

02/24

**COUNTRY  
SKILLS  
PROFILE  
REPORT**



**GREECE**



**Co-funded by  
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## EXECUTIVE SUMMARY

This report presents the findings of a relevant survey in Greece, regarding the current and future level of three main categories of skills: Digital Skills, Green Skills, Social/Cultural Skills (DGS Skills). The aim of the survey is to reveal the current level of knowledge in the tourism sector and the estimation of the future needs, in these skills categories in the forthcoming years.



*Social skills are essential both presently and for the times ahead*

The analysis of subskills of the three categories is taking place at the introduction of the report.

The report is presented in 5 main sections. Section 1, through an analysis of the main figures and data, presents the current situation in the Greek tourism sector regarding the contribution of the tourism sector to Greek GDP, arrivals and receipts from incoming tourism and relevant figures of outgoing tourists, companies size, main strategic planning for the future etc.

Section 2 presents the current situation related to the training and education programs on DGS skills. As it is derived from the analysis, there are several Green, Social and Digital skills (basic level) that Universities and training providers offer at the moment. Nevertheless - especially for more advanced DGS Skills - additional courses and training programs are necessary.

Sections 3, 4 and 5 present the findings from a primary research of the PANTOUR project conducted in Greece. Section 3 analyses the results from questionnaires that were collected from tourism businesses from 5 sub-sectors: Destination Management/Policy Makers, Attractions, Hospitality Businesses, Food & Beverage Businesses, Travel Agents. The answers focus on the DGS categories of skills and compare the current and future needs according to the perspective of the respondents. Green skills are expected to be quite necessary in the near future and present the biggest gap between current and future needs. Part of Digital Skills also present a large gap between current and future needs - but not all of them. Social skills are the ones that are necessary both at the moment and in the future as they present the lowest gap. Section 4 presents the finding from qualitative research through semi-structured interviews with 10 key informants from the 5 sub sectors that represent the Greek tourism industry. The findings comply a lot with the findings from the questionnaires but also there are additional necessary skills that were referred from the interviewees. The 5th section presents 5 selected best practices from each sub-sector that present Best Practices related to the upskilling and reskilling of employees in the tourism industry.

# INTRODUCTION

The Erasmus+ PANTOUR Project is a European partnership for improving a collaborative and productive relationship between education and industry. PANTOUR is the follow-up project of the NTG project (Next Tourism Generation Skills Alliance; 2018-2022). The PANTOUR project aims specifically at designing innovative solutions to address skills needs in tourism.

With the exploitation of its outputs, PANTOUR seeks to benefit job seekers, employed and unemployed workers from the tourism industry, employers, SMEs, sector associations and policy makers. Therefore, it has dedicated special attention to the reskilling and upskilling of the generic workforce on future skills needs. To be able to achieve this goal, research has been conducted in every country of the project consortium, to investigate the future of tourism, skills gaps between current levels of skills in the tourism industry and the future skills needed in the future.

As a start, up to date information is needed. This will be covered with this Country Skills Profile Report: a comprehensive document, covering one country that provides an in-depth analysis of the general tourism and skills landscape, gaps, needs and workforce capabilities within a particular country. It serves as a valuable resource for policymakers, government officials, employers/employees, and educational institutions to understand the current state of skills and make informed decisions regarding workforce development strategies.

The purpose of this Country Skills Profile Report is to provide on the basis a comprehensive overview of the following:

General information of each country in the PANTOUR consortium regarding tourism and tourism employment, i.e., tourism facts & figures;

Summary of the current situation regarding the delivery of Digital, Green and Social Skills training provision for the main types of suppliers of education/training;

Analysis of online survey results within each country in the PANTOUR consortium, held among tourism professionals, HR managers and decision makers;

Overview of contemporary developments in tourism, trends in tourism employability, and the existing gaps between current levels of skills in the tourism industry and the projected future skills needed in 2030;

An inventory of Best Practices (i.e., innovative initiatives, projects, programs, philosophies, tools, methods, ideas, solutions, and concepts) in relation to upskilling, reskilling, attracting, and retaining staff in order to improve the knowledge on digital, social, and green skills development in tourism.

# 1. GENERAL TOURISM CHARACTERISTICS, FACTS & FIGURES OF GREECE

The primary aim of this chapter of this Country Skills Profile report is to elaborate on general information and give a summary of the general situation in the country. This is conducted by collecting and analysing data from country sources and summarising these. The analysis is built upon existing online sources, course content, reports, existing research results, articles, books.

## 1.1 TOURISM FACTS & FIGURES

### *Tourism globally*

The tourism industry is a vast and complex sector that encompasses many industries, including accommodation, transport, attractions, travel companies, and more. According to the international statistics portal Statista (2023 [1]), the total contribution of travel and tourism to the global economy was \$ 7.71 trillion in 2022 (Statista, 2022), a 7.6% share of the total global GDP, remaining 5% below pre-pandemic levels.

Prior to the pandemic, Travel & Tourism was one of the largest sectors in the world and accounted for 1 in 4 jobs. Growth is expected at 5.8% annually between 2022 and 2032, outpacing the general economy.

The same source (Statista, 2023 [2]) reports that the number of international tourist arrivals worldwide was 963 million in 2022.

According to another study of Statista (2023), global employment in the travel and tourism sector rose slightly in 2022 over the previous year, following a sharp drop with the onset of the coronavirus pandemic. Despite the increase, the number of travel and tourism jobs worldwide remained below pre-pandemic levels, totaling 295 million in 2022. As forecast, this figure is expected to grow to 320 million in 2023 and to 430 million in 2033.

### **1.1.1 Contribution of travel & tourism to GDP in Greece**

The direct contribution of tourism to the country's economy in 2021 is estimated at € 13.2 billion, which corresponds to 7.2% of GDP. Considering the multiplier benefits, the total contribution of tourism to the country's economy in 2021 is estimated at between € 29.0 and € 34.9 billion (Ikkos & Koutsos, 2022a). According to research by INSETE Intelligence (Ikkos & Koutsos, 2022a), for every €1.0 of tourism activity, an additional €1.2 to €1.65 of additional economic activity is generated. As a result, for every €1.0 of tourism revenue, the country's GDP increases by €2.2 to €2.65, confirming that tourism is a sector with a high diffusion of benefits to the Greek economy.

### **1.1.2 Size and relevance of the subsectors**

The hotel industry in Greece is considered highly competitive, especially after the entry of large hotel chains in the market. This is evidenced by ICAP Group (2020) data showing that no hotel group held a market share of more than 4% (334.4 million €) in terms of turnover in 2019 (8.41 billion €). To illustrate, the five largest groups accounted for around 12% (1,009.2 billion €) of total hotel turnover (ICAP Group, 2020), while the ten largest hotel groups accounted for around 18% (1,513.8 billion €).

The rapid technological developments that have a decisive impact on the tourism sector have mobilised some public and private bodies, such as the Hellenic Chamber of Hotels, to support the development of start-up tourism businesses.

Surveys have recorded more than 50 start-ups operating directly or indirectly in the Tourism, Culture and Leisure sector (Giannopoulos, Tsartas, & Anagnostelos, 2022).

In 2019, Greece achieved record arrivals (31,3 millions), but the COVID-19 pandemic turned international tourism upside down in 2020, with the number of inbound tourists to Greece falling below eight million (-76.5%) (see Table 1). The years that followed saw strong signs of recovery in international arrivals in both 2021 (99.4%) and 2022 (89.3%), however remaining 12% below pre-pandemic levels.

The number of outbound travellers from Greece was negatively affected by the Covid19 pandemic restrictions, showing a significant decline in both 2020 (-70.4%) and 2021 (-12.8%). Thus, the outbound tourism market recovered at a slower pace than the inbound tourism market, with 35% fewer Greek tourists travelling abroad compared to 2019. In 2022, as international tourism in the country recovered in 2022, the number of outbound travellers from Greece also saw a sharp annual increase, reaching over five million.

Table 1: Tourist Activity - Arrivals / Departures 2018-2022 (passengers in thousands)

Tourist Activity				
Period	Tourist Arrivals		Tourist Departures	
	Thousands	% Change	Thousands	% Change
2018	30,123	10.8	7,961	3.6
2019	31,348	4.1	7,848	-1.4
2020	7,374	-76.5	2,324	-70.4
2021	14,705	99.4	2,026	-12.8
2022	27,836	89,3	5,101	151.8

Source: Bank of Greece, 2023

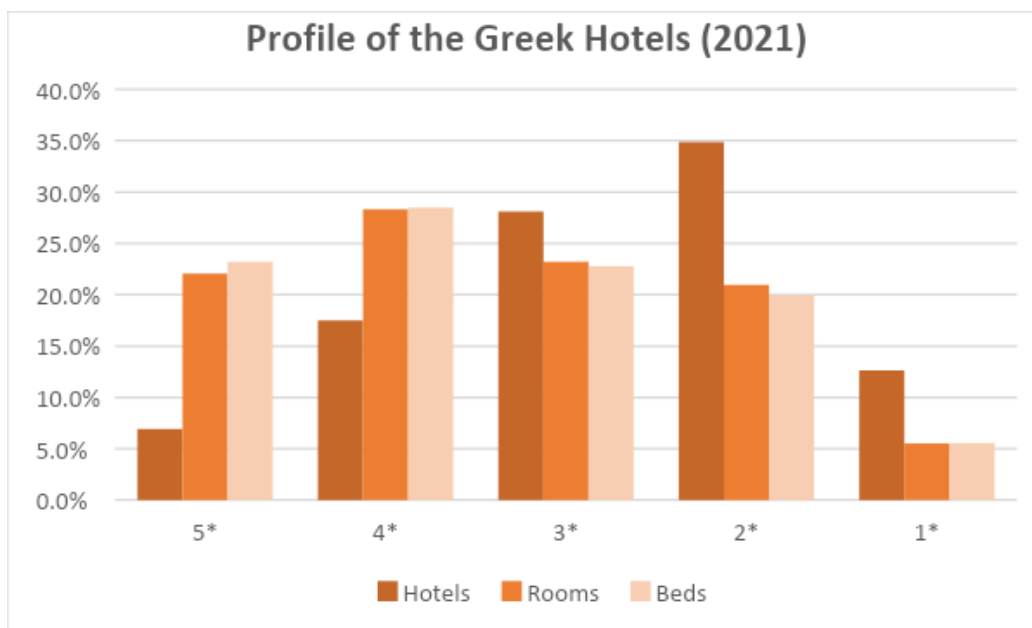


The Greek tourism sector is dominated by family businesses with small hotels (less than 25 rooms). In recent years there is a clear trend towards larger scale establishments as the number of rooms per hotel is on the rise in the period 2012-2019 for hotels with 250+ rooms (+17.3%) as opposed to hotels with less than 25 rooms (0.1%). According to estimates by INSETE (Ikkos & Koutsos, 2021), the total amount of investments for the construction of new hotels and the renovation of existing hotels in 2019 amounted to approximately € 1,469 million. At the same time, Greek hotels are undergoing a remarkable upgrade to cope with an ever-changing competitive environment. Hotels in the 5\* and 4\* categories have doubled since 2004 in the total number of Greek hotels. According to 2021 data (Hellenic Chamber of Hotels, 2021), more than 50% of rooms are in 5\* (22%) and 4\* (28.3%) hotels, although the number of these hotels represents only 24.4% of the total of Greek hotels (see Table 2). However, there is room for further upgrading, as 2\* and 1\* hotels still account for almost half of the total hotels number. However, despite the objective difficulties faced by lower category hotels, there is room for further upgrading, as 2\* (34.8%) and 1\* (12.6%) hotels still represent a relatively high percentage of the total number of hotels (37.4%), accounting for 26.5% of the total number of rooms in the country. Regarding travel agents and tour operator services, according to the Greek National Statistic Authority (statistics.gr, 2020), the total number of travel agents and tour operators was 3698 for 2020. Moreover, the total number of employees in the same business category was 14.290.

Table 2: The Profile of the Greek Hotels (2021)

	5*		4*		3*		2*		1*		Total
Hotels	700	6,9%	1.767	17,5%	2.838	28,1%	3.519	34,8%	1.274	12,6%	10.098
Rooms	97.342	22,0%	124.955	28,3%	102.357	23,2%	92.534	21,0%	24.358	5,5%	441.536
Beds	203.959	23,2%	250.566	28,5%	200.386	22,8%	175.515	20,0%	48.829	5,6%	879.255

Source: ELSTAT - Hellenic Statistical Authority. (2023)



### 1.1.3 Share of different transportation modes (plane, car, train) in tourism

In 2022, 21.4 million international air arrivals were recorded compared to 21.5 million in 2019, a decrease of -0.2% (-47 thousand arrivals) (see Table 2). In 2022, the majority of the country's airports recorded an increase compared to 2019, with the exception of Athens International Airport which recorded a decrease of (-13.4% (-860,000)) and Thessaloniki Airport which recorded 2 million air arrivals, showing a decrease of -15.6% (-366.000).

Table 2: International Arrivals by different modes of transport (passengers in thousands)

Period	Air Arrivals (country's main airports)	Road Arrivals	Coasting (Adriatic) <sup>1</sup>	Cruise <sup>2</sup>
2022	21,449	8,002	1,208	4,581
2021	11,768	3,958	980	1,418
2019	21,496	12,343	1,502	5,552

Source: INSETE (2023a). 2022 results are estimates and will be updated during 2023. The data of the Piraeus Port Authority (PPA) and therefore the totals are an estimate of INSETE Intelligence.

In 2022, 8.0 million international road arrivals were recorded, compared to 12.3 million in 2019, (-35.2%).

In the Adriatic market, passenger traffic is estimated to decrease by -19% in 2022 compared to 2019, while the number of passengers is estimated at 1.2 million compared to 1.5 million in 2019.

In 2022, total cruise ship arrivals (4,775) exceeded those of 2019 (3,979). In contrast, the estimate for passenger arrivals is 4.6 million visitor arrivals compared to 5.5 million arrivals in 2019, marking a -17% decrease in passenger arrivals.

### 1.1.4 Arrivals of international versus national tourists

In the period January-September 2022, all hotel-type accommodation, camping and short-stay accommodation show an increase in arrivals of +87.0% compared to the corresponding period of 2021 (see Table 3). Specifically, arrivals of non-residents show an increase of +102.0% and domestic arrivals by +51.0%. For the period under consideration in 2022, the largest share of arrivals in hotel type accommodation is attributed to non-residents (76.1%), i.e. 16.8 million, while 5.3 million arrivals (23.9%) are attributed to residents. A similar picture is also seen in short-stay accommodation, with arrivals of residents amounting to 1.3 million (23.2%) and of non-residents to 4.4 million (76.8%).

*Table 3: Arrivals of residents and non-residents in hotel, camping and short stay accommodation  
January - September 2021-2022 (in thousands)*

	2022			2021		
	Total	Residents	Non-Residents	Total	Residents	Non-Residents
Hotel and camping accommodation	22,003	5,252	16,751	12,032	3,416	8,616
Rooms to let	5,701	1,322	4,379	2,782	936	1,846
Total	27,704	6,574	21,130	14,814	4,352	10,462
Change % 2022/2021	87.0%	51.0%	102.0%			

Source: INSETE (2023b)

## 1.3 DIRECT AND TOTAL CONTRIBUTION OF TOURISM TO GDP IN 10 YEARS' TIME

The tourism industry in Greece is a sector that has grown remarkably and became a major source of growth for the Greek economy. The Table 6 presents the direct, such as direct and induced contribution of travel and tourism to Gross Domestic Product (GDP) in Greece from 2014 to 2022, with an additional forecast for 2028. Over this period, the direct contribution of the travel and tourism industry to GDP in Greece increased, reaching 23.9 billion euros in 2022, from 17.0 billion euros in 2014. At the same period, the direct contribution of tourism as a percentage of GDP moved from 9.5% in 2014 to 11.5% in 2022 (Ikkos & Koutsos, 2023).

Table 6: Contribution of Tourism to GDP (Million Euro)

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2028*
Inbound Tourism	13.393	14.123	13.207	14.202	15.653	17.680	4.310	10.328	17.465	
Transport & Cruise	1.519	1.559	1.627	2.104	2.365	2.647	642	1.377	2.673	
Domestic Spend	1.967	1.879	2.854	2.692	3.125	2.777	1.409	3.303	3.779	
Direct Contribution of Tourism on GDP	16.979	17.564	17.688	18.999	21.143	23.104	6.361	15.009	23.914	
As a % of GDP	9,5%	10,0%	10,0%	10,5%	11,4%	12,6%	3,8%	8,3%	11,5%	21,3%
Direct and Induced Contribution of Tourism to GDP	44.730	46.545	46.872	50.347	56.030	61.227	16.855	39.773	63.373	
As a % of GDP	25,1%	26,4%	26,6%	27,9%	30,3%	33,4%	10,2%	21,9%	30,5%	
GDP	177.941	176.312	176.488	180.218	184.714	183.250	165.326	181.675	208.030	

Source: Bank of Greece, ELSTAT, CLIA, INSETE - Processing INSETE Intelligence

In 2022, the direct and induced contribution of travel and tourism to Greece's Gross Domestic Product (GDP) was roughly 2.9 percent lower than in 2019, the year prior to the onset of the coronavirus (COVID-19) pandemic. Overall, the total contribution of these industries to Greece's GDP amounted to 63.3 billion euros in 2022 (Ikkos & Koutsos, 2023). The World Travel & Tourism Council (WTTC) forecast that the direct contribution of tourism in 2028 will be 21.3% of Greece (WTTC, 2018).

The contribution of inbound tourism to GDP is crucial for the Greek economy. For example, in 2022 17.5 billion of the total 23.9 billion of direct tourism contribution, come from international tourists visiting the country (Bank of Greece, 2023). Leisure travel accounted for the highest share of travel and tourism spending in Greece in 2022. That year, the expenditure on business trips represented 6 percent of total travel and tourism spending and leisure trips represented 94 percent of total travel and tourism spending in the country, experiencing a drop of 0.6 percentage points from 2019 (Bank of Greece, 2023). Tourism activity remained predominantly export-oriented with 84.2% of tourism receipts coming from inbound tourism. It is estimated that tourism activity contributed to covering 45.7% of the goods balance def of export receipts from all other goods exported by the country, excluding receipts from the export of ships and fuel (Bank of Greece, 2023). If travel receipts include air and sea transport receipts from inbound tourism, then the total travel receipts equal 56.3% of export receipts from exports of all other products except ships and fuel (Ikkos & Koutsos, 2023). In terms of macroeconomic multipliers, various studies estimate that every euro in tourist spending adds €2.2-2.6 to GDP. Research also suggests that the sectors which benefit the most from the development of the tourism product are trade, financial services, property management, construction and manufacturing (Ikkos & Koutsos, 2023).

## 1.4 DIRECT AND TOTAL CONTRIBUTION OF TOURISM TO EMPLOYMENT OF TOURISM IN 10 YEARS' TIME

Tourism, apart from its great contribution to the country's economy, also makes a great contribution to employment and, in recent years, has contributed significantly to the reduction of unemployment. The tourism industry as a labor-intensive industry enhances employment in businesses which offer tourism services, such as transport services, accommodation, catering, as well as indirect jobs in sectors that support or supply these organisations, such as industry, construction, utilities services, etc.

Employment in tourism-related enterprises in Greece rose overall between 2014 and 2021. More specifically, employment in Accommodation and Food Services increases over the period 2013-2022, at an average annual rate of +4.2%. However, the coronavirus (COVID-19) pandemic caused the number of employees to fall in 2020 (Ikkos & Rasoul, 2023). As of 2021, the amount was still below pre-pandemic levels, with approximately 509 thousand people employed in tourism industries. In 2021, the hospitality sector both in Greece and internationally, faced significant difficulties in finding staff. This problem, which existed in previous years, especially in many islands and isolated areas, was exacerbated by the pandemic. The main causes of staff shortages are related to: I. many tourism workers changed their line of work due to the pandemic; II. most businesses did not expect the recovery that tourism eventually showed in the second half of 2021, limiting their initial recruitment; III. many workers chose not to work because they feared they would get sick coming into contact with colleagues and customers (Ikkos & Rasoul, 2023).

The positive trend of employment was disrupted by the coronavirus pandemic in 2020 and 2021, while in 2022 it recovered, reaching almost the same level as in 2019 (-1.4%, from 381.9 thousand in 2019 to 376.7 thousand in 2022) (OECD, 2023). Based on the above findings, Greece shows high employment rates in the



the tourism ecosystem, and further growth in employment in accommodation and food services, as well as in high-skilled jobs in tourism more broadly, is expected until 2030 (Ikkos & Koutsos, 2023).

Regarding the future contribution of Tourism to the GDP, there are no official sources that forecast the level of tourism development. The authors estimate that tourism demand (arrivals, overnights etc.) - according to its growth so far and the short-term trends - will continue to increase. A similar evolution is also expected in the contribution of tourism in the country's GDP which is expected to steadily increase over the next years. This estimation should be carefully read by taking into account all the relevant limitations. Tourism employment is expected to significantly increase, which will boost the demand for skilled human resources. Despite the lack of official data, both the quantitative and qualitative shortage of human resources should be considered, given that it is partly expected to be addressed by attracting unskilled labor from third countries (mainly Asia).



## 1.5 MAIN FOCUS POINTS OF NATIONAL STRATEGY FOR TOURISM

According to the overview of current trends in the global tourism industry, the main challenges for the global tourism industry and, consequently, for the Greek tourism are digital transformation, sustainable development & sustainability, management of over-tourism phenomena, the sharing economy, social and demographic changes, security & crisis management (e.g. COVID 19).

According to the INSETE study "Action Plans to enhance the competitiveness and structural adaptation of the tourism sector" (INSETE, 2021) the vision for "Greek Tourism 2030" has been defined as follows "to showcase and fuse the uniqueness of Greek nature, Greek culture, Greek hospitality, and the Greek lifestyle through a multitude of tourism products and experiences which can address many and diverse markets, making Greece one of the most competitive and sustainable tourism destinations worldwide. Tourism will thus become established as a driver of economic, social, and environmental growth for all the country's Regions".

## 1.6 COUNTRY-SPECIFIC CHALLENGES AND DEVELOPMENTS IN TOURISM

The Greek public authorities (Ministry of Tourism and Greek National Tourism Organisation (GNTO)), in cooperation with the Association of Greek Tourism Enterprises (SETE), have identified the vision for Greek tourism, which focuses on the following key strategic objectives in order for Greece to emerge as one of the most competitive and sustainable tourism destinations worldwide.

- Strong international tourism brand with great reputation and awareness
- Safe and high-quality tourism destination throughout the year

- Numerous tourism destinations throughout the country, with diverse characteristics, tourism product offering, and high-quality experiences
- Attractiveness for significant tourism audiences / clientele segments (e.g. millennials, emerging tourism markets, digital nomads)
- Pioneering destination in tourism innovation and entrepreneurship themes and actions
- Sustainable tourism growth model in line with the circular economy and sustainability principles
- High-quality jobs, trained workforce, and competitive education and training programmes by international standards
- A high level of digitalization in the tourism sector and among businesses in the tourism industry
- Competitive destination for investors with an attractive and steady business environment which is supportive of SMEs
- Collectiveness, synergies, and a support and collaboration atmosphere among all tourism stakeholders.

# 2. CURRENT SKILLS TRAINING DELIVERY IN GREECE

## 2.1 DIGITAL SKILLS

In the following text, a brief analysis of Digital Skills provided by Higher Education Institutions in Greece is provided. Initially a presentation of Universities takes place. The analysis covers the total number (8) of Greek University Departments offering Tourism and Hospitality Courses. Regarding Vocational Training, a total number of 14 different cases are presented. These cases refer to Specializations (related to Tourism and Hospitality) provided by public or private sector Institutes. These Institutes follow the same Course Guide for each specialisation. Also, a list of 9 different cases from Trade Associations are presented.

The majority of Digital skills offered by Universities are entry-level skills. In all undergraduate degree curricula, there are from 3 to 5 specialized courses on Green skills. Accessible tourism, Global citizenship and Supporting diversity, are offered to a limited degree.

*Key findings on “Universities” level:*

- At the majority of the digital skills, each University offers a different perspective in terms of developing digital skills. Several universities include them in core modules, optional modules or in their learning processes in their courses.
- In the majority of undergraduate degree curricula (except one), digital skills courses combine theory and laboratory workshops.
- Five University Departments offer Digital Skills Related Certificate.
- Digital skills are mostly related to tourism enterprises, booking and marketing and to a lesser extent to tourism destination development and management.
- There is wide emphasis on the following 10 digital skills: 1. Basic office application use, 2. Data entry capabilities, 3. Digital business analysis and data-driven decision making, 4. Digital content creation, 5. Digital marketing & communication, 6. E-mail and chat, 7. General computer literacy, 8. Social media use, 9. Specialized tourism software e.g., PMS, GDS, CRS, 10. Web-based communications.
- The majority of “Digital skills types” offered from Universities are entry-level skills.

*Key findings on “Vocational Higher Schools & Training Institutes” level:*

- Regarding Vocational Training Institutes, there is a level of heterogeneity and as a result some courses offer a wide variety of “Digital skill types”, while some others offer few or none.
- There is wide emphasis on the following 7 digital skill types: 1. Basic office application use, 2. Data entry capabilities, 3. Digital marketing & communication, 4. E-mail and chat, 5. General computer literacy, 6. Social media use, 7. Specialized tourism software e.g., PMS.
- The majority of “Digital skills types” offered from Vocational Training Institutes are entry-level skills.
- Overall, there is a need for increased digital skills offered in the Vocational Training Institutes.

*Detected key issues/challenges and implications for PANTOUR project:*

- Both for University and Vocational Training level, advanced Digital skills (Robotics, AR, VR, Big Data Analysis etc.) must be strengthened in all specializations and departments.
- A level of homogeneity should be developed among different university departments and vocational training institutes especially for entry level digital skills.
- At the "Vocational Training Institutes" level, distance learning programs that offer students the opportunity to develop their digital skills regardless of their specialization, must be created.

Examples of training providers and universities regarding digital skills are presented in Appendix 1 at the end of the report.

## **2.2 GREEN SKILLS**

In the following text, a brief analysis of Environmental Management Skills provided by Higher Education Institutions in Greece is provided. Initially, a presentation of Universities takes place. The analysis focuses on the total number (8) of Greek University Departments related to Tourism and Hospitality. Regarding Vocational Training a total number of 14 different cases are presented. These cases refer to Specializations (related to Tourism and Hospitality Industry) provided by public or private sector institutes. Both types of institutes follow the same Course Guide for each specialization. Also, a list of 9 different cases from Trade Associations is presented.

