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Methodology for Forming Competences of Sustainable and Responsible Tourism in Educational Institutions of Ukraine

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The relevance of the study is due to the growing role of tourism as a factor of sustainable development, post-war recovery and regional stability of Ukraine, as well as the presence of a gap between the declared principles of sustainability and the real training of specialists in educational institutions. The formation of competencies of sustainable and responsible tourism requires a holistic methodology capable of integrating economic, environmental and social priorities into the content and results of training. The article aims to substantiate scientific and methodological approaches to the integration of the principles of sustainable and responsible tourism into the educational process of educational institutions of Ukraine, taking into account international guidelines and national challenges for the development of the industry. The research methodology is based on a systemic and competency-based approach using analysis and generalization of scientific sources, comparative analysis of international educational models, and structural and logical modeling. The main results consist of systematizing the key areas of competence formation for sustainable and responsible tourism and establishing their connection with the Sustainable Development Goals. A structured methodology is proposed that combines tools for energy efficiency, monitoring of sustainable development of destinations, resource efficiency, climate action, circular economy and digitalization of tourism processes. It was found that effective formation of relevant competences is possible if theoretical training is combined with practice-oriented educational formats and the use of international cases. The feasibility of integrating economic indicators of tourism development in Ukraine as a tool for the formation of analytical and managerial competencies of education seekers is substantiated. The practical significance of the results lies in the possibility of using the proposed methodology in updating educational programs in tourism in educational institutions of Ukraine, developing training modules on sustainable and responsible tourism, as well as in training specialists capable of making responsible management decisions in the conditions of post-war recovery, regional development and integration of Ukraine into the world tourism space



KEYWORDS

methods, scientific research ethical standards, social justice, post-war reconstruction, regional development, international reputation.



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Методика формування компетентностей сталого та відповідального туризму в закладах освіти України

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Актуальність дослідження зумовлена зростаючою роллю туризму як чинника сталого розвитку, післявоєнного відновлення та регіональної стійкості України, а також наявністю розриву між задекларованими принципами сталості та реальною підготовкою фахівців у закладах освіти. Формування компетентностей сталого та відповідального туризму потребує цілісної методики, здатної інтегрувати економічні, екологічні та соціальні пріоритети у зміст і результати навчання. Метою статті є обґрунтування науково-методичних підходів до інтеграції принципів сталого та відповідального туризму в освітній процес закладів освіти України з урахуванням міжнародних орієнтирів та національних викликів розвитку галузі. Методологія дослідження ґрунтується на системному та компетентнісному підходах із застосуванням аналізу й узагальнення наукових джерел, порівняльного аналізу міжнародних освітніх моделей, структурно-логічного моделювання. Основні результати полягають у систематизації ключових напрямів формування компетентностей сталого та відповідального туризму та встановленні їхнього зв'язку з Цілями сталого розвитку. Запропоновано структуровану методику, що поєднує інструменти енергоефективності, моніторингу сталого розвитку дестинацій, ресурсоефективності, кліматичних дій, циркулярної економіки та цифровізації туристичних процесів. Виявлено, що ефективне формування відповідних компетентностей можливе за умови поєднання теоретичної підготовки з практикоорієнтованими освітніми форматами та використання міжнародних кейсів. Обґрунтовано доцільність інтеграції економічних показників розвитку туризму України як інструменту формування аналітичних і управлінських компетентностей здобувачів освіти. Практична значимість результатів полягає в можливості використання запропонованої методики при оновленні освітніх програм з туризму в закладах освіти України, розробленні навчальних модулів зі сталого та відповідального туризму, а також у підготовці фахівців, здатних приймати відповідальні управлінські рішення в умовах післявоєнного відновлення, регіонального розвитку та інтеграції України у світовий туристичний простір.



КЛЮЧОВІ СЛОВА

методи, наукові дослідження, етичні стандарти, соціальна справедливість, післявоєнне відновлення, регіональний розвиток, міжнародна репутація.

1. Introduction

The post-war context and the need to restore territories underscore tourism as a tool for regional sustainability, social cohesion, and the formation of a positive international reputation for Ukraine. At the same time, modern challenges of climate security, resource constraints, the preservation of cultural heritage, and the ethical responsibility of business make the traditional approach to training specialists, which focuses mainly on the service and economic aspects of tourism activities, insufficient. A holistic competence approach is needed that integrates environmental, social and economic priorities into the content of training and training outcomes, providing students with not only knowledge of sustainable development, but also the ability to apply tools for responsible destination management, resource efficiency, climate action, circular economy and digitalization in tourism practice.

