19-23 March

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

Committee Staff

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<th>Role</th>
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<tr>
<td>Director</td>
<td>Ariane Larouche</td>
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<td>Assistant Director</td>
<td>Tomás Ocampo</td>
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<td>Chair</td>
<td>Alen Thomas</td>
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<td>Rapporteur</td>
<td>Tara Kwan</td>
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Agenda

I. Empowering Vulnerable Groups through Access to Information and Communications Technology
II. Safeguarding World Heritage
III. Sports for Peace and Development

Resolutions adopted by the Committee

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<thead>
<tr>
<th>Code</th>
<th>Topic</th>
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<tr>
<td>UNESCO/1/1</td>
<td>Empowering Vulnerable Groups through Access to Information</td>
<td>42 votes in favor, 3 votes against, 1 abstention</td>
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<td>and Communications Technology</td>
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<tr>
<td>UNESCO/1/2</td>
<td>Empowering Vulnerable Groups through Access to Information</td>
<td>Adopted without a vote</td>
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<tr>
<td>UNESCO/1/3</td>
<td>Empowering Vulnerable Groups through Access to Information</td>
<td>43 votes in favor, 1 vote against, 2 abstentions</td>
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<td>Empowering Vulnerable Groups through Access to Information</td>
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<td>UNESCO/1/6</td>
<td>Empowering Vulnerable Groups through Access to Information</td>
<td>34 votes in favor, 5 votes against, 7 abstentions</td>
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<td>Empowering Vulnerable Groups through Access to Information</td>
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<td>UNESCO/1/8</td>
<td>Empowering Vulnerable Groups through Access to Information</td>
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<td>UNESCO/2/1</td>
<td>Safeguarding World Heritage</td>
<td>29 votes in favor, 12 votes against, 5 abstentions</td>
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Summary Report

The United Nations Educational, Scientific and Cultural Organization held its annual session to consider the following agenda items:

I. Empowering Vulnerable Groups through Access to Information and Communications Technology
II. Sports for Peace and Development
III. Safeguarding World Heritage

The session was attended by representatives of 45 Member States on Sunday, and the committee quickly moved to adopt the agenda of I, III, II, beginning discussion on the topic of “Empowering Vulnerable Groups through Access to Information and Communications Technology.”

On Monday, seven working groups formed and discussed the use of information and communications technology to better the lives of vulnerable peoples, such as the disabled, elderly, migrants, minorities, refugees, women, and youth. Providing access to online education, vocational training, teacher training, and improving broadband access were core components of the working papers.

By Tuesday, the Dais received a total of eight proposals covering a wide range of sub-topics such as addressing HIV/AIDS, closing the gender gap, building infrastructure, mitigating the effects of disasters, and making education more accessible. The committee was deeply engaged with the topic on Monday and Tuesday. Member States were attentive and eager to cooperate with one another to address the issue at hand.

On Wednesday, eight draft resolutions had been approved by the Dais, two of which had friendly amendments. The committee adopted all the draft resolutions following voting procedure and promptly began work on the second topic, “Safeguarding World Heritage.” By the end of session, the committee adopted a draft resolution on protecting cultural heritage and utilizing GIS technology to protect World Heritage Sites.
The United Nations Educational, Scientific and Cultural Organization,

Having considered the definition of vulnerable groups defined in the United Nations Report Module 8 under which it is stated that the elderly, people living with HIV/AIDS, and ethnic minorities are considered as vulnerable groups,

Deeply concerned by the still current inequality between men and women in the access to Information and Communications Technology (ICT),

Recognizing the importance of the United Nations Entity for Gender Equality and the Empowerment of Women (UN-Women) and the UN Joint Programme on HIV/AIDS (UNAIDS) that draws attention to the pressing issue as supported by the Consolidated Guidelines on Rights for Women living with HIV,

Highly alarmed by the rapid spread of HIV as stipulated under the Comprehensive Web Portal for Gender Equality Dimensions of the HIV-Epidemic under UN-Women,

Taking note of the importance of the Fund for Gender Equality and the Global Fund to fight AIDS, Tuberculosis and Malaria to provide financial aid for projects concerned with these topics,

Approving the use of already existing resources such as the AIDS Information System in Africa that is partly computer-based, the International AIDS Society and UNAIDS,

Recalling the HIV-related goals and commitments contained in the UN Millennium Declaration, in the 2005 World Summit Outcome, the Sustainable Development Goals (SDG), with special regard to SDG 3 and 5, and General Assembly resolutions 70/266 of 2016 and 65/276 of 2011,

Taking into account the particular vulnerability to HIV-infections that especially concern women employed in the sex industry, given the number of 20 million women who have suffered from the disease in the last year alone, and further drawing attention to the challenge of gender inequality concerning the access to ICT,

Reemphasizing the crucial role of the Equals Global Partnership for Gender Equality in the Digital Age between UN-Women and the International Telecommunication Union (ITU) in the representation of women in the fields of Sciences, Technology, Engineering and Mathematics,

1. Suggests that Members States support the establishment and national-level implementation of a newly-created Information System, inaugurated by the United Nations Educational, Scientific and Cultural Organization (UNESCO), UNAIDS, UN-Women and United Nations Information and Communications Technology Task Force, supervised by the World Health Organization (WHO) called Women and AIDS Information System (WAIS) through Information and Communications Technology (ICT), with the objective to promote and encourage the treatment of HIV, providing:

   a. Information about places to seek medical aid in particular affected regions, which shall be sought out in collaboration with WHO and UN-Women;

   b. Means of empowerment for women and girls through education, which shall be conducted under the guidance of the United Nations Children’s Fund (UNICEF) and UN-Women;

   c. Psychological aid for infected persons, which should be provided by:

      i. Experts within WHO; and
ii. Local professionals in order to guarantee that the mother tongue and the culture of affected people are regarded;

d. Active interaction through ICT (for instance but not limited to internet platforms or smartphone applications where available) in order to further aid and empower women through anonymous advice and responses relating to:
   i. Preventive measures;
   ii. Post-diagnosis measures to take to tackle immediate repercussions after the potential infection with the disease;
   iii. Organization of daily life even after the infection with HIV/AIDS and similar sexually transmitted diseases;

2. Encourages the use of WAIS as an agent of promotion, based on the guideline of UNESCO’s Program of Promotion of ICT and Media as a tool of capacity-building in peace and non-violence guideline to put forward:
   a. Successful women appearing in the fields of politics, finance, arts and sports;
   b. HIV-infected persons who managed to adapt their lives to the disease for instance, in order to inspire youth and create role models;

3. Recommends that WAIS be funded by the UNESCO Administrative Fund and suggests other reliant UN bodies to take part according to their mandate;

