



**NEXT TOURISM  
GENERATION  
ALLIANCE**

**SURVEY  
REPORT**

**UNITED KINGDOM**

**MAY 2019**

**NKA2: COOPERATION FOR INNOVATION AND THE EXCHANGE OF GOOD PRACTICES -  
SECTOR SKILLS ALLIANCES - CALL: EACEA/04/2017**



Co-funded by the  
Erasmus+ Programme  
of the European Union

## Survey Country Report for United Kingdom

<b>Number of responses for Country:</b>	<b>233</b>
<b>Number of responses per sector:</b>	
Visitor Attractions:	<b>45</b>
F&B:	<b>46</b>
Accommodations:	<b>87</b>
Travel Agencies / Tour Operators:	<b>29</b>
Destination Management Organizations:	<b>26</b>

### Purpose of the Country Survey Report

- The key trends should be extracted from the country survey results (as prepared by University of Alicante) to establish how each sector is responding to the skill sets, highs, lows, current and future level of proficiency in digital, environmental, social and soft skills sets.
- Please ensure that an explanation and discussion for the results is according to the different sectors.
- Where are the gaps in the current and future level of proficiency in environmental, social and digital levels of proficiency across the 5 sectors and overall? Please make comments on specific shortages or excellent/good proficiency in environmental skills and what are the areas of significant weakness?
- Another goal of this report is to get an overview of current and future training provision types for the different skills sets.
- Template should be completed for each of the five sectors

Always ensure that you reflect the Sector in order for the results to be useful for the next stages of the project as we move into the Skills Matrix phase of the NTG project.

## Sectors:

- Visitor Attractions – Historic Buildings, Heritage Centre, Museum/Art Gallery; Place of worship; theatre/Cinema/Leisure/Theme Park; Park/Gardens; Wildlife Attractions/Zoo; Retail; Other
- Food and Beverage – Café; Restaurant; Bar/Pub; Distillery; Brewery; Other
- Accommodation – Hotel; Guesthouse/B&B; Self-catering/apartments; Hostel; Caravan/Camping; Other
- Destination Management – Destination Management Organisation; National Tourism Organisation; Regional Tourism Organisation; City Tourism Organisation; Protected Area Organisation
- Tour Operators – Travel Agency; Tour operator; both

# Contents

<b>1. VISITOR ATTRACTIONS</b> .....	4
Environmental Skills.....	4
Personal, Communication and Diversity Skills .....	5
Digital Skills .....	9
<b>2. DESTINATION MANAGEMENT ORGANIZATIONS</b> .....	11
Environmental Skills.....	11
Personal, Communication and Diversity Skills .....	13
Digital Skills .....	16
<b>3. TRAVEL AGENCIES / TOUR OPERATORS</b> .....	18
Environmental Skills.....	18
Personal, Communication and Diversity Skills .....	19
Digital Skills .....	23
<b>4. FOOD &amp; BEVERAGE</b> .....	25
Environmental Skills.....	25
Personal, Communication and Diversity Skills .....	26
Digital Skills .....	30
<b>5. ACCOMMODATIONS</b> .....	32
Environmental Skills.....	32
Personal, Communication and Diversity Skills .....	34
Digital Skills .....	37

## 1. VISITOR ATTRACTIONS

Environmental Skills	
Current Level of Proficiency. Three most and three least proficient	<p>Most:</p> <ol style="list-style-type: none"> <li>1. Knowledge of climate change (3.42)</li> <li>2. Promotion of environmentally friendly activities and products (3.31)</li> <li>3. Ability to minimise the use and maximise efficiency of energy and water consumption (3.09)</li> </ol> <p>Least:</p> <ol style="list-style-type: none"> <li>1. Conservation of biodiversity (2.69)</li> <li>2. Promotion of sustainable form of transport (2.82)</li> <li>3. Ability to manage waste, sewage, recycling and composting (3.07)</li> </ol>
Future level of proficiency in 2030. Three most and three least proficient.	<p>Most:</p> <ol style="list-style-type: none"> <li>1. Promotion of environmentally friendly activities and products (4.02)</li> <li>2. Knowledge of climate change (3.82)</li> <li>3. Promotion of sustainable form of transport / Ability to minimise the use and maximise efficiency of energy and water consumption (3.64)</li> </ol> <p>Least:</p> <ol style="list-style-type: none"> <li>1. Conservation of biodiversity (3.36)</li> <li>2. Ability to manage waste, sewage, recycling and composting (3.58)</li> <li>3. -</li> </ol>
Training Provision for these skills?	24.4% of the responding visitor attraction organisations provide their employees with training in relation to environmental skills.
Most popular/ three main types of training	17.8% provide on-the-job training, 13.3% offer one day on-site training by an external provider and 6.7% have online courses related to environmental management available to employees.

<p><i>Please write below this table several paragraphs with explanation and evaluation of the following points:</i></p> <ul style="list-style-type: none"> <li>• Summarise the main reasons why businesses in this sector do <i>not</i> provide Environmental Mgt Training:</li> <li>• Please evaluate why some environmental skills may be considered less important</li> <li>• Please provide comments on overall responses on Environmental Skills Development for this Sector</li> <li>• Evaluate the most important types of training provision and evaluate why some type of training are less important</li> <li>• Provide an overall summary of main points and issues in this sector related to environmental skills</li> </ul>	

Current environmental skills for the visitor attractions industry (3.07) are slightly lower compared to both the UK (3.08) and the EU (3.16). Across the industry, Wales scores higher than the other UK nations in terms of current (3.24) and future (3.74) environmental skills levels. Current environmental skills levels in England are particularly low at only 1.92.

Current strong skills are knowledge of climate change (3.42) and the promotion of environmentally friendly activities and products (3.31). Weaker areas include Conservation of biodiversity (2.69) and the promotion of sustainable forms of transport (2.82). Skills predicted to be important in 2030 are in particular the promotion of environmentally friendly activities and products (4.02) and knowledge of climate change (3.82).

The largest gaps between current and future skills levels is for promotion of sustainable forms of transport (29.08%) followed by conservation of biodiversity (24.91%) and promotion of environmentally friendly activities and products (21.45%).

It is possible that the reasons for the conservation of biodiversity being considered the least proficient skill is that it is outside the remit of the responding organisations. In relation to why training on environmental management is not being provided, organisations stated that these skills were not considered part of their strategic focus. Some organisations had no permanent employees, only volunteers or consultants and therefore did not provide training. Others lacked funding however some organisations felt that environmental management is an area that will receive more focus in the near future and that training therefore might become more common-place.

Personal, Communication and Diversity Skills	
Current Level of Proficiency. Three most	PERSONAL SKILLS - Most: 1. Initiative and commitment (4.11)

<p>and three least proficient per category</p>	<p>2. Customer orientation (4.11) 3. Willingness to learn and perform (4.11)</p> <p>PERSONAL SKILLS - Least: 1. Willingness to change (3.78) 2. Promoting a positive work environment (3.8) 3. Creativity (3.89)</p> <p>COMMUNICATION SKILLS– Most: 1. Oral communication skills (3.89) 2. Skills related to awareness of local custom (3.84) 3. Skills related to cultural awareness and expression (3.78)</p> <p>COMMUNICATION SKILLS– Least: 1. Ability to speak foreign languages (2.51) 2. Skills related to intercultural host-guest understanding and respect (3.18) 3. Active listening skills (3.69)</p> <p>DIVERSITY SKILLS– Most: 1. Age-related accessibility skills (3.84) 2. Gender equality skills (3.78) 3. Skills related to disabilities and appropriate infrastructure (3.58)</p> <p>DIVERSITY SKILLS– Least: 1. Skills related to diversity in religious beliefs (3.07) 2. Diets and allergy needs skills (3.56) 3. -</p>
<p>Future level of proficiency in 2030. Three most and three least proficient.</p>	<p>PERSONAL - Most: 1. Customer orientation (4.44) 2. Ethical conducts and respect (4.38) 3. Promoting a positive work environment / Willingness to learn and perform (4.36)</p>

