

# Tourism higher education in Brazil and the Netherlands: A comparative study

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**Abstract** | This paper presents a comparative study between tourism higher education in Brazil and the Netherlands. In order to introduce the context where tourism higher education is situated, a general overview of each country's education system and some of its most significant influential issues are offered. Then, a critical review of the provision of tourism higher education in Brazil and in the Netherlands is presented. The main aim of the paper is to stimulate more comparative studies amongst countries in different stages of development and to foster the exchange of experiences.

**Keywords** | Brazil; the Netherlands; tourism higher education.

**Resumo** | Este artigo apresenta um estudo comparativo sobre a educação superior em turismo no Brasil e nos Países Baixos. Para apresentar o contexto onde a educação superior em turismo se situa, uma visão geral de cada país sobre o sistema educacional e alguns dos seus mais importantes aspectos influenciadores são ofertados. A seguir, uma revisão crítica da provisão da educação superior em turismo no Brasil e nos Países Baixos é apresentada. Os objetivos deste artigo são estimular a realização de mais estudos comparativos entre países em diferentes estágios de desenvolvimento e incentivar a troca de experiências.

**Palavras-chave** | Brasil; Países Baixos; educação superior em turismo.

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## 1. Introduction

Tourism higher education has decades of tradition in practically all corners of the world and several studies on the topic have been developed (Airey & Tribe, 2005). The topic has become so relevant that there are, at least, three internationally recognised academic journals dedicated to the topic: *Journal of Teaching in Travel and Tourism*; *Journal of Hospitality, Leisure, Sport and Tourism Education*; and *Journal of Hospitality and Tourism Education* (Leal, 2010).

However, few comparative studies have been published in the major research outlets to date. Although different national education systems make comparisons difficult to make, lessons can be learned from the experiences of other countries. Also, comparisons between the development of tourism higher education in different countries may help understand the current status of the tourism industry. In one of the few comparative studies on tourism education in developed and developing countries, Knowles, Teixeira and Egan (2003) offer a comparison between tourism education in Brazil and the United Kingdom. The authors highlight that such a comparison is significant because of the different characteristics of the countries regarding the needs of tourism education in the vocational and managerial levels.

This paper aims to add to the discussion by presenting a comparison between tourism higher education in Brazil and in the Netherlands. In order to do so, an overview on each country's educational system is presented along with some of the most significant influential issues, such as governments' roles in education and the economic and political scenarios where education takes place. Finally, a comparison between tourism higher education in Brazil and in the Netherlands is offered and some conclusions are presented.

All data was collected from books, journal articles and official documents from the two countries. Besides that, the authors' own experiences as tourism lecturers and researchers in Brazil and in the Netherlands were a valuable source of information.

By discussing and presenting the scenario of their own country to the other, the authors have become familiar with each other's country's education system and tourism higher education provision.

## 2. Overview on the Brazilian Education System

The provision of education in Brazil is vastly regulated. The key government bodies involved are the Ministry of Education and the Federal Council of Education. The New Education Principles and Guidelines Act (*Lei de Diretrizes e Bases – LDB*), sanctioned in 1996 by the Brazilian government, delineates the structure of the Brazilian education system (Governo do Brazil, 1996), which is divided into basic education and higher education with several subdivisions within each (see Figure 1). Both public and private institutions offer all levels of education in the country. However, the provision of university-level education by private providers of higher education has increased significantly since the passage of the LDB, as it has allowed private investments in new institutions and has given private education providers the opportunity to submit proposals for new programmes.

Regarding the entrance requirements, students follow the path from preschool to secondary education having to sit exams that, depending on the results, allow them to move to a higher level each year. When it comes to higher education, the process is different. Traditionally, entrance requirements consist of the conclusion of secondary education and approval in an exam known as *Vestibular*. Each institution, or a small group of institutions, develops its own exams, so that it can select the best applicants. Recently, a national standardised exam, known as ENEM (*Exame Nacional do Ensino Médio – Secondary Education National Exam*), has been created by the government. It is not mandatory and not all higher education institutions use the applicants'

