



**UNWTO**  
World Tourism Organization

# #YOUTH4TOURISM

A HANDBOOK TO  
CHAMPION YOUTH  
PARTICIPATION IN  
TOURISM AT  
THE NATIONAL LEVEL





# **#YOUTH4TOURISM**

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## #Youth4Tourism – A Handbook to Champion Youth Participation in Tourism at the National Level

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The project team wishes to extend special gratitude to Dr. Julia N. Albrecht from the Department of Tourism at the University of Otago, and to Eliza Raymond and Karin Nunan from the Centre for GOOD Travel for their contribution to the second part of this publication.





# FOREWORD

**BY MR. ZURAB POLOLIKASHVILI  
SECRETARY-GENERAL,  
WORLD TOURISM ORGANIZATION (UNWTO)**



Tourism and youth are closely intertwined. They are drivers of innovation and development. They strive to grow, to learn and to improve, while at the same time being aware of the urgent need to take concrete actions to promote sustainability.

UNWTO, in the wider framework of the United Nations, recognizes the unique power of youth to drive both the sustainable development of tourism and the achievement of the 2030 Agenda for Sustainable Development. We strongly believe in making young people an integral part of the decision-making process and we are determined to make youth involvement in tourism real and meaningful.

The publication of this Handbook represents our next step towards this goal. We continue to work for and with young people to ensure their empowerment and significant contribution to the shaping of the tourism policies in the future. Our Global Youth Tourism Summit was not a one-off event. Rather, it is a process that we are committed to embrace in the years to come.

We put ourselves at the disposal of our members to support them in a similar way at the national and/or regional level. Because enhancing young people's skills and involvement in tourism begins there – in local communities, at destinations. Local and national institutions alike can benefit from the concerns and ideas voiced by the young generations. Their solutions tend to be fresh and imaginative and so can help advance strategies and programmes by providing different viewpoints and innovative approaches.

Finally, I wish to thank our partners who have supported the publication of this Handbook, as well as everyone involved in its preparation. I am confident that it will serve as a guiding tool to further strengthen the role of youth in tourism.



# INTRODUCTION



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# I.1

## YOUTH AND TOURISM

Whilst the world population reached the 8 billion mark in late 2022, the current population of young people (aged 10–24)<sup>1</sup> is also at its historical maximum of 1.8 billion. Yet today's youth does not only constitute the largest youth population to date, but also the one with the highest level of formal education, informal education opportunities, connectivity and political engagement.

Young people have demonstrated time and time again that they have an opinion about the present and a vision for the future of our planet and the life on it. They have the interest, the ideas and the will to transform the world that we live in and steer its development towards a more sustainable and prosperous future – for all.

When young people are offered opportunities for meaningful political engagement and placed in an encouraging environment receptive to their ideas and proposals, they can achieve great things. They take charge of their lives and the lives in their wider communities. They become empowered.

The United Nations has long recognized the important contribution that young people can make to the development of our societies, including participation among the fundamental rights and promoting meaningful youth engagement as an important mechanism in achieving the Sustainable Development Goals (SDGs).

In 2018, the United Nations launched a system-wide Youth Strategy, called Youth 2030. Its first priority focusses on the vital support that the UN system must offer to youth leadership, as well as building awareness and capacity. It outlines the importance of putting in place mechanisms that allow young people to share their input and feedback on UN work and establishing channels for regular engagement between young people and UN senior managers.<sup>2</sup>

Pursuant to this priority, the World Tourism Organization (UNWTO), the United Nations agency responsible for the promotion of responsible, sustainable and universally accessible tourism, launched the Global Youth Tourism Summit (GYTS).

GYTS was introduced in 2022 as a platform to empower young people to take active part in decision-making processes in the tourism sector. It is a direct response of UNWTO to the need for a more effective and meaningful engagement of young people in the creation of national and international policies in the tourism sector and a recognition of the important role that young people can play as agents of development, social change and, ultimately, the achievement of the SDGs also through tourism.

1 While there are no universally accepted definitions of adolescence and youth, the United Nations understands adolescents to include persons aged 10–19 years and youth as those between 15–24 years for statistical purposes without prejudice to other definitions by member states. Together, adolescents and youth are referred to as young people, encompassing the ages of 10–24 years.

Source: United Nations Population Fund (n.d.), *'Adolescent and Youth Demographics: A Brief Overview'*, UNFPA, New York, online available at: <https://www.unfpa.org/resources/adolescent-and-youth-demographics-a-brief-overview> (08-03-2023).

2 United Nations Office of the Secretary-General's Envoy on Youth (2018), *Youth 2030 – United Nations Youth Strategy*, UN, New York, available online at: <https://www.unyouth2030.com> and [https://www.unyouth2030.com/\\_files/ugd/b1d674\\_9f63445fc59a41b6bb50cbd4f800922b.pdf](https://www.unyouth2030.com/_files/ugd/b1d674_9f63445fc59a41b6bb50cbd4f800922b.pdf) (09-03-2023).



Youth constitutes a considerable size and therefore important cohort on the receiving end of tourism. According to the data of the World Youth Student & Educational (WYSE) Travel Confederation, in 2018, youth travel (including travellers between the ages of 15 and 29) represented 23% of international tourist arrivals and generated USD 333 billion in tourism receipts. The figure had risen by 175%, from USD 190 billion in 2009.<sup>3</sup>

Furthermore, tourism is a major global employer: prior to the pandemic, an estimated 1 in 10 jobs worldwide was directly or indirectly related to tourism. In addition, 1 in 5 newly created jobs were registered in travel and tourism.<sup>4</sup> The breadth of the tourism value chain makes the sector a compelling option for pursuing career aspirations of a wide spectrum of professionals.

The employment potential and influence of tourism and travel on the wider economy makes it interesting for young people also from the point of view of policy and governance. When considering it as a career choice, young people may grow an interest in contributing to shaping the legal and policy framework of the tourism sector. If offered an opportunity and support, they may feel empowered to actively engage in the decision-making processes and participate in shaping the future of tourism.

As observed from the above, youth can be considered an important stakeholder in the tourism sector and UNWTO is committed to supporting young people to make their voices heard at every level.

3 WYSE Travel Confederation (n.d.), *'The power of youth travel'*, WYSETC, online available at: [www.wysetc.org](https://www.wysetc.org) and <https://www.wysetc.org/research/the-power-of-youth-travel/> (13-03-2023).

4 World Travel and Tourism Council (n.d.), *Economic Impact Research*, WTTC, London, online available at: [www.wttc.org](https://www.wttc.org) and <https://www.wttc.org/research/economic-impact> (10-07-2023).



# I.2

## ABOUT THIS HANDBOOK

In 2022, GYTS materialized in a series of educational webinars and a global event that took place in Sorrento, Italy, gathering more than 100 children from the five world regions. They adopted a landmark document: the [Sorrento Call to Action: Youth for Sustainable Tourism](#).

In this bold and ground-breaking vision for young people to be active participants in the restart of tourism – a pillar of sustainable and inclusive development – participants of the first Global Youth Tourism Summit called upon UNWTO “to launch national and regional Global Youth Tourism Summits to assist children and youth to develop, share and discuss their innovative ideas, vision and proposals for the future of sustainable tourism”<sup>5</sup>.

This Handbook is the first in a series of tools that UNWTO shall provide to its members to enhance youth participation in the tourism sector at the national and/or regional level.

It provides guidelines for the organization of physical and virtual events, as well as practical examples of activities, that national tourism authorities may consider implementing to offer an opportunity for children and youth to gain knowledge and develop skills in the relevant fields, explore different aspects of responsible and sustainable tourism and adopt their own vision for the future of tourism at the national level that corresponds to the 2030 Agenda for Sustainable Development.

In the implementation of youth-centred activities, policies and programmes in the tourism sector, national tourism administrations are encouraged to also refer to *Achieving the Sustainable Development Goal through Tourism – Toolkit of Indicators for Projects (TIPs)*,<sup>6</sup> a comprehensive resource designed to guide users in aligning tourism development projects with the SDGs, and two youth-centred research papers developed by UNWTO in collaboration with the Global Tourism Economy Research Centre: *The Impact of COVID-19 on Youth – Focus on Asia and Italy* and *A Youth-led Recovery of Global Tourism – Priorities and Recommendations*<sup>7</sup>.

5 World Tourism Organization (2022), *Sorrento Call to Action: Youth for Sustainable Tourism*, UNWTO, Madrid, online available at: [www.unwto.org](https://www.unwto.org) and [https://webunwto.s3.eu-west-1.amazonaws.com/s3fs-public/2022-07/220704-the-sorrento-call-to-action-en.pdf?VersionId=cBjIGRICwusj5\\_LbLX4LMIQn3vhlo.ss](https://webunwto.s3.eu-west-1.amazonaws.com/s3fs-public/2022-07/220704-the-sorrento-call-to-action-en.pdf?VersionId=cBjIGRICwusj5_LbLX4LMIQn3vhlo.ss) (08-03-2023).

6 World Tourism Organization (2023), *Achieving the Sustainable Development Goals through Tourism – Toolkit of Indicators for Projects (TIPs)*, UNWTO, Madrid, DOI: <https://doi.org/10.18111/9789284424344>.

7 World Tourism Organization and Global Tourism Economy Research Centre (2022), *The Impact of COVID-19 on Youth – Focus on Asia and Italy*, UNWTO, Madrid, DOI: <https://doi.org/10.18111/9789284423422>.

World Tourism Organization and Global Tourism Economy Research Centre (2022), *A Youth-led Recovery of Global Tourism – Priorities and Recommendations*, UNWTO, Madrid, DOI: <https://doi.org/10.18111/9789284423705>.



# 01 GLOBAL YOUTH TOURISM SUMMIT (GYTS) AT NATIONAL LEVEL



https://www.youth4tourism.org/10.18111/9789284242452 - Friday, September 22, 2023 12:09:39 AM - IP Address: 64.133.6



# 1.1

## ABOUT GYTS NATIONAL

At present, UNWTO recommends holding a series of activities (workshops, trainings, masterclasses, games and simulations) that will allow young people to learn about the United Nations, the Sustainable Development Goals (SDGs) and UNWTO in an enjoyable and engaging way. They shall also discover sustainable, responsible and universally accessible tourism, relevant stakeholders and different tourism products at global, national and local levels.

It is highly recommended to hold these educational events in person but, considering geographic and other circumstances, UNWTO members may opt for hybrid or entirely virtual events.

The number of sessions may vary between members. UNWTO recommends the following core themes to be included in five recommended sessions:

1. UN, UNWTO, SDGs (with a special focus on SDG 16 and 17);
2. Tourism for rural development (with a special focus on SDG 8);
3. Sustainable tourism (with a special focus on SDG 11, 14 or 15);
4. Accessibility in tourism (with a special focus on SDG 10); and
5. Climate action in tourism (with a special focus on SDG 13).

Sessions may also touch upon tourism education, innovation, communication, employment opportunities and other topics. The duration of sessions is expected to be between 45 and 90 minutes, depending on the selected format and breadth of approach.

It is recommended that the educational parts of each session (presentations, keynote addresses, structured discussions, etc.) are separated by thematic games and quizzes, and, when taking place in person, also short energizers to help participants maintain their focus.

## 1.2 PARTICIPANTS

Organizers are encouraged to engage young people with a demonstrated interest in any of the following topics: international affairs, sustainable development, and tourism development and operations.

The recommended age for the sample activities included in this Handbook is 15–18. Members may consider the lower age limit of the GYTS global events (12 years) to facilitate the selection of youth delegates for global events. Gender equality of participants shall be ensured, and members are encouraged to also ensure equitable geographical distribution of the participants.



# 1.3

## GENERAL CONSIDERATIONS

Before the start of the series, members shall decide on the following aspects:

- **Format** of the sessions (in person, hybrid, virtual);
- **Session plan** with an indication of corresponding topics;
- **Session facilitators:** members are encouraged to engage facilitators with experience in youth work, maintaining the ratio of 10–15 participants per facilitator;
- **Invited speakers:** members are encouraged to invite special guests, including renowned specialists, celebrities, representatives of sponsors and partners (discretion is advised to ensure compliance and avoid conflict of interest) and others to contribute to the overall experience from different aspects;
- **Establishing partnerships** with relevant governmental and educational institutions, as well as the media;
- **Participants' registration and selection** by means of an open call or nominations made by their educational institutions; and
- **Communication plan** to ensure visibility and public outreach according to the specific objectives at the national level.

Members are encouraged to communicate their intention to host GYTS National to the UNWTO Secretariat at least six weeks in advance of the launch of activities. The dedicated team may support members in:

- Adapting activities to fit in the country-specific framework of objectives;
- Developing a communication plan and global outreach; and
- Activating partners and speakers associated to the UNWTO.

