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## STOREM Report 2.10: Case Studies

### O2- To develop a model of interaction between higher education institutions and private and public actors.





#### The model of UPVM and the Master Tourism and sustainable development of territories

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**MASTER TOURISME –  
PARCOURS TOURISME ET  
DÉVELOPPEMENT DURABLE DES  
TERRITOIRES (TDDT)**


Université Paul Valéry Montpellier 3 – Département de  
géographie et d'aménagement



*Master*  
**Tourisme  
et  
Développement  
Durable  
des  
Territoires**

Département de Géographie  
Université Paul Valéry Montpellier  
Site de Béziers

<http://www.master-tddt.net/>







## Resume:

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The TDDT master's degree of the University Paul Valéry Montpellier 3 is located in the secondary university centre of Béziers, on the Duguesclin campus. The Tourism master in UPVM proposes a professionalization and initiation to project management (methodology, workshops and internships) with a strong articulation between academic and professional actors in the field of heritage and sustainable tourism.

## **O2- To develop a model of interaction between higher education institutions and private and public actors.**

## Introduction- The TDDT Master:

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Tourism is an old subject of study in several disciplines but a recent research field in geography, and an even more recent entry into training courses, since it was only in 2014 that Tourism became a mention of Master's degree.

Currently, France has about 40 master's degree courses in the field of tourism in about twenty universities. There are some important centres, with several programmes, such as Lyon 2, Angers, Toulouse or Paris I Panthéon Sorbonne. Others present only one programme, as it is the case of the TDDT master at Paul Valéry.

It is also interesting to note that there are rather few programmes that explicitly mention sustainability as UPVM master. Initially questioned in the field of nature tourism or ecotourism, the question of sustainable development now tends to be integrated into all facets of tourism development: four-season tourism, alternative tourism, off-the-beaten-track tourism, participatory tourism, etc., all terms which seek to characterise the recent evolutions of tourism supply and practices. These issues are becoming unavoidable, at the risk of a certain amount of greenwashing. The Covid crisis has also contributed to the discourse on the need to transform the tourism sector towards greater sustainability.

Rather than being entitled "sustainable tourism", the Master's degree has thus evolved in its name towards the sustainable development of territories.

The objective is not to think in terms of sectors (ecotourism, solidarity tourism, social tourism, etc.), but to provide students with tools so that they can apply them with a view to developing the territories.

The master claims the central role of values that feed our educational approach as much as the professional vocation of the students with **three ambitions** :





1. To contribute to the animation of local or regional territories in search of new activities, in order to maintain their populations, increase their wealth and improve their standards of living, with regard to each specific environment.
2. To participate in the renewal of tourist facilities and activities by means of a reflective approach (labelling and other periodic evaluation processes).
3. Escape from development models based exclusively on a sectoral logic, in order to take seriously into account people - both inhabitants and tourists -, their uses and their territories.

In this context, cultural development and heritage enhancement are at the heart of the theoretical courses, but also of the group workshops and the internships / apprenticeship contracts.

It is therefore a master's degree with a strong professional focus:

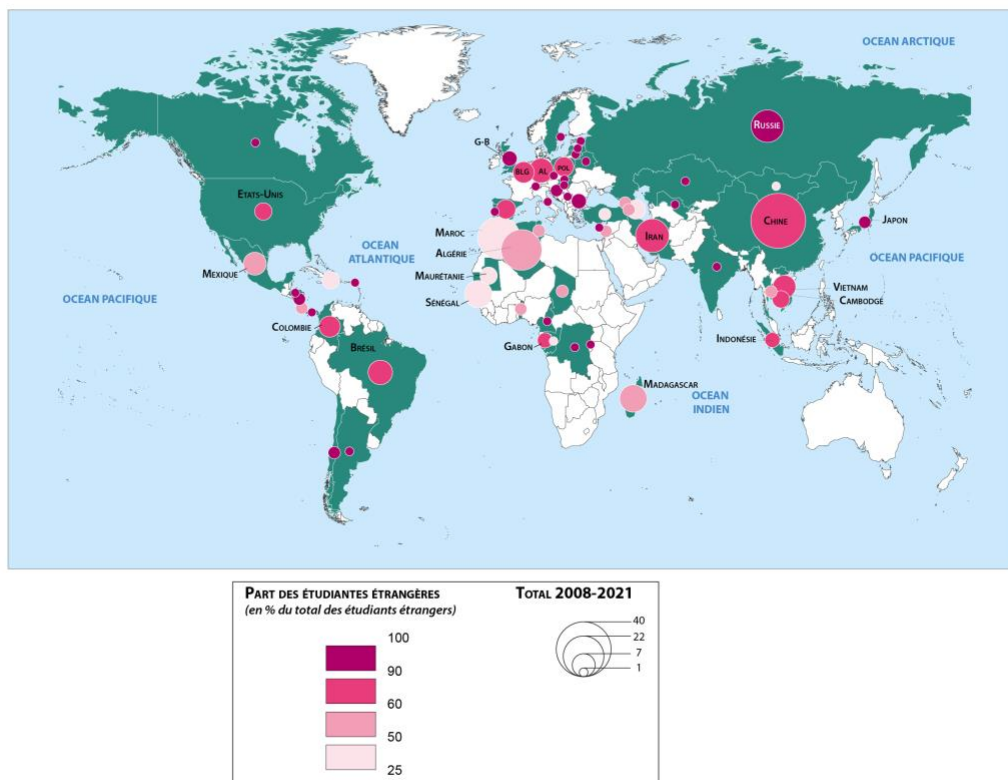
- Since 2009, it has been included in the regional system of aid for professional training for job seekers
- It has also been equipped with a University Diploma (strategies for a sustainable tourism project) open to working professionals;
- it has also opened up to work-linked training since 2016-17 (with students on apprenticeship contracts and professional training contracts).
- It is also a master's degree open to VAE (Validation of acquired experience) and we have had 1 to 4 applications per year for the past 3-4 years.

