

IO I - INTELLECTUAL OUTPUT I

Mapping of Tourism related professions where low-skilled migrants are mostly occupied

Activity 2: In depth analysis of offered training programmes and materials specialized in migrants' upskilling

FINAL REPORT

Table of Contents

- 1. Introduction**
 - 1.1 *Purpose of the report*
 - 1.2 Summary of conclusions/findings**
 - 1.3 The countries specific VET systems in a nutshell**
 - 1.3.1 *Germany*
 - 1.3.2 *Greece*
 - 1.3.3 *Italy*
 - 1.4 Recent country specific data on VET**
 - 1.4.1 *Germany*
 - 1.4.2 *Greece*
 - 1.4.3 *Italy*
 - 1.5 The country specific state of the gastronomy / hospitality sector**
 - 1.5.1 *Germany*
 - 1.5.2 *Greece*
 - 1.5.3 *Italy*
 - 1.6 Country-specific employment of migrants in the gastronomy/tourism sector**
 - 1.6.1 *Germany*
 - 1.6.2 *Greece*
 - 1.6.3 *Italy*
 - 1.7 The specific survey methodology used**
 - 1.7.1 *Germany*
 - 1.7.2 *Greece*
 - 1.7.3 *Italy*
 - 1.8 The specific challenges and problems faced during the survey**
- 2. Evaluation of the generated survey data**
 - 2.1 General Statistical Input – Quantitative survey indicators**
 - 2.2 *Evaluation's summary of the filled-in questionnaires by category (Institution or Business)*
 - 2.2.1 SECTION 1 – General stakeholder information
 - 2.2.2 SECTION 2 – Migrants' employability in the tourism sector

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

2.2.3 SECTION 3 – New skills, competences, and foreign languages

2.2.4 SECTION 4 – Personal Information & Data

3. Survey on training programmes offered for migrants in the Tourism Sector

3.1 Quantitative survey indicators

3.1.1 Number of documents studied

3.1.2 Number of skills and competences identified

3.2 Qualitative survey indicators

3.2.1 The learning methods offered by the studied curricula

3.2.2 Target groups of the studied curricula

3.2.3 Teaching objectives

4. Summary on the discovered skills and competences needed in the tourism sector

4.1 *Generally*

4.2 *Germany*

4.3 *Greece*

4.4 *Italy*

5. Disclaimer

6. Annexes

Annex 1 List of funded national Curricula, EC Reports and Studies, EC and UNWTO surveys, CEDEFOP Reports and other reports and studies as well

Annex 2 Employees subject to social security contributions by economic activity and selected characteristics, Land Brandenburg, Reporting Date 30th June 2019

Annex 3 The competences and skills to learn/to teach within the studied curricula both in general and focused on migrants, example Germany

Annex 4 The competences and skills to learn/to teach within the studied curricula both in general and focused on migrants, example Greece

Annex 5 In-depth Interviews Greece

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

1. Introduction

1.1 Purpose of the report

Tour2Include aims to establish an innovative approach with the intention to support low-skilled migrants who would like to work in the Tourism Sector to acquire the necessary typical and soft skills. Taking into consideration that, according to the European Union's statistical office (Eurostat 2019/2017 data), foreign citizens account on average for 16 % of the labour force in the tourism industries (9 % are from other EU Member States and 7 % are from non-EU countries), the project focuses on the training opportunities which will offer better career perspectives to migrants away from undeclared work and marginalization. Besides, access to formal, dissent and secure jobs is one of the most efficient ways for migrants' successful Integration into the recipient EU societies.

The **main purpose** of this report is to identify and summarise for Germany/Federal State of Brandenburg, Greece and Italy:

- The tourism-related positions where migrants' actual employability or potential working opportunities demonstrate higher levels within the sector,
- The current actual state in migrant's knowledge, skills and competence working in the gastronomy and tourism sector to identify the gap to the sector's expectations and to provide a comprehensive and updated analysis in terms of the necessary skillset that meets market demand and current trends,
- The existing migrants-oriented training materials and programme (curricula) in the matter of qualifying low-skilled migrants in the tourism and gastronomy sector.

Through an **approach** which examines business needs, in comparison with existing training schemes, it will determine what kind of "intervention" is needed in order to design a new methodology that will lead to the production of modern, market-driven and responsive training materials and courses, oriented specifically for migrant communities per country.

Intellectual Output (IO) 1 will provide the necessary input and methodological tool for IO 2, where migrants' prior learning and acquired skills are going to be assessed according to IO 1 outputs and IO 3 which refers to the development of the training materials and programmes. Furthermore, it can be used as a base for further analysis of migrants' skills and employability within the identified professions in the Tourism Sector.

This Report was jointly developed by Social Impact gGmbH, BK Consult GbR, AKMI Katartisi Ekpaideusi, SYMPLEXIS, CESIE and IDP European Consultants. The survey, which was conducted by the partners from February to April 2020, reflects the collection of the findings from relevant stakeholders and desk analysis.

Regarding the definition of a "**migrant**", a "**refugee**" and a "**mobile EU citizen**", project partners agreed on the fact that a **migrant** is a person who changes places to a country, different from where he or she was born. On the contrary, a **refugee** is a person who, for reasons connected to war, persecution, poverty or any other situation endangering their life, flees to a different country. The administrative status of refugee is given to those asking the international protection to the EU and has a validity of five years. However, it is to be noted that the situation regarding the administrative status of a refugee is seen controversial in the EU by the participants, since not all refugees are recognised as such. A **mobile EU**

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

citizen can be defined as a person who is an EU citizen, thus having the liberty to freely, for any imaginable motive, choose their stable living place within the EU. In summing up, the concept of a migrant is more general, including the other two concepts, while it does not give any clues on the motive of the migration. The report refer in this regard that low-skilled migrant shall be defined as “people coming from non-EU countries with few formal qualifications or people working in jobs that do not require such qualifications.”

1.2 Summary of Conclusions/Findings

Concerning the quality of the interviewed stakeholders, the partners describe them as very competent in the field of tourism sector and migrant's employment with having more than 6 year experience in tourism industry. All of the stakeholder interviewed were working in the upper management level like president and/or manager. Beside this fact, three of them were the owners of the institution/business. Most of the interviewed stakeholders has a university degree. These belong mostly to the 25 to 44 years age cohort. Women and men are represented in the survey at an equal level. 5 of the interviewed persons have a migrant background.

The following conclusions/findings from the survey as well from the studied reports and curricula are to highlight:

1. **Supporting staff in the kitchen, cleaning service, and housekeeping** have emerged as priorities concerning the question which positions people from non-EU countries are predominantly covering or should cover in the tourism sector. However, there is only a potentiality for the low skilled migrants to upgrade their job position (in hotels, restaurants and catering industry) if they upgrade their knowledges and skills (especially language, communication and intercultural skills).
2. Further project activities focused on **curricula development** should pay attention on the following three approaches:
 - *Task-based learning*
 - *Face-to-face-learning*
 - *Blended Learning.*
3. Concerning the gap in **Personal Skills** the 6 most mentioned skills in descending ranking are:
 - *Self-confidence*
 - *Ability to solve problems*
 - *Autonomy*
 - *Accuracy and attention paid to details*
 - *Professionalism*
 - *Self-discipline*
4. Concerning the gap in **Social Skills** the 5 most mentioned skills in descending ranking are:
 - *Ability to communicate effectively both orally and in writing*
 - *Ability to communicate effectively*
 - *Express and understand different points of view*

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

- *Understanding of the codes of conduct and manners generally accepted in different societies and environments*
 - *Ability to work in teams*
5. Concerning the gap in **Professional Skills** the 4 most mentioned skills in descending ranking are:
- *Language skills*
 - *Oral and written expression*
 - *Customer service skills*
 - *Knowledge of the main hygiene and alimentary norms*
6. Most of the interviewed stakeholders is not satisfied/sceptic about the existing **Vocational systems** to equip low-skilled migrants with the necessary skills for the tourism sector or undecided.
7. Concerning the expected **Language skills**, it should be emphasised that the country specific mother tongue, i.e. German, Greece or Italian, is rated as an important skill. *English* was highlighted as a welcome second language.
8. Effective **Vocational tourism training** which can have a positive impact on self-esteem and self-confidence of the migrants, is acknowledged by the tourism industry as a major lack.
9. An effective **Vocational tourism training programme** should meet the labour market needs as well as should focus on the development of attitudes and skills needed in the tourism sector , were identified as below: :
- *Language skills (including the good knowledge of English and basic knowledge of the host country's language)*
 - *Customer service skills*
 - *Effective oral and written communication*
 - *Intercultural skills*
 - *Time management*
 - *Problem solving skills*
 - *Basic knowledge of safety rules and alimentary hygiene.*
10. A proposed **Training** could be based on the learning-by-doing methodology, including classes in the areas of language, communication and intercultural skills. Ideally, migrants' training groups could be divided based on two areas of focus: one group concentrating on accommodations and the other on catering. Vocational programme could also include internship in hotels and restaurants, to give migrants opportunities to build contacts.

Being aware of the below mentioned findings on skill gaps and needs while developing a tailor-made training for low-skilled people to gain the necessary competences and strengths to work in the tourism industry will be essential for the whole Tour2Include Project.

1.3 The country specific VET systems in a nutshell

1.3.1 Germany

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

The German VET system is based on the so-called "Dual Training". Dual training is a system of vocational training. Training in the dual system takes place at two learning locations, the company, and the vocational school, and is characterized by learning processes that span across learning locations (dual learning).

The basis for in-company training is the respective training regulations for the profession.

Training focuses according to § 1 and § 14 BBiG Vocational Training Act are:

- Transfer of professional skills, knowledge, the so-called "professional ability to act". The content of this results from the training regulations for each occupation
- Enable first work experience
- Promotion of personal character
- Avoidance of hazards (e.g. avoid physical hazards by complying with the accident prevention regulations)

Training in the vocational school is subject to the school supervisory authorities of the *Bundesländer* and the applicable curricula, which in turn are based on the framework curriculum. The framework curricula are not nationwide in contrast to the training regulations and the training framework plans contained therein. Framework curricula are released by the overarching KMK (Permanent Conference of the Ministers of Education of the Federal States). However, there is a fundamental right that the respective Federal Land can still adapt the framework curricula individually to the given circumstances.

General focus of the vocational schools is:

- Imparting theoretical specialist knowledge
- Deepening general education
- and awarding of career qualifications (educational qualifications)

During the vocational training, an intermediate examination is to be taken, which should show the success of the previous training. This takes place roughly in the middle of the training. At the end of the training there is the final exam, in which the examiners must demonstrate their professional competence.

According to German Chamber of Industry and Commerce (IHK), the written intermediate and final exams are standardized nationwide. They are carried out at the same time and with identical task sets for the respective profession.

Professions in the catering and hotel industry that can be learned in Germany in the dual system:

- Dual studies in hotel management- Dual degree in gastronomy management
- Hotel manager
- Hotel clerk
- Specialist in system catering
- Cook
- Pastry Chef
- Restaurant specialist
- Specialist in the hospitality industry
- Assistant for tourism and hotel management

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

- Hotel business economist
- Wine technologist
- Ice cream specialist

1.3.2 Greece

Vocational education and training (VET) in Greece are state-regulated and, until recently, mostly provided by schools. Overall responsibility is with the Ministry of Education, Research and Religious Affairs, in collaboration with the Ministry of Labour, Social Security and Social Solidarity. Compulsory schooling in Greece lasts adolescence, in 15 years old. VET is offered at upper secondary and post-secondary level¹.

The VET system in Greece involves two subsystems: initial vocational training and continuing vocational training, which were treated separately by the national legislation for several years since 1992 until 2010. The enlargement of the concept of VET with different policy priorities and custom targeting has influenced policies and institutional structures in Greece. Taking the example of Laws 2009/1992 and 3191/2003 which regulated initial vocational training, were focused on the establishment of a National System for Vocational Education and Training and a National System for Linking Vocational Education and Training to Employment. On the other hand, Laws 2294/1994 and 2434/1996, regulating continuing vocational training were focused on work related issues.

Back to history, since 19th century, the debate on the orientation of the educational framework led to the design of two main components: (a) the general vocational education and (b) the technical vocational education, in view of ensuring the adaptation of the education to the changing economic, political and social needs. This changing shift is explained by the productive activity in Greece during the 1870s, which was based on small craft enterprises. Within this context, the main aim of technical education focused on the massive growth of agricultural, commercial, and maritime field.

However, the perception of the importance of general education was considered as a high one in 1920. The demand for gymnasium studies and studies leading to commercial schools and universities was clear during the 1920s. The conception of Vocational Education and Training in Greece was started its development in the 1960s with the guidance and assistance of international organisations (i.e World Bank etc). Above all types and forms of vocational education and training, Technical Vocational Education was dominant.

In view of offering a holistic analysis on the specific state of gastronomy and hospitality sector, we will identify the basic occupational profiles in tourism and gastronomy sector.

As far as the relevant **Ministerial Act** is concerned, Occupational profiles in Greece have been classified in 4 categories²:

- Title and Analysis of the Occupation
- Occupational Framework
- Knowledge, Competences and Qualifications

¹ Cedefop. (2017). "Spotlight on VET Greece"

² Government Newspaper (FEK), for more information please see <https://www.eoppep.gr/images/EP/PistopoiisiPerigrammaton.pdf>

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

- Proposed action of skills acquirement

According to the National Organization for the Certification of Skills & Career Guidance the most related Occupational Profiles in Greece are the following:⁶⁰

- Tour Operators
- Cook
- Waiter
- Barista
- Hotel Receptionist

Integration of recently arrived migrants into general and VET education has so far primarily focused on schools. In 2018/2019 substantial efforts were made to provide schooling for 12. 867 refugee children. Some kindergartens exist in refugee camps, including those on islands. 690 trainers received dedicated training. Interpretation services were offered to assist the enrolment of refugee and migrant children and psychologists recruited to support refugee students, families and educators³.

For students who are older than six years, they must present a relevant certificate or declare how many years they previously attended school and in which country. Secondary Education includes two levels:

- Gymnasium of 3 years duration that is mandatory education.
- General Lyceum, Professional Lyceum and Professional Schools, which are not mandatory.

There are other several educational programs for adults organized by state or private agencies, NGOs and other organizations. The General Secretariat of Lifelong Learning of the Ministry of holds the responsibility of such programmes. These programmes are⁴:

- **Schools of Second Chance are for adults who have not completed mandatory education.** Their duration of study is two years, which includes afternoon classes. Students who graduate obtain a certificate equal to the one obtained from a Gymnasium.
- **Centres for Lifelong Learning operate in municipalities,** which are offered trainings in tourism and gastronomy sector
- **Greek language courses** for migrants and refugees which are operated by Universities, NGOs, and Centres for Vocational Training.
- **Online language courses** are delivered by Universities in Greece

1.3.3 Italy

In Italy, there are no specific training available for migrants in the Tourism sector. Most of the current training is included in the secondary or higher education system, and extremely limited training is available at VET level.

³ European Commission.(2019). "European and training monitor". Available at: https://ec.europa.eu/education/sites/education/files/document-library-docs/et-monitor-report-2019-greece_en.pdf

⁴ UNCHR. (2019). "Access to Education". Available at: <https://help.unhcr.org/greece/living-in-greece/access-to-education/>

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

According to the OECD, secondary education should prepare pupils either for higher education or to entry the labour market. In Italy, secondary education (from 14-19 years old) offers a choice among:

- 1) High school
- 2) Technical institutes (ITS - Istituti Tecnici Superiori)
- 3) Vocational and educational training (VET - Istituti Professionali).

