

25 – 29 MARCH 2018

Documentation of the Work of the International Telecommunication
Union (ITU)



Conference B

International Telecommunication Union (ITU)

Committee Staff

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Agenda

- I. Promoting Digital Citizenship among Youth
- II. Using ICTs to Promote Gender Equality and the Empowerment of Women
- III. Advancing Human Right and Development through Artificial Intelligence

Resolutions adopted by the Committee

Code	Topic	Vote
ITU/1/1	Promoting Digital Citizenship Among Youth	Adopted without a vote

Summary Report

The International Telecommunication Union (ITU) held its annual session to consider the following agenda items:

- I. Promoting Digital Citizenship among Youth
- II. Using ICTs to Promote Gender Equality and the Empowerment of Women
- III. Advancing Human Rights and Development through Artificial Intelligence

The session was attended by representatives of 33 Member States.

On Sunday, the committee adopted the agenda of I, II, III, beginning discussion on the topic of “Promoting Digital Citizenship Among Youth.” By Tuesday, the Dais received a total of five proposals covering a wide range of subtopics, including teacher and youth training, curriculums, ICT infrastructure in rural areas, ICT hotspots, digital youth summit, public-private partnerships, education, and ITU study groups. On Monday, the committee was motivated and engaged, with groups already discussing potential mergers throughout meeting suspensions. The collaboration continued throughout formal sessions, when speeches reflected delegates’ well-researched understandings of how to build on ITU’s existing framework, including ITU’s study sessions, expert groups, and research sectors. By Tuesday afternoon, the five proposals had merged into two, and discussion on combining all working papers into one joint paper appeared.

On Wednesday, one united draft resolution had been approved by the Dais. The committee adopted one resolution following voting procedure, which had unanimous support by the body. The resolution represented a wide range of issues, including engaging youth with Science, Technology, Engineering, and Math (STEM), fostering regional engagement, creating information sharing platforms, and developing youth-oriented action plans. The committee employed diplomacy to its fullest effect, effectively employing consensus to reach a single, very detailed resolution. Their hard work, focus, and commitment to negotiations was very apparent in the final substantive product of the committee, as well as in their rare ability to self-moderate throughout productive suspensions.



Code: ITU/1/1

Committee: International Telecommunication Union

Topic: Promoting Digital Citizenship Among Youth

1 *The International Telecommunication Union,*
2
3 *Bearing in mind* the purposes and principles of the *Charter of the United Nations* (UN) (1945),
4
5 *Calling attention* to Article 26 of the *Universal Declaration of Human Rights* (1948) which emphasizes the right of
6 access to education and training,
7
8 *Guided by* Sustainable Development Goal (SDG) 4 and SDG 9, which aim to achieve global quality education and
9 industry as well as innovation and infrastructure,
10
11 *Keeping in mind* the *United Nations Convention on the Rights of a Child* (1989), particularly Articles 13 and 16,
12 which protect the right to freedom of expression, and the right of not being subjected to unlawful interference with
13 privacy,
14
15 *Noting that* the *Constitution and Convention of the International Telecommunication Union* (ITU) (1992) states that
16 the ITU's purpose is to "promote the extension of the benefits of new ICT [Information and Communication
17 Technology] to all people,"
18
19 *Drawing attention* to the *Connect 2020 Agenda for Global Telecommunication/ICT Development* (2014) and the
20 *2030 Agenda for Sustainable Development* (2015),
21
22 *Recalling* the second objective of ITU resolution 200 (2014) *Connect Agenda 2020 for global*
23 *telecommunication/information and communication technology development* which highlights the importance of
24 inclusiveness through the use of ICTs,
25
26 *Affirming* that, according to the *ITU Digital Opportunities Report* (2014), youth make up 17 percent of the world's
27 population,
28
29 *Recognizing* the need to increase technological literacy, defined by United Nations Educational, Scientific and
30 Cultural Organization (UNESCO) as the ability to use technology in order to access, create, manage, and integrate
31 communication information as it allows for a greater increase in information sharing for both the workplace and in
32 daily lives,
33
34 *Acknowledging* the accessibility of ICT within economically developed Member States,
35
36 *Concerned with* the lack of available Internet platforms that help facilitate ICT education and training as recognized
37 by the ITU World Telecommunication/ICT Indicators Database,
38
39 *Applauding* the ITU's recent collaborations with the United Nations Children's (UNICEF) and UNESCO, which are
40 aimed at creating universal approval of education programs that combine ICT and traditional curriculum to decrease
41 the illiteracy rate,
42
43 *Aware of* ITU resolution 70 (2010) which acknowledges the educational and workforce benefits that arise from
44 educating youth in digital citizenship and encouraging better use of technology,
45
46 *Taking into consideration* the efforts of the annual Economic and Social Council (ECOSOC) United Nations Youth
47 Forum which addresses the need to sustain previous achievements, such as those made in the *Addis Ababa Action*
48 *Agenda* (2015), clauses 7, 12, 16, and 114 which intensify efforts regarding the promotion and financing of ICTs in
49 order to expand the development of youth,

