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Original article

Trends in the development of professional advancement in the tourism sector in Cuba

Tendencias de desarrollo de la superación profesional del turismo en Cuba

Tendências de desenvolvimento do aperfeiçoamento profissional no setor de turismo em Cuba

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ABSTRACT

The preparation of human capital in tourism is a critical element in the competitiveness of destinations, but professional improvement in the Cuban context presents limitations in its management and results. Therefore, it is necessary to delve into its regularities and trends to base its improvement. With the aim of analyzing the historical trends in the development of professional improvement in tourism in Cuba, it employed theoretical methods such as analysis and synthesis, induction-deduction, historical-logical analysis, systemic approach, and systematization, along with documentary review as an empirical technique. Two indicators were established for the analysis, viewed within the context of the political and socioeconomic conditions that have accompanied the development of tourism. It identified three stages in the evolution of professional improvement in tourism: the first from 1980 to 1995, the second from 1996 to 2015, and the third from 2016 to the

present, with tendencies to respond to the demands arising from tourism development policies and the implementation of programs that address the specific characteristics of territories and businesses. It concluded that professional improvement in tourism has developed from a pedagogical perspective, drawing on the best of Cuba's educational heritage and on scientific findings in the field of pedagogy and educational sciences both in Cuba and abroad; however, it exhibits a top-down implementation and a predominance of the offerings of academic centers, which necessitates its improvement.

Keywords: human capital; postgraduate studies; professional improvement; tourism.

RESUMEN

La preparación del capital humano en el turismo es un elemento crítico en la competitividad de los destinos, pero la superación profesional en el contexto cubano presenta limitaciones en su gestión y resultados, por lo que se requiere penetrar en sus regularidades y tendencias para fundamentar su mejora. Con el objetivo de analizar las tendencias históricas del desarrollo de la superación profesional en el turismo en Cuba, se emplearon métodos del nivel teórico como análisis y síntesis, inducción-deducción, histórico-lógico, enfoque sistémico y sistematización y como técnica empírica, la revisión documental; se establecieron dos indicadores para el análisis, vistos en el contexto de las condiciones políticas y socioeconómicas que han acompañado el desarrollo del turismo. Se identifican tres etapas en el devenir de la superación profesional en el turismo. Primera, de 1980 a 1995; segunda, de 1996 a 2015 y tercera, de 2016 hasta la actualidad, con tendencia a dar respuesta a las demandas derivadas de las políticas de desarrollo del turismo y a la implementación de programas que atienden las particularidades de territorios y empresas. Se concluye que la superación profesional en el turismo se ha desarrollado desde el punto de vista pedagógico, nutriéndose de la mejor herencia educativa cubana y de los resultados científicos en el campo de la pedagogía y las ciencias de la educación en el país y el extranjero; sin embargo, manifiesta una implementación vertical y preeminencia de la oferta de los centros académicos, lo que demanda su perfeccionamiento.

Palabras clave: capital humano; posgrado; superación profesional; turismo.

RESUMO

A formação de capital humano no turismo é um elemento crítico para a competitividade dos destinos, mas o desenvolvimento profissional no contexto cubano apresenta limitações na sua gestão e resultados. Por isso, é necessário aprofundar as suas regularidades e tendências para fundamentar o seu aperfeiçoamento. Com o objetivo de analisar as tendências históricas no desenvolvimento do profissionalismo no turismo em Cuba, foram empregues métodos teóricos como a análise e síntese, indução-dedução, análise histórico-lógica, abordagem sistémica e sistematização, juntamente com a revisão documental como técnica empírica. Foram estabelecidos dois indicadores para a análise, considerando o contexto das condições políticas e socioeconómicas que acompanharam o desenvolvimento do turismo. São identificados três estádios na evolução do desenvolvimento profissional no turismo: o primeiro de 1980 a 1995, o segundo de 1996 a 2015 e o terceiro de 2016 até ao presente, com tendências de resposta às exigências decorrentes das políticas de desenvolvimento turístico e da implementação de programas que abordam as características específicas dos territórios e das empresas. Conclui-se que o desenvolvimento profissional no turismo se desenvolveu numa perspectiva pedagógica, baseando-se no melhor do património educativo cubano e nas descobertas científicas no campo da pedagogia e das ciências da educação, tanto em Cuba como no estrangeiro; no entanto, apresenta uma implementação verticalizada e uma predominância das ofertas dos centros académicos, o que exige a sua melhoria.