2. Literature Review

A review of the scientific literature shows that in the European educational discourse, sustainable and responsible tourism is considered primarily as a competence framework. In particular, the work of McLoughlin et al. [3] emphasizes the gap between the formal positioning of programs as “sustainable” and the real content of training. The authors showed that only a small share of programs directly record decarbonizing learning outcomes, while such programs demonstrate a wider coverage of sustainable management practices.

The problem of “transition from values to practice” is deepened by the research of Conefrey [9] and co-authors, who record the uneven integration of the Sustainable Development Goals into European tourism programs and the focus of sustainable tourism mainly on a limited range of topics. The most significant conclusion is that educational trajectories often form a general “literacy of sustainability”, but almost do not form climate-specific competencies.

A separate dimension of responsibility in the training of specialists is related to the inclusiveness and accessibility of tourism. Eusébio et al. [5] demonstrated that even in countries with an established market of tourism education, preparation for working with people with special needs is not always reflected in the curricula in sufficient volume.

The question of how exactly responsible behavioral attitudes and applied skills are formed is revealed in the work of Zhang et al. [4], which shows the positive effect of learning built on a nature-oriented experimental component. The authors recorded an increase in students' ideas and abilities related to responsible tourism after completing the relevant educational block, and also proposed a framework that explains why immersion in the natural environment and reflective practices strengthen the responsible decisions of future specialists.

The conceptual basis for the design of such learning experiences was proposed by Bueddefeld and Duerden [6], who substantiated the model of transformational tourism learning as a way of purposeful planning of educational trips/practices with given results. Their conclusions emphasize that tourism training should be considered both as a process and as a product: if the educational program does not prescribe what changes in thinking, values and behavior should occur, then the “transformation” becomes accidental.

At the level of content updating of programs, Fernández-Villarán et al. [7] demonstrate that “embedding sustainability” in tourism education does not require point insertions into disciplines, but a revision of the curriculum structure, taking into account the needs of the industry. The results presented by them emphasize the need to combine sustainability with digital transformation and socially responsible practices as a single competence block, rather than parallel topics.

An essential component of modern responsible tourism – the circular economy – is summarized in a review by Strippoli et al. [8], which shows that the most “material” environmental problems of tourism are concentrated around single-use plastics, excess food waste and water consumption. The authors emphasize that the implementation of circularity principles in waste management creates not only environmental but also socio-economic benefits and has direct links to the achievement of SDGs, especially through SDG 12.

The existing array lacks a methodology that simultaneously “translates” the UN SDGs international benchmarks into the structure of competencies and training tools, and combines

environmental, social and economic dimensions into single educational modules. It is the filling of these gaps that justifies the need for this study.

3. Problem Statement

The modern development of the tourism sector is increasingly determined by the imperatives of sustainable development, responsible use of natural and cultural resources, compliance with ethical standards and social justice. In this context, tourism ceases to be an exclusively economic activity and is transformed into an interdisciplinary sphere closely related to environmental safety, cultural heritage, civic responsibility and the quality of human capital. deep socio-economic transformations, military challenges and post-war recovery, the issue of forming competencies for sustainable and responsible tourism is becoming especially relevant, since tourism is considered as a potential tool for regional development, social integration and international reputation of the state.

At the same time, the existing system of training specialists in educational institutions of Ukraine is mainly focused on the classic managerial, service and economic aspects of tourism activities, leaving out complex competencies related to the principles of sustainability, responsibility, environmental ethics and participation of local communities. Educational programs often fragmentarily integrate these issues, without providing a holistic methodological approach to the formation of relevant knowledge, skills and value orientations in students. As a result, graduates of educational institutions are not always ready for the practical implementation of models of responsible tourism that meet modern international standards and challenges.

4. Methods and Materials

The study was carried out on the basis of systematic and competency-based approaches, which made it possible to consider sustainable and responsible tourism as an interdisciplinary framework for the formation of knowledge, skills and value orientations of future specialists. The paper uses the analysis and generalization of scientific publications and normative-conceptual guidelines in the field of sustainable tourism development, a comparative analysis of international educational models and practices of integration of SDGs into tourism programs, as well as structural and logical modeling for the construction of the methodology and its content components. The materials were modern scientific sources on the problems of tourism education, sustainable/responsible tourism, circular economy, climate competencies and inclusiveness, as well as applied cases and management tools used in international tourism practice and can be adapted to the conditions of Ukrainian educational institutions.

