GLCMUN X

COMMISSION GUIDE

United Nations Educational, Scientific and Cultural Organization

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WELCOME TO GLCMUN X!

Ten years ago, what began as a small academic project with big aspirations has transformed into a legacy of learning, inclusion, and transformation.

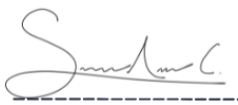
Today, with pride and excitement, I welcome you to the tenth edition of GLCMUN, a space created for each of you to shine with your ideas, your passion, and your ability to make an impact on the world.
GLCMUN X is much more than a Model United Nations; it is a place where the voices of young people like you become powerful tools to envision a better future. It is a place where bonds are built, where you learn to negotiate, debate, and lead, and where you understand the complexities of the world to seek real solutions to the challenges we face as a society.

Personally, this model is my dream. Since I became involved in this community, every committee, every debate, and every participant has taught me something valuable, and today, having the opportunity to lead this model as your Secretary-General in its tenth edition is an indescribable honor. What fills me with the most pride is knowing that this dream is not just mine, but belongs to everyone who is part of it: the secretariat, delegates, chairs, staff, sponsors, and allies.

Over these ten years, we have demonstrated that youth has the power to transform realities, and this edition will be no exception. In the coming months, I want you to challenge yourselves, to dare to think differently, and to be creative in your proposals. Remember that this space is designed for you to learn not only about international politics but also about empathy, teamwork, and the importance of listening.
I also want to take this opportunity to thank you for being here, for believing in this dream, and for contributing your talents and enthusiasm to this project. I know many of you have worked hard to get here, and I want you to know that all that effort will be worth it. This model is as much yours as it is mine, and my greatest wish is for you to have an unforgettable experience that inspires your academic future and your life project.

These ten years represent a journey filled with lessons, challenges, and shared achievements, and we could not have reached this point without the commitment of everyone who has been part of GLCMUN over time. That is why I want to invite you to be part of this celebration and to give your best in this historic edition. I hope that, at the end of these three days, you leave not only with knowledge and learning but also with unforgettable memories, new friendships, and the certainty that you have the power to change the world, one idea at a time.

Sincerely,



Sebastián Ávila Cabal
Secretario General

President's Letter

Dear delegates,

We would like to give you a warm welcome to the GLCMUN X Model, in the UNESCO committee. We are Violeta Lozano and María José Carmona from ninth grade, and we feel very honored to be your presidents this year. In this space, you will have the opportunity to explore the fascinating world of diplomacy, argumentation, and international cooperation. For many of you, this will be your first UN Model, and we want to congratulate you on your commitment and effort, which will undoubtedly be an enriching and unforgettable experience.

We know that, at first, it may seem challenging and even a bit intimidating, but we want you to know that this is an incredible space full of learning and personal growth. Every intervention, no matter how irrelevant you may think it is, is valuable to this committee. Do not be afraid to participate, your voice will always be heard.

UNESCO's mission is to preserve cultural heritage, promote education, and protect cultural diversity worldwide. This year, we will address highly relevant topics with a global impact. You are the most important pillars of this committee, so our goal is for you to actively participate. We want you to enjoy this process, dare to debate, and see each intervention as an opportunity for learning and improving your skills. We know that you may not yet be familiar with all the parliamentary procedures or parliamentary language, but it is important to gradually internalize them, as these requirements will be very useful as you advance in future MUN conferences. Also, make sure that your interventions are always based on research and solid arguments.

As your chair, we are here to support you throughout this learning and growth process. Do not hesitate to reach out to us with any concerns through our email: unescoglcmun@gmail.com. Don't be shy to ask questions, we are here to help you, and we want you to feel confident in approaching us at any time. We are a team, and we will be working together for the next few days, so we want you to know that we are fully willing to listen to you and guide you along this journey.

We deeply appreciate your commitment and enthusiasm in being part of this Model. We are confident that your participation will make this committee a fun and enriching space for everyone.

Sincerely,

María J. Carmona
President

Violeta Lozano
President

Introduction to the Committee

The United Nations Educational, Scientific and Cultural Organization (UNESCO) is a specialized agency of the United Nations dedicated to promoting international collaboration in education, science, culture, and communication to foster peace and security worldwide. Established on November 16, 1945, in the aftermath of World War II, UNESCO emerged from the collective aspiration to prevent future conflicts through intellectual and cultural solidarity among nations. The organization's founding mission was shaped by the devastation of the war, emphasizing the need to build lasting peace through dialogue and mutual understanding (UNESCO, n.d.).

Mission and Vision

UNESCO's mission is to contribute to the building of a culture of peace, the eradication of poverty, sustainable development, and intercultural dialogue through education, the sciences, culture, communication, and information. By promoting knowledge sharing and the free flow of ideas, UNESCO aims to foster universal respect for justice, the rule of law, human rights, and fundamental freedoms (UNESCO, n.d.).

Structure and Governance

UNESCO's governance is structured around two main governing bodies:

- General Conference: Comprised of representatives from all Member States, the General Conference meets biennially to determine the policies and main lines of work of the organization. Each Member State has one vote, irrespective of its size or contribution.
- Executive Board: Elected by the General Conference, the Executive Board consists of 58 Member States. It meets twice a year to examine the program of work and budget estimates submitted by the Director-General.

The Secretariat, headed by the Director-General, implements the decisions of these governing bodies. As of 2022, Audrey Azoulay serves as the Director-General, overseeing approximately 2,341 staff members worldwide (Wikipedia, 2023).

Normative Instruments

UNESCO has developed several normative instruments to guide its activities and influence international standards:

- Conventions: Legally binding agreements adopted by Member States, such as the Convention concerning the Protection of the World Cultural and Natural Heritage

(1972), which seeks to identify and protect cultural and natural heritage sites of outstanding universal value (UNESCO World Heritage Centre, n.d.).

- Recommendations: Non-binding instruments that set forth principles and norms for the international community, providing guidance on various issues within UNESCO's mandate.
- Declarations: Statements of principles and intentions that, while not legally binding, carry significant moral and political weight.

