



**NEXT TOURISM
GENERATION
ALLIANCE**

**SURVEY
REPORT**

THE NETHERLANDS

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 The Netherlands

| | |
|---|-----------|
| Number of responses for Netherlands: | 40 |
| Number of responses per sector: | |
| Visitor Attractions: | 6 |
| Food & Beverage: | 5 |
| Accommodations: | 10 |
| Travel Agencies / Tour Operators: | 14 |
| Destination Management Organizations: | 5 |

Explanation of the 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 TA + TO.

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1. VISITOR ATTRACTIONS

| Environmental Skills | | |
|--|--|------|
| Current Level of Proficiency. Three most and three least proficient | <u>Most:</u> | |
| | 1. Promotion of environmentally friendly activities and products | 3,67 |
| | 2. Ability to minimise the use and maximise efficiency of energy and water consumption | 3,67 |
| | 3. Ability to manage waste, sewage, recycling and composting | 3,50 |
| | <u>Least:</u> | |
| | 1. Conservation of biodiversity | 3,17 |
| 2. Promotion of sustainable forms of transport (e.g. public transport) | 3,33 | |
| 3. Knowledge of climate change | 3,33 | |
| Future level of proficiency in 2030. Three most and three least proficient . | <u>Most:</u> | |
| | 1. Ability to minimise the use and maximise efficiency of energy and water consumption | 4,17 |
| | 2. Ability to manage waste, sewage, recycling and composting | 4,17 |
| | 3. Promotion of environmentally friendly activities and products | 4,17 |
| | <u>Least:</u> | |
| | 1. Conservation of biodiversity | 3,67 |
| 2. Promotion of sustainable forms of transport (e.g. public transport) | 3,83 | |
| 3. Knowledge of climate change | 3,83 | |

| Personal, Communication and Diversity Skills | | |
|--|--------------------------------|------|
| Current Level of Proficiency. Three most | <u>PERSONAL SKILLS - Most:</u> | |
| | 1. Customer orientation | 4,33 |
| | 2. Problem solving | 4,00 |

| | | | |
|--|--|------|------|
| and three least proficient per category | 3. Ethical conduct and respect | 4,00 | |
| | <u>PERSONAL SKILLS - Least:</u> | | |
| | 1. Willingness to change | 3,50 | |
| | 2. Promoting a positive work environment | 3,50 | |
| | 3. Creativity | 3,67 | |
| | <u>COMMUNICATION SKILLS – Most:</u> | | |
| | 1. Oral communication skills | | 3,83 |
| | 2. Active listening skills | | 3,83 |
| | 3. Written communication skills | | 3,50 |
| | <u>COMMUNICATION SKILLS – Least:</u> | | |
| | 1. Ability to speak foreign languages | | 2,83 |
| | 2. Skills related to awareness of local customs (e.g., food, arts, language, crafts) | | 3,00 |
| | 3. Skills related to intercultural host-guest understanding and respect | | 3,17 |
| <u>DIVERSITY SKILLS – Most:</u> | | | |
| 1. Diets and allergy needs skills | 3,83 | | |
| 2. Age-related accessibility skills | 3,33 | | |
| 3. Skills related to disabilities and appropriate infrastructure | 3,17 | | |
| <u>DIVERSITY SKILLS – Least:</u> | | | |
| 1. Gender equality skills | 2,67 | | |
| 2. Skills related to diversity in religious beliefs | 2,67 | | |
| 3. Skills related to disabilities and appropriate infrastructure | 3,17 | | |
| Future level of proficiency in 2030. Three most and three least proficient . | <u>PERSONAL - Most:</u> | | |
| | 1. Customer orientation | 4,67 | |
| | 2. Initiative and commitment | 4,50 | |
| | 3. Willingness to change | 4,50 | |

| | |
|--|------|
| <u>PERSONAL - Least:</u> | |
| 1. Problem solving | 4,17 |
| 2. Creativity | 4,17 |
| 3. Ethical conduct and respect | 4,33 |
| Promoting a positive work environment | 4,33 |
| Willingness to learn and to perform | 4,33 |
| <u>COMMUNICATION – Most:</u> | |
| 1. Oral communication skills | 4,33 |
| 2. Active listening skills | 4,17 |
| 3. Written communication skills | 3,83 |
| Skills related to cultural awareness and expression | 3,83 |
| Skills related to intercultural host-guest understanding and respect | 3,83 |
| <u>COMMUNICATION – Least:</u> | |
| 1. Skills related to awareness of local customs (e.g., food, arts, language, crafts) | 3,67 |
| 2. Ability to speak foreign languages | 3,67 |
| 3. Written communication skills | 3,83 |
| Skills related to cultural awareness and expression | 3,83 |
| Skills related to intercultural host-guest understanding and respect | 3,83 |
| <u>DIVERSITY– Most:</u> | |
| 1. Skills related to disabilities and appropriate infrastructure | 4,00 |
| 2. Diets and allergy needs skills | 3,83 |
| 3. Age-related accessibility skills | 3,67 |
| <u>DIVERSITY– Least:</u> | |
| 1. Skills related to diversity in religious beliefs | 3,17 |
| 2. Gender equality skills | 3,33 |
| 3. Age-related accessibility skills | 3,67 |

| Digital Skills | |
|---|---|
| Current Level of Proficiency. Three most and three least proficient | <u>Most:</u> |
| | 1. Skills to monitor online reviews 3,83 |
| | 2. Microsoft Office skills (e.g., Word, Excel, Powerpoint) 3,67 |
| | 3. Online marketing and communication skills 3,67 |
| | Social media skills 3,67 |
| | <u>Least:</u> |
| 1. Artificial Intelligence (AI) and robotics skills 2,17 | |
| 2. Skills related to applying digital hardware technologies, such as Augmented and Virtual Reality 2,33 | |
| 3. Computer programming skills 2,67 | |
| Future level of proficiency in 2030. Three most and three least proficient . | <u>Most:</u> |
| | 1. Social media skills 4,50 |
| | 2. Skills to monitor online reviews 4,33 |
| | 3. Skills for implementing online safety procedures 4,17 |
| | <u>Least:</u> |
| | 1. Computer programming skills 2,67 |
| 2. Artificial Intelligence (AI) and robotics skills 2,83 | |
| 3. Skills related to applying digital hardware technologies, such as Augmented and Virtual Reality 2,83 | |

-- END OF VISITOR ATTRACTIONS SECTION --

2. DESTINATION MANAGEMENT ORGANIZATIONS

| Environmental Skills | |
|---|---|
| Current Level of Proficiency. Three most and three least proficient | <u>Most:</u> |
| | 1. Promotion of sustainable forms of transport (e.g. public transport) 3,20 |
| | 2. Promotion of environmentally friendly activities and products 3,20 |
| | 3. Ability to manage waste, sewage, recycling and composting 3,00 |
| | <u>Least:</u> |
| | 1. Conservation of biodiversity 1,80 |
| 2. Knowledge of climate change 2,80 | |
| 3. Ability to minimise the use and maximise efficiency of energy and water consumption 2,80 | |
| Future level of proficiency in 2030. Three most and three least proficient . | <u>Most:</u> |
| | 1. Promotion of sustainable forms of transport (e.g. public transport) 4,20 |
| | 2. Promotion of environmentally friendly activities and products 4,00 |
| | 3. Knowledge of climate change 4,00 |
| | Ability to manage waste, sewage, recycling and composting 4,00 |
| | <u>Least:</u> |
| | 1. Conservation of biodiversity 2,60 |
| | 2. Ability to minimise the use and maximise efficiency of energy and water consumption 3,60 |
| 3. Promotion of environmentally friendly activities and products 4,00 | |
| Knowledge of climate change 4,00 | |
| Ability to manage waste, sewage, recycling and composting 4,00 | |

| Personal, Communication and Diversity Skills | | |
|--|--|------|
| Current Level of Proficiency. Three most and three least proficient per category | <u>PERSONAL SKILLS - Most:</u> | |
| | 1. Customer orientation | 4,80 |
| | 2. Initiative and commitment | 4,40 |
| | 2. Willingness to learn and to perform | 4,40 |
| | <u>PERSONAL SKILLS - Least:</u> | |
| | 1. Creativity | 3,80 |
| | 2. Problem solving | 4,20 |
| | 3. Ethical conduct and respect | 4,20 |
| | Willingness to change | 4,20 |
| | Promoting a positive work environment | 4,20 |
| | <u>COMMUNICATION SKILLS – Most:</u> | |
| | 1. Written communication skills | 4,60 |
| | 2. Oral communication skills | 4,60 |
| | 3. Skills related to awareness of local customs (e.g., food, arts, language, crafts) | 4,20 |
| | Ability to speak foreign languages | 4,20 |
| | Active listening skills | 4,20 |
| | <u>COMMUNICATION SKILLS – Least:</u> | |
| | 1. Skills related to intercultural host-guest understanding and respect | 3,60 |
| | 2. Skills related to cultural awareness and expression | 4,00 |
| | 3. Skills related to awareness of local customs (e.g., food, arts, language, crafts) | 4,20 |
| Ability to speak foreign languages | 4,20 | |
| Active listening skills | 4,20 | |
| <u>DIVERSITY SKILLS – Most:</u> | | |
| 1. Age-related accessibility skills | 3,80 | |
| 2. Gender equality skills | 3,00 | |
| 3. Skills related to disabilities and appropriate infrastructure | 2,80 | |

| | |
|---|---|
| | <p><u>DIVERSITY SKILLS – Least:</u></p> <p>1. Diets and allergy needs skills 2,40</p> <p>2. Skills related to diversity in religious beliefs 2,40</p> <p>3. Skills related to disabilities and appropriate infrastructure 2,80</p> |
| <p>Future level of proficiency in 2030. Three most and three least proficient .</p> | <p><u>PERSONAL - Most:</u></p> <p>1. Willingness to change 4,80</p> <p>2. Customer orientation 4,80</p> <p>3. Problem solving 4,60</p> <p> Initiative and commitment 4,60</p> <p><u>PERSONAL - Least:</u></p> <p>1. Ethical conduct and respect 4,40</p> <p>2. Promoting a positive work environment 4,40</p> <p>3. Creativity 4,40</p> <p> Willingness to learn and to perform 4,40</p> <p><u>COMMUNICATION – Most:</u></p> <p>1. Written communication skills 4,60</p> <p>2. Oral communication skills 4,60</p> <p>3. Active listening skills 4,40</p> <p> Skills related to intercultural host-guest understanding and respect 4,40</p> <p><u>COMMUNICATION – Least:</u></p> <p>1. Ability to speak foreign languages 4,00</p> <p>2. Skills related to cultural awareness and expression 4,20</p> <p>3. Skills related to awareness of local customs (e.g., food, arts, language, crafts) 4,20</p> <p><u>DIVERSITY – Most:</u></p> <p>1. Gender equality skills 3,40</p> <p>2. Age-related accessibility skills 3,40</p> <p>3. Skills related to disabilities and appropriate infrastructure 3,40</p> |

| | |
|--|---|
| | <p><u>DIVERSITY–Least:</u></p> <p>1. Diets and allergy needs skills 2,60</p> <p>2. Skills related to diversity in religious beliefs 2,60</p> <p>3. Gender equality skills 3,40</p> <p>Age-related accessibility skills 3,40</p> <p>Skills related to disabilities and appropriate infrastructure 3,40</p> |
|--|---|

| Digital Skills | |
|--|---|
| Current Level of Proficiency. Three most and three least proficient | <p><u>Most:</u></p> <p>1. Social media skills 4,60</p> <p>2. Online marketing and communication skills 4,40</p> <p>3. Skills to adjust digital equipment such as Wi-Fi connectivity, sound systems and video projectors 4,40</p> <p><u>Least:</u></p> <p>1. Artificial Intelligence (AI) and robotics skills 1,40</p> <p>2. Computer programming skills 2,80</p> <p>3. Skills related to applying digital hardware technologies, such as Augmented and Virtual Reality 3,00</p> |
| Future level of proficiency in 2030. Three most and three least proficient . | <p><u>Most:</u></p> <p>1. Social media skills 4,80</p> <p>2. Online marketing and communication skills 4,80</p> <p>3. Microsoft Office skills (e.g., Word, Excel, Powerpoint) 4,60</p> <p>Data analytics, business intelligence, big data skills 4,60</p> <p><u>Least:</u></p> <p>1. Computer programming skills 3,20</p> |

| | | |
|--|---|------|
| | 2. Artificial Intelligence (AI) and robotics skills | 3,60 |
| | 3. Website development skills | 4,00 |

