2023

MUNUC – SFLS
Conference

上海外国语大学附属外国语学校
芝加哥大学国际中学生模拟联合国大会

United Nations
Human RightsCouncil
(UNHRC)

United Nations Human Rights Council (UNHRC)

MUNUC-SFLS 2023

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CHAIR LETTER

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Dear Delegates,

Welcome to MUNUC-SFLS 2023, and to the United Nations Human Rights Council! My name is Jiayi Yue, and I am more than excited to serve your chair for this committee. I cannot wait to see the variety and the depth of debate in this committee as we move across the intricate issues of strengthening minority languages and bolstering public education for children.

Here's a little bit about myself before we delve into the committee topic: I am a fourth-year at UChicago majoring in Economics and Public Policy, originally from Shanghai and Vancouver. My journey with MUN began in my freshman year of high school, as I competed for 4 years in the Chinese high school Model UN circuit. 8 years later, I am still equally enraptured by this activity. I will serve as the chair for the Ad-Hoc committee at MUNUC Chicago this year, and have staffed a variety of traditional and crisis committees in the past three years. In the broader UChicago MUN-iverse, I also serve as Under-Secretary-General for ChoMUN, our collegiate Model UN conference, and compete regularly with our travelling MUN team across American and Canadian universities. Outside of MUN, I serve in the Undergraduate Student Government, serve as a board member for UChicago's pro-bono consulting club helping nonprofits in Chicago, organize UChicago's annual Hackathon, play on the Women's Ice Hockey Team, and work as a tour guide in the UChicago Admissions Office.

The UNHRC is a committee that I have both competed on and staffed in the past, and I am excited to see what you all do with the same committee come December. As chair, I am looking for engagement, effort, and growth as signs of a good delegate. I wish for all delegates to fully immerse themselves in this experience, by giving speeches, writing clauses, and participating in group discussions. I also hope that delegates are willing to grow by going outside of their comfort zone. I know it can be daunting to speak in front of a large room, but everything is easier after the first step. Don't be afraid to put yourself out there, no matter if you are a first-timer or a MUN veteran. I care more about how much you learn and improve over the course of our four days together than your

absolute skill level. Last but not least, I hope all delegates treat the subject matter at hand with integrity and respect. Especially considering that we may be dealing with many different cultures and languages, I wish for everyone to remain culturally sensitive during your discourse and idea generation. No discrimination of any kind will be tolerated, both in regards to the content of this committee, and relations between delegates. If you are ever unsure as to how to proceed, feel free to approach the dais at any point.

If you have any questions about the committee, how to do MUN, or college life in general, please feel free to reach out to me at jiayiyue@uchicago.edu. See you soon!

Best,

Jiayi Yue

jiayiyue@uchicago.edu

HISTORY OF COMMITTEE

The United Nations human rights programme has grown considerably since its modest beginnings some 60 years ago.[1] The United Nations Commission on Human Rights, established in 1946 and reporting to the Economic and Social Council, was the key United Nations intergovernmental body responsible for human rights until it was replaced by the Human Rights Council in 2006.[2] It started as a small division to prepare for the increasing strength of the international human rights movement. Nowadays the Human Rights Council makes recommendations to the General Assembly for further developing international law in the field of human rights, and undertakes a Universal Periodic Review of the fulfillment of each State of its human rights obligations and commitments.[3]

The Human Rights Council is an inter-governmental body within the United Nations responsible for strengthening the promotion and protection of human rights around the globe and for addressing situations of human rights violations and making recommendations on them.[4] It has the ability to discuss all thematic human rights issues and situations that require its attention throughout the year.[5] The Council is made up of 47 United Nations Member States which are elected by the UN General Assembly, replacing the former United Nations Commission on Human Rights. During three conferences held every year, UNHRC discusses topics regarding the protection of human rights in different areas especially underrepresented regions and proposes solutions to improve the conditions.[6]

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[1] "OHCHR | Brief History," accessed October 16, 2018, https://www.ohchr.org/en/aboutus/pages/briefhistory.aspx.

[2] Ibid.

[3] Ibid.

[4] "OHCHR | HRC Welcome to the Human Rights Council," accessed October 14, 2018. https://www.ohchr.org/en/hrbodies/ hrc/pages/aboutcouncil.aspx.

[5] Ibid.

[6] Ibid.

TOPIC A: PROTECTION OF MINORITY LANGUAGES

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Statement of the Problem

Introduction to the Problem

Languages are used every day. It is easy to forget how important languages are for our lives. However, hundreds of thousands of individuals are facing the rapid disappearance of the languages that they might have used for their entire lives. The disappearance of languages also means the loss of the identities and cultures associated with the languages. This problem, which affects hundreds of millions of people, must be addressed immediately. With globalization and the overwhelming usage of common languages, this problem will threaten more people in upcoming generations. Protection of linguistic minority rights is a human rights obligation, an essential component of good governance, and an essential effort to prevent conflict and promote equal and politically and socially stable societies.[7] The United Nations Human Rights Council is a dedicated inter-governmental body responsible for strengthening the promotion and protection of human rights around the globe.[8] Therefore, the United Nations Human Rights Council aims to address situations of human rights violations, which includes the protection of linguistic rights and minority languages.

The disappearance of minority languages is a serious problem, but it tends to be overlooked. One of the reasons that people overlook the disappearance of minority languages is that the term is not familiar to the public. A **minority language** is a language that is spoken by less than fifty percent of the population in a given region, state or country.[9] The key criteria here is the given specific geographic context. It means that some languages are majority languages in some places and minority languages in others at the same time.[10] This committee will focus on the minority

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[7] "Protection of Minority Languages Is a Human Rights Obligation, UN Expert Says," UN News, March 12, 2013, https://news. un.org/en/story/2013/03/434112-protection-minority-languages-human-rights-obligation-un-expert-says.
[8] "OHCHR | HRC Welcome to the Human Rights Council," accessed June 15, 2018, https://www.ohchr.org/EN/HRBodies/HRC/Pages/AboutCouncil.aspx.
[9] "Minority Languages - Linguistics - Oxford Bibliographies - Obo," accessed May 13, 2018, http://www.oxfordbibliographies.com/view/document/obo-9780199772810/obo-9780199772810-0176.xml.
[10] Ibid.

languages that are underrepresented by the population in every region, and on **endangered languages**, which are languages likely to disappear in the near future because they are falling out of use.[11] It is also urgent to address the protection of the languages that are nearly **extinct,** which are only spoken by a few elderly speakers.[12]

There are languages which are more widely used than the others. A **linguistic minority** is a community that uses a language different from the one spoken by the national majority.[13] There are four main focuses when it comes to the language rights of linguistic minorities. The first focus is dignity. The Universal Declaration of Human Rights declares that, "all human beings are born free and equal in dignity and rights, and this is especially important in the issues about minority identity."[14] The second focus is liberty. Language preference is protected by basic human rights including freedom of expression and the right of minorities to use their own languages.[15]

The third focus is equality and non-discrimination. Encouraging the prohibition of discrimination prevents the possible disadvantages that minorities will encounter in their activities, services or supports.[16] The last focus is identity. Language as a form of identity, whether for individuals, communities, or states itself, is fundamental, and can be protected by the previous focuses.[17] It is thus necessary to preserve the languages and protect the linguistic rights at the same time.

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[11] Chris Rogers and Lyle Campbell, "Endangered Languages," *Oxford Research Encyclopedia of Linguistics*, December 3, 2015, https://doi.org/10.1093/acrefore/9780199384655.013.21.

[12] "Dying Languages: Scientists Fret as One Disappears Every 14 Days | The Star," thestar.com, accessed May 16, 2018, https://
www.thestar.com/news/world/2013/04/15/dying_languages_scientists_fret_as_one_disappears_every_14_days.html.

[13] "Linguistic Minorities," accessed May 15, 2018, http://www.id-coop.eu/en/KeyConcepts/Pages/LinguisticMinorities.aspx.

[14] "Language Rights of Linguistic Minorities," United Nations Special Rapporteur on Minority Issues, accessed May 14, 2018, http://www.ohchr.org/Documents/Issues/Minorities/SR/LanguageRightsLinguisticMinorities_EN.pdf.

[15] Ibid.

[16] Ibid.

[17] Ibid.

Values of Minority Languages

Why should we care about minority languages? Minority languages provide society with various values. For instance, minority languages work as a great medium to protect corresponding cultures; One of the ties between language and culture is that ideas, customs and traditions are typically passed on through talking.[18] Languages are also very important for the maintenance of an inheritable cultural heritage that does not end at monuments and collections of objects. They also include traditions or living expressions inherited from ancestors and passed on to descendants by oral expressions.[19] If people stop using these languages, the cultures they coincide with will also have a hard time being passed down to future generations.

Linguistic diversity ensures cultural diversity. Saving languages is crucial to the protection of the cultural identity and dignity of indigenous peoples, safeguarding their traditional heritage.[20] When the language a people speaks goes extinct, the rest of humanity loses their knowledge of that environment, their wisdom about the relationship between local plants and ecosystem, their philosophical and religious beliefs, and their native cultural expression in music, visual art and poetry.[21] Language has enriched both the speakers and others who would have encountered that culture, and thus, languages are unique and irreplaceable parts of our global heritage.

Different languages have unique vocabularies that provide new perspectives to their respective cultures. It is common to see that what can be easily expressed in one language cannot be repeated or translated into another language in a similar way.[22] For example, poetries written in different languages can provide insight into philosophies and ideas that might be neglected in another language and its cultures. For example, Japan experiences a changeable weather system. Therefore,

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[18] "Language and Culture | Languages In Danger," accessed May 15, 2018, http://languagesindanger.eu/book-of-knowledge/ language-and-culture/.
[19] Ibid.
[20] "Protecting Languages, Preserving Cultures| United Nations Department of Economic and Social Affairs," UN DESA | United Nations Department of Economic and Social Affairs, February 10, 2016, https://www.un.org/development/desa/en/news/ social/preserving-indigenous-languages.html.
[21] "Teaching And Learning Less Widely Spoken Languages In Other Countries," accessed May 15, 2018, https://www.coe.int/t/ dg4/linguistic/Source/PiriEN.pdf.
[22] Ibid.

there are many unique weather-related vocabulary words, including different types of rain in four seasons.[23] In fact, there is a specific one-syllable word meaning winter rain to fit the *Haiku*, a form of Japanese poem.[24]

Language is particularly important to linguistic minority communities seeking to maintain their distinct group and cultural identity, sometimes under conditions of marginalization, exclusion and discrimination, especially when it comes to social identity.[25] **Social identity** encompasses participant roles, positions, and relationships.[26] With languages, social identities embody particular histories that have been developed over time by other group members with similar roles. Therefore, the identities are associated with specific linguistic actions that make activities possible.[27] In India, for instance, clothing for men are called dhoti and kurta and those for women are called saris.[28] The recursive appearance of these names during traditional rituals reminds locals of the uniqueness of their own languages. Preserving languages is enforcing the identities as individuals and as groups.

Current Situation

Languages are disappearing at a rate beyond imagination. Of the estimated 7,000 languages spoken in the world today, linguists say nearly half are in danger of extinction and are likely to disappear in this century. In fact, they are now falling out of use at a rate of about one every two weeks.[29] Many people know that the polar bears are threatened and passenger pigeons are extinct, but it is rare that people know the endangered and extinct languages such as Eyak in Alaska, whose last speaker died

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[23] "How Language Provides Insights into Culture," TranslateMedia, May 12, 2016, https://www.translatemedia.com/us/blogusa/language-provides-insights-culture/.
[24] Ibid.
[25] "Protection of Minority Languages Is a Human Rights Obligation, UN Expert Says," UN News, March 12, 2013, https://news. un.org/en/story/2013/03/434112-protection-minority-languages-human-rights-obligation-un-expert-says.
[26] Elinor Ochs, "Linguistic Resources For Socializing Humanity," 1996, http://www.sscnet.ucla.edu/anthro/faculty/ochs/articles/Ochs_1996_Linguistic_Resources.pdf.
[27] "Language and Identity," accessed May 15, 2018, http://catalogue.pearsoned.co.uk/assets/hip/gb/uploads/M02_HALL5068_02_SE_C02.pdf.
[28] "India Faces a Linguistic Truth: English Spoken Here - The New York Times," accessed May 17, 2018, https://www.nytimes. com/2011/02/17/world/asia/17iht-letter17.html.
[29] John Noble Wilford, "World's Languages Dying Off Rapidly," *The New York Times*, September 18, 2007, sec. World, https:// www.nytimes.com/2007/09/18/world/18cnd-language.html.

in 2008, or Ubykh in Turkey, whose last fluent speaker died in 1992.[30] Compared to the effort to protect threatened animals, we can conclude that there are more organizations and associations that are dedicated to preserving animals and their habitats than there are to preserving languages.[31] It is urgent to invite more organizations to obtain information about languages, decipher literature, and plan priorities for linguistic works.[32] The Summer Institute of Linguistics, which has come closest to this goal, collected information about 40% of all languages.[33] Sadly, languages continue to go extinct largely because we still have insufficient information about the status of these languages and what we can do to save them. In this coming century, we might see the death of about 90% of the languages.[34] The overall lack of information inhibits the process of protecting minority languages.

Minority languages are now also being used less frequently when naming individuals and places. This is mainly because people believe that names in common languages will provide more advantages for

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[30] Jacqueline Howard, "Languages Are Going Extinct Even Faster Than Species Are," *Huffington Post*, September 3, 2014, sec. Science, https://www.huffingtonpost.com/2014/09/03/language-extinction-economic-development_n_5759850.html.

[31] Ibid.

[32] Ibid.

[33] Ibid.

