

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

REPORT ABOUT FINDINGS PER COUNTRY

GREECE

Πίνακας περιεχομένων

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1. Introduction

1.1 Purpose of this 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 targeted training opportunities which will offer better career perspectives to migrants away from undeclared work and marginalization. Besides, access to formal, decent and secure jobs is one of the most efficient ways for Migrants' successful Integration into the recipient EU societies.

Intellectual Output 1 (IO 1) aims to identify the tourism-related positions where migrants' actual employability or potential working opportunities demonstrate higher levels within the sector and, subsequently, to provide a comprehensive and updated analysis in terms of the necessary skillset that meets market demand and current trends. 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.

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.

1.2 The country specific VET system in a nutshell

A. VET system in Greece: An introduction

Vocational education and training (VET) in Greece is 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.

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

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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.

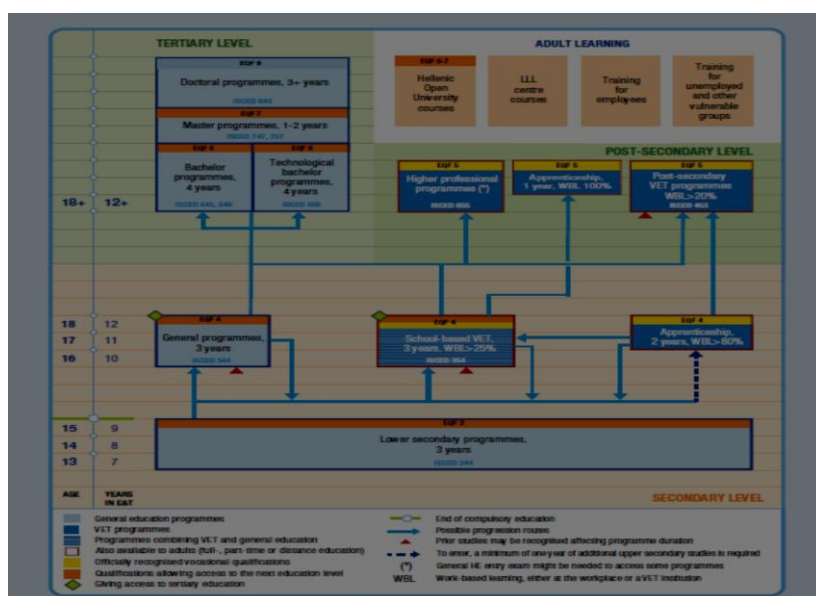
1.3 The country specific state of the gastronomy / hospitality sector

A. Tourism sector in Greece

According to OECD's "Tourism Trends and Policies 2020" Tourism is a key sector of the Greek economy. In particular, tourism GDP accounted for 6.8% of total GVA in 2017². 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.



² OECD. "OECD Tourism Trends and Policies". Available at: <https://www.oecd-ilibrary.org/sites/f3180e03-en/index.html?itemId=/content/component/f3180e03-en>.

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B. VET system's structure: Tourism and Gastronomy sector

There are two main pathways at upper secondary level; general education and VET. Both of them lead students to an equivalent upper secondary school leaving certificate aligned to EQF level 4. After completing the first year, students are allowed to change direction from general to vocational education and vice versa.

The main VET pathway goes through three-year vocational programmes at Epaggelmatiko Lykeio school (EPAL) that also lead to a specialisation degree. EPAL schools have over 25% of work-based learning (WBL). Having been based on the 2016 reform, these programmes consist of:

- **first year**, which is common for all learners (general education);
- **second year**, in which learners choose among nine sectors
- **third year**, which is aligned with specialization

EPAL graduates are able to participate at a national examination for admission to tertiary education programmes that are aligned their specialisation. Adults who graduated from a general education programme at Geniko Lykeio school (the GEL) are can be enrolled in VET, in the second year of EPAL.

Two-year apprenticeship programmes (EPAS) are also being provided at upper secondary level. They are for young people, 16 to 23 years old, who have ended the first year of upper secondary education. These programmes have more than 80% of WBL, and lead to specialisation degrees at EQF level 4.

Apprenticeship was established by legislative Decree 3971/1959 and is inspired from the German dual learning system which is a combination of classroom education with paid practical work in a business. Apprenticeship programmes are launched by OAED, the Greek public employment service, while the Ministries of Health, Agriculture and Tourism operate up to 5 programmes each.

At post-secondary level VET is offered **in two ways**:

1. *one-year apprenticeship* programmes (EQF level 5, WBL 100%) which was introduced in 2016, offered by the local EPAL schools in collaboration with the Manpower Employment Organisation. This programme is tailored to people who have already an upper secondary school leaving certificate and an EPAL specialisation degree.
2. *two and half-year post-secondary* VET programmes (WBL > 20%) which are offered by public and private training providers (IEK) to upper secondary graduates. These Initial Vocational Training programmes are provided by public and private institutions, in view of integrating learners into the labour market.

IEK programmes last five semesters, four of theoretical and laboratory training summing up to 1.200 teaching hours in the specialty, and one of practical training or apprenticeship (not offered as an option yet) summing up to 960 hours, which may be continuous or segmented.

