on EU-funded research studies of the demand for accessible services from the broad range of tourists with access requirements. It is estimated that 2/3 of the accessible tourism market in Europe is made up of persons over 65 years, with age-related health conditions who, with increasing age, acquire minor or more serious impairments which can limit their ability to enjoy longer holidays and day trips, if suitable access measures are unavailable. The other 1/3 consists of persons with disabilities, under 65 years. Up to 48% of these people do not take holidays at all, either due to financial reasons, lack of companions or assistants or because of poor access conditions or lack of accessibility information at venues. (European Commission, 2014).

The value of this market has been estimated at €400 billion in revenues per annum and is expected to grow annually by 1% for the coming years. It accounts for 3% of the total EU GDP and supports 9 million jobs. (European Commission, 2014). However, only 9% of touristic services in the EU-28 promote themselves as "accessible", and reliable accessibility information is very often absent from websites of tourist boards, destinations and tourism venues. (European Commission, 2015). Only in the last 3-4 years have "mainstream" booking sites such as Booking.com, Hotels.com and others provided even rudimentary information about accessible facilities.

Regarding the skills requirements related to accessible/inclusive tourism services, a study of the EU-28 member states in 2016 reported that: "There is a need for the education and training system to meet the demand for skills, knowledge and awareness related to accessible tourism. There is a need for more and better training for specialist roles related to accessibility but also for tourism employees in general, particularly front-line staff." (European Commission, 2016).

Concerning the actual provision of tourism education and training, the same EC study concludes: "The overall view is that sufficient graduates in tourism and related subjects are being provided and there may even be over-provision, especially for the short-term needs of the industry. In fact there is no general shortage of provision, except in the area of adult or continuing education. Rather, the concern is whether provision of the right kind of courses at both higher education and VET levels is sufficient to meet emerging needs.

"Degree-level education and especially post-graduate provision is important for developing a more sophisticated and diverse service offer, but it is more difficult to do

this systematically in Higher Education and more difficult to achieve the necessary interaction and dialogue between HE institutions and the industry.

"To a certain extent the objectives of HE institutions and the industry diverge - for legitimate reasons, but these issues need more open debate and interaction and, in many countries, more investment from both sides in improving the quality of work placement. This is not a matter peculiar to the tourism industry, but the industry often presents a clear example of where action is needed." (European Commission, 2016).

Against this background, the fourth chapter presents the research undertaken by the partnership to identify the specific tourism sector occupations and their respective training requirements in terms of knowledge and skills in accessible, inclusive tourism. This was achieved by the application of an Inclusive Tourism Service Design Methodology based on Customer Journey scenarios, in which "personas" of persons with disabilities and others with specific access requirements were analysed in relation to different journey segments.

25 detailed Customer Journey analyses were performed, leading to 25 "Service Blueprints" for Accessible Tourism / Inclusive Tourism services. This research study identified:

- 27 IT Management occupations (Management cluster)
- 37 IT Frontline Staff occupations (Frontline Staff cluster).

Considering the many different functions of managers and front-line staff in the tourism sector, it is evident, that knowledge and skills related to accessibility issues must be acquired, through training and experience, by persons in many occupations.

The research enabled the partners to identify those ESCO occupations in the tourism sector that are especially relevant to the design and delivery of accessible, inclusive services. These include professions that are involved in customer service, facility management, information and marketing, transportation, accommodation, hospitality, food and beverage and tourist activities of all kinds.

The roles identified in the Customer Journeys and Service Design Blueprints were listed with their specific ESCO reference codes and occupation titles, and with their corresponding Inclusive Tourism Training Requirements, based on the analyses carried out by the IN-TOUR partners. (See: Appendix 1. Customer Journey Segments, Service Blueprints, ESCO occupations. These electronic spreadsheets are too large to include in the present deliverable and are contained in a separate PDF document of 91 pages).

The deliverable also reports on an examination of the ESCO classification of occupations, which was performed using the ESCO online semantic search tool, to search for occupations related to the search phrase, "accessible tourism". This was intended to screen for existing ESCO results about accessibility in relation to ESCO-listed tourism occupations. It was noted that the search term "accessible tourism" in ESCO does not identify many of the professional activities, knowledge areas and skills which were identified in the Customer Journey/Service Design research exercise carried out by the IN-TOUR partners. Moreover, the search results do not directly identify any competencies or skills connected with customer service, either at management level or at front-line staff level, which would normally be associated with good practice in accessible tourism. This surprising finding suggests that accessible and inclusive tourism is rather neglected in the ESCO classification.

Accordingly, a closer investigation of the existing ESCO classification of occupations, skills and competences was planned and performed in Task 2.2. This study is reported in Deliverable D2.2.1.

In conclusion, this report provides substantial evidence of the knowledge and skills needs of Managers and Front-line Staff, respectively, based on prior studies of market demand and supply and the IN-TOUR research on Customer Journeys of persons with specific access requirements and Service Design Methodology. The findings have been coupled with the ESCO classification of occupations, knowledge and skills, thus establishing a platform for the next phase of the project work: WP 3 Curricula Development.

2   Definitions and Acronyms

Customer Journey	(Or "Visitor Journey", in the context of tourism, as described by Lane, 2007, q.v.). The range of actions performed by a visitor in searching, booking, travelling, staying at a destination, activities at the venue, returning and recollecting the experience of travel. In this study, customer journey "segments" were examined as "scenarios" in order to focus attention on the required service provisions in typical stages of the journey.
ECTS	European Credit Transfer and Accumulation System (a standard means for comparing academic credits)
ECVET	European Credit system for Vocational Education and Training (a European instrument designed to support lifelong learning, the mobility of learners and the flexibility of learning pathways to achieve qualifications)
ESCO	European Skills, Competences and Occupations. ESCO is the European multilingual classification of Skills, Competences and Occupations.
Occupation	A job. The title given to the person who performs a specific range of job-related tasks in their professional work.
Service Blueprint	A diagram that visualizes the relationships between different service components — people, props (physical or digital evidence), and processes — that are directly tied to touchpoints in a specific customer journey. (Source: Nielsen Norman Group).
UNWTO	United Nations World Tourism Organization

3   Introduction

3.1   A note on terminology

While the title of Work Package 2 and the project title itself both refer to the "Inclusive Tourism Sector", the analysis described in this report reflects the practice of "Accessible Tourism" as it has evolved over the past two decades in Member States of the European Union. The terms, "Accessible Tourism", "Inclusive Tourism" and "Barrier-Free Tourism" are defined in slightly different ways, according to cultural origins, linguistic backgrounds and market traditions, yet they are often used interchangeably by professionals in the tourism sector when referring to "target groups" of visitors with disabilities or other access requirements, and the many practices and measures that have been developed to cater for these tourists. Given that the greatest body of knowledge and experience in this field is subsumed under the term, "Accessible Tourism", this report adopts this as the most usual term.

The main author of this report, ENAT – the European Network for Accessible Tourism, is a multi-stakeholder, non-profit association established in Brussels in 2008. ENAT actively supports the development of accessible tourism practices in Europe, disseminates good practices and provides guidance to national and regional tourist boards, cities and public and private tourism enterprises on how to improve and manage accessibility with a holistic approach, following the principles of Universal Design.

ENAT does not identify accessible tourism (or inclusive tourism) as a "sector" of tourism, as such, in the way that other areas of tourism may be labelled, such as "Religious Tourism", "Adventure Tourism" or "Medical Tourism", each with a relatively narrow focus on certain activities and interests that attract particular groups of customers. Essentially, reflecting the lived experience of customers with specific access requirements, ENAT aims to introduce the concepts of Accessibility and Inclusion to <u>all kinds of tourism businesses</u>, showing ways that they can enhance the customer experience by ensuring, as far as possible, that every visitor can enjoy and participate in tourism as independently and fully as possible. As such, visitors of all ages and with or without disabilities should be able to enjoy every kind of tourism, such as those mentioned above and also Festivals, Whale-watching, Weddings, Sun and Beach, visiting a museum – or any other kind of tourism.

Accessible or Inclusive Tourism does not refer to a "segment" or specialised area of tourism. Rather, the IN-TOUR project sees Accessible/Inclusive Tourism as being part of every kind of tourism.

<u>Making tourism accessible for all visitors</u> depends on all professionals having the appropriate education and training, so that they can apply their knowledge and develop skills that will enable them to design, manage and deliver accessible and inclusive tourism products, in whatever part of the tourism value chain they are working.

3.2 WP2 Task breakdown

The starting point of WP 2, task 2.1 of the project proposal is stated as follows:

Gathering and interpreting evidence of skills needs.

> "This task aims to define, from existing and/or emerging skills needs, the competences that Inclusive Tourism professions should have, in order to overcome the gap between the supply and the demand for accessible services in tourism market.
>
> A specific study will be carried out by the IN-TOUR Alliance to complete the existing evidence about skills needs in order to make the professional profiles adherent to the current (and future) working and occupational context and to specific requirements in term of accessibility that tourists with special needs can perceive in different aspects of the "Visitor Journey" (Dick & Darcy-2009).
>
> In this contest [correction – the word should be <u>context</u>] crucial is the role of ENAT and its experience on this specific topic for coordinating the activities of the partners and to guarantee a high quality and European perspective of the results."

(IN-TOUR Proposal, Task 2.1 page 75).

The proposal describes the expected outcome of this task as follows:

> "Inclusive Tourism Skill needs analysis in terms of merging of requirements from supply side and demand side with respect to two professional profiles."

(IN-TOUR Proposal, Task 2.1 page 76).

The main objectives of Work Package 2 are therefore:

- To identify the need for qualified managers and staff with **inclusive tourism skills** in the business community;

- To **identify the scope and content of training** that will enable tourism professionals to cater appropriately for guests/visitors with specific access requirements;

- To define **two main occupational profiles** for Inclusive Tourism professionals, based on the skills needs to be promoted within the ESCO classification.

As described in the IN-TOUR proposal two occupational profiles will be defined as:

1) Inclusive Tourism Manager
2) Inclusive Tourism Frontline staff.

These profiles will reflect the working and occupational context and the specific requirements in term of accessibility that arise in different aspects of the "Visitor Journey". The concept of visitor journey is explained in section 4.2 Methodology, below.

3.3 Implementation of WP2 under COVID-19 restrictions

It should be noted that the start of the COVID-19 pandemic in early 2020 coincided with the beginning of Task 2.1, causing a significant re-organisation of the IN-TOUR workplan, also affecting Task 2.2 and subsequent tasks.

The project teams and vocational/educational institutions experienced several waves of lockdowns in 2020 and 2021, involving working from home and restricted working conditions, due to furlough and other enforced arrangements. Businesses, including many tourism operators, were also obliged to close or reduce their opening hours, putting most of them in "survival mode" and, consequently, out of reach for any form of consultations, surveys or meetings. Some IN-TOUR team members also experienced the Coronavirus first-hand in their families.

Under these constraints the tasks of Work Package 2 were reorganised to make the best possible use of remote (online, distributed) working methods, with minimum disturbance to the original workplan, while aiming to reach the required results to feed into the later work packages and tasks.

ENAT, as Lead Partner of WP 2 and specialist in the field of Accessible/ Inclusive Tourism, prepared and coordinated the following tasks:

1. **A desk research study** focusing on the results of recent studies of skills and training requirements, accessible tourism market demand and supply in the EU-28;

2. **A simulated Customer Journey and Service Blueprint research study,** carried out by all partners.

3. **An analysis of ESCO Occupational profiles** and their related knowledge, competences and skills requirements, also identifying "gaps" in accessible/inclusive knowledge and skills in managerial and front-line tourism and hospitality roles;

In addition, ENAT also organised **a survey of existing VET courses in inclusive/accessible tourism in all partner countries,** carried out by all partners under **WP 2.2.** The growing number and variety of education and training courses in higher education institutions, listed and analysed in Deliverable 2.2, provides further evidence of the tourism sector's increasing awareness of - and demand for - accessible/inclusive tourism skills among its workforce.

3.4 Research Background: The Accessible/Inclusive Tourism Market, Demand and Supply

For the desk research phase of WP2.1, several online sources were consulted. This section reports on key issues concerning the accessible tourism market demand and supply and the related skills needs in the tourism sector.

Inclusive Tourism (or Accessible Tourism – the terms are often used interchangeably), refers to the design and delivery of tourism services that cater for the widest range of visitors, including but not limited to:

- persons with physical, sensory or cognitive disabilities,
- seniors,
- families with small children,
- persons with long-term health conditions including requirements for special diets and allergies,
- those who have temporary impairments,
- people of large or small stature

or any combination of these.

The European Network for Accessible Tourism (ENAT a.s.b.l.), a Partner in the IN-TOUR project, leads Work Package 2, Task 2.1.

ENAT was established as an NGO in Brussels in 2008, following a successful 2-year pilot project on "Mainstreaming Disability in the Tourism Sector", funded by the EC DG Employment and Social Affairs.

ENAT is now a well-established "multi-stakeholder" association with over 250 members in 55 countries worldwide, including National and Regional tourist boards, private sector tourism businesses, public authorities, cities and municipalities, universities and research centres, organisations of persons with disabilities and other advocacy groups, as well as professionals in the fields of accessibility, building and environmental design, ICTs, assistive technology and tourism destination management.