4. Invites Member States to organize and supervise free and public trainings in ICT, organized by IT specialists in order to ensure equal socioeconomic opportunities for women with regard to SDG 5:
   a. The trainings shall be given by the people designated under the mandate of each member state within national legislation;
   b. The trainings shall teach topics such as:
      i. Prevention of attaining HIV/AIDS;
      ii. Treatment for those who are already infected with the disease;

5. Intends to create a digital platform via the use of ICT aiming to gather all advances on the issue of HIV already made by international programs to be accessible for scientists around the world in order to enhance cooperation and accelerate information streams directed at specialist in research concerning HIV order to come to common solutions;

6. Appeals to Member States to promote Women’s leadership in the technical sector by organizing a campaign dedicated to women studying and working in Science, Technology, Engineering and Mathematics (STEM);

7. Strongly supports all the State-based initiatives dedicated to increase the engagement of girls in STEM subjects in formal and informal environments, such efforts to retaining the STEM workforce.
The United Nations Educational, Scientific, and Cultural Organization,

Acknowledging the lack of specifications in the definition of vulnerable groups as outlined by the United Nations Educational, Scientific and Cultural Organization (UNESCO), which includes women and youth with low or no literacy, indigenous communities, prisoners, and refugees,

Highlighting the general principles of the Universal Declaration of Human Rights (UDHR) that affirms the importance of equal access to information and communications technology (ICT) to all social groups,

Recognizing the educational benefits of ICT in the matters of achieving Sustainable Development Goal (SDG) 4: Ensure quality education for all,

Guided by the Education 2030 Incheon Declaration and Framework for Action (2015) that promotes inclusive and equitable quality education and lifelong learning for all,

Recalling the Vienna Declaration (1993) and the Convention for Rights of Persons with Disabilities (2006) concerning the issues regarding and persons with disabilities, since it defines the importance of empowering vulnerable groups,

Welcoming the help and the experience of the UNESCO Teaching and Learning for a Sustainable Future Programme, and the United States of America’s TeachHer Programme,

Reaffirming the need to create an international standard of broadband speed and coverage and the success of the European Union’s 2020 Broadband Targets in its attempt to provide equal access to quality internet, specifically providing gigabit connectivity for all public and private sector institutions, a minimum of 5G coverage for public goods, including public transportation, and access to Internet speeds of at least 100 Mbps to all private households,

Acknowledging the Women, Peace, and Security National Focal Point Network to provide a cross regional online forum for vulnerable groups, which gives educational access to vulnerable groups across Member States,

Seriously concerned about the United Nations Children’s Fund’s (UNICEF) report on Disaster Risk Reduction, stating that 50-60% of the world population affected by the natural disasters are children,

Deeply conscious about the educational and technological gap between developed and developing States, as the current globalized trend requires such adjustment in developing States, in order to connect to higher education and opportunities, and hence compete in the workforce globally through ICT,

Noting with satisfaction the example of Japan which supported the development of Uganda’s Department for Business, Technical, and Vocational Education (BTEVT) institutions through ICT’s, that improves the quality and capability of peacekeeping operations by developing the ICT skills of female personnel, by supporting a UN e-learning program that has finalized its educational materials, which are meant to be used by every Member State’s peacekeepers,

1. Calls upon all Member States to cooperate with stakeholders, the private sector, civil society organizations, development agencies, non-governmental organizations (NGOs), and local governments to assist Member States through funding and sharing of expertise to integrate connectivity as part of a national plan, by:

   a. Providing the necessary equipment, such as computers, mobile devices, and internet access, for vulnerable groups to have an equitable access to ICT;
b. Ensuring strong training and education for vulnerable groups, through a stable connection to electricity and internet provided;

c. Proposing the implementation of a Recycling Computer Program in partnership with private companies and ICT devices will be sent to school and refugees camps by exchanging old and new computers between the private companies and costumers that will receive a price reduction by buying new devices and giving the old one back;

d. Encouraging companies to donate devices to in-need countries and vulnerable groups, especially persons with disabilities and elderly people during natural disasters since they are the first victims of such tragedies;

e. Suggesting that all Member States to implement assistive technology centers, following the example of Qatar Better Connections, supporting migrant workers and improving their skills and abilities in the workcamp, through ICTs;

2. **Encourages** Member States to develop national guidelines for improving broadband speed and coverage for all persons, taking special consideration into the capabilities of each State, by participating in regional and international partnerships, such as North-South alliances between developed and developing States, to be measured through the Network Readiness Index to ensure an international standard of broadband speed and coverage to create equal access to the Internet, regardless of membership to a vulnerable group;

3. **Welcomes** all Member States to collaborate on developing computer programs teaching fundamental schooling content such as, but not limited to, language skills, mathematics, and sciences, to ensure comparable levels of knowledge for all social groups, with:

   a. The current expertise and experience from developed countries with a high level of technology, incorporating the existing programs of the United Nations Industrial Organization to ensure comparable levels of knowledge and products for all vulnerable population groups;

   b. Similar to the partnership between United States Agency for International Development’s Office for the Senior Coordinator for Gender Equality and Women’s Empowerment, many international organizations (IOs) and United Nations Entity for Gender Equality and the Empowerment of Women (UN-Women) in Kenya, regarding internet and school gender-gap;

4. **Declares** that the dialogue shall be founded on the One Million Safe Schools and Hospitals Campaign and managed by the United Nations International Strategy for Disaster Reduction (UNISDR) and UNESCO, with the objective to further share viable preparation strategies relating to natural disasters, by using ICT to:

   a. Prepare schools in the event of a natural disaster, using local network systems to secure children’s safety in school and ensuring a quick resumption of schooling after a natural disaster;

   b. Establish an online training system to educate teachers on how to react in the event of an emergency;

5. **Promoting** educational policies, venues and facilities for teacher training, as well as creating conditions favorable for a quality education environment, such as:

   a. Gender-sensitive trainings for populations in rural and remote areas;

   b. Safe and inclusive online educational social networks for all vulnerable groups;

   c. Government and United Nations Industrial Development Organization assistance towards information technology (IT) equipment purchase in order to provide the necessary material to schools and educational centers in developing countries;
6. **Invites** Member States to collaborate on women’s empowerment by implementing and promoting ICT training programs and seminars, such as:
   
a. Following the example of the UN Signals Academy and Training Center to increase women’s access and skills in ICTs in order to give the necessary tools in their professional lives;
   
b. Financing the projects through multiple possible instruments, such as, but not limited to, the United Nations Development Program and Japan’s Women in Development Fund, the Nippon Foundation, relevant multi-stakeholders, civil society organizations (CSOs), and NGOs;
   
c. Encouraging the international community’s collaboration on the progress initiated by the Women, Peace, and Security Focal Point Network to unite our efforts through application, such as:
      
i. An online educational platform for access among all member states as established through prior dialogue to create the basic principles for the online forum;
      
ii. Transparent and safe sharing of best practices and detailed documentation to gain greater expertise for all vulnerable groups and developing nations;
   