50
51 *Recalling* UNICEF’s State of the World’s Children: Children in a Digital World (2017) which notes that around 346
52 million 15-24 years old do not have internet access,
53
54 *Taking into account* the ITU Development sector’s (ITU-D) work and future efforts to decrease the digital gap
55 between rural and urban areas,
56
57 *Concerned* that the global youth unemployment rate is 13.1 percent, which is three times higher than the adult
58 unemployment rate according to World Employment Social Outlook Trends 2015 Report of the International Labor
59 Organization (ILO),
60
61 *Recalling* General Assembly resolution 72/146 (2017) which highlights that the unemployment of over 71 million
62 young people worldwide has led to inequality and poverty, especially among rural and developing regions,
63
64 *Emphasizing* the *Convention on the Elimination of all forms of Discrimination against Women for Youth* (2016) on
65 the economic and social rights of young women and girls, particularly focusing on digital education in rural areas,
66
67 *Recognizing* the importance of Members States working domestically to use existing technologies in order to ensure
68 the safety and sustainability of young citizens, and to prevent ICTs from being used to harm other vulnerable youth
69 populations,
70
71 *Noting* the lack of available resources for educating youth on the ICTs,
72
73 *Emphasizing* the importance of cooperation between UN agencies and private-public compacts in ensuring the
74 steady stream of technical knowledge on digital citizenship throughout the entire UN body,
75
76 *Acknowledging* the work done by UNESCO Community Multimedia Centers (CMCs), which integrates ICT centers
77 that are accompanied with an introductory approach to the proper implementation of ICTs,
78
79 *Reaffirming* the UNESCO’s *ICT Competency Framework for Teachers* (2011) and its focus on policy frameworks,
80 competency frameworks, and implementation guidelines of ICT education,
81
82 *Noting* the ITU’s efforts in its 2009 partnership with UNESCO to create the *Guidelines for Industry on Child Online*
83 *Protection* (2015) in order to provide a framework for companies that develop, provide or make use of ICTs,
84
85 *Identifying* that the Organization for Economic Cooperation and Development (OECD)’s global competence
86 framework “Programme for International Student Assessment” (PISA) as a key tool in identifying and assessing
87 youth’s digital citizenship and how this can be promoted to youth across the world,
88
89 *Further emphasizing* the ITU’s *Innovative ICT Solutions for Youth Employment* (2017) report that emphasizes the
90 need to advance youth employability and entrepreneurship in a globalized world where digital skills are often
91 prerequisites for jobs,
92
93 *Observing* the potential that successful microfinancing programs hold in developing countries for further expanding
94 available ICT opportunities for youth,
95
96 *Recalling* the Global e-Schools and Communities Initiative (GESCI) which aims strengthen digital citizenship
97 among the youth by providing classes to teach young people on the use of ICTs,
98
99 *Highlighting* the ITU and the ILO’s “Digital Skills for Decent Jobs for Youth Campaign” which aims to “train 5
100 million young people globally with job-ready digital skills by 2030,”
101
102 *Concerned with* the lack of physical and online classes that directly promote the education of online business
103 creation and expansion for youth, especially with the increased use of ICTs in the global economy,
104

105 *Noting* the success of previous UN youth forums and summits that promote development of youth around the world,
106 including the annual “Economic and Social Council Youth Forum” and the ITU’s “Global Youth Summit” (2015),
107