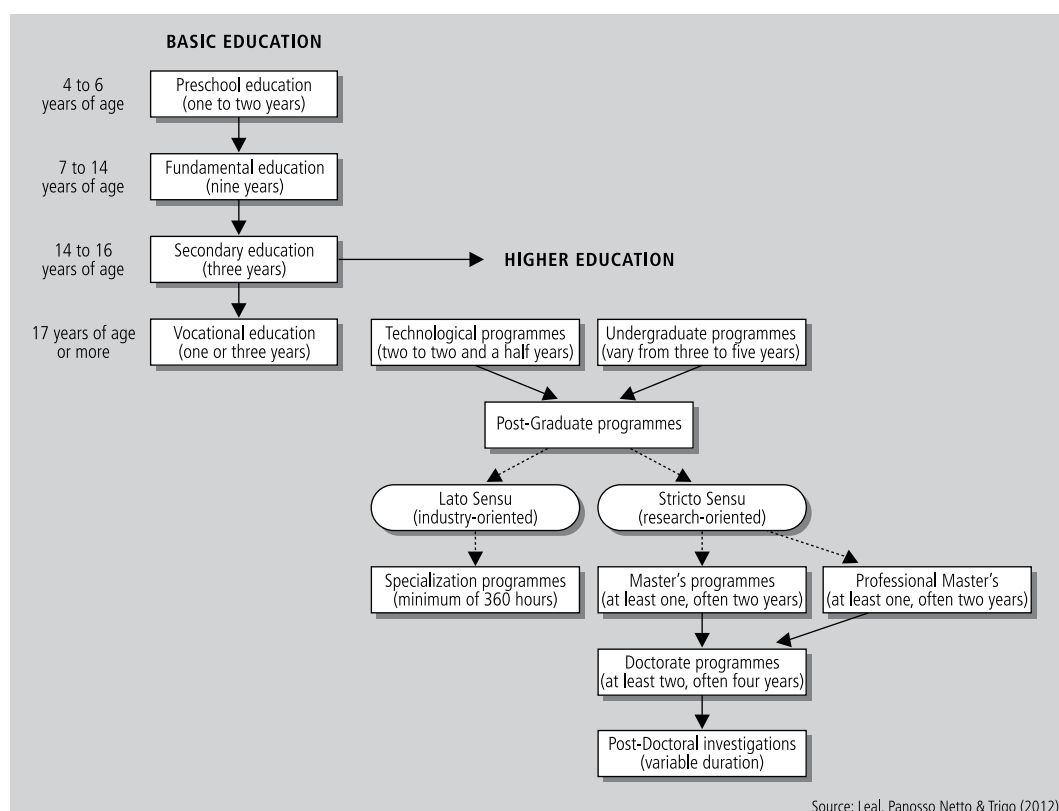


Figure 1 | The structure of the Brazilian education system.

ENEM scores as an entrance requirement. However, in several cases, students can have both their ENEM and *Vestibular* scores considered in order to enter higher education in the country.

On the subject of curriculum and delivery, higher education is generally more didactic in Brazil than in other countries, meaning that it consists of more modules and course hours than in other countries. Undergraduate bachelor's programmes require four years of study, and two-year industry-oriented technological programmes are also offered. The core curricula are relatively fixed and defined by official government bodies.

At the postgraduate level, programmes are available in two formats. These are labelled as *lato sensu* programmes and *stricto sensu* programmes. *Lato sensu* programmes are essentially vocational programmes directed at the development of profes-

sional skills; they require a minimum of 360 course hours and award certificates rather than degree titles. *Stricto sensu* programmes are research-based programmes equivalent to the MPhil and PhD programmes in most English-speaking institutions; these programmes require an average of two and four years of study, respectively, and are aimed at academic and scientific development. Another offering in postgraduate education in Brazil is the *Mestrado profissionalizante*, which is a master's degree, intended to enable students to conduct and apply specific knowledge derived from research into the professional world.

The government has created several instruments for measuring the quality of the education provided in the country in order to guarantee a minimum level and promote improvements. The current system is known as SINAES – an acronym for *Sistema Nacional*

*de Educação Superior* (National Higher Education System). It is comprised of three main instruments: i) assessment of higher education institutions, which starts with an institutional self-assessment followed by a visit by members of a commission designated by the government; ii) assessment of undergraduate programmes through accreditation, which includes visits by experts appointed by the Ministry of Education; and iii) assessment of students' performance, where each year a number of areas is chosen and students finishing their first year and their final year are assessed through a standard exam, so that the impact of their studies throughout their higher education experience can be measured.

