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National Report

Analysis 2

Activity A2.3

Developed by
CESUR



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)

National Context Related to "Competencies for Green and Circular Transition" in Spain

Strategies and Plans:

Spain's National Plan for Recovery, Transformation and Resilience¹:

This comprehensive plan includes a strong focus on green and sustainable transitions, incorporating circular economy principles in various sectors, including tourism. It aims to promote environmentally friendly practices, reduce environmental impact and improve resource efficiency.

Tourism Sustainability Strategy in Destinations²:

Aligned with the 2030 Agenda, this strategy focuses on sustainable tourism development. It includes initiatives for waste management, energy efficiency and the implementation of circular economy practices to ensure long-term sustainability in tourism destinations.

Spanish Circular Economy Strategy³:

This strategy promotes a new model of production and consumption in which the value of products, materials and resources is retained in the economy for as long as possible. It aims at waste reduction and resource efficiency, influencing various sectors, including tourism.

The Strategy establishes guidelines and sets a series of quantitative OBJECTIVES to be achieved by 2030, such as:

- Reduce food waste throughout the food chain: 50% reduction per capita at the household and retail consumption level and 20% in production and supply chains starting in 2020.
- Improve water use efficiency by 10%
- Reduce greenhouse gas emissions to below 10 million tons of CO2 equivalent.

Studies and Initiatives:

Practical Guide for the Application of the Circular Economy in the Tourism Sector⁴:

Published by the Ministry of Industry and Tourism, the guide provides practical steps for tourism businesses to adopt circular economy practices. It includes recommendations on reducing the use of non-renewable resources, self-production of renewable energy and sourcing local products.

¹https://www.lamoncloa.gob.es/temas/fondos-recuperacion/Documents/160621-Plan_Recuperacion_Transformacion_Resiliencia.pdf
(pag. 57- 70)

² https://turismo.gob.es/es-es/Novedades/Documents/0Estrategia_Sostenibilidad_Turistica_Destinos.pdf

³ <https://www.miteco.gob.es/es/calidad-y-evaluacion-ambiental/temas/economia-circular/estrategia.html>

⁴<https://www.segittur.es/sala-de-prensa/informes/guia-practica-para-la-aplicacion-de-la-economia-circular-en-el-sector-turistico-en-espana/>



Vocational Training (VET) in Tourism⁵:

VET programs in Spain are increasingly incorporating green competencies into their curricula. These programs aim to equip future tourism professionals with the knowledge and skills needed to support sustainable and circular economy practices in their fields⁶. Initiatives include specialized courses and certifications in sustainable tourism management, renewable energy applications in hospitality and environmentally friendly travel practices.

National and sectoral efforts:

Green competencies in tourism:

National efforts are focused on improving competencies related to energy efficiency, waste management, sustainable resource use, and the application of green practices in tourism operations. These initiatives are designed to prepare the workforce for the demands of a green and circular economy⁷.

Integration of circular economy principles:

Both national and sectoral strategies highlight the importance of circular economy principles. Training programs and educational initiatives are developed to ensure that tourism professionals understand and can implement practices that reduce waste, optimize resource use and promote sustainability⁸.

Collaboration with industry stakeholders:

The government collaborates with industry stakeholders, educational institutions and professional bodies to develop and promote training programs that focus on green and circular skills, such as: the ability to minimize the use and maximize the efficiency of energy⁹ and water consumption¹⁰. These partnerships help align training with industry needs and ensure the relevance of the skills being taught.

⁵ <https://blog.fundae.es/aprendizaje-permanente/2023/09/27/competencias-verdes-empleos-futuro/>

⁶ <https://alianzatransicioninclusiva.com/competencias-verdes-y-green-comp-el-marco-europeo-para-la-sostenibilidad/>

⁷ <https://sepe.es/HomeSepe/que-es-el-sepe/comunicacion-institucional/noticias/detalle/noticia?folder=/SEPE/2023/Septiembre/&detail=Catalogo-de-Formacion-en-Economia-Verde-y-Circular>

⁸ <https://www.miteco.gob.es/es/ceneam/formacion-ambiental.html>

⁹ <https://plataformaempleoverde.org/autor/pev/>

¹⁰ <https://www.laescueladelagua.com/avanzando-en-las-competencias-para-empleos-verdes/>



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

The national analysis on sustainability and circularity in Spain's tourism sector and vocational education and training (VET) was carried out using a structured approach, involving several key steps, methods and tools, while addressing a number of challenges.

