

WORLD LEISURE CENTER OF EXCELLENCE BRED, THE NETHERLANDS: PROVIDING UNIQUE RESEARCH AND EDUCATION IN LEISURE STUDIES

Yvonne Klerks
Bertine Bargeman

NHTV Breda University of Applied Sciences
Academy for Leisure Netherlands

ABSTRACT: World Leisure Center of Excellence Breda (WLCE Breda) in The Netherlands was accredited by the World Leisure Organization in 2014 for its unique research and education in the field of Leisure Studies. The overall aim of WLCE Breda is to support the goals and themes of the World Leisure Organization, to operate in a global Excellence Network in the field of Leisure Studies and to further develop leisure programs and research. The main focus of WLCE Breda is doing research, implementing the WLCE Breda visiting scholars program and providing the MSc Leisure Studies. This paper provides information about this MSc program and the research programs connected to it which focus on storytelling, experience, imagineering, placemaking and events. A key activity of the World Leisure Centers of Excellence network is the organization of a biannual field school connected to World Leisure Organization Congresses. In 2016 the field school will be held in Durban, South Africa and in 2018 in São Paulo, Brazil. Other future plans of the Excellence Network are joint research projects and providing master classes and training courses in the field of leisure aimed at government, community and commercial agencies.

Keywords: World Leisure Center of Excellence Breda. World Leisure Organization. Leisure studies. Graduate program. Leisure research.

CENTRO ACADÊMICO DE EXCELÊNCIA EM LAZER DE BRED, HOLANDA: POSSIBILIDADES DE FOMENTO À PESQUISA E EDUCAÇÃO NOS ESTUDOS DO LAZER

RESUMO: O Centro Acadêmico de Excelência em Lazer de Bred, Holanda (WLCE Breda) foi autorizado pela Organização Mundial de Lazer em 2014 como relevante oportunidade de pesquisa e educação em tal campo. O objetivo central do WLCE Breda é prover apoio às metas e iniciativas da Organização Mundial de Lazer, operando como uma rede de excelência global nos estudos do lazer ao desenvolver programas de ensino e pesquisa temáticos. Um foco essencial do WLCE Breda é o programa de pesquisadores visitantes atraindo-os para atuar junto ao Mestrado em Estudos do Lazer. Este texto descreve o referido programa de pós-graduação bem como as pesquisas conectadas a temas como contação de estórias, experiências e imaginação, gestão de espaços/equipamentos e eventos. Uma atividade chave dos Centros Acadêmicos de Excelência em Lazer é a organização de uma atividade de campo realizada bianualmente e conectada com a realização dos congressos mundiais de lazer. Neste sentido, em 2016 tal atividade será realizada em Durban, África do Sul e em 2018 em São Paulo, Brasil. Outros planos futuros desta rede de excelência estão baseados no intercâmbio de projetos de pesquisa e de atividades de ensino em nível de mestrado que possam se conectar com cursos de treinamento em lazer acessíveis a diversos públicos como governos, comunidades e setor privado.

Palavras-chave: Centro Acadêmico de Excelência em Lazer de Breda. Organização Mundial de Lazer. Estudos e pesquisa em lazer. Programas de pós-graduação em lazer.

CENTRO ACADÉMICO DE EXCELENCIA EN OCIO, BREDÁ, HOLANDA: PROPORCIONANDO INVESTIGACIÓN Y EDUCACIÓN EXCEPCIONAL EN ESTUDIOS DEL OCIO

RESUMEN: El Centro Académico de Excelencia en Ocio Breda (WLCE Breda) en Holanda, fue acreditado por la Organización Mundial del Ocio en 2014, por su investigación y educación excepcional en el campo de los estudios del ocio. El objetivo general del WLCE Breda consiste en apoyar las metas e iniciativas de la Organización Mundial del Ocio, operando como una red de excelencia global en el campo de los estudios del ocio, en la promoción y desarrollo de programas e investigación en ocio. Un foco principal de la WLCE Breda es el programa de investigadores visitantes para actuar en el Máster en Estudios del Ocio. El presente documento brinda información sobre el programa de Maestría y sus programas de investigación relacionados a la narración de historias, experiencias e imaginación, gestión de espacios, equipamientos y eventos. Un actividad clave en la red de Centros Académicos de Excelencia en Ocio, es la organización bianual de una escuela de campo relacionada al Congreso de la Organización Mundial de Ocio. En 2016, la escuela de campo se llevará a cabo en Durban, Sudáfrica, y en 2018 en San Pablo, Brasil. Otros planes futuros de la Red de Excelencia abarcan la realización conjunta de proyectos de investigación, así como el ofrecimiento de clases de maestría y cursos de capacitación en ocio dirigidos al gobierno, a la comunidad y al sector privado.