*Key findings on “Universities” level:*

- In all undergraduate degree curricula, there are from 3 to 5 specialized courses on "green" skills. Along the same lines the research identified several courses focusing on tourism development, tourism policy, planning and management of tourist destinations, and certification systems aiming to develop "green" skills
- There is no connection between green and digital skills
- There is high degree of homogeneity between the departments and the associated courses
- Most “Green skill types” are offered at the entry-level and few (such as understanding the concept of carrying capacity and environmental certifications) at an intermediate level. This probably indicates the evaluation of green skills as an important - basic knowledge for the students.

*Key findings on “Vocational Higher Schools & Training Institutes” level:*

- In Vocational Training Institutes there is great heterogeneity, some courses offer a wide variety of “Environmental management skills”, while others offer few or none.
- There is a large concentration in 4 “Environmental management skills” (see bold figures in table 7). The remaining “Environmental management skills” are offered little or not at all.

*Detected key issues/challenges and implications for PANTOUR project:*

- Both for Universities and Vocational Higher Schools & Training Institutes, distance learning programs that give students the opportunity to develop their “Environmental management skills” regardless of their specialization, must be created.
- Both for University and Vocational Training level there are some specific Environmental Management skills that need to be developed such as: Redesign Supply chains, Use digital technologies to integrate smartness and sustainability, Calculate the carbon footprint generated by company’s actions and make plans how to reduce and compensate it, Apply the principles of sharing economy, Minimise Pollution.
- A level of homogeneity should be developed among different university departments and vocational training institutes especially for Environmental Management Skills.

Examples of training providers and universities regarding Green skills are presented in Appendix 2 at the end of the report.

## 2.3 SOCIAL SKILLS

In the following text, a brief analysis of Social and Cultural Skills provided by Higher Education in Greece is provided. The analysis focuses on the total number (8) of Greek University Departments related to Tourism and Hospitality Courses. Regarding Vocational Training, a total number of 14 different courses are presented. These courses refer to Specialisations (related to Tourism and Hospitality Industry) provided by public or private sector institutes. Both types of institutes follow the same Course Guide for each specialisation. Also, a list of 9 different cases from Trade Associations are presented.

Key findings on “Universities” level:

- There is a relative homogeneity on the social and cultural skills provided. Undergraduate degree curricula offer a wide variety of “Social skills types”
- A significant number of social skills are developed through educational methods (laboratory courses, Group and individual Assignments, Educational visits and Event, Critical Thinking exams, Experiential/active learning, Internship, thesis, Erasmus)
- Several social skills are offered through the learning process and outcomes of courses such as tourism sociology, tourism anthropology, tourism psychology, consumer behavior, culture, research methodologies, strategic planning.
- Several social skills (marked in bold in table 8 above) are also developed in specialised courses (interculturality, decision-making – problem-solving skills, entrepreneurship, innovation, leadership, promoting fair pay and working conditions in tourism)
- Accessible tourism provision for those with disabilities, Global citizenship and Supporting diversity, gender and racial equality, are offered to a minimum degree or not at all.

Key findings on “Vocational Higher Schools & Training Institutes” level:

- In Vocational Training Institutes there is great heterogeneity, some specialisations offer a variety of “Social skills types”, while others offer few or none.
- There is an extensive focus on 7 “Social skills types” (bold figures in table 8). The remaining “Social skill types” are offered little or not at all.

Detected key issues/challenges and implications for PANTOUR project:

- Both for Universities and Vocational Higher Schools & Training Institutes, distance learning programmes that give students the opportunity to develop their “Social & Cultural skills” regardless of their specialisation, must be created.
- Both for University and Vocational Training level there are some specific Social & Cultural skills that need to be further developed such as: Global Citizenship, Accessible tourism provision for those with disabilities, Lifelong learning capabilities.
- A level of homogeneity should be developed among different university departments and vocational training institutes especially for Environmental Management Skills.

Examples of training providers and universities regarding social/cultural skills are presented in Appendix 3 at the end of the report.



# 3. SURVEY RESULTS

In this chapter, an analysis is provided of the online survey results within Greece, held among tourism professionals, HR managers and decision makers. This survey aimed to investigate the gap between current levels of (green, social, digital) skills in the tourism industry and the future skills needed in 2030 – resulting in quantitative data about the skills gaps and future needs. In summary:

- Key trends are extracted from the survey results of Greece to establish how the sector is responding to the skill sets, highs, lows, current and future level of proficiency in Green, Digital and socio-cultural skills sets.
- An explanation and discussion of the results is provided.
- Gaps are indicated in the current and future level of proficiency in Green, Digital and Socio-cultural levels of proficiency. Comments are made on specific shortages or excellent/good proficiency in different skills and the areas of significant weakness.

<b>Total number of responses in Greece:</b>	<b>41 (including category 'Other' = 43)</b>
<b>Number of responses per tourism sub sector:</b>	
Destination management organisations:	7
Accommodation providers:	29
Food & Beverage:	3
Visitor attractions:	0
Travel agents and tour operators:	2

## 3.1 DIGITAL SKILLS

### Digital Skills

<b>Current existing level of proficiency</b>	<b>Highest:</b> <ol style="list-style-type: none"><li>1. Use of office applications (text processing, spreadsheets, presentation software) (4.07)</li><li>2. Use of digital marketing systems and communication platforms (social media networks, e-mail and direct marketing systems, content management systems) (3.95)</li><li>3. Secure information processing (backing-up, cybersecurity, data protection) (3.63)</li></ol>
	<b>Lowest:</b> <ol style="list-style-type: none"><li>1. Use of robots (1.44)</li><li>2. Use of generative AI applications (e.g. ChatGPT, Midjourney, DALL-E, etc.) for generating text and visuals (1.60)</li><li>3. Use of digital technologies to create guest experiences (e.g., for Virtual- and Augmented Reality) (1.80)</li></ol>
<b>Future necessary level of proficiency in 2030</b>	<b>Most necessary:</b> <ol style="list-style-type: none"><li>1. Use of digital marketing systems and communication platforms (social media networks, e-mail and direct marketing systems, content management systems) (4.51)</li><li>2. Use of office applications (text processing, spreadsheets, presentation software) (4.47)</li><li>3. Secure information processing (backing-up, cybersecurity, data protection) (4.44)</li></ol>
	<b>Least necessary:</b> <ol style="list-style-type: none"><li>1. Use of robots (2.81)</li><li>2. Use of generative AI applications (e.g. ChatGPT, Midjourney, DALL-E, etc.) for generating text and visuals (3.23)</li><li>3. Use of digital technologies to create guest experiences (e.g., for Virtual- and Augmented Reality) (3.26)</li></ol>

	<p><b>Largest gaps:</b></p> <ol style="list-style-type: none"> <li>1. Use of generative AI applications (e.g. ChatGPT, Midjourney, DALL-E, etc.) for generating text and visuals (1.63)</li> <li>2. Use of digital technologies to create guest experiences (e.g., for Virtual- and Augmented Reality) (1.38)</li> <li>3. Use of robots (1.37)</li> <li>4. Digital business analysis, business intelligence, data-driven decision making (1.12)</li> <li>5. Digital privacy and ethics (0.87)</li> </ol>
<p><b>Skills gaps between existing and future level of skills sets</b></p>	<p><b>Smallest gaps:</b></p> <ol style="list-style-type: none"> <li>1. Use of office applications (text processing, spreadsheets, presentation software) (0.40)</li> <li>2. Use of digital marketing systems and communication platforms (social media networks, e-mail and direct marketing systems, content management systems) (0.56)</li> <li>3. Web &amp; app development &amp; programming (0.77)</li> <li>4. Secure information processing (backing-up, cybersecurity, data protection) (0.81)</li> </ol>

The research participants support that the current required proficiency level of digital skills by their organisation is between low (Use of generative AI applications for generating text and visuals; Use of robots; Use of digital technologies to create guest experiences), moderate (Web & app development & programming; Digital business analysis, business intelligence, data-driven decision making; Secure information processing; Digital privacy and ethics; Use of digital marketing systems and communication platforms) and high level (Use of office applications). On the contrary they estimate that the future required (in 2030) proficiency level of digital skills by their organisation will be between a moderate (Use of generative AI applications for generating text and visuals; Use of robots; Use of digital technologies to create guest experiences) and high level (Web & app development & programming; Digital business analysis, business intelligence, data-driven decision making; Secure information processing; Digital privacy and ethics; Use of digital marketing systems and communication platforms).

The smallest gap between the current and future required proficiency level of digital skills are found in the digital skills “Use of digital marketing systems and communication platforms (social media networks, e-mail and direct marketing systems, content management systems)” and “Use of office applications (text processing, spreadsheets, presentation software)” (10% and 14% respectively). While the largest gap between the current and the future required proficiency level of digital skills are found in the digital skills “Use of generative AI applications (e.g., ChatGPT, Midjourney, DALL-E, etc.) for generating text and visuals” and “Use of robots” (102% and 95% respectively).

## 3.2. GREEN/ENVIRONMENTAL SKILL SETS

### Green Skills

	<p><b>Highest:</b></p> <ol style="list-style-type: none"> <li>1. Understanding of environmental laws and regulations (3.42)</li> <li>2. Efficient use of resources (e.g., energy, water, materials) (3.05)</li> <li>3. Promotion and encouragement of sustainable practices among guests (3.02)</li> <li>4. Adoption of environmental certifications and management systems (2.93)</li> <li>5. Communication about the organisation’s efforts towards a green economy (2.88)</li> </ol>
<p><b>Current existing level of proficiency</b></p>	<p><b>Lowest:</b></p> <ol style="list-style-type: none"> <li>1. Measurement and management of CO2 emissions (2.14)</li> <li>2. Measurement and management of waste (2.67)</li> <li>3. Green procurement and greening the supply chain (working with green suppliers) (2.84)</li> <li>4. Use of technology to speed up the green transition (2.84)</li> <li>5. Green marketing and product development (2.86)</li> </ol>
<p><b>Future necessary level of proficiency in 2030</b></p>	<p><b>Most necessary:</b></p> <ol style="list-style-type: none"> <li>1. Understanding of environmental laws and regulations (4.40)</li> <li>2. Promotion and encouragement of sustainable practices among guests (4.33)</li> <li>3. Efficient use of resources (e.g., energy, water, materials) (4.26)</li> </ol>

	<p>4. Use of technology to speed up the green transition (4.19) 5. Measurement and management of waste (4.19)</p> <p><b>Least necessary:</b></p> <p>1. Measurement and management of CO2 emissions (3.67) 2. Adoption of environmental certifications and management systems (4.05) 3. Green procurement and greening the supply chain (working with green suppliers) (4.09) 4. Green marketing and product development (4.14) 5. Communication about the organisation's efforts towards a green economy (4.16)</p>
<p><b>Skills gaps between existing and future level of skills sets</b></p>	<p><b>Largest gaps:</b></p> <p>1. Measurement and management of CO2 emissions (1.53) 2. Measurement and management of waste (1.52) 3. Use of technology to speed up the green transition (1.35) 4. Promotion and encouragement of sustainable practices among guests (1.31) 5. Communication about the organisation's efforts towards a green economy &amp; Green marketing and product development (1.28)</p> <p><b>Smallest gaps:</b></p> <p>1. Understanding of environmental laws and regulations (0.98) 2. Adoption of environmental certifications and management systems (1.12) 3. Efficient use of resources (e.g., energy, water, materials) (1.21) 4. Green procurement and greening the supply chain (working with green suppliers) (1.25)</p>

The research participants support that the current required proficiency level of green skills in their organisation is too low (Measurement and management of CO2 emissions; Green procurement and greening the supply chain; Use of technology to speed up the green transition; Green marketing and product development; Adoption of environmental certifications and management systems; Communication about the organisation's efforts towards a green economy; Measurement and management of waste) and moderate level

(Promotion and encouragement of sustainable practices among guests; Efficient use of resources (e.g., energy, water, materials); Understanding of environmental laws and regulations). On the contrary, they estimate that the future required (in 2030) proficiency level of green skills in their organisation will be to a moderate (Measurement and management of CO2 emissions) and high level (Green procurement and greening the supply chain; Use of technology to speed up the green transition; Green marketing and product development; Adoption of environmental certifications and management systems; Communication about the organisation's efforts towards a green economy; Measurement and management of waste; Promotion and encouragement of sustainable practices among guests; Efficient use of resources; Understanding of environmental laws and regulations). The smallest gap between the current and future required proficiency level of green skills is found in the green skills "Understanding of environmental laws and regulations" (29%). While the largest gap between the current and the future required proficiency level of green skills are found in the green skills "Measurement and management of CO2 emissions" and "Measurement and management of waste" (71% and 57%, respectively).

### 3.3 SOCIAL AND CULTURAL SKILL SETS

#### Social-cultural skills

##### Current existing level of proficiency

##### Highest:

1. Support diversity, equality and inclusivity (4.09)
2. Communicate effectively with guests and colleagues (3.98)
3. Understand the cultural setting of the own destination and share this information with guests (3.98)
4. Provide excellent customer service (3.98)
5. Communicate and interact with people from different cultural and social backgrounds (3.98)

##### Lowest:

1. Communicate effectively with guests in their native language (3.33)
2. Resolve conflicts (3.84)
3. Adaptability to change and handle unexpected situations (3.84)
4. Work effectively in a team (3.84)

<p><b>Future necessary level of proficiency in 2030</b></p>	<p><b>Most necessary:</b></p> <ol style="list-style-type: none"> <li>1. Provide excellent customer service (4.67)</li> <li>2. Adaptability to change and handle unexpected situations (4.58)</li> <li>3. Work effectively in a team (4.58)</li> <li>4. Communicate effectively with guests and colleagues (4.51)</li> <li>5. Resolve conflicts (4.47)</li> </ol> <p><b>Least necessary:</b></p> <ol style="list-style-type: none"> <li>1. Communicate effectively with guests in their native language (3.88)</li> <li>2. Understand the cultural setting of the own destination and share this information with guests (4.42)</li> <li>3. Support diversity, equality and inclusivity (4.44)</li> <li>4. Communicate and interact with people from different cultural and social backgrounds (4.44)</li> </ol>
<p><b>Skills gaps between existing and future level of skills sets</b></p>	<p><b>Largest gaps:</b></p> <ol style="list-style-type: none"> <li>1. Adaptability to change and handle unexpected situations (0.74)</li> <li>2. Work effectively in a team (0.74)</li> <li>3. Provide excellent customer service (0.69)</li> <li>4. Resolve conflicts (0.63)</li> <li>5. Communicate effectively with guests in their native language (0.55)</li> </ol> <p><b>Smallest gaps:</b></p> <ol style="list-style-type: none"> <li>1. Support diversity, equality and inclusivity (0.35)</li> <li>2. Understand the cultural setting of the own destination and share this information with guests (0.44)</li> <li>3. Communicate and interact with people from different cultural and social backgrounds (0.46)</li> <li>4. Communicate effectively with guests and colleagues (0.53)</li> </ol>

The research participants support that it can be concluded that the research participants consider that the current required proficiency level of social-cultural skills within their organisation is between moderate (Communicate effectively with guests in their native language; Resolve conflicts; Adaptability to change and handle unexpected situations; Work effectively in a team; Communicate effectively with guests and colleagues; Understand the cultural setting of the own

destination and share this information with guests; Provide excellent customer service;

Communicate and interact with people from different cultural and social backgrounds) and high level (Support diversity, equality and inclusivity). On the contrary they estimate that the future required (in 2030) proficiency level of social-cultural skills within their organisation will be between a moderate (Communicate effectively with guests in their native language) and high level (Resolve conflicts; Adaptability to change and handle unexpected situations; Work effectively in a team; Communicate effectively with guests and colleagues; Understand the cultural setting of the own destination and share this information with guests; Provide excellent customer service; Communicate and interact with people from different cultural and social backgrounds; Support diversity, equality and inclusivity). The smallest gap between the current and future required proficiency level of social-cultural skills is found in the social-cultural skills “Support diversity, equality and inclusivity” (9%). While the largest gap between the current and the future required proficiency level of social-cultural skills are found in the social skills “Adaptability to change and handle unexpected situations” and “Work effectively in a team” (19%).



# 4. EXPERT INTERVIEW

## RESULTS

In this chapter, the results are presented of the semi-structured interviews that have been held with experts in tourism in Greece. With these interviews, we are seeking more detailed knowledge and fresh insights regarding trends in tourism, in tourism employment and in the development of Digital, Green, Social and Cultural skills in tourism. Semi-structured interviews are an appropriate tool for this purpose, since they allow for new understandings and thoughts to surface during such interviews, which further facilitate participants' responses and elaborations.

Greece interviews that have been held, equally divided over the five tourism sub sectors (travel agents/tour operators, destination management organisations, visitor attractions, accommodation providers and food & beverage providers). Interviewees were senior managers; human resource managers; company owners; entrepreneurs; heads of department. The list below presents some specific characteristics of the total 8 interviewees:

- Interviewee 1: Head of Strategic Planning Department (Policy Maker - Destination Management)
- Interviewee 2: Head of Tourism Department (Policy Maker - Destination Management)
- Interviewee 3: Director of Education and Training - non-profit organisation (Policy Maker - Destination Management)
- Interviewee 4: Directors of Human Resources - (Hotel Chains)
- Interviewee 5: Director of Services Development - Leading Tour Operator (Travel Agent/TO)
- Interviewee 6: Director of Operations - Leading Travel Agent (Travel Agent/TO)
- Interviewee 7: Consultant/Trainer & Executive - F&B Leading Organisations(F&B Businesses)
- Interviewee 8: Director of Communications and Marketing Department (Attractions)

## 4.1 THE FUTURE OF TOURISM AND TOURISM EMPLOYMENT

### 4.1.1 INTRODUCTION

Several societal megatrends - already visible today but with their full impact still unknown - are heavily influencing the future of tourism. Demographic developments - the continued growth of the global middle class, increasingly elderly tourists, digital natives coming of age and entering the travel market, more Asian tourists - will result in additional and diverse tourist needs, preferences and choices. Technological innovations (AI, robotization, virtual and augmented reality, etc.) will continue to impact tourism and transform business models, tourism employment and tourist experiences. Social developments (Covid-19 and health issues, migration, economic uncertainty, conflicts and wars) will also have their impact on tourism. The inclusion of more sustainable practices is also a widely debated topic in the consumption, production, and development of tourism.

Looking at contemporary developments in employment, the tourism and hospitality sector has special characteristics: e.g., working on weekends and holidays, multiple shifts, seasonal work, etc. These atypical forms of employment include a variety of work contracts (e.g., temporary work, part-time work, temporary agency work and other multi-party employment arrangements).

In order to keep pace with all these developments, the tourism sector needs to be prepared for these changes, to transform the tasks expected by employers into new jobs and new job profiles, thereby making tourism employment attractive to future employees and offer them career perspectives.

In this section, we aim at getting an overall understanding of the interview participants' ideas of the evolution of the tourism sector, tourism employment and the emergence of new job profiles – in tourism in general and specifically in relation to their own organisation, in about seven years' time.

Questions that have been discussed with participants were the following:

- What will the sector and your organisation look like around 2030? Which new changes do you perceive could occur in your business?
- What impact do the current megatrends and crises (Covid-19 / health; Ukraine War; migration; demographics; environment and climate; energy; cost-of-living) have on employment in your organisation and how does your organisation deal with the consequences of these crises?
- What kind of people will be working in your organisation around 2030? Will there be a significant increase/decrease in the number of employees? And if so, how are these employees different from your current workers?
- How is your organisation changing the tasks that will be required into new job profiles?
- The above-mentioned developments have also transformed the way people work. New concepts such as working from home (WFH); digital nomads; hybrid working; workations; remote working; etc. have emerged or intensified. Which work forms are you now experiencing in your organisation and what effect does this have on recruiting new personnel?
- How does your organisation deal with societal developments such as diversity, inclusion, and flexibility within the recruitment process?
- Which new job profiles do you see emerging in your organisation in the next seven years (2030) and why? Which new job positions will emerge and/or will be 'copied' from other sectors?

#### 4.1.2 RESULTS FROM THE INTERVIEWS

All respondents recognize the significant impacts that crises (Covid-19/health; War in Ukraine; immigration; demographics; environment and climate; energy; cost of living) have on the tourism sector and the associated entrepreneurship. Respondents representing public bodies acknowledge that their organisations need to restructure to address new challenges.

The integration of new skills and new skills profiles by the employees varies depending on the size and category of the entity in which they are employed. Large tourism businesses have internal (in-house) training programs and use external training only for specialized subjects. Interviewee 4 mentioned "our company started in 2010 with 70% of its employees lacking previous experience and training in the hotels sector. In order to increase the company's impact on the local economy, a significant internal investment was made in the training of local human resources, leading to recognition by the guests of the experience offered by the employees as the company's competitive advantage."

Small and medium-sized tourism businesses invite external consultants-trainers or make use of available training programs. In small businesses, the (on the job) transfer of knowledge from experienced employees to newly employed ones still plays a significant role. In the public sector, the integration of new skills into employees takes place through further education by the responsible public body, which is the "Institute of Further Education" of the National Center for Public Administration and Local Government.

A significant finding of the research is that all respondents agree that there is difficulty in finding trained human resources due to the significant shift of workers from tourism to other productive sectors offering higher job security. A respondent with experience in the catering sector, points out that the solution to this problem has been provided by the integration of immigrants, specifically in back-office positions. The respondent's opinion is that the rapid integration of workers from different cultural, religious, professional, and social backgrounds creates many issues - difficulties requiring management. Interviewee 3 mentioned: "Surely, we should adjust our tolerance for the mistakes of the human resources and consider them a part of everyday life." New working concepts (i.e., hybrid or remote working) were only implemented by public tourism entities during the pandemic period. Most jobs in the tourism sector require physical presence. Clear policies for equal access to work seem to be in place mainly in larger private entities and public organisations. Regarding the new job profiles, most respondents agree on the need for new employees with sufficient digital skills. The degree of knowledge and specialization vary; for example, representatives of public entities are looking for executives specialized in big data management and digital marketing, while travel agencies focus on reservation issues. A significant differentiation is observed between the type and size of companies. Respondents from small and medium tourism enterprises (Travel Agencies and Catering) suggest that there is no possibility to hire people exclusively engaged in specialised fields such as sustainable development. Also, the interviews show that private entities, and especially small and medium tourism enterprises, choose their employees mainly based on their social skills (such as politeness, empathy, and teamwork). Finally, public organisations hire employees based on their organisational charts and to a great extent based on their standard qualifications and degrees from higher education institutions, in accordance with the laws governing public hiring. However, as Interviewee no.3 stated, "the broader approach to tourism education and training is becoming more skills-oriented over time, in contrast to the past, which was more professionally oriented."

## 4.2 DIGITAL SKILLS

### 4.2.1 INTRODUCTION

Technological innovations will continue to impact tourism and change business models, jobs in tourism and tourist experiences. This section focuses on digital skills for the future. These are defined as skills related to working with computers, software, digital equipment, internet, online safety. This comprises not only Microsoft Office skills, skills for implementing online safety procedures or skills to adjust digital equipment such as Wi-Fi connectivity, sound systems and video equipment but also desktop publishing skills, computer programming skills, website development skills, social media skills, skills to monitor online reviews, data analytics, business intelligence, big data skills, AI and robotic skills (ChatGPT, Dall-E) and skills related to applying digital hardware technologies such as AR and VR.

This section provides an overview of digital skills that the interview participants rate as the most important in about seven years' time.

Questions that have been discussed with participants were the following:

- Which digital skills are important in your company today?
- Which digital skills are currently lacking in your company?
- How important will these skills be around 2030? Which ones will be most important?
- Which other digital skills can you think of that will be vital for the future?
- Which changes do you anticipate will be necessary within your organisation regarding digital skills (2030)?
- Does your company provide training or education for these skills? If so: what kind of training; if not: why not?
- Do you use an external organisation to help train your staff in digital skills? If so: which ones and what kind of training do they provide?
- What would be the most effective training method in digital skill development for your employees?

#### 4.2.2 RESULTS FROM THE INTERVIEWS

Technological progress is undoubtedly improving all areas of our everyday life, changing the way we work, communicate, and travel. Interviewee 3 stated: "The automations provided by new technologies have solved many daily issues, simultaneously contributing to time savings, improving the quality of work outcomes, and reducing errors and deviations." The digitalisation of internal and external business processes is shaping a new employment context with increased demand on digital skills. The rapid development of technology is incorporating a range of automation based on sophisticated technological solutions such as Artificial Intelligence and 5G infrastructure, constantly changing the scope, intensity, and role of users. According to the results of the interviews, the digital transformation of tourism businesses aims to reshape business processes with the strategic objective of becoming more agile, innovative, customer-centric, efficient, and ultimately more competitive. "Technology significantly reduces the need for transactional procedures and that will enable a shift towards the creation and orchestration of experiences." as interviewee no.4 responded.

Many businesses are switching to web-based applications and cloud solutions to streamline their day-to-day operations. Document storage, electronic backups, unified workflow, and remote working are emerging as key reasons for this choice. The key benefits they cite are increased efficiency, reduced operational costs, more efficient analysis of big data, increased security, and elimination of human error. The Covid-19 pandemic has accelerated the digital transformation of tourism businesses. As a result, many businesses either seized the opportunity or were forced to digitise, a large part or the total of their business operations.

The digital skills identified as critical for the coming years mainly concern digital marketing and the use of corporate IT systems, while a good knowledge of office applications (e.g., Microsoft Office) and web applications as well as the management of large volumes of data are important.

Interviewees state that their training methodology includes both on-the-job training and organised training programmes from software supporting companies. The training is implemented through the physical presence of the trainees in training centres or on the premises of the company they work for, but also through on-line training.

In particular, in the hospitality sector, future digital skills are mainly related to digital marketing and related skills (e.g., social media management, digital content production, etc.). A critical area is familiarity with digital platforms for hospitality businesses (e.g., Opera), on-demand enterprise systems for conglomerates (e.g., Marriott), and enterprise resource planning (ERP) systems such as SAP. In the current period, most of these skills are in significantly short supply, resulting in the few trained employees being quickly absorbed and employers taking on the task of training their existing workforce who lack the required digital skills.

Tour Operators & Travel Agencies, pay attention to Information and Communication Technologies with emphasis on the rapid flow of information. Digital automation covers the entire spectrum of functions for efficient customer management, from the initial purchase of a tour service to the digital tracking of a group participants by the tour leader/guide. Depending on the size and policy of each Tour Operator or Travel Agent, there is a gradual addition of new departments and functions covering digital activities (e.g., social media, Google, web, etc.) internally, activities that until recently were offered by outsourced partners. The integration of these functions is leading to the need and search for highly skilled employees with corresponding digital skills. Interviewee no. 6 clearly declared that “The way of promoting our services has changed radically in recent years, having stopped printing brochures and all communication material is digital, which is now produced within the company. The integration of these functions into our business has led us to seek highly qualified employees in these areas (currently 4 people are employed), and it is certain that this department will be further strengthened in the future.”



