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WORKPACKAGE 3 REPORT NEEDS ANALYSIS AND TRANSFERABILITY ANALYSIS

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1. Introduction

The Core-vet project provides and reinforces education and training possibilities as well as better employment outcomes for unskilled and/or semi-skilled people who are unemployed and wish to enter tourism industry or are already working in the tourism industry but lack the necessary skills and competences in order to advance in their job. The project targets, specifically, three occupational fields that account for the largest number of jobs: reception and front office, restaurant/bars and housekeeping.

The Core-vet builds on the successful, former LdV project „Basic skills for work“ designed to improve the basic skills of unqualified and semi-qualified employees in 17 occupational areas, including tourism and hospitality, via a short and focused training. Specifically, it will adapt, localise, transfer and valorise the guidelines and training materials for the tourism and leisure sector to specified need of the unskilled and/or semi-skilled people in the region of South-East Europe in targeted occupational areas within the industry.

The target partners of the project are tourism education and research institutions in Croatia, Cyprus, and Greece. They are supported by partners from Austria and Romania. The Austrian partner (BEST) was the developer of the original product and will support the adaptation and quality management. The Romanian partner (RNDO), with its ICT expertise, will support the project by adapting the learning content to the e-learning environment.

The project follows into 7 work packages:

1. Management
2. Quality assurance and evaluation of project results
3. Needs and transferability analysis
4. Adaptation and specialisation of training content
5. E-learning development, pilot implementation and testing
6. Targeted Dissemination
7. Exploitation and sustainability.

This report reflects results of the Work package 3 and describes the scope, methodological framework guiding the needs and transferability analysis and results.



Objectives of WP3

The overall objective of this package is to prepare the ground for the transfer of the innovative material and methods through targeted research and analysis on three levels, building on the initial transferability and needs analysis during project development.

Specific aims are to:

- Specify the current training needs of the target group
- Analyse relevant tools and methods to basic skills training (best practice)
- Identify transferable content and analyse its transferability and adaptation needs
- Consolidate research findings to ensure the best possible match between user needs and tools provided

WP3 was implemented between December 2012 and May/June 2013 and was led by the Institute for Tourism, Zagreb, Croatia (P0).

Methodology

To fulfil objectives of the WP3 the methodological approach combined desk-top and primary research. In general, the partners from Croatia, Cyprus and Greece carried out a set of activities following the methodological guidelines produced by the Institute for Tourism leading to national analyses. Each national analysis reflects the basic skills training needs in three occupational areas of tourism and hospitality.

Good practice

As the WP3 aimed at learning more about basic skills training and existing good practice that supports improvement of basic skills, desk-top research was undertaken. The Institute for Tourism has undertaken analysis of the theoretical and practical issues underpinning basic skills training and the analysis of the good practices to basic skills training in LLP countries. Croatian, Cypriot and Greece partners, following the guidelines, produced national reports containing a basic snapshot of tourism industry in terms of size and employment, approach to basic skills training and projects designed to improve basic skills.

Needs assessment

In order to assess training needs of unskilled and/or semi-skilled people employed or those looking for an employment in the three occupational fields of tourism industry (reception and front office services, housekeeping services and restaurant and bar services) a research agenda, based on, both, qualitative and quantitative methods was devised and implemented. Focus groups, as a qualitative research method, were conducted in order to assess the employers' attitudes regarding employees' basic skill needs.



The focus groups with the employers in micro, small and medium size tourism and hospitality enterprises were conducted in Croatia, Cyprus and Greece. The specific objectives of the focus groups were to ascertain:

- what employers consider to be the basic skills,
- the extent that their employees are lacking these basic skills, i.e. the basic skills gap from the employer's perspective, and
- employers' readiness/motivation/receptiveness to participate in the basic skill training program.

Subsidiary aim of the focus group was to facilitate contacts with employers that are willing to participate in the training program as well as to reach potential training program participants.

A survey, as a quantitative research method, was implemented in order to assess basic skill needs from the employees' perspective. The survey of unskilled and/or semi-skilled employees or those willing to be employed in the three occupational fields was conducted in Croatia, Cyprus and Greece. The specific objective of the survey was to identify the key needs of employees or those willing to be employed in the three occupational fields. Subsidiary aim of the survey was to reach potential training program participants.

Report structure

This report is divided in six chapters. In the following chapter, the results of literature review on basic skills are summarised in terms of the basic skills definitions, forces that underline the basic skills deficiencies and the policy response. This is followed by an overview of good basic skills practices. The Chapter 3, focuses on the relevant educational policies and practices in three target countries (Croatia, Cyprus and Greece). In particular, we have investigated the current practice in adult education and attitudes to basic skills improvement in the three respective countries in order to ascertain the training needs, avoid duplication, locate all relevant actors and projects dealing with the issue of adult education. Chapters 4 and 5 present the results of the primary research aimed to estimate the training needs in the target countries from the employers' and employees' standpoints. The results of all the analyses and their implication are discussed in the last chapter.

2. Basic skills in theory and practice

The issue related to basic skills come to the fore in Europe some two – three decades ago with its firm dedication to building a knowledge based society and economy. For this the Europe needed an educated and productive population. To that end, policies were developed and implemented to boost the proportion of tertiary educated and to foster life-long learning in adult population. The later was spurred by a realisation that daily work and life creates greater and more complex demand and people, in order to cope, need more and better skills that in the past.

The basic skills were part of the adult learning. Initially, it was considered that only certain segments of population (i.e. migrants, early school dropouts) face the basic skills deficiencies. It was soon realised that the problem is more significant. Its magnitude was revealed by results of several adult numeracy and literacy surveys conducted in some European countries, USA, Canada and Australia¹. It was discovered that there was a sizeable proportion of population not possessing the adequate level of basic skills to cope with daily work and life demands. Thus, the basic reading, writing and numeracy skills emerged as an important issue.

Against this background the BASIC SKILLS FOR WORK project, funded by the LLP, was launched involving basic skills training in five sectors, including tourism and leisure. It was developed for unskilled or semi-skilled people working or wishing to work in these sectors and covered basic literacy, numeracy and communication skills.

However, with the magnitude of the problems of basic skills revealed, the issue of basic literacy soon attracted attention of national governments and, by the late 2000s, a number of countries have set up national programs dedicated to the improvement of basic skills². Some of the most ambitious in Europe are:

- in England, the “Skills for Life” provided the strategic framework implemented by the Basic Skills Agency (subsequently merged with the National Institute of Adult Continuing Education (NIACE)). The basic skills were defined, strategy to improve these skills in adult population formulated, the national standards for adult literacy and numeracy was published³ and basic skills accreditation bodies certified.
- Ireland’s approach was underpinned by three strategic documents (“Learning for life” – national policy on adult education, Strategy on adult education and National anti-

¹ OECD’s International Adult Literacy Survey (IALS) was first conducted in 1998.

² NRDC Institute of Education (2011) A literature review of international adult literacy polices: Dublin: NALA.

³ Basic Skills Agency (2001) Adult literacy core curriculum including spoken communication. Nottingham: DfES Publications. Basic Skills Agency (2001) Adult Numeracy Core Curriculum. London: Basic Skills Agency <http://www.excellencegateway.org.uk/sflcurriculum/>



poverty strategy). National Adult Literacy Agency (NALA), a non-profit membership organisation concerned with national coordination, policy and training in adult literacy, is playing a central role.

- In Norway, basic skills program is part of the national overall competency strategy coordinated by VOX, Norwegian Institute for Adult Learning under the Norwegian Ministry of Education and Research. Basic skills are considered foundations for further learning. A program “Basic competence in working life” was set up in 2006 for private and public enterprises with employees who need basic skills training.

Finally, the basic skills were, by the end of 2000s, high on the agenda of European Union policy makers. In the European Union there are 75 million of low qualified with basic skills deficiencies and only 3.5% of them participate in adult learning. The new strategic framework for European cooperation in education and training (“Education and Training 2020” (ET 2020)) set the goal of diminishing the share of low achievers in basic skills (reading literacy, mathematics and science) to 15% by 2020. In 2011, a High Level Group of Experts on Literacy was established by the Commissioner for Education, Culture, Multiculturalism, Youth and Sport. In 2012, the group has presented a number of recommendations for adult literacy including establishment of system to monitor adult literacy levels and practice, build awareness of the problem, strengthen the profession of adult literacy teachers and ensure broad and varied access to learning opportunities⁴. Their recommendations were adopted by the European Council in November 2012⁵.

The Core-vet partner countries, although in a way recognising the importance of adult education, have not yet set up the structures and programs to support the process institutionally. The evolution of the approach to basic skills outlined above and a mismatch between the countries of Western Europe and the partner countries in which the Core-vet is implemented (Croatia, Cyprus, Greece) called for an overview of the issues related to basic skills upgrading before focusing on the good practices.

Therefore, the rest of this chapter gives a brief outlined of the basic skills definition in general and in the context of tourism and hospitality occupations and what are issues involved in their assessment and monitoring, before proceeding to the overview of good practice. This we see as crucial phase guiding the training needs assessment of the potential Core-vet training participants and in developing appropriate training material.

4 European Commission (20192) EU High Level Group of Experts on Literacy – Final Report. Luxembourg: Publication Office of the European Union. <http://ec.europa.eu/education/literacy/sources/index.htm>

5 Council of the European Union (2012). Council Conclusions on Literacy. 3201st Education, Youth, Culture and Sport Council Meeting Brussels, 26 and 27 November 2012. http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/133790.pdf

Definition of basic skills

While the international surveys on adult literacy revealed magnitude of the basic skills deficiencies, the concept of basic skills is, in essence, still debatable and under constant evolution. In general, the concept of literacy underpins the basic skills. The International Adult Literacy Survey (IALS) used the definition of literacy from the 1980s US Young Adult Assessment, which defined literacy as „using printed or written information to function in society, to achieve one’s goals and to develop one’s knowledge and potential“. Within the IALS literacy encompassed three strands:

- *Prose literacy* defined as understanding and using information from text, e.g. understanding a newspaper article.
- *Document literacy* meaning locating and using information from other formats, e.g. reading a bus timetable
- *Quantitative literacy* operationalised as applying arithmetic operations to numbers embedded in print, e.g. working out the price of a loan from an advert

However, the word ‘literacy’ is less in use now. Initially, the usage of the word ensured that the need to provide opportunities for adults to upgrade their reading, writing and maths skills gets the appropriate attention and funding by policymakers, ensuring that the issue does not get lost under the label of other training and education. However, since literacy was commonly perceived as an ability to read and write and considered as a dichotomous construct (one either know to read or write or not), it was replaced by basic skills⁶.

The generally accepted and most widely used definition of basic skills, emerged from England, is

*The ability to read and write (literacy), as well as to speak a respective language, and to use mathematics (numeracy) at a level necessary to function at work and society in general.*⁷

The term basic skills is also considered restrictive. Already in late 1990s there were warnings that the basic skills, used in the context of a workplace, there is a danger of confusing them with basic vocational skills or as purely ‘survival’ or ‘life skills’. The basic skills is now simultaneously used and/or replaced by key competencies (i.e. Norway), key or essential skills (i.e. England, Ireland) or core skills (i.e. Scotland). Furthermore, the Ireland now use functional skills, in response to employers’ concern that young people are leaving school without the foundation in the basics they need in the workplace defined as:

⁶ Folinsbee, S. (1994). Workplace literacy and basic skills. Ottawa: National Literacy Secretariat.

⁷ Rheinallt Jones & Sarah Jones-Morris (2006) KEYPAL benchmarking report.

http://www.eife-l.org/activities/projects/keypal/Deliverables/D2.1_keypal_benchmarking_report_vPublic.pdf



The core elements of English, mathematics and ICT to provide an individuals with essential knowledge, skills and understanding that will enable them to operate confidently, effectively and independently in life and work ⁸

In Norway, basic skills is concept defined even more broadly as:

...a concept comprising the skills and the understanding necessary to be an active participant in working life and in society in general. ⁹

The different approach in basic skills definition and terminology is also reflected in the specification of the basic skills in different European countries (Table 2.1).

Table 2.1. An overview of areas of basic skills in some European countries

Dimensions	England	Ireland	Scotland	Norway ¹⁰	Germany ¹¹
Terminology	Key/essential skills	Key/essential skills	Core skills	Basic skills	
Area of basic skills	Literacy (reading and writing) Mathematics ICT Communication skills Working with others Learning how to learn Problem solving	Listening Speaking Reading Writing, Numeracy ICT	Communication Numeracy Problem solving ICT Working with others	Literacy/reading and writing Numeracy / everyday mathematics Digital competence / ICT skills Oral communication	Reading Writing Numeracy ICT Learning to learn Foreign language Intercultural skills
Basis	Adult Literacy Core Curriculum		Adult Literacy and Numeracy Curriculum Framework for Scotland	Competence Goals for Basic Skills for Adults	National Strategy for Literacy and Basic Education of Adults

⁸ Bailey, I. (2003) Overview of the Adult Literacy System in Ireland and Current Issues in Its Implementation. Review of Adult Learning and Literacy. Volume 6:197 – 240.

⁹ VOX Norwegian Agency for Lifelong Learning (n/d). Competence Goals for Basic Skills for Adults. At: <http://www.vox.no/no/global-meny/English/Basic-skills/Framework/>; VOX Norwegian Agency for Lifelong Learning (2008) Handbook for the competence goals for digital competence, numeracy, reading and writing and oral communication.

¹⁰ Ibid.

¹¹ Rheinallt Jones & Sarah Jones-Morris (2006) KEYPAL benchmarking report. At: http://www.eife-l.org/activities/projects/keypal/Deliverables/D2.1_keypal_benchmarking_report_vPublic.pdf..



Cause of basic skill deficiencies

With the high educational standards practiced in European countries, the results of the IALS revealing that up to a third of the population in many countries of Europe lack the basic literacy and numeracy came as surprise. It was believed that, by the virtue of finishing the primary school, one would be literate in the sense of basic reading, writing and numeracy skills. This myth was dispelled by the first (1997) and all subsequent IALS results. Thus, the valid question is why there is a disparity between the indirect (measured by the proportion of people finishing primary schools) and functional (knowledge-assessment) literacy and, subsequently, while the issue is continually present regardless of the efforts made to increase the level of literacy.

Increasingly complexity of life and work

There are a number of reasons in essence relating to the relatively quick loss of basic skills if not applied in daily life and work regularly and an increased demand for new skills needed to function in modern society. In the workplace, for example, the importance of key skills is heightened by technological changes and quality initiatives that require workers to learn new skills and take on new responsibilities; the shrinking labour market due to ageing society means that employers will have to upgrade the skills of their existing work force to remain competitive and to tap into segments of the labour market that have been underused in the past when these new entrants may require basic skills upgrading. Finally, the move to a knowledge-based economy means that the work force will experience an increase in information requirements on the job which will require a higher level of basic skills.

Loss of skills

Yet, as the complexity increases demands for more and broader basic skills, at the same time these skills are quickly lost if not applied frequently. Thus, those outside work for an extended period of time or performing simple, undemanding jobs (such as many in tourism and hospitality) are likely to be exposed to the gradual loss of skills acquired in formal education. This is especially evident with numeracy skills¹². This is further compounded by the low participation in adult learning / on-the-job training where low skilled are underrepresented. In Europe, the rate of participation in education and training of low educated individuals is 18% (5% in Croatia and Greece) in comparison to 36% for all.¹³

This is equally true for tourism and hospitality where jobs are considered to be low-skilled and, thus, attracting those with inadequate training, lack of skills and poor motivation. However, there is a criticism that such perceptions of jobs in the sector are an outcome of a traditional technical focus on skills where a job is divided in measurable micro work-tasks with so derived

¹² Carpentieri, J. D.; Litster, J.; Frumkin, L. (2010) Adult numeracy - A review of research London: NRDC.

¹³ University of Florence - Department of Educational Sciences and Cultural and Training Processes (2008) Final report - Enabling the Low Skilled to Take Their Qualifications "One Step Up" Implementation of Action plan on adult learning.



job outcomes incorporated in curriculum. On that basis many jobs are classified at the lower end of job complexity. However, educational experts in tourism and hospitality warn that jobs in tourism and hospitality require emotional labour as in many situation jobs requires that employees control and manage their emotions and esthetical labour as employees need skills to look and behave in a certain way (i.e. get involved in conversation about politics, music, sports, often from an international perspective). The skills that esthetical and emotional labour requires are not included in traditional education.

Low rate of participation in adult learning programs

Thus, the issues that lead to the basic skills deficiencies are compounded by the low participation rate of low-skilled adults in life-long learning. To attract adults to attend basic literacy learning opportunities programs needs to consider the adult status of learners, their motivation and prior learning experience. While their motivation is complex, it mostly relate to their needs to improve self-confidence, improve their work situation, overcome shame or embarrassment about their poor literary and, generally, realise their full potential that they were not able to do at school¹⁴. Many people with low literacy report negative views of themselves as learners, acute embarrassment and shame about their low educational attainment, crippling memories of their school days and avoid situations where their literacy difficulties might be discovered¹⁵. Thus, it is important that in the basic skills programs adult status of learners is respected and skill acquisition is provided in a range of contexts that meets their motivation and interest. In particular, it is important that the program does not reinforces feeling of failure experienced by learners when they attended school¹⁶.

“Basic skills for work” – a starting point

The “Basic skills for work” was a project completed in 2006, by a consortium of 11 partners from Czech Republic, Germany, France, Hungary, Italy, Latvia, Romania, Slovakia and United Kingdom led by an Austrian adult education provider BEST. The Core-vet aims to adapt, localise, transfer and valorise the training material of that project. This section is, therefore, giving a brief overview of the BEST’s project approach, scope and outcome.

The main aim of the project was to develop the training materials and curricula for five occupational areas: construction, hospital and care, tourism and leisure, cleaning and railway transport. The training material consisted of two parts: didactic guidelines and toolbox/learning exercises. It was designed primarily for adult education teachers as a resource to use in training low-skilled in the five occupational areas.

¹⁴ Ekinsmyth and Bynner (1994) in Brooks, G., Giles, K., Harman, J., Kendall S., Rees, F., Whittaker, S. (2001) Assembling the fragments: A review of research on adult basic skills. Research Report No. 220. Nottingham: DfEE. .

¹⁵ Bailey, I. (2003) Overview of the Adult Literacy System in Ireland and Current Issues in Its Implementation. Review of Adult Learning and Literacy. Volume 6:197 – 240.

¹⁶ Ibid.



The project has adopted a definition of basic skills as “the ability to read and write (literacy), as well as to speak a respective language, and to use mathematics (numeracy) at a level necessary to function at work and society in general”. The training manual has provided a brief general information on learner's profile, techniques for identifying the basic skills deficiencies and stipulated principles in teaching adults basic skills such as motivating them to learn, engaging them in learning process and utilising group dynamics to facilitate learning.

The basic skills were divided in five modules:

- Information as a purpose
- Information as a tool
- Numeracy
- Communication
- Self-knowledge

For each module the following was specified: general and/or specific learning objectives, assessment and methods/exercises. In total, 70 exercises have been created - each embedded in the five occupational areas. When possible, they were graded in terms of level of difficulties. For example, the exercises in Module 1 (Information as a tool) start from alphabetical ordering through words meaning right through to the business letter, welcome speech and information summary. The training approach relies heavily on discussion, role playing and team work. ICT skills are integrated in exercises, i.e. completion of forms requires learners to draw the form in MSWord, complete it, save and print.

In terms of training delivery, the material was designed for classical classroom teaching. As the material has been designed as a resource for adult education teachers it did not include the e-learning. Without the e-learning capabilities, the program has restricted learners to one occupational field only so that once the course in, for example, Tourism and leisure all modules have to be taken in that occupation. In terms of exercises, some can be easily transferred to e-learning environment, especially those in Module 3 (numeracy) and part of those in Module 1 (information as a tool) and Module 2 (information as a purpose). The more complex exercise requiring role-play or group interaction are more difficult to transfer to e-learning environment or self-paced learning. A complete overview of the five modules and exercises is provided in Appendix 2.

Good practice examples in LLP countries

A search of good practices in basic skills learning reflected a polarisation of approaches to basic skills. Countries such as Norway, UK or Ireland have implemented a nation-wide policies and programs, including e-learning, supported by strong organisational structure, sound theoretical underpinnings and relatively generous funding. Thus, while these are similar to the

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Core-vet in terms of focus on basic skills, there is vast difference in scope, funding and target population. Nevertheless, these examples are insightful as they are focused on basic skills and rely heavily on e-learning. At the other end are smaller projects, mostly funded through the LdV program and search under the keyword basic skills, key competencies, functional competencies, basic skill tourism/hospitality, e-learning basic skills and the research revealed project fragmentation and unevenness making them difficult to compare given their differences in scope and objective, target and implementation. Nonetheless, it was possible to gather a certain amount of insight from the reviewed material which will cater to the needs of Core-vet.

With the focus of the Core-vet on basic skills delivered via e-learning, the review of best practices have focused on those programs/projects that feature both aspects:

- Basic competence for working life (Norway) delivered by Vox - is an example of the integrated approach to basic skills learning starting from definition of basic skills competence levels, developing training material for basic skills educators, a sample of basic skills for certain occupations and e-learning tools for mathematics and PC skills.
- Ich will lernen (I want to learn) – it is an Internet portal of German Federal Ministry of Education and Research, aimed for early school dropouts to work towards formal certification.
- Writeon.ie – it is part of NALA's distance education learning program, based on the national basic skills framework, offering adults a possibility to progress to certification if they wish so.

As these are national programs backed up by significant funding and thus incomparable with the Core-vet project, we have also looked at the small scale projects that use e-learning approach to basic skills of a specific target population. These are:

- Dys 2.0 – Train your senses – this is game based e-learning program allowing young people with dyslexia to improve their skills through games designed for adults and is an illustration how games can be used in skills training.



Basic Competence in Working Life (BCWL)

Agency: VOX, Norway

Level: national

Key-words: basic skills, adult learning, e-learning

<http://www.vox.no/no/global-meny/English/Basic-skills/>

The BCWL¹⁷ program has been designed specifically at increasing the competence of employees with low levels of education. Through this program, the government wishes to help prevent people being excluded from an increasingly knowledge-based working life and society due to a lack of basic skills in reading, writing, arithmetic and use of ICT. The BCWL program assists adults in improving their basic skills and self-confidence in the workplace. One of the main objectives of the BCWL program is to ensure that adults have access to flexible courses tailored to the needs of the workplace as well as for the individual. A long term objective is to increase both the offer and the demand of basic skills training for adults.

The program was established in 2006 by the Norwegian government. It is funded by the Ministry of Education and Research and the total funding available in 2012 was close to 15 million Euro. Vox, Norwegian Agency for Lifelong Learning, is responsible for the design and the development of tools for the implementation of the program and documentation of its results.

The BWCL program targets working adults who wish to improve their skills in the workplace. Course providers are trained to ensure that the course contents are relevant to the professional development of the workers. According to an evaluation report from 2012, more than 61% of the participants are over the age of 40 and at least 68% only had upper secondary school as their highest completed level of formal education (22% unknown). The majority of the participants in ICT courses are women while men tend to receive more training in the reading and writing courses. However, access to all courses is available to whoever wishes to participate.

The BCWL program, as defined by Vox, considers basic skills to mean literacy (reading and writing), numeracy (everyday mathematics) and ICT skills. All providers must design their courses on the basis of a Framework put in place by Vox. The Framework for Basic Skills for Adults, approved by the Ministry in 2007, establishes national standards for reading and writing, mathematics, ICT skills and oral communication. A description of the competence goals for each of the basic skills is divided into three levels.

- Level 1 comprises the absolute basic skills needed in everyday life
- Level 2 describes the competence needed to complete tasks in the workplace reliably

¹⁷ UNESCO Institute for Lifelong learning – Effective literacy programs data-base (n/d) The Basic Competence in Working Life Programme. At: <http://www.unesco.org/uil/litbase/?menu=15&programme=126>

- Level 3 comprises various skills, multi-tasking and the ability to think critically and work independently.

