

NMUN•NY 2018



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



Conference A

International Telecommunication Union (ITU)

Committee Staff

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Chair	Amber Morgan
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Agenda

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

Resolutions adopted by the Committee

Code	Topic	Vote
ITU/1/1	Promoting Digital Citizenship Among Youth	Adopted without a vote
ITU/1/2	Promoting Digital Citizenship Among Youth	Adopted without a vote
ITU/1/3	Promoting Digital Citizenship Among Youth	Adopted without a vote
ITU/1/4	Promoting Digital Citizenship Among Youth	24 votes in favor, 2 votes against, 7 abstentions

Summary Report

The International Telecommunication Union 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 34 Member States.

On Sunday, the committee adopted the agenda of I, III, II, beginning discussion on the topic of “Promoting Digital Citizenship Among Youth.” On Monday, the Dais received various working paper proposals that accounted for a variety of topics, including raising cybersecurity measures to protect children online, creating broadband infrastructure in public facilities, and utilizing the spread of ICT to grow youth accessibility to proper health and education accommodations. By Tuesday, the Dais received a total of four proposals. The topics covered a wide range of sub-topics: Promoting Digital Citizenship Among Youth, Digital Learning Centers, and Telecommunication Education and Access. Overall, delegates were very diplomatic during formal and informal session, particularly when merging and then unmerging two more working papers. All delegations were positive and receptive during the editing process and, while waiting for edits, continued to work to improve their working papers.

On Wednesday, four draft resolutions had been approved by the Dais, one of which had three friendly amendments and one which had an unfriendly amendment. The committee adopted four resolutions following voting procedure, three of which received unanimous support by the body. The resolutions represented a wide range of issues, including ICTs and their promotion of better healthcare for youth, the implementation of learning centers to better educate the youth on ICTs, promotion of digital citizenship of youth, and protection of the youth online. The committee made it their sole mission to adopt as many resolutions by acclamation as possible, as they wanted to show unanimous support towards all delegations present.



Code: ITU/1/1

Committee: International Telecommunication Union

Topic: Promoting Digital Citizenship Among Youth

1 *The International Telecommunication Union,*

2
3 *Emphasizing* Article 26 of the *Universal Declaration of Human Rights* (UDHR) (1948) to reaffirm the rights of
4 youth and their right to education, privacy, and safety,

5
6 *Recalling the Declaration of the Rights of the Child* (1959), Principle 2, to enable the child to have a positive
7 psychological physical and emotional development through the accessibility of telecommunication technology,

8
9 *Deeply concerned* by the negative consequences of cyberbullying (i.e. psychological consequences) on youth
10 worldwide,

11
12 *Approving* resolution 68/167 of the United Nations (UN) General Assembly, which considers the protection of
13 children's right to privacy should be ensured by the establishments of policies and actions,

14
15 *Emphasizing the Policy Review: Building Digital Citizenship in Asia-Pacific through Safe, Effective, and*
16 *Responsible use of ICTs,*

17
18 *Fulfilling* the establishment of SAFEDY: The Support Association of Fostering Digital Security among Youth,

19
20 *Taking into consideration* the suggestions concerning integrating child rights considerations into all appropriate
21 corporate policies and management processes in order to promote a positive use of ICTs by the Guidelines for
22 Industry on Child Online Protection,

23
24 *Contemplating* the result of the work by the International Telecommunication Union (ITU) Working Group on Child
25 Online Protection, and the development of the terms of reference which were agreed upon during the 2010 session
26 of the council,

27
28 *Recognizing* the responsibilities of Member States in protecting youths from the negative effects of ICTs as
29 mentioned in General Assembly resolution 64/211, "Creation of a global culture of cybersecurity and taking stock of
30 national efforts to protect critical information infrastructures,"

31
32 *Convinced* that cyberbullying in the form of sexual harassment, stalking, the use of fake profiles, impersonations,
33 and deliberate exclusions can cause negative consequences on youth,

34
35 *Deeply concerned* by the lack of statistics and organizations monitoring and tracking cyberbullying as discussed by
36 the European Parliament's Directorate-General for Internal Policies of the Union,

37
38 *Recognizing* the lack of solidified national legislation and preparatory actions by national governments protecting
39 youth against cyberbullying, according to a *Cyberbullying Among Young People* study conducted by the European
40 Parliament,

41
42 1. *Recommends* Member States to develop preventive guidelines related to social interaction with the use of
43 technology and information, such as the cyber safety program under the name of SAFEDY: The Support
44 Association of Fostering Digital Security among Youth, that:

- 45
46 a. Is inspired by the already existing successful school-wide cyber safety programs, Singapore's Cyber-
47 Wellness Curriculum, and Australia's ThinkUKnow Program that aim to provide youth with the tools
48 to create a safer online environment for young Information and communication technology (ICT) users
49 through extracurricular activities while using the Sense-Think-Act Process, will be established as one