Palabras-clave: Centro Académico de Excelencia en Ocio Breda. Organización Mundial del Ocio. Estudios del Ocio. Programa de Posgrado. Investigación en ocio.

World Leisure Center of Excellence Breda

The World Leisure Center of Excellence Breda (WLCE Breda) is one of the World Leisure Centers of Excellence (WLCEs), accredited by the World Leisure Organization for its unique research and education in the field of leisure, connected to the goals and themes of the World Leisure Organization. Founded in 1952, the World Leisure Organization is a world-wide, non-governmental association of persons and organizations dedicated to discovering and fostering those conditions best permitting leisure to serve as a force for human growth, development and well-being. Access to meaningful leisure experiences is no less than the need for shelter, education, employment and fundamental health care. Yet, improving the quality of life does not occur by chance. Rather it happens through the joint efforts of policy makers, leisure professionals, and public and private sector program providers (WORLD LEISURE ORGANIZATION, 2016).

WLCEs include international post-graduate programs which offer opportunities for colleges and universities to affiliate with the World Leisure Organization to establish and provide graduate educational programs and research centers focused on play, recreation, the arts, culture, sport, festivals and celebrations, health and fitness, travel and tourism

with an international dimension. They give students, educators, researchers and professionals the chance to participate and contribute to uniquely theme-focused educational and research endeavors (WORLD LEISURE ORGANIZATION, 2016).

WLCE Breda is part of NHTV Breda University of Applied Sciences (NHTV). NHTV is a public University of Applied Sciences situated in the Netherlands with a strong international focus. The institute caters for more than 7,000 students of whom 12% are from abroad representing over 60 countries. NHTV was founded in 1966 as an institute offering management programs in tourism and leisure and in this field (including hospitality) it is currently the largest and leading educational institution in the world (WORLD LEISURE ORGANIZATION, 2016).

NHTV offers academic and applied bachelor's and master's programs. With a focus on the development of academic knowledge and the promotion of sound professional practice, the specialist disciplines of NHTV are: Leisure; Tourism; Hospitality & Facility; Digital Entertainment; Urban Development, Logistics & Mobility. It is precisely because these domains are interrelated and interwoven that an inspiring climate is created to foster knowledge development and sharing. NHTV has arranged its education activities in five academies. WLCE Breda is located in the NHTV Academy for Leisure. As one of the five academies within NHTV this Academy has a focus purely on Leisure and Imagineering programs and was created 25 years ago as a separate domain of studies next to the related field of tourism studies. The mission statement of the Academy for Leisure is 'Designing for meaningful experiences'. The Academy for Leisure considers Leisure as essential for the quality of life of individuals and society. Through leisure it is possible to contribute to a sustainable development, to social innovation and to address the power of diversity. The student body is made up of 1,777 students and there are about 100 lecturers and administrative staff (WORLD LEISURE ORGANIZATION, 2016). The overall aim of the WLCE Breda is to support the goals and themes of the World Leisure Organization, to operate in a global Excellence Network in the field of Leisure Studies and to develop leisure programs and research.

The main focus of WLCE Breda is doing research, implementing the WLCE Breda visiting scholars program and providing the Master Leisure Studies (MSc program); an English taught graduate program that exists for over 30 years. Based on this MSc program NHTV was positively accredited as a WLCE by the World Leisure Organization. Leisure Studies started as a full-time (Dutch-taught) master's program at the School of Social and Behavioral Sciences of Tilburg University in 1984. Since then 1,063 students have graduated. As from 2004, the MSc Leisure Studies program has been delivered in English, which enables students from all over the world to attend it. From 2014 onwards the program has been delivered by NHTV, Academy for Leisure, in cooperation with Tilburg University. This academic master in Leisure Studies is the only MSc program in Leisure Studies in the Netherlands.

