



SEEDS & SKILLS

COMPETENCE
FRAMEWORK FOR
THE SEEDS &
SKILLS PROJECT



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About the *SEEDS & SKILLS* project

Tourism is one of Europe's most important sectors — but the way we do tourism needs to change. SEEDS & SKILLS — Nurturing Skills to Heal Tourism Places — is a European project that believes tourism can do more than minimise its negative impact. It can actively restore the places, communities and ecosystems it touches. This is what we call regenerative tourism.

Funded by the Erasmus+ Programme of the European Union, SEEDS & SKILLS brings together six organisations from Poland, Spain, Austria, Italy and Greece to answer a simple but urgent question: what skills and knowledge does the tourism workforce need to make this transition happen? And how do we train them?

Over two years (2025–2027), the project is mapping regenerative tourism practices across Europe, identifying training needs, developing a competence framework, and creating learning resources that will be freely available to tourism educators, trainers and professionals across the continent.

Project Partners

- **P1 FRAME (Poland):** Foundation for the Development of International and Educational Activities, based in Łódź. FRAME is a non-governmental organisation specialising in international cooperation, education and capacity building. As project coordinator, FRAME oversees the overall management and implementation of SEEDS & SKILLS.
- **P2 Fetico (Spain):** Confederación Sindical Independiente FETICO, based in Madrid. FETICO is an independent trade union confederation representing workers across multiple sectors including tourism and hospitality. Within SEEDS & SKILLS, FETICO leads the research work package, coordinating the mapping of regenerative tourism practices and training needs across all partner countries.
- **P3 UASB (Austria):** University of Applied Sciences Burgenland, based in Eisenstadt. UASB is a higher education institution with expertise in tourism, sustainable development and digital innovation. Within the project, UASB leads the development of the training programme and digital learning platform.
- **P4 IPPOCRATE (Italy):** Based in Italy, IPPOCRATE is an organisation specialising in vocational education, training and digital communication. Within SEEDS & SKILLS, IPPOCRATE leads the development of scrollytelling case studies and the web application for disseminating project results.
- **P5 Training2000 (Italy):** Based in the Marche region, Training2000 is a vocational training centre with extensive experience in tourism education and labour market analysis. Within the project, Training2000 leads the development of the Competence Framework for Regenerative Tourism, drawing on its expertise in VET curriculum development.
- **P6 MATHEMAGENESIS (Greece):** Based in Greece, MATHEMAGENESIS is an organisation specialising in education, research and innovation. Within SEEDS & SKILLS, MATHEMAGENESIS is responsible for quality assurance and evaluation across all project

activities.

1. Introduction

1.1 Purpose of this document

This document constitutes Deliverable 2.2 of the SEEDS & SKILLS Erasmus+ project — ‘Competence Framework’. Produced within the framework of Work Package 2 (WP2), "Roadmap for Transforming Mindsets and Jobs in Tourism," this document is the primary output of Activity 2.3 - Development of D2.2 Competence Framework based on the extensive research, focus groups, and surveys conducted during Activity 2.2 - Skills and training needs assessment in regenerative tourism.

Designed to be accessible to the project target groups while serving as a rigorous methodological guide for project partners, this document outlines the specific skills, knowledge, and attitudes identified as essential for transitioning the tourism industry toward a regenerative paradigm.

The document is based on the comprehensive transnational research and labor market analyses carried out in partner countries: Austria, Italy, Spain, Poland and Greece. Specifically, the framework identifies the key competences needed by the workforce profiles most actively engaged in regenerative practices.

To ensure transnational relevance, all identified competencies within this framework are strictly aligned with established European models, namely the GreenComp, EntreComp, LifeComp and DigComp3.0 frameworks.

1.2 Methodology

This framework provides the foundation for translating regenerative tourism concepts into actionable Vocational Education and Training (VET) curricula, based on a survey of 255 stakeholders across five partner countries.

