

Certification process roadmap



INCLAVI (INCLUSIVE AVIATION)



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INCLAVI – D4.1 Certification process roadmap

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1 Executive Summary

The INCLAVI project aims to design and co-create a new training curriculum utilising expertise from Higher Education Institutions (HEI), Vocational and Educational Training (VET) centres and industry actors to support the re-skilling of aviation sector employees and key target groups who have a role in the passenger journey of Persons with Disabilities from door to door. The training will be offered to students and professionals in areas of work related to travel agencies, airports and airlines.

INCLAVI Work Package 4 aims to ensure a proper recognition of the INCLAVI curriculum via a certification process, so that the training and education participants / learners are able to gain acknowledgement of the skills, and competences within their respective organisations and globally, validated by an international certification organisation. It will identify a certification organisation for the curriculum and help align curriculum modules with the required certification process.

Accordingly, this Deliverable (D4.1 Certification process roadmap) sets out the main considerations for deciding on the most appropriate **certification scheme** for the planned INCLAVI training course. It defines a **Road Map** that will lead to the identification of a suitable certification body which can provide certificates of achievement to personnel and students who successfully complete the INCLAVI training.

At present, the INCLAVI training course is in the early stages of development. However, this does not hinder the process of identifying certain parameters that will lead to the **recognition and certification** of the INCLAVI course as a respected, high quality educational resource for personnel who work in the air passenger transportation field.

As stated in the INCLAVI project proposal, certification is a key objective which will directly affect the deployment and take-up of the training course. Specific performance indicators related to certification have been defined, as follows:

“Enabling the curriculum with long term validity through due recognition and certification and real-world application with 8.000 recognised and certified learning encounters and further dissemination at 150 major EU airports and 50 major EU airlines” [by the end of the project].

It is emphasised that the **certified training modules** should address the skills gaps which currently exist, by applying a Universal Design approach, ensuring that personnel are equipped to deliver passenger services that meet the needs of all travellers and, in particular, persons with disabilities and others with specific access requirements.

In order to define the Road Map for Certification, this deliverable provides information and analysis on several key issues, which are addressed in the following chapters.

Section 3. presents the objectives of the Certification Road Map and describes the value which certification can give to trained professionals in the aviation and airports sectors.

Section 4. Presents a number of current training practices in customer service carried out by airlines and airports in European countries. The review of international training schemes gives an indication of the course contents and the accreditation methods that are currently applied. This variety of approaches presents a challenge for INCLAVI to identify an appropriate certification body but this may also serve as an opportunity to establish a certification which embraces “best practices” and, at the same time, raises training standards.

A survey of airport managers and civil aviation authorities in seven countries showed that training courses are not certified to international standards but are offered under various programmes based on proprietary (and therefore different) standards. PRM managers and customer experience managers highlighted the need for disability awareness training and training accreditation. The survey also highlights the potential for increased collaboration and sharing of best practices among countries and organizations to further improve training and accreditation processes.

Certification of training, in particular, is seen as a desirable element to elevate training standards and create consistency of service at airports across the EU and beyond. Certification is also seen as the best way to eliminate substandard disability awareness training models from the marketplace.

The requirements of European Norm, ISO/IEC 17024 on certification of personnel qualifications is identified a possible model to follow, when establishing the certification of the INCLAVI training programme.

Section 5 presents a review of “The Customer Journey” seen from the traveller’s point of view, from planning and booking the trip to travelling to passing through the airport and eventually sitting in the passenger seat on the plane. A descriptive framework was created as a table ([Annex 2](#)) in which each of the “touch points” (where personnel and passengers interact) is linked to the passengers’ requirements, related to their different disabilities or health conditions. This table has contributed to a list of personnel roles, which would be the eventual targets of INCLAVI training and certification.

The personnel roles are explored by using the European System for Classification of Occupations (ESCO) as applied to airport and airline professions. ESCO identifies many categories and groupings of staff, listing their respective knowledge, competences and skills profiles. However, it was found that ESCO lacks many of the specific roles in customer service, for example, “PRM Assistants” are not mentioned. This suggests that certification of INCLAVI training must be clearly targeted to

INCLAVI – D4.1 Certification process roadmap

certain roles which may cover a wide spectrum of skills and which go under different job titles and functions.

Section 6 addresses the parameters to be considered for the INCLAVI certification road map. It identifies possible certification bodies connected to countries represented within the INCLAVI consortium and others. It presents an outline of the process and standards to be applied, emphasising the ambition to reach the ISO/IEC 17024 standard but also recognising that time constraints may require an alternative approach to gain recognition through a modified, consensual certification method.

This section also considers the requirements to be met when certifying micro-credits at HEI level.

The certification road map is described, listing the steps to be taken in the next months of the project, through engagement with sectoral stakeholders, in parallel with the development of the training course.

In conclusion, a number of "critical issues" for implementation of the certification are highlighted. These should be addressed by the (proposed) **INCLAVI Certification Committee** in the coming months

Following this deliverable, which outlines the project's certification plans, it may be noted that Work Package 4 will be completed with the certification process itself, with the following deliverables:

- D4.2 Certification agreements, templates, signatures (Month 22) and
- D4.3 Report on certification process and feedback (Month 32).

Table of Contents

1	Executive Summary	3
2	Glossary, Terms and Definitions.....	8
1.1	Glossary	8
1.2	Terms and definitions.....	8
3	Introduction	10
3.1	Objectives of this deliverable	10
3.2	Course objectives and delivery.....	10
3.3	Certification objectives	11
3.4	The value of Customer Service training for aviation and airport personnel ..	11
4	Current training and certification practices in customer service at airports.....	13
4.1	EU Directive on the rights of passengers with disabilities and reduced mobility (PRMs).....	13
4.2	Training suppliers and training courses in customer service.....	14
4.2.1	IATA Training and Diplomas.....	14
4.2.2	IATA training course - Passenger Facilitation: OneID	14
4.2.3	IATA training course - Air Travel accessibility.....	15
4.2.4	IATA Training course – Unruly passengers	15
4.2.5	ACI Airport Customer Experience Training	16
4.2.6	ACI - Airport Customer Experience Accreditation.....	19
4.2.7	ACI - Accessibility Enhancement Accreditation Program	19
4.2.8	The UK Civil Aviation Authority (CAA).....	19
4.3	Survey: Disability Awareness Training at Airports and Training Accreditation in the EU and Other Nations	20
4.3.1	Training Requirements.....	21
4.3.2	Training Accreditation	21
4.3.3	National Differences.....	21
4.3.4	Collaboration and Sharing Best Practices.....	22
4.3.5	Challenges and Opportunities	22
4.3.6	Conclusions of survey results.....	22
5	The Customer Journey: Touch Points, User Requirements and Personnel Roles	24
5.1	Analysis of the Customer Journey – Key aspects	24
5.2	ESCO analysis: Personnel groups for INCLAVI training	24
5.2.1	Occupational categories	25
5.2.2	Occupations and ESCO Codes related to the Customer Journey	25
6	Certification Roadmap.....	30
6.1	Recognition of INCLAVI Training	30
6.2	Standards for the INCLAVI training course certification	31

INCLAVI – D4.1 Certification process roadmap

6.2.1	ISO Standard 17024	31
6.2.2	IATA training standards for PRMs and customer services	33
6.2.3	Other proprietary training standards for PRM and customer service	34
6.3	University-level “Micro-credentials” or credits	34
6.3.1	INCLAVI objectives for micro-credentials.....	34
6.3.2	EU developments in relation to micro-credentials.....	35
6.3.3	Recognition of micro-credentials	36
6.3.4	Recognition of prior learning.....	36
6.4	Steps towards certification of INCLAVI training	37
6.5	Implementation of INCLAVI Certification: Critical Issues.....	40
6.5.1	Certification Scheme.....	41
6.5.2	Management System	41
6.5.3	Assessors and Certifications	41
6.5.4	Trainers and/or Learning Management System (LMS)	42
6.5.5	Accessibility Standards and Regulations	42
6.5.6	Universities.....	43
6.5.7	Aviation and airports organisation costs	44
7	References	45
8	Annex 1. Industry Research. Interviews with airports and regulators	47
8.1	Italy	47
8.2	Switzerland.....	49
8.3	United Kingdom.....	50
8.4	The Netherlands.....	52
8.5	Portugal	53
8.6	Germany.....	54
8.7	Türkiye.....	56
9	Annex 2. Customer Journey Touchpoints	58

2 Glossary, Terms and Definitions

1.1 Glossary

ACI	Airports Council International
ANSI	American National Standards Institute
CAA	Civil Aviation Authority
CICRM	Chartered Institute of Customer Relationship Management
CPD	Continuous Professional Development
DTAC	Digital Transformation Advisory Council
EASA	European Aviation Safety Agency
ECAC	European Civil Aviation Conference
ERAA	European Regions Airline Association
ESCO	European Skills, Competences, Qualifications and Occupations
HEI	Higher Education Institution
IATA	International Air Transport Association
INCLAVI	Inclusive Aviation (project)
ICAO	International Civil Aviation Organization
ISO	International Standards Organisation
JCI	Joint Commission International
PRM	Person with Reduced Mobility
PWD	Person with Disability
VET	Vocational Education and Training

1.2 Terms and definitions

Certification scheme for persons	competence and other requirements related to specific occupational or skilled categories of persons (ISO / IEC 17024 and ISO/IEC 17027). For example, there are schemes for the certification of “ Food Auditors ”, “ Welders ” and “ Cyber Security Specialists.”
Scheme owner	organisation responsible for developing and maintaining a certification scheme. NOTE: The organisation can be the certification body itself, a governmental authority, or other. (ISO/IEC 17024 and ISO/IEC 17027)
Scope of certification	range and nature of specific tasks that a certified person is expected to be able to perform competently, by virtue of holding a specific certification that is within a certification scheme (ISO/IEC 17027).
Scope of certification scheme	extent and boundaries of a certification scheme (ISO/IEC 17027)
Interested party	individual, group or organisation affected by the performance of a certified person or the certification body (ISO/IEC 17024 and ISO/IEC 17027)

INCLAVI – D4.1 Certification process roadmap

Qualification	demonstrated education, training and work experience, where applicable (ISO/IEC 17024 and ISO/IEC 17027). Examples of qualifications include successful completion of a training or apprenticeship programme or a university diploma.
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3 Introduction

3.1 Objectives of this deliverable

The INCLAVI project's Work Package 4 (WP4) aims to ensure a proper recognition of the INCLAVI curriculum via a certification process, so that the training and education participants / learners are able to gain acknowledgement of the skills, and competences within their respective organisations and globally, validated by an international certification organisation.

This deliverable contributes to identifying a certification organisation for the curriculum and shall help to align curriculum modules, (to be defined in WP 3), with the required certification process.

WP4 will also help establish the evaluation criteria and assessment for the key competences covered in the curriculum modules, according to the chosen certification process.

It is also noted that the certification process also aims at ensuring that INCLAVI curriculum aligns with academic programmes and that courses can be taken as micro-credentials.

3.2 Course objectives and delivery

WP3 addresses Curriculum Development and Piloting. This Work Package contributes to the updates of current aviation standards, covering multiple stages of the PwD journey (planning the trip, booking, airport navigation, boarding, etc.); a wide range of disability profiles (visually impaired, hearing impaired, and others).

WP3 delivers a curriculum demo version, which in its turn also embraces all disability profiles and all stages of PwD journey and is offering contents for several levels of learners' prior competence.

