Index

Letter from the Secretary General

Dearest Delegates, Faculty Advisors, and others,

It is my pleasure and honour to be able to welcome you all into the 21st edition of San Silvestre MUN. To think that after months of work, after observing other conferences over the better part of two years, I can finally say that our own is coming to fruition. For over seven months the Secretariat and I have poured our hearts and efforts into this conference, and hopefully, you may all enjoy the months of work we have put into the two days that are to come, and live SSMUN 2024 to its absolute fullest.

My own 'first impression' of MUN was, quite honestly, less than graceful to say the least. Having attended training sessions in 2022 (but having paid attention to nearly none of them), I haphazardly found myself attending SSMUN 2022, this very month two years ago. I did not speak more than once. I was terrified, watching those around me debate with a fervent skill unlike anything I had ever seen before. I had sat in the very back of the room during every session, terrified to raise my placard. After that conference, I honestly did not see the appeal of MUN. My fear of failure and embarrassment overruled my ability to try something new at that moment, and didn't allow me to enjoy the activity that now, two years later, I have come to cherish so deeply.

Over the next year, I finally got it. I understood why people did MUN. The adrenaline, the energy, the shared passion over what would have elsewhere been a mundane topic. During that year, I found my two 'specialisations'. Crisis taught me how to love MUN, how to put passion and energy into a speech, how to not fear speaking out. Press taught me what victory felt like, yet it also demonstrated to me firsthand how failure was simply a part of growth. In January HMUN taught me that an award is never the most rewarding part of a conference. I left Boston with a Best Delegate award, yet it was by far not the best part of the experience. The people of that moment are worth more than anything else I could possibly imagine; and the best victories in MUN are those you can cherish with friends, those which you can celebrate with all those who you were in committee with, those which are backed by hours of unforgettable memories and irreplaceable experiences.

For this conference, I hope each and every one of you may find those memories. SSMUN, in my mind, is about the people. It is about diplomacy, argumentation, negotiation and teamwork, yes, but through it all none of this would be able to be accomplished without the willpower and collaboration of people. So I hope you all put in your best effort, both into productive debate and into enjoying every moment you have.

I cannot wait to see you all in September! To get to see how every one of you develops as a delegate through every session, and see the passion and care we've placed into the conference pay off in the experience of all those who will get to see our work.

Take advantage of the moment, and most of all, have fun :)

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Letter from the Chair

Dear Delegates,

Welcome to the United Nations Educational, Scientific and Cultural Organization committee in San Silvestre MUN 2024! I am Bianca Alarcon, and I am thrilled to be your committee director for this conference. As a Form VI San Silvestre student, I have been participating in Model United Nations (MUN) since as long as I can remember. MUN has definitely been one of the best and most enriching experiences of my school years.

MUN certainly boosts your leadership, communication, and negotiation skills. Yet, it has a greater impact, giving each one of you the chance to evolve personally, widen your viewpoints, face and overcome challenges, and surpass what you thought was possible for yourself. Personally, MUN has opened doors in my life I never thought could be opened, taking me out of my comfort zone but helping me improve with my public speaking abilities and formal writing skills, while of course, learning a lot about the world and having a lot of fun along the way.

This year, our committee will delve into the role of language preservation for sustaining cultural identity. Language is a fundamental component of cultural identity; it's how communities express their traditions, values and history, consequently shaping how we perceive and sense the world, share stories, and pass on traditions. However, minority languages face the threat of extinction due to our ever changing world, with globalisation, migration, and cultural assimilation, where their language and consequently their culture ends up marginalised.

Therefore, international cooperation and innovative approaches will play a crucial role in preserving minority languages in order to maintain cultural diversity, promoting a sense of belonging amongst minority communities within their countries. This committee will highlight UNESCO's efforts in this area while encouraging delegates to propose policies that support multilingual education, cultural programs and community-based initiatives in order to help sustain cultural heritage embedded in minority languages, ensuring that their voices continue to enrich the global community. Together, we can work towards effective solutions that make a lasting impact.

