



United Nations
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Organisation
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Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

Организация
Объединенных Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للتربية والعلم والثقافة

联合国教育、
科学及文化组织

Report by the Director-General on the execution of the programme (34 C/5) (01 January 2008 - 30 June 2009)

Major Programme V - Communication and information

Part II – Programmes and programme related services
II.A – Programmes

MAJOR PROGRAMME V - COMMUNICATION AND INFORMATION

Biennial sectoral priority 1: Fostering free, independent and pluralistic communication and universal access to information

Biennial sectoral priority 2: Promoting innovative applications of ICTs for sustainable development

Para. 05016 - MLA 1: Promoting an enabling environment for freedom of expression and freedom of information

Regular budget: Activities (rounded to \$ thousand)	
Planned: \$ 2 495	Actual: \$ 2 012

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
<p>Awareness of freedom of expression as a basic human right increased and related internationally recognized legal, ethical and professional standards applied.</p>	<ul style="list-style-type: none"> • Human right of freedom of expression promoted through: <ul style="list-style-type: none"> - Organization of World Press Freedom Day Celebration worldwide, including two international conferences in Maputo (2008) on access to information and empowerment of people and in Doha (2009) on media dialogue and mutual understanding; - Award of UNESCO World Press Freedom Prize (2008 Mexico; 2009 Sri Lanka); - International high-level symposium on Freedom of expression: dialogue, democracy and development; - Training on investigative reporting and on MDG reporting. • Freedom of expression training supported by development of a toolkit on freedom of expression: <ul style="list-style-type: none"> - Adaptation of media laws to internationally standards in 6 countries • Thorough inventory on freedom of information laws around in the world and on how free media and access to information can further human and social development • Awareness on safety of journalists increased and professionals trained in safety issues through: <ul style="list-style-type: none"> - Organization of campaigns against impunity including exhibition (2008) - Training in more than 10 countries. • Strengthening and development of civic journalism to promote 	<ul style="list-style-type: none"> • High visibility of the programme. Budget restrictions limit the number of areas to implement the programme. More coordination needed between Headquarters and field offices. Constructive collaboration with authorities; Media NGOs are involved in dialogue. 	<p>Very high cost effectiveness achieved due to the selection of the right partners and wide outreach to invite media organizations, UN and decision-makers to the events.</p> <p>International NGOs, partners in the private sector and media professional organisations assuming more responsibility and financial charges</p>	<p>Better public understanding on the importance on press freedom</p> <p>Less number of threats and/or attacks against journalists who carry out their duties.</p> <p>Increased number of news items produced with topics related to MDGs and investigative subjects.</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	citizens' participation in communication processes, through the execution of 3 national workshops.			
Public service broadcasting enhanced and editorial independence and diverse and responsive programming fostered to facilitate good governance.	<ul style="list-style-type: none"> Importance of editorial independence of public service broadcasters recognized through: <ul style="list-style-type: none"> - Translation in several languages of the publication on editorial guidelines for public broadcasters; - Organization of several Public Service Broadcasting (PSB) Workshops in partnership with key organizations such as EBU and Article 19; - Advice provided on PSB bills in Thailand, Mongolia and Timor-Leste - Support to the ERNO news exchange network in South East Europe in training and capacity building - Establishment of a project for a television network comprising public service broadcasters in all Portuguese speaking countries for news dissemination and joint production. 	<ul style="list-style-type: none"> There are still problems to transform and/or reform the mindset of newly-changed public broadcasters who had been functioning as state broadcasters for many years. The recently adopted approach concentrating on policy advice should be continued and strengthened. 	In the long-run enhanced access to information an dialogue both top-down and bottom-up is likely to improve governance and bring other development benefits	New bills and changes in current laws will have a long term impact for the legislative framework and enabling environment for media.

Para. 05017 - MLA 2: Fostering universal access to information and the development of infostructures

Regular budget: Activities (rounded to \$ thousand)

Planned: \$ 4 626

Actual: \$ 3 476

34 C/5 Expected Results	Achievements	Challenges/ Lessons Leant	Cost-Effectiveness	Sustainability
UNESCO policy frameworks for universal access to and preservation of information established	<ul style="list-style-type: none"> Best practices for the preservation of documentary heritage promoted through: <ul style="list-style-type: none"> - Formulation of recommendations by Third International Memory of the World (MoW) Conference in Canberra Australia (February 2008) - Organization of public seminars and training workshops (Iran, Indonesia, Fiji, Mauritania, Morocco, Namibia, Nigeria, Tunisia) - Establishment of new national MoW committees Increase in nominations from first-time countries for inscription on MoW Register. <ul style="list-style-type: none"> - Launch of logo competition to brand the programme resulted in almost 200 entries - Methodology and training material for in-school awareness- 	<ul style="list-style-type: none"> The challenges for MoW are to obtain adequate resources and greater visibility. Therefore, the establishment of Committees is being promoted for the continued expansion of the Programme. 	Forming dynamic, viable National MoW Committees requires considerable efforts but is worth the Investment that leads to improved information policies.	The cooperation of a community of interested persons and stakeholders in MoW will establish priorities and develop projects that could lead to innovative approaches to funding which is essential for the sustainability of the Programme.

34 C/5 Expected Results	Achievements	Challenges/ Lessons Leant	Cost-Effectiveness	Sustainability
	<p>raising of MoW tested in Singapore and Thailand.</p> <ul style="list-style-type: none"> • Awareness raised on ethical issues of the information society through: <ul style="list-style-type: none"> - Fostering reflection and debate on the ethical issues during regional workshops in Latin America, Africa, Europe and Asia-Pacific. - Contribution to a proposal for a Code of Ethics that was drafted and discussed during the regional Info-Ethics meetings and that is currently being examined by a working group convened by the Chair of the IFAP Council. • Access to information in governmental public domain enhanced through : <ul style="list-style-type: none"> - Organization of training for decision and policy makers to stimulate them to enact the right of universal online access to public and government-held records, to identify and promote repositories of information and knowledge in the public domain and to make them accessible by all, and to undertake the preservation and digitization of public domain information - Comparatives analysis on access to information in the Andean region conducted. • Methods to include new languages on the Internet promoted within the framework of the International Year of Languages (IYL) 	<ul style="list-style-type: none"> • Analysis is necessary but does not guarantee the correct application of legal instruments. Monitoring of implementation is needed. • Methods and tools available to bring new languages in cyberspace require more familiarization among decision makers and minority language communities 	<p>The comparative analysis is the basis for programme action. Therefore, the cost-effectiveness of the activity is high even if it implies an important financial contribution.</p> <p>Promotion done in conjunction with the activities carried out within the framework of International Year of Languages (IYL) and the intersectoral platform on languages</p>	<p>The knowledge generated by a comparative is expected to have a long-lasting effect</p> <p>Activities carried out by minority language communities will ensure sustainability</p>
<p>International multi-stakeholder partnerships for enhancing universal access to information fostered</p>	<ul style="list-style-type: none"> • Progress made in the implementation of WSIS Action Plan and Internet Governance mechanisms through : <ul style="list-style-type: none"> - Consolidation of UNESCO's threefold role as one of the overall coordinators of the implementation of the WSIS Plan of Action, facilitator of the implementation of six WSIS Action Lines in its areas of competence; and implementer of the WSIS Plan of Action. - Participation in WSIS Forum and the Internet Governance Forum to foster a multi-stakeholder governance model where the principles of universal access, multilingualism, freedom of expression and privacy protection - Participation in a multi-stakeholder Dynamic Coalition on 	<ul style="list-style-type: none"> • Whereas the formal procedures for overall coordination of the implementation mechanisms have been put in place, the main challenge has been to keep the momentum of Geneva and Tunis and to initiate multi-stakeholder implementation of concrete action through joint projects • The disability perspective has not 	<p>Cost effectiveness achieved</p>	<p>Number of countries that signed</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Leant	Cost-Effectiveness	Sustainability
	<p>Disability and Accessibility established to mainstream the disability perspective in the debates of the Internet Governance Forum.</p> <ul style="list-style-type: none"> • International and national outreach of the Information for All Programmer (IFAP) achieved through: <ul style="list-style-type: none"> - Launching the implementation of the IFAP Strategic Plan following the Executive Board's endorsement, including through working groups to assist the IFAP Council plan and carry out priority activities. - Identification of partners to help develop information policy templates as well as to update and maintain an online Information Society Observatory - Preparation of survey of IFAP national committees leading to enhanced cooperation on information policy issues. - IFAP's focus in information literacy strengthened through the organization of 10 workshops in all regions in 2008-2009 for training-the-trainers in information literacy resulting in 500 librarians, archivists, teachers and information professionals trained • Public-private partnerships in support of universal access to information enhanced through: <ul style="list-style-type: none"> - Cooperation with Microsoft and Intel consolidated at the regional/national level, e.g in Uruguay) - Signing an agreement with Sun Microsystems. • International partnerships for young people enhanced through: <ul style="list-style-type: none"> - Empowering disadvantaged youth in conflict and post-conflict situations through improved access to, and use of, ICTs and web-based social networking tools. 	<p>been fully integrated into the proceedings of the Internet Governance Forum partly due to both physical and programmatic barriers to participation by persons with disabilities.</p> <ul style="list-style-type: none"> • While there is a general awareness of how ICTs can improve the lives of the handicapped, few practical cases of their use exist in Africa. • The introduction of information literacy within educational institutions requires a combination of acquisition of skills, competencies and knowledge, and change of attitudes and behaviours. The introduction of information literacy should be based on a close collaboration between teachers, librarians and students. 	<p>through multi-stakeholder partnerships (ITU, DAISY Consortium, Council of Europe, ISOC, G3ict).</p> <p>US\$ 300,000 of extrabudgetary funds from Korea was mobilized with UNESCO seed money of US\$ 40,000. Thus cost-effectiveness is very high.</p> <p>From limited funding from IFAP, UNESCO achieved great impact in Training-The-Trainers through volunteer host institutions and benefited from the multiplier effect of the workshops under its umbrella</p>	<p>and ratified the UN Convention on the Rights of Persons with Disabilities.</p> <p>3 public-private partnerships set up which are operational in Azerbaijan, Uzbekistan, and Indonesia.</p> <p>Availability of staff development or user training budget in participating libraries will help to sustain information literacy training programme. This is also achieved through activities carried out by national and local institutions to introduce information literacy in their own institutions or to expand the training within their countries.</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Leant	Cost-Effectiveness	Sustainability
	<ul style="list-style-type: none"> - Provision of space and tools for youth to express themselves, share their views and opinions, and overcome mobility restrictions. - Development of community youth-oriented initiatives , based on strategies for youth to access information and knowledge related to development and peace through traditional and new media 			
<p>Information management structures to support sustainable development strengthened</p>	<ul style="list-style-type: none"> • Professional management of information to support sustainable development strengthened through: <ul style="list-style-type: none"> - Training of some 200 experts during UNESCO organized training workshops in Uzbekistan, Azerbaijan and Ukraine - Regional Centre of Excellency for FOSS created through MOU signed with Balamand University in Lebanon. - UNESCO Open-source tools for managing information and creating digital libraries made available in local languages. - Creation of national consortia of librarians and archivists was catalyzed and support training for manager and administrators to support service improvements provided. • Strategies and action plans established for libraries and archives to become key actors for building knowledge societies, including through the launch of World Digital Library in April 2009 increasing the availability of culturally diverse and multilingual information online; raised the visibility of importance of content in local languages: content from 19 countries in more than 40 languages. 	<ul style="list-style-type: none"> • While many organizations and individuals are interested in capacity-building, there appears to be less interest in application of acquired skills. • Essential to have the support and understanding of higher level managers if technical staff is to be provided with time and resources to upgrade libraries. Librarians need to understand the importance of being involved in the institutional budgeting process and to explain to managers the needs and impacts of neglecting library funding. • Selecting partners and modalities of contributing content to the WDL need to be further explored to ensure the presence of all countries 	<p>Libraries need to encourage local authorship, sharing of resources and creating local consortia with higher bargaining power with overseas owners of digital resources</p> <p>The ability to access information in local languages is an important contribution to ensuring sustainable development</p>	<p>Important for libraries to develop explicit business models, monitor usage of resources and develop skills amongst librarians in project writing Additional partners and resources are required for the WDL, currently in its expansion phase, to make it sustainable</p>
<p>Strategies and practices for ICT in support of knowledge creation acquisition and sharing in the field of education, the sciences and culture developed in consultation with the media</p>	<ul style="list-style-type: none"> • Frameworks established to foster the integration of ICTs in teaching and learning processes through: <ul style="list-style-type: none"> - ICT competency standards for teachers utilized as background for related activities in many countries (e.g. Bahrain, Brazil, Ethiopia, Jamaica, Morocco). - Consolidation of UNESCO driven module for the creation of business in the domain of computer recycling by 25 international waste experts and part 1 was published in September 2008. - Challenges addressed in dealing with electronic waste during 	<ul style="list-style-type: none"> • Experiences in MERCOSUR and neighbouring countries lay the ground for the implementation of a policy on electronic waste. The problem will affect developing countries and similar policies may need to be put in place elsewhere. 	<p>Stimulating the understanding of recycling and treatment of e-waste as part of ethical questions of knowledge societies can improve legislation process for e-waste.</p>	<p>Part 2 of the guidebook of recycling to be published in 2009, will focus on concrete items on how to build business related to ICT waste management and on case studies.</p> <p>Training of young entrepreneurs</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Leant	Cost-Effectiveness	Sustainability
	<p>workshop in Argentina (December 2008) (21 participants, 8 women)</p> <ul style="list-style-type: none"> - Implementation of WSIS Action Plan and contribution to e-LAC2010 for e-waste action plan. - UNESCO positioned as a partner in multistakeholder establishment of Centre for Women and Technology in the Arab region. - Launching of the "National ICT Project for Capacity Building in Libya". - Elaboration of a project document for the operations of the category 2 Centre for ICT in Bahrain, following the agreement between UNESCO and Bahrain. <ul style="list-style-type: none"> • Access to digital learning resources including Open educational resources through: <ul style="list-style-type: none"> - Expansion of the Open Training Platform (OTP), an online collaborative knowledge hub for training and capacity-building resources for development. 3,400 training materials are freely accessible, classified under 21 domains. - Development of Cyber Network for Learning Languages (CNLL) initiated • Access increased to high quality digital scientific resources and tools through Free and Open Source Software (FOSS) for digital libraries (ISIS and Greenstone) and for processing statistical data (IDAMS). <p>A new release of the Museolog software for Museum collections management has been issued in Russian for Linux. This application software was developed in 2000 as a free and open source software through a project funded by the European Commission.</p>	<ul style="list-style-type: none"> • Significant expansion of the Open Training Platform (on-line hub to free and open learning resources for development) in terms of resources, partners and use. It has been evaluated and has enhanced its services in the domain of sustainable development, environment and languages. • Concept of CNLL to be clarified and developed further 	<p>The OTP corresponds to a demand from a large community of users, and a group of 750 content provider institutions, among which UN organizations: ILO, UNITAR, WHO, ITCILO, UNSSC, ITU, FAO, UNEP, UNV, UNU</p> <p>Main funding for CNLL development from China</p>	<p>is also envisaged.</p> <p>The sustainability of the OTP is presently ensured by UNESCO. It is envisaged to carry out a funding campaign, in particular, to the private sector. To ensure longer term sustainability, an economic model and an operational model are required.</p> <p>The sustainability of the evolution of these software is to be ensured by opening them to international open standards. This is done by the establishment of cooperation agreement with PAHO/WHO through Bireme and with SUN Microsystem for ISIS, who both will provide technical support for further development.</p>

