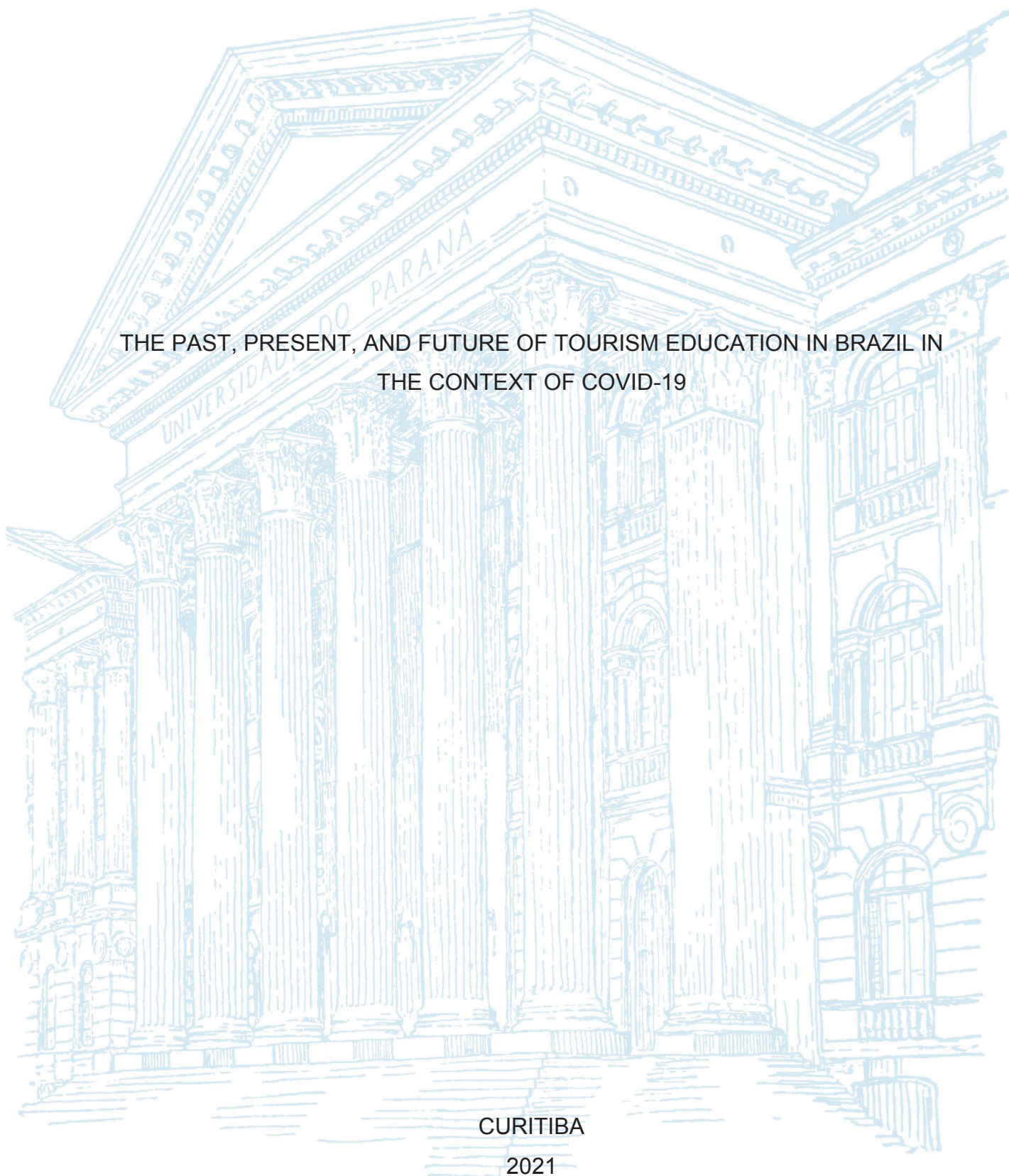UNIVERSIDADE FEDERAL DO PARANÁ

MATEUS JOSÉ ALVES PINTO

THE PAST, PRESENT, AND FUTURE OF TOURISM EDUCATION IN BRAZIL IN
THE CONTEXT OF COVID-19

CURITIBA

2021

MATEUS JOSÉ ALVES PINTO

THE PAST, PRESENT, AND FUTURE OF TOURISM EDUCATION IN BRAZIL IN THE CONTEXT OF COVID-19

Dissertação apresentada ao curso de Pós-Graduação em Turismo, Setor de Ciências Humanas, Universidade Federal do Paraná, como requisito parcial à obtenção do título de Mestre em Turismo.

Orientadora: Profa. Dra. Marcia Shizue Massukado Nakatani

CURITIBA

2021

ATA Nº02.21

ATA DE SESSÃO PÚBLICA DE DEFESA DE MESTRADO PARA A OBTENÇÃO DO GRAU DE MESTRE EM TURISMO

No dia sete de junho de dois mil e vinte e um às 08:30 horas, na sala https://conferenciaweb.rnp.br/events/defesa-de-dissertacao-mateus, Plataforma virtual RNP, foram instaladas as atividades pertinentes ao rito de defesa de dissertação do mestrando **MATEUS JOSÉ ALVES PINTO**, intitulada**: "The past, present and future of tourism education in Brazil in the context of COVID-19"**, sob orientação da Profa. Dra. MARCIA SHIZUE MASSUKADO NAKATANI. A Banca Examinadora, designada pelo Colegiado do Programa de Pós-Graduação em TURISMO da Universidade Federal do Paraná, foi constituída pelos seguintes Membros: MARCIA SHIZUE MASSUKADO NAKATANI (UNIVERSIDADE FEDERAL DO PARANÁ), GUILHERME LOHMANN (UNIVERSIDADE GRIFFITH), CARLOS EDUARDO SILVEIRA (UNIVERSIDADE FEDERAL DO PARANÁ), SÉRGIO RODRIGUES LEAL (UNIVERSIDADE FEDERAL DE PERNAMBUCO). A presidência iniciou os ritos definidos pelo Colegiado do Programa e, após exarados os pareceres dos membros do comitê examinador e da respectiva contra argumentação, ocorreu a leitura do parecer final da banca examinadora, que decidiu pela APROVAÇÃO. Este resultado deverá ser homologado pelo Colegiado do programa, mediante o atendimento de todas as indicações e correções solicitadas pela banca dentro dos prazos regimentais definidos pelo programa. A outorga de título de mestre está condicionada ao atendimento de todos os requisitos e prazos determinados no regimento do Programa de Pós-Graduação. Nada mais havendo a tratar a presidência deu por encerrada a sessão, da qual eu, MARCIA SHIZUE MASSUKADO NAKATANI, lavrei a presente ata, que vai assinada por mim e pelos demais membros da Comissão Examinadora.

Curitiba, 07 de Junho de 2021.

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MARCIA SHIZUE MASSUKADO NAKATANI
Presidente da Banca Examinadora

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GUILHERME LOHMANN
Avaliador Externo (UNIVERSIDADE GRIFFITH)

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PROGRAMA DE PÓS-GRADUAÇÃO TURISMO -
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TERMO DE APROVAÇÃO

Os membros da Banca Examinadora designada pelo Colegiado do Programa de Pós-Graduação em TURISMO da Universidade Federal do Paraná foram convocados para realizar a arguição da Dissertação de Mestrado de **MATEUS JOSÉ ALVES PINTO** intitulada: **"The past, present and future of tourism education in Brazil in the context of COVID-19"**, sob orientação da Profa. Dra. MARCIA SHIZUE MASSUKADO NAKATANI, que após terem inquirido o aluno e realizada a avaliação do trabalho, são de parecer pela sua APROVAÇÃO no rito de defesa.

A outorga do título de mestre está sujeita à homologação pelo colegiado, ao atendimento de todas as indicações e correções solicitadas pela banca e ao pleno atendimento das demandas regimentais do Programa de Pós-Graduação.

Curitiba, 07 de Junho de 2021.

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RESUMO

Esta dissertação buscou discutir o passado, presente e futuro da educação superior em turismo no Brasil, levando em consideração a histórica relação mercado/academia que fez a educação do turismo surgir em diversos países e o cenário atual de massivas perdas de empregos na área ocasionadas pela pandemia da COVID-19 (2020-2021). Deste modo, a pesquisa foi dividida em objetivos específicos que representassem três períodos: o passado (pré-pandemia), o presente (o contexto da pandemia) e o futuro da educação do turismo com uma agenda até 2031. Cada um desses cenários foi escrito como um artigo acadêmico separado, pautado pela estrutura Multipaper. O primeiro artigo (passado) considerou as forças e os problemas pré-existentes na relação mercado/academia por meio da análise de 15 cursos de graduação em turismo no Brasil. Por sua vez, o segundo artigo (presente) analisou a percepção da indústria sobre as habilidades *soft* e *hard* requeridas para a formação do profissional em turismo. Finalmente, o terceiro artigo (futuro) refletiu sobre as perspectivas futuras dos cursos superiores de turismo no Brasil até 2031 por meio da análise de cenários. Dois principais tópicos foram brevemente apresentados na revisão de literatura: educação do turismo e a relação mercado/academia objetivando contextualizar o ensino superior em turismo e a sua relação com o mercado de trabalho. A dissertação utilizou uma abordagem mista, empregando métodos quantitativos e qualitativos: foram feitas análises de projetos pedagógicos de 15 cursos superiores de turismo brasileiros; análise de dados de perda de empregos e estágios na área do turismo; entrevistas com coordenadores de cursos de turismo e especialistas em educação do turismo e ensino superior; e levantamento com organizações de turismo (ex: agências de viagens e hotéis). Como resultados tem-se a apresentação de proposições teóricas sobre as forças e os problemas da relação mercado/academia nos cursos superiores de turismo (primeiro artigo); a descrição do impacto da pandemia nos empregos e estágios (segundo artigo); o mapeamento das habilidades *soft* e *hard* requeridas pelo mercado (segundo artigo); e, por fim, o delineamento de quatro possíveis cenários para o futuro da educação do turismo (terceiro artigo). Esta dissertação contribuiu para incentivar a aproximação e alinhamento dos cursos superiores de turismo com o mercado, oferecendo uma lista de habilidades que pode ser usada prontamente pelos cursos. Além disso, os quatro cenários compuseram um alicerce baseado em conhecimento para auxiliar educadores, estudantes e a indústria a cocriarem e redesenharem os currículos, tanto localmente, como no cenário nacional. Em resumo, os três estudos combinados demonstraram como é relevante desenhar currículos e desenvolver programas que considerem o mundo do turismo.

Palavras-chave: Turismo. Educação do turismo. Relação mercado/academia. COVID-19. Brasil.

ABSTRACT

This dissertation discussed the past, present, and future of Brazilian tourism undergraduate degrees, considering the historic industry/academia relation that made tourism education emerge in several countries, in addition to the massive job losses in the area caused by the COVID-19 pandemic (2020-2021). Therefore, the research had specific objectives representing three periods: the past (pre-pandemic), present (pandemic's context), and future of tourism education with an agenda towards 2031. Each one of these scenarios were written as a separate academic paper, based on the Thesis by Published Work structure. The first paper (past) considered the pre-existing strengths and problems of the industry/academia relation by analyzing 15 tourism undergraduate degrees in Brazil. In turn, the second paper (present) analyzed the industry's perception of the soft and hard skills required for the education of tourism professionals. Finally, the third paper (future) reflected on the Brazilian undergraduate tourism degrees' futures perspectives towards 2031 through scenario analysis. Two main topics were briefly presented in the literature review: tourism education and the industry/academia relation, aiming to contextualize tourism higher education and its relationship with the labor market. The dissertation used a mixed approach, deploying quantitative and qualitative methods. In general, data collection analyzed 15 curricula from Brazilian undergraduate degrees, plus data on the loss of tourism jobs and internship. Furthermore, the author conducted interviews with program coordinators and experts in tourism education and higher education, in addition to surveying tourism organizations (e.g., travel agencies and hotels). The results established theoretical propositions about the strengths and problems in the industry/academia relation of tourism undergraduate degrees in Brazil (first paper). Secondly, it described the pandemic's impact on tourism-related jobs and internships (second paper). Moreover, it mapped the soft and hard skills required by the tourism industry (second paper). Finally, the last paper outlined four possible scenarios for the future of tourism education (third paper). This dissertation contributed to encourage the approximation and alignment of tourism undergraduate degrees with the industry, better connecting the labor market and the university. Additionally, it presented a list of skills that tourism programs can readily use. Lastly, the four scenarios composed a knowledge-based foundation to help educators, students, and the industry co-create and re-design curricula locally and nationally. In summary, the three studies combined demonstrated how relevant it is to design curricula and develop programs that consider the world of tourism.

Keywords: Tourism. Tourism education. Industry/academia relation. COVID-19. Brazil.

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LIST OF ABBREVIATIONS

ACT – Characteristic Tourism Activities

ANPTUR – National Association of Tourism Research and Graduate Degrees

CAPA – Academic Publishing Advisory Center

CAPES – Coordination for the Improvement of Higher Education Personnel

CIFS – Copenhagen Institute for Futures Studies

DMMO – Destination Management and Marketing Organization

EACH – School of Arts, Sciences, and Humanities

ECA – School of Communications and Arts

EFA – Exploratory factor analysis

EMBRATUR – Brazilian International Tourism Promotion Agency

FURG – Federal University of Rio Grande

GDP – Gross domestic product

IFSC – Federal Institute of Santa Catarina

ILO – International Labour Organization

IPEA – Institute of Applied Economic Research

KMO – Kaiser-Meyer-Olkin

KSA – Knowledge, skills, and attitudes

PUC – Pontifical Catholic University

RAIS – Annual Social Information Report

RBOT – Brazilian Network of Tourism Observatories

TCLE – Term of Free and Informed Consent

TEEM UFPR – Research Group Tourism, Education, Employment, and Market

TOS – Tourism Operational Skills

UFF – Federal University Fluminense

UFMA – Federal University of Maranhão

UFPA – Federal University of Pará

UFPE – Federal University of Pernambuco

UFPR – Federal University of Paraná

UFRN – Federal University of Rio Grande do Norte

UnB – University of Brasília

USP – University of São Paulo

UNWTO – World Tourism Organization

SUMMARY

1 HOW TO READ THIS DISSERTATION

Before we delve into the research's subject, it is necessary to explain that I decided to use the Thesis[1] by Published Work[2] structure (BADLEY, 2009) to write this dissertation. It consists of presenting the research as a collection of published or publishable papers, accompanied by an introductory chapter and final considerations linking the various studies (MUTTI; KLUBER, 2018). Many scientists endorse this format because while the traditional template remains in the university domain, Published Work studies are ready to be read by a large audience – still within academia – and not just the examining panel (COSTA, 2014). Additionally, both the academics and industry professionals have asked for further studies about the pandemic's impact on tourism. Therefore, the Published Work structure currently adds up flexibility and speeds up the research findings' dissemination. Since this structure is subject to both positive and negative criticism (COSTA, 2014), I prepared a guideline, based on Costa (2014) and Mutti and Kluber (2018), to make the dissertation reading more fluid and smoother, facilitating the reader's comprehension throughout the text:

1. Each paper had its own goal, literature review, research method, results, discussions, and conclusions. Thus, I can submit them to a journal irrespective of the other articles;
2. Besides the three papers, the dissertation contained common pre-elements, such as the prelude, scientific background, and methodology. Also, the papers repeated some information previously declared in these pre-textual items;
3. The dissertation presented a final discussion linking the studies because papers must have a theoretical and methodological alignment with the research's subject;
4. Papers followed the rules of the desired journals for publication. Table 2 showed the journals selected for submission;
5. Papers had co-authors in addition to my advisor and me.

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[1] I am considering the terms "thesis" and "dissertation" synonyms, although they have different meanings in Brazil.
[2] Also known as Multipaper structure in Brazil.

Finally, I must also note that I decided to write the dissertation in the first-person to reinforce my role as a researcher (CRESWELL, 2014), especially in the reflections and final considerations. However, it is common knowledge that most tourism journals accept only impersonal writing (i.e., third-person singular or first-person plural). Therefore, since the papers must follow the journals' guidelines, it was impossible to write them in the first-person singular. I hope this does not confuse the reader. My suggestion is to read the articles separately as the studies aim to present different periods: the past, present, and future of tourism education. Following the dissertation's logic, chapter 8 then combined the three studies.

Finally, this document continues with the introduction, explaining the objectives and justifications (Chapter 2). Then, a brief literature review showed the concepts related to tourism education (Chapter 3), followed by the methodological procedures of the three studies (Chapter 4). Chapters 5, 6, and 7 presented the three papers separately, culminating with the studies' link (Chapter 8), conclusions (Chapter 9), references, and appendices.

2 INTRODUCTION

Since World War II, tourism has been growing rapidly and steadily. In 2010, the sector achieved more than one billion international tourist arrivals. The continuous increase in visitors' numbers worldwide (+6% in 2017, +6% in 2018, +4% in 2019), combined with the development of large tourism corporations (e.g., airlines, hotel chains, and tour operators), brought attention both to tourism as an industry and as a field of research and education (TRIBE, 1997; AIREY, 2005; JAFARI, 2005; WORLD TOURISM ORGANIZATION, 2019).

After this prosperity period on all continents, tourism and other economic sectors were not prepared for what was to happen in 2020: the COVID-19 pandemic. According to the World Tourism Organization (UNWTO), all countries around the world have implemented some travel restriction policies. The organization also calculated that the number of international tourist arrivals decreased by 74% in 2020, which represented a loss of one billion arrivals and, consequently, US$ 1.3 trillion in the world's tourism revenue. Unfortunately, workers in the most diverse tourism activities lost their jobs since 100 to 120 million direct tourism jobs were at risk (UNWTO, 2020a; UNWTO, 2020b; UNWTO, 2021a).

Specifically, in South America, there was a 72% reduction in the number of international arrivals (UNWTO, 2020b), which leads us to the Brazilian scenario. Preliminary research conducted by the Brazilian Network of Tourism Observatories (RBOT) with 4,921 tourism enterprises demonstrated that 44.5% of respondents fired employees because of the crisis (RBOT, 2020). Statistics from the University of São Paulo showed that by August 2020, the tourism industry already lost almost 400.000 employees. Food and beverage were the most affected activity (-242,726 jobs by August 2020), followed by lodging (-77,266) and land transport (-28,575). However, the travel agency sector was the most impacted in relative terms since 20,943 vacancies closed, representing 29% of all jobs in agencies and tour operators (SANTOS, 2020b). Furthermore, the UNWTO predicts a recovery scenario in the number of pre-pandemic arrivals only from 2023 onwards (UNWTO, 2021a).

In this new reality, the "industry/academia" (TRIBE, 1997, p. 655) relation that "has played its part in prompting educational institutions to meet the demands and opportunities created by tourism employers" (AIREY, 2005, p. 14) seems to become a protagonist. Evidence shows that tourism education has historically developed in

higher education with a business-oriented focus (AIREY, 2008; TRIGO, 1998). Additionally, the tertiary level perceived tourism as an object of scientific study (TRIBE, 1997), with an ongoing philosophical exercise to reflect on how we think about the tourism phenomenon. Consequently, the tourism knowledge production does not happen only inside the universities' walls, but also in an extra-disciplinary manner outside the academia (TRIBE; LIBURD, 2016), indicating that there is no exhaustion of the capacity to think about tourism.

Given the context above, the relation between tourism higher education and the industry as the leading employer of tourism professionals (SILVEIRA; MEDAGLIA; NAKATANI, 2020) suffered direct and indirect economic impacts due to the COVID-19 pandemic (Figure 1). Therefore, the pandemic's impact on the tourism industry might also affect tourism education and push the industry's problems up.

FIGURE 1 – IMPACTS OF COVID-19 ON TOURISM EDUCATION
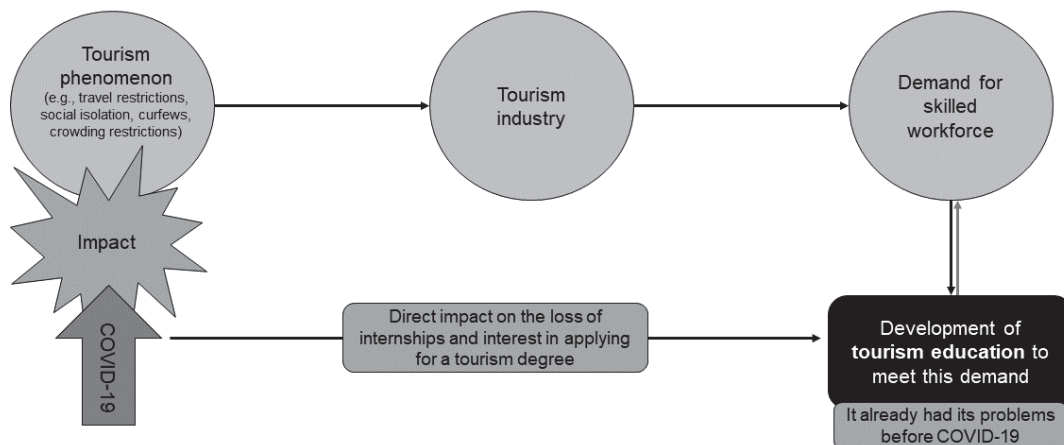
SOURCE: The author (2021)

Concerning how to educate a qualified workforce destined to unemployment in an industry susceptible to changes resulting from shocks, crises, and disasters (RITCHIE, 2009), I developed the research question: what are the futures perspectives of tourism higher education in Brazil in the face of the impacts caused by the COVID-19 pandemic in tourism?

I understand that the answer to this question – albeit very uncertain – may be a golden ticket for tourism educators and researchers eager to solve this crisis. Moreover, we are still experiencing the pandemic's impacts, and the future seems unsettled. Therefore, this dissertation tends to be critical, reflexive, and interpretive,

bringing together the voices of professors, students, and the industry about the challenges and opportunities of tourism higher education, considering the historic industry/academia relation that made tourism education emerge in several countries.

2.1 WHY STUDY TOURISM EDUCATION IN THIS PANDEMIC SCENARIO?

In addition to the pandemic situation, my work alongside the Research Group Tourism, Education, Employment, and Market (TEEM UFPR) influenced the choice of this subject. Together with TEEM members, we were already discussing the suitability of tourism graduates' profiles versus the labor market's needs, highlighting the discrepancy between the education that focuses on tourism planning and the job offers in operational functions.

Previous studies show that undergraduate tourism degrees already had problems before the COVID-19 pandemic. In Brazil, most of the research present the decline in the number of programs across the country (SOGAYAR; REJOWSKI, 2011; RAMOS *et al.*, 2011; BONFIM; BASSINELLO; FREITAG, 2019). However, more international (ZEHRER; MOSSENLECHNER, 2009; SWANGER; GURSOY, 2010; MAYBURRY; SWANGER, 2011; MEI, 2017) than national (SILVEIRA; MEDAGLIA; GÂNDARA, 2012; ARANHA; ROCHA, 2014) studies address the gap between what educational institutions offer and the industry's requirements. Although diversified, Brazil's tourism labor market focuses on areas apart from what tourism programs teach (SILVEIRA; MEDAGLIA; NAKATANI, 2020). Conversely, it seems that tourism education is not driving efforts to include tourism graduates in the workforce. This scenario is likely to worsen by the impacts from COVID-19, suggesting the beginning of a new phase for tourism education (GUIMARÃES *et al.*, 2020).

The economic downturn and the job losses that tourism graduates face (UNWTO, 2020a; UNWTO, 2020b; RBOT, 2020; SANTOS, 2020b) may redesign the industry/academia relation. The idea of the recovery outlook (HALL; SCOTT; GOSSLING, 2020; SIGALA, 2020; UNWTO, 2020c) indicates the need to update and modify tourism degrees' curricula (GUIMARÃES *et al.*, 2020), either by deepening studies on crisis management and problem-solving skills (SELF; SELF, 2017); or by linking the tourist with the mobility paradigm (SHELLER; URRY, 2006); or by

inserting discussions on sanitary management, and the safety of travelers (LAW, 2005).

Consequently, I justify the study of tourism education in the pandemic world in two ways: first, to understand the industry's perception of the soft and hard skills required for the education of tourism professionals; and second, to further rethink the undergraduate tourism degrees' perspectives in Brazil in the face of the industry/academia relation. Hence, the industry/academia relation's realignment may assist in the planning, design, and revision of tourism curricula, contemplating the qualified professionals' requirements and tourism graduates' employment.

2.2 WHAT I WANT TO ACHIEVE

To reflect on the industry/academia realignment and the futures perspectives of tourism education in Brazil, we should also consider yesterday's (KRAMER, 1997) and today's (ENGER; SANDVIK; IVERSEN, 2015) events. Therefore, I defined one main objective and three specific goals, based on three periods in time: the past (until 2019), the present (2020-2021), and the future (2031) of tourism education in Brazil, as seen below.

2.2.1 The main goal

My research's main goal was to discuss the past, present, and future of Brazilian tourism undergraduate degrees in the context of COVID-19, considering the industry/academia relation.

2.2.2 The specific goals

The first period was the past of tourism education, whose goal was to **analyze the pre-existing strengths and problems of the industry/academia relation from the perspective of 15 tourism undergraduate degrees**. This primary step allowed me to understand and describe how the industry/academia relation occurred in different programs nationwide. It also helped me separate the COVID-19's responsibility from what was previously happening in tourism education because perhaps the crisis has just enhanced an already existing scenario.

For the analysis of the present, I decided to look at the industry to investigate their perceptions about the education of tourism professionals. Considering the COVID-19 crisis, I demonstrated its impacts on tourism-related jobs and internships and **analyzed the industry's perception of the soft and hard skills required for the education of tourism professionals**.

Finally, regarding the future of tourism education, I **reflected on the Brazilian undergraduate tourism degrees' futures perspectives towards 2031 through scenario analysis**. Futures Studies assist in planning several alternative scenarios for tourism education in a more informed manner when managing change processes, rather than an engine for making predictions (YEOMAN *et al.*, 2012). It is important to note that scholars might still be skeptical with Futures Studies (YEOMAN; POSTMA, 2014), and I, as a master's student, do not want to seem arrogant saying what will or will not happen. Therefore, this specific goal sought to foster a reflection and not to propose education policies and strategies.

2.3 MY STUDY AND THE PROGRAM'S CONCENTRATION AREA

Before moving to the methodological section, I consider it valuable to briefly relate the dissertation with the program's concentration area (i.e., Tourism and Development) and my research line (i.e., Public and Private Tourism Organizations). Firstly, the concentration area expresses interdisciplinary research and its dissemination aiming to amplify the economic, political, and social liberties, which are the people's abilities to lead the kind of life they value (SEN, 2000).

The deprivation of freedom can occur in several ways, from hunger and malnutrition, for example, to the population's lack of access to education, paid jobs, and economic security (SEN, 2000). In this sense, the concept of development goes beyond the interests of capital concentration, emphasizing the need to obtain social welfare since the economic development of a country does not mean the mere multiplication of material wealth, but above all, the possibility of getting human, social, and environmental progress (MEGUIS *et al.*, 2015).

Times of crisis like the one we are going through accelerate the deprivation of economic liberties. Still, it affects private and public tourism organizations' management and the labor market (RBOT, 2020), which are objects of analysis from my research line. As UNWTO (2020a) stated, tourism jobs are at risk. Thereby,

access to tourism education may become scarce for many reasons. For instance, prospective students could prefer to join an area with consolidated jobs. In turn, current students would drop university because they need to focus on getting any job available to survive. Additionally, laid-off students may have their income compromised, making it difficult to pay tuition fees in private institutions (GUIMARÃES *et al.*, 2020).

Therefore, the industry/academia alignment I am researching in this study may bring opportunities to prevent students' economic liberties deprivation. According to the philosophic practitioner (TRIBE, 2002), students must receive qualified, reflective, and vocational education to "consolidate the tourism profession in Brazil" (SILVEIRA; MEDAGLIA; GÂNDARA, 2012, p. 17) among private and public tourism organizations.

2.4 MY ROLE AS THE RESEARCHER

According to Tribe (2006, p. 362), the person is a "substantive power in the knowledge force-field", confronting the deeply established notion that research should not be personal. Following Creswell's (2014) position on the narrator's posture and the constructivist approach to social inquiry (AYIKORU, 2009), which does not support the notion of separating the knower and the known, I chose to speak about my experiences with the phenomenon, and how these experiences influenced my interpretation of the event.

Considering that the phenomenon is the industry/academia relation in tourism education, I must note that I have had experiences at both ends. I have a bachelor's degree in tourism from the Federal University of Paraná (UFPR). I was also an exchange student in the tourism program from the University of Évora (Portugal), whose curriculum is different from Brazil[3]. With two more years in the master's degree, I can say that I have been a tourism student for seven years. In the industry, during my time at the university, I did an internship in an NGO. Later, as a

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[3] From my experience in Portugal, I noticed that the degrees are more vocational, especially after the Bologna Process (https://bit.ly/3kHHlHE), which standardized the duration of programs to three years. The undergraduate tourism degree in Évora, for example, does not have scientific research components and the student only needs to do an internship to graduate.

UFPR graduate, I worked at a multinational tour operator and an educational tourism agency for a total of three years.

My short resumé certainly does not qualify me to validate the results found in this research. However, as a tourism student and professional, I observed the discrepancy between the labor market and the university. One example happened when I was working at a multinational tour operator. The company had to pay me for a GDS workshop because I did not know how to make reservations. Amadeus, Sabre, and Galileo were just names I had heard off. Conversely, my colleagues and I keep waiting for a job position at Paraná Turismo – our destination management and marketing organization – to practice our knowledge in tourism planning. While there are few vacancies in our DMMO, the industry – that was already competitive – continues to demand qualified professionals to get the job done.

I also position myself as a tourism education enthusiast because I want to see my professional area grow and consolidate in Brazil. Moreover, I acknowledge that the tourism education I desire does not build itself alone inside the academic ivory tower. Tribe and Liburd (2016) already discussed the tourism knowledge system, even though I do not see it happening. Tourism education needs to be critical and liberal? Yes, it does. Nevertheless, it also needs to be practical and operational to strengthen the tourism practitioner's (TRIBE, 2002) image as an ambassador of his/her diploma deservedly earned.

Finally, I hope to bring a critical reflection on Brazilian tourism education by interpreting it (PANOSSO NETTO; CASTILLO NECHAR, 2016) and relating my experience to what participants express in the field research. I conducted this study for educators, students, graduates, and the industry, hoping that together we can make our field grow and succeed in Brazil.

3 LITERATURE REVIEW

Since this dissertation's primary goal is to analyze the pandemic's impact on Brazilian undergraduate tourism degrees, considering the industry/academia relation, I find it necessary to present theoretical concepts regarding tourism education, the tourism industry, and the study of tourism (TRIBE, 1997).

3.1 TOURISM EDUCATION

Tourism education aroused from the tourism phenomenon growth and, consequently, the structuring of the tourism industry. Additionally, on a global level, other factors benefitted its development. Firstly, the general expansion in the number of students enrolled in higher education programs. Still, undergraduate tourism degrees' evolution with the advent of vocational education focused on the labor market. Moreover, tourism companies were offering numerous job opportunities. Finally, recognizing tourism programs inside higher education institutions helped expand students' numbers profitably and reliably since the investment to open a tourism degree is lower (AIREY, 2005).

