



# Tuning Programme: Pilot training

Task 2 Presentation  
(Tourism Group)



Cyprus, 16-02-2015

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

## 1- Introduction

The Tuning Middle East and North Africa (T-MEDA) project aims to bring about more clarity and understanding regarding university's qualifications, facilitating comparability and compatibility between different universities in the Middle East and North Africa. This is to be achieved by forming subject area groups; (Architecture Engineering, Law, Nursing and Tourism)

## List of Participants

No.	University	Country	The Program Offered by the University
1	Suez Canal University	Egypt	Islam Elgammal
2	Hashemite University	Jordan	Mairna Mustafa
3	Yarmouk University		Khalid M. Magabalih
4	MUBS University of Balmand	Lebanon	Ahmad Elzein Hamid El Debs
5	University of Omar Almkhtar	Libya	Rashad Brydan
6	UMF	Morocco	Mimoun Moussaoui
7	Palestine Ahliyah University	Palestine	Hashem Abu Sneineh
8	Syrian Consulting Bureau for Deleop & Ivestment	Syria	Nabil Sukar
9	University of Monastir	Tunisia	Omar Khammari
10	University of Tunis		Karem Dassi

## Tourism list of generic competences

GC 1. Ability to work in an interdisciplinary team

GC 2. Ability to lead effectively.

GC 3. Respect for diversity and multiculturalism.

GC 4. Ability to maintain quality of work

GC 5. Ability to act ethically with social responsibility.

GC 6. Ability to communicate in a second language.

GC 7. Skills in the use of information and communication technologies.

GC 8. Commitment to protect and preserve the environment.

## Tourism list of generic competences

GC 9. Commitment to human rights.

GC 10. Commitment to health and safety procedures

GC 11. Commitment to preserve cultural heritage and values

GC 12. Having organizational & Operational skills.

## Tourism list of specific competences

SC1. Ability to assess and understand the global and local tourism potentials.

SC2. Ability to apply knowledge and skills in tourism jobs

SC3. Ability to understand different market segments for marketing, research and communication.

SC4 .Ability to understand concepts such as carrying capacities and ecological footprint

SC5. To effectively operate tourism companies.

SC6. To effectively operate tourism companies.

## Tourism list of specific competences

SC7. Ability to manage customers and stakeholders in English/another foreign language.

SC8. Ability to coordinate and networking with stakeholders.

SC9. Ability of financial management of tourism services.

SC10. Ability to understand the current issues in tourism and other general knowledge.

SC11. Ability to identify the natural and cultural tourism resources.

## Consultation and reflections

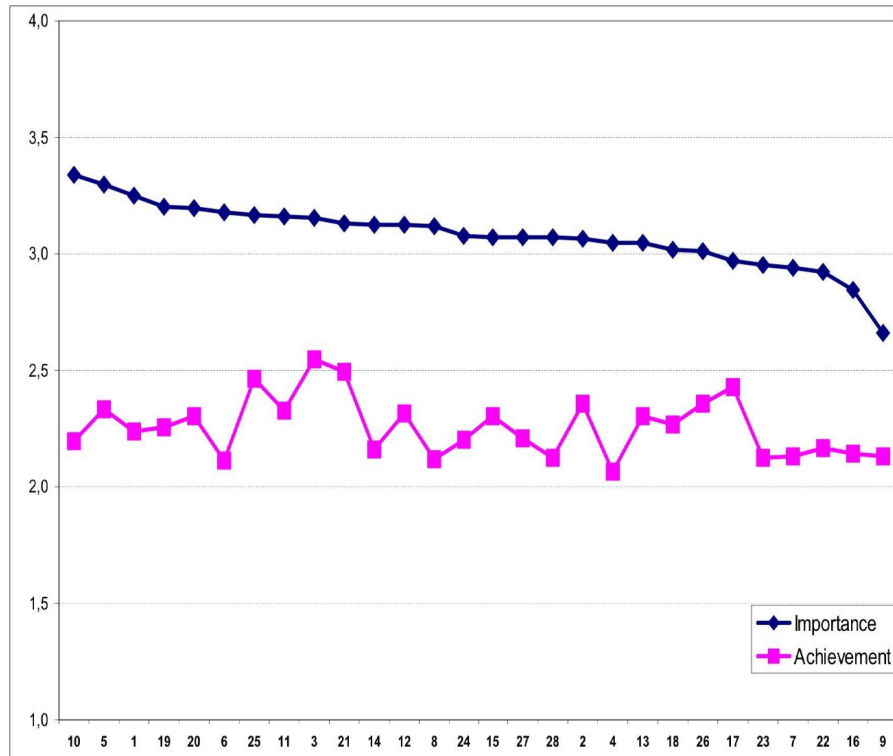
The stakeholders (academics, students, graduates, employers) were asked to fill an online survey, where both generic and specific competences were to be evaluated on 4-point scale (1: none, 2: weak, 3: considerable, 4: strong), each competence was rated for both importance and achievement. Moreover, respondents were asked to select the five most important competences, according to this points were given in descending order from 5 points to 1.



