



## National Report Slovenia

### Analysis 2

#### Activity A2.3

*Developed by*  
**eZavod Ptuj**

Authors:  
Ksenija Napast (eZavod)  
Olga Pregl (eZavod)



National context related to "Skills for the green and circular transition": strategies, plans, studies aimed at green skills, at national level, in general and specifically (tourism and related fields + VET in tourism)

Slovenia recognises the importance of green skills for a successful transition to a circular economy. Here's a breakdown of relevant strategies, plans, and studies:

### **Slovenia's Development Strategy 2030<sup>1</sup>**

The document defines Slovenia's long-term development goals, including transitioning to a sustainable economy. The strategy emphasises the importance of sustainable development and includes targets for improving green skills and the transition to a circular economy.

The key objectives of the 2030 Strategy for the Development of Slovenia, which emphasise the importance of sustainable development, improving green skills and the transition to a circular economy:

#### **Goal 2: Knowledge and skills for quality jobs and life**

The strategy recognises the need to develop skills and competencies that will contribute to the green economy, including improving competencies for sustainable practices.

#### **Goal 3: Competitive and socially responsible entrepreneurship and research and innovation**

Supports the development of entrepreneurship based on innovation and social responsibility, integrating sustainable practices. The strategy emphasises the need for innovation in the circular economy and green technologies.

#### **Goal 5: Low carbon circular economy**

The objective is to move towards a low-carbon circular economy based on sustainable use of resources and reduced environmental impact. It includes the promotion of circular business models and the strengthening of green skills.

#### **Goal 6: Sustainable management of natural resources**

Focuses on sustainable management of natural resources such as water, air and soil. The objective includes the development of skills for sustainable agriculture, forestry and fisheries and promoting renewable energy.

#### **Goal 8: High quality of life for all**

It emphasises the importance of high quality of life through sustainable practices in urban and rural environments. These include the development of green spaces, sustainable mobility, and the strengthening of ecological awareness among the population.

These goals highlight different aspects of sustainable development and include concrete actions to improve green skills and support the circular economy. The Strategy addresses sustainable

<sup>1</sup> [https://www.gov.si/assets/ministrstva/MKRR/Strategija-razvoja-Slovenije-2030/Strategija\\_razvoja\\_Slovenije\\_2030.pdf](https://www.gov.si/assets/ministrstva/MKRR/Strategija-razvoja-Slovenije-2030/Strategija_razvoja_Slovenije_2030.pdf)



development holistically, which is key to achieving a green future for Slovenia.

### **Slovenian Sustainable Tourism Strategy 2022-2028<sup>2</sup>**

The strategy sets out guidelines for developing sustainable tourism in Slovenia. It includes measures to strengthen green skills among tourism workers and promote sustainable practices in the tourism sector.

#### Objective 1: Sustainability

##### Action 1.1: Education and training for sustainable tourism

Promote sustainable practices among tourism workers through education and training. Emphasis on building green skills, including resource management, energy efficiency and reducing environmental footprint.

#### Objective 2: Digitisation and innovation

##### Action 2.3: Develop digital solutions for sustainable destination management

Promote the use of digital technologies to better manage tourism destinations. The objective includes developing applications and platforms that help introduce sustainable practices and improve employee green skills.

#### Objective 3: Strengthening human resources

##### Action 3.1: Training and education for sustainable development

Focuses on the training of tourism staff for sustainable development. Includes training on sustainable practices, circular economy, energy efficiency and protection of natural and cultural resources.

#### Objective 4: Sustainable promotion and marketing

##### Action 4.2: Promote sustainable tourism products

Development and promotion of sustainable tourism products based on local specialities and natural and cultural heritage. The measure includes training staff on sustainable practices and improving their skills in managing such products.

#### Objective 5: Strengthening institutional capacity and partnerships

##### Action 5.1: Promote cooperation between stakeholders

Strengthening public, private and non-governmental cooperation to achieve sustainable tourism objectives. It includes the exchange of knowledge and good practices and the development of green skills through partnership projects.

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<sup>2</sup> <https://www.gov.si/en/news/2022-05-10-government-adopts-the-new-seven-year-slovenian-tourism-strategy-2022-2028/>



These objectives and actions highlight different aspects of sustainable development in tourism and include concrete measures to improve green skills among tourism sector workers and promote sustainable practices.

### **Recovery and Resilience Plan (NOO - RRP)<sup>3</sup>**

A national plan includes measures for a green transition after the COVID-19 pandemic.

Focus on investments in green transition, circular economy and green skills training.

Slovenia has earmarked €1.7 billion under the Recovery and Resilience Plan (RRP) to promote the green transition, circular economy, and skills training. The NOO<sup>4</sup> includes several objectives relevant to these themes:

#### *Objective 3: Training in green skills and adapting the workforce to the green transition*

##### *Action 3.1: Develop education and training programmes for green jobs*

This action includes developing new education and training programmes for green professions such as renewable energy professionals, energy renovation of buildings, and the circular economy.

##### *Action 3.2: Support apprenticeships and mentoring in green sectors*

This action offers support for apprenticeships and mentoring in green sectors to give young people practical experience and facilitate their transition to the labour market.

##### *Action 3.3: Promoting digital skills for the green transition*

This action promotes digital skills relevant to the green transition, such as using digital tools for energy management, smart cities and sustainable agriculture.

