

3-7 April 2022

Documentation of the Work of the United Nations Educational, Scientific and Cultural Organization (UNESCO) NMUN Simulation*



Conference A

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United Nations Educational, Scientific and Cultural Organization (UNESCO)

Committee Staff

Director
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Agenda

- I. Information and Communication Technologies to Empower Vulnerable Societies
- II. Addressing Gender Disparities and Promoting Gender Equality in Education

Resolutions adopted by the committee

CODE	TOPIC	VOTE (FOR-AGAINST-ABSTAIN)
1/1	Information and Communication Technologies to Empower Vulnerable Societies	Adopted by Consensus
1/2	Information and Communication Technologies to Empower Vulnerable Societies	Adopted by Consensus
1/3	Information and Communication Technologies to Empower Vulnerable Societies	Adopted by Consensus

Summary Report

UNESCO held its annual session to consider the following agenda items:

- I. Information and Communication Technologies to Empower Vulnerable Societies
- II. Addressing Gender Disparities and Promoting Gender Equality in Education

The session was attended by representatives of 34 Member States.

On Sunday, the agenda was adopted in the following order: I, II. The committee started to discuss Topic I on “Information and Communication Technologies to Empower Vulnerable Societies”. The dais received a total of 4 proposals, which focused on topics such as using ICTs in tackling climate change and advancing agriculture to support vulnerable societies, strengthening efforts towards accessibility and affordability to ICTs for vulnerable societies, and digitization of education and digital literacy to empower marginalized groups.

On Wednesday, the dais accepted three draft resolutions, of which two received friendly amendments. All draft resolutions were adopted by consensus. Afterwards, the committee moved to discuss Topic II on “Addressing Gender Disparities and Promoting Gender Equality in Education”. The committee collectively handed in a proposal but that was not accepted a draft resolution due to time limitation. Throughout the week the resulting adoption of all resolutions by consensus underpins the incredible cooperation spirit and dedication of the committee to find innovative ideas.



Code: 1/1

Committee: United Nations Educational, Scientific and Cultural Organization

Topic: Information and Communication Technologies to Empower Vulnerable Societies

The United Nations Educational, Scientific and Cultural Organization,

Noting with deep concern the populations which are currently or may soon become vulnerable due to climate change and natural disasters in which the digital divide leaves them disconnected to critical resources,

Noting with approval Member States' efforts to connect populations affected by the changing environment and climate crises with information and communication technologies (ICTs),

Taking note of the impact which the non-governmental organization Computer Aid International has on connecting vulnerable populations with technology as the responsible organization collecting used technologies in order to donate them to disconnected populations in less developed countries,

Emphasizing the connection which the United Nations University Sustainable Cycles Programme (SCYCLE) has with vulnerable populations by developing sustainable production, usage, and disposal of electronics,

Draws attention to the efforts of non-profit non-government organizations such as PlantVillage integrating artificial intelligence (AI) into agricultural technology able to send out advice via smartphone, Short Message Service, TV or real-world social networks as it allows for more accessibility for all users and vulnerable societies,

Recalling the Food and Agriculture Organization (FAO) of the United Nations (UN) in the association with UN Water as the guiding agency on ICT in agriculture, creating hardware and software accessible to vulnerable societies in regards to agriculture and water management,

Reaffirming the Secretary General's *Strategy on New Technologies* (2018) and its commitment to increase support to Member States by ensuring meaningful access to knowledge and policy discussions by connecting governments to ideas, partners, and solutions,

Emphasizing Sustainable Development Goal (SDG) 9, supporting building resilient infrastructure and promoting inclusive industrialization, and SDG 13, which commits to climate action, of the 2030 Agenda for Sustainable Development universal access to internet knowledge is a key step to the development of the modern world,

Recalling the United Nations Conference on Trade and Development which promotes the trade between countries with different states of development,

Draws the attention of Member States to the United Nations Open Geographic Information System (GIS) Initiative which opens geospatial data internationally to support UN work particularly in developing nations,

Acknowledging the Declaration of Guiding Principles on the Use of Satellite Broadcasting for the Free Flow of Information, the Spread of Education and Greater Cultural Exchange, developed by United Nations Educational, Scientific and Cultural Organization (UNESCO) in 1972 which states the importance of broadcasting educational, peaceful information in a manner which all communities have equitable access,

Recalling the Information and Communication Technology for Accelerated Development policy, which was first implemented 2003, continues to expand ICT access and infrastructure for populations of lower socio-economic status,

Acknowledging the UNESCO's *Principles on Personal Data Protection and Privacy* of 2018 that set out a basic framework for the processing of personal data preventing the exploitation of vulnerable populations,

Reassuring all action taken in programs supporting ICT Infrastructure reaching rural communities, such as the Regional Informatics Network for Africa as a program,

Considering the need for the implementation of guidance for conscious and self-determined handling of ICTs in developing countries, for instance the Economic Community of Central African Countries,

