National Model United Nations Canada
23 – 29 November 2025

United Nations Educational, Scientific and Cultural Organization (UNESCO)

Committee Staff

Director	Tobias Willms
Assistant Director	Kiera Brown

Agenda

1. The Protection of Cultural Heritage through Language Preservation
2. Indigenous Knowledge and Climate Adaptation

Resolutions adopted by the Committee

Code	Topic	Vote (For-Against-Abstain)
UNESCO/1/1	The Protection of Cultural Heritage through Language Preservation	Adopted without a vote
UNESCO/1/2	The Protection of Cultural Heritage through Language Preservation	Adopted without a vote
UNESCO/1/3	The Protection of Cultural Heritage through Language Preservation	Adopted without a vote
UNESCO/1/4	The Protection of Cultural Heritage through Language Preservation	Adopted without a vote

Summary Report

The United Nations Educational, Scientific and Cultural Organization held its annual session to consider the following agenda items:

1. Indigenous Knowledge and Climate Adaptation
2. The Protection of Cultural Heritage through Language Preservation

The session was attended by representatives of 43 Member States and 0 Observers.

On Wednesday, November 26, the committee adopted the agenda of 2, 1, beginning discussions on the topic of "The Protection of Cultural Heritage through Language Preservation." By Wednesday afternoon, the Dais had received a total of 8 proposals covering a wide range of subtopics, emphasizing protecting Indigenous and minority languages as core elements of cultural heritage, and focusing on education, digital access, and community-led revitalization. The tone of the committee was collaborative, diplomatic, and productive. On Thursday afternoon, the Dais received a total of 4 working papers after the delegates had successfully merged several proposals.

On Friday, 4 draft resolutions had been approved by the Dais, one of which had a friendly amendment. The committee adopted 4 resolutions following voting procedure, all of which were adopted by consensus. The resolutions proposed measures including teacher training, language-immersion programs, digital archives, AI-supported tools, cultural festivals, and expanded international cooperation mechanisms such as new committees, tech hubs, and global platforms. Overall, the resolutions highlight a shared priority of empowering Indigenous communities, strengthening intergenerational transmission, and integrating cultural and linguistic preservation into UNESCO's global agenda. The delegates exhibited excellent collaboration and diplomacy in their discussions, ultimately reaching consensus on all issues.

Code: UNESCO/1/1
Committee: United Nations Educational, Scientific and Cultural Organization
Topic: The Protection of Cultural Heritage through Language Preservation

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The United Nations Educational, Scientific and Cultural Organization,

Bearing in mind UNESCO's mandate, which urges Member States to collaborate towards educational, scientific, and cultural advancements in society,

Confirming the importance of children's rights to use their own language, as laid out in Article 30 of *The Convention on the Rights of the Child* (A/RES/44/25) (1989),

Sustaining General Assembly resolution 71/178 (2016) on the International Year of Indigenous Languages (IYIL),

Acknowledging UNESCO's Global Action Plan for the International Decade of Indigenous Language 2022-2032 (IDIL), which previously called for Domestic National Action Plans on language preservation,

Recognizing Article 28 of the *Revised Indigenous and Tribal Populations Conventions* (1989), which reaffirms Indigenous rights to self-governance, and autonomous practice of cultural activity,

Having considered that Indigenous languages and cultures are protected and promoted inside education systems as outlined in the *United Nation Declaration on Indigenous Peoples* (UNDRIP) Article 12,

Applauding the proper and guided use and operation of the Operational Guidelines for the Implementation of the World Heritage Convention (Operational Guidelines),

Noting with appreciation the work of the United Nations Permanent Forum on Indigenous Issues (UNPFII) in their stewardship of linguistic artifacts and inscriptions,

Deeply disturbed by the rapid destruction and damage of cultural infrastructure such as language in regional conflicts, as outlined in the UNESCO Global Forum Against Racism and Discrimination,

Understanding further the importance of the IDIL's World Network for Linguistic Diversity (Maaya),

Fully affirming that Indigenous Peoples who make up 6% of the world's population, preserve valuable cultural knowledge, traditions and acknowledging that cultural practices that are fundamental to personal and collective identity,

Appreciating the vital contributions that the Indigenous communities have made towards the Global Community in safeguarding intangible cultural heritage,

Considering that there are over 7100 languages worldwide, with the United Nations Permanent Forum on Indigenous Issues (UNPFII) stating that nearly 96% are spoken by only 3% of the world's population, and many are endangered, with a potential 95% becoming extinct or severely endangered by 2100, and distressed over the fact that every 2 weeks 1 language is eradicated per the United Nations Permanent Forum on Indigenous Issues,

Taking notice of the importance of the UNESCO Local and Indigenous Knowledge Systems (LINKS) Programme as a guiding framework for the creation of accessible language systems,

Affirming the Sustainable Development Goals (SDGs) outlined in the 2030 Agenda, specifically SDG 4, calling for inclusive and equitable quality education and the promotion of lifelong learning opportunities for all,

Reaffirming the work of Member States in their collaboration with the UNESCO International Institute for Educational Planning (IIEP), for collaborative and participatory measures in providing multilingual or bilingual education frameworks,

Further deploring the need to promote traditional language teachings in education to strengthen children's retention and engagement by using the children's native languages,

Having received evidence that well-designed multilingual and immersion-based initiatives—particularly those that integrate community led curriculum development and government investment—have resulted in up to a 42% increase in teacher training funding and measurable improvements in educator preparation,

Recalling Didactic Strategies: A Guide for Teachers of Indigenous Education, as a successful blueprint for Indigenous language education,

Stressing the importance of higher education given that less than 8% of Indigenous Peoples have access to post-secondary education,

Further noting the importance of a bottom-up solution in language preservation and education that fully utilizes Indigenous youths' unique combination of historical knowledge and modern skills,

Reiterating General Assembly resolution 78/189, which prevents discrimination through protective policies that promote capacity-building and self-determined national policies for Indigenous Media and Educational access,

Calling attention to the fact that 40% of children receive an education in a language that is not their native tongue according to UNESCO,

Further recognizing and building off the existing teacher training initiatives facilitated by UNESCO such as the Anangu teacher education programme,

Taking into account that a study conducted on 670,000 people by the Massachusetts Institute of Technology in 2018 reveals that children are able to most effectively learn the grammar of a new language up to the age of 17 or 18,

Welcoming collaborative initiatives in which academic institutions partner with Indigenous and minority communities to support community-led language instruction, where university students assist in curriculum development, documentation efforts, and the creation of digital learning applications that strengthen intergenerational language transmission and expand access to culturally grounded educational resources,

Observing the Yuelu Proclamation, which highlights that safeguarding linguistic diversity is not merely a cultural necessity but also a foundation of inclusive education,

Also aware of the Global Partnership for Education and the International Education Funders Group to contribute to future programs, and the UNESCO Participation Programme,

Highlighting the need for culturally responsive digital tools to reduce cultural disconnection caused by geographic isolation in response to the 72% of Indigenous communities living rural areas with limited access to educational resources,

Noting with dissatisfaction that according to the 2025 UNESCO global survey of over 300 Indigenous media organizations, more than 68% reported having no stable funding, 72% operated with fewer than five staff members, and over 60% lacked access to adequate training or digital equipment,

Keeping in mind the lack of universally accessible records of Indigenous and minority languages, many of which appear on less than 0.1% of online content, exemplifying significant barriers to cultural transmission,

Emphasizing the need for international cooperation to support community-guided digital tools to enhance and preserve traditional knowledge systems,

Alarmed that despite increasing global connectivity, Indigenous People in rural areas lack basic digital media access, creating barriers that prevent them from using technology,

Also applauding Member States' partnership with the Non-Governmental Organization (NGO) 7000 Languages and assistance in digitising learning resources for minority languages,

Reminding Member States of UNESCO's Missing Scripts program, which provides historical language and cultural preservation efforts through digitization of historical linguistic scripts within a digital space,

Viewing with appreciation the United Nations Children's Fund (UNICEF) promotion of Media and Information Literacy (MIL), which enhances children's media promotion in an ethical way,

