



FAST

Facilitating Accessibility
in Support of Tourism

Qualification Descriptors (02)



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1. Introduction

FAST addresses a service need which is currently a key barrier to accessible travel. Personal Assistant Services (PAS) are often necessary to accessible travellers but expensive to have, primarily because they are controlled by travel agencies and the supply of such professionals is low. This project (FAST) will develop the definition of the individual who offers PAS to give more people the opportunity to become “Accessibility Travel Facilitators” (ATF). In this regard, FAST will first define the exact role and duties of the ATF under the new conditions and requirements. By clearly defining the role, the responsibilities and corresponding expectations will be set. Consequently, the definition of the position will identify the necessary qualifications, experience and educational requirements.

As the occupational role of the ATF will be significant and key to the growth of accessible tourism, the project will design a qualifications framework for its profile to accredit the acquired skills by defining the level descriptors and the corresponding learning outcomes based on EQF. This will also facilitate access to, mobility and progression within education, training and career path. Furthermore, this will enable national qualification systems to expedite recognition of the acquired skills and competences, thereby ensuring an integrated system that encourages lifelong learning. FAST will then develop the necessary training framework comprising of the training methodology, training curricula and didactic material.

Lastly, an Assessment Guide will be developed to address assessment strategies for the different stages of learning.

2. About this document

In this intellectual output, the consortium has defined the Levels of the “Sustainability Controller” based on EQF that make sense in developing a set of descriptors for the EQF Levels. The descriptors help learners, education and training providers, and employers to position and value a specific qualification in relation to other qualifications; this also applies to those awarded in another education and training subsystem or country. Most European countries have designed level descriptors for a comprehensive national qualifications framework (NQF), covering all types and levels of qualifications. This allows the level descriptors to embrace a wide range of institutions, stakeholders and their interests, traditions, cultures and values. Level

descriptors can be used as a reference point for designing new qualifications (i.e. under NQF) or for reviewing existing ones.

3. Qualification Frameworks

Qualification frameworks are designed to help you make informed decisions about the qualifications you need. Each framework has a set of levels from which you can identify clear progression routes.

The EQF acts as a translation device to make qualifications easier to understand across different countries and systems in Europe.

3.1 European Qualification Framework (EQF)

The EQF - European Qualifications Framework - is an overarching qualifications framework and a tool to help understand and compare qualifications awarded across different countries and systems within and beyond Europe.

EQF acts as a translation device to make national qualifications more readable across Europe, promoting workers' and learners' mobility between countries and facilitating their lifelong learning.

It will relate different countries' national qualifications systems to a common European reference framework. Individuals and employers will be able to use the EQF to better understand and compare the qualifications levels of different countries and different education and training systems.

For example: At present, an enterprise in France may hesitate to recruit a job applicant from, say, Sweden, because it does not understand the level of the qualifications presented by the Swedish candidate. However, once EQF is fully implemented, a Swedish person's certificates will bear a reference to an EQF Reference Level. The French authorities will have already decided where their own national certificates in the field-concerned lie, so the French enterprise would use the EQF reference to get a better idea of how the Swedish qualification compares to French qualifications.

The European Qualifications Framework (EQF) applies to all types of education, training and qualifications, from school education to academic, professional and vocational. The system

shifts the focus from the traditional approach, which emphasises 'learning inputs' such as the length of a learning experience, or type of institution.

3.2 Cyprus Qualifications Framework (CyQF)

The European Parliament and the Council of the European Union endorsed, on 23 April 2008, a recommendation on the establishment of the European Qualifications Framework for lifelong learning (2008/C 111/01). The European Qualifications Framework is expected to improve transparency and support mutual trust concerning qualifications.

The European Qualifications Framework is a reference framework whose aim is to relate the qualifications systems of various countries. In order to facilitate this effort, each Member State is expected to develop a National Qualifications Framework. Therefore, the Board of Ministers, with the Decision number 67.445 of the 9th of July 2008, decided the appointment of a National Committee for the Development and Establishment of a National Qualifications Framework in Cyprus, which consists of the Permanent Secretary of the Ministry of Education and Culture (President of the Committee), the Permanent Secretary of the Ministry of Labour and Social Insurance and the General Director of the Human Resource Development Authority or their representatives.

The National Committee has appointed a three-member Working Committee for the preparation of an Interim Report on the development of a National Qualifications Framework in Cyprus, which consist of representatives of the three members of the National Committee. Their role was to:

- Study the examples of other countries that have already developed and established National Qualifications Frameworks.
- Develop the National Qualifications Framework of Cyprus based on the eight levels of the European Qualifications Framework in order to ensure the smooth referencing of the NQF to the EQF.
- Take into account the traditionally and socially acceptable norms and frameworks of Cyprus, as well as the reservations regarding the validation of informal and non-formal learning.

