Conference A
International Telecommunication Union (ITU)

Committee Staff

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<td>Director</td>
<td>Sara Belligoni</td>
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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

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<td>ITU/1/1</td>
<td>Promoting Digital Citizenship Among Youth</td>
<td>Adopted without a vote</td>
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<td>ITU/1/4</td>
<td>Promoting Digital Citizenship Among Youth</td>
<td>24 votes in favor, 2 votes against, 7 abstensions</td>
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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.
The International Telecommunication Union,

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

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

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

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

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

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

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

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

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

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

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

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

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

   a. Is inspired by the already existing successful school-wide cyber safety programs, Singapore’s Cyber-Wellness Curriculum, and Australia’s ThinkUKnow Program that aim to provide youth with the tools to create a safer online environment for young Information and communication technology (ICT) users through extracurricular activities while using the Sense-Think-Act Process, will be established as one
of the ITU’s best practices on safe online behavior by The ITU Child Online Initiative that is organized by the Council Working Group on Child Online Protection, focuses on raising awareness among young people about the potential negative aspects of ICTs such as the exposure to violent content, the risk of addictions, or cyber-bullying through encouraging every participating Member State to dedicate 10 hours of yearly curricular time to the promoting of Cyber-Wellness Lessons for each academic level, as well as an open “talk round” between the youth and teachers where young people can elaborate their concerns and opinions about their experiences with ICTs directly;

b. Helps to collect up-to-date data that facilitates to adapt ITU policies to the youth’s needs and standards;

c. Is funded by the ITU Accessibility Trust Fund;

2. Encourages all Member States to institute academic research centers to increase data collection on the prevalence, impacts, and risks of cyber violence faced by children and youth in order to respond to such threats in an efficient way by:

a. Following the initiative of the National Center for Cyberstalking Research (NCCR) established by the United Kingdom of Great Britain and Northern Ireland and conducting studies and surveys, such as the Electronic Communication Harassment Observation (ECHO), the Password Experiences Survey and the Network for Surviving Stalking conducted by the NCCR;

b. Gathering expertise from different academic fields such as technology, psychology, sociology, and law to facilitate greater understanding and provide national authorities with good understanding of cyber violence and ways to eradicate it to:

i. Inform national competent authorities about modern technological solutions for child online protection, prevention of cyber-violence, and response to cyber-violent incidents, taking into account the best practices of the ICTs sectors and of other relevant stakeholders;

3. Requests the need for Member States to follow international guidelines to support cybersecurity and cyberbullying measures for youth, in cooperation with Internet firms and Social Media platforms such as the ThinkYoung Program Empowering Youth Online powered by Google;

4. Encourages the increase of cooperation between and within UN specialized agencies by enhancing their focus on joint initiatives, such as the Guideline for Industry on Child Online Protection between ITU and the UN Children’s Fund (UNICEF), and the UN High Commissioner for Refugees (UNHCR) Children and Youth Protection and Privacy at the Digital Age, which aim to:

a. provide companies that develop ICT with guidance on how to enable responsible digital citizenship, learning, and civic participation;

b. Incorporate child rights considerations into all appropriate corporate policies and management process;

c. Develop safer and age-appropriate online content and environments;

5. Recommends that all willing Member States, in accordance with the Child Online Protection Initiative launched by ITU in 2008, take measures to put an end to violation of the right to privacy and safety and create the conditions to prevent such violations, including ensuring that relevant national measures comply with their obligations to protect the principles of human rights by:

a. Being part of the Global Cybersecurity Index (GCI) survey with regard to the ITU Global Cybersecurity Agenda (GCA) and the five pillars identified by the High-Level Experts (legal, technical, organizational, capacity building, and cooperation), which will:
i. Act as a report combining 25 indicators to monitor and compare the level of ITU Member States cybersecurity commitment;

ii. Help foster a global culture of cybersecurity and its domestic integration within Member States;

iii. Require Member States to continue sending and updating information about cybersecurity efforts;

iv. Support the collection and analysis of data and statistics on child online protection to help design and implement public policies and allow comparisons of outcomes between countries;

v. Further invites Member States to strengthen inter-collaboration between public-private partnerships to facilitate access to resources in developing international legal framework towards protection of data among youth by:

   a. Creating a round-table discussion between all Member States every 5 years to ensure that policies that help protect data among youths are up-to-date due to the fact that technologies evolve and change year after year;

   b. Combining efforts on securing public platforms by updating precise policies when checking in with any devices;

   c. Focusing on protecting data from and among youth to prevent misuse of data by either public or private entities;

   d. Being inspired by European Union’s Cookie Law, a legislation that requires websites to inform users that cookies, short-term data, are being stored onto the user’s computer; this legislation gives users more control over their online privacy;

   e. Drawing attention to the 13 GCI partners to ensure more precise collection of data to help non-governmental organizations (NGOs) and private stakeholders to specifically target the youth who need additional support on cybersecurity and its implementation on specific areas such as regimentation, promotion, data privacy, and training staff purposes;

   f. Is funded by the ITU Development Fund (ITU-DF) as it is in of the priority areas of action deemed by the ITU: cybersecurity;

7. Encourages Member States to closely measure and monitor cyber-bullying systematically and frequently for a comprehensive understanding of the effects of cyberbullying on youth by:

   a. Participating in the study groups of the ITU Telecommunication Standardization Sector (ITU-T), within the framework of their specific competencies and considering new development in the fields related to technologies, in order to better inclusivity for youths in the cyberspace, to gather information regarding cases of cyberbullying affecting youth, and to help those impacted by cyber bullying in general;

   b. Being funded by the ITU-DF as it encourages digital inclusion, one of the ITU’s priority areas of action;

   c. Establishing a platform that offers support concerning child online protection, which will:

      i. Act as a channel for educational professionals, parents, and victims to report any incidents of cyber violence;

      ii. Take information in to better understand the effects of cyberbullying and cyber violence by allowing the victim to talk to a professional;

   d. Focusing on helping youth feel digitally included and prevent marginalization of the youth, thus helping youth feel more inclined to become digital citizens;
e. Being inspired by the already existing UN-backed hotline for sexual abuse in Somalia;

8. *Calls upon* ITU Member States to take measures to ensure the health and cyber-wellness of youth facing acts of cyber-violence by:

   a. Conducting national investigations, at the discretion of the Member State, on online violence and crimes perpetrated against youth by using the Cybercrime Investigation Protocol provided by the Law Enforcement Cyber Center;

   b. Providing victims of cyber violence with assistance and reparation such as monetary compensations and psychological assistance with the support of the International Criminal Court Trust Fund for Victims;

9. *Further invites* Member States to increase their existing number of contributory units at their capacity to ensure budget stability of all programs previously mentioned directed towards the digital protection of the youth, and suggests a close cooperation with the ITU Development Trust Fund.
The International Telecommunication Union,

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

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

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

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

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

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

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

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

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

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

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

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

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

1. Welcomes all Member States to join and increase the effectiveness and the accessibility of “ICT for Health: Project,” which focuses on health problems related to youth while encouraging Member States to:
a. Project, compare, and transfer transnational strategies to improve the social capacity of citizens and medical professionals to utilize eHealth technologies for better prevention and treatment in the frame of youth citizens;

b. Gain access to shared databases that allow youth to gain more information about health issues and problems such as STI, HIV/AIDS, Malaria, Tuberculosis, Hepatitis;

2. Notes that these specific health issues impact a disproportionate amount of youth worldwide and the promotion of digital citizenship, global health-based data, and information exchange will assist in mitigating and help combat these infectious diseases;

3. Recommends Member States to cooperate with initiatives and programs aimed at raising youth’s consciousness on the potential benefits and risks of using ICTs, such as computers, mobile phones, and the Internet, especially by:

a. Running awareness-raising campaigns online, in schools, and in communities with youth to encourage appropriate and responsible use of technology in order to avoid potential threats to mental health that may be related to their use of online technologies;

b. Organizing activities and challenges using ICTs in educational institutions aimed to share knowledge about device safety and practices;

c. Calls for Member States to adopt youth delegate programs that aim to raise awareness and educate youth on the use of ICTs;