Underlining the success of platforms such as E-Reo, a digital toolkit that can be used to create interactive games and learning modules, that support the prevention of endangered languages,

Fully aware of the potential of digital immersion technologies and academic exchange programs to strengthen the preservation and revitalization of languages,

Guided by the blueprint of the UNESCO partnership with Motorola, Hello Indigenous, in the utilisation of technological resources to reconnect Indigenous Peoples to their communities and promote digital inclusion,

Further emphasizing that historical debt arising from systematic cultural oppression of minority groups, especially Indigenous Peoples, must be acknowledged in order to sustainably preserve languages and understand their cultural complexity,

1. *Asks* the Director-General of UNESCO to expand the UNESCO Institute for Lifelong Learning (UIL) by creating a branch focused on preserving and revitalizing Indigenous languages through early childhood and primary education in cooperation with Indigenous leaders by:

    a. Integrating Indigenous and minority languages starting from early childhood education by utilizing funding resources through UNESCO-sourced funding such as the UNESCO Institute for Lifelong Learning, the Endangered Language Fund, and the World Heritage Fund and collaborations with associations such as Center for World Indigenous Studies and the International Network Of Indigenous Health Knowledge and Development;

    b. Allowing for Indigenous youth to communicate with their parents, grandparents, and community elders in their native tongue and facilitating grassroots culture traditions to be passed down orally in the language of each Indigenous group;

    c. Centralizing teacher training from and for Indigenous Peoples which provides jobs for Indigenous community members in education;

    d. Authentically utilizing a curriculum designed by local Indigenous communities and distributing teaching materials in Indigenous languages including Indigenous culture;

    e. Utilizing language psychology in order to help the development and knowledge acquisition of children such as:

<ol type="i" start="1">
Encouraging social interaction and conversational programs with peers to develop spoken language skills;
Encouraging teachers to speak in Indigenous languages in classrooms to promote imitation by children;
Implementing psychological methods within the language learning plans to ensure life-long language skills;

<ol type="a" start="6">
Engaging Indigenous youth in their community events and celebrations through shared language;

<ol start="2">
Directs the Secretariat to develop a tertiary Indigenous education guideline, using Didactic Strategies: A Guide for Teachers of Indigenous Education, that acts as a blueprint to help tertiary institutions implement Indigenous inclusion in higher education by designing local and Indigenous language qualification, offering Indigenous language societies and competitions, as well opportunities for Indigenous and minority educators;

Desires Member States to partner with collegiate organizations such as the Indigenous International Engineering Society to encourage the expansion of digital learning platforms that:

<ol type="a">
Leverage these organizations' Indigenous college students' linguistic and technical knowledge to build out open source language learning applications that teach colloquial vernacular;
Are implemented in rural and isolated communities and integrated into primary and secondary education as part of native language learning as per the dissemination doctrine laid out by the Council of Indigenous Languages;
Scale up globally according to language cluster to ensure regional language preservation among neighboring Indigenous language communities;

<ol start="4">
Recommends Member States to further promote language protection in tertiary education, in alignment with SDG 4 on equitable access to quality education, through measures such as:

<ol type="a">
Supporting an increase in the capacity of educational institutions to promote Indigenous languages and halt cultural loss, introducing Indigenous language classes and providing a platform for teachers to teach students about the languages;
Creating Indigenous focused exchange agreements, cooperation, and promotion of education between universities that have Indigenous study programs, for students of universities without such programs;
Forming of the Cultural Heritage and Language Protection Program (CHLPP), an exchange program focusing on research, by placing university students or post-graduation researchers to encounter, learn from, and conduct ethnographic research in Indigenous communities by:

<ol type="i">
Involving Indigenous Peoples from the earliest stages of the development of the CHLPP, ensuring that its goals, structure, and research methods are co-designed with Indigenous community leaders and reflect community priorities;

<ol type="i" start="2">
Promoting the active presence, leadership, and guidance of Indigenous Peoples throughout the implementation of the CHLPP, with Indigenous knowledge holders serving as speakers, educators, mentors, and cultural advisors for participating students and researchers;
Conducting joint evaluations of the CHLPP after each cycle, involving Indigenous community representatives, program organizers, and participating students to assess outcomes, ensure cultural appropriateness, and integrate feedback into future program improvements;

<ol type="a" start="4">
Sponsoring students from Indigenous communities to obtain a tuition-free education in established universities to learn research methods and various cultural protection approaches;

Welcoming the development and expansion of evidence-based teacher-training pathways at the collegiate level for Indigenous and minority language educators such as the UNESCO's Associated School's Network (ASPnet), and encouraging Member States to draw upon successful immersion and dual language models that have demonstrated effectiveness in strengthening educator preparation and linguistic and cultural learning outcomes;

Recommending the Human Rights Commission to expand funds for Indigenous fellowships through the Office of the High Commissioner for Human Rights focusing on linguistic preservation and anthropological research exchange;

Encouraging monetary contributions from existing organisations such as UNESCO International Institute for Educational Planning, the Global Partnership for Education and the International Education Funders Group to contribute to the programme, or the UNESCO Participation Programme;

Ensuring that all programs, exchanges, and research initiatives described above are carried out under the leadership and guidance of Indigenous Peoples and implemented solely with their free, prior, and informed consent;

<ol start="5">
Strongly encourages Member States to embrace cultural initiatives from and for Indigenous People such as dances, visual exhibitions, musical activities to promote cultural identity through:

<ol type="a">
Utilizing online resources such as social media and international TV channels, international radio stations and podcasts to support Indigenous languages;

Promoting these events in schools and universities cooperating with Indigenous communities;

Establishing a series of UNESCO organised Indigenous animation festivals allowing Indigenous people to showcase cultural works and language in order to encourage minority and Indigenous language development in younger generations;

Volunteering activities promoted by UNESCO and Countries Associations such as the National Institute of EU Culture and World Cultural Council to involve the testimony of the language of Indigenous communities around the world;

e. Creating UNESCO Indigenous youth cultural leadership programs that host representative young members of Indigenous communities within Member States develop skills in managing cultural heritage;

6. *Strongly suggests* the creation of the Maaya Regional Tech Hubs, or Maaya-RTH, an initiative designed to amplify the IDIL's World Network for Linguistic Diversity (Maaya), in partnership with the UNESCO Communication and Information Sector which will:

   a. Standardize capacity and resources for digital language education systems through:

      i. The establishment of physical centers regionally to ensure digital resources are openly accessible and inclusive;

      ii. Collaboration with Member States who have already engaged in best practices regarding successful digital archiving or revitalization to co-develop training curriculum for tech hubs;

      iii. Collaboration with tech and telecommunication companies to secure donations such as hardware, software licenses, and technical expertise;

      iv. The utilization of UNESCO's Global Framework for Cultural and Arts Education to embed the digital tools and resources developed by the tech hubs in formal and informal education systems;

   b. Support the protection of cultural heritage, as languages are considered "invaluable repositories of knowledge, culture, and traditions" by:

      i. Building long-term capacity for Indigenous communities to manage their own revitalization projects by prioritizing Indigenous leadership and self determination, committing to ongoing learning about Indigenous culture and history, establishing transparent monitoring and evaluation frameworks to allow the community to track progress and adapt accordingly;

      ii. Moving digital expertise into local communities to provide direct face to face training and mentorship;

   c. Receive funding from the International Programme for the Development of Communication, given its past funding and support for media development;

7. *Encourages* Member States to recognize the historical marginalization, forced assimilation, and linguistic suppression, that have contributed to the endangerment of Indigenous languages and integrate historical context to national and local language preservation strategies, by:

   a. Promoting the integration of historical context into national and local language preservation strategies by ensuring that revitalization addresses not only linguistic loss, but also the socio-cultural conditions that caused it;

   b. Further developing educational materials that accurately reflects the historical roots of language decline;

c. Advocating for Indigenous participation and representation in political decision processes by appointing Indigenous people into advisory or representative roles to governmental leaders;

d. Translating essential legal documents, including legislation, public service documents and educational policies, into Indigenous Languages with the help of Indigenous communities in order to reduce language borders;

