

Tourism Education – The State of the Art in Tourism HE

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Abstract | The teaching of tourism at a higher education level has become well established in Portuguese Higher Education (HE) institutions. The academic curriculum needs to change in Tourism courses in order to implement the Bologna Process in Portugal. We have taken into consideration the diversity of tourism courses and approaches, from the agents' viewpoints that are influencing the new design of academic curricula in Portugal. We concluded that tourism education needs a common and negotiated approach as an area of study that is difficult to categorize and this is reflected in the development of new curriculum perspectives. This research paper essentially reflects an empirical application to the Portuguese situation.

Keywords | Tourism, Higher Education, Curricula, Courses.

Resumo | O ensino do Turismo, a nível do Ensino Superior, tem vindo a consolidar-se nas instituições académicas portuguesas. O currículo dos cursos superiores do Turismo necessita de incluir alterações com vista à implementação do Processo de Bolonha, em Portugal. Constatamos uma diversidade enorme de designações e de abordagens nos cursos que, do ponto de vista dos vários intervenientes, influencia a nova organização dos *curricula* desses cursos, em Portugal. Concluímos que a educação em Turismo precisa de uma abordagem comum, devidamente negociada, como área de estudo, que tem sido difícil de classificar e que se projecta no desenvolvimento de novas perspectivas curriculares. Este artigo reflecte, essencialmente, os resultados de um trabalho empírico relativo à situação do Ensino Superior Português.

Palavras-chave | Turismo, Ensino Superior, Currículo, Cursos.

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1. Introduction

The goal of this article is to give a general view of the offer in Higher Education (HE) in Tourism, in Portugal. Their background will help us examine the present with respect to the beginning of school year 2005/06. While pursuing this idea, we have searched to justify the relationship between education in Tourism, at this level of education, and the sustained development that is wished for national tourism.

Another goal of this article is to show the advantages of creating a network that gathers all the academic institutions, in this educational area. This is a labor proposal which aims to be integrated, in order to build a national level system, which has to be supported in purposes that are capable of protecting the options made in the curriculum plan and on educational implementation.

Therefore, in the first point of this presentation we have made an abstract, on a national context, of the principal events in the history of education in Tourism. Afterwards, we will proceed to carefully examine the offer increases that matter to the tourism courses at the HE. In that sense, we have considered four essential levels of our study, namely, vacancies available, students registered for the first time and in the total years in every course, and the students that graduated in tourism. In the third point of this presentation, we have reflected on some elements of the curriculum organization, which is, in most cases in Portugal, a little vaster with relation to the elaboration of the corresponding study plan.

2. The history of the education of Tourism in Portugal

Education in Tourism initiated in Lisbon in 1957 at the *Escola de Hotelaria e Turismo*. The years of 1963/64 are also two important historical landmarks, because it was during those years that the first two regular education courses in Tourism were initiated

at the *Instituto de Novas Profissões* and at the *Instituto Superior de Línguas e Administração*, both in Lisbon. It is important to point out that they are both private institutions.

In 1965, the Portuguese government creates the *Centro Nacional de Formação Turística e Hoteleira*, which becomes the responsible entity for education in this sector. The *Centro* supports the *Escola de Hotelaria e Turismo* of Lisbon and, in 1967, creates the *Escola de Hotelaria e Turismo* of Algarve. Later on, other nucleus and schools are formed throughout the entire country. In 1979, the *Centro* changes its name to *Instituto Nacional de Formação Turística* (INFT). Nevertheless, the *Centro* only became responsible for the HE in 1991, with the creation of the *Escola Superior de Hotelaria e Turismo* of Estoril. At present, the *Instituto de Formação Turística* (INFTUR), created by law-decree number 277/2001, is responsible for the definition of professional training guidelines in this sector.

It can be said that education in tourism during the 60's and 70's was very restrictive with regards to educational values, when considering the vast Tourism system. During these decades the courses were similar to present-day professional courses, and the students of these courses were only prepared for the hotel industry. In the late 80's a new global training perspective emerges, due to the appearance of specializations and investigative work in the field of Tourism, from other sciences such as Economy, Geography, Sociology, Management, Anthropology, and many others.

The first university degrees in Tourism were awarded, at private institutions, during the 1986/87 academic year. The following courses were awarded the baccalaureate degree, namely: the course in *Turismo*, of the *Instituto Superior de Novas Profissões*; the course in *Técnico de Línguas e Turismo*, of the *Instituto Superior de Línguas e Administração*; and the course in *Turismo*, of the *Instituto Superior de Assistentes e Intérpretes*.

