

## 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<sup>1</sup> upskilling

## REPORT ABOUT FINDINGS PER COUNTRY GERMANY/FEDERAL LAND BRANDENBURG

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<sup>1</sup> In this report the category "Migrant" includes also refugees and/or asylum seekers

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## 1. Introduction

### 1.1 Purpose of the report

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

- 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,
- The existing migrants-oriented training materials and programme (curricula) in the matter of qualifying low-skilled migrants in the tourism and gastronomy sector.

This way, the report contributes to lay the basics to design a common methodological approach focusing on typical and intercultural skills required from migrants.

Furthermore, the Report which was conducted by BK Consult and Social Impact gGmbH from February to April 2020, reflects the collection of the findings from their relevant stakeholders and desk analysis.

In terms of I.O. activities, BK Consult undertake the responsibility to map the specialties within the tourism sector where migrants are mostly needed and conduct an extensive research on training programmes currently offered by VET providers in the three participating countries, with the active support of AKMI Katartisi Ekpaideusi and CESIE.

### 1.2 The country specific VET system in a nutshell

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).

#### 1.2.1 Company Training

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)

#### 1.2.2 Vocational School

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:

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

### 1.2.3 Exams

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

### 1.2.4 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
- Hotel business economist
- Wine technologist
- Ice cream specialist

### 1.2.5 Recent data on VET in Germany

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 2019<sup>2</sup> 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.

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<sup>2</sup> Dehoga Bundesverband, Ausbildung garantiert Zukunft: <http://www.dehoga-bundesverband.de/ausbildung-karriere/ausbildungsberufe/>

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Table 1: Training Contract in 2019<sup>3</sup>

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
<b>TOTAL</b>		<b>51.076</b>

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)<sup>4</sup> 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 dual system although the more than 700,000 companies in Germany run by entrepreneurs with a migrant background.<sup>5</sup> 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.

### 1.3 The country specific state of the gastronomy / hospitality sector

<sup>3</sup> Dehoga Bundesverband, Ausbildungsbilanz des Gastgewerbes 1991 bis 2019 : <http://www.dehoga-bundesverband.de/zahlen-fakten/>

<sup>4</sup> Federal Ministry for Economic Affair 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](https://www.bmwi.de/Redaktion/EN/Publikationen/federal-government-report-on-tourism-policy.pdf?__blob=publicationFile&v=4)

<sup>5</sup> Federal Ministry for Economic Affair and Energy, Dual vocational training – a recipe for success, 2020 <https://www.bmwi.de/Redaktion/EN/Dossier/vocational-training-and-work.html>

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Currently, more than 30 percent of employees in the hospitality industry in Germany are foreign nationals, and far more have foreign roots. 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.<sup>6</sup>

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, 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.

#### **1.4 Country-specific employment of migrants in the gastronomy/tourism sector**

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

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<sup>6</sup> 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](https://www.bmwi.de/Redaktion/EN/Publikationen/federal-government-report-on-tourism-policy.pdf?__blob=publicationFile&v=4)

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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.<sup>7</sup>

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 seekers were placed in the vocational training programme. This amounts to a total number of 9.475 people in Germany<sup>8</sup>

Another report<sup>9</sup> 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 2019<sup>10</sup> 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 with regard to the labour market integration of refugees.

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<sup>7</sup> 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](https://www.bmwi.de/Redaktion/EN/Publikationen/federal-government-report-on-tourism-policy.pdf?__blob=publicationFile&v=4)

<sup>8</sup> Federal Ministry of Education Research, Report on Vocational Education and Training 2018, : [https://www.bmbf.de/upload\\_filestore/pub/Berufsbildungsbericht\\_2018\\_englisch.pdf](https://www.bmbf.de/upload_filestore/pub/Berufsbildungsbericht_2018_englisch.pdf)

<sup>9</sup> ICF, 2018, DG Employment, Social Affairs and Inclusion - Peer Review on 'Integration of Refugees into the Labour Market'

<sup>10</sup> <https://www.dehoga-brandenburg.de/ueber-uns/branchenthemen/fluechtlingsintegration/>

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### **1.5 The country specific survey methodology used**

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 each participating country.
- **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.