Field of study

As stated by NHTV Breda University of Applied Sciences (2012) The MSc program in Leisure Studies has always adopted an integrated (supply-demand; actor-structure) and multidisciplinary (economics, sociology, psychology) approach to the composite field of leisure. This approach has been strengthened through the years as the effects of processes of globalization, economic restructuring and the growth of the network society have changed the meaning of leisure. More than ever, leisure has become of importance as a domain of identity formation, of socio-cultural involvement, of creativity and of 'organizing enthusiasm'.

In recent decades work and leisure have become increasingly difficult to study as separate domains, as leisure lifestyles become central to people's decisions about where and how to work. The former strict division between production (work) and consumption (leisure) has been removed by lifestyle entrepreneurs, AAA (anything, anywhere, anytime) accessibility to content, laptops, mobile phones and other forms of colonization of leisure by work. At the same time, leisure time has become more, rather than less relevant as the time (and space) in which creativity can be developed, contacts made and networks maintained.

As the justification for studying leisure when the program started in 1984 was largely based on the 'social problem' presented by increasing leisure time in the context of a rapidly developing economic crisis ('enforced leisure'), this has changed over the next couple of decades to emphasize the growing importance of leisure as a domain of production/consumption, as the 'leisure industries' became recognized as a major sector of the global economy. Leisure turned from being a collective good, organized around notions of participation and social emancipation to being a private good, organized around notions of consumption. Domains such as sport, tourism and the cultural industries became important sectors of study in their own right, and were also reflected in specialisms incorporated in the master's program.

With the development of the Informational or Network Society as described by Castells (2010), the basis for such discrete specialisms, growing out of former sector divisions, has become less clear, as tourism, sport and culture have become a more integral part of the 'experience economy', as contexts of emotional involvement, enrichment and personal transformation (PINE & GILMORE, 1999). The contemporary Network Society also implies that traditional approaches to leisure, such as a sociological, class-based approach or a time budget approach is no longer sufficient to capture the complexities and deeper meaning of contexts of leisure. The explanation for leisure behavior can no longer be monopolized by traditional fields such as sociology or economics, but instead requires a context-related examination of the processes through which leisure contexts are generated and practiced and the way in which such practices are given social meaning (NHTV Breda University of Applied Sciences, 2012).

Our current approach to meeting these challenges has been to adopt an integrated, multidisciplinary perspective on leisure. This perspective reflects the holistic nature of leisure experiences and the growing range of disciplines involved in the study, from sociology and psychology to economics, geography, cultural studies and organization studies. The integral approach also implies a consideration of both structure and agency, which makes reduction of leisure studies to a single perspective problematic. From the beginning, the Tilburg Leisure Studies program also characterized itself through providing a social theoretical basis distinct from the managerial and business-orientated nature of many leisure, sport and tourism courses. Therefore, social reality has studied as social practice, in which human agency and social structure recursively presuppose one another and thus have to be brought into the analysis (GIDDENS, 1984).

Underpinning this integrated, multidisciplinary approach has been a conceptualization of leisure as a set of interrelated, informal, self-organizing practices. A practice approach has always been explicit in the study of leisure in Tilburg, and the view of experiences as forms of leisure practice is also being embedded in academic programs at NHTV. Practices are understood here as [...] a routinized type of behavior which consists of several elements, interconnected to one another: forms of bodily activities, forms of mental activities, 'things' and their use, a background knowledge in the form of understanding, know-how, states of emotion and motivational knowledge. A practice – a way of cooking, of consuming, of working, of investigating, of taking care of oneself or of others, etc. – forms so to speak a 'block' whose existence necessarily depends on the existence and specific interconnectedness of these elements. (RECKWITZ, 2002)