7. **Further invites** Member States to provide ICT equipment, staff training and website development for network exchange of locally produced media-related content, through the UNESCO International Program for the Development of Communication;
   
8. **Raises awareness** in the necessity of a schooling system based on a State-level, with the purpose of achieving a certified education provided by the State regardless of the geographical location of the students;
   
9. **Trusts** that all Member States adapt the UNESCO definition of vulnerable groups, with respect to their own realities and national legislation, with the purpose of using a similar framework to provide additional protection for those people inside national borders.
The United Nations Educational, Scientific and Cultural Organization,

Noting the fundamental rights stated in the Universal Declaration of Human Rights (UDHR) (1948) that should apply to everyone, including all vulnerable groups, with a focus on refugees and indigenous populations,

Bearing in mind the ambiguity of the current definition for vulnerable groups,

Affirming the Sustainable Development Goals (SDG) 4, 8, 9, 10 and the role access to information and communication technologies (ICTs) play in achieving these goals, specifically for refugees and indigenous populations,

Acknowledging with deep gratitude the Geneva Declaration of Principles and Plan of Action (2003), with its “global dedication and plan to extend the benefits of ICT to all Member States,”

Recognizing the Addis Ababa Action Agenda (2015) that states the development, social inclusion, and capacity building that can be achieved through technology for vulnerable groups,

Further recognizing General Assembly resolution 71/178 of 2016 on the considerations to all indigenous people in fulfilling the SDG and in national strategic frameworks,

Reminding all Member States of the importance of maintaining human rights in exceptional humanitarian situations such as, but not limited to, armed conflicts and environmental disasters,

Further acknowledging the need for vulnerable individuals to have access to the internet and information in periods of displacement, paired with the need for greater information collection on migrant movement to assist in humanitarian efforts,

Bearing in mind the need for Geographic Information Systems (GIS) software in regards to environmental issues affecting vulnerable groups, using programs that collaborate with the United Nations Educational, Scientific and Cultural Organization’s (UNESCO) Report on Climate Change and World Heritage Survey and the European Union’s Helsinki Action Plan Monitoring Survey in efforts to track climate change issues as well as proposed solutions,

Recalling General Assembly resolution 13(I) of 1946 with the introduction of United Nations Radio, within the mandate of the Department of Public Information and its ability to share relevant information to diverse groups of people,

Acknowledging the Office of the United Nations High Commissioner for Refugees (UNHCR), its funds and its special refugee media section to specifically positively influence the refugee’s situation,

Recalling the Global Cooperation on Assistive Technology (GATE) under the World Health Organization (WHO) in cooperation with UNESCO that contributes assistive technologies to indigenous populations in rural areas through the Priority Assistive Product List,

Recognizing the success of the UNESCO program ICT in Education that contributes to universal access to education and equity in education,

Appreciating the work of UNESCO’s initiative in Brazil that helped Member States create inclusive societies motivate young people to engage with government, and support the SDGs by creating a platform for information.
and transparency in establishment of national educational e-strategies that provide indigenous peoples with digital access to a knowledge society,

Noting the UNESCO Literacy and Life Skills Training Program implemented in Syria which provided opportunities for refugee youth to read, write and provide vocational training; to include ICTs provided through the United Nations Development Programme’s (UNDP) Technological Development Fund,

1. **Endorses** partnering with non-governmental organizations (NGO) to expand UNESCO’s 2014 Literacy and Life Skills training program to other Member States by:
   a. Advancing the training program above to incorporate modern technology such as, but not limited to, computers, tablets, and skills for utilizing the world wide web;
   b. Modeling initiatives for refugees off the Italian Cl@ssi 2.0 platform for including ICT training in educational systems;
   c. Expanding upon Italy’s National Plan for Digital Education for the promotion of technology in school environments;

2. **Recommends** Member States coordinate with UNESCO for initiatives such as Criança Esperança Programme under the ICTs in Education implemented in Brazil;

3. **Encourages** Member States to provide developing countries, least developed countries and Small island developing states (SIDs) with Assistive Technologies for indigenous people financed by GATE under WHO, UN Population Fund, UNDP, and bilateral agreements between Member States;

4. **Encourages** Member States to further implement universal access to information that promotes development by stressing coordination between NGOs, universities, Member State governments, and the private sector to produce databases which inclusively collect and preserve intangible knowledge, varying from modern bio medicine to indigenous cultural knowledge, to prevent their disappearance overtime by:
   a. Creating indigenous medicine courses, specific to country, in universities to teach medical students both modern and traditional medicinal practices;
   b. Sending said students to individual homes to teach mothers medicinal practices for common ailments, thereby enabling women to gain education and respect within their communities;
   c. Preserving the knowledge of over 350 million indigenous peoples worldwide who each have cultural practices as well as retained knowledge that offers values to the global scale such as non-traditional medicinal practices, near dead languages, farming and irrigation methods as well as other unique cultural aesthetic values of identity;

5. **Encourages** national governments to assist in the expansion of “#Unite4Heritage” by establishing:
   a. Closer bonds with indigenous communities through an online platform to sell their goods and access the global market in order to enhance their traditional products and culture;
   b. Interactive centers where the refugees and indigenous populations could gather through the use of GIS;

6. **Recommends** implementation of a new program called “UN Refugee” Radio Program within UN Radio, focusing on host countries with a high influx of refugees and the home countries of the refugees, providing them with the necessary information, researched and written by UNESCO and UNHCR Experts;

7. **Recommends** ECOSOC acknowledge the potential of the “UN Refugee” Radio Program to cooperate with UNHCR and the possibility of the program as an expansion of UN Radio under the public information mandate by advocating for financing of the initiative;
8. *Urges* Member States to use GIS programs as a preventative measure for the protection of culture that is essential to the identity and empowerment of vulnerable groups negatively affected by climate change or natural disasters such as hurricanes, earthquakes, tsunamis, and events of conflict including, but not limited to acts of terrorism and aggression affecting vulnerable people:

   a. Creating software modeled off of “Heritage@Risk” and the World Heritage Interactive Map to prevent destruction of cultural rights and to rebuild affected regions;

   b. Storing data geographically, both on a national and international scale, those areas that stand in need of the most help, thereby enabling a prioritization of goals;

