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NEETs' EMPOWERMENT FOR SUSTAINABLE EMPLOYMENT IN THE TOURISM SECTOR

PROJECT REF. NO. 2017-1-285

Working together for a green, competitive and inclusive Europe

YOUNG PEOPLE IN THE TOURISM INDUSTRY – COMPETENCE GAP ANALYSIS IN GREECE

NATIONAL REPORT

Project Ref. No. 2017-1-285

The NESET project benefits from a € 1 124 551 grant from Iceland, Liechtenstein and Norway through the EEA and Norway Grants. The aim of the project is to support on a large-scale transnational basis the sustainability of youth integration in the tourism industry, by creating conditions for NEETs' employment and entrepreneurship in various forms of tourism.

PREFACE

NESET – NEETs' Empowerment for Sustainable Employment in the Tourism sector, is a 3-year project, funded by the EEA and Norway Grants Fund for Youth Employment which aims at supporting on a large-scale transnational basis the sustainability of youth integration in the tourism labour market in the above NESET beneficiary countries (BCs)[1], by creating conditions for NEETs' employment and entrepreneurship in various forms of tourism, incl. alternative tourism.

This National Report presents and discusses the findings of the Competence Gap Survey on tourism-related competence needs (from employability and entrepreneurship perspective), conducted among young people aged 25-29 in Greece. It is the NESET Partnership's belief that understanding these needs is crucial for the effectiveness of efforts, targeted at improving youngsters' situation in the tourism industry labour market and supporting their social inclusion. The investigation is based on a structured survey questionnaire, aimed at mapping the need for building tourism-related competences and delivering training to the project's target group. The results presented in this National Report together with those contained in the National Reports, prepared for the other 6 NESET Beneficiary Countries, will be brought together in a Synthesis Report, which will serve as a basis for designing an innovative curriculum, training methodology and training content (WP4 – 'Innovative training material & training workshops') for supporting NEETs' sustainable labour market integration in the tourism industry.

The National Report follows the generic structure, proposed by the WP3 Leader – Tora Consult (PP No.9), in order to allow for comparability of reported information and outcomes across NESET partner countries, and includes the following chapters:

- Chapter 1: Personal characteristics of young people involved in the NESET survey on tourism-related competence gaps in Greece.
- Chapter 2: Tourism-related skills and perceptions among young people in Greece – main survey findings;
- Chapter 3: Upgrading skills and competences of young people in tourism – expressed interest and preferred types of training delivery modes in Greece.

SARONIS' Team would like to acknowledge the cooperation of Mr. Nikolaos Vordonis and Professor Joseph Hassid, who were in charge of this Report's preparation and that of the many young adults who participated in the Survey on which the Report is based.

SARONIS S.A.

June, 2019

[1] The beneficiary countries, covered by the NESET project activities include Bulgaria, Croatia, Cyprus, Greece, Italy, Portugal and Romania, whereas Iceland is involved in project implementation as an expertise country.

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EXECUTIVE SUMMARY

The sample of 100 young adults contacted in the context of the NESET survey, consists of persons participating in a number of vocational training programmes and of young adults, mostly unemployed, identified mainly through the project partner's network.

Key findings of **Chapter 1** are the following:

- Most of the 100 survey participants are female, while most of the respondents' declared age is 29 years.
- The educational level attained by most of the survey participants is that of "lower secondary education".
- The majority of the survey participants have been unemployed for more than a year, while they are actively looking for a job.
- Most of them declare that they lack any working experience in the tourism sector.

Chapter 2 presents the results of young adults' perceptions mainly related to skills' "importance" and "adequacy". Main findings are the following:

- The top- 3 factors perceived as the "most important" ones for young adults' integration in the tourism sector, are: "Cooperation with fellow workers", "Communication with customers" and "Pay and working conditions".
- The 5 "most attractive" tourism related occupations, are: "Operator in amusement, recreation and sports", "Travel Agents", "Hotel Front Desk officers", "Cooks" and "Bartenders". The "least attractive" are: "Hotel maids" and "Waiters".
- Social and communication skills are considered to be important, with "Respect", "Friendliness" and "Confidence" perceived as the most important ones.
- Job performance skills are also considered to be "important" or "very important". Skills at the top of the relevant list are: "Customer service", "Curiosity to learn" and "Teamwork".
- Entrepreneurship-related skills are perceived as "important", with "Leadership", "Persuasion" and "Initiative" positioned at the top of the relevant ranking.
- For all types of skills, perceptions of "adequacy" are lower than those reported for the "importance" of individual skills and on average, implying acceptance of skill and knowledge gaps, even for crucial operational elements in tourism enterprises.

Finally, survey results presented in the Report's **Chapter 3**, suggest the following:

- The overwhelming majority (91%) of young adults surveyed, expressed interest in participating in *a youth-empowerment-in-tourism training course to be developed in the context of the NESET project*.
- Most of the survey participants "agree" or "strongly agree" that various categories of prospective NESET training resources will be beneficial. Among these various

categories, the "tourism entrepreneurship training package" is perceived as potentially the most beneficial one.

- The package of training resources related to "tourism occupations validation standards and tools", attracts the least interest.
- "Experience Sharing" is the most preferred training delivery technique, followed by traditional "face-to-face" delivery and "Blended (face-to-face and online) training".

EXECUTIVE SUMMARY IN GREEK – ΕΠΙΤΕΛΙΚΗ ΣΥΝΟΨΗ

Το δείγμα των 100 νέων ενηλίκων που ερευνήθηκε στο πλαίσιο του έργου NESET, αποτελείται από άτομα που συμμετείχαν σε προγράμματα επαγγελματικής κατάρτισης νέων και από άλλα νέα άτομα, κυρίως άνεργοι, που εντοπίστηκαν κυρίως μέσω του δικτύου που διαθέτει ο Εταίρος του έργου στην Ελλάδα.

Τα βασικά ευρήματα που προέκυψαν από την σχετική έρευνα και παρουσιάζονται στο **Κεφάλαιο 1** της Έκθεσης, είναι τα εξής:

- Το μεγαλύτερο μέρος του δείγματος είναι γυναίκες και οι περισσότεροι από όσους συμμετείχαν δηλώνουν ότι η ηλικία τους είναι τα 29 έτη.
- Το εκπαιδευτικό επίπεδο των περισσοτέρων είναι απόφοιτοι Γυμνασίου.
- Οι περισσότεροι είναι άνεργοι, με διάρκεια ανεργίας άνω του 1 έτους και σε φάση αναζήτησης εργασίας.
- Οι περισσότεροι δηλώνουν ότι δεν διαθέτουν εργασιακή εμπειρία στον κλάδο Τουρισμού.

Στο **Κεφάλαιο 2**, η Έκθεση παρουσιάζει ανάλυση των απαντήσεων στις ερωτήσεις της Έρευνας αναφορικά με τις αντιλήψεις των συμμετεχόντων για την «σπουδαιότητα» και την «επάρκεια» διαφόρων δεξιοτήτων και για ορισμένα ακόμα κρίσιμα θέματα. Τα κύρια ευρήματα που προέκυψαν και παρουσιάζονται, είναι τα εξής:

- Οι 3 κυριότεροι παράγοντες που οι νέοι θεωρούν ως τους πλέον σημαντικούς για την ένταξή τους στον τουριστικό τομέα, είναι οι: «Συνεργασία με συναδέλφους στην επιχείρηση», «Επικοινωνία με τους πελάτες» και οι «Συνθήκες αμοιβών και εργασιακών σχέσεων».
- Οι 5 «πιο ελκυστικές» θέσεις εργασίας σε τουριστικές επιχειρήσεις θεωρούνται ότι είναι: «Στέλεχος σε δραστηριότητες ψυχαγωγίας, πολιτισμού ή αθλητισμού», «Υπάλληλος ρεσεψιόν ξενοδοχείου», «Μάγειρας» και «Υπάλληλος Bar». Ως οι σχετικά «λιγότερο ελκυστικές» καταγράφονται οι θέσεις «Καμαριέρες» και «Σερβιτόροι».
- Ως «σημαντικές ή/και «πολύ σημαντικές», θεωρούνται οι «Κοινωνικές και Επικοινωνιακές Δεξιότητες», ιδιαίτερα μάλιστα ο «Σεβασμός», η «Φιλική διάθεση» και η «Εμπιστοσύνη».
- Οι δεξιότητες «Εξυπηρέτηση Πελατών», «Επιθυμία για γνώση» και «Ομαδικότητα στην εργασία» που αφορούν την απασχολησιμότητα νέων ενηλίκων στον Τουρισμό αξιολογούνται ως ιδιαίτερα σημαντικές.
- Τέλος, δεξιότητες που συνδέονται με την Επιχειρηματικότητα, θεωρούνται επίσης «σημαντικές» με αυτές των «Ηγετικών ικανοτήτων», της «Πειθούς» και της «Πρωτοβουλίας» να βρίσκονται στην κορυφή της σχετικής λίστας.
- Για όλους τους τύπους δεξιοτήτων, η εκτίμηση της «επάρκεια» τους, υπολείπεται της εκτίμησης για την «σπουδαιότητά» τους, τόσο για μεμονωμένες δεξιότητες, όσο και για το σύνολό τους.

Τέλος, διαπιστώσεις της έρευνας που παρουσιάζονται στο **Κεφάλαιο 3** της Έκθεσης είναι και οι εξής:

- Η συντριπτική πλειοψηφία των νέων που συμμετείχαν στην έρευνα (91%), εκφράζουν ενδιαφέρον για συμμετοχή σε ένα εκπαιδευτικό Πρόγραμμα «Ενδυνάμωσης των νέων εργαζόμενων στον Τουρισμό», που θα αναπτυχθεί στο πλαίσιο του έργου NESET.
- Όλοι οι τύποι εκπαιδευτικού υλικού και εκπαιδευτικών δραστηριοτήτων που θα δημιουργηθούν, εκτιμάται ότι θα είναι από «χρήσιμες» έως «πολύ χρήσιμες». Μεταξύ των τύπων αυτών, ιδιαίτερα χρήσιμο αναμένεται να είναι το «πακέτο» υλικού και δραστηριοτήτων που αφορούν την Επιχειρηματικότητα.
- Σχετικά με τις αντιλήψεις για το ποιες είναι οι αποδοτικότερες διαδικασίες μάθησης, η «Ανταλλαγή Εμπειριών» συγκεντρώνει τις περισσότερες προτιμήσεις. Ακολουθεί ο κλασικός τρόπος των «Μαθημάτων δια ζώσης» και η «Μικτή Μάθηση», με συνδυασμό διαδικασιών «Μαθημάτων δια ζώσης» και «Εξ' αποστάσεως ηλεκτρονική μάθηση».

INTRODUCTION

The sample of young adults required for the survey, consists partly by persons participating in a number of vocational training programmes run by public and private sector training providers in Athens and Thessaloniki, with some of these programmes explicitly related to tourism vocations. Another part of the sample consists of young adults, mostly unemployed, identified through local Employment Agencies and the project partner's network.

In the case of the 1st of the two subgroups, the training programmes' organisers were briefed by the Greek project partner on the project's aims, its objectives and the technical aspects of the survey to be conducted. They, subsequently, undertook to distribute the survey's translated Questionnaires (see Annex C) to interested trainees, provide them with additional clarifications, if needed and collect their responses.

In both subgroups' cases, the partner's staff processed survey responses and prepared the material required for the Report's preparation.