SINAES came as a response to criticism of the previous system, considered punitive, which stimulated competition among institutions through the promotion of a ranking of programmes. As a result, the current system features an emancipatory approach, i.e., it aims to help institutions keep their autonomy at the same time that quality is treated seriously internally and externally (Barreyro & Rothen, 2006).

## 2.1. Tourism Higher Education in Brazil

Tourism higher education started over four decades ago in Brazil's largest city, São Paulo. The pioneering institution was *Universidade Anhembi-Morumbi* (UAM), *Faculdade de Turismo do Morumbi* at the time. The programme was launched in 1971 and several others across the country followed in the coming decades. A more detailed description of the development of such programmes will be offered later in this section.

Due to governmental regulations, tourism higher education providers in Brazil have to follow a predefined standardised framework when developing their programmes. Table 1 summarises the characteristics of tourism undergraduate programmes (bachelor's degrees) in Brazil, according to the national laws (Governo do Brasil, 2006, 2007).

Leal, Panosso Netto and Trigo (2012) expand on the work by Ansarah (2002) and suggest that tourism higher education in Brazil can be divided into five phases. Each of these phases represented a milestone for the development of tourism education in the country.

### 2.1.1. The beginning: 1970-80

The 1970's represented the initial phase of tourism education in Brazil when the first undergraduate programmes were established. During this period, a small number of tourism programmes were created in different regions of the country, and, in 1978, the first hotel management programme was launched at the *Universidade de Caxias do Sul* (UCS) (Ansarah, 2002).

It is difficult to measure the scope of tourism education in the country during this initial phase of development because no studies were published on the subject during that time. Barretto (1996) notes that there were 31 books on tourism published by Brazilian authors and publishing houses during the 1970's, indicating a growing academic interest in tourism during that decade. Panosso and Calciolari (2010) argue that the number of books published in any given area is often directly related to the number of educational programmes and students interested in the subject. There are also no official data on the number of educational programmes for that period. Matias (2002), in a historical account of tourism education in Brazil, lists nineteen undergraduate programmes launched during the 1970's.

### 2.1.2. The stagnation phase: 1980-90

After a promising beginning, the 1980's, the second phase of development of tourism education in Brazil, were marked by a stagnation of tourism programmes in the country. During that decade, Brazil and its neighbouring countries faced economic and political instability. As a consequence, only a few new programmes were created during this period, and several existing ones were discontinued

**Table 1** | Summary of the characteristics of undergraduate tourism programmes in Brazil

Duration	Minimum of 2,400 hours (no more than 20% in work placement or in other out-of-class activities)
Length	Between three and four years
Focus	General tourism (most common), environment, economy, culture, leisure, business and events
Competencies and abilities expected from graduates	<ul style="list-style-type: none"> <li>– Awareness of national and regional tourism policies</li> <li>– Use of appropriate tourism planning methods</li> <li>– Positive contribution to the elaboration of local and state tourism policies</li> <li>– Knowledge of the techniques needed to conduct an inventory of all attractions and businesses in a destination</li> <li>– Knowledge of the techniques needed to conduct financial viability studies of tourism enterprises and projects</li> <li>– Adequate application of the current legislation</li> <li>– Planning and implementing strategic programmes and projects</li> <li>– Positive intervention in the tourism industry</li> <li>– Classifying establishments such as service providers, lodging companies, etc.</li> <li>– Knowledge of the techniques needed to select and evaluate information on destinations</li> <li>– Knowledge of the techniques and methods needed to study tourism markets</li> <li>– Communication skills</li> <li>– Usage of tourism resources as a means of educating, guiding, assisting, planning and managing tourist and industry needs</li> <li>– Languages knowledge</li> <li>– Ability to manage technological resources</li> <li>– Integration with interdisciplinary and multidisciplinary teams</li> <li>– Comprehension about the complexity of a globalised world</li> <li>– Deep understanding of human, public and interpersonal relations</li> <li>– Specific knowledge and adequate professional performance</li> </ul>
Basis for the curriculum	Basic contents: studies related to sociology, anthropology, history, philosophy, geography, culture and arts
	Specific contents: studies related to Tourism Theory, Information and Communication Theory, establishing the relationship between tourism and business, law, economy, statistics and accounting, besides the proficiency in, at least, one foreign language
	Theoretical-practical contents: studies conducted in tourism areas, including field trips, touristic inventory, learning labs and internships
Internship	It is a compulsory part of the curriculum and should be outlined by each programme
Additional activities	Activities conducted out of the classroom and validated by the programmes (participation in academic conferences, engagement in projects with the local population, etc.)
Final project	It is an optional component and each institution decides which type of project the students should conduct: dissertation, research project or any other form of report predefined by the institution

Source: Adapted from Brasil (2006, 2007).