108 *Taking into account* the intentions of General Assembly resolution 62/126 (2007), which calls upon member states
109 to promote responsible behavior and raise awareness of possible risks for young people arising from harmful aspects
110 of ICT to prevent exploitation and injury and bringing attention to the “Child Online Protection Initiative” (COP) for
111 the global security of our youth,
112

113 *Bearing in mind* the ITU’s *Guidelines and coordination requirements for the organization of ITU-T seminars and*
114 *workshops* (2015) which examines research regarding technological issues amongst all, with a particular focus on
115 youth, to develop guidelines for the use of said technology and the framework of Study Periods every five years
116 related with digital citizenship,
117

118 *Bearing in mind* that digital citizenship is defined as the “norms of appropriate, responsible technology use”
119 according to the ITU’s paper *Digital Literacy in the 21st Century* (2009) which includes having an online presence
120 that protects privacy and well-being of children, that is accessible to the individual, and effectively facilitates
121 communication between users of the internet,
122

123 *Taking into account* the actions taken to address the unique circumstances required for accessibility in regions
124 classified as Least Developed Countries (LDCs), Small Island Developing States (SIDS), and Countries in Special
125 Need (CSN),
126

127 *Recalling* Security Council resolution 2178 (2014) which condemns violent extremism and the recent UN-Member
128 State *Preventing Terrorist Use of the Internet* panel (2017), which discussed how youth are impacted by the spread
129 of misinformation,
130

131 *Commending* the work of GirlHypeCoders, a non-profit organization providing girls a voice in the digital world
132 through increasing digital literacy and a forum to take action against injustice in the fields of computer programming
133 and ICTs,
134

135 *Emphasizing* the need to establish more safe forums dealing with the insecurity of marginalized young persons
136 including but not limited to young girls, those in rural areas, and persons with disabilities in the classroom, the
137 Internet, and workplaces,
138

139 *Further emphasizing* the importance of existing public-private youth ICT partnerships including, but not limited to,
140 Internet.org by Facebook, One Laptop Per Child, and Project Loon by Google to establish successful and sustainable
141 initiatives,
142

143 *Emphasizing* the importance of education initiatives including, but not limited to the “Youth of Turkey Online”
144 (2011) program that addresses the potentially harmful exposure youth face through use of ICTs and how to teach
145 youth to avoid such exposure,
146

147 *Understanding* that according to the *Global Financial Literacy Excellence Center’s Economic Importance of*
148 *Financial Literacy: Theory and Evidence* (2015), youth in many Member States lack financial literacy skills and
149 such basic financial literacy skills on topics including saving, investment, and insurance are mandatory for success
150 in the modern world,
151

152 *Considering* the importance of expert panels in creating country-specific action plans similar to the African
153 Ministerial Forum (AMF) on the Integration of ICTs in Education and Training in Africa, which seeks to help
154 African Ministries of Education and Training harness the strategic use of ICTs to accelerate the transformation of
155 education and training systems,
156

157 *Guided by* frameworks such as *Smart Africa Manifesto* (2013) and the *Tunisia Digital 2020* (2017) which
158 implements ICT foundations into the basis of African region initiatives putting youth at the forefront of change,
159

160 *Defining* “cyberbullying” in accordance with the United Nations Chronicle’s publication on *Cyberbullying and Its*
161 *Implications for Human Right* (2016) as “prejudice and discrimination that often impacts people with protected
162 characteristics of race, religions, sexuality, gender identity and disability the most” through the internet, and noting
163 that impressionable youth are a major at-risk demographic,
164

165 *Reiterating* efforts to mitigate the human trafficking of youth by means of proper education of the risks of ICT use
166 and knowledge of proper internet safety through digital citizenship,
167

168 *Fully alarmed by* the lack of current, global programs dealing with cybersecurity preparedness among the ever-
169 changing sphere of technology, especially in regards to the youth,
170

171 *Recognizing* the Brazilian *Civil Rights Framework for the Internet* (2014) as a successful model to advance towards
172 securing and advancing freedom, privacy, and openness of the Internet through the creation of state guidelines,
173

174 *Recalling further* the existing cybersecurity regional frameworks including the *Belt and Road in Strengthening*
175 *Cyber Security in ICTs* (2014) and the *European Union General Data Protection Regulation* (2016),
176

177 *Cognizant of* General Assembly resolution 71/279 (2017) as well as *Saudi Arabia Vision 2030*, which promotes
178 Small and Medium Enterprises (SMEs) in encouraging youth employment and partnerships within the private sector,
179