I really hope that in the same way as MUN has shaped me through the years, that this conference will be one of the most valuable experiences of your school years. I hope you share my excitement for this enriching and challenging opportunity! Delegates, I am looking forward to seeing all of you stand up and engage in debates to tackle these threats to humanity.

Good luck to all!

Bianca Alarcon
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History of the Committee (UNESCO)

"Since wars begin in the minds of men and women, it is in the minds of men and women that peace must be built. UNESCO uses education, science, culture, communication and information to foster mutual understanding and respect for our planet. We work to strengthen the intellectual and moral solidarity of humankind and bring out the best in our shared humanity."

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) is a specialised agency of the United Nations (UN) dedicated to promoting peace, international cooperation, and sustainable development through education, science, culture, communication, and information. It was established on November 16, 1945, where representatives from 44 countries convened in London in the aftermath of World War II, as devastation and widespread destruction highlighted the need for international cooperation to foster peace and rebuild nations. UNESCO's primary mission is to foster international collaboration among nations to ensure the advancement of human rights, social progress, and mutual understanding.

With its permanent headquarters in Paris, UNESCO became the successor to the League of Nations' International Committee on Intellectual Cooperation. Its work is guided by the belief that education, culture, and science are essential tools for creating a more equitable and inclusive world. The organisation recognizes the transformative power of knowledge, aiming to build societies which preserve cultural heritage while enhancing scientific understanding for the benefit of all.

UNESCO's wide range of initiatives and programs tackle various fields, including universal education, the preservation of natural and cultural heritage, the promotion of freedom of expression and access to information, and the advancement of scientific research and innovation. UNESCO strives to make a global impact by empowering individuals via education, promoting cultural exchange and dialogue, in order to critically analyse complex challenges, propose innovative solutions, and cultivate the skills necessary for effective communication, collaboration, and global citizenship.

The Committee convenes regularly to discuss ongoing projects, new initiatives, and emerging challenges. Meetings are typically held biannually, with additional sessions scheduled as needed to address urgent issues. These meetings provide a platform for member states to collaborate, share insights, and formulate strategies that align with UNESCO's mission.

In recent years, UNESCO has continuously adapted to the evolving global landscape. The organisation has focused on addressing contemporary challenges such as climate change, technological advancements, and the digital divide. Thus, UNESCO paves the way for the next generation of leaders equipped to address the pressing concerns of our world and promote a future characterised by peace, understanding, and sustainable development.

Background of the Topic

Language is a fundamental component of cultural identity, it's how communities express their traditions, values and history, consequently shaping how we perceive and sense the world, share stories, and pass on traditions. However, many minority languages face extinction due to globalisation, migration, and cultural assimilation, where their language and as a result their culture is often marginalised, their heritage often being belittled or ignored by governments. This loss can erode cultural diversity, causing unique stories, traditional practices, and collective memories to fade.

Importance of language preservation key definitions

Language is a system of communication used by a particular country or community. It is the principal method of human communication, consisting of words used in a structured and conventional way and conveyed by speech, writing, or gesture. In other words, languages are storages of a community's history and culture. They carry oral traditions, folklore, and traditional knowledge that are often not documented in any other form. Preserving these languages helps maintain the cultural heritage and identity of minority groups.

Cultural heritage includes artefacts, monuments, groups of buildings and sites, museums which have a diversity of values including symbolic, historic, artistic, aesthetic, scientific and social significance. It includes tangible[1] and intangible cultural heritage, embedded into cultural, and natural heritage artefacts, sites or monuments.

Language diversity describes the differences between different languages and the ways that people communicate with each other. Language diversity enriches global culture and promotes inclusivity. Each language offers different ways of thinking and expressing ideas, contributing to a more diverse and inclusive world.

Intergenerational transmission refers to the process through which languages are passed down from one generation to the next within families and communities. This process is crucial for the survival and vitality of languages, particularly minority and indigenous languages. It involves parents and elders teaching their native language to children, ensuring that the linguistic and cultural heritage is maintained and preserved over time. When a language disappears, the community loses an essential part of its cultural continuity.

