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COOKING CULTURES

Migrants' Integration through Culinary Arts

Erasmus + Programme
2019-1-TR1-KA204-074418

Analysis Report on Skills & Competences, Employers' Needs and Curricula - Greece -



& **symplexis**

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Document Identification:

Outputs	Delivery of a Prior-Learning Assessment Approach
Deliverable title	Analysis Report on Skills & Competences, Employer's Needs and Curricula
Lead partner	Sustainable Development Association (SDA)
Report on Greece	AKMI & Symplexis (GR)
Dissemination level	1
Status	Draft
Version	v.2
Date	28/9/2020



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Introduction

A. Objectives and Results

The objectives that are planned to be achieved through the Second Intellectual Output (IO2) of the project “Migrants’ Integration through Culinary Arts” are as follows:

Objective 3 – To assess migrants’ prior learning and determine a renewed skillset that corresponds to the existing demands of the Culinary Sector, and

Objective 7 – To enhance migrants’ integration into EU societies through their inclusion into the labor market.

With the completion of the IO2 the following results will be obtained

R.2. A self-assessment tool will be designed and implemented, which will be used by migrants themselves as a method to evaluate their current skills, competencies and formal and non-formal qualifications in the Culinary Sector.

R.3. A typology of qualifications and soft skills which migrants lack but they are of paramount importance within the Culinary Sector will be provided.

R.9. A career pathway for migrants that wish to work on the culinary sector and do not acquire the necessary qualification or are in need of additional ones.

Ensuring that the results will be objective and representative of the current state and as the applicants we will be able to identify the actual needs whereas elaborate targeted and fit-for-the-purpose solutions is aimed with this output.

B. Time Frame

The estimated initial time period for IO2 was May 1, 2020 – July 31, 2020 however due to updates in the project before the contract signatures the time frame changed to March 1, 2020 – July 31, 2020.

In the IO2 a prior learning assessment approach is going to be developed. This assessment will be two-folded. Firstly, the assessment of the migrants’ existing skills through personalized sessions will be enabled. Secondly, with the help of a self-assessment tool migrants will evaluate themselves in terms of their current skills and competencies.

C. Expected Impact

The expected impact of the Intellectual Output 2 is as follows:

1. To establish an integrated assessment methodology that could be served as an exemplified model,
2. To support theoretical knowledge with practical evidence provided by the main beneficiaries of the project,
3. To infuse self-assessment capacity to professionals, and



4. To create a transferability to other business sectors where migrant workers are dominating or are substantially occupied.

D. Activities

Two sets of activities are planned to be implemented within the scope of IO2 which will be led by SDA.

Activity 2.1 is the assessment of migrants' prior learning, qualifications and training needs through personalized sessions. Within this activity an individual assessment session will be developed between migrants interested to participate in the trainings and tutors/trainers in each participating country. Also, these sessions will be designed in a way to evaluate both hard and soft/intercultural skills or informal knowledge and experience possibly acquired already. This activity will constitute a decisive step on better comprehending the actual learning by migrant workers. This activity will constitute a decisive step on better comprehending the actual learning needs of migrants so as to focus on the relevant fields by pre-defined questionnaire template which will examine the skills acquired through atypical education and on-the-job-practice.

Activity 2.2. is the development of a self-assessment tool testing migrants' current skills and competencies. Here under AKMI Katartisi Ekpaideusi's – one of the project partner's – guidance designing and implementing a self-assessment tool that will guide the individual user to respond to specific questions that will later constitute the topics to be addressed to the training courses. Self-assessment is a key factor leading from informal and on-the-job knowledge to the provision of formal and targeted training. The self-assessment tool (test) will focus on evaluating migrants' current skills and qualifications as perceived by themselves. This two-folded assessment process will allow us to adapt the training materials and programs to the actual learning of migrants.

Part 1 – Skills & Competences and Employer's Needs Analysis

A. Skills and Competences

- 1. In order to be capable of doing a certain job some skills and competencies are seen as an asset. Hereby, what are the necessary skills and competences identified by the relevant public authorities in order to enroll in culinary sector adult education courses and also provide if there are any existing modules to teach such skills and competences to the trainees.**

In Greece, adult education and lifelong learning courses are provided at Vocational Training Institutes (Greek acronym IEK - both public and private), Lifelong Learning Centers and Colleges. The IEK operate under the supervision of the General Secretariat for Vocational Education, Training and Life-long Learning of the Ministry of Education & Religious Affairs. There are approx. 90 Regional Public IEK in the administrative regions of Greece, and also over 50 Private IEK, all accredited and administrated by EOPPEP (National Organization for the Certification of Qualifications and Vocational Guidance). Additionally, there are also IEK by Ministries and Public Bodies such as the Ministry of Tourism (that offers hospitality and tourism specialties under its own admission terms), IEK by the Workforce Employment Organisation (Greek acronym OAED) et others. IEK and colleges offer around 200 specializations, including the specialties of Bakery - Pastry Chef and Culinary Art Technician/Cooking Chef.

Pastry & cooking chef is the professional aware of cooking and pastries and works in the kitchen of the food unit, as well as organizes the operation of the kitchen and offers menus for small and large groups of people according to the specified food quality standards. In this context, the main duties and responsibilities of the cook are:

- To prepare dishes of every kind and variety based on the recipes prepared by him
- To offer quality control and utilize raw materials and dishes
- To organize the menu based on market rules and rules of gastronomy

According to EOPPEP¹, the following skills and competences are key drivers of a cook success in the labor market:

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

In order for someone to enroll in culinary sector adult education courses in *public* Vocational Training Institutes (IEK), should follow the admission procedures established for all programmes and specialties. In more detail, admission into an IEK's programme requires

¹ EOPPEP, Certified Occupational Profile, Cook Operator, for more information please see <https://www.eoppep.gr/images/EP/EP72.pdf>

adult-only applicants who have graduated from upper secondary education school in Greece (at National Qualification Framework/NQF of Greece Level 4; EQF 4; lyceum) or its international equivalent officially recognized by the Greek Ministry of Education.

Admission into a public IEK's programme is done on the basis of selection criteria that include the high school's certificate grade, age, relevant recognized employment experience (if the applicants have worked before on a job relevant to the specialty they have applied for) and other specific criteria (e.g. families with many children). All Public IEKs are government-funded and offer education without any payment of tuition fee.

On the other hand, *private* Vocational Training Institutes (IEK), accept students who have graduated from senior secondary school but without further requirements (non-selective procedures), while there are also courses for English-speaking students. All private IEK are for-profit, meaning that they are financed primarily through tuition fees received from students.

To sum up, for a student to enroll in vocational training courses (culinary sector included), should be over the age of 17, being literate (high school diploma or equivalent) and of course a passport or ID is also needed for the registration.

It should be mentioned that Lifelong Learning Centres benefit every adult, irrespective of educational level, country of origin, religion, country of residence, whether unemployed or employee, young, student, etc. The sole condition is to be driven by a desire to learn and to actively get involved.

It is also worth mentioning that gastronomy and culinary arts are also part of the formal education in Greece, since University Departments specialized in Tourism Management/ higher professional schools of tourism occupations may offer courses on food & beverage, gastronomy, wine tasting, etc. but in any case, the graduates are not considered as licensed/professional chefs.

2. What are the fundamental requirements identified by the relevant public authorities for the migrants in order to be able enroll in culinary training and work in this sector? Please support your answer with resources.

As stated above, secondary education level studies are a prerequisite for anyone who wants to attend a programme course (including the specialties of Bakery - Pastry Chef and Culinary Art Technician/Cooking Chef) in both public and private vocational institutes. The knowledge of the Greek language is also a prerequisite for studying in public institutes, since lessons are conducted in Greek. On the other hand, many private vocational institutes offer courses in both Greek and English language. In particular, immigrants who want to benefit from these trainings, it is necessary to have an official working and residence permit.

3. Is knowing the language of the country the migrants live in important in getting enrolled in the culinary sector programs? If so, what are the advantages and disadvantages of knowing the language of the host country in this sector.

In order for the migrants to enroll in a any programme (included the culinary ones), offered by a public vocational center, the knowledge of the greek language is a prerequisite - they need to have graduated from a Greek Highschool or have the State Certificate of Greek Language Knowledge.

Economists tend to interpret proficiency in the host country language as part of an immigrant's human capital. As such, it is costly to acquire, inseparably connected to the individual, and generates higher labor market returns through increased productivity. In deciding on optimal effort and commitment to acquire language skills, migrants trade off the expected benefits of language proficiency and the costs of acquisition. The benefits of language acquisition arise through the rewards of higher earnings, better employment probabilities, access to better jobs, and achievement of nonmarket gains through social and political participation.

The costs of language skill acquisition include effort, time, the cost of language classes, and the indirect costs of forgone earnings (opportunity costs) while learning the language. Both the benefits and the costs of language acquisition are related to observable influencing factors. In seminal work on this issue, the determinants were classified into three groups: those shaping the ability and efficiency of acquiring a new language, those affecting the degree to which migrants are exposed to the host country language, and those that set economic incentives for acquiring the language. There are several language courses in Greece but not tailored made for the culinary sector and this could be considered a gap in the education of migrants.

In addition to speaking the daily language, it is necessary for a chef to know the "greek kitchen's language", namely to know the names of the (local) ingredients and also to be able to understand some expressions and idioms used in the Greek food and beverage industry.

4. What are the common skills and competences that are being taught with your current culinary curricula to the trainees and does every one of them have a separate module or are they merged with other related topics?

In Greece, Vocational Training Institutes (IEK) and colleges offer around 200 specializations, including the specialties of "Bakery - Pastry Chef" and "Culinary Art Technician/Cooking Chef" – namely two basic modules, that can both be considered as suitable for the target groups of the project. The common skills and competences regarding culinary sector and especially cooking is the employee to be able to prepare dishes of every kind and variety based on the given recipes prepared by him, to offer quality control and utilize raw materials and dishes, management and food serving.

B. Employment

1. Please provide information on what job opportunities that a person who holds a culinary sector certificate, can benefit from? Please be specific while providing your answer.

Greece as one of the most touristic countries in the Mediterranean, it has several needs in different sectors. Especially in the culinary sector, there is need for cooks/chefs, especially with VET training, as well as assistant chefs and bar tenders, all of them needed in hotels, restaurants, café and generally in the catering industry.

On completion of their training, bakery & pastry chefs and cooking chefs graduates receive a Vocational Training Certificate. On the condition that they pass the examination organised by EOPPEP, they receive a level-5 Certificate in Vocational Training in their field.

Regarding the job opportunities, as the website of the “Sivitanidios Public School of Trades & Vocations” mentions :

- “A certified culinary chef, with the knowledge and skills acquired during his training in IEK, can responsibly undertake the organization and proper function of a professional kitchen. He/she can prepare meals for small or large groups of people. A cooking chef also has knowledge in bakery and pastry”².
- “The bakery and pastry industry is one of the most dynamic pillars of food industry. Bread is a basic part of everyday meals and desserts often accompany them. There has been an increasing demand for skilled bakers and pastry chefs. There is a wide variety of jobs in bakeries, pastry shops, catering companies and restaurants as well as in the tourism industry in Greece and abroad”³.

In addition, students who become professionals on the field can also write in food magazines or work in food television programmes or even as consultants in the food and beverage industry. They can also work as trainers/professors in vocational institutes, provided that they have at least 5 years of professional experience, according to the General Secretariat for Vocational Education, Training and Life-long Learning.

2. Please provide the module specific skills and competences listed in each module related to the culinary sector. Be sure to provide the names of the modules.

In Greece, having a secondary education level, thus being also over the age of 17, has been defined as a requirement for the enrollment in all programmes/courses in both public and private vocational educational institutes, including those offering modules on the culinary

² Sivitanidios Public School of Trades & Vocations, Culinary – cooking chef
<https://www.sivitanidios.edu.gr/index.php/en/culinary-cooking-chef>

³ Sivitanidios Public School of Trades & Vocations, Bakery and pastry chef
<https://www.sivitanidios.edu.gr/index.php/en/bakery-pastry-chef>

sector (“bakery & pastry chef” and “culinary art technician/cooking chef”). In addition, for studying in a public institution, the certified knowledge of the Greek language is also required (for those who don’t hold a degree from a Greek high school).

3. What are the expectations of the employers from their workers? What kind of qualifications are considered to be important to employ migrants?

In Greece, where the increasing tourism sector has been a key element of the economic activity, the tourism employers expectations vary. Below are the core-desired expectations, skills and competences that the employers are seeking: good command of the Greek and/or English language, basic knowledge of arithmetic and mathematics, basic technical knowledge (e.g. costing), good knowledge of english, knowledge of the russian language in its field and in the application, emotional intelligence skills (the key they require to be acquired from and systematic help), skill of utilization of the future, communication work access to the careful application (in the technical elements of the distinction with the application when updating its information), technical service, and marketing, problem solver and creativity.

4. What is the number of foreigners working in the culinary sector in your country at the moment please provide city basis information?

According to recent figures by the Hellenic Statistic Authority (Greek acronym: ELSTAT), in Greece there are 615,924 immigrants residing legally in the country, 75-80% of whom are believed to be economically active (March 2020, EURES/The European Job Mobility Portal). More than half of them are in the greater Athens area, and a quarter can be found in Thessaloniki, Greece's second-largest city to the north.

According to the Hellenic Statistic Authority (ELSTAT, 2018 data) around 24% of the migrants working legally in Greece is employed in tourism sector, mainly hotels & restaurants, without having clear statistical data, regarding the number of foreigners working in the culinary sector. As Greece is one of the most touristic countries within the EU and Mediterranean region, there are many working places, which are open during the summer-touristic season, closing around October-November.

The average total number of employees working in tourism and in culinary sector is 187.519 during the high season. From official statistics on ERGANI portal on October 2019, from the Ministry of Employment & Social Affairs, the number of newly hired employees has been 78.938 and in the end of the month, nearly 112.000. So, the employees working all year long is around 75.000 from which around the half are foreigners employees.

5. In which fields do the employers would prefer to hire migrants in terms of culinary sector? What is the level of education of these employees?

According to researches that have been conducted from organisations in Greece, the tourism sector in generally employees more than 187.000 people and the number of needed employees will increase within the following years. According to the Greek Tourism Confederation (SETE, 2019), during the 3rd quarter of 2018, 411.1 thousand people were employed in the accommodation and catering Industry. There is need for not only unqualified staff but also for staff that has acquired VET training and has the relevant qualifications. Therefore, especially big companies in the tourism sector and especially in the culinary sector are interested in employing high skilled and trained personnel. Unfortunately, the majority of the staff, especially the support-assistant staff, is not well trained and has a low level of education. The importance of VET schools and the modernisation of curricula is essential for acquiring the skills and competencies that the tourism market needs.

It is also worth to mention that the lack of Greek and/or english language skills is probably the most commonly referenced issue among employers who want to hire migrants on the tourism sector in general.

According to National Institute of Labour & Human Resources⁴, from those immigrants who wish to stay in Greece, a percentage of 48% can or is willing to work as skilled craftsmen in tourism or in the cooking sector, 15% as scientific staff, 10% as unskilled workers and 7% in the services sector.

Part 2 – Curricula Analysis

A. Migrants

1. What is the current number of migrants living in your home country or city at the moment? In which cities or areas are they mostly populated in?

As already mentioned, according to recent figures by the Hellenic Statistic Authority (Greek acronym: ELSTAT), in Greece there are 615,924 immigrants residing legally in the country, 75-80% of whom are believed to be economically active (March 2020, EURES/The European Job Mobility Portal). More than half of them are in the greater Athens area, and a quarter can be found in Thessaloniki, Greece's second-largest city to the north.

⁴ National Institute of Labour & Human Resources. (2017). "The Greek Labor Market". Available at: <http://www.eiead.gr/publications/docs/ΕΤΗΣΙΑ ΕΚΘΕΣΗ ΕΙΕΑΔ-2017-old.pdf>

Based on a UNHCR report published in February 2020, the refugees and migrants who arrived and have remained in Greece since the 2015-2016 flow are estimated 118,000: 76,000 in the mainland and 42,000 on the islands.



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2. In which sectors are the migrants mostly employed in? Please provide numeric data.

According to the Hellenic Statistic Authority (ELSTAT, 2018 data) the majority of migrants in Greece (up to 85%) is employed the following sectors: tourism/mainly hotels & restaurants (23,7%), constructions/building (13,7%), manufacturing/crafts/processing industry (13,3%), sales & retail (13,1%), agriculture & fishery (11,7%), housekeeping & elderly/health care (9,1%), and office work (5,4%).

As the Solidarity Now Report (2018) points out⁵, there is no recent data available regarding migrant entrepreneurship in Greece. However, there is one set of data available from the research and fieldwork of Labrianidis & Hadziprokopiou (2010) focusing on migrant entrepreneurship and more specifically on the emergence of distinct ethnic business communities by migrants from China, Nigeria, Albania and the former USSR in the city of Thessaloniki, Greece's second largest city.