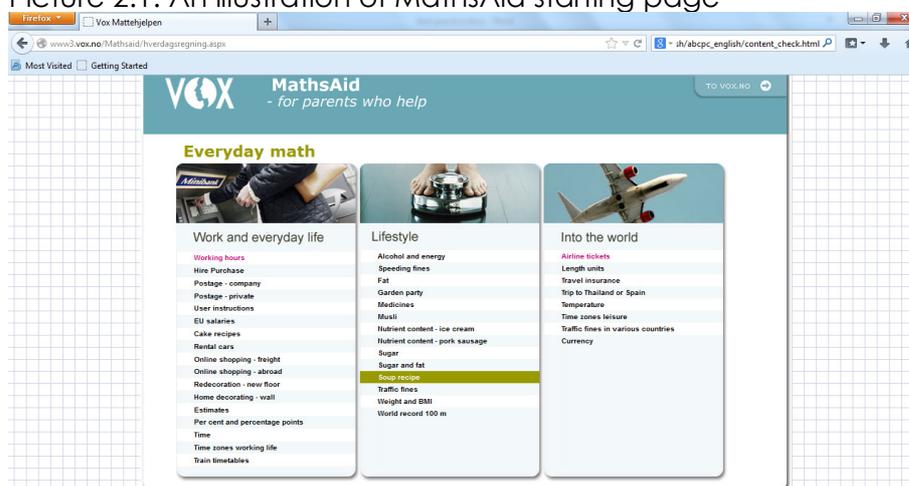
	Literacy	Numeracy	Digital competence	Oral Communication
Level 1.	Basic decoding, reading, writing and spelling skills for everyday life	Minimum competence needed for performing simple mathematical tasks in familiar contexts	Minimum competence needed to utilize public and private services to one's own ends	Covers basic communication in familiar situations like taking messages/asking for help
Level 2.	Coherent, fluent, relatively quick reading and writing skills	Adult responds actively to mathematical information – children's school work up to 4 th form	Independent and competent in using various web-based services	Skills necessary to take active part in communication in familiar topics of personal and professional interest
Level 3.	Skills required for handling various texts found at work and in society generally	Adult independently uses and responds to more complex mathematical information through symbols, graphs, figures	Can exploit potential of new technology independently and actively	Skills necessary for flexible and efficient communication in familiar and unfamiliar situations

Educational tools used by Vox

Maths Aid

A digital learning tool consisting of tasks with topics from adult everyday life. It includes interactive tasks with topics from a variety of arenas including recipes, online shopping, working life and personal economy. The objective

Picture 2.1: An illustration of MathsAid starting page



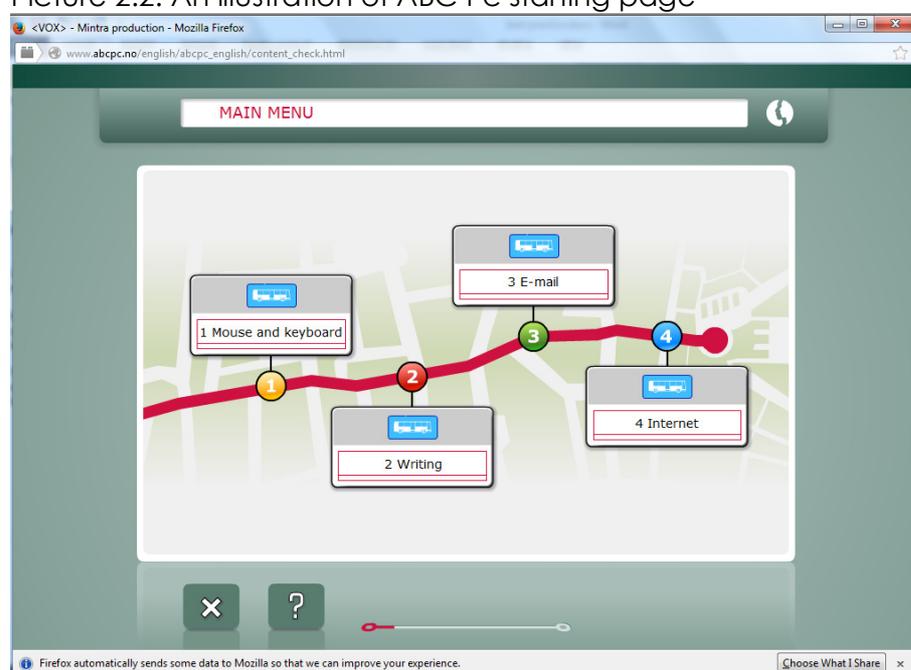
Source: <http://www3.vox.no/Mathsaid/hverdagsregning.aspx>

is to give people an opportunity to refresh their own maths skills and also to improve their ability to help their children with their homework. In addition, the learning tool offers explanation of fundamental rules in maths through animations and different types of calculations.

ABC PC

ABC pc is an interactive training programme for basic PC skills. It comprises the use of mouse and keyboard, writing texts, using the Internet and e-mail. The programme is aimed at adults who want to improve their basic ICT skills. ABC pc is available in Norwegian and English. It is possible to download and translate the resource into other languages.

Picture 2.2: An illustration of ABC Pc starting page



Source: http://www.abcpc.no/english/abcpc_english/content_check.html

InterAct

InterAct is a web-based model based on role play and problem solving. The aim is to motivate learning at work. The activity is relatively short-term (lasting 4 – 6 weeks), giving various learning outcomes and creating a starting point for more learning. The model was developed in an international Leonardo project coordinated by Vox. The objective of the project was to improve basic skills for employees with little formal education and low ICT skills.



Each course is designed individually to meet the needs of the group. The level, length and content vary from course to course. Some courses may be ICT-related, others focus on reading and writing, and there are others which combine these different elements of basic skills. Larger companies will normally organize the courses on site, which not only allows the course to be conveniently located, but has the advantage of avoiding a school-like environment, which some participants appreciate as they may have a negative perception of school.

Impact and Challenges

The number of participants has steadily increased. Since the program was established in 2006, more than 30 000 people have participated. Vox has developed a set of test tools to help measure learning outcomes. Most participants have improved their performance in basic skills and are motivated for further learning. ICT courses proved useful and popular and most of the participants agree that the learning was adapted to their individual needs. In evaluation reports many participants make a point of highlighting some secondary outcomes of the training course such as a boost in self-confidence and making use of new technology to take on new tasks. In addition, individuals report more confidence in meeting challenges in the workplace.

The major challenge noted by participating businesses is motivating and recruiting employees for the courses, especially for reading and writing classes. Measures have been taken to meet these challenges, like the funding of a motivation phase (see above). The problem of reaching sectors of working life that traditionally employ people with low basic skills has been addressed through systematic collaboration with relevant sectorial federations

Ich will lernen (I want to learn)

Agency: German Adult Education Association

Level: national

Key-words: basic skills, adult learning, e-learning

www.ich-will-lernen.de/

This is an Internet portal of the Adult literacy program established in 2004, funded by the German Federal Ministry of Education and Research. The program is for illiterate and semi-literate youths and adults, mostly early school dropouts. It provides basic and secondary level learning in German, mathematics and English as a second language, each at 16 different learning levels (6 for basic literary, 10 for the secondary education course). The program prepares learners for the secondary education certificate. The adult learners are cared for by inclusion of the subjects relevant to them such as labour, human relations, politics, media, nature, public administration and family relations.



Objective

The program endeavours to:

- Create opportunities for illiterate – and often marginalized – youths and adults to continue with their education through e-learning,
- Promote individual educational development by removing the socio-economic and psychological barriers to adult education,
- Empower and increase the employability of the target groups,
- Promote the development of ICT skills among youths and adults through e-learning, and
- Promote self-discipline and development of organizational skills which are central to one's success in distance education.

Approach and methods

The program utilises two approaches – distance education through the e-learning portal supported by online facilitators or group learning at the adult education centres (about 1000 of them spread throughout the country).

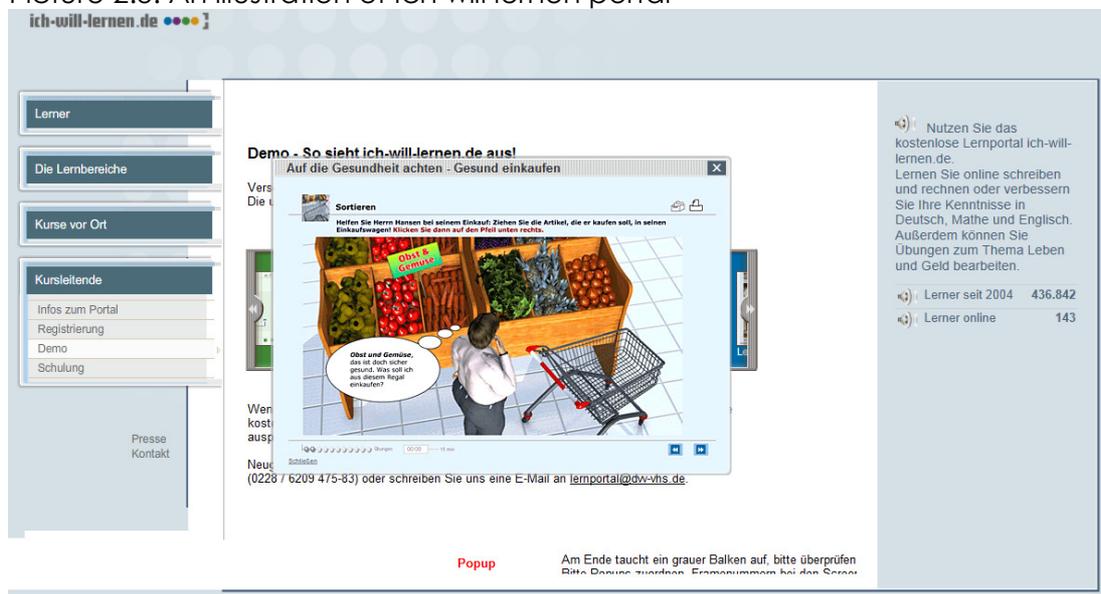
E-learning includes learning packages with interactive reading, writing and mathematical calculation exercises (more than 3 thousand interactive exercises). Interactive exercises are supported by animated audio-visual material.

E-learning portal

The e-learning portal is accustomed version of the Learning Content Management System developed by the Swiss company Avallain to enable an end-to-end online-literacy-learning portal. For the user (front-end interface) was developed as highly intuitive, with as little written text as possible, with as much image and audio support as possible to meet the special requirement of the target groups.

The learners can use the portal anonymously (those not enrolled in literacy courses) and as registered user (officially enrolled in the program) who get on-line tutor support. Given the requirement of the program, apart from the user portal, 3 additional portals were created: for tutors (correcting exercised, giving feedback, (re)arranging individual curricula), for authors (editorial workflow, easy interface for creating and editing exercises) and for administration.

Picture 2.3: An illustration of Ich will lernen portal



Source: <http://www.ich-will-lernen.de/>

Impacts and challenges

According to the Agency, the e-portal is used by about 10.000 users monthly. Besides the online-facilitators who work with anonymous learners more than 1.400 teachers use the programme in their courses. It is considered successful in terms of the dissemination of literacy materials as well as the provision of technical literacy skills training assistance to disadvantaged people. Thus, they consider the e-learning as:

- one of the most effective strategy of dismantling the socio-economic barriers that prevents adults from continuing with their education and hence, creates unlimited educational opportunities for learners,
- economically effective and efficient for both the learners and programme implementers.
- a tool to foster self-discipline among learners,
- highly successful if the professional mentoring is provided and interactive exercises are user friendly in order encourage learners to use the website.



Words and Numbers in Everyday Life

Agency: NALA, Ireland

Level: national

Key-words: basic skills, adult learning, e-learning

<http://www.writtenoff.ie>

NALA is a non-profit independent membership organisation that campaigns for the recognition of the adult literacy issue in Ireland. NALA has been using broadcast media since 2000 to motivate hard-to-reach adult audiences and to provide learning opportunities in a variety of ways to attract the widest audience. To date, NALA has produced nine TV series, totalling 49 hours of primetime TV content which is aired weekly. Since 2000, the number of adults participating in adult education has increased.

In order to meet the needs of the adults participating and motivate people to return to education, the model implemented is a learner-based programme with the opportunity to learn in the privacy of their own home. There are a variety of methods that can be used such as, tutor directed home study, self-directed study, telephone, internet, TV and group sessions. Furthermore, face-to-face courses are available for those who wish to engage personally with their tutor. This array of options for learning allows the participant to create their own approach that is interesting to and suitable for them.

The main goal of this programme is to assist those with literacy difficulties to develop basic skills, knowledge and competency in literacy, numeracy and ICT. An important aspect of this learning process is that each individual creates his/her learning goals and learning style. NALA's objective is to have all learners reach Level 2 accreditation meaning they have gained a good understanding of a given subject and can perform a variety of tasks with supervision. This level is based on building knowledge in relation to a certain subject or an industry in order to be able to work and contribute to society.

The main target groups of this programme are young people above the age of 17 and adults who have difficulties with literacy: adult learners who left school early, those who want to have more confidence in their basic literacy skills, parents who want to improve their literacy skills in order to help their children in school and adults who want to achieve an accreditation award at their own pace.



Learning and Teaching

There are two ways of participating in NALA's learning opportunities:

- an intensive 104-hour residential course targeted at Level 2 (of the National Framework of Qualifications of Ireland) learners. There are two tutors and one group coordinator for each group. In general, this course has between five and 12 students
- a distance learning service which uses broadcast media such as telephones, print, post and ICT support for learning. There is one tutor per learner with one distance learning tutor support worker and one distance tutor coordinator.

Learners are encouraged to express their personal learning needs and interests in order to have a programme that caters to their demands. Together NALA and the student develop a structured individual plan that allows the learner to be fully engaged in his or her programme. The instruction is multi-faceted with face-to-face, one-on-one learning as well as tutor directed home study and independent study, depending on what best meets the needs of the learner. Qualified and experienced adult literacy tutors are recruited as teachers by NALA. Although most have five years or more experience, onsite training is provided for specific learning difficulties or support skills. Because NALA's method is learner-based, the tutor is there to guide the course as needed by the learner.

E-learning/Distance Learning

One of the key objectives of this programme is to make it easier for more adults to develop their literacy skills at their own pace. The distance learning programme provides flexibility for the participant to choose where the learning takes place. In this way, they can learn in a non-threatening environment and can develop a capacity for independence as a learner.

Another interesting aspect to the distance learning service is their television series on adult literacy that airs on RTE One, Ireland's national Public Service Broadcaster (PSB). In 2000, NALA began developing literacy through television with TV series attracting up to 293,000 viewers. Each series featured learners describing how their literacy difficulties affect their lives and included five to ten minutes of didactic learning content. The most recent in the series, *Written Off?*, launched in 2007 which did not include the didactic learning content like the other TV series, followed the lives of eight adult learners as they progress through their learning course. These TV series have been successful as a distance learning tool and showed the benefit, for those who needed it, of returning to education.

In order to monitor the achievements of participants, the course coordinator reviews written records regularly. To evaluate the distance learning programme, all activities are recorded in a central database for easy review. In addition, every year NALA appoints an external evaluation company to conduct a series of interviews with participants to get their feedback on the programme. An evaluation, from April 2008 to the end of July 2008 with 105 participants,



confirmed that this service provides participants with a programme that meets their individual needs; 94 per cent of those interviewed were content with the distance learning service.

E-learning portal: www.writeon.ie

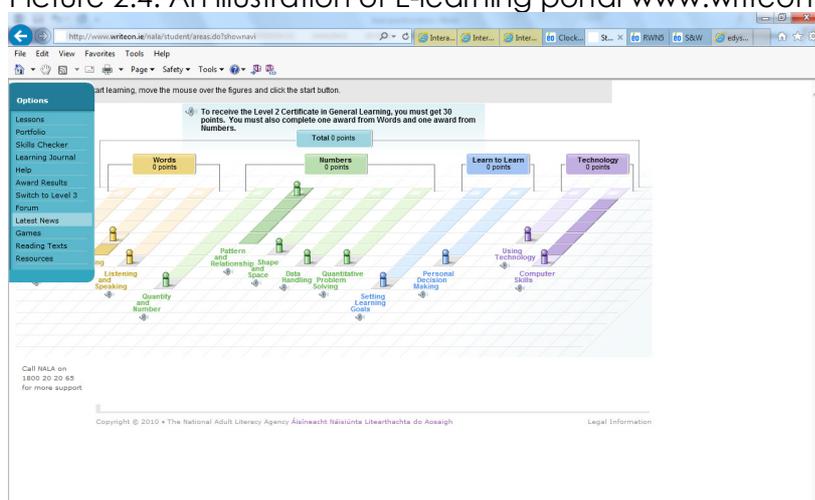
Similar to the “The Ich will lernen”, this program is delivered in two ways, as a distance education through the Internet portal or at the literacy centers with tutors at hand. The areas of learning include reading, writing, listening, quantity and number, using technology, functional mathematics, communications, computer literacy, personal effectiveness, personal and interpersonal skills, internet skills, health and safety awareness, digital media, career preparation and functional mathematics. Additional supports is available in the form of printed materials, online videos, telephone and online tutoring¹⁸.

At the beginning, learner’s skills are assessed across a number of areas and then a learner is prescribed an individual learning plan to improve these areas. At the end of the learning phase, users are presented with an opportunity to have their skills assessed and request a national qualification. Thus the accreditation at this level has been offered in Ireland using the Internet. Accredited learning at Level 2 includes Reading, Writing, Listening and Speaking, Quantity and Number, Pattern and Relationship, Shape and Space, Data Handling, Quantitative Problem Solving, Personal Decision Making, Setting Learning Goals, Using Technology and Computer Skills. At Level 3 these are: Mathematics, Application of Number, Functional Mathematics, Communications, Personal and Interpersonal Skills, Personal Effectiveness, Computer Literacy, Digital Media, Internet Skills, Career Preparation, Health and Safety Awareness and Managing and Personal Finances. Non-accredited learning at level 4 includes: communication, mathematics and digital media technology.

The writeone.ie is also created by Avallain as an accustomed version of the Learning Content Management System developed by the company. It contains portals for learners, teachers, authors of learning materials and administrator. The users first select the level they want to learn at, the area of learning at the level selected and then proceed to self-assessment. Once the assessment is done, the learner gets option to learn the basic skills in the area of his/her interest: family, health, money, sport, technology and work. Apart from learning lessons, the user can do skill assessment and get recommendation on his/her optimal learning levels in each area, keep up a learning journal, portfolio for additional exercises and certification, help, forums, latest news,, games, reading texts and resources. For the Core-vet the resources are extremely useful as they provide a wealth of exercises that can be adopted for the three occupational fields.

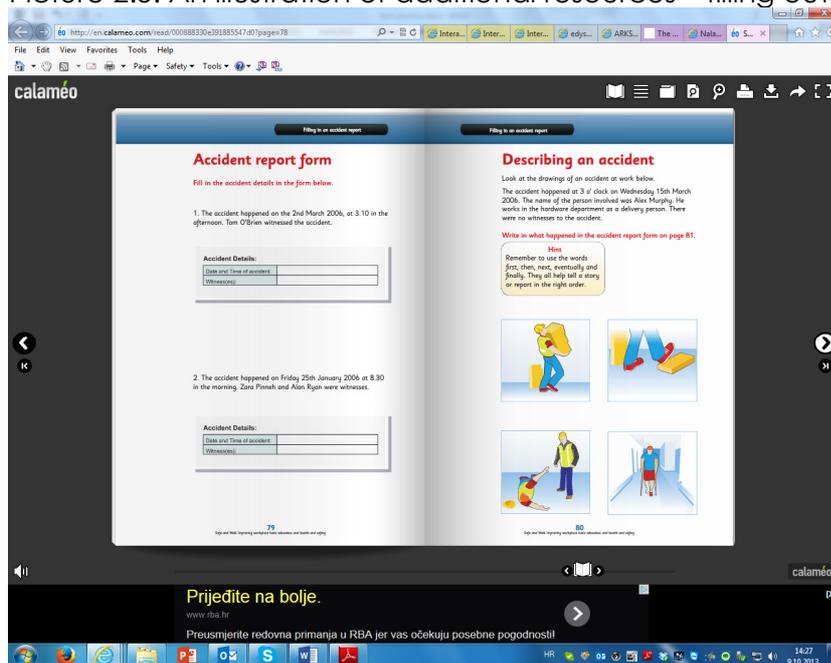
¹⁸ The access is available at <http://resources.writeon.ie/>

Picture 2.4: An illustration of E-learning portal www.writeon.ie



Source: www.writeon.ie/nalla

Picture 2.5: An illustration of additional resources – filling out an accident report form



Source: www.writeon.ie/nalla



Impact

According to participants of this programme, it has proved to be successful in raising self-confidence and self-esteem in the areas of reading, writing and numeracy. 87 per cent of those interviewed said that their confidence had improved after working with a NALA tutor. Learners interviewed felt that they had gained a variety of skills and benefits having undertaken or completed tutoring with NALA's distance learning service. These benefits varied from increased confidence to improved reading and writing skills to an increased desire to learn. The distance learning is a positive and effective method for reaching a wide audience who may otherwise not have access to learning opportunities.

Lessons Learned

- In adult education, in order to keep learners focused and motivated it is important to have a learner-centered approach.
- The use of broadcast media is a satisfactory source of information for the target audience. However, it is important that the content is contemporary and fresh, and continually evolving.
- It is effective to maintain a support network around the TV series in order to keep the participant actively involved.
- TV is a very useful medium of communication and informs the public about the distance learning programme.
- The TV series increased awareness about adult literacy and evoked the challenges and benefits of returning to education.
- The break in the service for the summer months makes it difficult to stay on course, so there should be an option to carry on through the summer holiday.
- A follow-up on callers is necessary to ensure that the materials being used are up-to-date and suitable for them.
- Distance learning, in comparison with other adult learning methods, has also been useful in recruiting male learners due to its private nature. The element of privacy gives the learners an opportunity to take risks and excel in their area of difficulty in a safe and comfortable environment.

This is an on-line platform of the NALA designed to encourage people with reading and writing difficulties to get back into learning and improve their skills. The platform enables learners to learn at their own pace.

DYS2.0 – Train your senses

This is a special game based program for young dyslexic adults aged 16 to 22 and trainers specialised in dyslexia. The purpose of using the learning games is to support the development of vocational skills and life chances of young dyslexic adults and provide a new kind of gaming resources to trainers. This project transferred and improved the successfully completed

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With the support of the Lifelong Learning Programme of the European Union. This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein



GRUNDTVIG project EDysGate completed in 2008. The partners transferred the existing 175 EDysGate games into new languages and new socio-cultural environment, developed nine game configurators and increased the number of games by adding 200 new ones to each language version and by improving learning environment. The games are now available in 6 languages: English, German, Bulgarian, Greek, Czech and Lithuanian.

Objective

Although dyslexia is a widespread among European population and the lifelong continuous training is very supportive in improving writing and reading abilities, the majority of teaching tools and methods are developed for children. Young adults see them as childish and consider them irrelevant. Therefore, the main project objective were to:

- contribute to increased participation in lifelong learning by people with special needs. It provides innovative ICT-based special kind of learning games for young dyslexic adults. Special learning games can help to train specific skills of dyslexic persons. The challenge was and is to provide content that is stimulating and engaging for them.
- help provide young dyslexic adults with training resources to improve defined groups of senses important for their vocational knowledge and competences.
- transfer an innovative practice in dyslexic adult training and improves it.

The use of the learning games support the development of literacy skills of young dyslexic adults, support the development of learning competences and support the self-confidence of young of dyslexic youngsters. They were and will be developed in collaboration with the users; therefore they meet successfully their preferences (design style, kind of games, contexts of game).

Approach and methods

The games, developed in consultation with the national dyslexia associations, were presented at three levels of difficulty and covered 7 areas: auditory discrimination, auditory memory, auditory sequence, visual discrimination, visual memory, visual sequence and spatial position. As in the cases analysed so far, the platform provided self-paced and blended learning environment, as users can play the games anonymously or together with their trainers. The trainers can get a special login to use functionalities such as organisation of groups, checking results, uploading of new games and similar.

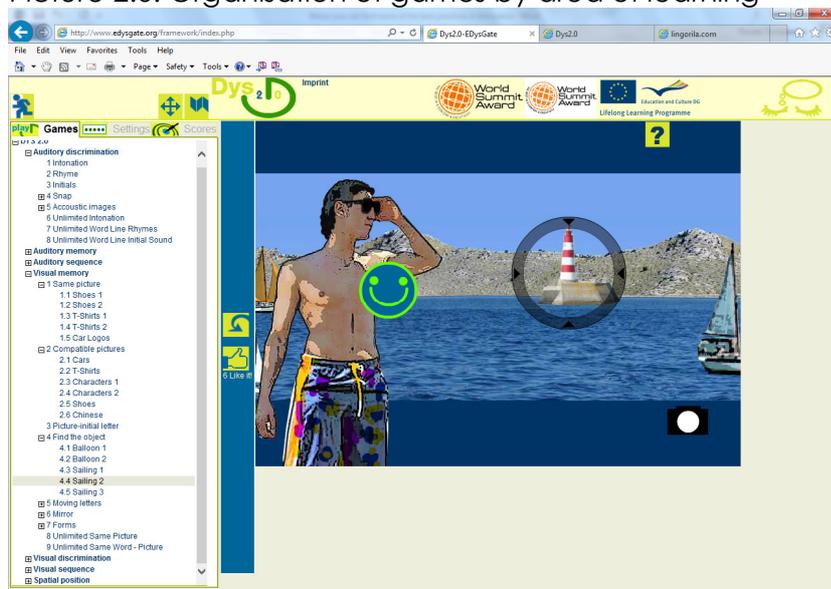
Language wise, games are divided in two groups- neutral games that are language independent and specific games that depend on language. In addition, USB stick was made available for those not having access to Internet or in areas with slow Internet connections.

E-learning portal

To access the game one has to create user name and password. The game section has a menu on the left where users first select one of the six areas with mostly two levels of

subheadings. When clicking on any of the games learners get easy instruction – they can read it and also hear it if they wish, before proceeding. The learners can also keep a game score.

Picture 2.6: Organisation of games by area of learning



Source: www.edysgate.org/framework/index.php

There are also three instruction manuals available in .pdf: Crash course for students on how to play the games, Crash course for trainers on how to use the framework and Guide for trainers on EdysGate Learning games.

3. Country profile and approach to basic skills/adult education

After reviewing the theory and practice in basic skills training in general, this chapter focuses specifically on the three target countries (Croatia, Cyprus, Greece). In line with the study focus on three occupations in tourism and hospitality, the analysis in this chapter is organised by the three countries in terms of the tourism sector profile to gauge the size of the industry and main employment issues, educational approach to basic skills/adult learning to understand the policy framework and, finally, examples of projects related to basic skills training/upgrading.

Croatia

Tourism facts and figures

Croatia¹⁹ has well developed tourism industry, recording 11.8 million tourist arrivals and generating 62.7 million tourist overnights in commercial accommodation in 2012. A majority of overnights is realized by foreign tourists (92%) with Germany, Slovenia, Austria, Italy and Czech Republic being the main foreign markets.

The tourism activity is heavily concentrated in the coastal strip. In 2012, there was 89% of tourist arrivals and 96% of overnights. The tourism activity is also highly seasonal with 76% of arrivals and 86% of overnights recorded from June to September.

In 2012, there were about 805.5 thousand beds available in commercial accommodation, with slightly more than half (54%) in collective accommodation facilities. Among collective accommodation there were 631 hotels with 113.3 thousand beds (14% of all registered beds in commercial accommodation). The rest (46%) was in private accommodation, mostly households.

The tourism and hospitality enterprises are numerous and heterogeneous. There are about 15 thousand enterprises, of which 2 thousands in accommodation sector and the rest in food and beverage. The accommodation enterprises employ, on average, 20 people, while the F&B enterprises are mostly micro in size, with 4 employees on average. In addition, about 50 thousand families are engaged in short-term holiday rentals.