- 50 of the ITU’s best practices on safe online behavior by The ITU Child Online Initiative that is organized
51 by the Council Working Group on Child Online Protection, focuses on raising awareness among young
52 people about the potential negative aspects of ICTs such as the exposure to violent content, the risk of
53 addictions, or cyber-bullying through encouraging every participating Member State to dedicate 10
54 hours of yearly curricular time to the promoting of Cyber-Wellness Lessons for each academic level,
55 as well as an open “talk round” between the youth and teachers where young people can elaborate their
56 concerns and opinions about their experiences with ICTs directly;
57
- 58 b. Helps to collect up-to-date data that facilitates to adapt ITU policies to the youth’s needs and
59 standards;
 - 60 c. Is funded by the ITU Accessibility Trust Fund;
- 61
- 62
- 63 2. *Encourages* all Member States to institute academic research centers to increase data collection on the
64 prevalence, impacts, and risks of cyber violence faced by children and youth in order to respond to such threats
65 in an efficient way by:
- 66 a. Following the initiative of the National Center for Cyberstalking Research (NCCR) established by the
67 United Kingdom of Great Britain and Northern Ireland and conducting studies and surveys, such as the
68 Electronic Communication Harassment Observation (ECHO), the Password Experiences Survey and
69 the Network for Surviving Stalking conducted by the NCCR;
 - 70 b. Gathering expertise from different academic fields such as technology, psychology, sociology, and law
71 to facilitate greater understanding and provide national authorities with good understanding of cyber
72 violence and ways to eradicate it to:
 - 73 i. Inform national competent authorities about modern technological solutions for child online
74 protection, prevention of cyber-violence, and response to cyber-violent incidents, taking into
75 account the best practices of the ICTs sectors and of other relevant stakeholders;
- 76
- 77
- 78
- 79
- 80 3. *Requests* the need for Member States to follow international guidelines to support cybersecurity and
81 cyberbullying measures for youth, in cooperation with Internet firms and Social Media platforms such as the
82 ThinkYoung Program Empowering Youth Online powered by Google;
- 83
- 84 4. *Encourages* the increase of cooperation between and within UN specialized agencies by enhancing their focus
85 on joint initiatives, such as the Guideline for Industry on Child Online Protection between ITU and the UN
86 Children’s Fund (UNICEF), and the UN High Commissioner for Refugees (UNHCR) Children and Youth
87 Protection and Privacy at the Digital Age, which aim to:
- 88 a. provide companies that develop ICT with guidance on how to enable responsible digital citizenship,
89 learning, and civic participation;
 - 90 b. Incorporate child rights considerations into all appropriate corporate policies and management process;
 - 91 c. Develop safer and age-appropriate online content and environments;
- 92
- 93
- 94
- 95
- 96 5. *Recommends* that all willing Member States, in accordance with the Child Online Protection Initiative launched
97 by ITU in 2008, take measures to put an end to violation of the right to privacy and safety and create the
98 conditions to prevent such violations, including ensuring that relevant national measures comply with their
99 obligations to protect the principles of human rights by:
- 100 a. Being part of the Global Cybersecurity Index (GCI) survey with regard to the ITU Global
101 Cybersecurity Agenda (GCA) and the five pillars identified by the High-Level Experts (legal,
102 technical, organizational, capacity building, and cooperation), which will:
- 103
- 104

- 105 i. Act as a report combining 25 indicators to monitor and compare the level of ITU Member
106 States cybersecurity commitment;
- 107 ii. Help foster a global culture of cybersecurity and its domestic integration within Member
108 States;
- 109 iii. Require Member States to continue sending and updating information about cybersecurity
110 efforts;
- 111 iv. Support the collection and analysis of data and statistics on child online protection to help
112 design and implement public policies and allow comparisons of outcomes between countries;
- 113 v.
- 114 6. *Further invites* Member States to strengthen inter-collaboration between public-private partnerships to facilitate
115 access to resources in developing international legal framework towards protection of data among youth by:
116
- 117 a. Creating a round-table discussion between all Member States every 5 years to ensure that policies that
118 help protect data among youths are up-to-date due to the fact that technologies evolve and change year
119 after year;
- 120
- 121 b. Combining efforts on securing public platforms by updating precise policies when checking in with
122 any devices;
- 123
- 124 c. Focusing on protecting data from and among youth to prevent misuse of data by either public or
125 private entities;
- 126
- 127 d. Being inspired by European Union’s Cookie Law, a legislation that requires websites to inform users
128 that cookies, short-term data, are being stored onto the user’s computer; this legislation gives users
129 more control over their online privacy;
- 130
- 131 e. Drawing attention to the 13 GCI partners to ensure more precise collection of data to help non-
132 governmental organizations (NGOs) and private stakeholders to specifically target the youth who need
133 additional support on cybersecurity and its implementation on specific areas such as regimentation,
134 promotion, data privacy, and training staff purposes;
- 135
- 136 f. Is funded by the ITU Development Fund (ITU-DF) as is it in of the priority areas of action deemed by
137 the ITU: cybersecurity;
- 138
- 139 7. *Encourages* Member States to closely measure and monitor cyber-bullying systematically and frequently for a
140 comprehensive understanding of the effects of cyberbullying on youth by:
141
- 142 a. Participating in the study groups of the ITU Telecommunication Standardization Sector (ITU-T),
143 within the framework of their specific competencies and considering new development in the fields
144 related to technologies, in order to better inclusivity for youths in the cyberspace, to gather information
145 regarding cases of cyberbullying affecting youth, and to help those impacted by cyber bullying in
146 general;
- 147
- 148 b. Being funded by the ITU-DF as it encourages digital inclusion, one of the ITU’s priority areas of
149 action;
- 150
- 151 c. Establishing a platform that offers support concerning child online protection, which will:
152
- 153 i. Act as a channel for educational professionals, parents, and victims to report any incidents of
154 cyber violence;
- 155 ii. Take information in to better understand the effects of cyberbullying and cyber violence by
156 allowing the victim to talk to a professional;
- 157
- 158 d. Focusing on helping youth feel digitally included and prevent marginalization of the youth, thus
159 helping youth feel more inclined to become digital citizens;
- 160

- 161 e. Being inspired by the already existing UN-backed hotline for sexual abuse in Somalia;
162
163 8. *Calls upon* ITU Member States to take measures to ensure the health and cyber-wellness of youth facing acts of
164 cyber-violence by:
165
166 a. Conducting national investigations, at the discretion of the Member State, on online violence and
167 crimes perpetrated against youth by using the Cybercrime Investigation Protocol provided by the Law
168 Enforcement Cyber Center;
169
170 b. Providing victims of cyber violence with assistance and reparation such as monetary compensations
171 and psychological assistance with the support of the International Criminal Court Trust Fund for
172 Victims;
173
174 9. *Further invites* Member States to increase their existing number of contributory units at their capacity to ensure
175 budget stability of all programs previously mentioned directed towards the digital protection of the youth, and
176 suggests a close cooperation with the ITU Development Trust Fund.