**Members may use the GYTS brand assets only upon written authorization of the UNWTO Secretariat.**



# 1.4 IMPORTANT CONSIDERATIONS FOR IN-PERSON EVENTS



Members are encouraged to consider the following aspects for in-person events:

- Venue with adequate equipment to carry out the activities, including audio-visual equipment, stationary, high-speed Internet connection and refreshments;
- Venue accessible to people with mobility impairment and other disabilities;
- Travel and accommodation arrangements for participants to ensure equal opportunities;
- Waiting room or special programme for the duration of the event, to accommodate the accompanying persons of minors;
- Equipment for simultaneous interpretation, including sign language or subtitling;
- Organization of an opening event, allowing participants to network with the representatives of the national tourism administration (NTA), UNWTO, sponsors and other stakeholders;
- Organization of a closing event, where the participants shall receive their certificate of participation;
- Provision of adequate health and safety measures, including stationed medical team, if possible; and
- On-site media coverage.

# 1.5 IMPORTANT CONSIDERATIONS FOR HYBRID AND VIRTUAL EVENTS

Members are encouraged to consider the following aspects for hybrid and virtual events:

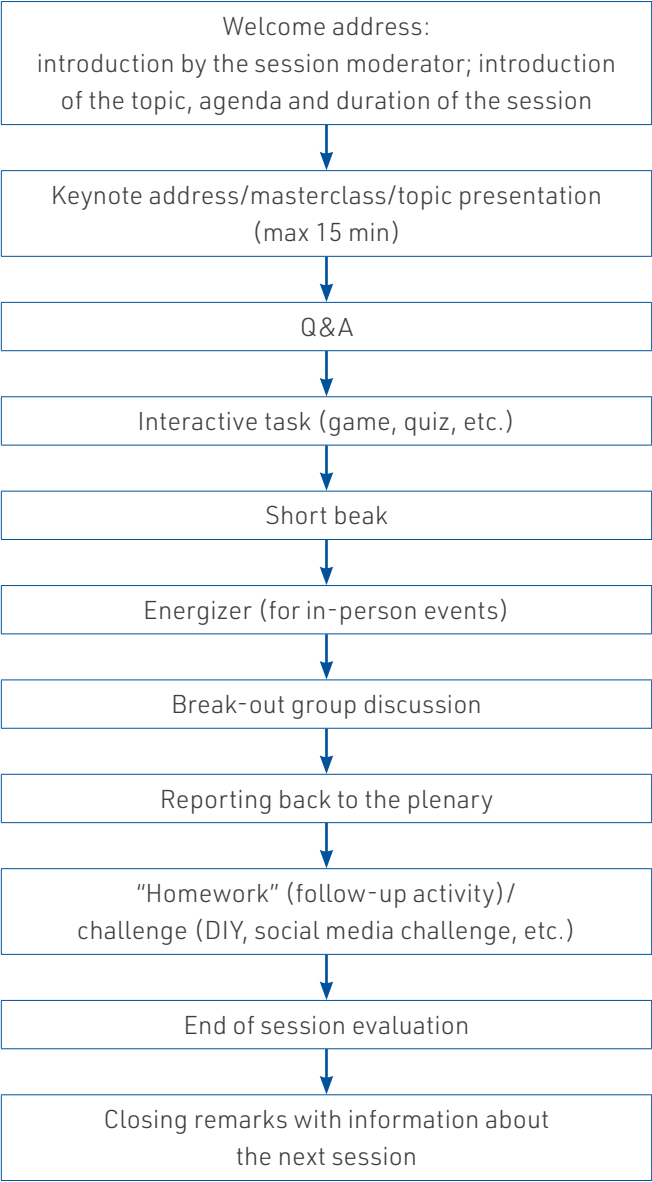
- Widely available online event platform;
- Suitable adaptation of the activities to ensure their viability in a virtual environment;
- Provisions for simultaneous interpretation, including sign language, or subtitling; and
- Organization, if possible, of an in-person closing event, allowing participants to network with the representatives of the national tourism administration, UNWTO, sponsors and other stakeholders, where the participants shall receive their certificate of participation.



# 1.6

## SESSION FLOW

Examples of sessions are included in the second part of this Handbook. However, members are invited to develop their own activities, if they consider necessary, following the structure outlined below:



Members are encouraged to include immersive activities, such as field or study visits, to enhance participants' understanding of the topics. The destinations for these visits may include, but are not limited to:

- Office of the UN agencies/funds/programmes represented in the country;
- Rural tourism destinations, particularly Best Tourism Villages by UNWTO, if present in the country;
- Tourism related facilities, e.g., airports, hotels, etc.;
- Entities engaged in initiatives focussed on sustainability, e.g., recycling or protected areas;
- Tourism educational institutions;
- Tourism destinations with innovative approaches and technologies; and
- Specific environmental activities, e.g., clean-up, tree planting, among others.

Members may also consider organizing engaging activities that resemble Model United Nations events and allow participants to simulate the decision-making processes at national, regional or global level.



# 1.7 OUTCOMES

The aim of these activities is to provide background knowledge and empower young people to take part in decision-making processes in the tourism sector. While education and training are important elements to build upon, meaningful youth engagement can only materialize based on a sector-wide youth policy that promotes youth participation through knowledge production, non-formal learning, participation opportunities, intercultural learning, peer and adult support, information and counselling, to name only a few. The activities shall contribute to the personal growth of the participants by developing skills like critical thinking, self-confidence, communication skills, teamwork and empathy.

Additionally, these activities may raise awareness about the vast employment possibilities in the tourism sector and incentivise the youth to consider tourism-related studies, contributing to bridging the gap between labour market capacity and demand of tourism industries.

Finally, members may consider participants' performance in GYTS National as a selection criterion for the nomination of their participants at the GYTS global events.





# 02 SAMPLE ACTIVITIES

The format and other details of the activities, implemented in the framework of GYTS National (see chapter 1), must be discussed with and approved by the designated GYTS team within the UNWTO Secretariat, taking into consideration the needs and proposals of the members.

The following activities are merely examples and are developed for the in-person format. Due consideration and necessary adjustments should be made by the members to make them appropriate for a virtual environment.



## 2.1

# RECOMMENDED SESSION I: THE UN WORLD

**Themes: United Nations, Sustainable Development Goals (SDGs), World Tourism Organization (UNWTO)**

**Brief description** Though various games and quizzes, participants will learn about the UN system and the SDGs. By the end of the session, they will be able to comprehend the concept of the SDGs and their significance, recognize the relationship between tourism and SDGs, and refresh their knowledge of the United Nations and UNWTO.

**Duration** 90 minutes

**Number of participants** Groups of 17 (if possible) participants

**Materials (per group)** Materials for each group include:

- Screen, projector and laptop
- [SDGs infographics](#) (available as of 3 July 2023)
- [SDGs progress chart](#) (available as of 3 July 2023)
- SDG progress descriptions (see support materials below)
- [SDG icons](#) (available as of 3 July 2023)
- SDG Tourism Set (see support materials below)
- SDG tourism matched sheet or file for projection
- Sheets (3 of each) with "A", "B", "C", "True", "False" printed on them
- Flipchart/whiteboard (score board) with stationery
- Post-its

**Location** Indoor/outdoor

**Learning outcomes**

- Explain the meaning and purpose of the SDGs
- Identify the 17 SDGs and understand their importance for achieving sustainable development
- Define the concept of sustainable tourism and its role within the SDGs
- Explain how tourism can contribute to achieving the SDGs
- Analyse the positive and negative impacts of tourism on the SDGs
- Identify the key stakeholders and their responsibilities for sustainable tourism development
- Explain the history, purpose and structure of UN
- Analyse the role of the UN in promoting sustainable development and global cooperation
- Understand the mission, functions and activities of UNWTO
- Recognize the importance of UNWTO in promoting sustainable tourism development and enhancing international cooperation in tourism

**Instructions****1. Welcome to the SDGs (5')**

Play an introductory video about the Sustainable Development Goals:

- [UN Sustainable Development Goals – Overview](#) (available as of 3 July 2023)
- [Sustainable Development Goals explained with 3 useful tips | Environment SDG Sustainability](#) (available as of 3 July 2023)
- [The Sustainable Development Goals: 17 Goals to Transform Our World](#) (available as of 3 July 2023)
- [Sustainable Development Goals: What are SDGs?](#) (available as of 3 July 2023)
- Or other age-appropriate video(s)

**2. A new identity (20')**

Distribute the SDG infographics, progress chart and progress cards to the participants and allow them some time to read them. Afterwards, ask the participants to stand in circle and present to the group the SDG they were given materials of. Explain that they should present their SDG in first person (e.g., "I am zero hunger. When I am achieved, [target]. So far, the world has achieved [example]"). Limit their presentations to 1 minute per goal.

**3. Tourism and SDGs (10')**

Place the SDG icons on the floor and distribute the cards from the SDG Tourism Set. Ask participants to match the tourism related descriptions with the SDG icons. Set the time to 5 minutes. After the time is up, show the correct matching on the screen and answer any questions or doubts.

**4. Understanding the experience (15')**

Invite participants to discuss:

- Which SDGs are the most relevant in their communities?
- What their communities are doing to advance in the achievement of the SDGs?
- Which actions they can take to contribute to the achievement of the SDGs in their communities?
- How tourism in their communities contributes to the achievement of the SDGs?
- Which SDGs should have priority in tourism policies?

**5. The UN World (25')**

Play a video [about UN](#) (available as of 3 July 2023).

Then divide the participants in three subgroups (5 to 6 participants in each) and explain the rules of the quiz. They will need to answer the questions by raising the correct letter (A, B or C). The time for each answer shall be limited to 15 seconds. Proposed questions are provided in the support materials.

After completing all questions, sum up the results and explain to participants that in the second part, they will answer by raising the correct answer ("true" or "false"). Proposed questions are in materials.

After completing all questions sum up the results.

Play a video [about UNWTO](#) (available as of 3 July 2023).

Then explain to participants that they will answer the last quiz by raising the correct answer (A, B or C). Proposed questions are in materials.

After completing all questions sum up the results. If possible, award the winning sub-team.

**6. #TheWorldWeWant (15')**

Play the video [#TheWorldWeWant – The world through your eyes](#) (available as of 3 July 2023).

Invite participants to share their #TheWorldWeWant on a post-it and collect them for display in a common area.

### Other suggestions for the activity

- Before starting, let participants know that there are various stages in this activity and that you will guide them through.
- Consider using an online platform (Slido, Kahoot or similar) for the quizzes.
- Make it fun and dynamic.
- Encourage teamwork.
- Make sure that each group is separated to have enough space to discuss the questions.
- It is more about learning than competition; dial down competitiveness if it prevails over learning.

### Additional resources

- World Tourism Organization (2023), *Achieving the Sustainable Development Goals through Tourism – Toolkit of Indicators for Projects (TIPs)*, UNWTO, Madrid, <https://doi.org/10.18111/9789284424344>
- World Tourism Organization (2023), *Goa Roadmap for Tourism as a Vehicle for Achieving the Sustainable Development Goals*, UNWTO, Madrid, DOI: <https://doi.org/10.18111/9789284424443>



## 2.1.1

# THE UN WORLD – SUPPORT MATERIALS

Below given information is taken from United Nations – General Assembly Economic and Social Council (2023), *Progress towards the Sustainable Development Goals: Towards a Rescue Plan for People and Planet Report of the Secretary-General (Special Edition)*.<sup>8</sup>

## SDG PROGRESS CARDS<sup>8</sup>

### SDG 1 – End poverty in all its forms everywhere



Since 2015, global poverty reduction was already slowing down, but the impacts of the COVID-19 pandemic reversed three decades of steady progress with the number of people living in extreme poverty increasing for the first time in a generation. Recovery from the pandemic has been slow and uneven as the world is presently facing multiple geopolitical, socioeconomic and climatic risks. Given current trends, 575 million people (nearly 7% of the world's population) will still be living in extreme poverty in 2030 compared to 800 million in 2015 (or 10.8%). Eradicating extreme poverty will be particularly difficult in sub-Saharan Africa and conflict-affected areas. Despite the expansion of social protection during COVID-19, over 4 billion people globally remain entirely unprotected. A surge in action and investment to enhance job opportunities and extend social services to the most excluded is crucial to delivering on the central commitment to ending poverty.

### SDG 2 – End hunger, achieve food security and improved nutrition, and promote sustainable agriculture



The number of people facing hunger and food insecurity has been on the rise since 2015, with the pandemic, conflict, climate change and growing inequalities exacerbating the situation. In 2015, 589 million people were experiencing hunger, and by 2021, that number had risen to 768 million. Projections show that by 2030, approximately 670 million people will still be facing hunger: 8% of the world's population, the same as in 2015. Despite global efforts, too many children continue suffering from malnutrition and the current annual rate of reduction in stunting must increase by 2.2 times to meet the global target. To achieve zero hunger by 2030, immediate and intensified efforts are required to transform food systems, ensure food security and invest in sustainable agricultural practices.