[34] Michael Krauss, "The World's Languages In Crisis," 1992, https://sustainableunh.unh.edu/sites/sustainableunh.unh.edu/ files/images/Krauss(1992).pdf.

their children. In Australia, there are more than 250 indigenous languages. Although a move towards the revitalization of minority languages motivated people to use more customary names, people are more inclined to use common English names for their children instead of names with traditional meanings.[35] In India, although Hindi is the national language, more parents are prone to forgo Indian names and give their children English names instead.[36] As a result, Hindi is now both the official language and a minority language at the same time in the country. Companies also prefer English brand names to Hindi names. For instance, a company which sells pencils prints their names "Jobber" in English.[37]

The failure to teach minority languages has accelerated the disappearance of these endangered languages. UNESCO declared in 2010 report that, "educating children in their mother tongues can be a powerful way to prevent them from becoming marginalized."[38] About 221 million school-age children speak languages at home that are not recognized in schools.[39] In Alaska, now only 2 of the 20 Native languages–Central Yupik Eskimo and Siberian Yupik Eskimo of St. Lawrence Island–are still being learned by children.[40] Only 3 of about 30 languages of the small Soviet northern minorities are generally being learned by children.[41] In China, there are hundreds of dialects in different regions, but Mandarin is the language used in schools nationwide.[42] Kids have little exposure to local dialects outside of their homes.[43] As a result, fewer people in The process of globalization also diminishes the diversity of minority languages. Minority languages are hardly used in media, which limits their protection. United Nations Declaration on the Rights of Indigenous People recognizes the right of access to media to minorities, stating that, "indigenous communities have the same right to access

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[35] "Baby Names Helping Indigenous Languages Live On," NITV, accessed May 17, 2018, https://www.sbs.com.au/nitv/ article/2016/12/13/baby-names-helping-indigenous-languages-live.

[36] "India Faces a Linguistic Truth: English Spoken Here - The New York Times," accessed May 17, 2018, https://www.nytimes.com/2011/02/17/world/asia/17iht-letter17.html.

[37] Ibid.

[38] "Reaching the Marginalized," UNESCO, http://unesdoc.unesco.org/images/0018/001866/186606E.pdf.

[39] Hans Botnen Eide, "Why School Should Speak Your Language," *World Education Blog* (blog), February 20, 2012, https:// gemreportunesco.wordpress.com/2012/02/20/why-school-should-speak-your-language/.

[40] Michael Krauss, "The World's Languages In Crisis," 1992, https://sustainableunh.unh.edu/sites/sustainableunh.unh.edu/ files/images/Krauss(1992).pdf.

[41] Ibid.

[42] "The Life and Death of Shanghainese," accessed May 17, 2018, http://www.sixthtone.com/news/1286/life-and-deathshanghainese.

[43] Ibid.

and receive information and opinions in their own language to ensure their cultural and linguistic diversity."[44, 45] Yet, it is not easy to find articles or news written in minority languages. In the US state of Georgia, lawmakers are proposing to stop the state government from issuing non-English communications, and they insist that the government should do their business all in English.[46] The technological infrastructure that people dominantly use in their working and private lives is overwhelmingly in English, which means minority languages are under threat more than ever.[47] Further, as globalization makes migration easier, immigrants have to limit the usage of their mother tongues to be more advantageous in their new lives. For example, in the United States, one study has shown that if immigrants improve their English language speaking skills, they can increase their earnings by 20 percent.[48]

Climate-related natural disasters are also responsible for eradicating minority languages. Therefore, protecting environments and taking actions against climate change are also essential for the preservation of languages. The April 2015 Nepal earthquakes caused massive damage not only to economics and well-being, but also to cultures and languages. There are around 110 to 115 languages spoken within Nepal's borders. The earthquakes have exacerbated the loss of endangered languages by wiping out the linguistic landscapes and diversity of the area.[49] Tectonic movements and rising sea levels have also caused the loss of languages in Vanuatu.[50] Vanuatu is the most linguistically diverse country in the world, and half of the languages are spoken by 700 speakers or

[44] United Nations Declaration on the Rights of Indigenous People, United Nations, http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf.

[45] Isabel Lema Blanco and Miriam Meda González, "Linguistic Diversity and Communication Rights: The Role of Community Media in the Promotion of Regional or Minority Languages in Europe," *Radio, Sound & Society Journal* 1, no. 1 (July 2, 2016): 26–41, http://ecrea-radioresearch.eu/rss-journal/index.php/rssj/article/view/17.

[46] Associated Press, "Georgia Lawmakers Push for English-Only Official Communication," Athens Banner, accessed May 17, 2018, http://www.onlineathens.com/local-news/2018-01-24/georgia-lawmakers-push-english-only-officialcommunication

[47] Jeremy Colin Evas, "How Can Minority Languages Survive in the Digital Age?," *The Guardian*, February 17, 2014, sec. Education, http://www.theguardian.com/education/2014/feb/17/languages.

[48] "The Importance Of English In America Proenglish On Devising A Sensible Language Policy 36690.Html - Immigration | Laws.Com," accessed May 17, 2018, https://immigration.laws.com/immigration-news/the-importance-of-english-inamerica-proenglish-on-devising-a-sensible-language-policy-36690.html.

[49] "Language and Earthquakes: Insights in Disaster Response," accessed May 15, 2018, https://phys.org/news/2016-04language-earthquakes-insights-disaster-response.html.

[50] Anouschka Foltz, "When Languages Die, We Lose a Part of Who We Are," The Conversation, accessed May 19, 2018, http:// theconversation.com/when-languages-die-we-lose-a-part-of-who-we-are-51825.

less.[51] The natural catastrophes forced a coastal village to leave their hometown and relocate into inner land.[52] Coping with the change of living places, people have to adjust their languages, thus decreasing the usage of the minority languages.

Therefore, protection of minority languages is essential to not only retaining the cultures and identities associated, but also to strengthening rudimentary linguistic rights of human beings. The current situation is much more intense than we expected. It is necessary to fight against this problem from different perspectives ranging from education to public media, and it is necessary to work as soon as possible. Meanwhile, it is also vital to consider the factors that have caused the problem throughout history since this challenge is not new at all.

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[51] Ibid.
[52] Ibid.

History of the Problem

The loss of minority languages is not a new problem. There are a lot of historical factors that have either facilitated the development of linguistic diversity or exacerbated the loss of minority languages.

Colonization is one of the important factors that has influenced minority languages. **Colonization** is a political and economic domination of a population by another.[53] From the Portuguese and Spanish exploration and colonization in the Americas, to British colonization in India and the scramble for Africa, the consequences of colonization have not been uniform.[54] During colonization, colonizers usually imposed the dominance of their native language onto the people they colonized, even forbidding natives to speak their mother tongues.[55] Although several languages, such as some Native American languages, have died out due to colonization, some new languages also emerged in the process, such as English out of the contact of Germanic languages among themselves and with Celtic languages.[56] There are also some interesting cases where old and new languages have coexisted, and it is also not impossible for the colonizer to lose their languages.[57]

British Colonization of India

From the moment the Portuguese rounded the Cape of Good Hope on Africa's southern tip in 1488, opening sea lanes to the Far East, the European powers strove to acquire Asian trading posts of their own.[58] As a spices market, India had been extraordinarily attractive to European countries, and especially to England. Britain started its East India Company, which traded in cotton, silk, tea, and

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[53] "Colonization, Globalization, and Language Endangerment," accessed June 6, 2018, http://mufwene.uchicago.edu/mufw_ colonization.html.

[54] Ibid.

[55] "Language – Postcolonial Studies," accessed June 13, 2018, https://scholarblogs.emory.edu/postcolonialstudies/2014/06/21/language/.

[56] "Colonization, Globalization, and Language Endangerment," accessed June 6, 2018, http://mufwene.uchicago.edu/mufw_ colonization.html.

[57] Ibid.

[58] "How British Rule of India Came About and How It Ended," accessed June 11, 2018, https://www.thoughtco.com/the-britishraj-in-india-195275.

opium, marking English victory over the Portuguese in trade.[59, 60] Thus, in 1818, the British Empire became the British Empire of India.[61]

The colonization of India by British Empire had a tremendous influence on the Indian language system.[62] To understand the consequences of the colonization of India, it is essential to understand the languages used in India before the command of British Empire. The languages used in India prior to the British rule were highly based on social classes. Sanskrit was the language for the elite in ancient India, and Pali, Praktis, and Apabhramsha were the languages of the commoners. Persian was the replacement of Sanskrit during Islamic occupation of India.[63] When the British Empire took over the leadership of India, they started out learning the languages spoken in India in order to consolidate their command.

In the 1700s, the East India Company instituted a policy that marked English as the language used for all high-level administration, especially replacing the rank of Persian.[64] It was essential for the East India Company to promote English because it was a tool for educating the people in Western thought and ideals.[65] In 1844, English became the official language and it was declared that people having knowledge of English would be preferred for public employment.[66] This spurred the import of the English education system in India, which has been kept along the history.[67] Universities were established in Calcutta, Bombay and Madras, and these higher education institutes helped India to finish its education system.[68]

English as one of the dominant languages in India has imposed both positive and negative influences on Indian culture. The local vernacular languages have been threatened by the prevalence of English,

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[59] Ibid.
[60] INSTITUTE OF ENGLISH LANGUAGE AND LITERATURE, "ROLE OF ENGLISH IN THE COLONIZATION OF INDIA," 15:59:33 UTC, https://www.slideshare.net/322011/role-of-english-in-the-colonization-of-india.
[61] Ibid.
[62] Ibid.
[63] Ibid.
[64] Ibid.
[65] "Social and Economic Impact of British Rule in India," *History Discussion - Discuss Anything About History* (blog), March 12, 2014, http://www.historydiscussion.net/british-india/social-and-economic-impact-of-british-rule-in-india/1595.
[66] Ibid.
[67] Ibid.
[68] Ibid.

but at the same time, the use of English is also a source for jobs for many local people. Education institutes have also been established for the first time due to the use of English. Thus, it can be considered both as a curse and a blessing.[69]

French in West Africa

The direct European contact in West Africa dates back at least as far as the fifteenth century AD when Portuguese traders made their first links with West African coastal peoples.[70] The early contacts were mainly focused on the coastal areas of West Africa, which are great locations for trade and transport. The Europeans traded in slaves, sugar, pepper, ivory, wax and gold during this period of time, and the dependence on gold reinforced the link between Europe and West Africa.[71]

There are two main reasons why French people got involved with the colonization of Africa. France lost most of its original overseas empire in the Seven Years War, so moving into Africa was an effort to regain lost power. What is more, France had a longstanding interest in the region bordering the Mediterranean Sea thanks to its own coastal line between Italy and Spain, which served as a great complement to its trade routes and ports.[72]

The French first occupied African soil in Algeria in 1830.[73] Because of the colonization, the French managed to spread their languages among the population of Algeria.[74] Algeria has the highest proportion of French speakers, to the point that French is hardly even a second language there. Half the population speaks French fluently, eighty percent of Algerian newspapers and most of the TV channels are French, and nearly everyone has some understanding of the language.[75]

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[69] INSTITUTE OF ENGLISH LANGUAGE AND LITERATURE, "ROLE OF ENGLISH IN THE COLONIZATION OF INDIA," 15:59:33 UTC, https://www.slideshare.net/322011/role-of-english-in-the-colonization-of-india.
[70] "French in West Africa," accessed June 12, 2018, https://www.africa.upenn.edu/K-12/French_16178.html.
[71] Ibid.
[72] "The French in West Africa," accessed June 12, 2018, http://courses.wcupa.edu/jones/his312/lectures/fren-occ.htm.
[73] Ibid.
[74] "French Colonialism and the French Language," Nadeau Barlow, accessed June 12, 2018, http://nadeaubarlow.com/frenchcolonialism-and-the-french-language/.
[75] Ibid.

French language has been valued highly in Senegal because of the French colonization, and its influences are long lasting. As a relic of Senegal's colonial past, French is the country's official language. It has had significant influence and impact on political and economic power in Senegalese society.[76] It is the language of instruction in public schools across the country, as well as the language of bureaucracy and governance. Therefore, French is widely considered a basic requirement for accessing opportunity and achieving success.[77] At the same time, Wolof, the language of Senegal, has not lost all its places in society. While French may be the language of political and economic power in Senegal, Wolof is the language of social power and community.[78] It also reflects that a language is more than merely a communication too, but an identity of people themselves.

There are also many cases where regional languages are replaced by the languages used in the dominant culture as a form of cultural colonization within a country. In Japan, the Ainu language used in Hokkaido and the Ryukyuan language used on the Ryukyu islands were replaced by Japanese as the dominant language during the Meiji Era.[79, 80] Quechuan language is an indigenous language family spoken by the Quechua peoples, primarily living in the Andes and highlands of South America. This regional language has been largely replaced by Spanish language.[81]

Besides colonization, there is another factor which has been largely neglected and overlooked: Industrialization and subsequent **urbanization** in history has led to the loss of languages.[82] Cities are important contact contexts, where new industries and fields have developed. These areas have transformed the demographic structures of various places around the world.[83] Cities have produced

[76] Delana Sobhani January 3 and 2017, "Language, Identity, and Inclusion in Senegal," accessed June 12, 2018, https://berkleycenter.georgetown.edu/posts/language-identity-and-inclusion-in-senegal.

[77] Ibid.

[78] Ibid.

[79] "Ainu History and Culture," accessed June 13, 2018, http://www.ainu-museum.or.jp/en/study/eng01.html.

[80] "Language Loss and Revitalization in the Ryukyu Islands | The Asia-Pacific Journal: Japan Focus," accessed September 11, 2018, https://apjjf.org/-Patrick-Heinrich/1596/article.html.

[81] "Quechua Language, Alphabet and Pronunciation," accessed June 13, 2018, http://www.omniglot.com/writing/quechua. htm.

[82] Salikoko S. Mufwene, "How Languages Die," http://mufwene.uchicago.edu/publications/HOW_LANGUAGES_DIE.pdf.