Palavras-chave: capital humano; estudos de pós-graduação; desenvolvimento profissional; turismo.

INTRODUCTION

Professional development aims to contribute to lifelong learning and the systematic updating of university graduates, the improvement of their professional and academic performance, and the enrichment of their cultural knowledge, as established by the regulations of the Ministry of Higher Education (MES). It is a strategic aspiration of this organization that professional development evolve towards a demand-driven approach and effectively meet the needs for professional development, thereby contributing to the performance of the economic sectors (Díaz-Canel Bermúdez *et al.*, 2020).

Certain characteristics of this type of teaching make it unique, such as its "multiprocess" nature, where work-research aspects are paramount; the interactive relationships between students and professors; and the importance of collaborative group work (Bernaza Rodríguez, 2023). Furthermore, the distinctive link with work, social activity, and its associated problems is highlighted, requiring a multi-, inter-, and transdisciplinary approach to ensure a holistic understanding of this reality (Alum Dopico, 2023).

The internationally recognized requirement for professional development to be relevant, in order to generate the capacity to bring about transformations in line with the goals of sustainable development and in relation to science and innovation, is a fundamental need (Bernaza Rodríguez, 2023; Salas Luévano & Fraire Mayorga, 2023). Thus, relevance becomes a requirement for programs and an indicator of quality, and teaching practices that promote social research and problem-solving should be favored (Pérez Martínez & Rodríguez Fernández, 2021).

In the tourism sector, employee training is a critical factor for the success of a highly competitive and dynamic industry, where human capital skills make all the difference in key factors such as service quality, efficiency, image, and destination competitiveness (del Toro Soto & Jiménez Sánchez, 2023; Picón Cruz *et al.*, 2022). Professional development in tourism is considered to be strategic, long-term oriented, and aligned with organizational goals. It should enable employees to proactively prepare to face environmental risks and threats, capitalize on market opportunities and trends, and leverage technological developments within the sector.

It must also be systemic, integrated into the human capital management system, incorporating not only the demands of job roles but also the continuous improvement of organizational processes; it must consider performance results, both individual and team-based; it must foster potential development and leverage this in career planning (career progression and promotion); and it must be evaluated and rewarded based on its demonstrated impact on the results of organizational operations and processes. It must be a continuous improvement process, coherently organized from the onboarding of new employees to the end of their working lives; integrated, encompassing all possible avenues and forms, from formal academic to informal, enhancing spaces and mechanisms for sharing, using, and applying knowledge, thus enabling the uninterrupted completion of knowledge conversion cycles within the organization.

While professional development has been acknowledged as substantial in terms of quantity, the desired levels of quality and impact on professional performance have not been achieved, and limitations in the management of these processes have been identified, necessitating improvements. The Cuban Ministry of Tourism's (MINTUR) Training Platform through 2030 calls upon training providers to offer a timely, proactive, and dynamic response to business needs, in line with development perspectives and national and international trends.

In this vein, doctoral research is being conducted to improve the professional development process through the implementation of co-creative management, based on the documented advantages of this approach for developing transversal skills in students, improving relationships between students and professors, as well as between academic centers and companies (Hernández-Gil & Herrera-Peralta, 2022; Lubicz-Nawrocka & Bovill, 2021). In the Cuban context, no co-creative practices have been identified in professional development within the tourism sector.

As part of this project, a historical trend analysis of professional development in tourism is conducted. As Ortiz Bosch *et al.* (2023) state, this analysis allows us to delve into the essence of the object/field of study, reveal its regularities and trends, and identify the epistemological gaps that underpin and justify the research process. This inquiry contributes to systematizing the most significant changes in professional development in tourism, in relation to its context, to achieve a better understanding of the phenomenon under study and to identify the theoretical gap that reveals the existence of a real scientific problem demanding a scientific solution (Águila Carralero & Colunga Santos, 2018).

The steps recommended by Ortiz Bosch *et al.* (2023) for this type of study have been taken into account: defining the object of periodization, selecting the periodization criteria, determining the periodization indicators, defining historical milestones, delimiting and naming periods and stages, analyzing indicators in each stage, and revealing historical-pedagogical trends. The objective of this communication is to present a historical trend analysis of professional development in tourism in Cuba.

