



Tuning Programme: Pilot training

TOURISM METAPROFILE CATEGORIES



Bilbao, 29-09/01-10-2014

"WITH THE SUPPORT OF THE TEMPUS PROGRAMME OF THE EUROPEAN UNION"

List of Generic Copetences (28)

RATING	RANKING
<p style="text-align: center;"><u>RATING ACADEMICS</u></p> <p>GC26 GC22 GC23 GC16 GC9</p>	<p style="text-align: center;"><u>RANKING ACADEMICS</u></p> <p>GC9 GC23 GC16 GC22 GC24</p>
<p style="text-align: center;"><u>RATING EMPLOYERS</u></p> <p>GC23 GC7 GC22 GC16 GC9</p>	<p style="text-align: center;"><u>RANKING EMPLOYERS</u></p> <p>GC23 GC22 GC21 GC20 GC16</p>
<p style="text-align: center;"><u>RATING STUDENTS</u></p> <p>GC22 GC16 GC23 GC7 GC9</p>	<p style="text-align: center;"><u>RANKING STUDENTS</u></p> <p>GC23 GC26 GC16 GC9 GC43</p>
<p style="text-align: center;"><u>RATING GRADUATES</u></p> <p>GC24 GC4 GC6 GC23 GC9</p>	<p style="text-align: center;"><u>RANKING GRADUATES</u></p> <p>GC24 GC17 GC26 GC22 GC23</p>

AS A RESULT COMPETENCES DELETED:

7, 23, 16, 9, 22, 20, 24 and 26

SPECIFIC COMPETENCES (15)

RATING					RANKING				
RATING ACADEMICS					RANKING ACADEMICS				
SC15	SC14	SC12	SC10	SC5	SC15	SC12	SC14	SC10	SC13
RATING EMPLOYERS					RANKING EMPLOYERS				
SC121	SC14	SC15	SC11	SC13	SC12	SC15	SC7	SC14	SC10
RATING STUDENTS					RANKING STUDENTS				
SC15	SC4	SC5	SC7	SC11	SC12	SC15	SC11	SC14	SC13
RATING GRADUATES					RANKING GRADUATES				
SC15	GC12	SC14	SC13	SC7	SC12	SC13	SC15	SC14	SC10

**AS A RESULT: COMPETENCES DELETED:
12, 14, 15, 13, 7, 11, 10**

GENERIC TOURISM COMPETENCES RANKING

	Grad rat	Grad rank	Stu rat	Stu rank	Emp rank	Emp rat	ac rat	ac rank	TOTAL
1	9	1	2	1	1	3	2	1	20
10	7	2	1	6	4	1	1	8	30
5	6	8	10	4	3	2	3	7	43
3	19	4	6	2	2	9	9	5	56
11	13	3	7	7	5	8	15	18	76
6	2	13	9	12	12	6	12	14	80
12	3	17	15	14	11	12	5	3	80
19	5	12	4	8	18	4	16	13	80
27	17	9	3	5	19	16	6	11	86
14	12	5	21	10	10	11	14	6	89
2	22	10	18	3	13	18	4	2	90
13	8	6	17	15	6	20	10	10	92
8	16	11	11	9	7	13	25	12	104
25	4	15	19	20	16	7	8	16	105
4	25	7	22	11	8	19	13	4	109