### **1.6 The country 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 Partners' relevant 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 was not feasible. Hence the Partners focused intensively on the online questionnaire method and reached out their stakeholders via email and telephone.

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## 2. Evaluation of the generated survey data

### 2.1 General Statistical Input – Quantitative survey indicators

During the overall survey process 32 stakeholders, i.e. tourism businesses as well as tourism institutions and migrant support organizations were addressed. Altogether, 13 of them have filled-in the respective questionnaires. Focus groups were not organised (see reasons under point 1.6 above).

### 2.2 Evaluation's summary of the filled-in questionnaires by category (e.g. Institution or Business)

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

Generally, the respondents work in a chamber (n:1), in a VET school (n:2), in a migrant association (n:3), in a social enterprise (n:1), in a tourism association (n: 1), in a hotel (n:2), in a restaurant (n:2) and in a catering service (n:1).

As far as the legal status is concerned, 6 of them were private, one of them was public and 6 of them were non-profit. Concerning the respondents' size of the businesses, 4 respondents stated that their businesses are micro-sized (less the 10 employees) and 2 respondents reported themselves as small enterprise (up to 49 employees) and 1 of them stated their business as medium-sized (including 50 to 249 employees). From the 13 stakeholders 8 of them are employing in total 137 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 four times as 'very good' and three times as 'good'. 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.

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 2 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 2 respondents answered it as 'yes' and the other respondents did not answer the question.

**Housekeeping, cleaning service, supporting staff in the kitchen, and waiting service 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 following data was collected related to the three categories from the questionnaires:

- **For hotel, tourism resort spa:** 5 answers for housekeeping, 3 answers for bar tender, 3 answers for waiting service, 2 answers for supporting staff in the kitchen, 6 answers cleaning service
- **For café, restaurant, brasserie, pub, country Inn etc.:** 1 answer for reception, 3 answers for bar tender 3 answers for waiting service, 4 answers for supporting staff in the kitchen, 6 answers for cleaning service

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- **For catering:** 4 answers for supporting staff in the kitchen, 2 answers for waiting service, 1 answer for cleaning service, 1 answer for others which are stated as 'further activities, personnel, and resource planning, purchasing and cook`.

2.2.2 *The **SECTION 2** intend 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.

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

Understanding of one's own preferred learning strategies	1
Perseverance	2
Autonomy	4
Self-discipline	5
Flexibility and adaptation	1
Ability to follow rules/instructions	1
Ability to cope with stress and frustration and to express them in a constructive way	3
Ability to judge and identify one's strengths and weaknesses	4
Ability to problem solve	3
Being on time	2
Motivation and determination to meet objectives	2
Acceptance of feedback	4
Being organised	4
Accuracy and attention paid to details	2
Sense of responsibility	2
Professionalism	4
Patience	1
Ability to observe a schedule	4
Self-confidence	4

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

Ability to work in teams	2
Ability to communicate effectively	4

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Reliability	2
Positivity	3
Active listening	4
Ability to communicate effectively both orally and in writing	8
Interest in interaction with others and to establish interpersonal relationships	1
Understanding of the codes of conduct and manners generally accepted in different societies and environments	3
Awareness of basic concepts relating to individuals, groups, work organizations, gender equality, non-discrimination, society, culture	5
Tolerance	2
Express and understand different points of view	4
Negotiate and create confidence	1
Empathy	1
Ability to value diversity and respect of others	4

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

Customer service skills	7
Ability to work in shifts	1
Knowledge of the main hygiene and alimentary norms	6
Basic numeracy	1
Oral and written expression	6
Language skills	7
As others: conflict ability and critical ability	1

The stakeholders were asked to identify three core skills/competences from the ones mentioned above that migrant should possess in order to successfully work in the tourism sector.

The respondents indicated the following skills under 3 core skills /competences accordingly:

- **Skill 1:** Flexibility; Autonomy; Good language skills; communication on skills, self-responsibility, and stability about their own lives- basic needs covers, good oral, and written expression ability to work in a team, ability work in a team.
- **Skill 2:** Discipline; Knowledge of the main cleaning norms; Willingness to learn (n:2); Ability to deal with new, also cultural differences; express and understand the different views, language skills, ability work in a team
- **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.