The Cyprus Qualifications Framework

NQF levels	Educational /Academic Qualifications		Occupational /Vocational Qualifications	EQF levels
8	Doctoral Degree			8
7c	Master's Degree			7
7b	Post Graduate Diploma			
7a	Post Graduate Certificates			
6	University Degree (Ptychion /Bachelor's Degree)		SVQ Level 6	6
5c	Higher Certificates and Diplomas (3 years or more)		SVQ Level 5	5
5b	Post Secondary Certificates and Diplomas (2 years)			
5a	Post secondary Certificates and Diplomas (1 year)			
4	Upper Secondary General Education and Evening Schools Certificates (12th class - or 12 & 13th for some private schools) - Apolyterion	Upper Secondary Technical and Vocational Education and Evening Technical Schools Certificates (12th class) - Apolyterion	SVQ Level 4	4
3	Lower Secondary Education Certificate (10th class)	New Modern Apprenticeship Certificate	SVQ Level 3	3
2	Compulsory Lower Secondary Education Certificate (9th class)	Preparatory Programme (New Modern Apprenticeship)		2
1	Compulsory Education Certificate (Elementary School Leaving Certificate, and/or graduates of 7th and /or 8th class)			1

SVQ = system of vocational qualifications

CyQF Level 5

There is a consensus among the EQF, the EHEA/QF and the CyQF that Level 5 is characterized by a comprehensive and specialized knowledge, cognitive and practical skills, as well as competences for management and supervision. Within this framework, Level 5 introduces aspects as the further learning and basic research, personal academic development, judgments on social and ethical issues, personal responsibility and the effective management of projects. There is a developed degree of autonomy and responsibility and from a supervisory role the learner shifts to a Management role. The new role involves team building and training and mastering of unpredictable problems in field of work.

The skills are rather described as the ability to utilize and combine a comprehensive set of skills connected with the practice and work processes of an occupation or field of study. CyQF Level 5 is developed in line with the equivalent EQF and EHEA/QF Level 5, covering all post-secondary non university qualifications. This range of qualifications, in Cyprus, is mostly awarded by Private Institutions of HE and according to the existing legislation they can be one-year Certificate, two-year Diploma and three-year Higher Diploma. A few public HE Institutions award, as well, Higher Diplomas.

Additionally, the newly established MIEEK awards certificates in specialized vocational areas after a two-year program of study. People with the above qualifications are employed in the Cyprus work market, both in the public and the private sector, they are in certain posts, they have been evaluated and promoted according to these different qualification levels and as a result any effort to ignore this distinction will create disruption to the work market. In the group of people with these qualifications in the Cyprus work market, some more people, with equivalent qualifications, which have been gained from other countries (Greece, UK, USA etc.), are added creating an even more wide group.

Taking into account the above it is clear that, at this difficult beginning stage of establishing the CyQF, any effort to adopt EQF Level 5 as a single level, will neither represent the currently awarded qualifications by the legislation and the Cyprus education system, nor the current state of the country's work market. As a result, any such effort will create a serious disruption both in the education system and the work market.

In order to cover, at this stage, the variety and the distinction of the above mentioned qualification, both in the educational system and the work market, without creating serious disruption in the education system and the work market, it was decided to introduce a splitting of level 5 to 5a, 5b and 5c, 5a corresponding to one year Certificates or equivalent, 5b to two year Diplomas or equivalent and 5c to three year Higher Diplomas or equivalent.

The splitting of CyQF Level 5 descriptors table in the sub-level 5a, 5b and 5c is as follows:

	5a	5b	5c
Knowledge	1 - 2	1 - 3	1 - 5
Skills	1 - 2	1 - 4	1 - 6
Competences	1 - 2	1 - 4	1 - 5
Learning Outcomes	1 - 3	1 - 5	1 - 6

3.3 The Austrian Qualification Framework

The Austrian National Qualification Framework (NQF) is intended to map qualifications from all educational sectors and to express equivalence of general academic education and vocational education and training. It consists of eight NQF qualification levels that refer to the eight EQF (European Qualification Framework) levels. The descriptions of the NQF levels are also based on the descriptors of the EQF. However the **higher education qualifications of the Bologna architecture** - a three-cycle higher education system i.e. Bachelor's, Master's and PhD¹ –**do not have to go through an assignment process**. They were **automatically assigned** with the adoption of the NQF Act.²

The Austrian NQF – Development

The National Qualifications Framework (NQF) Act came into force on 15 March 2016.

So far, only a few qualifications have been assigned to the NQF – as shown in the pyramid.³

Level 4: Apprenticeship qualifications and BMS⁴

Level 5: BHS⁵

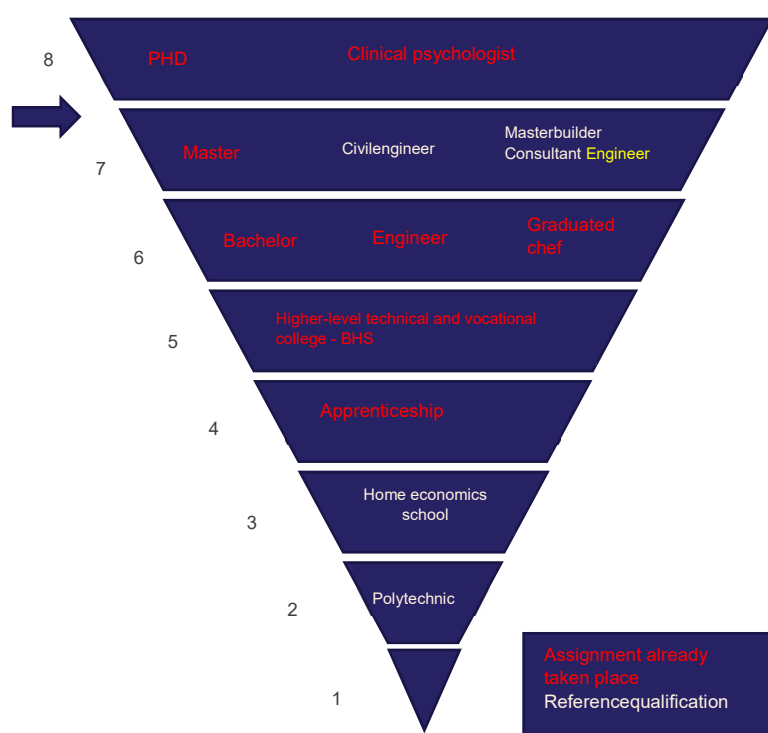
Level 6: engineering qualification and the master craftsman's examination