WP3 provides an advanced, learner-centred pedagogical framework, with a reliable learning management system, mobile app, all user-friendly, accessible and sustainable long-term.

WP3 ensures the piloting of the curriculum across beneficiaries and other organisations with at least 10.200 learners involved in total.

3.3 Certification objectives

The INCLAVI proposal's **Specific Object number 4** is to “develop an accredited curriculum with long-term validity and real-world application”.

This will be proven by four indicators as shown in Table 3-1. Specific Objectives for Certification, below :

Measurement unit	Target value
<ul style="list-style-type: none"> Availability of certificate for PwD training. 	2.000 certified learners by the end of the project.
<ul style="list-style-type: none"> Number of micro-credentials issued. 	8.000 unique learning encounters which have been recognised and for which a certificate for the micro-credentials has been issued.
<ul style="list-style-type: none"> Number of European key airports committed to launching and using the curriculum beyond project consortium. 	150 airports.
<ul style="list-style-type: none"> Number of European key airlines committed to launching and using the curriculum beyond the project consortium affiliated partners. 	50 airlines

Table 3-1. Specific Objectives for Certification

3.4 The value of Customer Service training for aviation and airport personnel

Certifying personnel training courses can provide several benefits for the trainee or employee, the employer and the customer. These include:

- Enhanced Knowledge and Skills:** Certification verifies that the trainee or employee has successfully completed a recognised training programme and possesses the knowledge and skills required for their job. This can lead to increased confidence and competence in performing their duties, which can result in improved job performance and increased opportunities for career advancement. Certification often requires continuing professional development (CPD), such as specialised training in new technologies or procedures or recertification, which helps trainees or employees stay updated with the latest developments in their field. This promotes lifelong learning, encourages continuous improvement and keeps individuals' skills and knowledge up-to-date.

INCLAVI – D4.1 Certification process roadmap

- **Credibility and Recognition:** Certification from a reputable certification body can enhance the trainee or employee's credibility and recognition in their field. It serves as an independent validation of their expertise and can differentiate them from non-certified peers. This can be particularly important in competitive job markets, where certified individuals may be preferred by employers or customers. Certification may be recognised by industry associations, professional bodies, or other stakeholders, providing additional validation of the trainee or employee's expertise and commitment to professional development.
- **Employer Confidence:** Certification can provide confidence to employers that their employees have received proper training and possess the necessary knowledge and skills to perform their job responsibilities. This can lead to increased trust in the competence of the workforce and may result in improved overall performance of the organisation.
- **Customer Assurance:** Customers may feel more confident in receiving services from certified personnel, as it provides assurance that they are being served by competent professionals who have met established standards. This can enhance customer satisfaction and loyalty, leading to positive word-of-mouth referrals and potential business growth. A survey conducted by ENAT for the present Deliverable (reported below in [Section 4.3](#)), found that CAA managers report that “poorly trained staff” is one of the main challenges for PRMs. Passengers encounter various employees and systems throughout their air travel journey. In order to ensure a consistent end-to-end experience, it is crucial for all stakeholders to receive shared training. This will promote consistency and improve communication among employees, resulting in a better overall experience for passengers.
- **Compliance with Standards and Regulations:** Certification can help ensure that personnel training courses meet established standards and regulations. This can be particularly important in regulated industries where compliance with industry-specific standards or legal requirements is mandatory. Certification can provide evidence of compliance and help organisations avoid legal or regulatory risks.

4 Current training and certification practices in customer service at airports

4.1 EU Directive on the rights of passengers with disabilities and reduced mobility (PRMs)

The EU Directive¹ on the rights of passengers with disabilities and reduced mobility (PRMs) requires airports to ensure that their staff who provide assistance to PRMs are adequately trained and qualified to provide the required assistance. This includes training on disability awareness, communication skills, and the use of equipment and mobility aids.

ISO 17024 certification(related to training of persons) is not mandatory for personnel providing assistance to PRMs, but it could provide additional credibility and assurance that the personnel have been trained and assessed to meet internationally recognized standards. To date, we have not found any training course on PRM assistance which meets the EN standard.

In geographical Europe, there are several “proprietary” certification programmes that can apply to airports providing assistance for PRMs, including:

- **ECAC DOC 30:** ECAC DOC 30 is a comprehensive document outlining the policies and practices related to facilitation in the European Civil Aviation Conference (ECAC) member states. It specifically addresses the assistance and support provided to disabled persons and persons with reduced mobility in the aviation sector. EU Regulation (EC) 1107/2006, Article 11, emphasizes that airports and air carriers should adhere to the guidelines set out in ECAC DOC 30, Part I, Section 5, and its associated annexes when organising assistance and training personnel to ensure proper care and support for these passengers.
- **PRM Passenger Handling Certification:** This certification is offered by the International Air Transport Association (IATA) and covers the skills and competencies required to assist passengers with disabilities and reduced mobility. The certification includes modules on disability awareness, communication skills, and the use of mobility aids and equipment.
- **Airport Operations Foundation Certification:** This certification is also offered by IATA and covers a range of topics related to airport operations, including passenger handling, safety and security, and airport systems and processes. The certification can provide a foundation for personnel who provide assistance to PRMs, as it covers the key elements of airport operations.

¹ Directive (EU) 2016/2102 of the European Parliament and of the Council of 26 October 2016 on the accessibility of the websites and mobile applications of public sector bodies.

- **European Aviation Safety Agency (EASA) Training Requirements:** EASA requires that all personnel who assist PRMs receive appropriate training in accordance with their roles and responsibilities. EASA provides guidance on the minimum training requirements for different personnel categories, including ground handling personnel, airport operators, and security personnel.
- **National Certification Programmes:** Some countries may have their own national certification programmes for personnel providing assistance to PRMs. For example, in the UK, the Civil Aviation Authority (CAA) has provided certification for ground handling personnel who provide assistance to PRMs. The certification covered disability awareness, communication skills, and the use of equipment and mobility aids. However, this Guidance document has been withdrawn from publication (- Not found after extended search on 2 May 2023).

It is important for airports to ensure that their personnel who assist PRMs receive appropriate training and certification to meet the requirements of the EU Directive and provide safe and effective assistance to passengers with disabilities and reduced mobility. However, internationally certified training courses to ISO/IEC 17024 standard for PRM assistants or other ground handling staff could not be found.

4.2 Training suppliers and training courses in customer service

In order to identify an appropriate certification body for the INCLAVI training programme it is useful to examine some current training courses and the ways in which personnel are certified for the knowledge and skills they have gained through such training. This will provide indications of the qualities that are needed to ensure that a certification is recognised, not only for the quality of the training but also for the skills and competences which successful trainees have acquired. A significant parameter of training course recognition is the number of trainees who take the courses and the number of certifications that have been awarded.

This section lists a few training courses that are available to personnel working in airlines and airports. Most of these courses are intended for customer-facing staff.

4.2.1 IATA Training and Diplomas

IATA training courses are based on IATA's Standards which include "Recommended practices", and other guidance materials. Training may be given face-to-face or online, depending on the course.

4.2.2 IATA training course - Passenger Facilitation: OneID

One ID For the communication between passengers and other parties, IATA recommends leveraging the W3C's Decentralized Identifiers and Verifiable Credentials standards. It is based on the guidance provided by the IATA Digital

Transformation Advisory Council (DTAC) that all identity management projects should work towards the same vision of self-sovereign identity where identified entities decide what identity attributes to share; and that all industry digitalization programs should leverage existing open technology standards such as Decentralized Identifiers (DIDs) and associated Verifiable Credentials from W3C in case of identity management.

4.2.3 IATA training course - Air Travel accessibility

For some passengers with physical or other recognisable or hidden disabilities or access requirements, flying may be inconvenient, worrying or even painful. The airline industry is committed to ensuring that safe, reliable and dignified air travel is equally accessible to all passengers. Airlines and airports are working with representative groups from the accessibility community to make flying as hassle-free as possible.

The Guidance on the Transport of Mobility Aids supports airlines in accepting and transporting battery-powered wheelchairs and mobility aids safely and efficiently. This guidance includes details that passengers need to provide to airlines in order to ensure battery-powered mobility aid can be accepted and loaded onto the aircraft. Leveraging on survey data, and developed in consultation with both disability associations and airline members, the [IATA Guidance on Accessible Air Travel in Response to COVID-19](#) (pdf) helps airlines as they welcome passengers with disabilities on board while the industry gets back on its feet.

4.2.4 IATA Training course – Unruly passengers

“There is growing concern from airlines, governments and passengers at the increasing frequency and severity of these incidents that involve violence against crew and other passengers, harassment and failure to comply with safety and public health instructions. Committed by a minority of passengers, unruly incidents have a disproportionate impact, threatening safety, disrupting other passengers and crew and causing delays and diversions. However, due to loopholes in existing international air law, such offenses often go unpunished.

To assist member airlines in prevention and management of unruly passenger incidents, IATA has developed extensive guidance and training, for example in de-escalation techniques and the responsible service of alcohol during flights. IATA is also working with airports, duty-free retailers and other groups to ensure the responsible sales and marketing of alcohol to avoid unruly passenger incidents resulting from intoxication. In addition, IATA is participating in public awareness campaigns that encourage responsible consumption of alcohol before traveling by air such as the [Fly Safely, Drink Responsibly](#) in Norway and the [One Too Many](#) in the UK, IATA is also working with partners to highlight the types of prohibited

conduct onboard flights and is supporting the [#notonmyflight](#) campaign launched by the European Union Aviation Safety Agency (EASA).”

Related publication from European Transport Workers’ Federation. “Preventing and Managing Disruptive Incidents in Civil Aviation. Compendium on best practice in Europe” (2023).

https://www.eraa.org/sites/default/files/compendium-on-best-practices-in-europe_2023-03-02_06_46_28.pdf

4.2.5 ACI Airport Customer Experience Training

“The ACI World Facilitation Standing Committee has developed global facilitation standards that are essential ingredients in providing a more pleasant and seamless airport experience. These substantive accomplishments as well as the increasingly competitive environment in which airports operate prompted the ACI World Governing Board to define customer service as one of six primary targets of ACI activities. In support of this key initiative, ACI has partnered with key stakeholders to develop training products in this area.

The Airport Customer Experience Professional Designations (ACED) are an integral part to develop staff involved in the ASQ Airport Customer Experience Accreditation program, and to ensure they are proficient and qualified to lead the implementation of a customer experience strategy.”

[ACES: Airport Customer Experience Specialist](#)

[ACEP: Airport Customer Experience Professional](#)

Instructor-led courses

[Accommodating Passengers with Disabilities \(APD\) Workshop](#)

[Developing a Customer Service Culture at Airports: Measuring and Benchmarking the Results*](#)

[Implementing Branded Customer Service Programs at Airports](#)

[Managing Service Quality at Airports](#)

[Passengers with Reduced Mobility \(PRM\) Workshop](#)

[Passenger Experience Management](#)

[Security and Facilitation](#)

Self-paced online courses

[ACES: Airport Customer Experience Specialist](#)

[Airport Customer Service Essentials](#)

[Aviation Service Excellence While Physical Distancing](#)

[Certificate in Airport Accessibility](#)

[Customer Service for Travellers with Disabilities](#)

An example of the one of the ACI self-training courses is given in the box, below.