One of the main characteristics of tourism education is that it originated at the higher education level (CUFFY; TRIBE; AIREY, 2012), presenting four stages of development (AIREY, 2008). The starting point – called the "Industrial Stage" (1960-1970) – was highly vocational, restricted in the knowledge base, and oriented for business studies. The "Fragmented Stage" (1980-1990) received influence from the industry and other disciplines, contributing to tourism programs' fragmentation. There was an increase in the number of degrees worldwide (TRIGO, 1998). The third "Benchmark Stage" (the 2000s) brought a broad consensus about what it meant to study tourism, with a more philosophical and longer-term perspective. Finally, Airey (2008) proposed that tourism education might be moving to a "Mature Stage" (2008-current), which is still debatable.

There was also an evolution of tourism education in Brazil, described in five stages (ANSARAH, 2002; LEAL; PANOSSO NETTO; TRIGO, 2012). The 1970s represented the emergence of the first degrees in the country's major cities, such as São Paulo with Anhembi Morumbi University (1971) and University of São Paulo (1973), and Curitiba with the Federal University of Paraná (1978). In the second

stage (the 1980s), it was possible to observe a stagnation in the undergraduate programs' offer due to economic difficulties. Nevertheless, the 1990s brought an expansion of tourism education within the entire country, and not only in the capitals. The fourth stage (the 2000s) established the "quantity versus quality" balance with the degrees' fragmentation in several emphases, such as events, ecotourism, leisure, among others (ANSARAH, 2002). Additionally, there was the creation of the National Curricular Guidelines in 2006 (BRASIL, 2006), plus a considerable decline in tourism programs since 2008, especially at private universities (MOSCARDI *et al.*, 2020). Finally, the fifth stage (the 2010s) strengthened internationalization and research through graduate degrees, mainly in public institutions (LEAL; PANOSSO NETTO; TRIGO, 2012).

Another element of tourism education is multidisciplinarity, once various disciplines provide content, theoretical orientation, and methodologies to tourism studies. Jafari and Brent Ritchie's (1981) Wheel of Knowledge is still highly known, cited, and used in the construction of tourism curricula but also criticized. Tribe and Liburd (2016, p. 47), for example, believe that "it lacks any deeper analysis of processes, products or producers of knowledge".

When analyzing the Brazilian National Curricular Guidelines for tourism degrees, it is noticeable that the proposed curriculum organization follows Jafari and Brent Ritchie's (1981) logic. The essential contents must address the sociological, anthropological, historical, philosophical, geographic, cultural, and artistic aspects of tourism. In turn, the specific core links tourism with management, law, economy, statistics, and languages. Moreover, the stagnant national curriculum depends on a standard text that has not been revised since 2006 (BRASIL, 2006). The Brazilian guidelines do not highlight the inter and extra-disciplinarity of tourism education, which integrates multiple disciplines (e.g., Social Sciences, Business Studies, Humanities, Arts, and "Hard" Sciences), with knowledge produced outside the academia, the interconnected world of tourism, and the representations of tourism knowledge (TRIBE, 2004; TRIBE; LIBURD, 2016).

Therefore, tourism knowledge creation occurs in a multidisciplinary way because different disciplines influence tourism studies; in an interdisciplinary approach because these sciences intertwine; and in an extra-disciplinary manner because the industry, government, interest groups, consultancies, among others, also produce tourism knowledge. It is knowledge developed by and for the industry

that should also be present in tourism education (TRIBE, 2004; TRIBE; LIBURD, 2016).

The Brazilian labor market reflects tourism's extra-disciplinarity. Silveira, Medaglia, and Nakatani's (2020) survey with tourism graduates showed that the five main areas of professional activity in Brazil are teaching (academia), agencies and tour operators (industry), hospitality (industry), destination management organizations (government), and events (industry). Thus, tourism graduates are thinking, planning, and creating new methodologies for tourism studies in diverse organizations. However, the distance between the labor market and the university and the inadequacy of tourism programs with the industry's demands (SILVEIRA; MEDAGLIA; NAKATANI, 2020) can be hindering this development.

In this sense, the workplace can also play the educator's role or even foster some content that educational institutions should be teaching or are not teaching well. The close link between tourism education and the industry demands practical and operation training from students (AIREY, 2008), so there are some differences between tourism education and tourism training. While education is the act or process of imparting knowledge (TRIGO, 1998), training brings a person to an agreed standard of proficiency for responsibilities through practice or instruction (GO, 2005). Then, vocational training guarantees that professionals learn skills from a myriad of scholarly sources, such as the company itself, which can be something positive when it does not become the primary skills' provider for the professional's performance in the industry (COOPER; SHEPERD; WESTLAKE, 2001; SILVEIRA; MEDAGLIA; NAKATANI, 2020).

Ultimately, the world is experiencing new teaching and learning methods that increased due to the unprecedented context and impact of the COVID-19 pandemic (e.g., online classes and how students engage with instructors and peers). The industry/academia relation is so close (TRIBE, 2004; AIREY, 2005; TRIBE; LIBURD, 2016) that rethink the future of tourism education with an eye towards the industry may help minimize the situation of a labor market fated to decline sharply in short to medium term (UNWTO, 2020a).

3.2 THE INDUSTRY/ACADEMIA RELATION

The tourism phenomenon encompasses travel, hospitality, and recreation activities in six dimensions: the tourist, the host community, the host environment, host governments, effects on the generating country, and the business (TRIBE, 1997). The latter includes the organization, corporate planning, and marketing of transport, hospitality, and recreation. More recently, Tribe and Liburd (2016) named the phenomenon as the world of tourism, which comprises the industry, the government, and the society in more general terms.

Regarding the industry aspect, Massieu (2016) explains that tourism as an economic activity relates to the "characteristic product" concept. The consumption of products represents a significant share of the total tourism expenditure and the economy's supply. Therefore, the industry represents the grouping of enterprises, which typically produce tourism goods and services to supply the economy. The companies that integrate the tourism industry are as follows: accommodation services, food and beverage services, railway passenger transport, road passenger transport, water passenger transport, air passenger transport, transport equipment rental services, travel agencies and other reservation services, cultural services, sports, and recreational services, and, finally, other country-specific tourism goods and services (MASSIEU, 2016).

The variety of suppliers usually justify tourism as a potential tool for job creation for many world economies. Since the industry comprises different occupations requiring different skills, there is a growing need for talents, which will improve activities in organizations (KUCUKUSTA, 2016). Consequently, the labor market is diverse, and the professional can work in areas such: travel operations, transports, accommodations, bars and restaurants, events, recreation, ecotourism, among others (SILVA; HOLANDA; LEAL, 2018; SILVEIRA; MEDAGLIA; NAKATANI, 2020).

The labor market in Brazil also includes the work in public organizations that plan, finance, and regulate the tourism activity (SILVA; HOLANDA; LEAL, 2018; SILVEIRA; MEDAGLIA; NAKATANI, 2020), which is contradictory if we consider the tourism industry a source of private employment (KUCUKUSTA, 2016). This fact reflects on the graduate skills outlined by the Brazilian National Curricular Guidelines. The first four skills listed in this document are for public management qualification

(BRASIL, 2006). However, when analyzing where professionals are working, there is a greater inclination to the private sector, mainly in tour operators (SILVA; HOLANDA; LEAL, 2018), accommodations, and events companies (SILVEIRA; MEDAGLIA; NAKATANI, 2020). Despite the professional placement in private and public organizations, the teaching/researching area appears as the number one career for graduates in Brazil (SILVA; HOLANDA; LEAL, 2018; SILVEIRA; MEDAGLIA; NAKATANI, 2020), which lead us to the academic aspect.

Ramos *et al.* (2011) note that most Brazilian research occurs in universities, especially in public higher education institutions. These universities are also the home of most of the tourism degrees and the locus of tourism research. The study of tourism as "an attempt by humans to capture, to represent, to describe, and to explain the phenomenon of tourism" (TRIBE, 1997, p. 642) involves the investigation of tourism and the construction of a body of knowledge. For instance, I am performing with this project, considering that tourism academia combines the study of tourism (research) and tourism education. In conclusion, I understand the industry/academia relation as the labor market's relationship with tourism education and research.

4 METHODOLOGY

This dissertation presented a mixed methods research to achieve its primary goal. Firstly, Studies 1 and 3 were qualitative because they aimed to understand the meaning that individuals or groups (i.e., program coordinators and education experts) attributed to a social problem (i.e., the industry/academia relation in the context of COVID-19). The qualitative approach fills gaps in knowledge production and is suitable for situations where theory is not sufficient to solve the problem since the researcher needs to seek answers in the field (DENZIN; LINCOLN, 1994; DENCKER, 2007; CRESWELL, 2010). Additionally, Study 2 was quantitative because it tested variables (i.e., soft and hard skills) with industry professionals to answer the hypotheses brought up by the literature. The quantitative approach usually involves searching for truth (rather than perspectives and opinions), helping to explain phenomena that occur in the world (CRESWELL, 2010; GRAY, 2012).

4.1 DATA COLLECTION AND ANALYSIS PROCEDURES

Each study described its research methods in detail. For now, Table 1 presents the summary of research techniques, samples, data collection, and analysis procedures according to each specific goal.

TABLE 1 – METHODOLOGICAL PROCEDURES

Period in time	Specific goals	Research type	Research techniques	Data collection	Data Analysis	Sample
PAST STUDY 1	**Analyze the pre-existing strengths and problems of the industry/academia relation from the perspective of 15 tourism undergraduate degrees**	**Qualitative case study**	Bibliographic and documentary analysis	Curricula analysis of Brazilian undergraduate tourism degrees	Qualitative content analysis and comparison	15
			Interview	Semi-structured online interviews with undergraduate tourism degrees' coordinators	Interviews' recording, transcription, and interpretation	15

			Bibliographic and documentary analysis	Extract employability data in tourism from RAIS, IPEA, and USP statistics	Descriptive and comparative data analysis	-
PRESENT STUDY 2	**Analyze the industry's perception of the soft and hard skills required for the education of tourism professionals**	**Quantitative**	Survey[4]	Online survey (Google Docs) with undergraduate tourism students about the internship situation in the pandemic	Statistical analysis (bivariate)	149
			Survey	Online survey (Google Docs) with tourism organizations about the skills required for tourism education	Statistical analysis with IBM SPSS Statistics 22	319
FUTURE STUDY 3	**Reflect on the Brazilian undergraduate tourism degrees' futures perspectives towards 2031 through scenario analysis**	**Qualitative scenario analysis**	Bibliographic and documentary analysis	Data on future topics, megatrends, and driving forces from various documents	Reading, summarizing, and interpreting the data (Qualitative content analysis)	-
			Interview	Semi-structured online interviews with experts to reflect on the futures of tourism education	Interviews' recording, transcription, and interpretation	15

SOURCE: The author (2021)

Regarding Study 1, I initially selected the tourism undergraduate degrees that have graduate programs recognized by CAPES and belong to the National Association of Tourism Research and Graduate Degrees (ANPTUR) or are the oldest

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[4] It is important to note that I presented the internships' results in a separate report published on the Paraná Tourism Observatory's website (PINTO *et al.*, 2021). The second paper focused on the skills evaluation. The employment and internship data explained the research context. Link to access the report: <https://obsturpr.ufpr.br/portal/pesquisas/>.

in each country's geographic region. The selected degrees have titles' diversity (i.e., bachelor's degree or *tecnólogo*[5]), are from different types of institutions (i.e., private or public), and are located across the country. If the program did not answer my invitation to the interview, I replaced it with another in the same region. The curricula analysis and the interviews aimed to verify how these programs addressed the industry/academia relation, their relationship with tourism organizations, and the main problems they identified in the dialogue between tourism education and the labor market.

Moving to Study 2, I started it by collecting information on tourism employability to register the losses caused by the COVID-19 pandemic in the national sphere. Furthermore, as internships are an academic activity indicated for employability skills development, I conducted an online survey with tourism students in the State of Paraná to identify the pandemic's impact on internship positions. These data provided a picture of the crisis in tourism-related jobs and internships, described in the paper's literature review. Then, I also applied an online questionnaire with tourism organizations in Paraná to identify their perception of the soft and hard skills required for the education of professionals since these skills may strengthen graduates' employability during and after the pandemic scenario. The skills evaluation answered three hypotheses brought up by the literature about soft and hard skills in the tourism and hospitality industry.

Study 3 developed four scenarios for the future of tourism education in Brazil. I applied the scenario analysis method, which is one of the research techniques used by Futures Studies (MORIARTY, 2012; YEOMAN; MCMAHON-BEATTIE, 2014; YEOMAN; POSTMA, 2014; ENGER; SANDVIK; IVERSEN, 2015). I interviewed 15 "remarkable people" (VAN DER HEIJDEN, 2005) who had some relation to tourism education, higher education, and megatrends. These experts helped define eight driving forces for the future of tourism education in the country. The two most important and uncertain drivers (i.e., Networks and Curriculum) and their polar outcomes formed the 2x2 matrix, resulting in the four scenarios proposed. The driving forces and scenarios' descriptions followed examples from other studies (e.g., ENGER; SANDVIK; IVERSEN, 2015) since it was the first time I used this method. Table 2 presents the summary of the three studies.

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[5] Brazilian vocational degree without equivalent English translation.

TABLE 2 – SUMMARY OF STUDIES

Information	Study 1	Study 2	Study 3
Title	From the university to the university: Strengths and problems of the industry/academia relation in Brazil's tourism higher education	Tourism education in the COVID-19 era: Soft and hard skills required by the industry	Tourism education in Brazil towards 2031
General objective	Analyze the pre-existing strengths and problems of the industry/academia relation from the perspective of 15 tourism undergraduate degrees	Analyze the industry's perception of the soft and hard skills required for the education of tourism professionals	Reflect on the Brazilian undergraduate tourism degrees' futures perspectives towards 2031 through scenario analysis
Specific objectives or Hypotheses	Analyze the courses, objectives, justifications, and graduate profile's focus	The tourism industry perceives soft skills as more important than hard skills for the education of tourism professionals	-
	Analyze how the curricula approached the industry/academia relation	There is a statistical difference in the hard skills evaluation between respondents with a tourism degree (completed or in progress) and those who have never studied tourism	
	Verify how the undergraduate programs developed their relationship with the industry before COVID-19	There is a statistical difference in the skills evaluation depending on the respondents' work area	
Methodology	Curriculum analysis of Brazilian undergraduate tourism degrees	Extract employability data in tourism	Collect data on future topics, megatrends, and driving forces
	Semi-structured online interview with Brazilian undergraduate tourism degrees' coordinators	Online survey about the internship situation in the pandemic	Semi-structured online interviews with experts
		Online survey about the skills required for tourism education	
Theoretical contributions	Theoretical propositions about the strengths and problems	The soft skills relevance, the national guidelines' legitimization, and the skills for the pandemic scenario	The four scenarios
Practical contributions	Assistance in the planning, design, and revision of tourism curricula, seeking a greater approach with the industry	List of skills based on insights from the tourism industry	A knowledge-based foundation to help faculty, students, and the industry to co-create and re-design curricula
Journals to be published	Industry and Higher Education	Journal of Hospitality, Leisure, Sport & Tourism Education	Journal of Tourism Futures
	Journal of Higher Education Policy and Management	Journal of Teaching in Travel & Tourism	Current Issues in Tourism

SOURCE: The author (2021)

Finally, I transcribed, analyzed, and interpreted the data gathered to write the three papers. As soon as the research finishes, the content of the records, answers, and reflections will remain stored for five years. Information related to the study will be known only by authorized researchers. The disclosure of any information in the form of a report or publication will be done in a codified manner, keeping the identity of the participants preserved. The data collection tools are in the appendices. Note that they are in Portuguese because the sample was Brazilian.

4.2 ETHICS COMMITTEE

Brazilian graduate tourism programs do not require an ethical review of master's and doctoral thesis. It seems that professors have little concern and students little knowledge about the process (REZENDE, 2014). I recognize that this happens because Brazil's research evaluation system belongs to the health sciences, which often do not understand the dynamics of the social sciences. Even most of the tourism research submitted to the committee concerned health, such as hospitality in medical centers, aging, vulnerable groups from community-based tourism, among others (REZENDE, 2014). However, tourism researchers must reflect on the necessity to go through the ethical bureaucracy before denying its existence.

In my case, the ethical review was one of the personal goals I wanted to achieve during the master's degree. Firstly, I believe it is an essential part of thinking and evaluating the relevance of the research. I also seek to publish in international journals, which usually require confirmation that the study was ethical. Finally, social sciences address human beings, their relationship with the environment, and the future of upcoming generations (REZENDE, 2014), so ethical questions must be raised. For the reasons mentioned above, I went through the ethical review process conducted by UFPR's Ethics Committee, which approved this research (CAAE 31439220.7.0000.0102) under report number 4.109.035 on June 24, 2020.

5 PAST – FROM THE UNIVERSITY TO THE UNIVERSITY: STRENGTHS AND PROBLEMS OF THE INDUSTRY/ACADEMIA RELATION IN BRAZIL'S TOURISM HIGHER EDUCATION[6]

ABSTRACT

This paper aimed to identify the strengths and problems of the industry/academia relation in Brazil's tourism higher education. The methodology was qualitative. The authors conducted a collective case study through bibliographic analysis, documentary analysis of programs' curricula, and interviews with coordinators from 15 undergraduate tourism degrees (bachelors or *tecnólogos*) from all over the country. The results presented the strengths and problems as themes that emerged from the study, being: five strengths (internships; undergraduate thesis; alumni; events' participation; social media), and six problems (liberal versus vocational curricula; National Curricular Guidelines; inclination towards public service; blaming the industry; erased voices from industry and students). The study concluded by showing theoretical propositions about the industry/academia relation. It highlighted the internship, undergraduate thesis, extracurricular activities, alumni, and science communication as bonds in this relation. Moreover, the results pointed to a non-vocational tourism education – although there is a disciplinary focus on tourism planning and management – and based primarily on the faculty's vision. These results can contribute to the (re)construction and planning of tourism programs aiming at a closer relationship with the industry.

Keywords: Tourism. Higher education. Strengths. Problems. Industry/academia.

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[6] Paper with co-authorship by Marcia Shizue Massukado Nakatani.

5.1 INTRODUCTION

Since March 11, 2020, the world has been closely watching the advance of the COVID-19 pandemic (WORLD HEALTH ORGANIZATION, 2020), which has impacted the tourism industry in an unprecedented way. All countries applied travel restrictions to contain the advance of the disease (UNWTO, 2020a). In Brazil, a survey of the Brazilian Network of Tourism Observatories (RBOT), which comprised 4,921 companies in the sector, estimated that, in May 2020, 30% of tourism companies had an impact of up to 100% on their revenues because of the pandemic, leading to immediate or expected layoffs (44.5% of respondents said that they had already fired employees) given the economic crisis that would follow (RBOT, 2020).

This scenario led the authors to reflect on the role of tourism education in Brazil because, historically, there is a very close bond between the tourism industry's development and tourism higher education (TRIBE, 1997; AIREY, 2005; JAFARI, 2005). Thus, this industry/academia relation could materialize in the increase of employability, and this connection between education and work could improve the knowledge beyond training developed in practice (SILVEIRA; MEDAGLIA; NAKATANI, 2020).

Although it was an aggravating element, the COVID-19 pandemic should not be the only one to blame for the employability issues in the Brazilian tourism industry. Studies on employability with students (LEAL, 2010; PIMENTEL; PAULA, 2014) and alumni (SILVEIRA; MEDAGLIA; NAKATANI, 2020), as well as documentary and bibliographic research (SILVEIRA; MEDAGLIA; GÂNDARA, 2012; ARANHA; ROCHA, 2014; PANOSSO NETTO; TRIGO; SILVEIRA, 2017), have already highlighted gaps in the industry/academia relation and the discrepancies between the education of tourism professionals and the skills required by the industry. The authors understand that the tourism industry is also responsible for the insertion of students and graduates in the labor market (SILVA; HOLANDA; LEAL, 2018). However, this study chose to analyze the pre-existing strengths and problems of the industry/academia relation from the perspective of 15 Brazilian tourism undergraduate degrees because tourism education must also be in tune with the industry (TRIBE, 2002).

The authors examined the programs' curriculum and interviewed their coordinators since planning new curricula for the education of a professional should

consider industry expectations. Furthermore, when analyzing curricula, Kramer (1997) reinforces that today's knowledge requires the past to be in the spotlight. Thus, looking into the degrees' records and listening to the coordinators' voices contemplated the retrieval of previous activities and accumulated experiences.

This collective case study considered an earlier context of tourism education that the COVID-19 pandemic has intensified. Therefore, three specific objectives supported the main goal: a) to analyze the courses, objectives, justifications, and graduate profile's focus; b) to analyze how the curricula approached the industry/academia relation; c) to verify how the undergraduate programs developed their relationship with the industry before COVID-19. The paper proceeds by describing the collective case (tourism higher education in Brazil), the methodological procedures, and the main strengths and problems of the pre-pandemic industry/academia relation, as identified in the programs' curricula and interviews.

5.2 TOURISM HIGHER EDUCATION IN BRAZIL

In the 1970s, Brazil was ruled by a retrograde right-wing military dictatorship while experiencing economic prosperity. In this "rich in crisis and dreams" context, tourism became a viable and significant alternative for job generation and wealth (TRIGO, 2000, p. 245). Thus, Brazilian tourism education was created in a period when the tourism activity appeared as an opportunity for a more promising future, with reasons similar to why tourism education developed worldwide in the previous decade: economic growth, tourism companies' strengthening, and the need for a specialized workforce (AIREY, 2005).

Officially, tourism higher education in Brazil began in 1971, when the first program opened at the Faculdade de Turismo do Morumbi (currently Anhembi Morumbi University) in São Paulo (REJOWSKI, 1996), which is a private institution. The first degrees in public institutions emerged around the same time in the University of São Paulo (1973) and the Federal University of Paraná (1978). However, establishing well-articulated tourism education guidelines occurred in the 1980s and 1990s, when new tourism programs started to arise throughout the country (REJOWSKI, 1996; TRIGO, 1998), with a sharp increase in the number of degrees available from 1995 onwards (TRIGO, 2000).

It is noteworthy that a massive deregulation process marked this period, opening the education system to private investments. Thus, many private higher education institutions have also included tourism programs, which required few investments to get started (ALMEIDA FILHO, 2007). Almeida Filho (2007) demonstrated that Brazil's higher education structure resulted from a fragmented conception of knowledge, educational models based on 19th-century European universities, incomplete or frustrated university reforms, and market opening. Therefore, Brazil developed a diversified curricular matrix characterized by multiple degrees. This reality also appears in tourism programs, and the most common titles are *tecnólogos*, bachelor's degrees, specializations (*lato sensu* post-graduation), master's degrees, and doctorates (ALMEIDA FILHO, 2007; SOGAYAR; REJOWSKI, 2014).

Despite the degrees' diversity and the expansion of Brazilian tourism higher education, the increasing number of programs in the 1990s proved unsustainable (LEAL; PANOSSO NETTO; TRIGO, 2012). The 20th century marked a significant decline in tourism programs throughout the country (Figure 2), especially after 2008 (MOSCARDI *et al.*, 2020), indicating a balance between programs' quality and quantity (ANSARAH, 2002).

FIGURE 2 – NUMBER OF THE MAIN TOURISM-RELATED PROGRAMS IN BRAZIL FROM 1997 TO 2017
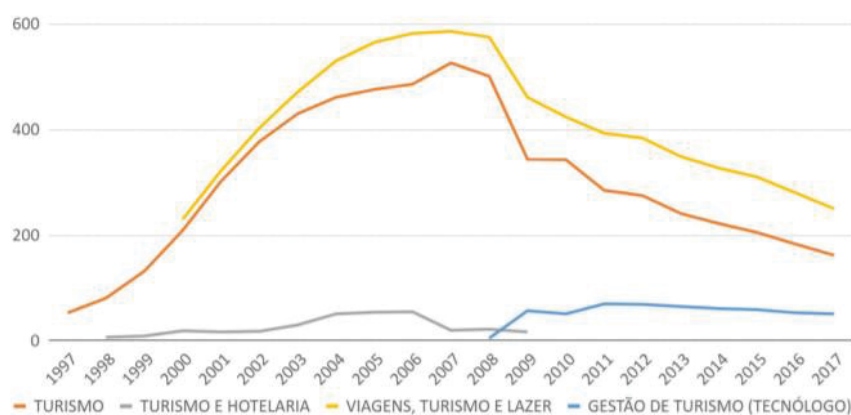
SOURCE: Moscardi *et al.* (2020)

NOTE: Orange = Tourism, Gray = Tourism and Hospitality, Yellow = Tourism, Travel, and Leisure, Blue = Tourism Management (*tecnólogo*)

Evidence of the increase in the higher education quality was the advent of graduate programs in the field. The master's and doctorate programs headed the promotion of national and international academic events, fostered the creation of academic associations (ANSARAH, 2002), and encouraged the research's internationalization, which has grown since the 2010s (LEAL; PANOSSO NETTO; TRIGO, 2012). In turn, the undergraduate programs' closing shortly after their opening points to some problems in Brazilian tourism education. Aranha and Rocha (2014) state that this reflects the non-absorption of professionals in the industry since a practically unknown career has become massified and inflated due to many tourism professionals (SILVEIRA; MEDAGLIA; GÂNDARA, 2012; BONFIM; BASSINELLO; FREITAG, 2019). Thus, the crisis in national tourism education (ARANHA; ROCHA, 2014) was more pronounced in private education since it did not have a qualitative evolution (ALMEIDA FILHO, 2007; SILVEIRA; MEDAGLIA; GÂNDARA, 2012; SOGAYAR; REJOWSKI, 2014; BONFIM; BASSINELLO; FREITAG, 2019).

However, a single analysis of the programs' unbridled growth does not elucidate the reasons behind the crisis. The content taught in class plays a role in the dissonance between tourism education and industry expectations in private and public universities (BONFIM; BASSINELLO; FREITAG, 2019). The lack of focus on specific skills may be correlated with the low employability of students since the industry still struggles to understand the tourism professionals' performance and believes that they need more professionalization (PIMENTEL; PAULA, 2014).

While researching the professional's insertion in the industry, Silva, Holanda, and Leal (2018, p. 522) identified that former students seek different areas of expertise and even additional degrees, which may indicate "the importance of specialization and acquisition of knowledge in specific areas not acquired at university". Looking at their performance, most graduates seem to work in activities where a technical background would be sufficient, even though most of them hold bachelor's degrees (PANOSSO NETTO; TRIGO; SILVEIRA, 2017).

Moreover, the faculty's qualification in master's and doctorate degrees, mainly from other disciplines (e.g., geography, business, economics, and environmental sciences), brought a greater theoretical depth into tourism education. Therefore, universities started to focus on studying academic interest problems, which is ultimately not valued by the industry because it seeks practical and increasingly timely solutions (SILVEIRA; MEDAGLIA; GÂNDARA, 2012; PANOSSO

NETTO; TRIGO; SILVEIRA, 2017). Thus, understanding the economic, social, cultural, and political importance of tourism has yet to be achieved (PANOSSO NETTO; TRIGO; SILVEIRA, 2017).

Specifically, in Brazil, the tourism knowledge system has not been consolidated since there is no interaction between the academia and the knowledge produced outside the university walls, i.e., in the interconnected world of tourism (TRIBE; LIBURD, 2016). Consequently, the programs in Brazil end up focusing on two areas: one more academic, emphasizing research and the humanistic and critical education of the professional, and another with more operational characteristics from the industry (PANOSSO NETTO; TRIGO; SILVEIRA, 2017).

This scenario may represent the National Curricular Guidelines' direct application, which stipulates that tourism programs' curricula present basic content strongly linked to Human Sciences, besides specific content from business, economics, and accounting. A more significant relationship with the industry would happen only in practical contexts such as field trips, inventory elaboration, and internships (BRASIL, 2006). Nevertheless, tourism higher education is commonly associated with a vocational and technical stigma (SILVEIRA; MEDAGLIA; GÂNDARA, 2012), mainly because it originated in a context of alignment with the industry (AIREY, 2005). However, the curriculum and daily activities do not reflect this perception. Hence, tourism in Brazil may have become more of a field of study than a profession (SILVEIRA; MEDAGLIA; GÂNDARA, 2012; PANOSSO NETTO; TRIGO; SILVEIRA, 2017).

5.3 THE RESEARCH STUDY

This qualitative case study presented the meanings that Brazilian undergraduate tourism programs attribute to the industry/academia relation, such as they are perceived and experienced in the daily lives of its actors (DENZIN; LINCOLN, 1994; CRESWELL, 2010). This case study is also collective, given that the investigation focuses on one issue illustrated by multiple cases (CRESWELL, 2014), namely, the 15 undergraduate programs selected to be thoroughly analyzed.

Case studies demand several sources of information and many forms of qualitative data (CRESWELL, 2014). Therefore, the authors based this research on bibliographic sources previously published by other authors, documentary materials

(programs' curricula and information made available on the universities' websites), and semi-structured interviews with the current coordinators of the 15 undergraduate tourism programs herein surveyed. Furthermore, this study sought to formulate theoretical propositions from the cases rather than only describe them. Eisenhardt and Graebner (2007) state that theories emerge in developing and recognizing patterns within and between cases. Thus, the authors presented the results as case themes (CRESWELL, 2014) that reflect the strengths and problems in the existing industry/academia relation of Brazil's tourism education.

5.3.1 Selected programs

The study comprised 15 undergraduate tourism programs from all over the country (Table 3). The initial inclusion criteria for the programs were: a) programs that also have master's or doctorate degrees in the field (evaluated and recognized by the Brazilian Ministry of Education or affiliated to ANPTUR), since graduate studies increase the quality of tourism education (ANSARAH, 2002); and b) at least one representative from each geographic region of the country. As there are no tourism master's and doctorate degrees in the North region, the authors selected the oldest program in the region.

TABLE 3 – SAMPLE OF TOURISM UNDERGRADUATE DEGREES

Region	Type of degree	Program	University	City
Mid-west	Bachelor	Tourism	UnB	Brasília
Northeast	Bachelor	Tourism	UFMA	São Luís
			UFPE	Recife
			UFRN	Natal
			UFRN	Currais Novos
		Hotel Management	UFPE	Recife
North	Bachelor	Tourism	UFPA	Belém
Southeast	Bachelor	Tourism	PUC Campinas	Campinas
			UFF	Niterói
			USP (ECA)	São Paulo
		Leisure and Tourism	USP (EACH)	São Paulo
South	Bachelor	Tourism	FURG	Santa Vitória do Palmar
			UFPR	Curitiba
	Tecnólogo	Tourism Management	UFPR Litoral	Matinhos
		Tourism Management	IFSC	Florianópolis

SOURCE: The authors (2021)

NOTE: PUC Campinas is the only private university

The programs that did not reply to the interview invitation after three attempts were replaced by different ones from the same region, appointed by other coordinators who participated in the study's interviewing phase. Moreover, it is relevant to mention that there were two tourism and tourism-related programs in four universities, so the authors conducted analysis and interviews with both. In this way, it was possible to analyze diversified programs concerning the title (*tecnólogo* or bachelor), types of institution (public or private), and reach in the country (regional or national).