-- END OF DESTINATION MANAGEMENT SECTION --

3. TRAVEL AGENCIES / TOUR OPERATORS

| Environmental Skills | | |
|--|--|------|
| Current Level of Proficiency. Three most and three least proficient | <u>Most:</u> | |
| | 1. Ability to manage waste, sewage, recycling and composting | 3,71 |
| | 2. Knowledge of climate change | 3,36 |
| | 3. Ability to minimise the use and maximise efficiency of energy and water consumption | 3,29 |
| | Promotion of sustainable forms of transport (e.g. public transport) | 3,29 |
| | <u>Least:</u> | |
| 1. Conservation of biodiversity | 2,79 | |
| 2. Promotion of environmentally friendly activities and products | 3,14 | |
| 3. Ability to minimise the use and maximise efficiency of energy and water consumption | 3,29 | |
| Promotion of sustainable forms of transport (e.g. public transport) | 3,29 | |
| Future level of proficiency in 2030. Three most and three least proficient . | <u>Most:</u> | |
| | 1. Ability to manage waste, sewage, recycling and composting | 3,71 |
| | 2. Promotion of sustainable forms of transport (e.g. public transport) | 3,71 |
| | 3. Promotion of environmentally friendly activities and products | 3,71 |
| | <u>Least:</u> | |
| | 1. Conservation of biodiversity | 3,07 |
| 2. Ability to minimise the use and maximise efficiency of energy and water consumption | 3,43 | |
| 3. Knowledge of climate change | 3,64 | |

| Personal, Communication and Diversity Skills | |
|--|---|
| Current Level of Proficiency. Three most and three least proficient per category | <u>PERSONAL SKILLS - Most:</u> |
| | 1. Customer orientation 4,64 |
| | 2. Problem solving 4,21 |
| | 3. Initiative and commitment 4,21 |
| | <u>PERSONAL SKILLS - Least:</u> |
| | 1. Willingness to change 3,57 |
| | 2. Willingness to learn and to perform 3,64 |
| | 3. Creativity 3,79 |
| | <u>COMMUNICATION SKILLS – Most:</u> |
| | 1. Oral communication skills 4,14 |
| | 2. Ability to speak foreign languages 4,00 |
| | 3. Skills related to intercultural host-guest understanding and respect 4,00 |
| | <u>COMMUNICATION SKILLS – Least:</u> |
| | 1. Skills related to cultural awareness and expression 3,64 |
| | 2. Skills related to awareness of local customs (e.g., food, arts, language, crafts) 3,79 |
| | 3. Active listening skills 3,86 |
| | <u>DIVERSITY SKILLS – Most:</u> |
| | 1. Age-related accessibility skills 3,71 |
| 2. Diets and allergy needs skills 3,29 | |
| 3. Gender equality skills 3,21 | |
| <u>DIVERSITY SKILLS – Least:</u> | |
| 1. Skills related to disabilities and appropriate infrastructure 3,07 | |
| 2. Skills related to diversity in religious beliefs 3,07 | |
| 3. Gender equality skills 3,21 | |

| | | |
|--|--|------|
| Future level of proficiency in 2030. Three most and three least proficient . | <u>PERSONAL - Most:</u> | |
| | 1. Customer orientation | 4,71 |
| | 2. Willingness to change | 4,57 |
| | 3. Willingness to learn and to perform | 4,57 |
| | <u>PERSONAL - Least:</u> | |
| | 1. Creativity | 4,00 |
| | 2. Problem solving | 4,36 |
| | 3. Ethical conduct and respect | 4,43 |
| | Promoting a positive work environment | 4,43 |
| | <u>COMMUNICATION – Most:</u> | |
| | 1. Active listening skills | 4,43 |
| | 2. Oral communication skills | 4,36 |
| | 3. Ability to speak foreign languages | 4,36 |
| | Skills related to intercultural host-guest understanding and respect | 4,36 |
| | <u>COMMUNICATION – Least:</u> | |
| | 1. Skills related to awareness of local customs (e.g., food, arts, language, crafts) | 3,67 |
| | 2. Ability to speak foreign languages | 3,67 |
| | 3. Written communication skills | 3,83 |
| | Skills related to cultural awareness and expression | 3,83 |
| | Skills related to intercultural host-guest understanding and respect | 3,83 |
| <u>DIVERSITY– Most:</u> | | |
| 1. Age-related accessibility skills | 4,00 | |
| 2. Diets and allergy needs skills | 3,79 | |
| 3. Skills related to disabilities and appropriate infrastructure | 3,79 | |
| Skills related to diversity in religious beliefs | 3,79 | |
| <u>DIVERSITY– Least:</u> | | |
| 1. Gender equality skills | 3,64 | |
| 2. Diets and allergy needs skills | 3,79 | |

| | | |
|--|--|------|
| | 3. Skills related to disabilities and appropriate infrastructure | 3,79 |
| | Skills related to diversity in religious beliefs | 3,79 |

| Digital Skills | | |
|--|--|------|
| Current Level of Proficiency. Three most and three least proficient | <u>Most:</u> | |
| | 1. Microsoft Office skills (e.g., Word, Excel, Powerpoint) | 3,79 |
| | 2. Operating System use skills (e.g., Windows) | 3,71 |
| | 3. Online marketing and communication skills | 3,57 |
| | <u>Least:</u> | |
| | 1. Artificial Intelligence (AI) and robotics skills | 1,50 |
| 2. Skills related to applying digital hardware technologies, such as Augmented and Virtual Reality | 1,50 | |
| 3. Computer programming skills | 1,86 | |
| Future level of proficiency in 2030. Three most and three least proficient . | <u>Most:</u> | |
| | 1. Operating System use skills (e.g., Windows) | 4,14 |
| | 2. Microsoft Office skills (e.g., Word, Excel, Powerpoint) | 4,07 |
| | 3. Online marketing and communication skills | 4,07 |
| | <u>Least:</u> | |
| | 1. Skills related to applying digital hardware technologies, such as Augmented and Virtual Reality | 2,64 |
| 2. Computer programming skills | 2,71 | |
| 3. Desktop publishing skills (for designing brochures, catalogues, etc.) | 3,07 | |

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

4. FOOD & BEVERAGE

| Environmental Skills | | |
|--|--|------|
| Current Level of Proficiency. Three most and three least proficient | <u>Most:</u> | |
| | 1. Promotion of environmentally friendly activities and products | 3,60 |
| | 2. Ability to minimise the use and maximise efficiency of energy and water consumption | 3,40 |
| | 3. Conservation of biodiversity | 3,20 |
| | <u>Least:</u> | |
| | 1. Knowledge of climate change | 2,80 |
| Future level of proficiency in 2030. Three most and three least proficient . | <u>Most:</u> | |
| | 1. Promotion of environmentally friendly activities and products | 4,20 |
| | 2. Ability to manage waste, sewage, recycling and composting | 4,00 |
| | 3. Knowledge of climate change | 4,00 |
| | <u>Least:</u> | |
| | 1. Conservation of biodiversity | 3,60 |
| 2. Ability to minimise the use and maximise efficiency of energy and water consumption | 3,80 | |
| 3. Promotion of sustainable forms of transport (e.g. public transport) | 3,80 | |

| Personal, Communication and Diversity Skills | |
|--|---|
| Current Level of Proficiency. Three most and three least proficient per category | <u>PERSONAL SKILLS - Most:</u> |
| | 1. Initiative and commitment 4,20 |
| | 2. Customer orientation 4,20 |
| | 3. Ethical conduct and respect 4,20 |
| | Promoting a positive work environment 4,20 |
| | <u>PERSONAL SKILLS - Least:</u> |
| | 1. Willingness to change 3,80 |
| | 2. Problem solving 4,00 |
| | 3. Creativity 4,00 |
| | Willingness to learn and to perform 4,00 |
| | <u>COMMUNICATION SKILLS – Most:</u> |
| | 1. Oral communication skills 4,20 |
| | 2. Skills related to awareness of local customs (e.g., food, arts, language, crafts) 3,80 |
| | 3. Written communication skills 3,60 |
| | Active listening skills 3,60 |
| | Skills related to cultural awareness and expression 3,60 |
| | Skills related to intercultural host-guest understanding and respect 3,60 |
| | <u>COMMUNICATION SKILLS – Least:</u> |
| | 1. Ability to speak foreign languages 3,40 |
| | 2. Written communication skills 3,60 |
| 3. Active listening skills 3,60 | |
| Skills related to cultural awareness and expression 3,60 | |
| Skills related to intercultural host-guest understanding and respect 3,60 | |
| <u>DIVERSITY SKILLS – Most:</u> | |
| 1. Diets and allergy needs skills 3,60 | |
| 2. Skills related to diversity in religious beliefs 3,40 | |

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|---|--|
| | <ul style="list-style-type: none"> 3. Age-related accessibility skills 3,20 Skills related to disabilities and appropriate infrastructure 3,20 <p><u>DIVERSITY SKILLS – Least:</u></p> <ul style="list-style-type: none"> 1. Gender equality skills 3,00 2. Age-related accessibility skills 3,20 3. Skills related to disabilities and appropriate infrastructure 3,20 |
| <p>Future level of proficiency in 2030. Three most and three least proficient .</p> | <p><u>PERSONAL - Most:</u></p> <ul style="list-style-type: none"> 1. Customer orientation 4,60 2. Promoting a positive work environment 4,60 3. Problem solving 4,40 Ethical conduct and respect 4,40 Willingness to change 4,40 Creativity 4,40 Willingness to learn and to perform 4,40 <p><u>PERSONAL - Least:</u></p> <ul style="list-style-type: none"> 1. Initiative and commitment 4,20 2. Problem solving 4,40 3. Ethical conduct and respect 4,40 Willingness to change 4,40 Creativity 4,40 Willingness to learn and to perform 4,40 <p><u>COMMUNICATION – Most:</u></p> <ul style="list-style-type: none"> 1. Oral communication skills 4,20 2. Active listening skills 4,20 3. Skills related to cultural awareness and expression 4,20 Skills related to awareness of local customs (e.g., food, arts, language, crafts) 4,20 Skills related to intercultural host-guest understanding and respect 4,20 |

| | |
|--|--|
| | <p>COMMUNICATION – Least:</p> <p>1. Ability to speak foreign languages 3,80</p> <p>2. Written communication skills 4,00</p> <p>3. Oral communication skills 4,20</p> <p> Active listening skills 4,20</p> <p> Skills related to cultural awareness and expression 4,20</p> <p> Skills related to awareness of local customs (e.g., food, arts, language, crafts) 4,20</p> <p> Skills related to intercultural host-guest understanding and respect 4,20</p> <p>DIVERSITY– Most:</p> <p>1. Age-related accessibility skills 3,80</p> <p>2. Diets and allergy needs skills 3,80</p> <p>3. Skills related to disabilities and appropriate infrastructure 3,60</p> <p> Skills related to diversity in religious beliefs 3,60</p> <p>DIVERSITY– Least:</p> <p>1. Gender equality skills 3,40</p> <p>2. Skills related to disabilities and appropriate infrastructure 3,60</p> <p>3. Skills related to diversity in religious beliefs 3,60</p> |
|--|--|

| | |
|---|--|
| Digital Skills | |
| Current Level of Proficiency. Three most and three least proficient | <p>Most:</p> <p>1. Skills to adjust digital equipment such as Wi-Fi connectivity, sound systems and video projectors 3,60</p> <p>2. Microsoft Office skills (e.g., Word, Excel, PowerPoint) 3,40</p> <p>3, Online marketing and communication skills 3,40</p> <p> Desk top publishing skills (for designing brochures, catalogues, etc.) 3,40</p> <p> Social media skills 3,40</p> <p> Skills to monitor online reviews 3,40</p> |

| | |
|--|---|
| | <u>Least:</u> 1. Artificial Intelligence (AI) and robotics skills 1,40 2. Computer programming skills 1,60 3. Skills related to applying digital hardware technologies, such as Augmented and Virtual Reality 2,00 |
| | <u>Most:</u> 1. Skills for implementing online safety procedures 4,20 2. Social media skills 4,20 3. Online marketing and communication skills 4,00 Skills to adjust digital equipment such as Wi-Fi connectivity, sound systems and video projectors 4,00 <u>Least:</u> 1. Computer programming skills 2,80 2. Artificial Intelligence (AI) and robotics skills 3,20 3. Skills related to applying digital hardware technologies, such as Augmented and Virtual Reality 3,40 |