⁵ Solidarity Now (2008). "Migrant and Youth Social Inclusion through Entrepreneurship. My-Site National Report: Greece 2018". MYSITE project, funded by the Erasmus+ Programme of the European Union. <https://www.solidaritynow.org/wp-content/uploads/2019/05/Greece-National-Report.pdf>

According to Labrianidis & Hadziprokopiou⁶, the accuracy of official data on migrant entrepreneurship is limited while their reliability is problematic: immigrants do not appear as a separate category of entrepreneurs and there is no distinction between “migrants” and other foreign nationals such as investors. In addition, there is no account of the migrants who acquired Greek citizenship and the data does not disaggregate at regional or municipal level. The findings from their study of Thessaloniki is as follows: 28.8% have businesses in clothing, retail and wholesale; 13.6% in restaurants, fast-food and cafes; 18.6% in “migration” services which included translation, travel, money transfer and call centers; 16.9% in “ethnic products” retail, including mini-markets and food stores, press and books, DVDs and CDs, cosmetics and hair products etc.; 8.5 % in other general retail, and 13.6 percent in other services.

3. Provide information about the enrollment of the migrants who take adult education courses about the culinary sector and please provide numeric data.

In the framework of the desk research in hand, there are no available statistical data on the number of foreign trainers who have benefitted from the vocational training courses on culinary sector.

However, it should be mentioned that regarding vocational training in Greece, Article 17(1) L 4540/2018 provides that migrants and asylum seekers can have access to vocational training programmes under the same conditions and prerequisites as foreseen for Greek nationals. However, according to the Greek Council for Refugees, the condition of enrolment “under the same conditions and prerequisites as foreseen for Greek nationals” does not take into consideration the significantly different position of asylum seekers, and in particular the fact that they may not be in a position to provide the necessary documentation. Article 17(2) L 4540/2018, provides that the conditions for the assessment of applicants’ skills who do not have the necessary documentation will be set by a Joint Ministerial Decision. Such a decision had not been issued by the end of February 2019⁷.

As already mentioned, admission into a Vocational Training Programme in Greece, whether public or private, requires adult-only applicants who have graduated from upper secondary education school in Greece (at National Qualification Framework/NQF of Greece Level 4; EQF 4; lyceum) or its international equivalent officially recognized by the Greek Ministry of Education. Migrants must submit a residence permit and, if they do not have graduated from a Greek secondary school, they need the State Certificate of Greek Language Knowledge.

On the other hand, Lifelong Learning Centres benefit every adult, irrespective of educational level, country of origin, religion, country of residence, whether unemployed or employee,

⁶ Labrianidis, L. & P. Hadziprokopiou (2010), “Migrant Entrepreneurship in Greece: Diversity of Pathways for Emerging Ethnic Business Communities in Thessaloniki”, *Journal of International Migration and Integration / Revue de l'integration et de la migration internationale* 11(2):193-217.

⁷ Greek Council of Refugees, “Access to the labour market in Greece, AIDA & ECRE <https://www.asylumineurope.org/reports/country/greece/reception-conditions/employment-and-education/access-labour-market>

young, student, etc. The sole condition is to be driven by a desire to learn and to actively get involved.

It should be mentioned that at a local level, Article 75 of the 2006 Code of Communes and Municipalities established certain competencies for municipalities regarding the integration of migrants in Greece. The active involvement of large cities and towns with a high concentration of migrant populations has since then drastically increased. Municipalities provide for temporary accommodation, social assistance, Greek language learning, health services and also vocational training/education courses on various subjects, but mainly Greek language courses. Most of these activities are financed by EU funding instruments. In this context, many Vocational Training Institutes and Lifelong Learning Centers may offer training through vouchers and certification in basic skills.

4. What is the current number of migrants (if possible, to find out) in your country who has enrolled in culinary sector modules and courses (public and/or private) so far?

There are no available data on the current number of migrants who have enrolled in culinary sector modules and courses in Greece, so far. The only available data is the total number of students in all the public vocational institutes in Athens and Thessaloniki in 2018, which has been 5.846 students in Athens and 3.497 students in Thessaloniki⁸.

At this point it is worth to mention that all IEK study programmes (specialties, including “Baking – Pastry chef” and “Culinary Art Technician/Cooking Chef”) run in terms of demand and vary according to different geographical locations depending on the decisions issued, while over time can be changed, updated, completely withdrawn, replaced or new can be launched.

B. Vocational Qualifications

1. Is there any kind of national qualification prepared by your vocational qualification authority/institute that outlines the structure of the qualification, evaluation and assessment structure and methodology to assess the qualification, certification process, learning outputs and performance indexes, etc.? If yes, please provide information about the areas it covers.

The “Certificate of Vocational Training” signifies completion of four semesters of full-time post-secondary vocational education and training (VET) programme of 1200 hours at an IEK school unit and 960 hours at a work placement (e.g. hotel, restaurant, industry) as part of curriculum, hence also being known as curricular practicum or 5th semester. The work placement/ internship is a fixed term paid contract.

⁸ Edu. Klimaka. Gr (2018), press releases for the Youth and Lifelong Learning Foundation <https://edu.klimaka.gr/dia-viou-mathshsh/iek/2217-meiomeno-eisithrio-spoudastes-iek-sek>

Graduates from public and private IEK having a “Certificate of Vocational Training” are eligible to take part, if they wish, in the National Accreditation Examinations organized by EOPPEP at examination centers all over Greece. These exams include oral and written examination and practical demonstration/assignment. The successful candidates are then awarded the “Vocational Training Diploma” that denotes to a level of knowledge equivalent to a Level 5 of the National Qualification Framework (NQF).

Qualification: Vocational Training Diploma (Diploma Epaggelmatikis Eidikotitas IEK).

Thematic area: Hotel, restaurants and catering.

Specialty: Culinary Art Technician/Cooking Chef (EQF Level 5).

Education Sector: Initial vocational training (post-secondary vocational training).

Purpose: Basic / Duration: 5 semesters (4 + 1 semester practice or apprenticeship).

Awarding body: EOPPEP (National Organisation for the Certification of Qualifications & Vocational Guidance).

Relationship type: Holders of qualifications that belong to this type may work either as self-employed or as employees in their specialty, in accordance with the applicable legal framework.

C. Curricula on Culinary Sector

1. Do you have an official curriculum for culinary sector prepared by related public authorities or your institutions? If yes, please provide information on which modules does it consists of, what it is called, and the number of modules it comprises.

In Greece, courses related to the culinary sector are not part of the compulsory education. As already mentioned, gastronomy and culinary arts can be part of the higher formal education, since there are University Departments specialized in Tourism Management/Higher professional schools of tourism occupations that may offer courses on food & beverage, gastronomy, wine tasting etc. but in any case, the graduates are not considered as licensed/professional chefs.

The official curriculum for the culinary sector in Greece is the following:

Curriculum: Culinary Art Technician/Cooking Chef

Hellenic Ministry of Education & Religious Affairs

General Secretariat for Vocational Education, Training and Life-long Learning

	SEMESTER	1 st			2 nd			3 rd			4 th		
		hours /week			hours /week			hours /week			hours /week		
	COURSES	Theory	Lab	Total	Th.	Lab	Total	Th.	Lab.	Total	Th.	Lab.	Total
1	French	2		2	2		2	2		2	2		2
2	Principles of Economic Theory	2		2									
3	Culinary Art I	2	3	5									
4	Confectionery Art/ Pastry I	1	2	3									
5	Professional Installations Equipment	2		2									
6	Supplies Control	3		3									
7	Practice		3	3		3	3		3	3			
8	Restaurant Management and operation				1	1	2						
9	Food and Beverage Cost Control				2		2						
10	Oenology				2		2						
11	Principles of Sanitation & Safety				1		1						
12	Culinary Art II				2	3	5						
13	Confectionery Art/ Pastry II												
14	Culinary Art III							1	4	5			
15	Menu Planning							2		2			
16	Structure of Meat & Poultry I								2	2			
17	Food expertise/ menu							2		2			
18	Dietetics – Nutrition							2		2			
19	English							2		2	2		2
20	Dish Decoration Food Styling											2	2
21	Culinary Art IV										1	7	8
22	Structure of Meat & Poultry II											2	2
23	Internship/work placement											4	4
	TOTAL hours	12	8	20	11	9	20	11	9	20	5	15	20

2. Please provide brief information considering every aspect of curricula of adult learning activities in terms of culinary sector. These criteria can be requirements needed to take courses on culinary sector, areas of employment, qualifications of the trainers, training activities, qualifications contents of the modules, qualifications etc.

The requirements needed to take courses on culinary sector, have already been covered in previous paragraphs.

According to EOPPEP, the skills and competences acquired from an employee in culinary sector include skills and knowledge on: heat control, measuring, portion sizing, precision, presentation, food quality, supervising, health and safety, hygiene, sanitary practices, baking, consistency, food preparation, grilling, ingredient selection, pastry, presentation, being efficient, kitchen tools, multitasking, planning and safe food handling.

Professors and trainers are active professionals in the tourism industry, and according to the General Secretariat for Vocational Education, especially chefs, need to have at least 5 years of professional experience in order to teach at a vocational center.

Regarding possible areas of employment and career prospects, the graduates can be employed in hotels, restaurants, catering or even cruise ships. Private IEK offering courses on culinary sector usually bring together the students with the local businesses for internships and employment.

D. Training/Education Modules

- 1. Please provide a brief list of modules that are available in culinary sector and be sure to indicate the necessary time that need to be allocated and the level stated in the curriculum for each module listed.**

The table cited in answer C1 is the official curriculum by the Hellenic Ministry of Education & Religious Affairs and it includes the hours/week for every lesson of the module “Chef”.

At this point, it should be also mentioned that many times, private Vocational Training Institutes may offer extra lessons, such as Greek traditional cuisine, Ethnic cuisines from all over the world), Cold Cuisine Buffet breakfast, Cooking for special diets (gluten-free etc.).

- 2. What are the common soft and typical skills that are needed to be gained in the culinary sector through the modules provided?**

Knowledge: a) Know the special principles and concepts, the content and scientific vocabulary of their specialty, b) Analyze information that enables them to understand their work field, c) Possess at an adequate level the methods and procedures of the new technologies, d) Know the safety and hygiene requirements and the relevant actions for their specialty.

Skills: a) Hold a wide range of cognitive and practical skills of their specialty, b) Apply with fluency a range of specialized techniques in their field of expertise, c) Solve in a creative manner specific problems that arise in their working environment, d) Have communication skills at the level of theoretical and technical information in subjects of their expertise, e) Handle with expertise the required technological equipment of their specialty.

Competences: a) Operate with autonomy in their field of work and have the ability to supervise others, depending on their specialty and in the context of their duties, b) Engage effectively in group work, c) Act within the scope of their specialty according to the principles of the professional ethics, d) Develop initiatives in specific fields of their specialty.

3. Are there any modules for the migrants to learn the traditional foods of your country? If yes, please compare the participation to those with the other modules in the culinary sector field.

There is no available information on modules customized especially for migrants in order to learn the Greek traditional foods.

However, it should be mentioned that there are educational programs for migrants organized from time to time by state or private agencies, NGOs and other organizations, sometimes in the context of EU Funded Projects. When culinary courses are organised, many times they offer lessons, such as Greek traditional cuisine, Traditional Greek breakfast etc.

For example, the MIVA AMIF funded project (Migrants' Integration through Volunteering Activities), implemented in various EU countries, including Greece, aims to enhance the integration of Third Country Nationals' through their participation in the social and cultural life of the host community, and in that context the Municipality of Piraeus and Organization Earth organize intercultural cookery courses for both locals and migrants and will create a booklet with multicultural recipes⁹.

4. Are there any modules for the migrants to learn cuisines of cities/regions which are similar to theirs? If yes, please compare the participation to those with the other modules in the culinary sector field.

There is no available information on modules customized especially for migrants to learn cuisines of cities/regions which are similar to theirs.

As already mentioned, from time to time, there are educational programs for migrants organized by state or private agencies, NGOs and other organizations, sometimes in the context of EU Funded Projects. When such culinary courses are organised, they may include lessons, such as ethnic cuisines from all over the world or cuisines similar to the participants local cuisine.

⁹ MIVA project, funded by the EU's Asylum, Migration and Integration Fund <https://www.mivaproject.eu/>

Part 3 – Evaluation of the Questionnaires

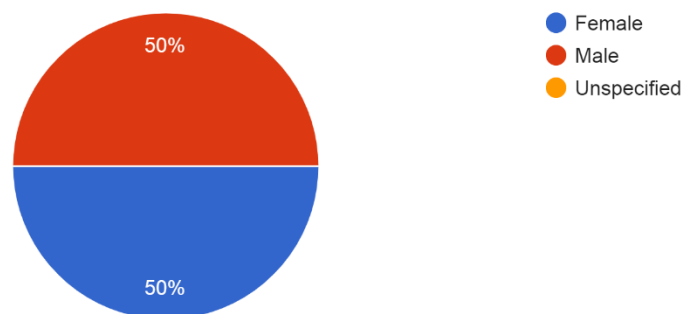
In order to assess migrants' prior learning, qualifications and training needs two questionnaires have been designed and implemented: 20 questionnaires were filled in by migrants living mainly in Athens, Greece and 50 Self-Assessment Tool/Exams were given to migrants in order to assess their knowledge, based on a soft skills quiz. In addition, 10 questionnaires were addressed to tutors/trainers in the culinary sector in Greece.

A. Migrants' Questionnaires

The questionnaires that were addressed to 20 migrants/refugees/asylum seekers in Greece, intended to assess their prior learning and determine a renewed skillset that corresponds to the existing demands of the culinary sector. The first part of the survey was structured to collect information about their educational and demographic background. In the second part of the questionnaire, questions were relevant to basic soft skills and competencies of the migrants, while the third part included questions in order to assess their intercultural competence and the problems they face. The last part of the questionnaire was designed for the people who are currently employed in culinary sector, trying also to understand the requirements of the employers who are willing to employ Third Country Nationals (TCN) in their businesses.

The first question of the **first part of the questionnaire** was about the participants' gender and as seen in the graph below, we had 50% women and 50% men who participated in the survey.

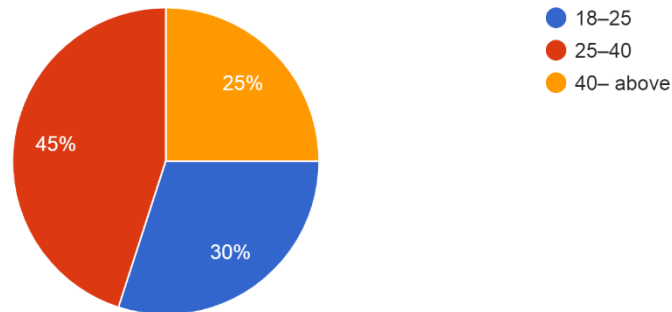
1. Gender
20 responses



The second question was about the participants' ages of the and three age groups were given as options: 18 – 25, 25 – 40, and 40 and above. As seen in the graph below, almost half of the participants (45%) were aged between 25 – 40, 30% were between the ages 18 – 25 and 25% were 40 and above. Therefore, the majority is under the age of 40.

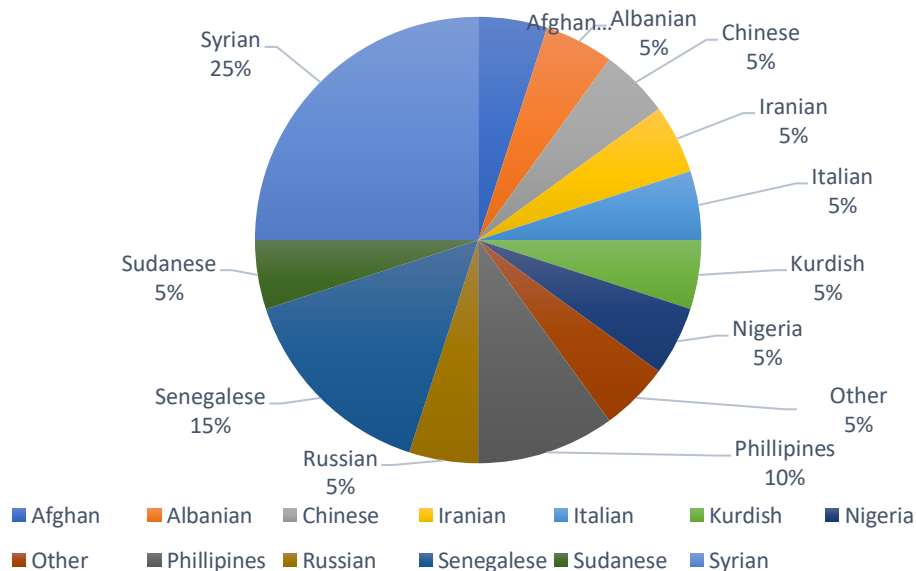
2. Age

20 responses



The next question was about the participants' nationality and as seen in the graph below there have been various answers. In more details, 25% (namely 5 people) were from Syria, 15% from Senegal (namely 3 persons), 10% from Philippines (namely 2 persons) and 5% (namely 1 person) from each one of the following nationalities, while there was also one person who didn't declare his/her nationality, writing simply "other".