[83] Ibid.

dynamics of competition and selection among the languages in contact, fostering the language of industry as an urban vernacular and **lingua franca**, which are common languages used in the area.[84]

It is also important to point out that children are more influenced by shifts in language than adults.[85] The disadvantageous languages are more endangered because the younger generation has virtually no more exposure to their ancestral languages. It is especially true in families where parents have different backgrounds, and in societies where dominant languages are prevalent in school and media.[86] It is not hard to imagine people giving up their dialects to accommodate to the dominant languages in a new city for a chance at better life and opportunities. Nowadays, urbanization gradually developed to globalization, leading to a wider use of common languages and leaving less room for the development of minority languages.

In conclusion, we can see that the problem of loss of languages is anything but new. Colonization and expansion have largely changed the languages used in several regions. Although there were cases where languages coexisted, in most cases colonizers' languages dominated and eliminated the chances of minority languages to thrive. The industrial revolution and urbanization attracted people to cities, and therefore the need of common languages gave minority languages a hard time to be used and protected. These historical factors contributed to the intensity of the challenge of protection of minority languages. Fortunately, actions have been taken to tackle this problem, and more effort is needed to preserve the languages and their cultures.

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[84] Ibid.

[85] Ibid.

[86] Ibid.

Past Actions

The challenge of protection of minority languages has been long lasting. Different organizations and associations around the world have taken actions from various perspectives to solve this problem and preserve as many languages as possible.

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

UNESCO promotes linguistic diversity and multilingualism. UNESCO strongly believes that languages, with their complex implications for identity, communication, social integration, education and development, are of strategic importance for people and the planet.[87] Throughout history, UNESCO assembled members to discuss and make efforts to tackle and solve this problem. The *Convention against Discrimination in Education* and *UNESCO Atlas of the World's Languages in Danger* will be introduced in the following section.

Convention against Discrimination in Education

The General Conference of the United Nations Educational, Scientific and Cultural Organization declared the convention against discrimination in education in Paris in December, 1960.[88] Language discrimination in education was a topic covered in the convention as the term "discrimination" was defined to include any distinction and exclusion, which included those based on language.[89] The convention emphasized that it is essential to recognize the right of members of national minorities to carry on their own educational activities, including the maintenance of schools and the use or the teaching of their own language.[90]

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[87] "Languages and Multilingualism | United Nations Educational, Scientific and Cultural Organization," accessed July 7, 2018, http://www.unesco.org/new/en/culture/themes/cultural-diversity/languages-and-multilingualism/.

[88] Convention against Discrimination in Education, United Nations Educational, Scientific and Cultural Organization, http:// www.unesco.org/education/pdf/DISCRI_E.PDF.

[89] Ibid.

[90] Ibid.

UNESCO Atlas of the World's Languages in Danger

UNESCO Atlas of the World's Languages in Danger is intended to raise awareness about language endangerment and the need to safeguard the world's linguistic diversity among policy makers, speaker communities, and the general public.[91] It is also a tool to monitor the status of endangered languages and trends in linguistic diversity at the global level.[92]

The online version of the atlas clearly marked the regions with languages endangered at different severity.[93] What is more, the Internet-based version permits wider accessibility and allows for interactivity and timely updating of information, based on feedback provided by users.[94] It is also an impressive accomplishment that a joint partnership was established between UNESCO and Talkmate, a language-learning app with a social network, on the development of the World Atlas of languages.[95] The partnership aims at developing innovative models to access data on linguistic diversity around the world and encouraging collaborations among different organizations and communities.[96]

Endangered Languages Documentation Program

The Endangered Languages Documentation Program (ELDP) was founded in 2002 as part of the Hans Rausing Endangered Language Project with support from the Arcadia Fund and SOAS University of London, United Kingdom.[97] For more than a decade, the program has been dedicated to the preservation of endangered languages globally, documenting and preserving endangered

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[91] "Atlas of Languages in Danger | United Nations Educational, Scientific and Cultural Organization," accessed June 24, 2018, http://www.unesco.org/new/en/culture/themes/endangered-languages/atlas-of-languages-in-danger/.
[92] Ibid.
[93] "UNESCO Atlas of the World's Languages in Danger," accessed June 24, 2018, http://www.unesco.org/languages-atlas/en/ atlasmap.html.
[94] "Atlas of Languages in Danger | United Nations Educational, Scientific and Cultural Organization," accessed June 24, 2018, http://www.unesco.org/new/en/culture/themes/endangered-languages/atlas-of-languages-in-danger/.
[95] Ibid.
[96] Ibid.
[97] "Endangered Languages Documentation Programme (ELDP)," accessed June 17, 2018, http://www.eldp.net/en/about+us/.

languages by funding scholars worldwide to conduct field work and to archive their documentary collections and make them available for all.[98]

ELDP has four main tasks: outreach, training, expert advising and supporting. The program runs annual outreach events informing the public about language endangerment and the work responding to the loss of human linguistic diversity by organizing various events including talks, movie showings, public lectures, and workshops.[99] It also provides training in the theory and methods of modern language documentation for the grantees every year and training courses for local scholars and documenters.[100] Expert advice is also precious for researchers, ranging from all aspects of language endangerment, including the theory and methods of modern language documentation, and digital archiving of material as well as of analogue materials and the necessary digitization.[101] The program also managed to create a global network where grantees, alumni, colleagues and supporters who are experts in many geographic areas of the world and in all aspects of language documentation could communicate and share experiences with each other.[102]

Over 350 documentation projects have been funded worldwide since the foundation of the program, preserving languages in hundreds of countries in every continent, ranging from Brazil to Iran, from Myanmar to Gabon, from Australia to Sweden.[103] Some projects are community driven, with speaker communities documenting their language and their traditions themselves with the help of a linguist.[104] Other projects work closely with speakers and communities, revealing to speakers the importance and value of language and of the skill of knowing and speaking it locally.[105] These projects draw attention to the challenges faced by languages which are in dramatic decline. Projects

[98] Ibid.

[99] "Preserve Endangered Languages Globally," accessed June 17, 2018, http://www.eldp.net/en/what+we+do/.

[100] Ibid.

[101] Ibid.

[102] Ibid.

[103] "Endangered Language Documentation Programme Galleries," accessed June 17, 2018, http://www.eldp.net/en/our+projects/galleries/.

[104] Ibid.

[105] Ibid.

also helped some communities to develop their own textbooks and teaching materials for the younger generation, thus maintaining the language.[106]

Language Revival

It might sound like fiction to revitalize a dead or extinct language, but there are several cases in history where disappeared languages have been brought back to life and even become common languages. With the help of documentation projects and other advanced documentation techniques, several languages have been successfully revived and started to be reused in daily life again. **Language revival** is the creation of a living language community where such a community has ceased to exist.[107] Over the past decades, language revitalization has become increasingly visible to the public eye as many communities try to reverse the steady erosion of their heritage language.[108] Two famous examples of revival, Hebrew and Mutsun, are introduced in the following section.

Revival of Hebrew Language

Hebrew is a Northwest Semitic language native to Israel. It is one of the most successful examples of revived languages because it has almost 9 million speakers around the world, and 5 million of them use Hebrew as their first language.[109, 110] The reason why Hebrew has been successfully revived is because it has an advantage which other extinct languages have not.[111] Although it had been lost as a spoken language of daily use, Hebrew had maintained its use as a liturgical language.[112] Therefore, it has an important history of use among the educated religious Jewish population, giving the revival a huge advantage.[113]

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[106] Ibid.

[107] Brad Montgomery-Anderson, A Model for Indigenous Language Revival, https://kuscholarworks.ku.edu/bitstream/handle/1808/5811/ins.v06.n1.23-43.pdf;sequence=1.

[108] Ibid.

[109] "Behadrey Haredim - World - 'Kometz Aleph – Au'• How Many Hebrew Speakers Are There in the World?," accessed June 20, 2018, http://www.bhol.co.il/article_en.aspx?id=52405.

[110] Lenore A. Grenoble, Lindsay J. Whaley, Saving Languages: An Introduction to Language Revitalization.

[111] Ibid.

[112] Ibid.

[113] Ibid.

Three thousand years earlier, when the Jewish people first arrived in Israel with Joshua, Hebrew was established as the national language and lasted for more than a millennium.[114] When the Jews, led by Simon Bar Kockba, were defeated in the revolt of 135 AD, they were expelled from the land and dispersed around the world.[115] At that point, most Jews adopted the language of the country they resided in, but Hebrew continued to be spoken in religious schools for teaching.[116] Although it is hard to say that it was extinct, many fewer people used the language.

In the late 19th Century, Eliezer Ben-Yehuda began a revival of the Hebrew language as a living language for the Jewish people in Israel.[117] When the state of Israel was established as an independent nation in 1948, Hebrew became the official language, and thus Hebrew became the native language of the Hebrew people once again.[118]

The process of revival of the language started from the exclusive use of the language. Ben-Yehuda raised his son speaking entirely in Hebrew. He even refused to let his son be exposed to other languages during childhood.[119] What propelled the revival of Hebrew were the developments in the communities of the First Aliya and the Second Aliya because the first Hebrew schools were established in these communities.[120] As an incentive, Hebrew increasingly became a spoken language of daily affairs, and finally became a systematic and national language.[121]

Revival of Mutsun Language

Mutsun was the language spoken by those who lived along the Pajaro and San Benito watersheds, which are now in California.[122] Anthropologists have estimated that there were 7,000 speakers of the

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[114] "This Week in History: Revival of the Hebrew Language - Jewish World - Jerusalem Post," accessed June 19, 2018, https:// www.jpost.com/Jewish-World/Jewish-News/This-week-in-history-Revival-of-the-Hebrew-language.
[115] "A Short History of the Hebrew Language," accessed June 19, 2018, http://www.ancient-hebrew.org/language_history.html.
[116] Ibid.
[117] Ibid.
[118] Ibid.
[119] "This Week in History: Revival of the Hebrew Language - Jewish World - Jerusalem Post," accessed June 19, 2018, https:// www.jpost.com/Jewish-World/Jewish-News/This-week-in-history-Revival-of-the-Hebrew-language.
[120] Ibid.
[121] Ibid.
[122] "Amah Mutsun | Language," accessed June 20, 2018, http://amahmutsun.org/language.

Mutsun language at the time of first contact.[123] As a native American language, the use of Mutsun has largely decreased in the past decades.

One motivation to start to revitalize the language is because the language has long had an important place in the consciousness of Mutsun people.[124] It is an important part of being Mutsun to know that they are the heirs to a language that defines them as a people in relation to other Native American communities, as well as to other, non-indigenous groups in contemporary society.[125] Language is valued as a cultural heritage, carrier of traditional knowledge, and traditional cultural expression of a community, and therefore protection of the rights to claim communal ownership of language is the other motivation to protect.[126]

The first efforts to revive Mutsun started in the late 1990s, led by a group of tribal members, including Quirina Luna, linguist Natasha Warner of the University of Arizona, and other non-tribal participants.[127] They managed to produce a brief 15-lesson textbook, a phrase book with newly created words for contemporary technologies such as TV, and an audio CD with pronunciations of the words.[128]

Until now, many efforts have been made to bring the language back to the spotlight. A grammar system called Okrand and a 253-page English-Mutsun, Mutsun-English dictionary were published to further facilitate the teaching of the language.[129] This Californian tribe also cooperated with universities. On a weekly basis, the tribe had a one-on-one meeting with graduate linguistic students at University of California Davis to introduce the language.[130]The tribe built a comprehensive online library of lessons and videos of language classes for easy access and a broader reach of audience.[131]

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[123] Ibid.

[124] Lajos Szoboszlai, Ownership and Language Change in Mutsun Revival, https://scholarspace.manoa.hawaii.edu/bitstream/ handle/10125/24643/szoboszlai.pdf.

[125] Ibid.

[126] Ibid.

[127] Ibid.

[128] Ibid.

[129] Ibid.

[130] "Amah Mutsun | Language," accessed June 20, 2018, http://amahmutsun.org/language.

[131] Ibid.

These accomplishments were not possible without the documentation of the languages with the help of the last fluent speaker.[132]

These past actions encouraged people to pay attention to this problem and have made great progress to tackle this problem. However, these actions alone are not enough. More solutions should be found to protect more disappearing languages as a fortification of the fundamental human rights of languages.

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[132] Lajos Szoboszlai, Ownership and Language Change in Mutsun Revival, https://scholarspace.manoa.hawaii.edu/bitstream/ handle/10125/24643/szoboszlai.pdf.

Possible Solutions

There are many possible solutions that might be able to tackle this challenge, from the implementation of new education policies to the development of new technology. At the same time, it is essential to remember that protection of languages is essential to guarantee the proper linguistic rights of every individual. Therefore, it is vital to understand and implement a human rights approach, ensuring dignity, liberty, identity, equality and non-discrimination as emphasized in the practical guide of implementation published by the Office of the High Commissioner for Human Rights.[133]

Education

If there is no chance to learn the language, it is impossible to use the language in daily life and keep the language developing. The minority language education policy should be discussed to make an effort to protect the languages. It is vital to improve the minority language policy so that children are granted the chance to learn minority languages and master the national languages at the same time. It is also vital to consider different situations of every country and adjust the policy accordingly. International cooperation is encouraged to figure out the best way to achieve the goal.

For instance, since 2002, China began a trilingual education policy in areas where ethnic minority languages are used. The three languages are the ethnic minority language, standard Chinese and English.[134] These three languages aim to help students not only retain their cultural identities but also succeed in the broader society.[135] In Finland, Sami classrooms are set in the communities where the Sami language is a vital component. The children adopt and play with these words and

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[133] "Language Rights of Linguistic Minorities," United Nations Special Rapporteur on Minority Issues, accessed May 14, 2018, http://www.ohchr.org/Documents/Issues/Minorities/SR/LanguageRightsLinguisticMinorities_EN.pdf

[134] Bob Adamson, Anwei Feng, Models for Trilingual Education in the People's Republic of China, https://www.springer.com/ us/book/9789400773165.