5. Results and Discussion

The 2030 Global Agenda for Sustainable Development emphasizes the important role of the tourism sector as a powerful economic factor: it accounts for about 10% of global GDP and employment [10]. In this context, the World Tourism Organization (UNWTO) at the 70th session of the UN General Assembly in 2017 declared the Year of Sustainable Development of Tourism, which was the impetus for the systematic implementation of the principles of sustainability in tourism activities [11]. Integration and harmonization of nature-society relations It allows public authorities, tourism industry actors and international organizations to coordinate logistics, management of tourist flows and the development of the industry in a way that contributes to all aspects of sustainable development: economic growth, social inclusion, job creation and poverty alleviation, efficient use of natural resources, environmental protection and mitigation of the effects of change climate, as well as the preservation of cultural heritage and the maintenance of intercultural understanding, peace and security [1; 12, p. 193]. This approach emphasizes the need for future tourism industry professionals to develop sustainable and responsible tourism competencies already in educational institutions of Ukraine, so that they can integrate economic, social and environmental priorities into the practice of modern tourism.

International organizations, primarily the United Nations World Tourism Organization (UNWTO) and the World Travel & Tourism Council (WTTC), develop comprehensive recommendations and

practices for sustainable tourism management, which are universal for different types of destinations – from mass to niche tourism [2]. In the context of the formation of competencies for sustainable and responsible tourism in educational institutions of Ukraine, the integration of these international approaches into curricula is of particular importance. It is about the development of students' knowledge and skills in energy efficiency, resource management, monitoring the impact of tourism, biodiversity conservation, climate action and the circular economy. The educational process should focus not only on the theoretical understanding of the Sustainable Development Goals, but also on practical tools of sustainable management that are used in the world tourism practice. This approach contributes to the training of specialists who are able to develop the tourism industry responsibly, combining economic interests with social responsibility and environmental awareness. Table 1 discusses the key areas of the formation of competencies of sustainable and responsible tourism in educational institutions of Ukraine and their connection with the UN Sustainable Development Goals

Table 1. Main directions and tools for the formation of competencies of sustainable and responsible tourism in educational institutions of Ukraine

Direction of activity	Content and practical tools	Sustainable Development Goals (SDGs) and description	Educational role for students
Improving energy efficiency and the use of renewable energy	Use of projects such as Hotel Energy Solutions (HES), training cases on energy efficiency of SMEs	Responsible consumption and production – ensuring the efficient use of resources and reducing the negative impact on the environment; Climate Change Response – Implementing Climate Change Adaptation Measures	Formation of competencies in energy-efficient management of tourist facilities and environmental management
Monitoring the sustainable development of destinations	Application of INSTO Observatory Data to Assess the Economic, Social and Environmental Impact of Tourism	Decent work and economic growth – developing a sustainable economy and creating jobs. Responsible consumption. Conservation of marine ecosystems – protecting water resources and supporting ecosystems	Development of analytical skills, the ability to assess the effectiveness of sustainable tourism and plan the development of destinations
Resource-efficient use	Integration of sustainable consumption and production models (10YFP, One Planet Programme)	Responsible consumption and production – optimizing the use of resources and reducing waste	Mastering sustainable consumption and resource management strategies in the tourism sector
Simplification of tourist travel	Using ICTs to facilitate visa procedures, study the impact on demand and the economy	Decent work and economic growth – stimulating the economy and creating jobs through tourism development	Training of specialists in the management of tourist flows and logistics, the use of digital technologies
Biodiversity conservation and environmental protection	Integration of environmental measures, pollution reduction, ecosystem restoration	Conservation of marine ecosystems – protection of marine resources. Conservation of terrestrial ecosystems – protection of forests, soils and biodiversity	Formation of environmental awareness, environmental management skills and planning of tourism products with minimal impact on nature
Fighting climate change	Implementation of climate action plans, monitoring of CO ₂ emissions in tourism operations	Combating climate change – reducing greenhouse gas emissions and increasing adaptability to climate change	Competencies in climate management, development of a strategy for sustainable tourism development
Creating a circular economy	Leveraging GTPI initiatives to reduce plastic pollution and integrate reuse	Responsible consumption and production – implementation of a circular economy and recycling of resources. Conservation of marine ecosystems – reduction of plastic pollution of waters	Skills in developing and implementing circular economy policies in the tourism sector, promoting sustainable practices

Source: Compiled based on [2; 12].