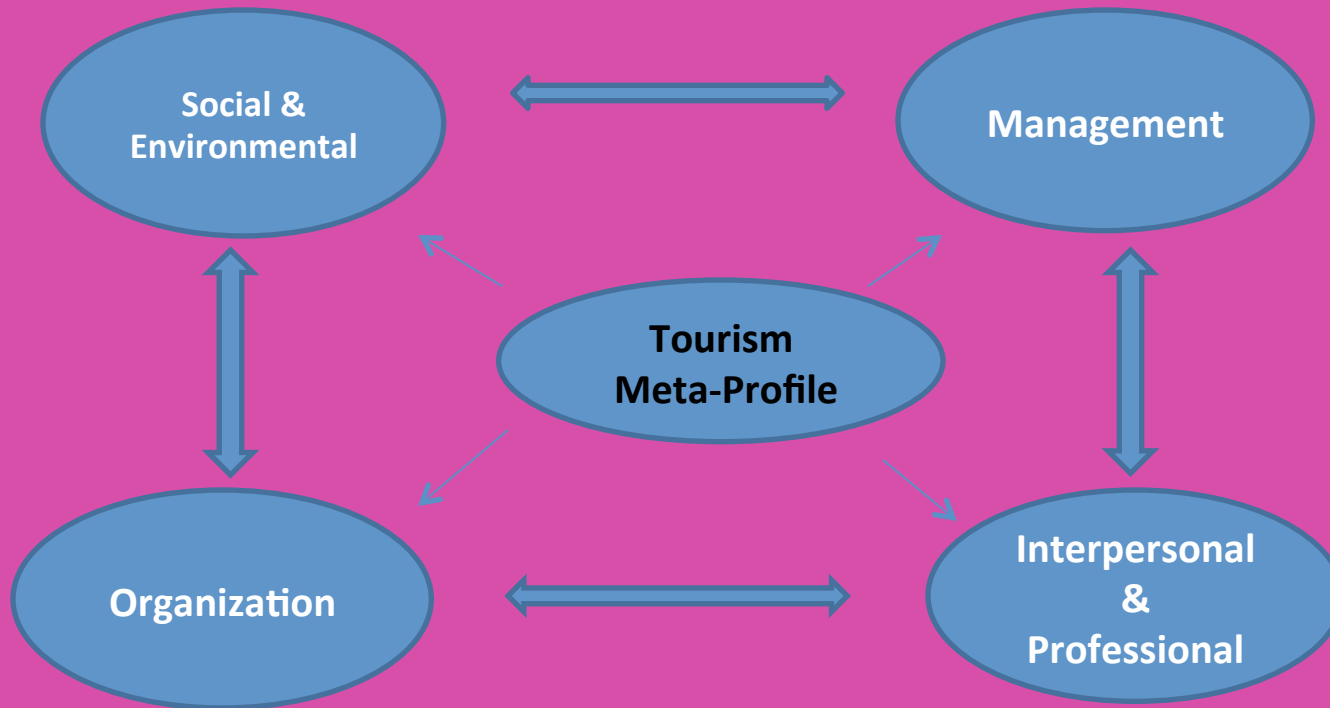
GENERIC TOURISM COMPETENCES RANKING

1	Manage time effectively
10	Maintain quality of work
5	Identify and resolve problems
3	Maintain continuous education
11	Act ethically with social responsibility
6	Make logical decisions
12	Apply knowledge in practical situations
19	Human rights
27	Self-motivated
14	Be innovative and creative
2	Communicate orally and in writing with different audiences
13	Communicate in a second language
8	Lead effectively
25	Skills in the use of information and communication technologies
4	Have critical thinking, analysis and synthesis

SPECIFIC TOURISM COMPETENCES RANKING

2	To demonstrate hands-on experience in real life environment
8	Ability to manage customers and stakeholders in English/other foreign language
4	Ability to understand different market segments for marketing, research and
3	Ability to apply knowledge and skills to tourism jobs
9	Ability to coordinate and networking with stakeholders
11	Ability to understand the current issues in tourism and other general knowledge
1	Ability to assess and understand the global and local tourism potentials
6	To effectively operate tourism companies
5	Ability to understand concepts such as carrying capacities and ecological foot

After the analyses process, both in generic and specific competences they will be merged in the following core clusters:



According to the result of the survey the group believe that these four core clusters are identified to be the central in most Tourism curriculum for the Universities in the Middle East and North Africa.

INTERPERSONAL & PROFESSIONAL

G.C. 3. Maintain continuous education

G.C. 27. Be self-motivated

G.C. 14. Be creative and innovative

G.C. 25. Apply information and communication technology skills

S.C. 8. Deal with tourism stakeholders in English/another foreign language

MANAGEMENT

G.C. 1. Manage time efficiently

G.C.5. Identify and resolve problems

G.C. 6. Make logical decisions

G.C. 8. Lead effectively

G.C. 4. Exercise critical thinking, analysis and synthesis

S.C. 4. Understand different market segments

S.C. 9. Coordinate and network with stakeholders

S.C. 5 . Manage tourism activities in a sustainable way

S.C. 1. Understand and assess the global and local tourism potentials

OPERATION

G.C. 10. Maintain quality of work

S.C. 2. Demonstrate hands-on experience in real life environment

S.C. 3. Apply knowledge and skills to tourism jobs

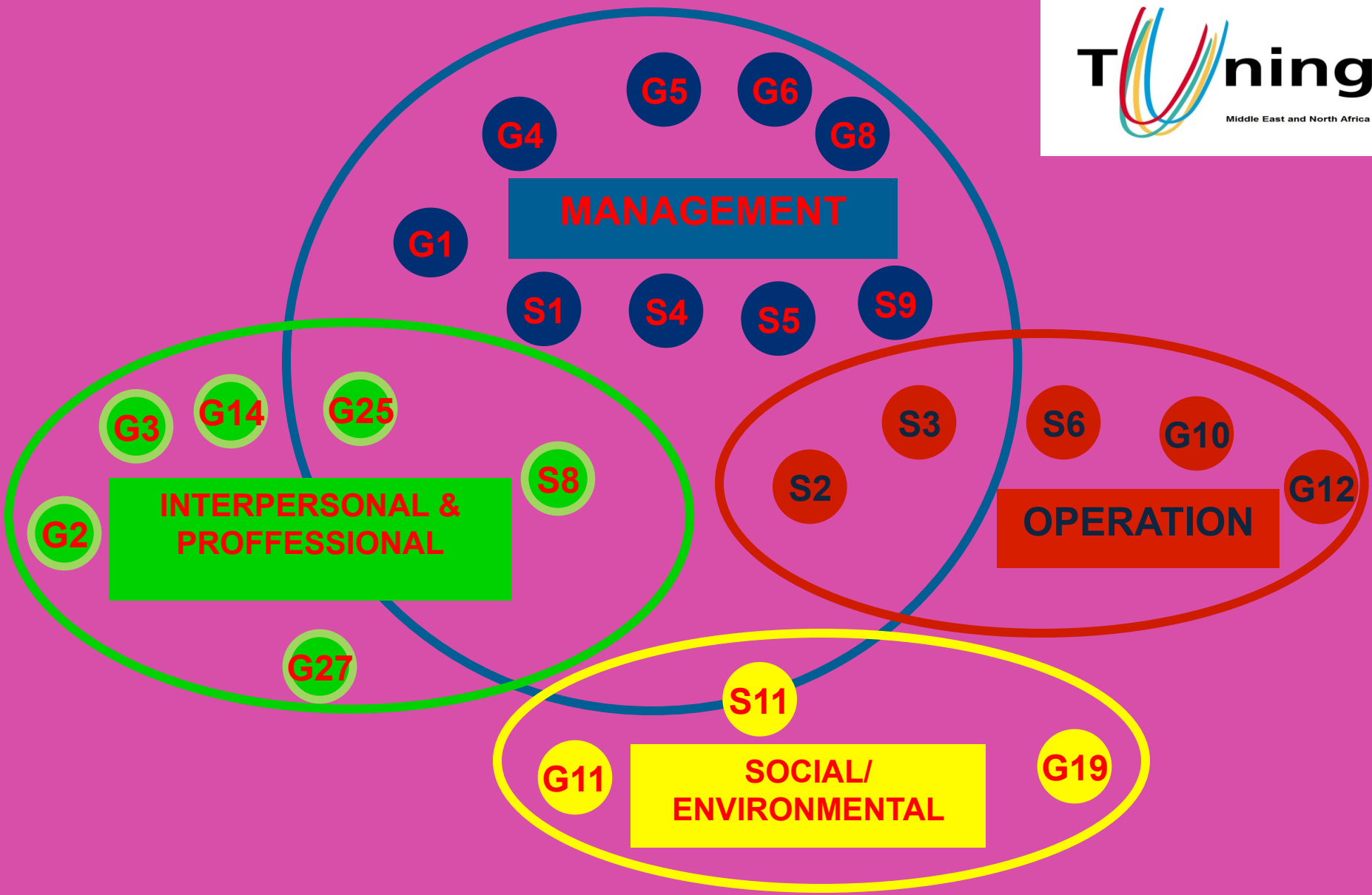
S.C. 6. Operate tourism organizations effectively