### **Strategy and action plan for greening the public educational and research infrastructure in Slovenia by the year 2030<sup>5</sup>**

The Strategy and Action Plan for the Greening of Public Education and Research Infrastructure in Slovenia by 2030 (the Strategy) includes several objectives relevant to green skills and the transition to a circular economy. These objectives are found in section 3.2 of the Strategy, entitled "Developing green skills and competences."

<sup>3</sup> [https://www.eu-skladi.si/sl/dokumenti/po-2020/dokumenti-po-2020/povzetek-noo\\_angl.pdf](https://www.eu-skladi.si/sl/dokumenti/po-2020/dokumenti-po-2020/povzetek-noo_angl.pdf)

<sup>4</sup> [https://www.eu-skladi.si/sl/dokumenti/rrf/noo\\_koncna.pdf](https://www.eu-skladi.si/sl/dokumenti/rrf/noo_koncna.pdf)

<sup>5</sup>

[https://gradiva.vlada.si/mandat22/VLADNAGRADIVA.NSF/18a6b9887c33a0bdc12570e50034eb54/2906735058247dc2c12589e8004104e8/\\$FILE/Strategija%20IRI%202023.pdf](https://gradiva.vlada.si/mandat22/VLADNAGRADIVA.NSF/18a6b9887c33a0bdc12570e50034eb54/2906735058247dc2c12589e8004104e8/$FILE/Strategija%20IRI%202023.pdf)



Key objectives:

Objective 1: Develop and strengthen education and training programmes for green skills at all levels of education.

Objective 2: Promote research and innovation in the field of green skills.

Objective 3: Provide adequate infrastructure and equipment for green skills education and training.

Objective 4: Raise awareness of the importance of green skills and the circular economy.

Objective 5: Promote cooperation between educational institutions, research organisations and enterprises in green skills.

Objective descriptions:

Objective 1: This objective focuses on developing education and training programmes that equip people with the knowledge and skills needed to work in green economies. This includes programmes in areas such as renewable energy, energy efficiency, circular economy, sustainable transport and green technologies.

Objective 2: This objective promotes research and innovation in green skills. This includes developing new education programmes, training methods and technologies to support the green transition.

Objective 3: This objective ensures that educational institutions have adequate infrastructure and equipment for education and training in green skills. This includes laboratories, workshops and other equipment necessary for practical training.

Objective 4: This objective focuses on raising awareness of the importance of green skills and the circular economy. This includes awareness-raising campaigns, informing the public and promoting a change in mindset.

Objective 5: This objective promotes cooperation between educational institutions, research organisations and businesses in the field of green skills. This includes knowledge sharing, joint research and the development of training programmes.

### **Common Agricultural Policy Strategic Plan 2023-2027<sup>6</sup>**

Targets for green skills and the circular economy in the Common Agricultural Policy Strategic Plan 2023-2027

The Common Agricultural Policy (CAP) Strategic Plan 2023-2027 for Slovenia includes a number of objectives relevant to green skills and the transition to a circular economy. These objectives can be found in Chapter 3 of the Strategy, entitled "Targets and targets". Relevant targets for the skills sector are targets 3 and 9:

Objective 3: Support modern agriculture that is resilient and competitive.

Objective 9: Expand knowledge, innovation and digitalisation.

Descriptions of the objectives:

<sup>6</sup> <https://skp.si/skupna-kmetijska-politika-2023-2027>



Objective 3: This objective supports modern agriculture that is efficient, productive and resilient to climate change. This includes promoting investment in modern equipment, technologies and know-how.

Objective 9: This objective focuses on disseminating knowledge, innovation, and digitisation in the agricultural sector. This includes promoting farmer education and training, the use of digital technologies in agriculture, and the development of new innovative solutions.

To achieve these objectives, the CAP 2023-2027 will allocate 59.4% of total funding, significantly more than the 35% required by EU legislation. This will allow funding for a wide range of measures to support Slovenian agriculture's green transformation.

**The Slovenian Smart Specialization Strategy (S4)<sup>7</sup>**: This strategy identifies "Sustainable Industry" as a key area, focusing on eco-design, resource efficiency, and circular economy. It emphasizes the need for workforce development in these areas [Source: Ministry of Economic Development and Technology, Slovenia].

Slovenia is committed to transforming itself into a green and circular economy under the Smart Specialisation Strategy. Slovenia's Smart Specialisation Strategy (S4), which includes targets and measures to improve green skills and the transition to a circular economy:

Priority areas: Sustainable food production

Objective 1.1: Sustainable agriculture and bioeconomy

The objective is to promote sustainable food production by introducing circular business models and improving resource efficiency. It includes measures for education and training in the green skills needed for sustainable practices in agriculture.

Priority areas: Sustainable tourism

Objective 2.1: Strengthening green skills in tourism

The objective is to improve green skills among employees in the tourism sector through education and training. It includes measures to introduce sustainable practices and circular economy in tourism activities.

Priority areas: Smart cities and communities

Objective 3.1: Sustainable resource management and circular economy

The objective is to develop smart solutions for sustainable resource management in cities and communities. Actions include promoting a circular economy and educating residents and employees on the green skills needed to implement these solutions.