Because of the largely self-organized nature of leisure time, leisure practices take on a singular role in the maintenance of social networks, because these 'freely-chosen' activities need to constantly be maintained through the enthusiasm and generation of 'emotional energy' by participants (COLLINS, 2004). The practice approach has become an increasingly visible signature of research and educational activities in recent years as the advantages of this perspective for capturing the dynamics of contemporary leisure have become clearer. By seeing the individual not as a person who engages in discrete leisure activities, but rather who is situated at the intersection of an array of practices, and therefore social networks, we can pay more attention to the means by which practices emerge, are maintained and eventually are transformed or wither away (COLLINS, 2004; GIDDENS, 1984; SHOVE; PANTZAR; WATSON, 2012). There is no dichotomy between individuals and organizations in such a practice approach to leisure, rather these are actors mutually involved in the (re)production of practices. In the context of the network society, this in turn links the field of leisure studies to agendas of creativity, co-creation, narrative and Imagineering. At present, our understanding of the changing dynamics of leisure practices is poorly developed, which indicates the need for more research in this area as well as the need for more educational programs that can extend the leisure

students' understanding of the implication of the extension of the network society for leisure practices (NHTV BREDA UNIVERSITY OF APPLIED SCIENCES, 2012).

Research and education

If the key questions of the Leisure Studies program used to relate to the availability and use of leisure time and the intervention in this field by public and commercial organizations, the questions have now shifted to focus on the process, content and context of leisure practices. These are also the core areas of concern in the Leisure Studies Research Program "Leisure in the Network Society" developed in 2010. These research areas have now been integrated into the NHTV Academy for Leisure research program, under the title Leisure in the Network Society; Meaningful Experiences and Co-creative Innovation. This program covers three linked areas of research:

1. the generation of leisure content through storytelling, leisure experience and behavior;
2. the process of designing leisure experiences through Imagineering: organizational and business design;
3. the context provided for leisure experiences by placemaking and events.

The rationale for the first area of research, storytelling, leisure experience and behavior, and the related projects is that, specifically and traditionally in leisure, the concept of 'experience' plays a crucial role. Within the context of the leisure industry the understanding of the nature of 'experience' has long since shifted from mere 'fun and entertainment' to 'meaning'. Actors in the leisure industry (supply and demand/response) seem to aim for meaningful experiences to take place. Therefore, a deeper understanding of the concept of 'meaningful experience' in the leisure context is needed. How can experience be defined in terms of Erlebnis (e.g. immediate, emotional, sensory aspects of the experience) and Erfahrung (e.g. reflective, cognitive, memorable, meaningful aspects of the experience). How can Erlebnis and Erfahrung be defined in terms of phases and (mutual) influences? This research group seeks to gain understanding in how meaningful experiences are generated and sustained. The research focuses on phenomena/instruments/ devices (such as storytelling, design) that play a role in the process and the role of storytelling/design in the creation and the framing of experiences. Furthermore it focuses on the outcome and impacts of 'meaningful experiences' in terms of attitude and behavior (such as loyalty) on an individual, and/or social, and/or societal level. (WORLD LEISURE ORGANIZATION, 2016)

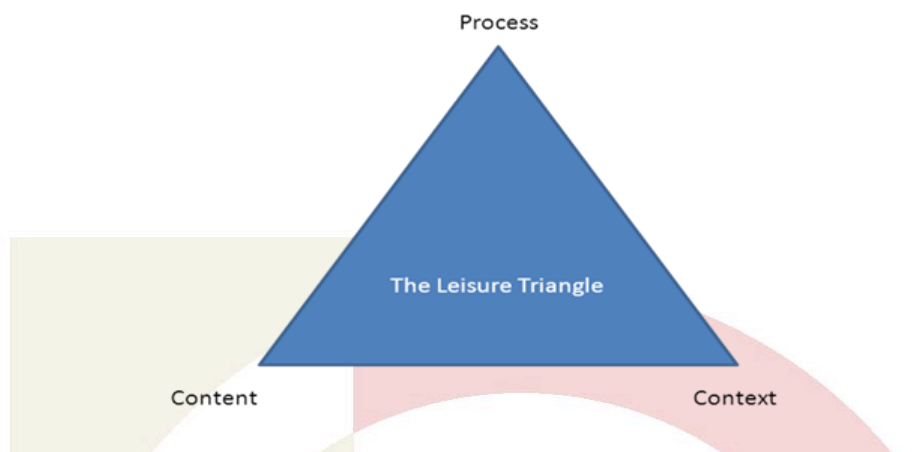
In the research group Placemaking and Events leisure is becoming an important tool in placemaking, as leisure activities have a key role in creating the atmosphere and ambiance of places. This research line examines the relationship between leisure