In 2017, secondary education represented the main level of education for new hires (65%) in tourism. The VET qualification is the most requested with 37.7% of the works offers⁵.

In Italy there are more than 411 autonomous hospitality schools (Istituti alberghieri)⁶ that can provide training courses of three, four or five years, in addition to an unknown number of courses for hospitality located within various institutes. There are also approximately 259 autonomous technical institutes for tourism (Istituti Tecnici per il Turismo), which offer five-year training courses.

Secondary education specialised in tourism include the upper secondary school diploma in tourism (Diploma di istruzione secondaria superiore ad indirizzo tecnico per il turismo).

In Italy, within the so-called long chain of job-oriented technical and vocational education and training (VET) a major role is played by higher technical education and training pathways (IFTs - Istruzione e formazione tecnica superiore).

Alongside technical institutes (ITS - Istituti Tecnici Superiori), IFTs aim at strengthening technical and technological skills and know-how, while accounting for a relevant part of the national curriculum. IFTs courses last maximum two semesters (800 – 1000 hours) while ITSs courses last maximum three semesters (1800-3000 hours).

In Italy, there are no training specifically addressing specific features for migrants in the Tourism sector at VET level. This theme is instead often relegated as a minor content in the curricular path.

Tourism-related university courses have increased in Italy in recent years (+18% over five years). This abundant supply makes urgent to ensure that all courses meet the needs of tourism businesses and generate the mechanisms that help young graduates enter the job market, ensuring the sustainable development of the whole sector.

The Italian system for higher education follows the EU Bologna process, with three-year degrees and two-year postgraduate courses.

Masters are often aimed at professionals and specialized in micro-sector (i.e. mountain or marine tourism).

1.4 Recent country specific data on VET

1.4.1 Germany

⁵ Datatur - Trend e statistiche sull'economia del turismo - febbraio 2018 - Federalberghi

⁶ Ministry of Education - SIDI Portal – Vedo Chiaro

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

Several studies have been carried out by the German Hotel and Restaurant Association (DEHOGA) on the development of the education and training opportunities in HORECA (Hotel/Restaurant/Café) industry. One of their study in 2019⁷ points out that more than 51,000 young people are currently learning one of the six catering/hospitality professions in Germany (for details, please see table 1). Furthermore, the hospitality industry continues to be one of the largest training sectors in Germany.

Table 1: Training Contract in 2019⁸

Occupations		Total training positions in 2019
1.	Cook (Koch/Köchin)	17.901
2.	Restaurant Management Specialist (Restaurantfachmann/-frau)	5.559
3.	Specialist in the hotel business (Hotelfachmann/-frau)	19.532
4.	Hotel Clerk (Hotelkaufmann/-frau)	998
5.	Specialist in the hospitality service industry (Fachkraft im Gastgewerbe)	3.385
6.	Food Services Specialist (Fachmann/-frau für Systemgastronomie)	3.801
TOTAL		51.076

Several recent reports also emphasised that despite the range of occupational trainings offered, especially in the hospitality industry which is an important component of tourism in Germany, the sector increasingly experiences difficulties in filling training positions. One major challenge as stated in the Tourism Policy Report (in 2017) of The Federal Ministry For Economic Affairs And Energy (BMWi)⁹ is a lack of the appeal of the tourism industry as an attractive place to work, especially for young people.

According to the same report, as a solution to this challenge, the businesses is willing to take on their trainees after completion of the training programmes (e.g. the numbers gone up from 47% (in 2015) to 54% in 2016); in addition, important data indicates that the 6% of hospitality businesses are also involved in integrating young refugees into the dual training system. However, young people with a migration background have still have not been sufficiently represented in vocational training under the

⁷ Dehoga Bundesverband, Ausbildung garantiert Zukunft: <http://www.dehoga-bundesverband.de/ausbildung-karriere/ausbildungsberufe/>

⁸ Dehoga Bundesverband, Ausbildungsbilanz des Gastgewerbes 1991 bis 2019 : <http://www.dehoga-bundesverband.de/zahlen-fakten/>

⁹ Federal Ministry for Economic Affairs and Energy, Federal Government Report on Tourism Policy, 18th legislative term, March 2017: https://www.bmwi.de/Redaktion/EN/Publikationen/federal-government-report-on-tourism-policy.pdf?__blob=publicationFile&v=4

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

dual system although the more than 700,000 companies in Germany run by entrepreneurs with a migrant background.¹⁰ Thus, providing vocational training and education for people with a migrant background would not only prove essential for successful integration and inclusion but also beneficial for the Hospitality/ Gastronomy industry mostly facing staffing challenges.

1.4.2 Greece

The most common NQF level in Greece, with the most VET Training programmes is the Level 6, which is referred to Higher Education. Specifically, 14 VET Training Schemes are provided in Level 6 in Greece by the below providers:

- Vocational Training School under the supervision of Ministry of Tourism (Higher School of Tourism Education of Rhodes, Crete)
- Private Vocational Training Schools (Centre for Lifelong Learning KEME)
- E-learning Programmes of the Training and Lifelong Learning Centre (National and Kapodistrian University of Athens)
- E-learning programmes (University of Piraeus, Aegean University)

The programme level is Higher Education, including courses from 35 hours to 7 semesters and they are related with the following topics:

- Hotel Techniques
- Scientific Tourism
- Hotel Receptionist
- Associate Hotel Director
- Hotel Digital Marketing

PROVIDER	CATEGORY OF PROVIDER	CURRICULUM	NQF
Public Vocational Training Institutes under the supervision of the General Secretariat of lifelong learning	Vocational Training Institutes	Head of Administration and Economy in the Tourism sector	5
The General Secretariat for lifelong learning	Vocational Training Institutes	Tour Operator & Hosting Business	5
Institution of Vocational Training AKMI	Private Vocational Training Institute	Technician of tourist units and hospitality business	5
Institution of Vocational Training AKMI	Private Vocational Training Institute	Head of Administration and Economy in the Tourism sector	5

¹⁰ Federal Ministry for Economic Affairs and Energy, Dual vocational training – a recipe for success, 2020 <https://www.bmwi.de/Redaktion/EN/Dossier/vocational-training-and-work.html>

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

Institutional Vocational Training OMIROS	Private Vocational Training Institute	Tour Operator and Hospitality Technician	5
Institutional Vocational Training DELTA	Private Vocational Training Institute	Tour Operator and Hospitality Technician	5

1.4.3 Italy

Compared to previous years in which there has been a continuous increase in the presence of migrants arriving in the country (especially in the decade from 2006 to 2016), the foreign population has not been expanding for about two years now (above all this phenomenon has been recorded for 2018).

As of January 1, 2018, 5.1 million foreign citizens reside in Italy, 8.5% of the total residents.

The level of education of foreigners is still lower than that of Italians: among foreigners aged 15-64, more than half have at most attained a middle school diploma (about 4 out of 10 Italians), 34.7% have a diploma high school and 11.0% have a degree (while 17.8% of Italians aged 15-64 are graduates).

In the labour market, the gaps between Italians and foreigners remain. In 2018 the employment rate (20-64 years) of foreigners is 64.4% against 62.8% of Italians. The unemployment rate decreases less intensely among foreigners, who continue to present higher unemployment (the unemployment rate of foreigners is 14%, against 10.2% of Italians); the inactivity rate is lower for foreigners (28.8%) than for Italians (35.0%), with stronger differences in the South.

1.5 The country specific state of the gastronomy / hospitality sector

1.5.1 Germany

Currently, more than 30 percent of employees in the hospitality industry in Germany are foreign nationals. No other industry is as international as the German hospitality industry.

There are also thousands of business owners with a migration background. Gastronomy in Germany owes the variety of culinary offerings to entrepreneurs and employees from many countries and cultural areas of the world. People from more than 150 nations earn their living in the German gastronomy and hotel industry. An easy employment entry to the hospitality sector is the already mentioned dual educational system (see 1.2./above), which offer a two years educational training for new potential employees 43% and employs 12% of all new employees to this sector.¹¹

The entrepreneurs of the hospitality industry in the State of Brandenburg have organised themselves in the German Hotel and Restaurant Association Brandenburg e. V. (DEHOGA Brandenburg).

With around 1,200 members, the association represents the entire spectrum of the hospitality industry - from cafés and pubs to restaurants, pensions, hotels, communal catering and system catering to the gourmet restaurant and luxury hotel. With around 6,000 companies, approx. 1 billion euros in sales,

¹¹ Federal Ministry for Economic Affairs and Energy, Federal Government Report on Tourism Policy, 18th legislative term, March 2017: https://www.bmwi.de/Redaktion/EN/Publikationen/federal-government-report-on-tourism-policy.pdf?__blob=publicationFile&v=4

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

31,000 employees and approx. 1,500 trainees, the hospitality industry in the Land Brandenburg is a cornerstone of the regional economy.

The type of employment in the hospitality industry in Brandenburg is divided equally between full-time and part-time. Of these 31,000 employees, 5,600 are foreign nationals. Currently, these employees have the following professional qualifications: 63% with recognised professional qualifications, 3% with academic degrees, 13% without professional qualifications and 21% with unknown degrees.

The level of qualification desired by the companies is divided among auxiliary staff with 31%, skilled workers 60% and specialists with 9%. The absolute data are displayed in Annex 2. Unfortunately, the statistics make no statement about non-EU citizens.

1.5.2 Greece

According to OECD's "Tourism Trends and Policies 2020" Tourism is a key sector of the Greek economy. Tourism GDP accounted for 6.8% of total GVA in 2017¹². Moreover, the sector directly employed 381.800 people in 2018, which accounted for 10.0% of total employment in the country.

The Ministry of Tourism holds the responsibility for tourism policy making and development in Greece. It introduces the legal framework, designs the strategic marketing plan, stimulates investment and aims to improve the quality and competitiveness of Greek tourism. Furthermore, the Ministry is in collaboration with other interested ministries and tourism bodies, such as the Association of Greek Tourism Enterprises and the Research Institute for Tourism.

Due to the massive impact of the coronavirus, global tourism will be hard hit throughout 2020 and perhaps beyond, even if the deadly virus is contained. As OECD analysts noted, estimated international arrivals in 2020 are set to drop by 263 million or by up to 17.9 percent against 2019 figures. Within this context, Greece immediately activated a Crisis Management Committee to address possible issues, aiming to minimize the potential damage to the country's reputation.

1.5.3 Italy

According to the data issued by Istat (The Official National Statistics Institute) regarding the economic results of industrial and service companies, it is observed that the activities of accommodation and catering services play a role of primary importance within the tourism system.

This leading role emerges both within the organization of services and accommodation (hotels and accommodation facilities), and in the context of catering services (restaurants and bars, ice cream and pastry shops, canteens and catering).

The sector examined shows that in 2014 this was made up of 312,013 active companies (i.e. 7.3% of the total), and employed about 1.3 million employees (of which 856 thousand employees), generating a turnover of 71,642 million of euros and an added value of 27,455 million euros.

More in detail, it is observed that housing services have a lower weight in terms of businesses (14.8%) and employees (19.4%), but their incidence increases if we consider the economic value produced, especially in terms of investments made.

¹² OECD. "OECD Tourism Trends and Policies". Available at: <https://www.oecd-ilibrary.org/sites/f3180e03-en/index.html?itemId=/content/component/f3180e03-en> .

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

Continuing the analysis, it is noted that the production structure of the sector is characterized by the large presence of micro-enterprises (less than 10 employees), which represent 93.9% of the active enterprises, 63.2% of the employees and the 47.4% of the added value of the whole sector.

In this regard, Istat data provide indicators thanks to which it can be understood that there has been a recovery that continued also in 2015 and 2016, albeit with some fluctuations.

In addition to the presence of native and Italian workers from abroad to work in the tourism and hotel sector, there is the addition of immigrant labour which represents an important support to support this sector in continuous growth.

This is because the demand is remarkably high, in relation to the increased demand in the tourism market, for which there is an ever-greater need for help provided by immigrant workers.

1.6 Country-specific employment of migrants in the gastronomy/tourism sector

1.6.1 Germany

DEHOGA Brandenburg has the following clear position on the question of integrating refugees/migrants into the work process:

"Politics, society and the economy are still at the beginning when it comes to integrating refugees into the work process. The businesses in the hospitality industry would like to make their contribution to the best possible integration of refugees with a prospect of staying. Because a successful labour market integration is one of the most important points if you want to ensure acceptance among the population. For hundreds of thousands of refugees who will stay in Germany for a longer period, a regulated professional life is a prerequisite for financially independent everyday life that takes place in a social environment. Politicians must create the necessary framework for this."

Dual training in a hospitality industry can be used to train specialists, assistants, trainees, or interns, depending on their age, qualifications, and German language skills. Therefore, they must be integrated accordingly. Labour market policy instruments, especially for language promotion, must be used intelligently. 6% of the hospitality businesses offer these programmes especially for young refugees.¹³

In the hospitality industry, the training and employment of asylum seekers can contribute to securing employment and skilled workers. There has been strong employment growth in the hospitality industry for years (plus 38.4 percent among employees subject to social security contributions in the past ten years). For example, there are currently over 15.294 vacancies at the internet platform de.indeed.com. For this reason, jobs and training efforts for people already living in Germany are in no way jeopardized by additional offers for refugees.

Gaining access to vocational education enables refugees to find good work even after a possible return to their home country or anywhere else in the world. In 2017 35,9% of 26.428 refugee and asylum

¹³ Federal Ministry for Economic Affairs and Energy, Federal Government Report on Tourism Policy, 18th legislative term, March 2017: https://www.bmwi.de/Redaktion/EN/Publikationen/federal-government-report-on-tourism-policy.pdf?__blob=publicationFile&v=4

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

seekers were placed in the vocational training programme. This amounts to a total number of 9.475 people in Germany¹⁴

Another report¹⁵ on labour market inclusion and integration of refugees in Germany mentioned that several projects were developed by the Federal Employment Agency providing targeted support and methods to identify skills for early labour market integration. 'In addition, there are also programmes co-funded by the European Social Fund that are targeted at migrants and refugees, such as 'Integration through Qualification (IQ)', a nationwide network of contact points to support the recognition process of qualifications, and about 400 sub-projects for training and capacity building measures for labour market actors.'

A survey conducted by DEHOGA Brandenburg in 2019¹⁶ shows that:

- 20.9 percent of the DEHOGA companies surveyed (absolute: 447 companies) employ refugees,
- 1,014 refugees are employed in these companies,
- 450 refugees are in training,
- 448 refugees are interns or have an entry qualification,
- a total of 72 percent of the entrepreneurs surveyed plan to take on or permanently employ these refugees.

The companies indicated the greatest challenges as following:

- Lack of knowledge of German (63.3 percent),
- Lack of work permits (41.1 percent),
- Large cultural differences (23.1 percent) and
- Lack of professional qualifications (21.7 percent).

Although the abovementioned online survey is not representative, it provides an insightful picture of the perspective and experiences of companies regarding the labour market integration of refugees.

1.6.2 Greece

As mentioned on the European Commission's Web Site on Migrant Integration (2019), to integrate or foster the social inclusion of these populations with migrant background, Greece set up its first National Strategy for the Integration of Third Country Nationals in 2013. This strategy included specific measures and actions to be implemented in areas as diverse as service provision, introductory courses, employment, health, housing, political participation, anti-discrimination and intercultural dialogue, but most emphasis was put on training and skills development for both TCNs and public employees dealing with migrant issues.