And finally, it is a master's programme that is very open to international students, since we welcome about 20% of foreign students each year as you can see in this map with the origin of our non-french student.





#### REPARTITION DES ETUDIANTS ETRANGERS DU MASTER TOURISME ET DEVELOPPEMENT DURABLE DES TERRITOIRES DE 2008 À 2021



#### The objectives of the master:

- More autonomous students
  - Intellectual as practical autonomy
  - An autonomous student is a better professional and he's more easily recruited
  - Ability to understand differentiated situations and the evolution of tourism and careers: today, we are unable to predict half of our students' jobs in 15 years. We must therefore prepare it to change more easily. Be in touch with the more recent evolutions of the touristic sector and reinforce our research
  - A more independent person gets better jobs
  - A more autonomous person is more fulfilled in his work





- Students with stronger professionalisation
- Reinforce links with public & private actors
- Be in touch with with the more recent evolutions of the touristic sector and reinforce our research
- Have a concrete action (show that academics are'nt always theoretic people...)
- The illusion to be in the fabric of power as a consultant for the prince ?

### What kind of CV for our students ?

- A two years student-centred strategy: help him to develop a strategy of career and discover larger opportunities (1<sup>st</sup> year); make a choice and develop CV (2d year)
- No CV without a professional strategy or career choice: 2 exercises and 24 academic courses (by professionals) in two years , mainly in first years
- Not too narrow a specialization: the student must be able to adapt to changes in his future professional life
- Our social and moral responsibility : we are more or less responsible of the future life of the student, of the social, environmental, economic quality of his action
- Diversity of thoughts: different tourisms, different business models, different marketing strategies
- Make the student think about his career in a fluid and intelligent way

### 5 main professional orientations underlie the training:

- - the management of ecolodges, hotel residences, residential leisure parks or holiday villages,
- - the production of naturalistic, sporting or cultural discovery routes within the framework of tourist offices or inter-municipal public services, of regional nature parks, etc.
- - the requalification of local structures for tourism and leisure activities,
- - publishing media specialising in the promotion of cultural territories, tourism development, natural tourism and sports
- - work in consultancy firms and in the field of planning

But new jobs are constantly being created, such as the sustainable development officer within local, departmental or regional structures (Tourist Office, Regional Tourist





Committee). The fact that tourism is a competence shared by all territorial levels also contributes to making it transversal.

The issue of corporate social responsibility (CSR) is also increasingly integrated into tourism structures, both public and private.

We can cite the question of water or waste which is at the heart of the missions of campsites today, particularly present along the Languedoc coast, or the introduction of a new environmental label for campsites (rated from A to E)

The places of professional practice are also extremely varied:

- 1/4 in the French Mediterranean Midi, thanks to the contacts made with various local authorities and companies;
- 1/4 at national level, in territorial structures, "host countries" and tourist resorts;
- 1/4 in Europe and internationally in the consulting and engineering sector;
- and finally the last 1/4 in projects carried out, within various forms of cooperation, in developing countries, thanks to national public aid systems, international donors and NGOs.

### How to plan a master

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- 50% professionals as teachers
- 2<sup>d</sup> year: half of the evaluation are made by professionals
- More than half of the student evaluations are application exercises, non academic exercises
- Initiate students' reflection on their career orientation and career choices
- Attract professional students (continuing education)
- Different specific calendars in one calendar...
- Find money (to pay student work), find money (to pay tutors), find money (to pay travel expenses), find money...
- A permanent activity (network, address book, take the initiative, marketing...)

