



# **United Nations International Children's Emergency Fund**

## **Chairs:**

**Kira Corasanti  
Nicole Farkouh**

## **Committee Topics:**

- 1: Eliminating Gender Disparity in Primary Education in Developing Nations**
- 2: Diminishing the Adverse Effects of Technology For Children in the Digital Age**

**Upper Mohawk Valley Model United Nations Conference - December 14, 2019  
State University of New York Polytechnic Institute, Utica, New York**

## Chair Biographies

Hello delegates! My name is **Kira Corasanti** and I am excited to be your chair for the United Nations International Children’s Emergency Fund at this year’s UMVMUN conference. I am currently a senior at New Hartford High School and have been involved with Model UN for three years. This year is my first time chairing. I am honored and thrilled to be a part of the UNICEF committee and am eager to hear the discussions and solutions you come up with for our topics this year. When I am not debating world problems in Model UN, I run cross country and track and play volleyball. I am also the Public Relations officer for National Honors Society, Historian for Tri-M Honors Society, Vice President of Ecology Club, and Secretary for Student Council. If you have any questions or concerns, feel free to shoot me an email at [kiracorasanti@gmail.com](mailto:kiracorasanti@gmail.com). I cannot wait to see what you guys bring to committee this year! Best wishes!

Hello, my name is **Nicole Farkouh** and I will be one of your chairs for the UNICEF Committee at this year’s UMVMUN conference. I am currently a senior at New Hartford High School. I have participated in Model UN for five years, this year being my sixth. This is my second time chairing, last year being my first with Special Political and Decolonization. The topics that will be discussed in this committee are prominent on the world stage and hopefully fascinating to prospective delegates. I expect that this committee will be both productive and, most importantly, fun. Outside of Model UN, I am a tennis and volleyball player, and I participate in numerous clubs through my school, including French club, Mathletics, Ecology club, and National Honors Society. I am also a captain of the girls’ tennis team. If you have any questions or concerns feel free to contact me at [nfarkouh6@gmail.com](mailto:nfarkouh6@gmail.com). I look forward to working with you all and I am excited to see what this year’s UNICEF committee will bring. Good luck, delegates!

## Social Media

UMVMUN makes a conscientious use of social media to promote attendance at our conference, share news and resources, and engage with delegates who plan on attending. Additionally, UMVMUN will have a Snapchat filter for use during lunch breaks. We strongly encourage all delegates to follow our Twitter and Instagram handles [@UMVMUN](#), make use of the #UMVMUN hashtag, and confirm your attendance on our Facebook event page [Upper Mohawk Valley MUN 2019](#). In the weeks leading up to the conference we will even have our chairs post valuable resources that will serve to guide delegates in their committee research!



## Committee History

The United Nations International Children’s Emergency Fund Committee came to be in 1946 with the mission of providing emergency food and health care to children in countries that had faced destruction after World War I. During the 1980s, UNICEF assisted the U.N. Commission on Human Rights in the drafting of the Convention on the Rights of the Child. After its introduction to the U.N. General Assembly in 1989, the Convention on the Rights of the Child became the most widely ratified human rights treaty in history.



## Topic 1

## Topic 2

Though its headquarters are in New York City, it operates in over 190 countries, focusing on the welfare of children in at-risk areas. Since 2006, the committee has primarily dealt with specific areas: child survival and development, gender equality, mitigating the effects of HIV/AIDS on children, and child protection. UNICEF aids in emergencies while also supporting developing countries by providing children with resources and advocating children's rights. It has recently been relevant in pop cultural, with the use of celebrity ambassadors to raise awareness.

## Special Committee Notes

At UMVMUN 2019, the United Nations International Children's Emergency Fund will be run in resolution style. This means that, in order to qualify for an award, delegates must prepare pre-written resolutions for both topics. We anticipate that delegates will need to bring approximately forty-seven (47) copies of each resolution, however, we ask that you consult the *Country/Committee Matrix* on our website to determine the number of delegates that have been offered seats in our committee and to print that quantity plus three additional copies for the committee chairs.

