Papers

Tour guide competencies: a study of vocational programs in Brazil

As competências do guia de turismo: um estudo sobre os cursos de formação técnica no Brasil

Las competencias del guía de turismo: un studio sobre los cursos de capacitación técnica en Brasil

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Keywords:

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Abstract

In the contemporary world the formation of the Tour Guide (GT) must have taking into account the changes and adaptations required by the new business and educational scenarios. The objective of this article was to map the competences contemplated in the profile of GT technical courses in Brazil, having as central presupposition that the competencies of the GT need to be focused on values for a know-how and know-how to be more human. The documentary research focused on the analysis of legislation in Education and Tourism that governs the offer of GT technical courses in Brazil and the competencies declared by the Educational Institutions - IEs from their course plans. The option was made for the Multiple Case Study focusing on ten IEs that offer technical courses in GT in Brazil, as well as the study of relevant legislation, norms and rules. The collected data were conducted for a Textual Discursive Analysis - ATD that allowed identifying that in the great majority of IE the organizational competences. As for the competences of the know-how to be more human, that is, those focused on cognitive aspects, little are developed. Leadership, mediation and interpretation were highlighted as expertise in GT competencies.

Palavras-chave:

Guia de Turismo;
Formação Técnica;
Competências;
Brasil.

Resumo

No mundo contemporâneo a formação do profissional Guia de Turismo (GT) precisa ter em conta as mudanças e as adaptações exigidas pelos novos cenários empresariais e educacionais. O objetivo deste artigo foi mapear as competências comtempladas no perfil do egresso de cursos técnicos de GT no Brasil, tendo como pressuposto central do estudo que as competências do GT precisam ser focalizadas em valores para um saber-fazer e um saber-ser. A pesquisa de caráter documental focou na análise da legislação em Educação e em Turismo que rege a oferta dos cursos técnicos de GT no Brasil e nas competências declaradas pelas IEs a partir de seus planos de curso. Fez-se a opção pelo Estudo de Casos Múltiplos com foco em dez Instituições de Ensino que ofertam cursos Técnicos de GT no Brasil, bem como o estudo da legislação, normas e regras pertinentes. Os dados coletados foram conduzidos para uma Análise Textual Discursiva – ATD que permitiu identificar que na grande maioria das IE as competências organizacionais. Quanto às competências do "saber-ser", ou seja, aquelas voltadas aos aspectos cognitivos, pouco são desenvolvidas. Destacou-se a liderança, a mediação e a interpretação, como expertise nas competências do GT.

Resumen

En el mundo contemporáneo la formación de Guía Turístico (GT) necesita tener en cuenta las modificaciones y ajustes requeridos por los nuevos escenarios empresariales y educacionales. El objetivo de este artículo fue asignar las competencias contempladas en el perfil de los alumnos de los cursos técnicos de GT en Brasil, teniendo como presupuesto central del estudio que las competencias del GT deben centrarse en los valores de un saber hacer y saber ser. La encuesta de carácter documental se centró en el análisis de la legislación en Educación y en Turismo, que reglamenta la oferta de cursos técnicos de GT en Brasil y en las competencias declaradas por las IEs desde sus planes de curso. Se hizo la opción por el Estudio de Casos Múltiples con atención especial en diez de las instituciones educativas que ofrecen cursos técnicos de GT en Brasil, así como el estudio de las leyes, normas y reglamentos pertinentes. Los datos recogidos fueron conducidos por un Análisis Textual Discursivo - ATD que permitió determinar que en la gran mayoría de las IEs las competencias organizacionales. Cuanto a las competencias del "saber ser", es decir, aquellos que se vuelven a los aspectos cognitivos, poco es desarrollado. Se destacó el liderazgo, mediación y de interpretación, como expertos en las competencias de GT.

1 INTRODUCTION

The study of tour guiding training is a broad and leading topic and presents itself as a challenge in terms of "changes and adaptations required of people and business and educational organizations" (Gesser, 2013, p. 168) in a context that requires innovation, creativity, and quality.

Several studies in the field of tour guiding training have been addressing the topic highlighting the lack or need for adequate TG training either in performance improvement, or raising guiding standards and advancing professionalism (De Kadt, 1979; Holloway, 1981; Cohen, 1982; Brockelman & Dearden, 1990; Weiler & Davis, 1993; Pond, 1993; Hughes, 1994; Weiler, 1999; Ap & Wong, 2001; Weiler & Ham, 2001; Black & Weiler, 2005; Mason & Christie, 2003; Cruz, 2008, Brito, 2011; Wong & Lee, 2012; Weiler & Black, 2015; Weiler, 2016).

Despite these studies, knowledge on tour guides (TG) is still limited, since at a global level there is little literature available on the subject. According to Weiler and Black (2015) studies focus on human geography; environmental studies; business, marketing, and management; sociology; anthropology; communication and language studies, psychology, and environmental education.