Challenges facing minority languages

Globalisation describes how trade and technology have made the world into a more connected and interdependent place, capturing the economic and social changes that have come as a result. This has resulted in the dominance of a few languages over others like English, Spanish, and Mandarin, which have developed into a global common language for communication. These often overshadow minority languages, leading to their decline as younger generations adopt more widely spoken languages for economic and social mobility.

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[1] Including movable, immobile and underwater cultural heritage

Migration refers to the permanent change of residence, within a country or across international borders, by an individual or group of people. Movement of people across borders can result in the erosion of linguistic diversity as migrant communities usually adopt the dominant language of their new environment in order to be able to communicate more efficiently. In this way, migrant communities adopting the dominant language of their new place of residence, results in a threat of minority languages dying.

Cultural assimilation is the process in which individuals or groups of differing ethnic heritage are absorbed into the dominant culture of a society. In the process, these groups are encouraged to adopt the culture, values, and social behaviours of the dominant culture to such degree that the assimilating group becomes socially indistinguishable from other members of the society. Cultural assimilation may be forced or voluntary, involving the shedding or hiding of aspects of the assimilating groups culture, including certain foods, clothing, language, religions, ect. Policies that promote assimilation over cultural preservation can further marginalise minority languages, discouraging their use in public and private life.

Therefore, the preservation of languages is crucial for maintaining cultural diversity and promoting a sense of belonging among indigenous and minority groups within their countries. This committee will highlight UNESCO's efforts in this area while encouraging delegates to propose policies that support multilingual education, cultural programs and community-based initiatives in order to help sustain the vibrant cultural heritage embedded in minority languages, ensuring that their voices continue to enrich the global community.

History of the Topic

Early documentation efforts

The initial attempts at language preservation were driven by linguists and anthropologists during the 19th and early 20th centuries. These early efforts focused on documenting and recording the languages of indigenous and minority groups, many of which were already threatened due to colonisation, globalisation, and cultural assimilation. Researchers conducted extensive fieldwork, compiling grammars, dictionaries, and collections of oral traditions to capture the linguistic diversity of their time.

Franz Boas (1858-1942) was deeply committed to the documentation and preservation of indigenous languages. Boas argued that language, culture, and thought are interlinked, highlighting the importance of this relationship in the preservation of linguistic heritage. **Edward Sapir (1884-1939)** conducted extensive fieldwork among indigenous communities in North America aiding to develop the famous Sapir–Whorf hypothesis, also known as the linguistic relativity hypothesis, which argues how the particular language one speaks influences the way one thinks about reality.

Modern language preservation initiatives, such as those supported by UNESCO, build upon the foundational work of such researchers, continuing the mission to document, protect, and revitalise endangered languages.

Mid-20th century: Institutional recognition

The mid-20th century manifested a growing awareness of the importance of preserving linguistic diversity, leading to more organised and institutional efforts. A key event was UNESCO's formation, recognizing the vital role of linguistic diversity. Hence, it established as one of its earliest mandates attaining education for all and fostering cultural diversity. In 1950 UNESCO published its first major study on endangered languages, the Atlas of the World's Languages on Danger highlighting the rapid loss of linguistic diversity and the need for international action to tackle this issue.

1950s-1960s: Post-war decolonization and cultural renaissance

The post-World War II era marked the beginning of a significant decolonization process, particularly in Africa, Asia, and the Caribbean. Newly independent states sought to reclaim and celebrate their cultural identities, leading to a resurgence of interest in indigenous languages that had been suppressed or marginalised under colonial rule. Consequently setting the stage for a broader global movement.

1960s-1970s: Civil rights movement and indigenous rights advocacy

Increased advocacy for indigenous rights and the civil rights movement brought greater attention to the preservation of minority languages. Some countries begin incorporating minority languages into their educational systems. For instance, in 1972, the adoption of the World Heritage Convention by UNESCO which aimed to preserve intangible cultural heritage, including languages.

