United Nations Educational, Scientific, and Cultural Organization

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Topics

Topic A: The use of videogames in education.
Topic B: Preserving endangered indigenous languages through technological innovation and cultural preservation.

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Moderator: Emilia Botella
Conference Officer: Valentina Villalón

Introduction to the chairs

Hello, and welcome delegates. My name is Andrea Fernández, and I will be your president of the United Nations Educational, Scientific and Cultural organization (UNESCO) in this year's Model United Nations. This year, we're going to be addressing certain topics on games as educational support and preserving indigenous languages around technical innovations. If you happen to have any doubts or concerns about anything, you can send me an email via: **andrea.fernandez@bab.edu.mx**

My name is Emilia Botella, and I'll be your moderator for the UNESCO committee in this year's Model United Nations at BAB. I'm excited to guide you through the discussions. I'll be here to ensure that the debate stays organized, respectful, and productive. If you have any questions or need support during the event, feel free to contact me at **emilia.botella@bab.edu.mx**

Hello, my name is Valentina Villalón, and I have the honor of serving as your Conference Officer during this event. As Conference Officer, my main role will be to support the flow of the sessions, assist the chairs and delegates in maintaining order and timing, and ensure that all conference procedures run smoothly. I will also be available to answer any logistical questions and help make sure that every participant has a positive and productive experience throughout the conference.You can contact me via email at **valentina.villalon@bab.edu.mx**

Introduction to the committee

- The United Nations Educational, Scientific and Cultural Organization (UNESCO) is the organization dedicated to achieving peace through international cooperation in the fields of education, science, culture, and communication and information. UNESCO's Constitution was adopted in London in 1945 and entered into force in 1946. Following the outbreak of two world wars in less than thirty years, UNESCO was founded with a clear vision: to achieve lasting peace, given that economic and political agreements between States were insufficient. It was necessary to unite the peoples of the world and strengthen the intellectual and moral solidarity of humanity through mutual understanding and dialogue among different cultures. To achieve this goal, UNESCO has promoted a series of pioneering programs throughout its history.

Topic Overview

Topic A: The use of videogames in education.

- Video games provide similar intrinsic motivation to communicate in a meaningful context. In our language-learning experience in Adventures in English with Cambridge , for example, the player will interact with Lilac, a fairy librarian in a giant library. 'I'm thirsty! Can you bring me a hot drink?' Lilac asks. To fulfil her request, the player will not need to complete a classroom-like vocabulary task. Instead, by exploring the beautiful library, the player will find a fully functional vending machine. Just like in real life, 'milkshake', 'juice' and 'lemonade' will be available for purchase, but the player will only hear the librarian say, 'Ah, finally! It was delicious, thank you!' when they bring her back a cup of coffee, rewarding the player with some more authentic language used in context.

- Finally, in all kinds of teaching contexts, learner autonomy is another pillar of success. The more engaged the learner is in their own learning process, the more fruitful the results. In language-learning classrooms, learners are encouraged to develop study skills alongside listening, writing, speaking and reading – keeping consistent vocabulary notes, drawing mind maps, developing strategies for exam taking, listening and expeditious reading, to name just a few.

- In video games, the process of becoming an independent decision maker is naturally fostered through the nature of the task in hand: the player has to discover ways out of tricky situations, frequently coming back to the starting point and starting all over again in order to progress within the game. In doing so, the players not only develop their sense of curiosity, but also perseverance, problem-solving skills and confidence, the usefulness of which stretches back to the classroom and beyond.

Topic B: Preserving endangered indigenous languages through technological innovation and cultural preservation.

- Indigenous languages are essential to the identities and heritages of many

communities worldwide. Unfortunately, a long history of colonialism and the fast pace of globalization have made some of these unique languages extinct and put even more at risk of disappearing. Mamutjitji Story, an educational digital app using the Ngalia language and culture, blends ancient heritage and modern technology to help preserve and revitalize an Indigenous language in Australia.

- The world's indigenous languages are under threat of disappearing, with one language dying every two weeks and many more at risk. To address the question on how to maintain the roughly 6000 indigenous languages, UN DESA's Division for Social Policy and Development (DSPD), Secretariat of the Permanent Forum on Indigenous Issues, organised an expert group meeting on indigenous languages on 19-21 January in New York.

- Ms. Daniela Bas, Director of DSPD, referred to the newly adopted Sustainable Development Agenda which aims at leaving no one behind, emphasising that it is also critical to not leave any language behind. The revitalisation of indigenous languages is essential for ensuring the continuation and transmission of culture, customs and history, but it is also important to address biodiversity loss and climate change. "Saving indigenous languages is crucial to ensure the protection of the cultural identity and dignity of indigenous peoples and safeguard their traditional heritage," said Professor Megan Davis, Chair of the Permanent Forum on Indigenous Issues.

Suggested Tools for Further Research, Documents of Significance, and Guiding Questions

Topic A: El uso de videojuegos en la educación

1. Can videogames complement teaching methods without replazing them?
2. What type of cognitive and socioemotional abilities can be developed through the use of educational videogames?
3. Can equal access to educational videogames be guaranteed in developing countries?
4. What public policies should UNESCO implement to integrate videogames effectively in educational systems around the globe?
5. Can the real learning impact be measured based on videogames rather than conventional methods?
6. What risks lie in the implementation of videogames in school environments and how can they be prevented?

Topic B: Preservación de lenguas indígenas mediante la innovación tecnológica

1. What is the role of technology in revitalizing endangered indigenous tongues?
2. How can governments and international organs collaborate with indigenous communities to preserve indigenous tongues without imposing external solutions?
3. In which way do lost tongues affect cultural identities within communities?
4. What financing mechanisms can be destined to documentation and teaching projects?

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