Acknowledges with deep gratitude the *Universal Declaration of Human Rights* (1948) which recognizes that "all human beings are born free and equal in dignity and rights" and "without distinction of any kind",

Taking note also that the foundation of the Mendeleev International Prize in 2021, that raises awareness of the importance of the Basic Sciences for peaceful and prosperous societies and encourages women's candidatures,

Keeping in mind the *Beijing Platform for Action* (1995), which identifies inequalities in access to education as one of the most critical problems, such as lack of knowledge, training, and infrastructure,

Recalling the *Guidelines on the Development of Open Educational Resources (OER) Policies* (2019) dedicated to reducing barriers to digital learning opportunities for underserved groups and thereby directly contributing to inclusive and equal access to education (SDG 4), especially for least developed countries,

Recognizing that the International Association of Universities participates in the World Higher Education Database as a reference tool to account for the presence of institutions of higher education and enable better access and qualification recognition for vulnerable populations, such as refugees,

Reassuring the development of an inclusive network ecosystem that is necessary to grant students access to ICT resources such as teaching and classwork materials,

Stressing the contribution of ICTs to achieving the development goals of the *United Nations Millennium Declaration* (2000) which includes the universal primary education goal,

Acknowledging all efforts made through the Regional Communications Infrastructure Program (RCIP) to expand the UNESCO Open Learning Platform online courses to reach vulnerable groups,

Recalling that online platforms like Skillmatch in the Eastern African Community have already proven to be successful, particularly in bridging digital skills gaps at the regional level,

Supporting Article 19 of the *Universal Declaration of Human Rights* (1948), which establishes protection for access to information based on the right of freedom of expression,

Recognizing the heightened vulnerability of refugee populations to the digital divide and cognizant of the impending refugee crisis that will ostensibly stem from ongoing international conflict in Eastern Europe, while also aiming to utilize existing UN bodies such as the United Nations Children’s Fund (UNICEF), the United Nations High Commissioner for Refugees (UNHCR), the United Nations Technology Bank for Least Developed Countries, and UNESCO’s Information for All Programme,

Taking into consideration General Assembly resolution 61/295 on the “United Nations Declaration on the Rights of Indigenous Peoples” in which article 16.1 expresses that indigenous people have the right to establish their own media in their own languages and to have access to all forms of non-indigenous media without discrimination,

Fully aware of the number of indigenous people around the world that do not have access to ICTs and remain excluded from the development of societies and of any form of digital economy which establishes protection for access to information via the right to freedom of expression,

1. *Recommends* Member States share geographic information system data in a partnership with the United Nations Global Mapping Project under the UN Open GIS Initiative to identify disconnected vulnerable populations v to environmental disasters;
2. *Suggests* a partnership with the non-governmental organization Computer Aid International, where gently used technologies can be gathered by Member States, donated to the organization, then reallocated to less connected populations around the world by:
 - a. Recommending the collection by developed Member States of gently used technologies which can be donated to vulnerable populations in developing and less developed countries;
 - b. Welcoming the donation of broken technology from all Member States which can be disassembled for parts or refurbished;
 - c. Supporting embracing existing underused internet infrastructure;
3. *Encourages* the formation of a volunteer program named Inclusive Internet to partner with Computer Aid International through:
 - a. Creating teams of engineers to refurbish used technologies, translators to create resources in native languages, and computer scientists to code technology in native languages, additionally providing training resources through the Global Task Force to local populations in order for them to operate technology on their own;
 - b. Introducing the installation of shortcut apps to UNESCO resources for vulnerable populations, such as educational programs and local emergency contact information;
 - c. Serving as a central location and repository of educational training resources and content in ITC infrastructure;
4. *Supports* a partnership between *Computer Aid International* and the SCYCLE to use electronic waste reduction strategies to gather technological resources to donate to vulnerable populations;
5. *Recommends the transition* of UNAquaCrop by the FAO to an open source (AquaCrop-OS) format by:

- a. Allowing an open-source (OS) version of UNAquaCrop that can be run on Windows and Linux operating systems, not only as a Windows executable program;
 - b. Allowing through OS format the reduction of batch run times when conducting simulations over large areas, conditions, and/or time periods;
 - c. Using a Open Modeling Interface standard allowing for better integration into other digital operating models;
6. *Suggests* to include the usage of ICTs as a tool to reduce the digital divide that separates rural and urban areas, men and women, and different ethnic groups and all efforts made through the East African Community's Skillsmatch program with the initiation of further reports such as the *Mobile Phones and Literacy: Empowerment in Women's Hands* (2015) by:
 - a. Establishing an inclusive, globally active mobile information platform focusing on agricultural and rural development, in order to connect vulnerable rural communities working within the agricultural sector;
 - b. Namely targeting women and girls, to education, and enable them to achieve equal access to ICTs that are necessary to enhance gender equality and generate sufficient revenues for sustainable employment;
7. *Encourages* all Member States to focus specifically on ICTs that drive efficiency and sustainability in the food and agriculture value chain, that deliver broad socio-economic and environmental benefits with the guidance of FAO;
8. *Recommends* that Member States seek for a development-focused and inclusive information society and to strengthen the digital possibilities of every individual;
9. *Stresses* that public services should be improved through more digital public authorities among the Member States with regards to disaster management and civil protection to be carried out more effectively through higher levels of connectivity and well-developed infrastructure, for example through the program Improving Resilience to Emergencies through Advanced Cyber Technologies (I-REACT) and improving standards of living;
10. *Stresses* that through a better developed ICT infrastructure in the public sector, the competitiveness of a region improves, as certain processes, for example the foundation of a business, can be performed much faster, when public authorities can be accessed online by working together with the United Nations Conference on Trade and Development;
11. *Endorses* that all Member States increase responsible data collection and analysis through the UIS by creating databases to evaluate gaps in primary and secondary school enrollment based on sex, age, wealth quintile, location, and disability, and tracking access to ICT to assess infrastructural development needs by:
 - a. Sharing knowledge of cultures of learning and reflection through internal and external sources to enhance evidence-based decision-making in national governments and among other stakeholders;
 - b. Encouraging national governments and international bodies to map global progress towards ICT commitments;

- c. Assisting governments in appropriately responding to the needs of its people;
 - d. Building further upon the teachers talk initiative;
 - e. Highlighting the importance of data protection;
12. *Encouraging* the Member States to improve their application of the UN principles on Personal Data Collection and Privacy by:
- a. Harmonizing standards for the protection of personal data across the national information infrastructure;
 - b. Respecting the human rights and fundamental freedoms of individuals, in particular the right to privacy as stated in article 19 of the Universal Declaration of Human Rights;
 - c. Facilitating the accountable processing of personal data for the purpose of implementing the mandates of UNESCO;
13. Suggests Member States agree to follow the Recommendation on the Ethics of Artificial Intelligence in order to gain access to the new primary and secondary school databases;
14. *Encourages* the expansion of Coding Camps and ICT training for Young Girls in Africa, which partners with ITU, UN Women, and the African Union Commission, and provides girls with workshops in Science, Technology, Engineering, and Mathematics (STEM) education to focus on the use of ICTs in order to develop more skills based on coding and aim to minimize the gender digital divide, including but not limited to:
- a. The development of digital networks with applications to increase hands-on experience and introduce girls to computer programming within secondary education;
 - b. Taking into account that the COVID-19 pandemic has increased the use of online education and looks towards online platforms as a result from coding camps that continues to connect girls online and share coding skills to further ICT usage;
15. *Encourages* the collaboration between developed and developing countries to create programs such as the UN Digital Academy and the UNESCO Open Learning Platform in order to:
- a. Serve as a central location and repository of training resources and content;
 - b. Offer a learning platform to deliver training and exposure to new technologies to vulnerable groups in an easy and efficient manner;
 - c. Establish technological skills as a digital right of way for all populations;
 - d. Further strengthen all efforts stated in the RCIP and the OER and reach vulnerable groups in particular;
16. *Strongly encourages* the introduction by Member States of courses focused on training in AI into public and private education institutions, like for example at the Sir Arthur Lewis Community College and The eLearning Academy in Saint Lucia focusing on courses such as “Digital Education Leadership For Administrators” to improve the capacity of teachers in digital tools, “Practical Learning Analytics For Educational Administrators” to educate student on analytical tools, and “Capacity Building For The Public Service” to improve the professional development;

17. *Further supports* the ICT Competency Framework for Teachers through:
 - a. Expanding the Distance Learning and Teacher Training Strategies in the Caribbean Small Island Developing States to other regions;
 - b. Aiming to train 25,000 teachers total in fiscal year 2023;
 - c. Utilizing the ICT Competency Framework for Teachers regardless of education;
18. *Recommends* the establishment of multilateral efforts to facilitate digital literacy and provide the means for technological participation among refugee populations, including:
 - a. Developing and providing educational programs through the United Nations Technology Bank for Least Developed Countries and the Information for All Programme, aimed at equipping refugee populations with the capability to safely and effectively navigate the digital landscape in their country of asylum;
 - b. Distributing technological resources, such as smartphones and wireless wi-fi routers, to incoming and existing refugees through collaboration between host country governments and two refugee-adjacent UN entities, the UNHCR and UNICEF;
 - c. Enabling the aforementioned allocation of ICT resources towards refugee aid efforts by suggesting a 25% increase of Member State investment into the UNHCR and UNICEF, as well as pursuing partnerships with multinational technological corporations through government incentives;
 - d. Relying on the data collection and protection system for storage of this information;
19. *Recommends* Member States to establish a guiding conference to review the accessibility and affordability of educational content and initiate the necessary processes to help create special internet bundles for educational websites, as already exist for social media platforms, to grant all students, and especially children, access to electronic resources such as teaching and classwork materials;
20. *Promotes* the expansion of the Teachers Talk initiative, which provides a virtual platform for teachers to share substantial knowledge on how to use ICTs, especially AI, in empowering vulnerable societies by:
 - a. Recommending countries to join this network of teachers in providing ICT skills and tools for teachers to implement in their school curriculum and empower vulnerable societies there;
 - b. Advocating teachers to actively share their knowledge and expertise around a three-monthly period;
 - c. Encouraging a diverse platform with a broad range of countries and the use of multiple ICT tools;
 - d. Relying on the data collection and protection system for storage of this information;