Based on a UNHCR report published in February 2020, the refugees and migrants who arrived and have remained, so far, in Greece since the 2015-2016 flow are estimated 118,000: 76,000 in the mainland and 42,000 on the islands. It is indicatively mentioned that in February 2020 3,000 people arrived, 33%

¹⁴ Federal Ministry of Education Research, Report on Vocational Education and Training 2018: https://www.bmbf.de/upload_filestore/pub/Berufsbildungsbericht_2018_englisch.pdf

¹⁵ ICF, 2018, DG Employment, Social Affairs and Inclusion - Peer Review on 'Integration of Refugees into the Labour Market'

¹⁶ <https://www.dehoga-brandenburg.de/ueber-uns/branchenthemen/fluechtlingsintegration/>

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

fewer than January. They are mostly families with children from Afghanistan and Syria. 2,150 arrived on the islands and 850 at the land borders.

In January 2019, the government presented for public consultation a proposal for a new strategy, resulting in the July 2019 National Integration Strategy. The new strategy contains provisions regarding education, labour market integration, racism and xenophobia, among others.

In addition to these overarching strategies, the government also drafted a policy paper providing for educational actions for refugee children in 2016.

Following the July 2019 elections, the previous Ministry for Migration Policy, which was the main government body responsible for issues related to migration integration, was replaced by a new Ministry of Migration and Asylum.

Foreigners have access to services aiming at social integration. Local (municipal) and national authorities (Ministry of Education & Religious Affairs), as well as NGOs, provide language courses to newcomers, but Greece does not have a standard integration programme for newcomer third-country nationals. However, the 2019 integration strategy identifies the promotion of integration in the education system, labour market integration and access to public services, among others, as important components of the integration of immigrants and beneficiaries of international protection.

At the local level, Article 75 of the 2006 Code of Communes and Municipalities established certain competencies for municipalities regarding the integration of migrants. The active involvement of large cities and towns with a high concentration of migrant populations has since then drastically increased. Municipalities provide for temporary accommodation, social assistance, Greek language learning, vocational training and health services. Most of these activities are financed by EU funding instruments.

The World Travel & Tourism Council (WTTC), a forum consisting of members from the global business community, says that 988,600 jobs in Greece are directly dependent on tourism. In 2019, this figure exceeded one million jobs, according to the WTTC's estimated trajectory. It notes that tourism represents 20.6 percent of Greece's GDP, compared to 10.4 percent, the average global rate for a country's tourism sector compared to its total GDP.

The ILO/International Labor Organization recognizes that international migration is increasingly important in a global economy. In Greece, as it happens in many other countries, the seasonal and cyclical nature of the tourism industry makes resorting to migrant workers an attractive solution for many employers, as they can expand and contract their workforce as demand fluctuates. The ILO underlined in 2010 that especially low- and middle-skilled migrants can be easily hired to fill the gaps in the local workforce worldwide and that this has led to much greater precarity in the employment of migrants, who are also often willing to work for rates of pay, and under conditions of employment, that would not be acceptable to native-born workers.

The year 2013 marked in Greece an important change in the distribution of migrant workers among the three sectors: primary, secondary and tertiary. At this point it is useful to remind that the primary production involves acquiring raw materials, agricultural activities, fisheries and similar processes resulting in raw food materials. Secondary production involves industries that take the raw materials produced by the primary sector and process them into manufactured goods and products (e.g. heavy or light manufacturing, food processing, while it also involves assembling the product, e.g. building houses,

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

bridges and roads). The tertiary industry is the segment of the economy that provides services to the consumers, including a wide range of businesses such as financial institutions, schools, tourism businesses, restaurants etc. In other words, tertiary production refers to the commercial services that support the production and distribution process, e.g. insurance, transport, advertising, warehousing, health services, education, entertainment, tourism, finance, sales and retail.

Longitudinal data reveal that most migrants in Greece (up to 85%) is employed in constructions/building, manufacturing/crafts/processing industry, sales & retail, housekeeping & elderly/ health care and in hotels & restaurants. Also, over the last twenty-five years, the number of migrant workers in agriculture and in rural areas in general has continued to increase, while migrant employment in these areas has also been important in other activities such as construction and tourism. During the 2001-2008 period, men workers were employed mainly in construction (one in two migrants) and manufacturing industry (two in ten), while women worked mainly in private households and in health services (one in two) but also in hotels-restaurants (two in ten).

In 2013, migrant employment rose in the tertiary sector from 45% in 2008 to 57.3%. As Triandafyllidou (2013) mentions, it is highly likely that this change reflects the crisis of the construction sector and the necessity for many migrants to declare themselves as employed in the agricultural sector or indeed to turn for employment to that sector, in order to renew their permits. In 2013, the number of migrants employed in construction was just 43,000 when the equivalent number for 2008 had been 114,700. This trend is confirmed in recent years as migrants are mainly occupied in the tertiary sector, including tourism, with a large representation of Albanians. Greece continues to have among the highest female migration rates in Europe. Women from more developed countries tend to work in the tourism sector or in offices, while migrant women from Asia, Africa and former Soviet bloc countries are mainly employed in household for domestic work, or as caregivers in medical centers.

According to the ELSTAT, the share of foreign citizens' labor force in total population in 2nd quarter of 2018 is 69.5%, showing a slight increase comparing to 2017 (66.7%). Interestingly, their participation is significantly higher than of Greek citizens (51.1% in 2017 and 51.3% in 2018) by more than 18.2%. In the tourism sector, the percentage distribution of migrants employed in accommodation and catering services/hotels & restaurants in Greece during the 2008-2018 decade, according to the ELSTAT data (Kapsalis 2020), has been the following: 2008: 9,7%, 2009: 11,8%, 2010: 12,5%, 2011: 13,0%, 2012: 13,7%, 2013: 15,3%, 2014: 17,1%, 2015: 18,7%, 2016: 17,7%, 2017: 21,4% and 2018: 23,7%.

Indicative Job offers in the tourism sector in Greece, as presented by the European Job Mobility Portal (EURES 2020) in the event "Seize the Summer with EURES 2020" are: Guest Relations Officer, Receptionist, Waiter/Waitress, Bell Boy, Chef de Cuisine, Chef de Partie, Childcare Assistant and Bartender. The law (4375/2016) envisages the withdrawal of the research of the labour market, so as all third country nationals (TCNs), residing legally in Greece, can have the same rights as Greeks.

However, the priority awarded to Greek and EU citizens makes it exceptionally difficult for asylum seekers and refugees to find employment. This practice is aggravated in the current context of financial crisis and xenophobia in Greece. There have been cases where an employer may be requesting to employ a specific asylum seeker but, due to this restriction prioritizing Greek and EU citizens, the work permit may not be renewed, posing obstacles to both employers and potential employees. Indeed, even if an asylum seeker does obtain a job, he may not manage to obtain the work permit. As a consequence,

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

asylum seekers may resort to illegal employment, which has severe repercussions, mainly the lack of certain basic social rights which in turn subjects them to further poverty and vulnerability.

Overall, migrants face difficulties to secure employment, to access occupations matching their educational levels and to obtain adequate earnings. The lack of recognition of qualifications and experience, language skills and discrimination may all play a role in this regard. Nevertheless, in a few countries with specific migration policies or needs in the labour market, they can succeed in obtaining suitable employment and wages.

1.6.3 Italy

In 2016, according to Inail (National Institute for Insurance Accidents at Work) archives, foreigners employed as employees in hotel and restaurants were 242,477, meaning 7% of all foreign employees (3,442,676).

The percentage of foreign workers in the gastronomy/tourism sector is 80.6%.

The sectors in which the element of seasonality is most present are the agricultural and tourism-hotel sectors, but while the agricultural sector presents peculiarities that are more adaptable to a male workforce, female employment has instead gained a greater footing in tourism, where women are considered more suitable for work.

The employment of workers is also widespread among seasonal workers, who come specifically from abroad, whose share now reduced compared to the past (13,000 units in 2016 compared to 17,850 employees) and determined through the so-called "decrease in flows".

The legislation on seasonal workers has recently been modified with respect to the provisions previously contained in the Consolidated Law on Immigration (Legislative Decree 286/1998).

In fact, the circular of the Ministry of the Interior n.4725 of 11/24/2016 provided clarifications regarding the application of the new regulation and also specified the availability of 1,500 quotas reserved for multi-year seasonal work applications identified by the 2016 Flow Decree (dpCm 14.12.2015).

Employers who are interested in hiring foreign nationals for seasonal contracts in the agricultural and tourism-hotel sectors must submit a nominative request to the Single Desk for competent immigration, also through trade associations.

1.7 The specific survey methodology used

1.7.1 Germany

In order to conduct an in-depth analysis of offered training programmes and materials specialized in migrants' upskilling in the identified tourism-related positions in Germany and Brandenburg, the report adopted a three-phase approach.

- **Literature review:** To analyse the current situation in gastronomy and hospitality sector with a migrant integration focus to identify if there are migrant-oriented training materials and programmes among the spectrum offered in the tourism sector in Germany.

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

- **Stakeholder face-to-face interviews through offline and online questionnaires:** To explore the experiences and insights of the relevant stakeholders and identify the existing tourism-related positions, in which low-skilled migrants are most likely to be employed and, subsequently, to provide a comprehensive analysis of the necessary skillset to meet market demands and current trends.

Moreover, face-to-face interviews followed a semi-structured format by using the questionnaire questions as a basis as well as the interview guideline prepared by BK Consult for an in-depth conversation.

- **Online stakeholder questionnaire:** To broaden data collection stakeholders not covered at face-to-face interviews were reached out to through questionnaires.

Regarding the online questionnaire:

Questionnaires were divided in two separate parts, targeting two different stakeholder groups:

1. Tourism-related stakeholders.
2. Migrants /migrant support associations/stakeholders.

The online stakeholder survey was online from 10 March 2020 targeting existing and potential stakeholders by using Google survey tool. It was sent directly to them via email by Social Impact.

At last, an excel template was used for the quantitative and qualitative analysis.

1.7.2 Greece

Greek partners aim to offer a high-level **methodological framework** in order to produce high –quality results, by adopting a certain research methodology entitled “**Triangulation**”¹⁷. This methodology includes three steps, enhancing the analysis and the interpretation of findings. These three steps involve desk research, quantitative analysis and qualitative analysis and document data from multiple resources.

1st step -Desk research: This will be a literature review, conducted mainly by AKMI and Symplexis to identify common themes and trends in the two countries and guide the specification of **questionnaires**

As a basis for the desk research, they will draw from:

- Cedefop’s studies
- World Travel and Tourism Council studies
- Other various EC commissioned reports and studies on the collection of VET curricula

2nd step - Quantitative research: Two online questionnaires were conducted in order to collect the necessary information. The survey will cover broadly the same topics as those included in the interviews and the in-depth interviews. Surveys were conducted as follows:

- Electronically
- Via Email
- Online Questionnaire

¹⁷ Maria Oliver-Hoyo and DeeDee Allen(2006).” The Use of Triangulation Methods in Qualitative Educational Research”.
Journal O/College Science teaching

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

3d step - The qualitative research will be implemented using significant methodological steps. These steps are categorized in the following phases:

Phase A "Pre-research": serves as a preliminary stage where deep understanding of the special context is a prerequisite for the successful implementation of the qualitative research. It includes the below two (2) stages:

- A.1. Pre-research stage: understanding of current state of play in the Hotel and gastronomy sector based on the findings of desk research.
- A.2. Pilot study: Analysing qualitative research

Phase B "Implementation": serves as the main implementation phase of the qualitative research. It includes the below stage:

- B.1. Implementation of the in-depth interviews: addressing representatives of the Hotel and Gastronomy Sector, SME's, employers' associations

1.7.3 Italy

In order to conduct the field research in Italy, two principal methods have been used:

- **Distribution of an online survey** to tourism stakeholders (hotels, restaurants, tourist guides etc.) and migrant stakeholders (migrant associations, professionals working with migrants, young people with migration background etc.) as well as
- **Conduction of interviews and focus groups** with professionals from the tourism field who are employing or collaborating with migrant employees.

This combination of methodological approaches allowed for a more comprehensive overview of the Italian situation regarding the employment of low-skilled migrants in the tourism sector as well as the sector's needs and training offers. In this regard, the involvement of migration stakeholders is also of high importance, in order to understand their view on migrants' labour market situation in the tourism field, allowing for the tailoring of the Tour2Include training approaches to all stakeholders' specific needs.

While the online survey has been widely distributed by IDP and CESIE to their stakeholders, thus having a high outreach, the interviews and focus groups have been implemented in Palermo, Italy, which is why they mainly reflect the Sicilian point of view on the current situation of migrants in the labour market and, especially, in the tourism sector. However, with Sicily in general, and Palermo in particular, being a hotspot for (newly arrived) migrants in Europe, the Sicilian tourism stakeholders' view on migrants' competences and their situation in the labour market is of high importance to the project.

1.8 *The specific challenges and problems faced during the survey*

The one of the main challenges faced during the survey was the coronavirus (COVID-19) outbreak starting to affect **Germany** at the beginning of March while therelevant stakeholders were reached out for a face-to-face interviews and focus groups. On 11 March 2020, the Director-General of WHO declared the spate of infections caused by SARS-CoV-2 (COVID-19) a pandemic. The authorities have imposed drastic restrictions on everyday life and travels, in a move to slow down any further spread of the virus. Under this circumstances, coordination of the stakeholders for focus groups and face-to-face meetings

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

was not feasible. Hence the Partners focused intensively on the online questionnaire method and reached out their stakeholders via email and telephone.

The implementation of the field research in **Italy** at the beginning of 2020 faced various challenges, on the one hand, Italy has been hit extraordinarily hard and earlier as other partner countries by the COVID-19 pandemic, which is why all face-to-face activities have been postponed or cancelled since end of February/ early March. Reaching out to stakeholders and motivating them to participate in the Tour2Include field research has hence been more difficult. On the other hand, people living in quarantine are in front of the screen or on the phone almost all day, which is why the interviews had to be kept concise to not occupy our stakeholders more than necessary. In addition, some of our gastronomy stakeholder are working more since the quarantine started due to an increased demand of take-away meals, which lead to decreased availability for interviews and focus groups. Finally, Palermo has a high rate of people in precarious conditions, who have been affected strongly by the pandemic, which is why a lot people have engaged in volunteering and hence have little time on their hands to participate in research.

In general, **Greece** has faced severe challenges, while undertaking desk and field research. Challenge 1 - *Lockdown process*: Because of COVID-19. Due to COVID-19 it was difficult to reach out stakeholders, as well as to organize focus groups. In this framework, we planned to launch in-depth interviews only, in view of being able to continue field research process. Challenge 2 - *Migration crisis*: Due to massive inflow of migrants from 2015 until now, Greece faces a tough situation addressing this problem. Most measures focus on offering housing or jobs to migrants without proper training. Within this context, tourism sector for many become a difficult pathway. Challenge 3 - *Lack of understanding from stakeholders as to why research is necessary*: Many stakeholders, that we tried to reach out, did not assume this research was necessary. They believed that other sectors will be more attracted for migrants. For instance, cleaners or IT jobs. However, we informed them about the importance of our project, underlying the fact that tourism sector can offer employability alternatives to migrants.