The latter's structure is as follows:

Chapter 1 describes the survey participants' personal characteristics, in terms of gender, age, education level, present employment status and extent of working experience in the tourism sector.

Chapter 2 presents and discusses survey participants' perceptions concerning tourism-related skills, especially their "importance" and, at the same time, their "adequacy". The subjective assessment of the importance of certain key skills, the attractiveness of a number of tourism sector occupations and, most important, the importance and adequacy of various skills categories considered to be instrumental for young adults' sustainable integration in the tourism industry, are also considered.

Finally, in **Chapter 3**, the Report presents and discusses survey participants' views referring to their interest and preferences for alternative types of training delivery modes.

The above texts are accompanied by a number of **Annexes**, containing detailed results of the survey findings.

1. PERSONAL CHARACTERISTICS OF YOUNG PEOPLE INVOLVED IN THE NESET SURVEY ON TOURISM-RELATED COMPETENCE GAPS IN GREECE

Key findings of Chapter 1:

- **Most of the 100 survey participants are female, while most of the respondents' declared age is 29 years.**
- **The educational level attained by most of the survey participants is that of "lower secondary education".**
- **The majority of the survey participants have been unemployed for more than a year, while they are actively looking for a job.**
- **Most of them declare that they lack any working experience in the tourism sector.**

1.1. Gender and age

As shown on the respective Graph below, most of the survey participants (67%) are female, while the sample's age structure is clearly skewed, with most (62%) of the respondents' age at 29 years. Due to the specific question's age upper limit, we cannot rule out that some of these relatively "older" respondents may, in fact, be somewhat older than 29 years.

1.2. Education

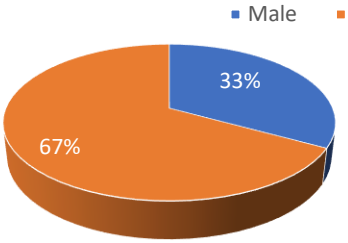
The educational level attained by most of the survey participants (40%) is that of "lower secondary education", followed by those with "primary education" only (24%) and "vocational education and training" (20%), the latter probably consisting of persons having graduated from higher 2ndary education schools with vocational orientation. There are few only higher education graduates (9%).

Participants' responses to the question of whether they are currently attending an education or training course, were almost split (47% to 53%).

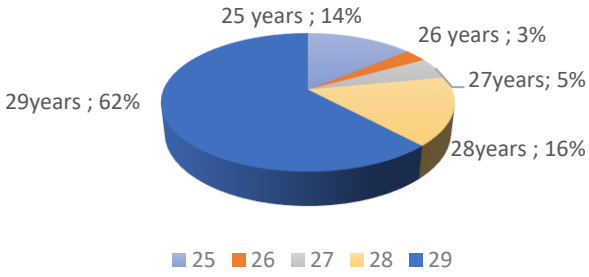
1.3. Employment status

The majority of the survey participants (82%) have been unemployed for more than a year, while they are actively looking for a job. Most of them (67%) declare that they lack any working experience in the tourism sector.

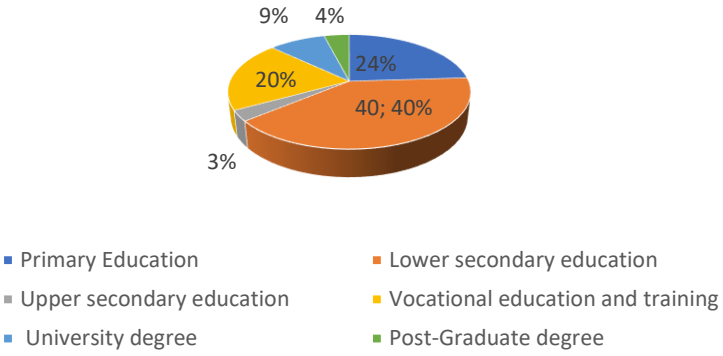
GRAPH I.2. Percentages of Survey Respondents by Gender



Graph I.3: Percentages of Survey Respondents by age

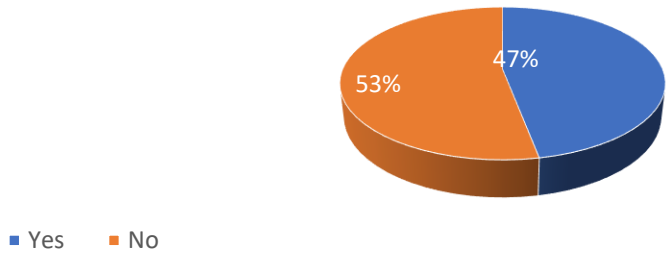


Graph I.4. Percentages of Survey Respondents and Highest Level of educational attainment

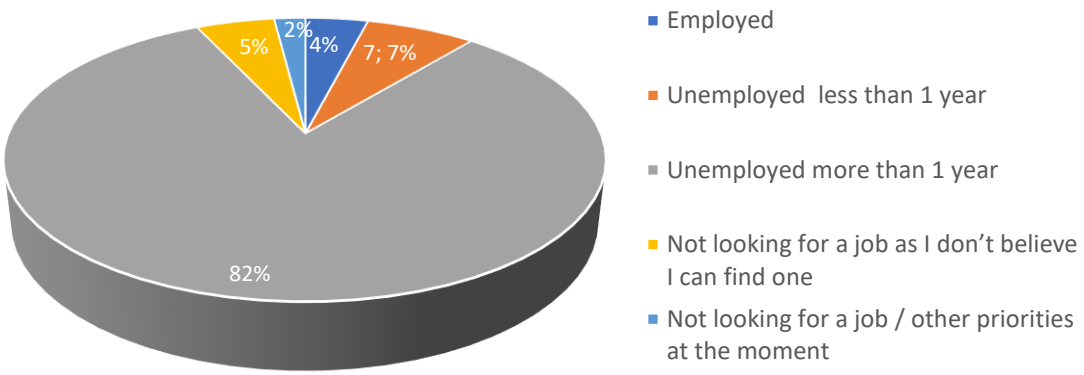


Source: Annex A, Question I.2., I.3, I.4

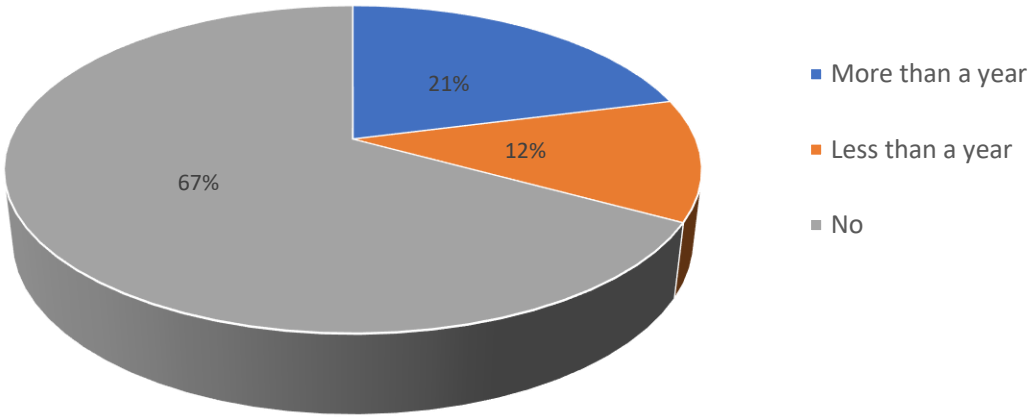
Graph I.5: Percentages of Survey Respondents by attending an education or training course



Graph I.6 : Percentages of Survey Respondents by current labour status



Graph I.7. Percentages of Survey Respondents by length of working experience in the tourism sector



Source: Annex A, Question I.5, I.6, I.7

2. TOURISM-RELATED SKILLS AND PERCEPTIONS AMONG YOUNG PEOPLE IN GREECE – MAIN SURVEY FINDINGS

Key findings of Chapter 2:

- **The top- 3 factors perceived as the "most important" ones for young adults' integration in the tourism sector, are: "Cooperation with fellow workers", "Communication with customers" and "Pay and working conditions".**
- **The 5 "most attractive" tourism related occupations, are: "Operator in amusement, recreation and sports", "Travel Agents", "Hotel Front Desk officers", "Cooks" and "Bartenders". The "least attractive" are: "Hotel maids" and "Waiters".**
- **Social and communication skills are considered to be important, with "Respect", "Friendliness" and "Confidence" perceived as the most important ones.**
- **Job performance skills are also considered to be "important" or "very important". Skills at the top of the relevant list are: "Customer service", "Curiosity to learn" and "Teamwork".**
- **Entrepreneurship-related skills are perceived as "important", with "Leadership", "Persuasion" and "Initiative" positioned at the top of the relevant ranking.**
- **It is interesting to note the relatively low perception of importance of skills such as "Financial management" and "Not being afraid to fail", which are generally believed to be instrumental for a start-up enterprise in any economic sector.**
- **For all types of skills, perceptions of "adequacy" are lower than those reported for the "importance" of individual skills and on average, implying acceptance of skill and knowledge gaps, even for crucial operational elements in tourism enterprises. The objective of this part of the survey is to identify apparent "skill gaps" and obtain indications as to the necessity of and the appropriate directions for new skills-enhancing interventions.**

As already indicated, the survey conducted among young adults attempted to somehow "check and measure" their perceptions of how important a number of key elements, such as factors affecting prospects for sustainable integration in the tourism industry and certain skills' categories (i.e. social and communication skills, performance skills and entrepreneurship-related skills), are.

At the same time and in correspondence to the survey participants' perceptions of how important these skills are, they were also requested to indicate how "adequate" they consider their knowledge and competences to be. Clearly, the objective of this part of the survey is to **identify apparent "skill gaps" and obtain indications as to the necessity for and the appropriate directions for new skills-enhancing interventions**. All these are considered in this 2nd Chapter of the Report.

2.1. Factors for young people's sustainable integration in the tourism industry and tourism occupations' attractiveness

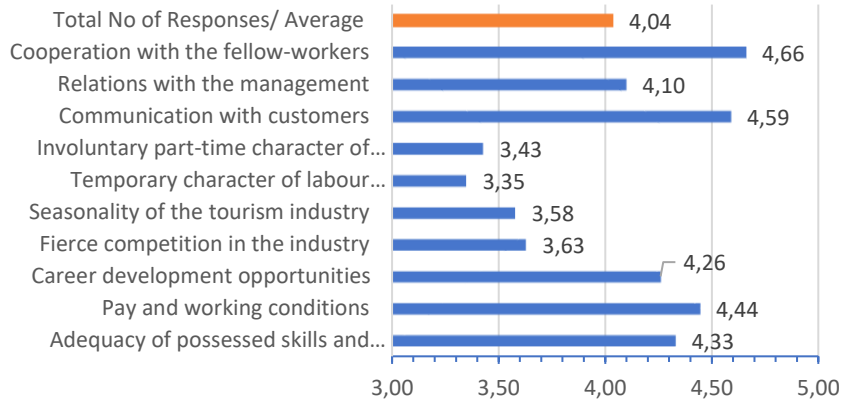
The 1st issue considered in this survey section is the participants' perceptions as to the **importance of a number of factors impacting on their prospects for sustainable integration in the tourism industry**. On a scale of 1 to 5, survey participants were requested to indicate the extent of perceived factors' importance. As shown on the Graph below, the factors perceived as the **"most important"** ones (with values for the relevant "indicators of importance" between 4 -"important" and 5 -"very important"), are (in descending order, the following:

- ***Cooperation with fellow workers*** (4.66/5.00)
- ***Communication with customers*** (4.59/5.00)
- ***Pay and working conditions*** (4.44/5.00)
- ***Adequacy of skills and competences*** (4.33/5.00)
- ***Career development opportunities*** (4.26/5.00)

On the other hand, there are certain factors, for whose importance survey respondents' responses indicate that they are, essentially, "neutral" (indicators' values between 3 and 4). Such factors are:

- ***Fierce competition in the industry*** (3.63/5.00)
- ***Seasonality of tourism industry*** (3.58/5.00)
- ***Involuntary part-time character of employment*** (3.43/5.00)
- ***Temporary character of labour contacts*** (3.43/5.00)

Graph II.1. Indicators of importance of factors impacting on prospects for sustainble integration in the tourism industry



Source: Annex A, Question II.1

In order to set some sort of background for responses to be provided, by young adults being surveyed, on the factors related to their prospects of sustainable integration in the tourism industry (and on other issues discussed in subsequent sections of Chapter 2), Question II.2

requested respondents to indicate, among a number of 10 types of tourism-related occupations (including an "open" type to be defined by respondents), how "attractive" they consider them to be for young people seeking to start a career in the tourism industry. The intensity of individual occupations' "attractiveness" was, again, expressed on a scale of 1 to 5, (the same "technique" has been used in several instances throughout the survey findings; analysis).

