RETOURN

Recovery Tourism after Natural Disasters

2021-1-IT01-KA220-VET-000025918

CURRICULUM DESIGN

REPORT

Curriculum Design Report

1. ABOUT RETOURN

The RETOURN (REcovery TOURrism after Natural disaster) project, positioned in the field of vocational training, was conceived in response to the lack of preparation and adequate knowledge by the figures operating in the tourism sector on risk management and the recovery of damage resulting from natural disasters such as earthquakes, floods, hurricanes, and pandemics such as the one caused by COVID-19. Through the involvement of a heterogeneous and representative partnership of different categories such as the Chamber of Commerce, VET, University, Association, belonging to 5 Member States (Italy, Greece, Slovenia, Hungary, and Germany) the project aims to modernize the training offer for the education and professional training by developing a path of development of the skills and abilities necessary to facilitate and recover the touristic development more quickly in areas affected by natural disasters, thus creating the figure of the Tourism Recovery Expert.

The aim of the project is to structure, implement, test, and disseminate the "Recovery Tourism after Natural Disaster" training program centred on tourism disaster management and the restoration of the tourist image after the advent of a natural disaster. This path will consist of:
- Face-to-face teaching sessions;
- Open Educational Resources;
- laboratory activities provided according to the alternative didactic method of serious play, aimed at learning techniques and practices of emerging strategy making in complex, uncertain and "disruptive" contexts such as those that have suffered natural disasters.

RETOURN provides for the creation of a short-term mobility activity for trainers that can contribute to the qualification of VET trainers and the production in a transnational cooperation perspective of four Project Results such as:
- Creation of the Competence Framework for the Tourism Recovery Expert;
- Design of the structure of the new interdisciplinary teaching in Recovery Tourism after Natural Disaster and Processing of the contents of the Open Educational Resources;
- realization of the online platform for the project and realization of the Open Educational Resource;
- Piloting of the new training program and SWOT analysis post-natural disasters.

2. PROJECT RESULTS 2 (PR2)

The title of PR2 is "Structure design of the new interdisciplinary teaching in Tourism Recovery after Natural Disaster and contents Elaboration of the Open Educational Resources". This was a direct continuation of PR1 titled "Creation of the Competence Framework for the Tourism Recovery Expert".

The start of this PR was the 1st of September 2022, and the end was the 1st of September 2023. Therefore, the duration was one year. The lead partner in this PR was University of Maribor. Other partners contributing to PR2 were:

GZS CPU (Slovenia), Università degli studi di Macerata (Italy), Ellino-Italiko Epimelitirio (Greece), AKMI (Greece), Trebag (Hungary), Assoziazione Culturale PEPE LAB (Italy), Umbria Chamber of Commerce (Italy).

The aim of this PR was to design the structure of the training program and process the contents in the form of Open Educational Resources integrating the training materials with good practices and case studies developed for the management of post-natural disaster emergencies in European international contexts and not, since many of the examples available concern Asian contexts.

3. TIMELINE AND DEVELOPMENT STEPS OF PR2

- 24th-25th October 2022 @ THESSALONIKI: validation of PR1 documents and start of PR2; definition of the course structure and first module definition and assignment.
- 25th of November 2022
    - further discussions about modules and unit content;
    - partners to upload drafts of their module content;
    - individual meetings between partners working on the same module to align to content of the module;
    - platform demo by EURU to develop the platform (PR3).
- 20th of December 2022
    - partners revised the uploaded documents regarding the module content;
    - discussions about possibilities regarding online and offline content and teaching approaches;
    - discussions regarding ways of assessment for participants;
    - discussing the number of references for participants, deciding to have the references accessible online to participants.
- 16th January 2023

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- further discussions about teaching approaches online and offline;
- discussing assessment criteria.
- 6ᵗʰ February 2023
    - PR2-PR3 timeline definition
    - finalization and uploading of module content decided (20th of March 2023);
    - revision of the content and feedback;
    - discussing plans for April 2023 in Heinsberg, Germany.
- 3ʳᵈ – 4ᵗʰ April 2023 @ HEINSBERG: revision of the PR2; discussing feedback about the content of the modules with partners; discussing unclear elements of the modules; defining tasks ahead.
- 19ᵗʰ June 2023
    - Presentation of PR2 final document draft for final discussion and validation.
    - Presentation of PR4 details for experiential learning.

