



Code: GA3 1/1

Committee: General Assembly Third Committee

Topic: The Preservation of Culture and Intangible Cultural Heritage

The General Assembly Third Committee:

Noting the 2030 Agenda established by General Assembly resolution 70/1 (2015) and the relevance of intangible cultural heritage (ICH) holds in meeting many of the respected sustainable development,

Bearing in mind General Assembly resolution 61/56 (2001), which emphasizes the importance of multilingualism and international understanding of the cultural significance they hold,

Expressing its appreciation for the work of the United Nations Alliance on Civilizations on projects in the areas of education, youth, media, and migration,

Understanding that the tourism industry in underdeveloped countries was crippled by the effects of the COVID-19 pandemic,

Reaffirming General Assembly resolution 76/185 (2021) on preventing and combating crimes that affect the environment, and that Member States would continue their commitments to the preservation of culture and ICH,

Acknowledging Security Council resolution 2347 (2017), which formally recognizes that the defense of cultural heritage is imperative for security,

Noting with deep concern the importance of Underwater Cultural Heritage (UCH) to nations that have it and recognizing the importance of documenting and preserving said culture,

Further noting the need for General Assembly resolution 26/32 (1997) to be reviewed as to its success in protecting ICH,

Draws attention to the effectiveness of grant initiatives, such as the Fulbright-Hays Program, in support of overseas projects in training, research, and curriculum development in modern foreign languages and area studies,

Aware of the differences in the circumstances of different regions and countries concerning protecting ICH,

Noting with approval the success of Yemen's "Cash-For-Work" program in promoting peace and protecting tangible and intangible cultures,

Cognizant of the upholding of General Assembly resolution 72/229 (2017) on transmitting the importance of shared values, knowledge, and skills through education, especially as it relates to the prevalence of dying languages at 41% of global languages being endangered,

Stresses the importance of Member States to create opportunities for cultural sanctions projected in organizations such as the International Council on Monuments and Sites, as they strive to promote the conservation, protection, use, and enhancement of monuments, building complexes, and sites,

Anxious that according to the World Heritage Center, 56 World Heritage Sites, are in danger,

Underlining the importance of minorities can protect every language from being at risk and every culture being protected and embraced,

Acknowledging the need to preserve the declining cultural language and tradition as it is a tool of unity, identity, and history of the past to build a better framework for the future,

Recognizing the significance of implementing the maintenance of historical landmarks and monuments that preserve cultural heritage,

Highlighting that 4.3 million students enrolled in university-level education take up study abroad opportunities, however, few students study in regions such as Africa, the Middle East, and Asia,

Affirming the Final Declaration of the United Nations Educational, Scientific and Cultural Organization (UNESCO) *World Conference on Cultural Policies and Sustainable Development - MONDIACULT 2022* that culture is a public good, and the need to increase the interaction education has with culture, tourist areas as mention in Sustainable Development Goal (SDG) 11.4, which emphasizes the importance of safeguarding natural heritage site,

Stressing the importance of preserving culturally rich tourist areas as is mentioned in SDG 11.4 which highlights the importance of cultural heritage and cultural heritage sites,

Expresses its hope for the promotion of international exchange programs to less frequently visited nations which promote research and training efforts overseas, focusing on non-Western foreign languages and area studies,

Commends Member States to efficiently allocate national budget and bilateral, regional, and international assistance to heritage preservation efforts, like the World Heritage Fund,

1. *Recommends* UNESCO to increase the education of ideals such as tolerance and acceptance of indigenous cultures by promoting educational programs about cultural appreciation and communicating the goals for these educational programs;
2. *Reiterates* the importance of sustainability surrounding tourism and cultural initiatives in place by:
 - a. allowing culture group to define their initiatives;
 - b. Increased awareness of the importance of cultural preservation through requesting funds from non-governmental organizations like the Center for Responsible Tourism or UNESCO;
3. *Invites* UNESCO to put emphasis on growing the list of World Heritage sites specifically in the Global South that have been underdeveloped and to build capacity;
4. *Encourages* efforts to platform Indigenous voices to provide insight into the climate crisis and find best practices to address the issue such as ways to better address the rise in floods, forest fires, landslides, and rising sea levels which are becoming more common;

5. *Believes* that education reform and culture exchange programs are necessary due to *The National Heritage Acts*, which have shed light on the importance of the culture and cultural heritage, however, the acts only inform and suggest rather than solve the issues;
6. *Affirms* the Final Declaration of UNESCO *World Conference on Cultural Policies and Sustainable Development - MONDIACULT 2022* that culture is a “public good” and the need to increase the interaction education has with culture;
7. *Considers* the strengthening of regional networks and international laws against illicit trafficking of artifacts and regulating cross-border trade in cultural property, as well as against willful destruction or misappropriation of heritage in situations of conflict;
8. *Urges* Member States to provide voluntary contributions (VC) and resources to schools and communities that develop cultural programming;
9. *Also stresses* that Member States collect and record artifacts, language, and cultural practices to educate the youth and preserve culture and work together with NGOs like the World Fund to expand on culture education and awareness;
10. *Strongly encourages* the importance of working with the United Nations World Tourism Organization and enlisting in the UNESCO World Heritage list to further protect the wildlife and culture of frequently visited tourist areas;
11. *Advocates for* sustainable ecotourism that expands community participation and knowledge sharing, with indigenous consent ensured and physical tourist pressures on cultural sites minimized;
12. *Suggests* the documentation of endangered tangible and ICH while expanding public access to national and international heritage inventories and preservation databases;
13. *Declares* the increase of educational programs including parents and students through policy already created under UNESCO Article 10, and expanding it to reach not just the youth but the older generations who may have already distinct beliefs can help prevent the loss of culture;
14. *Recommending the creation of* the National Tangible and Intangible Culture Coalition to focus on:
 - a. *Uncovering* expert groups such as International Organization of Folk Art that analyzes and compares ICH within nations to analyze ICH;
 - b. *Prioritizing* the discovery of commonalities and shared heritage to promote peace and national stability;
 - c. Giving way for multilingualism and international understanding of the cultural significance they hold;
 - d. *Advising* Member States on indigenous relations in cases of underrepresented ethnic groups, as well as providing resources to community leaders of said groups;

- e. Reviewing General Assembly resolution 26/32 (1997) to inform the General Assembly on effective solutions to ICH preservation, after 20 years of continual ICH destruction, taking place every 5 years;
 - f. Providing application opportunities for underrepresented ethnic groups to argue for inclusion in Economic and Social Council ICH databases through small, cost-effective visitations;
15. *Calls for* initiatives to link the tourism industry with industries similar to the agricultural industry, and manufacturing by:
- a. Creating advertising initiatives in the agricultural and manufacturing industry in a way that promotes tourism, advertising will be implemented in a recommendation from the task force;
 - b. Encourages other industries to diversify to fill in the void left by COVID-19;
 - c. Proposes the creation of an expert task force meant to help countries link tourism with other industries in an effective and sustainable way;
16. *Advises* for the continuation of the work done in the 2001 UNESCO Convention on the Protection of UCH, especially articles 2 and 20 which concern the preservation of underwater cultural heritage (UCH) and the education of the general public respectively by:
- a. Proposing the creation of a state-sponsored program dedicated to scanning and uploading various cultural artifacts or points of interest exemplified in projects such as UnderwaterMalta, a program initiated by The Republic of Malta dedicated to finding and scanning UCH and documenting them, therefore involving a body interested in:
 - i. Scanning historically cultural artifacts found in UCH;
 - ii. Turning said scans into a fully rendered 3-Dimensional model;
 - iii. Uploading said scans onto an online database equipped with informative descriptions detailing the age and significance of the artifact;
 - b. Strongly encouraging Member States to support the new body either indirectly through VC or directly through donations;
17. *Encourages* the development of international conferences focused on showcasing ICH preservation carried out within schools by students by:
- a. Emphasizing the importance of instilling language curriculum of dying dialects throughout primary school as per SDG 4.7;
 - b. Drawing attention to the correlation between maintaining culture, and minimizing the aspects of a culture that discriminate against others;

- c. Further inviting the installment of cultural awareness through the implementation of student and volunteer-led monthly workshops and performances within schools hospitals, nursing homes, etcetera specifically revitalizing engagement with endangered cultures in community spaces.



Code: GA3 1/2

Committee: General Assembly Third Committee

Topic: The Preservation of Culture and Intangible Cultural Heritage

The General Assembly Third Committee:

Emphasizing the profound importance of culture in the context of human rights and development,

Fully believing in the *Universal Declaration of Human Rights* (1945), which articulates the right of every individual to freely participate in the cultural life of their communities, underscoring that culture is an inherent right shared by every individual, and that culture is not a privilege but an inherent right shared by all,

Reaffirming that General Assembly resolution 2200A (1966) established the *International Covenant on Economic, Social and Cultural Rights*, and that Article 15 emphasizes a fundamental right to take part in cultural life, which goes beyond mere participation, and recognizes the significant advantages of culture, including its role in economic growth and its contribution to deeper connections with the essence of human existence,

Recalling Article 11 of the *Convention for the Safeguarding of the Intangible Cultural Heritage* (2005), which states that Member States must take the necessary measures to ensure the safeguarding of the intangible cultural heritage (ICH) present in its territory, and defines the various elements of the ICH present in its territory, with the participation of communities, groups, and relevant non-governmental organizations (NGOs),

Keeping in mind the responsibilities of Member States and the UN Educational, Scientific, and Cultural Organizations (UNESCO) committees toward preserving ICH,

Noting with deep concern the total of 6,700 languages in the world, 40% of which are in danger of disappearing,

Observing the increased urgency to ensure the security and sanctity of the preservation of language and oral traditions,

Acknowledging the imperative for international trials to ensure that individuals responsible for such acquisitions are prosecuted and punished appropriately,

Seeking to provide guidance and develop measures to ensure the preservation and endurance of indigenous languages and oral traditions,

