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TOURISM AND EDUCATION: A SYSTEMATIC REVIEW OF CURRICULUM AND TECHNICAL EDUCATION IN TOURISM

TURISMO E EDUCAÇÃO: UMA REVISÃO SISTEMÁTICA DO CURRÍCULO E DA EDUCAÇÃO TÉCNICA EM TURISMO

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ABSTRACT

This work aimed to carry out a bibliographic inquiry, by a systematic review, on the evolution of national and international research in technical education and curriculum in tourism. To achieve this goal, a research was carried out in the *Web of Science* and *Tourism Publications* databases, obtaining 15 scientific articles adhered in English, Portuguese and Spanish between 2016 and 2020. The analysis and interpretation of data rooted that most publications on the subject are in applied research, qualitative approach, inductive method, narrative review, descriptive objective, survey procedure, and data collection with questionnaires and interviews. The most frequent subjects studied were education, economics and administration. The main topics covered in the articles were: teaching in tourism; education, professional qualification and training in tourism; construction of tourism curricula.

Keywords: Professional and Technological Education. Basic Education. Technical Training. Education and Training in Tourism. Course Plan.

RESUMO

O objetivo do trabalho foi realizar uma pesquisa bibliográfica, por meio de uma revisão sistemática, sobre a evolução nacional e internacional das pesquisas em ensino técnico e currículo em turismo. Foram realizadas buscas nas bases *Web of Science* e *Publicações de Turismo* e obteve-se 15 artigos aderentes em inglês, português e espanhol entre 2016 e 2020. A análise e a interpretação de dados constataram que a maior parte das publicações foram de pesquisas de natureza aplicada, abordagem qualitativa, método indutivo, revisão narrativa, objetivo descritivo, procedimento *survey* e coleta de dados com questionários e entrevistas. Dentre as disciplinas de maior frequência no estudo do tema tem-se a educação, a economia e a administração. Os principais recortes foram sobre ensino em turismo; educação, qualificação profissional e treinamento em turismo; construção de currículos em turismo.

Palavras-Chave: Educação Profissional e Tecnológica. Educação Básica. Formação Técnica. Educação e Formação em Turismo. Plano de Curso.

1. INTRODUCTION

The present article is about Tourism and Education. Currently understood beyond the economic sector, the modern socio-cultural, socio-environmental, and socio-spatial phenomenon, as well as the practice of tourism, have been increasingly studied in Brazil, parallel to the advancement of professionalization in the field. It is worth remembering that the country's first higher and technical courses in tourism date back around 50 years. However, training in the area had already started in Brazil in an earlier period, with subsectors offering training in education and other fields of knowledge conducting scientific research on the subject (AIREY, 2008).

In this context, numerous professionals are being trained and working in this economic activity, being challenged by a broad and demanding market since there are countless skills and strategies necessary for the development of the sector. Thus, students, professors, institutions, and contractors demand such competencies as they are also demanded in an interdependent cycle. Therefore, the understanding is that professionals trained in the area seek positions through adequate theoretical and practical improvement and are challenged by the tourism market and its various functional activities.

With the objective of developing the field, centers, institutes, colleges, schools, and faculties presently organize their technical training courses in tourism into specialized degrees based on curricula tailored for different segments and guided by governmental regulations (BRAZIL, 2020). Therefore, knowing the reality of the technical curricula in the hospitality and leisure area is necessary since effective course plans contribute to an effective initial education. On the other hand, according to Fonseca Filho (2007), academic research on tourism education remains scarce.

This work aims to carry out bibliographic inquiry on the evolution of research in technical education and tourism curriculum through a systematic review, surveying methodological approaches and authors, as well as their main results and contributions, allowing an overview of the field of study in both national and international terms.

It is also understood that this research is relevant for scholars, school teachers, and professional instructors; mediators and technical tutors, as well as course, internship, and laboratory coordinators; directors of educational institutions, pedagogues, graduates, and educational technicians involved and interested in the theme.

2. THEORETICAL FRAMEWORK

Tourism, as a strictly service activity, demands skilled labor to be developed (ANSARAH, 2004). However, current views see tourism as not only a business but also an industry or an economic sector. Tourism has been increasingly perceived as a modern social phenomenon since the last century (Kirilenko; Stepchenkova, 2017).