Each IEK can focus on a particular sector or offer training in several sectors, such as³:

- Applied arts
- **tourism**
- transportation

³ National Organization for the Certification of Qualifications & Vocational Guidance - EOPPEP, Professional Profiles List, for more information please see:

<https://www.eoppep.gr/index.php/el/search-for/professional-outlines#%CE%BF%CF%81%CE%BF%CF%86%CE%BF%CE%BA%CF%8C%CE%BC%CE%BF%CF%82>

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- food and beverage
- industrial chemistry
- informatics / telecommunications / networks which include various specialties.

Continuing vocational training is given to adults in centers for lifelong learning launched by regional authorities, municipalities, social partners, chambers of commerce etc. EOPPEP is responsible for ensuring the high quality, accrediting providers and certifying qualifications for graduates. In particular, available fields for studies are:

- ICT
- **tourism studies**
- Accounting etc.

Furthermore, GSEE launches vocational training programmes targeted to workers in the private sector, the unemployed, and its own union officials. These programmes target sectors like **tourism**, technical trades and manufacturing/construction, teachers and teacher trainers and commerce etc. The Hellenic Confederation of Professionals, Craftsmen and Merchants (GSEVEE) operates also training programmes relating to **tourism occupations** for workers in every sector of the economy.

Since 2013 the Greek State has started a systematic effort to promote VET education. In 2015, law 4336 has set specific VET related goals. In a summary, these goals where:

- The design of a common Quality framework for VET and apprenticeships,
- The development of a skills forecasting mechanism and procedures for reforming VET curricula
- The facilitation of partnerships within the private sector and regional and local authorities

C. Migrants' education

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 educators⁴.

For students who are older than six years, they have to 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. In particular, these programmes are⁵:

⁴ 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

⁵ UNCHR.(2019). "Access to Education". Available at: <https://help.unhcr.org/greece/living-in-greece/access-to-education/>

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- **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.
- **Centers 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 Centers for Vocational Training.
- **Online language courses** are delivered by Universities in Greece

D. Occupational Profiles

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 categories⁶:

- 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:⁶⁰

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

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

Tour Operators

Tour Operator is analyzed 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 small⁷.

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

⁶ Government Newspaper (FEK), for more information please see <https://www.eoppep.gr/images/EP/PistopoiisiPerigrammaton.pdf>

⁷ EOPPEP, Certified Occupational Profile, Tour Operator, for more information please see https://www.eoppep.gr/images/EP/EP_8.pdf

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- Exercise of related activities
- Supervise the people involved in these tasks

According to 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
- Maths

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

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

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 EOPPEP⁸, the following skills and competences are key drivers of a cook success in the labor market:

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

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 following⁹:

SKILLS

- Decision making

⁸ EOPPEP, Certified Occupational Profile, Cook Operator, for more information please see

<https://www.eoppep.gr/images/EP/EP72.pdf>

⁹ EOPPEP, Occupational Profiles, Waiter, for more information please see

https://www.eoppep.gr/images/EP/EP_31.pdf

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- Communication
- Time management

COMPETENCES

- Concentration
- Use of electronics

KNOWLEDGE

- Foreign languages
- PC skills

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 are¹⁰:

SKILLS

- Initiative
- Time management
- Communication

COMPETENCES

- Taste
- Smell
- Self-control

KNOWLEDGE

- Foreign languages
- Sales
- PC skills

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

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- Time management
- Teamwork

COMPETENCES

- Problem solving
- Written comprehension
- Reaction time

KNOWLEDGE

- Use of computer
- Foreign languages
- Data protection

1.3 Existing VET tourism schemes in Greece

In Greece there are numerous tourism related VET programmes under the NQF 5 and 6. Specifically, there are 24 VET Programmes, 10 of them related to the Level 5 and 14 of them related to the Level 6.

The first NQF level for tourism VET Training Schemes in Greece is the level 5, Upper Vocational Secondary School. More particularly, 10 VET Training Schemes are offered in the Level 5 in Greece by the following providers:

- Public Vocational Training Institute under the Supervision of the General Secretariat for Lifelong Learning
- The General Secretariat for Lifelong Learning
- Private Institutional Vocational Training AKMI, OMIROS, DELTA

The programme level is post-secondary education, including 5 semesters and they are related with the below topics:

- Administration and the Economy in the Tourism sector
- Tour Operator & Hosting Business
- Hospitality business
- Hospitality technician

In the following table, there are all the VET programmes offered in Greece in Level 5, divided in the following areas:

- Provider
- Category provider
- Curriculum
- Programme level
- NQF Reference
- Digital skills
- Intercultural communication skills
- Program webpage

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:

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- 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
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 The migration issue

There can be no doubt that migration remains one of the most significant socio-economic issues for Europe and Greece in particular. After the past transformation of Greece from a sending to a receiving country, which resulted in the entry of a great number of economic migrants, the recent refugee crisis has modified the features of the migrant population. In particular, Greece since 1990 has altered her

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migration profile and has been an immigration country receiving a lot of migrant population. The year 2015 has been also a crucial point considering that Greece has received extensive flows of asylum seekers and refugees seeking protection and security. Inevitably, labour market integration of various groups of migrants (migrants, refugees and asylum seekers) follows different and most probably diverging paths.