The tourism sector (accommodation and food service) employed directly 47,500 persons (56% are women) in legal entities in 2011 with 64% employed in accommodation and 36% in food and beverages. In addition, there were

¹⁹ Source: Croatian Bureau of Statistics



36,000 persons (52% women) employed in the same activities in enterprises registered as craft and trade.

About 80% of all employed in legal entities in 2011 were between 25 and 55 years of age, followed by 13% of those older than 55 and 7% younger than 25. In terms of education, 54% of those employed in legal entities have secondary school education, 18% are highly skilled/ skilled workers, 12% semiskilled/unskilled and 4% have just basic education. There were only 12% of employees with university or college degree in the sector.

Education and basic skills

The proportion of population having deficiency in basic skills is not known. It is estimated that basic skills lack about 90 thousand Croatian residents (out of the total population of 4.48 million) aged between 15 and 50 who have not completed elementary education and/or have no qualifications. That, so called, indirect literacy is therefore relatively low. Direct literacy, measured through self-reporting and knowledge testing, is not known. However, in neighbouring Slovenia whose school system is very much similar to Croatian, 77% of adults are performing below the EU average in literacy (based on International Literacy Survey in 1998) and it is especially pronounced in older adults and those completing less than four year secondary educational programme.

The Croatian government is committed to life-long learning and, especially, rising the skills and competencies of those with lower educational attainment. To that end the strategy is developed and the Agency for Vocational Education and Training and Adult Education established. The recently approved Croatian Qualification Framework is a major stepping stone to that end, fashioned after the European Qualification Framework. However, the basic skills are vaguely defined in all relevant documents and no special attention was given to defining basic skills of adult population. Government efforts mostly go into assisting those not completing their primary education or not attaining an official qualification to gain certification by going through a condensed program of a primary or vocational school. This program is aimed mostly to unemployed.

However, in spite of the political and institutional support for life-long learning, the proportion of Croatians taking part in adult education is very low. Only about 2 percent of Croatians have participated in formal adult education in 2010. Such low level of participation can be attributed to the lack of state-wide adult education funding scheme and current labour regulations that do not stimulate employers or employees to engage in it. Thus, 61% of those



participating in adult education are paying it from their own funds, while only 18% is funded by employers. In that, tourism and hospitality enterprises are lagging behind, investing in training and development of their employees even less than the average Croatian company.

Project 1: “For a literate Croatia: A way to desirable future”

Justification for inclusion

This project addresses basic education for adults. It shares certain similarities with Core-vet: it is focused on key competencies, including basic skills in reading, numeracy, communication, it involved development of an Adult Basic Education Curriculum and training of educators. However, unlike the Core-vet it is a program focused on completing formal primary education through a condensed program of a primary school leading to a certificate and enabling progress towards lower vocational qualifications. In the context of the Core-vet, the most interesting aspect of this project relates to the definition of basic education.

Aims and objectives

Enabling adults and young people over age of 15 who to:

- complete their basic education
- complete formal qualifications in deficient occupations

Target population

About 91 thousand people aged 15 to 50 without elementary education and professional qualification

Activities

This is a program launched in 2003 by the Croatian government and runs till 2014. Originally, the program was based on a condensed primary school educational plan and/or vocational training for deficient occupations baker, housekeeper, tailor, florist, welder, assistant cook, beekeeper and assistant waiter. The participants were given a learning voucher covering 150 hours of training and were free to choose from a number of certified adult education training centres. Then, in the so called Phase 2 funded partially by the CARDS 2004, the project was reviewed and improved to include more flexible curriculum taking into account the existing knowledge of participants accompanied by a manual for teachers, train the trainer program focusing on provision of a flexible basic skills program to adults and an awareness campaign was mounted to increase participation rate

Lessons learned

Throughout the project it is visible that:

- Investment in people increases possibilities for the employment.
- Higher level of total education strengthen competitiveness on the labour market.



- The availability of education contributes to better social inclusion.
- We understand that better harmonisation of educational system and labour market provides more efficient economy.
- Through the processes of adult education, we have learned that it is necessary to develop special training methods, educate teachers for adult teaching, to develop special teaching materials, to be aware of developing flexible approach of teaching.
- Adult education requires specific teaching materials like text-books, teachers-book and other teaching material.
- It is necessary to develop educational policy for adult learning and LLT.
- We accept different approaches of learning: formal, informal, non - formal education.
- Project (Basic education and vocational training for low skilled learners) enables for 91,000 people in Croatia to complete formal education for all of them who had had less than EQF level 2 and increases their motivation for further education.
- The importance of LLT and adult education is visible throughout the existence of Agency for vocational education and training and adult education.

Technical information about the project:

Implementing body: Ministry of Education and Science

Main partners: National Employment Office, The Adult Education Agency, Delegation of the European Commission to the Republic of Croatia (and Aarhus Technical College, Denmark)

Funding: national government, CARDS 2004

Sources (in English language): n/a

Sources (in Croatian language):

http://www.asoo.hr/UserDocImages/CARDS2004/Revizija%20projekta_%20Za%20Hrvatsku%20Opismenost-%20put%20do%20po%C5%BEeljne%20budu%C4%87nosti.pdf

Project 2: “Customer Care”

Justification for inclusion

This project aims at increasing customer care skills of service employees. Similar to the Core-vet, it focuses on improving customer relationships skills in tourism and hospitality occupations via a printed manual and, in that, the program is focused on a range of basic communication and presentation skills to help employees in meeting guest needs. Unlike Core-vet, it is not made available for self-paced e-learning and it is focused only on basic skills related to presentation and communication.

Aims and objectives

Improving the quality of Croatian tourism through raising the level of service skills and quality by those employed in tourism and hospitality, in particular in housekeeping, reception, travel



agency, tour guiding, animation, administration, sales, waiters/bar attendants, chefs and pastry cooks.

Target population

Seasonal workers

Teachers in tourism and hospitality related subjects and programs

Activities

Within the British Council project Skills@Work this 12 month project starting in 2009 focused on development of manual "Customer care – for tourism and hospitality" for teachers in secondary vocational schools to fill the gap in the available literature and textbook dealing specifically and at the very practical level with the issues of customer care. The project also involved some teacher training for the implementation of the manual. In 2010/2011 the project continued with development of "Customer Care", aimed for employees in tourism and hospitality enterprises, especially those on a seasonal basis as well as those working in tourism info-centres. The booklets were published and distributed through, available for download in .pdf format and an accompanying power point presentation is made available.

Lessons learned

Project Skills@Work is regional project which is part of British Council programme addresses for skills for employability. Zagreb school for Hotel and Tourism was involved in the project together with Sector Council for Tourism and Hospitality and Croatian VET agency and the people from the Tourism and Hospitality Sector.

Visible benefits of the projects are two text-books about customer care:

- Customer care manual for workers in the tourism and hospitality sector and
- Customer care manual for teachers.

Customer care manual for workers in the Tourism and Hospitality Sector is very helpful. It contains a key competences for Tourism and Hospitality Sector. It is applicable for use in all parts of Tourism Industry.

Customer care manual for teachers contains various methods of teaching customer care. It is made for teaching in schools for different professions in tourism. Through different learning and teaching method, students improve their soft skills.

The most valuable benefit of the project is that the customer care has become an important content in curriculum for Tourism and Hospitality.

Technical information about the project:

Implementing body/ies: n/a

Main partners: Vocational Education Training Agency, Ministry of Tourism, Croatian Employers Association

Funding: British Council's project Skills for Employability

Sources (in English language): n/a

Sources (in Croatian language):

<http://www.britishcouncil.hr/hr/projects/projects-skills-for-employability>

<http://www.mint.hr/default.aspx?id=7940>

Greece

Tourism
facts and
figures

The tourist sector²⁰ has a 16.5% contribution to the Greek GDP and 18.4% contribution to total employment. The country's position in the world ranking is 17 according to arrivals (16.4 million visitors), but 29 according to competitiveness. Therefore, there is place for improvement.

There are 9,648 hotels (763,668 beds), with the 2* ones being the majority (4,274) in relation to the other categories. However, if the decade 2000-2012 is examined there is a remarkable increase (324.1%) in the development of the 5* hotels.

Table 3.1: Greek Tourism Basic Figures, 2011

Tourism contribution to GDP	16,5%
Tourism contribution to employment	18,4%
Total employment in tourism	758.300
International tourism receipts	10.5 billion Euros
International tourist arrivals	16.4 million
Average per capita tourism expenditure	639 Euros
Total hotel capacity (hotels)	9.648
Total hotel capacity (beds)	763.668
Share of hotel supply (beds) in Crete, Dodecanese, Macedonia and Central Greece	66%

²⁰ Greek Tourism: Facts & Figures, 2012 Edition, Association of Greek Tourism Enterprises
<http://www.sete.gr/default.php?pname=EllinikosTourismos&la=1>



The number of people working in the tourism industry²¹ is 758,300. Representation of men and women working in hotels is more or less balanced, (45% women, 55% men). As far as the age of professionals working in hotels, there is equal representation (28%) in the age groups 35-44 and 45-54, followed by 25% in the age group 25-34.

As far as the educational level of employees in the industry is concerned, only 16% of hotel employees are university graduates, 45% of people working in hotels have completed senior high school, 38% have completed basic training and/or junior high school.

Education and basic skills

The literacy rate is approximately 94% of the total population aged 15 +. According to UNESCO, literacy rate will reach 100% of the population by 2015. However, the percentage of population aged 24-65 participating in Lifelong Learning in Greece (3%) appears to be well below the European average (9.1%) and the Europe 2020 target (15%). Accordingly, the percentage of low achievers in basic skills in Greece is 27.7%, while the European average lies at 20% and the target for 2020 is <15%.

Such low participation in lifelong learning is mainly due to the absence of a specific legislation pertaining to LLL in Greece. It was only in September 2010 that the Law Nr. 3879/2010 on Lifelong Learning was voted by the Greek Parliament. This law sets the basis for the planning and implementation of a national holistic strategy of lifelong learning and creation of the National Network of Lifelong Learning (NNLL). Since introduction of the National Qualification Framework, the accreditation of LLL programs and outcomes and the overall alignment of Greek LLL policy with the ECVET (European Credit System for Vocational Education and Training) are at an early stage of development. A new Law (Nr. 4093/2012) was recently voted to provide a unified validation and accreditation system for qualifications that would include all forms of education, training and vocational experience. The new law allows for new and more organized training centres, whose offerings will be aligned with the national and European priorities and will facilitate the recognition of all studies.

Education and training

The Organisation of Tourism Education and Training (O.T.E.K) is the specialized Greek state institution that provides education and training for professions in

²¹ Employment in the Tourist Sector, January 2013, Foundation for Economic and Industrial Research <http://www.iobe.gr/media/meletes/Hapasxolisistontouristikotomea.pdf>



for the
tourism
industry

the field of Tourism. The O.T.E.K operates under the supervision of the Ministry of Tourism. Since its founding in 1937, it has supplied the tourism market with over 200,000 professionals.

O.T.E.K provides educational and training programmes for the tourism professions, according to high quality standards, at every level of studies: Secondary technical vocational schools for Hotel and Food & Beverage, post-secondary vocational schools for Hospitality and Catering Operations, Travel Agencies Operations, Culinary Art, and Tour Guides, and Advanced schools of Tourism Education (ASTE).

Many more private colleges and institutions provide full-program studies or short, vocational seminars that relate to hotel and restaurant operations. An indicative list of institutions, include: Hotelier College, Le Mond College, Bar Academy, European College of Tourism Education.

Project 1: “SXOLEIA DEFTERIS EFKAIRIAS/SDE” (SECOND CHANCE SCHOOLS)

Justification for inclusion

Second Chance Schools were developed as an effort to combat the social exclusion of adults who have not finished basic education and do not have the necessary qualifications and skills to adapt to modern vocational requirements. Like Core-vet, the CSs' target is the participants' personal and social development as well as the improvement of their employability. However, unlike Core-vet, the scope of SCs is broader than the hotel and tourism sector.

Aims and objectives

To enable graduates gain a leaving certificate equivalent to that of the Primary and Lower Secondary School leaving certificate. This entitles them to register with Technical Vocational Educational Institutes and post-secondary education schools and to attend certain vocational training courses.

Target population

Young people aged 18 to 30, who have dropped out of school early and have not received a high school diploma.

Activities

The courses last 18 months. Training per week is organized in evening classes and an overall 25 hours curriculum. Learning units include (among others) Greek and English language, basic math, social and environmental training, career guidance.



Lessons learned

More than 17,000 students have successfully finished courses in the 58 SCs that operate in Greece (some of which in prisons). According to the students themselves this kind of school, which is based more on real-life practical knowledge than just book reading is a very successful model of training, which changed the life of people who had lost hope for a better and productive future.

Technical information about the project:

Implementing body/ies: Second Chance Schools are established following a recommendation from the Institute of Continuing Adult Education (IDEKE).

Main partners: local government authorities

Funding: European Social Fund (75%) and Greek Ministries (Education and Employment – 25%)

Sources (in English language):

- European Association for the Education of Adults

<http://www.eaea.org/news.php?aid=17329>

Sources (in Greek language)

- Ιδρυμα Νεολαίας και Δια Βίου Μάθησης <http://www.inedivim.gr/index.php/2012-09-20-12-00-33>

- STEP <http://www.step.gov.gr/item/?id=2>

Project 2: TRAINING OF UNEMPLOYED PEOPLE IN ACCREDITED VOCATIONAL TRAINING CENTERS (PROGRAM “HUMAN RESOURCES DEVELOPMENT 2007-2013”)

Justification for inclusion

This is a national-level program that aims to provide subsidized training in specific tourism-related issues, which were located through research, to a large number of unemployed people, including those who are at risk of social exclusion. The program has the same overall objective as the Core-vet project, that is, to enable unemployed people gain basic skills and improve their chances to find employment with the hotel and tourism sector. Unlike Core-vet, the national program provides payment to participants and ensures the employment of at least 30% of the participants for 3 months.

Aims and objectives

To subsidize the training of unemployed people in tourism-related selected topics and ensure 3-month employment for at least 30% of the total number of participants

Target population

3,600 unemployed people, including women, young people, people at risk of social exclusion (ex-offenders, migrants, poor, homeless, etc.)

Activities



Training will be for 400-800 hours, followed by practice and obligatory employment of 30% of the graduates. Training will be offered in accredited Vocational Training Centers throughout Greece and will cover the following topics:

- organization and administration of hotels and other tourism related businesses
- planning, organization and realization of specialized tourism actions (conference tourism, agro tourism, cultural or athletic tourism, etc.)
- planning, organization and realization of recreational services (excursions, etc.)

Lessons learned

The program is currently running

Technical information about the project:

Implementing body/ies:

The ESF Actions Implementation Authority, which is supervised by the General Secretary for the Management of European Funds of the Ministry of Labour and Social Affairs.

Main partners: Accredited Vocational Training Centers throughout Greece

Funding: European Social Fund and National Authorities funding

Sources (in English language): n/a

Sources (in Greek language)

- Ειδική Υπηρεσία Εφαρμογής <http://www.eyekt.gr/%28S%28i3jrn5vtfov30k25nxnywmfa%29%29/eye/StaticPage.aspx?pagenb=52010>

Project 3: e-CLIENT VIRTUAL SIMULATOR FOR LANGUAGE LEARNING FOR TOURISM PROFESSIONALS

Justification for inclusion

This project aimed to help employees in the Hotel and hospitality industry improve their foreign language skills through an online tool. Similar to Core-vet project aimed to develop an online tool to help low-skilled workers in the Hospitality Industry, communicate more effectively with clients in one or more foreign languages. However, e-Client covers only one of the basic skills, namely the foreign language, addressed by Core-vet.

Aims and objectives

To improve language skills of employees in the Hospitality industry

Target population

The lower skilled workers in the Hospitality Industry, namely Reception staff, Waiters and bar staff



Activities

An online simulation tool using filmed scenarios was developed (in 6 languages). The scenarios were selected and approved by representatives of the industry. The language simulator was based in 'real' situations occurring in restaurants, hotels and bars. The learners had to react to given situation and solve problems in the target language with given prompts to do so. Before the simulation, the students had the opportunity to work through preparation materials, resources and didactic tips that will help them in managing the simulated scene. The training materials also comprised information about good manners in service, cultural specific features of customers, ethics and fundamentals for customer satisfaction.

Lessons learned

The program is currently running

Technical information about the project:

Implementing body/ies: FASE.NET (Spain)

Main partners:

- Eurotechniki Consulting Ltd (Greece)
- Groupement d'Intérêt Public Formation Continue et Insertion professionnelle – Alsace (France)
- Bulgarian Association for Social and Economic Renewal" (BASER) (Bulgaria)
- PNM Language Services (UK)
- kiezküchen ausbildung gGmbH (Germany)

Funding: European Commission, Leonardo da Vinci (EU-Centralised Project)

Sources (in English language):

- ADAM portal http://www.adam-europe.eu/adam/project/view.htm?prj=3820#.UULbpDfi_AM

Sources (in Greek language): n/a

Cyprus

Tourism facts and figures

Cyprus is a developed tourism destination. It attracted a total of 2.39 million visitors in 2011 – an increase of 10 per cent on 2010 – generating revenue of 221 million euro. The British holidaymaker continues to play a vital role in the success of Cypriot tourism, accounting for 1 million visitors to the island – around 43 per cent of the total – in 2011. Russian and German markets are smaller, but are growing in significance, accounting for around 14 per cent and 6 per cent of arrivals respectively during the same period. The

Scandinavian countries, Sweden, Norway and Finland, are also priority markets.²²

Total number of hotels 222, tourist villages and hotel apartments 428, other establishments e.g. guesthouses, hotels without stars, apartments, camping's 829.

Although greatly affected by the financial crisis, in terms of its contribution both to GDP and to employment levels, the Horeca sector in Cyprus remains one of the biggest in the economy as a whole, with a share of 6% and 7.2% respectively in 2010. The sector, with the exception of catering, is traditionally among the best represented sectors in Cyprus. Nevertheless, it has recently experienced extensive dualism of the labour market, followed by a downward trend in both union density and collective bargaining coverage.

Table 3.2: HORECA sector properties in Cyprus

	2000	2009
Number of companies in the sector	N/A	6,892
Source of company data	Business Register	Business Register
Aggregate employment	27,143 persons (2005)	27,710 persons
Male employment	12,250	13,576
Female employment	14,893	14,134
Share of sectoral employment in %	7.8%	7.2%
Source of employment figures	LFS	LFS

It is worth noting from Table 3.1 that, in the context of the interviews we conducted with the social partners, it emerged that both the employers' organisations and also the Union of Hotel and Recreational Establishment Employees of Cyprus (SYXKA/PEO), affiliated to the Pancyprian Federation of Labour (PEO), estimate the levels of employment in the sector to be around 10% of total employment, and not 7.2%. In our view, the disparity between the official statistics and the social partners' estimates may very well be due to the high levels of undeclared employment in the sector, rather than to ignorance of the social partners in this regard. In any case, employment figures as provided by the Statistical Service of Cyprus have a direct effect on union density figures. In the same context, it is important to note that data on union membership, as provided by the Trade Union Registrar at the Department of Labour Relations, in the Ministry of Labour and Social Insurance (MLSI), refer to the total union membership and not to the number of active union members, something that partly explains the discrepancies in official employment

²² <http://www.cyprusprofile.com/en/sectors/tourism> Accessed 3/05/2013

statistics and union membership. Data on the actual number of active union members are not available. (as published at Euro found accessed 3/05/2013)

Education and basic skills The Republic of Cyprus follows a comprehensive Adult Education policy that includes formal, non-formal as well as vocational education and training (Table 3.2). Cyprus promotes lifelong learning through the implementation of measures that boost adult education and by offering access to relevant programmes. The gradual implementation of the national comprehensive Lifelong Learning (LLL) Strategy 2007-2013 has set the national target in terms of the proportion of the adult population participating in education and training for 2020 to 12%.

Table 3.3: Cyprus Education Sector (2009)

Net primary enrolment	99.1%
Net secondary enrolment	95.5%
Gross tertiary enrolment	52.0%
Adult literacy	97.9%

Although Cyprus has made significant progress in terms of supporting lifelong learning opportunities for adult learners, the country has never participated in international adult skills assessments like International Adult Literacy Survey (IALS) or Adult Literacy and Life skills Survey (ALL). Thus, due to the fact the country does not take part in assessments of this type it is impossible to have representative data as far as the issues that are examined in these assessments are concerned. Cyprus participates for the first time in the Programme for the International Assessment of Adult Competencies (PIAAC). However, the results of the PIAAC assessment will be released in October 2013, thus there is no comprehensive data regarding adult competences in Cyprus which could guide this article and make a clear statement in terms of how the Cypriot adults perform and what could be done so as to improve their performance. Also, in relation to the area of transversal skills achievement among adults, it should be mentioned that the country is not currently participating in the Global Entrepreneurship Monitor (GEM), which represents a significant assessment tool for this type of skills and also there are no local surveys as far as transversal skills are concerned.



Project 1: ECVET4Practitioners

Justification for inclusion

The ECVET4Practitioners project aims to facilitate and promote student transnational mobility as a recognised and integrated part of Vocational Education and Training (VET) qualification programmes – in particular within the hospitality sector.

Aims and objectives

ECVET's purpose is to enable recognition of learners' achievements during periods of mobility by creating a structure, bringing a common language, and stimulating exchanges and mutual trust among VET providers across Europe. In the context of international mobility but also mobility within countries, ECVET aims to support recognition of learning outcomes without extending learners' education and training pathways.

Target population

The Vocational education students in the field of Front office and Culinary at entry level positions

Activities

- Transferring, adapting, and valorising the best recommendation and practices accumulated over a long period of experimentation with the ECVET tool to the consortium VET providers and practitioners
- Developing an on-line ECVET4Practitioners training-toolkit with step-by-step instructions and easy to use resources for implementing ECVET mobility within VET institutions across EU
- Creating a transnational team of ECVET practitioners who can provide valuable practical input to national VET institutions in order to valorise the benefits and key principles of the ECVET tool
- Developing and testing the ECVET mobility network in Hospitality with the aim of creating a sustainable mobility network which could later on be expanded to other VET domains and institutions across EU
- Raising awareness, informing and engaging stakeholders (VET practitioners, administrators, learners, employer associations, employee associations, policy makers etc.) regarding the benefits and key principles of the ECVET tool.



Technical information about the project:

Implementing body/ies: Five established VET providers across five EU countries with a total student population exceeding 35,000 and strong links with national and EU VET Associations (EfVET, EVTA, EUproVET) form the core of this consortium. In addition, two associate partners with specialize expertise in Hospitality and Catering will provide valuable industry input and help exploit the ECVET benefits and key principles to the industry both at national and European level.

Main partners: Intercollege , Jyvaskyla College , Horizon College, CDEA. WK college,
Associate Partners : Cyprus Hotel Association and Kenwork

Funding: This project has been funded with support from the European Commission.

Sources (in English language): <http://www.ecvet4practitioners.com/>

Sources (in Greek language): <http://www.ecvet4practitioners.com/>

Project 2: “Women Entrepreneurs in Rural Tourism”

Justification for inclusion

The project is a partnership between eight training institutions and networks from six countries across Europe. The project is supported by the European Union through the Leonardo da Vinci programme, aimed at improving the vocational education systems of Europe.

Aims and objectives

The project aims to meet the needs and build the skills of women entrepreneurs involved in rural tourism and crafts and to improve the quality of training provided by the vocational education sector. The project builds on the findings of a previous project called European Rural Tourism Development (ERTD).

Target population

Women entrepreneurs involved in rural tourism, crafts and food production who wish to enter the sector in order to become economically active and independent and vocational training providers to help women entrepreneurs develop the required business skills e.g. Management, Information Technology and Marketing

Activities

- A needs analysis survey to identify the issues affecting women entrepreneurs in rural tourism, their training needs for business development and the best means of delivering training
- A training package using a variety of innovative learning methods including e-learning
- Pilot and evaluation of the training package involving target groups



- Website for networking and marketing across Europe

Technical information about the project:

Implementing body/ies:

Main partners: Norton Radstock College, UK , Intercollege , Eesti Maaturism, Estonia, Vocational Centre of Parnu County, Estonia, YSAO, Finland , PRISMA, Greece, Association of Cypriot Women, Cyprus, CDEA, Basque Country, Spain

Funding: This project has been funded with support from the European Commission.

Sources (in English language): <http://www.wertedu.eu/>

Sources (in Greek language): <http://www.wertedu.eu/>



4. Needs assessment – employers' perspective (focus groups)

The focus groups with the employees in small and medium size tourism and hospitality enterprises were conducted in Croatia, Cyprus and Greece. The specific objectives were to ascertain:

- what employers consider to be the basic skills
- the extent that their employees are lacking these basic skills
- their readiness/motivation to participate in the basic skill training program.

Subsidiary aim of the focus group was to facilitate contacts with employers that are willing to participate in the training program and to reach potential training program participants.

Methods

The population and sample, data collection process and interview topics are described below.

Population	Employers of: <ul style="list-style-type: none">• micro, small and medium size tourism and hospitality enterprises in Croatia, Cyprus and Greece, as well as• those located within the vicinity of the capital cities in Croatia and Greece (Zagreb and Athens, respectively) and at the seaside for Cyprus.
Sample size	Three focus groups in total, one per country 20 participants in total: 7 in Croatia, 9 in Cyprus, 4 in Greece

Sample structure

Employers were represented by:

- owners or managers of micro, small and medium size hotels,
- owners or managers of restaurants and bars and
- representatives of adult learning centres

Table 4.1: Structure of focus groups participants by country

Type of employers	Country			Total
	Croatia	Cyprus	Greece	
Owners/managers of restaurants and bars	3	3	1	7
Owners/managers of micro/small/medium size hotels	3	3	2	8
Bed&breakfast			1	1
Representative of adult learning centres	1	3		4
Total	7	9	4	20

Data collection

Focus groups were conducted in May 2013.

The average duration of focus groups was about two hours.

Focus groups were guided/moderated by a team member/researcher using a focus group guide as a research instrument, i.e. guideline (available in the Appendix 3).

