

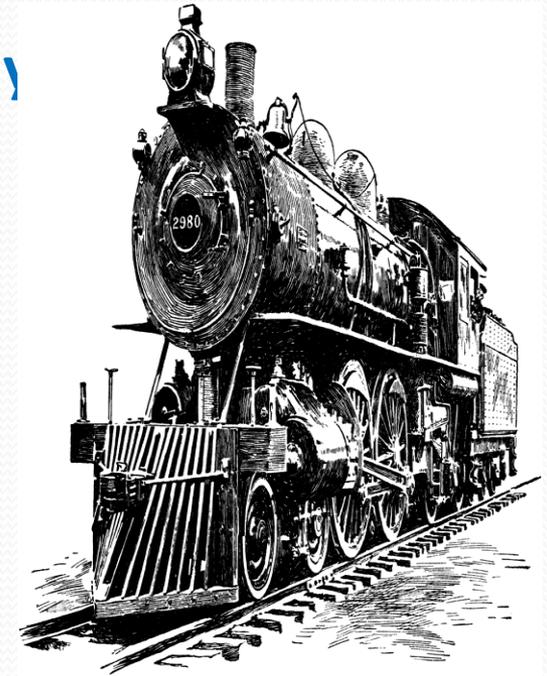


Learning Outcomes in the Tourism Sector –Greece

Thessaloniki, 24 September 2015

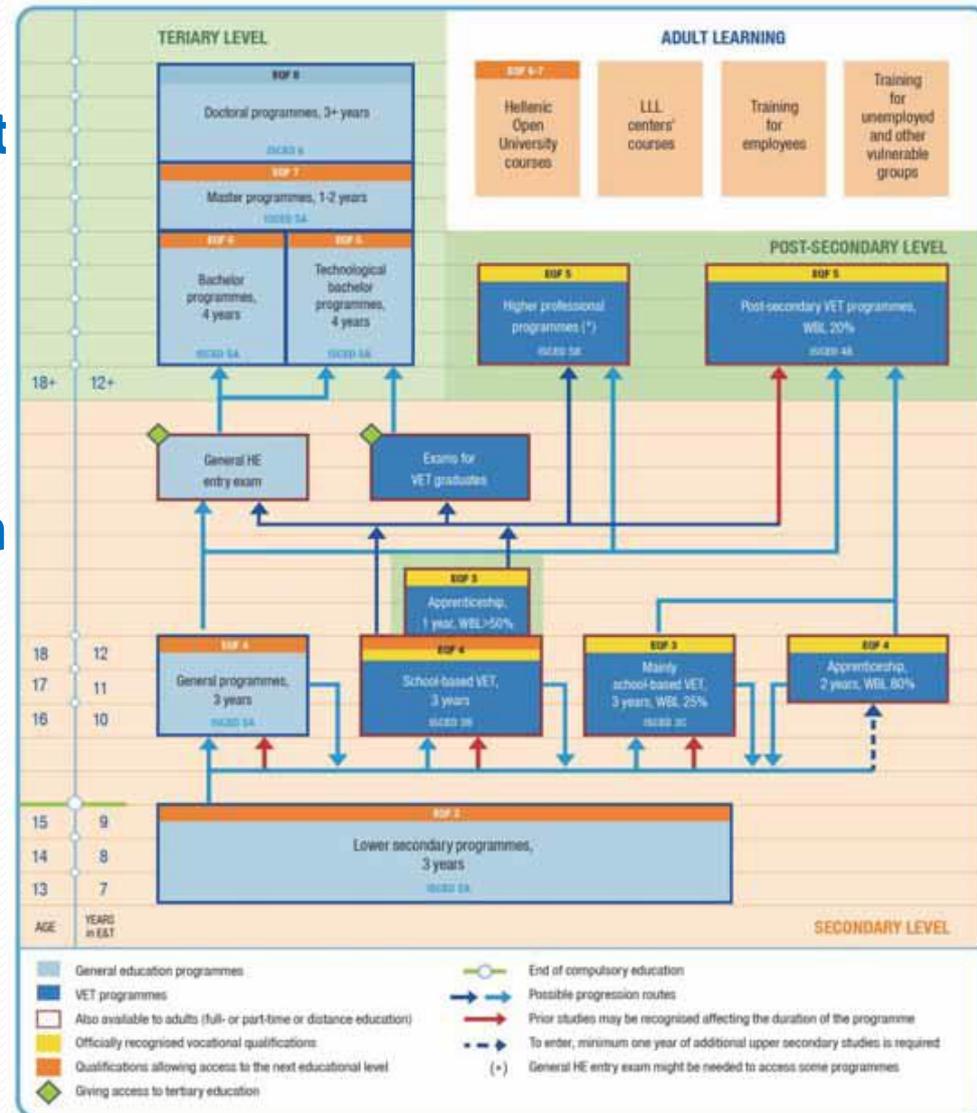
The Tourism and Travel Sector in Greece: Figures(2014)

