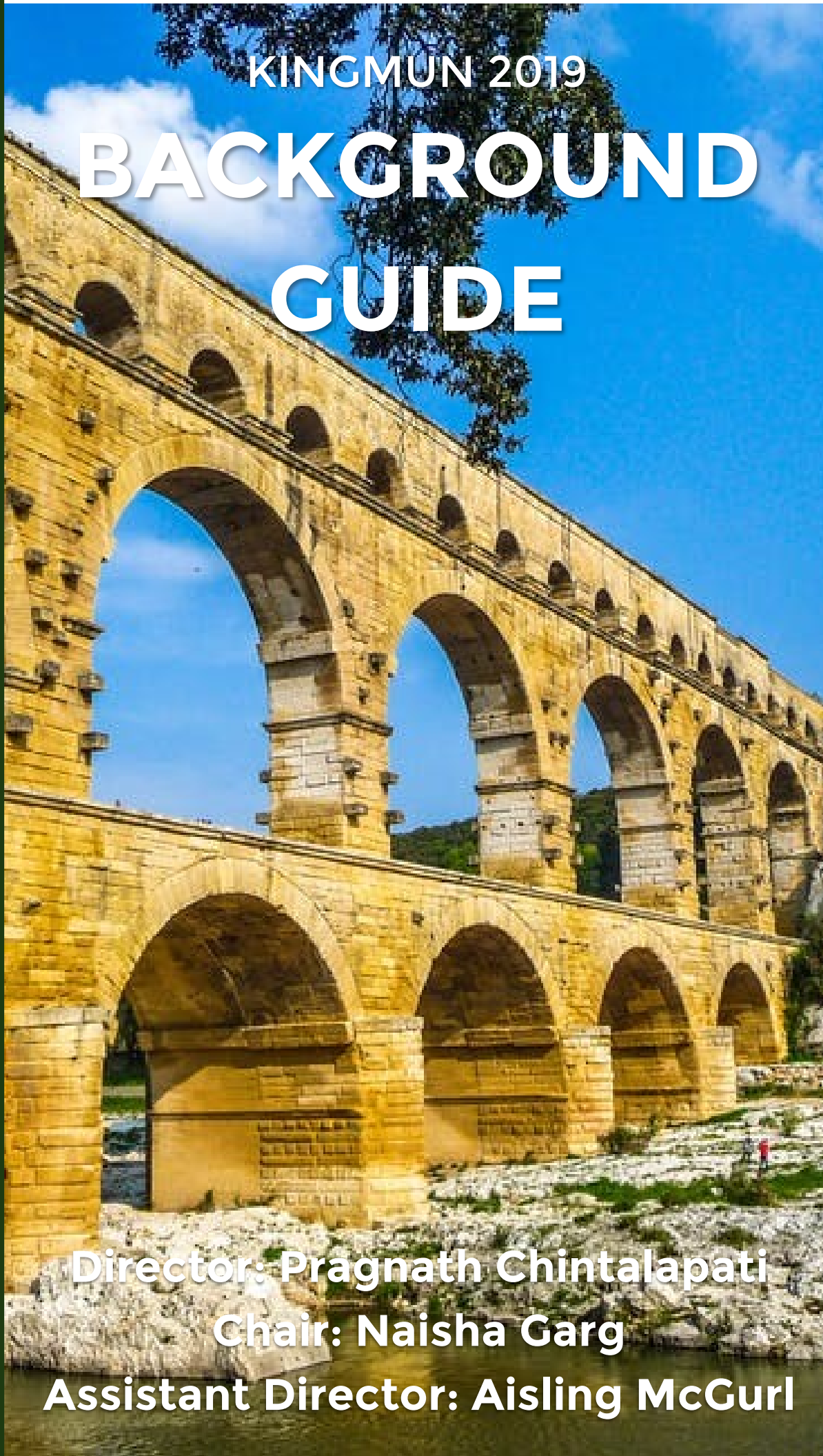




U
N
E
S
C
O

KINGMUN 2019

BACKGROUND GUIDE



Director: Pragnath Chintalapati

Chair: Naisha Garg

Assistant Director: Aisling McGurl

TABLE OF CONTENTS

Directors Letter	2
Committee Overview	3

Topic A

Topic Introduction	5
History	5
Past Action	6
Current Situation	7
Bloc Positions	8
Case Studies	9
Guiding Questions	11
Additional Resources	11
Works Cited	12

Topic B

Topic Introduction	14
History	14
Past Action	15
Current Situation	16
Bloc Positions	17
Case Studies	18
Guiding Questions	19
Additional Resources	20
Works Cited	20



UNESCO

KINGMUN 2019

DIRECTOR'S LETTER

Dear Delegates,

Welcome to the King County Model United Nations 2019 and the United Nations Educational, Scientific and Cultural Organization (UNESCO). My name is Pragnath Chintalapati and I will be your director this year. I am currently a junior at Interlake High School. Joining me as my Chair this year is Naisha Garg, a sophomore attending Interlake High School, and my Assistant Director Aisling McGurl, a junior at The Center School.

UNESCO is a specialized agency of the UN whose purpose is to contribute to the peace and security of the world via educational, scientific, and cultural reforms. Through those reforms, UNESCO hopes to increase the universal respect for justice and human rights as outlined in the United Nations Charter on Human Rights.