8. *Authorizes* UNESCO to expand the Institutional Open Access Repositories to include a specific Open Access International Repository of Cultural Data (IRCD) to collaborate with Indigenous leadership, with established consent, to record intangible cultural heritage, by:

   a. Inviting Member States to voluntarily participate in a Fact Finding task force, credited with determining "No Harm" modes of intervention, including:

      i. Strategic and collaborative efforts to integrate ethical teaching standards when considering the roles of tertiary education systems and higher education;

      ii. Consolidation of digitization efforts to prevent the recording of sensitive information;

      iii. Transparent consultation of Indigenous communities concerning the implementation of any strategic framework that impacts Indigenous cultural heritage;

   b. Collaborating with Indigenous leadership to digitize Indigenous language, ensuring that they are properly archived, integrated into the digital archives at the state level and international databases, and are safely maintained in these databases:

      i. That are run by Indigenous scholars and historians;

      ii. That are funded from existing sources such as Global Endangered Language Fund;

   c. Investigating cultural and linguistic information vital for the preservation of Indigenous heritage;

   d. Recognizing the autonomy of Indigenous Communities, and their right to exercise self-determination as set out in UNDRIP;

   e. Encouraging participation of diverse stake-holders, including Indigenous youth, business owners, community leaders, and rotating UNESCO members;

9. *Calls* for the development of an International Platform for Language Heritage (IPLH), coordinated by UNESCO, to support Member States and Indigenous communities in collaboratively creating and maintaining digital archives, open-source dictionaries, and subtitling platforms, ensuring these technologies are developed under Indigenous cultural guidance and never as a replacement for traditional knowledge systems through:

   a. The digital compilation of oral histories, folk literature, and cultural histories of their Indigenous Peoples that guarantees Indigenous ownership of all recordings, dictionaries, archives, and digital outputs through Free, Prior, and Informed Consent (FPIC) as well as

reinforcing cultural tradition rather than replacing them, by having UNESCO Field offices establish regional documentation teams led by Indigenous elders, youth, and cultural practitioners, trained linguists and archivists, and technical volunteers from universities and NGOs;

b. The creation of Vocabulary of Indigenous Communities for Empowerment (VOICE), a community-led digital dictionary platform where Indigenous groups can add their own definitions, oral recordings, cultural explanations, phonetic spellings, and storytelling in their native languages: the tool can be used in school curriculums, with features like audio uploads, integrated storytelling, Indigenous event highlights, and teacher-friendly learning modules;

c. The establishment of connections with regional channels, online platforms and media personalities such as social media influencers, television, and Radio broadcasters to produce children's animations, and short segments teaching Indigenous vocabulary relating to cultural figures and mythology;

d. The utilization of funds from European Investment Bank (EIB) finance amount of EUR 21 million that was allocated to UNESCO to further fund infrastructure projects that support the establishment of regional media channels and radio broadcasting centers;

10. *Strongly encourages* Member States to communicate essential government and emergency information by providing emergency response protocol and communication services accessible to Indigenous language speakers by virtually disseminating Health and Human Services information for Indigenous communities, through the widespread distribution of translated virtual catalogues, featuring information on pressing health concerns, and establishing reliable internet access in rural Indigenous communities;

11. *Further invites* Member States to integrate UNESCO's framework of the IDIL to promote mobile platforms such as E-Reo, a digital tool that issues templates and allows organisations to create their own apps providing personalised learning through interactive games and teacher support interface in order to revitalise Indigenous languages;

12. *Urges* the United Nations International Computing Centre (UNICC) to facilitate mobile 'Learning Units' for Indigenous communities who are at risk of losing their languages, similar to their work with The United Nations Digital Academy to promote equitable digital media access for all to:

a. Express the use of culturally tailored digital-skills training designed with culture and tradition in mind by:

i. Recommending the development of training modules in collaboration with Indigenous elders, community leaders, and local people to ensure that learning methods reflect traditional knowledge systems;

ii. Calling for the implementation of hands-on workshops that teach practical digital competencies, such as smartphone use, digital safety, media recording, and online communication;

iii. Endorsing gender-inclusive training, especially for women in rural areas who typically face larger digital access gaps, similar to UNESCO's Information for All Programme (IFAP);

  b. Further recommend all training materials to be available in both the national language and one or more local Indigenous languages by:

    i. Requesting the creation of multiple versions of training materials such as audio guides, video tutorials, and illustrated booklets to accommodate communities with lower literacy rates;

    ii. Calling upon the distribution of materials through both online and offline channels, including printed manuals, community radio broadcasts, offline-friendly learning applications;

13. *Further recommends* Member States to explore additional technology partnerships to provide the necessary educational digital resources to promote distance language learning, while ensuring Indigenous Peoples maintain ownership and leadership in all stages of design and implementation;

14. *Recommends* Member States transform libraries into physical and digital community hubs by:

  a. Expanding minority-language collections and programs, which can be funded through government grants and international cultural initiatives to ensure inclusive access to literature, oral histories, and cultural materials;

  b. Encouraging the utilization of methodological guidance and capacity-building support available from non-governmental organizations, such as Libraries Without Borders;

  c. Involving Indigenous peoples in the preparation and transformation of libraries as community hubs;

  d. Providing training for library staff on culturally sensitive cataloguing, Indigenous knowledge frameworks, and inclusive outreach practices to better support community-led linguistic revitalization;

15. *Requests* Member States to further implement the utilization of the UNESCO LINKS Programme in creating accessibility guides for peoples of rural communities through Information drives utilizing digital tools like the CBM Digital Accessibility Toolkit to link Indigenous communities with tools and free online training resource for practice while furthering the implementation of the UNDP Digital Strategy promoting inclusive access on digital services;

16. *Invites* Member States to form partnerships with the UNESCO International Institute of Educational Planning (IIEP) and UNESCO Domestic Commissions by:

  a. Implementing frameworks for status evaluations on vulnerable languages through Educational Sector Analysis (ESAs) and Educational Sector Plans (ESPs) for holistic diagnosis on stakeholders, policies and finances;

  b. Contributing to language learning resources on the CuratED Educational Planning Hub Digital Library where appropriate;

  c. Strengthening consultative processes with vulnerable and endangered leaders;

  d. Providing resources, tools, plans and resources to foster multilingual and bilingual education in primary and secondary schools;

17. *Strongly advises* the expansion of the UNESCO IFCD to the Global Language and Culture Fund (GLCF) to assist with the preservation and protection of all Indigenous and minority languages by:

   a. Accepting voluntary monetary contributions from Member States, Non-Governmental Organizations (NGOs), RDBs, and civil partnerships;

   b. Providing monetary funding for local initiatives and projects to increase awareness, understanding, and memory of Indigenous and minority languages;

   c. Encouraging Member States to donate at least 1.5% of their annual UNESCO contribution to GLCF;

18. *Encourages* Member States to create a National Action Plan (NAP) on language preservation in line with UNESCO's Global Action Plan of the IDIL that:

   a. Recognizes the unique challenges and sovereignty of each Member State regarding language preservation;

   b. Maintains the informed prior consent, autonomy, and control of Indigenous groups over their own respective languages and territories through continuous consultation and community outreach;

   c. Involves all relevant parties, including Indigenous members across generations, scholars, national governments, and UN bodies, when creating a NAP by creating a NAP advisory committee comprised of these parties;

   d. Encourages collaboration with regional partners, especially considering transboundary Indigenous groups that are shared by numerous Member States;

   e. Includes specific programs and initiatives targeting minority language groups, especially regarding media and education, that can increase the accessibility and use of such language;

19. *Urges* Member States to provide assurance of the protection of vulnerable Indigenous populations and cultural heritage sites from destruction by advocating for education to be taught in mother tongue for Indigenous populations;

20. *Further invites* Member States to include status evaluations and the promotion of vulnerable and endangered languages in World Heritage Sites by:

   a. Including in World Heritage Nominations Annex 3, Criterion 7c of the Operational Guidelines details of minority languages within the site and their status;

   b. Detailing in reports to the International Indigenous Peoples' Forum on World Heritage (IIPFWH) evaluations of current statuses and promotion operations of minority languages;

   c. Promoting and recognizing endangered or vulnerable languages within the tourism industry where appropriate, including signs, inscriptions, visitor guides and information data to increase public engagement;

21. *Encourages* Member States to provide transportation, such as buses and shuttles, funded by local government, Indigenous governments and non-profit organization, from rural Indigenous areas to allow access to educational institutes and opportunities if not already available by their own communities;

22. *Strongly supports* the development and adoption of Indigenous language instructor certification standards, created in consultation with UNESCO and Indigenous education experts in order to ensure instructors retain the proper qualifications to transfer Indigenous linguistic knowledge;

23. *Suggests* Member States model after frameworks such as the Policy Guide on the Integration of African Languages and Cultures into Education Systems at a regional level to promote the preservation of traditional languages.