Code: ITU/1/2

Committee: International Telecommunication Union

Topic: Promoting Digital Citizenship Among Youth

1 *The International Telecommunication Union,*

2
3 *Affirming* the importance of Article 27 of the *Universal Declaration of Human Rights* (UDHR) (1948),

4
5 *Convinced* that the International Telecommunication Union (ITU) firmly believes that information and
6 communication technology (ICTs) are essential for health,

7
8 *Guided by* the *2030 Agenda on Sustainable Development* (2015) and specifically Sustainable Development Goal
9 (SDG) 3, which promotes good health and wellbeing,

10
11 *Stressing* ITU resolution 200: “The Connect 2020 Agenda for Global Telecommunication/Information and
12 Communication Technology Development,” which emphasizes the need for youth and individuals to have fair
13 access to information and adequate access to new ICT advancements,

14
15 *Emphasizing* the importance of the partnership between ITU and the World Health Organization (WHO), signed in
16 Geneva on 26 October 2017 in order to use digital services to save lives and improve people's health in the African
17 region,

18
19 *Recognizing* the ICT for Health Project 2017-2022, that ensures healthcare for citizens with better quality ICT
20 solutions,

21
22 *Recalling* ITU Resolution 198 that endorses the empowerment of youth through telecommunication/information and
23 communication technology that can raise awareness via programs,

24
25 *Bearing in mind* resolution 58.28 of the 2005 World Health Assembly, that encourages Member States to implement
26 long-term strategies, regulatory framework, and needed infrastructure to develop e-health services,

27
28 *Noting with deep concern* the difficulties caused by the inefficiencies of information sharing between different
29 doctors and hospitals towards treating sexual-related diseases, particularly present among youth with sexually at-risk
30 behavior,

31
32 *Acknowledging* the collaboration of national governments and companies through of ICTs and artificial intelligence
33 in the private sector, to detect and overlook the possible spread of highly contagious illnesses to prevent pandemics
34 and epidemics,

35
36 *Approving* the supervision of highly contagious illnesses by the WHO by the usage of databases and information
37 systems to investigate, confirm, and control outbreaks,

38
39 *Recognizing* the work that has been already done by the existing national and international organizations, such as the
40 National Center for Sex Education and Research (CENESEX), which are using ICTs to prevent sexual violence
41 especially among the youth population,

42
43 *Expressing* the wishes of the ITU to work in partnership with the ICT for Health: Project and enhance it,

44
45 1. *Welcomes* all Member States to join and increase the effectiveness and the accessibility of “ICT for Health:
46 Project,” which focuses on health problems related to youth while encouraging Member States to:

47

- 48 a. Project, compare, and transfer transnational strategies to improve the social capacity of citizens and
49 medical professionals to utilize eHealth technologies for better prevention and treatment in the frame
50 of youth citizens;
51
- 52 b. Gain access to shared databases that allow youth to gain more information about health issues and
53 problems such as STI, HIV/AIDS, Malaria, Tuberculosis, Hepatitis;
54
- 55 2. *Notes* that these specific health issues impact a disproportionate amount of youth worldwide and the promotion
56 of digital citizenship, global health-based data, and information exchange will assist in mitigating and help
57 combat these infectious diseases;
58
- 59 3. *Recommends* Member States to cooperate with initiatives and programs aimed at raising youth's consciousness
60 on the potential benefits and risks of using ICTs, such as computers, mobile phones, and the Internet, especially
61 by:
62
- 63 a. Running awareness-raising campaigns online, in schools, and in communities with youth to encourage
64 appropriate and responsible use of technology in order to avoid potential threats to mental health that
65 may be related to their use of online technologies;
66
- 67 b. Organizing activities and challenges using ICTs in educational institutions aimed to share knowledge
68 about device safety and practices;
69
- 70 c. Calls for Member States to adopt youth delegate programs that aim to raise awareness and educate
71 youth on the use of ICTs;
72
- 73 4. *Invites* all Members States to implement the eHealth services software, promoted by the ICT for Health: Project
74 into their digital arsenal to improve youth health problems, this initiative will be assisted by:
75
- 76 a. Establishing partnerships with preexisting civil organizations such as:
77
- 78 i. International Federation of the Red Cross and Red Crescent;
79 ii. The Global Fund to Fight AIDS, Tuberculosis and Malaria;
80
- 81 b. Establishing public-private partnerships between organizations such as the 'Bupa' insurance
82 companies and health organizations already in a partnership with the ITU, which provide
83 multidisciplinary expertise, health information, and mobile technology to fight chronic non-
84 communicable diseases;
85
- 86 c. Establishing partnerships with UN agencies such as the WHO;
87
- 88 5. *Bearing in mind* telemedicine that has occurred in the form of radiology, cardiology, psychiatry and other fields,
89 which has enhanced the presence of information-based exchanges between developed and developing countries,
90 and has further enabled the proper infrastructure and the transfer of treatment and prevention measures amongst
91 youth;
92
- 93 6. *Recommends* the usage of ICTs to monitor Health Project be done by a representative of the ITU appointed by
94 the secretariat of the committee, in order to:
95
- 96 a. Manage the funds provided by the ITU Development Fund (ITU-DF) and private partnerships for E-
97 Health programs;
98
- 99 b. Administrate and control of the different databases regarding E-Health;
100
- 101 c. Guarantee the development of new strategies and programs in the different Member States regarding
102 E-Health;
103