The process began with thorough planning and design, in which the objectives and scope of the analysis were clearly defined. This phase included the identification of the target groups, namely tourism organizations and VET institutions in the tourism sector. Two separate questionnaires were developed to collect relevant data, with sections dedicated to demographics, organizational characteristics and practices related to sustainability and circularity.

Data collection consisted of distributing the questionnaires by e-mail. To maximize participation, follow-up communications and reminders were sent. In addition, key stakeholders from both tourism organizations and VET institutions were selected for in-depth interviews and focus groups. These sessions provided qualitative data.

The results were compiled into a comprehensive report detailing the current state of sustainability and circularity in the tourism sector and VET in Spain. The report also included recommendations for improving sustainability practices and promoting the principles of the circular economy.

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

The questionnaires were carried out to a total of 40 participants, distributed as follows:

VET Questionnaire: 9 male respondents, 6 female respondents, and 2 respondents who preferred not to reveal information.

Tourism Organizations Questionnaire: 14 male respondents and 9 female respondents.

Age Distribution:

VET Questionnaire: 5 respondents were less than 25 years old, and 12 respondents were between 25 and 60 years old.

Tourism Organizations Questionnaire: 9 respondents were less than 25 years old, and 14 respondents were between 25 and 60 years old.

Background:

VET Questionnaire: Most respondents (12) held a master's degree, while others had various levels of education. The majority belonged to institutions of higher education.



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Tourism Organizations Questionnaire: Respondents represented various company sizes, with 13 from small enterprises, 9 from medium-sized enterprises, and 1 from a microenterprise. The majority operated in accommodations and restaurants.

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)**



This report explores the circular economy in the tourism sector, based on extensive research conducted through questionnaires, interviews and focus groups. The study targeted two main groups: tourism organizations and VET centers, with the aim of understanding their perceptions, challenges and practices related to circular economy principles. The results highlight the importance of the transition to sustainable practices, identify the main barriers and provide recommendations for improving circularity in tourism.

Survey Findings

Demographics and Experience

In the tourism organizations questionnaire, 23 responses were collected. The gender distribution was 39% female, 61% male, with no respondents preferring not to say. Age distribution was as follows: 65% were under 35, 21% were between 36-50, 13% were between 51-60, and none were over 60. Regarding education, 65% had a high school education, 26% had a university degree, 4% had a master's degree, and 4% had a doctorate. Geographically, 96% of respondents were from Spain and 4% from Panama. Sector-wise, 43% worked in accommodation, 22% in catering, 13% in travel agencies, and 22% in other sectors.

Importance of the circular economy

Both tourism organizations and VET respondents responded overwhelmingly acknowledged the need to move to a circular economy. Key skills identified as critical included waste management, recycling, minimizing energy and water use, preventing pollution, and using local products. All respondents from tourism organizations expressed a willingness to acquire these skills, highlighting the need for practical training and support networks.

Barriers and support

Major barriers included curriculum limitations and lack of familiarity with circular economy principles among VET teachers. Both groups highlighted the importance of various forms of support, such as mentoring, training, exchange of good practices and networking. Financial support was considered crucial to facilitate the transition.

The survey results indicated a strong recognition of the importance of the circular economy in the tourism sector. In terms of the need for skills, respondents rated various areas on a scale of 1 to 5, with the majority rating the importance of minimizing energy and water consumption, waste management, conservation, sustainable transport and pollution prevention as 5 (very important). Similarly, they highly valued digital skills to reduce carbon emissions and the use of local products and resources.