SOCIAL/ ENVIRONMENTAL

S.C. 11. Comprehend current issues in tourism

G.C. 19. Commit to human rights

G.C. 11. Act ethically with social responsibility

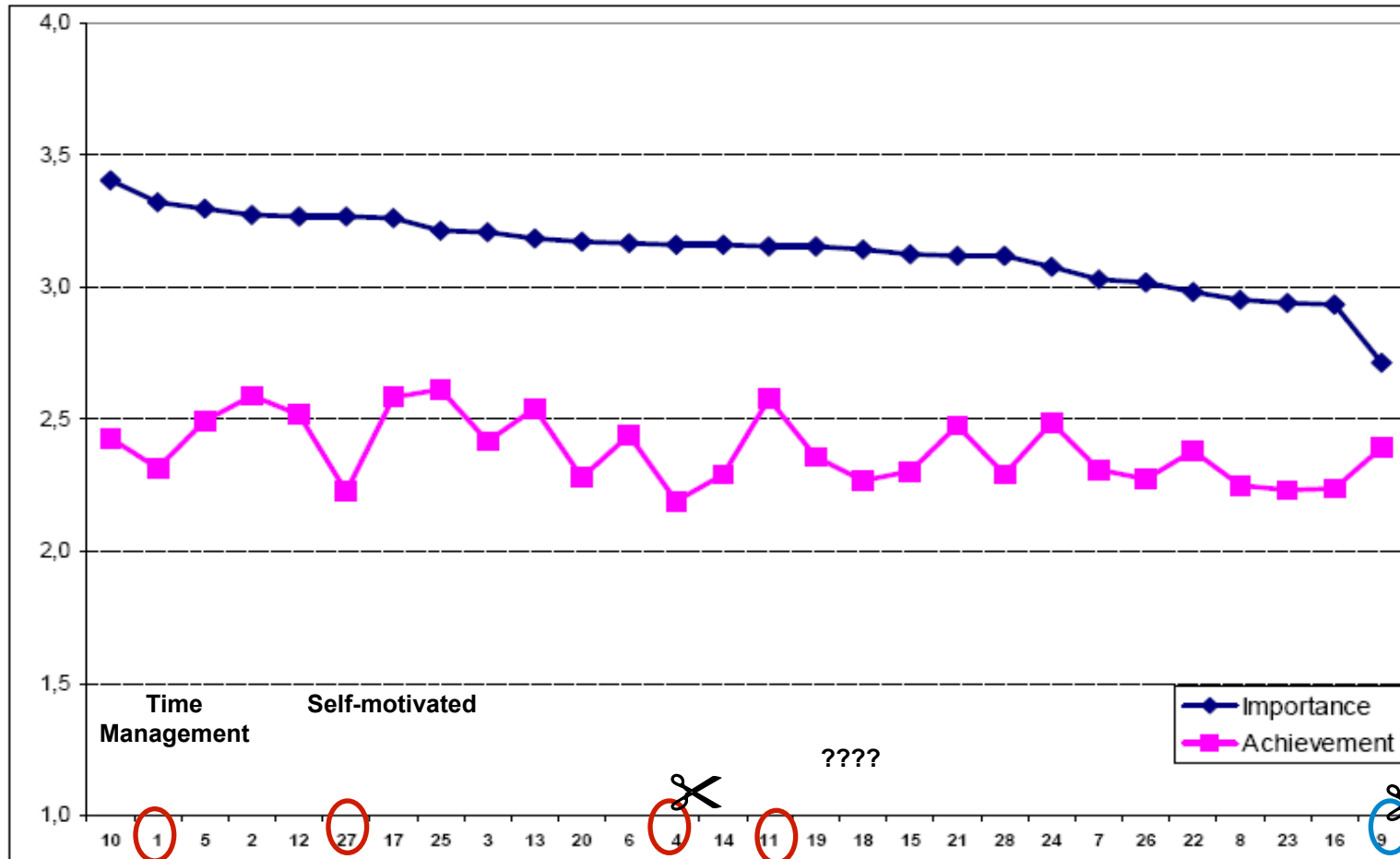


After the interpretation process, and through multiple analysis, the group identified the 4 clusters and combined the approved competences in them for Tourism in the Middle East & North Africa