The digital skills that will be required in the coming years will involve a good knowledge of office applications, management of social media, and in some cases, skills related to the configuration, maintenance, and security of ready-made commercial packages in the tourism sector. It is noted that the informants claimed that the size and structure of the Greek tour operators and travel agents sector is unable to financially support the establishment of in-house IT departments for the development of custom-made applications, with all businesses resorting to the purchase and customization of ready-made information systems.

In the food and beverage sector, the informants argue that there are significant gaps in even basic digital skills among employees in the sector. Although the relevant technology is well-developed, accessible, and user-friendly, covering the full range of business functions, companies are finding it difficult to adopt it. There are technological solutions related to ordering, menu planning systems, systems related to inventory management, costing, and ordering of raw materials, but only a small part of these are used by businesses. Informants indicate that digital menu applications with QR codes have not been successful, except for fast-food chains, as when the menu includes local products and recipes, it is vital that staff can effectively guide the customer to the appropriate order.

In the attractions sector, informants argue that there are no digital skills that are missing from employees nowadays, because most of them are tech friendly. An intermediate level of digital skill is considered as the default profile for the employees. In the near future the digital skills that will be required are related to the development of multimedia applications and web development. However, the informants pointed out that usually these organisations outsource these services, so they do not really need these skills for their own employees.

Representatives of Destination Management Organisations (DMOs) acknowledge that significant progress has been made in the digital reform of public administration. Employees have basic digital skills to use office applications (e.g., Microsoft Office), noting that there are significant digital skills gaps in relation to digital marketing, managing, and analysing big-data, and digital monitoring of the projects they implement. The most critical digital skills for the next 6-7 years are continuous data mining, data collection, data analysis and reporting that will enable good decision-making and effective tourism development strategies.

## 4.3 ENVIRONMENTAL/GREEN SKILLS

### 4.3.1 INTRODUCTION

In the secondary data section of this report, it was demonstrated that green skills comprise more than skills for reducing the impact of tourism on the environment (minimise the use and maximise the efficiency of energy and water consumption; manage waste, sewage, recycling, and composting; conservation of biodiversity; knowledge of climate change issues). They also involve developing and promoting sustainable forms of transport and tourism in (rural) areas as an option to diversify local economies, create economic growth and decent jobs for local people (including women and youth) as well as conserve local natural resources and cultural heritage. On the other hand, managing and reducing the impact of overtourism is also a crucial parameter of sustainable tourism.

The results of this section provide an overview of environmental management skills that the interview participants rate as the most important in seven years' time.

Questions that have been discussed with participants were the following:

- What would you consider green / environmental management skills?
- How important will these skills be around 2030? Which ones will be most important?
- Which green/environmental management skills are important in your organisation today?
- Do you expect any changes regarding the necessity of staff with green skills in your organisation between today and 2030? If so, which changes? If not, why not?
- Does your company provide training or education for these skills? If so: what kind of training; if not: why not?
- Do you use an external organisation to help train your staff in green/environmental management skills? If so: which one and what kind of training does it provide?
- What is your opinion on green certification/awards / eco-labels? Are you a member of one of these? Why? What are the benefits for you? If not, why not?

### 4.3.2 RESULTS FROM THE INTERVIEWS

The interviews suggest that although no significant differences are currently recorded, regarding the business model of each company, in the near future, tourism employees will need to have general awareness of environmental issues, possess green skills, and, most importantly, be personally sensitized to these issues. The degree of 'compliance' of tourism companies in the aforementioned direction depends on the size and business orientation of each company. By 2030, the green economy will further develop; however, it cannot be predicted whether there will be a need for exclusively employed, by tourism companies, human resources in the field. It is probably directly related to the size and sector of the companies. Clearly interviewee no.3 mentioned that: "After all, some of the so-called green skills are more or less a matter of broader awareness and culture." Moreover, in many tourism businesses, "there are often much more significant skills gaps that need to be addressed, resulting in these taking precedence over the need for green skills."

All respondents estimate that there is a gradual adoption of green practices by Greek tourism businesses. However, there is a recorded delay in environmental education both in the private sector and in public tourism bodies. Interviewee no.6 declared: "Although we are following the relevant debate that is developing internationally on the issues of sustainable and green development in tourism, in the Greek market there is still no demand for green tourism products." Relevant concepts, opinions, and eventually practices will be gradually incorporated into Greek consumer culture progressively and over time, depending on how socioeconomic conditions are shaped or if legislative initiatives will arise in the near future in the country.

The research shows that private companies consider green skills associated with reducing their operational cost (i.e., zero carbon, plastic-free) important. Representatives of larger companies consider green skills related to forms and practices of sustainable tourism development important. In small and medium tourism enterprises, there is significant lagging.

Specifically, the catering sector in Greece has a low recycling rate, and this is an issue that could be addressed through education on green practices and skills. Public bodies estimate that an organized and holistic approach to environmental challenges is needed. Green skills are essential for managing climate crises in tourism as well as for implementing green tourism projects. The integration of green skills among employees varies depending on the size and category of the organisation where they are employed. In larger tourism companies, efforts are being made to inform and partially educate the entire human capital, prioritizing the development of a sustainability culture. For this purpose, specific goals are set through the achievement of particular Key Performance Indicators (KPIs). Training is conducted on the job, both in-person and online. Public sector organisations acquire green skills by hiring specialized human resources, as well as through training provided by the responsible public entity, which is the 'Institute of Education' (INEP) of the National Center for Public Administration and Self-Government. It has to be mentioned also, that Interviewee no. 5 highlighted the importance of Environmental practices for their own employees: "It is quite positive for staff to know that they are part of a company that is environmentally responsible and takes practical initiatives to protect the environment, which makes them proud. New employees are made aware of the philosophy as well as the programmes that the company has, and from time to time, when there are new guidelines or information material, this is made available to all".

There is a significant trend towards adopting green certifications. It is widely acknowledged that environmental certifications contribute to the fuller information of customers - guests regarding the philosophy and practices of the company and to the creation of a green culture. Public sector in tourism employs external consultants on matters of green certification.

## 4.4 SOCIAL-CULTURAL SKILLS

### 4.4.1 INTRODUCTION

Social/cultural skills can be divided into personal skills, communication/cultural skills, and diversity skills. These skills are related to behavioural and practical attitudinal competencies in teamwork, interpersonal communication, cross-cultural understanding, and customer service orientation. Particularly related to working in the tourism sector are competences towards managing personal relationships, understanding the needs and feelings of others, cooperating with others, showing a positive attitude, showing respect, making appropriate contact and active listening. Furthermore, social/cultural skills deal with competencies that promote social progress which recognizes the needs of everyone; accessible tourism provision for those with disabilities; gender equality. These skills are expected to be of major importance for the tourism sector, to match the needs of a “high tech” society with “the human touch” needed in personal and human interactions in the tourism sector.

This section provides an overview of the social/cultural skills (i.e., personal-, communication/cultural-, and diversity skills) that the interview participants rate as the most important in seven years' time.

Questions that have been discussed with participants were the following:

- What do you consider the most relevant and important social and cultural skills for people working in the tourism sector?
- How important will these skills be around 2030? Which ones will be most important?
- Can you think of more or other social/cultural skills that might be important around 2030?
- What changes do you expect for your organisation with regard to necessary social/cultural skills in the future (2030) compared to today?
- Does your company provide training or education for these social/cultural skills? If so: which ones; if not: why not?

- Do you use an external organisation to help train your staff in social/cultural skills? If so, which ones and what kind of training do they provide?
- What would be the most effective training method in social/cultural skill development for employees?

#### 4.4.2 RESULTS FROM THE INTERVIEWS

According to the results of the in-depth interviews with relevant executives of the tourism sector, the social and cultural skills that tourism needs in the coming years are related to the effective management of human resources, intercultural communication, empathy, leading and developing others, self-development, etc. that will lead to the adoption of authentic hospitality behaviours. Indicatively the following statement has been mentioned by interviewee no.4 : "As the demands of visitors increase and their mindset changes, the qualitative characteristics of the human resources must be upgraded accordingly. This year, emphasis was placed on guest experience elevation, while special efforts are being made for the development of emotional connection and engagement with the guest." Tourism is mainly a human-centred activity and therefore a high degree of empathy is necessary, while communication skills are also considered necessary as tourism employees receive necessary information in a multicultural environment, which is elicited through dialogues and discussions with customers, colleagues, and partners. "If you can't get on the customer's side, you can't serve them". The recognition of diversity and the adoption of inclusion strategies are particularly important. Interviewee no.4 stated, "This is a paramount challenge for us; for instance, our most recent initiative focused on the LGBTQ+ community."

Staff training in social and cultural skills is done through imitation and continuous mentoring provided by more experienced colleagues to new employees during their work (on the job).

The training activities undertaken are mainly of an encouraging and inspiring nature for employees, rather than familiarisation with specific practices or applications (e.g., sales development practices, inter-company communication, etc.).

In the accommodation sector, interviewees argue that skills are needed to manage human resources more effectively, such as inspire and motivate HR, applying appropriate leadership styles, HR succession plans, effective communication, and strategic thinking. Equally important are the skills of target setting, identifying specific measurable objectives and developing organised actions to achieve Key Performance Indicators (KPIs).

Interviewees in the Tour Operators & Travel Agencies sector argue that employees should not discriminate based on ethnic, social, racial, religious, political, etc., differences. It is imperative that staff must have highly developed soft skills, otherwise they cannot join and remain in businesses in the sector. They argue that there will be no significant changes in social skills in the coming years, as in tourism, social skills such as immediacy in communication, empathy, understanding of different customs, morals, religions, culture, etc., are already necessary and highly developed in sectors' employees. The key characteristics of the ideal tourism employee include a positive attitude towards customer service, courtesy, understanding and acceptance of different cultures. As an example, they mention that "you may not agree on something, but you have to understand it". Digital technologies help in terms of organisation and automation of customer relations, but interpersonal communication and human contact will always be essential in the tourism sector.

According to the interviewees, social skills are the most important skills for the food and beverage sector, such as companies must manage intercultural encounters both with tourists and employees from different cultural backgrounds. Employees attend on the job training on intercultural communication between employees and tourists.



Interviewees cannot predict the specific social and cultural skills that will be needed in 2030, as this depends on demographic trends and the future consumption profile of tourists. Learning social and cultural skills is a major challenge because employees are adults who come with preconceived stereotypes that are difficult to change. On the issues of equal access and inclusion, interviewees believe that there is progress in raising awareness of the specific needs of people with disabilities, but there is a lack of training on how to manage them. However, interviewee no.3 clearly advocated that "the demand for social skills will increase over time."

In the sector of attractions, interviewees point out that communication skills are necessary for staff to interact with the different departments of the organisations. Also, intercultural communication skills are considered essential for employees, as there is constant cooperation with international organisations, artists/workers from abroad and different cultures. Diversity is also a trend that affects the necessary soft skills. The aforementioned skills are necessary at the moment and will be even more necessary in the future.

The interviewees of Destination management organisations emphasise social and cultural skills related to tourism promotion, contact with international tourism media, and cooperation with international tourism market players, recognizing the necessity of communication skills and especially intercultural communication. They point out that the most important social skills to be developed in public tourism organisations are politeness, empathy, teamwork and cooperation. These skills are timeless and will remain important in the future.

## Conclusion

According to the interviewees from the Greek Tourism Market the following main conclusions derived. At first, significant differentiations have been observed between different types and sizes of companies e.g. SMEs suggest that there is no possibility to hire people exclusively engaged in specialised fields such as sustainable development.

On the other hand, SMEs choose their employees mainly based on their social skills (such as politeness, empathy, and teamwork). Regarding new job profiles, most respondents agree on the need for new employees with sufficient digital skills. Moreover, there are differences between the sub-sectors. For example, in the hospitality sector, future digital skills are mainly related to digital marketing and related skills whereas Tour Operators & Travel Agencies pay attention to ICT with emphasis on the rapid flow of information. Regarding Green Skills, Representatives of larger companies consider green skills related to forms and practices of sustainable tourism development important but in SMEs, there is significant lagging. The social and cultural skills that the tourism sector will need in the forthcoming years are related to the effective management of human resources, intercultural communication, empathy, leading and developing others, self-development, etc. that will lead to the adoption of authentic hospitality behaviors.

# 5. BEST PRACTICES

## UPSKILLING AND RESKILLING

In each country that is represented in the Pantour consortium, partners have each selected, analysed and interviewed **5 best practices** in upskilling, reskilling, attracting/retaining staff in the five tourism sub sectors. The goal of the analysis is to have an inventory of innovative initiatives, projects, programs, philosophies, tools, methods, ideas, solutions, and concepts in relation to upskilling, reskilling, attracting, and retaining staff in order to improve the knowledge on digital, social, and green skills development in tourism.

In short, a Best Practice in upskilling, reskilling, attracting staff has all or many of these characteristics:

1

It has a clear goal.

2

It purposely addresses the bridging of existing skills gaps and future skills needs in tourism.

3

The organisation and individual staff members have a set of core values that strengthen their dedication, morale, and resolve a shared sense of purpose for the work.

4


It looks at urgent skills development challenges and human capital in their context – on macro level (sustainable/digital transition in tourism), sector/subsector level or skills level (digital, social, green skills).

5

It targets the underlying causes in addition to the challenge in upskilling and reskilling, attracting/retaining.

In the following sections, a short overview and analysis will be provided of each of the Best Practices investigated in the frame of the PANTOUR project.

*Costa Navarino's principles and policies place particular emphasis on sustainability, as a daily way of operating and offering a sustainable luxurious tourism experience.*



## **5.1 BEST PRACTICE: COSTA NAVARINO**

A well-defined corporate policy for the identification and development of the skills of human resources of a company active in the accommodation sector will be presented. The company is considered particularly well organized for the Greek hospitality industry and is recognized as a leader in terms of initiatives in skills development.

### **5.1.1 Background information**

The choice of this company and its presentation as a best practice is based on the fact that it has clear goals, a well-formulated corporate strategy and specific policies for the continuous development of human resources while it has a clear focus towards reskilling and upskilling its employees. It's a pioneering investment company in the field of luxury hospitality with particularly dynamic growth and expansion of its activities in recent years. Its corporate culture is based on the formulation and communication of specific core values related to the reinforcement of the dedication of human resources to a common vision that, among other things, includes continuous skills development.

The best practice is also interesting because of the large number of employees, the number of specialties and consequently the different skills they must possess. There are also employees who work in the company's facilities, for third party operators (under the operator's brand) or/and offer special activities (e.g., sports) to guests. These employees are supervised and developed as, being part of the company's ecosystem, they must be aligned with the company's principles.

Among the objectives of human resources management policy, the continuous recognition of skills gaps and the development of new skills with organized initiatives is of paramount importance. In this context, the company has an annual training and development plan for employees, which is updated every year according to the new data and needs. The company possesses considerable expertise in reskilling and upskilling. Year after year the company invests in the qualitative upgrade of the skills of its human resources, the most recent initiative concerns luxury elevation – upscale in terms of visitor experience.

## 5.1.2 Analysis and overview

### *Key principles*

The company's principles and policies place particular emphasis on sustainability, as a daily way of operating and offering a sustainable luxurious tourism experience. An experience that fully meets guests' expectations. The company is particularly interested in diversity (she has been accredited by the IGLTA (International LGBTQ+ Travel Association) for these policies). For these reasons, the human resources policy focuses to a large extent on the training and development of its employees on these objectives.

The company carries out systematic skills gap analysis and adapts skills development initiatives and training accordingly. For the identification of the skills gaps, the following are used: a) the annual evaluation of the human resources' performance (which records the skills to be improved and the new ones that will be needed for the next season), b) the visitors' satisfaction indicators, c) the quality controls carried out by the management company.

The human resources' skills have been grouped into nine categories, six of which concern all employees and three concern only managers and directors. Each skill involves different behaviors, depending on the characteristics and the hierarchy level of the position.

Reskilling and upskilling human resources is a crucial strategy of the company, while there is a strong orientation towards life-long learning. Specific human resources development goals are set, which are served through the annual training and development plan. The plan is formulated each year (from August to December) to be implemented on the next one. It changes each year according to the needs that have arisen from the performance evaluation of employees and the individual development plans of the previous year, the new products or services that will be offered and the newly hired employees (either in new or existing positions). This plan mainly concerns frontline employees.

This best practice highlighted the importance of identifying and developing holistic skills that will support the way employees work, operate and deliver the hospitality experience. In relation to the individual skills categories, the future digital skills identified concern the daily operation of a hotel such as specialized software and the ability to develop digital marketing initiatives. Regarding green skills, the company, due to its location and its attachment - support to the local community, places particular emphasis on the development of overall sustainability skills and green policies certification. The emphasis on social skills is more related to management skills, such as developing leaders and successors. For social skills training, the leader's academy set up by the company is quite supportive.

#### *Examples and case studies*

The company places particular emphasis on sustainable employment through ongoing actions and initiatives that are part of its broader sustainability policy, which is communicated annually through the sustainability report. In this context, 70% of its employees are locals, its presence in the region significantly increases employment and growth while recording a high degree of satisfaction of its human resources.

The company aims to develop and support partnerships both locally but also nationally and internationally. In addition to its collaboration with a hotel management company and other international brands, it has developed in a particularly effective way a large network of partnerships with national companies (more than 70 third party operators) but mainly local businesses; incorporating products, services, and their experiences into its product. Through these partnerships, specialized services and experiences are offered to its guests, thus enriching its product with qualitative terms.

For the company's executives, the leader's academy includes both group training and individual development plans tailored to the needs of each executive, aiming at their current and future positions. The reskilling and upskilling offered in the leader's academy is mainly implemented with the collaboration of third-party specialized trainers in the company's premises.

#### *Potential pitfalls and challenges*

The company operated in a "virgin" tourist area, constantly seeking its cooperation with the local community, attracting, and hiring locals to increase - strengthen its footprint in the destination. With strategy and continuous efforts, it has achieved particularly high levels of human resources development, because of targeted actions and skilling, reskilling and upskilling initiatives. It is indicative that at the beginning of the company's operation, back in 2010, 70% of the workforce had no previous experience in the hotel industry and most of them had no relevant education - training. To fill this gap, a large investment was made with consistency and continuity in the development and training of employees, which paid off, recognised as an important initiative for the development of employee skills at local, and national level. The company's long-term investment in employee training has transformed them into a strength, according to customers' evaluations. However, it became clear that since customer requirements are constantly differentiated and upgraded, so must the skills offered to the employees be upgraded to achieve guest experience elevation.

### *Benefits and outcomes*

Through this best practice, the importance of skills development was highlighted, emphasizing not only on individual skills but on the skills associated with the overall tourism experience of the guest. For this reason, a key skill of the company's human resources is to create and offer authentic experiences to guests and to enhance emotional engagement with the company. It is also worth mentioning the employees' training in diversity issues, for both the colleagues and the guests. Of particular interest is the training of human resources in terms of creating and strengthening the employer brand, utilizing gamification. The case study also revealed the need for companies to participate in shaping the basic skills provided by conventional tourism education (of all levels).

### *Measuring success*

According to the respondent, in order to measure the success and effectiveness of the best practice, the following should be constantly monitored: a) the degree of satisfaction of guests by the level of services - experiences offered, b) the employer brand established by the company (and its impact on the labour market) and c) the degree of employees' satisfaction and their confidence in their skills.

### *Responsibility and accountability*

The responsibility for implementing and monitoring the results of the initiatives presented in this best practice belongs to the management of the company and especially the human resources department.

### *References and external resources*

Sustainability policies and reports of the company can be found here: <https://www.costanavarino.com/sustainability-development/>





SUSTAINABILITY

SUPPORT LOCAL  
COMMUNITY

DIVERSITY

### *Conclusion*

The company's success is based on its clear and continuous focus on skilling, reskilling and upskilling and the existence of clearly structured relevant strategies and policies. This effort is reflected in luxury elevation – upscale, in terms of the visitors' experience, that succeeds. It places particular emphasis on sustainability and sustainable employment, local employment, and diversity in the workplace. It has succeeded in having capable human resources that to a large extent has developed and trained by the company.

*The Institute's constant focus on skills development defines part of the educational culture of the Greek tourism sector.*



## 5.2 BEST PRACTICE: THE INSTITUTE OF GREEK TOURISM CONFEDERATION (INSETE)

The Institute of a Greek Tourism Confederation was selected and presented as a best practice because it's a particularly important initiative towards on the one hand identifying current and future skills needs and on the other hand developing broader reskilling and upskilling actions. The Confederation is a non-profit organisation that has been established as an important social partner, representing the Greek tourism industry both nationally and internationally. The Confederation's Institute (best practice) has four major partner organisations: Greek Tourism Confederation (SETE), The Hellenic Hoteliers Federation (HHF), The Hellenic Association of Travel & Tourist Agencies (HATTA) and The Confederation of Entrepreneurs of Rented Rooms and Apartments (SETKE). The best practice presents a successful example, on how sectoral partners can develop a large-scale initiative to support lifelong learning through reskilling and upskilling actions.

### 5.2.1 Background information

The Institute is considered the most important – unconventional – provider of targeted tourism training in the country. It is the result of an initiative of the main sectoral bodies of Greek tourism. The Institute's initiatives and actions have been imitated in recent years. Its training activities are part of a wider context of discussion regarding the role of social partners in tourism and their contribution to the development of new skills. It monitors, on an annual basis, its performance and the achievement of its objectives through the evaluation of the education and training activities but also of the stakeholders themselves (e.g., trainers). At the same time, through this process, suggestions for improvements are collected and future training needs are identified. It seeks to enhance diversity and equality but its role is limited due to the need for broader collaborations at both national and sectoral level.

### 5.2.2 Analysis and overview

#### *Key principles*

The Institute recognizes the contradiction between the significant importance of tourism for the Greek economy and society and the lack of know-how and skills that will support the industry and the tourism experience offered. It has clear goals and values which to a great extent are associated with bridging the existing skills gap and to a lesser extent the future ones. It has a strong dedication towards skills development in the Greek tourism sector (with emphasis on tourism enterprises), which is his main priority.

In this context, the range of its training activities, their geographical dispersion and their focus on tourism provide useful information on the new skills needed in the Greek tourism sector and the necessary actions on skills development, which is a central activity of the Institute.

The learning and development principles of the Institute recognize the primary importance of human capital in tourism. The Institute focuses on their training and through training on their development and motivation. Its constant focus on skills development not only benefits the Institute itself but also defines part of the educational culture of the Greek tourism sector. It also benefits employees through the recognition of the new skills and abilities and the development of "horizontal" training and empowerment actions.

The Institute emphasizes on the prediction, and recognition of skills gaps, a particularly difficult and demanding process that, at national and at the same time sectoral level, requires the participation of many partners – stakeholders. The reskilling and upskilling actions developed by the Institute address to executives and employees as well as unemployed or those who want to work in the tourism industry in the future. The training it offers has an informal form of certification; due to the recognition it has from the wider tourism sector.

From this best practice, the need for basic skills (courtesy, communication skills, etc.) of tourism employees was understood, often these skills overshadow the need for more important - complex skills.

An important digital skill for the industry is the knowledge of specialized programs (software) related to the daily operation of a tourism enterprise. Skills related to big data analysis and data mining are also considered necessary. On a sectoral level, green skills related to energy management systems and "green" certifications are necessary. In terms of social skills, the Institute underlines the importance of the "classic" tourism-related skills such as empathy and human approach (towards both colleagues and guests). The ability to work in teams and collaborate with others as well as taking the initiative to solve everyday problems are considered important for the industry. The Institute, due to its aim and activities, has increased needs in specialized skills related to technological tools used in distance learning. While its needs for green skills are limited as they are only partially related to energy saving.

#### *Examples and case studies*

The training activities of the Institute, since 2015, have made it an industry leader as they have led to the knowledge – skills enhancement (reskilling and upskilling) of about 42,000 individuals in over 20 regions of the country in 220 training topics. It is characterized by strong dedication in lifelong learning. The visitation of the Institute's YouTube channel is also important.

There isn't fully organized and conscious focus on sustainable employability, but the Institute gradually enhances practices that increase retention rate, flexible forms of employment (e.g. teleworking), while offering internal training of its human resources, with the resources that it uses to offer reskilling and upskilling to the trainees.

#### *Potential pitfalls and challenges*

The Institute recognizes the inherent limitation of any individual effort to adequately provide the necessary new skills. This is because each initiative must be embedded in a broader, long-term strategy shaped by major tourism stakeholders. This creates another challenge: ensuring that the overall strategy does not limit the possibilities of individual partners to develop effective reskilling and upskilling actions.

#### *Benefits and outcomes*

An interesting benefit from the best practice, which may be a possible solution for other organisations, is the Institute's initiative to utilize the knowledge of trainers from other economic sectors. Because these trainers needed to familiarize themselves with the characteristics of the tourism industry, the Institute undertook "train the trainers" initiatives. The best practice also recorded the tendency of large tourism enterprises to offer in-house to their human resources the knowledge and skills they need for their operation.

#### *Measuring success*

Given the nature of the Institute's activities, the measurement of its success is fully associated with the number of the training initiatives and the number of trainees as well. More essential, however, is the recognition and adoption of its initiatives by institutions and tourism enterprises and the degree of the trainees' recruitment by the enterprises.

### *Responsibility and accountability*

All initiatives of the Institute are developed under the agreement and cooperation of partner organisations (these were presented earlier). At the same time, it develops collaborations with universities and individual experts who train both trainees and members of the organisation. The responsibility for the success of the Institute concerns the Board of the Institute and those responsible for planning and implementing the training activities.

### *References and external resources*

Institute of Greek Tourism Confederation (INSETE) link:

<https://insete.gr/?lang=en>



**BIG DATA  
ANALYSIS**

**GREEN  
CERTIFICATIONS**

**EMPATHY &  
HUMAN  
APPROACH**

### *Conclusion*

The difficulty of recognizing new skills at national and at the same time sectoral level became clear. The actual challenge is the effective synthesis of many different educational and training agendas and the cooperation with tourism enterprises. Another challenge is the absence of adequately trained trainers, especially in contemporary and innovative subjects. This can be partially dealt by a recent trend; experienced and well-educated executives leave the tourism industry and are employed in consulting and training.