With regard to public institutions, the University of Aveiro in 1988, with the creation of the licentiate

degree in *Gestão e Planeamento em Turismo*, promoted the acknowledgement of the value of education in Tourism at universities. This valorization has unchained a movement that has led to the generalization of Tourism courses at public polytechnic universities during the 90's.

3. Tourism HE

The Tourism courses, level V of the European Union, are implemented in the subsystems of higher Portuguese education, at universities and at polytechnics, supported by the *Ministério da Ciência, Tecnologia e Ensino Superior*. At this point, we have two Tables (1 e 2), which indicate the date of implementation of various courses presently

working, and the educational offer (number of vacancies) programmed for the present school year.

In Table 1 we can see the inception dates for the higher courses in Tourism by educational institution. Their analysis demonstrates how the University of Aveiro was pioneer in the area of Tourism, where public university education is concerned.

In order to update Table 1, a consultation of the *Guia de Acesso ao Ensino Superior* of 2005 was carried out. This analysis was completed and published at the public institutions, with the names of the courses in the field of Tourism, the dates of their inception, the type of graduate course and the number of vacancies available from 2003/04 to 2005/06. It's also important to point out the creation of six new courses during the academic year 2005/06, in this higher education subsystem, and the effective increase of 1 154 vacancies.

Table 1 | Dates of inception, number of vacancies in public higher courses in Tourism (MCTES – OCES)

Institution	Name of the course in 2005/06	Creation date	Type of course	03/04	04/05	05/06
Universidade de Aveiro	Tourism Planning and Management	1988/89	Licenciante	20	20	20
IPVC – ESTG (V. do Castelo)	Tourism	1989/90	Lic. two-stage	45	45	45
UA – ESGHT (Faro)	Tourism	1991/92	Lic. two-stage	60	60	60
UA – ESGHT (Faro)	Hotel Management	1991/92	Lic. two-stage	25	25	25
UA – ESGHT (Portimão)	Hotel Management	1992/93	Lic. two-stage	20	25	24
ESHTE (Estoril)	Hotel Management and Administration	1991/92	Lic. two-stage	40	50	50
ESHTE (Estoril)	Direcção e Gestão de Operadores Turísticos	1991/92	Lic. two-stage	30	30	30
ESHTE (Estoril)	Tourist Information	(1991/92)(99/00)	Lic. two-stage	50	30	50
IP Beja – ESTIG	Tourist Management and Strategy	(1994/95)(95/96)	Lic. two-stage	35	35	25
IPP – ESE (Portalegre)	Tourism and Spas	1994/95	Lic. two-stage	35	40	20
UA – ESGHT (Portimão)	Tourism	1995/96	Lic. two-stage	40	40	40
ESHTE (Estoril)	Food Production in Restaurants	1996/97 (00/01)	Lic. two-stage	25	30	30
IPC – ESE (Coimbra)	Tourism	1996/97	Lic. two-stage	35	40	40
IPT – ESG (Tomar)	Cultural and Tourist Management	1997/98	Lic. two-stage	35	35	35
IPL – ESE (Leiria)	Tourism	1997/98	Lic. two-stage	35	30	35
UTAD (Chaves)	Recreation, Leisure and Tourism	1998/99	Licenciante	50	50	50
IPL – ESTM (Peniche)	Hotel and Tourist Management	1999/00	Lic. two-stage	45	30	36
IPV – EST (Viseu)	Tourism	1999/00	Lic. two-stage	40	40	50
IPB – ESTG (Mirandela)	Tourism Management and Planning	1999/00	Lic. two-stage	35	35	30
IPG – ESTT (Seia)	Tourism and Leisure	(1997/98)(00/01)	Lic. two-stage	84	65	54
IPV – ESTG (Lamego)	Patrimonial, Cultural and Tourist Management	2000/01	Lic. two-stage	35	30	20
IPL – ESTM (Peniche)	Tourism and the Sea	2000/01	Lic. two-stage	35	30	30
IPC – ESA (Coimbra)	Ecotourism	(2000/01)(03/04)	Lic. two-stage	40	40	35
ESHTE (Estoril)	Entertainment and Leisure Management	2001/02	Lic. two-stage	20	30	30
Universidade de Évora	Tourism and Development	2003/04	Licenciante	25	30	35
Universidade de Coimbra	Tourism, Leisure and Patrimony	2004/05	Licenciante	–	30	30
IPP – ESE (Portalegre)	Tourist Information	2004/05	Lic. two-stage	–	50	40
IPG – ESTT (Seia)	Hotel Management	2004/05	Lic. two-stage	–	30	25
IPG – ESTT (Seia)	Tourism Information Technology	2005/06	Lic. two-stage	–	–	25
Universidade dos Açores (Ponta Delgada)	Ecotourism	2005/06	Licenciante	–	–	20
IP Castelo Branco – ES de Idanha-a-Nova	Hotel Management and Administration	2005/06	Lic. two-stage	–	–	30
IPL – ESTM (Peniche)	Tourist Marketing	2005/06	Lic. two-stage	–	–	35
IP Porto – ES Estudos Industriais e Gestão	Hotel Administration and Management	2005/06	Lic. two-stage	–	–	30
IPV – ESTG (Lamego)	Tourist Information	2005/06	Lic. two-stage	–	–	20
Total	34 Courses			939	1 025	1 154