4. COURSE DESIGN PROCESS

4.1 From research results to curriculum design

The training design work started following the conclusion of the research work perfected within the RETOURN project (PR1), with the coordination of the University of Macerata. In particular, the assumptions of the literature and the synthesis of the empirical stimuli condensed in the research have made it possible to summarize the areas of action, knowledge and competence of the Tourism Recovery Expert. The following is a summary extract of the research considerations that the partners have kept in mind in the proposition of topics for the composition of the course.

Figure 1. Summary of the RETOURN Research results (PR1) for the Curriculum design (PR2)

Period	Situation	Needs	Gaps	TRE
Very short	Damages of Image; Collapse of clients of the territory Fall in the employment Lack of news and understanding of situation	Support Information Reassurances Indications Directives for the immediate future	Lack of support; No one to guide; Direction. Lack of network, in order to provide correct information and focus actions	Support to loneliness ; Management of external public reactions, linked to misinformation; Building network to provide information and suggest targeted and organized actions; Providing a photograph of the existing; Management of public/private relations
Period	Situation	Needs	Gaps	TRE
Short and medium	Solidarity Increasing in the sense of community Doing things never tried before, playing on different schemes	Support in structural reconstruction How to restart	Defining the impact of the disaster in terms of physical and social structures Development strategy on the basis of post disaster situation and territory potentialities Management of prevention activities	Assessment of situation Defining solutions with different actors and stakeholders Management of solidarity Creating a new way of cooperation and development Development strategy and implementation with the participation of stakeholders Making a synthesis between public and private Networking Management/increasing the economic resources for the territory Management of prevention activity

Source: elaborations from University of Macerata

4.2 Structure and positioning of the course

In defining the structural aspects, the coordinator submitted to the partners the decision of the structure of the of the vocational training course should be in one of three forms:

- a new curriculum;
- elective course;
- micro-credentials.

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After thorough consideration it was decided that the most suitable of the three is the form of an elective course that can be freely included and (partially) adapted by an institution (VET provider or University) that will offer the course.

4.3 Topics within the curriculum

Based on the needs for position of the Tourism Recovery Expert, the partners decided on the general topics of the curriculum and divided the tasks of developing the content based on expertise of individual partners.

Five general topics were determined (details in Appendix I):

1. Support to emergency first response (University of Maribor + Umbria Chamber of Commerce)
2. Recovery marketing strategy (University of Macerata)
3. Destination management after disaster (CPU + Greek Italian Chamber of Commerce)
4. Ethical and sustainable tourism (Trebag + Akmi)
5. Recovery communication (all partners).

The topic of Recovery communication was to be developed by all partners that would divide the subtopics of communication.

In the RETOURN training course, the intention is that the various modules are essential to equip the Tourism Recovery Expert with the necessary knowledge and skills to perform the activities related to this role. The modules have been conceived and developed in a synergistic and complementary, but also independent way, so that individual teachers, trainers or students can also benefit from the material of individual modules, deepening specific aspects even in a disjointed logic.

The content for each module was designed independently by the assigned partners and further validated, implemented and written according to the partners' peer review and the indications of the coordinating partners (University of Maribor and University of Macerata).

Before writing the training content, the coordinating partner suggested to develop further the content of each module providing a uniform "Module description" structure, to define certain elements that are shared by all modules (details in Appendix II). These include:
- learning objectives;
- contents;

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- competences;
- assessment and assessment criteria;
- pedagogical methods;
- literature.

4.4 Teaching approaches

In the RETOURN project course, various pedagogical approaches are adopted to provide a blended learning, which leads to the acquisition of knowledge but also to active participation, active thinking, problem solving and creativity.

