

# FerMUN 2020 - Futurecasters Global Young Visionaries Summit

8th-10th January 2020



## Final Report

31 resolutions

700 young delegates



# Thank you

## **Thank you**

M Houlin Zhao, Secretary General of the International Telecommunication Union, for welcoming us with open arms and for organizing with us this conference.

## **Thank you**

Ms Doreen Bogdan Martin, Director of the BDT, ITU  
Ms Sylvia Poll, Head of Digital Society Division, ITU  
for your precious collaboration.

## **Thank you**

Mr Fabrizio Hochschild, Special Adviser on Preparations for the Seventy-Fifth United Nations Anniversary.  
Ms Tatiana Valovaya, Director General of the United Nations Office in Geneva,  
Ms Alessandra Vellucci, Director of the United Nations Information Service,

## **Thank you**

M. Jacquenet, Principal of the Lycée International de Ferney-Voltaire, for your continuing support.

**Thank you** to the 51 participating schools for joining our conference from all over the world, and thus giving it the possibility to exist.

**Thank you** to our financial partners

Ecole Hôtelière de Lausanne  
ALA ELP  
European Water Project

From 8 to 10 January 2020, the International Telecommunication Union (ITU) hosted the first Futurecasters Global Young Visionaries Summit co organized with FerMUN, the Model UN programme of the Lycée International de Ferney-Voltaire, France.

The summit welcomed 700 young students from 23 countries worldwide.

In order to grasp the complex mechanisms of global governance and diplomacy, the students worked together in advance in small groups, each one representing a country, preparing that country's stance. Playing out their diplomatic role to the full, they studied international issues, debated, deliberated, consulted and searched for solutions. After these preparatory sessions, "delegations" met in committees to present and debate their positions and voted on them.

The theme of the conference was 'Technology for Development'. Students debated how technologies can be harnessed to advance progress towards the 17 UN Sustainable Development Goals.

Alongside these young «diplomats», other working groups came into play: logistics and administrative staff, press officers, advisers, interpreters and translators prepared to bring the event to life. In keeping with the United Nations system, debates were held in two or three languages, French, English and Spanish.

Over a three-day period, all of these students were plunged into the exciting world of international relations. Beyond the fact of providing the opportunity to build on self-confidence through public speaking before a high-level audience, to gain awareness of international issues and to have the wonderful opportunity to communicate with other young people from around the world, these Model UN conferences also give rise to many vocations.

The following report is the result of the fruitful work and achievement of the first Futurecasters Global Young Visionaries Summit and 10th edition of FerMUN. You will find 11 sections (one per committee) with an introduction with the major outcomes followed by the resolutions adopted for each question. The 32 resolutions have been entirely written by the students.

I would like to thank ITU for their collaboration, warm welcome, continuous support and trust.

Florence BAUDRY  
Head of FerMUN Program

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# Executive Team

## **MUN Directors of the Lycée International de Ferney-Voltaire**

Ms Sophie Zory,  
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M Jean-Loup Kastler,  
M Alan Ackroyd,  
M Sceckhspeer Fergach

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Ms Sima Buchnak Deputy Secretary General  
Ms Anaëlle Cathelineau, Deputy Secretary General  
Ms Imtinane Mhoumadi, Head of Translation  
M Ruben Crawford, Head of Interpretation  
Ms Mariam Barry, Head of Administration  
Ms Océane Plaza, Head of Press  
Ms Marion Lambert, Head of Solidarity Fund  
M Jeremy Vial, Head of Communication

## **Director of the FerMUN association**

Ms Florence Baudry

# Welcome letter

Dear participants,

Now, perhaps more than ever before, it is impossible to deny that young people have a meaningful role to play in international politics. Not tomorrow, not the day after: today, we have a voice.

This is what makes programmes like FerMUN so important. Over the next few days, each of our delegates will be faced with difficult, complex real-life problems, and told to solve them through negotiation and consensus. This is an incredibly difficult task. We probably won't succeed. But, in that sense, we are not so different from the career diplomats and government officials who meet at real UN assemblies. We may not handle them with the same expertise, but for the next three days, we will face the same tensions, disagreements, technical challenges, and misunderstandings as real UN delegates do. This hands-on experience is not only the best way to learn; it's also the best way to gain confidence and develop your own ideas. FerMUN allows young people to say: these are my problems too; I understand what is at stake, and I have something to contribute.

This year, our committees revolve around the relationship between technology and development. More specifically, how can Information and Communication Technologies (ICTs) help us achieve the UN's 17 Sustainable Development Goals (SDGs) by 2030? This is a complex and extremely topical question, and in order to answer it as fully as possible, we have introduced two Youth Assembly committees. Rather than representing a country assigned at random, the delegates in these committees will represent the youth in their own country of residence, and come away with concrete plans and pledges for future actions in their communities. We may not solve every issue we tackle, but FerMUN 2020 will be one step forward, multiplied by 700 participants, 53 schools, 24 countries.

That is why we are proud to welcome you to the 10th edition of FerMUN, from Wednesday, January 8th, to Friday, January 10th, in the conference rooms of the International Telecommunication Union (ITU). We give our sincere thanks to ITU for their guidance and contributions, without which this conference would not be possible. We would also like to thank each of you, as participants, for your indispensable contributions.

Admins, we thank you for your hard work and focus, without which a conference at this scale could never be organised. Translators and interpreters, we depend on your efficiency and competence to break down the language barrier and make sure everyone attending this conference is able to participate fully. Members of the press, we recognise how essential it is that our conference reaches a wider audience, and we are looking forward to seeing the

results of your work. Delegates and committee chairs, we hope you have prepared diligently and conscientiously for this conference, and that you will arrive ready and well-equipped to participate in a vibrant, creative, fruitful debate process.

We are counting on you all to take advantage of your role in international politics with enthusiasm and determination.

With that, we welcome you wholeheartedly to FerMUN 2020!

Gessienne Grey, Secretary General

Sima Buchnak Deputy Secretary General

Anaëlle Cathelineau, Deputy Secretary General

Imtinane Mhoumadi, Head of Translation

Ruben Crawford, Head of Interpretation

Mariam Barry, Head of Administration

Océane Plaza, Head of Press

Marion Lambert, Head of Solidarity Fund

Jeremy Vial, Head of Communication



FerMUN 2020 Board of students

# Participating schools

700 students, 85 teachers from 51 schools and 23 countries participated to the Futurecasters Global Young Visionaries Summit – FerMUN 2020.

## **Australia**

St. Aloysius College, Kirribilli  
The King's School, North Parramatta

## **Costa Rica**

Blue Valley School, San Rafael

## **Côte d'Ivoire**

Lycée Blaise Pascal, Abidjan

## **Denmark**

Lycée Prins Henrik, Copenhagen

## **Ethiopia**

African Girls Can Code Initiative

## **France**

Lycée Saint-Louis Villa Pia, Bayonne  
Lycée Vaugelas, Chambéry  
Lycée Blaise Pascal, Charbonnières  
Lycée International, Ferney-Voltaire  
Lycée de Bellevue, Martinique  
Institut Fénelon, Grasse  
Lycée Champollion, Grenoble  
Lycée Externat N.Dame, Grenoble  
Lycée Pierre Termier, Grenoble  
Lycée International, St-Germain-en-Laye  
Institution St Paul, St Etienne  
School Year Abroad, Rennes

## **Germany**

Carl-Theodor-Schule, Schwetzingen

## **Greece**

Ecole Kalamari, Thessalonique

## **Italy**

Liceo Lucrezio Caro, Rome

## **Kenya**

Munithu Girls Secondary School, Meru

## **Kuwait**

American International School of Kuwait, Salmiya

## **Monaco**

International School of Monaco

## **Morocco**

Lycée Louis-Massignon, Casablanca  
Lycée Victor Hugo, Marrakech  
Lycée Descartes, Rabat  
Lycée le Détroit, Tanger

## **New Zealand**

Michael Park School, Auckland  
Saint Kentigern College, Auckland  
St Peter's School, Cambridge  
Hillcrest High School, Hamilton  
Woodford House, Havelock North

## **Pakistan**

Headstart School, Islamabad

## **Rwanda**

Green Hills Academy, Kigali

## **Senegal**

Lycée Jean Mermoz, Dakar

## **Spain**

Lycée Français de Barcelone, Barcelona  
Escola Pia Sarrià-Calassanç, Barcelona

## **Switzerland**

École Moser, Nyon  
Liceo Vilfredo Pareto, Mies

## **Turkey**

Lycée Pierre Loti, Istanbul  
Lycée St Benoît, Istanbul  
Lycée Saint Joseph, Istanbul  
American Collegiate Institute, Izmir

## **United Arab Emirates**

Delhi Private School, Sharjah  
Lycée Libanais Francophone, Dubai

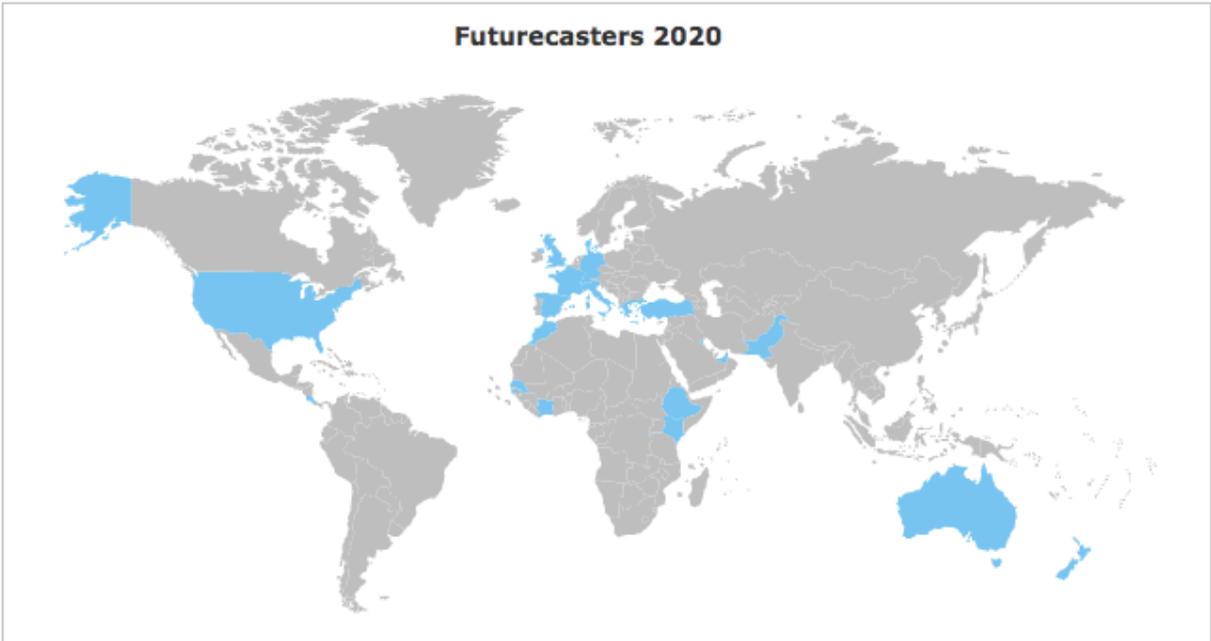
## **United Kingdom**

Alexandra Park School, London  
Invicta grammar School, Maistone  
Lycée Charles de Gaulle, London

## **United States of America**

Colorado Springs School, Colorado Springs  
Edison High School, Huntington Beach  
Mission High School, San Francisco

MODEL UNITED NATIONS  
**FUTURECASTERS**  
GLOBAL YOUNG VISIONARIES SUMMIT



# Agenda

## Security Council

Promoting trust and confidence in ICTs through international cooperation

Discussing a framework for international response in mitigating potential conflict escalation in cyberspace

## International Labor Office

Ensuring inclusive and equitable participation of youth in the digital economy

Managing the potential risks and opportunities of the “4th industrial revolution” for the global job market

## World Health Organization

Guaranteeing patient privacy, autonomy, and quality of care while developing AI technologies for healthcare

Using ICTs to deliver high-quality, appropriate and accessible healthcare in low-resource and remote areas

## United Nations High Commissioner for Refugees

Bridging the gap in access to education for refugees through ICTs

Using ICTs to improve conditions for women and girls in UNHCR refugee camps

## United Nations Environment Programme

Defining the role of AI in predicting, mitigating and adapting to the impacts of climate change

Using ICTs to increase environmental awareness and responsibility and encourage sustainable decisions

## UNESCO

Recognizing and setting standards for online education and training through an international framework, while promoting accessibility

Establishing ethical guidelines for the use of AI behaviour analysis software in the education sector

## International Telecommunication Union - Committee 1

Establishing quality and accountability standards for the development of digital financial services

Guaranteeing safe, secure, ethical and sustainable implementation of 5G at a global scale

## International Telecommunication Union - Committee 2

Defining international and future-oriented standards for the right to online privacy

Reducing and managing e-waste in the context of sustainable development

## Youth Assembly ITU

The Gender Digital Divide

## Youth Assembly UNITED NATIONS

UN 75th Anniversary: Building a better future through international cooperation and inclusivity

## International Court of Justice

Application of the Convention on the Prevention and Punishment of the Crime of Genocide:

Bosnia and Herzegovina v. Serbia and Montenegro

# Programme

### **Wednesday 8th January**

10.00 Opening ceremony at the United Nations Office of Geneva, Human rights room

13.30-18.00 Lobbying in committees at the ITU

### **Thursday 9th January**

8.30-10.00 Experts in all committees at the ITU

10.15-18.00 Formal debates in all committees at the ITU

### **Friday 10th January**

8.30-14.00 Formal debates in all committees at the ITU

15.30-17.30 Closing Ceremony at the United Nations Office of Geneva, Assembly Hall

# Opening Ceremony



Human Rights and Alliance of Civilizations Room, UN Office of Geneva

**Dialogue with Mr. Fabrizio Hochschild, Under-Secretary-General UN New York, Ms Tatiana Valovaya, Director General UN Office Geneva and Ms Doreen Bogdan, Director of BDT, ITU Geneva**

**Moderated by Ms Gessienne Grey, Secretary General of FerMUN.**

## Opening Speech by Gessienne GREY, Secretary General of the Futurecasters Global Young Visionaries Summit and 10th edition of FerMUN

Honourable guests, dear participants,

Welcome to FerMUN 2020, the 10th edition of this conference.

A huge amount of energy and enthusiasm has gone into bringing us all together today. So what's the objective?

On the surface, Model UN looks just like role-play. It's undeniably a great learning experience; but as an imitation of a real institution, it can feel lacking in tangible impact.

A few months ago, in a United Nations meeting room just like this one, a teenage girl turned to an audience of international representatives in business suits and ties, and asked a provocative question: How dare you?

Greta Thunberg threw this question out as a challenge to an audience of politicians and career diplomats, to denounce their empty words, their inaction. She was on the outside, challenging those on the inside.

That is not what is happening here. We've turned the whole situation inside out.

Over the next few days, in committees or in our two new Youth Assemblies, it will be up to us, young people, to propose solutions, reach consensus, and make decisions about our common future. We are no longer on the outside, looking in; instead, we are at the core.

The theme of this year's debates is far from simple: "Technology for Development". The power of technology is as scary as it is promising. It could help us solve massive issues. Or it could create new problems on unprecedented scales that we are far from ready to face. How can we use it efficiently, without letting it escape our control?

Usually, these debates are reserved for professionals. But for the next three days, it will be up to us. And the professionals will listen.

That is what makes this conference special. This is the first ever ITU Futurecasters Global Young Visionaries Summit. Through this summit, ITU is engaging with youth on the digital future we want.

What's more, this year, to mark their 75th anniversary, the United Nations are inviting the world to participate in the largest ever conversation on global cooperation, under the slogan: Join the Conversation. Be the Change.

For all of us at FerMUN 2020, the conversation starts today. To launch UN75 in Geneva, we are invited to enter a dialogue with Ms. Tatiana Valovaya, Director General of UNOG; Ms. Doreen Bogdan-Martin, BDT Director at ITU; and Mr. Fabrizio Hochschild, UN Under-Secretary-General.

One thing is clear: this conversation is wide open to young voices. A week ago, on New Year's Day, UN Secretary General Antonio Guterres held up today's youth as the greatest source of

hope and inspiration in this time of planetary danger. "The United Nations stands with you – and belongs to you," he said to us.

This means we are entering a transitional stage. In this room, at this conference, we are in the act of assuming responsibility. Until now, we were not a part of the global conversation; but today, we are being consulted. We are speaking out and being heard.

Delegates, we have the floor.

So we've turned it all inside out. And I want to turn the question inside out as well. I will not ask, How dare you? Instead, I will ask: do you dare to?

Do you dare to ask difficult questions?

Do you dare to speak out for what matters to you?

Do you dare to get involved in creating solutions?

Do you dare to make a change in the world around you?

The issues we're facing are massive in scale. Their importance is planetary. It can seem daunting, like a huge mountain. You're not sure you'll make it to the top; maybe you can't even see that far. But take one step, just one, and you'll already be that much higher; the view will be that much clearer.

That is our vision for the next three days. We may not solve every issue we tackle here and now, but if each one of us makes that step, those 700 steps in unison will give us the momentum we need to go further.

Let's dare to step up.

Thank you



Gessienne Grey



After the official opening of the Futurecasters Global Young Visionaries Summit and 10th edition of FerMUN By Ms Gessienne GREY. We chose 4 main issues:

- Poverty and inequality
- New technologies
- Climate change and environmental issues
- Population changes (focus on migrations)

To introduce each issue, 4 students delivered a speech with their personal view. After each speech, 3 or 4 questions came from the audience.

### **Poverty and inequality**

#### **Ms Qirat FATIMA student from Pakistan**

Your excellences, faculty members, my fellow delegates from around the world,

Asalaam o alaikum,

Almost two billion global citizens are suffering the indignity of poverty. My country Pakistan represents 48 million of the global poor. Across the world whether we measure poverty using a dollar a day index or the multi-dimensional measure employed by the UN, the conclusion is always the same – poverty is everywhere. The reason I say there is nothing dignified about being poor is because the consequences of poverty are disastrous for the human spirit, mind, and body. I cannot put in words what poverty feels like but a 16 year old Pakistani girl collecting trash and rummaging through leftover food scraps could certainly do so. She's not here though...I am.

I began my Model UN journey three years ago. In that time I have spoken at Yale University and University of Pennsylvania in the U.S. Today, at 16, I am here in Geneva speaking to you at the European Headquarters of the United Nations. In two years, I will graduate high school and travel abroad for higher studies.

Back home, the 16 year old trash collector has never eaten three nutritional meals a day. She has never tasted clean drinking water. She has been sick most of her life due to malnutrition and poor hygiene. As a result, she is suffering from poor gut health, a compromised immune system, cognitive impairment, and her body is shorter than her genetic average due to stunting. Her children will be at high risk of being born with deficiencies and abnormalities. Intervention now would mean she would have a dignified minimum living standard. What she will never have are the opportunities I have to decide my future.

Even if we reached her now, provided above a dollar a day, put food on her table, gave her a roof, it's too late...at best we could make her comfortable and bring some dignity to her standard of living. What she will never have are the choices I have to decide my future.

So, who is responsible? It is obvious that the first responsibility of acting on poverty lies with nation states and governments, elected or not. But all governments have challenges. Some find it easier to build nuclear weapons than feeding, housing, clothing, and educating the poor. Some try but fall short because there is always so much wrong when so much poverty exists. So, who takes up the challenge of alleviating human suffering when governments fall short? The heroes of course. Organizations and people who step in when no one else can or will. They make it their mission to uplift the human spirit and help people lead more dignified lives.

You can see these heroes all around you. We are in one such organization. The story of the United Nations is also the story of people and nations coming together to help every global citizen from every background, every age, every color, every religion, and every gender across the world who is suffering. The greatest heroes of course are the people who make up the UN Secretariat. These men and women risk their lives, working far from home and their families, just so they can get to that 16 year old Pakistani girl and the millions and millions more suffering from unimaginable challenges the world over. I can say this because for many years the UN has tried to reach every child in my country of 200 million every year regardless of absent road networks, conflict, and natural disasters to make sure no child has to live with Polio ever again. Some of these workers have paid for it with their lives, and Pakistan is still not polio free, but I will bet my future they will keep trying and they are so close.

These heroes are also everyday people you can find in every country. In Pakistan, a man who passed away in 2016 created the world's largest ambulance network across Pakistan, built homeless shelters, animal shelters, rehab centers, and orphanages to bring dignity to millions living in poverty. He did this entirely through private donations. His name was Abdul Sattar Edhi, founder of the Edhi Foundation. At the time of his death he was the registered guardian or parent to over 20,000 Pakistani children. His son continues his work through his foundation.

A girl from Swat wrote in defiance of the Al Qaeda backed Taliban in northern Pakistan. All she wanted was to go to school and she was shot for it, but she survived. Today, she is a global advocate for girl's education and Pakistan is Taliban free. Her name is Malala Yousafzai.

Thirty years ago a man campaigned to build Pakistan's first free Cancer research hospital. Today Shaukat Khanum Cancer Research hospitals treat hundreds of thousands of poor Pakistani cancer patients free of cost each year. He also believed in human dignity and vowed to pull people out of poverty. In 2018 he was elected the 22nd Prime Minister of Pakistan. One of his first acts was to establish homeless shelters and meal centers across every city in Pakistan where anyone is welcome. His name is Imran Ahmed Khan Niazi.

So, between governments and heroes why are we still struggling with addressing poverty? The numbers are growing and we are no closer to solving this crisis. Perhaps the solution lies in the simplest of questions. How can a burger in Geneva cost 40 Dollars when a girl in Pakistan is eating out of a garbage dump? How can two sixteen year old lives differ so drastically? How

can I be here when she is there? The world's poor are victims of our collective excesses. Between the heroes and governments there are still millions of us, unwilling to let go of our luxuries for someone else to afford necessities.

My name is Qirat Fatima, and the dumpster girl in Pakistan, her name is citizen 38 million and one, currently living in abject poverty.

### Questions & Answers

- Ceren Köse from Carl-Theodor-Schule Schwetzingen Germany asked  
“How can we support people in developing countries whose lives are endangered by the impact of globalization?”  
Ms Tatiana Valovaya answered
- Fatma Al Attar from American International School of Kuwait asked  
“Many lesser-developed nations that suffer from income inequality also suffer from extreme poverty, what are economic policies that could be placed to reallocate resources within a nation?”  
M Fabrizio Hochschild answered
- Sweeny KARIMI from Munithu Girls Secondary School-Meru Kenya asked  
“What is the impact of technology today on poverty alleviation and the reduction of inequalities?”  
Ms Doreen Bogdan-Martin answered



Tatiana Valovaya



Qirat Fatima

## New technologies

### Ms Ruth Mulu, student from Ethiopia

I am Ruth Mulu, AGCCI ambassador. I am from Ethiopia and a first year university student.

Life can give you a bunch of opportunities in life to change yourself one of the best opportunities I got for my life was participating in girls in ICT and AGCCI. These scenarios really created the best out of me and the other girls with me. The world is now in digital revolution. We Africans are not active in the changes taking place and especially when it comes to technology. As we know most programmers, IT technicians are men. Africans and especially African women are systematically excluded from decision-making roles in the digitalisation process, but they have huge potential; they could benefit greatly from these technologies, and make important contributions. The gender digital divide is being significant. Especially in Africa, most girls are totally new to the whole situation. The level of awareness in Africa about these fields is small. This due to the limited resource with the massive population.

In order to overcome this gap, many organizations, like ITU, are working on closure of the gap. I was part of this program. AGCCI - African girls can code initiative and girls in ICT are part of the programs, which aimed to minimize the digital gap. Briefly, AGCCI is a platform, which gives girls from the age of 14-20 to know about programming and engage in it. It was first held in Ethiopia. Me and other 84 girls from 35 countries of Africa participated in it. It was a two-week program aimed to give a simple information about ICT, programming and STEM fields. Soft skills were also given correspondingly. Technically, we learned a programming language called scratch. We were also classified to 5 classes: gaming, animation, robotics and IOT, turtle stich and fashion and art. We created more than a hundred project aiming of the problems we have in Africa and creating solutions with it. The interesting part was that we had to go to our home with a brand new laptop to each of us. The girls in ICT day was celebrated in Ethiopia in which we girls from AGCCI had a chance to describe how our experience was to lots of girls

These opportunities are ever flowing. Because of AGCCI I met the United nations secretariat general Antonio Gutteres and presented our project. I trained other girls. Finally yet importantly I participated in the second Paris peace forum held this November and now I am speaking in front of you.

The changes we need in the world are significant. In order to make these big changes, we need to start from little things. Teaching ourselves, sharing what we know, helping each other out are the key. The youth these days all around the world is trying to achieve something better through digitalization. The icon of the world are now the young peoples. These incredible young peoples will serve as a role model for the upcoming youth and give a lot of enthusiasm for the others. With all the energy, we have and as enthusiastic as we are to change, I hope we will change for the better and make the world peaceful and ever glowing.

## Questions & Answers

- Makayla Shapiro from Edison High School United States asked  
“Is there a way to successfully bring technology to women in country where they might not even have basic human rights?”  
Ms Tatiana Valovaya answered
- Marcus Gurney from American International School of Kuwait asked  
“With the recent progression in AI, has there been any thoughts or rules put forward on limiting the advancement of AI?”  
Ms Doreen Bogdan-Martin answered
- Joseph Munn, from Lycée Ferney-Voltaire France asked  
“France Automation will change the work sector in ways that we can't fully predict yet. According to you, how should the educational sector in particular transform to deal with this issue? Should we see automation as a challenge, an opportunity, or both? Finally, in your eyes, how important will automation be in shaping the 21st century?”  
M Fabrizio Hochschild answered



Doreen Bogdan Martin



Ruth Mulu



## Climate change and environmental issues

### Mr Arthur Lassagne, student from France

As a student involved in fighting climate change, I would simply like to remind you of the importance of this fight, as well as of the initiatives that we as FerMUN - high school students and future citizens of the world, have developed in the hopes of saving our planet.

Unfortunately, in the last 60 years or so, since the beginning of mass industrial plastic production, 8.3 billion tons of plastic have been piling up around the world. A large part of this waste now threatens an inconceivable number of species. Indeed, the 8th continent - a mass of plastic waste - now floats in the Pacific. There is an urgent need to preserve this planet's biodiversity by reducing this overwhelming wastage to ensure a cleaner, healthier world for us and for future generations.

It is with this aim in mind that the whole of FerMUN has been working to provide concrete and easily achievable solutions. In reflecting on our own behaviour, we realised that the use of plastic cups at previous conferences was an unnecessary waste. FerMUN therefore put forth the following idea: removing these cups in favor of a reusable water bottle. This solution is very concrete, and we are pleased that FerMUN and our NGO partner, the European Water Project offers you a reusable water bottle to contribute to the reduction of single-use waste and the protection of the environment.

Before Stuart Rapoport, president of European Water Project, speaks, a word about the origins of this NGO. In France, there was recently a project to bottle 400 million PET plastic water bottles for Asia. Stuart Rapoport got involved with a local association which, together with other associations and the support of many high school students in the region, stopped the project. It was during this struggle that Stuart became aware of the enormous scale of the plastics problem and decided to become more involved by setting up this NGO, known as the European Water Project. To fight against single-use plastic bottles, they developed an application that redirects users to the nearest source of drinking water so that they can refill their bottles.

### Questions & Answers

- Jules Morel from Lycée Ferney Voltaire, France asked  
"What is the UN's vision regarding the movement that started with Greta Thunberg, the "Fridays For Future" climate strikes?"  
M Fabrizio Hochschild answered

- Amélie Larsen from Lycée Charles-de-Gaulle United Kingdom asked  
 “In what ways does the UN give people around the world the ability to help on climate change issues, in effective ways?”  
 Ms Doreen Bogdan-Martin answered
- Jean Bobillier from Lycée Jean Mermoz Dakar Sénégal asked  
 “Why is it that we do not take stricter measures to regulate the ecological impact finances have on our world knowing it is the main factor in the destruction of the environment and global warming?”  
 Ms Tatiana Valovaya answered



Stuart Rapoport



Fabrizio Hochschild



Arthur Lassagne

## Population change (focus on migrations)

### Jackeline Hernandez & Ezrealla Laudenorio. Students from USA

Ezrealla: Good morning and hello to the fellow administrators, teachers, chair people, and to the delegates of FerMUN 2020. It is an honor to stand in front of you all, on behalf of my fellow delegates, to share the excitement and joy we have today. My name is Ezrealla Laudenorio.