### Three ways of professionalisation:

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1. Workshops
2. Internships
3. apprenticeship training and professionalization contracts

## 1. Workshops

One of the strong points of the Master's programme are the workshops, even if this approach is now shared by many professional Master's programmes.

- These workshops are a response to a request from a partner in the territory and give rise to co-supervision between the research teachers and the actors.
- The tutored workshops play an important role in the master's programme in the first and second years in terms of student investment, and they are an opportunity to learn to work in a group and to face up to the demands of the professional world

If the first year workshop is mainly focused on the diagnostic approach, the second year project is more ambitious: it must allow the mastery of the tools necessary for the development of tourism projects (the issues in terms of organization of territories, environmental management, heritage enhancement and economic development) in an approach that takes into account the social, environmental and cultural dimensions of tourism practice.

The requested diagnoses draw up an inventory of the situation by combining qualitative and quantitative methodologies, cartography, field observations, meetings and interviews with local stakeholders.

They can be :

- general orders (territorial diagnosis of a territory)
- or more specific orders (request for a tourism development project for a winegrowing estate, development of the territory's image and communication or development of a project for a specific clientele).
- The clients are both public (municipalities, communities of municipalities, mixed syndicates) and private (estates, associations or companies).

Each of these works was the subject of an oral presentation open to the public in front of the sponsors and a written report. The requested diagnoses draw up an inventory by articulating qualitative and quantitative methodologies, cartography, field observations, meetings and interviews with local actors.

A major difference between the two years is that in the first year, the teachers "find" the orders, whereas in the second year, the students do the work themselves.

There can be 3 forms of heritage and tourism enhancement work:

- Diagnostic work

The M1 WORKSHOP carried out during the winter of 2018-19, at the request of the Avant-Monts community of municipalities was a diagnostic work. The M1 students tried to propose elements of diagnosis and analysis likely to provide a framework of reflection for a definition of the strategy of tourist development of this space which a priori seems confronted with 2 major difficulties:

- o The difficulty of territorial reorganisations in the context of the NOTRe law imposing the merger of existing communities of communes which were beginning to take root.

- o The other apparent difficulty stems from the situation of a territory considered to be on the periphery, wedged between the major areas of Languedoc tourism, namely the beaches and the hinterland,

- > During the study, these handicaps also proved to be likely to generate a renovation and an interesting development of tourism.

- Firstly, because the supposed tourist desert in the Avant-Monts area turns out to be much more dynamic than usually deplored: some activities are working and rather well, and the territory is quite densely covered.

- Moreover, the presence in the contiguous territories of some ten million tourists passing through each year must be considered as a breeding ground, especially as the tourist has become more mobile.

The students of the class proposed a diagnosis with different themes: valorisation of heritage, crafts and local products, oeunotourism, etc.

- Work on sites in progress: project in progress and help from students

Another example consists of work linked to a project already underway on the Grand Site Salagou-Cirque de Mourèze (M2 workshop in 2020-21). The project carried out by the Syndicat mixte Grand Site Salagou-Cirque de Mourèze is to requalify the 3 poles which constitute the entrance gates to the Grand Site and the points of fixation and information for visitors. The students therefore proposed a preliminary design for the interpretation tools for the reception centres at the request of the Syndicat mixte. They came up with 3 themes linked to 3 key moments in the history of the Grand Site in the 3 site houses.

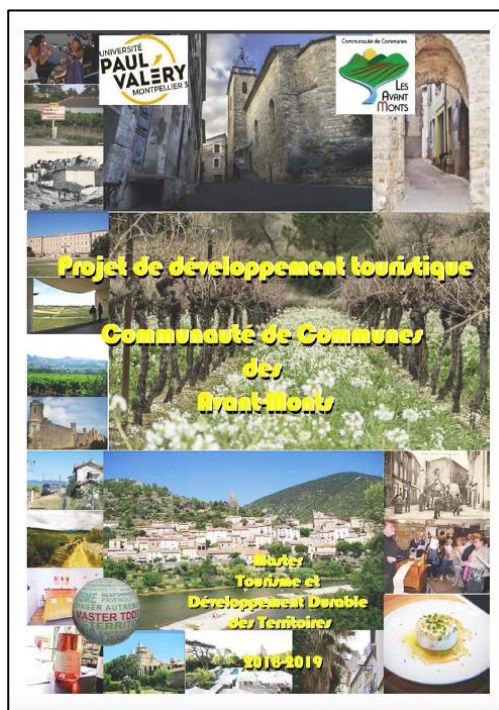
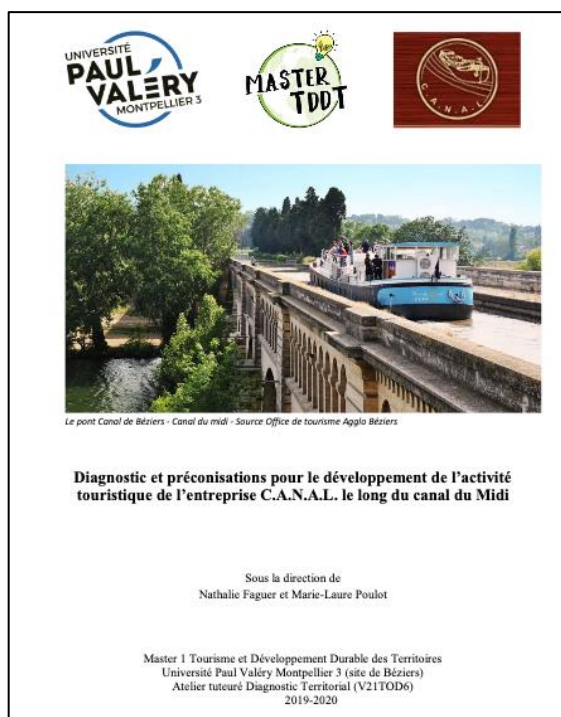




