Transcription ICANN Beijing Meeting

Role of Youth in DNS meeting

Thursday 11 April 2013 at 13:30 local time

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On page: http://gnso.icann.org/en/calendar/#apr

Marie-Laure Lemineur: Good morning. Good afternoon. I know it's lunch time, so (unintelligible) will be tired. But welcome to our NPOC session on the role of youth in the DNS. It's a pleasure to have you here.

And despite the fact that we have conflicting sessions, I'm happy to see that we have quite a lot of people in the room. And actually, this is a huge day because this morning - this is a day dedicated to you, because this morning I just came out of a session - a very interesting session organized by (.net) nation Ambassadors and you know Asia. It was a (simulation) of an ICANN Board meeting. It was from 10:00 to 12:00.

And, two of our distinguished speakers right now participated to this activity. It was very interesting. So we are going to follow-up on what we've been doing (in the morning) and people working on the new participation.

So what I would like to do is first introduce - give the name of the speakers, thank them for being with us today and the speaking order. And then they will themselves briefly introduce themselves and start their presentations, if it's okay with you.

We have on far - my far right we have Mikey, Mike, Palage, and he's from the USA - the United States, and I guess he'll be giving more information when

it's his turn to speak. And then we'll have Kinfemicheal Desta - Is this okay? Sorry if I'm - (Kinfe) is from Ethiopia. We're very glad to have you on board.

Then we have Jerry Tam who is from Hong Kong. And then we have Renee Cheng.

Renee Cheng: Hi.

Marie-Laure Lemineur: Hi. Renee's also from Hong Kong.

And Mikey is going to be the first to speak. He's the youngest. He's 13 years old and he would turn 14. And we are very, very proud to have him with us today. And I'm sure you'll be very, very interested by what he has to say.

And then we'll have (Kinfe) then we have - I forgot to mention. I'm sorry. I'm guessing Gideon is listening to us, isn't he? Can you confirm he's - see that he's on line please?

Gideon Rop: Yes, I'm listening.

Marie-Laure Lemineur: Okay.

We have a remote speaker. He's based in Kenya, and his name is Gideon Rop. I don't know whether he's listening to us right now. Is he?

Okay. So he's...

Gideon Rop: Yes, I'm listening.

Marie-Laure Lemineur: So he'd be the third speaker after (Kinfe), then it will be Jerry and then finally - I'm sorry, Renee and then Jerry.

Okay, Mikey, then if you want to start, please go ahead. Thank you.

And do you want to introduce yourself? I mean, give a little bit more information about yourself if you wish to do so.

Thank you.

Mikey Palage: Thank you, Marie.

As Marie said, I am 13 years old and I'm currently in 8th grade. I live in the US, South Florida. This is my 11th ICANN meeting.

I use the Internet for all aspects of my life.

As most of you know, most kids my age use the Internet for Facebook or You Tube, but I use the Internet for educational purposes such as school.

Next slide.

Did I hit you?

Next. Okay.

Florida Virtual School was - it was founded in 1997, and Florida was the first state to have such online learning. They provide K through 12 - Kindergarten to 12th grade. I've attended Florida Virtual School for the past two years. My first course that I took was Pre-Algebra, and I took that while ICANN Singapore was happening. I got to take that - a part of my course in ICANN Singapore.

Next slide.

And I'd like to show you what it's like to be in online learning.

When you login the Florida Virtual School, you're greeted with a student dashboard, and it shows you -- the next slide. It shows you emails - important emails from your teachers such as grades or important tests, or monthly calls upcoming.

And on the bottom, you can see it will show you all your courses that you're in and you can see a percentage you've done, and you can access the course, depending on which class you want to go to first.

Next slide.

This is where you see your grades, and on the bottom you can see how many weeks you're active.

That's my parent's favorite page to see if I've been - if I got in trouble or not.

Next slide.

And, this is where the - this is one of the courses, which is - this is science. And the first page when you click on it would be help videos -- that's the top -- on the module you're in. So if you go to the next one, I'm in Module 4. If you go to Module 5, it'll give you help videos for Module 5.

On the left hand side is a panel where you can click on multiple things. The first one is lessons, where you can access the material for your assessments. The second one is course information, which helps you see which pace track you're on, which is - such as the fast paced track or the slow paced track.

I'll discuss that later.

Assessments is where your exams or tests are on. And then grade book is where you can see your grades that you've received. And then last, but not

least, email, which is where you can - you can email a student or you can email a teacher.

Next slide.

A typical Florida Virtual School schedule for me would be regular telephone calls with my teachers. Like examples such as a discussion-based assignment, which is when you're done with a module, you call the teacher and the teacher will test you whether you didn't cheat or not. She'll ask you and you have to answer the question right away. And if you don't, you get that wrong - you get the question wrong.

Online collaboration with other students. Most people think that when you're on Florida Virtual School, which is a home school, you don't interact with students. But with online collaboration, you can talk and chat with other students and the teacher in the same room.

Self-guided studying online tools -- next slide -- which is this. It's (Illuminate) on the top left hand corner, it says Participants, and it's a little box. It shows you who's in there. Their name and everything with - and including teachers.

And in the middle of the bottom right-hand - or left-hand corner it says Chat is where you can chat with other students and other teachers. And on the bottom, you can actually talk to them if you have a microphone, if the teacher allows it. And on the right-hand side is the drawing. You can draw and write stuff on the whiteboard if the teacher allows it.

Next slide.

Pros and cons. Some good things for me for taking Florida Virtual School is getting to take advance placement courses on most of the - on all of the courses such as Spanish, Science, History, and Geometry or Math.

And the second good thing, a pro, is traveling around the world and studying, because usually in a regular school, you can't - you're not allowed to leave without telling or you get an absence or a tardy. I'm not sure what it's called.