All focus groups were video typed (available on DVD or USB) and transcripts were done in Greek (for focus groups in Greece and Cyprus) and Croatian (for the focus group in Croatia).

Topics

Focus groups broadly covered the following topics:

- What are the basic skills – how would they define them?
- What basic skills do they expect their employees to poses – what is the bear minimum?
- To what extent their employees (or even those applying to work) poses those skills – what are the gaps?
- Do they think that their employees need basic skills training (writing, reading, mats, second language, learning to learn)?
Some other skills?
- What ideas do they have to improve the basic skills/other skills?
- How to motivate employees to improve their basic skills?

- Would they support their employees in basic skills training?
- If yes, why would they do that? What is their motivation?

The focus group discussion was organized into six parts:

- (1) Introduction
- (2) General profile of employees
- (3) Detecting work-performance problems
- (4) Basic skills definition
- (5) Training motivation and receptiveness
- (6) Conclusion

Data analysis

The analysis is made by the themes and topics specified above.

Remark: The results obtained on the basis of qualitative research, i.e. group discussions focus groups are not necessarily representative and therefore cannot be generalized to the whole population.

Results: Croatia

Understanding working environment

Employees are heterogeneous and, in terms of education, differ greatly across occupations. However, heterogeneity is also noticeable between within the same occupation between different types of establishments. In general, the lowest educational attainments have those in housekeeping and the assistant staff in kitchen. In bar/restaurant and, especially, reception there is a tendency to employ those that have completed secondary education.

When hiring their staff, some experience and personality traits are considered more important than appropriate qualification. However, it is assumed that by the virtue of finishing primary school, a person should possess basic skills.

Training related to the specific tasks (i.e. cooking technique, cleaning chemicals) are organised in-house. For more comprehensive training (i.e. communication skills) employers send staff to specialised short-training courses. In general, training is seen as a cost, both in terms of time and money, and it is not of high priority of managers/owners.

Advancements in the job in all three occupation is rare, and if there are job changes these are more often horizontal than vertical.

Detecting work related problems

An ideal employee has sociable personality, is trustful and responsible, highly motivated, with professional skills and knowledge. The professional knowledge and skills should go beyond his/her primary occupation in order to deliver better service quality.

Reality is different and employers report many problems with their staff. These problems, most often, relate to the timely and professional completion of tasks, promptness, responsiveness and generally positive attitude to work. In that sense, the employers felt comfortable discussing those problems and, in fact, they have discussed all the subsequent issues from the standpoint of them as owners/managers facing the staff-related problems. It was almost impossible to get them to see the staff-related problems from the perspective of their employees, let alone to hone it to the concept of job performance – (basic) skill relationship.

Employers have reported on a number of tasks that their workers struggle with, problems related to team work (mostly along younger – older workers divide), to the lack of self-confidence and tendency to avoid certain tasks. These were all discussed under assumption that the root of these problems might be the lack of certain (basic) skills. While all of those are present evenly among employees (regardless of the occupation or educational attainment), employees readily attribute these difficulties to employee's laziness and/or lack of interest/motivation for the job, lack of experience (i.e. with new staff), strong ego (i.e. unwillingness of older workers to pass on knowledge to younger ones) or unwarranted expectations (most often with younger workers) or lack of ambition. In the same vein, avoidance of tasks (or asking for help) like writing down a message, answering the phone, do certain calculations or fill out a form, keep records or follow product use instructions, is also attributed to an employee being lazy and "forgetful". A hint that this might be due to some other factors, such as lack of certain skills or knowledge, was readily rejected.

Basic skills – understanding and detecting their deficiency

The basic skills required to work in the three occupations are, according to employers, are: resourcefulness, general knowledge, manners, team work, being communicative, kindness, hospitality, smile, trustworthiness. From these it transpires that employers do not have a clear understanding of basic skills and, furthermore, that they are not able to differentiate between skills and personality traits.



The proposition that the reading, writing, simple mathematics are basic skills that their staff might be deficient in is readily rejected. Basic skills are considered to be those reading, writing and numeracy that is learned in the primary school completed by all staff members.

However, basic foreign language and basic computer skills (computer literacy) seem closer to understanding basic skills since employers are able to relate them directly to the jobs that are performed in their enterprises.

Training delivery In general, employers are supportive of life-long learning and involve their staff in training. For simpler tasks the training is held informally, in-house, while for the more complex skills (i.e. communication), employers are sent to a specialised training.

While basic skills training would be accepted by employees (providing that it involves more of a foreign language, ICT and communication skills), they are concerned that workers selected for such training might feel singled out and, thus, to deal with it all have to participate. Training has to be innovative and some computer-aided innovative learning would be very welcomed.

In developing basic skills training the training material as well as the mode of delivery has to take into account generational differences (younger more willing to learn, older likely to resist), gender differences (sensitive to women who are also housekeepers and caretakers at home) and occupational differences.

Employers are more likely to support basic skill training if provided for free. However, the hidden cost for the employer is the time that worker is in training during his/her working hours and one has to be sensitive to this when approaching them for continuous involvement in this project.

Results: Greece

Understanding working environment All participants represented small, mainly family, businesses, which employ from 3 to 35 regular staff members, and additional seasonal personnel. Significant differences were detected regarding the management approach the participants follow for their business, ranging

from the old-fashioned authoritative style to the very open and participative business environment.

There are some common elements among all establishments, such as the demand for teamwork, and the emphasis put on personality traits rather than education or even prior experience.

There is little to no opportunity for career advancement, mainly due to the small business size; however, there is an effort to reward exceptional performance, through bonuses and days off, or opportunities for new skills development.

Training is generally considered as cost and managers/owners prefer to develop their personnel skills on an individual basis and on the job. In some rare cases, and if they see potential in a specific person, they may send him/her to some short, specialized training course.

Detecting work related problems

There were contradictory opinions regarding job performance gaps among the participants. On the one side, there is the belief that if the personnel is given right instructions, good examples and motivation, they will perform well. On the other side, there is the observation that the personnel cannot be enthusiastic after some years in the same position and they tend to get distracted and negative later on in their career.

All participants agreed though that the quality of their personnel and the level of service affect the image of their business. They also agreed that the three occupations under scope are generally underpaid, and therefore often connected to negativity. They have also noted resistance to change, especially among older workers, and communication issues between shifts.

One of the participants noted that some work-related problems, such as reluctance to do certain tasks may exist because of lack of specific skills; she mentioned foreign language skills as an example. The rest of the participants attributed problems to behavioural reasons.

Basic skills – understanding and detecting their deficiency

Basic skills in the meaning of reading, writing, and calculating are taken for granted. None of the participants was willing to discuss this further. Foreign language(s) knowledge and PC literacy are highly desirable, even for the three occupations under scope, which are considered lower level ones.



When asked to describe what basic skills are according to their opinion, all participants concentrated on personality and behavioural characteristics, such as enthusiasm, willingness to work, service orientation, discretion, problem solving ability, honesty, overall understanding of the tourism sector, communication skills, ability to learn, and teamwork.

They also referred to job-specific skills that are considered basic, and which are different from one occupation to another. For instance, the basic skills for the receptionist also include proficiency in at least one foreign language, and PC literacy in order to be able to handle booking software.

Training delivery All participants agreed that training is done mainly in-house, on-the-job, and on a case-to-case basis. Initial training takes mainly the form of non-paid practice with an experienced employee-mentor for around a month. The smaller establishments prefer to hire young people with no prior tourism-related education or experience and guide them themselves into their business climate and standards, while the larger ones usually ask for a tourist school certificate, at least for the receptionist and the chef and then they work on their integration into the rest of the employees' team.

It is worth mentioning that there were contradictory opinions regarding the significance of life-long learning. Some of the participants claimed that it is not needed, since experience helps employees getting better in their job, or that it is mainly up to the person's willingness to learn. Other participants were very supportive to the idea of training throughout a person's career, but were mostly in favour of informal and job-specific learning, rather than paid classroom training.

Results: Cyprus

Understanding working environment One fundamental characteristic of the Cyprus hospitality and tourism industry is the very diverse workforce in terms of nationalities being employed, their relevant or irrelevant educational background and their competence levels. This seasonal work force (mainly summer months) has its unique challenges when it comes to training and development, with language barriers and cultural differences being the predominant areas of contention.

In general it was stated that the problem is not the level or positions being filled, but rather the individual and what they bring with them to the position in terms of education, cultural back-round and enthusiasm that ultimately influences the service outcome. In general however, employers seek to employ individuals that speak the local language, and have at least a secondary or formalized educational background.

A trend from businesses towards wanting employees for these positions to have formal and even higher qualifications has arisen from the interviews.

Detecting work related problems

The degree, to which each position within each subsequent business are different, and the unique issues as well as common problems became apparent during the interviews.

At times the work related problems were the 'employees fault' but a balance of opinion later prevailed taking into consideration the point of view of the employees.

The biggest problems described by the managers/owners were that of diversity related issues and how they influence the overall working atmosphere. Strangely enough there was no real 'blame' on the lack of basic skills causing problems, rather the problem stemming from language barriers and miscommunications.

Overall however the problems were not skill based rather than personality based trait problems. Various assumptions to why these personality traits exist with the predominant were being that of lack of hospitality or tourism education.

Basic skills – understanding and detecting their deficiency

Throughout the interviews all were relatively clear about the definition of basic skills, yet did not agree that reading, writing, and math skills should still be deemed as basic skills, and that more personality traits and higher levels of formal education, skills and competencies be. Also it was made apparent that some could not differentiate between a skill and a trait. It was very obvious the interrelation of competence and skill and the need of clarification as far as the assessment level of a skill.

Nevertheless, they had identified in certain cases concerning foreigners that indeed the fundamentals of reading, writing and mathematics were still an issue.



What also transpired was the lack of know-how on how to detect the specific deficiencies and how to go about training those that needed it. A solution suggested was to hire people that were proficient in basic skills, and steer away from those needing training as it was cost that especially now is not justified. The current economic crisis seems to influence the respondents' opinion on continuous training needs; nevertheless, all agree that staff at any position needs to get orientation training as soon as they get a position.

Training delivery There was a stronger support for all levels of learning from the trainers and educators in the groups. Even though support was also present with the owner/management group it was always with the attachment of “how much is this going to cost us” outlook.

A big part of the discussion was focused on the lack of an official governmental / official system of accreditation of skills, experience and competencies as well as no officially sanctioned work based learning programmes. Also the lack of scope from agencies to push a legal framework around this area was also criticized.

Depending on the position been filled, the appropriate level of training is given. Appropriate being a few days observing someone else all the way up to scheduled training sessions and online training. Whatever the case there seems to be a gap in the approaches and methods adopted by each business.



5. Needs assessment – employees' perspective (survey)

The survey of unskilled and/or semi-skilled employees or those willing to be employed in the three occupational fields was conducted in Croatia, Cyprus and Greece. The specific objective of the survey was to identify the key needs of employees or those willing to be employed in the three occupational fields. Subsidiary aim of the survey was to reach potential training program participants.

Methods

The survey was designed based on the basic skills definition taken over from the “Basic skills Workplace Training” as the “The ability to read and write, as well as to speak a respective language, and to use mathematics (numeracy) at a level necessary to function at work and society in general.” Based on the literature review (Chapter 2) that looked at the skills considered to be the basic skills and the specificities of jobs in tourism and hospitality, the basic skills were defined as: communication in native and foreign languages, reading and writing, maths, ICT, personal and intercultural skills. The inclusion of foreign languages and intercultural skills in particular reflected the needs of work in three occupational areas targeted by the Core-vet. Furthermore, to make it clear for the respondents what is meant by a particular skills, they were further operationalized, i.e. in relation to writing as a ‘writing a resume without help’ or reading as ‘reading and comprehending reports, instructions or forms’.

In assessment of training needs the self-assessment approach was used for two major reason. Firstly, it was considered more practical given that the adult population in particular is averse to the knowledge testing. Secondly, time for the survey administration was extremely limited given that it was implemented mostly at the workplace where employers permitted surveying respondents under the condition that the survey was easy and quick to complete. Nevertheless, as there is a tendency that the skills are rated higher on self-assessment than on knowledge testing, we have try to overcome this by introducing two-fold measure – one was the self-assessment of the abilities to perform task relying on basic skills and the second was a desire to improve those skills.

For all three occupational areas we have used the same survey instrument, as the overview of basic skills theory and practice has shown clearly that the basic skills are the same across the personal, social and vocational dimensions and that they should not be confused with the basic vocational skills. The vocational dimension is important in respect to embedding the training into the context of work or daily life that is the most relevant to participants. Furthermore, the level of upgrading skills can be derived from the focus group discussions and from the experts while restriction in education to specific occupational skills is restricting employee's possibility to gain a more wider or advanced knowledge and career

advancement. Finally, the open-ended question gives a more detailed picture without imposing a predefined set of skills.

The population and sample, data collection method, survey instrument and methods of data analysis are described in detail below.

Population

- (1) Unskilled and/or semi-skilled employees in three occupational fields of tourism industry (reception and front office services, housekeeping services and restaurant and bar services) in:
 - micro, small and medium size tourism and hospitality enterprises in Croatia, Cyprus and Greece, as well as
 - those located within the vicinity of the capital cities in Croatia and Greece (Zagreb and Athens, respectively) and at the seaside for Cyprus
- (2) Unemployed persons wishing an employment in the three occupational fields of tourism industry.

Data collection method

- In order to reach the respondents, three data collection methods were implemented:
- Personal interview (primary method)
 - Self-completion with questionnaires personally distributed to the enterprises and personally collected when filled in
 - On-line data collection via Survey Monkey (the least represented method, for respondents in reception and front offices only)

Survey instrument

The questionnaire (available in the Appendix 4) was designed using the self-assessment approach (rather than knowledge testing), based on thorough literature search related to training need assessment.

Following the adopted self-assessment approach one questionnaire was designed for all three occupational fields.

The questionnaire was structured in four main parts:

- (1) about job and education,
- (2) about work performance at different tasks,
- (3) about the needs for skill improvement, and
- (4) about basic socio-demographics.

Mainly close-ended questions were used with the one exception regarding the specific skill improvement needs. Five-point Likert scale

was used to assess the respondents' assessment of own work performance.

The questionnaire was adapted for self-filling with the instructions how to fill the question accompanying each question.

Respondents recruitment

The survey was conducted in June and July 2013.

Although the respondents' recruitment process slightly differed between the partner countries, the respondents were recruited mainly:

- Within micro, small and medium enterprises whose owners/managers were participating in focus groups, and
- With cooperation of:
 - Hotel and restaurant associations
 - Chamber of Commerce/Chamber of Trades and Crafts
 - Employment Service

Analysis and presentation of results

The survey results are, firstly, presented by country. Following the short description of the respondents' socio-demographics and employment status, the training needs, the intention to participate in a training and the type of training preferred are analysed by the occupational field within each country. Secondly, the main results on the training needs, the intention to participate in a training and the type of training preferred are also analysed by the occupational field, allowing the comparison between the three countries, within each occupational field. The comparison of the results among countries for each occupation is in the Appendix 5, and detailed results by country and occupation are in the Appendix 6.

Results: Croatia

There was a total of 102 questionnaires collected, of which 38% in food & beverages (F&B), 32% in reception/front office and 29% in housekeeping.

Respondents

Gender Women prevailed in the overall sample (73%) reflecting the gender structure of the work-force in hospitality. Women were most represented in housekeeping (all respondents were women), followed by F&B (64%) and reception/front office (58%).

Age	The average age was 37. The youngest were those in the front office/reception (33 years on average with 79% younger than 34). Somewhat older respondents were in housekeeping and F&B (40 and 38 years on average, respectively).
Employment	Respondents were polarised between full-time (56%) and unemployed (39%). The highest rates of employment were in housekeeping (70%) and reception/front office (64%) while 59% of those in F&B were unemployed. There was a low proportion in part time or seasonal employment since tourist activity in the capital city of Zagreb does not have pronounced seasonality.
Work experience	A majority of respondents (70%) has had more than 5 years of experience in their occupations, although almost a quarter of housekeepers did not have any experience, while slightly over a quarter of receptions did have only a year or two experience in their occupations.
Education	The respondents were well educated, with only 18% having completed elementary or two-year vocational school, but it varied greatly across the three occupations: <ul style="list-style-type: none"> • housekeepers were the least educated, with 33% of respondents having completed primary or two-year vocational school • in F&B groups the respondents have mostly completed three or four grade vocational schools (72%) • the best educated were receptionists as 42% had completed tertiary education.
Formal qualification	They were well qualified for the jobs as about two thirds in F&B and reception groups have a formal qualification for the job. The least qualified were those working in housekeeping - every second has an appropriate qualification.
Adult learning participation	The participation in adult learning was low (24% on average), except for receptionists. While 46% in reception/front office group were involved in adult learning classes/course, there was only 13% of those in housekeeping and F&B.

Training needs

The self-assessment of the respondents' level of ability to perform a number of tasks at work is summarised in Table 5.1. The tasks are grouped according to the percentage of those reporting their ability as unsatisfactory (score 1) or poor (score 2).

An ability to perform certain task at work varied across the three occupations:

- Those in reception/front office reported the highest level of competencies, but 36% considered their ability to communicate in foreign languages other than English – mainly German – as unsatisfactory, 18% the ICT, primarily the use of social networks such as Facebook, Tweeter and similar and 15% the ability to make tables and charts using the appropriate software. Some deficiencies (12%) were also reported for maths (counting fractions and percentages).
- Housekeeping was an area where respondents expressed poor or poorer than others performance across a range of skills, in particular the foreign languages (63%, mostly German) and ICT (60% reported poor or no ability at all in making tables and charts using a software). About a third also reported poor ability in English, maths (counting fractions and percentage) and ICT (e-mails, social networks and office technology), followed by writing, reading, communication, spatial orientation and intercultural skills.
- Similar pattern to that of housekeeping, although somewhat less pronounced, was reported by respondents in F&B. The lowest ability is reported for making tables and charts by the use of a software (59%) and for the German mostly, among foreign languages other than English (56%).

Table 5.1: Tasks with unsatisfactory or poor ability to perform by occupation (Croatia)

% of respondents	Reception/front office	Housekeeping	Food and beverages
50 and more	None	- Language: other foreign - ICT: tables and charts using software	- Language: other foreign - ICT: tables and charts using software
25 - 49	- Language: other foreign	- Language: English - Maths: fractions and percentage - ICT: e-mails, social networks, office technology	- Language: English - ICT: e-mails, social networks, social networks, office technology

Table 5.1: continued

% of respondents	Reception/front office	Housekeeping	Food and beverages
10 to 24	<ul style="list-style-type: none"> - Maths: fractions and percentage - ICT: social networks, tables and charts using software 	<ul style="list-style-type: none"> - Writing: resume - Reading: reports, instructions, forms - ICT: Internet search - Communication: engaging in long phone conversations - Personal skills: spatial orientation - Intercultural skills: conversation with people from other cultures 	<ul style="list-style-type: none"> - Writing: resume - Maths: fraction and percentage - Reading: reports, instructions, forms - ICT: Internet search - Communication: engaging in long phone conversations

In contrast to the self-assessment of their skills, more than half of all respondents (59%) would like to improve all of the work-related skills offered in the questionnaire, with great variations between the occupational fields (Table 5.2):

- Among front office/receptionist the skills which they would like to improve mostly reflect the highest level of job complexity, with most wishing to work on their foreign language skills (English and other foreign languages), improve their writing abilities and ICT skills as well as personal, communication and intercultural skills. Improvement in other foreign languages was stated by 91% of respondents, significantly more than in other two occupation groups.
- Those in housekeeping expressed the strongest desire for education, with more than 80% interested in the whole range of skills improvement – English, reading and writing, maths, ICT as well as communication, personal and intercultural skills.
- Respondents in F&B have, in comparison, showed slightly lower interest for skill improvement. More than 80% expressed desire to learn English (95%), improve writing skills and maths as well as ICT (general, use of e-mails and Internet search) and intercultural skills.

Table 5.2: A need for skill improvement by occupation (Croatia)

% of respondents	Reception	Housekeeping	Food and beverages
More than 80	<ul style="list-style-type: none"> - Language: English and other foreign (German, mostly) - ICT: general computer skills (writing, tables, new software) - Writing: reports, letters, instructions - Communication: body language/non-verbal communication, networking - Personal: self-presentation - Intercultural: knowledge of other cultures 	<ul style="list-style-type: none"> - Language: English - ICT: general skills (writing, tables, new software), Internet-search, e-mails, office technology - Writing: reports, letters, instructions - Maths: basic to understand invoices, tables, diagrams - Reading: documents, reports, instructions - Communication: public speaking, networking, group discussion, non-verbal communication/body language - Personal: self-presentation - Intercultural: knowledge of other cultures 	<ul style="list-style-type: none"> - Language: English - ICT: general skills (writing, tables, new software), e-mails, Internet-search - Writing: reports, letters, instructions - Maths: basic to understand invoices, tables, diagrams - Intercultural: knowledge of other cultures
70 to 79	<ul style="list-style-type: none"> - Maths: basic to understand invoices, tables, diagrams - Reading: documents, reports, instructions - Communication: public speaking/group discussion - Personal: time management, team-work 	<ul style="list-style-type: none"> - ICT: use of social networks - Personal: time management, team-work, spatial orientation 	<ul style="list-style-type: none"> - Language: others foreign (German, mostly) - Reading: documents, reports, instructions - Communication: public speaking/group discussion, networking - Personal: self-presentation, team-work, time management
40 - 70	<ul style="list-style-type: none"> - ICT: Internet-search, e-mails, social networks, office technology - Personal: spatial orientation Language: Croatian 	<ul style="list-style-type: none"> - Language: Croatian, others foreign (German, mostly) 	<ul style="list-style-type: none"> - Language: Croatian - ICT: social networks, office technology - Communication: non-verbal communication/body language - Personal: spatial orientation

Responses to a similar open ended question on the specific skills that the respondents would like to learn revealed similar patterns:

- The foreign languages in general, and English, German, Italian, Spanish and French in particular, followed by computer and communication skills were the skills most desired to improve by all respondents.
- Receptionists focused on foreign languages in general, computer and communication skills.
- Housekeepers' need was concentrated in few areas only: foreign language, specifically English, German and French and computer skills.
- Those in F&B expressed the greatest diversity of skills to improve, starting with foreign languages, specifically English, but also German, Italian, French and Spanish, computer skills and food preparation knowledge as a vocational skill.

Course participation and delivery

A vast majority (80%) of respondents would like to take a free of charge course in skills improvement, but about one fourth of housekeepers only if this is provided within working hours (Table 5.3).

Table 5.3: Intention to participate in a course by occupation (Croatia)

If a training is provided to improve your skills free of charge, would you participate in it?	Total	Reception/ Front office	House keeping	Food and beverage
		%		
1. Yes, I would in any case	80.4	87.9	70.0	82.1
2. Yes, I would, but only within my working hours	16.7	12.1	26.7	12.8
3. No, I would not	2.9	0.0	3.3	5.1
Total	100.0	100.0	100.0	100.0

In terms of delivery, classical classroom teaching is preferred by most of the respondents in all three groups, with e-learning with a trainer assistance preferred by a quarter of receptionist group and about a fifth of F&B respondents (Table 5.4). Among the housekeeping respondents the second preferred type of training is e-learning at their own pace.

Table 5.4: Type of training preferred by occupation (Croatia)

What type of training would you prefer?	Total	Reception/ Front office	House keeping	Food and beverage
		%		
1. Classical classroom teaching	63.6	57.6	58.6	73.0
2. Learning via computer (e-learning) with teacher's assistance	22.2	27.3	17.2	21.6
3. Learning via computer (e-learning) at my own pace	12.1	12.1	24.1	2.7
4. Something else	2.0	3.0	0.0	2.7
Total	100.0	100.0	100.0	100.0

Results: Greece

There were 80 questionnaires in total completed in Greece (response rate of 89%), of which about the same in front office/reception (34 or 42%) and F&B (30 or 38%) and less in housekeeping (16 or 20%).

Respondents

- Gender** Women prevailed in the sample (55%), but the gender division was more balanced in comparison to Croatian sample. Females made 65, 88 and 27% of reception, housekeeping and F&B respondents' group, respectively.
- Age** The average age was 38. The youngest respondents worked in front office/reception (37 years on average) where 44% were younger than 34. Older respondents prevailed in housekeeping and F&B (39 years old on average).
- Employment** In terms of employment status, only 13% were in full and further 4% in part-time employment, with a vast majority declaring themselves to be in some other employment status (81%). Unlike in the Croatian sample, the unemployed respondents were minimally presented in the sample.
- Work experience** A majority (81%) has had more than 5 years of experience in their occupations, although about 25% of housekeepers had up to 4 years of experience.
- Education** On average, the respondents were well educated, with only 5% having completed a two-year vocational school, and there was no one with just elementary school education but, in contrast to Croatia, none has completed tertiary education. The three occupations varied greatly in terms of respondents' education:

- 18% of those in housekeeping completed two-year vocational school with no one in reception/front office.
- majority of respondents in housekeeping (63%) and F&B (70%) completed three or four year vocational school.
- 62% of those in reception completed high schools (gymnasium, art or similar).

Formal qualification Most of the respondents in front office/reception had a formal qualification for the job (82%), but only so 43% in F&B and 31% in housekeeping.

Adult learning participation While 62% in reception/front office were involved in adult learning classes/course, only 30% in F&B and 19% in housekeeping have done so.

Training needs

The self-assessment of the respondents' level of ability to perform a number of tasks at work is summarised in Table 5.5. The tasks are grouped according to the percentage of those reporting their ability as unsatisfactory (score 1) or poor (score 2).

The lowest level of ability in the overall sample was reported for speaking other foreign languages, mostly German, and making tables and graphs using the appropriate software. Interestingly, the ability to count fractions and percentages was assessed almost identically in all three groups (32, 31 and 30% in reception, housekeeping and F&B, respectively).