	<p>PERSONAL - Least:</p> <ol style="list-style-type: none"> <li>1. Problem solving (4.2)</li> <li>2. Initiative and commitment / Willingness to change / Creativity (4.29)</li> <li>3. -</li> </ol> <p>COMMUNICATION – Most:</p> <ol style="list-style-type: none"> <li>1. Oral communication skills (4.31)</li> <li>2. Skills related to cultural awareness and expression (4.27)</li> <li>3. Skills related to awareness of local customs (4.24)</li> </ol> <p>COMMUNICATION – Least:</p> <ol style="list-style-type: none"> <li>1. Ability to speak foreign languages (3.42)</li> <li>2. Skills related to intercultural host-guest understanding and respect (3.84)</li> <li>3. Written communication skills (4.16)</li> </ol> <p>DIVERSITY– Most:</p> <ol style="list-style-type: none"> <li>1. Age-related accessibility skills (4.33)</li> <li>2. Gender equality skills (4.27)</li> <li>3. Skills related to disabilities and appropriate infrastructure (4.18)</li> </ol> <p>DIVERSITY– Least:</p> <ol style="list-style-type: none"> <li>1. Skills related to diversity in religious beliefs (3.8)</li> <li>2. Diet and allergy needs skills (3.96)</li> <li>3. -</li> </ol>
Training Provision for Social Skills	51.1% of responding organisation offer social skills training to their employees. This is higher than the UK average of 45.4%.
Most popular/ three main types of training for social skills	33.3% offer on-the-job training, 26.7% provide one day on-site training by external provider and 20% have online training available to staff.



	<p><i>Please write below this table several paragraphs with explanation and evaluation of the following points:</i></p> <ul style="list-style-type: none"> <li>• Summarise the main reasons why businesses in this sector do <i>not</i> provide Social Skills Training:</li> <li>• Please provide comments on overall responses on Social Skills Development for this Sector</li> <li>• Evaluate why other skills may be considered as less important</li> <li>• Evaluate the most important types of training provision and evaluate why some type of training are less important</li> <li>• Provide an overall summary of main points and issues in this sector</li> </ul>
--	--

The current communication (3.52) and diversity skills (3.57) for the visitor attractions industry are slightly lower than the European average (3.72 and 3.6) apart from the personal skills score which is the same for both at 3.97. In terms of forecast skills scores, again the visitor attractions industry scores lower than the European and UK averages.

Looking across the UK nations, personal skills are particularly high in Wales with 4.01 for current skills and 4.38 for future skills. Current personal skills in Northern Ireland stands at only 3.68. Communication skills scores are fairly uniform across the nations however when it comes to diversity skills, England excels with 3.95 for current skills and 4.60 for future skills.

The visitor attractions industry as a whole, scores high on initiative and commitment as well as on customer orientation (both 4.11) however scores are fairly low when it comes to the ability to speak foreign languages (2.51) and skills related to diversity in religious beliefs (3.07). In 2030, skills around customer orientation (4.44) and ethical conduct and respect (4.38) are predicted to be fairly high. The gap between current and future skill levels is highest for the ability to speak foreign languages (36.25%).

The reason for some organisations not offering social skills training to employees centre around lack of need in that staff are employed because of their existing social skills. Some organisations also mentioned lack of funding for training being an issue.

Digital Skills	
Current Level of Proficiency. Three most and three least proficient	<p>Most:</p> <ol style="list-style-type: none"> <li>1. Operating System use (3.78)</li> <li>2. Microsoft Office skills (3.73)</li> <li>3. Online marketing and communication skills (3.47)</li> </ol> <p>Least:</p> <ol style="list-style-type: none"> <li>1. Artificial Intelligence and robotics skills (1.51)</li> <li>2. Skills related to applying digital hardware technologies (1.89)</li> <li>3. Computer programming skills (2.13)</li> </ol>
Future level of proficiency in 2030. Three most and three least proficient.	<p>Most:</p> <ol style="list-style-type: none"> <li>1. Online marketing and communication skills (4.31)</li> <li>2. Social Media skills (4.2)</li> <li>3. Operating System use / Microsoft Office skills (4.11)</li> </ol> <p>Least:</p> <ol style="list-style-type: none"> <li>1. Artificial Intelligence and robotics skills (2.56)</li> <li>2. Computer programming (2.89)</li> <li>3. Skills related to applying digital hardware technologies (3.22)</li> </ol>
Training Provision for digital skills?	62.2% responding organisation offer digital skills training to their employees. This is higher than the UK average of 54.1%.
Most popular/ three main types of training for digital skills	46.7% offer on-the-job training, 26.7% provide one day on-site training by external provider and 24.4% hold several days on-site training by external providers.
<p>Please write below this table several paragraphs with explanation and evaluation of the following points</p> <ul style="list-style-type: none"> <li>• Summarise the main reasons why businesses in this sector do <i>not</i> provide Digital Skills Training</li> </ul>	

- Please provide comments on overall responses on Digital Skills Development for this Sector and which are the least predominant skills and which digital skills are considered the most proficient
- Evaluate why other digital skills may be considered as less important
- Evaluate the most popular types of digital training provision and evaluate why some type of digital training are less important
- Provide an overall summary of main points and issues in this sector related to digital skills

The mean score for current digital skills in the visitor attraction industry is 2.98; this is lower than both the EU and UK (3.02). Current digital skill levels are particularly low in England (2.69) compared to the other UK nations.

Looking at specific digital skills, current skill levels in terms of Artificial Intelligence and Robotics are particularly low (1.51) however the workforce is currently performing fairly well when it comes to operating system use skills (3.78) and Microsoft Office skills (3.73). In the future, digital skill levels will be particularly strong when it comes to operating system use skills and Microsoft Office skills (both 4.11). Artificial Intelligence and robotics skills (2.56) and Computer programming skills are predicted to be fairly low (2.89). Skill levels are expected to rise in particular for skills related to applying digital hardware technologies (+70.37%) and Artificial Intelligence and robotics skills (+69.54%).

It is likely that the reason for Artificial Intelligence and Robotics skills being particularly low is that this technology is relatively new and that there might not be clear reasons for why responding organisations should make use of these skills. It could also be that these skills are viewed as specialist and therefore could be outsourced to IT experts.

Reasons for not providing digital skills training include relevant knowledge already being in place and that this type of knowledge was not required. Other organisations stated that this type of training will be offered in the future.

**-- END OF VISITOR ATTRACTIONS SECTION --**

## 2. DESTINATION MANAGEMENT ORGANIZATIONS

Environmental Skills	
Current Level of Proficiency. Three most and three least proficient	<p>Most:</p> <ol style="list-style-type: none"> <li>1. Knowledge of climate change (3.69)</li> <li>2. Promotion of environmentally friendly activities and products (3.62)</li> <li>3. Promotion of sustainable forms of transport (3.42)</li> </ol> <p>Least:</p> <ol style="list-style-type: none"> <li>1. Conservation of biodiversity (3.12)</li> <li>2. Ability to minimise the use and maximise the efficiency of energy and water consumption (3.23)</li> <li>3. Ability to manage waste, sewage, recycling and composting (3.31)</li> </ol>
Future level of proficiency in 2030. Three most and three least proficient.	<p>Most:</p> <ol style="list-style-type: none"> <li>1. Knowledge of climate change (4.19)</li> <li>2. Promotion of environmentally friendly activities and products (4.12)</li> <li>3. Promotion of sustainable forms of transport (4)</li> </ol> <p>Least:</p> <ol style="list-style-type: none"> <li>1. Conservation of biodiversity (3.73)</li> <li>2. Ability to manage waste, sewage, recycling and composting (3.77)</li> <li>3. Ability to minimise the use and maximise the efficiency of energy and water consumption (3.88)</li> </ol>
Training Provision for these skills?	46.2% of the responding destination management organisations provide their employees with training in relation to environmental skills. This is higher than the UK average of 32.2%.
Most popular/ three main types of training	42.3% provide on-the-job training, 23.1% offer online courses and 19.2% hold one day on-site training by external providers.