Keeping in mind the importance of implementing cultural programs that raise awareness about the importance of cultural heritage, which foster a sense of pride and responsibility,

Calling attention to the fact that, of the 6,000 languages existing today, only around 3,000 are being taught to and utilized by children according to the Ethnos Project, and even less in urban areas,

Approving the work done by The Agence Française de Développement (AFD), which has been preserving culture through funding African creators in music, theater, cinema, dance, radio, and video games,

Taking into consideration the United Nations Sustainable Development Goal (SDG) 4 (quality education) and its commitments to implementing practices of cultural preservation, as culture enriches education,



Noting the importance of partnering with NGOs to be able to reach and provide resources to isolated minority groups,

Recognizing the importance of the International United Nations Day, celebrated annually on 24 October, which further celebrates all of the contributions and cultural heritage of all Member States and global efforts towards a sustainable future,

Keeping in mind the commitments to sustainable development as outlined in the 2030 Agenda for Sustainable Development (2015),

Conscious that many cultural identities lack the accessibility of language as a primary vessel for the transition of shared identity,

Fully alarmed by the continued destruction of land for the exploitation of natural resources, especially concerning indigenous communities who reside in the Amazon rainforest and the Chocó, whose culture is consequently being eradicated,

Noting with regret the impact climate-driven loss of land and resources currently has on the world, and the growing effects seen on cultural practices,

Emphasizing the importance of ecotourism and its ability to uplift communities without the exploitation of intangible and tangible cultural heritage,

Underlining the intrinsic value of cultural artifacts and recognizing the detrimental impact of their illegal acquisition during times of conflict,

Recognizing the vulnerability of cultural sites facing imminent risks and acknowledging the imperative to develop a strategic framework that is specifically tailored to address the unique needs of such at-risk cultural sites,

Reaffirming Security Council resolution 2347 (2017) which denounces the prohibited devastation of cultural heritage, holy places, and artifacts, as well as the trafficking of cultural assets by terrorist groups during armed conflict,

Realizing the diversity of cultures worldwide and the importance of acknowledging, promoting, and preserving at-risk, repressed, and underrepresented cultures,

Acknowledging the significance of promoting cultural diversity and recognizing the need to amplify the visibility of at-risk and underrepresented cultures globally,

Stressing the need for a guideline that bolsters cultural development and social integration,

Bearing in mind the National Institute for Cultural Orientation, which encourages cultural development and social integration,

Noting Article 31 of the *Convention on the Rights of the Child*, which maintains that Member States shall respect and promote children's rights to participate in cultural and artistic life,

Recalls General Assembly resolution 69/71 (2014), which addresses protecting cultural property and advises Member States to reaffirm that there is no justification for the destruction of cultural heritage,



Acknowledging commitments to the 2030 Agenda, which highlights not only the shared goal of defeating poverty and hunger, but also the universal agreement to provide sustainability to all Member States to ensure every human being has the right to dignity and equality, whether that be in the form of education, peace, justice and strong institutions, and partnerships for the goals,

Noting with deep concern the impact of cultural sites being targeted during conflicts and crises, and fully aware of the significance of sustaining and maintaining the perseverance of these locations to ensure international security for marginalized groups,

Concerned by the lack of accountability taken by Member States who contribute to the many wars and conflicts that cause culture to extinguish,

Perturbed by the lack of diversity in previously implemented programs that educate global citizens on the different languages that are spoken,

Fully aware of the deteriorating education on cultural heritage being taught in arenas of higher education and an increasing divide between the global community,

Recognizing the importance of safeguarding cultural artifacts and infrastructure in times of natural disasters and emergency circumstances,

Mindful of the impact that cultural understanding and awareness have on the dissolving of cultural barriers and the encouragement of unity between Member States,

Recognizing that the world is becoming increasingly globalized and that culture is not only tied to a location but also to a person,

Fully aware of the increasingly illicit market of cultural property,

Recognizing with great satisfaction, the work done by the Heritage Emergency Fund and UNESCO,

Reaffirming the ideologies of the *Convention for the Safeguarding of the Intangible Cultural Heritage (2003)* by UNESCO,

Underlining the consequential nature of the Sustainable Development Goals (SDGs) to achieve the 2030 Agenda,

Concerned that climate has been unpredictable, leaving culturally significant buildings vulnerable, and it is imperative to develop proper infrastructure to safeguard culturally significant areas and buildings through NGOs,

Expressing concern about the closure of 95% of museums globally due to the COVID-19 pandemic, affecting SDG 4 (quality education),

Acknowledging the international significant decline of tourism by 74% in 2020 significantly impacting SDG 8 (decent work and economic growth),

Cognizant of the inequalities within education systems and the lack of inclusivity affecting ethnic minority youth affecting SDG 10 (reduced inequalities) and restricting the *United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)* from achieving its goals,

Acknowledging the need to preserve languages, artifacts, cultural practices, and location as they are a tool of unity, identity, and history of the past to build a future,



Drawing attention to the overdevelopment of culturally rich tourist sectors and its impacts on regional wildlife and environmental sanctuaries,

Stressing the importance of protecting homogenous tribal and religious groups within nations through programs and NGOs,

Expressing concern that archeological sites face the threat of illegal constructions, deliberate destruction, and burning,

Noting further that underwater archeological sites are prone to destruction through fishing with explosives,

Aware of the outdated and at-risk technology used to store Intangible cultural heritage, limited access to the participation of the communities involved in collecting data for the inventory,

Reaffirming the 2030 Agenda for Sustainable Development which highlights not only the shared goal of defeating poverty and hunger but also the universal agreement to provide sustainability to all Member States to ensure every human being has the right to dignity and equality in their nation whether that be in the form of education, peace justice and strong institutions and partnerships for the goals,

Concerned by the lack of accountability taken by nations who contribute to the many wars and conflicts that cause these cultures to be extinguished,

Fully aware of the impact cultural understanding and awareness have on breaking cultural barriers and encouraging unity between Member States,

Reaffirming the ideologies of the *Convention for the Safeguarding of the Intangible Cultural Heritage* (2003) by UNESCO,

1. *Reaffirms* the rights outlined in Article 26 of UNDRIP, given to indigenous communities, declaring land, territory, and resource rights;
2. *Urges* Member States to partner with NGOs, bringing educational resources to Member States that lack adequate access to educational resources relating to the preservation of culture and ICH;
3. *Encourages* capacity building in the area of preservation of language and performing arts, facilitated by NGOs in the Member States;
4. *Suggests* the strengthening and expansion of the membership-based database Ethnographic Human Relations Area Files to allow Member States to voluntarily collect and share data and resources directly relating to culture and ICH, such as:
 - a. Collecting various linguistic, oral, and physical traditions, and the cultural identities of each Member State;
 - b. The applications of languages, their rate of diffusion, utilization in workplaces and education, and the ways in which younger generations are speaking endangered languages through:
 - i. Promoting partnerships in remote areas with various NGOs, which designate time and effort to retrieve information in areas lacking internet access;



- ii. Collecting information via telecommunications, such as email and telephone calls, when able, to efficiently analyze as much data as possible, utilizing the United Nations Institute for Training and Research (UNITAR);
 - iii. Calling upon Member States to collect and record artifacts, language, and cultural practices to educate the youth via the preservation of cultural heritage and collaboration with NGOs such as the World Fund to expand on cultural education and awareness;
5. *Encourages* an ad-hoc sub-committee overseen by the United Nations Human Rights Council, occurring biennially, to share information collected by various Member States to promote inclusivity and equitable access to cultural databases, and to share strategies which have aided progress within each Member State to promote partnerships for the preservation of intangible culture, which:
 - a. Includes up to 15 seats for East and Southeast Asian Member States, 15 for Central and South African Member States, 15 seats for North and South American Member States, 15 seats for European Member States, and 15 seats designated for Nations of the Pacific to ensure equal representation and mitigate regional bias;
 - b. Facilitates the open exchange of ideas and bolster existing partnerships, as well as fosters new partnerships based on the individual and consistently updated needs of Member States which have chosen to participate;
6. *Recommends* submitting a formal request to the United Nations Environment Program to commission and produce an official report on the intricate interplay between the environment and culture, specifically focusing on how the surrounding ecological conditions influence and affect cultural practices, traditions, and heritage by:
 - a. Encouraging the collaboration of experts in cultural preservation, environmental science, and anthropology in the creation of the report to ensure a comprehensive and multidisciplinary analysis;
 - b. Including case studies and examples from various regions, highlighting the diverse ways in which environmental factors impact cultural elements such as rituals, languages, and traditional practices;
 - c. The identification of possible threats posed by environmental changes to cultural heritage, as well as the exploration of sustainable practices that can mitigate adverse effects on cultural diversity;
 - d. The report, assessing the role of climate change, urbanization, and other environmental challenges in shaping cultural landscapes and influencing the resilience of cultural traditions;
 - e. Inviting Member States to actively engage with the findings and recommendations of the report, fostering a collective commitment to safeguarding both cultural heritage and the environment;
7. *Approves* the United Nations University and UNITAR work together to implement a comprehensive cultural education initiative that holds training workshops for educators interested in promoting cultural values among the masses, specifically within the classroom, whereby:



- a. Members will be experts within the field of education and culture, and will inform educators and other interested parties on the best ways to propagate cultural appreciation and practices, especially concerning reducing the stigma associated with minority cultures, and integrating hands-on learning and informal education methods;
 - b. Members will travel to different local regions to improve the accessibility of these workshops so local educators can more easily reach these meetings and harness digital technologies, such as online meetings, further bolstering accessibility and allowing educators who cannot attend in person to also receive this information;
 - c. Workshop topics will be adjusted to meet the specific cultural and educational needs of each region and inform about the indigenous communities of that region, and will also utilize the database, in order to ensure that these topics are specific to each region;
8. *Urges* Member States to set aside funds from their national revenue to provide financial support to both public and private organizations existing within their own nations that educate the general public about intangible culture which include:
 - a. Educational institutions, NGOs, tourism bureaus, and non-profit organizations;
 - b. Organizations that require funding to properly support education initiatives;
 - c. Public-private collaboration to best address and fund cultural education strategies;
 - d. Member States who do not have the ability to set aside these funds due to issues such as economic standing to request funds from UNESCO to accomplish these goals, are recommended to fund designations which should be established within the next three years;
 - e. Member States are suggested to allocate appropriate funding to both online programs that encourage the learning of language and the training of educators;
9. *Calls upon* Member States to synthesize policies and organizations that employ local and indigenous communities, taking into consideration their ability to gain trust, connect and work with isolated communities, and through this provide the means to the said communities to preserve their traditions and customs through:
 - a. Underlying the initiatives potency to acquaint and educate at-risk communities and provide targeted solutions to facilitate the preservation of traditions;
 - b. Emphasizing the potential the initiative has to provide the said communities with the necessary means, technological and otherwise, to protect and preserve their cultural traditions and practices;
10. *Requests* the strengthening of the United Nations Day to share the cultural wealth of cultures at risk and underrepresented cultures across the world, in order to promote awareness and education of cultural practices and celebrations, whereby:
 - a. Dually functioning as a fundraising opportunity, as funds raised on the event will be used to financially support the preservation of cultural heritage;



- b. The voluntary participation of Member States can showcase their multiple cultural identities and traditions via artistic performances and visual arts;
11. *Ensures* that ethnic groups that lack access to cultural festivities can take part in the United Nations Day by:
 - a. Encouraging access to transportation services that would allow underrepresented groups to participate in cultural events and festivities in larger municipal areas;
 - b. Increasing awareness and marketing of the United Nations Day as a way for citizens to express their own identities as well learn about other diverse cultures;
12. *Suggests* the establishment of UN-led workshops that would teach the traditions of at-risk cultures on a rotation that serves all cultures equally;
13. *Encourages* the International Court of Justice and International Criminal Court (ICC) to partner with NGOs like the Commission for International Justice and Accountability to find solutions to the violations of international law and war crimes in order to protect cultural sites and locations during conflicts;
14. *Recommends* Member States to hold aggressors accountable for the illegal acquisition of cultural artifacts by:
 - a. Acknowledging the imperative for international trials to ensure that individuals responsible for such acquisitions are prosecuted and punished appropriately;
 - b. Creating a subcommittee for the International Criminal Court (ICC) to be established as the designated body to investigate incidents and conduct trials related to the illegal acquisition of cultural artifacts during armed conflicts, whereby the ICC will prosecute destruction in regards to the destruction of cultural artifacts and world heritage sites, as opposed to looting and illegal trade of such goods via the black market;
 - c. Ensuring a five-year testing and debate period shall be put in place, during which Member States shall assess the efficacy and feasibility of the ICC subcommittee's role in addressing such crimes against cultural heritage;
 - d. Announcing a location agreed upon by every Member State to be designated as the official venue for the ICC proceedings related to the illegal acquisition of cultural artifacts during armed conflicts via the black market;
 - e. Requesting that UNESCO support to cultivate a separate list of various items and aspects of intangible cultural heritage, in conflict/war-afflicted zones that are in urgent need of safeguarding;
15. *Implores* UNESCO to encourage Member States to implement a rotational curriculum of intangible cultural education, oral traditions, and performing arts on a monthly basis in national education systems;
16. *Recommends* that UNESCO provide training and employment opportunities for teachers involved in academic initiatives aimed at fostering a culture of peace in war territories;



17. *Requesting* that UNESCO cultivate a separate list of various items and aspects of intangible cultural heritage in conflict/war-afflicted countries that are in urgent need of safeguarding;
18. *Further invites* the utilization of funds to support Intangible Cultural Heritage Preservation in countries experiencing war and conflict through:
 - a. Incorporating UNESCO's Article 25 Fund of Intangible Cultural Heritage;
 - b. Determining fund allocation via UNESCO Living Heritage with Emergencies List;
 - c. Allocating funds to encourage best safeguarding practices, alongside the promotion and protection of cultural education by professionals and volunteers amongst local communities;
19. *Requests* the expansion of private-partnership funding for UNESCO to include:
 - a. Outreach to communities suffering from loss of cultural practices in regions currently being affected by land loss, natural disasters, post-war recovery;
 - b. Educating Indigenous people on the importance of maintaining and preserving their culture for future generations;
 - c. Establishing joint efforts with UNESCO to educate communities on archeological sites and fire drill methods to improve the safety of the communities living near the sites;
20. *Endorses* the concept of ecotourism and programs that promote the conservation of the environment and indigenous culture within developing Member States through:
 - a. The establishment of the indigenous communities as the caretakers of the programs, empowering them to connect with and ultimately protect generationally significant land;
 - b. Increased support of national parks through the allocation of funding to promote and preserve the prosperity of important landmarks and cultural heritage sites;
 - c. Global education on the importance of cultural practices born within these preserved geographical locations, as tourism draws society to consider the important balance of both culture and conservation;
 - d. Boosting the economic stability of marginalized communities and developing nations in a sustainable manner that will maintain cultural heritage;
21. *Encourages* Member States to join in partnership with the World Wildlife Fund (WWF) to expand protections of indigenous peoples regarding their geographical areas affected by climate change and biodiversity loss through:
 - a. Establishing protection of land vital to the residence of indigenous peoples;
 - b. Enforcing protection of marine areas located in the Amazon rainforest to ensure accessibility to clean water resources;
22. *Suggests* the expansion of nomination criteria for the acceptance of UNESCO World Heritage Sites in Least Developed Countries to:



- a. Ensure accessibility to protective land measures will increase and shall ultimately lead to the proliferation of visibility therein safeguarding culturally significant indigenous land;
 - b. Empower indigenous voices in claiming historical landmarks in order to invoke a sense of ownership resulting in greater preservation and protection of cultural heritage;
23. *Calls upon* Member States to collaboratively develop and implement a strategic framework designed to safeguard at-risk cultural sites from potential threats and dangers by:
- a. Sharing expertise, best practices, and technological resources among Member States to enhance the effectiveness of the strategic framework;
 - b. Requesting that international organizations and non-governmental entities should actively contribute to the development and implementation of the strategic framework for the protection of at-risk cultural sites;
 - c. Condemning the use of private armies due to lack of interest and/or incentive in preserving cultural heritage;
 - d. Establishing a specialized committee within relevant international bodies to oversee the implementation and periodic evaluation of the strategic framework;
 - e. Requesting that Member States to allocate necessary resources and support initiatives aimed at capacity building, training, and public awareness to ensure the sustained protection of at-risk cultural sites;
 - f. Calling for periodic reporting by Member States on the progress and challenges encountered in implementing the strategic framework, fostering transparency and accountability in the preservation efforts;
24. *Requests* Member States to actively acknowledge and promote at-risk, repressed, and underrepresented cultures across the globe through educational programs, cultural initiatives, and diplomatic efforts through:
- a. Encouraging the exchange of cultural resources, artifacts, and knowledge among Member States to foster a greater understanding and appreciation of diverse and marginalized cultures;
 - b. Calling for the inclusion of at-risk, repressed, and underrepresented cultures in educational curricula to promote cultural awareness and respect among future generations;
 - c. Urging Member States to support cultural events, festivals, and initiatives that highlight and celebrate the richness of at-risk, repressed, and underrepresented cultures;
 - d. Recommending the establishment of international collaborations and partnerships to provide assistance and resources to communities that are striving to preserve and revitalize their at-risk, repressed, and underrepresented cultures;
 - e. Inviting Member States to report on their efforts in acknowledging and promoting at-risk, repressed, and underrepresented cultures in their periodic submissions to the relevant international forums, fostering accountability and transparency in cultural preservation initiatives;



25. *Recommends* Member States to consider and, where appropriate, establish National Days dedicated to showcasing the cultural richness of at-risk and underrepresented cultures across the world through:

- a. Encouraging Member States to use these National Days as platforms for cultural exchange, educational initiatives, and public awareness campaigns to foster a deeper understanding and appreciation of diverse cultures;
- b. Urging Member States to collaborate with relevant cultural institutions, local communities, and non-governmental organizations in the planning and execution of events and activities during these National Days;
- c. Recommending the integration of at-risk and underrepresented cultural themes into the official programs and curricula of educational institutions on these designated National Days to enhance cultural awareness among the younger generation;
- d. Inviting Member States to share best practices and experiences related to the establishment and celebration of National Days dedicated to at-risk and underrepresented cultures, fostering a global exchange of ideas for cultural preservation;
- e. Calling for periodic reporting by Member States on the initiatives and outcomes of their established National Days, contributing to a comprehensive understanding of the efforts made to promote and preserve the cultural wealth of at-risk and underrepresented cultures by:
 - i. Welcoming Member States to use this event as a fundraising opportunity;
 - ii. Expressing its hope that funds raised via the event will be used to financially support the preservation of cultural heritage;

26. *Urges* the Culture Orientation and Social Welfare Program to be an example for Member States to:

- a. Highlight cultural policies;
- b. Support institutions like museums, theaters, and libraries;
- c. Contribute to the documentation and preservation of historical artifacts/constitutional provisions;

27. *Requests* collaboration between Member States, NGOs, and relevant cultural institutions to design and implement age-targeted educational programs for school aged children as well as expand upon existing UNESCO programs for the promotion of cultural exchanges within the education system, whereby:

- a. Creating accessibility to those of all socio-economic backgrounds to experience a hands-on exchange that introduces students to an unfamiliar culture;
- b. Encouraging the use of the World Heritage Education Programme and localized NGOs that promote social inclusion, education, development. A non-exhaustive list includes Messert Ethiopia, Subir Al Sur, and the Anatolian Handicrafts Conservation and Development Initiative;



