

**TECHNICAL ASSISTANCE ACTION TO SUPPORT TOURISM PLANNING
AND POLICY
FOR THE PROMOTION OF
SUSTAINABLE TOURISM DEVELOPMENT IN GREECE**

**Component III.1.: Reviewing and upgrading the education and training curricula
to revamp Greece's tourism know-how**

Final Report

Component Leaders 3.1.

Dr Stefan Thelen

Dr Georgia Zouni

Professor Dr Andreas Papatheodorou

Component Team Members 3.1.

Professor Dr Paris Tsartas

Dr Dimitrios Stergiou

Mr Konstantinos Kazanas

Mr Vasilis Pergioudakis

Dr Victoria Banti

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Executive Summary

This report contains the results of four (4) deliverables, one for each of the four (4) activities of component 3.1. according to the log frame:

- REVIEW OF THE EDUCATIONAL AND PROFESSIONAL TRAINING INSTITUTIONS (PUBLIC AND PRIVATE) RELATED TO TOURISM IN GREECE AND DEVELOPMENT OF A NATIONAL STRATEGY ON THE SUBJECT
- COMPREHENSIVE PROPOSAL FOR STRENGTHENING THE CURRENT INSTITUTIONAL FRAMEWORK FOR TOURISM IN GREECE
- THE ACTION PLAN
- THE LEGAL/INSTITUTIONAL FRAMEWORK AND THE OPERATIONAL STRATEGIES TO BE FOLLOWED BY ASTE COLLEGES IN GREECE AS AN ACADEMY OF TOURISM STUDIES IN THE CONTEXT OF EITHER AN INDEPENDENT, STAND-ALONE LEGAL ENTITY OR UNDER THE AUSPICES OF A COUNCIL OF VOCATIONAL TOURISM EDUCATION AND TRAINING

The component leaders and team members worked in close cooperation with the relevant General Secretary's Office of Ms. Kourneta who had been informed throughout the process of the work with regard of the developments and achievements. In the tripartite meeting at the end of June the findings of the experts were presented and acknowledged.

The report serves as a further guideline for tackling the most challenging aspects regarding the Tourism Educational Training and leaves concrete proposals to be followed up starting in the immediate future.

List of Abbreviations

- **AEI:** Universities
- **AEN:** Merchant Navy Academies
- **ASTE Colleges:** Advanced Colleges of Tourism Education
- **ASTEK:** Advanced College of Tourism Education of Agios Nikolaos Crete
- **ASTER:** Advanced College of Tourism Education of Rhodes
- **CK:** Constantinos Kalogeorgos (resigned component leader Greece)
- **CRC:** Convention on the Rights of the Child
- **ECHR:** European Convention on the Protection of Human Rights and Fundamental Freedoms
- **EPAS:** Vocational Colleges
- **EU:** European Union
- **ICESCR:** International Covenant on Economic, Social and Cultural Rights
- **IEK:** Post-Secondary Education Institutes of Vocational Training
- **IEP:** Institute of Educational Policy
- **MET:** Hellenic Maritime Education and Training
- **MoA:** Ministry of Rural Development and Foods
- **MoE:** Ministry of Education, Research and Religious Affairs
- **MoT:** Ministry of Tourism
- **OTEK:** Organization of Tourism Education and Training
- **PD:** Presidential Decree
- **PTGA:** Panhellenic Tourist Guide Federation
- **ST:** Dr Stefan Thelen (component leader Austria)
- **TEI:** Technological Education Institution
- **ToT:** Train of Trainer

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**ACTIVITY 3.1.1. REVIEW OF THE EDUCATIONAL AND
PROFESSIONAL TRAINING INSTITUTIONS (PUBLIC AND
PRIVATE) RELATED TO TOURISM IN GREECE AND
DEVELOPMENT OF A NATIONAL STRATEGY ON THE SUBJECT**

1. Executive Summary

This report contains the requested output for Component III.1. surveying the institutions providing professional training and education in tourism fields in Greece. I also contains the studying and mapping of the current situation of tourism training and education by public and private training institutions.¹

The representative survey has been mainly based on qualitative methodology. Two workshops have been held, with the selected stakeholders representing the public and private educational and training institutions using specific questionnaires for the evaluation of the current situation (public and private sectors). Guided group discussions followed, also with a representative selection of stakeholders from the Greek tourism industry. Furthermore two tourism Colleges had been selected and their current situation assessed during a site visit, using a specific questionnaire and qualitative interviews.

The current situation of the Greek tourism training and education sector appears scattered with a number of loose which should be bundled together in the future. Many public and private institutions are involved in education and training, without a clear streamlining. Competencies are held by various public institutions, the Ministry of Tourism and the Ministry of Education, that are the main stakeholders.

A selection of identified shortcoming from the assessments and workshops are:

- Challenges with regard to the recognition of diplomas, titles and certificates for students
- Preparedness of the private schools in comparison to public institutions to react to the global trends
- Lack of cooperation between the educational and training institutions and the tourism operators
- Interconnectivity missing between the market and the students and a lack of training facilities e.g. (laboratories)
- Knowledge gaps of the students with regard to Greek tourism products, infrastructure and geography
- Challenges with regard to the knowledge of foreign language and quality of instruction materials

¹ Referring to the activities of this survey report which took place between October 2016 and February 2017 it has to be noted: The spontaneous resignation of the Greek component leader, Mr. Constantinos Kalogeorgos (CK), lead to a postponement of planned activities and the need of reorganization of the work plan. The non-delivered analysis of his findings and consequently the lack of reporting had to be done additionally by the Austrian component leader 3.1. Dr Stefan Thelen (ST) within and after his short mission in February all alone. A potentially new component leader for 3.1. has been introduced to ST on the last day of his mission and is still pending formal approval.

- Difficulties getting international practice for students and for institutions getting internationally connected
- Quality of the “Hospitality” topic needs to be emphasized and upgraded
- Special subject instructions missing for “niche market” products, e.g. archeological, Spa & Wellness Products, agricultural tourism
- Challenges with regard to continuous education of trainer and lecturers
- Insufficient training and education for the tour guides

Based on the identified challenges, gaps and shortcomings, proposals for improvement can be developed within the next phase. National stakeholders but also possible international cooperation partners for possible team ups should be considered for the future action plan. The public tourism Colleges in Rhodes and Crete remain in the main focus of attention for the next missions and upgrading steps as case examples will be considered in detail. Furthermore the improvement of the Tour Guiding issues and the topic of homologous diplomas and internationally recognized titles should be addressed further with the main stakeholders, especially in cooperation with the Ministry of Education.

2. Methodology

The study and mapping of the current situation of tourism training and education by the public and private institutions of this representative survey has been mainly based on qualitative methodology.

In December 2016 two workshops have been hold (CK) with the selected stakeholders selected from the public and private sector.² Questionnaires have been developed for the participants from the educational and training institutions³. Guided group discussions followed also with a representative selection of stakeholders from the Greek tourism industry.

Furthermore, two public tourism Colleges and one private tourism school had been selected and their current situation assessed during a site visit or interviews with the responsible persons using a specific questionnaire⁴ and qualitative interviews.

² List of participants and selected and invited stakeholders available in ANNEX 1-3.

³ Questionnaire samples handed to the participants from the public and private sector available in ANNEX 4-5.

⁴ Specific Questionnaire developed for the schools in Rhodes and Crete available in the ANNEX 6.

International benchmarks for tourism education as best case practice have been identified.⁵

3. Overview of the Tourism & Training education in Greece

The current situation of the Greek tourism training and education sector appears scattered with a number of loose ends which should be bundled together in the future for the coherent quality to be experienced by the tourist customer and the reassurance of validation of the degrees and diplomas as awarded to the students.

Numerous public and private institutions are involved into education and training – not always there is a clear streamlining. Competencies are held by various public institutions, Ministry of Tourism and Ministry of Education that are the main stakeholders here and appear not to be optimally coordinated.

Private institutions are offering education courses in this sector as well. It is understood that all those curricula have to be approved by the Ministry of Education. The quality of the taught assignments seems to vary significantly depending on the specific institution.

4.1. The Public Institutions⁶

The **Ministry of Tourism** absorbed, according to the Law 4109/2013, the Organization of Tourism Education and Training (O.T.E.K), the specialized Greek state institution that used to provide education and training for professionals in the field of Tourism.

Today, the Ministry of Economy, Development and Tourism (former Ministry of Tourism) is responsible for:

Two Advanced Colleges of Tourism Education in Rhodes (Advanced College of Tourism Education of Rhodes, Dodecanese A.S.T.E.R) and Advanced College of Tourism Education of Crete, Crete (A.S.T.E.K.). With those Colleges, meetings were held during the mission of the Austrian expert. The results of the shortcomings encountered have been evaluated using structured questionnaires⁷ which the directors and their staff have answered.

⁵ As an international benchmark for tourism education in Europe - Austria can be named with the Tourism Schools of Klessheim, Salzburg see <http://en.ts-salzburg.at/locations/klessheim/>. Another important benchmark to mention from Finland would be Haaga-Helia University of Applied Sciences Hotel, Restaurant and Tourism Management <https://www.hosco.com/en/school/haagahelia-university-of-applied-sciences-hotel-restaurant-and-tourism-management> especially for future degrees of university education.

⁶ For a further extended overview, the document “Professional Tourism Education” from the MoT can be found in the ANNEX 7.

⁷ Specific Questionnaire developed for the schools in Rhodes and Crete available in the ANNEX 6.

There are additionally **8 Institutes of Vocational Training** in Anavyssos, Thessaloniki, Heraklion, Rhodes, Kerkira, Argos, Galaxidi and Alexandroupoli.

The “**Initial Vocational Education and Training Employment Organisation**” under the supervision of the Ministry of Labour” runs **13 Vocational training schools (Epas)**⁸. They have programs on “Bakery Pastry”, “Culinary Arts” and “Hotel Related Job Professions” and organize several vocational training programs for unqualified employees, temporarily unemployed professionals in the tourism sector in several cities throughout the country⁹

Two schools for tourist guides which remain closed at present belong to the Ministry of Tourism. The Panhellenic Tourist Guide Federation¹⁰ which attended the workshops has provided a thorough overview of the presently critical situation which hopefully will improve due to the reopening of the schools foreseen in 2017.

The contact with the **Ministry of Agriculture** reported that there are no educational or training activities at present. However, for any further planned action on the topic as a benchmark could be considered for orientation the Italian system of the “agriturismo”¹¹.

4.2. The Private Institutions¹²

The Ministry of Education is in charge of the curricula approval of the private tourism and training institutions. According to the consultations there are 39¹³ private sector vocational training institutions, plus 25 colleges¹⁴ as not fully-recognized “private” or “franchise” universities and 10 public University institutions offering degrees. Recognition of private university degrees so far is not existing.

There are peculiarities with regard to the Greek tourism and training educational system which need more in-depth research and interviews when it comes to the two councils for the individual revalidation of titles and diplomas obtained abroad or those obtained at “private” universities.

⁸ EPAS materials to be uploaded in the drop box when submitted by the institution

⁹ To be assessed further if of interest, using BFI – Berufsförderungsinstitut (Institute for Vocational Training) Austria e.g. as a benchmark.

¹⁰ The document of the Panhellenic Tourist Guide Federation is available in the ANNEX 8.

¹¹ For more information on one of the most advanced rural tourism initiatives see <http://www.agriturismo.it/en/>

¹² Relying on information given by Kappa studies for their premises to be looked into further within the in-depth interviews on the next mission.

¹³ Professional Tourism Education – MoT – Overview available in the ANNEX 7.

¹⁴ Document on the private institutions available in ANNEX 7 as submitted by the Ministry of Education MoE

It appears that some members of the private training and education providers are in a much more flexible position than the public ones when it comes to their potential reactions with respect to global market trends, attract paying students and can amend their curricula and activities much more “market orientated”.¹⁵

Here the feed backs show that global trends are monitored and annually adapted to the Greek market situation. International cooperation within the EU is looked for. Feedback is received by the graduates. Career placement is organized. Language lessons are included into the Curricula, e.g. French and German. Traineeship is carefully monitored with internship supervisors. There is a keenness for intra-institutional cooperation in Greece which is seen as very much needed. The teaching and training personnel appears to be carefully monitored, exams issued by the MoT are taken and ToT measures are considered. Teaching materials appear to be reviewed and adjusted on an annual basis.

¹⁵ Questionnaire Kappa studies and statements made at the workshops

4. Identified Shortcomings

There are certainly economic related implications especially for the public sector when it comes to shortcomings. Public tourism education facilities suffer due to a lack of material resources because of the crisis in Greece, for example the closure of the tour guiding schools, the lack of teaching materials and books at the public tourism Colleges, but there appear also various challenges and gaps due to structural needs and reforms which could be optimized to help to improve the situation of the teaching staff and students in a very near future.

Based on the workshops held in Athens and the site visits and interviews undertaken in Rhodes and Crete the following challenges, gaps and shortcomings have been described by the various stakeholders.

- ❑ A challenge is the recognition of titles and awarded diploma of the public tourism Colleges in the context of European recognition and the validation of titles. Tourism operators see private schools as more prepared to react to the global trends Greece tourism is facing than the public Colleges who are mentioned not having updated their programs since 1993, e.g. language knowledge has been compulsory before 2012 (verified by Rhodes and Crete interviews). Private school directors have the freedom to cooperate with international schools and can better follow the international market.
- ❑ More cooperation of the national tourism stakeholders has been identified as a main issue – at present it is seen as not satisfactory at the national level. A national cooperating body for the stakeholders still is missing.
- ❑ Public Colleges have difficulties in making interconnection between the market and the students. Law No. 4186/2013 obliges them to follow specific guidance of the studies.
- ❑ The public training institutions seem to have a lack of premises or/and quality of premises for practical training, e.g. cooking laboratories etc. The private sector seems to have more possibilities for high level affiliations especially with know how transfers in cooperation with international expertise.¹⁶

¹⁶ Those tendencies have proven the field visit to Rhodes college and the interviews with members from the private schools, e.g. Kappa Studies

- ❑ More knowledge of students is asked for with regard to the local tourism infrastructure, geography and Greek tourism products. They should be communicated to the students plus already a pre- tourism teaching should take place on a preliminary study level.
- ❑ There is an identified need for more language training to be given– educational gaps have been verified.
- ❑ Training practice and traineeship connected to the tourism profession is absolutely needed – the public Colleges used to be forerunners but now have declined. As reasons have been identified the rigid of the law e.g. 4186/2013. So, it is not possible to make the training practice abroad also due to unclear ERASMUS situations of none or not fully approvals.
- ❑ Private schools want to have more knowledge on the new specializations in the markets – new branches of the tourism markets, e.g. niche product exploration when it comes to health spa and wellness and agricultural tourism, guiding archaeological sites.
- ❑ There has been a lack of cooperation stated between all tourism educational and training institutions on a pan Hellenic level.
- ❑ Although admission procedures for the Colleges of tourism are mostly considered as fine by the stakeholders – future admission procedures for necessary (post graduate) international hotel management BA or/and MA programs is not clear
- ❑ With regard to the knowledge level of the instructors and teachers there has been mentioned the need for more academic didactical skills. Gaps between the educator’s knowledge and the low level of certain students would have to be overcome.
- ❑ Instruction materials especially in the public sector have not been updated sufficiently, also there is a challenging topic with the timely delivery of books and teaching materials.
PROPOSAL More electronic platforms for downloads for the students
- ❑ Generally, the tourism profession is not coherently regulated. There is no real certification and diploma guarantee – depending on the reputation of the institutions, students have more or less better chances to find a position in the tourism industry. Students want to be protected when they go to the colleges knowing which courses and titles are recognized by MoE or/and MoT. Clear ECTS structures are missing.

- ❑ A countrywide, homogenous thorough approach assessing the trainer and lecturers in the tourism education is lacking. If the educating personnel does not run feedback on their own – some do it on a voluntarily base - no consequent policy is in use, which makes it difficult for educators also to improve on themselves.
- ❑ Quality of the Hospitality knowledge needs to be upgraded especially within an intercultural context concerning the increasing number of tourists from different nations and their expectations Greece is receiving at present. Motivational aspects of the students with regard to their future profession in this hospitality context also appear to be an issue.
- ❑ Numerous meetings have been taken place between the stakeholders with regard to improvements within the tourism education sector. Participants have been missing concrete monitoring of the results of the meetings and respective follow up of the topics discussed.
- ❑ Tour guides note the decline of the quality of education since OTEK was abolished. There is an insufficient training and education situation for the tour guides which has been explained by the Panhellenic Tour Guide Federation in detail – specifically criticizing the actual “fast track payment” education.¹⁷
- ❑ Stakeholders from the industry state that minimum fees should be paid by the students for all tourism education.
- ❑ New specializations within the tourism education would be needed, e.g. beverage managers, sales managers, and cruise stewards. Greek Professional Organizers of Conferences HAPCO are proposing to create an autonomous department or a higher education or postgraduate studies on the “Organization of Events”, “Conference Event Management and Congress”

5. The way forward- next steps for Activity 3.1.2

Starting the next phase and a next mission formulating proposals should consider the following core issues. It will require the cooperation of a new and formally installed component leader for 3.1. and may also need cross over expertise from component 2. on law and legal implications.

¹⁷ Report on Tourist Guide Training in Greece. The document of the Panhellenic Tourist Guide Federation is available in the ANNEX 8

- In depth study of the legal situation and implications, e.g. Law 4109/2013 and the implications for the advanced public Colleges and needed amendments and/or changes¹⁸
- Consideration of the legal topics concerning the contents of curricula as mentioned by the Pan Hellenic for the tour guiding schools
- Check the opportunities to “learn” and “team up “with institutions of the private sector in combination with a homologous solution of the diplomas and titles.
- Consider the current initiatives within the Hellenic Qualification Framework
- Search clearance with regard to the double responsibility system MoT and MoE (created task force to be contacted)
- Prepare a workshop on best international case practices and proposals
- Arrange a mini workshop between MoE and MoT on future streamlining
- Communicate with the “councils for validation” of individual tourism titles obtained – to clearly identify on the bottleneck being there for years
- Hold consultations and formulate joined proposals to upgrade the 2 public Colleges in Rhodes and Crete trying to show 2 pilot examples in cooperation with suitable private national and international institutions

¹⁸ To be followed up with in-depth interviews in Rhodes and Crete. Legal text to be communicated in English language to the Austrian component leader.

**ACTIVITY 3.1.2. COMPREHENSIVE PROPOSAL FOR
STRENGTHENING THE CURRENT INSTITUTIONAL FRAMEWORK
FOR TOURISM IN GREECE**

1. Executive Summary of Activity 3.1.2

The Comprehensive Proposal for strengthening the current institutional framework for tourism in Greece is presented as the second output according to the log frame component 3.1. As a logical sequence of the results from output No 1 having reviewed the educational and professional training institutions (public and private) related to tourism in Greece proposals for optimization and improvement has been developed. Those are currently under discussion with selected stakeholders and will be followed up by output No. 3, the action plan.

This report is divided into three main sections:

- The first section presents the three columns of specific interest
- Other proposals for optimization and improvement are presented in relation to the results of the previous assessments
- The Structure of the Action Plan

Having discussed the proposals during the findings process with the Ministry of Tourism, three columns of specific interest have been identified for actions to be undertaken in the near future:

1. Tourism Council – this institution could be seen as a holistic driver for the educational sections of the tourism industry and would be the collector of proposals and transformer for realization with all involved stakeholders within a nationwide framework
2. Public Colleges Support – after thorough assessment of those educational institutions which currently are in a declining state, the proposals are limited and would have to be orientated for a realistic implementation start from clearances of inter – ministerial agreements namely between MoT and MoE and structural reform of regulations and necessary amendments to be able to step forward for international cooperation
3. Tour Guide Training and Education – the gap between the stakeholders on the current “emergency” curriculum should be bridged by restructuring the curriculum to a more customer centered and customer communication orientated shortened model which takes into account the topic of serious guest psychology and holistic tour guiding. Proposals from ALL stakeholders should be discussed within the Tourism Educational Council before implementation.

The Structure of the Action Plan is already predesigned and depends with regard to the contents for possible implementation mostly on the ongoing discussions concerning concrete amendments and/or willingness for structural reforms of the current regulations to upgrade especially the chances of the students within a European educational framework.

2. PROPOSAL SECTION 1. The Columns of Main Interest of Greek Tourism Education

A number of recommendations have emerged from the survey on Greek tourism education and training. The main ones are summarized below:

2.1. The formation of a Council of Vocational Tourism Education and Training

The survey highlighted the need¹⁹ to restructure the current system of Tourism Education in Greece, so that the system of the future might be supervised by a single educational body e.g. under the auspices of the Ministry of Tourism.

Thus, a Council of Vocational Tourism Education and Training is proposed to be formed aiming to facilitate and improve the forecasting, strategy development and planning of tourism education in Greece.

The Greek Council of Vocational Tourism Education and Training could complement the work of the Ministry of Tourism by cooperatively proposing tourism educational programs that further improve the vocational training programs in Greece. Here the opportunities for careers and qualified employment in the sector, both in Greece and internationally, could be enhanced.

The Council of Vocational Tourism Education and Training should coordinate with a large spectrum of public and private stakeholders in the planning, development and analysis of education and training. It could do so by bringing together representatives e.g. from employers, trade unions and state institutions – e.g. Ministry of Tourism, Academics, Advanced Colleges of Tourism Education (ASTE), the Greek National Tourism Organization (EOT) the Greek Tourism Confederation (SETE), the Hellenic Chamber of Hotels (XEE), the Hellenic Association of Travel

¹⁹ According to the survey results more cooperation of the national tourism stakeholders has been identified as the main issue – at present it is seen as not satisfactory at the national level.

and Tourist Agencies (HATTA), and the Hellenic Hotel Federation (POX) - to discuss strategic planning of Advanced Colleges of Tourism Education (ASTE).

For example, the strategic development plans of Advanced Colleges of Tourism Education (ASTE) institutions, investments in infrastructure, development of Advanced Colleges of Tourism Education (ASTE) institutions, planning enrolment etc. would have to be revised.

All these bodies would be required to work more closely together with a business development focus designed to upgrade the quality of programs based on an efficient combination of acquiring specialized knowledge and practical skills. Those programs would include a high level of practical work experience and application of modern teaching methods, in addition to necessary contemporary knowledge.

The Council of Vocational Tourism Education and Training should advise the Ministry – among other topics - according to the following:

- To offer training in accordance with both academic and professional state of the art standards – here international benchmarks as identified from Austria would be helpful for orientation.²⁰
- To reflect tourism industry trends and needs for qualified tourism professionals of the future
- To take into account best domestic and international practices in education and training of qualified personnel in other professional fields²¹.
- To forecast future tourism skill needs across the tourism sector, sub-sectors and different occupations

The Council of Vocational Tourism Education and Training should meet regularly several times a year.

In this context, it is also proposed with the foundation of the Tourism Education Council, the creation of a platform where all tourism stakeholders get together to exchange ideas about the tourism industry trends and needs of qualified tourism professionals. This platform could be in the format of an annual International Symposium, e.g. organized by the Ministry of Tourism with an international perspective and also inputs from the international tourism education world. Here invitations should be made to all national tourism educational and tourism industry trade institutions on behalf of the Ministry of Tourism to come to an open minded discussion,

²⁰ E.g. IMC – Krems, Austria

²¹ Private colleges with innovative products, e.g. Kappa Studies in Heraklion, Crete are well worth of consideration

aiming at all Greek tourism sector organizations. The chance will be given to exchange opinions on all the issues related to tourism education and – according to the comments of matching and missing analysis - pivotal action can be undertaken that will shape the future of Greek tourism education.

A benchmarking example to be looked at for orientation might be the Gastvrij Nederland²² - the National Council for tourism, recreation, hotel & catering, and the leisure industry- whose members include the most important hospitality organizations.

2.2. The Upgrading of the Advanced Colleges of Tourist Education (ASTE)

The Advances Colleges of Tourism Education (named ASTER and ATEK), located on Rhodes and Crete respectively, should be improved and upgraded in order to play an important role in Greek tourism education.

Current survey’s findings underline and complement the findings of previous studies by both European Commission latest assessment of the Member States education and training frameworks²³ (2016) and by Greek tourism academia, as well.

According to this European Commission’s study, three important problems were identified in the tourism education frameworks in the Member States as following:

1. The institutional arrangements for Vocational Education and Training (VET) courses, which are often full-time and taught according to a fixed national curriculum, mean that it is often difficult to achieve flexibility in provision and there can be problems in responding to new requirements in the industry.
2. Second, whilst the tutors are usually well-qualified, the Vocational Education and Training (VET) Colleges often have poor infrastructure and lack modern laboratories, equipment, appliances etc.
3. Perceived limited relevance to the labor market. This can be because of difficulties in ensuring that Vocational Education and Training (VET) courses include work placements and/or work-based learning. This can create a vicious circle where employers lack the capacity or the willingness to host VOCATIONAL EDUCATION AND TRAINING (VET) trainees and the training then becomes less relevant to their needs.

²² EU report (2016) Mapping and performance check of the supply side of tourism education and training, available online: http://ec.europa.eu/growth/tools-databases/newsroom/cf/itemdetail.cfm?item_id=8762&lang=en

²³ EU report (2016) Mapping and performance check of the supply side of tourism education and training, available online: http://ec.europa.eu/growth/tools-databases/newsroom/cf/itemdetail.cfm?item_id=8762&lang=en

On the other hand, current survey’s findings come in line also with both the international and Greek published research on the tourism education topic. Specifically, all relevant studies about Greek tourism education status had surveyed or interviewed tourism graduates (Moiras *et al.*, 2004), new tourism professionals in their jobs after graduation (Christou, 1999), and tourism and hospitality managers (Diplari and Dimou, 2010; Prinianaki, 2005), and respondents from diverse tourism sectors (Stergiou and Airey, 2016).

All these studies paint the same picture, that there is a clear mismatch between skills and knowledge required by industry and those provided by educational institutions. In detail, the level of skills and knowledge offered in tertiary education has been found to fall short of the tourism labor market’s requirements, especially when it comes to topics related to marketing, economics, human resources, and computer literacy (Christou, 1999). Taken together they therefore have cumulative validity that compensates for problems in aligning data from the different methods employed. These findings here very much hark back to one of the longstanding issues raised in one of the earliest studies of tourism career profiles and knowledge (Airey and Nightingale, 1981; Petrova 2015) that there is a mismatch between what employers are seeking and what educators are offering.

In response to these structural and quality issues identified in the current survey, there is a call that Advanced Colleges of Tourism Education in Greece need to bridge the gap between what is taught in tourism education and the needs of the industry there is a strong need for increased flexibility in terms of structure, quality and funding possibilities via cooperation with other institutions -firstly and mainly public universities, and afterwards industrial and/ or international institutions.

That cooperation could prove valuable, since it would contribute to tourism education in various ways, including: (a) providing continuous, up-to-date information on new developments in the tourism business; (b) generating advice and feedback on the restructuring of curricula to fit industry’s needs; (c) consultation regarding the development of new specializations in academic programs; and (d) cooperation on industrial placement issues. An example of this, might be the development of jointly designed and delivered degrees and the share of resources are the most evident collaborative activities that can lead to efficient development of teaching material and great accumulation of knowledge and expertise from different perspectives.

As for the structural reforms, according to the recent work by Diplari and Dimou (2010) tourism and hospitality managers’ opinion was that there should be only one supervisory body offering (public) tourism education. For educational programs to be up-to-date and to match the industry’s needs, the contribution of other tourism related authorities, such as the National Tourism Organization, would be useful.

In relation to the curriculum, programs should be based on an efficient combination of acquiring specialized knowledge and practical skills, and whose program would include a high level of practical work experience and application of modern teaching methods, in addition to necessary current knowledge. So, restructuring of academic programs to match industry needs; the improvement of industrial placement conditions and specifications; aiding the evaluation of requirements regarding teaching staff and teaching infrastructure; and providing up-to-date information on personnel needs in the tourism industry. In addition, actions should be made to significantly rely on practical work experience and reflect possibilities for flexible adjustments to market needs for skills, knowledge and competencies that are required in the tourism sector. Moreover, a shift from the current balance away from an educator-centered model to a learner-centered model of tertiary education skills and competencies is highly recommended. The enrichment of the curricula of the Colleges with more management and marketing oriented courses in order to meet the needs of the Greek hospitality market is needed.

There is also a clear view too regarding the need for additional practice-oriented education, which could be done in College labs and through visits to tourism enterprises. In this context, we stress the importance of industrial placement, suggesting that placements should preferably last in some cases twelve months and should provide students with the opportunity to work in various departments within a firm.

Finally, provision could be made for education to be provided flexibly in terms of course length and location in the form of distance and open learning. Developments in ICT have changed the way that tourism services are developed and sold. Many support and administrative roles are disappearing, whilst new occupations (e.g. web-marketing manager) are emerging. Management roles now require much more sophisticated skills in IT and on-line communication. Equally, the demand for higher quality and niche tourism experiences is creating a new demand for specialist skills and specialist occupations. As a result, many tourism courses should become more specialized and diverse. In response, according to an EU report²⁴ (2016), many EU Members Vocational Education and Training (VET) providers have developed new and innovative approaches to work-based learning, including new types of apprenticeship, “exercise” firms that simulate the business environment and employment-training contracts for seasonal workers. EU-funded projects have also helped by developing new tools to recognise learning outcomes, improve the quality of training and support the recognition of qualifications. The Advanced Colleges of Tourism Education in Greece should incorporate such initiatives.

²⁴ EU report (2016) Mapping and performance check of the supply side of tourism education and training, available online: http://ec.europa.eu/growth/tools-databases/newsroom/cf/itemdetail.cfm?item_id=8762&lang=en

In relation to the admission procedures, although admission procedures for the Colleges of tourism are mostly considered as fine by the stakeholders – future admission procedures for necessary (post graduate) international hotel management BA or/and MA programs is not clear. Well-qualified College leavers could apply for admission directly into the first year of some undergraduate tourism programs.

List of possible institutions proposed to be cooperating in Greece:

University of Piraeus, <http://www.unipi.gr/unipi/en/>

University of the Aegean, <http://www.aegean.gr/aegean2/index.html>

Hellenic Open University, <https://www.eap.gr/en/>

List of the possible institutions proposed to be cooperating internationally:

IMC	–	Krems
Austria; https://www.fh-krems.ac.at/en/studying/bachelor/tourism-and-leisure-management/overview/#.WRrEfmiGPIU		

Those international cooperation only would make sense or could be envisaged, if the basic urgently reforming of the Colleges has taken place, namely with regard to

- adequate staffing with regard to the number of teachers, docents
- reestablishing the teaching and learning materials for students
- fully establishing ERASMUS
- solving the administrative and financial hurdles
- autonomization with regard to sufficient funds handling

Thus said, urgent action has to be taken for fully accrediting the Colleges for Erasmus and recognition of the practices obtained by those students seeking them with institutions abroad

Finally, actions should be taken in order that local communities, entrepreneurs and tourism bodies support the ministry’s efforts to improve the educational level of the Colleges and offer better knowledge to the future employees of the tourism industry.