Level 6, 7, 8: the higher education qualifications Bachelor, Master and PhD-"Bologna qualifications"

As it is shown, very different qualifications can be at the same level following the **principle of "equivalence but not sameness"**.⁶

Three corridors of the NQF

The NQF is intended to enable the assignment of qualifications from different educational sectors. In order to achieve the process of developing, the NQF is divided into three "corridors" based on the different learning areas.⁷



¹ https://ec.europa.eu/education/policies/higher-education/bologna-process-and-european-higher-education-area_en

² Translated from German; Vgl. „Manual of formal and informal qualification“, April 2019, pg.8

³ WKO, 2020 "Level descriptors"

⁴ Full time colleges after 9th school year – technical, business, pedagogic colleges, school for social occupations,

⁵ Part time higher education school forms from the 9th to the 14th school year, e.g.: Higher Technical college (HTL), Business college (HAK)

⁶ WKO, 2020

⁷ Austrian EQF Assignment Report, 2011, "Levels of the NQF", pg. 66

- "Corridor 1": Mapping of qualifications from the formal education system (i.e. essentially qualifications awarded by the state)
- "Corridor 2": Representation and allocation of non-formally acquired qualifications (e.g. in adult education institutions, through vocational and in-company training)
- "Corridor 3": Develop initial approaches to the integration of learning outcomes acquired on the basis of informal learning processes.

The definitions of the three corridors refer to national specificities - in Austria there is a certification in the field of non-formal learning, which is not the case in the European definition. The overall strategy for the NQF in Austria provides that all qualifications acquired in the formal sector are to be mapped.⁸

Levels and descriptors of the NQF

Like the EQF, the NQF in Austria comprises eight levels.⁹ The descriptors of the individual EQF levels are kept general. However, the results of the NQF consultation process and pilot projects call for a "translation" of the EQF descriptors to the national context to facilitate the assignments of Austrian qualifications and make them more comprehensible. Reference qualifications serve to illustrate and understand the requirements associated with the levels.

In the table below, the NQF level 5 is listed in detail, which belongs to the Higher Education sector, to highlight differences between NQF and EQF levels.¹⁰ In NQF level 5, a broad spectrum of in-depth specialist knowledge should be required. Whereas in the previous level, the requirement was rather for a broader general knowledge, in level 5, it is very important to have comprehensive and specialised knowledge in order to be also able to adopt management tasks.

⁸ Austrian EQF Assignment Report, 2011 "Process of developing NQF" pg.61

⁹ BGBl, 2016, pg. 6

¹⁰ Austrian EQF Assignment Report, 2011 "Design principles of the NQF" pg.66-67

Level 5			
EQF		NQF	Reference qualification
Knowledge	Comprehensive, specialised theoretical and factual knowledge in a field of work or learning and awareness of the limits of this knowledge.	<p>S/he has</p> <ul style="list-style-type: none"> comprehensive theoretical knowledge in his/her field of work or learning (e.g. about facts, principles, materials, procedures, methods, contexts, regulations and standards, etc.) to cope with tasks and challenges independently, also in unpredictable situations awareness of the effects that the application of this knowledge has on the field of work or learning in-depth company-related business management and legal knowledge to take on management tasks and/or to manage a company knowledge to directly exercise a higher profession 	Matriculation and diploma examinations of the BHS (e.g. of the College of Construction Technology, the College of Business Administration, the College of Tourism, etc. as well as the diploma of the College of Kindergarten Education).
Skills	Comprehensive cognitive and practical skills required to develop creative solutions to abstract problems.	<p>S/he is able, in his/her area of work or learning,</p> <ul style="list-style-type: none"> master tasks in his/her field of work or learning independently, even in unpredictable contexts, to assess the implications of such tasks and to draw conclusions for further action to analyse challenging and complex problems through logical, abstract and networked thinking and to solve them independently in compliance with the applicable standards, regulations and rules to solve problems creatively and to understand connections between ecological, economic and social mechanisms, to understand interrelations between ecological, economic and social mechanisms, to create cross-connections and to apply the knowledge gained in common and also unforeseeable situations to take a stand on new facts, to explain one's own point of view and to present it in a way that is appropriate to the addressee and the situation, using the usual technical language to research information from different sources and disciplines independently, to grasp the essential contents, to evaluate them critically, to select and to present them in a goal-oriented way. 	