The pedagogic methods adopted are carried out in a mix of live, online lectures and from the (work-based) workshop on SWOT analysis.

The RETOURN consortium suggests introducing the course to learners as a whole, and then to dedicate a lecture to each module to introduce the themes that will be explored in the online material, with the addition of some elements of involvement typical of active learning given by the discussion at the end of the lesson and by the final playful quiz. The lesson can be carried out by the trainer in a single solution or broken into an introductory part and a connecting part at the end of the online course, also to answer doubts, carry out debates with case studies and share assignment results or group work.

The online course is carried out with multimedia interactivity, independent consultation of the material and in-depth study with case studies and application examples. Finally, the experiential learning provided through workshops, allow trainees to apply the concepts learned in all the modules and implements them in the SWOT analysis – it is defined in PR4.

TRAINING SUGGESTED

Lecture (2/3 hrs): lesson + 1 short case study for discussion / teamwork

E-learning course (6/9 hrs): audio-video materials, units / pdf, further readings and materials, case studies

ASSESSMENT METHODS

Face to face:

(not mandatory) participation in class debate / teamwork coherence with the content presented – providing interaction, feedback and addressing gaps

(not mandatory) assignment – the trainees after having completed the offline and online course can be asked to make an individual assignment (PDF/ppt) building case study following the structure of a provided one, showing how an issue in recovery management / marketing strategy / ethical tourism etc has been resolved and to provide some reflection and personal elaboration

Online:

assessment tests with multiple choice question / fill in the gap at the end of every unit

5 questions per unit, all of them referring to modules and units

4.5 Content for in-class activities

The use of the training material of the RETOURN course has been designed to be used within flexible and adaptable contexts within vocational training and higher education, both online and in the classroom. Indeed, the modules can either be used individually online, but also as in-class activities that trainers could include into their courses on tourism, marketing etc. Therefore, the RETOURN consortium developed the material of the online modules, also enriching them with material for use in the classroom, such as PowerPoint presentations that would contain the summary of the content of modules, suggestions/tasks or in-class activities that the trainers could use, suggested reading materials.

The training material for the e-learning platform is developed within the PR3 of the RETOURN project and made public through the online platform, while the details of the active teaching methodologies implemented within the RETOURN project are the subject of the PR4.

4.6 Assessment criteria

After thorough consideration, it was decided that the process of evaluation of the participants of this course would be fully automated, by providing the participants with an evaluation quiz that would determine if they successfully passed the module. For each unit of each module, five multiple choice questions were developed. These assessment tests are based solely on the content in the module and not on extra

reading materials that were only to serve the function of additional readings (not mandatory). Additional readings consist of open access sources.

4.7 Content development coordination

After the partners had developed the content for their modules, University of Maribor and University of Macerata had the task to go through all the content and comment on aspects that overlapped, were unclear or needed to be corrected. The partners were sent feedback and corrected their contents accordingly. All the modules were initially developed in English and, once validated, partners started translating the content of the units in national languages (German, Greek, Hungarian, Italian, Slovenian).

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Appendix I

RETOURN MODULES AND UNITS

Modules and units	Partners in charge
1. SUPPORT TO EMERGENCY FIRST RESPONSE (3+6=9)*	University of Maribor + Umbria Chamber of Commerce
1.1. Local and geographical expertise 1.2. Supply chain and Logistical Support 1.3. Prevention of disaster escalation	
2. RECOVERY MARKETING STRATEGY (3+9=12)*	University of Macerata + Pepelab
2.1. SWOT analysis 2.2. Stakeholder analysis 2.3. Development strategy 2.4. Planning and controlling	
3. DESTINATION MANAGEMENT AFTER DISASTER (3+9=12)*	CPU + Italian-Ellenic Chamber of Commerce
3.1. Tourism destination concept after natural disaster 3.2. Sustainable revitalization of the destination after natural disaster 3.3. Lifecycle of destination after natural disaster	
4. ETHICAL AND SUSTAINABLE TOURISM (3+6=9)*	Trebag + Akmi
4.1. Ethical tourism 4.2. Sustainable Tourism	
5. RECOVERY COMMUNICATION (2+6=8)*	All partners
5.1. Crisis communication 5.2. Territorial Branding 5.3. Networking and communication on destination level after a natural disaster 5.4. Ethical communication	