The breadth of expertise and experience among ENAT members and experts has contributed to its recognition as a leading authority in the field of accessible tourism. It has signed MoU's with the UN World Tourism Organisation, International Organisation for Social Tourism, Blue Flag International, FEG, EASPD and is an official partner in the EC 'European New Bauhaus' initiative of the JRC, led by EC President Ursula Von Der Leyen.

In the past decade, tourism authorities and tourism providers in Europe and around the world have shown increasing interest in the accessible tourism market and through new policies, innovation and adaptation of services, a growing number of "examples of good practice" have been developed in this field. ENAT has documented the growth of Accessible Tourism in Europe and around the world, with over 100 projects and good practices listed on its website at: https://www.accessibletourism.org/projects

In spite of the COVID-19 pandemic that has caused the greatest ever downturn in global tourism activity, a number of factors point to the relevance of accessibility as a key factor for "re-building tourism". Given the ageing of western, industrialised populations, with the consequent rise in numbers of travellers with specific access requirements, investments in accessible tourism services and facilities can contribute to economic revival, providing a source of new jobs and a competitive factor for tourism businesses, destinations, regions and countries.

Advances in the delivery of accessible tourism services (up to early 2020) have come about through initiatives at enterprise level or, occasionally, through destination management efforts and, more rarely, through national programmes. An EC study on skills requirements (2014b, op. cit.) noted that

many of the valuable project experiences are lost or fail to be disseminated widely and therefore the skills and competences gained from practice are not handed on to the next generations of learners and professionals. Generally, it is all too common that innovative research and development work in the accessible tourism field does not easily "scale-up" to produce a wider effect, either in general training or in practice across the wider tourism sector.

The Italian research publication, "Make it Accessible. First White Paper on Accessible Tourism" published in 2013 made a very detailed analysis of Italian initiatives conducted since the 1990s, listing 360 projects carried out at national, regional and local city levels. (Italy, 2013). The projects were analysed with respect to their objectives, target groups, types of interventions and impacts. Notably, there was a predominance of <u>local level actions</u> across all projects from pre-1999 to 2008, whereas <u>national level projects</u> began to rise, proportionally from 2009. However, a critical issue concerning all projects was the lack of systematic follow-up and uptake of results, as highlighted by the comment:

> "More generally, it must also be noted that there is a need for all projects to be subject to maintenance. Indeed, not only the structures and infrastructures but also the relevant information which inevitably becomes obsolete. If it is not realistically possible to put forward an "expiry date", it would at least be advisable looking at the bigger picture, to set a date for "checking and updating".
>
> - Italy 2013, "Make it Accessible" White Paper, page 116.

Other research carried out by ENAT has shown that Vocational and Educational Training (VET) programmes in accessible tourism are present in very few national curricula and little attention is paid to this subject in mainstream hospitality and tourism training in schools and university courses. (ENAT – ELEVATOR project, 2018).

In order to promote VET qualifications for Inclusive Tourism which can be recognised at European level, there is a need to gather, interpret and integrate the evidence of skills needs, taking into account the role of accessibility, in all its aspects, in the design of tourism services across the whole tourism value chain.

These profiles have been broadly identified on the basis of the work done by ENAT and partners in their report for the European Commission (EC-2014)[1] on *skills and training needs to improve accessibility in tourism services,* where the tourism professions have been clustered in order to identify those Occupational Groups which play a crucial role in the accessible tourism.

The description of the profiles will refer to the National Qualifications Frameworks (NQF) and European Qualifications Framework (EQF), as well as other relevant European tools and instruments in the sector, such as EURES skills passport in the area of Hospitality and Tourism. ECVET principles will be

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[1] European Commission (2014), Study - Mapping skills and training needs to improve accessibility in tourism services.

implemented, for the Inclusive Tourism Frontline Staff, to support international agreement for their recognition.

3.4.1   Market needs and patterns of demand

The European Commission has estimated that by 2020, about one-fifth of all persons in Europe is living with a disability. For the tourism sector this represents both a challenge, in terms of creating suitable accessible environments and services but also a golden opportunity by attracting and serving customers with access requirements, their families and friends.

In addition to persons with disabilities there are also many other visitors who must consider their specific access requirements when travelling, such as persons with long-term health conditions, families with small children, those with dietary restrictions, persons with allergies and those who may have a temporary impairment due to an accident or perhaps recovery from illness or a medical procedure (Ambrose, in press).

These individuals are likely to need certain environmental conditions, equipment, services or other supports that can enable them to function safely, comfortably and – as far as possible – independently and on equal terms with other customers. Tourism providers can cater for these customers through making appropriate provisions in their service design, by taking into account the specific access requirements of tourists with mobility, sensory, cognitive or other impairments or health conditions.

Adopting a "Design for All" approach or applying the principles and goals of "Universal Design" are two similar ways to ensure that environments, products and services are designed to suite the functional requirements of the widest range of users (Ambrose, 2001 and Center for Universal Design, 1999).

Accessibility information provided by the tourism supplier or destination management organisation is critical to journey planning, from its very inception, through the entire journey and until the tourist returns home. Without accessibility information these visitors doubly are restricted in their choice of where they can travel and what they can do. (Buhalis, D., Michopoulou, E., 2011 and 2013), (Michopoulou, E., Darcy, S., Ambrose, I. and Buhalis, D. (2015).

In an EU-commissioned study conducted by GfK, University of Surrey and other partners in 2014, the accessible tourism market in Europe in 2012, was estimated at 138.6 million persons, comprising persons with disabilities aged 15 to 64 (35.9%) and those over the age of 65, who have a high incidence of age-related impairments and health conditions (64.1%), (European Commission, 2014a). the authors write:

> "This is a large and growing market, accounting for about 1 in every 5 travellers, due to the ageing of populations, both in European countries and in many "feeder" markets. The value of this market was estimated at €400 billion in revenues per annum and is expected to grow annually by 1% for the coming years. It accounts for 3% of the total EU GDP and supports 9 million jobs. In addition, the people with special access needs from the 11 key international inbound markets generated a total

economic contribution of 34 billion Euros in terms of total output and 15 billion Euros in terms of gross value added or 17 billion Euros in terms of GDP to the EU. Demand for accessible tourism will also continue to grow in future, with the forecast of future growth suggesting that by 2020 the demand by people within the EU will grow to about 862 million trips per year whilst the demand by the key international inbound markets will reach 21 million trips per year, and possibly more if accessibility improves in the tourism sector. The forecast based on the most optimistic scenario tested in this study, based on extensive mprovements in accessibility (Scenario C), shows that up to 39.4% of additional economic contribution associated with the demand by people within the EU could be achieved, which suggests that up to 1,073 billion Euros of total output could be generated, along with up to 12.1 million employed persons within the whole EU economy - taking all direct, indirect and induced effects into account."

- European Commission, 2014a

Further studies show that the spending power of people with access requirements represents, effectively, "lost income" to the tourism sector. A UK study of persons with disabilities under 65 years, revealed that up to 48% of these people do not take holidays at all, either due to financial reasons, lack of companions or assistants or because of poor access conditions or lack of accessibility information at venues. Researchers, Kantar TNS, conducted 6,171 face-to-face interviews with a representative sample of the GB population between Feb-March 2018. Key findings showed that £116.7 million would be generated per year if each person with an impairment took a domestic holiday. (VisitBritain, 2018).

ENAT member, *VisitEngland*, is one of few national tourist boards that have gathered and shared statistics on the accessible tourism market. In 2013 they valued the accessible tourism market at 12.4 billion pounds, which is about 12% of the total visitor spend. From the results of their national visitor overnight surveys they have shown that for groups where a member of the party has an impairment, these groups spend more than average and stay longer than average groups, making the accessible tourism market especially attractive from a financial point of view. Their latest reports from 2018 show that the market has grown to 15.2 billion pounds. (VisitEngland, 2020).

- The total expenditure generated by those with an impairment or those travelling within a group where a member had an impairment is estimated to be £15.2 billion

- Inbound visitor spending by this group was £0.4 billion in 2018

- Domestic overnight visitor spending by this group was £3.2 billion in 2015

- Day visitor spending by this group was £11.6 billion in 2018.

Considering the contribution of this segment to the total volume of visitors, trips taken by those with an impairment and their travelling companions made up:

- 1.9% of all inbound trips in 2018

- 15% of domestic overnight trips in 2015

- 20% of day visits in 2018.

Age of traveller:

- Those aged over 65 made up 7% of all inbound visits, compared to 39% of trips taken by those with an impairment and their travelling companions.

- Those aged over 65 made up 16% of all domestic overnight trips, compared to 35% of trips taken by those with an impairment and their travelling companions.

- Those aged over 65 made up 17% of all day visits, compared to 26% of day visits taken by those with an impairment and their travelling companions.

A study conducted for *Tourism Research Australia*, published in 2018, showed that 14% of the Australian population (an estimated 3.4 million people) has need of accessible tourism experiences and services for an overnight and/or day trip. ENAT's Contact Point for Australia, Bill Forrester of *Travability* has commented on these figures, noting:

> "The research has placed a total value of the domestic market at $8 billion, when added to the estimated inbound market for accessible tourism of $2.8 billion (not part of the research) the contribution of Accessible Tourism to the Australian Visitor Economy is $10.8 billion. That is greater than the $10.4 billion spend by Chinese tourists inbound to Australia."

Other international data also point to the value and market spend of those with access requirements. Open Doors Organization's 2020 Market Study of Travel and Hospitality of American adults with disabilities showed a marked increase in travel by these visitors.

"For the most part, adults with disabilities are active travelers, often traveling for pleasure for multiple nights, alongside at least one other adult.

- In the past two years (2018-2019), the majority of adults with disabilities (70%) have taken at least one trip – and over 4 in 10 (42%) have taken 3 or more. Nearly one-fifth (19%) were frequent travelers, taking 6 or more trips over the 2-year period, a slight increase from 2015 (17%)

- Almost all traveled at least once for pleasure (69%), taking 2 trips on average over the 2-year period; while 13% took at least one business trip, making 2 such trips on average; and 14% took at least one combination trip (business & pleasure), making 3 such trips on average.

- When taking a trip, the majority of travelers with disabilities are generally accompanied by someone (69%); fewer than one-third travel alone (31%).

- On their last trip, most travelers with disabilities (75%) were away from home for three or more nights, typically 4. Only 4% took a day trip on their last trip.

Notably, in the past two years (2018-19):

- **27 million travelers** with disabilities have taken

- A total of **81 million trips** and

- Spent $58.7 billion *(up from $34.6 billion in 2015).*

Open Doors Organization, 2020.

3.4.2   Supply and performance of accessible tourism services in Europe

A study conducted for the European Commission by VVA, ENAT and EWORX S.A. in 2015 found that only 9% of touristic services in the EU-28 promoted themselves on their Websites as "accessible" or offered accessibility information to persons with disabilities and others with specific access requirements. Furthermore, reliable accessibility information was very often absent from websites of tourist boards, destinations and tourism venues. (European Commission, 2015).

This study included a comprehensive survey of tourism businesses in the EU, based on interviews and online surveys, which revealed a number of key findings concerning businesses' knowledge of customer requirements, the barriers they perceived to improving their accessibility and the incentives that might encourage them to address this market.

The study examined the motivations of business owners who were already engaged in the accessible tourism market, as well as those who were less active and those who were not providing accessible services at all. Briefly, the responses from business owners suggested three types of opinions among business leaders about engaging in accessibility, which may be characterised as follows:

1. A group who are afraid to make mistakes and be caught out - either by the legislative or regulatory environment or by simply "doing the wrong thing" and possibly being sued by customers with access requirements. They prefer not to take risks but they generally lack direct experience or knowledge of customers who have specific access requirements.

2. A group who embrace the idea of equity and human rights and try to make accessibility an integral part of their brand. They are actively engaged in developing accessible offers and are also aware of the need for staff training to enhance their offer.

3. A group who are primarily motivated to consider accessibility as a means to maintain or increase market share, extend the season, gain higher incomes and increase return on investment.

These responses are not mutually exclusive, of course, and companies may be motivated at different times and for different reasons by any of these drivers or barriers.

Reliable data on the return on investment in accessible tourism is sadly scarce, especially at the micro level, where businesses are reluctant to share their economic data. ENAT is working with some of its members and partners to improve this situation. Yet there are some important statistics which can demonstrate to businesses that providing accessible tourism services is not only "the right thing to do" but that it can also give financial rewards.

Change comes slowly where the prevailing conditions are not conducive to innovation and new thinking. Businesses are under many constraints, especially since 90% of Europe's tourism providers are small enterprises with little time or resources for training and only small budgets (if any) for capital investments. However, it can be seen that new ideas and practices can be introduced when policy makers and regulators understand the need for new approaches and use financial instruments and other incentives to encourage businesses to become accessible tourism providers.

Whether accessible tourism is considered a new idea, a trend or part of "business as usual", depends very much on where managers or business

owners get their information. Through the efforts of national and regional tourist boards, destination managers (and ENAT members) there is an increasing awareness of the market value of accessibility, educating the tourism sector and, in many places, convincing businesses to adopt new habits.