5.3.2 The curricula

To analyze the 15 tourism programs' curricula, the authors developed an analysis matrix built, first and foremost, in Kramer's (1997) script to read educational proposals critically, thus, identifying three major components of the curriculum: a) proposal authors (who produced it); b) proposal text (components); and c) proposal audience (whom it will educate).

Additionally, the authors have also included some specific issues for tourism curricula design. For instance, guidelines on the development of tourism curricula listed by Fidgeon (2010) incorporated the three components, such as the program's orientation (vocational or liberal), the balance between academia and industry, work experience, teaching models, and the program's focus (generalist, specialist, or international). For the analysis of the courses, Horng's (2004) study served as an example to classify the program's disciplines into a) tourism introductory disciplines; b) private management vocational disciplines; c) tourism vocational disciplines; d) public management vocational disciplines; e) liberal disciplines; f) language disciplines; g) research disciplines; h) internship; i) final thesis; j) extension/complementary activities; k) exchange program.

Lastly, the authors collected curricula on the programs' websites. The coordinators sent the documents that were not available online upon our request, except for PUC Campinas' curriculum, which could not be made available (PUC's information was consulted on the website only). The documents were read thoroughly, interpreted, and analyzed with qualitative content analysis (MAYRING, 1983 *apud* FLICK, 2013) between July and August 2020. The Microsoft Excel software assisted in data organization and categorization.

5.3.3 The interviews

In the interviews, the coordinators responded on the industry/academia relation, indicating the strengths and problems they identify in this relationship. As the study deals with human beings, the Ethics Committee approved this research (CAAE 31439220.7.0000.0102) under report number 4.109.035 on June 24, 2020. Thus, the authors encoded the respondents' names according to five characteristics to keep their identity anonymous. These codes (Table 4) will indicate citations when presenting the results.

TABLE 4 – ENCODING OF RESPONDENTS

Category	Code	
Interview order	#1 #2 #3 #4 #5...#15	
Respondent's gender	M (Male) n=8	F (Female) n=7
Respondent's educational background	TUR (Tourism/Hospitality) n=10	AA (Another area) n=5
Program creation	BT (Before 2000) n=8	AT (After 2000) n=7

SOURCE: The authors (2021)

The 15 coordinators were invited via e-mail and agreed to the Term of Free and Informed Consent (TCLE). The remote interviews took place during July 2020 through the Microsoft Teams platform. All interviews were recorded (with the respondents' authorization) and transcribed to facilitate data's interpretation and analysis, which occurred through the ATLAS.ti software. The following sections describe the five main strengths and six problems of the pre-pandemic industry/academia relation identified in the programs' curricula and the coordinators' interviews. Additionally, the authors added literature on each topic to discuss the results.

5.4 THE INDUSTRY/ACADEMIA RELATION'S STRENGTHS

5.4.1 Internships: where the magic happens

Interns play a strategic role in the knowledge exchange between the industry and the university since they belong to both realities and feed information to both

sides (PANOSSO NETTO; TRIGO; SILVEIRA, 2017; MATRIANO *et al.*, 2018). The coordinators' speech and curricula highlight the internships' significance.

> #2/M/TUR/AT: We have many agreements with local companies [...]. So, the student already starts to interact with the industry during his or her education. The internship is their first professional experience.

> #5/M/TUR/BT: So, the special relationship occurs through internship contracts.

It is interesting to note that only three out of the 15 programs do not have mandatory internships in their curriculum. Nonetheless, the coordinators stated that the students look for internships to complement their studies, reinforcing their relevance to the exchanges with the industry. Martins (2019), for example, found that students consider the practice of non-mandatory internships essential for the professional experience because it complements the theoretical knowledge from the classes. Furthermore, internships are a fundamental component of professional learning because they develop soft skills (e.g., problem-solving), enabling students to learn outside the formal education space (PIOVANI *et al.*, 2020; SILVEIRA; MEDAGLIA; NAKATANI, 2020).

> #11/F/AA/AT: We do not have mandatory internships. We encourage the students to take an internship with the help of a thousand contacts everyone has. So, in the first phase, we already have many students becoming interns at an inn, a hotel, or being hired to work in companies.

> #12/M/AA/AT: The internship is voluntary. Even so, we have a vast number of students going to take internships, which will make up their academic trajectory.

The curricula usually state that interns must always report to an advisor or make coursework to validate the credits in the case of mandatory internships. Despite this obligation, the programs' coordination does not seem to follow up or carry out evaluation surveys on the activities performed by students as interns, with the exceptions reported below:

> #1/F/AA/BT: We have a new coordinator role now, the internship coordinator [...]. So, it has to be this person, a person who can better exchange with the industry.

> #4/M/TUR/BT: Mapping job opportunities [...]. A student is currently responsible for making the calls [...]. She joined the tourism program and decided to do it voluntarily. She was supposed to call companies and uncover job opportunities and internships.

As illustrated, rather than just monitoring the quality of the internship agreements, the programs can establish a structure that maps out job opportunities, strengthening the exchange with the industry and assessing whether the job opportunities match the education of the tourism professional, or if they are just companies looking for qualified and low-cost "servants" (#12/M/AA/AT).

5.4.2 Final thesis: the student's feedback to the program – and why not to the industry?

The industry/academia relation can also benefit from the students' final thesis, which is mandatory in all curricula analyzed in this study. When analyzing the research experience in international undergraduate programs, Kirillova and Au (2020) identified that students who write final coursework understand the scientific research's value and benefits. Moreover, honors students appear to be interested in asking new questions and developing new knowledge (WOLFENSBERGER; OFFRINGA, 2012). In turn, Oliveira (2013, p. 61) also points out that "writing a conclusion work is also seen as the opportunity to develop skills in the professional field". This allows programs to be flexible (FIDGEON, 2010) as to the presentation and submission of the research, which may be more directed towards the industry.

For example, at UFPR Litoral, UFF, UFPE (Hotel Management), and USP (EACH) programs, the student can opt to make a business plan, while at UnB, they can produce a legislation draft, audiovisual materials, software, or technical reports. At FURG and UFRN (Natal), the conclusion work can also be an industry-related intervention project, such as a marketing plan or a tourism plan for public management. However, curricula do not state if the students prefer thesis or business practice. Thus, it was impossible to verify whether students who are not interested in research choose a different type of final thesis or do what a higher education program mainly expects: scientific research.

5.4.3 Alumni: the long-lasting relationship with the industry

As respondent #5/M/TUR/BT mentioned, the longest-lasting relationship between the industry and the university happens with the alumni network. A good connection with former students contributes to the program's prestige and reputation (VAN DYKE; MONTGOMERY; PARTLOW, 1994), to the university's name (CHEN; MURPHY, 2018), and helps graduates find better job opportunities (VIEREGGE; ROBINSON; DRAGO, 2013). The interviewed coordinators mentioned that alumni who currently work in the industry understand the program's importance. Moreover, they may return to the university to attend events and lectures about the industry or become future employers.

> #2/M/TUR/AT: We have over 300 former students, and many work in the industry, in municipal tourism organizations. So, they understand the importance of the program, especially in social inclusion.

> #3/F/TUR/BT: As we have – in those companies we have agreements with – former students who got into management positions, we still keep in touch.

> #10/F/TUR/BT: In general, these professionals who are former students keep in constant touch with us, attend university events, keep a relatively frequent presence.

An attractive practice for tourism programs could be the creation of alumni associations, projects, halls of fame, or official actions to maintain contact with former students in a closer and more formal way, thus enhancing the relationship between the program and the organizations where these professionals work (VIEREGGE; ROBINSON; DRAGO, 2013; MIN; SWANGER; KIM, 2019).

5.4.4 The most common practices: participation in councils and events

There are other coexistence practices between the industry and academia, namely, faculty participation in councils, events, seminars, and conferences (PANOSSO NETTO; TRIGO; SILVEIRA, 2017; GRIFFIN, in press). The respondents also listed these examples.

> #2/M/TUR/AT: Our program belongs to many councils. In governance instances.

> #4/M/TUR/BT: We started to bring more of the industry into the classroom [...], to bring entrepreneurs to talk in the classroom, to expose their realities.

> #7/M/AA/AT: We have an agreement with ABAV, ABEOC, ABIH; we have a partnership with Brazil Convention & Visitor Bureau, with the Federation of Conventions, with the Conventions of neighboring cities. All of this creates a great communication channel.

In the respondents' speech, it was possible to perceive that this relationship is more personal and comes from the coordinator or individual professors instead of institutional. Thus, the industry/academia relation seems to occur due to interpersonal connections rather than the formalization and development of joint projects (PANOSSO NETTO; TRIGO; SILVEIRA, 2017).

> #6/M/TUR/BT: I started to have many meetings with the industry, ABAV, ABIH, to present my proposal, SEBRAE, ABRASEL.

> #11/F/AA/AT: I am part of the regional governance instance of tourism, so here in my WhatsApp, I have contacts ranging from the president of ABAV to the Department's president, and this brings us closer to the industry.

Finally, the respondents also mentioned examples of field trips (#2/M/TUR/AT) and practical classes in companies (#3/F/TUR/BT; #4/M/TUR/BT), which already exist in the national curriculum (BRASIL, 2006), and in-company research, such as hospitality projects and chambermaid and hotel receptionists training (#2/M/TUR/AT).

5.4.5 Social media: out of sight, out of mind

The final strength identified in the industry/academia relation was the programs' social media presence. We searched for the 15 programs on Facebook and Instagram and found that they have at least one account on one of these websites.

> #1/F/AA/BT: We are currently working on the program's media communication. We created an Instagram account, which gave us colossal visibility; from interviews with newspapers, we are being requested more and more for security protocols.

#2/M/TUR/AT: For the industry, for these companies, it is essential to know what is produced, what comes from the universities, and our program, more specifically because it qualifies the product, qualifies the services that are offered.

Scientific communication started to expand within the academic community 50 years ago (GUENTHER; JOUBERT, 2017). It means promoting to the "world of tourism" – a term presented by Tribe and Liburd (2016, p. 56) – what researchers produce in the universities. This type of communication is a crucial link between knowledge production and society, the industry, and the government, which are not familiar with the academic language (WEINGART; GUENTHER, 2016). In a recent study, Griffin (in press) showed that communication is still an obstacle to hospitality industry/academia relation. In turn, social media have brought a new dimension (ARAUJO, 2018) for the programs to promote what they produce, what they are doing, their research, projects, and even the future professionals they are educating.

5.5 THE INDUSTRY/ACADEMIA RELATION'S PROBLEMS

5.5.1 Liberal or vocational? That is the question

The vocational approach emphasizes that tourism curricula should include skills, qualities, and behaviors that are important for employability. Thus, students become operational professionals and make a smooth transition to the labor market, as they acquire technical skills and management knowledge that allows them to rise in their career (FIDGEON, 2010). However, this approach receives criticism for being restrictive and mechanical. Other pedagogical proposals, such as the liberal one, provide a counterpoint as they promote reflective and contemplative values that help students evaluate tourism critically and freely see the world (FIDGEON, 2010; DREDGE *et al.*, 2012). This approach should also be careful in not alienating the individual from a realistic and meaningful perception of what is socially desirable and practiced (FIDGEON, 2010).

In the analyzed tourism programs, the authors noticed that the coordinators perceive the industry's influence on tourism education as an essential element for higher education learning in Brazil and the world (TRIGO, 2000; AIREY, 2005). However, are the programs in Brazil more vocational than liberal? At first, the

criticism regarding vocational education is apparent in the respondents' speech. Most programs, mainly bachelor's degrees, understand that the university's role and, consequently, the tourism programs' function is to educate thinking citizens.

> #1/F/AA/BT: Our students are at the university. That is what the university is for, to develop critical thinking in the first place.
>
> #4/M/TUR/BT: I recognize that academia is still too preoccupied with itself, that if we keep things the way they are, it moves further away from the dynamic and maybe technical way of the industry.
>
> #10/F/TUR/BT: I think that in undergraduate programs, we have to educate critical people who, on the one hand, will know the industry but still act according to a more critical perspective, looking for more sustainable ways to develop tourism.
>
> #12/M/AA/AT: Well, our program here is a bachelor's degree, and we try to work on education in the realm of ideas required by a bachelor's degree, right? Hence, it is not a technical education.
>
> #15/M/TUR/AT: So, our program has a more constructivist-oriented proposal.

In the curricula, even if the general objectives aim at educating professionals to work in the industry, the indication of more humanistic education is also evident in sentences such as: "ensuring a critical and reflective professional education" (UFPR Curitiba); "to educate professionals who work in the industry [...] based on the foundations of scientific research and human sciences" (ECA USP); "to provide a professional development [...] with the differential of a humanist vision" (EACH USP), among others.

There is also the *tecnólogo* degree in Brazil, and some bachelor's coordinators stated that technical and vocational education should be the responsibility of the *tecnólogo* education programs.

> #1/F/AA/BT: We are not a program of... I am not looking down on federal institutes, but they can stay with the technical part.
>
> #10/F/TUR/BT: I think the university has a critical training role because, if I want to train someone to be a hotel receptionist [...], I think there are technical and *tecnólogo* programs that can handle this better.

Nevertheless, the *tecnólogo* programs analyzed in this study also have a critical and reflexive component which, according to the respondents above, should be in the bachelor's degrees from universities. The main goal of the IFSC's program, for example, is "to train tourism managers [...] with a critical and entrepreneurial vision". The pedagogical proposal of the UFPR Litoral's program corresponds to the very conception of this campus, which also incorporates disciplines of Cultural and Humanistic Interactions in *tecnólogo* education programs.

While including humanistic conceptions into their pedagogical practice, *tecnólogo* programs seem to respond to industry expectations better (TOMAZONI, 2007). A study conducted in a *tecnólogo* degree in São Paulo revealed that students achieved high levels of employability, mainly in the tour operation business (SANTOS; COSTA; MALERBA, 2015). A possible response to this scenario could be a greater alignment of vocational and liberal axes in those degrees. However, in both bachelor and *tecnólogo* degrees, the education focuses on strategic and leadership positions rather than operational ones. This focus would contradict the coordinators' statements (#2/M/TUR/AT; #5/M/TUR/BT), who reinforced that most of the tourism professionals work in operational vacancies (PANOSSO NETTO; TRIGO; SILVEIRA, 2017).

None of the programs herein analyzed teaches, for example, sales and negotiation practices, which are essential skills for graduates to work as travel consultants in travel agencies, the companies that most employ tourism professionals (SILVEIRA; MEDAGLIA; NAKATANI, 2020). Only four programs (UFPE – Hotel Management, UFPE – Tourism, UFRN Natal, and UFF) have specific content on information systems and the necessary tools to make airline tickets, hotels, and other tourist services reservations. Additionally, some more technical courses are offered exclusively as optional disciplines (e.g., ceremonial, food and beverage handling, governance), and course applicability does not reach a satisfactory tooling level (#5/M/TUR/BT).

The authors are not stating that programs should not encourage students to pursue leadership job positions, for example, or that tourism education needs to be only vocational and not critical and reflexive. There must be a balance (TRIBE, 2002), which has not yet happened in the programs analyzed. It appeared that degrees use this natural approach with the industry to validate the programs' existence, prospect new students, and engage current students. However, curricula

ignore applicable content essential for the professional who is working daily in the labor market.

One justification used on some occasions is that graduates can learn technical skills directly from the employer (#10/F/TUR/BT) since many companies offer complementary training to their employees (SILVEIRA; MEDAGLIA; NAKATANI, 2020). However, would not it be more interesting – and expected – that graduates arrive at the labor market knowing the skills for his/her position? Perhaps, in this way, tourism programs may strengthen the industry/academia relation since students would learn from practical experiences during their degree, increasing programs' reputation and professional performance.

5.5.2 A national curriculum stuck in time

This study's second problem is whether the tourism National Curricular Guidelines still make sense for the programs. The guidelines present three discipline blocks, which are much more multidisciplinary than interdisciplinary since they only point out other fields of knowledge that the programs' content should be grounded (BRASIL, 2006). This configuration is similar to Jafari and Brent Ritchie's Wheel of Knowledge (1981) that Tribe and Liburd (2016) have already contested. All curricula follow the national guidelines – including the *tecnólogos*, which have their own legislation – and, therefore, present similarities in the courses' distribution, the alumni's profile, and the desired skills. The idea of a stagnant curriculum is present in the coordinators' speech, as exemplified below.

> #7/M/AA/AT: And another thing I observe is a criticism of mine. If you are going to do this study, you will come to the same conclusion, that everyone copied each other's curriculum matrix. They are very similar. My program is similar to state x, state y.

> #14/F/AA/BT: First, I will open a parenthesis: our 2006 tourism curriculum guidelines do not address competencies. They address some issues specific to the profile of the tourism student, and I do not think it is good wording. I think it is a good idea, but the wording leaves something to be desired.

The curriculum – which is in a path of constant change (KRAMER, 1997) and, therefore, periodically monitored, reviewed, and planned by the faculty – depends on a standard text that has not been revised since 2006. Thus, the

guidelines' structure, created to offer theoretical input to the programs, raises some difficulties highlighted by the coordinators. The first of them is the distance between theory and practice.

> #1/F/AA/BT: Students say: "Until the fourth period, it is one program, from the fifth period on it is another program". I had never realized this before I was a coordinator [...]. They have an event course in the third [period]. They will see theory, what is an event, how to do one. Then, in the sixth [period], they have to do it in practice. So, it is very dissociable.

Moreover, the core academic subjects (sociological, anthropological, historical, philosophical, geographic, cultural, and artistic aspects), which are more liberal than vocational, do not dialogue with tourism when offered by other departments, in the case of programs that do not have the required structure or faculty to conduct the courses internally.

> #1/F/AA/BT: We cannot expect [it] from other departments. There are always problems with other departments when we ask for professors.

> #4/M/TUR/BT: All these subjects are at the beginning of the program. And then some of them are managed by professors who do not build a clear bridge with tourism. Our highest failure rates are in the subjects with professors from other departments.

> #8/F/TUR/AT: People mistake interdisciplinarity for knowledge overlap. We have many professors from other fields who will overlap knowledge, not treat the knowledge in tourism in an interdisciplinary way. The focus of these professors is not tourism […]. Students learn from people who are not from this field.

In this way, interdisciplinarity and extra-disciplinarity (i.e., the knowledge produced outside the academia) are absent from the legislation that regulates the programs and, consequently, the curricula and pedagogical practice (TRIBE; LIBURD, 2016).

5.5.3 Fixation on public service and the fear of the private

Most of the programs analyzed are from public universities, and, as seen previously, the exponential growth of undergraduate degrees in private institutions was unsustainable. For this reason, a strong approximation between the programs and the public sector, in general, is apparent. The programs' curricula usually make a

historical and contextual rescue of universities, and their analysis demonstrated that the university's role in Brazil goes beyond education. Research is very clearly present (RAMOS *et al.*, 2011), but the extension projects, which are gaining prominence in the curricula, bring students and programs closer to society (RODRIGUES *et al.*, 2013).

In this way, there is a consensus that public universities must contribute to the outside world. However, what seems to happen, especially in programs not located in large population centers, is outsourcing the State's role to universities – sometimes without additional resources – mainly when the extension projects provide more assistance than development.

> #2/M/TUR/AT: So, we have a student transit, at least on a regional level, that is more underprivileged. So, people depend a lot on the university's role and the tourism program's responses.

> #9/M/TUR/AT: The program was created due to this demand by REUNI [Federal Universities Restructuring and Expansion Plan] in a small town, where the tourism industry is relatively weak, so to speak, and most of the people end up doing the internship at the City Hall itself.

What happens in tourism programs is that students and professors elaborate municipal, regional, and state tourism plans, plus inventories and projects, free of charge, under the pretext that students need to learn how to do them in practice (#10/F/TUR/BT). However, students generally do not use this knowledge after they graduate because the public sector does not absorb tourism professionals the same way the private sector does (SILVA; HOLANDA; LEAL, 2018; SILVEIRA; MEDAGLIA; NAKATANI, 2020).

Nevertheless, the fixation on the public sector still occupies a prominent place in curricula. For instance, the first four skills listed in the national guidelines (BRASIL, 2006) are about public management. Regarding the curricula's text, the objectives, justifications, and graduates' profile usually focus first on educating students for the public sector, and then for the private sector: "to train interculturally competent tourism professionals, capable of dealing [...] in public or private organizations" (UFPE - Tourism); "to train tourism graduates with the ability to work [...] in the public sector, the private sector, and the third sector" (UFRN - Currais Novos). It is not possible to state whether this prioritization is intentional. However, it is interesting to note that the public sector is more notorious in the texts.

The interviewees' speech also demonstrated that the strong relationship with the public sphere (i.e., public universities, the desire for professionals to work in public organizations, and the universities' contributions that should be the State's responsibility) makes tourism programs afraid to approach the private sector.

> #6/M/TUR/BT: We have to change the mindset of some professors who still see the industry as an obstacle […]. In some professors' minds, if the industry goes inside the university, public universities will be privatized. One thing has nothing to do with the other.

> #7/M/AA/AT: The industry exercises a force. This force exists. However, the public university still resists this force. It is almost as if there is a protective ring preventing us from suffering these influences, and we also want to establish walls, filters […].

There is a fear that if programs establish a connection with the industry, the public asset will become privatized. It is almost an anti-capitalist rancor (#9/M/TUR/AT).

5.5.4 It is not our fault – or is it?

When asked about the industry/academia relation's problems, some coordinators listed general problems of the industry (e.g., predatory structure and remuneration) and the public sector (e.g., legislation and professional regulation) as barriers to improving this relationship (#3/F/TUR/BT; #8/F/TUR/AT; #13/F/TUR/BT). Although the tourism industry presents seasonality, low qualification, low remuneration, long working hours, high turnover, greater participation of small companies (KUCUKUSTA, 2016; SILVA; HOLANDA; LEAL, 2018), academia should not stay in its ivory tower (FIDGEON, 2010) only criticizing the current model. Programs require constant self-assessment and need to understand that education can contribute to the industry's gradual evolution, which leads us to the following theme.

5.5.5 Erased voices from the industry

According to the analysis, the programs do not consult the industry to elaborate the curriculum. When asked if the program knew about the local industry's

demands, few coordinators cited initiatives to understand them. Furthermore, when this practice occurs, it is informal through the relationship between individuals (coordinators and professors) and the industry.

> #3/F/TUR/BT: We do not really ask this question in a systematic, recurring way, no. I think it is very informal.

> #6/M/TUR/BT: I believe that we have never had a project coordinated by any professor to determine the industry's needs.

> #11/F/AA/AT: So, officially, how can I tell you that we know about the industry's demands? By the experience itself. We know by the relationship between us, between professors, between lodging facilities, services, restaurants, and other institutions.

It is noteworthy that only three programs mentioned they had some proximity to the local tourism industry (UFPE – Hotel Management, UFPE – Tourism, and UFMA) when designing the curriculum. Even so, their curricula do not clarify the industry's requests.

5.5.6 Hallway conversation or legit claims?

The students' voices were also not present in the analyzed curricula. Only UFRN (Currais Novos and Natal) and ECA – USP programs addressed student claims. Other curricula mention that the students had participated in their elaboration but fail to explain students' role in this construction. The dialogue between students and professors is informal (LEAL; TRIBE; HOLANDA, 2013), as identified in the interviews: "I already felt that our program had an industry gap, given the students' informal feedback" (#7/M/AA/AT).

Understanding what students want and need is essential. For example, Van Hoof and Wu (2014) identified that students and graduated better evaluate specific hospitality courses in preference and importance rather than liberal disciplines. Therefore, as professors usually have positive attitudes towards talking, exchanging, and listening to students (LEAL; TRIBE; HOLANDA, 2013), these practices could be institutionalized by the programs, allowing a constant evaluation of curricula and the industry/academia relation.

5.6 FINAL CONSIDERATIONS

Tourism higher education in Brazil seems to have had a development both theoretical and distant from the industry. The creation of the first program in 1971 was a bet on an activity that appeared to be worldwide synonymous with wealth. The exponential offer of programs during the 1990s, when tourism was still considered the future profession (despite having been studied for 25 years in Brazil at that point), seems to be better understood from the educational system's deregulation and the opening of new universities. In fact, it was due to the programs' closure in the following decade that the distance between academia and the industry became evident. The non-inclusion of tourism professionals in the tourism industry directed these issues to their education.

Considering the industry/academia relation as a critical element for the success of both, our collective case study assessed the strengths and problems existing in this relationship from the perspective of 15 tourism undergraduate degrees in Brazil. The analysis was qualitative and exploratory, considering that both the documents (curricula) and the interviews with the programs' coordinators were sources that recorded and witnessed the history of the industry/academia relation's strengths and problems. In summary, it was possible to establish the following propositions on the industry/academia relation:

- The industry relationship with academia is more fruitful in internships if they are monitored and evaluated;
- There is no need for the final thesis to be only scientific research as they can also bring practical contributions to the industry;
- The most lasting relationship between programs and industry occurs because of alumni's network in tourism organizations;
- The programs should foster and encourage lectures, events, research, meetings, and technical classes with industry representatives;
- The programs should take advantage of scientific communication to promote their activities on social networks, enabling more significant interaction between academia and industry.

- The tourism non-vocational education makes more sense for Brazilian universities because the disciplines usually have reflexive tendencies and do not teach the tools for the student to work in the industry;

- The National Curricular Guidelines focus on a multidisciplinary content structure and, consequently, the programs follow this same logic, which makes it challenging to align the study of tourism with the other fields of knowledge;

- There is a preference within the programs for planning and public management, a sector that does not employ the tourism professional, and a particular fear of approaching the industry because of privatization;

- The programs demand improvements in the industry, but they also do not seek to hear what the industry needs;

- Students' voices are not formally present in curricula design since the pedagogical discussions reinforce the individual perspectives of the professors.

This study can also contribute to the planning, design, and review of tourism curricula by educators seeking a closer relationship with the industry. Finally, the authors recognize that they did not analyze the courses' syllabi. Therefore, future research should investigate these documents. Moreover, the authors suggest expanding the number of programs analyzed, especially in private universities, since this study's results did not represent the totality of existing programs, thus not reflecting other programs' reality.

5.7 ACKNOWLEDGMENTS

6 PRESENT – TOURISM EDUCATION IN THE COVID-19 ERA: SOFT AND HARD SKILLS REQUIRED BY THE INDUSTRY[7]

ABSTRACT

With the high layoff rates caused by the COVID-19 impact on the tourism industry, graduates with tourism degrees will be facing a broken and fast-changing labor market. A better connection between employers' required skills and universities' curricula should help the industry's recovery and development. Therefore, this quantitative study aimed to analyze the tourism industry's perception of the soft and hard skills required for the education of tourism professionals. The research methods presented two stages. In the planning stage, the authors conducted bibliographic and documental research to build the hypotheses. The operational stage was the skills survey applied to tourism organizations in Paraná, a southern state in Brazil. Subsequently, the exploratory factor analysis defined the skills matrix with five factors (i.e., Soft Skills, Tourism Operational Skills – Public Sector, Applied General Knowledge, General Knowledge, and Tourism Operational Skills – Private Sector) and 31 variables. The main results showed that the tourism industry perceived soft skills as more important than hard skills. Moreover, the hard skills factors followed a structure similar to the Brazilian National Curricular Guidelines, and the TOS Public factor ranked second with the highest mean. Even though most of the respondents were from the private sector, the industry legitimizes the national guidelines' focus on public management, not indicating significant changes in the curriculum. Therefore, the pandemic scenario should bring educators and the industry together to discuss undergraduate tourism curricula, either locally at universities or on the national stage.

Keywords: Tourism education. Soft skills. Hard skills. Industry. COVID-19. Brazil.

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6.1 INTRODUCTION

The tourism industry is undoubtedly one of the most expressive components of the complex and broad tourism phenomenon (TRIBE, 1997). It encompasses the organizations that produce tourism goods and services to supply the economy, generating several job opportunities worldwide (MASSIEU, 2016). In 2019, for instance, the tourism industry contributed to 10.3% of the global GDP and created 300 million (1 in 10) jobs around the world (WORLD TRAVEL & TOURISM COUNCIL, 2020). It also accounted for 7.7% of Brazil's economy and over seven million job positions, representing 7.9% of total employment (WORLD TRAVEL & TOURISM COUNCIL, 2020).

However, since March 11, 2020, the COVID-19 pandemic turned this scenario upside-down. Several economic activities suffered impacts, whether primary, secondary, or tertiary (WORLD BANK, 2020). Governments restricted trade (e.g., malls), leisure (e.g., bars and clubs), cultural (e.g., theaters and movies), sport (e.g., parks and plazas), and event (e.g., concerts and festivals) activities to decrease crowds and, consequently, a possible transmission of the coronavirus (VALENTE, 2020).

The crisis is deep for tourism since 100% of countries introduced travel restrictions, and 27% of all destinations worldwide chose to keep their borders completely closed to international tourism (UNWTO, 2021a). This situation might signal long-term structural transformations for tourism as a socio-economic activity and as an industry (SIGALA, 2020). The loss of more than 1 billion international arrivals in 2020 (-74%) represents a decrease of approximately 1.3 trillion dollars in export revenue. Furthermore, the UNWTO predicts a recovery scenario in the number of pre-pandemic arrivals only from 2023 onwards (UNWTO, 2021a).

The impact on the tourism phenomenon (i.e., travel restrictions and social isolation measures) extends to the industry and, consequently, to the labor market. Globally, 100-120 million direct tourism jobs are at risk (UNWTO, 2021a), while in Brazil, the tourism industry laid off 384,000 workers until August 2020. This number corresponds to 45% of the total number of vacancies closed in the Brazilian economy (SANTOS, 2020a). Impacts such as this pandemic may be inevitable to predict; however, discussions about tourism employability can help overcome the crisis.

Even though tourism jobs are not a novel academic research topic, society's constant changes have been pressuring the industry's performance. Employability issues have emerged in different ways over the last decades (PAIXÃO, 2020). Employability as a circular concept can analyze the employee's or the employer's views, in addition to what the industry needs versus what academia (undergraduate programs) offers (NAKATANI; VALLE; MEDAGLIA, 2019). Employability, from the employer's view, relates to the industry's desires (YANG *et al.*, 2014; TSAI, 2017). However, some studies also consider that the employees are responsible for their employability (HELAL; ROCHA, 2011). Overall, the industry highlights operational and strategic skills, unlike the university that focuses on students' self-development (GARDINI, 2018).

The skilled workforce demanded by the industry is intrinsically linked with tourism education and training (AIREY, 2005; AIREY, 2008). The graduates' trajectory from tourism degrees into a rapidly changing industry reinforces the connections between the required employers' skills and universities' curricula development (SISSON; ADAMS, 2013). Moreover, studies already indicated a gap between tourism curricula and the industry's needs even before the pandemic (SILVEIRA; MEDAGLIA; GÂNDARA, 2012; TSAI, 2017; MATRIANO *et al.*, 2018; PANOSSO NETTO; TRIGO; SILVEIRA, 2017; GRIFFIN, 2020; MARNEROS; PAPAGEORGIOU; EFSTATHIADES, 2020). Therefore, considering the COVID-19 impact on the tourism industry, this study analyzes the industry's perception of the soft and hard skills required for the education of tourism professionals.