The international educational practice of training specialists for the tourism industry is characterized by the formation of various models of professional education focused on combining fundamental theoretical training with applied competencies demanded by the labor market [12]. Attention is drawn to Europe with a widespread binary system of higher tourism education, within which, along with classical universities, there are specialized institutions focused on applied training and close interaction with the tourism and hospitality industry. This approach is implemented, in

particular, in Belgium, Great Britain, Germany, France, the Netherlands, Switzerland and other countries. At the same time, in several countries, in particular in Italy, Spain, Finland and Sweden, the unitary model dominates, where the training of tourism specialists is concentrated mainly in the university sector. Regardless of the chosen model, the system of tourism education in European countries is built on the principle of continuity and includes vocational schools, colleges, institutes, universities, as well as specialized management courses in tourism and hospitality [13, p. 54]. For Ukraine, this experience is an important guideline in the development of a methodology for the formation of competencies for sustainable and responsible tourism. The combination of university training with applied educational formats creates conditions for the formation of students not only professional knowledge, but also practical managerial, ethical and environmentally responsible competencies necessary for the development of modern tourism based on sustainability.

In the process of implementing the principles of sustainable and responsible tourism, the need to use holistic and thoughtful tools is growing. This approach is a prerequisite for the formation of balanced solutions in the field of tourism and for minimizing the negative impact on the environment. The lack of consistency in the use of appropriate tools not only complicates the coordination of actions between participants in tourism activities but also increases the risks of excessive anthropogenic load on natural resources. In this context, the training of specialists who are able to comprehensively assess the consequences of tourism activities and make responsible management decisions is of particular importance [14]. For educational institutions of Ukraine, this means the need to integrate into the educational process generalized groups of sustainable tourism tools as a component of the methodology for the formation of professional competencies. This approach will contribute to the training of future specialists who are able to develop the tourist and recreational potential of the territories, while ensuring the preservation of the ecological integrity and socio-economic sustainability of communities.

Within the framework of the methodology for the formation of sustainable and responsible tourism competencies in educational institutions of Ukraine, the key is the awareness of the economic component of sustainable tourism (Figure 1), which is based on three interrelated principles of the "triad of sustainable development": economic efficiency, environmental sustainability and social responsibility [15].

Thus, sustainable tourism in the methodological dimension of education acts not only as a cost-effective model of management, but also as a tool for the formation of complex competencies in future specialists, combining profitability, environmental responsibility and social orientation [16]. At the same time, its implementation is accompanied by challenges, including high start-up costs, the need to change mindsets, and insufficient state support, which should be taken into account in educational programs. Of particular importance for Ukraine is the contribution of sustainable tourism to the preservation and restoration of cultural heritage in wartime, in particular through cooperation with international institutions and consultations with UNESCO [17].

Within the framework of the methodology for the formation of competencies of sustainable and responsible tourism in educational institutions of Ukraine, the economic dimension of tourism should be considered not in isolation, but as a structural element of educational content, which forms a systematic vision of the role of tourism in the development of the country and regions in future specialists [4]. Tourism in Ukraine is traditionally an important component of the national economy, and therefore it is advisable to integrate the analysis of its economic impact into training modules on tourism economics, sustainable development and industry management. Before the pandemic and the full-scale invasion, the tourism sector directly provided about 2.3% of GDP and almost 375 thousand people. Jobs, which provide students with a concrete view of the industry's basic contributions. At the same time, the inclusion of the concept of a multiplier effect in the educational process allows us to demonstrate a broader systemic impact of tourism: in 2019, the total direct and indirect contribution of the industry reached about 7.0% of GDP and 1.2 million jobs [15, p. 16]. This emphasizes the intersectoral nature of tourism and forms an understanding among students of its role as a catalyst for economic activity.

In times of war, it is especially important to rethink the content of tourism education with an emphasis on the resilience and adaptability of the industry. It is advisable to supplement educational materials with relevant examples of tourism recovery, which demonstrate its ability to support the economy even in crisis conditions. Thus, according to the State Agency for Tourism Development, in 2024, tax revenues from tourism activities amounted to almost UAH 3 billion, compared to UAH 2.05

billion in 2023. The inclusion of these indicators in the structure of educational content allows students to form analytical competencies and skills in assessing the economic dynamics of the industry [15, p. 17].