180 *Affirming* the need to take an intersectional approach in education to ensure that youth with learning disabilities are
181 provided with the necessary assistance and guidance from trained educators who are knowledgeable in software
182 programs,
183

184 *Recognizing* the UN Broadband Commission’s Report *Cyber Violence Against Women and Girls* (2015) and
185 understanding that Internet fraud, digital theft and cyber crime damage privacy and security rights, most especially
186 among inexperienced youth who are often the easiest targets,
187

188 *Recognizing* that the UN Entity for Gender Equality and the Empowerment of Women (UN-Women) has stated that
189 women and girls have 25 percent less access to the internet compared to men and boys,
190

191 *Noting with approval* the cybersecurity standards promoted by ITU resolution 50 (2004) which emphasize
192 appropriate digital citizenship behavior and protection of youth from cybercrime,
193

194 *Recognizing* the ITU report on World Summit on the Information Society (WSIS)+10 High-Level Event, the
195 *Overview of ITU Activities of Cybersecurity* (2014), and the European Union General Data Protection Regulation
196 (GDPR),
197

198 *Reiterating* the potential and success of Brazil’s Local Area Network (LAN) Houses as the first initiative of this type
199 to provide hubs and cyber cafes to create a greater access of computers and low-cost digital literacy courses in rural
200 and low-income regions,
201

202 *Applauding* existing international databases, such as the International Centre for Missing and Exploited (ICMEC),
203 which prevent young digital citizens from being dissuaded from digital citizenship by focusing on the prevention of
204 human trafficking with care for susceptible youth,
205

206 1. *Calls for* the establishment of an ITU Study Group 21 (SG21) entitled “Youth Digital Citizenship” which will
207 meet during the upcoming 2021 Study Period and will be staffed by voluntary Member State representatives,
208 ICT experts, and established community leaders from volunteering Member States in order to develop a “Fact
209 Flipbook for New Internet Users,” and to discuss:

210
211 a. Young citizens’ ability to identify the spread of inaccurate information on the internet and recognize
212 misinformation online in order to facilitate a healthy digital environment;
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214 b. How youth can contribute to the development of digital communities and digital identities through the
215 use of social media platforms;

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- c. Appropriate methods for youth to take skills and abilities and translating them into positions of employment through online resources and professional forums;
 - d. A digital code of ethics based upon the findings of the Study Group, principles of respectful interaction, and the creation of content online in order to ensure youth participation in a healthy digital environment;
2. *Urges* the ITU Study Group 21 to further develop a “Fact Flipbook for New Internet Users” and other relevant resources by:
- a. Implementing interactive Fact Flipbook for global youth which outlines the Groups’ findings and research to help new internet users be digitally literate and navigate the online sphere;
 - b. Delivering printed multilingual Fact Flipbooks to institutions of bureaucratic governance within willing and able Member States in order to reach citizens with the knowledge of digital citizenship before they access the internet;
 - c. Engaging local governments to utilize the Fact Flipbook in classrooms for students to practice and exercise the content taught in the Fact Flipbook;
 - d. Working with private Internet Service Providers that engage in consultative selling such as Verizon and AT&T to disseminate the use of the Fact Flipbook and provide support for new internet users through the conduction of household visits;
3. *Establishes* the “Students for Digit@l Inclusion Summit,” a youth summit program for the promotion of research, education and development in the field of technology by:
- a. Conducting an application process lead by leaders in the ITU-D which will be conducted biannually, will be open to groups of six university students majoring in fields relevant to ICTs lead by one professor of Science, Technology, Engineering, and Math (STEM) from every Member State and one ITU expert, will consist of comprehensive questions regarding how the applying group will intend to effectively share what they will learned at the summit with their home institutions and local government officials and why they believe that they would benefit the most by attending the summit; and will be submitted to the International Telecommunications Union (ITU) or Telecommunication Development Bureau (BDT);
 - b. Holding a competition on the final day of the summit where students will devise innovative technological research and product proposals under the guidance of one their ITU expert and accompanying professor of STEM to attending ITU and corporate representatives to be judged based on the creativity, sustainability, the efficiency of the product or idea, and the product’s ability to benefit the international community;
 - c. Encouraging the support and engagement of private corporations in the substantive content of the conference including, but not limited to lectures, demonstrations, and the answering of questions posed by students;
 - d. Further encouraging interested groups to make donations to the “Students for Digit@l Inclusion Summit” in the form of conference funding including, but not limited to, scholarships, and internship opportunities for competition winners;
 - e. Allowing for attending professors of STEM topics from each participating group to hold lectures each day of the summit alongside project leaders under the ITU-D on topics related to ICTs and digital technology;

