

FORUM: UNESCO

QUESTION OF: Protecting Indigenous Culture in Oceania

SUBMITTED BY: Russian Federation

CO-SUBMITTED BY: Afghanistan, Australia, Austria, Central African Republic, Democratic People's Republic of Korea, Iran, Lebanon, Qatar, Republic of Peru, South Africa, United Arab Emirates

THE UNITED NATIONS EDUCATIONAL, SCIENTIFIC, AND CULTURAL ORGANIZATION,

Understanding the significance of the cultures and traditions in Oceania as an essential part of global heritage,

Recalling the principles of cultural preservation enshrined in numerous UN resolutions, including the General Assembly Resolution 70/232 on the Rights of Indigenous Peoples,

Aware of the fact that the existence of Indigenous peoples and cultures in Oceania dates back more than 65000 years,

Keeping in mind that nearly one million Aboriginals and people of Indigenous cultures inhabit the region of Oceania,

Noting with deep concern that over the years these populations have faced many difficulties and are in danger of extinction,

Viewing with appreciation the establishment of the International Day of the World's Indigenous Peoples by UNESCO,

1. Proposes the establishment of an official, UNESCO-Affiliated Annual Oceania Indigenous Culture Festival, which would rotate among different locations worldwide, as well as:
 - a) provide a platform for Indigenous artists, craftsmen, and storytellers to share their heritage,
 - b) introduce food stalls to promote aboriginal cuisines and provide a culturally immersive culinary experience,
 - c) raise awareness by publicizing the event globally through means such as but not limited to:
 - i. partnering with media outlets to broadcast the event globally
 - ii. create print advertising, campaigns, social media campaigns, and television campaigns,
 - d) provide civilians with the opportunity to sign petition papers at the festival which:
 - i. state the need to digitally archive the Indigenous culture and heritage globally
 - ii. urge the government to act by amplifying the voices of Indigenous people across Oceania;
2. Recommends the establishment of a new body under the United Nations Educational Scientific and Cultural Organization (UNESCO) named the Organization of Aboriginal Historical Preservation (OAHP), whose actions will feature:

- a) monitoring the area's activities more efficiently and with total transparency, through means such as but not limited to:
 - i. assigning specialized scientists to this new body, operating in different zones divided by the OAHF for more efficient and easier operations in case of any unexpected disasters
 - ii. coming up with, discussing, and voting on new requests or ideas brought up within the body by its members, mainly aimed at benefiting local populations
 - iii. conducting regular credibility checks to ensure that in any given situation there are no seeks of advantage in any field and any region from the given supports,
 - b) funding these Indigenous populations to aid them in preserving cultural heritage,
 - c) strengthening the international legal framework regarding the indigenous people's property and the relevant rights, protecting their traditions, cultural heritage, and historical artifacts from misuse;
3. Requests the establishment of an international exchange program, aimed at encouraging cultural diffusion and regional cooperation in fields such as, but not limited to:
- a. education where indigenous communities will invite a student from another country them try to inform about the culture and traditions of the community while creating more possible requests about learning these hidden yet unique traditions,
 - b. infrastructural studies in the government where professionals/ originals who are experts on the topic of "preservation of culture, history, and tradition" help the victim communities in question with being highly sensitive on various topics to:
 - i. interfere with the community/government's sovereignty while trying to help them,
 - ii. not create a negative effect on the youthful generations such as the educated generation being overly bonded to a single culture on a level that they can't recognize to any other attribute of tradition,
 - c. social enrichments for the community in ways such as but not limited to:
 - i. documenting the occurrences and traditional practices among the history of the community in question
 - ii. social policies encouraging the people to continue using and so preserve the indigenous languages by also adding it optionally to the education program for the youth
 - iii. creating museums and cultural centers with a budget maintained from international funds with no entry fees to create easy opportunities for the community to gain knowledge about their history;
4. Encourages technical support to be provided for the area from the fund for the possible communities in the area that are suffering from the results of climate change such as changing weather conditions that are causing natural disasters and rising sea levels:
- a. relocate and detect the communities that are suffering from such conditions by:
 - i. conducting social experiments without any change in the social lives of the community to detect the cultural differences of the society from other cultures around the world and making reports or plans for the community in the healthiest way for the people,
 - ii. have volunteering-based programs where people from different regions around the globe come and live in the area for a short period after the

detection of safe regions that are available for such activity so the possible increase for the tourism sector in the future can provide more economy for the governments in Oceania in other ways to improve their countries as well and also the HPHO activities conducted in the area for them to not be an additional burden for the already risky economies of the countries,