Brazilian scientific production on the topic of tour guide is even scarcer. A survey of Brazilian journals with high impact factor in tourism (Qualis/CAPES, B2 or higher strata), only four articles were found addressing TG: Canani (1999), Nascimento, Silva and Grechi (2014); Lohmann, Julião, Farias, Silva, and Freitas (2009), and Zettermann and Vergara (2017). In addition to these articles, the studies by Algemiro and Rejowski (2015), Leme (2015), Cisne (2016), Panizi, Braga and Gândara (2017) and Meira, Kuzano and Hintze (2018) stand out. Research in the Brazilian Digital Library of Theses and Dissertations (BDTD) and CAPES[1], Theses and Dissertations databases yielded three doctoral theses: Abreu (2015), Montes (2013) and Kozow (2015).

As for literature on the subject, didactic works, technical books or textbooks to assist TGs in the execution of their professional activities were found. Some of these works present experience reports. Brazilian authors such as Carvalho (2003), Raposo (2004), Chimenti and Tavares (2007), Hintze (2007) and Campos and Serpa (2010) are frequently cited in those works, among which the studies by Carvalho (2005) stand out, discussing specifically TG training. There are few books dealing with TG conceptualizations, discussions, or construction of theories. Among the few works on this topic, the following stand out: Pond (1993); Pastorelli (2003); Weiler and Black (2003, 2015); Cruz (2008) and Brito (2011). Referring to tour guiding history, the studies of Picazo (1996) and Oliveira and Cymbron (1994) stand out. Specifically, in Brazil on this topic

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[1] Survey conducted in BDTD and the Capes Theses and Dissertations databases, on April 7, 2017, using the keyword *Guia de Turismo* [Tour Guide], produced in Brazil.

Carvalho (2005) and Chimenti and Tavares (2007) also concur that little attention has been paid to GT research and training.

In Brazil, TG programs are medium level (secondary), technical and vocational education included in the Brazilian list of vocational programs [Catálogo Nacional de Cursos Técnicos – CNCT] within Tourism, Hospitality and Leisure Technical Axis. The completion of a medium-level vocational training program is a prerequisite for licensure to act as TG according to legislation by the Ministry of Tourism (MTur). The requirements and criteria for the activity are established by MTur, Law 8 623/93, (Brasil, 1993a), Decree 946/93 (Brasil, 1993b), and more recently by Ordinance 27, dated January 30, 2014 (Brasil, 2014a) and by Administrative Rule 58, dated April 15, 2015 (Brasil, 2015). The EI in defining curricula should follow the Brazilian medium level technical and vocational education guidelines [Diretrizes Curriculares Nacionais para Educação Profissional Técnica de Nível Médio - DCN-EPTNM] (Brasil, 2012a).

According to Weiler and Black (2015), the tourism industry expects TGs to perform several functions and many researchers argue that training and education are crucial for acquiring knowledge and skills. In this context, it was assumed that TG competencies should focus on "doing" and "being" skills that are more humane, a duality that has a strong connotation in tour guiding. TGs play an important role in the tourism system, and they should have competencies for developing more humane ways of doing and being. Curricular overhaul in TG vocational programs, recreating constituted knowledges, require innovative competencies. Currently, changes in Tourism require that TGs have the ability to convey not only factual information, but also to develop skills such as: intercultural interpretation and communication, the ability to contextualize information, convey emotions, mediate between the local community and visitors, providing an interaction between tourists and the spaces where guiding takes place, with natural and cultural assets in a sustainable way, monitoring and managing the behavior of visitors.

The objective of this article is to identify the exit competencies laid down in TG vocational programs in Brazil. The research used documentary analysis, since it focused on Education and Tourism legislation governing the provision of TG vocational programs in Brazil and on the competencies laid down by EIs in their curricula.

2 TRAINING COMPETENCIES IN VOCATIONAL EDUCATION IN BRAZIL

According to the DCN-EPTNM (Brasil, 2012a), a professional profile aims to guarantee the full development of knowledge, competencies, and professional skills required by the job, within the respective Technical Axis, according to the socio-occupational and technological structure and able to respond, in an original and creative way, to the constant challenges of citizenship and professional life. The professional profile is the description of what would ideally be necessary for the worker to know how to perform in the professional field within a given qualification (Serviço Nacional de Aprendizagem Industrial [SENAI], 2013).

The professional profile laid down considers the continuous transformations in the world of work, the curricular design, as well as the profile and competencies, must point to a vision of the future, incorporating a prospective dimension from the educational point of view.

The literature presents several definitions of competency, with different emphases and approaches. For Wittorski (2004) there is a great diversity and divergence in definitions with no clear links between them, in addition to difficulties in operationalizing the concepts. The author considers that competency is built in the articulation of the resources available to individuals, in themselves and in their environment; and not its content.

For Dutra (2004), the various concepts of competency can be complementary to each other. On the one hand, competencies are understood as the set of knowledge, skills, and attitudes necessary for people to carry out their works; on the other hand, they can be understood as that which is delivered to the organization by individuals. For the author, "people act as agents of transformation of knowledge, skills, and attitudes in competencies delivered to the organization" (2004, p. 31).