To limit the amount of paper used on conference day, we ask that the resolutions be composed using Garamond font (size 11), that the resolutions be printed on both sides of the paper, and that the resolutions for each topic are stapled together into a single packet. In addition, the Chairs at UMVMUN 2019 look favorably upon delegates sending their resolutions to their respective committee chairs via e-mail by December 9 so that the chairs can give more careful consideration to the preparation and thought that their committee members have given to the topics that will be discussed. Sending pre-written resolutions to the chairs is not required, only encouraged. Emailing resolutions does not replace the requirement for delegates to bring enough printed copies for their committee.

It should be known that, at UMVMUN, we strive to acknowledge the most outstanding delegates in committee by choosing the three delegates that exhibit the most well-rounded preparation for the conference and the best performance in committee. To learn more, we urge delegates to explore the *Awards Rubric* on our website. Delegates new to Model UN and/or UMVMUN should refer to the *Delegate Preparation Guide* found on the For Delegates page of our website to learn about: research, flow of debate, public speaking, rules of procedure, caucusing, writing resolutions, and dressing for success.

*Note: UNICEF is a program established by the General Assembly (GA). Because of this, delegates should be prepared to expect that any working papers passed by the committee are required to be presented in the GA Plenary and voted on by its members. This is a requirement to have a final passed resolution. Communication beforehand with the delegate representing your same country in the GA Plenary is encouraged so that a similar level of understanding of the topic the working paper addresses is achieved.*



## Topic 1: Eliminating Gender Disparity in Primary Education in Developing Nations

### Introduction

The issue of gender equality is rising in prominence as young women find their place in developing nations, which have far fewer opportunities for them than are available for boys. In most developing countries, such as Turkey, Lebanon, Morocco, etc., women are expected and accustomed to perform most domestic tasks and act in accordance with the wishes of men. Far fewer girls than boys attend secondary schools because their education is regarded as less important than that of men. In addition, women rarely reach the top of their professions and are underrepresented in public life, economics, and politics. Between 2000 and 2016, the number of girls not enrolled in primary school decreased globally from 58 million to 34 million. Over the same period, boys saw a decrease globally from 42 million to 29 million. Despite this considerable progress, some 63 million children of primary school age were still out of school in 2016. West and Central Africa and South Asia also both observed the highest overall rates. While young girls are more likely than boys to not enroll in school, progress in reducing the number of out of school children has been slow for both genders. All these factors of inequality within different spheres of life contribute to the low socio-economic status of women in developing nations. Young children are finding their way through a society that is meant to be eradicated of gender disparity.

### Definition of Key Terms

*Gender Parity:* A statistical measure that provides a numerical value of female-to-male ratio for indicators such as income or education.

*Marginalization:* Treatment of a person or group of people as insignificant, most likely in the form of dismissive behavior.

*Socio-Economic Status:* Relating to or concerned with the interaction of social and economic factors.

*Gender Parity Index:* A socioeconomic index to measure the access to education of children. It is calculated by the number of females enrolled divided by the number of males enrolled in a given level of education.

*STEAM:* An educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics.

*Gender Gap:* The discrepancy in opportunities, status, attitudes, etc. between men and women (also known as gender disparity).

*NEET:* A term that stands for “Not In Education, Employment or Training”- A person who is unemployed or not in school.

*Vocational:* Relating to an occupation or employment.