Para. 05018 - MLA 3: Promoting the development of free, independent and pluralistic media and community participation in sustainable development through community media

Regular budget: Activities (rounded to \$ thousand)	
Planned: \$ 4 226	Actual: \$ 3 419

34 C/5 Expected Results	Achievements	Challenges/ Lessons Leant	Cost-Effectiveness	Sustainability
<p>Development of free, independent and pluralistic media fostered, particularly by increasing capacities of media training institutions to offer high-quality training</p>	<ul style="list-style-type: none"> • 26 regional and 107 national new media development projects were launched through IPDC in April 2008 and in February 2009 in 71 countries for a total amount of nearly US\$ 3.7 million. 45 of these projects are implemented in Africa and 15 in SIDS. • At its 26th session in March 2008, the Intergovernmental Council of IPDC adopted two important decisions: <ol style="list-style-type: none"> (i) The Council urged Member States to comply with the relevant obligations under international law to end impunity for crimes against journalists and, called on governments to report on their investigations into the assassinations of journalists and other intentional crimes against media personnel denounced by the UNESCO DG. (ii) The IPDC Council endorsed a set of media development indicators (MDIs) developed through a broad consultation including with media experts and relevant organizations from all regions. • UNESCO's comprehensive set of Media Development Indicators (MDIs) has been recognized as a major standard-setting tool by stakeholders and United Nations agencies dealing with media development and good governance. The MDIs have been translated into French, Spanish, Russian, Arabic, Sinhala and Tamil. • MDIs are applied by UNESCO in pilot countries (Maldives, Mozambique and Croatia) to carry out comprehensive assessments of their national media landscapes. These studies will lead to a set of evidence-based recommendations, enabling Member States to define appropriate strategies to address the gaps identified, and to strengthen the development of free, independent and pluralistic media. 	<ul style="list-style-type: none"> • The demand for support exceeds available IPDC funds. Therefore, IPDC should continue to encourage all Member States to contribute to its Special Account, even if only with a symbolic sum. • UNESCO needs to ensure adequate feedback from Member States on their investigations into the assassinations of journalists condemned by the Director-General. • UNESCO also needs to ensure that the MDIs are adopted by Member States as a tool to assess the effectiveness of their media systems and to identify the areas that need improvement. • There is considerable interest in the MDIs among development partners and UN agencies. Every effort should be taken to use MDIs in the "Delivering as One" approach for common country assessments and programming. 	<p>IPDC can be described as a catalyst with the possibility of making significant change using relatively small amounts of funds to develop free and pluralistic media systems and enabling environments for that purpose.</p> <p>The cost effectiveness of IPDC project interventions was acknowledged by the recent external evaluation of IPDC support in Nepal.</p> <p>The process by which the MDIs were developed was highly cost effective. It included one expert group meeting and intensive online consultations. The MDIs were discussed at the regular meetings of the IPDC governing bodies. MDIs enable UNESCO/IPDC to better target its media development efforts and thus help increase cost-effectiveness.</p>	<p>All project proposals approved by the IPDC must include clear evidence of their sustainability. The Programme does not stand alone, but provides continuity and sustains media development as an ongoing process.</p> <p>The MDIs as an assessment and negotiation tool contribute to identifying project intervention in a sustainable manner. It is expected that IPDC's endorsement of the MDIs will encourage all development partners, including UN agencies to use them.</p>
<p>Training institutions accepting agreed standards for journalism training curricula</p>	<ul style="list-style-type: none"> • 48 journalism training institutions from 38 countries agreed to adapt UNESCO's model journalism curricula. Those are in: <ul style="list-style-type: none"> - Africa (Cameroun, Ghana, Kenya, Mozambique, Namibia, Nigeria, Senegal, South Africa, Tanzania and Uganda) - Asia (Bangladesh, Bhutan, Cambodia, China, India, Indonesia, Kazakhstan, Kyrgyzstan, Laos, Maldives, Philippines, Sri Lanka and Thailand) and the Pacific (Fiji, PNG, Samoa, New Zealand); 	<ul style="list-style-type: none"> • The strategy to define consensual criteria for excellence in journalism education proved useful. Based on these criteria, 12 potential centres of excellence and 9 potential centres of reference in Journalism education institutions in Africa have been identified. • The challenge now is to build a strong 	<p>21 potential Centres of excellence and reference are involved in this action as well as important stakeholders such as development donors, NGOs, professional organisations, and universities from the developed countries. Participants from developed countries attended the meeting at their own cost</p>	<p>This activity aims at strengthening capacities of the institutions which are already in operation. The criteria for selection include ability to sustain the operations.</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Leant	Cost-Effectiveness	Sustainability
	<ul style="list-style-type: none"> - Arab States (Morocco, Tunisia) - Latin America (Brazil) and the Caribbean (Barbados, Dominica, Guyana, Jamaica, St. Kitts and Nevis, St. Lucia, Suriname and the Bahamas). • 12 potential centre of excellence in Africa agreed to adapt the curricula in a meeting held in Windhoek, Namibia in May, 2009. UNESCO's Model Curricula has also been used in China, for the establishment of standards for journalism training curricula in Tsinghua University with more than 800 schools of journalism involved in adapting the Curricula, and in Brazil, by the Ministry of Education to review the current curricula of Brazilian journalism schools. • Strategies for the adaptation of model journalism curricula (available in Arabic, Chinese, English, Russian, Spanish and Indonesian) were further enhanced with the interactive online wiki platform in Arabic and French, providing access to the main courses proposed, accompanied by books and reference texts. • More than 1100 media professionals and trainers (including some 500 women) trained in Africa, Asia and the Pacific and Latin America and the Caribbean, with UNESCO support. • In support of training institutions accepting agreed standards for journalism training curricula and in partnership with Rhodes University (South Africa) and Highway Africa, UNESCO organized a capacity building meeting in journalism training in Africa (March 2008, Grahamstown, South Africa) to explore the ways in which the capacities of African journalism schools can be boosted through aid and exchange programmes, partnerships, networking and twinning initiatives on a regional and international level. The meeting was a follow-up to the UNESCO study on "Criteria and Indicators for Quality Journalism Training Institutions: Identifying Potential Centres of Excellence in Journalism Training in Africa". • A unique set of criteria and indicators were devised to measure institutional excellence. Almost 100 journalism schools across Africa were mapped and journalism training centers that have the potential to reach institutional excellence identified. • A number of identified schools of journalism in African countries have been supported: the Advanced School of Journalism in Yaoundé (ESTIC) in cooperation with ESSTIC/Senegal; the Journalism Department at the University of Bangui, Mass Communication Department, Makerere University in Uganda, School of Journalism and Mass Communication (SOJMC), University of Nairobi, Kenya, School of Journalism and Media 	<p>international coalition with clear commitments to support capacity building of these institutions.</p> <ul style="list-style-type: none"> • Networking among the selected journalism training institutions also helps to build up training potential through inter- university cooperation requires sustained efforts. • Some experts and beneficiaries believe that model curricula are more suitable to English-speaking education system than French one. Adaptation of standards in journalism curricula in different regions/ countries/conditions requires support to produce local language learning material. • The focus has been placed on potential Centres of excellence in Africa, in accordance with recommendations formulated in the study of these centres. • Potential partner institutions were identified at the Consultation meeting of excellence in journalism training in Africa, and contact has been established to implement activities as specified in the established Business Plan. • Despite the existence of numerous universities offering communication studies, many foundations, media institutions and NGOs offer their own training programmes. This reveals that the level of graduating communication students is considered to be low. • The Science and Technology Commission of the Africa Union has expressed its support for the initiative and a Memorandum of Understanding is underway to increase and strengthen science communication and journalism education in Africa with particular reference to potential centres of excellence and reference. 	<p>Positive cost-effectiveness ensured. Low human and financial cost. Recognition of the important role UNESCO plays in the promotion of a pluralistic and independent media</p>	<p>The endorsement of the project by all concerned ministries concerned (Higher Education and of Communication) contribute to ensuring its sustainability.</p> <p>Future initiatives in this area will build on already existing structures, so their sustainability should be guaranteed.</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Leant	Cost-Effectiveness	Sustainability
	<p>Studies, Rhodes University in South Africa, Institut supérieur de l'information et de la communication (ISIC), Rabat, Morocco etc. UN and donor agencies and other partners such as UNDP, the Ford Foundation, CIDA, Radio Netherlands have been involved.</p> <ul style="list-style-type: none"> An International Training of Trainers workshop on Communication for Development was organized for potential centres of excellence in Africa in cooperation with the Golda Meir Mount Carmel International Training Center (MCTC) Haifa, Israel (December, 2008). In 2009, IPDC supported 6 countries to strengthen institutional capacity in journalism education with an amount of US\$ 257,200 (Bukina Faso, Central African Republic, Rwanda, China, Papua New Guinea, and Suriname). The Caribbean Media and Communication Resource Centre, an online resource centre, has been launched by the Caribbean Institute of Media and Communication to serve as a Distance Learning platform, which provides courses on online journalism and media services. A Handbook entitled "Getting the Story and Telling it Right: HIV on TV" has been produced for TV producers and TV trainers to enhance credible media reporting. A DVD attachment containing 12 international short films is a training tool to engage pupils in the close examination of scientific information to ensure media credible reporting. 	<ul style="list-style-type: none"> The 2009 May follow-up meeting in Windhoek explored ways in which the capacities of African journalism schools can be boosted. The meeting recommended the customization of journalism education and integration of multilingualism, science communication and new media into existing journalism education curricula. A mapping of training institutions in the field of communication in Latin America and the Caribbean was launched in collaboration with FELAFACS. This mapping should help explore excellence initiative in the region as well as the adoption of criteria of excellence. 	<p>The cost of this activity has been shared among the San José, Montevideo, Havana and Quito offices</p>	<p>All project proposals approved by the IPDC must include clear evidence of their sustainability. The Programme does not stand alone, but provides continuity and sustains media development as an ongoing process.</p> <p>The handbook will be distributed to all broadcast training institutions as well as UNESCO's network of Potential Media Training Centres. The Universities will be invited to comment on its possible usage as a reference in the departments of Journalism.</p>
	<ul style="list-style-type: none"> The 3rd and 4th consultation meetings on the follow-up to WSIS Action line c9 "media" (Geneva, May 2008 and 2009) dealt with issues related to freedom of expression, media development, capacity building, media literacy education, community media, community multimedia centres, as well as media development indicators produced by IPDC. Sector provided expert advice to UNESCO Institute of Statistics (UIS) to develop and launch the first comprehensive statistical data gathering on development of broadcast and print media. UIS has finalised the questionnaire and the first annual statistical report on media development will be available from 2009. Media trainers in 3 Latin American countries conducted a course in participatory media content development, particularly in the area of intermediation to promote conflict resolutions and 	<ul style="list-style-type: none"> Consolidation of a multi-stakeholder approach remains a challenge. Lack of a reporting mechanism on country level progress about implementation of WSIS action plan. UIS media statistics will enable UNESCO to report meaningfully on the implementation of WSIS Action line 9, Media. Access to baseline information secured with an optimum outcome to enhance national media development. 	<p>While facilitator meetings are not costly UNESCO does not pay for participation. The meetings allow useful contacts and exchange of information.</p>	