Competence	Lead and supervise in working or learning contexts where unpredictable changes occur Review and develop own performance and the performance of others	S/he is able, in his/her area of work or learning, <ul style="list-style-type: none"> • to coordinate and manage projects independently in his/her field of work or learning, • to act independently and flexibly in different, even unpredictable situations, • to reflect on his/her own behaviour and to draw conclusions for future action • to deal critically and responsibly with the actions of others, to give feedback and to contribute to the development of their potential. 	
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The VET¹¹ colleges were not allocated individually but in a group, which means that all BHS – higher education school types from the 9th to 14th schoolyear (one year more than general high school) incl. the colleges - are at NQF qualification level 5. The following ten qualifications are shown as examples in this register¹²:

- Training College for Elementary Education
- Business College
- Secondary school for agriculture
- Secondary School for Agriculture and Nutrition
- Secondary school for Fashion
- Secondary School for Tourism
- Secondary school for economics
- Secondary Technical School for Civil Engineering
- Secondary Technical School of Computer Science
- Secondary Technical School of Mechanical Engineering

National Coordination Point for Austrian NQF

The Coordination Unit for the NQF in Austria (NCP) was established as a staff unit of the National Agency for Lifelong Learning, which in turn is a department of the OeAD-GmbH¹³. It is the central administration, coordination and information point for the NQF in Austria.¹⁴

¹¹ Vocational Education and Training

¹² <https://www.qualifikationsregister.at/nqr-register/nqr-zuordnungen/>

¹³ More information on „Austrian Agency for education and internationalisation OeAD: <https://oead.at/en/>

¹⁴ More information: <https://www.qualifikationsregister.at/en/service/aufgaben-der-nqr-koordinierungsstelle-nks/>

4. Job Analysis Results

	Educational Qualification	Experience	Skills & Knowledge	Personality Traits and Characteristics
AUSTRIA <ul style="list-style-type: none"> BEST Institut für berufsbezogene Weiterbildung und Personaltraining GmbH 	<ul style="list-style-type: none"> Min. age 15 (e.g. for apprenticeship), or min. age 18 (e.g. further education/training after secondary school) Duration/length 2-4 years (similar to BA-programme, dependent on prior work experience). Basic health-related knowledge (e.g. knowledge of accessibility criteria/the needs of people with disabilities). Basic knowledge in travel management, general knowledge is important. 	<ul style="list-style-type: none"> Work experience in health care (nurse, nursing assistant), tourism sector (travel agent) or social professions (social worker) is an advantage. Work experience with people with disabilities is considered not a must, but highly desirable. 	<ul style="list-style-type: none"> Adept at using basic (technical/medical/special) equipment and resources (e.g. wheelchairs, accessible cars, etc.). Knowledge of how to use special devices is not a must, but an advantage. Using a first aid kit is an advantage/must; provision of first aid is a must. Specialisation during training/education on certain disabilities. ATF does not need to know 	<ul style="list-style-type: none"> Emotionally intelligent/empathetic and socially competent, stress resilient, mentally and physically healthy (e.g. to be evaluated in assessment centres). ATF to be recruited through tourism schools/colleges, tour guides, nursing schools, etc. In case of complaints of ATF work: implementation of complaint & conflict management to find

- Knowledge in geography/history is considered an advantage.
- Internship/practical experience is relevant.

how to handle every type of disability.

- IT skills (internet/social media)
- Language skills (first language of client and English/other languages; knowledge of sign language not mandatory → specialisation during training.
- Sensitivity towards religion is important (e.g. for religious travels).
- Driver's license no must.

appropriate solution, customer feedback for evaluation and development of quality standards.

	Educational Qualification	Experience	Skills & Knowledge	Personality Traits and Characteristics
CYPRUS <ul style="list-style-type: none"> • DEKAPLUS Business Services 	<ul style="list-style-type: none"> • Min. age 18 (after completion of secondary school) 	<ul style="list-style-type: none"> • No specific work experience required (incl. work 	<ul style="list-style-type: none"> • Adept at using basic (technical/medical/special) equipment and resources 	<ul style="list-style-type: none"> • Emotionally intelligent/empathetic

<ul style="list-style-type: none"> • Εταιρεία touristikis anaptiksis kaiprovolis periferias leykosias 	<ul style="list-style-type: none"> • 2-year training followed by 1-year specialised training programme, specialising on one/certain disability(ies) so that ATF is qualified to only work with disabled travellers of their specialisation. • Internship at travel agency to collect business experience. • Basic knowledge in history/geography/politics, but no substitution for job of tour guide. • Knowledge in psychology/servicing disabilities/disability equipment. • Training should provide necessary skills to fulfil obligations towards client, 	<ul style="list-style-type: none"> • experience with people with disabilities is not considered a must) • Suggestion: Tourist guides/care professionals/social workers may enhance their knowledge and become ATFs. 	<ul style="list-style-type: none"> • (e.g. wheelchairs, accessible cars, etc.), • IT skills (internet, social media), • Well-informed about travel destinations (cultural codes, cultural and religious sensitivity, also towards LGBTQ community etc.), • Managerial, communication, organisational and problem-solving skills. • Languages (first language and preferably English; sign language optional at later stage during training). • Driver's license is must/advantage. 	<ul style="list-style-type: none"> • Flexible and open-minded/social and tolerant/sincere and polite • Patient/organised/punctual, • Good communication skills. • The ATF license can be revoked if complaints are submitted to the issuing authority (Deputy Ministry of Tourism).
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with
assessment/evaluation at
end. Distinction between
ATF and tourist guide must
be clear.

- First aid training and
knowledge of basic safety
issues (e.g. knowledge of
accessibility
infrastructure).