Code: UNESCO/1/2
Committee: United Nations Educational, Scientific and Cultural Organization
Topic: The Protection of Cultural Heritage through Language Preservation

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The United Nations Educational, Scientific and Cultural Organization (UNESCO),

Deeply concerned that according to the UNESCO World Atlas of Languages, of the 7,000 languages worldwide, only 351 are being taught, leaving 6,649 languages untaught,

Deeply cognizant of the difficulty to achieve multilateral funding with longevity to achieve sustainable development goals within the United Nations as Member States alone rather than a collaborative unit,

Acknowledging the encoding and ineffective communication crisis within preestablished frameworks such as The Missing Script Program within UNESCO,

Cognizant of the fact that 40% of the world's population lacks both knowledge and access to their native tongue,

Affirming that language is the foundation of cultural identity and knowledge systems, and its loss threatens cultural diversity,

Taking into account the United Nations Permanent Forum on Indigenous Issues (UNPFII) and the International Decade of Indigenous Languages, which focuses on the diverse range of Indigenous languages across the globe,

Alarmed that according to UNESCO a language is lost every 2 weeks,

Guided by target 4 of Sustainable Development Goal (SDG) 11, which aims to strengthen efforts to protect and safeguard the world's cultural and natural heritage,

1. *Strongly advises* Member States to work towards bridging the gap between policies and practice through the creation of Vitalizing Original Indigenous and Cultural Education (V.O.I.C.E), which:

   a. Provides Teacher training, textbooks, and courses in minority and regional language that are funded by the states with additional collaborative funds to help underdeveloped countries with funding from partnerships with UNDP;

   b. Goes beyond primary education (secondary, university levels) by providing secondary and university level courses in minority languages as well as giving students opportunities to conduct research projects with help from the Global Youth Grant Scheme (GYGS);

2. *Calls upon* Member States to establish a sub-collaborative UN funding initiative within The Missing Scripts program, Advancement and Support On National Eco-Empowerment (AS ONE), as a collaborative fund between UNESCO and willing Member States to achieve sustainable and inclusive frameworks to keep and increase the recognition of indigenous populations by first establishing equal representation of indigenous groups within Member States which will:

   a. Use funds within AS ONE to bring sustainable technology developments and educational trainings to rural areas by adopting sustainable solar and eco-powered decentralized energy hubs allowing technology items and internet in oral educational trainings to operate without pollution while encouraging state sovereignty;

    b. Establish Ombudsman offices to have direct cultural advocacy and progressive conversations between a selected Indigenous representative from each Indigenous territory and a selected Member State representative which will:

        i. Bring local projects and issues to the forefront to be more effective in conflict resolution and policy implication;

        ii. Oversee all multi-year interagency funding mechanisms directly affecting provinces and Indigenous communities;

        iii. Help encourage recognition, respect, and justice amongst Indigenous Peoples;

3. *Requests* the creation of a UNESCO global online database, providing Member States with the tools to build effective bilingual education programs by enabling the sharing of best practices and highlighting examples of successful Indigenous language use and retention that are accompanied by economic and social success through:

    a. The establishment of INDIGENIUS, a digital app framework that will act as a Indigenous communication hub, digital archive and database to share and preserve languages while following the ongoing growth of AI world-wide on the go or stationary;

    b. Providing quizzes through which people can learn and acknowledge indigenous and local languages including grammar and vocabulary;

4. *Recommends* the utilization of adult education programs, targeted towards rural areas where Indigenous languages and cultures are at risk of extinction, which include:

    a. International participation in a language conservatory, perhaps working alongside government bodies like UNESCO;

    b. Educating individuals with literacy skills to allow them to share their cultural heritage and languages properly;

    c. Working alongside the IWGIA (International Work Group for Indigenous Affairs);

5. *Encourages* Member States to establish teacher-training workshops on multilingual culturally responsive education, build community-based archives for oral histories, and create e-learning platforms to document endangered languages by:

    a. Using established programs within UNESCO such as the Missing Scripts Program with encoding help and design accuracy alongside Indigenous elders;

    b. Using established community-based learning centers which spread indigenous and local language, their expression, and their traditional culture to aggregate their knowledges;

6. *Expresses hope* for deepened institutionalization of cultural protection and linguistic preservation, through formalizations of global effort perpetuated by the UNPFII and demonstrated by the International Decade of Indigenous Languages;

7. Further invites Member States to organize and conduct regional conferences on language preservation, accepting that shared histories and cultures are conducive to the safeguarding of Intangible Cultural Heritage (ICH) and suggests that such conferences are to be conducted on a

regular basis to ensure that the issues of the Indigenous Peoples are being addressed, especially in academies.

Code: UNESCO/1/3
Committee: United Nations Educational, Scientific and Cultural Organization
Topic: The Protection of Cultural Heritage through Language Preservation

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The United Nations Educational, Scientific and Cultural Organization (UNESCO),

Guided by the United Nations Educational, Scientific and Cultural Organization's mandate, which promotes Member States to ensure peace and security through international cooperation in education, science, and culture, as well as protecting cultural heritage,

Stressing that, according to the *UNESCO 2016 Global Education Monitoring (GEM) Report*, 40% of the global population does not have access to education resources in a language they understand, limiting their ability to understand their rights,

Deeply disturbed by the endangered status of 44% of 7,159 languages spoken worldwide,

Guided by UNESCO's Missing Scripts Program dedicated to translating vulnerable and Indigenous languages,

Recognizing the recommendations, standards, and guiding principles developed by the *United Nations High-Level Advisory Body on Artificial Intelligence,* such as the Governing AI for Humanity Report, and its implications on regulating Member State use of artificial intelligence (AI), especially regarding its usage in the preservation of vulnerable linguistic and cultural heritage,

Distressed that up to 90 percent of the population in many low-income and middle-income countries lack the right to education in the language that they speak according to UNESCO's 2025 publication *Languages Matter: Global Guidance on Multilingual Education*,

Recognizing the importance of preserving intangible cultural heritage (ICH), as emphasized in UNESCO's *2003 Convention for the Safeguarding of the Intangible Cultural Heritage*,

Commends the work of the *Inuit Circumpolar Council (ICC)*, which has established a region-specific digital archive to preserve and promote Inuit language, practices, and advocacy,

Celebrating the *UNESCO Memory of the World Programme (MoW)*, wherein the addition of intangible cultural documentary heritage to the freely accessible online International Register allows for protection of vulnerable cultural and linguistic heritage, noting potential room for expansion,

Recognizing the role that accessible digital resources can play in advancing inclusive and equitable quality education in line with *A/RES/70/1* specifically the Sustainable Development Goal (SDG) 4 (Quality Education),

Acknowledging the value of audio and video materials in strengthening cultural exchange, preserving intangible cultural heritage, and fostering mutual cultural understanding,

Appreciates the contribution of the *Atlas of the World's Languages in Danger* in the identification of vulnerable and threatened languages,

Acknowledging the rapid expansion of digital technology as a powerful tool for linguistic revitalization and intergenerational learning,

Discerns that there is an inherent need of amplification of research methods already existing that study languages and monitor their at-risk status,

Desiring specialized data on national and local community's language diversity, as well as their access to

technology, education, and public services in their language to determine community-specific needs for language preservation,

Recognizing that SDG 16 (Peace, Justice, and Strong Institutions) calls for the promotion of peaceful and inclusive societies for sustainable development, that provide access to justice for all and build effective, accountable and inclusive communities at all levels, which can not be achieved if communities do not have access to resources,