* Suggested time allocation, keys:

n hours lectures + n hours e-learning on RETOURN platform = n total learning time

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Appendix II

MODULES' DESCRIPTIONS

Module 1	**Support to emergency first response**
Learning objectives	- Presenting the importance of first response and the role of tourism providers within it; - Explaining the vital issues of emergency first response (who to contact, who gives first aid, communication with stakeholders, prevention of further damage ...); - Highlighting the importance of tourism providers and public services cooperation; - Presenting the cooperation between tourism providers and public services – how tourism providers can help in terms of their geographical knowledge of the impacted area, their contribution in logistical support after the disaster, crisis communication, and support in maintaining the supply chain, as well as their role in preventing further escalation of natural disaster.
Contents	Definitions, examples, characteristics and case studies of: a. Local geographical expertise (how to apply local tourism stakeholders' knowledge of geographical features in the context of emergency first response after natural disaster); b. Logistical support and supply chains (overview and managing the chain of communication and operational processes in the first phase of emergency response and an overview and managing the chain of ordering and delivering materials needed in the aftermath of natural disaster); c. Prevention of escalation of disaster (examples and trainings in prevention measures, for example, giving first aid); d. Crisis communication (designing crisis communication plan and plan deliverance to various stakeholders).
Competences	- Participants will understand the importance of first response in the cases of natural disaster; - Participants will have the ability to critically understand the importance of cooperation between tourism providers and public services in case of natural disasters; - Participants will have the ability to apply key aspects of emergency first response (for example, who to contact, who gives first aid,

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	communication with stakeholders, prevention of further damage ...); to real life situations;
Assessment and Assessment Criteria	*Face to face:* (not mandatory) participation in class debate / teamwork coherence with the content presented - providing interaction, feedback and addressing gaps (not mandatory) assignment - the trainees after having completed the offline and online course can be asked to make an individual assignment (PDF/ppt) building case study following the structure of a provided one, showing how an issue in recovery management / marketing strategy / ethical tourism etc has been resolved and to provide some reflection and personal elaboration *Online:* assessment tests with multiple choice question / fill in the gap at the end of every unit 5 questions per unit, all of them referring to modules and units
Pedagogical methods	Lecture (2/3 hrs): lesson + 1 short case study for discussion / teamwork E-learning course (6/9 hrs): audio-video materials, units / pdf, further readings and materials, case studies METHODS: Lectures Case studies Audio-video materials Participants' presentations Teamwork
Literature	Beirman, D. (2018) 'Tourism crisis and safety management' in Cooper, C., Volo, S., Gartner W. C. and Scott N. (eds.) The Sage Handbook of Tourism Management; Applications of Theories and Concepts to Tourism. London: SAGE, pp. 154-70. Filimonau, V. and De Coteau, D. (2020) 'Tourism resilience in the context of integrated destination and disaster management (DM2)', International Journal of Tourism Research, 22, 202-22. DOI: 10.1002/jtr.2329FILIMONAU AND DE COTEAU222.

	Ritchie, B. W. and Jiang, Y. (2019) 'A review of research on tourism risk, crisis and disaster management: Launching the annals of tourism research curated collection on tourism risk, crisis and disaster management', Annals of Tourism Research, 79, 102812, 1-15.
Where is the fit between content and research?	The focus group participants expressed the there was a lack of a figure to refer to after the disaster, of someone who they could turn to for information and guidance. The tourist workers could thus take that role and help them (as well as the local population and other public services) with all the knowledge they will get from the content listed above.