-- END OF FOOD & BEVERAGE SECTION --

5. ACCOMMODATIONS

| Environmental Skills | |
|--|---|
| Current Level of Proficiency. Three most and three least proficient | <u>Most:</u> |
| | 1. Ability to manage waste, sewage, recycling and composting 3,70 |
| | 2. Ability to minimise the use and maximise efficiency of energy and water consumption 3,40 |
| | 3. Promotion of environmentally friendly activities and products 3,20 |
| | <u>Least:</u> |
| | 1. Conservation of biodiversity 3,00 |
| 2. Promotion of sustainable forms of transport (e.g. public transport) 3,00 | |
| 3. Knowledge of climate change 3,10 | |
| Future level of proficiency in 2030. Three most and three least proficient . | <u>Most:</u> |
| | 1. Ability to manage waste, sewage, recycling and composting 4,30 |
| | 2. Promotion of environmentally friendly activities and products 4,30 |
| | 3. Ability to minimise the use and maximise efficiency of energy and water consumption 4,20 |
| | <u>Least:</u> |
| | 1. Conservation of biodiversity 3,70 |
| 2. Promotion of sustainable forms of transport (e.g. public transport) 3,90 | |
| 3. Knowledge of climate change 4,00 | |

| Personal, Communication and Diversity Skills | | |
|--|---|------|
| Current Level of Proficiency. Three most and three least proficient per category | <u>PERSONAL SKILLS - Most:</u> | |
| | 1. Customer orientation | 4,40 |
| | 2. Initiative and commitment | 4,20 |
| | 3. Willingness to learn and to perform | 4,20 |
| | <u>PERSONAL SKILLS - Least:</u> | |
| | 1. Willingness to change | 3,50 |
| | 2. Promoting a positive work environment | 3,80 |
| | 3. Problem solving | 4,00 |
| | <u>COMMUNICATION SKILLS – Most:</u> | |
| | 1. Oral communication skills | 3,80 |
| | 2. Ability to speak foreign languages | 3,80 |
| | 3. Active listening skills | 3,70 |
| | <u>COMMUNICATION SKILLS – Least:</u> | |
| | 1. Skills related to cultural awareness and expression | 3,20 |
| | 2. Skills related to intercultural host-guest understanding and respect | 3,30 |
| | 3. Written communication skills | 3,40 |
| | <u>DIVERSITY SKILLS – Most:</u> | |
| | 1. Diets and allergy needs skills | 4,20 |
| 2. Age-related accessibility skills | 3,90 | |
| 3. Gender equality skills | 3,50 | |
| <u>DIVERSITY SKILLS – Least:</u> | | |
| 1. Skills related to diversity in religious beliefs | 3,00 | |
| 2. Skills related to disabilities and appropriate infrastructure | 3,40 | |
| 3. Gender equality skills | 3,50 | |

| | | |
|--|--|------|
| Future level of proficiency in 2030. Three most and three least proficient . | <u>PERSONAL - Most:</u> | |
| | 1. Customer orientation | 4,80 |
| | 2. Willingness to learn and to perform | 4,70 |
| | 3. Initiative and commitment | 4,60 |
| | <u>PERSONAL - Least:</u> | |
| | 1. Willingness to change | 4,10 |
| | 2. Promoting a positive work environment | 4,20 |
| | 3. Creativity | 4,20 |
| | <u>COMMUNICATION – Most:</u> | |
| | 1. Oral communication skills | 4,20 |
| | 2. Active listening skills | 4,20 |
| | 3. Skills related to awareness of local customs (e.g., food, arts, language, crafts) | 4,20 |
| | Ability to speak foreign languages | 4,20 |
| | <u>COMMUNICATION – Least:</u> | |
| 1. Written communication skills | 3,90 | |
| 2. Skills related to intercultural host-guest understanding and respect | 4,00 | |
| 3. Skills related to cultural awareness and expression | 4,10 | |
| <u>DIVERSITY– Most:</u> | | |
| 1. Age-related accessibility skills | 4,60 | |
| 2. Diets and allergy needs skills | 4,30 | |
| 3. Gender equality skills | 4,10 | |
| <u>DIVERSITY– Least:</u> | | |
| 1. Skills related to diversity in religious beliefs | 3,70 | |
| 2. Skills related to disabilities and appropriate infrastructure | 4,00 | |
| 3. Gender equality skills | 4,10 | |

| Digital Skills | |
|---|---|
| Current Level of Proficiency. Three most and three least proficient | <u>Most:</u> |
| | 1. Online marketing and communication skills 3,90 |
| | 2. Skills to monitor online reviews 3,90 |
| | 3. Microsoft Office skills (e.g., Word, Excel, Powerpoint) 3,80 |
| | <u>Least:</u> |
| | 1. Computer programming skills 2,30 |
| 2. Artificial Intelligence (AI) and robotics skills 2,40 | |
| 3. Skills related to applying digital hardware technologies, such as AR and VR 2,40 | |
| Future level of proficiency in 2030. Three most and three least proficient . | <u>Most:</u> |
| | 1. Skills for implementing online safety procedures 4,50 |
| | 2. Microsoft Office skills (e.g., Word, Excel, Powerpoint) 4,40 |
| | 3, Skills to monitor online reviews 4,40 |
| | <u>Least:</u> |
| | 1. Computer programming skills 3,50 |
| 2. Artificial Intelligence (AI) and robotics skills 3,60 | |
| 3. Skills related to applying digital hardware technologies, such as AR and VR 3,60 | |

-- END OF ACCOMMODATIONS SECTION --

6. THE NETHERLANDS: TOTAL OVERVIEW & INTERPRETATION OF FINDINGS

Given the number of respondents in general for The Netherlands (which is only N=40 in total) , the conclusions of the Dutch part of the survey will be summarized by interpreting the findings for the 5 subsectors in total. That is, analysing the survey from the viewpoint of subsector may raise questions with regard to representativity of the outcomes (e.g. sample size of Visitor Attractions=6, F&B=5, Accommodations=10, Travel Agencies/Tour Operators=14, Destination Management Organizations=5). In this way, we aim at drawing more solid conclusions, that are more or less applicable to all subsectors of the Dutch tourism industry.

| Environmental Skills | | |
|--|--|------|
| Current Level of Proficiency. Three most and three least proficient | <u>Most:</u> | |
| | 1. Ability to manage waste, sewage, recycling and composting | 3,50 |
| | 2. Ability to minimise the use and maximise efficiency of energy and water consumption | 3,33 |
| | 3. Promotion of environmentally friendly activities and products | 3,30 |
| | <u>Least:</u> | |
| | 1. Conservation of biodiversity | 2,83 |
| Future level of proficiency in 2030. Three most and three least proficient . | <u>Most:</u> | |
| | 1. Promotion of environmentally friendly activities and products | 4,03 |
| | 2. Ability to manage waste, sewage, recycling and composting | 4,00 |
| | 3. Knowledge of climate change | 3,85 |
| | <u>Least:</u> | |
| | 1. Conservation of biodiversity | 3,33 |
| | 2. Ability to minimise the use and maximise efficiency of energy and water consumption | 3,80 |

| | | |
|--|---|------|
| | 3. Knowledge of climate change | 3,85 |
| Training Provision for these skills? | Yes = 38% No = 62% | |
| Most popular/ three main types of training | On the job 27,5% Apprenticeship 12,5% Online course 10,0% | |

With regard to the **environmental skills**, in general the promotion of environmentally friendly activities/products and the ability to minimise the use and maximise efficiency of energy and water consumption shows the highest current level of proficiency. Also, the ability to manage waste, sewage, recycling and composting and promoting sustainable forms of transport. This may be related to the fact that this is a topic that has been addressed in policies in the Netherlands for a longer time. Nevertheless, for the future, these skills type stay important and are in the top 3 of future needed skills.

Surprisingly, at the moment the conservation of biodiversity is not considered as a high-rated skills set and – although a little bit higher for the future – is considered to be not very important in 2030.

Nevertheless, the promotion of sustainable forms of transport (e.g. public transport) and the promotion of environmentally friendly activities and products will be very important. Sustainable transport refers to the broad subject of transport that is sustainable in the senses of social, environmental and climate impacts. Components for evaluating sustainability include the particular vehicles used for road, water or air transport; the source of energy; and the infrastructure used to accommodate the transport (roads, railways, airways, waterways, canals and terminals).

| | | |
|--|---|----------------------|
| Personal, Communication and Diversity Skills | | |
| Current Level of Proficiency. Three most and three least proficient per category | <u>PERSONAL SKILLS - Most:</u> 1. Customer orientation 2. Initiative and commitment 3. Problem solving | 4,50 4,18 4,10 |

| | |
|---|--|
| | <p><u>PERSONAL SKILLS - Least:</u></p> <ol style="list-style-type: none"> 1. Willingness to change 3,65 2. Promoting a positive work environment 3,88 <li style="padding-left: 20px;">Creativity 3,88 3. Willingness to learn and to perform 3,93 <p><u>COMMUNICATION SKILLS – Most:</u></p> <ol style="list-style-type: none"> 1. Oral communication skills 4,08 2. Active listening skills 3,83 3. Written communication skills 3,78 <p><u>COMMUNICATION SKILLS – Least:</u></p> <ol style="list-style-type: none"> 1. Skills related to cultural awareness and expression 3,53 2. Skills related to intercultural host-guest understanding and respect 3,60 3. Skills related to awareness of local customs (e.g., food, arts, language, crafts) 3,65 <p><u>DIVERSITY SKILLS – Most:</u></p> <ol style="list-style-type: none"> 1. Age-related accessibility skills 3,65 2. Diets and allergy needs skills 3,53 3. Gender equality skills 3,15 <p><u>DIVERSITY SKILLS – Least:</u></p> <ol style="list-style-type: none"> 1. Skills related to diversity in religious beliefs 2,95 2. Gender equality skills 3,15 3. Skills related to disabilities and appropriate infrastructure 3,15 |
| <p>Future level of proficiency in 2030. Three most and three least proficient .</p> | <p><u>PERSONAL - Most:</u></p> <ol style="list-style-type: none"> 1. Customer orientation 4,73 2. Willingness to learn and to perform 4,53 3. Initiative and commitment 4,50 <p><u>PERSONAL - Least:</u></p> |