[135] Ibid.

vocabularies to navigate in a multilingual educational context.[136] Children are able to understand and respect the presence of multilingualism and Sami languages after the study.[137]

In order to make teaching possible, textbooks and other materials must be prepared and teachers should be well trained. Only with textbooks could children learn the languages systematically and thoroughly. Well-trained teachers could help children learn the languages correctly and efficiently. Governments and organizations should provide more funds and support to these programs. For instance, the Council of Europe continues promoting educational aspects of integration of national minorities in Georgia, publishing the new textbook of minority languages for kindergarten children.[138]

Minority Languages in Media

Linguistic minority media have been available for more than 200 years, yet have received little attention.[139] Many of the media services had very brief lifetimes, while others have managed to survive.[140] For instance, The Cherokee *Phoenix* first appeared in 1828, printed both English and Cherokee.[141] As the pressure for the Cherokee to leave Georgia increased, it disappeared for decades in history, and upon reviving in 1975 it launched a website and began publishing in a broadsheet format in 2007.[142] The appearance of these media has been a great catalyst of language development so that people have a platform to use this common language to communicate and interact. If we can spread and promote the minority media, it will not only facilitate the use of minority languages but also enable more people to recognize and understand the languages. Various

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[136] Sari Pietkainen, Anne Pitkanen-Huhta, Dynamic Multimodal Language Practices in Multilingual Indigenous Sami Classrooms in Finland, https://www.springer.com/us/book/9789400773165.
[137] Ibid.
[138] "New Bilingual Textbooks for Kindergartens in Georgia," Council of Europe Office in Georgia, accessed June 23, 2018, https://www.coe.int/en/web/tbilisi/civic-integration-of-national-minorities-in-georgia/-/asset_publisher/BkI7dZ9HsVlZ/content/new-bilingual-textbooks-for-kindergartens-in-georgia.
[139] Elin Haf Gruffydd Jones, Enrique Uribe-Jongbloed, Social Media and Minority Languages: Convergence and the Creative Industries, https://books.google.com/books?id=8UlOnNdP5WMC&q=social+media#v=onepage&q=social%20mediamlm&f=false.
[140] Ibid.
[141] "History of the Cherokee Phoenix," Cherokee Phoenix, accessed July 5, 2018, http://www.cherokeephoenix.org/Article/ index/9955.
[142] Ibid.

kinds of media can help, ranging from traditional newspapers to newly developed social media, from books to TV programs.

Social media plays an increasingly large role in everyone's lives. The increased connectivity through the Internet and social media have strengthened dominant languages such as English, Russian, and Chinese.[143] This is one of the reasons that some indigenous languages are endangered. It is true that the Internet and social media limit the use of minority languages and leave little room for their development. However, if they are used online, these endangered languages stand a greater chance of survival.[144]

Today, Facebook – the world's most popular social networking site – is available in over 70 official languages.[145] The list includes indigenous languages like Cherokee and Quechua, and Facebook is reportedly launching another 13 new indigenous languages. Users can request a new language through the website and, if there is enough demand, the Facebook team will begin translating the interface.[146] In this way, social media creates a great community and platform for people to communicate with each other.

Technology Helps

The development of computers and artificial intelligence has provided a strong tool to analyze several ancient languages and minority languages, making a faster way of translation feasible. Regina Barzilay, an associate professor in MIT's Computer Science and Artificial Intelligence Lab, and his team managed to decipher much of the ancient Semitic language Ugaritic.[147] The computer can automatically and quickly test the assumption at the level of the word that the language should have

[143] "For Rare Languages, Social Media Provide New Hope," NPR.org, accessed June 21, 2018, https://www.npr.org/sections/ alltechconsidered/2014/07/26/333732206/for-rare-languages-social-media-provide-new-hope.
[144] Ibid.
[145] Ibid.
[146] Ibid.
[147] "Computer Automatically Deciphers Ancient Language," MIT News, accessed June 21, 2018, http://news.mit.edu/2010/ ugaritic-barzilay-0630.

some cognates or words with shared roots.[148] It works much faster than human beings to manually compare the similarity of the different words.

It is also fascinating because the computer program helps set up links between different languages. The system looks for commonly used symbols between two languages and gradually refines its mapping of the alphabet until it can go no further.[149] Researchers at the Massachusetts Institute of Technology announced that an unknown language was found to be related to another known language, in this case Hebrew.[150] Researchers will be able to compare the two languages and find the similarities and differences to have a better understanding of both. What is more, researchers are now given the power to try to track the languages back to the original language and expand the language families. The technology helps the researchers work much more efficiently and effectively. It is essential for the government, organizations, institutes and universities to support the development of this technology.

Aside from these possible solutions, more creative and innovative solutions are awaiting to be discovered. The more solutions we find, the better languages could be protected and preserved.

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[148] Ibid.

[149] Niall Firth, "Computers to Translate World's 'lost' Languages after Program Deciphers Ancient Text," Mail Online, July 20, 2010, http://www.dailymail.co.uk/sciencetech/article-1296214/Computer-program-translates-ancient-language.html.

[150] Ibid.

Bloc Positions

There are at least 7102 living languages in the world, and not all continents are equally diverse in the number of spoken languages.[151] Asia leads the statistics with 2301 languages, and Africa follows with 2138.[152] There are about 1300 languages in the pacific and 1064 in South and North America. Europe is at the bottom with just 286.[153] In this section, details of the situations of minority languages on different continents will be discussed.

Asia

There are several languages disappearing on the continent of Asia, which means different cultures are losing their native tongues at the same time. South Asia is one of the areas with the most diverse language and culture attributes in the world. Throughout history, this has been an area of high multilingualism and intense linguistic contact, leading to often extreme processes of change, linguistic conflict and accommodation, as well as the emergence of new languages.[154] However as a consequence of the diversity, these languages are having a hard time fitting into modern society. In UNESCO's online Atlas of the World's Languages in Danger, for instance, India has more entries than any other country, 197, and Nepal has 71 languages listed.[155]

Fortunately, there is a tradition of research and reflection on the preservation of linguistic and cultural diversity in South Asia. However, due to the enormity of the task, more research efforts have to be made to solve the problem. In India, the People's Linguistic Survey of India (PSLI) raised the alarm during the launch of the latest 11 volumes in its planned 50 volume survey of the country's language, emphasizing that more than half of the languages spoken by India's 1.3 billion people may

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[151] Rick Noack and Lazaro Gamio, "The World's Languages, in 7 Maps and Charts," *Washington Post*, April 23, 2015, sec. WorldViews, https://www.washingtonpost.com/news/worldviews/wp/2015/04/23/the-worlds-languages-in-7-maps-andcharts/.

[152] Ibid.

[153] Ibid.

[154] Hugo C. Cardoso, Language and endangerment and preservation in South Asia, http://repositorio.ul.pt/bitstream/10451/22483/1/Cardoso%20-%20Language%20and%20endangerment%20and%20preservation%20in%20 South%20Asia.pdf.

[155] Ibid.

die out over the next 50 years.[156] Malaysia, especially the states of Sabah and Sarawak, are home to numerous indigenous languages. According to the Ethnologue Report for Malaysia (2009), Sabah is said to have 52 and Sarawak 46 languages.[157] Most of the languages are hardly spoken by people. However, measures by speakers of indigenous languages who comprise a sizable number may still be saved if they are maintained through concerted efforts by the affected communities.[158]

Europe

UNESCO declared that around 640 languages are in danger of extinction in Europe because children no longer learn them as a mother tongue at home.[159] **Mother tongue** is a child's first language, the language learned in the home from older family members.[160] At least 40 million citizens in the European Union regularly use a regional and lesser-used language, accounting for more than 60 European regional or lesser-used language communities.[161]According to the *Atlas of the World's Languages in Danger*, Italy and Russia have the biggest linguistic diversity in all of Europe — and the most endangered languages.[162]

More than 130 languages of Russia are listed on the *Atlas of the World's Languages in Danger*, which is an overwhelming proportion of the minority languages of the country. [163] The North Caucasus region near Sochi is a particularly dramatic example of both linguistic diversity and language

[156] "More than Half of India's Languages May Die out in 50 Years - Survey," *Reuters*, August 3, 2017, https://www.reuters.com/ article/us-india-languages/more-than-half-of-indias-languages-may-die-out-in-50-years-survey-idUSKBN1AJ1CA.

[157] Haja Mohideen and Mohamed Ali, "THE MAINTENANCE OF MALAYSIA'S MINORITY LANGUAGES," July 3, 2018. https://www.researchgate.net/publication/268201397_THE_MAINTENANCE_OF_MALAYSIA'S_MINORITY_LANGUAGES.

[158] Ibid.

[159] "Which European Languages Are Endangered? | Euronews," accessed July 3, 2018, https://www.euronews.com/2018/02/21/ which-european-languages-are-endangered-.

[160] Ibid.

[161] Aline Sierp, Minority Language Protection in Italy: Linguistic Minorities and the Media, accessed July 3, 2018, https://cris. maastrichtuniversity.nl/portal/files/3653476/Sierp_JCER_published.pdf.

[162] "Which European Languages Are Endangered? | Euronews," accessed July 3, 2018, http://www.euronews.com/2018/02/21/ which-european-languages-are-endangered-.

[163] "The Amazing Endangered Languages of Russia - The Boston Globe," BostonGlobe.com, accessed July 3, 2018, https:// www.bostonglobe.com/ideas/2014/02/16/the-amazing-endangered-languages-russia/XkKZcl5TJDOWTIMKvB8jNJ/ story.html.

endangerment.[164] Ironically, Ubykh, the language that gave Sochi its name (it derives from an Ubykh word for "seaside"), is now extinct.[165] Indigenous languages are also disappearing at a high rate, especially in Siberian regions.

Meanwhile, actions have been made to save these languages. The European Union has devoted more than 750,000 euros to the project, which aims to give young indigenous people in several Siberian regions a quality higher education without forcing them to abandon their homeland and its traditions.[166] The scheme has brought computers and the Internet to villages hundreds of miles from the nearest town, and helps fund the production of newspapers and textbooks.[167]

From the linguistic point of view, Italy is the richest and the most diversified country in Western Europe, with at least 13 minority languages and 20 regional languages that are spoken by the majority of the Italian population.[168] Although there is legislation protecting the rights of the minority language communities, this legislation is not prosecuted consistently across the country in different regions.[169]

At the same time, Italy is dedicated to promoting the rights of using minority languages for the minority community from various perspectives, and it has made huge progress on Media. The Italian government has decided to improve the situation for linguistic minorities in the mass media with a bigger commitment among broadcast companies.[170] More time slots will be granted to the minority language communities, and employees will be appointed to take charge of the production of the

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[164] Ibid.
[165] Ibid.
[166] "Saving Indigenous Languages and Cultures in Siberia," accessed July 3, 2018, https://web.williams.edu/AnthSoc/native/ siberia.htm.
[167] Ibid.
[168] Paolo Coluzzi, *Regional and Minority Languages in Italy. A General Introduction on the Present Situation and a Comparison of Two Case Studies: Language Planning for Milanese (Western Lombard) and Friulian (Working Paper 14)*, accessed July 3, 2018, http://www.academia.edu/2255930/Regional_and_Minority_Languages_in_Italy._A_General_Introduction_on_the_Present_Situation_and_a_Comparison_of_Two_Case_Studies_Language_Planning_for_Milanese_Western_Lombard_and_Friulian_Working_Paper_14_.
[169] Aline Sierp, Minority Language Protection in Italy: Linguistic Minorities and the Media, accessed July 3, 2018, https://cris.maastrichtuniversity.nl/portal/files/3653476/Sierp_JCER_published.pdf.
[170] Ibid.

programs in minority languages.[171] More attention will be paid to new forms of electronic media such as Podcasts, which will be a great platform for active participation of the minority communities to spread the minority languages and cultures[172]

Africa

According to Ethnologue, there are 2,138 living languages spoken by Africa's over 1 billion population.[173] Most of these languages are dying as more indigenous speakers move to urban areas and fail to teach their children their native tongue.[174] Nigeria leads in the number of languages spoken per country with 526 languages, but the prominent languages such as Hausa, Igbo, Yoruba are not the country's official language, which is English.[175] Nigeria is followed by Cameroon with 281 languages spoken among its 22.5 million people. As people feel embarrassed for speaking a particular language, the number of speakers of such language will continue to reduce, and this is a huge problem that needs to be fixed.[176]

Within Nigeria, over 400 languages belonging to three language families and their subgroupings are spoken.[177] Some languages failed to survive in the past decade. For instance, the Ajawa is an extinct Afro-Asiatic language formerly spoken in Bauchi State, Nigeria, which became extinct between 1920 and 1940 as speakers switched to Hausa, Kubi.[178] Other languages are battling for survival. The Igbo Language may not last 50 years because most of the Igbos have acculturated the English language into the Igbo language.[179]

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[171] Ibid.

[172] Ibid.

[173] "Africa's 2,138 Languages Are Dying, but Why Should We Care?," The Nerve Africa, November 2, 2015, https://thenerveafrica.com/474/africas-2138-languages-are-dying-but-why-should-we-care/.

[174] Ibid.

[175] Ibid.

[176] Ibid.

[177] Ronald P. Schaefer and Francis O. Egbokhare, English and the Pace of Endangerment in Nigeria, https://onlinelibrary.wiley. com/doi/pdf/10.1111/1467-971X.00151.

[178] "Are Nigeria's Indigenous Languages Going Extinct?," accessed July 5, 2018, http://www.peoplesdailyng.com/are-nigeriasindigenous-languages-going-extinct/.

[179] Ibid.