Module 2	RECOVERY MARKETING STRATEGY
Learning objectives	Understanding the main methods of analysis and design of the territorial marketing strategy after disaster/disruption. Ability to structure and conduct an analysis of the strengths and weaknesses, threats and opportunities of the territory at present (post disaster) Identify and involve the relevant stakeholders of the tourism sector in the territory for reconstruction and development Ability to map, choose and implement future reconstruction and development in an open and participatory logic, Ability draw up action plans and integrated communication plans.
Contents	The module covers the main aspects of the marketing strategy applied to the context of the enhancement, recovery and reconstruction of the tourism sector in territories affected by natural disasters, in particular: 1. SWOT Analysis 2. Stakeholder Analysis 3. Development Strategy 4. Stakeholder strategy (segmentation, positioning) 5. Planning
Competences	• Participants will be able to analyse (observation, measurement, data collection and analysis, transformation of data into knowledge for decision making and dissemination) • Participants will be able to identify and connect with relevant stakeholders • Participants will be able to understand and provide value creation for relevant stakeholders • Participants will be able to establish and maintain relationships with stakeholders • Participants will be able to design and implement a territorial marketing strategy • Participants will be able to plan and control (actions to achieve strategic objectives) • Participants will be able to design and coordinate initiatives, forms and means of communication

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Assessment and Assessment Criteria	*Face to face:* (not mandatory) participation in class debate / teamwork coherence with the content presented - providing interaction, feedback and addressing gaps (not mandatory) assignment - the trainees after having completed the offline and online course can be asked to make an individual assignment (PDF/ppt) building case study following the structure of a provided one, showing how an issue in recovery management / marketing strategy / ethical tourism etc has been resolved and to provide some reflection and personal elaboration *Online:* assessment tests with multiple choice question / fill in the gap at the end of every unit 5 questions per unit, all of them referring to modules and units
Pedagogical methods	Lecture (2/3 hrs): lesson + 1 short case study for discussion / teamwork E-learning course (6/9 hrs): audio-video materials, units / pdf, further readings and materials, case studies METHODS: Lectures Case studies Audio-video materials Participants' presentations Teamwork
Literature	Martini, U. (2017) Management e marketing delle destinazioni turistiche territoriali. Metodi, approcci e strumenti, McGraw-Hill Education. Napolitani, M. R. (2000). *Dal marketing territoriale alla gestione competititiva del territorio*, Napoli, Edizioni scientifiche italiane. Lorenzini, E., Calzati, V., & Giudici, P. (2011). Territorial brands for tourism development: A statistical analysis on the Marche region. Annals of Tourism Research, 38(2), 540-560. Valdani, E., Ancarani, F. (2000). Strategie del marketing del territorio. Generare valore per le imprese e i territori nell'economia della conoscenza, EGEA. Wu, L., & Shimizu, T. (2020). Analyzing dynamic change of tourism destination image under the occurrence of a natural disaster: Evidence from Japan. Current Issues in Tourism, 23(16), 2042-2058.

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	Walters, G., & Mair, J. (2012). The effectiveness of post-disaster recovery marketing messages—The the case of the 2009 Australian bushfires. *Journal of Travel & Tourism Marketing*, *29*(1), 87-103. Wang, F. and Lopez, C. (2020). Does communicating safety matter? Annals of Tourism Research, 80, 1–12. Zbuchea, A. (2014). Territorial marketing based on cultural heritage. Management and Marketing, 12(2).
Where is the fit between content and research?	At the end of the module, participants will be aware of topics relating to the identification of phenomena and the analysis of the context. They will also be able to apply intervention strategies consistent with the reference context and the post-disaster status quo, aimed at coordinating the public-private subjects of the territory. The participants will know how to intercept and collaborate with the reference stakeholders for a reconstruction and development strategy, consistent with the will and vocation of the territories. At the end of the module, participants will learn how to implement an action and communication plan to coordinate initiatives and actions of local subjects, enhancing the resources, places and initiatives, in a territorial marketing approach.