1980s-1990s: Global awareness era

In 1989, the United Nations held a Convention on the Rights of the Child which emphasised the right of children to learn and use their family's language. This approach further validated the significance of linguistic rights. In addition, UNESCO launched the "Education for All" initiative, highlighting the role of native language education to increase global literacy rates and educational outcomes.

Current Situation

According to UNESCO, half of the world's 6,000 languages are under threat, seriously endangered or dying. In addition, as of right now every two weeks a language dies with its last speaker, and 50 to 90 percent of languages are predicted to disappear by the next century. This is because the pressures of globalisation, urbanisation, and the dominance of major languages continue to threaten linguistic diversity. Therefore, the necessity for action is imperative in order to ensure the preservation of languages.
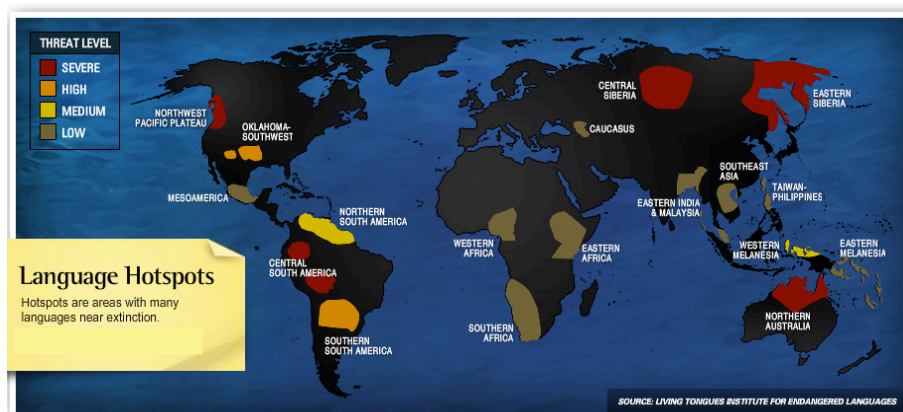
Nowadays, the emergence of digital technology has revolutionised language preservation efforts. Current technological advancements have brought the creation of language learning applications and online courses which offer new opportunities for learning and teaching languages. In this way, it has made language education become more accessible to a wider audience. Through digital documentation, online databases and archives have facilitated the sharing of linguistic resources and amplified access to them. For example, projects like the Endangered Languages Project and Wikitongues provide platforms for communities to upload and access language materials globally, preventing languages from falling into oblivion. Likewise, the rise of social media and communication tools have enabled the sharing of cultural and linguistic content to platforms available to all, amplifying the accessibility to linguistic resources. Hence, the amplified access to linguistic resources helps keep languages alive in everyday use.

Furthermore, recognition of the importance of intergenerational transmission, community involvement, and supportive policies both nationally and internationally in order to tackle this issue is currently increasing. UNESCO continues at the forefront of language preservation efforts, promoting multilingual education, supporting community-led initiatives, and advocating for policies that protect linguistic diversity. The focus is now on creating sustainable and inclusive strategies that ensure the survival and flourishing of minority languages for future generations.

Nonetheless, although efforts are taking place in order to ensure the preservation of languages, there is still much progress that needs to be made if we want to prevent the death of languages and the devastating consequences of such an event. The central role languages hold in the shaping and evolving of cultural identity is irrefutable, and hence it is vital that new efforts fostering language preservation continue being developed.

Past Actions

This timeline of language preservation initiatives and their influence on cultural identity encompasses numerous key events that have shaped global efforts to protect and promote linguistic diversity.

1966: Adoption of the International Covenant on Economic, Social and Cultural Rights (ICESCR)
This landmark document emphasised the right of all peoples to self-determination, which includes the right to freely pursue their economic, social, and cultural development. Crucially, the ICESCR recognized the importance of cultural and linguistic rights, laying a foundational legal framework for future language preservation efforts.