34 C/5 Expected Results	Achievements	Challenges/ Lessons Leant	Cost-Effectiveness	Sustainability
	<p>social integration.</p> <ul style="list-style-type: none"> The Caribbean Media and Resource Centre, an internet-based distance learning mechanism to provide courses on online journalism and media was launched in Jamaica A report on the impact of media in Mozambique's national development produced. Advice and substantive inputs were provided to Burkina Faso to enable a feasibility study of a rural television network project (Burkina Faso), and inputs on Media Development to the CCA/UNDAF document (Angola), media assessment (Tanzania) 			
<p>Community radio and community multimedia centres fostered as catalysing tools for community "voice" and people-centred development</p>	<ul style="list-style-type: none"> UNESCO supported the establishment of Community Media and Community Multimedia Centres in 34 countries, out of which 19 were in Africa. These countries are: Bangladesh, East Timor, India, Nepal, Palau, Thailand and Vanuatu for APA and Angola, Benin, Cameroon, Chad, Congo (training), Gabon, Gambia, Ghana, Ivory Coast, Kenya, Mali, Mauritania (training), Mozambique, Namibia, Senegal, Somalia, Tanzania, Uganda and Zambia for Africa, but also in Armenia, Chile, Jamaica, Kyrgyzstan, Moldova, Guyana, Nicaragua, Paraguay and St Kitts and Nevis for other regions. In Jamaica, the Caribbean's first mobile Community Multimedia Centre iStreet Lab was launched in inner city community in Kingston. It is configured in a wheeled garbage disposal bin consisting of laptop computers, radio transmitter, electronic community newspaper, wireless Internet access and other peripherals. Also in Jamaica JET FM 88.1 "voice of the Hills of St. Mary", the first Farmer Association Radio, and Inflight FM 108.0 "The Power of Information Literacy through Young Voices" in Bahamas, the first Caribbean Community Library Radio, became operational. Good practices in community media were evaluated at an expert consultative meeting, carried out in February, 2009 in Paris. A publication and a wiki on this matter are being produced. Due to the constant requests received, the publication on "<i>How To Get Started and Keep Going: A Guide to CMCs</i>" was reprinted. A declaration calling upon governments to establish legal provisions for licensing and requesting the facilitation of multi-stakeholder dialogue was adopted at a sub-regional workshop on community media in Southern Africa, held in Windhoek in May 2009. Participants came from Angola, Namibia, South 	<ul style="list-style-type: none"> CMCs are catalysing tools for community voice and interaction. The elaboration of projects at field level with the involvement of local representatives of the donor agency, the Government and UNESCO is of utmost importance. It allows better tailoring of UNESCO's assistance to the local needs and to begin with an effective collaboration. Institutional sustainability is thus enhanced. A Caribbean network of CMCs should be created, that may serve as a Caribbean Association of Community Media Centre. Need to replicate the mobile CMC to transform the street corners of Jamaica into learning spaces for marginalized youth. Need to replicate the JET FM model in other farming communities. 	<p>Consensus-building around perceived needs, interventions and execution arrangements proved to be the most appropriate approach for the desired project design with the least</p>	<p>CMCs projects are supported only when evidence is available that they are operationally sustainable and have the community support for sustenance.</p> <p>It is useful to reach agreements with larger training institutions for long-term capacity-building of CMCs. In Mali, for example, the government offers the services of their national ICT resource centre for technical and logistical support of CMCs.</p> <p>Lack of legislative provisions for independent community media is a major challenge for their</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Leant	Cost-Effectiveness	Sustainability
	<p>Africa and Swaziland.</p> <ul style="list-style-type: none"> Over 130 women participated in community media training in Africa; in addition, 16 women were trained in Afghanistan, 20 in Ecuador, 11 in Kazakhstan, 15 in Malawi, 6 in Mali, 14 in Mauritania, 13 in Cameroon, 11 in Namibia, and 25 in Zambia In 2009 to UNESCO launched a project to empower community media for mobile media broadcasts and demonstrate the potential to better reach populations with local content and news through the use of mobile technologies by community media groups. UNESCO intends as well to help community media partner with telecommunication operators, telephone manufacturers and/or major broadcasters to diffuse community media mobile content from developing countries. UNESCO conducted the annual Women Make the News campaigns and online forum on the occasion of International Women's Day (8 March). Under the theme, 'Gender Equality Policies in Media Organizations', 2009 campaign aimed to emphasize the significance of developing and introducing policies in media organizations to prevent all forms of discrimination based on gender. UNESCO has supported the International Federation of Journalists (IFJ) to produce a handbook entitled 'Getting the Balance Right: Gender equality in journalism'. UNESCO also partnered with IFJ to organise an international Conference on Ethics and Gender – Bringing Equality in the Newsroom on 30 May 2009. The conference brought together key stakeholders of the Global Media Monitoring Project which reports on how women are portrayed in the news, the International Trade Union Confederation, and representatives of journalists' unions and association from different regions of the world. UNESCO has also supported the International Women's Media Foundation in the preparation of the Global Report on the Status of Women in the News Media in 66 countries in all regions. 	<ul style="list-style-type: none"> Training for CMCs has to cover a rich number of matters, ranging from financial, administrative and management issues to technical ICT subjects as well as specific radio or media broadcasting skills Recommendations for UNESCO's Programme in its Member States on mobile media matters are being prepared, notably through an Expert Meeting on Mobile Media (category VI) to be held on 12-13 November 2009. UNESCO in partnership with the IFJ has invited women and men working in media organizations, professional associations and journalists' unions to participate in the Women Make the News online forum to share experiences and best practices in advocating for, developing and implementing policies to ensure equality for women journalists. The guide published in English, French and Spanish provides possible ways on how to tackle some of the central issues concerning the establishment of women's equality in the field of media. 		<p>sustainability.</p>
<p>United Nations inter-agency collaboration in communication for sustainable development strengthened</p>	<ul style="list-style-type: none"> UN Inter-Agency collaboration on Communication for Development has been further strengthened through: <ul style="list-style-type: none"> -Recommendations of the 11th UN Inter-Agency Round Table on Communication for Development hosted by the World 	<ul style="list-style-type: none"> Based on past lessons, small working groups have been formed to follow-up the Round Table recommendations. Distinguishing the communicative focus between public information and 	<p>Good investment yielding a strong networking mechanism for sharing best practices and implementing the Washington DC recommendations.</p>	