Knowledge, skills, and attitudes (KSAs) are popular subjects in tourism and hospitality research (MARNEROS; PAPAGEORGIOU; EFSTATHIADES, 2020) and include the viewpoint of industry experts, recent graduates, and educators (SISSON; ADAMS, 2013). Besides these perspectives, this study also presents discussions within the Brazilian context. Research on soft and hard skills for the Brazilian tourism industry still needs greater attention from scholars as few studies identify these skills (CORRÊA; TEIXEIRA, 2014; PAULA; CARVALHO; PIMENTEL, 2017; SANTOS; SANTOS, 2018). Therefore, if academia seeks a closer relationship with the industry, skills should have their "roots in the mindsets of professionals working in the industry" (MARNEROS; PAPAGEORGIOU; EFSTATHIADES, 2020, p. 2).

The authors surveyed the tourism industry in Paraná, a state in southern Brazil, to answer the three hypotheses brought up by the literature (BRASIL, 2006;

SISSON; ADAMS, 2013; JIANG; ALEXAKIS, 2017; TSAI, 2017; GRIFFIN, 2020; MARNEROS; PAPAGEORGIOU; EFSTATHIADES, 2020), which are listed below.

H1: The tourism industry perceives soft skills as more important than hard skills for the education of tourism professionals.

H2: There is a statistical difference in the hard skills evaluation between respondents with a tourism degree (completed or in progress) and those who have never studied tourism.

H3: There is a statistical difference in the skills evaluation depending on the respondents' work area.

The following section presents the literature review about Brazil's tourism labor market and its relation to education, the impact of COVID-19 in tourism-related jobs and internships, and the industry's soft and hard skills. Then, the methodology section explains the quantitative data collection and analysis. The article continues by presenting the results of the survey, followed by a discussion. Finally, the authors draw conclusions and recommendations for future studies and the research's application.

6.2 LITERATURE REVIEW

6.2.1 The tourism labor market

Until the beginning of the pandemic, the tourism sector showed continuous growth and a scenario of increasing development. In 2019, international arrivals grew 4%, reaching 1.5 billion tourists worldwide, and all regions increased this number led by the Middle East (+8%) and followed by Asia (+4%), Europe (+4%), the Americas (+2%), and Africa (+2%) (UNWTO, 2021b). Compared to 2018, Brazil saw a 2.6% increase in tourism services revenue (BRASIL, 2020a). Given this favorable scenario, the tourism labor market was also rising.

Travel and tourism accounted for over 300 million jobs worldwide (WORLD TRAVEL & TOURISM COUNCIL, 2020). Many occupations are considered additional or indirect to the tourism economy since several services (e.g., food and beverage, leisure, cultural attractions, among others) are not exclusively provided to tourists

(PAULA; HERÉDIA, 2020). Moreover, the tourism labor market has a social function in some countries since it employs more women and young people than other economic activities. According to the International Labour Organization (ILO), most employees are under 35 years old, and the elderly are an emerging professional group. Women represent between 60% and 70% of the global tourism workforce (ILO, 2017).

In Brazil, the tourism labor market aroused some research groups' interest comprising themes as the worker's profile (ANSARAH, 2002), professional education (TOMAZONI, 2007), and more recently, the graduates' occupations (SILVEIRA; MEDAGLIA; NAKATANI, 2020), gender (REIS; NAKATANI, 2020), and jobs' classifications (FRATUCCI; CARNEIRO, 2020). Noteworthy, the Brazilian legislation titles tourism professionals as tourismologists (*turismólogos*, in Portuguese). People who have graduated from tourism high school, vocational, or higher education programs and individuals who can prove experience in the tourism labor market are entitled to practice the tourismologist career (TOMAZONI, 2007).

The tourismologist can work in several areas since tourism is neither a homogeneous industry nor a restricted area to a single performance. According to Fratucci and Carneiro (2020), the existing classifications and delimitations of tourism jobs and occupations do not yet contemplate the professional complexity. This limited categorization may happen because organized tourism is a recent economic activity in Brazil. Most of the industry has not yet reached maturity, affecting even the forms of wage regulation (TOMAZONI, 2007).

The Brazilian Characteristic Tourism Activities (*Atividades Características de Turismo* [ACT], in Portuguese), for example, only comprises the activities that account for most of the tourists' expenditures: lodging, food and beverage, travel agencies, land transport, air transport, water transport, railroad transport, transport rental, culture, and sports and recreation. Based on the UNWTO's International Recommendations for Tourism Statistics, the ACTs correspond to the government's economic needs to account for tourism employers (BRASIL, [2008?]; IPEA, 2015). However, Silveira, Medaglia, and Nakatani (2020) expand the labor market's possibilities for tourismologists' activities, including a career in academia, mainly because of the increase in the number of degrees throughout Brazil during the 2000s. They also emphasized that some of the most valued courses in higher education degrees (e.g., tourism public policies) might not be the most meaningful

labor market activities for tourismologists. Nevertheless, lodging, travel agencies, and air transport are the areas that compose the tourism labor market's "hard nucleus" (PAULA; HERÉDIA, 2020).

Unlike other destinations as London and New York, where specific public tourism organizations do not manage the activity individually (CARVALHO, 2011), Brazilian public organizations (e.g., EMBRATUR) have always shaped the tourism industry. Therefore, to fully comprehend the Brazilian labor market, it is necessary to acknowledge that federal public policies were imposed on entrepreneurs, state and municipal governments, greatly influencing the Brazilian private tourism organizations (SILVEIRA; MEDAGLIA; GÂNDARA, 2012). This public intervention seems to nurture the tourism professional's desire to work with tourism planning, public management, and public policies.

From their national survey in 2012 and 2018 with tourism professionals, Silveira, Medaglia, and Nakatani (2020) identified the tourismologists primary careers, salaries, and placement in the public and private sectors. Considering the alumni from tourism degrees, Brazil's largest employers are the academia (2nd in 2012; 1st in 2018), travel agencies (1st; 2nd), lodging (3rd; 3rd), public organizations (5th; 4th), and events (4th; 5th). The authors noticed that the Brazilian labor market increased in the higher pay ranges from 2012 to 2018, which might represent the growth of tourismologists in public occupations. Jobs in the private sector remained in the lower pay ranges. Fratucci and Carneiro (2020) observed that tourism job salaries are equal to the national average. However, compared to other college-level careers' average salaries, the value is very distant, thus confirming a low remuneration in the Brazilian tourism industry. Furthermore, there is a wage gap between genders. Even in an area where women occupy most jobs (ILO, 2017; UNWTO, 2021a), there is a salary discrepancy, including in the public sector, where there should be a uniformity of positions, functions, and salaries (SILVEIRA; MEDAGLIA; NAKATANI, 2020).

Finally, tourism professionals are also under-recognized by a competitive industry that presents vacancy dispute scenarios (SILVA; HOLANDA; LEAL, 2018). Jobs in tourism are sought not only by tourism graduates but also by graduates from other Social Sciences degrees (CORRÊA; TEIXEIRA, 2014; NAKATANI; VALLE; MEDAGLIA, 2019). Panosso Netto, Trigo, and Silveira (2017) highlighted that none of the tourism occupations require specific educational pathways, suggesting that

graduates had a much lower impact on the labor market than desired. Thus, university/industry relations (i.e., tourism higher education degrees and the labor market) could strengthen the tourism graduates' hiring. In a broader sense, universities need to start discussing skills that dialogue with the tourism industry. In turn, the industry should acknowledge that tourism professionals are more than agents of economic activity (FRATUCCI; CARNEIRO, 2020).

6.2.2 The industry/academia relation

The creation of a close bond between the tourism industry and academia has its roots in the first higher education degrees designed in the 1960s (AIREY, 2005). Tourism education began in technical/vocational schools in Europe, emphasizing hospitality, hotel management, and business training. Education continued to grow at universities as the public and private sectors demanded a more skilled workforce (MATRIANO *et al.*, 2018). Thus, one of the tourism program goals was, and still is, to enable high-caliber students to pursue future careers in the industry (MATRIANO *et al.*, 2018; MARNEROS; PAPAGEORGIOU; EFSTATHIADES, 2020). The ongoing evolution of academic degrees also broadened what it meant to study tourism (AIREY, 2008), and curricula incorporated more philosophical and liberal axes (TRIBE, 2002). However, tourism knowledge creation should be realistic and have real connotations (CROY; HALL, 2003), becoming extra-disciplinary as the industry, governments, interest groups, and consultancies also produce knowledge (TRIBE; LIBURD, 2016).

In Brazil, the public sector shaped tourism undergraduate programs' development. According to Ansarah (2002), in 1978, the Brazilian DMMO called EMBRATUR reunited with the existing degrees to discuss curricular topics. From this seminar, two educational axes emerged: one focused on the industry, led by Anhembi Morumbi University, and another more philosophical focused on epistemology, research, and tourism planning, led by the University of São Paulo – both in the city of São Paulo. As Silveira, Medaglia, and Gândara (2012) stated, this meeting was a milestone, and its effects still perpetuate to this day. Industry-driven universities, especially the private ones, turned their degrees into vocational, as public universities maintained their bachelor's degrees academically oriented. This dynamic could develop in the future two distinct careers: the tourismologists with

bachelor's degrees who study the phenomenon and occupy research and planning positions, and the vocational professionals aimed at the industry's needs and becoming tourism managers (SILVEIRA; MEDAGLIA; GÂNDARA, 2012).

However, there has been a decline in the number of degrees throughout the country since 2008, mainly in private institutions (MOSCARDI *et al.*, 2020). Nowadays, Brazil's tourism higher education (undergraduate and graduate programs) concentrates on public universities, those with a greater distance from the industry (SILVEIRA; MEDAGLIA; GÂNDARA, 2012). According to Panosso Netto, Trigo, and Silveira (2017), tourism scholars focus on studying academic interest problems without industry applicability. Not surprisingly, teaching is one of the leading tourismologists careers, indicating that graduates possibly return to academia without practical experience. The authors also suggest that the faculty's concern is to consolidate their research areas, conducting their careers to become irreplaceable specialists. Thus, an interchange with the industry and other stakeholders remains retracted, while professors' dialogue is limited to a closed circle of peers.

This gap between industry and academia is not an exclusive problem in Brazil (WANG; AYRES; HUYTON, 2010; TSAI, 2017; GRIFFIN, 2020) or tourism education (BERMAN, 2008; PERKMANN *et al.*, 2013). Berman (2008), for instance, identified that bureaucracy, inadequate communication, and poor project management skills are the leading scholars' barriers to engage in research partnerships with the industry. Academics must break down the ivory tower image by understanding the industry's demands and ally it to create conjoint outcomes. In turn, Perkmann *et al.* (2013) reminded that companies also need to initiate and maintain such collaborations, recognizing that academia has distinct challenges, different from customers and suppliers.

One solution to the industry/academia gap may lie in the curriculum. The industry's practical working knowledge can lead universities to integrate practical experience components within their programs (CROY; HALL, 2003) since academia and industry's interdependency typically result in employable students (MATRIANO *et al.*, 2018). Beyond these components, educators must involve industry professionals in the curricula development or revision so that the programs do not fail to meet even the industry's fundamental needs (MARNEROS; PAPAGEORGIOU; EFSTATHIADES, 2020). Griffin (2020), for example, suggests that industry leaders

should participate in the program evaluation because faculty should not only communicate with their peers but with the whole industry.

Internships are also usual curricular activities in tourism programs that boost the industry/academia relation (MATRIANO *et al.*, 2018). Universities implemented internships to complement education and facilitate students' access to the labor market. The practice has become frequent in students' lives, who increasingly seek to start their professional experience and acquire skills to strengthen employability (JACKSON, 2013; MARTINS, 2019). Piovani *et al.* (2020) identified that internships are an essential component of professional learning because they develop soft skills (e.g., problem-solving, leadership, and motivation), which sometimes do not integrate the traditional curriculum (WILKS; HEMSWORTH, 2011). Furthermore, internships enable students to learn outside the formal education space since the workplace can also play an educator's role (SILVEIRA; MEDAGLIA; NAKATANI, 2020).

6.2.3 The impact of COVID-19 in tourism-related jobs and internships

The COVID-19 pandemic has directly affected labor in societies all over the world. As governments determined that only specific industries considered essential should remain open during the crisis, what constitutes an essential industry became the subject of significant study and debate. While the demand for supply sectors, for example, increased in the first weeks of the pandemic, the air transport and tourism sectors came to a standstill (DEL RIO-CHANONA *et al.*, 2020). Given the collapse in international travel, several studies already seek to identify the impact of COVID-19 in the industry (DONTHU; GUSTAFSSON, 2020; SANTOS, 2020a; SALGADO *et al.*, 2020).

According to Donthu and Gustafsson (2020), many tourism and hospitality companies no longer exist, leaving millions of employees unemployed, especially young people and women. Based on previous experiences, once someone is out of the labor market in a period of crisis, it is challenging to come back to work because the professional will face more competent competition – in an industry that was already competitive (SILVA; HOLANDA; LEAL, 2018; NAKATANI; VALLE; MEDAGLIA, 2019).

The telework concept (DE MASI, 2003) accelerated during the pandemic since many companies switched the office for the home office. However, the hotel

industry could not sustain this process since the employees' work depends on face-to-face services. Thus, Oxford Economics (2020) reported that 44% of hotel employees in the United States could lose their jobs due to the pandemic. Other epidemics, such as SARS in 2003, had already shown hotels' inclination to reduce staff, terminate temporary contracts, and suspend all hourly paid internships (PINE; MCKERCHER, 2004). New business models (e.g., startups) froze their hiring process indefinitely to keep the business running (DONTHU; GUSTAFSSON, 2020).

In the Brazilian context, statistics from the University of São Paulo showed that by August 2020, the tourism industry already lost almost 400.000 employees, whether they studied tourism or not. The number of layoffs in the same month exceeded the number of hiring by 17,000 (SANTOS, 2020a). In another survey conducted by the Minas Gerais Tourism Observatory in April 2020, 66% of the companies contacted had already carried out dismissals (SALGADO *et al.*, 2020). Among the ACTs, Santos (2020b) demonstrated that food and beverage were the most affected activity (-242,726 jobs by August 2020), followed by lodging (-77,266) and land transport (-28,575). However, the travel agency sector was the most impacted in relative terms since 20,943 vacancies closed, representing 29% of all jobs in agencies and tour operators.

Moreover, other studies emphasize the impact of COVID-19 in tourism education, showing how values must change after the crisis (BASILAIA; KVAVADZE, 2020; EDELHEIM, 2020; SILVEIRA *et al.*, 2020; TIWARI; SÉRAPHIN; CHOWDHARY, in press). As the social isolation measures became mandatory and educational institutions had to close, the virtual environment became the new classroom. Despite all the difficulties this period introduced, students might gain new skills since they will perform more independently (BASILAIA; KVAVADZE, 2020). Additionally, the COVID-19 impact on the tourism industry will affect tourism education indirectly (EDELHEIM, 2020; TIWARI; SÉRAPHIN; CHOWDHARY, in press). With the high unemployment rate, college students might wonder if they should focus their education on activities considered essential rather than sectors that have suffered unmeasured negative impacts over this period. The moment enrollments start to drop, tourism degrees can have a chance to rethink their curricula and drive a better form of higher education (EDELHEIM, 2020).

According to Tiwari, Séraphin, and Chowdhary (in press), this new period must reinforce some skills, such as creativity, innovation, digital knowledge,

vocational skills, crisis management, business resilience, and safety and health measures. If these skills incorporate curricula, tourism students might help solve the challenges of the post-COVID-19 phase. The technology trend, which is already a protagonist in some professional areas and has a growing influence in the tourism industry, will also need to play a significant role in tourism education (SILVEIRA *et al.*, 2020). Therefore, educators who design curricula must acknowledge the tourism industry's new configuration, and governments should financially support research projects to facilitate tourism education's resumption (TIWARI; SÉRAPHIN; CHOWDHARY, in press).

The pandemic also impacted students' internships, an academic activity indicated for employability skills development (JACKSON, 2013; MARTINS, 2019; PIOVANI *et al.*, 2020). According to Pinto *et al.*'s (2021) report with tourism students in Paraná (Brazil), for the students who were doing an internship before the pandemic (n=56), 61% stated that the employers dismissed them due to COVID-19. Travel agencies were the organizations that laid off the most (29%), followed by the public sector (18%), cultural activities (15%), tourist information offices (15%), and lodging (9%). Therefore, there is no favorable perception that the industry will absorb these students during their degrees. This impression might also affect their willingness to work with tourism after graduation (EDELHEIM, 2020). Finally, most students (78.5%) consider that the pandemic will affect tourism higher education, as mentioned by Silveira *et al.* (2020) and Tiwari, Séraphin, and Chowdhary (in press).

6.2.4 Soft and hard skills to strengthen employability

The employability concept has evolved over the 20th and 21st centuries to indicate the condition of being employable, succeed in the career and generate work and income through qualities needed and desired by the industry (NAKATANI; VALLE; MEDAGLIA, 2019; PAIXÃO, 2020). To be employable means that the professional is ready to face work conditions and adapt to new labor forms (e.g., telework), having the right to study to achieve a better quality of life (PAIXÃO, 2020). The employability component relates to internal and external factors, such as skills, the moment to seek opportunities, information access, support networks, the quality of training and education, and the supply of jobs in the region (DHALIWAL; MISRA, 2020).

However, economic and unemployment cycles result in professionals asking themselves what makes them employable (PAIXÃO, 2020). Therefore, KSAs become essential aspects of the professional's success and flexibility in crisis periods (SILVEIRA *et al.*, 2020). Even though competencies and skills are terms used synonymously, competencies may comprise a range of skills that affect performance to achieve professional goals. Consequently, skills are the ability to think critically, apply knowledge, and perform tasks (PAIXÃO, 2020). The literature usually divides them into soft skills and hard skills (SISSON; ADAMS, 2013; JIANG; ALEXAKIS, 2017; PAIXÃO, 2020; VICENTIM, 2020).

Soft skills relate to behavioral, emotional, and personal activities (e.g., interpersonal skills, communication, ethics, and leadership), and their application is what differentiates human learning from machine learning (VICENTIM, 2020). According to Paixão (2020), these skills are durable because they develop realistic and satisfying career alternatives in the long term. Undoubtedly, they have gained prominence in the professional environment in the last decades (PAIXÃO, 2020). Several studies indicate the soft domain as the most adequate for the tourism industry (SISSON; ADAMS, 2013; WEBER *et al.*, 2013; JIANG; ALEXAKIS, 2017; TSAI, 2017; GRIFFIN, 2020; MARNEROS; PAPAGEORGIOU; EFSTATHIADES, 2020) and the future of work (WGSN; LINKEDIN, 2018). Some companies even give preference to these skills when announcing vacancies (SILVEIRA *et al.*, 2020).

For lodging, food and beverage, and events managers, Sisson and Adams (2013) identified that from 14 essential skills, 11 were soft. The two most essential soft skills were to develop positive customer relations and work effectively with peers, both of which can easily incorporate hospitality curricula. It was noticeable that little difference existed between the skills demanded in the three functional work areas analyzed, demonstrating that students do not need to develop them separately. Tsai (2017) demonstrated that managers view generic skills (e.g., communication and teamwork) and professional attitudes (e.g., dedication to work) as considerably more essential employability criteria for travel agencies. In a first attempt to analyze Cyprus's industry skills, Marneros, Papageorgiou, and Efstathiades (2020) identified three skills in two dimensions that are essential for professionals but underdeveloped in hospitality graduates. The dimensions are human resource management (i.e., defining quality standards for employees and motivating employees) and leadership (i.e., supervising others' work).

Some studies also analyzed the perception of different groups. Comparing industry and faculty, Griffin (2020) showed that faculty had a stronger positive impression of most skills. Thus, the programs should review their curricula with input from industry managers. However, ethics and industry experience appeared as relevant skills for both groups. Moreover, Jiang and Alexakis (2017) identified that oral communication ranked essential for students and managers since the tourism industry is mainly service-oriented. Willingness to learn and teamwork also received high scores in the two groups. Finally, not all soft skills are beneficial. For instance, Weber *et al.* (2013) provided a skill framework where one category was labeled destroyer: a set of negative skills (e.g., micromanagement and aggressive behavior) that create a toxic work environment.

Even with the prominence of soft skills, tourism degrees cannot neglect hard skills. These are the technical, operational, and management skills required for a specific occupation (PAIXÃO, 2020). For example, operational knowledge appeared to Marneros, Papageorgiou, and Efstathiades (2020) as the second most important competency dimension. The authors explained that these skills provide customers with top-quality services, and they are the foundation for developing innovative ways of work. However, hard skills can be transitional or renewable as they change according to the social, technological, and economic context (PAIXÃO, 2020). Multiple papers showed that information technology and crisis management are crucial skills nowadays (SISSON; ADAMS; 2013; JIANG; ALEXAKIS, 2017; TSAI, 2017; SILVEIRA *et al.*, 2020).

Faculty usually develop curricula focusing on hard skills. Nevertheless, academics and practitioners have different opinions on curricular content. Wang, Ayres, and Huyton (2010) demonstrated that faculty places a high value on research skills and considers employment skills areas to be the least important. The tourism industry has an opposite view since events management, risk crisis, and disaster management are more valuable subjects to practitioners. In summary, Dhaliwal and Misra (2020) identified the most repeated skills in tourism and hospitality international literature considered essentials by industry recruiters. Leadership and communication are the first ones, followed by problem-solving skills, interpersonal skills, oral and written communication, personality development, teamwork, positive attitude, customer service, professional and ethical standards, personnel management, time management, decision-making, and information technology.

In the Brazilian literature, studies did not compare the hard and soft dimensions. Paula, Carvalho, and Pimentel (2017), for example, observed that the labor market assigns low scores to tourism planning skills, which are the focus of many tourism programs (SILVEIRA; MEDAGLIA; NAKATANI, 2020). Secondly, Côrrea and Teixeira (2014) identified computing, languages, sales/marketing, sympathy, and good relationship as the primary skills for hotels and travel agencies. Furthermore, Santos and Santos (2018) found that tourism technical qualification does not significantly surpass the sales skills, such as communication and customer service. Therefore, managers have a greater amplitude in hiring employees who did not graduate in tourism degrees – which is not favorable for Brazil's tourism education. The ideal balance could be the universities investing more in soft skills while teaching hard skills to enhance graduates' employability, focusing on entrepreneurial projects, technology parks, incubators, and active methodologies (PAIXÃO, 2020).

6.3 RESEARCH METHODS

This quantitative study presented two stages to achieve the proposed objective: the planning and operational stages (GRAY, 2012). Firstly, the authors conducted bibliographic and documentary research to analyze the COVID-19's impact on jobs and internships, in addition to the literature on soft and hard skills. This planning stage, described in the literature review, was the starting point for defining the research topic, goal, hypotheses, and design. Subsequently, the authors applied the skills survey with the tourism industry to confirm or refute the hypotheses. The following sections describe the data collection and analysis of each stage. The university's Ethics Committee approved this research (CAAE 31439220.7.0000.0102) under report number 4.109.035 on June 24, 2020.

6.3.1 Planning stage

The authors started by searching international and Brazilian databases for studies on the tourism labor market (e.g., SILVEIRA; MEDAGLIA; NAKATANI, 2020), its relation to higher education (e.g., PANOSSO NETTO; TRIGO; SILVEIRA, 2017), and soft and hard skills (e.g., PAIXÃO, 2020; DHALIWAL; MISRA, 2020). As the

pandemic was one of the motives for conducting this research, the authors also reviewed documents, reports, and statistics that provided updated data on job and internship losses caused by the crisis (e.g., UNWTO, 2021a; SANTOS, 2020b; PINTO *et al.*, 2021). As for the bibliographic and documentary data analysis (November 1st, 2020, to November 16, 2020), the authors read the documents, papers, books, and reports, annotated the materials' information, summarized and grouped the most relevant information, which allowed the objective and hypotheses definition. Finally, the data enabled the literature review's writing (February 24, 2021, to March 20, 2021).

6.3.2 Operational stage

The operational stage comprised the development, application, and analysis of the skills questionnaire created from the planning stage. The authors combined the skills from the Brazilian National Curricular Guidelines (BRASIL, 2006) with industry skills. Therefore, the skills defined by Sisson and Adams (2013) for lodging, food and beverage, and events managers, plus the skills in Tsai's (2017) research with travel agencies, were also considered. Additionally, a global study from the industry, the Future of Work report by WGSN and LinkedIn (2018), and some skills discussed within the authors' research group were included. These previous studies and discussions helped to define a list of 103 essential skills for the tourism industry.

The list allowed the skills' grouping, the elimination of overlapping skills, and their division into soft or hard. The 60 remaining skills composed the Google Docs test questionnaire, applied with 11 tourism professionals in São Paulo (November 10, 2020, to November 18, 2020), a different state from where the research took place. The respondents evaluated the questionnaire's applicability, response time, and skills clarity. Their feedback helped the authors narrow the list down to 37 skills (Table 5).

TABLE 5 – SOFT AND HARD SKILLS

Soft Skills	Hard Skills
1. Different forms of communities' manifestation;	1. Arts, culture, and heritage;
2. Experience new challenges;	2. Computing and technological resources;
3. Know how to adapt to changes;	3. Crisis Management;
4. Know how to communicate orally and in writing;	4. Develop municipal and state tourism plans;
5. Know how to create and innovate;	5. Develop tourist inventories;
	6. Different tourism markets;
	7. Financial analysis and management;

6. Know how to highlight your skills; 7. Know how to lead; 8. Know how to manage your emotions; 9. Know how to solve problems and conflicts; 10. Know how to work with other people; 11. Obtain new knowledge throughout life; 12. To relate positively with the tourist/consumer; 13. Understand the complexity of the globalized world; 14. Work ethically.	8. Geography; 9. Human Resources; 10. Know how to apply the relevant legislation; 11. Know how to classify tourist services providers; 12. Languages; 13. Marketing; 14. Plan tourist activities through projects, plans, and programs; 15. Planning and development of tourism companies; 16. Planning, operation, and execution of tour packages; 17. Sales techniques; 18. Social Sciences (Anthropology, Sociology, Philosophy, and History); 19. Statistics and Data Analysis; 20. Tourist Information Systems (GDS); 21. Tourist products reservation; 22. Understand tourism national and regional policies; 23. Workplace Safety.

SOURCE: The authors (2021) based on Brasil (2006), Sisson and Adams (2013), Tsai (2017), WGSN and Linkedin (2018), and the authors' research group (2020)

The respondents had to rank the skills on a Likert scale in the questionnaire, being 1 – of little importance and 6 – essential. The skills were all mixed up, so two false answers (i.e., civil construction and fly a plane) were added to verify whether the respondents were reading the skills list or not. The respondents also answered which degree they consider more important for tourism professionals and if they think the pandemic will impact higher education. The final questions were about demographic information, such as the organization's location, educational level, if the respondents studied tourism and their work area (based on the ACTs; SILVEIRA, MEDAGLIA, NAKATANI, 2020).

The skills questionnaire focused on the state of Paraná because it receives most of the national and international visitors in Brazil due to destinations such as the Iguassu Falls and Curitiba. Moreover, it has solid public and private tourism structures that might reflect the outcomes nationwide (CEPATUR, 2016). The researchers sent three rounds of e-mails (November 26, 2020, December 14, 2020, and January 25, 2021) to 3,056 tourism organizations in Paraná (BRASIL, 2020b) and spread the questionnaire on social media. The sample size was 342, considering the confidence interval of 95%, the sampling error of 5%, and a heterogeneous population (50/50). The questionnaire received 369 responses.

Besides group comparisons found in the literature, the authors used exploratory factor analysis (EFA) to identify how data observations would reflect the

theoretical constructs upon which the questionnaire was built. According to Costello and Osborne (2005, p. 1), "EFA is a complex procedure with few absolute guidelines and many options [...] and the questions to be answered all have a bearing on which procedures will yield the maximum benefit". For Hair Jr. *et al*. (2019, p. 124), EFA "is an interdependence technique […] whose primary purpose is to define the underlying structure among the variables in the analysis". This study used IBM SPSS Statistics 22 for all statistical analyses.

The first step was to exclude invalid answers. Four answers were from people who did not work in tourism organizations (e.g., professors, accountants, and individual tour guides). Moreover, 12 respondents scored 4, 5, or 6 in both false skills. Lastly, the Mahalanobis distance (D2), which "evaluates the position of each observation compared with the center of all observations on a set of variables" (HAIR JR. *et al*., 2019, p. 93), identified 34 outliers. These outliers were also excluded from the sample to give the data a tendency towards normality – even though all variables had non-normal distribution according to the Kolmogorov-Smirnov normality test (p<0,05).

The EFA's final sample comprised 319 observations (5.19% margin of error) and the 37 variables from Table 5. According to Costello and Osborne (2005), strict rules regarding sample size for EFA have mostly disappeared and will depend on the strength of the data. The researchers concluded that 22.7% of the literature reviewed in their study applied EFA using a sample size between 5:1 and 10:1 subject to item ratio, and 40.5% used a ratio smaller than 5:1. The present study had an 8,62:1 ratio.

The extraction method applied was principal components analysis since the EFA mainly reduced the variables before group comparisons, and there were no previous solid theoretical assumptions regarding the factors (HAIR JR. *et al*., 2019). Moreover, the authors applied oblique rotation (direct Oblimin) rather than orthogonal because of the expected correlation between factors (i.e., theoretical constructs), it has a higher realistic expectation (HAIR JR. *et al*., 2019), and social sciences generally use it (COSTELLO; OSBORNE, 2005). As suggested by Costello and Osborne (2005), all coefficients below 0.32 were suppressed, and all items with factor loadings smaller than 0.5 and cross-loadings were removed one at a time from the factors.

Therefore, a combination of criteria determined the final number of factors retained in the analysis. Firstly, the authors considered eigenvalues higher than 1,

followed by observing the scree test plot (COSTELLO; OSBORNE, 2005; HAIR JR. *et al*., 2019). Furthermore, the total variance explained had a minimum cumulative percentage of 50%, and the factors needed to fit the literature reviewed. After several rounds of eliminating items with low factor loadings (>0.5) and cross-loadings, five factors with 31 variables achieved a 59% total variance explanation. Cronbach's alpha tested each factor for internal consistency. The factor structure strength's value should be above 0.7 (COSTELLO; OSBORNE, 2005) or even 0.6 if the research is exploratory (HAIR JR. *et al*., 2019). According to Hair Jr. *et al*. (2019, p. 160), it is possible to combine the variables loading highly on a factor to reduce measurement error and represent multiple aspects of a concept in a single measure. After that, all variables of each factor turned into new continuous variables, or composite measures, to compare the skills' importance between groups and test the study's hypotheses.

Finally, the authors chose a non-parametric test for group comparisons, given the data's non-normality. According to Field (2018), the Mann-Whitney test is a non-parametric version of the t-test (Student), but it uses summed ranks of observations instead of the observations themselves. Thus, the Mann-Whitney test compared pairs of independent groups in three categories: i) respondents from Curitiba (Paraná's capital) and those in other cities; ii) respondents with a tourism degree (completed or in progress) and those who have never studied tourism; iii) respondents who worked in the tourism "hard nucleus" (travel agencies, lodging, and air transport) and those in other areas (events, food and beverage, public sector, and land transport). These comparisons considered the factors' composite measures, as shown in the following sections.