Table 2 contains the course dates and types of courses, within the private subsystem. One can verify that in comparison to the public subsystem, these courses were predominant in the early days of higher education in Tourism. Although there's a certain deadlock, or even certain regression in these educational offers, the value of the number of available vacancies has reached its maximum in recent years.

Figure 1 presents the number of available vacancies in higher education on this scientific matter, since their implementation in 1986/87, with the appearance of the first three bacculaureate degrees in the private subsystem. The difference in behavior between the two mentioned subsystems is

noticeable, with a progressive growth in the number of vacancies in the public sector and a note of certain variability in the private. Yet, in the current school year, public universities have only 44 additional vacancies when compared to the private. Today, the number of available vacancies in this area is quite considerable. At this academic level, it represented approximately 2,814% (2264/80430) of the full amount of the educational offer of academic institutions in 2003/04.

On a global level, the supremacy of the two-stage licentiate degree can be seen in detriment of the traditional bacculaureate, in a total of 53 higher courses in this field of university education. The number of available vacancies in the education

Table 2 | Dates of inception and number of vacancies in the private higher courses in Tourism (MCTES – OCES)

Institution	Name of the course in 2005/06	Creation date	Type of course	03/04	04/05	05/06
ISLA (Lisboa)	Tourism	(1986/87)(96/97)	Licentiate	91	100	100
ISNP (Lisboa)	Tourism	1986/87	Licentiate	109	100	130
ISAI (Porto)	Tourism	1986/87	Lic. two-stage	100	100	130
ISPI (Lisboa)	Hotel and Tourist Management	(1989/90)(95/96)	Lic. two-stage	123	123	125
ISALM (Funchal)	Tourism	(1989/90)(04/05)	Bacculaureate	27	25	30
ISALM (Funchal)	Hotel Management and Organization	1989/90	Bacculaureate	27	25	30
ISCET (Porto)	Interpreter Guide	1990/91	Bacculaureate	36	45	45
ISCET (Porto)	Tourism	(1990/91)(03/04)	Lic. two-stage	45	50	90
ISHT (Lisboa)	Hotel and Tourist Company Management	(1990/91)(98/99)	Bacculaureate	36	45	45
ISPGaya (V. N. de Gaia)	Tourism	1991/92	Lic. two-stage	36	30	45
ISCE (Odivelas, Mangualde e Felgueiras)	Tourism, Hotel and Health Spas	1994/95	Lic. two-stage	32	35	40
ULHT (Lisboa)	Tourism	(1999/00)(03/04)	Licentiate	50	50	60
Instituto Superior de Espinho	Hotel Management	2002/03	Bacculaureate	25	17	20
ISLA (V. N. de Gaia)	Tourism	2002/03	Licentiate	45	40	40
ISLA (Leiria)	Tourism	2003/04	Licentiate	40	40	40
ISLA (Santarém)	Tourism	2003/04	Licentiate	40	40	40
ISEIT (Santo André)	Tourism and Hotel Management	2004/05	Licentiate	–	50	50
Universidade Católica (Viseu)	Tourism and Patrimony	2004/05	Licentiate	–	n.d.	n.d.
Universidade Lusíada	Tourism	2005/06	Licentiate	–	–	50
Total	20 Courses			862	915	1 110

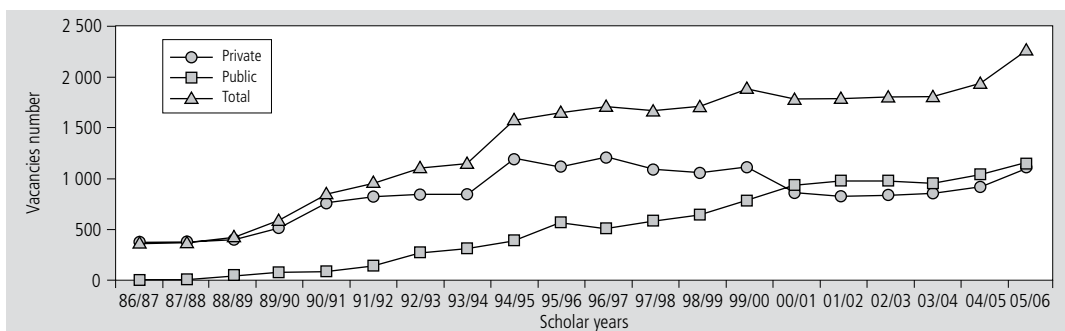


Figure 1 | Vacancies in higher courses in the field of Tourism.

and training in Tourism at this level of education reached 2264 during the present academic year. (cf. Table 3).