TOURISM

ACADEMICS

ratings



GENERIC competences

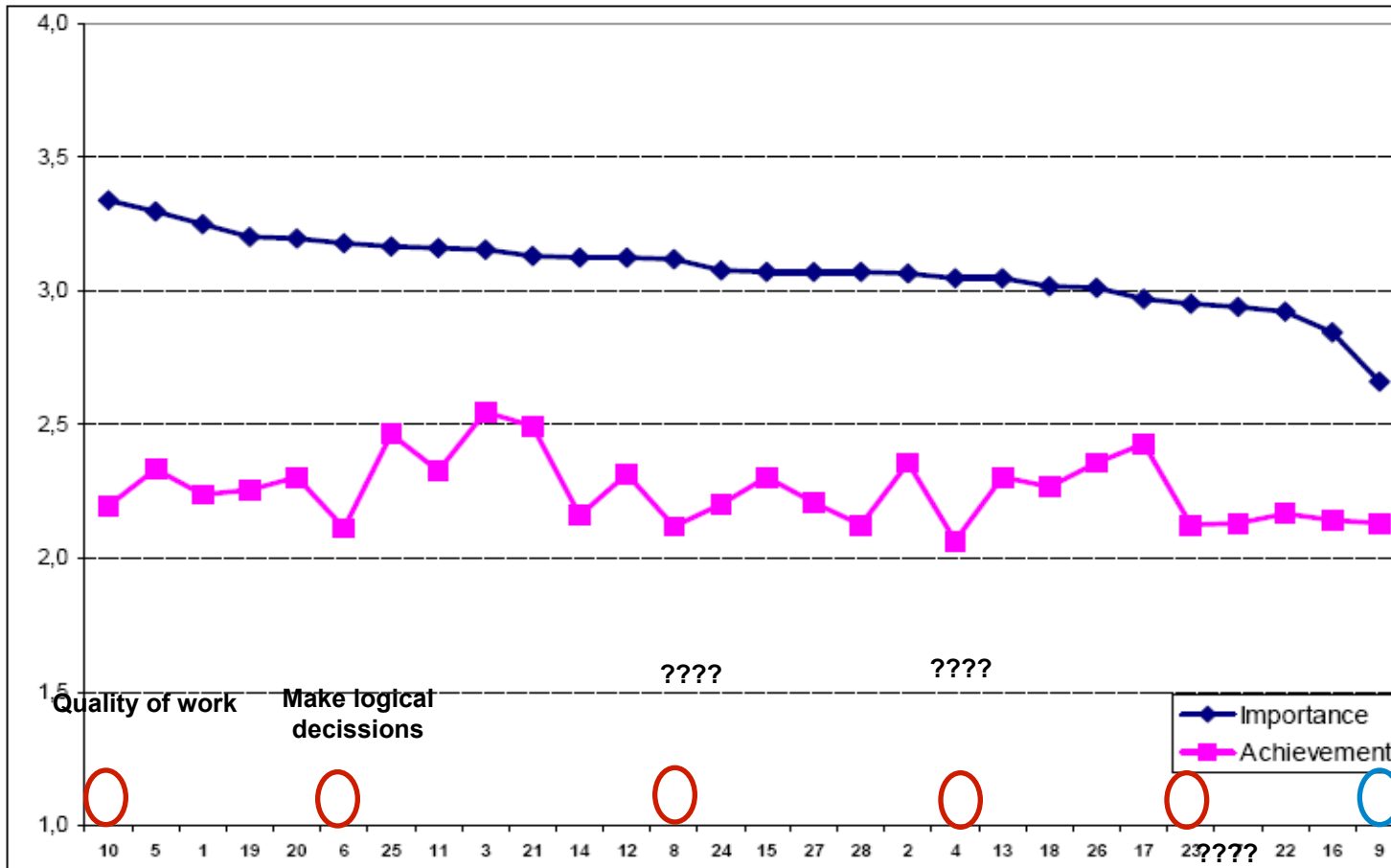
27.
Justified by math.
Analysis
- Admission system
- Job opportunities