practices and the events, spaces and places associated with them, analyzing how practices affect these contexts, and how the context shapes practice. Particular attention is paid to the relationship between investment (economic, social, cultural and relational capital) and the different outcomes and effects that are expected to be generated through the development of specific practices in different contexts (for example, economic growth, social cohesion, emotional energy, creative output, place identification, etc.). Events have become an increasingly important social, cultural and economic phenomenon in recent decades as places have sought to develop 'eventfulness' to create a range of material and symbolic benefits. Events in themselves have become creative spaces which provide opportunities for the co-creation of culture, sport and tourism. The increasing integration of different sectors of leisure also means that leisure activities are becoming increasingly integrated, requiring the development of multi-functional spaces for production and consumption. This research line aims to analyse the social, cultural and economic implications of this rapidly developing area. (WORLD LEISURE ORGANIZATION, 2016)

Imagineering and business design are central strategic competencies in today's connected, innovative society. The research group 'Imagineering: organizational and business design' examines how management institutions (especially institutions in Leisure Management) can develop and train these design competencies as to handle more effectively the growing amount of complex issues in this society with its participative, emergent and bottom-up logic. Particular attention is paid to the issue of unlocking organizational innovation and transforming existing governmental institutions (such as cities) and organizations by tapping into the power of mass imagination, the power of values and meaning and the power of collective creativity. In a changing world, design is becoming an increasingly important competency that manifests itself in all kind of applications such as experience design, service design, social design, business design and design for social innovation, business innovation and systemic innovation. Besides of the conventional solution oriented approach of design, growing complexity brings with it an orientation on design for evolution, design for emergence (which is called 'Imagineering' at NHTV). This research group aims to develop the specific know-how for developing and training these design competencies in a leisure management institute with a broad perspective on participation in general in today's societal logic. (WORLD LEISURE ORGANIZATION, 2016)

Figure 1 shows that these three areas of research effectively cover the three dimensions of the NHTV Academy for Leisure 'Leisure Triangle' (NHTV BREDA UNIVERSITY OF APPLIED SCIENCES, 2012).

Figure 1. The Leisure Triangle of NHTV Academy for Leisure



The concepts of process, content and context relate directly to the key elements of social practices, namely understandings (content), procedures (process) and engagement (context). In this way, the practice approach to leisure studies attempts to relate the key elements through which practices are created in order to develop a clearer understanding of how leisure practices arise and are maintained. This, in turn, provides the basis for analyzing the creation and maintenance of leisure experiences. Creating 'meaningful experiences' refers to the way in which experiences are created, developed and maintained, not just by the individuals who engage in these practices (consumers), but also through the actions of those responsible for assembling the raw materials needed to undertake a particular practice (producers, or increasingly, co-producers) as well as the structures that result from the continued existence of specific practices and the actions of participants (networks, routines, configurations). The three elements of the Leisure Triangle are also incorporated into the courses offered in the MSc program in Leisure Studies, as this course is strongly related to the three research areas of NHTV Academy for Leisure and the general research lines of NHTV (NHTV BREDA UNIVERSITY OF APPLIED SCIENCES, 2012).