- c. Placing a special emphasis on public primary and middle school immersion programs which will allow for younger students, rather than beginning in higher education institutions, to foster cultural awareness;
 - d. Suggesting the use of innovative teaching methods, including but not limited to; Storytelling, languages, music and art, by:
 - i. Utilizing the expertise of local cultural leaders in developing curriculum design to transfer their respective group's cultural and historical traditions;
 - ii. Encouraging the usage of existing museums and cultural institutions in curriculum to promote multicultural education to foster global understanding and citizenship, collaborating with the International Council of Museums;
28. *Further requests* a voluntary contribution to the Intangible Cultural Heritage Fund (ICHF) to aid in technical support in the to introduce programs to teach and increase transparency and authenticity in topics such as indigenous language, stories and heritage and crucial historical accounts that would impact the way people perceive others:
- a. Welcoming nations who are at the forefront of these conflicts contribute by voluntarily sending aid in order to fund the restoration of significant cultural sites and the creation of said reeducation programs;
29. *Strongly encourages* more extensive and accessible online language learning programs that have previously been implemented by the Language and Communications Training Unit (LCTU) that provides language acquisition and assistance to remove barriers as well as educating global citizens on native dialects that composes one's culture;
30. *Calls on* the world fund to provide finances in order to train educators on proactive and productive ways to provide language education to provide access to more than the previously implemented six languages that the LCTU;
31. *Urges* for the implementation of a framework for higher education to create programs that not only teach native cultural heritage, but also teaches the cultural heritage of others in order to create a more knowledgeable global society and strive towards advancing the goals of SDGs 4 and 16;
32. *Requests* Member States to voluntarily document and share records and visuals representing the diverse cultures within their respective regions, establishing an extensive repository for the benefit of their citizens' enrichment and knowledge;
33. *Expresses* its hope to work alongside other Member States as well as the UN World Tourism Organization (UNWTO) to continue to increase tourism in the aftermath of the pandemic, continue the spread of cultural knowledge of diverse cultures, and as a result, increasing commerce to improve the revenue of economy;
34. *Recommends* establishing aid strategies that prioritize remaining respectful of diverse cultures and endorse the construction of cultural institutions and organizations to create safeguarding solutions for endangered indigenous communities by working alongside The International Work Group for Indigenous Affairs (IWGIA);



35. *Calls upon* countries to collect and record artifacts, language, cultural practice to educate the youth, preserve culture and work together with NGOs like the World Fund to expand on culture education and awareness;
36. *Strongly encourages* the importance of working with the UNWTO, as well as NGOs like the WWF to further protect the wildlife and culture of frequently visited tourist areas;
37. *Requests* member states to further promote tribal communities through UNESCOs Heritage of Religious interest and the Cultural Survival NGO, further:
 - a. Emphasizing the protection of religious properties such as but not limited to, sacred sites;
 - b. Promoting the protection of authenticity and spiritual significance through different groups;
 - c. Urging the protection of tribal groups by ensuring the rights of these groups are respected;
 - d. Calling for more security in archeological sites with the help of the UN Development Programme (UNDP);
38. *Endorses* the creation of the Fund, Educate, and Mend model within the Heritage Emergency Fund, by:
 - a. Volunteering funding by NGOs for more support for national/local museums;
 - b. Educating in indigenous languages globally, through:
 - i. Supporting and raising awareness;
 - ii. Cultural exchange programs;
 - iii. Language revision programs;
 - c. Mending colonial wounds through amendments to rebuild and reconstruct cultural sites;
39. *Further* recommends that Member States allot a portion of the national budget to develop and implement these programmes, also:
 - a. Taking into consideration each states' economic situation and prospects;
 - b. Welcoming the use of voluntary national contributions;
 - c. Respecting each Member States' sovereignty while encouraging equitable and inclusive programmes;
40. *Suggests* the expansion of the World Heritage Convention's International Indigenous Peoples' Forum to strengthen the participation of indigenous peoples to ensure that they are not exploited or excluded from the discussion of cultural heritage through;
 - a. Providing indigenous peoples with a platform to share their concerns regarding the World Heritage Conventions programs;
 - b. Ensuring indigenous peoples are involved with the conservation and management of historical sites;



41. *Requests* Member States to voluntarily document and share records and visuals representing the diverse cultures within their respective regions, establishing an extensive repository for the benefit of their citizens' enrichment and knowledge by:
 - a. Promoting the integration of heritage preservation expertise from all Member States into a unified document to safeguard against potential cultural erosion;
 - b. Welcoming the efforts of the ICC to prosecute sellers of illicit materials;
42. *Encourages* the continued support in regard to the ongoing initiatives set forth by the UNESCO specifically detailed in its 40 articles of "Safeguarding of the Intangible Cultural Heritage", to ensure sustained progress and accomplishment in their respective endeavors, in order to:
 - a. Strive towards sustainability as outlined in the 2030 Agenda;
 - b. Safeguard intangible heritage, through practical means that allow accessibility;
 - c. Preserve history of culture for future generations to come in ways that are accessible for all;
 - d. Encourages Member States to foster a cooperative approach that encompasses the principles, guidelines, and methodologies outlined within the AFD's framework;
43. *Endorses* the usage of the World Monuments Fund to provide protection for essential cultural buildings, areas, and artifacts from acts of disasters both naturally and man-made, by:
 - a. Promoting the provision of training across various conservation disciplines for team members dedicated to safeguarding historical sites as there are 1000+ trained or employed now;
 - b. Endorsing collaborative programmes for stabilization efforts of historical buildings as funding is raised, over \$400 million has already been raised;
44. *Emphasizes* the collaboration of UNESCO alongside NGOs, such as the International Council of Museums, to reopen museums that were significantly affected by the pandemic and to preserve generational knowledge of minority communities for future generations;
45. *Recommends* partnering with UNESCO to educate communities on archeological sites and methods to improve the safety of the communities living near the sites through:
 - a. Encouraging educating everyone about underwater archeological sites by partnering with the UN Technology Bank, which would help obtain technology required to explore archeological sites in a less harmful way. This would help educate the unaware local fishermen and general population about the culture that surrounds them before it unknowingly fades away;
 - b. Advising for better purchase of technology, joining hands with the Commission of Science and Technology for Development (CSTD) to get better technology;
 - c. Further recommending having government-funded events in different cultures, where the communities showcase their cultures and have it recorded to be stored as a collection on



culture. This can be done by enhancing The International Fund for Cultural Diversity (IFCD).



Code: GA3/1/3

Committee: General Assembly Third Committee

Topic: The Preservation of Culture and Intangible Cultural Heritage

The General Assembly Third Committee:

Guided by the principles of the Charter of the United Nations (1945), Article 1 of the Universal Declaration of Human Rights (1945), that “all human beings are born free and equal in dignity and rights”, as well as the Convention for the Safeguarding of the ICH (2003), which recognizes the need of a direct correlation between sustainability and living heritage,

Reaffirming its belief in the appreciation and preservation of intangible culture around the world, particularly when it comes to oral and linguistic traditions, which are inherent to the human experience and are reflected in the traditions and experiences of the past,

Recognizing that many indigenous, native, and other underrepresented communities are often underserved and globally have limited access to commerce and economic opportunities, as well as effective governmental pathways to finance small businesses and economic efforts,

Highlighting the ideals outlined in General Assembly resolution 73/371 (2018), that indigenous and underserved communities must be given opportunities for economic development and empowerment,

Noting with approval that as minority linguistics are gradually diminishing, along with the beauty of their intangible culture, it is essential to recognize the universal role that technology plays in modern times and expand the use of these tools to preserve intangible culture,

Taking into account the rapid advancement of digital technologies and their potential to enhance the documentation and preservation of such sites,

With respect to all that composes culture to this day, oral tradition, and social activities have been vital to the advancement of tradition inheritance,

Deeply concerned with the effects of globalization leading to the rapid loss of indigenous culture and languages, especially oral traditions, as an estimated 15,000 cultures and 3,000 languages are expected to be lost by the end of the century according to the United Nations Educational, Scientific, and Cultural Organization (UNESCO)’s International Institute for Higher Education in Latin America and the Caribbean,

Acknowledging the impact that armed conflicts have on important cultural sites,

Understanding the importance of local and global initiatives, such as government funding directed to UNESCO through programs similar to the World Heritage Fund, dedicated to ensuring the preservation of cultural heritage sites and the continuation of traditional folk culture,

Taking into consideration each Member States’ economic situation and prospects as it pertains to the ability to provide the resources for funding, education, fixing damages due to war and climate change, and documentation,

Having experienced solutions of underrepresentation of multiple different cultures with their own languages, such as the Cultural Policy Act of Ethiopia in 1997, the Member States recognize the importance of bringing light to cultures to secure a future filled with a rich and diverse history and culture,

Emphasizing a multicultural environment, following the ideas of the Human Rights Council, to see that migration has a positive impact on Member States and migrant groups,

Aware of the fact that cultures evolve as time passes, and we implore leaders to not be afraid of adapting to current times, while allowing for the youth to take the lead and shape the future of their Member States, and create new cultures while honoring times of old,

Further noting the standards outlined in UNESCO resolution 32 C/40 (2003), and recognizing the pivotal role these guidelines play in fostering preventative and constructive methods of preserving intangible cultural heritage (ICH), while underscoring the continued commitment to global collaboration,

Alarmed that 75% of world conflicts are driven by cultural differences, contributing to the mass destruction of historical sites and relics of ICH,