### SDG 3 – Ensure healthy lives and promote well-being for all at all ages



The pandemic and other ongoing crises are hindering progress in achieving SDG 3, exacerbating existing health inequalities and threatening progress towards universal health coverage. As a result, 68 million children are known to be un- or under-vaccinated as of 2022 from Tuberculosis, and malaria increased. This has been particularly challenging in low- and middle-income countries, where health systems were already under-resourced before the pandemic. The pandemic has also highlighted the need for stronger global health security systems to prevent and respond to future pandemics. Overcoming these setbacks and dealing with longstanding shortcomings in health-care provision requires an urgent strengthening of health systems.

### SDG 4 – Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



Even before the COVID-19 pandemic, the world was already off-track to achieve its education targets. If no additional measures are taken, only one in six countries will meet SDG 4 and achieve universal access to quality education by 2030. An estimated 84 million children and young people will still be out of school and an estimated 300 million student will still not have the basic numeracy and literacy skills they need to succeed in life. To deliver SDG 4, education systems must be re-imagined and education financing must become a priority national investment.

### SDG 5 – Achieve gender equality and empower all women and girls



The world is not on track to achieve gender equality by 2030. At the global level, none of the 18 indicators “met or almost met” the targets and only one is “close to target”. At the current rate of progress, it is estimated that it will take up to 286 years to close gaps in legal protection and remove discriminatory laws, 140 years for women to be represented equally in positions of power and leadership in the workplace, and 47 years to achieve equal representation in national parliaments. Cascading global crises have highlighted and exacerbated existing gender inequalities, such as unequal access to healthcare, education and economic opportunities. Political leadership and a comprehensive set of policy reforms are needed to dismantle systemic barriers to the achievement of SDG 5.

<sup>8</sup> United Nations – General Assembly Economic and Social Council (2023), *Progress towards the Sustainable Development Goals: Towards a Rescue Plan for People and Planet Report of the Secretary-General (Special Edition)*, UN, New York, available online at: <https://hlpf.un.org/sites/default/files/2023-04/SDG%20Progress%20Report%20Special%20Edition.pdf> (21-07-2023).





### SDG 6 - Ensure availability and sustainable management of water and sanitation for all

Billions of people still lack access to safe water, sanitation and hygiene, despite improvement in the provision of these basic services. Water scarcity is a growing problem in many parts of the world, and conflicts and climate change are exacerbating the issue. In addition, water pollution is a significant challenge which affects both human health and the environment in many countries. Achieving universal coverage by 2030 will require a 6-fold increase in current global rates of progress on drinking water, a 5-fold increase for sanitation and an 8-fold increase for hygiene. Boosting infrastructure investment, improving cross-sectoral coordination and addressing climate change is key to getting SDG 6 back on track.



### SDG 7 - Ensure access to affordable, reliable, sustainable and modern energy for all

Access to electricity and clean cooking fuels has improved in many parts of the world, but 675 million people are yet to be connected to the grids and 2.3 billion are still cooking with unsafe and polluting fuels. The war in Ukraine and global economic uncertainty continue to cause significant volatility in energy prices, leading some countries to raise investments in renewables and others to increase reliance on coal, putting the green transition at risk. If the current pace continues, about 660 million people will still lack access to electricity and close to 2 billion people will continue to rely on polluting fuels and technologies for cooking by 2030. To ensure access to energy for all by 2030, we must accelerate electrification, increase investments in renewable energy sources and invest in improving electricity grids.



### SDG 8 - Promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all

Progress towards achieving SDG 8 has been challenging and the world is far from reaching most of the targets. The lingering effects of COVID-19, cost-of-living crises, trade tensions, uncertain monetary policy paths, rising debts in developing countries and the war in Ukraine can each significantly set back global economic growth. Combined, these crises are placing the global economy under a serious threat. Global real GDP per capita is forecast to slow down in 2023, putting at risk not just employment and income but also advances in equitable pay for women and decent work for young people. Achieving SDG 8 will require a wholesale reform of our morally bankrupt financial system in order to tackle rising debts, economic uncertainties and trade tensions, while promoting equitable pay and decent work for young people.



### SDG 9 - Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

The recovery from COVID-19 of manufacturing industries remains incomplete and uneven: some high-income regions achieved record-high manufacturing value added per capita in 2022 but levels in least developed countries (LDCs) were not much higher than the 2015 baseline. In the aftermath of the pandemic, data show that higher-technology industries recovered faster and proved to be more resilient, pointing to the need to promote innovation and technology transfer in a way that benefits all countries. To achieve Goal 9 by 2030 it is essential to support LDCs, invest in advanced technologies, lower carbon emissions, and increase global mobile broadband access.



### SDG 10 - Reduce inequality within and among countries

Before the pandemic, the incomes of the bottom 40% of the population grew faster than the national average in most countries. The impacts of the pandemic and uneven recoveries in different regions of the world threaten to reverse that trend and further worsen global inequality. Record numbers are being forced to flee conflicts and economic hardship. By mid-2022, one in 251 people worldwide was a refugee, the highest proportion ever documented. Achieving SDG 10 requires concerted efforts to address the root causes of wage disparities and access to resources both within and between country inequality.



### SDG 11 - Make cities and human settlements inclusive, safe, resilient and sustainable

The pandemic has caused major shifts in migration patterns, including huge movements of people in and out of urban areas. Furthermore, climate change and conflicts tend to have disproportionate impacts on cities. These factors mean that the world is far from achieving the goal of sustainable cities. In many developing countries, slum populations have been growing, putting at risk the target of adequate housing for all by 2030. Since 2015, the number of countries with national disaster risk reduction strategies has more than doubled. To achieve SDG 11, efforts must focus on strengthening capacities for planning for urban development, improving access to public transportation and enhancing waste management.



### SDG 12 - Ensure sustainable consumption and production patterns

The world is seriously off track in its effort to halve per-capita food waste and losses by 2030. The COVID-19 pandemic has had significant impacts on consumption and production patterns, with disruptions to global supply chains and changes in consumer behaviour. Responsible consumption and production must be an integral part of the recovery from the pandemic. But the global economy also needs to speed up the decoupling of economic growth from resource use by maximizing the socioeconomic benefits of resources while minimizing their negative impacts. Reporting on corporate sustainability has tripled since the beginning of the adoption of the Agenda 2030 and the SDGs, but the private sector will need to significantly improve reporting on activities that contribute to the SDGs. To deliver SDG 12, it is crucial to implement policies that support the shift to sustainable practices and decouple economic growth from resource use.



### SDG 13 - Take urgent action to combat climate change and its impacts

The world is on the brink of a climate catastrophe and current actions and plans to address the crisis are insufficient. Without transformative action starting now, and within this decade, to reduce greenhouse gas emissions deeply and rapidly in all sectors, the 1.5°C target will be at risk and with it the lives of more than 3 billion people. Failure to act leads to intensifying heatwaves, droughts, flooding, wildfires, sea-level rise and famines. Emissions should already be decreasing now and will need to be cut almost by half by 2030 – a mere seven years from now. To combat climate change and its impacts by 2030, urgent and transformative action is needed to meet the commitments under the Paris Agreement across mitigation and adaptation efforts.<sup>9</sup>



### SDG 14 - Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Destructive trends in ocean health have not abated. The ocean, the world's largest ecosystem, continues to be endangered by rising acidification, eutrophication, declining fish stocks and mounting plastic pollution. While there has been some progress in expanding marine protected areas and combatting illegal, unreported and unregulated fishing over the years, more concerted efforts and acceleration are urgently needed. Urgent and coordinated global action is needed to continue to advance towards SDG 14.



### SDG 15 - Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, halt and reverse land degradation, and halt biodiversity loss

The world is facing a triple planetary crisis of climate change, pollution and biodiversity loss. The trend in forest loss, land degradation and the extinction of species is becoming worse, posing a severe threat to the health of the planet and people. Goal 15 will not be met without a dramatic shift in our relationship with our natural environment.



### SDG 16 - Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Ongoing and new violent conflicts around the world are derailing a global path to peace and achievement of SDG 16. One quarter of humanity lives in conflict-affected areas and as of May 2022, a record 100 million people had been forcibly displaced worldwide – more than double the number a decade ago. Citizens also face challenges accessing justice, basic services/legal guarantees and are generally underrepresented due to ineffective institutions. Moreover, structural injustices, inequalities and emerging human rights challenges are putting peaceful and inclusive societies further out of reach. To meet SDG 16 by 2030, action is needed to restore trust and to strengthen the capacity of institutions to secure justice for all and facilitate transitions to drive sustainable development.



### SDG 17 - Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

Progress towards achieving SDG 17 has been mixed. There have been some advances in areas such as development aid, remittances flows and access to technology. However, funding for development remains a major challenge, particularly in low-income countries. Additionally, geopolitical tensions and the rise of nationalism in some parts of the world have made it more difficult to achieve international cooperation and coordination. Many developing countries are battling record inflation, rising interest rates and looming debt burdens, competing priorities, and limited fiscal space. A major surge in concerted action is needed to ensure developing countries have access to the financing and technologies needed to accelerate SDG implementation.

<sup>9</sup> Latest updates can be found at: United Nations – General Assembly Economic and Social Council (2023), *Progress towards the Sustainable Development Goals: Towards a Rescue Plan for People and Planet Report of the Secretary-General (Special Edition)*, UN, New York, online available at: <https://hlpf.un.org/sites/default/files/2023-04/SDG%20Progress%20Report%20Special%20Edition.pdf> (21-07-2023).



## SDG TOURISM SET



### SDG 1 – No poverty

Tourism helps create jobs in local communities which brings income to the population.



### SDG 2 – Zero hunger

Tourism can support farming in a sustainable way by encouraging hotels to use local products and selling them to tourists.



### SDG 3 – Good health and well-being

Money from taxes on tourism can be used to improve healthcare and prevent diseases.



### SDG 4 – Quality education

Tourism can make things more inclusive. It needs skilled workers to be successful.



### SDG 5 – Gender equality

Tourism can empower women by giving them jobs and helping them start businesses in tourism and hospitality.



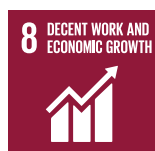
### SDG 6 – Clean water and sanitation

Investing in utilities for tourism can help provide clean water, hygiene and sanitation for everyone.



### SDG 7 – Affordable and clean energy

Tourism uses a lot of energy, so it can help switch to more renewable energy sources.



### SDG 8 – Decent work and economic growth

Tourism is one of the top sectors in the world and provides 1 in 10 jobs, within the tourism industries and tourism value chain.



### SDG 9 – Industry, innovation and infrastructure

Good public and private infrastructure is important for tourism to grow.



### SDG 10 - Reduce inequality

Tourism can help communities develop and reduce inequalities if locals and relevant organizations of the civil society are involved in planning its growth.



### SDG 11 - Sustainable cities and communities

Tourism can improve cities by making them more accessible and preserving their culture and nature.



### SDG 12 - Responsible consumption and production

The tourism industry needs to be more sustainable by using resources wisely.



### SDG 13 - Climate action

Tourism is affected by and contributes to climate change.



### SDG 14 - Life below water

Coastal and maritime tourism need healthy oceans and marine life.



### SDG 15 - Life on land

People visit places with rich biodiversity and natural beauty.



### SDG 16 - Peace, justice and strong institutions

Tourism brings together people from different cultures and can promote understanding and peace.



### SDG 17 - Partnerships for the goals

Tourism can bring different groups together to work towards common goals and make partnerships.