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

2. Evaluation of the generated survey data

2.1 General Statistical Input – Quantitative survey indicators

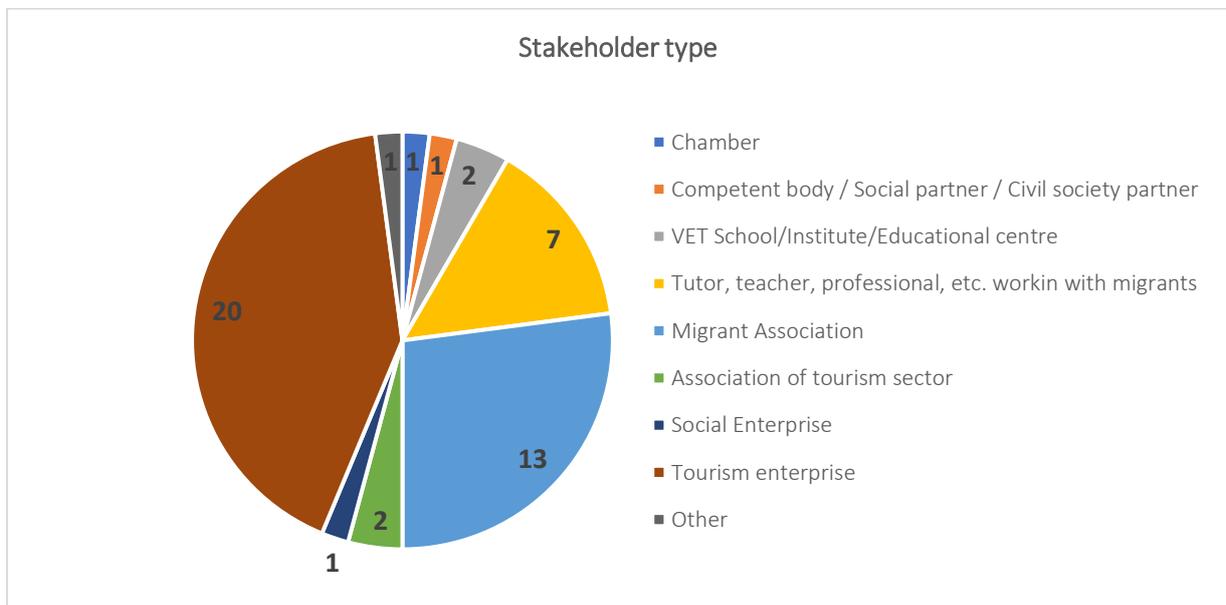
During the overall survey process 53 stakeholders, i.e. tourism businesses as well as tourism institutions and migrant support organizations were addressed. Altogether, 48 of them have filled-in the respective questionnaires. 5 Focus groups were organised.

2.2 Evaluation's summary of the filled-in questionnaires

2.2.1 SECTION 1 – General stakeholder information

Under SECTION 1 of the questionnaires are summarised the general data of the interviewed stakeholders.

The survey received 48 responses, of which 25 were from tourism stakeholders and 23 were from migrant stakeholders. The flipchart below indicates the overview of the type of stakeholders who participated in the survey:



As far as the legal status is concerned, 16 of them were private, one of them was public and 16 of them were non-profit and 3 did not represent any institution, company or organisation.

Concerning the respondents' size of the businesses, 13 respondents stated that their businesses are micro-sized (less the 10 employees) and 11 respondents reported themselves as small enterprise (up to 49 employees) and 5 of them stated their business as medium-sized (including 50 to 249 employees). From the 48 stakeholders 32 of them are employing in total 347 migrants. This reflects, that the employment rate of migrants in the businesses/institution, which were interviewed, varied between 1 percent and up to 100 percent.

The performance of these migrant employees is rated 12 times as 'very good' and 16 times as 'good' and 3 time "neutral". 1 respondent stated that migrants are employed because of the stakeholders cannot find native employees. Among respondents, 5 stated that they had better qualifications and skills for the job.

2019-1-DE02-KA204-006478

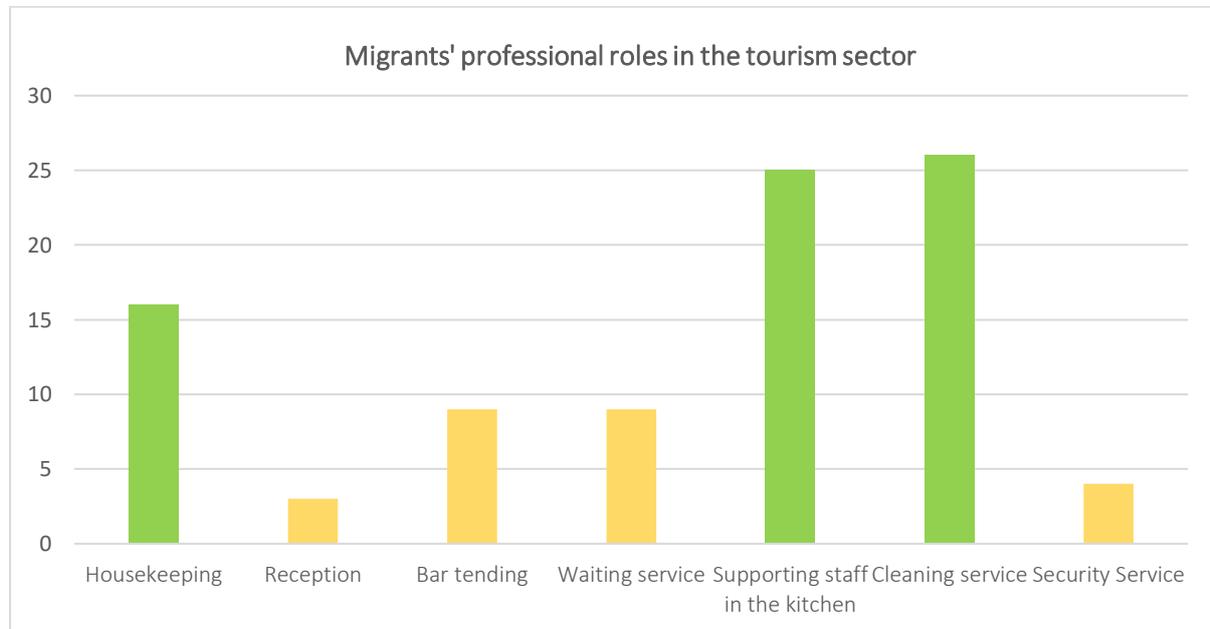
TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

When we asked if their institution would want low-skilled migrant employees to attend a training to acquire those skills if it was for free, only 7 respondents gave positive answers as 'yes, it is good to have a trained employee', The other respondents did not answer the question.

For another question 'Would your institution want your low-skilled employees to attend a training to acquire those skills should you pay a small fee?' only 7 respondents answered it as 'yes', 6 participants answered "yes", while 5 of them answered "yes but only if the amount was small". The other respondents did not answer the question.

Supporting staff in the kitchen, cleaning service, and housekeeping have emerged as priorities concerning the question which positions people from non-EU countries are predominantly covering or should cover in the tourism sector.

In detail the stakeholders indicated the tourism positions of migrants that they know or work with to be predominantly the following (multiple answers were allowed):



One answer was reported as others which are stated as 'further activities, personnel, and resource planning, purchasing and cook`.

2.2.2 SECTION 2 – Migrants' employability in the tourism sector

The SECTION 2 intends to make a short analysis on the migrants' employability in the tourism sector, especially on the skills gap to highlight.

This section aims to illustrate the respondents' opinion on which tourism-related skills do low-skilled migrants nowadays lack (multiple answers were accepted).

Concerning the gap in **Personal Skills**, the results are indicated in the following table (multiple answers were possible):

Self-confidence	18
Ability to solve problems	14

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

Autonomy	13
Accuracy and attention paid to details	12
Professionalism	11
Self-discipline	11
Motivation and determination to meet objectives	10
Ability to judge and identify one's strengths and weaknesses	9
Being organised	8
Understanding of one's own preferred learning strategies	8
Flexibility and adaptation	8
Sense of responsibility	8
Patience	7
Ability to observe a schedule	7
Acceptance of feedback	7
Time accuracy/being on time	6
Ability to cope with stress and frustration and to express them in a constructive way	5
Will to discover and learn	5
Ability to follow rules/instructions	4
Hard working	3

Concerning the gaps in **Social Skills** the survey results identified the following missing competences (multiple answers were possible):

Ability to communicate effectively both orally and in writing	26
Ability to communicate effectively	21
Express and understand different points of view	17
Understanding of the codes of conduct and manners generally accepted in different societies and environments	16
Ability to work in teams	14
Active listening	12
Tolerance	8
Positivity	7
Interest in interaction with others and to establish interpersonal relationships	7
Negotiate and create confidence	7
Ability to value diversity and respect of others	7

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

Empathy	7
Awareness of basic concepts relating to individuals, groups, work organizations, gender equality, non-discrimination, society, culture	7
Politeness	6
Reliability	5

Concerning the gaps in **Professional Skills** the following table illustrates the following results (multiple answers were possible):

Language skills	29
Oral and written expression	24
Customer service skills	21
Knowledge of the main hygiene and alimentary norms	14
Basic numeracy	8
Ability to work in shifts	5
As others: conflict ability and critical ability	1

As other competences, migrants might lack to work in the tourism sector, participants indicated the following:

- Basic knowledge of the tourism sector and the territory,
- Written expression and management qualities,
- Capacity to learn the dynamics of the local culture.

When ask to rank the three most important skills of all those evaluated beforehand, the participating tourism stakeholders stated the following:

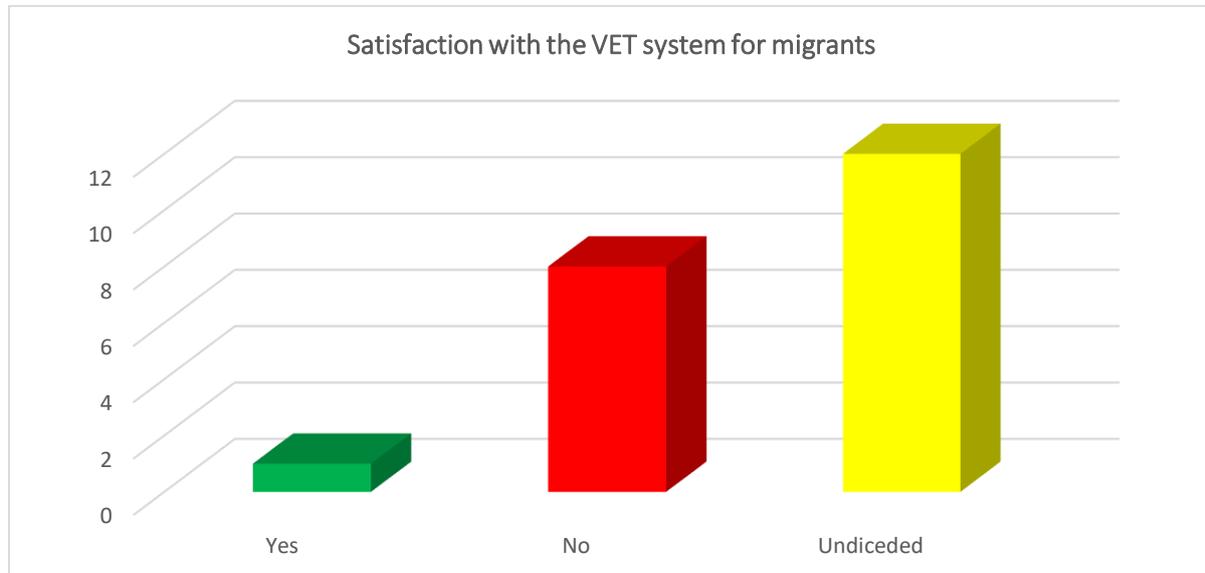
Skill 1:	Flexibility; Autonomy; Good language skills; Communication on skills, Self-responsibility; Stability about their own lives-basic needs, Good oral, and written expression; Ability to work in a team; Expressing and understanding different points of view; Capacity of problem solving; Basic numeracy.
Skill 2:	Discipline; Knowledge of the main cleaning norms; Willingness to learn, Ability to deal with new, also cultural differences; Express and understand the different views; Knowledge of the territory.
Skill 3:	Motivation; Ability to work in teams; Knowledge of the main hygiene and alimentary norms; Dealing with double burdens (working, learning, new surroundings); Customer service skills; Organisational capacity; Fundamental interest in food preparation; Organization of the work schedule.

2.2.3 The SECTION 3 is about new skills, competences and foreign languages needed by migrants to work in the hospitality sector

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

The participants were asked if the existing vocational systems equip low-skilled migrants with the necessary skills for the tourism sector. The following chart shows the respective answers:



When further asked, how these educational programmes could be improved, they recommended to insert the following concepts into the trainings:

In General:

- Basic language courses, i.e. German, Italian
- More technical education such as software knowledge (e.g. Microsoft)
- Knowledge of the territory: cultural and physical heritage and traditions.

In Italy

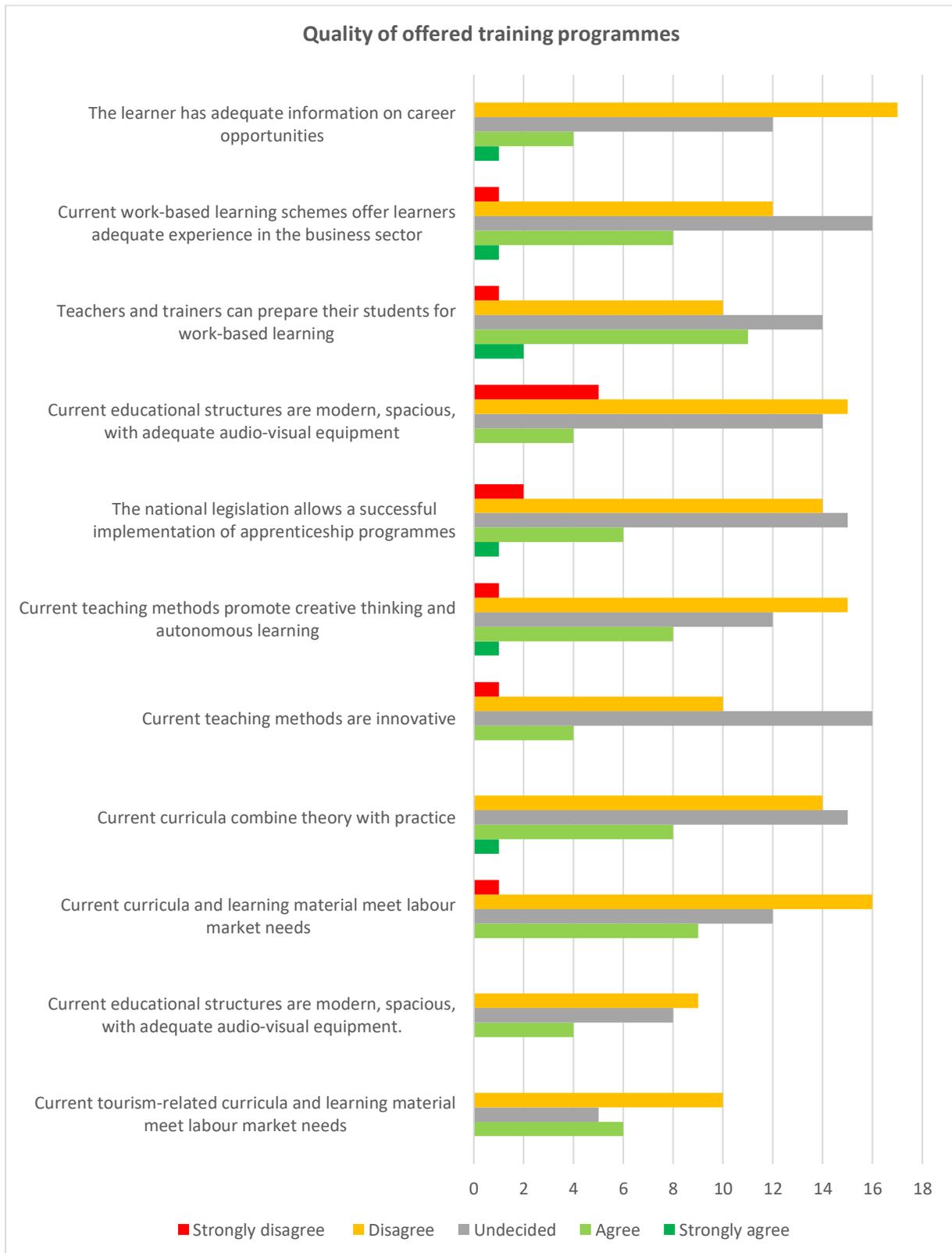
- "Cultural mediator" course (private programme)
- "Tourist guide" course (private programme)
- Project "Voci del verbo viaggiare" (voices of the verb travel)
- Master in Tourism
- Internship in Palma Nana to become an environmental educator.