As shown on Graph 2.2 below, the **5 "most attractive"** occupations (highest values for "indicator of attractiveness") seem to be the following:

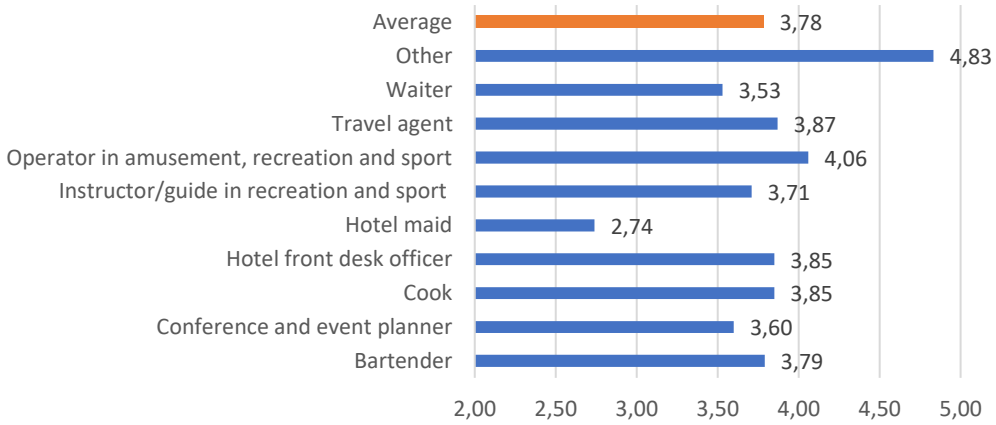
- ***Operator in amusement, recreation and sports*** (4.06/5.00)
- ***Travel Agents*** (3.87/5.00)
- ***Hotel Front Desk officers*** (3.85/5.00)
- ***Cooks*** (3.85/5.00)
- ***Bartenders*** (3.79/5.00)

At the other end of the same scale, those which seem to be the **"least attractive",** or, at best, **"neutral"**, are:

- ***Hotel maids*** (2.74/5.00)
- ***Waiters*** (3.53/5.00)

On the whole, young adults surveyed seem to consider most of the specified occupations, to be close to **"moderately attractive"** (Average indicator of attractiveness: 3.78/5.00), with few only exceptions.

Graph II.2. Indicators of occupations' attractiveness for young people for starting a career in tourism industry



Source: Annex A, Question II.2

2.2. Importance and adequacy of young persons' social and communication skills – implications for young adults' sustainable integration in the tourism industry

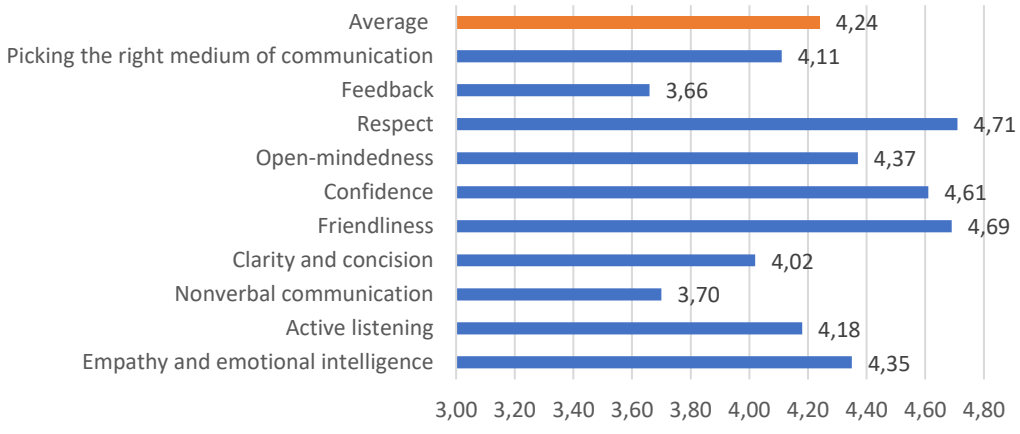
Young adults' perceived importance of various **social and communication skills**, together with their perceptions of these skills' "adequacy", were also considered and assessed. The results of survey responses' processing are shown on the following Table and the corresponding Graphs 2.3 and 2.4. A number of observations are worth making:

- ***Most of the social and communication skills included in the specific Survey Question (8 out of 10), are considered to be "important" or even "very important" (i.e. indicators' values above 4).***
- ***At the top of the respective list, "Respect", "Friendliness" and "Confidence" are perceived as the "most important" skills.***
- ***Similarly, most of them are also considered to be "adequate", although "adequacy" is, for most skills, lower than their perceived "importance", both for individual skills and on average.***
- ***Skills' ranking, in terms or "importance" and "adequacy", are very similar.***

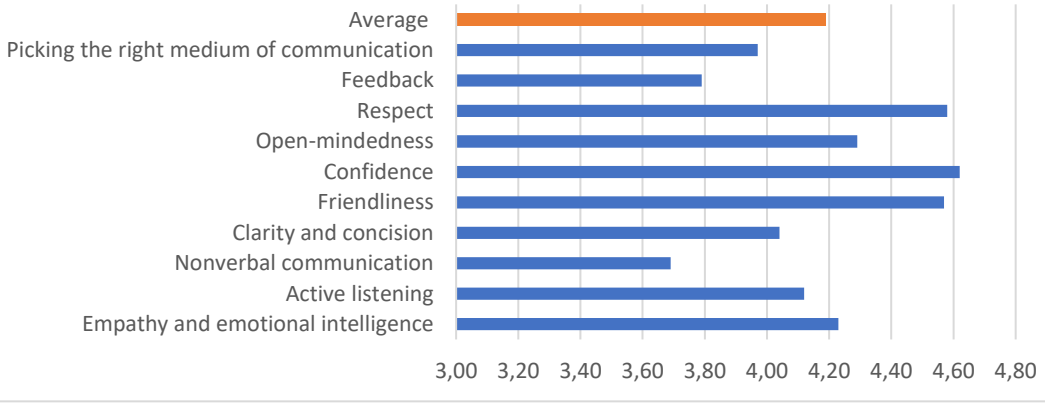
Types of Social and Communication Skills	IMPORTANCE		ADEQUACY	
	Indicator's Value	Ranking Position	Indicator's Value	Ranking Position
Respect	4.71	1st	4.58	2nd
Friendliness	4.69	2nd	4.57	3rd
Confidence	4.61	3rd	4.62	1st
Open-mindness	4.37	4th	4.29	4th
Empathy and emotional intelligence	4.35	5th	4.23	5th
Active listening	4.18	6th	4.12	6th
Picking the right medium of communication	4.11	7th	3.97	8th
Clarity and concision	4.02	8th	4.04	7th
Nonverbal communication	3.70	9th	3.69	10th
Feedback	3.66	10th	3.79	9th
AVERAGE ALL SKILLS	**4.24**		**4.18**	

Source: Annex A, Questions II.3 and II.4

Graph II.3. Indicators of Importance of Social & Communication Skills for young adults' sustainable intergration in tourism industry



Graph II.4. Young adults' perceptions of Adequacy of Social & Communication Skills for sustainable intergration in tourism industry (Indicators)



Source: Annex A, Questions II.3 and II.4

2.3. Importance and adequacy of young persons' job performance skills – implications for young adults' employability in tourism

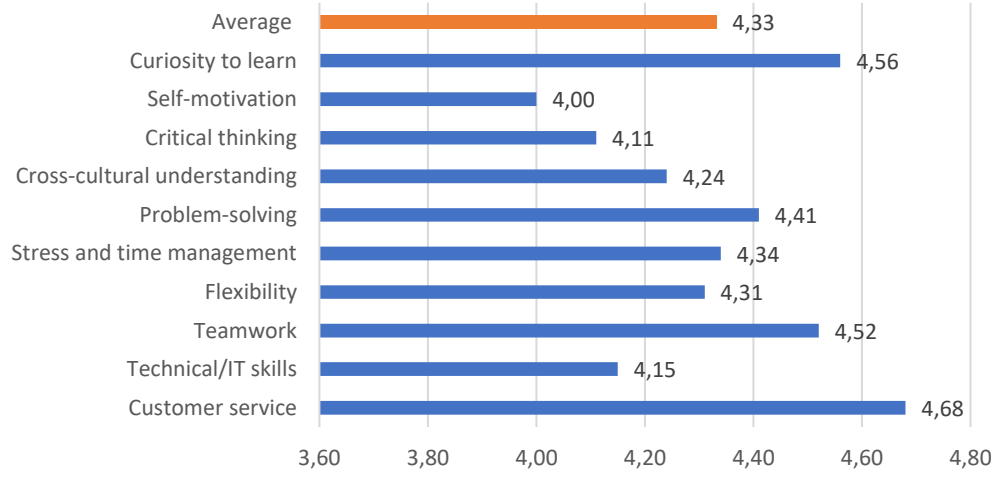
Job performance skills were also considered. In terms of perceived importance, surveyed young adults' responses, suggest that all such skills are "important" or "very important" (indicators' values above 4.00). Skills at the top of the relevant list (see Table below) are: "Customer service", "Curiosity to learn" and "Teamwork".

Although differences among individual skills are rather small (indicators' values between the top and the 5th place on the list differ by only 0.34), one cannot escape from noticing the relatively low position of skills such as "Technical/IT skills", "Critical thinking" and "Self-motivation".