## POSSIBLE QUIZ QUESTIONS

(correct answers are marked bold)

1. The United Nations was founded in:
  - a. 1954
  - b. **1945**
  - c. 1939

*Four months after the San Francisco Conference ended, the United Nations officially started its work, on 24 October 1945, when it came into existence after its Charter had been ratified by China, France, the Soviet Union, the United Kingdom, the United States and by a majority of other signatories.*

More information about the San Francisco Conference can be found at:

<https://www.un.org/en/about-us/history-of-the-un/san-francisco-conference>

2. The headquarters of the United Nations is in:
  - a. **New York**
  - b. Paris
  - c. Tokyo

*The UN also has three major Offices outside of its Headquarters in Geneva, Nairobi and Vienna.*

Further information about the United Nations headquarters, as well as Geneva, Nairobi and Vienna offices can be found at:

<https://www.un.org/en/about-us/secretariat>

Information about headquarters of the different UN agencies can be found at: <https://www.un.org/en/about-us/un-system>

3. Which organization is considered the predecessor of the United Nations:
  - a. **League of Nations**
  - b. Confederation of Free Nations
  - c. Union of States

*The predecessor of the United Nations was the League of Nations, established in 1919, after World War I, under the Treaty of Versailles "to promote international cooperation and to achieve peace and security."*

*As of 20 April 1946, the League of Nations ceased to exist, having handed over all of its assets to the United Nations, and having granted the new UN Secretariat full control of its library and archives.*

You can learn more about the UN history at: <https://www.un.org/en/about-us/history-of-the-un/predecessor>



4. How many member states does United Nations have?
- 201
  - 197
  - 193**

*During its establishment in 1945 there were 51 original members. The membership has extended throughout the years and stands at 193 member states now.*

Further information about UN's growth of membership can be found at: <https://www.un.org/en/about-us/growth-in-un-membership>

5. Who is the current Secretary-General of United Nations?
- Ban Ki-Moon
  - Antonio Guterres**
  - Kofi Annan

*António Guterres, the ninth Secretary-General of the United Nations, took office on 1 January 2017.*

For further details, please check: <https://www.un.org/sg/en/content/sg/biography>

6. Which of the following is **not** a Sustainable Development Goal?
- Volunteerism**
  - Affordable and clean energy
  - Life on land

*The 17 SDGs are;*

*SDG 1: No poverty*

*SDG 2: Zero hunger*

*SDG 3: Good health and well-being*

*SDG 4: Quality education*

*SDG 5: Gender equality*

*SDG 6: Clean water and sanitation*

*SDG 7: Affordable and clean energy*

*SDG 8: Decent work and economic growth*

*SDG 9: Industry, innovation and infrastructure*

*SDG 10: Reduced inequalities*

*SDG 11: Sustainable cities and communities*

*SDG 12: Responsible consumption and production*

*SDG 13: Climate action*

*SDG 14: Life below water*

*SDG 15: Life on land*

*SDG 16: Peace, justice and strong institutions*

*SDG 17: Partnerships for the goals*

For more information on all 17 SDGs please refer to: <https://sdgs.un.org/goals>

7. How many members does the UN Security Council have?

- a. 20
- b. **15**
- c. 10

*UNSC has 15 members, 5 of which are Permanent Members: People's Republic of China, France, Russian Federation, United Kingdom and the United States of America.*

Further information on the Council's work is available at: <https://www.un.org/securitycouncil/>

8. Which of the following UN bodies is no longer active?

- a. Economic and Social Council
- b. Secretariat
- c. **Trusteeship Council**

*The UN Charter established the Trusteeship Council as one of the main organs of the United Nations, and assigned to it the task of supervising the administration of Trust Territories placed under the International Trusteeship System. There were eleven Trust Territories under the administration of the UN Trusteeship Council:*

*Western Samoa; Tanganyika; Rwanda-Urundi; Cameroons under British administration; Cameroons under French administration; Togoland under British administration; Togoland under French administration; New Guinea; Nauru; Strategic Trust Territory/ Trust territory of the Pacific Islands; Italian Somaliland.*

*One of the main goals of the International Trusteeship System was to promote the advancement of the inhabitants of Trust Territories and their progressive development towards self-government or independence. The Trusteeship Council was made up of the five permanent members of the Security Council. The aims of the Trusteeship System have been fulfilled to the extent that all Trust Territories have attained self-government or independence, either as separate States or by joining neighbouring independent countries.*

See for more information: <https://www.un.org/en/about-us/trusteeship-council>

9. United Nations is the largest international organization in the world.

**TRUE**

*United Nations, which started with 51 founding members, currently has 193 member states, which makes it the largest international organization in the world.*

10. United Nations has only had one female Secretary-General.

**FALSE**

*Since its foundation in 1945 UN has never had a female Secretary-General.*

See for further information: <https://www.un.org/sg/en/content/former-secretaries-general>

11. Latest country to join the United Nations is South Sudan.

**TRUE**

*South Sudan Joined the UN in 2011: <https://www.un.org/en/about-us/growth-in-un-membership>*

12. UN has eight official languages

**FALSE**

*UN has six official languages: Arabic, Chinese, English, French, Russian and Spanish.*

Please see for additional information: <https://www.un.org/en/our-work/official-languages#:~:text=There%20are%20six%20official%20languages,%2C%20French%2C%20Russian%20and%20Spanish>

13. UN General Assembly meets every two years

**FALSE**

*The UN General Assembly meets annually.*

More information about UNGA can be found at: <https://www.un.org/en/ga/>

14. The Sustainable Development Goals were preceded by the Millennium Development Goals.

**TRUE**

*The Sustainable Development Goals (SDGs) were born at the United Nations Conference on Sustainable Development in Rio de Janeiro in 2012. The objective was to produce a set of universal goals that meet the urgent environmental, political and economic challenges facing our world.*

*The SDGs replace the Millennium Development Goals (MDGs), which started a global effort in 2000 to tackle the indignity of poverty. The MDGs established measurable, universally-agreed objectives for tackling extreme poverty and hunger, preventing deadly diseases, and expanding primary education to all children, among other development priorities.*

For more information on the MDGs please consult: <https://www.un.org/millenniumgoals/>

15. The International Criminal Court is part of the UN system.

**FALSE**

*While the International Court of Justice is part of the UN system, ICC is not. The International Criminal Court (ICC) investigates and, where warranted, tries individuals charged with the gravest crimes of concern to the international community: genocide, war crimes, crimes against humanity and the crime of aggression.*

Please consult for more information: <https://research.un.org/en/docs/law/courts#:~:text=The%20ICC%20is%20not%20part,criminal%20law%20within%20the%20UN>

16. When was the World Tourism Organization formed?

- a. **1975**
- b. 1979
- c. 1983

*In May of 1975 the first World Tourism Organization General Assembly met in Madrid at the invitation of the Spanish Government. Robert Lonati was voted in as the first World Tourism Organization Secretary-General and the Assembly decides to establish its headquarters in Madrid.*

More details about UNWTO history is available at: <https://www.unwto.org/history>



17. When did the World Tourism Organization become a specialized agency of the United Nations?
- 1998
  - 2001
  - 2003**

*XV World Tourism Organization General Assembly approves the transformation of WTO into a United Nations specialized body by resolution 453(XV). The transformation is ratified at the United Nations General Assembly by resolution A/RES/58/232.*

More details about UNWTO history are available at: <https://www.unwto.org/history>

18. Which of the following is not an official language of UNWTO?
- Arabic
  - German**
  - Chinese

*The official languages of UNWTO are Arabic, Chinese, English, French, Russian and Spanish.*

More details about UNWTO are available at: <https://www.unwto.org>

19. Who is the current Secretary-General of UNWTO?
- Jens Stoltenberg
  - Zurab Pololikashvili**
  - Klaus Welle

*Zurab Pololikashvili has been Secretary-General of the World Tourism Organization (UNWTO) since January 2018.*

For more information on the current UNWTO Secretary-General, please consult:  
<https://www.unwto.org/management/zurab-pololikashvili>

20. When is the World Tourism Day?
- 27 September**
  - 14 October
  - 8 November

*At its third session (Torremolinos, Spain, September 1979), the General Assembly of the World Tourism Organization decided to institute World Tourism Day, commencing in the year 1980. This date was chosen to coincide with an important milestone in world tourism: the anniversary of the adoption of the Statutes of the World Tourism Organization on 27 September 1970.*

*The timing of World Tourism Day is particularly appropriate in that it comes at the end of the high season in the northern hemisphere and the beginning of the season in the southern hemisphere.*

More details available at: <https://www.unwto.org/world-tourism-day>

21. Who of the following is **not** a UNWTO Tourism Ambassador?
- Andres Iniesta
  - Giorgio Armani
  - Adriana Lima**

*UNWTO's Ambassadors for Sustainable Tourism are drawn from the worlds of sport, entertainment, business, gastronomy and more. All leaders in their respective fields, they volunteer their time and their voices to amplifying the message of tourism for sustainable development and equal opportunity. Over recent years, the number of Ambassadors has continued to grow to reflect the sector's significance and diversity.*

A list of UNWTO Ambassadors is available at: <https://www.unwto.org/unwto-tourism-ambassadors>

22. Which of the following is not a region of UNWTO?
- Americas
  - Sub-Saharan Africa**
  - Middle East

*UNWTO regions are: Africa, the Americas, Asia and the Pacific, Europe and the Middle East.*

For more information, please see: <https://www.unwto.org/regional-departments>

23. Which of the below is not part of the mandate of UNWTO?
- Responsible tourism
  - Universally accessible tourism
  - Mass tourism**

*The World Tourism Organization is the United Nations agency responsible for the promotion of responsible, sustainable and universally accessible tourism.*

Please see more details on the organization's mandate at: <https://www.unwto.org/about-us>



## 2.2

# RECOMMENDED SESSION II: TOURISM FOR RURAL DEVELOPMENT

**Themes: Rural tourism, rural development, Best Tourism Villages by UNWTO**

<b>Brief description</b>	During the session, participants will gain insights into the existing possibilities for fostering tourism development in rural areas. They will be introduced to various avenues and strategies to harness the potential of tourism in these territories. Furthermore, the session will shed light on how tourism can actively contribute to the achievement of the Sustainable Development Goals (SDGs).
<b>Duration</b>	60 minutes
<b>Number of participants</b>	Groups of 10 to 15 participants
<b>Materials (per group)</b>	<p>Materials for each group include:</p> <ul style="list-style-type: none"> <li>▪ Screen, projector and laptop</li> <li>▪ Best Tourism Villages by UNWTO description sheets</li> <li>▪ Tourism types sheets</li> <li>▪ SDG sheets</li> <li>▪ Post-its</li> <li>▪ Pens/markers</li> </ul>
<b>Location</b>	Indoor/outdoor
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>▪ Gain knowledge about the various opportunities and potential for tourism development in rural areas.</li> <li>▪ Learn about the unique characteristics, attractions and resources that rural areas possess and how these can be leveraged to promote tourism.</li> <li>▪ Become acquainted with the SDGs and their significance in addressing challenges in rural areas.</li> <li>▪ Explore the positive impacts that tourism can have on rural communities by stimulating local economies, creating employment opportunities and improving the quality of life for residents.</li> <li>▪ Gain insights into effective strategies and best practices for sustainable tourism development in rural areas.</li> </ul>



**Instructions****1. Best Tourism Villages by UNWTO (5')**

Play the [Best Tourism Villages \(BTV\) by UNWTO](#) video (available as of 3 July 2023).

Ask participants to split up into four subgroups and distribute one BTV description to each group.

**2. The rural diversity (10')**

Ask the groups to read the descriptions and identify which tourism experiences are more relevant (already developed or with potential to develop further) in the described villages. After 5 minutes of independent work, distribute the tourism types sheet to facilitate the discussion.

**3. Welcome to my village (10')**

Invite the groups to present their villages briefly and list the different tourism experiences that they identified in relation to their villages.

**4. Driving development (10' + 10')**

Distribute the SDG sheets (see annex for copying templates) to each group and ask them to identify, based on the description, how tourism can contribute to the achievement of the Sustainable Development Goals.

Afterwards, the subgroups report back on their findings about how tourism in described villages can contribute to the SDGs.

**5. Getting involved (15')**

Reconvene the groups to discuss the following questions:

- If you were a part of the local community of your village, what could you do to contribute?
- What do you think are major opportunities that tourism brings to rural development?
- What do you think are major challenges that tourism brings to rural development?
- Can rural tourism prevail over urban tourism?
- Have you ever experienced rural tourism?

**Other suggestions for the activity**

- Before starting, let participants know that there are various stages in this activity and that you will guide them through.
- Make sure all participants understand the instructions. Use a calm and soft voice, preferably speak slowly and pause after each instruction to give participants time to reflect.
- Make the course fun and dynamic.
- Before starting, underline the importance of working in teams.
- Emphasize the need and importance to respect each other and communicate with each other respectfully.

**Additional resources**

- World Tourism Organization (2020), *UNWTO Recommendations on Tourism and Rural Development – A Guide to Making Tourism an Effective Tool for Rural Development*, UNWTO, Madrid, DOI: <https://doi.org/10.18111/9789284422173>
- World Tourism Organization (2023), *Tourism and Rural Development: A Policy Perspective*, UNWTO, Madrid, DOI: <https://doi.org/10.18111/9789284424306>
- Best Tourism Villages by UNWTO: <https://www.unwto.org/tourism-villages/en/>

## 2.2.1

# TOURISM FOR RURAL DEVELOPMENT – SUPPORT MATERIALS



### Best Tourism Villages by UNWTO description sheets

#### 1. Sidi Kaouki, Morocco (Best Tourism Village 2021)

Sidi Kaouki is a small Berber village 25 km south of Essaouira, home to valleys, forests, sea and caves. The name of this village of fishermen and shepherds comes from a local saint from the late 19th century whose tomb can still be seen at one end of its endless beach. For its part, the marabout of Sidi Kaouki attracts pilgrims from all over, gives spiritual power to the village and embellishes the landscape of the place thanks to its particular architecture.

In this coastal municipality, the main activities practised by the local population are – in addition to fishing and agriculture – production and marketing high quality 100% natural organic products, such as honey, amlou or the famous argan, from which cosmetics, soap, shampoos and creams are made. The local population of Sidi Kaouki produces, develops and sells all kinds of argan products, through the Sidi Kaouki cooperative, the Sidi Kaouki Argan Women's Association and the Moroccan natural products mogador.

In fact, Sidi Kaouki is part of the argan biosphere reserve which covers the vast plain bordered by the High Atlas and Anti-Atlas Mountains and flows into the Atlantic. The argan forest plays an important role in terms of research and socioeconomic development.

Sidi Kaouki also owes its reputation to its large waves, which make it a popular spot for water sports enthusiasts and professionals.