Key Initiatives and Programs

UNESCO undertakes a wide array of programs and initiatives across its areas of competence:

- Education: UNESCO works to ensure access to quality education for all, promoting lifelong learning and addressing global challenges such as illiteracy and gender disparities in education.
- Natural Sciences: The organization supports scientific research and cooperation, focusing on issues like sustainable development, water resources management, and biodiversity conservation.
- Social and Human Sciences: UNESCO fosters ethical reflection on emerging social issues, promotes human rights, and encourages the development of inclusive societies.
- Culture: Beyond the World Heritage program, UNESCO protects intangible cultural heritage, promotes cultural diversity, and supports creative industries.
- Communication and Information: The organization advocates for freedom of expression, media development, and universal access to information and knowledge.

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Topic 1: The implementation and influence of artificial intelligence in education.

Historical Context

Understanding artificial intelligence's application and impact in education depends on defining certain concepts. One of computer science's disciplines, artificial intelligence (AI), concentrates on creating systems that can carry out activities normally needing human intelligence. Natural language processing, pattern recognition, decision-making, and independent study are among these tasks. In the academic field, artificial intelligence has become an essential tool of customizing instruction and improving the student learning experience.

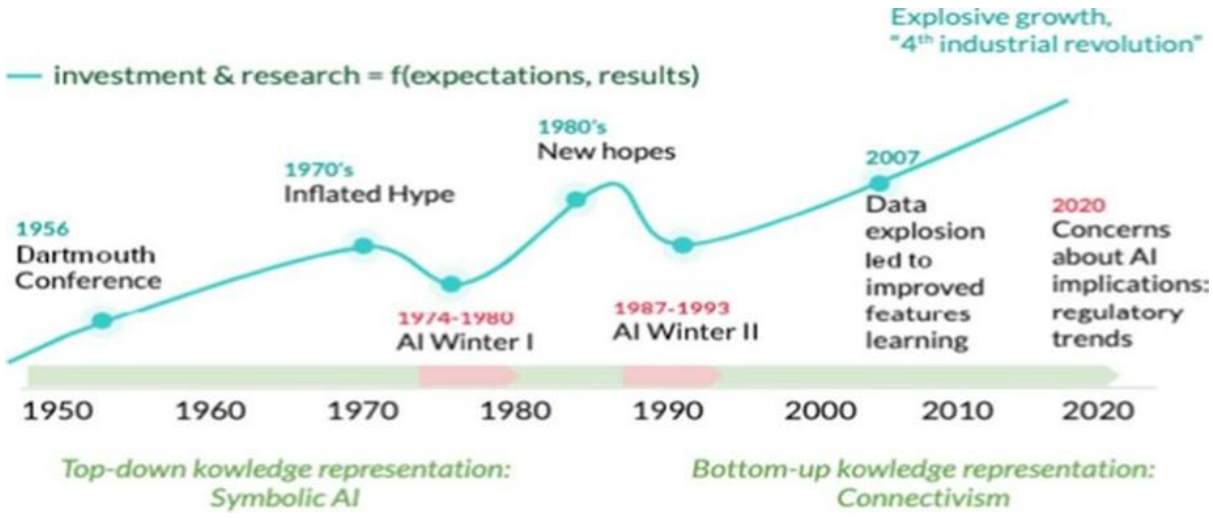
One of AI's central elements is Machine Learning (ML), a subfield that lets machines learn from information and enhance their performance without need of explicit programming. This technology lets educational systems evaluate students' advancement and customize material according to their specific requirements, hence making learning more personal and effective.

Another pertinent idea is educational technology (EdTech), which employs digital and technological tools to better teaching and learning processes. Artificial-intelligent powered software for personalized coaching and internet-based learning tools are some relevant examples. One particular example of AI in education is the creation of Intelligent Tutoring Systems (ITS) that use sophisticated algorithms to assess student performance and provide personalized advice depending on their learning styles and knowledge levels.

Early research on computer-based instruction started in the 1960s and then researchers looked into how interactive lessons and customized feedback could help computers advance learning by means of artificial intelligence in education. By the late 20th century, AI-powered smart tutoring systems (ITS) had been introduced only hence permitting more customized learning by means of material adjusting to student performance. Through their interactions with AI-powered software to improve their communication skills, the incorporation of natural language processing (NLP) expanded AI's impact in language learning.

Early in the 2000s, data analysis of student behavior and custom curriculum use helped to drive artificial intelligence adoption via online educational platforms such as Blackboard and Moodle. With artificial intelligence used by businesses such as Duolingo and Khan Academy to tailor activities based on individual development, the decade saw swift growth of adaptive learning technology. Among other big tech companies, Google and Microsoft spent capital on AI-driven learning systems including virtual assistants and automated grading systems

Even more evident during the COVID-19 lockdown of 2020 when remote learning became required was the influence of AI on education. AI-enabled systems such Coursera, ChatGPT, and EdX offer real-time transcription, automated grading, and immediate tutoring, gaining popularity. Although these changes increased access and personalization, they also raised concerns over digital inequality and technology dependency.



Positive uses of AI tools in education

It allows the creation and designing material tailored to the student's strength and the area that needs improvement, leading to an overall good result for education. In this way, it can also help out with the feedback that teacher are supposed to give to schoolwork, this by means of giving a non-biased evaluation of the work the students submit. Using technology in teaching helps a learner acquire new knowledge by engaging the learner in practical activities on various platforms where teaching skills can be implemented much more realistically. This method enables monitoring of a student's advancement and determination of weaknesses, therefore allowing teachers to take corrective actions, although, on the contrary, it should be noted that AI-powered adaptive learning can automate a substantial part of the data analysis needed for student monitoring.