(Ansarah, 2002). Once again, the limited official data and publications for the period indicate the minimal importance of tourism in higher education at that time. Matias (2002) accounts for only nine programmes that were launched in Brazil during that decade. Barretto (1996) comments that only fifteen books on tourism were published in Brazil during the 1980's. The decrease in the number of books might indicate a downturn in the development of tourism education.

### 2.1.3. The expansion phase: 1990–2000

Domestic tourism benefited from a rise in social, political and economic confidence, and the country

was increasingly opened to international visitors. Investment in infrastructure, products and services, especially in hotels and new airports, improved both the quality and the range of tourism experiences that were available. Foreign cruise ship companies were allowed to explore the Brazilian coast, and several projects in the services sector, especially in the accommodation sector, were funded by foreign capital. This optimistic scenario, along with the liberalisation of higher education to private investors, brought by the LDB, provoked a boom in the number of tourism programmes offered in Brazilian institutions of higher education – there were 156 undergraduate tourism programmes in 1999 compared to only 32 programmes in 1994 (Teixeira, 2001).

One sign of the growing maturity of tourism education and research in Brazil in the 1990's was the increase in the number of academic books and journals and regional, national and international conferences (Leal, 2006). Panosso Netto (2005), for example, noted that between 1990 and 1997, no more than two academic books on tourism were published each year. In contrast, in 2002 alone, reflecting the recent growth, more than 80 such titles were published. From the establishment of the first tourism journal in the country, *Turismo em Análise*, published by *Universidade de São Paulo* (USP) in 1990, to the second, *Turismo: Visão e Ação*, published by *Universidade do Vale do Itajaí* (UNIVALI), eight years had passed.

The main criticisms of the fast growing number of institutions establishing tourism programmes during the expansion phase are that: i) there was little concern for the sustainability of such programmes in terms of the quality of education and their financial stability, given the pressure of high growth rates (Leal, 2004); ii) there was little attention given to the real needs of the industry and to filling labour-force demands; iii) there was minimal high-quality research in the private sector, and thus a teaching-research nexus was nonexistent; and iv) there were not enough qualified academics to fill the needs of institutions, especially the private ones, which were subject to high growth in enrolments (Lohmann, 2004). As a result, the growth phase was short-lived and a decline in the number of programmes started to take place in the mid to late 2000's.

#### 2.1.4. Consolidation and internationalisation: 2000 and onwards

The significant increase in the provision of tourism higher education in the 1990's proved to be unsustainable (Leal, 2004), and the number of programmes began to decline towards the end of the 2000's. In 2011, according to the Brazilian higher education census<sup>1</sup>, there were 393 travel, tourism and/or leisure undergraduate programmes in the country. Out of those, 305 were offered by private

institutions and only 31 by federal universities. Those programmes had over 11.000 enrolments in 2011 alone. Although the number of programmes is high, some are accredited but do not have enough applicants to form new groups. As such, in reality, the number of active programmes is significantly smaller than the official numbers.

Ansarah (2002) predicted that this phase would be marked by a search for a balance between quantity and quality, and these predictions have largely been proven accurate. There are indications, such as the establishment of postgraduate research programmes, the promotion of national and international academic conferences and the creation of academics associations, that the quality of tourism education has gained importance. At the same time, the number of tourism and hospitality programmes has decreased.

One significant development that took place beginning in 2000 was the creation of the National Association of Tourism Research and Postgraduate Education (*Associação Nacional de Pesquisa e Pós-Graduação em Turismo*, ANPTUR). ANPTUR is the prime Brazilian organisation for tourism and hospitality educators, and its activities include the publication of the double-blind refereed journal *Revista Brasileira de Pesquisa em Turismo* (Brazilian Journal of Tourism Research, first published in September 2007) and the hosting of an annual conference (first held in November 2002) during which researchers from all over the country have the opportunity to meet and discuss emerging issues in tourism research and education.