ACI - Customer Service for Travellers with Disabilities

<https://olc.aero/course/customer-service-for-travellers-with-disabilities/>

(downloaded 30/4/2023)

Overview

The Customer Service for Travellers with Disabilities course covers the critical elements of providing customer service to travellers with disabilities in an airport setting. It is designed to equip all customer-facing staff at airports with the skills they need to more confidently and effectively approach and interact with travellers with disabilities or special needs. This course was developed in partnership with [Changing Paces](https://changingpaces.com/), (<https://changingpaces.com/>), a leading disability awareness and training organization.

Learning Outcomes

On completion of this course participants will be able to:

- Implement the critical elements of accessible customer service.
- More confidently support people with various types of disabilities and special needs.
- Better recognize and appropriately respond to barriers faced by travellers with disabilities at their airport.
- Understand how to use respectful language when talking to and about travellers with disabilities, including the use of People First Language.
- Appreciate the important role that disability supports play in maintaining travellers with disabilities' freedom and independence.

Who Should Enrol?

- Those directly responsible for supporting travellers with disabilities e.g., special assistance agents or managers.
- All those working at an airport who interact with customers as part of their role.
- Airport managers, supervisors, or team leaders responsible for frontline personnel.
- Any airport employee who wants a better understanding of how to support passengers with disabilities.
- Suppliers and service providers with customer facing responsibilities at an airport.
- Anyone interested in a career in passenger facilitation, customer service, or customer experience management.

Course Content

The Customer Service for Travellers with Disabilities course covers the following topics:

1. New Perspectives

- The increasing prevalence of disabilities amongst those engaging in air travel.
- Different ways of viewing disability.
- Characteristics of disabilities (e.g., visible vs hidden).
- Introduction to the CAN and HOW approach – the importance of asking permission to help before jumping in and taking over.

2. Disabilities and Customer Service

- Accessible customer service principles.
- Signs a traveller with a disability needs help.
- How to provide effective and respectful customer service to those with mental, emotional, and neuro-developmental conditions, as well as those with physical and sensory disabilities.

3. Barriers and Language

- The different types of barriers travellers with disabilities face at airports.
- Ways those working at airports can help to remove or overcome these barriers.
- Using respectful language when talking to and about travellers with disabilities, including the use of People First Language.

4. Disability Supports

- Types of disability supports used at airports.
- Tips for assisting customers using mobility aids / devices.
- Honouring the boundaries between a service animal and their handler.
- The vital role a support person plays in assisting travellers with disabilities.

Assessment

This course includes an integrated online assessment. Candidates must successfully complete the assessment to receive a Certificate of Completion.

Course info

- Duration: 2 Hours
- Language: English
- Level: Short Course
- Price \$95.00 USD

4.2.6 ACI - Airport Customer Experience Accreditation



“ACI World's Airport Customer Experience Accreditation program builds airports' long-term capacity to enhance customer experience management.

Participating airports take part in a comprehensive review and training process that includes stakeholder and employee engagement and staff development.

It is the only accreditation program in the airport industry to provide a 360° view of customer experience management.”

“Accreditation Advantages

- Identify new customer experience management practices and develop an action plan
- Access expertise, tools, and training opportunities
- Engage stakeholders in improving customer experience at your airport
- Communicate your commitment in improving customer experience to the communities you serve
- Increase customer satisfaction by improving processes and implementing new practices
- Enhance your airport's customer experience management

<https://aci.aero/programs-and-services/asq/airport-customer-experience-accreditation/>

4.2.7 ACI - Accessibility Enhancement Accreditation Program



This program, by ACI Airports Council International, provides a continuous path of improvement for airports in the area of accessibility for passengers with disabilities.

It is designed to help airports measure, evaluate, and improve their accessibility management and culture, and it is the only international assessment/accreditation program dedicated to airport accessibility to passengers with disabilities.

It provides an Airports & Persons with Disabilities Handbook (retailing at US\$1,000.00) and a certificate of course completion.

<https://aci.aero/programs-and-services/accreditations/accessibility-enhancement-accreditation-program/>

4.2.8 The UK Civil Aviation Authority (CAA)

Based on UK, EASA, and ICAO international standards, UK CAA courses are quality assured by practising UK CAA Regulators – delivering training and professional development, with over 60 course titles in aviation safety, aviation security, and environmental regulation.

The CAA does not list Customer Service Training but runs a course on “Training and Instructional Techniques” which aims to develop the professional trainer skillset, including assessing business and individual learning and development needs, planning training according to organisation objectives, preparing learning and development, delivering engaging and memorable events, developing delegates’ knowledge, skills and attitudes, evaluating training behaviour change and Return on Investment (ROI) and presenting and facilitating effective events.

<https://caainternational.com/course/training-instructional-techniques/>

4.3 Survey: Disability Awareness Training at Airports and Training Accreditation in the EU and Other Nations

A survey was conducted to increase understanding of the existing requirements in disability awareness training at airports and training accreditation in five European Union Member States and two other countries. Interviews were carried out remotely by email and/or telephone/video calls with representatives of airports' managing bodies and national civil aviation authorities. The respondents had management responsibilities related to passenger experience, including PRM assistance services.

The countries included in this survey were the Netherlands, Italy, Switzerland, Portugal, Germany, Türkiye, and the United Kingdom. This summary provides an overview of the responses received.

The questions were as follows:

Q1. Is there a national legal requirement in your country to train front-facing staff on disability-awareness? If yes, could you please detail the requirement?

Q2. Which members of staff (security, ground handling, etc.) fall under this requirement and how is their initial disability-awareness training validated? How often are they re-trained (refreshers)?

Q3. Which body certifies training protocols?

Q4. In your opinion, existing training protocols are fit for purpose or do you feel there is room for improvement? If the latter, could you please make a brief example?

Q5. Do you think training certification makes a real difference? If not, how could this improve?

Q6. Any other comments you have on the subject of disability-awareness training and its certification process.

The accompanying [Annex 1](#) contains detailed answers to the six survey questions, with additional background information on the organisations interviewed.

Key findings from the survey are presented below:

4.3.1 Training Requirements

There is a general consensus among the surveyed countries regarding **the importance of regular training** for airport staff and personnel involved in aviation operations. However, the specific training requirements and frequency vary across different countries and organisations.

Amidst the diverse and dynamic landscape, a unifying thread emerges in all countries subject to the regulations of EC 1107/2006. In order to ensure compliance with Article 11(b) of the Regulation, airport management bodies are mandated to implement a comprehensive disability equality and disability awareness training programme for all personnel who interact directly with the travelling public.

Working alongside disability advocacy groups, disabled individuals and field experts to develop comprehensive training programmes that promote disability awareness and equality has been deemed pertinent by a number of survey respondents, including airport management entities and national enforcement agencies.

4.3.2 Training Accreditation

All surveyed countries have yet to establish accreditation bodies or systems to ensure the quality, consistency, and effectiveness of training programmes. In the absence of accreditation schemes, both airports and national enforcement bodies within the EU monitor training protocols' quality by benchmarking them against ECAC DOC 30 Annex 5-G. This document provides a set of recommended standards and practices for disability awareness training for personnel in the aviation industry.

The benchmarking process involves a thorough review of the training content, methods and delivery to ensure that they meet or exceed the standards outlined in the document. In some countries, it also includes an assessment of the trainers' qualifications, experience, and competency in delivering the training effectively.

While accreditation schemes provide formal recognition of compliance with these standards, the benchmarking process is still an important tool for ensuring that training protocols are of high quality and meet the necessary requirements. Through this process, both airports and national enforcement bodies can identify areas for improvement and take steps to address any deficiencies in the training programmes.

Overall, the benchmarking process plays a vital role in maintaining the effectiveness of aviation disability awareness training across the EU and helps to ensure that personnel are well-prepared to carry out their duties and responsibilities.

4.3.3 National Differences

Given that the EC Directive 1107/2006 mandates disability awareness training in EU airports handling more than 100,000 passengers annually, every country has its own distinct and exceptional way of preparing individuals, shaped by various aspects,

such as regional laws, societal traditions, and accessible resources. Indeed, individual airports address this training differently in some Member States, while in others a single national operator provides training programmes.

In some European countries, disability awareness training may be provided as part of a broader diversity and inclusion program in the workplace. This can include education on unconscious bias, cultural awareness, and accessibility considerations.

While the specific approaches to disability awareness training may vary across nations, the goal remains the same: to promote understanding and inclusivity for individuals with disabilities.

4.3.4 Collaboration and Sharing Best Practices

Several respondents expressed interest in collaborating with other countries and organisations to share best practices, learn from each other's experiences, and improve the overall quality of disability awareness training processes. This collaborative approach could involve hosting joint workshops and training programmes that bring together disability advocates, educators, and policymakers from different countries to exchange ideas and strategies. It could also involve sharing resources and materials, such as training manuals and online courses, to ensure that disability awareness training is widely available and accessible to all.

4.3.5 Challenges and Opportunities

The survey revealed that common challenges faced by the participating countries include budget constraints, a lack of standardised training materials, and keeping up with the rapidly evolving aviation industry. Opportunities for improvement include increased collaboration, the adoption of new technologies, and a focus on continuous learning and development.

4.3.6 Conclusions of survey results

The survey results indicate that disability awareness training and training accreditation are seen as crucial aspects of airport operations by airport managing bodies and civil aviation authorities across the surveyed countries.

While there are subtle differences in specific requirements and systems, all participants recognise the importance of regular training and maintaining high standards.

The survey also highlights the potential for increased collaboration and sharing of best practices among countries and organizations to further improve training and accreditation processes. An airport managing body suggested conducting regular assessments of the training programme's effectiveness through mystery shoppers, feedback from passengers with disabilities, staff evaluations, and observations of staff interactions with passengers.

INCLAVI – D4.1 Certification process roadmap

Certification, in particular, is seen as a defining element to elevate training standards and create consistency of service at airports across the EU and beyond. Certification is also seen as the best way to eliminate substandard disability awareness training models from the marketplace.

Moreover, certification ensures that airport personnel are equipped with the necessary skills and knowledge to handle a wide range of situations while providing quality customer service to passengers.

It also provides a platform for continuous learning and improvement, with regular training and assessment to ensure that all staff members stay up-to-date with the latest industry standards and best practices. Certification is seen as a crucial step towards achieving excellence in airport operations and enhancing the overall passenger experience.

5 The Customer Journey: Touch Points, User Requirements and Personnel Roles

5.1 Analysis of the Customer Journey – Key aspects

This section sets out the key aspects of the staff-customer interactions in the course of the typical customer journey, referring especially to assistance services for passengers with reduced mobility (PRMs) and others who disclose that they have specific accessibility and other requirements when travelling.

The “Customer Journey Touchpoints” table is shown in full in [Annex 3](#). The table was principally used to identify the **segments** of the journey and the related **“touchpoints”** where **personnel have contact with customers**. At each segment, service personnel provide services either indirectly, for example, through a website or mobile application, or directly through face-to-face interactions, including speech, general announcements, physical contact, providing mobility support, and so on.

From the extensive table of touchpoints, personnel roles or categories can be derived. The actions performed by personnel at the point of contact with passengers gives insight into their training needs and it can help to define the knowledge and skills that would be certified in the INCLAVI training programme.

5.2 ESCO analysis: Personnel groups for INCLAVI training

The training foreseen by INCLAVI will be prepared and categorised in compliance with the ESCO database of occupations and skills, promoted by the European Union.

ESCO stands for European Skills, Competences, and Occupations. It is a multilingual classification system that aims to help job seekers, employers, and education providers across the **European Union** to better understand the skills and competences required for different occupations. The system is designed to be used in a range of contexts, including job matching, education and training programmes, and career guidance.