But when you're on Florida Virtual School, you can take the computer if you have Internet and go and travel and study at the same time. Because most people have to read it and look at the picture in the book, and then I can go and actually experience it in real life and look at the - what they're looking at in a book.

And, you can move at your own pace is another pro, which that's what I'm explaining from the beginning. A pro - like moving at your own pace. There's a fast paced chart which allows you to go at a faster pace, which is you have I think ten weeks to finish the whole course, which is one segment, which is half a year for the other kids in school.

And then a slow pace, which is for people who aren't as fast in school as the other kids are. And in school, they have - it's one pace. There's not two paces or three paces where you can go. And you can't go slower. If you go slow, you fail and you get an F - a bad grade, and they just - they fail you. And if you go fast, well you can't do that. You have to stay at their own pace chart.

Bad things. I haven't found any cons yet. Online schools, it can be as hard as you want it to be or as easy as you want it to be. And if you have the right mindset, then you'll go far. But if you have a not so - if you have just a loose mind and you're not really on chart, then online school isn't really for you.

Thank you.

Next.

Marie-Laure Lemineur: Marie-Laure Lemineur speaking for the record.

Thank you very much, Mikey. It was very, very interesting. I guess I have plenty of questions to ask you and maybe the audience too, but we can keep them for the - at the end, after the presentations maybe we'll be asking the questions to the speakers.

(Kinfe), I think it's your turn. Thank you.

Kinfemicheal Yilma Desta: Hello. As Marie have already introduced, my name is Kinfemicheal. I'm from Ethiopia. I'm currently at ICANN 46 Fellow from Ethiopia. My work is I teach at the Embassy of Hawassa in Ethiopia. I teach Law.

So my topic today is on the role of existing digitally increasing efforts in Ethiopia. There are some efforts, and I'm going to see if they have anything to do in engaging the Ethiopian youths in the domain name system.

Before I go into the main themes of my talk, let me say a few words about (Ethiopia) anyone in this room is not familiar with Ethiopia.

Ethiopia is a country in the Eastern part of Africa. There is a sub-region called the Horn of Africa. It's a big country. It has around 90 million population. Its form of government is Federal Parliamentary system. And as far as the Internet is concerned, it follows a monopolist (unintelligible) policy.

Coming to the content. In Ethiopia, there's a very low level of Internet use and penetration. To mention some (unintelligible) according to the Internet (unintelligible) we used last year, the Internet penetration in Ethiopia has been 1.1%. That means that only 960 and a little above of the population is using the Internet (unintelligible) out of the (87) or something population, only this much is using the Internet.

And of this, around 902 of the internet users use the Internet mainly for (unintelligible) purposes. That clearly shows the level of Internet penetration and use in my country.

But this data may be called into question, especially because in the past few years, there is a very high proliferation of Internet in cubicles. (Unintelligible) Internet (may be becoming) very cheap and many people are using.

Another data also around (unintelligible) digital inclusion. This is just to show that the level of Internet penetration in Ethiopia is (unintelligible). This has a very (unintelligible) the use and the existing dominance, and your participation in the (unintelligible) system very much relies on new access to Internet company.

(Unintelligible) (unintelligible) that you participate in the various (form available). But there is no access. Or, (unintelligible) limit access, it is less likely that youth will participate in the decision making and the policy making process.

This is precisely so because many of the (foreigns who) (unintelligible) participation basically demand Internet. And if you take a (unintelligible) for example, people who cannot afford to travel to different (unintelligible) ICANN meetings, leaving the only way that they could participate is through this (unintelligible). There's no Internet access, so (unintelligible) to participate. The same is true for (unintelligible).

So this low level of access to the Internet has seriously (unintelligible) use to pay for it in the domain name system.

But very recently there are some developments in Ethiopia that give us hope that the role of the youth may be better in the years to come. Among these efforts is the one called the Microsoft Initiative for Africa. It has been launched

in March 2013, so it has been launched during the African Innovation Digital Summit that is in my (unintelligible).

During this time, Microsoft has unveiled this project to change - among others, to put as many smart device in the hands of the African youth (unintelligible) can use. This I hope would significantly reduce the ability of the youth as far as (unintelligible), particularly where the Internet is concerned.

The same is true for The Little Engineer Project. The Little Engineer Project. That's something we know - it aims primarily in instilling you know appreciation of (artistic) knowledge, science, and technology into the youth. And this project has also been launched last month in Ethiopia. And I hope that with such kinds of projects, the awareness of the youth towards the (unintelligible) and (paths) to the Internet and its governance system will be better in the years to come.

The government is also taking some - a few (unintelligible). For example, it has launched in 2009 a very ambitious Growth and Transformation Plan. It's called GTP and it's going to stay for five years. And in this government policy, the government aims to launch (all-inclusive) of ICP development, which includes you know the Internet-related technologies making it in the accessible to the public, including the youth.

It's also planning to build this ICP hub in the country with very huge capital, and that is - this point, it also aims to make the awareness of the public (trust) involving ICP's, including the Internet. So this has some (acumen) measures being taken by the government.

In this regard, ICANN has also in the past months - there was a meeting in December in (unintelligible) where the session was on the African strategy - ICANN African strategy. And also in that meeting, it has been said that in the Durbin meeting, in the upcoming Durbin meeting, there would be something

in relation to the youth that will focus on the youth. So I hope that these (Mayors) may shortly bring some fruit as far as creating the awareness.

All these things are good, but still more is (needed) from different stakeholders both in the region and abroad. For example, there is an Internet governance forum in East Africa, but very surprisingly, only very few countries in the sub-region are (unintelligible).

For example, Ethiopia is not member of this Eastern African Internet Governance Forum. The same is true for the African Governance Forum in general for the whole region.

One easy way to encourage, especially for youth in this dominant system, is by making such kinds of forums very close - the use. And if you make it closer, it's likely that we would easily find a way to get into the system. So this is one possible way to increase this very low level of participation.