9. *Calls upon* all Member States to work on providing ICTs in cases of conflict and environmental disasters to Vulnerable Groups, using the recommendations outlined in the last sessions of UNESCO as well as UN documents such as but not limited to, *The Sendai Framework for Disaster Risk Reduction (2015)*, to counter the detrimental effects that these circumstances have on the positions of vulnerable groups;

10. *Recommends* that all Member States identify specific vulnerable groups within national borders through a national policy framework in order to advocate for and better tackle their needs;

11. *Encourages* Member States to willingly support, either with funds or recognition among other things, other States with all forms of vulnerable groups even if they themselves do not presently have these specific groups residing in their State.
The United Nations Educational, Scientific and Cultural Organization,

Recognizing the need to improve access to Information and Communication Technology (ICT) for vulnerable groups across the globe, specifically the 60,500,000 indigenous peoples within the Americas alone, as identified by variety of reports and institutions such as the United Nations Education, Scientific and Cultural Organization (UNESCO) regional analysis of “ICT in Education in Latin America and the Caribbean” and the Mexico Freedom of Information Program,

Recalling Sustainable Development Goal 4 regarding the assurance of inclusive and equitable quality education and the promotion of lifelong learning opportunities for all,

Approving the guidelines and principles set by the World Summit on the Information Society (WSIS), such as the “Shaping Information Societies for Human Needs” and the “Tunis Agenda for the Information Society,” in the Geneva and Tunis summits of 2003 and 2005 respectively,

Guided by the statistical improvement in Gross Domestic Product (GDP) of Member States that improved access to broadband, with an increase of 10% accompanying an increase in GDP of 3.2% along with a 2% increase in productivity, as identified in the 2010 IGF V (Internet Governance Forum),

Reaffirming the belief of the general theme of IGF V in developing and adopting a worldwide culture of ‘developing the future together’, while proactively discussing the importance of increasing access and diversity and developing solutions to do so,

Guided by the analysis and subsequent established principles of the IGF VII conference in Baku, in which dignitaries highlighted the need to improve ICT infrastructure and analyzed the economic impact of ICT in improving general infrastructure and GDP,

Taking into consideration the room for improvement in national governance and state institutions across the globe and noting the potential role of ICT in improving these functions,

Realizing the difficulty in providing broadband internet access in rural areas, villages and refugee camps, particularly in developing countries,

Appreciating the efforts of Member States and non-governmental organizations (NGOs) in playing an important role in the improvement of key communications services, including postal, telephone and radio and television services, as well as improving access to these services for vulnerable communities on a regional and local level,

Emphasizing the wide diversity between ICT technologies, and realizing the potential administrative value of less referred-to technologies in serving as a platform, such as postal services, radio programs and media coverage,

Concerned by the relative lack of political participation of vulnerable and indigenous groups, touched upon by a report from the Office of the Permanent Observer of the Inter-Parliamentary Union to the United Nations,

Highlighting, the avenue for ICT to mitigate the plight of refugees through the use of mobile phones and thus assist NGOs in their humanitarian response and assistance for refugees,

Highlighting the importance of ICT related programmes that successfully empowered vulnerable groups, such as the UNHCR partnership with Vodafone,
Recognising the value of the Italian Declaration of Internet Rights and its use in empowering vulnerable groups through access to ICT,

Acknowledging the importance of conserving cultural and medicinal practices of vulnerable and indigenous groups and documenting industrialized biomedicine, while recognising the potential of ICT in facilitating and improving public knowledge of HIV/AIDS as well as cultural and medicinal practices,

1. Calls upon all Member States to maintain their commitment to previous international treaties and conferences on the issue of expanding access to ICT, particularly reiterating the IGFs and WSIS summits, and subsequently act with these established principles in mind:
   a. Invites Member States to consider the findings of previous UN action and reports regarding the topic of ICT access for vulnerable groups and indigenous peoples;
   b. Reiterates the findings of the Office of the Permanent Observer of the Inter-Parliamentary Union to the United Nations - and how ICT can play a role in empowering them;

2. Strongly encourages the investment in operations and maintenance (O&M) of existing ICT-related infrastructure in Member States, particularly developing states, modelling previous instances of ICT infrastructure development such as the World Bank’s Information and Communications Infrastructure Development Project in Mongolia;

3. Calls for Member States to engage in infrastructure development, particularly for vulnerable groups, taking note of the findings of the IGF V which indicate that a rise in ICT infrastructure accompanies improvements in national economies, GDP and productivity;
   a. Requests the designation of vulnerable groups as actors of importance and suggests increasing internet accessibility for these groups;
   b. Suggests the particular improvement of ICT Infrastructure, through investment in broadband and connectivity services, in Small Island Developing States (SIDS) as well as regions with large vulnerable populations, including but not limited to Latin America and the Caribbean;

4. Proposes a biannual forum for Member States to discuss improving the usage of mobile phones by vulnerable groups, particularly refugees, by:
   a. Facilitating the distribution (and training in use) of mobile phones to those populations particularly vulnerable to events that prompt displacement;
   b. Developing relevant applications, linked to and managed by this unified platform, to utilize key information, such as migrant tracking data, to facilitate humanitarian efforts;
   c. Suggests collaboration with and support from United Nations Development Programme (UNDP) for Member States in the process of developing ICT infrastructure, particularly infrastructure which pertains to mobile phone usage and internet access;

5. Recommends the protection of cultural and medicinal knowledge in databases of vulnerable, particularly indigenous, groups:
   a. Highlights the need to further document the cultural values of existing vulnerable groups;
   b. Proposes the use of databases as the following step after giving internet access to vulnerable and indigenous groups, modeling efforts on the World Health Organization’s (WHO) African Index Medicus;
6. **Suggests** collective action related to ICT modelling the efforts and achievements of non-governmental organizations (NGOs) as well as state institutions in improving the livelihoods of vulnerable and indigenous groups, as part of a larger effort to empower vulnerable groups:

   a. Proposes collaborative actions between NGOs and Member States in improving internet infrastructure and other ICT related platforms such as postal services;

   b. Commends the endeavors of NGOs in improving not only the educational levels of general populations around the world, but particularly building upon the education of vulnerable and indigenous groups through the use of computers and technology, with the work of the Africa Educational Trust serving as a great example;

   c. Praises the use of ICT platforms such as media coverage to promote sport based initiatives modeled off of Italy’s Youth Voices Against Racism program that promote community health as well as advocating for peace, equality and inclusivity;

   d. Recommends to expand government programs such as the “Mozambique’s eGovernment and Communications Infrastructure Project” (MEGCI P), which promotes transparency while expanding broadband networks farther;