In Brazil, both the social practice and the work in tourism have seen a growth in professionalization (Trigo, 1998). Being understood as a field of knowledge or social science (Barretto, 2003; Araújo; Godoy, 2016), tourism has been examined through different lenses, highlighting multiple aspects of the activity, such as the socio-cultural (Hall, 2005; Barbosa; Campbell, 2006), socio-environmental (Calcagni et Al., 1999; Coriolano; Lima, 2007), socio-spatial (Fratucci, 2000; Amore; Hall, 2017), in addition to the spheres of planning and management (Getz, 1986; Beni, 1998; 2019), marketing (Mota, 2001; Kotler Et Al., 2011), economics (Tribe, 2011; Rabahy, 2019), public policies (Hall, 2001; De Paula; Moesch, 2013), communication (Gastal, 2005; Aldrigue, 2018), statistics (Omt, 2001; Ascanio, 2008) and more.

There is also a great interchange between tourism and other areas. Its contemporary interfaces are more commonly related to leisure (Dumazedier, 1999; Cheibub, 2010; Gomes; Debortoli; Silva, 2019), hospitality (Brusadin, 2017; Morrison, 2018; Camargo, 2019), sustainability (Ruschmann, 1997; Raimundo, 2017), mobilities (Sheller; Urry, 2006; Allis, 2016; Harrison, 2017), gastronomy (Mascarenhas; Gândara, 2015; Ferro E Rejowski, 2018), And Patrimony (Diegues, 2001; Funari; Pinsky, 2003; Giraldezza; Neiman, 2010; Melo; Cardozo, 2015).

The pioneer technical and higher education courses in tourism in the country date back to the decade of 1970, in the state of São Paulo (Trigo, 1998), but the training in tourism in Brazil begins before the Second World War with professional courses on accommodation, food, and recreation - not to mention previous academic research in the area from the perspective of disciplines such as geography, economics, and administration (Airey; Tribe, 2008).

Thus, from north to south of the country, Brazilian public and private tourism education institutions have organized hundreds of technical and higher education courses over the years. Various certificates and degrees were given, and thousands of professionals were trained in the area (Silva, 2022). In this context, formal education aims to develop critical

thinking and teach professional skills to students and future graduates who will work in tourism (Ansarah, 2004; Fonseca Filho, 2013).

However, the tourist market is dynamic, and the tourism economy encompasses a wide range of activities (Pimentel; Paula, 2014), such as travel agency and tourism operation, tour guiding, tourism transportation, accommodation, food and beverage, events, entertainment - each one demanding particular competencies and requiring up-to-date knowledge, skills, and behaviors suitable for the various situations in the world of work from the professionals (Silva, 2022; Brazil, 2020).

Therefore, graduates from various course formats and areas of activity in tourism consider a career in the sector after state-of-the-art training consisting of robust curricula designed to meet rigorous academic and market criteria compatible with their degree of study (SILVA, 2022). Nevertheless, tourism education in Brazil still needs to reconcile the practical world of work with theoretical studies in the area and vice-versa (Silveira; Medaglia; Nakatani, 2020).

Based on this, the new electronic version of the IV National Catalog of Technical Courses (Catálogo Nacional de Cursos Técnicos - CNCT), prepared by the Ministry of Education (Ministério da Educação - MEC), divides and updates the high school technical courses into thirteen technological axes (Brazil, 2020). Currently, the technological axis of tourism, hospitality, and leisure (THL) is one of them, with seven courses of 800 hours each: tour guiding, travel booking, accommodation, events, leisure, gastronomy, and bar and restaurant (Brazil, 2020). These high school-level training courses are at an intermediate stage between professional qualification (courses of 160 to 400 hours in the area) and higher education — technology, bachelor's, and teaching degrees in the area, each with a minimum workload of 1.600, 2.400 and 3.200 hours, respectively (Brazil, 2007; Brazil, 2015; Brazil, 2016; Brazil, 2016).

Thus, since the curricula of these training courses are built from a theoretical-practical perspective, they are offered by different institutions, from professional centers to schools, colleges, and technological centers, where professional and technical education allow aspirants and newcomers to the tourism market to start their journey.