AI tools misuse and issues in education

While AI tools may be of some use, it is worth noting that long-term use can have some drawbacks:

1. An obvious and common concern relates to the idea that these students will grow so accustomed to allowing AI to do everything for them that they will eventually lose the ability to think for themselves. Over time, it will be extremely damaging for them because of their inability to analyze themselves and find solutions for any problems at hand.
2. Many AI tools gather data quite unnoticed by the student or the teacher. That information could be misused, or even worse, leaked, without explicit guidance in place.
3. AI is not always right. If biased or wrong data is taught to the AI, there can be unintentional provide of misleading answers, which can impact upon learning.
4. Some schools do not have the means to put AI into practice, and this could widen the gap between that group of students able to use these tools and those unable to use them.
5. Students rely on AI so much they are less able to develop essential life skills like problem-solving.

Top-Ranked AI Nations (TRAIN)

Four factors determine the value creation and capture potential of countries in AI: innovation, capital, rules, and data.

Drivers:

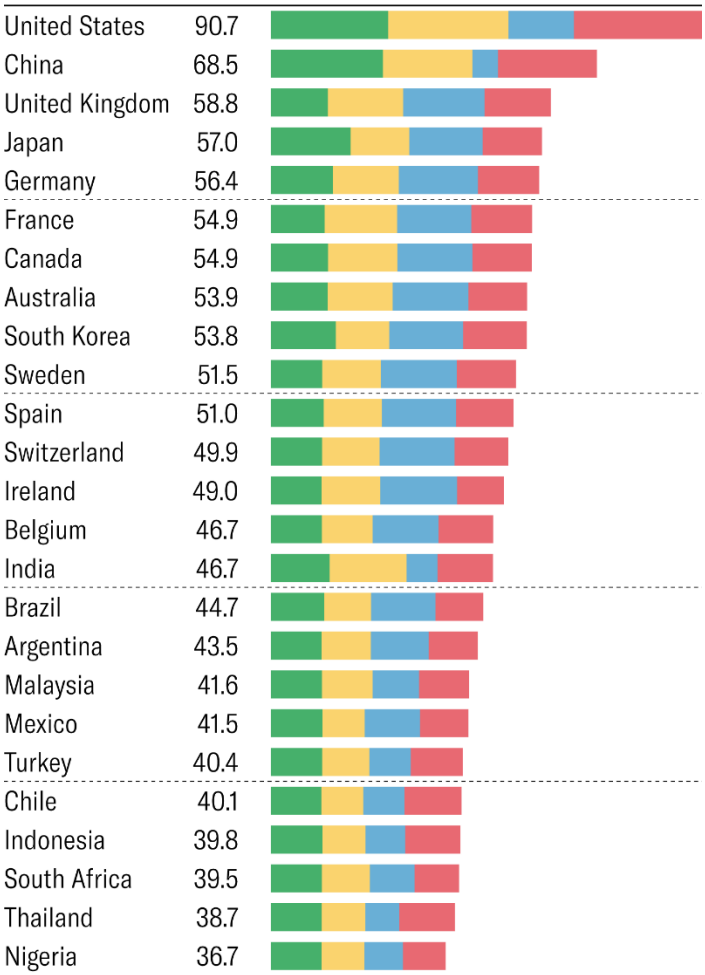
Innovation
Advances in AI models, techniques, creative sourcing of data, and new applications

Capital
The human, financial, diversity, and digital foundations for building AI

Rules
How data can be accessed

Data
Volume and complexity of the core resource used to train and improve algorithms

TRAIN scores and contributing drivers



Source: Digital Planet, The Fletcher School at Tufts University, and Mastercard

HBR

Across the world, the development of artificial intelligence in education is progressing as several nations follow different policies and strategies. The United States leads in applying artificial intelligence and research in education. California State University has implemented artificial intelligence technologies within its 23 campuses, including a customized version of ChatGPT for teachers and students for example. China is also a major AI investor, where~~were~~ these technologies are integrated into the schooling system to support individual learning and increase efficiency. Although it is questioned in crucial fields like mathematics, which supported AI, the United Kingdom actively encourages integration with education also.

In contrast, in poor countries such as India and Kenya there's a desire to adjust to AI usage, but problems caused by infrastructure limitations and fair access to such tools. From a policy standpoint, nations such the UK and the US explicitly encourage the employment of AI in learning in their drive to front AI development. Still, some emerging nations are suspect since it brings up several issues regarding equity, access, and the infrastructure needed for AI deployment.

Current Situation

The primary concerns of integrating AI platforms into the school system are the privacy and security of students' data. AI-based educational platforms massively collect personal data, which include learning histories like completed assignments, grades, and response times. With some, there is also biometric data used, representing, in some cases, face recognition for access or identification. Then, platform interaction itself could be questions, answers, and learning patterns.