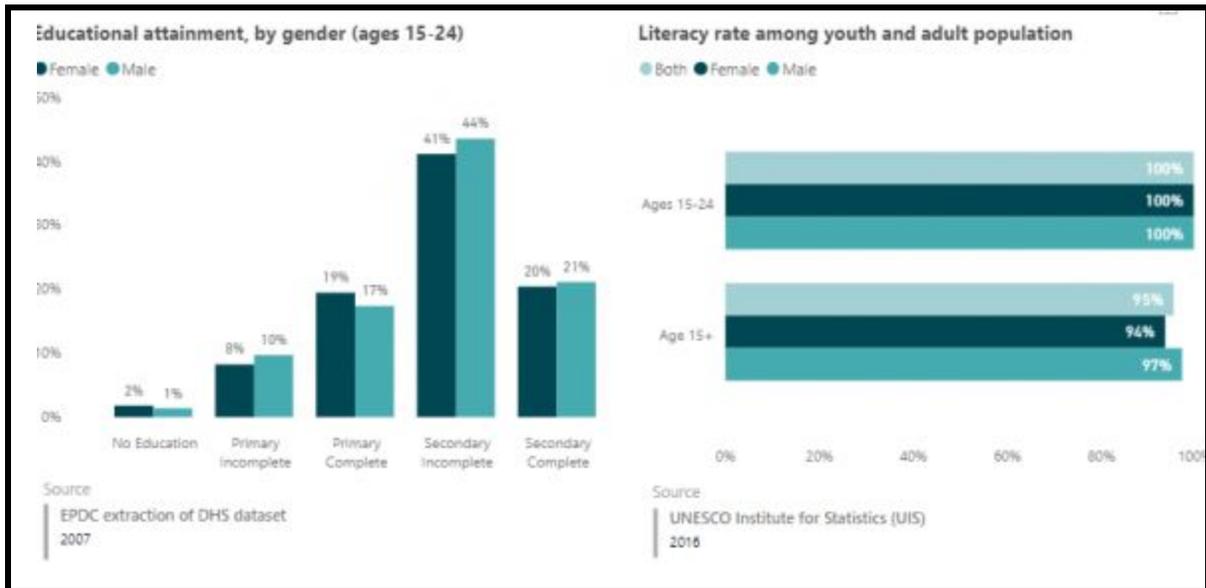
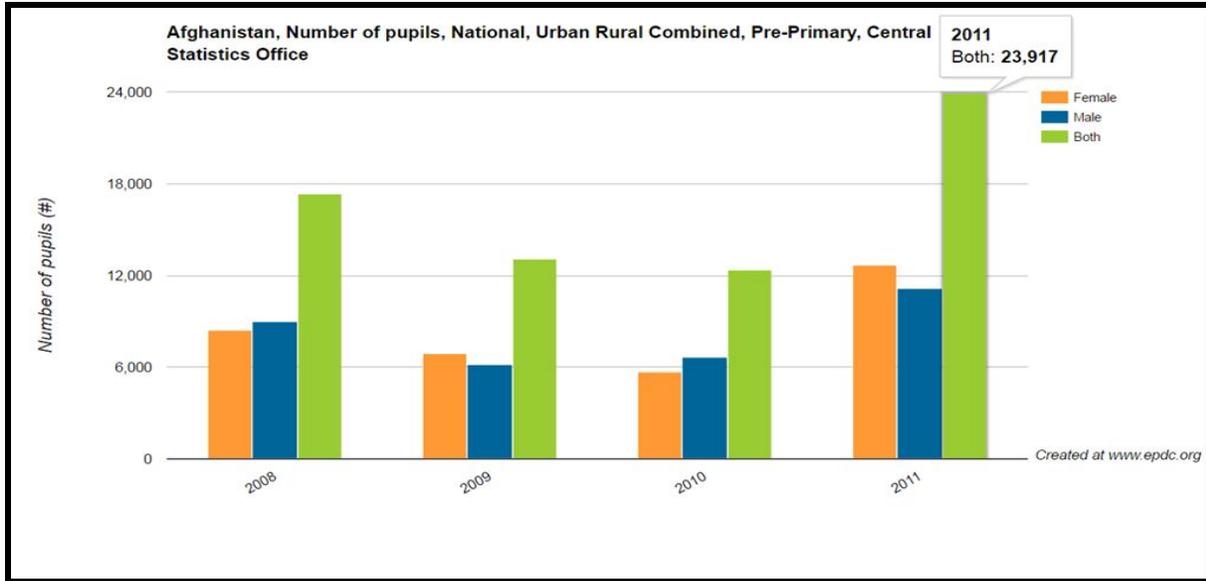


*Beijing Platform for Action:* An agenda for accelerating women's rights which sought to establish equality between men and women in the fields of social and work life.