In addition, there is little theoretical production in general directed towards tourism education (including technical education), with most research in tourism and education in Brazil focused on higher education (Algemeiro; Rejowski, 2015; Fonseca Filho, 2007; Silva, 2022) or vocational training (Fonseca Filho, 2007), as found in works related to scientific research

(Ansarah; Rejowski, 1996), education for tourism (Trigo, 2000), professional education and teacher training (Ansarah, 2002; Catramby, 2004; Catramby, 2005), professional education policy (Meira; Amorim, 2016), Undergraduate Curricula (Silva, 2020), Technical Education (Giffoni; Freire, 2014; Algemiro; Rejowski, 2015; Silva, 2022), Employability Of Tourism Graduates (Silva; Duarte; Bittencourt, 2022), Job Market And Teaching Profile (Silva, 2022), As Well As Teaching Methodologies (Fonseca Filho, 2011).

The technical programs have partial academic autonomy and are conducted by a multidisciplinary team involving entrepreneurs, managers, professionals, and teachers - both experienced and graduated, with diverse backgrounds (SILVA, 2022), mainly from applied social sciences and humanities (CAPES, 2019). The fact that the technical courses have particularities based on the autonomy of the educational systems and the market and regional viewpoint of the places where they are located contributes to the understanding of the elaboration of the curricula.

These curricula consist of curriculum designs, which are part of the course plans, developed according to the political pedagogical projects of the educational systems and school units, in compliance with current legislation. Its aim is to present the curricular components in an orderly fashion and guide, to a greater extent, the teaching plans of each subject and, to a lesser extent, the lesson plans of teachers (CORDÃO; MORAES, 2017; ALONSO, 2019; SILVA, 2020).

The course plans are thus inserted in a context that involves everything from the justification and objectives of the course, the access requirements and the professional profile for completion through the curricular organization, the criteria for using previous knowledge and experience, as well as the criteria for learning evaluation, to facilities and equipment, the faculty and technical staff involved in the course, and certificates and diplomas (BRAZIL, 2001). Teaching plans, on the other hand, do not present a narrow, single scope. In short, these last documents include the objectives and contents of the curricular units, the teaching methodologies and the forms of evaluation, among others.

However, we recognize that curricula and course plans serve as proposals, and they alone do not ensure that courses will offer effective teaching plans (referring to subjects, individual curricular units, or even modules) and lesson plans (or didactic and pedagogical activities). Without the active involvement and commitment of teachers and instructors in regularly reviewing and updating their courses' curricula, these documents can become mere

formalities or bureaucratic tools for teaching units, educational systems, and education networks.

3. METHODOLOGY

A scientific research approach incorporating both qualitative and inductive methods was applied in the production of this work. The objective of the study was exploratory and descriptive, and a systematic review was conducted. The methodology included bibliographical and documentary research, a case study, and interviews for data collection, with the analysis focusing on both the content and documents reviewed (Appolinário, 2009; Abrahamsohn, 2009; Marconi; Lakatos, 2017; Reiz, 2014).

As for the scientific method, the conclusion reached takes into account the authors' empirical experience and individual verifications to arrive at generalizable results from events and practices. While secondary data collection encompasses tabulation, ordering, and critique, the mixed methods approach to the problem includes both qualitative and quantitative research — combining the author's subjective interpretation of the physical world with the objective classification and analysis of impressions and data. The nature of applied research, however, implies the development of practical knowledge and a focus on solving particular issues. On the other hand, as to its objectives, exploratory research makes the object of study clearer and more familiar, while descriptive research contributes to the explanation of phenomena and populations or the relationship between variables for analysis. Regarding technical procedures, the field study resembles the survey despite its greater depth on the problem and subject investigated, while the bibliographical research is based on published works of different formats. Finally, the systematic review adopts the planning and rigor of research with the use of systematic and explicit methods of identification, selection, and evaluation of works. There are seven recommended steps for its execution: 1) definition of the research question; 2) planning and data collection; 3) preliminary analysis of studies; 4) dense evaluation of findings; 5) reflection on data and information; 6) interpretation of the results of the review; 7) explanation of the results (Appolinary, 2009; Abrahamsohn, 2009; Marconi; Lakatos, 2017; Reiz, 2014).

After presenting the aforementioned methodological classifications, the search protocols and the criteria for the inclusion and exclusion of articles will be described and explained in detail. Additionally, the results of the present systematic review will be outlined.