Priority areas: Developing materials as final products

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<sup>7</sup> [https://www.eu-skladi.si/portal/en/post-2020-1/programming-1/slovenian\\_smart\\_specialisation-strategy](https://www.eu-skladi.si/portal/en/post-2020-1/programming-1/slovenian_smart_specialisation-strategy)



Objective 4.1: Promote circular business models in industry

The objective is to develop and use new materials that enable a circular economy. It includes measures to educate and train industrial workers to acquire the green skills needed to work with these materials.

Priority areas: Energy and environment

Objective 5.1: Increase energy efficiency and use renewable energy sources

The objective is to increase energy efficiency and the use of renewable energy sources in various sectors. It includes measures for education and training in the green skills needed for the deployment of these technologies.

**Guidelines for the implementation of active employment policy measures for the period 2021-2025<sup>8</sup>**

The Guidelines are the overarching framework for the implementation of active employment policy and guide the development of measures and programmes in this area. In the period 2021-2025, the focus of the ALMP will be on the changing structure of the unemployed and vulnerable people in the labour market and on changing labour market conditions, in particular in terms of ensuring a rapid policy response to labour market needs and mismatches between the supply of unemployed people and the needs of employers.

Increasing the labour market participation of vulnerable groups of unemployed, accelerating their transition to the labour market and preventing long-term unemployment, and reducing the gap between the skills needed and the actual skills of jobseekers are therefore key labour market challenges in the coming years.

The European Green Deal is a new strategy for growth that aims to transform the EU into a fair and prosperous society with a modern, competitive economy that produces no net greenhouse gas emissions in 2050 and decouples growth from resource use. To achieve this, it is important to take an integrated approach, whereby all EU actions and policies should contribute to its objectives. **Proactive upskilling and reskilling are needed to reap the benefits of the eco-transition. Individuals need to be helped to acquire the skills they need to move from declining sectors to growth sectors and to adapt to new processes.**

The objective nr. 4 for the implementation of the AAP in the period 2021-2025:

4. Addressing structural mismatches in the labour market in order to provide skills for labour market needs

<sup>8</sup> <https://www.gov.si/teme/aktivna-politika-zaposlovanja/>



The content of training and education programmes in the coming period will be defined according to the needs of employers, **taking into account sustainability and green jobs, automation and digitisation of jobs.** A closer look at the structure of unemployment shows significant differences between the regional services of the Job Centre, and therefore an approach tailored to local needs, both in terms of the structure of the unemployed and the needs of employers, makes sense.

#### **Strategic Circular Spatial Management Plan 2024-2030<sup>9</sup>**

Training and empowerment activities for circular economy space. The action consists of training, empowerment and promotion activities:

- training of staff working in the land administration system and in municipalities for professional implementation and coordination of circular space management measures,
- training of local decision-makers and exchange of experiences, good practices,
- training on land management,
- raising general awareness of the importance and principles of circular land management through various media (social networks, newspaper columns, podcasts, TV programmes).

Promoter: Ministry of Natural Resources and Spatial Planning, office or agency for circular land management (in the meantime, an expert group), all relevant ministries and municipalities.

Priority activities in 2024-2025: Full implementation of the measure in 2025.

Indicators for implementing the action: The number of training courses delivered and the structure of participants. The Number of Good practices identified.

Risks: Lack of qualified staff to deliver training, lack of coordination between different providers, and provision of resources for external providers.

#### **DIGITAL SLOVENIA 2030 - An overarching development strategy of the information society by 2030<sup>10</sup>**

Digital Slovenia 2030 is the overarching strategic document of the Government of the Republic of Slovenia in the field of digital transformation.

Digital Slovenia 2030 is the Government of the Republic of Slovenia's response to the development challenges of digitalisation. It is intended to provide strategic planning for promoting Slovenia's digital transformation in the development period up to 2030.

Achieving Slovenia's development goals through digital transformation

Digital transformation must pursue Slovenia's overarching strategic development objectives and

<sup>9</sup> [https://www.gov.si/assets/organi-v-sestavi/GURS/Projekti/SLO4D/eMOP\\_SkupnaIPI\\_RSS\\_Strategija-kroznega-gospodarjenja-s-prostorom.pdf](https://www.gov.si/assets/organi-v-sestavi/GURS/Projekti/SLO4D/eMOP_SkupnaIPI_RSS_Strategija-kroznega-gospodarjenja-s-prostorom.pdf)

<sup>10</sup> [https://www.gov.si/assets/ministrstva/MDP/Dokumenti/DSI2030-potrjena-na-Vladi-RS\\_marec-2023.pdf](https://www.gov.si/assets/ministrstva/MDP/Dokumenti/DSI2030-potrjena-na-Vladi-RS_marec-2023.pdf)





individual sectors and support sustainable development as defined in the Sustainable Development Agenda 2030. Digital transformation must support green transformation, as it is an important tool for achieving the climate goals of all systems, sectors, or value chains that, through their transformation, make a key contribution to a carbon-free society (energy, mobility, manufacturing, it must be carried out with the minimum possible environmental and carbon footprint. To this end, the guidelines for decarbonising the digital chain will be set in the Action Plan.

Description of how the national analysis was carried out (steps, way of implementation, methods and tools used, challenges faced)

The implementation Methodology developed in the consortium for Activity A2.3 was used for Analysis nr. 2 in Slovenia.

For the main topic of analysis no. 2, the partnership created 3 tools: survey-based questionnaires, an Interview-Based survey, and a Focus group. For Analysis nr. 2 in Slovenia, we used the survey based on the questionnaires.