#### 2.1.5. Fifth phase: present and future

Building on the quality improvements from the previous phase, new challenges for tourism education in Brazil have become closely tied to the imperative of internationalisation (Morosini, 2011). Individual researchers and institutions have developed partnerships with foreign universities that have resulted

<sup>1</sup> Available at: [http://download.inep.gov.br/informacoes\\_estatisticas/sinopses\\_estatisticas/sinopses\\_educacao\\_superior/sinopse\\_educacao\\_superior\\_2011.zip](http://download.inep.gov.br/informacoes_estatisticas/sinopses_estatisticas/sinopses_educacao_superior/sinopse_educacao_superior_2011.zip).

in student and academic exchanges in centres of excellence in other countries. Brazilian academics have also been successful in bids for international scholarships, and there is currently a trend in studying abroad. Prominent international researchers have been invited as keynote speakers at conferences throughout Brazil. This exchange has proven to be positive for both Brazilian researchers, who are benefiting from the crosspollination of ideas and exchange, and international researchers. Further examples of the internationalisation of tourism education in Brazil are the increase in the number of academic articles published by Brazilian researchers in international journals (often in Portuguese and Spanish and, sometimes, in English) and the number of scholars attending international tourism conferences.

In July 2011, a group of researchers based both in Brazil and abroad launched the International Academy for the Study of Tourism in Brazil (*Academia Internacional para o Estudo do Turismo no Brasil*, ABRATUR), which aims to foster more international collaboration among scholars studying tourism in Brazil.

There is at least one huge hurdle to be overcome if Brazil is to play a stronger role in the international tourism academy, which is the language barrier.

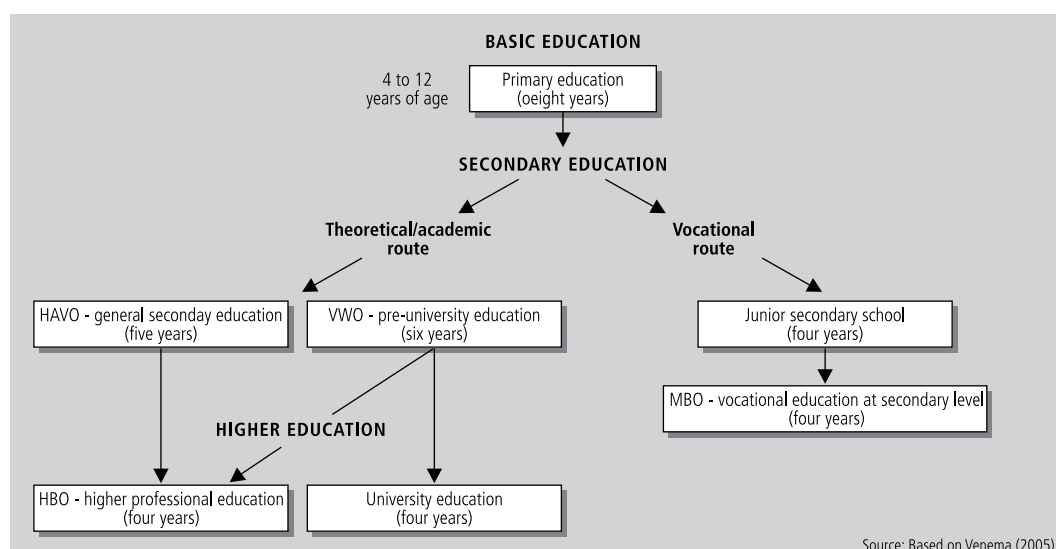
Few students and researchers have published in the highly ranked international outlets for tourism research because they are impeded by the necessary command of English.

### 3. Overview on the Dutch education system

Education in the Netherlands is offered mainly by public and private, not for profit, providers. Both are funded by the state and have to meet the quality standards enforced by the government (Venema, 2005).

Primary education lasts for eight years and leads to two possible types of secondary education. The students who choose the theoretical/academic route have then the opportunity to follow their studies in a higher education level (see Figure 2).

The higher education system in the Netherlands comprises of three cycles: bachelor's, master's and PhD degrees. These are offered by either research-oriented universities or universities of applied sciences, focusing on professional higher education programmes (Nuffic, 2011).



Source: Based on Venema (2005).

Figure 2 | The structure of the Dutch education system.

One noteworthy characteristic of the Dutch system of higher education is the focus on international cooperation with both European and non-European countries. As such, most institutions of higher education offer programmes in English, making the interchange of students easier (Venema, 2005).