*Please write below this table several paragraphs with explanation and evaluation of the following points:*

- Summarise the main reasons why businesses in this sector do *not* provide Environmental Mgt Training:
- Please evaluate why some environmental skills may be considered less important
- Please provide comments on overall responses on Environmental Skills Development for this Sector
- Evaluate the most important types of training provision and evaluate why some type of training are less important
- Provide an overall summary of main points and issues in this sector related to environmental skills

The current skill levels in terms of environmental skills is fairly high across the destination management industry (3.40) compared to both the UK (3.08) and the EU (3.16) mean scores. In Scotland these skill levels are particularly high (4.0) compared to the rest of the UK nations.

Knowledge of climate change (3.69), promotion of environmentally friendly activities and products (3.62) as well as promotion of sustainable forms of transport (3.42) score particularly high in terms of current skill levels.

The highest predicted skill levels in 2030 are knowledge of climate change (4.19) and promotion of environmentally friendly activities and products (4.12). Weaker areas are conservation of biodiversity (3.73) and the ability to manage waste, sewage, recycling and composting (3.77). The gap between current and future skill levels are highest for minimising the use and maximising efficiency of energy and water consumption (20.12%) as well as for conservation of biodiversity (19.55%).

The reasons for organisations not providing training in regards to environmental management skills relate to a lack of training budgets as well as these skills being viewed as outside the remit of the responding organisations.

Personal, Communication and Diversity Skills	
Current Level of Proficiency. Three most and three least proficient per category	<p><b>PERSONAL SKILLS - Most:</b></p> <ol style="list-style-type: none"> <li>1. Initiative and commitment (4.23)</li> <li>2. Customer orientation / Willingness to change (4.19)</li> <li>3. Willingness to learn and to perform (4.15)</li> </ol> <p><b>PERSONAL SKILLS - Least:</b></p> <ol style="list-style-type: none"> <li>1. Creativity (4)</li> <li>2. Willingness to change (4.08)</li> <li>3. Promoting a positive work environment (4.12)</li> </ol> <p><b>COMMUNICATION SKILLS– Most:</b></p> <ol style="list-style-type: none"> <li>1. Oral communication skills / Active listening skills/ Skills related to cultural awareness and expression/ Skills related to awareness of local customs (4)</li> <li>2. -</li> <li>3. -</li> </ol> <p><b>COMMUNICATION SKILLS– Least:</b></p> <ol style="list-style-type: none"> <li>1. Ability to speak foreign languages (2.81)</li> <li>2. Skills related to intercultural host-guest understanding and respect (3.58)</li> <li>3. Written communication skills (3.92)</li> </ol> <p><b>DIVERSITY SKILLS– Most:</b></p> <ol style="list-style-type: none"> <li>1. Age-related accessibility skills (3.88)</li> <li>2. Gender equality skills (3.77)</li> <li>3. Skills related to disabilities and appropriate infrastructure (3.62)</li> </ol> <p><b>DIVERSITY SKILLS– Least:</b></p> <ol style="list-style-type: none"> <li>1. Diets and allergy needs skills (3.35)</li> <li>2. Skills related to diversity in religious beliefs (3.58)</li> <li>3. -</li> </ol>

<p>Future level of proficiency in 2030. Three most and three least proficient.</p>	<p>PERSONAL - Most:</p> <ol style="list-style-type: none"> <li>1. Customer orientation / Ethical conduct and respect / Promoting a positive working environment / Willingness to learn and perform (4.62)</li> <li>2. Problem solving (4.58)</li> <li>3. -</li> </ol> <p>PERSONAL - Least:</p> <ol style="list-style-type: none"> <li>1. Initiative and commitment / Willingness to change / Creativity (4.54)</li> <li>2. -</li> <li>3. -</li> </ol> <p>COMMUNICATION – Most:</p> <ol style="list-style-type: none"> <li>1. Oral communication skills / Active listening skills (4.46)</li> <li>2. Written communication skills / Skills related to cultural awareness and expression / Skills related to awareness of local custom (4.42)</li> <li>3. -</li> </ol> <p>COMMUNICATION – Least:</p> <ol style="list-style-type: none"> <li>1. Ability to speak foreign languages (3.58)</li> <li>2. Skills related to intercultural host-guest understanding and respect (3.96)</li> <li>3. -</li> </ol> <p>DIVERSITY – Most:</p> <ol style="list-style-type: none"> <li>1. Gender equality skills / Age-related accessibility skills / Skills related to disabilities and appropriate infrastructure (4.27)</li> <li>2. -</li> <li>3. -</li> </ol> <p>DIVERSITY – Least:</p> <ol style="list-style-type: none"> <li>1. Skills related to diversity in religious beliefs (4.15)</li> <li>2. Diets and allergy need skills (4.23)</li> <li>3. -</li> </ol>
--	--

Training Provision for Social Skills	65.4% of responding organisation offer social skills training to employees. This is higher than the UK average of 45.5%.
Most popular/ three main types of training for social skills	57.7% provide on-the-job training, 34.6% offer online courses and equally, 34.6% hold one day on-site training by external providers.
<p><i>Please write below this table several paragraphs with explanation and evaluation of the following points:</i></p> <ul style="list-style-type: none"> <li>• Summarise the main reasons why businesses in this sector do <i>not</i> provide Social Skills Training:</li> <li>• Please provide comments on overall responses on Social Skills Development for this Sector</li> <li>• Evaluate why other skills may be considered as less important</li> <li>• Evaluate the most important types of training provision and evaluate why some type of training are less important</li> <li>• Provide an overall summary of main points and issues in this sector</li> </ul>	

The Destination Management industry currently has fairly high levels of social skills as personal skills (4.14), communication skills (3.76) and diversity skills (3.65) as all score higher than the respective EU means. In England and Northern Ireland, personal skill levels are fairly high at 4.75 and 4.72 respectively.

Strong current social skills across the Destination Management industry are customer orientation, ethical conduct and respect, promoting a positive working environment and willingness to learn and perform (all 4.62) initiative and commitment (4.23), customer orientation (4.19) and ethical conduct and respect (4.19). Weaker skills include the ability to speak foreign languages (2.81) and diets and allergy needs skills (3.35).

Strong future skills are predicted to be customer orientation, ethical conduct and respect, promoting a positive work environment and willingness to learn and perform (all 4.62). Weaker future skills are forecast to be the ability to speak foreign languages (3.58) and skills related to intercultural host-guest understanding and respect (3.96). The gaps between current and future skill levels are fairly low across all specific social skills – around 10% apart from the ability to speak foreign languages (27.4%) and diets and allergy needs skills (26.27%).

The reason for why some organisations do not provide social skills training to employees were cited as the businesses being too small to accommodate training as well as lack of training budgets.



Digital Skills	
Current Level of Proficiency. Three most and three least proficient	<p>Most:</p> <ol style="list-style-type: none"> <li>1. Operating System use (3.88)</li> <li>2. Microsoft Office skills (3.77)</li> <li>3. Social media skills (3.73)</li> </ol> <p>Least:</p> <ol style="list-style-type: none"> <li>1. Artificial Intelligence and robotics skills (1.96)</li> <li>2. Skills related to applying digital hardware technologies (2.23)</li> <li>3. Computer programming skills (3)</li> </ol>
Future level of proficiency in 2030. Three most and three least proficient.	<p>Most:</p> <ol style="list-style-type: none"> <li>1. Social media skills (4.46)</li> <li>2. Skills to monitor online reviews / operating system use skills / Microsoft Office skills (4.27)</li> <li>3. Skills to adjust digital equipment / Data analytics, business intelligence, big data skills (4.15)</li> </ol> <p>Least:</p> <ol style="list-style-type: none"> <li>1. Artificial Intelligence (AI) and robotics skills (3.38)</li> <li>2. Computer programming skills (3.46)</li> <li>3. Skills related to applying digital hardware technologies (3.85)</li> </ol>
Training Provision for digital skills?	76.9% of responding organisations in the destination management sector offer digital skills training to employees. This is higher than the UK average of 54.1%.
Most popular/ three main types of training for digital skills	65.4% provide on-the-job training, 42.3% offer online courses and 38.5% hold one day on-site training by external providers.
<i>Please write below this table several paragraphs with explanation and evaluation of the following points</i>	

- Summarise the main reasons why businesses in this sector do *not* provide Digital Skills Training
- Please provide comments on overall responses on Digital Skills Development for this Sector and which are the least predominant skills and which digital skills are considered the most proficient
- Evaluate why other digital skills may be considered as less important
- Evaluate the most popular types of digital training provision and evaluate why some type of digital training are less important
- Provide an overall summary of main points and issues in this sector related to digital skills

Digital skills across the Destination Management industry are fairly high (3.24) compared to both the UK and the EU (both 3.02). Digital skills in Scotland (2.69) are rather low when compared to the other UK nations.