The study of the variable in vacancies in the Tourism courses has proved to be relevant in the analysis of the formal attribution of vacancies by the ministry that provides higher education. We point out the proximity of the actual figures between the two subsystems of higher education: the public and the private. It's also important to highlight the continued growth of total vacancies available in higher education within the field of Tourism.

The second figure in this article exposes the tendencies of statistics with relation to the students registered for the first time in the first year, in higher Tourism courses. It's important to emphasize the projection role carried out by the private sector. Nevertheless, the two subsystems present different tendencies of development, in the meantime the

public sees the number of students registered in the first year increase substantially, while the private sector has seen that number decrease during the present decade 7,08% (between 1999/00 and 2003/04). In the last two academic years, the public university also presented a slight loss of registered students. In 2003/04, 1 611 students had registered, representing approximately 2,314% of the number of new registrations in Portuguese higher education.

In the past year the number of students that registered for the first time in higher courses in this field of higher education was 1 590 (Table 4). Upon examining the table we verified the tendency of continued growth by the public subsystem and a relative deadlock in the private one. In fact, from 1997/98 (cf. Figure 2) the public sector exceeds the number of registered students for the first time in the first year, in Tourism courses in educational private institutions.

Table 3 | Number of courses and vacancies by type of subsystem in higher education

Type of course 2005/06	N.º of courses (public)	N.º of courses (private)	Total	%	N.º of vacancies (public)	N.º of vacancies (private)	Total	%
Licentiate's degree	5	9	14	26	155	510	665	29
Two-stage Licenciante's degree	29	5	34	64	999	430	1 429	63
Baccalaureate	0	5	5	10	0	170	170	8
Total	34	19	53	100	1 154	1 110	2 264	100

Table 4 | Students registered for the first time in the first year, registered and graduated in Tourism through the subsystem in 1993/94, 2003/04 and 2004/05

HE Subsystem	First registration			Registered numbers			Graduate numbers		
	1993/94	2003/04	2004/05	1993/94	2003/04	2004/05	1993/94	2002/03	2003/04
Private	562	546	502	1 746	1 928	1 737	453	406	516
Public	374	1 065	1 088	1 514	4 664	4 554	68	813	888
Total	936	1 611	1 590	3 260	6 592	6 291	526	1 219	1 404
Private – Public	+188	-419	-586	685	-2 736	-2 817	385	-407	-372

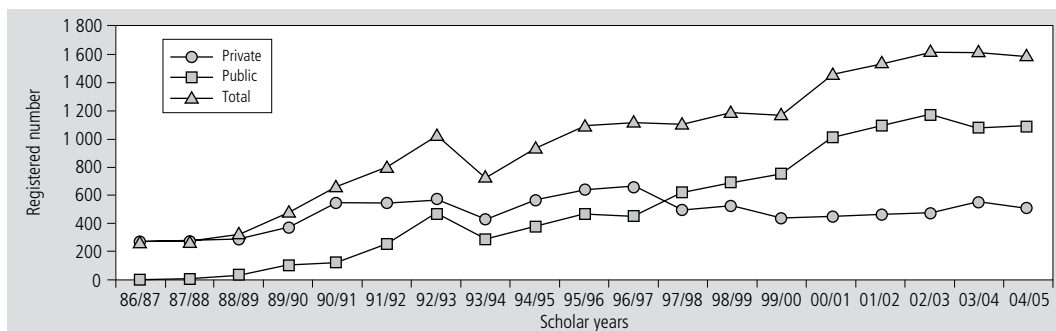


Figure 2 | Number of registered students for the first time in the first year in higher courses in the field of Tourism.

With regard to the total number of registered students, it is possible to visualize the existence of a certain parallelism with the related tendency in the variable analyzed in the last paragraph (Figure 3). The considerable increase in the difference registered between the two subsystems between 1994/95 and 2004/05 stands out at an estimate of 3 502 registered students. We would also like to emphasize that students who registered for the first time preferred the public subsystem (+774) and polytechnic as opposed to the private.