- Tourism sector employs directly or indirectly about 20% of total workforce
- 9.5% (17.5b)of the GDP direct , 20-25% (37-45b) indirect /GDP shrunk, sectoral contribution to GDP increased
- 11.3% growth compare to previous year
- Number of arrivals has reached 22m (2014)/23% increase vs '13
- Greece has more than 15,000 kilometers of coastline(10th largest in the world), 200,000 beaches, 6,000 islands and islets.
- Seasonality (sea and sun) / Redesign the product



Greek Education System/Tourism

- Tourism studies are offered at most levels of Education System (3-8 EQF), IVET, Continuous VET,
- Programs offered by Min of Education, Ministry of Tourism and Ministry of Labour but also social partners (cvet)
- Unskilled staff also employed
- Traditional/objective education system, shift to LO approach in process



Occupational Profiles (1)

Main Target



Link Between VET and Labour Market / Link between VET curricula and Occupational Profiles

Legal Framework



Joint Ministerial Decision (11098/2006)

Stakeholders



EKEPIS (Nat. Accreditation Centre), Consortium of Social Partners, Experts)

Outcome



202 Occupational Profiles/23 Tourism, agriculture, trade, craftsmen etc, up to ISCED 4

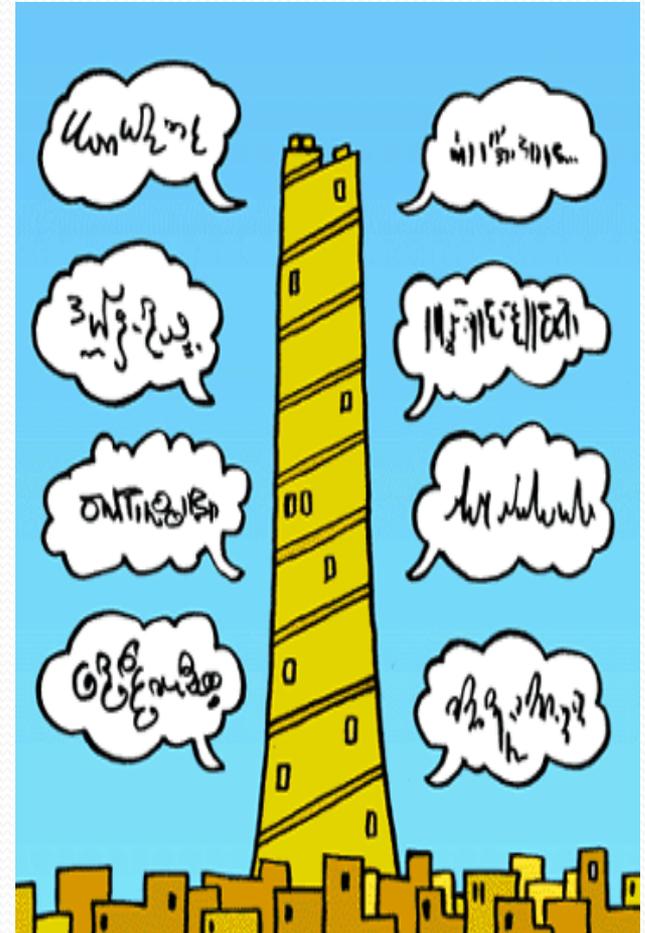
Occupational Profiles (2)

- Title, Definition, Occupational Analysis, Learning Outcomes, Indicative Methods of Assessment, Learning Pathways
- Committees responsible for defining L.O.'s consisted of representative organizations of employers and workers jointly signed the National General Collective Labour Agreement (EGSSE) in which the proposed professional profile fits, also a scientific- coordinator and an expert in the field.
- Committees: Both Labour market stakeholders and education representatives are involved
- OP submitted to EKEPIS for Approval