### **General Overview**

Primary education provides the foundation for a lifetime of learning. Providing universal access to primary education for all girls and boys is one of the key concerns for UNICEF. In this modern age, most countries have eradicated gender differences in primary education, yet some disparities still remain. Since then, considerable progress has been made in achieving universal primary education and closing the gender gap in enrollment. Two-thirds of countries have reached gender parity in primary education, but in countries that have not reached parity, particularly in Sub-Saharan Africa, the Middle East and South Asia, girls are more likely to be disadvantaged than boys.

Various barriers within countries serve to deter children from attending primary school, but they are likely associated with poverty, war and conflict, and lack of school infrastructure. Although these obstacles interfere with both genders, they intensify the disadvantages for young girls. For example, in poorer families, girls are often sent to work then sent to school. It is true that girls suffer a greater risk of forced marriages which can lead to adolescent childbearing. Internationally, girls out of school are at greater risk of early and forced marriage and attendant health risks, including giving birth at younger ages. This poses a series of health risks that would not be so detrimental if girls received or were in the process of receiving an education. Various solutions have been implemented in the form of interventions, and have proven to be somewhat successful. Some examples include village-based schools to shorten the distance girls must travel to attend school and flexible education opportunities for girls who have dropped out of school and plan to return, such as young mothers. However, more data is needed to understand the precise impact of gender norms on the likelihood of girls and boys being out of school. This includes the relationship around child marriage, the withdrawal of girls from school, and the perceptions of the value of girls' education versus boys' education.



**Major Countries Involved**

*Nigeria:* Gender is an important factor in the pattern of educational marginalization. In Nigeria, more than half of the girls are not in school. The education deprivation in northern Nigeria is driven by various factors, including economic barriers and socio-cultural norms and practices that discourage attendance in formal education, especially for girls.

*Turkey:* Gender inequality in education is an extremely significant problem in Turkey, most pronounced in rural areas of the south-east and urban migrant settlements. Female illiteracy rates are around 50 percent, a tragically high number. They are most likely due to the fact that the enrollment rate of girls is much lower than that of boys, causing them to grow dependent on men. Since 2003, intensive efforts have been made to



address the situation through a girls' education campaign, which proved to be successful with 223,000 additional girls enrolled by 2006 and the significant reduction of the gender gap.

*Lebanon:* In Lebanon, the Ministry of Education and Higher Education (MEHE) has taken up leadership in ensuring that all girls and boys in Lebanon have access to affordable education. In close partnership with the Education Sector (including UNICEF, donors, other UN agencies, and NGOs), the MEHE drew up a five-year education response strategy called Reaching All Children with Education (RACE II).

*Pakistan:* Pakistan is facing a serious challenge to ensure all children, particularly the most disadvantaged, attend, stay, and learn in school. While enrollment and retention rates are improving, progress has been slow to improve education indicators.

*Morocco:* Young girls in Morocco demonstrate the inequality between the genders, as only 21.9% of girls are enrolled in educational programs. The lack of inclusive programs and monitoring of learning outcomes, create major setbacks to improving enrollment rates. New programs aim to implement education policies and strategies that will ensure equal access and completion of education at all ages of children.

### **Relevant Non-Governmental Organizations (NGOs)**

*Girls Access to Education (GATE):* This program seeks to support girls and children with disabilities to reach their learning potential and transition from primary to secondary education.