- Finally, Prospective work - imagining an enhancement, funds for a project that does not yet exist

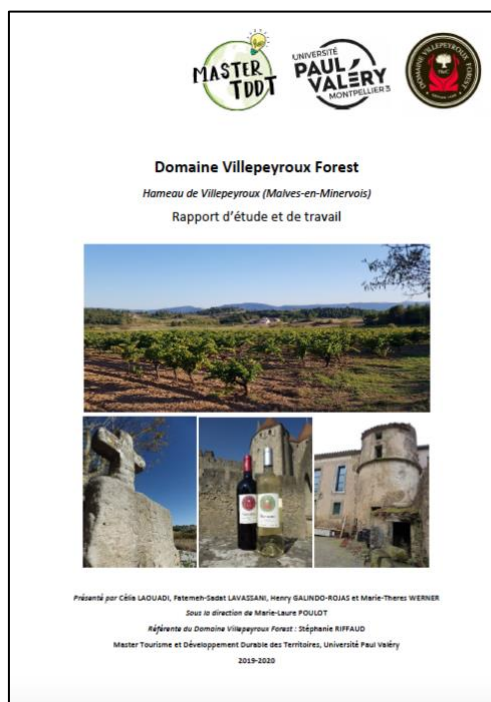
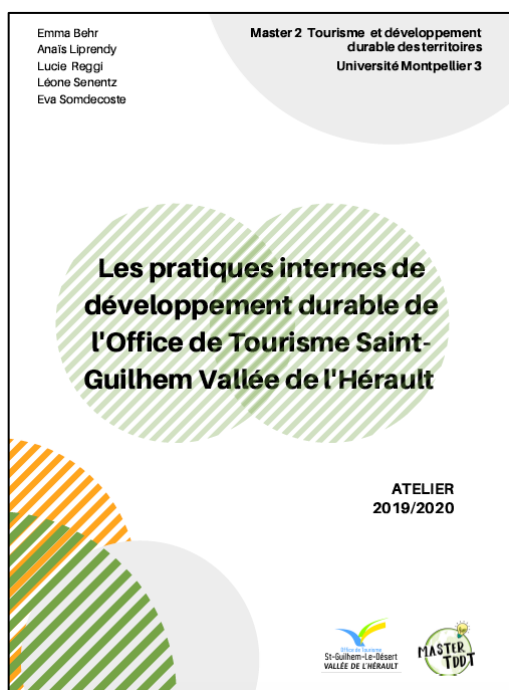
Last year's M1 students worked on two projects in response to a request from the municipal council of Fleury D'aude: The enhancement of the site of Fount de Rome, an ancient Gallo-Roman villa and and the chapel of the white penitents

This was an opportunity for them to work on the various heritage registrations, the challenges of labelling and the questions of financing heritage. For the Valorisation of the Fount de Rome site, the students conducted interviews and worked on the archives to understand the archaeological heritage issue and proposed an interpretation trail linking different sites. The other group considered the renovation and conversion projects of the White Penitents' Chapel, again proposing various sources of funding and cultural projects, such as its potential use in the Greater Narbonne mobile micro-field project.





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The table below shows the various M1 and M2 workshops conducted since 2018.

