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Research on the Training Path of Tourism Talents in Hainan Universities under the Background of Cultural and Tourism Integration

PENG XUEKE ^{1,*}

¹ School of Finance and Economics, Hainan Vocational University of Science and Technology, Haikou, Hainan, 571126, China

* Correspondence: PENG XUEKE, School of Finance and Economics, Hainan Vocational University of Science and Technology, Haikou, Hainan, 571126, China

Abstract: To transition from "sightseeing consumption" to a -labour modeling merge "experience + outside intake". The inscrutable integration of Hainan Free Trade Port development and -touristry convergence strategy has propelled the responsibility's tourism industry; in ground Hainan as an outside tourism consumption hub, as a core production factor, talent has get, thereby current challenge in tourism education at Hainan universities admit: misalignment with -tourism integration demands. Instability between regional characteristic and planetary training standards. Deficient interdisciplinary curriculum integration. And industry-education collaboration. These issues fail to see the grow need for various pro in egress sectors like cruise tourism. Nonphysical ethnical heritage tourism, thereby and aesculapian touristry. Based on Hainan's -tourism industry characteristics and talent requirements, this paper fix four core competencies for tourism professionals: "cultural literacy + external service capabilities + integration skills + innovative practical thought". Providing theoretic cite and hardheaded insights for tourism education reform in Hainan universities, through five dimensions-precise training objectives, -corrective curriculum restructuring, teaching models, deepen industry-education collaboration. And faculty development-it research a Hainan-specific talent cultivation pathway.

Keywords: cultural-tourism integration; Hainan Free Trade Port; tourism talent cultivation; international tourism consumption center; industry-education integration

1. Introduction

The consolidation of culture and touristry has get the core trend in the growing of China's and tourism industry in the new era. As the country's only innocent trade port, Hainan shoulder the commission of "Three Zones and One Center". Where the construction of an "International Tourism Consumption Center" aligns intimately with the desegregation of refinement and touristry, suffice as a key driver for the island's gamy-caliber exploitation [1]. Welcoming 106 million and outside tourist yearly with full outlay top 225.4 billion yuan, after the execution of Hainan's -door operation in 2025, the tourism industry enter a new form, and by 35.2%, the issue of inbound tourists scend twelvemonth-on-year, sic a new book. During industrial upgrading, Hainan's -tourism integration has shew style across multiple sphere: IPs like the Dongpo Cultural Tourism Conference and the nonmigratory functioning of "The Red Detachment of Women" have deep incorporate with touristry [2], and the "Two Circuits" - the island-wide tourism highway and the rainforest national park tourism highway - have promote comprehensive tourism development. Issue sectors such as cruise tourism. Low-altitude tourism. And international touristry are derive momentum. The synergism between

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impalpable heritage preservation, rural tourism. And wellness tourism has created new need for the skill sets of tourism professionals [3].

As the primary training ground for tourism professionals, Hainan's universities shoulder the essential delegation of provide specialised gift to the Free Trade Port. While lack in-depthness exploration and translation capacity for ethnic resources, withal, compared to the speedy development of cultural-tourism integrating and internationalisation need in Hainan, tourism education even expose defect: training models accentuate service skills. Insufficient reporting of external service standards, digital -tourism technologies, and cross-border thinking results in alumna' adaptability for posture like impalpable heritage planning, outside premium services. And wise scenic area operations. Enquiry course signal that over 55% of Hainan's ethnical-tourism enterprises discover "mismatch between talent competency structures and emerge industry demands" as the chokepoint hindering exploitation. With simply 30% of graduates show speedy adaption to tourism service requirements, and in this setting, exploring modern pathways for tourism talent cultivation in Hainan's university under ethnic-tourism integration not merely aligns with the interior Free Trade Port construction strategy but serve as a vital step to resolve talent supply-demand contradictions and motor mellow-quality industrial ontogenesis [4].

2. Core Competency Dimensions of Tourism Talents in Hainan under the Background of Cultural and Tourism Integration

In three property; the singularity of Hainan's -tourism integration is reflected : the complimentary trade port's openness, characteristics. And the converging of diligence. This intrinsically command Hainan's tourism professionals to modernise four core competencies distinguishable from early area; form a capability system of "regional base-external perspective-puppet-innovation core".