As far as Sulzer (2004, p. 94) is concerned, competencies, in a universal definition, are a set of knowledge, for there is "the insurmountable fact that human activity requires, at all times, aptitudes that are

spontaneously situated in the order of acquired knowledge and interaction skills". Discourses about the world of work and new forms of organization in the contemporary world shifted the notion of qualification to competency.

The conceptualization of competency seeks to combine the contributions of cognitive sciences and behavioral sciences, characterizing the way competency is built in the articulation of resources available to people, in themselves and in their environment; and not its content.

In this perspective, competencies are the combination of five components—cognitive, cultural, affective, social, and praxeological—and three levels: the individual or group producer/author of competency (micro level); the immediate social environment (meso or social level which is the level of socialization, group membership, work community); and the organization of which the individual is a part (macro or societal level) (Wittorski, 2004).
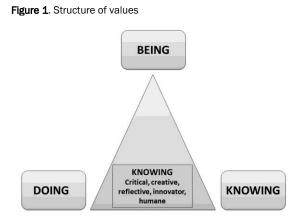
Fleury and Fleury (2001, p. 188) argue that competencies are a source of value for individuals and organizations. They define competency as "[...] knowing how to act in a responsible and recognized way that implies mobilizing, integrating, transferring knowledge, resources, skills, that add economic value to the organization and social value to the individual".

Competency is, thus, understood as a relational concept that involves the mobilization of people's capacities for real work situations. Descriptions of these competencies should make sense to employers and workers, adding economic value to the organization. In addition, it encompasses not only the technical skills required for the exercise of a specific activity, but also a set of interactive behaviors such as decision making, communication with the environment, work organization or other requirements necessary for full performance in a professional field, and adding social value to the individual.

Ciavatta and Ramos (2012, p. 22) consider that the components of competencies can be described as "knowing", "doing", "being", and "interacting" skills. Competency would only exist when these skills are mobilized and combined to solve problems in the field of professional activity. Thus, "... the use of the term in its plural form and its fragmentation into categories that directly refer to the abovementioned knowing, doing, and being skills" (Sulzer, 2004, p. 94).

Perrenout (1999, p. 30) defines competency as "[...] the ability to mobilize a set of cognitive resources (knowledge, skills, information, etc.) to address the appropriateness and effectiveness of a variety of situations". Therefore, competency can be understood as a set of knowledge (knowing), skills (doing), and attitudes (being); these are manifested in observable behaviors; imply technical knowledge and the attitudes and values inherent to the work.

Assuming competency as a relational concept—which transcends both the academic and technical educational approach—then we should recognize the need to articulate theory and practice, knowledge, actions, and attitudes, in different ways, and at different times, throughout the formative process. Brasil (2016) states that this is the structure of values that contemporary society wants, but toward which it slowly moves (Figure 1).

Figure 1. Structure of values

Source: Brasil (2016, p. 175).

Contemporary society demands a model of competencies that addresses not only the labor market, but also economic, social, environmental, and cultural issues. Brasil (2016, p. 174) states that,

> (...) knowledge generated in contemporary society appropriates the strength represented by the being-knowing-doing trilogy, allied to new critical, creative, innovative, and reflective knowledge, which is the transforming force of this trilogy, built with values based in the humanities, transforming itself while constructing other values, being able to invigorate a society structured in values and differences.

In education, it is important to learn multiple points of view and skills. In this way, "there is a need to learn multiple points of view and to build competencies, not only personal ones, which accompany the human being, but also organizational ones" (Brasil, 2009, p. 67).

3 TOUR GUIDE COMPETENCIES

Professional competency is the personal capacity to mobilize, articulate, and put into action knowledge, skills, attitudes, and values necessary for the efficient and effective performance of activities required by the nature of work and technological development. Specifically, Picazo (1996) considers that professional competency of tour guides is built around three pillars: cultural and practical knowledge; languages; service attitude. For Zagarra, Sandoval and Molina (2010), TGs should have positive attitudes to perform better. Swarbrooke (1999) presents a framework where competencies are organized in basic (knowledge), general (attitudes), and specific (skills).

Carvalho (2005) considers that many factors are involved in tour guiding, among which leadership skills vis-à-vis a group of passengers and service providers is critical. In addition to leadership, mediation, and interpretation skills are also essential.

Tsaur and Teng (2017) explain that tour guides are expected to lead in Tourism, by providing essential products and services, including guiding, and keeping tourists happy. The authors emphasize that TGs should meet the needs of the tourists, take care of their physical and psychological demands, and solve the tour problems.

Wong and Lee (2012) found three dimensions of leadership style: concern for tasks, concern for customers, and concern for group climate. The leadership style adopted by TGs affects the tourist experience, with positive results increasing customer satisfaction and loyalty, while negative results lead to complaints about travel agencies.

The performance of a tour leader affects not only the image of the travel agency, but also its reputation and destination loyalty, playing a critical role in group tours because they act as information sources and mentors for tourists (Tsaur & Teng, 2017).