ESCO is made up of three components:

Occupations - a hierarchical list of all the different jobs that people do, organized into groups and sub-groups based on their similarities.

Skills - a list of the different types of skills that are required for different occupations, such as communication, teamwork, or problem-solving. Skills are also organized into groups and sub-groups based on their similarities.

Competences - a list of the specific knowledge, skills, and attitudes that are required for a particular occupation or profession. Competences are described in terms of proficiency levels, ranging from basic to advanced.

The ESCO system is multilingual, which means that it has been translated into all of the official languages of the EU. This makes it easier for people from different countries and linguistic backgrounds to use and understand. One of the main benefits of ESCO is that it provides a common language for describing skills and competences across different occupations and sectors. This can help to improve communication and understanding between job seekers, employers, and education providers, making it easier to match people to the right jobs and training programmes.

ESCO is also designed to be flexible and adaptable, so that it can be updated and refined over time to reflect changes in the labour market and the needs of different stakeholders.

5.2.1 Occupational categories

Roadmap and procedures towards the choice of personnel categories and the choice of the skillsets to be taught and/or reinforced.

Having defined the customer journey as heuristic model (see [6.1](#)), every “touch point” encountered by the traveller can be related to the various “occupations” that are involved within airports and the aviation sector. Taking ESCO as a starting point, a set of skills and competences will be highlighted, to perform the foreseen tasks with the best quality.

Below, each of the occupations found along the customer journey is identified in relation to the ESCO occupations database. This provides reference professions, and occupation codes, according to ESCO, that may be addressed in the INCLAVI training curricula. Subsequently, for each occupation, a review of the existing skills and competences can be made, in search of training needs already existing or still lacking from the ESCO database.

5.2.2 Occupations and ESCO Codes related to the Customer Journey

A preliminary listing of ESCO codes associated with the sections of the customer journey is given in this section. It should be noted that the ESCO codes below are based on the best matching occupation codes in the ESCO database. Some occupations may have multiple matching roles while some may not have an exact match (as highlighted in the present provisional list). There can be several reasons why an occupation might have multiple ESCO codes associated with it. Here are a few possible reasons:

Occupation scope: Some occupations may have multiple versions of the occupation that differ in their scope or level of responsibility. For example, a "Sales Representative" could refer to a salesperson who focuses on a specific industry or

product line, or one who handles a broader range of sales responsibilities. In such cases, each version of the occupation may have its own ESCO code.

Job tasks: Some occupations can have different tasks depending on the employer or industry. For instance, the tasks of a "Software Developer" in a finance company might differ from those in a healthcare company. In such cases, different ESCO codes might be assigned to the same occupation depending on the specific tasks or skills required by the employer or industry.

Regional differences: Some occupations may have different titles or job descriptions in different regions or countries. For example, a "Chef" in France might have different job responsibilities than a "Chef" in the United States. In such cases, different ESCO codes might be assigned to reflect the regional differences.

Overall, the ESCO database aims to provide a comprehensive list of occupations that can be used across the European Union, and it recognises that there can be variations in how different occupations are defined or categorised. This is why it is not uncommon to find multiple ESCO codes associated with a single occupation².

The following is a tentative list of occupations as classified in ESCO, based on the customer journey presented in [Annex 2](#). (Further analysis of the customer journey touchpoints and training requirements will be made in parallel with the preparation of the training curricula).

Before the journey:

- Travel agent [4221.7]
- Ticket sales agent [4221.3]
- Airline marketing manager [2433-11]

Book assistance / PRM service:

- Flight operations officer [3154.3]
- Passenger service agent [not found]
- Customer service representative [4225.1]
- Wheelchair assistant [not found]
- Disability service agent [not found]

Airport Touch Points (landside):

- Airport Baggage handler [9333.1]
- Airport security officer [5414.1.1]
- Host/hostess [4221.2]
- Ticket sales agent [4221.3]
- Security guard [5414]

Security area:

² The ESCO codes provided are based on version V 1.1.1 of the ESCO database, which is the last available one at the time of writing this document.

- Airport security officer [5414.1.1]

Airport – air side:

- Ramp agent [not found]
- Aircraft cargo operations coordinator [4323.1]
- Flight attendant [511.2.1]
- Airside safety manager [1349.1]

Aircraft Touch Points:

- Flight attendant [511.2.1]
- Travel attendants and travel stewards [5111]
- Cabin crew manager [5111.1]

Arrival - destination airport:

- Immigration officer [3351.3]
- Customs officer [3351.1]
- Airport hotel staff [5151.1 - hotel butler ; 9621.2 - hotel porter ; 1411 – Hotel managers ; 4224 - Hotel receptionists; 4229.2 - hotel concierge ; 9621.1 - doorman/doorwoman ; 141 - Hotel and restaurant managers]

Transfer passengers:

- Transfer desk agent (Host/hostess [4221.2])
- Baggage flow supervisor [4323.3]
- Gate agent (Host/hostess [4221.2])

Example of an occupation page from the ESCO database

It is of interest to show how the ESCO database looks, when searching for occupations, as the files contain several items of information which can be used to develop the training curricula of INCLAVI.

For each occupation, beside a description of the occupation and a number of alternative labels (names that can be given to the same occupation), there is a link to regulatory aspects (in case the occupation is regulated by European or national laws) and the list of foreseen skills, competence and knowledge needed.

As ESCO is an ongoing database, the European Commission favours the submissions of requests for updates, with relevant skills and competences required for occupations by the working sector. This can be an opportunity for the INCLAVI partnership, if it will be found necessary, to integrate the existing occupations with new relevant content derived from our analysis.

The following text is taken from the ESCO entry for flight attendants at:

<http://data.europa.eu/esco/occupation/f20d3ae6-baeb-482c-b68d-c2fb115e5dde>

Flight attendants ESCO Code 5111.2.1Description

Flight attendants perform a variety of personal services conducive to the safety and comfort of airline passengers during flight. They greet passengers, verify tickets, and direct passengers to assigned seats. They prepare reports after landing describing how the flight went in terms of operations, procedures, and anomalies.

Alternative Labels

- aircraft attendant
- air crew member
- cabin attendant
- cabin crew member
- flight attendant
- flight crew member
- inflight service attendant
- steward
- stewardess

Regulatory Aspect

To see if and how this occupation is regulated in EU Member States, EEA countries or Switzerland it is necessary to consult the Regulated Professions Database of the Commission.³

Skills & Competences

Essential Skills and Competences

- analyse work-related written reports
- carry out pre-flight duties
- communicate verbal instructions
- comply with food safety and hygiene
- conduct full-scale emergency plan exercises
- deal with challenging work conditions
- deliver outstanding service
- execute flight plans
- follow verbal instructions
- give instructions to staff
- greet guests
- handle customer complaints
- handle financial transactions
- handle stressful situations
- handle veterinary emergencies
- inspect cabin
- service equipment maintain
- customer service
- maintain relationship with customers
- manage the customer experience
- perform routine flight operations checks
- prepare flight reports
- process customer orders
- provide first aid
- provide food and beverages
- sell souvenirs
- serve food in table service
- upsell products

Essential Knowledge

- air transport law
- airport planning

³ http://ec.europa.eu/growth/single-market/services/free-movement-professionals/qualifications-recognition_en

INCLAVI – D4.1 Certification process roadmap

- common aviation safety regulations
- Optional Skills and Competences
- act reliably
- apply transportation management concepts
- be friendly to passengers
- have computer literacy
- perform services in a flexible manner
- provide information to passengers
- tolerate stress
- use different communication channels

It is notable that ESCO listed professions do not fully correspond to the roles and designated occupations that are identified by professionals who, themselves work in the airports and airlines industries. In relation to the intended **certification** of the INCLAVI training, it will be necessary to establish consensual definitions of staff categories and roles that reflect actual work practices and professional structures in European airports. This classification of staff categories for the INCLAVI training will be carried out in the subsequent tasks of Work Package 4, in close alignment with WP2 and WP3.

6 Certification Roadmap

6.1 Recognition of INCLAVI Training

As a general guideline for a training provider seeking to offer new, certified courses in customer service for aviation and airport personnel in the European market, the following strategy can be considered:

- **Align with ISO 17024:** Ensure that the training courses are designed and delivered in accordance with the requirements of ISO 17024, which is a widely recognised standard for personnel certification. This includes developing training programmes that are based on industry standards and best practices, establishing clear and objective criteria for assessing the competence of individuals and maintaining impartiality and independence in the certification process.
- **Seek accreditation:** Consider obtaining accreditation from a recognised accreditation body that operates in the European market. Accreditation adds credibility to the certification process and demonstrates that the training provider meets recognised industry standards. Accreditation bodies such as UKAS (United Kingdom Accreditation Service) or DAkkS (German Accreditation Body) are examples of recognised bodies in Europe that provide accreditation services for personnel certification programmes.
- **Follow industry regulations:** Ensure that the training courses comply with relevant industry regulations and requirements, such as those set forth by the European Aviation Safety Agency (EASA) or other relevant regulatory bodies. This includes incorporating industry-specific content, adhering to safety and security protocols and keeping up-to-date with any changes in regulations or industry standards.
- **Collaborate with industry experts:** Collaborating with industry experts and professional will ensure that the training courses are relevant, up-to-date and meet the needs of the aviation and airport personnel. This can involve engaging subject matter experts in the course development process, seeking input from industry stakeholders and staying up-to-date with industry trends and best practices.
- **Market and promote the certified courses:** Once the certified courses are approved and launched it will be necessary to develop a comprehensive marketing and promotional strategy to create awareness and generate interest in the courses. This can include networking with relevant industry stakeholders (airlines, airports, PRM service providers) and national regulators, as well as training bodies and universities to promote the certified training qualification.
- **Maintain quality assurance:** The INCLAVI project should establish quality assurance processes to continuously monitor and evaluate the effectiveness

of the training courses and make necessary improvements to maintain the quality and relevance of the training content. This would include regularly reviewing and updating course materials with the contribution of experts and users, seeking feedback from trainees and addressing any identified issues or areas for improvement.

Recognition of the certification programme would require ongoing research and monitoring to understand the regulatory requirements and to ensure the integrity and compatibility of the certification programmes.

Accreditation bodies for operators who can provide certification of persons in Finland, Spain, Greece, The Netherlands, Sweden and Türkiye are:

1. Finland: [The Finnish Accreditation Service \(FINAS\)](#)
2. Spain: [The Spanish Accreditation Body \(ENAC\)](#)
3. Greece: [The Hellenic Accreditation System \(ESYD\)](#)
4. Netherlands: [The Dutch Accreditation Council \(RvA\)](#)
5. Sweden: [SWEDAC \(Swedish Board for Accreditation and Conformity Assessment\)](#)
6. Türkiye: [The Turkish Accreditation Agency \(TURKAK\)](#).

Each of these bodies publishes a list of the accredited operators in their respective countries. For example, in The Netherlands, for training institutes there are several bodies, depending on the level of the training. Higher education is accredited by www.nvao.net

By engaging with an accredited certification body in one of these countries (or in another country), INCLAVI can assess the feasibility of achieving course accreditation. A key factor in this process would be the given time-frame for the project, which requires certifications to begin at the end of the year 2023.