21. *Encourages* the Member States to implement educational programs for all teachers, educators, and staff members to ensure a safe and responsible use of ICTs within educational communities by:

- a. Including a common extensive knowledge system on how to run ICTs in education through data collection;
- b. Promoting educational programs in STEM, especially for girls, by:
 - i. Updating the Mendeleev Prize, adding more different prizes and giving the opportunity to win an internship;
 - ii. Focusing on women's careers and encouraging them to participate;
- c. Creating accessible ICTs programs for older people, in order to make them included in the contemporary society;

22. *Striving* to achieve digital inclusion for indigenous communities, by:

- a. Diversifying ICT tools such as the postal service, thus ensuring a variety of options that are inclusive for those in rural areas or with certain beliefs against modern technologies;
- b. Ensuring that enough software is produced in the language of origin to help those in need in crossing certain language borders by:
 - i. Ensuring that there is a certain obligation for an amount of active members from societies in subject to help developing the translation process of these languages;
 - ii. Including their active membership in the monitoring and organization of the software development and the translation process of the specified software;
 - iii. Preserving the traditional languages on the verge of extinction through data collection with a privacy protection system;
- c. Creating indigenous media in their own language in order to have access to all forms of non-indigenous media without any discrimination, promoting their right, by:
 - i. Incorporating the UNESCO-Weidong Group Funds-in-Trust Project, which can provide regulation and funds for a diverse implication of different ICT tools for this specific society;
 - ii. Building infrastructures to extend internet network in rural areas;
 - iii. Teaching how to navigate on the internet through accessible tutorials;
- d. Promoting training programs to empower indigenous communities through ICTs run by active members of the indigenous communities making it inclusive to them.



Code: 1/2

Committee: United Nations Educational, Scientific, and Cultural Organization

Topic: Information and Communication Technologies to Empower Vulnerable Societies

The United Nations Educational, Scientific, and Cultural Organization,

Recognizing the importance of having information and communication technologies (ICT) accessibility for all, as access to reliable technology is vital to different aspects of everyday life, which is why we advocate for the adoption to the Alliance for Affordable Internet,

Reaffirming General Assembly resolution 74/197 on “Information and communications technologies for sustainable development”, which emphasizes the importance of ICTs and the role that these technologies play into achieving the sustainable development goals (SDGs),

Reminding Member States of the significant impact that private industries have on the development of information and communication technologies as the primary driver of infrastructure growth,

Reiterating General Assembly resolution 217(III) on “International Bill of Human Rights” that adopted the *Universal Declaration of Human Rights* (1948) and the rights granted to all people regardless of age, ethnicity, gender, race, religion, sexual orientation, or any other factors,

Recognizing the value of ICTs in preserving indigenous culture, language, and heritage,

Recalling that creating access does not equal usage, as lacking education on the use of ICTs hinders access to physically available infrastructures,

Resolving to expand upon the existing *ICT Competency Framework for Teachers* (2018) and UNESCO’s Rapid Teacher Training on Open, Distance and Online Learning (RTT) outside the COVID-19 pandemic to ensure digital literacy in coming generations,

Encouraged by the valuable work of the achievements already attained through UNESCO’s Information for All Programme (2001), which provides a platform for discussion on ICT policy and establishes a framework for measures in the sector of digital literacy, information, and access,

Regretting that half of the global population does not have access to ICTs as of 2021, according to the Broadband Commission’s report, *The State of Broadband: People-Centered Approaches for Universal Broadband* (2021),

Also regretting that individuals using the internet in rural areas are approximately 30% lower than those in urban areas at the global level, according to the International Telecommunication Union (ITU),

Recalling the *Addis Ababa Action Agenda of the Third International Conference on Financing for Development* (2015), which underlines promoting public-private partnership (PPP) and the need for multilateral forums in order to share knowledge and lessons regarding infrastructure development,

Cognizant of the plethora of positive implications of the expansion of technological infrastructure capabilities within least developed countries, while remaining aware of the significant financial burden incurred by increasing ICT infrastructure development,