In Brito's (2011, p. 58) perspective leadership for a tour guide means "to lead without dictating, which requires sensitivity and subtlety, decisiveness, and perfect control of verbal and non-verbal communication". The author further argues that leadership capacity is considered by many as a key competency in tour guiding.

Weiler and Black (2015) state that guides should also be skilled interpreters, storytellers, and intercultural communicators. Brito (2008) explains that for the correct and full exercise of cultural mediation, guides must develop from the beginning of professional training, their intercultural communicative skills. According to

Brito (2011, p. 152) "the quality of cultural mediation depends to a large extent on the acquisition of intercultural skills".

Communication skills seem to be critical to tour guiding. Chimenti and Tavares (2007) postulate that TGs use written, spoken, and nonverbal communication. Picazo (1996) states that communication is essential in guiding tour groups. Guides should be good communicators, which means they should be aware of their body language when they speak.

According to Pires (2005, p. 485) there must be an "adaptation of the tourist to the destination in terms of behavior and consumption", therefore, as a mediator between natural environments and manifestations/cultural aspects, and tourists, TGs should try to minimize the negative effects of tourism.

Good interpretation—one of the main roles of TGs— is considered by tourists as one of the highlights of the guided tour. For Weiler and Black (2015), being a good interpreter is more complex and more difficult to master than other roles performed by TGs. Therefore, interpretive guiding practice often falls short of the expectations of visitors and, on the other hand, often exceeds expectations.

Interpretive guiding principles include the application of interpretation aimed at achieving predetermined results, benefiting visitors, other stakeholders, destinations, and environments. For Brito (2011, p. 52) "to inform and interpret are not only an obligation but also a strength of guides". The author argues that the success or failure of the trip depends on guides' ability to select and interpret information.

According to Brito (2008), the best interpretation is the one that combines tangible and intangible elements, i.e., gives meaning to an object. The use of drama, storytelling, and narratives is widespread in group tour guiding, but TGs, individually, vary greatly in the way they use such techniques as tools to improve their communication.

Effective intercultural communication requires foreign language skills. According to Weiler and Black (2015) is the ability to explain and interpret culture; to elicit appreciation for cultural difference and select the most appropriate content to share; the interest and willingness to engage in two-way communication; social-interpersonal skills; respect and pride to act as an ambassador for their culture. For Brito (2011, p. 107) it is fundamental that TGs be knowledgeable of communication techniques, "it is not enough to know what to explain. It is crucial to know how to explain it".

The competencies studied by Sonninen (2013) with TGs in Iceland are, to a greater or lesser extent, in line with the competencies studied in works by Zagarra, Sandoval and Molina (2010), Carvalho (2005), Picazo (1996) and by the various authors who discuss the roles of TGs in the present study.

Sonninen (2013) found that certain skills such as leadership and command, customer trustworthiness, and commitment to work were evaluated positively. On the other hand, the author identified skills that still need to be improved, such as behavioral ones that are among the biggest gaps related to safe tour operation and making a good first impression to the tourist. Also, some weaknesses were identified in communication and language skills, and the ability to deal with difficult customers, as well as competencies for a sustainable approach. This situation reflects the need for training that addresses the issues raised and prepare TGs to act in different contexts and with different customers.

Regulations of the Brazilian education and tourism agencies provide guidelines for curriculum development in tourism guiding, suggesting TG competencies and curricula content. Among these regulations, Resolution [*Deliberação Normativa - DN*] 427 of the Ministry of Sport and Tourism/EMBRATUR (Brasil, 2001) and the current CNCT (Brasil, 2014b) stand out. It was identified that the technical skills, competencies, and abilities are presented in seventeen items, with some subitems.

The Brazilian Classification of Occupations (Brasil, 2016) presents the personal competencies that are required to perform a job, so that TGs are able to operate tours, transmit information, serve passengers, organize daily activities, perform bureaucratic tasks, develop itineraries, communicate, and demonstrate personal competencies.

Zagarra, Sandoval and Molina (2010) explain that TG competencies are acquired not only through formal school learning, but also from on-job learning. They consider that the set of verifiable knowledge, skills, and attitudes are applied in the performance of a productive function. For example, general competency is necessary for TGs to form an attitude of empathy with tourists and local population, offering a qualified service. The authors add that tourists prefer TGs who have contact with locals and in a situation where they can observe both the characteristics and attitudes of these professionals, and this affects their culture and perception of the destination.

4 METHOD

Descriptive research design was used to study current tourism and TGs roles; and analyze the planning and organization of vocational education in Brazil, as well as the curricula of TG training programs to understand TG competencies. In order to do so, it was necessary to study the National Curricular Guidelines for Technical Professional Education of Middle Level (DNC-EPTNM/212) (Brasil, 2012a), as well as the CNCT (Brasil, 2012b, 2014b), the regulations of the Ministry of Tourism (MTur), and curricula of the studied educational institutions.