*The Accelerator helps existing entrepreneurs develop an active business initiative with emphasis on new technologies and innovation.*



## **5.3 BEST PRACTICE: A TRAVEL AND TOURISM ACCELERATOR**

According to the participant, Greece must make a big restart, which will be based on its healthy and creative resources. This acknowledgment has spawned the idea to connect tourism, the “national champion” that generates growth, revenues, and job opportunities, with the vibrant cell of innovative entrepreneurship. The Travel and Tourism Accelerator offers access to information, education, visibility and networking opportunities to help innovative new ventures working in the travel and hospitality industry to grow efficiently.

### **5.3.1 Background information**

The Travel and Tourism Accelerator aims to help young people, active in technological entrepreneurship in tourism, to develop their idea and promote it in Greece and abroad. The Accelerator has two programs: a) Idea platform which is a competition of new business ideas with emphasis on innovation and the application of new technologies in tourism and B) Acceleration, the accelerator helps existing entrepreneurs develop an active business initiative (development of an existing product, establishment of a start-up, etc.)



with emphasis on new technologies and innovation. The educational profile (seminars, workshops, strategic partners) of the two programs helps participants to better understand the tourism industry and its technological dimension in order to develop their idea and turn it into a business or expand it (turn it into a sustainable business).

Through the Accelerator, emphasis is placed on soft and business skills and not on technical skills, which acceleration participants have. Participants lack an overall understanding of the tourism industry or specific business areas and the everyday operation of a hotel. Soft skills focus on understanding: how a team works, what is leadership, the customer complaint management, etc.

### 5.3.2 Analysis and overview

#### *Key principles*

The vision of the Travel and Tourism Accelerator is to build an innovative ecosystem in the Greek tourism sector by offering opportunities to create and develop startups with a global perspective and impact. It is an initiative of the Greek Chamber of Hotels (GCH) aiming to promote entrepreneurship in the travel and tourism industry (a corporate social responsibility project). The basic principle of the Accelerator is the existence of internal open discussion and dissemination of information among members. The training offered to participants also benefits and offers know-how to the organisers of the Accelerator. The principles also include providing knowledge to GCH and its members in order to identify new trends, developments, new technologies, etc. Partly this is achieved through video content, a series called 'innovation bites' has been created and provides information on new trends (e.g. technological, environmental, etc.). The Accelerator organizes road shows with onsite visits with start-ups in various tourism destinations in Greece where they present their work through networking sessions. Finally, through the GCH Institute, surveys are carried out to identify the needs of businesses in new skills.

Regarding future skills, the following are recognized:

1. Social skills: Team building, human resources selection, leadership, problem solving, customer relations. This broader category also includes skills related to people with disabilities, as part of a broader Corporate Governance policy.
2. Green skills: how to integrate the principles of sustainability into a company's culture and business model.
3. Digital skills: utilization of AI, automation (robotics), virtual reality, augmented reality, big data, smart mobility. Of course, technological skills concern both the creation of technological tools and the ability to use – utilize them in everyday business life.

#### *Examples and case studies*

Travel and Tourism Accelerator supports:

- Innovation by reinforcing and supporting innovative ideas and ventures in the tourism sector.
- Entrepreneurship acceleration by boosting the development and growth of startups through a robust program.
- Networking by supporting networking initiatives between startups and the tourism industry.

Travel and Tourism Accelerator offers:

- The acceleration program. It is designed according to the needs of the startups which will join the program as well as the need to connect and involve all stakeholders of the tourism ecosystem. The main objective is to offer a rich content which will address the business needs of the participating startups, provide hands-on learning opportunities and tools for their ventures as well as guidance on how to scale up their business in the travel and hospitality sector.
- The Idea platform. It runs mostly through competitions, challenges, or hackathons, addressing a call to young universities' graduates/postgraduates, young unemployed executives, and very early stage startupper (with tech and business background). Participating teams will have to work on finding solutions to real problems regarding the travel and hospitality industry.

The involvement of various partners is important, for example strategic partners who help in the context of their corporate social responsibility and partners who share their knowledge. Google assists in workshops and mentoring so that participants understand the available technological tools, Nelios, a digital marketing company, offers knowledge on how to use digital tools in communication and marketing. Programize, which supports the technological part of product development. PWC advises on strategic planning, financial planning, and legal issues. Last but not least, businesses that have evolved from start-ups to integrated successful businesses.

#### *Potential pitfalls and challenges*

This best practice is interesting as it directly connects the development of green, social, and digital skills with the competitive tourism entrepreneurship. It thus contributes to the creation of an ecosystem that will promote entrepreneurship in tourism.

#### *Benefits and outcomes*

The Accelerator has already offered support to 88 teams and start-ups, 223 founders in order to work on their idea or business proposal and to test its viability in the tourism sector. Of the 88 teams, 46 changed their product during their participation in the Accelerator as a result of the advice of experienced partners of the initiative. More than 110 jobs were created through start-ups, while clientele and partnerships were developed, confirming the multilevel support offered by the Accelerator. And of course, the participants were helped to develop valuable knowledge and skills.

#### *Measuring success*

The success of the Accelerator depends on the number of new ideas selected and supported and on the degree of their future implementation and success in the tourism industry.

#### *Responsibility and accountability*

The responsibility of the success of the Accelerator primarily concerns the team responsible for the initiative, the experts and of course the participants.



TECHNOLOGICAL  
ENTREPRENEURSHIP

TEAM BUILDING

AI  
UTILIZATION

### *Conclusion*

From the best practice and the experience gathered by the Accelerator, there is an intense need to offer, through conventional tourism education, practical skills beyond the theoretical – scientific ones. Along the same lines, it is particularly important to provide skills related to entrepreneurship to a wider audience (target group), from which future entrepreneurs come. Finally, the need for green skills to be linked to specific KPIs was underlined.

*Respect for people, within the working environment, and recognition of the value of every employee for the effective operation of tourism enterprises.*



## **5.4 BEST PRACTICE: STEPWISE**

A human resources management company specializing in the hospitality sector was selected and presented as a best practice. The company has clear goals and offers a range of services addressed to both employers and employees. Of particular interest is the company's focus a) on strategies aiming to the development of human resources of hotels and resorts, based on the unique characteristics of the employees of every tourism enterprise, and b) on employee engagement. The company particularly focuses on diversity and equality (it is an official member of the Diversity Charter Greece, having endorsed the relevant Charter) while offering tailor made services with emphasis on reskilling and upskilling of human resources.

### **5.4.1 Background information**

The company offers tailor made services, ranging from the recruitment of employees and their development to the strategic planning of human resources. Its core services include an overall approach to human resources management addressing:

Employers: human resources outsourcing solutions focusing on human resources strategy, corporate culture and climate formulation, mindset coaching, employee performance appraisal, integrated human resources services, staffing, individual recruitment projects, soft skills training, coaching, “train the trainer” activities etc.

Employees: career coaching services, on-line search tools for job openings, CV design services, focused training, etc.

The selection of this company is therefore because its mediating role (between employers and employees) offers an overall perspective of the existing skills in the Greek tourism and hospitality industry and the new skills emerging from the employers' perspective along with the new long term trends.

### 5.4.2 Analysis and overview

#### *Key principles*

The basic principles and values of the company reflect the personal values of the executives and the founder and her experience from her employment in the field. The basic principle is "respect for people", within the working environment, and the recognition of the value of every employee for the effective operation of tourism enterprises. Another important principle is the continuous investment in human resources' development, mainly through education and training (either in person or on-line), in skills development and coaching. This investment is not limited to front line employees but also to other executives, up to the top of the hierarchy.

The main policies of the company focus on the working conditions of human resources and the actions required for the retention of employees and their development within the company. The creation of a culture of constant investment and emphasis on human resources. These principles largely arose from the absence of an "intermediary" between the employee and the owner or manager of a tourism enterprise and the consequent lack of communication. In many companies, actions related to human resources management are absent.

### *Examples and case studies*

The company is heavily involved in skills development in tourism and especially in the hospitality industry. Its efforts focus on identifying the needs of human resources and tourism businesses and satisfying them through reskilling and upskilling activities. It partially fills a gap at national level, related to the absence of human resources management departments in many Greek tourism enterprises. It undertakes either entirely (through outsourcing) the activities related to the development of human resources, or specific actions. The element that differentiates this company is that it offers specialized coaching services, not only the “traditional” human resources management activities, while trying to bridge the existing skills gaps. The founder of the company has extensive experience in the tourism and hospitality industry, having worked for several years in various departments of hotels, while in recent years she has been active as a mindset coach.

### *Potential pitfalls and challenges*

The main challenge derived from this best practice is the development of a national – sectoral culture of investing in human resources development (via reskilling and upskilling initiatives) as the main source of competitive advantage for tourism enterprises.

### *Benefits and outcomes*

From this best practice, the importance of social skills was realized. In this context, the main new skills for the near future will be the development of team spirit and the employees’ ability to communicate, collaborate and interact. Important skills are also adaptability to change, leadership (especially at the higher levels of the hierarchy), problem solving and mutual empathy.

According to the company's experiences, the most important skills gaps are found in senior executives. Skills associated with developing good relationships in the working environment, critical thinking, time management, integrity, and “classic” skills such as courtesy are also considered important.

The founder of the company recognizes the value of hard skills in finding a job in the tourism industry but stresses the need for soft skills in order to stay in the field and evolve. The skill of continuous learning through self-development is also considered crucial. In relation to young employees, the need to approach behavioural patterns should be reciprocal (not only for young employees to respond to older behavioural patterns but also for managers to adapt to the social norms of young employees).

When it comes to digital skills, the respondent does not identify significant current shortages neither future shortage. She believes that technology is adequately utilized in the daily operations of Greek tourism businesses and in Agile HR.

As far as Green skills are concerned, more skills are needed on corporate social responsibility issues with emphasis on environmental issues, the culture of developing global ecological consciousness and the emphasis on recycling. In many cases, employees themselves trigger the adoption of green skills development actions within companies. There is need for more skills associated to health and safety, particularly in the post-covid era.

The importance of coaching human resources emerged, as a mean of developing and acquiring new skills.

It is interesting to note that, in addition to skills, the culture and mentality that an employee may have because of his/her country of origin can be a useful "skill" in the tourism industry. In the case of Greek employees, this is particularly important in the Arab countries (e.g., Emirates). The image of the country as a tourist destination and the accumulated tourist experience is recognized as an asset for employees originating from the country.

Emphasis is placed by the company on the diversity of human resources. That's why embraces equal opportunities at work, inspiring employers to recruit an inclusive and diverse workforce. It's an official member of the Diversity Charter Greece, having endorsed the relevant Charter. The respondent's experience is that in the country's tourism industry there is acceptance of diversity and inclusion.



### *Measuring success*

In order to measure the success of this best practice, the company must constantly monitor a) the degree of satisfaction of the tourism enterprises from the training and mainly coaching services offered, b) the degree of employees' and executives' satisfaction from the reskilling and upskilling initiatives and c) the long-term expansion abroad.

### *Responsibility and accountability*

The company operates exclusively in the Greek tourism market, but now it is in the stage of developing its network of partnerships abroad. And that's because there is a profound interest of Greek employees who work seasonally (during the summer months) to work during winter in other countries to gain more experience and get familiar with other cultures.

The company's main partners organisations are, on the one hand, hotels - resorts in Greece (in the future outside the country as well) and, on the other hand, employees originating from Greece or working in the country. The future geographical expansion of the company will be towards countries where Greek employees are interested in working and there is also increased demand for human resources recruitment. These countries are Cyprus, Switzerland, and Dubai. In terms of size, the company's main partners are medium-sized companies, with 50 to 80 employees. In large companies, cooperation focuses on specific services (e.g., targeted training and coaching activities).

The company is in direct contact with the employees and intervenes in solving practical problems (e.g., accommodation issues, in the case of employees in seasonal hotels). "Employees know that they have someone to turn to", the company's founder said.

### *References and external resources*

The company's link: <https://stepwise.gr/>

Diversity Charter – Greece: <https://diversity-charter.gr/>



EMPLOYEE  
ENGAGEMENT


DIVERSITY &  
EQUALITY

COACHING

*Conclusion*

The best practice revealed the importance of human resources' skills on dealing with all kinds of crises. It was the skills of employees during crises (e.g., covid-19) that enabled and facilitated recovery. As the respondent characteristically said, "people and their skills provide the solutions". The emphasis is therefore placed on the social status of the employee and his/her interaction within the working – organisational environment. In this context, it is particularly important to stimulate initiatives and skills related to diversity, its acceptance and recognition. In gender terms, the view of the company's founder is that there is no difference in treatment between employees of different sexes.

*SNFCC articulates its philosophy through infrastructure and services that promote culture, sustainability, accessibility, and inclusion, redefining the concept of public space.*



## **5.5 BEST PRACTICE: STAVROS NIARCHOS FOUNDATION CULTURAL CENTER (SNFCC)**

The Stavros Niarchos Foundation Cultural Center (SNFCC), was selected and presented as a best practice because it is a significantly important case of an organization that offers a wide range of specialized cultural experiences to locals and tourists in Athens. These experiences include the Greek National Opera, the National Library of Greece as well as the Stavros Niarchos Park, one of the largest green areas in Athens, covering 21 hectares that provide free access to a multitude of cultural, educational, athletic, environmental, and recreational activities and events ([www.snfcc.org](http://www.snfcc.org)). SNFCC Single Member S.A. is a public-benefit nonprofit organization responsible for the operation, maintenance, and management of the Stavros Niarchos Foundation Cultural Center and the Stavros Niarchos Park while developing and organizing its own series of cultural, educational, environmental, and sports activities. It is supervised by the Greek Ministry of Finance ([www.snfcc.org](http://www.snfcc.org)).

### 5.5.1 Background information

The SNFCC articulates its philosophy through infrastructure and services that promote culture, sustainability, accessibility, and inclusion, redefining the concept of public space. Based on this foundation, SNFCC offers high-quality events and activities organized, realized, and hosted at SNFCC premises. The staff and collaborators' professionalism, has made the SNFCC a reference point not only in the greater Athens area but also at a national level and beyond. The SNFCC attracts tourists from all over the world as well as notable personalities, capturing the attention of the media globally. In parallel, in collaboration with entities such as the Greek Tourism Organization ([gnto.gov.gr](http://gnto.gov.gr)), Marketing Greece ([www.marketinggreece.com](http://www.marketinggreece.com)), the municipality of Athens, and others, numerous press visits from foreign media were arranged.

### 5.5.2 Analysis and overview

#### *Key principles*

SNFCC has been quite active at several issues related to Green and Social Skills. Regarding sustainability, SNFCC is the first large-scale cultural project to achieve Leadership in Energy and Environmental Design (LEED) Platinum certification in Europe. The certification was the result of visionary architecture and the integration of active and passive technologies that make SNFCC one of the world's most environmentally sustainable buildings. The LEED certification covers six key areas at both the design and construction stages. Moreover, SNFCC Environmental Unit has been established to effectively promote environmental management. All SNFCC staff, however, contribute to ensuring the sustainability of the Stavros Niarchos Foundation Cultural Center ([www.snfcc.org](http://www.snfcc.org)).

Apart from the above framework, the main reason that the SNFCC was selected as a best practice is that ever since it began its operation, the SNFCC has been embracing and supporting vulnerable social groups.

The SNFCC has been designed to be fully accessible to people with disabilities and has further enhanced its services for disabled people - through the Organization's cross-departmental Accessibility Initiative- at the level of events and activities, "...considering that accessibility to our venues is a given". The SNFCC is fully accessible to the public and is constantly aiming to ensure that everyone is welcome and has access to the experiences and services offered.

### *Examples and case studies*

In terms of accessibility facilities, there are various adaptations and equipment to ensure the inclusiveness of the premises. The employees of the organization are constantly trained to sustain their skills related to the improvement and enhancement of premises for people with disabilities. Aiming at the offered experience the employees focus on how they can further improve the features of the premises. The adaptations are presented to the list below:

- In the Lighthouse, there are two workstations with more than 543 audiobooks for visually impaired people.
- At the entrances of the premises, there are automatic doors that open at the push of a button to facilitate wheelchair access.
- The Stavros Niarchos Park, is accessible to everyone. The ascent to the top of the hill is made through the paths of the Park and through the planted roofs of the buildings, reaching 32 meters. The paving material of the paths (stabilized ceramic floor) and the slope of the Park, which is about 3-5%, allows all visitors to move comfortably and makes the whole Park accessible to parents with strollers and people with mobility difficulties or users of wheelchairs. It is also non-slip.
- Elevators are accessible to all visitors. They also feature Braille markings and voice warnings.
- Within the SNFCC buildings, in the Visitors Centre, Pine Grove and Park Kiosk there are accessible restrooms with an emergency button, located respectively according to gender.

- The SNFCC offers 20 parking spaces for people with disabilities on the ground floor of the Car Park Building. The Parking has ramps and crossings for people with mobility disabilities and golf carts with a boarding ramp, a protective strap and a wheelchair parking space.
- In the Stavros Niarchos Hall at the Greek National Opera, there are places for wheelchairs and special lifts for their access. Wheelchairs scheduling are available via phone. The SNFCC shuttle bus is accessible to wheelchair users, following prior scheduling via phone.
- Guiding paths exist at all pathways leading to the SNFCC premises (Not available for the Stavros Niarchos Park). Guide dogs and hearing dogs are welcome at the SNFCC.
- For cases of people with hard of hearing, assistive devices with a loop system are available at 44 points throughout the premises.
- The Sensory Accessibility Guide for people on the Autism spectrum is a combination of a social story and a sensory map for their preparation before visiting SNFCC. A social story is a learning tool that supports the safe exchange of information in a very simple way, between people with autism and the people who take care of them. A sensory map is designed to help visitors on the autism spectrum be prepared properly for their visit. It guides the users, so they can avoid crowded spots, loud sounds, etc. that can disrupt their calmness.
- In the context of accessibility of visitors, the SNFCC offers (for free) guided tours of Stavros Niarchos Park in the Greek sign language and Multi-Sensory Tour of the SNFCC and Stavros Niarchos Park for visually impaired visitors and companions. The organized tours offered in the buildings of the GNO and the NLG are accessible to people with disabilities.
- Braille maps are handed out to visitors, while performances, speeches, and lectures, as well as screenings of films with accessibility services, are regularly organized. Services of audio description, tactile touring, sign language interpretation, and sensory-friendly performances were generally implemented as part of the program offered.

Braille event programs were created, while a sensory accessibility guide, a sensory map, and visualized descriptions were added for accessible screenings of performances addressed to visitors on the autism spectrum. Participants with visual impairment are offered the opportunity to attend tours supported by a guide during their visits and performances thanks to the help of SNFCC employees and volunteers.

- Guided tours for people with sensory disabilities and visitors 65+ years of age with memory problems were developed more widely starting in early 2022. These multisensory and sign languages guided tours served as an opportunity for a stroll around the Stavros Niarchos Park and a monthly rendezvous for people who have chosen the SNFCC as their place of entertainment and socialization.
- The SNFCC's website, the central online hub for providing information to the public, has acquired accessibility widgets, offering users accessibility options that enhance their website browsing experience.

In general, the SNFCC raises public awareness of accessibility issues through lectures and workshops on the subject, as well as the participation of Special Education Schools in a variety of educational and sports programs. It is about an interdepartmental initiative, the Accessibility Initiative team, in which the participants represent every department of the whole organization. More than that, this initiative allows all the members of the staff to be involved through trainings and understand the impact in the society.

#### *Potential pitfalls and challenges*

According to the representative of the organization, the main challenge of the organization is to keep up with the above-mentioned practices and reach a level where Inclusion and Accessibility will be considered as regularity and not the exception or special treatment both for the organizations' and employees' practices. A constant challenge for employees and organizations related to Inclusion and Accessibility will be the integration of relevant knowledge and awareness both for employees and the public.

Additionally, regarding the projection of necessary skills in the future, skills related to Artificial Intelligence will be necessary for all types of organizations and individuals. Additionally, skills related to the development of a culture of recognition, acceptance, and support for diversity should be considered essential for all tourism organizations and enterprises.

### *Benefits and outcomes*

According to the organization's representative: "We never stop to search how to improve our services in accessibility matters ...continuous learning and improvement of our skills and awareness through training, feedback, and investigation of new ways and practices." An interesting benefit from the best practice, which may be an indicative mindset for organizations, is the one of SNFCC's Accessibility Initiative Team which is dedicated to raising awareness for Inclusiveness and Accessibility for all individuals internally and externally. As a result, the SNFCC is considered an important example of know-how in practice regarding inclusion and diversity in the tourism sector.

Apart from the above, the culture of sustainable operation can be considered a significant feature of SNFCC. To achieve the high sustainability standards that are set and the relevant measurable outcomes the organization must recruit capable staff that is willing to contribute to the strategy.

### *Measuring success*

The success of the SNFCC can be measured with a variety of criteria. At first, it was promoted not only as a cultural attraction but also as a landmark of the city of Athens with thousands of positive reviews according to the annual reports that are annually published (<https://www.snfcc.org/en/reports>).



Impact Study of the non-profit organization showed that the SNFCC has been evolving into a metropolitan park governed by the principles of sustainability, both at the operational level and across the entire range of activities it implements to raise awareness and inform the public. At the same time, the Accessibility practices contributed to the consideration of the park as a paradigm of inclusion while the knowledge, skills, and experience accumulated by its human resources can be transferred to other entities, organizations, and businesses.

#### *Responsibility and accountability*

All initiatives of the non-profit organization are developed under the strategies of sustainability and inclusiveness. The reporting and the promoted image of SNFCC set the agenda for constant improvement and interdepartmental implementation of Sustainability, Accessibility, and Inclusiveness goals.

#### *References and external resources*

The Stavros Niarchos Foundation Cultural Center (SNFCC), link: [www.snfcc.org/en/](http://www.snfcc.org/en/)

SNFCC Annual reports,

<https://www.snfcc.org/en/reports><https://www.snfcc.org/en/reports>



SUPPORT  
VULNERABLE  
SOCIAL GROUPS

ACCESSIBILITY

ARTIFICIAL  
INTELLIGENCE AS  
A FUTURE NEED

*Conclusion*

These high standards are constantly achieved because the operation of the organization is constantly aiming at them, and the employees need to enhance, follow, contribute, and adapt to the goals and practices.

# SKILLS SYNTHESIS

**a skilled workforce  
is essential for the  
sustainable growth  
competitiveness of  
the tourism sector**



The findings presented in this report serve as a roadmap for policymakers, educators, and industry stakeholders to collaborate effectively in shaping the future of tourism workforce development.

In essence, the PANTOUR Country Skills Profile Reports serve as a call to action, urging stakeholders to prioritize skill enhancement initiatives and embrace innovative practices to ensure the continued success and resilience of the tourism industry in the years to come.

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*The research design for this report was approved by the Ethics Board of Breda University of Applied Sciences (NL) with reference number BUas-RERB-23-03-Pantour-*



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# Appendix 1. Examples of Digital training providers

In the following text, a brief analysis of Digital Skills provided by Higher Education Institutions in Greece is provided. Initially a presentation of Universities takes place. The analysis covers the total number (8) of Greek University Departments offering Tourism and Hospitality Courses. Regarding Vocational Training, a total number of 14 different cases are presented. These cases refer to Specializations (related to Tourism and Hospitality) provided by public or private sector Institutes. These Institutes follow the same Course Guide for each specialization. Also, a list of 9 different cases from Trade Associations are presented. An integrated table (Table 1) is provided to present all skills categories along with several key findings from the research.

<b>Training provider name:</b> University of the Aegean. Department of Tourism Economics and Management
<b>Website:</b> <a href="https://www.tourem.aegean.gr/en/">https://www.tourem.aegean.gr/en/</a> & <a href="https://www.tourem.aegean.gr/el/">https://www.tourem.aegean.gr/el/</a>
<b>Type of provider:</b> University
<b>Covered skill categories:</b> <ul style="list-style-type: none"> <li>• Being digitally literate</li> <li>• Online marketing &amp; communication</li> <li>• Data analytics</li> </ul>
<b>Covered skill types:</b> <ul style="list-style-type: none"> <li>• general computer literacy</li> <li>• basic office application use (text processing, spreadsheet use, presentation software)</li> <li>• e-mail and chat</li> <li>• data entry capabilities</li> <li>• social media use</li> <li>• web-based communications</li> <li>• digital marketing &amp; communication</li> <li>• specialized tourism software e.g., PMS.</li> <li>• digital business analysis and data-driven decision making (increased offer of personalised tourism services and data-driven destination management tools)</li> </ul>
<b>Methods of delivery:</b> Class, Learning Management System, Courses, Lectures, 4 Theoretical and laboratory courses, Assignments, Internship, Digital Skills Certificate.

<b>Training provider name:</b> University of West Attica. Department of Tourism Management
<b>Website:</b> <a href="https://tourism.uniwa.gr">https://tourism.uniwa.gr</a>
<b>Type of provider:</b> University
<b>Covered skill categories:</b> <ul style="list-style-type: none"> <li>• Being digitally literate</li> <li>• Online marketing &amp; communication</li> </ul>

- Mobile technologies

**Covered skill types:**

- general computer literacy
- basic office application use (text processing, spreadsheet use, presentation software)
- e-mail and chat
- data entry capabilities
- social media use
- web-based communications
- digital marketing & communication
- specialized tourism software e.g., PMS
- digital content creation
- digital product management

**Methods of delivery:** Class, Learning Management System, Courses, Lectures, 8 Theoretical and laboratory courses, Assignments, Internship, Digital Skills Certificate.