The Migrant Population in Greece

Since the 1990s, Greece has been an important country for migrants both as a final destination and as a transit stop, especially for Eastern Europeans, Middle Easterners and Africans heading to other EU countries. According to recent figures by the Hellenic Statistic Authority (Greek acronym: ELSTAT), in Greece there are 615,924 immigrants residing legally in the country, 75-80% of whom are believed to be economically active (March 2020, EURES/The European Job Mobility Portal). An estimated 68% of Greece's foreign population is Albanian, while the second largest group are Bulgarian nationals. Before the economic crisis, it has been estimated that there were over one million foreign immigrants working in Greece. However, after the collapse in the labor market and in particular in the building industry, many foreign workers and their families decided to leave. The official figures show that over the five-year recession 2009-2013, 33% of jobs held by foreigners were lost.

Although the last conducted national census in 2011 does not provide the most up to date data for 2020, it is still worth to mention, since it does not distinguish between legal and undocumented migrant residents. According to the census, the population of Greece is approximately 10.8 million with 713,000 third-country nationals and 199,000 EU citizens (non-Greek) living in the country, that is a total of 912,000 accounting respectively for 8.3% of the country's resident population. The largest national groups among migrants are Albanians (52.7% of immigrants), Bulgarians (8.3%), Romanians (5.1 %), Pakistanis (3.7%) and Georgians (3%).

During the 2007-2015 period, various geopolitical evolutions and especially conflicts and crisis in Syria led almost 3 million people to leave their home countries and search for a better future in countries of the European Union. According to Frontex approximately 1,8 million people reached Europe through Greece. In the period 2015-2018 the total number of migrants and asylum seekers who came to Europe is approximately 2 million. In more detail, the total number of arrivals in Greece from Turkey was 847,084 during the entire 2015. Flows continued at a high rate during the first two months of 2016, with 147,000 people arriving but total flows for 2016 stood only at 173,561 showing a dramatic decrease after the implementation of the EU - Turkey Statement. The most common nationalities were Syria, Pakistan, Iraq, Afghanistan and Albania.

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% 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 November 2019, an estimated 12.315 million in the euro area were unemployed, with Greece recording the highest unemployment rate at 16.8% in September 2019, according to the latest report by Eurostat. Greece also recorded the highest youth unemployment rate at 32.5% in the third quarter of 2019, followed by Spain (32.1%) and Italy (28.6%). Moreover, it is important to note that the highest

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rate of unemployment is to be found among those who have never attended school or have not been able to conclude the primary education (44,3% for the last quarter of 2017). The lowest rates are to be found among those who have a university or superior technological college degree (16,1%).

Based on OECD data, on 2018 the foreign-born unemployment rate in Greece was 28.6% (35.2% for women and 22.9% for men) and is calculated as the share of unemployed foreign-born persons aged 15-64 in the foreign-born labour force (the sum of employed and unemployed foreign-born) of that same age.

Based on report published by ILO/International labour Organization on 2018, migrants of working age have lower employment-to-population ratios compared to their non-migrant counterparts in over half of the 96 countries with available data. Migrants are more likely to be unemployed in the majority of countries and the gaps are particularly wide in Greece, where the unemployment rate of migrants exceeds that of non-migrants by more than 10 percentage points. Migrants are more likely to work in low skilled jobs, 36% of migrants hold elementary occupations compared to 5.2% of non-migrants. This suggests an important mismatch between many migrants' qualifications and the skills and education required for their occupations. Migrants are as likely as non-migrants to be own-account workers. These workers often lack formal work arrangements and are less likely to have decent working conditions than employees.

Integration Strategy

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.

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, labor market integration and access to public services, among others, as important components of the integration of immigrants and beneficiaries of international protection.

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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 participation of the migrants in the touristic labour market

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, 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 the majority of 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

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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.

Problems of migrants to integrate to the labour market

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, 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 particular needs in the labour market, they can succeed in obtaining suitable employment and wages.

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1.5 The country specific survey methodology used

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**”¹¹ . 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
- On Line Questionnaire

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 five (5) stages:

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

¹¹ Maria Oliver-Hoyo and DeeDee Allen(2006).” The Use of Triangulation Methods in Qualitative Educational Research”. Journal O/College Science teaching

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1.6 *The country specific challenges and problems faced during the survey*

In general, Greece has faced severe challenges, while undertaking desk and field research. In particular:

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. The majority of 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.

2. *Evaluation of the generated survey data*

2.1 *General Statistical In-put – Quantitative survey indicators*

The main purpose of this field research, focusing on the case of Greece, has been to identify those tourism-related positions, in which low-skilled migrants are most likely to be employed in the country and, subsequently, to provide a comprehensive analysis of the necessary skillset to meet market demands and current trends.

The survey results from all the participant countries will be used in order to design a new methodology that will lead to the production of modern, market-driven and responsive training materials and courses, specifically tailored to the needs of the participant countries' migrant communities, i.e. Germany, Greece and Italy.

- Number of Responses/Interview forms filled-in per category, i.e. institution and/or business: 21
- Number of focus groups: 5

2.2 *Evaluation's summary of the filled-in questionnaires by category (Institution or Business)*

The online Survey gathered answers from 21 respondents (10 migrant stakeholders and 11 tourism stakeholders), all of them living and working in Greece and having experience both in the tourism sector and in working with migrants.

For the purpose of this questionnaire, low-skilled migrants were defined as people coming from non-EU countries with few formal qualifications and low transversal competences or people working in jobs that do not require such qualifications.