MATERIALS AND METHODS

From a dialectical-materialist perspective, primarily theoretical methods were employed, such as analysis and synthesis, induction-deduction, historical-logical analysis, a systemic approach, and systematization. The analysis and synthesis method allowed for the interpretation of the specific

characteristics of professional development in tourism and the essence of its demands on academic and business institutions. Induction-deduction facilitated the understanding of the regulations governing the professional development process of the Ministry of Higher Education, as well as the organization's own regulations, and the events and practices at the national level and their specific application at the territorial and business levels.

The systemic approach made it possible to establish and assess the links and interrelationships between events and occurrences specific to the tourism industry and its context in each period, along with the practices and responses stemming from the professional development of tourism workers. The historical-logical method facilitates the study of the antecedents, evolution, and development of professional development in tourism within the national context; through systematization, it is possible to generalize and organize the historical and pedagogical information obtained from other theoretical methods and empirical techniques.

Document review was used as an empirical technique, employing qualitative content analysis. A significant set of regulations from the Ministry of Higher Education (Resolutions 138/19, 140/19, 202/19, Instruction 1 of 2020) and the Ministry of Tourism (training policies, training platform, continuous improvement model, postgraduate training strategy for recent university graduates), documents on tourism development policies and strategies and those of its organizations, tourism degree programs, and professional development academic programs, among others, were examined.

For the analysis of professional development trends in tourism in Cuba, two indicators were considered: professional development of workers and managers in tourism companies, and the contextualization, relevance, and impact of professional development in tourism. These were analyzed within the historical development of tourism in the country, taking into account the political and socioeconomic conditions that have accompanied it.

RESULTS

Scholars of the history of tourism in Cuba agree in highlighting two very distinct stages, from the birth of the mediated republic until 1959 and from 1959 to the present; the triumph of the Cuban Revolution being the great turning point for any analysis.

Pre-revolutionary period (1902-1958): In 1919, the National Commission for the Promotion of Tourism was created, an event that marked the emergence of tourism as an economic activity. After

the First World War, with the increase in sugar prices and the consequent boom in the national economy, there was an increase in foreign investment and the growth of tourism. But, it is From the 1920s onward, tourism experienced significant growth, linked to the US presence in Cuba, the implementation of Prohibition in the United States, and the constant influx of tourists to Havana's bars. By the 1930s, tourism had become the third most important sector of the economy. The 1950s saw a surge in investment in hotels and casinos, transforming Cuba into the leading tourist destination in the Caribbean. However, this tourism was characterized by gambling, prostitution, drugs, and organized crime.

At this stage, there is no formal training for workers in this sector. The Bartender's Professional Technical School was created in 1933, at the request of the bartenders' guild, to train Cuban bartenders. There are no university studies in tourism.

The Revolutionary Period, from 1959 to 1976, was characterized by the nationalization of private tourism properties and the prohibition of practices that tarnished the industry's image. The National Institute of the Tourism Industry was created in 1959 with the fundamental objectives of promoting tourism, implementing development plans, and protecting the nation's natural and cultural heritage, which the tourism sector relied upon. A decline in foreign tourists, primarily Americans, occurred as a consequence of the coercive measures imposed on the country from the outset. In 1973, the Council of Ministers defined a general tourism development policy, prioritizing domestic tourism and opening up the Canadian market.

With the social changes that followed, which had an extraordinary impact on the population's education, the entire education system was transformed. To promote the training of tourism workers, schools were created throughout the country to raise the cultural and professional level of those working in this sector. University-level training in tourism is still not available.

Revolutionary Period (1977 to 1993): The National Institute of Tourism was established with the mission of promoting international tourism while continuing to serve the domestic market, as well as guaranteeing the training and development of human resources to improve the quality of services. Polytechnic institutes for hotel and tourism management were established in several provinces, providing intermediate-level training for workers in specific positions within the hotel and tourism industry; training for current workers; and certification for managers in these occupations.

University-level education also emerged with the opening of the Tourism Economics program in Matanzas in 1978. and, subsequently, the Bachelor's Degree in Hotel Management in 1986.

Subsequently, with the onset of the profound economic crisis associated with the collapse of the socialist bloc, tourism was considered a sector that could contribute rapidly to economic recovery. This led to significant investment, with accelerated growth in accommodation capacity and non-hotel infrastructure, an increase in visitor arrivals, and a rise in foreign exchange earnings.