The survey based on the questionnaire was done online (based on a Google form). We have used two questionnaires:

- Questionnaire 1 – for the representatives in tourism and related fields.
- Questionnaire 2 - for representatives of VET institutions, which prepare the workforce for tourism and related fields.

During the entire period of the analysis process in Slovenia, we have done the following activities:

- Translating both questionnaires into Slovenian language.
- Preparing the Google forms of both questionnaires for on-line responding.
- Preparing a list of stakeholders:
  - target group of organisations acting in tourism and related sectors, and
  - VET institutions, teachers, and trainers who educate future employees working in tourism and related sectors.
- Disseminating the info about the analysing process on the web pages, social media, by e-mails, phone, and face-to-face meetings.
- Raising awareness: Communicating with target groups about the project's topics, presenting (sending) them Vocabulary, and inviting them to complete the online questionnaires.
- Motivating them to provide relevant answers and opinions about Analysis No. 2.
- Facilitating a balanced representation of the two groups of respondents.

Description of respondents (type, number of participants, average age, background)

For Analysis No. 2, two types of respondents were targeted:

- representatives from tourism and related fields.
- representatives of VET institutions, which prepare the workforce for tourism and related fields.

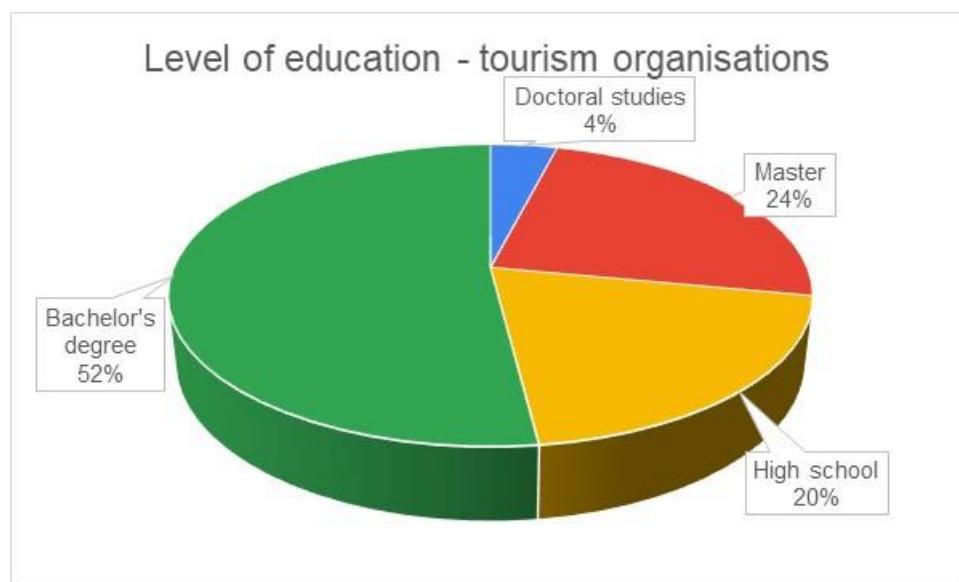
Number of participants:

The survey was based on a questionnaire. The total number of respondents was 48, of which 25 were representatives from tourism and related fields and 23 were representatives from VET institutions.

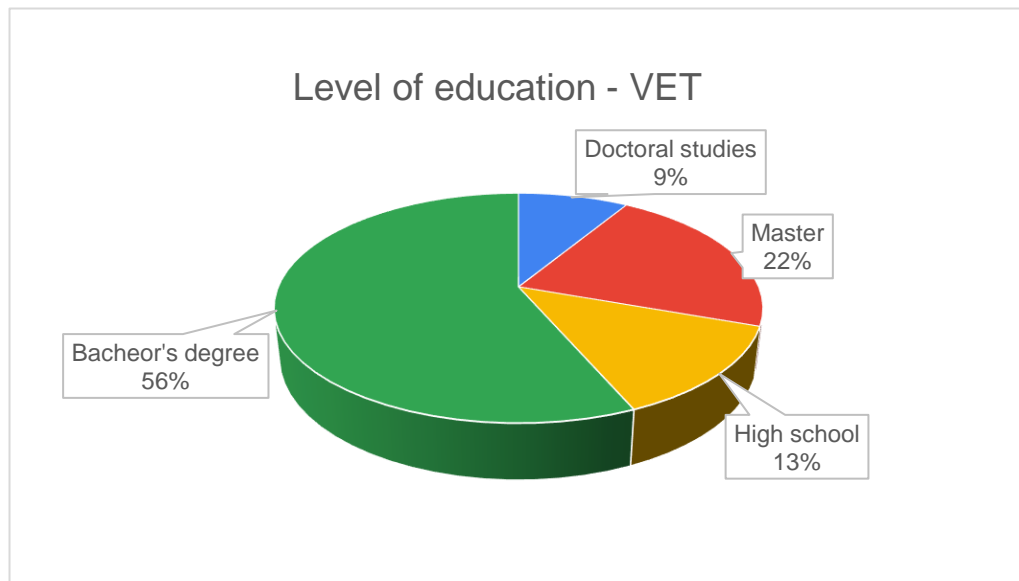
Participants by Gender of both responders groups: 85,4 % were women, and 14,6 % were male responders.