	Educational Qualification	Experience	Skills & Knowledge	Personality Traits and Characteristics
GREECE <ul style="list-style-type: none"> Apostolina tsaltampasi kai sia EE 	<ul style="list-style-type: none"> Min. age 18 Duration/length varies: 6 months programme to 6 years university degree → dependent on the ATF's background, whether it is medical or touristic, or open. Internship should be included. Basic health-related knowledge /knowledge of safety issues (e.g. knowledge of accessibility criteria/the needs of people with disabilities/ATF should always have an emergency kit on them). 	<ul style="list-style-type: none"> Responses as to required work experiences vary. Medical and touristic experience is an asset. Having experience working with persons with disabilities is also considered a plus, but not a prerequisite. 	<ul style="list-style-type: none"> Adept at using basic (technical/medical/special) equipment and resources (e.g. wheelchairs, accessible cars, etc.), but it depends on the disability, Able to work with all types of disabilities (only some think that ATF job profile should be restricted to specific disability). IT skills (social media) Knowledge of cultural codes and religious background of clients. 	<ul style="list-style-type: none"> Emotionally intelligent/empathetic Flexible/adaptable/open to needs of people with disabilities/understanding. Willing to learn. Good physical health. Potential candidates for ATF: tourist industry, special education teachers, medical personnel, those, who collaborate with relevant authorities. ATF's employment can be terminated, however, implementing a feedback/evaluation form for complaints is suggested.

This knowledge should regularly be updated through seminars/further training.

- ATF should have knowledge on how to make tours accessible.
- Basic knowledge of history/sightseeing is useful.
- Responses about ATF education vary: open to all vs. open for those involved in the tourism industry and special education teachers for example.

- Languages: Local language of tourist destination and English; sign language (local and English sign language) is considered important.
- Driver's license is useful, but not mandatory.

	Educational Qualification	Experience	Skills & Knowledge	Personality Traits and Characteristics
PORTUGAL <ul style="list-style-type: none"> Sociedade portuguesa de inovacao consultadoria empresarial e foment da inovacao sa 	<ul style="list-style-type: none"> 2 options suggested (both options require an internship/practical component incl. supervision): <ul style="list-style-type: none"> ATF-qualification as a 3-year degree ATF-qualification as a 1-year specialised training, given a degree in tourism/social services/health care has already been completed. <p>Topics to be covered during qualification training (1-year/3-year training):</p> <ul style="list-style-type: none"> Tourism (culture/history/ gastronomy/ geography, etc.) Medicine (first aid/anatomy/physiology/basic life support, etc.) 	<ul style="list-style-type: none"> Experience in tourism, health, social services sector or as guide/interpreter or experience in working with people with disabilities is considered an asset, albeit it is not considered mandatory. ATF shall be able to work with all tourism stakeholders (local/regional entities to tourism agencies/hotels, etc.) ATF can be employed with specialised entity 	<ul style="list-style-type: none"> The role of the ATF needs to be clearly specified, especially the degree to which ATF intervene and interact with clients. Adept at using (technical/medical/special) equipment and resources (e.g. wheelchairs, accessible cars, etc.), IT skills. Well-informed about travel destinations (cultural codes, etc.), Managerial, communication, organisational and problem-solving skills. 	<ul style="list-style-type: none"> Emotionally intelligent/empathetic. Good communication skills/team player-mindset. Flexible and open-minded/social and tolerant. Patient /dedicated/capable to lead/resilient. A disability on part of the ATF is not considered an obstacle in exercising the profession.

- Management (organisational skills) or as freelance/service provider.
- Psychology
- Marketing & Communication
- Training must be obtained through a technological specialisation course (1 or 2 years).
- Driver's license is an asset, but not a must.
- Languages (foreign and sign language/universal signs of communication or other ways of communicating with people, who are hard of hearing).

	Educational Qualification	Experience	Skills & Knowledge	Personality Traits and Characteristics
SLOVENIA <ul style="list-style-type: none"> Srednja sola za gostinstvo in turizem Maribor INUK 	<ul style="list-style-type: none"> Min. age to start ATF training is 16, obtaining license as ATF at min. age 18. Duration/length depends on set curriculum. Internships are increasingly being abandoned in Slovenia. Basic health-related knowledge (e.g. knowledge of accessibility criteria/the needs of people with disabilities). Basic knowledge of tourism industry is required. (Depending on the realm, in which the 	<ul style="list-style-type: none"> Experience and basic knowledge in working with people with disabilities. Knowledge of tourism, social inclusion, local environment, knowledge of needs of accessible tourism. Tour guides, social workers and health care workers are considered to be suitable as ATF. A degree in humanities or experience in 	<ul style="list-style-type: none"> Adept at using basic (technical/medical/special) equipment and resources (e.g. wheelchairs, accessible cars, etc.); communicate appropriately to others (e.g. tour operators) how to use/handle equipment. Work with any type of disability (i.e. wide-scope), must know how to use the equipment related to specific disability. Using first aid kit is a must. IT skills (internet/social media/knowledge of new technologies & current trends i.e. how to bring 	<ul style="list-style-type: none"> Emotionally intelligent/empathetic and social, assertive and well-organised. Good communication skills and tourism expertise. Optimistic and cheerful. ATF does not require special health certificates. If ATF does not complete job satisfactorily, retraining can be considered. Inspections of professional practice: at beginning of job (1st year), after that supervision is no longer needed.

ATF will be working, i.e. if ATF gives guided tours, then tour guide knowledge is essential, otherwise it is desirable. Generally, ATF advises tourism providers how they should adjust their tourist infrastructures to PWD).