The selection of appropriate keywords (descriptors) and the decision-making processes regarding the consulted databases will also be discussed, as well as the preliminary findings. Finally, the significance of the final results will be expounded upon.

First, the following guiding research question was defined: what is the state of the art of studies on curricular plans for technical courses in tourism in Brazil and in the world? In a second phase, planning and data collection began in January 2021 with the selection of descriptors, search languages, databases, and search criteria. From a previous survey of the literature on the themes of tourism and education, it was possible to learn about terms used in scientific areas, disciplines, and fields of study related to the research. After refinement, including the verification of terms in the book *Tesouro Brasileiro de Turismo* (Brazilian Tourism Thesaurus) (REJOWSKI, 2018), the keywords chosen were: tourism, curriculum, and technical education.

As for the search languages, in addition to Portuguese, the English and Spanish languages were adopted, with their corresponding “keywords” and *palabras clave*. Thus, the descriptors in English were defined as tourism, curricula, curriculum, and technical education, and the Spanish ones were *turismo*, *currículo*, curricula, curriculum, and *educación técnica*¹. The selection of research databases was made considering options that would encompass a wide range of national and international scientific journals, both general and specialized in nature.

Thus, we opted for the multidisciplinary and international database *Web of Science* (WoS), accessed remotely through the *Comunidade Acadêmica Federada* (Federated Academic Community - CAFE) tool in the *Portal de Periódicos CAPES/MEC* (Brazilian Federal Agency for Support and Evaluation of Graduate Education/Ministry of Education's Periodical Portal). We also chose the Brazilian database *Publicações em Turismo* (PT), developed by the Graduate Program in Tourism at the School of Arts, Sciences, and Humanities of the University of São Paulo (PPGTUR-EACH-USP). This sector-specific database provides open access to academic journals and scientific papers on tourism published in Ibero-American countries.

The protocols and criteria for the search and inclusion/exclusion of results determined for the execution of this systematic review followed the following steps:

¹ In English and Spanish, the Latin terms curriculum (singular) and curricula (plural) are used for the idea of course plan or *currículo*, in the Brazilian and Portuguese conception. The word *currículo* is adopted with the same meaning in both Portuguese and Spanish.

1. Search the databases for the keyword *turismo*, individually combined with the words *currículo* and *ensino técnico*, using logical or Boolean operators – AND – (intersection) for results that relate both terms and quotation marks – “” – (accuracy) for searches with compound terms;
2. Carry out new searches for the keywords “tourism” and *turismo* in English and Spanish, respectively, combined with the other keywords (“curricula”, “curriculum”, and “technical education”) and *palabras clave* (*currículo*, *curricula*, *curriculum*, and *educación técnica*), respecting the previous procedure;
3. Adopt as a search filter (or result selection) articles published in English, Spanish, and Portuguese in the last five years prior to 2021, including them in the preliminary search results;
4. Exclude the results found that do not comply with the previous procedure from the search;
5. Identify thematic affinity based on the titles of the works found, selecting those that adhere to the research;
6. Read the abstracts and keywords from the articles selected in the previous procedure, identifying and reselecting those works with greater adherence to the research;
7. Proceed to read the sections corresponding to the introduction, methodology — when available — and final considerations of the publications selected in the previous procedure, in order to more carefully identify the articles that adhere to the research;
8. Exclude duplicate publications in results from the same database;
9. Identify and exclude duplicate publications in the results of both databases.

In this way, we advance to the next section with the search results. However, it should be noted that each database has its own specificities. The WoS search was performed in the “topic” field, with the filters document type (article), years of publication (2016, 2017, 2018, 2019, and 2020), and languages (Portuguese, English, and Spanish). On the other hand, in PT, all the searches result in articles, and the field “all fields” was adopted in the search, without using a filter (since this database does not have this function), and thus the selection of results was carried out manually — based on the same criteria and protocols as above.

The articles included for critical and systematic analysis were those that contributed to studies in tourism, primarily associated with curriculum issues and also related to problems of the professionalizing technical high school level. Publications that dealt with curriculum or teaching in tourism under other broader or general aspects that could contribute to the understanding of the researched topics were also included.