### 3.1. Tourism higher education in the Netherlands

In the Netherlands, probably more or less like in the rest of Western Europe, tourism and leisure research went through four phases in modern times (Beckers, 1983; Platenkamp, 2007):

- 1) A phase in which the labouring class was the main focus for research, either from a socialist or from a higher class point of view. The main aim in this research was to educate the people for and about their leisure time. Anti-social behaviour was a very popular subject;
- 2) After the Second World War, nation states embarked upon modernist projects in tourism and leisure that were predicated on a belief in creating a better and peaceful society. This resulted in an increase in applied research and a serious interest in the planning process of leisure time;
- 3) In the Welfare State, the government subsidised more research and expansion of tourism higher education in Western Europe;
- 4) In the network society (Castells, 2000), since the 1980's, tourism and leisure is examined from various traditional, modernist and post-modernist practices that are situated in-between the global and the local.

Research and higher education in tourism have been closely linked during these phases. Where the expansion of tourism higher education in Brazil took place in the period between 1990 and 2000, in the Netherlands this coincided in the first place with the expansion of the Welfare State since the 1960's.

The first tourism school of higher education in the Netherlands was established in the 1960's, at

what is today NHTV-Breda University of Applied Sciences. As the *National Hogeschool voor Toerisme en Verkeer* (NHTV), it was the only institution to offer tourism education at the higher (economic) vocational level until 2000. In collaboration with the NHTV, a leisure programme has been initiated at the Tilburg (Research) University during the 1980's and in the 1990's an international postgraduate specialisation in Tourism and Leisure studies has been initiated at Wageningen University. Later on, collaborations were started by these two institutes with NHTV. There are now four Universities of Applied Sciences across the country offering similar programmes. At the research-oriented universities, there are, since the Second World War, departments with a focus in tourism from disciplinary backgrounds like geography or psychology (Venema, 2005). Europe has had an active role in making educational institutes more internationally oriented in the past twenty years. The motivation for this emergent role was to promote and support political and economic integration (Altbach & Knight, 2007). The active role took shape in two phases. The first phase consisted of setting up and promoting cross-national programmes as the ERASMUS program. These funded programmes enabled many students in Europe to gain academic experience outside of their own countries. The programmes succeeded in stimulating regional integration in Europe, but they remained within the European borders. The second phase started with the Bologna Process.

Since the Bologna-declaration of 1999, a uniform BAMA (Bachelor/Master) structure has been introduced in the higher education of 49 (starting with 29) European countries. The motivation behind the process of creating a European Higher Education Area (European Higher Education Area, 2010) was to offer broad access to high quality higher education, to facilitate mobility of students and staff and to welcome students from all over the world.

In the Netherlands, this implied that applied research appeared on a stronger base at the Universities of Applied Sciences and that combination of



education between Research Universities and Universities of Applied Sciences have been introduced, also in tourism higher education. In recent years, the domain of tourism and leisure higher education has been extended with hospitality, facility, media and entertainment. Hospitality and facility management existed already much longer as a specialised domain.

The issue of quality is taken seriously by the Dutch government. In order to guarantee the quality of higher education, a system of accreditation is administered by the Accreditation Organisation of the Netherlands and Flanders (NVAO). "According to the Dutch Higher Education Act, all degree programmes offered by research universities and universities of applied sciences must be evaluated according to established criteria" (Nuffic, 2011, p. 3).

#### 4. Comparison Brazilian-Dutch Education System

From a comparison between the two systems the following remarks should be made:

- 1) The selection of students is organised in a different manner. In Brazil, there is no selection until the moment that pupils can enter higher education in tourism. This selection has traditionally been organised by the universities themselves. However, since 2009, the standardised national exam for secondary education developed by the government – ENEM – has been used by a number of institutions as either the sole entry requirement or a partial one. In the Netherlands, selection takes place in a uniform, standardised manner. The first one is nationally organised at the end of primary education. From then on, pupils are distinguished on different levels of secondary education mainly according to their scores on this national test, the 'CITO-toets'. For future studies in tourism higher education pupils have to choose a particular profile on the basis

of which they can be distinguished in students who will follow a more natural scientific, human scientific, economic or social scientific profile. At the end of their secondary education they can choose for the different types of higher education, based on this profile. Universities themselves do hardly any selection;

- 2) The curriculum and delivery of higher education in Brazil consists of more modules and course hours than in the Netherlands. Traditionally, in the former, course hours translate into formal lectures. As such, students have a more passive role. Regarding didactics, the Netherlands has an approach more rooted in the dialogue between teachers and students and among students themselves than in Brazil;
- 3) The English-language oriented programmes offered in the Netherlands attract international students from all over the world whereas Brazil's delivery of the curriculum in Portuguese only allows for international students that speak the language. In recent years, the Brazilian government has started to fund African students to undertake undergraduate programmes in the country;
- 4) The Dutch vocational higher education institutes have stronger links with the industry than their Brazilian counterparts and, as such, there is a greater focus on practical issues whereas there is a more theoretical approach in Brazil.