As a dais, we selected the topics of Education as a Tool to Prevent Alt-Right Extremism and Sustainable Tourism for this year's conference. Alt-right extremism threatens the very existence of many cultures and religions, bringing it to the forefront of UNESCO's agenda. Meanwhile, unsustainable tourism has become a dire threat to the environment and UNESCO is committed to finding solutions to combat it for future preservation of natural sites.

Alt-right extremism gained momentum in 2015, spreading throughout the US and Europe. Part of the cause is growing discontent with leftist governments and policies enacted regarding immigrants and refugees from Syria and the Middle East. Part of the rapid growth of this movement stems from a lack of understanding and education about differing ideas and beliefs, as well as long-standing stereotypes about race and ethnicity-issues UNESCO is determined to counter.

Tourism has been a concept since human travel and the economies of many nations depend on the tourism sector. However, decades of environmentally harmful practices have put ecosystems and tourist attractions at risk. For example, the Great Barrier Reef has undergone intense coral bleaching and loss of biodiversity due to poor tourism practices. Other natural sites have been harmed or lost due to poor management of tourism. UNESCO hopes to prevent further damage by enacting sustainable tourism reforms through science and education to salvage the environment.

In the background guide that my fellow dais members and I have written, delegates will receive detailed background information on the committee and topics which will aid and direct them in their research. The background guide will also provide delegates with ample knowledge on the topic on hand in order to allow for engaging and ardent debates as well as collaboration on resolutions.

Feel free to contact us via email at any time if you have any questions on the background guide, what is expected of you, or anything other concerns. I am so excited for this years' conference and can't wait for committee with all delegates!

Sincerely,
Pragnath Chintalapati
Director | United Nations Educational, Scientific, and Cultural Organization

Committee Overview

Welcome to the United Nations Educational, Scientific, and Cultural Organization (UNESCO) at KINGMUN 2019. UNESCO is a specialized UN agency dedicated to promoting sustainable development, lasting peace, and security among its member states and the world. UNESCO also has the purpose to introduce educational, scientific, and cultural reforms to guarantee the fundamental freedom outlined in the United Nations Charter, increase respect for the rule of law and justice, and protect the human rights everyone deserves. All actions agreed upon by UNESCO member states must be in accordance with the UNESCO constitution which determines that the purpose of the Organization is "to contribute to peace and security by promoting collaboration among nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations."

Simply put, the mandate of UNESCO is a focus on education, the sciences, culture, and communication. In more detail, the mandate is to forge a culture of peace and security through fostering the exchange of knowledge, international cooperation, capacity building, and technical assistance to its member states as well as creating dialogue between civilizations, cultures, and peoples based upon mutual respect and shared values. UNESCO's function and focus are in alignment with the Millennium Development Goals and the Medium-Term Strategy for 2014-2021 (Document 37 C/4), which sets out the strategic vision and programmatic frame for for UNESCO's actions and goals.

Welcome to the United Nations Educational, Scientific, and Cultural Organization (UNESCO) at KINGMUN 2019. UNESCO is a specialized UN agency dedicated to promoting sustainable development, lasting peace, and security among its member states and the world. UNESCO also has the purpose to introduce educational, scientific, and cultural reforms to guarantee the fundamental freedom outlined in the United Nations Charter, increase respect for the rule of law and justice, and protect the human rights everyone

deserves. All actions agreed upon by UNESCO member states must be in accordance with the UNESCO constitution which determines that the purpose of the Organization is "to contribute to peace and security by promoting collaboration among nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations."

Simply put, the mandate of UNESCO is a focus on education, the sciences, culture, and communication. In more detail, the mandate is to forge a culture of peace and security through fostering the exchange of knowledge, international cooperation, capacity building, and technical assistance to its member states as well as creating dialogue between civilizations, cultures, and peoples based upon mutual respect and shared values. UNESCO's function and focus are in alignment with the Millennium Development Goals and the Medium-Term Strategy for 2014-2021 (Document 37 C/4), which sets out the strategic vision and programmatic frame for for UNESCO's actions and goals.

Topic A: Using Education to Prevent Alt-Right Extremism

Topic Overview

Often believed to be an “outgrowth of Internet troll culture”, the alt-right or alternative-right is a broad term that is used for grouping ideologist groups such as white supremacists/nationalists, anti-Semites, neo-Nazis, neo-Confederates, Holocaust deniers, and other far-right fringe hate groups. While all these are different groups and have slightly varying ideologies, all of them work believe whites are superior to other races. This concept has further been associated with several groups such as American nationalists, paleoconservatives, anarcho-capitalists, national-anarchists, paleolibertarianism, Christian fundamentalists, neo-monarchists, and the 2016 presidential campaign of Donald Trump. The movement has been described as a mixture of racism, a rejection of the democratic ideal and equality, and hatred towards perceived outsiders. Attitudes to non-white people vary within the alt-right, from those who desire tighter restrictions on non-white immigration and refugee acceptance to those who call for a violent ethnic cleansing of the country.

In contrast to the majority of scholars who regard race as a sociocultural construct, the alt-right promotes scientific racism, making the claim that racial differences represent distinct biological differences. For the alt-right, this view is referred to as “race realism.” Unlike earlier forms of racism, such as those of the interwar fascists, the alt-right emphasizes the idea of racial difference above that of racial superiority, leaving the latter either implicit or secondary in its discourse.