Source:  
<https://www.unwto.org/tourism-villages/en/villages/sidi-kaouki/>



## 2. Caspalá, Argentina (Best Tourism Village 2021)

Located in the department of Valle Grande, the town of Caspalá is at an altitude of 3,100 m above the sea level. Mountainous by nature, it is about 240 km from San Salvador de Jujuy. Since the recognition was given in 2002 by UNESCO through its Man and Biosphere Programme (MAB), the village is part of the Yungas Biosphere Reserve in north-western Argentina.

In this charming village, ancient customs and colourful shawls stand out. The agro-livestock community opens its doors to share all the magic of its people and its almost extinct traditions. Beautiful and adorned with colourful ribbons and embroidered shawls, Caspalá awaits to share unforgettable days with the warmth of its people.

Caspalá was presented to the Latin American tourist public in the framework of the Latin American Meeting of rural community tourism, organised by the Secretariat of Tourism of the Province of Jujuy. The community is at the stage of full inclusion in the provincial tourist offer, as an innovative proposal in the tourist destination of the Yungas region.

Among its main attractions is the Santa Rosa de Lima Church, a chapel built in the 1840s by Tomás Coronel. Its bronze bells were brought from Peru, as well as the image of Santa Rosa, the patron saint of the town, which Caspalá celebrates in her honour every August 30th.

Also of great interest is Antigüito, with its ancient mud and stone constructions, and Pueblo Viejo, both archaeological sites of great value. From this magical town of Caspalá you can go on a journey visiting the imposing Camino del Inca and Serranía de Hornocal.

Source:  
<https://www.unwto.org/tourism-villages/en/villages/caspala/>





### 3. Purple Island, Republic of Korea (Best Tourism Village 2021)

The historic village of Purple Island is located in a village with over 1,000 years of history. The community has placed great value on preserving its natural wonders: the entire island and its surroundings have been designated UNESCO World Natural Heritage Site, in addition to the Shinandadohae Biosphere Reserve, with its Shinandadohae National Park and the Korean Mudflats Provincial Park.

The inhabitants of Purple Island live mainly from deep-sea fishing and fishing in the marsh plains, as well as from agriculture, although to a lesser extent.

Purple Island can offer a wide diversity of nature and culture. One can experience a unique lifestyle, and a relaxed and wellness-focussed life. The mud plains, the Dang Forest, the Dullegil Island (trail), the Purple Bridge and the Purple Garden are means of relaxation that balance the authentic and the artificial. The bluebells, which are grown on the island, the kohlrabis and the lamiaceae that are scattered everywhere are purple in colour.

With this in mind, in 2015, public and private efforts came together to make Banwol and Bakji Island a land preserved in purple: Banwol and Bakji Island were merged and the "Purple Island" was created. The Purple Bridge was built, astachys, chrysanthemums, magnolia lilies and the lavender garden were planted. Residents' houses were also painted purple. With these efforts, Purple Island is in full bloom all year round.

Between August 2020 and July 2021, around 200,000 tourists visited the island, and the community is totally involved in the tourism project of the village. In fact, all the ideas (such as the construction of the Purple Bridge and the creation of Purple Island), came from the residents themselves. The residents' wish to "Walk ashore on foot" has come true with the Purple Bridge connecting Anjwa Island, Banwol Island and Bakji Island.

Source: <https://www.unwto.org/tourism-villages/en/villages/purple-island/>



#### 4. Soufli, Greece (Best Tourism Village 2021)

Soufli is a settlement characterized by a widely recognized dipole of tourist destinations, the National Park of Dadia-Soufli-Levkimi and the uniquely preserved silk tradition in Europe, including, vigorous traditional economic activities, from cultivation of the mulberry trees to the production and promotion of silk, as well as the historical architecture of its “cocoon-houses”.

Moreover, the village proposes a remarkable diversity of other resources and destinations, such as the amazing fossil forest, the unique in Greece prehistoric megalithic monuments, the historical religious attractions – Christian and Muslim –, the architecture of neighbouring mountainous villages, as well as traditional activities such as winery, meat cuts and beekeeping, among others.

The local economic-social-geostrategic profile is highlighted by strategic advantages and opportunities, which form the basis for a self-sustaining tourism development plan, reinforced by synergies and networking. Today, it is generally accepted, that standardized, homogenized mass tourism is not any more a top priority. Therefore, any proposal, concerning villages such as Soufli, is destined to be oriented towards specific priorities, aiming at the composition of an alternative and innovative product, by formulating and promoting of a

specific or unique local profile – requirements to which Soufli answers to the optimum degree. Soufli keeps its authenticity and is not saturated by distorted forms of uncontrolled development.

Thus, the possibility of formulating a viable proposal in the tourism sector is strongly justifiable. The configuration and promotion of a unique culture and an attractive local identity respond to the required characteristics, standards and market demands: accessibility, clarity, relaxation, connection with the local ambience, marketable, tangible and intangible products, etc.

Source:  
<https://www.unwto.org/tourism-villages/en/villages/soufli/>





## 5. Misfat Al Abriyeen, Oman (Best Tourism Village 2021)

Notable for both its traditional architecture and agriculture, Misfat Al Abriyeen is an Omani oasis village that has been a self-sustaining cohesive community based on the ancient falaj irrigation systems for at least 2000 years.

It is located at about 900 m above sea level, deep within the Oman Mountains – a formidable mountain chain that stretches in an arc across the Oman Peninsula. Misfat Al Abriyeen's vision points to restore Misfat as a fully functioning, self-sufficient and networked rural unit that also plays its important role in the creation of a sustainable future for the country following the 'Oman Vision 2040' through tourism and heritage-led initiatives.

The tourism-led initiatives will aim to strengthen the community and its flagship Al Misfat Al Ahlia residents' cooperative by increasing engagement of stakeholders and establishing an effective non-governmental entity and social capital. Al Misfat Al Ahlia and the community will create private sector jobs for local people and opportunities for local and regional businesses, optimizing the sustainable use of natural and human resources in the area and increasing the non-oil share of the economy.

Therefore, the Misfat Al Abriyeen tourism strategy goals are to focus on the following key aspects:

- Community cooperative and resilience: developing and strengthening the flagship community cooperative Al Misfat Al Ahlia and carry out tourism related activities through this non-governmental body;
- Develop capacity and resilience within the community cooperative to manage tourism, balance resident/tourist aspirations, and shape and manage visitor expectations; and
- Develop resource-raising initiatives involving public, private and voluntary entities for funding and in-kind support.

The self-reliance that once characterized Omani rural oasis settlements could be rebuilt through a strong, effective and resilient community cooperative with networked connectivity with other oases, towns and cities.

Source: <https://www.unwto.org/tourism-villages/en/villages/misfat-al-abriyeen/>



## TOURISM TYPES SHEET

**Note that not all the below tourism types are officially defined by UNWTO. For UNWTO recommended tourism definitions, please consult:** World Tourism Organization (2019), *UNWTO Tourism Definitions*, UNWTO, Madrid, DOI: <https://doi.org/10.18111/9789284420858>

*Adventure tourism* is a type of tourism which usually takes place in destinations with specific geographic features and landscape and tends to be associated with a physical activity, cultural exchange, interaction and engagement with nature. This experience may involve some kind of real or perceived risk and may require significant physical and/or mental effort.

Adventure tourism generally includes outdoor activities such as mountaineering, trekking, bungee jumping, rock climbing, rafting, canoeing, kayaking, canyoning, mountain biking, bush walking, scuba diving. Likewise, some indoor adventure tourism activities may also be practiced.

*Business tourism* is a type of tourism activity in which visitors travel for a specific professional and/or business purpose to a place outside their workplace and residence with the aim of attending a meeting, an activity or an event. The key components of business tourism are meetings, incentives, conventions and exhibitions.

The term “meetings industry” within the context of business tourism recognizes the industrial nature of such activities. Business tourism can be combined with any other tourism type during the same trip.

*Birdwatching tourism* offers opportunities of observing birds in their natural habitat. These birds are observed with the naked eye or visual enhancement devices such as binoculars, telescopes and listening devices.<sup>10</sup> [This is not an official UNWTO definition and should not be attributed to UNWTO.]

*Coastal, maritime and inland water tourism*

- *Coastal tourism* refers to land-based tourism activities such as swimming, surfing, sunbathing and other coastal leisure, recreation and sports activities which take place on the shore of a sea, lake or river. Proximity to the coast is also a condition for services and facilities that support coastal tourism.
- *Maritime tourism* refers to sea-based activities such as cruising, yachting, boating and nautical sports and includes their respective land-based services and infrastructure.
- *Inland water tourism* refers to tourism activities such as cruising, yachting, boating and nautical sports which take place in aquatic-influenced environments located within land boundaries and include lakes, rivers, ponds, streams, groundwater, springs, cave waters and others traditionally grouped as inland wetlands.

*Cultural tourism* is a type of tourism activity in which the visitor's essential motivation is to learn, discover, experience and consume the tangible and intangible cultural attractions/products in a tourism destination.

These attractions/products relate to a set of distinctive material, intellectual, spiritual and emotional features of a society that encompasses arts and architecture, historical and cultural heritage, culinary heritage, literature, music, creative industries and the living cultures with their lifestyles, value systems, beliefs and traditions.

<sup>10</sup> Dunne, P. (2003), *Pete Dunne on Bird Watching*, Boston: Houghton Mifflin (ISBN: 978-0-395-90686-6).

Oddie, B. (1980), *Bill Oddie's Little Black Bird Book*, Frome & London: Butler & Tanner Ltd. (ISBN: 978-0-413-47820-7).

*Ecotourism* is a type of nature-based tourism activity in which the visitor's essential motivation is to observe, learn, discover, experience and appreciate biological and cultural diversity with a responsible attitude to protect the integrity of the ecosystem and enhance the well-being of the local community.

Ecotourism increases awareness towards the conservation of biodiversity, natural environment and cultural assets both among locals and the visitors and requires special management processes to minimize the negative impact on the ecosystem.

*Education tourism* covers those types of tourism which have as a primary motivation the tourist's engagement and experience in learning, self-improvement, intellectual growth and skills development. Education Tourism represents a broad range of products and services related to academic studies, skill enhancement holidays, school trips, sports training, career development courses and language courses, among others.

*Gastronomy tourism* is a type of tourism activity which is characterized by the visitor's experience linked with food and related products and activities while travelling. Along with authentic, traditional, and/or innovative culinary experiences, Gastronomy Tourism may also involve other related activities such as visiting the local producers, participating in food festivals and attending cooking classes.

- *Eno-tourism (wine tourism)*, as a sub-type of gastronomy tourism, refers to tourism whose purpose is visiting vineyards, wineries, tasting, consuming and/or purchasing wine, often at or near the source.

*Geotourism* sustains or enhances the distinctive geographical character of a place – its environment, heritage, aesthetics, culture and the well-being of its residents.<sup>11</sup> [This is not an official UNWTO definition and should not be attributed to UNWTO.]

*Health tourism* covers those types of tourism which have as a primary motivation, the contribution to physical, mental and/or spiritual health through medical and wellness-based activities which increase the capacity of individuals to satisfy their own needs and function better as individuals in their environment and society. Health tourism is the umbrella term for the subtypes *wellness tourism* and *medical tourism*.

*Medical tourism* is a type of tourism activity which involves the use of evidence-based medical healing resources and services (both invasive and non-invasive). This may include diagnosis, treatment, cure, prevention and rehabilitation.

*Mountain tourism* is a type of tourism activity which takes place in a defined and limited geographical space such as hills or mountains with distinctive characteristics and attributes that are inherent to a specific landscape, topography, climate, biodiversity (flora and fauna) and local community. It encompasses a broad range of outdoor leisure and sports activities.

*Rural tourism* is a type of tourism activity in which the visitor's experience is related to a wide range of products generally linked to nature-based activities, agriculture, rural lifestyle/culture, angling and sightseeing.

Rural tourism activities take place in non-urban (rural) areas with the following characteristics:

- Low population density;
- Landscape and land-use dominated by agriculture and forestry; and
- Traditional social structure and lifestyle.

*Screen tourism* or *film tourism* is the latest trend that involves travelling to destinations that are seen in movies – visitors explore locations and destinations which have become popular due to their

11 National Geographic Partners, LLC (n.d.), 'Geotourism', National Geographic, online available at: <https://www.nationalgeographic.com/maps/topic/geotourism> (31-07-2023).

appearance in films and television series. The term also encompasses tours to production studios as well as movies or television-related parks.<sup>12</sup> [This is not an official UNWTO definition and should not be attributed to UNWTO.]

*Space tourism* involves travelling into space for recreational purposes. Even though this sounds futuristic, it has already established history. The different types of space tourism are orbital, suborbital and lunar.<sup>13</sup> [This is not an official UNWTO definition and should not be attributed to UNWTO.]

*Sports tourism* is a type of tourism activity which refers to the travel experience of the tourist who either observes as a spectator or actively participates in a sporting event generally involving commercial and non-commercial activities of a competitive nature. Sports tourism is also classified into *sports event tourism*, *celebrity and nostalgia sport tourism* and *active sport tourism*.