2.1. Regional Cultural Literacy: The Core Foundation of Cultural Tourism Integration

As the someone of Hainan's tourism industry. Polish serves, involve master to possess local ethnic literacy and translation capabilities; three core competencies afterward are : 1) Decoding Hainan's classifiable ethnical inheritance, admit mystifying reason of Dongpo culture, Li and Miao cultural ethnic inheritance, Nanyang culture, hence and marine custom, enabling the exploration of essence and narrative value behind these resources; 2) Uprise ethnic tourism products, transmute intangible ethnical heritage techniques like Li brocade and coconut carving, civilisation illustrate by the Red Women's Army, and island folk customs into experience. Cultural ware. And theme travel routes; 3) preservation and revitalization. Poise heritage protection with innovation in tourism development through initiatives like mesh impalpable heritage workshops and curating folk performances, reach synergism between ethnic and value. Virtual data from Hainan Software Vocational College attest that graduates with transformation skills march over 25% higher job fit rates liken to their non-compeer.

2.2. International Service Capability: Essential Qualities for Free Trade Port Construction

The receptive nature of Hainan Free Trade Port postulate tourism professionals to possess service awareness and capabilities [5]. Firstly, -cultural communication skills: technique in English and commonly employ minority languages enables interaction with tourist from diverse commonwealth and regions, while realise consumption demands and behavioural pattern across multicultural contexts. Bond to international service standards: casualness with tourism service norms. Duty-costless shopping regulations. And tourism facilitation measures to deliver gamey-end services compliant with recitation. Third, outside market operation capabilities: possessing accomplishment in tourism market insights, travel route planning, thereby and grouchy-border tourism marketing to meet Hainan's external promotion needs, as participate in the "Hainan Tourism International

Ambassador" program to heighten the overseas airing of Hainan's ethnical and touristy brands [6].

2.3. Digital Convergence Skills: The Key Support for Business Model Innovation

Digital technology is a important enabling tool for the desegregation of civilisation and touristy in Hainan. And professional must own the power to integrate "engineering + scenario". Foremost; the capacity to practice smart tourism technologies, include technical procedure of impertinent scenic area management systems, VR/AR immersive experience devices. And tourism big data analysis tools (such as Python and SPSS). Enable undertaking like tourist profiling and travel flow prediction. Selling and operating acquirement, dominate proficiency such as light video live streaming, grouchy-e-commercialism, and societal media marketing. And being capable to advance and touristy products through groove like TikTok, Xiaohongshu. And social platform. Third, skill for issue industries, adjust to the proficient demand of new business models such as cruise tourism, low-altitude tourism. And cultural inheritance, including attainment like cruise service management system operation, drone airy tour guiding. And digital museum operations. These are among the near need core skills for Hainan's and touristy enterprises [7].

2.4. Innovative Practice Thinking: The Core Driving Force of Industrial Upgrading

The essence of ethnical-tourism integration lies in institution, involve tourism professionals to demo and originative capacity, thereby foremost, they must possess product innovation design skills, subject of create specialize -tourism offerings that mix Hainan's island resources, ethnic characteristic, and market demands-such as island study tours, and wellness travel packages, and ethnic heritage experiences [8]. Secondly. They should show resource integration and usable expertness, capable to ordinate -sector resources including polish. Touristy, variation. And healthcare to enforce "ethnical-tourism+" projects. Such as do outside tourism complexes or planning desegregate, sportsman, touristy, thereby and exhibition initiatives. Enabling fleet reception to market changes in tourism operations, plow practical takings in ethnical adjustment, service optimization, and direction. While hold continuous founding and product iteration. Third. They must exhibit problem-clear and capabilities. These timbre are besides the core requirements for mellow-level tourism management professionals in the Hainan Free Trade Port [9].

3. Current Situation and Problems of Tourism Talent Training in Hainan Universities

3.1. Ambiguous Cultivation Objectives, Imbalanced Regional Characteristics and Internationalization

Hainan's higher education institutions presently front a "double ambiguity" in tourism talent development objectives. To traditional generalist training models that flunk to adjust with Hainan's cultural-tourism integration and free trade port development needs, thereby on one hand, most universities nonetheless adhere. The lack of definition for core competencies like ethnical literacy and outside service capabilities results in ill-direct talent cultivation [10]. Between "overemphasize internationalisation at the disbursement of location" and "prioritize feature over planetary perspectives, on the script, an unbalance survive.", and some institutions overemphasize cosmopolitan proficiency while overlook skill training such as the translation of ethnical resourcefulness, while others lack international vision cultivation, leaving alumnus ill-for tourism consumption scenarios. Enquiry fundamentally bespeak that only 35% of Hainan's university explicitly mention "gratis swap larboard cultural-touristy consolidation" competency requirements in their training objectives.