The study of the variable graduates in the higher courses is more relevant, namely because it allows us to analyze the difference against the other three variables mentioned previously. In 2003/04 the maximum number of graduates in Tourism was achieved (1 404). However, the diversity of grades included in this global number stand out, namely the

first cycle of baccalaureate, the second cycle of two-stage licentiate degree and the university education licentiate degree, which is a factor that contributes to the difficulty of a more accurate analysis of this variable (Figure 4). Between 1994/95 and 2003/04 a growth of 267% was verified in the number of graduating students in this area.

The number of vacancies attributed by the board of education is an indicator as to the approximate number of possible entries in the national higher education and the number of graduates represents the final result of that system. In 2003, there were 2 264 vacancies in this area and 1 404 professionals graduated from the Tourism sector. On a global level, these vacancies represent 2,814% and the number of graduating students 2,071%. The major difference between the vacancies and graduates is in the private subsystem of higher education (*cf.* Figure 5).

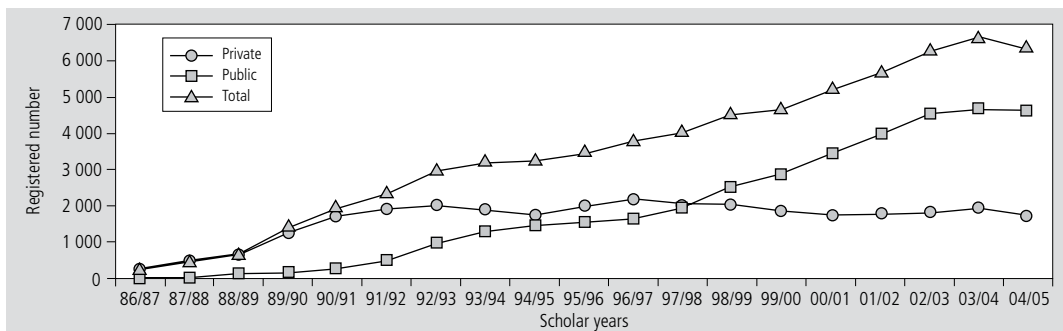


Figure 3 | Number of registered students in higher courses in the field of Tourism.

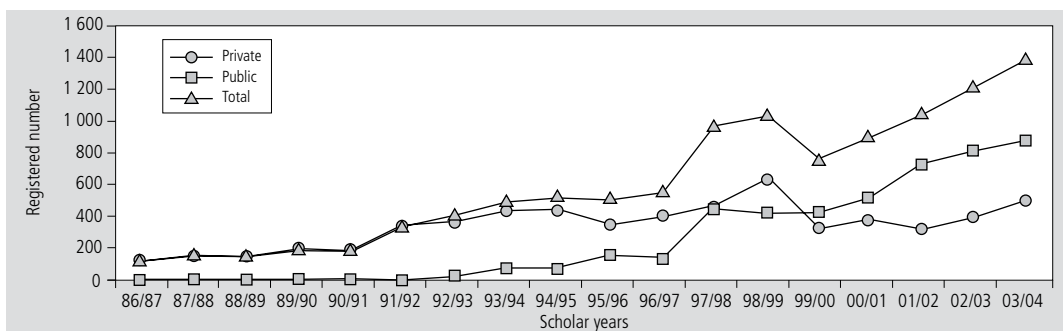


Figure 4 | Number of graduates in higher courses in the field of Tourism.

Figure 6 presents an outline of the total number of students registered and those registered for the first time in Tourism courses. It is possible to verify a tendency towards the progressive development of the public subsystem in the two considered varieties. During 1997/98 we can ascertain that this subsystem overtook the private sector in numbers, substantially increasing that difference.

To finalize this analysis on the reality of higher education in Tourism, we will present Figure 7 with

the difference of registered students in the private subsystem *versus* the public. From its inception, the private system had the exclusivity on this kind of higher training until the academic year 1988/89. Ten years later, after the initial creation of a public university course in Management and Planning in Tourism, the situation reversed its position in this matter becoming the public subsystem clearly superior to the private, in terms of student and graduate numbers (Figure 7).

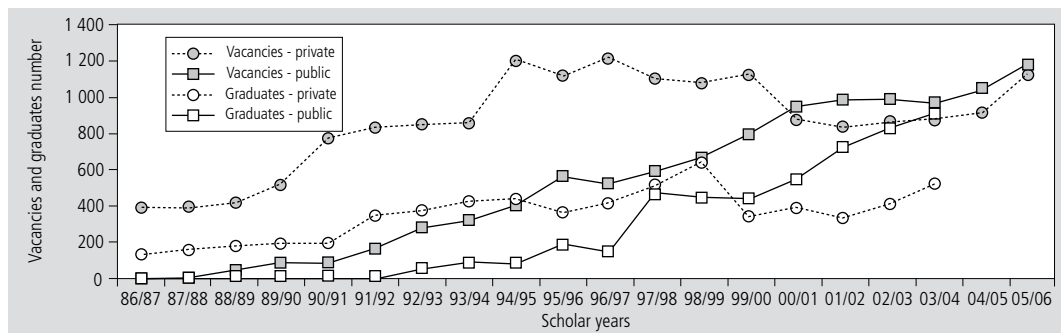


Figure 5 | Number of vacancies and graduates in higher courses in the field of Tourism.