##### 4.1.Contextual differences

In order to be able to compare tourism higher education in Brazil and in the Netherlands, some main influential fields around this education should be mentioned. Some of the issues in the Netherlands are listed and discussed next:

- 1) In its legitimization of attracting international students, the Dutch government refers strongly to the argument of a knowledge economy. It also influences the much debated organisation of an

international classroom of higher tourism education. For example, personal development seems to have a lower priority than the economical rationality, although well motivated students, of course, also contribute more to this type of rationality. The way the government manifests this influence is through the accreditation process, organised by an independent group of people from higher education and from the relevant working field. Apart from this, there is a relative autonomy of each institution to decide about the implementation of an international classroom;

- 2) The Dutch educational system is characterised by a strong accent on English-spoken courses. The Dutch society is in general very English oriented and an English-taught curriculum, which seems to be a necessary condition for international education, is generally accepted;
- 3) In the Dutch educational system a specific type of educational philosophy has been introduced, competence-based education. The core of this system is to develop general and specific competences that students should develop during their studies in order to be able to start their professional career. These competences have been developed for tourism higher education by educational and professional stakeholders together. The result is not a blueprint of what precisely should happen, but it gives a clear orientation for the assessments through the accreditation process. It also illustrates the influence of the tourism working field on the curriculum;
- 4) The labour market for students who finished their studies in tourism higher education has been relatively stable since decades. Half of them find jobs in the tourism industry, half of them go to similar jobs in the broader service industry.

In Brazil, some important issues also need to be addressed, as follows:

- 1) The Brazilian government has funded a large number of postgraduate students to undertake their studies abroad since the 1970's. More re-

cently, undergraduate students have been able to take part in exchange programmes. In 2011, the government created the Sciences without Borders programme, which expands the opportunities to undergraduate and postgraduate students as well as academic staff. The programme is aimed at providing over 100.000 scholarships over a period of four years for Brazilians to study abroad and for prominent foreign scholars to develop research projects in the country. It is still early to know the real results of the initiative. However, the increasing insertion of Brazilian academics in the international scenario is noticeable;

- 2) Brazil's emergence as a key player in the current economic climate and the fact that it is hosting the 2014 FIFA World Cup and the 2016 Olympic Games have made it a very desirable destination for international students looking for the chance to experience the country's culture and to strengthen their networks thinking of future business opportunities. This new scenario is motivating higher education institutions to develop initiative towards internationalisation;
- 3) Although universities in Brazil are relatively autonomous in relation to curriculum development and delivery, the government still plays a major role through the accreditation of programmes. While aimed at guaranteeing quality standards, this approach may limit innovation, as higher education providers tend to do things the way that has always been done by successful universities.

## 5. Final comments

Although Brazil and the Netherlands are in different stages of development, a comparison of tourism higher education in the two countries can be made and lessons learned from each other. Brazil's recent emergence in the international scenario as an important economic player has attracted the attention of both foreign investors and educational

institutions willing to either create or strengthen their relationships with Brazilian partners. As such, joint projects in tourism higher education started to emerge. Research collaborations are already taking place and staff and student exchange is beginning to happen between Brazil and the Netherlands.

The focus on dialog and the English language orientation of the Dutch system could serve as an inspiration for Brazil, as it enters a phase of internationalisation of tourism higher education. The long experience of the Netherlands in offering tourism programmes in English and working in partnership with institutions from other countries can be adapted to Brazil. On the other hand, Brazil's rapid and unsustainable growth in the number of tourism higher education providers can help the Netherlands avoid the problems such growth generated.

Further research on the similarities and differences between the offers of tourism higher education in the two countries is needed. This paper's ambition is not to end the discussion. On the contrary, it aims to motivate more comparative studies and more shared experiences.

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