2.3. Restructuring of the Tourist Guide Education

According to survey results, Tour guides note the decline of the quality of education since the Organization of Tourism Education and Training (OTEK) was abolished. There is an insufficient training and education situation for the tour guides – specifically criticizing the actual “fast track payment” education.

Apart from the urgent need for the reopening of the Colleges a course of initiatives should be taken in the direction of a better solution: e.g. the duration of the whole program to be shortened, the program to be updated, more customer-centered courses and more practical ones with regard to customer psychology and soft skills training. Foreign languages should be validated e.g. by accredited national or international institutions. Local and regional needs should be also focused upon. Public-private sector cooperation for the execution of the existing and new programs should be considered.

Actions that have been voiced in detail by the Panhellenic Tourist Guide Federation²⁵ (POXEN) have been examined and parts of them seem to point out in this direction and should be mutually discussed further, e.g. in a Training Committee consisting of all relevant stakeholders.

- To enter the Guides’ Schools, the students should be strictly tested by the corresponding foreign institutes (British, French, German, Spanish, Italian, Russian or by the embassies for the rarely-spoken languages) based on a relevant pass mark e.g. 16/20. So only those who fluently speak foreign languages will be qualified to guide in them.
- Recruitment of trainers to teach future tourist guides should not be by invitation only based on their qualifications, but distinguished professors and lecturers of universities should also be invited.
- The minimum recommended training for tourist guides throughout Europe is determined by the European Committee for Standardisation (CEN) in the drawn and voted European Standard called EN15565:2008. The curriculum of the Guides’ Schools of Greece should be adapted to this standard model, by adding some new common European theoretical subjects and more practical training on-site for the students.

²⁵ All proposals by the Panhellenic Tourist Guide Federation can be tracked at the official website of the Federation: <http://touristguides.gr/en/poxen-en/news/129-degradation-of-tourist-guide-training-in-greece>

3. PROPOSAL SECTION 2. Improvement of Greek Tourism Education in General

Apart from the above discussed main columns of main interest as stated by the Ministry of Tourism, the study revealed several proposals for detected challenges:

3.1 Diploma recognition

A major challenge is the recognition of titles and awarded diploma of the public tourism Colleges in the context of European recognition and the validation of titles. Tourism operators see private schools as more prepared to react to the global trends Greece tourism is facing than the public Colleges who are mentioned not having updated their programs since 1993, e.g. language knowledge has been compulsory before 2012 (verified by Rhodes and Crete interviews). Selected Greek State Universities (University of Piraeus, Aegean University & Hellenic Open University) or some private schools have the freedom to cooperate with international schools and can better follow the international market.

Proposal: As a solution an in-depth analysis of the existing bottlenecks would be needed in a joint venture between Ministry of Education and Ministry of Tourism. After having clearly defined the tasks, the current legislation should be revised and changed accordingly to facilitate students an easier access to the Greek employment market with recognized titles. A joined round table workshop would be strongly recommended to be taking place on a continuous basis²⁶.

Students also are affected by the non-recognition of their student status by the Ministry of Education, that no student card is issued, which gives them benefits and discounts e.g. for their travel from the colleges to their home destinations.

3.2 Curricula Improvements

According to survey results that there is a clear mismatch between skills and knowledge required by industry and those provided by educational institutions. In detail, the level of skills and knowledge offered in tertiary education has been found to fall short of the tourism labor market’s requirements, especially when it comes to topics related to

²⁶ Unfortunately the nominated person from the Ministry of Education was assigned to another project and so far another meeting with a representative has not been taken place.

marketing, management, and digital/ computer literacy. Moreover, materials are not updated or and not delivered in time.

Proposal: In relation to the curriculum, programs should be based on an efficient combination of acquiring specialized knowledge and practical skills, and whose program would include a high level of practical work experience and application of modern teaching methods, in addition to necessary current knowledge. So, restructuring of academic programs to match industry needs; the improvement of industrial placement conditions and specifications; aiding the evaluation of requirements regarding teaching staff and teaching infrastructure; and providing up-to-date information on personnel needs in the tourism industry. In addition, actions should be made to significantly rely on practical work experience and reflect possibilities for flexible adjustments to market needs for skills, knowledge and competencies that are required in the tourism sector. Moreover, a shift from the current balance away from an educator-centered model to a learner-centered model of tertiary education skills and competencies is highly recommended. The enrichment of the curricula of the Colleges with more management and marketing oriented courses in order to meet the needs of the Greek hospitality market is needed.

Here also specific classes and a need of tourism language instruction according to the market needs especially in French, German and Russian should be envisaged.

With regard to Instruction materials, more electronic platforms for downloads for the students should be established.²⁷

Committees for quality assurance at each college should be founded, providing structural evaluation and feedback programs.

Proposals and comments from the Crete College received and are under evaluation²⁸.

3.3 Cooperation of National Stakeholders

During the conducted workshops with the industry it became clear more cooperation of the national tourism stakeholders is needed – at present it is seen as not satisfactory at the national level. A national cooperating body for the stakeholders still is missing.

²⁷ An especially threatening situation has been identified in the Public College of the MoT. According to the director – there have been no books for the students since 4 years already.

²⁸ See document in ANNEX 1.

Improvement of monitoring of meetings' results and feedback of the different institution would be needed.

Numerous meetings have been taken place between the stakeholders with regard to improvements within the tourism education sector. Participants have been missing concrete monitoring of the results of the meetings and respective follow up of the topics discussed.

Proposal: As a already mentioned solution the foundation of a council for tourism education - see proposal No. 1 of this report- could be established by the Ministry of Tourism. Here it will be of importance that the diverse members of the tourism industry as a whole are invited for active participation. Furthermore a consequent follow up of relevant proposals from the industry has to be taken into account timely, analytically and disseminated with regular communication to the members and progresses various times in the year also should be presented in a nationwide event.

As a platform it could be combined with an annual international Symposium. This also would support cooperation between educational institutions and tourism bodies and authorities (both state-owned and private-sector), including tourism enterprise and hotel associations, labor unions, and national and local tourism organizations.

3.4 Public Schools and Colleges

Public schools have difficulties in making interconnection between the market and the students. Law No. 4186/2013 obliges them to follow specific guidance of the studies. The public training institutions seem to have a lack of premises or/and quality of premises for practical training, e.g. cooking laboratories etc.

Several Greek Universities (e.g University of Piraeus, Aegean University & Hellenic Open University), International Institutions and some institutions of the private sector seem to have more possibilities for high level affiliations especially with know how transfers in cooperation with international expertise²⁹.

²⁹ List of possible institutions proposed to be cooperating in Greece:

University of Piraeus, <http://www.unipi.gr/unipi/en/>

University of the Aegean, <http://www.aegean.gr/aegean2/index.html>

Also training practice and traineeship connected to the tourism profession is absolutely needed – the public Colleges used to be forerunners but now have declined. As reasons have been identified by the College Directors the rigid of the law e.g. 4186/2013. So it is not possible to make the training practice abroad also due to unclear ERASMUS situations of none or not fully approvals.

Proposal: As a solution it is proposed to make a pilot case example with the 2 existing Colleges of the Ministry of Tourism in Rhodes and Crete. There should be a full Erasmus recognition for the students.

Further in Rhodes it will need an in-depth analysis with regard to the restructuring of the premises with regard to the practical teaching and training facilities, e.g. in Rhodes the kitchen laboratories as well as the dormitories have been disabled. Here the question has to be discussed preliminary if the Colleges should remain under the jurisdiction and administration of the Ministry of Tourism or/and if it is not recommendable to team up with national private institutions and international institutions to create win-win situations through joint ventures. The underlying and to be solved question is – how would the funding for such actions will be possible, e.g. with public-private partnerships or else.

The curricula should be revised accordingly and legislation accordingly to allow the colleges more autonomy e.g. creating new careers with respective co-financiation.

Laws and regulations which are obstructing the free movement of students with regard to internationalizing should be revised, amended and changed. Further proposals for

Hellenic Open University, <https://www.eap.gr/en/>

List of the possible institutions proposed to be cooperating internationally:

IMC – Krems

Austria; <https://www.fh-krems.ac.at/en/studying/bachelor/tourism-and-leisure-management/overview/#.WRrEfmjGPIU>

Tourism school Klessheim; <http://en.ts-salzburg.at/locations/ith/>

FH

Salzburg; <http://www.fh-salzburg.ac.at/en/disciplines/business-and-social-sciences/bachelor-innovation-management-im-tourismus/degree-programme/>

changes should be asked to in a roundtable workshop of the Ministry of Tourism with the heads of the colleges.

3.5 Knowledge of Greek Tourism Products and Languages for students

From the workshops with the tourism industry it became clear, that more knowledge of students is asked for with regard to the local tourism infrastructure, geography and Greek tourism products. Knowledge should be communicated to the students plus already a pre- tourism teaching should take place on a preliminary study level. There is also an identified need for more language training to be given– educational gaps have been verified.

Proposal: The tourism education council should address this topic in a first meeting and organize a task force on it from several stakeholders, including those participants from the Ministry of Tourism and Ministry of Education plus members from the tourism industry. Needs should be defined in joined procedures taking into consideration the expectations of the tourism industry from the students. With regard to the languages in a joined effort of the stakeholders for specific classes should be considered.

3.6 Knowledge new products and market specialization

Private schools want to have more knowledge on the new specializations in the markets – new branches of the tourism markets. E.g. niche product exploration when it comes to health and spa etc.

New specializations within the tourism education are needed and asked for by the tourism industry.

New specializations within the tourism education would be needed, e.g. beverage managers, sales managers, and cruise stewards. Greek Professional Organizers of Conferences HAPCO are proposing to create an autonomous department or a higher education or postgraduate studies on the “Organization of Events”, “Conference Event Management and Congress”

Proposal: Here the Tourism Educational Council with a market watch group could look into the topics of internationalization also reviewing mechanisms for disseminating information about skills on the latest tourism issues. As a concrete example the suggested future curricula of “island hiking guides Crete” could be taken into account for a public or/and private educational institution.

Identify the new specializations from a) survey results, b) EU mapping skills report. Partnership with the industry is also required in order to bring first-hand expertise and knowledge into the traditional instructions.

3.7 Cooperation of all Tourism Education institutions - Quality of the Hospitality knowledge to be upgraded

There has been a lack of cooperation stated between all tourism educational and training institutions on a pan Hellenic level.

Quality of the hospitality knowledge needs to be upgraded especially within an intercultural context concerning the increasing number of tourists from different nations and their expectations Greece is receiving at present. Motivational aspects of the students with regard to their future profession in this hospitality context also appear to be an issue.

Proposal: The perfect solution for this would be the Tourism Educational Council which brings together all the different stakeholders.

Furthermore the connecting with global centers of excellence in education should be achieved. Establish a methodology to consolidate performance check of tourism education and to identify priorities and actions should be rolled out. Information about skills needs and effective approach to skills development in the tourism sector through relevant existing mechanisms should be tried (e.g. Virtual Tourism Observatory³⁰, EU skills)

³⁰ The European Commission's Virtual Tourism Observatory (VTO) aims to support policy makers and businesses develop better strategies for a more competitive European tourism sector. The Virtual Tourism Observatory provides access to a broad collection of information, data and analysis on current trends in the tourism sector. It includes the latest available figures on the sector's trends and volumes, economic and environmental impact, and the origin and profile of tourists. More information and data on the VTO website: <https://ec.europa.eu/growth/tools-databases/vto/>

3.8 Admission procedures for future Post Graduate, BA, MA Programs – Tourism Titles

Although admission procedures for the public Colleges of tourism are mostly considered as fine by the stakeholders – future admission procedures for necessary (post graduate) international hotel management BA or/and MA programs are not clear. Also the college in Crete states a high increase with regard to admissions within the last years and not enough lecturers and materials for them.

Generally the tourism profession is not coherently regulated. There is no real certification and diploma guarantee – depending on the reputation of the institutions, students have more or less better chances to find a position in the tourism industry. Students want to be protected when they go to the colleges knowing which courses and titles are recognized by Ministry of Education or/and Ministry of Tourism. Clear ECTS structures are missing.

Proposal:

Option 1 would be an admission committee to be created concerning new and stricter evaluation criteria to limit the number of public students.

Option 2 would be to check on the possibilities for a flexible education system based on international benchmarks.

In any case cooperation between MoT and MoE is needed with regard to the recognition of titles of the tourism profession e.g. the colleges in Rhodes and Crete.

Generally tourism titles should be coherently regulated when it comes to the issue of recognition.

In order to examine the structural reforms that can address the identified challenges, several European and national sources are examined, e.g.

- Several EU reports³¹ on what EU countries have done in the last two years to review their national regulation and on what they propose in terms of regulatory reform,
- The national procedure of for degree recognition by the Hellenic National Academic Recognition and Information Center³² (a body supervised by Ministry of Education)
- With the Ministry of Tourism lawyers.

³¹Link: http://ec.europa.eu/growth/tools-databases/newsroom/cf/itemdetail.cfm?item_id=8592

³² <http://www.doatap.gr/en/>

3.9 Academic didactical skills

With regard to the knowledge level of the instructors and teachers there has been mentioned the need for more academic didactical skills.

Gaps between the educator’s knowledge and the low level of certain students would have to be overcome. A complementary topic is the lack of assessing lecturers in the tourism education. A countrywide, homogenous thorough approach assessing the trainer and lecturers in the tourism education is lacking. If the educating personnel do not run feedback on their own – some do it on a voluntarily base - no consequent policy is in use which makes it difficult for educators also to improve on themselves.

Proposal: Aptitudes and abilities of both a prospective and an in-service teacher focus should be enhanced, which contribute decisively to the lesson’s effectiveness. Here yearly specific courses could be offered with international exchange programs through the tourism education council.

A thorough review process should be required and quality assessment done by each institution individually. Train of Trainers program (ToT) could be initiated using international best case practices to be started with the help of the tourism council.

3.10 Tour Guides training improvement

Tour guides note the decline of the quality of education since OTEK was abolished. There is an insufficient training and education situation for the tour guides which has been explained by the Panhellenic Tour Guide Federation in detail – specifically criticizing the actual “fast track payment” education.

Proposal: Apart from the urgent need for the reopening of the Colleges a course of initiatives should be taken in the direction of a better solution: e.g. the duration of the whole program to be shortened, the program to be updated, more customer-centered courses and more practical ones with regard to customer psychology and soft skills training. Foreign languages should be validated e.g. by accredited national or international institutions. Local and regional needs should be also focused upon. Public-private sector cooperation for the execution of the existing and new programs should be considered. More about this topic at main column of interest No3.

4. SECTION 3. Action Plan Structure

The Action Plan as deliverable 3 according to the log frame is under preparation and is structured in three columns:

- Proposal – Solution approach
- Comments from the stakeholders
- Actions, logical timing and resources

ACTIVITY 3.1.3. ACTIONPLAN

1. Executive Summary

Following the logic of the results of the previous steps – the assessments and the proposals – the action plan serves as a business plan outline especially for the 2 most important pillars to focus upon on earliest convenience:

- Foundation of the Tourism Educational Council, and the
- Upgrading of the 2 Colleges in Crete and Rhodes.

To bundle the loose ends within the Greek Tourism Educational System it has been agreed with the General Secretary in the Ministry of Tourism that the foundation of a Tourism Educational Council will be helpful and the Ministry of Tourism will take the lead in this initiative.

Approaching from a business plan outline point of view, as a first step the complete list of objectives and tasks should be defined within the MoT and a responsible representative would have to be named. Second the list of involved stakeholders should be revised and completed. Third the funds for all initiatives planned have to be assured and assigned. As a fourth step, an electronic platform should be established for easy and low-cost registration and communication between the stakeholders and a cloud for documentation of all initiative. As a fifth step, a founding roundtable with the stakeholders should be initiated. Sixth: On an annually basis an event, e.g. a tourism educational congress with national and international participation should be planned.

The steps for the second column, “upgrading of the colleges in Rhodes and Crete” should be undertaken as following:

Step 1: Invitation of the directors from both colleges for a joined discussion of steps and proposals with the responsible person in charge in Athens.

Step 2: Joined meeting with the directors and the representatives of the MoT with a high-ranking person in the Ministry of Education to upgrade the colleges towards the status of an academy.

Step 3: Inventory list from each college indicating the immediate financial needs for actions to be split into “essentials” e.g. teaching materials, electronic platform, etc. and “desired”, budget for the ToT measures of the personnel etc.

Step 4: Upgrading the teaching materials and revision of the premises to recover relevant areas, e.g. in Rhodes the cooking laboratories.

Step 5. After upgrading to academy status negotiations with international institutions for new and advance courses and curricula, especially in the BA sector, e.g. with Salzburg Klessheim Hotel Schools and Salzburg FH University programs.

All other recommended action, also regarding the initiatives for the Tour Guide Education Programs can be found in the following grid in the next section.

2. Main Actions to be taken – Business Plans Outline

Topic & Proposal	Actions to be taken – Business Plans Outline	Timing & Responsibilities	Resources & Stakeholders	Comments
1. Formation of a Council of Vocational Tourism Education and Training	1. Definition of a “task force” in the MoT; Definition of Mission and Objectives, Stakeholders, participants and invitation of representatives 2. the creation of a platform where all tourism stakeholders get together to exchange ideas about the tourism industry trends and needs of qualified tourism professionals. This platform could be in the format of an annual International Symposium, e.g. organized by the Ministry of Tourism with an international perspective and also inputs from the international tourism education world. Here invitations should be made to all national tourism educational and tourism industry trade institutions on behalf of the Ministry of Tourism to come to an open minded discussion, aiming at all Greek tourism sector organizations.	To be defined by MoT, e.g. October 2017; 1st founding meeting (Invitation by MoT) Person nominated in charge: ? The Council of Vocational Tourism Education and Training should meet regularly several times a year.	See annex 1, e.g. from employers, trade unions and state institutions – e.g. Ministry of Tourism, Academics, Advanced Colleges of Tourism Education (ASTE), the Greek National Tourism Organization (EOT) the Greek Tourism Confederation (SETE), the Hellenic Chamber of Hotels (XEE), the Hellenic Association of Travel and Tourist Agencies (HATTA), and the Hellenic Hotel Federation (POX). All stakeholders as invited for the workshops Funding could be thought of by private public partnership	A strong task force in the MoT would have to be nominated in addition to a permanent counterpart in the Ministry of Education; A balanced mix of the private and public sector would be needed to match the expectations as formulated by the participants of the workshops from the private and public sector. A benchmarking example to be looked at for orientation might be the Gastvrij Nederland³³ - the National Council for tourism, recreation, hotel & catering, and the leisure industry- whose members include the most important hospitality organizations.

³³ EU report (2016) Mapping and performance check of the supply side of tourism education and training, available online: http://ec.europa.eu/growth/tools-databases/newsroom/cf/itemdetail.cfm?item_id=8762&lang=en

2. Upgrading of the Advanced Colleges of Tourist Education	1. MoT to decide which is the desired educational character the ASTE to have: to be a Higher (most Advanced and Academic) or a Vocational Institution? 2. In relation to the answer to the above question, 3 alternatives-and actions- are identified: OPTION 1 – ASTE Colleges to be provide Higher Tourism Education Supervision body: MoE according to constitutional Law that determines that all Higher Education institutes are supervised by the MoE. Structural changes: Structured under a University Proposed actions: the program should be 4 years and upgraded OPTION 2 – ASTE Colleges to provide Vocational Tourism Education as an independent Academy Supervision body: MoT Structural changes: Structured as Academies eg. Academy of Nautical Studies and other	Immediate action should be taken by the MoT as it is understood the 2 public Colleges will remain under their auspices. Option 2 found to be the best one by the experts and option 3 found to be the most feasible one according the legal analyses-see annex 2-and the comments by General Secretary)	Considering public private partnerships and support from the tourism entrepreneurial sector. Create sources of income through internationalization of project work, exchanges and additional classes. With regard to Internationalization a joined venture program e.g. with Klessheim Tourism schools would be helpful and could be initiated. List of possible institutions proposed to be cooperating in Greece: University of Piraeus, http://www.unipi.gr/unipi/en/ University of the Aegean, http://www.aegean.gr/aegean2/index.html Hellenic Open University, https://www.eap.gr/en/ List of the possible institutions pro	The education at these Colleges at present does not appear to be matching the required standards due to a lack of under-staffing and unbalance with regard to materials (not) provided to the students. So, restructuring of academic programs is advised to match industry needs; the improvement of industrial placement conditions and specifications; aiding the evaluation of requirements regarding teaching staff and teaching infrastructure; and providing up-to-date information on personnel needs in the tourism industry. In addition, actions should be made to significantly rely on practical work experience and reflect possibilities for flexible adjustments to market needs for skills, knowledge and competencies that are required in the tourism sector. The enrichment of the curricula of the Colleges with more management and marketing oriented courses in order to meet the needs of the
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	4-5 National Academies, that are not under the supervision of MoE. Proposed actions: the program should remain 3 years New addition requirements (not via National Exams)- maybe in relation to IEK 2 years studies. Here a close coordination with the MoE will be needed as discussed in the tripartite meeting between MoT, the experts and the EU representative. OPTION 3 – ASTE Colleges to provide Vocational Tourism Education run by a Council of Tourism Education Supervision body: MoT Proposed actions: the program should remain 3 years Actions: Round table with the heads of the Colleges in the MoT to agree on tackling the needs of 1st importance (e.g. staff & materials) and 2nd importance (development programs for the staff, reactivation of parts of the premises).		posed to be cooperating internationally: IMC – Krems Austria; https://www.fh-krems.ac.at/en/studying/bachelor/tourism-and-leisure-management/overview/#.WRrEfmigPIU	Greek hospitality market is needed. There is also a clear view too regarding the need for additional practice-oriented education, which could be done in College labs and through visits to tourism enterprises. In this context, we stress the importance of industrial placement, suggesting that placements should preferably last in some cases twelve months and should provide students with the opportunity to work in various departments within a firm.
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3. Restructuring of the Tourist Guide Education	A round table from all sides, namely associations, University institutions, MoT should be made to decide on the next steps. The minimum recommended training for tourist guides throughout Europe should be taken into consideration, as is determined by the European Committee for Standardisation (CEN) in the drawn and voted European Standard called EN15565:2008.	Pending urgently at earliest convenience by MoT	POXEN, Universities, a representative through support of the Austrian WKO could be invited for best practice inputs and moderation see http://www.freizeitbetriebe-wien.at/guides/ Sponsoring through the Austrian chamber of economics to be checked	Apart from the urgent need for the reopening of the Colleges a course of initiatives should be taken in the direction of a better solution: e.g. the duration of the whole program to be shortened, the program to be updated, more customer-centered courses and more practical ones with regard to customer psychology and soft skills training. Here it should be thought of a more customer psychology and client hospitality and communication orientated training model than an over-academic one. Foreign languages should be validated e.g. by accredited national or international institutions. Local and regional needs should be also focused upon. Public-private sector cooperation for the execution of the existing and new programs should be considered.

OTHER Topics				
Diploma Recognition	Find a permanent counterpart in the MoE A joined round table workshop would be strongly recommended to be taking place on a continuous basis. Joined decision to be found together with the colleges involved	MoT to initiate the process to be followed up together with MoE	College Directors Crete and Rhodes; Student delegations from the Colleges; MoT; MoE	One of the first outputs should be the issuing of a student discount card for the college students. Selected Greek State Universities (University of Piraeus, Aegean University & Hellenic Open University) or some private schools have the freedom to cooperate with international schools and can better follow the international market. So, a collaboration with such institutions should be examined.
Curricula Improvements	Joined meeting with the directors of the colleges; Update the Curricula with electronic platforms according to standards	MoT to initiate	College Directors; MoT;	A shift to meeting the tourism labor market's requirements, especially when it comes to topics related

				to marketing, management, and digital/ computer literacy is highly recommended. The enrichment of the curricula of the Colleges with more management and marketing oriented courses in order to meet the needs of the Greek hospitality market is needed. With regard to Instruction materials, more electronic platforms for downloads for the students should be established. Here e-learning solutions should be thought of to provide the students again with – non costly – teaching materials after three years.
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				Committees for quality assurance at each college should be founded, providing structural evaluation and feedback programs.
Cooperation of National Stakeholders	Cover this topic through the newly founded tourism educational council	MoT to initiate at earliest convenience	See annex list 1	The momentum of the workshops which have taken place in autumn 2016 could be positively followed up. As a platform it could be combined with an annual international Symposium.
Public Colleges & Colleges	See topic 2 and the solution approaches	See topic 2	See topic 2	See topic 2
Knowledge of Greek Tourism Products and Languages for Students	Organize a task force on it from several stakeholders, including those participants from the Ministry of Tourism and Ministry of Education plus members from the tourism industry. Needs should be defined in joined procedures taking into consideration the expectations of	MoT to initiate	Principally all stakeholders from the Tourism Industry; international EU project cooperation to be checked for the languages topic.	This topic would be ideal to be followed up through an international joint venture with several EU member countries institution based on already existing programs, e.g. https://ied.eu/join-the-pilot-process-of-the-project-enjoy-language-in-tourism/

	the tourism industry from the students. With regard to the languages in a joined effort of the stakeholders for specific classes should be considered. Seek international cooperation on this topic			List of possible institutions proposed to be cooperating in Greece: University of Piraeus, http://www.unipi.gr/unipi/en/ University of the Aegean, http://www.aegean.gr/aegean2/index.html Hellenic Open University, https://www.eap.gr/en/ List of the possible institutions proposed to be cooperating internationally: IMC – Krems Austria; https://www.fh-krems.ac.at/en/studying/bachelor/tourism-and-leisure-management/overview/#.WRrEfmIGPIU
Knowledge new products and market specialization	Include this topic into the activities of the tourism educational council – ideally on the annual event where international participants could introduce best practices Identify the new specializations also from a) survey results, b) EU mapping skills report.	Tourism Educational Council	Stakeholders from the tourism industry and the tourism colleges	Ideally this could be supported by joined ventures between the public and private sector, asking for financial support for such activities to the tourism entrepreneurs

Cooperation of all Tourism Education institutions – Quality of the Hospitality knowledge to be upgraded	Include this topic into the activities of the tourism educational council – ideally on the annual event where international participants could introduce best practices. Establish a methodology to consolidate performance check of tourism education and to identify priorities and actions should be rolled out.	Tourism Educational Council	Stakeholders from the tourism industry and the tourism colleges	Furthermore the connecting with global centers of excellence in education should be achieved. Information about skills needs and effective approach to skills development in the tourism sector through relevant existing mechanisms should be tried. A feasible approach could be the interconnection with global centres of excellence and the Virtual Tourism Observatory ³⁴ , EU.
Admission procedures for future BA, MA programs	Streamline with the MoE the prerequisites for nationwide solution of the BA and MA programs	MoT and MoE	Stakeholders from the public and private colleges	The uniformity of all courses and titles according to a regulated ECTS based system would be helpful also with regard to international acceptance of the studies. In order to examine the structural reforms that can address the

³⁴ The European Commission's Virtual Tourism Observatory (VTO) aims to support policy makers and businesses develop better strategies for a more competitive European tourism sector. The Virtual Tourism Observatory provides access to a broad collection of information, data and analysis on current trends in the tourism sector. It includes the latest available figures on the sector's trends and volumes, economic and environmental impact, and the origin and profile of tourists. More information and data on the VTO website: <https://ec.europa.eu/growth/tools-databases/vto/>

				identified challenges, several European and national sources should be further examined, e.g. -Several EU reports³⁵ on what EU countries have done in the last two years to review their national regulation and on what they propose in terms of regulatory reform, - The national procedure of for degree recognition by the Hellenic National Academic Recognition and Information Center³⁶ (a body supervised by Ministry of Education)
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³⁵Link: http://ec.europa.eu/growth/tools-databases/newsroom/cf/itemdetail.cfm?item_id=8592

³⁶ <http://www.doatap.gr/en/>

Academic didactical skills of instructors and teachers	Initiate a nationwide evaluation and feedback program – obligatory for all tourism educational institutions	MoT and MoE	Stakeholders from the public and private colleges	Chances for ToT – train of trainer programs should be organized through the Tourism Educational Council. Aptitudes and abilities of both a prospective and an in-service teacher focus should be enhanced, which contribute decisively to the lesson’s effectiveness. Here yearly specific courses could be offered with international exchange programs through the tourism education council.
Tour Guides Training Improvement	See topic 3	See topic 3	See topic 3	See topic 3

3. Business Plan Outline “Council of Vocational Tourism Education and Training”

A Greek Council of Vocational Tourism Education and Training is proposed to be formed aiming to facilitate and improve the forecasting, strategy development and planning of tourism education in Greece.

The Council of Vocational Tourism Education and Training could complement the work of the Ministry of Tourism by cooperatively proposing tourism educational programs that further improve the vocational training programs in Greece. Here the opportunities for careers and qualified employment in the sector, both in Greece and internationally, could be enhanced.

A strong task force in the Ministry of Tourism would have to be nominated in addition to a permanent counterpart in the Ministry of Education.

A balanced mix of the private and public sector would be needed to match the expectations as formulated by the participants of the workshops from the private and public sector.

The proposed action plan is:

1. Definition of a “task force” in the MoT; Definition of Mission and Objectives, Stakeholders, participants and invitation of representatives

The Council of Vocational Tourism Education and Training should coordinate with a large spectrum of public and private stakeholders in the planning, development and analysis of education and training. It could do so by bringing together representatives e.g. from employers, trade unions and state institutions – e.g. Ministry of Tourism, Academics, Advanced Colleges of Tourism Education (ASTE), the Greek National Tourism Organization (EOT) the Greek Tourism Confederation (SETE), the Hellenic Chamber of Hotels (XEE), the Hellenic Association of Travel and Tourist Agencies (HATTA), and the Hellenic Hotel Federation (POX) - to discuss strategic planning of Advanced Colleges of Tourism Education (ASTE).

All these bodies would be required to work more closely together with a business development focus designed to upgrade the quality of programs based on an efficient combination of acquiring specialized knowledge and practical skills.

The Council of Vocational Tourism Education and Training should meet regularly several times a year.

Funding could be thought of by private public partnership.