Jackie: and my name is Jackeline Hernandez. We are both seniors attending Mission High, located in the beautiful and lively city of San Francisco. But before we jump into the speeches, let us first give you all background knowledge on who we are.

Ezrealla: When we first met each other in the 9th grade, we had an instant connection.

Ezrealla: One of the many important things we had in common is that we both are passionate about succeeding in life due to both our families being migrants. My family are migrants from the Philippines

Jackie: and mine are migrants from El Salvador, and both our families, like many others worked hard to be where they are today.

Ezrealla: Not only does Mission encourage us to use our voice, express our beliefs, and fight for justice, it gave us the chance to create a stronger bond like no other. Despite the fact that U.S. has a major role in causing our family's migration, and has impacted us as individuals and our family members, it does not limit us to being the best we can be.

Jackie: Before we get into our personal speeches, we would like to thank Ms. Shah for planning and organizing this trip, to Mr.D'aquisto and Jay Pugao for their support in this experience, to the Mission Fondation and to all the donors who contributed and supported us, to all the delegates for working hard, to the families who let us stay in their beloved homes, to FerMUN and its administration for giving us this once in a lifetime opportunity, and to everyone else who is present in this room.

Ezrealla: Let's give ourselves a round of applause, and let us proceed to the speeches.

**EZREALLA'S SPEECH:** I am a first generation Filipina. Majority of my life, I have been constantly moving from one home to another, for a long list of reasons. I migrated to Laguna, Philippines at the age of 10, and my heart and soul has always stayed there, along with the rice fields that border the highways, towering mountains that almost touch the sky, and the satisfying sound of water streaming down the rivers. Its physical attractions, is not the only thing that makes it home, but its cultural environment is where I was able to develop personal growth and reveal a side of me that has been hidden all along.

Has anyone heard a fruit called Lanzones or Guyabano? Or has had snail in coconut broth? Well, it was not until the Philippines where I was able to try new foods and discover new fruits and vegetables. To this day, actually at this moment, I can just imagine the taste and smell of my Mama Mel's chicken adobo. There, I was also able to learn the language and practice my culture, things that I didn't really do in America.

I was also able to meet my family members who were so loving and sweet, who took care of me, fed me, took me to school. I got closer to my cousins over time from them visiting and keeping me company every weekend. We had long nights in the patio just laughing and talking, and trying to make dance videos to its perfection. It is amazing to know, no matter how far the distance, that you have people who support and love you no matter what trouble you get into, or mistakes you encounter throughout your life. Those are the memories in my life that I hold on to forever, and will never forget.

From what you heard, my stay in the Philippines may sound all dandy and sweet, but for those who may not know, the Philippines is not a country that is filled with many opportunities. Such as the lack of employment and low wages. For the 3 years I lived there, I came to realize the differences between America and the Philippines.

Unlike America, the Philippines is a developing country. Instead of going to school, some kids make necklaces out of flowers and sell them during the day, in order to eat; they sleep on the streets because their families do not own a home. Some of those families can not even seek proper health care or receive support from their government.

Something that my cousins and I have in common, along with many other families, is our parents migrating from the Philippines to seek higher education and better job opportunities, in order to provide and support themselves, and their family.

Being apart from my parents for 3 years was difficult for me because of having to adapt to a new environment and unlocking a new chapter in my life without them there. The birthdays and holidays, having to make memories without your parents and the separation between families is sadly normalized in my country, but that is the sacrifice and consequence that comes with supporting and providing for the ones you love. That is how we show love and care for each other, putting others before ourselves, and working hard not only for the present, but for the future.

**JACKIE'S SPEECH:** My entire family has always and continues to live in the same hidden community called Los Espinos in San Buenaventura, El Salvador. A community of mud and brick homes on a mountain leading to a riverbank. The people that live here are destined to the same life of extreme poverty. The only way of transportation is their feet, wearing down their only pair of shoes to walk an hour to the nearest bus stop. All they know is the life they were

placed in. My grandfather migrated back and forth from El Salvador to the United States to work the jobs in the fields to make enough money to send back to El Salvador. My mother was not raised with her father around. In fact, when he would return, he was a complete stranger to her. Little did she know that the man in front of her was the man that walked for days at a time, battling hunger and heat while risking his life so she was able to buy a new pair of socks. The man in front of her was the same man that made her breakfast and dinners possible by putting his body between the currents of the river that divided his people from the world.

She grew spiteful of him, especially during the Salvadoran Civil War. He was nowhere to be found. Where was the lazy fat man on the nights when they ran under the mattresses because the shootings and bombs were released while they ate dinner. Where was that man to protect his two other sons, who whimpered desperately and yelled for their mother who was out working late night at the tile factory because it was the only job available. Where was that so called father when his wife had to hide her 7 and 14 year old sons because they were being drafted into the war, creating a dangerous situation for his so called family and having the guns all pointed at them.

If poverty and crime was not enough reason for my mother to leave, her only source of happiness was soon taken from her as well. My mother enjoyed learning but unfortunately she was unable to stay in school for months at a time to help with duties at home. The constant routine and the feeling of never having enough infuriated my mom. She heard life altering stories about "El Norte" a.k.a The United States. She saw movies and tv shows depicting the american dream, a house with a porch, a car and a stable job with an amazing education, she knew she had to make her dream into reality.

It was not until she headed for the journey on her own that she realized how grateful she was for her father. She was now in his shoes, but she took me with her. She often tells me that the reason for my work ethic is because of that journey, I inherited her strength through our connecting veins.

Although she was unable to obtain her american dream, she always makes sure to be hard on her daughter so she can give it to her in the future. My mother traveled miles away from home to work long days and nights cleaning massive homes and properties, but if you ask her, the journey does not compare to the feeling of knowing that her children do not have to worry about choosing between new jeans or bus fare. Like my mothers' story, there are millions more all over the world. We all have a beginning, a root that molded us to expand our wings. My mom's wings took her to San Francisco, California. Every decision she made for my future made it possible for me to stand here today, and that is why migration is beautiful to me because you will never know where it will take you.

**Questions & Answers**

- Diana Mutoni from Green Hills Academy Rwanda asked  
“How can the government solve the migration crisis without chasing the immigrants?”  
Ms Tatiana Valovaya answered
  
- Michael Miller from Edison High School United States asked  
“What is the UN doing to counteract the detrimental effects of mass migration out of developing nations (i.e. brain drain, small workforce)?”  
M Fabrizio Hochschild answered



Jackeline Hernandez



Ezrealla Laudenorio



# Security Council

Chairs: Jeanne PUECH, France & Michael MILLER, USA



## Issues

1. Promoting trust and confidence in ICTs through international cooperation
2. Discussing a framework for international response in mitigating potential conflict escalation in cyberspace

## Countries involved in the debate:

Australia, Canada, China, France, Germany, Iran, Israel, Japan, Netherlands, North Korea, Russia, Saudi Arabia, United Kingdom, USA

## Countries of origin of the students:

Côte d'Ivoire, Denmark, Germany, Kuwait, Monaco, Morocco, Pakistan, Rwanda, Spain, Turkey, UAE, USA

## OUTCOME

“Limiting insecurities by reducing risks in the cyberspace.”

The Security Council was made up of 26 delegates representing 14 different countries.

The digital revolution has brought great development and prosperity in numerous sectors. It has been claimed that the development of modern computer technology rivals the discovery of fire in its progressive effect on humanity. However, despite the undeniable benefits of ICTs, the more countries digitalize and take part in the world's technological evolution, the more they become vulnerable to digital espionage and cyber-attacks. The lack of control over possible conflicts in cyberspace is an issue that the Security Council took measures to solve. By reducing risks in cyberspace, the delegates of the Security Council aimed to limit insecurities arising from it.

In the two resolutions adopted by the committee, the delegates took into account not only questions of national sovereignty, but also the importance of the private sector, essential to questions of technological development.

The young people representing the members of the Security Council showed their determination to make the best of the digital revolution through international cooperation. Their resolutions are the proof of their ability to overcome the challenges of these two issues, working together for a better future.

**COMMITTEE:** Security Council

**ISSUE:** Promoting trust and confidence in ICTs through international cooperation

**SUBMITTERS:** Australia, Canada, China, France, Germany, Iran, Israel, Japan, Netherlands, North Korea, Russia, Saudi Arabia, United Kingdom, USA

*The Security Council,*

*Recognising* the lack of trust in ICTs and the significant need to increase this,

*Highlighting* one of the main causes of distrust in ICTs being a lack of awareness regarding their social, economic, and political advantages,

*Viewing* with appreciation past efforts of the international community to enhance trust and cooperation in ICTs,

*Deeply alarmed* by the existence of vacant positions in the technological sector,

*Realizing* the huge cost of copyright laws on the foreign and domestic markets in developing countries that are struggling to start off due to the high amount of copyright laws stripping them of the ability to reach profitable corporate status,

*Recognizing* the profitability of ICTs yet deploring the sole usage of ICTs as a method of financial gain rather than an instrument for social change,

*Noting* the importance of ensuring systematic inclusion of ICTs in all sectors,

*Emphasizing* the need for a more concise and specific international framework to promote trust amongst citizens,

*Considering* ICTs to be a formidable tool to close the gap between the developing world and the developed world,

*Noting* that development and use of ICTs accounts for as high as 60% of annual labour productivity gains,

1. Suggests the development of existing organisations with actions including the following:
  - a. Spreading awareness for ICTs and cybersecurity through means such as but not limited to television and mobile phone campaigns, with the aim of it being accessible,

- b. Enabling the concerned branches of government to formulate PSAs that inform civilians of importance of ICTs;
2. Recommends member State collaboration with UN entities in order to:
- a. Conduct research analysis on ICT promotion statistics,
  - b. Analyse non-sensitive data with the consent of the State,
  - c. Prepare policy recommendations for member States in order to keep track of their progress in ICT implementation;
3. Emphasises the need for governments to re-evaluate financial barriers placed upon ICTs and internet pricing in member nations in order to create more equitable access to technologies on an international basis, including:
- a. The division of certain financial monopolies corporations place on certain technologies in the fields of:
    - i. Medical technology, with a maximum ownership period limited to 5 years,
    - ii. Agricultural technology, with a maximum ownership period limited to 5 years,
    - iii. Educational technology, with a maximum ownership period limited to 3 years,
    - iv. Sanitation technology, with no set maximum ownership period,
  - b. Providing subsidies on the cost of basic internet access technologies in order to increase the accessibility of ICTs;
4. Strongly encourages making ICTs a part of the education curriculum to promote trust and skills at an early age and consequently maximize citizens' familiarity with new technologies, including older parts of the population, through:
- a. Optional or mandatory classes regarding basic IT tutorials, risk management and consequences of using ICTs in middle schools,
  - b. The implementation of the following courses (in the context of higher education) in universities which do not offer them already: Bachelor of Information Technologies and Bachelor of Information and Communication Technologies,
  - c. Inviting experts from ITU, as it has already been done in some cases, to introduce and train teachers to give dedicated classes on the previously mentioned topics,
  - d. Introducing IT workshops in companies to better train employees,
  - e. Promoting workshops run by ITU so that people are aware of these and may attend them;

5. Recommends that member States establish and undertake different and more secure strategies to ensure sensitive data security, including:
  - a. Collaboration with organizations such as the UNODC to work towards familiarising companies in building a secure network,
  - b. Promotion and adoption of data encryption techniques using strong encryption algorithms;
  - c. Encouraging software companies to adopt these techniques to work towards protecting stored data.

**COMMITTEE:** Security Council

**ISSUE:** Discussing a framework for international response in mitigating potential conflict escalation in cyberspace

**SUBMITTERS:** Australia, Canada, China, France, Germany, Iran, Israel, Japan, Netherlands, North Korea, Russia, Saudi Arabia, United Kingdom, USA

*The Security Council,*

*Deeply alarmed* by the potential cyberspace tension escalation,

*Noting* with regret the high frequency of state sponsored espionage,

*Reaffirming* the great losses which can be made from inadequate cyber security mechanisms for both private corporations and governments,

*Alarmed* by the increasing number of unlawful uses of ICTs, especially cyber-attacks between countries,

*Expressing concern* that states have increasingly been building capabilities in cyberspace therefore increasing the risk of cyber conflict,

*Reiterating* the third component of the UN's 16th Sustainable Development Goal of promoting peace, justice and strong institutions, and thus strongly considering the UN's role in the establishment of regulation and control institutions in cyberspace,

*Recognizing* with compliance the work done by the Security Council in regards of fighting terrorism, re-emphasizing concerns relating to the increased use of ICTs and the Internet by terrorists and their supporters, and the need to report on and recommend measures to prevent the criminal use of the Internet by ISIL, Al-Qaida, and associated individuals as it pertains to existing sanctions, issues currently being studied by the 1267 Sanctions Monitoring team,

*Aware of* the growing threat regarding cyberspace and the potential cyber conflicts that could result from it,

*Alarmed* by the effect cyber crimes have on the global economy and on individual economies and companies,

1. Proposes the formation of an international forum, created using inspiration from the International Atomic Energy Agency, with the following aims:
  - a. Promoting multilateral engagement,

- b. International cooperation in the area of contingency provisions,
  - c. Educating governments on the pressing need to draft their own national cyber security plans;
- 2. Encourage the regulation on the Internet of illegal or inappropriate material including but not limited to:
  - a. Child pornography,
  - b. Suicide footage,
  - c. Highly explicit footage of real violence, such as beheadings and explicit shootings;
- 3. Encourages all member States to practice the reduction of taxes and the establishment of subsidies on ICT distributors and cybersecurity defense technologies, with the purpose of making the aforementioned technologies more accessible, thereby improving the ease of setting high standards for cyber security;
- 4. Reminds the international community that espionage is legal under international law, and that under the definition of espionage, cyber-espionage should be officially and formally defined as such, and invites the following methods to be defined as legitimate methods of conducting espionage:
  - a. Denial of Service,
  - b. Direct Denial of Service,
  - c. Man-in-the-Middle,
  - d. Phishing,
  - e. Password decryption,
  - f. Eavesdropping attacks,
  - g. File infectors,
  - h. Boot-record viruses,
  - i. Polymorphic viruses,
  - j. Stealth viruses,
  - k. Trojans,
  - l. Logic bombs,
  - m. Worms,
  - n. Droppers;
- 5. Responds to concerns about how easy it would be for a non-state actor or state actor to carry out a cyberattack that would damage civilian infrastructure, but more than that cause physical harm and even casualties to civilians, by defining any cyberattack

that causes physical harm to a civilian as a military attack on civilians, implying that such an attack would:

- a. Warrant an international investigation from INTERPOL to ascertain who carried out the attack, find their location, and then arrest them,
  - b. Be brought before the International Criminal Court and tried for war crimes, specifically the crime of intentionally killing civilians,
  - c. Be sanctioned using the punishment the International Criminal court finds to be fitting for the occasion, be it life imprisonment, or any tenure short of that;
6. Demands the creation of a new international entity, the International Cybercrime Court of Justice (ICCoJ), a body responsible for matters regarding cyber security throughout the world, that would:
- a. Be in charge of mitigating potential conflict between States by:
    - i. Creating a neutral "International Investigation Unit" that would investigate in the event of cyber crimes between countries,
    - ii. Introducing a new unit or section to the International Court of Justice, dedicated to determining the nature of the cyber crime(s), and ensuring the proper application of the correct sanctions,
    - iii. Establishing a "Cyber Crime Law" listing the possible natures of attack(s) and the sanctions that apply;
  - b. Be composed of neutral international cyber-experts in an institution fully dedicated to combating potential cyber crimes;
7. Requests the conception of a general "Cyber Security Framework", which would state the basic recommendations a country may want to implement to enhance the cyber security of its critical infrastructures and/or companies, under the responsibility of the ICCoJ, which would:
- a. Be responsible for periodically updating, reviewing and maintaining the Framework,
  - b. State clearly that the adoption and implementation of the Framework relies on the free will of its member States,
  - c. Explicitly state that countries may use any technology, infrastructures, and means to meet or exceed the basic recommendations of the Framework,
  - d. Review the Framework periodically and invite member States to vote to determine its effectiveness, including the way it addresses emerging cyber security threats and risks, and if applicable, update the Framework based on the outcome of the review;

8. Proposes the implementation of an international “User Rights and Protection Policy Framework” (UR2PF), keeping in mind international aims, managed by the International Cybercrime Court of Justice, yet interpreted by each State freely, that would:
  - a. Be composed of updated regulations related to consumer protection for users of ICT services, guaranteeing the promotion and strict enactment of user rights,
  - b. Encourage government or entitled entities to:
    - i. Introduce a platform allowing users to file their complaints regarding provision of voice and video as well as data communication services whilst also encouraging the private sectors of the State in question to do so as well,
    - ii. Develop and publish indicators of quality of services provided by different service providers, depending on the number of complaints received from users, in order to enhance the transparency and competition in the ICT services market,
    - iii. Establish a special platform to measure and test the quality of Internet services,
    - iv. Develop and promote informative documents for consumers describing their rights and enactment,
    - v. Develop measures to reduce spam and further block traffic to sites that promote indecency, hate, violence, etc,
    - vi. Update and develop a fair network usage policy to further protect user interests and enhance competition.

# International Labour Organization

Chairs : Nils VUITTON, France & Dominique SARDINAS, USA



## Issues

1. Ensuring inclusive and equitable participation of youth in the digital economy
2. Managing the potential risks and opportunities of the “4th industrial revolution” for the global job market

## Countries or organizations involved in the debate:

Apple, Argentina, Australia, Canada, China, France, Germany, Google, India, Indonesia, Israël, Kenya, Netherlands, Russia, Saudi Arabia, Singapore, South Africa, South Korea, Sweden, Switzerland, United Kingdom, USA

## Countries of origin of the students:

Costa Rica, France, Greece, Kenya, Morocco, New Zealand, Rwanda, Switzerland, Turkey, UAE, United Kingdom, USA

## OUTCOME

### “Absolute freedom in decision-making processes vs introduction of international measures”

The committee was made up of 44 delegates representing 22 delegations. They discussed two issues.

The first issue relates to the various changes needed to integrate young people into the economy of tomorrow. The second issue involves reasoning on the impact of new technologies on the labour market, such as the progressive automation of industries, which makes some people fear the disappearance of jobs that do not require a high level of qualification.

During the discussions, some delegations wished to retain absolute freedom in decision-making processes, while others advocated the introduction of international measures. While many delegations wished, at least in principle, to encourage negotiation and shared initiative, some measures were seen as threats to national sovereignty. The debates were very interesting in this respect, as compromise was necessary to achieve consensus.

Furthermore, discussions also developed around the opposition between delegations wishing to limit the power of private companies over national economies, and those aiming to attract large firms to their countries, and thus “feeding” the growing influence of these firms over questions of labour and economic policy. This meant that the solutions adopted by the committee in its resolutions had to take into account multiple perspectives, bringing together points of view that appeared diametrically opposed.

**COMMITTEE:** International Labour Organisation

**ISSUE:** Guaranteeing inclusive and equitable participation of young people in the digital economy

**MAIN SUBMITTER:** Canada

**CO-SUBMITTERS:** Apple, Australia, Germany, Google, Switzerland

The International Labour Organisation committee,

Conscious of the accelerating development of digital technologies and that they transform the economy and social activities,

Considering that an inclusive participation of young people in this digital economy will intrinsically bring sustainable development for a country, a region or more globally for the world,

Stressing that all humanity can benefit from the advantages of digitalisation,

Affirming that advances in the digital economy should be used for the benefit of present and future generations,

Noting that the misuse of digital technologies can lead to acts endangering human dignity by information leakage,

Reaffirming the Declaration of Faith of June 10, 2008 on the "Declaration on Social Justice for a Fair Globalization",

1. Suggests to create a fund financed by member States for the implementation of humanitarian projects of educational development in the world, fueled by private companies and States wishing to participate, to finance the computer equipment of countries and regions with little or no computers,
2. Proposes member States and big companies, with help from NGOs, to set up in schools:
  - a. Educational programs to raise awareness among young people facing the challenges of the digital economy in the future,
  - b. Subjects oriented towards the development of digital skills in the technological fields in question;

3. Note that schools will have to undergo fundamental reforms to meet the challenges of the digital age and this by:
  - a. Putting in place programs concerning advanced digital skills, which are skills necessary to create, manage, test and analyse ICTs,
  - b. Developing professional skills, namely the ability to work in a team, lead a team, communicate effectively and take into account clients' needs, which are skills necessary to collaborate effectively in the digital economy;
  
4. Draws attention to a benchmark study conducted by researchers at the University of Oxford in 2013, on the probability of computerization for 700 different professions, which could be useful in helping students to better understand the job market that they will be confronted with in the near and far future, so that they avoid the sectors at high risk of automation;
  
5. Encourages companies of all sizes to take into consideration the reuse of their digital material, in an ecological approach, but especially in that of widening internet access for the most disadvantaged, by a device that revolves around three main axes:
  - a. The creation or reuse of warehouses in which public or private companies can store their digital material that they no longer use,
  - b. The creation of an organisation that would be funded by the United Nations, whose purpose would be to pass through the said warehouses every two years, in order to recover the material stored there, then to redistribute it in schools in countries that cannot afford digital equipment,
  - c. Each company involved in the digital tools redistribution program will have its taxes reduced in the countries where the program is implemented, with reductions which will depend on the quantity of material offered but also on the company's turnover;
  
6. Invites member States to facilitate access to digital business internships for students through conferences in schools for example, or with company representatives which will visit the schools, in order to enable them to discover and be familiar with their world of work, in order to encourage them as much as possible to orient themselves towards pathways focused on digital areas, but also so that they understand them better;
  
7. Proposes the repackaging and sale of digital equipment intended for disposal with a reduction of 30% instead of 15% of the current price, if it is intended for use in schools;

8. Invites governments to design national strategies to develop the digital skills of young people and create an environment conducive to innovation, entrepreneurship and job creation in the digital economy by:
  - a. Supporting the creation of small and medium-sized businesses and technological start-ups because they play an important role in economic growth, employment and investment, by reducing the charges and taxes towards the said companies to facilitate their establishment and their development,
  - b. Encouraging the interdependence between civil society and businesses, and pushing them to collaborate and work together;
  
9. Calls States to collaborate with technology companies to establish programs dedicated to supplying schools with digital tools, with an annual subscription fee paid by the State to the supplier companies in exchange for access to technology in schools; this technology, which will be primarily intended for school use, would allow young people who do not have teachers specialised in this field to acquire the basics of computer science in a very simple way and thus open them to a possible insertion in the digital world.

**FORUM:** International Labour Organisation

Issue: Ensuring inclusive and equitable participation of youth in the digital economy

**Main Submitter:** United Kingdom

**Co-submitters:** Apple, Argentina, China, India, Indonesia, Israel, Kenya, Netherlands, Russia, Singapore, South Africa, South Korea, Sweden, USA

*The International Labour Organisation committee,*

*Alarmed by the 4.2 billion people who do not have access to the internet,*

*Emphasising that 62% of people in households that earn a yearly income of \$30,000 have access to the internet, while those making an income in the range of \$50,000 to \$74,999, have a 90% chance to access the internet,*

*Recognising the efforts made by the member States of the UN to promote and make accessible work opportunities for all the people around the world based on the current situation of labour,*

*Aware of the discrepancies in work rights that establish inequality in work opportunities, conditions, and basic standards because of inadequate work regulations and equality laws,*

*Affirms the necessity to drive contemporary education in a way that is adapted to the current necessities of the market,*

*Stresses the interest of international collaboration in order to minimise the gap between the economies of different States,*

*Recalling that many States are suffering from the digital divide,*

1. Encourages the creation of a dedicated private investment fund directed and presided by the United Nations which should act in order to better integrate the new generation in the digital economy, with the following roles:
  - a. Investing in education in emerging countries to provide fewer disparities,
  - b. Investing in infrastructure and new establishments for education in digital skills;
2. Recommends nations to use TV white-space technology and work with private companies in order to:
  - a. Convert unused buffer TV channels into internet connections,
  - b. Develop UHF and VHF spectrum signal-based technologies allowing 100 times the area of normal internet,

- c. Implement teaching of digital skills so that the youth could be qualified for the present and future digital jobs;
3. Calls for schools in underdeveloped countries to receive funds or donations of technologies, specifically computers, encouraging:
  - a. At least 0.0005% of each member State's GDP to be used to provide schools with computers and train students and teachers in the usage of technological skills,
  - b. Annual allocations amounting to provision of computers to at least 100 schools in the country a year,
  - c. Private companies to donate used devices and offer a 27.5% discount for youth who wish to buy devices,
  - d. Teachers to be trained in digital skills through NGOs;
4. Hopes for countries to subsidize technological companies within their country to lower the cost of the technology;
5. Suggests collaborating with the International Telecommunication Union (ITU) to equitably distribute and provide countries with advanced and adapted technologies, while prioritizing the youth in terms of access, in order to make sure the youth has equal access to advanced technologies, in other words, that there is no exclusivity and inequality between States;
6. Supports the creation of annual conferences where at least 5 private companies must be invited to promote and highlight the importance of this issue, funded by the UN;
7. Calls for the promotion of financial or material donations to develop digital technologies in less developed countries;
8. Invites less developed countries to promote the creation of jobs that involve skills relevant to the fourth industrial revolution such as digital skills or software development;
9. Invites member States and NGOs to come up with innovative practices that will provide the youth with ICT based digital skills that will allow them to be qualified for jobs related to the Internet of Things (IoT) such as platform development, data analysis, or programming;

10. Encourages the ITU to reinforce and organise “hackathons”, which are competitions that aim to bring together specialists in informatics and young people who have obtained programming skills and have created software;
11. Proposes the creation of a scholarship, funded by the UN, allowing students from less economically developed countries to access digital skills lessons, which may be provided by private companies, to have access to quality training;
12. Proposes the implementation of digital device manufacturing facilities in developing countries, which would enable them to have access to new technologies and educative programs, thanks to the repackaging and resale of computer equipment marked for disposal.

**FORUM:** International Labour Organisation

**ISSUE:** Managing the potential risks and opportunities of the "4th industrial revolution" for the global job market

**MAIN SUBMITTER:** United Kingdom

**CO-SUBMITTERS:** Apple, Argentina, China, France, Germany, Kenya, Netherlands, Russia, Saudi Arabia, Singapore, South Korea, Sweden

*The International Labour Organisation committee,*

*Deeply concerned* about the negative effects of AI such as losing jobs,

*Aware of* the need to expand the inclusion of the internet and technology to minorities, low-income households, and the elderly,

*Keeping in mind* the benefits of the new technology created with the 4th industrial revolution,

*Recognizing* ITU Resolution 70, which states the need for equitable participation in technology of women and girls,

*Further recognizing* the General Assembly resolution 70/1 in 2015 to provide economic growth for all, including youth development in technology and equality of education,

1. Encourages States to collaborate with private companies to create programs to reskill employees, such as but not limited to:
  - a. Coding programs to transition non-technical employees into software engineering jobs,
  - b. Programs targeted to train employees for IT support roles that won't be taken over by new technology,
  - c. Crash courses in centres to teach people to use AI and transition into new jobs,
  - d. Internships in the technological setting after finishing this type of course;
  
2. Mandates the need to develop new laws and regulations on the topic of AI to minimise job losses and keep people on a healthy income, such that:
  - a. If a person were to lose their job due to automation or replacement by machine learning software, they may take AI courses provided by the employer,
  - b. Companies should respect standards for firing rates, imposed and fixed by each State;
  
3. Ensures the necessary skills needed to enter the fourth industrial revolution is provided to people of all ages through :

- a. School programs,
  - b. Trade schools,
  - c. High school and college requirements, that is, making all students take mandatory AI and informatics learning classes as part of their general requirement courses;
4. Encourages the creation of a dedicated private fund directed and presided by the United Nations which should act in order to expand the new opportunities of the fourth industrial revolution to the entire global job market. Its roles would be:
  - a. Investing in education in emerging countries to provide fewer disparities,
  - b. Investing in infrastructure and new establishments for education in digital skills;
5. Invites more countries to adopt development frameworks, policies and national programs to implement technological and technical development strategies, through:
  - a. Improvements in innovation and technologies through the promotion of research and development in developed countries and stable organizations in order to improve the reach of this revolution,
  - b. Investing in the development of new disruptive technologies and their relative expansion in the world;
6. Urges all States to participate in this revolution using an environmentally friendly approach in all sectors, mainly to reduce emissions of polluting substances and so especially in the sectors of:
  - a. Transportation,
  - b. Industry,
  - c. Energy production;
7. Encourages countries to invest in the development and price optimization of green tech, in order to expand the reaches of this new branch, for instance by encouraging the creation and development of new "eco-cities";
8. Incites the creation of new digital manufacturing centres in developing countries, to favour globalisation and those countries' development, with the private companies in question taking responsibility and creating opportunities for qualified employees, by offering them contracts in dynamic clusters to make them the main actors of the fourth industrial revolution;

9. Offers to give out obsolete material from private companies, once reconditioned, to those countries less involved in global digitalisation, thus favouring foreign direct investment and the acceleration of the integration process in less developed countries to ensure their contribution to the fourth industrial revolution;
  
10. Proposing to send highly educated people abroad in order to provide training for persons from the country in question who could occupy posts requiring qualifications, with the creation of public and private organizations to regulate the international exchange of young talents and qualified workers to fill these jobs.