Education is the best way to move forward in regards to this issue as education has the possibility to change beliefs and cultivate more inclusive ideals. As such, a quality education promoting cultural heritage and the equal dignity of all races and ideals is the key to combating alt-right extremism.

History

The term alternative-right was first used in November 2008 by the paleoconservative philosopher Paul Gottfried, but it was later popularized by Richard B. Spencert. Even now, the term alt-right is still in flux as it is believed to be a vague term that “actually encompass[es] a range of people on the extreme right who reject mainstream conservatism in favor of forms of conservatism that embrace implicit or explicit racism or white supremacy.” Conservative writer Ben Shapiro claims that the American Left has attempted “to lump in the Right with the alt-right by accepting a broader, false definition of the alt-

right that could include traditional conservatism", but other conservatives have advocated for a broader definition of the alt-right.

The alt-right encompasses the beliefs of white supremacy, white nationalism, anti-semitism, right-wing populism, nativism, identitarianism (popular in Europe), neo-nazism, and the promotion of a patriarchal society. Furthermore, they view political correctness as the "greatest threat to their liberty." While majority of the alt-right are made up of lifelong conservatives who are frustrated with society's progression into a more liberal and politically correct state, there has been a growing trend of "young rebels" joining the alt-right, not for political reasons, but "because it promises fun, transgression, and a challenge to social norms."

While the word alternative-right existed since 2008, it wasn't until 2014 that the term gained notoriety due to the internet, being abbreviated to just alt-right. The term alt-right was created as a way for white nationalists to soften their image, escape the negative connotations of white nationalism, and help garner the support of mainstream conservatism. Ultimately, it was on websites such as 4chan and Reddit where the term gained popularity in 2015. Many believe the alt-right was "an outgrowth of Internet troll culture" and its emergence was marked by the Gamergate controversy. Journalist David Niewert states that Gamergate "heralded the rise of the alt-right and provided an early sketch of its primary features: an Internet presence beset by digital trolls, unbridled conspiracism, angry-white-male-identity victimization culture, and, ultimately, open racism, anti-Semitism, ethnic hatred, misogyny, and sexual and gender paranoia." Essentially, it promoted the view that there was a war being waged against white males particularly thorough political correctness, feminism, and multiculturalism.

It wasn't until the election campaign and the election of President Donald Trump that the alt-right became emboldened in the media and public. Trump's views have often been seen in alignment with the alt-right, specifically on his hatred of political correctness, hard attitude towards immigration, Muslim bans, and desire to build a wall on the US-Mexico border.

The alt-right gained momentum not only in the US, but all over the world as well. In Italy, Germany, the UK, France, Greece, and Austria there have been surges in electoral gains for right-wing political parties as citizens become more discontent with the government's handlings on unemployment, refugees, immigration, and housing. But perhaps the place seeing the most growth in alt-right extremism is Latin America, where the people feel leftist governments have failed to solve gang violence, sprawling drug trafficking, and stagnated economic growth. They've even gone as far as to elect ultra-conservative presidents in Venezuela and Brazil, who vow to restore their countries to a military state where the government has total autonomy. It is evident that the alt-right is a growing and pressing threat to the liberty and freedom of many races, religions, and cultures around the world.

Past Action

In 2016, Ban Ki-moon, the former Secretary-General of the United Nations, proposed a Plan of Action to Prevent Violent Extremism. The 3 categories needing action were Addressing, Setting and Taking Action. One subcategory of Taking Action was Education, Skill Development, and Employment Facilitation. By promoting education and allowing adolescents access to employment, governments can address the search for meaning and belonging that often drives youth to extremist groups. Specific goals proposed by the Plan of Action include increased acceptance of diverse social and cultural settings, technical and vocational education, and leverage of online and mobile technology to reach rural or underprivileged groups.

The General Assembly, in its United Nations Global Counter-Terrorism Strategy adopted in 2006, had member states resolve to “promote a culture of peace, justice and human development, ethnic, national and religious tolerance and respect for all religions, religious values, beliefs or cultures by establishing and encouraging, as appropriate, education and public awareness programs involving all sectors of society”, showing that the General Assembly is aware of and promotes education for prevention of alt-right extremism.

UNESCO has also taken steps to specifically promote education to prevent alt-right extremism, notably in the Decisions Made by the Board in the 197th Session in 2015. In these decisions, UNESCO promotes human rights education & use of social media programs and outreach to reach marginalized youth. Additionally, the Decision helps countries deliver education programs about extremism that help to spread awareness about the dangers of involvement. This work is being undertaken with the framework of Global Citizenship Education, which the United Nations uses to promote ideas of diversity, equality, and fellowship amongst the people of the world. UNESCO’s action to prevent violent extremism through education seeks to aim at targeting the not only youth but also other educational factors such as teachers, policies, and curriculum. UNESCO also holds summits to recognize the efforts of various countries that appropriately and effectively contribute to national prevention efforts. Notably, UNESCO also highlights the role of social media in turning youth to extremist groups- an often ignored contributor to extremist groups’ newfound ability to influence youth across nations and continents.