7. **Expresses** support for solutions that incorporating ICT in state institutions, such as public schooling systems and law enforcement, to the benefit of vulnerable groups:

   a. Draws attention to a lack of communication and informative action between law enforcement and citizens and residents, particularly vulnerable groups, leading to instances of police brutality between law enforcement and general citizens;

   b. Recommends an improvement in informative action from law enforcement to the general populace of nations, using Information and Communications Technology such as radio stations and news outlets;

8. **Proposes** a model based on the ‘one laptop per child’ initiative or the UNHCR Partnership with Vodafone which supplied secondary education students with ICT tools to improve and enhance their learning;

9. **Highlights** the suggestions and findings of the Joint United Nations Programme on HIV/AIDS (UNAIDS) 2016 Meeting Report regarding ICT and suggests Member States act upon this:

   a. Recommends the use of ICT platforms such as social media, radio stations and news outlets to increase public knowledge of HIV/AIDS in Member States, as well as public knowledge of other community health issues;

   b. Suggests that Member States undertake a task of removing the social stigma experienced by vulnerable groups affected by HIV/AIDS through the use of informative social media campaigns;

10. **Commends** existing and previous regional policies and efforts of Member States in improving ICT access and using existing ICT frameworks to assist and empower vulnerable groups in the problems they face, acknowledging that internet rights are human rights, with Article 2 of the Italian Declaration of Internet Rights held up as an example:

    a. Praises previous efforts of Member States in empowering vulnerable groups and proclaims solemn support for all efforts to expand upon these efforts;

    b. Expressing hope that building upon existing frameworks can and will achieve a viable solution that will not only empower vulnerable groups, but also achieve peace and harmony in nations that embrace the potential of ICT;
11. Regards with deep concern the plight of migrant workers and identifies ICT as a viable solution to empower and aid migrant workers and other vulnerable groups:

   a. Recommends the formation of migrant help centers that aid them in connecting online with not only other migrants, but with their friends and families in their home nations too;

   b. Suggests Member States teach migrant workers how to use ICT options to report instances of hate crime and work exploitation;

12. Recommends the technical support of government and private sector partnerships with technology companies and telecommunication providers through:

   a. The use of satellite dishes in partnership with Eutelsat and Mark Zuckerberg’s internet.org initiative;

   b. Encouraging member states to follow the model of Google’s Project Loon, which used high-altitude balloons to provide internet access to rural areas;

   c. Partnering with Facebook in their Drone Internet Access plan, which aims to extend internet access to rural areas and refugees through the use of friendly drones, bearing in mind the right to privacy as acknowledged by Article 12 of Universal Declaration of Human Rights (UDHR);

13. Designates migrant workers as being a ‘vulnerable group’ and encourages Member States to act accordingly.
The United Nations Educational, Scientific and Cultural Organization,

Emphasizing the importance of incorporating vulnerable groups into society through Information and Communication Technology (ICTs), in order to integrate vulnerable individuals and provide economic opportunities,

Concerned by the difficulties that vulnerable groups are facing, particularly people with disabilities, minority groups, the elderly and the youth out of school or with low literacy skills, and migrant workers to name a few,

Bearing in mind Sustainable Development Goal (SDG) target 4.a that encourages to build and upgrade education facilities to vulnerable groups as child, disability and gender sensitive by providing safe, non-violent, inclusive and effective learning environments for all,

Recalling article 26(2) of the Universal Declaration of Human Rights (1948), which enunciates that education must promote understanding, tolerance and friendship amongst all other Member States,

Acknowledging General Assembly resolution 70/184 of 2015, which emphasizes the role of public-private partnerships in achieving access to ICTs as well as creating a sustainable opportunity to utilize ICTs for development, also noting the digital divide between developed and developing nations and ICTs place in facilitating efforts for national change,

Concerned by the difficulties that vulnerable groups are facing, particularly people with disabilities, minority groups, the elderly and the youth out of school or with low literacy skills, and migrant workers to name a few,

Recognizing the important role of the youth in the current development process of the international community, especially regarding the continuous progress of technology,

Seeking the most effective inclusion of elderly into our high tech-society in order with the objective of increasing their quality of life,

Fully aware of the conditions of vulnerable groups within Member States regarding the accessibility and affordability of ICTs and their participation in the development process,

1. Invites all Member States to collaborate with international partners, non-governmental organizations (NGOs), and the private sector alongside Member State governments, in accordance with each state’s national legislation, to adopt a system of financing to subsidize potential accessible ICTs projects, with the objective of ensuring measures that are economically feasible to lower income Member States;

2. Recommends establishing a grant program called Information and Communication Technology for Most Vulnerable People (ICT 4 MVP), which would be organized by UNESCO and administered by an international consortium composed of five rotating member delegations from different regions of the world that ensures the most effective management of the funds and selects the most relevant projects in order to improve the quality of vulnerable people’s lives;

3. Encourages investment from the private and public sector in the expansion of broadband networks and technological devices to improve access to ICTs for vulnerable groups, namely the disabled, youth, elderly, and migrant workers through education and employment opportunities;
4. Reiterates the goals set out in the Tunis Agenda (2005) which states the ways in which financial resources can be mobilized to ensure ICT for development, including improving ICT infrastructure, regional cooperation, financing facilities for promoting ICT development through the Digital Solidarity Fund;

5. Recommends Member States to participate in forums such as, but not limited to, the UNESCO High Level Policy Forum on ICTs, Education for All and the World Summit on Information Society (WSIS) and the Humanitarian ICT Forum, that foster cooperation and further success of ICT implementation, which will be established by an international network that will be dealing with the different solutions proposed by the different Member States, NGOs, or the private sector, including:

   a. An annual seminar where successful technological progress regarding ICT initiatives can be discussed, shared, and implemented by States to find efficient solutions to common issues plaguing vulnerable groups;

   b. The posting of this collaborative information is going to be available in an online database to ensure continuing efforts and success;

6. Invites all Member States to participate in the UNESCO ICT Competency Framework for Teachers, which consists of the development of ICT pedagogy with the objective of improving the implementation of ICTs in the education system to achieve a high-quality education;

7. Encourages Member States to use funding from the ICT 4 MVP grant to implement the ICT Connection Programme, which is focused in the training of migrant workers to help integrate them into the national labour force, working in cooperation with the International Organization for Migration, through:

   a. Providing job training programs regarding the use of ICT;

   b. Implementing language training to help integrate into their new country;

   c. Promoting the knowledge regarding the rights of migrant workers in the national legislation;

   d. Connecting the migrant workers to learning opportunities where lessons taught via ICTs so that may be done in varying maternal languages;