Catering to the accessibility requirements of customers is seen as a competitive advantage, providing a pathway to higher levels of service for all customers. In addition, businesses that address this market can gain in terms of reputation by demonstrating corporate social responsibility (CSR).
Self-interest should not be overlooked as a prime motivator for tourism businesses to change and adapt to new ideas and new realities.

3.5 Legal and Regulatory Conditions related to Accessible Tourism

Global organisations such as the UN World Tourism Organisation have made considerable efforts to draw attention to the need for accessibility in tourism, emphasising the need for States Parties to develop their tourism industry and destinations in line with the requirements of the UN Convention on the Rights of Persons with Disabilities – UNCPD (United Nations, 2006). Article 30 of the Convention, addresses "Participation in cultural life, recreation, leisure and sport", and requires, *inter alia*:

> "...appropriate measures to ensure that persons with disabilities:
> a) Enjoy access to cultural materials in accessible formats;
> b) Enjoy access to television programmes, films, theatre and other cultural activities, in accessible formats;
> c) Enjoy access to places for cultural performances or services, such as theatres, museums, cinemas, libraries and tourism services, and, as far as possible, enjoy access to monuments and sites of national cultural importance." [...continues].

The European Union and all EU Member States have signed and ratified the UNCRPD, making this and all other articles binding in the EU and subject to national and international laws.

The UN World Tourism Organisation dedicated the World Tourism Day 2016 to the subject of Accessible Tourism, with the highlight of the year being the international Congress on Accessible Tourism held in Bangkok, Thailand, emphasising the importance of this growing market and the role of the UNWTO in supporting "sustainable and universally accessible tourism for all". ENAT gave the keynote presentation at this Conference, describing the ethical and legal motivations for developing accessible tourism. The demographic imperatives concerning the ageing of populations and expected proportion of older travellers was also highlighted, as well as the competitive advantages for destinations and businesses to be gained from investing in accessibility. ENAT and UNWTO also provided a publication with examples of best practices in accessible tourism from around the world (UNWTO, 2016).

UNWTO has strengthened its recommendations in the recently adopted "Framework Convention on Tourism Ethics" (2020), which highlights the role

of "Tourism as a vehicle for individual and collective fulfillment" (Article 5) and "Tourism, as a user of cultural resources and a contributor to their enhancement" (Article 7) and affirming the "Right to tourism" (Article 10). This Framework Convention builds on the earlier UNWTO "Code of Ethics for Tourism" (1999) and the UN "Convention on the Rights of Persons with Disabilities" (UNCRPD, 2006).

The European Union, as a whole and each of the EU Member States, individually, have signed and ratified the UNCRPD. This has led to two EU Directives for Web accessibility (Directive (EU) 2016/2102)[2] and the European Accessibility Act (Directive (EU) 2019/882)[3], which require that Websites and mobile Apps (information), e-commerce, ticketing and booking shall be accessible to all persons. The UNCRPD and EU Directives thus have particular significance for the operations of the tourism sector in general and, therefore, for the development of accessible tourism training, policies and practices.

Although not written into legislation, a new ISO Standard 21902 "Tourism and related services – Accessible tourism for all – Requirements and recommendations" was published in July 2021, presenting guidelines to ensure access and enjoyment of tourism for all on an equal basis in all areas of tourism. The Standard addresses service providers and tourism operators as well as public administrations and tourism destinations. For example, in order for a beach to be considered accessible, it must offer showers, toilets and a route that can be used by all. Also, accessible pedestrian routes in a natural environment must provide, amongst other requirements, a continuous, firm and stable floor and signalling and must offer details on the itinerary before the start of the route. In general, in their written communications, tourism establishments must use clear and simple language following a logical sequence, with images and graphic symbols where appropriate, and with contrasting colours and easy-to-read fonts. It also includes requirements for management and staff training in accessible tourism. It is hoped that the standard will become a key tool for enforcing the right of everyone to enjoy tourism and leisure.

In spite of advances over recent decades, in many countries there is still much to be done before the tourism sector takes into account the needs of the more than 1 billion persons with disabilities in the world. Because of the way in which environments, infrastructure and a wide range of tourism services have been conceived, tourists with disabilities often face challenges starting from the actual planning of their trip and including their experience in the destination. This standard aims to trigger change.

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[2] EU Directive 2016/2102. https://eur-lex.europa.eu/eli/dir/2016/2102/oj

[3] EU Directive 2019/882. https://eur-lex.europa.eu/eli/dir/2019/882/oj

3.6 Training and Skills in Accessible Tourism

A general observation from EU Case Studies of training and skills in accessible tourism points to legislation and tourism policy playing a positive role, both on the availability and uptake of training. (European Commission, 2014b). This study reported:

> "In several Member States there is a growing awareness of the importance of the accessibility market. Awareness may be influenced by government anti-discrimination policies or accessibility may be adopted as part of the strategic development of a country's or region's tourism products. In these countries, increasing awareness leads to a relatively higher number of training initiatives as accessibility is seen as a driver of development for the tourism industry. Thus, there is a need for training to improve quality and meet increased visitor demand. For example, England, Italy and Spain are examples where the importance of accessible tourism has been recognised for the profitability of the tourism sector and in these countries there is also a proliferation of different initiatives addressing accessibility training. Another example is Flanders, an autonomous region of Belgium with competences in tourism development, which has incorporated accessibility in its overall strategic development.

> Intersecting with the development of tourism products, are particular events which increase the supply-side drive to training provisions. Examples of this are the Olympics and Paralympics held in London 2012 or in the case of Flanders, the Great War Centenary Commemoration. Other training initiatives have been motivated by pending events including access training for tourism business leading up to the 2014 Commonwealth Games in Glasgow. In these instances the pressing need for heightened skill sets seem to work as a favourable driver for accessibility training."

> European Commission (2014a).

The EC Skills Report noted that legislation seems to have a positive effect on the availability of training. Where there is active enforcement of legal obligations on service providers not to discriminate against people with disabilities, training is introduced as a valuable tool in order to ensure compliance with national and EU regulations. In theory, training should be an efficient way of minimising legal risks.

For instance, the EU Directive on the Rights of Passengers with reduced mobility (1107/2006) has led to a positive impact on the availability of training for the sub-sectors of the industry affected by this legislation. The EU

Directive sets out to improve the rights of passengers with reduced mobility and compliance is placed on actors from the booking stage until the arrival at the destination airport. Effectively, the occupational groups needing to comply with the Directive includes travel agents, tour operators and airport staff. Thus, the availability of training for these occupational groups can be considered relatively high.

However, according to the EC Skills study, it was noted that the maturity of a tourism destination does not seem to have any bearing on the availability of courses or the uptake of accessibility. The online survey and interviews at that time indicated that well-established tourist destinations such as Greece, Malta, Croatia and Cyprus, had very limited accessibility training specifically designed for national use, but have participated more frequently in EU-funded projects.

Moreover, the human factor must also be taken into account, both at the supply-side of training provisions and the demand side. In particular, the evidence points to the importance of key actors within organisations such as tourism boards, but also individual businesses or service providers to act as "champions", actively promoting training as an integral part of accessibility strategies. The UK tourism sector has had government appointed "Accessibility Champions" since 2017. These are key figures from the business world with particular insights, experiences and a public profile, who are enlisted as volunteers to raise awareness of the need for accessibility in sectors such as Airports, Rail, Bus and coach transportation, Retail, Hospitality and others.

The EU Skills Study found several instances where the human factor is a strong indicator of the availability of training. For example, one respondent stated that: *"…..What has really prompted this initiative is the awareness of the newly appointed director of the department…[..]"*

In general, a "top-down" process of awareness for accessibility seems to favour the drive to increase the provision for training courses.

3.7 Key tourism occupations

The EC Skills Study (2014a), was the first and only international study which has identified the range of occupations that require skills (and therefore training) in accessible/inclusive tourism services.

This report, which employed case studies, interviews with business managers and online surveys, pointed to 3 main groups of tourism occupations that required training in accessible tourism. These group descriptions are cited below, from the main report:

Group 1: Managers

Regardless of industry, managers and owners need to achieve knowledge and skills in relation to disability awareness. However, some managers identified, such as hotel and restaurant managers, are in closer contact with

customers and work at places where they might have to overcome obstacles and resolve problems directly with customers. These types of managers should therefore have increased hands-on skills to anticipate and overcome "real-time" obstacles. It is important that managers have, at least, an introductory level understanding of hands-on skills as well as theoretical knowledge.

A sub-set of Managers/Owners who have direct and frequent customer contact require an in-depth understanding of the business dimension of accessibility but they also need to have in-depth skills on how to overcome practical hands-on obstacles. Therefore, their skills level dealing with customers should be the same as for **frontline staff.** Experts who were consulted in the EC Skills Study agreed that this is important, as many tourism enterprises are micro- or small, resulting in managers' roles being fluid, encompassing more than one strict job description. For example, a Bed and Breakfast owner would have both business development and reception duties. The EC report highlights:

- The professional training for Inclusive Tourism Managers should encompass business skills, accessibility and disability-awareness and include "hands-on" skills for effective and appropriate customer service for visitors/guests with specific access requirements.

Group 2: Frontline staff

Frontline staff are the representatives of tourism facilities and services. These occupations need to have consistent customer service skills as well the ability to assist tourists with different access requirements. It is essential that frontline staff have in-depth, hands-on skills to overcome practical obstacles as well as professionalism in greeting all visitors in an appropriate manner. Essentially, disabled customers should expect the same service-levels as non-disabled customers. In addition, it is important that frontline staff also understand the importance of the accessibility market in generating business. Practical skills were considered to be of most pressing importance.

The EC report highlights:

- The professional training for Inclusive Front-Line Staff should include customer service skills as well the ability to assist tourists with different access requirements. It is essential that frontline staff have in-depth "hands-on" skills in their particular area(s) of responsibility or duties to overcome practical obstacles as well as professionalism in greeting all visitors in an appropriate manner.

Group 3: "Others" (specialists)

The EC Skills Study also identified a third group of occupations, referred to as "others". These are occupations which are far removed from the physical customer. Instead, their training needs lie in understanding the specific needs of different types of disabled tourists and others with accessibility needs, in order to facilitate the accessible tourism in practice. For example, web-designers and architects.

This third group is not included in the IN-TOUR professional profiles, as their professional activities lie outside the scope of ITMs and ITFLS . However, based on ENAT's experience in training hospitality sector managers, it would be essential for Inclusive Tourism Managers to have training in understanding the roles that these specialist occupations play in delivering accessibility. This is especially important for managers who may be involved in procurement of goods and services from external suppliers, so as to ensure that accessibility requirements are met.

4   Skills Needs for Training in Inclusive Tourism

This section presents the research activities study carried out by IN-TOUR partners to investigate the knowledge, competences and skills regarding inclusive tourism that are required by managers and front-line staff across a wide range of tourism. As indicated in the previous section, managers, venue owners and frontline staff need to have both a general understanding of visitors' accessibility requirements at different parts of the Visitor Journey and specific knowledge and skills in their particular field of operations to cater properly and successfully for the wide target group of visitors with specific access requirements.

To apply the **skills requirements to different training programmes,** it is crucial to consider the following parameters:

- The **context and target group:** This may be training for student education, job trainees, employee-in-service-training, managers or other professionals;
- The **trainee's prior qualifications**, knowledge and experience;
- The **level of the training** to be delivered – related to the particular role and job specifications;
- Visitors' **specific access requirements**, arising from a disability (or multiple disabilities), functional impairments, health conditions, body size and other factors. Access requirements may also include the need to use assistive devices or to have assistance from another person or a service animal, e.g. a guide dog or hearing dog.

The overall purpose of training on accessibility is to equip managers and personnel in the hospitality sector with the appropriate knowledge, skills and competences to provide a warm welcome and good customer service for all visitors, who may have a variety of different access requirements.

4.1 ESCO Occupations and Skills in the Tourism Sector

The IN-TOUR partnership decided, from the inception of the project, to examine the occupational profiles of managers and frontline staff of inclusive tourism in relation to the ESCO system of classification.

As stated in the ESCO portal of the European Commission:

> "ESCO works as a dictionary, describing, identifying and classifying professional occupations, skills, and qualifications relevant for the EU labour market and education and training. Those concepts and the relationships between them can be understood by electronic systems, which allows different online platforms to use ESCO for services like matching jobseekers to jobs on the basis of their skills, suggesting trainings to people who want to reskill or upskill etc.
>
> "ESCO provides descriptions of 2942 occupations and 13.485 skills linked to these occupations, translated into 27 languages (all official EU languages plus Icelandic, Norwegian and Arabic).
>
> "The aim of ESCO is to support job mobility across Europe and therefore a more integrated and efficient labour market, by offering a "common language" on occupations and skills that can be used by

different stakeholders on employment and education and training topics."[4]

The research, which is reported in the present document, aims to examine and validate those particular skills that are needed by different tourism-related occupations so as to cater for visitors with disabilities and others with a wide range of access requirements. The identified skills will be linked directly to the various ESCO occupations, so that every trainer (or tourism manager) will know which set of skills are related to the ESCO occupations that are taken into consideration.

At the same time, as ESCO is a continuous process, with frequent updates, the research carried out for Task 2.1 may uncover some anomalies or misrepresentations of some tourism sector occupations in the classification system. In such cases, the partnership will highlight these and make suggestions to the European Commission for resolving the issues.