The start of the project to be defined by MoT, e.g. October 2017; and the 1st founding meeting should be set by invitation by MoT.

As a first step the complete list of objectives and tasks should be defined within the MoT and a responsible representative would have to be named.

Second the list of involved stakeholders should be revised and completed.

Third the funds for all initiatives planned have to be assured and assigned.

As a fourth step an electronic platform should be established for easy and low cost registration and communication between the stakeholders and a cloud for documentation of all initiative. As a fifth step a founding roundtable with the stakeholders should be initiated.

Sixth: On an annually basis an event, e.g. a tourism educational congress with national and international participation should be planned.

2. The creation of a platform where all tourism stakeholders get together to exchange ideas about the tourism industry trends and needs of qualified tourism professionals.

This platform could be in the format of an annual International Symposium, e.g. organized by the Ministry of Tourism with an international perspective and also inputs from the international tourism education world. Here invitations should be made to all national tourism educational and tourism industry trade institutions on behalf of the Ministry of Tourism to come to an open minded discussion, aiming at all Greek tourism sector organizations.

The chance will be given to exchange opinions on all the issues related to tourism education and – according to the comments of matching and missing analysis - pivotal action can be undertaken that will shape the future of Greek tourism education.

A benchmarking example to be looked at for orientation might be the Gastvrij Nederland³⁷ - the National Council for tourism, recreation, hotel & catering, and the leisure industry- whose members include the most important hospitality organizations.

³⁷ EU report (2016) Mapping and performance check of the supply side of tourism education and training, available online:

http://ec.europa.eu/growth/tools-databases/newsroom/cf/itemdetail.cfm?item_id=8762&lang=en

“Gastvrij Nederland” is the National Council for tourism, recreation, hotel & catering, and the leisure industry whose members include the most important hospitality organisations are members of this council (for a list see annex B). The council published a ‘sector or industry vision’ in which it emphasises the importance of the industry for the labour market. It also emphasises that the quality of the service level within the industry can still be improved. There is a need for a future-proof labour market and education policy especially in the light of the forthcoming rejuvenation and ageing of this labour market. It furthermore states that although the industry invests a lot of time and energy on collaboration with education institutes, the various (levels of) education still lack a satisfactorily connection with the industry/labour market (Nederland & Nationale Raad toerisme, 2011). In the subsequent report (Gastvrijheidseconomie, 2014) the executive board of this Council published the need for a Human Capital agenda focussing on lifelong learning in the industry.

The planning for 2015 foreseed the setting up of such a programme (personal communication with one of the Topteam members). The Centre of Expertise Tourism & Leisure will be in the lead of this programme. Other participating stakeholders are:

- Education institutes at middle and higher vocational level (MBO and HBO);
- Industry associations;
- Employers;
- Employees; and
- Trade unions.

4. Business Plan Outline “Upgrading of the ASTE Colleges in Crete and Rhode”

The Advanced Colleges of Tourism Education (named ASTER and ATEK), located on Rhodes and Crete respectively, should be improved and upgraded in order to play an important role in Greek tourism education.

The education at these Colleges at present does not appear to be matching the required standards due to a lack of under-staffing and unbalance with regard to materials (not provided to the students). So, restructuring of academic programs is advised to match industry needs; the improvement of industrial placement conditions and specifications; aiding the evaluation of requirements regarding teaching staff and teaching infrastructure; and providing up-to-date information on personnel needs in the tourism industry. In addition, actions should be made to significantly rely on practical work experience and reflect possibilities for flexible adjustments to market needs for skills, knowledge and competencies that are required in the tourism sector. The enrichment of the curricula of the Colleges with more management and marketing oriented courses in order to meet the needs of the Greek hospitality market is needed.

There is also a clear view too regarding the need for additional practice-oriented education, which could be done in College labs and through visits to tourism enterprises. In this context, we stress the importance of industrial placement, suggesting that placements should preferably last in some cases twelve months and should provide students with the opportunity to work in various departments within a firm.

The proposed courses of actions – action plan- are the following:

1. MoT to decide which the desired educational character the ASTE to have is: to be a Higher (most Advanced and Academic) or a Vocational Institution?

2. In relation to the answer to the above question, 3 alternatives-and actions- are identified:

OPTION 1 – ASTE Colleges to be provide Higher Tourism Education

Supervision body: MoE according to constitutional Law that determines that all Higher Education institutes are supervised by the MoE.

Structural changes: Structured under a University

Proposed actions: the program should be 4 years and upgraded

OPTION 2 – ASTE Colleges to provide Vocational Tourism Education as an independent Academy

Supervision body: MoT

Structural changes: Structured as Academies eg. Academy of Nautical Studies and other 4-5 National Academies, that are not under the supervision of MoE.

Proposed actions: the program should remain 3 years

New addition requirements (not via National Exams)- maybe in relation to IEK 2 years studies.

Here a close coordination with the MoE will be needed as discussed in the tripartite meeting between MoT, the experts and the EU representative.

OPTION 3 – ASTE Colleges to provide Vocational Tourism Education run by a Council of Tourism Education

Supervision body: MoT

Proposed actions: the program should remain 3 years

Actions: Round table with the heads of the Colleges in the MoT to agree on tackling the needs of 1st importance (e.g. staff & materials) and 2nd importance (development programs for the staff, reactivation of parts of the premises).

Immediate action should be taken by the MoT as it is understood the 2 public Colleges will remain under their auspices.

Option 2 found to be the best one by the experts and option 3 found to be the most feasible one according the legal analyses- see annex 2- and the comments by General Secretary.

Considering public private partnerships and support from the tourism entrepreneurial sector. Create sources of income through internationalization of project work, exchanges and additional classes.

With regard to Internationalization a joined venture program e.g. with Klessheim Tourism schools would be helpful and could be initiated.

List of possible institutions proposed to be cooperating in Greece:

University of Piraeus, <http://www.unipi.gr/unipi/en/>

University of the Aegean, <http://www.aegean.gr/aegean2/index.html>

Hellenic Open University, <https://www.eap.gr/en/>

List of the possible institutions proposed to be cooperating internationally:

IMC – Krems

Austria; <https://www.fh-krems.ac.at/en/studying/bachelor/tourism-and-leisure-management/overview/#.WRrEfmiGPIU>

The proposed action plan is:

Step 1: Definition of a “task force” team in the MoT

Step 2 Further legal investigation of the 2 alternatives

Step 3: Invitation of the directors from both colleges for a joined discussion of steps and proposals with the responsible person in charge in Athens.

Step 4: Joined meeting with the directors and the representatives of the MoT with a high ranking person in the Ministry of Education to upgrade the colleges towards the status of an academy.

Step 5: Inventory list from each college indicating the immediate financial needs for actions to be split into “essentials” e.g. teaching materials, electronic platform, etc. and “desired”, budget for the ToT measures of the personnel etc.

Step 6: Upgrading the teaching materials and revision of the premises to recover relevant areas, e.g. in Rhodes the cooking laboratories.

Step 7. After upgrading to academy status negotiations with international institutions for new and advance courses and curriculas, especially in the BA sector, e.g. with Salzburg Klessheim Hotel Schools and Salzburg FH University programs.

Step 8. The development of the 2 business plans from the outputs of all previous steps

ACTIVITY 3.1.4. The legal/institutional framework and the operational strategies to be followed by ASTE Colleges in Greece as an *Academy of Tourism Studies* in the context of either an independent, stand-alone legal entity or under the auspices of a *Council of Vocational Tourism Education and Training*

INTRODUCTION

This report contains the requested output for Component III.1. Activity:

- Analysis of the operational strategies to be followed by ASTE Colleges in Greece to provide Vocational Tourism Education as an independent Academy within an appropriate legal/institutional framework
- Analysis of the operational strategies to be followed by ASTE Colleges in Greece to provide Vocational Tourism Education run by a Council of Vocational Tourism Education and Training within an appropriate legal/institutional framework.

The above Activities are translated in six (6) Concrete Outputs (Results):

- Output 1: Development of the appropriate legal/institutional framework to be followed by ASTE Colleges in Greece to provide Vocational Tourism Education as an independent Academy (or Academies). This output may provide the Ministry of Tourism with the necessary legal/institutional input (similarly to an explanatory memorandum) to subsequently prepare the legal documentation for the establishment of this Academy (or Academies).
- Output 2: Development of the mission, educational curriculum and subsequent strategies to be followed by the new entity, i.e. the Academy of Tourism Studies, as Centre of Vocational Excellence in Tourism vis-à-vis the preparation of their graduates for the tourism labour market and/or the pursuance of studies at higher level.
- Output 3: Development of a suitable organizational chart to be followed by the new entity, i.e. the Academy of Tourism Studies, to realise output 2.
- Output 4: Report on the appropriate legal/institutional framework of the Council of Vocational Tourism Education and Training and how to incorporate the Academy of Tourism Studies.
- Output 5: Report on the mission and structure of the Council of Vocational Tourism Education and Training as well as the mission, educational curriculum and subsequent strategies of the Academy of Tourism Studies.

- Output 6: Organization chart of the Council of Vocational Tourism Education and Training

For the purposes of the present project all six (6) Outputs are incorporated in three (3) Parts, as follows:

- In the first part, a Report on the appropriate legal/institutional framework of the Academy of Tourism Studies and the Council of Vocational Tourism Education and Training and how to incorporate the Academy of Tourism Studies (Outputs 1 & 4)
- The second part, is a Report on the mission, educational curriculum, subsequent strategies and Organisation chart of the Academy of Tourism Studies (Outputs 2 & 3)
- The third part, is a Report on the mission, educational curriculum, subsequent strategies and Organisation chart of the Council of Vocational Tourism Education and Training (Outputs 5 & 6)

PART 1. REPORT ON THE APPROPRIATE LEGAL/INSTITUTIONAL FRAMEWORK OF THE ACADEMY OF TOURISM STUDIES & THE COUNCIL OF VOCATIONAL TOURISM EDUCATION AND TRAINING

1. Introduction

The report deals with the development of the appropriate legal and institutional framework to be followed by the Advanced Colleges of Tourism Education (ASTE Colleges) in Greece to provide Vocational Tourism Education as an independent Academy. This input may provide the Ministry of Tourism with the necessary legal contribution similarly to an explanatory memorandum to subsequently prepare the legal documentation for the establishment of this Academy (Output 1). In this context, the report goes through the legal landscape of tourism education in Greece with focus on provisions related to the Organization of Tourism Education and Training (OTEK) and ASTE Colleges, while it captures the legal nature, structure and function of the academies and vocational Colleges existed in Greek public sector.

The presentation and brief analysis of the related legal framework, alongside with the state of play of respective academies and vocational Colleges of public sector, serve the mapping of the legal provisions at stake that are scattered throughout a wide array of regulations, rules and clauses. It also provides a clear steer as to the future legal direction of the envisaged upgrade of tourism education system in Greece with a view to unlocking its potential within the wider tourism industry.

In parallel with the development of the appropriate legal framework to be followed by ASTE Colleges to provide Vocational Tourism Education as a self-governed Academy, the prospect of establishing Council of Vocational Tourism Education and Training is thoroughly examined (Output 4). This Council, as OTEK’ upgraded and enhanced successor, would serve as the Ministerial think tank on tourism educational planning,

design and consultancy while being responsible for the development and enhancement of education and training systems and promotion of tourism education at all levels.

As above (Output 1), the present legal contribution and analysis may provide the Ministry of Tourism with the necessary legal input to subsequently prepare the legal reasoning for the establishment of the Council of Vocational Tourism Education and Training. By extension, the legal input defines the boundaries any legal motion bounds to take account for the creation of the Council of Vocational Tourism Education and Training while it serves as a guide for estimating and proposing legislative modifications by advocating paradigms which best match and respond both to the Greek legal landscape on (tourism) education and the constantly changing environment of the tourism industry.

2. A brief outline of OTEK's and ASTE Colleges' legal framework and related issues

The introductory part of the report presents the legal framework of tourism education in Greece, focusing particularly on the Organization of Tourism Education and Training and Advanced Colleges of Tourism Education.

Laws issued both by the Parliament, Presidential Decrees and Ministerial Decisions prevail within the Greek educational system. The laws mentioned below can be annulled or amended only by another law. The Ministerial Decisions can be annulled or amended by another ministerial decision or law while the Constitution's amendment needs a special and time-consuming procedure through national elections and exceptional parliamentary voting.

The Constitutional Right to Education

The fundamental right of education is enshrined in the **Article 16 of the Greek Constitution**, which provides as follows:

1. Art and science, research and teaching shall be free and their development and promotion shall be an obligation of the State. Academic freedom and freedom of teaching shall not exempt anyone from his duty of allegiance to the Constitution.

2. Education constitutes a basic mission for the State and shall aim at the moral, intellectual, professional and physical training of Greeks, the development of national and religious consciousness and at their formation as free and responsible citizens.
3. The number of years of compulsory education shall be no less than nine.
4. **All Greeks are entitled to free education on all levels at State educational institutions.** The State shall provide financial assistance to those who distinguish themselves, as well as to students in need of assistance or special protection, in accordance with their abilities.
5. **Education at university level shall be provided exclusively by institutions which are fully self-governed public law legal persons.** These institutions shall operate under the supervision of the State and are entitled to financial assistance from it; they shall operate based on statutorily enacted by-laws. Merging or splitting of university level institutions may take place notwithstanding any contrary provisions, as a law shall provide (...).
6. Professors of university level institutions shall be public functionaries. The remaining teaching personnel likewise perform a public function, under the conditions specified by law (...).
7. **Professional and any other form of special education shall be provided by the State, through Colleges of a higher-level and for a period not exceeding three years, as specifically provided by law which also defines the professional rights of the graduates of such Colleges.**
8. The conditions and terms for granting a license for the establishment and operation of Colleges not owned by the State, the supervision of such and the professional status of teaching personnel therein shall be specified by law. **The establishment of university level institutions by private persons is prohibited.**
9. Athletics shall be under the protection and the ultimate supervision of the State (...).

Greece is also bound by international agreements that contain the right to education and have been ratified by Greece. These *inter alia* include the European Convention on the Protection of Human Rights and Fundamental Freedoms, the EU Charter of

Fundamental Rights, the International Covenant on Economic, Social and Cultural Rights, and the Convention on the Rights of the Child. Such international agreements constitute an integral part of the Greek legal order and take precedence over other conflicting domestic legislation.

Moreover, the Ministry of Education, Research and Religion is the primary responsible authority for the overall administration of the Greek education system. In addition, Law 3374/2005 on quality assurance of Higher Education determines the framework and the specific processes of internal and external evaluation in Higher Education Institutions. The same law sets up an independent administrative Agency, under the name ‘Hellenic Quality Assurance Agency’, which has been replaced by the ‘Hellenic Quality Assurance and Accreditation Agency’ (Article 64 para. 1 Law 4009/2011), having as main responsibilities the accreditation of internal quality assurance systems of institutions and study programmes. The Hellenic Quality Assurance and Accreditation Agency works under the supervision of the Ministry of Education (Article 64 para. 2 Law 4009/2011).

- In relation with Article 16 of the Constitution, **Article 4 para. 1** on equality and non-discrimination provides as follows:

1. All Greeks are equal before the law.

Article 4 para. 1 of the Constitution defined equality before the law of all Greeks as a fundamental constitutional right while the law and practice by public administration cannot introduce any unjustified discrimination and must provide for uniform treatment of all Greek citizens of identical or similar status. Therefore, the state is prohibited from drawing any arbitrary distinctions between nationals. In addition, case-law accepts that any conduct entailing discrimination on the grounds of race, nationality or religion constitutes unlawful prejudice to the victim's personality.

However, the principle of equality and non-discrimination does not preclude the different statutory regulation of different cases, or cases occurring under different or special conditions. Rather, in such cases different treatment is essential, due to several particular causes, social, economic, religious etc., that justify different treatment, provided that such different conduct or practice is objective and is grounded on wide-ranging and impersonal criteria.

OTEK: creation and responsibilities

Initially, the contemporary legal history of tourism education in Greece commences with Article 1 of Law 567/1937 which established the ‘College of Tourism Education’, a legal entity of public law responsible for tourism education and supervised by the Ministry of Press and Tourism. The College of Tourism Education renamed to ‘Colleges of Tourism Education’ by Article 11 para. 1 of Law 2637/2000 and its supervision signed over from the Ministry of Press and Tourism to the Ministry of Development.

Eventually, the Colleges of Tourism Education renamed to Organization of Tourism Education and Training (OTEK) by **Article 1 of Law 3105/2003**. OTEK was the primary and specialized state institution that provided educational services, guidance and training in the field of tourism as **a legal entity of public law under the supervision of the Ministry of Tourism**.

- The objectives of the Organization of Tourism Education and Training were prescribed by **Article 2 Law 3105/2003**, which provides as follows:

The objectives of the organization are:

1. **The provision of theoretical and practical training for the implementation of scientific and other knowledge and skills in the tourism professions, aiming at the qualitative upgrading of the qualifications of human resources and fulfilment of the tourism market’s needs at national and regional level.**
2. The **development of tourism education** with a view to contributing to the improvement of the competitiveness of the sector and the quality of the services provided.
3. The provision of opportunities to every Greek citizen, citizen of a member state of European Union or another country who works or intends to work in the field of tourism, regardless of educational or professional level, to acquire theoretical and practical knowledge, continuing training and further training for re-qualification, specialization or adaptation of qualifications to the respective employment requirements in the tourism industry.

4. The establishment, organization and operation of secondary education units on Technical and Vocational Education, Initial Vocational Training, Continuing Vocational Training, School of Tourist Guides, and Colleges of Higher Education, belonging to Higher Education, as specified in paragraph 7 of Article 16 of the Constitution.
5. To **conduct research and studies**, maintain statistics, data and documentation of proposals related to the needs of tourism vocational education and training. Also, monitor the employment developments in the sector and tracking of the international trends and prospects in new occupations and specializations, as well as the investigation of the characteristics of such professions.
6. The submission of **proposals and recommendations** to the Ministry of Development, as well as to other Ministries responsible for human resources policy making on the implementation strategies and programs aiming at adapting and upgrading tourism education and training in line with the development and needs of the tourism sector.
7. The co-operation with co-responsible public bodies and representatives of employees and employers of various sections of the tourism sector for the determination of the professional rights and obligations of the graduates of the Organization and generally the graduates of educational and training units.
8. The **certification of professional qualifications** of human resources employed or future employed in the tourism sector, after cooperating with professional organizations and accreditation by the competent authorities of national institutions.
9. The **cooperation with enterprises engaged in the tourism industry** in training and education, training their staff, employing those trainees in the units of the Organization for getting practical or professional experience; the design and implementation of innovative programs linking education and training with employment, as well as pilot training and employment programs in new specializations and occupations.
10. The **training of the administrative and educational staff** of OTEK.
11. The **production of educational material**.

12. The **cooperation with public and private organizations and bodies in the tourism sector as well as local authorities** with a view to implementing programs for the improvement of the provided education and training, the promotion of employment and amplification of entrepreneurship in the tourism industry within the framework of the conclusion of program contracts or any other appropriate manner.

13. The **cooperation with national or international public or private bodies** to implement programs under the framework of the cooperation between the Member States of the European Union or third countries related to the implementation of educational programs; studies of mutual interest; promotion of innovation within the framework of Organization’s competences; as well as the promotion of any kind of corporate or consortium relations between Greek bodies and related bodies of the Member States of the European Union or third countries.

14. The **implementation of programs** related to its aims and funded by the European Union or other international organizations.

15. The **implementation on behalf of third parties and against payment or tuition fees of research studies**; the provision of education and training related to its competency to third parties.

16. The **publication of documents and organization of conferences and related events** aimed at tourism development and the latter’s linkage with education, training and employment, as well as dissemination of objectives and strategy of OTEK.

17. The **provision of scholarships** for national or foreign studies to students, trainees and staff of OTEK or third parties, as well as awards and prizes.

- According to **Article 8 of Law 3105/2003**, OTEK provides tourism education at the level of advanced education. The Article 8 Law 3105/2003 provides as follows:

1. The Advanced Colleges of Tourism Education are constituted by departments (...).
2. The ASTE Colleges are established by Presidential Decree, issued after proposal of Ministers of Development, Education and Religious Affairs, Interior, Public Affairs Management and Decentralization, and Economics and Finance. The departments and specialties of each College are defined by the same decrees as well as the organization

and operation of these departments, their creation, abolishment and merge and establishment of teachers and administrative positions.

3. The ASTE Colleges of Rhodes and Agios Nikolaos Crete operate as of the date of the entry into force of this law and are governed by its provisions, and each of them incorporates a Department of Tourism Professions which include the students who are already studying in the Colleges. The issues of organization and operation of Colleges, apart from those included in this law, are regulated by the provisions of paragraph 2.

Post OTEK legal era: Service Council & Scientific Council for Quality Assurance of Tourism Education

The Organization of Tourism Education and Training, was abolished by virtue of **Law 4109/2013** and merged with the Ministry of Tourism, which is now the authority responsible for carrying out OTEK's former competencies.

In parallel with the abolition of OTEK, two ministerial bodies were created taking over the clear majority of OTEK functions and powers. These bodies are: **i) the Internal Council** responsible for the regulations and development of the educational staff and **ii) the Scientific Council for Quality Assurance of Tourism Education** responsible for the design and implementation of the training policy on tourism education, and assessment of the infrastructures, processes, curriculum and educational staff of the tourism education and training Colleges.

- According to **Article 4 para. 1 of Law 4109/2013**:

1. a. The **Organisation of Tourism Education and Training (OTEK)**, a legal body of public law based in Athens, which was established by Law 3105/2003 (A' 29) and supervised by the Minister of Tourism, is **abolished**.

b. **The responsibilities of OTEK, as provided in Article 2 of Law 3105/2003, are pursued and exercised hereafter by the Ministry of Tourism.** By decision of the Minister of Tourism, which is issued within a month after the entry into force of this law, the organizational units that exercise the transferred responsibilities are identified. The Advanced Colleges of Tourism Education (ASTE), Vocational Schools (EPAS),

Post-Secondary Education Institutes of Vocational Training (IEK) and the Schools of Tour Guides of OTEK shall fall into the responsibility of the Ministry of Tourism and are considered hereafter as **regional agencies**. The head of each of the above agencies would be a teacher as Law 3105/2003 prescribes.

c. Where the applicable law refers to OTEK hereinafter referred to as the **Ministry of Tourism**, the Board of Directors or the President of OTEK as the Minister of Tourism and where it refers to the General Director of OTEK means the General Secretary of the Ministry of Tourism (...).

- According to the **Article 4 para. 6 of Law 4109/2013:**

6. A five-membered Service Council is established in the Ministry of Tourism with a two year mandate, responsible for regulations and development of educational staff of ASTE, EPAS, IEK, School of Tourist Guides of the Ministry of Tourism, and consisted of a Director-General of the Ministry Tourism, the Director of an Advanced College of Tourism Education ASTE), the Director of a Vocational School (EPAS) and two elected representatives of teachers who are under the responsibility of the Council and are appointed with their deputies by decision of the Minister of Tourism (...).

- According to **Article 4 para. 8 of Law 4109/2013:**

8. A five-membered Scientific Council for Quality Assurance of Tourism Education, under the Minister, is established in the Ministry of Tourism. The term of office of the members of the Council is three years. Members of the Council are appointed by decision of the Minister of Tourism, one of the Directors of the Advanced Colleges of Tourism Education, one scientist holding at least a post-graduate degree, a teacher with secondary education holding at least a postgraduate degree, a member of the educational staff of ATEI (technical level) and a professor of any AEI (university) level. By the same decision the Secretary of the Scientific Council is appointed among the staff of the Administration Directorate of the Ministry of Tourism.

The **Council** is responsible for:

a. **The design and implementation of training policy on tourism education and training.**

b. **The systematic assessment of the structures, processes, curriculum and educational staff of Colleges of tourism education and training (...).**

- According to Articles 1, 2, 3 and 4 of **Ministerial Decision 1420/2013**, OTEK's competencies would be transferred to the Ministerial Directorates of Administration, Finance, Tourism Police and Coordination and Tourism Investments.

Main provisions on ASTE Colleges

The Advanced College of Tourism Education of Rhodes was founded in 1956 by **Law-Decree 3594/1956** (Article 1 and Article 5) while the Advanced College of Tourism Education of Agios Nikolaos Crete in 1994 by the **Ministerial Decision 1517/1994** (delegated Law-Decree 3594/1956).

Following the abolishment of OTEK and related legislative developments, the **Advanced College of Tourism Education in Rhodes and the Advanced College of Tourism Education in Agios Nikolaos Crete** converted into regional agencies of the Ministry of Tourism offering post-secondary education and preparing the graduates for advanced posts in the field of tourism industry.

The study regulations governing the ASTE Colleges are defined by **Joint Ministerial Decision 5981/2007**. In brief, ASTE Colleges provide free education services on tourism education while the prospective students should have completed the secondary level of education and sit successfully the related national level exams. Each College year consists of an academic and a practical training session. During the period of apprenticeship, the students are given the opportunity to get practical experience in tourism enterprises of in Greece.

- **Articles 2 of Joint Ministerial Decision 5981/2007** read as follows:

1. Students of ASTE Colleges are those who are registered after exams, transcription or classification in accordance with the provisions in force.

2. Students are registered in the relevant section of the Colleges within five (5) days prior to the starting date of the courses.
3. Students are required to submit the essential enrolment documents (...).
4. For those students who enter the Colleges through transcription from another institution, a relevant decision by the Board of Directors is required (..) ..
5. Students (...) are obliged to renew their registration every six months with an ‘Application-Registration Statement’ (...).
6. A student who has not renewed his/her enrolment has the right to enrol in the corresponding semester of the following academic year. If he does not renew his enrolment for two (2) consecutive academic years, he loses the opportunity to continue his studies at the ASTE Colleges and is un-enrolled from the College Registers. Re-enrolment requests after deletion may be considered by the Council of OTEK upon recommendation of the Assembly of the Department and only for serious reasons.
7. For all the above cases and for reasons of extreme urgency, such as prolonged disaster, serious illness, military duty, it is possible for the student who has been delayed to enrol after the expiration of the application period but in any case no later than completing the length of time that entails the student's dismissal due to absences.

▪ **Article 5 of Joint Ministerial Decision 5981/ 2007** read as follows:

1. A student who is absent from classes for any reason and exceeds the limit of 15% of the teaching hours provided by the curriculum shall be deemed not to have been sufficiently attended the semester and shall be rejected (...).

▪ **Article 6 of Joint Ministerial Decision 5981/ 2007** read as follows:

The ASTE curriculum includes three areas:

- Sector of general and specific infrastructure.
- Scientific tourism sector.
- Sector of hotel technology.

The organization of ASTE Colleges’ studies is based on six-month courses. The courses are divided into ‘**compulsory**’ and ‘**compulsory optional**’ and the attendance of the curriculum of each faculty is obligatory for the students (...).

Main provisions of non-formal educational institutions

In relation to Article 16 para. 7 of Constitution which defines the general framework of non- formal educational institutions, **Law 4186/2013** provides the operational landscape of the provision of non-formal education services.

- **Article 17 of Law 4186/2013** reads as follows:

1. In the context of non-formal education, meaning the education provided in an organized educational context outside of the formal education system which may lead to the acquisition of certificates recognized at national level, education service providers are:

- a. The Vocational Training College, which provides initial vocational training to graduates of compulsory formal education.
- b. The Post-Secondary Education Institutes of Vocational Training (IEK), which provides initial vocational training to graduates of formal non-compulsory Secondary Education, GEL and EPAL, as well as SEK.
- c. The School for Lifelong Learning & Training in Tourism Vocational Education, which provides continuing vocational training, general adult education, vocational guidance and lifelong guidance and counselling.
- d. The College, which provides non-formal education, in accordance with the provisions of paragraph 8 of Article 1 of Law 4093/2012, to graduates of formal non-compulsory secondary education (...).

In addition, **Article 44 para. 3 of Law 4186/2013** states that by joint decisions of the Ministers of Education and Religious Affairs and **Tourism**, non-formal education institutions of Ministry of Tourism could be established, abolished and merged.

3. The legal background of Academies and Vocational Institutions in Greece

The development of the appropriate legal framework of ASTE Colleges to provide Vocational Tourism Education as an independent Academy needs a thorough mapping of the related educational institutions operating in the Greek educational environment, including their legal form and function. Likewise, the academic and operational structure of the academies and vocational institutions of the Greek public administration vary significantly in terms of legal form, function and structure while they could pave the way for the upgrade of the ASTE Colleges into institutions of higher educational level.

The mapping and legal framework of Academies and vocational Colleges of the public sector is set forward below³⁸.

In particular:

Ministry of Tourism

Up to 2014:

1. Organization of Tourism Education and Training (Law 3105/2003: Vocational Education and Training Institutions):

Advanced Colleges of Tourism Education

2. Secondary Tourism Vocational Training - Vocational Schools (ΕΠΑ.Σ.)
3. Vocational Training Institutes
4. Vocational Training Centres
5. Schools of Tourist Guides
6. Further Training of Employees of Tourism Enterprises

The ASTE Colleges (ASTEK/ASTER), tourism IEK and Schools Of Tourist Guides converted into decentralized regional agencies and OTEK (Law 3105/2003) was abolished by Article 4 of Law 4109/2013.

Ministry of Shipping and Island Policy

I. Decentralized - Regional Services

1. Merchant Marine Schools (13)

³⁸ See the Register of Services and Institutions of the Greek Administration, available at : http://www.minadmin.gov.gr/wp-content/uploads/20170615_organosi_mhtrooy_foreon_2017.pdf

II. Vocational Education and Training Institutions:

1. Merchant Marine Academies (AEN)
2. Merchant Marine Members Training Centres
3. Public Schools of Merchant Marine Life Saving and Firefighting Equipment
4. Public School of Cabin Crew
5. Kalymnos Divers School

▪ Merchant Navy Academies (AEN)

Merchant Navy Academies (10) were established by **Article 1 para. 1 of Law 2638/1998** as **regional agencies** of the Ministry of Mercantile Marine and are the main training institutions for merchant navy staff in Greece divided into two divisions: the School of Captains and School of Engineers.

The prospect students of the Merchant Navy Academies could be admitted either through national level exams (first category) or through a system of awarded points (second category) based on their academic qualifications. A joint Ministerial Decision issued by the Minister of Shipping and Island Policy and Minister of Education defines the annual admission percentage of each category. For the educational year 2017-2018, the 70% of the prospect students would belong to the first category and the remaining 30% to the second one³⁹.