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	<p>Bank and UNDP (March 2009, Washington D.C. USA) emphasising the need to institutionally position C4D in the UN system and strengthen monitoring and evaluation of C4D activities.</p> <ul style="list-style-type: none"> - Designation of C4D focal points by 12 UN system organizations in preparation for the above Round Table - Awareness-raising workshop held during the 7th Annual Meeting of the UN Communication Group in Paris. - In cooperation with other UN agencies, preparation by UNESCO of the biennial report <i>Communication for Development programmes in the United Nations</i> for the 63rd session of the UN General Assembly. • At upstream level, UNESCO is working closely with UN system organizations to ensure that C4D practice is commonly understood and reflected in development planning and policy. At downstream level, UNESCO is exploring entry points that will facilitate the integration of C4D approaches and practice in development planning particularly in CCA/UNDAF papers. • A comparative analysis of 'Delivering as One' pilot countries UNDAF has been completed in addition to country level studies to assess the integration of C4D in Mozambique, Pakistan and Rwanda. Recommendations include the facilitation of country level UN C4D Round Tables. Similar studies have been launched in Tanzania, Uganda and Uruguay. In Ghana, the creation of a country level multi-stakeholder group is being considered to support C4D integration. • Ongoing follow up actions by UNESCO include directing field level studies, facilitation of training for UNCTs (Moscow and Rwanda) and the creation of a UNESCO Chair to support academic regional round tables on C4D. • Role of media as partners in education for sustainable development enhanced through: <ul style="list-style-type: none"> - CI participation in the Mid Term Review of the DESD and facilitation of a workshop to discuss the importance of professional media to ensure ESD mainstreamed in news and other media reports. - An awareness-raising tool entitled <i>Media as partners in education for sustainable development. A Training and Resource Kit</i> produced in French, Russian and Spanish has been used to train 230 media professionals from 56 countries on sustainable development issues including climate change, water and bio-diversity, as follows: 	<p>C4D among UN agencies remains an ongoing challenge.</p> <p>C4D practice is limited to a few agencies in the UN system even though the concept of inclusive participation is widespread in development plans and reports. The investments required quantifying or qualifying the added value and cost of communication therefore is invisible and somewhat redundant in development planning. Consequently, limitations in trained human resources may be resolved by increasing formal and informal channels of learning including country level round tables, workshops etc.</p> <ul style="list-style-type: none"> • Field level consultations and studies confirm that the Media Development Indicators can be applied for this purpose. They also emphasize that capacity building at country and regional levels should be supported by the UN country teams including by hosting and organizing C4D round tables. • The adaptation of the translated text requires a more vigorous marketing strategy than foreseen to ensure that the kit is understood as a training tool Presentations at workshops and seminars may be an effective measure to ensure this is done. The training activities motivate the formation of loose networks that are primarily facilitated by journalists themselves or by UNESCO field staff. Financial inputs are often required to sustain long-term network activities, consistent moderation and follow up 	<p>Field level collaboration is essential to test diagnostic tools for media assessments and to enable integration of C4D in national development planning. Complex scientific and technical explanations are consolidated and presented in a user-friendly manner and can be adapted to any national context and language version.</p>	

34 C/5 Expected Results	Achievements	Challenges/ Lessons Leant	Cost-Effectiveness	Sustainability
	<p>[50 media professionals from the Arab States (17 from Morocco, Mauritania, and Tunisia), 18 from SIDS in the Pacific (Cook Islands, Fiji, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tonga, and Tuvalu), 15 in Central Asia (Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan), 30 media executives in Africa through the Southern Africa Broadcasting Association (SABA) and in collaboration with Commonwealth of Learning (COL), 12 journalism fellows during the 5th World Water Forum (China, Egypt, India, Mexico, Nigeria, Turkey and Zambia), 30 participants of the World Conference on Education for Sustainable Development (Austria, Democratic Republic of the Congo, Denmark, France, India, Indonesia, Iceland, Iran, Kiribati, New Zealand, Philippines, Sweden; Thailand, UK, USA), 25 journalists and media professionals from Zimbabwe; and 50 from Costa Rica].</p> <ul style="list-style-type: none"> • Journalists networks and initiatives related to HIV and AIDS issues supported as follows: <ul style="list-style-type: none"> - UNESCO's Network of Young TV Producers on HIV and AIDS emphasizes the use of culturally adapted language, promotes gender sensitive reporting and non-discriminatory approaches in reporting HIV and AIDS on TV. To date, the project has supported the training of 212 young television producers who have produced 107 broadcast items aired in 74 countries. - A DVD compilation featuring the top 24 films by young television producers from Africa, Asia Pacific, Latin America and Europe was produced to showcase talent and promote international exchange of television productions on HIV and AIDS. A brochure profiling the young television producers and describing challenges was produced to accompany the DVD. Nine French language films produced by the Network were presented to journalists and the general public at FESPACO 2009 in Burkina Faso. - 12 TV producers in Asia Pacific, of which 10 were women, participated in the Network's workshop in 2008 and produced five short length documentaries. Similar workshops have been launched for East African producers in Kenya and at national level in China in 2009. Seminars to raise awareness of HIV and AIDS were held in Armenia and Russia. - A Handbook entitled "<i>Getting the Story and Telling it Right: HIV on TV</i>" documents the training methodology and best practices experienced by the Network. The training tool is accompanied by a DVD attachment that provides 12 short films to facilitate peer review discussions. • In the field of science and environmental journalism as well as awareness on climate change UNESCO has supported 	<p>for the continuity of the initial momentum.</p> <ul style="list-style-type: none"> • Partnering with existing networks including the Earth Journalism Network, the African Network of Environmental Journalists, the World Conference on Science Journalists has been explored. While those Networks are willing to collaborate with UNESCO they also require financial inputs. • The Network of TV Producers on HIV and AIDS is by far the most successful model that has supported capacity building both at professional and institutional levels. Regional training institutions such as the Asia Pacific Institute for Broadcasting Development (AIBD) and the Council of French Speaking Radio and Television (CIRTEF) are offering training courses that are instrumental not only for HIV and AIDs but any type of TV health reporting. The model has attracted academic attention and the methodology can be easily integrated to enrich university curricula. Discussion on this topic is ongoing with the Universities of Lillehammer and Karlstad in Norway and Sweden respectively. • The demand from broadcasters for capacity building on climate changes 		<p>Enhancing the capacity of national broadcasters and providing them with rights on free climate change content ensures certain level of quality, permanence and increase in television programmes on climate change. Sustainability is made possible through the commitment of these broadcasters to air climate change content with zero production cost to them.</p> <p>UNESCO needs to explore ways to work with the broadcasting union to gauge public response to the climate message and the extent to which there is take-up. If not why? Is there a clear</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Leant	Cost-Effectiveness	Sustainability
	<p>capacity building and worked with the existing networks in Central Asia, the Pacific and other regions, as follows:</p> <ul style="list-style-type: none"> - Organisation of an International Congress on Broadcast Media and Climate Change was launched by building a coalition for action with Regional Broadcasting Unions, after initial consultations held with the European Broadcasting Union, Asia- Pacific Broadcasting Union and Commonwealth Broadcasting Union. - A regional network of Environmental Journalists was created in Central Asia following a training of trainers' workshop organized in Bishkek, Kyrgyzstan, in November 2008, by the Digital Informational Network on Environment and Sustainable Development in Central Asia and Russia (CARNet). Participants from 5 countries (Kazakhstan, Kyrgyzstan, Uzbekistan, Turkmenistan and Tajikistan) acquired skills necessary to practice environmental journalism on the web. - In cooperation with ISESCO and other partners a specialised training course for the Maghreb media on the climate change was organized in Rabat, Morocco, in October 2008, to improve reporting on this subject. An Arabic version of the publication on Climate Change has been produced in collaboration with Maghreb countries resulting in the formation of a regional network of journalists on climate change issues - A course on Science Journalism has been organized for the 12 potential centres of excellence on the eve of the World Science Journalists conference in London (30 June to 2nd July, 2009). - 50 hours of Quality science documentaries were provided to the national TV of Lao PDR science communication seminar was held in Bangkok December, 2009. - A training seminar "Media Response to the Disasters" was held at Chengdu City, Sichuan in December 2008, organized by UNESCO, CFI and SARFT Training Centre. - Capacity of over 40 journalists in the Pacific to report on climate changes enhanced through two Pacific Media Training Workshop on Climate Change, held in, in Apia, Samoa (October 2008) and in Tonga (February, 2009), within the framework of the 2008 Annual Pacific Climate Change Roundtable (PCCR) and the Commonwealth Broadcasting Association (CBA) Pacific Conference. • The E-platform now has over 500 high quality productions from over 80 countries on various development issues. Over 150 	<p>exceeds UNESCO allocated budget.</p> <ul style="list-style-type: none"> • The conference is organized in partnership with key regional broadcasting unions. Giving these broadcasting unions ownership to the conference and guiding them to see the conference as the start of a global movement towards strengthening the role of media in climate change awareness and mitigation proved useful. 	<p>Organization of the conference was cost effective to the extent that broadcasters from non-LDCs or SIDS covered their cost of attending. This provided LDCs and SIDS broadcasters the opportunity to network and benefit from content and material provided free charge by more established broadcasters.</p> <p>The needs for follow-up to the conference and a mechanism to assess the extent to which climate change content distributed was actually aired broadcasters is the remit of the regional broadcasting unions with UNESCO support.</p>	<p>communication strategy to transmit the climate change message? How can this strategy be humanised?</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Leant	Cost-Effectiveness	Sustainability
	<p>new productions, including from other UN Organizations, are made accessible to broadcasters, on themes such as HIV/AIDS, climate change, children and youth, indigenous peoples etc .Membership has increased by 25% through redesign of the platform to include new and more interactive functionalities. This was achieved through the Implementation Partnership Agreement established with the UNESCO Association of Igualada, in Catalonia, and to the financial contribution of the Spanish Government.</p> <ul style="list-style-type: none"> • Two rights free UNESCO supported productions on climate change have been prepared for free distribution to broadcasters in all LDCs and SIDS. These productions, " <i>The climate game and the poor</i>" Part 1 and 11, were prepared through a partnership with Dansk AV Produktion and the Danish Government. Partnership established with 7 regional broadcasting unions to enhance the climate change message in the media. 		<p>UNESCO's contribution to production costs for " <i>The climate game and the poor</i>" was cost effective considering that the Organization has rights to these productions and can freely distribute them to all LDCs and SIDS.</p>	
<p>Media literacy and civic participation in media enhanced</p>	<ul style="list-style-type: none"> • UNESCO has established over 10 new partnerships with universities, teacher training institutions, broadcasting commission, Ministries of education and other NGOs to promote media literacy in education. These include: the University of South Africa; the Sri Lanka National Institute of Education; the Joint Board of Teacher Education in Jamaica; the Jamaica Broadcasting Commission; Institute of Development Studies (IDS), Sussex University, UK; Teacher Trainer, Faculty of Education, University of Hong Kong; NGO Stiftung Digitale Chancen, Palestinian universities among others. • UNESCO has further strengthened cooperation with other institutions such as the European Commission, the UN Alliance of Civilizations, NORDICOM/the International Clearinghouse on Children, Youth and Media, Göteborg University, the Salzburg Academy on Media & Global Change, the Commonwealth Broadcasting Association (CBA) and other national and international stakeholders. • A Universal model media and information literacy curriculum for teacher education was prepared in collaboration with some of the partners mentioned above during an international Expert Group meeting held at UNESCO HQ (June 2009). Over 30 pilot teacher training institutions have been identified in over 15 countries for pilot testing of the curriculum among teachers and teacher trainers. • Awareness and understanding of media literacy was enhanced through: 	<ul style="list-style-type: none"> • Media literacy is essential in the information and communication society. Citizens need to make informed judgments on information sources and the reliability of information. Media literacy helps to meet the challenges posed by new media as well as providing the knowledge needed for traditional media, which are still a main source of public information. It is an important part of political education also helps strengthen people's behaviour as active citizens and their awareness of both rights and duties. Media literacy and media pluralism are linked, • Introduction of media and information literacy into teacher training requires informed teacher training policies. 	<p>This catalytic action is indeed cost-efficient because of numerous partnerships and multiplying effect.</p>	<p>The critical knowledge and analytical tools provided by media education empower media consumers to function as autonomous and responsible citizens, contributing to sustainable development through enhanced freedom of expression and the building of knowledge societies.</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Leant	Cost-Effectiveness	Sustainability
	<ul style="list-style-type: none"> - Production in partnership with the UN Alliance of Civilisations and the European Commission and distribution of the publication <i>"Mapping World Media Education Policies"</i>, underscoring the importance of media and information literacy and analyzing the regulatory and legal environment required for wide scale media education programmes. - Media education policies were the focus of discussions at the Second Forum of the UN Alliance of Civilizations, which took place in Istanbul, Turkey in April 2009 and which was attended by stakeholders from all regions. - Preparation of two standard setting instruments to assist broadcasters in promoting media and information literacy. These are <i>Second Edition of Guidelines for Broadcast Regulation</i> (including a survey on Media literacy from the perspective of broadcasters) and <i>Guidelines for Broadcasters on Encouraging Quality User-Generated Content</i>. This was done in partnership with the Commonwealth Broadcasting Association (CBA). - Production and distribution of a reference publication, <i>"Civic Education for Media Professionals"</i>. This was done in cooperation with the UNESCO's chair holder on Media and Democracy, School of Journalism and Media Studies, Rhodes University. <i>"Media Education: A Kit for Teachers, Students, Parents and Professionals"</i> was translated into Arabic. • UNESCO was involved in the consultation on the report to and resolution by the European Parliament, which recognized the importance of media literacy and UNESCO's role to promote media education through, inter alia its Grünwald Declaration (1982) and the Paris Agenda: 12 recommendations for media education (2007). It also recommended that "compulsory media education modules be incorporated into teacher training for all school levels". • Jamaica's Children media literacy project material tested in 10 schools by 910 students of the upper primary and secondary grades. 			