- 104 7. *Urges* the strengthening and development of sex education, specifically:
105
106 a. The implementation of sex education courses in schools, as well as the establishment of open online
107 courses regarding sexual education, to ensure that the youth are aware of the perils of sex and how to
108 avoid those dangers;
109
110 b. The creation of a forum where experts and the youth can come together to discuss how to better
111 incorporate ICTs within the health sector, as well as to discuss how to use ICTs to fight diseases such
112 as HIC, Human papillomavirus, and syphilis;
113
114 c. Funding for this initiative will be through the ITU-DF, public-private-partnerships, and voluntary
115 contributions by willing Member States;
116
117 d. Creates an oversight position through an ambassador that is elected for a period of 2 years and reports
118 to the ITU on an annual basis;
119
- 120 8. *Encourages* Member States to adopt E-Health database schemes for creating a database focused on collecting
121 information about diseases in youth populations to:
122
123 a. Give hospitals access to a harmonized database of all relevant medical information on diseases in
124 young patients;
125
126 b. Make the sharing of medical information between Member States more efficient and improve quality
127 of care;
128
129 c. Encourage Member States to have a public portal to the database that has generalized information and
130 redacted private information, as this will encourage information sharing of diseases in youth
131 population to the public and to youths who are interested in the healthcare sector;
132
- 133 9. *Invites* all Member States to give a financial contribution to the ITU Accessibility Fund, which will be
134 specifically used to support the ICT for Health: Project, the above-mentioned Sex Education Project, and the
135 implementation of the sanitary field throughout ICTs.



Code: ITU/1/3

Committee: International Telecommunication Union

Topic: Promoting Digital Citizenship Among Youth

1 *The International Telecommunication Union,*

2
3 *Referring to the purposes and principles of the Charter of the United Nations (1945), in particular Article 1,*
4 *Paragraph 3, that aims at achieving international cooperation in solving international problems of economic, social,*
5 *cultural, or humanitarian character,*

6
7 *Disturbed by the fact that a lack of Internet not only hinders the access to knowledge for youth, but is also a major*
8 *obstacle in accessing vital government services such as healthcare and education,*

9
10 *Reaffirming the potential of information and communications technologies to achieve the 2030 Agenda for*
11 *Sustainable Development (2015), under General Assembly resolution 72/200 (2017), focusing on Sustainable*
12 *Development Goals (SDGs) 4, Quality Education, 5, Gender Equality, 10, Reducing Inequalities and 17, Partnership*
13 *for the Goals,*

14
15 *Taking into consideration the International Telecommunication Union's (ITU) Constitution of 2014, especially*
16 *article 4, that seeks to extend the benefits of the new telecommunication technologies to all global citizens,*

17
18 *Further recalling the second goal of the ITU Connect 2020 Agenda for Global Communication/ICT Development*
19 *(2014), focused on fostering inclusiveness by bridging the digital divide of technologically disadvantaged youth,*

20
21 *Contemplating the creation of an inclusive global information society implies the dissemination of digital citizenship*
22 *among youth,*

23
24 *Bearing in mind that Security Council resolution 2250 (2015) on "Maintenance of international peace and security,"*
25 *recognizes that youth populations constitute a new social group of policymakers,*

26
27 *Emphasizing the importance of youth delegate programs in raising awareness and educating young citizens through*
28 *Information and communication technologies (ICTs) and for the use of ICTs, as noted by ITU resolution 198,*

29
30 *Taking note of the ITU Strategic Plan 2016-2019, which focuses on bridging the digital divide, defined by the*
31 *Organisation for Economic Co-operation and Development (OECD) as the gap between the groups who have access*
32 *to ICT and the ones who do not, by providing broadband for all and promoting universal access to communication*
33 *technology networks,*

34
35 *Alarmed by the fact that, according to the We Believe in Youth Global Refugee Youth Consultation Final Report of*
36 *2016, 40% of refugee youth has not finished primary school,*

37
38 *Deeply concerned about risks for girls given by online connectivity and the number of illiterate young women which*
39 *outnumber young men by 21 million,*

40
41 *Taking into consideration Member States' programs that provide access to high quality broadband, especially in*
42 *rural and urban areas,*

43
44 *Bearing in mind the need for cyber security to protect digital privacy, proposed by General Assembly resolution*
45 *68/167 (2014), which called for better privacy and better protection of data, as well as establishing an oversight*
46 *committee to ensure transparency of personal data use, which is essential, especially to young citizens who are in the*
47 *process of learning how to properly use the Internet,*

48

49 *Welcoming* the incorporation of youth into the digital world, in accordance with General Assembly resolution
50 58/133 (2003), where all government, intergovernmental, and non-governmental organizations (NGOs) are
51 contributors to the World Youth Fund,
52

53 *Convinced* of the fact that developing countries with limited broadband access require investments to reduce the
54 digital divide in education quality,
55

56 *Fully aware* of the fact that broadband access facilitates learning for remote and rural schools, where schools are
57 often the only place where young people can use the Internet,
58

59 *Seeking* the promotion of SAFEDY: The Support Association of Fostering Digital Security among Youth as a new
60 program to promote cyber wellness and take into account the youth's perspective,
61

62 *Recalling* the international community in creating guidelines regarding rights and responsibilities of ICT usage,
63 including, but not limited to stressing the freedom of speech and intellectual property rights,
64