4. Invites all Members States to implement the eHealth services software, promoted by the ICT for Health: Project into their digital arsenal to improve youth health problems, this initiative will be assisted by:

a. Establishing partnerships with preexisting civil organizations such as:

i. International Federation of the Red Cross and Red Crescent;

ii. The Global Fund to Fight AIDS, Tuberculosis and Malaria;

b. Establishing public-private partnerships between organizations such as the ‘Bupa’ insurance companies and health organizations already in a partnership with the ITU, which provide multidisciplinary expertise, health information, and mobile technology to fight chronic non-communicable diseases;

c. Establishing partnerships with UN agencies such as the WHO;

5. Bearing in mind telemedicine that has occurred in the form of radiology, cardiology, psychiatry and other fields, which has enhanced the presence of information-based exchanges between developed and developing countries, and has further enabled the proper infrastructure and the transfer of treatment and prevention measures amongst youth;

6. Recommends the usage of ICTs to monitor Health Project be done by a representative of the ITU appointed by the secretariat of the committee, in order to:

a. Manage the funds provided by the ITU Development Fund (ITU-DF) and private partnerships for E-Health programs;

b. Administer and control of the different databases regarding E-Health;

c. Guarantee the development of new strategies and programs in the different Member States regarding E-Health;
7. Urges the strengthening and development of sex education, specifically:
   a. The implementation of sex education courses in schools, as well as the establishment of open online courses regarding sexual education, to ensure that the youth are aware of the perils of sex and how to avoid those dangers;
   b. The creation of a forum where experts and the youth can come together to discuss how to better incorporate ICTs within the health sector, as well as to discuss how to use ICTs to fight diseases such as HIV, Human papillomavirus, and syphilis;
   c. Funding for this initiative will be through the ITU-DF, public-private-partnerships, and voluntary contributions by willing Member States;
   d. Creates an oversight position through an ambassador that is elected for a period of 2 years and reports to the ITU on an annual basis;

8. Encourages Member States to adopt E-Health database schemes for creating a database focused on collecting information about diseases in youth populations to:
   a. Give hospitals access to a harmonized database of all relevant medical information on diseases in young patients;
   b. Make the sharing of medical information between Member States more efficient and improve quality of care;
   c. Encourage Member States to have a public portal to the database that has generalized information and redacted private information, as this will encourage information sharing of diseases in youth population to the public and to youths who are interested in the healthcare sector;

9. Invites all Member States to give a financial contribution to the ITU Accessibility Fund, which will be specifically used to support the ICT for Health: Project, the above-mentioned Sex Education Project, and the implementation of the sanitary field throughout ICTs.
The International Telecommunication Union,

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

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

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

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

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

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

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

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

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

Taking into consideration Member States’ programs that provide access to high quality broadband, especially in rural and urban areas,

Bearing in mind the need for cyber security to protect digital privacy, proposed by General Assembly resolution 68/167 (2014), which called for better privacy and better protection of data, as well as establishing an oversight committee to ensure transparency of personal data use, which is essential, especially to young citizens who are in the process of learning how to properly use the Internet,
Welcoming the incorporation of youth into the digital world, in accordance with General Assembly resolution 58/133 (2003), where all government, intergovernmental, and non-governmental organizations (NGOs) are contributors to the World Youth Fund,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

a. Further invite states to implement measures to improve upon and update ICT availabilities;

b. Recommends states to encourage civil society action to develop ICTs by branding an ITU label;

c. Incentivize states and private corporations to donate to this fund;

d. Be allocated towards the updating of out-of-date ICT infrastructure and millimeter technologies in the short run;

e. Be earmarked towards investing towards developing technologies such as the drone technologies in the long run;

3. **Supports** a parallel funding mechanism which will provide self-sufficiency for the future development of Member States in areas not limited to:

a. Advising states to implement measures to improve upon and update ICT availabilities, such as action plans to specify technological availability goals at a state-level;

b. Galvanizing states and private corporations to donate to this fund providing further improvement to economic and soft power relations;

4. **Recommends** Member States in increasing access to Internet services for young populations through:

a. Expanding and improving existing telecommunications structures through public-private partnerships and further developing civil and public infrastructures;

b. Improving existing public places offering Internet access in places where young citizens conglomerate in communities with vibrant youth populations;

c. Investing in mobile technologies capable of emanating Internet signals in difficult-to-reach places such as islands, mountains, or rural areas so that young people will have better access to global connectivity;

d. Lowering the cost of existing capable technologies such as 4G LTE cell transmitters to make the cost more affordable for rural development in developing states;