The background of participants:

- ✓ Age of participants:
  - 52,1 % were 36-50 years old
  - 18,7 % were less than 35 years old
  - 16,7 % were 51-60 years old
  - 12,5 % were more than 60 years old
- ✓ level of education



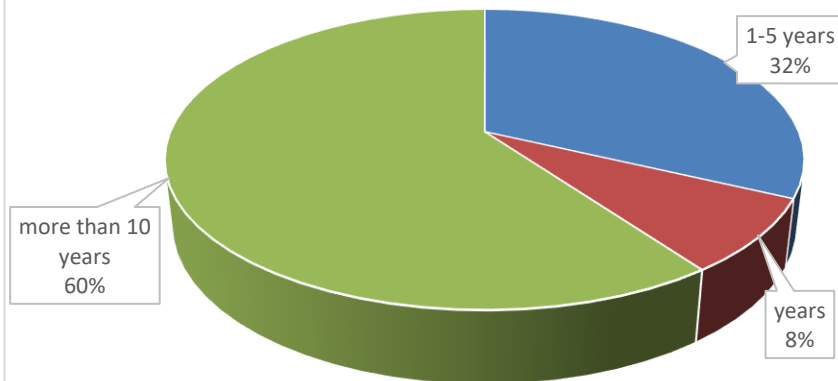
52% of respondents have a bachelor's degree, 24% have a master's, 20% have High school, and 4% have doctoral studies.



59,1% of respondents have a bachelor's degree, 18,2% have a master's degree, 13,6% have High school, and 9,1% have doctoral studies.

- ✓ years of experience:
  - years of experience in the field of tourism representatives

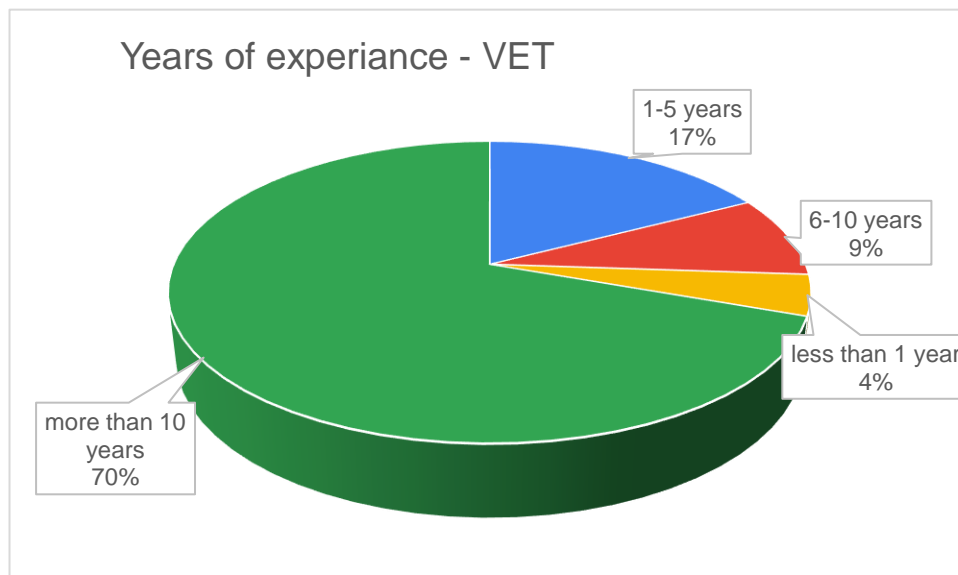
Years of experience - tourism representative



62,5% of respondents have more than 10 years of experience in tourism, 29,2% have 1-5 years, and 8,3% have 6-10 years of experience.