1992: European charter for regional or minority languages
Adopted by the Council of Europe in 1992, this treaty aimed to protect and promote regional and minority languages across Europe, recognizing their value as a part of the continent's cultural heritage. The Charter encouraged states to adopt policies and measures that support the use of these languages in public life, education, and media.

2001: Universal declaration on cultural diversity
UNESCO's adoption of the Universal Declaration on Cultural Diversity in 2001 marked a significant step in affirming cultural diversity as a "common heritage of humanity." The declaration emphasised the importance of linguistic diversity and the need to preserve and promote all languages as essential elements of cultural identity and as vectors of values, knowledge, and cultural expressions.

2003: Convention for the safeguarding of the intangible cultural heritage
This UNESCO convention recognized that intangible cultural heritage, including languages, traditions, and practices, play a crucial role in maintaining cultural diversity in the face of globalisation. The convention encouraged the identification, documentation, and preservation of intangible heritage, with language being a key component.

2007: United Nations declaration on the rights of indigenous peoples (UNDRIP)
This document acknowledged the rights of indigenous peoples to maintain and strengthen their distinct political, legal, economic, social, and cultural institutions. Importantly, it recognized the right of indigenous peoples to revitalise, use, develop, and transmit their languages to future generations.

2008: International year of Languages
The United Nations declared 2008 as the International Year of Languages, raising global awareness about the urgent need to preserve linguistic diversity and encouraging member states to take action.

2019: International year of Indigenous Languages
In 2019, the United Nations declared the international year of Indigenous Languages, raising global awareness about the critical loss of indigenous languages and the urgent need to preserve, revitalise, and promote them. This initiative highlighted the vital role of languages in sustaining cultural identity, traditions, and memory, and it mobilised international cooperation and support for indigenous language preservation.

2022: Launch of the international decade of Indigenous Languages (2022-2032)
Building on the momentum of the international year of Indigenous Languages, the United Nations launched this ten-year initiative which aims to further the preservation, revitalization, and promotion of indigenous languages worldwide. It underscores the need for sustained and collaborative efforts to ensure that indigenous languages continue to thrive and contribute to cultural diversity.

Case Studies

To understand the impact of language preservation on cultural identity, it is essential to examine specific case studies that highlight both the successes and challenges of these efforts.

New Zealand - Māori

The Māori language revitalization in New Zealand serves as a compelling example. Following European colonisation, te reo Māori faced significant decline and was considered endangered by the mid-20th century. In response, Māori leaders and communities initiated a revitalization movement in the 1980s. They established kōhanga reo (language nests) for preschool children and promoted Māori language education in schools and media. These efforts have led to a resurgence of te reo Māori, strengthening Māori cultural identity and gaining national recognition for the language's importance. Despite this progress, the language still faces challenges related to resource allocation, speaker fluency, and intergenerational transmission.

Peru - Quechua

Another notable example is the preservation of the Quechua language in Peru. Once the language of the Inca Empire, Quechua remains widely spoken in the Andean regions of Peru but has experienced decline due to urbanisation and the dominance of Spanish. The Peruvian government has implemented bilingual education programs, and cultural organisations have promoted Quechua through media, literature, and public campaigns. These initiatives have helped maintain Quechua as a living language, fostering pride in Andean cultural heritage and enhancing the social status of Quechua speakers. However, ongoing issues such as limited educational resources, socio-economic disparities, and the need for broader institutional support continue to pose challenges.

Peninsular Malaysia

In Peninsular Malaysia, the Bateq Indigenous group of Orang Asli has leveraged ethnic tourism as a strategy to preserve their language and culture. This type of tourism involves experiencing first hand the practices of another culture, therefore providing the Bateq with a platform to showcase their traditions and maintain their linguistic heritage. Located primarily in the northeastern regions, the Bateq community engages with tourists seeking authentic cultural experiences, which has become vital for their cultural preservation. Infrastructure developments, such as new roads and highways, have enhanced accessibility, allowing for greater interaction with tourists and external communities. This interaction not only generates economic benefits but also reinforces the community's commitment to preserving their cultural practices. However, the impact of increased contact with outside influences underscores the need for ongoing support and strategic planning to sustain the Bateq's cultural identity in the face of modern pressures.