Taken aback by the fact that according to the *United Nations Division for Inclusive Social Development*, 2.6 billion people have no Internet access in the digital age, which directly opposes SDG 10 (Reduced Inequalities),

Noting the need to preserve languages through expanding on the use of traditional languages in mass media in order to combat marginalization of traditional communities,

Bearing in mind the importance for people to have access to and receive accurate information without language barriers, as outlined in Article 19 of the *Universal Declaration of Human Rights (1948)*,

Applauds the *International Programme for the Development of Communication (IPDC)* for their efforts in providing support, funding, and information for media organizations,

Guided by Articles 13 and 16 of the *United Nations Declaration on the Rights of Indigenous Peoples* (UNDRIP), which protects Indigenous Peoples' rights of their languages to be transmitted through digital media channels and establish their own media in their own languages,

Recognizing initiatives highlighting Indigenous languages through digital media, allowing for community involvement in the creation and production of such media to allow for broadcasting, translation, and the provision of education on the importance of Indigenous languages,

Cognizant of the *Indigenous Languages Program (ILP)* framework, an educational initiative that aims to develop Indigenous and minority language children's animated media with the intention of providing education on the importance of Indigenous languages and how they are used,

Recognizing the importance of the *UNESCO Expert Media and Partnership Forum: Indigenous Peoples and the Media*, and the overarching *UNESCO-led Indigenous Peoples and the Media study*, in prioritising fair representation of Indigenous and minority Peoples in both Member States and international media,

Applauding the establishment of National Action Plans of *The International Decade of Indigenous Languages*, which promotes the preservation and revitalization of minority and Indigenous languages through both national and international initiatives,

Expressing appreciation for UNESCO-developed initiatives which celebrate linguistic and cultural diversity, such as the *International Decade of Indigenous Languages* (2022-2032) and International Mother Tongue Day,

Echoing Article 11 of the *UNDRIP*, which establishes the right to maintain, protect, and develop all representations of Indigenous cultures,

Applauding the efforts of the United Nations Department of Global Communications, with specific regards to the Strategic Communications Division, to promote greater public awareness of UN aims and activities,

Drawing particular attention to smaller Indigenous and minority communities, especially those with ten or fewer speakers of Indigenous languages,

Deeply concerned with rural communities being unable to access technological support,

Understanding that the creation of a comprehensive database for critically endangered languages, whose youngest speakers are in the great-grandparental generation, requires extensive documentation with the use of technology,

Frustrated by the difficulty of gaining international recognition of Indigenous languages and intangible cultures due to the bureaucratic hurdles of needing the primary sovereign state instead of Indigenous Peoples to recognize it as an integral part of culture,

Noting that UNDRIP is currently only translated in 65 out of over 7,000 spoken languages,

1. *Advocates for* the use of artificial intelligence (AI) to expedite and supplement the digitization of critically endangered languages regarding documents, music, textbooks, and other relevant literature while preventing the compromise of cultural and linguistic integrity by the misuse of AI software concerning the preservation of components of Indigenous and minority intangible cultural heritage by:

   a. Implementing specialized small language models (SLMs) by language family to aid in the translation of manuscripts into a digital archive and creating employment opportunities for local knowledge keepers of critically endangered languages via training SLMs and collaboration with local research institutions with existing access to high-level technologies and open-source SLMs in order to mitigate costs and maintain data;

   b. Aiming to achieve SDG 4 (Quality Education) by 2030, with the goal of ensuring equitable and inclusive education for all;

   c. Adopting recommendations made by the United Nations's AI Advisory Body, the *AI Standards for Global Impact: From Governance to Action 2025 Report* from the International Telecommunication Union, and other such UN mechanisms dedicated to AI and technology reporting and regulation;

   d. *Inviting* willing Member States to collaborate on forming standards and guiding principles specialized to generative AI literacy training and education, in attempts to normalize and regulate AI literacy training and educational standards;

   e. *Ensuring* that the implementation of the aforementioned technology only exists with the Free, Prior, and Informed Consent (FPIC) of the communities of the critically endangered languages, opposing the inequitable distribution of resources and harms of Indigenous Peoples;

2. *Encourages* Member States with state-owned public national television channels to expand the presence of Indigenous and minority languages in the media through the creation of broadcasts and dubbed television shows in traditional languages to increase accessibility for vulnerable and marginalized communities and effectively implement Article 16 of UNDRIP;

3. *Suggests* that Member States support the creation or expansion of existing local language training programs for news reporters to enhance accessibility to information and promote public awareness of local languages, through partnerships with universities and research programs, seeking advice from pedagogical experts, and consulting with local communities, organizations, and elders;

4. *Recommends* that Member States, in collaboration with the IPDC, utilise their communication departments to work towards:

    a. Identifying domestic Indigenous and minority languages most in need for preservation, which will benefit from IPDC support, and utilise the guidelines set by the UNESCO Language Vitality and Endangerment document;

    b. Translate IPDC guidelines, grant criteria and deadlines into the identified languages;

    c. Promote the translated material through publications on government websites or transmission on national radio stations and local broadcasters;

5. *Invites* Member States to work alongside educational initiatives aiming to develop children's media with the intention of emphasizing the importance of Indigenous languages by allowing local community involvement in the creation, production, and broadcasting;

6. *Recommends* that the UNESCO Secretariat reinstate the *UNESCO Expert Media and Partnership Forum: Indigenous Peoples and the Media* biannually to facilitate further discussion on the fair and accurate representation of minority and Indigenous Peoples in the media;

7. *Suggests* the introduction of an international online hub which utilizes local online and radio networks across Member States for translation and information sharing in an effort to promote the education of local languages across the world, incorporating features of existing translation models, such as picture to translate;

8. *Requests* that the UNESCO Secretariat expands the *Survey on Public Access to Information (SDG 16.10.2) (2022)* to include a geographic representation of the native speakers of Indigenous and minority languages and their dispersion and see if these languages are accessible in governance, public services, and education;

9. *Suggests* a Joint Proclamation for Technological Development with UN Development Programme (UNDP) and the UN Permanent Forum on Indigenous Issues (UNPFII) to reinstate the Broadband Commission to increase connectivity in Indigenous and minority communities, and continue working with International Telecommunication Union (ITU) and United Nations Children's Fund (UNICEF) to disperse technology that enables these language initiatives across various extents of digital access by:

    a. Focusing on the installment of internet and broadband lines in Least Developed Countries (LDCs) especially in minority and indigenous communities through funds collected through the Broadband Commission alongside UNDP;

    b. Constructing aforementioned infrastructure and distributing relevant technologies to these communities through the Giga Initiative, an existing joint venture through the ITU and UNICEF that focuses on distributing internet technologies for communities in needs;

    c. Recommending collaboration with UNDP and UNPFII to establish physical cultural heritage centers enriched and led by local communities for populations with limited access to the internet to address barriers to knowledge;

10. *Further requests* the UNESCO Secretariat to expand on the workings of the *Atlas of the World's Languages in Danger* to include sections for region-specific governmental policy advice, share successful strategies and methods utilised by Member States, NGO's, and Non-profit organizations, as well as create a UN Linguistic Research Institute branch which would broaden UNESCO's understanding of literacy gaps and methods, by:

a. Building on *UNESCO's Atlas of the World's Languages in Danger* to expand UNESCO's classification research to increased literacy strategies for each community;

b. Seeking advice from Indigenous and minority communities, organizations, and elders, on the potential impacts of the creation of the UN Linguistic Research and the formulation of policy advice;

c. Utilizing the *Language Endangerment Index (LEI)* of the Endangered Languages Project as well as seeking partnerships with other Non-profits and NGO's to supplement the research and monitor progress;

d. Imploring the U*nited Nations Children's Fund and Gateways to Public Digital Learning Program through the Global Partnership for Education (GPE)* fund to investigate how at-risk languages are being taught and used in minority-language youth through the newly created UN Research Institute Branch in order to support the research initiatives that have goals to have a more robust understanding of indigenous language users;

11. *Encourages* Member States and organizations, with the permission of relevant minority and Indigenous elders, educators, and communities, to nominate Indigenous and minority linguistic and cultural heritage for inscription on the UNESCO Memory of the World Programme International Register;