- 271 f. Encouraging the United Nations University to offer one of its campuses to host the “Students for
272 Digit@I Inclusion Summit” by allowing the usage of the University’s facilities;
273
- 274 g. Requesting the voluntary allocation of funds to the “Students for Digit@I Inclusion Summit” by the
275 ITU Accessibility fund to ensure access to the adequate technologies used in order to effectively carry
276 out the summit’s mission for digital inclusion and local housing for participants;
277
- 278 4. *Encourages* the establishment of a Digital Inclusion Agenda under the recommendations of ITU-D specifically,
279 the Projects and Knowledge Management Department (PKM), to ensure ICTs are in the center of the Member
280 States objectives to establish and enhance training programs and develop school and university curricula by:
281
- 282 a. Aiming to increase the youth digital literacy rates and use ICTs in education;
283
- 284 b. Publishing yearly reports on the new and most efficient teaching methods including that for persons
285 with disabilities, these reports would be based on the current Gross Domestic Product (GDP) of
286 Member States to ensure ease of applicability and implementation;
287
- 288 c. Suggesting Member States to submit an effects and outcomes report on the new teaching methods and
289 curricula to measure the success of set strategies and highlight the most effective and efficient
290 methodologies;
291
- 292 d. Requesting funding from the ICT-Development Fund (ICT-DF) in order to encourage best practice and
293 sustainability of the agenda;
294
- 295 5. *Urges* Member States to universally expand upon the existing African Ministerial Forum (AMF) through an
296 expert panel with professionals from the educational and IT sector as well as representatives of non-profit
297 organizations with the mandate of:
298
- 299 a. Creating plans which respective varied cultures and social boundaries;
300
- 301 b. Establishing sustainable solutions for diverse countries, while also creating information sharing
302 platforms between countries to further progress and enhance digital citizenship;
303
- 304 c. Referring especially to the experts of the ITU, who are specializing on implementing training and
305 education systems, especially in areas with low internet access and ITU– infrastructure;
306
- 307 d. Coming together with local panels who especially have the knowledge about the affected member
308 states;
309
- 310 e. Helping to create and integrate an action plan to ensure training for youth by finding the right
311 programs depending on the current IT and Education Resources like Teachers or Internet Infrastructure
312 in the countries;
313
- 314 6. *Calls upon* all Member States to implement and expand upon the Commonwealth of Independent States (CIS)
315 Regional Initiatives from the World Telecommunication Development Conference 2014 (WTDC-14) in order
316 to:
317
- 318 a. Ensure that youth are not at risk of harmful ICT usage through the creation of an online protection
319 center;
320
- 321 b. Expand on building the confidence of ICT use and security to guarantee that all age ranges understand
322 possible negative outcomes of using ICT;
323
- 324 c. Create a social media initiative that promotes digital citizenship amongst youth such as
325 “#Youth4Technology” which would be launched through ITU’s social media platforms;
326