During these years, postgraduate training for hotel managers was developed, based on the specialization of graduates from various university disciplines, through diploma programs that incorporated experiences from other countries and were offered at several universities across the country. This was a response to the rapid growth of the industry and the lack of qualified personnel to manage such development.

Revolutionary Period (1994 to 2009): As part of the effort to strengthen tourism's role in the economy, the Ministry of Tourism was created in 1994, the Policy for the Development of Tourism in Cuba was drafted, and a new development strategy was approved in 1995. This strategy aimed to increase arrivals, accommodation capacity, and revenue, while also improving efficiency and profitability and ensuring a culture of quality. One of the strategic objectives was to guarantee the training and development of human resources.

Thus, in 1995, the National System of Vocational Training for Tourism (Formatur) was established to address the need for a national center to coordinate and regulate the higher education, professional development, and continuing education of all tourism personnel. During this period, a comprehensive job training program was implemented in all tourist destinations across the country through hotel and tourism schools, responding to the demand for a skilled workforce driven by investment.

In March 2003, the launch of the new Bachelor's Degree in Tourism was approved, offered through Assisted Distance Learning under the auspices of the Ministry of Tourism and its Formatur system. The Bachelor's Degree in Tourism began in the 2003-2004 academic year with regular courses at universities located in the most developed tourist destinations. Later, other universities joined the program.

According to official program documents, graduates of this profile must have comprehensive training that enables them to manage excellent, effective, and efficient services that, as tourism products,

are developed within the tourism, travel, and hospitality sectors. Thus, they can work in various sectors of the industry, including accommodation, catering, intermediation, transportation and logistics, tourism activities and modalities, public planning and management of tourist destinations, training, research, and consulting. This demonstrates a broad educational profile, which necessarily requires further professional development through established channels.

Since the creation of the Formatur system, the professional development needs of university graduates in the sector have been addressed, with several of these schools authorized to offer professional development courses and taking advantage of the opportunities offered by university institutions. In 2003, a period of significant development in postgraduate activity within the sector began with the approval by the Advisory Commission for Postgraduate Education of the Ministry of Higher Education of the Continuing Professional Development Model for university graduates working in tourism, at the behest of the highest level of the organization.

The aforementioned model aimed to ensure the continuous professional development of employees in their workplaces, thereby raising their cultural, scientific, and technical level and enhancing their professional performance. It was structured in two consecutive stages. The initial stage, managed by schools of hotel management and tourism, prioritized, along with other organizational structures, the Basic Diploma in Tourism Management. This broad-based program sought to standardize the training of all university graduates entering the sector from diverse professional backgrounds.

In the second phase of the model, postgraduate specializations were conceived, designed around occupational areas and offered in almost every region under the auspices of universities. The approved postgraduate specialization programs include Senior Tourism Management, Hotel Management, Food and Beverage Service Management, Tourism Marketing, Recreation Management, Technical Services Management, Human Resources Management in Tourism, and Accounting and Financial Management in Tourism. The aforementioned diploma program served as a prerequisite for these specializations. Similarly, master's degrees were promoted, especially the Master's in Tourism Management, aimed at the academic training of executives, tourism specialists, and faculty members of hotel management schools.

Active learning methodologies are encouraged in professional development. In particular, the use of the case study method was expanded, promoted through a national competition in which teachers from all hospitality and tourism schools participated, and whose results were compiled in the text

"Cases from the Tourism Sector: Like a Mirror." Likewise, the use of training as an organizational method was encouraged, since its practical approach fosters the development of knowledge among professionals in different occupations.

During these years, the Postgraduate Advisory Commission of Formatur was established within the tourism school system. With a methodological role and in close collaboration with the Postgraduate Directorate of the Ministry of Higher Education, it advises on and promotes the consolidation of professional development within the organization. It played a leading role in fostering synergy among the schools and faculty, for which effective communication mechanisms were established, including its own website.

Among the most important actions carried out by the aforementioned commission, the following can be mentioned:

- Formatur schools, regarding the regulations for postgraduate studies.
- Design and implementation of national diploma programs in topics relevant to the sector: Nature tourism, Tourism marketing, Event management and organization, Accommodation management, Food and beverage management, Hotel management, among others.
- Study and dissemination of best practices in professional development within the school system.
- Implementation of feedback mechanisms and evaluation of the quality of diploma programs.