Based on the description above, the goals and themes of the World Leisure Organization can be linked to the master's program in Leisure Studies and the areas of research underpinning it. Firstly, it is clear that both the World Leisure Organization and the Master in Leisure Studies consider leisure to be an integral part of different domains of life. In the Master in Leisure Studies leisure is conceived as an important element of identity formation, socio-cultural involvement, creativity and emotional energy, which can be linked to the World Leisure Organization's sub-themes 'Leisure and identity' and 'Leisure and improving the human condition'. The practice approach is integrated into both research activities and the education program (lectures, projects, thesis work, etc.) of the Master in Leisure Studies, and this contributes to the development of knowledge, understanding and creation of (new) leisure experiences which improve collective and individual well-being. Secondly, both the World Leisure Organization and the Master in Leisure Studies focus on quality leisure experiences, which is also reflected in the mission

statement of Academy for Leisure 'Designing for meaningful experiences'. This refers to the way in which experiences are created, developed and maintained through the actions of consumers, producers and/or co-producers, and linked in networks or structures. On the one hand, experiences can serve as ways for individuals to develop and as opportunities for personal growth and transformation. On the other hand, the Master in Leisure Studies also focuses on processes of leisure experience design through creative entrepreneurship, value creation, innovation and Imagineering. These themes can be strongly linked to the WLO sub-theme 'Leisure and transformation'. Not only the content and process sides of the leisure triangle show links with this sub-theme, but the leisure context is also examined by focusing on the changing role of leisure in environmental settings (NHTV ACADEMY FOR LEISURE, 2012).

International (research) networks and associations

Scholars of the WLCE Breda are active in a range of international networks, associations and projects. Examples of involvement in such networks are memberships of international umbrella organizations like IAAPA, EAS, EASM and IFEA. The Academy for Leisure is also participating in the Association for Tourism and Leisure Education (ATLAS) and initiator of the Events Special Interest Group. Furthermore NHTV is a member of the Educational Board of the UN World Tourism Organization, is involved in Research Committee 13 of the International Sociological Association and participates in EU research projects. Scholars regularly deliver presentations at international conferences in the fields of leisure and tourism, and have editorial board positions on many international journals, including Leisure Sciences, Leisure Studies, World Journal of Leisure Research, Leisure and Society/Loisir et Société and Annals of Tourism Research.

Scholars teaching in the MSc program in Leisure Studies maintain leading and close links with the professional field through applied research, consultation with professional bodies and alumni working in leisure. This is not restricted to the national and international world of research and study programs, but certainly extends to the national and international world of policy and management as well. It concerns, amongst other things, delivering introductions to conferences and study days for the professional world of both policy and corporate industries; conducting assignment research for municipalities, provinces, ministries and companies alone or in collaboration with commercial research companies; participating in boards, advisory boards and supervisory boards of public and commercial institutions and organizations; regular participation in expert meetings, advisory boards and quality teams concerning societal aspects of leisure; involvement in drawing up policy notes, regional development agendas, policy evaluation research and innovation programs (NHTV ACADEMY FOR LEISURE, 2012).

Research and educational activities WLCE Breda

WLCE Breda is actively involved in the WLCE network. Examples are the coordination and organization of a biannual WLCE field school, fieldtrips, students and lecturer exchanges and (PhD) research stays between the WLCEs. The WLCE field school is a special program designed for students in the field of leisure and is a unique initiative connected to the biannual World Leisure Organization Congresses (WLO Congresses). During the field schools the students are given the marvelous opportunity to work together on real life research projects in the hosting cities of the WLO Congresses. The objectives of the field schools are contributing to the goals and themes of the World Leisure Organization via knowledge transfer between the WLCEs and the hosting cities of the WLO Congresses, knowledge transfer within the WLCEs for both the scholars and students and intercultural learning as students from various nationalities and backgrounds work together during the field school. Furthermore an objective of the field school is to stimulate further cooperation in various areas between the scholars and students of the WLCEs.

In 2014 the first field school was held during the WLO Congress in Mobile, Alabama (US). In June 2016 the second field school will be organized in Durban (South Africa), connected to the WLO Congress 'Choices, Challenges and Consequences'. Students from the WLCEs will work together with students from South Africa on a real life research project. For this research project the municipality of Durban will serve as the client. The research project is about the Durban Green Corridor. The Durban Green Corridor is a non-profit project supported by the eThekweni Municipality which focuses on promotion of eco-tourism and adventure sports within the uMngeni River Valley, local job creation and social empowerment, nature protection and conservation, environmental education for local residents and schools. The field school research project is based on several challenges the Durban Green Corridor is faced with, such as how can tourism in the Inanda Area be packaged, repositioned and developed? What projects, initiatives and activities could be a catalyst for breaking down false perceptions and encourage further private sector product development? And finally, how can considerable impact from future interventions be ensured? The municipality is not looking for typical, expected marketing or branding strategies. The challenge for the students is to come up with innovative, unique, high impact ideas, concepts and projects that could leave a lasting legacy and make a tangible impact on tourism growth and the local economy of Inanda. Field school participants will work on this project in an online environment before departure to Durban and in Durban the field school will cover a week in total and will be finalized with a presentation of the results of the consultancy project at the WLO Congress. The next WLCE field school after Durban 2016 will be held in São Paulo 2018, during the WLO Congress in Brazil.