The key results of the research are summarized as follows:

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- According to the opinion of the stakeholders working with migrants, the positions that low-skilled migrants are predominantly covering in the tourism sector in Greece are mainly related to cleaning services, housekeeping and kitchen support.
- Tourism stakeholders, when asked to specify which positions are currently being covered by low-skilled migrants in their enterprise/organisation, they mentioned mostly housekeeping and cleaning services, confirming the above-mentioned opinion.
- It is very important that all the tourism enterprises/organizations/institutions represented in the survey are employing low-skilled migrants: 25% of the enterprises/institutions said that they employed two migrants, 12,5% employed three, again 12,5% employed four, 12,5% had eight migrants employees, 12,5% employed ten, 12,5% employed 15 and 12,5% employed approximately 20.
- More than 63% of the tourism stakeholders declared as “satisfied” with the performance of their low skilled migrant employees. Almost 27% declared as “very satisfied” and 9% as “neutral”.
- Regarding personal, social and tourism-related professional skills, according to all respondents, low-skilled migrants in Greece seem to mostly lack self-confidence, ability to work in teams and language & communication skills.
- Both migrant and tourism stakeholders believe that among all the skills, the three core competences that migrants should possess, in order to successfully work in the tourism sector are: Customer service skills – effective oral and written communication – Language skills (including the good knowledge of English).
- When all the stakeholders were asked to mention any available, tourism-related curricula, training programmes or training activities they knew, the grant majority answered that they were not aware of any particular curriculum or programme. Only two answers mentioned the Greek Manpower Employment Organisation’s (Greek acronym OAED) curriculum and tourism related training programs funded by the NSRF/ National Strategic Reference Framework.
- In addition, the grant majority of the tourism stakeholders was not aware if the existing above-mentioned training programmes in Greece are tailored to the needs of low-skilled migrants. However, answering from their experience, whether the current vocational education and training programmes prepare migrants well to work in tourism-related positions in terms of the necessary skills and knowledge mentioned above 54,5% of the respondents said “no” and 45,5% said “yes”.
- Among the tourism stakeholders, almost 55% believes that the current vocational education and training opportunities in Greece don’t prepare migrants effectively in terms of necessary skills and knowledge so as to work in tourism-related positions. Their opinions on how that situation could be improved includes mostly the development of innovative and flexible training/vocational curricula, that will meet the needs of both tourism businesses and migrants, while focusing mainly on language and intercultural & communication skills.
- All tourism stakeholders answered positively whether they would want their low-skilled migrant employees to attend a training during working hours in order to acquire necessary skills for the

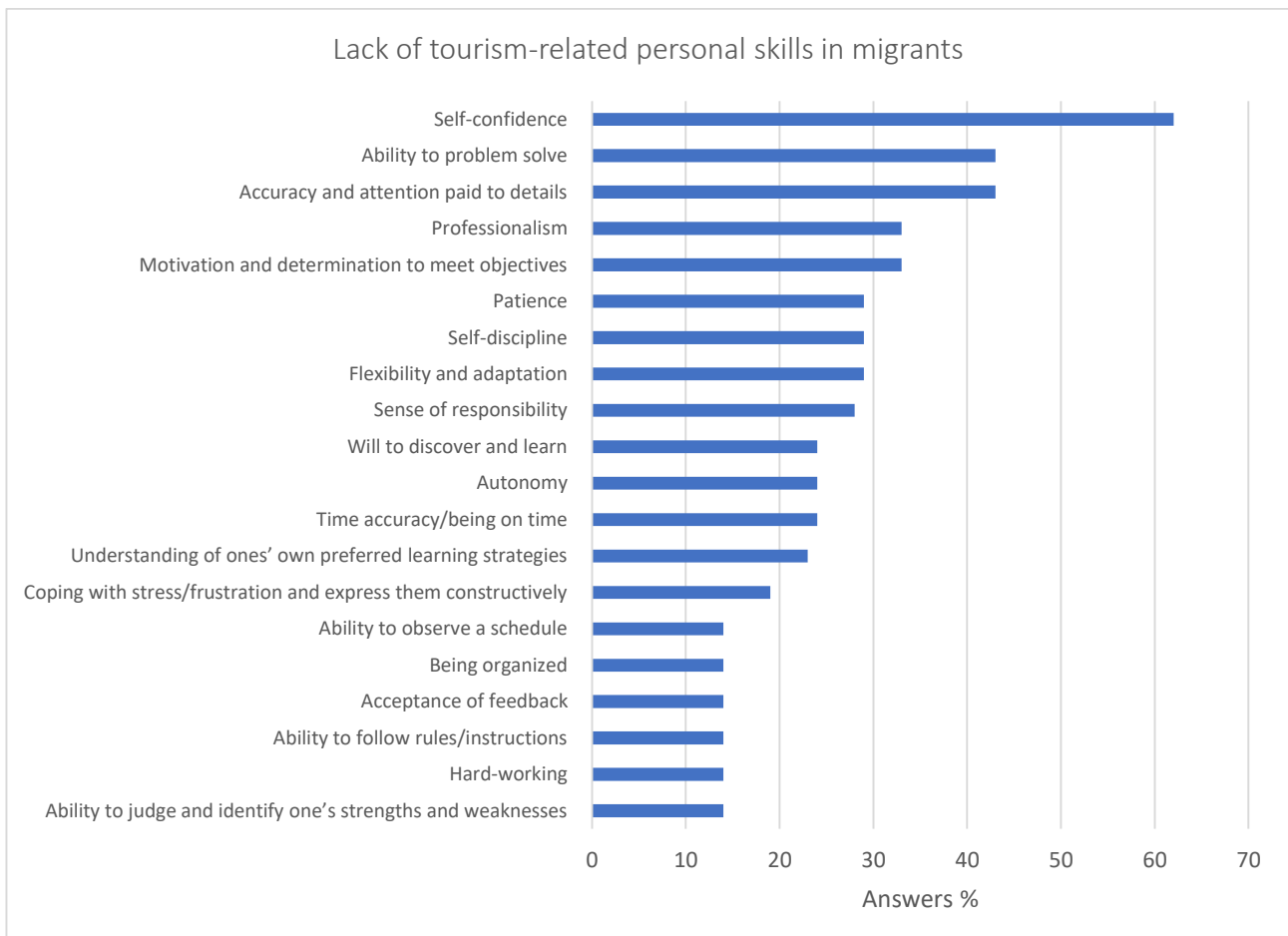
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job. In the question whether they would accept such a training if they had to pay a fee, a percentage of 45,5% of the participants answered “yes”, while 54,5% of them answered “yes but only if the amount was small”.