- Training in vocational schools for hospitality and tourism.
- Training should provide necessary skills to fulfil obligations towards client (also in view of providing an integrated tourist offer that recognises the potential of the travel destination).

tourism
sector/tourism
industry is
considered an asset.

closer cultural/tourist attractions to people with disabilities).

- Language skills (first language and language of client; knowledge of sign language not mandatory).
- Driver's license is advantage.

5. Summary comments regarding legal framework, interview samples and focus groups

Generally, it can be said that all countries agree that the ATF educational qualification requires some sort of basic medical/technical training or health-related knowledge, knowledge about tourism/tourist sector is overall regarded as an advantage or important, however not always specified as mandatory. Further, the majority of partner reports suggest that relevant work experience with people with disabilities is not a must, however, it is considered highly desirable. In terms of duration and length of the ATF educational qualification the reports are suggesting differing views, albeit there is agreement that length of the ATF qualification is highly dependent on previous (work) experience/education. Further, there are differing views on whether ATFs should work with all types of disabilities, or focus on certain types of disabilities during the educational qualification. Regarding personality traits and characteristics, all partners agree that being emotionally intelligent/empathetic and socially competent are among the most important personality traits for the profession of ATF.

6. Job Description

The purpose of describing the job of an “Accessible Traveller Facilitator” is to define the skills and traits that correspond to this job position. This exercise will then lead to the required learning outcomes descriptors which will be elaborated in the next intellectual output.

Title: Accessible Travel Facilitator (ATF)	Date: August 2021
Organisation¹⁵ : Organisation or freelancing	Department:
Key Internal Communicators¹⁶: Management related to supply of services	
Key External Communicators: Suppliers (in travel industry chain), site contacts	
Reports To:	

Summary of Goals and Objectives of the Position

ATF is a service provision within the Tourism Supply Chain. His/Her role is to offer services which can improve the travel experience of travellers with disability issues (physical or sensorial). The related services should aim at facilitating accessibility during the holiday period, thus creating safe and healthy conditions and upgrading the quality of their travel experience.

Specific Duties/Tasks (towards travellers facing accessibility issues)

1. Offer transport options to clients facing accessibility issues	2. Inform clients facing accessibility issues about current local cultural events and share general info on History, Geography and Socioeconomic matters of the region
3. Make reservations on behalf of clients facing accessibility issues for selected activities (i.e. restaurant, theatre etc)	4. Apply First Aid to guests experiencing accessibility issues
5. Look after specific safety conditions in all travel activities	6. Offer advice on spectacles or other services to clients facing accessibility issues
7. Know how to operate the most important equipment for people with disabilities	8. Offer mobility assistance (if required, i.e. push wheelchair) to clients facing accessibility issues
9. Propose mobile applications or web sites which may enhance the travel experience	10. Research cultural characteristics of visiting groups or individuals
11. Establish and maintain communication with the national travel ecosystem and accessibility stakeholders	12. Create and maintain a positive and pleasant environment for the guest experiencing accessibility issues
13. Give solutions to problems related to the travel experience of clients facing accessibility issues	

¹⁵ This refers to the hiring organisation.

¹⁶ This refers to the main typology of job position the ATF would communicate to/ have as superiors.

Essential Knowledge & Skills

1. Be able to assist clients with physical and sensorial disabilities	2. Have basic knowledge of local/ regional history, geography, culture, current affairs and events
3. Be able to solve problems, empathise, communicate verbally and in writing, exhibit responsibility and initiative, and be organised	4. Be able to administer First Aid care when needed with special focus on guests' needs and in relation to their accessibility issues
5. Be attentive to details especially about safety and in relation to the guests' accessibility issues	6. Have digital competences in the areas of Information and Data Literacy, as well as Communication and Collaboration of the Digital Competence Framework 2.0 ¹⁷
7. Know how to operate the basic assistive devices used by people with disabilities (i. e. Mobility and hearing aids)	8. Understand other cultures, religions, ethnic backgrounds, sexual orientation and gender identity

Knowledge & Skills (optional)

1. Know how to use social media tools to promote his/her country or services, and to engage his/her clients	2. Use creativity to enhance the travel experience
3. Have received caregiver training	4. Have received tour guide training
5. Possess a driving licence for a wheel chair adapted vehicle	6. Be fluent in at least two languages (first language + one more)

Minimum Performance Standards

1. Give basic history, geography, culture information related to the destination country
2. Offer transportation solutions to the disabled
3. Offer advice to improve travel experience
4. Know how to operate mobility and hearing assistive equipment
5. Solve typical holiday, stay-related problems that may occur for guests experiencing accessibility issues
6. Show responsibility and openness towards people with accessibility issues and be a good communicator

¹⁷ Digital Competence Framework 2.0 (www.ecompetences.eu/e-cf-3-0-download/)

7. Job Specification

Job or assessment specification identifies the important criteria and how these can be documented or assessed. These criteria, using learning outcomes statements, are often formulated as threshold levels which have to be met by the candidate.