Furtnermore in Italy, a part from the project "Voci del verbo viaggiare", which is specifically designed for people with migration background, participants replied that these were not specifically suited to the needs of migrants, even though one participant was of the opinion that these shorter, private courses might be more suitable for them than the public educational offers. It was additionally mentioned that regarding vocational training there are few courses that have a short duration (which are in line with the time availability of migrant staff) but are often blocked because they are managed by regional funds.

Regarding the quality of offered training programmes as well as their adequateness to the needs of both, students and the tourism sector, the stakeholders expressed the following opinions:

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'



Additionally, the business stakeholders (n:30) were asked to rate on a scale from 'not important at all' to 'very important' how crucial are the following attitudes and skills for working in the tourism sector:

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'



The respondents were asked which kinds of training approach their institution preferred.

Further project activities focused on curricula development should pay attention on the following three approaches:

- *Task-based learning*
- *Face-to-face-learning*
- *Blended Learning*

The following table illustrates the results (multiple answers were allowed):

Blended Learning	15
Task-based learning:	22
Face-to-face-learning:	22
Case studies	11
Handbooks	3
Online training	7

In addition, one comment was made stating the relevance of online learning combined with face-to-face lessons, accompanied by a tutor.

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

Concerning the expected **Language skills**, it should be emphasised that the country specific mother tongue, i.e. **German, Greece or Italian**, is rated as an important skill within the following status of knowledge. **English** was highlighted as a welcome second language followed by **Spanish, French** and Russian.

2.2.3 *The **SECTION 4** gives an overview about the demographic, educational and professional levels of the stakeholders interviewed*

The stakeholders who answered on the personal data, have as countries of origin:

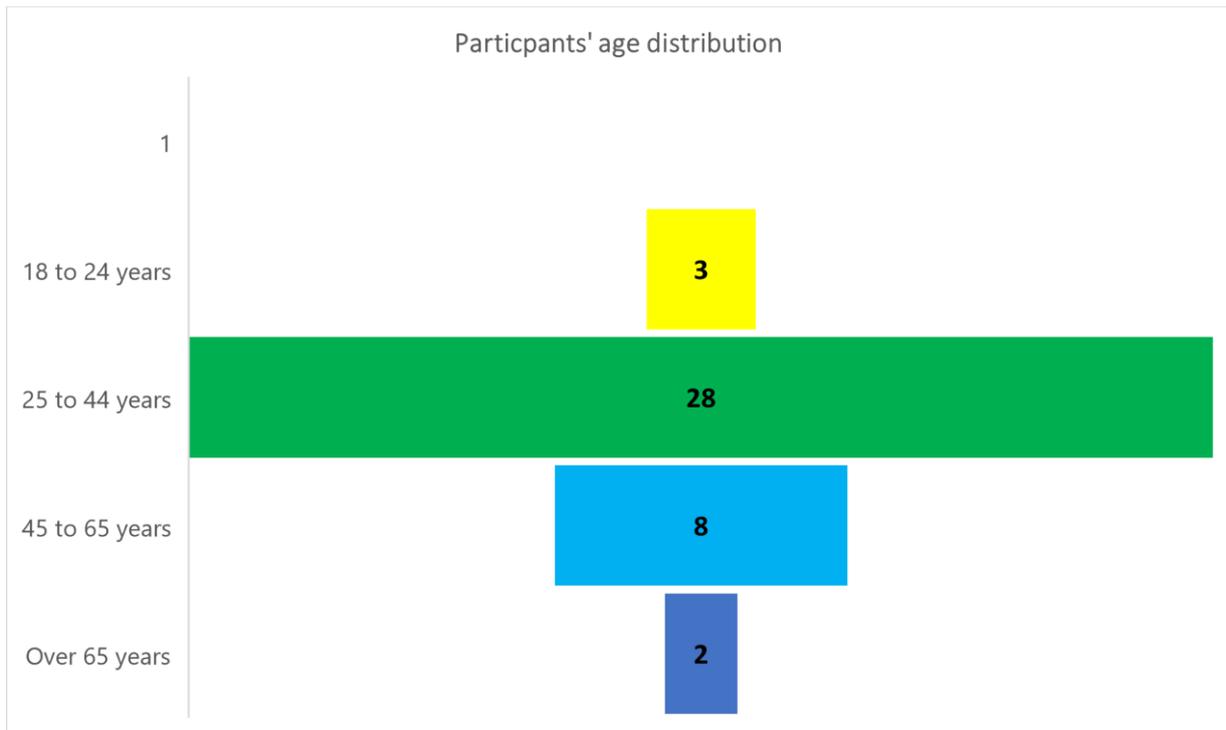
Country	
Egypt	1
Germany	2
Georgia	1
Greece	20
Italy	11
Netherlands	1
Nigeria	1
Romania	1
Russia	1

30 of the respondents were female while 12 of the respondents were male.

The **Participants age range** was covered as following:

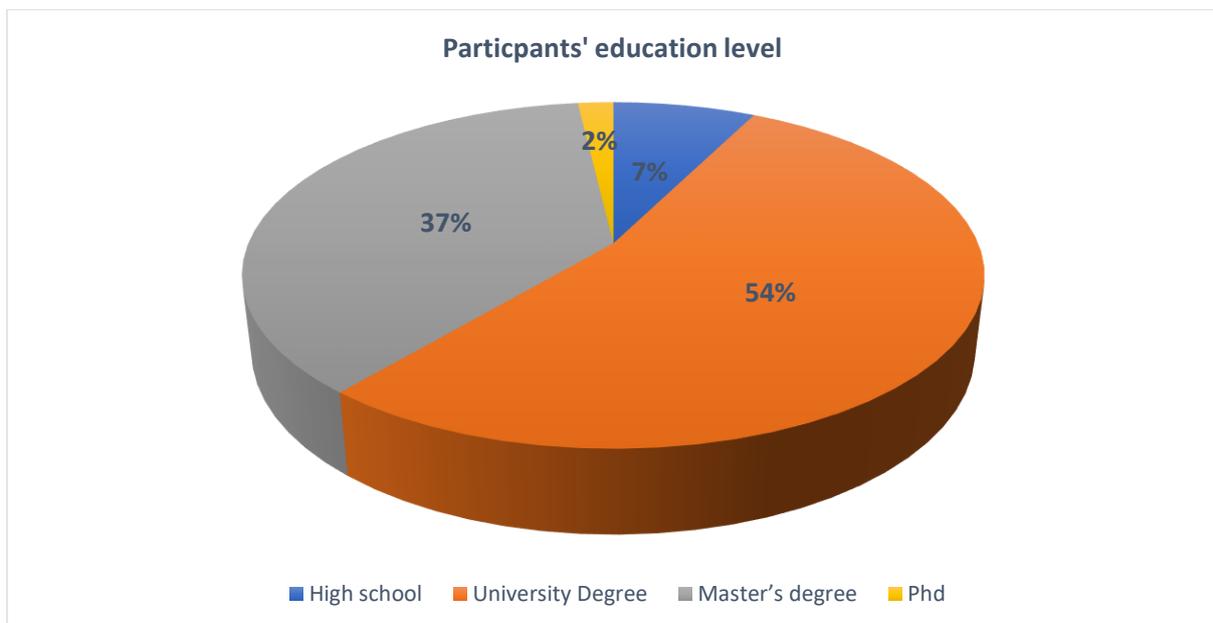
2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'



The *Participants' education level* is shown in the graphic below:

4 interviewed stakeholders have finished the high school. All others have a university degree, 20 of them held a master's degree and 1 a PhD.



Data related to working experience of the interviewed stakeholder in the tourism sector is presented in the following table:

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

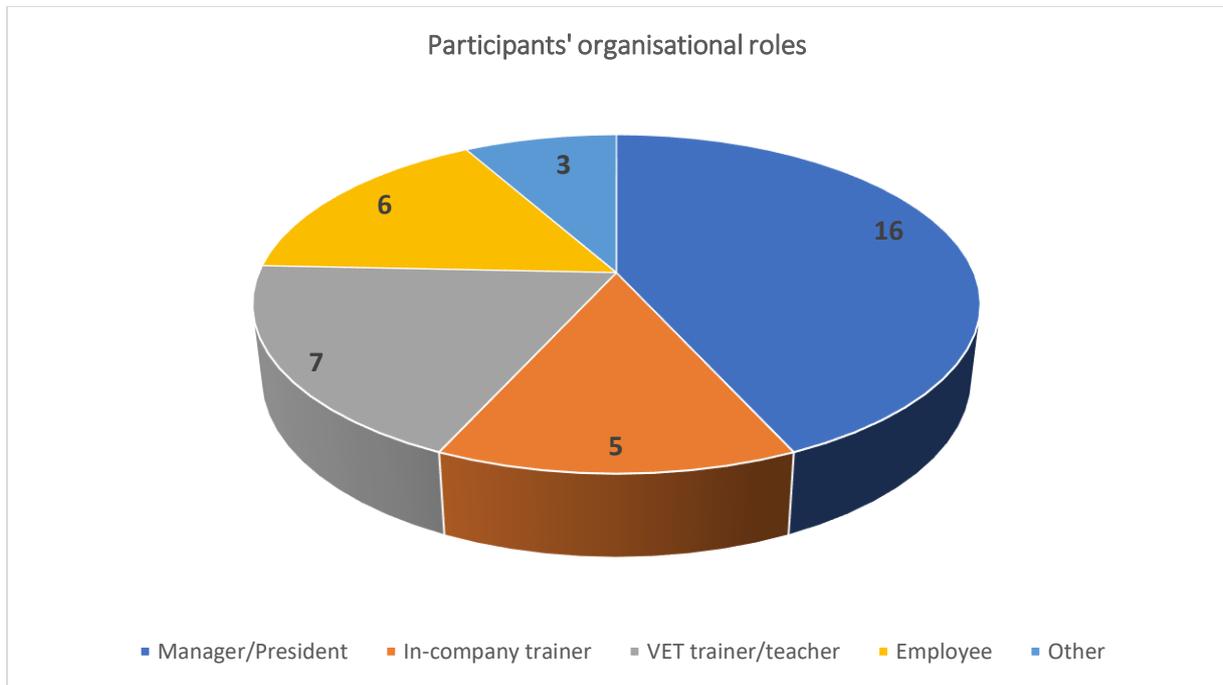
Up to 5 years	7
Between 6 and 10 years,	7
For more the 10 years	8
Never worked in the tourism sector*	7*

* All of whom were migration stakeholders

Participants' organisational roles

Most participants were working in the upper management level like president and/or manager. Beside this fact, five were also the owners of the institution/business.

The three people, who stated "other" were a volunteer, an AD and member of their institution.



2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

3. Survey on training programmes offered for migrants in the Tourism Sector

This topic is to give a tailored analysis of the training programmes offered for migrants in the tourism sector in terms of their responsiveness to actual market demands, migrants' learning needs and development of soft/intercultural skills.

3.1 *Quantitative survey indicators*

3.1.1 *Number of documents studied*

41 documents in total, which contain VET in the gastronomy sector, were studied. Among them:

- 19 Documents/Studies
- 4 Legal Regulations
- 27 General VET Curricula in the Hotel Industry and Gastronomy
- 22 VET Curricula in the Hotel Industry and Gastronomy, which mention, especially migrants. These curricula are divided in the following professions:
 - ✓ 6 for Restaurant Professional/Skilled worker
 - ✓ 6 for Hotel Professional/Skilled worker
 - ✓ 4 for Gastronomy Professional/Skilled worker
 - ✓ 6 for Cook
- 2 Migrant specific VET Curricula

3.1.2 *Number of skills and competences identified*

Nearly 50 different skills and competences identified. These skills and competences are exemplary listed under Annex 4.

3.3 *Qualitative survey indicators*

3.2.1. *The learning methods offered by the studied curricula*

Basically, the learning and teaching methods are offered

- Frontal teaching
- Task-based learning
- Face-to-face-learning
- Online training
- Blended Learning
- Practical experiences in the training company

3.2.2. *Target groups of the studied curricula*

The following target groups could be identified studying the above-mentioned curricula for full and/or partial VET in the hospitality industry:

- Apprentices undergoing training in the hospitality industry
- Employees

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

- Workers without a professional qualification
- Workers without a suitable professional qualification
- Unemployed or people at risk of unemployment
- Job seekers aged 25 and over
- People without formal or no longer usable professional qualifications
- Refugees with good prospects of staying and
- People with a migration background (e.g. EU citizens)

3.2.3. Teaching objectives:

The VET systems in the Hotel Industry and Gastronomy are focused on different objectives:

- To give the interns/apprentices/trainees an overview about the legal environment in which the training company and the trainee operate, what rights and obligations the respective side must observe or comply with,
- To impart the interns/apprentices/trainees with a sound specialist knowledge and skills in the chosen profession, i.e. Restaurant Professional/Skilled worker, Hotel Professional/Skilled worker, Gastronomy Professional/Skilled worker and/or Cook
- To provide interns/apprentices/trainees with a migrant/refugee background the needed basic skills to apply to the VET system, like language and or cultural competencies.

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

4. Summary on the discovered skills and competences needed in the tourism sector

4.1 Generally

Having reviewed the necessary skills and competences from the findings of the questionnaire and interviews, we can see that in terms of skill gap in the tourism sector which low-skilled migrants nowadays lack, while the interviewed stakeholders placed greater emphasis on:

- **Personal Skills** like:
 - ✓ *Self-discipline,*
 - ✓ *Ability to judge and identify one's strengths and weakness*
 - ✓ *Acceptance of feedback*
 - ✓ *Being organized, professionalism*
 - ✓ *Ability to observe schedule and*
 - ✓ *self-confidence on,*
- **Social Skills** like:
 - ✓ *Ability to communicate effectively both orally and in writing and awareness of basic concepts relating to individuals, groups,*
 - ✓ *Work organizations, gender equality,*
 - ✓ *Non-discrimination,*
- **Professional Skills** like:
 - ✓ *Knowledge of the main hygiene and alimentary norms,*
 - ✓ *Customer service skills and oral*
 - ✓ *Written expression as well as language skills*

Meanwhile the interviewed stakeholders are expected to possess the following skills and competences:

- Flexibility
- Autonomy
- Good language skills
- Communication on skills
- Good oral and written expression ability
- Ability work in a team; discipline
- Willingness to learn
- Ability to deal with new, also cultural differences
- Knowledge of the main hygiene and alimentary norms
- Customer service skills
- Organizational capacity as well as computer skills

4.2 Germany

The hotel and restaurant industry are a job engine in Germany and Europe. It has at the same time one of the highest labour mobility rates across Germany. However, the sector is also known for its high turnover of staff, persistent lack of qualified personnel and rapidly changing skill needs. Thus new future competence and skill need analysis for the sector are gaining significance. However as mentioned above,

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

the German VET system is extremely complex in terms of the skills and abilities. Skills and knowledge should be identified with the involvement of independent planning, implementation, and control.

