Submitter Information and Contextualization of YouthLed

- **Name of the Organization:** [YouthLED Integrity Advisory Board](#)
- **Affiliation:** Supporting the Global Resource for Anti-Corruption Education and Youth Empowerment ([GRACE](#)) initiative of the United Nations Office on Drugs and Crime (UNODC)
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The UNODC YouthLED Integrity Advisory Board is an integral part of the Global Resource for Anti-Corruption Education and Youth Empowerment (GRACE) initiative of the United Nations Office on Drugs and Crime (UNODC). It represents a collective of young individuals dedicated to championing the principles of integrity, ethics, transparency, and anti-corruption in every sphere of our digital and physical worlds. Through its engagement, YouthLED aims to amplify the voices of the youth in global policy dialogues, particularly focusing on sustainable development, anti-corruption, and the empowerment of young people.

Categories	Access to Digital Education	Realization of Human Rights Online	Protection from Online Threats
Challenges	**Language Barriers in Digital Materials**: Educational materials are predominantly produced in widely spoken languages like English, leaving many languages out. This makes digital content inaccessible to large groups of people. **Bias in AI and Translation Quality**: While AI has the potential to revolutionize translation quality and reduce barriers, it can also introduce biases. Large language models trained	**Positive Internet Use**: While the internet has the potential as a powerful tool for positive engagement, connecting young people with each other and with resources, there's a need to harness this potential to enable safe and secure self-expression. **Access and Literacy Gaps**: A significant barrier is the lack of internet access, infrastructure, and digital literacy, as well as a general unawareness of the tools available that can be used for positive ends.	**Inadequate Governmental Internet Administration**: In many developing and least developed countries (LDCs), governments lack the capacity to manage the internet appropriately, which can lead to violations of human rights online. **Platform Design and Cultural Insensitivity**: Platforms designed in more developed countries (MDCs) often do not consider local cultural issues, which can lead to misuse and facilitate human rights abuses, such as the use of Facebook to

predominantly on common online languages may underperform in less common languages. **There are less OFFline education platforms for digital education:** There are less platforms which allow students to have access to digital education. Sometimes, the cost of these platforms are very high. **Lack of Quality Internet Access**: Students often lack access to quality or affordable internet services and supporting technology (such as reliable electricity). Some of them live in places without internet access. **Limited Access to Electronic Devices**: Many students do not have access to personal computers necessary for digital education. **Digital Divide Amplifying Corruption Risks**: The digital divide not only exacerbates educational inequalities but also increases opportunities for corruption, as lack of access and digital literacy among marginalized groups can lead to exploitation and misallocation of educational resources." **Limited Support Systems:** Marginalized youth may lack access to mentors, tutors, or parental guidance, exacerbating challenges in navigating digital learning environments.	**Internet for Building**: There's a shift needed in perception from using the internet merely for accountability or demands towards a space for showcasing talents, learning, and personality development. **Professional and Personal Development**: The internet is crucial for accessing resources, professional development, and maintaining contact with loved ones, but not everyone has the same level of access.	spread hate speech that contributed to violence against the Rohingya in Myanmar. **Digital Literacy Needs**: For young people to use the internet to spread ideas and promote rights effectively, they require digital literacy to navigate the online space safely. **Less digital innovation tools for detecting threats and for allowing the people affected to complain rapidly**: There are fewer laws to regulate online use related to threats people are facing. Someone can threaten the lives of many people and still be free. Artificial Intelligence should detect and warn users not to publish content or remove keywords of threats in the comments or in videos to reduce threats for more online security. **Increased Online Risks for Persons with Disabilities**: Individuals with disabilities, particularly disabled female activists, face heightened online risks due to the inaccessibility of many security tools and a lack of knowledge about them.

	Insufficient Training for Teachers: There is a lack of teachers who are capable of integrating online education with traditional, offline methods effectively.		
Recommendations	**Content Production in Less Common Languages**: Stimulate collaboration among international communities, companies, and universities to produce content in less common languages. Also, create conditions for the development of Large Language Models (LLMs) with input from these languages, which may require revisiting copyright laws to allow the use of available knowledge in less common languages for training AI systems. **More OFFLINE education:** There should be more OFFline education platforms already recorded for those who do not have access to internet and digital tools. **Internet Infrastructure Development**: Encourage government actions to create market conditions for the expansion of broadband internet by private operators or to develop the infrastructure directly. **Distribution of Digital Devices**: The government should procure and distribute devices like laptops and tablets to students.	**Promote Positive Online Spaces**: Governments should encourage the creation and use of online platforms that foster constructive dialogue, cultural exchange, and the sharing of knowledge and resources. **Expand Access and Education**: Invest in internet infrastructure and digital education programs to ensure that all young people have the opportunity to develop the necessary skills to utilize the internet effectively. **Support Creative Expression**: Support initiatives that allow young people to use the internet as a canvas for creativity, innovation, and personal growth. **Facilitate Resource Access**: Develop programs that utilize the internet to provide young people with access to educational and professional opportunities, bridging the gap between different socio-economic groups. **Promote Transparent Digital Governance:** Urge for the development and implementation of transparent digital governance frameworks that encompass ethical standards, anti-corruption	**Channels for Regulatory Influence**: Some of the bodies within the UN system, or the OHCHR itself, must create the conditions for the establishment of channels through which governments of developing countries and LDCs can influence and regulate the use of social media platforms within their borders. **Technical Support for Suppressing Online Crimes**: Provide technical support for governments to combat online crimes, especially those involving hate speech and discrimination against marginalized groups. **Advocate for Enhanced Cyber Crime Protections:** Push for robust legal frameworks to safeguard minorities and persons with disabilities against online risks. Support laws for accessible digital spaces and stronger cybercrime enforcement, emphasizing the need for international cooperation to address cross-border online violations. **Promote Accessible Security Tools & Education:** Collaborate with technology companies and accessibility experts to ensure that online security tools are fully accessible to individuals with