	Essential	Optional	How assessed/documented
Minimum Age, Condition & Education			
Min. 18 years of age	✓		ID/passport
Fit to offer services		✓	Doctor's verification
Graduated secondary education	✓		Certificate
Experience			
Work experience in tourism or nursing or caregiving to people with disabilities will be considered an added qualification		✓	Employment references
Knowledge			
Basic knowledge on local/regional history, geography, culture and current affairs which can enhance the travel experience	✓		Application/Interview
Know how to apply First Aid	✓		First Aid Certificate
Certification on Module 1 (Information and Data Literacy) and Module 2 (Communication and Collaboration) of DigComp (Digital Competence Framework 2.0)	✓		Certificates from DigComp National Authority
	✓		Application/Interview

8. Annex: Summary of legal framework, interview samples and focus groups

Topic	Austria	Cyprus	Greece	Portugal	Slovenia
Legal Framework of ATF	<ul style="list-style-type: none"> No specific legal framework in AT for ATF services and education. There is, however, a Federal Act on the Equality of Persons with Disabilities, preventing the discrimination of people with disabilities and ensuring equal participation in all areas of life. This Act could serve as basis for development of framework of ATF. However, the specific role (liability, insurance, etc.) and framework of ATF has to be clarified 	<ul style="list-style-type: none"> No specific legal framework in CY, but ATF adhere to laws of country, obtaining a license from Deputy Ministry of Tourism; need for creating special framework, to define ATF's role (adapted to current legal framework). ATF suggested to work as freelancer → let market dynamics decide service and pricing. 	<ul style="list-style-type: none"> No specific legal framework for ATF as separate occupation/qualification. Legal framework for Personal Assistants of people with disabilities was established in 2020. ATF and tourism stakeholders/agencies should work together, but should also be able to work independently Disagreement whether specialised tours should be offered to people with disabilities or not; it 	<ul style="list-style-type: none"> No specific legal framework in PT, volunteers do the job. Policy makers have to be actively involved in legislating and recognising this profession, so that mistrust on behalf of companies/agencies offering the ATF service is reduced. 	<ul style="list-style-type: none"> No specific legal framework in SL, mostly done by NGO and specialised training agencies. But legal provisions for accessible tourism already exist. ATF and tourism stakeholders/agencies should work together. Reduction of bureaucracy in order to be able to develop professional and education profile. ATF costs partly to be covered by state; price also depends on travel destination.

explicitly by policy makers.

- ATF shall not be supervised by local authorities, but

is suggested to make all tours accessible, but

Topic	Austria	Cyprus	Greece	Portugal	Slovenia
Legal Framework of ATF		<p>under Deputy Ministry of Tourism.</p> <ul style="list-style-type: none"> • ATF must be legally covered (i.e. insurance). • Specialised tours would be difficult to design, because every disability has its own needs. Usually, such tours are tailored around needs of a group of people with same disability. 	<p>also to add a few specialised ones.</p> <ul style="list-style-type: none"> • People with disabilities should not have to pay extra costs. • Tourism sector should make effort to make adjustments and be accessible to people with disabilities, including offering ATF services. ATF needs development as “tourist product”. <p>Goals for next 5 years:</p>		<p>Goals for next 5 years:</p> <ul style="list-style-type: none"> • Increased accessible tourism, also developed access to decentralised and rural areas, further developing already existing accessible offers. • Orientation towards accessible tourism and awareness raising of need of accessible tourism. • State and local communities/specialised tourist agencies to be

		<ul style="list-style-type: none"> The countries offering ATF services will gain an additional competitive advantage as their 	<ul style="list-style-type: none"> To have more accessible tourist destinations, to better understand accessibility's 		responsible for (scope) work of ATF.
Topic	Austria	Cyprus	Greece	Portugal	Slovenia
Legal Framework of ATF		<p>touristic product will be enriched. On European level, Europe will be able to claim a higher % of the international accessible tourism.</p>	<p>importance → new career opportunity.</p> <ul style="list-style-type: none"> Advantages for all parties in further developing accessible tourism (i.e. municipalities, museums, tour operators, associations of people with disabilities, etc.). Ideally, local authorities as well as ATFs as freelancers shall be in charge of the ATF. <p>Suggestion: one authority should be</p>		

providing supervision
and guidance regarding
accessibility

Topic	Austria	Cyprus	Greece	Portugal	Slovenia
Interview samples	Interview sample: 30 interviews <ul style="list-style-type: none"> 15 representatives of tourism stakeholders 9 representatives of local/regional authorities/association 3 adult education trainers 3 human resource experts Time: 04th January 2021 – 25th February 2021 Interviews were conducted online, per telephone; only a few in face-to-face-settings. 	Interview sample I: 18 interviews <ul style="list-style-type: none"> 6 local/regional tourism authorities (e.g. tourism boards, local governments) 4 tourism professional associations (tourist agencies, tourist guides, etc.) 8 tourist agencies 12 interviews were conducted in writing, 6 were conducted online. Time: 14th January 2021 – 22nd February 2021 	Interview sample: 24 interviews <ul style="list-style-type: none"> 12 representatives of tourism stakeholders 12 representatives of local/regional authority were interviewed Some representatives were identified as answering with more than 1 respondent as they represent a twofold role, namely both as a tourism stakeholder and as local/regional authority (e.g. Chambers, Region of Central Macedonia). All interviews were conducted online (via Skype, Zoom, MS 	Interview sample 30 interviews <ul style="list-style-type: none"> 18 representatives of tourism stakeholders (e.g. tourism activities/animation, SMEs, hotels, etc.) 12 representatives of local/regional authority (e.g. municipalities, etc.) All interviews and questionnaires (google form – participants could access through the link on the email invitation) were conducted online. Time: 4th January 2021 – 2nd March 2021 	Interview sample I: 24 interviews <ul style="list-style-type: none"> 17 representatives of tourism stakeholders 7 representatives of local authorities Most interviews were conducted as written questionnaires. Time: 15th December 2020 – 28th February 2021