*Wellness tourism* is a type of tourism activity which aims to improve and balance all of the main domains of human life including physical, mental, emotional, occupational, intellectual and spiritual. The primary motivation for the wellness tourist is to engage in preventive, proactive, lifestyle-enhancing activities such as fitness, healthy eating, relaxation, pampering and healing treatments.

### Making tourism inclusive, accessible and sustainable?

*Accessible Tourism* entails strategically planned collaboration processes between stakeholders that “enable people with access requirements, including mobility, vision, hearing and cognitive dimensions of access, to function independently and with equity and dignity through the delivery of universally designed tourism products, services and environments.” This definition adopts a whole-of-life approach to tourism. The benefit of accessibility in tourism is evident for every person throughout the whole of their lives. This would include people with permanent and temporary disabilities, people with specific medical conditions, seniors and families with small children.<sup>14</sup>

*Sustainable tourism* involves travelling to a place to make a positive impact on the environment, society and economy. It benefits everyone involved.

Sustainable tourism development guidelines and management practices are applicable to all forms of tourism in all types of destinations, including mass tourism and the various niche tourism segments. Sustainability principles refer to the environmental, economic, and socio-cultural aspects of tourism development, and a suitable balance must be established between these three dimensions to guarantee its long-term sustainability.

12 Beeton, S. (2005), *Film-induced Tourism*, Channel View Publications, p. 270 (ISBN: 9781845410148).

13 Von der Dunk, F.G. (2011), ‘Space tourism, private spaceflight and the law: Key aspects’, *Space Policy*, 27(3), August 2011, Elsevier, pp. 146–152, DOI: 10.1016/j.spacepol.2011.04.015.

14 World Tourism Organization (2016), *Manual on Accessible Tourism for All: Principles, Tools and Best Practices – Module I: Accessible Tourism – Definition and Context*, UNWTO, Madrid, DOI: <https://doi.org/10.18111/9789284418077>.



Thus, sustainable tourism should:

1. Make optimal use of environmental resources that constitute a key element in tourism development, maintaining essential ecological processes and helping to conserve natural heritage and biodiversity.
2. Respect the socio-cultural authenticity of host communities, conserve their built and living cultural heritage and traditional values, and contribute to inter-cultural understanding and tolerance.
3. Ensure viable, long-term economic operations, providing socio-economic benefits to all stakeholders that are fairly distributed, including stable employment and income-earning opportunities and social services to host communities, and contributing to poverty alleviation.

Sustainable tourism development requires the informed participation of all relevant stakeholders, as well as strong political leadership to ensure wide participation and consensus building. Achieving sustainable tourism is a continuous process and it requires constant monitoring of impacts, introducing the necessary preventive and/or corrective measures whenever necessary.

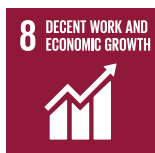
Sustainable tourism should also maintain a high level of tourist satisfaction and ensure a meaningful experience to the tourists, raising their awareness about sustainability issues and promoting sustainable tourism practices amongst them.<sup>15</sup>



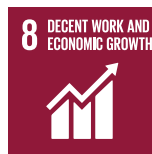
15 World Tourism Organization (n.d.), 'Sustainable Development', UNWTO, Madrid, online available at: <https://www.unwto.org/sustainable-development> (31-07-2023)

## SDG SHEETS

### SIDI KAOUKI, MOROCCO

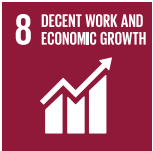


## CASPALÁ, ARGENTINA





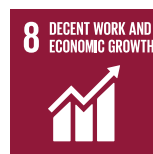
PURPLE ISLAND, REPUBLIC OK KOREA



## SOUFLI, GREECE



## MISTAF AL ABRIYEEN, OMAN





## 2.3

# RECOMMENDED SESSION III: SUSTAINABLE TOURISM

### Themes: Biodiversity, tourism ocean action

**Brief description** Participants will learn about sustainable tourism and explore tourism's impact on the biodiversity and life on the land and under water. They will acquire an understanding of how our actions in different scenarios can impact the environment and determine whether we act responsibly as tourists.

**Duration** 75 minutes

**Number of participants** Groups of 10–15 participants

**Materials (per group)**

- Tourism product sheets (given below)
- Electronic device with Internet access for each group
- Fish tank drawing for each group
- Post-it papers
- Markers/pens
- Erasers
- A4 paper

**Location** Indoor

**Learning outcomes**

- Raising awareness regarding the significance of biodiversity and the need for its effective preservation.
- Developing an understanding of the impact of tourism on biodiversity.
- Engaging in discussions on strategies and approaches to minimize the negative effects of tourism on biodiversity.
- Exploring proactive measures to prevent damage to ocean habitats.
- Recognizing the magnitude of human actions and their consequences on the oceans.

**Instructions**

- 1. Introduction (2')**  
Explain that sustainability in tourism encompasses environmental, economic and social component. This session will focus on the environmental one by exploring tourism's impact on biodiversity on the land and in marine habitats.
- 2. Video (3')**  
Play the video "[What future is there for global biodiversity?](#)" (available as of 3 July 2023).
- 3. Pros and cons (15')**  
Give each subgroup a tourism product sheet (zoo, safari, birdwatching, whale watching) and ask them to look for information on the Internet that will allow them to understand the pros and cons of these activities for the preservation of biodiversity.

**Instructions****4. Reporting back (10')**

Each subgroup reports back on the results of their discussion. Invite the entire group to sit in a circle to discuss the outcomes of the discussions.

1. What argument/s apply to more than one product?
2. How could these tourism products be less invasive of the habitats while still offering a similar experience?
3. Is tourism (in general or these specific products) more harmful or beneficial for preserving biodiversity?
4. What is the role of tourism in improving/worsening the overall situation with wildlife in the world today?

**5. Dive into the ocean (5')**

Play the video called 'The ocean and us' – BBC Earth, United Nations Ocean Conference (available as of 3 July 2023).

**6. Pros and cons (15')**

Divide participants into groups of 4–5. Each group is presented with a fish tank drawing with a fish at the bottom (sample image is given below). They take away the stripes to learn about the damaging effect of human action (written in the back).

To heal the ocean, they will need to discuss and take note of actions that can mitigate the effect of the actions written on the papers or any other actions that contribute to the well-being of oceans.

**7. Reporting back and discussion (15' + 10')**

Each group shares the positive actions they identified during the previous step and further discuss measures to help save the oceans, the level of awareness about human impact on the oceans in their communities, and actions taken in their respective communities to help preserve the oceans.

**Other suggestions for the activity**

- Before starting, let participants know that there are various stages in this activity and that you will guide them through.
- Make sure all participants understand the instructions.
- Make it fun and dynamic.
- Before starting, underline the importance of working in teams.
- Emphasize the need and importance to respect each other and communicate with each other respectfully.

**Additional resources**

- World Tourism Organization (2019), *The 21st Century Maritime Silk Road – Tourism Opportunities and Impacts*, UNWTO, Madrid, DOI: <https://doi.org/10.18111/9789284418749>
- World Tourism Organization (2011), *Practical Guide for the Development of Biodiversity-based Tourism Products*, UNWTO, Madrid, DOI: <https://doi.org/10.18111/9789284413409>
- World Tourism Organization (2010), *Tourism and Biodiversity – Achieving Common Goals Towards Sustainability*, UNWTO, Madrid, DOI: <https://doi.org/10.18111/9789284413713>

## SUSTAINABLE TOURISM – SUPPORT MATERIALS

## TOURISM PRODUCT SHEETS

ZOO	
PROS	CONS



SAFARI	
PROS	CONS

## WHALE WATCHING

PROS

CONS

BIRDWATCHING	
PROS	CONS



## FISH TANK DRAWING



## LIST OF ACTIVITIES THAT HARM THE OCEANS

<b>1. Overexploitation of fishery resources</b>	Too many people are catching way too many fish which is causing big problems for the fish populations.
<b>2. Marine engineering and oil fishing</b>	When building offshore or go fishing for oil, this has consequences on marine environment.
<b>3. Habitat destruction</b>	People are destroying the habitat of marine creatures.
<b>4. Water pollution (fertilizers, pesticides causing deoxygenation)</b>	Water gets polluted when verting fertilizers and pesticides into oceans and other water reservoirs, with consequences on flora and fauna in and outside the water.
<b>5. The amount of garbage left on beaches or dumped in inland waterways, such as rivers and streams, that ends up in the ocean (surface runoff)</b>	People are leaving a lot of trash on the beaches and throwing garbage into rivers which ends in the ocean. This has consequences on under water life.
<b>6. Ocean acidification and coral bleaching caused by climate change (greenhouse gas emissions)</b>	The ocean is becoming more acidic, and the coral is turning white and dies, as consequence from climate change and the greenhouse gases in the air, such as CO <sub>2</sub> .
<b>7. Violation of marine protected areas</b>	People break norms by going into places where marine life is supposed to be protected.
<b>8. Noise pollution caused by ships</b>	Ships are the cause of noise pollution in the ocean which disturbs hearing sensitive animals like whales which can become deaf.
<b>9. Invasive marine species</b>	Some species that do not belong in a specific marine environment can get there causing problems to autochthone species.
<b>10. Destructive fishing</b>	People are using ways to catch fish that are harmful and damaging to the ocean ecosystems.
<b>11. Unsustainable tourism activities</b>	Some tourism activities that are not sustainable can affect and damage marine life. For example, beach pollution, uncontrolled usage of plastic in rivers, lakes, seas and oceans.

## 2.4

# RECOMMENDED SESSION IV: ACCESSIBILITY IN TOURISM

### Themes: Accessibility; equity; equality

**Brief description** Through experiential learning, participants put themselves in the position of people with different abilities and other personal circumstances, to explore different travel experiences.

Based on the identity of their characters, they physically respond to a series of tourism related situations. This is followed by a discussion about how tourism can be more accessible.

**Duration** 60 minutes

**Number of participants** Groups of 10–15 participants

**Materials (per group)**

- Character descriptions for each participant (handout at the end)
- Tourism related situations list (handout at the end)
- String or tape
- Flipchart/whiteboard with stationery and post-its
- Red card for each participant

**Location** Indoor/outdoor

**Learning outcomes**

- Participants will develop an understanding of the challenges and experiences faced by individuals with different abilities and personal circumstances, as they assume the role of such individuals during the activity.
- Participants will gain first-hand experience of the barriers and limitations that individuals with different abilities may encounter while travelling.
- Participants engage in critical thinking and problem-solving by analysing the challenges, identifying potential solutions and exploring ways to make tourism more inclusive and accessible for everyone.
- The activity prompts participants to consider their role as advocates for accessible tourism. They explore ways in which they can contribute to creating more inclusive travel experiences and become agents of change.

### Instructions

#### 1. A new identity (5')

Mark on the floor, with chalk, string or tape, the same number of evenly spaced lines as there are situations to be read out to the group. Ask participants to stand side by side, behind the starting line at the back of the space or room, facing you.

Hand out a character description to each participant and tell them not to share it with anybody.

Explain that if they have questions about their character, they may ask only the facilitator. They can use their imagination and develop their characters; however, they must remain true to the description provided.

**Instructions****2. Back and forth (3')**

Explain to participants that you will read out several situations related to tourism and travel, to which they will have to react, based on their characters' identity and situation. Explain that when the situation is read out:

- Those who do not have enough information on their character description to respond to the situation stay where they are;
- Those who think they are affected in a negative way must take a step back; and
- Those who think they benefit from the situation must take a step forward.

Remind participants that they are to respond to the questions as they think their character would and not as they would themselves.

**3. In another life (2')**

When everyone understands the instructions, invite participants to close their eyes (if they feel comfortable doing so), clear their minds and relax in silence. Tell them to think about their character, asking them to visualize that person, to try to see, hear and feel that person, to imagine the person's life and make it their own.

Give participants a few minutes to put themselves into their character's shoes and to think about what their relationships to those around them would be like. Once they have identified themselves with their character, invite them to slowly open their eyes (for those who had them closed) and start reading out the questions you selected.

**4. Drifting apart (10')**

Once all chosen questions have been read out, tell participants to remain in their place and look around, memorizing their position in comparison to others.

**5. Who are you? (8')**

Invite everyone to sit down in the spot where they ended up during the game and ask each participant to read out their character description.

**6. Coming together (2')**

Once all characters have been introduced, end the game and invite all participants to sit together in a semicircle to reflect on this experience. You may use the questions below to guide the group discussion.

**7. Understanding the experience (10')**

Invite participants to discuss around the following questions:

- How did you feel about your character? Think about whether or not you feel its identity and situation was very far from real life and why.
- How did you feel about the others' reactions when you revealed the identity and situation of your character?
- How did you feel when taking steps forward/back? How did you feel when having to stay where you were or moving backwards, while seeing others moving ahead?
- What did you notice at the end of the game when you looked around and compared your position to others'?
- How can you explain the distances between people?