If the certification process would take beyond approximately 6 months, then alternative means of course validation would be needed. Nevertheless, **the aim should be for an internationally recognised accreditation body to work with a committee formed by INCLAVI and key stakeholders, in order to achieve a consensual solution that supersedes current best practice in the aviation and airports industries.**

6.2 Standards for the INCLAVI training course certification

6.2.1 ISO Standard 17024

ISO 17024 specifies general requirements for bodies operating certification of persons and it sets out criteria for ensuring the impartiality, consistency and reliability of personnel certification programmes.

The requirements of Clause 8 of the ISO Standard 17024 are summarised as follows:

- a separate certification scheme for each category of certification
- certification schemes shall include descriptions of:
 - a) the scope of the certification;
 - b) job and task;
 - c) competences;
 - d) abilities, where applicable;
 - e) prerequisite conditions, if applicable;
 - f) a code of conduct, if applicable.

Abilities may include physical capabilities, e.g. vision, hearing, mobility. A code of conduct may describe the ethical or personal behaviour required by individuals.

There are also certain requirements regarding the **certification process** itself, including:

- a) criteria related to initial certification and re-certification;
- b) methods of assessment regarding initial certification and re-certification;
- c) methods and criteria related to oversight/surveillance, if applicable
- d) criteria addressing suspension and withdrawing the certification;
- e) criteria for modifying the scope or level of certification, if applicable.

As part of the development and review of the certification scheme, the certification body shall have documents to demonstrate:

- a) involvement of appropriately qualified/experienced experts;
- b) a structure that fairly represents interests of all significant parties, without preference to any particular stakeholder over others;
- c) identification of prerequisite conditions, if applicable, in line with the competence requirements;
- d) identification of assessment mechanisms in line with the competence requirements;
- e) a job or practice analysis procedure that is carried out and updated to:
 - identify tasks to demonstrate successful performance;
 - identify required competence(s) for each task;
 - identify prerequisites, if applicable;
 - confirm assessment mechanisms and content of examinations;

INCLAVI – D4.1 Certification process roadmap

- identify requirements related to re-certification requirements and the intervals between re-certification.

Where the certification scheme has been developed by an entity other than the certification body, the job or practice analysis might already be available as part of that work. In this case, the certification body can obtain details from the scheme documentation for verification.

The certification body shall ensure that the certification scheme is reviewed and validated on an on-going, systematic basis.

When the certification body is not the scheme owner of a certification scheme it implements, the certification body shall ensure that the requirements contained in this clause (Clause 8) are met.

It is important to note that certification bodies and training providers would need to design their training courses in accordance with the requirements of ISO 17024 and undergo a formal assessment and accreditation process by a recognised accreditation body to achieve compliance with the standard.

NOTE: ISO has produced a “Road Map” for certification - A “How to” guide which explains the main points of the ISO 17024 was published by ISO in 2016, free of charge, for public use. It may be downloaded at this webpage (downloaded 30/4/2023):

https://www.iso.org/files/live/sites/isoorg/files/archive/pdf/en/casco_-_certification_of_persons.pdf

6.2.2 IATA training standards for PRMs and customer services

IATA Certification is not accredited at national/international level. However, the association’s ISO 9001 certification includes provision of training courses under IATA’s Training Certification. IATA validates training courses according to IATA’s training standards, which are published under each area of the IATA website. A publication referred to on the website provides the course description and is also referred to directly under [IATA publications](#).

For example, the IATA Certification validated training programme, course material and content under the IATA Training Validation Program (TVP)⁴ and in accordance with the training provision is shown in the respective IATA manuals, standards and best practices. Also, Air Travel Accessibility training will be validated in accordance with the training requirements of the Passenger Reduce Mobility (PRM) training module, under Chapter 1100 of the IATA Airport Handling Manual (AHM); and Chapter 9 of the IATA Passenger Accessibility Operations Manual (IPAOM).

⁴ <https://www.iata.org/en/training/training-certifications/tvp/tvp-course/>

Through TVP, IATA validates personnel training courses made by other organisations. For example, the “AskFirst” training⁵ was developed by QEF (Queen Elizabeth Foundation), reviewed by IATA but it is not certified by any 3rd party certification body.

Two IATA training centres (Miami and Montreal) have received certification for their classroom courses by ACCETT (USA)⁶. ACCETT is applicable only to instructor-led courses delivered in Miami and Montreal or in the Americas time zone for virtual classes. IATA e-learning is not accredited by ACCETT nor any other educational certification body.

6.2.3 Other proprietary training standards for PRM and customer service

Airports, ground handling agents, third-party providers of security and PRM services and other entities each provide initial training courses as well as “refresher” courses and specialised training for their employees, aiming to cater for customers according to legal requirements within a service quality framework.

As revealed in the full answers of the [Survey of airport management and Civil Aviation Authorities \(Annex 1\)](#), **none** of the training courses encountered is certified in accordance with the international standard for personnel qualifications ISO 17024. While the European Directive sets requirements for the delivery of PRM services, there is, as yet, no European or International standard pertaining to training curricula for PRM assistants or other members of staff who provide services to PRMs. This may lead to varying approaches to service delivery, varying levels of knowledge and skills among staff and uncertainty on the part of travellers as to what assistance they might expect. There are abundant reports detailing how PRMs encounter poor levels of service due to lack of staff training – for example, assisting passengers with mobility impairments when boarding or disembarking aircraft, using aisle chairs and so on.⁷

6.3 University-level “Micro-credentials” or credits

6.3.1 INCLAVI objectives for micro-credentials

The INCLAVI proposal states:

“INCLAVI is built around the use of micro-credentials (D3.2). Micro credentials are certification-style qualifications that individuals choose to study to improve a skill found in a particular industry area, this case within the topic of inclusive aviation.

⁵ <https://www.iata.org/en/training/pages/accessible-travel-ask-first/>

⁶ <https://www.iata.org/en/training/aboutus/quality-training/>

⁷ <https://www.reducedmobility.eu/> reports on both failings and good practices in the aviation and airports sectors.

“Micro-credentials offer a way for the professionals in this field to acquire and demonstrate new skills and knowledge. Micro-credentials can help nudge them onto the certification pathway, encourage them to keep pursuing their goals, and give them a sense of accomplishment along the way.”

The roadmap for INCLAVI certification shall therefore encompass the requirements of universities when offering courses with recognised micro-credentials to their students. At present, there is not a unified approach to the use of micro-credentials among HEIs, although there are some initiatives encouraging European-level coordination. This subject is addressed, briefly, in the next section.

6.3.2 EU developments in relation to micro-credentials

Shorter forms of learning opportunities than traditional qualifications, such as micro-credentials, are being developed rapidly in European universities and colleges and around the world. These opportunities are made available by a wide variety of public and private providers in response to the demand for more flexible, learner-centred forms of education and training. They also have the potential to offer education and training opportunities to a wider range of learners, including disadvantaged and vulnerable groups. However, without common standards ensuring their quality, transparency, cross-border comparability, recognition and portability, micro-credentials cannot reach their full potential.

The Bologna Process is a European framework for the harmonisation of higher education systems and qualifications, with the goal of promoting mobility and recognition of qualifications within Europe.⁸ The process primarily focuses on the standardisation and mutual recognition of full degrees, such as Bachelor's, Master's, and Doctoral degrees. While the Bologna Process does not specifically address the recognition of micro-credentials offered by universities, there are ongoing discussions in the European Union about the potential role of micro-credentials in the broader context of higher education and lifelong learning. Initiatives such as the European Qualifications Framework (EQF), aim to provide a framework for the recognition of all types of learning, including micro-credentials.

On 16 June 2022, the Council of the European Union (EU) adopted a [Recommendation on a European approach to micro-credentials for lifelong learning and employability](#).⁹ The Recommendation seeks to support the development, implementation and recognition of micro-credentials across institutions, businesses, sectors and borders. As yet, there is no effective mechanism in place to ensure mutual recognition of micro-credentials between institutions or countries.

⁸ <https://education.ec.europa.eu/education-levels/higher-education/inclusive-and-connected-higher-education/bologna-process>

⁹ <https://data.consilium.europa.eu/doc/document/ST-9237-2022-INIT/en/pdf>

6.3.3 Recognition of micro-credentials

Providing customer service training with "micro-credentials" for workers in airports and airlines concerning passengers with reduced mobility can add value, both in terms of service management, acquisition of personal skills and competences and, ultimately, customer satisfaction.

In order to gain acceptance of INCLAVI micro-credentials in the labour market, it would be desirable for universities to engage with professional bodies, trades unions and regulators to seek their support for micro-credentials and the mutual recognition of these qualifications across national boundaries.

In the case of the INCLAVI partners, it may be possible to award micro-credits or micro-credentials to students who have completed the INCLAVI training in connection with related education programmes at the 3 universities, Haaga-Helia University of Applied Sciences, Ozyegin Universitesi and Yasar Universitesi. Any such implementation of micro-credits would be subject to the decision of the academic committees of the respective faculties or departments where the education would be located. In order to raise the standing of the micro-credits, it would be beneficial for the three universities to coordinate their decisions on this matter as far as possible. This could lead to a "model" for recognition of INCLAVI micro-credentials which, potentially, could be adopted by other HE institutions. In this respect, INCLAVI micro-credentials – if offered by the participating universities - would be breaking new ground and, to succeed, would probably require strategic support for their acceptance, both within the HEI sector and in the aviation and airports industries.

Similar recognition for credentials could be achieved in the vocational education and training (VET) sector, where a personal competence development plan is made for each learner. The plan includes information for example about learners' identification and recognition of prior learning; how and which missing skills are acquired based on the learner's current competence and the qualification requirements. This approach could be applied for workers in airlines, airports and related service industries, by matching the learners to specific parts or modules of the INCLAVI training programme.

6.3.4 Recognition of prior learning

Procedures for the recognition of prior learning are widely applied in vocational training and HE institutions nowadays. Valid vocational education qualifications or units can be used directly to verify a learners' previous studies. However, if a learner has outdated training and otherwise up-to-date skills, skills can be recognised and evaluated. Alternatively, accumulated competence in accordance with professional requirements or competence objectives, for example through work experience, can be scheduled directly for a demonstration and learning credits may be awarded on this basis.

In relation to the INCLAVI programme, the course management team should establish clear “entry requirements” for intending students/learners, ensuring that certain levels of knowledge and skills have been achieved. Learners will be required to document prior qualifications or learning, for example, in literacy and numeracy. In the case of eLearning, they should be familiar with digital devices and user interfaces. It is also important that persons with sensory or mobility impairments should not be excluded from the INCLAVI course. This entails having mechanisms in place to ensure that learners with disabilities have equal access to apply for and take the course(s), in such a way that they are not discriminated against or excluded.

6.4 Steps towards certification of INCLAVI training

Professionals who complete a training course on passenger/customer service, whether working for airlines, airports or sub-contracted operators, should have the certainty that their training meets certain clearly defined standards which would be recognised by employers, regulators and, to some extent, by the customers they interact with in the course of performing their duties.

The qualifications of those who complete the INCLAVI training course (or courses, in the case of multiple modules for different roles or activities), should be certified by a suitable certification body. It is suggested that the certification programme could be defined according to the requirements of ISO Standard 17024, even if a certification body could not make the approval within the time-frame given by the project workplan. By using ISO/IEC 17024 as a framework, this would, indeed, provide an optimal starting point for the eventual validation of the course and a “springboard” for eventual certification by the selected international body.

It is proposed that the INCLAVI consortium could establish a **Certification Committee** to prepare an application to an accreditation body which is competent and authorised to issue the required certification of persons according to ISO 17024. This application would describe all the elements of the certification framework for the INCLAVI training, where the aim is to comply, ultimately, with the International Standard 17024.