	Teacher Training: Equip teachers with the skills to use digital education as a tool to enhance non-digital education, ensuring their training emphasizes ethical use of technology, anti-corruption measures, and the promotion of integrity. Furthermore, teachers should aim at ensuring that the content is accessible, inclusive, gender-sensitive and safe for all students and youth in general, for instance to ensure disability inclusion and accessibility to online tools.	measures, and equitable resource allocation. Such frameworks should ensure that digital education initiatives are designed and monitored to prevent corruption, protect vulnerable populations, and foster an environment of integrity and trust. Additionally, engage youth in developing digital solutions that enhance transparency and accountability, empowering them as agents of change in the fight against corruption in education.	disabilities, integrating these efforts with targeted educational programs. **Digital Literacy Promotion**: Work with governments and internet access providers to facilitate digital literacy for young people, enabling safe and effective use of the internet for human rights advocacy. **Apply Artificial Intelligence and deep learning machines to detect and limit threats online.** There should be ways to complain about threats and also to support the victims of threats online.
Good Practices	**Brazilian Government's Internet Access Initiatives**: The Brazilian government (at both federal and state levels) conducts tenders to purchase internet equipment via satellites (e.g., Starlink) to expand internet access in isolated Amazon regions, where cable or antenna-based internet is costly or environmentally damaging. The **AINA Project** in Catalonia: Funded by the Government of Catalonia, this project aims to generate digital and linguistic resources necessary for developing applications based on AI and Language Technologies in Catalan. The project has created the largest Catalan 'corpus' to train AI algorithms, with 1,770 million metadata associated with words. The goal is to prevent the digital extinction of the Catalan	**UNICEF's Kid Power Program**: A platform that uses the power of the internet to connect children globally through physical activity and interactive content. Participation helps to unlock food packets for malnourished children around the world, showcasing how digital platforms can foster global empathy and humanitarian action. **Khan Academy's Educational Resources**: Provides free online courses, lessons, and practice in various subjects, making high-quality educational resources accessible to anyone, anywhere. This platform exemplifies the use of the internet for educational equity and personal development. **Global Digital Library**: Offers free reading resources in more than 40 languages, aiming to provide children with the access to learning	**South Korea's innovative approach to curbing internet addiction** represents a pioneering effort to safeguard the digital rights of young people. Through comprehensive support and rehabilitation initiatives, such as those provided by the Korea Youth Counseling and Welfare Institute and the National Center for Youth Internet Addiction Treatment, the country is addressing the root causes of online abuse. This holistic strategy promotes mental well-being and responsible digital conduct, ensuring that young individuals can navigate online spaces safely and freely, aligning with the global commitment to protect human rights online.

	language by enabling citizens to participate in the digital world in Catalan. **Uruguay's Plan Ceibal**: Implemented the "One Laptop per Child" model, distributing laptops to all students and thereby enhancing digital education access. **Digital Literacy Programme** (Kenya): Launched in 2013, the programme aims to provide digital skills training to primary school students and teachers. It involves the distribution of digital devices to schools, ICT training for teachers, and integration of ICT into the curriculum.	materials they need to improve their literacy skills, supporting the idea that the internet can be a gateway to educational resources for underserved communities. **The Global Mentorship Initiative (GMI)** demonstrates the power of technology to advance educational and professional opportunities. This program connects mentors worldwide with underrepresented students and young adults in over 90 countries, including refugee camps. GMI focuses on career guidance, skills development, and networking, helping bridge the transition from education to the workforce.	
Relevant Data	According to 2022 data from multiple sources compiled by the UN and processed by Our World in Data, there is a marked inequality in digital access. Regions such as North America and Europe have a high percentage of primary schools with internet access, approaching or exceeding 90% in some areas. In stark contrast, parts of sub-Saharan Africa and other regions have much lower levels of connectivity, with less than 10% of schools connected in some areas.	A UNESCO report highlights that 46% of countries have not identified digital skills standards for learners, underscoring the need for enhanced efforts to ensure all individuals can navigate the digital world effectively.	Internet regulation cannot laws and frameworks should be written in a way to enhance freedom, not curtails it. This is a real danger across the world. A report from the Freedom House notes that in at least 55 countries, individuals faced legal repercussions for their online expressions, and governments in 41 countries blocked websites with political, social, and religious content.