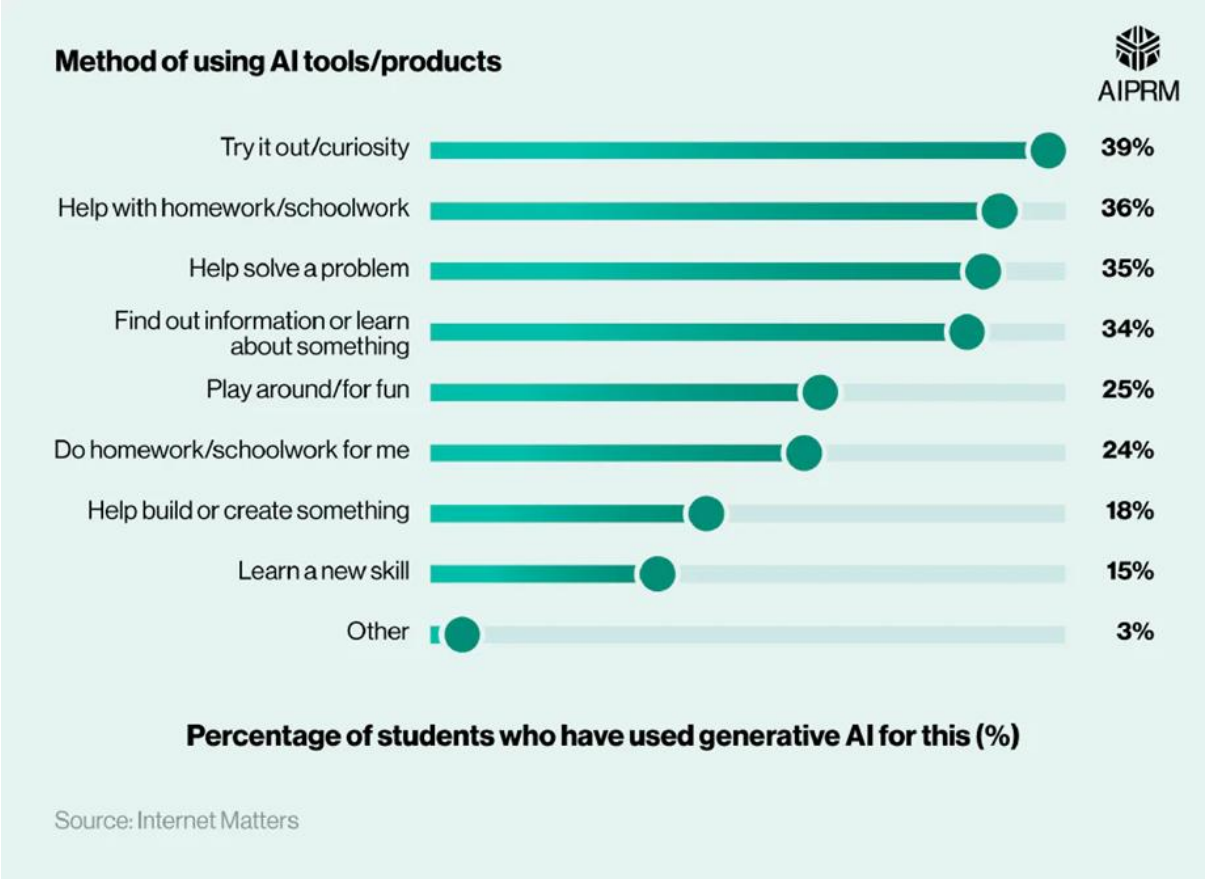
This allows for valid concerns about student security since the information is freely available to hacking or breaks. Illuminate Education's cyberattack in January 2022 exposed student data from many U. S. elementary and secondary schools. Per district, the precise number of students varies.

Knowing whether the students and their parents have complete control of their data storage and usage is not always possible. The GDPR in the EU is quite strict on such issues, whereas regulations in other countries remain weak or sometimes non-existent. Furthermore, student data could be easily exploited for commercial purposes by tech companies, like targeted advertising or predictive models created for selling educational products.

This rampant dependency on AI technology in education negatively~~education works negatively~~ affects the students' performance. In trusting AI~~trusting on AI~~ tools to answer questions, build assignments, and generate essays, students lose-out on certain important essential skills, critical-thinking ability, problem-solving approaches, and techniques of analytical writing that add to their life skills~~worth in life~~. Rather than reflecting on the concept, many would simply trust such automatically generated responses, consequently reducing the depth of their understanding of subjects.

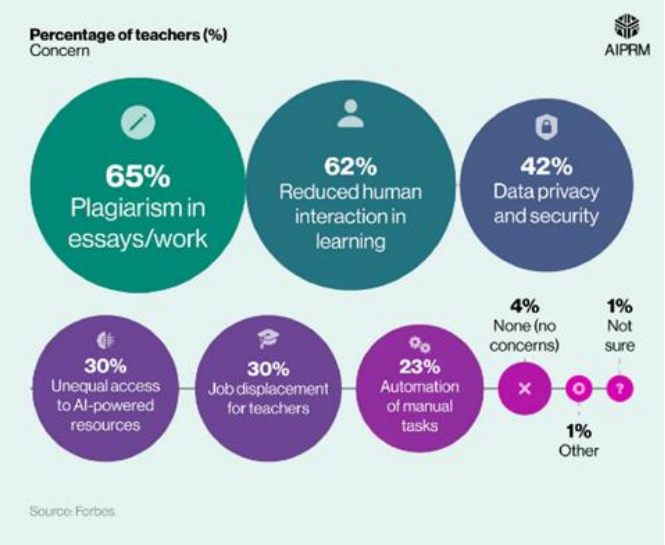
Also, a lot of use of AI may lead to students increasing their effort or motivation to learn, since they may develop a fixed-mindset of dependency instead of overcoming learning obstacles on their own. This type of learning culture also affects memory and retention capacity, seeing that otherwise willing information cannot be processed so that it fronts fewer chances of assimilation into long-term memory.

Another concern lies in the development of research and argumentation skills. Students that tend to rely on AI to structure their ideas are less likely to learn the art and science of building strong arguments to defend their viewpoints, which can create deficits in exam performance, essays, and presentations that require analysis.



With the increasing introduction of artificial intelligence in education, the question of potential replacement of teachers raises concerns and uncertainty. Artificial intelligence-based learning platforms, virtual tutors, automated grading programs, and personalized online classes are reducing human interaction.

The main issue, of course, is that many schools may see an AI system as a way to reduce cost and start slowly replacing teachers in exam grading, lesson planning, and even personalized instruction. This is probably going to start threatening teachers' livelihoods, especially on the lower level and in online systems.



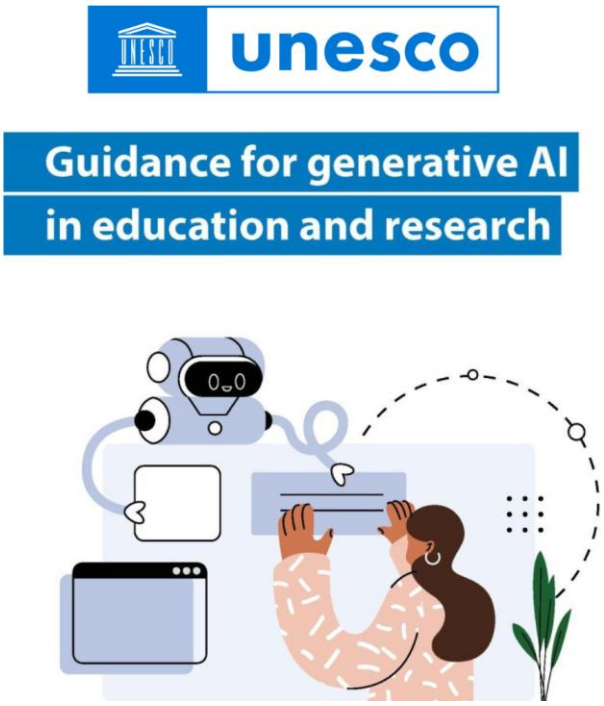
Education focuses on providing knowledge to students, however it's~~its~~ not only about that; teachers build a foundation in the emotional, social, and ethical development of students. The machine cannot show a human reaction toward a child, hence cannot be adaptive in what situation a child needs care and what not; otherwise, knowledge transfer will surely decline.