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

The participants were asked if the existing vocational systems equip low-skilled migrants with the necessary skills for the tourism sector. Four respondents disagreed and six of them were undecided. Among the negative answers, the further comments on 'how the training of low-skilled migrants can be improved' were indicated as below:

- With basic German courses.
- They need more technical education such as software knowledge (e.g. Microsoft).

On the question of how crucial the following attitudes and skills for working in the tourism sector, the respondents (n:4) were asked to rate on a scale from 'not important at all' to 'very important':

The following table illustrates the results:

Attitude/skill	Not Important at all	Not Important	Neutral	Important	Very important
Willingness to serve the guest	0	0	0	0	4
Cultural awareness and cross-cultural skills	0	0	0	3	1
Intercultural communication skills	0	0	1	2	1
Problem-solving skills	0	0	0	3	1
Environmental awareness	0	0	1	0	2
Time management and planning	0	0	0	1	3
Willingness to work in the evening, at weekends and in shifts.	0	0	0	2	2
Interpersonal skills	0	0	0	2	2
Competences in dealing with people with reduced accessibility /in any kind disabled persons	0	0	0	2	2

The respondents were asked if the existing vocational system equip low-skilled migrants with the necessary skills for the tourism sector with a 5-point scale with end points of "strongly disagree" and "strongly agree"

The following table depicts the respondents' (n:3) level of agreement for the statements on the training approach:

Attitude/skill	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Current curricula and learning material meet labour market needs	0	2	1	0	0
Current curricula combine theory with practice	0	1	2	0	0

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Current teaching methods are innovative	0	0	2	1	0
Current teaching methods promote creative thinking and autonomous learning	0	1	1	1	0
The national legislation allows a successful implementation of apprenticeship programmes	1	1	1	0	0
Current educational structures are modern, spacious, with adequate audio-visual equipment	0	0	2	1	0
Teachers and trainers can prepare their students for work-based learning	1	1	1	0	0
Current work-based learning schemes offer learners adequate experience in the business sector	0	0	3	0	0
The learner has adequate information on career opportunities	0	2	1	0	0

The respondents were asked which kinds of training approach their institution preferred. The following table illustrates the results:

Task-based learning:	10
Case studies	1
Handbooks	0
Online training	1
Face-to-face-learning:	8
Blended Learning	2

Concerning the expected language skills, it should be emphasised that the country specific mother tongue, i.e. German, is rated from basic by 2 over intermediate by 4 and advanced knowledge by 3. English was highlighted as a welcome second language by 3 as basic, by 3 as intermediate and by 1 as advanced knowledge. Spanish and French were mentioned by 1 stakeholder each.

**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 Germany (n:2), Georgia, Russia, and Egypt. 5 of the respondents were female while 7 of the respondents were male. The age range was covered by 5 in the 25 to 44 years cohort and 6 in the 45 to 65 years cohort.

All interviewed stakeholders have a university degree, 4 of them held a master's degree.

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The majority, i.e. 4, have worked for more the 10 years in the tourism industry, 4 of them were up to 5 years and 1 on the period between. At last, among the respondents, two had never worked in the tourism sector.

All they were working in the upper management level like president and/or manager. Three were the owners of the institution/business. And the one respondent was stated himself as an employee.

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

This topic is to give a tailored analysis of 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:

- 4 Legal Regulations
- 12 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 40 different skills and competences identified. These skills and competences are exemplary listed under point 3.2.4.

#### 3.2 *Qualitative survey indicators*

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

Basically, the learning and teaching methods that can be found in the curricula are based on the dual training system prescribed by law in Germany. The following 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
- Workers without a professional qualification

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- 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 German VET system in the Hotel Industry and Gastronomy is 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 German VET system, like language and or cultural competencies.

### 3.2.4. *The competences and skills to learn/to teach within the studied curricula both in general and focused on migrants*

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
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- 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<sup>9</sup>
- 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
- 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

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### 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
- 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

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

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, 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.