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Module 3	DESTINATION MANAGEMENT AFTER DISASTER
Learning objectives	Learning objectives of the module will provide knowledge, skills and competencies about: • The concept of a tourist destination after natural disaster; • The tourist destination management system after natural disaster; • The tourist destination development planning process after natural disaster; • The tourism destination development strategy after natural disaster; • Networking and communication after natural disaster
Contents	Content of the units of the module are: 1. Tourist destination concept (valorisation and interpretation) after natural disaster; 2. Sustainable revitalization of the destination after natural disaster; 3. Lifecycle of the destination after natural disaster; 4. Networking and communication on destination level after natural disaster
Competences	After the finished module, the learner will be able to: • Understand the concept of a tourist destination after natural disaster; • Analyse tourist destination demand and supply after natural disaster; • Apply the destination management system after natural disaster; • Plan the development of a destination tourism after natural disaster; • Create a tourism destination development strategy after natural disaster; • Understand the importance of networking and communication after natural disaster
Assessment and Assessment Criteria	*Face to face:* (not mandatory) participation in class debate / teamwork coherence with the content presented - providing interaction, feedback and addressing gaps (not mandatory) assignment - the trainees after having completed the offline and online course can be asked to make an individual assignment (PDF/ppt) building case study following the structure of a provided one, showing how an issue in recovery management / marketing strategy /

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	ethical tourism etc has been resolved and to provide some reflection and personal elaboration *Online:* assessment tests with multiple choice question / fill in the gap at the end of every unit 5 questions per unit, all of them referring to modules and units
Pedagogical methods	Lecture (2/3 hrs): lesson + 1 short case study for discussion / teamwork E-learning course (6/9 hrs): audio-video materials, units / pdf, further readings and materials, case studies METHODS: Lectures Case studies Audio-video materials Participants' presentations Teamwork
Literature	https://www.hippocampus.si/ISBN/978-961-6832-77-9.pdf https://vsgt.si/wp-content/uploads/2016/09/UTD-Ali%C4%8D-2020.pdf https://reader.elsevier.com/reader/sd/pii/S0261517707000416?token=1591E4429DAAEA33F4731C4274787D75B84AB3F1C5D83340180FA3810DB3C12492553FC346E7FFE731F97E88C4BBE0C5&originRegion=eu-west-1&originCreation=20221116091419 https://ejtr.vumk.eu/index.php/about/article/view/417 https://www.researchgate.net/publication/318945115_Recovery_Plan_for_Post-Disaster_Tourism_Destinations_Image_in_Bam_after_Earthquake
Where is the fit between content and research?	IDENTIFICATIONS AND ANALYSIS Assessment of existent Assessment of needs and wants of population Problems and solutions INTERVENTIONS Development Strategies and implementation on the basis of existing Planning and implementation of activities on territory Planning and implementation of cooperation and relations between private and public Planning and implementations of network among stakeholders KNOWLEDGE Strategy, management, Marketing, new technologies, collection and analysing of data Sustainability, Relation management

Module 4	Ethical and Sustainable Tourism after Natural Disasters
Learning objectives	The main objective of the module is to raise attention to the concept of sustainable and ethical tourism after disasters both in terms of visitors as well as local reconstructions in relation to tourism. Specific objectives include: ● The concept of ethical and sustainable tourism ● Recognising non-ethical situations in connection with tourism after natural disasters ● Recognising non-sustainable situations in connection with tourism after natural disasters ● Understanding the impact of ethics and sustainable ways of thinking ● Analysing the various aspects of sustainable and ethical tourism
Contents	The module states the definitions of the main concepts in relation to Sustainable and Ethical Tourism. It draws attention to possible negative and positive impacts and the three main levels it needs analysis and action: economic, environmental and socio-cultural aspects. These include examples like resilience, motives, local communities and livelihood. The main parts of content include: Theoretical presentation of definitions, goals, indicators along with case studies of: · Sustainable Tourism · Ethical Tourism · Responsible Tourism Sustainable Tourism · Negative and positive impacts on ST · Environmental aspects · Economic aspects