65 *Welcoming* the promotion of education and participation of youth and youth-led organizations in decision making
66 processes and monitoring in the United Nations (UN), as well, incorporating youth in order to bridge the digital
67 divide, through use of technology in schools and public places, in accordance with General Assembly resolution
68 66/121 (2012),
69

70 *Contemplating* the *Qingdao Declaration*, a document organized by the UN Educational, Scientific and Cultural
71 Organization (UNESCO) and Member States, which gives UN Member States policy recommendations on
72 harnessing the potentials of ICTs in the field of education, it does this by calling for open access to internet and
73 international cooperation, as well as accountability to ensure that children are protected, but allowed to easily access
74 the Internet and the technology necessary,
75

76 *Reaffirming* the Global e-Schools and Communities Initiative (GeSCI), born out of the UN Information and
77 Communications Technologies Task Force (UN ICT TF) in 2003, in determining the need for educational
78 development around the world,
79

80 *Observing* of the efforts that have been made in educating the global population in the responsible usage of digital
81 tools and Internet navigation, such as the Digital Citizenship Summits held in North America and Europe,
82

83 *Convinced* of the effectiveness of partnering with NGOs in achieving digital educational goals, and the Intel
84 Learning program, which provides direct technological support and entrepreneurial skills for university students,
85

86 *Recognizing* the Digital School Project, which creates an effective educational framework for technology
87 competency among youth, by fostering knowledge and skill acquisition and innovation,
88

89 *Expecting* states to take firm measures to assist youth through the incorporation of technology within their
90 traditional and non-traditional education systems as mentioned in World Programme of Action for Youth in
91 accordance to General Assembly resolution 70/127 (2015),
92

93 *Emphasizing* the Refugee Technology Integration Project (RTIP), which coordinates education with refugees and
94 local populations to allow increased technical skills, digital education, and economic prospects of both groups,
95

96 *Fully aware* of the need for cyber security to protect digital privacy, as called for by General Assembly resolution
97 68/167 (2013), which called for better privacy and better protection of data, as well as establishes an oversight
98 committee to ensure transparency of personal data use, which is essential, especially to young citizens who are in the
99 process of learning how to properly use the Internet,
100

101 1. *Calls upon* to increase funding for the ITU Development Fund to provide for this proposal by contributions
102 from Member States and international organizations such as the International Monetary Fund and the World
103 Bank, and encourages donor states to start domestic funds to further finance these programs;
104

- 105 2. *Requests* for the funds of the program to:
106
107 a. Further invite states to implement measures to improve upon and update ICT availabilities;
108
109 b. Recommends states to encourage civil society action to develop ICTs by branding an ITU label;
110
111 c. Incentivize states and private corporations to donate to this fund;
112
113 d. Be allocated towards the updating of out-of-date ICT infrastructure and millimeter technologies in the
114 short run;
115
116 e. Be earmarked towards investing towards developing technologies such as the drone technologies in the
117 long run;
118
- 119 3. *Supports* a parallel funding mechanism which will provide self-sufficiency for the future development of
120 Member States in areas not limited to:
121
122 a. Advising states to implement measures to improve upon and update ICT availabilities, such as action
123 plans to specify technological availability goals at a state-level;
124
125 b. Galvanizing states and private corporations to donate to this fund providing further improvement to
126 economic and soft power relations;
127
- 128 4. *Recommends* Member States in increasing access to Internet services for young populations through:
129
130 a. Expanding and improving existing telecommunications structures through public-private partnerships
131 and further developing civil and public infrastructures;
132
133 b. Improving existing public places offering Internet access in places where young citizens conglomerate
134 in communities with vibrant youth populations;
135
136 c. Investing in mobile technologies capable of emanating Internet signals in difficult-to-reach places such
137 as islands, mountains, or rural areas so that young people will have better access to global connectivity;
138
139 d. Lowering the cost of existing capable technologies such as 4G LTE cell transmitters to make the cost
140 more affordable for rural development in developing states;
141
- 142 5. *Further requests* that Member States expand mobile network infrastructure in areas lacking network coverage to
143 further reduce the digital divide among youth populations;
144
- 145 6. *Encourages* that Member States voluntarily fund research and development for future technologies that can
146 increase the potential in expanding access to rural areas, increasing data speeds, increasing data capacities, and
147 lowering costs, including:
148
149 a. Funding Millimeter Technologies in metropolitan areas, which can emit 5G data to allow for high-
150 speed technology and greater bandwidth;
151
152 b. Inviting Member States to digitize access to government services in order to ease access of government
153 services to people living in rural areas;
154
- 155 7. *Strongly recommends* Member States to audit and inspect technologies regarding ICTs to adhere to already
156 established ICT standards in order to preserve the compatibility of ICTs and ease of deployment of ICTs,
157 including but are not limited to:
158
159 a. Stressing that states propagating wireless Internet adhere to ITU Region standards;
160