The following list of ESCO codes is a provisional and not definitive list taken into consideration by the project to describe tourism-related occupations.

This list, derived from previous research by ENAT and its partners (European Commission, 2014b, op. cit.) was used by the IN-TOUR partnership as a starting point to develop the research in Task 2.1, as explained in the following section.

Table 1 Occupations Group 1: CEOs / Managers / Team Leaders / Owners of Tourism Related Businesses

1111 Legislators
1112 Senior government officials
1120 Managing directors and chief executives
1213 Policy and planning managers
1213.2.3 Tourism policy director
1219 Business services and administration managers not elsewhere classified
1221 Sales and marketing managers
1221.3.1 Destination manager
1221.5 Tourism product manager
1411 Hotel managers
1412.1 Restaurant managers, Café managers
1431 Sports, recreation and cultural centre managers
1439 Services managers not elsewhere classified
1439.6 Travel agency manager
3339.10 Tour operators manager

[4] European Commission, ESCO portal, https://ec.europa.eu/esco/portal/home as read on 28 July 2020.

3339.9 Tourism contract negotiator
3423 Fitness and recreation instructors and programme leaders
3434 Chefs

Table 2 Occupations Group 2: Front-line Staff

4221 Travel consultants and clerks
4221 Travel consultants and clerks
4221.5 Tour organiser
4222 Contact centre information clerks
4224 Hotel receptionists
5 Service and sales workers
51 Personal service workers
511 Travel attendants, conductors and guides
5111 Travel attendants and travel stewards
5113 Travel guides, Tourist Guides
5113.1.1 Environmental education officer
512 Cooks
513 Waiters and bartenders
5131 Waiters
5132 Bartenders
514 Hairdressers, beauticians and related workers
5152 Domestic housekeepers
5162 - Companions and valets
5162.1 - Companion
5230 Cashiers and ticket clerks
5311 Child care workers
5321 Health care assistants
5414 Security guards
6113 Gardeners, horticultural and nursery growers
8322 Car, taxi and van drivers
8331 Bus and tram drivers
9411 Fast food preparers
9412 Kitchen helpers
9621 Messengers, package deliverers and luggage porters
5249.3 Employee car rental

4.2 Methodology

The approach taken to find evidence of inclusive skills requirements in the tourism sector was carried out by means of a **simulation research exercise**, in order to be efficient and productive in the unforeseen reality of a European generalized lockdown caused by the pandemic of COVID 19. The tourism sector was and still is at the time of writing in emergency, with many

businesses being bankrupted, scaled down or greatly reduced. COVID-19 lockdown measures, such as social distancing, made on-site meetings, workshops and "live" task analysis impossible.

The participation of the tourism sector in the research is crucial, but the project partners needed to take an important role in the actions to gather a critical mass of data on the types of user requirements and staff/manager skills to be considered. Therefore ENAT, with the agreement of the partnership, adapted the **Service Design methodology**, using simulated customer journeys rather than face-to-face workshops with actual visitors and professional service providers.

This entailed IN-TOUR partners placing themselves, firstly, in the role of "customer" and then in the role of "service provider" in order to analyse and describe the interactions in a range of tourism scenarios conceived by the lead partner, ENAT.

The 25 tourism scenarios were selected and written by the ENAT team as representative situations of interactions between customers with specific access requirements and service providers across different parts of the tourism sector. These scenarios involved various service provider roles and occupations. Even with 25 scenarios, the full range of tourism activities, venues and experiences could not be entirely covered but these simulations were designed to provide the scope for the partners to perform the necessary research (either online or in some cases by telephone and video-calls), to explore and identify the range of user demands, service provisions and staff roles.

User "personas" were also designed for each scenario, covering a wide range of disabilities and access requirements, including mobility impairments, hearing and visual impairments, cognitive impairments/learning difficulties, and including both older guests and families with small children. The personas were sometimes travelling alone and sometimes with a companion or assistant or a group, so as to include considerations that apply to different ways of travelling.

4.3 Service Design

The design of tourism services requires an understanding of the so-called "Visitor Journey", a phase first used in relation to tourism management by Mandy Lane (2007). She describes the visitor journey as sequence of decision points, each of which involves an interaction with a series of different service providers and often involving a variety of forms of communication, including IT-enabled systems and face-to-face encounters. Lane writes:

> "The Visitor Journey framework was used by the London Development Agency to improve the accessibility of London as a tourist destination for disabled and non-disabled visitors. The Visitor Journey approach to developing tourism strategies is centred entirely around the visitor. It follows the visitor through a sequence of events and emotions from the initial planning stages, to leaving the home environment, through the return journey and beyond as a continuous visitor journey. Providing

the needs of the visitor or customer are considered first, the Visitor Journey framework can be applied to virtually any project, or specific market segments such as families, walkers, and those with disabilities. It can be used by individual organization to improve their own individual performance but has most impact when used collaboratively with partners".
Lane, M. (2007)

Figure 1. The Visitor's Journey, adapted to indicate accessibility elements (after Lane, 2007)
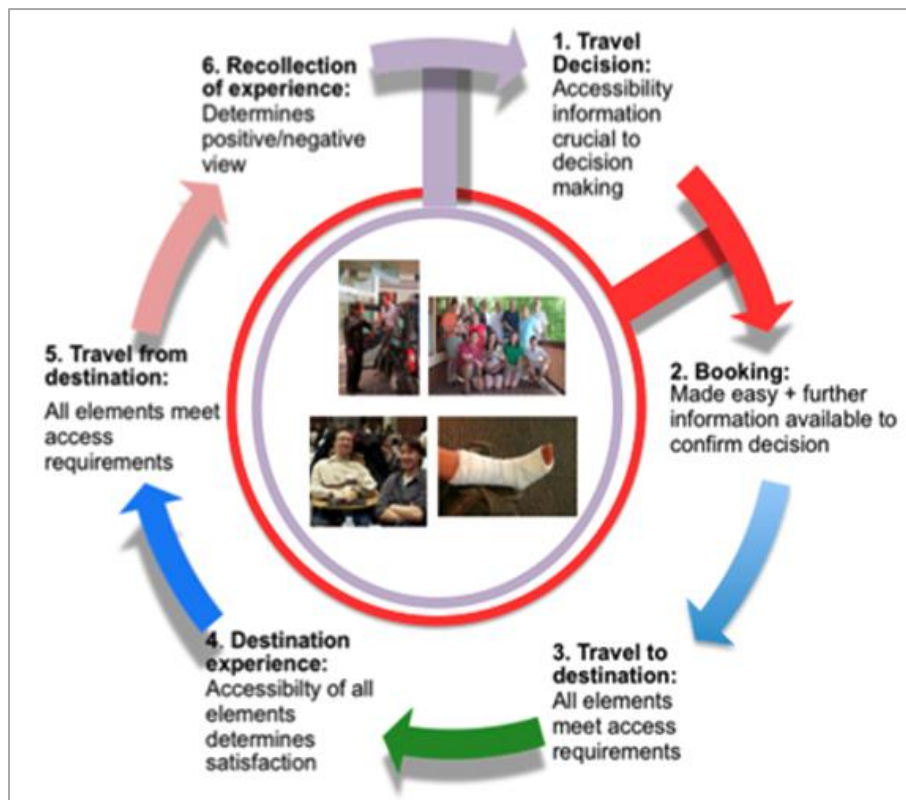
The importance of managing customer journeys (in businesses of all kinds) is further elaborated in an article by McKinsey & Company. 2016, "From Touchpoints to Journeys: Seeing the World as Customers Do", in which the authors explain the value of each part of the customer journey, some of the potential pitfalls - such as losing the customer's attention midway through a booking process – and the benefits of analysing customer behaviour and requirements as a way of developing services that will satisfy the customer. Customer Journey analysis has become a widely used technique in service design

A key reference in the practice of Service Design is the work of the Nielsen-Norman Group.
https://www.nngroup.com

NN Group has developed a process involving customer-journey mapping and service blueprints.

Customer Journey mapping is a description and analysis of the customer's persona, (including their various service requirements), a scenario with distinct user objectives and phases of interaction with the service provider;

Service Blueprint is a chart that describes and analyses the relationships between different service components — people (in this Task: occupations identified by ESCO Codes and job titles), props (physical or digital evidence), backstage actors (and processes — that are directly tied to touchpoints in a specific customer journey.

The IN-TOUR project team has adapted the general methodology of service design in order to analyse the accessibility requirements of tourists with disabilities or persons with other access requirements and to develop service blueprints, focusing on the occupations, knowledge and skills of the service personnel, across the tourism value chain.

ENAT provided a list of 25 customer journey segments, with corresponding templates, covering various personas, each with one or more access requirements. This produced a list of journeys with a total of 69 accessibility-related user requirements.

Table 3 presents the **Visitor Journey Segments** and **Personas** that were developed for the Service Design and ESCO occupations research exercise.
NOTE: Some numbered segments are repeated, considering different personas, e.g. scenario numbers: 3, 4, 8, 9, 10, 11.

Table 3. Scenarios and Personas in Customer Journey Templates

Scenario (Visitor Journey Segment)	Persona
01. Visit to a tour operator by a person with a vision impairment and with an assistance dog	Peter, 30 years old, is from London and lives independently. He makes decisions and maintains financial obligations with support of his parents, who visit three times a week. He knows his city very well. He goes to work and enjoys leisurely activities with the use of his walking stick.
02 Phone call to tour operator for someone with a vision impairment and a family with small kids	Marianna, 40 years old from France, lives with her husband and 2 kids. Her daughter is 6 years old and her son is 3 years old. Marianna is blind and goes on holidays with her family each year.
03 Online booking service for someone with a motor impairment (not using a	Ellen is 25 years old and wants to book a holiday online. She has rheumatism and a vision impairment and uses assistive

Scenario (Visitor Journey Segment)	Persona
wheelchair), and with a vision impairment.	technology for both input and output. Her vision impairment limits her in what she can read on screen and therefore she mostly uses screen readers.
03 Online booking service for someone with a motor impairment (not using a wheelchair), and with a speech impairment.	Ellen is 25 years old and want to book a holiday online. From her birth she has had a speech impairment and also difficulty with walking, for which she is using a walker.
04 Car rental for a full-time wheelchair user	Elina, 33 years old, from Italy is paraplegic and is using a manual wheelchair full-time. She is sporty and owns a car which she drives manually to get to work.
04 Car rental for someone with a motor impairment (not using a wheelchair) with a small family	Eli from Israel has a motor impairment. He has been in an accident and is now using a walker. He has had several surgeries and can't drive a car at the moment. He lives with his family, which includes his wife and twins of 2 years old.
05 A train journey from Brussels to Paris	Gina, manual wheelchair user Gina is 43 years old, she likes to travel alone, using her manual wheelchair.
06 A flight to Madrid	Carlos is 65 years old and he lives in Tenerife. He uses a stick to walk, after having had a stroke a few years ago. He has an intolerance to gluten.
07 Crossing the Øresund with the ferry boat	Pernille is 58 years old and she is deaf from birth. She knows Danish sign language and she can lip-read. 4 years ago she met Freddie, her hearing dog, who helps her in daily life being her ears when needed.
08 On the Cruise - travelling segment	Juliette is 63 and she is very small as she is 132 cm tall. In the last two years she had some health issues and now she needs to avoid fatigue, carrying luggage, she should avoid walking up stairs and walking long distances. She is going to travel with her friend Monique, who met at the hospital last year, and who has the same needs of Juliette in terms of stamina.