Bloc positions

We expect relevant and strategic bloc divisions that primarily focus on adhering to each country's policies, ensuring that no stance is taken which contradicts their national policies, beliefs, ideologies, or conflicts with other countries.

Although divisions are required, there are no predetermined splits or mergers anticipated. However, the chair recommends forming divisions based on approaches to addressing the issue rather than merely opinions or viewpoints on the topic. The chair will observe the level of attention and effort each delegate puts into listening to other delegates' speeches and country positions. By paying close attention, delegates will be able to identify which countries they should align with. The initial speeches often provide crucial information that will be highly beneficial over the next two days.

Therefore, the chair would smile upon seeing the formation of the following blocs throughout the course of the conference, if applicable

Developed countries with strong language preservation programs:
Countries: Australia, Canada, France, New Zealand, Norway, Sweden, United Kingdom, USA
These countries have well-established programs and policies to preserve minority and indigenous languages. They support international cooperation, funding for language revitalization projects, and the integration of minority languages into educational systems. They advocate for the protection of linguistic diversity as a means of cultural preservation and social inclusion.

Emerging economies with active language preservation efforts:
Countries: Brazil, Chile, India, Indonesia, Mexico, South Africa
These countries are actively working to preserve their linguistic heritage, often focusing on indigenous languages. They emphasise the importance of multilingual education and cultural programs to maintain and revitalise minority languages. They seek international support to enhance their efforts yet often collaborate regionally to address common challenges.

Countries with significant indigenous and minority language populations:
Countries: Argentina, Colombia, Ecuador, Kenya, Peru, Philippines
These countries prioritise the preservation of indigenous and minority languages, recognizing their importance to cultural identity and heritage. They support policies that promote the use of these languages in education and public life, and advocate for regional cooperation and international funding for their language preservation initiatives.

Countries emphasising national unity and cultural integration:
Countries: China, Russia
These countries balance the preservation of minority languages with the promotion of a national language for unity. They implement government-led initiatives to document and support minority languages, while also emphasising the importance of integrating minority groups into the broader national culture.

By working together, countries can share resources, expertise, and innovative practices to ensure that minority and indigenous languages continue to thrive, preserving the rich cultural heritage they represent.

QARMA's

1. How can local communities be empowered to take an active role in preserving their languages?

2. How can educational systems integrate minority and indigenous languages into their curricula and what are the best practices for teaching and revitalising endangered languages?

3. How can technology, including digital platforms, social media, and mobile apps, be leveraged to document, teach, and promote minority languages?

4. What types of cultural programs and initiatives are most effective in promoting language preservation, and how can they be most effectively implemented in a cross-national context?

5. What metrics and indicators should be used to monitor the progress of language preservation efforts?

6. How can the challenges of language preservation be addressed or mitigated through policy, education, and community engagement?

7. What long-term strategies are needed to ensure the sustainability of language preservation efforts?

8. How can future generations be encouraged to value and maintain their linguistic heritage, especially when less prominent groups often face pressure to assimilate into the dominant culture within their society?

Suggestions for Further Research

We hope this background guide has provided a solid foundation for your research. A thorough investigation and understanding of the topic will be essential for success and active participation in the committee. It is key for each delegate to investigate in further detail these questions in regard to their own country and respective policies. Below, you will find a list of guiding questions to assist you in your research.

Guiding questions

1. What are the benefits and challenges observed in regions that have successfully implemented multilingual education programs?

2. How are digital platforms, social media, and mobile applications being used to document, teach, and promote minority languages?

3. Research the economic advantages of preserving minority languages, including tourism, cultural industries, and local economies. How can language preservation contribute to sustainable economic development for indigenous and minority communities?

4. What legislative frameworks have been most successful, and what policy recommendations can be made to enhance language preservation efforts globally?