*Girls Got IT:* A Joint initiative of five active Lebanese NGOs: the Lebanese League for Women in Business (LLWB), Arab Women in Computing (ArabWIC), Women in Technology (WIT), Women in Engineering (WIE) and Digital Opportunity Trust (DOT). It aims to expose rural women to the opportunities of STEAM subjects to break the stereotypes that surround women.

*Room to Read:* Works in collaboration with local committees and partner organizations to develop literary skills in primary school children. It also seeks to support girls in their effort to complete secondary school, while providing them with life skills for their time outside of school.

*Forum For African Women Educationalists (FAWE):* As the first organization of its kind on the continent, FAWE concentrates on advocating before governments and communities. As a pan-African NGO, FAWE acts as a network of researchers, education advocates, and government leaders to promote education for girls.

**Timeline of Key Events<sup>1</sup>**

*1971:* UNICEF creates new guidelines for aid to education. It seeks to concentrate on children not in school at primary age, the education of girls and education of parents in bearing children.

*1977:* Executive Board of UNICEF expands educational aid to developing countries with rural background to build up support in services that benefit marginalized children.

*1990:* The World Conference on Education for All was held in Thailand and is attended by all the governments of the World. The goal of the conference sought to achieve a national standard of education for at least 80 percent of all 14-year-old boys and girls by the year 2000.

*1994:* The UN Girls' Education Initiative in Africa is launched, led by UNICEF and implemented with partners in more than 60 countries as a major step forward toward achieving the goal of education for all.

*1995:* Over 47,000 activists and participants go to Beijing to participate in the Beijing Platform for Action to improve gender equality.

*2014:* The Girls' Education Project Phase 3 Cash Transfer Program was implemented in Niger and Sokoto States. GEP3-CTP was a two-year unconditional cash transfer programme. Its primary objective was to increase girls' enrolment and completion of basic education in selected schools.

**Previous Attempts to Resolve the Issue**

In the Beijing Platform for Action, adopted in 1995, outlined a world where each woman and girl can exercise her freedoms, choices, and rights. Since then, significant progress has been made in achieving universal primary education and closing the gender gap in enrollment. Two-thirds of countries have reached gender parity (defined as having a gender parity index (GPI) value between 0.97 and 1.03) in enrollment in primary education. However, in countries that have not reached parity, girls are more likely to be disadvantaged than boys. In both Angola and Chad, for example, the GPI value is 0.77, meaning that 77 girls are enrolled in primary school for every 100 boys.

An "alternative learning pathway" program started by UNICEF four years ago is helping out-of-school adolescents with training to open up opportunities for employment and further education. Adolescents will go through six months of hands-on training through apprenticeships and in-classroom skills development such as critical thinking and problem solving. They are then placed in either self- or waged-employment. Since it started, more than 20,000 boys and girls aged between 14-18 years have gone through the program, with more than half being girls. By placing girls in non-conventional trades, such as mobile phone and refrigerator repair, the programme also helped to challenge workplace gender stereotyping.

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<sup>1</sup> As events unfold leading up to the conference, we will post important information on our Twitter page @UMVMUN. Please follow us so you don't miss out on these updates!

**Possible Solutions**

Education sector interventions can help eliminate gender stereotypes in STEM fields. By working with teachers to base girls education on traditional gender norms and ensuring that young girls develop confidence in their own abilities at an early age, one can hope gender disparity will lessen. In addition, partnerships between education and home life can prepare girls for the workforce through career guidance, mentoring, and apprenticeships. Beyond the education sector, policies for greater social protection, such as removing gender-based job discrimination and closing the gender wage gap are essential for improving work outcomes for girls and young women.

Some other solutions include, providing more schools and classrooms with experienced teachers to underserved rural and urban areas and addressing the poverty constraint through the continuation and expansion of the cash transfer scheme to poor families on the condition that their girls attend school. Lastly, address the male-dominated culture through emphasizing the importance of girls' education. Implementation of these three policy measures can bring about the twin goals of gender parity in primary school enrolment and universal primary education.