4.2 Greece

Having analysed the results of both desk and field research, we reach the following results:

- In the era where Industry 4.0 takes place, changes a lot the way of interacting with our clients. In this case, migrant learners should be able to obtain relevant knowledge.
- Foreign languages are necessary, since the communication with clients is intercultural
- Problem solving skills are needed in many touristic positions and occupations, according to EU standards and EOPPEP. Whether you are dealing with a difficult and stressful situation, the ability to think on your feet and provide your organization with feasible solutions is one of the most valuable skill for careers in hospitality and tourism.
- Many host companies demand that employees obtained team-working skills, especially in professions such as the cook and the back-office employer. Since, many tasks require effortless cooperation, we must provide future workers with these skills.
- Understanding the code of conduct, offers potential workers with the ability to be adaptable and ensure a proper handling of all tasks.
- Time management is also required since tourist sector demands multifunctional workers.

4.3 Italy

In Italy, there are no specific training available for migrants in the Tourism sector. Most of the current training is included in the secondary or higher education system, and extremely limited training is available at VET level.

As of January 1, 2018, 5.1 million foreign citizens reside in Italy, 8.5% of the total residents.

Compared to previous years in which there has been a continuous increase in the presence of migrants arriving in the country (especially in the decade from 2006 to 2016), the foreign population has not been expanding for about two years now (above all this phenomenon has been recorded for 2018).

In 2016, according to Inail (National Institute for Insurance Accidents at Work) archives, foreigners employed as employees in hotel and restaurants were 242,477, meaning 7% of all foreign employees (3,442,676).

The percentage of foreign workers in the gastronomy/tourism sector is 80.6%.

The Italian field research carried out in the period March-April 2020 also confirms that the existing educational offers are scares and not specifically tailored to the needs of migrants or low-skilled migrants and hence underlines the need for more tailored approaches adapted to both, the tourism sector's and low-skilled migrants' needs. In addition, participants evaluated the current offers as not adequate: they are neither innovative nor promoting creative thinking, even though they have been perceived as adequately practice-oriented.

In terms of most important skills for the tourism sector, language skills (local language), oral and written expression, sociality, sense of responsibility, the ability to work in teams, willingness to serve the guest,

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

time management and planning as well as interpersonal skills in general and cultural awareness/ cross-cultural skills or intercultural communication have been emphasised. In addition to these, the desk research highlighted the need to further improve communication skills, tourism management, food and beverage management, knowledge of local/regional/national cultural heritage and traditions. However, it also became clear that migrants currently seem to lack some of these skills, among them a high level of the local language, accompanied by the ability to effectively communicate both orally and in writing, as well as a good knowledge of the local territory and context as well as its dynamics, including local culture and traditions. Consequently, some also lack autonomy.

It should further be noted that participants to the online survey showed themselves highly in favour of blended learning approaches, combining face-to-face lessons with online courses, case studies and task-based learning. To make them more suitable to low-skilled migrants' needs and successfully contribute to the increase in their employability in the tourism sector, these learning processes should be accompanied by tutors. This is in accordance with CESIE's experience in the field, which has shown that online courses themselves, without further support of tutors, are not effective in the work with low-skilled migrants.

In conclusion, it is hence recommendable to include these skills, identified by the local stakeholders as incredibly important, into the Tour2Include training programme, while also keeping in mind that blended learning approaches are preferred by a major part of participants.

5. Disclaimer

The European Commission support for the production of this report does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Neither the European Commission nor any person acting on behalf of the European Commission is responsible for the use which might be made of the above given information.

As this report reflects the state of the art at the time of its drafting, it should be regarded as a 'living tool' open for improvement and its content may be subject to modifications without notice.

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

6. Annexes:

Annex 1 List of funded national Curricula, EC Reports and Studies, EC and UNWTO surveys, CEDEFOP Reports and other reports and studies as well¹⁸

Legal Regulations						
No.	Title	National	EC	UNWTO	CEDEFOP	Other
Germany						
1	Regulation on vocational training in the hospitality industry of the Federal Republic of Germany, 13 th of February 1998	X				
2	Framework curriculum for hospitality approved at the Conference of Federal Land Ministers of Education, 28 th of March 2014	X				
3	Regulation on vocational training: Cook, 13 th of February 1998	X				
4	Regulation on vocational training: Restaurant Professional, 13 th of February 1998	X				
Greece						
3	National Organization for the Certification of Qualifications & Vocational Guidance - EOPPEP, Professional Profiles List	X				
4	European Commission (2019). "European and training monitor"		X			
5	UNCHR (2019). "Access to Education"					X
6	EOPPEP, Certified Occupational Profile, Tour Operator	X				
7	EOPPEP, Certified Occupational Profile, Cook Operator	X				
8	EOPPEP, Occupational Profiles, Waiter	X				
Italy						
1	STRATEGIC PLAN FOR TOURISM DEVELOPMENT (Piano Strategico di Sviluppo del Turismo – PST)	X				
2	STRATEGIC PLAN FOR THE DIGITALIZATION OF ITALIAN TOURISM	X				
3	Consolidated Law on Immigration	X				
General VET Curricula in the Hotel Industry and Gastronomy						

¹⁸ This list is not exhaustive!

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

No.	Title	National	EC	UNWTO	CEDEFOP	Other
Germany						
1	DEHOGA ¹⁹ Academy "Train the Trainer"	X				
2	DEHOGA Training Framework Curriculum "Skilled worker/Specialist in the Hospitality Industry"	X				
3	DEHOGA Training Framework Curriculum "Hotel Manager"	X				
4	DEHOGA Training Framework Curriculum "Hotel Assistant"	X				
5	DEHOGA Training Framework Curriculum "Restaurant professional/skilled worker/specialist"	X				
6	DEHOGA Training Framework Curriculum "System gastronomy"	X				
7	DEHOGA Training to Chef Master	X				
8	DEHOGA Additional qualification "Kitchen and Service Management"	X				
9	DEHOGA Additional qualification "Hotel Manager with European Qualification"	X				
10	DEHOGA Additional qualification "Hotel Management"	X				
11	IHK ²⁰ General Training Framework Plan "Vocational training in the hospitality industry"	X				
12	IHK Vocational Training Curriculum "Hotel Manager"	X				
13	IHK Vocational Training Curriculum "Cook"	X				
Greece						
1	Head of Administration and Economy in the Tourism sector	X				
2	Tour Operator & Hosting Business	X				
3	Technician of tourist units and hospitality business	X				
4	Head of Administration and Economy in the Tourism sector	X				
5	Tour Operator and Hospitality Technician	X				
6	Tour Operator and Hospitality Technician	X				

¹⁹ DEHOGA: German Hotel and Restaurant Association. The branch association of the hospitality industry

²⁰ IHK: Chamber of Industry and Commerce

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

7	Sector of General and Special Infrastructure, Sector of Scientific Tourism, Sector of Hotel Technique	X				
8	Hotel & Tourist Professions Receptionist	X				
Italy						
1	"Cultural mediator" course (private programme)	X				
2	"Tourist guide" course (private programme)	X				
3	Project "Voci del verbo viaggiare" (voices of the verb travel)	X				
4	Professional institutes for tourism or hotel (public education)	X				
5	Master in Tourism	X				
6	Internship in Palma Nana to become an environmental educator	X				

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

VET Curricula in the Hotel Industry and Gastronomy, which mention especially migrants, i.e. Winter Academy of the IHK Education Centre Cottbus						
No.	Title	National	EC	UNWTO	CEDEFOP	Other
Germany						
1	Restaurant Professional/Skilled worker					
1.1	Partial qualification "Preparatory works in the restaurant"	X				
1.2	Partial qualification "Preparatory works in the kitchen"	X				
1.3	Partial qualification "Activities in the restaurant"	X				
1.4	Partial qualification "House Keeping"	X				
1.5	Partial qualification "Running a station with special works at the guest's table"	X				
1.6	Partial qualification "Working in the banquet area"	X				
2	Hotel Professional/Skilled worker					
2.1	Partial qualification "Preparatory works in the restaurant"	X				
2.2	Partial qualification "Preparatory works in the kitchen"	X				
2.3	Partial qualification "Activities in the restaurant"	X				
2.4	Partial qualification "House Keeping"	X				
2.5	Partial qualification "Working at the Receptions and in the House Keeping"	X				
2.6	Partial qualification "Working in the Sales and Marketing Departments"	X				
3	Gastronomy Professional/Skilled worker					
3.1	Partial qualification "Preparatory works in the restaurant"	X				
3.2	Partial qualification "Preparatory works in the kitchen"	X				
3.3	Partial qualification "Activities in the restaurant"	X				
3.4	Partial qualification "House Keeping"	X				
4	Cook					
4.1.	Partial qualification "Preparatory works in the restaurant"	X				
4.2.	Partial qualification "Preparatory works in the kitchen"	X				

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

4.3	Partial qualification "A la carte business and hot / cold buffets"	X					
4.4	Partial qualification "Preparation of doughs and masses, desserts"	X					
4.5	Partial qualification "Banquet and sequence of dishes"	X					
4.6	Partial qualification "Regional cuisine and promotions"	X					
Migrant specific VET Curricula							
No.	Title	National	EC	UNWTO	CEDEFOP	Other	
Germany							
1	Language course German	X					
2	Training how to apply for a job	X					

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

Studies						
No.	Title	National	EC	UNWTO	CEDEFOP	Other
Germany						
1	ICF, 2018, DG Employment, Social Affairs and Inclusion - Peer Review on 'Integration of Refugees into the Labour Market'		X			
2	Federal Ministry for Economic Affairs and Energy, Federal Government Report on Tourism Policy, 18th legislative term, March 2017	X				
3	Federal Ministry of Education Research, Report on Vocational Education and Training 2018	X				
4	Federal Ministry for Economic Affairs and Energy, Dual vocational training – a recipe for success, 2020	X				
5	Dehoga Bundesverband, Ausbildungsbilanz des Gastgewerbes 1991 bis 2019	X				
6	Dehoga Bundesverband, Ausbildung garantiert Zukunft	X				
Greece						
1	Cedefop. (2017). "Spotlight on VET Greece"				X	
2	OECD. "OECD Tourism Trends and Policies".					X
Italy						
1	Ministry of the Interior, Statistics Dossier on Immigration, 2019	X				
2	INAIL, National Institute for Insurance Accidents at Work, 2018	X				
3	ISTAT, Official National Statistics Institute, 2019	X				
4	OECD/European Commission, Settling in 2018, Indicators of Immigrant Integration, 2018		X			
5	Federalberghi, Italian Association of Hotels, 2016	X				
6	Italian Ministry of Cultural Heritage and Activities and Tourism, 2017	X				
7	Digital Tourism Laboratory (TDLab), Italian Ministry of Cultural Heritage and Activities and Tourism, 2014	X				
8	National Observatory on Tourism, Data and graphs on tourist movements and Italian accommodation capacity, 2018	X				

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

9	World Economic Forum, The Travel & Tourism Competitiveness Report 2017 - Paving the way for a more sustainable and inclusive future, 2017					X
10	European Commission, Mapping and performance check of the supply side of tourism education and training, 2016		X			
11	European Commission, Innovative rural tourism project in Italy demonstrates national replication potential, 2016		X			

2019-1-DE02-KA204-006478
TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

Annex 2 Employees subject to social security contributions by economic activity and selected characteristics

Land Brandenburg

Reporting Date: 30th June 2019

Economic Activity	Total	Among them								Among them apprentices
		Sex		Citizenship		Age Groups				
		Men	Women	Germans	Foreigners	Under 25 years	25 to 55 years	55 to 65 years	Over 65	
Accommodation	9.850	3.647	6.203	8.680	1.166	1.290	6.620	1.856	84	706
Hotels, inns and pensions	7.753	2.902	4.851	6.726	1.024	1.141	5.260	1.296	56	640
Vacation rentals and similar accommodation	1.649	561	1.088	1.552	96	124	1.092	415	18	58
Campsites	345	153	192	320	25	*	192	122	*	8
Other accommodation	103	31	72	82	21	*	76	23	*	-
Gastronomy	21.262	9.619	11.643	16.757	4.435	2.163	14.835	4.105	159	331
Restaurants, pubs, snack bars, cafés, ice cream parlours and things like that	13.812	6.859	6.953	9.826	3.925	1.797	9.817	2.112	86	275
Caterer and other catering services	6.799	2.465	4.334	6.375	416	282	4.556	1.891	70	40
Caterer and other catering services	6.799	2.465	4.334	6.375	416	282	4.556	1.891	70	40
Serving of drinks	651	295	356	556	94	84	462	102	3	16
Total	31.112	13.266	17.846	25.437	5.601	3.453	21.455	5.961	243	1.037

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

Economic Activity	Total	Among them									
		Working hours		Requirement level				Professional qualification			
		Full time	Part time	Helper	Profes- sional	Specialist	Expert	Without a vocational qualifica- tion	With recog- nized pro- fessional qualifica- tions	With an ac- ademic de- gree	Education unknow
Accommodation	9.850	6.447	3.403	2.258	5.943	989	660	1.099	7.023	548	1.180
Hotels, inns and pensions	7.753	5.332	2.421	1.712	4.885	701	455	947	5.476	382	948
Vacation rentals and similar accom- modation	1.649	865	784	415	788	256	190	131	1.248	137	133
Campsites	345	200	145	94	219	20	12	15	238	21	71
Other accommodation	103	50	53	37	51	12	3	6	61	8	28
Gastronomy	21.262	9.251	12.011	7.434	12.621	445	762	2.840	12.675	519	5.228
Restaurants, pubs, snack bars, ca- fé's, ice cream parlours and things like that	13.812	5.857	7.955	4.499	8.712	191	410	2.163	7.130	338	4.181
Caterer and other catering services	6.799	3.148	3.651	2.789	3.445	242	323	594	5.154	160	891
Serving of drinks	651	246	405	146	464	12	29	83	391	21	156
Total	31.112	15.698	15.414	9.692	18.564	1.434	1.422	3.939	19.698	1.067	6.408

Annex 3 The competences and skills to learn/to teach within the studied curricula both in general and focused on migrants, example Germany

The German VET system is extremely complex in terms of the skills and abilities to be imparted. Skills and knowledge that are to be imparted with the involvement of independent planning, implementation, and control:

I. Basic Vocational Training

- 1 Vocational training, labour, and collective bargaining law
 - 2 Structure and organization of the training company
 - 3 Health and safety at work
 - 4 Environmental protection
 - 5 Dealing with guests, advice, and sales
 - a) Present and justify the effects of personal appearance and behavior on guests
 - b) Perform host function
 - c) Determine the expectations of guests regarding advice, support, and service
 - d) Consider tasks, powers, and responsibilities in the process organization
 - e) Receive and look after guests
 - f) Apply vocational foreign language terms
 - g) Inform guests about the range of services and products
 - h) Receive and forward notifications and orders
 - 6 Use of devices, machines and consumer goods, work planning
 - 7 Hygiene
 - a) Apply regulations and principles for personal and industrial hygiene
 - 8 Kitchen area
 - a) Check the properties of products and assign possible uses
 - b) Use working techniques and cooking methods to produce simple dishes
 - c) Prepare simple dishes, considering the recipes, nutritional principles and economy
 - d) Process prefabricated products into simple dishes, considering processing stages, recipes and economy
 - e) Participate in the product presentation
 - 9 Service area
 - a) Check the marketability of products
 - b) Participate in service and menu discussions
 - c) Operate the operational cash register system
 - 10 Office organization and communication
 - a) Carry out work-related written work
 - b) Keep files and use them to perform work tasks, secure data
-

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

11 Enterprise Resource Planning (ERP)

- a) Accept the goods, check for weight, quantity and visible damage, and take customary measures

II. Common Professional Training

1 Dealing with guests, advice, and sales

- a) Conducting customer and company-oriented discussions
- b) Use linguistic and non-linguistic means of expression
- c) Accept complaints, process them, and show solutions
- d) Accept reservation requests, make reservations
- e) advise guests taking their wishes into account

2 Use of devices, machines and consumer goods, work planning

3 Enterprise-Resource-Planning (ERP)

4 Advertising and sales promotion

- a) Differentiate between advertising materials and advertising media and use them for advertising the training company
- b) Prepare sales promotion measures
- c) Make decorations for the occasion
- d) Create advertising-effective offers

5 Business Service

- a) Prepare guest rooms according to the offer and the occasion

III. Special vocational training: e.g. Hotel specialist

1 Dealing with guests, advice, and sales

- a) Process inquiries and create offers
- b) Conduct advice and sales talks

2 Reception

- a) Process reservation plans and determine room occupancy
- b) Use information and communication technologies in a task-oriented manner
- c) Conduct correspondence
- d) Execute guest orders
- e) Services rendered book booking system
- f) Create and bill guest bill
- g) Run and bill hotel cashier
- h) Settle with travel agencies and tour operators
- i) Provide simple information in a foreign language
- j) Convert currencies

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

3 Marketing

- a) Develop and implement marketing measures
- b) Check the results of marketing measures
- c) Implement public relations measures

4 Business Service

- a) Plan area-related personnel deployment
- b) Carry out control work using organizational means

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

Annex 4 The competences and skills to learn/to teach within the studied curricula both in general and focused on migrants, example Greece

As far as the relevant **Ministerial Act** is concerned, Occupational profiles in Greece have been classified in 4 categories²¹:

- Title and Analysis of the Occupation
- Occupational Framework
- Knowledge, Competences and Qualifications
- Proposed action of skills acquirement

According to the National Organization for the Certification of Skills & Career Guidance the most related Occupational Profiles in Greece are the following:

- a) **Tour Operators**
- b) **Cook**
- c) **Waiter**
- d) **Barista**
- e) **Hotel Receptionist**

Based on the above, we have conducted a mapping of occupational profiles:

a) Tour Operators

Tour Operator is analysed as a professional who promotes and evaluates after sales packages, including business trips. Most of Greek travel agencies employ between 6 and 15 employees. On the contrary, the percentage of enterprises in the industry employing over 30 employees is extremely small²².