3. What is your nationality?



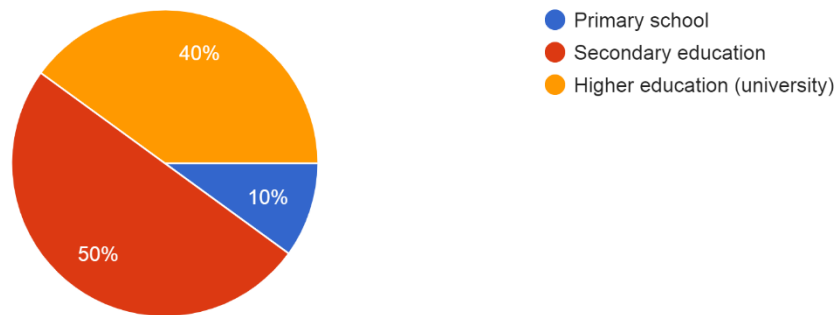
Then, the participants were asked about their level of education. According to the results, half of the participants (50%) were secondary school graduates, 10% had completed primary

19

school education, while a 40% declared to have a University degree, which means that many of the respondents could have completed higher education (in their countries or even in Greece) in various fields -not necessary related to tourism or the culinary sector.

4. What is your level of education?

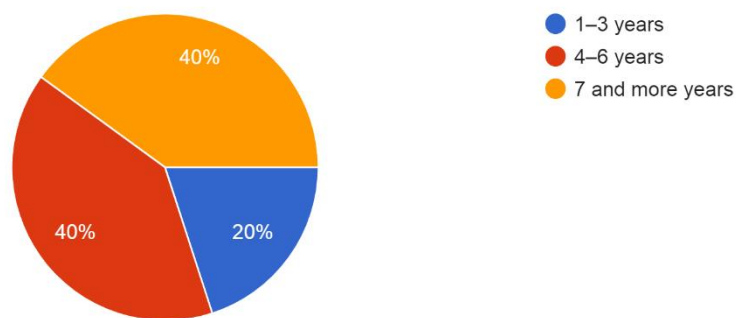
20 responses



The last question of the first part of the questionnaire was about the time they have been living in their host country, in our case Greece. We have given them the following 3 options: 1 – 3 years, 4 – 6 years, and 7 and more years. As seen in the graph, 40% of the respondents have been in Greece for 4-6 years, another 40% 7 years and more, while only 20% have lived in the host country 1-3 years. Therefore, we can conclude that “newly comers” do not look for jobs in the culinary sector right away, maybe because they don’t know the language or maybe because they do not have enough skills in culinary sector.

5. How long have you been residing in the host country (Greece)?

20 responses

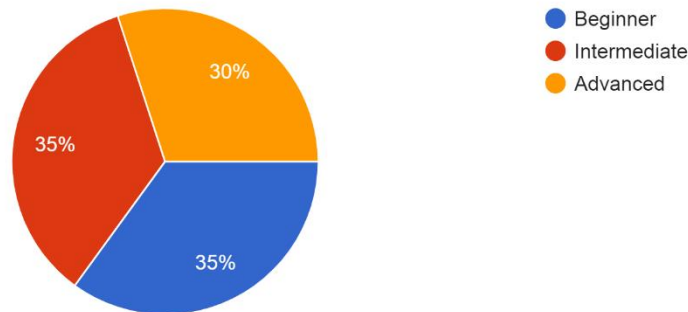


The **second part** of the questionnaire included questions regarding the TCNs skills and competencies. The first question in this section was about the language skills of the participants in the official language of the host country. We asked the participants to evaluate their language skills as “Beginner, Intermediate, or “Advanced”. The answers were almost

equally divided: 35% claimed to be at intermediate level, another 35% were beginners, while 30% were advanced speakers of the Greek language.

6. How would you assess your level of proficiency in the host countries language (Greek)?

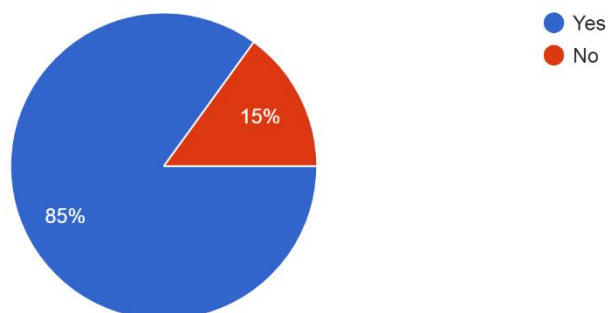
20 responses



As a follow up question, we asked the TCNs whether they have attended any kind of Greek course to improve their language skills and the majority (85%) answered “yes”, namely 17 of the 20 participants. Only 3 of the participants (15%) said that they had never attended a Greek language course.

7. Have you ever attended a Greek course?

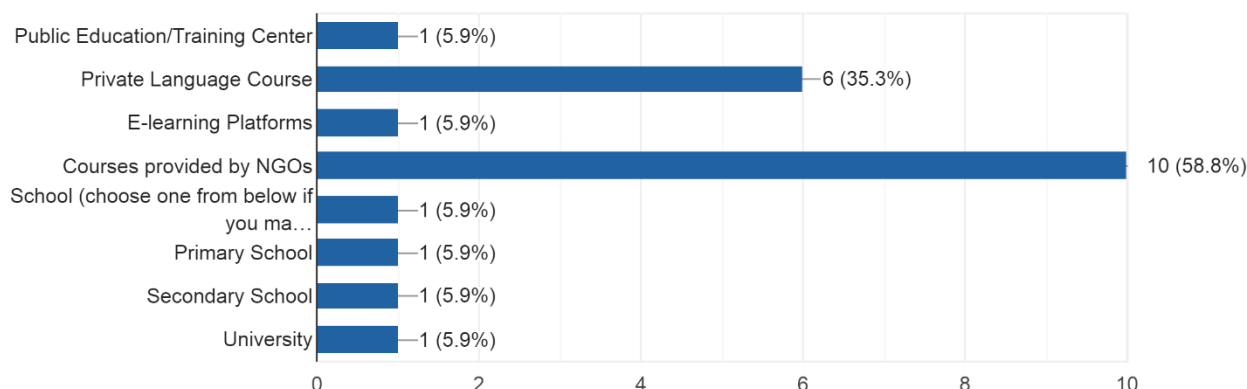
20 responses



The participants who answered that they had attended a Greek course, were then asked to specify where exactly they did so. Therefore, 17 participants answered question 8. As the results reveal, the majority had attended Greek courses provided by NGO's in Greece, while there were also persons who had attended private language courses. Obviously multiple answers were given in this question, since some of the participants have searched for multiple ways to learn the language in their host country.

8. Where did you take your Greek course?

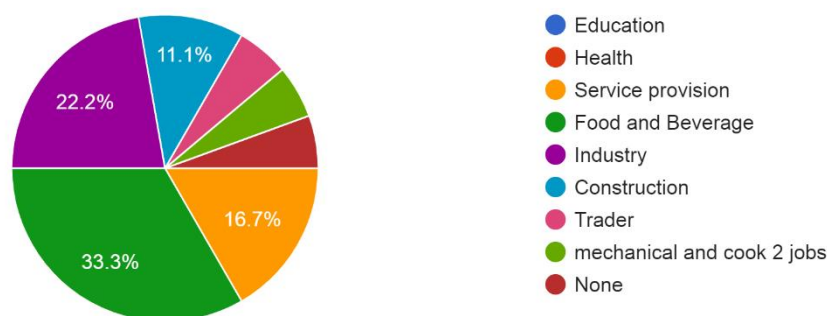
17 responses



The next question was about the sector in which the TCNs worked before coming to Greece. The options provided were: Education, Health, Service provision, Food and beverage, Industry, Construction and other (asking to specify). As seen by the results 2 people didn't answer that question. According to the results, 33,3% of the participants (namely 6 TCNs) had worked in the food and beverage sector before coming to Greece, 22,2% had worked in the industrial sector and 16,7% in the services sector. One person declared having two jobs at the same time "mechanical and cook".

9. In which sector did you work before coming to Greece?

18 responses



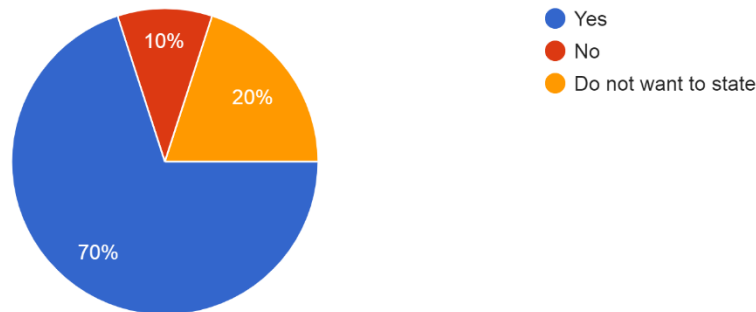
From the results we can conclude that the majority of the participants worked in the culinary sector before coming to Greece and that all/many of them continue their jobs or searching for a relevant job in Greece as well.

The next question was about the participants' work permit (and in accordance, unregistered employment). This is a question that might have made some of the respondents to feel

somewhat uncomfortable. However, according to the results, 70% of the TCNs said that they do have a work permit, 10% answered “no”, while 20% didn’t want to answer.

10. Do you possess a work permit?

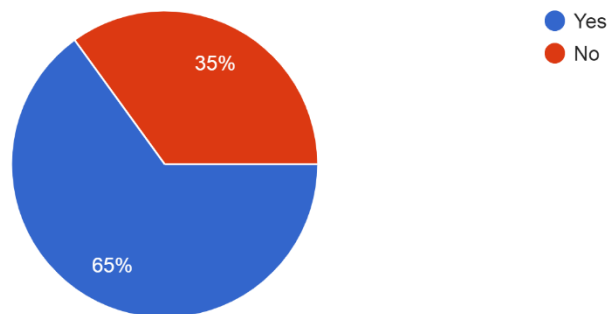
20 responses



Question 11’ focused on the participants’ previous working experience in the culinary sector. According to the results, 65% of the TCNs (namely 13 persons) declared to have worked in the past in the culinary sector. Comparing the results with the results in question 9, we believe that some of the participants started working in the culinary sector after they had arrived in Greece.

11. Have you ever worked in culinary sector?

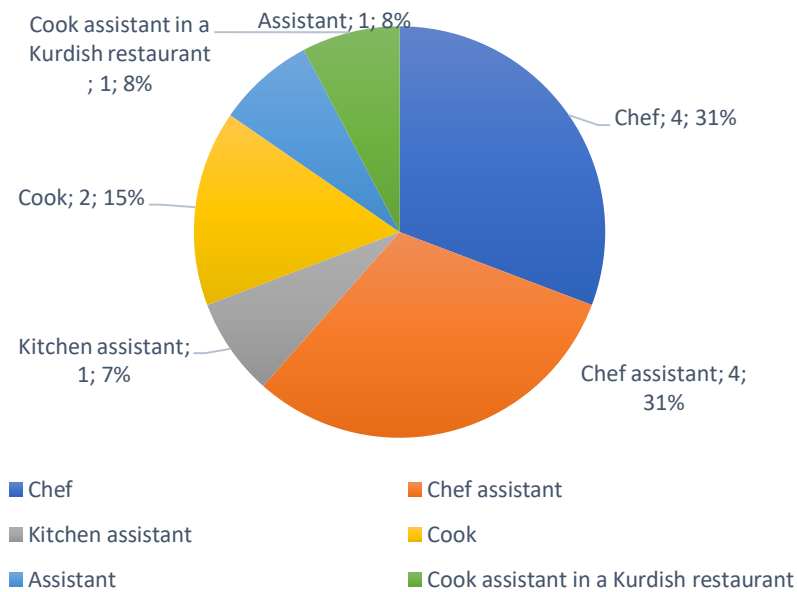
20 responses



The (13) participants who said that they had previous experience in the culinary sector, were then asked to name their position. The answers collected are seen in the graph below. According to the results, 7 people had worked as chefs and cooks (54% in total) before, while 6 people (46% in total) were chef and kitchen assistants.

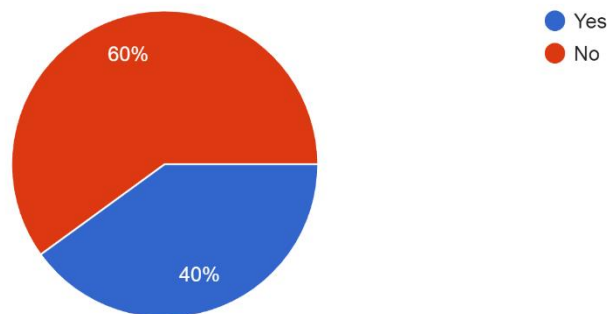
If yes, what was your position?

13 responses



In the next question we tried to find out whether their contract was terminated or not and as seen in the graph, the majority (60%) of them said “no” and 40% (6 people) answered “yes”.

12. Was your contract terminated?
15 responses



As a follow-up question, the 6 people who answered “yes”, were then asked to specify the reason for the termination of their contract. The options provided were: not being a Greek citizen, not being sufficient for the position, wanted to change sector, facing ethical issues in the workplace, not knowing the official language well enough, wanted to quit, due to having short term contract or other (asking them to specify). As can be seen in the graph, the answers vary: 33,3% (2 persons) said the reason was a short term contract, while all the rest mentioned each one a different reason (ethical issues in the workplace, wanted to quit, not being sufficient for the position and other/the place closed).

If yes, what was the reason of the termination?

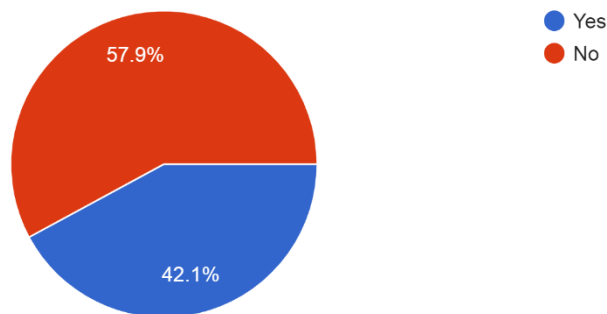
6 responses



The next two questions were about the current employment of the migrants and their positions in the culinary sector. 42,1% of the participants (8 TCNs) said that they are currently employed in the sector, working as chefs and cooks (3 persons) and as chef assistants (4 persons), while one participant didn't declare his/her profession.

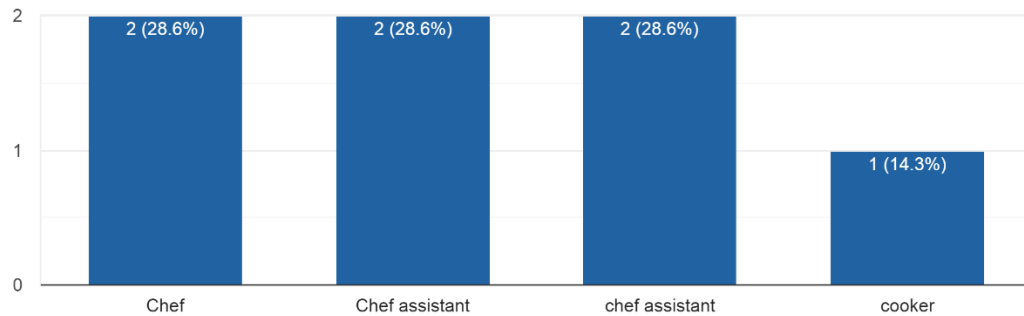
13. Are you currently employed in culinary sector?

19 responses



If yes, what is your position?

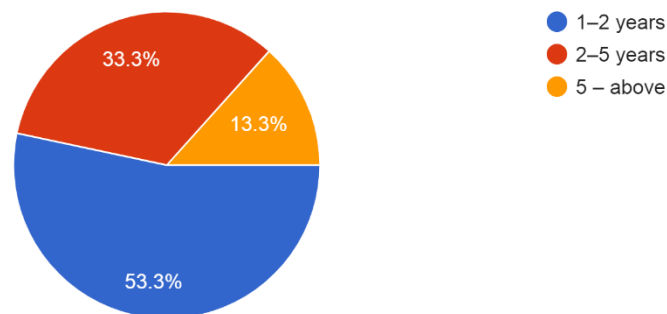
7 responses



In order to get more information about the TCNs' work in Greece we asked several questions. As can be seen in the following graph, the majority of the participants (53,3%) are working in the same business for 1 – 2 years, 33,3% of them work in the same business for 2-5 years, while only 13,3% work in the same business for 5 or more years.