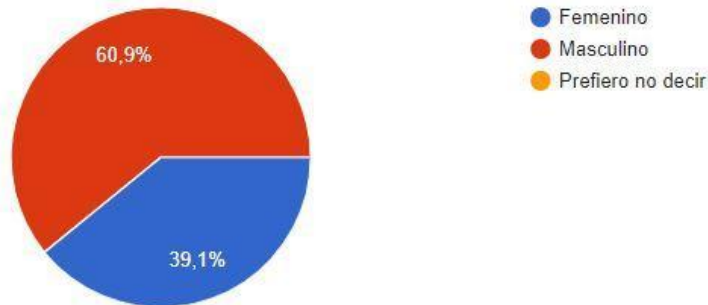
Survey responses for tourism organizations:



1. Seleccione su género

 Copiar

23 respuestas



1. Select your gender

Female – 39,1%

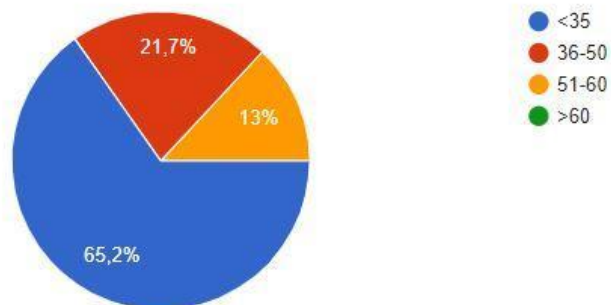
Male – 60,9%

I prefer not to say – 0%

2. ¿Cuál es su edad?

 Copiar

23 respuestas



2. What is your age?

<35 years old – 65,2%

36-50 years old – 21,7%

51-60 years old – 13%

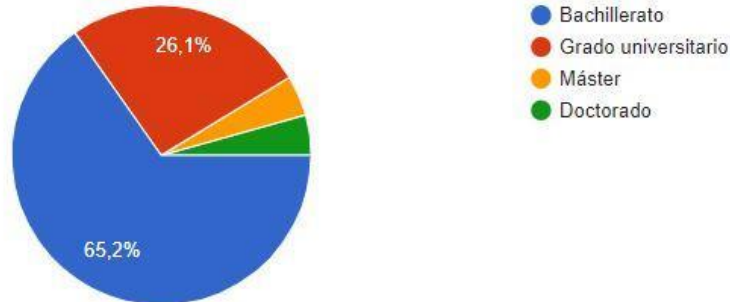
>60 years old – 0%



3. ¿Cuál es su nivel de educación?

 Copiar

23 respuestas



3. What is your level of education?

High school – 65,2%

University degree – 26,1%

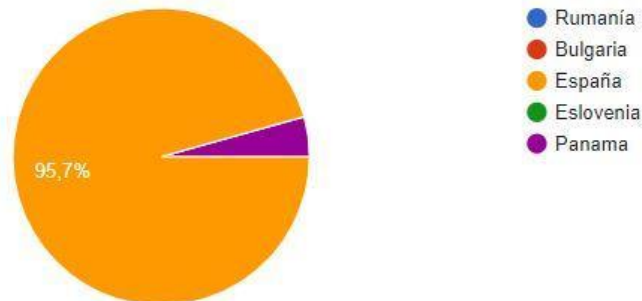
Master's degree – 4,3%

Doctorate – 4,3%

4. ¿En qué país vive actualmente?

 Copiar

23 respuestas



4. In which country do you currently live?

Spain – 95,7%

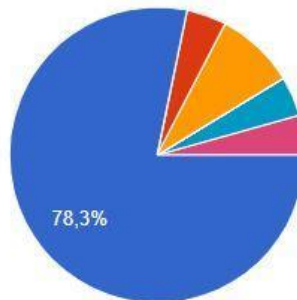
Panama – 4,3% (1 answer)



5. ¿En qué sector opera su organización?