**Training provider name:** Hellenic Open University Tourism Management

**Website:** <https://www.eap.gr/education/undergraduate/tourism-administration/>

**Type of provider:** University

**Covered skill categories:**

- Being digitally literate
- Online marketing & communication
- Data analytics

**Covered skill types:**

- general computer literacy
- basic office application use (text processing, spreadsheet use, presentation software)
- e-mail and chat
- web-based communications
- digital marketing & communication
- data entry capabilities

**Methods of delivery:** Class, Learning Management System, Courses, Lectures, 2 Theoretical courses, Assignments

**Training provider name:** International Hellenic University. Department of Organisation Management, Marketing and Tourism

**Website:** <http://ommt.ihu.gr/>

**Type of provider:** University

**Covered skill categories:**

- Being digitally literate
- Online marketing & communication
- Data analytics
- Mobile technologies
- Digital security

**Covered skill types:**

- general computer literacy
- basic office application use (text processing, spreadsheet use, presentation software)
- e-mail and chat



- data entry capabilities
- social media use
- web-based communications
- digital marketing & communication
- specialized tourism software e.g., PMS.
- digital business analysis and data-driven decision making (increased offer of personalised tourism services and take-up of data-driven destination management tools)
- digital content creation
- digital product management
- secure information processing

**Methods of delivery:** Class, Learning Management System, Courses, Lectures, 9 Theoretical and laboratory courses, Assignments, Internship

**Training provider name:** University of Patras. Department of Tourism Management

**Website:** <http://tourism.upatras.gr/>

**Type of provider:** University

**Covered skill categories:**

- Being digitally literate
- Online marketing & communication
- Data analytics
- Mobile technologies
- Digital security

**Covered skill types:**

- general computer literacy
- basic office application use (text processing, spreadsheet use, presentation software)
- e-mail and chat
- data entry capabilities
- social media use
- web-based communications
- digital marketing & communication
- Specialized tourism software e.g., PMS.
- digital business analysis and data-driven decision making (increased offer of personalised tourism services and data-driven destination management tools);
- digital content creation
- digital product management
- digital content creation

**Methods of delivery:** Class, Learning Management System, Courses, Lectures, 8 Theoretical and laboratory courses, Assignments, Internship, Digital Skills Certificate

**Training provider name:** Ionian University. Department of Tourism

**Website:** <https://tourism.ionio.gr/>

**Type of provider:** University

**Covered skill categories:**

- Being digitally literate
- Online marketing & communication

- virtual and augmented reality
- Mobile technologies

**Covered skill types:**

- general computer literacy
- basic office application use (text processing, spreadsheet use, presentation software)
- e-mail and chat
- data entry capabilities
- social media use
- web-based communications
- digital marketing & communication
- Specialized tourism software e.g., PMS.
- web & app development
- digital content creation (online and for product innovation, e.g. with VR/AR)
- digital design and data visualization
- digital product management
- web & app development
- programming;

**Methods of delivery:** Class, Learning Management System, Courses, Lectures, 6 Theoretical courses, Assignments, Internship.

**Training provider name:** University of Piraeus - Department of Tourism Studies

**Website:** <http://tourism.unipi.gr/>

**Type of provider:** University

**Covered skill categories:**

- Being digitally literate
- Online marketing & communication
- Data analytics
- privacy and ethics

**Covered skill types:**

- general computer literacy
- basic office application use (text processing, spreadsheet use, presentation software)
- e-mail and chat
- data entry capabilities
- social media use
- web-based communications
- digital marketing & communication
- Specialized tourism software e.g., PMS
- applying privacy and ethics at digital environment

**Methods of delivery:** Class, Learning Management System, Courses, Lectures, 7 Theoretical and laboratory courses, Assignments, Internship, Digital Skills Certificate.

**Training provider name:** Hellenic Mediterranean University. Department of Business Administration and Tourism

**Website:** <https://bat.hmu.gr/>

**Type of provider:** University

**Covered skill categories:**

- Being digitally literate
- Online marketing & communication
- Data analytics

**Covered skill types:**

- general computer literacy
- basic office application use (text processing, spreadsheet use, presentation software)
- e-mail and chat
- data entry capabilities
- social media use
- web-based communications
- digital marketing & communication
- data science

**Methods of delivery:** Class, Learning Management System, Courses, Lectures, 4 Theoretical and laboratory courses, Assignments, Internship, Digital Skills Certificate.

**Training provider name:** Specialization: Religious Tourism and Pilgrimage Tours

**Website:**

<http://www.gsae.edu.gr/attachments/article/1427/%CE%98%CF%81%CE%B7%CF%83%CE%BA%CE%B5%CF%85%CF%84%CE%B9%CE%BA%CE%BF%CF%8D%20%CE%A4%CE%BF%CF%85%CF%81%CE%B9%CF%83%CE%BC%CE%BF%CF%8D%20%CE%BA%CE%B1%CE%B9%20%CE%A0%CF%81%CE%BF%CF%83%CE%BA%CF%85%CE%BD%CE%B7%CE%BC%CE%B1%CF%84%CE%B9%CE%BA%CF%8E%CE%BD%20%CE%A0%CE%B5%CF%81%CE%B9%CE%B7%CE%B3%CE%AE%CF%83%CE%B5%CF%89%CE%BD.pdf>

**Type of provider:** Vocational training institutes (Private & public sector)

**Covered skill categories:**

- Being digitally literate.
- Online marketing & communication.

**Covered skill types:**

- Basic office application use (text processing, spreadsheet use, presentation software).
- Data entry capabilities.
- Digital business analysis and data-driven decision making.
- Digital marketing & communication.
- E-mail and chat.
- General computer literacy.
- Social media use.
- Specialized tourism software e.g., GDS.
- Web-based communications.

**Methods of delivery:** Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.

**Training provider name:** Specialization: Yacht skipper

**Website:**

<http://www.gsae.edu.gr/attachments/article/1660/3.%20%CE%9A%CF%85%CE%B2%CE%B5%CF%81%CE%B9%CE%B7%CE%B3%CE%AE%CF%83%CE%B5%CF%89%CE%BD.pdf>

[F%81%CE%BD%CE%AE%CF%84%CE%B7%CF%82%20%CE%A3%CE%BA%CE%B1%CF%86%CF%8E%CE%BD%20%CE%91%CE%BD%CE%B1%CF%88%CF%85%CF%87%CE%AE%CF%82.pdf](http://www.gsae.edu.gr/attachments/article/1427/%CE%A3%CE%BA%CE%B1%CF%86%CF%8E%CE%BD%20%CE%91%CE%BD%CE%B1%CF%88%CF%85%CF%87%CE%AE%CF%82.pdf)

**Type of provider:** Vocational training institutes (Private & public sector)

**Covered skill categories:** --

**Covered skill types:** --

**Methods of delivery of this provider:** Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.

**Training provider name:** Specialization: Tour guide in museums and archaeological-cultural sites for people with vision or hearing problems

**Website:**

<http://www.gsae.edu.gr/attachments/article/1427/%20%CE%A3%CE%95%20%CE%9C%CE%9F%CE%A5%CE%A3%CE%95%CE%99%CE%91%20%CE%9A%CE%91%CE%99%20%20%CE%91%CE%A1%CE%A7%CE%91%CE%99%CE%9F%CE%9B%CE%9F%CE%93%CE%99%CE%9A%CE%9F%CE%A5%CE%A3-%20%CE%A0%CE%9F%CE%9B%CE%99%CE%A4%CE%99%CE%A3%CE%A4%CE%99%CE%9A%CE%9F%CE%A5%CE%A3%20%CE%A7%CE%A9%CE%A1%CE%9F%CE%A5%CE%A3%20%28%CE%91%CE%A4%CE%9F%CE%9C%CE%91%20%CE%9C%CE%95%20%CE%A0%CE%A1%CE%9F%CE%92%CE%9B%CE%97%CE%9C%CE%91%CE%A4%CE%91%20~.pdf>

**Type of provider:** Vocational training institutes (Private & public sector)

**Covered skill categories:** --

**Covered skill types:** --

**Methods of delivery of this provider:** Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.

**Training provider name:** Specialization: Management and economics executive in the tourism sector

**Website:**

<http://www.gsae.edu.gr/attachments/article/1427/%CE%A3%CE%A4%CE%95%CE%9B%CE%95%CE%A7%CE%9F%CE%A3%20%CE%94%CE%99%CE%9F%CE%99%CE%9A%CE%97%CE%A3%CE%97%CE%A3%20%CE%9A%CE%91%CE%99%20%CE%9F%CE%99%CE%9A%CE%9F%CE%9D%CE%9F%CE%9C%CE%99%CE%91%CE%A3%20%CE%A3%CE%A4%CE%9F%CE%9D%20%CE%A4%CE%9F%CE%9C%CE%95%CE%91%20%CE%A4%CE%9F%CE%A5%20%CE%A4%CE%9F%CE%A5%CE%A1%CE%99%CE%A3%CE%9C%CE%9F%CE%A5.pdf>

**Type of provider:** Vocational training institutes (Private & public sector)

**Covered skill categories:**

- Being digitally literate.
- Data analytics
- Online marketing & communication.
- Privacy and ethics.

**Covered skill types:**

- Applying privacy and ethics at digital environment.
- Basic office application use (text processing, spreadsheet use, presentation software).
- Data entry capabilities.
- Digital business analysis and data-driven decision making.
- Digital marketing & communication.

- E-mail and chat.
- General computer literacy.
- Social media use.
- Specialized tourism software e.g., GDS.
- Web-based communications.

**Methods of delivery of this provider:** Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.

**Training provider name:** Specialization: Mountain Companion

**Website:**

<http://www.gsae.edu.gr/attachments/article/1660/1.%20%CE%A3%CF%85%CE%BD%CE%BF%CE%B4%CF%8C%CF%82%20%CE%92%CE%BF%CF%85%CE%BD%CE%BF%CF%8D.pdf>

**Type of provider:** Vocational training institutes (Private & public sector)

**Covered skill categories:** --

**Covered skill types:** --

**Methods of delivery of this provider:** Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.

**Training provider name:** Specialization: Air Transport Services Executive

**Website:**

<http://www.gsae.edu.gr/attachments/article/1660/2.%20%CE%A3%CF%84%CE%AD%CE%BB%CE%B5%CF%87%CE%BF%CF%82%20%CE%A5%CF%80%CE%B7%CF%81%CE%B5%CF%83%CE%B9%CF%8E%CE%BD%20%CE%91%CE%B5%CF%81%CE%BF%CE%BC%CE%B5%CF%84%CE%B1%CF%86%CE%BF%CF%81%CE%AC%CF%82.pdf>

**Type of provider:** Vocational training institutes (Private & public sector)

**Covered skill categories:**

- Being digitally literate.
- Online marketing & communication.

**Covered skill types:**

- Basic office application use (text processing, spreadsheet use, presentation software).
- Data entry capabilities.
- Digital marketing & communication.
- E-mail and chat.
- General computer literacy.
- Social media use.
- Specialized tourism software e.g., CRS.
- Web-based communications

**Methods of delivery of this provider:** Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.

**Training provider name:** Specialization: Agricultural Tourism Technician

**Website:**

<http://www.gsae.edu.gr/attachments/article/1660/18.%20%CE%A4%CE%B5%CF%87%CE%BD%CE%B9%CE%BA%CF%8C%CF%82%20%CE%91%CE%B3%CF%81%CE%BF%CF%84%CE%BF%CF%85%CF%81%CE%B9%CF%83%CE%BC%CE%BF%CF%8D.pdf>

<p><b>Type of provider:</b> Vocational training institutes (Private &amp; public sector)</p> <p><b>Covered skill categories:</b></p> <ul style="list-style-type: none"> <li>• Online marketing &amp; communication.</li> </ul> <p><b>Covered skill types:</b></p> <ul style="list-style-type: none"> <li>• Data entry capabilities.</li> <li>• Digital marketing &amp; communication.</li> <li>• E-mail and chat.</li> <li>• Social media use.</li> <li>• Web-based communications.</li> </ul> <p><b>Methods of delivery of this provider:</b> Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.</p>
<p><b>Training provider name:</b> Specialization: Baker-pastry technician</p> <p><b>Website:</b>  <a href="http://www.gsae.edu.gr/attachments/article/1427/%CE%A4%CE%95%CE%A7%CE%9D%CE%99%CE%9A%CE%9F%CE%A3%20%CE%91%CE%A1%CE%A4%CE%9F%CE%A0%CE%9F%CE%99%CE%9F%CE%A3-%CE%96%CE%91%CE%A7%CE%91%CE%A1%CE%9F%CE%A0%CE%9B%CE%91%CE%A3%CE%A4%CE%99%CE%9A%CE%97%CE%A3.pdf">http://www.gsae.edu.gr/attachments/article/1427/%CE%A4%CE%95%CE%A7%CE%9D%CE%99%CE%9A%CE%9F%CE%A3%20%CE%91%CE%A1%CE%A4%CE%9F%CE%A0%CE%9F%CE%99%CE%9F%CE%A3-%CE%96%CE%91%CE%A7%CE%91%CE%A1%CE%9F%CE%A0%CE%9B%CE%91%CE%A3%CE%A4%CE%99%CE%9A%CE%97%CE%A3.pdf</a></p> <p><b>Type of provider:</b> Vocational training institutes (Private &amp; public sector)</p> <p><b>Covered skill categories:</b> --</p> <p><b>Covered skill types:</b> --</p> <p><b>Methods of delivery of this provider:</b> Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.</p>
<p><b>Training provider name:</b> Specialization: Culinary art technician- chef</p> <p><b>Website:</b>  <a href="http://www.gsae.edu.gr/attachments/article/1427/%CE%A4%CE%95%CE%A7%CE%9D%CE%99%CE%9A%CE%9F%CE%A3%20%CE%9C%CE%91%CE%93%CE%95%CE%99%CE%A1%CE%99%CE%9A%CE%97%CE%A3%20%CE%A4%CE%95%CE%A7%CE%9D%CE%97%CE%A3%20-%20%CE%91%CE%A1%CE%A7%CE%99%CE%9C%CE%91%CE%93%CE%95%CE%99%CE%A1%CE%91%CE%A3%20%28CHEF%29.pdf">http://www.gsae.edu.gr/attachments/article/1427/%CE%A4%CE%95%CE%A7%CE%9D%CE%99%CE%9A%CE%9F%CE%A3%20%CE%9C%CE%91%CE%93%CE%95%CE%99%CE%A1%CE%99%CE%9A%CE%97%CE%A3%20%CE%A4%CE%95%CE%A7%CE%9D%CE%97%CE%A3%20-%20%CE%91%CE%A1%CE%A7%CE%99%CE%9C%CE%91%CE%93%CE%95%CE%99%CE%A1%CE%91%CE%A3%20%28CHEF%29.pdf</a></p> <p><b>Type of provider:</b> Vocational training institutes (Private &amp; public sector)</p> <p><b>Covered skill categories:</b> --</p> <p><b>Covered skill types:</b> --</p> <p><b>Methods of delivery of this provider:</b> Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.</p>
<p><b>Training provider name:</b> Specialization: Technician for tourist units and hospitality businesses (reception service - room service - merchandise knowledge)</p> <p><b>Website:</b>  <a href="http://www.gsae.edu.gr/attachments/article/1427/.%20%CE%A4%CE%9F%CE%A5%CE%A1.%20%CE%9C%CE%9F%CE%9D%CE%91%CE%94.%20%CE%9A%CE%91%CE%99%20%CE%95%CE%A0%CE%99%CE%A7.%20%CE%A6%CE%99%CE%9B%CE%9F%CE%9E%CE%95%CE%9D%CE%99%CE%91%CE%A3(%CE%A5%CE%A0.%20%CE%A5%CE%A0%CE%9F%CE%94%CE%9F%CE%A7%CE">http://www.gsae.edu.gr/attachments/article/1427/.%20%CE%A4%CE%9F%CE%A5%CE%A1.%20%CE%9C%CE%9F%CE%9D%CE%91%CE%94.%20%CE%9A%CE%91%CE%99%20%CE%95%CE%A0%CE%99%CE%A7.%20%CE%A6%CE%99%CE%9B%CE%9F%CE%9E%CE%95%CE%9D%CE%99%CE%91%CE%A3(%CE%A5%CE%A0.%20%CE%A5%CE%A0%CE%9F%CE%94%CE%9F%CE%A7%CE</a></p>

[97%CE%A3%20-](#)

[%20%CE%A5%CE%A0.%20%CE%9F%CE%A1%CE%9F%CE%A6%CE%A9%CE%9D%20-%20%CE%95%CE%9C%CE%A0%CE%9F%CE%A1%CE%95%CE%A5%CE%9C\)~.pdf](#)

**Type of provider:** Vocational training institutes (Private & public sector)

**Covered skill categories:**

- Being digitally literate.
- Online marketing & communication.

**Covered skill types:**

- Basic office application use (text processing, spreadsheet use, presentation software).
- Data entry capabilities.
- Digital marketing & communication.
- E-mail and chat.
- General computer literacy.
- Specialized tourism software e.g., GDS.

**Methods of delivery of this provider:** Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.

**Training provider name:** Specialization: Communication and Information Technologies in the Travel Industry

**Website:**

<http://www.gsae.edu.gr/attachments/article/1660/11.%20%CE%A4%CE%B5%CF%87%CE%BD%CE%BF%CE%BB%CE%BF%CE%B3%CE%AF%CE%B5%CF%82%20%CE%95%CF%80%CE%B9%CE%BA%CE%BF%CE%B9%CE%BD%CF%89%CE%BD%CE%AF%CE%B1%CF%82%20%CE%BA%CE%B1%CE%B9%20%CE%A0%CE%BB%CE%B7%CF%81%CE%BF%CF%86%CE%BF%CF%81%CE%B9%CF%8E%CE%BD%20%CF%83%CF%84%CE%B7%CE%BD%20%CE%A4%CE%B1%CE%BE%CE%B9%CE%B4%CE%B9%CF%89%CF%84%CE%B9%CE%BA%CE%AE%20%CE%92%CE%B9%CE%BF%CE%BC%CE%B7%CF%87%CE%B1%CE%BD%CE%AF%CE%B1.pdf>

**Type of provider:** Vocational training institutes (Private & public sector)

**Covered skill categories:**

- Being digitally literate.
- Data analytics
- Digital security.
- Mobile technologies.
- Online marketing & communication.
- Privacy and ethics.

**Covered skill types:**

- Applying privacy and ethics at digital environment.
- Basic office application use (text processing, spreadsheet use, presentation software).
- Data entry capabilities.
- Digital business analysis and data-driven decision making (increased offer of personalised tourism services and take-up of data-driven destination management tools).
- Digital content creation.
- Digital marketing & communication.
- Digital product management.
- E-mail and chat.
- General computer literacy.
- Internet of things.

- Secure information processing.
- Social media use.
- Specialized tourism software e.g., PMS, GDS, CRS.
- Web-based communications.

**Methods of delivery of this provider:** Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.

**Training provider name:** Specialization: Tour Leader

**Website:**

<http://www.gsae.edu.gr/attachments/article/1660/6.%20CE%A4CE%BF%CF%85CF%81CE%B9CF%83CF%84CE%B9CE%BA%CF%8C%CF%82%20CE%A3CF%85CE%BDCE%BF%CE%B4CF%8C%CF%82.pdf>

**Type of provider:** Vocational training institutes (Private & public sector)

**Covered skill categories:**

- Being digitally literate.

**Covered skill types:**

- Basic office application use (text processing, spreadsheet use, presentation software).
- Data entry capabilities.
- E-mail and chat.
- General computer literacy.
- Social media use.

**Methods of delivery of this provider:** Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.

**Training provider name:** Specialization: Guardian of museums and archaeological sites

**Website:**

<http://www.gsae.edu.gr/attachments/article/1427/%CE%A6CE%A5CE%9BCE%91CE%9ACE%91CE%A3%20CE%9CCE%9FCE%A5CE%A3CE%95CE%99CE%A9CE%9D%20CE%9ACE%91CE%99%20CE%91CE%A1CE%A7CE%91CE%99CE%9FCE%9BCE%9FCE%93CE%99CE%9ACE%A9CE%9D%20CE%A7CE%A9CE%A1CE%A9CE%9D.pdf>

**Type of provider:** Vocational training institutes (Private & public sector)

**Covered skill categories:**

- Digital security

**Covered skill types:**

- Electronic security systems.

**Methods of delivery of this provider:** Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.

**Training provider name:** Higher Schools of Tourism Education of the Ministry of Tourism

**Website:** <https://www.kodiko.gr/nomothesia/document/682338> & <http://www.mintour.edu.gr/index.php/aste>

**Type of provider:** Ministry of Tourism

**Covered skill categories:**

- Being digitally literate.
- Data analytics
- Online marketing & communication.



- Privacy and ethics.

**Covered skill types:**

- Applying privacy and ethics at digital environment.
- Basic office application use (text processing, spreadsheet use, presentation software).
- Data entry capabilities.
- Digital business analysis and data-driven decision making.
- Digital marketing & communication.
- E-mail and chat.
- General computer literacy.
- Social media use.
- Specialized tourism software e.g., PMS.
- Web-based communications.

**Methods of delivery:** Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.

**Training provider name:** Social media masterclass

**Website:** <https://insete.gr/seminar/social-media-masterclass-strategy-content-performance/>

**Type of provider:** Institute of SETE- Greek Tourism Confederation (SETE)- Trade associations.

**Covered skill categories:**

- Being digitally literate.
- Online marketing & communication.

**Covered skill types:**

- Data entry capabilities.
- Digital marketing & communication.
- E-mail and chat.
- General computer literacy.
- Social media use.
- Web-based communications.

**Methods of delivery of this provider:** E- learning, Learning Management System, Courses, Lectures.

**Training provider name:** Digital transformation in hotel & tourism industry

**Website:** <https://insete.gr/seminar/digital-transformation-in-hotel-tourism-industry-innovate-your-customer-experience/>

**Type of provider:** Institute of SETE- Greek Tourism Confederation (SETE)- Trade associations.

**Covered skill categories:**

- Artificial intelligence.
- Being digitally literate.
- Data analytics (big).
- Virtual and augmented reality.

**Covered skill types:**

- Artificial intelligence
- Blockchain Technology.
- Data entry capabilities.
- Data entry capabilities.

- Digital business analysis and data-driven decision making (increased offer of personalised tourism services and take-up of data-driven destination management tools).
- Digital Content Creation.
- Digital Design and Data Visualization.
- Digital Product Management.
- E-mail and chat.
- General computer literacy.
- Hospitality Metaverse.
- Internet of things
- Programming.
- Reputation Management.
- Robotics
- Social media use.
- User experience design.
- Web & App Development.

**Methods of delivery of this provider:** E- learning, Learning Management System, Courses, Lectures.

**Training provider name:** Google ads workshop

**Website:** <https://insete.gr/seminar/google-ads-workshop-maximize-your-performance/>

**Type of provider:** Institute of SETE- Greek Tourism Confederation (SETE)- Trade associations.

**Covered skill categories:**

- Online marketing & communication

**Covered skill types:**

- Data entry capabilities.
- Digital marketing & communication.
- Display campaigns.
- E-mail and chat.
- Search campaigns.
- SEO.
- Social media use.
- Web ads campaign reporting.
- Web ads.
- Web-based communications.

**Methods of delivery of this provider:** E- learning, Learning Management System, Courses, Lectures.

**Training provider name:** Google analytics & SEO Tactics

**Website:** <https://insete.gr/seminar/google-analytics-seo-tactics-from-basics-to-advanced/>

**Type of provider:** Institute of SETE- Greek Tourism Confederation (SETE)- Trade associations.

**Covered skill categories:**

- Online marketing & communication

**Covered skill types:**

- Advanced SEO.

**Methods of delivery of this provider:** E- learning, Learning Management System, Courses, Lectures.

**Training provider name:** Housekeeping essentials

**Website:** <https://insete.gr/seminar/housekeeping-essentials-sparkle-shine-make-a-difference/>

**Type of provider:** Institute of SETE- Greek Tourism Confederation (SETE)- Trade associations

**Covered skill categories:** --

**Covered skill types:** --

**Methods of delivery of this provider:** E- learning, Learning Management System, Courses, Lectures.

**Training provider name:** Sustainability in hospitality context, climate neutrality & climate law.

**Website:** <https://insete.gr/seminar/sustainability-in-hospitality-context-climate-neutrality-climate-law/>

**Type of provider:** Institute of SETE- Greek Tourism Confederation (SETE)- Trade associations.

**Covered skill categories:** --

**Covered skill types:** --

**Methods of delivery of this provider:** E- learning, Learning Management System, Courses, Lectures.

**Training provider name:** Leading with impact: people, process, attitudes.

**Website:** <https://insete.gr/seminar/leading-with-impact-people-process-attitudes/>

**Type of provider:** Institute of SETE- Greek Tourism Confederation (SETE)- Trade associations.

**Covered skill categories:** N/A

**Covered skill types:** --

**Methods of delivery of this provider:** E- learning, Learning Management System, Courses, Lectures.

**Training provider name:** Emotional intelligence: tools & techniques for efficient teams.

**Website:** <https://insete.gr/seminar/emotional-intelligence-tools-techniques-for-efficient-teams/>

**Type of provider:** Institute of SETE- Greek Tourism Confederation (SETE)- Trade associations.

**Covered skill categories:** N/A

**Covered skill types:** --

**Methods of delivery of this provider:** E- learning, Learning Management System, Courses, Lectures.

**Training provider name:** Conscious leadership drive your team consciously to extraordinary results & high-level engagement.