1.
Justified by math,
analysis
- Cultural issues
- Relationship time/
productivity
- Lack of incentives

TOURISM

EMPLOYERS

ratings



GENERIC competences

10.
Justified by math.
Analysis as the widest
gap in all groups

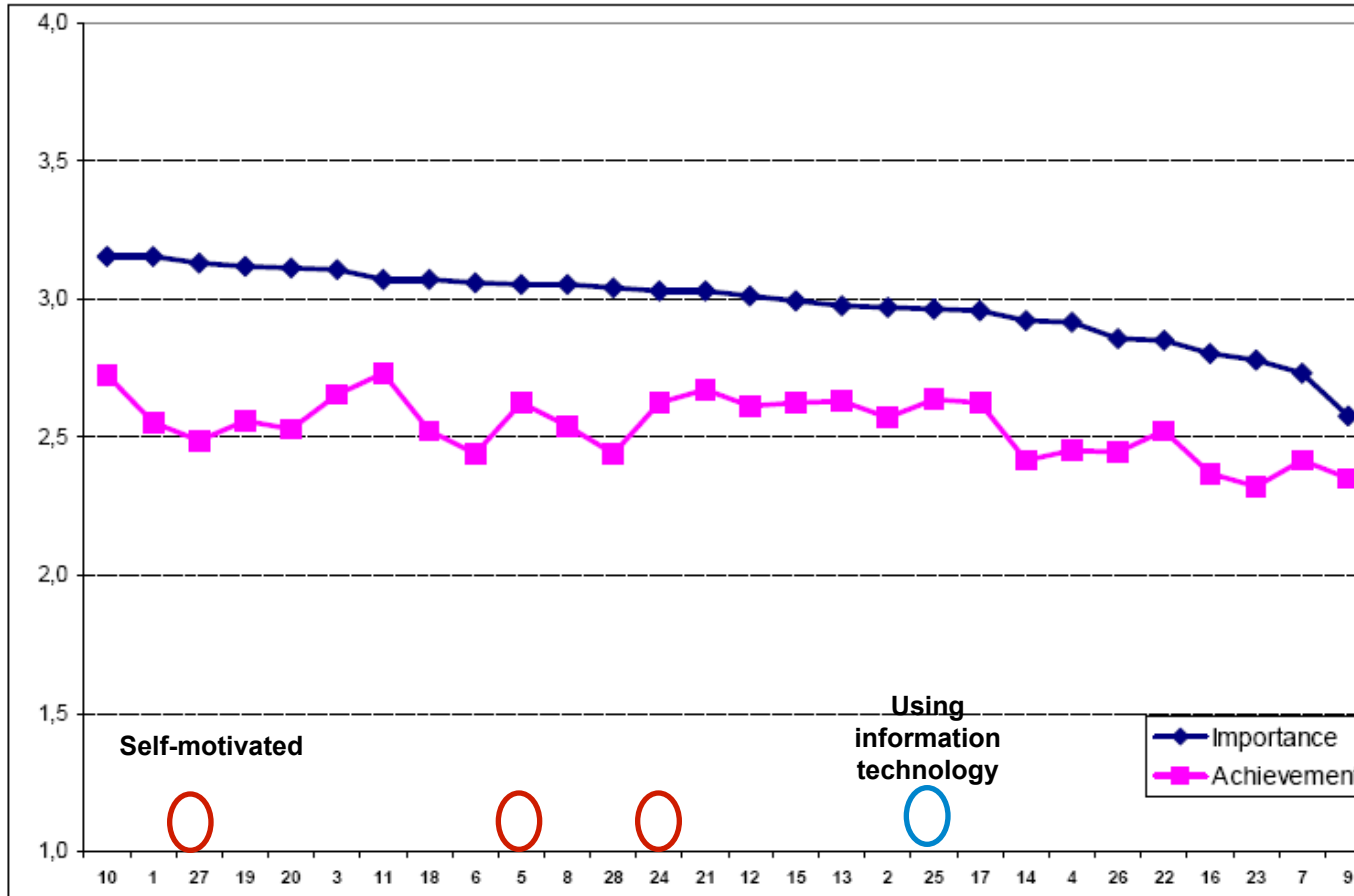
- Working environment
- Industry nature

6.
Justified by math.
analysis as 4th gap

TOURISM

STUDENTS

ratings



GENERIC competences

27.
Justified by math.
Analysis as the widest
for students to lowest
for employers

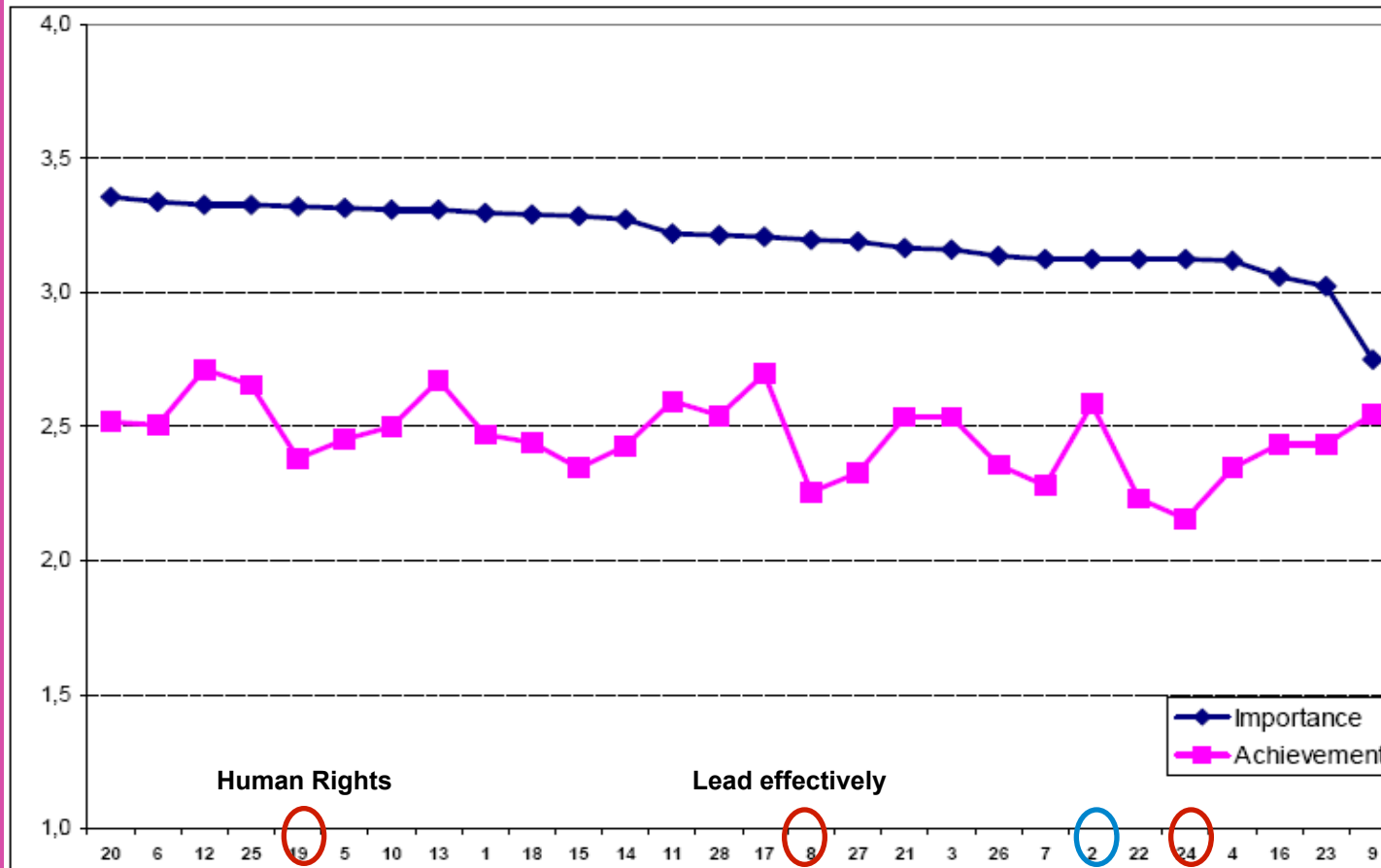
25.
Justified by math.
Analysis as the lowest