Skills self-assessment (measured as an ability to perform certain task at work) varied across the three occupations:

- Those in reception/front office reported the highest level of ability to do each of the listed tasks. Nevertheless, although lower than in the other two groups they reported deficiency (47%) in maths (counting fractions and percentages), ICT skills (32% for making tables and graphs) and foreign language other than English (32%), mostly German.
- The highest level of unsatisfactory or poor ability to perform tasks was assessed in housekeeping. The high level of deficiency was reported for a number of skills (languages, maths, a range of ICT skills but also for some communication and intercultural skills).
- In F&B the results were similar to that of housekeeping in terms of foreign languages and some ICT skills (making graphs and tables), although less pronounced, but they

have reported a higher level of skills than those in housekeeping in other areas, especially in English and other ICT skills.

Table 5.5: Tasks with unsatisfactory or poor ability to perform by occupation (Greece)

% of respondents	Reception	Housekeeping	Food and beverages
50 and more	None	<ul style="list-style-type: none"> - Languages: other foreign languages (mostly German), English - ICT: tables and charts using software, e-mails, Internet search, social networks, office technology - Communication: engaging in a long phone conversation - Intercultural skills: conversation with people from other cultures 	<ul style="list-style-type: none"> - Languages: other foreign languages (mostly German) - ICT: tables and charts using software
25 - 49	<ul style="list-style-type: none"> - Languages: other foreign languages (mostly German) - Maths: fraction and percentages - ICT: tables and charts using software 	<ul style="list-style-type: none"> - Maths: fraction and percentages - Writing: resume 	<ul style="list-style-type: none"> - ICT: social networks - Maths: fraction and percentages - Communication: engaging in a long phone conversation - Intercultural skills: conversation with people from other cultures
10 to 24	<ul style="list-style-type: none"> - ICT: social networks 	<ul style="list-style-type: none"> - Languages: local (Greek) - Reading: reports, instructions, forms - Personal skills: spatial orientation 	<ul style="list-style-type: none"> - Languages: English, local (Greek) - Writing: resume - ICT: e-mails, Internet search, office technology - Reading: reports, instructions, forms - Communication: talking to supervisors - Personal skills: spatial orientation

In general, every second respondent (46%) would like to improve some of the work-related skills. The lower interest for skill improvement was observed in reception/front office where 50%

or more respondents expressed interest to improve 10 out of 19 skills. In housekeeping and F&B the interest to improve each of 19 skills was at least 56 and 53%, respectively. There are great variations among the occupational fields (Table 5.6):

- Among front office/receptionist most would like to improve their intercultural skills (88%), followed by work on their foreign language skills and ICT skills, reflecting the higher level of their job complexity.
- In housekeeping more than 80% of respondents expressed desire to learn about other cultures and improve English languages (94%, the highest level among the three groups), networking and personal skills.
- In contrast to Croatian sample, respondents in F&B have the highest interest for skill improvement, with more than 80% expressing interest in the whole range of skills - foreign languages, ICT skills, writing skills, mathematics, and communication and intercultural skills.

Table 5.6: A need for skill improvement by occupation (Greece)

% of respondents	Reception	Housekeeping	Food and beverages
More than 80	- Intercultural: knowledge of other cultures	- Language: English - Communication: networking - Personal: time management, self-presentation - Intercultural: knowledge of other cultures	- Language: English, others foreign - ICT: general skills (writing, tables, new software), Internet search - Writing: reports, letters, instructions - Mathematics (basic for understanding invoices, tables) - Communication: networking - Intercultural: knowledge of other cultures
70 to 79	- Language: other foreign - ICT: general skills (writing, tables, new software)	- ICT: general skills (writing, tables, new software) - Mathematics (basic for understanding invoices, tables)	- Language: local (Greek) - ICT: office technology use - Reading (for understanding documents, instructions) - Communication: talk in public/group discussion - Personal: time management, team-work, self-presentation

Table 5.6: cont.

% of respondents	Reception	Housekeeping	Food and beverages
40 - 70%	<ul style="list-style-type: none"> - Language: English - ICT: internet search, social networks - Writing: reports, letters, instructions - Mathematics (basic for understanding invoices, tables) - Communication: body-language/non-verbal communication, talk in public/group discussion, networking - Personal: time management, team work, self-presentation 	<ul style="list-style-type: none"> - Language: other foreign, Greek - ICT: Internet search, e-mails, office technology use, social networks - Writing: reports, letters, instructions - Reading (for understanding documents, instructions) - Communication: talk in public/group discussion, body language/non-verbal communication - Personal: team work, spatial orientation 	<ul style="list-style-type: none"> - ICT: e-mails, social networks - Personal: spatial orientation - Communication: body language/non-verbal communication
Up to 39%	<ul style="list-style-type: none"> - Language: Greek - Reading (for understanding documents, instructions) - ICT: e-mails, office technology - Personal: spatial orientation 	None	None

Responses to a similar open ended question on the specific skills that the respondents would like to learn revealed similar patterns:

- The foreign languages in general and computer skills were the skills stated as those most desired to improve by all respondents. The diversity of the skills was lower in comparison to the Croatian sample.
- Receptionists focused on foreign languages in general (41%), and particularly Italian and French, and computer, communication and personal/organizational skills.
- Housekeepers' need was concentrated in three areas: vocational skills, foreign language in general and computer skills.
- Those in F&B put on the first place computer skills, followed by foreign languages in general and English in particular, and communication skills.

Course participation and delivery

A majority (69%) of respondents would like to take a free of charge course in skills improvement, but there is a relatively large proportion of receptionists and F&B (34 and 31% respectively) and 19% of housekeepers that would take it only if it is provided within working hours (Table 5.7).

This is just the opposite to the Croatian patterns of response, where housekeepers were more inclined to restrict the education to working hours.

Table 5.7: Intention to participate in a course by occupation (Greece)

If a training is provided to improve your skills free of charge, would you participate in it?	Total	Reception/ Front office	House keeping	Food and beverage
		%		
1. Yes, I would in any case	68.8	62.5	81.3	69.0
2. Yes, I would, but only within my working hours	29.9	34.4	18.8	31.0
3. No, I would not	1.3	3.1	0.0	0.0
Total	100.0	100.0	100.0	100.0

In terms of delivery, traditional classroom style teaching would be preferred by all: 63% of receptionist, 69% of F&B and 81% of housekeepers (Table 5.8). About one third of receptionists and F&B and 19% of housekeepers would prefer e-learning with trainer support. This is somewhat higher than in Croatia.

Table 5.8: Type of training preferred by occupation (Greece)

What type of training would you prefer?	Total	Reception/ Front office	House keeping	Food and beverage
		%		
1. Classical classroom teaching	68.8	62.5	81.3	69.0
2. Learning via computer (e-learning) with teacher's assistance	29.9	34.4	18.8	31.0
3. Learning via computer (e-learning) at my own pace	1.3	3.1	0.0	0.0
4. Something else	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0

Results: Cyprus

There was a total of 62 surveys completed (response rate of 69%), of which 45% in food & beverages (F&B), 32% in housekeeping and 23% in reception/front office.

Respondents

Gender Women prevailed in the overall sample (57%). As in the Croatian sample, all respondents in housekeeping were females. There was an even split between females and males in the reception, while there were more males in F&B (71%).

Age	The Cyprus respondents were in comparison to Greece and Croatia the oldest ones – the average age was 42 years. The youngest respondents work in front office/reception (36 years on average) where 64% were younger than 34. In F&B there was relatively even distribution in terms of age, with the average age of 40 years. Mid to older employees prevailed in housekeeping (40% of respondents were 55 years or older), where the average age was 51 years.
Employment	Most respondents (76%) were full time employed, while about 13% were employed as seasonal workers and a further 7 % were part time employed. The seasonal employment was more pronounced in housekeeping (20%), while 14% of the receptionists were unemployed.
Work experience	A majority (82%) of respondents has had more than 5 years of experience in their occupations, although it varied across occupations, with 36% of receptions, 21% of F&B and no one in housekeeping having less than 5 years of experience, reflecting their age structure.
Education	In terms of education, the Cyprus sample is similar to that of Greece, as none have completed tertiary education, but also similar to Croatia, as 26% had two-year vocational school or lower education. It varied greatly across the three occupations: <ul style="list-style-type: none"> • 30% of respondents in housekeeping completed only primary education and further 20% two-year vocational school • in F&B 68% had completed three or four year vocational school • every second respondent in reception completed four year vocational or high school.
Formal qualification	Opposite to the Greek and Croatian samples, the majority of respondents (63%) did not have the appropriate qualification for the jobs. Only 15% of housekeepers, 43% of receptionist and 50% of F&B were appropriately qualified.
Adult learning participation	While 57% in reception/front office and 54% in F&B were involved in adult learning classes/course, only 20% in housekeeping have done so.

Training needs

The self-assessment of the respondents' level of ability to perform a number of tasks at work is summarised in Table 5.9. The tasks are grouped according to the percentage of those reporting their ability as unsatisfactory (score 1) or poor (score 2).

Similar to Greek respondents, the lowest level of ability in the overall sample was reported for speaking other foreign languages and making tables and graphs using the appropriate software. There were great variations among the three occupations:

- Those in reception/front office reported the highest level of competencies, but some deficiency in foreign language apart from English (36%) and ICT skills, primarily those regarding the ability to make tables and graphs using the appropriate software (36%) and communicate via social networks (29%).
- The highest level of deficiencies overall was reported in housekeeping. Housekeepers reported the highest deficiency (more than 50% of respondents) in languages (English and other foreign), all ICT skills and communication skill regarding long phone conversations.
- In F&B the foreign language other than English and communication skill regarding long phone conversation were considered insufficient by 50% of respondents or more. Some deficiency was also reported in writing skills, maths, ICT skills and personal and intercultural skills.

Table 5.9: Tasks with unsatisfactory or poor ability to perform by occupation (Cyprus)

% of respondents	Reception	Housekeeping	Food and beverages
50 and more	None	<ul style="list-style-type: none"> - Language: English and other foreign languages - ICT: tables and charts using software, e-mails, Internet search, social networks, office technology - Communication: engaging in long phone conversations 	<ul style="list-style-type: none"> - Language: other foreign languages - Communication: engaging in long phone conversations
25 - 49	<ul style="list-style-type: none"> - Language: other foreign - ICT: tables and charts using software, social networks 	<ul style="list-style-type: none"> - Writing: resumes - Personal skills: spatial orientation - Intercultural skills: conversation with people from other cultures 	<ul style="list-style-type: none"> - Writing: resumes - ICT: e-mails, Internet search, social networks - Maths: tables and charts using software - Personal skills: spatial orientation -

Table 5.9: Tasks with unsatisfactory or poor ability to perform by occupation (Cyprus)

% of respondents	Reception	Housekeeping	Food and beverages
25 - 49	-	-	- Intercultural skills: conversation with people from other cultures
10 to 24	<ul style="list-style-type: none"> - Language: English - Writing: resumes - Maths: fraction and percentages - ICT: e-mails, office technology - Communication: engaging in a long phone conversations - Personal skills: spatial orientation - Intercultural skills: conversation with people from other cultures 	<ul style="list-style-type: none"> - Languages: local (Greek) - Maths: fraction and percentages - Communication: talking to supervisors - Reading: reports, instruction, forms - Personal skills: feeling equal team member 	<ul style="list-style-type: none"> - Languages: local (Greek), English - ICT: office technology

Overall, more than half (58%) of the respondents would like to improve some of the work-related skills. The highest interest for skill improvement, regardless of their highest level of education, was observed in reception/front office where at least 64% of respondents expressed interest to improve each of the listed skills. There are great variations among the occupational fields (Table 5.10):

- Even though with the high proportion of well educated, the high proportion of receptionists expressed desire to improve 13 out of 19 listed skills, ranging from writing and maths, foreign languages, ICT skills and a range of communication and personal skills.
- Even though lacking formal education, housekeepers have not expressed such a pronounced desire for further education, except for the English language and the ability to talk in public. Still, a large proportion would like to improve their reading ability, basic maths and personal and networking skills.
- Surprisingly, respondents in F&B have, in comparison, showed modest interest for skill improvement, with more than 80% expressing desire to learn foreign language other than English only, while 70 to 80% wishing to improve their English, ICT, maths and intercultural skills.

Table 5.10: A need for skill improvements by occupation (Cyprus)

% of respondents	Reception	Housekeeping	Food and beverages
80 and more	<ul style="list-style-type: none"> - Language: English, others foreign - ICT: general skills (writing, tables, new software), Internet search, e-mails - Writing: reports, letters, instructions - Mathematics (basic for understanding invoices, tables) - Communication: networking, body language/non-verbal communication - Personal: time management, team work, self-presentation, spatial orientation 	<ul style="list-style-type: none"> - Language: English - Communication: talk in public/group discussion 	<ul style="list-style-type: none"> - Language: other foreign
70 to 79	<ul style="list-style-type: none"> - ICT: office technology use, social networks - Reading (for understanding documents, instructions) - Communication: talk in public/group discussion - Intercultural: knowledge of other cultures 	<ul style="list-style-type: none"> - Language: other foreign - ICT: internet search - Mathematics (basic for understanding invoices, tables) - Reading (for understanding documents, instructions) - Communication: networking - Personal: team work, self-presentation 	<ul style="list-style-type: none"> - Language: English - ICT: general skills (writing, tables, new software) - Mathematics (basic for understanding invoices, tables) - Intercultural: knowledge of other cultures
40 - 69%	<ul style="list-style-type: none"> - Language: local (Greek) 	<ul style="list-style-type: none"> - Language: other foreign, local (Greek) - ICT: general skills (writing, tables, new software), e-mails, social networks, office technology use - Writing: reports, letters, instructions - Communication: body language/non-verbal communication 	<ul style="list-style-type: none"> - Language: local (Greek) - ICT: Internet search, e-mails, social networks, use of office technology - Writing: reports, letters, instructions - Reading (for understanding documents, instructions)

Table 5.10: cont.

% of respondents	Reception	Housekeeping	Food and beverages
40 - 69%	-	<ul style="list-style-type: none"> - Personal: time management, spatial orientation - Intercultural: knowledge of other cultures 	<ul style="list-style-type: none"> - Communication: talk in public/group discussion, networking, body language/non-verbal communication - Personal: time management, team work, self-presentation, spatial orientation

Responses to a similar open ended question on the specific skills that the respondents would like to learn revealed similar patterns:

- Receptionists focused on foreign languages in general (46%), computer skills and personal/organizational skills.
- Housekeepers' focused on foreign languages almost exclusively - foreign languages in general and English and German in particular. Computer skills were also mentioned, although with lower frequency.
- Those in F&B put on the first place foreign languages in general, followed by improvement of personal/organizational skills and knowledge of other cultures. They also stated some vocational skills as well.

Course participation and delivery

About two thirds (65%) of respondents would like to take a free of charge course in skills improvement (Table 5.11). All receptions and 68% of F&B would take a course in any case, but 60% of housekeepers would do so only if this is provided within working hours.

Table 5.11: Intention to participate in a course by occupation (Cyprus)

If a training is provided to improve your skills free of charge, would you participate in it?	Total	Reception/ Front office	House keeping	Food and beverage
	%			
1. Yes, I would in any case	64.5	100.0	35.0	67.9
2. Yes, I would, but only within my working hours	32.3	0.0	60.0	28.6
3. No, I would not	3.2	0.0	5.0	3.6
Total	100.0	100.0	100.0	100.0

In terms of delivery, traditional classroom style teaching or e-learning with trainers' assistance would be preferred by 97% (Table 5.12). However, all receptionists and two thirds of F&B

showed preference for the classical classroom teaching approach. Surprisingly, housekeepers showed a preference for trainer assisted e-learning (60%).

Table 5.12: Type of training preferred by occupation (Cyprus)

What type of training would you prefer?	Total	%		
		Reception/ Front office	House keeping	Food and beverage
1. Classical classroom teaching	64.5	100.0	35.0	67.9
2. Learning via computer (e-learning) with teacher's assistance	32.3	0.0	60.0	28.6
3. Learning via computer (e-learning) at my own pace	3.2	0.0	5.0	3.6
4. Something else	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0



6. Conclusions and implications on transferability

This section summarises the main themes and points of the previous chapters and presents the rationale for the approach to the development of Core-vet training materials. The Core-vet project is concerned with basic skills training of people working or wishing to work in three occupational area in tourism and hospitality: reception/front office, housekeeping and bar/restaurants. The basic of the Core-vet is the “Basic skills for work”, a former LdV project completed in 2006, by a consortium led by BEST, Austria.

In spite of the improvement of educational level of the European population, it is estimated that about 75 millions of Europeans are deficient in basic skills that is, lacking in reading, writing and numeracy skills needed to function at work or society in general. The scope of the problem became evident in late 1990s with the results of trans-national IALS survey of adult literacy. The survey results were at odds with the prevailing public opinion based on the premise that the one is literate by the virtue of completing primary education. Thus, the measure of that indirect literacy (proportion of those without primary education) was gradually replaced by direct assessment.

The causes of basic skills deficiencies are manifold, but can be grouped in two broad categories. One relates to the process of basic skills attainment, maintenance and improvement. The other has to do with the increased complexity of working and daily life. Many of those affected by the basic skills deficiencies are at the lower end of educational attainments, unemployed or working in manual occupations. Many jobs in tourism and hospitality, especially in housekeeping and food/beverages are considered to be at the lower end of job complexity and, therefore, people employed in these jobs are likely to be at the risk of losing basic skills. At the same time, the life and work is becoming more complex leading to redefining of the basic skills needed for satisfactory functioning, so that the notion of basic skills transcendent the writing, reading and numeracy.

In response to the magnitude of the problem some European countries and, finally, the European Commission launched policy to tackle the problems of basic skills. These programs were reviewed in this report, in particular that of Ireland, Norway and Germany. The analysis showed that the areas of basic skills differ slightly from country to country.

Implications/
Recommendations
#1:

After thorough analysis of the national programs and the approach adopted by the “Basic skills for work” in the context of specific demands of work in the three target occupations of the Core-vet, it is recommended that the Core-vet:

- starts from the widely accepted definition of basic skills as reading, writing and numeracy

- innovate/add value in terms of expanding the notion of basic skills to reflect the current understanding of basic skills and specific demand of work in tourism (reception/front office, housekeeping, food/beverages) to include also the ICT, personal and social skills and foreign language

While there is somewhat diverging practice in defining the scope of basic skills, there is an agreement in the literature regarding the teaching approaches. A respect for the adult status of learners is a paramount and, since adult with basic skills deficiencies lack self-confidence, often feel shame or embarrassment of their poor learning abilities, and harbour negative self-perceptions, program have to cater just as much for the skill improvement as for the building of self-confidence. Thus, the successful adult literacy programs have following in common:

- they are learners centered and focused on learning process rather than instruction with an aim to prepare learners for life of learning, not terminal, end of learning examination
- they start from identifying strengths and weaknesses of a learner and develop programs that build on the individual's strengths while addressing their literacy problems, as it seems that the deficit model (identifying learner's weaknesses in order to develop a customised learning plan) often reinforces feeling of failure experience by learners when they attended school
- they respect the adult status of the learners and never use methods and materials developed for children
- they provide for the acquisition of skills in a range of contexts that meet the motivation and interest of learners and have high expectations of learners' achievements
- they make learners active participants of the learning process so they are able to contribute their skills, knowledge and experience to, both, the learning process and to the organisation of adult learning programs.

The national programs and practices adopted to basic skills training/upgrading mostly use e-learning. Although it seems, at glance, contradictory to use the ICT to teach those lacking the ICT and other basic skills, the use of e-learning and other distance education proved to be beneficial to learners and to learning providers in reaching the larger number of participants. The e-learning allows learners to learn at their own pace, to be in control as they decide what and when to learn, to protect their privacy as they can use it anonymously or be in contact with a tutor only. Some evaluation has shown that the blended learning method, where e-learning is combined with tutor support, achieves best results and, in general, such approach is used by all good practices reviewed in this report. A common feature of successful e-learning programs are:

- e-learning is a part to an integrated approach to basic skills training
- successful e-learning platforms provide simultaneously learning with knowledge testing, so that those with the higher levels of skills can make fast progress to higher levels
- heavy reliance on embedded learning where provision is made for participants to select the area in which they would like to learn the basic skills based on their own needs and preferences.

<p>Implications/ Recommendations #2:</p>	<p>The section dealing with analysis of good practices has some significant implications for design of the Core-vet training:</p> <ul style="list-style-type: none"> • The “Basic skills for work” is a training material designed for teachers to use in the basic skills training in the classical classroom delivery mode; nevertheless it has applied most of the recommendations relating to adult basic skills training and embedded the basic skills training into vocational concept. A downside of this approach is the lack of flexibility. Once enrolled in a course for an occupational area, they have to stay in that course for the entire basic skills training. The approach also lacks the feature of self-paced learning, as exercises continue one after another and if the learner at slightly advanced level is forced into the learning pace of the group. • An innovative/added value of the Core-vet is the e-learning dimension of course delivery. This should be designed to: <ul style="list-style-type: none"> ○ allow for a larger number of exercises graded by the level of difficulties more finely than the standard classroom approach or pen/paper material would allow ○ facilitate self-paced learning where those starting at the lowest end will progress slowly from exercise to exercise, while those more advanced will be able to progress quickly to the level where they start learning and acquiring new skills ○ facilitate control and add new dimension of flexibility as learners, regardless of their current occupational area, can decide on the learning context for each skill. For
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example, a housekeeper may decide to learn communication skills in the context of reception/front office, yet mathematical skills in the context of bar/restaurant.

The current practice in target countries (Croatia, Cyprus, Greece) in relation to basic skills training was analysed to identify the relevant policies and best practices in projects. In all three countries the level of indirect literacy (completed formal education) is high. The level of functional literacy is not known since these countries have not participated in trans-national adult literacy surveys. While all three countries are, in principle, committed to adult learning with appropriate strategies and institutional structures set in place, the rate of adults participating in learning is low, with a majority of activity focused on attainment of the basic vocational skills or upgrading to tertiary education. Although acknowledging that the basic skills/adult literacy is not necessarily related to formal education, the programs in the target countries were targeting those not completing primary school. The programs for adult learners are condensed primary school programs, delivered by teachers, usually in adult teaching centres during evenings. Apart from this nation-wide programs, there are programs of smaller scale (i.e. Customer care in Croatia, foreign language in Greece) addressing specific basic vocational skills. Without the issue of basic skills prominent in policy and/or public discourse, the problem of basic skills deficiency is largely undetected.

Implications/
Recommendations
#3:

Considering the low level of awareness of the basic skills deficiencies among policy makers, educators, employers and general public, the Core-vet project in the three target countries is timely. The greatest added value of the project, providing its efficient implementation and dissemination, will be in sensitising stakeholders of the wide range of issues related to basic skills deficiencies, in particular adult training providers and employers. In that sense, the project is going to make an impact well beyond the three occupational areas and even well beyond the tourism sector.

A research of basic skills needs and possible gaps from employer perspective conducted via focus groups confirmed that the idea of literacy via formal education is so deeply rooted among employees that discussion of the basic skills deficiencies of their employees was met with flat rejection. Thus, the employers did not know how to define the basic skills, they are unaware of the basic skills deficiencies of their employees and reject the proposition that the lack of basic skills might be related to poor job performance. Nevertheless, aware of the need for continuous learning to keep abreast of changes, they support any kind of employee training programs if this does not entail any cost (free of charge, outside working hours), include innovative teaching methods to motivate employees and, most importantly, include

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AGENCY FOR
MOBILITY AND
EU PROGRAMMES

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all staff members. In relation to that, they intuitively recognized that shame might be associated with the lack of basic skills and, in order to avoid stigmatizing such employees, they insist on program involving all staff members.

Implications/
Recommendations
#4:

The employers reaction to basic skills deficiencies/training is not surprising as it is illusory to expect that they would have an awareness of the issues in the countries where the issues are not part of the public/policy discourse. Taking into account employers attitudes and opinions, the Core-vet training approach and material should:

- invent an approach to basic skills training that would foster a stakeholder awareness of the issue alongside the training itself
- ensure that the basic skills are not confused with the basic *vocational* skills
- ensure that the e-learning/innovative approach to learning is appealing to employees as this would improve their support for training

Finally, the survey of employees in three target occupation revealed that the need for basic skills training exists. Moreover, the results indicated that this need is pronounced – at least 45% expressed desire to improve their basic skills. The training needs are not related to the level of education, occupational field, country or the self-assessment of the abilities to perform tasks requiring basic skills. The differences between countries and occupational fields are manifested in the proportion of respondents expressing an interest to learn a particular basic skill. This is partly due to the fact that the samples in the three target countries were similar in terms of educational attainment, age and work experience. This is also partly due to the fact that the nature of their jobs is same regardless of the national background – the nature of tasks in the target occupation is independent of the national/cultural/social context. The same also holds true for the basic skills. According to the proportion of respondents expressing desires for the basic skills improvement, demand is the highest for the foreign language (English, German) and ICT skills. The personal and social skills are just as in demand as reading, writing and numeracy. What is important to bear in mind, though, that this research was not designed to assess the training needs in terms of filling the individual basic skills knowledge gap. The research has aimed to ascertain the needs in terms of the target population requirements for basic skills training provision and basic skills areas to concentrate on and probe their training methods preference, especially for e-learning. Although employers suggested that the innovative teaching methods, such as e-learning, would be preferred, the employees nevertheless showed preference for classical classroom teaching. This might be an outcome of their inexperience with distance or e-learning and, thus embracement of the classroom as an environment that they are already familiar with. The challenge for the Core-vet training will



be to raise the awareness of the advantages of e-learning, remove eventual fear of the unknown associated with e-learning and demonstrate advantages of e-learning, especially its ability to facilitate self-paced learning in an environment familiar to them. The fact that the relatively large proportion expressed readiness to participate in basic skills training outside their working hours gives some ground to believe that the e-learning will be well received.

Implications/
Recommendations
#5:

The employees are more aware of their training needs in basic skills than their employers. Contrary to the employer beliefs, the employees expressed desire for the basic skills training and high proportion is ready to take up such training even if this is outside their working hours.