8. Calls upon Member States to model a program inspired by the Intergenerational ICT Training Program from Qatar, funded by the previously mentioned ICT 4 MVP grant, incorporating the aforementioned community centers, this program would assist in the development of training provided by young people to older persons with the objective of integrating the use of the ICT in their daily routine, in order to:

   a. Engage the participation of young people in order to develop workshops regarding the use of ICTs to integrate to the community through social media and its implementation to administrative tasks in order to enhance their integral quality of life;

   b. Promote community development and social inclusion by aiding the elderly in gaining marketable skills;

9. Further recommends utilizing various methods through ICTs to noticeably raise awareness for protecting vulnerable groups through state-specific methods and also against practices such as honor-killings, acid-throwing, stonings, sex trafficking, human trafficking, child marriage, and all forms of culturally-appropriated violence, in addition to any other instances determined to be abusive towards vulnerable groups dictated by individual states; preventative measures may include but are not limited to awareness campaigns broadcasted via:

   a. Large televised events (specifically sporting events and tournaments, involving our partners and leader States Members), including partnering with the Olympic Games and the Fédération Internationale de Football Association (FIFA) World Cup;
b. Social media campaigns in order to ensure the most exposure possible;

c. Advertisements in public places (airports, transit systems, billboards, newspapers, libraries, community centers, government buildings, social service offices);

Proposes all Member States adopt programs such as the World Programme of Action Concerning Disabled Persons from the UN Division for Social Policy and Development Disability that are focused on increasing accessibility to resources such as educational institutions, skill training and economic opportunities to disabled people.
The United Nations Educational, Scientific and Cultural Organization,  

Stressing the need to aid the populations living in hazard-prone areas, specifically in countries such as Haiti, India, Japan, China, and Bangladesh,  

Deeply alarmed by the effects natural disasters have on the practice of educational and cultural activities in hazard-prone areas,  

Taking into account article 71 of the Charter of the United Nations (1945),  

Further noting the United Nations Educational, Scientific and Cultural Organization’s (UNESCO) mandate and the constituent institutions within the organization, such as the UNESCO Institution for Educational Planning and the UNESCO Institute for Technologies in Education,  

Deeply regretting the lack of timely international support in establishing a functioning educational system in prevention and risk reduction in Haiti after the earthquake in 2010,  

Seriously concerned by the fact that there have been over 600,000 deaths from the earthquake in Haiti, which has caused trillions of dollars in damages in the last two decades,  

1. Proposes the creation of an Information and Communication Technology (ICT) Network for Education regarding natural disasters with the aim to:  
   a. Broadcast support and promote comprehensive action regarding the pertinent information needed by all Member States to prevent deaths and injuries in the context of natural disasters, specifically in schools;  
   b. Provide advice pertaining to the action that should be sought out in emergencies, in addition to enhancing education through ICT platforms directly related to schools and their management within crisis;  

2. Declares that the ICT Network shall create an international framework regarding the proper strategies to be sought out in schools relating to both pre-crisis and post-crisis stages, under which each shall:  
   a. Be adapted according to each Member State’s national legislation and already-existing action plans;  
   b. Focus on behavioral and psychological aspects of crisis situations in school and safety action plans within educational institutions;  

3. Affirms that the framework will be drafted by the UNESCO Institute for Educational Planning and the UNESCO Institute for Technologies in Education;  

4. Confirms that the Network will also create a localized network for each Member State in order to further improve communication between schools within each Member State in case of a natural disaster, shall be applied according to each Member State’s respective school districts, and shall be used in order to enhance communication between educational public services within communities;  

5. Proclaims that the ICT Network will provide a capacity building mechanism under which teachers will be given the adequate training regarding strategies and plan of action in order to further prevent deaths and injuries.
within schools, caused by natural disasters, and shall be constructed under the guidance of the UNESCO Institute of Educational Planning and the UNESCO Institute for Information Technologies in Education;

6. **Affirms** the creation of an online educational awareness campaign under which children will be presented with action plans pertaining to safety and first aid, organized under the UNESCO Institution for Educational Planning and the UNESCO Institute for Information Technologies in Education, and with the involvement of non-governmental organizations, civil society, social media platforms and regional organizations;

7. **Recommends** all funding of the ICT Network for Education to come directly from the UNESCO Administrative Budget;

8. **Encourages** the involvement and support of the International Basic Sciences Program (IBSP), the United Nations Children’s Fund (UNICEF) and the World Meteorological Organization in the ICT Network for Education;

9. **Invites** all Members States to take part in the initiative.
The United Nations Educational, Scientific and Cultural Organization,

Reaffirming the Sustainable Development Goals (SDG), especially goal 4 which stands for ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all as well as goal 10 aimed to reduce inequality within and among countries,

Acknowledging the difficult situation of migrant workers and recognizing the Universal Declaration of Human Rights (1948),

Regretting the United Nations Educational, Scientific and Cultural Organization’s (UNESCO) definition of vulnerable groups only includes women with little or no literacy skills, uneducated youth, indigenous peoples, prisoners, and refugees, which is not inclusive to all vulnerable groups but is important in order to provide a common understanding of the target groups of this resolution,

Bearing in mind the Convention on the Elimination of All Forms of Discrimination against Women (1979) which defines what constitutes discrimination against women and set up an agenda for national action to end such discrimination,

Deeply concerned about the importance of high rates of illiteracy rates of the world, according to UNESCO statistics that shows 17% of the world’s adult population is still not literate,

Being deeply concerned with the fact that according to the estimation of International Telecommunication Union (ITU), more than four billion people do not have access to the internet, and that 90% of those people are from the Global South, where rural populations experience a greater gap in internet coverage,

Keeping in mind the goals of UNESCO Medium-Term Strategy of 2014-2021, which emphasize the fact that ICTs may empower all citizens, and the access to information and knowledge should be promoted,

Emphasizing the significance of UNESCO’s ICT Competency Framework for Teachers, established in 2008 and updated in 2011, looking forward the development of the education system,

Recalling the provisions of the Tunis Commitment and Tunis Agenda on Information Society (2005) regarding providing inclusive access to Information and Communication Technology (ICT) for all via enhancing international cooperation as well as strengthening financial and advisory assistance,

Noting that the Internet provides women a platform for expressing ideas and striving for gender equality, while recognizing gender discrimination on the internet and online violence against women still exists,

Alarmed by the rate of discrimination against persons with disabilities, detailed within the United Nations report From Exclusion to Equality: Realizing the Rights of Persons with Disabilities (2007),

Fully aware that there exists an important lack of women leaderships roles, because of the inequalities on salaries, labor conditions and discrimination,