Para. 05019 - MLA 4: Strengthening the role of communication and information in fostering mutual understanding, peace and reconciliation, particularly in conflict and post-conflict areas

Regular budget: Activities (rounded to \$ thousand)	
Planned: \$ 1 939	Actual: \$ 1 411

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
<p>Assistance provided to create an enabling environment for free and independent media and to build the capacity of media and ICTs in countries in transition and post-conflict situations within the perspective of fostering governance and democracy.</p>	<p>Transition countries assisted in developing legislative frameworks trough: Implementation of comprehensive media assistance (capacity building, media laws, professional standards, organisation building) in 10 conflict areas, with human rights based and gender based approaches</p> <p>An independent study has been commissioned under the activity "Strengthening professional standards and conduct in journalism and promote ethical guidelines for media professionals in the post-conflict situation" to document and analyze a selection of news reporting in the Palestinian media on the alleged lack of professionalism and ethical standards that may derive into incitement to violence and set recommendations for strengthening the professional conduct.</p> <p>A hand book and promotional material on the ethical guidelines and best professional practices is under preparation and a group of media professionals will be contracted soon for the implementation.</p> <p>Policies/Legislative frameworks established in Sierra Leone that is expected to lead to the transition of UN radio into a public service broadcaster</p> <p>Strategic partnerships with UN system agencies, media organizations and donors Standard policy paper on the role of media and ICT for Humanitarian Information initiated</p> <p>Series of training on safety for journalists and the use of peace journalism in some countries under the Jakarta cluster, starting in early July 2008. Importance of "investigative journalism" reinforced and journalists were encouraged to come up with more and more quality investigative reports through the introduction of "UNESCO Journalism Award on investigative reporting" initiated by UNESCO Dhaka from 2008. Promoting free press in the Arab world through the 3rd Annual Arab Free Press Forum Drafting of the national broadcasting policy of Rwanda underway</p>	<ul style="list-style-type: none"> • Access, media monitoring and delivery of assistance in some conflict areas may become extremely difficult due to mobility restrictions and security concerns. • Challenges to freedom of press and the professional and ethical standards in journalism in OPT is on the rise; there is an urgent need for an assessment and promotion of best practices. • Joint UN collaboration is a prerogative for successful impact. • Post conflict and post-disaster areas need to be given serious attention, especially knowing the important roles the media can play in these areas. • Challenge: difficulty of integrating international broadcasting policy standards without reform of country's legal framework 	<p>Fund raising needed in addition to Regular Programme</p> <p>The results of the study will be widely distributed and publicized, to encourage professional discussion and encourage good practices on ethical and professional standards in media.</p> <p>Hand book, posters and other material will be widely distributed and used in the training activities.</p> <p>Small investment of RP funds to support the production of policy paper; Combined effort of UNESCO, UNDP, DPKO Cost is really effective since the two trainings (safety training and peace journalism) will be held in the same cities so that there a number of expenses that can be shared The great enthusiasm created by the award and huge response from journalists justifies the cost it required. UNESCO is partnering with Rwanda's media regulator, the High Council of the Media for improved coordination</p>	<p>Monitoring report, training and Best practices handbook will be widely distributed and used by media professionals and organizations, training institutions and civil society for further develop professional standards.</p> <p>These training will need to get supports and financial assistance from international agencies</p> <p>The UNESCO Journalism Award is a prestigious award and will act as a constant source of information for journalists for doing more and more quality investigative reporting.</p> <p>High Council of the Media to</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
<p>Media and ICTs encouraged to contribute to building peace, facilitating dialogue, fostering cultural diversity and safeguarding intangible memory.</p>	<p>Capacity building initiatives for improving journalistic standards organized in post-conflict countries through:</p> <p>Journalists in post-conflict areas and conflict-prone areas were trained in conflict-sensitive reporting/ peace journalism.</p> <p>Workshops and training in journalism to promote ethical guidelines and professional standards in Palestinian media</p> <p>Investigative journalism handbook developed for Arab States.</p> <p>Disaster Risk Management (DRM) Workshops for media professionals in several countries organized</p> <p>Dialogue initiatives established through:</p> <p>Continued development of the Power of Peace Network under including the establishment of a dedicated website.</p> <p>Organization of workshops and conferences to discuss the role media can play for mutual understanding in several countries around the world.</p> <p>Journalist trained on reducing conflict around water issues during the 5th World Water Forum.</p> <p>Initiating projects for establishing educational radio and television as a means for creating reconciliation and mutual understanding, thus contributing to peace-building</p> <p>Creation of Boundless Prize for young television reporters in collaboration with European and Middle East and Maghreb broadcasters</p> <p>Activities In several Latin American countries targeting youth and violence through the use of media and ICTs have been implemented. 10,000 students in Jamaica participated in a crime and violence reduction project. They debated, shared experiences and made recommendation issues such as crime and violence, information literacy, drug abuse, HIV/AIDS and health, child abuse and, the environment (climate change)</p> <p>Establishment of collaboration with the Alliance of Civilizations and initiating of joint projects.</p> <p>An election reporting handbook is being translated to assist reporters cover elections professionally.</p> <p>An assessment study on the capacity of journalism schools in Bangladesh is about to take off. The study will help in working out ways of capacity building of media institutes as well as journalists.</p>	<ul style="list-style-type: none"> Working with the Liberia Truth and Reconciliation Commission and the Liberia Journalists' Association, reporters gained a historical perspective on the role of media in conflict areas and then identified approaches to supporting post-conflict development within a journalistic framework. An initial fund-raising has provided extra-budgetary funds to support the Power of Peace for 12 months. Longer-term sustainability will be a question addressed at the 2nd Global Forum for the Power of Peace in October. Over 75 stories produced on water issues by reporters representing countries where boundary waters are a subject of dispute or where water crises emerge over water management issues. Using a major conference as a teaching tool allows for quick turn-around of lessons learned in training. It is important to find synergies with activities that are taking place in Headquarters in order to pool expertise and align strategies. Working in well-established networks, like for the Boundless Prize, is a good resource for successful results Young people trained to use ICTs to create contents for community radio programs to contribute to reduce urban violence. UNESCO-led workshop held at the AoC conference in Istanbul. 	<p>Recommendations from the Commission to the Government of Liberia were to include means of supporting the development of independent media in the country.</p> <p>Fund raising is much needed in this field</p>	<p>promote the new policy and support its adoption</p> <p>Project was carried out with local and international NGOs assuming shared responsibility and cost.</p> <p>International NGOs, Partners in the private sector and Media professional organisations assuming more responsibility and financial charges</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>Birzeit University Media Development Center has started to implement the activity "Establishment of Children and Youth Audio Library", a second component to the Audio Literary Library to promote self-expression of youth and understanding of different cultures, reading and high quality programme content for radio stations. A project preparation and selection of Palestinian, regional and international literacy in underway. First part of activity expected to be completed in December 2008, second phase and whole activity will be completed in July 2009.</p>	<ul style="list-style-type: none"> The first phase of the literary audio library in 2006 proved to be popular in promoting reading and classical Arabic language in audio format. A need for similar activity for children and youth was requested by beneficiaries. 	<p>The activity is cost effective: it will produce 1000 copies of audio CD's containing reading of 50 hours of children and youth literary in Arabic language, to be distributed in schools, radio stations and libraries in Palestine and Arab region.</p>	<p>Radio stations, schools, Ministry of Education and libraries will receive copies of CDs that will be available for pupils, readers/listeners and large audience. Birzeit University Media Development Center and its radio unit will continue to maintain and upgrade the audio library.</p>