A total of 4 questionnaires targeted and engaged four distinct profiles, namely:

- Students (136 respondents): VET or Higher Education Institution (HEI) students who represent the future workforce and are currently acquiring foundational skills for the industry.
- Practitioners & SME Representatives (60 respondents): The active tourism workforce, including accommodation providers, tour operators, and destination managers who apply and test these practices on the ground.

- Teacher/Trainers (49 respondents): VET or HEI teachers and professors responsible for delivering, updating, and adapting tourism curricula.
- VET organisations (10 respondents): VET centre representatives, directors, and public authorities responsible for shaping broader educational strategies and institutional policies.

To develop the Competence framework, the survey data was analyzed to identify the self-assessed "Current competences" (C) and the "Future Skills" (FS) perceived as most critical by the respondents.

1.2.1 Understanding the Indicators and EU Competence Frameworks

To ensure transnational relevance and alignment with European educational standards, the indicators used in this survey were mapped against four foundational EU Competence Frameworks:

1. **GreenComp:** The European sustainability competence framework, which defines the knowledge, skills, and attitudes needed to act sustainably, think systemically, and promote ecological restoration.
2. **EntreComp:** The European entrepreneurship competence framework, focusing on the capacity to act upon opportunities, adapt to change, and create social, cultural, or financial value.
3. **DigComp (3.0):** The European digital competence framework, which outlines the skills required for the confident, critical, and safe use of digital technologies (including Artificial Intelligence) and data management.
4. **LifeComp:** The European framework for personal, social, and learning to learn key competences, emphasizing essential interpersonal skills like collaboration, empathy, and critical thinking.

The survey utilized two distinct sets of indicators to measure the workforce's readiness:

- **Current Competences (C):** These indicators (C1–C12) map the baseline proficiency of the workforce in specific regenerative practices as they stand today. They are derived from the ecological and socio-economic pillars of the EU GreenComp framework, assessing current capacities in areas such as "Promoting Nature" and "Systems Thinking."

Indicator	Description	Framework alignment
C1_Tourism_Living_Network	Tourism as interdependent living network	GREENComp: Systems Thinking

C2_Long_Term_Impacts	Defining long-term multi-dimensional impacts	LifeCOMP: Critical Thinking
C3_Living_Organisms_Footprint	Assessing tourism footprint via ecology	GREENComp: Promoting Nature
C4_Biodiversity_Restoration	Identifying biodiversity restoration experiences	ENTREComp: Adaptability & Exploratory Thinking
C5_Observatories_Data_Analytics	Using data observatories to monitor resources	DigComp: Managing Information
C6_Smart_Technologies_Circular	Smart tech for circular economy in tourism	GREENComp: Exploratory Thinking
C7_Resident_Wellbeing_Indicators	Monitoring resident well-being indicators	GREENComp: Collective Action
C8_Community_Heritage_Ownership	Empowering locals to own heritage models	LifeCOMP: Collaboration
C9_Tourism_Policy_Analysis	Analysing tourism policies for responsibility	GREENComp: Political Agency
C10_Multisector_Partnerships	Aligning business goals with public good	GREENComp: Political Agency / LifeCOMP: Communication
C11_Cultural_Values_Stewardship	Identifying cultural values and stewardship	LifeCOMP: Empathy
C12_Fair_Value_Distribution	Fair value distribution in tourism business	GREENComp: Supporting Fairness

- **Future Skills (FS):** These indicators (FS1–FS6) reflect the anticipated demand of acquiring new competencies to successfully transform business models in the future. They align with the proactive, implementation-focused pillars of the EntreComp (Entrepreneurship Competence Framework) and DigComp (Digital Competence Framework for Citizens) frameworks, bridging the gap between ecological theory and practical business application.