- b. investigate the area for detecting possible artifacts that possibly can:
 - i. help understand the origins of other communities as well,
 - ii. helping new evidence for possible significant discoveries about humankind's history,
 - c. strengthening the infrastructure against the environmental risks in the detected areas that have high heritage history and taking the heritage under official protection by:
 - i. building temporary areas to find and conduct research on the artifacts
 - ii. making sure that any infrastructure in question is sustainable at the best rate;
5. Further recommends the creation of a regional educative initiative led by UNESCO to:
- a. Plan and develop educational programs about the indigenous in question, around the world and also in the target communities to:
 - i. create an accessible opportunity for the people to learn and preserve their indigenous languages
 - ii. increase the use and learning rate of the language over time,
 - b. train teachers who are willing to work on this topic and can teach these languages properly to do this task most effectively,
 - c. promote preserving and the usage of the language on online platforms in ways such as but not limited to:
 - i. educative channels about the language
 - ii. vlog channels to also show the daily life in the region
 - iii. lecture videos of the lessons for the ones who are unable to come to the programs,
 - d. include courses on Indigenous Cultures in:
 - i. The World History Program,
 - ii. worldwide education platforms,
 - e. create a language revitalization program which would entail:
 - i. creating a website about these languages which is focused on storing data but also using the stored data to educate other people
 - ii. creating free language workshops around the world and in the region itself for the younger generations
 - iii. creating channels on social media and encouraging influencers to also include these languages in their content in an appropriate way, such as educative ways, to reach out to more people
 - iv. producing visual content such as animations and comics to have a bigger range of reach and an easier way of having a place in people's minds
 - v. having collaborations with language learning apps worldwide to also include these Indigenous languages in the platforms, open for people wanting to learn about them;
6. Further encourages the use of technology for:

- a. creating a digital database accessible to scholars, researchers, and the general public, with ongoing contributions of information from indigenous communities, aboriginals, scholars, and researchers, to educate the public on Indigenous cultures,
 - b. digitally archiving the compatible material for this type of storage such as:
 - i. traditional art
 - ii. cultural rituals and ceremonies
 - iii. traditional language;
7. Calls for the establishment of environmentally friendly eco-tourism programs that will:
- a. encourage the community for king a part in the field to offer immersing experiences in the region's traditional lifestyle and culture,
 - b. offer cultural education for the visitors that will have branches such as but not limited to:
 - i. workshops
 - ii. storytelling sessions
 - iii. cultural significance and values,
 - c. ensure the revenue gained from the program to support local schools and culture preservation programs,
 - d. support the community by also providing them with support in sustainable development along with the touristic activities so the tourism done in the field doesn't damage the environment by:
 - i. teaching the community how to use and benefit from the natural resources in a community's region in tourism without creating a threat to the resources in question for future sustainability along with ensuring autonomy and cultural integrity,
 - ii. include eco-infrastructure development to support the environment with solar-powered lodging and eco-friendly facilities;
8. Urges Member States to place more indigenous initiatives and protection within the government, and by extension:
- a. encourage the indigenous to express their opinions about sensitive and important matters they believe should be heard,
 - b. give priorities within the funds of education to help the Indigenous reach the academic standard to be able to present within the government,
 - c. promote indigenous political campaigns to gather the respectable audience they need to secure a position with the government,
 - d. setting forth a better representation of original indigenous communities within the governmental bounds by:
 - i. accepting indigenous representation within the government
 - ii. integrating sacred lands and sites into the UNESCO World Heritage List ensuring the recognition of original culture, and communities.