▪ **Main legal framework: Law 2638/1998, Law 3450/2006 and Presidential Decree 103/2014.**

▪ **Article 1 para. 2 of Law 2638/1998** as amended by Article 1 of **Law 3450/2006 (academic qualifications)** provides as follows:

2. The diploma of the Merchant Navy of 1st Class is equivalent to TEI Degree. The provision applies to those who are admitted to AEN during the Academic year 2005-2006 and thereafter.

³⁹ See for 2017-2018: https://eisaen.hcg.gr/static_eisaen/prokAEN1718.pdf.

- **Article 1 para. 4 of Law 2638/1998** as amended by **Article 1 of Law 3450/2006 (duration of studies)** provides as follows:

4. The duration of studies at the AEN Academies is **eight semesters** and includes six semesters of theoretical teaching and two semesters of practical training on a vessel.

- **Article 2 of Law 2638/1998 (AEN’s mission)** provides as follows:

1. AEN’s mission is:

- a. The creation of a body of fully trained merchant navy officers with integrated theoretical and practical general and specialized knowledge, based on the economic and technological developments in the shipping industry.
- b. Maintaining a close and interdependent relationship with shipping and other relevant economic operators in the country.
- c. The cooperation between the Academies and with other higher-level education institutions of the country and abroad, as well as public or private institutions to achieve their objective.
- d. The participation in implementation and development of programs of maritime technology, management and operation of a vessel.
- e. To contribute to the orientation of the youth on the navy profession.
- f. To inform public opinion of their purpose and their overall mission.
- g. The **partnership with Universities for the organization of Postgraduate Studies Programs** and to conduct research at areas of interest of the Greek merchant shipping.

2. By **Presidential Decree**, issued after the proposal of Ministers of National Education and Religious Affairs and Merchant Shipping and **with the consent of the interested Universities, post-graduate studies can be organized**, operated, merged, renamed or abolished in

learning subjects related to educational, research and operational needs of merchant shipping. **These Programs are organized by the Universities in cooperation with AEN and the universities have the responsibility to award postgraduate qualifications.**

- **Article 7 para. 1 of Law 2638/1998 (AEN’s Governing Bodies)** provides as follows:

1. The **governing bodies** of the AEN are the **Council**, the **Director** and the **Deputy Director**.

- **Training Centres for Merchant Navy Officers**

The Merchant Navy Officers, following their graduation from the Merchant Navy Academies, are offered further training, while specialized training on vessels is provided to enable them to follow the advanced technologies of their profession.

For this purpose, three Merchant Navy Officers Training Centres have been established where the Merchant Navy Officers would receive the necessary training for their professional development.

- **Further Education and Training Centres for Merchant Navy Officers**

Two Schools of Life Saving and Firefighting Equipment have been established where life-saving and firefighting basic and advanced training is provided to seafarers of all levels.

- **Maritime Education Directorate**

Maritime Education and Training (MET) and Certification System.

The Maritime Education Directorate **supervises the Merchant Navy Schools** and is responsible for the development and implementation of seafarers' education, further education and training systems for the proper functioning of the Merchant Navy Schools. It is also responsible for the design and implementation of measures aimed at attracting new people at the seafaring profession as well as the award of Maritime Capacity Certificates.

The responsibilities of the Directorate are provided in **Article 21 of Presidential Decree 103/2014** on the Organization of the Ministry of Shipping. These mainly are:

- Determination of the conditions for admission to the AEN.
- Supervision and administration.

- Adoption of regulation for the operation of the Merchant Navy Schools.
- Establishment of educational programs, instruments and study regulations.
- Assistance in the recruitment process of teaching staff.
- Supervision of the sea training travels.
- Certification of seafarers.

Additionally, the Directorate certifies the professional training and competence of other Merchant Navy officers (such as Financial Officers and General Staff) and organizes the relevant certification examinations. It also supervises the on-board training and assists in planning the budget of the Financial Directorate of the Ministry and cooperates with domestic and international bodies for seafarers’ certification.

The Maritime Education Directorate is composed of the following Departments:

- a. Regulations and Educational Programs.
- b. Organization and Operation of Merchant Navy Schools.
- c. Training and further training of seafarers.
- d. Certification of seafarers.

▪ **Quality Management System**

The Maritime Education Directorate and the supervised Merchant Navy Academies have installed, documented, implemented and maintain an active Quality Management System (QMS), which effectiveness is constantly improving in line with the requirements of ISO 9001:2008. The QMS has been certified by an accredited Certification Body. The implementation of the QMS demonstrates the commitment of Greek Merchant Navy Academies to continuously assess and improve the efficiency of their operations, to upgrade the quality of service and focus on the quality of service for students and seafarers.

Ministry of Justice

Vocational Education and Training Institution

1. National School of Judges (**Legal Entity governed by Public Law**)

- **National School of Judges**

The National School of Judges is a **legal entity governed by public law**, supervised by the Minister of Justice and regulated by **Law 3689/2008 and Law 3910/2011**. The School's mission is to organize admission exams and initial training of the successful candidates to form a corpus of competent multi-skilled judges and public prosecutors. Within the scope of its activities, the School provides the trainee Judges with the essential theoretical and practical legal knowledge. In addition, the School aims to specialized, high-quality continuous training, co-operation with national and international institutions of higher education of the public and private sector, organization of seminars, congresses and thematic conferences, participation in international programs and training networks of the Judiciary in the context of European Union and Council of Europe.

- **Main legal framework: Law 3689/2008 as amended by Law 3910/2011 on National School of Judges and other provisions.**

- **Article 1 (Administrative Organization)** provides as follows:

1. The National School of Judges is a **legal entity governed by public law, has administrative and financial autonomy and is supervised by the Minister of Justice**. It is located and operates in the Municipality of Kalamaria in the Prefecture of Thessaloniki. The training of judges is provided at the headquarters of the School and in the city of Komotini (...).

2. a. The purpose of the School is the selection, admission, theoretical and practical training and evaluation of those who are to be appointed as probationary judges of the Council of State, the Civil and Criminal Courts, the Court of Auditors and the Regular Administrative Courts, and the continuing training of the serving magistrates.

b. Within its scope, it may **cooperate with educational institutions and other educational or vocational training organizations in the public or private sector** of the country or abroad or with persons of recognized scientific reputation; participate in European judicial training courses and training programs of the European Union and the Council of Europe; organize or co-organize specific training programs for the magistrates of these countries; organize conferences, seminars, lectures and workshops; conduct

studies and surveys and issue relevant publications. It can also, as far as issues of traineeship of the students are concerned, cooperate with the services of local government agencies and other public-sector legal entities, international organizations, international courts and courts of foreign countries (...).

- **Article 2 (Resources – Management)** provides as follows:

1. **a.** The National School of Judges has regular and non-regular resources. **b.** Regular resources are: **aa.** The annual state subsidy from the regular budget of the Ministry of Justice, which is entered under a special code entitled ‘Grant of the National School of Judges’. **bb.** The grant of the public investment budget. **cc.** Revenues from its property and revenues from the distribution of publications and articles, as well as from the provision of remunerated services to third parties. **c.** Non-regular resources are: **aa.** Funding from the Fund for the Financing of Judicial Buildings (...). **bb.** Grants, donations, inheritances, legacies and all kinds of contributions by legal or natural persons, whether nationals or non-nationals.
2. **a.** The financial and administrative management is exercised, in accordance with the provisions of Presidential Degree 496/1974 (...). The financial management is under the screening of the Court of Auditors. **b.** The annual balance sheet and statement of the School is drafted by the end of the accounting year and is accompanied by a report by the Director-General. **c.** The annual budget, balance sheet and statement are approved by the Board of Directors and submitted to the Ministers of Economy and Finance and Justice. Any surpluses in the annual report are transferred to the next financial year.

- **Article 3 (Governing Bodies)** provides as follows:

The Governing Bodies of the National School of Judges are the Board of Directors, the General Director, the Director of Finance Programmes and Affairs.

- **Article 4 (Board of Directors)** provides as follows:

1. The Board of Directors is composed of thirteen members and is constituted, by decision of the Minister of Justice, by: **aa.** The Presidents of the Council of State, the Supreme Court and the Court of Auditors. **bb.** The Prosecutor of the Supreme Court. **cc.** The General Commissioner of State of the Regular Administrative Courts. **dd.** The

General Director of the National School of Judges. **ee.** The President of the Union of Judges and Prosecutors. **ff.** The President of the Union of Judges of the Council of State or the Court of Auditors' Union of the Court of Auditors, who are appointed in turn and for a term of two years. **gg.** The President of the Union of Prosecutors of Greece or the Union of Administrative Judges, who is appointed for a term of two years. **hh.** The President of the Athens Bar Association, replaced by the President of the Bar Association of Piraeus, and the President of the Bar Association of Thessaloniki, who is replaced by the President of the Bar Association of the province. **jj.** The President of the Law Department of the National and Kapodistrian University of Athens or the Aristotle University of Thessaloniki or the Democritus University of Thrace, appointed with his deputy and a person of recognized reputation for his academic, legal or scientific experience (...).

2. **The Board of Directors is the primary governing body of the School.** It sets out the general directions of training and further training and supervises their implementation. It approves the annual budget, balance sheet and statement of the School and the training programs of the Council of Studies. At the end of each calendar year, it submits a comprehensive report on the activities and prospects of the School to the Minister of Justice, who submits it to the Parliament accordingly.

▪ **Article 5 (Director General)** provides as follows:

1. A senior judge is appointed as the Director General by decision of the Minister of Justice (...).
2. **a.** The Director General is responsible for all matters of the School except for those specifically assigned to another body. He promotes the international relations of the School with the counterparts of the Member States of the European Union and the rest of the world, as well as the cooperation with international bodies related to judicial education (...). He exercises disciplinary power over the administrative staff and trainee judges. He ensures the execution of the decisions of the Board of Directors and represents the School judicially and extra judicially (...).

- **Article 6 (Training and Further Training Directors)** provides as follows:

1. The Training Director and the Further Training Director are appointed, by decision of the Minister of Justice (...).
2. The Director of Training is responsible for enrolment, pre-admission theoretical and practical training provided to the trainees. He is responsible for the design and implementation of the training program and coordinates the relevant educational processes.
3. The Further Training Director is responsible for the further training of the judicial officers servicing in the School. He is responsible of for design and implementation of the further training program and coordinates the relevant educational processes.

Ministry of Foreign Affairs

Vocational Education and Training Institution

1. Diplomatic Academy (Independent Organizational Unit)

- **Diplomatic Academy**

The Diplomatic Academy concerns University graduates, without limitation in the subject of their degree. A prerequisite for the participation in the special contest held at least once a year by the Ministry of Foreign Affairs is the knowledge of English and one of the following languages: Arabic, French, German, Spanish, Chinese, Russian. Upon successful completion of the course in the Diplomatic Academy, the successful students are appointed as Embassy Assistants.

The Diplomatic Academy's main mission is the initial professional training of the candidates who successfully passed the preliminary exams required for the diplomatic service. This training extends over a period of nine months and focuses on traditional as well as modern foreign policy issues such as economic and cultural diplomacy. The trainees get education and training on economic and consular management, organizational structure of the Ministry of Foreign Affairs and broader Public Administration.

- **Main legal framework: Presidential Degree 17/1999 on the organization and operation of the Diplomatic Academy of the Ministry of Foreign Affairs**

- **Article 1 (Diplomatic Academy)** provides as follows:

1. The Diplomatic Academy is established at the Ministry of Foreign Affairs, as an **independent organic unit of the Ministry** subjected to the Minister of Foreign Affairs.
2. The Diplomatic Academy is headed by an official of the diplomatic corpus of the Ministry of Foreign Affairs with degree of at least Plenipotentiary Minister B', appointed by decision of the Minister of Foreign Affairs. The Director of Studies, should have a degree of at least Embassy Adviser A'.
3. For the fulfilment of its objectives, the Diplomatic Academy cooperates with universities and research institutes and other institutions, both domestic and foreign.

- **Article 3 (Educational Council)** provides as follows:

1. In the Diplomatic Academy, by decision of the Minister of Foreign Affairs, a nine-membered Educational Council with a three-year term is set, which:
 - a. Advises on presidential decrees relating to the operation of the Diplomatic Academy.
 - b. Authors the curriculum for trainee diplomats and monitors its implementation.
 - c. Develops the Diplomatic Academy's training programs.
 - d. Selects the teachers of the Diplomatic Academy.
 - e. Drafts Academy's study regulations.
2. The Educational Council is consisted of:
 - a. A professor of a Higher Educational Institution as chairman and two university professors or associate professors with expertise in the competences of the Diplomatic Academy.
 - b. Three diplomatic officers holding an ambassador degree, one of whom would be the Director of the Diplomatic Academy.
 - c. A person of internationally recognized reputation from the field of culture and the arts, the selection will be based on his qualifications in these areas in combination with his general stance and occupation.

- d. An economist with experience in the promotion of Greek financial interests internationally.
 - e. A reputable journalist, member of the Union of Journalists of Athens, with significant experience in the coverage of foreign and international policy issues.
3. The members of the Educational Council are appointed by decision of the Minister of Foreign Affairs. The Director of the Diplomatic Academy is acting as the rapporteur of the Educational Council.

Ministry of Interior

Vocational Education and Training Services and Institutions

- 1. Police Academy
- 2. National Security School
- 3. School of Further Education and Training of Hellenic Police
- 4. School of Police Constables
- 5. School of Greek Police Officers

- **Police Academy**

Police Academy is **a legal entity governed by public law** which has as objective to provide education and training to police officers. The Director of the Police Academy is a senior-level officer who is responsible for supervising and coordinating the separate faculties. The instructors are comprised of university professors, experts and experienced officers from the Police corpus while the curriculum includes university-level and specialized vocational courses and field training.

- **Main legal framework: Presidential Decree 319/1995** on the Organization of School of Greek Police Officers in conjunction with **Law 4249/2014** on the Re-organization of the Greek Police and other provisions, **Law 1481/1984** and **Law 2226/1994**.

- **Article 38 of Law 4249/2014** provides as follows:

1. **Police Academy is a legal entity governed by public law, has administrative and financial autonomy and its supervision is exercised by the Minister of Public Order and Citizen Protection through the Hellenic Police Headquarters and the Minister of Education and Religious Affairs.**
2. **Police Academy is responsible for the education, further training, further education and specialization of all categories and grades of the personnel of the Greek Police.** As part of its mission, the Police Academy develops collaborations with educational institutes and research centres in Greece and abroad and participates in programs, actions and initiatives of an educational or research nature that generally contribute to the upgrade of the vocational and academic education. The graduates of the Police Academy Schools **have access to (...) postgraduate studies** of Higher Education Institutions in Greece or abroad, in particular in the fields of legal, administrative and economic science, computer science, forensic science, human resources development and management, and sociology.
3. Police Academy is constituted of the following Schools:
 - a. School of Police Officers of the Greek Police.
 - b. School of Officers of the Greek Police.
 - c. School of Further Education and Training of the Greek Police.
 - d. National Security School.
4. **School of Police Officers of the Greek Police Force falls under the higher-level of tertiary education** and provides equal education and grants equivalent degrees to those awarded by the corresponding higher-level education institutions. The Department of Professional Training of Sergeants of School of Further Education and Training of Greek Police falls also under the higher-level of tertiary education
5. **School of Officers of the Greek Police is equivalent to the Institutions and Schools of the Higher Education (...)** and **provides equal education and grants equal degrees** with those provided by Higher Educational level Institutions and Schools (...).
7. The training bodies of the Police Academy are: **a. the Educational Council, (...) b. the Director of Education of each police school (...).**

8. a. The teaching staff of the Police Academy is appointed by decision of the Director (...).

11. **School of Officers of Greek Police, in the framework of its mission, could organize and implement, either individual or in collaboration with country's Universities or equivalent level international educational institutions, post-graduate studies and provide equivalent degrees (...).**

12. The Police Academy operates an Office of Financial Management and Technical Support, which is responsible for managing the financial and logistical issues of the Police Academy and its Services (...).

13. The resources of the Police Academy are:

- a. The annual state subsidy (...).
- b. The proceeds from leasing or other property development
- c. The revenue from the participation in national and European funding programs.
- d. All contributions, grants, donations, inheritances, legacies and resources relevant to its purpose and mission (...).

14. As head of Police Academy, a Police Major General or a Brigadier General of Police, who has the title of commander, shall be deployed, by decision of the Chief of the Hellenic Police Force (...).

15. The operation of Police Academy and the related admission process are both governed by the provisions of Articles 41, para. 1, 3, 7 to 10, 42 and 43 of **Law 1481/1984** and **Law 2226/1994**.

16. By **Presidential decrees** issued by the Minister of Public Order and Citizen Protection, the organizational and operational matters of the Police Academy and its Schools are regulated as well as matters related to curriculum, teaching and administrative staff, duties and rights of the students, exams process (...) and any other necessary detail (...).

Ministry of Education

Legal Entities governed by Public Law:

- 1. Academy of Athens (Law 4398/1929)

2. National Library of Greece (Law 3149/2003)
3. Public Libraries (47)
4. Universities (23 self-governed Institutions of Higher Education University Sector)
5. National and Kapodistrian University of Athens
6. School of Fine Arts
7. Ecclesiastical Academies and others

Ministry of National Defence

Vocational Education and Training Institutions:

1. Higher Military Educational Institutions

1.1. Evelpidon Military School

1.2. Air Force Academy

1.3. Naval Academy

1.4. School of Nursing Officers

1.5. Military School of Corps Officers

2. Military Schools

2.1 National Defence School

2.2. Supreme Interdisciplinary War School

2.3. School of Management and Administration

2.4. School of Special Armed Forces

2.5. Computer Developer School of Armed Forces

2.6. Faculty Recruiting

2.7. Weapons Officers-Corps Training Schools (14)

2.8. General Education Schools (2)

2.9. Special Education Schools (4)

2.10. Schools and Training Centres of the Greek Navy

2.11. Fleet Headquarters Schools

2.12. Meteorological School (Organic Unit of the National Meteorological Service)

2.13. Interdisciplinary School of Information

3. Higher Technical Education Schools

3.1. School of Technical Education of Technical Officers - Ministry of Administrative Reform and e-Government/Central Administration Organization Department (23)

3.2. School of Telecommunications - Electronic Transmissions Officers

3.3. School of Technical Education of Technical Officers

3.4. School of Topography

4. Higher Military Schools of Non-Commissioned Officers

4.1. Schools of Permanent Non-Commissioned Armed Forces Officers (3)

4.2. School of Technical Non-Commissioned Aviation Officers

4.3. School of Navy Non-Commissioned Officers

5.1. Education Centres of Armed Forces (22)

5.2. Multi-national Peace Support Training Centre (International Educational Organization)

5.3. Vocational training centres

4. The legal status of the envisaged Academy of Tourism Studies as autonomous legal body

Constitutional parameters

Considering upgrading ASTE Colleges to provide Vocational Tourism Education as institutions of higher educational level -under the form of Academy- the Article 16 of the Constitution defines the parameters appropriate to any legislative motion.

Therefore:

- ASTE Colleges as State educational institutions should remain free of tuition fees for Greek students. This applies for EU nationals and any *in contra* provision would be against the principle of non-discrimination prescribed in the EC Treaties as would not allow all individuals to an equal and fair prospect to access opportunities available in an EU society.
- ASTE Colleges shall opt to be converted from regional agencies of the Ministry of Tourism into self-governed public law legal persons to provide higher-level education services. Likewise, the Universities and Technological Educational Institutions of the Greek public sector are self-administered legal entities under public law while state supervision is exercised by the Minister of Education Research and Religion.
- State’s supervision is mandatory for any public education institution; this applies to ASTE Colleges as well.
- The universities or any other university level education providers cannot be governed as corporate entities.
- The professors of university level institutions are public servants. The remaining teaching personnel perform public functions under conditions specified by law.

Legal form

As mentioned above, after the entry into force of Law 4109/2013 and the subsequent abolition of OTEK, ASTE Colleges (ASTEK and ASTER) were converted into regional

agencies of the Ministry of Tourism. The development of the appropriate legal framework to be followed by the ASTE Colleges to provide higher-level Vocational Tourism Education as an independent Academy needs to be given the essential legal armour that would protect the Academy from any future legal or judicial challenge. Therefore, the strategic planning on the conversion of ASTE Colleges an educational institution of higher-level must step up efforts to provide legal safeguards and guarantees to prospective students and graduates of the envisaged Academy. This means that the selected legal form and structure should follow the prevailed laws and regulations especially in terms of recognition of academic titles, access to post-graduate studies and guarantee of professional qualifications.

Under the Constitutional limitations and guidance of the current legislative framework on tertiary education, the upgrade of ASTE Colleges into an independent Academy that would provide higher-level educational services would be better respond to the envisioned output if centred around the form of **self-governed legal persons subjected to the rules of public law under the supervision of a state authority.**

Given the scope and nature of the envisaged Academy of Tourism Studies, the appropriate state authority, which would best suit to supervise the envisaged Academy, is the Ministry of Tourism. Likewise, both **Universities and Technological Education Institutes are self-governed public law legal persons supervised by the Ministry of Education, Research and Religious**, as Article 1 Law 4009/2011 and Article 3 Law 2916/2001 define accordingly. In addition, the public law legal entity as the appropriate legal form has been opted by the legislature for the **Police Academy** (Article 38 of Law 4249/2014) and **National School of Judges** (Article 1 Law 3689/2008). To this end, **the legal framework of tertiary education as well as the legislative practice followed by distinguished Academies and Vocational Schools of public sector pinpoint the public law legal persons under state supervision as the appropriate legal form of the envisaged Academy of Tourism Studies.** The regular legal process for the creation of public law legal bodies is through a Presidential Decree, a Law or a Ministerial Decision.

Stepping stone for the provision of higher-level education

According to Article 1 of Law 2916/2001, tertiary education consists of two main parallel sectors: the University sector (Universities, Polytechnics and Fine Arts Schools) and the Technological sector (Technological Education Institutions). Moreover, the students who successfully complete their studies at Universities and Technological Education Institutions are awarded a Degree that provides access to further studies at the post-graduate (equivalent to Master's degree) and doctoral level (equivalent to PhD degree).

On the other hand, the graduates of ASTE Colleges are excluded from the post-graduate studies in Greek higher educational institutions. According to **Opinion 344/2006 of the Legal Council of the State**⁴⁰, Law 3105/2003 (related to tourism education and training) and Law 2916/2001 (related to the structure of tertiary education) evidence that ASTE Colleges do not provide higher education services and the degrees issued by these institutions cannot be construed as degrees of higher education institutions from academic perspective.

The above described legal form of self-governed public law legal person -under the scheme of Academy- supervised by the Ministry of Tourism would serve in a view to unlocking the blockage of the ASTE Colleges graduates on receiving education equivalent to higher education institutions and subsequent access to post-graduate studies in Greece.

Academy's organizational and structural matters to provide Vocational Tourism Education of higher educational level could be guided by the pattern of Police Academy and Diplomatic Academy where all organizational matters; including curriculum, teaching and administrative staff, infrastructure, duties and rights of the students,

⁴⁰ Available at:

http://www.nsk.gr/web/nsk/anazitisi-gnomodoteseon?p_p_id=nskconsulatories_WAR_nskplatformportlet&p_p_lifecycle=0&p_p_state=normal&p_p_mode=view&p_p_col_id=column-4&p_p_col_pos=2&p_p_col_count=3.

admissions and exams’ process, have been defined by the respective Presidential Decrees (Presidential Degree 319/1995 and Presidential Degree 17/1999⁴¹).

Concerning the duration of the studies, the Academy of Tourism Studies would be beneficial to offer a **four years educational programme** as this occurs in both the universities and Technological Educational Institutes and several Academies of the public sector (Police Academy, Merchant Navy Academy, Air Force Academy, Naval Academy etc.)⁴². Thus, the conversion of ASTE Colleges into a self-governed Academy as a public law legal body, combined with high level four-year educational services, could pave the way for the substantial upgrade of ASTE Colleges **towards an equal footing with higher education institutions** while it will significantly **facilitate the recognition process of academic qualifications**. This legal motion also constitutes an initial step that will pull the trigger of subsequent legal modifications necessary for the vocational training orientation and curricula of the envisioned Academy.

Governing bodies

In line with most of the Academies and vocational schools of the Greek public sector, the Academy of Tourism Studies could be governed by an Educational Council and/or Board of Directors, a General Director, a Director of Education and/or Director of Training while the regular practice is the Director to be **appointed by Minister’s Decision**.

As mentioned above⁴³:

- The Merchant Navy Academies are governed by the Director and the Deputy Director and the Council.
- The National School of Judges is governed by the Board of Directors, the General Director and the Director of Education and the Director of Training.

⁴¹ See above: Chapter II D and E.

⁴² Moreover, according to Article 11 para. 2 of the newly introduced Law on tertiary education (remains to be published in the Government Gazette), university degrees needs an effective completion of four years studies. Available at: <http://www.opengov.gr/ypcpeph/wp-content/uploads/downloads/2015/06/asnpaideias.pdf>.

⁴³ See: Chapter II B, C, D and E.

- The Diplomatic Academy is governed by the Director and the Educational Council.
- The Police Academy is governed by the Director, the Deputy Director and the Educational Council.

Organizing post-graduate studies

Following the pathway of Police Academy (School of Officers of Greek Police)⁴⁴, **the Academy of Tourism Studies could organize and implement, either individual or in cooperation with national and/or international Universities, post-graduate studies and provide equivalent degrees.** Similarly, Merchant Navy Academies are eligible to organize post-graduate courses in agreement and cooperation with the interested universities⁴⁵.

Vice versa, these Programs could also be organized by Universities in cooperation with the Academy of Tourism Studies and the related Universities would have the responsibility to award postgraduate qualifications.

Resources

Following the paradigms of the National School of Judges and Police Academy⁴⁶, the Academy of Tourism Studies could be funded by:

- The annual state subsidy (under a specific code of the Ministry of Tourism)
- The proceeds from property development
- Grants, donations, inheritances and legacies relevant to its purpose and mission.
- Participation in educational, vocational and scientific programs funded by national and European streams.

The model of the Merchant Navy Academies

The Merchant Navy Academies, as the main training institutions for merchant navy staff in Greece, provides educational services equivalent to higher-level educational

⁴⁴ Article 38 para. 11 Law 4249/2014.

⁴⁵ Article 2 para. 2 Law 2638/1998.

⁴⁶ See: Chapter II C and E.

institutions and encompass structural characteristics that could be applied to the Academy of Tourism Studies⁴⁷.

In particular:

- **Academic qualifications:** The legal pattern of Law 2638/1998 which identifies the diploma of Merchant Navy Academy as equivalent to TEI degree could be instrumented as the matching legal pathway for the academic recognition of Academy’s degrees. This legal motion would also serve the scope of unobstructed access to post-graduate studies in the public higher educational institutions for Academy’s graduates similarly with the graduates of Merchant Navy Academies.
- **Admission process:** The prospect students of the Academy of the Tourism Studies could enter through national exams similarly with the prospect students of the Merchant Navy Academies
- **Duration of Studies:** As it prevails in the Merchant Navy Academies, the duration of studies in the Academy of Tourism Studies could be four years.
- **Mission:** Corresponding to Merchant Navy Academies principal mission (namely: ‘The creation of fully trained merchant navy officers with integrated theoretical and practical knowledge of the object, as well as their specialization, based on the economic and technological developments in the shipping industry’⁴⁸), a comparable wording and reasoning could be equally applied to Academy’s primary mission.
- **Organization of post-graduate studies:** The Merchant Navy Academies are eligible to organize post-graduate courses in agreement and cooperation with the interested Universities. A related approach could be adopted by the Academy of Tourism Studies.
- **Governing Bodies:** An analogous with AEN’s governing scheme (Director – Council) could be endorsed by the Academy of Tourism Studies.
- **Training Centres:** The Merchant Navy Officers, following their graduation from the Merchant Navy Academies, are offered further training, while specialized

⁴⁷ See: Chapter II B.

⁴⁸ Article 2 of Law 2638/1998.

training on vessels is provided to enable them to follow the advanced technologies of their profession. A comparable training pattern with the needed changes structured to the tourism industry could be instrumented by the Academy of Tourism Studies.

- **ISO Certification:** The Maritime Education Directorate as the supervisory body of the Merchant Navy Academies has installed and implemented an active Quality Management System (QMS) that has been certified in line with the requirements of ISO 9001:2008. The model of QMS could be used by the Council of Vocational Tourism Education and Training to continuously assess the efficiency of the education providers and infrastructure and upgrade the quality of services and training programs on tourism education.

5. The legal status of the envisaged Academy of Tourism Studies in the context of a Council of Vocational Tourism Education and Training

Legal pathway for a Council of Vocational Tourism Education and Training

- **Scientific and advisory body**

The tourism education system; including ASTE Colleges/Academy of Tourism Studies, would be profited if would fall under an **advisory and scientific body of the Ministry of Tourism on educational planning, policy and practice**. This overseeing body could be seen as a holistic driver for the educational sections of the tourism industry and would be responsible for the design and implementation of training policy and activities on tourism education **supervised by the Minister of Tourism**.

Relatively, the **Maritime Education Council** serves as an advisory body responsible for overall matters of maritime education (Article 10 Law 2638/1998) while the Ministry of Education, Research and Religious has instrumented the **Institute of Educational Policy (IEP)** as the principal scientific and advisory body for educational programmes, planning and policy (Article 2 Law 3966/2011).

- **Legal person governed by private law**

The envisaged Council of Vocational Tourism Education and Training would be appropriate if established as a **legal person governed by private law**, under the supervision of the Minister of Tourism, as this would provide the needed flexibility to connect with the private sector and establish synergies, partnerships and agreements within the wider tourist industry in national and international level. These partnerships include contractual agreements and memoranda of understandings with university institutions and tourism enterprises, and participation into EU educational and training funding schemes.

Likewise, several advisory, educational and training bodies of the Greek administration; including the **Institute of Educational Policy**, have followed this legal form to be sufficiently capable to develop collaborations on a national and international level with organisations and agencies, research and education centres and foundations in the context of public and private sector.

In the same line of reasoning, the **Centre for Security Studies of the Ministry of Public Order and Citizen Protection** has been established by Law 3387/2005 as a legal person governed by private law; supervised by the Minister of Public Order and Citizen Protection, and is Ministry’s scientific, advisory and research body, whose purpose is to conduct theoretical and applied research and to perform strategic studies on security policies.

Supervision and structure

The Council of Vocational Tourism Education and Training is inherent to be under the Supervision of the Ministry of Tourism while the operational models of OTEK and IEP, as prescribed by **Law 3105/2003** and **Law 3966/2011**, could be of high value and guidance for the organizational structure and function of the new body.