Efforts have been made to save these languages. Indigenous Nigerian languages have received a wide range of support from local government and NGO organizations such as US-based Wycliffe.[180] The Nigerian government is thinking of introducing strict policies to encourage the learning and teaching of these indigenous languages in schools and ensure that students participate in it fully.[181] Movies, books, audio programmes should be encouraged in various indigenous languages, as it will encourage participatory learning from the people.[182] Meanwhile, the government is convincing the citizens that indigenous languages are not inferior to English and encouraging a wider use of the minority languages.[183]

Cameroon is one of the most linguistically diverse countries in the world, with around 300 languages spoken by more than 20 million people.[184] The languages include both hundreds of local languages and colonial languages such as English and French.[185] However, people are shifting to the major languages like English and French, and less people are using their mother tongues and indigenous languages.

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[180] Ibid.

[181] Ibid.

[182] Ibid.

[183] Ibid.

[184] Jeff Good, "Threatened Languages and How People Relate to Them: A Cameroon Case Study," The Conversation, accessed July 6, 2018, http://theconversation.com/threatened-languages-and-how-people-relate-to-them-a-cameroon-casestudy-82395.

[185] Ibid.

Lower Fungom in Cameroon is especially remarkable for its degree of linguistic diversity. In an area of around 100 square kilometers, roughly the size of the city of Paris, nine local languages are spoken by 12,000 people. Although there is a global trend that people are shifting to major languages, people in this region are learning both common languages and their mother tongues.[186] This is because the people living in this region strongly value the identity languages have brought to them, and so have saved them from being assimilated by the outside culture.[187] The idea of identity and culture representation should be spread around so that more languages can be used and preserved.

The Americas

North America before the time of contact with Europeans five hundred years ago was a mosaic of extraordinary human diversity. Hundreds of tribes had their own cultures, political systems, art forms, spiritual beliefs, and languages.[188] By the late 19th Century, most tribes had been restricted to reservations. Many of their children were taken to boarding schools where they were required to speak only in English as part of a program to assimilate Native Americans into white culture. Native American languages were mainly dead or dying.[189] By the late 20th Century, more than half the Native Americans in the U.S. were living in urban areas, where English was their everyday and home language. The few remaining Native American languages still in use were increasingly spoken only by the elders.[190]

Situations are not any better in Latin America and South America. All Latin American indigenous languages are endangered.[191] Different languages face various challenges. There are large languages, in terms of the raw population of speakers, that are highly endangered because no

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[186] Ibid.

[187] Ibid.

[188] "Preserving Native America's Vanishing Languages – National Geographic Blog," accessed July 7, 2018, https://blog.nationalgeographic.org/2009/11/15/preserving-native-americas-vanishing-languages/.

[189] Ibid.

[190] Ibid.

[191] Nora C. England, The Study of Indigenous Languages in Latin America, accessed July 7, 2018, https://lasa.international.pitt.edu/forum/files/vol43=issue1/OnTheProfession3.pdf.

children are learning them, and small languages that all children within the linguistic group learn first and fluently.[192]

Fortunately, in the 21st century, several organizations are making efforts to save these languages. Living Tongues has linked up with the National Geographic Society to form the Enduring Voices Project, which strives to preserve endangered languages by identifying language hotspots.[193] **Language hotspots** are the places with the most unique, poorly understood, or threatened indigenous languages.[194] Living Tongues is trying to document as many languages and cultures as possible. Description and documentation has been carried out on more and more endangered American languages. Advances in linguistic typology, linguistic theory and technology have improved the quality and availability of documentation.[195]

Oceania

Due to colonial neglect and historical isolation, the Pacific Islands, home to the world's most diverse range of indigenous cultures, continue to sustain many ancestral life-ways.[196] Fewer than 6.5 million in all, the peoples of Oceania possess a vast repository of cultural traditions and ecological adaptations.[197] Papua New Guinea alone is home to one-third of the world's languages - about 780 distinct vernaculars.[198] Oceania thus has the most to lose, culturally speaking, from the pressures of global political and economic change.[199]

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[192] Ibid.

[193] "Preserving Native America's Vanishing Languages – National Geographic Blog," accessed July 7, 2018, https://blog.nationalgeographic.org/2009/11/15/preserving-native-americas-vanishing-languages/.

[194] Ibid.

[195] Nora C. England, The Study of Indigenous Languages in Latin America, accessed July 7, 2018, https://lasa.international.pitt. edu/forum/files/vol43-issue1/OnTheProfession3.pdf.

[196] "Oceania: Islands, Land, People," accessed July 7, 2018, https://www.culturalsurvival.org/publications/cultural-survivalquarterly/oceania-islands-land-people.

[197] Ibid.

[198] Ibid.

[199] Ibid.

Papua New Guinea has a high linguistic density with 830 languages in a land area of 462,840 sq. km.[200] Three major factors have been postulated for the extreme linguistic diversity in Papua New Guinea. The first factor is time. Papuans have inhabited this area for some 40,000 years, which allows ample time for the natural processes of language change and diversification.[201] Second, the topography also helped the formation of linguistic diversity. Topographic features that pose barriers to social interaction and therefore favor linguistic diversity are islands, rugged coastline, swampland and tropical forests, all of which Papua New Guinea has.[202] Last but not least, in Papua New Guinea, language is often perceived as a badge of a community's unique identity, as that which defines each tribe in relation to the others.[203] Therefore, the tribal system together with cultural attitudes towards language promote linguistic diversification.[204]

These languages are facing the problem that future generations are more inclined to use common languages and stop learning the minority languages. Governments in Oceania are striving to find possible solutions to this problem. In New Zealand, the government is trying to minimize the influence brought from the colonization on indigenous languages such as Maori. A comprehensive suite of laws, policies, and programmes are in place to acknowledge and reverse the linguistic consequences of British colonization and previous laws of linguistic assimilation.[205] However, the implementation of this policy and how to adjust the policy to fit future situations are waiting to be considered and discussed.

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[200] "Linguistic Diversity and Language Endangerment in Papua New Guinea," *Languages Of The World* (blog), July 24, 2011, http://www.languagesoftheworld.info/australia-and-papua-new-guinea/linguistic-diversity-and-language-endangermentin-papua-new-guinea.html.
[201] Ibid.
[202] Ibid.
[203] Ibid.
[204] Ibid.
[205] Nathan John Albury, Collective (white) memories of Māori language loss (or not), accessed July 7th, 2018, https://www.tandfonline.com/doi/abs/10.1080/09658416.2015.1111899?src=recsys&journalCode=rmla20.

Glossary

Colonization: A political and economic domination of a population by another.

Endangered Language: A language that is likely to disappear in the near future because it is falling out of use.

Extinct Language: A languages that is only spoken by a few elderly speakers.

Language Hotspot: The places with the most unique, poorly understood, or threatened indigenous languages.

Language Revival: The recreation of a living language community where such a community has ceased to exist.

Lingua Franca: Common languages used in a certain area.

Linguistic Minority: A community that uses a language different from the one spoken by the national majority.

Minority Language: A language that is spoken by less than fifty percent of the population in a given region, state or country.

Mother Tongue: A child's first language which is learned in the home from older family members.

Social Identity: An identity that includes participants roles, positions, and relationships.

Urbanization: The process of making an area more urban or city-like.

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TOPIC B: PUBLIC EDUCATION FOR CHILDREN

Statement of the Problem

Introduction to the Problem

Education might seem to be a stage in our lives that we all take for granted. It is not rare to forget how important education is for our lives. However, hundreds of thousands of people do not have access to education. This lack of education also means that people are not competitive in their future work and life. This issue, which is impacting millions of children, must be addressed immediately. Education rights is one of the fundamental human rights that the United Nations Human Rights Council endeavors to protect.

The Universal Declaration of Human Rights emphasized that everyone has the right to education. The Declaration mentioned that, "Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit."[206] Therefore, public education is especially important because it removes the financial burden and enables everyone to enjoy the right to education.

Traditionally, public education is defined to be a free school supported by the local authority or government.[207] This background guide will expand the definition to all learning options that satisfy mandatory school attendance laws, such as online courses and home-schooling. With the development of technology, more mediums can be utilized to enable more people to have access to public education.

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[206] Ibid.

[207] "Definition of PUBLIC SCHOOL," accessed July 12, 2018, https://www.merriam-webster.com/dictionary/public+school.

Value of Education

Since it has often been taken for granted, it is essential to reiterate that education can change people, communities, entire nations and the future of humanity.[208] Education is a very strong tool to better whole societies. One of the most important roles that education plays is reducing poverty. The lower the illiteracy rate, the more people there are to work and produce goods and services, therefore fighting poverty. For each year of schooling, a person's lifetime earnings can be 10% higher.[209] Education also saves lives. Well educated parents can reduce infant mortality by 10% and help their children to be healthier.[210] Furthermore, education builds peace. For every 10% a region is above the average education level, the risk of war and conflict is reduced by about 3%.[211]

The current situation of lack of public education access and resources is more severe than expected. There are many factors that have accelerated the mitigation of educational materials, and it is urgent to take action as soon as possible.

Overpopulation

Overpopulation is the condition of having a population so dense as to cause environmental deterioration, an impaired quality of life, or a population crash.[212] Lack of education access is part of the impaired quality of life. Without educational background, it is much harder to achieve the same goals as those who had the opportunity to gain an education. The world's population is projected to reach 8.5 billion by 2030 and 9.7 billion by 2050. [213] However, the population growth is uneven. Many developed countries have seen their fertility rate fall below the replacement rate of 2.1 children per

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[208] "Education Is 'the Key' to Ending Poverty," Global Citizen, accessed July 12, 2018, https://www.globalcitizen.org/en/content/ education-is-the-key-to-ending-poverty/.
[209] Ibid.
[210] Ibid.
[211] Ibid.
[212] "Definition of OVERPOPULATION," accessed July 15, 2018, https://www.merriam-webster.com/dictionary/overpopulation.
[213] "UN Projects World Population to Reach 8.5 Billion by 2030, Driven by Growth in Developing Countries," UN News, July 29, 2015, https://news.un.org/en/story/2015/07/505352-un-projects-world-population-reach-85-billion-2030-driven-growthdeveloping.

woman.[214] On the reverse side, developing countries have a much higher fertility rate. For example, in Nigeria, average birth rates are 5.5 to 6 children per woman.[215] In these areas with much higher fertility rates, education resources are dramatically insufficient.

Overpopulation has imposed many issues on educational resources and systems. One such issue is that teachers are often insufficient. The higher the population of school age people in a society, the more teachers are needed to teach these students.[216] Classrooms are also overcrowded. In schools that experience an increase in population, the number of students exceeds the specific number of occupants of buildings, which often leaves safety concerns and causes negative feelings among the students.[217]

What is more, funding for education activities, resources, and materials tends to lack for overcrowded students.[218] A classroom of 35-plus students without books is hardly a learning environment, especially when compared to suburban and private schools where the average class size is 20 students and resources are plentiful.[219] These problems limit children in regions where overcrowding is common from accessing education resources.

Child Labor

Nearly 170 million young people are deprived of education according to the UN's International Labour Organization.[220] Worldwide, 218 million children between 5 and 17 years old are employed. Among them, 152 million are victims of child labour, and almost half of them, 73 million, work in

[214] "How Education Can Moderate Population Growth," World Economic Forum, accessed July 15, 2018, https://www.weforum.org/agenda/2015/07/how-education-can-moderate-population-growth/.
[215] Ibid.
[216] "How Population Growth Affects the Educational System | Synonym," accessed July 15, 2018, https://classroom.synonym.com/population-growth-affects-educational-system-6164071.html. 217 Ibid. 218 Ibid.
[217] Ibid.
[218] Ibid.
[219] "A Lack of Resources for Many Classrooms," accessed July 22, 2018, https://www.nytimes.com/roomfordebate/2015/03/26/ is-improving-schools-all-about-money/a-lack-of-resources-for-many-classrooms.
[220] Deutsche Welle (www.dw.com), "Child Labor Deprives Millions of Kids of Education | DW | 10.06.2015," DW.COM, accessed July 15, 2018, http://www.dw.com/en/child-labor-deprives-millions-of-kids-of-education/a-18506624.

hazardous child labour.[221] Further, almost half of all 152 million children victims of child labour are aged 5-11 years.[222]

Poverty pushes children to work rather than seek an education, and when children leave school early to enter the labor force they are more likely to end up in occupations that limit their chances of breaking out of poverty.[223] Children who drop out of school and join the labor force early are more disadvantaged later in life because of a lack of education and basic skills.[224] The absence of public education further prohibits children from going to school, as those who are impoverished cannot afford to pay for schooling. Therefore, it is urgent for governments to regulate the situation of child labor and promote the public education system.