Learning Outcomes

- Problems arise both between terminology used in different languages and in the same language. Also in use of same terms with different content
- System designed (through OP) but not implemented (just a few in pilot basis)
- Lack of resources /Crisis, difficult to shift to LO approach/Reluctance, VET developments all at the same time
- Coordination / Co-operation of all the stakeholders involved (state/employers, employees)



OP / Learning Outcomes

Reference to international bibliography but Official definition of terms used (JMD)

Knowledge

- Basic Knowledge, above and beyond any occupational context, e.g. Greek Language, Chemistry, Mathematics
- Sectoral/Professional Knowledge referred to an occupational sector. E.g. Principles of marketing accounting . Further breakdown to more special sectoral/professional knowledge eg Stock records management
- Verbs: recognise, describe, sort, determine, separate

OP / Learning Outcomes

Skills

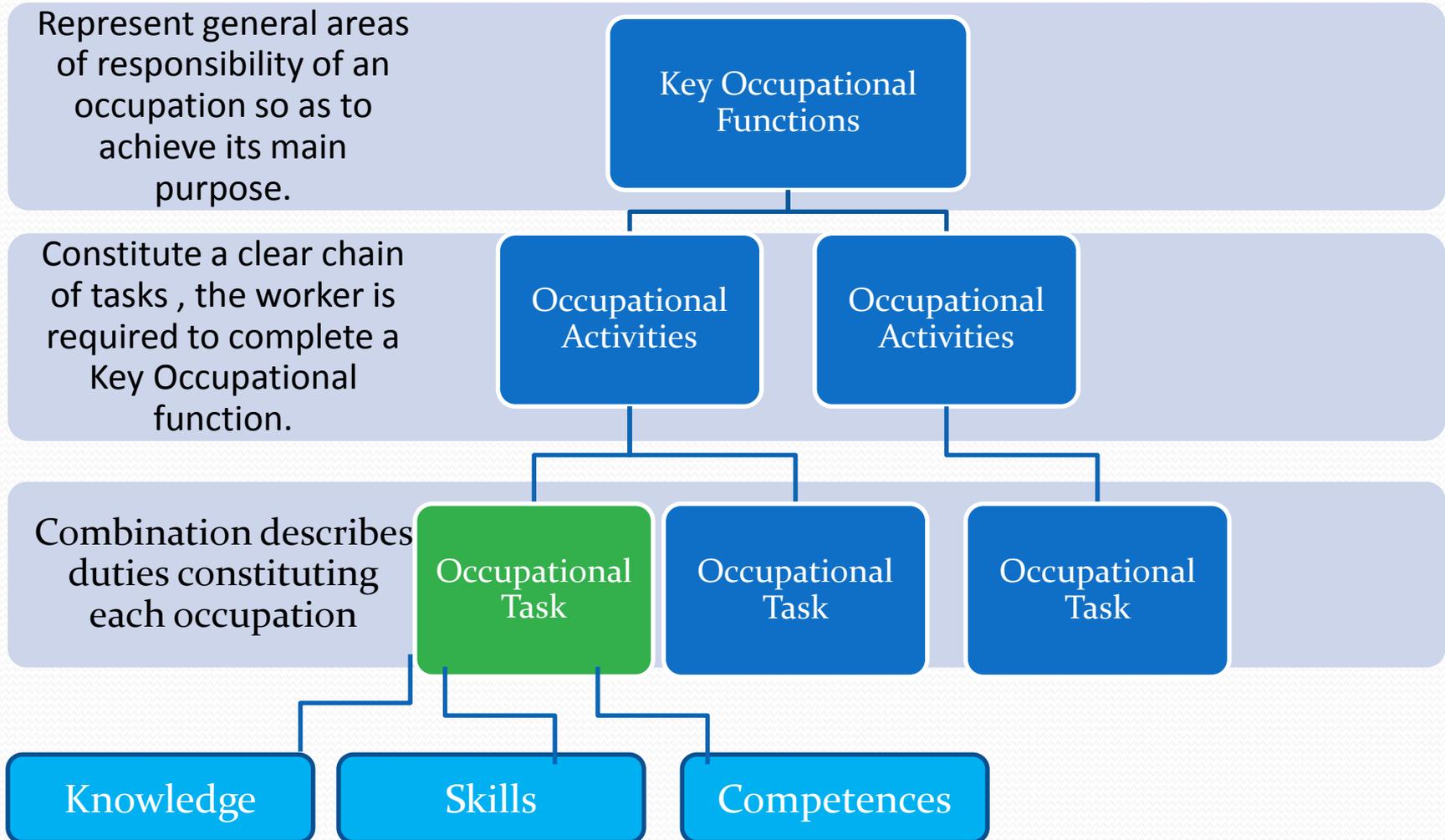
- Verbs: Organise, use, choose, plan, handle