Para. 05007 - Addressing the needs of Africa

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
<p>Information policy frameworks for universal access to information established, and advice given for the adaptation of media laws to international standards</p>	<ul style="list-style-type: none"> The celebration of World Press Freedom Day (WPDF) in more than 20 African countries has drawn attention to the requirements for an enabling legal environment for freedom of expression and press freedom. The regional Eastern African WPDF celebration was held in Kigali. All the countries in Dakar clusters have been helped to improve their media legislation. They all have an improved press Act, except from Guinea Bissau where political situation changes have slow down the process. The legal requirements for press freedom have been presented through workshops and seminars in Democratic Republic of Congo, Chad, Cameroon, Liberia, Zimbabwe, and Sierra Leone following up on the UNESCO study on Media Legislation in Africa, written by a group of scholars at Rhodes University, South Africa. Workshops were for editors, journalists and parliamentarians. A training kit for teachers in secondary schools on the importance of freedom of expression and access to information has been developed in Morocco. Six chapters were suggested by a panel of stakeholders ranging from freedom of expression and access to information to media production exercises for 	<ul style="list-style-type: none"> WPDF is an excellent opportunity for advocacy for UNESCO's mandate in this field Political situation can be very uncertain in some countries These workshops have provided strong mobilization and awareness of the issues. These issues have also been brought up also where UNESCO is part of the Delivering as One reform of the UN and for example in Tanzania the legal requirements for press freedom and the importance of freedom of expression for democracy and good governance has been included in the overall UN country programme. The option for introducing awareness of freedom of expression in schools would be to integrate it into teachers' teaching practices. 	<p>WPDF events are often co-organized with other organisations and thus provide a sound cost-effectiveness</p> <p>Reasonable but differs from country to country</p> <p>Such workshops are often co-organized which contributes to cost-effectiveness; furthermore the publication mentioned is used in most of the events</p> <p>Most of this material can be used in other countries and the investment there will thus be much smaller.</p>	<p>The campaign must be followed up by the field offices, which very often is the case</p> <p>Concrete follow up activities in the individual countries.</p> <p>Most of these workshops are part of a pluri-annual programme or campaign and do not stand alone, which provides them with a larger potential to actually lead to the wished change</p> <p>This initiative pilots a more comprehensive policy document and tool-kit on the teaching of freedom of expression in the secondary school system.</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>young people.</p> <ul style="list-style-type: none"> • Support has been provided to the African Communication Regulation Authorities Network (ACRAN/RIARC), and CI/FED has been supporting the mission of ACRAN with capacity building. • On 10-14 September 2008, UNESCO was part of the African Union and European Conference on “Media and Development” and made a presentation to the panel on UNESCO’s overall understanding and activities within the field of the enabling environment for freedom of expression. • Co-organization of a conference of the media in the Great Lakes Region of Africa, entitled ‘The Challenges of Media Development, Promoting Media Freedom and Professionalism within the ICGLR Member States”, which was held on 24-26 November 2008, in Kigali, Rwanda. 	<ul style="list-style-type: none"> • Ministries of Education are important partner institutions in validating training material and finding synergies with existing course material. • For nearly 10 years ACRAN has worked to establish a network of communication regulators and to create an environment that allows for the implementation of international standards on broadcasting regulation. • It is now very important to consolidate the good contacts within both the European Commission and the African Union in regard to the support the building of the legal enabling environment for press freedom and freedom of expression • Like the above initiative this conference aimed at presenting UNESCO’s mandate in this field at the policy level by developing strategies for programs to support the realization of the media development objectives of the Great Lakes Region. 	<p>Very cheap way of providing institutional visibility and contribute to the drafting of the final recommendations</p> <p>A co-organized and co-sponsored event</p>	<p>Because ACRAN’s work is fundamental for the broadcasting sector, both within individual countries and across pan-Africa, efforts have focused on further strengthening the inter-institutional cooperation with ACRAN</p> <p>Concrete follow-up is already scheduled with new meetings with EC and AU</p> <p>Sector is presently working together with ICGLR on a large media development programme in the Great Lakes Region.</p>
<p>Capacity of free, independent and pluralistic media to report according to professional standards, as established by journalists themselves, enhanced in post-conflict environments.</p>	<ul style="list-style-type: none"> • Broad-based stakeholder consultation on draft press laws organized widened discussion space, increased understanding around relevant press freedoms and provided recommendations for improvement. • Support from regional states to transition from state-focused to public broadcasting 	<ul style="list-style-type: none"> • Providing a broad array of training, and technical support not limited to press freedom issues that represents value for stakeholders is likely to enable greater gains to be made on press freedom issues 	<p>In the long-run enhanced access to information and dialogue both top-down and bottom-up is likely to improve governance and bring other development benefits</p>	<p>Likely to be dependent on or strongly influenced by broader economic trends</p>
<p>Community radio and community multimedia centers fostered as catalyzing tools for community “voice” and people centered development</p>	<ul style="list-style-type: none"> • UNESCO supported the establishment and reinforcement of Community Media and Community Multimedia Centres in 20 African countries (Angola, Benin, Burundi, Cameroon, Chad, Congo, Gabon, Gambia, Ghana, Ivory Coast, Kenya, Mali, Mauritania, Mozambique, Namibia, Senegal, Somalia, Tanzania, Uganda and Zambia). The second phase of CMC up scaling initiatives in Mali, Mozambique and Senegal was commenced with support from SDC and in Cameroon with UNDP assistance. The second edition of CMC manual “How To Get Started and Keep Going : A Guide to CMCs” was published and distributed 	<ul style="list-style-type: none"> • CMCs are catalysing tools for community voice and interaction. The elaboration of projects at field level with the involvement of local partners is of utmost importance. It allows better tailoring of UNESCO’s assistance to the local needs and to begin with an effective collaboration. • Training for CMCs has to cover issues ranging from financial, administrative 	<p>UNESCO has promoted low cost solutions for establishment of community radio and community multi media centers, The low-cost model “ radio station in a box produced by UNESCO in collaboration with Asia- pacific broadcasting union “ was selected by a number new community radios in Africa as a cost effective solution.</p>	<p>CMCs projects are supported only when evidence is available that they are operationally sustainable and have the community support for sustainability.</p> <p>It is useful to reach agreements with larger training institutions for long-term capacity-building of CMCs. In Mali, the</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>through UNESCO field offices in Africa.</p> <ul style="list-style-type: none"> • A declaration was issued calling upon governments to establish legal provisions for licensing and requesting during the multi-stakeholder dialogue held in Windhoek from 11-13 May with participants from Angola, Namibia, South Africa and Swaziland. • 90 women community media workers were trained through in the management of community media in Africa through: <ul style="list-style-type: none"> - In Burundi: DUSHIREHAMWE (Voice of Women) «Let's Reconcile» Peace Documentation Centre and CMC engages 8 of the 12 trained volunteers (5 female: 3 male) and produced 31 programmes in the first month of its operation alone. - In Cameroon: training journalists from 15 community radio stations on HIV reporting and production; creation of a radio station in Garoua Boulai; - In the Central African Republic: creation of 2 radio stations in Birao and Paoua. - In Chad: training for 17 radio stations on interactive and participatory methods of community radio production; creation of radio stations in Léré and Koumra) - In Gabon, UNESCO facilitated the issuing of a radio license for La Voix de Dienga community radio. - In Tanzania: Pemba Island in Micheweni District introduced its first community radio station; the Community Media Network of Tanzania (COMNETA) has been formed; in Kyela, where HIV is prevalent at 24%, a UNESCO supported community radio is preparing to raise HIV awareness. - In Kenya: Radio for the Koinonia Youth Media Centre built youth skills in radio production and journalism and is; the Shinyalu Community Radio and the Masinde Muliro University collaborated to provide practical broadcast training to mass communication students of the University and improved local content production with the participation of the University community; of the total 39 trained in CMC and community radio operations, 14 are women. • UNESCO supported the participation of 2 community media network representatives from Tanzania at the 4th Pan African Conference on Community Media organized by FAO and AMARC in Abidjan (27-30 April 2009). 	<p>and management to technical ICT subjects as well as specific radio or media broadcasting skills.</p> <ul style="list-style-type: none"> • Good practices in community media were evaluated at an expert consultative meeting, carried out in February, 2009 in Paris. A publication and a wiki to share good practices are being produced. 		<p>government offers the services of their national ICT resource centre for technical and logistical support of CMCs. In Tanzania, COSTECH and MISATAN have come on board in support of a national community media network.</p> <p>Legal provisions and transparent licensing for community radio still remains an unresolved subject in a number of African countries, though by and large most countries have recognized the importance of community media sector.</p>