**FORUM:** International Labour Organisation

**ISSUE:** Managing the potential risks and opportunities of the 4th industrial revolution for the global market.

**MAIN SUBMITTER:** USA

**CO-SUBMITTERS:** Apple, Australia, Canada, Germany, Google, India, Indonesia, Israel, Japan, Kenya, Netherlands, Russia, South Africa, Sweden, Singapore, Switzerland.

*The International Labour Organisation committee,*

*Reaffirming* ITU World Telecommunication Development Conference resolution 76 (Rev. Buenos Aires, 2017) on promoting information and communication technologies among young women and men for social and economic empowerment,

*Contemplating* Resolution 70 (Rev. Busan, 2014) of the Plenipotentiary Conference, which calls for promoting and increasing the interest of, and opportunities for, for women and girls in information and communication technology (ICT) careers during elementary, secondary and higher education so as to encourage girls to choose careers in the field of ICTs and foster the use of ICTs for the social and economic empowerment of women and girls,

*Recalling* Resolution 198 (Busan, 2014) of the Plenipotentiary Conference, which calls for empowerment of youth through telecommunications and ICTs,

*Taking note* of UNGA resolution 70/1 on the 2030 Agenda for Sustainable Development, in particular Sustainable Development Goal (SDG) 8 on promoting sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all, including the development and implementation of a global strategy for youth employment,

*Contemplating* General Assembly resolution 70/1 of 25 September 2015, entitled "Transforming our World: 2030 Agenda for Sustainable Development" in which, for the first time, the Assembly recognised children and youth as agents of change,

*Convinced* that the 4th industrial revolution represents the future of our nations,

*Having considered* that the 4th industrial revolution promises gains in scientific knowledge, human health, economic growth and more,

*Fully aware* that the 4th industrial revolution is bringing a large amount of technologies but a considerably small amount of jobs,

*Realizing* that today's 1.8 billion youth will encounter a new job market different from what we know today,

*Emphasising* that the skills mismatch is one of the greatest threats we are facing as part of this

4th industrial revolution,

*Alarmed* by how technological education is implemented in certain fields,

*Knowing* the situation of work stated by international organisations following analyses of social and economic development,

*Keeping in mind* the two billion adults worldwide who do not have a bank account,

1. Urges member states to tailor the education system to the needs of more dynamic labor markets in a more globalised world, by :
  - a. Introducing technology and computer science classes to all schools, possibly making these classes mandatory in schools from the 4th grade to the 7th and from the 7th to the 12th optional, with a focus on:
    - i. Teaching future generations the required skills to use developing technologies,
    - ii. Highlighting the importance of having skills in the technological and digital domain,
  - b. Offering online courses in technology and computer science, possibly including them in a working program created with governments in collaboration with multinational technology companies, to promote education but also a working field where new skills could be applied,
  - c. Proposing the teaching of STEM (science, technology, engineering, mathematics) subjects, often with the addition of arts (STEAM) so that present and future generations are able to face the reality of the fourth industrial revolution;
2. Proposes the creation of a trust fund managed by the United Nations to assist lower income countries with funding for resources and programmes for workers displaced due to the fourth industrial revolution by:
  - a. Encouraging the member States to make not only financial donations to the United Nations but also human personnel, infrastructure, guidance and assistance for the countries that require it;
  - b. Creating advertising campaigns to attract donations from the general population in order to equip countries with low technological capacity with the hardware and software needed to boost education ;
3. Presses member States, third sector organisations, and also multinational technology and finance companies to collaborate and provide:

- a. Financial support to enable displaced workers to study whilst supporting themselves and/or their families,
  - b. Access to devices in communal areas, for example, libraries or community centres, to develop digital literacy needed for digital education,
  - c. Improved access to emotional and careers advisory services to ensure a smooth transition into new jobs;
4. Urges member States to constantly re-skill and re-educate their workforce, to update their knowledge and working skills in the digital economy, by creating mandatory work internships or trainings, in order to reduce the amount of unemployment in fields that are expected to have future large employment like the digital one, and to employ different strategies for workers in the new technological areas that are key to have a “good development”, including bringing them the adaptation skills needed to reduce unemployment because of automatization;
5. Encourages all governments to implement the parameters of the ITU digital skills toolkit to fulfill the requirements of the future fundamental technology base of the 4th industrial revolution in science and technology, in order to create adapted employee skills training programs and minimise the skills mismatch so that the youth employment barriers are taken down, by organising meetings, summer schools, and other informal education programs;
6. Incites governments to create procedures in which companies need to respond to a program of automation in order to provide an adequate implementation of automation, by :
  - a. Letting governments, workers and national institutions know how automation will be implemented, and creating time lapses to train people that lack skills in the digital field,
  - b. Anticipating and minimising the impacts of automation and unemployment in underdeveloped countries by a waiting period of a few months, during which employees can be trained before the factories' automation, creating new jobs such as supervising, programming, design and social interaction.

# World Health Organization

Chairs : Rémy COURT, France & Hanna WANJIRU, Kenya



## Issues

1. Guaranteeing patient privacy, autonomy, and quality of care while developing AI technologies for healthcare
2. Using ICTs to deliver high-quality, appropriate and accessible healthcare in low-resource and remote areas

## Countries involved in the debate:

Australia, China, France, Germany, India, Iran, Ireland, Israël, Italy, Japan, Netherlands, Nigeria, Russia, Singapore, South Africa, South Korea, Sweden, Switzerland, Turkey, United Kingdom, USA, Canada

## Countries of origin of the students:

Costa Rica, France, Greece, Kenya, Morocco, Pakistan, Rwanda, Switzerland, Turkey, UAE, United Kingdom, USA

## OUTCOME

### “Establish a Dublin-based sub-committee on AI for health.”

"It's not doctors we lack, it's medicine." This was how Montesquieu, in his Notebooks, described the state of the medical profession. And although hundreds of years separate us from this philosopher, his thought nevertheless seems to echo our situation. In 2015, 400 million people did not have access to basic healthcare. Faced with strong demographic and economic growth, medicine must evolve to meet current needs. In addition to this, new tools such as AI and ICTs are emerging, which could help create the medicine of tomorrow.

It is in this context that the 50 delegates of the World Health Organization came together. Their objective? To discuss the contribution of new technologies to the field of health. The committee recognized the need for a new international treaty to ensure the world benefits from the full potential of AI. The proposal to establish a Dublin-based sub-committee on AI for health was also adopted after lengthy discussions.

For the second issue, the need to provide financial support to the areas in question was emphasized, as well as the need to set up awareness campaigns about the possible uses of ICTs for healthcare, particularly among young people.

Finally, on both issues, the committee reaffirmed the importance of research. These technologies, despite rapidly becoming widespread, are relatively recent. It is important to continue development in order to deliver high-quality healthcare.

AI and ICTs have immense potential, and through these resolutions, the WHO committee has demonstrated the value of these technologies in meeting the challenges of the 21st century

**ISSUE:** World Health Organization

**PROBLEM:** Guaranteeing patient privacy, autonomy, and quality of care while developing AI technologies for healthcare

**MAIN SUBMITTER:** Australia

**CO-SUBMITTERS:** Canada, France, Germany, Google, Ireland, Israel, Italy, Republic of Korea, Saudi Arabia, Sweden, Switzerland, United Kingdom, USA

*The World Health Organization committee,*

*Welcoming* the arrival of artificial intelligence (AI) in the medical field, which it is revolutionising through the use of megadata (or "big data") and the automatic learning of these devices,

*Confident* that there are opportunities for health services to become more accessible and efficient through the intervention of artificial intelligence that will improve the efficiency of data collection and analysis and reduce the cost of care to make services more affordable for patients,

*Encouraged* by the fact that artificial intelligence is currently being used to make paraplegic patients more mobile; to make diagnosis faster and more effective; to scan the news for emerging and re-emerging disease threats; to develop new drugs and vaccines; and that the scope of AI is still largely unexplored,

*Convinced* by AI's ability to improve our response to disease outbreaks through early warning systems, better outbreak forecasting, more effective decision-making and simulation tools,

*Considering* that the data collected by neural networks in a systematic way will be able to help anticipate health accidents, which will move medicine from curative to preventive,

*Approving* the content of the GDPR (General Data Protection Regulation) which is a single regulation for all member countries of the European Union, guaranteeing the protection of personal data and adapted to the evolution of technologies,

*Concerned* that the capacity to assess, study and demonstrate the public health, economic, organizational, social, legal and ethical implications of health technologies and interventions is inadequate in most developing countries and that, as a result, information is not available to provide sound guidance for policy and professional decisions and practices,

*Affirming* that artificial intelligence bows entirely to the human will and does overtake the human,

*Praying* by consequence that such medical care should be free or at least accessible to all populations, rich and poor,

1. Proposes the creation of a "control" sub-committee, located in Dublin, the capital of Big Data, which would be managed and controlled by the WHO and which will regulate and promote the use of artificial intelligence in medicine internationally by:
  - a. Regulating the data and how it will be moved and used by companies that are third parties to State health agencies,
  - b. Enabling sound international cooperation between member States, NGOs and private companies to eventually create a single global digital market,
  - c. Putting in place ethical limits on its use, thus ensuring respect for the right to privacy and equal treatment;
2. Urges the assistance of member States to enable developing countries to establish and popularise the usage of AI in medicine among populations in need by:
  - a. Calling for the installation of sustainable electric generators that will be able to survive the climate and dust so that we dispose of a stable electricity current that will allow the implementation of Internet in remote or resource-poor populated areas,
  - b. Supporting the creation of medical centres developing AI and telemedicine in these areas, thus enabling rapid and high-quality medical aid to populations in need;
3. Proposes the writing of an international treaty to define the standards and the way of using artificial intelligence in the medical field by:
  - a. Inviting member States to come together around the same international regulation on the use of AI in medicine, meaning that member countries must implement the Data Protection Act of 2018,
  - b. Leaving it up to the patient to choose whether to be managed by a doctor or an AI, thus guaranteeing a minimal human presence in each medical establishment; in the event of a patient choosing AI, a medical professional would still be supervising the treatments in order to ensure quality of care,
  - c. Clarifying the issue of legal liability in the event of a machine error, dividing it according to the type of error between companies and caregivers,
  - d. The systematic presence of a referring specialist during surgical operations and a validation when it comes to routine procedures (analysis/x-ray/diagnosis...); specialists would also be present during a mental health case where human

- connection and personalisation is necessary to assist, or take over from the AI,
- e. The existence of an emergency shutdown protocol with a mandatory test in case of hacking and loss of control of the machine,
  - f. The implementation of a strict protocol of regular control in order to control as rigorously as possible the risks of hacking or medical cyberterrorism;
4. Encourages AI market leaders to invest in start-ups and private medical research companies developing AI in order to increase the global market economy;
  5. Calls for the implementation of a pictogram to be imposed on all medical acts, images or prescriptions performed by AI, which would make it possible to warn caregivers and patients of the origin of the documents;
  6. Encourages countries to raise public awareness of artificial intelligence in order to build a climate of trust to ensure its diffusion and acceptability in health research, within an appropriate regulatory context, including:
    - a. Establishing a highlighted charter for each hospital that explains to patients the presence of AI within the establishment and their role with the doctors,
    - b. Communicating the existence of this charter through journals and television news in order to make it known to as many people as possible,
    - c. Inviting children to visit hospitals in a school setting to familiarise them at an early age with the presence of AI,
    - d. Calling for the adaptation of teaching programmes at the high school level in the science sector with particular emphasis on ethical issues and new technologies in health;
  7. Calls for a review of the medical education system in response to the significant development of AI and the issue of ethics:
    - a. Putting in place as regular a "technological transition" training as possible with successive periods of work and periods of training to bring the medical profession up to standard,
    - b. Promoting studies leading to future jobs related to AI;
  8. Calls for State laws to urge national healthcare organisations for AI to have access to all relevant patient databases under the patient privacy clauses (as mentioned before) by converting it to a digitally readable format.

**COMMITTEE/FORUM :** World Health Organisation

**ISSUE :** Guaranteeing patient privacy, autonomy, and quality of care while developing AI technologies for healthcare

**MAIN SUBMITTER :** Russia

**CO-SUBMITTERS :** China, France, Hungary, India, Iran, Japan, Netherlands, Nigeria, Singapore, South Africa, Turkey

*The World Health Organisation committee,*

*Taking into consideration the relative novelty of the issue at hand,*

*Affirming that the patient should be given complete control over how their medical profile data is used and stored,*

*Emphasising the various benefits that artificial intelligence could have in the world of healthcare,*

*Reaffirming the importance of privacy, independence, and equity in the implementation of such immense global change,*

*Guided by the initiative of the various submitters to explore all the horizons of artificial intelligence,*

*Emphasising the lack of knowledge around AI and its future effects in the medical arena,*

*Affirming the need for a medical professional to oversee all processes that are performed by artificial intelligence,*

*Fully believing that artificial intelligence holds a major role in our society and could bring tremendous improvement to the world of healthcare,*

1. Encourages the utilisation of an internationally-collaborated cloud database in order to allow for accurate and effective diagnoses and medical procedures where:
  - a. All information would be accessible for further use in AI development and future healthcare technologies,
  - b. Data would be anonymised in a way that other parties can not access or utilize sensitive information that would benefit other organizations;

2. Proposes the establishment of an investment program which would allow less-developed countries to participate in the testing of AI technologies by technologically advanced countries in order to:
  - a. Grant access to new AI technologies to the less developed countries,
  - b. Help the developed countries perfect their data and thus improve the quality of care afforded by AI;
  
3. Authorises an international treaty governing and defining the explicit role and applied uses of Artificial Intelligence, and thus dictates:
  - a. That AI should hereby be used under constant surveillance of a medical professional, artificial intelligence must be used under the constant supervision of a health professional in the event that the patient is put at risk, in order to mediate concerns that AI machinery will replace the role of doctors and other medical practitioners,
  - b. The establishment of the rights of the patient including the right to privacy, informed consent (for the collection and uses of their information), and confidentiality, of which any violations (through selling and purchasing such information) shall result in swift punishment,
  - c. That there should be additional emphasis on patient privacy among doctors and other medical professionals, and that these will be the sole viewers of this complete medical records and will use their power to keep the information out of the hands of commercial entities who wish to use it for financial gain; furthermore, these professionals should always be kept informed by any company that holds medical data,
  - d. The creation of international rules in this treaty concerning the responsibility in the event of a machine error by sharing it between doctors and the creators of the machine and adapting it to different cases;
  
4. Stresses the creation of a committee involving healthcare and technology businesses as well as involved governments with the goal of:
  - a. Streamlining the privacy laws and policies across all States utilising joint AI systems,
  - b. Sharing information on new emerging technologies that could benefit the future of healthcare internationally,
  - c. Providing options for better security amongst smaller nations and organisations that can not provide them individually,
  - d. Reviewing new AI technology and services that pertain to the medical field, which will work in tandem with the International Bioethics Committee (IBC) for educated evaluation of new AI techniques;

5. Encourages all medical institutions using AI to hire medical professionals in charge of overseeing the technology by:
  - a. Making sure that any biases in the results of tests in the short term are eradicated and do not affect the diagnosis of the patient,
  - b. Attempting to rectify any mistakes that could be made due to lack of information by the system,
  - c. Guaranteeing the ever-presence of a human element in treatments by AI;
6. Approves of the addition of an international curriculum pertaining to AI technology in science classes in primary and secondary schooling in order to familiarise the population with AI technology;
7. Solemnly supports laws enforced to hold medical organisations criminally responsible for breaches of patient privacy and misuse of data, without forgetting the necessary role of governmental access to this data;
8. Emphasises the requirement of more face to face interactions with patients that have various mental conditions and illnesses where :
  - a. AI systems can still play some role in these diagnoses and treatments; in the beginning stages, if not considered an emergency, however, doctors are still needed to properly diagnose and treat patients,
  - b. Patients can reliably get proper care without fear of miscommunication or misunderstandings, both through the development of AI and the availability of psychiatric professionals or counselors;
9. Proposes the introduction of state-issued digital medical data licences for medical organisations which require minimum cyber security standards in order to collect and manage patient digital data;
10. Affirms the use of assisted and autonomous AI healthcare technology contingent on approval through rigorous State-run medical trials and testing following rigorous medical trials and federal regulations to ensure patient safety, including viewing new AI technology and services that pertain to the medical field, which will work in tandem with the International Bioethics Committee (IBC) for educated evaluation of new AI techniques;
11. Organises for the additional development of new AI techniques (technology and services) that can be helped to further the institution of healthcare around the world through :

- a. The authorisation of financial grants to AI development companies with an additional focus on the healthcare sector,
  - b. The establishment of more centres for research that will be supported by the governments of these communities;
12. Urges every delegation and member State to stay concerned by this issue until a conclusion is reached in regards to this discussion;
13. Suggests to bestow high security measures so the doctors are the ones only allowed to access the files.

**COMMITTEE:** World Health Organisation

**ISSUE:** Using ICTs to deliver high-quality, appropriate and accessible healthcare in low-resource and remote areas

**MAIN SUBMITTER:** China

**CO-SUBMITTERS :** Hungary, India, Iran, Netherlands, Nigeria, Russia, South Africa, South Korea, Turkey

*The World Health Organisation committee,*

*Deploing the fact that the least economically progressed countries are the most affected by harsh environmental conditions which prevent the development of ICT's,*

*Encouraging the development of ICTs in remote and low-resource areas,*

*Regretting the lack of medical infrastructure in low-resource areas because of economic incapacity,*

*Raising awareness about the importance of respecting all communities,*

*Reminding that since 1948 the World Health Organisation faces issues related to the lack of access to affordable, safe, efficient and sustainable healthcare technologies,*

*Affirming that education has been the most efficient and sustainable way of addressing certain health-related issues,*

1. Proposes training courses on methods for use and maintenance of ICT technology and infrastructures through:
  - a. Primary and secondary school programs,
  - b. Online content including:
    - i. Websites,
    - ii. Social media content,
    - iii. Advertisements,
  - c. Public awareness campaigns in rural areas,
  - d. Proper live training courses accessible to adults in rural areas;
  
2. Encourages the establishment of services working towards the establishment of infrastructures in order to:
  - a. Increase access to ITCs in rural areas,
  - b. Work in tandem with participating governments to increase data sharing and innovation worldwide;

3. Recommends that States and large corporations work together in partnerships to allow for the development and funding of projects allowing for:
  - a. The maximum effectiveness of these ICT systems,
  - b. Stronger organizations to help the creation of technopoles, technology bases, in remote areas due to their stability and connection to the rest of the world in order to help the development of small companies and start-ups that would have a more local impact, leading to intelligent collaboration between small and large companies;
  
4. Promotes the use of online interfaces to connect patients with doctors, in which:
  - a. The use of apps and systems will be made available for patients to input information into cloud databases,
  - b. Databases will be anonymous, in order to protect the patient but still allow for processing by governmental organisations in the interest of public wellness; such organizations will include the centers for disease control,
  - c. Ensuring doctors are bound by a set of laws that reduce the issue of discrimination and unwillingness to help patients;
  
5. Incites member States, on the basis of clause 3, to encourage FDI (foreign direct investment) for R&D in the sector of ICTs in developing countries in order to:
  - a. Allow the use of untapped resources and raw materials,
  - b. Amplify the development of ICTs in deprived regions,
  - c. Re-launch the economic and financial conditions of areas more affected by inflation and/or lower productivity;
  
6. Promotes the use of online interfaces to link different healthcare workers, through the establishment and/or popularisation of an online medical record system, which will provide rapid and immediate access to medical data, facilitate the coordination of care between the different health professionals in charge of the same patient, and enable the patient to be better informed about his or her pathology and treatments; the data will belong to the patient and will be accessible to the health personnel concerned and authorised by them, and, if the record holder wishes so, it can become public within the medical community to enrich medical research.

**COMMITTEE :** World Health Organisation

**ISSUE :** Using ICTs to deliver high-quality, appropriate and accessible healthcare in low-resource and remote areas

**MAIN SUBMITTER :** USA

**CO-SUBMITTERS :** Australia, France, Germany, Google, Ireland, Italy, Japan, Netherlands, Republic of Korea, Saudi-Arabia, Singapore, Sweden, Switzerland, United Kingdom

*The World Health Organisation committee,*

*Having considered* the reports on health action in relation to remote places and isolated populations,

*Acknowledging* the recent development of ICTs and their global success for allowing populations to come together and to communicate in the name of a major factor of globalisation,

*Recognising* the need to use these ICTs in order to rescue isolated populations who are facing health issues,

*Conscious* that the lack of communication with remote countries has already caused global catastrophes such as the spread of ebola,

*Appreciating* the generous assistance provided to the affected nations by governments, non governmental groups, individuals, and national public-health institutions, including through the Global Outbreak Alert and Response Network,

*Recognizing* the challenges faced by overwhelmed local authorities as they coordinate the relief effort, including personnel and goods generously made available as a result of both national and international solidarity,

*Recalling* that more than 30 countries worldwide are currently facing major, often longstanding, crises, with as many as 500 million persons at risk because they face a variety of avoidable threats to their survival and well-being, and that around 20 other countries are at high risk of serious natural or man-made events, increasing the number of persons at risk by 2000 million to 3000 million,

*Appreciating* that analyses of health needs and performance of health systems, within the context of national policies and internationally agreed development goals, including those contained in the United Nations Sustainable Development Goals, are essential for the proper

rehabilitation and recovery of equitable individual and public health services, and that this task is best undertaken if there are clear synergies between preparedness and response,

*Recognising* that improvement of social and economic circumstances of the most disadvantaged countries is a preventive action that reduces the risk of crises and disasters and their consequences,

*Noting* the major issue that entails deploying systems in low-income areas, since it is difficult to guarantee the use of ICT systems in low resource areas despite the tremendous benefits of these systems making it the single greatest challenge in designing a computing infrastructure for rural health informatics,

*Acknowledging* that the inadequacy or lack of qualified technical support teams presents a problem in such demographics, as well as the lack of consistent and affordable electricity, affect the vast majority of rural-based health centers; that where power is available, it is mainly unreliable and unstable; that extending power gross to such demographics may take decades based on the number of human resources, and revenue needed; and that, with such issues, providing free and effective healthcare remains difficult,

1. Calls for the establishment of an international fund to promote the use of ICTs to provide high quality, appropriate and accessible health care in remote and low-resource areas, to be financed by a group of States designated annually by WHO, the contribution of each of which will be calculated on the basis of the country's population and wealth (as for the contribution to WHO), in order to:
  - a. Provide a wider range of services to patients whose access is restricted either by lack of resources or by geographical remoteness,
  - b. Provide public health education and emergency care advice,
  - c. Introduce telemedicine linking health professionals with patients even at a distance;
2. Proposes a health risk awareness and prevention program for populations living in low-resource or remote areas by:
  - a. Relying on the support provided by advanced technologies,
  - b. Creating prevention and awareness days in schools and public places in order to avoid the mistrust of the populations towards these technologies;
3. Urges member States to:
  - a. Support private companies in efforts to contribute to the spread of ICTs, including:

- i. Internet balloons that will be roaming around remote arenas to provide access to internet, allowing populations to research and know more, thus making them more aware,
      - ii. IR sensors that will use heat signals to detect epidemics and communicate them to an AI system, which will end up allowing a quicker course of action,
    - b. Use ICTs in order to support coordinated efforts to develop new medicines that will also be adapted to children and pregnant women,
    - c. Sensitise their populations about mental health and the threat of mental illnesses and how they can be diagnosed,
    - d. Spread propaganda and ads about mental health on social media,
    - e. Create a hotline that can be called by the populations to request help in order to prevent suicide and fight depression and other mental illnesses that affect our world,
    - f. Notify their citizens of the importance of vaccinations and immunisation through SMS or text messaging;
4. Requests member States to:
- a. Collaborate with epidemic affected countries, with organisations, and with non-affected countries to ensure the full and cost-effective use of increased financial resources and ICTs for achieving international goals and targets, including the internationally agreed development goals related to malaria contained in the United Nations Sustainable Development Goals,
  - b. Provide support for international collaboration to control epidemics, in particular where there is a risk of spread across shared borders, and to use ICTs to create a communication link between the countries;
5. Proposes the creation of a digital incubator in the capitals of countries that do not have real technological means to:
- a. Foster the development of a digital innovation ecosystem,
  - b. Train more people in the technology sector,
  - c. Multiply the number of startups, thus making it possible to obtain a population more comfortable with technological tools in order to put digital technology at the service of development,
  - d. Close the digital divide between the most developed and emerging countries,
  - e. Propose the creation of a commission that would oversee the companies and that would fix some rules to be followed by the companies, if not some sanctions will be taken and it can end with the loss of their advantages;

6. Requests to address insufficient network coverage outside major cities in order to facilitate the sharing of information, materials, skills and knowledge with remote and / or low-cost regions by :
  - a. Encouraging operators to expand their networks, especially in the contractual requirements,
  - b. Installing internet beacons in the most remote areas;
7. Strongly encourages the development of telemedicine to improve the quality of care but also to enhance their accessibility by promoting:
  - a. Tele-consultation, the principle of which is to improve the care of patients by collecting and transmitting medical information, via a telecommunication system,
  - b. Tele-assistance, consisting in establishing a system for remote monitoring of a patient equipped with a monitoring, alarm and transmission system to a medical center by one or more health professionals and which is a social or economical alternative to hospitalisation,
  - c. Telesurgery, which concerns the remote surgical assistance of an expert physician or remote assisted surgery;
8. Invites the deployment of e-health by multiplying the creation of web-sites attested by medical professionals, which:
  - a. By responding to patients' right to information, facilitate the better understanding of the treatments offered to them, and therefore guide them to make informed decisions about the management of their illness,
  - b. Allow for wider access and dissemination of health information and the dissemination of preventive medicine;
9. Recommends regular reporting on innovative ICT applications in remote and/or low-cost areas based on Quality Indicators (QIs) in order to rigorously measure the quality of practice; these QIs will:
  - a. Be defined in terms of: patient safety, care coordination, care affordability, effective treatment, and accessibility, that rely on hospital inpatient administrative data,
  - b. Act as screens to help us examine quality of care and indicate the need for more in depth studies;
10. Calls for the use of smartphone applications and software, likely used by humanitarian aid workers who have access to a smartphone, that aid in data collection, particularly in low-resource and low-income areas, including:

- a. An app which stores patient information,
  - b. Software which connects rural patients with doctors via instant messaging and video calling,
  - c. Software add-ons that organise patient data into neat profiles that can be easily shared among medical professionals and can help doctors better understand patient needs, especially if they live far away from a clinic or hospital;
11. Encourages implementation of internet cafes or monitored internet stations for medical specific use in rural/low-income areas to:
- a. Inspire public use of e-medicine programs,
  - b. Give citizens access to the internet and their medical professional(s);
12. Forbids the militarisation of technological medical information by focusing on data protection in order to:
- a. Protect and keep in consideration patient privacy regulations,
  - b. Ensure the safety of civilians by preventing the use of Hot Agents facilitated by data leaks;
13. Strongly Urges countries to implement green energy initiatives in rural/low-income areas that:
- a. May include internet balloons,
  - b. Individualise green energy to the area, such as marine energy to coastal areas or solar energy to deserts,
  - c. Increase public access to electricity in general;
14. Approves the need for investment in research and development for efficient and lower cost microprocessors and solid state technology to be implemented in computers;
15. Affirms the need for using a sophisticated, intuitive, and accessible interface in ICTs;
16. Urges the assistance of member States to enable developing countries to establish and democratise the use of ICTs in medicine among populations in need by:
- a. Supporting the creation of medical centers developing ICTs and telemedicine in these areas, thus enabling rapid and high-quality medical aid for populations in need,
  - b. Requesting that this medical care must be free or at least accessible to a disadvantaged population;

17. Invites countries to form a coalition of experts with the goals of:
  - a. Creating a State issued framework will be introduced as a plan to implement communication networks in rural locations,
  - b. Executing the framework plan effectively;
  
18. Proposes training and awareness campaigns to be set up and the necessary funding to be given from the government to integrate ICTs;
  
19. Affirms server software to be implemented that simplifies the process of configuring and managing workstations and system resources connected to a local or wide area network;
  
20. Calls for restrictions to be enforced in controllability so that misuse of file systems isn't possible, whereby:
  - a. Violations of restrictions will lead to investigations and a fair trial,
  - b. If found guilty of violations, the violator will be subject to protectional jail time and/or significant fines.