Indicator	Description	Framework alignment
FS1_Risk_Management_Resilience	Risk management and resilience planning	GREENComp / ENTREComp
FS2_Regenerative_Tourism_Dev	Regenerative tourism development principles	GREENComp
FS3_Community_Cocreation	Community-centric co-creation	ENTREComp
FS4_Digital_Skills_Technology	Digital skills and technology integration	DigComp 3.0
FS5_Experience_Design	Regenerative tourism experience design	ENTREComp / GREENComp
FS6_Financial_Management_SMEs	Financial management for SMEs	ENTREComp

These skills were ranked on a 5-point Likert scale. To provide clear context for the survey data, the scale translates to the following meanings depending on the indicator category:

- For Current Competences (C) - Measuring Proficiency:
 - 1: Not competent at all (No practical knowledge or experience)
 - 2: Basic (Limited knowledge, requires guidance to apply)
 - 3: Intermediate (Adequate practical knowledge for standard daily tasks)
 - 4: Advanced (High level of independent practical application)
 - 5: Expert (Highly competent, capable of innovating and training others)
- For Future Skills (FS) - Measuring Demand:
 - 1: Not needed at all (Irrelevant to the regenerative transition)
 - 2: Low priority (Nice to have, but not critical)

- 3: Moderate priority (Relevant, but secondary to other operational needs)
- 4: High priority (Very important for future operational success)
- 5: Essential (Absolutely critical for future survival and operations)

By analyzing these variables, the framework pinpoints the operational areas where the target groups feel the most urgent need for targeted training.

1.2.2 Survey Results

The following table shows the quantitative results of the Training Needs Analysis conducted across five European countries (Spain, Poland, Italy, Austria, and Greece) for the SEEDS & SKILLS project.

Together, they illustrate the "skills gap" in the tourism industry—comparing what the workforce currently knows versus what they urgently need to learn to transition to regenerative tourism.

Competence / Future Skill	Spain	Poland	Italy	Austria	Greece	Overall Avg
— CURRENT COMPETENCES —						
C1_Tourism_Living_Network	3.22	3.69	3.14	3.47	3.39	3.38
C2_Long_Term_Impacts	3.27	3.73	3.13	3.17	3.19	3.3
C3_Living_Organisms_Footprint	3.2	3.67	3.25	3.25	3.48	3.37
C4_Biodiversity_Restoration	3.18	3.31	3.21	3.21	3.21	3.22
C5_Observatories_Data_Analytics	3.16	3.62	3.31	3.05	3.07	3.24
C6_Smart_Technologies_Circular	3.39	3.46	3.39	3.33	3.6	3.43
C7_Resident_Wellbeing_Indicators	3.4	3.09	3.03	3.18	3.07	3.15
C8_Community_Heritage_Ownership	3.33	2.85	3.14	3.12	3.36	3.16
C9_Tourism_Policy_Analysis	3.45	3.03	3.14	3.17	3.03	3.16
C10_Multisector_Partnerships	3.46	3.54	3.33	3.15	3.3	3.36
C11_Cultural_Values_Stewardship	3.39	3.59	3.34	3.11	3.28	3.34
C12_Fair_Value_Distribution	3.54	3.26	3.56	3.21	3.3	3.37
— FUTURE SKILLS —						
FS1_Risk_Management_Resilience	3.61	3.29	3.31	3.37	3.55	3.43
FS2_Regenerative_Tourism_Dev	3.61	3.54	3.44	3.3	3.67	3.51
FS3_Community_Cocreation	3.67	3.52	3.59	3.33	3.64	3.55

FS4_Digital_Skills_Technology	3.72	3.67	3.48	3.35	3.67	3.58
FS5_Experience_Design	3.61	3.7	3.61	3.47	3.6	3.6
FS6_Financial_Management_SMEs	3.69	3.32	3.43	3.26	3.6	3.46

The results for "Current Competences" reveal a distinct divide in the capabilities of the target groups, including the future workforce. Based on the overall average scores, respondents reported moderate proficiency in areas linked to technology and broad ecological awareness, scoring highest in the integration of Smart Technologies for Circularity (3.43) and understanding tourism as a Living Network (3.38). However, significant vulnerabilities emerged regarding the social and governance pillars of regeneration. The lowest overall average proficiencies were recorded in sociological and policy-driven tasks, notably monitoring Resident Wellbeing Indicators (3.15), facilitating Community Heritage Ownership (3.16), and conducting Tourism Policy Analysis (3.16). This indicates that while the industry grasps basic environmental sustainability, it lacks the tools to measure and manage socio-economic impacts on host communities.