Scenario (Visitor Journey Segment)	Persona
08 Summer Cruise to Balearic Islands	George, 28 years old, has just graduated as a technical engineer. He has a severe speech impairment. When travelling, his younger brother Mark helps him with the relations with the service providers. Mark is a very tall person and is a basket professional player.
09 Coach journey by someone of different stature	William is from Amsterdam and taller than usual. With 225 cm he always rises above the crowd. Because of his height, he has difficulty with his endurance (condition) and gets tired quickly. When he's tired, his muscles weaken. Activities that become difficult include walking, taking steps and carrying luggage.
09 Public bus journey by someone with a visual impairment with assistance dog	Helen (50) lives in Prague with her assistance dog. She lives independently and prefers to walk to her work, to friends and family. She doesn't take the public the bus very often, because it makes her nervous.
10 Weekend at the bed-and-breakfast in Villach, Austria	Giulia is 32 years old and she likes to travel alone. She is deaf from birth and she cannot speak. She can communicate with the Italian sign language, she uses lip-reading and she understands a bit of English.
10 Single guest staying in 4 star hotel	Mary is a small person and has dust and contact allergies.
11 An English couple with their daughter stay at a self-catering accommodation abroad for their holidays.	Helen has booked a self-catering apartment in Tiblisi for her holidays with her husband and her 14 years old daughter (who has learning difficulties). The whole family does not understand Georgian. Helen broke her leg just a week before their departure, so she is using crutches.
11 A couple with a baby, staying at self-catering accommodation	Bill is a wheelchair user. He and his wife, Cathy, have a 9-month old baby girl.
12 Staying at a Campsite in a National Park	Karen is a writer, 28 years old. She uses a manual wheelchair, since she had an

Scenario (Visitor Journey Segment)	Persona
	accident at the age of 8. She and her boyfriend, Klaus, who is a photographer, like to take holidays in the countryside.
13 Dining at a restaurant	Jim is English, 65 years old and uses a manual wheelchair. He is in Spain for holidays but does not speak Spanish. He is a coeliac, requiring a gluten-free diet and needs glasses to read a menu.
14 An old couple at a self-service café	Peter is 80 years old and he uses a wheelchair to move around. His wife has started developing dementia.
15 Visit to a Bar	Paul is a wheelchair user and he also has a hearing impairment. He visits a bar where he will meet his friend, Elvis, who has muscle dystrophy and has an assistance dog.
16 Organising a visit to Raffaello exhibition in Rome by a deaf person with motor impairments	Lisa is a 45 years old art expert. She is deaf from birth. She lives in Phoenix, Arizona. She teaches renaissance art in the high school of her home town and is always looking for new experiences to describe to her students. She has an acquired walking stress which requires her to walk short distances and have enough resting places along the way.
17 Discover the forest of Pine trees	Women with learning difficulties, cognitive problems or initial stage of dementia. The Association of Saint Mary of the Green Sisters has been created to assist women with learning difficulties, cognitive problems or initial stage of dementia. The Association organises daily trips to offer their residents the opportunity to get away from the routine and enjoy some external events. At some occasions they also invite the relatives of the residents and very often, this includes families with small children.
17 Open air guided tour for people with motor impairments using a wheelchair and with an assistant dog	Nicolas is a design architect with a passion for gastronomy. His kitchen has been adapted for him since he is a manual wheelchair user. His friends are excited when they get invited to taste his

Scenario (Visitor Journey Segment)	Persona
	superb dishes. One in particular, Anthony, a blind guy with an assistant dog, has decided to convince Nicolas to go on trip to Paris to taste French famous cuisine.
18 Special opening day of The Tomb of Hunting and Fishing in the Necropolis of Tarquinia	Sonia has a passion for the antique inhabitants of Tuscany. The Etruscan, with the mystery surrounding their history and their way of living have always attracted her. Being blind from birth, she learned how to appreciate Etruscan art through specialised spoken books and websites she could read. Her small daughter Helen, 7 years old, even if very young, follows her mother interests
19 A Sunday to the Amusement park by a family with small children. The father has a leg in plaster, one child is in a pram and his sister has a cognitive impairment	Fred and Lucy are a family with two children: Tony who is 8 months old and his sister Paula, 9 years, who has Downs Syndrome. Fred has been in the hospital for a few weeks due to a motorbike accident which caused a fracture in his left leg and he is now in plaster for another month.
20 Summer Cruise to Balearic Islands	George, 28 years old, lives in United Arab Emirates. Has just graduated as a technical engineer. He has a severe speech impairment and, when travelling, with his younger brother Mark is helping him in the relations with the service providers. Mark is a very tall person and is a basket professional player.
21 Family of 4 goes to the beach	oe and Carol have two small girls aged 12 months and 3 years. They are staying at a guest house 15 minutes drive from the sea. Joe has relapsing remitting Multiple Sclerosis and experiences problems with balance and walking. The smallest girl is in a pram. Carol drives the car.
22 Lucia goes to the swimming pool	Lucia is 64 years old. She is waiting for a hip operation and walks with one crutch. She loves swimming. She decides to go to the open-air swimming pool in the nearby park as the weather is warm and sunny. As she has asthma, she always

Scenario (Visitor Journey Segment)	Persona
	carries an inhaler with her.
23 Gordon, a wheelchair user, goes to watch his home team play football	Gordon loves football and is a fan of Watford FC. He uses a wheelchair and is a member of Watford disabled supporters' club. He usually goes with his sister to the home games and sits in the reserved area of the stadium.
24 Taking part in the Special Olympics	22 year old, Eddie has Downs syndrome and has lived on his own for 6 months. He works in a hotel as a kitchen helper. He is an athlete, takes part in disability sports competitions and has won a place in the Special Olympics national team. He has a high level of speech, uses a mobile phone and social media apps. He can follow routines and new tasks when they are written down in small steps.
25 Bird-watching at a nature reserve.	Kristof is a pensioner who has a mobility impairment after he had an accident at work. He walks with a crutch and can manage short walks, up to 400 metres but then needs to sit down and rest. He is a keen bird-watcher and a member of a bird-watching club that goes on trips at home and abroad.
26 Visit to festival by a person using a mobility scooter and with autism	Valerie, 42 years old, lives in Budapest and loves visiting festivals and events. She is using a mobility scooter, because she is living with progressive MS. She prefers to remain seated on the mobility scooter. Because of her MS, she gets tired and confused very quickly, and therefore she wants to know what to expect in advance.
26 Visit to festival by a person who is small and is using a hearing device	Ines, 23 years old, has a small stature, her height is 140 cm. She lives in Valencia and likes to visit festivals. She especially likes music festivals. While visiting a festival a few years ago, her ear drums got damaged and she is partially deaf. For this reason, she uses a hearing aid. If people can't understand her, she can use Spanish sign language, which she has been practising.

Scenario (Visitor Journey Segment)	Persona
27 Visit to the Spa at a Wellness Hotel	Kate is partially sighted, so she has orientation difficulties.

4.4 Process: Customer Journey Mapping

The ENAT Team downloaded the Nielsen-Norman Group **Customer Journey Template** (a Google spreadsheet, free to use, with attribution of source). The following steps were then undertaken:

1. Set up the template. The Customer Journey template (**Spreadsheet 1**) was modified by adding the specific segment of the journey, given in the title, the date, the partner name and team member providing the data.

2. The Persona and Scenario descriptions (from Table 3, above) were added by the ENAT team members, using short texts, introducing the specific elements that would need to be taken into consideration by the service provider, such as a customer's physical, sensory or cognitive impairment, the desired activity, consideration for an accompanying person, service animal and so on.

3. The customer's actions "Before, During and After" stages were added.

4. Two rows were added in the spreadsheet where the ESCO Occupation titles and code numbers should be inserted by the IN-TOUR Partner, corresponding to the manager and/or front-line staff roles who would have contact with the customer at each stage.

5. Customer actions were then mapped (described) by the IN-TOUR partner by filling in the template, taking into account the visitor's functional limitations or disabilities, their choices, activities and interactions. User "touchpoints" are described, as well as the actions that staff or managers should perform.

6. Managers' and employees' frontstage and backstage actions are described in relation to the customer journey and touchpoints, before during and after the journey segment.

7. Support processes were also listed – these being the routines or measures that are taken to ensure there is a smooth interaction between the employees and customers. These processes may include activities involving other managers/employees, also including those who do not typically interact directly with customers but nevertheless provide "backstage" support for the service.

8. Any "props" that may be used are listed (including the built environment and facilities, equipment and furniture, assistive technologies, activating devices, PC, tablet, specific software, etc.).

9. The training requirements of the managers / employees are recorded in the Service Blueprint (**Spreadsheet 2**) , indicating the knowledge and skills that the employee must have to provide an effective service that is satisfactory to the customer. Reflecting on the customer's problems or fears, which are also listed in the Customer Journey template, the training aims to cover both practical and attitudinal skills that may be required to deal with possible "pain points" in the service delivery.

10. **Spreadsheet 3** (ESCO Occupations template) is pre-filled with a list of common tourism sector managerial and front-line occupations (as shown in Table 1, above) and their ESCO codes. Following completion of the Service Blueprint, the partner transfers the respective lists of named occupations, ESCO Codes and training requirements from the Service Blueprint spreadsheet to the ESCO spreadsheet. Any additional ESCO occupations are added to the pre-filled list.

Examples of the 3 spreadsheets are shown in the results section of this report. The entire 25 spreadsheets are only available as Excel files to the project team, the Executive Agency and project reviewers.

Analysis of Scenarios and Customer Journeys
In order for the project partners to make the analysis of the service requirements of the simulated customer journey segments, ENAT provided the project partners with a list of key publications and online resources as reference materials for researching the user requirements and for identifying the service design components which could be applied to deliver the relevant service. These references are shown in the section, References, below, (see ENAT projects).

As the project partners were carrying out this research exercise for the first time, they had to learn about service delivery for persons with disabilities. ENAT therefore provided online training sessions in the use of the Customer Journey templates, through two specially developed Webinars supported by PowerPoint slides, firstly before the task began and secondly during the task, after partners had completed their first set of templates.

In addition, ENAT team members provided individual support to the partners during the research and for development of the service blueprints through the use of a dedicated Chatroom in MS Teams and email correspondence.

5 Conclusions

The analysis of the 25 customer journey segments by IN-TOUR project partners has generated a comprehensive list of ESCO Occupations and related training requirements, based on the "simulated" journeys, the specific user requirements and service blueprints.

Working from the basic lists of tourism manager and staff occupations identified in the EC study (2014), shown above, the IN-TOUR partners added further occupations, where necessary, to capture the more specific roles and tasks that are needed in relation to accessible service requirements of the visitors in the defined scenarios.

The Customer Journey mapping and Service Blueprints produced two extended lists of Occupations:

1. the list of Management occupations and

2. the list of Front-Line Staff occupations.

These two lists are shown in Table 4 and Table 5, below.

NOTE: The columns "Before", "During" and "After" indicate the parts of the customer journey, with related Knowledge and Skills Needs for Accessible/Inclusive Tourism, showing support processes required for Managers/Front-line staff per phase in the Customer Journey.

5.1 List of Management Occupations

Table 4. ESCO Codes, Management Occupations, Accessibility Knowledge and Skills Requirements based on Customer Journey Service Blueprints

ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Managers per phase in the Customer Journey.		
IN-TOUR Customer Journey Code no.	Group 1: CEOs / Managers / Team Leaders / Owners of Tourism Related Businesses	Before	During	After
19	(ESCO 1111) Legislators	Gives guidance to amusement parks on which law and regulation to be applied	Gives guidance to amusement parks on which law and regulation to be applied in which area	Gives guidance to amusement parks on which law and regulation to be applied in the area of social media/data protection
-	(ESCO 1112) Senior government officials	None listed	None listed	None listed
22	(ESCO) 1112.6 Public Administration Manager	Supervise staff, plan teamwork, identify training needs, organise training, advise on public relations, develop strategies for accessibility, (ensure assessment of accessibility levels of municipality facilities)*		Supervise staff, plan teamwork, identify training needs, organise training, coordinate communication within a team, develop communication strategies
19	(ESCO 1120) Managing directors and chief executives	Hires appropriate know-how	Hires appropriate know-how and ensures special skills set	Hires appropriate know-how and ensures special skills set
19	(ESCO 1213) Policy and planning managers	Liaison between sales team, park operations and legislators - interprets law following the possibilities a park has	Liaison between service workers, recreation experts, park operations and legislators - interprets law following the possibilities a park has	Liasion between service workers legislators - interprets law and helps establishing social media guidance / T&C

ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Managers per phase in the Customer Journey.		
IN-TOUR Customer Journey Code no.	**Group 1: CEOs / Managers / Team Leaders / Owners of Tourism Related Businesses**	**Before**	**During**	**After**
-	(ESCO 1219) Business services and administration managers not elsewhere classified	None listed	None listed	None listed
3	(ESCO 1221) Sales and marketing managers (Online booking website)	Training on why and how websites shall be made accessible	Training on why and how websites shall be made accessible	Training on why and how websites shall be made accessible
11	(ESCO 1221) Sales and marketing managers	Training on customer care; on communicating with persons with disability	training on welcoming persons with disabilities	training on language translation
21	(ESCO 1221.2.1) Destination Manager	Staff is trained in supporting people with special needs		
3	(ESCO 1221.5) Tourism Product manager (Online booking website)	Training on why and how websites shall be made accessible	Training on why and how websites shall be made accessible	Training on why and how websites shall be made accessible
4	(ESCO 1221) Sales and marketing managers (Car rental)	Training on company policy re. equal access to goods and services for PWDs; access requirements of persons with mobility impairments; knowledge of vehicle adaptations for drivers using hand controls; seat adjustment etc.		

ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Managers per phase in the Customer Journey.		
IN-TOUR Customer Journey Code no.	Group 1: CEOs / Managers / Team Leaders / Owners of Tourism Related Businesses	Before	During	After
16	(ESCO 1349) Art Gallery Manager	Requires training on web navigation, online booking, commercial skills, answering emails, empathy and emotional intelligence		
10	(ESCO 1411) Hotel managers	Trained in welcoming customers with special needs. Trained in English (speaking, writing, listening); Trained in IT	Trained in welcoming customers with special needs; trained to deal with emergencies.	The customer care staff is trained in replying to feedbacks and manage possible complaints
20	(ESCO 1411) Hotel managers or (Chief purser on cruise ship 5111.1)		(Cruise - Purser?) The staff is trained on how to interact with people with special needs	The customer care staff is trained in replying to feedbacks and manage possible complaints
27	(ESCO 1411) Hotel managers	Be informed on; communication with people with a visual impairment (welcoming, introducing, assisting and guiding). Be informed on; correct language to use for describing locations and objects to people with a visual impairment. Be		

ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Managers per phase in the Customer Journey.		
IN-TOUR Customer Journey Code no.	Group 1: CEOs / Managers / Team Leaders / Owners of Tourism Related Businesses	**Before**	**During**	**After**
		informed on the accessibility requirements for clients with visual impairments.		
24	(ESCO 1411) Hotel managers		(Ski-resort) The ski resort managers/owners have purchased a reception desk that is also suitable for wheelchair users. The ski resort managers/owners are well trained and informed about the needs of PwD and make sure that the facilities at their ski resort are fully accessible. The ski resort managers/owners are well educated about skiing possibilities for PwD and have purchased the necessary equipment as well as professional staff that offer help and assistance.	Well-established communication processes between the customer service and the managers/owners of the ski resort, which enables to make improvements at the resort based on customers' feedback.

ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Managers per phase in the Customer Journey.		
IN-TOUR Customer Journey Code no.	Group 1: CEOs / Managers / Team Leaders / Owners of Tourism Related Businesses	Before	During	After
10	(ESCO 1411.2) [Hotel] Rooms division manager	Knows the different needs of the guests and can react and implement them; Customer focus; appropriate communication with the guest (regardless of the guest's disabilities); Sensitisation and empathy towards the guests	Knows the different needs of the guests and can react and implement them; Customer focus; appropriate communication with the guest (regardless of the guest's disabilities); Sensitisation and empathy towards the guests	Knows the different needs of the guests and can react and implement them; Customer focus
14	(ESCO 1412) Restaurant managers, Café managers	Training about accessibility requirements and menus for customers requiring special diets		
15	(ESCO 1412.1) Restaurant managers, Café managers	Training on how to adapt the internal space to users with wheelchair and special needs. Training on legislation about accepting assistance dogs in bar and café		How to use the feedback of customers
21	(ESCO 1431) Sports, recreation and cultural centre managers	Staff is trained in supporting people with special needs		

ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Managers per phase in the Customer Journey.		
IN-TOUR Customer Journey Code no.	Group 1: CEOs / Managers / Team Leaders / Owners of Tourism Related Businesses	Before	During	After
27	(ESCO 1431.2.5) Spa Manager	Be informed on; communication with people with a visual impairment (welcoming, introducing, assisting and guiding). Be informed on; correct language to use for describing locations and objects to people with a visual impairment. Be informed on the accessibility requirements for clients with visual impairments.		
22	(ESCO 1431.3) Sport Facility manager		Manage staff, manage a team, supervise staff, schedule shifts, plan teamwork, identify training needs, organise training, manage guest support services, train employees, (furnishing of reception/facilities), (establishing systems to) handle personal identifiable information, coordinate communication	

ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Managers per phase in the Customer Journey.		
IN-TOUR Customer Journey Code no.	Group 1: CEOs / Managers / Team Leaders / Owners of Tourism Related Businesses	Before	During	After
			within a team, manage front operations, assist clients with special needs	
23	(ESCO 1431.3) Sport Facility manager	To provide free access to companion; To provide a procedure for seat assignment to visitors with special needs	To have equipped the stadium with clear indication about which seats are for disabled persons , toilet entrance and exit as well as an accessible map; To have prepared a clear plan for TIC and HS to support them in assigned seat and reach the correct entrance; To have prepared the HS to provide the correct information in the proper way.	

ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Managers per phase in the Customer Journey.		
IN-TOUR Customer Journey Code no.	Group 1: CEOs / Managers / Team Leaders / Owners of Tourism Related Businesses	Before	During	After
4	(ESCO 1439) Services managers not elsewhere classified (car rental)	Supervision of special requirements for a client to book a car and selection of the best suitable options	Communication wth the client, supervision in the choice of the vehicle	Supervision and evaluation of general satisfaction of accessibility needs claimed by the client, briefing with employee.
5	(ESCO 1439) Services managers not elsewhere classified (Train Passenger Information Centre Manager)	The managers of the call centre should organize the service in a way that it is the smoothest and easiest for customers with disabilities. The managers should organize the service as a one stop contact centre for all instances of a customer, especially one with disabilities. The manager should organise training on communicating effectively and politely with people with disabilities, knowing their general and particular needs.		The manager should organize training on communicating effectively and politely with people with disabilities, knowing their general and peculiar needs. Managers should provide the contact center operators of databases with known cases and solutions, especially to meet the demands of people with disabilities.

ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Managers per phase in the Customer Journey.		
IN-TOUR Customer Journey Code no.	**Group 1: CEOs / Managers / Team Leaders / Owners of Tourism Related Businesses**	**Before**	**During**	**After**
7	(ESCO 1439) Services managers not elsewhere classified (Airport Passenger Services Manager (for PRMs))	Passenger services managers and personnel are trained on policies, regulations and procedures regarding Passenger Rights, including services for PRMs		
9	(ESCO 1439.6) Travel Agency Manager (Coach tours)	Identifies customer needs, responds to them and passes the information to his employees. Train personnel with regard to the future requirements and needs of the customers		
12	(ESCO 1439.1) Camping ground manager		Develop strategies for accessibility, manage front operations, assist clients with special needs, maintain camping facilities, manage guest support services, deal with arrivals in accommodation, provide tourism related information, train employees, organise training, (describe/assess accessibility levels of geographical areas	

ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Managers per phase in the Customer Journey.		
IN-TOUR Customer Journey Code no.	Group 1: CEOs / Managers / Team Leaders / Owners of Tourism Related Businesses	Before	During	After
			relevant to tourism), (describe/assess accessibility levels of accommodation venue), put up signs, (furnishing of reception/facilities).	
20	(ESCO) 1439.6 Travel agency manager	The staff is trained in supporting customers with special needs		
22	(ESCO 2422.1) Civil Service Administrative Officer	Answering phone calls, (describe accessibility levels of municipality facilities), identify customer (special) needs, respond to enquiries, manage staff		Answering phone calls, (describe accessibility levels of municipality facilities), identify customer (special) needs, respond to enquiries, manage staff
21	(ESCO 2431.10.4) Online marketing manager			Update the website and the social media pages
12	(ESCO 2513.4) Web Content Manager	Website localisation, use computer-aided translation, respect data protection principles, travel bookings processes (integrating booking software to a website)*, (integrating contact software to a		

ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Managers per phase in the Customer Journey.		
IN-TOUR Customer Journey Code no.	**Group 1: CEOs / Managers / Team Leaders / Owners of Tourism Related Businesses**	**Before**	**During**	**After**
		website), manage website		
25	(ESCO 2513.4) Web Content Manager	1. A web Content Manager receives regular training on preparing an access statement or on ways and techniques of enhancing the existing one. 2. A web Content Manager receives regular training on guidelines, internationally recognized as the standard for web accessibility, such as: a. Web Content Accessibility Guidelines (WCAG) b. User Agent Accessibility Guidelines (UAAG) c. Authoring Tool Accessibility Guidelines		

ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Managers per phase in the Customer Journey.		
IN-TOUR Customer Journey Code no.	Group 1: CEOs / Managers / Team Leaders / Owners of Tourism Related Businesses	Before	During	After
		(ATAG) d. WAI specification for Accessible Rich Internet Applications (WAI-ARIA)		
1	(ESCO 3339.10) Tour operator manager (TOM)	Training on leadership skills on how to communicate with people with a vision impairment.	Training on: rights for people with a vision impairment and assistance dogs, leadership skills on how to communicate with people with a vision impairment.	Training on: creating easy to read and voice over documents, the booking system and payment processes.
1	(ESCO 3339.10) Tour operator manager (TOM)		Training on; creating holidays for people with a vision impairment, product management, and rights for people with a vision impairment.	Training on enabling travel group members to meet up in advance if requested.
19	(ESCO 3423) Fitness and recreation instructors and programme leaders		Special recreational experts/instructors show amusement park visitors what their options to enjoy the park are, guide them through shows and explain the limitations within their desired experience	

ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Managers per phase in the Customer Journey.		
IN-TOUR Customer Journey Code no.	Group 1: CEOs / Managers / Team Leaders / Owners of Tourism Related Businesses	Before	During	After
13	(ESCO 3434) Chefs		Personnel is trained in serving customers with access requirements and special dietary requirements.	

5.2 List of Front-Line Occupations

Table 5. ESCO Codes, Front-line Staff Occupations, Accessibility Knowledge and Skills Requirements based on Customer Journey Service Blueprints

ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Front-line Staff per phase in the Customer Journey		
Customer Journey Code no.	Group 2: Front-Line Staff	Before	During	After
27	(ESCO 3255.3) Massage therapist		Training on communication with people with a visual impairment (welcoming, introducing, assisting and guiding). Training on correct language to use for describing locations and objects to people with a visual impairment.	
	(ESCO 3343.4) Management assistant		Perform various types of work, usually under general supervision, support managers; Knows the different needs of the guests and can react and implement them; appropriate communication with the guest (regardless of the guest's disabilities); Sensitisation and empathy towards the guests	

ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Front-line Staff per phase in the Customer Journey		
Customer Journey Code no.	Group 2: Front-Line Staff	Before	During	After
-	(ESCO 3434) Chefs			
-	(ESCO 3423) Fitness and recreation instructors and programme leaders			
1	(ESCO 4221) Travel consultants and clerks (TCC)	TCC needs training on; answering telephone and emails, using shared calender, navigation to the office, giving clients the confidence to come to the appointment.	Training on: communication with people with a vision impairment (welcoming, introducing, assisting and guiding), working with assistance dogs and using correct language for describing locations and objects to people with a vision impairment.	TCC needs training on working with easy to read and voice over documents, the booking system and payment processes.
1	(ESCO 4221) Travel consultants and clerks (TCC)		Training on: helping clients to book a holiday, the travel products, travelling with assistance dogs, prices, local suppliers, communication and describing skills.	

ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Front-line Staff per phase in the Customer Journey		
Customer Journey Code no.	Group 2: Front-Line Staff	Before	During	After
17	(ESCO 4221) Travel consultants and clerks	Answering emails, travel booking processes, assess risk in the outdoors, (describe/assess accessibility levels of geographical areas relevant to tourism), (describe/assess accessibility levels of accommodation venue), understand written English, write English, manage front operations, process booking, explain features in accommodation venue, identify customer's needs, (know) geographical areas relevant to tourism. Emails, calls (both via online platforms or telephone), communication with people with impairment, use of the company software to search for the best travel option and tour in relation to the		

ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Front-line Staff per phase in the Customer Journey		
Customer Journey Code no.	Group 2: Front-Line Staff	Before	During	After
		impairments specified, how to share relevant information (on impairments and other accessibility needs) with the affiliate tour guides		

ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Front-line Staff per phase in the Customer Journey		
Customer Journey Code no.	**Group 2: Front-Line Staff**	**Before**	**During**	**After**
19	(ESCO 4221) Travel consultants and clerks	Applies if booking is made through external tour operator (on average up to 10% only at Leisure and Amusement Parks, according to IAAPA)		
20, 21	(ESCO 4221) Travel consultants and clerks	The staff is trained in supporting customers with special needs		
10	(ESCO 4221) Travel consultants and clerks	Personnel is trained in welcoming customers with special needs Staff is trained in English (speaking, writing, listening) Staff is trained in IT	The staff has knowledge about the territory and local services/restaurants	
20	(ESCO 4221.5) Tour organiser	The staff is trained in supporting customers with special needs		
3	(ESCO 4221.6) Travel sales agent	Shall have accessibility information on hand and be able to respond to questions relating to access requirements where information is missing from online descriptions.	If direct contact; understanding user needs for PwD	Understanding user needs for PwD

ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Front-line Staff per phase in the Customer Journey		
Customer Journey Code no.	Group 2: Front-Line Staff	Before	During	After
7	(ESCO 4222), Contact centre information clerks	Personnel trained to inform customers about different options and company procedures; how to deal with special circumstances		
10	(ESCO 4222), Contact centre information clerks	Personnel is trained in welcoming customers with special needs Staff is trained in English (speaking, writing, listening) Staff is trained in IT		
14	(ESCO 4222), Contact centre information clerks	Training about accessibility requirements and menus for customers requiring special diets	Personnel is trained to be patient and give extra explanations to people in need.	
24	(ESCO 4222), Contact centre information clerks (Ski resort)			Well-established communication processes between the customer service and the managers/owners of the ski resort, which enables to make improvements at the resort based on customers'

ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Front-line Staff per phase in the Customer Journey		
Customer Journey Code no.	Group 2: Front-Line Staff	Before	During	After
				feedback.
18	(ESCO 4222), Contact centre information clerks	Answer telephone and emails, use the booking software for guided tours, provide clear and detailed information and instructions to the customers, be aware of the ticket prices and the accessibility infrastructure of the archaeological area as well as the offered assistance. Inform the appointed tourist guide that there will be a blind person with a child in the group and they should provide assistance if requested.		Being able to search and find information on the web based on customer's request. Willing and able to complete enrolment e-forms, and inform the customer for their privileges. Able to communicate with people with a visual impairment (welcoming, introducing, assisting and guiding).

ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Front-line Staff per phase in the Customer Journey		
Customer Journey Code no.	**Group 2: Front-Line Staff**	**Before**	**During**	**After**
10	(ESCO 4224) Hotel receptionists	Assist clients with special needs, provides information about the room equipment, explain features in accommodation venue, process booking or reservation; customer focus; appropriate communication with the guest (regardless of the guest's disabilities); Sensitisation and empathy towards the guests	Deal with arrivals in accommodation, greet guests; prepares the check-in of the guest; knows the different needs of the guests and can react and implement them; Customer focus; appropriate communication with the guest (regardless of the guest's disabilities); Sensitisation and empathy towards the guests.	Handle customer complaints.
24	(ESCO 4222), Contact centre information clerks (Ski-resort)		The staff is trained and understands the needs of people who use wheelchairs.	
16	(ESCO 4222), Contact centre information clerks (Museum)			

ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Front-line Staff per phase in the Customer Journey		
Customer Journey Code no.	**Group 2: Front-Line Staff**	**Before**	**During**	**After**
27	(ESCO 4224.1) Hospitality Establishment Receptionist	Training on; communication with people with a visual impairment (welcoming, introducing, assisting and guiding). Training on; correct language to use for describing locations and objects to people with a visual impairment.		Training on; communication with people with a visual impairment (welcoming, introducing, assisting and guiding). Training on; correct language to use for describing locations and objects to people with a visual impairment.
12	4224.1.1 Camping Ground Operative		Manage front operations, maintain camping facilities, manage guest support services, deal with arrivals in accommodation, provide tourism related information, put up signs, (describe/assess accessibility levels of geographical areas relevant to tourism), (describe/assess accessibility levels of accommodation venue), assist clients with special	

ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Front-line Staff per phase in the Customer Journey		
Customer Journey Code no.	Group 2: Front-Line Staff	Before	During	After
			needs	
16	(ESCO 4226) Receptionist (general) (Museum)		Sign language	
19	(ESCO 5) Service and sales workers	5, 51 (personal, disability-trained) service workers and sales staff provide relevant information to plan for according to their stay, having special accessibility needs	5, 51 (personal, disability-trained) service workers and sales staff provide relevant information to plan for according to their stay, having special accessibility needs	5, 51 (personal, disability-trained) service workers and sales staff provide relevant information to plan for according to their stay, having special accessibility needs
11	(ESCO 51) Personal service workers	Training on customer care; on communicating with persons with disabilities	training on welcoming persons with disabilities	training on language translation
21	(ESCO 51) Personal service workers		Staff is trained in supporting people with special needs	

ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Front-line Staff per phase in the Customer Journey		
Customer Journey Code no.	Group 2: Front-Line Staff	Before	During	After
9	(ESCO 511) Travel attendants, conductors and guides (coach driver/attendant)	Knowledge about and training of hands-on skills for assistance to stow the luggage (and physical strength of the bus driver who has to handle all luggage twice. Training on communication skills and social competence (e.g. empathy, mindfulness) to identify customer's needs with the luggage and in general	Knowledge about and training of hands-on skills to understand the specific needs regarding assistance while taking the steps into the bus and to help tall, mobility impaired customer to get to his seat	Knowledge about and training of hands-on skills to understand the specific needs regarding assistance to get from the seat to the door and for taking the steps out of the bus and to claim his luggage from the bus driver
5	(ESCO 5111) Travel attendants and travel stewards		Training on communicating effectively and politely with people with disabilities, knowing their general and particular needs. Clear procedures are studied to maximise autonomy for the customers with disabilities. Training must be assured to use any tool to help people overcome obstacles.	

ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Front-line Staff per phase in the Customer Journey		
Customer Journey Code no.	Group 2: Front-Line Staff	Before	During	After
7	(ESCO 5111) Travel attendants and travel stewards		Dedicated personnel for PRMs, able to manage customers' requirements	Training on how to improve service based on customer feedback and improve perception of the service
16	(ESCO 5113) Travel guides, Tourist guides		Training on: Sign Language, itinerary planning, empathy and emotional intelligence	
	(ESCO 5151.1) House Steward	To know the needs of the spectators	To know specific procedure and timing to avoid crowd or other barrier for the visitor in accessing or in exit the stadium	To know the best route (to follow) and timing for each possible visitor according to her/his special need
23	(ESCO 5230) Cashiers and ticket clerks	To know a procedure for seat assignment and best arrival entrance		
4	(ESCO 5249.3 Employee car rental	Training on communication with people that have children and motor impairments, understanding and anticipating their needs, answering the phone, being available for extra services to ease potential accessibility	Training on welcoming and communicating with the clients. Training on assisting the clients and their needs (ramps to ease the access to the premises, in this case), on supporting the choosing of the most suitable vehicle in terms	

ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Front-line Staff per phase in the Customer Journey		
Customer Journey Code no.	Group 2: Front-Line Staff	Before	During	After
		matters (like the collection of the family upon arrival and the paper/table with Eli's name on it), support the manager in the booking of possible suitable vehicles to be shown to the client when he will arrive	of accessibility due to the specific impairments	
-	(ESCO 5311) Child care workers			
22	(ESCO 5419.6) Life Guard		Assist clients with special needs, identify customer (special) needs, customer service, provide first aid, assist pool users, (effective team communication)	

ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Front-line Staff per phase in the Customer Journey		
Customer Journey Code no.	Group 2: Front-Line Staff	Before	During	After
18	(ESCO 5113) Travel guides, Tourist Guides		Be updated in advance about the number of the visitors in the group and if there are any special cases or requests. Able to communicate with people with a visual impairment (welcoming, introducing, assisting and guiding). Able to describe the exhibits in a detailed, clear and engaging way. Be proactive and equipped with audio tour equipment for all visitors in the group. Respond kindly to the questions and provide extra guidance if necessary in order to enhance the visiting experience of any visitor, especially that of a blind person. Be alert and notice if anyone from the group needs assistance and be able to	

ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Front-line Staff per phase in the Customer Journey		
Customer Journey Code no.	Group 2: Front-Line Staff	Before	During	After
			provide it. Make visitors, especially children, feel comfortable to ask questions and then be prepared to answer.	

ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Front-line Staff per phase in the Customer Journey		
Customer Journey Code no.	Group 2: Front-Line Staff	Before	During	After
12	5113.1.2 Countryside officer / Park Guide		Ensure health and safety of visitors, speak English, write English, assist clients with special needs, (describe/assess accessibility levels of geographical areas relevant to tourism), assess risk factors, assess the risk in the outdoors, put up signs	Answering emails, write in English

ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Front-line Staff per phase in the Customer Journey		
Customer Journey Code no.	**Group 2: Front-Line Staff**	**Before**	**During**	**After**
25	5113.1.2 Countryside officer / Park Guide		1. A Countryside Officer / Park Guide should invest in language skills, in order to be able to provide his services to a wider audience. 2. When conversing with persons with disabilities, they should avoid ableist language at all costs and take steps to ensure that effective communication strategies are used. This includes sitting or standing at eye level with the other conversation recipient and making appropriate eye contact. 3. A Countryside Officer / Park Guide should always ask a person with a disability if assistance is needed and do not automatically assume that help is needed until that person says so. When giving directions to people with mobility limitations, factors like distance, weather conditions and physical obstacles such as stairs, curbs, and steep hills should be taken into consideration. 4. The park guide should	A Countryside officer / park guide should possess communication skills, since they are the front line of customer-service. They should command the basic techniques of customer satisfactions, be sincere and unambiguous in their statements, use a polite tone, "people-first language" and effective communication strategies.

ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Front-line Staff per phase in the Customer Journey		
Customer Journey Code no.	**Group 2: Front-Line Staff**	**Before**	**During**	**After**
	ESCO 512 Cooks		Personnel is trained in serving customers with access requirements and special dietary requirements	
13	(ESCO 5131) Waiters		Personnel is trained in serving customers with access requirements. foreign languages; menu and information about food ingredients.	Personnel is trained in serving customers with access requirements
15	ESCO 513 Waiters and Bartenders		Training on how to interact with customers. Knowledge of information requirements of customers with access needs.	Training on how to provide information to people with a hearing impairment
13	5131.1 Restaurant host / hostess		Training on physical accessibility, restaurant layout and design, foreign languages; menu and information about food ingredients. Knowledge of environmental conditions: lighting, furniture, ramps.	Personnel is trained in serving customers with access requirements

ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Front-line Staff per phase in the Customer Journey		
Customer Journey Code no.	Group 2: Front-Line Staff	Before	During	After
15	(ESCO 5132) Bartenders	Training on how to interact with customers. Knowledge of information requirements of customers with access needs and cognitive impairments.		
-	(ESCO 514) Hairdressers, beauticians and related workers			
	(ESCO 5142.7) Masseur/ masseuse		Training on; communication with people with a visual impairment (welcoming, introducing, assisting and guiding). Training on; correct language to use for describing locations and objects to people with a visual impairment.	

ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Front-line Staff per phase in the Customer Journey		
Customer Journey Code no.	**Group 2: Front-Line Staff**	**Before**	**During**	**After**
27	(ESCO 5142.10) Spa Attendant		Training on; communication with people with a visual impairment (welcoming, introducing, assisting and guiding). Training on; correct language to use for describing locations and objects to people with a visual impairment. Spa centre is designed with ample spaces, without obstacles.	Training on; communication with people with a visual impairment (welcoming, introducing, assisting and guiding). Training on; correct language to use for describing locations and objects to people with a visual impairment.
-	(ESCO 5152) Domestic housekeepers			
-	(ESCO 5162) Companions and valets			
-	(ESCO 5162.1) Companion			
14	(ESCO 5230) Cashiers and ticket clerks		Personnel is trained in serving customers with access requirements or mental impairments.	

ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Front-line Staff per phase in the Customer Journey		
Customer Journey Code no.	Group 2: Front-Line Staff	Before	During	After
18	(ESCO 5230) Cashiers and ticket clerks		Successfully complete the tickets selling procedure either in cash or via credit/debit card. Provide clear instructions to the customers. Use the communication system to call the security guard.	
4	(ESCO 5249.3 Employee car rental	Training on answering email and telephone, navigation, access requirements of customers with mobility impairments; accessibility of the building	Training on communicating with people with reduced mobility	Training on access requirements of customers with mobility impairments; wheelchair transfer procedures
-	(ESCO 5321) Health care assistants			
	(ESCO 5414) Security guards		Successfully guide a blind person to any point in the archaeological area and provide clear instructions if requested. Be alert and notice if any visitors need assistance and be able to provide it.	
16	(ESCO 5414) Security guards		Training on: indirect	

ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Front-line Staff per phase in the Customer Journey		
Customer Journey Code no.	Group 2: Front-Line Staff	Before	During	After
			communication	
-	(ESCO 6113) Gardeners, horticultural and nursery growers			
9	(ESCO 8331) Bus and Tram Drivers (Actually Passenger Coach driver - which is not listed)		Communication skills and social competence (e.g. empathy, mindfulness) regarding leaving/entering the bus. Assistance with luggage. Opening and closing doors for passengers / boarding passengers; using a lifting device for wheelchair users.	

ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Front-line Staff per phase in the Customer Journey		
Customer Journey Code no.	Group 2: Front-Line Staff	Before	During	After
4	(ESCO 8322) Car, taxi and van drivers	Training on communication with people that have children and motor impairments, understanding and anticipating their needs, answering the phone, being available for extra services to ease potential accessibility matters (like the collection of the family upon arrival and the paper/table with Eli's name on it), support the manager in the booking of possible suitable vehicles to be shown to the client when he will arrive	Training on welcoming and communicating with the clients	Training on assisting the clients (evaluation of their satisfaction while testing the car to go back to the office, loading the car instead of the client that can't carry neither their luggages nor their kids, fixing the car seats), briefing with the manager on the service given to the client
	(ESCO 9112.4) Room attendant		Trained for the special cleaning of the rooms regarding different allergies	
14	(ESCO 9411) Fast food preparers		Personnel is trained in serving customers with special dietary requirements.	
-	(ESCO 9412) Kitchen helpers			
-	(ESCO 9621) Messengers, package deliverers and luggage porters			

ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Front-line Staff per phase in the Customer Journey		
Customer Journey Code no.	Group 2: Front-Line Staff	Before	During	After
14	ESCO 9112 Cleaners and helpers in offices, hotels and other establishments		Personnel is trained to be patient and give extra explanations to people in need.	Personnel is trained in performing extra tasks (like emptying the table) instead of customers with limitations.
22	(ESCO 9129.3) Swimming Facility Attendant		Keep records of customer interaction, handle personal identifiable information, work as a team, manage front operations, assist clients with special needs, (effective team communication); assist clients with special needs, identify customer (special) needs, customer service: assist clients with special needs, identify customer (special) needs, (effective team communication), manage front operations	

| ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Front-line Staff per phase in the Customer Journey		
Customer Journey Code no.	Group 2: Front-Line Staff	Before	During	After
	(ESCO 9129.3) Swimming Facility Attendant		Training on; communication with people with a visual impairment (welcoming, introducing, assisting and guiding). Training on; correct language to use for describing locations and objects to people with a visual impairment. Swimming pool shall have distinctive signs at the entrance and interior for the accessibility (high, low depth) and handrails for people having a visual impairment. Swimming pool could have rope(s) or brightly coloured lane markers separating the lanes that could help the people with a visual impairment to maintain their orientation within the swimming area.	

ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Front-line Staff per phase in the Customer Journey		
Customer Journey Code no.	Group 2: Front-Line Staff	Before	During	After
			Swimming pool could have a beeping device, radio or brightly coloured beach towel that can also let swimmers with a visual impairment to know when they are near the end of the pool.	