Current Situation

Currently, the outlook for education is relatively bleak due to a number of confounding factors that decrease or prevent its impact. Firstly, high drop-out rates among primary and secondary school students have resulted in significant recruitment to extremist groups as students search for a new direction in life. Similarly, children and youth who have no access to formal education may be susceptible to recruitment and radicalization, for similar reasons as the above. Providing incentives (such as cash transfers or donations of food and clothing) to parents who keep their children enrolled in school have been proposed as a step to ensure children have access to education.

Another reason for education's relatively little impact is due to the lack of security and infrastructure in schools. Infrastructure (i.e., restrooms, water fountains, cleanliness) and a feeling of safety at school for students contribute to increasing their willingness to continue school, as opposed to dropping out to work without a complete education. This is an issue taken up by many governments to keep students in school in order to avoid youth moving towards extremist groups.

However, there has been one major improvement in the education sector in order to combat the uprising of alt-right extremism. From primary to secondary school, children are being introduced to logic, critical thinking, problem solving, and negotiation skills. Examining issues in a value-neutral manner, respecting other viewpoints, and compromise are all skills that are being incorporated into the curriculum at a young age. Empowering students to think critically, teaching them to challenge ideas, construct rational thoughts and engage in meaningful debate will be critical for them as they grow up, and puts them at less risk for vulnerability to alt-right groups. In an environment which values the "hard sciences" of math, science, engineering etc, ensuring that there is sufficient emphasis placed on other topics such as life skills and civic engagement is an important contribution that the education sector is trying to make in order for youths to become less susceptible to alt-right groups who thrive off feelings of fear and a lack of belonging.

Schools have taken up another important step towards eliminating extremism as well: addressing trauma. In many fragile and post-conflict contexts, families and children have experienced extreme violence and hardship. Schools recognize that children exposed to violence in the past may be more susceptible to recruitment and radicalization to violence. Hence, many education systems are training staff to handle these situations. Some schools have made it mandatory to introduce programs that will ensure that education authorities are able to provide children with the care and support they need.

Bloc Positions

Countries with Highly Ranked Education Rates

Australia, Belgium, Canada, China, Denmark, France, Germany, Japan, Republic of Korea, Russia, Sweden, and the United Kingdom

Countries in this bloc are characterized by high education rates, high test and aptitude scores, high literacy rates, and high rates of citizens with college degrees. Typically, these countries have highly developed economies that allows them to provide access to free public education. The higher education in these countries is due to a cultural emphasis on education, laws to ensure education, and a strong working class that includes many high skilled occupations with opportunities for employment for adolescents entering the job force. Furthermore, these countries typically produce the top candidates for the world's most lucrative industries such as finance, law, and tech.

Countries with Moderately Ranked Education Rates

Argentina, Brazil, Democratic People's Republic of Korea, France, Iceland, Indonesia, Italy, Mauritius, Mexico, Portugal, and Spain

These countries are the middle of the pack in world education rankings. With either a developed but declining economy or a developing economy, these countries lack the major industries that require highly skilled and educated workers. Furthermore, these countries have a higher poverty rate resulting in great disparities in the quality of and access to education. Despite this, these countries still have a well-established education system, which they place emphasis on- they may just lack the resources to ensure all students are able to benefit from it.

Countries with Lowly Ranked Education Rates

Chile, Côte d'Ivoire, Cuba, Dominican Republic, India, Iraq, Kenya, Lao People's Democratic Republic, Malaysia, Philippines, Saudi Arabia, and South Africa

The countries associated with this bloc have among the lowest ranked education systems in the world. Countries in this bloc are developing economies that are often faced with political infighting, unstable governments, and high crime rates. These countries are plagued with high poverty rates leading to families keeping children at home to do work. Furthermore, these countries do not provide equal access to education, typically only allowing boys to attend school. Furthermore, aside from India, these countries have almost no stake in any of the high education industries such as tech, medicine, finance, and law. Instead, these economies rely on less-skilled industries such as farming, mining, and tourism.

Case Studies

Kenya

In Kenya, youth radicalization and recruitment has become a core security concern. The magnitude of the youth radicalization and recruitment problem prompted the state's security agencies and development partners to formulate and put into place counter terrorism and de-radicalization policies such as the Prevention of Terrorism Act in 2012. While Kenya has passed several other laws on top of this to counter violent extremism, smaller strategies have also been utilized to work at ground level with at-risk youth. Some such programs seek to prevent the problem through the education system.

In 2014, the Kenyan Ministry of Education, Science, and Technology launched a new national strategy that targeted at-risk youth. The goal of the program was to tackle the issue of violent extremism and radicalization in schools. The program, entitled *Initiatives to Address Radicalization of the Youth in Educational Institutions in the Republic of Kenya*, adopted measures that promote the well-being of students and encourage them to seek out their passions. Measures such as this prevent exposure to violent extremism by encouraging youth to follow their own passions and seek out a constructive path for themselves.

Other similar measures were also put in place to discourage youth from seeking out and being recruited by violent extremist organizations as a means of escaping the stress of daily lives. These measures include the discontinuation of school rankings based on academic performance. This was to lessen the high importance of examinations in order to reduce student pressure and encourage students to follow their own interests. Strategies such as this are able to help vulnerable youth within their schools and prevent radicalization through education. While youth radicalization in Kenya is not being done by alt-right groups, similar strategies and programs can be adopted when working to solve the issue of alt-right extremism.