The Council of Vocational Tourism Education and Training could also encompass both the primary competences and functions of **OTEK** and **Internal Council** and **Scientific Council for Quality Assurance of Tourism Education**, as those prescribed by Law 3105/2003 and Law 4109/2013⁴⁹ and **serve as the upgraded successor of those bodies**.

Apart from the responsibilities previously fallen under OTEK and Ministerial Councils, the Council of Vocational Tourism Education and Training could adopt the model of the **Institute of Educational Policy** (see below) and respond to further responsibilities such as: compose the curricula of the Academy of Tourism Studies, author the textbooks, certify the educational materials, conduct pedagogical research on tourism education and participate in the training of the Academy’s teaching staff. In addition, it could provide scientific and technical support for the design and implementation of tourism educational policy issues and submit proposals on the orientation, planning and programming of educational tourism policy.

⁴⁹ See: Chapter II B and C.

In similar approach with the **Maritime Education Directorate**⁵⁰, the Council of Vocational Tourism Education and Training could also be responsible for the development and implementation of training systems on tourism education and further training of Academy’s teaching personnel.

The model of the Institute of Educational Policy

The Institute of Educational Policy has replaced the former Pedagogical Institute and was established by **Article 1 of Law 3966/2011** as a **legal person governed by private law**⁵¹. IEP is an executive scientific and advisory body which supports the Ministry of Education, Research and Religious being the main consultative body on issues related to primary and secondary education, as well as the transition from secondary to tertiary education.

IEP’s legal form, structure and function **could serve as a model for the Council of Vocational Tourism Education and Training** due to the similarities in the scope and mission. Likewise, under **an analogous scheme of responsibilities** with the IEP, the Council of Vocational Tourism Education and Training could emphasize on planning, research, curricula, teacher training, special and further education and training, evaluation of teachers and educational and administrative infrastructures of the Academy of Tourism Studies.

- **IEP’s mission (as prescribed by Article 2 Law 3966/2011)**

IEP operates under the supervision of the Minister of Education, Research and Religious, researches systematically and recommends support actions on issues concerning all aspects of primary and secondary education, including formulating and updating policy, curricula and teaching materials; teachers’ and school directors’ selection procedure, in-service training and evaluation; special education; intercultural

⁵⁰ See: Chapter II B and Article 21 of PD 103/2014.

⁵¹ See IEP’s founding Law at:

http://iep.edu.gr/images/IEP/Dioikisi_Domi/Ti_einai_to_iep/Nomoi/n3966-Fek118a-11-IEP.pdf.

education and in general factors that directly or indirectly affect schools’ nature, function and effectiveness.

IEP’s mission and strategic tasks and objectives could be adapted by the Council of Vocational Tourism Education and Training and adjusted to latter’s mission and scope.

This would include:

- Curriculum development and approval.
- Book production and evaluation of the tourism education institutions at all levels; including Academy of Tourism Studies.
- Scientific research and study of issues concerning the primary and secondary sectors of education.
- Submission of proposals and the designing and planning of tourism educational policy, with the purpose of achieving the objectives of institutional education, in parallel with the programme for economic, social and cultural development of the country.
- Monitoring of the evolution of educational technology in tourism sector, study of its implementation within education and monitoring of the results of its application.
- Design and implementation of further education programmes for teachers.

▪ **Governing bodies and structure**

IEP is governed by a **seven-membered Board of Directors**, which is responsible for the implementation of institution’s strategy while **IEP’s Director is responsible for the overall management** of the administrative and scientific staff and effective operation of the Institution.

IEP is divided into five offices:

- a. Research, Design and Applications Office A’, responsible for compulsory education, primary and lower-secondary level.
- b. Research, Design and Applications Office B’, responsible for higher-secondary education level.
- c. Library, Archives and Publications Office.

- d. European and International Education Policy Office. The office monitors and studies issues concerning European and International Educational Policy, while it monitors international evaluation programmes for educational systems and students. It also operates as the Greek national centre for the implementation of the Programme for International Student Assessment.
- e. Funded and co-funded Programmes Office. The office is responsible for the scientific design, management, supervision and implementation of programs funded or co-funded by the European Union and other international organizations.

6. Academic and professional qualifications of Academy of Tourism Studies graduates

Recognition of academic qualifications

Within the framework of restructuring ASTE Colleges and creating a system that would certify the academic and professional qualifications in tourism, the recognition of titles and awarded diploma of the Academy of Tourism Studies is a critical component. As mentioned above, the Legal Council of the State has delivered the Opinion 344/2006 pursuant to which ASTE Colleges neither provide higher education academic services nor are their degrees equivalent to higher education institutions. Therefore, their graduates could not have access to post-graduate studies in the Greek higher educational institutions under the current legal regime.

The establishment of the Academy of Tourism Studies as a public law legal person offering four years of high-level educational services would lead to the recognition of Academy’s decrees as those of higher education institutions and provide the graduates with unhindered admission to post-graduate studies in the Greek Universities and Technological Education Institutions. Moreover, this legal motion would subsequently entail to graduates’ access to ERASMUS academic and apprenticeship placements.

To that end, the Merchant Navy Academies would be portrayed as beacon and standard legal pathway towards the recognition of Academy’s degrees and access to post-graduate studies in the context of European accreditation system and validation of titles.

Recognition of professional qualifications

Article 33 para. 1 Law 3105/2003 in conjunction with **Presidential Degree 356/1989**) provides that ASTE Colleges’ graduates have equal professional qualifications with the graduates Technological Education Institutions (Faculty of Management and Economics – Department of Tourism Business Administration). In addition, **Article 53 para. 2 of Law 3105/2003** defines that the graduates of ASTE Colleges are appointed to the public sector in positions related to TEI graduates. Both pieces of legislation for the professional qualifications of the ASTE Colleges’ graduates could be adjusted to the

Academy of Tourism Studies context with the introduction of a specific legal provision that would protect and guarantee their professional qualifications.

7. Concluding Remarks – Recommendations

The report’s scope is centred on the development of the appropriate legal framework to be followed by ASTE Colleges in Greece to provide Vocational Tourism Education as an independent Academy within the context of Council of Vocational Tourism Education and Training. In terms of methodology, the study and analysis of the legal framework of tertiary and tourism education, combined with laws and regulations on formal and non-formal education, have been served as the preparatory legal ground for the development of the envisioned institutional framework. Successively, the mapping and analysis of the legal form, scope and structure of Academies and Vocational Schools of Greek public sector have been demonstrated as valuable source of legal guidance and reasoning to be followed by the legislature for the establishment of the Academy of Tourism Studies –as an independent higher-level institution of tourism education– and the Council of Vocational Tourism Education and Training –as the principal scientific and advisory body on tourism educational policy and planning.

Both the envisaged Academy of Tourism Studies and Council of Vocational Tourism Education and Training would aim to enhance the efforts made to provide young scholars with high-quality education and Greek State with the necessary advice and guidance while they would generate value and a possible competitive advantage. The establishment of those bodies requires changes in the legal environment on tourism education while the existing framework of public education has several limitations regarding the commercialization of education and interaction with the private sector.

The primary objective of the present input is to provide a clear (legal) steer towards:

- a. The conversion of ASTE Colleges into self-governed Academy of Tourism Studies and legal entity subjected to the rules of public law and supervised by the Ministry of Tourism offering four years study programmes of higher-level education.
- b. The establishment of the Council of Vocational Tourism Education and Training as

a private law legal entity under the supervision of the Minister of Tourism that would serve as overseeing, scientific and advisory body and think tank on tourism education programmes, planning and policy.

These legal motions and developments intend to pave the way for a functional and modern institutional framework on tourism education with focus on higher-level tourism education, and would lay the stones for upgraded educational services in the tourism public sector. In parallel, this input may provide the Ministry of Tourism with the necessary legal input to subsequently prepare the legal documentation for the establishment of both the Academy of Tourism Studies and the Council of Vocational Tourism Education and Training.

Recommendations

- Conversion of ASTE Colleges into self-governed Academy of Tourism Studies as legal person subjected to the rules of public law under the supervision of the Ministry of Tourism.
- Academy of Tourism Studies free of tuitions fees for Greek and EU nationals.
- Academy of Tourism Studies offering four years of higher-level studies on tourism education equivalent to higher educational institutions.
- ASTE Colleges’ study regulations as supportive basis of the envisaged Academy’s study regulations.
- Admission of prospect students of the envisaged Academy through national exams.
- Financial autonomy and empowerment of the envisaged Academy through state subsidy and participation in national and European funding streams while the financial management would be under the screening of the Court of Auditors.
- Recognition of the envisaged Academy degrees as those of higher-level educational institutions through specific legal provision within the context of European accreditation system and validation of titles.

- Access to post-graduate studies of Greek public educational institutions for the Academy of Tourism Studies graduates.
- Organization by the Academy of Tourism Studies of post-graduate courses either individually or in cooperation with national and/or international Universities.
- Access to ERASMUS academic and training placements for the envisaged Academy’s graduates.
- Recognition of professional qualifications of the Academy of Tourism Studies graduates with the introduction of specific protective legal provision.
- Establishment of the Council of Vocational Tourism Education and Training as legal person governed by private law under the supervision of the Minister of Tourism.
- Establishment of the Council of Vocational Tourism Education and Training as the principal, scientific, advisory and overseeing body on tourism education planning and policy.
- IEP’s legal form, structure and function as a model for the Council of Vocational Tourism Education and Training.
- IEP’s organizational chart and scheme of responsibilities and functions, combined with OTEK’s tasks, as Council of Vocational Tourism Education and Training preparatory organizational form.
- The Directorate’s of Maritime Education structure and responsibilities as source of structural guidance for the envisaged Council of Vocational Tourism Education and Training.

PART 2. REPORT ON THE MISSION, EDUCATIONAL CURRICULUM AND ORGANISATIONAL CHART OF THE ACADEMY OF TOURISM STUDIES

1. Concerns of the ASTE Colleges to be Addressed

The Centre for Strategy and Evaluation Services (CSES) of the European Commission (EC), in its evaluation of the supply-side of tourism education and training in Greece, identified the need for vocational tourism education to place greater emphasis on the development of technical knowledge and basic skills, to underpin the competitiveness of the country’s tourism industry⁵². The report emphasised the need for the provision of greater practical experience as well as ‘generic’ key skills in young people who choose a vocational pathway.

Within the public higher education sector, tourism education of a more practical/vocational nature is offered by the two Advanced Colleges of Tourism Education (ASTE)s: in Rhodes (Advanced College of Tourism Education of Rhodes, Dodecanese, ASTER) and Crete (and Advanced College of Tourism Education of Crete, Crete (ASTEK). These offer three-year education programmes at the post-secondary level (level 5) and produce around 120 graduates per year. The admission procedure and the prerequisite for attendance are determined by the Ministry of Education, dependent on the National System for Admission in Higher Education. There is an extra compulsory exam in one foreign language. The studies last for 7 semesters. Each academic year runs between October and June and consists of two semesters. The Placement - apprenticeship (practical training) starts on July 1st and ends on September 30th and takes place in selected hotel enterprises, under the supervision of the Ministry of Tourism.

However, as noted by SES, a brief review of their curriculum clearly reveals overlaps with the undergraduate (UG) tourism studies offered by the Higher Technological Educational

⁵² Centre for Strategy and Evaluation Services (2016). Mapping and performance check of the supply side of tourism education and training: Country profile for Greece. Brussels: European Commission.

Institutions (ATEIs). Further, while ASTEs’ graduates have similar professional rights to those of their ATEIs counterparts (law 3105/2003), they can progress to postgraduate courses (PG) only after completing the last semester of the tourism studies undergraduate programmes in ATEIs. This is due to the current three-year duration of ASTEs programme as opposed to the four-year duration of ATEIs programmes – i.e. students need to have a minimum of four years UG study before progressing to the postgraduate level. It is the view of the Working Group that these inconsistencies may result in confusion for both existing/prospective students and employers about the educational content, direction and value of ASTEs programme. Inevitably, this may also affect admissions, graduation as well as the drop-out rate.

In fact, and although there is a steady increase in the number of enrolments in both ASTE Colleges (with ASTER outnumbering ASTEK in key metrics), the number of graduates fluctuates over the years (Table 1). There seems to be a difficulty in graduating on time or a sign of drop-out as the proportion of graduates in relation to enrolments is steadily decreasing. In detail, only 10% of the students seem to graduate annually since 2014 in ASTEK, while this rate rises to 30% in the case of ASTER (see also Appendix 1).

Table 1. Number of Enrolments and Graduates per year for Advanced Colleges

	Advanced College of Tourism Education of Crete, Crete (A.S.T.E.K.)		Advanced College of Tourism Education of Rhodes, Dodecanese (A.S.T.E.R.)	
<u>ACADEMIC YEAR</u>	NUMBER OF ENROLMENTS	NUMBER OF GRADUAT ES	NUMBER OF ENROLMENT S	NUMBER OF GRADUATES
2007-2008	13	6	29	26
2008-2009	15	19	28	61
2009-2010	15	25	32	22
2010-2011	29	26	90	23
2011-2012	33	0	101	21

2012-2013	21	6	67	29
2013-2014	54	15	80	14
2014-2015	61	8	101	38
2015-2016	78	12	106	39
2016-2017	89	12	122	37
TOTAL	408	129	756	310

Source: Ministry of Tourism (2017)

The ASTE Colleges academic faculty, which carries out the main teaching and research work, falls in two categories, permanent and under contract. Scientific Associates, Laboratory Associates and Foreign Language Associates are the three categories of teaching Faculty under contract, which are recruited based on academic needs for the implementation of the curriculum. The percentages of permanent Academic Faculty and Academic Faculty under contract are 23-30% and 70-77%, respectively, throughout the two Colleges since 2014 (Tables 2-3). In addition, most of the teaching faculty falls into the category of the Scientific Associates for both Colleges.

ASTER academic faculty is larger than ASTEK. Finally, although the total number of faculty members seems to increase in ASTER, in the case of ASTEK this seems to fluctuate over the years. It should also be noted, that both Colleges have only a limited number of administrative staff (5 for ASTER and 7 for ASTEK for 2016-17).

Table 2. ASTER Academic Faculty Distribution per Year

Advanced College of Tourism Education of Rhodes, Dodecanese (A.S.T.E.R.)										
	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014	2014- 2015	2015- 2016	2016-2017
PERMANENT										
ACADEMIC STAFF	1	5	5	5	5	5	5	5	5	5

SCIENTIFIC ASSOCIATES	8	5	6	6	7	11	9	7	7	8
LABORATORY										
ASSOCIATES	2	1	1	1	3	3	3	3	4	5
FOREIGN LANGUAGE										
STAFF	5	4	6	3	4	4	3	3	3	3
TOTAL	16	15	18	15	19	23	20	18	19	21

Source: Ministry of Tourism (2017)

Table 3. ASTEK Academic Faculty Distribution per Year

Advanced College of Tourism Education of Crete, Crete (A.S.T.E.K.)										
	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014	2014- 2015	2015- 2016	2016-201 7
PERMANENT										
ACADEMIC STAFF	1	5	6	5	5	4	4	4	4	4
SCIENTIFIC ASSOCIATES	10	4	5	4	5	5	4	5	7	8
LABORATORY										
ASSOCIATES	7	0	0	0	0	1	0	0	1	2
FOREIGN LANGUAGE										
STAFF	4	4	4	3	3	3	3	3	3	3
TOTAL	22	13	15	12	13	13	11	12	15	17

Source: Ministry of Tourism (2017)

The existing situation, as described above, bring to the fore the need for redesigning the existing curriculum of ASTEs. On this view, the Working Group aimed to underpin the proposed upgrading of ASTER and ASTEK as an independent Academy through an enhanced curriculum and learning experience. Following the recommendations of CSES, the study of the international experience in developing vocational programmes of education and the views of the Working Group experts, this enhanced curriculum should include sound practical tuition which is supported by relevant knowledge to reinforce learning in the main vocational areas, and promote the development of both ‘generic’ (life) skills and technical competence.

2. Mission and Educational Curriculum of the Academy of Tourism Studies

In developing this enhanced curriculum, the interest of the Working Group extended beyond the development of skills within vocational tourism education, in encouraging and pursuing excellence. In this connection, the aim of the Academy will be to develop excellent vocational provision that is focused on providing students with a broader and deeper learning experience, which (a) will prepare them for employment or progression on to a higher-level qualification, and (b) enable them to improve their technical and personal skills, transforming competent practice into excellent practice. Within this overall aim, the programme will strive to enable students to:

- Develop a thorough understanding of the tourism and hospitality industry.
- Develop a better and realistic understanding of tourism and hospitality employment.
- Develop a deep and wide knowledge of their vocational specialisms.
- Acquire extensive practical knowledge and experiences.
- Approach their work with positive attitudes and professionalism.
- Can demonstrate advanced vocational and ‘generic’ skills.
- Develop a strong sense of pride in their work and the work of others within the Academy.
- Plan and carry out their work to excellent professional standards.

Against this background, Table 4 depicts the content of the new proposed curriculum. The curriculum is based on a new structure, which now extends to four years of study, spread in eight semesters with 240 ECTS in total (30 ECTS per semester). This extended structure will, following appropriate legal arrangements, allow ASTER and ASTEK to become equivalent to the ATEIs and their graduates to progress on directly to postgraduate level studies.

The new structure also dedicates one year to internship (spread in two semesters, 20 ECTS each), as opposed to a single semester of internship in the existing curriculum. This

step was taken in response to the conclusion of CSES that graduates of tourism education in Greece have limited practical experience. ASTEs already have established links with employers. These will be developed further to (1) equip students with work skills through experience of real work environments, and (2) ensure that the highest professional standards will be applied, through the greater involvement of employers in the assessment of internship students. As part of their assessment, students will also need to undertake two post-internship assignments (10 ECTS each), that will require them to reflect on their work experiences, relate these to taught material, and communicate the professional skills developed. This greater emphasis on internship and its evaluation is in line with CSES’ recommendation that ‘the development of more extensive, better organised, structured, properly monitored and practical training schemes is a particularly relevant intervention’.

Table 4: Proposed Curriculum for the Academy of Tourism Studies

1st semester (30 ECTS/6 ECTS per module)	2nd semester (30 ECTS/6 ECTS per module)
Principles of hospitality and F&B management	Principles of accounting and finance for tourism and hospitality
Principles of tourism management	Professional ethics and ethos in the tourism sector
Travel and tourism law	Contemporary issues in tourism and hospitality
Essential IT and research skills	Communication skills
Foreign language options	Foreign language options
3rd semester (30 ECTS/6 ECTS per module)	4th semester (30 ECTS/6 ECTS per module)
Principles of tourism marketing	Customer service management
Sustainable tourism	E-tourism and digital culture

Intercultural communication

Entrepreneurship in
small-medium-micro tourism
enterprises

Personal and professional development

Employability skills

Foreign language options

Foreign language options

5th semester (30 ECTS/5 ECTS per module)

Pathway A:	Pathway B:
Hospitality	F&B and Gastronomy
Advances in hospitality management	Advances in F&B management
Revenue management for the hospitality industry	Food science and nutrition
Front office operations	Food safety practices
Rooms division management	Wine and gastronomy
Housekeeping	Hors d'oeuvres, cocktails and canapés
Customer care/relations	Alcoholic beverages and bar control

6th semester (30 ECTS)

Internship (20 ECTS)

Post-internship self-evaluation report
(10 ECTS)

7th semester (30 ECTS/5 ECTS per module)

Pathway A:	Pathway B:
Hospitality	F&B and Gastronomy
Accounting/financial operations for the hospitality industry	Menu planning and costing
Hospitality sales and marketing	Poultry and meat

8th semester (30 ECTS)

Internship (20 ECTS)

Post-internship reflective paper (10 ECTS)

Hotel property management systems	Vegetables and salads
Conferences and banqueting	Fish and shell fish
Crisis management/security	Creative desserts and bakery products
Hospitality accreditations/certification	F&B accreditations/certification
s	s

Further to the internship and post-internship assignments outlined above, the new curriculum consists of twenty core modules, spread in four semesters, and two specialisms/pathways:

- (A) Hospitality, and
- (B) F&B and Gastronomy.

The structure of the core modules was designed to: introduce students to the broad scope and legal framework of the tourism and hospitality industry and expose them to the fundamentals and current thinking in key management disciplines and areas (Principles of Hospitality and F&B Management, Travel and Tourism Law, Principles of Tourism Management, Principles of Tourism Marketing, Introduction to Accounting and Finance for Tourism and Hospitality, Customer Service Management); provide them with knowledge and understanding of critical and contemporary issues in tourism and hospitality (Contemporary Issues in Tourism and Hospitality, Sustainable Tourism, E-tourism and Digital Culture).

In addition to the above, the Working Group paid attention to CSES’ conclusions, based on feedback from industry representatives, regarding the existing skills and knowledge gaps of tourism graduates in Greece in the following areas:

- (1) general professional and communication skills,
- (2) professional ethos,

- (3) skills related to the needs of self-employed and micro-enterprises, and
- (4) foreign languages (only 15% of the Greek population speaks even two foreign languages).

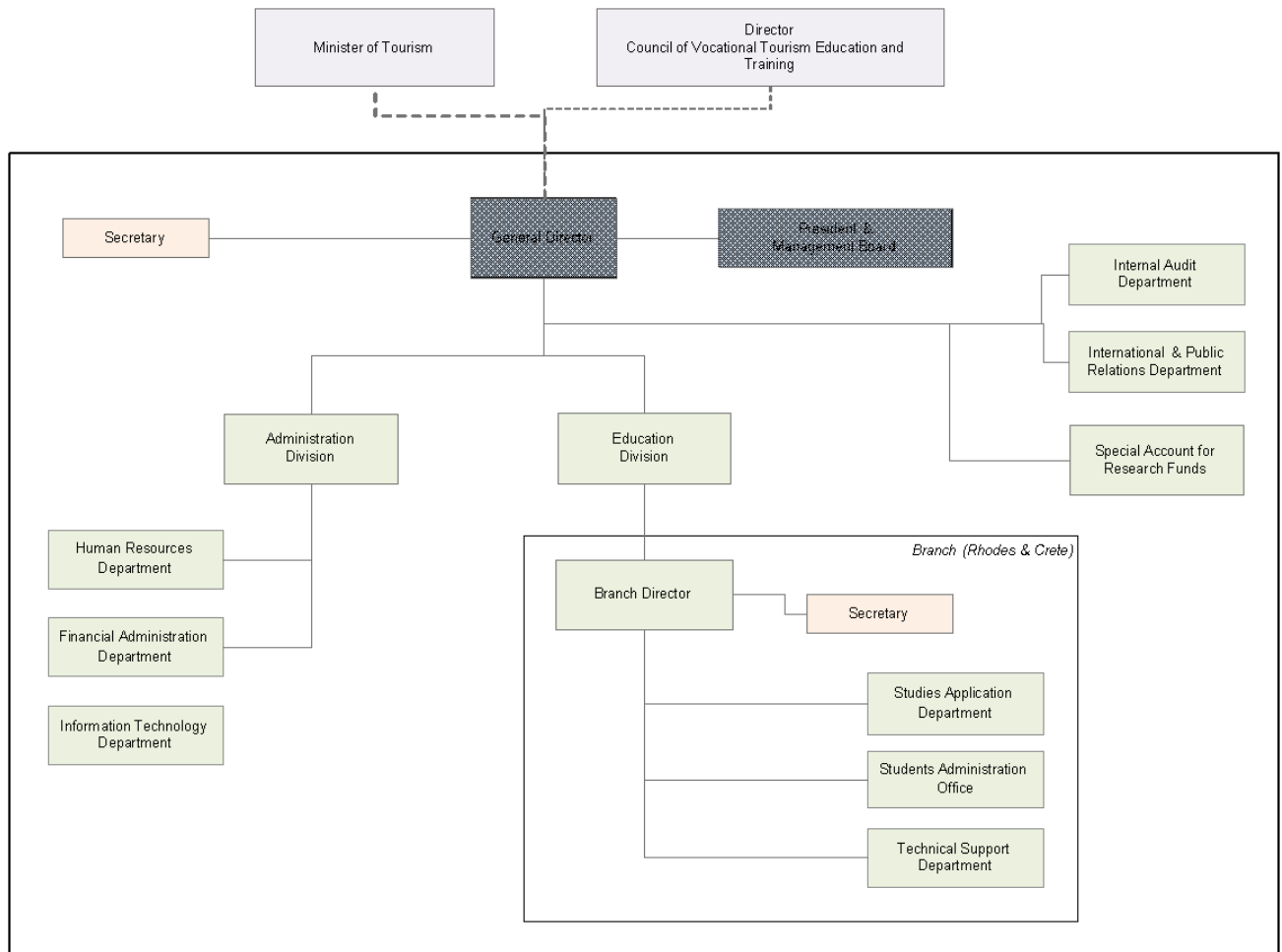
To remedy these insufficiencies, the Working Group has introduced the following core modules, designed to fill respectively the areas of skills shortage: (1) Essential IT and Research Skills, Communication Skills, Personal and Professional Development, Employability Skills, Intercultural Communication, (2) Professional Ethics and Ethos in the Tourism Sector, (3) Entrepreneurship in Small-Medium-Micro Tourism Enterprises, and (4) Foreign Language Options. The language options are suggested to include German (a well-established tourism market segment for Greece), Russian and Mandarin (to address CSES’ conclusion that ‘in terms of new emerging markets (e.g. China, Russia), individuals with relevant language skills are still difficult to find’).

Students may choose one of two pathways, starting in the 5th semester and continuing in the 7th semester, allowing them to tailor their degree to areas of interest. The first pathway, ‘Hospitality’, aims to strengthen the tradition of ASTER and ASTEK in Hospitality Management and Services. The second pathway, ‘F&B and Gastronomy’, is introduced as a response to the significant gaps of current vocational tourism education and training provision in Greece in relation to food services, as identified by the CSES report. Modules on both specialisms emphasise practical skills and experience coupled with the background knowledge of the studied subjects. This approach will help students to develop into high-calibre, motivated graduates, equipped with the confidence and flexibility to thrive and realise their goals to achieve middle and senior management levels in diverse sectors of the hospitality and F&B industries.

3. Organisational Chart of the Academy of Tourism Studies

Based on the legal/institutional analysis of Part 1 in this report and to address the concerns raised in section 1 (part 2) and effectively implement the new mission and curriculum discussed in section 2 (part 2), the following organisational structure is proposed for the Academy of Tourism Studies (Chart 1)

Chart 1 – Organisational Chart of the Academy of Tourism Studies



Description of Organizational Units

Organizational Unit	Description	Positions
General Director		1
Secretary		1
Administration Division		1
Human Resources Department	The department will be responsible for keeping personnel records and issuing payroll, as well as for identifying / satisfying training needs of personnel (central office and branches)	1 + 1
Financial Administration Department	The department will be responsible for accounting, budgeting – commitments, payments, procurement and contract management processes (central office and branches).	1 + 2
Information Technology Department	The department will be responsible for managing and supporting the IT infrastructure of the Academy, including any electronic services it may develop / provide in the future (i.e. e-Learning, web portal, e-library, e-competitions, social networking etc.)	1 + 2
Education Division		1
Branch Director		1 (*2)
Secretary		1 (*2)
Studies Application Department	The department includes all the professors of the branch and it will be responsible for applying and executing the Educational Program of the branch.	1 + 6 (*2)

	The director of the department may be the Branch Director	
Students Administration Office	The department will be responsible for student registrations, issuing of studies certificates and in general for managing the relations of the branch with its students. The department will be also responsible for managing the library of the branch	1 + 2 (*2)
Technical Support Department	The department will provide technical support regarding the technological equipment of the branch (labs, IT etc.)	1 + 1 (*2)
Internal Audit Department	The department will be an independent advisory unit (to the General Director or the President), managing and enforcing the application of the quality system of the Academy, as well as the conformance to all regulations governing its operation. The department will be also responsible for developing and submitting performance reports to the Council of Vocational Tourism Education and Training and the Ministry of Tourism	1 + 1
International & Public Relations Department	The department will be responsible for developing and cultivating relations with international and national organizations related to Tourism Education (including other similar Academies world-wide) as well as relations with private Tourism Enterprises and Associations, playing also the role of the bridge between students and private market.	1 + 1

Special Account for Research Funds	The department (unit of special type) will be the mechanism enabling the Academy to effectively manage research & development funds (EU or national funds) as well as to undertake contracts from other organizations.	1 + 1
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Note: On the Positions column 1+1 refers to 1 manager and 1 employee; likewise, 1+2 refers to 1 manager and 2 employees, etc.

PART 3. REPORT ON THE MISSION, STRUCTURE AND ORGANISATIONAL CHART A COUNCIL OF VOCATIONAL TOURISM EDUCATION AND TRAINING ENCAPSULATING AMONG OTHERS THE ACADEMY OF TOURISM STUDIES

1. Introduction

The School of Tourism Education (STE) was founded in 1937 as a specialised state provider of vocational tourism education and training in Greece. In 2003, it was renamed to become OTEK (Organisation of Tourism Education and Training) and until recently it had successfully provided the labour market with over 200,000 tourism professionals (primarily in the hospitality sector). The contribution of STE and then OTEK to Greek tourism development has been very important; nonetheless, STE and then OTEK were eventually entrapped into adversarial politics, practices and philosophies of the past, thus no longer responding to the needs of the country and of the tourism industry. Due to the above and instead of rectifying the pathology, the previous government abolished OTEK in 2013.

Nonetheless, vocational tourism education in Greece needs a place under a single roof. For this reason, OTEK should be re-established ideally in the form of a Council of Vocational Tourism Education and Training to meet the specialised and modern education and training requirements of the tourism sector and, more specifically, the needs for continuous quality upgrading and differentiation of tourism products and services. It is necessary to constantly redefine educational programmes and specialisations (to detect and cover any new needs) based on relevant research and in alignment with the definition and re-definition of the vision and education provided by related tertiary and post-secondary education establishments overseen not only by the Ministry of Tourism but also by the Ministry of Education, the Ministry of Labour, Social Security and Social Solidarity as well as the Ministry of Rural Development and Food; this is essential to fill any gaps and avoid unnecessary overlaps. This re-definition should consider the needs of the tourism market, as advocated by various tourism bodies and employer stakeholders such as the Greek Tourism Confederation (SETE), the Hellenic Chamber of Hotels and the Hellenic Association of Travel & Tourist Agencies (HATTA). The opinions expressed by employee organisations such as the Panhellenic Federation of Catering and Tourist Industry Employees should also be considered.