6.4 RESULTS

Of the 319 respondents, 89% (n=284) had a higher education degree. However, approximately two-thirds (n=210) did not hold (or were not pursuing) a tourism degree, despite working in the industry. Respondents worked in 15 types of organizations listed in the sample, but five areas accounted for 86.21% (n=275) of all observations: travel agencies (n=131), lodging (n=41), land transport (n=39), events (n=27), public sector (n=20), and food and beverage (n=17). Moreover, 44.2% of the participants were from Curitiba, and 55.8% were from other cities in Paraná.

For the EFA, the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was 0.905, and Bartlett's test of sphericity was significant at the level of p=0.00. According to Hair Jr. *et al*. (2019), these values should be p<0.05 and KMO>0.5. Except for two variables, the others presented communalities above 0.5, and there were no communalities below 0.41. Table 6 shows the variables' means and the five factors' composite measures.

TABLE 6 – EXPLORATORY FACTOR ANALYSIS

Pattern Matrix[abc]		
Total variance explained - Total % 59.048	**Mean**	**Factor loading**
1. Soft Skills (Cronbach's α = 0.900)	**5.643**	
Know how to adapt to changes	5.740	.856
Know how to manage your emotions	5.608	.773
To relate positively with the tourist/consumer	5.784	.750
Know how to work with other people	5.759	.745
Obtain new knowledge throughout life	5.724	.723
Work ethically	5.912	.669
Know how to communicate orally and in writing	5.633	.663
Know how to solve problems and conflicts	5.382	.655
Know how to highlight your skills	5.361	.557
Know how to create and innovate	5.536	.529
2. Tourism Operational Skills – Public Sector (Cronbach's α = 0.853)	**5.100**	
Develop municipal and state tourism plans	4.602	.766
Develop tourist inventories	4.721	.744
Plan tourist activities through projects, plans, and programs	5.238	.684
Know how to classify tourist services providers	5.166	.639
Know how to apply the relevant legislation	5.442	.615
Understand tourism national and regional policies	5.436	.579
3. Applied General Knowledge (Cronbach's α = 0.831)	**4.585**	
Human Resources	4.207	.744
Statistics and Data Analysis	4.100	.703
Marketing	5.088	.669
Financial analysis and management	4.511	.631
Computing and technological resources	4.953	.605
Crisis Management	4.834	.600
Workplace Safety	4.404	.600
4. General Knowledge (Cronbach's α = 0.716)	**4.938**	
Social Sciences (Anthropology, Sociology, Philosophy, and History)	4.414	.803
Arts, culture, and heritage	5.053	.723
Languages	5.182	.561
Geography	5.103	.549

5. Tourism Operational Skills – Private Sector (Cronbach's α = 0.791)	5.072	
Tourist products reservation	5.103	-.791
Sales techniques	5.000	-.639
Planning, operation, and execution of tour packages	5.223	-.638
Tourist Information Systems (GDS)	4.966	-.631

SOURCE: The authors (2021)

NOTE: a) Rotation converged in nine iterations; b) Extraction Method: Principal Component Analysis; c) Rotation Method: Oblimin with Kaiser Normalization.

All of the Cronbach's alpha values were higher than 0.7, indicating strong factor structures – although more in some factors than others. The Cronbach's alpha for the first factor (Soft Skills) was higher because of its positive correlation to the number of variables (HAIR JR. *et al.*, 2019). In contrast, one of the factors with the fewest variables (General Knowledge) had the lowest value (0.716). Furthermore, the respondents perceived Soft Skills as the most important factor (i.e., with the highest mean of 5.643), thus confirming the first hypothesis: soft skills are considered more important to the industry than hard skills. Concerning the rotation method for this analysis, Table 7 presents the correlation between factors from the oblique rotation.

TABLE 7 – COMPONENT CORRELATION MATRIX

Component Correlation Matrix					
Component	1. Soft Skills	2. TOS Public	3. Applied	4. General	5. TOS Private
1. Soft Skills	1.000				
2. TOS Public	.214	1.000			
3. Applied	.379	.204	1.000		
4. General	.220	.189	.288	1.000	
5. TOS Private	-.447	-.129	-.311	-.213	1.000

SOURCE: The authors (2021) adapted from IBM SPSS 22

The results do not show large effect correlations (>0.5) between factors. However, there are correlations of medium effect (>0.3) between factors 1 and 3, 1 and 5, and 3 and 5 (FIELD, 2018). Additionally, all correlations of the factor "Tourism Operational Skills for Private Sector" (TOS Private) were negative, including the strongest of all correlations in the matrix between TOS Private and Soft Skills (-.447). This correlation suggests that the perceived importance of TOS Private grew as the perceived importance of the other skills decreased (i.e., the more importance

respondents attributed to Soft Skills, the less they did to TOS Private, and vice-versa).

Regarding group comparisons, the Mann-Whitney test compared the composite measures for each factor in three categories. Firstly, a statistically significant difference (p=0.028) between groups appeared in respondents' perception of Tourism Operational Skills for Public Organizations (TOS Public), with medians[8] of 5.166 and 5.333 for those living in Curitiba and other cities, respectively. The same factor (TOS Public) yielded a statistically significant result (p=0.001) when comparing groups of respondents according to their work areas, with the identical medians of 5.166 and 5.333 respectively attributed by those working in the "hard nucleus" (travel agencies, lodging, and air transport) and those working in events, food and beverage, public sector, and land transport. Therefore, the third hypothesis was confirmed since the skills evaluation, depending on the respondents' work area, presented a statistical difference in one factor.

The group comparison based on respondents with a tourism degree (completed or in progress) and those who have never studied tourism showed significant differences in their perception of Applied General Knowledge (p=0.004) and General Knowledge (p=0.007). Those without a tourism degree attributed lower medians of importance in both factors: 4.571 and 5.000 for Applied General Knowledge and General Knowledge, respectively. Respondents who hold or are pursuing a degree in tourism attributed the medians 4.857 and 5.250 to these same skill sets.

Finally, the comparison of the tourism degree corresponded to this study's second hypothesis. However, the EFA showed that hard skills do not comprise only one factor or group of variables. Instead, these skills formed four different groups: TOS Public, TOS Private, Applied General Knowledge, and General Knowledge. Therefore, the second hypothesis can be partially confirmed because the comparison of groups based on tourism higher education studies showed that respondents attributed different levels of importance to Applied and General Knowledge – both also made of hard skills. The following section further discusses these hypotheses and the overall results of the study.

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[8] According to Field (2018), median values are more appropriate for non-parametric tests.

6.5 DISCUSSION

As in previous research (SISSON; ADAMS, 2013; WEBER *et al.*, 2013; JIANG; ALEXAKIS, 2017; TSAI, 2017; WGSN; LINKEDIN, 2018; GRIFFIN, 2020; MARNEROS; PAPAGEORGIOU; EFSTATHIADES, 2020; SILVEIRA *et al.*, 2020), soft skills stood out once again as the most essential for the tourism industry. According to Table 6, the soft skills' highlights are: work ethically (M=5.912), relate positively with the tourist/consumer (M=5.784), know how to work with other people (M=5.759), know how to adapt to changes (M=5.740), and obtain new knowledge throughout life (M=5.724).

These skills are in line with the other studies described in the literature review. For example, positive customer relations ranked essential for the hospitality industry (SISSON; ADAMS, 2013), teamwork was valuable for travel agencies (TSAI, 2017), and Dhaliwal and Misra (2020) demonstrated that ethical standard is an ordinary skill for industry recruiters. However, the Brazilian National Curricular Guidelines (BRASIL, 2006) fail to incorporate these skills in curricula design. While the guidelines do not distinguish soft skills from hard skills, they still concentrate on the disciplinary content required for the tourismologist occupation (i.e., hard skills). Considering inputs from the industry, educators should start developing soft skills in the curriculum.

When observing the hard skills (i.e., TOS Public, TOS Private, Applied General Knowledge, and General Knowledge), the authors noticed that the EFA followed a set of contents similar to the national guidelines. The Brazilian programs' curricular organization must include basic content related to societies and cultures (equivalent to the General Knowledge factor) and specific content related to tourism public and private management (equivalent to Applied General Knowledge, TOS Public, and TOS Private factors). Moreover, the TOS Public ranked as the second factor with the highest mean (M=5.100).

It is relevant to recall that the public sector significantly shaped the tourism industry (SILVEIRA; MEDAGLIA; GÂNDARA, 2012) and, consequently, tourism undergraduate degrees (ANSARAH, 2002). Public organizations also became one of the leading employers in Brazil (SILVEIRA; MEDAGLIA; NAKATANI, 2020). Therefore, the dependence on the public sphere makes the tourism industry

legitimize the National Curricular Guidelines' structure and consider the TOS Public hard skills as essential.

This configuration came to the authors as a surprise. Since most of the respondents were from the private sector, the expectation was that hard skills would better reflect the companies' needs, bringing some change to the programs' curricula. However, except for soft skills, both the current educational structure (BRASIL, 2006) and the labor market understand the education of tourism professionals the same way. Thus, the industry also has its share of responsibility in the degrees' decline (MOSCARDI *et al.*, 2020). The labor market struggles to absorb tourismologists, but it also does not indicate a path of change. Again, it becomes necessary to strengthen the industry/academia relation to discuss hard skills in depth.

Concerning the group comparisons, a possible explanation for the higher median (Mds=5.333) in the TOS Public factor by respondents outside the capital could be Paraná's substantial decentralization and regionalization structure (CEPATUR, 2016). Tourism organizations in smaller cities end up valuing public skills because they also depend more on regional public governance. In turn, the same statistical difference in the TOS Public factor for the work area might have occurred because the group with the higher median had public sector respondents. Nevertheless, there were no significant differences in the other composite measures, regardless of the area. This finding corroborates Sisson and Adams' (2013) study that identified a few skills' differences between functional work areas. Therefore, students do not need to learn a completely different set of skills for each type of employer. Additionally, respondents with a tourism degree (completed or in progress) might have attributed higher scores in General Knowledge (Mds=5.250) and Applied General Knowledge (Mds=4.857) because these are theoretical contents taught in higher education. In contrast, the operational skills (TOS Private and TOS Public) do not present statistical differences because they are precisely the technical skills of everyday professional life.

The results also have implications for the pandemic scenario. Firstly, respondents rely on the soft domain for the post-COVID-19 recovery. Soft skills such as know how to adapt to changes, solve problems and conflicts, and create and innovate, could strengthen graduates' performance in the labor market during and after the pandemic since organizations need employees who are resilient to crises.

Tiwari, Séraphin, and Chowdhary (in press) also outlined the need for these skills to incorporate curricula. Furthermore, as demonstrated by the literature (SISSON; ADAMS; 2013; JIANG; ALEXAKIS, 2017; TSAI, 2017; SILVEIRA *et al.*, 2020), information technology and crisis management are crucial skills nowadays. Thus, some of this study's hard skills (e.g., crisis management, technological resources, statistics, and data analysis) may provide adequate tools for the professional to solve the industry's challenges.

6.6 CONCLUSION

This study achieved its purpose by presenting the Brazilian tourism industry's perception of the soft and hard skills required for the education of tourism professionals. The authors applied a questionnaire to tourism organizations in Paraná and analyzed the data using exploratory factor analysis. The EFA defined the skills matrix (Table 6) with five factors (i.e., Soft Skills, TOS Public, Applied General Knowledge, General Knowledge, and TOS Private) and 31 variables. These results answered the three hypotheses demonstrated in the literature.

Hypothesis one was confirmed because the tourism industry perceived soft skills as more important than hard skills. The Soft Skills factor obtained the highest mean among the composite measures. The second hypothesis was partially true because respondents with a tourism degree (completed or in progress) showed a higher median in only two (i.e., Applied General Knowledge and General Knowledge) of the four hard skills factors. These two factors represent theoretical content taught in higher education, thus becoming more easily accessed by respondents who have attended tourism educational programs. Lastly, the third hypothesis was confirmed because there was a statistical difference in the TOS Public factor between respondents working in the "hard nucleus" and other areas. However, the other composite measures did not show significant differences, possibly meaning that students do not need to learn a completely different set of skills for each type of employer.

Beyond the hypotheses, the results brought an unexpected consideration. The authors noticed that the hard skills factors followed a structure similar to the National Curricular Guidelines, and the TOS Public factor ranked second with the highest mean. Even though most of the respondents were from the private sector,

the industry legitimizes the national guidelines' focus on public management, not indicating significant changes in the curriculum – except for soft skills importance. Furthermore, the Brazilian National Curricular Guidelines fail to incorporate soft skills in curricula design, concentrating on the disciplinary content required for the tourismologist occupation. Therefore, the authors suggest that educators and industry representatives talk to each other to build the curriculum in partnership. The pandemic scenario requires a joint and deep discussion about the skills that should incorporate Brazilian undergraduate tourism curricula, either locally at universities or on the national stage.

Concerning this study's contributions, firstly, it brought a Brazilian perspective to the KSAs' literature since few studies identified soft and hard skills in the country. Secondly, the quantitative analysis of these skills considered the impact of COVID-19 on tourism employment. Tourism is a rapidly changing industry that is still facing the pandemic's effects. So, professionals need to adapt to changes and help solve the problems that arise, thus reflecting the employers' required skills in tourism programs curricula. Moreover, this study provides educators with a list of skills based on insights from the tourism industry. Therefore, the authors hope that undergraduate degrees and the industry will use this list to collaboratively strengthen tourism education and employability.

Finally, even though Paraná is a consolidated tourism region in Brazil, the results reflect the sample from this state, representing this research's limitation. Therefore, further research on soft and hard skills in the Brazilian context should expand the survey in other states or nationally, thus creating a knowledge-based foundation for educators to discuss curricula design and the national guidelines jointly with the tourism industry.

7 FUTURE – TOURISM EDUCATION IN BRAZIL TOWARDS 2031[9]

ABSTRACT

The COVID-19 pandemic impacted the tourism industry and, subsequently, tourism higher education. Therefore, the new decade for tourism education in Brazil is not promising due to program closures and enrollment decreases. This pessimistic context led the authors to reflect on the Brazilian undergraduate tourism degrees' futures perspectives towards 2031. Applying the scenario analysis approach, the authors interviewed 15 experts that helped define the eight driving forces for the country's future tourism education. The two most important and uncertain drivers (i.e., Networks and Curriculum) and their polar outcomes formed the 2x2 matrix, resulting in four scenarios: Well-connected standardization, Student's protagonism in the industry/academia relation, Stuck in the past, and Choices within the bubble. Regardless of the path tourism education will take by 2031, this study contributed to a reflection on Brazilian tourism education, allowing educators, professors, students, and the industry to have a knowledge-based foundation to co-create and re-design undergraduate tourism curricula, either locally at the universities, or even in the national scope.

Keywords: Tourism education. Scenario analysis. Networks. Curriculum. Brazil.

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[9] Paper with co-authorship by Marcia Shizue Massukado Nakatani and Jaqueline Gil.

7.1 INTRODUCTION

Tourism education in Brazil celebrates 50 years in 2021. It had its ups and downs since the creation of the first degree at Anhembi Morumbi University (1971) until the fateful year that the COVID-19 pandemic impacted the tourism industry (UNWTO, 2021a) and higher education (TIWARI; SÉRAPHIN; CHOWDHARY, in press). The evolution of Brazilian tourism programs in five stages (1970 – 2020) can set out this history.

According to Ansarah (2002), the 1970s represented the emergence of the first degrees in the country's major cities. In the second stage (the 1980s), it was possible to observe a stagnation in the programs' supply due to economic difficulties. Nevertheless, the 1990s brought an expansion of tourism education within the entire country, and not only in the capitals. The fourth stage (the 2000s) established the "quantity versus quality" balance with the degrees' fragmentation in several emphases, such as events, ecotourism, leisure, among others (ANSARAH, 2002). Additionally, there was a considerable decline in tourism programs since 2008, especially at private universities (MOSCARDI *et al.*, 2020). Finally, the fifth stage (the 2010s) strengthened internationalization and research through graduate degrees, mainly in public institutions (LEAL; PANOSSO NETTO; TRIGO, 2012).

However, the new decade for tourism education (2020 onward) is not promising, as it started with the explosion of COVID-19. The most visible aspect of the pandemic's impact on education was the transition to the online teaching model. Supplementarily, Tiwari, Séraphin, and Chowdhary (in press) also discussed the impact on tourism curricula since news skills (e.g., crisis management, creativity, digital knowledge) and industry collaboration should incorporate curriculum design. In turn, Edelheim (2020) worries about student enrollment. With current employee layoffs, students and new graduates might consider work in those fields deemed essential, which would decrease the demand for tourism programs.

In Brazil, degree closures were already a reality before the pandemic (MOSCARDI *et al.*, 2020). Furthermore, student enrollment was decreasing year after year and continued during the pandemic, as shown in the numbers provided by

a Southern University[10] to the authors. In the 2000s, over 6,000 students applied for its tourism undergraduate degree. However, the number dropped to approximately 1,800 students from 2010 to 2020. Only 56 students applied for this program in the 2020/2021 entrance exam, representing a 90% dropdown in applications for the decade. This pessimistic context led the authors to reflect on the Brazilian undergraduate tourism degrees' futures perspectives towards 2031 through scenario analysis. If there is something that tourism education in Brazil needs nowadays, especially when considering degree closures and enrollment reductions, it is to survive without discarding the appropriate changes.

Futures Studies might facilitate the construction of several alternative scenarios for tourism education in a more informed manner when managing change processes, rather than an engine for making predictions (YEOMAN *et al.*, 2012). Moreover, it helps improve several resources, processes, activities, or businesses, ensuring their survival and sustainability (MORIARTY, 2012). Therefore, this paper fosters reflection and not predictions by presenting four possible tourism education scenarios towards 2031. The authors do not wish to state what will or will not happen by proposing educational policies and strategies. This research role is to support universities and the industry with ideas, suggestions, and futures stories that might contribute to curricula design and, consequently, tourism education improvement.

The paper continues with the literature review on Futures Studies, megatrends, and scenario analysis in tourism research. Posteriorly, the research methods explain the qualitative scenario analysis process, followed by the description of future driving forces. The paper ends with four scenarios and the final considerations.

7.2 LITERATURE REVIEW

7.2.1 Futures Studies

Writing about the future in an academic environment can be tricky as it involves a high level of unpredictability. Scientific knowledge, especially those based on positivist paradigms, often disapproves of ideas and speculations, focusing on

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[10] The program provided the data only to the authors, so the university's name will remain anonymous.

testable and objective research. However, Futures Studies are about creating free-ranging conjectures (YEOMAN; POSTMA, 2014) and, thus, more likely to a subjectivist epistemology and a naturalistic set of methodological procedures (DENZIN; LINCOLN, 1994). Critics may insist that making predictions is a waste of time because the future is unknown, and the authors agree with this understanding. Nevertheless, the future is not linear and should not reflect standards and normality. It is precisely the uncertainties that drive the futures (POSTMA, 2015) – and futures in the plural because you can draw more than one scenario.

Following Taleb's (2020) thoughts, the world evolved through Black Swans: unpredictable events that cause extreme impacts on society, with humans trying to explain them after their occurrence. Meanwhile, human nature usually disdains the abstract and uncertain, claiming that these unpredictable events cannot impact the future (TALEB, 2020). From these ideas, the research field known as Futures Studies emerged four to five decades ago (YEOMAN; MCMAHON-BEATTIE, 2014).

During the second half of the 19th century, there was a shift in the two approaches used to anticipate the future – from forecasting to foresight. The former is the conventional approach based on precise predictions stating one outcome and linear extrapolations of existing trends. In turn, foresight gained prominence because it takes the uncertainties into account to anticipate the futures scenarios (BERGMAN; KARLSSON; AXELSSON, 2010; POSTMA, 2014). Stakeholders' participation from different disciplinary and professional backgrounds is also a significant asset for the foresight approach (POSTMA, 2015). This pluralization allowed the creation of alternative and preferred futures, illustrating the direction in which businesses, organizations, and governments could evolve (YEOMAN; MCMAHON-BEATTIE, 2014; POSTMA, 2015).

Furthermore, Bergman, Karlsson, and Axelsson (2010) proposed an ontological typology of Futures Studies. Research about the future usually makes truth claims (i.e., explicit statements about what will happen) or explanatory claims (i.e., statements indicating the mechanisms as causes behind the events). Depending on the type of claim, Futures Studies can assume different categories. The first one is predictions (with truth and explanatory claims), which make definitive statements about the future but explain the mechanisms and tendencies behind the events. Secondly, prognoses (with truth claims and without explanatory claims) raise forecast that will occur without explaining them. A common form of prognosis is to

use statistical trends. Moreover, the science fiction category (without truth claims and with explanatory claims) presents studies that describe possible scenarios, pointing out the mechanisms behind the events in a narrative way. Lastly, utopias/dystopias (without truth and explanatory claims) describe events in the future without pretensions of being true. They neither show why events will follow that way (BERGMAN; KARLSSON; AXELSSON, 2010). For instance, this study has characteristics of science fiction[11] since it portrays four possible scenarios for tourism education that might seem unrealistic to some, also describing the mechanisms that impact the event occurrences in the form of driving forces (BERGMAN; KARLSSON; AXELSSON, 2010; YEOMAN; POSTMA, 2014).

Futures Studies use scenario analysis as a research technique (MORIARTY, 2012; YEOMAN; MCMAHON-BEATTIE, 2014; YEOMAN; POSTMA, 2014; ENGER; SANDVIK; IVERSEN, 2015). Scenario analysis is a mature praxis (MORIARTY, 2012) that evolved in the industry and subsequently acquired academic provenance (YEOMAN; MCMAHON-BEATTIE, 2014). The typical process when developing scenarios is to identify the driving forces believed to influence a future operating environment (MORIARTY, 2012). These forces should be both the most important and the most uncertain (POSTMA, 2014).

The scenario model also does not intend to forecast or predict the future (MORIARTY, 2012). Instead, it uses different future stories as a backdrop for making better decisions in the present, based on what might happen in the future (ENGER; SANDVIK; IVERSEN, 2015). Moreover, it allows stakeholders to co-create, own and make sense of their future (YEOMAN; POSTMA, 2014). In summary, scenario analysis is a continuous process to analyze the future by identifying uncertain drivers that create futures stories. Afterwards, stakeholders can use the scenarios to implement innovative measures in their organizations (POSTMA, 2015).

7.2.2 A glance into the future

Futures Studies tend toward long-term research, focusing on uncertainty, interdependency, and human complexity. It includes speculation, informed opinion,

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[11] The term "science fiction" may confuse the reader by resembling sci-fi movies. However, the authors are only using the name coined by Bergman, Karlsson, and Axelsson (2010) to explain Futures Studies' typology.

expertise, and macro-thinking (i.e., grand patterns of social change) (YEOMAN; POSTMA, 2014; POSTMA, 2015). Therefore, a way to look into the long-term picture is to analyze megatrends, i.e., multi-generational movements and behaviors in global societies that innovatively and structurally transform the status quo (OBSERVATÓRIO DE TURISMO DO PARANÁ; AMPLIA MUNDO, 2021).

The Copenhagen Institute for Futures Studies (CIFS), for example, established 14 megatrends (see Table 8) with a lifetime of at least 10-15 years. These megatrends: i) can escalate unfortunate events or offer some relief in the long-term; ii) are difficult to control; iii) have profound global effects (before, during, and after the pandemic); and iv) will shape society, but their trajectories may vary (CIFS, 2020).

TABLE 8 – MEGATRENDS

Megatrend	Description
Technological Development	The application of knowledge or science to commerce or industrial processes. Both the innovation and diffusion of technologies;
Knowledge Society	The increase of educated populations where knowledge, skills, information, and data constitute primary economic assets;
Acceleration & Complexity	The rapid change in business lifespan, innovation, and product life cycles with greater industry convergence;
Polarization	The gap between extremes continues to grow, such as top and bottom market segments, at the expense of the middle and lower segment;
Individualization	The desire for personalized products and services that directly conform to the needs and interests of consumers continues to increase;
Immaterialization	People's perceptions and values might change, indicating a focus on value over volume;
Network Society	Networks will shape social interactions and organizational structures;
Demographic Development	Demography will face measurable changes in population sizes and distribution, including urbanization, aging, ethnicity, religion, and family composition;
Economic Growth	The overall increase in productivity and subsequent growth of wealth at a global scale;
Globalization	The interaction and integration process among the people, culture, companies, and governments continues to affect societies;
Sustainability	Finding a balance between the needs of the present and future generations' ability to meet their own needs;
Focus on Health	The global movement towards improving the health and well-being;
Commercialization	New businesses that were not commercialized focusing on areas in society and the public sector;
Democratization	Continuing improvement of equality, access, transparency, accountability, decentralization, empowerment, and openness.

SOURCE: CIFS (2020), Observatório de Turismo do Paraná and Amplia Mundo (2021)

Since this paper focuses on undergraduate tourism degrees, it is relevant to take a closer look into the future of higher education. According to the CIFS's (2019)

scenarios on higher education, which relate to the megatrend Knowledge Society, educational models need to reflect the mindset of the 21st century based on the digital economy, the rapid societal changes, and the fluid labor market. Firstly, higher education's rigid and conventional framework should consider the careers people will encounter in the future, complementing lifelong learning opportunities (CIFS, 2019; PINTO; NAKATANI, [2021?]). Secondly, traditional higher education institutions will compete with new educational actors (e.g., MOOCs) and businesses not created for educational purposes (e.g., Google, Amazon, and Microsoft) that can use technology and data to meet students' and lifelong learners' expectations. Besides the competition, universities should collaborate and grow with these new entrants (CIFS, 2019).

Additionally, there should be a shift in education's essence, with less focus on studying for degrees and more focus on skills-based learning (WILKS; HEMSWORTH, 2011; GRIFFIN, 2020; SILVEIRA *et al.*, 2020), in which the student can quickly learn new skills when the need arises. Therefore, universities might become more flexible, unbundling their services and ensuring higher coherence and transferability. Lastly, futures literacy (i.e., use the future to innovate the present) will devolve into an essential skill (CIFS, 2019).

7.2.3 Scenario analysis in tourism research

Regarding the future of tourism, several studies performed different scenario analysis before the pandemic to create futures stories focusing on the tourism industry (ENGER; SANDVIK; IVERSEN, 2015), destination management (YEOMAN; MCMAHON-BEATTIE, 2014; MAI; SMITH, 2018), visitor attractions (POSTMA, 2014), tourism sustainability (POSTMA; CAVAGNARO; SPRUYT, 2017), and tourism workforce (SOLNET *et al.*, 2014). For instance, Enger, Sandvik, and Iversen (2015) designed four scenarios for the Norwegian travel industry by 2025 to develop a knowledge-based foundation for the industry's strategic long-term decisions.

Another example is Yeoman and McMahon-Beattie's (2014) study in New Zealand, which was the basis for the national tourism plan. Their four scenarios by 2050 brought several strategic insights for decision-makers, such as the country's leadership in sustainable tourism, the government's role in capacity building, the consistency in the quality of visitors' experience, among others. In turn, Postma's

(2014) scenarios showed the challenges that visitor attractions would face in the Netherlands (e.g., aging population, digitalization, and efficient use of leisure time). With this information, the industry could develop new products, services, and business models to make the attractions more future-proof.

In Cat Ba Island (Vietnam), Mai and Smith (2018) developed scenario-based planning using system dynamic modeling, concluding that tourism is rapidly growing without control, which is not sustainable as it may reach its growth limit in 2022. Furthermore, Postma, Cavagnaro, and Spruyt (2017) created a sustainable tourism industry framework by 2040. Their scenarios integrated social, environmental, and economic values into business operations, offering concrete and tailor-made suggestions for strategic and sustainable actions.

Finally, Solnet *et al.* (2014) identified workforce challenges that the Asia-Pacific tourism sector is likely to face through 2030. The four scenarios presented different workforce requirements, ranging from lower-skilled workers in a long period of economic stagnation to a competitive labor market that encourages regional employees' mobility. Either way, their research adopted a long-term perspective to compensate for the apparent failure of public and private stakeholders in addressing the tourism workforce.

Regardless of the contexts presented above, one can note that scenario analysis is a positive practice for researchers who seeks to bring practical contributions and insights to different stakeholders (e.g., tourism educators, in this research case). Additionally, these studies show a concern with sustainability and the survival (MORIARTY, 2012) of different areas within the tourism industry. Therefore, tourism education may also take advantage of this approach.

7.3 RESEARCH METHODS

The qualitative process of developing scenarios for tourism education in Brazil has consisted of five stages outlined below (based on VAN DER HEIJDEN *et al.*, 2002; VAN DER HEIJDEN, 2005; YEOMAN; MCMAHON-BEATTIE, 2014; ENGER; SANDVIK; IVERSEN, 2015; POSTMA; CAVAGNARO; SPRUYT, 2017). The university's Ethics Committee approved this research (CAAE 31439220.7.0000.0102) under report number 4.109.035 on June 24, 2020.

7.3.1 Stage 1: Identify knowledge gaps

The authors started the research by identifying an uncertain issue known to impact the study object critically over time. This issue was the impact of COVID-19 on tourism education in Brazil towards 2031. Four reasons justify the ten-year scenarios: i) the pandemic is still happening; ii) changing the National Curricular Guidelines for tourism programs (BRASIL, 2006) is bureaucratic; iii) the path to re-evaluate the education cycle is time-consuming; iv) Futures Studies should consider a long-term perspective.

7.3.2 Stage 2: Explore the scenario context

The authors conducted bibliographic and documental research on Futures Studies, scenario analysis, megatrends, and relevant drivers for higher education and tourism education to explore the scenario context. Additionally, 15 "remarkable people" (VAN DER HEIJDEN, 2005) were invited for interviews to map the most important driving forces (Table 9).

TABLE 9 – INTERVIEWEES' CHARACTERISTICS

Region	Megatrend	Background
Mid-west	Higher Education	University professor; Ph.D. in Chemistry; Educational evaluation specialist; Member of the National Education Council;
	Network Society	University professor; Master in Tourism and Hospitality; Coordinates a state Tourism Observatory; Member of the Brazilian Network of Tourism Observatories;
	Sustainability	University professor; Ph.D. in Sustainable Development; Coordinates research on sustainability and competitiveness;
North	Democratization	University professor; Ph.D. in Socioenviromental Development; Coordinates research on tourism management, tourism planning, and public policies;
Northeast	Individualization	University professor; Ph.D. in Business; Coordinates research on consumer behavior applied to specific market segments;
	Polarization	University professor; Ph.D. in Communication Sciences; Coordinates research on demand, products, and technology;
	Technological Development	University professor; Ph.D. in Business; Coordinates research on tourism management, ICTs, smart tourism destinations, social media, and user-generated content;
South	Acceleration & Complexity	University professor, Ph.D. in Business; Coordinates research on tourism management, marketing, and quality of tourist services;
	Commercialization	University professor; Ph.D. in Geography; Coordinates research on experience consumption, creative economy, and souvenirs;
	Knowledge Society	University professor; Ph.D. in Information Science; Coordinates research on knowledge management, information organization, tourism education, and marketing.