Indonesia

In Indonesia, a study focused on combating radicalization leading to violence emphasized the impact of having well respected religious figures to help educate people about the problem. The study, titled *Preventing Violent Radicalization and Terrorism - The Case of Indonesia*, states that "a central element of the Indonesia model involves working through networks of individuals who have religious credibility and are well-established and greatly respected within the various groups that have far-reaching impact on society." Indonesia has been able to combat radicalization of youth by reaching out to students through religious organizations.

An important aspect in preventing extremism through education is having credible and respected teachers. The report states that the large and popular national religious organizations such as Muhammadiyah, Nahdlatul Ulama, and the LibForAll Foundation have made “efforts to counteract violent extremism, involving focusing on schools and universities, especially religious schools.” Through focusing on educational institutions, Indonesian religious organizations are able to combat the problem of radicalization with education.

Various strategies are employed through these programs. For instance, courses offered at Muhammadiyah Islamic schools and universities have been expanded to include subjects such as world religions, where all religions are studied. As a result, the students have “more candid and open discussions among themselves not only on religion but also on world affairs and current events.” The benefits of this are far ranging but also help to prevent radicalization by educating students and encouraging them to keep an open-minded approach to issues facing their country and the world. Similar strategies and ideas can be applied when using education as a tool to prevent alt-right extremism.

Guiding Questions

1. To what extent are new media technologies responsible for the rise of the alt-right?
2. How are alt-right groups taking advantage of new media affordances?
3. How are established right wing and conservative media covering the alt-right?
4. How do governments promote alt-right ideas?
5. Why is the Alt-Right appealing to the young people?

Additional Resources

A document that provides detailed information on different means through which violent extremism can be combated using education

<http://documents.worldbank.org/curated/en/448221510079762554/120997-WP-revised-PUBLIC-Role-of-Education-in-Prevention-of-Violence-Extremism-Final.pdf>

An article that provides detailed information on the history/background of the Alt-Right

<https://www.splcenter.org/fighting-hate/extremist-files/ideology/alt-right>

A document that has innovative solutions with respect to using education to prevent radicalism

https://www.researchgate.net/publication/324942495_The_Role_of_Education_in_Preventing_Violent_Extremism_and_Radicalism

A document that lists all the challenges present from implementing education as a tool to prevent violent extremism

http://www.gei.de/fileadmin/gei.de/pdf/abteilungen/stipendien_stipendiaten/CfP_Preventing_Violent_Extremism_throug_Education_Georg_Arnhold_Summer_School_2018.pdf

Work Cited

1. <http://documents.worldbank.org/curated/en/448221510079762554/120997-WP-revised-PUBLIC-Role-of-Education-in-Prevention-of-Violence-Extremism-Final.pdf>
2. <https://en.unesco.org/preventing-violent-extremism/education>
3. <https://www.splcenter.org/fighting-hate/extremist-files/ideology/alt-right>
4. <https://en.unesco.org/news/preventing-violent-extremism-through-education-works-policy-brief-effective-activities-and>
5. https://en.wikipedia.org/wiki/Alt-right#Origins:_2008%E2%80%932013
6. http://www.ke.undp.org/content/dam/kenya/docs/Peace%20Building/CVE%20Japan_Final_Report_Project%2300098877.pdf
7. <https://unesdoc.unesco.org/ark:/48223/pf0000247764/PDF/247764eng.pdf.multi>
8. <http://journals.sfu.ca/jd/index.php/jd/article/viewFile/103/86>
9. <https://unesdoc.unesco.org/ark:/48223/pf0000247764/PDF/247764eng.pdf.multi>
10. https://www.researchgate.net/publication/324942495_The_Role_of_Education_in_Preventing_Violent_Extremism_and_Radicalism
11. <https://www.ineesite.org/en/preventing-violent-extremism>
12. <https://www.undp.org/content/undp/en/home/news-centre/speeches/2018/harnessing-the-power-of-quality-education-to-prevent-violent-ext.html>

13. http://www.gei.de/fileadmin/gei.de/pdf/abteilungen/stipendien_stipendiaten/CfP_Preventing_Violent_Extremism_throug_Education_Georg_Arnhold_Summer_School_2018.pdf
14. <http://thecommonwealth.org/media/news/blog-education-approach-preventing-and-countering-violent-extremism>
15. https://unesdoc.unesco.org/ark:/48223/pf0000247764_eng

Bloc 2 – Promoting Sustainable Tourism

Tourism is one of the world's oldest, largest, and fastest growing industries. It is an increasing source of income for many families, with over 11% of the world's employment in 2016 found in the travel and tourism industry. It helps local economies at a price, however. Tourism causes its fair share of problems, such as economic dependency, social relocation, consumption patterns, and environmental degradation. Due to these increasing problems, sustainable tourism is necessary to protect the rights and freedoms of often underdeveloped areas, like Mauritius and Thailand, that serve as tourism hubs of the world.

Defined by the UNWTO, sustainable tourism takes full account of its current and future economic, social, and environmental impacts, addressing the needs of visitors, the industry, the environment, and host communities. Rural destinations especially suffer the consequences of over-tourism should visitors not care for the environment and population whereas those in the metropolitan areas have the advantage of resources to combat those issues. The central issues that sustainable tourism are designed to combat include respecting the socio-cultural authenticity of the area, conserving the biodiversity of the environment, and providing economic benefits to the host communities.