**Website:** <https://insete.gr/seminar/conscious-leadership-drive-your-team-consciously-to-extraordinary-results-and-high-level-engagement/>

**Type of provider:** Institute of SETE- Greek Tourism Confederation (SETE)- Trade associations.

**Covered skill categories:** N/A

**Covered skill types:** --

**Methods of delivery of this provider:** E- learning, Learning Management System, Courses, Lectures.

# Appendix 2. Examples of 'Green' training providers

<b>Training provider name:</b> University of the Aegean. Department of Tourism Economics and Management
<b>Website:</b> <a href="https://www.tourem.aegean.gr/en/">https://www.tourem.aegean.gr/en/</a> & <a href="https://www.tourem.aegean.gr/el/">https://www.tourem.aegean.gr/el/</a>
<b>Type of provider:</b> University
<b>Covered skill categories:</b> <ul style="list-style-type: none"> <li>• Resource-efficiency.</li> <li>• Climate change and transition to low carbon economy.</li> <li>• Conservation of biodiversity.</li> <li>• Sustainability communication</li> <li>• Environmental management.</li> </ul>
<b>Covered skill types:</b> <ul style="list-style-type: none"> <li>• Reduce the use of raw materials, energy, and water consumption, increase the use of renewable energy.</li> <li>• Adopt various preventative measures and recycling practices to minimise waste, in particular plastic and food waste.</li> <li>• Identify the influence of environmental conditions to safety of tourists and prevent the potential risks.</li> <li>• Assess and create solutions to combat the change in environmental resources used in product development.</li> <li>• Identify the sources of greenhouse gas emissions in tourism companies and implement procedures to reduce them.</li> <li>• Promote the sustainability of transport from tourists' and supply chains' perspective.</li> <li>• Understand the concept of carrying capacity and how to sustain it.</li> <li>• Understand governmental planning systems ensuring carrying capacity and collaborate with local government.</li> <li>• Use natural resources sustainably in tourism products: products related to nature conservation, responsible animal interactions, use of nature protected areas.</li> <li>• Make transparent and communicate to customers and other stakeholders about the measures implemented by the companies and their goals and efforts to transform towards green economies.</li> <li>• Set environmental objectives.</li> <li>• Integrate the specifics of environmental legislation into company's actions.</li> <li>• Adopt an environmental management system to plan, act, and monitor.</li> <li>• Apply and manage sustainability certification schemes.</li> <li>• Increase cooperation with the local stakeholders.</li> </ul>
<b>Methods of delivery:</b> Class, Learning Management System, Courses, Lectures, 5 Theoretical courses focusing on green skills, Assignments, Internship
<b>Training provider name:</b> University of West Attica. Department of Tourism Management
<b>Website:</b> <a href="https://tourism.uniwa.gr">https://tourism.uniwa.gr</a>

<b>Type of provider:</b> University
<b>Covered skill categories:</b> <ul style="list-style-type: none"> <li>• Resource-efficiency.</li> <li>• Climate change and transition to low carbon economy.</li> <li>• Conservation of biodiversity.</li> <li>• Environmental management.</li> </ul>
<b>Covered skill types:</b> <ul style="list-style-type: none"> <li>• Reduce the use of raw materials, energy, and water consumption, increase the use of renewable energy.</li> <li>• Adopt various preventative measures and recycling practices to minimise waste, in particular plastic and food waste.</li> <li>• Identify the influence of environmental conditions to safety of tourists and prevent the potential risks.</li> <li>• Assess and create solutions to combat the change in environmental resources used in product development.</li> <li>• Identify the sources of greenhouse gas emissions in tourism companies and implement procedures to reduce them.</li> <li>• Understand the concept of carrying capacity and how to sustain it</li> <li>• Understand governmental planning systems ensuring carrying capacity and collaborate with local government.</li> <li>• Use natural resources sustainably in tourism products: products related to nature conservation, responsible animal interactions, use of nature protected areas</li> <li>• Set environmental objectives</li> <li>• integrate the specifics of environmental legislation into company's actions</li> <li>• Adopt an environmental management system to plan, act, and monitor</li> <li>• Apply and manage sustainability certification schemes</li> </ul>
<b>Methods of delivery:</b> Class, Learning Management System, Courses, Lectures, 4 Theoretical courses focusing on green skills, Assignments, Internship

<b>Training provider name:</b> Hellenic Open University Tourism Management
<b>Website:</b> <a href="https://www.eap.gr/education/undergraduate/tourism-administration/">https://www.eap.gr/education/undergraduate/tourism-administration/</a>
<b>Type of provider:</b> University
<b>Covered skill categories:</b> <ul style="list-style-type: none"> <li>• Resource-efficiency.</li> <li>• Climate change and transition to low carbon economy.</li> <li>• Conservation of biodiversity.</li> <li>• Environmental management.</li> </ul>
<b>Covered skill types:</b> <ul style="list-style-type: none"> <li>• Adopt various preventative measures and recycling practices to minimise waste, in particular plastic and food waste.</li> <li>• Identify the influence of environmental conditions to safety of tourists and prevent the potential risks.</li> <li>• Assess and create solutions to combat the change in environmental resources used in product development.</li> <li>• Identify the sources of greenhouse gas emissions in tourism companies and implement procedures to reduce them.</li> <li>• Understand the concept of carrying capacity and how to sustain it</li> </ul>

- Understand governmental planning systems ensuring carrying capacity and collaborate with local government.
- Use natural resources sustainably in tourism products: products related to nature conservation, responsible animal interactions, use of nature protected areas.
- Set environmental objectives.
- Integrate the specifics of environmental legislation into company's actions.
- Adopt an environmental management system to plan, act, and monitor
- Apply and manage sustainability certification schemes

**Methods of delivery:** Class, Learning Management System, Courses, Lectures, 4 Theoretical courses focusing on green skills, Assignments

**Training provider name:** International Hellenic University. Department of Organisation Management, Marketing and Tourism

**Website:** <http://ommt.ihu.gr/>

**Type of provider:** University

**Covered skill categories:**

- Resource-efficiency.
- Climate change and transition to low carbon economy.
- Conservation of biodiversity.
- Sustainability communication
- Environmental management.

**Covered skill types:**

- Reduce the use of raw materials, energy, and water consumption, increase the use of renewable energy.
- Adopt various preventative measures and recycling practices to minimise waste, in particular plastic and food waste.
- Identify the influence of environmental conditions to safety of tourists and prevent the potential risks.
- Assess and create solutions to combat the change in environmental resources used in product development.
- Identify the sources of greenhouse gas emissions in tourism companies and implement procedures to reduce them.
- Promote the sustainability of transport from tourists' and supply chains' perspective.
- Understand the concept of carrying capacity and how to sustain it.
- Understand governmental planning systems ensuring carrying capacity and collaborate with local government.
- Use natural resources sustainably in tourism products: products related to nature conservation, responsible animal interactions, use of nature protected areas
- Make transparent and communicate to customers and other stakeholders about the measures implemented by the companies and their goals and efforts to transform towards green economies.
- Set environmental objectives.
- Integrate the specifics of environmental legislation into company's actions.
- Adopt an environmental management system to plan, act, and monitor.
- Apply and manage sustainability certification schemes.
- Increase cooperation with the local stakeholders.

**Methods of delivery:** Class, Learning Management System, Courses, Lectures, 4 Theoretical courses focusing on green skills, Assignments, Internship

<b>Training provider name:</b> University of Patras Department of Tourism Management
<b>Website:</b> <a href="http://tourism.upatras.gr/">http://tourism.upatras.gr/</a>
<b>Type of provider:</b> University
<b>Covered skill categories:</b> <ul style="list-style-type: none"> <li>• Resource-efficiency.</li> <li>• Climate change and transition to low carbon economy.</li> <li>• Conservation of biodiversity.</li> <li>• Environmental management.</li> </ul>
<ul style="list-style-type: none"> <li>• Reduce the use of raw materials, energy, and water consumption, increase the use of renewable energy.</li> <li>• Adopt various preventative measures and recycling practices to minimise waste, in particular plastic and food waste.</li> <li>• Identify the influence of environmental conditions to safety of tourists and prevent the potential risks.</li> <li>• Assess and create solutions to combat the change in environmental resources used in product development.</li> <li>• Identify the sources of greenhouse gas emissions in tourism companies and implement procedures to reduce them.</li> <li>• Understand the concept of carrying capacity and how to sustain it</li> <li>• Understand governmental planning systems ensuring carrying capacity and collaborate with local government.</li> <li>• Use natural resources sustainably in tourism products: products related to nature conservation, responsible animal interactions, use of nature protected areas.</li> <li>• Make transparent and communicate to customers and other stakeholders about the measures implemented by the companies and their goals and efforts to transform towards green economies.</li> <li>• Set environmental objectives.</li> <li>• Integrate the specifics of environmental legislation into company's actions.</li> <li>• Adopt an environmental management system to plan, act, and monitor.</li> <li>• Apply and manage sustainability certification schemes.</li> <li>• Increase cooperation with the local stakeholders.</li> </ul>
<b>Methods of delivery:</b> Class, Learning Management System, Courses, Lectures, 5 Theoretical courses focusing on green skills, Assignments, Internship

<b>Training provider name:</b> Ionian University. Department of Tourism
<b>Website:</b> <a href="https://tourism.ionio.gr/">https://tourism.ionio.gr/</a>
<b>Type of provider:</b> University
<b>Covered skill categories:</b> <ul style="list-style-type: none"> <li>• Resource-efficiency.</li> <li>• Climate change and transition to low carbon economy.</li> <li>• Conservation of biodiversity.</li> <li>• Environmental management.</li> </ul>
<ul style="list-style-type: none"> <li>• Reduce the use of raw materials, energy, and water consumption, increase the use of renewable energy.</li> </ul>



- Adopt various preventative measures and recycling practices to minimise waste, in particular plastic and food waste.
- Apply the principles of sharing economy
- Identify the influence of environmental conditions to safety of tourists and prevent the potential risks.
- Assess and create solutions to combat the change in environmental resources used in product development.
- Identify the sources of greenhouse gas emissions in tourism companies and implement procedures to reduce them.
- Understand the concept of carrying capacity and how to sustain it
- Understand governmental planning systems ensuring carrying capacity and collaborate with local government.
- Use natural resources sustainably in tourism products: products related to nature conservation, responsible animal interactions, use of nature protected areas
- Make transparent and communicate to customers and other stakeholders about the measures implemented by the companies and their goals and efforts to transform towards green economies.
- Set environmental objectives.
- Integrate the specifics of environmental legislation into company's actions.
- Adopt an environmental management system to plan, act, and monitor.
- Apply and manage sustainability certification schemes.
- Increase cooperation with the local stakeholders.

**Methods of delivery:** Class, Learning Management System, Courses, Lectures, 4 Theoretical courses focusing on green skills, Assignments, Internship

**Training provider name:** University of Piraeus - Department of Tourism Studies

**Website:** <http://tourism.unipi.gr/>

**Type of provider:** University

**Covered skill categories:**

- Resource-efficiency.
- Climate change and transition to low carbon economy.
- Conservation of biodiversity.
- Environmental management.

- Reduce the use of raw materials, energy, and water consumption, increase the use of renewable energy.
- Adopt various preventative measures and recycling practices to minimise waste, in particular plastic and food waste.
- Apply the principles of sharing economy
- Identify the influence of environmental conditions to safety of tourists and prevent the potential risks.
- Assess and create solutions to combat the change in environmental resources used in product development.
- Identify the sources of greenhouse gas emissions in tourism companies and implement procedures to reduce them.
- Understand the concept of carrying capacity and how to sustain it.
- Understand governmental planning systems ensuring carrying capacity and collaborate with local government.

- Use natural resources sustainably in tourism products: products related to nature conservation, responsible animal interactions, use of nature protected areas.
- Make transparent and communicate to customers and other stakeholders about the measures implemented by the companies and their goals and efforts to transform towards green economies.
- Set environmental objectives.
- Integrate the specifics of environmental legislation into company's actions.
- Adopt an environmental management system to plan, act, and monitor.
- Apply and manage sustainability certification schemes.
- Increase cooperation with the local stakeholders.

**Methods of delivery:** Class, Learning Management System, Courses, Lectures, 3 Theoretical courses focusing on green skills, Assignments, Internship

**Training provider name:** Hellenic Mediterranean University. Department of Business Administration and Tourism

**Website:** <https://bat.hmu.gr/>

**Type of provider:** University

**Covered skill categories:**

- Resource-efficiency.
- Climate change and transition to low carbon economy.
- Conservation of biodiversity.
- Sustainability communication
- Environmental management.

**Covered skill types:**

- Reduce the use of raw materials, energy, and water consumption, increase the use of renewable energy.
- Adopt various preventative measures and recycling practices to minimise waste, in particular plastic and food waste.
- Identify the sources of greenhouse gas emissions in tourism companies and implement procedures to reduce them.
- Understand the concept of carrying capacity and how to sustain it
- Understand governmental planning systems ensuring carrying capacity and collaborate with local government.
- Use natural resources sustainably in tourism products: products related to nature conservation, responsible animal interactions, use of nature protected areas.
- Make transparent and communicate to customers and other stakeholders about the measures implemented by the companies and their goals and efforts to transform towards green economies.
- Set environmental objectives.
- Integrate the specifics of environmental legislation into company's actions.
- Adopt an environmental management system to plan, act, and monitor.
- Apply and manage sustainability certification schemes.
- Increase cooperation with the local stakeholders.

**Methods of delivery:** Class, Learning Management System, Courses, Lectures, 5 Theoretical courses focusing on green skills, Assignments, Internship.

**HIGHER EDUCATION INSTITUTES: VOCATIONAL TRAINING (SPECIALIZATION RELATED TO TOURISM AND HOSPITALITY INDUSTRY)**

<b>Training provider name:</b> Higher Schools of Tourism Education of the Ministry of Tourism
<b>Website:</b> <a href="https://www.kodiko.gr/nomothesia/document/682338">https://www.kodiko.gr/nomothesia/document/682338</a> & <a href="http://www.mintour.edu.gr/index.php/aste">http://www.mintour.edu.gr/index.php/aste</a>
<b>Type of provider:</b> Ministry of Tourism
<b>Covered skill categories:</b> <ul style="list-style-type: none"> <li>• Resource-efficiency.</li> <li>• Environmental management.</li> <li>• Conservation of biodiversity.</li> </ul>
<b>Covered skill types:</b> <ul style="list-style-type: none"> <li>• Adopt various preventative measures and recycling practices to minimize waste, in particular plastic and food waste.</li> <li>• Utilize sustainable procurement practices.</li> <li>• Increase cooperation with the local stakeholders.</li> <li>• Understand the concept of carrying capacity and how to sustain it.</li> <li>• Understand governmental planning systems ensuring carrying capacity and collaborate with local government.</li> <li>• Use natural resources sustainably in tourism products: products related to nature conservation, responsible animal interactions, use of nature protected areas.</li> <li>• Minimize pollution.</li> </ul>
<b>Methods of delivery:</b> Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.

<b>Training provider name:</b> Specialization: Religious Tourism and Pilgrimage Tours
<b>Website:</b> <a href="http://www.gsae.edu.gr/attachments/article/1427/%CE%98%CF%81%CE%B7%CF%83%CE%BA%CE%B5%CF%85%CF%84%CE%B9%CE%BA%CE%BF%CF%8D%20%CE%A4%CE%BF%CF%85%CF%81%CE%B9%CF%83%CE%BC%CE%BF%CF%8D%20%CE%BA%CE%B1%CE%B9%20%CE%A0%CF%81%CE%BF%CF%83%CE%BA%CF%85%CE%BD%CE%B7%CE%BC%CE%B1%CF%84%CE%B9%CE%BA%CF%8E%CE%BD%20%CE%A0%CE%B5%CF%81%CE%B9%CE%B7%CE%B3%CE%AE%CF%83%CE%B5%CF%89%CE%BD.pdf">http://www.gsae.edu.gr/attachments/article/1427/%CE%98%CF%81%CE%B7%CF%83%CE%BA%CE%B5%CF%85%CF%84%CE%B9%CE%BA%CE%BF%CF%8D%20%CE%A4%CE%BF%CF%85%CF%81%CE%B9%CF%83%CE%BC%CE%BF%CF%8D%20%CE%BA%CE%B1%CE%B9%20%CE%A0%CF%81%CE%BF%CF%83%CE%BA%CF%85%CE%BD%CE%B7%CE%BC%CE%B1%CF%84%CE%B9%CE%BA%CF%8E%CE%BD%20%CE%A0%CE%B5%CF%81%CE%B9%CE%B7%CE%B3%CE%AE%CF%83%CE%B5%CF%89%CE%BD.pdf</a>
<b>Type of provider:</b> Vocational training institutes (Private & public sector)
<b>Covered skill categories:</b> <ul style="list-style-type: none"> <li>• Resource-efficiency.</li> <li>• Environmental management.</li> <li>• Conservation of biodiversity.</li> </ul>
<b>Covered skill types:</b> <ul style="list-style-type: none"> <li>• Adopt various preventative measures and recycling practices to minimize waste, in particular plastic and food waste.</li> <li>• Utilize sustainable procurement practices.</li> <li>• Increase cooperation with the local stakeholders.</li> <li>• Understand the concept of carrying capacity and how to sustain it.</li> <li>• Understand governmental planning systems ensuring carrying capacity and collaborate with local government.</li> <li>• Use natural resources sustainably in tourism products: products related to nature conservation, responsible animal interactions, use of nature protected areas.</li> </ul>

<ul style="list-style-type: none"> <li>Minimize pollution.</li> </ul>
<b>Methods of delivery:</b> Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.

<b>Training provider name:</b> Specialization: Yacht skipper
<b>Website:</b> <a href="http://www.gsae.edu.gr/attachments/article/1660/3.%20CE%9ACF%85CE%B2CE%B5CF%81CE%BDCE%AE%CF%84CE%B7CF%8220CE%A3CE%BACE%B1CF%86CF%8ECE%BD20CE%91CE%BDCE%B1CF%88CF%85CF%87CE%AE%CF%82.pdf">http://www.gsae.edu.gr/attachments/article/1660/3.%20CE%9ACF%85CE%B2CE%B5CF%81CE%BDCE%AE%CF%84CE%B7CF%8220CE%A3CE%BACE%B1CF%86CF%8ECE%BD20CE%91CE%BDCE%B1CF%88CF%85CF%87CE%AE%CF%82.pdf</a>
<b>Type of provider:</b> Vocational training institutes (Private & public sector)
<b>Covered skill categories:</b> <ul style="list-style-type: none"> <li>Climate change and transition to low carbon economy.</li> <li>Sustainability communication.</li> </ul>
<b>Covered skill types:</b> <ul style="list-style-type: none"> <li>Identify the influence of environmental conditions to safety of tourists and prevent the potential risks.</li> <li>Promote the sustainability of transport from tourists' and supply chains' perspective.</li> <li>Increase customers' environmental awareness, encourage their engagement, and support their transition into green economy.</li> </ul>
<b>Methods of delivery of this provider:</b> Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.

<b>Training provider name:</b> Specialization: Tour guide in museums and archaeological-cultural sites for people with vision or hearing problems
<b>Website:</b> <a href="http://www.gsae.edu.gr/attachments/article/1427/%20CE%A3CE%9520CE%9CCE%9FCE%A5CE%A3CE%95CE%99CE%9120CE%9ACE%91CE%992020CE%91CE%A1CE%A7CE%91CE%99CE%9FCE%9BCE%9FCE%93CE%99CE%9ACE%9FCE%A5CE%A3-%20CE%A0CE%9FCE%9BCE%99CE%A4CE%99CE%A3CE%A4CE%99CE%9ACE%9FCE%A5CE%A320CE%A7CE%A9CE%A1CE%9FCE%A5CE%A32028CE%91CE%A4CE%9FCE%9CCE%9120CE%9CCE%9520CE%A0CE%A1CE%9FCE%92CE%9BCE%97CE%9CCE%91CE%A4CE%9120~.pdf">http://www.gsae.edu.gr/attachments/article/1427/%20CE%A3CE%9520CE%9CCE%9FCE%A5CE%A3CE%95CE%99CE%9120CE%9ACE%91CE%992020CE%91CE%A1CE%A7CE%91CE%99CE%9FCE%9BCE%9FCE%93CE%99CE%9ACE%9FCE%A5CE%A3-%20CE%A0CE%9FCE%9BCE%99CE%A4CE%99CE%A3CE%A4CE%99CE%9ACE%9FCE%A5CE%A320CE%A7CE%A9CE%A1CE%9FCE%A5CE%A32028CE%91CE%A4CE%9FCE%9CCE%9120CE%9CCE%9520CE%A0CE%A1CE%9FCE%92CE%9BCE%97CE%9CCE%91CE%A4CE%9120~.pdf</a>
<b>Type of provider:</b> Vocational training institutes (Private & public sector)
<b>Covered skill categories:</b> <ul style="list-style-type: none"> <li>Conservation of biodiversity.</li> <li>Resource-efficiency.</li> <li>Sustainability communication.</li> <li>Environmental management.</li> </ul>
<b>Covered skill types:</b> <ul style="list-style-type: none"> <li>Understand the concept of carrying capacity and how to sustain it.</li> <li>Understand governmental planning systems ensuring carrying capacity and collaborate with local government.</li> <li>Use natural resources sustainably in tourism products: products related to nature conservation, responsible animal interactions, use of nature protected areas.</li> <li>Minimise pollution.</li> </ul>

- Adopt various preventative measures and recycling practices to minimise waste, in particular plastic and food waste.
- Increase customers' environmental awareness, encourage their engagement, and support their transition into green economy.
- Integrate the specifics of environmental legislation into company's actions.
- Increase cooperation with the local stakeholders.

**Methods of delivery of this provider:** Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.

**Training provider name:** Specialization: Management and economics executive in the tourism sector

**Website:**

<http://www.gsae.edu.gr/attachments/article/1427/%CE%A3%CE%A4%CE%95%CE%9B%CE%95%CE%A7%CE%9F%CE%A3%20%CE%94%CE%99%CE%9F%CE%99%CE%9A%CE%97%CE%A3%CE%97%CE%A3%20%CE%9A%CE%91%CE%99%20%CE%9F%CE%99%CE%9A%CE%9F%CE%9D%CE%9F%CE%9C%CE%99%CE%91%CE%A3%20%CE%A3%CE%A4%CE%9F%CE%9D%20%CE%A4%CE%9F%CE%9C%CE%95%CE%91%20%CE%A4%CE%9F%CE%A5%20%CE%A4%CE%9F%CE%A5%CE%A1%CE%99%CE%A3%CE%9C%CE%9F%CE%A5.pdf>

**Type of provider:** Vocational training institutes (Private & public sector)

**Covered skill categories:**

- Conservation of biodiversity.
- Resource-efficiency.
- Sustainability communication.
- Environmental management.
- Resource-efficiency
- Climate change and transition to low carbon economy.

**Covered skill types:**

- Understand the concept of carrying capacity and how to sustain it.
- Understand governmental planning systems ensuring carrying capacity and collaborate with local government.
- Use natural resources sustainably in tourism products: products related to nature conservation, responsible animal interactions, use of nature protected areas.
- Minimise pollution.
- Adopt various preventative measures and recycling practices to minimise waste, in particular plastic and food waste.
- Increase customers' environmental awareness, encourage their engagement, and support their transition into green economy.
- Integrate the specifics of environmental legislation into company's actions.
- Increase cooperation with the local stakeholders.
- Utilize sustainable procurement practices.

**Methods of delivery of this provider:** Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.

**Training provider name:** Specialization: Mountain Companion

<b>Website:</b> <a href="http://www.gsae.edu.gr/attachments/article/1660/1.%20%CE%A3%CF%85%CE%BD%CE%BF%CE%B4%CF%8C%CF%82%20%CE%92%CE%BF%CF%85%CE%BD%CE%BF%CF%8D.pdf">http://www.gsae.edu.gr/attachments/article/1660/1.%20%CE%A3%CF%85%CE%BD%CE%BF%CE%B4%CF%8C%CF%82%20%CE%92%CE%BF%CF%85%CE%BD%CE%BF%CF%8D.pdf</a>
<b>Type of provider:</b> Vocational training institutes (Private & public sector)
<b>Covered skill categories:</b> <ul style="list-style-type: none"> <li>• Sustainability communication.</li> <li>• Conservation of biodiversity.</li> <li>• Resource-efficiency.</li> </ul>
<b>Covered skill types:</b> <ul style="list-style-type: none"> <li>• Make transparent and communicate to customers and other stakeholders about the measures implemented by the companies and their goals and efforts to transform towards green economies.</li> <li>• Increase customers' environmental awareness, encourage their engagement, and support their transition into green economy.</li> <li>• Use natural resources sustainably in tourism products: products related to nature conservation, responsible animal interactions, use of nature protected areas.</li> <li>• Minimise pollution.</li> <li>• Reduce the use of raw materials, energy, and water consumption, increase the use of renewable energy.</li> <li>• Adopt various preventative measures and recycling practices to minimise waste, in particular plastic and food waste.</li> <li>• Utilise sustainable procurement practices.</li> <li>• Identify the influence of environmental conditions to safety of tourists and prevent the potential risks.</li> </ul>
<b>Methods of delivery of this provider:</b> Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.

<b>Training provider name:</b> Specialization: Air Transport Services Executive
<b>Website:</b> <a href="http://www.gsae.edu.gr/attachments/article/1660/2.%20%CE%A3%CF%84%CE%AD%CE%BB%CE%B5%CF%87%CE%BF%CF%82%20%CE%A5%CF%80%CE%B7%CF%81%CE%B5%CF%83%CE%B9%CF%8E%CE%BD%20%CE%91%CE%B5%CF%81%CE%BF%CE%BC%CE%B5%CF%84%CE%B1%CF%86%CE%BF%CF%81%CE%AC%CF%82.pdf">http://www.gsae.edu.gr/attachments/article/1660/2.%20%CE%A3%CF%84%CE%AD%CE%BB%CE%B5%CF%87%CE%BF%CF%82%20%CE%A5%CF%80%CE%B7%CF%81%CE%B5%CF%83%CE%B9%CF%8E%CE%BD%20%CE%91%CE%B5%CF%81%CE%BF%CE%BC%CE%B5%CF%84%CE%B1%CF%86%CE%BF%CF%81%CE%AC%CF%82.pdf</a>
<b>Type of provider:</b> Vocational training institutes (Private & public sector)
<b>Covered skill categories:</b> --
<b>Covered skill types:</b> --
<b>Methods of delivery of this provider:</b> Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.

<b>Training provider name:</b> Specialization: Agricultural Tourism Technician
<b>Website:</b> <a href="http://www.gsae.edu.gr/attachments/article/1660/18.%20%CE%A4%CE%B5%CF%87%CE%BD%CE%B9%CE%BA%CF%8C%CF%82%20%CE%91%CE%B3%CF%81%CE%BF%CF%84%CE%BF%CF%85%CF%81%CE%B9%CF%83%CE%BC%CE%BF%CF%8D.pdf">http://www.gsae.edu.gr/attachments/article/1660/18.%20%CE%A4%CE%B5%CF%87%CE%BD%CE%B9%CE%BA%CF%8C%CF%82%20%CE%91%CE%B3%CF%81%CE%BF%CF%84%CE%BF%CF%85%CF%81%CE%B9%CF%83%CE%BC%CE%BF%CF%8D.pdf</a>
<b>Type of provider:</b> Vocational training institutes (Private & public sector)
<b>Covered skill categories:</b>

- Sustainability communication.
- Conservation of biodiversity.
- Resource-efficiency.

**Covered skill types:**

- Make transparent and communicate to customers and other stakeholders about the measures implemented by the companies and their goals and efforts to transform towards green economies.
- Increase customers' environmental awareness, encourage their engagement, and support their transition into green economy.
- Use natural resources sustainably in tourism products: products related to nature conservation, responsible animal interactions, use of nature protected areas.
- Minimise pollution.
- Reduce the use of raw materials, energy, and water consumption, increase the use of renewable energy.
- Adopt various preventative measures and recycling practices to minimise waste, in particular plastic and food waste.
- Utilise sustainable procurement practices.
- Production of organic products.
- Production of agricultural products.
- Agriculture.

**Methods of delivery of this provider:** Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.

**Training provider name:** Specialization: Baker-pastry technician

**Website:**

<http://www.gsae.edu.gr/attachments/article/1427/%CE%A4%CE%95%CE%A7%CE%9D%CE%99%CE%9A%CE%9F%CE%A3%20%CE%91%CE%A1%CE%A4%CE%9F%CE%A0%CE%9F%CE%99%CE%9F%CE%A3-%CE%96%CE%91%CE%A7%CE%91%CE%A1%CE%9F%CE%A0%CE%9B%CE%91%CE%A3%CE%A4%CE%99%CE%9A%CE%97%CE%A3.pdf>

**Type of provider:** Vocational training institutes (Private & public sector)

**Covered skill categories:**

- Resource-efficiency.