14. For how long have you been working in the same business?

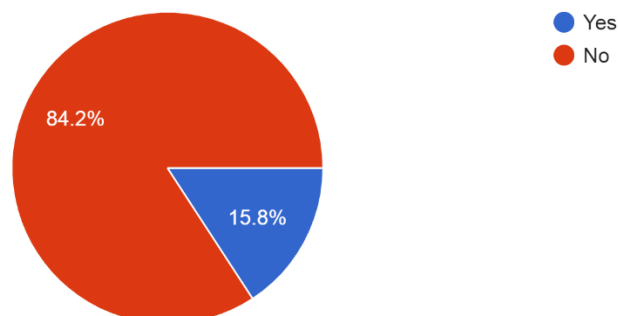
15 responses



The next question was "Is this the first place you worked?". The majority of the participants (84,2%) said "no" and the rest 15,8% of them said "yes". It is noted that one participant didn't answer the question at all.

15. Is this the first place you worked?

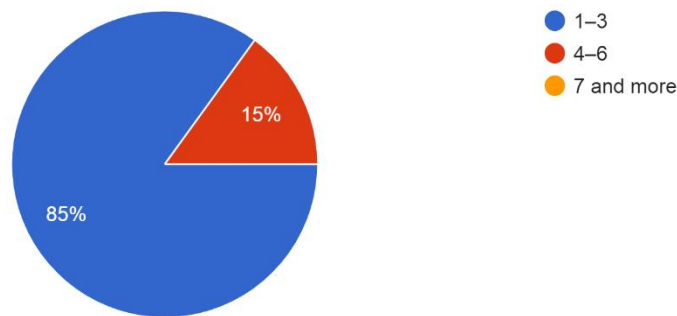
19 responses



Question 16 was about the different places the TCNs had worked. 85% of the participants said that they have worked at 1 – 3 places up until now, and the rest 15% said they have worked at 4 – 6 different places. None of the participants had changed working places 7 and more times. Therefore, we can conclude that migrants prefer to “stick” to one business and work there for a long period of time because it might be rather difficult for them to change jobs especially while living in a foreign country.

16. How many different places have you worked at?

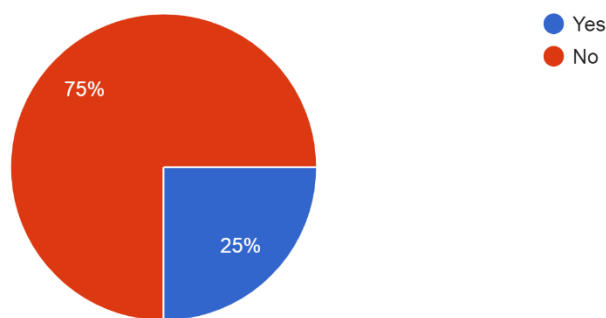
20 responses



The next question was asking the participants if they hold any certification from the host country (Greece) in the culinary sector. The majority (75%) answered no, while 25% (5 people) said “yes”.

17. Do you hold any certification from the host country to work in the culinary sector?

20 responses



As a follow-up question, they were asked to specify the exact area of their certification, but out of the 5 participants who had answered yes, only 4 answered the questions, giving the following answers:

If yes, in which area?

4 responses

AS COOK FROM IEK ALFA

pastry

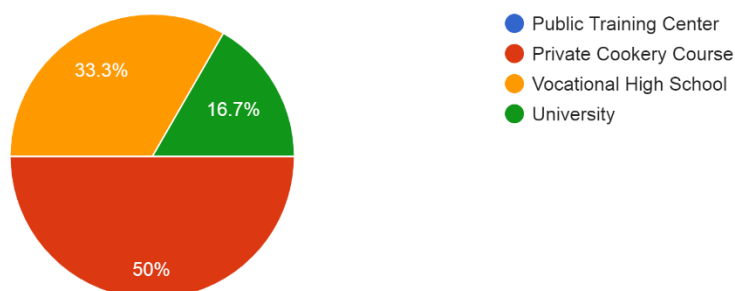
chef

University degree on tourism

The next question was asking “where did you obtained your certificate?” and this time, instead of 5 people, we received answers from 6. 50% (3 people) stated that they had a certificate from a private cookery course, 33,3% (2 people) from a vocational high school and 16,7% (1 person) from a university.

18. Where did you obtained your certificate?

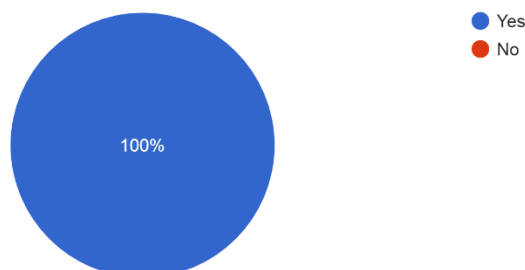
6 responses



Question 19 was supposed to be answered only by people who already hold a certification in culinary sector, but it is obvious that most participants didn't pay attention to that instruction, therefore we received 14 answers to the question “Do you think it is beneficial to receive training in culinary sector before working in this field?”. The impressive is that all of them answered “yes”. Therefore, we can assume how important is for the TCNs to receive training in the culinary sector, no matter their working experience or certification in the sector.

19. Do you think it is beneficial to receive training in culinary sector before working in this field?

14 responses

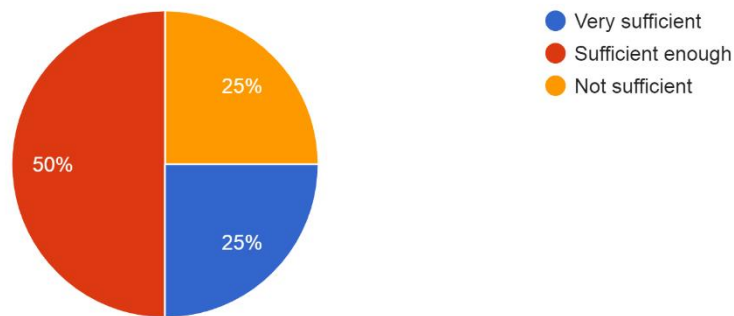


In the next question the participants who received training on culinary sector were asked to assess the sufficiency of the training they received. Although, 5 answers were expected for

this question, we received 8 responses, leading us to the conclusions that some of the migrants either didn't pay attention to the instructions or didn't understand well the language. Half of the participants who answered (50%) said that the training they had received was "sufficient enough", 25% "very sufficient" and another 25% "not sufficient" at all. What we can conclude is that the quality of the training given in this field needs improvement according to the requests of the trainees.

20. Please assess the training you have received in terms of its sufficiency.

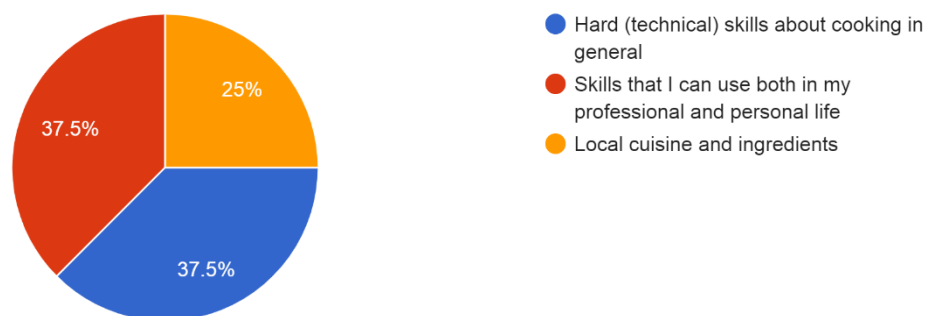
8 responses



In the next question, participants were asked about the the skills and knowledge they wish they had received. This question was supposed to be answered by the ones who had received training on culinary sector, however again we received more answers than expected. We had given 3 option to the participants: Hard (technical) skills about cooking in general, Skills that I can use both in my professional life, and personal life, Local cuisine and ingredients or other (and specify what).

21. In the training I received, I wish I had learnt more about:

8 responses

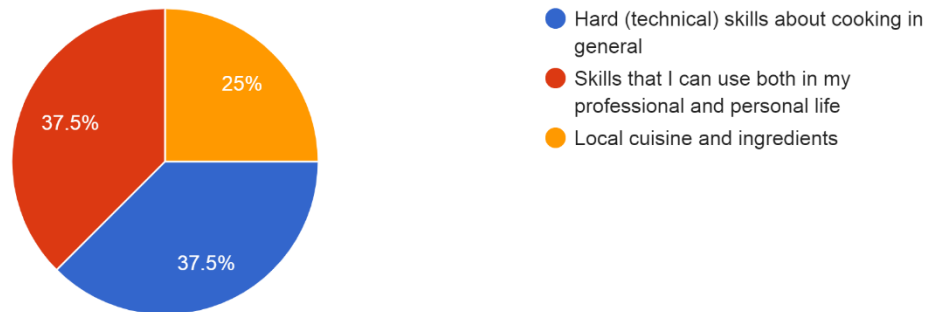


As the results reveal, answers are somehow divided: 37,5% asked for more technical skills, another 37,5% about more soft skills, while the rest 25% asked for more lessons of local cuisine.

Therefore, there is a need for trainings that include both technical (hard) and soft skills, as well as courses on cooking of local dishes.

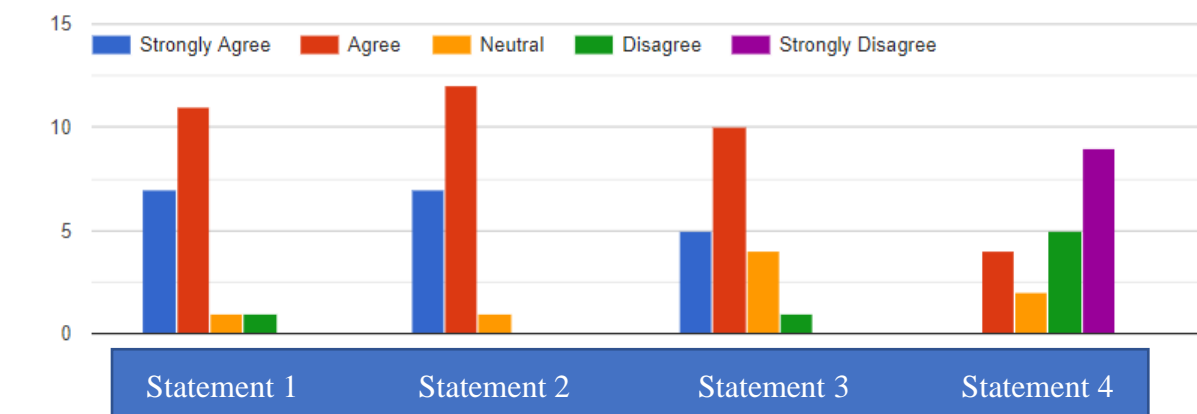
21. In the training I received, I wish I had learnt more about:

8 responses



In Question 22 the participants were given 19 statements regarding soft skills in order to evaluate them, using a scale from “Strongly agree” to “Strongly disagree”. The results can be seen in the graphs below.

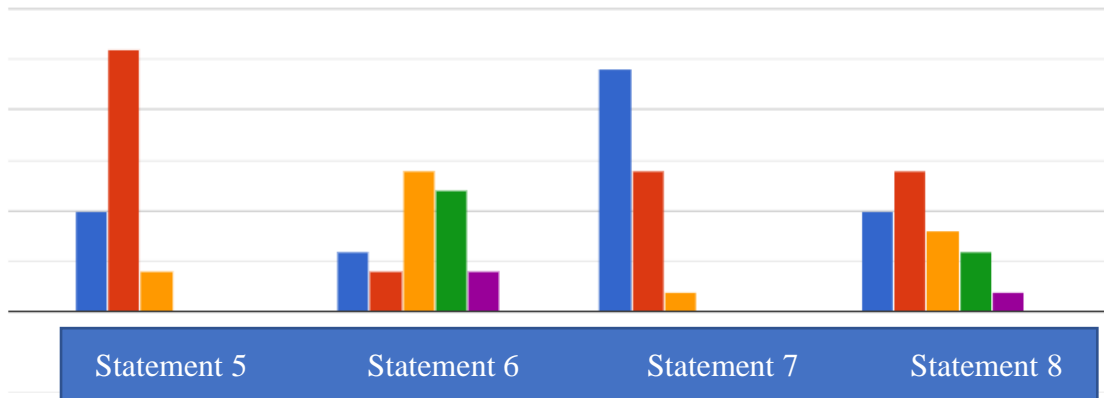
22. Please read the following statements and choose the most applicable option.



1. I am able to fit into any working environment.
2. Working with a group is suitable for me.
3. I can anticipate the needs and act accordingly.
4. Lying for getting out of trouble can be acceptable.

Strongly Agree Agree Neutral Disagree Strongly Disagree

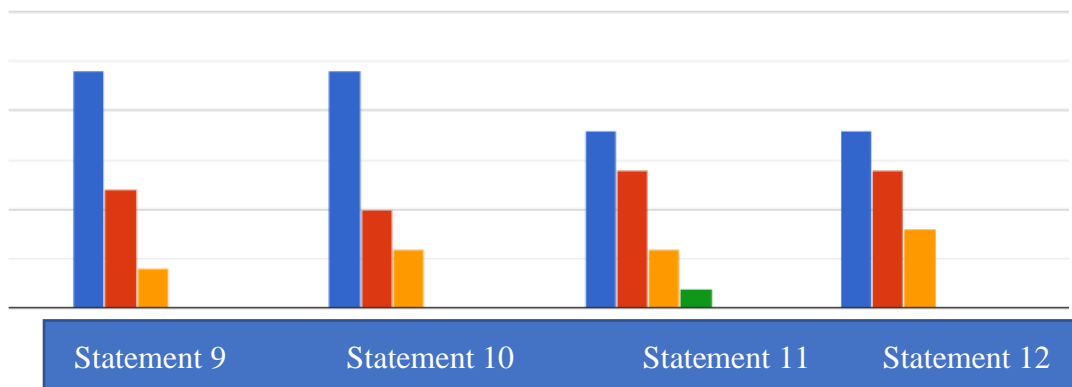
22. Please read the following statements and choose the most applicable option.



5. I am good at making impromptu decisions.
6. I get very nervous when someone around me having and emotional breakdown.
7. I often clean my working area and pay attention to personal hygiene.
8. I am good at handling with negative comments.

Strongly Agree Agree Neutral Disagree Strongly Disagree

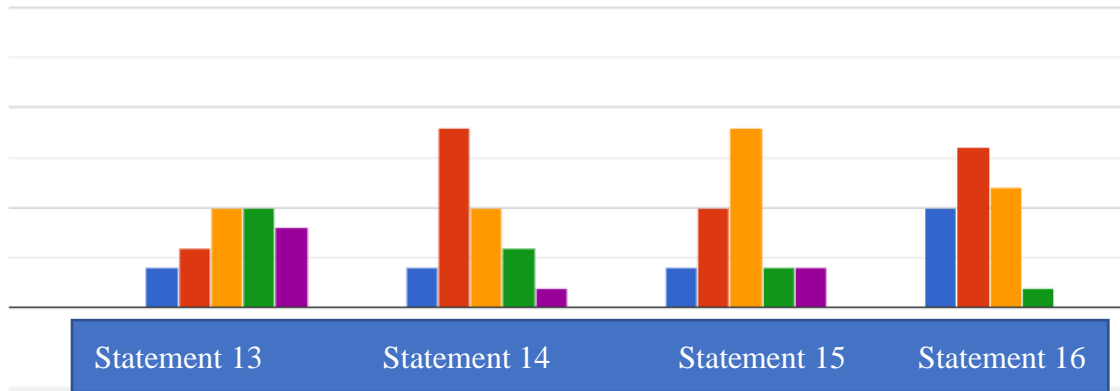
22. Please read the following statements and choose the most applicable option.



9. When I am making something, I pay attention to everything (ingredients, measurements, quality, etc.)
10. When I am working, I like to experiment and try new things.
11. I have a good command of use on the tools I use regularly.
12. If I see someone needs encouragement, I am very good at motivating that person.

Strongly Agree Agree Neutral Disagree Strongly Disagree

22. Please read the following statements and choose the most applicable option.



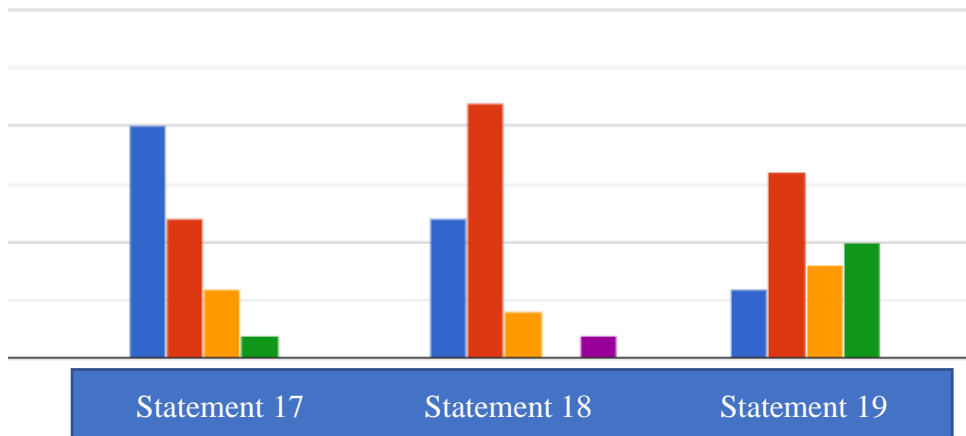
13. It is very hard for me to multitask while I am working.