The INCLAVI Certification Committee should include the following participants, several of which could be drawn from the INCLAVI partners:

- Experts in the field of air passenger transportation, airports and passenger services in airports, including PRM managers, Customer Experience Managers and staff representatives
- Booking agents and related service providers (Web designers, Marketers)
- Representatives of airlines and airports at international level
- Representatives of Civil Aviation authorities
- Representatives of Higher Education and Vocational Training institutions

INCLAVI – D4.1 Certification process roadmap

- Experts in curriculum design and personnel assessment
- Experts in accessibility, Universal Design, assistive technologies and service provision for persons with disabilities
- Representatives of Disabled People's Organisations
- Others may also be included.

The Certification Committee would carry out the necessary research on the state-of-the-art in training and current practice. It would prepare the application following the ISO framework, in the following steps:

Step 1. Identify the Scope of the certification

The first step is to define the scope of the certification programme for customer service delivery, which may include roles such as customer service representatives, call centre agents and front-line service providers. It should be defined which professional roles or job positions fall within the target group of the training, both in the aviation industry and in airports, booking and information services.

Many different professions are involved in managing and delivering customer services throughout the Customer Journey (as explained above, in [section 5.2](#)). The definition of the scope should include descriptions of relevant competences and skills for the various functional roles.

A title should be chosen for the certification, which should reflect the scope and the overall aim of the training.

Step 2. Develop the Certification Programme

The certification programme needs to be developed, which includes defining the certification requirements. This involves specifying the knowledge, skills and competencies needed for customer service delivery, such as accessibility requirements and disability awareness, effective communication, problem-solving, conflict resolution and complaints-handling. The programme should also outline the eligibility criteria for trainees (- prior qualifications or practical experience), examination procedures and assessment methods, such as written exams, role-plays and customer service simulations.

Step 3. Establish the Certification Body

A certification body needs to be established or selected to administer the certification programme for customer service delivery. The certification body should comply with the requirements of ISO 17024 and ensure independence, impartiality and competence in conducting the certification process.

Step 4. Develop the Training Course

The training course for customer service delivery is developed based on the certification requirements. This may involve defining the curriculum, learning

objectives, instructional materials and assessment methods. The training course should cover topics such as communication skills, customer handling techniques, problem-solving strategies and handling difficult situations.

The design and content of the INCLAVI curriculum is currently in progress. The Certification Committee should reflect on the elements of the training and how the necessary knowledge and skills would both be delivered and assessed.

Step 5. Conduct the Training Course

The training course should be conducted by qualified instructors, who deliver the training to the candidates. Candidates participate in the training activities, such as lectures, workshops, role-plays and simulations, to acquire the necessary knowledge, skills and competencies for customer service delivery. There should be a set number of hours appropriate to the required learning levels and types of knowledge, skills and competences.

Since the course is intended to be delivered as an online course, it should be considered how practical skills could be practiced and assessed.

Step 6. Assess Candidate Competency

After completing the training course, candidates are assessed to determine their competency in customer service delivery. This may involve written exams, practical assessments, role-plays, or simulations to evaluate their ability to apply the learned knowledge and skills in real-world customer service scenarios.

In the short time available, it may be desirable to establish certification for two qualifications:

1. Certification of course completion - awarded on successful completion of an assessment based on a self-test after completing all learning modules, requiring for example, over 60% correct answers on no more than 2 attempts within 3 calendar months

2. Certified “[Name of course] Professional”. This Certification is given after Examination, this being an online or in presence “proctored”, i.e. supervised exam. Exams should be held periodically on a certain day and time to ensure individual assessment takes place under strictly controlled conditions.

Only the second type of certificate would be recognised for Aviation and Airport Customer Service professionals as complying with the certification of persons Standard (EN 17042). (The type 1, “Certification of course completion” would not be satisfy the ISO 17024 requirements for assessment).

The Certification Committee would provide a description of both types of certificates and their assessment methods.

Step 7. Grant and Maintain Certification

Candidates who successfully meet the certification requirements are granted the certification for INCLAVI customer service delivery. The certification body issues a certificate or credential to the certified personnel. To maintain the certification, certified personnel may need to meet ongoing requirements, such as completing continuing education or re-certification exams, as outlined in the certification

programme. This process would also be described in the application prepared by the Certification Committee.

Step 8. Conduct Audits

Periodic audits are conducted by the certification body to ensure that the certification programme and the training course meet the requirements of ISO 17024. Audits may involve reviewing documentation, observing training sessions and evaluating assessment results to ensure the certification remains valid and relevant.

Step 9. Continuously Improve the Certification Programme

The certification programme for customer service delivery should be continuously reviewed and improved based on feedback from stakeholders, performance data and changing industry needs. This may involve updating the certification requirements, instructional materials and assessment methods to ensure that the certification remains effective in validating the competency of customer service professionals.

The Certification Committee would ensure that a mechanism would be put in place to review the Certification on a regular basis, in order to respond to changing demands from regulation and legislation, industry conditions, technological advances and customer trends and feedback.

By following these steps and complying with the requirements of ISO 17024, a certified training course for customer service delivery should provide assurance to stakeholders that the certified personnel have met the defined competency requirements for delivering exceptional customer service.

6.5 Implementation of INCLAVI Certification: Critical Issues

We have identified a number of critical issues on the certification of INCLAVI training based on the intended “Open Educational Resources” to be developed for use in the aviation and airports sectors.

Following this deliverable, major decisions will have to be taken on some of the areas for discussion outlined below. It should be noted that these are instrumental to the success of the inclusive aviation training programme delivery.

To deliver a real, meaningful change in accessibility, inclusion and equity for passengers, airlines and airport businesses, the culture must change through embedding a global training programme. The training programme requires multiple modules of learnings that can be accessed in various short learning modules that are certified by a certification scheme and by a general management system or a body established that maintains a management system in accordance with ISO 9001.

Any certification must depend on future commercial considerations, which should be examined as part of the project exploitation plan – which is also dependent on the implementation of the road map outlined in the present deliverable.

The training will be delivered principally through learning management platform(s) and may have a face- to-face component, either by trainers or through a train-the-trainer programme. This will, however, have its own significant challenges. The following sections indicate some of the areas that must be examined in more detail by the proposed Certification Committee, prior to committing to a selected certification body and proceeding on the full implementation of the INCLAVI Training.

6.5.1 Certification Scheme

The certification scheme has to be standalone, independent and be delivered by an accredited third party where objective criteria will be used to measure competence and scoring of a certified person to meet the requirements of the certification scheme. The certification scheme must operate in a consistent, comparable and reliable manner.

The certification body must be a legal entity, or a defined part of a legal entity, such that it can be held legally responsible for its certification activities. The certification body itself must document its structure, policies and procedures to manage impartiality and to ensure that the certification activities are undertaken impartially. It must have the financial resources necessary for the operation of a certification process and have adequate reserves in place to cover all associated liabilities. There will be a large resource cost for the development of the certification scheme in personnel and financial funding requirement.

Who pays for the development of the certification scheme and the ongoing maintenance and upgrading? This is a key challenge for INCLAVI, which must be discussed and resolved by the partners.

6.5.2 Management System

When selecting the certifying body, it must be assured that the chosen entity is able to document, implement, and maintain a management system. It would seem logical to entrust the certification to a reputable certification body with an established record in certifying qualifications to ISO 17024 standard. Naturally, there will be a large cost for whichever management system is chosen in terms of personnel and an ongoing financial funding requirement.

6.5.3 Assessors and Certifications

The process on how the application and assessment of the training programme work will have to be identified for the fulfilment of the requirements of any certification scheme developed. This will include the structure of the examination which will measure the trainees' competence by one or more means, such as written, oral, practical and observation, as defined by the certification scheme. The examiner must be competent to conduct and score an examination and/or the use of an invigilator authorised by the certification body who will administer or supervise an examination but does not evaluate the competence of the candidate.

INCLAVI – D4.1 Certification process roadmap

The examination function will have to be identified following the procedures outlined in the present Deliverable, which will also include the actual receiving of certifications, and how and where it can be used in line with the certification body's policies. Equally, there will be a large resource cost for assessor personnel and the management of awarding the certifications including ongoing financial funding to produce the certifications, maintain records and/or the re-evaluation process in the appropriate years thereafter.

6.5.4 Trainers and/or Learning Management System (LMS)

Apart from the certification scheme, management system and assessor requirements, the course delivery method for the training will have to be identified.

Offering training and certification by persons within the same legal entity constitutes a threat to impartiality so any certification body offering training must identify and document the associated threats and how it will eliminate or minimise those threats. It will have to show clearly how the processes performed by the certification body are independent of training to ensure that confidentiality, information security and impartiality are not compromised along the way.

The other alternative is to have a train-the-trainers programme. This would be either independent or managed through an external organisation, in which a master training framework is developed so that “master trainers” can train employees from all different aviation organisations including airports. These subject matter experts can then go on to teach other employee colleagues within their organisation. This will give ownership and responsibility for the aviation industry to drive the training and also not having to worry about the content or the certification process.

Another option is for all the training to be delivered through an online Learning Management System (LMS). This is the option that is envisaged in the INCLAVI project proposal. In this case the LMS could be deployed as open source and customised to different learners (or professions); or a larger system could be licenced under a “white label” approach – allowing the course to be embedded as modules in other learning programmes.

The use of an online learning environment would allow for interactive forums and discussion boards; it could be deployed and supported in multiple languages, be used for team-based learning using discussion forums, group chats, video conferencing and file sharing or offer adaptive learning with personalised learning experiences.

6.5.5 Accessibility Standards and Regulations

As already outlined above, it is non-negotiable that any LMS deployment must be fully accessible with a “VPAT (Voluntary Product Accessibility Templates) accessibility statement”, including all training content, modules, resources and management systems including learning management systems.

INCLAVI – D4.1 Certification process roadmap

The minimum accessibility standard will be the Web Content Accessibility Guidelines AA 2.1 (WCAG 2.1AA). Even though this a European funded programme by Erasmus+, the training and certification will have global reach, so regulations that apply outside Europe should ideally be adhered to in order to achieve recognition and wide acceptance by the industry. These would include, for example:

- ADA – The Americans with Disabilities Act
- AODA – Accessibility for Ontarians with Disabilities Act (and others)
- CVAA – Communications and Video Accessibility ACT
- US Section 508 (of the Rehabilitation Act of 1972) requires Federal agencies to make their electronic and information technology accessible to people with disabilities – Applies to all US federal agencies
- US Air Carrier Access Act - This rule applies to all flights of U.S. airlines, and to flights to or from the United States by foreign airlines.
- EN301549 Accessibility requirements suitable for public procurement of ICT products and services in Europe – European Public Sector.

Notably, there will be a large resource personnel cost for whichever learning management system is chosen and there will be an ongoing financial funding requirement for the promoters but also for the aviation organisations in paying for LMS managed hosting plans of active users.

It is possible, however, that the aviation industry are already using learning management systems which could possibly be adopted for INCLAVI, offering a solution which is convenient for the project team and also has the benefit of being familiar to many users.

6.5.6 Universities

Universities have very clearly structured academic approaches to training students but don't have experience in delivering training "on the ground". The universities have a unique opportunity to deliver training through their different departments and courses relevant to aviation, tourism management, customer service, etc.