During the study, document analysis was of utmost importance since legislation and the program plans were key for achieving the proposed objectives. The research was qualitative in nature and case study (Gil, 2010) method was used as a complementary technique. Multiple-case study was chosen since it is considered more robust, providing more convincing evidence. This method aims to analyze an object of study in a unique way, even if, later, a complete and more in-depth picture of the situation is presented. It seeks to identify among the set of selected cases the common aspects; non-common aspects; and, unique aspects in single cases (Yin, 2015). A multiple-case study design requires that all selected cases are similar so that they can adequately represent the phenomenon studied as a collective set of actors or phenomena (Dooley, 2002). This multiple-case study focused on ten education institutions, which offer TG training programs in Brazil, as well as the study of relevant legislation, rules, and regulations in view of their recent emergence and discussion in the contemporary world.

It was verified from these elements that the phenomenon under study required a differentiated analysis, leading to a discursive textual analysis (DTA) whose process unfolds in "a continuous [movement] between elements of objectivity and subjectivity" (Moraes & Galiazzi, 2016, p. 102). Even leaning toward the subjective pole, DTA can have elements of objectivity. According to the authors, the process consists in creating the

conditions to form this storm, which emerges from the chaotic and disordered environment, shedding some light on the phenomenon under analysis (Figure 2). In this study, this happens because of pre-defined categories established from the literature, i.e. by theoretical inference.

The validity and reliability of research results are achieved through rigorous analysis development by the researcher. The objective of DTA is to understand and reconstruct existing knowledge about the subject under investigation. In DTA methodology the subjects of the research are called corpus which, according to Moraes and Galiazzi (2016) is the set of documents used for textual analysis. It represents the data set for obtaining valid and reliable results for a rigorous selection and delimitation. The textual corpus for data analysis in this study are the TG programs plans of the selected educational institutions.
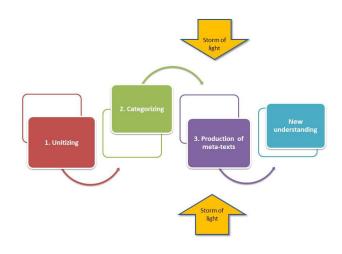
Figure 2. Discursive Textual Analysis

Source: Moraes and Galiazzi (2016)

When using multiple cases, attention should be paid to the selection criteria. In studies of this nature the choice of subjects is not based on the incidence of phenomena, but rather on the interest of the case in relation to the phenomenon studied and the potentially relevant variables. In addition, the number of selected cases is also related to the theoretical replications required for the study, i.e., the degree of certainty that is needed, and not statistical criteria related to levels of significance.

According to Miles and Huberman (1994) case selection criteria must avoid narrowing down the universe of choice. The authors advocate the use of four to ten cases. With fewer than four it is often difficult to generate theory, since the context of research may be inconsistent, while with more than ten cases, it becomes difficult to cope with the complexities and volume of data. The EIs selected for this study play a significant role in the Brazilian context of vocational education and in administrative competency, both private and public institutions—federal, state, and municipal.

As a result, the corpus of the study is made of ten EIs which offer TG vocational training programs in Brazil. It is composed as follows: seven public education institutions—including three federal; three state, and one municipal— and three private EIs, totaling ten educational institutions in Brazil, according to data collected from the 2014 school census (Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira [INEP], 2015).

5 RESULTS

In this section the corpus is described and the TG competencies—laid down in the program plans of the selected EIs—are identified, followed by a cross-sectional comparison and analysis of these competencies. The analysis focused on the exit competencies defined in each program; specific competencies of disciplines, when mentioned, were not considered in this study, since the aim was to address TG overall profile.

5.1 Description of the corpus

The corpus includes the tour guide-training curricula of ten educational institutions (EI) selected for the study. Because of research ethics and to ensure the anonymity of participant institutions, these were labelled "A-1, B-1, C-1; D-2, E-2, F-2; G-3; H-4, I-4; J-4 ", as shown in Table 1.

The EIs are identified with the letters "A to J", followed by a numeral representing the administrative dependency of each EI (1=federal public EI, 2=state public EI, 3=municipal public EI, and 4=private EI). They are, therefore, characterized as follows:

- "A-1"; "B-1" and "C-1": Public Federal Educational Institution;

- "D-2", "E-2", "F-2": Public State Educational Institution;

- "G-3": Public Municipal Educational Institution;

- "H-4", "I-4"; "J-4": Private Educational Institution.

Table 1 presents the corpus, the participating EI, qualification, workload, administrative dependency, and type of education.

Table 1 shows that all the programs studied qualify students for regional guide, and six of them provide qualification also for national guide category. Besides tour guiding technical certification, EIs indicate the level of education of those concluding the programs, according to Brazilian law governing tour guiding activities in Brazil (Brasil, 2014b).

Table 1. Studied Programs

EI	Qualification		Workload (No. hours)	Administrative dependency	Type of Education	No. of programs
A–1	National and Guide	Regional	1140	Public Federal	Subsequent	1
B–1	National and Guide	Regional	1340	Public Federal	Subsequent	1
C–1	National and Guide	Regional	1010	Public Federal	Subsequent	1
D–2	Regional Guide		940	Public State	Subsequent	3
E–2	Regional Guide		1160	Public State	Integrated with secondary	4
F–2	Regional Guide		1050	Public State	Subsequent	3
G–3	Regional Guide		1420	Public Municipal	Subsequent	1
H–4	National and Guide	Regional	800	Private	Subsequent	32
I–4	National and Guide	Regional	800	Private	Subsequent	1
J–4	National and Guide	Regional	880	Private	Subsequent	11

Source: The Authors, 2017.