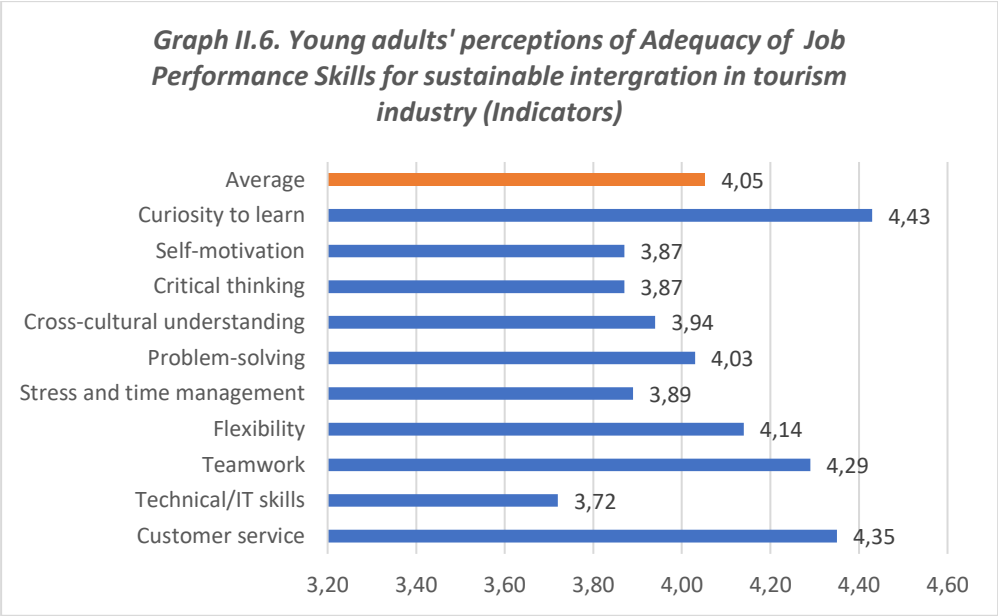
Perceptions of "Adequacy" of skills and knowledge, for both individual skills and on average, are lower than corresponding perceptions of "importance" (on average: 4.05 vs 4.33).

Types of job performance skills	IMPORTANCE		ADEQUACY	
	Indicator's Value	Ranking Position	Indicator's Value	Ranking Position
Customer service	4.68	1st	4.35	2nd
Curiosity to learn	4.56	2nd	4.43	1st
Teamwork	4.52	3rd	4.29	3rd
Problem-solving	4.41	4th	4.03	5th
Stress and Time management	4.34	5th	3.89	7th
Flexibility	4.31	6th	4.14	4th
Cross-cultural understanding	4.24	7th	3.94	6th
Technical/IT skills	4.15	8th	3.72	10th
Critical thinking	4.11	9th	3.87	8th
Self-motivation	4.00	10th	3.87	9th
AVERAGE ALL SKILLS	**4.33**		**4.05**	

Graph II.5: Indicators of Importance of Job Performance Skills for young adults' sustainable intergration in tourism industry



Source: Annex A, Questions II.5



Source: Annex A, Questions II.6

2.4. Importance and adequacy of young persons' entrepreneurship-related skills – implications for young adults' start-ups in tourism.

The 3rd and final set of Skills considered by the Survey, contains **"entrepreneurship-related skills",** which are understandably more relevant for those young adults among the survey participants, who are interested (or may become interested) in setting up an enterprise tin the tourism sector.

As in the case of the previous 2 sets of skills, the survey collected young adults' perceptions on the "importance" and the "adequacy" of a number of this type of skills.

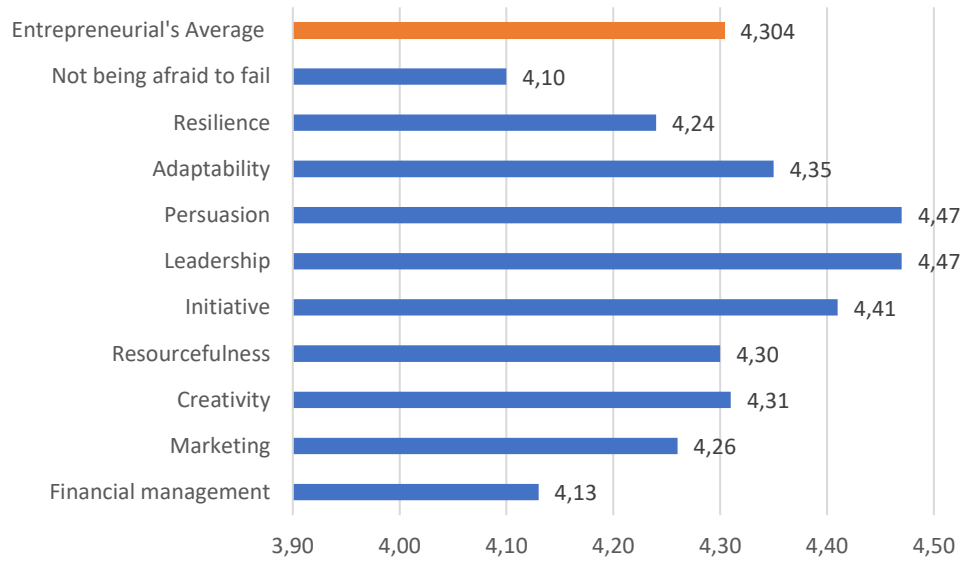
Survey participants' responses and their processing (see Table and Graphs below), suggest the following:

- ***All entrepreneurship-related skills are perceived as "important".***
- ***"Leadership", "Persuasion" and "Initiative" are positioned at the top of the relevant ranking.***
- ***Again, despite the rather small differences between individual skills' "indicators of importance" values, it is interesting to note the relatively low perception of importance of skills such as "Financial management" and "Not being afraid to fail", which are generally believed to be instrumental for initiating a start-up in any economic sector. It is however equally interesting to also note the finding that perception of "adequacy" for these two specific types of skills, is particularly low!***
- ***Again, as in the case of the sets of skills considered earlier, perceptions of "adequacy" are lower than those reported for the "importance" of individual skills and on average.***

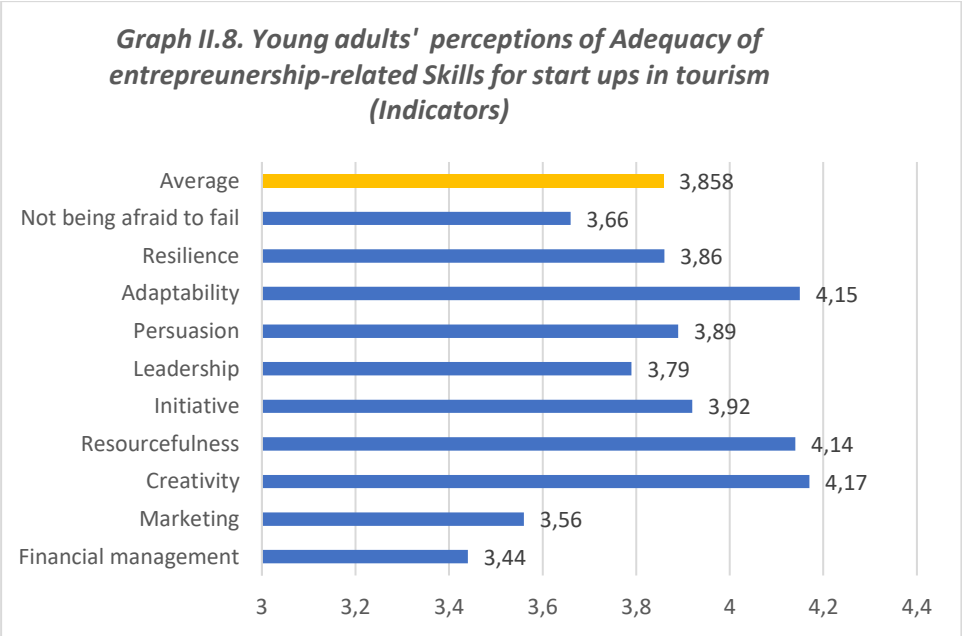
Types of entrepreneurship-related skills	IMPORTANCE		ADEQUACY	
	Indicator's Value	Ranking Position	Indicator's Value	Ranking Position
Leadership	4.47	1st	3.79	7th
Persuasion	4.47	2nd	3.89	5th
Initiative	4.41	3rd	3.92	4th
Adaptability	4.35	4th	4.15	2nd
Creativity	4.31	5th	4.17	1st
Resourcefulness	4.30	6th	4.14	3rd
Marketing	4.26	7th	3.56	9th
Resilience	4.24	8th	3.86	6th
Financial management	4.13	9th	3.44	10th
Not being afraid to fail	4.10	10th	3.66	8th
AVERAGE ALL SKILLS	**4.30**		**3.86**	

Source: Annex A, Questions II.7 and II.8

Graph II.7: Indicators of Importance of entrepreunership-related Skills for young adults' start-ups in tourism



Source: Annex A, Questions II.7



Source: Annex A, Questions II.8

3. UPGRADING SKILLS AND COMPETENCES OF YOUNG PEOPLE IN TOURISM – EXPRESSED INTEREST AND PREFERRED TYPES OF TRAINING DELIVERY MODES IN GREECE

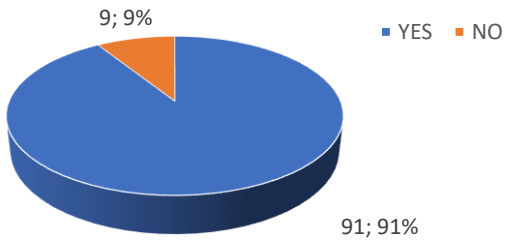
Key findings of Chapter 3:

- **The overwhelming majority (91%) of young adults surveyed, expressed interest in participating in *a youth-empowerment-in-tourism training course to be developed in the context of the NESET project*.**
- **Most of the survey participants "agree" or "strongly agree" that various categories of prospective NESET training resources will be beneficial. Among these various categories, the "tourism entrepreneurship training package" is perceived as potentially the most beneficial one.**
- **The package of training resources related to "tourism occupations validation standards and tools", attracts the least interest.**
- **"Experience Sharing" is the most preferred training delivery technique, followed by traditional "face-to-face" delivery and "Blended (face-to-face and online) training".**

3.1. Young adults' expressed interest in the prospective NESET youth-empowerment-in-tourism training course

Responding to the survey Question (Q III.1) *"Would you be interested in a youth-empowerment-in-tourism training course that will be developed by the NESET project"?*, the overwhelming majority (91%) of young adults participating in the survey, responded positively.