- Gap between theory and
practice & lack of
implementation

TOURISM

GRADUATES

ratings



Human Rights

Lead effectively

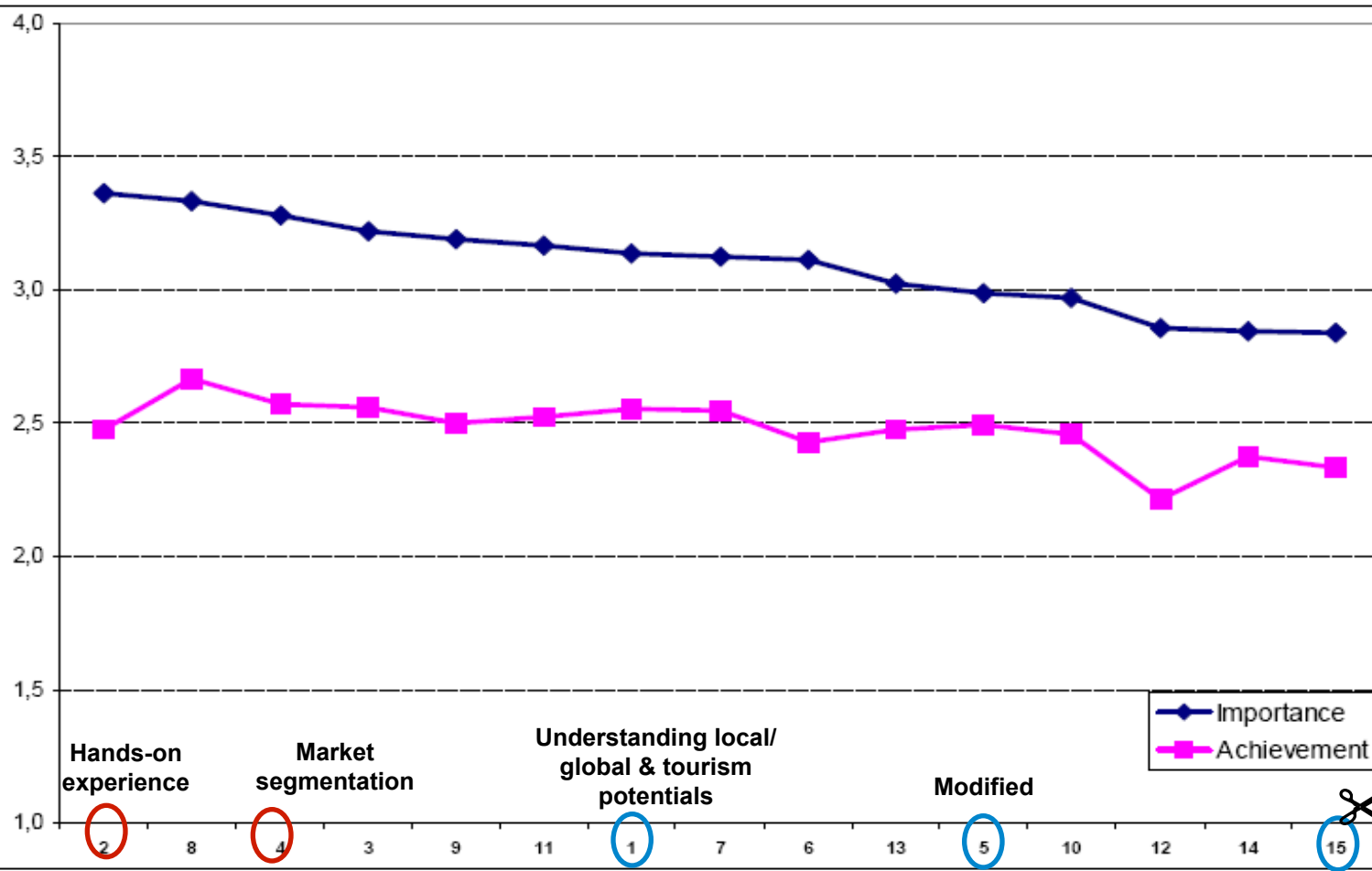
GENERIC competences

- 19. Justified by math. Analysis as the widest for graduates
- Lack of interest & good education
- Absence of law enforcement
- Lack of focus in curricula
- 8. Justified by math. Analysis as the widest for graduates
- Curricula more focused on operational management

TOURISM

ACADEMICS

ratings



2.
Justified by math.
Analysis as the widest
for academics

Curricula focused on theory
Lack of professional experience for academics
Lack of ties between academy & industry