4. RESULTS AND DISCUSSIONS

Upon consolidation of the findings, Table 1 was built, aiming to initiate the stages of initial and in-depth evaluations of the studies, data analysis, interpretation, and presentation of the results. As for the 1,426 general results found, the WoS presented a greater number of findings (1,003 or 70%) compared to the PT database (423), with the more effective keywords or combination of keywords (in the three adopted languages) being: tourism and curriculum (WoS: 497) or tourism and curriculum (WoS: 497) and *currículo* (PT: 262). On the other hand, the keywords (or set of them) with the lowest volume of results (WoS: 0) were: *turismo* and *ensino técnico*; *turismo* and *educación técnica*; tourism and curriculum; tourism and curriculum or tourism and curriculum.

Chart 1: Search Results

Database	Search Language	Keywords and Boolean Operators	Results							
			General	Filtered	Selected	Preliminar	Duplicated	Subtotal	Duplicated	Final
WoS ¹	Português	<i>turismo and "ensino técnico"</i>	0	0	0	18	9	9	0	15
	Español	<i>turismo and "educación técnica"</i>	0	0	0					
	English	<i>tourism and "technical education"</i>	9	4	2					
	Português	<i>turismo and currículo</i>	0	0	0					
	Español	<i>turismo and curriculum</i>	497	186	8					
	English	<i>tourism and curricula</i>	497	186	8					
	Español	<i>turismo and curriculum</i>	0	0	0					
	Español	<i>turismo and curricula</i>	0	0	0					
PT ²	Português	<i>ensino técnico</i>	17	N/A	1	8	2	6		
	Español	<i>educación técnica</i>	4	N/A	1					

	English	technical education	31	N/A	3					
	Português	currículo	263	N/A	2					
	Español									
	English	curricula	64	N/A	1					
	Español									
	English	curriculum	44	N/A	0					
	Español									

N/A: Does not apply.

Note: Web of Science [WoS]; Publicações de Turismo [PT].

Source: Original search results.

Among the results filtered from WoS — document type article, publication years 2016-2017-2018-2019-2020, and languages Portuguese, English, and Spanish — this database then locates 376 results (about 1/3 of the previous findings or 63% reduction), while in PT it was not possible to perform such filtering due to technical limitations of the database itself.

Thus, 2% of the general total of results (or 26 works) were preliminarily selected (WoS: 18; PT: 8), since they were adherent to the research. Disregarding duplicate publications in more than one search in the same database, 15 results were found. A new check of duplicate results in the WoS and PT databases was necessary, resulting in 15 final articles — the same result as before.

Among the research findings (Table 1), two articles were published in the years 2020, 2017 and 2016 (13% each), while other four (27%) date from 2019 and most of the works (five or 33%) were published in 2018. As for the authorship of the works, a total of 35 authors were found involved in the selected publications, with emphasis on researcher and professor Celso Meira from the Federal Institute of Science and Technology of Maranhão (IFMA), with two scientific articles — being the only author with more than one work in this research.

Also in relation to the results found, the final articles were published in twelve scientific journals, highlighting the *Journal of Teaching in Travel & Tourism* with three (20%) papers and the journal *Rosa dos Ventos* with another two (13%) publications. On the other hand, we noted the presence of four (33%) Brazilian journals (*Revista Ateliê do Turismo*, *Revista Brasileira de Ecoturismo*, *Revista Brasileira de Pesquisa em Turismo*, and *Revista Rosa dos Ventos*) and one (8%) Portuguese serial publication (*Revista Turismo & Desenvolvimento*), with a sum of about 40% works in Luso-Brazilian journals. However, no publication in other Latin

American, Caribbean, or Spanish newspapers and magazines was located, whether Spanish-speaking or not.

Another interesting aspect is the main theme of the scientific magazines and journals where the final articles were published. Among them, five (33%) journals are specialized in tourism education and tourism research, four (27%) are serial publications in education in general, and four (27%) deal with tourism issues in general, while other journals are dedicated to management (7%) or the ecotourism segment (7%).

Regarding the institutional link, six (30%) of the results were from works by authors associated with Brazilian institutions, while two (10%) were from South Africa, other two (10%) were from the United Kingdom of Great Britain and Northern Ireland and one (5% each) in China, Cyprus, Finland, Greece, India, Lesotho, Latvia, Nepal, New Zealand, and Portugal. Thus, six (30%) of the finds are originally from the Americas, seven (35%) from Europe, three from Africa and Asia (15% each), and one (5%) from Oceania. As for the languages of the articles, nine (60%) were published in English, while the other six (40%) were written in Portuguese.