Bearing in mind the work of the United Nation’s Internet Governance Forum (IGF) that reunites annually several ICT stakeholders in order to discuss national and international internet policies,

1. *Recommends* an increase in funding to the Information for All Programme (IFAP) by 22.5% through ECOSOC and partner expansion by 2030, in order to strengthen the program by

equipping it with resources to aid in the development of ICT infrastructure and expanding its operational scope to:

- a. Support the development of physical infrastructure in Member States by providing funding and technical support to Member States;
 - b. Support the development of knowledge sharing frameworks by educating vulnerable societies on the use of ICTs and sharing specialized technical knowledge on the maintenance and use of ICT infrastructure;
 - c. Support the development of cultural infrastructure in vulnerable communities by enabling them to make use of ICTs for expressing their cultural identity through New Media in a self-directed way;
2. *Suggests* Member States consider strengthening and stimulating private industries related to ICT infrastructure through policies including but not limited to the creation of targeted subsidies that support local businesses, offering tax-exempt status for industries vital to ICT infrastructure, protecting intellectual property and sharing critical intellectual property;
3. *Commits* to building and expanding upon the Rapid Teacher Training (RTT) on Distance, Open, and Online Learning Programs, created to help educators during a global pandemic that forced teachers to move to online learning, while continuing to make the RTT a global program that continues to be expanded upon, as well as addressing the lack of and benefit of ICTs in education in order to ensure that there is a skilled labor force to operate ICT systems and digitally competent societies benefiting from ICT infrastructures through new methods including, but not limited to:
- a. Building off the existing system within the RTT program to allow for a self-paced system for individuals and educators to further build their digital competency; courses such as but not limited to:
 - i. Business informatics;
 - ii. Programs to teach all individuals how to use modernized technologies;
 - iii. Specific courses aimed towards how educators can incorporate technology into the classroom for both their students and themselves;
 - iv. Digital government services;
 - b. Establishing a recommended set of benchmarks for education systems with a goal for digital literacy rates in newer generations, using an internationally accepted grading system similar to language proficiency measurements, and leaving the discretion to Member States to choose what level of proficiency they desire for their citizens;
 - c. Enabling digital literacy for vulnerable societies in order to help them become self-reliant; as well as establishing science, technology, engineering, and mathematics (STEM) training with the aim of teaching skills to empower women to gain knowledge and confidence in highly-demanded skills in the labor force;
4. *Invites* Member States and any other relevant stakeholders of the ICT sector, such as governments, the private sector, social enterprises, non-governmental organizations (NGOs), and civil societies of all Member States to share information regarding the development of ICT infrastructure by:
- a. Sharing best practices regarding the development of ICTs at the national level by recommending the exchange of ICT information amongst public and private sector ties, utilizing the aid from NGOs as well as already established ICT programs in respective

countries, and applying information shared through the International ICT Development Forum (IIDF) at a national level;

- b. Conducting state-to-state exchanges of experts in ICT infrastructure and education to provide advice suitable to local conditions;
 - c. Focusing efforts on supporting a shared network to foster cultural exchange and enrichment, enable efficient government communication and cooperation, especially response to disasters, and encourage policies favoring positive ICT expansion within shared regions;
5. *Recommends* the expansion of the scope of the IGF in order to establish an International ICT Development Forum (IIDF) that would:
- a. Adopt a broader scope towards the development of ICTs by addressing not only internet but would also focus on the development of all ICT infrastructures, including internet, broadband connectivity, wireless networks, electronic devices, radio, and audio and visual media;
 - b. Hold biannual meetings with all relevant stakeholders of the ICT sector, such as governments, the private sector, social enterprises, NGOs, and civil societies of all Member States;
 - c. Focus on Encourage multilateral partnerships between developed countries and least developed countries in their development of ICT infrastructure;
 - d. Reinforce domestic capacities of all Member States in the development of ICT infrastructures;
 - e. Work directly towards the achievement of SDGs 9, 10, and 17 on the international level;
6. *Encourages* Member States to collaborate with international institutions such as the World Bank and regional institutions such as UNESCO regional offices, the Asian Development Bank, and the African Development Bank, in order to hold information sharing on best practices and the process of the PPP, where and when applicable;
7. *Suggests* Member States put more of an emphasis on the role of ICT infrastructure in language and culture preservation and development by:
- a. Increasing research and development of indigenous language teaching applications or websites;
 - b. Establishing universal translation systems, enabling indigenous populations to voluntarily participate in national and global economies;
 - c. Establishing a peer system to enable sustainable efforts of both language preservation and ICT skill development;
 - d. Working on enabling vulnerable societies to produce their own content in the digital sphere, for example videos, but also software applications that address their specific needs;
8. *Invites* Member States to collaborate with industries in the networking field, all of which can help to increase accessibility to ICTs in vulnerable areas, by:
- a. Conducting research into how to reach certain geographic regions with no access to the internet;