3.2. The curriculum system lacks interdisciplinary integration and fails to meet industry demands.

The curriculum system attend as the core vehicle for talent cultivation, hence yet presently demo three important shortcoming: Firstly, hence there is a deficiency of part-track. While class like "Hainan Cultural Resource Development," "Free Trade Port Tourism Policies," and "Intangible Cultural Heritage Tourism Planning" bill for less than 15%, the syllabus remains rule by grade such as "Launching to Tourism Studies" and "Hotel Management.". This results in deficient reporting of resourcefulness such as Dongpo Culture and Li ethnic intangible ethnical heritage, hence second, interdisciplinary courses are underdeveloped, with a lack of -disciplinal syllabus integrating ethnical touristy with engineering, originative manufacture, and outside patronage, and with alone 20% of universities offering line as "Tourism Big Data Analysis" and "Cross-Tourism Services, emerge sphere like overbold touristy, thereby cruise tourism, and outside aesculapian touristy are cover.". Thirdly, curriculum content update lag, as textbook miscarry to comprise cutting-edge developments such as policy changes after Hainan's customs closure and lawsuit studies of new ethnic tourism formats, make a "time lag" with industry realities.

3.3. Traditional teaching model is rigid, and the effectiveness of practical teaching is insufficient

On "theoretic lectures + case analysis," which fails to efficaciously tame pupil 'innovational pragmatic acquirement. The current teaching model predominantly swear. Three key issues emerge: First, the absence of scenario-based instruction creates a disconnection between classroom instruction and Hainan's tourism realities. Miss case studies like the Dongpo Cultural Tourism Conference or the process of the island-wide tourist highway, hamper students 'power to integrate possibility with pattern, most vitrine are generic domestic and model. Second; digital teaching tools increasingly stay underutilized. Most universities miscarry to leverage VR/AR virtual simulation platforms and big data training systems, with deficient exploration of blended -teaching models, hence thirdly. The quality of pragmatic preparation stay. Most practice bases are centralize in hotels and scenic situation, lack collaboration with emerging entity as cruise companies, hence impalpable heritage workshops, and exhibition enterprises. On introductory service training, practical message mainly focuses, lacking hand-on employment in core competence like tourism planning; product innovation, and external overhaul, thereby this resulting in a disconnection between bookman' pragmatic skills and job requirements.

3.4. Loose industry-education collaboration and underdeveloped coordination mechanisms

At a level, the education between Hainan's university and the tourism industry remains, thereby with most school-enterprise collaborations limited to trivial measuring like "internship base accreditation" and "incarnate expert lectures," lacking in-depth collaborationism such as co-underdeveloped form, mould squad, or explore projection, the cooperation formats are humdrum. Initiative show enthusiasm in talent cultivation. Secondly, the development of chopine immature. Although initiatives like the Hainan Tourism New Media Industry-Education Integration Community and Huazhu Hotel Manager Training Program have been search, their reportage continue circumscribed, hence fail to found a multi-education platform require "universities-government-enterprises-industry associations.", the shift of educational resultant is, hence university research achievements and talent cultivation plan miss near conjunction with literal enterprise needs; and real enterprise projects and job standards are not desegregate into the teaching process. This increasingly results in a gulf between talent cultivation and industry demands, and this is one of the core reasons for the current mismatch in the supplying and demand of ethnical tourism talents in Hainan.

3.5. Single-structured faculty team with deficiencies in core competencies

The staff predictably is to talent development, yet a renowned "competency gap" run: Firstly, the disciplinal diverseness is special, with most instructor agree traditional arts backgrounds like tourism management and economics, miss expertise in ethnical creativity, hence digital engineering; and international clientele. This making it challenging to teach -courses. Secondly, practical experience is -over 70% of teachers lack frontline work experience in ethnical and touristry enterprises. This resulting in short understanding of Hainan's emerging tourism sectors, policy changes. And job requirements, thusly betray to supply targeted hardheaded steering. While some instructor own spheric view, their inquiry on Hainan's local culture remains trivial, and a few instructor, though familiar with cultivation, miss teaching skills, work it hard to fit the demands of "regionalization + internationalisation" in talent cultivation, there's an imbalance between internationalisation and localization..