Southeast	Demographic Development	University professor; Ph.D. in Geography; Coordinates research on urban tourism; President of a Tourism Council;
	Economic Growth	University professor; Ph.D. in Tourism and Environmental Economics; Coordinates research on tourism economy, consumer behavior, and knowledge production;
	Focus on Health	University professor; Ph.D. in Business; Coordinates research on well-being, marketing, consumption, and behavioral economics;
	Globalization	University professor; Ph.D. in Architecture and Urbanism; Coordinates research on mobilities, planning, and urban tourism;
	Immaterialization	University professor; Ph.D. in Business; Coordinates research on experience authenticity, food & beverage, service marketing.

SOURCE: The authors (2021)

The chosen interviewees reinforced stakeholders' participation with different disciplinary, professional, and regional backgrounds (POSTMA, 2015). Fourteen of these experts were scholars with experience in tourism education. Moreover, they have also conducted research on one of the CIFS megatrends (Table 8), which indicated that they had adherence to future topics. An extra interview occurred with a higher education expert who works in the National Education Council to provide a macro view of Brazil's educational trends.

The interview script followed a "seven questions" technique (VAN DER HEIJDEN, 2005). Firstly, the participants had to imagine that the interviewer was a megatrend specialist. They could ask three free questions about the future of tourism education in Brazil in 2031. After that, the interviewer returned these three questions to the interviewees, and they had to respond to them by directing the answers to a good and bad scenario. Lastly, the script also had questions about the lessons from the past, important decisions ahead, limitations in working with tourism education, and respondents' legacy. The interviews happened from February 12, 2021, to March 5, 2021, via Zoom. The participants allowed the recording of the interviews, later transcribed for data analysis.

7.3.3 Stage 3: Determine the driving forces

The authors read and analyzed the transcriptions, grouping the answers into eight driving forces (Table 10) that significantly impacted the knowledge gap. The authors ranked the drivers by frequency; that is, the more the respondents talked about a particular topic, the more this topic constituted a driving force. Additionally,

the driving forces incorporated some of the CIFS megatrends (Table 8), as they had an affinity with these macro views.

TABLE 10 – DRIVING FORCES

Driving force	Polar outcomes	Megatrend	Mentions
Networks	Network Building Academic Bubble	Network Society	12
Curriculum	Customized Curriculum Generalized Curriculum	Knowledge Society; Individualization	8
Hybrid Education	-	Technological Development	8
Cross-curricular Skills	-	Knowledge Society	7
Faculty	-	Knowledge Society	5
Internationalization	-	Globalization	5
Higher Education Structure	-	Knowledge Society	4
Neglected Topics	-	Knowledge Society	4

SOURCE: The authors (2021)

NOTE: The polar outcomes are only for the two driving forces used to create the matrix

Posteriorly, the two driving forces (Networks and Curriculum) with the highest relative impact and uncertainty on the problem were selected to scope the scenarios, along with the two possible polar outcomes for each of these drivers, as shown in Table 10. Hybrid Education also had eight mentions, but since online education became a common practice in higher education due to the pandemic, it did not present a high level of uncertainty.

7.3.4 Stage 4: Scope the scenarios

The authors created a 2x2 matrix (Figure 3) with the drivers' four polar outcomes. Each quadrant of the matrix became a possible scenario. These quadrants were named to represent one of the futures.

7.3.5 Stage 5: Flesh out the storylines

The final task was to turn the list of descriptions and outcomes into four short stories about the future. These stories also stated some implications for the knowledge gap. Even though they are possibilities, the scenarios might help tourism educators reflect on the future and, perhaps, make informed decisions to improve their undergraduate degrees.

7.4 DRIVING FORCES

The eight most significant and uncertain driving forces for Brazilian tourism education are below, from most mentioned to least mentioned by the experts. Networks and Curriculum were part of the scenario matrix, while the other six drivers helped describe the content in the four scenarios.

7.4.1 Networks

Aligned with the Network Society megatrend (CIFS, 2020), twelve experts agreed that the programs must expand their relationship with the industry, governments, and society if they want to stay relevant. Firstly, scholars should come down from their ivory tower to look at what is happening in the real world.

> Globalization expert: We need to be aware, bring actualities and issues, problems eventually, and possible solutions from the world around us. There is no way we can stop talking about some topics: global warming, intolerances in all forms of life's manifestations, deep discussions about diversity, society's functioning, economy […] in an open way.

Furthermore, there is a need to establish non-academic ties, i.e., partnerships with industry and public organizations. The interviewees noted that this industry/academia network is fragile in Brazil since these two areas coexist independently and not collaboratively.

> Individualization expert: Nowadays, I have been feeling a lack of interest from private agents and the business community in the teaching process of professionals that will work in the area.

> Knowledge Society expert: This industry/academia distance is very complicated. I think the industry is afraid of us [...], and we, the academia, do not create a space for collective construction […]. We produce a lot of research and data that does not interest the industry. When it is interesting, we use language that does not indicate the data's importance and applicability to the industry.

> Demographic Development expert: The students are a great thermometer of how the industry is behaving. It is in this contact that you notice the distance taking shape. The type of content showed in the classroom has [...] little relation to these students' practical life in their initiation into the labor market.

Therefore, building networks with industry and government players are essential for the future of tourism education. They might provide investments for the programs, as well as data for further research. In turn, academia can support public and private managers by producing evidence-based knowledge as long as it has applicability and an accessible language. Even students can give a response to the industry by doing assignments aiming at these organizations. In summary, educators should invite the industry to build the curriculum together in the future.

> Acceleration & Complexity expert: Investments in teaching, research, technology, and relationships would benefit tourism education. We should bring the industry into the university, invest in a relationship with the government, show how important the tourism sector is to the economy.

> Polarization expert: We have a problem in the tourism academia [...] that we do not have access to industry data. So, we should work together with the Convention Bureaus, DMMOs, make partnerships. We need to talk to the industry and establish relations […], to work as a real network.

> Immaterialization expert: I would like the university's knowledge to support public and private leaders' decisions. What I try to do is to build ties. I always go to non-scientific events [...] even though this is not very valued in academia. However, this proximity is relevant because I can [...] give some contribution […]. We need to translate what we are doing so that it is understandable, engaging, and applied.

> Technological Development expert: Not necessarily a student has to be a researcher in the future [...]. So, students might produce more technical and professional assignments [...] to support hotel businesses, restaurants, travel agencies. Something more practical so that he/she feels pleasure in developing the final coursework […].

> Commercialization expert: I believe that we should [...] talk to all these interest groups and design a tourism degree in line with the university context and the industry's demands. There is an imbalance, and we need to rethink our curricula together.

Finally, academic networks should also strengthen the programs. The "Democratization expert" recalled the relevance of students' meetings, conferences, events, and associations to exchange experiences. Additionally, the "Focus on Health expert" explained how easy it is to access other colleagues, professors, and researchers from different universities and areas: "If you are in doubt, you can email someone," which facilitates relational networks. When reflecting on the future, the interviewee also stated that it would be a positive praxis if universities started to collaborate, offering joint degrees and courses. This integration between tourism

schools and departments could establish relationships "in a way that we have never been able to establish before.". This collaboration could bring two or more professors to teach in the same course together, increasing trans-disciplinarity. For the "Sustainability expert," decreasing the compartmentalization of knowledge is beneficial to the curricula flexibilization.

7.4.2 Curriculum

Even if the curriculum does not seem like an uncertain driver since it sets the programs' foundation, the discussion about tourism curricula design has not reached a common conclusion among educators. For instance, Fidgeon (2010) provided examples of specialist and generalist curricula that have worked or ceased to exist. As general programs fail to develop technical skills, highly specific objectives can also limit programs' flexibility. What appears to drive the Brazilian experts is a curriculum that integrates the tourism macro vision, perhaps in the initial year, with subjects tailored to the student's profile.

> Economic Growth expert: I think that a very significant difficulty is that the programs do not focus. They have an object but not a focus.

> Globalization expert: What is a tourism undergraduate degree for? […] It is worthwhile precisely because of its panoramic, broad, and multiple vision. Tourism education helps us look at several things since the tourism phenomenon is complex, multidimensional, full of nuances.

> Focus on Health expert: What do I want for tourism education in Brazil? [...] I want people [...] thinking differently. However, I will not have this if we stimulate the fixed mind or things that everybody wants.

> Network Society expert: Each student has a profile [...], and we need to understand the future professional. The professors go on giving the same content and making people equal. That is why we need to have a university more focused on the student's profile.

Building flexibility into the program design was an essential topic for Fidgeon's (2010) discussions on tourism curricula, and it is also a trend in higher education (CIFS, 2019). The "Individualization expert," for example, imagined a scenario with customized programs that could rapidly adjust to the skills required by the students. Therefore, the coordinator's role should not be to think of disciplines for

a degree but to think of disciplines for a student. Furthermore, the "Commercialization expert" proposes a curriculum with more open content elective courses that allow students to choose what they want to learn.

Regardless of the program's approach, professors must continually update the content taught in the classroom – which sometimes does not occur. As the "Immaterialization expert" mentioned, degrees need to seriously look at the curricula in a detached way because some professors have taught their subjects for a long time and find it challenging to refresh their methods. For the "Network Society expert," most curricula reflect old subjects and forget the praxis. So, it is not unusual to observe programs that do not cover, for example, technology, statistics, and sales techniques.

7.4.3 Hybrid Education

The Hybrid Education driver was also a recurring theme among the interviewees since all classes moved to the remote teaching model. The experts were interested in the future blending of remote and face-to-face methods.

> Higher Education expert: I do see that technological mediation is crucial. However, face-to-face meetings are necessary where everyone is in the same room.

> Individualization expert: Technology as an educational partner is something that is here to stay. I think that even after this pandemic, the classroom will never be the same. I do not want to be the same anymore. I also imagine that the students will find it strange to go back to the traditional classroom model.

> Commercialization expert: As we worked with the remote system, we realized that some courses are very efficient. They give more mobility to the students, the professors and allow [...] a more significant online interaction, which appeals to the younger students' profile.

> Economic Growth expert: A considerable part of the classes can happen online. Another part, mainly operational, cannot be online, and there is a third share where the in-person class complements the online class.

It seems that in-person classes will continue to exist. Tourism is a human activity and therefore demands social interactions only offered in the university space. Moreover, the students' practices (e.g., field trips, internships, laboratories) demand in-person meetings. However, technology is a support tool for tourism

education, and programs need to better plan this integration. Online courses might also strengthen networks between schools, researchers, and industry participants, as mentioned in Section 7.4.1.

7.4.4 Cross-curricular Skills

Some experts talked about skills considered to be essential in all subjects and not as specific content. Technology, innovation, entrepreneurship, problem-solving, hospitality, sustainability, and experience should incorporate curricula from the first to last semester because they are skills that affect the tourism phenomenon daily. For instance, both the "Polarization" and "Technological Development" experts complained that technology in tourism is usually discussed only in the ICTs course. Even though students have taken a class on travel agency or lodging before, they come into the technology discipline without studying GDS, OTAs, robotics.

Additionally, the "Knowledge Society expert" reinforced the role of crisis management and problem-solving skills so that students can help in the post-COVID-19 recovery. According to the "Acceleration & Complexity expert," problem-solving, for example, prepares the student for actual industry praxis. In this skill set, innovation and creativity are also a strength for the university of the future. The student needs to know how to search for solutions, adapt to new realities, and transform society. For the "Commercialization expert," universities can still be innovative and novelty centers.

7.4.5 Faculty

Educators should be agents of change in the future of tourism education. They are the ones who will lead the curricula design, the updating of course content, the integration between remote and in-person classes, and the creation of non-academic ties. According to the "Individualization expert," the professor should facilitate knowledge acquisition, mediating, and guiding students. In turn, the student will become more active, owning his/her knowledge search process. Nevertheless, in the Brazilian public structure, where most tourism degrees belong, the faculty might also be a force that slows down educational development.

Knowledge Society expert: The problem is that we have many public employees in public universities: many employees and few educators. So, [...] I fear that these professors do not keep up with changes, remain closed and accommodated [...]. The work environment is not the best [...]. We are big individual stars. If we could join forces, it would be more productive.

Network Society expert: We must keep professors interested in teaching, sharing, and collaborating. If I do not show the student that there is a labor market [...], I discourage many tourism students.

Polarization expert: Another issue is the lack of understanding by some colleagues that sometimes we need to change the key. I see professors teaching the same subject for ten years in the same way. That is where the problem lies. The student complains, and nothing changes.

According to the "Demographic Development expert," public university stability can slow down tourism education innovation. Therefore, the biggest challenge is to break the status quo and think of different solutions to improve the faculty's performance.

7.4.6 Internationalization

Tourism education internationalization increased from 2010 (LEAL; PANOSSO NETTO; TRIGO, 2012), but it is still a driver that should impact this next decade. Both undergraduate and graduate degrees must know, exchange, and study experiences outside of Brazil, expanding the US/Europe axis to increase the students' cultural awareness. For the "Immaterialization expert," Brazilian programs usually base their knowledge on a single theory, often from national research. However, it is always necessary to bring different contexts and authors into dialogue. The interviewee mentioned the Chinese, for example, who are doing great studies little used by Brazilian students.

7.4.7 Higher Education Structure

An external driving force should also influence tourism education development. The "Higher Education expert" worries about future investments in the country's education. The lack of adequate funding can lead to a decrease in vacancies, especially for more vulnerable social groups. Furthermore, less funding

means less money for buying equipment, building labs, making field trips, and conducting research.

7.4.8 Neglected Topics

The eighth driving force brings together some topics sometimes neglected by tourism degrees that can expand the graduate's professional performance, also increasing the programs' interdisciplinarity and the study of tourism by other areas. The expansion of what it means to study tourism may encompass the areas of migration ("Globalization expert"), for example, or even the management of cities' leisure and welfare ("Demographic Development expert").

7.5 THE FOUR SCENARIOS

Networks and Curriculum formed the two axes of the scenario matrix. Along with the four polar outcomes (Network Building, Academic Bubble, Generalized Curriculum, and Customized Curriculum), Figure 3 shows the four scenarios for tourism education in Brazil towards 2031.

FIGURE 3 – THE FOUR SCENARIOS FOR TOURISM EDUCATION IN BRAZIL TOWARDS 2031
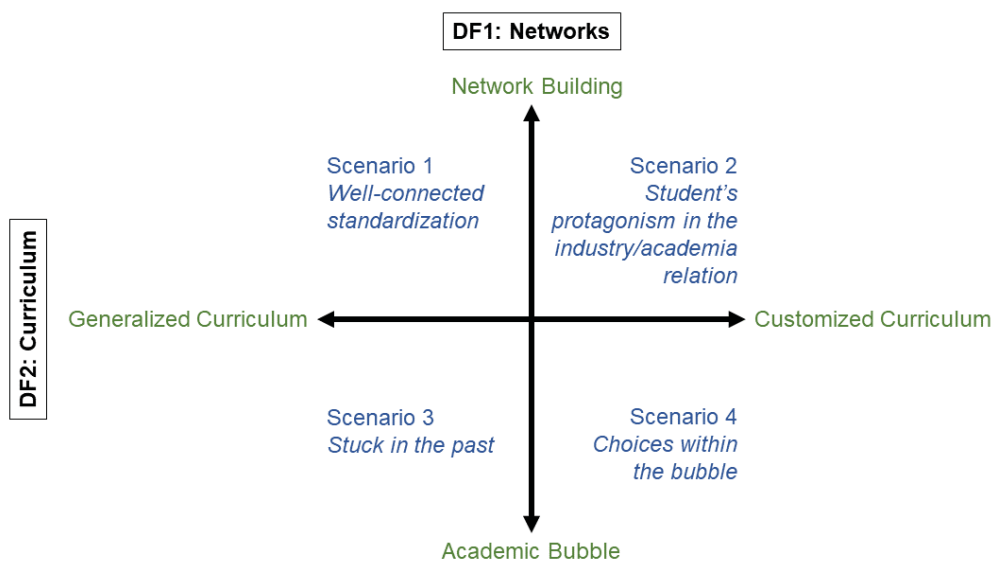
SOURCE: The authors (2021)

NOTE: DF = Driving force

The following subheadings tell the stories of possible futures based on the two most important and uncertain driving forces defined by the experts.

7.5.1 Scenario 1: Well-connected standardization

In the first scenario, the programs will not yet be designed by and for the student. Therefore, the curriculum will continue to resemble the current structure of the National Curricular Guidelines (BRASIL, 2006). It will have a macro vision, addressing general topics without a focus. So, the student will explore a little bit of everything from the humanities to applied social sciences, in addition to tourism-specific content and practical activities. As well as the current structure, some curricular specificities may occur depending on the program's region or school.

However, even if tourism education remains generalized, there might be more concrete networking efforts, not only from some scholars but also institutional. This better relationship with the world outside academia might help update the content taught in the classroom. The faculty should address real-life themes, such as diversity, the environment, political/social/economic issues. Additionally, the industry may also provide fresh technical content. Thus, students will be able to focus on cross-curricular skills (e.g., problem-solving) for both the industry and the tourism phenomenon. For this to happen, educators should design the curriculum in partnership with external representatives (e.g., the industry, public sector, NGOs, among others).

Several activities may strengthen network building. Firstly, some practices that already occur must not cease to exist, such as inviting external representatives for events and lectures, programs' participation in tourism boards and associations, field trips to companies and destinations. Regarding internships, more robust networks can also improve their quality. It is primordial that programs create agreements with tourism organizations to offer vacancies, assisting students who seek opportunities. Moreover, the coordination should systematically evaluate internships to help prevent unskilled jobs or understand students' needs in the labor market. Furthermore, course assignments could aim at real problems and organizations. While maintaining the necessary formality, these works do not need to be strictly academic (e.g., academic papers) but reports, plans, and projects that bring solutions to the industry – with an accessible language.

7.5.2 Scenario 2: Student's protagonism in the industry/academia relation

Scenario 2 is perhaps the most uncertain, therefore bringing the most significant changes to the programs. This scenario includes a great innovation in Brazilian curricula with the possibility for students to design their own curricular path. Tourism degrees will still have general courses in the initial semesters because the tourism phenomenon is complex, demanding a broader perspective. Posteriorly, the student will choose what he/she wants to study, thereby becoming the protagonist of his/her educational process.

The student will also be the thermometer for the courses' supply. They will incorporate in the curriculum real-life experiences acquired in the labor market through internships. Thus, curricula design will happen jointly between educators, students, and external representatives from private and public organizations. Additionally, flexibilization prepares students for an ever-changing labor market (FIDGEON, 2010). The disciplines must consider the faculty background, students' desires, and industry input. Cross-curricular skills that matter to educators, industry, and students (e.g., technology and problem-solving) might easily incorporate into the curriculum.

In this customized scenario, the faculty will possibly offer more elective courses, courses with an undefined content (e.g., Emerging Topics in Tourism) that can rapidly change each semester, and modular courses alongside the traditional approaches. Moreover, it is an opportunity for professors to offer neglected topics that usually do not incorporate curricula for students interested in expanding their professional practice. This dynamic scenario will also demand a continuous updating of the course content, including international theories, experiences, and contexts. In turn, students might become more active in the educational process because they will be co-responsible for their learning experiences. However, the degree's coordination will have an essential role in guiding them into the curriculum. Perhaps it will be necessary to implement educational counselors to help students assemble their path and make the right decisions considering all opportunities.

Another possibility is the network strengthening between different tourism programs. In this alternative, two or more universities might offer a joint discipline. Programs might also create joint certifications on a relevant theme. This approach is attractive because two professors who master the same subject might teach classes

from different cities and programs. Additionally, professors might share courses with industry experts who can bring a realistic view into the classroom, not to mention the numerous possibilities of international researchers participating in these joint courses with the aid of hybrid education.

Finally, the authors understand that for this scenario to happen, the higher education structure will also need to be more flexible, especially to enable the legalization of these joint courses and open curricula. Moreover, funding will be crucial to improve hybrid education technologies, active methodologies, and other infrastructure.

7.5.3 Scenario 3: Stuck in the past

Futures Studies do not need to bring only new scenarios. The past and the present can repeat in the future, as in this third scenario. The curriculum will continue to be generalized following the current National Curricular Guidelines (BRASIL, 2006), which suggest a national standardization of the programs. Therefore, all students in a tourism undergraduate degree will take the same courses, except for some elective disciplines or regional specificities.

However, the curriculum will reflect only academic content since few professors alone will bother to create external networks. Pure academic content is not harmful, but it should not be the only one taught in the programs. Since tourism is vocationally oriented, industry-driven skills are essential, and this technical content can also have the critical vision demanded by higher education.

Nevertheless, curricula will continue to be designed mainly by educators without students' and industry's voices. External representatives might participate in some lectures or events, but this will be a solo practice. Moreover, the final thesis and other coursework will continue to be strictly academic without bringing solutions to real problems or contributions to private and public managers.

The stability of teaching as a profession might continue to affect programs. Instead of innovating, those professors who are more "public employees than educators" (Knowledge Society expert) and the "big stars" (Focus on Health expert) would remain attached to their content, disciplines, teaching methods, non-updated classes, and the presentation of national theories. Possibly, the interest in a tourism and hospitality career that has not evolved will continue to decline. Therefore,

programs might keep closing, diminishing their size, and concentrating on a few renowned public universities.

7.5.4 Scenario 4: Choices within the bubble

The fourth scenario may represent the beginning of an effort to achieve Scenario 2 because it indicates greater curricular flexibility, even though it still has a high purely academic load. In this scenario, students will combine general courses with the subjects they want to study. However, students might have a false sensation that they choose their path since professors will continue to design the curriculum, selecting what they think the students need or desire. Even if the program offers some guidance to help students choose courses, this support might only pull the students towards an academic path, valuing the knowledge produced within the bubble.

As in Scenario 2, the faculty will provide elective, open content courses, modular courses, and joint courses with other programs with the hybrid education's assistance. However, the curriculum may bring academic content that does not necessarily approach the industry, the public sector, and society. The curriculum may not highlight cross-curricular skills aiming at the industry (e.g., problem-solving, innovation, creativity), while research and academic skills will have preference. Additionally, the final thesis and assignments will remain academic-oriented. So, the university's knowledge will not support public and private managers. In turn, the industry and the government might not fund research and education.

7.6 CONCLUSION

Considering the impact of COVID-19 in the tourism industry and, subsequently, tourism higher education, educators might struggle to guarantee the programs' survival in the next decade. Therefore, this study presented four scenarios for tourism education in Brazil towards 2031. Applying the scenario analysis approach, the authors interviewed 15 "remarkable people" who had some relation to the topic. These experts helped define the eight driving forces for the future of tourism education in the country. The two most important and uncertain drivers (i.e.,

Networks and Curriculum) and their polar outcomes formed the 2x2 matrix, resulting in the scenarios described in Section 7.5.

The "Well-connected standardization" scenario highlighted the importance of building external networks with the industry and the public sector, even though the curriculum remains generalized. Secondly, the "Student's protagonism in the industry/academia relation" scenario appeared to be the most unpredictable because it proposed curriculum customization. Therefore, programs would rapidly and continually adapt to the ever-changing labor market by offering open elective courses and cross-curricular skills that matter for the students and industry. In turn, the scenario named "Stuck in the past" did not bring much innovation for the programs. It is similar to the current curricular structure with a highly academic-oriented core, in which all students take the same courses. Lastly, the fourth scenario ("Choices within the bubble") proposed a tailor-made program with curricula designed mainly by the faculty.

It is also interesting to note that the driving forces and, consequently, the four scenarios have an affinity with CIFS's megatrends, meaning that tourism education in Brazil does not operate individually and is likely to be shaped by some of these macro movements. The Knowledge Society, for instance, reinforces the need for an educated population that values skills, information, and data. Thus, curricula should incorporate the cross-curricular skills needed for the industry, plus international, innovative, and diverse knowledge. Furthermore, the Network Society megatrend demonstrates how networks will affect organizational structures. In the second scenario, the authors proposed joint courses between different universities and professors, representing a change in the current degree's organization. A third example would be the Individualization megatrend (i.e., the desire for personalized services) that impacts curriculum customization since students might choose what they want.

The pandemic is still happening, many Black Swans may appear over the years, and the future is sometimes scary. However, creating scenarios for the future can anticipate informed decisions in the present. Regardless of the path tourism education will take by 2031, this study contributed to a reflection on Brazilian tourism education, allowing educators, professors, students, and the industry to have a knowledge-based foundation to co-create and re-design undergraduate tourism curricula, either locally at the universities, or even in the national scope.

As with other Futures Studies, this research has its limitations. Firstly, the authors could have interviewed more experts since Brazil is a vast and diverse country with several tourism undergraduate degrees. Additionally, there was no time to consult the participants about which scenarios they consider the most positive, risky, or even the most likely to occur. Criticism may arise when one chooses to engage in "less scientific" research that involves uncertainty, especially with a subjectivist qualitative approach. However, the choices made for this research delivered what the authors proposed: foster reflection and discussions about how the future will look like for Brazilian tourism education and what can be done at the moment to achieve the most favorable scenario. Finally, the authors invite scholars and practitioners to unleash their creativity, choose different driving forces, and create other scenarios to empower the debate.

8 COMBINING THE THREE STUDIES

After reading the three papers separately, it is now time to combine them. As a reminder to the reader, Figure 4 presents the timeline summarizing each study's results.

FIGURE 4 – TIMELINE OF THE STUDIES' FINDINGS
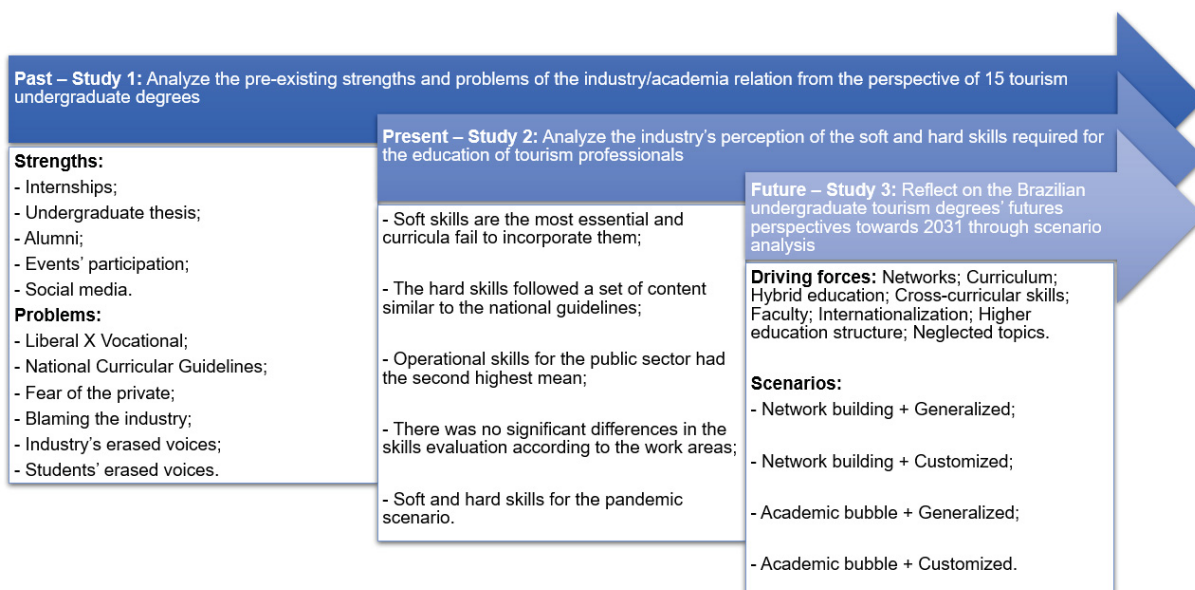
SOURCE: The author (2021)

Although the papers presented their results in isolation, focusing on different aspects of the three periods, the past, present, and future are more connected than it seems. Therefore, I created Table 11 to shows how the results from Studies 2 and 3 addressed the industry/academia relation's strengths and problems identified in Study 1. Note that some strengths and problems do not have corresponding results in both studies. Nevertheless, there is at least one connection between each study.

TABLE 11 – COMBINING THE THREE STUDIES

Past – Study 1		Present – Study 2	Future – Study 3
Strengths	Internships	The internship survey, published in a separate report (PINTO *et al.*, 2021), presented the loss of internships among students in Paraná, demonstrating that one of the most significant activities in the industry/academia relation also suffered from the crisis. Students could also take advantage of	In Scenario 2, the student would be the programs' thermometer, incorporating in the curriculum real-life experiences acquired in the internships.

		soft and hard skills considered essential by the industry in their internship to facilitate students' access to the labor market.	
	Undergraduate thesis	-	Coursework and final thesis aiming at the industry's real problems could enhance the Networks driving force and, consequently, Scenarios 1 and 2.
	Alumni	As graduates are the long-lasting relationship with the industry, programs should incorporate soft and hard skills that make sense for their employability, thus improving this connection.	-
	Events' participation	-	Inviting the industry for events, lectures, and classes, programs' participation in associations, and field trips in companies could strengthen the Networks driving force and, consequently, Scenarios 1 and 2.
	Social media	-	Social media could help translate what the university is doing, strengthening the Networks driving force and, consequently, Scenarios 1 and 2.
Problems	Liberal versus vocational curricula	Soft skills, which are the most prominent in the professional environment, ranked more important than hard skills. Nevertheless, traditional curricula still fail to address them. Additionally, the two operational skills factors (private and public) had higher means than the General Knowledge (i.e., liberal courses) skills.	Scenarios 1 and 2, which build networks, emphasized more operational disciplines aiming at real-life themes and cross-curricular skills. In turn, Scenarios 3 and 4 remained academic-oriented.
	National Curricular Guidelines	The EFA followed a set of hard skills similar to the national guidelines. This result was a surprise. The labor market struggles to absorb professionals, but it also did not indicate a path of change. There is a need to discuss hard skills jointly between the industry and academia.	Scenarios 1 and 3 maintained the current structure of a generalized curriculum.
	Fixation on public service and fear of the private	The EFA demonstrated that operational skills for the public sector ranked second with the highest mean, although most of the respondents were from the private sector. Therefore, the industry also legitimized curricula focus on public management, not indicating significant changes in the curriculum, except for soft skills importance.	Building networks also with the private sector was the most important driving force listed by the experts, demonstrating that this fear of the private should not remain in the future of tourism education.
	Blaming the industry	Instead of blaming the industry for the problems in tourism employability,	Scenarios 1 and 2 reinforced the network-

		Study 2 reinforced that educators and industry representatives should talk to each other to deepen joint discussions about the skills required for tourism education.	building outcome, allowing educators and the industry to have a knowledge-based foundation to co-create and re-design tourism curricula in partnership and not in isolation.
	Industry's erased voices	Study 2 sought to find answers within the industry about the skills required for the education of tourism professionals. The industry showed that soft skills are more important than hard skills, so educators should incorporate them into the curriculum.	Scenarios 1 and 2 presented the possibility of curricula design in partnership with the industry.
	Students' erased voices	-	In Scenario 2, students would choose what they want to study, thereby becoming the protagonists of the educational process, also helping in curricula design.