**Appendix**

1. [UNICEF Education](#)
2. [Gender Disparity in Turkey](#)
3. [Girl Force Brochure](#)
4. [GATE - Girls' Access to Education](#)
5. [Room to Read](#)
6. [The Gender Divide](#)

**Questions Essential to Debate**

1. Would young girls' access to primary education prevent gender disparity later in life, or is there a more plausible and accessible solution?
2. How can easy and accessible education be implemented in developing countries?
3. How should the United Nations go about choosing countries to direct their attention to, considering financial and socio-economic status of the people in each?
4. What programs can be implemented to not only equalize and build upon the education itself, but also instill inspiration and motivation in both teachers and parents of young girls?

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## Topic 2: Diminishing the Adverse Effects of Technology For Children in the Digital Age

### Introduction

The increasing prevalence of technology in the modern digital age has presented itself with various issues regarding its use, maintenance, and sustainability, especially when it comes to interfering with educational and interpersonal experiences. With the emergence of ICT (Information and Communication Technologies) in classrooms and homes, there is a growing question on how to reduce the risks children face online while simultaneously increasing opportunities to learn and for creativity. Children nowadays have more access to any type of information and/or services than any other generation. The concern over child welfare and implications of the use of technology in the digital age becomes prevalent in determining their rights and limitations. UNICEF's job to mitigate the harms and expand the opportunities that digital technology makes possible exemplifies this concern. It has never been easier for bullies, sex offenders, traffickers and others who wish to harm children to contact potential victims around the world, share images of their abuse, or encourage each other to commit further crimes. Digital connectivity has made children more accessible through unprotected social media profiles and online game forums. It also allows offenders to be anonymous, increase their profits, and pursue many victims at once. Children's privacy is also at stake. Most children and many parents have very limited awareness of how much personal data they are feeding into the internet, much less how it might one day be used. Instead of harming a child, the internet can be used to gain worldwide information at the touch of one's fingertips. In school, computers are and can be used for educational purposes while the latest breakthroughs in technology are curing diseases and solving global crises.

### Definition of Key Terms

*Digital Technology:* An all-encompassing term that refers to the usage of digital devices, such as smartphones or laptops. It also is correlated with technologies such as surfing the internet or playing video games.

*Displacement Hypothesis:* The hypothesis that states that the harm done by digital technology has a positive linear correlation with exposure to such activities as stated in the research study done by Robert Weis and Brittany Cerankosky.

*Addictive Use:* A term that is used to describe usage on digital devices by children that makes normal functioning in society is not possible.

*Excessive Use:* A significant amount of time is spent using digital technology.

*Victim Protection Bill:* An act implemented in Kenya in 2013 to help combat human rights violations, often caused by or rooted from technological advancements, by providing support to victims of such circumstances.

*Informations and Communications Technology (ICT):* Unified communications such as telephones, computers, and software



*Communication on Illegal and Harmful Content on the Internet:* An action plan implemented by the European Commission in 1996 that was created to foster a favorable online environment for the development of children through laws on copyright and the protection of minors.

*Dissemination:* The process of spreading information (in this case, online).

### **General Overview**

Children's use of digital technology has increased rapidly over the past decade, raising important questions around how time spent on digitally-mediated activities may affect children in positive or negative ways. Clearly, digital technology offers many potential benefits to children, allowing them to connect with peers or access educational resources or entertainment. In the United States, Guard Child conducted a study on protecting kids in the digital age. It stated that in the U.S., 96% of teens log online to Facebook, Myspace, or chatrooms. The prevalent use of technology however leads to some concerns around with whom children interact with online. For example, some might experience cyber-bullying or be able to gain access to age-inappropriate content. Guard Child says that 65% of children 8-14 have experienced cyberbullying and over 725,000 children have been aggressively asked for sex (Internet Statistics: Guard Child). Even though adults also use digital technology, concerns center on children's use because many go through social and psychological changes that characterize this life period. As impressionable youth, having access to pornography or violence online can lead to emotional trauma or addiction as kids mature.