Topic	Austria	Cyprus	Greece	Portugal	Slovenia
Interview samples		Interview sample II: 7 interviews <ul style="list-style-type: none"> 7 entities from public and private sector related to tourism, covering different roles/interests. 5 interviews were conducted in writing, 2 were conducted online Time: December 2020 – March 2021 	Teams), some questionnaires were conducted via email, providing clarification to interviewees if needed. <ul style="list-style-type: none"> Time: 11th January 2021– 5th March 2021 		Interview sample II: 17 interviews <ul style="list-style-type: none"> 13 representatives of tourism stakeholders 4 representatives of local authorities 8 interviews were conducted online via Zoom, 9 interviews in written form sent by email. Time: 25th January 2021 – 12th February 2021

Topic	Austria	Cyprus	Greece	Portugal	Slovenia
Focus Group	Focus Group I	Focus Group I	Focus Group I	Focus Groups	Focus Group I – INUK
	<ul style="list-style-type: none"> 7 representatives (1 advisor on personnel and integration issues, 1 director of a Viennese city hotel, 1 tourism expert, 1 advisor for disability issues, 1 trainee in tourism, 2 experts from BEST) Time: 1st March 2021 – 3rd March 2021 	<ul style="list-style-type: none"> 7 representatives (3 travel operators, 2 tourism stakeholders, 1 local authority, 1 representative for accessible travelling) Time: 3rd March 2021 	<ul style="list-style-type: none"> 6 representatives of stakeholders and local/regional authority members Time: 16th of March 2021 (online via Zoom) 	<ul style="list-style-type: none"> 8 representatives (of 6 organisations of tourism sector, covering different roles/interests in the tourism sector, including: 1 regional authority 1 national authority 1 educational institution in the tourism sector 1 agency promoting accessible tourism 1 tourist entertainment company) Time: 29th March 2021 (online format) 	<ul style="list-style-type: none"> 8 representatives (4 of local/regional authorities, 2 PWD stakeholders who work in accessible tourism, 2 tour guides) Time: 17th March 2021 (online via Zoom) <p>Focus Group I – SŠGT</p> <ul style="list-style-type: none"> 7 representatives (students of tourism) Time: 17th March 2021 (online via Zoom)

Topic	Austria	Cyprus	Greece	Portugal	Slovenia
Focus Group	Focus Group II	Focus Group II	Focus Group II		Focus Group II - INUK
	<ul style="list-style-type: none"> 7 representatives (1 tour operator, 1 sales manager, 1 tourism patronage 1 advisor for disability issues in tourism 1 travel manager 1 travel assistant 1 travel expert Time: 8th March 2021 – 10th March 2021 	<ul style="list-style-type: none"> 4 representatives (including 3 representatives of tourism stakeholders, 1 organisation for persons with disability Time: 23rd March 2021 	<ul style="list-style-type: none"> 6 representatives of stakeholders and local/regional authority members Time: 19th March 2021 (online via Zoom) 		<ul style="list-style-type: none"> 7 representatives (4 of local/regional authorities, 2 representatives of a travel agency specialized in accessible tourism, 1 tour guide) Time: 18th March 2021 (online via Zoom) <p>Focus Group II – SŠGT</p> <ul style="list-style-type: none"> 5 representatives (tourism stakeholders) Time: 18th March 2021 (online via Zoom)

Topic	Austria	Cyprus	Greece	Portugal	Slovenia
Additional findings (e.g. from other/desktop research)	Depending on the stakeholder's scope of work, focus was laid on slightly different issues, however, except for legal framework and educational qualification to develop the job of an ATF, there was a broad consensus on requirements for future ATF.	Idea of new professional service was welcomed. Almost all acknowledged the market need for an ATF service to support the efforts to obtain a larger accessible tourism market share. Growing interest / need in profession of ATF, also in terms of elderly people, who are limited in terms of mobility, but would like to travel accessibly (e.g. senior tourism for elderly people → needs)	Different stakeholders tend to argue/make suggestions based on their needs (e.g. tourist stakeholders want everything to be under the tourist agencies "umbrella", social workers have as a most important priority for ATFs to have a basic medical background, while stakeholders from accessibility organisations prefer the ATF qualification to be open for all to enter, and specialised afterwards). Some interviewees suggested that the term "people with special needs" is outdated, therefore using "people with disabilities" is	Growing interest / need in profession of ATF, also in terms of elderly people , who are limited in terms of mobility, but would like to travel accessibly (e.g. senior tourism for elderly people → needs). It is important to define the threshold of intervention of the ATF, this is the only way to define the ATFs professional profile and understand the kind of competences needed. Policy makers need to be actively involved in this process (to reduce mistrust on behalf of companies).	Different stakeholders have different interpretations of ATF job profile. People who already work in accessible tourism (some of them also have disabilities) and have experience working in this field understand the job of an Accessible Tourism Facilitator more as a profession which could be done also by PWDs. They think it is important to include them in the process as they have first-hand experience with the obstacles that a disabled person faces when for example a tourism infrastructure is not accessible with a wheelchair. ATF does not necessarily have to be a tour guide, but rather someone

Topic	Austria	Cyprus	Greece	Portugal	Slovenia
Additional findings (e.g. from other/desktop research)			recommended and seems to be most widely accepted.		who advises the tourism providers how they should adjust their tourist infrastructures and trails in order to make them more accessible for everyone.