14. I can easily calculate the cost of a dish I am serving.

15. If there is a crisis in my working environment, I avoid the situation.

16. I like to take responsibilities.

Strongly Agree Agree Neutral Disagree Strongly Disagree



17. It is important to obey the rules while working.

18. It is important to have a plan each day before you start working.

19. If there is an accident in my working area I can calmly perform first-aid.

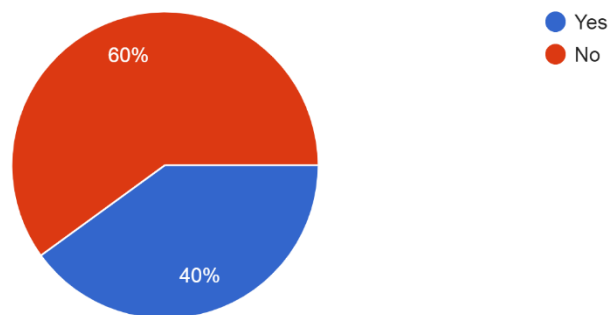
As it is clearly seen from the data, participants have mostly selected the options “Strongly Agree” and “Agree” to the statements. The only exception was in the Statement 4 (about how acceptable can lying be), where most have answered “disagree”, “strongly disagree” or

neutral. In addition, as we can see from the answers in statement 13, there are migrants who find it quite difficult to be multitasking. Statement 15 about crisis in work environment had many neutral answers, like statement 16 about taking responsibilities. The last statement also proves that there are many people who don't know how to offer first -aid assistance.

The **third part** of the questionnaire contained questions regarding migrants' intercultural competence. Questions between 23 – 26 were asked to understand how comfortable the TCNs feel in Greece as a host country. In Question 23 the participants were asked whether they experience any kind of cultural problems when they are outside with the locals, Greeks 60% of the participants said that they do not face any problem, while the rest 40% of them (8 people) said that they do.

23. When you are outside with the locals do you experience any kind of cultural problems?

20 responses

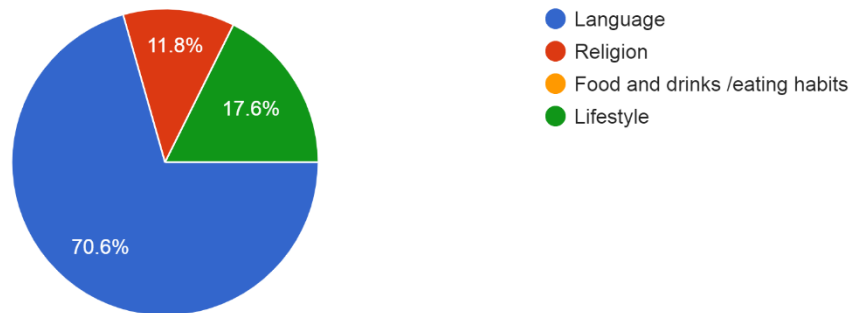


The next question was supposed to be answered by those who answered “yes” in the previous. It is impressive that in the end we had received 17 instead of 8 answers in question 24 “What has been the hardest thing to adapt as you come together with the locals of the host country (Greece)?”. This made us think that either the participants didn't pay attention to the instructions or couldn't understand well the language or that they might have encountered some difficulties when they first came, that don't exist anymore. In more detail, in this question the migrants were asked to choose one of the hardest things to adapt in Greece and they were given the following options: Language, Religion, Food and drink/eating habits, Lifestyle and other (and specify what).

As we can see in the results, the majority (70,6%) believes that language is the main problem they have experienced. 17,6% said that lifestyle has been a kind of a “barrier”, while 11,8% said religion. It should be noted that no one declared that food and drink/eating habits have been a problem.

24. What has been the hardest thing to adapt as you come together with the locals of the host country (Greece)?

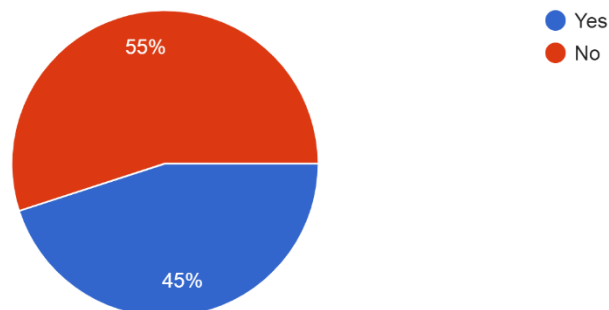
17 responses



The next question 29 was “Have you ever faced discrimination because of your ethnicity in workplace?”. The answers have been almost divided: 55% (11 people) answered “no”, while the rest 45% (9 people) said that they did have experienced discrimination.

25. Have you ever faced discrimination because of your ethnicity in workplace?

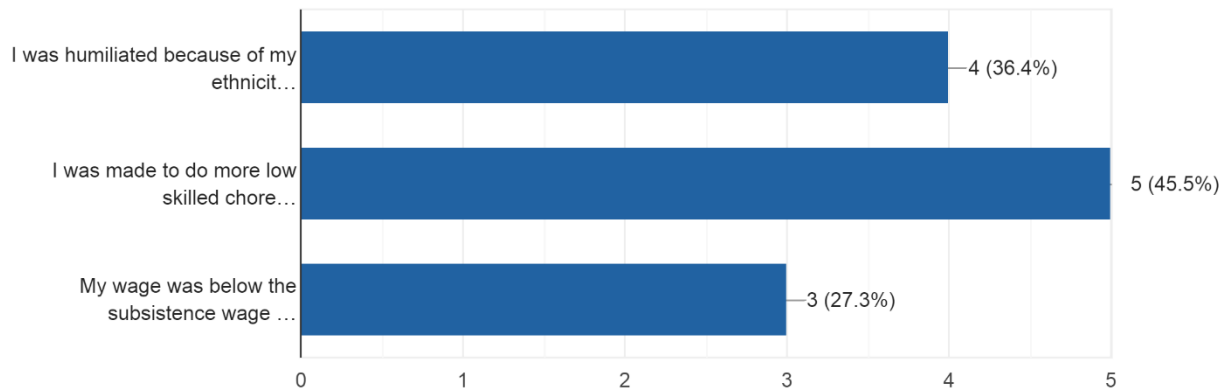
20 responses



As a follow-up questions, those who had answered yes, when then asked to give more details about the kind of discrimination they had faced. The following options were provided: o I was humiliated because of my ethnicity, I was made to do more low skilled chores in the workplace, My wage was below the subsistence wage due to my ethnicity. Instead of 9 expected answers we received 11 and one person mentioned two of the provided options. As the results reveal, most of the participants were made to do more low skilled jobs, some of them believed that they were humiliated because of their ethnicity, while there were also 3 answers declaring that the wage had been lower than expected.

26. Which of the below describes the best the discrimination you have faced? Check the ones applicable.

11 responses



The **fourth and last part** of the questionnaire was designed to be answered by those participants who are currently employed in the culinary sector. However, in all questions we received more answers than the expected one (namely 8). This proves that many of the participants who had worked in the past in the culinary sector (namely 13) answered those questions, while people who obviously wish to find a job in the sector were interested to provide their answers as well.

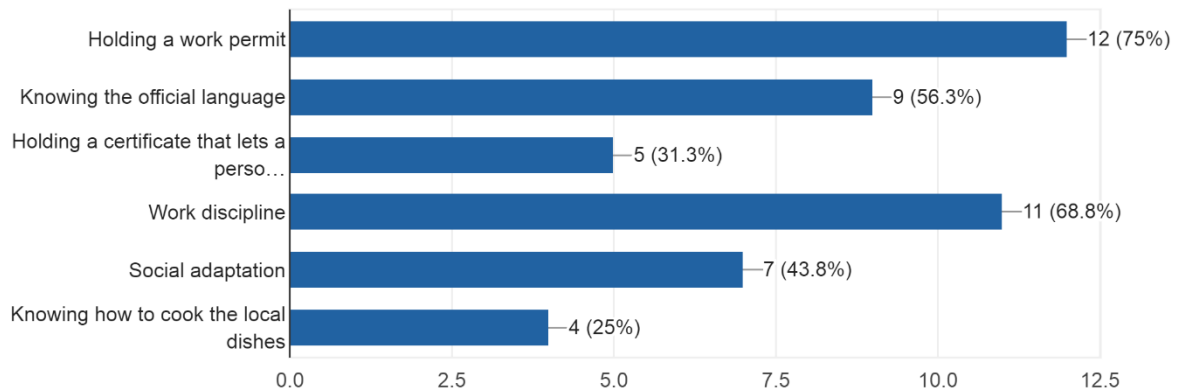
Question 27 was asked in order to identify the needs of the sector's employers through the answers of their employees. The question was "As a migrant who works in a culinary sector the following are expected from me by my employer" and the following options were provided:

- Holding a work permit
- Knowing the official language,
- Holding a certificate that lets a person to do a certain job in the sector
- Work discipline
- Social adaptation
- Knowing how to cook local dishes.
- Other (please specify)

It should be mentioned that the participants were able to select more than one option. The option "holding a work permit" was marked 12 times (75%), followed by the options "work discipline" (11 times, 68,8%), "knowing the official language" (9 times, 56,3%), "social adaption" (7 times, 43,8%), "holding a relevant certificate" (5 times, 31,3%) and "knowing how to cook local dishes" (4 times, 25%). It is obvious that most of the participants are looking for a job not in local Greek restaurants but in local cuisines of their own countries (in Greece there are many e.g. Chinese restaurants, Afghan restaurants, Iranian restaurants etc.) or in Greek restaurants with international cuisine.

27. As a migrant who works in a culinary sector the following are expected from me by my employer:

16 responses



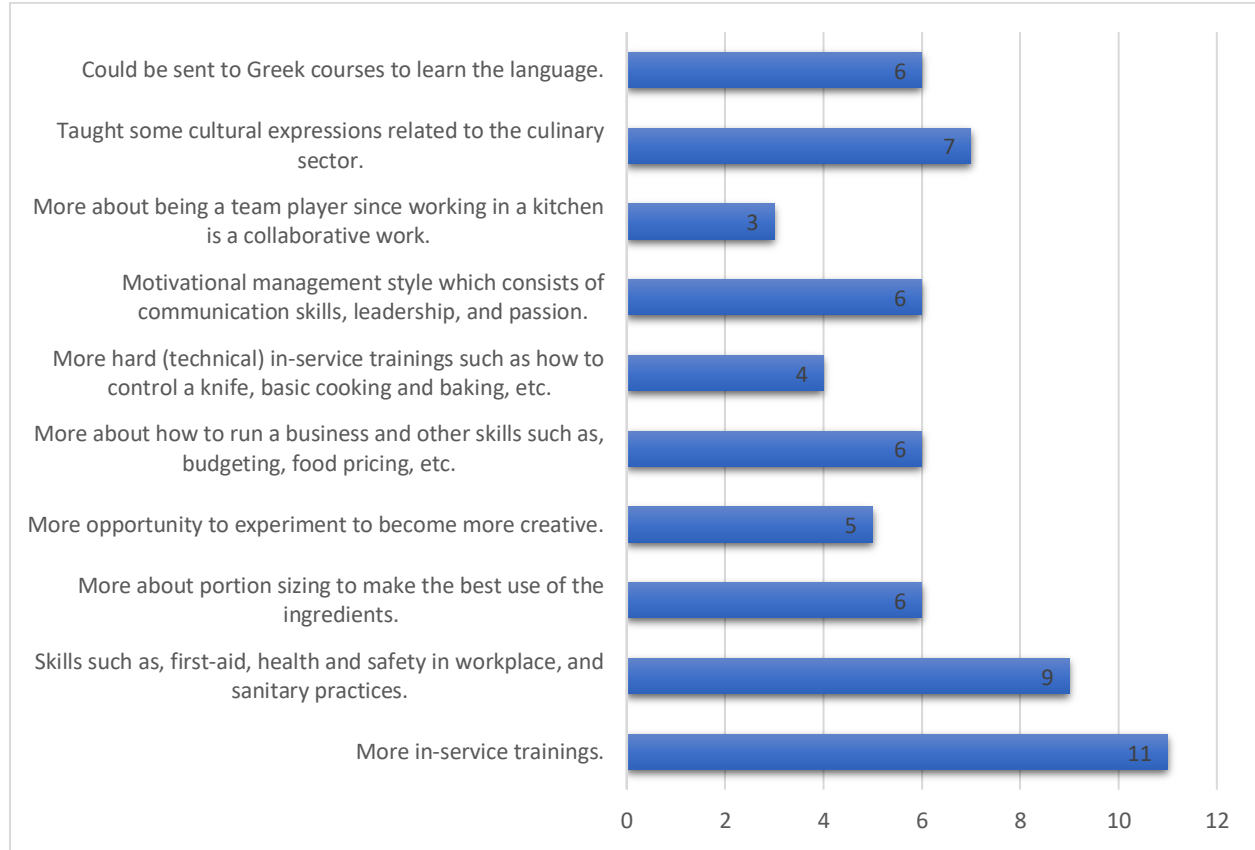
The last question of the research was regarding the improvement of the participants' working skills. We asked them to tell us what else they need to learn in order to be more effective in their jobs in the culinary sector. We provided them the following options, including "other" and multiple answers were allowed:

1. We should have more in-service trainings.
2. We should be taught skills such as, first-aid, health and safety in workplace, and sanitary practices.
3. We should be taught more about portion sizing to make the best use of the ingredients.
4. We should be given more opportunity to experiment to become more creative people in the sector.
5. We should be taught more about how to run a business and other skills such as, budgeting, food pricing, etc.
6. We should be given more hard (technical) in-service trainings such as how to control a knife, basic cooking and baking, etc.
7. We should receive courses on motivational management style which consists of communication skills, leadership, and passion.
8. We should be taught more about being a team player since working in a kitchen is a collaborative work.
9. We should be taught some cultural expressions related to the culinary sector.
10. We could be sent to Greek courses to learn the language.

As the results reveal, in service training is important for those working (or wishing to work) in the culinary sector (marked 11 times), because learning "on the job" is always important. In addition, courses on first-aid, health and safety are considered very useful (marked 9 times), along with the learning of cultural expressions related to the culinary sector (marked 7 times). Greek lessons languages, motivational management, running a business and portion sizing were selected 6 times each.

28. What else do you think you need to learn to be more effective in your work?

16 responses

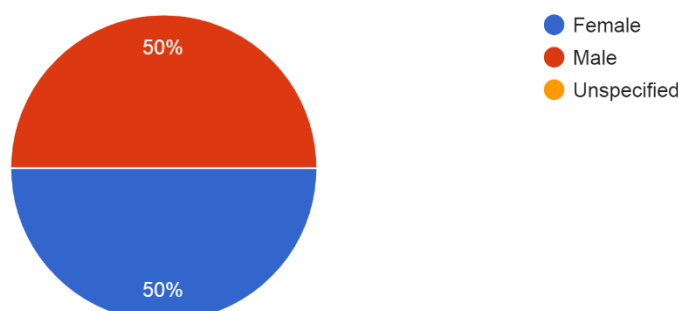


B. Tutors' Questionnaires

The online questionnaire has been applied to 10 tutors working in the culinary sector in Greece, aiming to assess their soft and intercultural teaching skills. The first part of the questionnaire was designed to gather personal information related to their demographic background and workplace. In the second part of the questionnaire, the questions were relevant to the tutors' basic intercultural skills and competencies, the third part was designed to assess the tutors' teaching skills while the fourth part of the questionnaire, was created to identify the importance that tutors give to the teaching of soft skills in the culinary sector. According to the results of this survey, tailored training materials for tutors working with migrants in the culinary sector will be developed in IO3 so as to enhance their intercultural understanding and be able to offer greater inspiration and motivation to the migrant learners.

The first question of the **first part** was about the gender of the participants. As seen in the graph below, 50% of the participants were male and 50% female, a fact that implies a "balance" regarding the tutors' gender in the tourism/culinary sector in Greece.

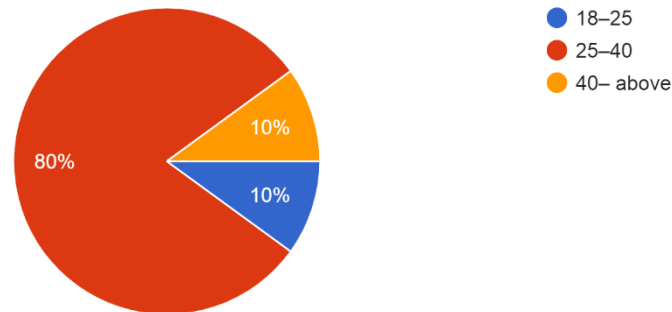
1. Gender
10 responses



The second question was about the participants' age and the options given were the same as in the migrants' questionnaires (18 – 25, 25 – 40, 40 and above). As seen in the graph below, the vast majority of the respondents (8/10) were aged between 25-40 years old, therefore we can discuss about young and close to middle age tutors in the tourism/culinary sector in Greece.