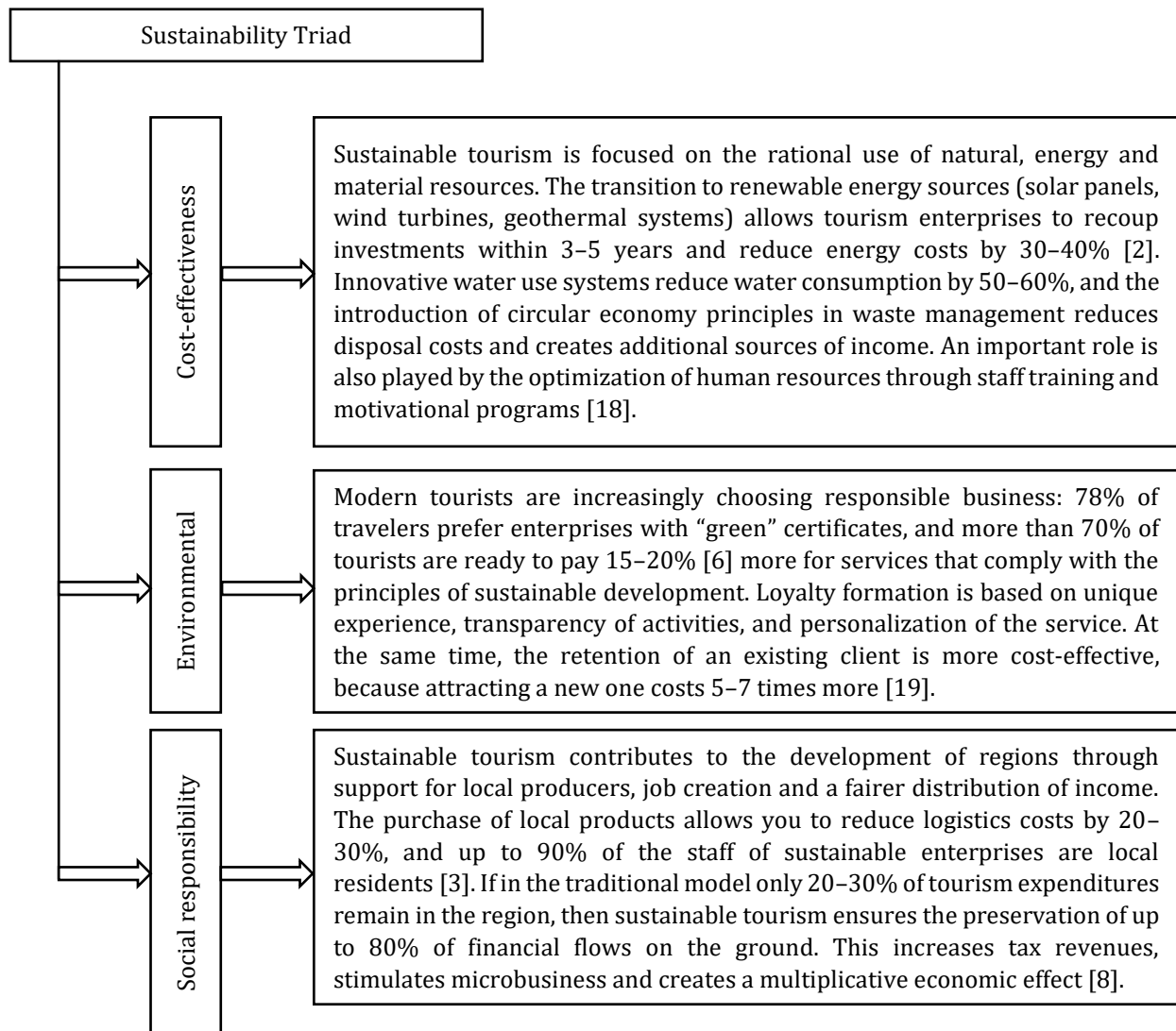


Figure 1. Economic components of sustainable tourism

Source: Compiled based on [2; 3; 6; 8; 18; 19].

Particular attention in the teaching methodology should be paid to regional and domestic tourism as factors of socio-economic stability. The analysis of the development of tourist infrastructure – hotels, campsites, recreation centers – in the educational process contributes to the awareness of the connection between job creation, attracting investments, and the development of local communities [14]. It is in this aspect that the principles of sustainable development acquire practical meaning, because they orient future specialists to the balance between economic efficiency, social responsibility and environmental protection.