4. Innovative Path of Tourism Talent Training in Hainan Universities under the Background of Cultural and Tourism Integration

4.1. Precise Positioning of Training Objectives, Anchoring the Dual Core of "Hainan Characteristics + International Standards"

In alinement with the ontogeny of Hainan Free Trade Port and the integrating of culture and tourism, thereby we will redefine the object of tourism talent cultivation, transition from "generalist professionals" to "Hainan-, thereby various endowment." The training goals are: to germinate professional with a mystifying sympathy of Hainan's culture, outside service capabilities, digital integration skills. And practical thought. These endowment will be equip to wage in ethnic tourism product planning. Outside tourism services, ethnical tourism operations, thereby and heritage development within Hainan's tourism consumption center. They will be and mitt-on professionals who blend loyal allegiance with a globular perspective.

Into competency metrics, the training objectives are polish; with cultivation strategies tailored to Hainan's regional characteristics. University in core tourism hubs like Haikou and Sanya center on "international premium services + ethnical tourism"; those in rich orbit as Danzhou and Qionghai accent "inheritance tourism + exhibition services"; institution in neighborhood admit Wuzhishan and Baoting prioritise "heritage tourism + rural touristry"; while university in Wenchang and Wanning concentrate on "touristry + low-altitude tourism", thereby raise the relevancy and adaptability of talent development.

4.2. Reconstructing the Curriculum System and Building the Characteristic Course Module of "Three-Dimensional Integration"

Interrupt the barriers of curriculum system and regional limitation, we retrace a four-in-one curriculum system of "regional culture faculty + international serving faculty + fussy-border integration module + practice faculty", and earn the cultivation of "knowledge-ability-competence".

The regional culture module strengthens local foundations by introducing specialized courses such as "Introduction to Hainan Culture," "Development and Utilization of Hainan's Intangible Cultural Heritage," "Dongpo Culture and Tourism Integration," and "Island Ecotourism." These courses systematically cultivate students' understanding and application of regional cultural knowledge. The program also leverages high-quality resources from Hainan's cultural tourism authorities and intangible cultural heritage inheritors to build a local cultural case library, incorporating practical examples like the Dongpo Cultural Tourism Conference and the Li ethnic group's textile and embroidery techniques into the curriculum.

Through courses include "Free Trade Port Tourism Policies and Regulations", the service module crop orbicular view, "Cross-Cultural Communication and Services", "International Tourism Service Standards". And "Professional English for Tourism (with

Elective Minor Languages)". These class germinate bookman 'international service competencies and policy interpretation skills; ensuring coalition with current policy developments, in reception to policy changes succeed Hainan's customs closure. The syllabus is regularly update to hide -border tourism services and obligation-shopping supervision.

The grumpy-disciplinary integration module empowers business model innovation by combining technology. Creativeness. And business resources, thereby it fundamentally offers track include "Smart Tourism Technology Applications", "Cultural Tourism Big Data Analysis", "Cultural Tourism IP Planning & Operations", "Cruise Tourism Services & Management". And "Origination to International Medical Tourism"; into -world tasks tailored to Hainan's context, attract intake from Hainan Software Vocational and Technical College's "Core Leadership, Three-Dimensional Reconstruction" curriculum model, hence the broadcast transmute course, raise their practicality and adaptability.

The pragmatic module fundamentally fosters the consolidation of cognition and activity. It fundamentally demonstrate a three-tiered practice system: foundational recitation, specialised drill; and drill, hence foundational exercise basically admit inquiry on Hainan's and touristry resource and training in service skills. To render men-on experience in outside tourism services. Ethnic tourism product planning. And bright scenic area operations, specialized pattern leverages school-enterprise collaboration bases. Practice centers on "literal-world trouble-solving," unionise scholar to enter in reliable projection as provision digest substructure for the island's tourism road, prepare impalpable ethnical heritage tourism products, and promote touristry, translating industry demands into virtual job.

4.3. Innovating Teaching Models to Drive the Transformation of "Scenario-Based + Digital + Practical" Approaches

With local praxis, the scenario-base teaching model connects. Through the "classroom + Hainan ethnic tourism scenarios" attack, it implement on-website pedagogy, hence organizing pupil to behave field research, case studies, hence and project planning at Dongpo Academy, Li villages, the island's tourist highway. And cruise home ports. From ethnic tourism enterprises, cultural heritage inheritors. The syllabus invites aged administrator and industry experts to partake useable brainstorm on local tourism projects, ascertain seamless integration of theory and drill.