- 327 7. *Invites* Member States to encourage the inclusion and confidence of youth online and the prioritization of youth
328 security through data safekeeping and the discouragement of digital identity theft by:
329
- 330 a. Utilizing ITU data research at the discretion of Member States to reveal patterns in criminal activity in
331 unstable and conflict-prone regions to reduce and ultimately prevent suspicious behavior targeted
332 towards youth;
 - 333
 - 334 b. Encouraging local governments to train youth on the safe usage of technology and the internet,
335 including how to avoid and protect against malicious malware, cyber bullying, phishing attacks, cyber
336 theft, and to be able to distinguish deceptive information;
 - 337
 - 338 c. Ensuring that youth data is safe and private by implementing national laws modeled on Ghana's
339 successful *Data Protection Act* (2012);
 - 340
 - 341 d. Broadening security networks and strengthening surrounding Member States in accordance to the ITU
342 report on WSIS+10 High-Level Event to ensure that the spread of cybersecurity threats are isolated in
343 each region, will not expand globally to affect youth privacy in other regions, and will still protect
344 youth from identity theft and other harmful digital activities;
 - 345
- 346 8. *Encourages* local governments to oversee the creation ITU Mobile Community Multimedia Centers (MCMCs),
347 vehicles that cycle through rural and less developed regions to promote the use of ICTs among youth, which
348 will:
349
- 350 a. Structurally mirror the United Nations Educational Social and Cultural Organization's (ECOSOC)
351 Community Multimedia Centers (CMCs) providing Wireless Hotspots, online as well as offline
352 functionalities for areas with and without adequate reception accompanied with basic technologies
353 such as radio, televisions, and computers;
 - 354
 - 355 b. Ensure that oversight is provided, ideally by the Member State, to regularly monitor the effectiveness
356 of these MCMCs to maintain cost efficiency, sustainability and an adequate return on investment;
 - 357
 - 358 c. Strongly encourage partnerships between local governments and private institutions as well as
359 multilateral agreements between developed and developing countries as sources of funding;
 - 360
- 361 9. *Further encourages* the collaboration of ITU, all Member States, and private partners to promote and create
362 virtual educational programs such as digital classrooms that:
363
- 364 a. Promote intersectional technological integration of youth with disabilities, women, minority ethnic
365 groups, and youth who do not have access to formalized education;
 - 366
 - 367 b. Equip teachers and educators with proper ICT training by offering them digital literacy courses from
368 the ITU Academy respecting the UNESCO ICT competency framework for teachers, which will be
369 conducted to boost the production of digital educational content by working with collaborative
370 institutions such as STEM seeds, an online community created by teachers to promote and share
371 STEM lesson ideas, sample curriculum, and resources;
 - 372
 - 373 c. Develop a specialized and standardized digital curriculum for students that will created by the ITU's
374 standardization sector that will draw upon ITU expert group Study Group 12 and will include
375 mathematics, language and other standard education areas, and focus on educating youth on mobile
376 phone usage, computers, coding and programming, and other practical applications of technology;
 - 377
 - 378 d. Spread digital education to youth of all Member States, through the expansion of the ITU's *Mandate*
379 *on ICT Accessibility for Persons with Disabilities and Persons with Specific Needs* (2014) by
380 providing computers for ICT usage in rural areas through public-private partnerships;
 - 381

- 382 10. *Invites* Member States to increase Information and Communication Technology (ICT) access for youth in rural
383 communities through programs by:
384
- 385 a. Implementing domestic policies that enforce legislation which encourages access to internet for all
386 citizens, and partnerships between domestic programs and UN committees to help fund and enforce
387 organized and efficient ICT programs;
388
 - 389 b. Establishing plans that focus on social and digital inclusion for all youth in rural and urban regions
390 which call for a modernization of e-infrastructure, IT infrastructure, and telecommunications;
391
 - 392 c. Initiating national broadband programs to spread internet access to rural areas through collaboration
393 and dialogue with private, bilateral, and inter-committee partnerships to expand sustainable energy in
394 schools and community centers which will provide electricity for internet access;
395
 - 396 d. Developing internet access points by incentivizing, through cost cutting measures, public
397 entrepreneurship in rural, low-income areas that otherwise do not give youth technological
398 opportunities through projects similar to LAN houses that provide computers, projectors and materials
399 for children in rural areas;
400
- 401 11. *Recommends* that Member States promote relevant initiatives with regional NGOs, including existing programs
402 such as GirlHypeCoders and Girls in ICT Day, to target youth, specifically young women and girls in order to:
403
- 404 a. Build alliances, support groups, and networks toward future incorporation of ICTs;
405
 - 406 b. Act as a platform for youth, especially young women, to talk with one another, and address issues such
407 as socioeconomic issues and gender parity;
408
 - 409 c. Use technological education promote their success by introducing forum building organizations,
410 including but not limited to, programs sharing platform for girls in school and educate youth so they
411 can protect themselves against internet fraud;
412
- 413 12. *Urges* Member States to review UNESCO's ICT Competency Framework for Teachers to train teachers on
414 ways to improve ICT education in schools and learning centers with a focus on:
415
- 416 a. Providing a deeper knowledge of ICTs and increasing digital literacy to allow youth preparing for the
417 workforce to quickly solve complex problems and high priority issues that may arise in their future
418 area of work, society or everyday lives;
419
 - 420 b. Focusing on knowledge creation by providing an environment that will foster the ability to produce
421 and realize innovative and new ideas in relation to technology and ICTs;
422
- 423 13. *Suggests* the expansion of the ITU-collaborative Financial Inclusion Global Initiative Symposium (2017) to
424 developing economies worldwide in order to provide youths with digital financial competency and improve
425 their understanding of the online financial system through establishing local device person-to-person mobile
426 banking programs with centralized authorities in every Member State;
427
- 428 14. *Urges* Member States to implement and expand on partnerships and programs with a focus on job opportunities
429 in the digital economy and in entrepreneurship, and to begin to implement:
430
- 431 a. Online portals centralized around the educational and technological development of youth, specifically
432 in the business sector, as well as research funding opportunities for students to:
433
 - 434 i. Increase the accessibility and successfulness of online businesses created by youth by
435 providing a direct link to business-based educational resources without cost to the user;
436
 - 437 ii. Reduce the overall rate of youth unemployment by providing resources for students to grow
their business ideas with the financial support of other investors and donors;