In what follows, a mission statement for the new Council of Vocational Tourism Education and Training (henceforth “The Council”) will first be proposed; then the educational structure of the Council will be discussed with primary emphasis on the role of Tourism Academies and their relation to the other pillars overseen by the Council. Finally, the way forward at a strategic and policymaking level will be examined to ensure that new Council of Vocational Tourism Education and Training will not be an end but rather a tool for what Greece needs to improve its tourism offering from a human resources perspective.

2. Proposed Mission Statement and Justification

The following mission statement is proposed: “The Council of Vocational Tourism Education and Training oversees the preparation of students in its operational units for a national and international career in the tourism industry by providing high-level vocational education and training. The Council aims to be a viable international centre of excellence in professional tourism education and to offer competitive studies that satisfy the needs of the hotel and the wider tourism market for human resources of high quality, ethics and professionalism. The Council’s educational philosophy is reflected in curricula at various levels of education that effectively integrate the combination of theoretical and vocational education, laboratory training and practical training, in an environment that supports lifelong learning and lasting professional development.”

To better understand the rationale behind the above mission statement, it should be noted that the Council’s proposed establishment is directly connected to the important recent developments in the structure and the characteristics of the Greek system of tourism education (the University of the Aegean and the University of Piraeus welcome the first students in undergraduate tourism programmes in Greece in the academic year 2017-18; the Hellenic Open University has an undergraduate programme underway; the planned University of Western Attica will also have an undergraduate tourism department; and the School of Tourist Guides has just reopened). These developments come in a period during which there are impressive qualitative and quantitative changes

in the Greek tourism industry. In the recent years, international tourism arrivals have experienced a very significant growth but associated revenues (especially at per capita levels) lag. We are also going through a prolonged period of qualitative and quantitative differentiation of the tourist product (both service- and destination-wise) that places the country at the heart of important changes related to the key role of tourism into the development of Greece (as already underlined in many studies during the last decade), but also to the efforts to redefine the economic sectors that will help the country successfully implement the growth policies of the Memoranda with the international creditors in the years to come.

Following the above, and in the light of the Council’s establishment, it is very important to underline that all recent changes in tourism education are important only if they contribute to the upgrading of the tourist product and to the long term “systemic” acceptance of tourism as one of the key pillars of the country’s development. Consequently, such an effort would only be successful if all tourism businesses and bodies (tourism enterprises, the state, local authorities etc.) support it, by absorbing - based on appropriate evaluation criteria - the graduates of the units overseen by the Council and, therefore, by showing how important tourism education and training is for them, as an essential part of the tourist product. Besides, in the case of the Council, the operational structure and the curricula – based on the international experience - are directly linked to the needs of tourism’s central pillar, which is the hotel and wider hospitality sector.

3. Educational Structure of the Council

Having the above in mind, it is suggested that the Council should oversee the following four (4) units:

- ASTE Colleges to become an Academy of Tourism Studies with multiple branches;
- Post-Secondary Education Institutes of Vocational Training (IEK);
- Schools of Tour Guides;
- School for Lifelong Learning & Training in Tourism Vocational Education.

Therefore, the Council should be integrated - through its structure and the curricula offered - in this new system, as presented in Table 5.

Table 5: New Educational Structure of Tourism Education and Training in Greece

<i>Ministry of Education, Research and Religious Affairs</i>	<i>Ministry of Tourism - Council of Vocational Tourism Education and Training</i>
Universities	Academy of Tourism Studies
Technological Educational Institutes	
Private Colleges	
Vocational High Schools	Institutes of Vocational Training in Tourism
Public Institutes of Vocational Training	
Private Institutes of Vocational Training	
General Secretariat for Lifelong Learning	School for Lifelong Learning & Training in Tourism Vocational Education

a) Academy of Tourism Studies

As discussed in a previous section of this report, the ASTE Colleges are proposed to be upgraded into an Academy of Tourism Studies with multiple branches. There is no reason for the mission statement and educational curriculum of the Academy as an independent unit to differ from those in case the Academy becomes an operational unit overseen by the Council. Moreover, as discussed in another section of this report the Academy can remain a separate legal entity even if overseen by the Council.

It is proposed that the Academy will eventually have four (4) branches, i.e. two emerging from the transformation of the existing ASTER and ASTEK and two ones to be established in Thessaloniki (to cover Northern Greece) and Zakynthos (to cover Western Greece and the Ionian Sea). In addition to attracting students from Greece, all four branches may eventually also aim at attracting international (i.e. non-EU) students (subjected to the payment of tuition fees) in case modules are taught in English instead (or in addition) to

Greek. In such a case, the branches of Rhodes and Crete will aim to attract foreign students mainly from countries in Asia, Africa, the Middle East, and from countries where there is an active expatriate Greek community; likewise, the branches of Thessaloniki and Zakynthos will aim to attract international students primarily from Balkan and CIS countries.

The Academy should also aim at receiving the TedQual international quality certification by the World Tourism Organisation. In addition, the accreditation of the Academy by an international (and well-known) higher education certification body will be pursued, such as the NEASC (New England Association of Schools and Colleges), or possibly even a collaboration with the Swiss Hotel School Association and/or The Federal Department of Foreign Affairs of Switzerland (FDFA). These certifications (or equivalent) are necessary for the Academy to become appealing at an international level and for its degree to become recognised as a prestigious award. Moreover, the Academy should be able to participate in the organization of postgraduate studies at Masters level in collaboration with Universities and/or Technological Educational Institutes (in Greece or abroad). Nonetheless, the Academy should not offer doctoral programmes as these step well beyond its academic capacity. In any case, the Academy graduates should be eligible for entry into existing Masters programmes in hospitality and tourism; upon completion of such programmes, they may then be eligible for entry into doctoral programmes too.

Under the auspices of the Council, the Academy should also develop a special agreement with leading hotel and hospitality firms in Greece and abroad, so that their students can be placed for high-level internships at prominent international hotels. There will also be an agreement with the same hotel businesses for the admission of the Academy's best graduates in graduate trainee programmes. The Council can also oversee the implementation of a Public & Private Partnership on behalf of the Academy, in terms not only of building and maintaining infrastructure, but also of commercialising its branches by providing hotel services to domestic and foreign tourists. In Greece, the closest example of a tourist training programme implemented by a private operator with

a concurrent hotel operation is Hotelier Education (<http://www.hotelier.edu.gr/>), in Crete.

Finally, the Council should develop the profile and safeguard the professional rights of the Academy graduates especially for executive positions in the hospitality industry. For example, a Hotel Director’s position (especially for four and five-star hotels) would be open for Academy graduates when they have also accumulated ten years of professional experience (with at least five as Heads of specific departments, e.g. F&B operations) and hold a postgraduate degree.

b) Schools of Tour Guides

The recent re-opening of the School of Tour Guides in Athens is certainly welcoming news as these schools have a long experience in the field and a good image abroad. Ideally, all Schools of Tour Guides should gradually re-open and some of them (or alternatively some of the curricula they offer) could target the international educational market by attracting trainees from other countries and offering studies in languages other than Greek too. As seems to be envisaged by the Ministry of Tourism, the reopening of Schools of Tour Guides can work complementarily and not competitively to the established fast-track training programmes offered by Greek Universities in the tour guide profession. In this context, it is proposed that those certified by the fast-track programmes can enrol into the Schools of Tour Guides without examinations to study and broaden their knowledge in this profession.

c) Institutes of Vocational Training in Tourism (IEK)

The IEKs of the Ministry of Tourism should be reorganised and offer high-level technical education and professional training, to furnish the tourism industry with immediately employable first-line professionals; they should specialise not only in the various hotel and hospitality functions (e.g. housekeeping, professional cookery) but should also offer streams related to alternative and special (i.e. thematic) forms of tourism. In addition, the IEKs of the Ministry of Tourism should have the following characteristics:

- Curricula should not be static but reviewed regularly at least every five years to accommodate the changes in the needs of the tourism industry;
- Subject to appropriate capacity planning and market research, part or all the curriculum can also be offered in English to attract non-EU students who would pay tuition fees.

d) School for Lifelong Learning & Training in Tourism Vocational Education

Lifelong Learning should play a prominent role among the activities overseen by the Council. In this context, a School for Lifelong Learning & Training in Tourism Vocational Education (henceforth “Lifelong Learning School”) is proposed to be established. Nonetheless and to avoid unnecessary overheads, a flexible structure will be introduced based on stepwise development and in accordance with the needs of targeted groups of learners, e.g. organisation of tourism related seminars for unemployed in collaboration with OAED - the Labour Force Employment Agency - as well as for small and medium tourism enterprises interested in advancing their corporate image and skills. Moreover, the Lifelong Learning School will not have its own infrastructure (except for a small administrative and operational team) but it will rather use the facilities of the other Council units. It will predominantly depend on teaching and admin staff of the other Council units and will use external associates only when required. The Lifelong Learning School will seek collaboration with the Hellenic Open University and/or other universities specialising in tourism seminars (such as the University of the Aegean and the University of Piraeus) to offer vocational training programmes in tourism using distance learning methods when this is deemed appropriate from a learning point of view. Co-operation will also be sought with the Training Institute of EKDDA (National Centre for Public Administration and Local Government).

To internationalise its profile and generate additional sources of revenue, the Lifelong Learning School can also offer executive training and other vocational tourism training programmes in the Balkan countries, where demand for similar educational services is rapidly developing through initiatives funded by the EU. For this reason, the Lifelong

Learning School should develop collaborations with educational institutions and tour operators in the Balkan countries. The Lifelong Learning Facility could also focus on countries beyond the Balkans, e.g. those that form part of the Black Sea Economic Cooperation Organisation.

Finally, the Lifelong Learning School can provide certification for short-term educational programmes (e.g. a Winter or Summer School or Camp) organised by private bodies involved in vocational training in the tourism sector. At present, it seems that there is no specific agency in Greece certifying Summer Camp programmes. The General Secretariat for Youth runs Summer Camps for Greeks and foreigners in collaboration with the Ministry of Foreign Affairs but most of them are organised autonomously and on a decentralised basis by private operators. For this reason, it is necessary for relevant programmes to be certified by a public body (in this case by the Lifelong Learning School under the auspices of the Council) to ensure a certain level of service quality and avoid situations that could have a negative impact on Greek tourism. Since Summer Camp activities do not constitute vocational training in a strict sense, it is expected that any certification provided by the Council will not function in a competitive or overlapping manner to the certifications currently provided by the **National Organisation for the Certification of Qualifications and Vocational Guidance** (EOPPEP), which mainly addresses IEKs. In addition, and through this certification process, the Council and the Lifelong Learning School may generate additional income thus contributing to its sustainable operation from a financial point of view.

4. Conclusions and the Strategies Forward

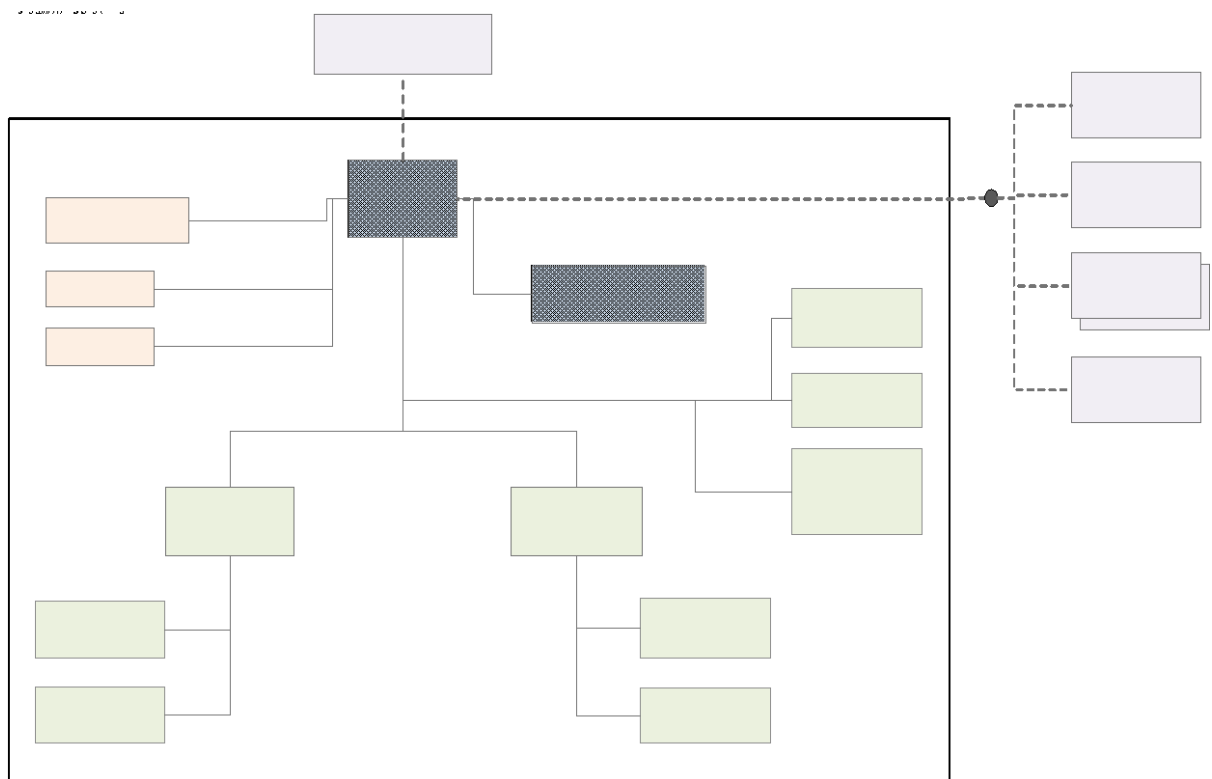
The re-establishment of OTEK in the form of a Council of Vocational Tourism Education and Training is deemed necessary to promote extroversion and internationalisation of professional tourism education in Greece. Four operational units are proposed namely an Academy of Tourism Studies with several branches; Schools of Tour Guides; Institutes

of Vocational Training in Tourism and a School for Lifelong Learning & Training in Tourism Vocational Education. Foreign students may also be targeted in due course if the curriculum is also delivered in English; this could generate revenue from tuition fees to financially facilitate the operations of the Council. In any case, the Council should have a lean structure and tight cost control to optimise the use of its human resources, facilities and equipment and avoid any unnecessary expenses. Moreover, the Council should pursue a systematic cooperation with the tourism industry and academic stakeholders (University professors) for the planning and the conduct of its curricula. Academic and professional bodies should be represented in the Council’s Board of Directors and/or Advisory Board to express the views of the industry, as well as the knowledge of the academics on the sector’s developments and on Tourism Education. The Council should represent Greece in European and international fora and associations of professional tourism education. Finally, the Council should develop and safeguard professional rights for the graduates of its units. This is particularly applicable for executive positions sought by the graduates of the Academy of Tourism Studies but is also of importance in the case of the Schools of Tour Guides and possibly also for the Institutes of Vocational Training in Tourism.

5. Organization Chart of the Council of Vocational Tourism Education and Training

Based on the legal/institutional analysis of Part 1 in this report and to effectively implement the new mission and structure discussed in sections 2 and 3 of Part 3, the following organisational structure is proposed for the Council of Vocational Tourism Education and Training (Chart 2)

Chart 2 – Organisational Chart of the Council of Vocational Tourism Education and Training



Description of Organizational Units

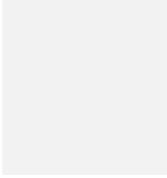
Organizational Unit	Description	Positions
Director		1
Legal Advisor		1
Secretary		1
Advisory Board		To be defined
Administration Division		1
Human Resources Department	The department will be responsible for keeping personnel records and issuing payroll, as well as for identifying / satisfying training needs of personnel	1 + 1

Financial Administration Department	The department will be responsible for accounting, budgeting – commitments, payments, procurement and contract management processes. A position may be provisioned for supporting technical infrastructures (& web site).	1 + 3
Education Division		1
Education Program Design Department	The department will be responsible for (re) designing the Educational Program to be adopted by Tourism Education Organizations (e.g. Academy of Tourism Studies, Tourism Vocational Training Institutes, School of Tour Guides etc.) in an annual basis (or whenever defined by the regulatory framework). This includes the development or selection / certification of educational material (i.e. text books, learning apps etc.). The department will also monitor the evolution & trends in the Tourism Industry, and it will conduct educational / pedagogical research in the field of Tourism, focusing on developing adequate job descriptions (curricula) for the Greek market. Finally, the department will design and organize training seminars for Tourism Professors.	1 + 6
Tourism Market Observatory Department	The department will be responsible for gathering and analysing data regarding the needs of the Greek Tourism Market (e.g. Accommodation, Food & Beverage etc.) in relation to human resources and missing / required qualifications. The department may also organize conferences, seminars, lectures and workshops, as well as conduct studies and surveys and issue relevant publications. The department will develop and cultivate close relations with Tourism Market players (e.g. private companies, associations etc.) to establish continuous data collection mechanisms. Those relations will evidently	1 + 4

	enable the department to further facilitate the allocation of students to tourism enterprises for their practical exercise, by (centrally) designing and (regionally) organizing career days.	
Internal Audit Department	The department will be an independent advisory unit (to the Director / President), managing and enforcing the application of the quality system of the Organization, as well as the conformance to all regulations governing its operation.	1 + 1
Strategic Design Department	The department will be responsible for developing and managing the National Tourism Education & Training Policy, based on feedback and reports developed by other departments, as well as by external organizations’ statistical data and publications related to Tourism. According to the strategy and the status of the market / country, proposals and recommendations will be designed and forwarded to the Director to be submitted to the Minister of Tourism and the Minister of Education. The department will maintain close relations with public bodies and representatives of employees and employers of various sections of the Tourism Market for the determination of the professional rights and obligations of the graduates of any Educational / Training Organization under the auspices of the Council. The department will be also responsible for the Council’s participation in European Funded projects, related to its mission, and the scientific management of such projects.	1 + 3
Tourism Education Organizations Monitoring Department	The department will be responsible for monitoring & evaluating the performance of Tourism Education / Training Organizations (results, curriculum application, processes,	1 + 2



infrastructures, human resources – educational staff etc.), based on ad hoc assessments and monthly reports (submitted by them in paper or electronically).



Note: On the Positions column 1+1 refers to 1 manager and 1 employee; likewise, 1+2 refers to 1 manager and 2 employees, etc.

6. Bibliography of Activity 3.1.4

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ANNEXES

1. Annexes and Documents of Activity 3.1.1

Related additional and in depth documents to this report are available in the Annexes as follows:

- ANNEX 1 - List of Participants Workshop Public Sector for the workshop of 16.12.2016
- ANNEX 2 - List of Participants Workshop Private Sector for the workshop of 19.12.2016
- ANNEX 3 - List of Key Stakeholders Consulted
- ANNEX 4 - Questionnaire for the workshop of 16.12.2016
- ANNEX5 - Questionnaire for the workshop of 19.12.2016
- ANNEX 6 - Questionnaire for the public and private schools
- ANNEX 7 - Professional Tourism Education – MoT – Overview
- ANNEX 8 - Report on Tourist Guide Training in Greece

ANNEX 1 - LIST OF PARTICIPANTS WORKSHOP PUBLIC SECTOR FOR THE WORKSHOP OF 16.12.2016

List of Participants**Date: 16 December 2016**

	Full name	Institution	Position
1	Ms Lia Zampetoglou	INSETÉ	Director of Education
2	Mr George Koutsokostas	INSETÉ	Executive member in Education
3	Ms A. Makrandreou	MoT	Head of Directorate for Tourism Education
4	Mr Konstantinos Stefanakidis	MoT	Officer - Directorate for Tourism Education
5	Mr Spiros Gianniotis	Travel and Tourism Newspaper Travelling News	Director
6	Mr Argirios Velissaropoulos	Le Monde – Institute of Hotel and Tourism Studies	Director for Education
7	Mr Nikolaos Mistriotis	New York College	Director for Education
8	Mrs Hara Papadopoulou	MoT – Association of Professors in Tourism	Secretary General
9	Mrs Xení Gerna	MoT - Association of Professors in Tourism	President

1 0	Mr Notis Martakis	MTC Group consulting	President
1 1	Mr Konstantinos Derekas	Taste Academy	President
1 2	Mr Antonios Antonakakis	Taste Academy	Director
1 3	Mrs Alexandra Tatsi	Ministry of Education, Research and Religious Affairs	Officer -Directorate for Lifelong Learning
1 4	Mrs Lia Michailidou	Vocational Training Institute IEK ALPHA	Director of Studies

ANNEX 2 - LIST OF PARTICIPANTS WORKSHOP PRIVATE SECTOR FOR THE WORKSHOP OF 19.12

List of Participants**Date: 19 December 2016**

	Full name	Institution	Position
1	Mrs Efi Kalampoukidou	Panhellenic Federation of Tourist Guides	President
2	Mrs Mairi Triantafillopoulou	Association of Hoteliers of Island Kos	Secretary General
3	Mrs Eleni Agkiri	SKAL Athens	Secretary General
4	Mr George Pelakanakis	Panhellenic Federation of Hotel Managers	President
5	Mrs Agni Christidou	Hellenic Chamber of Hotels	Director
6	Mr Nikos Zoitos	Hellenic Hotel Federation	Director General
7	Mr George Matsigkos	Panhellenic Federation of Hotel Managers	Vice- President
8	Mr Dionysios Vlahakis	Manassis Travel S.A.	Director General
9	Mrs Lia Falirea	Attica and Argosaronik Hotel Association	Director
10	Mr Gregory Tasios	Hellenic Hotel Federation	Secretary General

ANNEX 3 - LIST OF KEY STAKEHOLDERS CONSULTED

List of Key Stakeholders Consulted

	Full name	Institution	Position
1	Ms Lia Zampetoglou	INSETÉ	Director of Education
2	Mr George Koutsokostas	INSETÉ	Executive member in Education
3	Ms A. Makrandreou	MoT	Head of Directorate for Tourism Education
4	Mr Konstantinos Stefanakidis	MoT	Officer - Directorate for Tourism Education
5	Mr Spiros Gianniotis	Travel and Tourism Newspaper Travelling News	Director
6	Mr Argirios Velissaropoulos	Le Monde – Institute of Hotel and Tourism Studies	Director for Education
7	Mr Nikolaos Mistriotis	New York College	Director for Education
8	Mrs Hara Papadopoulou	MoT – Association of Professors in Tourism	Secretary General

9	Mrs Xeni Gerna	MoT - Association of Professors in Tourism	President
10	Mr Notis Martakis	MTC Group consulting	President
11	Mr Konstantinos Derekas	Taste Academy	President
12	Mr Antonios Antonakakis	Taste Academy	Director
13	Mrs Alexandra Tatsi	Ministry of Education, Research and Religious Affairs	Officer -Directorate for Lifelong Learning
14	Mrs Lia Michailidou	Vocational Training Institute IEK ALPHA	Director of Studies
15	Mrs Efi Kalampoukidou	Panhellenic Federation of Tourist Guides	President
16	Mrs Mairi Triantafillopoulou	Association of Hoteliers of Island Kos	Secretary General
17	Mrs Eleni Agkiridi	SKAL Athens	Secretary General
18	Mr George Pelakanakis	Panhellenic Federation of Hotel Managers	President
19	Mrs Agni Christidou	Hellenic Chamber of Hotels	Director

20	Mr Nikos Zoitos	Hellenic Hotel Federation	Vice- President
21	Mr George Matsigkos	Panhellenic Federation of Hotel Managers	Vice- President
22	Mr Dionysios Vlahakis	Manassis Travel S.A.	Director General
23	Mrs Lia Falirea	Attica and Argosaronik Hotel Association	Director
24	Mr Gregory Tasios	Hellenic Hotel Federation	Secretary General

ANNEX 4 - QUESTIONNAIRE FOR THE WORKSHOP OF 16.12.2016

For representatives of Public and Private Education in the tourism sector

1. Do you think that operators tourism education in Greece monitor trends at a global level and align it with data of the Hellenic Tourism Market?
2. Seek cooperation at national and international levels, with a view to strengthening the tourism education?
3. Highlight graduates, professionals who meet the needs of Tourism Market?
4. Interconnection is the production of programs in order to meet the needs of the market and the increasing uptake of graduates?
5. Emphasis on expertise and knowledge or traditional approaches of the tourism profession are sufficient?
6. Priority shall be given to learn new foreign languages as well as modern IT tools?
7. It is particularly the importance of traineeships for the acquisition of knowledge and skills in the tourism profession?
8. It is necessary to apply the “dual system” (mating in educational theory and practice). Sufficient number of laboratories and the level of infrastructure, residential institutions etc. To support such a system?
9. Measurements have been made for that characterises the graduate’s employer and the customer, the level of education of a pupil at the school of his studies, the skills obtained and the real possibility to absorb those provided directly from the labour market and whether the needs met?
10. Would you propose the modification of two State Inspectors in modern International Hotel Academies?
11. There must be liaison and cooperation between all educational establishments providing tourism education in Greece?

12. Need to change (defined by the Ministry of Education) the conditions and the process of tourism education in vocational Colleges of all levels (due to the specificity and the nature of the tourism profession)?

13. Tourism education could be integrated in the secondary education course with import refer to tourism and culture, the tradition of the country, putting emphasis on highlighting tourist awareness and behaviour?

14. What is the level of directors and teachers which currently provide tourism training?

15. Check the level and content of books and textbooks taught in tourism schools? We need renewal or replacement?

16. Graduates are protected, at all levels of tourism education diplomas, through the receiving, Labour market? They thus their degrees in Tourism Market? Recognises, accepts them and distinguishes them against other unskilled young people?

17. Should one level of education to strengthen tourism, what should it be? The Second-level (OPF), Colleges αδιαβάθμιτη (IEKs), Senior (A.Σ.Τ.Ε.), High (ATEI Programmes), the Universities and University (Not available) or the Postgraduate?

* Note that the list of questions sets the general framework of the theme of the meeting and is not exhaustive.

ANNEX 5 - QUESTIONNAIRE FOR THE WORKSHOP OF 19.12.2016

For representatives of Tourism Market

1. Do you think that operators tourism education in Greece monitor trends at a global level and align it with data of the Hellenic Tourism Market?
- 2.Αναδεικνύουν graduates and professionals to respond to needs of Tourism Market?
3. Interconnection is the production of programs in order to meet the needs of the market and the increasing uptake of graduates?
4. Emphasis on expertise and know-how or traditional approaches of the tourism profession are sufficient?
5. It is particularly the importance of traineeships for the acquisition of knowledge and skills in the tourism profession?
6. Which competencies would you like to have the characteristics of tourism school graduate today? In what areas do you propose to change the educational process (if you change something of course)?
7. Measurements have been made for that characterizes the graduate's employer and the customer, the level of education of a pupil at the school of his studies, the skills obtained and the real possibility to absorb those provided directly from the labor market and whether the needs met?
8. Would you propose the modification of two State Inspectors in modern International Hotel Academies?
9. Need to change (defined by the Ministry of Education) the conditions and the process of tourism education in vocational schools of all levels (due to the specificity and the nature of the tourism profession)?
10. Tourism education could be integrated in the secondary education course with import refer to tourism and culture, the tradition of the country, putting emphasis on highlighting tourist awareness and behavior?

11. Graduates are protected, at all levels of tourism education diplomas, through the receiving, Labor market? Thus, they had their degrees in Tourism Market? Recognizes, accepts them and distinguishes them against other unskilled young people?

12. Do you see a/s is/are empty, which could be due to challenges of the education system in the tourism sector between estimates in terms of Administration concerning customer expectations and expected by customers services?

Please name such as:

13. What remedial changes in tourism education/training/curricula could increase the degree of customer satisfaction?

Please name the concrete manner:

14. What are the main challenges you face with regard to the quality of services in relation to the best possible provision of services by your employees to customers? How could the system be improved tourism education?

15. What are the main areas of training of staff you should wish to be covered by tourism education bodies?

Please name.

* Note that the list of questions sets the general framework of the theme of the meeting and is not exhaustive.

ANNEX 6 - QUESTIONNAIRE FOR THE PUBLIC AND PRIVATE COLLEGES

Questionnaire developed for the Colleges in Rhodes and Crete

Dear Sirs,

Kindly answer to the following questions if possible:

1. Do you think your institution monitors the global trends of tourism and adapt them to the Greek market needs within the education (curricula)?

Πιστεύετε ότι η Σχολή σας παρακολουθεί τις παγκόσμιες τάσεις στον τομέα του Τουρισμού και μεριμνά για την προσαρμογή τους στις ανάγκες της ελληνικής αγοράς στο πλαίσιο της εκπαίδευσης (προγράμματα σπουδών) ?

2. Do you pursue any international links/cooperation with your institution? If yes, please name them:

Επιδιώκετε οποιαδήποτε διεθνή διασύνδεση/συνεργασία με τη Σχολή σας? Αν ναι παρακαλώ αναφερθείτε σε αυτές:

3. Do you get feedback from your graduates when they have left the college how they can use their abilities achieved at your college? If yes, please describe briefly...

Λαμβάνετε πληροφόρηση από τους αποφοίτους σας όταν τελειώνουν τη Σχολή αναφορικά με το πώς μπορούν να αξιοποιήσουν τις δεξιότητες/ικανότητες που απέκτησαν κατά τις σπουδές τους? Αν ναι παρακαλώ αναφερθείτε συνοπτικά.....

4. Do you have any specific tourism orientated language training/programs? If yes please name...if not which ones would be helpful?

Διαθέτετε κάποιο εξειδικευμένο πρόγραμμα εκμάθησης ξένων γλωσσών στον τομέα του Τουρισμού? Αν ναι παρακαλώ κατονομάστε το.... Διαφορετικά ποια προγράμματα ξένων γλωσσών θεωρείτε επιβοηθητικά?

5. Is traineeship of high importance?
Είναι η πρακτική εξάσκηση εξέχουσας σπουδαιότητας?

6. Would you suggest/be interested to amend or change the school as an International Hotel Management School?

Θα σας ενδιέφερε να μετατρέψετε τη Σχολή σας σε Διεθνή Σχολή Διοίκησης Ξενοδοχειακών Επιχειρήσεων?

7. Do you think there should be a connection and cooperation between all educational institutes in Greece that provide education in Tourism?

Πιστεύετε ότι θα έπρεπε να υπάρχει διασύνδεση και συνεργασίας μεταξύ όλων των εκπαιδευτικών φορέων στην Ελλάδα που ασχολούνται με την τουριστική εκπαίδευση?

8. Do you see any necessity to change the system and the conditions of entry to the tourism school? On which levels? How?

Θεωρείτε αναγκαίο να τροποποιήσετε το σύστημα και τις προϋποθέσεις εισαγωγής των υποψηφίων στη Σχολή? Με ποιόν τρόπο?

