



Dr Ivana Damnjanovic

**Sustainable tourism:  
On the journey to the future**

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# Agenda

- Main topics
- Challenge/problem – objective
- Methodology of implementation
- Technology, tools used
- Outputs/Outcomes/Impacts
- Lessons learnt (success factors/mistakes to avoid)
- Adaptability, transferability to other disciplines



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\* Global Sustainable Tourism Council

\* the Future of Tourism Coalition

\* IUCN TAPAS group

\* Planet Happiness





We do not choose the world in which to be born.

“

All we have to decide is what to do with the  
time that is given to us.”

”

J.R.R. Tolkien, *“Lord of the Rings”*



“live educational matter”

digital era

growing need

journey

personalised



# Sustainable tourism: On the journey to the future

A different kind of a book ...





- *guidelines*
  - educational experience *co-creation*
- by tourism *students*
  - instructors → *facilitators*



# Sustainable tourism

- *tailor*-made
  - a *purposeful*, *inclusive* and *inspirational* learning process
- educational *meaningfulness*
- an open-source *e-book*

<https://singipedia.singidunum.ac.rs/izdanje/43807-odrzivi-turizam-na-putu-ka-buducnosti>



## ODRŽIVI TURIZAM

- Na putu ka budućnosti -

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# Main topics

## Contents

	Page
Introduction	1
<b>Part I</b>	
<b>1. Sustainable development</b>	<b>6</b>
1.1. Why sustainable development?	7
1.2. What is sustainable development?	19
<b>2. UN Sustainable development goals and tourism</b>	<b>32</b>
2.1. UN Sustainable development goals	33
2.2. The connection between UN Sustainable development goals and tourism	44
<b>Part II</b>	
<b>3. Man - Planet - Tourism</b>	<b>57</b>
3.1. Planet: Where we live	58
3.2. Planet: Where we travel	82
3.3. Simulation: Tourism market analysis	110
<b>4. Space and tourism</b>	<b>126</b>
4.1. One space – multiple needs	127
4.2. How we use them: Tourism resources	136
4.3. Space for tourism: Tourism destinations	156
4.4. Invisible burden of tourism	165
4.5. Too much success: Overtourism	176
<b>Part III</b>	
<b>5. Sustainable tourism</b>	<b>200</b>
5.1. How do we understand sustainable tourism?	201
5.2. Sustainable tourism: A selection of trends	218
5.3. Tourism competitiveness is in sustainability	233
5.4. An option or the solution for the post-pandemic world	247
<b>6. Sustainable tourism stakeholders</b>	<b>260</b>
6.1. Stakeholders create sustainable tourism	261
6.2. Who has a say in sustainable tourism?	268
6.2.1. Public, private and civil sector	270
6.2.2. Local communities	287
6.2.3. Flora and fauna	296
6.2.4. Tourists today	302
6.3. Storytelling as connecting tissue of sustainable tourism	317
<b>7. How do we measure sustainable tourism success?</b>	<b>331</b>
7.1. Sustainability standards, criteria and indicators	332
7.2. UNWTO indicators	335
7.3. GSTC indicators	339
7.4. Planet Happiness indicators	352
<b>8. Do we understand sustainable tourism: A case study</b>	<b>361</b>
Conclusion	377
References	378



# Intention

## Who is the book for?

- (future) tourism professionals
- opportunities for gaining insights and tools
- tourism: *responsible, desirable, and sustainable*
  - academia,
  - entrepreneurs,
  - organisations,
  - tourism-related decision-makers and
  - general public





# Good practice Category

- *Differentiated instruction* - promoting diversity of materials and learning styles
- Innovative *physical classroom* activities
- *Simulation techniques*: games, play and role-play – simulation-based learning techniques
- *Case-based* teaching – object of study to put into practice the knowledge acquired through a real, fictitious or adjusted description/case of reality.

**learning process**

# Methodology: Approach



purposeful

meaningful

transformational

informative

genuine

inclusive

neutral space

useful

collaborative

adaptable

inspirational

thought-provoking

fun

perception-altering

challenging



# Methodology: Approach

- \* *versatile materials* for
  - online/offline
  - collaborative/individual work
  - for in-class/independent environment
- \* a 100 *tasks*
  - multiple-purpose and
  - different complexity levels (from intro to simulations)
- \* 20 real (global to local) *case studies*
- \* *latest tourism* management tools, initiatives, and approaches
- \* *cards/bookmarks* for easier book navigation
- \* *What I know/ can do*
  - a (self- or instructor-led) checklist of achievement
- \* *For further research* – a pool of resources
- \* *My little glossary*
  - space for readers to write their own pages

# Used tools



## *Combined*

- \* *traditional* book-type resources with
- \* engaging *digital* content
- weblinks - integrated into *interactive* tasks - used
  - (1) in the classroom;
  - (2) in online teaching;
  - (3) in a combined (hybrid) setting.
- ***Tasks:***
  - \* adaptable and easily convertible to any given situation
  - \* interconnected & gradual
  - \* too many for usual in-class activities available timeframe
- ***Instructors/educators:***

Choose for *in-class* and for *individual/teamwork* on the community online *platform* (blended learning).

It depends on the set *course goals and outcomes*, and the group *needs* and *dynamics*.



# Used tools



*None of the educational materials is innovative.*

*What **IS** innovative in this practice is that the **book** is not a passive offline resource,*

*but a **digital interactive pool of potential educational experiences.***



### *tourism professionals' role:*

X ~~passive observers~~

√ actively involved

- in all directions in which tourism is moving,
- to lead the way
- to create new ways

### *Each chapter:*

section "*What I know/can do*"

- a *checklist* of the acquired knowledge, skills, and attitudes  
(combined content, tasks and case studies).
- a measure of *achievement*
- \* a *self-check* list for individual users or
- \* a transparent framework for *assessment*  
in a *formal* educational context

## Illustration/ Example – checklist:



### *Chapter 8: How we measure sustainable tourism/ GSTC criteria*

After the educational experience provided by this chapter (tick):

- ✓ *I know of GSTC sustainability criteria, where I can find them, and for what purposes to use them*
- ✓ *I understand the benefits of their application in tourism destination/company management, and I can give a good example*
- ✓ *I understand how the criteria, sub-criteria, and indicators work and what I need to be able to assess the sustainability*
- ✓ *I have a certain degree of (independent and/or team) experience and autonomy in applying these criteria on the example of an actual destination/hotel or accommodation facility/tour operator*
- ✓ *I know which direction I should go and what resources I need so I can apply these criteria in real life/business to assess sustainability*
- ✓ *I understand that the next step is tourism destination/business certification and the benefits.*



# Lessons learnt

## needs analysis

- *a spectrum of stakeholders!!!*
- *students*
  - *their learning preferences and dynamics,*
  - *previously acquired knowledge,*
- *available space, time, and equipment,*
- *group size,*
- *choose the content according to the NA results*
  
- *most significant perceived **pitfall**: "choosing too big bites"*  
*(students not ready, the context does not support)*
- *each task:*
  - approximate time necessary for completion,*
  - materials,*
  - group size*
  - alternative versions*
  - follow-up activities*



# Adaptability



- *Sustainability as a general topic*
- *Versatility and complex nature of travel and tourism*
- *Various educational contexts and limitations*



Thank you

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→ *LinkedIn*