In the case of David Game College, a private school in London, a pilot program aims to allow students aged 15 to 17 to provide their curriculum completely through screens and virtual reality headsets. Students will instead be supervised by AI-based systems capable of constructing individualized study plans based on a student's distinctive strengths and weaknesses, adjusting in real time to what is known. While there will be human tutors available to answer sensitive subjects such as arts and sex education, they will not serve as direct instructors.

This situation has stirred so much controversy: supporters suggest the AI will solve teacher shortages, provide individualized learning, and enable pupils to do better by giving feedback in real-time through adaptive exercises. AI does have the potential, with its built-in features, to connect the pattern of learning and variate its content within a fraction of a second, something entirely unmanageable by human teachers.

Critics, however, point to the risks of replacing human teachers with the help of AI. The point is that education involves much more than simply transferring knowledge; it's also about mentoring, inspiring, and helping develop emotional intelligence, something AI simply can't provide. According to a research from Stanford University in 2022, those

students who spent more time interacting with screens performed worse academically than others who remained under direct teacher interaction in a traditional classroom setup.



International groups and government agencies have developed several rules and regulations to guarantee the moral and efficient use of artificial intelligence in education. Like UNESCO, which in 2019 released a manual for assisting nations to ethically and fairly integrate artificial intelligence into their educational systems. Seeking to assist governments and schools integrate artificial intelligence without threatening student privacy and security or exacerbating inequalities. The manual covers several essential elements including guaranteeing that students from all regions and backgrounds can use the latest~~of latest~~ technology and that AI does not worsen the digital divide. Empowering educators with the required information and abilities to apply artificial intelligence in instruction. Ensuring that artificial intelligence values student privacy and that data is stored securely handled. Finally, guiding artificial intelligence designs that consider language and cultural variety and remaining clear of algorithmic biases.

The first internationally accepted guidelines in this sector was a global recommendation on artificial intelligence ethics issued by UNESCO in 2021. Important instructions for the development and application of AI, especially regarding education. While the 2019 UNESCO Guidelines on AI in Education dealt with how AI could be ethically incorporated into learning environments, the 2021 suggestion goes further to cover more general worries about openness, equity, and human rights in AI systems, including education.

UNESCO noted the opportunity of artificial intelligence to revolutionize education and the dangers of its misuse. Though the company is not opposed to AI, it emphasizes that its introduction and use should be ethically impartial, just, and in line with human rights.

Advocating for policies that protects students' privacy, banning discrimination, and assuring that AI is used as a tool to help teachers instead of replacing them.

The 2021 suggestion lays down fundamental guidelines meant to guarantee responsible use of artificial intelligence:

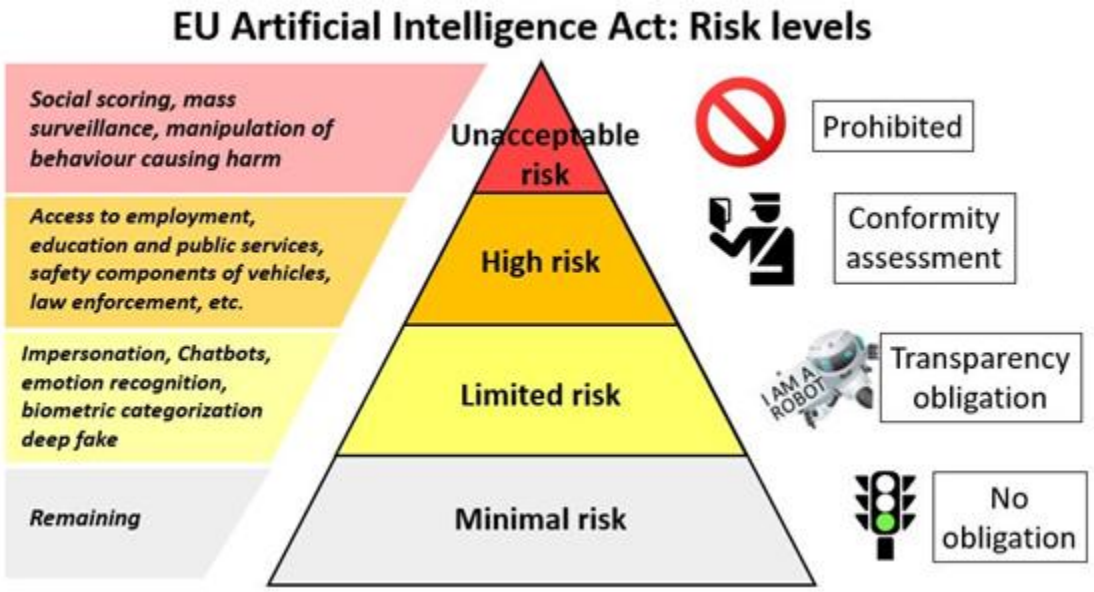
- Creating artificial intelligence systems will enable teachers, students, and officials to comprehend their operations and base judgments.
- Artificial intelligence must not further discrimination that could put some student groups at a disadvantage based on race, gender, or financial status.
- AI should help teachers make decisions; it should not do their job for them. Eensuring that vital educational decisions are kept in human hands. Artificial intelligence is a tool, not a substitute.