The demand for "Future Skills" highlights a shift toward proactive training. The data indicates that while foundational concepts like Regenerative Tourism Development are highly valued (3.51), stakeholders place the absolute highest priority on practical, actionable skills. Based on the overall averages, the most urgent training needs identified across the consortium are Regenerative Experience Design (3.60), Digital Skills and Technology Integration (3.58), and Community Co-creation (3.55). Consequently, these high-demand operational areas will form the structural core of the SEEDS & SKILLS Competence Framework.

2. Key Professional Profiles

To effectively transition the tourism industry from an extractive model to a regenerative one, the Competence Framework must be operationalized by the practitioners directly interacting with the destination's ecosystems and communities. Based on the training needs survey of 255 stakeholders across the partner countries, we have identified the key workforce profiles driving this change and the critical skill gaps that must be addressed to foster wider industry adoption.

2.1 Key Worker Profiles Engaged in Regenerative Tourism

The survey highlighted several active professional profiles that serve as the primary target audiences for the SEEDS&SKILLS Competence framework:

Professional profile	Description
Accommodation Providers (Hotels, Agritourism, Rural Tourism)	They are at the forefront of implementing Digital Circular Integration and Living Systems Literacy. They are responsible for actively managing resource loops (water, energy, waste) and shifting supply chains to support local food and beverage operators
Travel Agencies & Tour Operators	They are the primary architects of Transformative Experience Design. Their role must evolve from simply selling destination packages to co-creating excursions that engage visitors in active biodiversity restoration and cultural preservation
Destination Management Organizations (DMOs) & Tourist Boards	DMO professionals serve as the facilitators of Community, Heritage & Governance. They hold the institutional leverage required to monitor resident wellbeing, establish multi-sector partnerships, and distribute tourist flows equitably across region
Food, Beverage & Gastronomy Professionals:	They anchor local economic resilience by establishing zero-mile supply chains and celebrating indigenous culinary heritage.
Cultural Heritage & Ecotourism Guides:	They advocate for Biodiversity and implementing Data-Driven Stewardship to ensure natural and historic sites do not exceed their carrying capacity

2.2 Critical Skill Gaps to Address

Comparing the respondents' self-assessed current proficiencies (C1–C12) against their perceived demand for future skills (FS1–FS6) reveals distinct, actionable skill gaps. To foster wider adoption of the regenerative approach, Vocational Education and Training (VET) curricula must address the following deficits:

Gap 1: Community Ownership and Social Impact Measurement

- The Baseline: Respondents reported their absolute lowest current proficiency in monitoring Resident Wellbeing Indicators (average 3.15/5), assessing Community Heritage Ownership (3.16/5), and conducting Tourism Policy Analysis (3.16/5).
- The Training Need: The industry understands environmental sustainability but severely lacks the sociological tools to measure the impact of tourism on host communities. Training must focus on building diagnostic indicators for social carrying capacity and establishing civic empowerment frameworks (e.g., citizen assemblies) that give locals a voice in tourism governance.

Gap 2: Shifting from Passive Products to Transformative Experiences

- The Baseline: The highest overall demand recorded in the survey was for Regenerative Experience Design (3.60/5) and Community-Centric Co-creation (3.55/5).
- The Training Need: There is a profound gap between knowing what regenerative tourism is and knowing how to design a product around it. The workforce needs practical methodologies for co-creating commercial excursions that actively involve tourists in restoration (e.g., habitat repair, traditional craft preservation) rather than passive observation.

Gap 3: Digital Integration for Ecological Optimization

- The Baseline: Demand for Digital Skills and Technology Integration was the second-highest future priority (3.58/5).
- The Training Need: While the tourism sector uses digital tools for marketing and booking, there is a distinct gap in using technology for systemic sustainability. SMEs require training on deploying data analytics, environmental dashboards, and digital circular economy models to track and mitigate resource consumption accurately.