Recently, more importance has been placed on sustainable tourism as native cultures have been increasingly absent from the communities as a result of negative impacts from tourism. This has also come into light as part of the United Nations Sustainable Development Goal 12: Responsible Consumption and Production. UNWTO and UNESCO have specifically taken an unique interest into seeing the success of sustainable tourism. It feeds into UNESCO's mandate as poorly-regulated tourism has the potential to harm the education, scientific, and cultural development of a host community.

History

Tourism has been around since the beginning of time. The Silk Road connected the Han Dynasty to the west and continued for many years, allowing explorers to visit new locations. Voyages like this have been present since before modernization, however, tourism specifically for recreation has been a relatively modern phenomenon. Mass modern tourism began with organized group holidays offering an all-inclusive price that reduced

travellers' costs in the 1840s by Thomas Cook. This demonstrated the interest of wealthy citizens in the tourism sector, and enabled travel agencies to spread to various different locations around the world. The opening of the Alps to tourists was an equally important development of the 19th century. It was preceded by an affinity for nature that romanticized the mountain through aristocrats and upper-middle class, allowing the upper classes to travel to locations often previously minimally impacted by human development. Mountaineering associations founded across the continent led the way for global tourism. They produced club reports, almanacs, and guidebooks to routes, while membership increased considerably and tourism infrastructure was extended.

The growth of tourism started with a "developmental phase" between 1915 and 1945. This covered the stagnation in tourism as a result of the First World War, but also the changes in the view of tourism by the general populace. The loss of exclusivity and the shift towards entertainment and distraction signified an increase in social accessibility and therefore popularity amongst middle and lower classes, though easy access to tourism was still not feasible for many families.

The dominant reason for traveling and tourism after 1900 was recuperation. This period of time away from work was only allocated to those of upper and upper-middle classes, as the popular view was that they worked the hardest. However, most European countries lacked provisions for time off during holidays before 1900 for workers, especially those in lower-paid positions. Paid time off work for more than a day only became established in law after the First World War. Leaves during holidays were only granted much later. Among 100 Swiss factories in 1910, only 11.9 percent gave their employees paid holidays; by 1944, this figure had risen to 87.9 percent.

One innovative new form of holidaying that also came to include families with children was the "summer retreat." After the crisis of the First World War, the summer retreat offered a simple holiday, which from the 1920s was accessible to employees and workers on low incomes. Between 1933 and 1939, the National Socialist regime in Germany brought an increasing amount of travel and holidaying practices aimed at the masses. These developments created social tourism characterised by the state organisation of holidaying and recreation.

The apex of tourism, however, was during the post-war period up to the present. The enormous boom during this period was bound up with economic growth, technological progress, a high level of competition, and the creation of new destinations and travelling styles. The considerable increase in the percentage of teenagers and adults going on holiday each year only took place during and after the 1960s. European tourism began in the 1960s as well. In response to the strategic innovations in the economy, commercial tour operators and travel companies transformed the nature of tourism through increasingly cheaper offers, propelling it in the direction of mass tourism.

After World War II, governments became interested in tourism as an import and a tool of diplomacy, but prior to this time, international travel agencies took the lead in easing the complexities of tourist journeys. Tourism became an even bigger business internationally in

the latter half of the 20th century as air travel was progressively deregulated from national airlines.

Past Action

Sustainable Tourism has progressed in a variety of ways since it came to light, with much assistance from the UN committees. The United Nations World Tourism Organization (UNWTO) and United Nations Educational, Scientific and Cultural Organization (UNESCO) have contributed the most over the past 50 years. During UNWTO's third session in 1980, the General Assembly established World Tourism Day on 27th September. Each year, the General Assembly selects a theme and works to progress tourism to reach their 2030 SDG goal.

Previously, UNWTO adopted the Manila Declaration in 1980, aimed at providing guidelines for the harmonious, balanced and equitable development of tourism in accordance with the World Tourism Organization. Later, in 1982, the Acapulco Document was created to acknowledge the new dimension and role of tourism as a positive instrument towards the improvement of the quality of life for all peoples, as well as a significant force for peace and international understanding through connection. This was paramount to the development of the Tourism Bill of Rights, which sets out the rights and duties of tourists and host populations, and suggests policies and action for implementation by the tourist industry.

Sustainable tourism is first seen in 2002, when the World Summit on Sustainable Development in Johannesburg called for the promotion of sustainable tourism development, including non-consumptive and eco-tourism, in the Johannesburg Plan of Implementation. Eco-tourism's importance is seen during the development of the Global Sustainable Tourism Criteria (GSTC), which presents the minimum requirements any tourism business should observe in order to ensure preservation and respect of the natural and cultural resources is enforced. In 2015, the 2030 Agenda for Sustainable Development, through Sustainable Development Goal Target 8.9, was tasked to "devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products." The development of this policy was instrumental in naming 2017 the International Year of Sustainable Tourism for Development as per A/RES/70/193. The aim was to support a change in policies, business practices and consumer behavior towards a more sustainable tourism sector than can contribute effectively to the SDGs. This was accomplished through 5 key measures: Inclusive and sustainable economic growth, social inclusiveness, employment and poverty reduction, resource efficiency, environmental protection and climate change, cultural values, diversity and heritage and mutual understanding, and peace and security.