Due to the rapid and unregulated growth of AI in education, UNESCO called for better regulations because of technology-enabled surging learning tools, automatic grading, and adaptive learning systems, with opportunities coming along with risks. One was the algorithmic bias suggesting that AI might favor certain demographic populations of students, providing them an unfair learning situation. There was also data privacy where student data were collected through platforms powered by AI, raising security and consent issues. Another very important issue was dependency on technology: excessive use of AI could diminish human interaction in classrooms, influencing social skills and critical thinking among students.

Establishing clear regulations for artificial intelligence was put in place by the European Union in 2024. Acknowledging the advantages as well as dangers of AI in learning settings, the European Union formulated this directive to guarantee that AI is used appropriately, openly, and ethically in academic institutions.

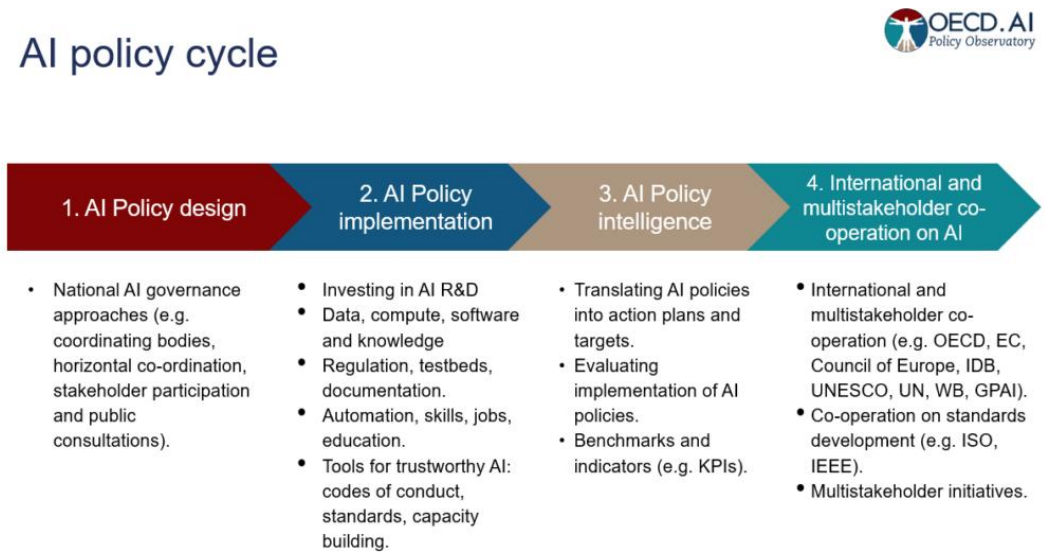
The regulation categorizes AI systems based on their level of risk:

- Unacceptable Risk: AI that violates fundamental rights (social scoring systems that rank students based on behavior or background) is banned.
- High Risk: AI used in critical areas like education must meet strict transparency, accuracy, and human oversight requirements. This includes automated grading systems, AI-powered admissions tools, and adaptive learning platforms.
- Limited Risk: AI with minimal risks (chatbots or language translation tools) must be clearly disclosed to users but faces fewer restrictions.
- Minimal Risk: AI with no foreseeable risks, such as recommendation algorithms for study materials, requires no regulation.



In addition, The OECD AI Principles for Education provide assurance that AI is used ethically, transparently, and responsibly by improving upon learning without increasing inequalities. The emphasis is on human oversight, safety and fairness, preventing biases but avoiding replacing educators. An OECD report entitled "State of Implementation of the OECD AI Principles" discusses how countries implement these principles around the design, implementation, evaluation, and management of AI policy. The comparative review of national AI policies highlights the best practices and challenges in terms of AI governance, digital ecosystems, and labor market adjustments. The report assists policymakers in

converting principles into effective AI policies, structured based on expert contributions from the OECD AI Network.



Key Points

- Equity and accessibility: AI can personalize learning, but the digital divide prevents all students from accessing the same quality of education. Schools with limited infrastructure may fall behind, and algorithms can introduce biases that disadvantage certain student groups.
- Quality of education: AI-powered tools like virtual tutors and interactive platforms can improve learning by identifying gaps and tailoring content to student's needs. However, over-reliance on AI may reduce students' critical thinking skills and independence.
- Regulation and policy: Governments must create clear laws for AI implementation in education, balancing innovation with equity. There is an ongoing debate on whether AI should be regulated nationally or internationally, and public-private partnerships can help shape ethical AI development.
- Challenges and opportunities for international cooperation: one of the biggest challenges in international cooperation in education is the difference in regulation and policies between countries. Not all nations have the same standards or priorities, making it difficult to create global strategies that benefit everyone equally. AI implementation, and digital access, making it difficult to establish a global network for responsible AI use in schools.

Guiding Questions

- What is your country's stance on the integration of AI in education, and what policies or regulations are in place to govern its use?
- How has your country implemented AI in education, and what challenges or successes has it encountered?
- What international agreements or initiatives has your country supported regarding AI governance in education?
- How does AI impact student learning outcomes, and what evidence exists on its effectiveness compared to traditional teaching methods?
- What are the main ethical concerns surrounding AI in education, such as data privacy, algorithmic bias, and dependence on technology?
- What strategies can be implemented to ensure AI serves as a tool to support educators rather than replace them?

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Topic 2: The impact of massive tourism in cultural patrimony

Historical Context

The impact of massive tourism on cultural patrimony has a complex historical context that dates back centuries, leading to major consequences for both their conservation and meaning. It's a fact that tourism plays a crucial role in boosting the economy, helping to generate revenue that supports the preservation of cultural sites through funding for conservation and maintenance. However, it also faces a fair share of criticism due to the negative impacts of mass tourism, such as physical wear and tear, environmental harm, and the loss of a sense of humanity in these spaces.