Competences

- ability / competence
- to apply knowledge skills and expertise so as the person responds to current conditions and requirements of work and changing working environments

“Hotel Receptionist”

Occupational Analysis



“Hotel Receptionist”

Represent general areas of responsibility of an occupation so as to achieve its main purpose.

K.O.F: Conducts room sale operations - booking and arrival

Constitute a clear chain of tasks, the worker is required to complete a Key Occupational function.

OA:Room sales targeting increase in productivity/p rofitability

O.A.:Make bookings, applying hotel's formal procedures and policies

Combination describes duties constituting each occupation

O.T.:Updates the database with information on rooms and hotel services

O.T.: welcomes and consult with the pottential guest to accurately understand the needs

O.T :Transacts and understands guest needs

Knowledge

Skills

Competences

Hotel Receptionist / Professional Task/LO

Updates the database with information on rooms and hotel services

Knowledge

Basic Knowledge:
Greek, Mathematics,
Foreign Languages

Professional Knowledge
ICT, Sales Principles

Specialised Professional
Knowledge:
Knowledge of Sales
Processes

Skills

Use of ICT / CRS and
reception
applications

Time Management to
complete tasks

Competence

Effective Problem
Solving in the
Reception Area

Information analysis
aiming at efficient
professional services

Assessment of Learning Outcomes/OP

Assessment criteria:

indicators of each task, on which it is decided whether the worker / practitioner effectively meet the requirements.

Range: refers to the instruments, materials, environment, etc., or within the framework of which can complete an occupational task

Updates the database with information on rooms and hotel services

Criteria: In an efficient and methodological way, identifies and registers any changes, grouping the rooms by type and service provided in accordance with hotel' sales policy

Range: Environment / working conditions: the central sales database system, sales data changes
Equipment: ICT, database software, sales Regulation room plan, changes in forms of sales support forms
Instructions: sales policy, standardized instructions

Assessment of Learning Outcomes/OP

Assessment methods for Knowledge, Skills and competences have been suggested.

Knowledge: Oral, written exams, multiple-choice test, essays

Skills: essays, interviews, practical exams/tasks

Competences: practical exams, ability tests, psychometric tests

The case of Institutes for VET (1)

- Post Secondary – Non tertiary/ Ministry of Education
- Duration: 4 semesters + 1 semester of practice (optionally)
- A few tourism specialties
- Education and Training: General Secretariat of Life Long Learning and Foundation of Life Long Learning (INEDIVIM)
- Certification: EOPPEP (National Organisation for Certification of Qualifications and Vocational Orientation)
- Curriculum developed before the Occupational Profiles, includes a “set of professional activities” and “educational targets” and defines a list of basic/sectoral knowledge and skills but incompatible to European common language/EQF etc)

The case of Institutes for VET (2)

Certification

- Written exams: “Testing Question Bank” (300)
- Practical part:

Based on Curriculum targets

Examiners: tripartite committee
(state (trainers)-employers-
employees)

each committee up to 8
students

pass/fail 2/3



thank you

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References

- **Cedefop:Country Report 2014: Greece**
- **Greek National Tourism Organisation (www.gnto.gov.gr)**
- **Application of learning outcomes approaches in Europe: Slava Pevec**
- **EOPPEP (National Organisation for Certification of Qualifications and Vocational Orientation (www.eoppep.gr))**
- **(OAED) Manpower Employment Organisation (www.oaed.gr)**
- **Ministry of Economy, Infrastructure, Marine and Tourism**
- **“Kathimerini” (www.kathimerini.gr)**
- **“to vima” (www.tovima.gr)**
- **Institute of Vocational Training of Kozani**
- **The Small Enterprises’ Institute of the Hellenic Confederation of Professionals, Craftsmen and Merchants (IME GSEVEE)**
- **Christina Spilioti: Development of Certified Occupational Profiles**