In the context of the methodology for the formation of competencies of sustainable and responsible tourism in educational institutions of Ukraine, the directions of post-war development of the tourism industry should be considered as a substantive basis for the training of future specialists. The educational process should form an understanding of the role of state support for tourism, regional development programs and integration of the industry in the implementation of the Sustainable Development Goals [20]. An important component is the education of national consciousness through the preservation of cultural heritage, the development of national tourist attractions and the maintenance of historical memory. This allows students to form the values of responsible tourism focused on cultural identity and social cohesion. The training methodology should also cover the

development of tourist infrastructure, attracting investments, supporting small tourism businesses and improving the quality and competitiveness of tourist services. It is advisable to pay special attention to the harmonization of legislation with international standards, the safety of tourists and the use of digital technologies in tourism [16, p. 60]. Thus, the integration of these areas into educational programs contributes to the formation of professional and value competencies necessary for the sustainable development of tourism and the post-war recovery of Ukraine.

For the formation of competencies of sustainable and responsible tourism in educational institutions of Ukraine, international experience is an important educational resource that allows you to combine theoretical knowledge with practical models of responsible management of tourism activities. An illustrative example is the Lofoten Islands in Norway, where tourism is a key sector of the regional economy [16]. It implements an integrated approach that combines environmental protection, support for local communities and economic stability. In order to reduce the anthropogenic load and avoid overpopulation, programs have been introduced to stimulate out-of-season travel. This ensures a more even distribution of tourist flows throughout the year and reduces pressure on natural and cultural resources. An important reference point for educational programs is the fact that in Norway 14% of the territory has the status of protected areas, which exceeds the level of 12% recommended by the World Commission on Environment and Development and significantly contrasts with the indicator of Ukraine (less than 4%) [18].

A special place in educational models should be occupied by the experience of the European Union, where the concept of extended producer responsibility is actively implemented, which orients business to awareness of the environmental consequences of its activities [13]. This approach is already being implemented in the field of hospitality by leading international hotel chains, including Accor, Marriott, Hilton, Fairmont and others. Examples from North America and Asia are also of practical value for the educational process. In particular, the Canadian chain "The Fairmont" implements energy efficiency and waste management programs to reduce its carbon footprint, and "Six Senses" hotels in Asia actively involve guests in environmentally responsible behavior and environmental awareness [19]. The integration of such international cases into the educational programs of Ukrainian educational institutions contributes to the formation of complex competencies of sustainable and responsible tourism in applicants, focused on the balance of economic interests, environmental safety and social responsibility.

6. Conclusions

As a result of the study, it is substantiated that the formation of competencies of sustainable and responsible tourism in educational institutions of Ukraine is not an optional element of training specialists, but a systemic condition for the modernization of tourism education in accordance with the global agenda of sustainable development and national challenges. It is proved that modern tourism, which provides about 10% of world GDP and employment, requires specialists with a comprehensive vision of economic, environmental and social consequences of tourist activity, which should be formed at the stage of educational training.

Generalization of international experience has shown that the combination of university and applied training, characteristic of European models of tourism education, is an effective approach to the formation of professional and value competencies. For Ukraine, this means the expediency of adapting binary and continuous educational models that provide a close connection between theory and practice and orientation to the needs of the labor market. Quantitative indicators of the contribution of tourism to the economy of Ukraine (up to 7% of GDP, taking into account the multiplier effect and more than 1 million jobs in the pre-war period) and the growth of tax revenues in 2024 to almost UAH 3 billion confirm the feasibility of including the economic analysis of tourism in the content of educational programs as a tool for the formation of economic thinking of future specialists.

The study showed that in the conditions of war and post-war recovery, the reorientation of tourism education towards sustainability, adaptability and regional development is of particular importance. The integration of the topics of domestic and regional tourism, the restoration of cultural heritage, state support for the industry and the harmonization of legislation with international standards allows students to form not only professional, but also civic and nationally oriented competencies. Illustrative international cases (Norway, EU countries, North America and Asia) confirm

the effectiveness of an integrated approach to managing tourist flows, protecting the environment and involving local communities, which should be used as a learning resource in Ukrainian educational institutions.

Practical recommendations arising from the results of the study are the need to: integrate the competencies of sustainable and responsible tourism as a mandatory element of educational standards; expansion of practice-oriented forms of training using international tools and cases; strengthening interdisciplinary interaction between economic, environmental and social learning modules; orientation of the educational process to the needs of post-war recovery and regional development of Ukraine.

It is advisable to associate the prospects for further research with the development of indicators for assessing the level of formation of competencies of sustainable and responsible tourism among students, empirical verification of the effectiveness of the proposed methodology in various types of educational institutions, as well as with the analysis of the impact of digital technologies and artificial intelligence on the formation of responsible models of tourism activity. This will deepen the results obtained and increase the applied value of the methodology for the tourism education system of Ukraine.

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