**Instructions****8. Making tourism more accessible (15')**

Give participants post-its to write down the exclusive and inclusive practices that they can think of in the context of the activity:

- How can we make tourism more inclusive?
- How can we make tourism more accessible to all?
- What can individuals do to make travel/tourism experience better for people with limitations for travel?
- What should tourism stakeholders do to make travel/tourism experience better for people with limitations for travel?

Collect post-its on a large piece of paper that can be easily transported to a common room for the final step.

**9. Sharing is caring (5')**

After the activity, make posters visible in the common areas to allow participants to read through the ideas of the participants of the other groups.

**Other suggestions for the activity**











- Before starting, let participants know that there are various stages in this activity and that you will guide them through.
- Make sure they all clearly understand every detail of their character description so they will be able to act out their role and respond to the questions accurately.
- Throughout the visualization process, use a calm and soft voice, preferably speak slowly and pause after each instruction to allow participants time to reflect.
- Some may experience overwhelming emotions as this activity might bring up memories from real life. Therefore, closely monitor the group dynamics, pay particular attention to participants' reactions as you go along, and let them know that they can step out of the process at any time.
- Provide each participant with an SOS card that they can raise above their head to indicate they wish to leave the activity if they are feeling uncomfortable.
- If any participant does choose to leave the space or room, make sure they are accompanied by a fellow participant or mentor for support.
- Make sure that participants step out of their roles properly and return to their own reality after the activity, using, for instance, an energizer or asking one of them an everyday-life question (e.g., what did you have for breakfast this morning, what are you doing tonight, etc.).

**Additional resources**

- World Tourism Organization (2021), *Accessibility and Inclusive Tourism Development in Nature Areas – Compendium of Best Practices*, UNWTO, Madrid, DOI: <https://doi.org/10.18111/9789284422777>
- World Tourism Organization (2013), *Recommendations on Accessible Tourism*, UNWTO, Madrid, DOI: <https://doi.org/10.18111/9789284415984>
- World Tourism Organization and Fundación ACS (2015), *Manual on Accessible Tourism for All – Public-Private Partnerships and Good Practices*, UNWTO, Madrid, DOI: <https://doi.org/10.18111/9789284416585>
- World Tourism Organization (2016), *Accessible Tourism for All: An Opportunity within Our Reach*, UNWTO, Madrid, DOI: <https://doi.org/10.18111/9789284417919>

2.4.1  
ACCESSIBILITY IN TOURISM – SUPPORT MATERIALS

CHARACTER DESCRIPTIONS

 <p>You are a 20-year-old deaf person, fluent in your native and international sign language, travelling alone.</p>	 <p>You are a 30-year-old single parent, travelling with your children, aged 1 and 4. You use a stroller for your younger child.</p>
 <p>You are a 35-year-old blind person travelling with your partner and two children, aged 5 and 8.</p>	 <p>You are a 42-year-old person, travelling with your blind partner and guide-dog.</p>
 <p>You are a 48-year-old paraplegic, travelling with your partner and teenage children.</p>	 <p>You are a 55-year-old person, successfully recovering from a knee replacement. You still use crutches for walking. You are travelling with your deaf partner.</p>
 <p>You are a 76-year-old person, travelling with your 76-year-old partner, your child, and his/her family, including your baby grandchild, who is still taken around in a stroller.</p>	 <p>You are a 78-year-old person, travelling alone. You prefer to avoid activities that require more physical strength, including walking long flights of stairs</p>
 <p>You are a 19-year-old autistic person travelling with your parents and a specially trained assistant dog.</p>	 <p>You are a 24-year-old person, travelling with your partner on a honeymoon.</p>

### In another life – instructions

Instructions to be read out. Use a calm and soft voice, preferably speak slowly and pause after each instruction to give participants time to reflect:

- *You have been given a character description that you will represent during this exercise.*
- *If you feel comfortable doing so, please close your eyes now.*
- *Clear your mind.*
- *Relax.*
- *Think about your character.*
- *Visualize your character.*
- *Feel the person they are.*
- *Imagine their life.*
- *Make them your own.*
- *If at any point of the exercise you feel uncomfortable, please raise the red card and feel free to step out of the exercise.*

Wait for 1–2 minutes.

*Please open your eyes slowly.*

### Drifting apart – simulation

Start the activity by reading out the following imaginary situations and recall the participants to step forward or back or stay where they are:

1. *You are preparing for your vacation. It is high season, and many facilities are fully booked. You come across a beautiful hotel with some spare rooms, it has three elevators, a beautiful pool accessible for guest with mobility impairment. Children below the age of 12 are not allowed in this hotel.*
2. *You search on to see if you find something else that may interest you and come across a beautiful family hotel, standing out for its architecture. The 8-story building has no stairs (only ramps). Without exception, dogs are not allowed in the hotel.*
3. *Finally, you choose a nice boutique hotel with an elevator that offers free stay for children of up to 6 years of age and discounts for people with disabilities.*
4. *The day has come, you are going to the airport. When you arrive there, you learn that the airport has recently opened two priority lanes at the security check: one for families with children below the age of 6 and one adapted to people with motor disabilities.*
5. *You have just landed at a small airport with more than 3 hours delay. It's 10:30 pm. You are at your destination, but your luggage is not. When looking for the lost luggage counter, you come across a poster that says special services (including for passengers with impaired sight and hearing) are available from 8 am to 8 pm.*

6. Finally, you have reached your hotel. The elevator has been out of service since last night. Your room is on the second floor. There are no ground floor rooms available.
7. The receptionist offers to arrange for your accommodation in a nearby hotel – the one with no stairs, but where dogs are not allowed.
8. Next morning you rent a car, the company ran out of kids' boosters (for age 3–12) and could only get them from another office. This will take at least 1 hour.
9. You go to the bank to exchange money. The only parking space for disabled is occupied by a vehicle that is not marked with the disabled card. You wait for 15 minutes and finally decide to park in a normal space which is narrower and requires passengers to slide out of the car sideways.
10. You go to the local museum, run by the foundation specialized in providing social services for the blind. They offer an exhibition of artistic works and typological material, which can be felt through the sense of touch. A guided tour in international sign language is also available. Children are encouraged to use their sense of touch to initiate their journey of exploring the artistic works. The museum is in a 1-story building.
11. You go for dinner to a restaurant that is known for its offer of local gastronomy. You enjoy the food very much. Before leaving, you ask for the directions to the toilets. They are in the basement, including the changing table for infants; no elevator is available.
12. You go to the local market. You ran out of cash the day before, so you stop by the nearby ATM. There are three, but none of them are accessible to people with motor disabilities or visual impairment.
13. You like to check the news every day. The local TV station offers simultaneous sign language interpretation of the evening news.
14. The local history museum includes replicas of various artefacts, that can be felt through the sense of touch. The descriptions are in Braille as well.
15. You learn from the local newspaper that over the last three years the local government has invested EUR 100.000 in improving accessibility for wheelchairs and strollers.





## 2.5

# RECOMMENDED SESSION V: CLIMATE ACTION IN TOURISM

**Themes: Climate change; climate action**

<b>Brief description</b>	<p>The activity focusses around the impact of climate change and our individual contributions to it. Participants engage with online tools to calculate their personal carbon footprints by inputting their everyday activities. Through discussion, they explore how their daily actions and routines can affect our planet.</p> <p>This activity aims to raise awareness about climate change, encourage self-reflection on personal contributions, foster cooperation and collective responsibility, and reinforce the importance of sustainable behaviours through interactive learning and engagement.</p>
<b>Duration</b>	60 minutes
<b>Number of participants</b>	Groups of 10–15 participants
<b>Materials (per group)</b>	<ul style="list-style-type: none"> <li>▪ Board, papers for discussions.</li> <li>▪ Pencils, markers, etc.</li> <li>▪ A medium-sized plastic food storage container</li> <li>▪ Ice cubes and water</li> <li>▪ A ball of thin string or strong wool</li> <li>▪ Scissors</li> <li>▪ Small sized globe</li> </ul>
<b>Location</b>	Indoor
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>▪ Participants gain understanding of the causes and impacts of climate change. They learn about the scientific principles behind climate change, its global consequences and the interconnectedness with tourism.</li> <li>▪ Participants develop a sense of personal agency and responsibility in mitigating the effects of climate change. They are encouraged to explore and identify practical ways to make positive contributions towards environmental sustainability.</li> <li>▪ Participants are inspired to adopt more sustainable practices and make conscious efforts to reduce their ecological footprint.</li> <li>▪ Through group discussions, brainstorming sessions and shared learning experiences, participants work together to understand complex issues related to climate change.</li> <li>▪ The activities encourage participants to think creatively and innovatively in finding solutions to climate change issues.</li> </ul>

**Instructions****1. Icing on top (5')**

Distribute food containers. Ask participants to fill them up with a set number of cups of water and mark the water line with marker. Afterwards, ask participants to add a set number of ice cubes to the containers and place them aside (out of view during the activity). Do not mention anything further.

**2. Introduction (3')**

Inform participants about the topic of the session and play the introductory video [“What is climate change”](#) (available as of 3 July 2023)

**3. Interconnected (10')**

Ask the participants to stand in the circle. Give a ball of string to one of the participants, ask them to name their favourite animal, plant, nature event (i.e., rain, snow) or venue (i.e., mountains, lakes) and then hold onto the end of the string and throw the ball to someone across the circle to catch. This goes on until there is a web of string among all participants standing in the circle. After the web is complete, place a small globe right in the middle of the web, where the strings are interconnected.

Ask participants to name some actions, events or occurrences that can affect and damage what they mentioned as their favourite. Take the scissors and every time they give an example, cut the string. Cut in such manner that the globe stays in the middle as long as possible. Even after the globe falls on the floor, ask them to continue. Leave the globe on the floor.

**4. My footprint (5')**

Provide the participants with the footprint calculator<sup>16</sup> link/QR code and ask them to complete the form based on their usual habits.

**5. My impact (15')**

Ask whether anyone wishes to share their results. Following that, start the discussions around the following questions:

- How do you feel after seeing the results?
- What actions can/will you take to improve your result?
- What measures/policies would you need to see implemented in your community to be able to improve your result?
- What measures/policies are already in place to help tourists, visiting your community, reduce their environmental impact?
- Do you know who to contact to propose measures/policies that would benefit your community?

**6. The promise (7')**

Ask participants to stand in a close circle, in the same place where globe was left on floor. Ask them to name the step or action they suggested and extend one of their hands forward to the middle of circle. After the “hand circle” is complete, take the fallen globe, put it in the centre of the hand circle and highlight that their promises of these actions, can help protect our planet.

**Instructions****7. Quiz (10')**

Provide the participants with link or QR code to the quiz. Questions and explanations are given below.

**8. Elephant in the room (5')**

Ask participants whether they have any further questions and if they feel something is being forgotten. If no “correct” question – ask them to remember what we did during sessions. When they remember the containers from the beginning of the session, ask them to observe the water level.

End the session by reminding that both actions and inactions affect our planet.

<sup>16</sup> See for example: Global Footprint Network (n.d.), ‘What is your ecological Footprint’, Global Footprint Network, Geneva, <https://www.footprintcalculator.org/home/en> (31-07-2023).

**Other suggestions for the activity**

- Before starting, let participants know that there are various stages in this activity and that you will guide them through.
- Throughout the process, use a calm and soft voice, preferably speak slowly and pause after each instruction to allow participants time to reflect.

**Additional resources**

- World Tourism Organization (n.d.), *'Transforming Tourism for Climate Action'*, UNWTO, Madrid, available online at: <https://www.unwto.org/sustainable-development/climate-action> [31-07-2023].
- World Tourism Organization (2022), *Baseline Report on Climate Action in Tourism*, UNWTO, Madrid, DOI: <https://doi.org/10.18111/9789284423965>.
- World Tourism Organization (2023), *Climate Action in Tourism – An overview of methodologies and tools to measure greenhouse gas emissions*, UNWTO, Madrid, DOI: <https://doi.org/10.18111/9789284423927>.



## 2.5.1

### CLIMATE ACTION IN TOURISM – SUPPORT MATERIALS

#### Quiz (correct answers are in bold)<sup>17</sup>

1. True or False: Wasting less food is a way to reduce greenhouse gas emissions.
  - a. **True**
  - b. False

*More than a third of food produced globally never makes it to the table. Some of this wasted food spoils in transit, while consumers throw some of this food out. Approximately 8%–10% of the world's greenhouse gas emissions relate to food waste.*

2. Which of the following is a greenhouse gas?
  - a. CO<sub>2</sub>
  - b. CH<sub>4</sub>
  - c. Water vapor
  - d. **All of the above**

*Greenhouse gases may be a result of natural occurrence or human activity. These gases include carbon-dioxide (CO<sub>2</sub>), methane (CH<sub>4</sub>), water vapor, nitrous oxide (N<sub>2</sub>O) and ozone (O<sub>3</sub>). Fluorinated gases are also considered to be greenhouse gases. Greenhouse gases act like a heat-trapping blanket, making the Earth habitable for humans. However, human activities have increased emissions of greenhouse gases into the atmosphere beyond what the Earth can support, resulting in climate change.*

3. How much impact do our actions have on greenhouse gas?
  - a. Low
  - b. Middle
  - c. High
  - d. **All of the above**

*No matter the degree or level, our actions have an impact on greenhouse gas emissions.*

<sup>17</sup> Earth Day Network (n.d.), 'The Climate Change Quiz', Earth Day Network, Washington D.C., available online at: <https://www.earthday.org/the-climate-change-quiz/> (31-07-2023).