Intersectoral Platforms

Para. 08010 - Fostering ICT-enhanced learning

Regular budget: Activities (rounded to \$ thousand)	
Planned: \$	Actual: \$

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
Capacity of ministries and quality of teacher training institutions strengthened to offer ICT-based teacher education, including through the introduction of ICT competency standards	<ul style="list-style-type: none"> • Best practices concerning ICT and knowledge parks and their applications to developing countries were examined and policies formulated in order to foster entrepreneurship, improve education and empower individuals in developing countries through the use of ICTs • Over 300 information managers of Belarus, Ukraine and Indonesia trained in digital technologies (Advanced Navigation System Technology, Multimedia Broadcasting Technology and Intelligent Transportation Technology in UNESCO forums, enabling the participants to prepare and submit ICT projects to a Global Cooperation Funds of the Republic of Korea. • A twofold approach was adopted to develop teachers competencies: <ul style="list-style-type: none"> * Competency Framework for Teachers (CST), for the integration of information and communication technology (ICT) into the classroom, launched, after two years of developments at the Moving Young Minds conference, an international seminar of 100 education ministers. * The development of a universal model of teacher training curriculum for media and information literacy. An international Expert Group meeting was held from 16-18 June at UNESCO HQ to develop media and information literacy curriculum and enrich material to be introduced in the initial training of 	<ul style="list-style-type: none"> • An International Conference and Exhibition on Knowledge Parks in Doha, Qatar helped to raise awareness of the potential of ICT-based Knowledge Parks to create knowledge societies and contribute towards the empowerment of individuals and communities. The challenges were in mainstreaming the three focus areas of ICT Creative Industries and Entrepreneurship, Digital Knowledge Management, and ICT for Development with particular emphasis on education, science, youth and gender. • UNESCO should take leading role in partnership building with donors not only to support the capacity of information managers but also to assist in harnessing digital technologies for development. Programme Mobilization Funds should be increased in order to tap more resources from international aid agencies and donor countries as they prefer joint funding with UNESCO for ICT projects under cost sharing arrangements. • Although many educational facilities are equipped with computers, one of the challenges is that teachers do not have the right training and knowledge to harness technology for teaching. The competency standards will enable students to develop the skills necessary for success in today's world while improving teacher skills to enhance the learning experience for students. The project has shown how public-private cooperation involving several partners at one time can lead to the development of unique and 	<p>Multi-stakeholder partnerships, including with the private sector, combine to have a broad-based impact that goes well beyond the limited UNESCO financial contribution.</p> <p>Korean funding covered all costs related to organizing the forums in the 3 countries which has resulted in savings under the RP.</p> <p>The ICT Competency Framework was developed in consultation with technology leaders Microsoft, Cisco, and Intel as well as the International Society for Technology in Education (ISTE) and the Virginia Polytechnic Institute and State University (Virginia Tech) and serves as a model of efficient public-private cooperation.</p>	<p>Knowledge Parks are intended to stimulate ICT research and innovation while fostering enterprise. The regional policies, guidelines and activities that were developed during the Conference should be the basis for future action.</p> <p>The critical knowledge and analytical tools provided by media education empower media consumers to function as autonomous and responsible citizens, contributing to sustainable development through enhanced freedom of expression and the building of knowledge societies.</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>secondary school teachers worldwide.</p> <ul style="list-style-type: none"> National educational policies linked with strategies for ICT applications formulated. Supporting national efforts on non-formal education to improve literacy rate & strengthen CLCs with the special reference to women & excluded groups; Training on the use of the ICTs and the audiovisual means in the problem solutions to achieve the Dakar Goals: National policies, plans and practices reviewed, revised and developed in literacy and life skills development, teacher education and training as well as in HIV and AIDS education through the translation at the country level of the frameworks for the three core EFA initiatives – LIFE, TTISSA and EDUCAIDS – at the request of Member States. Elaboration and implementation of educational sectoral strategies: accessibility provided for key stakeholders and the general public to cutting-edge research, latest orientations, innovations and effective practices in education, including the use of technologies in education. 	<p>innovative results, with broad reaching impact.</p> <ul style="list-style-type: none"> Introduction of media and information literacy into teacher training requires informed teacher training policies. Specific actions were made in Irak and Cambodia for the preparation of ICT strategy, and the preparation of a plan for teachers' education using ICT as a lever for introducing change in the education system. This should be linked with the Teachers' Training and Education Strategy which is part of the Sector Wide Educational plan. Consultations underway for the preparations of NFE-MIS. Elaboration et de validation des politiques et stratégies pour le développement de l'éducation : Cameroun, RCA, Tchad. 		<p>In close coordination with the project manager of XB project on ICT, a draft plan on ICT policy/strategy in education is under preparation and will be discussed in an expert group meeting during the first half of 2009. This should be done in coordination with Cairo Office which is taking the lead in ICT in education in the region.</p> <p>"An Advocacy kit for promoting multilingual education; Including the excluded" was translated, adapted and printed into nepali language, and disseminated among the policy makers, programme implementors, practitioners and local community people jointly with government on the occasion of the the International year of languages 2008.</p> <p>L'UNESCO apporte un appui aux Etats Membres afin de mobiliser le Comité du Fonds Catalytique de l'Initiative Fast Track. Celui-ci a donné son accord pour l'octroi de 37,78 millions de dollars au secteur de l'éducation de la RCA pour les 3 ans à venir.</p> <p>La Banque Mondiale est l'entité de supervision pour la mise en œuvre de ce projet.</p> <p>La RCA a validé sa stratégie sectorielle de l'Education en février 2008 et a présenté sa candidature aux fonds Catalytiques, avec</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>Research of Togo.</p> <ul style="list-style-type: none"> Discussions with the European Space Agency and with the French Development Agency for the establishment of an ICT-based network of capacity-building resource centres in Democratic Republic of Congo Improving quality education through teacher training in ICT in Kazakhstan and Uzbekistan: <ul style="list-style-type: none"> Teacher training curricula and materials on the use of ICT for quality education analyzed and adapted. National ICT competency framework for teachers developed for further testing within teacher training courses. Methodological materials to support ICT-based teacher training practices developed. Teacher training programmes updated on the use of ICT for quality education. 	<ul style="list-style-type: none"> Need for building local capacities for taking care of the project itself and the network; need for building a consortium of institutions to provide support and expertise in a way to accompany local expertise during the project period. As a long term impact the project activities contributed to improving quality of education through in-service teacher training network on the basis of the developed national based modules for ICT competency standards for teachers. 	<p>A multi stakeholder approach is needed with national partners to set the network as a possible source of local activities.</p>	<p>Training of trainers courses were conducted to endorse compliance with UNESCO ICT Framework and to pilot adapted ICT modules. Recommendations on national ICT competency standards for teachers were developed for further approval by the Ministry of Education.</p>
<p>Information literacy, teacher training and lifelong learning opportunities expanded through multipurpose community-based centres;</p>	<ul style="list-style-type: none"> Development of Teacher Training Curricula for Media and Information Literacy aiming at including information and media literacy in education policies was initiated in cooperation with COM with the first expert group meeting in June 2008: 11 workshops in all UNESCO's regions held over 2008-2009 for training-the-trainers in information literacy. A strong theoretical basis for information literacy has been promoted among the Member States with the publication and dissemination of "Understanding Information Literacy: A Primer". The second phase of the SDC-funded CMC up-scaling project was elaborated and agreed upon by consensus at field level in Mali, Mozambique and Senegal, between the governments, the donor agency and UNESCO. In St Kitts and Nevis, a feasibility study for scale-up of CMCs was carried out, with a view to prepare a strategy and project proposal for up-scaling CMC Six CMCs projects were launched with IPDC support in Angola, Somalia, Tanzania, Vanuatu, for the establishment of CMCs and in the Caribbean, to expand the reach and impact of community radio stations as well as in Moldova to strengthen the regional 	<ul style="list-style-type: none"> Ten out of 11 trainings have been done in 2008 and benefited more than 500 trainers in all regions of the world, including Jamaica, Canada, Malaysia, Estonia, Turkey, South Africa, China, Spain, Egypt, and India. The last training in the series held end of January 2009 in Peru. The publication is good start on raising awareness, but we will find additional partners, such as with IFLA to continue the work CMCs are catalysing tools for community voice and interaction. The elaboration of projects at field level with the involvement of local representatives of the donor agency, the Government and UNESCO is of utmost importance. It allows better tailoring of UNESCO's assistance to the local needs and to begin with an effective collaboration. Institutional sustainability is thus 	<p>The work done in cooperation with other division on the common concern permitted not only to reduce the cost but also to achieve greater visibility of UNESCO among the stakeholders.</p> <p>From a limited funding from IFAP, UNESCO achieved to reach a great impact for the Training-The-Trainers in information literacy project by launching a call for volunteer host institutions and benefiting from the multiplying effect of the workshops under UNESCO's umbrella.</p> <p>Consensus-building around perceived needs, interventions and execution arrangements proved to be the most appropriate approach for the desired project design with the least cost.</p>	<p>Many countries who were not involved in this initial series such as Serbia, Malta, the Nordic countries, Western African countries, Central America and Caribbean islands (Cuba) have volunteered to host the next series of TTT workshops.</p> <p>The benefits derived from CMCs would be maintained over time with a stronger focus on work at policy level i.e. assistance to Member States and information regarding community media policy environment and access to information.</p> <p>CMC projects are supported</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	media community.	enhanced.		only when evidence are available that they are operationally sustainable and have the community support for sustenance.
<p>Education/training “communities of practice” formed to build knowledge and access to open and diverse educational resources at all levels</p>	<p>Cambodia, Lao PDR, and Sri Lanka have developed ICT in education master plans. DPRK has reviewed it ICT in education policy and made new plan. For this purpose, up to 2008, UNESCO Bangkok has delivered 15 workshops for more than 460 ICT in education policy makers of 26 countries;</p> <ul style="list-style-type: none"> • Two regional ICT in education workshops for education leaders and policy makers have been co-organized by WBI and UNESCO Bangkok to share policy making experiences, review existing ICT in education master plans, and make action plans to update ICT in education policies. • The capacity of wide-range of teacher education institutions and educators has been strengthened systematically through teacher training on ICT in education: more than one hundred deans/directors in charge of ICT in education in teacher education institutions from more than 15 countries of the region have benefited from forums; to help educators to design and provide training programmes on ICT in education two regional training workshops on Peer Coaching have been organized for more than 50 teacher educators or curriculum developers from 12 countries of the region; national training workshops on ICT-pedagogy integration have been organized for more than 300 teacher educators of 13 countries of the region; more than 50 master teacher educators have been trained on IT essentials and networking technologies. Hundreds of master teachers from more than 20 countries have been exposed to innovative practices of ICT in education and/or trained on designing of ICT-based lesson plans based on SchoolNet project, awards of innovative practices and the workshops, and Regional Innovative Teachers' Conferences. • Supporting the use of ICT for literacy education in Asia E-9 Countries: South-South and North-South collaboration on and exchanges of effective practices in EFA enhanced and educational networks among developing countries strengthened. 	<ul style="list-style-type: none"> • To expand the access to quality literacy education: <ul style="list-style-type: none"> * A range of effective technologies including mobile phones, radio, and computers are being used and customized to suit local contexts. * Innovative practices involving community radio, mobile-learning, computer-based programmes and mobile community libraries are being 		

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<ul style="list-style-type: none"> Information tools for students and student advocacy for peace and sustainable development: expertise, technical approaches, practice-oriented tools were provided, and best practices and innovations in education policy formulation and planning, monitoring and evaluation of education systems identified and made available through networks and communities of practice. These activities support the follow up actions for the UNESCO/OECD Guidelines for Quality Provision in Cross-border Higher Education and the UNESCO Conventions for the recognition of qualifications. UNESCO will also continue to provide information to support students' mobility (e.g.the 35th edition of Study Abroad); hosting of electronic discussion forums on issues of key concern related to higher education quality assurance and recognition. 	<p>tried out in these E-9 countries.</p> <ul style="list-style-type: none"> Customized training modules, primer and training activities are being carried out in these projects. Recognizing the importance of information sharing to support policy development and capacity building, UNESCO is building on its extensive experience on providing information tools for students. In particular, it further develops its work in providing tools for higher education stakeholders with access to authoritative and up-to-date information on issues related to higher education quality assurance and mobility world-wide. 		<p>This work has become increasingly important with the rise in cross-border higher education institutions and the development of new and innovative forms of higher education developing to meet the challenges of increasing enrolments world-wide.</p>
<p>Digital libraries of open educational resources (e.g. open courseware and digital learning objects) developed for quality life-long learning</p>	<ul style="list-style-type: none"> 7,000 copies of WinISIS and 1,000 Greenstone Digital Library Software CD-ROMs distributed in the 6 languages. A new revised User's Reference Manual of WinISIS in English and Spanish as well as release 1.3 of WinIDAMS in 4 languages (English, French, Spanish and Portuguese) made available for downloading. J-ISIS Open Source replacement of CDS/ISIS -A first pre-alpha version that contains only the essential functionalities has been developed, the correctness and accuracy of the program's internal logic is being tested with the help of the Flemish Antwerp University. Significant expansion of the Open Training Platform (on-line hub to free and open learning resources for development) in terms of resources, partners and use. The OPT has been evaluated and has enhanced its services in the domain of sustainable development, environment and languages. 	<ul style="list-style-type: none"> Concerns have been expressed about the future of these software management tools and clarification sought about UNESCO's position on this issue. UNESCO should take leading role in partnership building with donors not only to support the capacity of information managers but also to assist in harnessing new digital technologies for development. PMF (Programme Mobilization Funds) should be increased in order to tap more resources from international aid agencies and donor countries as they prefer joint funding with UNESCO for ICT projects under cost sharing arrangements. Today, more than 3,100 educational resources, classified under 23 and sub-categories are freely accessible; more than 2,700 institutions accessed them. Further development of the platform might envisaged, in particular the creation of different linguistic versions, 	<p>Most of the work is done free of charge on a voluntary basis by the community.</p> <p>A high quality result is achieved at no cost and is given to the community.</p> <p>Partnership has been established with 10 UN agencies, 8 foundations and institutions, and 2 national development agencies, which constitutes a good operational and financial environment for the platform</p>	<p>A strategy for information processing tools envisages gradually implementing these projects as Free and Open Source Software (FOSS) projects so that they become self-sustainable.</p> <p>A strategy is being studied to ensure its self-sustainability on the long term for its operation, content management and further development.</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<ul style="list-style-type: none"> - Prepared publication on “Open Educational Resources (OER): conversations in cyberspace”, to be released in early 2009 under an open license. - Guest edited special OER issue of the Open University’s journal Open Learning. - Disseminated “Open Educational Resources: the way forward” to all field offices, national commissions and permanent delegations. - Coordinated translation of the Way Forward document in the OER community for local awareness raising action; 11 languages completed by end 2008. - Convened two discussions in the OER community: on the UNESCO OER Toolkit, and OER stories; held planning discussions on OER and access issues, and OER and copyright for a further, and offered an online wiki training session to community members, organized by COL, in the context of the UNESCO-COL agreement. 	<p>and some functionalities could be added.</p>	<p>design and development.</p>	
<p>Role of ICTs in support of Education for All goals reinforced</p>	<ul style="list-style-type: none"> • Following the Third WSIS Multistakeholder consultation meeting, UNESCO will focus future consultations on specific issues for each action lines through concrete projects and promotion of new partnerships. Two immediate outcomes of the meeting were the joint agreement with InfoDev to promote low cost educational devices, and fostering multistakeholder partnerships for Free and Open Source Software for Education. • In addition, at the Action Line Facilitators meeting with UN Agencies and main stakeholders, UNESCO presented a set of proposals to improve the follow-up and implementation process, namely fostering coordination between UN Agencies designed as lead facilitators for each action line and greater involvement of UN field offices both in the implementation of the process and the organization of regional meetings. • Promotion of ICTs as a means for research and a media for education and learning, and for teacher training in Higher Education; in particular in Capo Verde; • Use of ICT in strengthening vocational education for sustainable development: enhanced quality teaching and learning materials developed with regard to teacher education, peace education, education for citizenship and democratic values, education for sustainable development, science and technology education, arts education, philosophy as well as the mainstreaming of gender, HIV prevention and the use of ICTs. 	<ul style="list-style-type: none"> • Enhanced Cooperation is seen as essential between public and private stakeholders to develop a set of globally-applicable principles on public policy issues. Chief among these are the management of the Domain Name System (DNS), the transition from IPv4 to IPv6 and the smooth functioning of the root servers system as part of the issues associated with the coordination and management of critical Internet resources and will form part of an ICANN fast track initiative to implement non latin-based scripts for a group of selected countries 	<p>Multi-stakeholder partnerships, including with the private sector, combine to have a broad-based impact that goes well beyond the limited UNESCO financial contribution.</p>	<p>Knowledge Parks are intended to stimulate ICT research and innovation while fostering enterprise. The regional policies, guidelines and activities that were developed during the Conference should be the basis for future action.</p>