| | |
|--|---|
| | <ul style="list-style-type: none"> 1. Creativity 4,18 2. Promoting a positive work environment 4,38 3. Problem solving 4,40 <p><u>COMMUNICATION – Most:</u></p> <ul style="list-style-type: none"> 1. Oral communication skills 4,33 2. Active listening skills 4,30 3. Skills related to intercultural host-guest understanding and respect 4,18 <p><u>COMMUNICATION – Least:</u></p> <ul style="list-style-type: none"> 1. Skills related to awareness of local customs (e.g., food, arts, language, crafts) 4,03 2. Skills related to cultural awareness and expression 4,08 3. Written communication skills 4,08 <p><u>DIVERSITY– Most:</u></p> <ul style="list-style-type: none"> 1. Age-related accessibility skills 4,00 2. Skills related to disabilities and appropriate infrastructure 3,80 3. Diets and allergy needs skills 3,78 <p><u>DIVERSITY– Least:</u></p> <ul style="list-style-type: none"> 1. Skills related to diversity in religious beliefs 3,50 2. Gender equality skills 3,65 3. Diets and allergy needs skills 3,78 |
| Training Provision for Social Skills | <p>Yes = 65%</p> <p>No = 35%</p> |
| Most popular/ three main types of training for social skills | <ul style="list-style-type: none"> On the job 45,0% Apprenticeship 25,0% Online course 22,5% One day on-site training by external provider 22,5% |

| | |
|--|--|
| | |
|--|--|

With regard to the **social-cultural skills**, the tourism industry is a highly emotionally driven and strongly customer-oriented market. Accordingly, customer orientation is regarded as an essential aspect of experience and emotional quality. Customer service is a series of activities designed to deliver customer satisfaction. The process of providing customer satisfaction is based on an understanding of what customers want and need. Effective tourism businesses aim to anticipate and meet or exceed these needs. It also requires effective communication. A high quality customer experience needs to apply from initial contact through to after-sales care, whether the customer generates a one-off transaction or regular repeat business. In this survey, the relevance of customer orientation (now and in the future is and will be high). The same goes for problem solving: this is a universal job skill that applies to any position and every industry. While everyone is tasked with some form of problem-solving in their workplace, not all employees are good at it. In the Dutch survey, we see that these skills are considered to be relevant for the future (score > 4). Also, to keep up with the fast pace of societal and industry development, the willingness to learn is considered as very important for the future (4.53), just as showing imitative and commitment to the job/company (4.50).

Despite the fact that in numerous studies creativity is mentioned as a skill that can make the difference in this digital age, in the Dutch survey it is only scored at 4.18, making it the least important personal skill for the future in this research. This is rather different from what would be expected, since Organizations today operate in a highly competitive, global environment, making creativity crucial. Creativity is what fuels big ideas, challenges employees' way of thinking, and opens the door to new business opportunities. Without creativity and innovation, every tourism company would follow the same patterns in marketing/promotion, technique, or even the products they may be selling. Creativity is crucial for businesses today, especially when the market is dependent on innovative, breaking technology. It also adds value on top of digitization: it is the human mind that is able to find solutions and creative ways of dealing with challenges, and discover new business opportunities.

Good **communication skills** (oral and to a lesser extent written) are also mentioned as highly relevant, and are an essential tool in achieving productivity and maintaining strong working relationships at all levels of a tourism organisation. Employers who invest time and energy into delivering clear lines of communication will rapidly build trust among employees, leading to increases in productivity, output and morale in general. Meanwhile, employees who communicate effectively with colleagues, managers and customers are always valuable assets to an organisation and it is a skill which can often set people apart from their competition when applying for jobs. Therefore, for the future, communication skills are critical.

Diversity skills are the skills necessary to be flexible and accommodating to multiple lifestyles and needs, and to accept the viewpoints and expertise that different people bring to the work environment. With regard to diversity skills, those related to disabilities and appropriate infrastructure, diets and allergy needs skills and age-related accessibility skills are mentioned as the most important ones for the future. These skills give managers and employees a competitive edge and increase the productivity levels, in particular in small businesses. A tourism company that values and teaches diversity may have higher turnover, higher job satisfaction and more creativity, and will be able to attract and retain the best workforce. Age-related accessibility skills and

skills related to disabilities (4.00) and appropriate infrastructure (3.80) are mentioned as the most important diversity skills among the Dutch participants of the survey. Skills with regard to dealing with diversity in religious beliefs (3.50) are mentioned as least necessary for the future.

| Digital Skills | | | | | | | | | | | | | |
|--|--|--|------|--|------|---|------|---|------|--|------|---|------|
| Current Level of Proficiency. Three most and three least proficient | <p><u>Most:</u></p> <table border="0"> <tr> <td>1. Microsoft Office skills (e.g., Word, Excel, Powerpoint)</td> <td>3,78</td> </tr> <tr> <td>2. Online marketing and communication skills</td> <td>3,75</td> </tr> <tr> <td>3. Social media skills</td> <td>3,65</td> </tr> </table> <p><u>Least:</u></p> <table border="0"> <tr> <td>1. Artificial Intelligence (AI) and robotics skills</td> <td>1,80</td> </tr> <tr> <td>2. Skills related to applying digital hardware technologies, such as Augmented and Virtual Reality</td> <td>2,10</td> </tr> <tr> <td>3. Computer programming skills</td> <td>2,18</td> </tr> </table> | 1. Microsoft Office skills (e.g., Word, Excel, Powerpoint) | 3,78 | 2. Online marketing and communication skills | 3,75 | 3. Social media skills | 3,65 | 1. Artificial Intelligence (AI) and robotics skills | 1,80 | 2. Skills related to applying digital hardware technologies, such as Augmented and Virtual Reality | 2,10 | 3. Computer programming skills | 2,18 |
| 1. Microsoft Office skills (e.g., Word, Excel, Powerpoint) | 3,78 | | | | | | | | | | | | |
| 2. Online marketing and communication skills | 3,75 | | | | | | | | | | | | |
| 3. Social media skills | 3,65 | | | | | | | | | | | | |
| 1. Artificial Intelligence (AI) and robotics skills | 1,80 | | | | | | | | | | | | |
| 2. Skills related to applying digital hardware technologies, such as Augmented and Virtual Reality | 2,10 | | | | | | | | | | | | |
| 3. Computer programming skills | 2,18 | | | | | | | | | | | | |
| Future level of proficiency in 2030. Three most and three least proficient . | <p><u>Most:</u></p> <table border="0"> <tr> <td>1. Social media skills</td> <td>4,25</td> </tr> <tr> <td>2. Microsoft Office skills (e.g., Word, Excel, Powerpoint)</td> <td>4,18</td> </tr> <tr> <td>3. Skills for implementing online safety procedures</td> <td>4,15</td> </tr> </table> <p><u>Least:</u></p> <table border="0"> <tr> <td>1. Computer programming skills</td> <td>2,98</td> </tr> <tr> <td>2. Skills related to applying digital hardware technologies, such as Augmented and Virtual Reality</td> <td>3,20</td> </tr> <tr> <td>3. Artificial Intelligence (AI) and robotics skills</td> <td>3,30</td> </tr> </table> | 1. Social media skills | 4,25 | 2. Microsoft Office skills (e.g., Word, Excel, Powerpoint) | 4,18 | 3. Skills for implementing online safety procedures | 4,15 | 1. Computer programming skills | 2,98 | 2. Skills related to applying digital hardware technologies, such as Augmented and Virtual Reality | 3,20 | 3. Artificial Intelligence (AI) and robotics skills | 3,30 |
| 1. Social media skills | 4,25 | | | | | | | | | | | | |
| 2. Microsoft Office skills (e.g., Word, Excel, Powerpoint) | 4,18 | | | | | | | | | | | | |
| 3. Skills for implementing online safety procedures | 4,15 | | | | | | | | | | | | |
| 1. Computer programming skills | 2,98 | | | | | | | | | | | | |
| 2. Skills related to applying digital hardware technologies, such as Augmented and Virtual Reality | 3,20 | | | | | | | | | | | | |
| 3. Artificial Intelligence (AI) and robotics skills | 3,30 | | | | | | | | | | | | |
| Training Provision for digital skills? | <p>Yes = 70%</p> <p>No = 30%</p> | | | | | | | | | | | | |

| | | |
|---|---|-------|
| Most popular/ three main types of training for digital skills | On the job | 50,0% |
| | Online course | 35,0% |
| | Apprenticeship | 27,5% |
| | One day on-site training by external provider | 20,0% |

Digital skills are essential for tourism workers to be able to participate fully in the 21st century tourism industry. As the nature of work changes to encompass technology, as booking services shift to online platforms, and as tourism customer journey activities such as reviewing, reservation of holidays and company communication move online, every tourism employee needs to be equipped with the skills to act and work digitally. As technology advance and guests are becoming more switched on than ever before, it's never been more important to understand how to harness the power of digital technologies to help improve company success, and branch out to target audiences in a way that commands results.

Currently, in the Netherlands skills to monitor online reviews, Microsoft Office skills and online marketing and communication skills are the top mentioned skills at present. This is in line with what we see in our Dutch industry: knowing how to deal with the MS Office software is considered as a general skills set that every worker in the industry has to have. Social media is 'hot' and dealing with online skills to communicate and engage are of vital importance. Also, online reviews are nowadays critical for a business, as guests increasingly rely on them to guide their leisure decision-making.

A certain level of digital skills is required in order to work with computers and tools like iPads for making reservations or, for example, cashier and reservations systems (like Opera and MICROS hotel management & booking systems for hotel restaurants). A difference with today is that everybody will need to have such digital skills in the future. Now, tech staff, housekeeping or gardeners are not always required to have digital skills. However, with the increasing interconnection of systems and processes, also tech installations are mainly approached through the Internet.

For the future, there is a strong need for workforce capable of conducting data analyses to improve customer experience. In the Netherlands, this is emphasised by the results of the DMO's who rank data analysis skills in the top 3 of needed future skills in the future. Data sits at the heart of almost all the main aims and goals of tourism companies. Personalization, effective pricing strategies, product design, optimizing sales channels, attribution, customer service, social media engagement, channel management, extra sales opportunities – all of these can only be tackled efficiently with a strong foundation of data.

Artificial intelligence has existed for several years, yet we witness that it is now reaching another dimension, thanks to more powerful computers and the multiplication of available data. It is undeniable that it represents a great interest for the tourism sector, e.g. recommendations applications, real time chatbots and personalized services. The future will be AI controlled. The ongoing integration of systems and processes (back- and front office, reservations, pricing, billing, check-in and so on) will make it possible to increasingly personalize offers and come up with relevant propositions for customers. Flexible

daily rates based on capacity and demand and realized through AI will be a reality soon. AI will also increasingly influence the recruitment process. Data-analysis is key for these processes. The aim is to simplify the work of tourism industry professionals so that they can return to their core business with powerful tools and technologies and make an important difference in terms of profit and customer satisfaction. Thus, AI has great potential for tourism, although at the moment we see low skills levels at companies in AI, programming, and VR/AR which is not strange since these technologies require a lot of “technical” skills which is not part of tourism curricula or training in general. Also for the future, in the Netherlands these skills are not considered as among the most important ones for tourism workers, mainly because experts believe these skills will be outsourced to external companies with specialists. Also web site development skills are not considered as at the core of tourism employees, since also these skills will be outsourced to external companies.

Another trend that future workers of the tourism industry must look out for is the use of advanced analytics (in particular mentioned in the DMO section). Tourism is an information intensive sector and consequently decision-making entails managing and analysing an increasing quantity of information. Tourists generate large amounts of information, before, during and after their holidays. Consequently, all kinds of tourism companies need to adapt to new data techniques and methodologies that will allow the compilation of information, its connection, and its analysis. This is recognized in the survey, and the skills gap in this field is one of the largest throughout the whole survey.

