*American Model United Nations*
**World Summit on the Information Society +10**

WSIS+10/I/3

SUBJECT OF RESOLUTION:    Bridging digital divides

SUBMITTED TO:    The World Summit on the Information Society +10

*The World Summit on the Information Society +10,*

1    *Acknowledging* the digital divides within today's international arena,

2    *Guided by* the principles of national sovereignty,

3    *Understanding* the complex issues and viewpoints regarding information technology that can increase digital
4    divides,

5    *Believing* that education is the foundation to decreasing the digital divide by promoting technological in-
6    frastructure, development, and access,

7    *Noting with regret* that 80% of internet content is in one of ten languages which is spoken by less than three
8    billion people around the world, which has contributed to the digital divide,

9    *Recalling* the Sustainable Development Goals (SDGs) calling for universal access to affordable internet and
10    technology,

11    *Recommend* that Member States combat the digital divide by incorporating digital literacy as an education
12    goal of United Nations permanent missions,

13    *Recognizing* the direct correlation between access to technology and economic, education and healthcare
14    development in bridging the digital divide,

15    *Approving of* the past work done by this body in previous global summits,

16    1. *Encourages* the reuse of electronic waste in providing new solutions to bridge the digital divide;

17    2. *Urges* the utilization of electronic waste donated from developed countries to developing countries by
18    creating rural kiosks for internet and ICT use in indigenous and low-populated regions that will:

19        (a) Requests funding and support from existing programs such as the United Nations Development
20    Programme (UNDP) and the International Telecommunications Union (ITU);

21        (b) Note the need for proper educators and information dissemination through the training of;

22        (c) Incentivize developed nations to donate electronic waste to developing nations through the use
23    of tax breaks, subsidies, environmental aid, etc.;

24            (i) Domestic educators by a United Nations-monitored group or a developed program such as the
25            ITU or the UNDP to ensure that educators from all regions affected that are trained by the ITU or
26            UNDP to utilize existing institutions internationally such as schools, community centers, churches,
27            etc. as a location for these literacy programs and technology;

28        (d) Utilize a program, potentially supported by the ITU, to assist developing countries in the recy-
29    cling and proper disposal of electronic waste within their countries;

30    3. *Encourages* domestically trained educators to create digital literacy content that is relevant to the people
31    of the particular Member State, specific region and age bracket by:

32        (a) Using existing institutions to share this information with those in the domestic literacy programs,
33    including those in rural and indigenous regions of nation states;

34        (b) Ensuring that educators are trained in teaching not just content, but physical use and navigation
35    of ICTs;

36    4. *Noting with deep concern* the language barriers amongst different regions in the world and promotes the
37 use of:

38              (a) Existing translation services to bridge language divides in developing countries;

39              (b) Open source and local partnership methods to create more translations for local languages and
40 dialects;

41              (c) Local personnel in technology education so as to maintain the effectiveness and legitimacy of
42 progress;

43              (d) Expansion of digital content in languages of developing countries;

44    5. *Emphasizes* that the education of people with disabilities and illiteracy is essential to the integration of
45 all peoples within a Member State in the efforts of bridging the digital divide, by:

46              (a) The creation of specific programs to assist people with disabilities and integrate those programs
47 in the digital society;

48              (b) Recieving the aid of nongovernmental organizations (NGOs) to provide bluetooth technology to
49 amend the gap in sensory barriers that can decrease the digital divide;

50              (c) The use of the funding methods previously mentioned for issues such as postal cost and imple-
51 mentation;

52              (d) The United Nations Educational, Scientific and Cultural Organization (UNESCO) assisting in
53 producing general literacy programs in developing countries;

54    6. *Noting* the importance of individual and cultural sovereignty by:

55              (a) Using the ITU or the UNDP to cooperate with educators that come from regions throughout
56 the world to prevent the assumption of Western imperialism or violation of national sovereignty;

57    7. *Emphasizing* the importance of sustainability in the process of bridging the digital divide in the interna-
58 tional community by:

59              (a) The utilization of a Teaching Partnership Program (TPP) in collaboration with education-based
60 NGOs in order to provide ICT knowledge to developing nations through programs such as;

61              (i) An agricultural education program to teach developing nations necessary farming and agriculture
62                  knowledge with goals of promoting more sustainable options and commerce in these nations;

63              (b) Promoting the idea that applicable NGOs such as UNESCO should expand into education on
64 technology.

Passed, Yes: 51 / No: 22 / Abstain: 23