Copiar

23 respuestas



- Alojamiento y restaurantes
- Atracciones turísticas (museos, parques, centros de exposiciones, inst...
- Organización de viajes (operadores turísticos, agencias de viajes, organiz...
- Transporte turístico (compañías aéreas, marítimas, ferroviarias, etc.)
- Autoridades que regulan el sector (ofi...
- cyber
- Retail

5. In which sector does your organization operate?

Accommodation and restaurants – 78,3%

Tourist attractions (museums, parks, exhibition centers, health facilities, etc.) – 4,3%

Travel organization (tour operators, travel agencies, event organizers, etc.) – 8,7%

Tourist transport (airlines, shipping companies, railways, etc.) – 0%

Authorities regulating the sector (national, regional and local tourism offices, associations, trade unions and employers in the sector, etc.). – 0%

Cyber – 4,3%

Retail – 4,3%

6. What is your current position/job within the organization where you work?

Kitchen assistant - 1 answer

CISO - 1 answer

Waitress - 1 answer

Cook - 4 answers

Teacher - 1 answer

Manager - 1 reply

Instructor - 1 answer

Tour operator - 1 answer

Promoter - 1 answer

Receptionist - 6 answers

Retail assistant - 1 answer

Kitchen assistant - 1 answer

Waiter - 2 answers

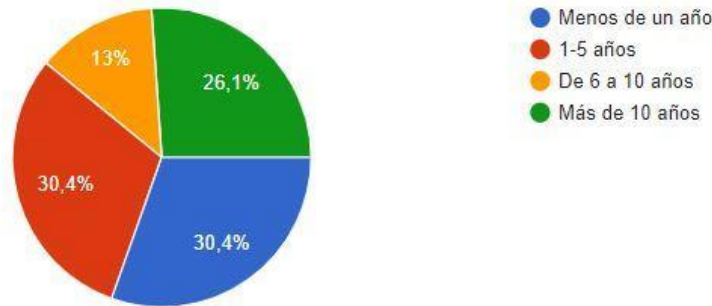
Front desk manager - 1 answer



7. ¿Cuántos años de experiencia tiene en turismo?

Copiar

23 respuestas



7. How many years of experience do you have in tourism?

Less than one year – 30,4%

1-5 years – 30,4%

6-10 years – 13%

More than 10 years – 26,1%

8. Do you think that the ecological and circular transition is needed in...?

	Strongly agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)	Strongly disagree (1)
your organization	47,8%	26,2%	21,7%	4,3%	-
in the tourism industry, in general	56,5%	34,8%	8,7%		-
in any educational institutions that prepare the workforce for this industry	47,9%	39,1%	13%	-	-



9. Do you think green skills are important to:

	Strongly agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)	Strongly disagree (1)
your specific job/ workplace	43,5%	43,5%	4,3%	8,7%	-
your organization	56,5%	26,1%	8,7%	8,7%	-
in the tourism industry, in general	52,2%	39,1%	-	8,7%	-

10. In your opinion, how important are the following ecological competencies for tourism?

	Strongly agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)	Strongly disagree (1)
Ability to minimize energy and water use and maximize energy and water efficiency	43,5%	43,5%	4,3%	8,7%	-
Ability to manage waste, wastewater recycling and composting	56,5%	26,1%	8,7%	8,7%	-



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Resource conservation and reuse	52,2%	39,1%	-	8,7%	-
Promotion of sustainable forms of transportation and entertainment	52,2%	43,5%	4,3%	-	-
Promotion of environmentally friendly products and activities	47,8%	43,5%	8,7%	-	-
Pollution prevention	65,2%	30,5%	-	4,3%	-
Circulation of products and materials at their maximum value	43,6%	47,8%	4,3%	4,3%	-
Skills for online and digital activities and services to reduce carbon emissions.	56,5%	26,2%	13%	4,3%	-
Use local products and resources	65,2%	21,7%	8,7%	4,3%	-
Ability to reuse, reorient and recycle resources	43,9%	21,8%	-	4,3%	