### Master 1

Year	Title	Sponsor/Partner
2021-22	Valorisation of the site of Fount de Rome and the chapel of the penitents and the chapel of Notre-dame de Liesse	Fleury d'Aude Municipal Council
2020-21	Construction of an observatory of sustainable tourism (ETIS method of the EU) on Sète Agglopôle Méditerranée	Project STOREM - Sustainable Tourism, Optimal Resource and Environmental Management (projet KA2 – Cooperation for innovation and the exchange of good practices – Capacity Building in the field of Higher Education)
2020-21	Wine tourism, Viti-nature and Landscapes	Haut Pays Languedoc et Vignobles
2020-21	Reception of the young public, families and wine tourism	Haut Pays Languedoc et Vignobles





<b>2019-20</b>	Diagnosis and recommendations for the tourist development of the C.A.N.A.L. company's activity along the Canal du Midi	Entreprise C.A.N.A.L (Circuit Animation Accueil Loisirs)
<b>2018-19</b>	Tourism development project	Communauté de communes des Avants-Monts/ Office du tourisme

## Master 2

Year	Title	Sponsor/Partner
<b>2021-22</b>	Diagnosis and project to promote the estate to local and regional tourists (events, tastings, wine tourism) and Northern Europe (Benelux and Scandinavia)	Domaine viticole bio "Emile & Rose", Corneilhan
<b>2021-22</b>	Improvement of the sustainable and ecological aspects of the two campsites of La Clape and La Tamarissière	Cottage Parks Agde
<b>2020-21</b>	Analysis of the territory's promotional policy and development of a communication strategy	Office de Tourisme La Domitienne
<b>2020-21</b>	Preliminary to the design of interpretation tools for the reception centers in Clermont and Mourèze	Syndicat mixte Grand Site Salagou-Cirque de Mourèze
<b>2020-21</b>	Challenges for the development of a destination for handicapped tourism, Handisport section and recommendations for the development of the "Montagnes du Caroux" destination	Haut Pays Languedoc et Vignobles
<b>2020-21</b>	Excursions and tourist visits for the students of the Dugesclin site	Université Montpellier 3 – site de Béziers
<b>2019-20</b>	The internal sustainable development practices of the Saint Guilhem Vallée de l'Hérault tourist office	Office de tourisme Saint-Guilhem-le-Désert Vallée de l'Hérault
<b>2019-20</b>	The potential of creating a tourist stay to discover the wild orchids of the Aude	Espaces naturels sensibles, département de l'Aude
<b>2019-20</b>	The development of a perennial wine tourism offer of the domain	Domaine Villepeyroux Forest

In Master 1, before the first workshop ordered by a partner, we develop a survey work during the first semester to provide students with the basics of territory diagnosis



and especially the basics of tourism diagnosis: this is the UE Methodology of the territory project: survey, diagnosis) (see complete list in annex). To this "virtual" order which allows the learning of the tools of the survey (interviews, questionnaires, observation), I have, partly at the request of some territorial authorities, added since this year 2021-22 two elements to reinforce the professionalization of the training:

- The question of networks in order to identify the different actors who act on the same territory, their roles and consider the modes of governance: the objective is to lead to a mapping of the networks of actors.
- Survey techniques via social networks: digital ethnography, digital observation, data collection and filtering

The table below summarizes the different themes covered in the Methodology of the Territory Project:

Année universitaire	Students workshops M1 - l'UE Methodology of the territory project: survey, diagnosis
2022-23	<ul style="list-style-type: none"> <li>- Project with the compagnie Gérard Gérard, Le train de l'Aubrac, artistic and cultural project to promote the tangible and intangible heritage of the Béziers-Neussargues railway line, supported by the cultural association Eurek'Art</li> </ul>
2021-2022	<ul style="list-style-type: none"> <li>- Survey on slow tourism on the Canal du Midi between Béziers and Agde</li> <li>- What place for hospitality in Occitanie in 2021?</li> <li>- To what extent do the logics of patrimonialization allow Béziers to become a sustainable tourist city?</li> <li>- Cities, Tourism and TV series: Montpellier, Sète</li> </ul>
2019-2020	<ul style="list-style-type: none"> <li>- What kind of tourism for the working classes?</li> <li>- The possibilities of off-season events in the city of Béziers</li> <li>- High-end accommodation in the Hérault</li> <li>- The marina project in Sète. What is the perception of the different actors of the territory on the project?</li> <li>- Student nightlife in Béziers, a factor in urban and economic development?</li> <li>- The development of Gastronomic Tourism in the Hérault</li> </ul>
2018-2019	<ul style="list-style-type: none"> <li>- Impact of the development of airbnb on tourism practices in Montpellier</li> <li>- The Mediterranean coastline near Montpellier, Béziers and Narbonne: the practices of coastal areas by students</li> <li>- Does the BOCAL (Du Bon et du Local) initiative have an influence on consumers of local products in Montpellier?</li> </ul>





- The practices of retired people on the Biterrois coastline
- Is student nightlife a factor in economic development?  
Comparison between Béziers and Montpellier

## 2. Internships

The first year ends with a compulsory 3-month internship in a company which gives rise to a thesis and an oral presentation.