Gap 4: Green Financial Literacy and Risk Resilience

1. The Baseline: Current capacity to manage long-term impacts is relatively low, while demand for Financial Management for SMEs (3.46/5) and Risk Management (3.43/5) remains high.
2. The Training Need: Many regenerative initiatives fail because practitioners lack the financial acumen to sustain them. The workforce needs concrete skills in estimating financial planning requirements for green investments, accessing eco-funding, and designing crisis-response strategies that insulate both the business and the local ecosystem from unpredicted shocks.

3. The Competence Framework

3.1 Introduction

The SEEDS & SKILLS Competence Framework is developed in accordance with the European Qualifications Framework (EQF) descriptors and its eight common reference levels, while also aligning with the specific national requirements of the partner countries. Furthermore, the framework is structured according to the principles of the European Credit system for Vocational Education and Training (ECVET).

ECVET is designed to facilitate the lifelong learning and mobility of European workers and learners by making qualifications more transparent and portable. Its core principle is to enable the recognition, accumulation, and transfer of learning outcomes acquired across different countries or learning contexts (whether formal, non-formal, or informal).

In adherence to this modular approach, each module within the SEEDS & SKILLS framework will be divided into standalone Learning Units. The intended learning outcomes for each unit will be explicitly defined and assessed in terms of Knowledge, Skills, and Responsibility and Autonomy,

ensuring that the acquired competencies are easily recognized and transferable across the European tourism sector.

Module Title	Learning Unit Title	Learning Outcomes The learner is expected to...			Alignment to EU Frameworks
		Knowledge	Skills	Autonomy & Responsibility	
M1- Regenerative tourism experience design	Unit 1.1	...	...	...	...
	Unit 1.2	...	...	...	...

3.2 Defining learning outcomes

The [2017 EQF recommendation](#) defines learning outcomes as:

“Statements of what an individual should know, understand and/or be able to do at the end of a learning process, which are defined in terms of knowledge, skills and responsibility and autonomy.”

To ensure clarity and standardization across Europe, the SEEDs & Skills Competence Framework utilizes specific definitions of Knowledge, Skills, and Attitude/Responsibility as established by the European Centre for the Development of Vocational Training (CEDEFOP) and aligned with the European Qualifications Framework (EQF).

These three pillars form the core syntax of our learning outcomes:

Knowledge: The outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories, and practices related to a specific field of work or study. In the context of the EQF, knowledge is described as being either theoretical and/or factual.

Example: Knowing the principles of circular economy models or the historical context of a local heritage site.

Skills: The ability to apply knowledge and use know-how to complete tasks and solve problems. Skills are described as cognitive (involving the use of logical, intuitive, and creative thinking) or practical (involving manual dexterity and the use of methods, materials,

tools, and instruments).

Example: The ability to design a zero-waste tourism itinerary or monitor the water consumption of a hospitality facility

Responsibility and Autonomy: The ability of the learner to apply their knowledge and skills autonomously and with responsibility. Attitudes serve as the motivators of performance and encompass an individual's values, aspirations, and priorities. It reflects the behavioral readiness to act sustainably.

Example: Advocating for fair wages within the local supply chain or taking the initiative to mediate conflicts between visitors and residents

3.3 How to define a Learning Outcome

According to the “European guidelines for the development and writing of short, learning-outcomes-based descriptions of qualifications,” CEDEFOP requires that learning outcomes adhere to a structured syntax:

Subject + Action Verb + Object + Context.			
The Learning Outcome is the final objective of the learning process	VERB	Achievement	expresses the action that must be performed with the content: an action verb
	OBJECT	Purpose	expresses the content, the object of the achievement
	CONTEXT	Learning situation	describes the situation through which the trainee gets the achievement (How): context
	CONDITIONS (optional)	Conditions	Optional, considers some specific aspects/restrictions

The following table summarizes the syntax of sentences expressing learning outcomes as indicated by CEDEFOP (page 21).