1. *Urges* an empowerment approach regarding the preservation of ICH with the following ideals, where:
 - a. Member States will employ a bottom-up approach rooted in cultural humility, and appreciation to promote inclusivity, furthering the goals of Sustainable Development Goal (SDG) 10 (reduced inequalities);
 - b. Member States will focus on the support and growth of indigenous communities and their role and representation in the Member States' economies as a whole;
2. *Supports* the empowerment of underrepresented groups in the economic field through the deliberate allocation of funds from the United Nations Economic and Social Council (ECOSOC), nongovernmental organizations (NGOs), intergovernmental organizations (IGOs), such as the International Monetary Fund, and delegations of embassies, to assist the international community in efforts to preserve culture and promote inclusivity through the development and funding of programs, such as:
 - a. Creating monetary incentives, such as scholarships and grants, promoting the education of traditional languages, art, literature, and other aspects of a community's identity;
 - b. Microfinance loans, distributed through approved underrepresented communities, creating culturally rooted economic enterprises;
 - c. Microfinance loans, accepted by Member States in the form of voluntary contributions, corporate funding, and the United Nations General Fund;
 - d. Successful loan distribution, allowing individuals the ability to create products or enterprises that raise awareness of cultural traditions and practices to promote cultural diversity;
 - e. Further experiences where enterprise owners are able to benefit from economic income and revenue from the sale of their products, as well as pay back their loans;

- f. Uplifting underrepresented and indigenous communities through economic growth, furthering the goals of SDGs 4, 8, and 10;
 - g. Creating an advantage for the employed universal digital platform, to create digital products and connect with other communities to raise awareness of their cultural heritage and traditions;
3. *Recommends* that United Nations committees develop a digital platform where Member States can record and preserve the diverse aspects of their culture similar to the Oral History in the Digital Age project by Michigan State University, forming a consortium of states, cultural organizations, and universities is pivotal to collaborate on the project, with focuses on:
- a. Fostering relationships with community members, cultural practitioners, linguists, researchers, and anthropologists, to gather insights and identify key features for the digital platform, allowing respectful and accurate presentations of these cultures;
 - b. Funding from institutions, such as governments, IGOs, and private donors, as these funds will also be necessary to secure the protection and regular updates of the digital platform;
 - c. Ensuring cultural sensitivity and consent by establishing guidelines for content submission, copyrights, and property rights of each Member State and their content submitted, while advocating for an empathetic approach through the embodiment of cultural humility when considering the cultural context, beliefs, and values of the particular culture being presented;
 - d. Digitizing content considering various multimedia formats, such as written works, audio, videos, and photographs, while keeping the accuracy of the uploaded content as a priority, aiding in expressing hope to fund culture act programs;
 - e. Prioritizing traditional methods of information transfer, such as storytelling, narrative, song, and other methods not currently captured en masse;
 - f. Promoting an interactive and accessible platform that can be utilized in the educational field, especially by incorporating the content of the site into the local educational curriculums, to users from all around the world and of all ages;
4. *Requesting* collaboration between Member States, NGOs, and relevant institutions to implement and design digital tools such as, including but not limited to, 3-Dimension modeling, virtual reality, and other innovative techniques to comprehensively document and safeguard cultural and at-risk sites;
5. *Recognizes* the evolving nature of cultures and with the idea of strengthening marginalized communities, Member States should be encouraged to focus on accuracy, sustainability, and communication within the tourism space, empowering communities for generations to come through:
- a. Fostering accurate tourism by implementing educational pilot programs amongst tour guides;
 - b. The creation from with community members who are well-versed in cultural traditions, values, ideals, and practices;

- c. Input from local community leaders and members, cultural humility, accuracy, and appreciation will be practiced;
 - d. Tour guide programs, raising global awareness of various cultural groups by giving historical lessons on the groups' overall culture and will shed light on underrepresented perspectives;
 - e. Raising the voices of underrepresented communities, regarding the narrative of monumental evolutionary points of traditions that will aid in prioritizing the accurate relay of information regarding diverse, complex cultural perspectives to empowering communities;
6. *Encourages* fellow Member States to recognize the indigenous communities within their nations and aid in the promotion and preservation of their languages, whereby:
- a. Member States consider making languages of significant indigenous and underrepresented communities official languages or granting these languages a recognized status within the state;
 - b. Dedicating a recognized language status to underrepresented and underserved languages, the Member State will be able to divest a significant sum of financial resources to the solution, if they choose to, with greater ease;
 - c. Increased funding would allow for an increase of infrastructure in indigenous communities, which are often underserved, furthering the goals of SDG 9;
 - d. Increasing education curriculum and resources in a variety of languages, access to education will be expanded, furthering the efforts in line with the goals of SDG 4;
 - e. Allowing for youthful populations to be aware of significant changes that have occurred across the evolution of culture and language;
 - f. Expanding of education, empowers newly educated communities, furthering the efforts of SDG 10;
 - g. The revision and implementation of indigenous languages in their school curriculums and programs will allow the younger generation to discover more about the indigenous communities in their nations and promote the preservation of their language;
7. *Suggests* fellow Member States divert funds to educate youth on traditions of all culture, including oral traditions, celebrated in the Member States outside of their origin, and bring light to traditions found in the UNESCO list of ICH, whereby:
- a. Member States divest funding into youth programs and festivals focused on sport, art, literature, and other focuses, bringing youth together engagingly and interactively;
 - b. Expressing appreciation of cultural traditions and especially celebrated festivities, fellow Member States urge the federal government and services to initiate fundraising for social events with a focus on youth and community empowerment;
 - c. Through social gatherings, connections and networks rooted in cultural understanding and appreciation are created;

8. *Expresses its appreciation* for current attempts to preserve the ICH, and invites fellow Member States to implement affirming actions, focused on underrepresented cultures, funding research, and revitalization of languages through:
 - a. Sending researchers with knowledge of historical languages, requesting funds from partnered Member States to create a Language Conservancy branch in African and Middle Eastern countries, to focus on language revitalization;
 - b. Pairing indigenous peoples who are possibly looking for jobs and opportunities to work together on updating and refining languages near extinction that follow Millennium Development Goals, and Plan for Accelerated and Sustainable Development to End Poverty, which help preserve cultural heritage through a bottom-up empowerment approach;
9. *Invites* Member States, the ECOSOC, NGOs, IGOs, including Embassies and other discretionary funds, to assist the international community in Member States' efforts to preserve culture and provide assistance to lesser developed countries' minority cultures, working through the established structure of UNESCO to collect and distribute funds for development and funding of programs, such as the:
 - a. Creation of monetary incentives, such as scholarships and grants, to promote the education of traditional languages, art, literature, and other aspects of a community's identity;
 - b. Exchanging between language experts at universities, specifically focusing on professionals of endangered indigenous and native languages, to encourage and bring awareness to the preservation of indigenous and native languages and encourage documentation of cultural heritage in the original language;
 - c. Ensuring of education for traditional folk culture, with the possibility of using monetary incentives, such as scholarships and grants for it, as this is a powerful means to ensure the preservation and continuation of a myriad of rich cultural traditions;
 - d. Encouraging the documentation of diverse languages and cultural rituals be made more feasible by establishing dedicated funds to support researchers and filmmakers;
10. *Instructs* that Member States develop relevant and effective programs or institutions to encourage increased awareness of local cultures and the promotion of social and cultural events to engage local communities in various cultures and foster understanding and support for preservation efforts, such as the Institute of Language and Folklore and the Polinika Institute as models, which:
 - a. Focus on the importance of language policy, language planning, dialects, names, and folklore to promote the inclusion of collective history, cultures, and legacies;
 - b. Call for cooperation with NGOs and associations involved in the matter of education;
 - c. Encourage the creation and promotion of social and cultural events that engage local communities in their culture and garner understanding and support for preservation efforts with the European Union Doors Open Days, as a model, which:

- i. Emphasizes the work with local community members through channels that are transparent and abide by the ideals of cultural humility to understand and be part of their concerns;
 - ii. Draws attention to the use of UNESCO's *Convention for the Safeguarding of ICH* for use in the development, and supporting of culture in classroom settings via public events in a school such as the promotion of teaching about language, music, traditional art, short stories, and food;
11. *Strongly encourages* reinforcing continuous work with UNESCO's program of Local and Indigenous Knowledge Systems to promote the inclusion of local and indigenous knowledge holders and their knowledge are included into contemporary science-policy-society for issues that affect them directly;
12. *Suggests* an emphasis on educating the Member States on the cyclical relationship between ICH and conflict through an annual conference hosted by the Committee for the Protection of Cultural Property in the Event of Armed Conflict, where Member States, experts, and private sector organizations can discuss this relationship, to:
 - a. Encourage UN officials to help create neutral zones in nations in conflict where people can visit and learn and preserve culture;
 - b. Advocate for the creation of buffer zones around places considered World Heritage by UNESCO. These culturally rich places face destruction due to urbanization and constant construction projects nearby;
 - c. Suggest the mandate of professional development days for teachers of relevant subjects focusing on providing further education on their country's own culture, with training and development provided through UNESCO, so that instructors can better share and preserve their cultural heritage within the classroom passing it onto future generations;
 - d. Encourage Member States to create opportunities for the public to reflect and debate on the opportunities and challenges with the cultural representations similar to clause 12.a in the Faro Convention;
13. *Directs attention* to the relevance of museum work to promote intercultural understanding, specifically encouraging Member States to institute educational centers around historical sites such that nations can provide accessible and engaging platforms for people to learn about and appreciate the diverse cultural legacies that contribute to the shared human heritage by:
 - a. Focusing on the promotion of cultural history and intangible cultural heritage by encouraging museums to display the cultural history of minority groups to call attention to underrepresented nations of people;
 - b. Providing accessible educational and cultural hubs with information designed to be easily conveyed and widely transferrable;
 - c. Further recommending an addition to the Convention Concerning the Protection of the World Cultural and Natural Heritage (1972), stressing the importance of commitment to the SDGs, target 11.4, where all Member States of the General Conference of UNESCO and prioritization of mitigation of the causes and effects of climate change;