	· Socio-cultural aspects of reconstructions with view of ST

Ethical Tourism

Travel motivations to disaster- struck destinations

    ·   Dark tourism

    ·   Media coverage

    ·   Humanitarian aid & assisting relatives

Implementation of Ethical and Sustainable Tourism

    Rural & Community-based Tourism (local assistance) |
| Competences | Knowledge

-     Comprehend the definitions of sustainable and ethical tourism, its goals and indicators

-     Identify the economic, environmental and socio-cultural aspects of sustainable and ethical tourism

-     Recognize the importance of resilience in the sustainable development of tourism following natural disasters

-     Appraise and comprehend the effects of disaster (dark) tourism

Skills

-     Evaluate, plan and implement actions towards a sustainable and ethical development of tourism in a recovery framework

-     Illustrate a critical analysis of scenario-based cases of sustainable and ethical management in post-natural disasters tourism destinations

Attitudes

-     Adopt a critical approach towards the ethical and sustainable development in tourism after natural disasters

    Value the significance of responsible and sustainable tourism in management decisions concerning destinations after natural disasters |

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Assessment and Assessment Criteria	*Face to face:* (not mandatory) participation in class debate / teamwork coherence with the content presented - providing interaction, feedback and addressing gaps (not mandatory) assignment - the trainees after having completed the offline and online course can be asked to make an individual assignment (PDF/ppt) building case study following the structure of a provided one, showing how an issue in recovery management / marketing strategy / ethical tourism etc has been resolved and to provide some reflection and personal elaboration *Online:* assessment tests with multiple choice question / fill in the gap at the end of every unit 5 questions per unit, all of them referring to modules and units
Pedagogical methods	Lecture (2/3 hrs): lesson + 1 short case study for discussion / teamwork E-learning course (6/9 hrs): audio-video materials, units / pdf, further readings and materials, case studies METHODS: Lectures Case studies Audio-video materials Participants' presentations Teamwork
Literature	Donyadide, Ali. "Ethics in tourism." European Journal of Social Sciences 17.3 (2010): 426-433. Kim, Hyun, and David W. Marcouiller. "Considering disaster vulnerability and resiliency: The case of hurricane effects on tourism-based economies." The Annals of Regional Science 54.3 (2015): 945-971. Lansing, Paul, and Paul De Vries. "Sustainable tourism: ethical alternative or marketing ploy?." Journal of Business Ethics 72.1 (2007): 77-85.

| | Mihalic,Tanja."Sustainable-responsible tourism discourse–Towards 'responsustable'tourism." Journal of cleaner production 111 (2016): 461-470.

Murphy, Peter E., and Garry G. Price. "Tourism and sustainable development." Global tourism. Routledge, 2012. 167-193.

Nicolaides, Angelo. "Sustainable ethical tourism (SET) and rural community involvement." *African Journal of Hospitality, Tourism and Leisure* 9.1 (2020): 1-16.

Rasoolimanesh, S. Mostafa, et al. "A systematic scoping review of sustainable tourism indicators in relation to the sustainable development goals." Journal of Sustainable Tourism (2020): 1-21.

Rucińska, Dorota. "Natural disaster tourism as a type of dark tourism." *International Journal of Humanities and Social Sciences* 10.5 (2016): 1458-1462

Saarinen, Jarkko. "Is being responsible sustainable in tourism? Connections and critical differences." Sustainability 13.12 (2021): 6599.

Sheller, Mimi. "Reconstructing tourism in the Caribbean: connecting pandemic recovery, climate resilience and sustainable tourism through mobility justice." Journal of Sustainable Tourism 29.9 (2021): 1436-1449.

Ural, Mert. "Risk management for sustainable tourism." European Journal of Tourism, Hospitality and Recreation 7.1 (2016): 63-71.