The second year ends with a compulsory 5-month internship in a company which gives rise to a thesis and an oral defence.

The internships follow the same logic of the workshops but if those were in groups, the internships are individual. For practical reasons, most workshops are held within a regional scope. With the internships, the destinations are much more varied throughout France and about 15% outside of France.

There are various missions in very different structures (public ones, private ones, associative, NGOs, etc.)

Exemples of missions during the internships:

- the development of cultural events or festivals, (e.g. Nature festival at the tourism office St Guilhem le Désert)
- the promotion of the langue d'oc (networking of actors, awareness raising, surveys) within a civic service

Missions of the internship	Structures
Assistance à la mise en place d'un programme opérationnel Tourisme durable en Occitanie	Comité Régional du Tourisme
communication, suivi clients, Reconnaissance et visite d'hôtels	Archipelago Adventure, Canggu, Bali
Production des offres et déploiement logistique au sein du service Opération et logistique	Explora Project
Stimuler la créativité dans les villages de caractère de l'Ardèche	CAUE de l'Ardèche
création d'association / OT La Domitienne	OT La Domitienne





Appui à la communication numérique : communiquer sur un espace naturel protégé	Parc naturel régional de Camargue
Assistante responsable hébergement	SAS Carlton Montparnasse
Valorisation et médiation des patrimoines du Parc naturel régional des Alpilles	Syndicat mixte de gestion du Parc Naturel Régional Des Alpilles Saint- Rémy-de-Provence
Assistante manager housekeeping	EURO DISNEY ASSOCIES SAS
gestion quotidienne et développement d'un village vacances / Stage et CDD - CDI	Reves de mer – le Jardin Colonial
Chargée de mission communication et animation UNESCO et IFREEMIS	Syndicat mixte espace de restitution de la grotte Chauvet
Valorisation du Grand site Salagou-Cirque de Mourèze	Syndicat mixte du grand site Salagou- cirque de Moureze
Développement local / Développement de produits touristiques de type expérientiels Développer la notoriété du territoire	CC Porte des Vosges meridionales
Service civique / mise en valeur de la langue d'oc (mise en réseau des acteurs, sensibilisation, enquêtes)	Convergencia narbonesa

### 3. apprenticeship training and professionalization contracts

The opening to alternating courses has been made in recent years, allowing some students to be both employed and to follow the Master courses.

Work-linked training takes the form of 2 employment contracts:

#### 1. The apprenticeship contract

- Public: from 16 to under 30 years of age when the contract is signed; people with disabilities without age limit
- Employers: any private or public employer;
- 6 to 36 month contract;



- Training of 402 hours minimum for a 12-month contract.

## 2. The professionalisation contract

- Public: from 16 to 25 years old; jobseekers aged 26 and over; recipients of minimum social benefits (RSA, AAH, ASS, CUI, etc.);
- Employers: any private employer who contributes to an Opérateur de Operator (OpCo);
- 6 to 24 month contract;
- Training from 150h to 455h.

> Students are hired by a company and spend half the year in the company and the other half at the university.

- Students are motivated to find this kind of contracts because they are paid during the master

- Enterprises like this dispositive because they have fiscal advantages to hire a professional at mid-time paid about 20% of the normal waggges...

The implementation of apprenticeships in the Master's programme is carried out in close collaboration with

- the Apprenticeship and Continuing Education Department (SAFCO)
- and the Apprentice Training Centre (CFA).

The Apprenticeship and Continuing Education Department (SAFCO) takes care of the administrative aspects of apprenticeship contracts, relations with companies, paying students, etc. There is one in each university and they are grouped in a regional structure to be more efficient

This requires the setting up of a specific timetable (see below)



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NOTA : les contrôles de connaissance s'effectuent en continu

■ Date ultime possible de la dernière épreuve du diplôme / soutenance du mémoire

Périodes en entreprise

Périodes de formation  
universitaire (74 jours)

Date ultime de la dernière  
épreuve du diplôme/soutenance  
du mémoire

Les contrôles de connaissance  
s'effectuent en continu

les congés sont

This also requires the monitoring of these apprentices via an electronic apprenticeship booklet (meetings with the apprenticeship masters during the year, monitoring of assignments and assessment of the past year).