Table 4. Syntax of sentences (bullet points) expressing learning outcomes

Subject	Action verb	Object of the verb	Context
	Adverbs and adjectives can be added when considered relevant, but need to be used with caution		
The holder of the qualification... He/she...	can present	in writing the results of the risk analysis	allowing others to follow the process and replicate the results.
	can distinguish between	the environmental effects	of cooling gases used in refrigeration systems.
The holder of the qualification... He/she...	can coordinate	activities of the executive staff	on construction sites with limited complexity.
	can conduct	advanced financial projections	by using business planning tools and to support financial and business planning.

Source: EQF and Europass project group on short descriptions of learning outcomes of qualifications and adaptation from Cedefop (2022). Defining, writing and applying learning outcomes: a European handbook – second edition. Luxembourg: Publications Office of the European Union.

Source: CEDEFOP, 2024, p. 21.

In general, simplicity is the golden rule of learning outcomes. CEDEFOP provides following recommendations that should be always kept in mind when writing learning outcomes to orient a qualification/programme or a qualification unit/course:

(b) the number of statements used should be carefully considered. When defining a course or unit it is generally recommended to limit the number of statements.

(c) keep the number of statements as few as possible. The purpose should be to identify the overall scope and profile, not to list all technical details

(d) Limiting the number of statements makes it easier for the learner to relate to the intentions and engage in the learning. It also makes it easier to plan teaching, to facilitate learning and, eventually, to carry out assessments.

(e) focus on the learner and start with an action verb, followed by the object of the verb as well as a statement specifying the depth/breadth of learning to be demonstrated, and complete with an indication of the context (which can be related to learning, work or other relevant social contexts).

Action verbs extracted from national qualifications and other material provided and analysed in the context of the EQF-Europass project group on short learning outcomes descriptions ⁽¹⁶⁾

Broad/general action verbs					
use	perform	finish	define	take	satisfy
work	set	consider	allow	act	take on
carry out	keep	note	bring	do	deal with
make	proceed	put	determine	take into account	
give	fill	act	possess	show	

Precise action verbs					
apply	accept	construct	initiate	shape	correct
check	lead	resolve	organise	enforce	estimate
identify	configure	eliminate	acquire	serve	learn
prepare	adjust	consult	self-evaluate	calculate	pack
demonstrate	optimise	conclude	reproduce	replace	deliver
develop	collect	find	guide	summarize	observe
analyse	rebuild	initiate	dismount	establish	handle
produce	comply with	count	accompany	support	test
communicate	supervise	divide	realise	intervene	repair
participate	manufacture	direct	react	disassemble	report
process	meet	repeat	remedy	cooperate	sell
plan	receive	guide	anticipate	return	look up
implement	recognise	expose	mount	assure	conduct
Install	formulate	program	employ	transfer	standardise

Source: CEDEFOP, 2024, p. 31.

See Annex II of the Guidelines to see examples of verbs providing hits on the breath/ scope of acquired learning.

To ensure the SEEDS & SKILLS Competence Framework is transnationally relevant, its learning outcomes are explicitly aligned with three foundational European Competence Frameworks: GreenComp, EntreComp, and DigComp.

Because regenerative tourism requires a multidisciplinary shift from extractive to restorative practices, GreenComp provides the core ecological baseline, specifically through Area 1.3 (Promoting Nature) and Area 2.1 (Systems Thinking), which empower learners to design tours that actively heal ecosystems rather than just reduce harm.

However, ecological awareness must be operationalized into viable business models; thus, the framework integrates EntreComp to build the sector's adaptability, exploratory thinking, and financial resilience. This entrepreneurial alignment equips SMEs to navigate green funding, co-create fairly with local communities, and manage unexpected climate or economic risks.

Finally, DigComp3.0 is woven into the curriculum to ensure data-driven and sustainable practices implementation and stewardship in the tourism industry. By mastering digital platforms to track

water, energy, and waste, practitioners can transparently validate their environmental impacts while minimizing the footprint of the technologies they adopt.

Ultimately, this framework integration guarantees that future regenerative tourism professionals will possess the ecological mindset to restore destinations, the entrepreneurial drive to sustain operations, and the digital literacy to accurately measure their impact.

4 SEEDS&SKILL Competence Framework

This table translates the top six in-demand future skills into actionable learning outcomes, adhering to the CEDEFOP syntax (Action Verb + Object + Context) across the three pillars of Knowledge, Skills, and Responsibility & Autonomy.