12. *Requests* the Secretariat review the UNESCO Memory of the World Programme (MoW) to determine the capacity for a potential expansion of the MoW General Guidelines, in which:

a. Section 8.3.5, denoting 'World Significance' as the primary criteria for inscription on the International register, should be expanded to include a linguistic significance criterion, in addition to the pre-existing historical, form and style, and social, community or spiritual significance criteria, to promote nomination of linguistic heritage to the International Register;

b. Section 7.2.2 (Workshops and seminars) be expanded to include UNESCO-run workshops, directed at Indigenous and minority communities, educators, and elders, on the identification and nomination of linguistic documentary heritage;

c. The intention is to promote greater protection of linguistic records and manuscripts, inscriptions from relevant historical monuments, oral traditions, and audio-visual materials from Indigenous and minority communities against linguistic and cultural erosion;

13. *Suggests* that Member States cooperate regarding information sharing networks via online forums and communities between Member States and NGO-operated collaborative platforms assisted by cyberdiplomacy frameworks, such as Confidence Building Measures (CBM), which establish Points of Contact across Member States to promote responsible reporting and exchange of information, and promotes regional datacenters similar to the ICC archive focused on preserving intangible cultural heritage;

14. *Requests* the UNESCO Secretariat expand the *UNESCO Missing Scripts program* to include freely accessible audio records of unique sounds and phonemes from vulnerable languages, recorded by and with the permission of relevant traditional elders, leaders and educators, that can be installed in libraries, schools and universities to allow for increased linguistic accessibility in

populations with limited or no internet access, utilizing financial assistance from the International Telecommunications Union;

15. *Emphasizes* the need for Member States and organizations to promote fact finding efforts aligning with the FPIC of Indigenous Communities with the purpose of evaluating Indigenous groups population to determine communities at explicit risk of loss, especially those with small, vulnerable elderly populations;

16. *Recommends* that Member States encourage the promotion of Indigenous and minority languages on digital platforms, such as translation software and mobile applications, by promoting their inclusion within existing major digital communication platforms and operating systems, including:

    a. Supporting the development of open source access to the Unicode script for these languages for use in digital communication and software;

    b. Gathering and allocating voluntary funding from Member States, private sector funding, as well as contributions from existing funds such as the World Bank and the UNESCO World Heritage Fund, to further implement translation software;

    c. Considering UNESCO digital policies, such as *Internet Governance & Digital Inclusion and Digital Education & Information and Communications Technology (ICT)* Policies for Learning, which advance inclusive internet governance, equitable digital access, and *ICT* education strategies that integrate technology and digital skills into quality learning;

17. *Invites* Member States, NGOs, Indigenous representatives, and private-sector partners to share best practices on the preservation and revitalization of Indigenous and minority languages, at a local and regional level for cultural and linguistic preservation through digital and community-based education initiatives, by:

    a. Regional cooperatives and platforms, widening the community of experts for language preservation and cultural enrichment;

    b. Regular regional and national conferences, conventions, and dialogues, technical workshops, and webinars with the assistance of International Decade of Indigenous Languages (IDIL 2022-2032) *UNESCO's International Bureau of Education (IBE)* and *Global Education Coalition* dedicated to capacity-building in Indigenous language pedagogy and curriculum development, harnessing the shared history and cultures of geographic regions and subregions;

    c. Local and sublocal language preservation hubs, enabling the language preservation efforts of Member States to be consistent across subnational divisions and to be conducive to grassroots community-led movements;

    d. Requesting the UNESCO Secretariat, NGOs, Ministries of Education, and research institutions to commission a guide for primary, secondary, and tertiary educators which will advise on best practices when teaching Indigenous and minority languages through collaboration with local, Indigenous, and minority educators, ensuring appropriate representation of languages and cultures in line with SDG 4;

e. Festivals, ceremonies, and assemblies, both within Indigenous communities and in the surrounding areas as International Decade of Indigenous Languages (IDIL 2022-2032);

f. Promoting the creation of digital repositories on the national and regional levels where Member States can upload teaching materials, ILK-based content, interactive lessons, and digital textbooks, ensuring accessibility for Indigenous learners and educators;

g. Supporting ongoing participation in conferences and workshops;

18. *Urges* Member States to share a successful experience of digital tools implementation by establishing firm education systems to facilitate language preservation through an Indigenous teacher training program and strengthening digital literacy in rural communities by:

a. Sharing curriculum frameworks for teacher-training programs that prepare educators to teach in bilingual or multilingual environments while incorporating *Indigenous and Local Knowledge (ILK);*

b. Collaborating with Member States to develop open-source digital teacher-training modules that focus on culturally appropriate pedagogy and inclusive classroom management;

c. Promoting peer-to-peer exchanges that allow Indigenous people to participate in the class as teachers, and virtual training workshops, and technology experts in other Member States;

d. Encouraging partnerships with teacher-training institutes, universities, and communities, local leaders, elders, and cultural organizations to cooperate and ensure that digital tools reflect Indigenous cultural values and linguistic traditions;

e. Implementing policies to ensure interpreters are certified in teaching Indigenous Peoples' languages;

f. Encouraging voluntary financial contributions from Member States, regional organizations, and *UNESCO's Participation Programme*;

19. *Championing* the development of centralised systems which comprise online and offline hubs which reduce the urban-rural digital divide through:

a. Allowing for the spread of crucial public information, such as weather patterns or public health concerns, and the translation of knowledge across Indigenous languages;

b. Introducing a central online network which connects to radio networks across different regions within nations for purposes of translation and information sharing in an effort to promote the education of local languages all over the world;

c. Establishing community-based learning hubs equipped with internet access, provides educational devices, and local facilitators with support of the *Global Digital Centre (GDC)*;

d. Promoting strategies for creating offline-accessible educational content, allowing learning to continue in regions with limited or unstable internet connectivity, with the support of *GDC*;

e. Equipping hubs with low-cost laptops, tablets, solar-powered devices, and offline servers;

f. Training local facilitators, youth volunteers, and educators to assist learners and maintain devices;

20. *Invites* Member States, NGOs, Indigenous representatives, and private-sector partners to share best practices on the preservation and revitalization of Indigenous and minority languages, including through digital and community-based education initiatives, by:

a. Encouraging collaboration with the *United Nations Permanent Forum on Indigenous Issues (UNFPII)* to organize meetings and workshops;

b. Requesting the UNESCO Secretariat, NGOs, Ministries of Education, and research institutions to commission a guide for primary, secondary, and tertiary educators which will advise on best practices when teaching Indigenous and minority languages through collaboration with local, Indigenous, and minority educators, ensuring appropriate representation of languages and cultures in line with SDG 4;

c. Supporting ongoing participation in *International Decade of Indigenous Languages (IDIL 2022-2032)* conferences and workshops;

d. Hosting regional technical workshops and webinars under *UNESCO's International Bureau of Education (IBE)* and *Global Education Coalition* dedicated to capacity-building in Indigenous language pedagogy and curriculum development;

e. Promoting the creation of digital repositories where Member States can upload teaching materials, ILK-based content, interactive lessons, and digital textbooks, ensuring accessibility for Indigenous learners and educators;

21. *Suggests* the establishment of the *United Nations Indigenous Language and Culture Preservation Program (UNILCPP),* which will expand on the *UN's Permanent Forum on Indigenous Issues (UNPFII)* and will promote collaboration between Indigenous communities and Member States to enforce policies, including:

a. Through the promotion of quality bilingual, or multilingual, education for all Indigenous Peoples in their own languages, while implementing Bilingual Nests, or language and cultural immersion programs for young children to hear and speak languages, in the hope that the youth can revitalize these languages;

b. Documenting languages through various forms of media through UNESCO's "Missing Scripts Program";

c. Creating and using language and vocabulary apps to promote fluency through free online courses;

d. Supported by volunteer contributions and regional organizations funding from Member States;

e. Expanding the *Convention on the Protection and Promotion of the Diversity of Cultural Expressions* to include an annual convention where representatives from participating Member States can exhibit the advances their communities have made toward their efforts to preserve and revitalize cultures and languages;