# UNHCR

Chairs : Katia TODOROV, France & Bartu ARIK, Turkey



## Issues

1. Bridging the gap in access to education for refugees through ICTs
2. Using ICTs to improve conditions for women and girls in UNHCR refugee camps

## Countries or organizations involved in the debate:

Apple, Australia, Brazil, China, Egypt, Canada, Finland, France, Germany, Google, Hungary, Israël, Italy, Japan, Mexico, Netherlands, Russia, Saudi Arabia, Senegal, Singapore, South Africa, Sweden, Switzerland, Turkey, United Kingdom, USA

## Countries of origin of the students:

France, Italy, Morocco, New Zealand, Pakistan, Spain, Switzerland, Turkey, UAE, United Kingdom, USA

## OUTCOME

### “Creation of the first global offline application”

The United Nations High Commissioner for Refugees (UNHCR) committee was made up of 24 delegations.

The first resolution debated was submitted by Switzerland with support from highly developed nations, with a common interest in defending human rights while, where possible, limiting their intake of refugees. This resolution proposes financial aid and the organisation of summits to develop educational technologies for refugees, while taking into account the need to solve the problem of the digital divide and its negative effect on the lives of refugees.

The second resolution was submitted by Turkey. Highly innovative in its ideas and conscientious in its applications, this resolution proposes the creation of the first global offline application managed by UNHCR, as well as tax relief for transnational companies that would donate part of their profits to competent organizations, and also the installation of solar panels to meet the energy needs of electronic devices used in the camps. After tense debates opposing conservative and progressive ideas in terms of education, both of these resolutions were adopted.

The last two resolutions are characterised by solutions oriented towards access to medical care, psychological support services, and medical information on menstruation and sexuality, in order to eliminate taboos and enable women to understand their rights and their health. In order to provide telephones to refugees, donation and re-use programmes are proposed. With more direct access to technology, women would be able to report cases of abuse to a 24-hour support system. Following discussions and modifications on both technical and humanitarian aspects, these resolutions were also adopted by the committee.

**COMMITTEE:** United Nations High Commissioner for Refugees

**ISSUE:** Promoting equal access to education for refugees through ICTs

**MAIN SUBMITTER:** Switzerland

**CO-SUBMITTERS:** Apple, Australia, Brazil, China, Egypt, Google, Hungary, Israel, Italy, Japan, Saudi Arabia, Singapore, South Africa, Switzerland, United Kingdom, United States

*The United Nations High Commissioner for Refugees,*

*Taking note of the fact that different refugees have different learning requirements and they should be accounted for when designing curriculums for these students, including adults and children of varying education levels,*

*Fully aware of problems that might arise such as the digital divide and language barriers,*

*Acknowledging the necessity of the assimilation of refugees into the countries willing to accept them,*

*Considering the digital divide to be a scourge that affects all populations' access to technology;*

1. Provides financial help from member States to the refugees while not providing physical space from some of the countries who have signed;
2. Proposes a summit of the most technologically advanced countries to develop new technologies centered around linguistic, mathematical, and scientific education to be integrated into refugee camps globally;
3. Proposes the reinforcement of the cultural assimilation of refugees in their host countries, linguistically, culturally, and historically, through:
  - a. The creation of a digitised computer system for fast and effective language learning,
  - b. The introduction of courses on the history and cultures of host countries using educational videos, eventually helping refugees better understand the environment in which they live and reducing their integration difficulties;
4. Encourages the use of already existing strategies such as the Refugee Code Week and the UNHCR CTA in order to help educate refugees;
5. Emphasizes the use of open educational resources (OERs) to provide a database of knowledge for refugees;
6. Invites member States to:
  - a. Take into consideration the digital divide, and thus commit to integrating refugees and displaced persons into the heart of the "digital native" generation,

thus enabling them to integrate clearly and effectively into the modern and digital society from which they were far removed,

- b. Train teachers in the specificities of education for refugees and displaced persons, and in the use of information and communication technologies

**COMMITTEE:** United Nations High Commissioner for Refugees

**MAIN ISSUE:** Promoting education through TICS

**SUBMITTED BY:** Turkey

**CO-SUBMITTERS :**Apple, China, Finland, France, Germany, Google, Mexico, Netherlands, Senegal, Sweden, Turkey

*The United Nations High Commissioner for Refugees committee,*

*Acknowledging that 3.7 million school-aged refugee children are not enrolled in school, and lack a "basic education",*

*Alarmed by the lack of accessibility of basic education,*

*Fully aware that the right to education is an SDG,*

*Acknowledging that there is limited infrastructure inside refugee camps,*

1. Encourages transnational firms to:
  - a. Pay a variable percentage of their profits to NGOs competent in the education of refugees, which will lead to donations,
  - b. Collect donations from their consumers which will be directly donated to the NGOs for funding of the United Nations Education Programme ;
  
2. Wishes to create the first global, off-line application managed by the United Nations (UN) which would be:
  - a. Usable for educational purposes in order to teach refugees :
    - i. Languages,
    - ii. General information about the country,
    - iii. User skills to benefit from digital technology,
  - b. Compatible with low-cost, maximum recycled appliances supplied by member States, whose use is reserved for the UN education application, the latter being deployed in the main refugee influx areas;
  
3. Wishes to develop a second online application for the collection, storage and sharing of refugee data which:
  - a. Provides information on country of origin, education and health,
  - b. Allows the monitoring of the refugee regardless of his movements and to respond effectively to their needs,
  - c. Allows teachers to complete the file of the refugees being monitored,

- d. Is equipped with cybersecurity mechanisms with means provided by member States;
4. Invites all countries to contribute to the financing of this application by:
  - a. Dedicating a small portion of their GDP to the project in a one-time donation,
  - b. Providing this fundign to the United Nations to create the above-mentioned programme;
5. Proposes the installation of solar panels to operate the digital tools made available to the refugees;
6. Recalls that the digital equipment described above is not the property of the countries using the digital tools mentioned, and is adapted to the number of refugees in the country;
7. Encourages the States concerned to set up public campaigns to encourage donations through:
  - a. Radio,
  - b. Television,
  - c. Social networks;
8. Calls for the establishment of a UNHCR department funded by UNHCR member States dedicated to building infrastructure within refugee camps which would:
  - a. Be funded through the UNHCR,
  - b. Be funded by donations from all member States, which are therefore asked to increase their donations to UNHCR to accommodate this new department,
  - c. Build infrastructure using primarily green energies.

**FORUM:** United Nations High Commissioner for Refugees

**ISSUE:** Using ICTs to improve conditions for women and girls in UNHCR refugee camps

**MAIN SUBMITTER:** Sweden

**CO-SUBMITTERS:** Australia, France, Germany, Google, Italy, Japan, Mexico, Netherlands, Saudi Arabia, Switzerland

*The United Nations High Commissioner for Refugees committee,*

*Deeply disturbed* by the human rights violations that are currently happening in refugee camps such as the violation of Article 2, Article 5, and Article 25 of the Universal Declaration of Human Rights,

*Fully aware* of the reasons as to why these human rights violations are even happening in the first place such as lack of proper law enforcement and security,

*Alarmed* by the lack of proper medical and psychological treatment in refugee camps,

*Noting with deep concern* the lack of medical facilities and basic medical training,

*Recalling* that the 1948 Universal Declaration of Human Rights proclaims that "all human beings are born free and equal in dignity and rights ... without any distinction whatsoever, in particular of race, color, sex, language, religion, of political opinion or any other opinion, of national or social origin, of fortune, birth or any other situation",

*Considering* the digital divide to be a scourge that affects populations' access to technology,

*Bearing in mind* the need to be listened to following the trauma endured by women victims of assault, sexual or not,

*Recognising* that displacement generally aggravates gender inequalities, marked by sexual and gender-based violence against women and girls, unsystematic, but impossible to ignore,

*Considering* information and communication technologies (ICT) as having a real impact on the functioning of modern societies,

1. Encourages the use of ICTs to improve the surveillance of facilities and in turn safety of women in refugee camps including:
  - a. Deployment of additional security cameras in public UNHCR refugee camp areas,

- b. Special preventive measures of cybersecurity to stop sensitive information about refugees from being spread to undesirable parties;
2. Recommends The creation of a "Phone Donation" program that recycles mobile phones for use in UNHCR refugee camps, according to the following indications:
  - a. The program would accept functional phones that are maximum ten years old,
  - b. Donations would be made through public donation machines located primarily in city centres and shopping malls,
  - c. The program could be advertised both online as well as through posters which would also specify the public locations of the donation machines,
  - d. Recycled phones would be re-evaluated or refurbished and then distributed within UNHCR refugee camps,
  - e. This program would as such limit waste and the need for newer more expensive mobile phones while also promoting a recycling alternative;
3. Proposes that access to assistance networks for refugees be broadened and use reports made through this network to create a safer environment, including:
  - a. Using ICTs to report incidences of mistreatment such as assaults and abuses,
  - b. Keeping a record of these assaults and abuses with the knowledge of who was involved in said incident,
  - c. Using these reports to make informed changes within UNHCR refugee camps that can improve the safety and security of refugees,
  - d. Anonymising all reports done on this network so as to protect the whistleblower;
4. Seeks to establish a hotline at the national level in countries that have refugee camps, which would be:
  - a. Open 24/7 and accessible through both mobile and established wire connections,
  - b. Available for use in cases of emergency or for more general dialogue;
5. Emphasises the importance of online psychological support which could be contacted by many refugees at once if in need of any sort of mental aid;
6. Proposes the establishment of a medical program that would link on-the-ground nurses to a professional doctor via a computer connection, including support to allow:
  - a. Nurses to be trained by through a digital online school in the basics that a nursing role requires,
  - b. Medical facilities to be established should they not already be present,
  - c. Doctors to be able to volunteer to work on this platform;

7. Invites member states to improve the condition of women and girls in refugee camps by:
- a. Providing internet access to refugees, whether female or male, in camps, access provided by UN funds earmarked for this cause,
  - b. Developing the education given to young populations, education appearing to be the most effective means of combating stereotypes about the place of women and men in society, without forgetting to:
    - i. Punish proportionally to the measure of the crime, going up to imprisonment, individuals who refuse to accept the role of modern women,
    - ii. Insist on the fact that the woman is the equal of the man, even if that goes beyond certain religious principles,
  - c. Providing women and girls with information and communication technologies that put them in touch with humanitarian authorities in the event of any problem affecting their security, a project funded by banks or governments at a rate of 5% per year, renewable and reimbursable over 10 years,
  - d. Suggesting access to refugee and displaced women to secure websites and relaying verified and real information, linking them to doctors and competent and qualified health professionals, including:
    - i. Websites available for all languages,
    - ii. Operating according to an information sorting system,
  - e. Organising awareness campaigns on individuals' good sexual and moral behavior,
  - f. Feminising camp security and supervisory staff.

**COMMITTEE:** United Nations High Commissioner for Refugees

**ISSUE:** Using ICTs to improve conditions for women and girls in UNHCR refugee camps

**MAIN SUBMITTER:** Turkey

**CO-SUBMITTERS:** Apple, Brazil, China, Finland, Hungary, Israel, Senegal, Singapore, South Africa, USA

*The United Nations High Commissioner for Refugees committee,*

Noting that over 46% of women do not feel safe living in the camps, and that 69% live in dwellings that do not have secure locks,

Acknowledging that 25% of women do not know how to access services if they become pregnant and 88% do not know how to obtain contraceptives,

1. Suggests the creation of an online platform with explanatory videos (initially in English and translated into each of the native languages of the refugees in the camp) as well as 'fun' and intelligent activities that will allow:
  - a. Women and girls in refugee and non-refugee camps to have access to information about their sexuality, their bodies and adequate education,
  - b. Men to also have information on the functioning of women's bodies, provided by qualified persons including:
    - i. Medical professionals,
    - ii. Religious representatives,
    - iii. Teachers;
2. Suggests the creation of an international fund managed by the United Nations to enable women and girls to have access to New Information and Communication Technologies (NICTs) as well as a SIM card in order to:
  - a. Alert the authorities when they are victims of sexual harassment or rape,
  - b. Be informed about:
    - i. Their rights,
    - ii. Their health;
3. Calls for the creation of an online and offline application, considering geographic locations of refugees, which would enable refugee women to:
  - a. Find the nearest medical aid centres,
  - b. Learn about the rules of feminine hygiene,
  - c. Contact an emergency number;
4. Encourages the democratisation of communication between refugee camps for women through the use of ICTs in order to:

- a. Keep in touch with their relatives who reside in other refugee camps,
  - b. Promote women's autonomy so that they have economic and decision-making power in the camp;
5. Invites the establishment of paper promotional campaigns in the camps on:
  - a. Hygiene,
  - b. Women's rights;
6. Suggests, for the safety of women and girls:
  - a. The introduction of street lighting in the camps,
  - b. The establishment of enhanced safety and gendered means of transport including:
    - i. All-female or all-male cars
    - ii. The establishment of alert buttons in already existing transports,
    - iii. Encouraging them to travel in groups during the day;
7. Encourages, through the sharing of an inter-camp electronic library, to educate young girls who do not have the opportunity to leave their places of residence by:
  - a. Providing live instruction from the classroom,
  - b. Donating the necessary digital equipment;
8. Suggests the establishment of compulsory, monthly and anonymous medical teleconsultations in a dedicated area of the camp to:
  - a. Enable a monitoring of the general situation of women,
  - b. Determine whether a woman is being physically and/or mentally abused, and redirect her to competent public authorities,
  - c. Answering any questions concerning:
    - i. Female hygiene,
    - ii. Contraception,
    - iii. Childbirth;
9. Recalls that for all these proposals, funding is provided by:
  - a. Member States,
  - b. Private companies benefiting from tax exemption, which are managed by UNHCR.

# United Nations Environment Programme

Chairs : Sofya KOROBITSYNA, France, Maxence NICOLET, France  
& Khalid LAHBABI, Morocco



## Issues

1. Defining the role of AI in predicting, mitigating and adapting to the impacts of climate change
2. Using ICTs to increase environmental awareness and responsibility and encourage sustainable decisions

## Countries or organizations involved in the debate:

Argentina, Australia, Brazil, China, Colombia, Egypt, Estonia, Fiji, Finland, France, Germany, Google, GreenPeace, Indonesia, Iran, Ireland, Israël, Italy, Kenya, Mexico, Netherlands, Nigeria, Norway, Russia, Saudi Arabia, Senegal, South Africa, South Korea, Spain, Sweden, Switzerland, Turkey, United Kingdom, USA, WWF

## Countries of origin of the students:

France, Germany, Italy, Morocco, New Zealand, Senegal, Spain, Turkey, UAE, United Kingdom, USA

## OUTCOME

### “Cooperation between governments and private companies”

The UNEP committee was made up of 70 delegates representing 35 delegations. The first issue involved defining the role of AI in predicting, mitigating and adapting to the impacts of climate change. How can we harness accelerated innovation in the AI sector to address issues related to accelerated global climate change? In resolutions addressing this issue, delegates emphasized cooperation between governments and private companies responsible for AI development, to ensure that the necessary technologies are put to use to solve climate-related problems as quickly as possible. Cooperation among countries was also discussed, to aid the most vulnerable countries with the least access to new technologies in acquiring this asset for the future of their populations.

The second issue related to ICTs and their possible use as tools for raising environmental awareness and encouraging sustainable decision-making. Many ideas were discussed, such as global assistance to develop ICTs around the world to reach as many people as possible. Cooperation between countries, NGOs and transnational firms to act globally was also discussed. The sustainability of the energy resources used to power ICTs was also a major topic of debate among delegates.

In both cases, the most controversial ideas were those concerning the sharing of research between countries and companies, and any proposals to force large digital companies to act in particular areas, such as the prediction of large-scale weather phenomena. Nevertheless, consensus was reached and many innovative ideas are reflected in the resolutions adopted by the Committee.

**COMMITTEE:** United Nations Environment Programme

**ISSUE:** Defining the role of AI in predicting, mitigating and adapting to the impacts of climate change

**MAIN SUBMITTER :** Mexico

**CO-SUBMITTER :** Argentina, Columbia, China, Egypt, Estonia, Fiji, Indonesia, Iran, Ireland, Russia, Turkey

*The United Nations Environment Programme committee,*

*Deeply concerned by the impact of climate change, and strongly believing that coordination should remain at the heart of our response,*

*Considering the numerous adverse effects of climate change, which include the threat to biodiversity and especially to populations of developing nations,*

*Remembering the many lives lost in the Californian fires of 2018 and the recent Australian bushfires, and the many species harmed in the burning if the Amazon,*

*Noting that countless research papers such as the report "Climate Action and Support Trends", published by the United Nations at the UN climate change summit 2019, that show with scientific certainty the possible devastating effects of a rise in global temperatures,*

1. Urges all member states to hold data-based TNCs responsible for their impact on the environment by:
  - a. Constraining them to give member States a warning at least 3 days before all environmental catastrophes such as but not limited to:
    - i. Hurricanes,
    - ii. Tsunamis,
    - iii. Tornadoes,
    - iv. Drought;
  - b. Holding them accountable if their predictions are false, inaccurate or nonexistent by obliging them to pay for 70% of all unpredicted collateral damage caused by their failure to provide necessary information,
  - c. Providing the data necessary to their sustainable development;
  
2. Encourages the reduction of pollution and the optimisation of the transport sector by:
  - a. Eliminating unnecessary travel and lightening traffic by putting people in contact thanks to AI and its algorithms thus connecting different users and grouping them into routes to reduce greenhouse gas emissions,
  - b. Setting up, in connection with this action, a subsidy on petrol or tolls for persons using this cooperation system;

3. Offers to help develop new forms of clean energy using AI, such as solar panels that are more efficient and less polluting in production, and recycling, through financial or technological support from transnational companies and developed countries;
4. Declares that, in order to improve the future of our planet, it is necessary to predict supply and demand through:
  - a. Processing of real-time meteorological data, information on pollution or video streams from the areas around solar panels, using artificial intelligence algorithms which can quickly make predictions about the volume of energy that will be generated, and which are able to program and distribute energy production between different plants, for example,
  - b. Analysis of data from satellites via artificial intelligence to allow independent and objective measurement of emissions and thus reduce greenhouse gas emissions;
5. Proposes a revolutionary use and application of renewable energies in promoting the use of AI as a basis to:
  - a. Start any plan to deal with harmful effects of climate change including underdeveloped countries which would begin AI development,
  - b. Prevent the intensification of the effects of climate change as it would end up with the greenhouse effect and the emission of gases in the atmosphere;
6. Invites all member States of the United Nations who did not yet sign the Paris Agreement to sign or re-sign, adopt and ratify the agreement in respect of the country's government decisions;
7. Seeks to amend and expand the scope of the Paris Agreement to:
  - a. Impose CO2 targets on countries,
  - b. Use Artificial Intelligence to collect and compare data from across the world to monitor each member State's activities that are related to climate change to ensure compliance;
8. Recommends that countries use artificial intelligence to collect and analyse data on their major cities that will help them to identify carbon emission issues and eventually take action to reduce their carbon emissions by calling on TNCs to potentially collaborate in the goal to reduce their greenhouse gas emissions;

9. Underlines the importance of rethinking energy supply systems for AI to be able to avoid superfluous emissions of CO2 and all electrical overconsumption through:
  - a. Green energy supply for AI,
  - b. More efficient and therefore reduced energy supply.

**FORUM:** United Nations Environment Programme

**ISSUE:** Defining the role of artificial intelligence in predicting, mitigating and adapting to the impacts of climate change

**MAIN SUBMITTER:** Switzerland

**CO-SUBMITTERS:** Finland, France, Germany, Ireland, Italy, Google, Norway, South Korea, Spain, Sweden, United Kingdom, WWF

*The United Nations Environment Programme committee,*

*Recognising* that climate change is a concern for countries around the world and that it is harmful and affects everyone,

*Considering* the Sustainable Development Objectives (SDOs) n°7, 9, 11, 14 and 15 which highlight the goals of: "Clean and Affordable Energy, Industry, Innovation and Infrastructure, Sustainable Cities and Communities, Aquatic Life, and Terrestrial Life,

*Recalling* Article 2.1.a of the Paris Agreement which states the importance of "Containing the rise in global average temperature well below 2°C above pre-industrial levels and continuing efforts to limit the rise in temperature to 1.5°C above pre-industrial levels on the understanding that this would significantly reduce the risks and effects of climate change",

*Bearing in mind* Article 4.1 of the Paris Agreement, which states that "With a view to achieving the long-term temperature objective set forth in Article 2, the Parties shall aim to achieve the global cap on greenhouse gas emissions as soon as possible, with the understanding that the cap will take longer for developing country Parties, and to achieve reductions expeditiously thereafter in accordance with the best available science so as to achieve a balance between anthropogenic emissions by sources and anthropogenic removals by sinks of greenhouse gases in the second half of the century, on the basis of equity, and in the context of sustainable development and the fight against poverty",

*Taking into account* Article 6.4 of the Paris Agreement which announces that a mechanism should be established to contribute to the mitigation of greenhouse gas emissions and to promote sustainable development, under the authority of the Conference of the Parties, whose purpose is to promote the mitigation of greenhouse gas emissions while fostering sustainable development,

*Further taking into account* Article 7.7 of the Paris Agreement which states that "Member Parties should intensify their cooperation with a view to enhancing action on adaptation",

*Recognising* the need for an effective and progressive response to the pressing threat of climate change based on the best available scientific knowledge,

*Emphasising* that action and response to climate change and the effects of climate change are intrinsically linked to equitable access to sustainable development and poverty eradication,

*Recognising* also the need to move towards the least polluting consumption and production patterns, starting with developed signatory countries that can play an important role in addressing climate change,

1. Affirms that Artificial Intelligence will be able to help farmers generate localised forecasts to predict planting, watering and harvesting times in order to optimize food volumes, reduce waste and food wastage and automate water saving;
2. Declares that AI will enable the preservation of marine spaces and species by:
  - a. Observing marine creatures more discreetly and accurately and thus understanding their lifestyles in order to better protect them,
  - b. Fighting plastic pollution of the oceans by setting up "intelligent" bins that recognize and sort waste to ensure total sorting;
3. Expresses its conviction that AI will increase energy efficiency by saving electricity and making greater use of green energy by :
  - a. Anticipating certain power outages,
  - b. Faster detection of energy manufacturing and installation faults, thus avoiding leaks,
  - c. Optimising electricity networks with several sources of energy, including renewable energies in all regions,
  - d. Installing an intelligent and autonomous traffic light system to reduce greenhouse gas (GHG) emissions by reducing traffic congestion, thereby improving the experience of drivers while optimising energy resources;
4. Supports the idea that AI will be able to predict future disaster risks by analysing aerial photographs;
5. Considers that AI will be able to map the ecosystem more accurately and effectively to better protect it by setting up a solar-powered device that will examine soils and ecosystems in an environmentally respectful manner in order to provide the scientific community with as much information as possible;

6. Recommends the implementation of regular training for the parties concerned by this AI reform;
7. Recommends that any company using storage space should:
  - a. Review the efficiency of their data centers in order to:
    - i. Reduce the environmental impact they generate, and
    - ii. Reduce the large amounts of energy lost,
  - b. Turn to the use of renewable energy,
  - c. Use external data centers if their financial means are not sufficient instead of using environmentally damaging facilities;
8. Strongly encourages States to put pressure on companies to be transparent about the AI developed and used within them, so that each consumer can be accountable for our choices when we buy or use a product;
9. Encourages the development of AI in developing countries, including stimulating partnerships between international private actors and public actors through various tax benefits, such as tax exemption in the first year;
10. Proposes to give the status of open data and public good to all data relating to energy consumption, and from this, in order to reduce greenhouse gas emissions, to offer to the citizens of the world applications using artificial intelligence financed in collaboration between States and large companies that, based on the data, propose:
  - a. A service that indicates the user's consumption of greenhouse gases,
  - b. Advice on consumption and ways to reduce it;
11. Encourages 5G, after it's been declared nontoxic, to be implemented sustainably to be able to develop and use artificial intelligence for the purpose of solving certain problems due to global warming such as:
  - a. Management and preservation of natural resources,
  - b. Energy transition and production of renewable energy;
12. Strongly encourages those concerned to take away the financial penalty exercised by them on less developed countries, to allow financial re-establishment and the allocation of a larger budget in the AI sector, strongly linked with the environmental one.

**COMMITTEE:** United Nations Environment Programme

**ISSUE:** Using ICTs to increase environmental awareness and responsibility and encourage sustainable decisions

**MAIN SUBMITTER:** Australia

**CO-SUBMITTERS:** Argentina, Germany, Ireland, Netherlands, Norway, Russia, Saudi Arabia, Senegal, Spain, South Africa, Sweden, Turkey

*The United Nations Environment Programme committee,*

*Alarmed by the increasing environmental problems caused by global warming such as bushfires and droughts,*

*Recognising a lack of environmental awareness of a part of the world's population about the consequences of their individual behavior,*

*Fully believing that ICTs have significant impacts on many people which helps to encourage sustainable decisions in their daily lives,*

*Convinced that ICTs give populations the chance to report regional environmental problems to administrations easily,*

*Emphasising the importance of education and public participation concerning an increase in sustainability in many different aspects of human life,*

*Aware of Sustainable Development Goal 11 (Sustainable Cities and Communities) which shows the present and future environmental challenges in urban areas,*

*Keeping in mind Sustainable Development Goal 12 (Responsible Consumption and Production) concerning the awareness of populations regarding the impact of their way of life on environmental problems that can be strengthened by ICTs,*

*Guided by Sustainable Development Goal 13 (Climate Action) which shows the dramatic need to take action to stop global warming and to reduce its impact on the world's environment,*

*Keeping in mind the Paris Agreement that shows the enormous responsibility each State has towards sustainable decisions,*

1. Encourages member States to improve international collaboration to solve environmental issues by using the impact of ICTs on the lives of populations;
2. Hopes that member States agree on initiatives which encourage sustainable decisions with regard to the population based on the influence of ICTs;

3. Suggests that member States of the United Nations support other member States which do not have the same financial resources and experience in informing their population of sustainable living practices;
4. Recommends that all member States contribute to a fund which can be used to financially support member States described in paragraph 3, based on:
  - a. Contributions which will depend on the total income of countries,
  - b. Private companies which will be asked to help advertise the initiative;
5. Urges member States to participate in an initiative that evaluates all kinds of energy efficient electronic gadgets to enable consumers to make informed decisions;
6. Specifies that the initiative described in paragraph 5 needs to be carried out by experts who will rate the power consumption of devices;
7. Suggests the development of an application for mobile devices and a website which:
  - a. Informs the population in many languages about the initiative stated in paragraph 5,
  - b. Identifies the most energy saving devices from different categories (for example TVs or refrigerators);
8. Proposes to add to the initiative from paragraph 5 a rating system for vehicles, which calculates the running costs and shows vehicles with the lowest emissions, to enable consumers to find the most ecological and economical vehicle;
9. Welcomes other initiatives which help the population to live more sustainably by offering information which can be added to the website and application from paragraph 7, for instance, encouraging the implementation of plastic recycling programs worldwide which are focused principally in developing nations where plastic waste is not a principal concern;
10. Accepts further dialogues between the member States concerning environmental issues to develop other strategies to reduce emissions;
11. Proposes for private companies and NGOs to advertise power saving measures and/or information relating to environmentally sound activities such as water bottle filling stations;
12. Proposes the use of ICTs to inform local populations of what to do in case of air pollution.