- years of experience in the field of VET representatives

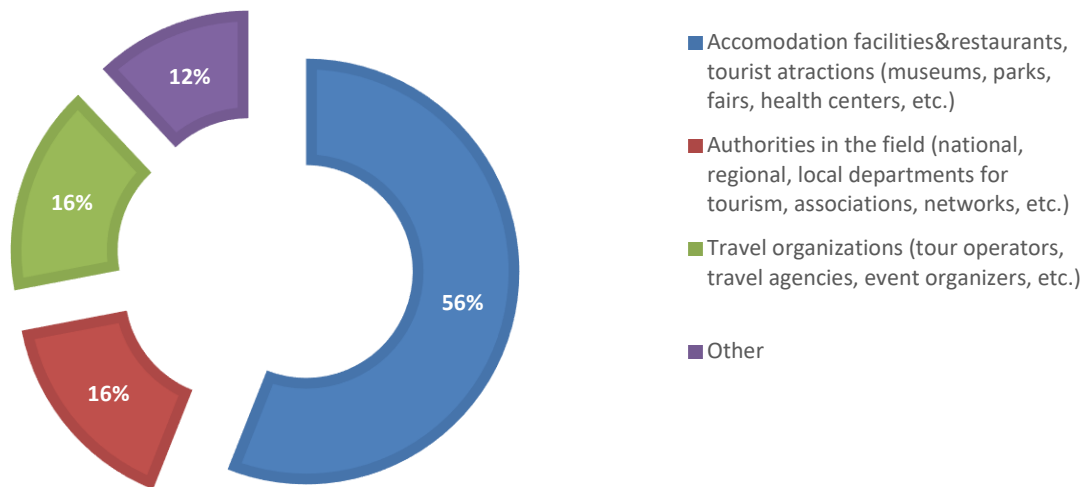
Years of experience - VET



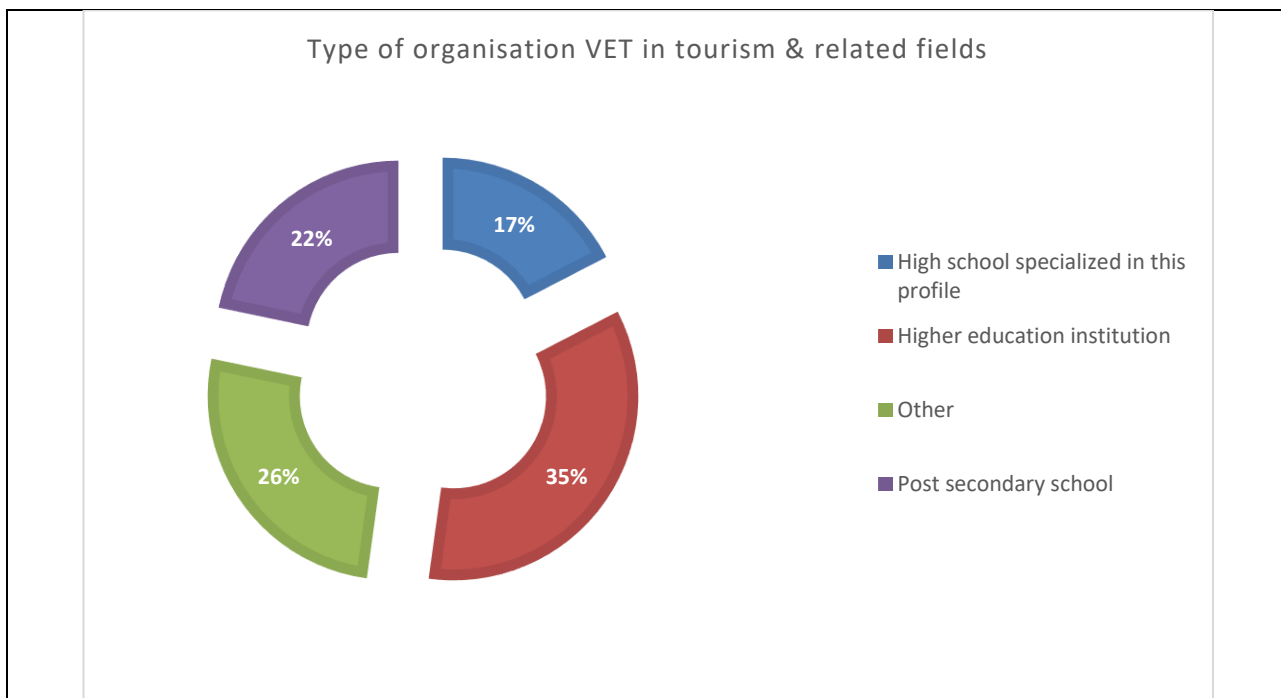
68,2% of responders have more than 10 years' experience in VET, 18,2% have 1-5 years' experience, 9,1% have 6-10-year experience, and 4,5% have less than 1-year experience.

✓ Type of organisation in the field

Type of organisation in tourism & related fields



56% of respondents represent Accommodation facilities and restaurants, 16% are authorities in the field, 16% are travel organizers, and 12% are other categories of relevant organizations in the field, for example, Associations etc.



34,8% of respondents represent higher education institutions, 21,7% post-secondary schools, 17,4% high schools specialised in this profile, and 26,1% Other institutions, such as regional development agencies, associations, private associations, educational companies, etc.

General Conclusions and Recommendations - as they resulted from the interpretation and synthesis of the answers received/all relevant data (**detailed analysis supported by quantitative interpretation (statistical data, graphs, etc.) and qualitative interpretation**)

General Conclusions, as they resulted from the interpretation and synthesis of the answers by applying the online questionnaires, are:

**1. Green and circular transition**

- Green and circular transition is considered necessary, both by VET representatives and by representatives from tourism, in their organisation.

73,9% VET respondents      73,9% tourism respondents

- Green and circular transition is considered necessary, both by VET representatives and by representatives from tourism, in the tourism industry, in general

73,9% VET respondents      88% tourism respondents

- Green and circular transition is considered necessary, both by VET representatives and



<p>by representatives from tourism, in educational institutions that prepare the workforce for this industry.</p>		
<p>73,9% VET respondents      88% tourism respondents</p>		
<p>Both target groups of respondents have answered that green and circular transition is considered necessary in their workplace/job positions, in the organisation they belong to, and also in the tourism industry in general. All the scores are above 73 % up to 88 %, which shows that they are really aware of the importance of green and circular transition.</p>		
<p><b>2. Green skills</b></p> <ul style="list-style-type: none"> <li>Green skills are seen as important and very important in the specific job/workplace.</li> </ul>		
<p>60,9% VET respondents      56% tourism respondents</p>		
<ul style="list-style-type: none"> <li>Green skills are seen as important and very important in own organisation.</li> </ul>		
<p>65,2% VET respondents      60% tourism respondents</p>		
<ul style="list-style-type: none"> <li>Green skills are seen as important and very important in in tourism industry, in general.</li> </ul>		
<p>78,3% VET respondents      76% tourism respondents</p>		
<p>Both target groups considered that green skills are essential in their specific job/workplace, as well as in their own organisation and also in the tourism industry in general. The percentages are higher at VET, from 60 to 78,3 % and from 56 to 76% in the tourism sector (32% of responders in tourism gave a score of 3 to the importance of their specific job/workplace and to the organisation they belong, and 20% to the tourism industry in general).</p>		
<p>3. Regarding <b>the importance of different green skills</b>, the VET respondents and respondents from tourism highlighted the following - comparative analysis of the points of view expressed by the two categories of respondents:</p>		
GREEN SKILLS	VET respondents	Respondents from tourism
	Important green skills for graduates able to act in the Circular Economy	Important green skills for tourism
1. Ability to minimise the use and maximise the efficiency of energy and water consumption	Very important/important <b>78,3%</b>	Very important/important <b>84%</b>