Gender Discrimination

Every school day throughout the world, millions of girls sit at home while their brothers attend school.[225] Prevalent gender discrimination, especially in developing regions, hinders girls from taking advantage of their fundamental education rights. When faced with a choice over whom to educate in a family, many parents choose their sons. In addition, many girls leave school because of marriage, pregnancy, or simply because they are needed to help at home, often with younger siblings.[226]

Large gender gaps exist in access, learning achievement and continuation in education in many settings, most often at the expense of girls, although in some regions boys are at a disadvantage.[227] Despite the progress of the UNESCO Education 2030 agenda, more girls than boys still remain out of

[221] "Child Labour," accessed July 15, 2018, http://www.ilo.org/global/topics/child-labour/lang--en/index.htm.
[222] Ibid.
[223] "Child Labor Hinders Children's Education," accessed July 15, 2018, https://www.globalpartnership.org/blog/child-laborhinders-childrens-education.
[224] "Child Labour," accessed July 15, 2018, http://www.ilo.org/global/topics/child-labour/lang--en/index.htm.
[225] "Study Finds Boys Attend School More Than Girls," *Christian Science Monitor*, January 31, 1994, https://www.csmonitor.com/1994/0131/31082.html.
[226] Ibid.
[227] "Education and Gender Equality," UNESCO, April 25, 2013, https://en.unesco.org/themes/women-s-and-girls-education.

school– 16 million girls will never set foot in a classroom, and women account for two thirds of the 750 million adults without basic literacy skills.[228]

Race and National Origin Discrimination

Not only gender, but also skin color decides how much students can be exposed to education. Students of different colors, from different national origins and backgrounds, and with different religious beliefs might not be allowed to share the same education resources. Empirical studies have found that, on average, African American, Latino, and American Indian children arrive at kindergarten or first grade with lower levels of oral language, pre-reading, and pre-mathematics skills, as well as lesser general knowledge, than those possessed by White and Asian American children.[229] It is suggested that teachers might have lower expectations for, and are less encouraging to, minority students.[230] What is more, it is also not rare to see that the textbooks used in educational systems are disadvantageous for those not so prepared colored students, as they are often written to target non-minority populations.[231]

According to surveys released by the U.S. Education Department that include data from every U.S. school district, public school students of color get more punishment and less access to veteran teachers than their white peers.[232] Such discrimination lowers academic performance for minority students and puts them at greater risk of dropping out of school.[233] The number of racial harassment

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[228] Ibid.

[229] George Farkas, "Racial Disparities and Discrimination in Education: What Do We know, How Do We Know IT, and What Do We Need to Know," accessed July 14, 2018,
https://brainmass.com/file/1474172/Racial+Disparities+and+Discrimination+i n+Education-
+What+Do+We+know,+How+Do+We+Know+It,+and+What+Do+We+Need+to+Know-.pdf

[230] Ibid.

[231] Ibid.

[232] Joy Resmovits, "American Schools Are STILL Racist, Government Report Finds," *Huffington Post*, March 21, 2014, sec. Politics, https://www.huffingtonpost.com/2014/03/21/schools-discrimination_n_5002954.html.

[233] Ibid.

discrimination complaints also increased significantly in 2017.[234] It is a serious issue that is preventing children from receiving equal education.

Uneven Distribution of Education Resources

It is not rare to see that there are enough public education resources in a given area, but they are not appropriately distributed and attributed to every district. It happens in many countries, including developed countries, around the world.

In the United States, educational resources are unequally distributed within large cities, with poor and non-white neighborhoods receiving less than their fair shares.[235] Furthermore, empirical research has shown that teacher salary expenditures per student are lower in low-income and non-white neighborhoods, and that the level of both teacher experience and verbal ability is lower there as well.[236] This inequality can be explained by the teacher assignment system, where the most attractive teaching posts are allocated to the most experienced teachers.[237]

High Illiteracy in Certain Regions

Illiteracy means the quality or state of being illiterate, especially relating to the inability to read or write.[238] Globally, the youth literacy rate increased from 83 per cent to 91 per cent over two decades, while the number of illiterate youth declined from 170 million to 115 million.[239] However, the absolute number of illiterate children is still astonishing. Furthermore, some of these illiterate children are aggregated in certain regions around the world. According to the statistics of the illiteracy rate among all adults (over 15-year-olds) from 2005 to 2015, by world region, Sub Saharan

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[234] Rebecca Klein, "Schools See Major Uptick In Racial Harassment, New Data Suggests," *Huffington Post*, February 23, 2018, sec. Politics, https://www.huffingtonpost.com/entry/racial-harassment-in-schools-uptick_us_5a8db498e4b03414379cae76.

[235] John D. Owen, "The Distribution of Educational Resources in Large American Cities," *The Journal of Human Resources* 7, no. 1 (1972): 26–38, https://doi.org/10.2307/145055.

[236] Ibid.

[237] Ibid.

[238] "Definition of ILLITERACY," accessed July 16, 2018, https://www.merriam-webster.com/dictionary/illiteracy.

[239] "Literacy," *UNICEF DATA* (blog), accessed July 16, 2018, https://data.unicef.org/topic/education/literacy.

Africa ranks the highest with 35.7%, and South Asia ranks the second highest with 29.7%.[240] In contrast, only 1.9% of adults are illiterate in European and Central Asian countries.[241]

In Nigeria, the illiteracy rate is higher than other countries. Nigeria's Minister of Education has expressed concern over the country's high rate of illiteracy, saying some 60 million Nigerians, or 30 percent of the population, cannot read or write.[242] The consequences of illiteracy are harmful in several respects. As well as affecting illiterate individuals themselves in their daily lives and often jeopardizing their future, this scourge has also had a significant effect on society, both socially and economically.[243] The only way to solve this problem is to allocate more funds to education, which is lacking in Nigeria.[244]

Dangerous Journey to School

Although there might be public schools or accessible education resources for children, the dangerous paths that lead to school are one of the main reasons why many children decide to stop attending classes.[245] According to UNESCO, progress in connecting children to schools has slowed down over the past five years. Areas that lack suitable school routes can often flood, making it even harder for kids to commute.[246]

For the past 10 months, children in Indonesia's Banten province have been commuting to school on narrow bamboo rafts because the authorities have not fixed the bridge collapsed by a flood.[247] Kids

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[240] "Illiteracy Rates by World Region 2015 | Statistic," Statista, accessed July 16, 2018, https://www.statista.com/statistics/262886/illiteracy-rates-by-world-regions/.

[241] Ibid.

[242] "60 Million Nigerians Are Illiterates - Minister - Premium Times Nigeria," accessed July 16, 2018, https://www.premiumtimesng.com/news/more-news/250397-60-million-nigerians-are-illiterates-minister.html.

[243] "Consequences of Illiteracy | Literacy Foundation," Fondation pour l'alphabétisation, accessed July 16, 2018, https://www. fondationalphabetisation.org/en/causes-of-illiteracy/consequences-of-illiteracy/.

[244] "60 Million Nigerians Are Illiterates - Minister - Premium Times Nigeria," accessed July 16, 2018, https://www. premiumtimesng.com/news/more-news/250397-60-million-nigerians-are-illiterates-minister.html.

[245] "25 Of The Most Dangerous And Unusual Journeys To School In The World," *Bored Panda* (blog), accessed July 16, 2018, https://www.boredpanda.com/dangerous-journey-to-school/.

[246] Ibid.

[247] Lily Kuo Ferdman Roberto A., "Getting to School Shouldn't Be This Dangerous," The Atlantic, November 20, 2013, https:// www.theatlantic.com/education/archive/2013/11/getting-to-school-shouldn-t-be-this-dangerous/281673/.

in Colombia have to fly 800 meters on a steel cable 400 meters above the Rio Negro River to reach their school.[248]

Progress has slowed most in Sub-Saharan Africa, home to more than half of the world's out-of-school children. In countries like Nigeria, the population is outpacing the build-up of needed infrastructure.[249] Getting to schools should not be this difficult, and it is urgent for the government to fix all the infrastructure to make sure the journeys are safe and sound.

Poor Quality Facilities

The poor quality of facilities and buildings poses a threat to children. Public school infrastructure has been largely ignored from government discussions of facility reconstruction.[250]

In the United States, public school infrastructure is the second largest public infrastructure, following national tollways.[251] The average age of the main building of a public school today is about 44 years old in the United States of America. That means many roofs, windows, boilers, and ventilation, plumbing and electrical systems need to be fixed, upgraded or replaced.[252] What is more, local wealth is the primary source of capital construction funds. Underinvestment disproportionately affects children from low-income families. The results affect both students' well-being and their educational opportunities.[253]

There are cases where poor facilities threaten the lives of children. Pit toilet is one of the examples that deprived the lives of students. **Pit toilet** is a type of toilet which collects human waste in a hole in the ground. During his first week at school, five-year-old Michael Komape drowned in a pit toilet in

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[248] Ibid.

[249] Lily Kuo Ferdman Roberto A., "Getting to School Shouldn't Be This Dangerous," The Atlantic, November 20, 2013, https:// www.theatlantic.com/education/archive/2013/11/getting-to-school-shouldn-t-be-this-dangerous/281673/.

[250] "Fixing Our Infrastructure? How About Schools?," *The American Prospect*, accessed July 16, 2018, http://prospect.org/ article/fixing-our-infrastructure-how-about-schools.

[251] "Fixing Our School Facilities: An Essential Combination of Education and Infrastructure Policy - The Washington Post," accessed July 16, 2018, https://www.washingtonpost.com/posteverything/wp/2016/03/30/fixing-our-school-facilities-anessential-combination-of-education-and-infrastructure-policy/.

[252] Ibid.

[253] Ibid.

northern South Africa.[254] The tragedy is recurring. In March, 2018, the body of a girl who died in a school pit toilet was only found the next day despite searching.[255] The iron sheet that had served as the seat collapsed when children sat on it, and kids fell in, along with the seat and its white plastic lid.[256] This is not a one-off problem affecting one school. Limpopo province, where Michael Komape went to school, has at least 932 unsafe toilets.[257] More than 4,500 schools have pit latrine toilets, out of almost 25,000 nationwide in South Africa.[258] This issue, and several other infrastructural shortcomings facing schools, have to be addressed immediately.

Exclusion of Children with Disabilities

Although there are laws in most countries that disabled children should not be excluded from any public service, which includes public school education, there are many cases where these disabled children remain worried that they will be removed by the school the next day because of their physical barriers.

For example, under the law, all Lebanese children should have access to education free from discrimination. Lebanon's Law 220 of 2000 grants persons with disabilities the right to education, health, and other basic rights.[259] In reality, the educational path of children with disabilities in Lebanon is strewn with logistical, social, and economic pitfalls that mean they often face a compromised school experience— if they can enroll at all.[260] Most families said children with disabilities were excluded from public schools due to discriminatory admission policies, lack of reasonable accommodations, a shortage of sufficiently trained staff, lack of inclusive curricula

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[254] Pumza Fihlani, "Why Children Are Drowning in Toilets," *BBC News*, June 4, 2018, sec. Africa, https://www.bbc.co.uk/news/ world-africa-44329712.

[255] "Body of Girl Who Died in School Pit Toilet Only Found the next Day despite Search," accessed July 16, 2018, https://www.timeslive.co.za/news/south-africa/2018-03-16-cops-community-searched-for-girl-who-fell-into-school-pit-toilet-forentire-day/.

[256] Pumza Fihlani, "Why Children Are Drowning in Toilets," *BBC News*, June 4, 2018, sec. Africa, https://www.bbc.co.uk/news/ world-africa-44329712.

[257] Ibid.

[258] Ibid.

[259] Human Rights Watch | 350 Fifth Avenue, 34th Floor | New York, and NY 10118-3299 USA | t 1.212.290.4700, "'I Would Like to Go to School' | Barriers to Education for Children with Disabilities in Lebanon," Human Rights Watch, March 22, 2018, https:// www.hrw.org/report/2018/03/22/i-would-go-school/barriers-education-children-disabilities-lebanon.

[260] Ibid.

(including no individualized education programs), and discriminatory fees and expenses that further marginalize children with disabilities from poor families.[261]

Not only Lebanon, but several more countries around the world fail to provide equal education opportunities for disabled students. Schools in Australia, New Zealand, and the UK are deliberately disregarding disability standards through rejecting school places, denying the opportunity to access school activities and offering minimal, if any, support to children with disabilities.[262] Countries, with both developed and developing economies, need to do more to ensure that children with disabilities not only access education, but also benefit from quality education.[263]

Wars and Conflicts

Almost 50 million children and young people living in conflict areas are out of school, more than half of them primary age, and reports of attacks on education are rising.

According to the report from UNESCO's Education for All and NGO Save the Children, civil war in Syria has contributed to the sharp increase in reported incidents of children being stopped from accessing education, physically attacked for trying to go to school or having their school bombed, or recruited by armed groups.[264] The report found that 48.5 million children between the ages of six and 15 living in conflict areas are out of school. Of that number, 28.5 million are aged between six and 11 and more than half of them are girls.[265]

In Syria, 3,900 schools have been destroyed, damaged or occupied for purposes other than education since the start of the conflict over two years ago.[266] In the Democratic Republic of the

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[261] Ibid.

[262] David Roy, "Children with Disability Are Being Excluded from Education," The Conversation, accessed July 16, 2018, http:// theconversation.com/children-with-disability-are-being-excluded-from-education-59825.

[263] "Children with Disabilities Are Being Denied Equal Opportunities for a Quality Education across the World, Including in the UK," University of Cambridge, November 13, 2017, https://www.cam.ac.uk/research/news/children-with-disabilities-arebeing-denied-equal-opportunities-for-a-quality-education-across-the.

[264] Mark Tran, "War Denying Millions of Children an Education," *The Guardian*, July 11, 2013, sec. Global development, http:// www.theguardian.com/global-development/2013/jul/12/war-denying-children-education.

[265] Ibid.

[266] Ibid.

Congo, the M23 rebels were largely responsible for putting 250 schools out of use last year, either as a result of occupation for military purposes or looting.[267] In the Central African Republic, more than half of the country's schools remain closed following the Séléka rebel coalition's takeover of the country.[268] In Mali, following widespread attacks, more than 1,500 schools in the north of the country need repair, new equipment and removal of weapons.[269]

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[267] Ibid.
[268] Ibid.
[269] Ibid.

History of the Problem

The idea of public education stemmed from decades ago, and it has served to help children get prepared for the society they face, ranging from agriculture to industry and now modern society. In this section, a brief history of education and the development of public school and compulsory education will be introduced.