Graph III.1 : Survey Respondent's Interest in a youth-empowrerment-in-tourism training course

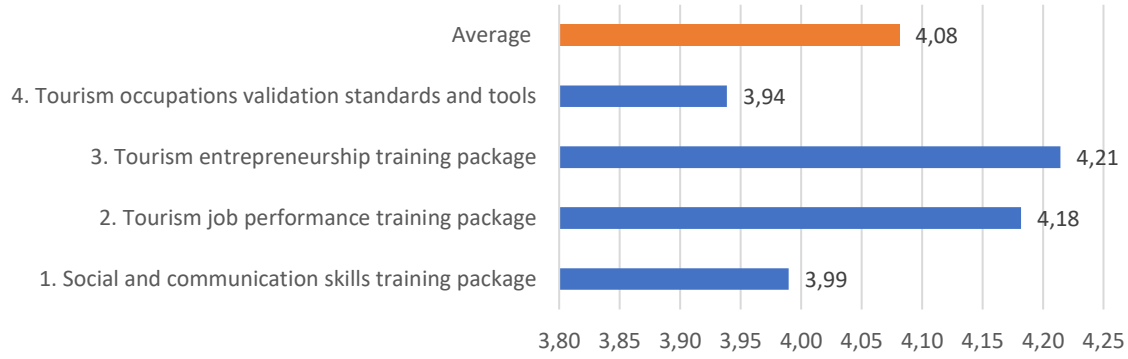


Source: Annex A, Questions III.1

3.2. Expected benefits of prospective NESET education resources

Most of the survey participants, "agree" or "strongly agree" that various categories of prospective NESET training resources will be beneficial. However, among these various categories, the **"tourism entrepreneurship training package"** is perceived that it will be the most beneficial, closely followed by the **"tourism job performance training package"** (see Graph below). With some distance, two more training packages follow, i.e. that for **"Social and communication skills"** and, last among the four packages, the package related to **"tourism occupations validation standards and tools".**

Graph III.2 Indicators of Agreement on benefits associated with different categories of training packages



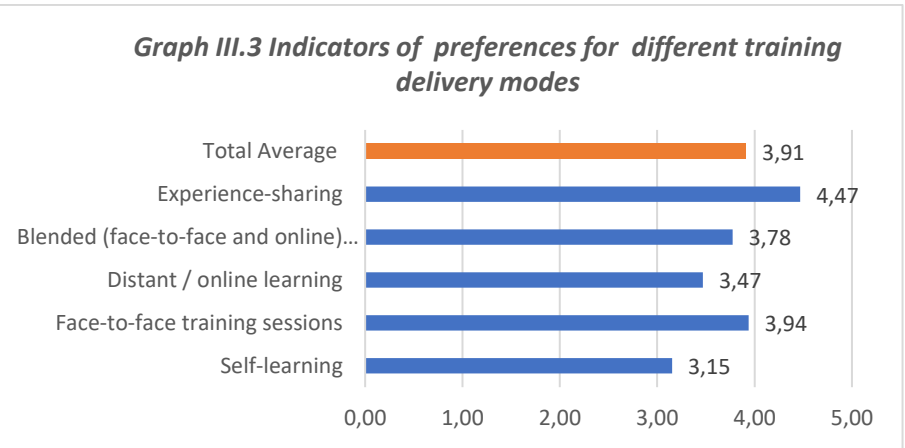
Source: Annex A, Questions III.2

3.3. Preferred training delivery modes

Survey respondents were also requested, parallel to their interest for participation in one or more of the NESET training courses, to reveal their perceptions as to which type of training delivery techniques would be "the best".

The responses collected suggest that **"Experience Sharing"** is the most preferred (see Graph below), followed by traditional **"face-to-face"** delivery and **"Blended (face-to-face and online) training"**. **"Distant/online learning"** is less preferred, while **"Self-learning"** is only "moderately" preferred.

Graph III.3 Indicators of preferences for different training delivery modes



Source: Annex A, Questions III.3.

CONCLUDING REMARKS

Having analysed the young adults' survey results, a number of Concluding Remarks may be presented, especially since some survey findings may have important implications for subsequent NESET project activities.

First and foremost, it is encouraging that, as discussed in Section III of the Report, there seems to be a **very strong expression of interest,** by those surveyed, **to participate and take advantage of NESET training offers**. Such interest seems to be **particularly strong for the training course on entrepreneurship-related skills**, which is perceived as potentially the most beneficial. On the organizational side of training activities, there is **strong preference for "experiences sharing"** and, to a lesser extent, for conventional face-to-face delivery techniques and "blended learning".

The analysis (in Chapter 2), of young adults' perceptions regarding specific skills' "importance" and "adequacy", provided findings which were also quite interesting. It is, for example, being noted that, overall, **young adults** surveyed seem to **realize the "importance" of many categories and types of skills** required for sustainable integration in the tourism sector. At the same time, they also recognize the fact that, **whatever they already possess** (in terms of skills and knowledge), **is less than what specific skills' perceived importance would require.** This certainly suggests that skill gaps and corresponding training needs are substantial! A series of other findings however, especially those related to perceptions of specific skills' comparative importance, with clear implications on how training resources among specific skills are to be allocated, should, at this stage, be treated, at best, as tentative, awaiting supporting evidence from the other side of the tourism labor market, i.e. that of tourism enterprises.

ANNEXES

Annex A. Selected NESET Gap Analysis survey results

SECTION I. PERSONAL CHARACTERISTICS

I.2. Gender:

Gender	*Absolute numbers*	*Percentage*
Male	33	33%
Female	67	67%
Total	100	100%

I.3. Age:

Age	Frequency	%
25	14	14%
26	3	3%
27	5	5%
28	16	16%
29	62	62%
Total	100	100%

I.4. Education – select highest level of educational attainment:

Highest level of educational attainment	**Frequency**	**%**
Primary Education	24	24%
Lower secondary education	40	40%
Upper secondary education	3	3%
Vocational education and training	20	20%
University degree	9	9%
Post-Graduate degree	4	4%
Total	100	100%

I.5. Are you currently attending an education or training course of any type?

On the training/Education	***Frequency***	***%***
Yes	47	47%
No	53	53%
Total	100	100%

I.6. What is your labour status at the present moment?

Labour Status	**Frequency**	**%**
Employed	4	4%
Unemployed less than 1 year	7	7%
Unemployed more than 1 year	82	82%
Not looking for a job as I don't believe I can find one	5	5%
Not looking for a job / other priorities at the moment	2	2%
Total	100	100%

I.7 Do you possess any working experience in the tourism sector?

Working Experience on tourism	***Frequency***	***%***
More than a year	21	21%
Less than a year	12	12%
No	67	67%
Total	100	100%

SECTION II. TOURISM-RELATED SKILLS AND PERCEPTIONS

II.1. For EACH of the factors below, indicate how IMPORTANT you consider it to be for young adults' sustainable integration in the tourism industry:

FACTORS	Not at all	Not important	Neutral	Important	Very	Total Responses	Average IMPORTANCE of Indicators
Adequacy of possessed skills and competences	2	0	10	39	49	100	4,33
Pay and working conditions	1	1	9	30	59	100	4,44
Career development opportunities	3	0	15	32	50	100	4,26
Fierce competition in the industry	2	8	36	33	21	100	3,63
Seasonality of the tourism industry	4	7	30	45	14	100	3,58
Temporary character of labour contracts	9	6	32	47	6	100	3,35
Involuntary part-time character of employment	9	13	25	32	21	100	3,43
Communication with customers	1	0	6	25	68	100	4,59
Relations with the management	2	2	17	42	37	100	4,10
Cooperation with the fellow-workers	1	2	4	16	77	100	4,66
Total No of Responses/ Average	34	39	184	341	402	1000	4,04

II.2. For EACH of the occupations below, indicate how ATTRACTIVE you consider it to be for young people, seeking to start a career in the tourism industry:

(1 = Not at all attractive; 2 = Not attractive; 3 = Neutral; 4 = Attractive; 5 = Very attractive)

Occupations	*Not at all*	*Not attractive*	*Neutral*	*Attractive*	*Very Attractive*	*Total no of Responses*	**Indicator of IMPORTANCE Average**
Bartender	9	2	28	23	38	100	3,79
Conference and event planner	3	7	36	35	19	100	3,60
Cook	17	8	9	24	42	100	3,85
Hotel front desk officer	9	2	15	43	31	100	3,85
Hotel maid	28	10	33	18	11	100	2,74
Instructor/guide in recreation and sport	6	8	26	29	31	100	3,71
Operator in amusement, recreation and sport	3	4	17	36	40	100	4,06
Travel agent	3	6	27	29	35	100	3,87
Waiter	12	9	18	36	25	100	3,53
Other *	0	0	0	1	5	6	4,83
Total No of Responses/ Average	90	56	209	274	277	906	3,78

***Six people mentioned as highly important the occupations of:**

Snack Bar & Finger Food (2%) and Salesmen in tourism sector (4%)

II.3. For EACH of the social and communication skills listed below, indicate how IMPORTANT you consider it to be for young adults' sustainable integration in the tourism industry:

FACTORS	Not at all	Not important	Neutral	Important	Very	Total Responses	Average IMPORTANCE
Empathy and emotional intelligence	0	1	13	36	50	100	4,35
Active listening	1	4	12	42	41	100	4,18
Nonverbal communication	9	4	22	38	27	100	3,70
Clarity and concision	2	4	14	50	30	100	4,02
Friendliness	1	0	1	25	73	100	4,69
Confidence	1	0	6	23	70	100	4,61
Open-mindedness	1	0	11	37	51	100	4,37
Respect	1	0	3	19	77	100	4,71
Feedback	6	4	29	40	21	100	3,66
Picking the right medium of communication	5	2	9	45	39	100	4,11
Total Responses per importance/ Total Average	27	19	120	355	479	1000	4,24

II.4. Independently of their estimated importance, indicate how ADEQUATE (adequately developed) you consider your possessed level of EACH of the above social and communication skills is:

FACTORS	Highly inadequate	Inadequate	Neutral	Adequate	Highly adequate	Total Responses	Average Importance per indicator
Empathy and emotional intelligence	0	3	14	40	43	100	4,23
Active listening	0	3	18	43	36	100	4,12
Nonverbal communication	6	6	20	49	19	100	3,69
Clarity and concision	0	6	19	40	35	100	4,04
Friendliness	1	1	5	26	67	100	4,57
Confidence	0	0	10	18	72	100	4,62
Open-mindedness	1	1	10	44	44	100	4,29
Respect	1	0	6	26	67	100	4,58
Feedback	2	5	29	40	24	100	3,79
Picking the right medium of communication	0	8	19	41	32	100	3,97
Total Responses per importance/ Total Average	11	33	150	367	439	1000	4,18

II.5. For EACH of the job performance skills and competences listed below, indicate how IMPORTANT you consider it to be for young adults' employability in tourism:

FACTORS	Not at all	Not important	Neutral	Important	Very	Total Responses	Average Indicator of IMPORTANCE
Customer service	1	0	2	24	73	100	4,68
Technical/IT skills	1	1	20	38	40	100	4,15
Teamwork	1	1	10	21	67	100	4,52
Flexibility	0	0	14	41	45	100	4,31
Stress and time management	0	1	16	31	52	100	4,34
Problem-solving	1	0	9	37	53	100	4,41
Cross-cultural understanding	0	0	20	36	44	100	4,24
Critical thinking	0	0	24	41	35	100	4,11
Self-motivation	2	1	24	41	32	100	4,00
Curiosity to learn	1	0	5	30	64	100	4,56
Average	7	4	144	340	505	1000	4,33

II.6. Independently of their estimated importance, indicate how ADEQUATE (adequately developed) you consider your possessed level of EACH of the above job performance skills and competences is:

FACTORS	Highly inadequate	Inadequate	Neutral	Adequate	Highly adequate	Total Responses	Average Indicator of IMPORTANCE
Customer service	1	1	9	40	49	100	4,35
Technical/IT skills	6	10	20	34	30	100	3,72
Teamwork	2	0	13	37	48	100	4,29
Flexibility	1	2	15	46	36	100	4,14
Stress and time management	1	6	27	35	31	100	3,89
Problem-solving	2	1	21	44	32	100	4,03
Cross-cultural understanding	2	4	21	44	29	100	3,94
Critical thinking	1	2	28	47	22	100	3,87
Self-motivation	3	1	29	40	27	100	3,87
Curiosity to learn	2	1	6	34	57	100	4,43
Total/ Total Average	21	28	189	401	361	1000	4,05

II.7. For EACH of the entrepreneurship-related skills and competences listed below, indicate how IMPORTANT you consider it to be for young adults' start-ups in tourism:

FACTORS	Not at all	Not important	Neutral	Important	Very	Total Responses	Average Indicator of IMPORTANCE
Financial management	3	5	9	42	41	100	4,13
Marketing	0	1	17	37	45	100	4,26
Creativity	1	2	13	33	51	100	4,31
Resourcefulness	1	0	15	36	48	100	4,30
Initiative	0	0	8	43	49	100	4,41
Leadership	0	0	12	29	59	100	4,47
Persuasion	0	1	8	34	57	100	4,47
Adaptability	2	1	7	40	50	100	4,35
Resilience	3	2	13	32	50	100	4,24
Not being afraid to fail	1	3	23	31	42	100	4,10
Total no. of Responses	11	15	125	357	492	1000	4,304

II.8. Independently of their estimated importance, indicate how ADEQUATE (adequately developed) you consider your possessed level of EACH of the above entrepreneurship-related skills and competences is:

FACTORS	Not at all	Not important	Neutral	Important	Very	Total Responses	Indicator Average
Financial management	10	12	23	34	21	100	3,44
Marketing	7	13	22	33	25	100	3,56
Creativity	0	3	20	34	43	100	4,17
Resourcefulness	0	2	20	40	38	100	4,14
Initiative	1	5	27	35	32	100	3,92
Leadership	5	5	31	24	35	100	3,79
Persuasion	3	2	31	31	33	100	3,89
Adaptability	1	1	16	46	36	100	4,15
Resilience	5	1	29	33	32	100	3,86
Not being afraid to fail	8	6	24	36	26	100	3,66
Total no of Responses	40	50	243	346	321	1000	3,858

SECTION III. UPGRADING TOURISM-RELATED SKILLS AND COMPETENCES – EXPRESSED INTEREST AND PREFERRED TYPES OF TRAINING DELIVERY MODES

III.1. Would you be interested in a youth-empowerment-in-tourism training course, that will be developed by the NESET project?

Interest in tourism training course	No. of responses
YES	91
NO	9
Total no of Responses	100

III.2. Which of the following categories of the prospective NESET education resources would you consider most beneficial for you?

Categories NESET educations	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	No of NO Responses	Total	Indicator Average
Social and communication skills training package	4%	0%	25%	33%	36%	2%	100%	3,98
Tourism job performance training package	4%	0%	14%	37%	44%	1%	100%	4,18
Tourism entrepreneurship training package	1%	3%	14%	36%	44%	2%	100%	4,21
Tourism occupations validation standards and tools	5%	0%	27%	30%	36%	2%	100%	3,93

III.3. Which do you consider to be the best way of delivering such a type of training programme?

Types of Delivery	Not preferred	Low	Moderate	high	Very High	No of NO Response	Total	Indicator Average
Self-learning	20%	7%	28%	26%	18%	1%	100%	3,15
Face-to-face training sessions	7%	4%	13%	38%	36%	2%	100%	3,94
Distant / online learning	7%	11%	30%	29%	21%	2%	100%	3,47
Blended (face-to-face and online) learning	6%	4%	23%	38%	27%	2%	100%	3,78
Experience-sharing	1%	1%	11%	23%	62%	2%	100%	4,47
Average								3,91

Annex B. NESET Gap Analysis survey indicators

NESET Young Adults' SURVEY QUESTIONNAIRE – competence gaps indicators (CGIs)

Question II.3. For EACH of the social and communication skills listed below, indicate how IMPORTANT you consider it to be for young adults' sustainable integration in the tourism industry:

Question II.4. Independently of their estimated importance, indicate how ADEQUATE (adequately developed) you consider your possessed level of EACH of the above social and communication skills is:

Competence Gaps Indicators (CGIs): **SOCIAL AND COMMUNICATION SKILLS**	**Importance (A)**	**Adequacy (B)**	**Skill Gap (A-B)**
1. Empathy and emotional intelligence	4,35	4,23	0,12
2. Active listening	4,18	4,12	0,06
3. Nonverbal communication	3,7	3,69	0,01
4. Clarity and concision	4,02	4,04	-0,02
5. Friendliness	4,69	4,57	0,12
6. Confidence	4,61	4,62	-0,01
7. Open-mindedness	4,37	4,29	0,08
8. Respect	4,71	4,58	0,13
9. Feedback	3,66	3,79	-0,13
10. Picking the right medium of communication	4,11	3,97	0,14
ALL SKILLS' AVERAGE	**4,24**	**4,19**	**0,05**

Question II.5. For EACH of the job performance skills and competences listed below, indicate how IMPORTANT you consider it to be for young adults' employability in tourism:

Question II.6. Independently of their estimated importance, indicate how ADEQUATE (adequately developed) you consider your possessed level of EACH of the above job performance skills and competences is:

Competence Gaps Indicators (CGIs): JOB PERFORMANCE SKILLS AND COMPETENCES

Competence Gaps Indicators (CGIs): **JOB PERFORMANCE SKILLS AND COMPETENCES**	**Importance (A)**	**Adequacy (B)**	**Skill Gap (A-B)**
1. Customer service	4,68	4,35	0,33
2. Technical/IT skills	4,15	3,72	0,43
3. Teamwork	4,52	4,29	0,23

4. Flexibility	4,31	4,14	0,17
5. Stress and time management	4,34	3,89	0,45
6. Problem-solving	4,41	4,03	0,38
7. Cross-cultural understanding	4,24	3,94	0,3
8. Critical thinking	4,11	3,87	0,24
9. Self-motivation	4	3,87	0,13
10. Curiosity to learn	4,56	4,43	0,13
ALL SKILLS' AVERAGE	**4,332**	**4,053**	**0,279**

Competence Gaps Indicators (CGIs): ENTREPRENEURSHIP-RELATED SKILLS AND COMPETENCES

Question II.7. For EACH of the entrepreneurship-related skills and competences listed below, indicate how IMPORTANT you consider it to be for young adults' start-ups in tourism:

Question II.8. Independently of their estimated importance, indicate how ADEQUATE (adequately developed) you consider your possessed level of EACH of the above entrepreneurship-related skills and competences is:

Competence Gaps Indicators (CGIs): **ENTREPRENEURSHIP-RELATED SKILLS AND COMPETENCES**	**Importance (A)**	**Adequacy (B)**	**Skill Gap (A-B)**
1. Financial management	4,13	3,44	0,69
2. Marketing	4,26	3,56	0,7
3. Creativity	4,31	4,17	0,14
4. Resourcefulness	4,3	4,14	0,16
5. Initiative	4,41	3,92	0,49
6. Leadership	4,47	3,79	0,68
7. Persuasion	4,47	3,89	0,58
8. Adaptability	4,35	4,15	0,2
9. Resilience	4,24	3,86	0,38
10. Not being afraid to fail	4,1	3,66	0,44
ALL SKILLS' AVERAGE	**4,304**	**3,858**	**0,446**

Annex C. NESET young adults' survey questionnaire in English and in Greek.

COMPETENCE GAP ANALYSIS IN BENEFICIARY COUNTRIES

NESET YOUNG ADULTS' SURVEY QUESTIONNAIRE

NESET – NEETs' Empowerment for Sustainable Employment in the Tourism sector, is a 3-year project, funded by Iceland, Liechtenstein and Norway through the EEA Grants and Norway Grants Fund for Youth Employment which aims at supporting on a large-scale transnational basis the sustainability of youth integration in the tourism labour market in the above NESET beneficiary countries (BCs)[2], by creating conditions for NEETs' employment and entrepreneurship in various forms of tourism, incl. alternative tourism.

Regarding foreseen NESET outcomes, lowered youth unemployment will be achieved through increased understanding of and innovatively addressed NEETs' tourism-related and social skills deficiencies and improved employability and entrepreneurial skills of the target groups. Youth participation in the tourism industry will be strengthened through an e-Support platform, job-placement mobilities spread all over the BCs, and increased opportunities for successful start-ups in the (alternative) tourism sector. The project's main focus is on the 25-29-year-old NEETs in the BCs (incl. long-term unemployed, low-skilled and discouraged young people), who together with relevant stakeholders form the project's direct target group.

This Survey is being undertaken in order to obtain information from young adults, targeted by the NESET initiative in the 7 project's BCs, regarding the need requirements in terms of needs vs already existing skills, available support and demographics of young people, as well as their perceptions, regarding the existing labour market-related challenges and opportunities from a tourism sector perspective. The Survey respondents' identity will remain strictly CONFIDENTIAL.

Please, mark with an 'X' your responses to the closed-ended questions below and return the completed questionnaire to: [contact details of responsible NESET partner's team member]

[2] The beneficiary countries, covered by the NESET project activities include Bulgaria, Croatia, Cyprus, Greece, Italy, Portugal and Romania, whereas Iceland is involved in project implementation as an expertise country.

SECTION I. PERSONAL CHARACTERISTICS

I.1. Country of origin:

	1. Bulgaria		2. Croatia
	3. Cyprus		4. Greece
	5. Italy		6. Portugal
	7. Romania		

I.2. Gender:

	1. Male		2. Female

I.3. Age:

	1. 25		2. 26		3. 27		4. 28		5. 29

I.4. Education – select highest level of educational attainment:

	1. Primary education		2. Lower secondary education
	3. Upper secondary education		4. Vocational education and training
	5. University degree		6. Post-Graduate degree

I.5. Are you currently attending an education or training course of any type?

	1. Yes		2. No

I.6. What is your labour status at the present moment?

	1. I am employed
	2. I am unemployed and have been looking for a job for less than 1 year
	3. I am unemployed and have been looking for a job for more than 1 year
	4. I am not working and not looking for a job as I don't believe I can find one
	5. I am not working and not looking for a job as I have other priorities at the moment

I.7. Do you possess any working experience in the tourism sector?

	1. Yes, more than 1 year		2. Yes, less than 1 year		3. No

SECTION II. TOURISM-RELATED SKILLS AND PERCEPTIONS

II.1. For EACH of the factors below, indicate how IMPORTANT you consider it to be for young adults' sustainable integration in the tourism industry:

(1 = Not at all important; 2 = Not important; 3 = Neutral; 4 = Important; 5 = Very important)

	1	*2*	*3*	*4*	*5*
1. Adequacy of possessed skills and competences					
2. Pay and working conditions					
3. Career development opportunities					
4. Fierce competition in the industry					
5. Seasonality of the tourism industry					
6. Temporary character of labour contracts					
7. Involuntary part-time character of employment					
8. Communication with customers					
9. Relations with the management					
10. Cooperation with the fellow-workers					

II.2. For EACH of the occupations below, indicate how ATTRACTIVE you consider it to be for young people, seeking to start a career in the tourism industry:

(1 = Not at all attractive; 2 = Not attractive; 3 = Neutral; 4 = Attractive; 5 = Very attractive)

	1	*2*	*3*	*4*	*5*
1. Bartender					
2. Conference and event planner					
3. Cook					
4. Hotel front desk officer					
5. Hotel maid					
6. Instructor/guide in recreation and sport (incl. Tourist guide)					
7. Operator in amusement, recreation and sport					
8. Travel agent					
9. Waiter					
10. Other (please, indicate): _____					

II.3. For EACH of the social and communication skills listed below, indicate how IMPORTANT you consider it to be for young adults' sustainable integration in the tourism industry:

(1 = Not at all important; 2 = Not important; 3 = Neutral; 4 = Important; 5 = Very important)