**Covered skill types:**

- Reduce the use of raw materials, energy, and water consumption, increase the use of renewable energy.
- Adopt various preventative measures and recycling practices to minimise waste, in particular plastic and food waste.
- Utilise sustainable procurement practices

**Methods of delivery of this provider:** Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.

**Training provider name:** Specialization: Culinary art technician- chef

**Website:**

<http://www.gsae.edu.gr/attachments/article/1427/%CE%A4%CE%95%CE%A7%CE%9D%CE%99%CE%9A%CE%9F%CE%A3%20%CE%9C%CE%91%CE%93%CE%95%CE%99%CE%A1%CE%99%CE%9F%CE%A3-%CE%96%CE%91%CE%A7%CE%91%CE%A1%CE%9F%CE%A0%CE%9B%CE%91%CE%A3%CE%A4%CE%99%CE%9A%CE%97%CE%A3.pdf>

<a href="#">9A%CE%97%CE%A3%20%CE%A4%CE%95%CE%A7%CE%9D%CE%97%CE%A3%20-%20%CE%91%CE%A1%CE%A7%CE%99%CE%9C%CE%91%CE%93%CE%95%CE%99%CE%A1%CE%91%CE%A3%20%28CHEF%29.pdf</a>
<b>Type of provider:</b> Vocational training institutes (Private & public sector)
<b>Covered skill categories:</b> <ul style="list-style-type: none"> <li>• Resource-efficiency.</li> </ul>
<b>Covered skill types:</b> <ul style="list-style-type: none"> <li>• Reduce the use of raw materials, energy, and water consumption, increase the use of renewable energy.</li> <li>• Adopt various preventative measures and recycling practices to minimise waste, in particular plastic and food waste.</li> <li>• Utilise sustainable procurement practices.</li> <li>• Food awareness.</li> </ul>
<b>Methods of delivery of this provider:</b> Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.

<b>Training provider name:</b> Specialization: Technician for tourist units and hospitality businesses (reception service - room service - merchandise knowledge)
<b>Website:</b> <a href="http://www.gsae.edu.gr/attachments/article/1427/.%20%CE%A4%CE%9F%CE%A5%CE%A1.%20%CE%9C%CE%9F%CE%9D%CE%91%CE%94.%20%CE%9A%CE%91%CE%99%20%CE%95%CE%A0%CE%99%CE%A7.%20%CE%A6%CE%99%CE%9B%CE%9F%CE%9E%CE%95%CE%9D%CE%99%CE%91%CE%A3(%CE%A5%CE%A0.%20%CE%A5%CE%A0%CE%9F%CE%94%CE%9F%CE%A7%CE%97%CE%A3%20-%20%CE%A5%CE%A0.%20%CE%9F%CE%A1%CE%9F%CE%A6%CE%A9%CE%9D%20-%20%CE%95%CE%9C%CE%A0%CE%9F%CE%A1%CE%95%CE%A5%CE%9C)~.pdf">http://www.gsae.edu.gr/attachments/article/1427/.%20%CE%A4%CE%9F%CE%A5%CE%A1.%20%CE%9C%CE%9F%CE%9D%CE%91%CE%94.%20%CE%9A%CE%91%CE%99%20%CE%95%CE%A0%CE%99%CE%A7.%20%CE%A6%CE%99%CE%9B%CE%9F%CE%9E%CE%95%CE%9D%CE%99%CE%91%CE%A3(%CE%A5%CE%A0.%20%CE%A5%CE%A0%CE%9F%CE%94%CE%9F%CE%A7%CE%97%CE%A3%20-%20%CE%A5%CE%A0.%20%CE%9F%CE%A1%CE%9F%CE%A6%CE%A9%CE%9D%20-%20%CE%95%CE%9C%CE%A0%CE%9F%CE%A1%CE%95%CE%A5%CE%9C)~.pdf</a>
<b>Type of provider:</b> Vocational training institutes (Private & public sector)
<b>Covered skill categories:</b> <ul style="list-style-type: none"> <li>• Resource-efficiency.</li> <li>• Environmental management.</li> <li>• Conservation of biodiversity.</li> </ul>
<b>Covered skill types:</b> <ul style="list-style-type: none"> <li>• Reduce the use of raw materials, energy, and water consumption, increase the use of renewable energy.</li> <li>• Adopt various preventative measures and recycling practices to minimize waste, in particular plastic and food waste.</li> <li>• Utilize sustainable procurement practices.</li> <li>• Increase cooperation with the local stakeholders.</li> <li>• Integrate the specifics of environmental legislation into company's actions.</li> <li>• Food awareness.</li> <li>• Minimize pollution.</li> </ul>
<b>Methods of delivery of this provider:</b> Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.

<b>Training provider name:</b> Specialization: Communication and Information Technologies in the Travel Industry
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**Website:**

<http://www.gsae.edu.gr/attachments/article/1660/11.%20CE%A4CE%B5CF%87CE%BD%CE%BFCE%BBCE%BFCE%B3CE%AFCE%B5CF%82%20CE%95CF%80CE%B9CE%BA%CE%BFCE%B9CE%BD%CF%89CE%BDCE%AFCE%B1CF%82%20CE%BA%CE%B1CE%B9%20CE%A0CE%BBCE%B7CF%81CE%BF%CF%86CE%BF%CF%81CE%B9CF%8E%CE%BD%20CF%83CF%84CE%B7CE%BD%20CE%A4CE%B1CE%BECE%B9CE%B4CE%B9CF%89CF%84CE%B9CE%BA%CE%AE%20CE%92CE%B9CE%BFCE%BCCE%B7CF%87CE%B1CE%BDCE%AFCE%B1.pdf>

**Type of provider:** Vocational training institutes (Private & public sector)

**Covered skill categories:**

- Environmental management.
- Resource-efficiency.
- Sustainability communication.
- Conservation of biodiversity.

**Covered skill types:**

- Use digital technologies to integrate smartness and sustainability.
- Increase cooperation with the local stakeholders.
- Utilise sustainable procurement practices.
- Increase customers' environmental awareness, encourage their engagement, and support their transition into green economy.
- Use natural resources sustainably in tourism products: products related to nature conservation, responsible animal interactions, use of nature protected areas.
- Minimise pollution.

**Methods of delivery of this provider:** Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.

**Training provider name:** Specialization: Tour Leader

**Website:**

<http://www.gsae.edu.gr/attachments/article/1660/6.%20CE%A4CE%BF%CF%85CF%81CE%B9CF%83CF%84CE%B9CE%BA%CF%8C%CF%82%20CE%A3CF%85CE%BDCE%BFCE%B4CF%8C%CF%82.pdf>

**Type of provider:** Vocational training institutes (Private & public sector)

**Covered skill categories:** --

**Covered skill types:** --

**Methods of delivery of this provider:** Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.

**Training provider name:** Specialization: Guardian of museums and archaeological sites

**Website:**

<http://www.gsae.edu.gr/attachments/article/1427/%CE%A6CE%A5CE%9BCE%91CE%9A%CE%91CE%A3%20CE%9CCE%9FCE%A5CE%A3CE%95CE%99CE%A9CE%9D%20CE%9A%CE%91CE%99%20CE%91CE%A1CE%A7CE%91CE%99CE%9FCE%9BCE%9F%CE%93CE%99CE%9A%CE%A9CE%9D%20CE%A7CE%A9CE%A1CE%A9CE%9D.pdf>

**Type of provider:** Vocational training institutes (Private & public sector)

**Covered skill categories:**

- Conservation of biodiversity.

**Covered skill types:**

- Understand the concept of carrying capacity and how to sustain it.
- Understand governmental planning systems ensuring carrying capacity and collaborate with local government.
- Use natural resources sustainably in tourism products: products related to nature conservation, responsible animal interactions, use of nature protected areas.
- Minimise pollution.

**Methods of delivery of this provider:** Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.

**Training provider name:** Social media masterclass

**Website:** <https://insete.gr/seminar/social-media-masterclass-strategy-content-performance/>

**Type of provider:** Institute of SETE- Greek Tourism Confederation (SETE)- Trade associations.

**Covered skill categories:** --

**Covered skill types:** --

**Methods of delivery of this provider:** E- learning, Learning Management System, Courses, Lectures.

**Training provider name:** Digital transformation in hotel & tourism industry

**Website:** <https://insete.gr/seminar/digital-transformation-in-hotel-tourism-industry-innovate-your-customer-experience/>

**Type of provider:** Institute of SETE- Greek Tourism Confederation (SETE)- Trade associations.

**Covered skill categories:** --

**Covered skill types:** --

**Methods of delivery of this provider:** E- learning, Learning Management System, Courses, Lectures.

**Training provider name:** Google ads workshop

**Website:** <https://insete.gr/seminar/google-ads-workshop-maximize-your-performance/>

**Type of provider:** Institute of SETE- Greek Tourism Confederation (SETE)- Trade associations.

**Covered skill categories:** --

**Covered skill types:** --

**Methods of delivery of this provider:** E- learning, Learning Management System, Courses, Lectures.

**Training provider name:** Google analytics & SEO Tactics

**Website:** <https://insete.gr/seminar/google-analytics-seo-tactics-from-basics-to-advanced/>

**Type of provider:** Institute of SETE- Greek Tourism Confederation (SETE)- Trade associations.

**Covered skill categories:** --

**Covered skill types:** --

**Methods of delivery of this provider:** E- learning, Learning Management System, Courses, Lectures.

**Training provider name:** Housekeeping essentials

**Website:** <https://insete.gr/seminar/housekeeping-essentials-sparkle-shine-make-a-difference/>

**Type of provider:** Institute of SETE- Greek Tourism Confederation (SETE)- Trade associations.

**Covered skill categories:**

- Resource-efficiency.

**Covered skill types:**

- Reduce the use of raw materials, energy, and water consumption, increase the use of renewable energy.
- Adopt various preventative measures and recycling practices to minimise waste, in particular plastic and food waste.
- Utilise sustainable procurement practices.

**Methods of delivery of this provider:** E- learning, Learning Management System, Courses, Lectures.

**Training provider name:** Sustainability in hospitality context, climate neutrality & climate law.

**Website:** <https://insete.gr/seminar/sustainability-in-hospitality-context-climate-neutrality-climate-law/>

**Type of provider:** Institute of SETE- Greek Tourism Confederation (SETE)- Trade associations.

**Covered skill categories:**

- Resource-efficiency.
- Climate change and transition to low carbon economy.
- Conservation of biodiversity.
- Environmental management.

**Covered skill types:**

- Reduce the use of raw materials, energy, and water consumption, increase the use of renewable energy.
- Adopt various preventative measures and recycling practices to minimise waste, in particular plastic and food waste.
- Utilise sustainable procurement practices.
- Identify the influence of environmental conditions to safety of tourists and prevent the potential risks.
- Assess and create solutions to combat the change in environmental resources used in product development.
- Identify the sources of greenhouse gas emissions in tourism companies and implement procedures to reduce them.
- Understand the concept of carrying capacity and how to sustain it
- Understand governmental planning systems ensuring carrying capacity and collaborate with local government.
- Minimise pollution.
- Integrate the specifics of environmental legislation into company's actions.

**Methods of delivery of this provider:** E- learning, Learning Management System, Courses, Lectures.

**Training provider name:** Leading with impact: people, process, attitudes.

**Website:** <https://insete.gr/seminar/leading-with-impact-people-process-attitudes/>

**Type of provider:** Institute of SETE- Greek Tourism Confederation (SETE)- Trade associations.

**Covered skill categories:** N/A

**Covered skill types:** --

**Methods of delivery of this provider:** E- learning, Learning Management System, Courses, Lectures.

<b>Training provider name:</b> Emotional intelligence: tools & techniques for efficient teams.
<b>Website:</b> <a href="https://insete.gr/seminar/emotional-intelligence-tools-techniques-for-efficient-teams/">https://insete.gr/seminar/emotional-intelligence-tools-techniques-for-efficient-teams/</a>
<b>Type of provider:</b> Institute of SETE- Greek Tourism Confederation (SETE)- Trade associations.
<b>Covered skill categories:</b> N/A
<b>Covered skill types:</b> --
<b>Methods of delivery of this provider:</b> E- learning, Learning Management System, Courses, Lectures.

<b>Training provider name:</b> Conscious leadership drive your team consciously to extraordinary results & high-level engagement.
<b>Website:</b> <a href="https://insete.gr/seminar/conscious-leadership-drive-your-team-consciously-to-extraordinary-results-and-high-level-engagement/">https://insete.gr/seminar/conscious-leadership-drive-your-team-consciously-to-extraordinary-results-and-high-level-engagement/</a>
<b>Type of provider:</b> Institute of SETE- Greek Tourism Confederation (SETE)- Trade associations.
<b>Covered skill categories:</b> N/A
<b>Covered skill types:</b> --
<b>Methods of delivery of this provider:</b> E- learning, Learning Management System, Courses, Lectures.

### Appendix 3. Examples of Social/Cultural training providers

<b>Training provider name:</b> University of the Aegean. Department of Tourism Economics and Management
<b>Website:</b> <a href="https://www.tourem.aegean.gr/en/">https://www.tourem.aegean.gr/en/</a> & <a href="https://www.tourem.aegean.gr/el/">https://www.tourem.aegean.gr/el/</a>
<b>Type of provider:</b> University
<p><b>Covered skill types:</b></p> <ul style="list-style-type: none"> <li>• Adaptability</li> <li>• Analytical ability</li> <li>• Competences for managing personal relationships, demonstrating empathy, and cooperating with others.</li> <li>• Competences that promote social progress which recognizes the needs of everyone.</li> <li>• Critical thinking</li> <li>• Cultural awareness</li> <li>• Customer orientation</li> <li>• Creativity</li> <li>• Decision-making – problem-solving skills</li> <li>• Entrepreneurship</li> <li>• Innovative thinking</li> <li>• Intercultural sensitivity and understanding</li> <li>• Interpersonal and intrapersonal skills</li> <li>• Leadership</li> <li>• Making appropriate contact and active listening skills.</li> <li>• Promoting fair pay and working conditions in tourism.</li> <li>• Showing a positive attitude, respect, inclusivity</li> <li>• Supporting diversity, gender and racial equality.</li> </ul>
<b>Methods of delivery:</b> Class, Learning Management System, Lectures, laboratory courses, Group and individual Assignments, Educational visits and Event, Critical Thinking exams, Experiential/active learning, Internship, 34 courses that develop social skills (such as leadership, interculturality, sociology, anthropology, psychology, consumer behavior, culture, entrepreneurship, decision making, innovation, research methodologies), thesis, Erasmus.

<b>Training provider name:</b> University of West Attica. Department of Tourism Management
<b>Website:</b> <a href="https://tourism.uniwa.gr">https://tourism.uniwa.gr</a>
<b>Type of provider:</b> University
<p><b>Covered skill types:</b></p> <ul style="list-style-type: none"> <li>• Adaptability.</li> <li>• Analytical ability.</li> <li>• Competences for managing personal relationships, demonstrating empathy, and cooperating with others.</li> <li>• Competences that promote social progress which recognizes the needs of everyone.</li> <li>• Critical thinking.</li> <li>• Cultural awareness.</li> <li>• Customer orientation.</li> <li>• Creativity.</li> </ul>

- Decision-making – problem-solving skills.
- Entrepreneurship.
- Innovative thinking.
- Intercultural sensitivity and understanding.
- Interpersonal and intrapersonal skills.
- Leadership.
- Lifelong learning capabilities.
- Making appropriate contact and active listening skills.
- Promoting fair pay and working conditions in tourism.
- Showing a positive attitude, respect, inclusivity.

**Methods of delivery:** Class, Learning Management System, Lectures, laboratory courses, Group and individual Assignments, Educational visits and Event, Critical Thinking exams, Experiential/active learning, Internship, 27 courses that develop social skills (such as Decision-making /leadership, interculturality, sociology, anthropology, psychology, consumer behavior, culture, entrepreneurship, decision making, innovation, research methodologies), thesis, Erasmus.

**Training provider name:** Hellenic Open University Tourism Management

**Website:** <https://www.eap.gr/education/undergraduate/tourism-administration/>

**Type of provider:** University

**Covered skill types:**

- Adaptability
- Analytical ability
- Competences that promote social progress which recognizes the needs of everyone.
- Critical thinking
- Cultural awareness
- Creativity
- Decision-making – problem-solving skills
- Innovative thinking.
- Intercultural sensitivity and understanding
- Interpersonal and intrapersonal skills.
- Leadership
- Lifelong learning capabilities.
- Promoting fair pay and working conditions in tourism.
- Showing a positive attitude, respect, inclusivity

**Methods of delivery:** Class, Learning Management System, Lectures, individual Assignments, Educational Event, Critical Thinking exams, 12 courses that develop social skills (such as leadership, interculturality, sociology, anthropology, psychology, consumer behavior, culture, entrepreneurship, decision making, innovation, research methodologies)

**Training provider name:** International Hellenic University. Department of Organisation Management, Marketing and Tourism

**Website:** <http://ommt.ihu.gr/>

**Type of provider:** University

**Covered skill types:**

- Adaptability.

- Analytical ability.
- Competences for managing personal relationships, demonstrating empathy, and cooperating with others.
- Competences that promote social progress which recognizes the needs of everyone.
- Critical thinking.
- Cultural awareness.
- Customer orientation.
- Creativity.
- Decision-making – problem-solving skills.
- Entrepreneurship.
- Innovative thinking.
- Intercultural sensitivity and understanding.
- Interpersonal and intrapersonal skills.
- Leadership.
- Making appropriate contact and active listening skills.
- Promoting fair pay and working conditions in tourism.
- Showing a positive attitude, respect, inclusivity.

**Methods of delivery:** Class, Learning Management System, Lectures, laboratory courses, Group and individual Assignments, Educational visits and Event, Critical Thinking exams, Experiential/active learning, Internship, 23 courses that develop social skills (such as leadership, interculturality, sociology, anthropology, psychology, consumer behavior, culture, entrepreneurship, decision making, innovation, research methodologies), Erasmus.

**Training provider name:** University of Patras Department of Tourism Management

**Website:** <http://tourism.upatras.gr/>

**Type of provider:** University

**Covered skill types:**

- Adaptability
- Analytical ability
- Competences that promote social progress which recognizes the needs of everyone.
- Critical thinking
- Cultural awareness
- Customer orientation
- Creativity
- Decision-making – problem-solving skills
- Entrepreneurship
- Innovative thinking.
- Intercultural sensitivity and understanding
- Interpersonal and intrapersonal skills.
- Leadership
- Lifelong learning capabilities.
- Making appropriate contact and active listening skills.
- Promoting fair pay and working conditions in tourism.
- Showing a positive attitude, respect, inclusivity
- Supporting diversity, gender and racial equality.

**Methods of delivery:** Class, Learning Management System, Lectures, laboratory courses, Group and individual Assignments, Educational visits and Event, Critical Thinking exams, Experiential/active learning, Internship, 20 courses that develop social skills (such as leadership,



interculturality, sociology, anthropology, psychology, consumer behavior, culture, entrepreneurship, decision making, innovation, research methodologies), thesis, Erasmus.

**Training provider name:** Ionian University. Department of Tourism

**Website:** <https://tourism.ionio.gr/>

**Type of provider:** University

**Covered skill types:**

- Accessible tourism provision for those with disabilities
- Adaptability
- Analytical ability
- Competences for managing personal relationships, demonstrating empathy, and cooperating with others.
- Competences that promote social progress which recognizes the needs of everyone.
- Critical thinking
- Cultural awareness
- Customer orientation
- Creativity
- Decision-making – problem-solving skills
- Entrepreneurship
- Innovative thinking.
- Intercultural sensitivity and understanding
- Interpersonal and intrapersonal skills
- Leadership
- Making appropriate contact and active listening skills
- Promoting fair pay and working conditions in tourism
- Showing a positive attitude, respect, inclusivity
- Supporting diversity, gender and racial equality.

**Methods of delivery:** Class, Learning Management System, Lectures, laboratory courses, Group and individual Assignments, Educational visits and Event, Critical Thinking exams, Experiential/active learning, Internship, 29 courses that develop social skills (such as leadership, interculturality, sociology, anthropology, psychology, consumer behavior, culture, entrepreneurship, decision making, innovation, research methodologies), thesis, Erasmus.

**Training provider name:** University of Piraeus - Department of Tourism Studies

**Website:** <http://tourism.unipi.gr/>

**Type of provider:** University

**Covered skill types:**

- Adaptability
- Analytical ability
- Competences for managing personal relationships, demonstrating empathy, and cooperating with others.
- Competences that promote social progress which recognizes the needs of everyone.
- Critical thinking
- Cultural awareness
- Customer orientation
- Creativity

- Decision-making – problem-solving skills
- Entrepreneurship
- Innovative thinking
- Intercultural sensitivity and understanding
- Interpersonal and intrapersonal skills.
- Leadership
- Lifelong learning capabilities.
- Making appropriate contact and active listening skills.
- Promoting fair pay and working conditions in tourism.
- Showing a positive attitude, respect, inclusivity
- Supporting diversity, gender and racial equality.

**Methods of delivery:** Class, Learning Management System, Lectures, laboratory courses, Group and individual Assignments, Educational visits and Event, Critical Thinking exams, Experiential/active learning, Internship, 24 courses that develop social skills (such as leadership, interculturality, sociology, anthropology, psychology, consumer behavior, culture, entrepreneurship, decision making, innovation, research methodologies), thesis, Erasmus.

**Training provider name:** Hellenic Mediterranean University. Department of Business Administration and Tourism

**Website:** <https://bat.hmu.gr/>

**Type of provider:** University

**Covered skill types:**

- Adaptability
- Analytical ability
- Competences for managing personal relationships, demonstrating empathy, and cooperating with others.
- Critical thinking
- Cultural awareness
- Customer orientation
- Creativity
- Decision-making – problem-solving skills
- Entrepreneurship
- Innovative thinking.
- Intercultural sensitivity and understanding
- Interpersonal and intrapersonal skills.
- Leadership
- Making appropriate contact and active listening skills.
- Promoting fair pay and working conditions in tourism.
- Showing a positive attitude, respect, inclusivity
- Supporting diversity, gender and racial equality.

**Methods of delivery:** Class, Learning Management System, Lectures, laboratory courses, Group and individual Assignments, Educational visits and Event, Critical Thinking exams, Experiential/active learning, Internship, 31 courses that develop social skills (such as leadership, interculturality, sociology, anthropology, psychology, consumer behavior, culture, entrepreneurship, decision making, innovation, research methodologies), thesis, Erasmus.

<b>Training provider name:</b> Higher Schools of Tourism Education of the Ministry of Tourism
<b>Website:</b> <a href="https://www.kodiko.gr/nomothesia/document/682338">https://www.kodiko.gr/nomothesia/document/682338</a> & <a href="http://www.mintour.edu.gr/index.php/aste">http://www.mintour.edu.gr/index.php/aste</a>
<b>Type of provider:</b> Ministry of Tourism
<b>Covered skill categories:</b> N/A
<b>Covered skill types:</b> <ul style="list-style-type: none"> <li>• Understanding.</li> <li>• Cultural awareness.</li> <li>• Showing a positive attitude, respect, inclusivity, and intercultural sensitivity.</li> <li>• Critical thinking.</li> <li>• Analytical ability.</li> <li>• Interpersonal and intrapersonal skills.</li> <li>• Competences for managing personal relationships, demonstrating empathy, and cooperating with others.</li> <li>• Customer orientation.</li> <li>• Entrepreneurship.</li> <li>• Leadership.</li> <li>• Making appropriate contact and active listening skills.</li> <li>• Global citizenship.</li> <li>• Competences that promote social progress which recognizes the needs of everyone.</li> </ul>
<b>Methods of delivery:</b> Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.

<b>Training provider name:</b> Specialization: Religious Tourism and Pilgrimage Tours
<b>Website:</b> <a href="http://www.gsae.edu.gr/attachments/article/1427/%CE%98%CF%81%CE%B7%CF%83%CE%BA%CE%B5%CF%85%CF%84%CE%B9%CE%BA%CE%BF%CF%8D%20%CE%A4%CE%BF%CF%85%CF%81%CE%B9%CF%83%CE%BC%CE%BF%CF%8D%20%CE%BA%CE%B1%CE%B9%20%CE%A0%CF%81%CE%BF%CF%83%CE%BA%CF%85%CE%BD%CE%B7%CE%BC%CE%B1%CF%84%CE%B9%CE%BA%CF%8E%CE%BD%20%CE%A0%CE%B5%CF%81%CE%B9%CE%B7%CE%B3%CE%AE%CF%83%CE%B5%CF%89%CE%BD.pdf">http://www.gsae.edu.gr/attachments/article/1427/%CE%98%CF%81%CE%B7%CF%83%CE%BA%CE%B5%CF%85%CF%84%CE%B9%CE%BA%CE%BF%CF%8D%20%CE%A4%CE%BF%CF%85%CF%81%CE%B9%CF%83%CE%BC%CE%BF%CF%8D%20%CE%BA%CE%B1%CE%B9%20%CE%A0%CF%81%CE%BF%CF%83%CE%BA%CF%85%CE%BD%CE%B7%CE%BC%CE%B1%CF%84%CE%B9%CE%BA%CF%8E%CE%BD%20%CE%A0%CE%B5%CF%81%CE%B9%CE%B7%CE%B3%CE%AE%CF%83%CE%B5%CF%89%CE%BD.pdf</a>
<b>Type of provider:</b> Vocational training institutes (Private & public sector)
<b>Covered skill categories:</b> N/A
<b>Covered skill types:</b> <ul style="list-style-type: none"> <li>• Cultural awareness.</li> <li>• Showing a positive attitude, respect, inclusivity, and intercultural sensitivity.</li> <li>• Interpersonal and intrapersonal skills.</li> <li>• Competences for managing personal relationships, demonstrating empathy, and cooperating with others.</li> <li>• Customer orientation.</li> <li>• Entrepreneurship.</li> <li>• Making appropriate contact and active listening skills.</li> <li>• Global citizenship.</li> <li>• Competences that promote social progress which recognizes the needs of everyone.</li> </ul>
<b>Methods of delivery:</b> Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.