His duties usually include:

- Collect information on the availability and cost of different modes of transport and accommodation
- Confirm reservations for transportation and accommodation
- Organize integrated group tours for business purposes and support for sale
- Exercise of related activities
- Supervise the people involved in these tasks

According the Occupational Profile of the Tour Operator which is thoroughly described in the National Centre for the Accreditation of Lifelong Learning Providers the most important skills for tour operators are:

- Communication
- Negotiation
- Decision making

²¹ Government Newspaper (FEK), for more information please see <https://www.eoppep.gr/images/EP/PistopoiisiPerigramaton.pdf>

²² EOPPEP, Certified Occupational Profile, Tour Operator, for more information please see https://www.eoppep.gr/images/EP/EP_8.pdf

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

- Maths

Moreover, tour operators should acquire knowledge related to the following fields:

- Use of software
- Tourism advertisement
- Tourism marketing
- Management of customer complaints

b) Cook

Cook is the professional who is aware of cooking and pastries and works in the kitchen of the food unit, as well as organizes the operation of the kitchen and offers food for small and large groups of people according to the specified food quality standards. In this context, the main duties and responsibilities of the Cook are:

- To prepare dishes of every kind and variety based on the recipes prepared by him
- To offer quality control and utilize raw materials and dishes
- To organize the menu based on market rules and rules of gastronomy

According to EOPPEP²³, the following skills and competences are key drivers of a cook success in the labour market:

- Organization skills
- Communication skills
- Decision making
- Time management
- Smell and taste competences

b) Waiter

The job of waiter is a professional, who is aware of gastronomy sector and wine-making rules. Furthermore, he/she serves food and drinks to clients. The most appropriate Skills, Competences and Knowledge for the Waiter are the following²⁴:

SKILLS

- Decision making
- Communication
- Time management

COMPETENCES

- Concentration
- Use of electronics

KNOWLEDGE

²³ EOPPEP, Certified Occupational Profile, Cook Operator, for more information please see <https://www.eoppep.gr/images/EP/EP72.pdf>

²⁴ EOPPEP, Occupational Profiles, Waiter, for more information please see https://www.eoppep.gr/images/EP/EP_31.pdf

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

- Foreign languages
- PC skills

c) **Barista**

Another important sector of tourism and gastronomy sector is Barista. The main purpose of this job is the preparation of the buffet in restaurants and cafes (cafes, bars, hotels, clubs, organizations, etc.). Moreover, the main skills, competences and knowledge needed in this sector are²⁵:

SKILLS

- Initiative
- Time management
- Communication

COMPETENCES

- Taste
- Smell
- Self-control

KNOWLEDGE

- Foreign languages
- Sales
- PC skills

d) **Hotel receptionist**

The Hotel Receptionist aims at offering the efficient operation of reception and hospitality services in relation to regulations, policy and procedures applicable to accommodation and hospitality facilities, as well as to quality system developed to meet the client's expectations. Within this context, the Hotel Receptionist shall undertake the following responsibilities:

- Coordination and management actions related to invoicing
- Supervision of the quality of the provided services
- Monitoring of the client's file

The most appropriate Skills, Competences and Knowledge for the Hotel Receptionist are the following:

SKILLS

- Critical thinking
- Time management
- Teamwork

COMPETENCES

- Problem solving
 - Written comprehension
-

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

- Reaction time

KNOWLEDGE

- Use of computer
- Foreign languages
- Data protection

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

Annex 5 In-depth Interviews in Greece

Name of in-depth interview **In depth interview 1**

Purpose of the in-depth interview	Purpose of this in-depth interview is to identify relevant skill gaps of migrants and present their integration in the Greek tourism sector
Date and time	02/04/2020
Place	Via skype
Target group	Manager in the tourism sector
Number of participants	1
Duration	1 h
Name of the participant	Mr. S [REDACTED]

Questions	Answers
<ul style="list-style-type: none"> - Are you familiar with the terms: A “migrant”? A “refugee”? A “mobile EU citizen” - Could you please give us an overview of the migrant integration issue and identification of the general perception of the participants, in relation to the employability of migrants. Are migrants welcomed? Should we do more? - What are the characteristics of the current situation of migrants in Greece 	<ul style="list-style-type: none"> - Yes, I am familiar with all those terms. I think there is in general disbelief against immigrants as employees although, they are broadly hired. Migrants are generally used as cheap working hands, usually working under unclarified situations, especially in the Hospitality Sector in “hot” seasons. That would be nice to change - There are different immigrant waves. There are people who work here and people who arrived the last 2 years and live in closed refugee camps. Sadly, a big part of Greeks does not welcome refugees and puts obstacles to the successful integration in the Greek communities. This problem is intensified on the islands. - It is not easy for them to get recognition of their qualifications and past working experience. Discrimination between the employees also plays an important role here. Also, many problems with the insurance of migrant workers pose difficulties and make it harder for employers to hire them.
<ul style="list-style-type: none"> - Does your organization employ migrants? If yes could you, please tell us more about the citizenship / origin of migrants employed and the areas of their employability? - Could you please share your experiences so far with migrant employees? - What do you think that are the skills and competences necessary that should be obtained 	<ul style="list-style-type: none"> - Yes, my organization employs migrants because they apply as they have a local community nearby. - My experiences so far were positive. They are collaborative and follow guidelines and they do not lack the will to work. Language is a strong barrier for more meaningful integration of immigrant workers to more broad positions.

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

<p>since migrant employees lack them? Do you think that there is lack of willingness or resources to provide guidance and allow migrant employees to participate in trainings?</p>	<ul style="list-style-type: none"> - Also, I think it is important that the other employees are less “scared” to interact with them, because by creating a bond between the employees, it helps to boost the productivity of the team. As for the trainings, most migrants are very willing to participate in trainings (free or provided by the employer) in order to extend their skillsets and knowledge.
<ul style="list-style-type: none"> - Could you please provide us with possible proposals and areas where migrants could be trained in order to increase their integration in the job functions, they are participating now? - Can you tell us about good examples of exceptional professionalism of migrant employees? 	<ul style="list-style-type: none"> - They are hardworking and on time. They provide a long commitment to the company. - A useful proposal would be to train the employees, migrants or not, on the off-season periods, so they have adequate skills to perform even better on hot seasons. A mix of theory and practice with mock-days, that would act as rehearsals for the busy days would give to the employees, useful experience and create a feedback loop for further improvements on different procedures.

In-depth analysis-Conclusions and policy recommendations

In general, he seemed impressed from our initiative. He underlined the fact that there are still much to be done, regarding the full integration of migrants into Greek society. If could summarize his key responses and proposals, we can add the following:

1. Training employees and migrants in the off-season periods, in view of preparing the tourism sector to face any challenges
2. The training programme should consist of both theory and practice, since it would offer a holistic approach
3. It should be developed a team-working mentality among all employees. In this framework, they will be ready to welcome migrants and refugees.
4. Language lessons should be organized either from public and local community or from business stakeholders. Within this context, he also gave an example of the migrants’ integration in UK, highlighted that many hotels are funding the education of their potential workforce, by providing them with high-quality language lessons.

Moreover, having in mind what our participant reported to us, we can highlight the following:

1. Mr. S [REDACTED] was sad in describing the current situation of migrants’ integration in Greece, by stating that: “Migrants are generally used as cheap working hands”. This phrase’s meaning gave an impression of high pressure, as well as it was used for emphasizing the whole situation.
2. The participant seems positive towards the integration of migrants in the tourism sector, since he uses the following words and phrases:

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

- *"They are hardworking and on time"*
 - *"...the majority of migrants are very willing to participate in trainings"*
 - *"My experiences so far were positive"*
 - *"They are collaborative and follow guidelines and they don't lack the will to work."*
3. Using also an ATLAS.ti , a software and qualitative analysis tool, we can see that there is a replication of words, which are: migrants and employees. In this framework, we can underline the fact that the participant foresees that integration is mostly a result of the connection and relationship between employees-employers and migrants.
4. Moreover, by using ATLAS.ti semantic analysis, we inserted the following code names, in view of analysing the whole answers:
- Barriers
 - Sadness
 - Equal integration

The above codes were inserted, after analyzing the whole answers and connecting them with general assumptions. To this end, a phrase such as barriers or sadness is correct, since the participant used synonyms and words which indirectly lead to this conclusion.

Within this context, we have discovered that the participant has mentioned indirectly more the phrase "barriers", since he said phrases like:

- *"Also, I think it's important that the other employees are less "scared" to interact with them"*
- *"Also, many problems with the insurance of migrant workers pose difficulties and make it harder for employers to hire them"*

Furthermore, he mentioned more the word "sadness", but again in an indirect way, since his language was:

- *"...general a disbelief against immigrants as employees although, they are broadly hired."*
- *"Sadly, a big part of Greeks doesn't welcome refugees and puts obstacles to the successful integration in the Greek communities."*
- *"Discrimination between the employees also plays an important role here."*

Finally, the phrase "Equal Integration" is related more to the following sentences:

- *"A mix of theory and practice with mock-days, that would act as rehearsals for the very busy days would give to the employees, useful experience and create a feedback loop for further improvements on different procedures."*
- *"...by creating a bond between the employees..."*

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

Name of in-depth interview In depth interview 2

Purpose of the in-depth interview	Purpose of this in-depth interview is to
Date and time	01/04/2020
Place	Via skype
Target group	VET provider
Number of participants	1
Duration	1 h
Name of the participant	Mr. [REDACTED] D [REDACTED]

Questions	Answers
<ul style="list-style-type: none"> - Are you familiar with the terms: A “migrant”? A “refugee”? A “mobile EU citizen” - Could you please give us an overview of the migrant integration issue and identification of the general perception of the participants, in relation to the employability of migrants. Are migrants welcomed? Should we do more? - What are the characteristics of the current situation of migrants in Greece 	<ul style="list-style-type: none"> - Yes. In AMC (Metropolitan College of Greece) we are much aware of these terms, since they are incorporated into our training curricula. - As far the tourism industry (travelling, hospitality, events etc.) is concerned I could say that it is a very welcoming one, since it is open to facilitate workforce from all over the world, either migrants, refugees or mobile EU citizens. However, the tourism industry, being a labour-intensive investment field, requires trained and educated staff. Whoever seeks for a career in tourism needs to spend time and funds for their development. Tourism schools and training centres could support people in need of this kind of assistance. - Since the early nineties, Greece receives a high number of refugees and/or migrants. Many of them, were, and still are employed in tourism. An indicative example includes migrants coming from Russian speaking countries who work in resorts guesting groups from those countries. The other way round is also something common, namely Greeks migrating to other countries to work in tourism industry, not only in EU but all over the world.
<ul style="list-style-type: none"> - Does your organization employ migrants? If yes could you, please tell us more about the citizenship / origin of migrants employed and the areas of their employability? - Could you please share your experiences so far with migrant employees? - What do you think that are the skills and competences necessary that should be obtained 	<ul style="list-style-type: none"> - No, as far as I know. Yet, in tourism industry in general, people from several countries get involved. Many of them come from Albania, ex-soviet countries and some from Arabic countries (especially in F&B positions). - Although a big number of migrants and refugees may work in tourism industry in Greece, the positions they usually hold are of incredibly low management

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

<p>since migrant employees lack them? Do you think that there is lack of willingness or resources to provide guidance and allow migrant employees to participate in trainings?</p>	<p>level or in the quest service area (waiters, cleaners, housekeepers, gardeners, cooks etc.)</p> <ul style="list-style-type: none"> - The major set of skills and competences migrants and refugees are in need to develop is managerial dexterities and knowledge. But, those skills and/or knowledge requires time to be invested, and migrants / refugees prefer to be hired in jobs that take them immediately on the payroll, instead of studying for some time and then look for a better paid position.
<ul style="list-style-type: none"> - Could you please provide us with possible proposals and areas where migrants could be trained in order to increase their integration in the job functions, they are participating now? - Can you tell us about good examples of exceptional professionalism of migrant employees? 	<ul style="list-style-type: none"> - Some smart approaches could have been implemented to address migrants and refugees willing to develop themselves and their skills. These include: 1) fast track training during off season periods, 2) training on site during shoulder periods, 3) distance learning. - Examples of migrants and refugees of exceptional success could include entrepreneurship in the F&B field and incorporating each one's cultural heritage in ethnic menus etc.

In-depth analysis-Conclusions and policy recommendations

In general, Mr. D [REDACTED] was concerned deeply with the whole situation, and emphasized the following suggestions:

1. The organization of training programmes which will be conducted in off season, in shoulder periods and through asynchronous learning. In this way, people can gain a holistic educational approach. Moreover, these training programmes will not be expensive for funding.
2. Managerial skills are the most important ones to be obtained from migrants
3. Tourism schools and other educational environments should be more inclusive and support disadvantaged people.

Moreover, we can highlight the following:

1. Mr. D [REDACTED] was neutral, observing the whole situation. In fact, his focus was on the training that should be provided to migrants.
2. The participant seems positive towards the integration of migrants, since he uses the following words and phrases:
 - *“people from several countries get involved.”*
 - *“Tourism schools and training centres could support people”*
3. Mr. D [REDACTED] focused on the issue of education and acquirement of relevant and necessary skills of migrants through effective training provision from the state and private entities

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

4. He also made references on the historical evolution of the migrant scheme, emphasizing in it, by using words, such as: "Many of them", "high unemployed"
5. Also using an ATLAS.ti, we can see that there is a replication of the word migrant.
6. Besides, by using ATLAS.ti semantic analysis, we inserted the following code names, in view of analysing the whole answers:
 - Barriers
 - Sadness
 - Equal integration

The above codes were inserted, in order to do comparisons with the first interview. To this end, a phrase such as barriers is correct, since the participant used synonyms and words which indirectly lead to this conclusion.