2. Age

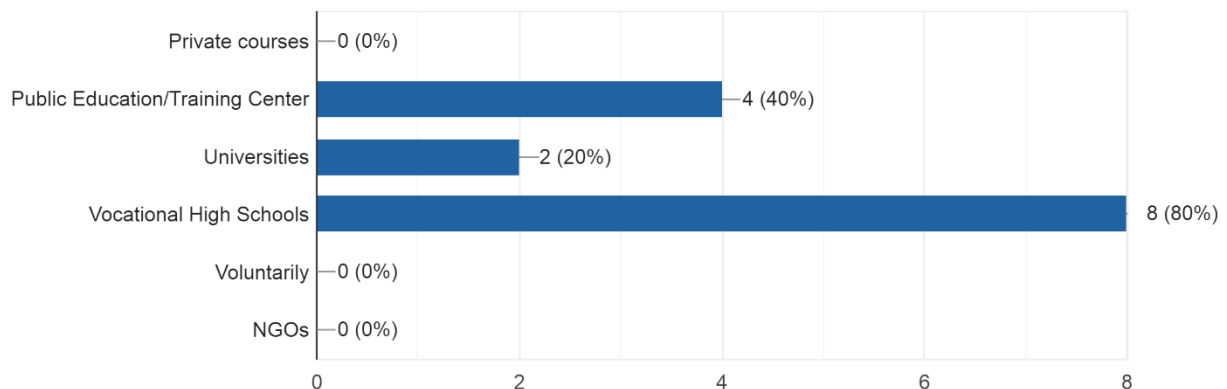
10 responses



In the next question the participants were asked to declare their current workplace and they were given the following options: Private courses, Public Education Center, University, Vocational high school, Voluntarily, NGOs or other. It is mentioned that the participants were able to select more than one answer.

3. Which of the following institutions do you work in?

10 responses

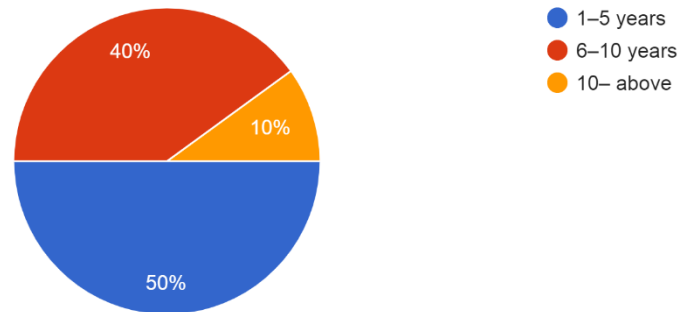


The results reveal that the tutors' majority work in Vocational Centers, followed by Public Education/Training Centers and Universities. It is also obvious that some of the respondents work at the same time in more than one institution.

The last question of the first part was about the working years that tutors had in their current institution/organization. For this question we provided the following options to the participants: 1 – 5 years, 6 – 10 years, and 10 and more years.

4. For how long have you worked in this institution or voluntarily?

10 responses



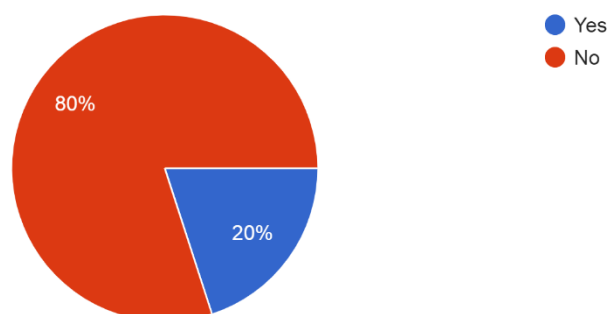
According to the findings, half of the participants (50%) have been working in the same institution for 1 – 5 years, 40% for 6-10 years and only one (10%) for more than 10 years. These results are justified by the fact that the majority of the respondents (80%) are aged between 25-40 years old.

In the **second part** of the questionnaire (Questions 5 – 9) we tried to assess the intercultural skills of the trainers/tutors in culinary sector in Greece. It is mentioned that questions 7 – 9 were supposed to be answered by the ones who answered “yes” to the Question 6, as it will be discussed below.

In Question 5 we asked the tutors if they have ever taught before in abroad or not and the majority (80%) of the participants answered “no”. Only 2 out of the 10 respondents said that they had teaching experience in other countries apart from Greece.

5. Have you taught abroad before?

10 responses

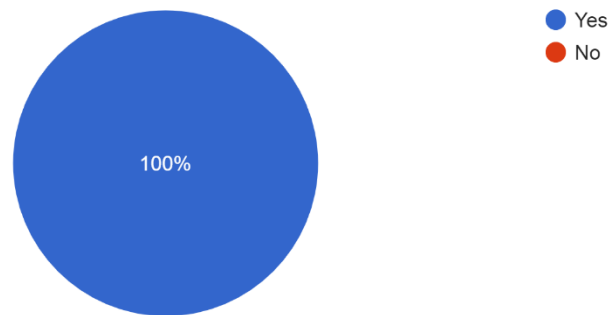


Question 6 was aiming to identify whether there are migrant students/Third Country Nationals in the tutor’s classrooms. Taking into consideration that around 24% of the migrants

working legally in Greece is employed in tourism sector, it was not that surprising to see that all tutors (100%) mentioned that they had at least one foreigner/migrant student in their classrooms.

6. Have you ever had a student in your classroom who is a foreigner /migrant?

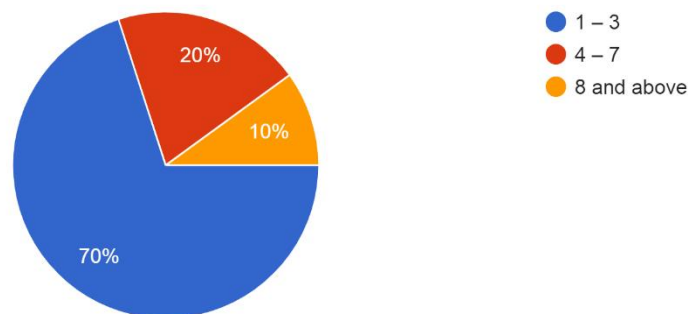
10 responses



The next Question was supposed to be answered by the ones who has answered “yes” to the previous one, namely all the Greek participants (10). The question asked more details about the number of the foreign/migrant students who were in the class and the following options were given: 1 – 3, 4 – 7, and 8 and above.

If yes how many?

10 responses



The majority of the tutors (70%) answered that they had 1 – 3 students in their classroom who were from another country. 20% of them said they had 4 – 7 students whereas only 10% answered that they had 8 and above.

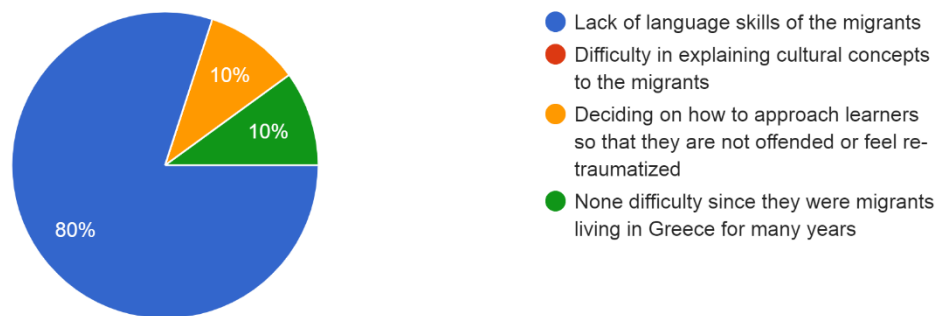
The following Question tried to identify the difficulties that the tutors face while teaching people from other countries and different cultural/national backgrounds. This question was supposed to be answered by those who had answered “yes” to Question 6, who in the case

of the Greek survey have been all ten participants. It is mentioned that the tutors were able to select more than one answer among the following options:

- Lack of language skills of the migrants,
- Difficulty in explaining the cultural concepts to the migrants, and
- Deciding on how to approach learners so that they are not offended or feel re-traumatized.
- Other (and specify exactly what).

7. What was the biggest difficulty you faced while teaching people from another ethnicity?

10 responses

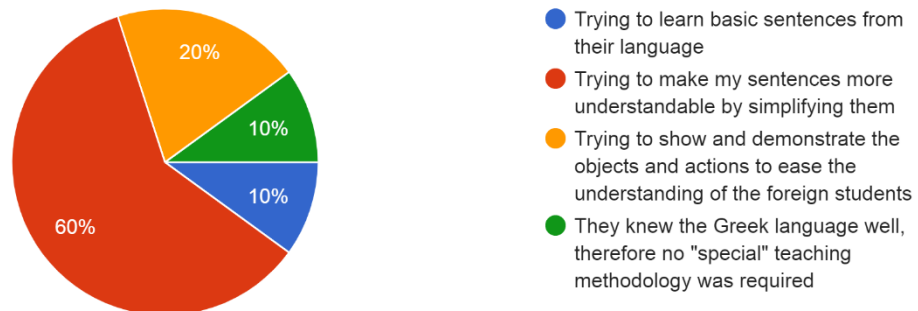


As it can be seen, 80% of the participants said that the lack of language skills of the migrants/foreigners is the biggest difficulty they have faced. Additionally, 10% of them said that it has been difficult to decide how to approach learners so as not to offend them or make them feel re-traumatized. No one answered that it found it difficult to explaining cultural concepts to the migrant/foreign students, while there has also been one tutor who answered “other” and said that there has been none difficulty at all since the migrants/foreigners in his/her classroom have been living in Greece for many years. However, it is obvious from the results that the language barrier is the biggest difficulty that tutors face when they teach Third Country Nationals.

The purpose of Question 8 has been to try and understand the methodology the trainer/tutors follow while teaching foreign students. The Question 9 was supposed to be answered by the ones who had answered “yes” to the Question 6 (namely all ten participants from Greece). Please note that the participants were able to select more than one answer or declare some “other” methodology and give more details.

8. Which teaching methodology did you adapt while teaching your students from different ethnicity?

10 responses



According to the results, 60% of the tutors said that they try to simplify their language and the words used, 20% answered that they try to show and demonstrate objects and actions, 10% mentioned that they try to learn basic sentences from their foreign students language and another 10% (namely one tutor) said that no “special” teaching was required since the foreign students knew very well the Greek language. However, the answers to this question reveal again that different language is a big barrier in teaching even in the culinary sector.

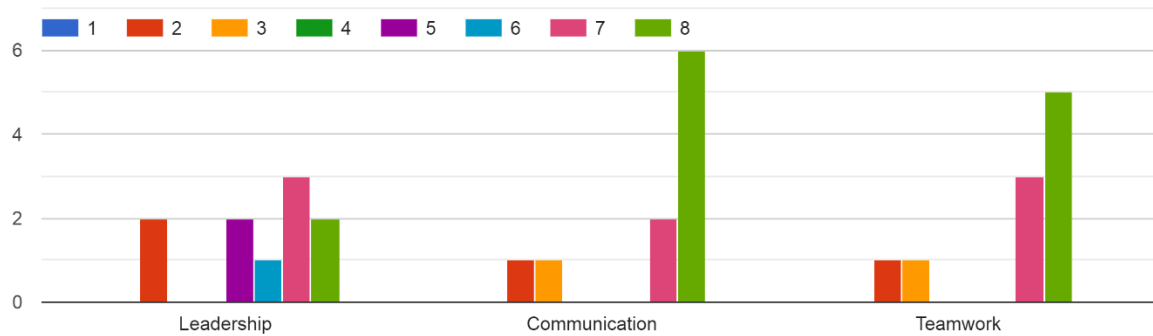
In the **third part** of the questionnaire we asked the trainers/tutors to evaluate their teaching skills. Within this part the participants were asked to answer 3 questions.

In Question 9 we have given the following skills that are necessary to all tutor or trainers, asking them to put each one of them in order of importance (1 the “least important” and 8 the “most important”:

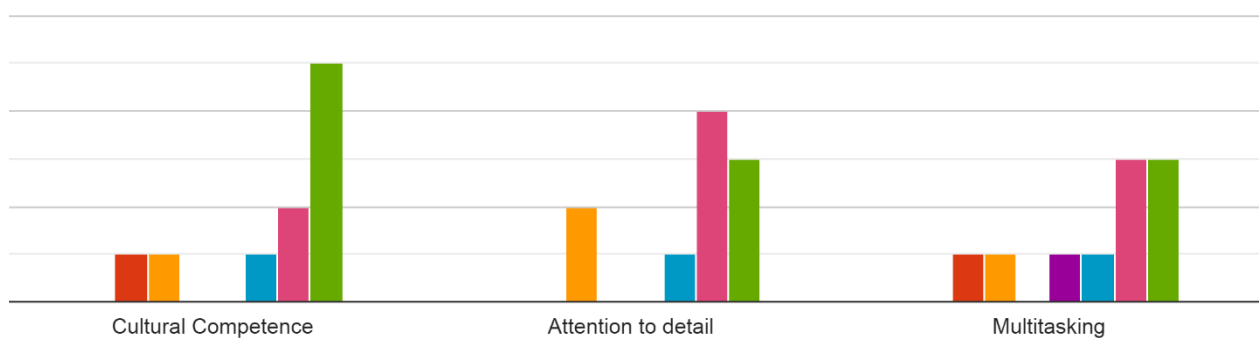
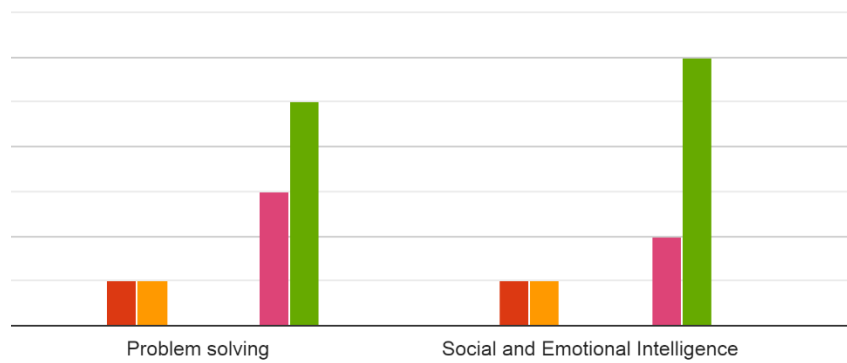
- Leadership,
- Communication,
- Teamwork,
- Problem solving,
- Social and emotional intelligence,
- Cultural competence,
- Attention to detail, and
- Multitasking

According to the data collected, which can be clearly seen in the graphs below, most skills are considered important, however communication, teamwork, problem solving, social and emotional intelligence and cultural competence are considered by the majority of the participants as “the most important”.

9. Please put the following social skills that are necessary to any tutor or trainer in order of importance.



(1 – least important, 8 – most important)



Question 10 was a short answer question so as to identify exactly which subjects/vocations do the trainers/tutors teach in the tourism or culinary sector. Since it was an open-ended question, a variety of answers has been collected, while two participants didn't answer the question, leaving a "blank".

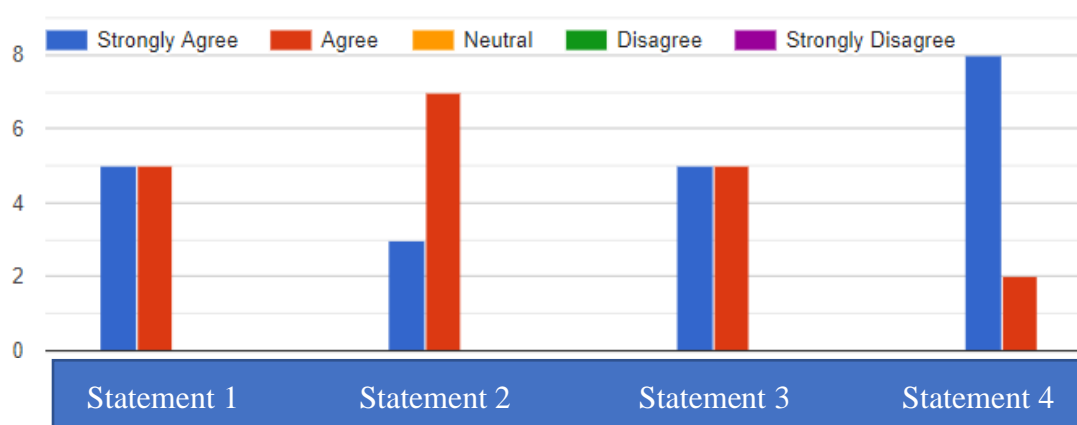
10. What vocations do you teach regarding culinary sector?