5. **Further requests** that Member States expand mobile network infrastructure in areas lacking network coverage to further reduce the digital divide among youth populations;

6. **Encourages** that Member States voluntarily fund research and development for future technologies that can increase the potential in expanding access to rural areas, increasing data speeds, increasing data capacities, and lowering costs, including:

a. Funding Millimeter Technologies in metropolitan areas, which can emit 5G data to allow for high-speed technology and greater bandwidth;

b. Inviting Member States to digitize access to government services in order to ease access of government services to people living in rural areas;

7. **Strongly recommends** Member States to audit and inspect technologies regarding ICTs to adhere to already established ICT standards in order to preserve the compatibility of ICTs and ease of deployment of ICTs, including but are not limited to:

a. Stressing that states propagating wireless Internet adhere to ITU Region standards;
b. Established industry standards, such as standards established by the Institute of Electrical and Electronics Engineers, International Standard Organization;

c. Hopes that in the face of new technological developments that do not have established standards, Member States and major companies in the ICT industry will be swift in establishing new standards for these new technologies;

8. Further invites public and private actors to participate in an annual forum, Youth Technology Accessibility Forum, on increasing access to communications technology with the goal of:

a. Lowering the cost of the production of communications technology by creating opportunities for collaboration on innovation and the development of new technologies between public institutions and private institutions, by creating operational committees to discuss the aforementioned measures;

b. Initiating the creation and promotion of open source technology projects and the use of open source license agreements to expand access to high quality software, which include:

i. Linux Foundation providing financial and intellectual resources, as well as infrastructure and training;

ii. License software with open-source friendly licenses such as GNU GPL and the MIT License;

iii. Allow others to investigate into the source code and suggest changes;

c. Supporting investments in broadband infrastructure by sharing best practices for infrastructure funding, and encouraging public and private partnerships on infrastructure investments, as well as regional best-practices sharing regarding educational knowledge;

d. Emphasizing the discussion on ethical uses of technology as the protection of personal data;

e. Expediting youth exposure to technology through the creation of programs that will provide youth with access to ICT tools, which:

iv. Supports existing programs with the goal of providing youth with access to ICT tools through technology donation and recycling programs that provide youth in developing countries with useful communications technology tools;

v. Promotes programs focused on encouraging ICT use among young girls;

vi. Fosters youth digital ambassadors within Member States as a way to spread ICTs to rural areas within those states by teaching young ambassadors hands-on training focused on how to teach other youth about ICTs and improving their individual digital literacy;

vii. Encourages role model and tutoring programs;

9. Endorses the establishment of youth digital ambassadors’ programs within Member States as a way to spread ICT knowledge to rural areas:

a. Providing Youth Ambassadors with training on how to teach ICT skills and to improve their individual digital literacy;

b. Selecting youth-aged individuals by a commission assembled within each Member State who can serve as digital ambassadors and leaders for ICT-related community initiatives:

i. Judged on prior experience with technology and ability to teach others;

ii. Motivate Member States to take into consideration involving an equal number of young men and women;

10. Emphasizes the importance of education and understanding of ICTs among youth, hoping Member States will:
a. Implement increased ICT-based curriculums, such as the Digital School Project, which increases online collaboration between teachers and students;

b. Approve the development of a Standardized ICT Test to accurately assess ICT competence among youth in areas such as computer navigation competency, word processing skills, and Internet navigation;

c. Coordinate joint education programs with refugees and local population, such as by using the RTIP;

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

a. Focusing on educational efforts from early development through primary school;

b. Encourage that states develop civics courses regarding safe use of the Internet, to ensure equitable rights and duties regarding ICT interactions;

c. Invites states to develop analytical programming courses, following a heuristic state-by-state approach to implementation, which utilizes best practices from the perspective of individual communities in order to secure equitable opportunities to future occupational markets;

d. To ensure efficient technological practices, a working group should be established where educational emphasis is placed on didactic studies;

e. Enhancing public services access to the young population with ICTs, such as educational television and radio shows, and increasing public participation in policy-making and government participation more efficiently, by offering relevant online information regarding government actions and initiatives through up-to-date surveys and trust-building measures;