- 438 iii. Encourage youth ICT entrepreneurship within the global economy facilitated by the
439 introduction of funding by private-sector stakeholders;
440
- 441 b. Programs such as Digital Skills for Decent Jobs for Youth Campaign in secondary school settings;
442
- 443 c. Training programs that focus on preparing students to enter various ICT sectors by:
444
- 445 i. Providing training on the fundamental use of basic digital devices such as smartphones and
446 computers training for advanced skills like coding;
447 ii. Increasing cooperation with private sector companies and existing programs as a gateway for
448 youth to participate in long lasting internships, such as Girls in ICT Day, which increased the
449 digital skill set of participants;
450 iii. Including training for the dangers of ICTs concerning forms of explicit material such as
451 violence and any other information that may harm the youth through their use of ICTs;
452
- 453 15. *Further recommends* the use of micro financing as a significant source of loans to aid in the establishment of
454 MCMCs, and they are economically sound, stable, and accessible to both poor and affluent participants;
455
- 456 16. *Encourages* the development of public-private partnerships to introduce innovative technology into rural areas
457 of developing and conflicted areas, in accordance with the ITU mandate, that:
458
- 459 a. Further encourages support for introducing ICT programs in conflict areas and offering opportunities
460 for public and private companies to present these efforts at the United Nations’ Universal Periodic
461 Review (UPR);
462
- 463 b. Strengthens support for research efforts to identify the applicability ICTs introduction to conflict
464 zones, rural areas, and other regions of interest conducted by corporations or organizations;
465
- 466 17. *Recommends* that Member States adopt the guidelines in educational systems to set an international standard
467 for:
468
- 469 a. Children gaining primary education by teaching desktop navigation and usage of fundamental
470 applications, rudimentary knowledge on internet exploration through the use of browsers, and use of
471 digital media for the purpose of communication and collaboration;
472
- 473 b. Youth obtaining secondary education by teaching comprehensive navigation on educational websites
474 such as Member States’ national library database and fundamental computer programming skills;
475
- 476 18. *Supports* the advancement of the ITU’s non-remunerated internship program open to undergraduate and
477 graduate students, and calling for more involvement from public-private partnerships (PPP) to give high school,
478 graduate, and undergraduate students international student exchange opportunities to improve their skills and
479 gain valuable experience;
480
- 481 19. *Suggests* that Member States utilize current technological advancements to identify and discourage the use of
482 digital sources of information that challenge or contest universally accepted human rights documents to promote
483 a positive internet environment and responsible digital participation amongst youth;
484
- 485 20. *Encourages* the exploration of utilizing cloud-based technology to connect students and educators worldwide
486 with the resources they need regarding ICT use, including knowledge sharing platforms and endorses regional
487 compacts in sharing technical knowledge and expertise on the utilization of ICTs in the classrooms and beyond;
488
- 489 21. *Calls upon* Member States to support technological improvements through increased educational conferences,
490 such as, the ITU Telecom World Conferences, with relevant parties in both the private and public sector to keep
491 up with the evolving nature of technology;
492
- 493 22. *Recommends* that ITU continue prioritizing youth global citizenship in funds allocation.