UNESCO specifically fights for culturally sustainable tourism. For the past 40 years, the UNESCO World Heritage Convention has conserved, protected, and presented the value of a shared heritage. World Heritage properties are important travel destinations, that if managed properly, have great potential impact for local economic development and long-term sustainability. The 2nd Global Conference on Tourism and Culture in December of 2017

was focused on strengthening cooperation between the tourism and culture sectors to boost prosperity and enhance heritage protection. UNESCO's World Heritage Convention was paramount in this development.

Current Situation

The 2030 Agenda for Sustainable Development Target 8.9 aims "to devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products." Currently, tourism accounts for 10.4% of global GDP and 313 million jobs, or 9.9% of total employment. As in recent years, tourism was particularly strong across Asia, but proving the sector's resilience, 2017 also saw countries such as Tunisia, Turkey, and Egypt (previously devastated by terrorist activity) recover strongly.

One important factor to remember about sustainable tourism is that it considers the environmental, social and cultural impacts that tourism has on the environment and focuses on preventing environmental damage. In current times, importance has shifted from solely environmental impacts to considering the cultural and social sustainability as well. As more and more native peoples are beginning to adapt to urban cultures, UNESCO and other tourism industries are hoping to preserve indigenous cultures and traditions.

One sustainable form of tourism is ecotourism. Ecotourism is now defined as "responsible travel to natural areas that conserves the environment, sustains the well-being of the local people, and involves interpretation and education." Ecotourism can offer a viable combination of ecological and cultural protection, increase local awareness of the value of preserving the natural and cultural environments, and aid in economic development. However many sources suggest that most ecotourism efforts have focused towards advancing the economic objectives of tourism rather than protecting the very resources that attract visitors. While undisturbed natural areas may be a focal point for most research and writing of ecotourism, the majority of ecotourism occurs in area that have been 'disturbed' and are often very close to activity or urban areas, such as nature reserves and coral reefs. Ecotourism is vital in areas like these where it is essential to uphold the natives cultures, environment, and land while still allowing tourism and travel to contribute to the economy. Ecotourism can also aid urban areas to sustain any and all ecological environments that they may have.

Another aspect of sustainable tourism is promoting sustainability through technology and connectivity. The theme for the World Tourism Day for 2018 is tourism and the digital transformation. Tourism, as one of the world's economic sectors, has been both witness to and protagonist of these technological changes. It has brought about a digital tourist that is more autonomous, hyper-connected, and increasingly expecting personalized customer service. Shifts in customer expectations and global trends are compelling the tourism sector to adapt business and operating models. Digitalization has a positive environmental impact and can have a greater one, with innovations in manufacturing, smart assets, and efficient use of resources contributing to a more sustainable industry footprint. In the same

way, the smartphone has transformed telecommunications and media, a comprehensive smart travel model will revolutionize tourism.

Bloc Positions

High Economic Dependence

The Dominican Republic, France, Iceland, Italy, Malaysia, Mexico, Portugal, and Spain

The tourism industry in these countries typically accounts for over 10% of the countries GDP and makes up over 7% of the whole economy. Countries in this bloc have high tourism rates which generates billions for the country and creates millions of jobs. Such reliance on tourism makes them less likely to implement any sustainable measures that could jeopardize or reduce profits from the tourism industry. However, solutions that maintain or increase tourism profits would be highly supported by these nations.

Median Economic Dependence

Argentina, Australia, Belgium, Brazil, Chile, China, Denmark, Germany, India, Indonesia, Japan, Philippines, Saudi Arabia, South Africa, Sweden, and the United Kingdom

Countries in this bloc generate a significant amount of money from tourism, up to hundreds of billions of dollars in GDP, though typically around the tens of billions mark. That being said, the tourism industry in these countries makes up less than 10% of the GDP and only makes up 2-5% of the total economy. Despite the large tourism industry, these countries have many other industries that generate more money and jobs. Seeing as the tourism industry only makes up 2-5% of the economy, these countries have a higher capacity to practice sustainable tourism because a loss in profits would have lesser impacts on the economy.

Low Economic Dependence

Côte d'Ivoire, Democratic People's Republic of Korea, Haiti, Iraq, Kenya, Lao People's Democratic Republic, Republic of Korea, and the Russian Federation

Countries associated with this bloc typically have high political instability, developing economies, high poverty rates, and violence. In the case of Russia and the Democratic People's Republic of Korea, they lack many attractions for tourists, have harsher climates, and an oppressive government. Other countries in this bloc either don't have tourist attractions or are unsafe, lack adequate sanitation, or have too much poverty and instability though they do still attract some tourists. As such, tourism in these countries makes up less than 2% of the economy. Being that these economies rely so little on tourism, they have little stake in implementing sustainable tourism measures. However, something for these countries to keep in mind is as they develop, profits from tourism can provide a valuable economic boom and having sustainable tourism practices in place would allow for minimal damage to other industries.

Case Studies

Australia

Australia is a country surrounded by the Atlantic and Pacific Oceans, which radically changes its tourism industry to not only focus on the natural forests and land masses, but also the oceans surrounding it. Tourism is one of the economic sectors that has been and currently is pivotal to Australia, contributing over \$47.5 billion to the global economy. This importance gives insight to the various types of sustainable tourism currently seen in Australia. However, the common feature of all the initiatives launched by the local administration is that citizen participation will be key in the plans.