4.
Justified by math.
Analysis as 2nd for academics

Lack of information

1.
Justified by math.
Analysis as lowest academics

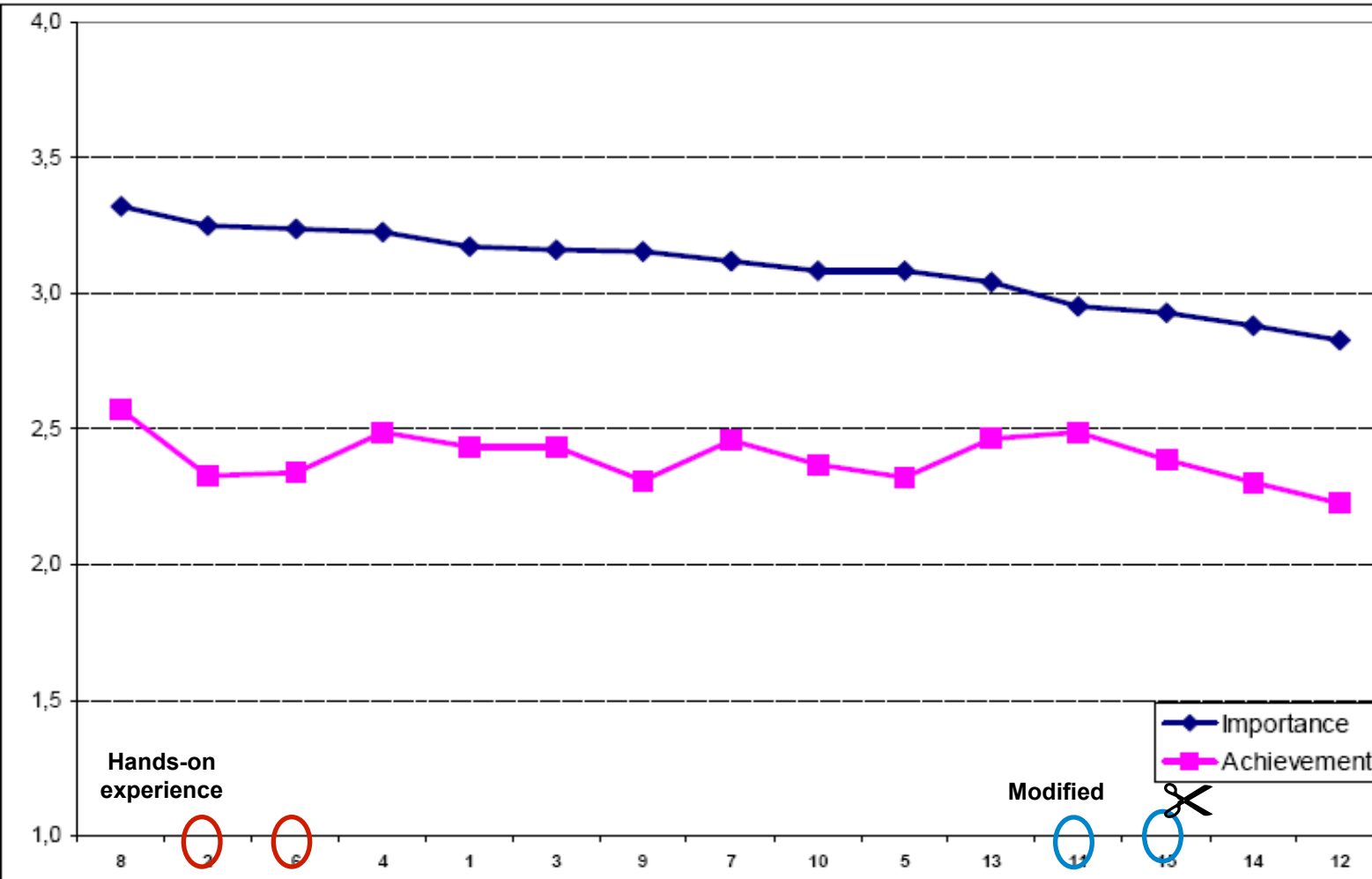
Performance vs. Expectations

SPECIFIC competences

TOURISM

EMPLOYERS

ratings



2.
Justified by math. analysis as the widest for employers

Lack of coordination between academy & industry Internship implementation

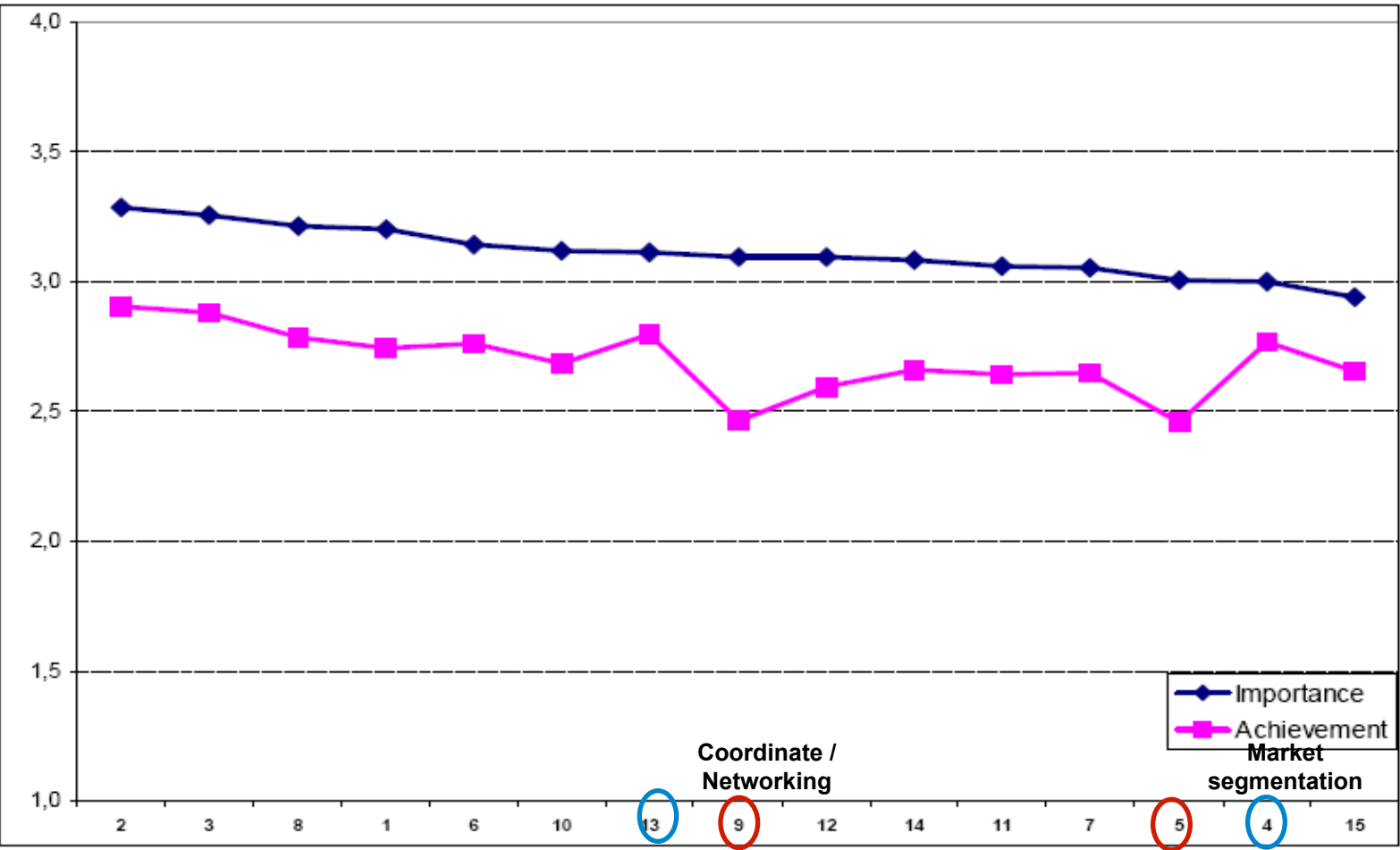
6.
Justified by math. analysis as the 2nd for employers