Giving the similarities of employees in terms of socio-demographic characteristics and jobs that they perform, there are no significant variations between the three target countries in terms of proportion of employees expressing interest in training nor in the preferred teaching methods.

There are no significant difference in terms of skills in demand, except for the English and other foreign language (German). Personal and social skills are just as high in demand as literacy and numeracy and ICT skills.

In light of these results the Core-vet training approach and material should:

- balance evenly all the basic skills (literacy, numeracy, ICT, social and personal skills, intercultural skills)
- foster acceptance of e-learning - the advantage of this method should be clearly specified to learners
- ensure that the basic skills gradually increase in difficulty as the training participants are likely to come from a range of educational background and have various levels of educational attainment



With this set of recommendation and in the context of all the background analyses conducted for the purpose of this work-page, there are several key principles that the design of the Core-vet training material can adopt:

Content adaptation

Keep a strong focus on basic skills to avoid the caveat of confusing them with the basic vocational skills. This would mean to embrace the embedded learning. In practice, this mean that the basic maths, i.e. percentage for reception would mean calculating the daily occupancy rate, for housekeeper the time needed to complete a task, for restaurant the guests served for breakfast, lunch or dinner. The Basic skills for work features exercises that can be easily adjusted to the three occupational areas.

Adapting the content for the three target countries means that the training material will be translated and, where appropriate, names of people, places and similar customised.

The embedding of the basic skills in three occupational contexts should ensure that for each area of the basic skills there is a gradual progression from less to more complex exercises/materials. Although some employees, such as those in reception, have higher educational attainments, the aim of the Core-vet is to ensure better employment outcomes for participants and, as there is limited vertical mobility in the three target occupation, the training should facilitate horizontal mobility across occupations. Thus, the housekeeper should be able to get training in the context of reception. This will not give him/her specific knowledge for working in reception, but will familiarise him/her with the reception environment and possibly motivate him/her to take up further education in this area.

Methodological adaptation

Harness the flexibility of the e-learning.

Participants should be able to choose the type of basic skills that they want to improve and the context in which they want to improve it (the three occupational areas). Thus, for example, a participant can decide to improve ICT skills in bar/restaurant context, numeracy in the context of Reception or personal skills in Housekeeping context.



Participants have also to be able to select the level of difficulties that is appropriate to them. This can be achieved by grading the complexity of exercises so a person with higher skills will be able to complete quickly the less complex exercises till he/she comes to point when they become challenging. In this way all employees in the target occupation can participate in the basic skills training and find all or some parts of it relevant to them.

The participants should be familiarised with the e-learning methods and its advantage ahead of the training, to break down the fear of unknown and increase the participation rate.



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Appendix 2: An overview of the Guidelines and training materials for the Basic skills workplace training for the tourism and leisure sector: Modules and exercises

Modul 1: Information as a purpose

General learning objectives	Specific learning objectives	Assessment	Methods and exercises (1-20)
To check and develop the ability to obtain the wished information	<ul style="list-style-type: none"> Understand and make oneself understood verbally and in writing Gather, select and organise information Understand the global meaning of the text Summarise using one's words Search for practical information in texts, charts, tables Order alphabetically Fill out forms Understand the causal relationship Distinguish information and opinions 	<ul style="list-style-type: none"> Correct answers in exercises requiring to order alphabetically, to understand, distinguish, fill out form Respect the principle according to which the prior information are chose, to respect the strategy used to make oneself understood orally and in writing 	<ul style="list-style-type: none"> Alphabetical order Filling in forms Understanding the meaning Describing in other words Searching for information Making oneself understood in writing and verbally Understanding similarities and differences, summarising in one's own words

Excercises:

Area:	Exercise	Additional exercise	Context (embedded in)
Order alphabetically	Personal names (10)		
	Name of countries (10)		
	Hotel guests by surname	Type them using bullets Order by using SORT function	Reception
Forms	Curriculum vitae	Drawing form in MWord Filling in form Saving it Printing	
Words meaning	Place a word next to the appropriate description (20 nouns)	Finding commonalities Grouping by type	Accommodation (types)
	Describe words in writing		Food, accommodation, restaurants, kitchen
Information search	Reading timetables and prices		Travel agency - day trip by ferry to islands
Making oneself understood	Business letter – getting a quote; informing clients	Faxing E-mailing	Travel agency

	Welcome speech for various participants	writing	Hotel – special function
	Group discussion on object/subject similarities and differences		
	Logic – odd words in a group		
	Logic – connect two words		
	Discussion – similarities and differences		
	Summarising information		Travel brochure
	Summarising information		Travel brochure
	Summarising information		Work abroad in hospitality
	Directions	Writing	Front office - town map
	Describe experience to different audience:		Destination visited
	Transmitting information	Writing Telegram	Hotel - guest arrival

Modul 2: Information as a tool

General learning objectives	Specific learning objectives	Assessment	Methods and exercises (p 21 – 26)
Not defined	Ability to: <ul style="list-style-type: none"> Analyse elements of a text or verbal communication in order to identify elements and strategies which can be used to reach a definite goal Use the elements analysed for own communicative purpose (write in order to inform, explain, thank, complain) Tell implicit from explicit in a text: to deduce, to know, to presume, to take for granted Work out and produce text forms, introducing schemes and graphics Use a more proper linguistic code 	<ul style="list-style-type: none"> Correct solutions Assess the effectiveness of strategy adopted 	<ul style="list-style-type: none"> Describing in writing Reading and understanding Describing in one's own words Communicating

	<ul style="list-style-type: none"> Produce different text typologies suitable for the different context situations 		
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Exercises:

Area:	Exercise	Additional exercise	Context (embedded in)
Reading and understanding	Reading and understanding emergency safety instruction – free form letter and bullets		
Describing in one's words	Short description of words meanings (10 words)		Accommodation and hospitality
	Object's function (oral)	Communication – work in pairs	
	Describe a critical event and reaction to it, solution	Writing, role-playing	
	Describe a critical event and reaction to it, solution	Open an e-mail account Write it Send e-mail to teacher Read loud	
Communicating	Self-introduction, introducing others, greeting, starting conversation, refusal – formal and informal		

Modul 3: Numeracy

Embedded: Practical relevance and closeness to actual experiences – focus on workplace related contents, use authentic materials (i.e. forms actually used by companies, forms used by learners)

General learning objectives	Specific learning objectives	Assessment	Methods and exercises (p 27 – 47)
Not defined	Not defined	<ul style="list-style-type: none"> Not defined 	<ul style="list-style-type: none"> Basic arithmetical operations Use of basic arithmetical operations by checking bills Giving correct change Understanding the pay slip Working out measures Reading 'use by' dates Stock control –organising dates

			<ul style="list-style-type: none"> • Time management – get it done on time! • Time management – Analogue and digital clocks • Time management – cooking times
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Exercices: taken from Cambridge www.ctad.co.uk

Area:	Exercise	Additional exercise	Context (embedded in)
Basic arithmetic	Subtraction		Bar – stock taking
	Subtraction – finding mistakes	finding mistakes	Bar – stock taking control
	Dividing numbers		Bar – cellar order
	Dividing numbers		Kitchen – delivery log book
	Multiplication and addition		Restaurant – invoice
	Multiplication and addition	finding mistakes	Restaurant – invoice
	Multiplication and addition		Hotel function - invoice
	Subtraction x2		Giving correct change
	Addition and subtraction x3		Understanding pay slip
Measures	Measures – number of glasses from a bottle x2		Bar
	Dates		
Dates	Reading use by dates in different format x3		Stock control
	Dates in different formats		
Time management	Analogue clock		Kitchen – dish preparation time
	Multiplication,		Kitchen – time for a dish preparation

Modul 4: Communication skills

General learning objectives	Specific learning objectives	Assessment	Methods and exercises (p 48 – 58)
Not defined	Ability to: <ul style="list-style-type: none"> • know and identify the basic aspects of verbal and non-verbal communication • understand the basic elements of 	<ul style="list-style-type: none"> • Not defined 	<ul style="list-style-type: none"> • Communication styles • Customer care • Team work

	<p>communication processes and the approach methods according to the different typologies of persons and circumstances</p> <ul style="list-style-type: none"> • know one's behavioural style in order to use the approach more appropriate to circumstances and people • get and/or develop skills needed in situations requiring a management of relationship with the clients • get and/or develop the ability to work in team 		
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Exercices:

Area:	Exercise	Additional exercise	Context (embedded in)
Communication style	Presentation of style (dominant, dramatic, polemical, lively, scrupulous, precise, impact, friendly)	Reading comprehension	
	Identifying communication style from the text	Reading Role-playing	Job interview in hospitality
Customer care	Handling customer complaints	Role-playing	Travel agency Hotel – animation Hotel - cleaner
	Solution to problems	Role-playing	Hotel – function Project presentation Travel agency Private function Personal problems
	Providing information	Role playing Reading	Travel agent – advice on itinerary
Team work	Resolving complex relationship	Role playing	Adventure travel association
	Articulating pro and con arguments	Role playing	
	Fundraising		Culture center

Modul 5: Self-knowledge

General learning objectives	Specific learning objectives	Assessment	Methods and exercises (p 59 – 70)
Not defined	Ability to: <ul style="list-style-type: none"> • Enrich one's self-knowledge through a comparison with different themes and different opinions about such themes • Reason and discuss about different topics in order to shape and defend one's opinion, use the active listening with other 'opinion' makers • Observe the outside world as a preparatory phase of self-assessment • Develop the knowledge of themselves, of one's skills, attitudes, areas to be improved 	<ul style="list-style-type: none"> • Not defined 	<ul style="list-style-type: none"> • Self-knowledge

Exercises:

Area:	Exercise	Additional exercise	Context (embedded in)
Self-knowledge	Attitudes measures		
	Meaning of teamwork x2		
	Definition of 'progress'	Group discussion	
	Identification on own knowledge skills, abilities, attitudes and style x2	Public presentation	
	Behavioural assessment x3		
	Problem solving	Discussion	



Appendix 3: Focus Group Guide



WORKPACKAGE 3

Focus group guide

Introduction

10 min.

- Presentation of the moderator
- Reasons for using video audio equipment
- Confidentiality of data; all data will be used solely for research purposes
- An explanation that each respondent can freely express their opinions and attitudes, although they might differ from the opinions and attitudes of others; there is no right and wrong answers
- An explanation of the research topic
- Short introduction of the participants

General profile of employees

10 min.

- Who are your employees? What education have they completed? How long they work for you?
- Do you consider their formal education in a decision to employ them?
- What would you say – are they good employees? How motivated are they for the job that they do?
- Do you organize training for them yourself or send them to training classes?
- At your firm, do they have possibility for an advancement
 - Higher ranking position (ie. supervisor, coordinator, shift-leders)
 - Higher salary linked to their job performance
 - Something else.

Detecting work-performance problems

20 min.

- Have you noticed that they struggle with certain tasks? What are those tasks? Why do they have difficulties with it?
- Have you noticed that they have problems when they have to work in a team?
- How do they react when you propose that they change their approach to completing certain tasks, improve in the way that they do something?
- Do they communicate well or function well in a team-work?
- Do they have problems related to self-confidence? Work-discipline?
- Do you notice that they have problems (ie. avoiding it, asking someone to help) when they have to write something down, answer the telephone, do certain calculations, fill in forms, keep records in order, follow product use instructions?
- If these problems are present, how do you explain them? What do you think is the reason for this?
- Is this for all employees or only a certain type of employees
 - Perhaps those working at basic tasks
 - Those without work-experience in this occupation

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- Those without work-experience at all (school graduates)
- Those without formal qualifications
- Those without completed secondary school
- Younger or older
- Males or females

Basic skills

30 min.

- If you are asked to define basic skills for people to successfully do their job, what would you say?
- What basic skills (reading, writing, maths, foreign language) do you expect your employees to possess:
 - Reading
 - Writing
 - Maths
 - Foreign language
 - Basic computer/Internet skills
- What gaps do you perceive between their skills and those that they ideally should possess?
- What is standing in the way of them attaining these skills?
- Can you say that the problems that you have detected are related to their lack of basic skills?

Training

5 min.

- Do you think that these people (those lacking basic skills or displaying work and/or discipline related problems) need training to improve their basic skills?
- What type of basic skills improvement do you think are needed when you think of a job of:
 - Someone working at the reception?
 - Someone working at the bar/restaurant?
 - Someone working in the housekeeping?
- Would they want to participate in such training?
 - How to motivate them to participate in basic skill improvement programs?
 - Would there be a stigma attached to them participating in such programs?
- What type of training this should be:
 - Classical classroom with a teacher
 - Alternative ie. with an aid of a computer
 - Self-paced
 - How long
- Would you as their employer be ready to support your employees partaking in such training?
- What would be your reasons for supporting basic skills improvement of your employees?
- If you imagine a typical candidate for such program, who is he/she?

Conclusion

5 min.

- Do you have anything else to add about the topic discussed?

THANK YOU!

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Appendix 4: Employees' needs assessment questionnaire



QUESTIONNAIRE ON WORK SKILLS FOR EMPLOYEES IN TOURISM INDUSTRY

Dear Sir/Madame

We are conducting this survey to learn about your work, skills and knowledge and your training needs. This research will help us in developing training courses that will increase work-skills, performance and, consequently, job satisfaction of those working in bar/restaurants, housekeeping and reception/front-office. This survey is anonymous, and your answers will remain confidential.

A. A FEW QUESTIONS ABOUT YOU

1. IS YOUR CURRENT OR, IN A CASE THAT YOU ARE UNEMPLOYED, WAS YOUR LATEST PLACE OF WORK OR EDUCATION IN ANY OF THE FOLLOWING (please circle only one):

- | | |
|---------------------------------------|-------------------------|
| 1. RECEPTION, INFO-PULT, FRONT OFFICE | 3. FOOD AND BEVERAGE |
| 2. HOUSE KEEPING | 4. SOMETHING ELSE _____ |
- Finish the interview!

2. WHAT IS YOUR CURRENT OR, IN A CASE THAT YOU ARE UNEMPLOYED, YOUR LATEST JOB?

Please circle only one.

- | | |
|---------------------------------|----------------------------------|
| 1. FRONT DESK SUPERVISOR | 13. ASSISTANT CHEF |
| 2. FRONT DESK OFFICER | 14. KITCHEN HAND |
| 3. ASSISTANT FRONT DESK OFFICER | 15. RESTAURANT/BAR – OTHER _____ |
| 4. FRONT DESK – OTHER _____ | 16. HOUSEKEEPING SUPERVISER |
| 5. WAITER – SHIFT LEADER | 17. HOUSEKEEPER |
| 6. WAITER | 18. ASSISTANT HOUSEKEEPER |
| 7. ASSISTANT WAITER | 19. GROUNDS KEEPER SUPERVISOR |
| 8. FOOD RUNNER | 20. GROUNDS KEEPER |
| 9. BAR TENDER | 21. ASSISTANT GROUNDS KEEPER |
| 10. BARRIST | 22. HOUSEKEEPING – OTHER _____ |
| 11. MAIN CHEF | 23. OTHER – _____ |
| 12. CHEF | 24. NEVER EMPLOYED/WORKING |

3. HOW MANY YEARS OF EXPERIENCE DO YOU HAVE IN THE ABOVE MENTIONED OR SIMILAR JOBS?

_____ YEARS

4. AT THE MOMENT, WHAT IS YOUR EMPLOYMENT STATUS? Please circle only one.

1. EMPLOYED FULL TIME – FOR HOW MANY YEARS? _____
2. EMPLOYED PART TIME – HOW MANY HOURS PER DAY? _____
3. EMPLOYED AS A SEASONAL WORKER – FOR HOW MANY MONTHS PER YEAR? _____
4. UNEMPLOYED
5. SOMETHING ELSE _____

5. WHAT IS YOUR HIGHEST LEVEL OF EDUCATION? Please circle only one.

- | | |
|----------------------------------|---|
| 1. INCOMPLETED ELEMENTARY SCOOOL | 6. HIGH SCHOOL (GYMNASIUM, ART OR SIMILAR) |
| 2. ELEMENTARY SCHOOL | 7. TERTIARY OR POST TERTIARY EDUCATION (UNIVERSITY OR VOCATIONAL) |
| 3. TWO-YEAR VOCATIONAL SCHOOL | 8. OTHER, PLEASE SPECIFY: _____ |
| 4. THREE-YEAR VOCATIONAL SCHOOL | |
| 5. FOUR-YEAR VOCATIONAL SCHOOL | |

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C. ABOUT YOUR SKILLS IMPROVEMENT

9. WOULD YOU LIKE TO IMPROVE SOME OF THE WORK-RELATED SKILLS? PLEASE, EXPRESS YOUR OPINION ON A SCALE FROM 1 (NOT AT ALL) TO 3 (CERTAINLY).

Would you like to improve your	Not at all	Perhaps	Certainly
a. local language	1	2	3
b. English language	1	2	3
c. some other foreign language, please specify which:	1	2	3
d. computer skills in general (typing letters, making tables, learning new programs)	1	2	3
e. ability to search internet for information	1	2	3
f. ability to use emails	1	2	3
g. writing skills to be able to write reports, instructions, letters, CVs	1	2	3
h. basic mathematics for understanding documents such as invoices, tables, diagrams, etc.	1	2	3
i. ability to use office technology (copiers, fax machines, printers, cash registers...)	1	2	3
j. ability to use social networks	1	2	3
k. reading ability to be able to understand documents (reports, safety/security instructions, letters, biographies...)	1	2	3
l. ability to talk in public so I can equally participate in discussions	1	2	3
m. communication/networking skills	1	2	3
n. time management in a working day	1	2	3
o. ability to work in teams	1	2	3
p. spatial orientation skills	1	2	3
q. ability to exercise self-presentation	1	2	3
r. body language/non-verbal communication	1	2	3
s. knowledge about other cultures	1	2	3

10. WHAT WOULD YOU SPECIFICALLY LIKE TO LEARN OR IMPROVE TO BE BETTER AT YOUR WORK OR FIND A BETTER EMPLOYMENT?

1. _____
2. _____
3. _____
4. _____
5. _____



11. IF A TRAINING IS PROVIDED TO IMPROVE YOUR SKILLS FREE OF CHARGE, WOULD YOU PARTICIPATE IN IT? *Please circle only one.*

1. YES, I WOULD IN ANY CASE
2. YES, I WOULD, BUT ONLY WITHIN MY WORKING HOURS
3. NO, I WOULD NOT

12. WHAT TYPE OF TRAINING WOULD YOU PREFER? *Please circle only one.*

1. CLASSICAL CLASSROOM TEACHING
2. LEARNING VIA COMPUTER (E-LEARNING) WITH TEACHER'S ASSISTANCE
3. LEARNING VIA COMPUTER (E-LEARNING) AT MY OWN PACE
4. SOMETHING ELSE _____

D. ABOUT YOU AGAIN

13. YOUR GENDER: 1. MALE 2. FEMALE

14. YEAR OF BIRTH: _____

15. PLACE OF RESIDENCE: _____

Thank you for your time and effort!



Appendix 5: Comparison of survey results by country and occupation

Reception/front office

Table 1: Tasks with unsatisfactory or poor ability to perform in reception/front office by country

% of respondents	Croatia	Greece	Cyprus
50 and more	None	None	None
25 - 49	- Language: other foreign	- Languages: other foreign languages (mostly German) - Maths: fraction and percentages - ICT: tables and charts using software	- Language: other foreign - ICT: tables and charts using software, social networks
10 to 24	- Maths: fractions and percentage - ICT: social networks, tables and charts using software	- ICT: social networks	- Language: English - Writing: resumes - Maths: fraction and percentages - ICT: e-mails, office technology - Communication: engaging in long phone conversations - Personal skills: spatial orientation - Intercultural skills: conversation with people from other cultures

Table 2: A need for skill improvement in reception/front office by country

% of respondents	Croatia	Greece	Cyprus
More than 80	<ul style="list-style-type: none"> - Language: English and other foreign (German, mostly) - ICT: general computer skills (writing, tables, new software) - Writing: reports, letters, instructions - Communication: body language/non-verbal communication, networking - Personal: self-presentation - Intercultural: knowledge of other cultures 	<ul style="list-style-type: none"> - Intercultural: knowledge of other cultures 	<ul style="list-style-type: none"> - Language: English, others foreign - ICT: general skills (writing, tables, new software), Internet search, e-mails - Writing: reports, letters, instructions - Mathematics (basic for understanding invoices, tables) - Communication: networking, body language/non-verbal communication - Personal: time management, team work, self-presentation, spatial orientation
70 to 79	<ul style="list-style-type: none"> - Maths: basic to understand invoices, tables, diagrams - Reading: documents, reports, instructions - Communication: public speaking/group discussion - Personal: time management, team-work 	<ul style="list-style-type: none"> - Language: other foreign - ICT: general skills (writing, tables, new software) 	<ul style="list-style-type: none"> - ICT: office technology use, social networks - Reading (for understanding documents, instructions) - Communication: talk in public/group discussion - Intercultural: knowledge of other cultures
40 - 70	<ul style="list-style-type: none"> - ICT: Internet-search, e-mails, social networks, office technology - Personal: spatial orientation - Language: Croatian 	<ul style="list-style-type: none"> - Language: English - ICT: internet search, social networks - Writing: reports, letters, instructions - Mathematics (basic for understanding invoices, tables) - Communication: body-language/non-verbal communication, talk in public/group discussion, networking - Personal: time management, team work, self-presentation 	<ul style="list-style-type: none"> - Language: local (Greek)
Up to 39%	-	<ul style="list-style-type: none"> - Language: Greek - Reading (for understanding documents, instructions) - ICT: e-mails, office technology - Personal: spatial orientation 	-

Table 3: Intention to participate in a course in reception/front office by country

IF A TRAINING IS PROVIDED TO IMPROVE YOUR SKILLS FREE OF CHARGE, WOULD YOU PARTICIPATE IN IT?	CROATIA	GREECE	CYPRUS
	%		
1. YES, I WOULD IN ANY CASE	87.9	62.5	100.0
2. YES, I WOULD, BUT ONLY WITHIN MY WORKING HOURS	12.1	34.4	0.0
3. NO, I WOULD NOT	0.0	3.1	0.0
TOTAL	100.0	100.0	100.0

Table 4: Type of training preferred in reception/front office by country

WHAT TYPE OF TRAINING WOULD YOU PREFER?	CROATIA	GREECE	CYPRUS
	%		
1. CLASSICAL CLASSROOM TEACHING	57.6	62.5	100.0
2. LEARNING VIA COMPUTER (E-LEARNING) WITH TEACHER'S ASSISTANCE	27.3	34.4	0.0
3. LEARNING VIA COMPUTER (E-LEARNING) AT MY OWN PACE	12.1	3.1	0.0
4. SOMETHING ELSE	3.0	0.0	0.0
TOTAL	100.0	100.0	100.0

Housekeeping

Table 5: Tasks with unsatisfactory or poor ability to perform in housekeeping by country

% of respondents	Croatia	Greece	Cyprus
50 and more	<ul style="list-style-type: none"> - Language: other foreign - ICT: tables and charts using software 	<ul style="list-style-type: none"> - Languages: other foreign languages (mostly German), English - ICT: tables and charts using software, e-mails, Internet search, social networks, office technology - Communication: engaging in a long phone conversation - Intercultural skills: conversation with people from other cultures 	<ul style="list-style-type: none"> - Language: English and other foreign languages - ICT: tables and charts using software, e-mails, Internet search, social networks, office technology - Communication: engaging in a long phone conversation
25 - 49	<ul style="list-style-type: none"> - Language: English - Maths: fractions and percentage - ICT: e-mails, social networks, office technology 	<ul style="list-style-type: none"> - Maths: fraction and percentages - Writing: resume 	<ul style="list-style-type: none"> - Writing: resumes - Personal skills: spatial orientation - Intercultural skills: conversation with people from other cultures
10 to 24	<ul style="list-style-type: none"> - Writing: resume - Reading: reports, instructions, forms - ICT: Internet search - Communication: engaging in long phone conversations - Personal skills: spatial orientation - Intercultural skills: conversation with people from other cultures 	<ul style="list-style-type: none"> - Languages: local (Greek) - Reading: reports, instructions, forms - Personal skills: spatial orientation 	<ul style="list-style-type: none"> - Languages: local (Greek) - Maths: fraction and percentages - Communication: talking to supervisors - Reading: reports, instruction, forms - Personal skills: feeling equal team member

Table 6: A need for skill improvement in housekeeping by country

% of respondents	Croatia	Greece	Cyprus
More than 80	<ul style="list-style-type: none"> - Language: English - ICT: general skills (writing, tables, new software), Internet-search, e-mails, office technology - Writing: reports, letters, instructions - Maths: basic to understand invoices, tables, diagrams - Reading: documents, reports, instructions - Communication: public speaking, networking, group discussion, non-verbal communication/body language - Personal: self-presentation - Intercultural: knowledge of other cultures 	<ul style="list-style-type: none"> - Language: English - Communication: networking - Personal: time management, self-presentation - Intercultural: knowledge of other cultures 	<ul style="list-style-type: none"> - Language: English - Communication: talk in public/group discussion
70 to 79	<ul style="list-style-type: none"> - ICT: use of social networks - Personal: time management, team-work, spatial orientation 	<ul style="list-style-type: none"> - ICT: general skills (writing, tables, new software) - Mathematics (basic for understanding invoices, tables) 	<ul style="list-style-type: none"> - Language: other foreign - ICT: internet search - Mathematics (basic for understanding invoices, tables) - Reading (for understanding documents, instructions) - Communication: networking - Personal: team work, self-presentation
40 - 70	<ul style="list-style-type: none"> - Language: local (Croatian), other foreign (German, mostly) 	<ul style="list-style-type: none"> - Language: other foreign, local (Greek) - ICT: Internet search, e-mails, office technology use, social networks - Writing: reports, letters, instructions - Reading (for understanding documents, instructions) - Communication: talk in public/group discussion, body language/non-verbal communication - Personal: team work, spatial orientation 	<ul style="list-style-type: none"> - Language: other foreign, local (Greek) - ICT: general skills (writing, tables, new software), e-mails, social networks, office technology use - Writing: reports, letters, instructions - Communication: body language/non-verbal communication - Personal: time management, spatial orientation - Intercultural: knowledge of other cultures