APPENDIX 1: FULL ANALYSIS PER SECTOR AND OVERVIEW OF GAPS PER SKILLS SET

1. Social skills: Personal skills. Total and per sector

| | Current | Future | GAP | GAP % |
|--|-------------|-------------|-------------|---------------|
| PERSONAL SKILLS GLOBAL NETHERLANDS | | | | |
| Problem solving | 4,10 | 4,40 | 0,30 | 7,32% |
| Initiative and commitment | 4,18 | 4,50 | 0,33 | 7,78% |
| Customer orientation | 4,50 | 4,73 | 0,23 | 5,00% |
| Ethical conduct and respect | 4,10 | 4,40 | 0,30 | 7,32% |
| Willingness to change | 3,65 | 4,45 | 0,80 | 21,92% |
| Promoting a positive work environment | 3,88 | 4,38 | 0,50 | 12,90% |
| Creativity | 3,88 | 4,18 | 0,30 | 7,74% |
| Willingness to learn and to perform | 3,93 | 4,53 | 0,60 | 15,29% |
| TOTAL | 4,03 | 4,44 | 0,42 | 10,40% |
| PERSONAL SKILLS. Destination management | | | | |
| Problem solving | 4,20 | 4,60 | 0,40 | 9,52% |
| Initiative and commitment | 4,40 | 4,60 | 0,20 | 4,55% |
| Customer orientation | 4,80 | 4,80 | 0,00 | 0,00% |
| Ethical conduct and respect | 4,20 | 4,40 | 0,20 | 4,76% |
| Willingness to change | 4,20 | 4,80 | 0,60 | 14,29% |
| Promoting a positive work environment | 4,20 | 4,40 | 0,20 | 4,76% |
| Creativity | 3,80 | 4,40 | 0,60 | 15,79% |
| Willingness to learn and to perform | 4,40 | 4,40 | 0,00 | 0,00% |
| TOTAL | 4,28 | 4,55 | 0,27 | 6,43% |
| PERSONAL SKILLS. Food & beverage | | | | |
| Problem solving | 4,00 | 4,40 | 0,40 | 10,00% |
| Initiative and commitment | 4,20 | 4,20 | 0,00 | 0,00% |
| Customer orientation | 4,20 | 4,60 | 0,40 | 9,52% |
| Ethical conduct and respect | 4,20 | 4,40 | 0,20 | 4,76% |
| Willingness to change | 3,80 | 4,40 | 0,60 | 15,79% |
| Promoting a positive work environment | 4,20 | 4,60 | 0,40 | 9,52% |
| Creativity | 4,00 | 4,40 | 0,40 | 10,00% |
| Willingness to learn and to perform | 4,00 | 4,40 | 0,40 | 10,00% |

| | | | | |
|--|-------------|-------------|-------------|---------------|
| TOTAL | 4,08 | 4,43 | 0,35 | 8,59% |
| PERSONAL SKILLS. Visitor attractions | | | | |
| Problem solving | 4,00 | 4,17 | 0,17 | 4,17% |
| Initiative and commitment | 3,83 | 4,50 | 0,67 | 17,39% |
| Customer orientation | 4,33 | 4,67 | 0,33 | 7,69% |
| Ethical conduct and respect | 4,00 | 4,33 | 0,33 | 8,33% |
| Willingness to change | 3,50 | 4,50 | 1,00 | 28,57% |
| Promoting a positive work environment | 3,50 | 4,33 | 0,83 | 23,81% |
| Creativity | 3,67 | 4,17 | 0,50 | 13,64% |
| Willingness to learn and to perform | 3,67 | 4,33 | 0,67 | 18,18% |
| TOTAL | 3,81 | 4,38 | 0,56 | 14,75% |
| PERSONAL SKILL. Travel agents and tour operators | | | | |
| Problem solving | 4,21 | 4,36 | 0,14 | 3,39% |
| Initiative and commitment | 4,21 | 4,50 | 0,29 | 6,78% |
| Customer orientation | 4,64 | 4,71 | 0,07 | 1,54% |
| Ethical conduct and respect | 4,14 | 4,43 | 0,29 | 6,90% |
| Willingness to change | 3,57 | 4,57 | 1,00 | 28,00% |
| Promoting a positive work environment | 3,86 | 4,43 | 0,57 | 14,81% |
| Creativity | 3,79 | 4,00 | 0,21 | 5,66% |
| Willingness to learn and to perform | 3,64 | 4,57 | 0,93 | 25,49% |
| TOTAL | 4,01 | 4,45 | 0,44 | 10,91% |
| PERSONAL SKILLS. Accommodation | | | | |
| Problem solving | 4,00 | 4,50 | 0,50 | 12,50% |
| Initiative and commitment | 4,20 | 4,60 | 0,40 | 9,52% |
| Customer orientation | 4,40 | 4,80 | 0,40 | 9,09% |
| Ethical conduct and respect | 4,00 | 4,40 | 0,40 | 10,00% |
| Willingness to change | 3,50 | 4,10 | 0,60 | 17,14% |
| Promoting a positive work environment | 3,80 | 4,20 | 0,40 | 10,53% |
| Creativity | 4,10 | 4,20 | 0,10 | 2,44% |
| Willingness to learn and to perform | 4,20 | 4,70 | 0,50 | 11,90% |
| TOTAL | 4,03 | 4,44 | 0,41 | 10,25% |

2. Social skills: Communication skills. Total and per sector

| | Current | Future | GAP | GAP % |
|---|---------|--------|------|-------|
| COMMUNICATION SKILLS GLOBAL NETHERLANDS | | | | |
| Written communication skills | 3,78 | 4,08 | 0,30 | 7,95% |

| | | | | |
|---|-------------|-------------|-------------|---------------|
| Oral communication skills | 4,08 | 4,33 | 0,25 | 6,13% |
| Active listening skills | 3,83 | 4,30 | 0,48 | 12,42% |
| Skills related to cultural awareness and expression | 3,53 | 4,08 | 0,55 | 15,60% |
| Skills related to awareness of local customs (e.g., food, arts, language, crafts) | 3,65 | 4,03 | 0,38 | 10,27% |
| Ability to speak foreign languages | 3,73 | 4,10 | 0,38 | 10,07% |
| Skills related to intercultural host-guest understanding and respect | 3,60 | 4,18 | 0,57 | 15,97% |
| TOTAL | 3,74 | 4,15 | 0,41 | 11,08% |
| COMMUNICATION SKILLS. Destination management | | | | |
| Written communication skills | 4,60 | 4,60 | 0,00 | 0,00% |
| Oral communication skills | 4,60 | 4,60 | 0,00 | 0,00% |
| Active listening skills | 4,20 | 4,40 | 0,20 | 4,76% |
| Skills related to cultural awareness and expression | 4,00 | 4,20 | 0,20 | 5,00% |
| Skills related to awareness of local customs (e.g., food, arts, language, crafts) | 4,20 | 4,20 | 0,00 | 0,00% |
| Ability to speak foreign languages | 4,20 | 4,00 | -0,20 | -4,76% |
| Skills related to intercultural host-guest understanding and respect | 3,60 | 4,40 | 0,80 | 22,22% |
| TOTAL | 4,20 | 4,34 | 0,14 | 3,40% |
| COMMUNICATION SKILLS. Food & beverage | | | | |
| Written communication skills | 3,60 | 4,00 | 0,40 | 11,11% |
| Oral communication skills | 4,20 | 4,20 | 0,00 | 0,00% |
| Active listening skills | 3,60 | 4,20 | 0,60 | 16,67% |
| Skills related to cultural awareness and expression | 3,60 | 4,20 | 0,60 | 16,67% |
| Skills related to awareness of local customs (e.g., food, arts, language, crafts) | 3,80 | 4,20 | 0,40 | 10,53% |
| Ability to speak foreign languages | 3,40 | 3,80 | 0,40 | 11,76% |
| Skills related to intercultural host-guest understanding and respect | 3,60 | 4,20 | 0,60 | 16,67% |
| TOTAL | 3,69 | 4,11 | 0,43 | 11,63% |
| COMMUNICATION SKILLS. Visitor attractions | | | | |
| Written communication skills | 3,50 | 3,83 | 0,33 | 9,52% |
| Oral communication skills | 3,83 | 4,33 | 0,50 | 13,04% |
| Active listening skills | 3,83 | 4,17 | 0,33 | 8,70% |
| Skills related to cultural awareness and expression | 3,33 | 3,83 | 0,50 | 15,00% |
| Skills related to awareness of local customs (e.g., food, arts, language, crafts) | 3,00 | 3,67 | 0,67 | 22,22% |
| Ability to speak foreign languages | 2,83 | 3,67 | 0,83 | 29,41% |
| Skills related to intercultural host-guest understanding and respect | 3,17 | 3,83 | 0,67 | 21,05% |
| TOTAL | 3,36 | 3,90 | 0,55 | 16,31% |
| COMMUNICATION SKILLS. Travel agents and tour operators | | | | |
| Written communication skills | 3,93 | 4,14 | 0,21 | 5,45% |
| Oral communication skills | 4,14 | 4,36 | 0,21 | 5,17% |
| Active listening skills | 3,86 | 4,43 | 0,57 | 14,81% |
| Skills related to cultural awareness and expression | 3,64 | 4,07 | 0,43 | 11,76% |

| | | | | |
|---|-------------|-------------|------|--------|
| Skills related to awareness of local customs (e.g., food, arts, language, crafts) | 3,79 | 3,93 | 0,14 | 3,77% |
| Ability to speak foreign languages | 4,00 | 4,36 | 0,36 | 8,93% |
| Skills related to intercultural host-guest understanding and respect | 4,00 | 4,36 | 0,36 | 8,93% |
| TOTAL | 3,91 | 4,23 | 0,33 | 8,36% |
| COMMUNICATION SKILLS. Accommodation | | | | |
| Written communication skills | 3,40 | 3,90 | 0,50 | 14,71% |
| Oral communication skills | 3,80 | 4,20 | 0,40 | 10,53% |
| Active listening skills | 3,70 | 4,20 | 0,50 | 13,51% |
| Skills related to cultural awareness and expression | 3,20 | 4,10 | 0,90 | 28,13% |
| Skills related to awareness of local customs (e.g., food, arts, language, crafts) | 3,50 | 4,20 | 0,70 | 20,00% |
| Ability to speak foreign languages | 3,80 | 4,20 | 0,40 | 10,53% |
| Skills related to intercultural host-guest understanding and respect | 3,30 | 4,00 | 0,70 | 21,21% |
| TOTAL | 3,53 | 4,11 | 0,59 | 16,60% |