5. Investigate the factors that influence successful intergenerational transmission of minority languages. What role do family, community, and education systems play in passing languages to younger generations?

6. Which types of cultural programs, such as festivals, storytelling events, and media production, are most effective in promoting language use and cultural pride?

These suggestions for further research aim to deepen each delegate's understanding of the complex factors influencing language preservation and cultural identity, providing a foundation for effective strategies to protect and promote linguistic diversity.

Position Paper Requirements

A position paper is a one-page document that will need to be presented before the conference, the requirements of it are as follows.

Font: Times New Romans (size 11)
Margins (centimetres): 2.54 from all sides
Line Spacing: 1.15
Heading: Committee's name, topic, delegate's name, delegation, and allocation.

First paragraph: Introduction to your nation's perspective on the topic and should not be confused with an introduction to the topic. How does your nation see the issue discussed at hand?
Second paragraph: Past actions which relate to the topic and have been taken either by your country nationally, or with the UN. What effects did these have on the conflict in general?
Third paragraph: Solutions to the problem, more than one of these are encouraged to fully encompass the issue presented. Remember to remain within policy and within the scope of what your country can do.
Bibliography: The sources used to produce this position paper should be presented in MLA9 citation format. If a delegate fails to present sources for their position paper, it will be assumed to be plagiarised work and they will become ineligible for awards.

Deadline: All position papers must be sent in pdf form to unesco@sansilvestre.edu.pe before 11:59 pm the 30th of August, 2024.

Eligibility for awards: Position papers will be used as a way for the chair to ensure your participation previous to the conference. For such, position papers must be submitted before the deadline for the delegate to be eligible for an award. However, they will not be a factor which contributes when choosing awards for your participation during the conference.

A note on artificial intelligence usage: We know in recent times many tools have been devised to automate tasks such as the development of literary texts. It would be ignorant to completely prohibit the use of such devices as they are tools created for the enhancement of human intelligence. For such, we believe that many times these devices can be used to improve your work, and we encourage the **healthy, moderated,** and **smart** usage of these aids. Let it be known, that although AI can be of big help for redaction purposes, **it should not be the sole source of your research** due to the obvious constraints that it possesses, which included but are not limited to; bias, lack of data from recent years, and false information. Furthermore, it is important to note that we **completely prohibit** the use of, for example, Chat GPT **during the conference** to create speeches at real-time speed. Our chairs will make sure to value your improvisation and public speaking skills over a perfectly redacted speech made by an AI tool. With this in mind, make sure to research thoroughly, find different perspectives and sources to devise a proper position paper.

If you have any doubts about the policies in more detail please email your chair or the Secretary-General lxu86@sansilvestre.edu.pe

Recommendations and closing remarks

To get the most out of your experience at SSMUN 2024's UNESCO committee, it's important to not only read this background guide but also expand your understanding through further research. This study guide itself and the resources it provides can be a good starting point, but to be able to truly grasp the issue at hand you are advised to diversify your knowledge by seeking additional information from other reliable sources.

Regarding resolutions, to be able to propose a successful one, it's helpful to have an understanding of which policies are effective and which aren't. Having knowledge in regard to past actions will further help you avoid proposing already existing solutions, allowing the committee to move forward with new ideas, developments and innovations. Having reinstated that, solutions should reflect the beliefs and interests of your assigned country, even if they differ from your personal views.

Nevertheless, since this is a beginners' committee, the chair understands that you're here to learn and have fun, so don't stress too much about it! Take your time, and use online resources to learn how to properly draft resolutions as this will give you a personal advantage and save you time during the process. The correct format will be appreciated, but what's most important is that you enjoy this flexible learning opportunity.

Without further delay, we would like to wish you the best of luck and remind you that with adequate research, diplomacy, determination, and a strong desire to participate and learn, SSMUN 2024 will be a very enriching experience for you all.

We can't wait to meet you all and to see what you've prepared

Best of luck,
Bianca, Lara and Giulia 💗

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