Children go through critical developmental stages, such as identity formation and building positive friendships while immersed in the digital age. Some have argued that children today are interacting more with technology than with each other, which may cause them to miss out on important social experiences. A survey conducted by the Royal Society for Public Health asked 14-24 year olds in the UK how social media platforms impacted their health and wellbeing. The survey results found that Snapchat, Facebook, Twitter and Instagram all led to increased feelings of depression, anxiety, poor body image and loneliness (Ehmke, Rachel). Because communication with peers is important for the development of life-long social skills, there are concerns that children's social skills might somehow be altered or negatively affected when digitally induced. When relationships are formed online instead of in person, kids are stripped of the many personal aspects of communication. The digital age has introduced new challenges for parents who face the difficult task of striking a balance on independent exploration. While trying new things allows growth for young children, the internet can be a dangerous place full of unsafe websites and strangers that parents have limited knowledge on how to keep track of.

Over the past decades, a study on the negative effects of digital technology usage on children's development and health have indicated that increased use of digital technology might have some negative impacts on children's well-being, ranging from mental health issues such as depression or addiction to physical issues like obesity. A 2017 study of over half a million 8th through 12th graders found that the number exhibiting depressive symptoms increased by 33% between 2010 and 2015. In the same period, the suicide rate for girls in that age group increased by 65%. Smartphones were introduced in 2007, and by 2015, 92% of teens and young adults owned a smartphone. The rise in depressive symptoms correlates with the rise of smartphones



## Topic 1

## Topic 2

during that period (Miller, Caroline). The impact of video games on child development is prominent as well. Research suggests that video gaming positively influences cognitive, motivational, emotional, and social development, while other research states that video gaming might be correlated with violent behavior. A recent study conducted by Eugene Provenzo proved that violent video games can lead children to aggressive behavior and can inhibit creative game play.

### **Major Countries Involved**

*Nigeria:* Technology is quickly advancing and, in Nigeria, it is being used to stop human trafficking. In 2003, a Nigerian app called 'iReport' launched, allowing people to report human trafficking across the country. iReport has secured 359 cases to date.

*Madagascar:* Recent dangerous encounters between young women and various provocative strangers have been on the rise in Madagascar. One story of a young teenage girl who was desperate to obtain money decided to reach out to a man she had been in contact with online for six months. He proceeded to kidnap and rape her continuously for several months straight. Stories like this one happen frequently in Madagascar, and clearly, accessibility to contact with random dangerous people causes a rise in these horrific circumstances.

*Kenya:* In 2014, Victim Protection Bill was passed, helping to provide support to victims of online abuse and sexual encounter. They also help by building a strong prosecution case against pedophiles and abusers. Since many victims are terrified of their attackers, this bill provides safety for those that want to prosecute or come forward.

*United States:* Primarily in the Silicon Valley, schools have attempted to cut back on technology associated with learning. The Waldorf School of the Peninsula, for example, does not use any computers or digital technology in its education programs up to the seventh grade. The school's website says while Waldorf teachers recognize the role technology can play in the classroom, it must wait until the student reaches the right developmental age. When students reach high school, they are then allowed to use computers and technology in the classroom. However, the overwhelming aspect of technology in the age of the youth is social media through advanced technology available in this country more than any other. Teenagers' excessive use of social media is linked, time and time again, with depression and other mental illnesses, often leading to suicide.

*United Kingdom:* In 2006, a research network called EU Kids Online was created in hopes of promoting the knowledge of children in European countries about risks and safety online. By mapping children and parents experiences of the online world, EU kids online established a good consensus of where kids are at currently. While most of their goals are focused on internet safety, EU Kids online also seeks to enhance opportunities for young children in the digital world.