Exemples of apprenticeships:

2020-2022: Nature sports officer - Department of Tarn





Missions : Animation of the Departmental Commission for Sites and Routes related to nature sports (CDESI)

Elaboration of the Departmental Plan of Sites and Itineraries for Nature Sports (PDESI)

Advice to project leaders for the creation or requalification of sites for outdoor activities - methodological support and dissemination of the principles of the CDESI

Monitoring and knowledge of nature sports in the region

Technical support for the actions of the Youth and Sports Department, particularly for events

2021-2023: the development of micro-folie within a third place and a fablab in connection with the Narbovia museum, the regional museum of ancient Narbonne (within the framework of an apprenticeship contract at Grand Narbonne)

2021-22 : Séjours France Famille

PARTNERSHIP DEVELOPMENT: - Assisting the team in developing partnerships with universities and local agencies abroad and in Paris.

FAMILY ACCOMMODATION MANAGEMENT: - Manage the availability of host families.- Place international students with host families. - Follow-up by email with our partner schools for missing documents.

COMMUNITY MANAGEMENT/ COMMUNICATION: The student trainee will be able to help us develop our social networks, - Write press releases in English in collaboration with our team. -- Write documents in English for our students, Drafting documents in English for our students who register on our website.

DEVELOPMENT OF THE FRANCE STAY OFFER - Reflection with the team on future offers. (example of an idea: develop one to one stays at the teacher's home)

2022-2023 : Vélorail du Canal du Midi

Management of internet and telephone reservations.

Reception and supervision of visitors during the tour.

Development of partnerships and communication of the activity.

## Implemented methodology

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3 interconnected levels of professional integration of students:





- Internal to the course
- Internal to the University
- External to the University

**1- Internal to the course:** an ongoing and continuous process from the beginning of the training

- Specific Career Day organized each year with University specific service
- 1<sup>st</sup> year specific 3 months seminar: 15 to 20 professionals present the specificities of their job and the students conclude with a job card depending of their own project (50 hours)
- Seminars to train to curriculum vitae, searching for job offers, writing a letter of response to a job offer, job interview, etc. (30 hours each year)
- Internships on 1<sup>st</sup> and 2<sup>d</sup> year: each student with an offer is incited to evaluate it with some criteria regarding the professional insertion; on 2<sup>d</sup> year: main criteria to respond to an internship offer « what % of chance to have a job by the end of the internship in this structure? »

## 2- Internal to the University

- SCUIO (Service Commun Universitaire d'Information, d'Orientation et d'Insertion Professionnelle): University common service of information, orientation and professional Insertion

This service helps us to organize a career day specific to each diploma.

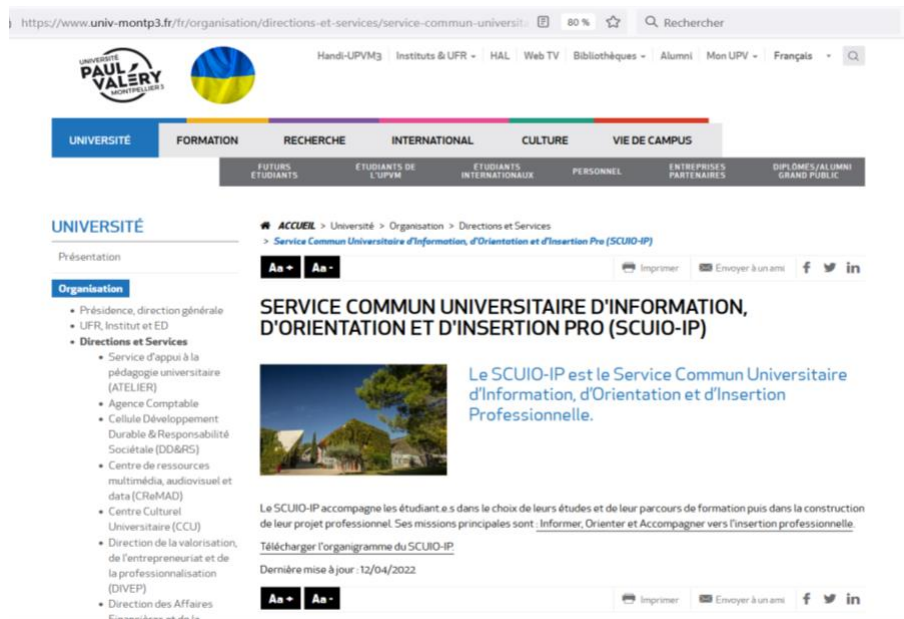
It also provides specific trainings on CV, letters of candidacy, etc.