Particularly strong skills across the industry centre on operating systems skills (3.88) and Microsoft Office skills (3.77). However, skills are lower when it comes to Artificial Intelligence and robotics skills (1.96) and applying digital hardware technologies (2.23). It is possible that the reason for these skills being low is that work related to digital hardware technologies might be outsourced or dealt with by an in-house specialist rather than there being a need for the entire workforce to hold these skills. It could also be that Artificial Intelligence and robotics skills are viewed as fairly new technology and organisations might struggle to see a clear use of these at this point in time.

Predicted strong skills are social media skills (4.46), operating system skills, Microsoft Office skills and skills to monitor online reviews (all 4.27). Predicted low skills centre on Artificial Intelligence and robotics skills (3.38) and computer programming skills (3.46). The skills gaps between current and future skills are highest when it comes to skills related to applying digital hardware technologies (72.65%), Artificial Intelligence and robotics (72.45%) and data analytics, business intelligence, big data skills (36.51%).

The reasons for digital skills training not being offered by some organisations centre on the lack of training budget, the small size of the businesses and in one instance, use of digital and social media not being encouraged by the wider organisation.

**-- END OF DESTINATION MANAGEMENT SECTION --**

### 3. TRAVEL AGENCIES / TOUR OPERATORS

Environmental Skills	
Current Level of Proficiency. Three most and three least proficient	<p>Most:</p> <ol style="list-style-type: none"> <li>1. Knowledge of climate change (3.34)</li> <li>2. Promotion of environmentally friendly activities and products (3.28)</li> <li>3. Promotion of sustainable forms of transport (3.07)</li> </ol> <p>Least:</p> <ol style="list-style-type: none"> <li>1. Conservation of biodiversity (2.55)</li> <li>2. Ability to manage waste, sewage, recycling and composting (2.86)</li> <li>3. Ability to minimise the use and maximise efficiency of energy and water consumption (2.9)</li> </ol>
Future level of proficiency in 2030. Three most and three least proficient.	<p>Most:</p> <ol style="list-style-type: none"> <li>1. Knowledge of climate change (3.97)</li> <li>2. Promotion of environmentally friendly activities and products (3.93)</li> <li>3. Promotion of sustainable forms of transport (3.9)</li> </ol> <p>Least:</p> <ol style="list-style-type: none"> <li>1. Conservation of biodiversity (3.17)</li> <li>2. Ability to manage waste, sewage, recycling and composting (3.24)</li> <li>3. Ability to minimise the use and maximise efficiency of energy and water consumption (3.34)</li> </ol>
Training Provision for these skills?	17.2% of responding travel agencies/tour operators provide environmental skills training to employees. This is lower than the UK average of 32.2%.
Most popular/ three main types of training	17.2% provide on-the-job training, 6.9% hold one day on-site training by external providers and 3.4% of responding organisations state that they offer one day on-site training by external provider, several days off-site training by external provider and through Continued Professional Development (CPD).

Please write below this table several paragraphs with explanation and evaluation of the following points:

- Summarise the main reasons why businesses in this sector do *not* provide Environmental Mgt Training:
- Please evaluate why some environmental skills may be considered less important
- Please provide comments on overall responses on Environmental Skills Development for this Sector
- Evaluate the most important types of training provision and evaluate why some type of training are less important
- Provide an overall summary of main points and issues in this sector related to environmental skills

The environmental skill levels for the travel agent and tour operator industry (3.0) is lower than the overall average for the UK (3.08) as well as for the EU (3.16). In Northern Ireland the average for the industry is only 1.33. In England, promotion of sustainable forms of transport and promotion of environmentally friendly activities and products score fairly high at 3.6.

Across the UK, knowledge of climate change (3.34) and promotion of environmentally friendly activities and products (3.28) score fairly high with conservation of biodiversity (2.55) and ability to manage waste, sewage, recycling and composting (2.86) being the skills the industry lack the most.

In the future, skills surrounding knowledge of climate change (3.97) and promotion of environmentally friendly activities and products are predicted to be the highest (3.93). However, skills related to conservation of biodiversity are predicted to be fairly low in 2030 (3.17). There is an approximate 20% gap between current skill levels and predicted skills levels for 2030.

The reason given by some employees for not providing training on environmental management skills include lack of training budget, the skills either not being a priority or considered being outside the remit of the organisation.

Personal, Communication and Diversity Skills	
Current Level of Proficiency. Three most	PERSONAL SKILLS - Most: 1. Customer orientation (4.59) 2. Willingness to learn and to perform (4.45)

<p>and three least proficient per category</p>	<p>3. Ethical conduct and respect (4.41)</p> <p>PERSONAL SKILLS - Least:</p> <ol style="list-style-type: none"> <li>1. Creativity (4.21)</li> <li>2. Problem solving (4.28)</li> <li>3. Willingness to change (4.31)</li> </ol> <p>COMMUNICATION SKILLS– Most:</p> <ol style="list-style-type: none"> <li>1. Oral communication skills (4.52)</li> <li>2. Skills related to awareness of local customs (4.34)</li> <li>3. Active listening skills (4.28)</li> </ol> <p>COMMUNICATION SKILLS– Least:</p> <ol style="list-style-type: none"> <li>1. Ability to speak foreign languages (2.34)</li> <li>2. Skills related to intercultural host-guest understanding and respect (3.79)</li> <li>3. Skills related to cultural awareness and expression (3.83)</li> </ol> <p>DIVERSITY SKILLS– Most:</p> <ol style="list-style-type: none"> <li>1. Age-related accessibility skills (3.84)</li> <li>2. Gender equality skills (3.78)</li> <li>3. Diets and allergy needs skills (3.66)</li> </ol> <p>DIVERSITY SKILLS– Least:</p> <ol style="list-style-type: none"> <li>1. Skills related to diversity in religious beliefs (3.1)</li> <li>2. Skills related to disabilities and appropriate infrastructure (3.55)</li> <li>3. -</li> </ol>
<p>Future level of proficiency in 2030. Three most and three least proficient .</p>	<p>PERSONAL - Most:</p> <ol style="list-style-type: none"> <li>1. Willingness to learn and to perform (4.86)</li> <li>2. Promoting a positive work environment (4.83)</li> <li>3. Willingness to change / Customer orientation (4.79)</li> </ol> <p>PERSONAL - Least:</p>

	<ol style="list-style-type: none"> <li>1. Problem solving / Initiative and commitment (4.66)</li> <li>2. Ethical conduct and respect (4.69)</li> <li>3. Creativity (4.76)</li> </ol> <p>COMMUNICATION – Most:</p> <ol style="list-style-type: none"> <li>1. Skills related to awareness of local customs (4.86)</li> <li>2. Oral communication skills (4.79)</li> <li>3. Active listening skills (4.76)</li> </ol> <p>COMMUNICATION – Least:</p> <ol style="list-style-type: none"> <li>1. Ability to speak foreign languages (3.62)</li> <li>2. Written communication skills / Skills related to intercultural host-guest understanding and respect (4.55)</li> <li>3. Skills related to cultural awareness and expression (4.72)</li> </ol> <p>DIVERSITY– Most:</p> <ol style="list-style-type: none"> <li>1. Gender equality skills (4.34)</li> <li>2. Skills related to disabilities and appropriate infrastructure (4.31)</li> <li>3. Age-related accessibility skills (4.28)</li> </ol> <p>DIVERSITY– Least:</p> <ol style="list-style-type: none"> <li>1. Skills related to diversity in religious beliefs (4.1)</li> <li>2. Diets and allergy needs skills (4.21)</li> <li>3. -</li> </ol>
Training Provision for Social Skills	24.1% of respondents provide their employees with social skills training. This is lower than the UK average of 45.5%.
Most popular/ three main types of training for social skills	24.1% provide on-the-job training, 10.3% offer online courses and 6.9% equally, hold one day on-site training by external providers, several days on-site training by external providers and several days off-site training by external providers.