There are wireless users (unintelligible) Ethiopia that say that our policy is to help the youth. But mostly they are their own (unintelligible). They want to (unintelligible). But it's high time for such (unintelligible) agents with the help of other stakeholders in the region and abroad to redirect their resources and attention towards the (unintelligible) system.

So this is basically my point. I will respond if there are any questions. Thank you.

Marie-Laure Lemineur: Kinfe, thank you very much.

I can see you're very (unintelligible). We discussed that it would be ten minutes each presentation, and is nine and a half. So...

Okay, can we go with Gideon, who is our remote speaker?

Gideon Rop: Hello?

Marie-Laure Lemineur: Well, hello Gideon. Are you listening to us?

Gideon Rop: Yes, I'm listening to your people.

Marie-Laure Lemineur: We do have some background voices. Is it possible - I mean are there people who are in the office with you?

Gideon Rop: Okay, we'll be fine now I think.

Marie-Laure Lemineur: Okay.

Gideon Rop: Yes.

Marie-Laure Lemineur: Okay, Gideon, welcome to our session. We're very glad to have you with us. Can you briefly introduce yourself to the - so that we get to know a little bit better what you - you know, who you are and what you're doing, and then you can start your presentation.

Gideon Rop: Okay.

My name is Gideon Rop from Kenya, and I work for an organization that is called Respect Africa. One of the organizations that is working to set up registry and building registry services, which are - I joined this organization as (unintelligible) person and also for motivation and as a - what you we called then Generations at Africa. So it was more of interest in ICANN activities and the DNS activities.

So I'm the Project Support Engineer in this organization. I'm also an (ISOP) member (unintelligible). So I'd like now to proceed and say something about Kenya.

Currently, there are - in (unintelligible) region (unintelligible) African region because we're speaking a little more about Africa. Where it's at least 2% of full mobile Web users in Africa use - I mean, many mobile Web browser. Which means that most of the people involved in - I mean, when the people access Internet in Africa (moves with their) mobile devices. So - and then about 65% of the total population of Africa below the age of 35 years. And we have (unintelligible) people.

And over 35% are between the ages of 15 and 35. And this makes Africa the (unintelligible). And 75% of the Kenyan population now is under 30 years of age. So really, it's - (unintelligible) continent. It's (unintelligible) country.

And I heard about the first speaker, and he talked about him studying fully virtually. And in Kenya most online virtual education happens in the higher levels - in the higher education level so - where we have the virtual university.

But interestingly, the new government which we just voted in wants to provide laptops to first new students as they join - we call them Class 1 here in Kenya. So that's just a little about Kenya.

I'll skip to - so that I can keep our time the number of Internet (unintelligible) subscriptions in our county currently is 3.2 million, and are run by (subscriptions). And by 2011, February, 2011, were increased from (18,650 gigs of) (unintelligible) to about 84. Almost 100,000.

So if I can go on?

In - Kenya is a home to - I mean, Kenya is like the fourth country in Africa which is - has the - about 10 million users of the Internet services. And, some of the Kenyan tech developments the - famous in the world includes the (MPT), which is a mobile (mini) transfer platform by (unintelligible).

We also have (unintelligible), a (transporting) tool that is - that uses multiple channels, including SMS, email, Twitter, and Web to get information. And it was used mostly during the post-election ballots in our country.

We also have an item called iCow. A mobile application that helps farmers to, you know, just do their daily activities with their farming and their cows.

Then currently, we have Konza Techno City, which is - it's for the city (from) savanna, which is going to be a city that is planned and developed to use the Internet fully. You know, everything will be digital and it is - it's a technology city and its planned that way.

So those are just a few developments. So I'll move on to talk about the DNS data in Africa. And the DNS business in Africa currently mostly is donated by the ccTLDs, the country code ccTLDs. They are .KEs. They're .RWs.

And just recently ICANN launched the new gTLD plan. And we have 17 applications from Africa. And business was run like the lowest in the whole world. But I believe it's a good start for the continents to be able to understand and to apply.

And I believe that the next stage in the next application level will have more countries or more applications for the applications, you know, like .Zulu, .Swahili, .(Mesi) and such .Nairobi.

I hope this one well encourage, this program will encourage more applications from Africa.

So for the youth really the DNS opportunities that are available are currently are - this additional ones that we know of people just go to school to study to be network engineers, system developers, software developers. We have Web engineers. And mostly these are the traditional jobs that are available for people and mostly the youth.

But currently we see social media coming in as a niche platform. We have content development and sourcing and advocate outreach.

For me the three most important our opportunities for the young people to be able to involve them themselves, not really to have - to go to school to get the skills to do this but to - I mean these are responsibilities that the youth can use to actually influence the DNS industry to influence the Internet and especially from Africa.

We have a lot of huge resources that have not yet been, they have not yet been used up. We have a lot of resources that are yet to be discovered that needs to be put in mind and form of content, in form of advocacy, you know?

So the current challenges that face the DNS development in Africa they include okay we still have problems with the (unintelligible) backend solutions. We still have very high pricing for the domain names, the ccTLDs.

The favorable and flexible (recession) policies are still very few. The models, the registry registrar they still are the models that are available currently and don't allow a lot of competition and innovation in the DNS business. So this one discourages a lot of young people from even involving themselves in downline activities.

I see my time is almost over.

I want to say that the opportunities for the youth in the DNS those will be, especially my last slide is - apart from training for skills leading to the ICT - to be an ITC professional like the developers and system engineers the opportunity for the young people currently is in the development of the African content or the content development from not only Africa but throughout the regions of the world.

We have local languages that have not yet been represented online. And they risk extinction, you know? The - we have the (unintelligible) practice so no they have not yet been documented. And they are not available online.

We have the wikis that and knowledge e-portals that need to be developed.

We also have a very strong opportunity in the mobile application development especially in the local language.

I know most are developed using English and French and others but these mobile applications can be developed for the people to use down here in their local language that would be an opportunity for the young people.