Within this context, we have discovered that the participant has mentioned indirectly more the phrase "barriers", since he said phrases like:

- *"... the positions they usually hold are of very low management level or in the quest service area (waiters, cleaners, housekeepers, gardeners, cooks etc.)"*
- *"Also, many problems with the insurance of migrant workers pose difficulties and make it harder for employers to hire them"*
- *"But, those skills and/or knowledge requires time to be invested, and migrants / refugees prefer to be hired in jobs that take them immediately on the payroll, instead of studying for some time and then look for a better paid position"*

As far as the term "sadness" is concerned, we could not find a connection, since the 2nd interview **was not used so many emotional** words and phrases.

Finally, the phrase "Equal Integration" is related more to the following sentences:

- *"Some smart approaches could have been implemented to address migrants and refugees willing to develop themselves and their skills"*
- *"incorporating each one's cultural heritage in ethnic menus etc."*

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

Name of in-depth interview **In depth interview 3**

Purpose of the in-depth interview	Purpose of this in-depth interview is to
Date and time	25/03/2020
Place	Via skype
Target group	Social worker
Number of participants	1
Duration	1 h
Name of the participant	Mrs. K [REDACTED]

Questions	Answers
<ul style="list-style-type: none"> - Are you familiar with the terms: A “migrant”? A “refugee”? A “mobile EU citizen” - Could you please give us an overview of the migrant integration issue and identification of the general perception of the participants, in relation to the employability of migrants. Are migrants welcomed? Should we do more? - What are the characteristics of the current situation of migrants in Greece? 	<ul style="list-style-type: none"> - ARSIS can understand these terms, as it is familiar since it is an organization serving their rights. ARSIS supports the integration of migrants in the first place and afterwards nationality can be granted to him/her. In the society although, there is a confusion of when we must use the term “migrant” and “refugee”. Also “Asylum beneficiaries” causes as a term a great confusion. - As far as the integration procedure, through ARSIS and other NGOs it is provided to migrants and refugees information for the local and national laws. - In general, the labour market has not a specific structure of providing integration to those people. Most employers are positive towards integrating migrants, but they are aware that many of them lack language skills.
<ul style="list-style-type: none"> - Does your organization employ migrants? If yes could you, please tell us more about the citizenship / origin of migrants employed and the areas of their employability? - Could you please share your experiences so far with migrant employees? - What do you think that are the skills and competences necessary that should be obtained since migrant employees lack them? Do you think that there is lack of willingness or resources to provide guidance and allow migrant employees to participate in trainings? 	<ul style="list-style-type: none"> - ARSIS gives employability to migrants but acts more as the mediator for these people to work in future in other positions. It has a specific facility, the “Job Club” which addresses labour market problems for migrants. In particular, it is based on three stages: <ul style="list-style-type: none"> • 1st stage: Migrants create their papers • 2nd stage: Migrants find home • 3rd stage: Migrants are provided with unemployment card Moreover, ARSIS offers labour market seminars and workshops.

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

	<p>The majority of migrants that come to ARSIS came from Lebanon, Ethiopia, Cameroon and Algeria. They are 18-40 years old.</p> <ul style="list-style-type: none"> - Migrant employers are positive towards the integration of these people. Few racist episodes have been found. - Hard skills are the most important. Since the majority of organizations give emphasis on the obtainment of soft skills, ARSIS tries to focus on the hard skills. No, there is not lack of willingness, but many of them they cannot be employable just by obtaining soft skills. <p>In the tourism sector, there is a high percentage of migrants' employability, especially in islands. Many migrants are used to work there for 4 months. After this period, the employers give feedback to ARSIS on how migrants respond to possible challenges that faced during their jobs. Furthermore, migrants find the tourism sector as an attractive one since it gives them economic benefits. Many of them can be offered with 800 euros, a lot of money for them. Also, some of them know many languages, and are useful.</p>
<ul style="list-style-type: none"> - Could you please provide us with possible proposals and areas where migrants could be trained in order to increase their integration in the job functions, they are participating now? - Can you tell us about good examples of exceptional professionalism of migrant employees? 	<ul style="list-style-type: none"> - Some smart approaches could have been implemented to address migrants problems, include: 1) Information workshops from the local communities 2) Their encouragement to go to a VET school in view of being a part of Greek labour market 3) A three months internship which deals with VET jobs 4) Hard skills' training

In-depth analysis-Conclusions and policy recommendations

In general, Mrs. K [REDACTED] provided us with analytical recommendations and suggestions for migrants' integration. More specifically:

- The integration of migrants should be based on the education that should be offered through VET schools, since the labour market is fragmented. Other ways could be through their participation in Vocational Institutes
- Their obtainment of hard skills, which are not offered in many ways.
- Their languages' training for tourism jobs
- The provision of training into their jobs

Moreover, by using ATLAS.ti software, we will apply also the previously mentioned codes:

- Barriers

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

- Equal integration
- Sadness

As far as the first phrase is concerned, we can list the following linked sentences:

- *"In general, the labour market has not a specific structure of providing integration to those people."*
- *"In the society although, there is a confusion of when we have to use the term "migrant" and "refugee"."*
- *"...but they are aware that many of them lack language skills."*

Equal integration is linked with the following phrases since they indirectly give us solutions for the effective integration of migrants in the Greek society. More specifically:

- *"Some smart approaches could have been implemented to address migrants problems, include: 1) Information workshops from the local communities 2) Their encouragement to go to a VET school in view of being a part of Greek labour market 3) A three months internship which deals with VET jobs 4) Hard skills' training"*

However, the term "sadness" cannot be used since Mrs. K [REDACTED] used a very technical analysis to describe the current situation. She gave emphasis on the job club of her organization as a paradigm for other NGOs to use such kind approach. She also underlined the fact that the system's integrational procedure is fragmented and not welcoming to migrants. The problem in her case, are not employers or racists, but the difficulty of migrants to be a part of a holistic integration approach. As a result, many of them wish to travel to the central Europe to find a home and a job.

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

Name of in-depth interview **In depth interview 4**

Purpose of the in-depth interview	Purpose of this in-depth interview is to
Date and time	25/03/2020
Place	Via skype
Target group	Social scientist
Number of participants	1
Duration	1 h
Name of the participant	Mrs. A [REDACTED]

Questions	Answers
<ul style="list-style-type: none"> - Are you familiar with the terms: A “migrant”? A “refugee”? A “mobile EU citizen” - Could you please give us an overview of the migrant integration issue and identification of the general perception of the participants, in relation to the employability of migrants. Are migrants welcomed? Should we do more? - What are the characteristics of the current situation of migrants in Greece? 	<ul style="list-style-type: none"> - Yes, since long, though the term mobile EU citizen is not very commonly used in Greece - Greeks do not know much about the difference between a migrant and a refugee. In Greece, the unemployment issue is of great importance for both Greeks and migrants/ refugees as the labour market is lacking integrations opportunities hence, migrants with low skills are more commonly employed in the black market and thus lack the necessary employment rights and benefits - Most of the migrants and refugees in Greece – mainly speaking about newcomers and not those who live since long in the country – do not actually want to be here but actually opt for moving in other wealthier EU countries such as Germany, The Netherlands, etc. In Greece, there are few opportunities for employment and generally the system is not ready to integrate them in an effective way
<ul style="list-style-type: none"> - Does your organization employ migrants? If yes could you, please tell us more about the citizenship / origin of migrants employed and the areas of their employability? - Could you please share your experiences so far with migrant employees? - What do you think that are the skills and competences necessary that should be obtained since migrant employees lack them? Do you think that there is lack of willingness or resources to provide guidance and allow migrant employees to participate in trainings? 	<ul style="list-style-type: none"> - Yes, we have. They are employed as cultural mediators and translators. - I am satisfied with my cooperation with them - Most of the migrants and refugees know how to use a smart mobile but not a pc which is quite necessary nowadays. Likewise, language skills are also necessary along with other soft skills such as time management, self-presentation, CV drafting etc.

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

- | | |
|---|--|
| <ul style="list-style-type: none">- Could you please provide us with possible proposals and areas where migrants could be trained in order to increase their integration in the job functions, they are participating now?- Can you tell us about good examples of exceptional professionalism of migrant employees? | <ul style="list-style-type: none">- Possible areas that migrants could be trained are:
Active listening, Time management, Teambuilding |
|---|--|

In-depth analysis-Conclusions and policy recommendations

In general, Mrs. A [REDACTED] focused on the terms of “migrant” and “refugee” and their connection to the integration channels. Her proposals are the following:

1. Soft skills, which will be related to: Active listening, Time management and teambuilding. These soft skills will help migrants to gain a comparative advantage, since they lack many of them in the labour market.
2. Language skills, since tourism sector reinforces the need of using many languages at a daily basis
3. CV building and self-presentation. Most migrants cannot successfully promote themselves and as a result they cannot find job places. As it was stated, many of them do not use the right words, to foster themselves.

Moreover, we can highlight the following:

1. Mrs. A [REDACTED] was neutral, observing the whole situation. In fact, his focus was on the training that should be provided to migrants.
2. The participant underlined that since most of them wishing to work in other European countries, Greece is used as the bridge. In this framework she uses emphatic phrases, such as the following:
 - *“do not actually want to be here but actually opt for moving in other wealthier EU countries”*
3. Also using an ATLAS.ti, we can see that there is a replication of the word migrant.
4. Besides, by using ATLAS.ti, we inserted the following code names, in view of analysing the whole answers:
 - Barriers
 - Sadness
 - Equal integration

The above codes were inserted, in order to do comparisons with the other 3 interviews. To this end, a phrase such as barriers is correct, since the participant used synonyms and words which indirectly lead to this conclusion.

Within this context, we have discovered that the participant has mentioned indirectly more the phrase “barriers”, since he said phrases like:

- *“The Netherlands, etc. In Greece, there are few opportunities for employment and generally the system is not ready to integrate them in an effective way”*
- *“Greeks and migrants/ refugees as the labour market is lacking integrations opportunities hence”*

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

5. As far as the term “sadness” is concerned, we could not find a connection.
6. Last but not least, the phrase “Equal Integration” is related more to the following sentences:
 - *“Possible areas that migrants could be trained are: Active listening, Time management, Team-building “incorporating each one’s cultural heritage in ethnic menus etc.”*
7. Having analysed her interview, we can see that she is positive towards the integration of migrants. She repeatedly stated that they offer good services and they are hardworking.

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

Name of in-depth interview **In depth interview 5**

Purpose of the in-depth interview	Purpose of this in-depth interview is to
Date and time	1/04/2020
Place	Via skype
Target group	ARSIS social worker
Number of participants	1
Duration	1 h
Name of the participant	Mrs. S [REDACTED]

Questions	Answers
<ul style="list-style-type: none"> - Are you familiar with the terms: A “migrant”? A “refugee”? A “mobile EU citizen”? - Could you please give us an overview of the migrant integration issue and identification of the general perception of the participants, in relation to the employability of migrants. Are migrants welcomed? Should we do more? - What are the characteristics of the current situation of migrants in Greece? 	<ul style="list-style-type: none"> - I am familiar with these terms. I am not so much familiar with the term “Mobile EU citizen” although I can understand the term. - It is true that it is not easy for the migrants to find a job. There are positions that migrants can work in the tourism sector (i.e. housekeeping, cleaning). Due to the seasonal character of Greek tourism, the employees are looking for employees willing and available to move to the islands to work for a specific period. Migrant labour mobility is linked to seasonality in that some workers are attracted to the short-term nature of employment. - I should add that there are employers are cautious to hiring migrants in other positions and full time.
<ul style="list-style-type: none"> - Does your organization employ migrants? If yes could you, please tell us more about the citizenship / origin of migrants employed and the areas of their employability? - Could you please share your experiences so far with migrant employees? - What do you think that are the skills and competences necessary that should be obtained since migrant employees lack them? Do you think that there is lack of willingness or resources to provide guidance and allow migrant employees to participate in trainings? 	<ul style="list-style-type: none"> - No, my organization does not employ migrant, but I work with volunteers coming from other EU counties - In my previous position to another NGO I was working with migrants. Most of the migrants were working as translators and cultural mediators. There was a lack of training for the cultural mediators and this created a lot of problems as there were cases that the mediators could not handle successfully and created conflicts with the counsellors helping migrants. At this stage I would add that migrant women were not so willing to enter the labour market due to their culture. Thus, there are migrants that see Greece as a transit country and do not want to find a job. - The key skills and competences that the migrants lack are summarized below: <ul style="list-style-type: none"> • Language skills (this creates serious problems in the ability to communicate effectively)

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

	<ul style="list-style-type: none"> • Time management (they cannot be on time) • ICT skills (some migrants do not know what is the email) • Presentation skills (some migrants do not even know how to present themselves especially during an interview)
<ul style="list-style-type: none"> - Could you please provide us with possible proposals and areas where migrants could be trained in order to increase their integration in the job functions, they are participating now? - Can you tell us about good examples of exceptional professionalism of migrant employees? 	<ul style="list-style-type: none"> - I think they should be trained in technical profession ie engineer, electronics. The jobs can be occupied by immigrants. Other professions include plumbers, cooks, metal workers - Translators

In-depth analysis-Conclusions and policy recommendations

Mrs. S [REDACTED] offered us some policy recommendations, such as the following:

- Migrants should be trained in technical professions, like freelancers. Moreover, many of them could be cooks.
- The key skills that migrants should obtain are ICT, communication and presentation skills. Some of them still lack the necessary soft skills in order to find a place to work.
- Cultural differences should be not considered as a major fact of entering the labour market, since they create racism and prejudice.
- Cultural mediators and translators should be provided with the necessary training, in view of being able to enter the labour market.
- Some low-attractive positions for Greeks in the tourism sector, can be filled with migrants (i.e. housekeeping)
- There is only seasonality in tourism, which in a way excludes many migrants that have families to move around the country.

Moreover, having examined Mrs. S [REDACTED] language and semantic tools that she used, we can apply also the following coding (as previously we did):

- Barriers
- Equal integration
- Sadness

As far as the first phrase, we can see that Mrs. S [REDACTED] provided us with an extensive analysis on what barriers exist already in the Greek labour market. More specifically, these are linked with the following phrases:

- *"It is true that it is not easy for the migrants to find a job"*

2019-1-DE02-KA204-006478

TOUR2INCLUDE 'Migrants' Integration into Tourism-Related Professions'

- *"The key skills and competences that the migrants lack are summarized below"*
- *"...as there were cases that the mediators could not handle successfully and created conflicts with the counsellors helping migrants"*
- *"Due to the seasonal character of Greek tourism, the employees are looking for employees willing and available to move to the islands to work for a specific period"*

Furthermore, the phrase of "equal integration" can be linked with the following sentences:

- *"I think they should be trained in technical profession i.e. engineer, electronics. The jobs can be occupied by immigrants. Other professions include plumbers, cooks, metal workers"*
- *"Language skills (this creates serious problems in the ability to communicate effectively)"*
- *"Time management (they cannot be on time)"*
- *"ICT skills (some migrants do not know what is the email)"*
- *"Presentation skills (some migrants do not even know how to present themselves especially during an interview)"*

As far as the term "sadness" is concerned, we can state that there is no direct interlinkage. The language of Mrs. S [REDACTED] is neutral and she did not use any emotional phrases.