Module Title	Learning Unit Title	Knowledge	Skills	Autonomy & Responsibility	Alignment to EU Frameworks
M1 - Regenerative tourism experience design	Unit 1.1: Principles of Nature Restoration	Describe the core differences between traditional sustainability (reducing harm) and regenerative practices (active restoration) in tourism.	Identify specific local ecosystems or habitats that can benefit from visitor-assisted restoration.	Advocate for nature as a primary stakeholder in all tourism planning discussions	<i>GreenComp: Area 2.1 System Thinking / Area 1.3 Promoting Nature:</i> <i>EntreComp - Adaptability and Exploratory Thinking</i>

	Unit 1.2: Designing Conservation Activities	Outline the safety and logistical requirements for involving tourists in hands-on conservation work	Design specific tourism activities, such as guided nature walks, that safely include hands-on conservation work for visitors	Ensure that all tourist-led conservation work provides genuine ecological value rather than just entertainment.	<i>GreenComp: Area 2.1 System Thinking/ Area 1.3 Promoting Nature:</i> <i>EntreComp - Adaptability and Exploratory Thinking</i>
	Unit 1.3: Fostering Advocacy among customers	Identify effective communication techniques to translate complex ecological concepts into engaging tourist narratives	Deliver engaging storytelling during tours that connects visitors emotionally to the local environment.	Promote stronger personal commitment to protecting the local environment among customers	<i>GreenComp:Area 2.1 System Thinking / Area 1.3 Promoting Nature</i> <i>EntreComp - Adaptability and Exploratory Thinking</i>

M2 - Digital Skills and Technology Integration	Unit 2.1: The Sustainable Digital Toolbox.	List digital tools (e.g. booking apps, energy-tracking software) that help a small tourism business run sustainably.	Select and use digital platforms to accurately track a business's daily water, energy, and waste usage.	Adopt new digital tools independently to constantly improve the business's environmental footprint.	<i>DigComp3.0 -</i> <i>Area 1.3</i> <i>Managing data, information and digital content (Analyzing data)</i>
	Unit 2.2: Tracking Resource Consumption	Describe how data dashboards aggregate information on water, energy, and waste consumption.	Use digital platforms to accurately track and visualize a business's daily water, energy, and waste usage	Take responsibility for ensuring data accuracy when inputting environmental metrics into tracking systems	<i>DigComp3.0 -</i> <i>Area 1.3</i> <i>Managing data, information and digital content (Analyzing data)</i> <i>Area 4.4</i> <i>Environmental impacts of digital technologies</i>

	Unit 2.3: Developing a Tech Strategy.	Outline the steps to integrate new sustainable technologies into an existing business without disrupting guest services	Create a long-term digital upgrade plan to continuously measure and minimize the business's carbon footprint.	Adopt new digital tools independently to constantly improve the business's environmental footprint over time.	<i>DigComp3.0 -</i> <i>Area 1.3 Managing data, information and digital content (Analyzing data)</i> <i>Area 4.4 Environmental impacts of digital technologies</i>
M3 - Community-Centric Co-creation	Unit 3.1: Stakeholder Mapping and Engagement	Identify ways to include local residents, farmers, and artisans in planning new regenerative tourism services.	Conduct informal interviews with local community members to understand their needs and concerns	Respect local cultural boundaries by engaging community members on their own terms and schedules.	<i>GreenComp</i> <i>Area 4.2 Collective Action)</i> <i>Area 4.1 Political Agency</i>

			regarding tourism.		
	Unit 3.2: Co-creating Fair-Profit Packages.	Explain pricing models that ensure fair financial compensation for all local partners involved in a tourism package.	Collaborate with local stakeholders to design and price joint tourism services that share profits fairly across the community.	Advocate for transparency by sharing financial breakdowns with all community partners involved	<i>EntreComp - Adaptability and Exploratory Thinking</i>
M4-Regenerative Tourism Development	Unit 4.1: Circular Economy Basics.	Explain the main circular economy principles, such as eliminating single-use plastics and sourcing materials locally.	Audit a tourism facility to identify linear waste streams (take-make-dispose) that can be circularized	Question traditional purchasing habits by prioritizing suppliers with strong circular economy practices	<i>GreenComp: Area 1.3 Promoting Nature</i>