**Relevant Non-Governmental Organizations (NGOs)**

*Youth for Technology:* Aims to create an enriched learning community where the use of technology builds opportunities for marginalized youth and women.

*Center for Digital Inclusion (CDI):* Their goal is to foster inclusive and sustainable communities through research and teaching about how technology impacts their governments, organizations and society.

*Frontline SMS:* A free open source software that enables instant messaging management tools that can reach over three billion people. It has quickly become a very popular text messaging software. It is used by various charities, organizations, and is a positive attribute to various communities.

*Center for Humane Technology:* A nonprofit organization with the aim to shift towards a more humane way when dealing with technology. They argue that today's tech platforms are primarily built for human attention which results in addiction, isolation and misinformation. They call this "human downgrading". To reverse this they hope to alter the way computer software engineers and technologists go about their work by creating products meant to protect instead of exploit consumers.

**Timeline of Key Events**

*September 1996:* The Telecommunications Council adopted a resolution on preventing the dissemination of illegal content on the Internet, in particular child pornography.

*1999:* The launch of the Safer Internet Program as the Action plan for a Safer Internet.

*2000-2002:* The dotSAFE project, which included twenty-three country members, involved the gathering of information, notably for formal involvement during these years.

*January 2005:* For a year and a half period of time, universities, government ministries, associations and foundations from 9 European countries, including Denmark, France, Greece, Italy, Portugal and the United Kingdom, collaborated on an applied research project for media education called Mediappro, short for media appropriation. These countries designed a study to explore how children between the ages of 12 and 18 utilize media, including social networks (Internet), mobile phones/tablets and videogames.

*June 2007:* The Youth Protection Roundtable was taken under way. This international survey was aimed at asking representatives from child welfare organizations and various software and hardware technologists on the current status of child protection in their country.

*November 2013:* Victim Protection Bill was passed to provide support those who were personally victimized by various attacks both online and offline.

### **Previous Attempts to Resolve the Issue**

In May of 2012, the European Commission established the European Strategy for a Better Internet for Children. While aimed at getting rid of the adverse effects, the strategy also sought to unlock the market of creative, educational, and safe content online. It proposed a series of actions such as: enhancing awareness for online safety in EU schools, monitoring kids online through parental controls and age ratings, and counter sexual abuse and sexual exploitation online through safer management. Another part of the strategy was to translate children's consumption of online resources into innovation. Instead of buying into media sites and networks, kids would be taught how to create online. They hoped that this would turn the web into a creative outlet for children instead of a negative one. The strategy includes the European Commission as well as member states, in conjunction with social networking sites, mobile phone operators, and telemarketers to help inform the public about child endangerment online.

### **Possible Solutions**

When considering the solutions to the issues surrounding the online world, researchers must consider social demographics to the best extent possible. At the moment, there is little research done that takes into account the factors that could contribute to online addictions or negativity. Including social demographics will yield a variety of research that includes the best cross section of children from younger ages to older ages, different cultures, ethnicities, and location. By looking at demographics we will be able to look at the substance of digital content in communities where young people are connecting and actively engaging. The substance, either negative or positive will bring in more data needed to complete research on how kids are dealing with technology in the digital age.

To eliminate the issue of being unable to protect children from the negative effects of online, parents and/or guardians should set time limits on the amount of screen time children can have. To counter expanding internet access, guardians could also set boundaries on digital devices. These boundaries could include limits on social media sites-such as Twitter, Instagram, Snapchat, Facebook and inappropriate networks. This will aid parents/guardians in keeping children from reaching age-inappropriate websites and experiencing negativity.

### **Appendix**

1. [Frontline SMS](#)
2. [We Protect Global Alliance](#)
3. [Human Trafficking and Technology](#)
4. [Youth Protection Roundtable](#)
5. [Youth For Technology](#)
6. [EU Kids Online](#)



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