SOURCE: The author (2021)

Table 11 brings us interesting insights to reflect on the industry/academia relation and its relevance in the undergraduate degrees' survival. I would like to comment and reinforce some of these results. Firstly, programs should maintain the strengths identified in Study 1 because although they are positive, they can continually improve. For example, if curricula begin to incorporate more soft skills, graduates will use them in the labor market and students in their internships. That way, the industry's perception of the programs could become more favorable from the bottom up. Moreover, the industry/academia relation's strengths clearly benefit from the Networks driving force. Therefore, Scenarios 1 and 2 would be the most suitable for educators to rethink the programs and consolidate the industry/academia relation.

Regarding the curriculum, I have two observations. Soft skills, TOS Public and TOS Private, were the factors with the highest means, showing that the industry indeed values behavioral and operational skills. Even if curricula have liberal components, programs should not ignore these skills and extra-disciplinary knowledge. When analyzing hard skills, the respondents placed more importance on the operational skills for the public sector, legitimizing the National Curricular Guidelines focus on public management. I must confess that I was not expecting this result. One of the reasons I decided to conduct the skills survey with the industry was precisely to look for different realities. However, the industry did not point out extreme

changes that would indicate any paradigm shift for tourism education in Brazil, except for soft skills that are already a significant contribution.

Therefore, the three studies demonstrated how relevant it is to design curricula and develop programs that consider the interconnected world of tourism (TRIBE; LIBURD, 2016). Only deep and joint discussions between academia, industry, students, and other stakeholders will guarantee that the next decade of tourism education in Brazil continues to educate qualified professionals for the post-pandemic labor market.

9 FINAL CONCLUSIONS

This dissertation achieved the three specific goals proposed in the prelude, allowing the discussion of the past, present, and future of Brazilian tourism undergraduate degrees in the context of COVID-19, considering the industry/academia relation. Additionally, each specific goal became a single paper with different but complementary objectives, literature, methods, results, and discussions. Therefore, the study about the past (first specific goal) identified the pre-existing strengths and problems of the industry/academia relation in 15 undergraduate degrees. The five strengths were: internships, undergraduate thesis, alumni, events' participation, and social media. Moreover, the six problems were: liberal versus vocational curricula, the National Curricular Guidelines, inclination towards public service, blaming the industry, erased voices from the industry and students.

Moving to the study about the present (second specific goal), the pandemic's impact on tourism-related jobs and internships set the context to analyze the industry's perception of the soft and hard skills required for the education of tourism professionals. Therefore, results showed that soft skills were more important to the industry than hard skills and should incorporate curricula. Nevertheless, the hard skills factors followed a set of content similar to the national guidelines, meaning that the industry did not indicate a considerable path of change. The results from the skills survey also had implications for the pandemic scenario because soft skills such as know how to adapt to changes, solve problems and conflicts, and create and innovate could strengthen graduates' performance in the labor market during and after the pandemic. Furthermore, some of this study's hard skills (e.g., crisis management, technological resources, statistics, and data analysis) may provide adequate tools for the professional to solve the industry's challenges.

The study about the future (third specific goal) presented eight driving forces and four possible scenarios for Brazilian tourism education towards 2031. Two drivers (i.e., Networks and Curriculum) and their four polar outcomes (i.e., Networks Building, Academic Bubble, Generalized Curriculum, and Customized Curriculum) formed the 2x2 scenario matrix. The "Well-connected standardization" scenario highlighted the importance of building external networks with the industry but maintained a generalized curriculum. Secondly, the "Student's protagonism in the

industry/academia relation" scenario proposed curricula customization that would rapidly adapt to the ever-changing labor market by offering open elective courses and cross-curricular skills that matter for the students and industry. However, the scenario named "Stuck in the past" did not bring much innovation for the programs because it presented a generalized curriculum with academic-oriented courses. Lastly, the fourth scenario ("Choices within the bubble") proposed a tailor-made program with curricula designed mainly by the academic bubble, i.e., the faculty.

After presenting the three articles, I also combined the studies since the past, present, and future go hand in hand. Nonetheless, the three studies reinforced that the industry/academia relation is essential for the programs' survival during the next decade, so both educators and the industry should break the wall separating the world of tourism from the study of tourism. In addition to the results, the three studies also had theoretical and practical contributions to tourism education in Brazil, as follows.

9.1 THEORETICAL CONTRIBUTIONS

The first study established theoretical propositions about the strengths and problems in the industry/academia relation of tourism undergraduate degrees in Brazil. For instance, the tourism non-vocational education makes more sense for Brazilian universities because the disciplines usually have reflexive tendencies and do not teach the tools for the student to work in the industry. Furthermore, curricula design reinforces the individual perspectives of the faculty. However, the degrees benefit from internships, alumni, events, social media, among other activities.

Secondly, this dissertation also identified the pandemic's impact on tourism-related jobs and internships. Moreover, it mapped the soft and hard skills required by the tourism industry, bringing a Brazilian perspective to the KSAs' literature since few studies investigate soft and hard skills in the country. Following the international literature, soft skills stood out as the most essential for the tourism industry. Nevertheless, the industry legitimizes the National Curricular Guidelines' hard skills.

Finally, the last paper outlined eight driving forces and four paths that the programs could take towards 2031. While these forces (i.e., Networks, Curriculum, Hybrid Education, Cross-curricular Skills, Faculty, Internationalization, Higher Education Structure, and Neglected Topics) might influence the future of tourism

education in Brazil, the four scenarios are a backdrop for the degrees to make better decisions in the present, based on what might happen in the future.

9.2 PRACTICAL CONTRIBUTIONS

This dissertation may encourage tourism undergraduate degrees to approach the industry, better connecting the labor market and the university. Study 1, for example, can contribute to the planning, design, and review of tourism curricula by educators seeking a closer relationship with the industry.

Study 2 presented a list of skills based on insights from the industry that tourism programs can readily use to collaboratively strengthen tourism education and employability. Some skills might also assist tourism employability in this pandemic scenario because tourism professionals need to adapt to changes and help solve the problems that arise.

Lastly, Study 3 contributed to a reflection on Brazilian tourism education, allowing educators, professors, students, and the industry to have a knowledge-based foundation to co-create and re-design undergraduate tourism curricula, either locally at the universities, or even in the national scope.

9.3 LIMITATIONS AND FUTURE RESEARCH

Each study addressed its specific limitations. However, I would like to add some other obstacles I had with this research. Firstly, the one and only COVID-19! Besides the expected emotional ups and downs, I changed my dissertation topic in the middle of the pandemic, stating the data collection in June 2020. Thus, I completed three different studies in less than a year, which was a bit stressful. Secondly, the Thesis by Published Work structure was mainly beneficial, but Brazilian universities may not yet be ready to embrace this template. I was the first in my graduate program to use this structure, and my dissertation was the 70th since 2013. The biggest challenge was writing the papers using APA or Harvard standards and then changing everything again into ABNT.

Moreover, even though I speak and write in English, I recognize that my academic writing in another language must improve. I apologize in advance for the mistakes. I found it particularly challenging to translate terms with different meanings

in English and Brazilian contexts. The industry/academia relation was definitely the most challenging term because "tourism industry" in Brazil may be misunderstood by the academic community (ANDRADE; MORETTO NETO, 2001; VALDUGA, 2008; MONLEVADE, 2010). Other terms such as "skills" instead of "competencies" or "tourism education" instead of "tourism and hospitality education" also considered the language, the journal, and the research's context.

Concerning future research, Chapters 5, 6, and 7 have already made suggestions related to the topics addressed in each study. Therefore, my final recommendation is to extend the studies, either in the number of participants, regional scope, or the national context. I make myself available to the reader, academic community, educators, industry, and other students to discuss my project, assist in its expansion, and disseminate the knowledge generated by the three studies. My only hope at the end of this research is that the results will improve the education of tourism professionals, so they can enhance their performance in the industry, becoming indispensable for the future's labor market.

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APPENDIX 1 – TOURISM CURRICULUM ANALYSIS MATRIX (STUDY 1)

1. Autores da proposta		
O que deve ser analisado	a) Quem produziu a proposta?	
	b) Como foi produzida?	
	c) Quem participou desta produção (alunos, professores, mercado)? É possível ler as vozes dos participantes? Os co-autores podem questioná-la?	
	d) Em que condições a proposta foi elaborada?	
	e) O percurso na história é resgatado?	
2. Texto da proposta		
O que deve ser analisado	**Motivos do Curso**	a) Quais são os fundamentos teóricos e áreas do conhecimento que baseiam a proposta?
		b) É de natureza vocacional? Ou possui uma outra abordagem?
		c) O nome do curso está de acordo com a sua natureza?
		d) Quais os valores que permeiam a proposta? Estão explícitos?
	Demanda	a) A proposta apresenta justificativa para abertura/manutenção do curso?
	Objetivos	a) Quais são os objetivos da proposta?
		b) Os objetivos são realistas?
		c) O projeto é formatado para uma realidade mais local, regional, nacional ou internacional? Isto está alinhado à realidade educacional/turística de onde se insere?
		d) Os objetivos são mais específicos ou generalistas? Existe um equilíbrio?
	Categorização da Grade Curricular	a) A estrutura do curso possui uma abordagem mais vocacional ou liberal? Existe um equilíbrio entre as duas?
		b) A estrutura está alinhada com o motivo e objetivos do curso?
		c) O aluno pode escolher diferentes tipos de abordagem?
		d) O projeto prevê a integração da teoria com a prática?
	Flexibilidade	a) As estruturas são flexíveis, ou seja, permitem o aluno decidir como estudar (*full-time*, *part-time*, online, etc.)?
		b) O aluno pode escolher como progredir para finalizar o curso?
	Resultados de aprendizagem	a) O currículo desenvolve competências transferíveis para o mercado de trabalho ou outro caminho escolhido pelo estudante?
	Estratégias de avaliação	a) O aluno possui flexibilidade na conclusão do curso?
	Estratégias de ensino e aprendizagem	a) Quem são os profissionais do curso?
		b) O currículo prevê estratégias de ensino inovadoras condizentes com o estudante moderno?
		c) A proposta aponta os benefícios do espaço educativo?
		d) O currículo prevê experiência de trabalho?
		e) O currículo prevê disciplinas que auxiliem na colocação do estudante nesta experiência de trabalho?
	Desenvolver um sistema de validação e revisão	a) O currículo leva em consideração as opiniões dos alunos?
3. A quem se destina		
O que deve ser analisado	a) Qual é a aposta da proposta? Quem serão os alunos formados pela proposta?	

SOURCE: The author (2021) based on Kramer (1997), Horng (2004), and Fidgeon (2010)

APPENDIX 2 – SEMI-STRUCTURED INTERVIEW SCRIPT WITH THE COORDINATORS (STUDY 1)

Hora:
Data:
Local:
Entrevistador:
Entrevistado:
Posição do entrevistado:

Descrição breve do projeto:

Bom (dia/tarde/noite), me chamo Mateus José Alves Pinto e sou mestrando do Programa de Pós-graduação em Turismo da UFPR. Este ano estou escrevendo a minha dissertação e conto com a sua participação para finalizá-la.

Este projeto possui o objetivo de analisar o impacto da crise econômica e sanitária causada pela pandemia da COVID-19 na educação do turismo no ensino superior no Brasil. Para isso, a primeira etapa visa verificar o passado da educação do turismo. Por isso, esta entrevista servirá para identificar os problemas que já existiam na educação do turismo antes da pandemia, principalmente no que concerne à relação do mercado com a academia. Este projeto foi aprovado pelo Comitê de Ética em Pesquisa com Seres Humanos da UFPR (CAAE 31439220.7.0000.0102).

Orientações:
1 – Esta entrevista possui 10 perguntas abertas;
2 – A duração prevista é de 1hr – 1hr20min;
3 – A sua participação neste estudo é voluntária e se o(a) senhor(a) não quiser mais fazer parte da pesquisa poderá desistir a qualquer momento;
4 – As informações relacionadas ao estudo poderão ser conhecidas por pessoas autorizadas. No entanto, se qualquer informação for divulgada em publicação, isto será feito sob forma codificada;
5 – As orientações completas constam no TCLE e Termo de Uso de Voz, que foram enviados anteriormente por e-mail. Peço para que o senhor(a) me devolva-os assinados, caso aceite os termos propostos nos documentos.
Vamos começar?

Pergunta 1 - O/A senhor(a) poderia me dar um breve histórico da sua atuação dentro do curso que coordena?

Pergunta 2 – Levando em consideração a sua formação como professor, você considera que a formação profissional do corpo docente do curso possui um padrão? Existem incentivos para formação continuada dos docentes?

Pergunta 3 - Como o/a senhor(a) percebe a influência do mercado de trabalho na educação do turismo?

Pergunta 4 - De qual maneira ocorre a relação do curso que o/a senhor(a) coordena com o mercado de trabalho na sua região?

Pergunta 5 - O/A senhor(a) considera esta relação boa e rentável para a universidade e para as empresas?

Pergunta 6 - Quais são os principais problemas que o/a senhor(a) identifica nesta relação do curso superior em turismo com o mercado de trabalho?

Pergunta 7 - O/A senhor(a) conhece as demandas que o mercado de trabalho da sua região necessita que o turismólogo possua?

Pergunta 8 - Para o/a senhor(a), as disciplinas ofertadas pelo seu curso dialogam com o mercado de trabalho? Ou seja, o currículo está alinhado com as demandas que o mercado necessita do profissional?
Pergunta 9 - Quais os principais problemas que o/a senhor(a) identifica no currículo do curso que coordena? O que o/a senhor(a) mudaria no currículo do curso?
Pergunta 10 - Por fim, apesar do objetivo desta entrevista ser de identificar os problemas que já existiam no curso antes da pandemia da COVID-19, gostaríamos de aproveitar a última pergunta para saber a sua opinião: o/a senhor(a) acha que o currículo do seu curso superior de turismo deve sofrer alterações para atender às demandas deste mercado frágil e quebrado pela crise ocasionada devido à pandemia? Como o/a senhor(a) percebe o futuro da educação do turismo no ensino superior?

SOURCE: The author (2021)

APPENDIX 3 – INTERNSHIPS QUESTIONNAIRE (STUDY 2)

Seção 1
Título: Pesquisa sobre o impacto da COVID-19 nos estágios em turismo e áreas afins
Olá!
Meu nome é Mateus José Alves Pinto e sou Mestrando do Programa de Pós-graduação em Turismo da UFPR. Estou escrevendo a minha dissertação intitulada "O passado, presente e futuro da educação do turismo no Brasil no contexto da crise da COVID-19".

O meu estudo prevê uma pesquisa online com ESTUDANTES DE CURSOS SUPERIORES DE TURISMO DO ESTADO DO PARANÁ, para verificar o impacto da COVID-19 nos estágios em turismo e áreas afins.

O tempo de resposta do questionário é de 5 a 7 minutos. O projeto foi aprovado pelo Comitê de Ética em Pesquisa da UFPR (CAAE nº 31439220.7.0000.0102).

Gostaríamos de contar com a sua colaboração para responder com atenção e sinceridade a todas as questões. Ressaltamos que as respostas são anônimas, os dados só poderão ser divulgados de forma codificada e somente os pesquisadores deste estudo terão acesso aos dados coletados.

Agradecemos antecipadamente pela sua colaboração!

PPGTurismo UFPR - Programa de Pós-graduação em Turismo
Grupo de Pesquisa TEEM - Turismo, Educação, Emprego e Mercado

*Considere o início da pandemia 11 de março de 2020

Seção 2
TCLE

Acesse o link a seguir para ler o Termo de Consentimento Livre e Esclarecido (TCLE), documento que explica todos os procedimentos, vantagens e desvantagens da pesquisa: https://bit.ly/2KeHvc2

Assinale abaixo se você concorda em participar deste estudo voluntariamente:
( ) Concordo em participar

Seção 3
Estágio

Pergunta 1 – Você fazia estágio antes da pandemia da COVID-19?
Considerar o início da pandemia 11 de março de 2020
( ) Sim (ir para a seção 5/pergunta 3)
( ) Não (ir para a seção 4/pergunta 2)

Seção 4
Busca por estágio antes da pandemia

Pergunta 2 – Você estava procurando estágio antes da pandemia da COVID-19?
Considerar o início da pandemia 11 de março de 2020
( ) Sim (ir para a seção 7/pergunta 5)
( ) Não (ir para a seção 10/pergunta 8)

Seção 5
Dispensa do estágio

Pergunta 3 – Você foi dispensado do estágio durante a pandemia?
Considerar o início da pandemia 11 de março de 2020
( ) Sim, e o motivo da dispensa foi a pandemia (ir para a seção 9/pergunta 7)
( ) Sim, mas o motivo da dispensa não foi a pandemia (ir para a seção 9/pergunta 7)

( ) Sim, mas a empresa não especificou o motivo da dispensa (ir para a seção 9/pergunta 7)
( ) Não, mas eu pedi para sair do estágio (ir para a seção 9/pergunta 7)
( ) Não, continuo fazendo estágio (ir para a seção 6/pergunta 4)

Seção 6
Se você está fazendo estágio

Pergunta 4 – Você se sente ameaçado em ser dispensado por causa da pandemia?
* Considerar o início da pandemia 11 de março de 2020
( ) Sim (ir para a seção 9/pergunta 7)
( ) Não (ir para a seção 9/pergunta 7)

Seção 7
Se você estava procurando estágio antes da pandemia
Considerar o início da pandemia 11 de março de 2020

Pergunta 5 – Você conseguiu o estágio?
( ) Sim (ir para a seção 9/pergunta 7)
( ) Não (ir para a seção 8/pergunta 6)

Seção 8
Se você estava procurando estágio antes da pandemia
Considerar o início da pandemia 11 de março de 2020

Pergunta 6 – Você considera que a pandemia foi o principal motivo pelo qual você possa não ter conseguido uma vaga?
Considerar o início da pandemia 11 de março de 2020
( ) Sim (ir para a seção 10/pergunta 8)
( ) Não (ir para a seção 10/pergunta 8)

Seção 9
Área de atuação da organização
Considerar o início da pandemia 11 de março de 2020

Pergunta 7 – Qual é a área de atuação da organização que você estagiava ou estagia?
Baseado nas Atividades Características de Turismo (ACT)
( ) Agências e organizadoras de viagens
( ) Alimentação
( ) Alojamento
( ) Aluguel de equipamentos de transporte
( ) Atividades culturais (produção teatral e musical; espetáculos; shows; atividades de museu e prédios históricos; atividades de jardins botânicos, zoológicos, parques nacionais, reservas ecológicas e áreas de proteção ambiental)
( ) Atividades desportivas e recreativas (aluguel de equipamentos recreativos; eventos esportivos; parques temáticos; discotecas; jogos de boliche, sinuca, bilhar e jogos eletrônicos)
( ) Centros de Atendimento ao Turista/Posto Informação Turística (exceto os vinculados ao Setor Público)
( ) Eventos (organização e captação de eventos corporativos, conferências, feiras, entre outros)
( ) Setor público da área (Secretarias, Institutos, Órgãos municipais, estaduais, regionais e federais, ou CATs/PITs do setor público)
( ) Setor público de outras áreas
( ) Transporte ferroviário de passageiros
( ) Transporte rodoviário de passageiros
( ) Transporte aquaviário de passageiros
( ) Transporte aéreo de passageiros
( ) Outra área: especificar

Seção 10
Oferta de estágios durante a pandemia
Considerar o início da pandemia 11 de março de 2020

Pergunta 8 – Como você percebe a oferta de vagas de estágio durante a pandemia?
Responda de 1 a 5, sendo: 1 - Muito ruim; 2 - Ruim; 3 - Nem ruim, nem bom; 4 - Bom; 5 - Muito bom
( ) 1
( ) 2
( ) 3
( ) 4
( ) 5
( ) Não sei responder

Pergunta 9 – Quais organizações você percebe que estão oferecendo mais vagas de estágio durante a pandemia? Assinale até 3 alternativas.
Baseado nas Atividades Características de Turismo (ACT)
( ) Agências e organizadoras de viagens
( ) Alimentação
( ) Alojamento
( ) Aluguel de equipamentos de transporte
( ) Atividades culturais (produção teatral e musical; espetáculos; shows; atividades de museu e prédios históricos; atividades de jardins botânicos, zoológicos, parques nacionais, reservas ecológicas e áreas de proteção ambiental)
( ) Atividades desportivas e recreativas (aluguel de equipamentos recreativos; eventos esportivos; parques temáticos; discotecas; jogos de boliche, sinuca, bilhar e jogos eletrônicos)
( ) Centros de Atendimento ao Turista/Posto Informação Turística (exceto os vinculados ao Setor Público)
( ) Eventos (organização e captação de eventos corporativos, conferências, feiras, entre outros)
( ) Setor público da área (Secretarias, Institutos, Órgãos municipais, estaduais, regionais e federais, ou CATs/PITs do setor público)
( ) Setor público de outras áreas
( ) Transporte ferroviário de passageiros
( ) Transporte rodoviário de passageiros
( ) Transporte aquaviário de passageiros
( ) Transporte aéreo de passageiros
( ) Não sei responder
( ) Outra área: especificar

Seção 11
Impacto da COVID-19
Considerar o início da pandemia 11 de março de 2020

Pergunta 10 – Você considera que a pandemia da COVID-19 irá impactar na formação superior do turismólogo?
( ) Sim
( ) Não
( ) Não sei responder

Pergunta 11 – Com base na sua resposta da pergunta anterior, o que você acha que deve mudar no SEU curso superior de turismo?

Seção 12
Informações do respondente

Pergunta 12 – Universidade em que estuda:
Se você marcou outros, por favor informe nome do curso, titulação, modalidade de ensino, universidade e cidade. Ex: Turismo, Bacharelado, Presencial, UFPR, Curitiba
( ) Centro Universitário Campos de Andrade (UNIANDRADE) - Gestão de Turismo (Tecnólogo)
( ) Centro Universitário Dinâmica das Cataratas (UDC) - Gestão de Eventos (Tecnólogo)
( ) Centro Universitário Dinâmica das Cataratas (UDC) - Hotelaria (Tecnólogo)
( ) Centro Universitário Dinâmica das Cataratas (UDC) - Turismo (Bacharelado)
( ) Centro Universitário Internacional (UNINTER) - Gestão de Turismo (Tecnólogo)
( ) Faculdade Pitágoras - Gestão de Turismo (Tecnólogo)
( ) Universidade Estácio de Sá (Estácio) - Turismo (Bacharelado)
( ) Universidade Estadual de Ponta Grossa (UEPG) - Turismo (Bacharelado)
( ) Universidade Estadual do Centro Oeste (UNICENTRO) - Turismo (Bacharelado)
( ) Universidade Estadual do Oeste do Paraná (UNIOESTE) - Hotelaria (Bacharelado)
( ) Universidade Estadual do Oeste do Paraná (UNIOESTE) - Turismo (Bacharelado)
( ) Universidade Estadual do Paraná (UNESPAR) - Turismo e Meio Ambiente (Bacharelado)
( ) Universidade Estadual do Paraná (UNESPAR) - Turismo e Negócios (Bacharelado)
( ) Universidade Federal do Paraná (UFPR) - Gestão de Turismo (Tecnólogo)
( ) Universidade Federal do Paraná (UFPR) - Turismo (Bacharelado)
( ) Outros

Pergunta 13 – Período em que está matriculado
( ) 1º
( ) 2º
( ) 3º
( ) 4º
( ) 5º
( ) 6º
( ) 7º
( ) 8º
( ) Desperiodizado (se você está matriculado em mais de um período ou se já ultrapassou o período estipulado para término do curso)

Pergunta 14 – Idade em números
Ex: 26

Pergunta 15 – Gênero
( ) Masculino
( ) Feminino
( ) Prefiro não responder
( ) Outros

SOURCE: The author (2021)

APPENDIX 4 – SKILLS QUESTIONNAIRE (STUDY 2)

Seção 1
Título: Pesquisa sobre competências para profissionais do turismo
Olá!
Meu nome é Mateus José Alves Pinto e sou Mestrando do Programa de Pós-graduação em Turismo da UFPR. Estou escrevendo a minha dissertação intitulada "O passado, presente e futuro da educação do turismo no Brasil no contexto da crise da COVID-19".

O meu estudo prevê uma PESQUISA ONLINE COM O MERCADO TURÍSTICO PARANAENSE, para verificar quais competências são essenciais para a formação do profissional do turismo.

O tempo de resposta do questionário é de 5 a 7 minutos. O projeto foi aprovado pelo Comitê de Ética em Pesquisa da UFPR (CAAE nº 31439220.7.0000.0102).

Gostaríamos de contar com a sua colaboração para responder com atenção e sinceridade a todas as questões. Ressaltamos que as respostas são anônimas, os dados só poderão ser divulgados de forma codificada e somente os pesquisadores deste estudo terão acesso aos dados coletados.

OBS: caso você responda esta pesquisa pelo celular, sugerimos que faça na posição horizontal (paisagem).

Agradecemos antecipadamente pela sua colaboração!

PPGTurismo UFPR - Programa de Pós-graduação em Turismo
Grupo de Pesquisa TEEM - Turismo, Educação, Emprego e Mercado

Seção 2
Acesse o link a seguir para ler o Termo de Consentimento Livre e Esclarecido (TCLE), documento que explica todos os procedimentos, vantagens e desvantagens da pesquisa: https://bit.ly/2KeHvc2

Assinale abaixo se você concorda em participar deste estudo voluntariamente:

( ) Concordo em participar

Seção 3
Quais competências você acha que o profissional do turismo DEVE possuir?
Entende-se por "competências": conjunto de habilidades, atitudes e conhecimentos que o profissional precisa possuir para atuar de forma eficaz em uma organização.

Pergunta 1 – O profissional do turismo DEVE:
Assinale a importância das competências abaixo de 1 a 6, sendo: 1 - Pouco importante a 6 - Essencial
( ) Atuar com ética
( ) Compreender a complexidade do mundo globalizado
( ) Compreender as políticas nacionais e regionais do Turismo
( ) Elaborar inventários turísticos
( ) Elaborar planos municipais e estaduais de turismo
( ) Experimentar novos desafios
( ) Obter novos conhecimentos ao longo da vida
( ) Planejar ações turísticas por meio de projetos, planos e programas
( ) Relacionar-se positivamente com o turista/consumidor
( ) Saber adaptar-se às mudanças
( ) Saber administrar suas emoções
( ) Saber como aplicar a legislação pertinente
( ) Saber como classificar os estabelecimentos prestadores de serviços turísticos
( ) Saber criar e inovar
( ) Saber destacar suas habilidades pessoais
( ) Saber liderar
( ) Saber pilotar avião

( ) Saber resolver problemas e conflitos
( ) Saber se comunicar de forma oral e escrita
( ) Saber trabalhar com outras pessoas

Seção 4
Quais conhecimentos você acha que o profissional do turismo DEVE possuir?
Entende-se por "conhecimentos": áreas do saber que o profissional precisa compreender para atuar de forma eficaz em uma organização.

Pergunta 2 – O profissional do turismo deve possuir CONHECIMENTO EM:
Assinale a importância dos conhecimentos abaixo de 1 a 6, sendo: 1 - Pouco importante a 6 - Essencial
( ) Análise e gestão financeira
( ) Arte, cultura e patrimônio
( ) Ciências Sociais (antropologia, sociologia, filosofia e história)
( ) Construção civil
( ) Diferentes mercados turísticos
( ) Estatística e Análise de dados
( ) Formas de manifestação da comunidade
( ) Geografia
( ) Gestão de crises
( ) Informática e recursos tecnológicos
( ) Marketing
( ) Planejamento e gestão de empreendimentos turísticos
( ) Planejamento, operação e execução de pacotes turísticos
( ) Recursos Humanos
( ) Reservas de produtos turísticos
( ) Idiomas
( ) Segurança do trabalho
( ) Sistemas de Informação Turísticos (GDS)
( ) Técnicas de vendas

Seção 5
Formação do profissional do turismo

Pergunta 3 – Qual destas formações você acha que o profissional do turismo deve possuir para atuar na SUA organização?
( ) Curso Técnico (Nível Médio)
( ) Tecnólogo (Nível Superior)
( ) Bacharelado
( ) Especialização ou MBA
( ) Mestrado
( ) Doutorado

Seção 6
Impacto da COVID-19

Pergunta 4 – Você considera que a pandemia da COVID-19 irá impactar na formação superior do turismólogo?
( ) Sim
( ) Não
( ) Não sei responder

Pergunta 5 – Com base na sua resposta da pergunta anterior, quais outras competências você considera essenciais para o profissional do turismo na SUA organização?