**COMMITTEE:** United Nations Environment Programme

**ISSUE:** Using ICTs to increase environmental awareness and responsibility and encourage sustainable decisions

**MAIN SUBMITTER:** Finland

**CO-SUBMITTERS:** China, Colombia, Estonia, France, Ireland, Mexico, Nigeria, Senegal, United Kingdom

*The United Nations Environment Programme committee,*

*Recognising the many problems related to the environment,*

*Supporting and promoting ICTs in relation to the environment,*

*Recalling that only 55% of the world's population has access to the Internet,*

*Bearing in mind the adverse consequences of non-use of ICTs,*

1. Requests that the member States create a protocol and form an initiative in order to increase broadband density and expand access to internet services in rural areas, with the goal of:
  - a. Increasing the availability of internet services in rural areas, which can promote education in many areas including raising awareness on the effects of climate change,
  - b. Creating affordable internet services, so people of all social classes can have access to the internet;
  
2. Encourages the improvement and the promotion of already existing international platforms that gather all information, theses, essays, scientific reports about climate change and its consequences in order to:
  - a. Promote accurate information about such a sensitive issue everywhere for everyone,
  - b. Avoid fake news,
  - c. Unite international cooperation around a shared topic,
  - d. Offer practical information about which choices are ecologically better,
  - e. Discourage corporate advertising for goods or services that have a damaging environmental impact for youth;
  
3. Encourages ICT corporations to work with the FAO to create a label certifying tree planting campaigns, which are led efficiently under the surveillance of experts to avoid

third parties using such campaigns to gain popularity on social media platforms without actually taking action;

4. Invites countries that can afford it to set up in schools from the age of 8 years a weekly 1-hour course on the environment in order to make them aware of the risks of climate change while using ICTs to, but not only:
  - a. Offer an internationally standard course with online quizzes to test students' knowledge and make them learn more playfully,
  - b. Have them watch individual videos showing the real consequences of climate change,
  - c. Offer them actions that can be carried out on a daily basis to limit their carbon impact;
5. Proposes to reduce the massive amount of information that is received by individuals in terms of climate change, so that people do not get used to the problem as a common thing, but that they bear in mind that climate change is an alarming problem that must be solved, and that everyone can contribute to it;
6. Encourages the introduction of a policy of increased competition in the ICT sector in underdeveloped countries as an incentive for major access providers to reduce their prices in line with the World Bank's principle of unity in poverty reduction and economic management;
7. Proposes that more developed countries provide international aid, as well as technology to less developed and newly emerging economies (NEE's) so that they have equal chance to stop climate change, as well as improve the internet, especially in rural areas, which will help to level out the economic and environmental gap;
8. Proposes the creation of an international label managed by UNEP that would classify the different products to be marketed into five categories: very harmful, harmful, neutral, respectful, very respectful; these categories would be indicated on the labels of the said products, bearing in mind that the "very harmful" and "harmful" categories would be accompanied by images representing their social and environmental impact, this would enable consumers to make eco-responsible choices;
9. Requests the countries that have committed themselves to the United Nations sustainable development programme to fulfil their commitment to give 0.7% of GDP each year to the less developed countries.

**COMMITTEE:** United Nations Environment Program

**ISSUE:** Using ICTs to increase environmental awareness and responsibility and encourage sustainable decisions

**MAIN SUBMITTER:** Google

**CO-SUBMITTERS:** Argentina, Australia, Colombia, Egypt, Spain, Estonia, Fiji, Finland, Indonesia, Israel, Kenya, Netherlands, USA, WWF

*Reaffirming* that universal access to basic education, the transmission of information to communities on appropriate agricultural methods, waste management, natural resource management, coastal protection, water resource management, and fisheries management are essential to the reduction of poverty and to the limitation of its effects on the environment,

*Recalling* that air pollution can be caused by damaging production techniques, which are used by the poor, because of ignorance or an inability to invest in environmentally friendly technologies, and that the aforementioned pollution is also responsible for global warming and climate change that poor countries cannot afford to fight,

*Considering* the many harmful effects of global warming that threaten biodiversity,

*Considering* that more than 1.5 million animals are victims of plastic waste in the oceans each year,

1. Proposes the creation of a label consisting of several levels which would reflect the impact of production and operation of the product certified by an organization, which would apply primarily to ICTs but could be extended to any technology; its purpose would be to allow consumers to be responsible regarding their purchases and their use;
2. Encourages the member States and organisations present to try to make their populations aware of the ecological emergency using ICTs through the transmission of messages for ecological awareness, for which organizations and states must meet the following conditions:
  - a. States will have to broadcast these messages on two different structures:
    - i. On national television channels, every 5 minutes of advertising must incorporate 30 seconds of content about ecological awareness in the desired form (microfilm, animated sequence, etc.),
    - ii. On governmental online websites where messages of the same type as the ones stated previously should be exposed,
  - b. Multinational corporations will have to post similar messages on their websites;
3. Encourages transnational companies to provide long-term financial support to the least developed countries so that they have the opportunity to develop around ICTs by:

- a. Establishing information centres allowing the entire population to be informed through one or more applications,
  - b. Supporting environmental causes in order to prevent ecological impacts by raising awareness among local populations,
  - c. Proposing, through these applications, solutions on a local scale to alleviate the environmental problems which affect them and involve them in the process of sustainable development;
4. Proposes to introduce in all schools the use of ICTs to raise awareness among the youngest members of the population on environmental risks, in particular by:
  - a. Carrying out advertising campaigns to raise awareness among passers-by and in schools, explanatory videos to raise awareness of the actions necessary to preserve the environment,
  - b. Creating a version adapted for primary schools of the software presented below with the collaboration of companies concerned with highlighting all aspects of climate development and its current state;
5. Proposes the creation of software accessible on all digital platforms with the collaboration of the companies concerned, whose mission is to highlight all aspects of climate development and its current state, as well as to inform the population about the different habits to be carried out on a daily basis to limit their environmental impact;
6. Proposes the establishment of digital infrastructures accessible to all, in developing or underdeveloped countries, to allow the development of ICTs in these countries and to develop knowledge that can lead to an awareness concerning sustainable development, by the availability in the centres of a database site about climate news and actions that can help sustainable development;
7. Calls for private entities which advertise, to share the same information as stated in the above clause [2], as they hold a worldwide majority share in advertising;
8. Draws attention to the fact that as people move from the countryside to the city, the pressure extended on natural resources is ever-increasing, and hence encourages the development of new smart cities by using ICTs to optimise services such as renewable energy, and others, according to the following conditions:
  - a. The transitions to smart cities will create better systems for delivering energy, water, waste and other transport services,
  - b. These smart cities will be safe for citizens, and more resilient to a changing climate.

# UNESCO

Chairs: Diego SAUGNAC, France & Gemma GRIFFITHS, Monaco



## Issues

1. Recognizing and setting standards for online education and training through an international framework, while promoting accessibility
2. Establishing ethical guidelines for the use of AI behaviour analysis software in the education sector

## Countries or organizations involved in the debate:

Apple, Argentina, Australia, Brazil, Finland, France, Germany, Google, Iran, Israël, Italy, Kenya, Mexico, Netherlands, Russia, Saudi Arabia, Singapore, South Africa, South Korea, Spain, United Kingdom

## Countries of origin of the students:

France, Italy, Kenya, Kuwait, Monaco, Morocco, New Zealand, Switzerland, Turkey, UAE, United Kingdom, USA

## OUTCOME

### “Public-private partnerships - Committee on Ethics and AI”

The first issue tackled by the UNESCO committee was recognizing and setting standards for online education and training through an international framework, while promoting accessibility. The three resolutions adopted by the committee on this issue stressed the importance of making e-learning as widely accessible as possible. The idea of public-private partnerships to increase accessibility of largely privately developed e-learning resources, but after much debate, such a proposal was incorporated into the final resolutions. These resolutions also create baselines for the quality of e-learning curricula, and proposals to improve the engagement and performance of students using these programs, such as varying teaching methods. Exchange between member States was also a key aspect of the solutions proposed, whether it be educational or financial resources, volunteer peer-educators, or information on best practices.

The second issue concerned establishing ethical guidelines for the use of AI behavior analysis software in the education sector. Two resolutions were adopted on this issue. Both resolutions propose the creation of a new UN Committee on Ethics and AI, responsible for creating and enforcing this type of ethical guidelines. This seemed to be the best way to centralize and embody the delegates' commitment to make the digital age an era of progress, not only in terms of technology, but also in terms of increased cooperation, transparency, and safety.

**FORUM:** UNESCO

**ISSUE:** Recognizing and setting standards for e-learning in an international framework, while promoting accessibility.

**MAIN SUBMITTER:** Google

**CO-SUBMITTERS:** Apple, Argentina, Australia, Brazil, Israel

*The UNESCO committee,*

*Realizing* that many people do not have access to education, many factors are at the root of this inaccessibility to education such as geographical constraints, financial cost, inaccessibility to the Internet, people with disabilities or difficulties,

*Affirming* that education is necessary and that everyone deserves accessibility, as education enables the development of the individual, the transmission of knowledge, norms and values, creating a peer group for the individual enabling him or her to integrate into society,

*Taking into account* that educational institutions may be affected by online education as they could be replaced by it,

*Recalling* the existence of a large number of online learning platforms, and of an official e-learning education hub run by ITU,

*Bearing in mind* that e-learning requires rigour and autonomy,

*Reaffirming* that e-learning must be freely available to avoid exacerbating social inequalities,

1. Proposes to monitor the progress of students following an online course or training by:
  - a) Regular assessments by qualified staff,
  - b) Evaluation of submitted work by qualified staff,
  - b) An algorithm tracking students' progress, equipped with reminders and the ability to gauge students' familiarity with the course material;
2. Expresses its willingness to provide financial assistance for families who cannot afford to pay for the purchase of computer equipment for students;

3. Calls on international bodies and organizations to support the development of the Internet and communication networks in developing countries and regions;
4. Calls on those States which have the means to do so, to make a gesture of solidarity by financing a campaign to remedy the absence or failure of telecommunications networks in other countries;
5. Suggests that national education systems and independent schools invest in new hardware and software that enables or facilitates access to online education resources;
6. Suggests that e-learning programs developed by member State education systems be encouraged to vary their teaching methods by including in their curricula, at least once a week, sessions using different software or functionalities to those usually used;
7. Expresses its readiness to make efforts to make online education more accessible, in particular for people living in areas where education services are not prioritized or readily available, by offering rebroadcasts of courses to the whole world as far as possible, including translation into multiple languages;
8. Encourages national companies to engage in recruitment of employees via the Internet, to eliminate recruitment bias against online qualifications, and to promote distance interviews where appropriate, using, where necessary, the following methods:
  - a. Providing aid to companies struggling to adapt to changes in qualifications, in the structure of the labour market, and in technology,
  - b. Providing tax exemptions to companies which use online recruitment methods and accept online qualifications, proportionally to their level of "openness" to these methods as measured by criteria to be defined on the national level,
  - c. Alternatively, providing a form of favourable visibility and recognition for these companies at the national level.

**FORUM:** UNESCO

**QUESTION OF:** Recognizing and setting standards for online education and training through an international framework, while promoting accessibility

**SUBMITTED BY:** Singapore

**CO-SUBMITTERS:** Finland, Iran, Italy, Netherlands, Russia, Saudi Arabia, South Africa

The UNESCO committee,

Recognizing the importance of ICTs in education to facilitate equitable development of education programmes in all regions of the world,

Aware that today's world is undergoing significant change and evolution accentuated by technological advances,

Gravely concerned that in a globalized world, many countries are still affected by illiteracy and lack of education services,

Noting with regret that 16% of the world's population is illiterate and that 263 million children, adolescents and young people worldwide, i.e. 1 in 5, are not in school,

Recalling that e-learning and online training are alternative means of learning via the Internet,

Considering that progress in digitisation and new multimedia technologies can be an effective solution to these situations, being less costly, personalised and interactive,

Convinced that e-learning could be an asset for companies wishing to improve their staff's level of qualification without greatly affecting their budget,

Bearing in mind that the UNESCO Institute for Information Technologies in Education contributed to the 2019 European Distance Learning Week (EDLW),

1. Encourages member States to invest greater resources into developing accessible and adaptable platforms and international standards, which can be used by schools, learning institutions and international organisations;
2. Suggests that member States partner with private organisations and NGOs, national or international, as well as humanitarian organisations such as the International Red Cross, to collaborate with government institutions to develop accessible platforms and international standards for online education and online training;

3. Invites member states to collaborate with one another in order to set global standards for online education and training through an international framework that promotes accessibility by:
  - a. Ensuring global access to the resources developed by UNESCO member States,
  - b. Creating a new UNESCO working group, focused specifically on using ICTs as a tool for learning, including:
    - i. Inviting representatives from any member States willing to join this working group,
    - ii. Establishing as primary goals for this working group:
      1. Exchange between member States concerning their experiences of best practices for using ICTs in education,
      2. Developing training methods for civil servants responsible for education, to give them the ability to use new ICT tools sustainably,
      3. A focus on universal accessibility and inclusion of developing countries;
4. Urges member States to work with resident or foreign private MOOC developer companies such as Coursera or Udemy to offer a selection of free courses to their populations, with the recommendation that a standard certification of quality be developed in this context, to be awarded by the country to MOOCs and other e-learning services that demonstrate a high level of accessibility and quality;
5. Encourages schools, especially in developing nations, to use computers where possible in lessons, as a method to integrate technology at a greater level into classrooms and students' lives, with the following conditions:
  - a. Acknowledgement that access to computers or mobile devices is not freely available to all students, and that therefore these components must be employed only for enrichment and not as requirements,
  - b. Limitation of working time on digital tools to one or two hours to guarantee the health of students,
  - c. Limitation of the use of computers in lessons to students above 7 years of age;
6. Requests that member States implement a new goal in their school curriculums that emphasizes digital literacy as something that all of their students should achieve, according to a definition of digital literacy defined by each member State on a national level;

7. Strongly urges member States to contribute to the creation of a fund with contributions defined proportionally to GDP, which would be used to:
  - a. Finance research, primarily focused on building skills centers and network infrastructure which provides significant bandwidth to promote accessibility of online training and learning,
  - b. Facilitate investments in e-learning in the form of subsidisation, especially when national resources are insufficient, to support digitisation and innovation;
  
8. Hopes that member States partner with internal companies and NGOs that create platforms for online training;
  
9. Calls upon member States that are donating to e-learning in developing countries to adopt a controlled financing process, first ensuring that what funds they have given are appropriately used before donating further;
  
10. Proposes the creation of an international fund in which those member States with the means to do so support less-developed or emerging countries to finance the development of technological resources essential for the learning of young students, with the aims of:
  - a. Guaranteeing a better quality of education,
  - b. Eliminating disparities between nations and ensuring an egalitarian world.

**FORUM:** UNESCO

**ISSUE:** Recognizing and setting standards for online education and training through an international framework, while promoting accessibility

**MAIN SUBMITTER:** Spain

**CO-SUBMITTERS:** France, Germany, Kenya, South Korea, United Kingdom

The UNESCO committee,

*Reaffirming* the importance of accessible online education for people of all socio-economic categories, ages, and ethnicities,

*Emphasizing* the need for the cooperation of member State governments and private corporations to accelerate the development of online education,

*Recognizing* online education as a means to achieve UN Sustainable Development Goal 4, and enable education for every individual on an international scale,

*Stressing* the need for speedy development of quality online education programs and efficient implementation of these programs in developing countries,

*Reminding* all member States of their duty to promote education for all,

1. Proposes cooperation between the private sector and governments on the issue of online education in order to:
  - a. Encourage member State companies to use online training and interviews,
  - b. Increase accessibility for people of all backgrounds regardless of geographical location;
2. Recommends the creation of a UNESCO fund to provide devices equipped with online education software for developing countries and low-resource areas, including:
  - a. Distributing electronic devices to areas that lack technological development,
  - b. Inviting able member States, NGOs and individuals to contribute financially,
  - c. Encouraging international cooperation in establishing more egalitarian learning;
3. Encourages member States to target students unable to attend school or for whom traditional schools are unsuitable, with mechanisms to ensure their successful education through online training, by:
  - a. Urging member States to ensure all citizens have access to education,

- b. Providing students with special circumstances, such as students with mental illness, disabilities, or household responsibilities with an online education;
4. Encourages governments to subsidise large companies that develop cost-effective online education or training programs, thus:
  - a. Incentivizing large corporations to participate in developing online education programs and to invest in research and development in the sector of online education,
  - b. Encouraging companies to hire part-time students taking online courses;
5. Hopes that member State governments will inform resident companies that investment in online training will result in more versatile and skilled employees in the future by:
  - a. Engaging in conversations with heads of companies to inform that accepting graduates of online courses will be beneficial for diversity of ideas,
  - b. Informing companies of the advantages of online training;
6. Calls for the training of teachers and school administrators in online education methods, including:
  - a. Informing teachers around the world on the functions of e-learning,
  - b. Engaging in discussions with educational professionals to establish what facets of "traditional" school are irreplaceable and what facets could be improved or replaced by online learning;
7. Urges all online courses be reviewed by educational professionals to ensure quality standards;
8. Supports establishing an international standard of minimal knowledge obtained through online learning;
9. Suggests the implementation of "Students Teach Abroad" initiatives to 100ehavior100ze the promotion and usage of online education in developing communities, through which:
  - a. Online education users will be able to donate their time as volunteers to educate less-developed communities on online education usage,
  - b. Compensation for participation in these initiatives may be provided by willing member States at a level determined by each member State individually, and which may take the form, for instance, of reductions in student loan payments or in tuition fees



**FORUM:** UNESCO

**ISSUE:** Establishing ethical guidelines for the use of AI behavior analysis software in the education sector

**MAIN SUBMITTER:** Germany

**CO-SUBMITTERS:** Apple, Finland, France, Google, Iran, Kenya, Netherlands, Russia, South Africa, South Korea, Spain, the United Kingdom

The UNESCO committee,

*Recognizing* that AI technology can produce more personalized and accessible education for students on a global scale through behavior analysis,

*Recognizing* online education as an effective means to achieve UN Sustainable Development Goal 4,

*Believing* that progress towards achievement of UN Sustainable Development Goal 4 will also have beneficial effects on many other aspects of life and other UN Sustainable Development Goals,

*Affirming* the existing international discussions and proposals on the ethical use of AI, such as the Ethical Guidelines for Trustworthy AI developed by the EU,

*Acknowledging* the negative effects of discriminatory biases in AI algorithms resulting from homogeneous or biased datasets,

1. Calls upon the members of the assembly to form an ethical committee on artificial intelligence in the education sector, the UN Committee on Ethical Artificial Intelligence (UNCEAI), under the mandate of UNESCO, in which ethical guidelines for the use of AI behavioral analysis systems in the educational sector will be set and enforced, including:
  - a. Providing a careful but nonetheless efficient approach allowing for the swift implementation of this new technology,
  - b. Ensuring that changes to the education system be made under the most favourable conditions,
  - c. Creating a framework for member States to exchange necessary information about the situations in their countries regarding AI for education,
  - d. Encouraging willing member States, NGOs and individuals to provide funding through donations to ensure the longstanding continuation of collaboration between member States;

2. Proposes the UNCEAI work with highly experienced professionals on the matter of education, including:
  - a. Collaboration with child psychologists, lawyers, and technology specialists to discuss AI technologies and ensure that the guidelines established by the UNCEAI are in agreement with ethical standards and educational norms,
  - b. Working with students and children to ensure the effectiveness and safety of various possible AI-based educational tools;
3. Hopes that member States will comply to standards set by regional agreements to disallow the utilisation of artificial intelligence technologies to infringe upon the privacy of citizens, as well as to regulations forbidding the use of artificial intelligence technologies for malicious purposes, category to be defined by the UNCEAI;
4. Suggests that member States explore the usage of artificial intelligence behavioural analysis software in the education sector and publish analyses of the benefits that this software can have, in the interests of developing dialogue and collaboration between States in similar situations in a mutually beneficial manner;
5. Urges governments to partner with firms involved in education and technology in order to develop artificial intelligence behavioural analysis software to be used within the education sector;
6. Suggests that AI should be used in the education field in a way that will not replace teachers, inviting governments to coordinate with companies to train teachers on how to effectively integrate AI tools into the teaching process;
7. Strongly recommends that companies and countries that produce and distribute AI for the education sector ensure a human oversight system which ensures that:
  - a. The AI algorithms function as intended,
  - b. Results and accuracy of the algorithms are subject to constant and rigorous checks and tests,
  - c. The AI systems do not invade students' privacy, that is, that they only use data that is necessary with explicit permission from the user;
8. Advises member States to incorporate human oversight into the development of AI behavioural analysis software to ensure that:
  - a. Datasets used to train AI algorithms are very diverse and encompass people of all races, creeds, economic situations, sexual orientations etc,

- b. Datasets are as accurate and reflective as possible of students at an individual level;
- 9. Urges governments to educate the general public on AI, including:
  - a. Clearly communicating to their citizens the potential of AI technology to enhance learning, and how much information AI can analyse,
  - b. Familiarising and educating their citizens on what data is collected about them and how it is collected,
  - c. Providing information on how and when data may be used to reinforce security measures,
  - d. Explicitly addressing how the government will use data collected in censuses;
- 10. Encourages governments to maintain transparency with its citizens by providing information related to:
  - a. What datasets are used to train AI software used in the education system,
  - b. Processes and tasks run by AI and how this relates to the information which AI is trained on;
- 11. Supports cooperation between States and private companies including:
  - a. Subsidising technological companies which develop AI educational systems in developing regions,
  - b. Urging companies to adhere to ethical guidelines through UNCEAI and government inspection;
- 12. Suggests that individual member States establish ethical guidelines for the use of AI behavior analysis software in the education sector, by:
  - a. Planning training and professionalisation actions to adapt the educational system to this new digital reality, which can help students gain levels of basic and advanced digital skills that will help continue training throughout professional life,
  - b. Analysing AI ethics and creating an adapted legal framework from the perspective of RDI (research, development and innovation) so that people and machines work together to successfully provide clear, reasonable, and ethical services which would avoid exacerbating gender-based, racial, and other biases, prejudices, and discrimination in society;
- 13. Strongly urges governments to use the latest security measures in the protection of their citizens' data, such as:
  - a. Strong encryption,

- b. Ensuring there are several layers of security clearance needed to access this data,
- c. Supplying all data to universities or other solicitors only when data is anonymised and not attached to specific people;

14. Suggests that the education sector in each country conforms to the standards and rules established on new ways of using AI in order to make the best decisions for students.

**FORUM:** UNESCO

**ISSUE:** Establishing ethical guidelines for the use of AI behavioural analysis software in the education sector

**MAIN SUBMITTER:** Italy

**CO-SUBMITTERS:** Australia, Argentina, Brazil, Italy, Israel, Mexico, Saudi Arabia

The UNESCO committee,

*Bearing in mind* that AI will represent a \$13 trillion global market by 2030, and that these technologies could increase world GDP by 1.2% per year over the next decade,

*Observing* that these technologies have evolved significantly since their creation and that they are nowadays capable of :

- a. Independently adapting and learning,
- b. Performing image recognition and facial recognition,
- c. Processing and expressing themselves in different languages,

*Aware that* the development of new technologies and the digitisation of societies have made it possible to make increasing use of AI and to extend it to various fields, particularly that of education,

*Considering* that the protection of users' personal data is a major issue in the integration of AI in the field of education,

*Convinced* that this revolutionary approach to training is only viable if it follows legal guidelines in order to avoid ethical issues, hence the need to provide a legal framework and ethical guidelines for the application of this technology in the field of education,

*Taking into account* the specificities of each student and the personalised improvements to learning processes AI will therefore be able to bring about,

*Expecting* collaboration in implementation of AI for education on a global scale, without replacing teachers,

1. Urges financial support to be provided in the form of member State contributions, in order to :
  - a. Support the development and adoption of AI in less technologically advanced areas, while promoting and respecting users' personal privacy,
  - b. Fund transparency programs, including:
    - i. Management by a body of competent and objective scientists,

- ii. Ensuring the smooth running and proper functioning of the programs;
- 2. Affirms that behavioural analysis software could lead to misinterpretations of facial signals, hence the need for validation of results by humans as a second-step safety measure, meaning that effective system monitoring mechanisms should be put in place to avoid unintentional mistakes;
- 3. Strongly encourages the establishment of a committee under the direction of the United Nations called the United Nations Committee for Ethical Artificial Intelligence (UNCEAI), which will perform tasks including
  - a. Verifying the state of AI deployment in education systems in all States,
  - b. Informing the ministry of education of any relevant State in case of non-compliance with the present resolution;
- 4. Supports the establishment of a system within the UNCEAI which will be responsible for:
  - a. Maintaining equal decision-making power for all member States,
  - b. Rewarding States whose policies demonstrate responsibility and awareness of the risks and potential of AI with official recognition, thus granting them an important role in the development of new guidelines;
- 5. Reaffirms that the datasets fed into behavioural analysis software used for educational purposes should be directly available to governments to ensure the safety and security of students in the country;
- 6. Invites member States to reduce the bias in output of AI systems in order to achieve unbiased and unquestionable outcomes from the ethical perspective by:
  - a. Processing the datasets beforehand in such a way that every decision made is equal to every group, including ensuring that:
    - i. The datasets used are varied,
    - ii. Datasets with similar attributes lead to similar results,
  - b. Incorporating the principle of fairness into the training process itself, called “counterfactual fairness”, which assigns different attributes to individuals in a counterfactual world with the aim of comparing the results in the actual world;
- 7. Suggests collaboration between AI and humans in order to reduce mismatches, introducing individuals who will:
  - a. Run algorithms,
  - b. Compare results,

- c. Use "explainability techniques" to understand why there may be differences in the outcomes,
  - d. Double-check decisions;
- 8. Appeals to companies investing and innovating in the field of artificial intelligence not to use this technology as a means to generate profits to the detriment of the common good of young learners;
- 9. Encourages all member States and companies to create an atmosphere of communication with the aim of generating a fruitful dialogue conducive to collaboration between the public and private spheres in spite of any possible differences in interests;
- 10. Calls on companies to ensure that the personal data of users are subject to regular privacy controls to ensure that users' privacy is respected.

# ITU Committee 1

Chairs : Aston HOVEY, France, & Gwendolyne REMME, France  
& Victoire DEBIONNE, France



## Issues

1. Establishing quality and accountability standards for the development of digital financial services
2. Guaranteeing safe, secure, ethical and sustainable implementation of 5G at a global scale

## Countries or organizations involved in the debate:

Apple, Australia, Brazil, Canada, China, Colombia, Democratic Republic of Congo, Denmark, Egypt, Finland, France, Germany, Google, Huawei, India, Indonesia, Iran, Ireland, Israel, Italy, Japan, Kenya, Mexico, Netherlands, Nigeria, North Korea, Norway, Russia, Saudi Arabia, Senegal, Singapore, South Africa, South Korea, Spain, Switzerland, Turkey, United Kingdom, USA

## Countries of origin of the students:

Costa Rica, Côte d'Ivoire, Denmark, France, Italy, Kuwait, Morocco, Monaco, New Zealand, Senegal, Spain, Switzerland, Turkey, United Arab Emirates, United Kingdom, USA

## OUTCOME

### “More national and international regulation”

Delegates worked to ensure that the users of digital financial services, especially those lacking access to other forms of financial services, become the beneficiaries and not the victims of the FinTech revolution. Debates focused on financial inclusion and integration, and a fair, balanced implementation of FinTech at a global scale. One resolution passed out of the two that were submitted. It included clauses focusing on government regulation to avoid abusive actions led by FinTech companies, as well as advising the deployment of UN-led operations to connect the unbanked to their national economy. More controversial ideas that were not included in the final resolution, like the creation of international digital finance commissions, financial aid to LIC's, and regulations regarding the use of cryptocurrency in the FinTech industry.

The second issue, has given rise to an enriching debate. Indeed, delegates saw that 5G is in fact much more than a network and that it is a very expensive technology that can be as promising as it is dangerous. Thus, there are many problems: who is responsible when the network is faltering? How do we ensure that patients have confidence in e-health? How to achieve the goals of SDGs with 5G in a world where achieving these goals is crucial? Two resolutions were adopted. These propose to create a committee to establish international regulations for the deployment of 5G so that it is not used to the detriment of another country, to use recyclable materials and renewable energies in the development of infrastructures for the implementation of 5G, and finally to increase the training of users in ethical and cybersecurity issues in order to minimize the risks linked to its use.