*Please write below this table several paragraphs with explanation and evaluation of the following points:*

- Summarise the main reasons why businesses in this sector do *not* provide Social Skills Training:
- Please provide comments on overall responses on Social Skills Development for this Sector
- Evaluate why other skills may be considered as less important
- Evaluate the most important types of training provision and evaluate why some type of training are less important
- Provide an overall summary of main points and issues in this sector

The travel agent and tour operator industry have currently higher skill levels in terms of communication skills (3.89) compared to the UK (3.54) and EU (3.72). The industry also holds higher skill levels in terms of personal skills (4.38) compared to the UK (4.03) and EU (3.97) however skill levels are lower for diversity skills (3.58) compared to the UK (3.66) and EU (3.6). Personal skills (4.44), communication skills (3.93) and diversity skills (3.67) are higher in Wales compared to the other UK nations.

Looking at specific current personal skills across the industry, customer orientation (4.59) and willingness to learn and perform (4.45) are high. Creativity (4.21) and problem solving (4.28) score the lowest. Skill levels across the personal skills are predicted to rise with approximately 10% by 2030 however customer orientation is only expected to rise with 4.36%.

In terms of communication skills, the industry performs strongest on oral communication skills (4.52) and skills related to awareness of local customs (4.34). Weak areas centre on the ability to speak foreign languages (2.34) and skills related to intercultural host-guest understanding and respect (3.79). Strong future skills are predicted to be skills related to awareness of local customs (4.86) and oral communication skills (4.79). Despite being the area where the industry performs the poorest, the ability to speak foreign languages is predicted to rise with 54.7% by 2030.

Considering diversity skills, current strong areas for the industry are age-related accessibility skills (3.84) and gender equality skills (3.78) with weaker areas being skills related to diversity in religious being (3.1) and skills related to disabilities and appropriate infrastructure (3.55). Strong future skills are predicted to be gender equality skills (4.34) and skills related to disabilities and appropriate infrastructure (4.31). The latter is the skills predicted to increase the most (21.41%).

The reasons responding organisations provide in relation to not offering social skills training include being short-staffed and not able to free employees up to attend training, lack of training budget as well as social skills training not considered a priority.

Digital Skills	
Current Level of Proficiency. Three most and three least proficient	<p>Most:</p> <ol style="list-style-type: none"> <li>1. Operating System use skills (4.17)</li> <li>2. Microsoft Office skills (4.1)</li> <li>3. Social media skills (3.97)</li> </ol> <p>Least:</p> <ol style="list-style-type: none"> <li>1. Artificial Intelligence (AI) and robotics skills (2)</li> <li>2. Skills related to applying digital hardware technologies (2.1)</li> <li>3. Computer programming skills (2.52)</li> </ol>
Future level of proficiency in 2030. Three most and three least proficient.	<p>Most:</p> <ol style="list-style-type: none"> <li>1. Online marketing and communication skills (4.48)</li> <li>2. Microsoft Office skills / Social media skills (4.45)</li> <li>3. Skills for implementing online safety procedures (4.41)</li> </ol> <p>Least:</p> <ol style="list-style-type: none"> <li>1. Artificial Intelligence (AI) and robotics skills (3.14)</li> <li>2. Computer programming skills / Skills related to applying digital hardware technologies (3.31)</li> <li>3. Skills to monitor online reviews (3.38)</li> </ol>
Training Provision for digital skills?	41.4% of responding travel agents and tour operators offer digital skills training to staff. This is lower than the UK average of 54.1%.
Most popular/ three main types of training for digital skills	41.4% provide on-the-job training, 13.8% hold one day on-site training by external providers and 10.3% offer one day off-site training by external providers.
<p><i>Please write below this table several paragraphs with explanation and evaluation of the following points</i></p>	



- Summarise the main reasons why businesses in this sector do *not* provide Digital Skills Training
- Please provide comments on overall responses on Digital Skills Development for this Sector and which are the least predominant skills and which digital skills are considered the most proficient
- Evaluate why other digital skills may be considered as less important
- Evaluate the most popular types of digital training provision and evaluate why some type of digital training are less important
- Provide an overall summary of main points and issues in this sector related to digital skills

Digital skills across the travel agent and tour operator industry (3.26) are higher than the average across the UK and the EU (both 3.02). Digital skills Northern Ireland (2.38) are fairly low when compared to the other UK nations.

Across the industry, skills levels are high in terms of operating systems use (4.17) and Microsoft Office (4.1) however the industry have low Artificial Intelligence and robotics skills (2) as well as skills related to applying digital hardware technologies (2.1).

In 2030 it is predicted skill levels will be high in relation to online marketing and communications skills (4.48), Microsoft Office skills and social media skills (both 4.45). The industry is predicted to still hold low skill levels when it comes to Artificial Intelligence and robotics skills (3.14) and skills related to applying digital hardware technologies (3.31) however both of these skills are forecast to see the largest competency rise of approximately 57%.

The reasons some employers do not offer digital training include digital skills not being considered a priority, being under-staffed which makes it difficult to free up employees to attend training as well as there not being any relevant training offered locally.

-- END OF TRAVEL AGENCIES / TOUR OPERATORS SECTION --

## 4. FOOD & BEVERAGE

Environmental Skills	
Current Level of Proficiency. Three most and three least proficient	<p>Most:</p> <ol style="list-style-type: none"> <li>1. Promotion of environmentally friendly activities and products (3.2)</li> <li>2. Ability to manage waste, sewage, recycling and composting (3.11)</li> <li>3. Ability to minimise the use and maximise efficiency of energy and water consumption (3.07)</li> </ol> <p>Least:</p> <ol style="list-style-type: none"> <li>1. Conservation of biodiversity (2.33)</li> <li>2. Promotion of sustainable forms of transport (2.35)</li> <li>3. Knowledge of climate change (3.04)</li> </ol>
Future level of proficiency in 2030. Three most and three least proficient.	<p>Most:</p> <ol style="list-style-type: none"> <li>1. Promotion of environmentally friendly activities and products (3.87)</li> <li>2. Ability to manage waste, sewage, recycling and composting (3.78)</li> <li>3. Ability to minimise the use and maximise efficiency of energy and water consumption (3.63)</li> </ol> <p>Least:</p> <ol style="list-style-type: none"> <li>1. Conservation of biodiversity (3.11)</li> <li>2. Promotion of sustainable forms of transport (3.26)</li> <li>3. Knowledge of climate change (3.52)</li> </ol>
Training Provision for these skills?	37% of respondents offer their employees training on environmental management skills. This is higher than the UK average of 32.2%.
Most popular/ three main types of training	28.3% provide on-the-job training, 17.4% hold online courses and 4.3% equally offer apprenticeship and vocational training.

Please write below this table several paragraphs with explanation and evaluation of the following points:

- Summarise the main reasons why businesses in this sector do *not* provide Environmental Mgt Training:
- Please evaluate why some environmental skills may be considered less important
- Please provide comments on overall responses on Environmental Skills Development for this Sector
- Evaluate the most important types of training provision and evaluate why some type of training are less important
- Provide an overall summary of main points and issues in this sector related to environmental skills

The environmental skills level for the Food & Beverage industry is lower (2.85) compared to the UK average (3.08) as well as the EU average (3.16). When comparing the UK nations, England has the lowest skill level (2.81).