In 2006, the Ministry of Tourism implemented its Training Policy, which reinforced the importance of continuous training and professional development for workers and managers in the sector and gave Formatur a leading role in this area. The implementation of this policy strengthened the training work already being carried out within the Ministry, clearly defining the responsibilities of the different management levels, from the highest to the lowest.

Revolutionary Period (from 2009 to the present): According to Salinas *et al.* (2019), three events marked significant changes in the course of tourism. These were, firstly, the lifting of the ban on access to the domestic market; secondly, the authorization of private accommodations; and finally, the reestablishment of relations with the United States in 2014, which significantly boosted the increase in arrivals and led to a figure of 4.7 million visitors in 2017.

Formatur centers achieved the status of authorized professional development centers, granted by the Ministry of Higher Education, offering national diploma programs for different occupational areas and tourism modalities. The use of information and communication technologies for professional development was expanded.

Formatur underwent its first restructuring process, reducing its structures and staff. Subsequently, in 2015, the organization's structure was further refined, the Branch School of Tourism was created, and the former hotel and tourism schools in all provinces were transformed into training centers. The Formatur system ceased to exist, which negatively impacted the scope of its results.

In 2021, a strategy was established for the postgraduate training of recent university graduates at the Ministry of Tourism, taking into account past experience and shortcomings in the process. This strategy outlines four pathways that address the main objectives of postgraduate studies within the organization. These are: a preparatory induction/complementary program (aimed at recent graduates regardless of their position or specialization); postgraduate specialization (linked to occupational areas, encompassing a wide range of courses, training programs, and diplomas in specific tourism fields); leadership development (for young professionals identified as potential future leaders); and postgraduate academic training (leading to an academic degree or scientific title).

Also in 2022, the Ministry of Tourism's Training Policy and the Ministry of Tourism's Training Platform until 2030 were approved. The aforementioned platform has an objective that demands strengthening postgraduate education, based on the requirements of the Tourism Development Plan to 2030 and includes the aforementioned postgraduate training strategy for recent university graduates.

In summary, considering the most important moments in development, three stages can be identified in the evolution of the professional development process in tourism in Cuba:

1st stage. Initiation (1980 to 1994): Professional development activities were carried out sporadically and in isolation, not in all regions of the country; these were primarily aimed at preparing hotel managers to respond to the investment process through the Hotel Management Diploma program. There was no local experience, so programs used in other contexts tended to be copied. There was limited business participation and weak contextualization.

2nd stage. Consolidation (1995 to 2015): The Ministry of Tourism and the National System of Professional Training for Tourism were created, and the Model for Continuous Professional Development of MINTUR professionals was approved in 2003, implementing the Basic Diploma in Tourism Management. This stage is characterized by the design and implementation of key organizational structures for professional development, geared towards the needs of the strategic development of tourism in the country and especially aimed at managers of tourism activities, with diplomas focused on the different occupational areas of the sector and tourism modalities.

A competency-based approach is introduced into professional development programs, with a focus on active learning methodologies. Information and Communication Technologies are used extensively. While there is greater diversification in organizational modalities and forms, the supply-driven approach persists, lacking effective feedback and impact measurement.

3rd stage. Readjustment (2016 to present): The Formatur system is disintegrated, which in the first few years leads to a loss of synergy between the centers and, as a positive aspect, a greater adaptation to the specific conditions of the territories. The Tourism Training Platform until 2030 is approved, which incorporates the strategy for postgraduate training of recent university graduates at the Ministry of Tourism. The use of secondary organizational structures is expanded to meet business needs.

The regulations (resolutions 138/19, 140/19, 202/19, Instruction 1 of 2020; all from the governing body, as well as those of the Ministry of Tourism) establish new requirements for evaluation, contextualization, and institutional co-responsibility. However, supply continues to predominate over demand, and although business and territorial needs are being addressed to a greater extent, implementation remains top-down.

Thus, two trends are observed in the course of the professional development process:

- The professional development of tourism professionals is shifting from the piecemeal and isolated implementation of programs adapted from other contexts to a response aligned with the demands of national policies for industry development, incorporating Cuban pedagogical traditions and the best international trends. However, a top-down approach is evident, prioritizing executive positions in hotel services in the pursuit of service quality, while relegating the training of professionals involved in other tourism sectors and activities to a secondary role.