Also the running an online advocacy, remember the Arab (spring) that happened in Africa and helping the government to invest (the meaning) and the reasons behind Internet freedom we have developing virtual institutions.

We have also volunteering. We have volunteering in IGF and ICANN activities to be able to help to, you know, develop online activities and things like online safety among other relevant development.

So those are just some of the few opportunities that the youth can be able to do. And I must thank ICANN because of giving us an opportunity as young people to come at an early stage.

I must say that giving the youth an opportunity to learn about IGF and ICANN and DNS activities at an early age say the universities or even the preliminary available will help us to be able to influence our government, you know, to be more open, to have open data and to be able to grow, you know, the vibrant industry in Africa. Thank you very much.

Marie-Laure Lemineur: Thank you very much...

((Crosstalk))

Gideon Rop: That's all I have to say. Yes.

Marie-Laure Lemineur: Thank you.

Gideon Rop: Okay.

Marie-Laure Lemineur: You're staying with us are you because we need to ask you some questions in a few minutes?

Gideon Rop: Yes. Yes, of course I'm going to be around yes.

Marie-Laure Lemineur: Yes. Can you turn off your - okay let's - will we mute you from here, yes. And you can keep hearing us. Thank you.

Gideon Rop: All right.

Marie-Laure Lemineur: So (Jared) you're next. Thank you. Or (Rene), that's the second time. I'm sorry. That's the second time I made the same mistake. (Unintelligible). Thank you.

Renee Cheng: Sorry. For transcript purpose this is (Rene). And I am a senior student majoring in translation at (Wang Yang) University Hong Kong. And I am here at ICANN for the first time with a (Natnation) Ambassador Program organized by DotAsia.

     The (Natnation) Ambassador Program aims to bring together a network of knowledge-based young volunteers devoted towards promoting and contributing towards digital inclusion, Internet governance as well as - or a respectable and harmonious Internet environment.

And apart from ICANN councils I have anticipated in several model UN conference over the previous year's. Two and a half years ago I also started being a (unintelligible) mentor at (my) university and hopefully also my high school starting from this year.

And I am also freshly back from the first model ICANN meeting effort this morning together with the first ICANN, model ICANN CEO ever so as sitting beside me.

And I have been a soprano for nine years while I also have a passion to travel around the world.

So please go to the first slide.

This is the first slide. Okay. So that's enough of my background. So I will move on with my presentation next.

As you all know I just know I study translations between Chinese and English.

So it was kind of hard for me to catch up with this ICANN meeting. The first time I heard about ICANN I was like what, what is that? I can do something maybe.

And then later on I discovered that this is actually a very important organization. And then oh my God, the Internet is governed. And there are people out there who are making discussions that would affect the Internet that I use every day. And so I think that wow this is really important. How come I never know this before?

And I think (Natnational) Ambassador Program is a very program that turns this translation students getting in front of you that did not - I should probably see (unintelligible) have a clue about how the Internet is governed and that it's governed in the first place and to a youth ambassador who is now

participating in an ICANN conference and is able to talk about issues that had seemingly nothing to do - has seemingly nothing to do with her daily life.

And it I think it is important that young people from every corner of the world be engaged in an international conference like ICANN because we share the Internet and this - the issues that are being discussed and decided on will affect our Internet experience.

When young people are Internet - are native (unintelligible) and the Internet is not just it tool for us but our second home.

There is a popular theme back in Hong Kong and probably another part of the world. But if you want to kill a University student just cut his or her Internet connection.

So right now I - okay so next slide.

So right now I think there is a knowledge gap between those who understand what ICANN is doing and those who don't.

And unfortunately as people want to - well pretty much that's the second part. But at least I am fortunate know that I don't know. And there are a lot of youth out there thinking that the Internet just works and don't even know that they've got it wrong.

And you can see the big confused face that I've drew on my PowerPoint slide. And that is honestly my personal feeling when I first attend the ICANN conference so next slide.

So usually and when I'm confused I would turn to my smart phone. And so this is what I have in mind. Why don't we have an app, like an app serves as a quick reference with - because that would pretty much be all I need?

And I am thinking like we can have a banner put in front of you main (in the room). And there can be QR codes for people who have a smart phone to scanned the QR code and be directed to a store or marketplace -- whatever system that works to download this little app and then if we hear an acronym or a jargon that we don't know we can immediately - well we can keep this app already for every meeting. And then we can turn to our smart phone but in two seconds.

Especially for young people smart phones are (obviously) gadgets. If you go to Hong Kong and you go to the (matral) and you walk into the (matral) you will discover that there are ten people sitting in front of you, nine of them are using their smart phones. Well that is true.

And I really think that for an organization like ICANN there ought to be a smart phone app (unintelligible).

Next slide, so in that I'm going to talk about a little thing - a little bit about the ICANN (we should have) and those - and from my previous experience.

So for those or may not know what (modern) United Nations is its assimilation of the United Nations.

And we kind of just role-play a diplomat. We represent a country. And then while we represent a country in a certain committee like maybe a human rights committee or a legal committee.

And then we get into this committee and we just - we discuss a kind of issue, for example an internally displaced people until it's time - (I don't) want to go any further (unintelligible).

And then we actually discuss that issue following exactly (unintelligible) following a very rigorous role just like the UN. And we (rolled). We make Motions. We drive the solution. We make walking papers.

And I would like to point out that this is really a good way to learn about what we are assimilating just like ICANN.

I think the model ICANN conference which I just finished is the part that I learned the most about ICANN because I actually learned about ICANN by doing it.

And for some people maybe not the real deal yet let me try it out like you can give me a model version. I can role play with people that are maybe as confused as I am so I will feel less stressed and also have a taste of what it is like.

And at the peer learning effect and the (use like) feature of this model conference are really great. And next slide please.