Para. 08014 - Support to countries in post-conflict and post-disaster situations*

Regular budget: Activities (rounded to \$ thousand)	
Planned: \$	Actual: \$

34 C/5 Expected Result	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
<p>Participation in United Nations integrated post-conflict and post-disaster responses ensured, in particular with respect to common needs assessments, OCHA consolidated appeals, strategic and programmatic frameworks as well as funding mechanisms;</p>	<ul style="list-style-type: none"> • Participation in the Executive Committee on Humanitarian Affairs (ECHA). • Strengthening of UNESCO's role in the Education and Early Recovery humanitarian clusters of IASC, both at global and UN Country Team levels. • Participation in UN humanitarian funding appeals, notably for Central African Republic, Cuba, Iraq, Haiti, Myanmar, Pakistan, the Palestinian territories including Gaza, Namibia, Somalia, Sudan. • Participation of eight UNESCO Field Offices in the "Conflict Resolution & Peacebuilding" thematic window of the Spanish MDG Achievement Fund. • Funding from the the OCHA Central Emergency Response Fund (CERF), for UNESCO Field Offices in 2008 (Havana, Islamabad) and 2009 (Islamabad) in the field of emergency education. • Two emergency assistance requests to the World Heritage Committee approved in June 2008 for a total of US\$80,000 in response to the Wen chuan Earthquake in China to re-establish the operational capacity of the site management authorities and implement urgent risk mitigation measures. 	<ul style="list-style-type: none"> • Close linkages to and good knowledge of UN mechanisms for humanitarian coordination at HQ and UN Country Team level is essential. 	<p>Funds allocated in this biennium through the PCPD Intersectoral Platform secretariat (BFC/CPO) have been catalytic to extra-budgetary resource mobilization and the inclusion of UNESCO project proposals in common UN funding appeals by Field Offices, notably for the 2009 Gaza Flash Appeal and Myanmar's 2008 Cyclone Nargis. Africa Department coordinates and supports extensive PCPD operations in Africa.</p>	
<p>Effective post-conflict and post-disaster operations put in place, with proper infrastructures and administrative mechanisms</p>	<ul style="list-style-type: none"> • Further to Executive Board decision 174 EX/48, establishment of a Post-Crisis Special Account, deployed to support implementation and EXB fund mobilization of UNESCO projects in the 2009 Gaza Flash Appeal and for post-Cyclone Nargis Myanmar. • An Intranet PCPD Knowledge Management database (cataloguing "Best Practices" and providing crisis-specific guidance, project templates) launched in 2009, in support of effective PCPD field responses and knowledge exchange among PCPD practitioners. • A public information PCPD web portal, targeting donors, partners and the public at large, under development for launch in the current biennium. 	<ul style="list-style-type: none"> • HQ and Field Office staff can benefit from a systematic compilation of analyses and "best practices" guidelines through investments in PCPD knowledge management and advocacy, including PCPD Web portal development. • The PCPD Intersectoral Platform secretariat could be strengthened in line with comparable UN and other humanitarian partners. • Intersectoral coordination and direct communication with affected PCPD 	<p>Field Office participants in the first two PCPD regional training workshops for Asia-Pacific and LAC regions reported improved knowledge and preparedness for engagement with UN humanitarian mechanisms such as CAPs and Flash Appeals.</p>	<p>Targeted regional trainings increase the number of senior field office staff who are trained in preparing and planning PCPD responses. The regional trainings also connect and build networks among field staff and PCPD focal points in relevant HQ central services and sectors.</p>

* Led by the DDG, with the DADG/CI and Director of the Division for Freedom of Expression, Democracy and Peace (CI/FED), acting as platform manager.

34 C/5 Expected Result	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<ul style="list-style-type: none"> Targeted regional trainings to Field Offices organized in 2009 by BFC/CPO, starting with Asia and LAC regions, on "Preparing and Planning a UNESCO PCPD Response". A HQs training and a regional training for African Field Offices planned before the end of 2009. The PCPD Intersectoral Platform, chaired by DDG, has convened since early 2008 for coordination between relevant PCPD field offices, HQ focal points, and senior UNESCO management. 	<p>Field Office(s) can improve the quality and appropriateness of UNESCO's overall response to PCPD situations. PCPD units at HQ must broaden and coordinate interaction with Field Offices in order to provide timely and essential strategic guidance and rapid backstopping in PCPD situations.</p>		
<p>Advisory services provided on natural resources management and the revitalization of institutions in post-conflict and disaster-affected countries</p>	<ul style="list-style-type: none"> Extended support provided to member states and all Intergovernmental Coordination Groups (ICGs) in the Pacific and Indian Ocean, in the Mediterranean and Caribbean Sea, for developing tsunami warning systems; enhanced interaction with all stakeholders, including NGOs and IGOs 	<p>Cooperation between different cultures on the non-technical level (downstream) needs stronger and long-term support.</p> <ul style="list-style-type: none"> General language adaptation of all documents and procedures improves acceptance. Preparedness and mitigation measures need broader and deeper implementation efforts. 	<p>Member states own, control and operate systems.</p>	<p>As ownership by Member States is increased, sustainability is enhanced and nearly ensured.</p>
<p>Framework and strategies for the safeguarding and protection of damaged cultural heritage, including intangible heritage, developed with a view to sustaining peace and social cohesion processes</p>	<ul style="list-style-type: none"> Capacities enhanced on Disaster Risk Reduction at World Heritage properties through: <ul style="list-style-type: none"> International Training Workshop held following the adoption by the World Heritage Committee of a "Strategy for Reducing Disaster Risks at World Heritage Properties" (2007) and the development of a Resource manual on the same subject addressed to site managers and heritage administrators; Production of a "Protocol for International Cooperation on Disaster Risk Reduction at World Heritage properties", aimed at fostering the implementation of the above-mentioned Strategy at country and site levels). Awareness-raising and sensitization for living human treasures and youths on the importance of cultural diversity to social cohesion and peace In Abuja; transmission of traditional Knowledge in Burundian Refugee Camps of Tanzania in view of a sustainable repatriation; Open-air forum on intangible cultural heritage and conflict resolution in Kenya 	<ul style="list-style-type: none"> Despite repeated appeals, the perceived tendency – among States parties and donors - remains that of intervening only after a disaster has occurred. The implementation of the Strategy – mainly a policy document - depends on resources from the States parties. 		<p>A 2nd International Workshop on Disaster Risk Reduction at Cultural Heritage is scheduled in November 2009 in Acre, Israel, in order to further the development of a network of experts from around the world who are involved in the management and reduction of disaster risks to cultural heritage, and promote partnership for the actual application of the Olympia Protocol.</p>
<p>Post-trauma healing of children and youth through artistic and sports activities supported</p>	<ul style="list-style-type: none"> ED/PCPD and BFC/CPO joint desk review and field survey undertaken to: develop a shared intersectoral understanding of what UNESCO means by <i>psychosocial response</i> in post-conflict and post-disaster situations; identify the Organization's 	<ul style="list-style-type: none"> A variety of terms and programme approaches are used to describe or address the social and emotional needs of communities affected by 	<p>Cost-effectiveness will be a key consideration in the outlining of a programming strategy to support psychosocial well-being during</p>	<p>The progress and sustainability of this initiative depend on a number of factors, including capacity strengthening and</p>

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	<p>comparative advantage, current and potential contributions in supporting the psychosocial well-being of communities affected by conflict and disaster; define an appropriate role for UNESCO in this aspect of PCPD work; and outline a cost-effective implementation strategy for fulfilling that role.</p>	<p>conflict or disaster, without a shared in-house understanding of what it means by 'psychosocial support' or an Organization-wide reflection on how best to lend the strengths of its mandate and comparative advantage. Much of UNESCO's work in PCPD settings supports psychosocial well-being at the level of strengthening community resilience. Rather than introducing new types of activities, UNESCO should think consciously about the psychosocial dimensions of its typical PCPD activities within each sector, as well as the potential for intersectoral collaboration to enhance such dimensions</p>	<p>recovery and reconstruction.</p>	<p>staff commitment to pursue the recommended strategy as well as an adequate allocation of resources.</p>
<p>Evidence-based analysis and tools provided to policy-makers, supporting cultural pluralism, intercultural dialogue, and reconciliation;</p>	<ul style="list-style-type: none"> Regional studies launched as well as conference/workshops held aimed at providing greater cognition of the importance of cultural diversity and intercultural dialogue (for ex. "New Cultural Policy Framework/Profile-Conceptual and Operational Guidelines for Integrating principles of Cultural Diversity and Intercultural Dialogue", "Cultural Diversity Programming Lens", On-line database of good practices for the promotion of intercultural dialogue") 	<ul style="list-style-type: none"> While principles of cultural diversity, cultural pluralism and intercultural dialogue are increasingly acknowledged at international level, the challenge is to apply these concepts when formulating a new cultural policy approach Pursue work towards a shared basic understanding while adapting analysis and tools to regional and national contexts and needs 		<p>Following the initial stages of elaboration of concepts, tools and guidelines by UNESCO and appropriate training/dissemination, it is hoped that the initiative will be appropriated and developed by Member States and all relevant stakeholders</p>
<p>Networks for media professionals promoted and professional standards and self-regulatory mechanisms in post-conflict environment enhanced;</p>	<ul style="list-style-type: none"> Comprehensive media assistance (capacity building, media laws, professional standards, organisation building) implemented in 10 conflict areas, with human rights based and gender based approaches 	<ul style="list-style-type: none"> Access, media monitoring and delivery of assistance in some conflict areas may become extremely difficult due to mobility restrictions and security concerns. Joint UN collaboration is a prerogative for successful impact. 	<p>Additional fund-raising needed</p>	
<p>Capacity for media to report on peace-building, conflict resolution and disaster awareness enhanced;</p>	<ul style="list-style-type: none"> Disaster Risk Management (DRM) Workshops for media professionals in several countries and a standard policy paper on the role of media and ICT for Humanitarian Information initiated Capacity for media to report on peace-building, conflict resolution and disaster awareness enhanced; 	<ul style="list-style-type: none"> Community radios serve peace-building efforts in conflict areas. 		

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<p>Cultural diversity, dialogue and intangible heritage promoted through media and ICTs.</p>	<ul style="list-style-type: none"> • Cultural diversity, dialogue and intangible heritage promoted through media and ICTs. • Workshops and conferences established to discuss the role media can play for mutual understanding in several countries around the world. • Educational radio and television used as a means for creating reconciliation and mutual understanding, thus contributing to peace-building 			