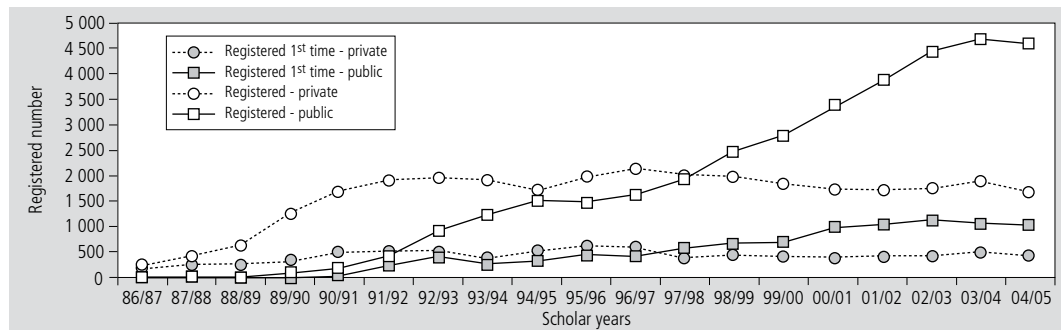


Figure 6 | Number of students registered for the first time and those registered in higher courses in the field of Tourism.

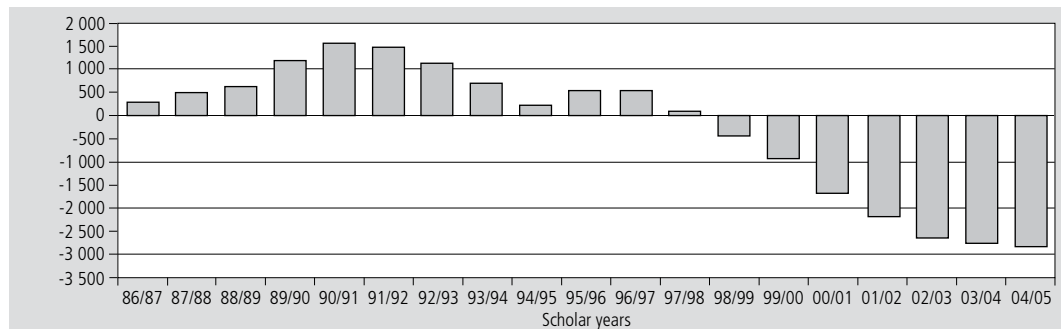


Figure 7 | Differences between the numbers of students registered in higher courses in the field of Tourism (Differences between private vs public).

In this second point we analyzed some variables of the quantitative reality of the higher courses in the field of Tourism, particularly some dichotomies between the subsystems of the private and public higher education, under guard of the MCTES. The study of the relation between the educational offer programmed and the actual conclusion has been one of the crucial points of our academic labor. Finalizing, we would like to refer that in 2003, 2,814% of the vacancies belonged to Tourism, as well as 2,314% of students registered for the first time, 1,695% of students registered in the various academic years and finally 2,071% of higher education graduates.

4. The organization of the curriculum in Tourism

With regard to the curriculum plan and organization of the *curricula* structure in Tourism, in Portugal, some isolated experiences have been carried out in recent years, but complete attention to this matter has not been given. There are some baleful consequences of that incapacity to work, namely, because it turns the greatest innovations into potential frustrations. Here, we intend to lift the curtain on the complex qualitative questions of higher education in Tourism.

Truly, the imagination is quite fertile in Portugal when it comes to choosing designations for higher courses. In fact, Portugal continues to create courses that are very distant from their real purpose. This situation is less than readable and transparent on a national level and if it's like that, how can we adopt an accessible system of grades, in comparison to the context of the European system of higher education (in the context of the Bologna Declaration). The opinion of the CCISP about the modifications to be introduced in the legislation of higher education admits: (i) that a proliferation of course designations exists, some of them inconsistent, with the respective contents and that such proliferation

can make it difficult for the candidates and future employers to read; (ii) lack of transparency and consumer protection in training; (iii) the need to introduce some congruity on these designations at the time of course registration or during the process of evaluation and academic credibility; (iv) this competence has to be exercised with common sense, because the new necessities, profiles of training, and professions will emerge in the sequence of new implementations, way before they are accepted by the professional associations, whose interests (implicitly or explicitly assumed), become extremely reactive to any change.