	Unit 4.2: Implementing Zero-Waste Operations	Outline practical waste-reduction techniques specific to hospitality, such as composting or bulk purchasing	Implement a practical zero-waste policy for a specific area of a tourism business, like a hotel kitchen or housekeeping	Take ownership of daily waste management routines, ensuring all staff comply with sorting protocols	<i>GreenComp:</i> <i>Area 1.3 Promoting Nature</i>
M5- Financial management for SMEs	Unit 5.1: Navigating Green Funding	Identify local and European grants, subsidies, or funds specifically available for green tourism projects.	Draft a basic funding proposal outlining the environmental and economic goals of a planned green upgrade.	Prioritise long-term ecological investments over quick, unsustainable profits when making financial choices	<i>EntreComp - Adaptability and Exploratory Thinking</i>

	Unit 5.2: Cost-Benefit Analysis for Eco-Upgrades	Explain the concept of Return on Investment (ROI) specifically applied to energy-saving or water-saving installations.	Calculate the upfront costs and long-term financial savings of installing eco-friendly upgrades, like solar panels or water filters.	Ensure all financial estimates are realistic and based on accurate local market prices for green technologies.	<i>EntreComp - Adaptability and Exploratory Thinking</i>
	Unit 5.3: Strategic Sustainable Investment	Describe how to integrate ecological risk factors into a traditional business financial forecast.	Develop an annual SME budget that allocates specific reserves for ongoing environmental improvements	Prioritise long-term ecological investments over quick, unsustainable profits when making strategic financial choices	<i>EntreComp - Adaptability and Exploratory Thinking</i>

M6 - Risk Management and Resilience Planning	Unit 6.1: Natural and Man-made disasters affecting the Tourism Sector	Identify local environmental and economic risks, such as extreme heatwaves, floods, or seasonal tourism drops.	Map the potential impacts of specific local hazards on the supply chain and physical infrastructure of the business.	Maintain a high level of situational awareness regarding local climate and economic forecasts .	<i>EntreComp - Adaptability and Exploratory Thinking</i>
	Unit 6.2: Crisis Response Planning.	Outline the essential components of a business continuity plan tailored for small tourism operations	Create a practical backup plan to keep the business running and protect local nature during an unexpected crisis.	Take responsibility for communicating emergency protocols clearly to all staff and current guests	<i>EntreComp - Adaptability and Exploratory Thinking</i>

	Unit 6.3: After the Crisis: Recover and Improve	Explain the "build back better" approach to post-crisis recovery in tourism.	Evaluate the effectiveness of a crisis response after an event to identify areas for operational improvement	Respond calmly and quickly to unexpected disruptions by adjusting daily operations	<i>EntreComp - Adaptability and Exploratory Thinking</i>
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5. Conclusions

The SEEDS & SKILLS Competence Framework serves as a foundational blueprint for modernizing European tourism education. By anchoring the learning outcomes in the empirical realities of 255 industry stakeholders across five countries, this document bridges the critical gap between high-level regenerative theory and actionable Vocational Education and Training (VET).

Through the application of the CEDEFOP methodology and alignment with established European standards (GREENComp, ENTREComp, LifeCOMP, DigComp 3.0), the framework translates abstract concepts into concrete, measurable abilities.

The transnational survey highlighted that the tourism workforce is ready to actively seek the practical tools required to create net-positive impacts in the tourism industry. By targeting identified skill gaps—such as social impact measurement, digital ecological optimization, and regenerative experience design—the framework ensures that future training will directly answer labor market demands.

As a next step, the consortium will use these insights to feed into the broader Roadmap for Transforming Mindsets and Jobs in Tourism (D2.3), providing policy levers and strategic recommendations for destination managers and educational institutions to foster a wider regenerative transition.

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