Van der Bank, C. M., and Marjoné Van der Bank. "A legal framework for sustainable tourism development in areas affected by natural and manmade disasters in South Africa." African Journal of Hospitality, Tourism and Leisure 5.2 (2016): 2. |

| Where is the fit between content and research? | IDENTIFICATIONS AND ANALYSIS
● Assessment of the needs and ideas of the population
● Problems and solutions

INTERVENTIONS
● Development Strategies and implementation on the basis of existing
● Planning and implementation of activities on the territory
● Planning and implementation of cooperation and relations between private and public
KNOWLEDGE
● Sustainability |

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Module 5	RECOVERY COMMUNICATION
Learning objectives	Identify critical and sensitive information with interlocutors, on online and offline means of communication. Assist in the coordination of a crisis communication initiatives Assess the branding strategy of a place / territory. Choose of the appropriate methodologies related to place branding and territorial marketing. Know strategic issues in branding of places and creative products. Support the creation of a place branding strategy. Support for the external communication strategy and plans. Ability draw up and manage internal communication strategy and plans. Ability to build and manage relationship with relevant (public and private) stakeholders.
Contents	The module covers the main aspects of the network management and coordinated communication applied to the context of the recovery and reconstruction of the tourism sector in territories affected by natural disasters, in particular: 1. Crisis communication 2. Territorial Branding 3. Internal stakeholder communication /Territorial network management 4. Ethical communication in tourism
Competences	● Participants will be able to define coherent place / territorial strategies and branding initiatives ● Participants will be able to harmonize and purpose coherent external communication initiatives ● Participants will be able to design and coordinate initiatives, forms and means of communication ● Participants will be able to establish relationship and coordinate the network of relevant stakeholders ● Participants will be able to plan and control internal communication initiatives (within stakeholders)

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	• Participants will be able to acquire and diffuse critical information within the stakeholder network
Assessment and Assessment Criteria	*Face to face:* (not mandatory) participation in class debate / teamwork coherence with the content presented - providing interaction, feedback and addressing gaps (not mandatory) assignment - the trainees after having completed the offline and online course can be asked to make an individual assignment (PDF/ppt) building case study following the structure of a provided one, showing how an issue in recovery management / marketing strategy / ethical tourism etc has been resolved and to provide some reflection and personal elaboration *Online:* assessment tests with multiple choice question / fill in the gap at the end of every unit 5 questions per unit, all of them referring to modules and units
Pedagogical methods	Lecture (2/3 hrs): lesson + 1 short case study for discussion / teamwork E-learning course (6/9 hrs): audio-video materials, units / pdf, further readings and materials, case studies METHODS: Lectures Case studies Audio-video materials Participants' presentations Teamwork
Literature	Armstrong, E. K., & Ritchie, B. W. (2008). The heart recovery marketing campaign: Destination recovery after a major bushfire in Australia's national capital. *Journal of Travel & Tourism Marketing*, *23*(2-4), 175-189. Majebi, E. C. (2020). Crisis communication responses from terrorist attacks and threats: Perspectives of tourism industry stakeholder in Abuja, Nigeria's Federal Capital Territory. *International Journal of Hospitality, Tourism and Leisure*, *4*(1), 53-71. Khazai, B., Mahdavian, F., & Platt, S. (2018). Tourism Recovery Scorecard (TOURS)–Benchmarking and monitoring progress on disaster recovery in tourism destinations. *International Journal of Disaster Risk Reduction*, *27*, 75-84.

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	Avraham, E., & Ketter, E. (2008). *Media strategies for marketing places in crisis: Improving the image of cities, countries, and tourist destinations*. Routledge.
Where is the fit between content and research?	At the end of the module, participants will learn how to play a role of coordinator of the crisis management and network of local stakeholders, playing a role of reference and catalyst of information and knowledge, to make the reconstruction and development actions coordinated and coherent in terms of communication. At the end of the module, participants will be aware of issues regarding external and internal communication in territorial marketing. In particular, they will be able to play a central role in coordinating and harmonizing the initiatives of public and private entities which contribute in various ways to the image of the local brand. They will be able to put into practice what has been expressed by the subjects of the territory in terms of needs and to enhance the structural (connections, cultural and natural heritage) and infrastructural aspects of the territory (culture, services, activities, itineraries).