14. *Welcomes* initiatives to expand the Intergovernmental Platform on Biodiversity and Ecosystem Services with all indigenous groups globally to increase awareness, and collaboration with diverse groups;
15. *Fully supports* the International Criminal Court in expanding their definitions of war crimes against cultural sites and strengthening prosecution of those who may harm cultural sites;
16. *Reinforces* the UNESCO Intergovernmental Committee's return or restitution of cultural property to the indigenous groups in their respective states following the United Nations General Assembly resolution 32 C/40 (2003);
17. *Reiterates its calls* for the inclusion of indigenous groups and minorities in policy-making to de-escalate tension between groups;
18. *Further invites the* Member States to encourage their population to engage in cross-cultural exchange via easing immigration policies, encouraging populations to welcome the exchange of culture and free expression of:
 - a. Calling for the expansion of United Nations Development Programme (UNDP) authority to aid nations and immigrants leaving and entering their borders;
 - b. Inviting collaboration between UNDP officials and governments to ensure that immigrants can preserve their cultures and promote cultural diversity within Member States;
 - c. Supporting the designation of existing cultural expressions by incorporating minority cultural traditions into national cultural phenomena;
19. *Also recommends* the integration of cultural heritage protection into humanitarian assistance and post-conflict reconciliation processes with the development of tools and workshops to promote these objectives through independent volunteer and university organizations within Member States;
20. *Asks that all* Member States engage in reporting implementation and plans of action, by:
 - a. Strongly encouraging Member States to create National Heritage Boards to conserve and administrate sites with historical, architectural, or archaeological importance through the use of discretionary funding and in collaboration with relevant NGOs and IGOs to harness cultural heritage as a driving force in the development of a democratic and sustainable society;
 - b. Suggesting the use of existing channels, such as inventories created by the Text of the Convention for the Safeguarding of the ICH Article 11, Role of States Parties, to the 2003 Convention for the Protection and Safeguarding of the ICH to document and safeguard ICH.



Code: GA3 1/4

Committee: General Assembly Third Committee

Topic: The Preservation of Culture and Intangible Cultural Heritage

The General Assembly Third Committee:

Acknowledging the principles established in the United Nations Charter (1945) that ensures all respect due cultures,

Affirming the World Heritage Sites as repositories of humanity's shared cultural heritage and the need to ensure their protection from natural disasters, poaching, urbanization, and other threats,

Recognizing that the advancement of one language over another creates inequities in the broader society and disallows the general population to appropriate the meaning and understanding of linguistic concepts and perspectives,

Bearing with the Human Rights Council resolution 49/7 (2022) "Cultural rights and the protection of cultural heritage", which included a call to use civil society bodies to support cultural rights and protect cultural heritages,

Conscious that the voices of indigenous people are unheard due to a lack of social and educational awareness,

Appreciating the diverse perspectives on the preservation of culture and intangible cultural heritage (ICH), fostering inclusivity with all member states is of utmost importance, and isolation of members because of a difference of opinion is considered inappropriate,

Recalling the purpose the General Conference of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) adopted during the Convention concerning the Protection of World Cultural and Natural Heritage on 16 November 1972,

Affirming the importance of preserving and safeguarding cultural diversity as a common heritage of humanity,

Acknowledging that according to UNESCO, cultural differences cause three-quarters of the world's conflicts,

Recognizing the correlation between urbanization and the encroachment onto indigenous lands and its detrimental impact on indigenous cultural elements,

Recognizing that wars have historically caused the most damage to cultural heritage across the globe during different periods,

Expressing concern over the attempt to erase the culture and heritage of nations by targeting cultural sites and locations,

Aware of the slow but prevalent death of particular languages and dialects of languages reported by UNESCO,

Deeply conscious of the profound impact and destruction colonization has had on tangible and intangible culture, indigenous and African communities have historically been marginalized in many countries, unable

to be a part of decision-making that affects them and their land as well as traditional preservations; as a result, many traditions have forcefully been assimilated into the dominant culture,

Affirming that the preservation of culture, both tangible and intangible, is paramount to preserving the rights of all Member States and contributes to the global tapestry of cultural heritage,

Emphasizing Sustainable Development Goal (SDG) 4 (quality education), reflecting General Assembly resolution 72/229 (2018) on culture and sustainable development, while acknowledging that culture enriches education, as well as, transmitting the importance of shared values, knowledge, and skills concerning the significance of curricular changes urged to be made,

Noting the importance of the SDG 10 (reduced inequalities) that can protect traditional, minority, and indigenous cultures,

Alarmed by armed conflicts targeting vulnerable communities and tourism locations, that can cause detrimental effects and consequences,

Emphasizing the need for collaborative efforts to safeguard and promote the Member States unique cultural assets for the benefit of present and future generations,

Realizing the threat of losing Member States' culture to climate change with the endangerment of fifty-three sites, coaligned with the solutions formed from the *United Nations Framework Convention on Climate Change* (UNFCCC),

Keeping in mind the work of the UNFCCC to actively include indigenous communities in the creation of climate change policies to mitigate the impacts on both tangible and ICH,

Recalls the World Intellectual Property Organization to further prevent the appropriation of cultural communities internationally,

Reminding the importance of schools providing resources for students of underrepresented language groups and pushing forward diversity by tongue,

Affirming the principles of international cooperation and dialogue to address cultural preservation challenges pushed forward by UNESCO,

Highlighting the incentivization of learning and retaining endangered or underrepresented languages to reduce language loss as at least one global language dies every 40 days, and with current progression, nearly 90% of languages will go extinct over the next century,

Noting with regret the negative impacts of the colonial era on the developing nations of today, which includes the taking of indigenous artifacts and other culturally significant items and National Museums,

Deeply concerned with the illegal smuggling of cultural artifacts through the black market,

Alarmed by the rising temperature changes that are directly impacting countries with coastlines where water levels can create a loss of traditional food-gathering practices of indigenous,

Fully alarmed by the harmful effects of melting glaciers on indigenous landscapes and the importance of preserving them,

Recognizing the need to cultivate humanitarian funds to protect the marginalized communities' artifacts, the Maori language, and its rich culture,

Aware of the need to prevent the risk of extinction of 76% of culturally significant wildlife due to changing climate,

Distraught by the lack of education on minority and indigenous religions and traditions and its deterrent to SDG 10 to protect traditional, minority, and indigenous cultures,

Noting with deep concern that critical religious monuments and buildings like mosques are being desecrated, which was acknowledged in General Assembly resolution 75/258 (2021), hindering SDG 11 (sustainable cities and communities) that might imply the disconnection of ICH,

Expressing concern about the destruction of cultural heritage-related sites for the construction of tourism-related activities and businesses, times of conflict and violence, and climate change,

Taking into account the vast differences between the cultures of the world and the different needs of different peoples that hinder the Preservation of Culture and ICH reported by the 2030 indicators presented by UNESCO,

Calling attention to UNESCO resolution 38 C/48 (2015) for the protection of culture and the promotion of cultural pluralism in the event of armed conflict to discourage the destruction of both tangible and intangible culture during conflict,

Having further considered SDG 13 (climate change), it's critical to reduce human life's impact on the environment, which causes the deterioration of natural world heritage, as explained by UNESCO in September 2023, 56 sites are in danger, 16 of which are natural,

Aware of climate change also impacts the overlooked minority populations that live in environments that are at risk. Many people no longer recognize their territory, and they are forced to move and leave their traditions, habits, and parts of their culture,

Reaffirming Article 27 of the *Universal Declaration of Human Rights* as it declares the fundamental right to participation in cultural life, laying the foundation for the importance of cultural heritage and the need to preserve it for future generations,

1. *Urges* Member States to implement protection against urbanization and deterioration of indigenous lands with the expansion of World Heritage Sites and utilization of NGOs, such as the International Organization of Indigenous Resource Development, to further finance UNESCO's preventive measures;
2. *Recommends* the creation of an international database, Heritage Resilience Network, that would:
 - a. Track climate change and its effects on cultural heritage sites;
 - b. Identify the Member States most in need of protection of cultural sites by collecting data on the state of cultural sites;
 - c. Engage communities, stakeholders, and cultural practitioners to document and share contemporary through a common online platform accessible to all Member States;
 - d. Request funding from the World Heritage Fund and implemented by UNESCO;
3. *Calls for* the creation of a best practices guideline to aid Member States in preserving culture and ICH by:
 - a. Being led by Member States with significant experience according to experts in the field with success in the preservation of cultural heritage;
 - b. Revising guidelines in annual conventions discussing the best practices for preserving culture and intangible culture reviewed by experts;

- c. Improving accessibility and general knowledge by having a standardized guideline towards preservation;
4. *Requests* expansion of the UNESCO budget to compensate for the impacts of COVID-19 on the cultural sector by:
 - a. Allowing for more education towards culture and ICH, therefore expanding collective knowledge;
 - b. Increasing funding for developing Member States, which will receive compensative funding from UNESCO and the World Bank and voluntary donations from member states;
5. *Recommends* expanding on the *Barcelona Universal Declaration on Linguistic Rights* of 1966, that focuses on developing the development of several educational courses, catering towards the youngest to the oldest grades in any given education system, on the language and literature of several indigenous languages to promote and appreciate them;
6. *Recommends* further demarcation of indigenous lands to safeguard against future urbanization-driven encroachment by:
 - a. Calling upon the UN Permanent Forum on Indigenous Issues and Special Rapporteur on the Rights of Indigenous Peoples to identify indigenous communities at risk of future displacement by urbanization;
 - b. Coordinating with indigenous communities and referencing documented historical ownership to determine territorial boundaries accurately;
 - c. Incorporating demarcated lands within sustainable planning programs to mitigate future encroachment;
7. *Further recommends* an international investigation conducted by the International Criminal Court on crimes committed against culture as well as providing reparations with voluntary contributions from Member States for rebuilding these locations so ethnic minority groups feel their identity, history, and culture are protected and preserved;
8. *Recommends* collaborating with UNESCO on expanding a task force whose objective consists of intervening immediately when an event threatens another group's cultural heritage by:
 - a. Expanding the emergency task force United for Heritage within UNESCO in 2016 to create a more inclusive framework;
 - b. Ensuring that Member States include education in response to intervention objectives as we expand the task force;
9. *Encourages* Member States to promote virtual educational establishments, such as online museums, to spread and raise awareness of the rich historical information of ICH regardless of geographical location and socioeconomic status, such as the Smithsonian Institution by:
 - a. Collaborating with local government to recognize and prioritize which culture should be preserved most at the local level;