The conception of tourism dates back to the Grand Tour, which therefore marks the birth of modern Tourism. The most organized traveling existed in the 17th and 19th centuries. It is an age when the European nobility, primarily the British, embarks on trips throughout Europe in quest of an education and cultural fulfillment. This trip, ranging from months to years, highlights iconic places such as Italy, France, and the Netherlands that dive into history, art, and culture. Once reversed for the elite, however, it had an impact that reached far beyond medieval pilgrimage, extending the idea of travel for pleasure and education. Over time, the Grand Tour became more powerful due to the development of rail and maritime transportation, allowing more people,

including the middle class, to undertake similar journeys. This habit was spread among wealthier classes and it spread to other parts of the world, such as America. This marked the beginning of the era of mass tourism, which eventually replaced the exclusive elitist Grand Tour. However, the tour's legacy continues to influence how cultural tourism is perceived and experienced in Europe.

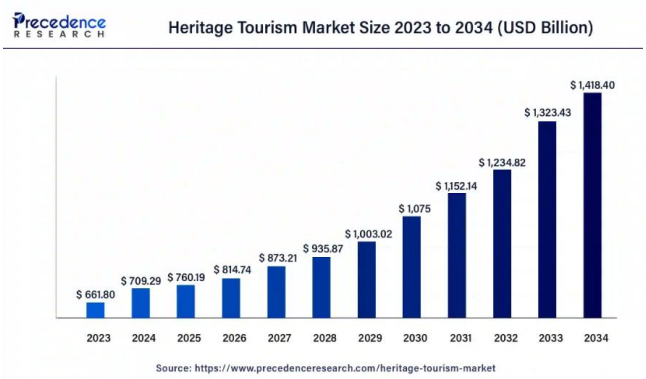
Sometime later, in the middle of the 20th century, the development of mass tourism was significantly influenced by several interconnected factors. Special mention will have to be made of improved means of transport, such as the growth of rail travel, the car becoming a vehicle for the masses, and cheaper commercial airlines, which all added speed, comfort and access for a wide audience to travel. This expansion of the Western middle class, primarily after World War II, provided more leisure time, more money, and education opportunities, which very much enabled more people to be involved in various forms of leisure, including travel, thus stimulating the interest to travel, together with the great reductions in airfare and room rates, paid vacations, and the impact of travel reportage on television, in newspapers, and later in the internet and social media, which also generated interest to go abroad among all societal classes.

Amongst a series of treaties that were promulgated by the many effects of massive tourism throughout the 20th century, one of which was the Convention for the Protection of Cultural Property in the Event of Armed Conflict, which was set down in The Hague in 1954. This provided the first attempt to tackle the problem of protecting cultural heritage during armed conflict and, at the same time, it was a promise by the community of nations to take action to halt the illegal export of cultural goods. Subsequently, on November 16, 1972, the World Heritage Convention in Paris set the stage for identifying and protecting sites of outstanding universal value and promoted international cooperation for their conservation efforts. With the Convention for the Safeguarding of the Intangible Cultural Heritage of 2003, the charge of oral traditions, music, dance, and crafts took a central stage, along with the assertion of their significance to a community's cultural identity. All these treaties laid the foundation for an international commitment on the part of the world to retrieve and conserve cultural and natural heritage in the 20th century, based on the recognition that it was of universal value and that international cooperation was required if it was to be saved from the devastation wrought by global threats.

Some of the top actors in the historical context for the impact of mass tourism on cultural heritage are countries such as Italy which has become one of the strong examples of how mass tourism impacts culture the most, especially in Venice, whose historical monuments have faced problems with preservation because of overwhelming numbers of tourists. Another illustration is the delegation of Egypt, having faced challenges posed by mass tourism against its wonderful monuments, the Pyramids. UNESCO has been important, since 1970, in calling for certain measures toward the conservation of the cultural heritage and a fair balance between tourism and the need to protect it. Recommendations of sustainable measures for cultural tourism, which balance heritage conservation and economic growth, have been given by UNWTO. Besides, experts, such as

María Velasco González, have heavily focused their study on the theme of tourism management of cultural heritage, underlining the need for coordinated action between public institutions and private stakeholders to set in place appropriate policies that can ethically safeguard cultural heritage sites. These international actors have directed the discussion on the way forward for mass tourism, to protect cultural heritage such that balanced and sustainable practices would be employed, allowing the enjoyment of these places without compromising their integrity and value for future generations.

Current Situation



Currently, mass tourism faces a major challenge concerning cultural heritage. The increase in the number of travelers has put pressure on historic cities and cultural sites; this certainly threatens both heritage conservation and the quality of life for local communities. Sustainable tourism management must therefore become a priority, with the international community advocating for practices that balance economic development with protecting cultural heritage.

The global and regional issues concerning the impact of mass tourism on cultural heritage are complex. Impacts that apply to both the preservation of historical sites and the quality of life of local communities are serious. At the global level, the two pertinent aspects include saturation by tourists and environmental impact. As tourism develops, it puts more and more tension on cultural heritage; in turn, that further accelerates climate change. UNESCO and other pertinent international organizations have sounded the alarm on the possible eruption of historical structures and the sacrifice of cultural authenticity as a result of mass tourism. Even in Europe, cities like Venice, Barcelona suffer from tourist overcrowding, putting the cultural heritage and quality of life of residents at risk. In Latin America, sites like the San Agustin Railway Archaeological Park of Colombia recommend implementing sustainable tourism strategies to preserve various forms of cultural and natural value of the city. In Asia, countries such as China face similar problems, wherein mass tourism may compromise the integrity of their cultural and natural sites. Further, measures for solutions proposed such as visitor management, education and awareness about the importance of cultural heritage conservation, and cooperation to foster best practices and effective conservation policy on an international sphere to assume long-term

sustainability of cultural heritage, thus allowing future generations to enjoy such an arrival without compromising integrity.