The Renaissance

The Renaissance is a period in European history covering the span between the 14th and 17th centuries.[270] It grew in fragments, with the very first traces found seemingly in Italy and a subsequent wave coming to cover much of Europe. For some scholars, the Renaissance marked the beginning of the modern age.[271] Education during the Italian Renaissance was carefully programmed to create students who were well-balanced and who embodied the values of their society.[272] The intellectual basis of the Renaissance was its own invented version of humanism, which uses the study of classical texts to alter contemporary thinking, breaking with the medieval mindsets and creating something new.[273]

The Renaissance was a time of learning, but it was not a time of schools as we know them today.[274] Schooling was for those who could afford it, and girls received much less education than boys during the Renaissance.[275] The technology that arose during this period helped to make education possible. The invention of the printing press in the mid-15th century made books more widely available and

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[270] "Renaissance | Definition, Meaning, & Facts | Britannica.Com," accessed July 31, 2018, https://www.britannica.com/event/ Renaissance.

[271] "History of the Renaissance in Europe: A Rebirth, Renewal, Rediscovery," accessed July 31, 2018, http://history-world.org/ renaissance.htm.

[272] "The Italian Renaissance - The Education and Learning During the Renaissance," *The Great Courses Daily* (blog), December 15, 2016, https://www.thegreatcoursesdaily.com/education-in-the-renaissance/.

[273] Robert Wilde, "A Guide to Renaissance Humanism," ThoughtCo, accessed August 1, 2018, https://www.thoughtco.com/ renaissance-humanism-p2-1221781.

[274] "Education in the Renaissance | EdHelper.Com,"   accessed August 1, 2018. https://www.edhelper.com/ ReadingComprehension_54_497.html.

[275] Ibid.

increased literacy rates. [276] However, school attendance did not increase greatly during the Renaissance. Elementary schools educated middle-class children while lower-class children received little, if any, formal schooling.[277] Educational opportunities for women improved slightly during the Renaissance, especially for the upper classes. The curriculum studied by young women was still based on the belief that only certain subjects, such as art, music, needlework, dancing, and poetry, were suited for females.[278] For working-class girls, especially rural peasants, education was still limited to training in household duties such as cooking and sewing.[279]

It is true that there was inequality and problems in the education system during the Renaissance, but it cannot be denied that it was a great achievement, a huge leap in the history of education, and a significant movement to tackle global education problems.

A Brief History of Education

Schools are nothing but recent products. In the beginning, for hundreds of thousands of years, children educated themselves through self-directed play and exploration.[280] With the rise of agriculture, children became forced laborers. Play and exploration were suppressed.[281] Willfulness, which had been a virtue, became a vice that had to be beaten out of children.[282]

As industrialization progressed and became somewhat more automated, the need for child labor declined in some parts of the world.[283] The idea began to spread that childhood should be a time for learning, and schools for children were developed as places of learning. The idea and practice of universal, compulsory public education developed gradually in Europe, from the early 16th century

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[276] "VIII EDUCATION DURING THE RENAISSANCE," *Education History* (blog), accessed August 1, 2018, http://education14.blogspot.com/2008/11/viii-education-during-renaissance.html.
[277] Ibid.
[278] Ibid.
[279] Ibid.
[280] "A Brief History of Education," Psychology Today, accessed July 30, 2018, http://www.psychologytoday.com/blog/freedomlearn/200808/brief-history-education.
[281] Ibid.
[282] Ibid.
[283] Ibid.

on into the 19th.[284] With the rise of schooling, people began to think of learning as children's work. The same power-assertive methods that had been used to make children work in fields and factories were quite naturally transferred to the classroom.[285]

History of Public School in the United States of America

Public education in the United States of America started in the Colonial Era. The first American schools in the thirteen original colonies opened in the 17th century. Boston Latin School was founded in 1635 and is both the first public school and oldest existing school in the United States.[286] The first free taxpayer-supported public school in North America, the Mather School, was opened in Dorchester, Massachusetts in 1639.[287] By the mid-19th century, the role of the schools in New England had expanded to such an extent that they took over many of the educational tasks traditionally handled by parents.[288]

After the Revolution, northern states especially emphasized education and rapidly established public schools. By the year 1870, all states had tax-subsidized elementary schools.[289] Private academies also flourished in the towns across the country, but rural areas (where most people lived) had few schools before the 1880s.[290] It showed an uneven balance of the education resources in different areas and regions.

School Segregation in the United States

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[284] Ibid.

[285] Ibid.

[286] "History of Boston Latin School - The Oldest Public School in America," May 2, 2007, https://web.archive.org/web/20070502223937/http://www.bls.org/cfml/l3tmpl_history.cfm.

[287] "The Mather School Is Marking 375 Years of Public Education; NYPD's Bratton, an Alumnus, to Speak at Assembly," Dorchester Reporter, October 16, 2014, https://www.dotnews.com/2014/mather-school-marking-375-years-publiceducation-nypd-s-bratton-alumnu.

[288] Maris A. Vinovskis, "Family and Schooling in Colonial and Nineteenth-Century America," Journal of Family History, Jan 1987, Vol. 12 Issue 1-3, pp 19–37.

[289] Paul Monroe, *A Cyclopedia of Education* (New York : The Macmillan Co., 1915), http://archive.org/details/cyclopediaofeduc01monr.

[290] "Educational Reform: The Example of Horace Mann | Education, Society, & the K-12 Learner," accessed July 31, 2018, https:// courses.lumenlearning.com/teachereducationx92x1/chapter/educational-reforms/.

In 1896, the Supreme Court ruled in Plessy v. Ferguson that racially segregated public facilities were legal, so long as the facilities for blacks and whites were equal.[291] The ruling constitutionally sanctioned laws barring African Americans from sharing the same buses, schools and other public facilities as whites—known as "Jim Crow" laws—and established the "separate but equal" doctrine that would stand for the next six decades.[292] This **segregation** denied access to equal educational resources and education opportunities.

The National Association for the Advancement of Colored People (NAACP) was working hard to challenge segregation laws in public schools.[293] In the case that would become most famous, a plaintiff named Oliver Brown filed a class-action suit against the Board of Education of Topeka, Kansas, in 1951, after his daughter, Linda Brown, was denied entrance to Topeka's all-white elementary schools.[294] When Brown's case and four other cases related to school segregation first came before the Supreme Court in 1952, the Court combined them into a single case under the name Brown v. Board of Education of Topeka.[295] As a result, the Court ruled that the plaintiffs were being "deprived of the equal protection of the laws guaranteed by the 14th Amendment."[296] In the field of public education the doctrine of "separate but equal" has no place, as segregated schools are, "inherently unequal."[297] It was one of the greatest milestones in history against inequality, and this case fought for even distribution of educational resources and opportunities. However, it was a demanding and time-consuming task to fully recover the situation and grant everyone the same education privilege.

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[291] "Brown v. Board of Education - Black History," HISTORY.com, accessed July 31, 2018,
http://www.history.com/topics/blackhistory/brown-v-board-of-education-of-topeka.
[292] Ibid.
[293] Ibid.
[294] Ibid.
[295] Ibid.
[296] Ibid.
[297] Ibid.

Past Actions

The lack of public education resources is not a new problem. Several programs within the United Nations, organizations and countries have strived to solve this problem in the past few decades and have taken actions to provide more children with accessible education resources.

United Nation Educational, Scientific, and Cultural Organization (UNESCO)

The United Nations Educational, Scientific and Cultural Organization works to create the conditions for dialogue among civilizations, cultures and people.[298] Through this dialogue, the international community can achieve global visions of sustainable development encompassing observance of human rights and mutual respect.[299] Therefore, UNESCO has been dedicated to eliminating poverty and promoting educational accessibility as a fundamental human right.

World Declaration on Education For All: Meeting Basic Learning Needs

The World Declaration on Education For All: Meeting Basic Learning Needs was announced in Jomtein, Thailand, in March 1990. It was proposed when more than 100 million children and countless adults still failed to complete basic education programmes and millions more satisfied the attendance requirements but did not acquire essential knowledge and skills despite the efforts by countries around the globe.[300] At the same time, the world faced daunting problems: mounting debt burdens, rapid population growth, and widening economic disparities. These obstacles hindered children from meeting basic learning needs.[301]

Therefore, the declaration emphasized that education is a fundamental right for all people, women and men, of all ages, throughout our world, and recognized that sound basic education is

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[298] "Introducing UNESCO | United Nations Educational, Scientific and Cultural Organization," accessed August 13, 2018. http://www.unesco.org/new/en/united-nations-educational-scientific-and-cultural-organization/about-us/who-we-are/introducing-unesco/.
[299] Ibid.
[300] "World Declaration on Education For All: Meeting Basic Learning Needs - UN Documents: Gathering a Body of Global Agreements," accessed August 13, 2018. http://www.un-documents.net/jomtien.htm.
[301] Ibid.

fundamental to the strengthening of higher levels of education and of scientific and technological literacy.[302] While taking into account different cultures and needs of the communities, primary education has been demanded to be universal, ensuring that the basic learning needs of all children are satisfied.[303] It also proposed an expanded vision of basic learning needs that surpass present resource levels and institutional structures to better prepare the children, as well as diverse delivery systems and methods to better educate different groups and communities.[304]

The Education for All (EFA) Movement

The Education for All (EFA) movement is a global commitment to provide quality basic education for all children, youths and adults.[305] At the World Education Forum held in Dakar in 2000, 164 governments pledged to achieve EFA goals by 2015, providing more learning opportunities and

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[302] Ibid.

[303] Ibid.

[304] Ibid.

[305] "Education for All | Education | United Nations Educational, Scientific and Cultural Organization," accessed August 13, 2018, http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/.

resources for children around the world.[306] Governments, organizations and other institutes have worked together to achieve this goal.

However, it was not an easy mission, and the new data showed that the plan did not go as well as expected. The data breakdown from the UNESCO Institute for Statistics shows more than 387 million children of primary school age (56%) and 230 million adolescents of lower secondary school age (61%) will not achieve minimum proficiency levels in reading and math.[307] There is still a long way to go to ensure every child on every continent has accessible educational resources and materials.

Global Action Programme on Education for Sustainable Development

Education for Sustainable Development (ESD) is recognized as a key element of quality education and a crucial enabler for sustainable development.[308] The aim of ESD is to help people develop skills and acquire knowledge that allows them to make decisions based on benefit to themselves and others, now and in the future, and to put these decisions into practice.[309] The Global Action Programme (GAP) on ESD seeks to generate and scale-up ESD and to accelerate progress towards sustainable development.[310]

The programme initiated projects around the world to better serve different communities and countries. Working together with the Universidad Autónoma de San Luis Potosí (Mexico), GAP provides an online regional diploma for teachers with the goal of developing systematic thinking to understand and explain complex situations, ranging from politics to economics, and history to

[306] Ibid.

[307] "617 Million Children and Adolescents Not Getting the Minimum in Reading and Math," UNESCO, September 21, 2017, https://en.unesco.org/news/617-million-children-and-adolescents-not-getting-minimum-reading-and-math.

[308] "Global Action Programme on Education for Sustainable Development," UNESCO, January 1, 2015, https://en.unesco.org/ gap.

[309] "Education for Sustainable Development | United Nations Educational, Scientific and Cultural Organization," accessed August 13, 2018, http://www.unesco.org/new/en/santiago/education/education-for-sustainable-development/. 313

[310] Ibid.

environments.[311] In Chile, the programme cooperated with Chile's ministries of education and the environment and the NGO Entorno to conduct a review of the country's current school curriculum in order to identify areas where ESD issues could be integrated, offering teachers training in Education for Sustainable Development and in applying study plans.[312]

United Nations Human Right Council (UNHRC)

At the 38th session of the United Nations Human Rights Council, states reaffirmed their commitment to the right to education by adopting a resolution entitled "The right to education: follow-up to Human Rights Council resolution 8/4."[313] The resolution highlights global issues that, "hinder the enjoyment of the right to education, including the need to improve regulation of education in accordance with human rights law; the negative impact of climate change, natural disasters, conflict and crisis on education; gender barriers in education and exclusion of other vulnerable groups."[314]

[311] "Education for Sustainable Development Projects | United Nations Educational, Scientific and Cultural Organization," accessed August 13, 2018, http://www.unesco.org/new/en/santiago/education/education-for-sustainable-development/education-for-sustainable-development-projects/.
[312] Ibid.
[313] "UN Human Rights Council Reaffirms Commitment to the Right to Education in a New Resolution," Right to Education Initiative, accessed August 13, 2018, http://www.right-to-education.org/news/un-human-rights-council-reaffirmscommitment-right-education-new-resolution.
[314] Ibid.

This resolution urged the states to develop national evaluation systems to inform education policies and assess whether education systems are meeting the needs of the communities, human rights obligations and the Sustainable Development Goals set by UNESCO.[315] Governments are encouraged to collect data to evaluate how the programs are being implemented on different groups, especially minorities and disadvantaged groups.[316]

The resolution urges states to, "give full effect to the right to education by reviewing national governance systems for consistency with the right to education and applying the principles of transparency, accountability and non-discrimination."[317] It also calls on states to expand educational opportunities for all without discrimination by implementing special programmes to address inequalities like barriers to accessibility and discrimination against women and girls in education, thus recognizing the significant importance of investment in public education.[318]

Inter-Agency Network for Education in Emergencies (INEE)

The Inter-Agency Network for Education in Emergencies (INEE) is an open, global network of UN agencies, NGOs, donors, governments, schools, and affected populations that work together to ensure the proper right to quality education in emergencies and post-crisis recovery for all people.[319]

Education 2030 Framework for Action

On 4 November 2015 in Paris, the international education community adopted the Education 2030 Framework for Action, the foundation that will anchor global efforts to achieve the Sustainable Development Goals. It makes it possible to reach the conclusion made in the Incheon Declaration Education 2030, that, "ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all."[320]

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[315] Ibid.
[316] Ibid.
[317] Ibid.
[318] Ibid.
[319] "About INEE |," accessed August 14, 2018. http://www.ineesite.org/en/about.
[320] Ibid.

