

EDUCATION

- Links hope and opportunity for those in Least Developed and Developing countries
- Leads to political empowerment and civic participation
- Teaches conflict resolution through dialogue and diplomacy
- Promotes constructive intellectual activity, alleviating crime and violence



TECHNOLOGY TRAINING

- Links peers across national borders, developing and deepening cross-cultural knowledge
- Leads to employment by providing the requisite employment skills to those left behind by the Digital Divide
- Teaches participants how to access information, enabling them to participate in the decisions that affect their lives
- Promotes understanding between global knowledge-based communities

INTERNATIONAL COMMUNITIES EMPOWERED BY TECHNOLOGY

UNITED NATIONS PROMOTING THE CULTURE OF PEACE AND COMMUNITY EMPOWERMENT BY BRIDGING THE DIGITAL DIVIDE



Conflict prevention through education, technology training, communication and economic opportunity.

Based on UN resolutions A/Res/53/25 and 53/243, the program links training, technology, and social development through customized school and community programs, in both, least developed and developing countries, and rural/inner-city areas of the developed world. The program is based on the principle of a partnership between the UN, government institutions, not-for-profit organizations, and the private sector. It combines significant technology resources, and an internationally accredited professional development program for teachers, parents, children and communities, with ongoing technical and human support. A curriculum of customized technology training integrates Community Empowerment into the principles of the Culture of Peace.



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GENESIS OF AN IDEA:

LAUNCHING A CULTURE OF PEACE



The resolution is based on six core principles to guide all societies, cultures and nations:

Respect All Life

- Respect and recognize the sanctity of all forms of life
- Personal growth and enrichment

Reject Violence

- Grievances can be redressed by rational methods
- Promote tolerance
- Create coexistence

Share With Others

- Create social relationships
- Distribution of knowledge
- Cooperation between nations

Listen To Understand

- Teach to listen, then to speak
- Attentiveness to others
- Create open dialogue

Preserve the Planet

- Link scientific and ecological thinking
- Create a healthy global future through understanding planetary preservation

Rediscover Solidarity

- Create an atmosphere of unity
- Create harmony and cohesion at all levels, from the family to the global community

As the 21st century progresses, bridging the digital divide between the least developed and developing nations, and social development within the developing nations are vital concerns of the UN. The urgency of addressing these issues was underscored by the UN's adoption of the Millennium Declaration in 2000 by the largest gathering of heads of state in history.

This program, International Communities Empowered by Technology, unites these critical concerns and translates the idealism of the UN Resolution into a plan of action.

This program was initiated by Ambassador Anwarul Karim Chowdhury, former Ambassador of Bangladesh and former Chairman of the group of 49 Least Developed Countries, currently High Representative of the Least Developed Countries, Landlocked Developing Countries and Small Island Developing States. A detailed project document, including a work plan and implementation arrangements, has been prepared by the Socio-Economic Development management branch, Division for Social Policy and Development, DESA.



PROGRAM DEPLOYMENT

The program is implemented by FITC, a global learning organization dedicated to training individuals in the use of information and communication technologies (ICTs) to improve education and employment opportunities.

The program consists of a number of key elements:

- Effectively employing technology education to advance the goals of the Culture of Peace
- Utilizing experienced program providers with success in over 70 countries
- Enabling participants to immediately access available systems and specialized curriculum to develop each local area
- Providing customized local enhancements to internationally accredited, award-winning program training and ongoing support
- Leveraging pre-existing infrastructure and resources, thus minimizing implementation costs

United Nations Bridging the Digital Divide by advancing the Culture of Peace can be implemented under two different models, depending on the circumstances of the local community: the School Program Model and the Community Centers Program Model.

The School Program Model consists of the following components:

- Provision of a fully equipped computer lab
- Comprehensive accredited staff development course in technology for educators
- Age/Grade appropriate curriculum training for teachers integrating technology with a project-centered approach to learning
- Integration training and mentoring support for teachers
- Family Technology Literacy Course
- Mind Lab training for teachers, helping them implement a modular learning program of interactive multi-solution games
- Sustainability plan (rental of fee-based on-line and off-line services)

The Community Centers Program Model offers a menu of services, including:

- Provision of a fully equipped computer learning center lab
- Educational and administrative training
- Technology training for pre-schoolers (3-5 year olds)
- After-school, weekend and summer training for children (6 and older) focusing on career development and job preparation
- Mind Labs, developing cognitive analytical skills through learning games
- Parent, adult education technology and family literacy programs
- Programs for seniors
- Sustainability plan (rental of fee-based on-line and off-line services)

These services are offered either as direct instruction, or training is provided to trainers so that they are equipped to instruct their communities. The program is organized around basic technology activities designed to improve educational achievement. FITC provides not only the necessary hardware, software and support equipment, but also offers students supplementary support to improve their overall academic performance.



OUR MISSION:

The program addresses three vital concerns (Bridging the Digital Divide, the Culture of Peace and Community Empowerment) to create synergy and benefit from their mutual support. Providing access to education, information technology and economic opportunity for youth and community members is a critical factor in preventing conflict. Such capacity-building activity also leads to the development of an informed civil society, a key condition for building a country's human, social and economic capital.

The project's starting point is to create knowledge/education networks, primary and secondary school programs, and learning communities, and to integrate these into the human infrastructure. Enabling youth and community groups to use information and communication technologies (ICTs) contributes to post-conflict development efforts. The program establishes dual-use Internet Learning Centers, open to teachers and students during school hours, and to the community during non-school hours.

The program offers training in the use of ICTs to teachers, students and community members to promote local economic and social development aimed at capacity-building, cross-cultural communication, and employment.

The program focuses on the Least Developed Countries (LDCs), Landlocked Developing Countries, Small Island Developing States, and Countries in Transition.



PROGRAM RESULTS:

EMPLOYING TECHNOLOGY TO ADVANCE THE GOALS OF THE CULTURE OF PEACE

- Development of a body of participants in least developed and developing countries who are productive, socially and ethically responsible, trained in technology, possess work-ready skills and who feel socially, economically and educationally empowered
- Creation of a global network of schools, centers and individuals that facilitates the exchange of information and talent between grassroots participants
- Ongoing creation of job opportunities for program participants, including opportunities within the program itself as mentors, assistants and instructors