In PGTT it's unequivocal that with the implementation of the Bologna process one can predict a substantial reduction in the designations of the first cycle. So, in agreement with the results of what has been learnt, the courses should adopt designations that were agreed upon, and the different field specialties defined: tourism, hotel management and restaurant management. Nevertheless, in the second cycle, there will be no restrictions in the designation of the course, and it should be integrated in scientific projects. Although, in the second cycle, no restrictions on the designation of courses should be introduced, they should be inserted in a scientific and pedagogical project of the responsibility of higher education institutions.

In Portugal, Tourism courses, presently in effect, are mainly focussed in the polytechnic subsystem and obey the two-stage licentiate degree model. The grade is composed of two stages: the first cycle, with a three year duration period, the baccalaureate is awarded and, in the second cycle, with a duration that can vary between one to two years, the licentiate degree is awarded. The university subsystem also offers some licentiate degree courses, with the duration of four years. Firstly, and given the present situation, it would not be inappropriate to think on a structure and duration of cycles with a training basis in a first 4 year cycle. Although the general tendency in European countries is for a shorter first cycle, as well as a much needed strong specialization sector,

with the necessary training of human resources capable of assuming real change, can indicate the need for a structure of degrees based on the so called "3 + 2". In fact, there is a first grade with a more generalist approach, with competencies focussed on the process of knowing how to learn, apply and, in some cases, do which should follow a second cycle of specialization, focussed on how to coordinate, create and innovate. Thus, profiles and competencies identifying the knowledge area of Tourism should be achieved, structuring the duration of formation cycles based on a first cycle, with 180 ECTS and the duration of 6 semesters, and in a second cycle, with 120 ECTS, and duration of 4 semesters.

In 2003/04, we highlight the fact that among the 38 higher courses in the field of Tourism (*cf.* Table 5), only 6 courses are variable, especially in the second cycle of the two-stage course. The course of Tourism and Leisure, with 4, has the highest number. These courses should definitely have two reviews of their curriculum orientation paying close attention to the frequent demands of the Bologna Declaration. We can see in Table 5 that the majority of courses have already been organized in 4 academic years. The *curricula* of the baccalaureate courses (15,8%), and of the two-stage licentiate degree (71%), will very likely be the center of a curriculum restructure, due to the simple fact that the orientation demands the designation of a licentiate degree, in order to adjust the process of standardization during the Bologna Process.

The diversity of matters that contribute towards the study of Tourism shows the variety of academic qualifications and work experience of the educators. As a result, quite often the Tourism program assumes the determining character specialist of a college or

school. In higher education, many courses of Tourism have the vocation for business or a strong component of social sciences. We also point out the diversity of names of schools and departments where Tourism and Hotel Management courses are administered. The adopted philosophy by the institutions is based on the tendency to include the studies of Tourism at business or social sciences universities.

It's easily verified that the general areas of Social Sciences, Enterprise Sciences, Tourism and Languages represent 75,8% of a total of 1 684 subjects in Tourism courses, in Portugal, the fact being that the first three have a very similar count between them, approximately 20%. In fact, we believe that the previous result requested cooperation between the social sciences, with a more skeptical perspective of Tourism development, and the business studies, with a more pragmatic approach.

With regards to the distribution of the number of subjects among the several areas, in public or private education, we emphasize that compared to the public sector the private sector appears to dominate certain subjects such as: Social Sciences and Languages, with the exact opposite occurring in the Tourism and Enterprise Sciences. It is also important to point out the dominion by the public sector on such subjects as Probation, Project, Seminary and also Option.

Table 6 presents the distribution of the number of subjects in the diverse areas following the academic grade checked out by the respective course, and the fact that in the licentiate degrees there is a greater percentage of Social Sciences and Exact Sciences subjects, than in the baccalaureate and two-stage licentiate degree, with the reverse happening in the field of Language and New Technologies; also

Table 5 | Duration of the course by academic grade (2003/04)

	Baccalaureate	Licentiate's degree	Two-stage Licentiate's degree	Total
6 semesters	6			6
8 semesters		4	19	23
9 semesters			5	5
10 semesters		1	3	4
Total	6	5	27	38

important to mention is the fact that the two-stage licentiate degree presents a superior percentage in comparison to the two other grades in the field of Probation, Project, Seminary, and the fact that the highest percentage of optional subjects is in the licentiate degrees.