Some of the questions and barriers for delivering inclusive training are:

- What university credits can be allocated for this inclusive training?
- How will universities deliver the training? i.e. face to face? on-line?
- Will the inclusive training programme be free to students?
- Will the universities pay for the external certification scheme?

The solution might be that the universities will certify a higher level of training for aviation and airport stakeholders' employees as a continuation on to certified foundation and entry-level training that would have to be acquired prior to any university certified training.

6.5.7 Aviation and airports organisation costs

It is evidently essential to bring on board the aviation industry when identifying the above critical issues to determine if they will pay the costs associated with the delivery of the training, certification, certificates, learning management systems etc. This will ultimately determine the success or take up of inclusive training and the answer will also shape the answers to the above sections that require further examination and clarifications.

7 References

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IATA Ask First Training Course

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<https://www.transportation.gov/airconsumer/passengers-disabilities>

8 Annex 1. Industry Research. Interviews with airports and regulators

8.1 Italy

Stakeholder name: Aeroporti di Roma (ADR)

Party Interviewed: General Manager ADR Assistance

Q1. In Italy, the National Regulation GEN 02B of ENAC (Enforcement Body) gives the main principles and rules on disability awareness training of the front-facing airport's staff. In particular, the document states that this training is mandatory for all the front-facing staff including the ones of security, shops, restaurant and whatever in the Terminals. From the point of view of the syllabus and arguments, this document is linked with the specific Annex of DOC. 30 ECAC.

Q2. In Rome airports we usually train on disability awareness all the permanent staff and the temporary one when we hire them; for both a refresh training is planned every two years. We usually use an online training with a final test. The staff directly involved in PRM assistances, instead, receive a special training in presence.

Q3. Unfortunately, there isn't any kind of certification, but we usually involve in preparing this training (the online one and the front end) the most important/relevant National Disability Associations.

Q4. In my opinion, existing protocols are not fully responsive to what is needed by the PRM's ground operations, and training should be deeply tailored on each professional figure to best meet the real needs of the passenger.

Q5. In my opinion the certification of the training is the key to reduce the difference on the PRM service between the different airports in Europe.

Q6. No comment.

Stakeholder name: ENAC – Italian Civil Aviation Authority

Party Interviewed: Director Passengers Rights Unit

Q1. Yes, in Italy there is a legal requirement to train front-facing staff on disability-awareness and it is established in the ad hoc ENAC Regulation GEN 06 issued in 2014. The ENAC Regulation is fully compliant with the requirements of the article 11 of the Regulation EC 1107/2006.

Q2. All members of airport managing bodies, ground handlers and air carriers are trained and their disability awareness is validated by a test. The training is on a biennial basis whilst the refresh is on an annual basis.

Q3. At a first level it is the organization itself that validates the awareness; then it is the responsible entity (i.e. the airport managing bodies validates the staff of the PRM operator involved) and finally the NEB through the PRM audits. All the trainers have to be recognized training bodies.

Q4. The existing training protocols are pretty good for the time being but there is room for improvement. One aspect that could be improved is to create an official register of all the training entities accredited by the NEBs.

Q5. As National Enforcement Body and as national Aviation Authority, based also on our expertise in the sector, we do believe that training certification is very important, useful, and effective in order to ensure that PRMs are assisted by staff characterized by awareness, preparedness and ability.

Q6. No comment.

8.2 Switzerland

Stakeholder name: FOCA

Party Interviewed: Head of Passenger Rights - FOCA

Q1. In Switzerland, Art. 11 of the Regulation (EC) No 1107/2006 applies. Air carriers and airport managing bodies shall provide disability-equality and disability-awareness training to all their personnel working at the airport who deal directly with the travelling public. Upon recruitment, all new employees shall attend disability-related training and personnel shall receive refresher training courses when appropriate.

In addition, ECAC Doc 30 specifies training-related issues, Annex 5-G contains guidelines on training. However, ECAC Doc 30 is not binding law, but recommendation.

Q2. All staff who deal directly with the travelling public. This includes security, check-in and gate agents, information desk agents etc.

According to ECAC Doc 30, the staff has to pass the test of the initial course (80% of questions correct).

The staff is usually re-trained on a yearly basis if providing assistance to PRMs, other staff having contact with the travelling public is retrained every two years.

Q3. There is no certification process implemented.

During audits, the National Enforcement Body / FOCA does random checks on crew training (dates of training / re-trained yearly etc.). The syllabus / training documents could be requested.

Q4. The existing training protocols of airports and air carriers are mostly in line with ECAC Doc 30 and fit for purpose. A positive effect could result in the cooperation with organizations representing disabled persons.

Q5. The certification of training documentation / training would harmonize training on different airports /different air carriers.

Q6. ECAC Doc 30 and the guidelines on training (Annex 5-G) provide a good basis for harmonizing the training and we see in practice that airports and air carriers follow these recommendations. The IATA and ACI as the main organizations of the industry also take steps to harmonize processes.

8.3 United Kingdom

Stakeholder name: Manchester Airport

Party Interviewed: PRM Manager

Q1. Regulatory through CAP1228, referencing standards within ECAC Doc 30 Annex 5-G.

Q2. Security and PRM staff refreshed annually. Training is subject to periodic review either desktop or in classroom by accessibility forum members. Contractor training has had direct involvement in development over the years by people living with disability. Airport staff not directly involved in supporting disabled passengers receive General Disability Awareness training covering the areas in annex 5-G, refreshed every 2 years. Training content developed in collaboration with the local accessibility forum.

Q3. There is no certification for the training protocols.

Q4. They are fit for purpose but techniques and best practices evolve over time so they need to be part of a periodic review cycle, this drives continuous improvement.

Q5. I don't think it would change the quality of the training if the training content has had input directly from people with lived experience of disability. Accreditation / certification may add a degree of confidence for prospective customers but I don't feel that this alone fundamentally makes training better.

Q6. Training is a critical, unmissable part of anyone's job / career but I feel that 'they need more training' is regularly cited as a reason for failure when this may not be the root cause, often it's down to an individual not following the training they have already had. I've been involved in the investigation of countless non compliances and accidents in past roles and in nearly every case, individuals had received training to the same standard of other colleagues who weren't creating non compliances or accidents. There were of course events where gaps in training were identified, and every employee could have made the same error, but the most common cause was an individual acting negligently. In my opinion, this area of the industry needs to have a cultural shift away from these important roles being one of the lowest paid. That will attract (and more importantly, retain) the right caliber of assistance agent and may reduce negligence and offer staff with a better understanding of good customer service (also a common reason for complaint!). A good, impartial mystery shopper product using experienced disabled travelers to test real-world assistance with targeted questions, pre-planned service requests, accurately measured wait times etc. would be of more value to airports and possibly customers seeking assurance about service quality. We could even look to include this as a contract measure / KPI in the future.

Stakeholder name: U.K. Civil Aviation Authority

Party Interviewed: Senior Manager, Consumer Policy and Enforcement

Q1. UK Regulation (EC) No 1107/2006 has wide ranging obligations on airlines to provide training to its staff and sub-contracted staff so that they are able to provide a high-quality service to the airline customers. UK Regulation (EC) No 1107/2006 Article 11 sets out three obligations in respect of training:

- *‘Ensure that all their personnel, including those employed by any sub-contractor, providing direct assistance to disabled [and less mobile persons] have knowledge of how to meet the needs of persons having various disabilities or mobility impairments;’*
- *‘Provide disability-equality and disability-awareness training to all their personnel working at the airport who deal directly with the travelling public;’*
- *‘Ensure that, upon recruitment, all new employees attend disability related training and that personnel receive refresher training courses when appropriate.’*

Q2. There is extensive guidance in ECAC Doc 30 Annex 5-F and 5-G on training requirements. ECAC recommends most staff have training, but the amount should be according to the level of interaction with passengers. ECAC states every 2 years.

Q3. The CAA checks for compliance with UK Regulation (EC) 1107/2006 and ECAC Doc 30 but does not certify.

Q4. The current regulations and guidance are proportionate and reasonable in our view.

Q5. Feedback from disability stakeholders is that airlines should have clear oversight of the training and ensure programmes are delivered through organisations or individuals who have lived experience. The CAA carries out accessibility inspections of UK airports. Included in this is training.

Q6. No comment.

8.4 The Netherlands

Stakeholder name: Schiphol Airport (AMS)

Party Interviewed: PRM Manager

Q1. There is not a direct national Dutch requirement, we do have to follow 1107/2006 as it states in article 11 (b) provide disability-equality and disability-awareness training to all their personnel working at the airport who deal directly with the travelling public;

There is 1 common e-learning we are providing. [Inloggen - PRM \(brainstud productions\)](#). Currently we are translating this training, because for now it's only a Dutch version. I expect my team will be ready by next month.

Q2. It's all mentioned in ECAC doc 30 annex 5G. As Schiphol we divide these departments into 2 levels.

Level 1: We are accountable for all staff which is direct contracted, like Schiphol's won contractors, cleanliness, airside bus drivers, information desk, lost and found, parking agents, floor managers, security, and airport management staff who will be send to the operation on ad hoc basis when there are recovery issues or during high season. Even the retired colleagues who come to assist as a volunteer must be trained.

Level 2: we are responsible for all other staff which is not direct contracted by Schiphol, like Customs, border control, bar restaurants shops staff, police, handler and airline staff.

The difference between both levels is that we provide our airport disability awareness training towards level 2 departments, and we do not chase and audit them. Staff within level 1 will be audited frequently by our compliance team.

Q3. We as airport managing body.

Q4. For now, we are compliant toward our NEB and the agreement/contract is settled with all involved parties. There is always room for improvement. Actually, my wish is that there is a same way of training module for all airport staff. No matter which part you live in this world, there should be an international basic training, especially countries who deal with the 1107/2006. What you see now is that countries/airports are developing their own training and there should be more engagements.

Q5. Basically yes, because you will ensure all staff will have some basic disability knowledge before, they start with their job.

Q6. The last 6 years were incredible hard work to make it happen, our result/development of the PRM E-learning training. Before I accepted this job there was a train-the-trainer concept. But how can you train with this method and ensure/reach all staff working on an airport? We should engage more with innovative and accessible IT tools to facilitate this.

8.5 Portugal

(No reply from Airport in Portugal)

Stakeholder name: ANAC – Portuguese Civil Aviation Authority

Party Interviewed: Director Passengers Rights Unit

Q1. The obligation is covered by the Regulation 1107/2006, article 11.º. We don't have national legislation on this regard.

Q2. As per Regulation 1107/2006, all *personnel working at the airport who deal directly with the travelling public. Upon recruitment, all new employees attend disability-related training and that personnel receive refresher training courses when appropriate.*

Q3. There is no certification for the training protocols.

Q4. No comment.

Q5. There is always room for improvement. We are studying the possibility to develop national legislation on this regard. To include a certification process is a possibility.

Q6. No comment.

8.6 Germany

Stakeholder name: Munich Airport (MUC)

Party Interviewed: PRM Manager

Q1. We act according to the EU regulation and the ECAC Doc 30. There is no national legal requirement.

Q2. There is an intense training for the service agents of the mobility service and a refresher once a year and we offer regular disability awareness trainings for handlings agents, terminal management staff, airline staff for free to reach a wide range of staff at the airport. The federal border police, the security company and all airlines do have their own disability awareness training for new staff members. The Mobility Service also offers special trainings for example about the issue “hidden disabilities” to their employees.