- From national programs aimed at different occupational areas and tourism modalities to programs that address territorial and business particularities, but with preeminence of the offer of academic centers over the demands based on needs and interests of the entities, which limits the relevance of the programs and the impact that should be verified, both in human capital and in business results.

DISCUSSION

Professional development in the tourism industry in Cuba is based on the Cuban humanist pedagogical tradition, which takes into account the work and thought of great Cuban educators (Rose Jiménez *et al.*, 2023). It follows a competency-based approach from a historical-cultural perspective, viewing competencies as a holistic, integrative configuration of knowledge, skills, abilities, values, and attitudes that are manifested in performance (López Ramírez *et al.*, 2016).

Salinas *et al.* (2019) identify several historical periods, one prior to the revolutionary triumph and others following it, closely associated with the different processes of tourism institutionalization and its corresponding strategic development. They consider that, despite efforts from scientific research to support the professional development process, the results are not entirely satisfactory. They identify the preeminence of the centers' offerings at the expense of demands based on the needs and interests of the entities, the lack of significant qualitative changes in human capital, and the need to redesign the paradigm of the school-business relationship, among other issues. The organization calls for the alignment of training strategies with development and the introduction of creativity and innovation.

Although trend analysis reveals a marked response of professional development to the needs of industry growth, current regulations from the Ministry of Higher Education and policies from the Ministry of Tourism require a profound reformulation of the role played by the actors involved in the professional development process, especially regarding the design, implementation, and evaluation of the academic product. We agree with Beni (2019, cited by Picón Cruz *et al.*, 2022) that professional development demands a multi-, inter-, and transdisciplinary approach, based on the understanding of tourism as a multifactorial and complex phenomenon, which entails transversality and intersectorality in its management. Similarly, it is necessary to address the need for workers and managers not only to accept but also to seek new challenges and take advantage of opportunities to

make the company more competitive (del Toro Soto & Jiménez Sánchez, 2023; Zúñiga Collazos & Castillo Palacio, 2012).

These considerations demand changes in how professional development is conceived within the sector. In this sense, rather than isolated postgraduate programs or initiatives, the pedagogical process should be managed in close connection with the needs of tourism businesses. This would allow for the planning and implementation of interconnected professional development activities that value individual and organizational knowledge, providing not only theoretical knowledge but also tools that can be integrated into organizational learning to address the challenges of tourism practice.

It is therefore necessary that the academic center introduce changes in all aspects of program design, prioritizing needs, the problems that necessitate them, the context of those needs, the characteristics of the workers and/or work teams that have such needs, and consequently, planning all the personal and non-personal components of the process. Furthermore, it is essential to consider the program implementation setting, the creation of conducive learning environments, and, above all, the participation of the program's beneficiaries (workers, managers, the company) from its inception to the evaluation of its effectiveness.

Following the criteria of various authors, Salinas *et al.* (2019) argue that Cuba has significant competitive advantages compared to other Caribbean destinations. Among these advantages, they highlight the high technical and professional qualifications of the tourism workforce and the development of higher education programs in tourism across a network of universities, as well as a comprehensive postgraduate program. They identify, as a challenge for tourism development in the country to adapt to the constant changes of a globalized market by 2030, the need to systematically increase the training of personnel working in the sector, including managers, specialists, and service workers in general. This, they argue, should simultaneously contribute to the development of ethical values and a culture of courtesy and honesty, essential elements for the industry's sustainability. In this regard, professional development offers ample room for improvement and refinement.

In summary, the evolution of professional development in tourism in Cuba has gone through three distinct stages: the first (1980 to 1995), the second (1996 to 2015), and the third (2015 to the present). These stages have been closely influenced by the development of the tourism industry itself, the sector's weight in the national economy, and the structural support provided to human resource training within the organization. A clear trend toward its development from a pedagogical

perspective has been observed, drawing on the best of Cuba's educational heritage. It has taken into account scientific findings in the fields of pedagogy and educational sciences, both in Cuba and abroad. However, it exhibits a top-down implementation and a predominance of offerings from academic institutions, which necessitates its improvement to align with the development requirements of the tourism sector.

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Conflict of interest

Authors declare no conflict of interests.

Authors' contribution

The authors participated in the design and writing of the article, in the search and analysis of the information contained in the consulted bibliography.

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