By consolidating the objectives of the research findings, it was found that the most adopted action verbs were: analyze (27%), present (20%), contextualize, contribute and map (13% each), and report and identify (7% each). As for themes related to curricular issues or professional technical courses in tourism, it can be seen that ten (67%) of the findings deal directly or indirectly with technical education in the area, and eight (53%) of them already address the problem of curricula in tourism. The others deal, to a greater or lesser extent, with tourism and education, based on their different perspectives and issues.

Those works with adherence to both themes referring to technical curricula in tourism corresponded to five (33%) of the articles, namely: Meira and Amorim (2016), Engelbrecht, Spencer and Bijl (2017), Santos, Oliveira and Lima (2017), Meira, Kushano and Neves (2018) and Saraiva and Anjos (2019).

Table 1: Research Findings

Articles	Journal	Authors	Year
Fostering an integrated tourism education curriculum in Lesotho (a community participation approach)	Journal of Education	Moreeng	2020
Impacts of COVID-19 on Tourism Education (analysis and perspectives)	Journal of Teaching in Travel & Tourism	Tiwari, Séraphin Chowdhary	and 2020

A reflexive journey through curriculum space(s)	Journal of Teaching in Travel & Tourism	Hayes	2019
As competências do guia de turismo (um estudo sobre os cursos de formação técnica no Brasil)	Revista Brasileira de Pesquisa em Turismo (Brazilian Journal of Tourism Research)	Saraiva and Anjos	2019
Developing Tourism Curriculum Content to Support International Tourism Growth and Competitiveness (Central Baltic Area)	Journal of Hospitality & Tourism Education	Renfors, Veliverronena and Grinfelde	2019
Towards the development of an employer programme for the hospitality and tourism sector in Greece	Polish Journal of Management Studies	Apostolakis, Dimou and Viskadouraki	2019
Fatores que influenciam a demanda por qualificação profissional para o desenvolvimento do ecoturismo no Brasil	Revista Brasileira de Ecoturismo	Castro, Galvão and Binfaré	2018
Qualificação Profissional Técnica no Contexto das Políticas Públicas de Turismo e as Novas Perspectivas do Plano Nacional de Turismo 2018-2022	Revista Ateliê do Turismo	Meira, Kushano and Neves	2018
Qualificação Profissional Técnica no Contexto das Políticas Públicas de Turismo e as Novas Perspectivas do Plano Nacional de Turismo 2018-2022	Revista Ateliê do Turismo	Meira, Kushano and Neves	2018
Teaching Method of Tourism Curriculum Design Based on Practical Teaching Method	Educational Sciences: Theory & Practice	Xu and Li	2018
Relevance for work in the Western Cape tourism industry of the National Certificate Vocational in tourism education at TVET colleges	Industry & High Education	Engelbrecht, Spencer and Bijl	2017
Turismo e formação técnica (relação entre teoria e prática nos cursos técnicos em eventos do Campus Brasília do IFB)	Revista Turismo & Desenvolvimento [Portugal]	Santos, Oliveira and Lima	2017
Política de Educação Profissional e Curso Técnico em Turismo (desafios no estado do Paraná)	Revista Rosa dos Ventos	Meira and Amorim	2016
Processos entre Ensino, Aprendizagem e Avaliação (uma experiência em curso no turismo)	Revista Rosa dos Ventos	Cisne	2016

Source: Original search results

A closer look at the findings indicates the scientific areas, fields of study or disciplines of related research. There was a greater volume of publications with a background in the disciplines of Education (100%), Economics (47%), Administration (40%), Political Science (20%), Anthropology and History (7% each). Other fields of study or scientific areas also perceived were Sustainability (13%), Hospitality and Events (7% each).

When the most frequent keywords were analyzed, from a total of 62 terms, it was found that the most frequent were: tourism (8%), tourism education (6%), Brazil (5%), curriculum, curriculum in tourism, professional education, and professional qualification (3% each). It was also noted that some keywords made direct allusion to curricula or technical education (18%), while other terms referred to tourism, education, methodologies, work,

regions, training, segmentation, subsectors, competencies, projects, professionals, among others.