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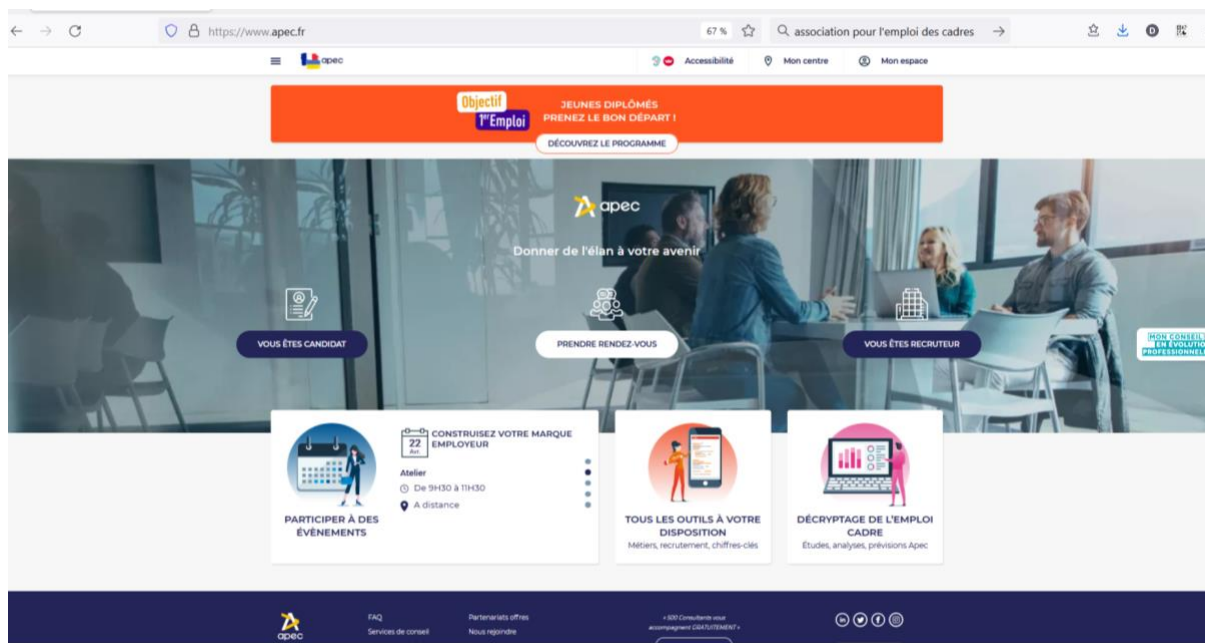
- The training center (UFA) takes care of the administrative aspects of apprenticeship contracts, relations with companies, paying students, etc. There is one in each university and they are grouped in a regional structure to be more efficient



### 3- External to the University

The APEC (Association pour l'Emploi des Cadres: Association for employment of top executives and managers) offers a one-year membership to all graduating students with interview training, job search assistance, access to classified ads, etc.





#### 4- Transversal to the three levels of professionalization (intern to the master, internal to the university, external to the university):

- Main dispositive that we develop, the apprenticeship training (20% of the students take advantage of this opportunity which almost always ensures a job afterwards.): Students are hired by a company and spend half the year in the company and the other half at the university.
  - Students are motivated to find this kind of contracts because they are paid during the master
  - Enterprises like this dispositive because they have fiscal advantages to hire a professional at mid-time paid about 20% of the normal waggas due to governemental tax incentives...

Âge	1 <sup>ère</sup> Année	2 <sup>ème</sup> Année	3 <sup>ème</sup> Année
Moins de 18 ans	27% du SMIC brut 419,74 €	39% du SMIC brut 606,28 €	55% du SMIC brut 855,02 €



18 à 20 ans	43% du SMIC brut <b>668,47 €</b>	51% du SMIC brut <b>792,83 €</b>	67% du SMIC brut <b>1 041,57 €</b>
21 à 26 ans	53% du SMIC brut <b>823,930 €</b>	61% du SMIC brut <b>948,29 €</b>	78% du SMIC brut <b>1 212,57 €</b>
26 à 29 ans	100% du SMIC brut <b>1 554,58 € (*)</b>		

## Results:

8 to 10 students (on around 40-45 students in master 1 and 2) included each year in these different devices (long life formation / alternance / apprenticeship). Best professionalization of the other students in touch with these students and better sensibilization to job objective for all.

## Conclusions and Recommendations:

All these device features are very specific of French situation. Difficult to extrapolate these to other countries context. These devices are funding mainly by different kind of social security and work improvement contributions on salaries

## Recommendations:

Two recommendations:

1- professionalization must be thought of as central; this implies mobilizing a wide range of devices, integrating them into the whole of the training and taking them into account in each operation.

2- Give students a strong autonomy, i.e. help them acquire the ability to identify their desires, create their personal project, and manage this project. Autonomy also means the ability to build a career, i.e. the ability to develop their skills after the training, to understand the evolution of the profession and to change jobs. Finally, autonomy is a capacity that is not only professional but also theoretical in order not to suffer the evolutions of the tourism sector but to be able to anticipate its evolutions.