In 2024, Spain set a historical record by receiving 94 million international tourists, 10% more than in the previous year. Spending by tourists, however, increased much more significantly, reaching 126 billion euros, an increase of 16%. As of the first eleven months of 2024, Spain has already surpassed 88.5 million visitors during that period, with nearly 120 billion euros spent in total, or a 16.7% increase. Spanish tourism continues to perform strongly, with tourism employment growth of 4.2% in the country's first four months of 2024, based on a Caixa Bank research article made by David Cesar Heymann on October 17, 2024. In addition, there is a high projected tourism GDP growth of about 5% in 2024, which goes a long way toward explaining the economic growth. And talking projected tourism figures for 2025, there are estimated of 26 million tourists that Spain could look forward to in the first quarter, which would mark and approximated increase of 9% compared to the analogous period in 2024, while tourism spending could probably amount to 36 billion euros, which would be a steep 16% increase based on Segittur, tourism, and innovation 2024. The challenges that such groth poses, however, are complicated by the questions of cultural heritage conservation. Restoration and protection of sites of historic import that match levels of modernity are to be concerned. The growing numbers of visitors may cause degradation to historical buildings and damage to the natural environment, implying a necessity for implementing sustainable practices to balance economic growth with cultural heritage protection.

~~The delegation of~~ Spain is a clear example of what's happening ~~very deeply in one delegation~~, and although it's not the main one, the situation of mass tourism is at its highest point. Around the world, mass tourism is having a resounding impact on cultural heritage In addition to its importance as a crucial source of income for many economies such as ~~the delegation~~ of Italy and France, where iconic sites, namely the Roman Colosseum and the Eiffel Tower, draw millions of tourists a lot of other major issues still threaten it. For instance, in Venice, with 32 million tourists every year, the several daily peaks of tourists go up to 100,000 per day during the high season; this is ruining its historical legacy. Other destructive effects include the damage to the coral reefs on Koh Phi Phi in ~~the delegation of~~ Thailand and the consequent temporary closure of Maya Bay that allows only 375 visitors at any one time. Other places are starting to impose access restrictions currently. ~~The delegation, such as~~ Japan~~,~~ has restricted access in the Gions district. All these efforts minted to find a

balance between economic benefits and culture and environmental preservation. At present, mass tourism is a considerable source of revenue for the entire world. The travel and tourism sector in 2024 is predicted to have a record setting economic contribution of $11.1 trillion. This contribution will equal nearly 11.4% of global GDP and encompass employment for approximately 348 million persons throughout the world. This reflects the profound significance of tourism toward the global economy.

To weigh the influence of mass tourism on cultural patrimony is very important. It exemplifies the fine line that must be achieved between improvements in economic proficiencies and the preservation of our shared cultural identities. While tourism blossoms, each iconic site is never faced with the same strain, as all of these warrant degradation in environments and erosion in cultures. Such a discussion speaks to the understanding of the policymakers, local communities, and the travelers themselves with regards to possible sustainable tourism strategies that would provide an advanced awareness of honoring the rich tapestry of history, while at the same time benefiting the economies of local communities. Tourism can be practiced more responsibly and enable future generations to admire and learn from these invaluable remnants of culture.

Key Points

- How to ensure that tourism revenues contribute to heritage preservation without compromising its integrity.
- Consequences of mass tourism on the authenticity and sustainability of cultural sites.
- Strategies to control tourist flow, such as capacity limits and preservation measures.
- Actions and international agreements to mitigate the negative effects of tourism on heritage.
- How to ensure that local communities benefit from tourism without losing their cultural identity.
- Use of technology to reduce the impact of tourism and preserve cultural heritage.

Guiding Questions

- How has mass tourism impacted your country’s cultural patrimony, and what measures has your government taken to address these effects?

- What policies or international agreements has your country supported to balance tourism growth with the preservation of cultural heritage?
- What are the economic benefits and challenges that mass tourism presents for your country, particularly in relation to cultural sites?
- How does your delegation view the role of UNESCO and other international organizations in regulating and promoting sustainable cultural tourism?
- What strategies could be implemented to ensure that local communities benefit from cultural tourism while protecting their heritage from overexploitation?
- What role does technological innovation (virtual tourism, visitor management systems) play in mitigating the negative impacts of mass tourism on cultural sites?

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How to Make a Good Argument?

A good argument should not only be clear and structured but also convincing and based on evidence. In the context of debate and negotiation, each point presented must be solid, coherent, and relevant to the discussion. Below are the key elements for constructing an effective argument:

- **Clarity and precision**

State your point directly and without ambiguity.

- **Use of evidence**

Support your argument with data, reliable sources, or concrete examples.

- **Logical coherence**

Ensure that the premises lead to a valid conclusion.

- **Refutation of counterarguments**

Anticipate possible objections and respond to them effectively.

- **Formal and diplomatic language**

Avoid value judgments and use a professional tone.

- **Relevance**

Focus on key points related to the topic under discussion.

- **Impact and practical application**

Explain how your argument affects the current situation or future decisions.

- **Logical structure**

Organize your argument with an introduction, development, and conclusion.

- **Persuasion and appeal to common interest**

Frame your argument within shared values for greater impact.

Recommendations from the Presidents

• Don't be afraid to use the placard—it is your greatest ally during the debate. Whenever you have ideas, speak as many times as possible, making quality interventions so that all delegations take you into account.
• Remember that the length of an intervention or portfolio does not determine its quality. You can express as much as you want, but always keep in mind: quality is better than quantity.
• Use the room space to make yourself noticed by delegates and chairs.
• Maintain eye contact to demonstrate confidence in the topic.
• We recommend keeping a notebook handy to write down key points from previous interventions and to outline your own points before speaking.
• Build on previous interventions and follow the flow of the debate.
• Make your interventions more dynamic by using the board, images, projectors, videos, etc.
• Use an appropriate tone of voice. You don't need to shout, but ensure your voice reaches everyone clearly.
• Use proper parliamentary language.
• Avoid relying too much on electronic devices—having prepared information is always beneficial.
• Use reliable sources to support both your interventions and your portfolio.
• Ensure your portfolio contains enough information to help you deeply understand the topic and your country's stance. Any portfolio containing plagiarism will not be considered.
• Provide context, not only from your country's perspective but also by researching the global implications of the issue and how it affects other nations.
• Give your best during the conference days—we are confident that you can do it.
• Remember that any form of plagiarism or improper use of artificial intelligence (such as ChatGPT or similar tools) is strictly prohibited and will be penalized.