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:

- *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 **personal skills**,*
- *Ability to communicate effectively both orally and in writing and awareness of basic concepts relating to individuals, groups, work organizations, gender equality, non-discrimination, society, culture were among highly rated under **social skills** and*
- *Knowledge of the main hygiene and alimentary norms, customer service skills and oral and written expression as well as language skills under **professional 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

Finally, being aware of findings on skill gaps and needs while developing a tailor-made training for low-skilled people to gain the necessary competences and strengths will be essential for successful outcomes for Tour2Include Project.

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## 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.

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## 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<sup>11</sup>

No.	Title	Category				
		National	EC	UNWTO	CEDEFOP	Other
<b>Legal Regulations</b>						
1	Regulation on vocational training in the hospitality industry of the Federal Republic of Germany, 13 <sup>th</sup> of February 1998	X				
2	Framework curriculum for hospitality approved at the Conference of Federal Land Ministers of Education, 28 <sup>th</sup> of March 2014	X				
3	Regulation on vocational training: Cook, 13 <sup>th</sup> of February 1998	X				
4	Regulation on vocational training: Restaurant Professional, 13 <sup>th</sup> of February 1998	X				
<b>General VET Curricula in the Hotel Industry and Gastronomy</b>						
1	DEHOGA <sup>12</sup> 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				

<sup>11</sup> This list is not exhaustive!

<sup>12</sup> DEHOGA: German Hotel and Restaurant Association. The branch association of the hospitality industry

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11	IHK <sup>13</sup> 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				
<b>VET Curricula in the Hotel Industry and Gastronomy, which mention especially migrants I.e. Winter Academy of the IHK Education Centre Cottbus</b>						
1	<i>Restaurant Professional/Skilled worker</i>					
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	<i>Hotel Professional/Skilled worker</i>					
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	<i>Gastronomy Professional/Skilled worker</i>					
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				

<sup>13</sup> IHK: Chamber of Industry and Commerce

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4	Cook					
4.1.	Partial qualification "Preparatory works in the restaurant"	X				
4.2.	Partial qualification "Preparatory works in the kitchen"	X				
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				
<b>Migrant specific VET Curricula</b>						
1	Language course German	X				
2	Training how to apply for a job	X				

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## Annex2 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	
<b>Accommodation</b>	<b>9.850</b>	<b>3.647</b>	<b>6.203</b>	<b>8.680</b>	<b>1.166</b>	<b>1.290</b>	<b>6.620</b>	<b>1.856</b>	<b>84</b>	<b>706</b>
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	*	-
<b>Gastronomy</b>	<b>21.262</b>	<b>9.619</b>	<b>11.643</b>	<b>16.757</b>	<b>4.435</b>	<b>2.163</b>	<b>14.835</b>	<b>4.105</b>	<b>159</b>	<b>331</b>
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
<b>Total</b>	<b>31.112</b>	<b>13.266</b>	<b>17.846</b>	<b>25.437</b>	<b>5.601</b>	<b>3.453</b>	<b>21.455</b>	<b>5.961</b>	<b>243</b>	<b>1.037</b>

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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
<b>Accommodation</b>	<b>9.850</b>	<b>6.447</b>	<b>3.403</b>	<b>2.258</b>	<b>5.943</b>	<b>989</b>	<b>660</b>	<b>1.099</b>	<b>7.023</b>	<b>548</b>	<b>1.180</b>
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
<b>Gastronomy</b>	<b>21.262</b>	<b>9.251</b>	<b>12.011</b>	<b>7.434</b>	<b>12.621</b>	<b>445</b>	<b>762</b>	<b>2.840</b>	<b>12.675</b>	<b>519</b>	<b>5.228</b>
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
<b>Total</b>	<b>31.112</b>	<b>15.698</b>	<b>15.414</b>	<b>9.692</b>	<b>18.564</b>	<b>1.434</b>	<b>1.422</b>	<b>3.939</b>	<b>19.698</b>	<b>1.067</b>	<b>6.408</b>

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