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

a. Focuses on teaching young people how to stay responsible and healthy digital citizens through raising awareness about the potential negative aspects of ICTs, such as the exposure to violent content, the risk of addictions, or cyber-bullying;

b. Proposes every participating Member State to dedicate 10 hours of yearly curricular time to the promoting of Cyber-Wellness Lessons for each academic level;

c. Encourages curriculums to include courses involving vocational learning and cyber security education;

d. Aims to integrate the youth as digital citizens and their views by:

   i. Promoting dialogue between students and teachers in an open “talk round” in schools where young people can elaborate their concerns and opinions about their experiences with ICTs directly;

   ii. Establishing an annual survey that focuses on the needs and demands of youth concerning ICTs in order to collect up-to-date data that helps to adapt educational measures to the youth’s needs and standards;

   e. Is funded and organized by the Global Initiative on Decent Jobs for Youth Program;

   f. Proposes the Economic and Social Council (ECOSOC) to provide oversight and provide the status of implementation through annual report;

13. Encourages states to create technological and technical training programs for young adults to teach skills related to employment needs by:
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;
11. *Calls upon* Member States to establish oversight committees with the purpose of setting strategic and achievable goals for computer capabilities, word processing skills, internet navigation, and programming language by:

   a. Cooperating with private and public leaders in the technological sector to formulate members of each domestic committee;

   b. Managing the already-existing ICT Development Fund;

   c. Controlling and ensuring the operation and continued support of these oversight committees;

   d. Functioning for an undetermined amount of time, with regulatory updates provided every two years;

   e. Creating digital surveys to assess the growth and proficiency of youth in computer skills;

12. *Recommends* the creation of a Declaration of Ethical ICT Practices, outlining ethical practices to be incorporated at the discretion of each Member State, by:

13. *Endorses* policies in accordance with the European Union’s “General Data Protection Regulation, which reshapes how organizations approach data privacy, in order to:

   a. Create an equalization of international data practices;

   14. b. Necessitate that companies request the consent of users prior to using their data;

   c. Provide individuals with reports on when, where, and to what extent their data has been accessed and consumed;

19. *Invites* companies to be more transparent when developing Big Data algorithms:

   a. Where Social Networking Sites feed population, algorithms contribute to the creation of echo chambers;

   b. Recognizing that echo chambers contribute to the marginalization and potential radicalization of isolated population subsets;

   c. To open source their feed algorithms to prevent echo chambers and malicious use;

20. *Further reminds* institutions to develop interfaces and codes of conduct that facilitate the amicable treatment of users;

21. *Calls upon* institutions in further increasing development and innovation of more secure data storage, management, and transfer systems, through utilizing Advanced Encryption Standard (AES) Family algorithms;

22. *Encourages* citizens to acknowledge the “Ten Commandments of Computer Ethics,” as set forth by the Computer Ethics Institute;

23. *Supports* citizen-led initiatives within the frame of the “Ten Commandments of Computer Ethics” to pursue corporate transformation in Big Data policies through:

   a. Citizen recognition of the analytical practices of Social Networking Sites and other data collection services;

   b. Reminding citizens to be more aware of online security breaches.
The International Telecommunication Union,

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

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

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

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

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

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

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

1. Calls upon Member States to adopt accessible digital learning centers called International Centers for Evolving Technologies (ICE-Ts) and implement programs for the youth to enhance ICT education outside of formal education systems:
   a. Encourages diversity in program offerings in order to promote freedom of choice for youth citizens in real-world applications of knowledge;
   b. Further recommends including self-paced learning programs, in order to inspire and the sustainable development of vital skills to create a global awareness amongst young people for environmental, health, economic, and political sectors world-wide;

2. Emphasizes openness to computers and other forms of technology to inspire mass communication between citizens of all countries:
   a. ICE-Ts will include a large sum of computers connected to broadband internet in which youth citizens can enter and use ICT for educational uses;
b. Youth citizens can enter ICE-Ts as they please, giving them freedom to learn when they want and at the pace they want to;

c. ICE-Ts will be located in one central location each in member country at first to be able to effectively evaluate successfulness of ICE-Ts;