- b. Establishing cellular access points in areas where cell service is currently limited;
 - c. Encouraging the creation of public spaces where internet and news can be accessed and messages can be broadcast;
9. *Encourages* Member States to adopt the Alliance for Affordable Internet by ITU that aims to build partnership for a global coalition working to drive down the cost of internet access in low- and middle-income countries through policy and regulatory reform by:
- a. Promoting public information and granting the necessary tools for the people to being able to access information such as public internet access points to browse the web, public telephone landlines to allow communications, and primitive and easy-to-use devices, such as the radio;
 - b. Incentivizing local news organizations with funding to make organizations independent, allowing the freedom of speech and multicultural exchange, and promoting diversity and addressing the various problems to contribute to the awareness of the population.



Code: 1/3

Committee: United Nations Educational, Scientific, and Cultural Organization

Topic: Information and Communication Technologies to Empower Vulnerable Societies

The United Nations Educational, Scientific and Cultural Organization,

Aware of an estimated number of 3.7 billion people that still lack access to the internet and vulnerable populations, such as refugees, internally displaced people, indigenous people, or people with disabilities, are more frequently affected by the inaccessibility of information and communication technologies (ICTs),

Alarmed by the fact that 79% of the population in the Least Developed Countries (LDCs) live within a mobile-broadband signal but only 20% had access to the internet in 2020, due to high costs for internet use and lack of technical devices to connect to the internet,

ITU

Recognizing the crucial and growing role that ICTs play in linking the global population, especially vulnerable persons, to basic public services and needs, including healthcare, education, government, and industry, to promote a more efficient allocation of financial resources and opportunities for entrepreneurship and business development,

Acknowledging the work done by organizations such as the International Telecommunications Union (ITU), Indigenous Peoples Major Group for Sustainable Development, and International Work Group for Indigenous Affairs to mitigate the further marginalization of vulnerable populations, exacerbated by lack of access to essential ICTs related to government, healthcare, and other essential services,

Emphasizing the importance of the reuse and recycling of retired devices from developed countries to increase the digitization of education and close the student to device ratio gap in least developed and developing countries,

Recalling the diversity of ICTs and the current capability of traditional ICTs to reach rural and indigenous populations while closing the multi-generational digital divide between citizens of different economic statuses that disproportionately affects women,

Expressing concern that women are 20% less likely to own ICT devices for communication, working, and education as stated in United Nations Children's Fund's (UNICEF) report *Gender and Innovation: Evidence briefs– Insights into the gender digital divide for girls* (2020),

Noting the need for increased training and education to close the digital literacy gap between males and females, as evidenced by ITU's report on *Measuring digital development 2021*, which found that globally 62% of men compared to 57% of women use the internet, to promote the financial independence of individuals,

Highlighting that though representing 50 percent of the world's population, women represent 70% of the world's poor and are thus disproportionately affected by the lack of ICT competence and infrastructure, considering the United Nation's Economic Commission for Africa's *2020 Africa Sustainable Development Report* that found ICTs play an essential role in economic growth and the creation of knowledge societies,

Further alarmed that research shows technologies such as artificial intelligence stereotypically employ the female image and voice,

*Inspired by the progressive and innovative plan developed in the UN Women *Beijing Declaration and Platform of Action* (1995) that addresses gender inequalities, notably in education, and declared it an area of significant concern,*

*Reiterating the *Universal Declaration of Human Rights* (1948), which guarantees the right to “seek, receive, and impart information and ideas through any media, regardless of frontiers,” and Sustainable Development Goals (SDGs) 4, 5, 9, and 10,*

*Bearing in mind the implementation of ICTs in national education policies, such as the ICT in Education Policy Toolkit that manages initial steps to policy development and guidelines from the *Information for All Programme* (IFAP), which have supported the transformation of Member States into digitally empowered societies,*

*Supporting the *Broadband Commission for Digital Development’s* goal of increasing the number of people in LDCs online from 25% to 35%, and developing countries to 65% by 2025,*

Expounding upon the United Nations Educational, Scientific and Cultural Organization (UNESCO) ICT Competency Framework for Teachers, designed to inform educational policymakers and teacher-educators on the role of ICTs in educational reform and assist Member States in developing national ICT competency standards for teachers,

*Considering the Secretary-General’s *2020 Roadmap for Digital Cooperation Report* (A/74/821) which underlines that 93% of the world’s population lives within physical reach of mobile broadband or internet services, but only 53.6% of the world’s population uses the internet due to a lack of knowledge,*

*Mentioning that in 2021, 2.9 billion people were still offline, only one in ten young people in Africa had network experience (*ITU Facts and Figures*, 2021), and only 25% of Africans had broadband access, according to the *World Bank’s report Connecting Africa Through Broadband*, including 3G and 4G,*