22. *Encourages* Member States to establish and work on developing and expanding Indigenous or native language centers that will help spread awareness and preservation of languages;

23. *Suggests* Member States draw inspiration from the strategic communications and outreach divisions by the *United Nations Department of Global Communications* when forming their domestic educational committees, through:

    a. Comprising individuals from minority and Indigenous groups across the nation to extend knowledge of their local languages and cultural heritage through visitation programs within schools;

    b. Inhibit activities surrounding the practice and learning of different cultural practices within these visitation programs;

24. *Encourages* Member States to establish National Action Plans of the International Decade of Indigenous Languages, to create frameworks supporting Indigenous communities that safeguard languages which are vital for cultural identity and heritage;

25. *Affirms* both the I*nternational Decade of Indigenous Languages* (2022–2032) and the International Mother Tongue Day as global frameworks for strengthening linguistic diversity;

26. *Championing* the development of systems which reduce the urban-rural digital divide by:

    a. Allowing for the spread of crucial public information, such as weather patterns or public health concerns, and the translation of knowledge across Indigenous languages;

    b. Establishing community-based learning hubs equipped with internet access, provides educational devices, and local facilitators;

    c. Equipping hubs with low-cost laptops, tablets, solar-powered devices, and offline servers;

    d. Training local facilitators, youth volunteers and educators to assist learners and maintain devices;

27. *Recommends* the revision of the criteria for the determination of *Intangible Cultural Heritage* so that Indigenous groups can self-nominate their practices rather than waiting for the approval of a larger national body and therefore placing the selection of important practices in the hands of underrepresented peoples;

28. *Endorses* Member States translate UNDRIP into their Indigenous languages on the UNESCO website to provide more equitable access to Indigenous Peoples across the globe to ensure the full understanding of their rights by:

    a. Employing Indigenous speakers to carry out this initiative, creating additional income streams within Indigenous communities;

    b. Expediting the goals of SDG 16 (Peace, Justice, and Strong Institutions) which calls for inclusive societies and linguistics.

Code: UNESCO/1/4
Committee: United Nations Educational, Scientific and Cultural Organization
Topic: The Protection of Cultural Heritage through Language Preservation

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The United Nations Educational, Scientific and Cultural Organization (UNESCO),

Recalling the mandate of the offices of the United Nations (UN) and the governments of its Member States to preserve its citizens' cultures and heritage, as reinforced in the UNESCO's *Convention Concerning the Protection of the World Cultural and Natural Heritage* (1972), the *Convention for the Safeguarding of the Intangible Cultural Heritage* (2003), and the *Universal Declaration on Cultural Diversity*, and the International Decade of Indigenous Languages (2022-2032) (IDIL),

Underlining the importance of upholding the principles of the *Universal Declaration of Human Rights*, particularly Article 15 on the right to nationality and Article 27 on the right to freely participate in the cultural life of one's community,

Referring to the International Olympic Committee (IOC) which is privately funded through revenue from broadcasting and marketing rights and does not require additional outside funding to operate,

Acknowledging the National Commission on Culture (NCC) which focuses on advising, promoting, and studying issues related to culture, heritage, and diversity within a particular organization, government, and national context,

Emphasizing that festivals and cultural gatherings strengthen community pride, allow for fostering intercultural understanding, and provide a safe, respectful space for the transmission of Indigenous languages,

Having considered the United Nations Department of Economic and Social Affairs' (UNDESA) Division for Social Policy Development (DSPD) and its International Expert Group on Meeting Indigenous Languages that supports and works toward achieving the Sustainable Development Goal (SDG) agenda on leaving no one behind, which includes Indigenous Peoples,

Noting with concern the absence of an existing global institution specifically tasked with organizing recurring Indigenous, minority, and ethnic group led cultural events,

Deeply concerned by the decreasing transmissions of knowledge and traditions from generation to generation due to factors such as colonization, loss of language, and assimilation,

Recognizing also the opportunity for economic growth within developing countries through the introduction of cultural tourism around intangible culture and language preservation,

Recognizing the importance of music, dance, and performance as ways to preserve Indigenous and minority languages to aid the protection of cultural heritage,

Understanding that not all Member States may have the infrastructure to host large-scale events in regards to space and population,

Concerned that, according to UNESCO's 2019 Global Education Monitoring Report, approximately 40% of the world's population is excluded from state-issued education, because it is not offered in their native language,

Stressing the need for making change in collaboration with Indigenous Peoples instead of making decisions on their behalf without consultation,

Alarmed by the absence of media centers and hubs for community engagement to allow promotion and preservation of Indigenous language and traditions,

Recalling existing digital programs that promote regional Indigenous language education through sharing intangible cultural heritage,

Stressing the need for support of language through educational material and community engagement by aiding teachers and youth through free online courses, documents, workshops, Indigenous led teacher training, and additional materials in partnership with Indigenous minorities, supported by the efforts of the independent international non-governmental organizations (NGOs), and UNESCO cultural programs, in coordinating and promoting global participation, cooperation, and visibility,

Taking into account all data provided by the UNESCO Atlas of the World's Languages in Danger,

Fully aware of the need for the global mapping of traditional languages using geographic information systems (GIS) to ensure effective linguistic preservation and education,

Noting that equitable access to cyberspace is a necessary consideration when implementing and creating digital tools, platforms, and resources, as reported by the UNESCO Recommendation Concerning the Promotion and Use of Multilingualism and Access to Cyberspace,

Emphasizing the importance of preserving Indigenous and minority communities, such as those in rural areas, who lack access to advanced technology,

Welcoming the collaboration with NGOs that are able to provide books in preserving minority and Indigenous languages,

Further recognizing that the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) has only been translated into 61 languages out of the over 7,000 spoken in the world with over 4,000 spoken by Indigenous Peoples,

24. *Recommends* that National Institutes of Indigenous Languages (INALI) preserve endangered languages by digitally documenting languages in order to support and empower community engagement,

25. *Suggests* that the Member States of The Economic and Social Council (ECOSOC) discuss the possible establishment of the International Cultural Festivities Committee (ICIF), a subcommittee of ECOSOC, that works with UNESCO, and is dedicated to promoting, preserving and showcasing Indigenous and rural cultural heritage, and therefore:

    a. Calls for the development of a founding charter for the ICIF, to include:

        i. ICIF's mission and long term goals of recurring global festivals and cultural gatherings, in order to strengthen global awareness of endangered languages and cultural traditions through these cross-cultural festivities;

        ii. Commitments of being culturally sensitive, linguistically protected, and ethically represented before, during, and after festivities;

        iii. Guidelines on ensuring Indigenous communities hold decision-making power within the cultural programming during festivities;

    b. Recommends that the ICIF's Center of Operations be hosted by regional locations, allowing for the inclusion of multiple Member States that are willing to ensure accessibility, legal recognition, logistical support, and safe working conditions for Indigenous representatives;

    c. Proposes for the ICIF to receive funding from initial start-up donations provided by voluntary Member State contributions and would later be maintained by funding through UNESCO's Intangible Cultural Heritage Fund and the International Fund for Cultural Diversity;

26. *Calls upon* Member States and relevant institutions to develop and support community-led programmes centred around music and dance as a tool for revitalising Indigenous and minority languages through intergenerational exchange and public cultural events, including through the ICIF;

27. *Promotes* the implementation of performances from Indigenous and minority groups to highlight the cultural significance of songs, music, folktales, and dances, which encapsulate intangible cultural heritage, with an aim to create intergenerational performances due to the interest in a community's cultural heritage, to:

    a. Note that music, arts, and linguistics are inseparable from culture and are integral parts of the development of cultural heritage, by affirming the need for the inclusion of Indigenous Peoples in the policy-making body of such initiatives to ensure that they are involved in the process and recommending the inclusion of dance, music, and storytelling as key linguistic structures within Indigenous communities due to their importance in the expression of thoughts and feelings within Indigenous communities, enabling the awareness of intangible culture to be viewed as language preservation;

    b. Express the inclusion of Indigenous arts in formal and informal education and preservation, as it is an avenue for such to be known across several generations and states;

    c. Increase interest in intangible culture will encourage later generations in Indigenous communities to continue preserving a culture's language through dance, music, and storytelling, which are recognised forms of language;