Conferences

WLCE Breda is operating since 2014 and was involved in the international conference organized by NHTV in 2015 called 'Cities in Transition'. Cities are a continuous magnet to people and their activities. Not only in terms of living and working, but cities are also focal points for culture and leisure, especially in times of economic growth. Add to this the growing visitor flows – for recreational purposes - to cities in wealthier countries, and the result is a city serving residents, visitors and businesses. The complex interplay of all these components is crucial to a city's success. Cities or metropolitan areas are the leaders of their countries - within their boundaries, more than 80% of a nation's economy takes place. This comprises the reason as to why NHTV organized the high-end conference 'Cities in Transition' on 12 and 13 March 2015. This was done in cooperation with the Dutch Centre of Expertise Tourism, Leisure and Hospitality CELTH and was focused on connecting interdisciplinary knowledge to design creative solutions for future city development. During this two-day event participants gained the latest insights in subjects like slow and smart cities, social innovation, city hospitality, social media, new technology and the impact of leisure and tourism policies on future city development (NHTV Breda University of Applied Sciences, 2015).

The future

For the future WLCE Breda will expand its activities within the WLCE network. Together with the other WLCE partners, WLCE Breda will organize academic conferences, participate in joint research projects and strives for joint publishing (e.g. WLCE edition for the World Leisure Organization Journal). Furthermore it wishes to be involved in consultancy and research projects in the field of leisure for organizations and governments worldwide and to provide master classes and training courses in a specific area of study aimed at government, community and commercial agencies. WLCE Breda is also actively supporting the initiative from the World Leisure Organization to start a Worldwide Future Leaders Student Network for students in Leisure Studies. These Future Leaders will be the World Leisure Organization Ambassadors for leisure worldwide and will be dedicated to actively encourage implementation of those conditions best permitting leisure to serve as a force for human growth, development and well-being. There are possibilities for universities to join the WLCE network and WLCE Breda looks forward to work together with a number of universities from all over the world to further develop the WLCEs into a global Excellent Network in Leisure Studies supporting the World Leisure Organization in achieving its goals and themes.

REFERÊNCIAS

CASTELLS, M. **The rise of the network society**. Second edition. Chichester: Wiley-Blackwell, 2010.

COLLINS, R. **Interaction ritual chains**. Princeton and Oxford: Princeton University Press, 2004.

GIDDENS, A. **The constitution of society: outline of the theory of structuration**. Cambridge: Polity Press, 1984.

NHTV ACADEMY FOR LEISURE. **Proposal World Leisure Center of Excellence**, June 2012.

NHTV BREDA UNIVERSITY OF APPLIED SCIENCES. **Information dossier Master Leisure Studies**. September, 2012.

NHTV BREDA UNIVERSITY OF APPLIED SCIENCES. **Cities in Transition**, March, 2015.

PINE, B. J.; GILMORE, J. H. **The Experience Economy: work is theatre & every business a stage**. Boston (Mass.): Harvard Business School press, 1999.