3. Social skills: Diversity skills. Total and per sector

| | Current | Future | GAP | GAP % |
|---|-------------|-------------|-------------|---------------|
| DIVERSITY SKILLS GLOBAL NETHERLANDS | | | | |
| Gender equality skills | 3,15 | 3,65 | 0,50 | 15,87% |
| Age-related accessibility skills | 3,65 | 4,00 | 0,35 | 9,59% |
| Diets and allergy needs skills | 3,53 | 3,78 | 0,25 | 7,09% |
| Skills related to disabilities and appropriate infrastructure | 3,15 | 3,80 | 0,65 | 20,63% |
| Skills related to diversity in religious beliefs | 2,95 | 3,50 | 0,55 | 18,64% |
| TOTAL | 3,29 | 3,75 | 0,46 | 14,00% |
| DIVERSITY SKILLS. Destination management | | | | |
| Gender equality skills | 3,00 | 3,40 | 0,40 | 13,33% |
| Age-related accessibility skills | 3,80 | 3,40 | -0,40 | -10,53% |
| Diets and allergy needs skills | 2,40 | 2,60 | 0,20 | 8,33% |
| Skills related to disabilities and appropriate infrastructure | 2,80 | 3,40 | 0,60 | 21,43% |
| Skills related to diversity in religious beliefs | 2,40 | 2,60 | 0,20 | 8,33% |
| TOTAL | 2,88 | 3,08 | 0,20 | 6,94% |
| DIVERSITY SKILLS. Food & beverage | | | | |
| Gender equality skills | 3,00 | 3,40 | 0,40 | 13,33% |
| Age-related accessibility skills | 3,20 | 3,80 | 0,60 | 18,75% |
| Diets and allergy needs skills | 3,60 | 3,80 | 0,20 | 5,56% |
| Skills related to disabilities and appropriate infrastructure | 3,20 | 3,60 | 0,40 | 12,50% |

| | | | | |
|---|-------------|-------------|-------------|---------------|
| Skills related to diversity in religious beliefs | 3,40 | 3,60 | 0,20 | 5,88% |
| TOTAL | 3,28 | 3,64 | 0,36 | 10,98% |
| DIVERSITY SKILLS. Visitor attractions | | | | |
| Gender equality skills | 2,67 | 3,33 | 0,67 | 25,00% |
| Age-related accessibility skills | 3,33 | 3,67 | 0,33 | 10,00% |
| Diets and allergy needs skills | 3,83 | 3,83 | 0,00 | 0,00% |
| Skills related to disabilities and appropriate infrastructure | 3,17 | 4,00 | 0,83 | 26,32% |
| Skills related to diversity in religious beliefs | 2,67 | 3,17 | 0,50 | 18,75% |
| TOTAL | 3,13 | 3,60 | 0,47 | 14,89% |
| DIVERSITY SKILLS. Travel agents and tour operators | | | | |
| Gender equality skills | 3,21 | 3,64 | 0,43 | 13,33% |
| Age-related accessibility skills | 3,71 | 4,00 | 0,29 | 7,69% |
| Diets and allergy needs skills | 3,29 | 3,79 | 0,50 | 15,22% |
| Skills related to disabilities and appropriate infrastructure | 3,07 | 3,79 | 0,71 | 23,26% |
| Skills related to diversity in religious beliefs | 3,07 | 3,79 | 0,71 | 23,26% |
| TOTAL | 3,27 | 3,80 | 0,53 | 16,16% |
| DIVERSITY SKILLS. Accommodation | | | | |
| Gender equality skills | 3,50 | 4,10 | 0,60 | 17,14% |
| Age-related accessibility skills | 3,90 | 4,60 | 0,70 | 17,95% |
| Diets and allergy needs skills | 4,20 | 4,30 | 0,10 | 2,38% |
| Skills related to disabilities and appropriate infrastructure | 3,40 | 4,00 | 0,60 | 17,65% |
| Skills related to diversity in religious beliefs | 3,00 | 3,70 | 0,70 | 23,33% |
| TOTAL | 3,60 | 4,14 | 0,54 | 15,00% |

4. Digital skills: total and per sector

| | Current | Future | GAP | GAP % |
|---|---------|--------|------|--------|
| DIGITAL SKILLS GLOBAL NETHERLANDS | | | | |
| Operating System use skills (e.g., Windows) | 3,63 | 4,00 | 0,37 | 10,34% |
| Microsoft Office skills (e.g., Word, Excel, Powerpoint) | 3,78 | 4,18 | 0,40 | 10,60% |
| Skills for implementing online safety procedures | 3,20 | 4,15 | 0,95 | 29,69% |
| Online marketing and communication skills | 3,75 | 4,15 | 0,40 | 10,67% |
| Skills to adjust digital equipment such as Wi-Fi connectivity, sound systems and video projectors | 3,48 | 3,73 | 0,25 | 7,19% |
| Desk top publishing skills (for designing brochures, catalogues, etc.) | 3,20 | 3,50 | 0,30 | 9,38% |
| Computer programming skills | 2,18 | 2,98 | 0,80 | 36,78% |

| | | | | |
|---|-------------|-------------|-------------|---------------|
| Website development skills | 2,95 | 3,63 | 0,68 | 22,88% |
| Social media skills | 3,65 | 4,25 | 0,60 | 16,44% |
| Skills to monitor online reviews | 3,53 | 4,08 | 0,55 | 15,60% |
| Data analytics, business intelligence, big data skills | 3,00 | 3,83 | 0,83 | 27,50% |
| Artificial Intelligence (AI) and robotics skills | 1,80 | 3,30 | 1,50 | 83,33% |
| Skills related to applying digital hardware technologies, such as Augmented and Virtual Reality | 2,10 | 3,20 | 1,10 | 52,38% |
| TOTAL | 3,09 | 3,77 | 0,67 | 25,60% |
| DIGITAL SKILLS. Destination management | | | | |
| Operating System use skills (e.g., Windows) | 4,20 | 4,40 | 0,20 | 4,76% |
| Microsoft Office skills (e.g., Word, Excel, Powerpoint) | 4,20 | 4,60 | 0,40 | 9,52% |
| Skills for implementing online safety procedures | 4,00 | 4,40 | 0,40 | 10,00% |
| Online marketing and communication skills | 4,40 | 4,80 | 0,40 | 9,09% |
| Skills to adjust digital equipment such as Wi-Fi connectivity, sound systems and video projectors | 4,40 | 4,20 | -0,20 | -4,55% |
| Desk top publishing skills (for designing brochures, catalogues, etc.) | 3,80 | 4,20 | 0,40 | 10,53% |
| Computer programming skills | 2,80 | 3,20 | 0,40 | 14,29% |
| Website development skills | 3,60 | 4,00 | 0,40 | 11,11% |
| Social media skills | 4,60 | 4,80 | 0,20 | 4,35% |
| Skills to monitor online reviews | 3,40 | 4,40 | 1,00 | 29,41% |
| Data analytics, business intelligence, big data skills | 3,40 | 4,60 | 1,20 | 35,29% |
| Artificial Intelligence (AI) and robotics skills | 1,40 | 3,60 | 2,20 | 157,14% |
| Skills related to applying digital hardware technologies, such as Augmented and Virtual Reality | 3,00 | 4,20 | 1,20 | 40,00% |
| TOTAL | 3,63 | 4,26 | 0,63 | 25,46% |
| DIGITAL SKILLS. Food & beverage | | | | |
| Operating System use skills (e.g., Windows) | 3,00 | 3,40 | 0,40 | 13,33% |
| Microsoft Office skills (e.g., Word, Excel, Powerpoint) | 3,40 | 3,80 | 0,40 | 11,76% |
| Skills for implementing online safety procedures | 2,80 | 4,20 | 1,40 | 50,00% |
| Online marketing and communication skills | 3,40 | 4,00 | 0,60 | 17,65% |
| Skills to adjust digital equipment such as Wi-Fi connectivity, sound systems and video projectors | 3,60 | 4,00 | 0,40 | 11,11% |
| Desk top publishing skills (for designing brochures, catalogues, etc.) | 3,40 | 3,40 | 0,00 | 0,00% |
| Computer programming skills | 1,60 | 2,80 | 1,20 | 75,00% |
| Website development skills | 2,80 | 3,80 | 1,00 | 35,71% |
| Social media skills | 3,40 | 4,20 | 0,80 | 23,53% |
| Skills to monitor online reviews | 3,40 | 3,80 | 0,40 | 11,76% |

| | | | | |
|---|-------------|-------------|-------------|---------------|
| Data analytics, business intelligence, big data skills | 2,20 | 3,60 | 1,40 | 63,64% |
| Artificial Intelligence (AI) and robotics skills | 1,40 | 3,20 | 1,80 | 128,57% |
| Skills related to applying digital hardware technologies, such as Augmented and Virtual Reality | 2,00 | 3,40 | 1,40 | 70,00% |
| TOTAL | 2,80 | 3,66 | 0,86 | 39,39% |
| DIGITAL SKILLS. Visitor attractions | | | | |
| Operating System use skills (e.g., Windows) | 3,50 | 3,83 | 0,33 | 9,52% |
| Microsoft Office skills (e.g., Word, Excel, Powerpoint) | 3,67 | 4,00 | 0,33 | 9,09% |
| Skills for implementing online safety procedures | 3,17 | 4,17 | 1,00 | 31,58% |
| Online marketing and communication skills | 3,67 | 4,00 | 0,33 | 9,09% |
| Skills to adjust digital equipment such as Wi-Fi connectivity, sound systems and video projectors | 3,33 | 3,83 | 0,50 | 15,00% |
| Desk top publishing skills (for designing brochures, catalogues, etc.) | 3,33 | 3,33 | 0,00 | 0,00% |
| Computer programming skills | 2,67 | 2,67 | 0,00 | 0,00% |
| Website development skills | 2,83 | 3,00 | 0,17 | 5,88% |
| Social media skills | 3,67 | 4,50 | 0,83 | 22,73% |
| Skills to monitor online reviews | 3,83 | 4,33 | 0,50 | 13,04% |
| Data analytics, business intelligence, big data skills | 3,00 | 3,67 | 0,67 | 22,22% |
| Artificial Intelligence (AI) and robotics skills | 2,17 | 2,83 | 0,67 | 30,77% |
| Skills related to applying digital hardware technologies, such as Augmented and Virtual Reality | 2,33 | 2,83 | 0,50 | 21,43% |
| TOTAL | 3,17 | 3,62 | 0,45 | 14,64% |
| DIGITAL SKILLS. Travel agents and tour operators | | | | |
| Operating System use skills (e.g., Windows) | 3,71 | 4,14 | 0,43 | 11,54% |
| Microsoft Office skills (e.g., Word, Excel, Powerpoint) | 3,79 | 4,07 | 0,29 | 7,55% |
| Skills for implementing online safety procedures | 2,93 | 3,79 | 0,86 | 29,27% |
| Online marketing and communication skills | 3,57 | 4,07 | 0,50 | 14,00% |
| Skills to adjust digital equipment such as Wi-Fi connectivity, sound systems and video projectors | 3,14 | 3,36 | 0,21 | 6,82% |
| Desk top publishing skills (for designing brochures, catalogues, etc.) | 2,86 | 3,07 | 0,21 | 7,50% |
| Computer programming skills | 1,86 | 2,71 | 0,86 | 46,15% |
| Website development skills | 2,71 | 3,57 | 0,86 | 31,58% |
| Social media skills | 3,36 | 4,00 | 0,64 | 19,15% |
| Skills to monitor online reviews | 3,21 | 3,71 | 0,50 | 15,56% |
| Data analytics, business intelligence, big data skills | 2,93 | 3,57 | 0,64 | 21,95% |
| Artificial Intelligence (AI) and robotics skills | 1,50 | 3,21 | 1,71 | 114,29% |

| | | | | |
|---|-------------|-------------|-------------|---------------|
| Skills related to applying digital hardware technologies, such as Augmented and Virtual Reality | 1,50 | 2,64 | 1,14 | 76,19% |
| TOTAL | 2,85 | 3,53 | 0,68 | 30,89% |
| DIGITAL SKILLS. Accommodation | | | | |
| Operating System use skills (e.g., Windows) | 3,60 | 4,00 | 0,40 | 11,11% |
| Microsoft Office skills (e.g., Word, Excel, Powerpoint) | 3,80 | 4,40 | 0,60 | 15,79% |
| Skills for implementing online safety procedures | 3,40 | 4,50 | 1,10 | 32,35% |
| Online marketing and communication skills | 3,90 | 4,10 | 0,20 | 5,13% |
| Skills to adjust digital equipment such as Wi-Fi connectivity, sound systems and video projectors | 3,50 | 3,80 | 0,30 | 8,57% |
| Desk top publishing skills (for designing brochures, catalogues, etc.) | 3,20 | 3,90 | 0,70 | 21,88% |
| Computer programming skills | 2,30 | 3,50 | 1,20 | 52,17% |
| Website development skills | 3,10 | 3,80 | 0,70 | 22,58% |
| Social media skills | 3,70 | 4,20 | 0,50 | 13,51% |
| Skills to monitor online reviews | 3,90 | 4,40 | 0,50 | 12,82% |
| Data analytics, business intelligence, big data skills | 3,30 | 4,00 | 0,70 | 21,21% |
| Artificial Intelligence (AI) and robotics skills | 2,40 | 3,60 | 1,20 | 50,00% |
| Skills related to applying digital hardware technologies, such as Augmented and Virtual Reality | 2,40 | 3,60 | 1,20 | 50,00% |
| TOTAL | 3,27 | 3,98 | 0,72 | 24,39% |