	1	***2***	***3***	***4***	***5***
1. Empathy and emotional intelligence					
2. Active listening					
3. Nonverbal communication					
4. Clarity and concision					
5. Friendliness					
6. Confidence					
7. Open-mindedness					
8. Respect					
9. Feedback					
10. Picking the right medium of communication					

II.4. Independently of their estimated importance, indicate how ADEQUATE (adequately developed) you consider your possessed level of EACH of the above social and communication skills is:

(1 = Highly inadequate; 2 = Inadequate; 3 = Neutral; 4 = Adequate; 5 = Highly adequate)

	1	***2***	***3***	***4***	***5***
1. Empathy and emotional intelligence					
2. Active listening					
3. Nonverbal communication					
4. Clarity and concision					
5. Friendliness					
6. Confidence					
7. Open-mindedness					
8. Respect					
9. Feedback					
10. Picking the right medium of communication					

II.5. For EACH of the job performance skills and competences listed below, indicate how IMPORTANT you consider it to be for young adults' employability in tourism:

(1 = Not at all important; 2 = Not important; 3 = Neutral; 4 = Important; 5 = Very important)

	1	*2*	*3*	*4*	*5*
1. Customer service					
2. Technical/IT skills					
3. Teamwork					
4. Flexibility					
5. Stress and time management					
6. Problem-solving					
7. Cross-cultural understanding					
8. Critical thinking					
9. Self-motivation					
10. Curiosity to learn					

II.6. Independently of their estimated importance, indicate how ADEQUATE (adequately developed) you consider your possessed level of EACH of the above job performance skills and competences is:

(1 = Highly inadequate; 2 = Inadequate; 3 = Neutral; 4 = Adequate; 5 = Highly adequate)

	1	*2*	*3*	*4*	*5*
1. Customer service					
2. Technical/IT skills					
3. Teamwork					
4. Flexibility					
5. Stress and time management					
6. Problem-solving					
7. Cross-cultural understanding					
8. Critical thinking					
9. Self-motivation					
10. Curiosity to learn					

II.7. For EACH of the entrepreneurship-related skills and competences listed below, indicate how IMPORTANT you consider it to be for young adults' start-ups in tourism:

(1 = Not at all important; 2 = Not important; 3 = Neutral; 4 = Important; 5 = Very important)

	1	*2*	*3*	*4*	*5*
1. Financial management					
2. Marketing					
3. Creativity					
4. Resourcefulness					
5. Initiative					
6. Leadership					
7. Persuasion					
8. Adaptability					
9. Resilience					
10. Not being afraid to fail					

II.8. Independently of their estimated importance, indicate how ADEQUATE (adequately developed) you consider your possessed level of EACH of the above entrepreneurship-related skills and competences is:

(1 = Highly inadequate; 2 = Inadequate; 3 = Neutral; 4 = Adequate; 5 = Highly adequate)

	1	*2*	*3*	*4*	*5*
1. Financial management					
2. Marketing					
3. Creativity					
4. Resourcefulness					
5. Initiative					
6. Leadership					
7. Persuasion					
8. Adaptability					
9. Resilience					
10. Not being afraid to fail					

SECTION III. UPGRADING TOURISM-RELATED SKILLS AND COMPETENCES – EXPRESSED INTEREST AND PREFERRED TYPES OF TRAINING DELIVERY MODES

III.1. Would you be interested in a youth-empowerment-in-tourism training course, that will be developed by the NESET project?

	1. Yes		2. No

III.2. Which of the following categories of the prospective NESET education resources would you consider most beneficial for you?

(1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree)

	1	*2*	*3*	*4*	*5*
1. Social and communication skills training package					
2. Tourism job performance training package					
3. Tourism entrepreneurship training package					
4. Tourism occupations validation standards and tools					

III.3. Which do you consider to be the best way of delivering such a type of training programme?

(1 = Not preferred, 2 = Low preference, 3 = Moderate preference, 4 = High preference, 5 = Very high preference)

	1	*2*	*3*	*4*	*5*
1. Self-learning					
2. Face-to-face training sessions					
3. Distant / online learning					
4. Blended (face-to-face and online) learning					
5. Experience-sharing					

Thank you for taking the time to complete this questionnaire!

Your contribution is highly appreciated!

The NESET project benefits from a € 1 124 551 grant from Iceland, Liechtenstein and Norway through the EEA and Norway Grants. The aim of the project is to support on a large-scale transnational basis the sustainability of youth integration in the tourism industry, by creating conditions for NEETs' employment and entrepreneurship in various forms of tourism.

ΑΝΑΛΥΣΗ ΕΛΛΕΙΜΑΤΩΝ ΣΕ ΓΝΩΣΕΙΣ ΚΑΙ ΔΕΞΙΟΤΗΤΕΣ ΣΤΙΣ ΧΩΡΕΣ ΕΤΑΙΡΟΥΣ

NESET ΕΡΩΤΗΜΑΤΟΛΟΓΙΟ ΕΡΕΥΝΑΣ ΣΕ ΝΕΟΥΣ ΕΝΗΛΙΚΕΣ

Το έργο «**NESET – NEETs' Empowerment for Sustainable Employment in the Tourism sector**», αποτελεί ένα πρόγραμμα διάρκειας 3 ετών, χρηματοδοτούμενο από την Ισλανδία, το Λιχτενστάιν και τη Νορβηγία, μέσω των Χορηγιών του ΕΟΧ και της Νορβηγίας για τη Νεανική Απασχόληση. Στόχος του έργου είναι η υποστήριξη, σε ένα ευρύ διεθνές επίπεδο, της βιώσιμης ένταξης των νέων ατόμων, ιδιαίτερα αυτών που χαρακτηρίζονται ως NEETs (Εκτός Απασχόλησης, Εκπαίδευσης και Κατάρτισης), στην αγορά εργασίας στον κλάδο του τουρισμού στις συμμετέχουσες χώρες στο έργο[3], δημιουργώντας συνθήκες προώθησης της απασχόλησης και της επιχειρηματικότητάς τους σε διάφορες μορφές τουρισμού, συμπεριλαμβανομένου και του εναλλακτικού τουρισμού.

Αναφορικά με τα προβλεπόμενα αποτελέσματα του έργου NESET, η μείωση της ανεργίας των νέων θα επιτευχθεί μέσω της καλύτερης αντίληψης και της καινοτόμου προσέγγισης του ελλείμματος των νέων σε γνώσεις και δεξιότητες σχετικές με τον Τουρισμό και μέσω της ανάπτυξης της απασχολησιμότητας και των επιχειρηματικών δεξιοτήτων τους. Η συμμετοχή των νέων στην τουριστική βιομηχανία θα ενισχυθεί μέσω της πλατφόρμας εξ' αποστάσεως υποστήριξης (e-Support), της κινητικότητας τους σε όλες τις συμμετέχουσες χώρες και μέσω ευκαιριών για τη δημιουργία νέων επιτυχημένων επιχειρήσεων (start-ups) στον τουριστικό κλάδο. Η κύρια εστίαση του έργου είναι οι NEETs, ηλικίας 25-29 ετών, στις συμμετέχουσες χώρες, (συμπεριλαμβανομένων των μακροχρόνια ανέργων, των αποθαρρημένων νέων και των νέων με χαμηλά τυπικά προσόντα), οι οποίοι μαζί με τους σχετικούς εμπλεκόμενους φορείς αποτελούν την κύρια ομάδα στόχου του έργου.

Η Έρευνα διενεργείται με σκοπό την άντληση πληροφοριών από νέους ενήλικες (25-29 ετών), στις 7 χώρες που συμμετέχουν στο έργο NESET και αφορά στην διερεύνηση αναγκών σε δεξιότητες σε σύγκριση και με αυτές που οι νέοι ήδη κατέχουν, της υπάρχουσας σχετικής υποστήριξης και των δημογραφικών στοιχείων των νέων καθώς και των αντιλήψεών τους, για τις υφιστάμενες προκλήσεις και τις ευκαιρίες της αγοράς εργασίας στον τουριστικό κλάδο.

Η ταυτότητα των ερωτηθέντων θα παραμείνει αυστηρά **ΕΜΠΙΣΤΕΥΤΙΚΗ**.

Παρακαλούμε να σημειώστε με Χ τις απαντήσεις σας στις «κλειστού» τύπου ερωτήσεις που ακολουθούν και να επιστρέψτε το συμπληρωμένο Ερωτηματολόγιο στο ΣΑΡΩΝΙΣ ΑΤΕΒΕ στα στοιχεία που σας έχουν υποδειχθεί, υπ' όψιν κ. Ιωσήφ Χασσίδ.

[3] Ελλάδα, Βουλγαρία, Κροατία, Κύπρος, Ιταλία, Πορτογαλία και Ρουμανία, ενώ η Ισλανδία συμμετέχει ως εξειδικευμένος εταίρος

ΕΝΟΤΗΤΑ Ι. ΠΡΟΣΩΠΙΚΑ ΧΑΡΑΚΤΗΡΙΣΤΙΚΑ

Ι.1. Χώρα:

	1. Βουλγαρία		2. Κροατία
	3.Κύπρος		4. Ελλάδα
	5.Ιταλία		6.Πορτογαλία
	7.Ρουμανία		

Ι.2. Φύλο:

	1.Άνδρας		2.Γυναίκα

Ι.3. Ηλικία:

	1. 25		2. 26		3. 27		4. 28		5. 29

Ι.4. Εκπαίδευση– επίλεξε το υψηλότερο εκπαιδευτικό επίπεδο:

	1.Πρωτοβάθμια Εκπαίδευση		2. Δευτεροβάθμια Εκπαίδευση
	3. Μετα-δευτεροβάθμια Εκπαίδευση		4. Επαγγελματική Εκπαίδευση και Κατάρτιση (απόφοιτοι τάξης μαθητείας ΕΠΑ.Λ, Ι.Ε.Κ. μετά από πιστοποίηση και κάτοχοι πτυχίου ανωτέρας σχολής)
	5.Πανεπιστημιακή Εκπαίδευση (Πανεπιστήμιο / Τ.Ε.Ι.)		6.Μεταπτυχιακές Σπουδές

Ι.5. Συμμετέχετε σε κάποιο πρόγραμμα κατάρτισης ή εκπαίδευσης;

	1. Ναι		2. Όχι

Ι.6. Ποια είναι η τρέχουσα επαγγελματική σας κατάσταση;

	1. Εργάζομαι
	2. Είμαι άνεργος και αναζητώ εργασία για λιγότερο από ένα έτος
	3. Είμαι άνεργος και αναζητώ εργασία για περισσότερο από ένα έτος
	4. Δεν εργάζομαι και δεν αναζητώ εργασία, καθώς δεν πιστεύω πως μπορώ να βρω
	5. Δεν εργάζομαι και δεν αναζητώ εργασία, καθώς έχω άλλες προτεραιότητες αυτή την περίοδο

Ι.7. Διαθέτετε προηγούμενη επαγγελματική προϋπηρεσία στον Τουριστικό κλάδο?