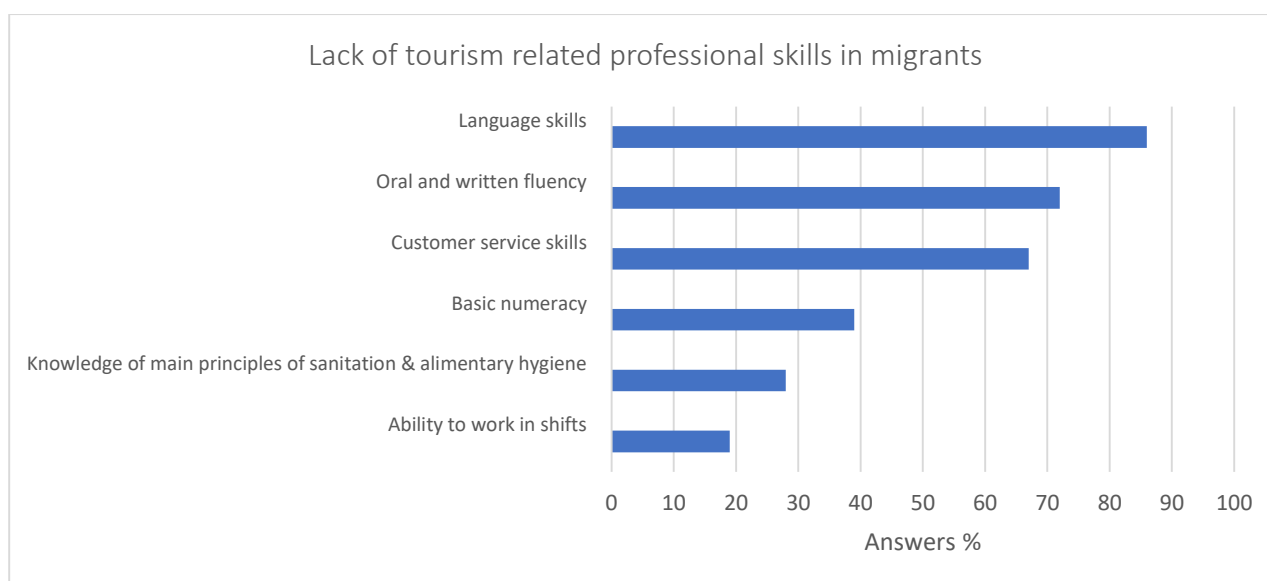
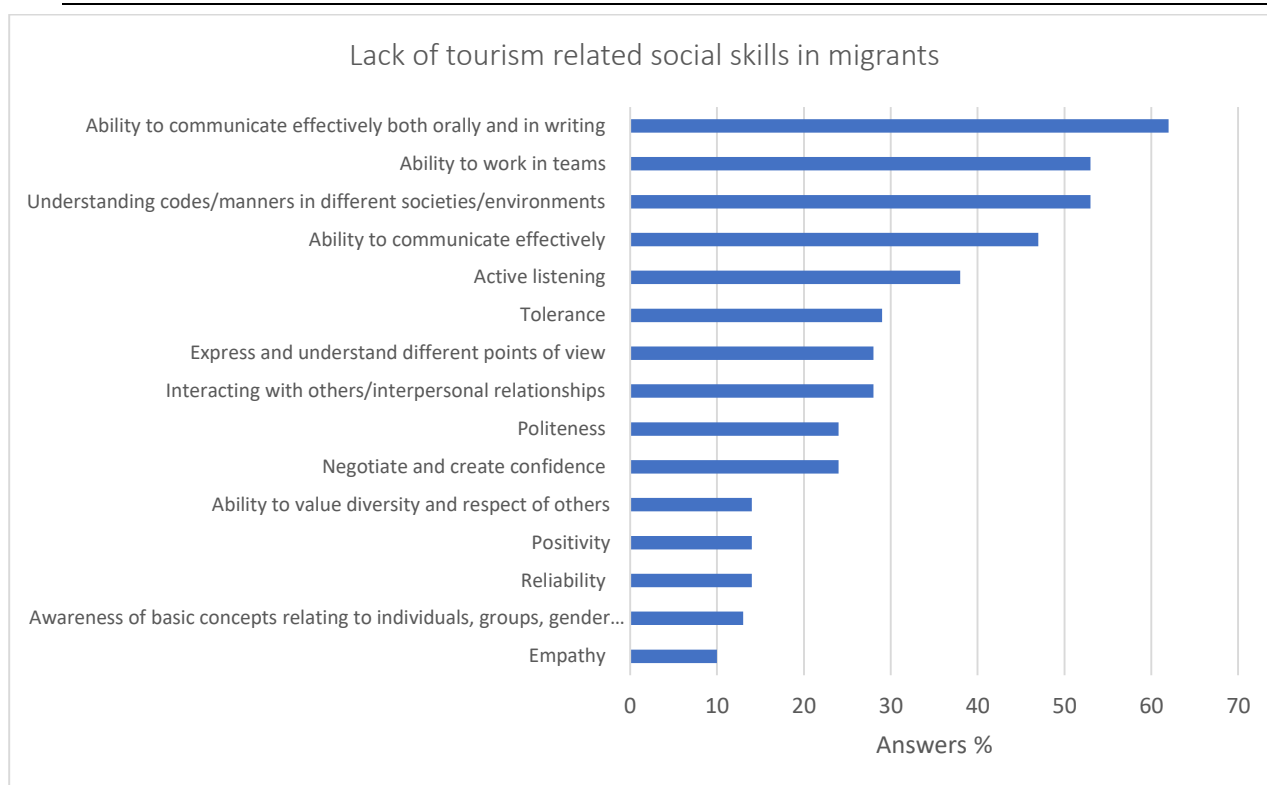
In more details, the most characteristic results of the online questionnaire survey that focus on migrants' employability in the tourism sector, and on new skills, competences and foreign language can be seen below:

- Specifying which positions are currently being covered by low-skilled migrants, tourism stakeholders gave the following answers (multiple answers were accepted):
 - *Hotel, Tourism Resort, Spa*: housekeeping, cleaning service, supporting staff in the kitchen, waiting service and bar tending.
 - *Café, Restaurant, Brasserie, Pub, Country Inn, etc.*: cleaning service, supporting staff in the kitchen, reception and bar tending.
 - *Catering*: cleaning service, supporting staff in the Kitchen, generally supporting works and administrative issues.
- According to the respondents, both migrant and tourism stakeholders, low-skilled migrants nowadays lack the following tourism related personal, social and professional skills (multiple answers were accepted):



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- Regarding the training of employees for the tourism sector, the participants' opinion on the current curricula, teaching methods and task-based learning opportunities, has been the following:
 - 38% disagreed, 33% were undecided and 29% agreed that the existing vocational system equips people with the necessary skills for the tourism sector.
 - 51% disagreed, 24% were undecided and 25% agreed that the current tourism-related curricula and learning material meet labour market needs.
 - 38% disagreed, 38% were undecided and 24% agreed that current tourism-related curricula combine theory with practice.

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- 47,5% disagreed, 43,5% were undecided and 9% agreed that current tourism-related teaching methods are innovative.
 - 42% disagreed, 39% were undecided and only 19% agreed that current tourism-related teaching methods promote creative thinking and autonomous learning.
 - 43,5% disagreed, 38,5% were undecided and only 18% agreed that the national legislation allows a successful implementation of apprenticeship programmes.
 - 43% disagreed, 38% were undecided and only 19% agreed that the current educational structures are modern, spacious, with adequate audio-visual equipment.
 - 29% disagreed, 38% were undecided and 33% agreed that teachers and trainers can prepare their students for task-based learning.
 - 38% disagreed, 33,5% were undecided and 28,5% agreed that the current task-based learning schemes offer learners adequate experience in the business sector.
 - 48,5% disagreed, 37,5% were undecided and only 14% agreed that the learner has adequate information on career opportunities.
- Tourism stakeholders were also asked to indicate how crucial the following attitudes and skills are for working in the tourism sector:
 - Willingness to serve the guest: 91% said “important” and “very important”.
 - Interpersonal skills: 91% said “important” and “very important”.
 - Intercultural communication skills: 91% said “important” and “very important”.
 - Time management and planning: 90% said “important” and “very important”.
 - Problem-solving skills: 82% said “important” and “very important”.
 - Willingness to work in the evening, at weekends and in shifts: 82% said “important” and “very important”.
 - Competences in dealing with people with reduced accessibility /in any kind disabled persons: 82% said “important” and “very important”.
 - Environmental awareness: 73% said “important” and “very important”.
 - Cultural awareness and cross-cultural skills: 73% said “important” and “very important”.
- Tourism stakeholders, listing the foreign language skills that are expected from someone to work in their organisation/institution/ enterprise, all of the respondents mentioned English, followed by Greek, French, German, Russian and Spanish.
- Answering what type of training approaches do they prefer themselves, the majority of the participants (multiple answers were allowed) said task based learning (75,5%), followed by face-to-face learning (52%) and blended learning (52%) and then case studies (43%), online learning (exclusively) (24%) and handbooks (15%).