The framework aims at mobilizing all countries and partners around the targets to propose creative ways of implementation, coordination and financing.[321] It also urges countries to propose indicative strategies which they may wish to draw upon in developing their plans, taking into account different realities and capacities.[322] It is also essential that every country should achieve the goal of equal education rights by respecting national policies and priorities.[323]

The Organization for Economic Co-operation and Development (OECD)

The mission of the Organization for Economic Co-operation and Development (OECD) is to promote policies that will improve the economic and social well-being of people around the world. [324] The OECD provides a platform of a forum in which governments can work together to share experiences, to understand what factors drive social and economic changes, and to seek solutions to common problems.[325] Equal education is believed to be one of the most important issues that OECD is striving to achieve to prepare everyone for the future.

The OECD's work on education helps every individual and country to identify and develop the knowledge and skills that drive better jobs and lives, generate economic prosperity and promote social inclusion.[326] The OECD implemented surveys to measure outcomes of the learning, discuss better methods of learning and teaching and find more efficient ways to develop important skills. Based on these surveys, OECD proposed projects and urged countries to implement the plans, including Strength Through Diversity, Education for Indigenous People, and Early Education Reviews, to ensure the fundamental human right of access to education.

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[321] Ibid.

[322] Ibid.

[323] Ibid.

[324] "About the OECD - OECD," accessed August 13, 2018, http://www.oecd.org/about/.

[325] Ibid.

[326] "Education - OECD," accessed August 23, 2018, http://www.oecd.org/education/.

Possible Solutions

Now that past actions at the state, regional, and international level have been detailed, this section will focus on the courses of action that the committee may decide to take. This list is not exhaustive nor does it offer solutions that demand implementation. Rather, this section serves as a guide to member states so that they can think about various ways to address violations of fundamental human rights of equal and public education.

Self-Analysis and Cooperation

Almost every country in the world is facing the challenge of uneven distribution of educational resources and lack of education opportunities. However, every country has its own problems and obstacles that need to be overcome. It is essential that every country self-analyze its own situations and identify the unique problems that it must deal with. For instance, some countries are facing a more severe lack of teachers and teaching materials, while other countries need more facilities and transportation for students.

Resources are not evenly distributed across the world. Therefore, it is essential for countries to share materials and resources to benefit each other at the same time. After the self-analysis, countries should be able to identify what kind of resources they need from other countries and what kind of opportunities they could share with the others.

Infrastructure Renovation

It is important for governments to make sure that every child can commute safely from home to school every day. It is vital that the pathways children use every day be safe and sound. Accidents in the school because of antiquated infrastructure can frighten children and stop them from going to school. Therefore, it is important for governments to allocate more budget to infrastructure renovation and maintenance. For young children, school buses should be dispatched to certain areas to transport children during their commute. If children face unchangeable geological obstacles, new schools should be considered at an alternative location, leaving no children behind without school. Buildings should be evaluated regularly to ensure their construction meets the standards for

earthquakes, storms, and other severe weather conditions. Furthermore, desks, teaching materials, and sanitation should also provide more safety measures for children's use.

Organizations and agencies have been making efforts to improve the quality of infrastructures to ensure the safety of children. In New South Wales, Australia, the Authority of Transit implemented new regulations to make sure that children commute safely every day. Installation of new school zones and speed limits reduced the amount of accidents near school areas. School bus drivers are strictly trained and every school bus stop has been carefully examined to ensure safety, comprehensiveness, and high efficiency.[327]

Teacher Training

Without teachers, it is hardly possible to start schools and nurture young children. It is urgent for governments to estimate the need for teachers in different regions and to assess the teaching skills of teachers in every position. If the education resources are equally distributed, there is no need for students to relocate miles away for school every day. Teacher dispatch or rotation systems should be established or revisited so that every area is given an equally high quality of teacher resources. More measures are needed to ensure that every child in all areas is able to have access to public education and enjoy the fundamental human right of public education.

Technology

Advanced technology has provided more opportunities and possibilities for children who do not have access to education. Remote teaching, recorded classes, and teachers online 24/7 all make learning feasible from anywhere at any time. Organizations across the world are all striving to provide more children with education of higher quality. This remote education can compensate for the gap left unfilled by traditional public education.

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[327] "Responsibilities - Managing Safety around Schools," accessed August 29, 2018, http://roadsafety.transport.nsw.gov.au/ stayingsafe/schools/authorities.html.

Stepping Stones China, a Shanghai-based NGO, has launched Videolink program, which recruits, trains and supports volunteers to teach English through the Internet to left-behind children in rural China.[328] The program provides an efficient and sustainable way of reaching more disadvantaged children in remote areas and also leaves more flexibility for volunteer teachers.[329]

Technology also made it possible for people to pursue higher education. At FutureLearn, an online learning platform, learners have the opportunity to access content from world-class universities, regardless of their location.

By connecting online, learners are able to access content from universities on the other side of the globe, and interact with learners from completely different backgrounds. FutureLearn, the social learning platform owned by The Open University, has announced that learners will now be able to use its massive open online courses (MOOCs) to earn academic course credits towards degrees and an MBA.[330]

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[328] "Videolink Program |," accessed August 25, 2018, http://steppingstoneschina.net/english-teaching-programs/videolinkprogram.

[329] Ibid.

[330] "FutureLearn and The Open University Announce MOOCs for Credit | The Open University Business School," accessed August 27, 2018, http://business-school.open.ac.uk/news/futurelearn-and-open-university-announce-moocs-credit.

Bloc Positions

Children like to complain about going to school – too much homework and too little time for fun. However, children in other areas of the same country might give anything to go to the school and sit in a classroom with teachers who care about their futures and success. The status of protection of fundamental human rights of education varies around the world. Countries and continents are facing various challenges.

Asia

Asia is a global success story when it comes to educating children. For a continent that contained two-thirds of the world's out-of-school children in the 1970s, the progress has been remarkable, as 9 out of 10 children in the region today are enrolled in primary school.[331] However, this high rate masks serious deficiencies in student retention, quality of education, and knowledge gained. Dropout rates are a source of concern. Persistent weaknesses in basic education have slowed progression to higher levels of education.[332] Unequal access to education in the region remains pronounced, beginning at the basic education level, and compounded at the secondary level and above.[333] Children who are unable to go to school—even in countries with high enrollments— tend to be from disadvantaged population groups.

Asian Development Bank suggested that school construction be required, particularly in areas of rapid population growth.[334] Other steps to expand secondary education include comprehensive policy, financing, and structural reforms, as well as efforts to improve teacher training, curricula, and education service delivery.[335] Inclusive education also calls for strategies quite different from simply expanding the mainstream education system. For example, education scholarships and stipends

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[331] "Education Issues in Asia and the Pacific," Text, Asian Development Bank, March 31, 2014, https://www.adb.org/sectors/ education/issues.

[332] "Basic and Secondary Education," Text, Asian Development Bank, March 31, 2014, https://www.adb.org/sectors/education/ issues/basic-secondary-education.

[333] "Equal Access to Education in Asia and the Pacific," Text, Asian Development Bank, September 24, 2014, https://www.adb. org/sectors/education/issues/promoting-equity.

[334] "Basic and Secondary Education," Text, Asian Development Bank, March 31, 2014, https://www.adb.org/sectors/education/ issues/basic-secondary-education.

[335] Ibid.

linked with conditional cash transfer programs have produced positive impacts, particularly when targeted at girls or poor households.[336] It is essential for countries to work together to identify their educational problems and create sustainable solutions.

Africa

Access to quality schools is a problem that's felt the hardest in Africa. 9 out of 10 countries with the highest percentages of children who've never attended school were in Africa during the 2000s. Today, the 10 lowest-ranked countries in the United Nations' Human Development Report Education Index are African as well.[337] While recent years have seen the region's school enrollments rise, serious challenges still face these poverty-plagued countries grappling with how to provide access to education, keep kids in school, and foster learning.[338]

In Niger, only 5.2 percent of citizens have any secondary education, and nearly 31 percent drop out in primary school.[339] For young women, 70 percent of them have never attended a primary school, and those who managed to go to school are struggling with the financial crisis. It is urgent to promote public education and ensure every child has the right to enjoy education.

Therefore, it is necessary to gather demographic information and set plans to build more schools which take care of most of the children. For those children who have problems commuting to the school, it is recommended to start remote education first and, at the same time, improve the road conditions and prepare the venue which allows the construction of schools.

Europe

Although Europe is able to provide most of its children with basic education rights, European countries are facing different challenges. After the OECD studied the education system in its 35

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[336] "Equal Access to Education in Asia and the Pacific," Text, Asian Development Bank, September 24, 2014. https://www.adb.org/sectors/education/issues/promoting-equity.

[337] "Worst Places for Education Around The World," Global Citizen, accessed September 1, 2018. https://www.globalcitizen.org/en/content/worst-schools-world/.

[338] Ibid.

[339] Ibid.

members, including 22 EU countries, they found that there are countries with sufficient funds and good-performing education systems while others lack budgets and the education systems break apart.[340] According to the OECD's new Education at a Glance report, 17 percent of 2024 year-olds in the EU are what some call NEETs, which stands for "neither employed nor in education or training".[341] The OECD urged countries to develop early childhood education to provide more opportunities for employment.

The European Commission works with EU countries on shared issues and challenges in education and training. The European Commission is now making efforts to integrate immigrants and refugees, promote inclusion, and advocate for earlier children's education.[342] At the same time, the countries are considering new regulations and laws to prevent early school leaving, to improve standards of teaching and teacher education, and to cultivate development skills of children.[343]

The Americas

Latin America's education systems suffer from low levels of learning, limited opportunities for the poor, bureaucratic paralysis and chronic conflicts with teachers' unions. [344] Although enrolments at every level are increasing, most children receive poor quality education.[345] On recent international tests of mathematics and science, roughly half of Latin American students scored at or below the lowest proficiency levels, indicating that they had difficulty applying basic concepts to real life situations.[346] It is more concerning that 92% of Latin American children begin primary school, but only 41% of Brazilians and 35% of Mexicans graduate from secondary school.[347] Teachers are key to

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[340] "[Focus] Europe Lags on Education Investment," accessed September 1, 2018, https://euobserver.com/education/135165.
[341] Ibid.
[342] "Shared Challenges in Education and Training," Text, European Commission - European Commission, accessed September 1, 2018, https://ec.europa.eu/info/education/policy-educational-issues/shared-challenges-education-and-training_en.
[343] Ibid.
[344] "Latin America's Education Challenges Call for Concrete Action," accessed September 2, 2018. https://www.focal.ca/es/ publications/focalpoint/258-june-2010-tamara-ortega-goodspeed.
[345] Ibid.
[346] Ibid.
[347] "EDUCATION GAP IN LATIN AMERICA – Educando," accessed September 2, 2018, https://worldfund.org/site/whyworldfund/.

quality education, but almost a quarter (24%) of teachers in Mexico report not feeling prepared to perform their work.[348]

Governments and organizations work together to solve these education challenges in this region. Technology development has been believed to be the most effective way to improve the teachers' teaching abilities and children's learning results.[349] Technology can assist schools in delivering the kind of personalized and adaptive learning that could help kids at all levels achieve their best and stoke their enthusiasm for learning.[350] Policies and efforts should also be made to address the education inequality, lack of learning abilities, and unsatisfactory infrastructure existing in countries in this bloc.

Oceania

Education in Oceania has been blamed as ineffective, as the test results of Australia's children fall behind. The Programme for International Student Assessment (PISA) survey tests the skills and knowledge of Australian 15-year-old students, and their scores on reading, math and scientific literacy have recorded statistically significant declines since 2000.[351] While Australia has recently lifted levels of investment in early childhood education, this investment has not been reflected in high levels of early childhood participation.[352] In Australia, just 18% of 3 year olds participated in early childhood education, compared with 70% on average across the OECD.[353]

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[348] Ibid.

[349] Gabriel Zinny and James McBride, "Reshaping Education in Latin America through Innovation," *Brookings* (blog), November 30, 2001. https://www.brookings.edu/blog/education-plus-development/2013/09/27/reshaping-education-in-latin-america-through-innovation/.

[350] Ibid.

[351] Bronwen Dalton, Chris Baumann, and Rachel Wilson, "Six Ways Australia's Education System Is Failing Our Kids," The Conversation, accessed September 1, 2018, http://theconversation.com/six-ways-australias-education-system-is-failingour-kids-32958.

[352] Ibid.

[353] Ibid.

Teachers' teaching quality has been blamed for the decline in education. In New Zealand, many trained teachers are walking into their first jobs feeling unprepared for managing students' behavior and helping students with learning needs.[354]

Governments and organizations have been working together to renovate the education system to fit more people. PWC Australia conducted the survey and identified the gap in the resources and capabilities necessary to carry out the change.[355] Cooperating with the government, PWC takes a student-centric approach to reform using standards and building aspiration, and makes better use of data and technology to make more informed choices on what reform will have the most impact.[359]

[354] Simon Collins Education reporter simon.collins@nzherald.co.nz NZ Herald, "Poor Teacher Training Blamed for NZ Education Decline," *NZ Herald*, December 7, 2017, sec. New Zealand, https://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=11955324.
[355] PricewaterhouseCoopers, "Education Reform," PwC, accessed September 2, 2018, https://www.pwc.com.au/education/ education-reform.html. 359

Glossary

Illiteracy: The quality or state of being illiterate, especially relating to the inability to read or write.

Overpopulation: The condition of having a population so dense as to cause environmental deterioration, an impaired quality of life, or a population crash.

Pit toilet: A type of toilet which collects human waste in a hole in the ground.

Renaissance: The period in European civilization immediately following the Middle Ages and conventionally held to have been characterized by a surge of interest in Classical scholarship and values.

Segregation: The separation or isolation of a race, class, or ethnic group by enforced or voluntary residence in a restricted area, by barriers to social intercourse, by separate educational facilities, or by other discriminatory means.

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        9780199772810-0176. xml.

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