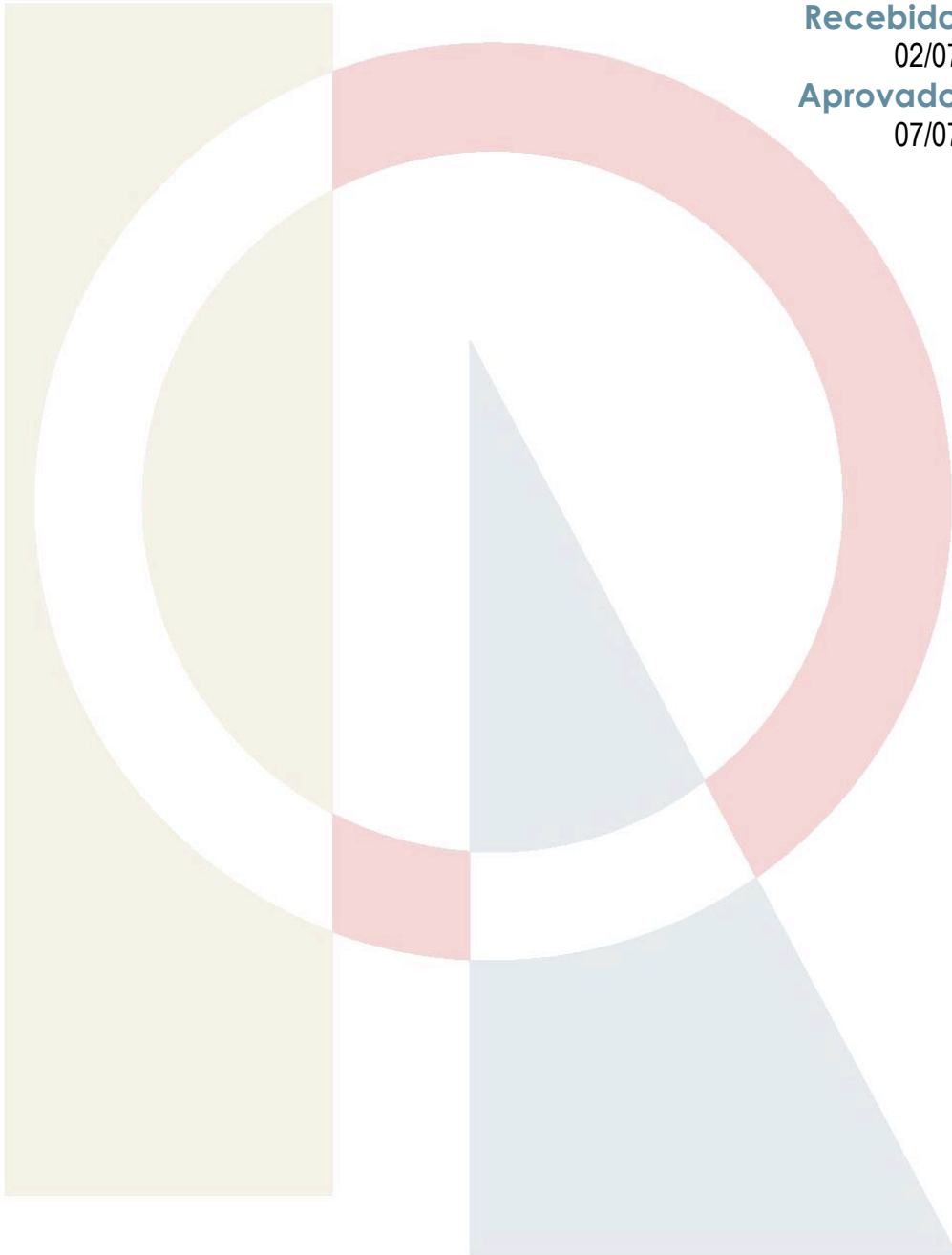
RECKWITZ, A. Toward a theory of social practices: a development in culturalist theorizing. **European Journal of Social Theory**, v.5, p.243-263, 2002.

SHOVE, E.; PANTZAR, M.; WATSON, M. **The dynamics of social practice: everyday life and how it changes**. Los Angeles: SAGE, 2012.

WORLD LEISURE ORGANIZATION. World Leisure Organization website. From: <http://www.worldleisure.org>. Retrieved March 7, 2016.

Endereço para correspondência

Yvonne Klerks
Coordinator WLCE Breda
Lecturer International Leisure Management
NHTV Academy for Leisure
PO Box 3917
4800 DX Breda



Recebido em:
02/07/2015
Aprovado em:
07/07/2015