Participants' demographics

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- All participants declared Greece as country of residence, while all but one declared Greece also as a country of origin (1 person from Romania).
- Gender & Age: 76% female and 24% male. 77% are between 25-44 years old, 19% between 45-66 and 4% between 18-25.
- Level of education & experience in the tourism sector: 53% of the respondents had a University degree, 43% had a Master's degree and 4% a High school diploma. From the migrants' stakeholders 60% had professional experience in the tourism sector/tourism education, most of them from one to ten years. From the tourism stakeholders 46% had a 6-10 years of experience, 27% more than ten years and 18% from 1 to 5 years of experience in tourism enterprises/tourism education etc.
- Half of the migrant stakeholders who participated in the survey (50%) are employed in a private enterprise/institution/organisation, while the other half (50%) in non-profit. The majority of the participants came from NGO's (40%), followed by VET schools/ Institutes/Educational Centres (20%).
- Professional positions: from the migrants' stakeholders 30% are managers in their organisations, 40% employees/administrative personnel, 10% owners, 10% consultants/researchers and 10% trainers/teachers. From the tourism stakeholders, 64% are managers in their enterprise/institution/organisation, 18% are human resources managers and 9% are owners/presidents.
- The majority of the enterprises represented in the survey's sample are micro-sized (34% employ less than 10 employees) and small-sized (29% employ from 10 to 49 employees). Large-sized are 23% (250 or more employees), while medium sized are 9% (50 to 249 employees).

Conclusions and recommendations

- In Greece, tourism-related positions where migrants are employed are mainly related with cleaning services and housekeeping. However, there is potentiality for the low skilled migrants to upgrade their job position (in hotels, restaurants and catering industry) as long as they upgrade their knowledges and skills (especially language, communication and intercultural skills).
- Effective vocational tourism training could have a great impact on the development of the migrants' self-esteem and self-confidence, that is acknowledged by the tourism industry in Greece as a major lack.
- An effective vocation tourism training programme should meet the labour market needs and focus on the development of attitudes and skills, that have been identified as crucial for working in the tourism sector: 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 and also time management, problem solving skills and in many cases basic knowledge of safety rules and alimentary hygiene.
- A proposed training could be based on the learning-by-doing methodology, including classes in the areas of communication, interpersonal relations and English and Greek language. 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, giving the migrants opportunities for building contacts.

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2.2.1 SECTION 1 – General stakeholder information

Interviews

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. [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 	<p>-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</p> <p>-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 doesn't welcome refugees and puts obstacles to the successful integration in the Greek communities. This problem is intensified on the islands.</p> <p>-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.</p>

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<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? 	<p>-Yes, my organization employs migrants because they apply as they have a local community nearby.</p> <p>-My experiences so far were positive. They are collaborative and follow guidelines and they don't lack the will to work. Language is a strong barrier for more meaningful integration of immigrant workers to more broad positions.</p> <p>-Also, I think it's 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, the majority of migrants are very willing to participate in trainings (free or provided by the employer) in order to extend their skillsets and knowledge.</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 at the moment? - Can you tell us about good examples of exceptional professionalism of migrant employees? 	<p>-They are hardworking and on time. They provide a long commitment to the company.</p> <p>-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 very busy days would give to the employees, useful experience and create a feedback loop for further improvements on different procedures.</p>

In-depth analysis-Conclusions and policy recommendations

In general, he seemed very 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,

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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. [REDACTED] was very 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 very positive towards the integration of migrants in the tourism sector, since he uses the following words and phrases:
 - *"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 analyzing 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."*

Last but not least, 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."*

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- "...by creating a bond between the employees..."

Name of in-depth interview	In depth interview 2
Purpose of the in-depth in- terview	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. A [REDACTED] s

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 labor-intensive investment field, requires trained and educated staff. That being said, whoever seeks for a career in tourism needs to spend time and funds for their development. Tourism schools and training centers 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 so as to

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	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 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, 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 very low management level or in the quest service area (waiters, cleaners, housekeepers, gardeners, cooks etc.) - 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 at the moment? - 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. [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:

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1. Mr. [REDACTED] was neutral, observing the whole situation. In fact, his main 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 centers could support people"*
3. Mr. [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
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. Using also 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 analyzing 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 couldn't find a connection, since the 2nd interview **was not used so many emotional** words and phrases.

Last but not least, 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."*

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

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Number of participants	1
Duration	1 h
Name of the participant	Mrs. [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's 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 have to 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 no a specific structure of providing integration to those people. The majority of 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 labor 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 <p>Moreover, ARSIS offers labor market seminars and workshops.</p> <p>The majority of migrants that come to ARSIS came from Lebanon, Ethiopia, Cameroon and Algeria. They are 18-40 years old.</p>

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	<p>-Migrant employers are positive towards the integration of these people. Few racist episodes have been found.</p> <p>-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> <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>
<p>- 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 at the moment?</p> <p>- Can you tell us about good examples of exceptional professionalism of migrant employees?</p>	<p>- 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 labor market 3) A three months internship which deals with VET jobs 4) Hard skills' training</p>

In-depth analysis-Conclusions and policy recommendations

In general, Mrs [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 labor 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

-Equal integration

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-Sadness

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

- *"In general, the labour market has no 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 labor market 3) A three months internship which deals with VET jobs 4) Hard skills' training"*

However, the term "sadness" cannot be used since Mrs. [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.