So MUN is now everywhere. And in a lot of our universities we have Model United Nations (class). It is everywhere in the world. And my two mentees are actually fresh back from Romania from the Model United Nations conference just last month.

And there are lots of regional Model United Nations International (unintelligible) conference. And will have - we have we have (modern) United Nations even in elementary schools. So you can imagine elementary school kids traveling in groups talking about human rights -- that's cute.

And the next slide, so this is what I have - this is the kind of dream that I have. Like I have just finished the first model ICANN conference and I really hope that our participation in a conference like ICANN should reflect how closely we actually are related with the Internet.

As my key set we use Internet in all aspects of our lives. So we should also participate in all respects of policymaking in terms of Internet governance.

And maybe someday the student (I coach) will not only fly around the world for United Nations but also for model ICANN that takes place in every commerce of the world but maybe not only in anyways but in Chinese or Russian or French or Spanish --whatever. And of course the real ICANN.

And this is pretty much all I have in mind. Do I have another slide?

Marie-Laure Lemineur: Okay thanks. Thank you very much. Wow that's been (unintelligible) (Jared), thank you.

(Jared): Thank you. Hello everyone. My name is (Jared) and my surname is (Tan) in Chinese. And I'm a law student. I'm a freshman at the University of Hong Kong. And I'm also one of the DotMission investor. And I was enrolled in the program for two years.

And that's why this time I could be the model CEO but not a normal member because I'm slightly thinner than the other (unintelligible).

And today my participation or I would say a sharing would be in two parts. First of all I want to just recount a bit of some of my reflections in this ICANN.

And actually I was President of the (total) ICANN as well. And the two experiences together actually brought me very different insights and a very significant thought about how to - how young people should involve in ICANN.

And the next step I would talk about the dockets how the kits, that children apart from the youth of mostly college students they could be having a more creative and a different level of participation in DNS.

So before playing the media let me just talk about how youth -- and when I say youth it's different from children because according to the UN definition of

USCRC the United Nations and conventional right of a child children is defined as people young - lower than 18 so they are children. And young people usually refer to over 18 but (originators) like that.

And just know I've heard that in some countries in developing countries there's limited access to the Internet. Therefore young people it's harder hard for them to participate because they don't even have the access to the Internet. They do not (unintelligible) at all. How can they participate? And I think this is very true and it is the centers of all.

And in many circumstances I think it is even sadder when we have the access to the Internet, we know the Internet role, we are on it every day but we still can't participate in it. I think this is actual reality with, you know, Facebook, you know, Twitter everything but when we talk about participating in DNS we don't have a clue about what it is. So that's a discrepancy there.

And last time I was in Toronto I was sitting in meetings I tried to participate, I tried to listen to people speak and I tried to raise a question but it was incredibly hard.

I couldn't understand what they were saying. And when I wanted to ask a question I was scared that it's too simple, that I was disturbing the flow of the meeting because every meeting is tight. And they couldn't finish the agenda. It was over time.

So I think to young people it is a pleasure. Before we were perfectly competent it's hard for us to express our opinion. I think that's a very serious problem.

And so in this meeting, this ICANN meeting we were having a mock ICANN. So we were taking into a particular issue about the African support program.

And there we have trainings background in Hong Kong. We did all the researches. And here we have a lot of discussions. And we even talked to some of the people in ICANN. We heard of their opinions.

And yesterday when I was in the new gTLD working group meeting just like those I been last time in Toronto but I said there I understand every single point.

And the (unintelligible) and asked the questions. It was on track. It was appreciated. And I think that was a difference.

Training I think is a (clue), a very (clue) issue that before we ask the young people to actually speak and involve in that discussion we have to let them know what are the issues that we discussed, what are the problems have - that we have.

And of course we have to understand some of the background that we - that is in every program. For example the new gTLD program how it was originated, how it was brought in placing ICANN.

And the same as the African support program, why it was introduced, how we were trying to include the development companies countries as a whole in the discussion of the Internet governance like that.

Well we know the background and we know what we discussed before where will feel comfortable. And we would be happy and to be really able to participate.

And so I think and now the problem is who are doing the training? This time our training was done mostly by for Asia (Edmund) and (Animus) team.

And I think ICANN is kind of conservative about why they're involving people because they have - they would think that they would have the (technical) burden of educating young people.

But my - I think it's actually kind of wrong because the task of education is share, is a task shared by everyone, everyone in the ICANN community.

So (Asia) she is actually registry. But she is taking care of the education. And for some of the ccTLDs they could take care of it. They could actually get the people in their countries and that could be an example why a mentorship program.

Actually we've had it in this ICANN. We've had mentors such as (Belage) chair (Olivia). We have former board members, current board members. We follow them to ICANN meetings. We ask them questions.

And these are the ways that you know more about the ICANN. We don't necessarily have to request the ICANN staff to do a lot of work. Because I think this is a very really a work shared by the community. And that would be useful.

And also in a long term I think this time we are having a mock - we were - the young people were discussing ourselves. And in long term I think the best way for young people to involve is first to involve in the working groups. I think it'd be very practical. It's very down to earth.

We're actually involved in a particle and real discussion. And we've been - with a lot of us have shown interest in joining the working group of the JAS working group the Join Support Program Working Group.

And I think that was the beginning. And for some that mission is a part of (unintelligible). And we could be involved in that discussion as well.

And that would be I think in the long term a very good platform for us to express our opinion.

And so I think young people would be like that. But for children, people younger than 18 it's even harder for them to involve. Even if we have training like that they might not be able to understand.

Now we have different, the (DOCSIS) Foundation has actually full of very creative but very important role that children could play. And during this time I'd like to play a little bit of this video and show a - to show how (DOCSIS) has made children involved in the DNS.

Marie-Laure Lemineur: That's a good example I think (unintelligible) not perfect. We have to be patient.

Woman: I am a kid.

Man: I'm an adult.

