

TECHNICAL INSTITUTE of

Heraklion Chamber of Commerce and Industry

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Vocational Education for European Routes Networks Partnerships, Leonardo da Vinci, Life Long Learning Programme

> 3rd Steering Committee Meeting Heraklion, Peninsula Hotel 19 June 2012







Activity 3

Audit of ongoing and education programs addressed to provide skill qualifications in trade sectors with reference to thematic contents in project rationale









Cretan Diet









Cretan kafeneia (coffee houses)









Olive cultivation









Wall painted churches of Crete.







The cave of the Apostle Paul.





Institutes of Professional Training

- http://1iek-irakl.ira.sch.gr/iek2008/
- http://2iek-irakl.ira.sch.gr/portal/
- http://www.otek.edu.gr/
- http://www.otek.edu.gr/gr/iek.htm







University of Crete

- http://www.uoc.gr/index_gb.html
- http://www.csd.uoc.gr/en/
- http://www.materials.uoc.gr/en/main.html
- http://www.uoc.gr/intrel/uk/cat 1.htm









Technical university of Crete

- http://en.tuc.gr/
- http://en.tuc.gr/science-department-en.html
- http://en.tuc.gr/dpem-deparment-en.html
- <u>http://en.tuc.gr/mred-deparment-en.html</u>
- <u>http://en.tuc.gr/hmmy-deparment-en.html</u>
- http://en.tuc.gr/enveng-department-en.html
- http://en.tuc.gr/arch-deparment-en.html
- http://en.tuc.gr/1122.html
- http://en.tuc.gr/contact-en.html







Technological Educational Institute of Crete

- http://www.teicrete.gr/tei/en/index.php
- http://www.teicrete.gr/tei/en/ekpaideysh/sxoles/stef_en.php
- http://www.teicrete.gr/tei/en/ekpaideysh/sxoles/steg_en.php
- <u>http://www.teicrete.gr/tei/en/ekpaideysh/sxoles/ksenwn_glwssw</u> <u>n/index.htm</u>
- http://www.teicrete.gr/tei/el/yphresies/tp/index.html





Ministry of Labor and Social Security

- http://www.ypakp.gr/
- http://www.ypakp.gr/
- http://www.ypakp.gr/
- http://www.ypakp.gr/
- http://www.ypakp.gr/





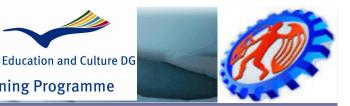
TECHNICAL INSTITUTE OF HERAKLION CHAMBER OF COMMERCE & INDUSTRY (TIHC)

- Technical Institute of Heraklion Chamber (TIHC) was established with a decision of the Ministry of National Economy in 1950. This decision concerns the operation of a professional training centre with a regional dimension.
- In 2001 TIHC was certified as a peripheral Vocational Training Centre for the Region of Crete in the following sectors:
 - Informatics,
 - Tourism & Services sector,
 - Economy & Business Administration and



- Transportation & Technical Professions.





On going educational programs

- Basic application skills for PCs
- Psychology of Management and Effective Groups
- Economics for Everyone
- Stress Management
- Enhancement of Sales during Crisis Periods
- Small Secrets of Contemporary Sales
- Everything an accountant has to know







IDENTIFICATION OF SKILLS GAP

- lack of knowledge of foreign languages
- lack of interpersonal/communication skills
- lack of knowledge of culture, cultural routes
- lack of knowledge on institutions that support the development of tourism, entrepreneurship etc.
- lack of entrepreneurship skills (especially among craftsmen or people working in SME in the area of ECR)t







Suggested courses

- Foreign languages courses (emphasis on rarely-spoken ones)
- Seminars on communication skills
- Seminars on cultural studies
- Seminars on the history of each country
- Courses on European history/global history
- Seminars on the importance of cultural routes
- Studies on tourism
- European law
- Seminars on functions of institutions that deal with tourism
- Seminars on entrepreneur skills





Suggested courses

- Seminars on behavior
- Courses on clients' services
- Courses on basic economics for the sector of tourism







Conclusion

The Cultural Routes are important not just because of the physical journey, but also because they are in themselves a form of narrative. Routes tell stories about the places they pass through and link, and also about the people who travel them. This is most clearly evident in the case of pilgrimage routes such as the Camino de Santiago, but it should be an essential element of all the Routes. The modern tourist needs to have a story they can relate to and which says something about them as people as well.







References

- <u>http://www.international.icomos.org/charters/culturalr</u> <u>outes_e.pdf</u>
- <u>http://www.coe.int/t/dg4/cultureheritage/culture/route</u> <u>s/StudyCR_en.pdf</u>
- <u>http://www.culture-</u> routes.lu/php/fo_index.php?lng=en





Thanks for your attention!!!!!!!

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