	1. Ναι, πάνω από ένα έτος		2. Ναι, λιγότερο από ένα έτος		3. Όχι

ΕΝΟΤΗΤΑ ΙΙ. ΔΕΞΙΟΤΗΤΕΣ ΚΑΙ ΑΝΤΙΛΗΨΕΙΣ ΣΧΕΤΙΚΕΣ ΤΟΥ ΤΟΥΡΙΣΜΟΥ

ΙΙ.1. Για καθέναν από τους παρακάτω παράγοντες παρακαλώ αναφέρετε πόσο ΣΗΜΑΝΤΙΚΟΣ θεωρείτε ότι είναι για την αποτελεσματική ένταξη νέων ενηλίκων στην τουριστική βιομηχανία:

(1 = Καθόλου σημαντικός, 2 = Όχι σημαντικός, 3 = Ουδέτερος, 4 = Σημαντικός, 5 = Πολύ σημαντικός)

	1	***2***	***3***	***4***	***5***
1.Καταλληλότητα των ικανοτήτων και δεξιοτήτων					
2.Αμοιβή και συνθήκες εργασίας					
3.Ευκαιρίες επαγγελματικής εξέλιξης					
4.Εντονος ανταγωνισμός στην τουριστική βιομηχανία					
5.Εποχικότητα της τουριστικής βιομηχανίας					
6.Προσωρινός χαρακτήρας των συμβάσεων εργασίας					
7.Ακούσια μερική απασχόληση					
8.Η επικοινωνία με τους πελάτες					
9.Οι σχέσεις με την Διοίκηση των επιχειρήσεων					
10.Η συνεργασία με τους συναδέλφους					

ΙΙ.2. Για καθένα από τα παρακάτω επαγγέλματα, αναφέρετε πόσο ΕΛΚΥΣΤΙΚΟ θεωρείτε πως είναι για νέους ανθρώπους, οι οποίοι αναζητούν καριέρα στην τουριστική βιομηχανία:

(1 = Καθόλου ελκυστικό; 2 = Μη ελκυστικό; 3 = Ουδέτερο; 4 = Ελκυστικό; 5 = Πολύ ελκυστικό)

	1	***2***	***3***	***4***	***5***
1. Υπάλληλος Bar					
2.Οργανωτής συνεδριών και εκδηλώσεων					
3.Μάγειρας					
4 Ρεσεψιόν Ξενοδοχείου					
5.Καμαριέρες					
6. Εκπαιδευτής /Καθοδηγητής σε δραστηριότητες ψυχαγωγίας, πολιτισμού ή αθλητισμού					
7. Στέλεχος σε δραστηριότητες ψυχαγωγίας, πολιτισμού ή αθλητισμού					
8.Ταξιδιωτικός Πράκτορας					
9.Σερβιτόρος					
10.Άλλο (παρακαλώ περιγράψτε): _____					

II.3. Για κάθε μία από τις παρακάτω κοινωνικές και επικοινωνιακές δεξιότητες, αναφέρετε πόσο ΣΗΜΑΝΤΙΚΗ πιστεύετε ότι είναι για την ένταξη νέων ενηλίκων στην τουριστική βιομηχανία:

(1 = Καθόλου σημαντική, 2 = Όχι σημαντική, 3 = Ουδέτερος, 4 = Σημαντική, 5 = Πολύ σημαντική)

	1	***2***	***3***	***4***	***5***
1. Ενσυναίσθηση και συναισθηματική νοημοσύνη					
2. Ενεργός ακρόαση					
3. Μη λεκτική επικοινωνία					
4. Σαφήνεια και συντομία					
5. Φιλική διάθεση					
6. Εμπιστοσύνη					
7. Ευρύτητα Σκέψης					
8. Σεβασμός					
9. Ανατροφοδότηση					
10. Επιλογή κατάλληλου μέσου επικοινωνίας					

II.4. Ανεξάρτητα από την εκτιμώμενη σημαντικότητα αναφέρετε σε ποιο βαθμό ΕΠΑΡΚΟΥΣ ΑΝΑΠΤΥΞΗΣ πιστεύετε ότι διαθέτετε κάθε μία από τις παρακάτω κοινωνικές και επικοινωνιακές δεξιότητες:

(1 = Εντελώς ανεπαρκής ; 2 = Ανεπαρκής ; 3 = Ουδέτερο ; 4 = Επαρκής; 5 = Ιδιαίτερα επαρκής)

	1	***2***	***3***	***4***	***5***
1. Ενσυναίσθηση και συναισθηματική νοημοσύνη					
2. Ενεργός ακρόαση					
3. Μη λεκτική επικοινωνία					
4. Σαφήνεια και συντομία					
5. Φιλική διάθεση					
6. Εμπιστοσύνη					
7. Ευρύτητα Σκέψης					
8. Σεβασμός					
9. Ανατροφοδότηση					
10. Επιλογή κατάλληλου μέσου επικοινωνίας					

II.5. Για κάθε μία από τις παρακάτω εργασιακές ικανότητες και γνώσεις, αναφέρετε πόσο ΣΗΜΑΝΤΙΚΗ πιστεύετε ότι είναι για την απασχολησιμότητα νέων ενηλίκων στον τουρισμό:

(1 = Καθόλου σημαντική ; 2 = Μη σημαντική; 3 = Ουδέτερο; 4 = Σημαντική; 5 = Πολύ σημαντική)

	1	***2***	***3***	***4***	***5***
1.Εξυπηρέτηση πελατών					
2.Δεξιότητες σε θέματα Πληροφορικής					
3.Ομαδικότητα στην εργασία					
4.Ευελιξία					
5.Διαχείριση άγχους και χρόνου					
6.Επίλυση προβλημάτων					
7.Διαπολιτισμική κατανόηση					
8.Κριτική σκέψη					
9. Αυτενέργεια					
10.Επιθυμία για γνώση					

II.6. Ανεξάρτητα από την εκτιμώμενη σημαντικότητα τους, αναφέρετε σε ποιο βαθμό ΕΠΑΡΚΟΥΣ ΑΝΑΠΤΥΞΗΣ πιστεύετε ότι διαθέτετε κάθε μία από τις παρακάτω δεξιότητες και γνώσεις:

(1 = Εντελώς ανεπαρκής ; 2 = Ανεπαρκής ; 3 = Ουδέτερο ; 4 = Επαρκής; 5 = Ιδιαίτερα επαρκής)

	1	***2***	***3***	***4***	***5***
1.Εξυπηρέτηση πελατών					
2.Δεξιότητες σε θέματα Πληροφορικής					
3.Ομαδικότητα στην εργασία					
4.Ευελιξία					
5.Διαχείριση άγχους και χρόνου					
6.Επίλυση προβλημάτων					
7.Διαπολιτισμική κατανόηση					
8.Κριτική σκέψη					
9. Αυτενέργεια					
10.Επιθυμία για γνώση					

ΙΙ.7. Για κάθε μία από τις παρακάτω επιχειρηματικές γνώσεις και δεξιότητες, αναφέρετε πόσο ΣΗΜΑΝΤΙΚΗ πιστεύετε ότι είναι για τους νέους ενήλικες που στοχεύουν στην ίδρυση νέων τουριστικών επιχειρήσεων:

(1 = Καθόλου σημαντική ; 2 = Μη σημαντική; 3 = Ουδέτερο; 4 = Σημαντική; 5 = Πολύ σημαντική)

	1	***2***	***3***	***4***	***5***
1.Χρηματοοικονομική Διαχείριση					
2.Marketing					
3.Δημιουργικότητα					
4.Επινοητικότητα					
5.Πρωτοβουλία					
6.Ηγετικές Ικανότητες					
7.Πειθώ					
8.Προσαρμοστικότητα					
9.Ανθεκτικότητα					
10.Απουσία φόβου για το ενδεχόμενο αποτυχίας					

ΙΙ8. Ανεξάρτητα από την εκτιμώμενη σημαντικότητα τους, αναφέρετε σε ποιο βαθμό ΕΠΑΡΚΟΥΣ ΑΝΑΠΤΥΞΗΣ πιστεύετε ότι διαθέτετε κάθε μία από τις παραπάνω επιχειρηματικές δεξιότητες και γνώσεις:

(1 = Εντελώς ανεπαρκής ; 2 = Ανεπαρκής ; 3 = Ουδέτερο ; 4 = Επαρκής; 5 = Ιδιαίτερα επαρκής)

	1	***2***	***3***	***4***	***5***
1. Χρηματοοικονομική Διαχείριση					
2.Marketing					
3.Δημιουργικότητα					
4.Επινοητικότητα					
5.Πρωτοβουλία					
6.Ηγετικές Ικανότητες					
7.Πειθώ					
8.Προσαρμοστικότητα					
9.Ανθεκτικότητα					
10.Απουσία φόβου για το ενδεχόμενο αποτυχίας					

ΕΝΟΤΗΤΑ ΙΙΙ. ΑΝΑΒΑΘΜΙΣΗ ΔΕΞΙΟΤΗΤΩΝ ΚΑΙ ΓΝΩΣΕΩΝ – ΔΙΕΡΕΥΝΗΣΗ ΕΝΔΙΑΦΕΡΟΝΤΟΣ ΚΑΙ ΠΡΟΤΙΜΩΜΕΝΟΣ ΤΡΟΠΟΣ ΚΑΤΑΡΤΙΣΗΣ

ΙΙΙ.1. Θα σας ενδιέφερε η παρακολούθηση προγράμματος κατάρτισης που θα αναπτυχθεί μέσω του προγράμματος NESET, με στόχο την ενίσχυση των δεξιοτήτων των νέων στον τουρισμό;

	1. Ναι		2. Όχι

ΙΙΙ.2. Ποιος από τους παρακάτω τύπους εκπαιδευτικού υλικού και δράσεων σχετικά με τον Τουρισμό θεωρείτε ότι θα ήταν πιο ωφέλιμος για εσάς;

(1 = Καθόλου ωφέλιμος, 2 = Ωφέλιμος, 3 = Ουδέτερο, 4 = Ωφέλιμος, 5 = Ιδιαίτερα ωφέλιμος)

	1	***2***	***3***	***4***	***5***
1. Εκπαιδευτικό υλικό και δράσεις για τόνωση των κοινωνικών και επικοινωνιακών δεξιοτήτων					
2. Εκπαιδευτικό υλικό και δράσεις για τόνωση της επαγγελματικής απόδοσης					
3. Εκπαιδευτικό υλικό και δράσεις για τόνωση της επιχειρηματικότητας					
4. Εκπαιδευτικό υλικό και δράσεις για Πρότυπα και Εργαλεία					

ΙΙΙ.3. Ποιος πιστεύετε ότι θα ήταν ο καλύτερος τρόπος οργάνωσης και υλοποίησης ενός προγράμματος κατάρτισης σχετικού με τα παραπάνω ;

(1 = Μη προτεινόμενος, 2 = Χαμηλά προτεινόμενος, 3 = Μέτρια προτεινόμενος, 4 = Υψηλά προτεινόμενος, 5 = εξαιρετικά προτεινόμενος)

	1	***2***	***3***	***4***	***5***
1. Αυτοεκπαίδευση					
2. Μαθήματα δια ζώσης					
3. Εξ' αποστάσεως ηλεκτρονική μάθηση					
4. Μικτή (δια ζώσης και ηλεκτρονική) μάθηση					
5. Ανταλλαγή εμπειριών					

Σας ευχαριστούμε πολύ για το χρόνο που αφιερώσατε για τη συμπλήρωση του ερωτηματολογίου.

Εκτιμούμε ιδιαίτερα τη συμβολή σας!

Το έργο NESET χρηματοδοτείται από την Ισλανδία, το Λιχτενστάιν και τη Νορβηγία, μέσω των Χορηγιών του ΕΟΧ και της Νορβηγίας για τη Νεανική Απασχόληση.