As for workloads, they vary between a minimum of 800 hours defined by the MEC, and the maximum identified in EI "G-3" with 1,420 hours. It is observed that the lower limit occurs in the three selected private EIs, while the one with the highest workload is a municipal public EI (G-3), selected in this research as the only one in this administrative level to offer a TG program in Brazil (INEP, 2015). In terms of the type of education, nine programs are subsequent[2] education and one—from a state public EI—is a program integrated[3] with secondary education (E2).

Among state EIs, it was verified that authorities provide standard guidelines for program plans, through specific regulations, that is, they lay down the curricular structures, syllabus, or even the entire program plan. It should be emphasized that state-level EIs represent a larger universe of programs offered in Brazil, since D-2 represents three programs, E-2 represents four, and F-2 represents three.

Among private EIs, the situation is similar to that of state EIs, because it was identified that "J-4" is a vocational training network that operates throughout the country. Since 2013, a single program plan was implemented in all network, encompassing thirty-two programs. The "H-4" education institution is part of a network that offers TG programs in the country, adopting a single national program plan. Thus, the selected EI represents eleven programs offered by the same institution in Brazil, among the 145 programs identified by the 2014 school census (INEP, 2015). In turn, the "I-4" private education institution represents one TG program.

The federal education institutions are represented by "A-1", "B-2", and "C-1", totaling 3 programs.

Thus, the corpus represents not only ten programs from the selected EIs, but 58 out of 145 offered in 2014 (INEP, 2015). Thus, this multiple-case study represents a high number of Brazilian TG programs. This allow us to outline some general considerations, not limited to the studied cases.

5.2 Analysis of the competencies in tour guide training programs

In this section we present the competencies proposed by each educational institution in their program plans. According to Sulzer (2004, p. 94), competencies are a set of knowledge, for there is "the insurmountable fact that human activity requires, at all times, aptitudes that are spontaneously situated in the order of acquired knowledge and interaction skills".

In the following, the analysis of the **Competency** category respecting the ten EIs is presented, mentioning the EI and the competencies identified in the program plan.

- Educational Institution "A-1".

The "A-1" Educational Institution lay down a list of ten competencies. It includes aspects of the profile suggested by the 2012 CNCT (Brasil, 2012b, p. 143) and DN 427/2001, and defines as exit competencies to be able "to assist and guide people or groups during transfers, tours, visits, or travels with professional ethics and respect for the environment, culture, and legislation" and "to use location and communication tools and, guiding, environmental, and cultural interpretation techniques".

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[2] The programs offered as subsequent education are aimed exclusively at those who have already completed Secondary Education.
[3] The integrated programs are offered to those who have completed primary education, with a single enrollment in the same institution, offering the student a technical qualification of secondary level at the same time as completing the last stage of Basic Education.

The EI, based on regulations, laid down ten competencies in the program plan. It is observed that six of them are mostly "doing" skills, following the DCN-EPTNM/2012 (Brasil, 2012a). "Being" skills are perceived in the ability "to comply with sustainability principles, respecting and preserving destinations and host communities". The remaining three competencies combine "being" and "doing" competencies, while dealing with technical aspects and human aspects of TG training.

- Educational Institution "B-1"

The "B-1" educational institution establishes the objective of the program as "to train technical professionals with a dynamic, innovative, and ethical profile able to act as regional and national tour guides".

The EI lays down a list of seventeen TG competencies. Thirteen of these follow the DN 427/2001 (Brazil, 2001).

Ten competencies laid down for TGs are "doing" skills. Among the four "being" skills, leadership stands out: "To develop professional activities, showing initiative, leadership, courtesy, and promptness". The remaining three competencies combine "being" and "doing" skills, while dealing with technical aspects and human aspects of the TG training.

- Educational institution "C-1"

The "C-1" educational institution lays down thirteen competencies in the GT program plan following the guidelines of DN 427/2001 (Brasil, 2001) and CNCT profile (Brasil, 2012b, p. 143) to be able to "lead, assist, and guide people or groups during transfers, tours, visits, or travels with professional ethics and respect for the environment, culture, and legislation" and "to use location and communication tools and, guiding, environmental, and cultural interpretation techniques".

Among the studied cases, the competencies are more grounded in "doing" (nine), among which interpretation skills stand out: "to use location and communication tools and, guiding, **environmental, and cultural interpretation** techniques". "Being" skills are represented in three competencies, namely: "To recognize the importance of tourism for the socioeconomic and cultural development of a location". Only one competency deals with aspects of "being" and "doing" skills.