Q3. The Mobility Service certifies trainings protocols and there is a training matrix for every employee. We as airport have a documentation for all trainings absolved by employees of Munich Airport like terminal management etc.

Q4. In my opinion the training protocols are fit for purpose but I am sure there is always space for improvement.

Q5. In my opinion training certification make a real difference and give the opportunity to make sure all necessary trainings are absolved.

Q6. We are working on the idea to link the release of a new airport ID card with watching a training film about how to handle PRM passengers to reach all employees, no matter if they work for gastronomy, retail etc.

Stakeholder name: Luftfahrt-Bundesamt

**Party Interviewed: Dipl.-Verwaltungswirtin (FH) - National Enforcement Body
Air Passenger Rights / Customer and Citizen Services**

Q1. With regard to the requirements on training for my area of responsibility, I can only refer to the well-known and rather general requirements in Article 11 of Regulation (EC) No 1107/2006. Further binding legal requirements are applied by us in our official function as enforcement body for this Regulation.

Q2. With regard to the group of persons to be trained, I would also like to point out that the implementation of security checks at German airports lies not within the competence of the airports, but within the competence of the Federal Police. Security checks are carried out either by the Federal Police itself or by companies it has appointed / contracted. This area belongs to another ministerial department, namely that of the Federal Ministry of the Interior and Community.

INCLAVI – D4.1 Certification process roadmap

Q3. No comment.

Q4. No comment.

Q5. No comment.

Q6. More far-reaching legally binding (international) standards for training would certainly be beneficial for all parties involved in the process.

8.7 Türkiye

Stakeholder name: IGA - Istanbul Grand Airport

Party Interviewed: Passenger Experience Design Chief

Q1. There are legal requirements per the Turkish General Directorate of Civil Aviation's (SHGM) Persons with Disabilities and Reduced Mobility code. By this code, all personnel, including those employed by service providers that directly offer assistance to individuals with disabilities or reduced mobility, are required to;

- * Have information regarding how to meet the needs of individuals with disabilities or reduced mobility,

- * Have received basic and refresher training on disability equality, disability awareness, how to treat individuals with disabilities, sign language, etc.

These training practices are required to conform to the standards following the instructions issued by the General Directorate of Civil Aviation.

Q2. This regulation applies to airport operations, ground operations, and airline personnel. Refresher training entails periodically refreshing knowledge regarding topics such as equal opportunity, disability awareness, code of conduct in treating persons with disabilities, accessibility practices, and procedures for transferring and guiding passengers with disabilities. Refresher training practices are required biennially per the contract between ground operations and airlines. Airport businesses receive refresher training with content regarding passengers with reduced mobility from SHGM-certified instructors once every three years.

Q3. Training protocols are approved by the General Directorate of Civil Aviation (SHGM).

Q4. Airlines connect cities and countries. They carry millions of people with different nationalities, languages, and skills from one place to another. Therefore, it is crucial to offer consistent services at every point in aviation to be completely accessible. In the past, accessibility was mainly associated with wheelchairs, and we are now discussing invisible differences in the scope of our work. Unless we apply the training practices at every contact point with the passengers and implement enhancing innovation-based solutions in all service areas with no exception, we cannot ensure a fully inclusive experience. Therefore, all aviation departments concerning passengers need routine training with extended inclusivity that focuses on intellectual differences in addition to physiological and sensory differences. Offering these training practices to back office employees, as well as those in direct communication with passengers, allows us to develop services in compliance with accessibility. It is also essential for these training practices to go above and beyond the stereotype of theoretical training. Using various practices and methods as refreshers to put online or in-person training practices into use in the field is imperative for sustaining awareness.

Q5. The certification confirms the training received. However, as we stated at the beginning, certificates become irrelevant without indicating their inclusivity and

INCLAVI – D4.1 Certification process roadmap

effectiveness. For this reason, in addition to theoretical training, creating more comprehensive training content and including applied training practices and assessments available for everyone will make this certification more beneficial.

Q6. Offering an inclusive and accessible experience will be possible if all stakeholders who belong to the aviation network, such as airports, ground operations, governmental entities, and commercial corporations, meet on common ground and be in agreement.

(No reply from Turkish Civil Aviation Authority)

9 Annex 2. Customer Journey Touchpoints

This table listing “Customer Journey Touchpoints” and related passenger categories was developed by the ENAT team, based on collective knowledge and experience in PRM assistance. It shows which passenger groups have particular requirements at the different touchpoints, based on their typical conditions and assistance requests. With thanks to www.reducedmobility.eu (Roberto Castiglioni).

Air Travel Interactions Customer- Personnel	PW walking difficulties	PW wheelchair Manual/ Electric	PW visual impairment / Blind	PW hearing impairment / Deaf	PW cognitive impairment / neuro-diversity	Language difficulties	Allergies/ Dietary requirements	Parents w. small children	PW Chronic illnesses/ conditions
Pre-Journey									
Search and book flight tickets (website- booking platforms)	X	X	X	X	X	X	X	X	X
Search and book flight tickets (travel agency- walk in shops)	X	X	X	X	X	X	X		
Book assistance / PRM service									
Request assistance – on website - Apps	X	X	X	X	X	X		X	X
Request assistance – by telephone	X	X	X		X	X			X

INCLAVI – D4.1 Certification process roadmap

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Request assistance – in travel agency	X	X	X	X	X	X		X	X
Fill in a MEDIF (medical form) if required									X
Fill in details of assistive device: weight and dimensions, battery type		X							X
Notification for assistance animal + training certificate			X	X	X				
Assistance animal passport requirements			X	X	X				
Book transport to airport (bus - train - taxi - private car)	X	X	X	X	X	X	X	X	X
Book overnight hotel stay if required	X	X	X	X	X	X	X	X	X

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Airport Touch Points (landside)									
Car park arrival if driving and interaction with barrier	X	X		X	X	X			
Contact PRM assistance if required	X	X	X	X	X	X		X	X
Transfer shuttle from car park to airport	X	X	X	X	X	X		X	X
Drop off or walking route to airport entrance doors	X	X	X	X	X			X	X
Wayfinding (signage etc)			X	X	X	X			
Report to PRM meeting point	X	X	X	X	X				X
Airport information desk	X	X	X	X	X	X		X	X
Lifts & moving walkways & escalator & ramps –	X	X	X	X	X			X	X

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accessibility of change of levels									
Flight information screens for check in			X	X	X	X			
Accessibility of special announcements			X	X	X	X			
Face to face check in at desk and luggage drop off or Self check in electronic kiosks with self tags - drop of bags	X	X	X	X	X	X		X	X
Toilets - accessible toilets/ changing places	X	X	X	X	X			X	X
Food / drink	X	X	X	X	X	X	X	X	X
Shopping	X	X	X	X	X	X		X	X
Passport control	X	X	X	X	X	X		X	X
Ticket check or scan	X	X	X	X	X	X		X	X
Security area									
PRM / Fast Track	X	X	X	X	X			X	X

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Security Screening - luggage/personal items in tray/ Liquids check	X	X	X	X	X	X		X	X
Assistive devices	X	X		X					
Medical devices	X	X	X	X	X	X	X	X	X
Body scan	X	X	X	X	X	X		X	X
Service animal / Guide dog	X	X	X		X				
Body search in dedicated room	X	X	X	X	X	X			X
Airport – air side									
Flight information screens for flight/gate information			X	X	X	X			
Charging points and WIFI connection	X	X	X		X				
Charging units for electric wheelchair		X							
Toilets/ accessible	X	X	X		X			X	X

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toilets/changing places									
Food and beverage	X	X	X	X	X	X	X	X	X
Shopping	X	X	X	X	X	X		X	X
Airport services - sensory rooms					X				
Play area	X	X	X	X	X	X		X	X
Service animals / Guide dogs' relief area (SARA)			X		X				
Lounge/ business lounge (all functional areas)	X	X	X	X	X	X	X	X	X
PRM reserved seating /holding area	X	X	X	X	X				X
Proceed to boarding gate/ PRM vehicle transport (PRM buggy)	X	X	X	X	X				X
Seating/waiting at boarding gate	X	X							X

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Check in at boarding gate – pre-boarding	X	X	X	X	X	X		X	X
Proceed to aircraft on foot	X		X		X			X	X
PRM shuttle transfer (Ambulift, van, etc.)	X	X							X
Boarding via air bridge – with assistance	X	X	X		X				
Leave wheelchair / walking aid at door of plane for loading in hold by ground staff		X							
Transfer to aisle chair / hoist, be guided to seat		X							
Boarding via movable ramp (“Aviramp”) from apron to aircraft door OR by lifting aid		X							
Boarding by steps – assistance	X		X		X			X	X

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Aircraft Touch Points									
Show boarding pass to flight attendant and proceed to seat	X	X	X	X	X	X		X	
Transfer to aisle chair – be guided to seat		X							
Watch and listen to safety procedures			X	X	X	X			
Personal safety briefing			X	X	X	X			
Belt on and take off			X		X			X	
Adjust overhead lights - air – (accessible) call button			X		X				
Adjust seat/bed if in business class	X	X	X		X				
Read / use on-board entertainment			X	X	X				

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system (watch a video)									
On flight meal and drink			X				X		
Assistance to reach toilet	X	X	X		X				X
Information from captain / crew during journey				X	X	X			
In-flight duty free shopping			X	X	X	X			
Transfer from seat to aisle chair – be guided		X							
Depart aircraft - PRM assistance to de-board	X	X	X		X				X
PRM transportation/ wheelchair to arrival airport building		X							
Walk or shuttle bus to main arrivals hall	X	X	X	X	X			X	X

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Arrival Destination Airport									
Proceed to passport control	X	X	X	X	X	X		X	X
Proceed to baggage hall	X	X	X	X	X	X			
Proceed to customs	X	X	X	X	X	X			
Go through shops	X	X	X	X	X	X		X	X
Toilets/accessible toilets	X	X	X		X			X	X
Food/drink	X	X	X	X	X	X	X	X	X
Information desk	X	X	X	X	X	X			
Possible overnight hotel stay	X	X	X	X	X	X	X	X	X
Train - Bus – taxi-car hire onward journey – point of “handover” arrival/departure	X	X	X	X	X	X		X	X
Pay for car park ticket if private car at airport	X	X			X	X			

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Shuttle transfer to car park	X	X	X		X			X	
Exit carpark through barrier			X	X	X				
Transfer passengers (Assistance, physical route, Minimum Connecting Time and repeat other touch points tbd)									
Information for connecting flights on board			X	X	X	X			
Irrops management	X	X	X	X	X	X	X	X	X
Security screening									
Passport control									
Use of airport facilities									
Long transit quiet areas	X	X	X	X	X	X	X	X	X
Attraction areas (cinemas etc)	X	X	X	X	X	X	X	X	X

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Lounges – access and accessibility features	X	X	X	X	X	X	X	X	X
Transfer to connecting boarding gate – people movers	X	X	X	X	X	X			X
Boarding gate	X	X	X	X	X	X			X
Some Other Airport Touch Points To Consider									
Airport Access Guide	X	X	X	X	X	X	X	X	X
Mobile App(s) available	X	X	X	X	X	X	X	X	X
Internet Access	X	X	X	X	X	X	X	X	X
Mobile device roaming / purchase and install Sim or eSim card	X	X	X	X	X	X	X	X	X
Video Call Center	X	X	X	X	X	X	X		X
Digital Information Kiosk	X	X	X	X	X	X	X	X	X



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Sensory room child/adult	X	X	X	X	X				