- b. Encouraging UNESCO to fund and also to make it possible for all to access the information about museums;
 - c. Recommending symposiums to adopt an inclusive approach to the protection of Providing a section within the advisory committee for Indigenous people to voice their concerns;
 - d. Supporting the inclusion of local tribes in conservation efforts;
 - e. Calling for technological initiatives like Member States' space agencies to detect and document climate change;
 - f. Inviting cultural heritage that matches the needs of all people;
10. *Strongly advises* for the emergence of inclusive history courses for those affected by historically dominant world powers, which details cultural practices and traditions learned before higher education throughout the international community, in order to:
- a. Reverse the cultural erasure from colonization by educating the public;
 - b. Request the African American Cultural Heritage Action Fund, which specificities are yet to be determined;
11. *Supports* the economic independence of indigenous communities with the expansion of world cultural heritage sites and cooperation between NGOs, national governments, and private industries as presented in SDG 11.3 through:
- a. The framework was developed framework was developed by UNESCO's Honduras Institute of Archaeology and Anthropology (IHAA) and their efforts with the Lenca communities to cross-regional cultural communities such as the Mayans in South America;
 - b. Cooperation between UNESCO and national governments for establishing more cultural heritage sites that are protected from the encroachment of private industries in tourism, lodging, and fossil fuel extraction;
 - c. The Supporting Free, Prior, and Informed Consent of Indigenous communities to protect their sovereignty and territorial rights as outlined by the International Work Group for Indigenous Affairs (IWGIA);
 - d. Seasonal breaks from tourism in indigenous communities to allow for the privacy of communities and their traditions, whereby the leadership of the World Foundation Centre to encompass more culturally rich sites in their sustainable development plan via an international network between cultural heritage sites;
12. *Requests* the International Community on Monuments and Sites (ICOMOS) to expand their reach globally to digital intangible cultural heritage, by:
- a. Calling upon the Indian National Trust for Art and Cultural Heritage to aid in establishing an online infrastructure through UNESCO and ICOMOS to digitize indigenous languages and cultural writing;
 - b. Expanding the NGO Digital 2022 to include more native and local languages in the database and expanding it to represent oral traditions and stories;
 - c. *Encouraging* Member States to adopt another resolution similar to General Assembly resolution 75/258 (2021) to increase the protection of different religious structures and monuments to minority groups;

13. *Emphasizes* the importance of the Convention on the Safeguarding of the ICH by:
 - a. Endorsing the formation of an advisory committee within UNESCO that works closely with Member States' environmental agencies, which:
 - i. Encourage member states to volunteer local climate scientists, archaeologists, and indigenous leaders for the advisory committee;
 - ii. Highlight the importance of intangible cultures, such as languages and artistic practices;
 - iii. Target the younger generations of Member States to ensure the continued preservation of culture;
 - iv. Regulate meetings and necessary gatherings promoting the preservation of intangible cultures biannually;
 - b. Encouraging collaboration with indigenous populations, which:
 - i. Provide a section within the advisory committee for Indigenous people to voice their concerns;
 - ii. Recommends the inclusion of local tribes in conservation efforts;
 - iii. Encourages technological initiatives like Member States' space agencies to detect and document climate change;
14. *Endorses* collaboration with Urban OceanLab, WWF, and Northeast Adaptation Climate Change Center (NECASC) per the Intergovernmental Panel on Climate Change (IPCC), by:
 - a. Encouraging the sharing of best coastal and subsistence farming methods researched by OceanLab to create a steady source of nourishment;
 - b. Requesting the NECASC to continue efforts to reach more tribal leaders to facilitate the exchange of information to address the impacts of melting glaciers and loss of biodiversity;
 - c. Affirming the continued efforts of the WFF, Convention on Climate Change Local Communities and Indigenous People, and IPBES to protect wildlife and biodiversity around indigenous communities;
 - d. Endorsing the National Adaptation Plan to ensure at-risk communities have flood insurance and deliver strategies strategies that are fully prepared to respond to drought, sea level rises, and flooding;
15. *Recommends* the creation of an international database, Heritage Resilience Network, that would:
 - a. Track climate change and its effects on cultural heritage sites;
 - b. Identify the member states most in need of protection of cultural sites by collecting data on the state of cultural sites;
 - c. Engage communities, stakeholders, and cultural practitioners to document and share contemporary practices of cultural transmission through a common online platform accessible to all Member States;
 - d. Requesting funding from the World Heritage Fund and implemented by UNESCO;

16. Recommends action be taken against member-states that act under the guise of cultural appropriation, through:
 - a. Acknowledging that cultural appropriation is the taking of one's culture in a disrespectful manner;
 - b. Recommending that those practicing the culture being appropriated decide what should be done;
 - c. Proposing no one is exempt from this, and if necessary, fines can be imposed;
 - d. Understanding the existence of an in-person and virtual Cultural World Fair, which educates youth and strengthens the nations while furthering the recognition of our fellow nations' intangible cultures, by:
 - i. Encouraging the Creation of a New Cultural World Fair in relation to the Olympics, being a joint bid between countries from both the global north and global south enveloping all nations within culture;
 - ii. Endorsing hosting duties for the cultural fair to be split between a virtual and in-person event over two weeks, the global north country will host the in-person event, and the global south country will host the virtual event;
 - iii. Requesting it to follow the end of each game's year, including the winter and summer games;
 - iv. Calling for Including celebrations from different religions, festivals, and traditions, which will lead to acceptance and protection of other cultures by demonstrating cultural events, such as concerts, food tasting, clothing, and teachings;
 - v. Considering a 10-dollar fee from individuals attending, which would be applied to increase the UNESCO budget for protecting cultures and a portion is used to fund the next year;
17. *Expands* the Critical Ecosystem Partnership Fund (CEPF) and Indigenous People's Planning Framework (IPPF) regarding the mitigation of adverse impacts caused to indigenous communities by development projects to include mitigation of the adverse effects of climate change, through:
 - a. Calling upon the IWGIA climate change program to tackle their strategic focus areas for 2021-2025: documenting, advocating, and empowering;
 - b. Encouraging the Indigenous Climate Action to connect with more cultural leaders in countries worldwide to share information and resources to mitigate the impacts of climate change and promote sustainable practices;
18. *Endorses* the creation of the United Nations Cultural Education and Preservation Program (UNCEPP), a task force that will be overseen by UNESCO and will:
 - a. Research, create, and provide a framework that all signatory nations can access, which:
 - i. Will have detailed procedures and explanations written by people of the culture, allowing countries to adopt classes into their education system;

- ii. Includes instruction on cultural festivals, foods, and traditions, as well as their significance;
 - iii. Will further highlight the importance of built monumental structures and their cultural significance to the people of the land;
 - b. Highlight, promote, and advocate different countries' cultural identities to gain a greater cultural appreciation, by:
 - i. Utilizing social media outlets and influencers recruited by UNCEPP and UNESCO to generate a continuous following emphasizing with at-risk and underrepresented cultures;
 - ii. Encouraging tourists to understand the significance of cultural artifacts, celebrations, and monuments through awareness, educational services, and translations;
 - c. Be tasked with the identification of culturally significant artifacts by locating the most current location of the artifacts, locating the country of origin, and encouraging Member States to return misplaced artifacts to the host country within a 2-year grace period to allow for a smooth transition;
19. *Encourages* the use of education regarding primary world cultures to promote cultural awareness, understanding how tourism represents a vital aspect in continuing the knowledge of cultural heritage, where Member States:
- a. Consider the creation of a curricular and extracurricular education program by UNESCO that Member States would be encouraged to adopt increased knowledge and appreciation for tangible and ICH;
 - b. Include cultural education workshops and seminars on themes such as language, history, traditional arts, and customs, hands-on activities for the youth can build real deep connections with these monuments, artifacts, language, and heritage, which will ensure that the youth build respect for their culture and be more likely to preserve it;
 - c. Emphasize SDG 4 (quality education), reflecting General Assembly *resolution 72/229* (2018) focusing on culture and sustainable development, acknowledging that culture enriches education as well as transmits the importance of shared values, knowledge, and skills concerning the significance of curricular changes urged to be made;
20. *Expressing concern* about the potential impact of constructing tourism-related activities and businesses on cultural heritage sites, further:
- a. Designating a task force of archaeological experts and security professionals that shall be in charge of:
 - i. Repairing and resolving problems with the cosmetics and structural components of monuments and cultural sites;
 - ii. Protecting against malicious acts that can range from robbery to vandalism;
 - iii. Working with local authorities to implement protective measures such as physical barriers to reduce damage;
 - b. Expressing concern about the illegal smuggling of cultural artifacts through the black market and emphasizing the need for an international campaign to eradicate this disgraceful practice for good, and if an instance shall occur, delegations approach the

International Court of Justice or International Criminal Court to prosecute and possibly determine whether punishments shall occur to the country that has performed the destruction;

21. *Encourages* Member States implement national language, study, and exchange programs according to UNESCO that:

- a. Keep the national language as the public school system's accepted language and provide the appropriate resources to allow students to learn or retain the national language;
- b. Include students who are unfamiliar with the national language or those who are new to the country and teach them the national language;
- c. Allow individuals to learn and retain endangered or underrepresented languages;
- d. Facilitate participants to engage in experiential learning and international exchange opportunities;
- e. Connect participants to new internships and job opportunities in advisory, support, and teaching roles that further promote the retention of endangered or underrepresented languages;
- f. Create scholarships funded by voluntary contributions by UNESCO specifically for individuals who participate in these programs and learn an endangered language or participate in a program initiative to teach others the language;
- g. Create bursaries voluntarily funded by Member States to help those of lower socioeconomic status who want to participate in these programs;
- h. Asks Member States to establish workshops supported by Member States through monetary incentives;
- i. Suggests educational professionals to teach folk traditions of at-risk or underrepresented cultures;