- Educational institution "D-2"

The "D-2" educational institution lays down in its program plan, six TG competencies. All of them follow the DN 427/2001 guidelines (Brasil, 2001). The program aims to train guides with specific knowledge, enabling the development of skills and abilities to meet the needs of the regional market.

The analysis shows that the competencies are focused on practical and technical activities, while complying with professional ethics and respect for the environment. Thus, all these competencies are based on "doing" skills. Only one competency deals with aspects of "being" and "doing" skills.

- Educational institution "E-2"

The "E-2" educational institution lays down nine competencies in the TG program plan. The program aims to train professionals to act in the tourism industry as representatives of their country, imbued with a critical social perspective in defense of their natural, social, and cultural heritage wealth, acting as interpreters of the cultural soul of their country, state, or city.

The EI, based on the guidelines and adding other competencies of its own, lay down the set of competencies of the program. Five competencies are grounded in "being" skills, among which stands out "To contrast opinions and points of view about different languages and their specific manifestations" (and "To understand art as a cultural and aesthetic knowledge, creator of meaning and integrator of world organization and self-identity." The "doing" skills are expressed in two competencies: "To analyze, interpret, and apply expressive resources of languages, relating texts to their contexts, according to the nature, function, organization, structure of manifestations and within the conditions of production and reception" and "To understand and use the Portuguese language as mother tongue, creator of meaning, and integrator of world organization and self-identity".

- Educational institution "F2"

The "F-2" educational institution presents a profile with elements of TG competencies included in CNCT (Brazil, 2012b) guidelines. The competencies encompass both "doing" and "being" skills approaches.

Competencies are expressed in a general form, contemplating "doing" skills that can be considered as the domain of relevant contents and processes of scientific, technological, social, and cultural knowledge using their different languages. "Being" skills are expressed in the words: intellectual and moral autonomy to pursue tourism activities guided by values of democratic coexistence and by respect and protection of the artistic, cultural, and environmental heritage. With regard to "doing" and "being" skills simultaneously presented we identify them in the program plan but, in fact, they constitute the program exit competencies: to lead, assist, and guide people or groups, to inform about socio-cultural, historical, environmental, geographic aspects and other tourists' interests and to provide visitors with tour options and tourist itineraries available and, if necessary, create them considering visitors' expectations and/or needs.

- Educational institution "G-3"

The "G-3" educational institution lay down thirteen competencies in the TG program plan. It follows the guidelines of DN 427/2001 (Brasil, 2001) and CNCT profile (Brasil, 2012b, p. 143) "to lead, assist and guide people or groups during transfers, tours, visits, or travels with professional ethics and respect for the environment, culture, and legislation".

The EI, based on the regulations, organized the other competencies of the program plan. Most of the competencies described are "doing" skills (eight). Three are mixed "doing-being" mixed, while dealing with technical and human aspects of TG training. Among "being" skills, it stands out in the programs studied: "To develop human relations within the work environment" and "To develop one's potential and knowledge about the available tourist wealth in the municipality and in the region, as well as in other Brazilian states".

- Educational institution "H-4"

The "H-4" educational institution presents seven competencies in the TG program plan, which are considered as the curricular units of the training program, according to the work methodology adopted by the EI. The competencies established by the EI are based on DN 427/2001 (Brasil, 2001) and CNCT.

For each curricular unit the EI, based on the regulations, established other competencies of the program plan, adopting the competency componenet (knowledge, skills, and values).

In the analysis, it was observed that the technical TG competencies are more directed to "doing" skills (six) than to "being" skills. The EI adopts a national program plan template for all its units.

- Educational institution "I-4"

The "I-4" educational institution covers eleven competencies in the TG program plan, following in general the competencies stated in DN 427/2001 (Brasil, 2001).

In the analysis, it was noticed that the technical competencies of the tourism guide addressed by EI, are focused only on "doing" skills.

- Educational Institution "J-4"

The "J-4" educational institution presents a profile focused on general competencies in the GT program plan. The program aims to train critical, reflective, entrepreneurial, and innovative technicians with competencies to act in inbound travel agencies and tour operators, always with professional ethics and respect for the environment, local and regional culture, and legislation.

According to the program plan, from the exit competencies, the program identity was defined and the necessary competencies for professionals in Tourism, Hospitality and Leisure were outlined, complemented with other TG specific "doing" skills. It should be noted that the program plan developed is a standard for all the EI units.

5.3 Analytical summary of the competencies

The summary of the analyses showed the competencies addressed in tour-guide training programs of the studied education institutions. The textual analysis of the competencies presented to compose the TG profile, regarding the education institutions "A-1, B-1, C-1; D-2, E-2, F-2; G-3; H-4, I-4; J-4", was carried out drawing on DN 427/2001 (Brasil, 2001) and 2012 and 2014 CNCT guidelines (Brasil, 2012b, 2014b), which led to the conclusion that:

Despite the limitations of the analysis method, the competencies proposed by the EIs were designed to meet the tour guide profile. The EIs laid down TG competencies in their training program plans following the normative guidelines. In the analysis it was observed that in general the EIs follow DN 427/2001 and 2012 CNCT guidelines.