For example, Brisbane won in 2015 the Dame Phyllis Frost first prize, which is given annually to the city with the most sustainable actions in waste management, through initiatives such as an application on local recycling, courses of specialized education in composting or cigarette butts recycling campaigns. The small town of Glenorchy also had an outstanding effort in educating the kids with awareness campaigns on solidarity recycling (soda cans rings collection), compost recycling, or urban gardens.

On the other hand, there is a social initiative in which natives of the area make guided tours to Karlkurla park, showing the flora and fauna and sharing their knowledge about natural medicines or the history of the area. This also concurs with a country-wide initiative called Ecotourism Australia. They seek to promote ecotourism throughout Australia and its immediate region by creating partnerships, developing and encouraging quality ecotourism experiences and providing the industry with a clear voice. They encourage locals and volunteers to become guides and experts in various aspects of ecotourism through their extensive certification programs that benefit the environment as much as the tourists. This is a Global Sustainable Tourism Council approved program that has become one of the most renowned programs and initiatives in sustainable tourism globally.

Dominican Republic

The Dominican Republic strives for sustainable tourism through an entirely different route. They aim to promote care for the environment and nature through sustainable lodges and hotels. The 3 Rivers Eco Lodge & Sustainable Living Centre aims to protect and enhance the environment for guests, as well as the residents of the local community. Keeping in line with their goals, every aspect of the hotel has the environment in mind. The sun is used to power the entire hotel and even the water supply is pumped from the river using a solar powered pump. Likewise, solar hot water heating systems are used. A truly original invention is the modification of a pick-up truck that has been retrofitted to run on used vegetable oil as well as diesel fuel. With the 'cooking oil truck' they have reduced harmful emissions by 93% and are able to re-cycle oil that had been previously discarded by local

restaurants in local rivers and ravines. The hotel shops locally, recycles and uses biodegradable products, and tries to keep waste products to a minimum.

Apart from environmentally sustainable hotels, locals in the Dominican Republic foster a social environment where tourists have many opportunities to interact and learn from the natives about their culture and animals. One example is how a man created Turtle Tourism to attract tourists while benefiting the local economy through the viewing of turtles. Another example is a school where the students have opportunities to teach traveling tourists about their culture and respect for environment.

The Dominican Republic also strives to benefit the tourists as much as possible. The reinvention of the tourist offerings on fragile coastal and inland environments as well as developing sustainable tourism packages and day trips is geared more towards adventure, culture, and nature. This complex package promotes the Dominican Republic as a more versatile destination, generating economic benefits as well as promoting sustainable tourism.

Guiding Questions

1. How can one assess ecotourism as a tool/strategy for sustainable tourism?
2. Why has tourism been historically unsustainable?
3. Does higher level governance impact the ability of local governments to plan sustainably for tourism?
4. What is the role of citizens in promoting sustainable tourism?
5. How can your ideas of sustainable tourism spread to like-minded countries?
6. Does sustainable tourism help developing countries?

Additional Resources

An article that contains the actual “UN Press Release” that describe the guidelines to promote sustainable tourism

<https://news.mongabay.com/2005/09/guidelines-to-promote-a-sustainable-tourism/>

A very good description for promoting Sustainable Tourism in the 21st Century

<https://www.top.edu.au/about-us/blog/general/promoting-sustainable-tourism-in-the-21st-century>

**The actual “UN Press Release” on Promotion of Sustainable Practices in Tourism Industry
Focus of Dialogue in Commission on Sustainable Development**

<https://www.un.org/press/en/1999/19990419.endev500.html>

Work Cited

1. <http://www.unesco.org/new/en/unesco/about-us/who-we-are/history/constitution/>
2. <http://www.unesco.org/new/en/natural-sciences/about-us/how-we-work/mission-strategy/>
3. <http://www.unesco.org/new/en/united-nations-educational-scientific-and-cultural-organization/about-us/who-we-are/introducing-unesco/>
4. <https://en.unesco.org/protecting-pour-heritage-and-fostering-creativity/international/funds/supporting/culture>
5. <http://www.unesco.org/eri/cp/factsheets/MemberStates-Status-of-Contributions.pdf>
6. <https://en.unesco.org/about-us/introducing-unesco>
7. <https://www.britannica.com/topic/tourism>
8. <https://english-magazine.org/english-reading/english-for-travel/483-a-brief-history-of-tourism-travel-english>
9. <https://opentextbc.ca/introtourism/chapter/chapter-1-history-and-overview/>
10. <http://www.paynesvillearea.com/news/opinionarticles/Oparchives/AViewFromTheLake/view070401.html>
11. <http://ieg-ego.eu/en/threads/europe-on-the-road/the-history-of-tourism>
12. <https://sustainabledevelopment.un.org/topics/sustainabletourism>
13. http://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/193&Lang=E
14. <http://sdt.unwto.org/news/2011-08-16/launch-global-sustainable-tourism-criteria>
15. <http://www.tourism4development2017.org/>
16. <https://www.wttc.org/-/media/files/reports/economic-impact-research/regions-2018/world2018.pdf>

17. <http://feaa.ucv.ro/AUCSSE/0036v2-024.pdf>
18. <http://wtd.unwto.org/content/wtd-2018-tourism-digital-era>
19. <https://www.ecotourism.org.au/about/history/>
20. <http://www.solimarinternational.com/our-work/projects/dominican-republic>