Seção 7
Informações do respondente

Pergunta 6 – Área de atuação da organização:
Baseado nas Atividades Características de Turismo (ACT)

( ) Agências e organizadoras de viagens
( ) Alimentação
( ) Alojamento
( ) Aluguel de equipamentos de transporte
( ) Atividades culturais (produção teatral e musical; espetáculos; shows; atividades de museu e prédios históricos; atividades de jardins botânicos, zoológicos, parques nacionais, reservas ecológicas e áreas de proteção ambiental)
( ) Atividades desportivas e recreativas (aluguel de equipamentos recreativos; eventos esportivos; parques temáticos; discotecas; jogos de boliche, sinuca, bilhar e jogos eletrônicos)
( ) Centros de Atendimento ao Turista/Posto Informação Turística (exceto os vinculados ao Setor Público)
( ) Eventos (organização e captação de eventos corporativos, conferências, feiras, entre outros)
( ) Setor público (Secretarias, Institutos, Órgãos municipais, estaduais, regionais e federais, ou CATs/PITs do setor público)
( ) Transporte ferroviário de passageiros
( ) Transporte rodoviário de passageiros
( ) Transporte aquaviário de passageiros
( ) Transporte aéreo de passageiros
( ) Outra área: especificar

Pergunta 7 – Cidade em que está a empresa:

Pergunta 8 – Qual é o seu maior nível de escolaridade?
( ) Fundamental
( ) Médio
( ) Superior
( ) Especialização
( ) Mestrado
( ) Doutorado

Pergunta 9 – Você fez ou está fazendo algum curso de graduação ou pós-graduação em turismo?
( ) Sim, eu já fiz
( ) Sim, estou fazendo
( ) Não

Pergunta 10 – Se você respondeu sim, por favor informe nome do curso, titulação, universidade e cidade:
Caso não tenha feito nenhum curso de turismo, escrever: "Não se aplica"

SOURCE: The author (2021) based on Brasil (2006), Sisson and Adams (2013), Tsai (2017), WGSN and Linkedin (2018), and the authors' research group (2020)

APPENDIX 5 – SEMI-STRUCTURED INTERVIEW SCRIPT WITH THE EXPERTS (STUDY 3)

Roteiro da entrevista semiestruturada com os especialistas
Hora: **Data:** **Local:** **Entrevistador:** **Entrevistado:** **Posição do entrevistado:** **Descrição breve do projeto:** Bom (dia/tarde/noite), me chamo Mateus José Alves Pinto e sou mestrando do Programa de Pós-graduação em Turismo da UFPR. Este ano estou escrevendo a minha dissertação e conto com a sua participação para finalizá-la. Este projeto possui o objetivo de analisar o impacto da crise econômica e sanitária causada pela pandemia da COVID-19 no ensino superior do turismo no Brasil. Para isso, a terceira e última etapa visa verificar o futuro da educação do turismo em 2031 (estamos considerando em torno de 10 anos). Utilizando a metodologia de construção de cenários futuros, esta entrevista servirá para identificar as principais *driving forces* (forças motrizes) que influenciarão os diversos futuros da educação do turismo pós-COVID-19, principalmente no que concerne aos currículos, formação e direcionamento dos cursos. Explicar a escolha do especialista: trabalha com a educação do turismo e representa uma das 14 megatendências do Copenhagen Institute for Futures Studies. **Orientações:** 1 – Este projeto foi aprovado pelo Comitê de Ética em Pesquisa com Seres Humanos da UFPR (CAAE 31439220.7.0000.0102); 2 – Esta entrevista possui nove perguntas abertas; 3 – A duração prevista é de 50 minutos – 1 hora; 4 – A sua participação neste estudo é voluntária e se o(a) senhor(a) não quiser mais fazer parte da pesquisa poderá desistir a qualquer momento; 5 – As informações relacionadas ao estudo poderão ser conhecidas por pessoas autorizadas. No entanto, se qualquer informação for divulgada em publicação, isto será feito sob forma codificada; 6 – As orientações completas constam no TCLE e Termo de Uso de Voz, que foram enviados anteriormente por e-mail. Peço para que o senhor(a) me devolva-os assinados, caso aceite os termos propostos nos documentos. Vamos começar?
Pergunta 1 (Quebra-Gelo) – O/A senhor(a) poderia me dar um breve histórico da sua atuação como professor/pesquisador? **Espaço para anotações:**
Pergunta 2 (Pesquisador atuando no quadrante do NÃO SEI QUE NÃO SEI – Onde está o mais alto impacto e também a maior incerteza – direita superior) – Imagine que eu sou um profissional dedicado a pesquisas de tendências e megatendências e, com elas, vou monitorando os rumos que a sociedade, os negócios e as políticas públicas seguem. Eles me auxiliam na construção de cenários de futuros, para então embasar tomadores de decisões a seguir e se aprofundar nos cenários, ou trabalhar para revertê-los. Ao Mateus, profissional de pesquisas em tendências, quais três perguntas você faria sobre o futuro da educação do turismo em 2031? Sinta-se livre para explorar diversos caminhos incomuns, que apontam para inquietações que já o chamam a atenção, ou para temas ainda aparentemente desconhecidos ou pouco prováveis. **Espaço para anotações:**

Pergunta 3 (Cenário Bom) – Agora, você deve assumir o papel do pesquisador de tendências e megatendências. Primeiramente, peço para que você se concentre em um cenário de futuro que seja favorável, acontecendo da maneira como você gostaria. Como você construiria as respostas para a as suas três questões anteriores?
Espaço para anotações:

Pergunta 4 (Cenário Ruim) – Neste momento, peço para que você se concentre em um cenário de futuro que não lhe apetece, que não lhe parece positivo e que tomou uma direção não desejável. Como você, sendo o profissional de pesquisa em tendências, responderia as suas três questões anteriores?
Espaço para anotações:

Pergunta 5 (Outras *driving forces*) – Além dos cenários explorados anteriormente, e levando em consideração a sua relação com as megatendências, você gostaria de mencionar alguma outra força/tendência/acontecimento/incerteza no ambiente externo e interno à educação do turismo que impulsionam o desenvolvimento do ensino superior do turismo no Brasil até 2031? Estas forças podem ser demográficas, econômicas, sociais/culturais, tecnológicas, ecológicas, políticas/institucionais/legais, entre outras. Explique o motivo pelo qual você a considera uma força motriz.
Espaço para anotações:

Pergunta 6 (Aprendizados do Passado) – Que eventos/características/atividades você pode identificar no passado da educação do turismo no Brasil, bons ou ruins, que devem permanecer em nossas memórias como lições importantes para o futuro?
Espaço para anotações:

Pergunta 7 (Decisões Importantes) – Quais são as grandes decisões, com implicações a longo prazo, que a educação do turismo enfrenta no momento? Por exemplo, que decisões precisam ser tomadas nos próximos meses para garantir o futuro (em 2031?) desejável?
Espaço para anotações:

Pergunta 8 (Limitações do Sistema) – Quais são as principais restrições/limitações que você enfrenta atuando com a educação do turismo que impedem você de alcançar resultados favoráveis no futuro (2031?)?
Espaço para anotações:

Pergunta 9 (Epitáfio) – Uma hora ou outra, no futuro, você vai deixar a sua posição atual. Você pode mudar de emprego, se aposentar, ou tirar um ano sabático para viajar. Pelo que você quer ser lembrado? O que você espera deixar de contribuição, que as pessoas associem ao seu período trabalhando como professor/pesquisador?
Espaço para anotações:

SOURCE: The author (2021) based on Van der Heijden (2005), Enger, Sandvik, and Iversen (2015), and Postma, Cavagnaro, and Spruyt (2017)

Roteiro da entrevista semiestruturada com o especialista de ensino superior

Hora:
Data:
Local:
Entrevistador:
Entrevistado:
Ocupação do entrevistado:

Descrição breve do projeto:

Bom (dia/tarde/noite), me chamo Mateus José Alves Pinto e sou mestrando do Programa de Pós-graduação em Turismo da UFPR. Este ano estou escrevendo a minha dissertação e conto com a sua participação para finalizá-la.

Este projeto possui o objetivo de analisar o impacto da crise econômica e sanitária causada pela pandemia da COVID-19 no ensino superior no Brasil. Para isso, a terceira e última etapa visa verificar o futuro da educação superior em 2031 (estamos considerando em torno de 10 anos). Utilizando a metodologia de construção de cenários futuros, esta entrevista servirá para identificar as principais *driving forces* (forças motrizes) que influenciarão os diversos futuros da educação pós-COVID-19, principalmente no que concerne aos currículos, formação e direcionamento dos cursos.

Objetivo da entrevista: obter uma visão macro sobre a perspectiva do futuro do ensino superior no Brasil.

Orientações:
1 – Este projeto foi aprovado pelo Comitê de Ética em Pesquisa com Seres Humanos da UFPR (CAAE 31439220.7.0000.0102);
2 – Esta entrevista possui três perguntas abertas;
3 – A duração prevista é de 30 minutos;
4 – A sua participação neste estudo é voluntária e se o(a) senhor(a) não quiser mais fazer parte da pesquisa poderá desistir a qualquer momento;
5 – As informações relacionadas ao estudo poderão ser conhecidas por pessoas autorizadas. No entanto, se qualquer informação for divulgada em publicação, isto será feito sob forma codificada;
6 – As orientações completas constam no TCLE e Termo de Uso de Voz, que foram enviados anteriormente por e-mail. Peço para que o senhor(a) me devolva-os assinados, caso aceite os termos propostos nos documentos.
Vamos começar?

Pergunta 1 (Quebra-Gelo) – O/A senhor(a) poderia me dar um breve histórico da sua atuação como professor/pesquisador/especialista em educação?
Espaço para anotações:

Pergunta 2 (Cenário Bom) – Primeiramente, peço para que o(a) senhor(a) se concentre em um cenário de futuro que seja favorável, acontecendo da maneira como gostaria. Para o(a) senhor(a), quais são as principais forças/tendências/acontecimentos/incertezas no ambiente externo e interno à educação que se relacionam com o desenvolvimento do ensino superior no Brasil até 2031 para um cenário positivo? Estas forças podem ser demográficas, econômicas, sociais/culturais, tecnológicas, ecológicas, políticas/institucionais/legais, entre outras. Explique o motivo pelo qual você a considera uma força motriz.
Espaço para anotações:

Pergunta 3 (Cenário Ruim) – Neste momento, peço para que o(a) senhor(a) se concentre em um cenário que tomou uma direção não desejável. Para o(a) senhor(a), quais são as principais forças/tendências/acontecimentos/incertezas no ambiente externo e interno à educação que se relacionam com o desenvolvimento do ensino superior no Brasil até 2031 para um cenário negativo? Estas forças podem ser demográficas, econômicas, sociais/culturais, tecnológicas, ecológicas, políticas/institucionais/legais, entre outras. Explique o motivo pelo qual você a considera uma força motriz.
Espaço para anotações:

SOURCE: The author (2021) based on Postma, Cavagnaro, and Spruyt (2017)

APPENDIX 6 – THE PROGRAMS' GENERAL OBJECTIVES (STUDY 1)

Curso	Objetivo geral
IFSC	Formar **gestores turísticos com competência e habilidades para administração de destinos, atrativos e organizações turísticas**, *com visão crítica* e empreendedora, aptos para concepção, gestão e supervisão operacional de projetos turísticos, para a prestação de serviços de assessoria técnica e/ou consultoria, bem como para pesquisa no turismo
PUC Campinas	**Habilitar profissionais de turismo atualizados no contexto das novas tecnologias e sobre as áreas de atuação do turismo**, das mais tradicionais as mais modernas (setores de transporte, hospitalidade, agenciamento, eventos e mega eventos, festas, lazer e entretenimento dos mais diversos).
UnB	Formar profissionais aptos para *analisar e produzir conhecimento*, **planejar, empreender e gerir políticas e ações** em diferentes escalas
USP – EACH	Propiciar um desenvolvimento profissional com novas informações, pesquisas e efetivo rigor nos *enfoques científicos* e **técnicos** próprios da área, com o diferencial de uma *visão humanista*, moderna e distinta das que normalmente ocorrem em instituições de ensino do gênero
USP – ECA	Formar profissionais que atuem no mercado como líderes, notórios por deter **conhecimentos técnico**-*científicos* embasados em *fundamentos da pesquisa científica e das ciências humanas* que os diferenciem diante das *exigências de reflexão para determinar soluções éticas, inovadoras e adequadas ao desenvolvimento da atividade turística*
UFPE – Hotelaria	Formar **profissionais para atuarem em organizações na área da hospitalidade** capacitados a compreender contextos organizacionais de forma holística, buscando a promoção do desenvolvimento ambiental, econômico e social baseados em uma *conduta ética e responsável*
UFPE – Turismo	Formar turismólogos interculturalmente competentes e capazes de lidarem e atuarem, de *forma crítica*, em **organizações e empreendimentos públicos e/ou privados na área** de turismo, capacitados a compreenderem contextos organizacionais na busca de soluções e habilitados à tomada de decisões que visem melhores resultados para as empresas, bem como a sua aplicabilidade ao estudo da realidade brasileira, colaborando com o desenvolvimento do País, do Nordeste e do Estado de Pernambuco, buscando a promoção do desenvolvimento ambiental, econômico e social, sempre com embasamento moral e ético, pautado numa conduta responsável
UFMA	Formar o profissional de turismo para **atuar nas áreas de planejamento e gestão das atividades e das empresas relacionadas ao turismo** e ao lazer, *através do estudo e pesquisa da influência de variáveis socioculturais*, naturais e econômicas que interferem na dinâmica do setor turístico
UFPA	Oportunizar aos alunos um ensino de qualidade e *formar profissionais geradores de novos conhecimentos inseridos na ética e entusiasmados pela pesquisa* no ramo do turismo e ecoturismo, assim como no **planejamento e organização do turismo**
UFPR – Curitiba	Ser um Centro de Referência em Turismo com ênfase, na pesquisa, no ensino e na extensão, *garantindo uma formação profissional, crítica e reflexiva*, estabelecendo parcerias solidárias com a comunidade, na busca de soluções coletivas para problemas locais, regionais e globais, garantindo a sustentabilidade e o desenvolvimento turístico
UFPR – Litoral	Formar tecnólogos em gestão do turismo **qualificados para o mundo do trabalho**, compromissados como *agentes promotores de desenvolvimento local* e habilitados para planejar e gerenciar produtos e serviços sustentáveis, nos setores públicos, privado e organismos do terceiro setor, além de empreender na área
FURG	A proposta do curso de Bacharelado em Turismo se justifica, em virtude de três aspectos importantes: (1) a relevância de uma formação acadêmica dinâmica e adequada à prática da atividade turística na sociedade atual, *valorizando o patrimônio histórico-ambiental*; (2) referir-se à *compreensão da epistemologia aplicada ao turismo*; e (3) promover a *busca pela investigação científica e pela reflexão* sobre os problemas, métodos e teorias nos estudos turísticos

UFRN – Natal	Formar o Bacharel em Turismo com **elevada competência em planejamento e gestão**, capaz de atuar nos diferentes segmentos e esferas do setor turístico com uma visão sistêmica e interdisciplinar, desempenhando o papel de articulador de toda a cadeia produtiva do turismo
UFRN – Currais Novos	Formar bacharéis em turismo com capacidade de atuar, *refletir*, intervir, **gerir e empreender** *de forma crítica, ética e responsável* na área do turismo, no setor público, no setor privado e no terceiro setor
UFF	Formação de profissionais qualificados para assumir o **planejamento, a gestão e administração de organizações e empreendimentos turísticos** de qualquer natureza e escala, nos seus diferentes níveis específicos (estratégico, gerencial e operacional), a partir de uma *visão holística* da relevância do fenômeno turístico no mundo contemporâneo

SOURCE: The author (2021)

NOTE: Bold highlight means the vocational component, and italics highlight the liberal component

APPENDIX 7 – TCLE (STUDY 1)

TERMO DE CONSENTIMENTO LIVRE E ESCLARECIDO

Nós, Professora Doutora Marcia Shizue Massukado Nakatani, pesquisadora responsável, e Mateus José Alves Pinto, aluno do Programa de Pós-graduação em Turismo, da Universidade Federal do Paraná, estamos convidando o(a) senhor(a), Coordenador(a) do Curso de Turismo, a participar de um estudo intitulado "O passado, presente e futuro da educação do turismo no Brasil no contexto da crise da COVID-19". Esta pesquisa é importante para entendermos as perspectivas futuras da educação do turismo no ensino superior no Brasil, face à crise econômica e sanitária causada pela pandemia da COVID-19.

a) O objetivo desta pesquisa é analisar o impacto da crise econômica e sanitária causada pela pandemia da COVID-19 na educação do turismo no ensino superior no Brasil.

b) Caso o(a) senhor(a) participe da pesquisa, será necessário agendar um dia e horário para realizar uma entrevista com os pesquisadores a fim de verificar a relação do curso que o(a) senhor(a) coordena com o mercado de trabalho em turismo. A entrevista será feita de maneira on-line, por meio de uma plataforma de videoconferência, respeitando as orientações de isolamento social.

c) Para tanto o(a) senhor(a) deverá entrar no link enviado pelos pesquisadores para acessar a plataforma de videoconferência no dia e horário agendados para darmos início a entrevista, o que levará aproximadamente uma hora.

d) É possível que o(a) senhor(a) experimente algum desconforto devido a falhas técnicas com a plataforma de videoconferência ou o acesso à internet.

e) Alguns riscos relacionados ao estudo podem ser constrangimento com as perguntas, ou com a entrevista on-line devido à dificuldade em acessar as plataformas digitais.

f) Os benefícios esperados com essa pesquisa são alinhamento e aproximação das expectativas entre o mercado de trabalho em turismo e a formação do turismólogo; mapeamento das habilidades que o mercado de trabalho irá demandar do profissional, levando em consideração o impacto da COVID-19 no turismo; análise e reflexão sobre o currículo dos cursos superiores de turismo e como eles devem estar estruturados para o mercado frente à crise econômica causada pela pandemia.

g) Os pesquisadores Professora Doutora Marcia Shizue Massukado Nakatani e Mateus José Alves Pinto, responsáveis por este estudo, poderão ser localizados no Departamento de Turismo da Universidade Federal do Paraná, Rua Rockefeller, 57, Rebouças - Curitiba/PR, 3º andar, e-mails: marcia.nakatani@gmail.com e mateusjose.trilhas@gmail.com, telefone fixo: (41) 3535-6281, no horário comercial das 9h às 12h e das 14h às 18h de segunda-feira a sexta-feira, para esclarecer eventuais dúvidas que o(a) senhor(a) possa ter e fornecer-lhe as informações que queira, antes, durante ou depois de encerrado o estudo. Durante o período de isolamento social, os pesquisadores estarão disponíveis para contato apenas on-line, nos horários mencionados acima.

Participante da Pesquisa e/ou Responsável Legal [rubrica]
Pesquisador Responsável ou quem aplicou o TCLE [rubrica]
Orientador [rubrica]

Comitê de Ética em Pesquisa com Seres Humanos do Setor de Ciências da Saúde da UFPR | CEP/SD
Rua Padre Camargo, 285 | 1º andar | Alto da Glória | Curitiba/PR | CEP 80060-240 |
cometica.saude@ufpr.br – telefone (041) 3360-7259

h) A sua participação neste estudo é voluntária e se o(a) senhor(a) não quiser mais fazer parte da pesquisa poderá desistir a qualquer momento e solicitar que lhe devolvam este Termo de Consentimento Livre e Esclarecido assinado.

i) As informações relacionadas ao estudo poderão ser conhecidas por pessoas autorizadas que, para este estudo, são os pesquisadores Professora Doutora Marcia Shizue Massukado Nakatani e Mateus José Alves Pinto. No entanto, se qualquer informação for divulgada em relatório ou publicação, isto será feito sob forma codificada, para que a **sua identidade seja preservada e mantida sua confidencialidade**.

j) O material obtido – respostas, voz e questionários – será utilizado unicamente para essa pesquisa e será descartado ao término do estudo, dentro de cinco anos.

k) As despesas necessárias para a realização da pesquisa como, por exemplo, material de escritório, assinatura da plataforma de videoconferência, eventuais transportes, entre outros, não são de sua responsabilidade e o(a) senhor(a) não receberá qualquer valor em dinheiro pela sua participação.

l) Quando os resultados forem publicados, não aparecerá seu nome, e sim um código.

m) Se você tiver dúvidas sobre seus direitos como participante de pesquisa, você pode contatar também o Comitê de Ética em Pesquisa em Seres Humanos (CEP/SD) do Setor de Ciências da Saúde da Universidade Federal do Paraná, pelo telefone 3360-7259. O Comitê de Ética em Pesquisa é um órgão colegiado multi e transdisciplinar, independente, que existe nas instituições que realizam pesquisa envolvendo seres humanos no Brasil e foi criado com o objetivo de proteger os participantes de pesquisa, em sua integridade e dignidade, e assegurar que as pesquisas sejam desenvolvidas dentro de padrões éticos (Resolução nº 466/12 Conselho Nacional de Saúde).
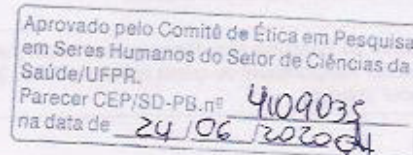
Eu, _____ li esse Termo de Consentimento e compreendi a natureza e objetivo do estudo do qual concordei em participar. A explicação que recebi menciona os riscos e benefícios. Eu entendi que sou livre para interromper minha participação a qualquer momento sem justificar minha decisão e sem qualquer prejuízo para mim.

Eu concordo voluntariamente em participar deste estudo.

Curitiba, ___ de _____ de _____

_____
[Assinatura do Participante de Pesquisa ou Responsável Legal]

_____
[Assinatura do Pesquisador Responsável ou quem aplicou o TCLE]

Aprovado pelo Comitê de Ética em Pesquisa em Seres Humanos do Setor de Ciências da Saúde/UFPR.
Parecer CEP/SD-PB.nº 4109035
na data de 24/06/2020

Comitê de Ética em Pesquisa com Seres Humanos do Setor de Ciências da Saúde da UFPR | CEP/SD
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cometica.saude@ufpr.br – telefone (041) 3360-7259

APPENDIX 8 – TCLE (STUDY 2)

TERMO DE CONSENTIMENTO LIVRE E ESCLARECIDO

Nós, Professora Doutora Marcia Shizue Massukado Nakatani, pesquisadora responsável, e Mateus José Alves Pinto, aluno do Programa de Pós-graduação em Turismo, da Universidade Federal do Paraná, estamos convidando vocês a participarem de um estudo intitulado "O passado, presente e futuro da educação do turismo no Brasil no contexto da crise da COVID-19". Esta pesquisa é importante para entendermos as perspectivas futuras da educação do turismo no ensino superior no Brasil, face à crise econômica e sanitária causada pela pandemia da COVID-19.

a) O objetivo desta pesquisa é analisar o impacto da crise econômica e sanitária causada pela pandemia da COVID-19 na educação do turismo no ensino superior no Brasil.

b) Caso vocês participem da pesquisa, será necessário responder o questionário do Google Docs on-line.

c) Para tanto vocês deverão entrar no link disponibilizado e responder as perguntas, o que levará aproximadamente 15 minutos.

d) É possível que vocês experimentem algum desconforto devido à falhas técnicas com o questionário ou dificuldades de acesso à internet.

e) Alguns riscos relacionados ao estudo podem ser constrangimento em responder as perguntas.

f) Os benefícios esperados com essa pesquisa são alinhamento e aproximação das expectativas entre o mercado de trabalho em turismo e a formação do turismólogo; mapeamento das habilidades que o mercado de trabalho irá demandar do profissional, levando em consideração o impacto da COVID-19 no turismo; análise e reflexão sobre o currículo dos cursos superiores de turismo e como eles devem estar estruturados para o mercado frente à crise econômica causada pela pandemia.

g) Os pesquisadores Professora Doutora Marcia Shizue Massukado Nakatani e Mateus José Alves Pinto responsáveis por este estudo, poderão ser localizados no Departamento de Turismo da Universidade Federal do Paraná, Rua Rockefeller, 57, Rebouças - Curitiba/PR, 3º andar, e-mails: marcia.nakatani@gmail.com e mateusjose.trilhas@gmail.com, telefone fixo: (41) 3535-6281, no horário comercial das 9h às 12h e das 14h às 18h de segunda-feira a sexta-feira, para esclarecer eventuais dúvidas que vocês possam ter e fornecer-lhes as informações que queiram, antes, durante ou depois de encerrado o estudo. Durante o período de isolamento social, os pesquisadores estarão disponíveis para contato apenas on-line, nos horários mencionados acima.

h) A sua participação neste estudo é voluntária e se vocês não quiserem mais fazer parte da pesquisa poderão desistir a qualquer momento saindo do link desta pesquisa.

i) As informações relacionadas ao estudo poderão ser conhecidas por pessoas autorizadas que, para este estudo, são os pesquisadores Professora Doutora Marcia Shizue Massukado Nakatani e Mateus José Alves Pinto. No entanto, se qualquer informação for divulgada em relatório ou publicação, isto será feito sob forma codificada, para que a **sua identidade seja preservada e mantida sua confidencialidade**.

j) O material obtido – respostas e questionários – será utilizado unicamente para essa pesquisa e será descartado ao término do estudo, dentro de cinco anos.

k) As despesas necessárias para a realização da pesquisa não são de sua responsabilidade e vocês não receberão qualquer valor em dinheiro pela sua participação.

l) Quando os resultados forem publicados, não aparecerá seu nome, e sim um código.

m) Se vocês tiverem dúvidas sobre seus direitos como participante de pesquisa, você pode contatar também o Comitê de Ética em Pesquisa em Seres Humanos (CEP/SD) do Setor de Ciências da Saúde da Universidade Federal do Paraná, pelo telefone 3360-7259. O Comitê de Ética em Pesquisa é um órgão colegiado multi e transdisciplinar, independente, que existe nas instituições que realizam pesquisa envolvendo seres humanos no Brasil e foi criado com o objetivo de proteger os participantes de pesquisa, em sua integridade e dignidade, e assegurar que as pesquisas sejam desenvolvidas dentro de padrões éticos (Resolução nº 466/12 Conselho Nacional de Saúde).

Eu li esse Termo de Consentimento e compreendi a natureza e objetivo do estudo do qual concordei em participar. A explicação que recebi menciona os riscos e benefícios. Eu entendi que sou livre para interromper minha participação a qualquer momento sem justificar minha decisão e sem qualquer prejuízo para mim.

Eu concordo voluntariamente em participar deste estudo.

Clicar no botão para iniciar a pesquisa.

Curitiba, ___ de _____ de ____

Aprovação pelo Comitê de Ética em Pesquisa em Seres Humanos do Setor de Ciências da Saúde/UFPR.
Parecer CEP/SD-PB.nº 4407035
na data de 24/06/2020

APPENDIX 9 – TCLE (STUDY 3)

TERMO DE CONSENTIMENTO LIVRE E ESCLARECIDO

Nós, Professora Doutora Marcia Shizue Massukado Nakatani, pesquisadora responsável, e Mateus José Alves Pinto, aluno do Programa de Pós-graduação em Turismo, da Universidade Federal do Paraná, estamos convidando o(a) senhor(a), representante/trabalhador(a) do mercado de trabalho em turismo, a participar de um estudo intitulado "O passado, presente e futuro da educação do turismo no Brasil no contexto da crise da COVID-19". Esta pesquisa é importante para entendermos as perspectivas futuras da educação do turismo no ensino superior no Brasil, face à crise econômica e sanitária causada pela pandemia da COVID-19.

a) O objetivo desta pesquisa é analisar o impacto da crise econômica e sanitária causada pela pandemia da COVID-19 na educação do turismo no ensino superior no Brasil.

b) Caso o(a) senhor(a) participe da pesquisa, será necessário agendar um dia e horário para realizar uma entrevista com os pesquisadores a fim de verificar o impacto econômico da crise nos negócios de turismo e como esta situação afetou a estrutura e as atividades das empresas. A entrevista será feita de maneira on-line, por meio de uma plataforma de videoconferência, respeitando as orientações de isolamento social.

c) Para tanto o(a) senhor(a) deverá entrar no link enviado pelos pesquisadores para acessar a plataforma de videoconferência no dia e horário agendados para darmos início a entrevista, o que levará aproximadamente uma hora.

d) É possível que o(a) senhor(a) experimente algum desconforto devido a falhas técnicas com a plataforma de videoconferência ou o acesso à internet.

e) Alguns riscos relacionados ao estudo podem ser constrangimento com as perguntas, ou com a entrevista on-line devido à dificuldade em acessar as plataformas digitais.

f) Os benefícios esperados com essa pesquisa são alinhamento e aproximação das expectativas entre o mercado de trabalho em turismo e a formação do turismólogo; mapeamento das habilidades que o mercado de trabalho irá demandar do profissional, levando em consideração o impacto da COVID-19 no turismo; análise e reflexão sobre o currículo dos cursos superiores de turismo e como eles devem estar estruturados para o mercado frente à crise econômica causada pela pandemia.

g) Os pesquisadores Professora Doutora Marcia Shizue Massukado Nakatani e Mateus José Alves Pinto, responsáveis por este estudo, poderão ser localizados no Departamento de Turismo da Universidade Federal do Paraná, Rua Rockefeller, 57, Rebouças - Curitiba/PR, 3º andar, e-mails: marcia.nakatani@gmail.com e mateusjose.trilhas@gmail.com, telefone fixo: (41) 3535-6281, no horário comercial das 9h às 12h e das 14h às 18h de segunda-feira a sexta-feira, para esclarecer eventuais dúvidas que o(a) senhor(a) possa ter e fornecer-lhe as informações que queira, antes, durante ou depois de encerrado o estudo. Durante o período de isolamento social, os pesquisadores estarão disponíveis para contato apenas on-line, nos horários mencionados acima.

Participante da Pesquisa e/ou Responsável Legal [rubrica]
Pesquisador Responsável ou quem aplicou o TCLE [rubrica]
Orientador [rubrica]

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cometica.saude@ufpr.br – telefone (041) 3360-7259

h) A sua participação neste estudo é voluntária e se o(a) senhor(a) não quiser mais fazer parte da pesquisa poderá desistir a qualquer momento e solicitar que lhe devolvam este Termo de Consentimento Livre e Esclarecido assinado.

i) As informações relacionadas ao estudo poderão ser conhecidas por pessoas autorizadas que, para este estudo, são os pesquisadores Professora Doutora Marcia Shizue Massukado Nakatani e Mateus José Alves Pinto. No entanto, se qualquer informação for divulgada em relatório ou publicação, isto será feito sob forma codificada, para que a **sua identidade seja preservada e mantida sua confidencialidade**.

j) O material obtido – respostas, voz e questionários – será utilizado unicamente para essa pesquisa e será descartado ao término do estudo, dentro de cinco anos.

k) As despesas necessárias para a realização da pesquisa como, por exemplo, material de escritório, assinatura da plataforma de videoconferência, eventuais transportes, entre outros, não são de sua responsabilidade e o(a) senhor(a) não receberá qualquer valor em dinheiro pela sua participação.

l) Quando os resultados forem publicados, não aparecerá seu nome, e sim um código.

m) Se você tiver dúvidas sobre seus direitos como participante de pesquisa, você pode contatar também o Comitê de Ética em Pesquisa em Seres Humanos (CEP/SD) do Setor de Ciências da Saúde da Universidade Federal do Paraná, pelo telefone 3360-7259. O Comitê de Ética em Pesquisa é um órgão colegiado multi e transdisciplinar, independente, que existe nas instituições que realizam pesquisa envolvendo seres humanos no Brasil e foi criado com o objetivo de proteger os participantes de pesquisa, em sua integridade e dignidade, e assegurar que as pesquisas sejam desenvolvidas dentro de padrões éticos (Resolução nº 466/12 Conselho Nacional de Saúde).

Eu, _____ li esse Termo de Consentimento e compreendi a natureza e objetivo do estudo do qual concordei em participar. A explicação que recebi menciona os riscos e benefícios. Eu entendi que sou livre para interromper minha participação a qualquer momento sem justificar minha decisão e sem qualquer prejuízo para mim.

Eu concordo voluntariamente em participar deste estudo.

Curitiba, ___ de _____ de _____

_____
[Assinatura do Participante de Pesquisa ou Responsável Legal]

_____
[Assinatura do Pesquisador Responsável ou quem aplicou o TCLE]

Aprovado pelo Comitê de Ética em Pesquisa em Seres Humanos do Setor de Ciências da Saúde/UFPR.
Parecer CEP/SD-PB.nº 4109035
na data de 24 / 06 2020

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APPENDIX 10 – TERMO DE USO DE VOZ

TERMO DE SOLICITAÇÃO DE USO DE SOM DE VOZ PARA PESQUISA

Título do Projeto: O passado, presente e futuro da educação do turismo no Brasil no contexto da crise da COVID-19

A pesquisadora, Professora Doutora Marcia Shizue Massukado Nakatani, do presente projeto, solicita a utilização de som de voz para pesquisa.

Esta autorização refere-se única e exclusivamente para fins desta pesquisa, portanto não autorizo a utilização de minha voz para outros fins.

Tenho ciência que a guarda e demais procedimentos de segurança são de inteira responsabilidade dos pesquisadores. Os pesquisadores comprometem-se, igualmente, a fazer divulgação dessas informações coletadas somente de forma anônima.

Este documento foi elaborado em duas (2) vias, uma ficará com os pesquisadores e outra com o (a) participante da pesquisa.

Curitiba, _____ de _____ de _____

_____

Nome do pesquisador:

Pesquisador Principal ou quem aplicou este termo

_____

Nome do participante:

Participante da pesquisa