Woman: Together we are (unintelligible).

According to the United Nations we (unintelligible) under the age of 18. And the statistics of the United Nations Department of economic (unintelligible) children represent (unintelligible) 1/4 of the world's population every day and thousands of children (unintelligible) the Internet.

Nowadays the (unintelligible) for the kids and towards the kids and (unintelligible) the kids. But why isn't there a cyber-based educated that's actually for the kids?

The children community is and always has been a significant group of Internet users.

In the current Internet (phase) children are exposed to the generic Internet environment which contains all kinds of materials including those that are inappropriate.

Websites that contain obscene and violent information have put unsupervised children at high risk.

Moreover the method of presentation and the choice of words on the Internet are not always clear and easy enough to facilitate communication and give (unintelligible) information.

I believe every kid who's on a dedicated Internet space of both parents and children can surf comfortably.

Our (spaces) by the actual (unintelligible) of UN CRC. We're entitled to freedom to express opinions in (unintelligible) affecting social, economic religious cultural and political life.

As a major stakeholder in this part of the world we should actively participate in the Internet community to help promote policies in our favor.

However, we are not involved in the Internet governance at the moment.

(Unintelligible) platform to lead with tomorrow to practice civic participation on the Internet.

Woman: Yes.

Man: Yes.

(Jared):   I'll let me finish the sentence. Yes definitely a change that we're making.

So basically the Dot Kids Foundation (unintelligible) actually an overview of the sort of problems that children are confronting on the Internet. And the Dot Kids Foundation has provided a very - a very good platform, a very creative role of children in the operation of the gTLD.

And let me further elaborate, actually we have - the Dot Kids Foundation has a Children Advisory Council. So as you can see, there are a lot of problems. And Dot Kids Foundation is trying to provide an express (complaint) response system and a monitoring committee that track down Web sites that contain obscene and (violent) information.

And there we have a Children Advisory Council that comprises of wholly children, people under 18 as the Advisory Council to provide (advices).

And as you - as I say, you may be a bit confused. And I have a very good example of how children could be involved in the operation.

For example, we are trying to have a kids-friendly namespace by the user's kids-friendly (unintelligible) graphics and presentation (formulas).

For young people to be - understand materials on the Internet they have to be more child-friendly than if they have a - (lovelier) graphics and easier words for them to understand.

And on this - in this regard, it's hard for adults to think because they - if they write something else and they pretend they were (three) years younger it won't work. And that was how young people could actually be there to judge okay, I think I understand this, I like this, I like that.

And as you can see, young people, children and youth would have a very different role. For children who are younger and a tender age, they might not be that mature to actually discuss very complicated policies that youth can do.

But the children, those under 18 whose voices cannot be - should not be neglected could participate and involved in DNS like that (unintelligible) has done.

And so that's pretty much about it. And I presented to a very (overall) overview of how young people and inclusive of children who are - I think ICANN actually prefers college student because they're more mature.

But I think at the same time, children's participation should not be (forgotten).

Thank you.

Marie-Laure Lemineur: Thank you, (Jared). I certainly agree with what each have said.

(Rennie), I think that ICANN (unintelligible) over here can - I think that ICANN should hire her in the marketing communication team because you have very good ideas. And maybe you can assess ICANN about how to design, you know, kid-friendly line tools, it would be very interesting.

Anyhow, we have, I think, 25 minutes left, 20 minutes left - about 20 minutes. Let's - do you have - do we have questions? Do we have remote participant questions (Sentra), please (unintelligible)?

Oh, (you) have a question. Thank you, please go ahead.

Woman: Hi, thank you. It was really a pleasure listening to your presentations.

My name is (unintelligible). I'd like to know from Dot Kids a little bit about your gTLD application. I know you've gotten approval so you will be funded.

I'd just like to know a little bit about the application and what your plans are for it.

(Jared):   What areas of plan do you mean? Like is it (unintelligible).

Woman: Yes, for the gTLD (unintelligible).

(Jared):   Okay. (Unintelligible) - oh, okay (unintelligible).

                 Yes, okay. I think as there - let me speak more about the membership,
                 because I think as a - we might have a lot of criticism. We have a lot of
                 wonders and questions on Dot Kids because people might well ask about it
                 as a protocol to have a monitoring committee.

                 Is it possible to track every Web site that contains obscene and (violent)
                 information? We could do it because we (sell) not very detailed application
                 because of the (word limit). Of course we can just make every point very
                 detailed.

                 So I think we've been trying very hard in the previous (two) months to really
                 think about how it could be more, I mean, done in more completed way, be
                 done in a more systematical way.

                 And I think we're now developing technologies, how to (unintelligible) on a
                 system. Not just by (unintelligible), it's impossible to review every Web site
                 just by eyes.

                 We might be - rely on technologies, and that's what we're developing.

                 And we've been trying to also accept partnerships with many organizations in
                 the world because just as I mentioned, not just a Child Advisory Council, we
                 have a Professional Advisory Council, we have - we also have the Monitoring
                 Committee that include other qualified (unintelligible) organizations.

So we are making a lot of partnerships. We are getting a lot of endorsement. So spread the world about that so everyone is aware of the problem.

Woman: I heard yesterday. I didn't know about that there are two other companies who applied for the same gTLD. Can you explain to us, I mean, just (unintelligible).

(Jared): Oh yes...

Woman: Maybe not everybody knows it.

(Jared): Oh yes. So Dot Kids has two other competitors, including Amazon and Google.

Marie-Laure Lemineur: Thank you.

So the floor is open for questions and comments that (unintelligible) please. And then (unintelligible).

Man: Hi. This is my tenth year of working with ICANN and occasionally the open mic still intimidates me. So you don't have to worry about the - that (theme) being the case for you as well, because we share (unintelligible) fear.

My name's Louis Lee. I'm the Chair of the ASO Address Council. And I've met (Michael) quite a while ago when he was on the (board) also.