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. [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? 	<p>-Yes since long, though the term mobile EU citizen is not very commonly used in Greece</p> <p>-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 of integrations opportunities hence, migrants with low skills are more commonly employed in the black market and</p>

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<ul style="list-style-type: none"> - What are the characteristics of the current situation of migrants in Greece 	<p>thus lack the necessary employment rights and benefits</p> <p>-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</p>
<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? 	<p>-Yes, we have. They are employed as cultural mediators and translators.</p> <p>-I am satisfied with my cooperation with them</p> <p>-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.</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 at the moment? - Can you tell us about good examples of exceptional professionalism of migrant employees? 	<p>-Possible areas that migrants could be trained are: Active listening, Time management,, Team-building</p>

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.

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2. Language skills, since tourism sector reinforces the need of using many languages at a daily bases
3. CV building and self-presentation. The majority of migrants cannot promote successfully 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. [REDACTED] was neutral, observing the whole situation. In fact, his main focus was on the training that should be provided to migrants.
2. The participant underlined that since the majority 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. Using also 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 analyzing 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 of integrations opportunities hence"*
5. As far as the term "sadness" is concerned, we couldn't 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,, Teambuilding "incorporating each one's cultural heritage in ethnic menus etc."*
 7. Having analyzed 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.

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

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Target group	ARSIS social worker
Number of participants	1
Duration	1 h
Name of the participant	Mrs. [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? 	<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 counselors 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.
<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - The key skills and competences that the migrants lack are summarized below: Language skills (this creates serious problems in the ability to communicate effectively) Time management (they can not be on time) ICT skills (some migrants do not know what is the email)

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allow migrant employees to participate in trainings?	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 at the moment? - 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. [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 labor 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. [REDACTED]'s 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. [REDACTED] provided us with an extensive analysis on what barriers exist already in the Greek labor 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"*
- *"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 counselors helping migrants"*

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- *"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 ie 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 can not 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. [REDACTED] is neutral and she didn't use any emotional phrases.

2.2.2 SECTION 2 – Migrants' employability in the tourism sector

We asked the 2 tourism stakeholders if they employed migrants, 1 of which answered with 'yes' and the other one with 'no'. Moreover, we conducted interviews with other migrant stakeholders and social workers.

The first group (Tourism stakeholders) highlighted the following gaps:

- Lack of national policies to integrate in a holistic way, migrants in the labor market
- Fragmented trainings, which are based only on stakeholders' desire
- Seasonal jobs, especially in the tourism sector
- Lack of hard skills of migrants in the tourism sector
- Difficulty of migrants in entering the educational system of Greece

The positive fact of all results, collected by interviews, was the fact that each participant highlighted the fact that migrants are willing and very happy to participate in trainings.

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.

Quantitative survey indicators

- Number of documents studied
- Number of identified skills
- Number of identified competences
- Number of other training programmes found at a national or European level
- Number of courses and capacity building programmes in tourism
- Number of stakeholders' proposed courses

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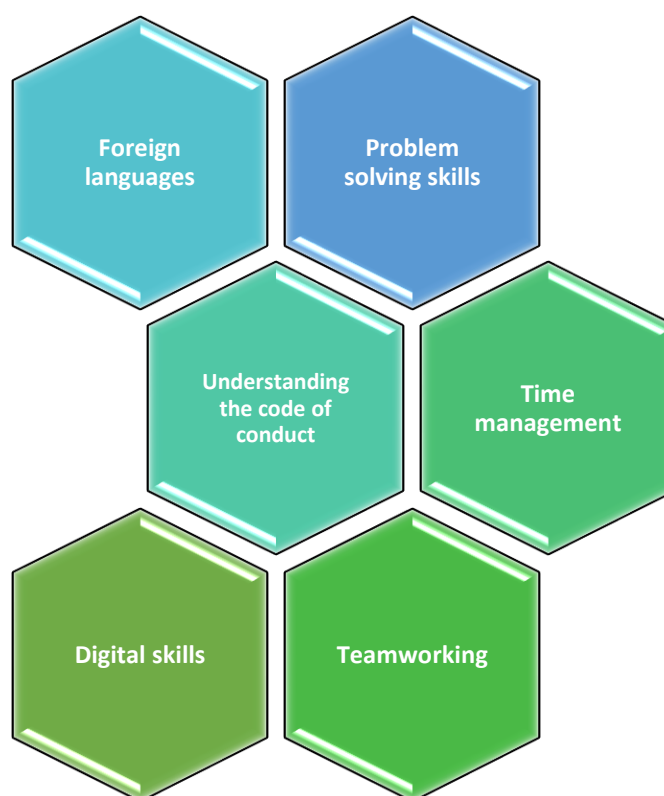
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Qualitative survey indicators

- The learning methods offered by the studied curricula
- Target groups of the studied curricula
- The competences and skills to learn/to teach within the studied curricula both in general and focused on migrants
- Feedback of learners
- Feedback of trainers

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

Based on the desk research, we have conducted a summary of the following needed skills:



Having analyzed 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.

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- 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 have to 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.

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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.

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

No.	Title	Category				
		National	EC	UNWTO	CEDEFOP	Other
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				
7	Sector of General and Special Infrastructure, Sector of Scientific Tourism, Sector of Hotel Technique	x				
8	Hotel & Tourist Professions Receptionist					

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