9. Is it easy for you to find qualified professionals for teaching positions?

Είναι εύκολο για εσάς να βρείτε καταρτισμένους επαγγελματίες για την κάλυψη θέσεων του διδακτικού προσωπικού?

10. How do you evaluate your teaching and training personnel?

Πώς αξιολογείτε το διδακτικό και εκπαιδευτικό σας προσωπικό?

11. What revision of your teaching materials is done? Which intervals?

Γίνεται αναθεώρηση/επικαιροποίηση του εκπαιδευτικού σας υλικού? Κάθε πότε?

12. In case you know any international tourism schools – which one would be of a similar standard as yours?

Σε περίπτωση που γνωρίζετε άλλες διεθνείς τουριστικές σχολές – ποια από αυτές έχει παρεμφερή χαρακτηριστικά με τη δική σας?

13. Do you have a system of quality – self evaluation? If yes, how does it work? If no, do you think it would be necessary?

Διαθέτετε κάποιο σύστημα ποιοτικής αυτό-αξιολόγησης? Αν ναι πως λειτουργεί αυτό? Αν όχι, θεωρείτε πως θα ήταν αναγκαίο?

14. Are your courses, classes in accordance with the ECTS?

Τα μαθήματά σας πληρούν τις προδιαγραφές του Ευρωπαϊκού Συστήματος Μονάδων Κατοχύρωσης Μαθημάτων (ECTS)?

15. What international exposure do you have? E.g. Exchange programs? Erasmus? Professional exchanges?

Τι είδους διεθνή έκθεση έχετε? Πχ Προγράμματα ανταλλαγής? Erasmus? Προγράμματα ανταλλαγής επαγγελματιών?

16. If you could get more support/funds from outside and you would have 5 wishes free to develop your institution – what would be the ones?

Αν μπορούσατε να πετύχετε περισσότερη υποστήριξη/ εξωτερική χρηματοδότηση και είχατε στη διάθεσή σας τη δυνατότητα να αλλάξετε 5 πράγματά με σκοπό την ανάπτυξη της Σχολής σας, ποια θα ήταν αυτά?

- 1.
- 2.
- 3.
- 4.
- 5.

ANNEX 7 - PROFESSIONAL TOURISM EDUCATION – MoT – OVERVIEW**Ministry of Economy, Development and Tourism****Professional Tourism Education****Summary Presentation**

The Ministry of Tourism absorbed, according to the Law 4109/2013, the Organisation of Tourism Education and Training (O.T.E.K), the specialized Greek state institution that used to provide education and training for professionals in the field of Tourism.

Today, the Ministry of Economy, Development and Tourism (former Ministry of Tourism) operates:

- Two (2) Advanced Schools of Tourism Education,
- Eight (8) Vocational Training Institutes,

and intends to operate in the following period:

- 2 Schools for Tourist Guides, which are currently in abeyance,
- Continuing Vocational Training programmes for unqualified employees and temporarily unemployed professionals, in the tourism sector, in several cities throughout the country.

The attendance for all students (Greek, E.U. and non E.U. citizens), in the Colleges, is free. All students of Advanced Colleges and Vocational Training Institutes follow a period of paid placement- apprenticeship in selected hotels and tourism enterprises in Greece.

I. HIGHER EDUCATION

ADVANCED COLLEGES OF TOURISM EDUCATION:

Training centres:

1. Advanced College of Tourism Education of Rhodes, Dodecanese (A.S.T.E.R)
2. Advanced College of Tourism Education of Crete, Crete (A.S.T.E.K.)

Higher Education prepares graduates for advanced executive posts in the hospitality industry, particularly in the field of hotel management as part of the tourism professions department.

Candidates are admitted via National Examinations for Universities and Technological Educational Institutions (T.E.I.), run, annually, by the Ministry of Education. Graduates can be appointed a working place in the Public Sector as T.E.I. graduates.

Despite the fact that the Advanced Colleges of Tourism Education form part of the tertiary -higher education, their academic profile is not equivalent to T.E.I. and Universities, as they are regarded as Vocational Tourism Colleges. Further more, A.S.T.E. graduates are not entitled to post-graduate studies (MA or MSc degrees) in Greece. Still, their qualification level according to Hellenic Qualification Framework responds to HQF Level 5, as well as the Vocational Training Institutes are.

Admission requirements

The admission procedure and the prerequisite for attendance are determined by the Ministry of Education, dependent on the National System for Admission in Higher Education. There is an extra compulsory exam in one foreign language.

Attendance:

The studies last 7 semesters. Each academic year consists of two terms:

The Academic Term (two semesters) starts in October and ends in June.

The Placement - apprenticeship (practical training) starts on July 1st and ends on September 30th and takes place in selected hotel enterprises, under the supervision of the Ministry of Tourism.

Modules per semester

The modules taught, weekly, per semester are cited in the following charts:

1 st	MODULE	THEORY	CASE STUDY	LABORATORY	TOTAL
1.	Introduction to Tourism	2	-	-	2
2.	Culinary Art	2	-	2	4
3.	Restaurant Techniques	2	-	2	4
4.	Housekeeping	2	-	1	3
5.	Economic Mathematics	2	2	-	4
6.	Principles of Management	2	1	-	3
7.	Principles of Economics	2	1	-	3

2 ⁿ d	MODULE	THEORY	CASE STUDY	LABORATORY	TOTAL

1.	Commercial Food Production	2	-	3	5
2.	Bar-Beverages-Oenology	2	-	2	4
3.	Introduction to IT	2	-	3	5
4.	Food & Beverage Management	2	2	-	4
5.	Statistics	2	2	-	4
6.	Principles of Accounting	2	-	2	4

3 rd	MODULE	THEORY	CASE STUDY	LABORATORY	TOTAL
1.	F & B Operations Management	2	-	1	3
2.	Front Office Operations	2	-	3	5
3.	Tourism Economics	2	2	-	4
4.	Architecture-Hotel Assets	2	1	-	3
5.	Business Accounting	2	-	2	4
6.	Introduction to Law	2	1	-	3
7.	Optional Module:	2	-	-	2

	a. Tourism Sociology, or				
	b. Tourism Psychology				

4 th	MODULE	THEORY	CASE STUDY	LABORATORY	TOTAL
1.	Main Courante (Room division managerial accounting)	2	-	3	5
2.	Hotel Logistics	2	-	2	4
3.	Greek Tourism Geography	2	1	-	3
4.	Human Resources Management	2	-	-	2
5.	English Tourism Terminology	3	2	-	5
6.	2nd Foreign Language Tourism Terminology	3	2	-	5

5 th	MODULE	THEORY	CASE STUDY	LABORATORY	TOTAL
1.	Hospitality Marketing	2	2	-	4

2.	Financial Management	2	1	-	3
3.	Tourism Law	2	1	-	3
4.	Hospitality Management	2	3	-	5
5.	Hotel Assets Management	2	1	-	3
6.	Intercultural Education and Communication in Tourism	2	1	-	3
7.	Optional Module: a. Tourism Market Research, or b. Tourism Consumer Behaviour	2	-	-	2

6 th	MODULE	THEORY	CASE STUDY	LABORATORY	TOTAL
1.	Business Tourism	2	1	-	3
2.	Promotion of Tourism Product	2	2	-	4
3.	Operations in Hotel Logistics	1	-	3	4
4.	Entrepreneurship in Tourism	3	-	-	3

5.	Career seminar	-	-	-	3
6.	Hotel Animation	2	-	-	2
7.	Optional Module: a. Tourism Development, or b. Tourism Policy	2	-	-	2

7 th	MODULE	THEORY	CASE STUDY	LABORATORY	TOTAL
1.	Dissertation	-	-	-	4
2.	Placement (apprenticeship) in hotels	-	-	-	35

II. POST-SECONDARY VOCATIONAL TRAINING

Vocational Training Institutes

Specializations:

- **Hotels’ and Hospitality Enterprises’ Expert (Front office – Housekeeping – Food and Beverage Management)**
- **Culinary Art Expert (Chef)**
- **Pastry and Baking Expert**

Training Centres:

1. Anavyssos (Attica)
2. Thessaloniki (Macedonia)
3. Heraklion (Crete)
4. Rhodes (Dodecanese)
5. Kerkira (Ionian Islands)
6. Argos (Peloponnese)
7. Galaxidi (Central Greece)
8. Alexandroupoli (Thrace)

Admission Requirements:

Candidates must have completed the Secondary Education (no age limit). Applicants are admitted following a selection procedure, supervised by the Ministry of Tourism.

Attendance:

The attendance is compulsory. The studies have duration of five (5) semesters: four (4) academic semesters and one (1) semester of Placement (Apprenticeship).

The Academic Term (two semesters) starts in October and ends in June (approximately) and is completed after 300 hours of lectures and labs.

The Placement can start on the completion of the second semester and lasts 960 hours implemented in two trimesters.

The Placement takes place in hotel enterprises and pastry labs (for the attendants of the course “**Pastry and Baking Expert**”), meeting the standards set by the Ministry of Tourism.

Students who successfully complete all semesters receive a training certificate (TC) which entails them to participate in the Certification Examinations to EOPPEP.

E.O.P.E.P. organises, nationally, the accreditation examinations for IEK graduates of all specialities. Upon successful examination results, IEK graduates are awarded the Vocational Training Diploma recognised both in Greece and in EU member states (Certificates HQF Level 5).

Modules

In the following charts you can spot the modules taught per specialty area of study:

Hotels' and Hospitality Enterprises' Expert (Front office – Housekeeping – Food and Beverage Management)

	SEMESTER	A			B			C			D		
n.	MODULE	THEORY	LAB	TOTAL	THEORY	LAB	TOTAL	THEORY	LAB	TOTAL	THEOR Y	LAB	TO
1	Principles of Economics	2		2									
2	Tourism	3		3				3		3			
3	Hotel Operation Management (I and II)	3		3	2		2						
4	Kitchen Management							3		3			
5	Business Administration (I and II)	2		2	2		2						

6	English	2		2	2		2	2		2	2		2
7	German	2		2	2		2	2		2	2		2
8	Mmarketing	3		3									
9	Internship on the subject		3	3		3	3		3	3			
10	Restaurant Operation Management				1	1	2						
11	Hygiene and Safety				1		1						
12	Bar				1	3	4						
13	Oenology				2		2						
14	Gastronomy – Menu planning							2		2			
15	IT in Hotel Management								2	2			

16	Hotel Accounting							3		3			
17	Placement											16	16
TOTAL		17	3	20	13	7	20	15	5	20	4	16	20

Culinary Art Expert (Chef)

	SEMESTER	A			B			C			D		
n.	MODULE	THEORY	LAB	TOTAL	THEORY	LAB	TOTAL	THEORY	LAB	TOTAL	THEORY	LAB	TOTAL
1	French	2		2	2		2	2		2	2		2
2	Principles of Economics	2		2									
3	Culinary Art I	2	3	5									
4	Introduction to Confectionery-Pastry I	1	2	3									
5	Kitchen: Equipment - Facilities	2		2									
6	Food and Beverage Control	3		3									

7	Internship on the subject		3	3		3	3		3	3			
8	Hotel Operation Management				1	1	2						
9	Food Cost Control				2		2						
10	Oenology				2		2						
11	Food Hygiene and safety				1		1						
12	Culinary Art II				2	3	5						
13	Introduction to Confectionery-Pastry II				1	2	3						
14	Culinary Art III							1	4	5			
15	Menu Planning							2		2			
16	Butchery I								2	2			

17	Gastronomy knowledge –Food							2		2			
18	Dietetics							2		2			
19	English							2		2	2		2
20	Food Styling											2	2
21	Culinary Art IV										1	7	8
22	Butchery II											2	2
23	Placement *											4	4
TOTAL		12	8	20	11	9	20	11	9	20	5	15	20

Pastry and Baking Expert

	SEMESTER	A			B			C			D		
n.	MODULE	THEORY	LAB	TOTAL	THEOR Y	LAB	TOTAL	THEOR Y	LAB	TOTAL	THEOR Y	LAB	TO
1	Principles of Economics	2		2									
2	French	2		2	2		2	2		2	2		2
3	Pastry Lab: Equipment - Facilities	2		2									
4	Food and Beverage Control	3		3									
5	Baking and Confectionery-Pastry: Products and Raw Materials	3		3									

6	Art of Pastry	1	4	5	1	4	5	1	4	5		5	5
7	Internship on the subject		3	3		3	3		3	3			
8	Art of Baking				1	4	5	1	4	5		5	5
9	Food Hygiene and safety				1		1						
10	Food Cost Control				2		2						
11	Quality Control Systems (HACCP)				2		2						
12	Dietetics							2		2			
13	Job and Food Law Principles							1		1			
14	English							2		2	2		2

15	Placement*											6	6
TOTAL		13	7	20	9	11	20	9	11	20	4	16	20

III. TOURIST GUIDES’ TRAINING

A. SCHOOLS FOR TOURIST GUIDES

Schools for Tourist Guides prepare graduates to provide expertise to do tours throughout the country. A successful Tourist Guide is expected to be able to induct tourists to culture and history of the country.

In order to exercise the profession of Tourist Guide in Greece one should meet certain rules according to the law. Moreover, the tour guide profession and educational programme are regulated by the law 710/1977. The Ministry of Economy, Development and Tourism (former Ministry of Tourism) holds the registry of the tour guides and, issues ID and certification that they can pursue the tourist guide profession.

Training centres:

In the past, the Ministry operated Schools for Tourist Guides permanently in Athens, Thessaloniki, Heraklion and Corfu. All four schools are currently in abeyance in order to update their educational programme. The Ministry intends to operate 2 Schools for Tourist Guides in the following period.

Admission requirements:

Prospective applicants must have completed the secondary education and be Greek nationals or Foreigners (from E.U. or other third countries). Foreign candidates must have proficiency in Greek language. Students in the past, were admitted via special introductory examinations.

Candidates participate in introductory examinations on the following subjects:

- Foreign languages

- Critical Essay in Greek language
- Greek History
- Geography of Greece.

Attendance:

The duration of studies is 2,5 years. Course attendance is compulsory. The educational program consists of theoretical classes and educational visits and trips.

A Scientific Committee will be formatted to update the educational programme and criteria for the selection of educators.

NOTE

The proposal of the working group that was set up in 2013 indicates the reduction of the educational programme to 3 semesters, something that is also mentioned in the recent study of the Research Institute of tourism (ITEP).

Modules

Ancient History, Byzantine History, Modern History, Prehistoric Archaeology, Classic Archaeology, Byzantine and Post-Byzantine Archaeology- Frankish Domination, History of the Art, History of Modern Greek Architecture - Styles, History of Theatre, Science of Religion, Greek Mythology, History of Ancient Greek Literature, Modern Greek Literature, History of Greek Music and Dances, Folk Art, Geography, Ecology -Environmental Preservation, Geology-Paleontology-Speleology, Archaeological Legislation, Tourism Development - Tourist Legislation, Travel Agencies - Hotel Enterprises, Tourist Psychology, First Aid, Speech Training, Guiding Techniques, Field trips.

The educational programme is on editing and the Schools of Athens and Thessaloniki will open in the near future.

**B. ACCELERATED TRAINING COURSES
QUALIFYING GRADUATES TO PURSUE THE
TOURIST GUIDE PROFESSION**

The courses aim to provide graduates of university, from faculties related to Archaeology and History, with the required training, in order to pursue the tourist guide profession.

Training Centers:

The carrying out of the accelerated training courses take place in Greek Universities throughout the country under payment, under the supervision of the Ministry of Economy, Development and Tourism.

Courses have already operated in the following universities:

- National and Kapodistrian University of Athens,
- Aristotle University of Thessaloniki,
- University of the Aegean (Rhodes),
- Ionian University (Corfu),
- University of Macedonia (Larissa, Serres),
- University of Peloponnese (Kalamata)

Admission requirements:

Applicants must have a degree as described in the relevant legislation (no age limit), i.e. Archaeology, History, History and Archaeology, History Archaeology

and Social Anthropology, History Archaeology and Cultural Resource Management and History and Ethnology and certificated knowledge in one foreign language, level C2.

Applicants are admitted following a selection procedure by a point system criteria according to their qualifications, supervised by the Ministry of Tourism. The criteria taken in consideration for the classification are:

- Certified knowledge of foreign language (other than English)
- Academic titles (post-graduate, master & doctorate degrees)
- Social (multi-children family, unemployment)

Attendance:

The duration of studies is two (2) months. Course attendance is compulsory. The educational programme consists of theoretical classes, in subjects concerning tour guides, and educational visits and tours at museums and archaeological sites, so that trainees have acquired upon the completion of the training courses, all the necessary knowledge for the proper exercise of the profession of the tourist guide.

Fees vary, depending on the number of the attendants per course, at an average of 850 Euros/ attendant which are paid directly to the organising University.

Modules

	MODULE	LECTUR E	PRACTISIN G	TOTA L
1	Tourism and principles of	15	-	15

	sustainable development			
2	Tourism and Archaeology Law	10	-	10
3	Geography – Natural and manmade environment	10	-	10
4	Cultural Heritage Management	15	-	15
5	Interpretation and promotion of tangible and intangible cultural heritage - implementation through tour guiding	15	72	87
6	Tour guiding and museum education	10	15	25
7	Tour guiding methods	20	32	52
8	Voice placement – Oral speech – Orthophony	-	6	6
9	Specific issues – First Aid	-	6	6

On the successful completion of the course, the participants receive the right to pursue the tourist guide profession.

IV. **CONTINUING VOCATIONAL TRAINING**

EDUCATIONAL PROGRAMMES FOR UNQUALIFIED EMPLOYEES AND TEMPORARILY UNEMPLOYED PROFESSIONALS

The Ministry of Economy, Development & Tourism organises educational programs in several Greek cities, according to the local demand, for professionals working in tourist enterprises, self-employed individuals in the hospitality industry, as well as temporarily unemployed, who have only empirical knowledge on their field. Students have the opportunity to systematize and update their technical abilities, as well as to acquire the necessary theoretical knowledge, in order to improve their performance in the area of customer service. Moreover, these courses aim at enhancing employment opportunities, developing an entrepreneurial spirit and reinforcing the adaptability of tourism enterprises and professionals to the rapid developments in the hospitality industry. The duration of each course is 380 hours, from October to March (approximately).

Till 2015 the implementation of these programmes was supported by EU funding and the intention of the Ministry is to continue their implementation in the near future.

Specialty areas:

- Hotel Operations
- Restaurant Operations
- Housekeeping
- Culinary Art

GRADUATES OF THE SCHOOLS OF THE MINISTRY OF ADVANCED SCHOOLS OF TOURISM EDUCATION			
<u>ACADEMIC YEAR</u>			<u>GRADUATES</u>
2012-2013			
		A.S.T.E. of	58
		A.S.T.E. of	22
		Total:	80
2013-2014			
		A.S.T.E. of	53
		A.S.T.E. of	10
		Total:	63
2014-2015			
		A.S.T.E. of	25
		A.S.T.E. of	8
		Total:	33
2015-2016			
		A.S.T.E. of	
		A.S.T.E. of	
		Total:	50*
INSTITUTES OF VOCATIONAL TRAINING			
<u>TRAINING YEAR</u>			<u>GRADUATES</u>
2012-2013		I.V.T.	
		Anavyssos, Athens,	213
		Heraklion,	
		Thessaloniki	
2013-2014		I.V.T.	
		Anavyssos, Athens,	248
		Heraklion,	
		Thessaloniki	
2014-2015		I.V.T.	
		Anavyssos, Athens,	246
		Heraklion,	
		Thessaloniki	
2015-2016		I.V.T.	550*
		Alexandroupoli,	
		Galaxidi, Heraklion,	
		Rhodes, Thessaloniki	
VOCATIONAL SCHOOL (SECONDARY EDUCATION,			
<u>SCHOOL YEAR</u>			<u>GRADUATES</u>
2012-2013		VOCATIONAL	
		Alexandroupoli,	564
		Galaxidi, Heraklion,	
		Rhodes, Thessaloniki	
2013-2014		VOCATIONAL	
		Alexandroupoli,	498
		Galaxidi, Heraklion,	
		Rhodes, Thessaloniki	
2014-2015		VOCATIONAL	
		Alexandroupoli,	460
		Galaxidi, Heraklion,	
		Rhodes, Thessaloniki	
*: estimated to			

ANNEX 8 - REPORT ON TOURIST GUIDE TRAINING IN
GREECE

ΠΑΝΕΛΛΗΝΙΑ ΟΜΟΣΠΟΝΔΙΑ ΞΕΝΑΓΩΝ

PANHELLENIC TOURIST GUIDE FEDERATION

Βουλής 45-47

10557, Αθήνα Τ.Κ. 10557, Αθήνα

Τηλ.& Φαξ 210-32.10.680

Αποφ. Πρωτ. Αθηνών 407 ειδ. 4195/3/7/86

Α.Φ.Μ. 090300158, Δ΄ .Ο.Υ. ΑΘΗΝΩΝ

45-47 Voulis str.

10557, Athens, Greece

Tel. & Fax +30 210-32.10.680

www.touristguides.gr

e-mail : admin@touristguides.gr

Member of:



Αρ. Πρωτ. 1 Αθήνα
07.01.2017

REPORT ON TOURIST GUIDE TRAINING IN GREECE

Introduction

The Panhellenic Tourist Guide Federation has been invited to the working meeting of the 19th December 2016 in the Ministry of Tourism by the “Tourism Training” project coordinators in Greece. It was represented by its Ex.Co. President, Efi Kalampoukidou, who is also the Ex.Co. President of the European Federation of Tourist Guide Associations (FEG) and an accredited tourist guide trainer by FEG and by the World Federation of Tourist Guide Associations (WFTGA) and is involved in the tourist guide training since the creation of the European Standards on tourism by CEN.

Issues of immediate and wider concern on tourist guide training in Greece

- 1) The main issue for our Federation and for the tourism market in Greece in general is that **the state vocational Schools of Tourist Guides (Σχολές Ξεναγών) run by the Ministry of Tourism are kept closed since 2010**, although no legislation amendment has been done about the training of the future

tourist guides of Greece concerning these high-level quality schools. As a result, hundreds of candidates - both high school graduates or University graduates - who are interested in studying and have the knowledge of foreign languages needed by the incoming tourism industry to Greece, have been waiting for more than 6 years to be able to study what they have chosen. In other words, **the profession of tourist guide** which is regulated in Greece since 1977 for reasons of general interest and protection of cultural heritage, **has been kept “closed” since 2010 to the people who wish to be trained and qualified as tourist guides in order to exercise it.**

ΣΩΜΑΤΕΙΑ-ΜΕΛΗ :

ΕΝΩΣΗ Δ/ΧΩΝ ΞΕΝ. ΙΟΝ.ΝΗΣΩΝ & ΔΥΤ.ΕΛΛΑΔΑΣ	Τ.Θ. 324	49100 Κέρκυρα	Τηλ. 26610-47.482, Φαξ 26610-27.220	kerkyraguides@hotmail.com
ΣΥΝΔΕΣΜΟΣ ΞΕΝΑΓΩΝ ΘΕΣΣΑΛΟΝΙΚΗΣ	Τ.Θ. 10163	54110 Θεσ/νίκη	Τηλ. 2310-546.037, Φαξ 2310-546.037,	guideskg@gmail.com
ΣΩΜ. ΔΙΠΛΩΜΑΤΟΥΧΩΝ ΞΕΝΑΓΩΝ	Απόλλωνος 9Α	10557 Αθήνα	Τηλ. 210-32.20.090, Φαξ 210-32.39.200,	info@tourist-guides.gr
ΣΩΜ. Δ/ΧΩΝ ΞΕΝΑΓΩΝ Β.Α. ΑΙΓΑΙΟΥ & ΝΗΣΩΝ	Τ.Θ. 130	81100 Μυτιλήνη	Τηλ. 22510-43.818, Φαξ 22510-43.818,	aeageanguides@otenet.gr
ΣΩΜ. Δ/ΧΩΝ ΞΕΝΑΓΩΝ ΔΩΔΕΚΑΝΗΣΟΥ	Τ.Θ. 235	85100 Ρόδος	Τηλ. 22410-27.525, Φαξ 22410-39.251,	xenagoirhodes@yahoo.gr
ΣΩΜ. ΕΠΑΓΓΕΛΜ. ΞΕΝΑΓΩΝ ΚΡΗΤΗΣ & ΘΗΡΑΣ	Ε.Κ.Η. Α. Δημοκρατίας 10,	71306 Ηράκλειο	Τηλ. 2810-281.984, Φαξ 2810-288.802,	cretanguides@gmail.com

The only alternative way to become a qualified tourist guide for Greece since 2012 is for people who already have a University degree of history, archaeology, history of art, to be eligible to apply, having to pay up to 900 EUR and attend a two month fast-track seminar, which is run by one of the Greek Universities. These paid fast-track seminars have been evaluated and criticized by their own teaching professors and students as “inadequate, exhausting and non-professional”, as well as by travel agencies of not producing high-quality professional guides.

Having no other choice since 2012 but these inefficient fast-track seminars and no vocational Tourist Guide Schools producing guides in Greece, the system has become **legally unconstitutional**, because it does not only **exclude all other people who are high school graduates or graduates of other University faculties from studying in the vocational School for Tourist Guides**, but also creates shortage of tourist guides-speakers of various foreign languages, by **producing an overflow of only English speaking guides** in the tourism market. The **immediate re-opening of the excellent School of Tourist Guides, as a post-secondary vocational school under the Ministry of Tourism** is a must for the tourism industry and will hopefully take place soon within 2017, as promised by the present Minister of Tourism, Ms Kountoura.

We have already proposed all details for the Tourist Guide School curriculum modernization of the study program - in theory and in field trips for practical training - which are both necessary to cover the needs of the future tourist guide and of today’s market in Greece - being qualified tourist guides and tourist guide trainers ourselves, among other experts in each study field - as members of the former permanent Scientific Committee for the Schools of Tourist Guides.

- 2) We have participated as experts/representatives of ELOT-Greece (Greek Standardization National Organization) between the years 2005-2008 in the CEN (European Standardization Committee) TC329/WG5 working group in all pan-European meetings aiming to create the already voted and published European Standard **EN15565:2008** called “**Tourism Services — Requirements for the provision of professional tourist guide training and qualification programs**”. This proposal for a new standard was initiated by DIN (Standardization body of Germany) and ÖN (Standardization body of

Austria), in order to set the minimum standard for the provision of training for tourist guides in Europe.

The most important element in the above existing standard is that the EN establishes a **40% of the total training duration for tourist guides should be practical training and training in guiding techniques and skills**, against 60% which is theory and academic studies, usually offered by Universities.

- 3) The above fact clearly states that attending just academic studies in theory is simply not enough or suitable for the future tourist guide, who needs to be trained to practice such as **guiding en route on a bus, in walking tours, in sites, museums, sacred monuments. A great part of this practical training should be compulsory, done in stimulation workshops by the students and assessed by the trainers.**

Ever since the voting of the EN in 2008, almost all countries' tourist guides have been trying to persuade their authorities to implement the EN15565 and its training modules into their national legislation and training systems across Europe. The same effort has been made by us in Greece, so far with no success, because a Ministerial decree amendment is needed to change into a modernized study curriculum, which should be applied by the Tourist Guide Schools. It has already been established and is successfully run for the certification of training of tourist guides so far in **Austria, Germany, Cyprus, Ukraine, Scotland**. As Panhellenic and as European Tourist Guide Federations we hope to move on with more countries **following the EN standard and most importantly to have the 40% of practical training needed by the standard, while practice and assessing on specific guiding skills is a must for tourist guides across the world.**

- 4) In our opinion the tourist guide studies cannot be successful or according to the European standard, if they are organized by Universities or other academic institutions run by the Ministry of Education. It purely concerns vocational training for tourism professionals, which requires a **lot of**

practice, excellent use of foreign language/s and a know-how of the various tourism niche markets, regardless academic degrees, doctorates, post-graduate diplomas etc the Universities usually offer. Therefore, **the tourist guide training must remain within the priorities and power of the Ministry of Tourism**, because the guide is considered as the ambassador of the country, promotes each destination and is sometimes the only person in a country the visitors come in contact with for hours or for days during their trip.

- 5) Furthermore, our Federation believes that **an extra fee should be paid by the students themselves for the educational field trips across Greece**, because the practical part has the highest cost of the studies to become a qualified tourist guide, not just in Greece, but anywhere in Europe. This is legally accepted by the Greek Constitution and can easily be imposed to students, because the School of Tourist Guides is not a state University or any other high degree faculty. It will simply take a relevant **amendment in the Ministerial decree** for the Tourist Guide Schools, as suggested by our Federation and the **opening of a special bank account within the Ministry of Tourism**, like the practice is for the rest of Europe. It is a post-secondary vocational school aiming to train tourist guides qualified for Greece and the Greek state should not be burdened to offer everything for free to its students, while at the same time ~~people~~ students have to pay 800-900 EUR fees for the two month fast-track seminars in the Universities to become tourist guides.
- 6) Another very important issue we ask the Ministry of Tourism to bring back into force with a Ministerial decision (it was repealed by the former Minister only in 2013) is **the compulsory assessment in any foreign language/s the tourist guide will be guiding in**. This is one of the terms found in the EN15565: the foreign language spoken by the guide **should be at level C1 minimum and the level of knowledge and use of the language of the host country should be at B2 minimum** (for health and security

reasons). All experts in the Scientific Committee of the Schools of Tourist Guides have unanimously agreed in this and have stressed in all our working meetings of the Ministry that **it is absolutely necessary for the guide to be really tested - mainly in oral speech - for the level of language knowledge and its everyday use during guiding.** Presenting a language diploma of level C1 to the Greek state is not best practice anywhere in the EU to produce professional tourist guides and is clearly not enough in our case, where the **oral language use is essential.** The consequences of this unfortunate policy of the previous Minister are now seen in the tourism market: we receive complaints of visitors and travel agencies for guides with no sufficient language skills. This is the result of the lack of compulsory language oral tests for tourist guides. The language testing existed for decades and **costs nothing to the state/Ministry budget**, because the **fees were directly paid individually by the student or the professional guide to the language institute or relevant embassy**, each time one wishes to add a new language in their qualifications.

Conclusion

As a conclusion to all above, we believe that the Tourist Guide Schools of Greece must be run continuously, alternating the school's seat among Athens, Thessaloniki, Crete, Rhodes, Corfu or wherever there are tourism market needs. They must belong to the Ministry of Tourism and must remain post- graduate vocational studies. They must implement all the voted modules set by the European Standard EN15565:2008 as a minimum requirement, but at the same time this EN must be adapted to the needs of the Greek market, Greek cultural and natural heritage, including many field trips across Greece and the necessary practical training for students. Language skills must be tested orally for all – students and professional tourist guides. Students must partly pay the field trip costs themselves to support the Greek state investment in the future tourism professionals.