8 responses

Marketing
Cooking techniques
pastry lessons
Hygiene & HACCP
Bar & beverage theory and practice
Culinary Arts
Anthropology of Food
Pescos/Seafood cuisine

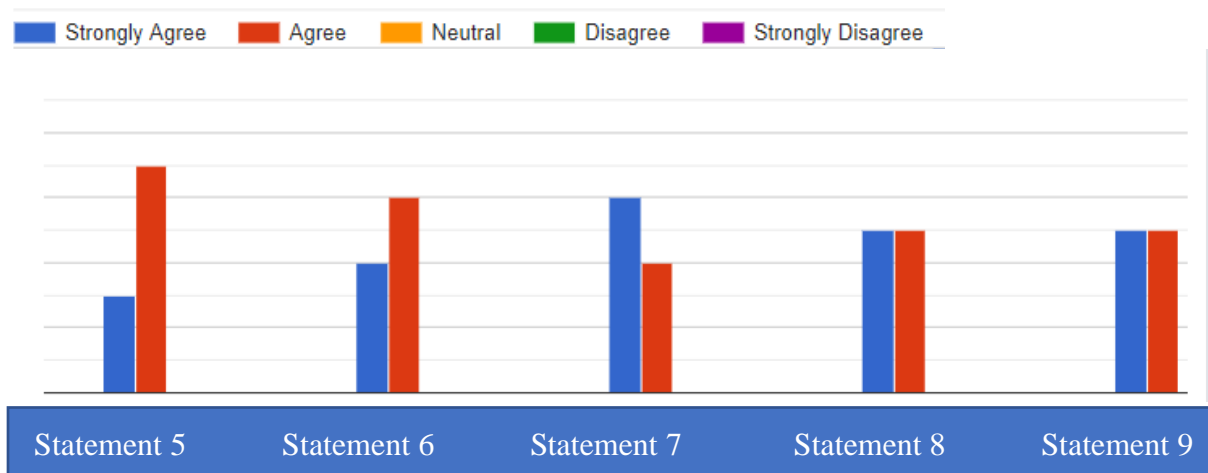
Question 11 were giving to the participants 17 statements, asking them to declare whether they "strongly agree", "agree", are "neutral", "disagree" or "strongly disagree". The statements and the results are the following:

11. Please read statements and check the most appropriate box.

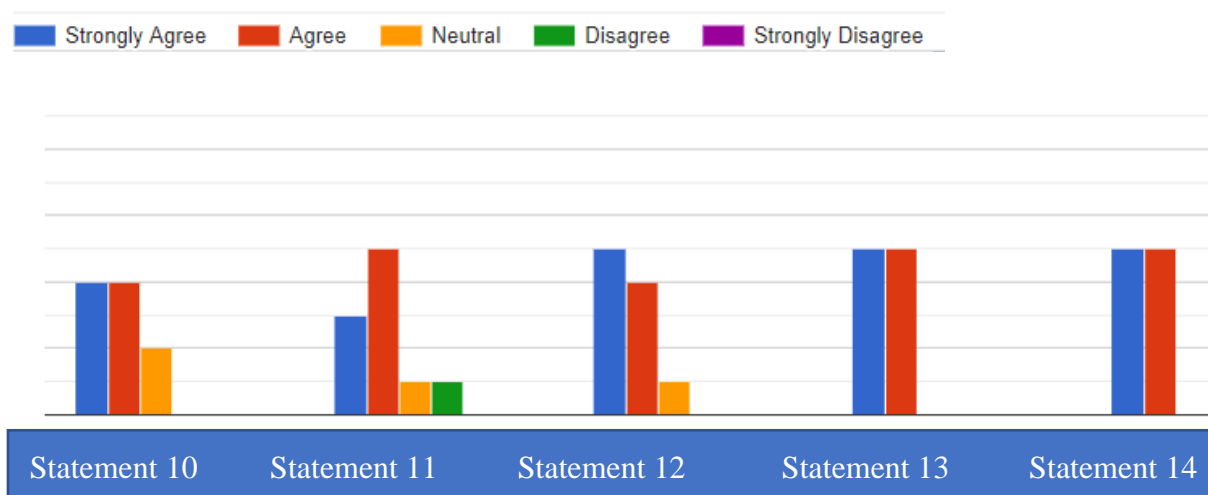


1. I am well aware of the content and teaching strategies that are important for my teaching area.
2. I use different teaching approaches to address the learning needs of students coming from different backgrounds.

3. I think that impact of linguistic background is very important on the education of students from other ethnicities.
4. I respect the importance of migrant students' history in my teaching.

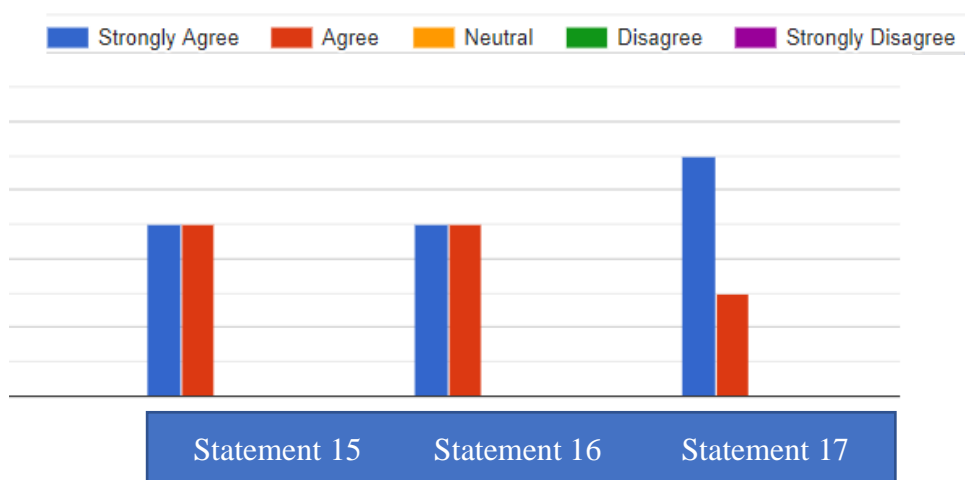


5. I use teaching strategies that strengthen learners' interpersonal skills relevant to the learning area I teach.
6. I can identify the learning needs of the learners from assessment data and make changes accordingly.
7. I can provide feedback to learners on issues affecting their learning as they arise.
8. I use strategies to promote learners' sense of confidence.
9. I make use of non-verbal communication, contextual knowledge and use new strategies to support learners' understanding, engagement and achievement.



10. I plan and implement structured teaching programs that address student learning needs and strengths.
11. I understand and apply Adult Learning Cycle and different learning styles to promote student's engagement during the course of the training.

12. I observe and try to provide one-to-one feedback regarding learners' acquisition of knowledge and skills at the end of the course and suggest additional training to the ones who are in need.
13. I adjust my presentation methods and use of language to achieve optimal level of formality/informality of the group and learners' levels.
14. I understand the factors that can create resistance within training groups, including a lack of pre-training preparation, forced attendance at training, pre-existing interpersonal conflict among group members, and personal, social and emotional factors of participants.



15. I use strategies to keep the group focused, on task, and within established time periods, while remaining responsive to group needs and concerns.
16. I recognize non-verbal cues from participants and use active listening and reflection to determine their meaning.
17. I effectively handle confrontation and conflict with and between participants; use a series of verbal and non-verbal interventions (such as moving towards or away from a participant) to de-escalate the conflict, explore and clarify the issues, and facilitate resolution

As it is clear from the results, the majority of the tutors mostly selected the options 'Strongly Agree' and 'Agree' for most of the statements. Only in statements 10, 11 and 12 we had a few neutral or disagree answers.

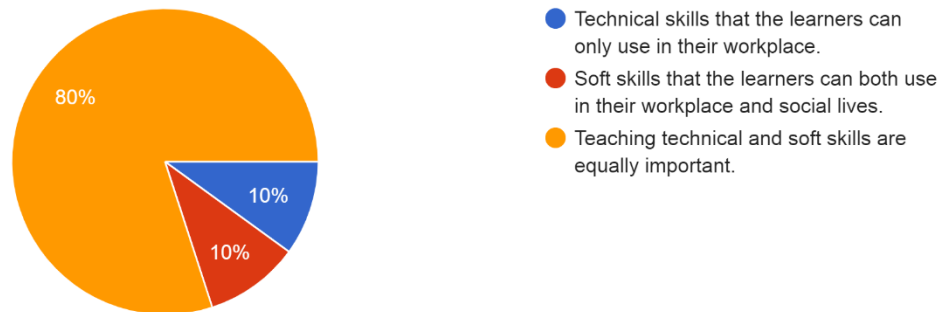
The **last part of the questionnaire** was designed to understand to which extend the trainers/ tutors give importance to teaching soft skills in the culinary sector in Greece.

In Question 12, the tutors were asked which skills (technical, soft or both) do they find more important. The 80% of the participants said that both technical and soft skills are equally

important, while only 1 person (10%) answered that technical skills are more important and another person (10%) said that soft skills matter the most.

12. Which of the skills do you believe is most important to teach in terms of culinary sector?

10 responses

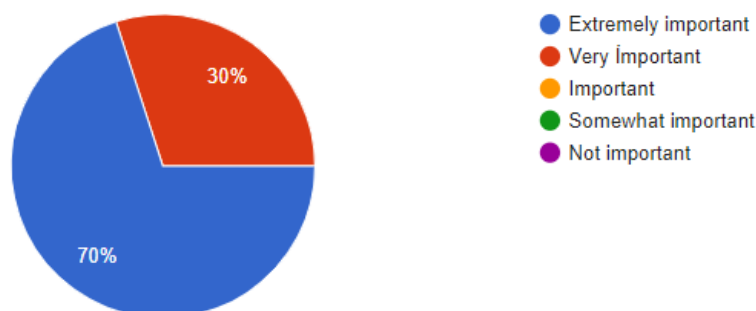


In the Questions 13 – 21 the participants were asked to identify the level of the importance of various given statements given and declare whether each one of them is Extremely important, Very important, Important, Somewhat important, or Not important at all. As the results reveal, none of the participants selected the option 'Not important' for any of the statements.

In the question 13, 70% of the participants found attention to detail extremely important and the remaining 30% found it very important. From these results we can conclude that paying attention to detail in culinary sector is a very crucial skill to be obtained.

13. Paying attention to details such as every ingredient and measurement must be exact, including figuring out how long to cook certain items so that they are all plated at the same time. Therefore, a chef /cook /cook assistant, etc. needs to have an eye for every detail.

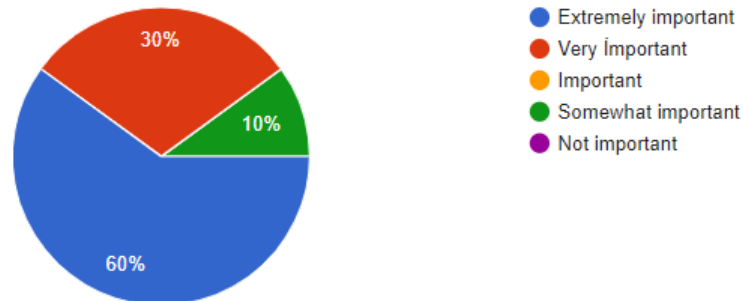
10 responses



In Question 14, 60% of the participants said that having a business sense is extremely important, and 30% said it is very important, while one person (10%) said that it is somewhat important. Since the majority said it is either extremely or very important, having a business sense is another soft skill that a person working in the culinary sector should have.

14. A good chef /cook /cook assistant, etc. should be good at running business therefore developing a business sense is quite important. S/he should always be thinking about how to make delicious food while also being cost-effective.

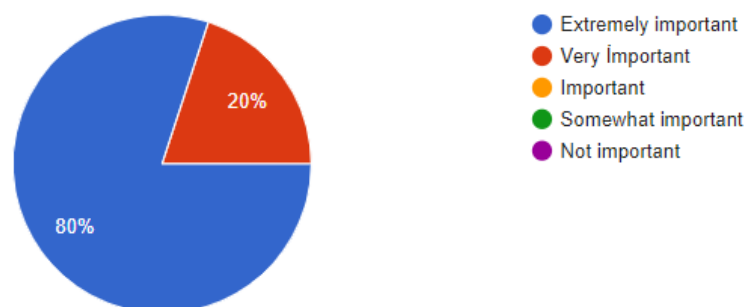
10 responses



In Question 15, the participants were asked to identify the importance of hygiene. The vast majority (80%) said it is extremely important and 20% said it is very important. It makes no surprise that hygiene rules are a “must” for the people in culinary sector vocations.

15. A chef /cook /cook assistant, etc. needs to know how to keep their working area sanitary because unsanitary conditions can affect the quality of the food and can even force a restaurant to shut down.

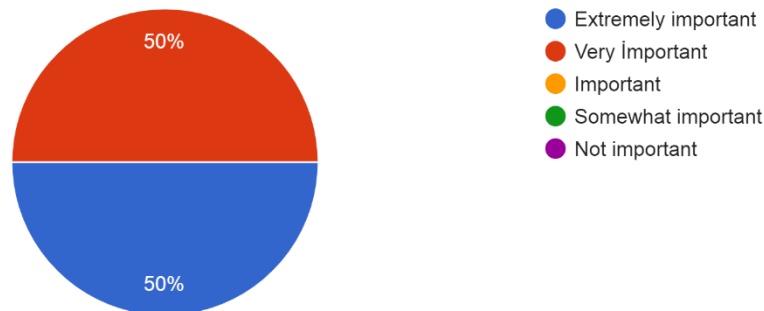
10 responses



In the next Question, the participants were asked to rank the necessity of creativity in the culinary sector. 50% of them said it is extremely important to be open to new changes in older recipes, and another 50% said it is very important. Therefore, we can say that the people working as trainers/tutors in this sector give a considerable amount of importance to creativity.

16. Working in the food industry requires being creative. Chefs /cooks /cook assistants, etc. should be open to incorporating new food items into menus as well as improving older recipes.

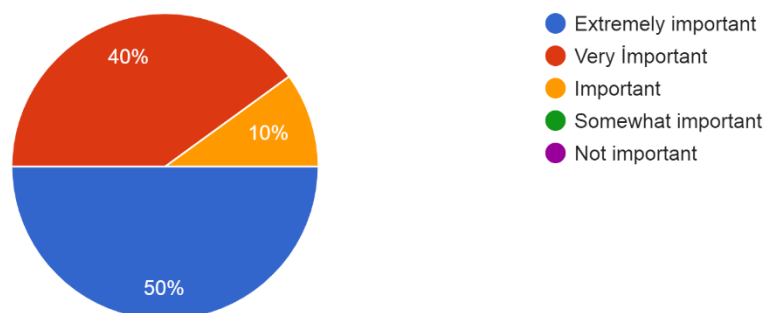
10 responses



In Question 17, 50% of the participants said that making decisions quickly is extremely important, 40% said it is very important and the rest 10% said that it is just important. Since the majority said it is either extremely or very important, being able to make quick decisions is another soft skill that a person who is in the culinary sector should obtain.

17. A chef /cook /cook assistant, etc. should be able to make decisions quickly and efficiently since the kitchen is a fast-paced environment, and a chef has to make numerous decisions at once.

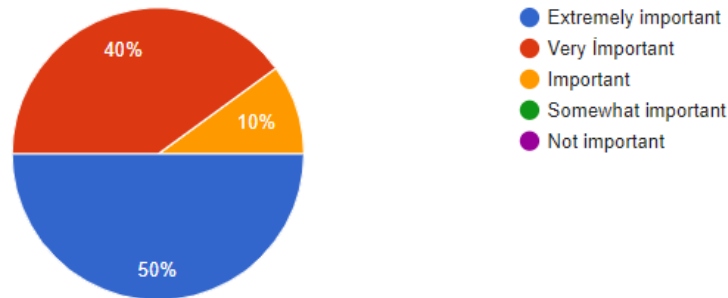
10 responses



In Question 18, the participants were asked to identify the importance of having skills like communication, knowing different cooking techniques, leadership, passion, etc. 50% of the participants said it is extremely important to have these skills, while 40% of them said it is very important, and only 10% said it is just important. In short, having such traits is considered by the trainers/tutors as another important soft skill.

18. A good chef /cook /cook assistant, etc. should be able to motivate those working with him/her in the kitchen. S/he should be able to keep everyone working at a fast, efficient pace by demonstrating some traits such as communication, cooking techniques, leadership, and passion.

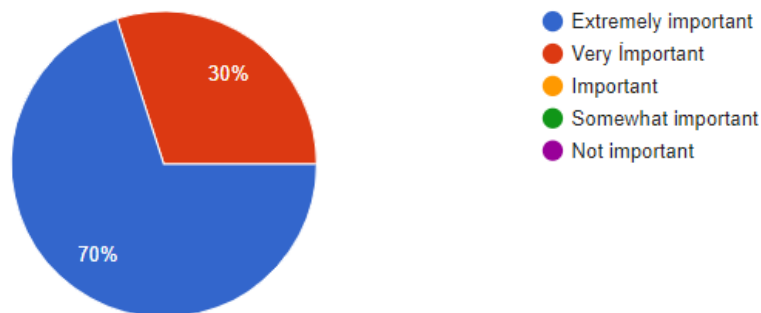
10 responses



The next question was regarding the organization skills of the people working in the culinary sector. The majority said that for a chef etc. to be organized in the kitchen is extremely important, while 30% said that it is very important. Therefore, this is one of the skills that also need to be taught.