In short, throughout the five years analyzed, the main contributions of the articles covered the relationship between tourism and: teaching, learning and assessment (CISNE, 2016); professional education policies (MEIRA; AMORIM, 2016); theory and practice in teaching (SANTOS; OLIVEIRA; LIMA, 2017); skills for employability (ENGELBRECHT; SPENCER; BIJL, 2017); teaching methods and curriculum design (XU; LI, 2018); the transdisciplinarity of inclusion and accessibility in curricula (LIASIDOU; UMBELINO; AMORIM, 2018); professional qualification and public policies (MEIRA; KUSHANO; NEVES, 2018); training and professional qualification (DEMENGE; SHRESTHA, 2018); a proposal for a course in ecotourism (CASTRO; GALVÃO; BINFARÉ, 2018); training programs (APOSTOLAKIS; DIMOU; VISKADOURAKI, 2019); integrated regional and international curricula (RENFORS; VELIVERRONENA; GRINFELDE, 2019); tour guide skills (SARAIVA; ANJOS, 2019); the teaching-learning process based on values (HAYES, 2019); the impacts of COVID-19 on education (TIWARI; SÉRAPHIN; CHOWDHARY, 2020); curriculum and community participation (MOREENG, 2020).

In this way, the following seven major topics emerge from the aforementioned articles (Chart 2), with an emphasis on Teaching in tourism, Education, Professional qualification and Training in tourism, and Construction of curricula in tourism, with four (27%) works each. Particularly the publications by Xu and Li (2018), Meira and Amorim (2016), and Meira, Kushano and Neves (2018), which address two of the sub-themes listed below, are noteworthy.

Chart 2: Topics emerging from selected final publications

Topics	Authorship and year of publication
Tourism education	Cisne (2016) Santos, Oliveira and Lima (2017) Xu e Li (2018) Hayes (2019)
Education, Professional qualification, and Training in tourism	Meira and Amorim (2016) Meira, Kushano and Neves (2018) Demenge and Shrestha (2018) Apostolakis, Dimou and Viskadouraki (2019)
Curriculum development in tourism	Xu and Li (2018) Castro, Galvão and Binfaré (2018) Renfors, Veliverronena and Grinfelde (2019) Moreeng (2020)
Professional competencies in tourism	Engelbrecht, Spencer and Bijl (2017) Saraiva and Anjos (2019)

Public policies for education and professional qualification in tourism	Meira and Amorim (2016) Meira, Kushano and Neves (2018)
Transdisciplinarity in tourism	Liasidou, Umbelino and Amorim (2018)
Perspectives in tourism education	Tiwari, Séraphin and Chowdhary (2020)

Source: Original search results.

Dealing with the different types of methodologies and research procedures adopted in the final articles, we have the following reality (Chart 3).

Chart 3: Research methodology and methodological procedures for final articles

Study type	Classification	Percentual	Results
Nature	Applied research	93%	14
	Basic research	7%	1
Approach	Qualitative research	80%	12
	Mixed methods	20%	3
Method	Inductive methods	73%	11
	Deductive methods	27%	4
Revision	Narrative revision	100%	15
Objective	Descriptive research	100%	15
	Exploratory research	47%	7
Technical procedures	Survey	53%	8
	Documentary research	20%	3
	Case study	13%	2
	Bibliographical research	13%	2
	Others ^a	43%	6
Data collection	Questionnaires	53%	8
	Interviews	47%	7
	Forms	13%	2
	Others ^b	13%	2
Analysis and result interpretation	Theme analyses	13%	2
	Others ^c	87%	13

^a Teaching method, Field study, Cross-sectional research, Action-research, Survey, Experience report.

^b Participant observation and Focus group.

^c Paradigmatic interpretation, Content analysis, Discourse analysis, Legal analysis, Discursive textual analysis, Interpretation of social reality, Coding, Community participation approach, Reflective topical autobiography, Pedagogical analysis, Statistical analysis, Temporal longitudinal analysis and Document analysis.

Source: Original search results.