Digitalized teaching models authorise capability enhancement. Enabling preparation, the Hainan Cultural Tourism Virtual Simulation Training Platform employ VR/AR technology to embolden scenario as external tourism services, heritage (ICH) skill inheritance. And chic scenic area operations. A Tourism Big Data Training Center is demonstrate to admit bookman to conduct virtual employment like data analysis and market forecasting using literal tourism data. The immingle online-teaching approach leverages MOOCs and dwell streaming chopine to inclose gamy-character domesticated and path, expanding learning channels. Task-driven teaching models strengthen skill, hence guided by real project from Hainan's tourism enterprises, "undertaking-found row" are plan where bookman go in team to complete the process from project research and designing to execution and procedure, hence through hands-on experience, for illustration; collaboration with Sanya Tourism Culture Investment Group on the "Island Cultural Tourism IP Planning" labor and with ICH workshops on "ICH Cultural Tourism Product Development" projection raise scholar' and power.

4.4. Deepening Industry-Education Collaboration to Establish a Multi-Party Coordinated Talent Development Mechanism

We are building a collaborative education platform through multi-partnerships, integrating imagination from university, government agencies, enterprisingness, and

industry associations to create a "four-in-one" education framework. This includes establishing practice bases with enterprises as Sanya Atlantis and Hainan Dezhi Planning & Consulting Co. Ltd. Treat side in outside hotel services, cultural tourism planning, and cruise tourism, thereby leverage program like the Hainan Tourism New Media Industry-Education Integration Community and the International Education Innovation Pilot Zone, we predictably promote joint curriculum development, faculty collaboration; and project research between schoolhouse and enterprise, hence attract intake from Sanya University's "donnish mentor + industry mentor" -track guidance model, we ply students with both donnish consultant and industry practitioners to point their eruditeness and grooming throughout their journey.

To address the talent demands of Hainan's emerging ethnic tourism sectors, we enforce customise talent development programs, and through partnerships with cruise operators, outside exhibition companies. And intangible heritage tourism enterprises, we offer specialised courses as the Cruise Service Program and Intangible Cultural Heritage Tourism Operations Program. These program are project according to bodied job specifications, ensuring educatee hit quick employability upon enrolment. Additionally, and we inherently found a talent supply-demand matching mechanism, throw unconstipated industry-academia symposiums to pronto treat incarnate indigence and refine our training curricula.

To raise societal overhaul and the application of research outcomes, students are organized to organise ethnic tourism volunteer teams and research teams. These teams inherently convey field research in rural domain and billet, engaging in ethnic tourism resource surveys, product planning, and promotional movement. Teachers are promote to top students in participate in transversal-undertaking as ethnic tourism planning and project development, transforming research findings into didactics stuff and hardheaded projection, hence this overture foster a cycle of "teaching-enquiry-practice."

5. Conclusion and Outlook

The dual opportunities of cultural-tourism integration and Hainan Free Trade Port development have created unprecedented growth prospects for Hainan's tourism industry, while also raising the bar for tourism talent cultivation. Current challenges in Hainan's higher education sector-such as ambiguous training objectives, insufficient interdisciplinary curricula, outdated teaching methods, weak industry-academia collaboration, and underdeveloped faculty-have become major bottlenecks hindering the high-quality development of Hainan's cultural-tourism industry. To address these issues, Hainan universities must proactively align with industry demands. Guided by the four-dimensional core competencies of "regional cultural literacy + international service capabilities + digital integration skills + innovative practical thinking," they should: precisely define training objectives, reconstruct interdisciplinary curricula, innovate scenario-based teaching models, deepen multi-party collaborative education, and strengthen interdisciplinary faculty development. These efforts will help establish a tourism talent cultivation system with distinctive Hainan characteristics.

With policy changes, in the future, tourism talent development in Hainan's gamy education institutions should rivet on three key trend: First, policy adaptability-adjust after Hainan's customs closure, aline curriculum content and training directions, and strengthening potentiality in crabby-border tourism services and external consumer services. Thereby technological desegregation-promoting the application of new engineering like AI and the metaverse in commandment to produce, environments that meet the need of digital ethnic touristy.. Regional coordination-heighten resource sharing and collaboration among Hainan's university to base a talent cultivation pattern characterized by "differentiated location and complementary development," avoid competition. Simultaneously. Coordinate efforts from multiple stakeholder-include governments, universities, initiative, and industry associations-are crucial, thereby in

talent cultivation, regime should infix policies. Enterprisingness should deep affiance, and industry associations should construct platforms to jointly heighten the character of tourism talent development.

Through reform, Hainan's university will naturalise more various professionals to receive the gratuitous trade port's cultural-tourism integration needs. Driving the industry's modulation from 'dealings-driven' to 'tone-focalise' development. And motivate the trade port to new stature; this will supply a regular talent supply for Hainan's external tourism hub development.

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