- 161 b. Established industry standards, such as standards established by the Institute of Electrical and
162 Electronics Engineers, International Standard Organization;
163 1.
164 c. Hopes that in the face of new technological developments that do not have established standards,
165 Member States and major companies in the ICT industry will be swift in establishing new standards for
166 these new technologies;
167
168 8. *Further invites* public and private actors to participate in an annual forum, Youth Technology Accessibility
169 Forum, on increasing access to communications technology with the goal of:
170
171 a. Lowering the cost of the production of communications technology by creating opportunities for
172 collaboration on innovation and the development of new technologies between public institutions and
173 private institutions, by creating operational committees to discuss the aforementioned measures;
174
175 b. Initiating the creation and promotion of open source technology projects and the use of open source
176 license agreements to expand access to high quality software, which include:
177
178 i. Linux Foundation providing financial and intellectual resources, as well as infrastructure and
179 training;
180 ii. License software with open-source friendly licenses such as GNU GPL and the MIT License;
181 iii. Allow others to investigate into the source code and suggest changes;
182
183 c. Supporting investments in broadband infrastructure by sharing best practices for infrastructure funding,
184 and encouraging public and private partnerships on infrastructure investments, as well as regional best-
185 practices sharing regarding educational knowledge;
186
187 d. Emphasizing the discussion on ethical uses of technology as the protection of personal data;
188
189 e. Expediting youth exposure to technology through the creation of programs that will provide youth with
190 access to ICT tools, which:
191
192 iv. Supports existing programs with the goal of providing youth with access to ICT tools through
193 technology donation and recycling programs that provide youth in developing countries with
194 useful communications technology tools;
195 v. Promotes programs focused on encouraging ICT use among young girls;
196 vi. Fosters youth digital ambassadors within Member States as a way to spread ICTs to rural
197 areas within those states by teaching young ambassadors hands-on training focused on how to
198 teach other youth about ICTs and improving their individual digital literacy;
199 vii. Encourages role model and tutoring programs;
200
201 9. *Endorses* the establishment of youth digital ambassadors' programs within Member States as a way to spread
202 ICT knowledge to rural areas:
203
204 a. Providing Youth Ambassadors with training on how to teach ICT skills and to improve their individual
205 digital literacy;
206
207 b. Selecting youth-aged individuals by a commission assembled within each Member State who can serve
208 as digital ambassadors and leaders for ICT-related community initiatives:
209
210 i. Judged on prior experience with technology and ability to teach others;
211 ii. Motivate Member States to take into consideration involving an equal number of young men
212 and women;
213
214 10. *Emphasizes* the importance of education and understanding of ICTs among youth, hoping Member States will:
215

- 216 a. Implement increased ICT-based curriculums, such as the Digital School Project, which increases
217 online collaboration between teachers and students;
218
219 b. Approve the development of a Standardized ICT Test to accurately assess ICT competence among
220 youth in areas such as computer navigation competency, word processing skills, and Internet
221 navigation;
222
223 c. Coordinate joint education programs with refugees and local population, such as by using the RTIP;
224

225 11. *Further invites* that states integrate ICTs into youth education in manners such as:

- 226
227 a. Focusing on educational efforts from early development through primary school;
228
229 b. Encourage that states develop civics courses regarding safe use of the Internet, to ensure equitable
230 rights and duties regarding ICT interactions;
231
232 c. Invites states to develop analytical programming courses, following a heuristic state-by-state approach
233 to implementation, which utilizes best practices from the perspective of individual communities in
234 order to secure equitable opportunities to future occupational markets;
235
236 d. To ensure efficient technological practices, a working group should be established where educational
237 emphasis is placed on didactic studies;
238
239 e. Enhancing public services access to the young population with ICTs, such as educational television
240 and radio shows, and increasing public participation in policy-making and government participation
241 more efficiently, by offering relevant online information regarding government actions and initiatives
242 through up-to-date surveys and trust-building measures;
243

244 12. *Requests* to implement a new educational program with the name of SAFEDY: The Support Association of
245 Fostering Digital Security among Youth that:

- 246
247 a. Focuses on teaching young people how to stay responsible and healthy digital citizens through raising
248 awareness about the potential negative aspects of ICTs, such as the exposure to violent content, the risk
249 of addictions, or cyber-bullying;
250
251 b. Proposes every participating Member State to dedicate 10 hours of yearly curricular time to the
252 promoting of Cyber-Wellness Lessons for each academic level;
253
254 c. Encourages curriculums to include courses involving vocational learning and cyber security education;
255
256 d. Aims to integrate the youth as digital citizens and their views by:
257
258 i. Promoting dialogue between students and teachers in an open “talk round” in schools where
259 young people can elaborate their concerns and opinions about their experiences with ICTs
260 directly;
261 ii. Establishing an annual survey that focuses on the needs and demands of youth concerning
262 ICTs in order to collect up-to-date data that helps to adapt educational measures to the youth’s
263 needs and standards;
264
265 e. Is funded and organized by the Global Initiative on Decent Jobs for Youth Program;
266
267 f. Proposes the Economic and Social Council (ECOSOC) to provide oversight and provide the status of
268 implementation through annual report;
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270 13. *Encourages* states to create technological and technical training programs for young adults to teach skills
271 related to employment needs by:

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- a. Creating secondary and tertiary technological training classes in line with Member States' educational standards;
 - b. Partnering with existing businesses, universities, and other occupational organizations to integrate on-the-job training with formal vocational education, as outlined through UNESCO Technical and Vocational Education Training:
 - i. Developing partnerships to provide ICT occupational training to integrate existing practices from countries with established ICT industries to countries with developing ICT industries;
 - ii. Creating partnerships to incorporate localized systems of best-practices educational and occupational conventions from Southern States with Western occupational models;
 - c. Establishing mentorship programs with existing, successful, and willing businessmen and businesswomen to teach young technological entrepreneurs skills, and provide networking opportunities through programs similar to the UN Development Programme's (UNDP) Youth Employment program;
 - d. Using traditional and new forms of ICTs to encourage the pursuit of higher education, such as television, radio, online advertisements, and in-app advertisements for smartphones;
9. *Further recommends* Member States to provide educational opportunities using ICTs to traditionally marginalized youth populations by:
- a. Making deliberate efforts to increase the educational enrollment of girls, such as teacher-to-parent visits to emphasize the availability and value of education and online education;
 - b. Providing employment and societal-based educational opportunities to young women;
 - c. Instituting educational facilities for young refugees and displaced persons by providing educational opportunities in refugee camps and offering refugee children the capability to attend public schools, online schools, and receive the same digital integration attention as native-born children;
 - d. Encourages the coordination of digital education between refugee populations and local populations, to ensure that the right to education is as equally accessible to refugee children as it is to native-born children;
 - e. Contemplates the creation of regional policies focused on the teaching of women and girls, especially in rural areas;
 - f. Constituting the participation in these efforts of states most affected by lower literacy rates;
10. *Requests* states to exercise oversight over Internet access in areas such as:
- a. Monitoring online activity sensitive to radicalization by reporting concerning behavior to relevant government defense ministries;
 - b. Preventing cyber-bullying by allowing school districts to create localized online anti-bullying campaigns, and consequences best suited to each locale;
 - c. Combatting online sexual harassment by creating anti-harassment definitions and guidelines enforced by state-level Internet oversight committees;
 - d. Raise awareness about the criminality of child pornography and emphasize the irreversibility of posting online content in order to reduce negative consequences;