11. Which of the following ecological competencies would you like to acquire and develop in order to be more productive in the organization to which you belong?					
	Strongly agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)	Strongly disagree (1)
Ability to minimize the use and maximize the efficiency of energy and water consumption.	60,9%	26,1%	8,7%	4,3%	-
Ability to manage waste, wastewater, recycling and composting	52,3%	21,7%	21,7%	4,3%	-
Resource conservation and reuse	52,2%	26,1%	17,4%	4,3%	-
Promotion of sustainable forms of transportation and recreation	56,6%	21,7%	8,7%	8,7%	4,3%
Promotion of environmentally friendly products and activities	69,7%	13%	8,7%	4,3%	4,3%
Pollution prevention	65,3%	17,4%	13%	4,3%	-
Circulation of products and materials at their	56,7%	21,7%	13%	4,3%	4,3%



maximum value					
Competencies for online and digital activities and services to reduce carbon emissions	52,3%	21,7%	17,4%	4,3%	4,3%
Use of local products and resources	56,5%	21,7%	17,5%	4,3%	-
Ability to reuse, reorient and recycle resources.	69,6%	17,4%	8,7%	4,3%	-

12. What type of support would be most appropriate to develop the green skills needed for the transition to the circular economy in tourism?

	Strongly agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)	Strongly disagree (1)
Advice on circular economy	43,5%	34,8%	17,4%	4,3%	-
Training programs	39,1%	39,1%	17,5%	4,3%	-
Exchange of best practices	56,5%	26,1%	8,7%	8,7%	-
Networking with other organizations other tourism organizations	56,5%	21,7%	17,5%	4,3%	-



Link to Questionnaire readiness for circularity of the tourist sector:

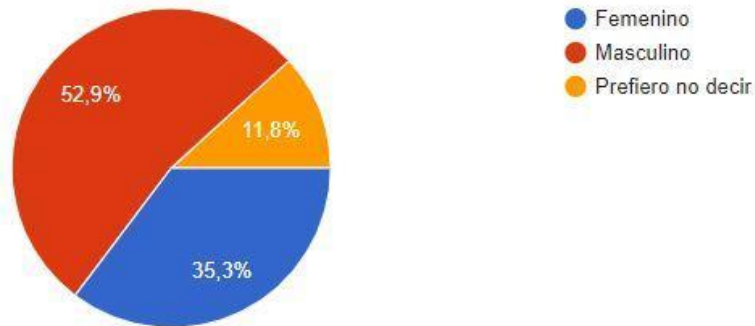
https://docs.google.com/forms/d/e/1FAIpQLSfkOVVz1sUV6fxumihP15T0XEb1w5FHLHF87bpRi1_bab9Vxg/viewform

Survey responses for VET representatives:

1. Seleccione su género

Copiar

17 respuestas



1. Select your gender

Female – 35,3%

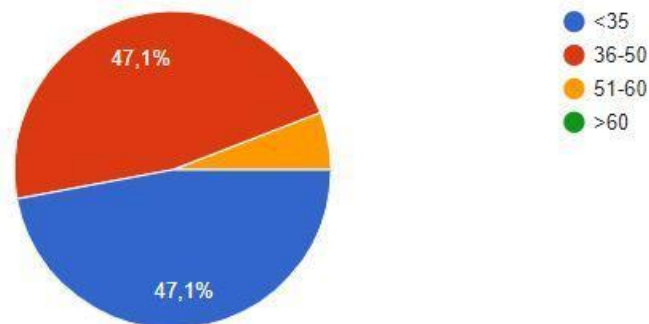
Male – 52,9%

I prefer not to say – 11,8%

2. ¿Cuál es su edad?

Copiar

17 respuestas





2. What is your age?

<35 years old – 47,1%

36-50 years old – 47,1%

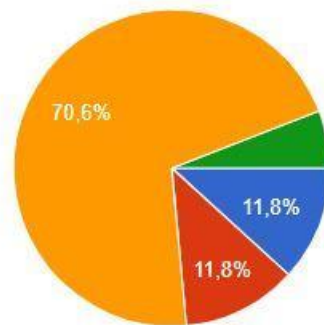
51-60 years old – 5,9%

>60 years old – 0%

3. ¿Cuál es su nivel de educación?