ΓΙΑ ΤΟ ΔΙΟΙΚΗΤΙΚΟ ΣΥΜΒΟΥΛΙΟ

Η ΠΡΟΕΔΡΟΣ

Η ΓΕΝ. ΓΡΑΜΜΑΤΕΑΣ

ΕΥΤΥΧΙΑ ΚΑΛΑΜΠΟΥΚΙΔΟΥ ΕΛΕΝΗ ΔΗΜΗΤΡΑΚΟΠΟΥΛΟΥ

2. Annexes and Documents of Activity 3.1.2

ANNEX 1 - PROPOSALS AND COMMENTS FROM THE ASTE CRETE COLLEGE PROPOSALS AND COMMENTS FROM THE CRETE COLLEGE

The Regulation is ASTE study in accordance with Government Gazette Issue 2340/11 December 2007 Secondly Number of your former OTEK even today.

A).

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Article 2 & 6.

1. Students of A.Σ.T.E. those who become εγγρά –
these φονται after import, transfer or Ms –
τάταξη in accordance with applicable provisions.

.....

6. Student, failed to renew its registration
has the right to be enrolled in the corresponding six-month period

in the next academic year. Where

which does not renew the registration for two (2)
consecutive academic years, loses the possibility to
pursue studies on A.Σ.T.E.. and deleted
from the records of the College.....

Article 5

ΑΠΟΥΣΙΕΣ

1. During the semester a student απουσι –
for any reason άζει and beyond
the 15 % limit of hours of teaching provided for –
the programme will be deemed not to have
lessons learned sufficiently this semester

The Article 2& 6. does not apply to students (i.e. New introduced a new student εισαχθέντας which made the entry in accordance with Article 2 & 1 is a student in first half of ASTE, then request postponement of the “study” is not the same as a student who has right of entry in the second semesters, where either with or without a request to renew the registration for the second half has the possibility for two (2) years (i.e. ακαδ (4) four semesters remains in the registers of the School. in the case of the newly introduced student does not apply (because of an explicit reference of αρθρου2&6.

Other apply Article 5 Figure&1, which apply for all students ASTE independent semester and the new entrants are less favourable for students compared with students.

this contradicts the basic principle of equal treatment & rate for Students over the regulation of the school, students are one and the same ASTE, but with different rights (for the first student Article 5&1 applies (Absences), which are more unfavourable in relation to other students (the different seasons) because although she informed that she would not — for its own reasons, encounter with the worst case Figure&1 where Article 5 is not provided with the same opportunities as other students.

.....
The solution proposed is to apply for all students an independent αρθρο2&6 semester.

and must be rejected. A student who has registered for first semester is entitled to submit the same six επαναφοίτησης request immediately following academic year. If επαναφοιτήσει in same six months for any reason deleted from the Academy.

B).

////////////////////////////////////
 //////////////////////////////////
 //////////////////////////////////

Article 5

ΑΠΟΥΣΙΕΣ

1. During the semester a student απουσι – άζει for any reason and exceeded the 15 % limit of hours of teaching provided for – s from the curriculum is deemed not lessons learned sufficiently this semester and is rejected. A student who has registered for the first time in the semester has a right to lodge an application in the same επαναφοίτησης half in the next academic year. If the same half επαναφοιτήσει has for any reason deleted from the Academy.

Article 5 Figure&1 mention the term ‘for any reason’

Even in schools of secondary education is compulsory where the absences are justified absences, where “justified”, for example by Ιατρό etc. Today, all workers and not only have the right to medical care, leave entitlement (normal or extraordinary). Other student has no right to be absent on sick, serious family or personal matters.

All establishments in educational institutions of the country, have adopted the Compulsory absences Only in laboratory Courses. The Theoretical instruction without absences of their schools.

In ASTE this is not the case. Nor is there any justified absences”, “there is no compulsory absences Only in the School, laboratory courses ΕΤΣΙ all absences are mandatory, without the possibility of justified absences.

This has led to objects in the existing education system of the country to create social injustice and discrimination and create a common sense of justice.

The ASTE accepts students with classification (I.e. students with a first degree from a university or technical college, which cannot adapt to a regulation is outdated by the current needs of society) several times by classification of these students have created a family with spouses and children and there is no provision in the Regulation of ASTE for these categories of students, as the Regulation itself faced with basic principles of law and justice, and care for the family. .. etc.

Proposed solution.

The relevant framework is to apply as apply to other Higher education institutions (I.e. compulsory absences Only Εργαστηριακά without absences in courses and in theoretical courses at the School). To ensure students from classification with family obligations.. etc.

3. Annexes and Documents of Activity 3.1.3

ANNEX 1 - MEETING MINUTES OF 25.05 WITH THE DIRECTOR OF MoT, Ms MAKANDREOU, AND VICTORIA BANTI-MARKOUTI

After discussing all the structural and administrative problems of ASTE Colleges with the Director of MoT, Ms Makandreou, and Victoria Banti-Markouti the following notes are made:

The most important question to be answered and defines all the alternatives, is:

Which is the educational character the MoT wants the ASTE to have: to be a Higher (most Advanced and Academic) or a Vocational Institution?

In relation to this question, 3 options were identified:

OPTION 1 – ASTE Colleges to be provide Higher Tourism Education

Supervision body: MoE according to constitutional Law that determines that all Higher Education institutes are supervised by the MoE.

Structural changes: Structured under a University

Proposed actions: the program should be 4 years and upgraded

OPTION 2 – ASTE Colleges to provide Vocational Tourism Education as an independent Academy

Supervision body: MoT

Structural changes: Structured as Academies eg. Academy of Nautical Studies and other 4-5 National Academies, that are not under the supervision of MoE.

Proposed actions: the program should remain 3 years

New admission requirements (not via National Exams)- maybe in relation to IEK 2 years studies.

Concerns: the MoE should be positive to allow this – have to investigate this

OPTION 3 – ASTE Colleges to provide Vocational Tourism Education run by a Council of Tourism Education

Supervision body: MoT

Proposed actions: the program should remain 3 years

Structural changes: to establish a **Council of Tourism Education** under the supervision of MoE.

This Council of Education should consist of MoT Directory, Directors of ASTE, and members of Tourism Associations.

Concerns: the MoE should be positive to allow this – have to investigate this

There is a very negative scenario here in Option 2 & 3:

Due to the economic crisis and the cut costing perspective of the public sector in Greece, maybe the establishment of a new Body would be a difficult task.

Proposed actions: In this case, if the ASTE remain under the execution of the MoT then provisions should be made to cooperate with both undergraduate and postgraduate tourism related programs (eg University of Piraeus)

Structural changes: new flow chart of MoT should be developed in order to provide some sort of flexibility in decisions eg. Administrative duties should be removed by the Minister and be allocated to General Secretaries.

Victoria will look the appropriate laws and will add comments, in order to complete the feasibility –in terms of law- of the above options.

ANNEX 2 - LEGAL BACKGROUND OF TOURISM EDUCATION, ASTE COLLEGES

In this report the legal background of tourism education will be presented. The research is based on the legal instruments mentioned by the relevant stakeholders during the meetings conducted by the component leaders.

All the legislation mentioned below (except the Constitution and joint ministerial decision) are laws and can be replaced or amended by another law. They cannot be amended by other legal forms such as ministerial decisions.

The Constitution in order to be amended needs a very special and time consuming procedure where governmental elections should also take place.

Amendment of the Joint Ministerial Decision 5981/ 2007 can take place with another joint ministerial decision or by law.

- **Art.16 of the Constitution (Education, Art, Science)**

1. Art and science, research and teaching are free to develop, and their promotion is a duty of the State. Academic freedom and freedom of teaching do not relieve the duty of obedience to the Constitution.

2. Education is a basic mission of the State and aims at the moral, spiritual, professional and physical education of the Greeks, the development of national and religious consciousness and their transformation into free and responsible citizens.

3. Compulsory years may not be less than nine years.

4. All Greeks have the right to free education, at all levels, in state Colleges. The State strengthens distinguished students as well as those in need of assistance or special protection, depending on their abilities.

5. Higher education is provided exclusively by institutions which are legal persons governed by public law with full self-government. These institutions are under the supervision of the State, have the right to be financially supported by it and operate in accordance with the laws concerning their organizations. Merger or partitioning of higher education institutions may also be by way of derogation from any provision to the contrary, as defined by law.

A special law defines what student clubs are and student participation in them.

6. Teachers of higher education institutions are public officers. The rest of their teaching staff also performs a public function, under the conditions laid down by law. The status of all these persons is determined by the institutions of the institutions concerned.

Teachers of higher education establishments may not be dismissed until their statutory termination expires except under the substantive conditions laid down in Article 88 (4) and following a decision by a council composed of a majority of senior magistrates, as laid down by law .

The law defines the age limit for the teachers of higher education institutions until the law is issued; the professors who are serving leave automatically upon expiration of the academic year in which they reach their sixtieth year of age.

7. Professional and any other special education shall be provided by the State and with higher education institutions for a period of no more than three years, as provided for in particular by law, which also defines the professional rights of those graduating from those Colleges.

8. The law lays down the conditions and conditions for the granting of authorization for the establishment and operation of non-State-owned educational establishments, the supervision of the educational staff and the status of their teaching staff.

The establishment of higher education institutions by private individuals is prohibited.

9. Sport is under the protection and supreme supervision of the State.

The State subsidizes and controls associations of sports clubs of any kind, as defined by law. The law also provides for the disbursement of the aid granted each time to the subsidized associations according to their purpose.

- **Law 3105/2003**

Article 2

Objectives of OTEK (organization of tourism education which is now abolished)

The objectives of the organization are:

1. To provide theoretical and practical training for implementation of scientific and other knowledge and skills in the professions Tourism, for the qualitative upgrading of human qualifications potential and satisfying the needs of the tourism market at national and regional level.
2. The modernization of tourism education with a view to contributing to the improvement of the competitiveness of the sector and the quality of the services provided.
3. To provide opportunities to every Greek citizen, citizen of a member state European Union or another country that is or is going to work in the field of tourism, whether in educational or professional level, so as to acquire theoretical and practical initial and continuing training and retraining for re - qualification, specialization or adapt their qualifications to their respective employment requirements in the tourism industry.
4. The establishment, organization and operation of secondary education units on Technical and Vocational Education, Initial Vocational Training, Continuing Vocational Training, School Guides, and Schools Higher Education, belonging to Higher Education, as this is **specified in paragraph 7 of Article 16 of the Constitution**.
5. Investigating, conducting studies, keeping statistics, data and the documentation of proposals related to the needs of the tourist vocational education and training. Also the monitoring of the employment developments in the sector and investigating the international trends and prospects in new occupations and specializations, as well as the investigation of the characteristics of such professions.

6. The submission of proposals and suggestions to the Ministry of Development, as well as to other Ministries responsible for policy making, human resources on implementation strategies and programs aiming at adapting and upgrading tourism education and training in line with the development and needs of the tourism sector.
7. The co-operation with co-responsible public bodies and representatives of workers and employers of various sectors of the tourism sector for the determination of the professional rights and obligations of graduates of its organizations and generally the graduates of educational units and units of sector training.
8. The certification of professional qualifications of human resources employed or working in the tourism sector after working with professional organizations and accreditation by the competent authorities of national institutions.
9. The co-operation with industry in training and education, training their staff, employing those trainees or trained in the units of the Agency for the acquisition of practice; or professional experience, the design and implementation of innovative programs linking education and training with employment, as well as pilot training programs and employment in new specializations and occupations.
10. The training of staff, administrative and educational staff OTEK.
11. The production of educational and supervisory material.
12. The cooperation with other public and private organizations and bodies of the sector, as well as local authorities with a view to implementation of programs to improve education and training, promoting employment and boosting entrepreneurship in the EU Tourism industry, by concluding program contracts or by any other appropriate manner.
13. The cooperation with bodies of the public or private body of the country or foreign bodies to carry out programs under the framework of the Cooperation between the Member States of the European Union or third countries and which concern the implementation of educational programs, public studies promoting innovation within the framework of its competences as well as the promotion of any kind of corporate or industrial relations between Greek bodies and corresponding bodies of the Member States of the European Union or third countries.

14. The realization by OTEK, as the final beneficiary, of any kind Programs, linked to its aims and funded by the European Union or by other international organizations.

15. The creation -on behalf of third parties and against payment or tuition fees- of research studies, publishing studies, the provision of education and training to third parties which are relevant to its subject.

16. The execution of conferences and other events aimed at Tourism development, its linkage to education, training and employment, as well as the dissemination of its objectives and strategy.

17. The provision of internal or external scholarships to students, and students of OTEK staff or to third parties, as well as awarding prizes and Honors.

Article 8

Higher Colleges of Tourism Education

1. OTEK provides tourist education at the level of higher education. The Higher Schools of Tourism Education (ASETE) are constituted by sections according to the specificities to which they refer to.

2. ASET are established by presidential decree, issued after the proposal of the Ministers of Development, National Education and Religious Affairs, Interior, Public Affairs Management and Decentralization and Economics and Finance. By the same Decrees the departments and specialties that operate in Each School are defined as well as the organization and operation of these departments, the removal - merging of departments and the creation of teacher positions and administrative staff.

3. The Advanced Colleges of Tourism Education of Rhodes and Agios Nikolaos Crete operate at the entry into force of this law and are governed by the provisions of that law, each of which incorporates a Department of Tourism Professions, including the students who are already studying. The issues of organization and operation of these schools, apart from those Included in this law, are regulated by the decrees of Paragraph 2.

- **LAW 4109/2013 regarding the duties of OTEK that are now transferred in the Ministry of Tourism**

Article 4

Abolition of a legal entity governed by public law "Tourism Education Organization and Training "(OTEK) and a fusion of teachers Units in the Ministry of Tourism

1. a) **The Tourism Education Organization and the (OTEK)**, legal body of public law based in Athens, which was established by Law 3105/2003 (A 29) and supervised by the Minister of Tourism, **is abolished.**

b) The responsibilities of OTEK, as provided in Article 2 of Law 3105/2003, are pursued and exercised hereafter referred to as the Ministry of Tourism. By decision of the Minister of Tourism, which is issued within a month after the entry into force of this law, the organisational units that exercise the transferred responsibilities are identified. The Advanced Colleges of Tourism Education (ASTE), Vocational Schools (EPAS), Institutes Vocational Training (IEK) and the Schools of Tour guides of OTEK shall fall into the responsibility of the Ministry of Tourism and are considered thereafter as regional agencies. According to the provisions of Law 3105/2003 in each of them the head will be an educator.

c) Where the applicable law refers to OTEK hereinafter referred to as the Ministry of Tourism, the Board of Directors or the Chairman of OTEK ia the Minister of Tourism and where it refers to the General Manager of OTEK means the General Secretariat of the Ministry of Tourism. For the appointment of Head of the School for tourist guides provisions under number T / 7662/2002 (B 1375) of the Decision of the Ministers of Development and National Education and Religions are applicable.

2. (a) The permanent and working relationship of the permanent staff of OTEK is now considered to be staff of the regional agencies of the Ministry of Tourism, at which the same working relationship is automatically transferred. For the aforementioned transfer of staff a relevant decree of the Minister of Tourism is issued, which is published in a summary on the Government Gazette.

b) The permanent working-private employment relationship of indefinite time of educational, administrative and ancillary staff of the educational units of OTEK is now considered to be staff of the Ministry of Tourism, which is automatically transferred to the Ministry with the same working relationship. For the aforementioned transfer of staff of OTEK to the Ministry of Tourism a relevant act is issued by the Minister of Tourism and is published in a summary in the Government Gazette.

c) Personnel under a contract of employment of the Central Office of OTEK and of its College is transferred to the Ministry of Tourism and its regional services respectively, with the same employment relationship until the date on which that contract expires.

3. Where the applicable law provides for an opinion or suggestion of the BoD of OTEK for the issuing of ministerial-Decisions and presidential decrees, this opinion or suggestion is not required.

4. (a) Claims, liabilities, including the obligation to pay the ETIDE and the tax immovable property, and any pending sub-positions that exist during the abolition of OTEK are transferred to the Ministry of Tourism, as well as the ongoing trials, without being interrupted and without requiring any other wording for their continuation. OTEK's pending procedures related to concluding contracts of employment, leases, commissions and services are completed by the Ministry of Tourism.

(b) Ownership and any other right in rem on the movable and immovable property of OTEK, shall be automatically enforced, without of any type, act or contract in the Hellenic Republic, without prejudice to the above, while constitutional provisions on donations, inheritances and legacies will be managed and used exclusively by the Ministry of Tourism, which has the responsibility for the preservation and management of the existing file.

By decision of the Minister of Tourism, within one month of the entry into force of this Agreement, a three members committee per College and a Committee for the Office of OTEK which should carry out inventory of movable and immovable property, which against the provisions of this Article shall be considered as ownership of the Greek State. The report was adopted by a joint decision of the Minister of Economic and the Minister of Tourism.

c) The cash balance of the year budget 2012 of OTEK and the unallocated portion of the state grants are transferred within one month of the entry into force of this order, by order of the Minister of Tourism, in a public bill, recommended revenues from the State Budget are recorded as corresponding appropriations in its budget of the Ministry of Tourism. The measures provided for in 3, 4, 5 and 6 of article 3 of Law 3105/2003, are hereinafter referred to as Greek government revenue. By joint decision of the Finance Ministers and Tourism issues are regulated in the Financial management of its educational units; training courses provided by this law are transferred to the Ministry of Tourism.

5. (a) Students of Senior Schools, EPAS, Tourist Guides Schools and its IEK of OTEK from the entry into force of this law are considered as students, respectively, of Senior Schools, EPAS, Tourist Guides and Schools of the IEK of the Ministry of Tourism.

(b) By joint decision of the Ministers for Education and Training, Religions, Culture and Sport and Tourism, the type of aid granted by the Ministry of Tourism, the diplomas, and study certificates are determined.

(c) In cases where a certificate of graduation or a certificate of Education to students who have finished their studies at OTEK will be granted by the Ministry of Tourism then the decrees should bear the marking that the students completed their studies or received Degree from OTEK.

6. A five-member Service Council is established in the Ministry of Tourism, with a two - year mandate which is responsible for its status and development issues of educational staff of ASTE, EPAS, IEK, School of Tourist Guides of the Ministry of Tourism, by a Director-General of the Ministry Tourism, a Head of Advance Colleges of Tourism Education (ASTE), A Vocational School Manager (EPAS) and two elected representatives of teachers with responsibility of the Board of Directors, who are appointed with their deputies by decision of the Minister of Tourism. By the same decision, the Secretary of the Council, the rapporteur of the subjects, the Rapporteur of the Staff Council, the Head of the relevant Directorate or the Head of Unit shall be appointed by the Head of the Administrative Division of the Ministry of Tourism. The first term of office expires on 31.12.2014. From the competence of this paragraph matters relating to the competence of the Specialist elective body of article 11 of Law 3105/2003 shall be excluded.

7. Responsible for the disciplinary cases of the preceding paragraph is the department for the staff of the Ministry of Tourism - Disciplinary board. For Staff and Development issues of the administrative, technical and auxiliary staff regional offices of the Ministry of Tourism and for disciplinary cases of staff the existing official and Disciplinary council of the Ministry of Tourism is in charge.

8. A five-membered Scientific Council for Quality Assurance of the Tourism Education which is subject to the Minister and is established in the Ministry of Tourism. The term of office of the members of the Council is three years. Members of the Council are appointed by decision of the Minister of Tourism, one of the Directors of the Colleges of Tourism Education, one Scientist holding at least a post-graduate degree of secondary education, an educator with secondary education with a degree of at least postgraduate education, a member of the educational staff of ATEI (technical level) and a professor of any AEI (university) level. The same decision shall be adopted by the Secretary of the Scientific Council, chosen by the Employees of the Directorate of Administration of the Ministry of Tourism.

The Council is responsible for:

(A) the design and implementation of training policy on tourism education and training,

(B) the systematic assessment of the structures, course, program and teacher Staff training Colleges and Colleges’ training. The President shall designate the same decision of the Scientific Quality Assurance Board of Tourism Education. Especially for the first term of office of the Scientific Council the position of the President can be undertaken by the General Director of OTEK.

- **Law 1943/1991**, Possibility of transfer of responsibilities of Ministers to the Secretary Generals of the Ministries (in order for the Sec Gen to take the place of the Minister regarding issues of tourist education)

Pursuant to the provisions of paragraph 1 of Article 7 of Law 1943/1991, in the case of ministerial decisions of a regulatory or individual nature, the adoption of which requires, according to the provisions in force, the co-operation of several Ministers, Published in the Government Gazette, the power to sign these decisions can be transferred to the Secretaries General or to the Chief Executive Officers or Directorates.

- **Joint Ministerial Decision 5981/ 2007 Minister of Education and Minister of Tourism, Gazette 2340/2007**, study regulations for **ASTE (Advanced Colleges of Tourism Education)**, ex OTEK (Articles 2,5,6 were mentioned for amendment in the note of the director of ASTE in Heraklion)

Article 2

REGISTRATIONS

1. Students of ASTE shall be those who are registered after passing exams, transcription or classification in accordance with the provisions in force.
2. Student enrolments are registered in the relevant section of the Colleges within five (5) days prior to the start date of the courses.
3. New entrants are required to submit for their enrolment the required documents as defined by the relevant section of the College.

4. For the registration of those who come from a transcription or classification, a relevant decision is required from the council of OTEK and in accordance with the provisions of this Regulation.

5. Students, if they meet the requirements of the present study regulations, are obliged every six months to renew their registration with an "Application-Registration Statement". The renewal is done at least one week before the beginning of the semester courses.

6. A student who has not renewed his / her enrolment has the right to enrol in the corresponding semester of the following academic year. In the event that he does not renew his enrolment for two (2) consecutive academic years, he loses the opportunity to continue his studies at the ASTE and is deleted from the College Registers. Re-enrollment requests after deletion may be considered by the Council of OTEK upon recommendation of the Assembly of the Department and only for serious reasons.

5. For all the above cases and for reasons of extreme urgency, such as prolonged disaster, serious illness, conscription, it is possible for the student who has been delayed to enrol after the expiration of the application period but in any case no later than completing the length of time that involves the student's dismissal due to absences.

Article 5

ABSENCES

1. A student who is absent from classes for any reason and exceeds the limit of 15% of the teaching hours provided by the curriculum shall be deemed not to have been sufficiently taught this semester and shall be disqualified. A student enrolled for the first semester has the right to apply for a resume in the same semester in the next academic year. If he has resumed in the same semester for any reason, he / she is deleted from the College.

2. Rejection or deletion of a student shall take place immediately after the maximum admission limit has been reached under the responsibility of the Head of College and upon the proposal of the Head of Department.

3. Student's attendance is interrupted upon the decision of rejection or deletion.

4. Absences of students taking place during special events of OTEK or participation of OTEK in special events of other institutions, within the framework of the curriculum, are not counted. For these cases a

relevant proposal from the Head of the department, which is approved by decision of the Coordinating Council, is required.

Article 6

ORGANIZATION OF STUDIES - PROGRAMS -LEARNING COURSE MATERIALS

The ASTE curriculum includes three areas, namely:

- Sector of general and specific infrastructure
- Scientific tourism sector
- Sector of hotel technology

Organization of ASETE studies is based on the six-month course. The courses are distinguished between "compulsory" and "compulsory optional courses", the attendance of the curriculum of each faculty is obligatory for the students.

(A) "Compulsory" courses are infrastructure courses and courses belonging to the fields of general and specific infrastructure, scientific tourism and hotel technology, the attendance of which is compulsory.

(B) 'Optional courses' are courses selected by students from a list of more courses.

In addition, the courses according to their nature are divided into theoretical, practical or mixed courses, according to the curriculum.

By decision of the Minister of OTEK at the suggestion of the Director of the College, courses of complementary teaching may be carried out.

In drafting the weekly curriculum, the Head of the Department must allocate the hours of teaching each lesson to more than one day, with the exception of lessons not exceeding two hours a week and in the laboratory.

In laboratory exercises and in practical applications, students are allocated by the Head of Department to smaller groups of 10 to 20 people depending on the workplaces and the nature of the workshop and in general the practical application.

- **Law 4186/2013** (willingness of Ministry of Education not to allow supervision rights to other institutions of Ministries as mentioned in the workshop minutes of 16/2/2016)

Article 17

Non-formal education institutions

1. In the context of non-formal education, ie education provided in an organized educational context outside the formal education system and which may lead to the acquisition of certificates recognized at national level, service providers are:

(A) the Vocational Training School (SEK) which provides initial vocational training to graduates of compulsory formal education,

B) the Institute for Vocational Training (IEK), which provides initial vocational training to graduates of formal non-compulsory Secondary Education, GEL. And EPAL, as well as SEK,

(C) the Lifelong Learning Centre, which provides continuing vocational training, general adult education, vocational guidance and lifelong guidance and counselling;

(D) the College, which provides non-formal education, in accordance with the provisions of paragraph I of first article of Law 4093/2012, to graduates of formal non-compulsory secondary education.

Article 44

6. The Ministry of Health, the Ministry of Rural Development and Food, the Ministry of Tourism, the Hellenic Ministry of Tourism, the Hellenic Ministry of Tourism, The Ministry of Culture and Sport and the Ministry of Shipping and the Aegean, or by legal entities governed by public law, in accordance with the provisions of paragraph I of the first article of Law 4093/2012. The competence of the organization Operation of these bodies belongs to the Ministry or the legal entity of public law that establishes them and the competence to form and supervise their educational framework belongs to the General Secretariat for Lifelong Learning of the Ministry of Education and Religious Affairs.

3. By joint decisions of the Ministers of Education and Religious Affairs and Tourism, non-formal education institutions are set up, abolished, merged, and are regulated issues related to the organization, administration and operation of these bodies. The same conditions are laid down for the terms and procedure for the admission of students and for the implementation of the Apprenticeship Class of the specialties of the Group for the orientation of professions of tourism enterprises and hospitality companies of SEK and IEK of the Ministry of Tourism. The Teaching and Administrative Staff who, at the entry into force of this law, serve in the Vocational Schools (EPAL) of the Ministry of Tourism, are transferred by decision of the Minister of Tourism with the same employment relationship in SEK of

the same geographical region to be established in accordance with the provisions of this law. The qualifications of the educational staff of SEK and IEK lie within the competence of the Ministry of Tourism, are by category, specialty and branch defined in article 14 of Law 1566/1985 (A 37), as amended and in force.

- **According to the previous law 4093/2012 (the advertising campaigns were supervised so that the public could really tell which of the after high school programs are of franchise and which are validated no matter what the directors of the programmes claim, as mentioned in the workshop minutes of 16/2/2016)**

I.6. 1. Co-location and joint promotion, announcement, disclosure, advertising or inscription of the education and training establishments licensed in accordance with the present law shall not be permitted if there is confusion or risk of confusion or misleading of consumers about the provider of the individual educational services and the type, level and title of the awarded studies.

- According to Ms. Maroudas’ (advisor of the Secretary General) sent file with proposals, the **O TEK should be re-established with a new form in accordance with the standards of GNTO** (National Tourism Organisation). The structure of EOT is described here:

<http://gnto.gov.gr/el/%CE%94%CE%9F%CE%9C%CE%97> (only in Greek)

4. Annexes and Documents of Activity 3.1.4

ANNEX 1 - TABLE OF MAIN PIECES OF GREEK LEGISLATION RELATED TO THE PRESENT LEGAL INPUT

Constitution	Presidential Decrees	Decree-Laws	Laws	Ministerial Decisions
	112/2014	3594/1956	4186/2013	166/2014
	103/2014		4109/2013	1420/2013
	14/2001		4093/2012	627/2008
	17/1999		4009/2011	5981/2007
	319/1995		3966/2011	7670/2003
	356/1989		3910/2011	
			3689/2008	
			3450/2006	
			3387/2005	
			3374/2005	
			3105/2003	
			2916/2001	
			2837/2000	
			2226/1994	
			2638/1998	
			1943/1991	
			1481/1984	

ANNEX 2 - COMPLETION RATES BY YEAR AND COLLEGE

Students at ASTE seem to be encountering several obstacles to on-time completion, as the proportion of graduates in relation to enrolments is steadily decreasing. In detail, only 10% of the students seem to graduate annually since 2014 in ASTEK, while this rate rises to 30% in the case of ASTER (Table 6).

Table 6. Number of Enrolments, Graduates and Deleted Students per year for the Advanced Colleges

	Advanced College of Tourism Education of Crete, Crete (A.S.T.E.K.)			Advanced College of Tourism Education of Rhodes, Dodecanese (A.S.T.E.R.)		
ACADEMIC YEAR	NUMBER OF ENROLMENTS	NUMBER OF GRADUATES	No of Deleted Students	NUMBER OF ENROLMENTS	NUMBER OF GRADUATES	No of Deleted Students
2007-2008	13	6	8	29	26	3
2008-2009	15	19	8	28	61	6
2009-2010	15	25	4	32	22	8
2010-2011	29	26	3	90	23	6
2011-2012	33	0	23	101	21	6
2012-2013	21	6	8	67	29	12
2013-2014	54	15		80	14	1
2014-2015	61	8	3	101	38	1
2015-2016	78	12	13	106	39	34
2016-2017	89	12	32	122	37	13
TOTAL	408	129	102	756	310	90

Source: Ministry of Tourism (2017)

As for the 10-year average of graduation rates, again ASTER seem to outperform ASTEK, as the proportion of graduates in relation to enrolments is 41% for ASTER while this rate drops to 31% in the case of ASTEK.

Moreover, only an estimated 10% of ASTER students fail to complete their studies whether the same ratio rises to 25%, which means that 1-out-of-4 students enrolled in ASTEK are deleted from the College.

The main reasons of Students Deletion from ASTE College according the Ministry of Tourism (2017) are:

1. Non-appearance for enrolment and attendance of program during the semester (Article 2 (2) of the ASTE Study Regulations) (Official Government Gazette B’/2340)
2. Not renewing registration for two consecutive academic years (Article 2 (6) of the ASTE Study Regulations)
3. Exceeding the 15% limit of absences based on the six-month teaching hours attended for the second time (Article 5 (1) of the ASTE Study Regulations)
4. Non-completion of all six semesters of study within six (6) years from the date of completion of studies in the last semester of their study (Article 14 (4) of the ASTE Study Regulations)