3. Expresses its hope that basing the ICE-Ts outside of formal educational institutions will further stimulate learning and allow for a more effective and diverse means of promoting digital citizenship among the youth:

a. Focusing on the well-being of refugees in Member States with the development of digital learning centers throughout the world;

b. To create and implement youth activities and education opportunities;

4. Recommends that willing Member States make a pledge to gradually implement reforms to open up markets and initiate privatization; such reforms will stimulate economic growth and make ICTs more accessible for the youth:

a. Member states are encouraged to sell off publicly-owned broadband Internet, and other related infrastructure;

b. The committee also recommends that Member States lift barriers to participating in the telecommunications market, as well as legislate necessary provisions in order to avoid monopolies, governmental or private;

c. Mirroring the massive gains in access to telephones and mobile phones resulting from similar liberalizing reforms by Member States, this committee hopes for similar success in expanding the proliferation of broadband through further economic reform;

d. Member States that continue to lag behind in terms of broadband access, telecommunications devices, and further ICTs will benefit from these open markets;

e. The implementation of such reforms across the international community will enable further cooperation with the private sector, allowing all segments of society to benefit from investments;

5. Endorses goal 8.6 of the 2030 Agenda for Sustainable Development to significantly decrease the proportion of youth not in employment, education, or training:

a. Draws attention to the number of children and the youth refugees in host countries, with the goal of providing telecommunication technology accessibility, to grant underprivileged populations like refugee areas, the vital opportunities to increase their social and economic status;

b. To establish youth refugee populations with a safe abode through religious institutions;

c. To connect with local institutions so that services might be directed towards the youth within cultural, religious minorities, refugees, and other disadvantaged groups;

i. This will foster a global spirit among youth for strengthened global solidarity by allowing for young people to communicate throughout nations regardless of location, economic status, or age;

6. Further expands upon the ground breaking work of existing E-learning programs for designated underdeveloped areas, the committee strongly encourages Member States to recognize and commit to fulfilling their obligations to protect the rights and opportunities for youth by:
a. Aiming to ensure safety and navigation on all devices, in order to more effectively provide educational and vocational training services to economically disadvantaged individuals;

b. Also allowing displaced children to keep learning when they are placed in a refugee area or other, similar migrant situations, through the establishment of technological sites;

c. Designating the rights of the child to have equal opportunity for technological resources;

7. Draws attention to all Member States considering interactive platforms, exhibitions, and learning approaches, to make youth more alert to digital skills, so they may be safer online:

a. The committee recommends that any online educational and vocational training should include lessons on how to identify signs and prevent child exploitation online;

b. These skills will further increase digital literacy among the youth, and will contribute to the development of digital citizenship;

8. Encourages Member States work within the private sector and local institutions by encouraging these bodies to partner with the ITU Development Fund (ITU-DF), so that they may apply for grants, funding, and other resources necessary in the implementation of ICE-T for the youth:

a. Working with the private sector will incentivize private individuals to establish charitable organizations of their own, from which they may contribute to their home country’s economic development;

9. Further invites Member States to divert any additional funding into ICE-T as they see fit, such as in the form of subsidies to private companies, in order to provide greater access for underdeveloped areas and refugee camps, where profits may be less viable economically:

a. Every two years, evaluation reports will be done to monitor the progress from different, participating Member States, in order to enable further cooperation and encourage other nations to take similar initiatives and strategies;

10. Further requests Member States to begin the process of A/B testing at sites where digital learning centers are present:

a. The impact of the reforms in economic policy and growth of new infrastructure and technologies may be measured through this testing;

b. 15 years after approval of this document, participating Member States will reconvene in order to evaluate programs;

c. This will be done to assess the progress, successes, and failures of these sites through extensive evaluations, also taking heed of young peoples’ responses and appraisal for these programs;

i. The presence of such testing facilities is expected to expand broadband access to youths, and incentivize telecommunications companies to increase the provision of services;

ii. Consideration of the next course of action will also be addressed in order to continue the process of expanding broadband access, and thus improving digital citizenship in youth.