Copiar

17 respuestas



- Bachillerato
- Grado universitario
- Máster
- Doctorado

3. What is your level of education?

High school – 11,8%

University degree – 11,8%

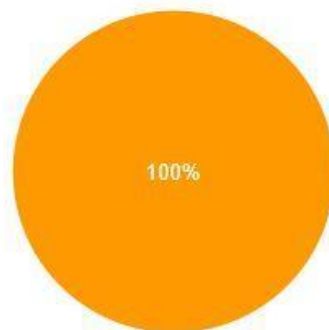
Master's degree – 70,6%

Doctorate – 5,9%

4. ¿En qué país vive actualmente?

Copiar

17 respuestas



- Rumanía
- Bulgaria
- España
- Eslovenia

4. In which country do you currently live?

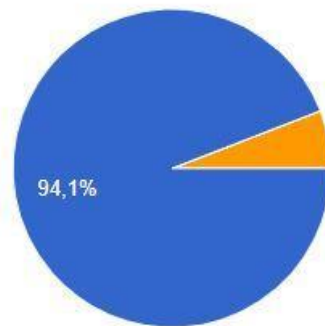
Spain - 100%



5. ¿En qué tipo de institución de educación y formación profesional (EFP) en turismo y ámbitos afines se encuentra?

 Copiar

17 respuestas



● Institución de enseñanza superior
● Centro de enseñanza postsecundaria
● Escuela secundaria especializada en este perfil

5. In what type of vocational education and training (VET) institution in tourism and related fields are you currently enrolled?

Institution of higher education – 94,1%

Post-secondary education institution – 0%

Secondary school specialized in this profile – 5,9%

6. What is your current position/position within the organization where you work?

Intern – 11,8%

Teacher and FCT coordinator – 5,9%

Head of Studies – 5,9%

Teacher – 64,6%

Teacher - tutor – 5,9%

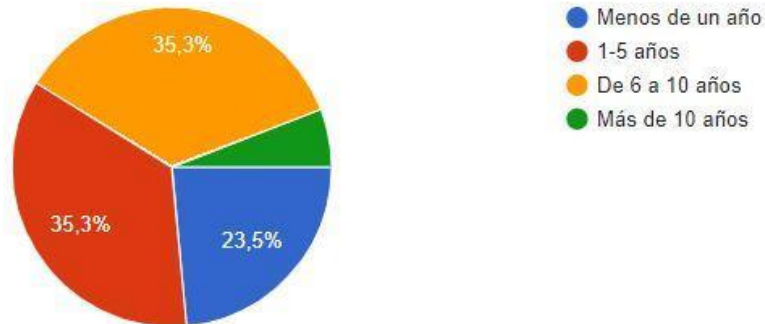
Tutor – 5,9%



7. ¿Cuántos años de experiencia tiene en educación y formación profesional (FP) sobre turismo y ámbitos afines?

Copiar

17 respuestas



7. How many years of experience do you have in vocational education and training (VET) in tourism and related fields?

Less than one year – 23,5%

1-5 years – 35,3%

6-10 years – 35,3%

More than 10 years – 5,9%

8. Do you believe that the ecological and circular transition is necessary in:

	Strongly agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)	Strongly disagree (1)
your organization	47,1%	47,1%	5,8%	-	-
in the tourism industry, in general	76,5%	23,5%	-	-	-
In any educational institutions that prepare the workforce for this industry	76,5%	23,5%	-	-	-



9. Do you think green skills are important to:					
	Strongly agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)	Strongly disagree (1)
your specific job/ workplace	58,8%	23,5%	11,8%	5,9%	-
your organization	52,9%	35,3%	5,9%	5,9%	-
in the tourism industry, in general	88,2%	5,9%	5,9%	-	-