Couple thoughts - well question then. Do you know if the, perhaps anyone, if the ICANN Academy is focusing any of their efforts on educating youth in participation with the ICANN community?

And perhaps maybe this is a reason, if there is nothing, to collaborate with (what) Asia has already done so far and build on that.

Woman: I understand and I know the answer to this question.

                Do you have some information (unintelligible)?

(Jared):   I can provide some answer, but I see that I have a colleague that will address the issue.

Woman: (Unintelligible) for the transcript.

                Just to address that yes, there is a platform that ICANN Academy (unintelligible) at the at-large (capacity) building working group. And one of the things we'll definitely be looking into is digital inclusion, particularly in terms of youth.

Marie-Laure Lemineur: Do you want to say something else?

                Oh, (unintelligible). Thank you.

                So (Anil) is next. Thank you.

(Anil):   Yes. I've spent a fair amount of time in Africa, including Ethiopia. And I was wondering - my question is to our colleague from Ethiopia, is the Internet Service Provider still 100% public?

Marie-Laure Lemineur: Thank you. Yes, in principle the Ethio Telecom is the sole Internet that's provided. But at some point it collaborates with international telecom providers.

                For example, it has been collaborating with France Telecom for some time. But they collaborate on certain limited areas, meaning the police, the government is very strict on telecom policy, so it's the sole provider.

(Anil):   Let me then further ask my question.

Do you think that this model - and of course if there's anything politically incorrect, please don't say it, obviously. But do you think this policy restricts access to the Internet to children?

Man: Yes, I think so.

Since the government is the sole Internet provider, I think it's significantly - takes all the resources that it could use to (proliferate) the (unintelligible). (Because) it's a big country because - around 90 million people.

So I think it's difficult for one entity to do all these things. Internet is not that old. So within this very short period of time I think that's why even the label of (unintelligible) had been for other private sectors (involved).

I think the level of the Internet use (unintelligible) would have been (better). So I think the (unintelligible) the government seriously has (difficulty) the level of penetration.

And it in turn (would fix) the role of the use in there.

Marie-Laure Lemineur: Thank you, (unintelligible).

Then next is (Poncelet).

Poncelet Ilelji: (Poncelet) from NPOC for the transcript.

My question to the Dot Kids folks. You guys have really done a lot of stuff. And what I would like to ask is what do you have (unintelligible) and all these materials, your presentations and stuff like that that you've been doing without someone in your public domain?

Like, for instance, in (unintelligible) if we have in our National (IGS) in May be able to say, "Okay, group of kids are coming." You have a presentation that is kid-centric like you. If I'm going to do West African on (IGF) I'll be able to have a (unintelligible) of these (protocol) information you have, they'll be able to take it and give to other member states because the work has to go around.

So I don't know if you have (unintelligible). And if you have them, definitely (unintelligible). Thank you.

Man:	I would be happy to work with you and to work with all the other organizations.

I think it's important to circulate that (DL) realm, and that children have a place to play in the Internet.

And I (unintelligible) trying to, you know, work with other organizations to - because many of the children's organizations don't really know much about DNS and about Internet governance.

And many organizations that we've approached actually tell us it's not area that we're familiar with. So I'm sorry, we might not - might not want to continue discussing on that.

So I think the entire environment of Internet discussion should be (expanded), but I'm happy to work with - very happy to work with you and any other organizations. Yes, thank you.

Marie-Laure Lemineur:	Thank you.

You're next, please.

(Dan York):   Hi, I'm (Dan York). And I just wanted to comment to (Rennie) on your slides up there that you're not alone in that confusion.

I've been coming to ICANN meetings for awhile, but there's a lot of adults who are coming here and, you know, who are having the same exact issues.

And I saw on Twitter earlier, I was not at the Digital Engagement Session that happened yesterday, but apparently there was a discussion around the need for an ICANN 101 type of thing.

And your suggestion of digital - of a smartphone app is probably a good one for everybody. You know, not just youth, but many others who would want to do that.

So I think it's - on that particular item I'd say I think it's probably a good idea that you should encourage the ICANN staff, who may be listening to this, or others that it's probably a good thing for people to have.

So I just wanted to say you're not alone and it's good thoughts and keep pushing that - those questions around because it is important for newcomers to be able to learn about how to interact with this crazy beast that is all these different pieces of things.

Thank you for your presentation.

Woman: Thank you so much.

Marie-Laure Lemineur: Thank you then.

I like the idea of crazy beasts.

I think it's your turn, then the lady over there, and then you would be third.

Louis Lee: (Unintelligible).

Thank you. This is Louis Lee again.

As you're learning about the Internet governance side of ICAAN, you might find that there's a second N in ICANN, Internet Corporation for Assigned Names and Numbers.

I might want to propose that if you're looking at the full set of governance that on the number side we threw our policy work away from the main ICANN meeting. It's just (you did it) across the world about ten meetings per year.

So I'm not proposing you go to all ten meetings, of course. The policies that worked is regional and global in nature.

So, for instance, the next (Aaron) meeting is in Barbados in a couple of weeks. Short hop from Florida, by the way.

So - and I'm inviting anyone that might like to come and you may also find the meetings in the (APNIC) region, Europe, Africa, (Latin) regions.

So if you'd like more details, please come to me or my colleague (Jason) right over here who are in attendance.

Marie-Laure Lemineur: Thank you. Please?

(Rennie Fritchie): Rennie Fritchie, Chair of the Board of Nominet for (.UK) and then (register).

I'm interested in all that's been said. But when I think of young people, children, youth, I recognize there are two genders.

There are many cultures that there are two genders. We have on the 25th of April (Delve) into IT Day internationally.

So I'm interested in the (penalties) on what ICANN or anyone else should be doing to ensure that voices are heard from young men and young women, girl children and boy children and how we can really make it inclusive from the start.

Thank you.