<b>Training provider name:</b> Specialization: Yacht skipper
<b>Website:</b> <a href="http://www.gsae.edu.gr/attachments/article/1660/3.%20%CE%9A%CF%85%CE%B2%CE%B5%CF%81%CE%BD%CE%AE%CF%84%CE%B7%CF%82%20%CE%A3%CE%BA%CE%B1%CF%86%CF%8E%CE%BD%20%CE%91%CE%BD%CE%B1%CF%88%CF%85%CF%87%CE%AE%CF%82.pdf">http://www.gsae.edu.gr/attachments/article/1660/3.%20%CE%9A%CF%85%CE%B2%CE%B5%CF%81%CE%BD%CE%AE%CF%84%CE%B7%CF%82%20%CE%A3%CE%BA%CE%B1%CF%86%CF%8E%CE%BD%20%CE%91%CE%BD%CE%B1%CF%88%CF%85%CF%87%CE%AE%CF%82.pdf</a>
<b>Type of provider:</b> Vocational training institutes (Private & public sector)
<b>Covered skill categories:</b> N/A
<b>Covered skill types:</b> <ul style="list-style-type: none"> <li>• Understanding.</li> <li>• Cultural awareness</li> <li>• Showing a positive attitude, respect, inclusivity, and intercultural sensitivity.</li> <li>• Interpersonal and intrapersonal skills.</li> <li>• Competences for managing personal relationships, demonstrating empathy, and cooperating with others.</li> <li>• Customer orientation.</li> <li>• Leadership.</li> <li>• Making appropriate contact and active listening skills.</li> <li>• Adaptability.</li> <li>• Competences that promote social progress which recognizes the needs of everyone.</li> </ul>
<b>Methods of delivery of this provider:</b> Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.

<b>Training provider name:</b> Specialization: Tour guide in museums and archaeological-cultural sites for people with vision or hearing problems
<b>Website:</b> <a href="http://www.gsae.edu.gr/attachments/article/1427/%20%CE%A3%CE%95%20%CE%9C%CE%9F%CE%A5%CE%A3%CE%95%CE%99%CE%91%20%CE%9A%CE%91%CE%99%20%20%CE%91%CE%A1%CE%A7%CE%91%CE%99%CE%9F%CE%9B%CE%9F%CE%93%CE%99%CE%9A%CE%9F%CE%A5%CE%A3-%20%CE%A0%CE%9F%CE%9B%CE%99%CE%A4%CE%99%CE%A3%CE%A4%CE%99%CE%9A%CE%9F%CE%A5%CE%A3%20%CE%A7%CE%A9%CE%A1%CE%9F%CE%A5%CE%A3%20%28%CE%91%CE%A4%CE%9F%CE%9C%CE%91%20%CE%9C%CE%95%20%CE%A0%CE%A1%CE%9F%CE%92%CE%9B%CE%97%CE%9C%CE%91%CE%A4%CE%91%20~.pdf">http://www.gsae.edu.gr/attachments/article/1427/%20%CE%A3%CE%95%20%CE%9C%CE%9F%CE%A5%CE%A3%CE%95%CE%99%CE%91%20%CE%9A%CE%91%CE%99%20%20%CE%91%CE%A1%CE%A7%CE%91%CE%99%CE%9F%CE%9B%CE%9F%CE%93%CE%99%CE%9A%CE%9F%CE%A5%CE%A3-%20%CE%A0%CE%9F%CE%9B%CE%99%CE%A4%CE%99%CE%A3%CE%A4%CE%99%CE%9A%CE%9F%CE%A5%CE%A3%20%CE%A7%CE%A9%CE%A1%CE%9F%CE%A5%CE%A3%20%28%CE%91%CE%A4%CE%9F%CE%9C%CE%91%20%CE%9C%CE%95%20%CE%A0%CE%A1%CE%9F%CE%92%CE%9B%CE%97%CE%9C%CE%91%CE%A4%CE%91%20~.pdf</a>
<b>Type of provider:</b> Vocational training institutes (Private & public sector)
<b>Covered skill categories:</b> N/A
<b>Covered skill types:</b> <ul style="list-style-type: none"> <li>• Understanding.</li> <li>• Cultural awareness</li> <li>• Showing a positive attitude, respect, inclusivity, and intercultural sensitivity.</li> <li>• Interpersonal and intrapersonal skills.</li> <li>• Competences for managing personal relationships, demonstrating empathy, and cooperating with others.</li> <li>• Customer orientation.</li> <li>• Leadership.</li> <li>• Making appropriate contact and active listening skills.</li> <li>• Adaptability.</li> <li>• Competences that promote social progress which recognizes the needs of everyone.</li> </ul>

**Methods of delivery of this provider:** Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.

**Training provider name:** Specialization: Management and economics executive in the tourism sector

**Website:**

<http://www.gsae.edu.gr/attachments/article/1427/%CE%A3%CE%A4%CE%95%CE%9B%CE%95%CE%A7%CE%9F%CE%A3%20%CE%94%CE%99%CE%9F%CE%99%CE%9A%CE%97%CE%A3%CE%97%CE%A3%20%CE%9A%CE%91%CE%99%20%CE%9F%CE%99%CE%9A%CE%9F%CE%9D%CE%9F%CE%9C%CE%99%CE%91%CE%A3%20%CE%A3%CE%A4%CE%9F%CE%9D%20%CE%A4%CE%9F%CE%9C%CE%95%CE%91%20%CE%A4%CE%9F%CE%A5%20%CE%A4%CE%9F%CE%A5%CE%A1%CE%99%CE%A3%CE%9C%CE%9F%CE%A5.pdf>

**Type of provider:** Vocational training institutes (Private & public sector)

**Covered skill categories:** N/A

**Covered skill types:**

- Cultural awareness
- Showing a positive attitude, respect, inclusivity, and intercultural sensitivity.
- Interpersonal and intrapersonal skills.
- Competences for managing personal relationships, demonstrating empathy, and cooperating with others.
- Customer orientation.
- Making appropriate contact and active listening skills.
- Adaptability.

**Methods of delivery of this provider:** Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.

**Training provider name:** Specialization: Mountain Companion

**Website:**

<http://www.gsae.edu.gr/attachments/article/1660/1.%20%CE%A3%CF%85%CE%BD%CE%BF%CE%B4%CF%8C%CF%82%20%CE%92%CE%BF%CF%85%CE%BD%CE%BF%CF%8D.pdf>

**Type of provider:** Vocational training institutes (Private & public sector)

**Covered skill categories:** N/A

**Covered skill types:**

- Understanding.
- Cultural awareness.
- Showing a positive attitude, respect, inclusivity, and intercultural sensitivity.
- Critical thinking.
- Interpersonal and intrapersonal skills.
- Competences for managing personal relationships, demonstrating empathy, and cooperating with others.
- Customer orientation.
- Leadership.
- Making appropriate contact and active listening skills.
- Adaptability

**Methods of delivery of this provider:** Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.

<b>Training provider name:</b> Specialization: Air Transport Services Executive
<b>Website:</b> <a href="http://www.gsae.edu.gr/attachments/article/1660/2.%20%CE%A3%CF%84%CE%AD%CE%BB%CE%B5%CF%87%CE%BF%CF%82%20%CE%A5%CF%80%CE%B7%CF%81%CE%B5%CF%83%CE%B9%CF%8E%CE%BD%20%CE%91%CE%B5%CF%81%CE%BF%CE%BC%CE%B5%CF%84%CE%B1%CF%86%CE%BF%CF%81%CE%AC%CF%82.pdf">http://www.gsae.edu.gr/attachments/article/1660/2.%20%CE%A3%CF%84%CE%AD%CE%BB%CE%B5%CF%87%CE%BF%CF%82%20%CE%A5%CF%80%CE%B7%CF%81%CE%B5%CF%83%CE%B9%CF%8E%CE%BD%20%CE%91%CE%B5%CF%81%CE%BF%CE%BC%CE%B5%CF%84%CE%B1%CF%86%CE%BF%CF%81%CE%AC%CF%82.pdf</a>
<b>Type of provider:</b> Vocational training institutes (Private & public sector)
<b>Covered skill categories:</b> N/A --
<b>Covered skill types:</b> <ul style="list-style-type: none"> <li>• Cultural awareness.</li> <li>• Critical thinking.</li> <li>• Analytical ability.</li> <li>• Interpersonal and intrapersonal skills.</li> <li>• Showing a positive attitude, respect, inclusivity, and intercultural sensitivity.</li> <li>• Competences for managing personal relationships, demonstrating empathy, and cooperating with others.</li> <li>• Customer orientation.</li> </ul>
<b>Methods of delivery of this provider:</b> Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.

<b>Training provider name:</b> Specialization: Agricultural Tourism Technician
<b>Website:</b> <a href="http://www.gsae.edu.gr/attachments/article/1660/18.%20%CE%A4%CE%B5%CF%87%CE%BD%CE%B9%CE%BA%CF%8C%CF%82%20%CE%91%CE%B3%CF%81%CE%BF%CF%84%CE%BF%CF%85%CF%81%CE%B9%CF%83%CE%BC%CE%BF%CF%8D.pdf">http://www.gsae.edu.gr/attachments/article/1660/18.%20%CE%A4%CE%B5%CF%87%CE%BD%CE%B9%CE%BA%CF%8C%CF%82%20%CE%91%CE%B3%CF%81%CE%BF%CF%84%CE%BF%CF%85%CF%81%CE%B9%CF%83%CE%BC%CE%BF%CF%8D.pdf</a>
<b>Type of provider:</b> Vocational training institutes (Private & public sector)
<b>Covered skill categories:</b> N/A
<b>Covered skill types:</b> <ul style="list-style-type: none"> <li>• Cultural awareness.</li> <li>• Analytical ability.</li> <li>• Showing a positive attitude, respect, inclusivity, and intercultural sensitivity.</li> <li>• Critical and innovative thinking.</li> <li>• Customer orientation.</li> <li>• Entrepreneurship.</li> <li>• Competences for managing personal relationships, demonstrating empathy, and cooperating with others.</li> <li>• Adaptability.</li> </ul>
<b>Methods of delivery of this provider:</b> Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.

<b>Training provider name:</b> Specialization: Baker-pastry technician
<b>Website:</b> <a href="http://www.gsae.edu.gr/attachments/article/1427/%CE%A4%CE%95%CE%A7%CE%9D%CE%99%CE%9A%CE%9F%CE%A3%20%CE%91%CE%A1%CE%A4%CE%9F%CE%A0%CE%9F%CE%99%CE">http://www.gsae.edu.gr/attachments/article/1427/%CE%A4%CE%95%CE%A7%CE%9D%CE%99%CE%9A%CE%9F%CE%A3%20%CE%91%CE%A1%CE%A4%CE%9F%CE%A0%CE%9F%CE%99%CE</a>

<a href="#">%9F%CE%A3-%CE%96%CE%91%CE%A7%CE%91%CE%A1%CE%9F%CE%A0%CE%9B%CE%91%CE%A3%CE%A4%CE%99%CE%9A%CE%97%CE%A3.pdf</a>
<b>Type of provider:</b> Vocational training institutes (Private & public sector)
<b>Covered skill categories:</b> N/A
<b>Covered skill types:</b> <ul style="list-style-type: none"> <li>• Critical thinking.</li> <li>• Interpersonal and intrapersonal skills.</li> <li>• Showing a positive attitude, respect, inclusivity, and intercultural sensitivity.</li> <li>• Competences for managing personal relationships, demonstrating empathy, and cooperating with others.</li> <li>• Making appropriate contact and active listening skills.</li> <li>• Adaptability.</li> </ul>
<b>Methods of delivery of this provider:</b> Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.

<b>Training provider name:</b> Specialization: Culinary art technician- chef
<b>Website:</b> <a href="http://www.gsae.edu.gr/attachments/article/1427/%CE%A4%CE%95%CE%A7%CE%9D%CE%99%CE%9A%CE%9F%CE%A3%20%CE%9C%CE%91%CE%93%CE%95%CE%99%CE%A1%CE%99%CE%9A%CE%97%CE%A3%20%CE%A4%CE%95%CE%A7%CE%9D%CE%97%CE%A3%20-%20%CE%91%CE%A1%CE%A7%CE%99%CE%9C%CE%91%CE%93%CE%95%CE%99%CE%A1%CE%91%CE%A3%20%28CHEF%29.pdf">http://www.gsae.edu.gr/attachments/article/1427/%CE%A4%CE%95%CE%A7%CE%9D%CE%99%CE%9A%CE%9F%CE%A3%20%CE%9C%CE%91%CE%93%CE%95%CE%99%CE%A1%CE%99%CE%9A%CE%97%CE%A3%20%CE%A4%CE%95%CE%A7%CE%9D%CE%97%CE%A3%20-%20%CE%91%CE%A1%CE%A7%CE%99%CE%9C%CE%91%CE%93%CE%95%CE%99%CE%A1%CE%91%CE%A3%20%28CHEF%29.pdf</a>
<b>Type of provider:</b> Vocational training institutes (Private & public sector)
<b>Covered skill categories:</b> N/A
<b>Covered skill types:</b> <ul style="list-style-type: none"> <li>• Critical thinking.</li> <li>• Interpersonal and intrapersonal skills.</li> <li>• Showing a positive attitude, respect, inclusivity, and intercultural sensitivity.</li> <li>• Competences for managing personal relationships, demonstrating empathy, and cooperating with others.</li> <li>• Making appropriate contact and active listening skills.</li> <li>• Adaptability.</li> </ul>
<b>Methods of delivery of this provider:</b> Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.

<b>Training provider name:</b> Specialization: Technician for tourist units and hospitality businesses (reception service - room service - merchandise knowledge)
<b>Website:</b> <a href="http://www.gsae.edu.gr/attachments/article/1427/.%20%CE%A4%CE%9F%CE%A5%CE%A1.%20%CE%9C%CE%9F%CE%9D%CE%91%CE%94.%20%CE%9A%CE%91%CE%99%20%CE%95%CE%A0%CE%99%CE%A7.%20%CE%A6%CE%99%CE%9B%CE%9F%CE%9E%CE%95%CE%9D%CE%99%CE%91%CE%A3(%CE%A5%CE%A0.%20%CE%A5%CE%A0%CE%9F%CE%94%CE%9F%CE%A7%CE%97%CE%A3%20-%20%CE%A5%CE%A0.%20%CE%9F%CE%A1%CE%9F%CE%A6%CE%A9%CE%9D%20-%20%CE%95%CE%9C%CE%A0%CE%9F%CE%A1%CE%95%CE%A5%CE%9C)~.pdf">http://www.gsae.edu.gr/attachments/article/1427/.%20%CE%A4%CE%9F%CE%A5%CE%A1.%20%CE%9C%CE%9F%CE%9D%CE%91%CE%94.%20%CE%9A%CE%91%CE%99%20%CE%95%CE%A0%CE%99%CE%A7.%20%CE%A6%CE%99%CE%9B%CE%9F%CE%9E%CE%95%CE%9D%CE%99%CE%91%CE%A3(%CE%A5%CE%A0.%20%CE%A5%CE%A0%CE%9F%CE%94%CE%9F%CE%A7%CE%97%CE%A3%20-%20%CE%A5%CE%A0.%20%CE%9F%CE%A1%CE%9F%CE%A6%CE%A9%CE%9D%20-%20%CE%95%CE%9C%CE%A0%CE%9F%CE%A1%CE%95%CE%A5%CE%9C)~.pdf</a>

<b>Type of provider:</b> Vocational training institutes (Private & public sector)
<b>Covered skill categories:</b> N/A
<b>Covered skill types:</b> <ul style="list-style-type: none"> <li>• Cultural awareness.</li> <li>• Critical thinking.</li> <li>• Analytical ability.</li> <li>• Interpersonal and intrapersonal skills.</li> <li>• Competences for managing personal relationships, demonstrating empathy, and cooperating with others.</li> <li>• Making appropriate contact and active listening skills.</li> <li>• Adaptability.</li> </ul>
<b>Methods of delivery of this provider:</b> Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.

<b>Training provider name:</b> Specialization: Communication and Information Technologies in the Travel Industry
<b>Website:</b> <a href="http://www.gsae.edu.gr/attachments/article/1660/11.%20CE%A4%CE%B5%CF%87%CE%BD%CE%BF%CE%BB%CE%BF%CE%B3%CE%AF%CE%B5%CF%82%20%CE%95%CF%80%CE%B9%CE%BA%CE%BF%CE%B9%CE%BD%CF%89%CE%BD%CE%AF%CE%B1%CF%82%20%CE%BA%CE%B1%CE%B9%20%CE%A0%CE%BB%CE%B7%CF%81%CE%BF%CF%86%CE%BF%CF%81%CE%B9%CF%8E%CE%BD%20%CF%83%CF%84%CE%B7%CE%BD%20%CE%A4%CE%B1%CE%BE%CE%B9%CE%B4%CE%B9%CF%89%CF%84%CE%B9%CE%BA%CE%AE%20%CE%92%CE%B9%CE%BF%CE%BC%CE%B7%CF%87%CE%B1%CE%BD%CE%AF%CE%B1.pdf">http://www.gsae.edu.gr/attachments/article/1660/11.%20CE%A4%CE%B5%CF%87%CE%BD%CE%BF%CE%BB%CE%BF%CE%B3%CE%AF%CE%B5%CF%82%20%CE%95%CF%80%CE%B9%CE%BA%CE%BF%CE%B9%CE%BD%CF%89%CE%BD%CE%AF%CE%B1%CF%82%20%CE%BA%CE%B1%CE%B9%20%CE%A0%CE%BB%CE%B7%CF%81%CE%BF%CF%86%CE%BF%CF%81%CE%B9%CF%8E%CE%BD%20%CF%83%CF%84%CE%B7%CE%BD%20%CE%A4%CE%B1%CE%BE%CE%B9%CE%B4%CE%B9%CF%89%CF%84%CE%B9%CE%BA%CE%AE%20%CE%92%CE%B9%CE%BF%CE%BC%CE%B7%CF%87%CE%B1%CE%BD%CE%AF%CE%B1.pdf</a>
<b>Type of provider:</b> Vocational training institutes (Private & public sector)
<b>Covered skill categories:</b> N/A
<b>Covered skill types:</b> <ul style="list-style-type: none"> <li>• Understanding.</li> <li>• Cultural awareness.</li> <li>• Showing a positive attitude, respect, inclusivity, and intercultural sensitivity.</li> <li>• Critical and innovative thinking.</li> <li>• Analytical ability.</li> <li>• Interpersonal and intrapersonal skills.</li> <li>• Customer orientation.</li> <li>• Entrepreneurship.</li> </ul>
<b>Methods of delivery of this provider:</b> Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.

<b>Training provider name:</b> Specialization: Tour Leader
<b>Website:</b> <a href="http://www.gsae.edu.gr/attachments/article/1660/6.%20CE%A4%CE%BF%CF%85%CF%81%CE%B9%CF%83%CF%84%CE%B9%CE%BA%CF%8C%CF%82%20%CE%A3%CF%85%CE%BD%CE%BF%CE%B4%CF%8C%CF%82.pdf">http://www.gsae.edu.gr/attachments/article/1660/6.%20CE%A4%CE%BF%CF%85%CF%81%CE%B9%CF%83%CF%84%CE%B9%CE%BA%CF%8C%CF%82%20%CE%A3%CF%85%CE%BD%CE%BF%CE%B4%CF%8C%CF%82.pdf</a>
<b>Type of provider:</b> Vocational training institutes (Private & public sector)
<b>Covered skill categories:</b> N/A
<b>Covered skill types:</b>



- Understanding.
- Cultural awareness.
- Showing a positive attitude, respect, inclusivity, and intercultural sensitivity.
- Critical thinking.
- Interpersonal and intrapersonal skills.
- Competences for managing personal relationships, demonstrating empathy, and cooperating with others.
- Customer orientation.
- Leadership.
- Making appropriate contact and active listening skills.
- Global citizenship.
- Adaptability.
- Competences that promote social progress which recognizes the needs of everyone.

**Methods of delivery of this provider:** Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.

**Training provider name:** Specialization: Guardian of museums and archaeological sites

**Website:**

<http://www.gsae.edu.gr/attachments/article/1427/%CE%A6%CE%A5%CE%9B%CE%91%CE%9A%CE%91%CE%A3%20%CE%9C%CE%9F%CE%A5%CE%A3%CE%95%CE%99%CE%A9%CE%9D%20%CE%9A%CE%91%CE%99%20%CE%91%CE%A1%CE%A7%CE%91%CE%99%CE%9F%CE%9B%CE%9F%CE%93%CE%99%CE%9A%CE%A9%CE%9D%20%CE%A7%CE%A9%CE%A1%CE%A9%CE%9D.pdf>

**Type of provider:** Vocational training institutes (Private & public sector)

**Covered skill categories:** N/A

**Covered skill types:**

- Cultural awareness.
- Showing a positive attitude, respect, inclusivity, and intercultural sensitivity.
- Critical thinking.
- Interpersonal and intrapersonal skills.
- Customer orientation.
- Entrepreneurship.
- Competences for managing personal relationships, demonstrating empathy, and cooperating with others.
- Competences that promote social progress which recognizes the needs of everyone.

**Methods of delivery of this provider:** Class, Learning Management System, Courses, Lectures, Theoretical and laboratory courses, Assignments, Internship.

<b>Training provider name:</b> Social media masterclass
<b>Website:</b> <a href="https://insete.gr/seminar/social-media-masterclass-strategy-content-performance/">https://insete.gr/seminar/social-media-masterclass-strategy-content-performance/</a>
<b>Type of provider:</b> Institute of SETE- Greek Tourism Confederation (SETE)- Trade associations.
<b>Covered skill categories:</b> N/A
<b>Covered skill types:</b> --
<b>Methods of delivery of this provider:</b> E- learning, Learning Management System, Courses, Lectures.

<b>Training provider name:</b> Digital transformation in hotel & tourism industry
<b>Website:</b> <a href="https://insete.gr/seminar/digital-transformation-in-hotel-tourism-industry-innovate-your-customer-experience/">https://insete.gr/seminar/digital-transformation-in-hotel-tourism-industry-innovate-your-customer-experience/</a>
<b>Type of provider:</b> Institute of SETE- Greek Tourism Confederation (SETE)- Trade associations.
<b>Covered skill categories:</b> N/A
<b>Covered skill types:</b> --
<b>Methods of delivery of this provider:</b> E- learning, Learning Management System, Courses, Lectures.

<b>Training provider name:</b> Google ads workshop
<b>Website:</b> <a href="https://insete.gr/seminar/google-ads-workshop-maximize-your-performance/">https://insete.gr/seminar/google-ads-workshop-maximize-your-performance/</a>
<b>Type of provider:</b> Institute of SETE- Greek Tourism Confederation (SETE)- Trade associations.
<b>Covered skill categories:</b> N/A --
<b>Covered skill types:</b> --
<b>Methods of delivery of this provider:</b> E- learning, Learning Management System, Courses, Lectures.

<b>Training provider name:</b> Google analytics & SEO Tactics
<b>Website:</b> <a href="https://insete.gr/seminar/google-analytics-seo-tactics-from-basics-to-advanced/">https://insete.gr/seminar/google-analytics-seo-tactics-from-basics-to-advanced/</a>
<b>Type of provider:</b> Institute of SETE- Greek Tourism Confederation (SETE)- Trade associations.
<b>Covered skill categories:</b> N/A
<b>Covered skill types:</b> --
<b>Methods of delivery of this provider:</b> E- learning, Learning Management System, Courses, Lectures.

<b>Training provider name:</b> Housekeeping essentials
<b>Website:</b> <a href="https://insete.gr/seminar/housekeeping-essentials-sparkle-shine-make-a-difference/">https://insete.gr/seminar/housekeeping-essentials-sparkle-shine-make-a-difference/</a>
<b>Type of provider:</b> Institute of SETE- Greek Tourism Confederation (SETE)- Trade associations.
<b>Covered skill categories:</b> N/A
<b>Covered skill types:</b> --
<b>Methods of delivery of this provider:</b> E- learning, Learning Management System, Courses, Lectures.

<b>Training provider name:</b> Sustainability in hospitality context, climate neutrality & climate law.
<b>Website:</b> <a href="https://insete.gr/seminar/sustainability-in-hospitality-context-climate-neutrality-climate-law/">https://insete.gr/seminar/sustainability-in-hospitality-context-climate-neutrality-climate-law/</a>
<b>Type of provider:</b> Institute of SETE- Greek Tourism Confederation (SETE)- Trade associations.
<b>Covered skill categories:</b> N/A
<b>Covered skill types:</b> --
<b>Methods of delivery of this provider:</b> E- learning, Learning Management System, Courses, Lectures.

<b>Training provider name:</b> Leading with impact: people, process, attitudes.
<b>Website:</b> <a href="https://insete.gr/seminar/leading-with-impact-people-process-attitudes/">https://insete.gr/seminar/leading-with-impact-people-process-attitudes/</a>
<b>Type of provider:</b> Institute of SETE- Greek Tourism Confederation (SETE)- Trade associations.
<b>Covered skill categories:</b> N/A
<b>Covered skill types:</b> <ul style="list-style-type: none"> <li>• Cultural awareness.</li> <li>• Showing a positive attitude, respect, inclusivity, and intercultural sensitivity.</li> <li>• Competences for managing personal relationships, demonstrating empathy, and cooperating with others.</li> <li>• Leadership.</li> <li>• Making appropriate contact and active listening skills.</li> </ul>
<b>Methods of delivery of this provider:</b> E- learning, Learning Management System, Courses, Lectures.

<b>Training provider name:</b> Emotional intelligence: tools & techniques for efficient teams.
<b>Website:</b> <a href="https://insete.gr/seminar/emotional-intelligence-tools-techniques-for-efficient-teams/">https://insete.gr/seminar/emotional-intelligence-tools-techniques-for-efficient-teams/</a>
<b>Type of provider:</b> Institute of SETE- Greek Tourism Confederation (SETE)- Trade associations.
<b>Covered skill categories:</b> N/A
<b>Covered skill types:</b> <ul style="list-style-type: none"> <li>• Cultural awareness.</li> <li>• Showing a positive attitude, respect, inclusivity, and intercultural sensitivity.</li> <li>• Competences for managing personal relationships, demonstrating empathy, and cooperating with others.</li> <li>• Leadership.</li> <li>• Making appropriate contact and active listening skills.</li> </ul>
<b>Methods of delivery of this provider:</b> E- learning, Learning Management System, Courses, Lectures.

<b>Training provider name:</b> Conscious leadership drive your team consciously to extraordinary results & high-level engagement.
<b>Website:</b> <a href="https://insete.gr/seminar/conscious-leadership-drive-your-team-consciously-to-extraordinary-results-and-high-level-engagement/">https://insete.gr/seminar/conscious-leadership-drive-your-team-consciously-to-extraordinary-results-and-high-level-engagement/</a>
<b>Type of provider:</b> Institute of SETE- Greek Tourism Confederation (SETE)- Trade associations.
<b>Covered skill categories:</b> N/A
<b>Covered skill types:</b>

- Cultural awareness.
- Showing a positive attitude, respect, inclusivity, and intercultural sensitivity.
- Competences for managing personal relationships, demonstrating empathy, and cooperating with others.
- Leadership.
- Making appropriate contact and active listening skills.

**Methods of delivery of this provider:** E- learning, Learning Management System, Courses, Lectures.