Table 7: Intention to participate in a course in housekeeping by country

IF A TRAINING IS PROVIDED TO IMPROVE YOUR SKILLS FREE OF CHARGE, WOULD YOU PARTICIPATE IN IT?	CROATIA	GREECE	CYPRUS
	%		
1. YES, I WOULD IN ANY CASE	70.0	81.3	35.0
2. YES, I WOULD, BUT ONLY WITHIN MY WORKING HOURS	26.7	18.8	60.0
3. NO, I WOULD NOT	3.3	0.0	5.0
TOTAL	100.0	100.0	100.0

Table 8: Type of training preferred in housekeeping by country

WHAT TYPE OF TRAINING WOULD YOU PREFER?	CROATIA	GREECE	CYPRUS
	%		
1. CLASSICAL CLASSROOM TEACHING	58.6	81.3	35.0
2. LEARNING VIA COMPUTER (E-LEARNING) WITH TEACHER'S ASSISTANCE	17.2	18.8	60.0
3. LEARNING VIA COMPUTER (E-LEARNING) AT MY OWN PACE	24.1	0.0	5.0
4. SOMETHING ELSE	0.0	0.0	0.0
TOTAL	100.0	100.0	100.0

Food & beverages (F&B)

Table 9: Tasks with unsatisfactory or poor ability to perform in food and beverages (F&B)

% of respondents	Croatia	Greece	Cyprus
50 and more	<ul style="list-style-type: none"> - Language: other foreign - ICT: tables and charts using software 	<ul style="list-style-type: none"> - Languages: other foreign languages (mostly German) - ICT: tables and charts using software 	<ul style="list-style-type: none"> - Language: other foreign languages - Communication: engaging in a long phone conversation
25 - 49	<ul style="list-style-type: none"> - Language: English - ICT: e-mails, social networks, social networks, office technology 	<ul style="list-style-type: none"> - ICT: social networks - Maths: fraction and percentages - Communication: engaging in a long phone conversation - Intercultural skills: conversation with people from other cultures 	<ul style="list-style-type: none"> - Writing: resumes - ICT: e-mails, Internet search, social networks - Maths: tables and charts using software - Personal skills: spatial orientation - Intercultural skills: conversation with people from other cultures
10 to 24	<ul style="list-style-type: none"> - Writing: resume - Maths: fraction and percentage - Reading: reports, instructions, forms - ICT: Internet search - Communication: engaging in long phone conversations 	<ul style="list-style-type: none"> - Languages: English, local (Greek) - Writing: resume - ICT: e-mails, Internet search, office technology - Reading: reports, instructions, forms - Communication: talking to supervisors - Personal skills: spatial orientation 	<ul style="list-style-type: none"> - Languages: local (Greek), English - ICT: office technology

Table 10: A need for skill improvement in food and beverages (F&B) by country

% of respondents	Croatia	Greece	Cyprus
More than 80	<ul style="list-style-type: none"> - Language: English - ICT: general skills (writing, tables, new software), e-mails, Internet-search - Writing: reports, letters, instructions - Maths: basic to understand invoices, tables, diagrams - Intercultural: knowledge of other cultures 	<ul style="list-style-type: none"> - Language: English, others foreign - ICT: general skills (writing, tables, new software), Internet search - Writing: reports, letters, instructions - Mathematics (basic for understanding invoices, tables) - Communication: networking - Intercultural: knowledge of other cultures 	<ul style="list-style-type: none"> - Language: other foreign
70 to 79	<ul style="list-style-type: none"> - Language: other foreign (German, mostly) - Reading: documents, reports, instructions - Communication: public speaking/group discussion, networking - Personal: self-presentation, team-work, time management 	<ul style="list-style-type: none"> - Language: local (Greek) - ICT: office technology use - Reading (for understanding documents, instructions) - Communication: talk in public/group discussion - Personal: time management, team-work, self-presentation 	<ul style="list-style-type: none"> - Language: English - ICT: general skills (writing, tables, new software) - Mathematics (basic for understanding invoices, tables) - Intercultural: knowledge of other cultures
40 - 70	<ul style="list-style-type: none"> - Language: Croatian - ICT: social networks, office technology - Communication: non-verbal communication/body language - Personal: spatial orientation 	<ul style="list-style-type: none"> - ICT: e-mails, social networks - Personal: spatial orientation - Communication: body language/non-verbal communication 	<ul style="list-style-type: none"> - Language: local (Greek) - ICT: Internet search, e-mails, social networks, use of office technology - Writing: reports, letters, instructions - Reading (for understanding documents, instructions) - Communication: talk in public/group discussion, networking, body language/non-verbal communication - Personal: time management, team work, self-presentation, spatial orientation

Table 11: Intention to participate in a course in F&B by country

IF A TRAINING IS PROVIDED TO IMPROVE YOUR SKILLS FREE OF CHARGE, WOULD YOU PARTICIPATE IN IT?	CROATIA	GREECE	CYPRUS
	%		
1. YES, I WOULD IN ANY CASE	82.1	69.0	67.9
2. YES, I WOULD, BUT ONLY WITHIN MY WORKING HOURS	12.8	31.0	28.6
3. NO, I WOULD NOT	5.1	0.0	3.6
TOTAL	100.0	100.0	100.0

Table 12: Type of training preferred in F&B by country

WHAT TYPE OF TRAINING WOULD YOU PREFER?	CROATIA	GREECE	CYPRUS
	%		
1. CLASSICAL CLASSROOM TEACHING	73.0	69.0	67.9
2. LEARNING VIA COMPUTER (E-LEARNING) WITH TEACHER'S ASSISTANCE	21.6	31.0	28.6
3. LEARNING VIA COMPUTER (E-LEARNING) AT MY OWN PACE	2.7	0.0	3.6
4. SOMETHING ELSE	2.7	0.0	0.0
TOTAL	100.0	100.0	100.0



Appendix 6: Detailed survey results by occupation and country

CORE-VET: SURVEY ON NEEDS ASSESSMENT	CROATIA			
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	TOTAL	RECEPTION, FRONT OFFICE	HOUSE KEEPING	FOOD AND BEVERAGE
NUMBER OF RESPONDENTS	102	33	30	39

1. IS YOUR CURRENT OR, IN A CASE THAT YOU ARE UNEMPLOYED, WAS YOUR LATEST PLACE OF WORK OR EDUCATION IN ANY OF THE FOLLOWING :	%			
---	---	--	--	--

1. RECEPTION, INFO-PULT, FRONT OFFICE	32.4	100.0	0.0	0.0
2. HOUSE KEEPING	29.4	0.0	100.0	0.0
3. FOOD AND BEVERAGE	38.2	0.0	0.0	100.0
TOTAL	100.0	100.0	100.0	100.0

CORE-VET: SURVEY ON NEEDS ASSESSMENT
CROATIA

	TOTAL	RECEPTION, FRONT OFFICE	HOUSE KEEPING	FOOD AND BEVERAGE
2. WHAT IS YOUR CURRENT OR, IN A CASE THAT YOU ARE UNEMPLOYED, YOUR LATEST JOB?				
		%		
1. FRONT DESK SUPERVISOR	5.9	18.2	0.0	0.0
2. FRONT DESK OFFICER	18.6	54.5	3.3	0.0
3. ASSISTANT FRONT DESK OFFICER	1.0	3.0	0.0	0.0
4. FRONT DESK – OTHER	0.0	0.0	0.0	0.0
5. WAITER – SHIFT LEADER	6.9	0.0	3.3	15.4
6. WAITER	17.6	0.0	0.0	46.2
7. ASSISTANT WAITER	3.9	0.0	6.7	5.1
8. FOOD RUNNER	2.0	3.0	3.3	0.0
9. BAR TENDER	0.0	0.0	0.0	0.0
10. BARRIST	0.0	0.0	0.0	0.0
11. MAIN CHEF	1.0	0.0	0.0	2.6
12. CHEF	4.9	0.0	0.0	12.8
13. ASSISTANT CHEF	5.9	0.0	3.3	12.8
14. KITCHEN HAND	0.0	0.0	0.0	0.0
15. RESTAURANT/BAR – OTHER	0.0	0.0	0.0	0.0
16. HOUSEKEEPING SUPERVISER	2.9	0.0	10.0	0.0
17. HOUSEKEEPER	16.7	3.0	53.3	0.0
18. ASSISTANT HOUSEKEEPER	0.0	0.0	0.0	0.0
19. GROUNDS KEEPER SUPERVISOR	0.0	0.0	0.0	0.0
20. GROUNDS KEEPER	0.0	0.0	0.0	0.0
21. ASSISTANT GROUNDS KEEPER	0.0	0.0	0.0	0.0
22. HOUSEKEEPING – OTHER	2.9	0.0	10.0	0.0
23. OTHER	9.8	18.2	6.7	5.1
24. NEVER EMPLOYED/WORKING	0.0	0.0	0.0	0.0
TOTAL	100.0	100.0	100.0	100.0

CORE-VET: SURVEY ON NEEDS ASSESSMENT
CROATIA

	TOTAL	RECEPTION, FRONT OFFICE	HOUSE KEEPING	FOOD AND BEVERAGE
Mean values (years)				
3. HOW MANY YEARS OF EXPERIENCE DO YOU HAVE IN THE ABOVE MENTIONED OR SIMILAR JOBS	10.5	7.6	10.9	12.8
	%			
NO EXPERIENCE AT ALL	12.7	9.1	23.3	7.7
1 TO 2 YEARS	15.7	27.3	10.0	10.3
3 TO 4 YEARS	2.0	0.0	0.0	5.1
5 TO 10 YEARS	35.3	48.5	30.0	28.2
11 TO 20 YEARS	18.6	6.1	16.7	30.8
MORE THAN 20 YEARS	15.7	9.1	20.0	17.9
TOTAL	100.0	100.0	100.0	100.0
%				
4. AT THE MOMENT, WHAT IS YOUR EMPLOYMENT STATUS?				
1. EMPLOYED FULL TIME	55.9	63.6	70.0	38.5
2. EMPLOYED PART TIME	1.0	0.0	3.3	0.0
3. EMPLOYED AS A SEASONAL WORKER	1.0	3.0	0.0	0.0
4. UNEMPLOYED	39.2	30.3	23.3	59.0
5. SOMETHING ELSE	2.9	3.0	3.3	2.6
TOTAL	100.0	100.0	100.0	100.0

CORE-VET: SURVEY ON NEEDS ASSESSMENT
CROATIA

	TOTAL	RECEPTION, FRONT OFFICE	HOUSE KEEPING	FOOD AND BEVERAGE
5. WHAT IS YOUR HIGHEST LEVEL OF EDUCATION?				
		%		
1. INCOMPLETED ELEMENTARY SCHOOL	0.0	0.0	0.0	0.0
2. ELEMENTARY SCHOOL	14.7	0.0	26.7	17.9
3. TWO-YEAR VOCATIONAL SCHOOL	2.9	0.0	6.7	2.6
4. THREE-YEAR VOCATIONAL SCHOOL	23.5	3.0	30.0	35.9
5. FOUR-YEAR VOCATIONAL SCHOOL	28.4	33.3	13.3	35.9
6. HIGH SCHOOL (GYMNASIUM, ART OR SIMILAR)	15.7	21.2	23.3	5.1
7. TERTIARY OR POST TERTIARY EDUCATION (UNIVERSITY OR VOCATIONAL)	14.7	42.4	0.0	2.6
8. OTHER, PLEASE SPECIFY:	0.0	0.0	0.0	0.0
TOTAL	100.0	100.0	100.0	100.0

6. DO YOU HAVE AN APPROPRIATE (OFFICIALLY VERIFIED) QUALIFICATION FOR A JOB IN TOURISM AND HOSPITALITY?				
		%		
1. YES	60.8	63.6	50.0	66.7
2. NO	31.4	24.2	43.3	28.2
3. I DON'T KNOW	7.8	12.1	6.7	5.1
TOTAL	100.0	100.0	100.0	100.0

7. AFTER COMPLETING YOUR EDUCATION, HAVE YOU ATTENDED ANY EDUCATIONAL COURSES SUCH AS SHORT SEMINARS, WORKSHOPS, RETRAINING FOR DIFFERENT QUALIFICATION, MASTER CRAFTSMEN EXAM OR SIMILAR?				
		%		
1. YES	23.5	45.5	13.3	12.8
2. NO	74.5	51.5	83.3	87.2
3. I DON'T KNOW	2.0	3.0	3.3	0.0
TOTAL	100.0	100.0	100.0	100.0

CORE-VET: SURVEY ON NEEDS ASSESSMENT
CROATIA

	TOTAL	RECEPTION, FRONT OFFICE	HOUSE KEEPING	FOOD AND BEVERAGE
8. HOW WOULD YOU RATE YOUR ABILITY TO DO THE JOBS LISTED BELOW ON A SCALE FROM 1 (UNSATISFACTORY) TO 5 (EXCELLENT)?		Mean values		
a. talking to guests in local language	4.4	4.5	4.5	4.3
b. talking to guests in English	3.4	4.3	3.0	2.8
c. talking to guests in other foreign language	2.4	3.0	2.0	2.1
d. writing my resume/CV without help	3.7	4.2	3.7	3.3
e. organizing my daily work/managing my time effectively	4.0	4.1	4.0	3.9
f. counting fractions and percentages	3.4	3.7	3.2	3.2
g. communicating via e-mail	3.5	4.4	3.1	3.1
h. talking to supervisors	4.1	4.3	4.1	3.8
i. searching Internet for information	3.8	4.6	3.5	3.5
j. communicate via social networks such as Twitter, Facebook and similar	3.5	3.9	3.3	3.3
k. understanding reports, instructions such as security or safety information, forms	3.6	4.0	3.6	3.3
l. using office technology (printers, fax machines, copiers, cash registers ...)	3.5	4.4	3.1	3.0
m. engaging in longer phone conversations	3.6	4.1	3.3	3.4
n. working with colleagues feeling as equal team member	4.2	4.5	4.0	4.1
o. making tables and charts using software like Microsoft Excel or similar	2.6	3.4	2.3	2.3
p. spatial orientation/directing someone	4.1	4.5	3.9	4.0
q. communicating with people from other cultures	4.0	4.3	3.7	3.8

CORE-VET: SURVEY ON NEEDS ASSESSMENT
CROATIA

	TOTAL	RECEPTION, FRONT OFFICE	HOUSE KEEPING	FOOD AND BEVERAGE
8. HOW WOULD YOU RATE YOUR ABILITY TO DO THE JOBS LISTED BELOW ON A SCALE FROM 1 (UNSATISFACTORY) TO 5 (EXCELLENT)?	Unsatisfactory or poor ability (in %)			
a. talking to guests in local language	0.0	0.0	0.0	0.0
b. talking to guests in English	25.5	0.0	36.7	38.5
c. talking to guests in other foreign language	52.0	36.4	63.3	56.4
d. writing my resume/CV without help	8.8	6.1	10.0	10.3
e. organizing my daily work/managing my time effectively	2.0	0.0	6.7	0.0
f. counting fractions and percentages	20.6	12.1	33.3	17.9
g. communicating via e-mail	21.6	0.0	36.7	28.2
h. talking to supervisors	1.0	0.0	0.0	2.6
i. searching Internet for information	15.7	0.0	23.3	23.1
j. communicate via social networks such as Twitter, Facebook and similar	26.5	18.2	30.0	30.8
k. understanding reports, instructions such as security or safety information, forms	8.8	0.0	13.3	12.8
l. using office technology (printers, fax machines, copiers, cash registers ...)	25.5	0.0	36.7	38.5
m. engaging in longer phone conversations	14.7	0.0	23.3	20.5
n. working with colleagues feeling as equal team member	5.9	3.0	6.7	7.7
o. making tables and charts using software like Microsoft Excel or similar	45.1	15.2	60.0	59.0
p. spatial orientation/directing someone	3.9	0.0	10.0	2.6
q. communicating with people from other cultures	5.9	0.0	13.3	5.1

CORE-VET: SURVEY ON NEEDS ASSESSMENT
CROATIA

	TOTAL	RECEPTION, FRONT OFFICE	HOUSE KEEPING	FOOD AND BEVERAGE
9. WOULD YOU LIKE TO IMPROVE SOME OF THE WORK-RELATED SKILLS? PLEASE, EXPRESS YOUR OPINION ON A SCALE FROM 1 (NOT AT ALL) TO 3 (CERTAINLY).				
	Perhaps or certainly (in %)			
a. local language	58.8	66.7	53.3	56.4
b. English language	94.1	93.9	93.3	94.9
c. some other foreign language (German, Italian, French and Spanish)	76.5	90.9	66.7	71.8
d. computer skills in general (typing letters, making tables, learning new programs)	89.2	90.9	83.3	92.3
e. ability to search internet for information	75.5	66.7	80.0	79.5
f. ability to use emails	76.5	66.7	80.0	82.1
g. writing skills to be able to write reports, instructions, letters, CVs	91.2	93.9	86.7	92.3
h. basic mathematics for understanding documents such as invoices, tables, diagrams, etc.	78.4	72.7	83.3	79.5
i. ability to use office technology (copiers, fax machines, printers, cash registers...)	68.6	54.5	83.3	69.2
j. ability to use social networks	58.8	48.5	73.3	56.4
k. reading ability to be able to understand documents (reports, safety/security instructions, letters, biographies...)	77.5	72.7	83.3	76.9
l. ability to talk in public so I can equally participate in discussions	81.4	78.8	90.0	76.9
m. communication/networking skills	79.4	81.8	80.0	76.9
n. time management in a working day	74.5	72.7	76.7	74.4
o. ability to work in teams	75.5	78.8	76.7	71.8
p. spatial orientation skills	62.7	54.5	76.7	59.0
q. ability to exercise self-presentation	77.5	81.8	80.0	71.8
r. body language/non-verbal communication	76.5	84.8	83.3	64.1
s. knowledge about other cultures	89.2	90.9	86.7	89.7

CORE-VET: SURVEY ON NEEDS ASSESSMENT
CROATIA

	TOTAL	RECEPTION, FRONT OFFICE	HOUSE KEEPING	FOOD AND BEVERAGE
10. WHAT WOULD YOU SPECIFICALLY LIKE TO LEARN OR IMPROVE TO BE BETTER AT YOUR WORK OR FIND A BETTER EMPLOYMENT?	%			
Foreign languages in general	23.5	29.4	28.6	14.9
Computer skills	20.2	27.5	23.8	10.6
English language	10.1		19.1	17.0
Communication skills	8.4	13.7	4.8	4.3
German language	5.9	2.0	4.8	10.6
Knowledge of preparing food	5.0			12.8
Other	5.0	3.9	9.5	4.3
Italian language	4.2	3.9		6.4
Organizational skills	3.4	3.9		4.3
Reading and writing skills	2.5	5.9		
Spanish language	2.5	2.0		4.3
French language	2.5		4.8	4.3
Knowledge of other cultures	2.5	2.0		4.3
Knowledge of preparing drinks	2.5	2.0	4.8	2.1
Portuguese language	0.8	2.0		
Mathematical skills	0.8	2.0		
Total	100.0	100.0	100.0	100.0

CORE-VET: SURVEY ON NEEDS ASSESSMENT
CROATIA

	TOTAL	RECEPTION, FRONT OFFICE	HOUSE KEEPING	FOOD AND BEVERAGE
11. IF A TRAINING IS PROVIDED TO IMPROVE YOUR SKILLS FREE OF CHARGE, WOULD YOU PARTICIPATE IN IT?				
				%
1. YES, I WOULD IN ANY CASE	80.4	87.9	70.0	82.1
2. YES, I WOULD, BUT ONLY WITHIN MY WORKING HOURS	16.7	12.1	26.7	12.8
3. NO, I WOULD NOT	2.9	0.0	3.3	5.1
TOTAL	100.0	100.0	100.0	100.0

12. WHAT TYPE OF TRAINING WOULD YOU PREFER?				
				%
1. CLASSICAL CLASSROOM TEACHING	63.6	57.6	58.6	73.0
2. LEARNING VIA COMPUTER (E-LEARNING) WITH TEACHER'S ASSISTANCE	22.2	27.3	17.2	21.6
3. LEARNING VIA COMPUTER (E-LEARNING) AT MY OWN PACE	12.1	12.1	24.1	2.7
4. SOMETHING ELSE	2.0	3.0	0.0	2.7
TOTAL	100.0	100.0	100.0	100.0

CORE-VET: SURVEY ON NEEDS ASSESSMENT
CROATIA

	TOTAL	RECEPTION, FRONT OFFICE	HOUSE KEEPING	FOOD AND BEVERAGE
13. GENDER:	%			
MALE	27.5	42.4	0.0	35.9
FEMALE	72.5	57.6	100.0	64.1
TOTAL	100.0	100.0	100.0	100.0

	Mean values (years)			
14. AGE	36.8	32.6	39.5	38.3
	%			
UP TO 24	15.7	12.1	13.3	20.5
25 TO 34	33.3	66.7	16.7	17.9
35 TO 44	21.6	6.1	33.3	25.6
45 TO 54	23.5	12.1	30.0	28.2
55 AND MORE	5.9	3.0	6.7	7.7
TOTAL	100.0	100.0	100.0	100.0

CORE-VET: SURVEY ON NEEDS ASSESSMENT
GREECE

	TOTAL	RECEPTION, FRONT OFFICE	HOUSE KEEPING	FOOD AND BEVERAGE
NUMBER OF RESPONDENTS	80	34	16	30

1. IS YOUR CURRENT OR, IN A CASE THAT YOU ARE UNEMPLOYED, WAS YOUR LATEST PLACE OF WORK OR EDUCATION IN ANY OF THE FOLLOWING :

%

1. RECEPTION, INFO-PULT, FRONT OFFICE	42.5	100.0	0.0	0.0
2. HOUSE KEEPING	20.0	0.0	100.0	0.0
3. FOOD AND BEVERAGE	37.5	0.0	0.0	100.0
TOTAL	100.0	100.0	100.0	100.0

CORE-VET: SURVEY ON NEEDS ASSESSMENT
GREECE

	TOTAL	RECEPTION, FRONT OFFICE	HOUSE KEEPING	FOOD AND BEVERAGE
2. WHAT IS YOUR CURRENT OR, IN A CASE THAT YOU ARE UNEMPLOYED, YOUR LATEST JOB?		%		
1. FRONT DESK SUPERVISOR	6.3	14.7	0.0	0.0
2. FRONT DESK OFFICER	25.0	55.9	0.0	3.3
3. ASSISTANT FRONT DESK OFFICER	1.3	2.9	0.0	0.0
4. FRONT DESK – OTHER	11.3	26.5	0.0	0.0
5. WAITER – SHIFT LEADER	3.8	0.0	0.0	10.0
6. WAITER	8.8	0.0	0.0	23.3
7. ASSISTANT WAITER	2.5	0.0	0.0	6.7
8. FOOD RUNNER	2.5	0.0	0.0	6.7
9. BAR TENDER	1.3	0.0	0.0	3.3
10. BARRIST	2.5	0.0	0.0	6.7
11. MAIN CHEF	2.5	0.0	0.0	6.7
12. CHEF	1.3	0.0	0.0	3.3
13. ASSISTANT CHEF	1.3	0.0	0.0	3.3
14. KITCHEN HAND	5.0	0.0	0.0	13.3
15. RESTAURANT/BAR – OTHER	10.0	0.0	25.0	13.3
16. HOUSEKEEPING SUPERVISER	1.3	0.0	6.3	0.0
17. HOUSEKEEPER	3.8	0.0	18.8	0.0
18. ASSISTANT HOUSEKEEPER	0.0	0.0	0.0	0.0
19. GROUNDS KEEPER SUPERVISOR	0.0	0.0	0.0	0.0
20. GROUNDS KEEPER	0.0	0.0	0.0	0.0
21. ASSISTANT GROUNDS KEEPER	6.3	0.0	31.3	0.0
22. HOUSEKEEPING – OTHER	3.8	0.0	18.8	0.0
23. OTHER	0.0	0.0	0.0	0.0
24. NEVER EMPLOYED/WORKING	0.0	0.0	0.0	0.0
TOTAL	100.0	100.0	100.0	100.0

CORE-VET: SURVEY ON NEEDS ASSESSMENT
GREECE

	TOTAL	RECEPTION, FRONT OFFICE	HOUSE KEEPING	FOOD AND BEVERAGE
Mean values (years)				
3. HOW MANY YEARS OF EXPERIENCE DO YOU HAVE IN THE ABOVE MENTIONED OR SIMILAR JOBS	11.1	11.0	8.8	12.3
	%			
NO EXPERIENCE AT ALL	1.3	2.9	0.0	0.0
1 TO 2 YEARS	5.0	5.9	6.3	3.3
3 TO 4 YEARS	12.5	8.8	18.8	13.3
5 TO 10 YEARS	41.3	38.2	50.0	40.0
11 TO 20 YEARS	27.5	29.4	25.0	26.7
MORE THAN 20 YEARS	12.5	14.7	0.0	16.7
TOTAL	100.0	100.0	100.0	100.0
%				
4. AT THE MOMENT, WHAT IS YOUR EMPLOYMENT STATUS?				
1. EMPLOYED FULL TIME	12.5	17.6	18.8	3.3
2. EMPLOYED PART TIME	3.8	2.9	0.0	6.7
3. EMPLOYED AS A SEASONAL WORKER	1.3	2.9	0.0	0.0
4. UNEMPLOYED	1.3	0.0	0.0	3.3
5. SOMETHING ELSE	81.3	76.5	81.3	86.7
TOTAL	100.0	100.0	100.0	100.0