5. Summary of scores per skills group and sector

| | Current | Future | GAP | GAP % |
|---|---------|--------|------|--------|
| Environmental skills global EUROPEAN MEAN | 3,16 | 3,75 | 0,59 | 19,00% |
| Environmental skills NETHERLANDS | 3,21 | 3,81 | 0,60 | 18,55% |
| Environmental skills : Destination management | 2,80 | 3,73 | 0,93 | 33,33% |
| Environmental skills : Food & beverage | 3,17 | 3,90 | 0,73 | 23,16% |
| Environmental skills : Visitor attractions | 3,44 | 3,97 | 0,53 | 15,32% |
| Environmental skills :Travel agents and tour operators | 3,26 | 3,55 | 0,29 | 8,76% |
| Environmental skills :Accommodation | 3,23 | 4,07 | 0,83 | 25,77% |

| | Current | Future | GAP | GAP % |
|---|---------|--------|------|--------|
| PERSONAL SKILLS EUROPEAN MEAN | 3,16 | 3,75 | 0,59 | 18,67% |
| PERSONAL SKILLS NETHERLANDS MEAN | 4,03 | 4,44 | 0,42 | 10,40% |
| PERSONAL SKILLS. Destination management | 4,28 | 4,55 | 0,27 | 6,43% |
| PERSONAL SKILLS. Food & beverage | 4,08 | 4,43 | 0,35 | 8,59% |
| PERSONAL SKILLS. Visitor attractions | 3,81 | 4,38 | 0,56 | 14,75% |
| PERSONAL SKILL. Travel agents and tour operators | 4,01 | 4,45 | 0,44 | 10,91% |
| PERSONAL SKILLS. Accommodation | 4,03 | 4,44 | 0,41 | 10,25% |

| | Current | Future | GAP | GAP % |
|---|---------|--------|------|--------|
| COMMUNICATION SKILLS EUROPEAN MEAN | 3,72 | 4,26 | 0,54 | 14,52% |
| COMMUNICATION SKILLS NETHERLANDS MEAN | 3,74 | 4,15 | 0,41 | 11,08% |
| COMMUNICATION SKILLS. Destination management | 4,20 | 4,34 | 0,14 | 3,40% |
| COMMUNICATION SKILLS. Food & beverage | 3,69 | 4,11 | 0,43 | 11,63% |
| COMMUNICATION SKILLS. Visitor attractions | 3,36 | 3,90 | 0,55 | 16,31% |

| | | | | |
|---|----------------|---------------|------------|--------------|
| COMMUNICATION SKILLS. Travel agents and tour operators | 3,91 | 4,23 | 0,33 | 8,36% |
| COMMUNICATION SKILLS. Accommodation | 3,53 | 4,11 | 0,59 | 16,60% |
| | Current | Future | GAP | GAP % |
| DIVERSITY SKILLS EUROPEAN MEAN | 3,29 | 3,75 | 0,46 | 14,00% |
| DIVERSITY SKILLS NETHERLANDS MEAN | 2,88 | 3,08 | 0,20 | 6,94% |
| DIVERSITY SKILLS Destination management | 3,28 | 3,64 | 0,36 | 10,98% |
| DIVERSITY SKILLS. Food & beverage | 3,13 | 3,6 | 0,47 | 14,89% |
| DIVERSITY SKILLS. Visitor attractions | 3,27 | 3,8 | 0,53 | 16,16% |
| DIVERSITY SKILLS. Travel agents and tour operators | 3,6 | 4,14 | 0,54 | 15,00% |
| DIVERSITY SKILLS. Accommodation | 3,29 | 3,75 | 0,46 | 14,00% |
| | Current | Future | GAP | GAP % |
| DIGITAL SKILLS EUROPEAN MEAN | 3,02 | 3,77 | 0,75 | 24,83% |
| DIGITAL SKILLS NETHERLANDS MEAN | 3,09 | 3,77 | 0,67 | 25,60% |
| DIGITAL SKILLS. Destination management | 3,63 | 4,26 | 0,63 | 25,46% |
| DIGITAL SKILLS. Food & beverage | 2,8 | 3,66 | 0,86 | 39,39% |
| DIGITAL SKILLS. Visitor attractions | 3,17 | 3,62 | 0,45 | 14,64% |
| DIGITAL SKILLS. Travel agents and tour operators | 2,85 | 3,53 | 0,68 | 30,89% |
| DIGITAL SKILLS. Accommodation | 3,27 | 3,98 | 0,72 | 24,39% |

6. Highest current skills levels total Netherlands

| SKILL TYPE | Score |
|---|-------|
| Customer orientation | 4,50 |
| Initiative and commitment | 4,18 |
| Problem solving | 4,10 |
| Ethical conduct and respect | 4,10 |
| Oral communication skills | 4,08 |
| Willingness to learn and to perform | 3,93 |
| Promoting a positive work environment | 3,88 |
| Creativity | 3,88 |
| Active listening skills | 3,83 |
| Written communication skills | 3,78 |
| Microsoft Office skills (e.g., Word, Excel, Powerpoint) | 3,78 |
| Online marketing and communication skills | 3,75 |
| Ability to speak foreign languages | 3,73 |
| Skills related to awareness of local customs (e.g., food, arts, language, crafts) | 3,65 |
| Willingness to change | 3,65 |
| Age-related accessibility skills | 3,65 |
| Social media skills | 3,65 |

7. Highest projected future skills levels total Netherlands

| SKILL TYPE | Score |
|--|-------|
| Customer orientation | 4,73 |
| Willingness to learn and to perform | 4,53 |
| Initiative and commitment | 4,50 |
| Willingness to change | 4,45 |
| Ethical conduct and respect | 4,40 |
| Problem solving | 4,40 |
| Promoting a positive work environment | 4,38 |
| Oral communication skills | 4,33 |
| Active listening skills | 4,30 |
| Social media skills | 4,25 |
| Skills related to intercultural host-guest understanding and respect | 4,18 |
| Microsoft Office skills (e.g., Word, Excel, Powerpoint) | 4,18 |
| Creativity | 4,18 |
| Skills for implementing online safety procedures | 4,15 |
| Online marketing and communication skills | 4,15 |
| Ability to speak foreign languages | 4,10 |
| Skills related to cultural awareness and expression | 4,08 |

| | |
|--|------|
| Skills to monitor online reviews | 4,08 |
| Written communication skills | 4,08 |
| Skills related to awareness of local customs (e.g., food, arts, language, crafts) | 4,03 |
| Promotion of environmentally friendly activities and products | 4,03 |
| Age-related accessibility skills | 4,00 |
| Ability to manage waste, sewage, recycling and composting | 4,00 |
| Operating System use skills (e.g., Windows) | 4,00 |

8. Largest expected skills gaps in absolute terms

| SKILLS TYPE | Current | Future | Abs. GAP |
|--|---------|--------|----------|
| Artificial Intelligence (AI) and robotics skills | 1,80 | 3,30 | 1,50 |
| Skills related to applying digital hardware technologies, such as Augmented and Virtual Reality | 2,10 | 3,20 | 1,10 |
| Skills for implementing online safety procedures | 3,20 | 4,15 | 0,95 |
| Data analytics, business intelligence, big data skills | 3,00 | 3,83 | 0,83 |
| Willingness to change | 3,65 | 4,45 | 0,80 |
| Computer programming skills | 2,18 | 2,98 | 0,80 |
| Promotion of environmentally friendly activities and products | 3,30 | 4,03 | 0,73 |
| Knowledge of climate change | 3,15 | 3,85 | 0,70 |
| Promotion of sustainable forms of transport (e.g. public transport) | 3,18 | 3,85 | 0,68 |
| Website development skills | 2,95 | 3,63 | 0,68 |
| Skills related to disabilities and appropriate infrastructure | 3,15 | 3,80 | 0,65 |
| Social media skills | 3,65 | 4,25 | 0,60 |
| Willingness to learn and to perform | 3,93 | 4,53 | 0,60 |
| Skills related to intercultural host-guest understanding and respect | 3,60 | 4,18 | 0,57 |
| Skills to monitor online reviews | 3,53 | 4,08 | 0,55 |
| Skills related to cultural awareness and expression | 3,53 | 4,08 | 0,55 |
| Skills related to diversity in religious beliefs | 2,95 | 3,50 | 0,55 |
| Ability to manage waste, sewage, recycling and composting | 3,50 | 4,00 | 0,50 |

| | | | |
|--|------|------|------|
| Promoting a positive work environment | 3,88 | 4,38 | 0,50 |
| Gender equality skills | 3,15 | 3,65 | 0,50 |
| Conservation of biodiversity | 2,83 | 3,33 | 0,50 |
| Ability to minimise the use and maximise efficiency of energy and water consumption | 3,33 | 3,80 | 0,48 |
| Active listening skills | 3,83 | 4,30 | 0,48 |
| Online marketing and communication skills | 3,75 | 4,15 | 0,40 |
| Microsoft Office skills (e.g., Word, Excel, Powerpoint) | 3,78 | 4,18 | 0,40 |

9. Largest expected skills gaps in relative terms

| SKILLS TYPE | Current | Future | GAP % |
|--|---------|--------|--------|
| Artificial Intelligence (AI) and robotics skills | 1,80 | 3,30 | 83,33% |
| Skills related to applying digital hardware technologies, such as Augmented and Virtual Reality | 2,10 | 3,20 | 52,38% |
| Computer programming skills | 2,18 | 2,98 | 36,78% |
| Skills for implementing online safety procedures | 3,20 | 4,15 | 29,69% |
| Data analytics, business intelligence, big data skills | 3,00 | 3,83 | 27,50% |
| Website development skills | 2,95 | 3,63 | 22,88% |
| Knowledge of climate change | 3,15 | 3,85 | 22,22% |
| Promotion of environmentally friendly activities and products | 3,30 | 4,03 | 21,97% |
| Willingness to change | 3,65 | 4,45 | 21,92% |
| Promotion of sustainable forms of transport (e.g. public transport) | 3,18 | 3,85 | 21,26% |
| Skills related to disabilities and appropriate infrastructure | 3,15 | 3,80 | 20,63% |
| Skills related to diversity in religious beliefs | 2,95 | 3,50 | 18,64% |
| Conservation of biodiversity | 2,83 | 3,33 | 17,70% |
| Social media skills | 3,65 | 4,25 | 16,44% |
| Skills related to intercultural host-guest understanding and respect | 3,60 | 4,18 | 15,97% |
| Gender equality skills | 3,15 | 3,65 | 15,87% |
| Skills to monitor online reviews | 3,53 | 4,08 | 15,60% |
| Skills related to cultural awareness and expression | 3,53 | 4,08 | 15,60% |

| | | | |
|--|------|------|--------|
| Willingness to learn and to perform | 3,93 | 4,53 | 15,29% |
| Ability to minimise the use and maximise efficiency of energy and water consumption | 3,33 | 3,80 | 14,29% |
| Ability to manage waste, sewage, recycling and composting | 3,50 | 4,00 | 14,29% |