**COUNCIL:** The International Telecommunication Union 1

**ISSUE:** Setting quality and accountability standards for the development of digital financial services

**SUBMITTED BY:** Switzerland

**COSIGNATORS:** Apple, Australia, Colombia, DRC, Finland, France, Germany, Google, India, Indonesia, Israel, Italy, Japan, Kenya, Mexico, Netherlands, Norway, Russia, Singapore, South Korea, Spain, Sweden, United Kingdom, USA

*The International Telecommunication Union committee 1,*

*Alarmed by the lack of security of digital financial services causing fraud, corruption, cybercrimes, etc.,*

*Aware of the superficial exploitation of this digital platform due to its novelty and recency,*

*Recalling the lack of customer information when they perform financial actions using digital means during numerical financial actions, leading to legal troubles,*

*Stressing the responsibility of companies in the face of these difficulties, their lack of capital to solve them and their refusal to cooperate,*

*Alarmed by the lack of security accompanying digital financial services, leading to communication failures, identity theft, lack of price transparency, lack of customer access to redress and fraud, but also money laundering, financing of terrorism, problems of cyber attacks and even cyber crime,*

*Aware of the superficial exploitation of this digital platform which is very recent and needs to be regulated urgently and conscientiously,*

*Recalling the lack of information transmitted to customers during digital financial actions leading to legislative turmoil,*

*Stressing the responsibility of companies in the face of these difficulties, their lack of investment to resolve them and their timid efforts to cooperate in a transparent and effective manner,*

1. Further recommends the implementation of :
  - a. USSD, 4G and 5G standards, SMS but also the standards governing payment and money transfer applications,

- b. A financial regulation system which would:
          - i. Guarantee upstream market access to operators with the financial and technical capacity to offer consumers products that meet their demands and needs,
          - ii. Monitor and ensure that the consumer is protected in terms of prices, competition, and reliable and relevant information,
          - iii. Monitor means of payment by setting up security standards, anti-fraud standards, customer reimbursement and dispute management,
          - iv. Facilitate the establishment of an integrated ecosystem favouring the development of non-cash payment solutions and a wide network of accepting agents distributed throughout the territory,
          - v. Foster innovation and the use of FinTech;
2. Calls on central banks to ensure the establishment of payment systems that allow interoperable financial services to be offered, so that anyone can receive or send money or pay regardless of the operator offering the service;
3. Strongly encourages the creation of start-ups offering alternative payment solutions which ensure, in addition to fast and offshore payments, the security of customer data and transactions; enhancing confidence between consumers and business through:
  - a. A triple identification: in addition to the password, the authentication system sends the cardholders a verification/connection code by SMS and an electronic signature will be required to validate the opening of the account,
  - b. Severe state sanctions against hackers, such as fines, prohibitions, and/or prison sentences;
4. Wishes to democratise access to the Internet by:
  - a. Implementing a tax policy favourable to investment in the Internet sector, where banks will be encouraged to invest between 3 and 5% of their turnover, which can then be deducted from their taxes,
  - b. Strengthening financial infrastructure in order to develop transparency of information, this will be achieved by putting associations or institutions, with a good knowledge of small entrepreneurs but weak financing capacities, in contact with banks, which have significant resources but little visibility and therefore expertise in these segments of economic operations;
5. Calls for the establishment of a cyber security committee within the United Nations with technical expertise in the field in order to ensure the security of financial services and to provide neutral and transparent advice to states and technical assistance, by

establishing a constitutional treaty regulating this new financial system; this committee will be composed of experts and representatives of each state that has ratified the treaty;

6. Accepts consultancy posts for clients when executing financial actions on a digital platform for better support during these actions and to build trust between the client and the banks;
7. Recommends a responsible and secure use of blockchain that has been tested and seems to be very efficient in:
  - a. Implementing this technology, which must be set up by experts in order to avoid oversimplifying it and facilitating cyber-attacks,
  - b. Verifying that users are not anonymous to avoid legislative problems because of their anonymity;
8. Appreciates the implementation of 5G worldwide, which facilitates digital financial actions, increases the speed of these transactions and considerably reduces CO2 emissions and pollution, particularly thanks to cryptomoney;
9. Seeks to establish individual and autonomous legal responsibility to prevent companies from being denounced for cyber crimes committed by their users and/or customers;
10. Invites individuals and families to follow the following standards for a safe and secure connection:
  - a. Having effective codes and prevent cyber criminals accessing email accounts to avoid and prevent identity theft,
  - b. Having the latest software update of the devices so that the security is global and as efficient as possible;
11. Demands a duty of vigilance with regard to customers in view of the current lack of transparency, accompanied by a proportionate anti-money laundering framework that allows for simplified customer due diligence for low-risk accounts and transactions; this may include opening and using e-money accounts and transactions where the transaction is concluded directly between the seller and the buyer with digital financial service providers;
12. Urges the implementation of universal financial inclusion to combat poverty and inequality, as financial inclusion makes it possible to:
  - a. Build up savings to provide for one's family,

- b. Borrow to develop a business or to put money aside for a financial contingency;
13. Encourages the expansion of the digital financial services ecosystem - including financial and information and communications technology infrastructure - for the secure, reliable and low-cost provision of digital financial services to all relevant geographical areas, in particular underserved rural areas;
14. Suggests the monitoring of progress towards digital financial inclusion through a comprehensive and robust data measurement and evaluation system; this system should take advantage of new sources of digital data and enable stakeholders to analyse and monitor the supply and demand for digital financial services, as well as to assess the impact of key programmes and reforms;
15. Calls for the cooperation of delegations in the implementation in all countries of national financial inclusion strategies with a common vision and ambitions of all stakeholders involved (government, financial regulators, telecom regulators, operators, FinTech companies...);
16. Requests digital certificate providers to incorporate an encryption system to convert input data into binary form to ensure online security; including:
- a. Requiring all MFS platforms to get their websites certified by the digital certificate providers by going through the evaluation process,
  - b. Requiring all MFS companies to provide the copy of their digital certificate on their home page for customers to view,
  - c. Requesting that individuals only use those platforms which are certified;
17. Suggests the development of education about digital financial services, including all populations of all ages, as an effort to close the access gap, through:
- a. Seminars and training for adults and especially those whose jobs could be impacted by the development of digital financial services,
  - b. Specific education programs in both developed and developing countries, and both public and private schools,
  - c. The use of international funds to make the deployment of these programs possible in developing countries.

**COMMITTEE:** International Telecommunication Union 1

**ISSUE:** Ensuring a safe, secure, ethical and sustainable implementation of the 5G network worldwide

**MAIN SUBMITTER:** Netherlands

**COSIGNATORS:** Apple, Finland, Google, Israel, Italy, Japan, Kenya, Mexico, Russia, Singapore, South Korea, Spain, Switzerland, USA

*The International Telecommunication Union committee 1 ,*

*Alarmed by the lack of international and national regulations,*

*Recalling that mobile networks are responsible for 2% of total greenhouse gas emissions,*

*Alarmed by the increasing digital divide between genders, countries, and geographical areas, and the lack of access to technologies in many areas,*

*Aware of the need to enhance the capabilities of 5G to improve healthcare, education, AI and the interconnectivity of people and objects globally,*

*Affirming the actions of the ITU in identifying spectrum bands for 5G usage and aiming for global cooperation,*

1. Encourages the establishment of global regulations among all States wishing to deploy 5G in their countries, setting the rules and the law in relation to the deployment of 5G, covering cybersecurity, human health, and other sectors;
2. Strongly recommends the adoption and reservation of frequency bands at an international level for IMT-2020, so that these frequencies allow full use of the potential of this new network by :
  - a. Allocating low frequencies, around 1GHz, for a greater range that would allow less densely populated areas to be served, but also for the generalisation of the Internet of Things,
  - b. Allocating medium frequencies, approximately 1 to 6GHz, to obtain a compromise between speed and range, ideal in certain urban contexts,
  - c. Allocating frequencies above 6GHz, for 5G applications requiring ultra-fast speed;
3. Proposes the establishment of a committee to establish progressive international regulations for the deployment of 5G, which will be responsible for establishing action plans aimed in particular at :

- a. Establishing strict regulations on user cybersecurity,
  - b. Promoting interoperability and roaming,
  - c. Establishing standards to avoid interference between radiocommunication services and 5G networks,
  - d. Reducing prices through the use of economies of scale in the global market,
  - e. Reducing inequalities in access to digital services with a view to eradicating the digital divide nationally and internationally,
  - f. Monitoring the quality of the physical material concerning 5G (e.g. antennas), not only in terms of durability but also in terms of data protection;
4. Invites member States to fund research on the adverse effects of 5G in order to set up specialized mechanisms against them;
5. Encourages member States to promote access and development of 5G in less populated areas to address the digital divide by establishing geographical requirements for 5G coverage, such as:
  - a. Dividing their territory into a number of smaller areas, and obliging operators to cover a certain percentage of these areas in a given time,
  - b. Encouraging the deployment of 5G in less densely populated areas;
6. Encourages member States and especially developing countries to introduce and promote digital services with the aim of significantly reducing the digital divide between States, and encourages the use of funding from developed countries to deploy 5G in less developed countries;
7. Calls for financial assistance between countries to install new undersea cables, while ensuring that countries with global monitoring do not use their stations to:
  - i. Engage in espionage,
  - ii. Put pressure on other countries;
8. Calls for clarification on the use of the data by the digital companies that collect it in order to:
  - a. Subject these companies to regular monitoring,
  - b. Exact fines and other types of sanctions in the case of non-compliance,
  - c. Clarify to the world's population the potential risks of these companies;
9. Encourages the use of recyclable materials and renewable energy in the development of infrastructure for the implementation of 5G;

10. Encourages governments and regulators to effectively manage the use of frequency bands by maximizing the available spectrum while ensuring coexistence with other services in the same or adjacent bands, by:
  - a. Reserving specific frequency bands for military and satellite use,
  - b. Giving priority to compensation in the main bands by relocating incumbents and encouraging spectrum sharing in the event that incumbents are unwilling to relocate or that compensation cannot take place in time to free up access to new spectrum for 5G use,
  - c. Defragmenting operator-owned spectrum bands by providing 80-100MHz of contiguous spectrum per operator in the primary 5G midbands and around 1GHz per operator in the millimetre wave bands,
  - d. Eliminating spectrum reserves, which lead to higher prices when supply is restricted,
  - e. Issuing permits with strict speed stipulations, and maximising the duration of permits to increase the life of assets,
  - f. Managing the efficient auctioning of frequency bands by:
    - i. Grouping bands into small batches to allow competitive auctioning,
    - ii. Avoiding sealed tenders and reducing complexity to ensure transparency,
    - iii. Facilitating defragmentation by imposing restrictions on bids ;
  
11. Urges member States to agree on a global 5G fund to help developing countries build infrastructure and security frameworks, financed with a small government tax on major service providers;
  
12. Calls on governments to facilitate the merger of wireless and cable companies by :
  - a. Reducing government-imposed regulations and procedures for planning, decision-making and authorization,
  - b. Minimising unnecessary costs and burdens,
  - c. Ensuring that the work is done to safe standards, the technology is safe and the results are ethical, while maintaining equal access for all citizens,
  - d. Imposing one-time levies on businesses to help fund regulators without government and industry intervention;
  
13. Recommends the creation of a commission that would:
  - a. Help companies assess the benefits of a given merger,
  - b. Provide an analysis of market conditions,
  - c. Designate merger professionals, such as intermediaries, to assist in the regulatory process,

- d. Provide education and training to cable and wireless technicians to enable them to work together,
- e. Assign standards to merging companies to ensure that competition in the marketplace is maintained,
- f. Report regularly on the status and progress of companies to ensure that standards and targets are met;

14. Seeks cooperation between local communities and governments through:

- a. Community consultation processes allowing input into the location of the backbone,
- b. Collaboration between government regulations and public works departments for physical installation;

15. Recommends that States with 5G networks and other States should intensify the training of users in ethical and cybersecurity issues in order to minimise the risks associated with its use as far as possible, by :

- a. Organising awareness-raising campaigns about them;
- b. Training volunteers who will provide training in the field, particularly in areas identified as being most at risk;
- c. Supporting actions and interventions in the field, taking into consideration the specificities of each geographical area concerned.

**COMMITTEE:** International Telecommunication Union 1

**ISSUE:** Ensuring a safe, secure, ethical and sustainable implementation of the 5G network worldwide

**SUBMITTED BY:** United Kingdom

**COSIGNATORS:** Apple, Australia, Brazil, China, Colombia, DRC, Egypt, Huawei, Germany, Indonesia, Iran, Kenya, Nigeria, Saudi Arabia, Senegal, South Africa, Turkey

*The International Telecommunication Union committee 1,*

*Reaffirming* the 17 Sustainable Development Goals set by the UN on 2 August 2015 and endorsed by 193 countries,

*Recalling* the importance of 5G in the world given its status as a mobile network 100 times faster than the previous 4G network,

*Stressing* the potential of 5G to reduce the "digital deserts" that only increase inequalities between urban and rural populations,

*Deeply concerned* about the 5G derivatives in the face of data protection and espionage issues,

*Acknowledging* that global cooperation would allow 5G to be implemented more efficiently and in a more consistent and conscientious manner,

*Aware* of the need to develop this new technology which is expected in many sectors such as health, finance, new technologies, transport, and artificial intelligence,

*Fully convinced* that 5G is a technology that could help combat climate change by helping to reduce road traffic and through its energy efficiency,

*Highlighting* the possibility of developing new technologies in developing countries through partnerships,

1. Encourages member States to prioritise local operators in particular to:
  - a. Enable a "shared rural network" plan that would put an end to "digital deserts" while investing in the digital opening up of rural areas in order to establish an efficient network,
  - b. Guarantee users a reliable and secure network thanks to the knowledge and reliability of the operator;

2. Suggests that member States, in an effort to put in place sustainable measures, promote collaboration in international fora with other States and organizations to conduct testing and encourage alignment of standards in order to:
  - a. Share costs,
  - b. Maximise savings, future collaborations, and exports;
3. Invites member States to encourage research and development through local and regional funding;
4. Proclaims that it would be advisable to set up flexible networks capable of transferring and processing data over long distances (as at present) in :
  - a. Maximising distance reduction,
  - b. Locating data processing in various locations, involving more data computation performed closer to where the data is collected;
5. Recommends, for sustainable measurements, finding ways to mitigate the impact on satellite observations by working with the wireless industry to seek ways to stop or redirect 5G transmissions when a satellite is making its measurements;
6. Proposes to develop, along with 5G, the technology of the standby mode of electronic devices in order to allow additional energy savings, as well as the use of MIMO (Multiple Input Multiple Output) antennas, which increase network coverage while providing superior capacity;
7. Encourages setting a limit of 50% of the network per provider and to establish a tough and extensive prior authorisation regime;
8. Expresses that the development of 5G could make a significant contribution to environmental protection and to reducing greenhouse gas emissions and the CO2 content of our atmosphere, to be achieved by:
  - a. Developing intelligent traffic management systems to reduce congestion and journey times,
  - b. Promoting the deployment of intelligent mobility services based on increased use of more environmentally friendly means of transport,
  - c. Allowing the creation of new electric vehicles with a longer range and shared by a community of users, reducing the need to own an individual vehicle;
9. Confirms that one of the main causes of waste in industry is the over-manufacturing of goods or their production before they are needed by the customer, and supports the

development of an interconnected supply chain entirely through 5G which would allow:

- a. A multitude of sensors to monitor all stocks, whether at the raw material stage, during construction or production, or during transport,
- b. The generation and exchange of reliable real-time data enables companies to anticipate needs, organise production schedules flexibly, monitor and correct errors, track the progress of orders and even pre-sort materials for recycling;

10. Requests developed countries, signatories, investment funds and United Nations agencies to find ways to implement 5G in developing countries so as not to exclude them and prevent them from not benefiting from 5G;

11. Recalls that decision-makers will need to consider a variety of investment models to deploy 5G, which is an expensive investment, including:

- a. Public-private partnerships, loans, promotion funds,
- b. The State, which can intervene and finance part of the investment in partnership with the 5G market;

12. Confirms that that the deployment of 5g is expected to create jobs in many sectors: transport, health, finance, new multimedia technologies in themselves such as mixed reality and video streaming, not forgetting artificial intelligence;

13. Proposes the creation of programs allowing young people with knowledge of the field and sufficient expertise to go to other countries whose companies allow the deployment of 5G, allowing these young people to work on the construction and configuration of 5G base stations in these countries, thus offering control over what happens at the production level preventing the implementation of products that allow espionage by operators;

14. Suggests that member States develop artificial intelligence by combining it with 5G to optimise the possibilities of 5G, also enabling faster progress towards the 17 objectives of the SDGs set by the UN, transforming our society into an intelligent society, creating intelligent cities, and making systems intelligent, autonomous, and connected;

15. Demands that operators and States make significant investments in 5G development in developing countries through:

- a. The creation of education programs for young populations in the ICT field,
- b. The replacement of copper cables by fiber in all strategic geographical points such as the backbones in the Suez Canal,

- c. Investment in new infrastructure designed for the development of incubation centres, such as technological parks,
  - d. Loans, which will be secure, because 5G will help the relevant countries to develop economically and have more to offer;
16. Urges that regulations be put into effect, preventing the monopolisation and seizing of a major part of control by any single technology provider or operator within the contract, for reasons such as, but not limited to:
- a. Preservation of the diversity and variety of representatives,
  - b. Equal distribution of power and influence within the agreement,
  - c. Elimination of a possible bias,
  - d. Protection of the consumer's right to privacy;
17. Supports agreements between companies and States in order to:
- a. Enable all States to have the same software and devices,
  - b. Ensure the transfer of licenses,
  - c. Ensure the implementation of cloud infrastructures,
  - d. Guarantee equal preparation and deployment of 5G for all States;
18. Recommends the use of new security technology, particularly used for crypto-money, such as blockchain, while removing the anonymity of user accounts to prevent legislative problems due to cybercrime, fraud, cyber-attacks and other issues;
19. Proposes an Internet regulation specific to each country, given that online content is considered to be in the interests of the State and therefore of the population, since 5G should not be established without a monitored and secure Internet network.

# ITU Committee 2

Chairs: Marit PAUWELYN, France & Charles HERMANN-GOMEZ, France  
& Antonio BADILLA, Costa Rica



## Issues

1. Defining international and future-oriented standards for the right to online privacy
2. Reducing and managing e-waste in the context of sustainable development

## Countries or organizations involved in the debate:

Apple, Argentina, Australia, Brazil, China, Egypt, France, Germany, GreenPeace, India, Iran, Israël, Italy, Japan, Netherlands, Nigeria, North Korea, Norway, Russia, Senegal, Singapore, South Africa, South Korea, Spain, Sweden, Switzerland, Turkey, United Kingdom, USA, WWF, Google, Saudi Arabia, Indonesia, Colombia, Mexico, Huawei

## Countries of origin of the students:

Costa Rica, Côte d'Ivoire, Denmark, France, Greece, Kuwait, Monaco, Morocco, New Zealand, Senegal, Spain, Switzerland, Turkey, UAE, United Kingdom, USA

## OUTCOME

### “Reinforce laws - Transition to sustainable circular economy”

The trilingual ITU 2 committee's first issue was directly at the intersection of technological progress and sustainable development. Tackling this issue required sometimes difficult negotiations and compromises, especially to reconcile public and private interests. Delegates took into account the varying policies of the different States represented in the committee, while also looking at Apple, Google and Huawei's viewpoints on the issue, even though they sometimes came into conflict with the positions of certain State delegations. After the writing and debating of three very different resolutions, the committee came to a consensus on one of these. Through this resolution, the delegations present committed to reinforcing existing laws, introducing new ones, raising awareness about the issue as well as on possible sanctions for lawbreakers, and making sure online privacy was well monitored in all countries.

In finding solutions to the second issue, delegates needed a broad perspective on the cradle-to-grave impact of electronics on the environment. Aggravating factors, such as programmed obsolescence, needed to be discussed, and sparked active debates. Although at one point an opposition started to form between the so-called “emitters” of e-waste and the “receivers” of it, the delegates were nonetheless able to pass two innovative resolutions not only focusing on new systems to manage this waste, but also encouraging cooperation between “emitting” and “receiving” States so that, together, all countries could transition to a more sustainable circular economy.

**COMMITTEE:** International Telecommunication Union 2

**ISSUE:** Defining international and future-oriented standards for the right to online privacy

**MAIN SUBMITTER:** Mexico

**CO-SUBMITTERS:** Apple, Argentina, Brazil, Colombia, Google, Huawei, India, Netherlands, Nigeria, Norway, Saudi Arabia, Senegal, South Korea, Turkey, United Kingdom, USA

*The International Telecommunication Union committee 2,*

Considering the impact and value that personal data has in the world economy today for the market of individualised advertising and how this affects individual property rights over data ownership,

Reaffirming that art. 17.2 of the Universal Declaration of Human Rights establishes the right to private property, and that it includes data ownership,

Concerned by the ethical and moral implications of the violations of privacy in the data management carried out in applications and online social networks which violate the rights embodied in the International Covenant on Political and Civil Rights (ICPCR) art. 17 and in the Universal Declaration of Human Rights art. 12,

1. Affirms the creation of a sub-commission of experts of ITU and the Human Rights Committee for a draft proposal of an International Covenant of Human Data Rights (ICHDR); this Covenant shall contain:
  - a. A reaffirmation the individual right of property over personal data online,
  - b. Data rights already conceded in different nations, for instance the right to be forgotten,
  - c. A regulation of the usage of personal data by third parties, including:
    - i. Consideration of other existing system regulations,
    - ii. A definition of "third parties" as any entity or institution which is not public and has power over individuals,
  - d. The establishment of a sub-commission within the Human Rights Committee to oversee the fulfillment, the prevention and the respect of the ICHDR,
  - e. Information about possible court decisions in the event of non-compliance with online privacy for States and individuals,
  - f. A system allowing individual nations to make adjustments to better suit their unique situation;
2. Proposes to companies and governments, to ease the understanding of the conditions of use by individuals, by:
  - a. Reducing them thanks to an accessible language,

- b. Allowing the users to agree to some conditions but not others,
  - c. Creating a more synthetic version with the important points to make the reading shorter, the full version being always accessible;
- 3. Proposes the implementation of a universal fine for all corporations that transgress national or international online privacy laws by:
  - a. Discouraging corporate violation of privacy laws on an international scale by not allowing culprit transnationals to return to their country of origin to receive a disproportionate or insufficient fine,
  - b. Penalising financially and legally a corporation based on its size and economic resources,
  - c. Awarding the resulting fee to the national government for reparations, to create economic incentive for protecting online privacy laws; a percentage of this fee will also be awarded to the victims of the transgression;
- 4. Supports the creation of a label that would recognise responsible companies that honour these legal mechanisms in order to:
  - a. Encourage companies to respect the mechanisms,
  - b. Show users which companies act in favour of their well-being and safety;
- 5. Supports the planning of inspections within core businesses and business systems as part of a reduction of cybercrime and protection of online privacy, to verify:
  - a. National law enforcement according to governments,
  - b. The level of security within the company in relation to the protection of personal data, especially of its employees;
- 6. Promotes the creation of representative authorities for the protection of personal data online on each continent or region, in order to form a capable union for managing and ensuring the protection of this data in the following sectors:
  - a. Business, to protect data transfers between companies and ensure transits,
  - b. Personal, to strengthen the security of this data handled by the population concerned, and to reduce information crimes,
  - c. Financial, to participate in the economic growth of countries and to achieve effective work without cybercrime,
  - d. Political, to not interfere in opinion and democratic processes;
- 7. Suggests training for staff within the ministry of justice to manage and ensure data protection in view of:
  - a. Sanctioning all types of fraud due to possible data misuse or equivalent,

- b. Improving legal measures for computer crimes;
8. Proposes that government access to individuals' online data be more restricted while still being able to prevent terrorism through:
- a. The implementation of algorithms to prevent terrorism, also used to prevent hateful speech, discrimination against communities and ethnic, religious or cultural groups,
  - b. Regulations against governments having access to all people's online data to prevent mass surveillance;
9. Encourages all member States to promote education among internet users on cybersecurity to reduce the risk of privacy breaches caused by user error.

**COMMITTEE:** International Telecommunication Union 2

**ISSUE:** Reducing and managing e-waste in the context of sustainable development

**MAIN SUBMITTER:** Norway

**CO-SUBMITTERS:** Australia, Colombia, France, Germany, Google, Greenpeace, Indonesia, Israel, Italy, Japan, Mexico, North Korea, Saudi Arabia, Spain, Sweden, Switzerland, WWF

*The International Telecommunication Union committee 2,*

*Reaffirming* the goal and thus the universality of the Paris Agreements signed by 195 countries from 30 November to 12 December 2015 in France, highlighting the transparency of states with regard to sustainable development,

*Reaffirming* the international concern for sustainable development,

*Reaffirming* the principles of humanity, including respect for others,

*Emphasising* the need to pay increasing attention to polluting waste, in this case, electrical and electronic waste,

*Noting with regret* the existence of programmed obsolescence in Electronic and Electrical Equipment (EEE), such as smartphones, household appliances, etc., prompting consumers already encouraged and pushed by society and advertising to buy even more,

*Alarmed* by the increasing amount of e-waste, which was of 44.7 million metric tons in 2016, and the human and environmental consequences which follow,

*Reminding* the fact that the life cycle of electronic devices is of 18 months, on average,

*Stressing* that the average lifespan of EEE is 16 months and 21 months due to programmed obsolescence,

*Recalling* that only 20% of WEEE is recycled,

*Recalling* that EEE contains hazardous chemicals that harm the local population and the environment,

*Recalling* that in developing countries 69% of waste is dumped in the open air and often burned,

*Stressing* the ineffectiveness of the measures put in place to date, and gravely concerned about the damage caused by climate change,

*Remaining* alarmed by the health of the populations of the countries of the South living near DEEE dumps,

*Regretting* the indifference shown by some States,

1. Launches a call for dialogue between WEEE producing and sending States, and receiving States or "giant dustbins";
2. Encourages the control and supervision of the transport of WEEE;
3. Recognises the issue of ignorance about the fate of a significant portion of e-waste and proposes the introduction of measures for the collection of information on the management of e-waste, including:
  - a. Providing access to the files produced to the international community in order to better direct the guidelines,
  - b. Inviting multilateral organisations to join efforts to facilitate the introduction of such measures;
4. Invites the countries currently serving as a "giant dustbin" of WEEE, to build treatment centres for this waste, with the following conditions:
  - a. The countries producing and sending EEE are to finance these centres,
  - b. The States owning the centres will retain the majority of the profits generated by these centres,
  - c. these centres will respect the 3 pillars of sustainable development (economic, social, and environmental) by creating on-site jobs for local populations, reducing the amount of polluting waste, and generating profit;
5. Proposes to allow a maximum period of 5 years for countries currently exporting WEEE to build treatment centres on their own soil;
6. Encourages prohibition and therefore calls for the planned obsolescence of EEE to be punished by guaranteeing a certain lifespan for such equipment, in violation of which their manufacturers will be penalised financially;

7. Supports the application of a worldwide collection rate for EEEs that is at least 20% higher than last year;
8. Encourages the establishment of a label with the aim of rewarding companies and which would be put in place only for companies which meet certain criteria such as, but not limited to, a decrease in the amount of WEEE produced over the years, as well as products made from materials previously used, in order to:
  - a. Show customers that the company is striving to produce less waste, or to manage it better,
  - b. Push service and technology companies to reduce their waste;
9. Proposes to set up a communication campaign about WEEE and its consequences, by creating a Doodle dedicated to this campaign and accumulating documentation on the subject in order to:
  - a. Raise awareness on a subject that is not well known to all, with supporting documents,
  - b. Provide information on the ways of recycling WEEE, the collection points and their location,
  - c. Encourage more rational consumption of electrical and electronic equipment;
10. Proposes the creation of an e-waste management market along the lines of the carbon market proposed at COP 25 which would:
  - a. Be in line with the guidelines of multilateral organizations,
  - b. Provide a new economic objective that would encourage the proper management of e-waste,
  - c. Penalise the mismanagement of this waste;
11. Invites States to introduce a tax on electrical and electronic equipment which will cover the costs of treatment, recovery and disposal of its equipment once it has become waste, with the aim of encouraging the recycling of such waste in a system of collective responsibility; this tax would be monitored by an NGO to avoid any overflow from the State;
12. Commits to cleaning up countries that are victims of intensive pollution;
13. Proposes the increase of financial sanctions for illegal exports of EADs, through fines and taxes, in order to preserve our planet and to dissuade developing countries from exporting their EADs.