In addition, the competencies identified in the program plans are more focused on "doing" skills, i.e., the curriculum is oriented toward instrumental skills, through the experience of different hands-on tasks (Brasil, 2012b).

On the other hand, "being" skills are poorly addressed for the development of competencies laid down in the training programs studied. According to Ciavatta and Ramos (2012) the components of competency can be divided into "knowing", "doing", "being", and "interacting" skills. Full competency exists only when these skills are mobilized and combined to solve problems within professional practice.

It is possible to establish some relationships between the competencies presented in the curricula of the studied EI programs. For example, the "A-1 and C-1" educational institutions are close in certain

competencies, such as "Accompanying and assisting tourists in visiting museums, art galleries, exhibitions, fairs, libraries and points of interest".

Another case is that of the "G-3 and B-1" educational institutions, which establish the ability to "Adapt the offer to the interests, habits, attitudes and expectations of customers and to adapt tourism services to the interests and expectations of different audiences".

The EIs "A-1, C-1, and G-3" have laid down the same competencies: "to lead, assist and guide people or groups during transfers, tours, visits, or travels with professional ethics and respect for the environment, culture, and legislation", included in the 2012 CNCT (Brasil, 2012b).

On the other hand, there are competencies that only one EI presents in its program plan, such as those regarding sustainability: "To comply with sustainability principles, respecting and preserving destinations and host communities" addressed by the "A-1" educational institution. In turn, "B-1" educational institution stands out for laying down the competency of mediator: "To mediate cultural differences between visitors and the local community".

It is also noteworthy the mention of leadership skills, as is the case of EI "B-1": "To develop professional activities, showing initiative, leadership, courtesy, and promptness". In the management field, entrepreneurship is also highlighted as a competency, e.g. "C-1" educational institution refers the ability to "Interpret researches, surveys, socioeconomic indicators, thematic and pictorial maps linked to the tourism industry from the entrepreneurship perspective".

Seeking references to the competency to interpret a series of approaches of the term were suveyed in the TG program plans of the studied EI. The "D-2" educational institution uses the phrase to "Interpret relevant legislation". The "E-2" educational institution uses it in the sense of "[...] interpreting and applying expressive resources of the languages [...]". The "C-1" educational institution uses it to "interpret and use the specific tourism industry technical terms in English and Spanish" and "To interpret researches, surveys, socioeconomic indicators, thematic and pictorial maps linked to the tourism industry [...]". In this vein, the "B-1" educational institution defines as competency "Interpreting maps and tourist guides". Finally, it should be pointed out that the "A-1" educational institution uses the term to interpret in the sense of "[...] acquisition of interpreter services". However, it is important to note that the use of the term interpreter or to interpret was not identifyed to designate the competency to interpret historical, cultural, or natural heritage, which literature has already recognized as important (Weiler & Black, 2015; Brito, 2011; Oliveira & Cymbion, 1994).

6 FINAL REMARKS

In the current context of academic and professional training, many challenges are faced by educational institutions, such as program plans, skills training, curricular components, and active methodologies that stand out in the technological world.

It should be emphasized that this study sought to identify the competencies laid out in the program plans of educational institutions offering tour guide training programs in Brazil. The analysis of the MEC and MT current legislation on the offer of the technical programs made it possible to identify that both have shortcomings regarding the definition of TG competencies, duties, and profile, normative guidelines for program plans. Also,

there is the use of inappropriate concepts, thus, the study highlights the need for conceptual revision and changes in the current legislation.

For the analysis of competencies, a multiple-case study was conducted on a sample of ten educational institutions and using discursive textual analysis (Moraes & Galiazzi, 2016). The textual analysis allowed to identify that in most EIs the organizational competencies, i.e., the "doing" skills predominate in the curricular matrix, showing that the curricular components are confused between competencies and profile development. It should also be pointed out that, "being" skills—i.e., those focused on cognitive aspects—are poorly developed.

Competencies must integrate cognitive, cultural, affective, social, and praxiological components combined in the fields of socialization and biography; professional experience; and training.

In the target segment of this study, one could not fail to mention leadership, mediation, and interpretation as expertise in TG competencies. Tour guides are professionals who engage with the emotions of groups of people—not just individuals, but groups. They engage with the journey that fulfils the dream of these groups and share the excitement and charms of the travel.

Multiple-case studies can provide in-depth information about a situation, contributing to the identification, in the selected cases, of common aspects; non-common aspects; and, unique aspects in a single case.

It should be emphasized that, despite the study being conducted in ten selected educational institutions their representativeness in terms of TG programs offering is far-reaching, since many of these institutions, whether public or private, have standard guidelines or curriculum that are used in all their units across the country, this means that the study encompasses about 40 percent of the programs in the country.

It is also worth noting that the method used in this multiple-cases study, despite some limitations in the analysis process, based on Moraes and Galiazzi (2016), allowed us to outline results that can contribute to opportunities for change and innovation within the scope of vocational program plans in Brazil, contributing, especially, to the efficiency and efficacy of the EIs..

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