- 328 11. *Calls upon* Member States to establish oversight committees with the purpose of setting strategic and
329 achievable goals for computer capabilities, word processing skills, internet navigation, and programming
330 language by:
331
- 332 a. Cooperating with private and public leaders in the technological sector to formulate members of each
333 domestic committee;
 - 334 b. Managing the already-existing ICT Development Fund;
 - 335 c. Controlling and ensuring the operation and continued support of these oversight committees;
 - 336 d. Functioning for an undetermined amount of time, with regulatory updates provided every two years;
 - 337 e. Creating digital surveys to assess the growth and proficiency of youth in computer skills;
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- 343 12. *Recommends* the creation of a Declaration of Ethical ICT Practices, outlining ethical practices to be
344 incorporated at the discretion of each Member State, by;
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- 346 13. *Endorses* policies in accordance with the European Union’s “General Data Protection Regulation, which
347 reshapes how organizations approach data privacy, in order to:
348
- 349 a. Create an equalization of international data practices;
 - 350 14.
 - 351 b. Necessitate that companies request the consent of users prior to using their data;
 - 352
 - 353 c. Provide individuals with reports on when, where, and to what extent their data has been accessed and
354 consumed;
 - 355
- 356 19. *Invites* companies to be more transparent when developing Big Data algorithms:
357
- 358 a. Where Social Networking Sites feed population, algorithms contribute to the creation of echo
359 chambers;
 - 360
 - 361 b. Recognizing that echo chambers contribute to the marginalization and potential radicalization of
362 isolated population subsets;
 - 363
 - 364 c. To open source their feed algorithms to prevent echo chambers and malicious use;
 - 365
- 366 20. *Further reminds* institutions to develop interfaces and codes of conduct that facilitate the amicable treatment of
367 users;
368
- 369 21. *Calls upon* institutions in further increasing development and innovation of more secure data storage,
370 management, and transfer systems, through utilizing Advanced Encryption Standard (AES) Family algorithms;
371
- 372 22. *Encourages* citizens to acknowledge the “Ten Commandments of Computer Ethics,” as set forth by the
373 Computer Ethics Institute;
374
- 375 23. *Supports* citizen-led initiatives within the frame of the “Ten Commandments of Computer Ethics” to pursue
376 corporate transformation in Big Data policies through:
377
- 378 a. Citizen recognition of the analytical practices of Social Networking Sites and other data collection
379 services;
 - 380
 - 381 b. Reminding citizens to be more aware of online security breaches.



Code: ITU/1/4

Committee: International Telecommunication Union

Topic: Promoting Digital Citizenship Among Youth

1 *The International Telecommunication Union,*

2
3 *Commending* the Tumo Center for Creative Technologies for pioneering free-of-charge digital learning centers and
4 innovative new ways of information and communications technology (ICT) education outside of formal educational
5 institutions for the youth,

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7 *Recalling* the World Programme of Action for Youth, which works to encourage multilateral organizations,
8 individual governments, non-governmental organizations (NGOs) and United Nations (UN) Member States to
9 recognize a vital need to mobilize youth across all nations to take an active role in a nation's development,

10
11 *Referencing* E-learning as practiced by the Global E-Schools and Communities Initiative, which places emphasis on
12 the Internet and making it user-friendly and more accessible for young populations to supplement developmental
13 standards for mass communication on a global scale, regardless of economic barriers, violence and conflict, and
14 disadvantaged areas,

15
16 *Keeping in mind* the global refugee crisis, in particular, the youth population which is estimated to equate to half of
17 the refugee population, according to the *UNICEF report 2016*, that has extremely limited access to ICTs,

18
19 *Taking into account* Principle 8 of the *Declaration of The Rights of a Child (1959)*, which suggests all nations
20 should provide aid to the child under all circumstances, it is the right of the child to have accessible ICTs, and
21 should be first and most accessible to children and youth in underprivileged areas and areas ravaged by conflict,

22
23 *Approving* of the objectives set forth by Sustainable Development Goal (SDG) 8, Decent Work and Economic
24 growth, reducing barriers to growth in the telecommunications sector is important for the sake of improving access
25 to ICTs to connect with the youth populations,

26
27 *Noting with satisfaction* the implementation of funds through various charitable organizations such as One Laptop
28 Per Child, which makes laptops accessible to children within lower income areas and developing countries, KoBo
29 Toolbox partnered with the UN and the International Rescue Committee in the building of local institutions to
30 provide young members of society with a creative sanctuary for learning, collaborating, and developing religiously,
31 morally, and socially through ICTs,

32
33 1. *Calls upon* Member States to adopt accessible digital learning centers called International Centers for Evolving
34 Technologies (ICE-Ts) and implement programs for the youth to enhance ICT education outside of formal
35 education systems:

36
37 a. Encourages diversity in program offerings in order to promote freedom of choice for youth citizens in
38 real-world applications of knowledge;

39
40 b. Further recommends including self-paced learning programs, in order to inspire and the sustainable
41 development of vital skills to create a global awareness amongst young people for environmental,
42 health, economic, and political sectors world-wide;

43
44 2. *Emphasizes* openness to computers and other forms of technology to inspire mass communication between
45 citizens of all countries:

46
47 a. ICE-Ts will include a large sum of computers connected to broadband internet in which youth
48 citizens can enter and use ICT for educational uses;

49

- 50 b. Youth citizens can enter ICE-Ts as they please, giving them freedom to learn when they want and
51 at the pace they want to;
- 52
- 53 c. ICE-Ts will be located in one central location each in member country at first to be able to effectively
54 evaluate successfulness of ICE-Ts;
- 55
- 56 3. *Expresses its hope* that basing the ICE-Ts outside of formal educational institutions will further stimulate
57 learning and allow for a more effective and diverse means of promoting digital citizenship among the youth:
- 58
- 59 a. Focusing on the well-being of refugees in Member States with the development of digital learning
60 centers throughout the world;
- 61
- 62 b. To create and implement youth activities and education opportunities;
- 63
- 64 4. *Recommends* that willing Member States make a pledge to gradually implement reforms to open up markets and
65 initiate privatization; such reforms will stimulate economic growth and make ICTs more accessible for the
66 youth:
- 67
- 68 a. Member states are encouraged to sell off publicly-owned broadband Internet, and other related
69 infrastructure;
- 70
- 71 b. The committee also recommends that Member States lift barriers to participating in the
72 telecommunications market, as well as legislate necessary provisions in order to avoid monopolies,
73 governmental or private;
- 74
- 75 c. Mirroring the massive gains in access to telephones and mobile phones resulting from similar
76 liberalizing reforms by Member States, this committee hopes for similar success in expanding the
77 proliferation of broadband through further economic reform;
- 78
- 79 d. Member States that continue to lag behind in terms of broadband access, telecommunications devices,
80 and further ICTs will benefit from these open markets;
- 81
- 82 e. The implementation of such reforms across the international community will enable further
83 cooperation with the private sector, allowing all segments of society to benefit from investments;
- 84
- 85 5. *Endorses* goal 8.6 of the *2030 Agenda for Sustainable Development* to significantly decrease the proportion of
86 youth not in employment, education, or training:
- 87
- 88 a. Draws attention to the number of children and the youth refugees in host countries, with the goal
89 of providing telecommunication technology accessibility, to grant underprivileged populations
90 like refugee areas, the vital opportunities to increase their social and economic status;
- 91
- 92 b. To establish youth refugee populations with a safe abode through religious institutions;
- 93
- 94 c. To connect with local institutions so that services might be directed towards the youth within
95 cultural, religious minorities, refugees, and other disadvantaged groups;
- 96
- 97 i. This will foster a global spirit among youth for strengthened global solidarity by allowing for
98 young people to communicate throughout nations regardless of location, economic status, or
99 age;
- 100
- 101 6. *Further expands upon* the ground breaking work of existing E-learning programs for designated
102 underdeveloped areas, the committee strongly encourages Member States to recognize and commit to fulfilling
103 their obligations to protect the rights and opportunities for youth by:
- 104

- 105 a. Aiming to ensure safety and navigation on all devices, in order to more effectively provide
106 educational and vocational training services to economically disadvantaged individuals;
107
- 108 b. Also allowing displaced children to keep learning when they are placed in a refugee area or other,
109 similar migrant situations, through the establishment of technological sites;
110
- 111 c. Designating the rights of the child to have equal opportunity for technological resources;
112
- 113 7. *Draws attention* to all Member States considering interactive platforms, exhibitions, and learning approaches, to
114 make youth more alert to digital skills, so they may be safer online:
115
- 116 a. The committee recommends that any online educational and vocational training should include
117 lessons on how to identify signs and prevent child exploitation online;
118
- 119 b. These skills will further increase digital literacy among the youth, and will contribute to the
120 development of digital citizenship;
121
- 122 8. *Encourages* Member States work within the private sector and local institutions by encouraging these bodies to
123 partner with the ITU Development Fund (ITU-DF), so that they may apply for grants, funding, and other
124 resources necessary in the implementation of ICE-T for the youth:
125
- 126 a. Working with the private sector will incentivize private individuals to establish charitable
127 organizations of their own, from which they may contribute to their home country's economic
128 development;
129
- 130 9. *Further invites* Member States to divert any additional funding into ICE-T as they see fit, such as in the form of
131 subsidies to private companies, in order to provide greater access for underdeveloped areas and refugee camps,
132 where profits may be less viable economically:
133
- 134 a. Every two years, evaluation reports will be done to monitor the progress from different, participating
135 Member States, in order to enable further cooperation and encourage other nations to take similar
136 initiatives and strategies;
137
- 138 10. *Further requests* Member States to begin the process of A/B testing at sites where digital learning centers are
139 present:
140
- 141 a. The impact of the reforms in economic policy and growth of new infrastructure and technologies
142 may be measured through this testing;
143
- 144 b. 15 years after approval of this document, participating Member States will reconvene in order to
145 evaluate programs;
146
- 147 c. This will be done to assess the progress, successes, and failures of these sites through extensive
148 evaluations, also taking heed of young peoples' responses and appraisal for these programs;
149
- 150 i. The presence of such testing facilities is expected to expand broadband access to
151 youths, and incentivize telecommunications companies to increase the provision of
152 services;
153
- 154 ii. Consideration of the next course of action will also be addressed in order to continue
155 the process of expanding broadband access, and thus improving digital citizenship in
youth.