28. *Encourages* the introduction of folklore bands led by and for Indigenous cultures, which perform traditional songs, dances, and stories from Indigenous cultures, to promote interest and tourism in intangible cultural heritage linguistically, enabling Indigenous and minority communities to be placed more prominently in society, where stories, music, and dances are shared on a regional or global platform, in order to:

    a. Acknowledge the increase in awareness of intangible culture will stimulate tourism culture for Indigenous communities, increasing funds and enabling intangible cultural heritage to be preserved by the promotion of song, dance, and stories, which are forms of linguistic structures;

    b. Declare that any increase in cultural tourism must be in accordance with UNDRIP, where resources and territories are not affected by any increase in visitors to Indigenous lands;

    c. Encourage the participation and attendance of youth in festival activities by spreading awareness of the event on social media platforms;

29. *Requests* further regional collaboration dedicated to language and cultural preservation, for the purpose of widening the community of experts presently working together under the various regional groups to:

    a. Emphasize the Free, Prior, Indigenous Consent (FPIC), which centers on the importance of upholding the rights and puts consultation and dialogue with various Indigenous groups and minorities to ensure that their voices, opinions, and limitations;

    b. Suggest that these Indigenous and minority groups, with their corresponding leaders,

be a part of the planning and ideation stage of the initiative to ensure that their consent, cultures, and beliefs are being respected and properly portrayed;

    c. Receive funding from voluntary Member State contributions, in order to provide support in cross-cultural exchange as a platform for knowledge gathering with the various Indigenous and minority groups in the world;

30. *Invites* these assemblies to coordinate and collaborate on a multi-phase project that provides international Indigenous communities and minorities access to mechanisms for recording music, arts, and literature, whilst ensuring respect for cultural ownership and consent throughout the process, while:

    a. Endorsing a timeline of the project centered on different phases, in which the first phase focuses on the research gathering and data collection, focusing on and taking into account the various Indigenous cultures, norms, and traditions;

    b. Recommending that the second phase focus on dialogues with Indigenous communities and minorities, to ensure that there is proper communication with the communities;

    c. Suggesting that the final phase focuses on the consented preservation of languages, arts, and festivals, and the execution of the initiative;

    d. Also endorsing that the "mechanisms" specified involve various gadgets such as digital audio workstations, audio interfaces, recorders, and other necessary gadgets to preserve their cultures;

31. *Further invites* the creation of the Revitalizing Original Oral Traditions in Schools (ROOTS) Program, a global fund and capacity building educational initiative that:

    a. Provides aid to local education centers by training teachers, developing curricula, and ensuring that children can learn in their primary languages, as well as other, more widespread languages;

    b. Receives funding and technical assistance, as well as oversight, from the UNESCO Global Partnership for Education (GPE), as it works with Member States on improving educational standards within their borders through monetary grants and technical assistance avenues;

    c. Includes the voluntary use of digital tools such as Large Language Models (LLMs) and Artificial Intelligence (AI) based learning aids in such education initiatives to assist endangered and minority language communities in translating and providing student-focused feedback to help develop linguistic learners' capabilities in classroom settings by:

        i. Encouraging individual Member States to develop Public-Private Partnerships (PPPs) with AI development companies and language apps, so that these companies can provide workshops and other forms of training to teachers and educational experts as to how to use this technology and apply its use within the expansion of linguistic abilities;

        ii. Working alongside NGOs, such as TransLinguist, that use AI-powered translation services to bridge language gaps and provide increased educational and cultural understanding to students;

32. *Endorses* the creation of the Empowering Cultural Heritage through Outreach (E.C.H.O) Project, which is a network of cultural activities, media centers, and local libraries through:

   a. Financial and technical support from voluntary Member State contributions, as well as aid from the International Development Association (IDA), to allow for the use of these activities and media centers;

   b. Provisions for remote and rural communities through the E.C.H.O Project, which allows for hubs to be supplied with, pop-up stacked containers that comprise of satellite internet, books, laptops, and tablets to use in any location within the community;

   c. Hubs that are open to the general public will allow for community engagement, workshops, and exhibitions that will preserve and promote Indigenous and minority languages and the learning of Indigenous Peoples that are expressed from voluntary Member States;

   d. The transformation of local libraries into community hubs for minority languages through the use of collaboration with NGOs, that provide books and recommendations for the expansion of the collection of books in minority languages in local libraries to communities in rural areas, to create mobile libraries that can reach remote areas, and providing assistance from librarians in local communities and volunteers from these aforementioned NGOs that teach how to navigate and effectively use the technology resources available on digital platforms within minority language communities to promote the learning of these endangered languages;

33. *Puts forward* the idea of Member States voluntarily providing translations of the UNDRIP in Indigenous languages from their country by:

   a. Collaborating with Indigenous scholars that specialize in translation research or partnering with Universities specializing in Indigenous Studies with concentrations in documentation and research;

   b. Utilizing funding from sources like the Endangered Language Fund to provide governments with adequate funds to translate the documents;

34. *Stressing* the need to digitally map linguistic diversity for increased awareness and education on global cultural heritages which:

   a. Requests funding from bodies such as the International Fund for Cultural Diversity (ICFD) and GPE;

   b. Invites Indigenous Peoples to lead this program and give informed consent before publishing any information onto open platforms;

   c. Welcomes partnerships with existing programmes such as the LCIPP or LINKS for publication to increase awareness, and collaborations with regional bodies to promote education on Indigenous and traditional languages;

35. *Considers* expanding on ideas from INALI to create The United Nations Interactive Collaboration on Regional Narratives (UNICORN) as a digital platform app in order to engage the youth on learning about Indigenous, endangered, and minority languages in their communities by:

   a. Integrating interactive learning tools such as vocabulary lessons, storytelling modules, and culturally focused quizzes;

b. Providing features for peer-to-peer learning, including chat functions, community forums to encourage daily usage of Indigenous languages;

c. Incorporating data privacy protections aligned with Indigenous data sovereignty principles to prevent misuse and control of cultural knowledge;

d. Ensuring accessibility through free or subsidized access for Indigenous communities through funding from the World Heritage Fund and overseen by UNESCO;

36. *Incorporates* the creation of the Global Expert Mechanism on Linguistic and Cultural Heritage (GEM-LCH) within the framework of the UNESCO LINKS Programme as a specialized advisory and coordination mechanism to support Member States in safeguarding endangered languages and cultural practices by:

a. Entrusting the GEM-LCH to collect, consolidate, and analyze global data on at-risk languages through standardized methodologies, in cooperation with national statistical offices, academic institutions, and Indigenous knowledge holders using open data from the UNESCO Atlas of the World's Languages in Danger;

b. Requesting the GEM-LCH to develop evidence-based, internationally comparable recommendations for the preservation, revitalization, and intergenerational transmission of linguistic and cultural heritage;

c. Calling for the creation of regional and local action teams operating under GEM-LCH guidance and tasked with implementing field-level preservation measures in coordination with community leaders and local authorities;

d. Establishing a Knowledge and Reporting Hub under GEM-LCH to ensure systematic documentation, progress monitoring, and dissemination of best practices, toolkits, and policy models to Member States;

e. Requesting that Member States to voluntarily inform GEM-LCH Reporting Hub about the regional situation about the situation of Indigenous languages and native speakers;

37. *Supports* the creation of the Voices of the Land program, an Indigenous-led global online language education platform and archive that empowers Indigenous communities to document their own language and culture through:

a. Oral traditions such as songs, stories, histories, and phrases, pieces of intangible culture such as videos of dances, traditional practices, artwork, and artifacts, workshops led by elders and knowledge keepers which are created to educate the youth and facilitate transgenerational knowledge sharing, and written works and documents that have been discovered and cataloged to bring awareness to and revitalize extinct Indigenous languages;

b. Funding by initial start-up donations provided by Japan and Germany and would be maintained by funding through UNESCO's Intangible Cultural Heritage Fund and the International Fund for Cultural Diversity;

c. Keeping in mind that this platform is voluntary, respects Indigenous voices, and that the contents are solely contributed by Indigenous Persons to ensure there is no misinterpretation of the language.