TOURISM

EMPLOYERS

ratings



GENERIC competences

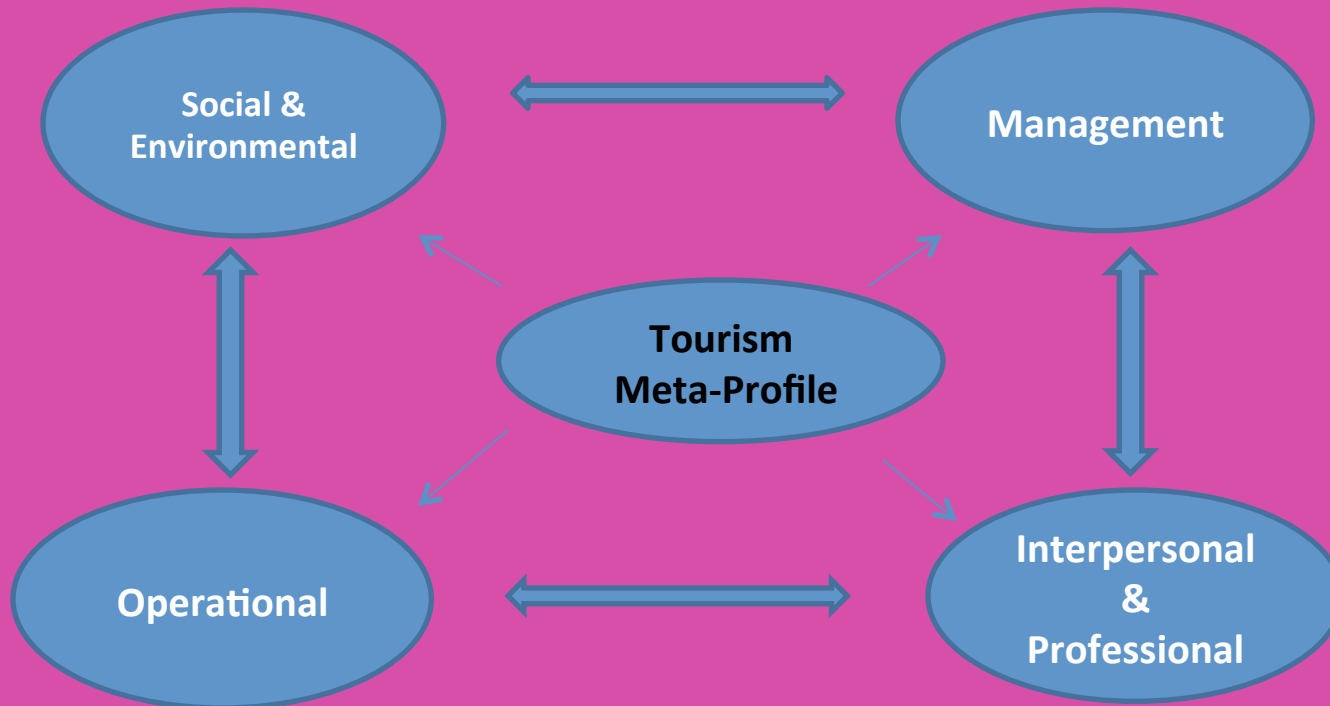
## **Justifying the gap between importance and achievement:**

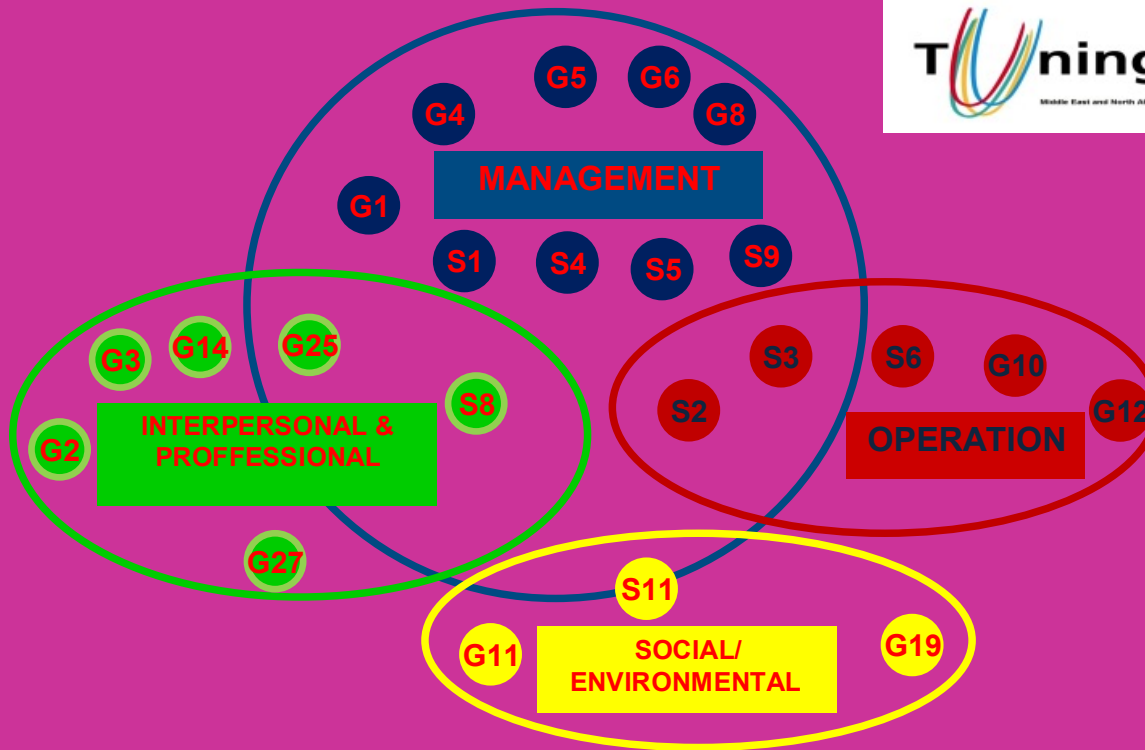
**1- Weak involvement of the tourism industry operators in curriculum development and implementation.**

**2- Lack of focusing more on developing practical skills , professional skills and foreign languages.**

**3- Lack of competition among institutions as a result to their low number and level of development as compared to developed Countries**

## Elaboration of Meta-Profiles





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