Emphasizing the importance of women’s participation in ICT, though women only hold about 20% of Science, Technology, Engineering, Math (STEM) jobs, giving them help new technology in order to improve their abilities in this field, that has direct positive impact of economic development in countries,
Noting with satisfaction the Women in Renewable Energy Sector (WiRES) project in Eastern European countries that improves female employment aggregates and benefits the workplace in ways that directly affect women, including creating family-friendly and accepting work conditions and job opportunities for women worldwide; it tackles both the social dialogue and actual elements of the workplace and skills of women by creating more jobs through the improvement of their workplace, but more importantly their skill-sets, so they are prepared and equipped to enter the workforce and market as successful businesswomen and entrepreneurs,

Bearing in mind the importance protecting vulnerable groups online, considering the threat of human trafficking and other related crimes stated within the 2013 European Union Serious and Organized Crime Threat Assessment,

Looking forward to the integration of vulnerable groups into the society in order to make them able to contribute by their work to the growth economy, respecting their sovereignty of the countries,

1. Suggests Member States adopt a common definition of vulnerable groups, namely those people who suffer societal, economic, and political inequality, including, but not limited to, women, youth, older persons, persons with disabilities, refugees, indigenous populations, victims of conflict, and victims of human trafficking, to be more inclusive to other vulnerable groups;

2. Calls upon Member States to collaborate with the private sector through foreign direct investment (FDI) and encourage them to establish fiber optic network connections in rural areas to increase access to stable and secure ICT;

3. Requests the UNESCO Executive Director to analyze and publish a report on UNESCO’s ICT Competency Framework for Teachers covering the period 2011-2016, especially in the following approaches:
   a. Transmit technology literacy aimed at raising awareness among educators about the value and proper usage of ICT in the sphere of teaching;
   b. Increase the knowledge determined by the role of ICT in conducting research, elaborating education programs and knowledge transition among relevant stakeholders;
   c. Knowledge creation regarding the value of ICT in the introduction of innovations along with technological refurbishment;

4. Further recommends Member States to conduct a revision of the UNESCO’s ICT Competency Framework for Teachers with the purpose of incorporating new practical tools and advance a multi-level approach to education through ICT covering such spheres as, but not limited to, understanding ICT in education, enhancement of ICT infrastructure in educational institutions, improving knowledge-sharing and training in the field of education, culture, and science to make teachers central figures in the communities where they work;

5. Urges all Member States to recognize the significance of granting lifelong learning opportunities and adult education which enables adults to exercise political, economic, and social rights by the following means:
   a. Encouraging Member States to enhance the governance of adult education, seeking help through organizations such as Council for Adult Experiential Learning (CAEL);
   b. Appealing Member States to allocate sufficient financial resources to support lifelong learning and adult education in coordination with the Lithuanian Association of Adult Education (LAAE) for the purpose of promoting an approach of lifelong learning within the society and the development of opportunities for continuing education;
   c. Urging Member open an e-platform in the context of non-traditional education where dialogue and cooperation among Member States is facilitated and furtherly implemented, allowing non-governmental organizations (NGOs) as the United Nations International Children's Emergency Fund (UNICEF), organizations such as National Association for the Education of Young Children among others to fill the non-traditional education;
6. **Further recommends** Member States implement awareness campaigns, focused on the promotion of girls in STEM fields, in collaboration with non-governmental organizations to disseminate information on the need for women in STEM fields as a priority policy for reaching the targets of *Goal 5 of the Sustainable Development Agenda* as a means to achieving gender parity;

7. **Encourages** Member States to collaborate with International Labor Organization (ILO) to increase access to ICT in all labor sectors to provide opportunities to participate in the economies sectors and issue a law that requires the private sector to have at least a third of their employees to be members of vulnerable groups and guarantee women with equal access to ICT to acquire skills at their work places and homes in collaboration with initiatives such as UN-Women Watch, which is an online database that aims to provide women with news, information and educational resources;

8. **Requests** Member States to strengthen and support national agencies and institutions dedicated to increasing the access to ICT for women in multiple forms such as internet, radio, telecommunication and mobile access;

9. **Encourages** Member States to implement practices related to preventing cyber violence against women by organizing government-offered seminars for businesses and private citizens and enacting reporting systems, through continued collaboration with social media outlets, UN-Agencies NGOs including, but not limited to, United Nations Entity for Gender Equality and the Empowerment of Women (UN-Women) and GetNetWise;

10. **Recommends** Member States in collaboration with NGOs and educational institutions implement awareness campaigns focused on the promotion of girls and women in STEM fields;

11. **Suggests** to Member States that in order to increase the feasibility of female success in the market place, they should:

   a. Upload marketing and successful business tactics on an online, universally accessible database so prospective female entrepreneurs have constant access to information;

   b. Help women entrepreneurs market their businesses through the use of ICTs through access to social media to encourage their building of an online presence;

   c. Organize regular meetings to encourage networking among fellow local entrepreneurs, and use ICT to broadcast seminars with acclaimed businessmen to generate knowledge of experience and spark creativity that would constitute better entrepreneurs, and better build a platform for finding employees and those who can contribute to their businesses;

12. **Encourages** the universal ratification of the *United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)* and its Optional Protocol in order to promote the social inclusion of persons with disabilities, utilizing multifaceted frameworks, which incorporates ICT to improve their standard of living conditions, providing them with the necessary ICT to live and work independently and with dignity;

13. **Recommends** Member States coordinate with regional cyber security institutions, such as the European Union Network and Information Security Agency, to:

   a. Disseminate information on the importance and culture of cybersecurity to citizens, instructors, and decision-makers; through promotional activities including advertisements and campaigns in order to educate them to use this tool carefully;

   b. Raise awareness on the threats of cybercrimes and human trafficking through the internet, in order to strengthen cybersecurity;

   c. Provide all government sectors with the ability to have access to pertinent cybersecurity training and educational materials to protect all persons from the effects of cybercrime, noting that experts, teachers, and professionals would be the leaders of these type of measures;
14. *Supports* all Members States to provide innovation centers, which are designed to facilitate private sector initiatives, entrepreneurship and promotion of international best practices within the field of assistive technology (AT); and consequently, help migrant workers to be integrated into the society, with respect to their cultures, religions and traditions;

15. *Urges* Member States to develop and enhance media as television, radio, internet, social medias and among other communication tools aiming at educating and empowering vulnerable groups to raise awareness about current events as well as their local cultures.
The United Nations Educational, Scientific and Cultural Organization,

Guided by the purposes and principles enshrined in the Charter of the United Nations (UN) under article 1(3) namely the achievement of international cooperation in solving international problems of an economic, social, cultural, or humanitarian character, and in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion,