10. Gaps in relative terms. Destination management

| DESTINATION MANAGEMENT | GAP% |
|--|---------|
| Artificial Intelligence (AI) and robotics skills | 157,14% |
| Conservation of biodiversity | 44,44% |
| Knowledge of climate change | 42,86% |
| Skills related to applying digital hardware technologies, such as Augmented and Virtual Reality | 40,00% |
| Data analytics, business intelligence, big data skills | 35,29% |
| Ability to manage waste, sewage, recycling and composting | 33,33% |
| Promotion of sustainable forms of transport (e.g. public transport) | 31,25% |
| Skills to monitor online reviews | 29,41% |
| Ability to minimise the use and maximise efficiency of energy and water consumption | 28,57% |
| Promotion of environmentally friendly activities and products | 25,00% |
| Skills related to intercultural host-guest understanding and respect | 22,22% |
| Skills related to disabilities and appropriate infrastructure | 21,43% |
| Creativity | 15,79% |
| Computer programming skills | 14,29% |
| Willingness to change | 14,29% |
| Gender equality skills | 13,33% |
| Website development skills | 11,11% |
| Desk top publishing skills (for designing brochures, catalogues, etc.) | 10,53% |
| Skills for implementing online safety procedures | 10,00% |
| Problem solving | 9,52% |
| Microsoft Office skills (e.g., Word, Excel, Powerpoint) | 9,52% |
| Online marketing and communication skills | 9,09% |
| Diets and allergy needs skills | 8,33% |
| Skills related to diversity in religious beliefs | 8,33% |
| Skills related to cultural awareness and expression | 5,00% |
| Ethical conduct and respect | 4,76% |

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|--|---------|
| Promoting a positive work environment | 4,76% |
| Active listening skills | 4,76% |
| Operating System use skills (e.g., Windows) | 4,76% |
| Initiative and commitment | 4,55% |
| Social media skills | 4,35% |
| Customer orientation | 0,00% |
| Willingness to learn and to perform | 0,00% |
| Written communication skills | 0,00% |
| Oral communication skills | 0,00% |
| Skills related to awareness of local customs (e.g., food, arts, language, crafts) | 0,00% |
| Skills to adjust digital equipment such as Wi-Fi connectivity, sound systems and video projectors | -4,55% |
| Ability to speak foreign languages | -4,76% |
| Age-related accessibility skills | -10,53% |

11. Gaps in relative terms. Food & beverage

| FOOD & BEVERAGE | GAP% |
|--|---------|
| Artificial Intelligence (AI) and robotics skills | 128,57% |
| Computer programming skills | 75,00% |
| Skills related to applying digital hardware technologies, such as Augmented and Virtual Reality | 70,00% |
| Data analytics, business intelligence, big data skills | 63,64% |
| Skills for implementing online safety procedures | 50,00% |
| Knowledge of climate change | 42,86% |
| Website development skills | 35,71% |
| Ability to manage waste, sewage, recycling and composting | 33,33% |
| Promotion of sustainable forms of transport (e.g. public transport) | 26,67% |
| Social media skills | 23,53% |
| Skills related to disabilities and appropriate infrastructure | 20,63% |
| Skills related to diversity in religious beliefs | 18,64% |
| Online marketing and communication skills | 17,65% |
| Promotion of environmentally friendly activities and products | 16,67% |
| Skills related to intercultural host-guest understanding and respect | 15,97% |
| Gender equality skills | 15,87% |
| Willingness to change | 15,79% |
| Skills related to cultural awareness and expression | 15,60% |
| Operating System use skills (e.g., Windows) | 13,33% |
| Conservation of biodiversity | 12,50% |
| Active listening skills | 12,42% |
| Ability to minimise the use and maximise efficiency of energy and water consumption | 11,76% |
| Microsoft Office skills (e.g., Word, Excel, Powerpoint) | 11,76% |
| Skills to monitor online reviews | 11,76% |

| | |
|--|--------|
| Skills to adjust digital equipment such as Wi-Fi connectivity, sound systems and video projectors | 11,11% |
| Skills related to awareness of local customs (e.g., food, arts, language, crafts) | 10,27% |
| Ability to speak foreign languages | 10,07% |
| Problem solving | 10,00% |
| Creativity | 10,00% |
| Willingness to learn and to perform | 10,00% |
| Age-related accessibility skills | 9,59% |
| Customer orientation | 9,52% |
| Promoting a positive work environment | 9,52% |
| Written communication skills | 7,95% |
| Diets and allergy needs skills | 7,09% |
| Oral communication skills | 6,13% |
| Ethical conduct and respect | 4,76% |
| Initiative and commitment | 0,00% |
| Desk top publishing skills (for designing brochures, catalogues, etc.) | 0,00% |

12. Gaps in relative terms. Visitor attractions

| VISITOR ATTRACTIONS | GAP% |
|---|--------|
| Skills for implementing online safety procedures | 31,58% |
| Artificial Intelligence (AI) and robotics skills | 30,77% |
| Ability to speak foreign languages | 29,41% |
| Willingness to change | 28,57% |
| Skills related to disabilities and appropriate infrastructure | 26,32% |
| Gender equality skills | 25,00% |
| Promoting a positive work environment | 23,81% |
| Social media skills | 22,73% |
| Skills related to awareness of local customs (e.g., food, arts, language, crafts) | 22,22% |
| Data analytics, business intelligence, big data skills | 22,22% |
| Skills related to applying digital hardware technologies, such as Augmented and Virtual Reality | 21,43% |
| Skills related to intercultural host-guest understanding and respect | 21,05% |
| Ability to manage waste, sewage, recycling and composting | 19,05% |
| Skills related to diversity in religious beliefs | 18,75% |
| Willingness to learn and to perform | 18,18% |
| Initiative and commitment | 17,39% |
| Conservation of biodiversity | 15,79% |
| Promotion of sustainable forms of transport (e.g. public transport) | 15,00% |
| Knowledge of climate change | 15,00% |
| Skills related to cultural awareness and expression | 15,00% |
| Skills to adjust digital equipment such as Wi-Fi connectivity, sound systems and video projectors | 15,00% |
| Ability to minimise the use and maximise efficiency of energy and water consumption | 13,64% |
| Promotion of environmentally friendly activities and products | 13,64% |
| Creativity | 13,64% |

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|---|--------|
| Oral communication skills | 13,04% |
| Skills to monitor online reviews | 13,04% |
| Age-related accessibility skills | 10,00% |
| Written communication skills | 9,52% |
| Operating System use skills (e.g., Windows) | 9,52% |
| Microsoft Office skills (e.g., Word, Excel, Powerpoint) | 9,09% |
| Online marketing and communication skills | 9,09% |
| Active listening skills | 8,70% |
| Ethical conduct and respect | 8,33% |
| Customer orientation | 7,69% |
| Website development skills | 5,88% |
| Problem solving | 4,17% |
| Diets and allergy needs skills | 0,00% |
| Desk top publishing skills (for designing brochures, catalogues, etc.) | 0,00% |
| Computer programming skills | 0,00% |

13. Gaps in relative terms. Travel agents/touoperators

| TRAVEL AGENTS/TO'S | GAP% |
|---|---------|
| Artificial Intelligence (AI) and robotics skills | 114,29% |
| Skills related to applying digital hardware technologies, such as Augmented and Virtual Reality | 76,19% |
| Computer programming skills | 46,15% |
| Website development skills | 31,58% |
| Skills for implementing online safety procedures | 29,27% |
| Willingness to change | 28,00% |
| Willingness to learn and to perform | 25,49% |
| Skills related to diversity in religious beliefs | 23,26% |
| Skills related to disabilities and appropriate infrastructure | 23,26% |
| Data analytics, business intelligence, big data skills | 21,95% |
| Social media skills | 19,15% |
| Promotion of environmentally friendly activities and products | 18,18% |
| Skills to monitor online reviews | 15,56% |
| Diets and allergy needs skills | 15,22% |
| Promoting a positive work environment | 14,81% |
| Active listening skills | 14,81% |
| Online marketing and communication skills | 14,00% |
| Gender equality skills | 13,33% |
| Promotion of sustainable forms of transport (e.g. public transport) | 13,04% |
| Skills related to cultural awareness and expression | 11,76% |
| Operating System use skills (e.g., Windows) | 11,54% |
| Conservation of biodiversity | 10,26% |
| Skills related to intercultural host-guest understanding and respect | 8,93% |
| Ability to speak foreign languages | 8,93% |
| Knowledge of climate change | 8,51% |
| Age-related accessibility skills | 7,69% |

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|--|-------|
| Microsoft Office skills (e.g., Word, Excel, Powerpoint) | 7,55% |
| Desk top publishing skills (for designing brochures, catalogues, etc.) | 7,50% |
| Ethical conduct and respect | 6,90% |
| Skills to adjust digital equipment such as Wi-Fi connectivity, sound systems and video projectors | 6,82% |
| Initiative and commitment | 6,78% |
| Creativity | 5,66% |
| Written communication skills | 5,45% |
| Oral communication skills | 5,17% |
| Ability to minimise the use and maximise efficiency of energy and water consumption | 4,35% |
| Skills related to awareness of local customs (e.g., food, arts, language, crafts) | 3,77% |
| Problem solving | 3,39% |
| Customer orientation | 1,54% |
| Ability to manage waste, sewage, recycling and composting | 0,00% |

14. Gaps in relative terms. Accommodations

| ACCOMODATION | GAP% |
|---|--------|
| Computer programming skills | 52,17% |
| Artificial Intelligence (AI) and robotics skills | 50,00% |
| Skills related to applying digital hardware technologies, such as Augmented and Virtual Reality | 50,00% |
| Promotion of environmentally friendly activities and products | 34,38% |
| Skills for implementing online safety procedures | 32,35% |
| Promotion of sustainable forms of transport (e.g. public transport) | 30,00% |
| Knowledge of climate change | 29,03% |
| Skills related to cultural awareness and expression | 28,13% |
| Ability to minimise the use and maximise efficiency of energy and water consumption | 23,53% |
| Conservation of biodiversity | 23,33% |
| Skills related to diversity in religious beliefs | 23,33% |
| Website development skills | 22,58% |
| Desk top publishing skills (for designing brochures, catalogues, etc.) | 21,88% |
| Skills related to intercultural host-guest understanding and respect | 21,21% |
| Data analytics, business intelligence, big data skills | 21,21% |
| Skills related to awareness of local customs (e.g., food, arts, language, crafts) | 20,00% |
| Age-related accessibility skills | 17,95% |
| Skills related to disabilities and appropriate infrastructure | 17,65% |
| Willingness to change | 17,14% |
| Gender equality skills | 17,14% |
| Ability to manage waste, sewage, recycling and composting | 16,22% |
| Microsoft Office skills (e.g., Word, Excel, Powerpoint) | 15,79% |
| Written communication skills | 14,71% |
| Social media skills | 13,51% |
| Active listening skills | 13,51% |

| | |
|--|--------|
| Skills to monitor online reviews | 12,82% |
| Problem solving | 12,50% |
| Willingness to learn and to perform | 11,90% |
| Operating System use skills (e.g., Windows) | 11,11% |
| Oral communication skills | 10,53% |
| Ability to speak foreign languages | 10,53% |
| Promoting a positive work environment | 10,53% |
| Ethical conduct and respect | 10,00% |
| Initiative and commitment | 9,52% |
| Customer orientation | 9,09% |
| Skills to adjust digital equipment such as Wi-Fi connectivity, sound systems and video projectors | 8,57% |
| Online marketing and communication skills | 5,13% |
| Creativity | 2,44% |
| Diets and allergy needs skills | 2,38% |

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