Across the industry, activities and products (3.2) and the ability to manage waste, sewage, recycling and composting (3.11) emerge as the strongest skills. Weaker areas are conservation of biodiversity (2.33) and the promotion of sustainable forms of transport (2.35). This relates back to the nature of the food and beverage industry in that there are more opportunities to manage waste and recycle compared to dealing with transport issues and biodiversity.

The strongest predicted skills for the future are the promotion of environmentally friendly activities and products (3.87) and the ability to manage waste, sewage, recycling and composting (3.78). Skills related to the promotion of sustainable forms of transport are predicted to increase the most for the future (38.72%) followed by conservation of biodiversity (33.48%).

Reasons for not providing training include environmental skills not considered a priority, related skills not seen as relevant for all roles with the organisation, lack of training budgets and not being aware of relevant training.

Personal, Communication and Diversity Skills	
Current Level of Proficiency. Three most and three least proficient per category	PERSONAL SKILLS - Most: 1. Ethical conduct and respect (4.02) 2. Willingness to learn and to perform (3.91) 3. Customer orientation (3.89)

	<p>PERSONAL SKILLS - Least:</p> <ol style="list-style-type: none"> <li>1. Willingness to change (3.52)</li> <li>2. Creativity (3.76)</li> <li>3. Initiative and commitment (3.78)</li> </ol> <p>COMMUNICATION SKILLS– Most:</p> <ol style="list-style-type: none"> <li>1. Oral communication skills (3.7)</li> <li>2. Active listening skills (3.57)</li> <li>3. Skills related to awareness of local customs (3.54)</li> </ol> <p>COMMUNICATION SKILLS– Least:</p> <ol style="list-style-type: none"> <li>1. Ability to speak foreign languages (2.11)</li> <li>2. Skills related to intercultural host-guest understanding and respect (2.89)</li> <li>3. Skills related to cultural awareness and expression (3.41)</li> </ol> <p>DIVERSITY SKILLS– Most:</p> <ol style="list-style-type: none"> <li>1. Diets and allergy needs skills (4.2)</li> <li>2. Age-related accessibility skills (3.74)</li> <li>3. Gender equality skills (3.72)</li> </ol> <p>DIVERSITY SKILLS– Least:</p> <ol style="list-style-type: none"> <li>1. Skills related to diversity in religious beliefs (3.33)</li> <li>2. Skills related to disabilities and appropriate infrastructure (3.41)</li> <li>3. -</li> </ol>
<p>Future level of proficiency in 2030. Three most and three least proficient.</p>	<p>PERSONAL - Most:</p> <ol style="list-style-type: none"> <li>1. Customer orientation (4.57)</li> <li>2. Willingness to learn and to perform / Promoting a positive work environment (4.5)</li> <li>3. Willingness to change (4.46)</li> </ol> <p>PERSONAL - Least:</p> <ol style="list-style-type: none"> <li>1. Problem solving (4.3)</li> <li>2. Initiative and commitment (4.37)</li> </ol>

	<p>3. Ethical conduct and respect / Creativity (4.43)</p> <p>COMMUNICATION – Most:</p> <ol style="list-style-type: none"> <li>1. Skills related to awareness of local customs (4.39)</li> <li>2. Skills related to cultural awareness and expression (4.28)</li> <li>3. Oral communication skills (4.2)</li> </ol> <p>COMMUNICATION – Least:</p> <ol style="list-style-type: none"> <li>1. Ability to speak foreign languages (3.37)</li> <li>2. Skills related to intercultural host-guest understanding and respect (4.04)</li> <li>3. Written communication skills (4.07)</li> </ol> <p>DIVERSITY– Most:</p> <ol style="list-style-type: none"> <li>1. Diets and allergy needs skills (4.67)</li> <li>2. Skills related to disabilities and appropriate infrastructure (4.39)</li> <li>3. Age-related accessibility skills (4.37)</li> </ol> <p>DIVERSITY– Least:</p> <ol style="list-style-type: none"> <li>1. Skills related to diversity in religious beliefs (4.22)</li> <li>2. Gender equality skills (4.35)</li> <li>3. -</li> </ol>
Training Provision for Social Skills	43.5% of responding organisations provide social skills training to staff. This is lower than the UK average of 45.5%.
Most popular/ three main types of training for social skills	32.6% provide on-the-job training, 13% equally hold online courses and offer apprenticeships.
<p><i>Please write below this table several paragraphs with explanation and evaluation of the following points:</i></p>	

- Summarise the main reasons why businesses in this sector do *not* provide Social Skills Training:
- Please provide comments on overall responses on Social Skills Development for this Sector
- Evaluate why other skills may be considered as less important
- Evaluate the most important types of training provision and evaluate why some type of training are less important
- Provide an overall summary of main points and issues in this sector

Personal skills across the Food & Beverage industry (3.81) are lower compared to the UK (4.03) and EU (3.97) averages. Comparing scores for the industry across the UK nations, personal skill levels are lowest in Northern Ireland (3.7) and highest in Scotland (4.54).

The strongest personal skills across the industry centre on ethical conduct and respect (4.02) and the willingness to learn and perform (3.91). Weaker areas are willingness to change (3.52) and creativity (3.76). It is predicted that the strongest personal skills in 2030 will be customer orientation (4.57), promoting a positive work environment and willingness to learn and to perform (both 4.5). Weaker future areas are around problem solving (4.3) and initiative and commitment (4.37). Most personal skill sets are predicted to rise with approximately 15% however skills relating to willingness to change is forecast to increase with 26.7%.

Communication skills across the Food and Beverage industry (3.22) are lower compared to the UK (3.54) and EU (3.72) averages. Comparing scores for the industry across the UK nations, communications skill levels are lowest in England (3.16) and highest in Scotland (3.38).

The strongest communications skills across the industry centre on oral communication skills (3.7) and active listening skills (3.57). Weaker areas are the ability to speak foreign languages (2.11) and skills related to intercultural host-guest understanding and respect (2.89). It is predicted that the strongest communication skills in 2030 will be related to awareness of local customs (4.39) and skills related to cultural awareness and expression (4.28). Future weaker areas are predicted to be the ability to speak foreign languages (3.37) and skills related to intercultural host-guest understanding and respect (4.04). Despite these two areas predicted to have low capability scores in the future, they are also the two areas where skill levels are thought to increase the most in the future (+36.25% and +20.75%).

Diversity skills across the Food and Beverage industry are higher (3.68) compared to the UK (3.66) and EU (3.6) averages. Comparing scores for the industry across the UK nations, diversity skill levels are lowest in Wales (3.42) and highest in Scotland (3.87).

The strongest diversity skills across the industry centre on age-related accessibility skills (3.74) and gender equality skills (3.72). Weaker areas are skills related to diversity in religious beliefs (3.33) and skills related to disabilities and appropriate infrastructure (3.41). It is predicted that the strongest diversity

skills in 2030 will be related to diets and allergy needs (4.67) and disabilities and appropriate infrastructure (4.39). The skill level for the latter is expected to rise by 28.74%. Weaker areas in the future are predicted to be skills related to diversity in religious beliefs (3.8) and diets and allergy needs skills (3.96).

Reasons for employers not offering social skills training include lack of training budget, the skills set not considered a priority, staff already having skills in place as well as not being aware of relevant training.