2. Ability to manage waste, sewage, recycling and composting	Very important/important 86,9%	Very important/important 76%
3. Conservation and reusing of resources	Very important/important 82,6%	Very important/important 76%
4. Promotion of sustainable forms of transport and entertainment	Very important/important 78,2%	Very important/important 80%
5. Promotion of environmentally friendly activities and products	Very important/important 86,9%	Very important/important 88%
6. Pollution prevention	Very important/important 86,9%	Very important/important 84%
7. Circulating products and materials at their highest value	Very important/important 82,6%	Very important/important 76%
8. Skills for online&digital activities and services to reduce carbon emissions	Very important/important 86,9%	Very important/important 76%
9. Using the local products and resources	Very important/important 86,9%	Very important/important 84%
10. Ability to re-use, re-purpose, recycle of resources	Very important/important 86,9%	Very important/important 84%

If we compare the responses from VET and tourism and related sectors, all gave very high scores to all the green skills. VET gave higher scores to skills nr. 2, 5, 6, 8, 9 and 10. Respondents from tourists gave high scores to green skills nr. 5, 1, 6, 9 and 10. Both responders gave very high scores to skill number 10: the ability to reuse, re-purpose, and recycle resources. Those skills are really the most important green skills

4. Regarding **the desire of tourism respondents to acquire and develop green skills to be more productive** in the organisation they belong to:

*The question: Which of the green skills below do you want to acquire and develop in order to be more productive in the organisation you belong to? (Please rate on a scale of 1 - lowest score, to*



5 - highest score)



The ranking of desired and highly desired skills is as follows:

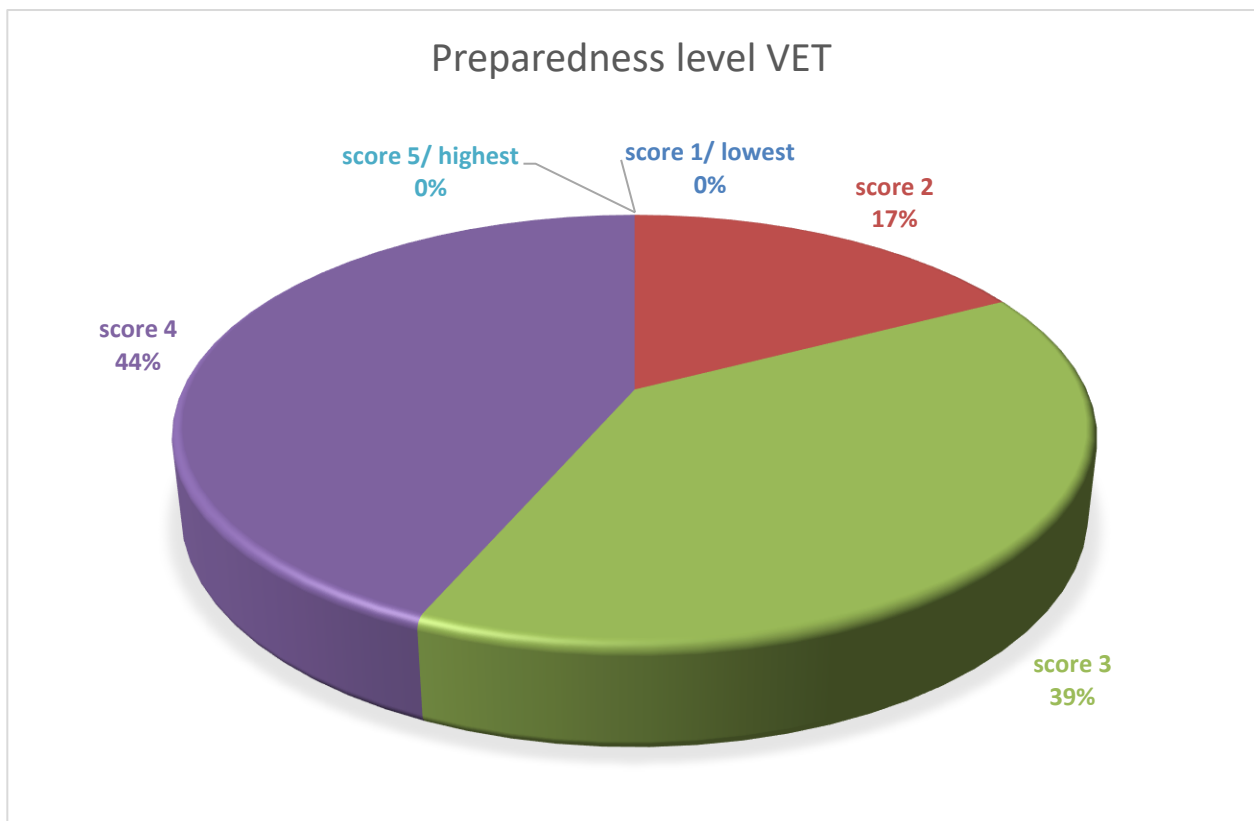
- skill 6: Pollution prevention – 60%.
- skill 5: Promotion of environmentally friendly activities and products – 52%.
- skill 8: Skills for online and digital activities and services to reduce carbon emissions – 48%.
- skill 9: Using the local products and resources – 44%.
- skill 10: Ability to reuse, re-purpose, and recycle resources – 44%.