Based on these results, it can be noted, regarding the nature of the research, that applied research was the most found (93%), while, in relation to the scientific approach, qualitative research showed the highest recurrence (80%). On the other hand, regarding the research method, induction was the most adopted (73%). Regarding the type of review, all papers used narrative review (100%) and it is also noteworthy that all surveys were descriptive (100%) and fewer exploratory surveys (47%). As for the technical procedures and data

collection instruments, the survey was the most used resource (53%), as well as questionnaires (53%) and interviews (43%). Finally, among several possibilities of analysis and interpretation of data, the works were carried out from fourteen interesting and different methodological perspectives.

A discussion regarding the methodologies of the final articles selected points out that the theme of education and tourism has not been adopting exclusively quantitative research as a research approach, in view of the predominance of qualitative research in the studies and, to a lesser extent, mixed methods that encompass both approaches.

It can also be argued that no systematic or integrative review works were located, only narratives for the same theme. Furthermore, there were no analytical, predictive, or methodological research papers among the publications analyzed, with descriptive and exploratory research predominating in the selected publications on tourism and education.

In addition, regarding the scientific nature, the reduced volume of basic research articles on the investigated theme was verified, while the deductive method has been neglected in front of the inductive method. Finally, it was shown that there is no unanimity regarding the ways of analyzing and interpreting the data in view of the wide and diverse amount of critical approaches found in the selected education and tourism studies.

Taking into account the final results found and analyzing and interpreting those five most relevant and adherent publications regarding technical education and curricula in tourism², it was noticed that the research methodologies mostly adopted were of: applied nature; qualitative approach and mixed methods; inductive method; narrative review; descriptive and exploratory objectives; technical procedures covering survey, documentary and bibliographic research and multiple case studies; data collection with forms, questionnaires and interviews; and analysis and interpretation of data with an interpretation of the social reality and the following analyses: discourse (material), longitudinal (temporal), thematic, legal, pedagogical and discursive textual.

Regarding the analysis and interpretation of data, interesting methodological options to be studied and understood for carrying out future research on technical curricula are understood to be: legal, discursive textual, pedagogical, documental, content and discourse analysis. As methodological trends and predictions for studies in education and tourism, based on the final articles, we believe in: an increase in the use of mixed methods rather than purely

² MEIRA; AMORIM, 2016; ENGELBRECHT; SPENCER; BIJL, 2017; SANTOS; OLIVEIRA; LIMA, 2017; MEIRA; KUSHANO; NEVES, 2018; SARAIVA; ANJOS, 2019.

qualitative approaches; the advancement of deduction as a method, and, consequently, a slight reduction in the volume of research with the inductive method; the advent of research with new objectives and types of reviews other than descriptive and exploratory research and narrative review; the growth in the adoption of multiple data collection instruments.

5. CONCLUSION

Upon consideration of the above discussions, this work achieves its objective of carrying out bibliographical inquiry, through a systematic review, on the evolution of research in technical education and tourism curriculum, contemplating methodological approaches, as well as authors and their main results and contributions, thus allowing an overview of the field of study in national as well as international terms.

Among the main findings, the most adopted methodologies regarding the investigated theme were known, as well as the predominant disciplinary and study and research domains in relation to the technical curricula in tourism. On the other hand, no leading authors on the subject were identified, given that only one professor/researcher presented two works authored, among the fifteen selected publications and involving 35 individuals in total. The same happened with the data analysis and interpretation approaches, which proved to be quite eclectic — only one was adopted in two works (thematic analysis).

Regarding the most emerging themes, it is understood that all seven identified contribute to the object of this research — in particular, the topics related to the construction of tourism curricula and public policies on education and professional qualification in tourism. As research limitations, this work included only scientific articles published in three languages and a time frame of five years, derived from the search with eight keywords in two databases. The analysis and interpretation of the results from an epistemological approach to tourism were also not carried out. Given the results found, the complete reading of the fifteen selected works contributes to the robustness of the theoretical framework for future research.

Publications covering different disciplines (education, economics, administration, history, anthropology, political science), scientific areas and fields of study (events, hospitality, sustainability), products (courses and training), policies (plans, programs, and projects), social agents (teachers, students, community and tourist trade), educational levels (professional, technical and higher) contribute to the discussion of the theme and also related issues such as professional qualification, human resources, and skills. On the other hand, the insertion of

research under the bias of society or tourists may become an interesting research on technical education and curricula.

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