Digital Skills	
Current Level of Proficiency. Three most and three least proficient	<p>Most:</p> <ol style="list-style-type: none"> <li>1. Microsoft Office skills (3.67)</li> <li>2. Operating System use skills (3.61)</li> <li>3. Social media skills (3.37)</li> </ol> <p>Least:</p> <ol style="list-style-type: none"> <li>1. Artificial Intelligence (AI) and robotics skills (1.48)</li> <li>2. Skills related to applying digital hardware technologies (1.57)</li> <li>3. Computer programming skills (2.3)</li> </ol>
Future level of proficiency in 2030. Three most and three least proficient.	<p>Most:</p> <ol style="list-style-type: none"> <li>1. Social media skills (4.33)</li> <li>2. Skills for implementing online safety procedures (4.28)</li> <li>3. Online marketing and communication skills (4.26)</li> </ol> <p>Least:</p> <ol style="list-style-type: none"> <li>1. Artificial Intelligence (AI) and robotics skills (2.74)</li> <li>2. Skills related to applying digital hardware technologies (2.76)</li> <li>3. Computer programming skills (3.04)</li> </ol>
Training Provision for digital skills?	41.3% of responding organisations offer digital skills training to staff. This is lower than the UK average of 54.1%

Most popular/ three main types of training for digital skills	23.9% provide on-the-job training, 15.2% hold online courses and 10.9% equally offer apprenticeships and one day off-site training by external providers.
<p><i>Please write below this table several paragraphs with explanation and evaluation of the following points</i></p> <ul style="list-style-type: none"> <li>• Summarise the main reasons why businesses in this sector do <i>not</i> provide Digital Skills Training</li> <li>• Please provide comments on overall responses on Digital Skills Development for this Sector and which are the least predominant skills and which digital skills are considered the most proficient</li> <li>• Evaluate why other digital skills may be considered as less important</li> <li>• Evaluate the most popular types of digital training provision and evaluate why some type of digital training are less important</li> <li>• Provide an overall summary of main points and issues in this sector related to digital skills</li> </ul>	

Digital skills across the Food and Beverage industry (2.85) are lower compared to the UK (3.02) and EU (3.02) averages. Comparing scores for the industry across the UK nations, digital skill levels are lowest in Northern Ireland (2.78) and highest in Scotland (3.08).

The strongest digital skills across the industry centre on Microsoft Office skills (3.67) and operating systems use skills (3.61). Weaker areas are Artificial Intelligence and robotics skills (1.48) and skills related to applying digital hardware technologies (1.57). It is predicted that the strongest digital skills in 2030 will be related to social media (4.33) and implementing online safety procedures (4.28). Weaker future areas are thought to be Artificial Intelligence and robotics skills (2.74) and skills related to applying digital hardware technologies (2.76). The skill levels for both these two areas are however predicted to rise substantially by 2030 (+85.14% and +75.8%).

Reasons for not providing staff with digital training include lack of training budget, the skills set not being considered relevant to kitchen and waiting staff, digital functions being outsourced as well as digital skills already being in place.

**-- END OF FOOD & BEVERAGE SECTION --**



## 5. ACCOMMODATIONS

Environmental Skills	
Current Level of Proficiency. Three most and three least proficient	<p>Most:</p> <ol style="list-style-type: none"> <li>1. Ability to manage waste, sewage, recycling and composting (3.43)</li> <li>2. Ability to minimise the use and maximise efficiency of energy and water consumption (3.39)</li> <li>3. Promotion of environmentally friendly activities and products (3.17)</li> </ol> <p>Least:</p> <ol style="list-style-type: none"> <li>1. Conservation of biodiversity (2.72)</li> <li>2. Promotion of sustainable forms of transport (2.9)</li> <li>3. Knowledge of climate change (3.15)</li> </ol>
Future level of proficiency in 2030. Three most and three least proficient.	<p>Most:</p> <ol style="list-style-type: none"> <li>1. Ability to minimise the use and maximise efficiency of energy and water consumption (3.93)</li> <li>2. Ability to manage waste, sewage, recycling and composting (3.89)</li> <li>3. Promotion of environmentally friendly activities and products (3.85)</li> </ol> <p>Least:</p> <ol style="list-style-type: none"> <li>1. Conservation of biodiversity (3.33)</li> <li>2. Promotion of sustainable forms of transport (3.57)</li> <li>3. Knowledge of climate change (3.64)</li> </ol>
Training Provision for these skills?	34.5% of responding organisations in the accommodation industry provide environmental skills training to staff. This is higher than the UK average of 32.2%.
Most popular/ three main types of training	26.4% provide on-the-job training, 11.5% hold online courses and 5.7% offer one day on-site training by external providers.

	<p><i>Please write below this table several paragraphs with explanation and evaluation of the following points:</i></p> <ul style="list-style-type: none"> <li>• Summarise the main reasons why businesses in this sector do <i>not</i> provide Environmental Mgt Training:</li> <li>• Please evaluate why some environmental skills may be considered less important</li> <li>• Please provide comments on overall responses on Environmental Skills Development for this Sector</li> <li>• Evaluate the most important types of training provision and evaluate why some type of training are less important</li> <li>• Provide an overall summary of main points and issues in this sector related to environmental skills</li> </ul>
--	--

The environmental skills level for the Accommodation industry is higher (3.13) compared to the UK average (3.08) but slightly below the EU average (3.16). When comparing the UK nations, Scotland has the lowest skill level (2.88) and Northern Ireland the highest (3.21).

Across the industry, the strongest current environmental skills are the ability to manage waste, sewage, recycling and composting (3.43) and the ability to minimise the use and maximise efficiency of energy and water consumption (3.39). The lowest skill levels are around the conservation of biodiversity (2.72) and the promotion of sustainable forms of transport (2.9).

The strongest predicted skills for the future are the ability to minimise the use and maximise efficiency of energy and water consumption (3.93) and the ability to manage waste, sewage, recycling and composting (3.89). Weakest predicted skills are conservation of biodiversity (3.33) and the promotion of sustainable forms of transport (3.57).

Skills related to the promotion of sustainable forms of transport are predicted to increase the most for the future (+38.72%) followed by conservation of biodiversity (+33.48%).

Reasons for why training has not been offered include lack of training budgets, the skills set not considered a priority and no local relevant training being available.

Personal, Communication and Diversity Skills	
Current Level of Proficiency. Three most and three least proficient per category	<p><b>PERSONAL SKILLS - Most:</b></p> <ol style="list-style-type: none"> <li>1. Customer orientation (4.31)</li> <li>2. Ethical conduct and respect (4.16)</li> <li>3. Promoting a positive work environment (4.03)</li> </ol> <p><b>PERSONAL SKILLS - Least:</b></p> <ol style="list-style-type: none"> <li>1. Creativity (3.8)</li> <li>2. Willingness to change (3.89)</li> <li>3. Problem solving (3.94)</li> </ol> <p><b>COMMUNICATION SKILLS– Most:</b></p> <ol style="list-style-type: none"> <li>1. Oral communication skills (3.98)</li> <li>2. Written communication skills (3.84)</li> <li>3. Active listening skills (3.76)</li> </ol> <p><b>COMMUNICATION SKILLS– Least:</b></p> <ol style="list-style-type: none"> <li>1. Ability to speak foreign languages (2.69)</li> <li>2. Skills related to intercultural host-guest understanding and respect (3.28)</li> <li>3. Skills related to cultural awareness and expression (3.54)</li> </ol> <p><b>DIVERSITY SKILLS– Most:</b></p> <ol style="list-style-type: none"> <li>1. Gender equality skills (3.9)</li> <li>2. Age-related accessibility skills (3.89)</li> <li>3. Diets and allergy needs skills (3.84)</li> </ol> <p><b>DIVERSITY SKILLS– Least:</b></p> <ol style="list-style-type: none"> <li>1. Skills related to diversity in religious beliefs (3.4)</li> <li>2. Skills related to disabilities and appropriate infrastructure (3.59)</li> <li>3. -</li> </ol>