4. What is the greenhouse effect?
- The name of climate change legislation that was passed by Congress
  - When you paint your house green to become an environmentalist
  - When the gases in our atmosphere trap heat and block it from escaping our planet**
  - When you build a green house

*The Earth receives solar radiation from the sun. Passing through the atmosphere, some radiation is absorbed by the Earth, while some is reflected back to space. When the exchange of incoming and outgoing radiation occurs, some of the radiation becomes trapped by gases in the atmosphere. This creates a "greenhouse" effect and warms the planet.*

5. Which of the following are consequences associated with climate change?
- The ice sheets are declining, glaciers are in retreat globally, and our oceans are more acidic than ever
  - Surface temperatures are setting new heat records about each year
  - More extreme weather like droughts, heat waves and hurricanes
  - Global sea levels are rising at an alarmingly fast rate – 17 cm (6.7 inches) in the last century alone and going higher
  - All of the above**

*All of these are problems associated with climate change. The majority of scientists agree that many of these effects are caused by human contribution to the greenhouse effect. Extreme weather events, droughts, heat waves and rising sea levels are already having devastating effects on the most vulnerable countries and communities.*

6. What can you do to help fight climate change?
- Divest from fossil fuel
  - Engage yourself in the science behind climate change
  - Vote for political candidates who will advocate for climate-related legislation and policy improvements
  - All of the above**

*Along with these important steps, also adding your voice to the issues surrounding climate change, investing in clean energy and taking personal actions to reduce your impact on the planet.*

7. True or False: The overwhelming majority of scientists agree that climate change is real and caused by humans.
- True**
  - False

*At least 97% of climate scientists who are actively publishing agree that climate change is likely due to human activity. Most of the prominent scientific organizations across the globe have issued statements that publicly endorse this view.*

8. Which of these countries emits the most carbon-dioxide?
- China**
  - United States of America
  - United Kingdom
  - Russian Federation

*China has an overall share of 27% of global emissions, followed by the United States of America at 11%, the European Union and India at 7%.*

9. What percentage of the global greenhouse gas emissions does the transportation sector emit?
- 1%
  - 17%**
  - 33%
  - 70%

*Transportation is the fastest growing source of emissions worldwide, accounting for 17% of global greenhouse gas emissions – behind only is the power sector. Most of this involves fossil fuels burned for road, rail, air and marine transportation. Petroleum-based fuels (i.e., gasoline and diesel) account for almost all of the world's transportation energy.*

10. Transport-related CO<sub>2</sub> emissions of the tourism sector are what percent of the whole emissions from transport?
- 7%
  - 12%
  - 22%**
  - 34%

*This is one of the findings of report “Transport-related CO<sub>2</sub> emissions from the tourism sector – Modelling results” by UNWTO and ITF. The report provides insights into the evolution of tourism demand across the different global regions up to the year 2030. It also presents the expected transport-related CO<sub>2</sub> emissions of the tourism sector against the current ambition scenario for the decarbonization of transport and sets the basis to scale up climate action and ambition in the tourism sector.*

Source and further information: World Tourism Organization and International Transport Forum (2019), *Transport-related CO<sub>2</sub> Emissions of the Tourism Sector – Modelling Results*, UNWTO, Madrid, DOI: <https://doi.org/10.18111/9789284416660>.

11. Globally, which of the following economic sectors emits the largest percentage of greenhouse gas emissions?
- Transportation
  - Buildings
  - Industry
  - Electric power**

*Energy-related greenhouse gas emissions account for the majority of all anthropogenic emissions – about 80% in the USA and the European Union, for example. Just 20% of final energy consumption is in the form of electricity, but the generation of electricity is responsible for over 40% of all energy-related emissions.*

*Worldwide emissions of carbon dioxide (CO<sub>2</sub>) from burning fossil fuels total about 34 billion tonnes (Gt) per year. About 45% of this is from coal, about 35% from oil and about 20% from gas.*

See for further information: [https://www.world-nuclear.org/information-library/energy-and-the-environment/carbon-dioxide-emissions-from-electricity.aspx#:~:text=Just%2020%25%20of%20final%20energy,tonnes%20\(Gt\)%20per%20year.](https://www.world-nuclear.org/information-library/energy-and-the-environment/carbon-dioxide-emissions-from-electricity.aspx#:~:text=Just%2020%25%20of%20final%20energy,tonnes%20(Gt)%20per%20year.)

12. Which has been the hottest year on record?
- 2016**
  - 2020
  - 2022
  - None of the above

*2016 is considered as the hottest year on record, with the global average temperature 1.02 °C warmer than the baseline 1951–1980 mean. The last seven years have been the warmest seven years on record.*

## 2.6

# OPTIONAL SESSION: YOUTH PLEDGE

### Themes: Visitor behaviour; visitor pledge

#### Brief description

The activity aims to engage participants in a comprehensive learning experience centred around visitor pledges and addressing problems caused by visitors in their destination. In the first part of the activity, participants will learn about existing visitor pledges to gain valuable insights into the principles and objectives behind them, as well as the positive impacts they have had on destinations and their sustainability.

In the second part of the activity, participants will reflect on the problems caused by visitors in their own destination. This reflective process will enable them to identify specific issues or challenges that arise as a result of tourism activities.

The final part of the activity focusses on proactive solutions. Participants will develop a visitor pledge tailored to their own destination, addressing the problems identified in the previous step. By designing their own visitor pledge, participants will gain a sense of ownership and responsibility towards the sustainability of their destination, fostering a collective effort to create a more responsible and respectful tourism experience for all.

#### Duration

90 minutes

#### Number of participants

Groups of 10–15 participants

#### Materials (per group)

- 1 handout per group (see end of activity guidelines for handouts)
- Pen and paper
- Post-it notes
- Device with Internet access (if possible)

#### Location

Indoor

#### Learning outcomes

- **Knowledge:** To learn about existing visitor pledges as a tool to positively influence visitor behaviour.
- **Skills:** To develop critical thinking skills through reflecting on problems and solutions to visitor behaviour.
- **Attitude:** To develop a differentiated, nuanced perception of visitors as not only causes of negative tourism impacts but possible agents for good in the destination as well.

**Instructions****1. Learn about existing visitor pledges (20')**

Play this 2-minute video to introduce the idea of a [visitor pledge](#) (available as of 3 July 2023)

Explain that the Palau Pledge featured in the video is one example of several destinations that have implemented pledges.

Split the group into three smaller groups of 4–5 participants each and give each group a different pledge to learn about and ask them to read through the pledge handout (see handouts at the end).

Ask them to join with other groups to compare their pledges. Then discuss the different pledges to reflect on (a) what are some of the problems trying to be addressed through the pledges?, and (b) what works well/does not work well across the different pledges?

- Palau Pledge
- Icelandic Pledge
- Tiaki Promise, New Zealand
- Hawaii Pono Pledge

As groups are reporting back, keep track of main points, similarities and differences (on whiteboard or similar)

Brief discussion about participants' attitudes towards pledges: *Based on what you have learned, do you think pledges/pledging would alter/improve your behaviours in destinations? How and why?*

**2. Reflect on problems caused by visitors in your destination (20')**

Ask each participant to reflect individually on the problems and opportunities created by visitors in their destination. (Provide post-its to write down their ideas.)

Ask participants to work in pairs to share their individual reflections from section 1. Participant shall then put up their points on post-its on a wall.

Bring the groups back together and ask each to share their ideas – group post-its accordingly, and write up their ideas in a brainstorm.

**3. Suggested short break****4. Develop a visitor pledge for your destination (40')**

Split the group into groups of approximately 3–4 students.

Ask each group to develop a visitor pledge for their destination. Explain that the pledge should include a list of commitments like the pledges reviewed in section 1. Themes on the post-it wall can serve as guidance.

Ask each group to present their pledge to the class.

**5. Reflection and debriefing (10')**

Ask students to reflect on the process of developing the pledge:

- How did it feel to create a pledge?
- Do you think the pledge you created would make a difference to visitor behaviour? Why/why not?

**Other suggestions for the activity**

- Before starting, let participants know that there are three sections to this activity
- Ensure there is sufficient time for each section – we recommend approximately 20 to 30 minutes for each section, including a 10-minute break and/or energiser activity after section 2.
- If possible, provide each group with a device in section 1, so that they can visit the pledge website and watch the videos included in the handouts. However, if this is not possible then the information included within the handout will be sufficient.



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**Further information**

- Albrecht, J. N. and Raymond, E. (2022), 'National destination pledges as innovative visitor management tools – Social marketing for behaviour change in tourism', *Journal of Sustainable Tourism*, DOI: [doi.org/10.1080/09669582.2022.2037620](https://doi.org/10.1080/09669582.2022.2037620).
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- World Tourism Organization** (2023), *Achieving the Sustainable Development Goals through Tourism – Toolkit of Indicators for Projects (TIPs)*, UNWTO, Madrid, DOI: <https://doi.org/10.18111/9789284424344>.
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## Useful websites

Below is the list of useful websites where you can find more detailed information about topics and matters mentioned in this publication. Following online resources were active as per date of publication.

### United Nations

- <https://www.un.org/en/about-us/history-of-the-un/predecessor>
- <https://www.un.org/en/about-us/history-of-the-un/san-francisco-conference>
- <https://www.un.org/en/about-us/secretariat>
- <https://www.un.org/en/about-us/un-system>
- <https://www.un.org/en/about-us/growth-in-un-membership>
- <https://www.un.org/sg/en/content/sg/biography>
- <https://www.un.org/securitycouncil/>
- <https://www.un.org/en/about-us/trusteeship-council>
- <https://www.un.org/sg/en/content/former-secretaries-general>
- <https://www.un.org/en/our-work/official-languages#:~:text=There%20are%20six%20official%20languages,%2C%20French%2C%20Russian%20and%20Spanish>
- <https://www.un.org/en/ga/>
- <https://research.un.org/en/docs/law/courts#:~:text=The%20ICC%20is%20not%20part,criminal%20law%20within%20the%20UN>
- <https://www.youtube.com/watch?v=wszlaKcBeJM>
- <https://www.youtube.com/watch?v=E67ln5yJtyE>

### World Tourism Organization

- <https://www.unwto.org/about-us>
- <https://www.unwto.org/history>
- <https://www.unwto.org/management/zurab-pololikashvili>
- <https://www.unwto.org/world-tourism-day>
- <https://www.unwto.org/unwto-tourism-ambassadors>
- <https://www.unwto.org/regional-departments>
- <https://www.unwto.org/sustainable-development>
- <https://www.unwto.org/sustainable-development/tourism-emissions-climate-change>
- <https://www.unwto.org/tourism-villages/en/villages/>
- <https://www.youtube.com/watch?v=jQU8LJAVe84>
- <https://www.youtube.com/watch?v=Quw54l3oWsY>

### Sustainable Development Goals

- <https://sdgs.un.org/goals>
- [https://unstats.un.org/sdgs/report/2022/SDG\\_report\\_2022\\_infographics.pdf](https://unstats.un.org/sdgs/report/2022/SDG_report_2022_infographics.pdf)
- <https://unstats.un.org/sdgs/report/2022/Progress-Chart-2022.pdf>
- <https://www.un.org/millenniumgoals/>
- [https://www.youtube.com/watch?v=M-iJM02m\\_Hg](https://www.youtube.com/watch?v=M-iJM02m_Hg)
- <https://www.youtube.com/watch?v=qf0gdj40kdw>
- <https://www.youtube.com/watch?v=HW76iOQ7qVQ>
- <https://www.youtube.com/watch?v=7dzFbP2AgFo>

### Video materials about

- Biodiversity:  
<https://www.youtube.com/watch?v=L-kx2MWFCpU>
- Oceans:  
<https://www.youtube.com/watch?v=2uuWN20Lc4E>
- Climate change:  
<https://www.youtube.com/watch?v=QLQ-MEZgRGY>

Global Footprint Network: Footprint calculator:  
<https://www.footprintcalculator.org/home/en>



www.unwto.org/doi/10.18111/9789284415155 Friday, September 23, 2022 12:09:39 AM IP Address: 64.32.23.62

The World Tourism Organization (UNWTO), a United Nations specialized agency, is the leading international organization with the decisive and central role in promoting the development of responsible, sustainable and universally accessible tourism. It serves as a global forum for tourism policy issues and a practical source of tourism know-how. Its membership includes 159 countries, 6 territories, 2 permanent observers and over 500 Affiliate Members.



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