19. Chefs /cooks /cook assistants, etc. must be organized in the kitchen because often they have to work on a variety of tasks at once and must do so while keeping the kitchen safe and clean. They must create order and structure in the kitchen.

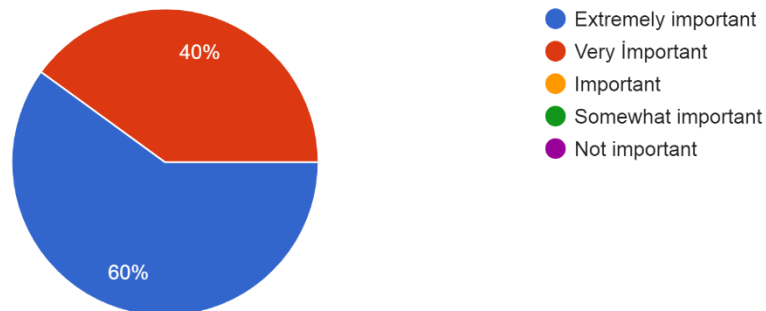
10 responses



Question 20 was about teamwork, since culinary sector is a sector which needs a lot to working, communicating and cooperating with others. 60% of the participants said that teamwork is extremely important and the rest 40% said that it is very important. Therefore, teamwork is an important asset for those working in the culinary sector.

20. A chef /cook /cook assistant, etc. is a part of a team and must be able to work well with others such as other cooks and staff and management.

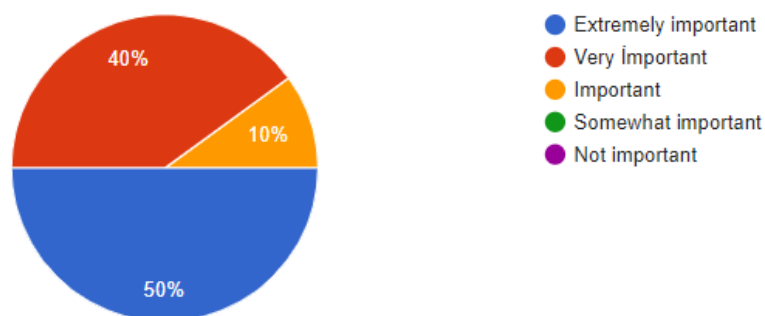
10 responses



In the last question of the questionnaire the participants were asked to rank the necessity of some other skills like handling criticisms from the customers, being flexible or being able to perform first-aid in an emergency, etc. 50% of the tutors said it is extremely important, 40% said it is very important and the rest 10% of them said just important. Since the ranking did not fall below important, we can say that the people working as trainers/tutors in this sector give a considerable amount of importance to the aforementioned skills.

21. The chefs /cooks /cook assistants, etc. must have some other skills like handling criticisms of the customers, being flexible so that they can change a recipe into another very easily, or being and being able to perform first-aid in an emergency, etc.

10 responses



C. Self-Assessment Tool/Exam

With the self-assessment tool/exam applied to 50 migrants living in Greece the objective was to better understand their knowledge on the culinary sector and their profession. Having in mind this, we created as a partnership a self-assessment tool which will identify major gaps and problems of migrants in terms of their cooking skills. In order to find these people, we identified the areas that the majority of migrants stay and work in the center of Athens, as well as in other Greek cities.

Based on this, we structure given information as follows:

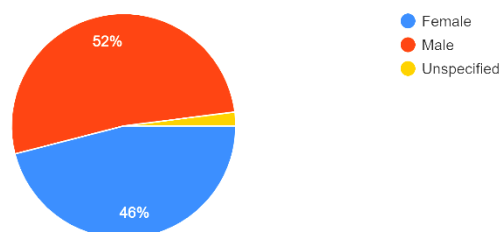
- Gender identification: In this section we have identified males, females and unspecified gender in case the participant did not desire to declare its sexual identity
- Nationality: In this section, we added information about the nationality of the participants, concerning the most prominent statistics of OECD and EUROSTAT for the immigrants' origin in Greece
- Age: The age section was aligned with the adult education and the scope of our project
- Educational Background: This section includes all stages of education which is appropriate for participants' lifelong learning
- Questions on culinary sector: This section involves generic information, as well as specific questions about their knowledge. These were distinguished between assessing soft skills and assessing intercultural skills.

Under this perspective, we will analyze the most prominent information, useful for our project. Having in mind the above, the analytical process is the following:

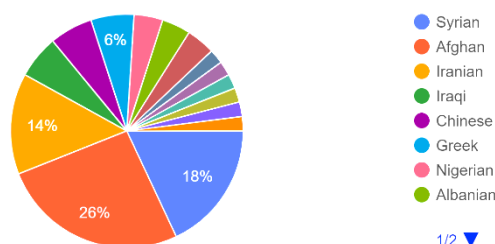
1st Section:

As we have mentioned above, we reached the maximum number of immigrants. From our analysis, the majority were males, since mostly men with migrant origins are currently working in Greek culinary sector. This element identifies in a way a **big gender gap and inequality among women.**

1. Gender:
50 responses



2. Nationality:
50 responses



2ND Section:

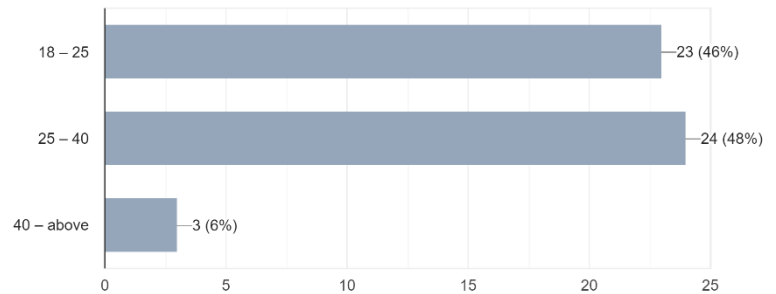
In the second section, we can see that many nationalities can be found. The majority of immigrants that were identified, are from

Afghanistan and Syria. This information is aligned with European statistics also, which have shown that the **refugee crisis in 2015** influenced Greece and the rest of European countries. In the meantime, later findings have declared that South Europe received a huge influx of immigrants by countries such as Afghanistan and Pakistan.

3rd Section:

As we can see from the chart, the majority of participants are towards 25-40 years old. This fact can offer us **two major observations**. Firstly, the culinary sector can be enhanced with people that they have willingness to work and to offer their experience from their countries. Moreover, we could offer an added value with our project, since they can be employed in the future.

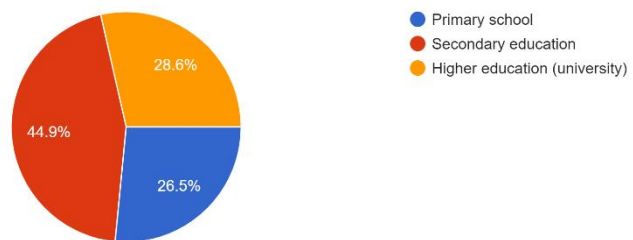
3. What is your age?
50 responses



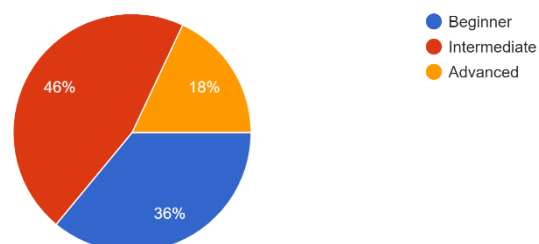
4th Section:

As far as their educational background, the majority of people identified held a secondary level of education. However, in Greece many participants in the age of 25-30 years old had a degree (relevant or not with culinary sector), but they could not use it in Greece. **As they have highlighted some of them in person, they desired to be employed in the culinary sector but they have doubts if Greek labor market will be open towards them.**

4. What is your educational background?
49 responses



5. How would you rate your language level in Greek language?
50 responses



5th Section:

As we can see, the majority of the participants and possible future learners in the culinary sector, had intermediate set of language skills. All of them did know English and some of them in a professional level, but not Greek. Having this in mind, we may create a training that will incorporate some cultural elements in terms of helping them know the Greek language.

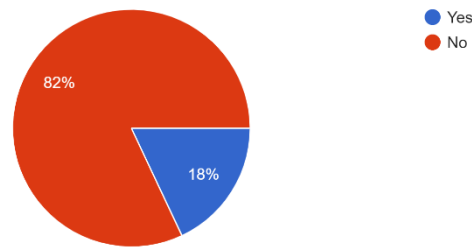
6th Section:

As we can identify, the majority of migrants did not receive in the past a training in the culinary sector. Only the 18th percent holds in a way a degree or relevant training. Relevant categories of training that this 18th percent had received are the following:

- Chef
- Cooking and bakery courses in India
- baking courses by NGO
- Pastry and bakery chef
- Cooking and Pastry essentials

Having this in mind we should reach maximum results with our project.

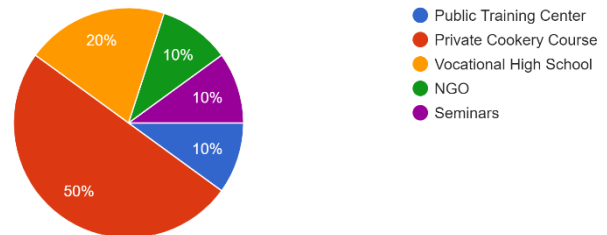
6. Have you received training on culinary sector?
50 responses



7th Section:

The majority of the participants that had a similar training in culinary sector, received classes through private cookery courses (50%) and VET. Under this perspective, Greek partners had identified existing inequalities in welfare states of birth countries of these people, in terms of offering them culinary education.

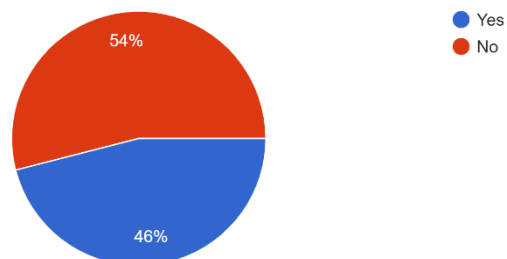
7. Where did you take your training?
10 responses



8th Section:

An interesting fact was that the 46th percent of participants was already employed in the culinary sector, which implies that Greece maybe offers now relevant opportunities to those people.

8. Are you currently employed in culinary sector?
50 responses



9th Section:

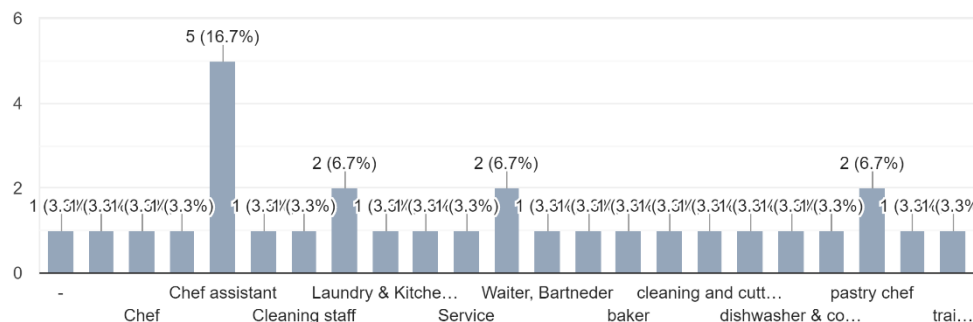
An interesting fact was that the majority desired to receive a culinary lesson, however they did not want to participate in an Erasmus project, since they didn't know the added value of these programmes. Based on this, the partnership should

provide a huge effort, proving that a KA2 project relevant to social inclusion through culinary arts will be indispensable for the employability of these people.

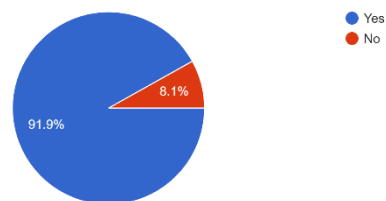
10th Section:

A very interesting section was the positions of participants in the labor market. The majority of them answered that they have worked as chef assistants and laundry staff. Some of them (the 6.7%) are working also as pastry chef. The high number of chefs, implies that the training material should also targets these people.

Position:
30 responses



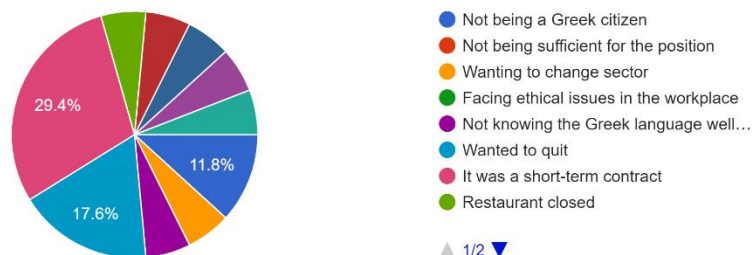
9. Do you think it is beneficial to receive training in culinary sector before working in this field?
37 responses



11th Section:

Unfortunately, the majority of participants have answered that their contract was terminated (almost the 67.6%). From our chart we can analyze that this had happened due to short-term contracts and their willingness to quit, wishing to find something better. Moreover a 11.8% answered that they faced some problems, due to the fact that they were not Greek citizens and language was a necessary skill.

Reason:
17 responses

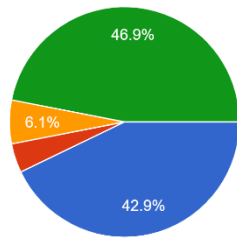


12th Section: Assessment of Soft Skills in Culinary Sector

Based on the self-assessment tool the majority of immigrants, had knowledge on what constitutes a hygienic environment for cooking.

1. What is a hygienic environment?

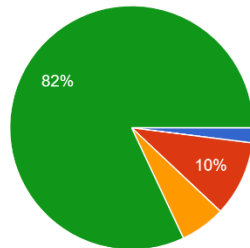
49 responses



- a. Disinfected environment after cleaning a dirty surface
- b. Environment that has cleaned dirty surface
- c. Environment free from oil and dirt
- d. All of the above

7. Which of the following is necessary to produce healthy food?

50 responses



- a. Hygiene of the personnel
- b. Hygiene of the tools and materials
- c. Hygiene of the working environment
- d. All of the above

However, works should be done on the following:

- Personal hygiene in terms of wiping classes before start working
- The status of the material that immigrants will use (i.e to know that kind of material is this)
- The definition of teamwork and leadership as core parts of self-development

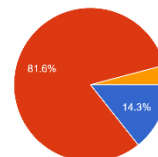
13th Section: Assessment of Intercultural Competence

The majority of participants had reached a very good result on this section. This fact implies that all people regardless of their sex, gender or nationality can be integrated in the host country's ethics and culture. More specifically the highest scores were reached in:

- Foods tailored made to vegan people
- Knowing the ingredients of certain foods

5. Which of the following is not suitable for vegans?

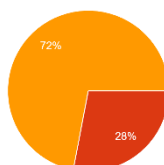
49 responses



- a. Imam baldi
- b. Moussakas
- c. Fresh beans

6. What is the main ingredient of "taramosalata"?

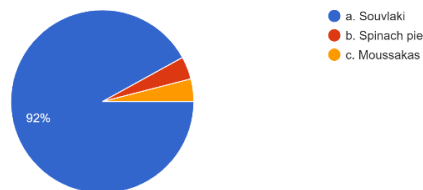
50 responses



- a. Chicken
- b. Meat
- c. Fish

- The famous street foods for Athenians

8. The most famous Greek street food is:
50 responses



Conclusions

Within the scope of IO2, two questionnaires (the one has been a self-assessment tool) have been applied to migrants/refugees in Greece who already work or wish to work in the culinary sector. It should be noticed that many of the adults who participated in the surveys don't own a relevant certificate/diploma and have worked or still working in different posts in the kitchen or tourism sector in general. In addition, many migrants find it difficult to communicate not only in the Greek but also in the English language. Based on the above analysis of the (1) questionnaire and (1) self-assessment tool, the Greek partnership has acknowledged that the modules to be developed in the context of the Cooking Cultures project, should be related to the following topics:

- CV writing & interview preparation
- Intercultural competences in the cooking sector
- Basic Greek language skills
- Sustainable food system
- Culinary arts principles
- Food and beverage management

Furthermore, a questionnaire has been addressed to tutors, teaching in fields related to the culinary and the tourism sector. Tutors' teaching styles and approaches play a very crucial role in the training of migrants/refugees. Therefore, guidelines and contents to be developed, should be related to the following:

- Soft skills/communication skills (so as to be able to communicate more effectively with the migrants).
- Teamwork
- Problem solving
- Social and emotional intelligence
- Cultural competences (so as to be easier to teach effectively someone from a different cultural background).

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