ESCO Ref.	https://ec.europa.eu/esco/portal/occupation	Knowledge and Skills Needs for Accessible/Inclusive Tourism: Support processes required for Front-line Staff per phase in the Customer Journey		
Customer Journey Code no.	Group 2: Front-Line Staff	Before	During	After
5	(ESCO 9621) Messengers, package deliverers and luggage porters		Training on communicating effectively and politely with people with disabilities, knowing their general and particular needs. Clear procedures are studied to maximise autonomy for the customers with disabilities. Training must be assured to use any tool to help people overcome obstacles.	

5.3 Findings

From the lists of tables developed in Task 2.1 the following diagram characterises the workflow which led to identification of accessibility-related competences and skills for IT Managers (ITMs) and IT Front-Line Staff (ITFS).

Figure 2. Workflow of tasks from Customer Journey and Service Blueprint research to ESCO Occupations and Identification of accessibility-related tasks, competences and skills.
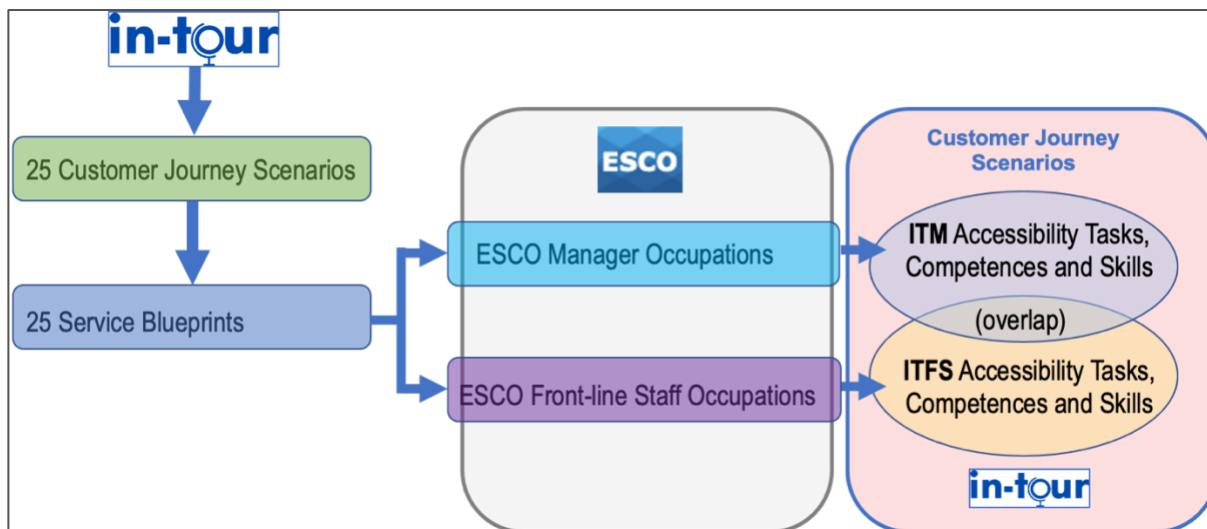
As Figure 2 shows, the analysis indicates there is an "overlap" of desirable competences and skills between the manager and front-line staff roles. This has been identified through the Service Design Blueprints, since a great deal of the task performance of both occupational profiles is strongly dependent on having a basic knowledge concerning the situation and requirements of persons with disabilities ("Disability Awareness") and customers/visitors with other specific access requirements. Both occupational profiles also need to have an understanding of accessibility and a mastery of similar skills when dealing with customers directly, e.g. interpersonal and communication skills.

It is also evident from the tables of ITM and ITFS activities that the occupational profiles of inclusive tourism managers and front-line staff cannot be seen as narrowly-defined sets of activities, knowledge and skills but, rather, there are multiple manager profiles (Manager-cluster) and multiple front-line staff profiles (Staff-cluster), given that many occupational roles can be involved in providing services to visitors with access requirements at many points in the tourism value chain.

The significant factor for the training of any person that serves the inclusive tourism market, whether manager or front-line staff, is that the service provider has **specific knowledge** related to disability awareness and accessibility requirements and also possesses the **necessary skills** to handle the requests and requirements in an appropriate manner.

![in-tour logo]

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Accessibility knowledge, competences and skills are therefore seen as being **additional** to the "generic" knowledge and skills (such as organisational skills, numeracy, literacy, languages and so on), which must be taught to those who are entering the respective occupations.

Moreover, for both clusters, the accessibility skills/competences and the related training content must always be adapted to the person's professional role and tasks in the organisation.

The lists of <u>knowledge, competencies and skills</u> shown for each of the manager occupations and frontline staff occupations in the above tables are presented in <u>D2.2.1. Report on Occupational Profiles in the Inclusive Tourism Sector.</u>

Through the research exercise described above, and the detailed tables of professional activities, knowledge and skills needs, the following findings are evident: **Inclusive Tourism Managers (ITMs)** need to achieve knowledge and skills in relation to:
- Theoretical knowledge of accessibility in tourism, regarding customer relationship management and legal requirements concerning access to
    - information
    - the built environment
    - ICTs and digitally-enabled platforms
    - goods and services
- Understanding how accessibility and inclusion contribute to developing a business that is economically, environmentally and socially sustainable
- Knowledge of the specific access requirements of various target groups of customers, based on the range of human abilities, the effects of possible impairments and the environmental, attitudinal and other barriers these visitors may experience when accessing tourism services
- "Hands-on" skills that are required to interpret and overcome "real-time" obstacles, where the insights and abilities of service personnel can make the difference between success and failure
- Knowledge of the types of skills required by staff in various customer-facing roles across the organisation and the appropriate requirements for training, management and supervision of these staff.

Inclusive Tourism Frontline Staff (ITMS) need to achieve knowledge and skills in relation to
- Theoretical knowledge of accessibility in tourism, regarding customer relationship management and legal requirements
- Accessible tourism – general market conditions and added-value for customers, businesses and destinations
- Customer service skills
- Ability to assist tourists with different access requirements
- Hands-on skills to overcome practical obstacles
- Professional and personal development.

Furthermore, both managers and front-line staff need to be trained to adopt a **service-minded attitude**, being aware of values of equality, diversity, non-

discrimination and good customer service, which may strongly influence the quality of the service for visitors who make up the accessible tourism market.

From ENAT's extensive experience in the field of accessible tourism training it has been found that, to attain the necessary knowledge and skills, students or trainees undergoing continuous professional development can benefit from a range of training content and study methods, according to their area of work, their level of responsibility and specialisation. Subjects of training may include:

- Theoretical and practical studies in

    o Legislation and regulations on rights of persons with disabilities

    o Equity, Inclusion and Diversity in relation to customer and staff relations

    o Customer Relationship Management

    o Customer Service and Interpersonal Communications

    o Disability Studies

    o General knowledge on accessibility in relation to Environmental Design, Assistive Technologies and ICTs / Web Accessibility.

- Exposure to personal testimonies of customers with specific access requirements, including both "good" and "bad" experiences

- Critical examination of "examples of good practice" across a wide range tourism offers and situations

These, and other training content subjects, were investigated and are listed in the **Country Reports produced in Task 2.2 (Deliverable 2.2.2).** Here IN-TOUR partners have drawn up an extensive list of training courses in Inclusive/Accessible Tourism in the partner countries, supplemented by additional courses developed in European funded projects.

5.4 Research on the ESCO Skills/competences list

An online search of the ESCO Codes was made in order to screen for any **skills and competences** related to accessible tourism. This is the **output list of skills/competencies** identified across all occupations for the phrase "**accessible tourism**" when searching the ESCO database at https://ec.europa.eu/esco/portal/skill

- develop tourism products
- deliver presentations on tourism
- negotiate tourism rates
- tourism market
- agritourism
- teach tourism principles
- environmental impact of tourism
- tourism sector policies
- manage allocation of tourism services
- manage agri-tourism activities

- geographical areas relevant to tourism
- participate in tourism events
- develop tourism policies
- coordinate public-private partnerships in tourism
- report touristic facts
- follow ethical code of conduct in tourism
- develop tourism destinations
- apply foreign languages in tourism

- manage time in tourism
- produce content for tourism brochures
- negotiate tourism experience purchases
- devise tailor-made tourism itineraries
- local area tourism industry
- oversee the printing of touristic publications

- assess an area as a tourism destination
- develop tourist information materials
- oversee the design of touristic publications
- provide tourism related information
- sell tourist packages
- travel, tourism and leisure

It is possible to view a more extended list of skills and competencies by using the Show more button successively on the ESCO results page. However, the relevance of the terms that are shown in search results becomes less pertinent to the subject as more items are listed, (as with most online search algorithms).

The above list shows several skills which could be relevant to Accessible/Inclusive Tourism Managers or Front-line Staff – but also many that are less so.

(As a curiosity, it is noted that most of the entries start with a verb, indicating an action or the exercise of a skill but not all items have a verb, merely referring to an area of tourism activity, e.g. tourism market and agritourism).

Each label in the ESCO results list contains a link to: a Description, Alternative labels, Skill type, Skill re-usability level, Broader skills/competences, Essential and Optional skills, the Status of the named Skill/Competence and the link to the "Concept URL".

(Source: http://data.europa.eu/esco/skill/ae62a626-040b-4cea-8853-8fd7e269e1d1)

> For our purposes, it is important to note that the search term "accessible tourism" in ESCO does not identify many of the professional **activities, knowledge areas and skills** which were identified in the Customer Journey/Service Design research exercise carried out by the IN-TOUR partners.

Moreover, the list of results does not directly identify any competencies or skills connected with customer service, either at management level or at front-line staff level.

From this initial search it is clear that the ESCO database does not identify the specific knowledge and skillsets related to supporting tourists with access requirements. This may be an anomaly due to the design of the semantic search tool but a closer investigation of the existing ESCO classification of occupations, skills and competences is clearly required.

A second search of the ESCO database was performed, seeking competences and skills related to the term: Hotel manager

This produced a list including these results:

- **Develop strategies for accessibility,** hereunder:
    - Develop strategies for a business to enable optimum accessibility for all clients
    - Develop a strategy for accessibility
    - Create a plan of action for accessibility

By searching further in the database certain occupations are identified as requiring the ability to develop "accessibility strategies", either as essential or optional skills. These include:

Essential skill/competence of
- tour operators manager
- customer experience manager
- accommodation manager
- tourist information centre manager
- camping ground manager

Optional skill/competence of
- destination manager
- bed and breakfast operator

Notably, all of the above occupations were identified in the IN-TOUR Customer Journey research, with the exception of "Customer Experience Manager".

In order to examine the ESCO classification in more detail, the database was further investigated in relation to accessible tourism services, competences and skills in Task D2.2. Occupational Profiles, as reported in Deliverable, D2.2.1.

5.5 Consolidated list of accessibility knowledge, competences/ skills

Following the analysis of the Inclusive Tourism Manager and Front-Line Staff occupations identified in this study, the training requirements for accessibility-related knowledge, skills and competencies can be understood as core competences for both clusters. Following ESCO subdivision, it is indicated whether they represent a knowledge or a skill to be acquired, as shown below:

1. Disability awareness [knowledge]
2. Understanding and knowledge of specific access requirements and accessibility for the entire customer service chain [knowledge]
3. Skills for developing accessibility policies /strategies (planning, implementation and marketing) [skill]
4. Skills for communicating and interacting with persons with disabilities and /or other specific access requirements [skill]
5. Empathy [skill]
6. Speaking English and preferably other foreign language(s), according to the specific location [skill]
7. Managing and handling complaints and/or unforeseen situations in relation to customers with disabilities and/or other specific access requirements [skill]
8. Awareness and/or specific knowledge on food preparation protocols and provision of special diets meals [knowledge]
9. Knowledge of the entire accessible offer (facility, services and policy) [knowledge]
10. Awareness of existing emergency and evacuation plan and procedures [knowledge]
11. Web accessibility awareness and /or training on internationally recognised guidelines and standards for web/digital accessibility [knowledge]

12. Knowledge of food intolerances, allergens and ingredients for special diet meals [knowledge]

13. Networking / cooperating with other stakeholders who provide accessible offers and services [skill]

14. Knowledge of the general legal framework and national policies on accessibility [knowledge]

15. Sign language skills - different specific sign language to be defined for each case (only necessary for specific customers) [skill]

16. Skills in assisting people with specific access requirements and use of assistive equipment [skill]

17. Specific knowledge about plants and criteria for plant's selection in relation to persons with disabilities and/ or allergies (allergens, poisonous, rooting systems, trimming etc) [knowledge]

18. Knowledge of special cleaning materials, procedures, and tools for rooms regarding different allergies [knowledge]

Each of these will be examined in detail and may be supplemented by additional Inclusive Tourism skills requirements in the work of WP 3 – Curricula Development.

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Appendix 1. Customer Journey Segments, Service Blueprints, ESCO occupations

This appendix, which is an integral part of D2.1.1, contains analytical tables of 25 Customer Journey segments, with accompanying Service Blueprints and ESCO occupations, completed by the IN-TOUR Partners.

The tables provide data on the identification of user needs, service design and professional roles, feeding into the work of *WP3 Curricula Development for Two Professional Profiles.*

Appendix 1 is contained in a separate PDF document (91 pages).

It can be downloaded from the IN-TOUR website at:

https://in-tour.eu/main-results