Appreciative of the UN’s ICT Task Force for identifying challenges and developing actionable solutions to enhance global ICT supply chain resilience and guided by the 2022 World Telecommunications Standardization Assembly (WTSA 20) that sets norms and models for ICT use until 2026,

Recognizing the work of the Financing for the Development in the Era of COVID-19 and Beyond Initiative to facilitate the transition to online learning during the COVID-19 pandemic, which has had concerning impacts on the academic performance of children worldwide,

1. *Endorses the digitization of government services such as healthcare, social and educational services;*
2. *Encourages Member States, considering the national objectives of each, to integrate translations of government, healthcare, and other essential service websites into indigenous languages by collaborating with local indigenous groups, linguistic and cultural representatives, and experts;*
3. *Further suggests the collaboration between Member States and non-governmental organizations (NGOs) that have the experience, resources, and ability to assist in the implementation of the set norms and models ICT use until 2026 and can play a primary role in promoting access to the internet and ICTs facilities;*

4. *Recommends* that Member States partner with local NGOs that assist and facilitate the entrepreneurship of indigenous, rural, or other vulnerable populations through the usage of ICTs in initiatives such as:
 - a. Creating virtual listings for homestays, in which rural and indigenous populations can attract visitors by hosting them in their homes, enabling them to directly generate income from tourism in the region, exemplified by the initiatives of Fernweh Fair Travel, and other sustainable tourism groups;
 - b. Participating in online marketplaces where artisanal goods can be sold directly to foreign markets for a higher profit margin;
 - c. Providing resources and lessons in all languages through partnerships with representatives of local populations;
5. *Invites* Member States to address SDGs 1, 5, 8, and 10, or gender equality, no poverty, reduced inequalities, and economic growth, by establishing ICTs as an efficient means for national economic growth and development by:
 - a. Encouraging municipalities to invest in public access to internet and fundamental connection services as an efficient development tool through:
 - i. Open access to public libraries, education centers and spaces;
 - ii. Maintenance and preservation of municipal communication infrastructure and encouraging the recycling of privately-owned goods for public use;
 - b. Encouraging Member States, respecting state sovereignty, to incorporate ICTs in their development goals as a tremendous opportunity for the growth of knowledge societies;
6. *Encourages* Member States to consider the expansion of all types of ICTs, including radio, TV, and mobile telephones, in application design development to increase engagement of vulnerable peoples by partnering with programs such as the Indigenous Rights Radio;
7. *Advocates* for the creation of mobile learning centers by Member States to directly provide citizens with digital skills and guidance on how to utilize needed technology;
8. *Calls on* Member States to support and commit to meeting national ICT education strategies to help governments and stakeholders leverage ICTs effectively throughout education systems to ensure the necessary training and access needed to empower the most vulnerable individuals;
9. *Further encourages* the Member States to contribute to education policies by continuing to develop ICTs in UNESCO's Education Policy Toolkit and participating in the IFAP;
10. *Motivates* the investment of private sectors, including community-based groups, religious institutions, NGOs, and businesses, in accordance with national policies and definitions, to take an active role by:
 - a. Supporting learning outcomes through the promotion of direct digital services;
 - b. The participation of NGOs in the use of widely accessible education tools;

11. *Asks* Member States to increase affordable, reliable, and available internet connection to all publicly funded educational institutions, including primary, secondary, and tertiary education;
12. *Encourages* Member States, while respecting national objectives, to promote ICT usage in education systems in regions most affected by high rates of illiteracy and school-removal in order to tackle the general overrepresentation of women and girls who do not attend educational institutions by:
 - a. Establishing national objectives and quotas in ICT development that reflect Member States' priorities;
 - b. Using ICTs as a tool for gender equality promotion in science, technology, engineering, and mathematics programs by:
 - i. Increasing school access and attendance possibilities through the internet;
 - ii. Increasing the visibility and promoting the criteria in the access of such programs with the use of technologies;
13. *Promotes* the establishment of international standards for teacher-educators in protecting children as they encounter and use new technologies and promote online safety through:
 - a. Recommending the creation of initiatives to promote social inclusion in ICT sectors as outlined in the *Global Education Monitoring Report (2020)*;
 - b. Exhorting Member States to scale UNESCO's Partnership with Blackboard in the Caribbean to other developing or LDCs to promote "strategies, tools, and resources for use in the digital space" to improve education curriculums and experiences for teacher-educators and students;
14. *Suggests* the implementation of an adaptable training guide, made by experts under the purview of UNESCO, to teach citizens how to safely navigate the usage of ICTs;
15. *Encourages* Member States to implement curriculums on different platforms with more ICTs in order to increase engagement and knowledge of ICTs among students;
16. *Welcomes* the expansion of the Malawi Multipurpose Community Telecentres Project implemented by ITU that aims to enable the use of ICTs to bring better opportunities for education, employment, information on health services, business opportunities in rural areas through providing broadband connection to rural communities by distributing basic sets of accessible ICT equipment, facilities and training to rural areas;
17. *Implores* Member States to expand the *Ensuring Continuity of Learning for the Most Vulnerable Children and Youth Programme* in Senegal implemented by UNESCO, UNICEF, and ITU that builds on existing partnerships with the private sector (including Microsoft and the media industry), civil society organizations, and organizations working with children with disabilities;
18. *Calls upon* the Member States to model Learning and Knowledge Development Facility that aims to address the digital divide in developing countries by providing training and curricula in ICT-related skills for young students in LDCs through public-private development partnership;