SPECIFIC 4

TOURISM

STUDENTS

ratings



SPECIFIC competences

9.
Justified by math.
Analysis as the widest
for students

- Lack of coordination between academy & industry
- Internship implementation

4.
Justified by math.
Analysis as lowest for
students

- Students lack of experience

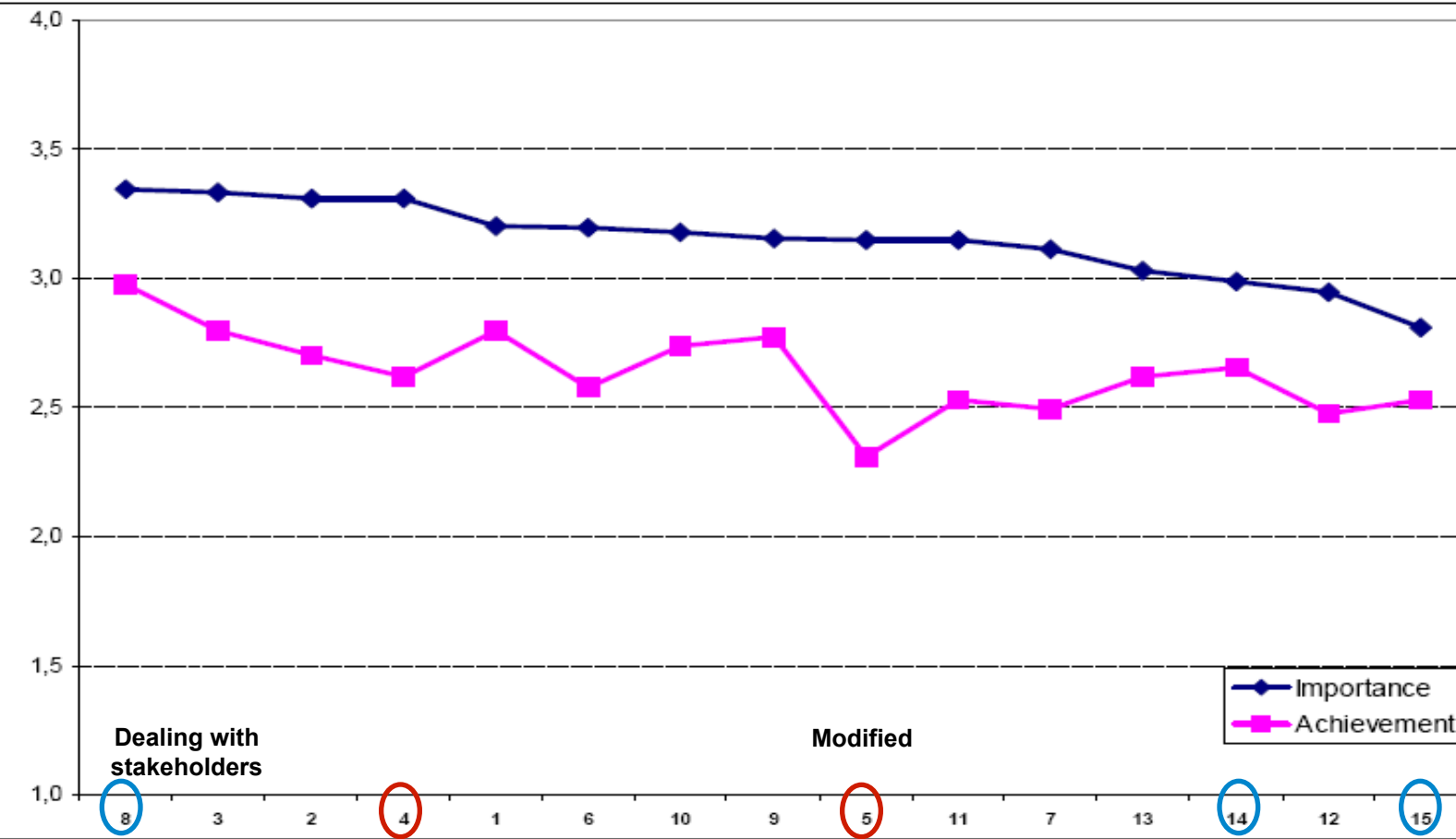
TOURISM

GRADUATES

ratings

8.
Justified by math.
analysis as lowest
for graduates

Lack of language use



SPECIFIC competences

Final Note:

The average gap for the specific competences is much lower than the average gap for the generic competences.

EXPLANATION:

- Specific competences are easier to be understood and measured.**
- Specific competences are related to knowledge and information while generic ones refer to attitudes.**
- Tourism professions can be offered by different faculties.**

Thank you for Listening



***Tourism group Meta-Profile for the
Middle East & North Africa
01/10/2014***