Followed by:

- skill 3: Conservation and reusing of resources – 40%.
- skill 4: Promotion of sustainable forms of transport and entertainment – 40%.
- skill 7: Circulating products and materials at their highest value – 40%.
- skill 1: Ability to minimise the use and maximise the efficiency of energy and water consumption – 32%.
- skill 2: Ability to manage waste, sewage, recycling and composting – 32%

Responders from the tourism industry answered, that they need to have green skills, such as pollution prevention, skills about the promotion of environmentally friendly activities and products, then skills for on-line&digital activities and services to reduce carbon emissions and use the local products and resources s and also the ability to re-use, re-purpose, recycle of resources. That is very important to have those skills in order to be more sustainable in their organizations.

- Regarding the **level of preparedness of VET institutions to train and develop these green skills for its graduates**, 17,4% of VET respondents state that their organizations are poorly prepared in this direction; 39,1% are neutral from this perspective, and 43,5% are relatively prepared to facilitate their own students' acquisition of green skills.



So, the answers show that VET responders are relatively prepared to facilitate their own students' acquisition of green skills and that green skills are important for the green and circular transition. Almost 40 % of responders are still neutral on this perspective, which shows that information about this topic still needs to be developed and distributed among the VET sector, which prepares its graduates for the labour market in tourism.

6. **Main obstacles** that could prevent VET organisations from developing green skills for their graduates—in this regard, the data obtained can be correlated with point 5, above (level of preparedness of VET institutions).

Obstacle no. 1	1 Lowest score	2	3	4	5 Highest score
<b>The curriculum</b>	4,3%	17,4%	<b>47,8%</b>	17,4%	13,1%

Obstacle no. 2	1 Lowest score	2	3	4	5 Highest score
<b>Inadequate material base</b>	0%	8,7%	<b>43,5%</b>	34,8%	13,0%

Obstacle no. 3	1 Lowest score	2	3	4	5 Highest score
<b>Pedagogical methods and training tools insufficiently adapted</b>	4,4%	4,4%	<b>47,8%</b>	30,4%	13,0%

Obstacle no.	1	2	3	4	5
4	Lowest score				Highest score
<b>Teachers and trainers unfamiliar with the CE</b>	0%	17,4%	<b>39,1%</b>	26,1%	17,4%

Most VET respondents scored 3 (neither agree nor disagree—neutral position), which shows that some changes in VET are already being implemented. The next highest scores show that the first obstacle is the inadequate material base and that pedagogical methods and training tools are insufficiently adapted for teaching and practising green skills and the circular economy.

- Regarding **the most suitable type of support** for the development of the green skills necessary for the transition to the circular economy - a comparative analysis of the points of view expressed by the two categories of respondents:

TYPE OF SUPPORT	VET respondents	Respondents from tourism
<b>1. counselling in a circular economy</b>	Very important/important <b>82,6%</b>	Very important/important <b>68%</b>
<b>2. training programs</b>	Very important/important <b>82,6%</b>	Very important/important <b>92%</b>
<b>3. exchange of good practices</b>	Very important/important <b>91,3%</b>	Very important/important <b>84%</b>
<b>4. networking with other VET organisations on tourism</b>	Very important/important <b>87%</b>	Very important/important <b>80%</b>

For VET respondents, the most suitable/desired ways of support are, in order of preference:

- exchange of good practices and
- networking with other VET organisations on tourism



followed by counselling in circular economy and training programs.

For tourism respondents, the most suitable/desired ways of support are, in order of preference:

- training programs
- exchange of good practices

followed by networking with other tourism organisations and counselling in the circular economy.

Thus, the following conclusions and opinions are worth taking into account regarding the topic of Analysis No. 2 "Skills for the green and circular transition":

- The importance of green skills is incorporated in almost every strategy in Slovenia, so that means we are on the way to implementing this circular transition successfully in the future, and there are several initiatives and programs that found this circular transition actions.
- VET institutions and the representatives from tourism show high awareness that Green and circular transition is considered necessary in their organisations, in educational institutions that prepare the workforce for this industry and in the tourism industry in general. Also, both groups analysed think that green skills are as important and very important in their specific job/workplace, in their own organisations and the tourism industry in general.
- Also, green skills are very important, and VET experts need adequate resources, materials, pedagogical methods and training tools to train future graduates and develop their green skills effectively. They also need appropriate support for developing the green skills necessary to transition to the circular economy, such as exchanging good practices and networking with other VET organisations on tourism.
- The tourism sector would need more green skills and the most suitable type of support for developing the green skills necessary for the transition to the circular economy for them are training programs and the exchanges of good practices.