19. *Further recommends* Member States model the Girls Effect's *Technology Enabled Girl Ambassadors*, that seeks to empower refugee girls by providing them with mobile devices to collect video, audio, and survey data for organizations and gather information on effective communication efforts in camps through the use of technology;
20. *Suggests* the establishment of the *United Nations Programme for Upcycling and Redistribution of ICTs* (UN-PURI), a program managed by the UNESCO Secretariat that aims to facilitate access to ICTs for everyone, including women, children, and vulnerable societies by:
 - a. Collaborating with other UN bodies/agencies that support vulnerable societies and have expertise on ICT-related topics like the UN High Commissioner for Refugees or the ITU, as well as with the UN ICT task force;
 - b. Scaling the work of organizations for example, the UN Environmental Programme that has already worked on recycling technology, and organizations like Human-I-T, that already donate technology to people in need on a local level and expanding these on a global scale;
 - c. Asking the Joint SDG Fund and other related UN bodies to fund the UN-PURI project;
 - d. Partnering with online platforms, on which private people or companies can register their used, broken, or refurbished ICT devices, like laptops and smartphones, and receive a free shipping label to the nearest UNESCO national commission;
 - e. Including manuals on how to use the devices in the respective indigenous and official languages of each Member State;
 - f. Incorporating the possibility of installing shortcut apps of the UNESCO resources on the recycled devices for vulnerable populations, such as educational programs and local emergency contact information;
 - g. Distributing the collected ICT hardware devices in cooperation with other UN bodies and NGOs that work with vulnerable societies;
 - h. Advocating for cost reduction of ICTs in developing countries where vulnerable populations are located by allocating financial resources towards ICT development programs;
21. *Urges* the implementation of an open-source platform as part of UN-PURI where developers and companies worldwide can tailor software and document packages for vulnerable societies that can be installed on the new/refurbished devices, such as language learning, asylum documents for refugees, and inclusive software for neuro-divergent and disabled people, thereby:
 - a. Encouraging all Member States to implement their strict laws regarding data protection in order to protect vulnerable members of society online;
 - b. Recommending Member States promote these platforms and websites through their own governmental websites to raise awareness for them;

22. *Suggests* to the Member States the implementation of a gendered perspective in all investments and development projects of ICTs, especially in developing nations, to ensure that women have equal access to the benefits of efforts in ICT expansion by:
- a. Implementing a mandate for gender recognition in all executive positions in the public development of ICTs;
 - b. Increasing visibility and sensitivity for women regarding the use and opportunities in communication technology proliferation by:
 - i. Creating public campaigns;
 - ii. Increasing conversations regarding ICTs in community spaces' agendas;
 - iii. Suggesting the implementation of indicators that will track the use of ICT development for women;
 - iv. Creating the *Global South Fund for the Promotion of ICTs* based on South-South collaboration where the fostering of developing and least-developed country cooperation will allow such initiatives to prosper and ensure the pursuit of ICT expansion, especially in least developed and developing countries;
23. *Welcomes* an open dialogue, following the example set by the UN's B-Tech Project, with leading ICT companies to prevent coded bias in technology by:
- a. Ensuring there is a gender balance in machine learning to prevent algorithms from perpetuating gender stereotyping;
 - b. Promoting job application systems that exclude the gender of applicants;
24. *Calls upon* Member States to address SDG 4 and SDG 5 to meet the goals of the *2030 Agenda for Sustainable Development* (2015) and increase ICT training and education by:
- a. Establishing programs that improve digital skills for women and girls;
 - b. Securing necessary training for teachers on online instruction;
 - c. Ensuring online courses are accessible to disabled members of society;
25. *Further invites* Member States to research and implement educational development programs that provide opportunities for women and other vulnerable populations to participate in online learning such as:
- a. Online modules, which allow for asynchronous and side by side learning for parents and their children;
 - b. Broadcasting options to promote increased synchronous education opportunities which facilitate learning from home through trained educators;
 - c. Booklets or paper materials that also facilitate learning for parents and children alike;

26. *Strongly suggests* that Member States and social partners continue a discussion on the status of women in ICTs within the Commission on the Status of Women's annual conference in March 2023 (CSW68) in order to track and share amongst the international community the level of inclusion of women in ICTs, while respecting state sovereignty.