<p>Future level of proficiency in 2030. Three most and three least proficient.</p>	<p>PERSONAL - Most:</p> <ol style="list-style-type: none"> <li>1. Customer orientation (4.55)</li> <li>2. Ethical conduct and respect (4.39)</li> <li>3. Promoting a positive work environment (4.36)</li> </ol> <p>PERSONAL - Least:</p> <ol style="list-style-type: none"> <li>1. Creativity (4.25)</li> <li>2. Willingness to change (4.3)</li> <li>3. Problem solving / Initiative and commitment (4.31)</li> </ol> <p>COMMUNICATION – Most:</p> <ol style="list-style-type: none"> <li>1. Oral communication skills (4.32)</li> <li>2. Skills related to awareness of local customs (4.25)</li> <li>3. Active listening skills (4.21)</li> </ol> <p>COMMUNICATION – Least:</p> <ol style="list-style-type: none"> <li>1. Ability to speak foreign languages (3.38)</li> <li>2. Skills related to intercultural host-guest understanding and respect (4.03)</li> <li>3. Skills related to cultural awareness and expression (4.14)</li> </ol> <p>DIVERSITY– Most:</p> <ol style="list-style-type: none"> <li>1. Gender equality skills (4.31)</li> <li>2. Diets and allergy needs skills (4.28)</li> <li>3. Age-related accessibility skills (4.26)</li> </ol> <p>DIVERSITY– Least:</p> <ol style="list-style-type: none"> <li>1. Skills related to diversity in religious beliefs (4.02)</li> <li>2. Skills related to disabilities and appropriate infrastructure (4.2)</li> <li>3. -</li> </ol>
<p>Training Provision for Social Skills</p>	<p>44.8% of responding organisation offer social skills training to staff. This is slightly lower than the UK average of 45.5%.</p>

<p>Most popular/ three main types of training for social skills</p>	<p>40.2% provide on-the-job training, 19.5% hold online courses and 11.5% offer one day on-site training by external providers.</p>
<p><i>Please write below this table several paragraphs with explanation and evaluation of the following points:</i></p> <ul style="list-style-type: none"> <li>• Summarise the main reasons why businesses in this sector do <i>not</i> provide Social Skills Training:</li> <li>• Please provide comments on overall responses on Social Skills Development for this Sector</li> <li>• Evaluate why other skills may be considered as less important</li> <li>• Evaluate the most important types of training provision and evaluate why some type of training are less important</li> <li>• Provide an overall summary of main points and issues in this sector</li> </ul>	

Personal skills across the Accommodation industry (4.01) are lower compared to the UK (4.03) and but higher than the EU (3.97) average. Comparing scores for the industry across the UK nations, personal skill levels are lowest in England (3.78) and highest in Northern Ireland (4.34).

The strongest personal skills across the industry centre on customer orientation (4.31) and ethical conduct and respect (4.16). Weaker areas are creativity (3.8) and willingness to change (3.89). It is predicted that the strongest personal skills in 2030 will be customer orientation (4.55) and ethical conduct and respect (4.39).

Weaker future areas are around creativity (4.25) and willingness to change (4.3). Skills related to creativity are predicted to increase the most for the future (11.84%) followed by willingness to learn and perform (10.55%).

Communication skill levels across the Accommodation industry (3.54) are same as the UK average (3.54) and slightly lower than the EU (3.72) average. Comparing scores for the industry across the UK nations, communications skill levels are lowest in Scotland (2.86) and highest in Wales (3.71).

The strongest communications skills across the industry centre on oral communication skills (3.98) and written communication skills (3.84). Weaker areas are the ability to speak foreign languages (2.69) and skills related to intercultural host-guest understanding and respect (3.28). It is predicted that the strongest communication skills in 2030 will be related to oral communication skills (4.32) and the awareness of local customs (4.25). Future weaker areas

are predicted to be the ability to speak foreign languages (3.38) and skills related to intercultural host-guest understanding and respect (4.03). Despite these two areas predicted to have low capability scores in the future, they are also the two areas where skill levels are thought to increase the most in the future (+25.65% and +22.87%).

Diversity skills across the Accommodation industry are higher (3.72) compared to the UK (3.66) and EU (3.6) averages. Comparing scores for the industry across the UK nations, diversity skill levels are lowest in Scotland (3.15) and highest in Northern Ireland (4.15).

The strongest diversity skills across the industry centre on gender equality (3.9) and age-related accessibility skills (3.89). Weaker areas are skills related to diversity in religious beliefs (3.4) and skills related to disabilities and appropriate infrastructure (3.59). It is predicted that the strongest diversity skills in 2030 will be related to gender equality (4.31) and diets and allergy needs (4.28). Weaker areas are predicted to skills related to diversity in religious beliefs (4.02) and skills related to disabilities and appropriate infrastructure (4.2). These two latter skills are also the ones predicted to increase the most, by 18.24% and 16.99% respectively.

Reasons for why some employers do not offer social skills training to staff include employees already having these skills in place, training not considered a priority, lack of training budget and not knowing how to access social skills training.

Digital Skills	
Current Level of Proficiency. Three most and three least proficient	<p>Most:</p> <ol style="list-style-type: none"> <li>1. Operating System use skills (3.76)</li> <li>2. Microsoft Office skills (3.71)</li> <li>3. Online marketing and communication skills (3.53)</li> </ol> <p>Least:</p> <ol style="list-style-type: none"> <li>1. Skills related to applying digital hardware technologies (1.56)</li> <li>2. Artificial Intelligence (AI) and robotics skills (1.57)</li> <li>3. Computer programming skills (2.14)</li> </ol>
Future level of proficiency in 2030. Three most and three least proficient.	<p>Most:</p> <ol style="list-style-type: none"> <li>1. Skills to monitor online reviews (4.36)</li> <li>2. Social media skills (4.29)</li> <li>3. Online marketing and communication skills (4.24)</li> </ol>

	<p>Least:</p> <ol style="list-style-type: none"> <li>1. Skills related to applying digital hardware technologies (2.57)</li> <li>2. Artificial Intelligence (AI) and robotics skills (2.69)</li> <li>3. Computer programming skills (2.77)</li> </ol>
Training Provision for digital skills?	54% of responding employers offer digital skills training to staff. This is roughly the same as the UK average of 54.1%.
Most popular/ three main types of training for digital skills	42.5% provide on-the-job training, 21.8% hold online courses and 19.5% offer one day on-site training by external providers.
<p><i>Please write below this table several paragraphs with explanation and evaluation of the following points</i></p> <ul style="list-style-type: none"> <li>• Summarise the main reasons why businesses in this sector do <i>not</i> provide Digital Skills Training</li> <li>• Please provide comments on overall responses on Digital Skills Development for this Sector and which are the least predominant skills and which digital skills are considered the most proficient</li> <li>• Evaluate why other digital skills may be considered as less important</li> <li>• Evaluate the most popular types of digital training provision and evaluate why some type of digital training are less important</li> <li>• Provide an overall summary of main points and issues in this sector related to digital skills</li> </ul>	

Digital skills across the Accommodation industry (2.97) are lower compared to the UK (3.02) and EU (3.02) averages. Comparing scores for the industry across the UK nations, digital skill levels are lowest in England (2.86) and highest in Scotland (3.4).

The strongest digital skills across the industry centre on operating systems use skills (3.76) and Microsoft Office skills (3.71). Weaker areas are skills related to applying digital hardware technologies (1.56) and Artificial Intelligence and robotics skills (1.57). It is predicted that the strongest digital skills in 2030 will be related to monitoring online reviews (4.36) and social media (4.29). Weaker future areas are thought to be skills related to applying digital hardware technologies (1.56) and Artificial Intelligence and robotics skills (1.57). The skill levels for both these two areas are however predicted to rise substantially by 2030 (+64.74% and +71.34%).

Reasons for why some organisations do not offer digital skills training include these skills already being in place, digital functions being outsourced, training not considered a priority and lack of training budget.

-- END OF ACCOMMODATIONS SECTION --



# CONSORTIUM MEMBERS



UNIONCAMERE



Universitat d'Alacant  
Universidad de Alicante

people1st  
international



CEHAT  
CONFEDERACIÓN ESPAÑOLA DE HOTELES  
Y ALOJAMIENTOS TURÍSTICOS



[WWW.NEXTTOURISMGENERATION.EU](http://WWW.NEXTTOURISMGENERATION.EU)



[WWW.FACEBOOK.COM/NEXTTOURISMGENERATION](http://WWW.FACEBOOK.COM/NEXTTOURISMGENERATION)



[WWW.TWITTER.COM/NTGALLIANCE](http://WWW.TWITTER.COM/NTGALLIANCE)



[WWW.LINKEDIN.COM/GROUPS/13595036](http://WWW.LINKEDIN.COM/GROUPS/13595036)



Co-funded by the  
Erasmus+ Programme  
of the European Union