**COMMITTEE:** International Telecommunication Union 2

**ISSUE:** Reducing and managing e-waste in the context of sustainable development

**MAIN SUBMITTER:** Turkey

**CO-SUBMITTERS:** Apple, Argentina, Brazil, China, Egypt, Greenpeace, Huawei, India, Iran, The Netherlands, Nigeria, Senegal, Singapore, Republic of Korea, Spain

*The International Telecommunication Union committee 2,*

*Alarmed by the increasing importance of e-waste, which reached 44.7 millions metric tons in 2016, and the human and environmental consequences which follow,*

*Recalling that only 20% of WEEE is recycled, according to a report issued by the ITU,*

*Emphasizing that the average lifespan of an EEE is between 16 months and 21 months due to planned obsolescence,*

*Recalling that e-waste contain dangerous chemicals that harm local people and the environment,*

*Recalling that, in developing countries, 69% of waste is dumped in the open and often burnt,*

*Alarmed by the fact that developing countries do not have the space, nor the resources necessary to contain or recycle e-waste which is being sent to them in large quantities by developed countries,*

1. Affirms the creation of a sub-commission of experts within ITU to draft a proposal for a Treaty for International Management of E-waste (TIME) in the context of the Sustainable Development Goals (SDGs), that shall include:
  - a. A global definition of e-waste and its categories,
  - b. International standards for the management of e-waste, to enable the collection of data worldwide,
  - c. The establishment of an international transboundary regulation,
  - d. A committee of ITU experts to collect data and issue annual progress reports on treaty implementation;
2. Proposes to set a goal for e-waste treatment with appropriate means at 80%, and in order to achieve that, proposes:

- a. The establishment of facilities to properly recycle e-waste in all countries, aiming at a four-fold increase in the number of facilities compared to today, especially in developing countries, where such facilities are the least present, with the following conditions:
    - i. If countries cannot create factories for recycling for extreme reasons such as lack of resources, they will be, after due investigation, given permission to ship their e-waste to another country that can handle the influx, which will be arranged in a way that is beneficial to both countries,
    - ii. The countries responsible for almost 60% of the global e-waste production will also take responsibility in order to establish recycling facilities in their countries if possible, thus avoiding the cost of exporting electronic waste and shortening the complicated customs process,
  - b. The financing of these investments using aid in the context of the SDGs as well as regional development banks,
  - c. Maximum efforts by States to achieve the goal by 2035,
  - d. Biannual member State reports to ITU on the advancement of the goal, with reports to be sent to all other members States;
3. Pushes forward a global transition towards a circular economy, and in order to achieve this, suggests that:
- a. Development aid allocated for SDGs should finance, inter alia, transition towards a circular economy,
  - b. Countries should provide incentives to companies to change their designs in order for them to be capable of reusing, updating, and eliminating waste,
  - c. Countries and companies should cooperate to design and implement take-back systems through which electronic products and materials will be returned to be reused or updated,
  - d. Experimental projects of circular economies should be encouraged with the help of regional development banks and other financial international institutions,
  - e. Circular economies should be developed as a reducer of the informal economy for EEE recycling, which is dangerous for public health and environment;
4. Proposes the establishment of a label which guarantees and promotes the use of sustainable materials by companies in the creation of EEE, which:
- a. Encourages companies to produce more sustainably,
  - b. Encourages companies to produce universal systems (e.g. mobile phone chargers),

- c. Promotes agreements to be settled with companies that produce electronic gadgets, to make them long lasting thanks to new technologies;
- 5. Suggests that United Nations member States establish a financial mechanism (subsidy) for companies that will:
  - a. Encourage companies to recycle their electronic waste,
  - b. Help the ones that already recycle, to allow them to continue like this, but
  - c. Not penalize (i.e., impose fines to) companies that do not;
- 6. Offers assistance by ITU experts to countries which do not have legal systems to properly recycle their e-waste, to find the best way to achieve this, in the specific context of the country;
- 7. Urges governments to require producers to offer to consumers to take back their products, free of charge, so they can be recycled as part of a certified e-waste management system that:
  - a. Applies to both recycling and upcycling,
  - b. Ensures that facilities shall not access personal user data.

# Youth Assembly ITU

Chairs: Alexandre KISS, France & Nouran ABDELLATIF, Kuwait



## Issue

The Gender Digital Divide

## Countries of origin of the students:

Australia, Costa Rica, Côte d'Ivoire, Denmark, France, Germany, Greece, Italy, Kenya, Kuwait, Monaco, Morocco, New Zealand, Pakistan, Rwanda, Senegal, Spain, Switzerland, United Arab Emirates, United Kingdom, USA

## OUTCOME

### “Raise awareness and empower women as a social group”

More than 4 billion people, almost 60% of the world's population, do not have access to the Internet, and this digital divide affects women in particular. This promising, innovative and modern field remains largely male-dominated. Delegates in the ITU Youth Assembly acknowledged this problem, and also pointed out that ICTs can be an effective means for women to improve their social, economic, and personal situations.

Delegates emphasized the importance of technological inclusion for individual women - for instance, through proposals to train women in digital skills to enhance their employability and access to crucial information. Empowering women to use ICTs enables them to broaden their knowledge, for example in the area of health, bringing them closer to health facilities and the community, and fostering resilience and entrepreneurship.

But some clauses also took into account the potential of ICTs to empower women as a social group, for instance as a platform for self-expression on which women's perspectives, needs and demands for social change can be heard. This is especially important for those whose marginalized situation prevents them from finding an audience elsewhere.

The particularity of the Youth Assembly format allowed delegates to propose, debate, and adopt solutions at any scale: global, national, local or even individual. In the Action Paper adopted by the committee, we find proposals for an international aid project; education reform and allocation of public funds within countries; awareness-raising through film festivals; and even anti-discrimination campaigns at the family level.

Some media-specific solutions, for instance relating to reducing sexism in video games and preventing gender-based online bullying, were the most controversial among the committee members, but following debate, compromise and amendments, they were included in the Action Paper.

Despite the technicality and complexity of the issue, the 42 delegates at the ITU Youth Assembly were able to adopt an original perspective on this problem, establish innovative solutions, and create a strong consensus through detailed Action Proposals and numerous amendments.

**COMMITTEE:** Youth Assembly ITU

**ISSUE:** The gender digital divide

**CONTRIBUTORS:** Australia, Costa Rica, Côte d'Ivoire, Denmark, France, Germany, Greece, Italy, Kenya, Kuwait, Monaco, Morocco, New Zealand, Pakistan, Rwanda, Senegal, Spain, Switzerland, United Arab Emirates, United Kingdom, USA

*The ITU Youth Assembly,*

*Aware* that the gender gap in internet use worldwide was 12% in 2016 (with 23% in Africa, for example),

*Noting* that this gap is a major issue of growth in today's digital world, and that the need to bridge this digital divide is present in the Sustainable Development Goals of the United Nations; it will be a matter of putting women on an equal footing with men,

*Fully aware* that the number of women with access to the Internet is 200 million fewer than the number of men connected, noting that the digital divide between men and women is due to problems with:

1. Literacy,
2. Education,
3. Employment,
4. The level of income,

*Aware* that women represent only 25% of the STEM sector,

*Noting* that only 21 of the Fortune 500 companies in the United States were headed by women in 2016, according to Fortune magazine's rankings; and furthermore, that the gap between the number of men and women with Internet access is widening from 11 per cent at the end of 2013 to 12 per cent at the end of 2016, according to ITU worldwide;

*Commending* the progress that has been made at corporate, governmental and international levels to help women thrive in the technology sector, such as ITU's International Girls in ICTs Day on the 25th of April;

*Concerned* deeply by the alarming number of women lacking access to ICTs all over the world,

*Aware* that the digital divide inhibits development, growth and productivity on a large scale,

*Recalling* that more than 50% of the world's population is under the age of 30,

*Acknowledging* the results of the questionnaire submitted to young people in Morocco explaining that 40% of young people do not feel concerned by the gender digital divide,

*Estimating* that over the next few decades, 90% of jobs will be technology-related,

*Deploring* the fact that only 17% of ICT-related jobs are held by women,

*Alarmed* by the fact that only 2% of global investment goes to women-led businesses,

*Alarmed* by the fact that women are substantially underpaid in all sectors of work compared to men, meaning that the gender digital divide is a detrimental factor for the growth of the global economy as it minimizes the production available from these numerous women as well as their income and purchasing power,

*Alarmed* by the fact that the planet is burdened with 44 million items of electronic waste according to the ITU,

*Recalling* that the digital division within video games remains a real problem because this world is still very confined and poorly viewed by the population, even though it is now becoming a huge market share,

*Recalling* that whenever a woman plays any type of video game, she will be badly seen when people should be supporting her and her hobbies; we know that it will be a tremendous task to change the minds of every person on the planet, but we hope that this will happen in a few years time with the help of your states,

*Thinking* moreover that cyber-harassment in this media is a real problem because when a girl starts to play and show what she is doing, for instance via video game broadcasting sites, her body is denigrated when this should not be a source of commentary in this context,

*Noting* that, on this social networks oriented towards video game communities, on the various "chats" available, inappropriate comments are frequently made about women,

*Aware* that there is a globally influential mindset of stereotypical, traditional and immoral viewpoints characterising women as incapable in STEM sectors, which is still being enforced by modern society, alienating women from the modern economy,

*Alarmed* by the lack of IT equipment in schools,

*Considering* that underdeveloped countries are less financially able to achieve progress on this issue,

*Aware* of the need for girls to be able to access technology from early in their education in order to address the problem of the gender digital divide,

*Desiring* to solve this issue with member States as a united front,

*Expecting* all nations to recognize the magnitude of the issue,

*Confident* that the issue will be solved in time,

*Aware* of the economic impact solving the issue would have on the world,

1. Proposes the creation of an organization, under the authority of the United Nations, to collect obsolete, but functioning technical equipment offered by organisations that use advanced technologies, including ITU's partners, or even from individuals, in order to :
  - a. Redistribute them to schools lacking technical equipment in less developed countries targeted by UNESCO,
  - b. Ensure that girls in vulnerable situations have access to ICTs as soon as they start school, so that they can master their use;
2. Encourages accessible, operational, and integrated use of information and communications technology by:
  - a. Incorporating digital skills into primary and secondary curricula, and ensuring that women have equal access to education opportunities, through the equipment of libraries with computers,
  - b. Integrating the creation of optional courses with a focus on technology, from early on in primary education, by creating optional classes in computer science, in order to empower women through technology and widen their perspectives regarding the use of ICTs;
3. Suggests that member states create a nationwide index that measures the level of digital inclusion across their country, and measure digital inclusion by gender, on the basis of:
  - a. Whether women and girls can access ICTs, as measured through:
    - i. The frequency of Internet access, the number of internet sites visited, and the number of access points,

- ii. Data on methods of access to Internet technology, such as through computers, mobile phones, mobile broadband, and fixed broadband,
    - iii. Internet data allowances on mobile and fixed internet;
  - b. Whether women and girls have been taught how to use ICTs effectively, as measured through:
    - i. Their attitude towards ICTs, whether positive or negative,
    - ii. Levels of basic skills in ICT usage,
    - iii. The use of ICTs for accessing content, communication, and commerce;
  - c. Whether ICTs are affordable, as measured through:
    - i. The share of household income spent on internet access,
    - ii. The amount of data allowance obtained per dollar of expenditure;
- 4. Encourages volunteering schemes and training courses in the field of technology for young women, where the advantages of being a volunteer would be highlighted through methods including, but not exclusive to:
  - a. A reduction in tuition fees, relative to the number of hours the student volunteers for and the effectiveness of their work,
  - b. As an alternative to reduced tuition fees, banks could offer reduced interest rates for volunteers and technology entrepreneurs,
  - c. The student's volunteer work translating to extra credit, if in high school or college, or being recognised as an additional subject grade on the diploma,
  - d. Promoting recognition of volunteer work the student provides within the education and employment sectors as a form of work experience;
- 5. Encourages the empowerment of women at a young age, through primary and secondary school programs, so that they are able to reach their full potential and achieve positions in careers that are lucrative and technology-based if they so wish, by:
  - a. Enabling local access to ICTs such as laptops and tablets for all students, in order to provide them with an opportunity to supplement their education through technology, as well as programs that teach children and especially girls how to use them in mediation and leadership positions,
  - b. Seeking funding from nonprofit NGOs and charitable organisations,
  - c. Implementing the proposals in local communities on a timeline of 10 years, from 2025 to 2035, starting with communities with low access to technology and ending with communities that are well on their way to bridging the gender-based digital divide,

- d. Teaching women basic skills and allowing women to take part in the mediation process in post-conflict situations,
    - e. Increasing respect for women through inclusion in important steps to the reconstruction of affected zones in post-conflict situations,
    - f. Promoting women who have already attended and completed recognised digital literacy programs, to take part in the leadership of relevant organisations and run their own classes;
6. Promotes the reduction of the gender wage gap in order to empower women and allow them to access ICTs and technology in general by:
  - a. Introducing more programs aimed towards STEM careers within schools, and that are directed towards girls and women, as these careers are more lucrative and technology oriented,
  - b. Encouraging the use of strict regulations on firms, requiring them to hire women on an equal basis and provide equal payment,
  - c. Asking all relevant private companies to send representatives to a yearly seminar that would emphasise the economic benefits of having women in the workplace and the need to ensure equal pay, which could be hosted by organizations dedicated to opposing injustice in the workplace;
7. Calls upon all member States to gather data on:
  - a. The percentage of women and men who have access to ICTs through sectional surveys such as:
    - i. Population censuses,
    - ii. Household surveys that follow the UNESCO framework, in order to collect data on illiteracy,
  - b. The percentage of women who have leadership roles in the ICT sector, determined through company surveys, including but not limited to: Chief Information Officers, Chief Technology Officers, Directors of Technology, Management Information Systems Directors and Technical Operations Officers;
  - c. The percentage of women and men who have any form of bank account, determined through large-scale surveys such as population censuses;
8. Authorises all member States having acknowledged the existence of a gender digital divide to take action by allocating government funds to:
  - a. Teacher development courses on teaching about ICTs,
  - b. ICT equipment in educational institutions and primary schools,
  - c. ICT equipment in public areas, especially libraries and other government-owned public buildings,

- d. Support for NGOs working against stigma around ICTs for women,
  - e. A common fund under the jurisdiction of the United Nations which would allow funds to be allocated for said developments in States lacking the resources to do so;
9. Calls for action to be taken to further encourage women and girls to dedicate themselves to ICTs by :
- a. Raising awareness among girls in schools from secondary level upwards by showing them the importance of IT, including workshops in this area, which will benefit students who will thereby be better informed, and also including methods such as, for instance, dedicating an hour during the week to experience different digital opportunities; experienced people in this field may present their jobs and the benefits digital technologies bring them, to encourage educational institutions to take the different actions; when this is organised in an official way, speakers may receive an official diploma certifying that they have taken action to reduce the digital divide between women and men,
  - b. Creating free sites designed for girls to inform them about the various digital skills-related training courses available, with a wealth of information on the advantages of these courses: ideally, these sites should be regulated by the ministry of education of each State, which would also provide support to students throughout the registration process for these courses, in order to encourage girls to choose studies and careers in the ICT sector,
  - c. Creating an internship for an as yet undetermined number of days in computer companies to be carried out by students of secondary schools to familiarise them with the digital world; young female students will be invited to experience the working environment of companies in the ICT sector in order to better understand the opportunities that this sector can offer for their futures;
10. Strongly recommends cooperation between all governmental actors, decision-makers, professionals in the sector, and users in order to guarantee a digital gender balance by:
- a. Promoting international awareness days: this day will take place every year on the fourth Thursday of April, as established by the ITU; in order to reach as many people as possible so that they are informed about this day and the importance of the problem of the gender digital divide, posters will be published in public spaces and awareness conferences will be held, at a low cost, with the aim of

having female speakers who will serve as an example for the girls of future generations so that they do not give in to social norms,

- b. Establishing partnerships between private companies specialising in the field and government-led civil society organizations in order to create a level playing field for men and women; these companies will ensure that trainees are trained in the importance of ICTs regardless of gender; in return, they will be awarded a label by ITU and UN Women highlighting their contributions to bridging the gender digital divide;

11. Encourages the implementation of a charity to help girls who cannot afford to access ICTs, by:

- a. Organising a UN donation fund,
- b. Empowering girls with strong motivation to seek funding and pursue careers in the ICT sector by providing the necessary resources and training,
- c. Encouraging and empowering schools to promote self-help through student-led actions to raise money;

12. Proposes to change the population's mentality, through the use of video games, by:

- a. Developing video games that are not only marketed to men but that are gender-neutral and can be used by either men or women,
- b. Promoting the investment of women in the video game world, in conferences by bringing celebrities or world-renowned women's teams to show that women also have their place in this world,
- c. Providing access to computers from an early age in order to stimulate women's interest in this subject so that they can be more represented in the ICT sector, which would allow them to have a say in the creation of video games,
- d. Inciting large video game media companies to create more ungendered content so that female players can enjoy themselves without being confronted with stereotypes;
- e. Encouraging streaming and social media platforms to impose sanctions in the case of cyber-harassment;

13. Invites the international community to fund technology-related programs in developing countries; such programs should include but must not be limited to:

- a. NGO programs training workers and students in the use of ICTs,

- b. Initiatives to equip every student with a personal computer for their studies by offering installment payment options to low income families who purchase a personal computer;
14. Recommends that governments, in collaboration with the ITU, conduct surveys and/or public education campaigns on ICT use every 6 months throughout the country;
15. Encourages international organisations and companies, particularly in countries where projects are not very developed, to join the NGO "EQUALS" in its aims to:
- a. Improve women and girls' safety on and access to digital technology,
  - b. Support the development of science, technology, engineering, and math skills of women and girls,
  - c. Promote women in decision-making roles within the ICT field;
16. Encourages the robust implementation of technological, cultural, and knowledge-based support to those working and participating in the education system in order to enhance the global empowerment of women, via actions such as:
- a. Promoting and supporting local non-profit-organisations to organise activities and teach ICT skills to girls and women,
  - b. Urging schools and local communities to collaborate with local non-profit-organisations in order to provide a combination of technology to those deprived of it, targeting key roots of the gender digital divide, including capability, motivation, access (infrastructure, affordability) and trust;
17. Calls upon private companies and NGOs in the ICT sector to:
- a. Organise their marketing campaigns with a focus on equal ICT access between men and women, in particular by lowering prices for women who cannot afford it or by organising special events for them (e.g. on 8 March),
  - b. Collaborate to overcome the geographical and digital isolation that fuels the digital divide;
18. Urges the creation of programmes with the intent of closing the digital gender divide, such as:
- a. Locally organised and run programmes within schools and organisations which promote women and girls in STEM careers,
  - b. Affordable access plans which allow women and girls from low-income households to have access to ICTs,

- c. Public broadband networks which provide low-cost access to the internet,
  - d. Community-run courses which teach women and girls how to use ICTs;
19. Encourages the different fields of culture, for example cinema, to use the subject of women in ICTs as a theme in audiovisual productions in order to effectively raise awareness among young people, through a film festival for example;
20. Calls for the establishment of an awareness-raising policy to encourage women to join the scientific field through:
- a. Presentations by women scientists who explain their careers and the issue of the gender digital divide to students in secondary schools,
  - b. The establishment of awareness-raising campaigns and theme days during which women in science are honoured, in particular on the International Day of Women and Girls in Science on the 11th of February;
  - c. The establishment of clubs on various subjects (gender equality, robotics, ICTs, etc.) to raise awareness and interest among students; participation in these formations could be made compulsory;
  - d. Equal evaluation of women candidates interested in a career in STEM,
  - e. The introduction of gender equality quotas in certain fields where the presence of women is rare, despite their involvement being of prime importance;
21. Calls upon the spreading of awareness about the problem across all regions, through continuous collaboration with regional media (ex: newspaper, TV, radio stations etc...) in these areas to promote equality, in order to bring up the problem in people's minds so they themselves can take actions such as:
- a. Making sure that their daughters and sons have the same accessibility to ICTs in their households,
  - b. Encouraging their daughters and educating them about ICTs and STEM fields,
  - c. Encouraging their wives or female partners to take care of financial affairs for the family and educating them about how ICTs are used to do so,
  - d. Helping and urging their female partners to use more ICTs by showing them the benefits of doing so,
22. Proposes the creation of the "NUMERUS" project, a project of internships abroad for female students in large technology companies, with the aim of:

- a. Recognising the scientific propensities of girls whose socio-economic environment does not allow them to pursue a career in ICTs,
  - b. Developing in these girls capacities and skills that are beneficial to their pursuit of education,
  - c. Encouraging companies to recruit talent regardless of origin or gender,
  - d. Strengthening and disseminating ethnic and cultural diversity as well as the inclusion of women;
23. Invites member states to cooperate with corporations and businesses to close the digital gender divide, by:
- a. Promoting and introducing programs favouring girls' involvement with digital technologies,
  - b. Liaising with corporations to create new programmes aimed at teaching women and girls to use ICTs,
  - c. Offering financial incentives to corporations that will offer such programmes;
24. Suggests that member States collectively support the achievement of equal pay within work sectors through methods such as annual inspections of companies, similar to routine maintenance or health and safety inspections, to further gather data on the topic as well as to promote and enforce equality;
25. Suggests the implementation of:
- a. Intensive targeting via encouraging the education of girls in STEM from an early age combined with teaching digital literacy to women and girls, alongside regulating and enforcing more funding into developing lower decile schools which have significantly fewer opportunities than private schools due to lack of facilities and funding,
  - b. A collective local, regional, and national set timeframe, such as a 10 year period between 2022 and 2032, during which the State, region or community would aim to achieve the goal of allowing 75% of women to have access to technology, as well as the ability to use it and connect to the internet;
26. Requests the creation of a new United Nations fund, which takes into account the relative economic, political, environmental and educational needs for a successful campaign against the gender digital divide, so as to ensure the amount is appropriate to the many changes which need to be made, thus allowing progress to be made on digital inclusion without depleting the aid put into other areas

# Youth Assembly UNITED NATIONS

Chairs: Caroline LENTZ, France & Brock HOSIER, USA



## Issue

**UN 75th Anniversary: Building a better future through international cooperation and inclusivity**

## Countries of origin of the students:

Australia, Costa Rica, Côte d'Ivoire, Denmark, France, Germany, Greece, Italy, Kenya, Kuwait, Monaco, Morocco, New Zealand, Pakistan, Rwanda, Senegal, Spain, Switzerland, United Arab Emirates, United Kingdom, USA

## OUTCOME

### “The solutions proposed highlight the value of solidarity”

The UN Youth Assembly was made up of 21 delegations representing, for the first time in the history of FerMUN, the youth of their own countries. The delegates together expressed their voices and those of all other young people in the global discussion around the 75th anniversary of the United Nations, with the aim of building a better future through international cooperation and inclusion.

75 years after the creation of the United Nations, should the mission of maintaining peace among nations remain the organization's priority? And what should be the new priorities of the United Nations in 2045, when the organization turns 100 years old?

These were the questions that the delegates of the UN Youth Assembly had to face. Over 3 days, they engaged in discussions about the inclusion of minorities, improving accessibility for people with disabilities, access to health and education for all, multilateralism, and ecology.

The solutions adopted in the Action Paper fall into five main categories: active inclusion mechanisms; awareness-raising campaigns; education, healthcare and social policy; environmental protection; and, finally, reinforcement of multilateralism, for instance through UN reform. The solutions proposed highlight the value of solidarity, be it at the local level by improving disabled accessibility, at the national level through quality education and collective support nets, or at the global level through common funds and international cooperation.

Through efficient debate and collaboration, they were able to tackle all the subjects they felt were necessary for their future. With 19 votes in favor and 2 abstentions, the delegates adopted an Action Paper that is now a part of the UN75 campaign.

**CHAIRS:** Caroline Lentz (France) and Brock Hosier (USA)

**COMMITTEE:** Youth Assembly UN

**ISSUE:** UN 75th Anniversary: Building a better future through international cooperation and inclusivity

**CONTRIBUTORS:** Australia, Costa Rica, Côte d'Ivoire, Denmark, France, Germany, Greece, Italy, Kenya, Kuwait, Monaco, Morocco, New Zealand, Pakistan, Rwanda, Senegal, Spain, Switzerland, United Arab Emirates, United Kingdom, United States of America

*The FerMUN United Nations Youth Assembly,*

*Considering* that youth and Generation Z will be faced both by great problems and by the responsibility of being leaders in the near future, and thus that they are extremely important, meaning that their education and the values they are taught are vital in creating the world of tomorrow,

*Expressing* its determination to ensure the integration and inclusion of minorities, be they different from the majority population along ethnic, religious, gender, disability or identity lines, by granting all citizens equal access to education, employment and necessary services, to allow all to contribute to society and have a meaningful role in shaping the future,

*Deeply concerned* by the fact that a large part of the global population remains excluded by their societies for many reasons, including cultural, racial and socioeconomic reasons,

*Convinced that* to achieve the Sustainable Development Goals, it is very important to include minorities and give them more rights and opportunities, in order to ensure that this major portion of the population has a role in the collectivised movement towards sustainability,

*Recognising* with regret that military spending is still immense compared to social inclusivity programs and environmental organisations in many countries, and that war is still a bigger focus for many nations than supporting presently discriminated minorities or protecting the environment,

*Bearing in mind* that international cooperation is carried out in part with the objective of including minority groups: indeed, the United Nations, other international bodies, and nations have taken action to help reduce exclusion,

*Noting* with satisfaction that in recent years, in order to achieve the goals set forth by the 2030 SDGs, the UN has insisted that there needs to be an increase in social inclusivity, and that the main UN department that is responsible for helping achieve this is the Division for Inclusive Social Development (UN DESA),

*Reaffirming* the United Nations Disability Inclusion Strategy of April 2018,

*Desiring* more minority involvement in the public sector and more participation in the decision making process,

*Taking note* of rising intolerance towards minorities, especially those which differ ethnically, racially and religiously from majority groups,

1. Encourages the implementation of awareness campaigns, especially in developing countries, to sensitize the population, which is usually unaware of their biases, on:
  - a. The positive impact of minority inclusion on local economies and on the wellbeing of individuals, as inclusive practices can make them feel safe and welcome into the community and thus can facilitate entering the workforce,
  - b. The danger of hate crimes and their impact on minority populations and on communities in general, such as degradation of mental wellbeing or development of mutual hatred,
  - c. The importance of building a local community on a basis of inclusion in society because this can help get everyone involved;
  
2. Encourages member states to implement a system of reservations for minorities in the public sector, which allocates jobs to religious, ethnic or regional minorities on the basis of their representation in the total population of the country, by which:
  - i. Employment would be given on the basis of merit and through a transparent and inclusive process,
  - ii. A more representative workforce would be created, thus helping to alleviate socially and economically restricted sections of society;
  
3. Proposes the strengthening of the Forum on Minority Issues to look into cases of minority rights violations, to examine complaints and grievances from minorities, to assist them in legal and administrative procedures, and to play the following roles:
  - a. Examining the overall situation of minorities,
  - b. Publishing regular and annual reports on the current situation of various minority groups,
  - c. Advising member states on the condition of minority groups and proposing solutions to relevant issues,
  - d. Becoming the global representative organisation for minority concerns and the primary organisation representing minority groups,
  - e. Protecting the rights of any persecuted group whose rights, according to their country's constitution, have been violated, by:

- i. Promoting the rights of the minority group and preserving culture and heritage in the face of extinction and endangerment,
  - ii. Raising awareness through various media in order to, step by step, remove prejudice and stereotypes about minorities;
- 4. Recommends that on the national and local level, countries make an effort to include minorities in society, whether disabled, culturally or ethnically different from the majority, or in any other sense, especially in youth and new generations, by:
  - a. Making workplaces and schools accessible to disabled people to give everyone equal opportunities to grow and contribute to society, including:
    - i. Adding ramps and railings to help physically disabled people to access otherwise closed off areas,
    - ii. Making jobs like office and creative work more open to disabled people as these do not necessarily require significant physical activity,
  - b. Reforming school systems to give opportunities to all children, including immigrants and discriminated minorities, including
    - i. Making sure that higher education does not have faculties that are almost exclusively made up of majority groups of students,
    - ii. Providing language classes for migrants and refugees - children and adults alike - to ensure inclusion in society;
- 5. Encourages member states to create more organisations for disabled or marginalised people to ensure that they don't feel left out in society, by the following means:
  - a. Establishing and implementing policies that are in favor of these people such as having lower prices of goods and services for them,
  - b. Enabling marginalised individuals to better integrate into their respective societies through such support systems;
- 6. Emphasises the need to make sure that those with disabilities are not disregarded but included in society and the education system, by the following means:
  - a. Encouraging college scholarships and scouting for disabled athletes,
  - b. Making air travel more universally accessible and safer for those with disabilities,
  - c. Ensuring that non-discrimination legislation includes education among its areas of application, unless specific learning difficulties are present, in which case, in cases in which disabled children and their families prefer education in special schools, these must be made available, and provide education of equal quality to the standard system;

7. Encourages States to put in place measures to facilitate the inclusion and integration of persons with disabilities by providing access to the education system, including:
  - a. Provision of adequate facilities and specialised teachers for their education,
  - b. Teacher training through internships in order to prepare more qualified and effective teachers for people with disabilities,
  - c. Upgrading the existing school infrastructure to facilitate access for persons with disabilities;
  
8. Encourages the improvement of standards of education and the reduction of inequalities among young people, crucial to accompany the rapid development of a society, by:
  - a. Making post-secondary studies in public universities more accessible,
  - b. Offering more financial assistance for students, such as bursaries, to give them the opportunity to continue their studies when they are in financial or social difficulty,
  - c. Inviting all States to introduce courses in secular culture in their schools, starting in primary school, for at least two hours per week, led by teachers trained according to UNESCO guidelines in order to:
    - i. Develop a mentality based on the equality of cultures from an early age,
    - ii. Teach future members of society about different cultures from a neutral point of view;
  
9. Encourages international student exchange programs to open the younger generation up to international experiences, including:
  - a. Connecting schools with similar curriculums so as to prevent students being delayed in their studies through these programs, and harmonising the order in which topics are taught in order to avoid disadvantageous situations for students participating in exchange programmes,
  - b. Harmonising rules in place in participating schools, making it easier for students to adjust to their new environment,
  - c. Developing communication pathways to complement the education system, encouraging participation and discussion by:
    - i. Connecting teachers and students through school-wide databases,
    - ii. Connecting students based on their shared interests through an online platform,
  - d. Enhancing and promoting common activities throughout all schools to enhance similar interests between students, including:
    - i. Sports and other physical education activities,

- ii. International sustainable development and environmental projects that are the students' own initiatives,
  - iii. Extracurricular activities such as MUN (Model United Nations) that give students the chance to meet their counterparts from different countries and to travel to different international conferences;
- 10. Urges inclusive processes coordinated internationally, in order to provide populations of rural areas with education and healthcare by:
  - a. Implementing more means of transport to ensure the mobility of these populations,
  - b. Building more schools in isolated areas thanks to the FMI budgetary fund,
  - c. Hiring qualified volunteers to counter the lack of personnel in those schools;
- 11. Recommends, in order to reach the environmental-based SDGs, to take common environmental measures including:
  - a. Developing biofuel obtained from waste to represent 50% of fuel use by 2025, creating joint-venture public and private common funds in order to reach this goal,
  - b. Creating initiatives within local governments to increase recycling and encouraging local companies to invest in organic, green, and clean products,
  - c. Establishing community funds to make a sustainable transition to a greener local economy;
- 12. Draws attention to the need for an enforced basic underlying structure concerning healthcare to be adopted in every State present, to ensure everyone has access to basic health care, including an annual health check assessing at least the following:
  - i. Blood pressure,
  - ii. Cholesterol levels,
  - iii. Cancer scans relating to risks based on demographic category,
  - iv. Diabetes,
  - v. Heart disease;
- 13. Calls the developed countries of the world, in cooperation with NGOs, to create a budgetary fund in order to take measures favouring the inclusion and integration of disabled people, including:
  - a. Building appropriate infrastructure and specifically housing in order to improve the quality of life of disabled people,
  - b. Setting up professional training programmes in accordance with individual capacities in order to permit integration into many fields of professional life,

- c. Facilitating accessible education in order for disabled people to better integrate into professional life,
  - d. Providing medical insurance coverage to those affected by serious health conditions;
14. Encourages States to introduce proportional spending, based on the needs of the country, allocating a larger amount of the national budget to social and environmental causes than to military expenses, by:
- a. Creating a supervising UN organization to judge if a country is under a substantial threat, in which case military spending would be allowed to increase,
  - b. Encouraging countries to cooperate for global development by sharing resources, for instance assigning teachers and professors from highly developed countries to places lacking educational resources;
15. Encourages the expansion of the United Nations' power to deal with malicious or harmful foreign trade policy without due cause, by:
- a. Recognising that so-called "trade wars" are forms of aggression in and of themselves and that such "proxy battlefields" have vast potential to cause profound collateral damage, and may cause harm to uninvolved nations which may be worthy recipients of compensation,
  - b. Establishing a Global Economic Conflict Tribunal, as a branch of the United Nations Conference on trade and development (UNCTAD), to consider applications for restitution from nations affected by trade wars, to be paid as compensation by the "belligerents", for cases of proven harm in which where concrete damage is shown to exist,
  - c. Requesting the expansion of the powers of UNCTAD to host emergency meetings between nations to arbitrate situations of economic aggression;
16. Proposes to empower the UN by reforming the UN Security Council through:
- a. Removal of the veto rights of the five permanent members in order to:
    - i. Establish equal negotiating power between all the members of the Security Council, on the basis that the UN is an institution based on the principle of equality, and that no State should be considered more important than another because of past events,
    - ii. Make UN actions possible when they have been voted by the majority of members, which will help to give the UN more power to act,

- b. Removal of regulations reserving certain types of actions for the United Nations Security Council and expanding decision power on these types of actions to all branches and committees of the United Nations;
- 17. Deplores the attitude of Member States which have adopted unilateralist tendencies and encourages them to curb this trend, reminding them that the United Nations is an organisation based on multilateralism.

# International Court of Justice

Presidents: A  nor GUIBERT, France & Quentin DUCHAMP, France



## Case

Application of the Convention on the Prevention and Punishment of the Crime of Genocide: Bosnia and Herzegovina v. Serbia and Montenegro

## Countries of origin of the students:

France, Turkey, Greece, Morocco, United Arab Emirates

The International Court of Justice was made up of 32 members, including 4 lawyers and 16 judges.

The lawyers defending Serbia attempted to prove that the events that had occurred during the Bosnian War were war crimes and not genocide, and that they had been carried out in response to the actions of Bosnia.

The lawyers defending Bosnia attempted to show that the actions carried out by Serbia with the assistance of the Serb Republic of Bosnia met the definition of genocide: they cited Article II of the Convention, which states that genocide is the intent to destroy, in whole or in part, a national, ethnic, racial or religious group.

What was most debated was the link between the (self-proclaimed) Bosnian Serb Republic and the Serb regime. The lawyers defending Serbia strongly denied this link. The lawyers defending Bosnia, on the other hand, claimed that the Bosnian Serb Republic was acting under the control of Serbia. The number of people killed during the Bosnian war was another source of debate, as the figures provided by each of the parties were very different. It was also difficult for Bosnia's lawyers to prove that Serbia intended to kill only Bosnian Muslims. Genocide must be planned, and the lawyers for Bosnia had difficulty proving that Serbia's original objective was the killing of this population.

The fact that very serious actions such as summary executions of men, women and children, as well as rape, had been committed was not debated, but there was much discussion about responsibility for those acts.

1 witness (presented by Bosnia) out of a total of 4 presented was considered valid by the judges.

None of the 7 pieces of evidence presented by Serbia was accepted by the judges; 5 of the 12 pieces of evidence presented by Bosnia were accepted.

The Judges voted 12-11 for Serbia's guilt of genocide in the Bosnian war; this very close final verdict, different from the actual verdict on the case when it appeared before the ICJ, proves the controversy that still exists on this issue.

# Child Online Protection

Chair: Anaëlle CATHELINÉAU



## Issue

Stay safe Online!

During the FerMUN Futurecasters Summit, the special one-day Child Online Protection (COP) Kids side event gave young children the opportunity to meet, debate and negotiate around the topic of Child Online Protection. More than 80 Kids aged 8-13 years old, from different schools in France and Morocco, came to ITU and discussed online safety issues.

During the first part of the day, the groups debated around four potential COP Mascots. These have been developed by the children themselves beforehand at the school level. The Kids negotiated and voted for one of the Mascots and the corresponding story to become the new incorporation of the COP Initiative. Sangophone, was launched on 11th February on the occasion of Safer Internet Day 2020.

During the second part of the day, the Kids heard more about the opportunities that the digital world offers, all by learning how to stay safe online. They participated in training sessions on 'Basic Skills for online Safety', led by Action Innocence, ICON and TikTok, and they heard about the opportunities that the digital world offers while learning behaviours that will help keep them safe online. A wide range of issues were discussed, including data protection, privacy, online bullying, harassment and violent or other harmful content.

At the end of the day, the children received a certificate for their successful participation.

Read the article written by Anaëlle Cathelineau:

*"Together for a better internet. That's today's message on Safer Internet Day 2020. We should aim to make the Internet a better place all year around, not just one day of the year. We have to learn skills to protect ourselves online and become digitally literate so that we can enjoy fully without being harmed – but we need the support of our families, teachers, policy makers and the industry.*

*That is why ITU has launched the Child Online Protection Initiative (COP).*

*Of course, we all know that the Internet and digital technologies have the potential to transform our lives. We know we can access lots of educational, cultural and economic opportunities online; I can talk to my friends, watch my favourite TV shows, learn new skills that will help me find a job in the future, and find ways to help create a better world for everyone.*

*But too often, us children cannot access these opportunities because the Internet is also a place where vulnerable people are exposed to the risks of serious harm.*

*In January this year, I joined about 80 children from four different schools in France and Morocco at ITU headquarters in Geneva for the COP Kids event. That is where we decided on the new mascot for the Child Online Protection Initiative.*

*We all drew one at school and invented its story: where it came from, where it lived, and how it supported its friends in their safe and empowering online experience.*

We then had to choose one of four potential COP mascots. We discussed which ones we liked as a big group, and voted for the mascot and corresponding story we liked best to become the new champion for the COP Initiative.

And this is where I am very pleased to welcome the new COP Mascot, Sangophone! – Some call him also Sango, the Ninja Phone! But I'll let him introduce himself. Welcome Sango!"



*"Hello, my name is Sangophone and I am a Japanese phone. I live in Tokyo in a family of three children – brothers Kiko, who is 4, and Yoko, who is 10, and their big sister Kim, who is 15. As my use exposes them to all kinds of dangers, I decided to be a revolutionary phone that alerts them and helps them fight against the dangers of the internet. And, believe me, I have my work cut out for me every day!*

*There are many different dangers, depending on the age of the children. For example, Kiko watches videos on unsafe web pages, Yoko plays violent games that do not correspond to his age, and Kim shares photos of herself on social media...*

*So I thought of several ways to warn them about the risks and protect them from bad online habits. For example, as soon as I am in little Kiko's hands, I activate the parental control to block*

*all sites that could potentially be unsuitable for his age. I also set my timer to go off after 15 minutes, because too much time online isn't a good idea.*

*When 8-year old Yoko plays online games, I allow access to only those that are age-appropriate, so that he is not confronted by shocking, or even traumatic images. I also ensure Yoko uses pre-registered IDs that do not give any information about his real identity, and I display an alert message that reminds him to always be wary of the people he plays with online, because one cannot be certain of their true identity. Finally, when his connection lasts too long, I don't hesitate to put myself on standby to remind him that it would be nice to go out and play with his real friends.*

*As for Kim, I make sure she takes more care on social media platforms. In fact, she could have been a victim of cyber-bullying had I not immediately blocked the photo that one of her classmates had sent of a donkey with glasses, captioned with the phrase "Here is Kim the nerd".*

*Finally, for all three children, I put my at-sign headband on my camera to prevent any intrusion into their private life and that of their family! This is how I fight to help my little protégés!"*

CM1/CM2 students (Elodie's class)

"I am happy that Sango can now help children and young people with their digital experience. Let's make the Internet a better place for all, and happy Safer Internet Day! As Sango says: stay safe and have fun online! "

Anaëlle



The COP Initiative and ITU, undertake regular youth consultations on child safety issues. However this was the first event of its kind at ITU and it was the pleasure of the COP Initiative to have such motivated, creative and interested children contributing, discussing, and sharing their ideas and knowledge about Child Online Protection issues. The COP Mascot is a great result and will always remind us to consult children in all policy-making processes.

# Teachers' Roundtable

Chair: Halima LETAMO (ITU)



As part of the Summit, a teachers' roundtable session was held on 9 January, 2020, from 14:00 to 16:00, and was attended by around 50 teachers from the 23 countries participating in the summit.

The session explored different aspects of ICT issues at the high school level specifically ICTs and its place in high school curriculum, the level of digital skills taught at high school, access to resources as well as the digital skills requirements of the teachers.

The session also explored benefits and challenges that high school teachers encounter in the classroom. The session sparked debates, where the teachers drove the discussion themselves and exchanged views on the issues discussed.

The director of the ITU's Development Sector (BDT), Ms Doreen Bogdan, welcomed the teachers, thanking them for their participation in the summit and feedback they provided through the survey. She informed the teachers that the results of the survey show that many schools teach ICTs as 90% of the survey respondents reported that they have ICTs as part of their school curriculum. She also mentioned that the survey results show that not all schools have the necessary resources to teach ICTs. She encouraged the teachers to think more about how young people can be further equipped to deal with the plethora of information they find in the internet, and how to determine the validity of the information.



For discussions, the session was divided into two parts. For the first part, an onsite poll was conducted which consisted of two questions. 39 people participated in question 1 and 37 in question 2. Question 1 asked the audience to select the biggest challenge in education brought by the digital technology from a list of 4 challenges. "Validity of online information" scored the highest with 48.7% of the votes followed by "Decreased attention span of students" with 35.9%. The second question invited the teachers to select the biggest advantage that digital technologies brought to the classroom from a list of three opportunities. "Enhancing teaching by introducing innovative technology such as simulation software, etc" scored the highest with 51.4% of the votes followed by "Making knowledge accessible to all" with 37.8% of the votes.

The teachers were then split into 4 groups to discuss the highly ranked challenge and the highly ranked opportunity. Group 1 and 3 discussed challenge and group 2 and 4 discussed the opportunity. Each group presented summary of their discussions, highlighting proposed solutions for the challenges and proposed modalities of leveraging the opportunities.

During the second part of the session a presentation based on a survey which has been conducted prior to the meeting. The survey was completed by 70 teachers out of a possible 80.

The survey revealed that most teachers who participated in the questionnaire teach humanities, literature and history and languages, making up for more than half of the survey respondents. In addition, surveyed teachers reported that they also require digital tools to deliver their subjects. This implies that digital technologies are needed for all the subjects not just for STEM or ICT related subjects. The survey shows that the majority of teachers have intermediate level ICT skills. In terms of access to training facilities, 51% said they have access to training facilities and 41% said that there is a training centre near them but only 18% is doing something about increasing their knowledge. On the ability to use digital tools, about 52% said that they were able to use software for preparing lessons and about 70% said they were able to use forms and e-quizzes and 60% reported that they were actually using the e-quiz. This shows high usage of ICTs from the schools, who participated in the survey. On the availability of e-learning infrastructure, 60% of surveyed teachers stated that there is an e-learning platform in their school but only 45% said that they are able to use the platforms. The majority of teachers who have a learning platform in their schools also reported that students are not required to use the platform. It will be value adding to discuss further and explore underlying reasons why even where a skill is reported to be available, the actual use of the skills seems to be low, and where there is facilities the actual use of the facility is low and not mandatory.

Finally, the survey showed that teachers seem to believe that their digital skills are less than those of their students and yet majority of teachers believe that students do not have the necessary digital skills to thrive in higher education and the future job markets. This raises another area for further discussion and research on the relevance of the curriculum to meet future ICT skills demands, as well as the relevance of the ICT skills that the students possess in providing them with skills for survival and sustaining their livelihoods.



The key issues emanating from the discussions have been elaborated below:

1. Students do not dedicate enough time to do their homework. They spend more time looking at non- school related content in the internet rather than searching for information that can help them improve their school work.
2. Cross referencing is not done properly as the students do not process and analyse information they find in the internet. They tend to present the first answer they come across which may not always be the most relevant answer.
3. Access so the internet and information should be facilitated. This should be done together with the input of teachers to guide the students on proper use of the internet specifically on how to balance the use of ICTs in and out of class. Managing internet use at school and access to social media could also assist to reduce distractions caused by viewing non-educational content and problems such as cyberbullying.
4. Teachers need to be trained to ensure that they have the necessary skills to handle the technology and related aspects that come with the use of technology such as cyberbullying, ICT ethics, cyber security among others
5. In many subjects, technology is used only to create exercises which is a limited use of technology in the classroom.
6. There are countries around the world where ICT equipment is not available in schools, where teachers have to use their personal gadgets to teach the students ICTs
7. Adoption of ICT should be well planned and balanced. Teaching ICTs should be standardized with the objective of developing critical thinking and inspiring students to use ICTs for research and innovation, taking into account their traditional background.
8. With technology, teachers are able to extend the classroom beyond the strict classroom time that is available. Through video content and platforms, students are able to interact with the teacher even after class making it possible for teachers to extend the teaching time.
9. The use of technology makes it possible to reach students with learning difficulties. These students can re-visit class content and videos. If they do not understand they can rewind and watch it again and again until they are comfortable with the lesson.
10. Digital technologies are here to stay and they have become completely embedded in our culture and society. Our efforts should be focused on using them to simplify life, solve problems, provide better healthcare to everyone and to create modern citizens, all of which begins at school.

11. Learning is a continuous process for teachers as well, and more should be done to target old mindsets within educational institutions to see ICTs as the current reality and the future of learning. Teachers therefore must adopt the roles of facilitators and students must share skills and knowledge
12. Schools should create classes dedicated to digital learning where the human element is not completely lost. There should also be efforts to create digital learning projects that encourage collaboration of different stakeholders.
13. ICT should be compulsory in high school curricula and students should receive certifications they can present to future employers regarding their ICT skills. Teachers should receive regular learning opportunities to increase their digital skills and knowledge. These training for both teachers and students should not only be about the technicalities behind new technologies but also about understanding the legal, cultural and ethical consequence of these technologies.

Recommendations for the international community The international community should:

1. Provide various platforms where teachers can continue these discussions.
2. Encourage countries to increase funding for education and teacher training, and even to agree on a specific percentage of the national GDP for this.
3. Facilitate the development of a standardized ICT curricula which will promote the use of student's experiences in teaching ICTs.
4. Provide means of sharing of resources between developed and developing countries where older models of computers that are being thrown away in developing countries could be donated to schools in least developed countries.
5. Advocate for the use of ICTs in education and teaching ICT, as a priority which is no longer a luxury, but essential for the participation of all children in the digital economy
6. Promote collaboration between education and the private sector to facilitate funding and assist schools to access to IT equipment owned by the private sector.

# Closing Ceremony



Assembly Hall, UN Office of Geneva

**Closing Remarks Doreen Bogdan-Martin Director, Telecommunication Development Bureau,  
International Telecommunication Union (ITU)**

FerMUN Futurecasters

Teachers and professors,

Distinguished colleagues,

Ladies and gentlemen,

Well, WHAT a stupendous three days!

At Wednesday's opening – in the beautiful Human Rights & Alliance of Civilizations Room – your FerMUN SG asked: Do you dare to?

I have certainly seen how you rose to that challenge. Working via eight Committees and two Youth Assemblies, you've been creative – and you've been bold – crafting ambitious resolutions that seek to harness technology to overcome some of our biggest global challenges.

I've been following your discussions with great interest. In your deliberations you have shown an impressive level of sensitivity to: cultural and linguistic issues, as well as great insight as to how technology might be employed to address these issues.

I loved the UNHCR Committee's discussion around multilingual online learning interfaces that could ensure refugee children get the chance to continue their education while in transit camps.

The UNESCO Committee was on a similar wavelength, advocating for ethical frameworks to govern the way AI platforms could be deployed in learning – to promote education for all.

In our ITU Committees you argued for international codes of conduct for digital financial services, to ensure we empower more people through mobile money while protecting vulnerable individuals from unscrupulous conduct. You also took on the very thorny issues around online privacy.

The exciting, untapped potential of ICTs to help redress and mitigate the global climate emergency focused the minds of the UN Environment Committee.

The threat of cyberwarfare and the need for international frameworks for de-escalating cyber conflict topped the agenda in the Security Council.

The ILO Committee considered the future of work in the digital era, and the need to help developing countries nurture digital skills and boost digital investment, while helping communities adapt to potential income loss linked to automation.

Financial support to help poorer nations leverage the enormous promise of e-health platforms and accelerate progress towards SDG 3 was one of the vital issues discussed by the WHO Committee.

And the ITU Youth Assembly on gender looked at issues of concern around online violence and harassment, and proposed the creation of a new organization dedicated to promoting gender equality in the tech field.

In short, you all have demonstrated such a confident grasp of UN issues, debating protocols and international collaboration that I am tempted to take a couple of weeks off and leave you in charge!

Futurecasters,

Ladies and gentlemen,

These debates have been instructive, and they've been a lot of fun too. But for ITU, their value goes far beyond that. These issues, and how well we manage them, will define the shape of the world you inherit from us.

Just as digital platforms are evolving at lightning speed, so the disruptive effects of ICTs are also transforming our world faster than at any other time in human history. It is the young – it is you – who will both reap the benefits AND bear the brunt of this transformation.

Already, a full half of the global population is under 30. And nearly half of all young people live in Sub-Saharan Africa, where 40% of the population is now under 15 years of age. That's already a huge youth demographic, and it's getting bigger.

But while the young population has grown by almost 140 million over the past 20 years, so too has youth unemployment. And for those young people who DO have jobs, many more are working in informal jobs than people of my own generation.

At our opening ceremony, Fabrizio Hochschild spoke movingly about migration. It's worth noting that 70% of migrant flows comprise people under the age of 30. And according to UNHCR, over half the world's refugees are now children.

As ITU's first crop of Futurecasters Young Global Visionaries, and the first true generation of digital natives, I encourage you to continue to actively think about how we could use the power of ICTs create the world that we want.

A world where everyone, no matter where they live, what their gender or what language they speak, has access to the same basic rights and opportunities. A world where every young person has the chance to prosper and realize his or her dreams.

Distinguished Futurecasters,

Before I hand over the floor, let me extend my heartfelt thanks to some of the people who have worked so hard to make this event the best FerMUN ever.

First and foremost, I want to recognize our extraordinary, tireless and inspirational FerMUN Director, Florence Baudry. Florence, please stand and take a bow.

My warmest thanks also go to FerMUN President Philippe Launay, and to his colleagues Alan Ackroyd, Jean-Loup Kastler, Sophie Zory, and Sceckhspeer Fergach. You are all, quite simply, amazing.

I commend Gessienne Grey for her truly outstanding leadership as this year's FerMUN Secretary-General. Gessienne, please stand and take a bow.

Congratulations to

Anaëlle Cathelineau, our DSG for Chairs, who also led our special session on Child Online Protection yesterday;

to Sima Buchnak, DSG for Delegates;

to Mariam Barry, Head of Admins;

and to the rest of the FerMUN Board: Jeremy Vial and Océane Plaza in Communications;

Imtinane Mhoumadi, Head of Translation;

Ruben Crawford, Head of Interpretation; and

Marion Lambert, Head of the Solidarity Fund.

On the ITU side, very special thanks and appreciation go to Sylvia Poll, our fantastic ITU FerMUN team leader;

Carla Licciardello and Fanny Rotino who organized the special session on Child Online Protection;

Halima and Elena who led yesterday's Teachers' Roundtable; and

Monica Albertini, Matthew Clark and Victoria Knight in Communications.

Let me also take a moment to thank all the ITU experts who gave freely of their time to assist on content issues, and of course the internal ITU services that supported this huge event, from Repro and Graphic Design to Badging and Registration, Security, Interpretation, and of course the energetic team at the ITU Cafeteria.

2020 Futurecasters,

Ladies and gentlemen,

This has been a watershed summit for ITU's Telecommunication Development Bureau, marking the launch of a new Global Youth Strategy that will ensure that the essential voice of young people is consistently included in our key debates and deliberations.

For us, this ceremony may mark the end of FerMUN 2020, but it also marks the beginning of something bigger, something that all of you here have been instrumental in forging over the past three days. Something that I hope you will continue to be a part of.

Thank you for your energy, your enthusiasm and your insight, and congratulations on a truly outstanding FerMUN Futurecasters 2020!



Doreen Bogdan Martin & Sylvia Poll

## Closing Speech by Gessienne GREY, Secretary General of the Futurecasters Global Young Visionaries Summit and 10th edition of FerMUN

Madam Director of the ITU Telecommunication Development Bureau,

Honourable guests, dear participants,

We have spent the last three days working hard, working creatively. Working together.

And if we've done our job right, then when we leave this room, we'll still have work to do.

How do we apply the solutions developed at this conference in our communities? How do we get involved? How do we make sure that, in 10 years, we will be proud of the impact we've had?

Over the past three days, our nine model UN committees took on challenging issues. We grappled with geopolitical tensions, economic limitations, and technological risks. We proved that we are capable of tackling these difficult questions through diplomacy and debate.

For the first time ever, FerMUN also featured two Youth Assemblies. In these assemblies, we were challenged to push our own limits, to find out just how much we dare to do.

Nearly a hundred delegates collaborated in these assemblies to formulate pledges and action proposals detailing their visions for a more equal, more inclusive, more cooperative future.

So what happens now?

FerMUN 2020 doesn't end here!

Now, the results of our debates are headed to the ITU Headquarters in Geneva, to the United Nations Office in Geneva, and to the United Nations Headquarters in New York. They will be presented to ITU member States in March.

These organisations are engaging with us, because they recognize the huge stake that our generation has in the future. The resolutions we have written, debated, and voted on at this conference are bold, original ideas, firmly rooted in the twenty-first century, in its challenges and its resources.

But generating ideas is only the first step. We must become agents of change.

And, thanks to FerMUN, we are ready to act. We now know how to examine an issue from all sides; to appreciate a range of perspectives; to negotiate and express our point of view. We know how to tackle difficult, multifaceted issues on a global scale. We know how to solve problems, to evaluate risks and obstacles, and to make the best decisions.

This is the 10th edition of the FerMUN conference. Nearly 5000 young people like us have participated in FerMUN conferences since its first edition. Imagine the potential that represents! The potential to create solutions, to change things for the better!

Whether it's building sustainable fuel sources in Kenya or starting a grassroots climate activism association in France, volunteering for charities or for human rights organizations, those young people have found ways to make change happen. Now it's our turn.

We have exactly 10 years to meet the targets of the Sustainable Development Goals. These are years of incredible potential for us. We will be choosing our paths, stepping into careers, and finding our places in the world.

Let's use our experience at FerMUN to guide us in that process. Let's always be sure to favour openness over prejudice, cooperation over rivalry, and action over defeatism. Let's define our values, act with the future in mind, and take responsibility.

There is no time to waste. We are dealing with accelerating change - in the evolution of technology, and in the warming of the planet. Every minute counts.

When we get home, I hope we'll bring back more than just Swiss chocolate and FerMUN souvenirs. I hope we'll bring back ideas. Motivation. Dedication to a common goal.

I propose that we establish that goal right now.

I've taken the liberty of adapting a pledge taken by the delegates of the second Youth Assembly on the first day of debates.

The participants and guests of the ITU Futurecasters Global Young Visionaries Summit - FerMUN 2020,

Considering that youth and Generation Z will be faced both by great problems and the responsibility of being the leaders in the near future and thus are extremely important, meaning that their education and the values they are taught are vital in creating the world of tomorrow,

Expresses its determination to ensure integration and inclusion by granting all human beings equal and sustainable access to education, employment and necessary services to allow all to contribute to society and have a meaningful role in shaping the future.

All those in favour of this pledge, please raise your hands now!

With an overwhelming majority, this pledge is adopted by the assembly.

Now, it's up to us, each and every one of us, to dare to make the change we want.





FerMUN is a non-for-profit organization based at the Lycée International of Ferney-Voltaire.  
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