The creation of one single European market and the increasing globalization among other factors, confirm the strategic importance of the qualifications in foreign languages, particularly due to the central role that international tourism has. The principal reasons are related to the acquisition of the competitive advantage looking out for an increase in international tourism and the expansion of business opportunities. The dominion by foreign languages has contributed towards the reinforcement of a belonging to Europe feeling, in its richness, cultural diversity, leading to comprehension among the European citizens.

Today, the *Ministério da Ciência, Tecnologia e Ensino Superior* (The Board of Science, Technology and Higher Learning) presents their table, which shows areas of scientific training, used for the classification of facts regarding the courses of

higher education. In that table, there is a general area of training in HE designated by Services that includes the Personal Services, namely the areas of Hotel and Restaurant and the Tourism and Leisure (Table 7); which for our exam these areas are important. Although, recently, the higher courses in this area were found to be, in other words, "restrained" a fact that contributes towards the difficulty of constituting the statistics series, based on the recollection of secondary facts.

The Government order number 256/2005 of 16th March presents a new National Classification in the Fields of Education and Training (CITE). In fact the CITE has been conceived by the UNESCO to contribute towards "an instrument of classification that makes it possible to organize and evaluate educational statistics on a national and international level". The system was earlier on reviewed and upgraded in 1997. This manual was adapted to the Portuguese reality in the context of the *Comissão Interministerial para o Emprego* creating the National Classification in the fields of Training (CNAF), approved by Government order number 316/2001, of 2nd April.

Table 6 | General area of subjects *versus* academic grade

	Baccalaureate		Two-stage Licentiate's degree		Licentiate's degree		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Social sciences	38	19,3	246	19,0	51	26,2	335	19,9
Enterprises sciences	33	16,8	274	21,2	40	20,5	347	20,6
Tourism	34	17,3	259	20,0	33	16,9	326	19,4
Languages	51	25,9	197	15,2	21	10,8	269	16,0
Law sciences	15	7,6	53	4,1	12	6,2	80	4,8
Exact sciences	3	1,5	34	2,6	9	4,6	46	2,7
New technologies	9	4,6	58	4,5	5	2,6	72	4,3
Natural sciences	2	1,0	67	5,2	14	7,2	83	4,9
Professional area/probation/project/seminary	7	3,6	86	6,7	3	1,5	96	5,7
Option	1	0,5	13	1,0	4	2,1	18	1,1
Others	4	2,0	5	0,4	3	1,5	12	0,7
	197	100,0	1 292	100,0	195	100,0	1 684	100,0

Table 7 | Designation of the present areas of study that interest the present investigation

Big groups	Study areas	Education and formation areas in HE
8 – Services	81 – Personal services	811 – Hotel and restaurant 812 – Tourism and leisure

5. Conclusion

After globally comparing public and private higher education, we arrived at the conclusion that they are substantially different, namely the domination of the two-stage licentiate degree in the first and the existence of five baccalaureate degrees in the second. This fact translates into a substantial difference on the competence of the graduate student's level. We would like to emphasize that private higher education offers more vacancies, which reveals interest by an economic/social area in frank development.

This brief description on the situation of higher education in Tourism, in Portugal, allows us to make some considerations that we will be presenting next.

A more objective analysis of the created courses and offered vacancies permits us to make some considerations. With regards to higher education, we have seen an expansion of courses in public and in private higher education. Courses, that present an array of designations, and whose objectives are often hard to understand and justify. As a consequence of that proliferation, a huge offer in vacancies has also been seen. If we take into account the creation of 6 more courses in the Tourism field in public higher education (in 2005/06), it seems evident that in a not so distant future it will tend to be characterized by a substantial growth of graduating students in higher education.

Firstly, it is an absolute fact that the indicators used point clearly to a well defined tendency in the context of quantitative analysis that came from known secondary information. With respect to the number of vacancies one can conclude that they are approximate between the public and private subsystems, although we have verified a greater increase in the public figure. The consultation carried out on the numbers of registered students, in the first year and for the first time and in total academic years, allows us to conclude that there is an evident dominion by the public subsystem over the private since 1998/99. The number of graduate student's follow an identical behavior as mentioned in the registered students, as it is easy to predict.

Secondly, priority should be given to the implementation of new higher education courses. There is a quality deficit in education and training in Tourism that might naturally have consequences on the economic and social development level of the country, due to the crucial importance of the Tourism sector. It is obvious that, the Tourism sector in Portugal will have to answer to big challenges at the beginning of this century; we believe that demonstrating quality is a key factor to attaining success. It is also believed that to offer a quality tourist service, training is essential. Therefore, it justifies the need for the characterization of a system of higher education, in this area.