10. Which of the following green competencies should VET organizations focus on in order to train personnel capable of operating in the circular economy?					
	Strongly agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)	Strongly disagree (1)
Ability to minimize energy and water use and maximize energy and water efficiency energy and water consumption	76,5%	23,5%	-	-	-
Ability to manage waste, wastewater recycling and composting	58,8%	41,2%	-	-	-
Resource conservation and reuse	76,5%	23,5%	-	-	-
Promotion of sustainable forms of transportation and entertainment	88,2%	11,8%	-	-	-



Promotion of environmentally friendly products and activities	76,5%	23,5%	-	-	-
Pollution prevention	70,6%	29,4	-	-	-
Circulation of products and materials at their maximum value	58,8%	35,3%	5,9%	-	-
Skills for online and digital activities and services to reduce carbon emissions.	64,7%	29,4%	5,9%	-	-
Use local products and resources	76,5%	17,6%	5,9%	-	-
Ability to reuse, redirect and recycle resources	88,2%	11,8%	-	-	-

11. To what extent is your organization prepared to train and develop the above-mentioned ecological competencies for your graduates?

(Please rate them on a scale from 1 - the lowest score to 5 - the highest score.)

- 1 – 5,9%
- 2 – 35,3%
- 3 – 29,4%
- 4 – 11,8%
- 5 – 17,6%

12. In your opinion, what are the main obstacles that could prevent your organization from training and developing these green skills for your graduates?

	Strongly agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)	Strongly disagree (1)
The curriculum	58,8%	11,8%	11,8%	11,8%	5,8%



Teachers and trainers unfamiliar with the circular economy	52,9%	11,8%	35,3%		
Inadequate material basis	47,1%	23,5%	23,5%	-	5,9%
Teaching methods and training tools insufficiently adapted to the teaching and practice of green skills and the circular economy	47,1%	11,8%	29,3%	5,9%	5,9%

13. What type of support would be most appropriate for VET organizations to prepare their graduates for green tourism and circularity?

	Strongly agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)	Strongly disagree (1)
consulting in circular economy	64,7%	29,4%	-	5,9%	-
training programs	70,6%	23,5%	5,9%	-	-
exchange of best practices	70,6%	23,5%	-	5,9%	-
networking with other tourism VET organizations	70,6%	23,5%	-	5,9%	-

Link to Questionnaire VET representatives:

https://docs.google.com/forms/d/e/1FAIpQLSfmc83loiEYh6WGa0tRjRn-Vb4UizQpd_BxT8S7Qldh-Gppw/viewform



Focus group

The focus group activity took place in one of CESUR VET centers in Málaga, Spain. A group of 10 people took part in the Focus Group organized in Malaga. The participants were VET teachers and representatives of tourism organizations. The first step of this activity was to make the participants familiar with the key concepts used in the debate. The talk started with general, open questions about circular economy, giving the participants the opportunity to express their opinion and suggestions on circularity and related topics.

They all agree that it is too much waste of water in the tourism field and this is worrying especially in the South of Spain where there is drought. They also consider that people still lack awareness on recycling. Nevertheless, the greatest percentage of pollution is due to industry and the measures taken by UE so far, such as levying fines are not the most efficient.

The only positive aspect they notice is that the new generation is taught to recycle and reuse so there is hope for the future.

Interview:

The participants to the interview were a representative of the tourism industry and a VET teacher. The tourism representative is a travel agent and touristic guide. She considers that the tourism sector plays an important part in sustainability and that both workers and tourists have to be actively involved in these practices.

The VET teacher (prepares students for Degree in Natural environment and Free time Guides) admits that they don't have a specific content about circularity but they integrate it as a hidden curriculum. They work in natural environments and implicitly they see things about conservation and notice that students come without values because the objectives of the previous stage have not been met. It all starts with good habits and awareness.

Conclusions and recommendations:

Both tourism representatives and VET teachers suggested actions that could change the tourism model, starting with education. In order to promote the circular economy and sustainability, specific content must be included both in secondary school and VET centres including training for teachers. At the VET level there are no qualifications in this sense.

As for the tourism industry, promote less the sense of productivity and focus more on national, local tourism than on trips abroad so that we leave less carbon footprint, that is more sustainable destinations.