Woman: I'm grateful to tell you that actually in our (Manage) and Ambassador Program, the participation of both, I mean, ambassadors of both genders are kind of equal.

But then I - I actually went to a girl's school when I was in high school. And then when I go to college I - it was kind of like a culture shock because for the first time I got to study with boys. And then there are not many boys in our translation department, and it's very easy to locate them and it's very easy to see that - well actually boys behave really not the same way as girls.

And the general trend that I observed is that boys are more likely to voice out when they just don't understand things. They are more like - they are more daring in terms of raising hands and say, "Hey, I just don't understand. Can you just explain it to me?"

And particularly in Asia our culture is kind of passive and we're not that brave in terms of expressing thoughts and challenges and we're encouraged to study hard first just - don't make a word, don't speak a word before you understand what you are saying.

And so but then I - I honestly think (unintelligible) in Hong Kong. We girls have an advantage as well because we tend to be more talkative. And the situation is changing now in Hong Kong. I can see more and more girls being just as competitive as boys and they are very outspoken.

But then I recognize that there is a gender difference on top of a knowledge gap and the age problem.

So maybe the thought piece would also have to address this problem as well.

Marie-Laure Lemineur: Thank you. (Unintelligible) I think also wants to add something.

Man: I want to say on the (unintelligible) problem, I was talking with (Rennie) before. I don't know if they gave this for the (unintelligible) only, but ICANN has a mobile app for this (unintelligible). It's (unintelligible) more (unintelligible) while we were coming here. So there was an app for the (unintelligible) and for some short sentences.

Even for Chinese translation there was some tools that they - ICANN already (prepared). So maybe the problem is on their public relations page and (there) are many people here.

So it's just (unintelligible). Thank you.

Marie-Laure Lemineur: Thank you, (unintelligible).

(Jason Heller):   (Jason Heller).

Marie-Laure Lemineur: Sorry. We have your observations and we have a question from a remote participant, then we will have to close the floor because we almost (on) time. I have one minute left.

(Jason Heller):   (Jason Heller), (ISOAC).

The question I had is what is the best way for a child to get involved in the ICANN academy to get training about the Internet governance and the ICANN system? And then to take that information back to their peers and share it, sort of a train the trainer model.

So are there pointers to training materials or do you have training sessions planned for the future?

Man: I can't speak in presentation of the ICANN Academy because I'm not really involved in the program.

But I would - I do have some (opinion) about how sort of education could be directed towards children.

Just as I mentioned (unintelligible) (program).

For example, we have key people in ICANN, like the Chair or even CEO. Like they would be very important because when they were willing to talk to us (if you're) the ICANN various opinion, number one.

Number two, when they - we're talking to them as a very (thorough) interaction we don't have to - first of all, we'll be willing to learn about new gTLD program. We do have to read the 338 pages of the handbook, that we would just have a quick grasp of the ideas. We have questions we can ask them.

And secondly, I think the phone app could be very (creative) one. We have a (glossary) app perhaps. So ccTLD (wants) that, we can just (turn) on that.

And the third, we could actually have some of the rep sites and materials that are catered for young people, same (unintelligible).

It don't have necessarily to be (addressed) just by ICANN staff. We could be involved. That would be perfect for people in our - the same age.

Woman: I could remember yesterday hearing someone speaking about child-friendly version of ICANN materials and also heard many voices - adult voices saying, "I would read those versions."

Marie-Laure Lemineur: We have a comment from Gideon, who is a remote speaker. Please (unintelligible), thank you.

Oh, he wants - if he wants to speak up - okay.

Gideon Rop: Hello?

Marie-Laure Lemineur: We can't hear you. Can you speak up, please?

Gideon Rop: Okay, my comment on involving the boys and the girls.

I think I would want to advocate for, you know, the (unintelligible) because most of (unintelligible) gets to know about ICANN when you are starting to look for a job and you start to learn about the DNS (unintelligible).

It's possible to start this a little early and get the young people, maybe ICANN people speaking, universities maybe. It would be good maybe in (unintelligible) have a mailing list that's (unintelligible) so that the young people can (start) to contribute.

You know, at the end it's easy to really understand and grow into it that's it's - it's all about the (DNA). The (DNA) the earlier the better because that way even the government's able to be influenced because the people would have grown understanding what DNS is, what ICANN is, the policymaking because they got it earlier.

Wherever (unintelligible) the (folks), if that's knowing the ICANN (unintelligible) maybe three-four years we have to attend several ICANN meetings and yes, that's my comment for now. Thank you.

Marie-Laure Lemineur: Thank you very much, (Calen). And thank you for your contribution. I know it's quite early in your country right now, so thank you.

I think we have the last comment from a remote participant and we have to wrap up.

Woman: Thank you. We have two comments and a question.

The comment is from (unintelligible). And he says, "The information ICANN supplies needs to be platform-neutral. Doing an app introduces some (bias) without adding significant value. The Web site could be boosted by the use of HTML5 and could function as an app on any device."

Question...

Man: (Unintelligible).

Marie-Laure Lemineur: The question comes from (Martin) (unintelligible). And he asks, "As we open up an advocate for access of Internet to children, who do we ask with responsibility of the security (unintelligible) that come with it? Who regulates most of this ever-growing niche market of value-added services that forms the platform for most of this application?"

Woman: Well that's a very interesting question.

I'm afraid - yes, do, I mean, someone wants to answer these questions? No, no (unintelligible).

Okay. So I'm sorry, we have to leave it for our next session.

We have to wrap up actually. And I want to thank everybody, the public and the speakers for our wonderful words. And I hope this is like one of the first - two of first activities that we're having today (unintelligible).

Man: (Unintelligible). I'll be done in five minutes. Yes, it's almost over.

Marie-Laure Lemineur: So I hope it's like the first - one or two activity of a long series we're going to have in the near future.

And thank you very much, once again, for being with us. Thank you.

END