22. *Encourages* the increased delivery of educational information and activities concerning cultural retention within schools via UNESCO, and further:

- a. Recommends subsidizing classes that teach the languages of at-risk or underrepresented cultures;
- b. Provides accessible resources for students to learn endangered or underrepresented languages within their respective countries;
- c. Designates teachers to assign students a country in which students shall prepare a dish from this nation;
- d. Provides leeway to professors to construct an interactive activity appealing to young adults with the goal of the participants voicing and expressing themselves to discover their origins;
- e. Educates students on the stories and traditions of cultures present in the class with the help of the languages of those cultures to better learn their traditions;
- f. Collaborates with various cultural populations, we put a voice directly in the heart of the people;
- g. Leads and incentivizes the youth to become educators in their home country and communities;

- h. Includes indigenous populations and those within the culture taught, engaging them in creating curriculum;
 - i. Puts the heart and culture in the hands of their respective people, giving stakeholders more ethical responsibility to be involved in the working voice;
 - j. Encourages mandating PD (professional development) days for teachers in all countries that focus on further educating them on their country's own culture so that they can better teach their students;
 - k. Promotes mandating professional development (PD) days for teachers in all countries that focus on further educating them on their country's own culture so that they can better teach their students;
 - l. Encourages Member States to strengthen the history curriculum regarding teaching cultural traditions and cultural events to eliminate intolerance, which emphasizes promoting the promotion of lifelong learning opportunities stated in SDG 4, and:
 - i. Draws attention to the intolerant mindset garnered by a lack of education;
 - ii. Encourages UNESCO to create a curriculum and promote the use of that curriculum to educate different cultures on other cultures;
23. *Recommends* the creation of a research initiative done by the UNCEPP that examines regions, municipalities, and school districts to:
- a. Compile data provided by Member States on language trends and demographics of individual regions and municipalities;
 - b. Organize this data by school districts to show the proportion of students that speak an endangered or underrepresented language as a first or primary language;
 - c. Be made available to Member States and their local and municipal governments to adjust resources to serve speakers of endangered languages better;
24. *Expresses hope* for previous colonial powers to understand the impacts of the colonial period on developing nations, where former colonial powers make steps towards mending colonial wounds through:
- a. Strongly encouraging signing nations holding culturally significant artifacts to another country to provide monetary compensation from these exhibitions to the communities it originates from via their embassies;
 - b. Economic partnership through the federal financial support of country of origin artifacts' national museums;
25. *Recommends* that the United Nations Department of Economic and Social Affairs conduct research on at risk-cultures by creating:
- a. An objective scale from 0 to 5 to categorize cultural heritage sites at risk (with 0 being at least risk and 5 being at most risk) will be used by trained experts (environmental scientists, archeologists, anthropologists) who are a part of UNCEPP;
 - b. A UNESCO method of categorization by UNESCO that sorts at-risk sites by five primary risk factors: climate change, illicit trade, war/interregional conflict, vandalization, or miscellaneous;

- c. A task force of anthropologists, environmental scientists, and other experts to update research on a biannual basis;
- 26. *Expressing concern about* the destruction of cultural heritage-related sites for the construction of tourism-related activities and businesses, times of conflict and violence, and climate change;
- 27. *Urges* the creation of a task force of archaeological experts and security professionals that shall be in charge of:
 - a. Repairing and resolving problems with the cosmetics and structural components of monuments and cultural sites;
 - b. Protecting against malicious acts that can range from robbery to vandalism while working with local authorities to implement protective measures such as physical barriers to reduce damage;
 - c. Including local populations to engage and educate the community on the importance of their culture, their heritage, and their way of life;
 - d. Accurately documenting cultural artifacts and other significant relics of heritage and returning them to their place of origin to further empower formerly colonized nations;
- 28. *Notes for further modification of the Text of the Convention for the Safeguarding of the Intangible Cultural Heritage* to add more monuments for various minority groups;
- 29. *Recommends* an international campaign to eradicate the disgraceful practice of stealing cultural artifacts by delegations coming to the Security Council and determine whether or not punishments shall occur to the country that has performed the destruction;
- 30. *Encourages* Member States to educate their population on native languages and put them into use in daily life instead of adopting the global standard of English, and further:
 - a. Calls upon Member States to transcribe all legal and foundational documents into their respective native language(s) for all citizens to be able to access;
 - b. Encourages Member States to provide both domestic and global education to ensure the greatest success for their citizens on a global scale while preserving the traditions and culture of their native land;
 - c. Endorses the creation of an education system that teaches English as well as local native languages, cultures, and traditions;
- 31. *Encourages* the creation of (HERITAGE-EDU) Holistic Education for Retaining and Integrating Traditional and Endangered Elements that:
 - a. Promotes awareness and appreciation of cultural heritage in the youth, fostering a sense of pride and responsibility among the younger generations for the preservation of intangible cultural assets;
 - b. Is operated within UNESCO and its bodies;
 - c. Commits to education that not only imports knowledge but focuses on preserving and integrating cultural heritage across nations;
 - d. Creates the opportunity for others to learn about all cultures through programs or classes;
 - e. Calls upon funding by NGOs such as the World Heritage Fund, The International Fund for the Promotion of Culture (IFPC);

32. *Promotes* sustainable tourism for the development of tourism-based economies to preserve cultural heritage sites by:
 - a. Recommending capacity limits to mitigate resource depletion while prioritizing local populations, especially for Small Island Developing States (SIDS);
 - b. Encouraging service-based tourism in regions with less infrastructure in support of localized development;
 - c. Increasing awareness for respectful conduct of cultural heritage sites by implementing educational services that grant tourists the opportunity to recognize cultural significance;
 - d. Inviting member states to develop sustainable tourism programs in cooperation with UNESCO and the United Nations World Tourism Organization (UNWTO);
33. *Recognizes* the impacts on culture and cultural intangible heritage through the creation of initiatives and programs that:
 - a. Facilitate cultural exchange programs between Member States to encourage mutual understanding, share best practices in cultural preservation, and provide opportunities for experts and artists to collaborate on safeguarding ICH;
 - b. Develop and implement sustainable tourism practices that respect and protect Member States' cultural heritage and ensure that tourism contributes positively to the preservation efforts while minimizing any potential negative impacts;
 - c. Encourages cultural preservation through means of education and historical accuracy, boosting a collective appreciation and continued recognition of both tangible and intangible cultural heritage;
 - d. Calls for cultural exchange initiatives in national reports submitted under the UNFCCC, recognizing the cultural dimensions of environmental sustainability;
 - e. Invites UNESCO and other relevant international organizations to continue their efforts in assisting member states in the preservation and promotion of cultural heritage in keeping with SDG 16 Peace, Justice, and Strong Institutions;
 - f. Requests UNESCO to provide technical assistance and expertise in developing and implementing the cultural exchange programs;
34. *Strongly urges* the United Nations General Assembly Third Committee to adopt a resolution in line with UNESCO resolution 38 C/48 (2015) with the priority to protect and promote culture in the event of armed conflict;
35. *Urges* all Member States to support and implement the provisions of this resolution while emphasizing SDG 4 (quality education), 11 (sustainable cities and communities), 13 (climate action), 16 (peace, justice, and strong institutions);
36. *Recognizes* that every member state does not have access to adequate technology, such as internet access and informational materials, that intend to promote preservation, encouraging collaboration in developing preservation technologies;
37. *Urges* to drastically reduce the carbon footprint produced by each country to make sure no other natural heritage declared by UNESCO will be damaged by global warming and natural catastrophes and:

- a. Encourages the industries to adopt renewable energy sources;
 - b. Organizes awareness campaigns for the population to comprehend the impact that each one has on the planet;
38. *Affirms* the correlation between material culture and cultural consciousness identity by:
- a. Acknowledging that a sense of cultural consciousness is vital for ensuring the peace and stability of a country;
 - b. Reaffirming that the return of material culture to the Country of Origin is necessary to establish a sense of cultural identity;
39. *Strongly urges* Member States to emphasize knowledge of cultural religions to increase awareness to limit threats of violence to cultural traditions and religious practices;
40. *Encourages* the awareness of various religions within middle school and high school;
41. *Requests* that Member States facilitate the exchange of information and expertise amongst each other and other relevant international organizations in cultural heritage protection;
42. *Encourages* the inclusion of an item on the protection of tangible and ICH sites in the agenda of regular general assembly sessions to review progress and address emerging challenges;
43. *Strongly urges* Member States to support SDG 10 (reduce inequality) by creating educational programs to increase knowledge and respect of various cultures, therefore decreasing inequality and discrimination stemming from ignorance;
44. *Calls upon* UNESCO and other relevant international organizations to continue assisting member states in preserving and promoting cultural heritage in keeping with SDG 16 (peace, justice, and strong institutions);
45. *Requests* UNESCO to provide technical assistance and expertise in developing and implementing the cultural exchange programs;
46. *Calls for* cultural exchange initiatives in national reports submitted under the UNFCCC recognizing the cultural dimensions of environmental sustainability;
47. *Calls for* the fulfillment and continuation of SDG 16 (peace, justice, and strong institutions) to prevent the death of languages and dialects by mandating access to education in different languages;
48. *Encourages* UNESCO to create a curriculum and promote the use of that curriculum to educate different cultures on other cultures;
49. *Further requests* Member States to be open-minded to different cultures involved within the resolutions and uphold the United Nations core values of integrity, professionalism, and respect for diversity, and the values outlined in the Code of Ethics for UN Personnel, which include independence, loyalty, impartiality, integrity, accountability and respect for human rights;
50. *Declares* that this resolution shall take effect upon its adoption.