CORE-VET: SURVEY ON NEEDS ASSESSMENT	GREECE			
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	TOTAL	RECEPTION, FRONT OFFICE	HOUSE KEEPING	FOOD AND BEVERAGE
5. WHAT IS YOUR HIGHEST LEVEL OF EDUCATION?	%			
1. INCOMPLETED ELEMENTARY SCHOOL	0.0	0.0	0.0	0.0
2. ELEMENTARY SCHOOL	0.0	0.0	0.0	0.0
3. TWO-YEAR VOCATIONAL SCHOOL	5.0	0.0	18.8	3.3
4. THREE-YEAR VOCATIONAL SCHOOL	21.3	11.8	31.3	26.7
5. FOUR-YEAR VOCATIONAL SCHOOL	33.8	26.5	31.3	43.3
6. HIGH SCHOOL (GYMNASIUM, ART OR SIMILAR)	40.0	61.8	18.8	26.7
7. TERTIARY OR POST TERTIARY EDUCATION (UNIVERSITY OR VOCATIONAL)	0.0	0.0	0.0	0.0
8. OTHER, PLEASE SPECIFY:	0.0	0.0	0.0	0.0
TOTAL	100.0	100.0	100.0	100.0

6. DO YOU HAVE AN APPROPRIATE (OFFICIALLY VERIFIED) QUALIFICATION FOR A JOB IN TOURISM AND HOSPITALITY?	%			
1. YES	57.5	82.4	31.3	43.3
2. NO	41.3	14.7	68.8	56.7
3. I DON'T KNOW	1.3	2.9	0.0	0.0
TOTAL	100.0	100.0	100.0	100.0

7. AFTER COMPLETING YOUR EDUCATION, HAVE YOU ATTENDED ANY EDUCATIONAL COURSES SUCH AS SHORT SEMINARS, WORKSHOPS, RETRAINING FOR DIFFERENT QUALIFICATION, MASTER CRAFTSMEN EXAM OR SIMILAR?	%			
1. YES	41.3	61.8	18.8	30.0
2. NO	57.5	38.2	75.0	70.0
3. I DON'T KNOW	1.3	0.0	6.3	0.0
TOTAL	100.0	100.0	100.0	100.0

CORE-VET: SURVEY ON NEEDS ASSESSMENT
GREECE

	TOTAL	RECEPTION, FRONT OFFICE	HOUSE KEEPING	FOOD AND BEVERAGE
8. HOW WOULD YOU RATE YOUR ABILITY TO DO THE JOBS LISTED BELOW ON A SCALE FROM 1 (UNSATISFACTORY) TO 5 (EXCELLENT)?		Mean values		
a. talking to guests in local language	4.2	4.8	3.6	3.9
b. talking to guests in English	3.6	4.3	2.6	3.5
c. talking to guests in other foreign language	2.4	2.6	1.6	2.5
d. writing my resume/CV without help	3.8	4.2	3.4	3.6
e. organizing my daily work/managing my time effectively	4.0	4.3	3.8	3.7
f. counting fractions and percentages	3.3	3.2	3.4	3.4
g. communicating via e-mail	3.4	4.1	2.4	3.2
h. talking to supervisors	3.9	4.3	3.8	3.6
i. searching Internet for information	3.7	4.3	2.5	3.7
j. communicate via social networks such as Twitter, Facebook and similar	3.1	3.7	2.0	3.0
k. understanding reports, instructions such as security or safety information, forms	3.7	4.1	3.4	3.5
l. using office technology (printers, fax machines, copiers, cash registers ...)	3.5	4.3	1.8	3.5
m. engaging in longer phone conversations	3.3	3.9	2.6	3.0
n. working with colleagues feeling as equal team member	4.1	4.4	3.8	3.9
o. making tables and charts using software like Microsoft Excel or similar	2.6	3.2	1.8	2.5
p. spatial orientation/directing someone	3.8	4.1	3.4	3.7
q. communicating with people from other cultures	3.6	4.2	2.8	3.3

CORE-VET: SURVEY ON NEEDS ASSESSMENT
GREECE

	TOTAL	RECEPTION, FRONT OFFICE	HOUSE KEEPING	FOOD AND BEVERAGE
8. HOW WOULD YOU RATE YOUR ABILITY TO DO THE JOBS LISTED BELOW ON A SCALE FROM 1 (UNSATISFACTORY) TO 5 (EXCELLENT)?	Unsatisfactory or poor ability (in %)			
a. talking to guests in local language	6.3	0.0	12.5	10.0
b. talking to guests in English	16.3	0.0	50.0	16.7
c. talking to guests in other foreign language	56.3	47.1	81.3	53.3
d. writing my resume/CV without help	10.0	0.0	25.0	13.3
e. organizing my daily work/managing my time effectively	3.8	0.0	6.3	6.7
f. counting fractions and percentages	31.3	32.4	31.3	30.0
g. communicating via e-mail	25.0	8.8	62.5	23.3
h. talking to supervisors	8.8	0.0	6.3	20.0
i. searching Internet for information	18.8	5.9	56.3	13.3
j. communicate via social networks such as Twitter, Facebook and similar	36.3	17.6	75.0	36.7
k. understanding reports, instructions such as security or safety information, forms	8.8	2.9	12.5	13.3
l. using office technology (printers, fax machines, copiers, cash registers ...)	25.0	5.9	75.0	20.0
m. engaging in longer phone conversations	25.0	5.9	56.3	30.0
n. working with colleagues feeling as equal team member	2.5	0.0	6.3	3.3
o. making tables and charts using software like Microsoft Excel or similar	53.8	32.4	81.3	63.3
p. spatial orientation/directing someone	12.5	8.8	18.8	13.3
q. communicating with people from other cultures	22.5	2.9	50.0	30.0

CORE-VET: SURVEY ON NEEDS ASSESSMENT
GREECE

	TOTAL	RECEPTION, FRONT OFFICE	HOUSE KEEPING	FOOD AND BEVERAGE
9. WOULD YOU LIKE TO IMPROVE SOME OF THE WORK-RELATED SKILLS? PLEASE, EXPRESS YOUR OPINION ON A SCALE FROM 1 (NOT AT ALL) TO 3 (CERTAINLY).				
	Perhaps or certainly (in %)			
a. local language	47.5	23.5	56.3	70.0
b. English language	76.3	58.8	93.8	86.7
c. some other foreign language (German, Italian, French and Spanish)	78.8	79.4	62.5	86.7
d. computer skills in general (typing letters, making tables, learning new programs)	77.5	70.6	75.0	86.7
e. ability to search internet for information	61.3	41.2	68.8	80.0
f. ability to use emails	48.8	26.5	68.8	63.3
g. writing skills to be able to write reports, instructions, letters, CVs	67.5	55.9	68.8	80.0
h. basic mathematics for understanding documents such as invoices, tables, diagrams, etc.	62.5	41.2	75.0	80.0
i. ability to use office technology (copiers, fax machines, printers, cash registers...)	46.3	20.6	56.3	70.0
j. ability to use social networks	56.3	55.9	62.5	53.3
k. reading ability to be able to understand documents (reports, safety/security instructions, letters, biographies...)	55.0	38.2	62.5	70.0
l. ability to talk in public so I can equally participate in discussions	63.8	50.0	68.8	76.7
m. communication/networking skills	70.0	52.9	87.5	80.0
n. time management in a working day	63.8	44.1	87.5	73.3
o. ability to work in teams	61.3	44.1	68.8	76.7
p. spatial orientation skills	47.5	23.5	68.8	63.3
q. ability to exercise self-presentation	71.3	58.8	87.5	76.7
r. body language/non-verbal communication	63.8	67.6	68.8	56.7
s. knowledge about other cultures	87.5	88.2	93.8	83.3

CORE-VET: SURVEY ON NEEDS ASSESSMENT
GREECE

	TOTAL	RECEPTION, FRONT OFFICE	HOUSE KEEPING	FOOD AND BEVERAGE
10. WHAT WOULD YOU SPECIFICALLY LIKE TO LEARN OR IMPROVE TO BE BETTER AT YOUR WORK OR FIND A BETTER EMPLOYMENT?	%			
Foreign languages in general	30.4	40.7	25.0	20.0
Computer skills	28.3	25.9	25.0	33.3
English language	2.2	0.0	0.0	6.7
Communication skills	10.9	7.4	0.0	20.0
German language	0.0	0.0	0.0	0.0
Knowledge of preparing food	0.0	0.0	0.0	0.0
Other	10.9	7.4	50.0	6.7
Italian language	4.3	7.4	0.0	0.0
Organizational skills	10.9	11.1	0.0	13.3
Reading and writing skills	0.0	0.0	0.0	0.0
Spanish language	0.0	0.0	0.0	0.0
French language	2.2	3.7	0.0	0.0
Knowledge of other cultures	0.0	0.0	0.0	0.0
Knowledge of preparing drinks	0.0	0.0	0.0	0.0
Portuguese language	0.0	0.0	0.0	0.0
Mathematical skills	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0

CORE-VET: SURVEY ON NEEDS ASSESSMENT
GREECE

	TOTAL	RECEPTION, FRONT OFFICE	HOUSE KEEPING	FOOD AND BEVERAGE
11. IF A TRAINING IS PROVIDED TO IMPROVE YOUR SKILLS FREE OF CHARGE, WOULD YOU PARTICIPATE IN IT?	%			
1. YES, I WOULD IN ANY CASE	68.8	62.5	81.3	69.0
2. YES, I WOULD, BUT ONLY WITHIN MY WORKING HOURS	29.9	34.4	18.8	31.0
3. NO, I WOULD NOT	1.3	3.1	0.0	0.0
TOTAL	100.0	100.0	100.0	100.0

	%			
12. WHAT TYPE OF TRAINING WOULD YOU PREFER?				
1. CLASSICAL CLASSROOM TEACHING	68.8	62.5	81.3	69.0
2. LEARNING VIA COMPUTER (E-LEARNING) WITH TEACHER'S ASSISTANCE	29.9	34.4	18.8	31.0
3. LEARNING VIA COMPUTER (E-LEARNING) AT MY OWN PACE	1.3	3.1	0.0	0.0
4. SOMETHING ELSE	0.0	0.0	0.0	0.0
TOTAL	100.0	100.0	100.0	100.0

CORE-VET: SURVEY ON NEEDS ASSESSMENT	GREECE			
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	TOTAL	RECEPTION, FRONT OFFICE	HOUSE KEEPING	FOOD AND BEVERAGE
13. GENDER:	%			
MALE	45.0	35.3	12.5	73.3
FEMALE	55.0	64.7	87.5	26.7
TOTAL	100.0	100.0	100.0	100.0

	Mean values (years)			
14. AGE	38.0	36.5	39.4	39.0
	%			
UP TO 24	2.5	2.9	0.0	3.3
25 TO 34	35.0	41.2	31.3	30.0
35 TO 44	42.5	41.2	50.0	40.0
45 TO 54	18.8	14.7	18.8	23.3
55 AND MORE	1.3	0.0	0.0	3.3
TOTAL	100.0	100.0	100.0	100.0

CORE-VET: SURVEY ON NEEDS ASSESSMENT
CYPRUS

	TOTAL	RECEPTION, FRONT OFFICE	HOUSE KEEPING	FOOD AND BEVERAGE
NUMBER OF RESPONDENTS	62	14	20	28

1. IS YOUR CURRENT OR, IN A CASE THAT YOU ARE UNEMPLOYED, WAS YOUR LATEST PLACE OF WORK OR EDUCATION IN ANY OF THE FOLLOWING :

		%		
1. RECEPTION, INFO-PULT, FRONT OFFICE	22.6	100.0	0.0	0.0
2. HOUSE KEEPING	32.3	0.0	100.0	0.0
3. FOOD AND BEVERAGE	45.2	0.0	0.0	100.0
TOTAL	100.0	100.0	100.0	100.0

CORE-VET: SURVEY ON NEEDS ASSESSMENT
CYPRUS

	TOTAL	RECEPTION, FRONT OFFICE	HOUSE KEEPING	FOOD AND BEVERAGE
2. WHAT IS YOUR CURRENT OR, IN A CASE THAT YOU ARE UNEMPLOYED, YOUR LATEST JOB?				
				%
1. FRONT DESK SUPERVISOR	4.8	21.4	0.0	0.0
2. FRONT DESK OFFICER	17.7	78.6	0.0	0.0
3. ASSISTANT FRONT DESK OFFICER	0.0	0.0	0.0	0.0
4. FRONT DESK – OTHER	0.0	0.0	0.0	0.0
5. WAITER – SHIFT LEADER	1.6	0.0	5.0	0.0
6. WAITER	6.5	0.0	0.0	14.3
7. ASSISTANT WAITER	1.6	0.0	0.0	3.6
8. FOOD RUNNER	8.1	0.0	0.0	17.9
9. BAR TENDER	0.0	0.0	0.0	0.0
10. BARRIST	8.1	0.0	0.0	17.9
11. MAIN CHEF	12.9	0.0	0.0	28.6
12. CHEF	0.0	0.0	0.0	0.0
13. ASSISTANT CHEF	1.6	0.0	0.0	3.6
14. KITCHEN HAND	3.2	0.0	0.0	7.1
15. RESTAURANT/BAR – OTHER	4.8	0.0	5.0	7.1
16. HOUSEKEEPING SUPERVISER	0.0	0.0	0.0	0.0
17. HOUSEKEEPER	1.6	0.0	5.0	0.0
18. ASSISTANT HOUSEKEEPER	0.0	0.0	0.0	0.0
19. GROUNDS KEEPER SUPERVISOR	1.6	0.0	5.0	0.0
20. GROUNDS KEEPER	0.0	0.0	0.0	0.0
21. ASSISTANT GROUNDS KEEPER	25.8	0.0	80.0	0.0
22. HOUSEKEEPING – OTHER	0.0	0.0	0.0	0.0
23. OTHER	0.0	0.0	0.0	0.0
24. NEVER EMPLOYED/WORKING	0.0	0.0	0.0	0.0
TOTAL	100.0	100.0	100.0	100.0

CORE-VET: SURVEY ON NEEDS ASSESSMENT
CYPRUS

	TOTAL	RECEPTION, FRONT OFFICE	HOUSE KEEPING	FOOD AND BEVERAGE
Mean values (years)				
3. HOW MANY YEARS OF EXPERIENCE DO YOU HAVE IN THE ABOVE MENTIONED OR SIMILAR JOBS	12.5	6.6	15.0	13.6
%				
NO EXPERIENCE AT ALL	0.0	0.0	0.0	0.0
1 TO 2 YEARS	9.7	28.6	0.0	7.1
3 TO 4 YEARS	8.1	7.1	0.0	14.3
5 TO 10 YEARS	33.9	50.0	35.0	25.0
11 TO 20 YEARS	29.0	14.3	40.0	28.6
MORE THAN 20 YEARS	19.4	0.0	25.0	25.0
TOTAL	100.0	100.0	100.0	100.0
%				
4. AT THE MOMENT, WHAT IS YOUR EMPLOYMENT STATUS?				
1. EMPLOYED FULL TIME	75.8	78.6	80.0	71.4
2. EMPLOYED PART TIME	6.5	7.1	0.0	10.7
3. EMPLOYED AS A SEASONAL WORKER	12.9	0.0	20.0	14.3
4. UNEMPLOYED	4.8	14.3	0.0	3.6
5. SOMETHING ELSE	0.0	0.0	0.0	0.0
TOTAL	100.0	100.0	100.0	100.0

CORE-VET: SURVEY ON NEEDS ASSESSMENT
CYPRUS

	TOTAL	RECEPTION, FRONT OFFICE	HOUSE KEEPING	FOOD AND BEVERAGE
5. WHAT IS YOUR HIGHEST LEVEL OF EDUCATION?				
	%			
1. INCOMPLETED ELEMENTARY SCHOOL	4.8	0.0	5.0	7.1
2. ELEMENTARY SCHOOL	9.7	7.1	25.0	0.0
3. TWO-YEAR VOCATIONAL SCHOOL	11.3	7.1	20.0	7.1
4. THREE-YEAR VOCATIONAL SCHOOL	37.1	21.4	45.0	39.3
5. FOUR-YEAR VOCATIONAL SCHOOL	14.5	7.1	0.0	28.6
6. HIGH SCHOOL (GYMNASIUM, ART OR SIMILAR)	19.4	42.9	5.0	17.9
7. TERTIARY OR POST TERTIARY EDUCATION (UNIVERSITY OR VOCATIONAL)	0.0	0.0	0.0	0.0
8. OTHER, PLEASE SPECIFY:	3.2	14.3	0.0	0.0
TOTAL	100.0	100.0	100.0	100.0

6. DO YOU HAVE AN APPROPRIATE (OFFICIALLY VERIFIED) QUALIFICATION FOR A JOB IN TOURISM AND HOSPITALITY?				
	%			
1. YES	37.1	42.9	15.0	50.0
2. NO	62.9	57.1	85.0	50.0
3. I DON'T KNOW	0.0	0.0	0.0	0.0
TOTAL	100.0	100.0	100.0	100.0

7. AFTER COMPLETING YOUR EDUCATION, HAVE YOU ATTENDED ANY EDUCATIONAL COURSES SUCH AS SHORT SEMINARS, WORKSHOPS, RETRAINING FOR DIFFERENT QUALIFICATION, MASTER CRAFTSMEN EXAM OR SIMILAR?				
	%			
1. YES	43.5	57.1	20.0	53.6
2. NO	54.8	42.9	80.0	42.9
3. I DON'T KNOW	1.6	0.0	0.0	3.6
TOTAL	100.0	100.0	100.0	100.0

CORE-VET: SURVEY ON NEEDS ASSESSMENT
CYPRUS

	TOTAL	RECEPTION, FRONT OFFICE	HOUSE KEEPING	FOOD AND BEVERAGE
8. HOW WOULD YOU RATE YOUR ABILITY TO DO THE JOBS LISTED BELOW ON A SCALE FROM 1 (UNSATISFACTORY) TO 5 (EXCELLENT)?		Mean values		
a. talking to guests in local language	4.0	4.4	3.9	3.8
b. talking to guests in English	3.4	3.6	2.7	3.9
c. talking to guests in other foreign language	2.2	2.6	1.8	2.3
d. writing my resume/CV without help	3.2	3.5	2.6	3.4
e. organizing my daily work/managing my time effectively	4.0	4.0	4.1	3.9
f. counting fractions and percentages	3.8	3.6	3.6	4.0
g. communicating via e-mail	2.8	3.3	1.8	3.3
h. talking to supervisors	4.0	4.1	3.8	4.1
i. searching Internet for information	3.0	3.8	2.0	3.3
j. communicate via social networks such as Twitter, Facebook and similar	2.7	3.1	2.0	3.0
k. understanding reports, instructions such as security or safety information, forms	3.9	3.8	3.8	4.0
l. using office technology (printers, fax machines, copiers, cash registers ...)	3.0	3.8	2.0	3.3
m. engaging in longer phone conversations	2.8	3.5	2.5	2.6
n. working with colleagues feeling as equal team member	4.0	4.1	3.8	4.2
o. making tables and charts using software like Microsoft Excel or similar	2.3	3.1	1.3	2.6
p. spatial orientation/directing someone	3.3	3.5	2.9	3.4
q. communicating with people from other cultures	3.2	3.6	2.9	3.3

CORE-VET: SURVEY ON NEEDS ASSESSMENT
CYPRUS

	TOTAL	RECEPTION, FRONT OFFICE	HOUSE KEEPING	FOOD AND BEVERAGE
8. HOW WOULD YOU RATE YOUR ABILITY TO DO THE JOBS LISTED BELOW ON A SCALE FROM 1 (UNSATISFACTORY) TO 5 (EXCELLENT)?	Unsatisfactory or poor ability (in %)			
a. talking to guests in local language	14.5	0.0	15.0	21.4
b. talking to guests in English	27.4	21.4	55.0	10.7
c. talking to guests in other foreign language	58.1	35.7	70.0	60.7
d. writing my resume/CV without help	29.0	14.3	45.0	25.0
e. organizing my daily work/managing my time effectively	1.6	0.0	0.0	3.6
f. counting fractions and percentages	11.3	14.3	15.0	7.1
g. communicating via e-mail	43.5	21.4	75.0	32.1
h. talking to supervisors	6.5	0.0	10.0	7.1
i. searching Internet for information	37.1	7.1	70.0	28.6
j. communicate via social networks such as Twitter, Facebook and similar	45.2	28.6	65.0	39.3
k. understanding reports, instructions such as security or safety information, forms	4.8	0.0	10.0	3.6
l. using office technology (printers, fax machines, copiers, cash registers ...)	32.3	14.3	65.0	17.9
m. engaging in longer phone conversations	45.2	21.4	55.0	50.0
n. working with colleagues feeling as equal team member	6.5	0.0	15.0	3.6
o. making tables and charts using software like Microsoft Excel or similar	56.5	35.7	90.0	42.9
p. spatial orientation/directing someone	25.8	14.3	35.0	25.0
q. communicating with people from other cultures	29.0	14.3	40.0	28.6

CORE-VET: SURVEY ON NEEDS ASSESSMENT
CYPRUS

	TOTAL	RECEPTION, FRONT OFFICE	HOUSE KEEPING	FOOD AND BEVERAGE
9. WOULD YOU LIKE TO IMPROVE SOME OF THE WORK-RELATED SKILLS? PLEASE, EXPRESS YOUR OPINION ON A SCALE FROM 1 (NOT AT ALL) TO 3 (CERTAINLY).		Perhaps or certainly (in %)		
a. local language	61.3	64.3	65.0	57.1
b. English language	83.9	100.0	85.0	75.0
c. some other foreign language (German, Italian, French and Spanish)	83.9	100.0	65.0	89.3
d. computer skills in general (typing letters, making tables, learning new programs)	75.8	100.0	60.0	75.0
e. ability to search internet for information	77.4	100.0	75.0	67.9
f. ability to use emails	66.1	85.7	60.0	60.7
g. writing skills to be able to write reports, instructions, letters, CVs	72.6	92.9	65.0	67.9
h. basic mathematics for understanding documents such as invoices, tables, diagrams, etc.	77.4	85.7	70.0	78.6
i. ability to use office technology (copiers, fax machines, printers, cash registers...)	59.7	71.4	45.0	64.3
j. ability to use social networks	58.1	78.6	55.0	50.0
k. reading ability to be able to understand documents (reports, safety/security instructions, letters, biographies...)	69.4	78.6	75.0	60.7
l. ability to talk in public so I can equally participate in discussions	72.6	71.4	80.0	67.9
m. communication/networking skills	74.2	92.9	75.0	64.3
n. time management in a working day	67.7	85.7	65.0	60.7
o. ability to work in teams	69.4	92.9	70.0	57.1
p. spatial orientation skills	64.5	92.9	65.0	50.0
q. ability to exercise self-presentation	71.0	92.9	70.0	60.7
r. body language/non-verbal communication	64.5	85.7	55.0	60.7
s. knowledge about other cultures	71.0	78.6	55.0	78.6

CORE-VET: SURVEY ON NEEDS ASSESSMENT
CYPRUS

	TOTAL	RECEPTION, FRONT OFFICE	HOUSE KEEPING	FOOD AND BEVERAGE
10. WHAT WOULD YOU SPECIFICALLY LIKE TO LEARN OR IMPROVE TO BE BETTER AT YOUR WORK OR FIND A BETTER EMPLOYMENT?	%			
Foreign languages in general	37.2	45.5	30.8	36.8
Computer skills	9.3	27.3	7.7	0.0
English language	9.3	0.0	30.8	0.0
Communication skills	0.0	0.0	0.0	0.0
German language	4.7	0.0	15.4	0.0
Knowledge of preparing food	9.3	0.0	0.0	21.1
Other	16.3	18.2	15.4	15.8
Italian language	0.0	0.0	0.0	0.0
Organizational skills	9.3	9.1	0.0	15.8
Reading and writing skills	0.0	0.0	0.0	0.0
Spanish language	0.0	0.0	0.0	0.0
French language	0.0	0.0	0.0	0.0
Knowledge of other cultures	4.7	0.0	0.0	10.5
Knowledge of preparing drinks	0.0	0.0	0.0	0.0
Portuguese language	0.0	0.0	0.0	0.0
Mathematical skills	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0

CORE-VET: SURVEY ON NEEDS ASSESSMENT
CYPRUS

	TOTAL	RECEPTION, FRONT OFFICE	HOUSE KEEPING	FOOD AND BEVERAGE
11. IF A TRAINING IS PROVIDED TO IMPROVE YOUR SKILLS FREE OF CHARGE, WOULD YOU PARTICIPATE IN IT?				
				%
1. YES, I WOULD IN ANY CASE	64.5	100.0	35.0	67.9
2. YES, I WOULD, BUT ONLY WITHIN MY WORKING HOURS	32.3	0.0	60.0	28.6
3. NO, I WOULD NOT	3.2	0.0	5.0	3.6
TOTAL	100.0	100.0	100.0	100.0

12. WHAT TYPE OF TRAINING WOULD YOU PREFER?				
				%
1. CLASSICAL CLASSROOM TEACHING	64.5	100.0	35.0	67.9
2. LEARNING VIA COMPUTER (E-LEARNING) WITH TEACHER'S ASSISTANCE	32.3	0.0	60.0	28.6
3. LEARNING VIA COMPUTER (E-LEARNING) AT MY OWN PACE	3.2	0.0	5.0	3.6
4. SOMETHING ELSE	0.0	0.0	0.0	0.0
TOTAL	100.0	100.0	100.0	100.0

CORE-VET: SURVEY ON NEEDS ASSESSMENT	CYPRUS			
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	TOTAL	RECEPTION, FRONT OFFICE	HOUSE KEEPING	FOOD AND BEVERAGE
13. GENDER:	%			
MALE	43.5	50.0	0.0	71.4
FEMALE	56.5	50.0	100.0	28.6
TOTAL	100.0	100.0	100.0	100.0

	Mean values (years)			
14. AGE	42.3	35.9	50.5	39.7
	%			
UP TO 24	9.7	21.4	0.0	10.7
25 TO 34	21.0	42.9	0.0	25.0
35 TO 44	24.2	7.1	35.0	25.0
45 TO 54	22.6	21.4	25.0	21.4
55 AND MORE	22.6	7.1	40.0	17.9
TOTAL	100.0	100.0	100.0	100.0