Emphasizing the values of the Sustainable Development Goals (SDG) as declared during the 70th session of the General Assembly which started in September 2015,

Understanding the importance of Geneva Declaration of Principles, which sets the basis for the action of Member States to improve access to information and communications technologies (ICT), the Tunis Commitment and Tunis Agenda for Information Society, which call for the closing of the digital divide, improvement of accessibility of ICT for the world’s poor and protection of vulnerable groups,

Recalling the work noted in the Tunis Agenda for Information Society, the International Telecommunication Union and the Vienna Declaration and Program of Action reaffirming the same rights for women, children, indigenous people, disabled persons, and refugees, as well as migrant workers through its clause on vulnerable groups,

Encouraging all relevant UN bodies to keep in mind the importance of General Assembly resolution 70/184 of 2015 on ICT for the development for the empowerment of vulnerable groups,

Bearing in mind the need of infrastructure improvement in rural and post-conflict areas with respect to ICTs,

Recognizing that the funding process is a prerequisite for empowerment of vulnerable groups and should include pertinent stakeholders, such as the private sector, civil society organizations, development agencies, as well as non governmental organizations (NGOs) and local governments,

Fully aware that vulnerable groups can be empowered by the improvement of ICT access and availability as ICT gives them opportunities to acquire lifelong skills that enable them to become agents of change,

Acknowledging the fact that most ICT-related materials are written in English and that this creates another barrier to access ICT for developing countries, thus impeding furthermore the access of the most vulnerable parts of the population,

Acknowledging the importance of the information and communication technologies ICTs and the need to increase technology infrastructure for sustainable development and the promotion of equal opportunity,

Endorsing multilateral and bilateral agreements between Member States and private sector to further economic development within developed and still developing countries as mentioned in SDG 8 to strengthen the decent work and economic growth of countries,

Profoundly concerned with the lack of access to information communication technology to the developing world and the role that this shortage has in terms of preventing the mitigation of damage inflicted upon the cultural aspects of various ethnic groups,

Expressing its utmost concern about the increasing threats to cultural heritage, and the impacts on local communities derived from regional conflicts, and instability which are leading to the destruction of conditions for cultural and
ethnic groups and the inability of such groups to further promote their culture and the work directed locally to better structure their communities,

1. **Recommend** all willing Member States to raise capital to establish a World Technology Bank through sources such as but not limited to:
   a. All Member States in accordance to their Gross Domestic Product;
   b. Private Sector;
   c. Civil society organizations;
   d. Development agencies;
   e. Local governments;

2. **Recommends** that Member States invest in fiber optic technology and telecom infrastructure for the creation of technological hubs, which aim at internet connection, in order to improve internet connection and growth of data;

3. **Welcomes** partnerships of Member States with trade organization such as the World Trade Organization in order to effectively address the need to organize multi and bilateral cooperation in the field of commercial-technological affairs;

4. **Strongly encourages** Member States to convene and discuss possible cooperation among Member States to ensure effective information services specifically through accurate, reliable and high quality data;

5. **Fully supports** cooperation between Member States as a way to address the need for legal reforms to protect vulnerable groups such as women exposed to harassment and other violations of their human rights while using Internet and thus make internet communication appealing and safer to them;

6. **Calls upon** investment, innovation, and ICT infrastructure development through introduction of legal frameworks combating anti-competitive practices on the telecommunications market, which would bring lower consumer costs and accessibility to vulnerable groups by allowing market access to multiple companies;

7. **Establishes** the ICT 4 all program that Member States can implement regionally and nationally and which promotes a comprehensive and inclusive approach to the participation of vulnerable within the ICT fields by:
   a. Appointing an international ICT 4 All board of directors composed of Member States, NGOs and partners from the ICT private sectors;
   b. Allocating a budget to the international ICT 4 All board to be redistributed locally in order to respond to the needs of each member states;
   c. Providing low-cost ICT training to vulnerable groups that will enable them to get skills valuable on the job market through:
      i. A comprehensive curriculum elaborated by the local ICT 4 All board of directors in collaboration with academic experts, representatives of the ICT work market and local communities which will ensure the relevance and quality of the teaching;
      ii. Scholarships and Exchange programs financed by regional organizations, Member States contributions, NGOs, civil society organization (CSO), and partnerships with the private sector;
   d. Providing ICT trained vulnerable groups with opportunities that will increase their value in the labor market thus making them more valuable via:
      i. Internship programs and the most cutting-edge firms either on the national or regional level;
ii. Yearly workshops to update their ICT knowledge either by introducing new materials or deepening their skills on a particular subject;

8. *Expresses the need* to establish frameworks that provide glossary of Internet governance terms in as much language as it is necessary to support non-native English speaking communities’ efforts to find their place in the internet ecosystem, these glossaries will be created by UNESCO, the Internet Corporation for Assigned Names and Numbers (ICANN), and the Internet Society (ISOC) in cooperation with the private sector, CSOs and local communities, as it has been done for the Glossary on the Internet Governance for Arabic speakers;

9. *Encourages* all Member States of the United Nations to participate in an effort to implement a guideline to improve the inclusion of foreign businesses into developing economies;

10. *Fully supports* Member States in efforts to halt money laundering and all its detrimental effects on developing countries, namely through total compliance with already existing programs such as but not limited to the Financial Action Task Force (FATF);

11. *Reiterates* the use of auditing programs, implications of respective government inspections and UN Panel of External Auditors, explicit training of auditing officials via UN-generated anti-fraud strategy to better detect illicit financial flows, specifically laundering, illegal trade, and mis-invoicing;

12. *Calls attention upon* the already existing resources and programs provided by the UNESCO to enhance the usage of information technology in business and administration;

13. *Highlights* the initiative “One Laptop Per Child” (OLPC), which provides low cost and child friendly learning computer to children. And the Center for Digital Inclusion (CDI) which uses technology in order to fight poverty and stimulate entrepreneurship, the valuable work of Engineers without Borders (EWB) and the work of the Global Infrastructure Facility (GIF) that facilitated investment into infrastructure;

14. *Recommends* that the UN strengthens, renews and further globalize the Challenge to the Silicon Valley, called upon by former UN Secretary-General Kofi Annan in which up-to-date computers and communication systems would enable villages to afford access to ICTs, such actions are further stressed within the SDG 17;

15. *Encourages* the international community in upholding and implementing the initiatives that have been established in the *Tunis Agenda* and the *Vienna Declaration and Program of Action* which would further ensure the protection of vulnerable groups and the multifaceted hindrances that they face; and by the utilization of such frameworks and initiatives continue to allocate the proper attention to the developing world and ensure that the culture and ethnic groups of individuals are preserved and maintained.