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Организация
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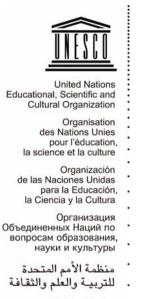науки и культуры

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 - 31 December 2008)

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: $2 386	**Actual: $1 216**

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
Awareness of freedom of expression as a basic human right increased and related internationally recognized legal, ethical and professional standards applied.	(i) Scope and impact of global and regional action increased through: - Organization of celebrations of World Press Freedom Day all around the world, including one major international conference in Maputo on access to information and empowerment of people; - Award of the UNESCO World Press Freedom Prize to a Mexican journalist. (ii) Freedom of expression and freedom of the press training through: - Preparation of toolkit on freedom of expression; - Training on investigative reporting as well as on how to report on MDGs-related issues conducted; - Civic journalism to promote citizens' participation in communication processes strengthened and developed through the organization of 3 national workshops. (iii) Legal frameworks in line with international standards: - Media laws adapted to internationally recognized standards in 6 countries; - Inventory on freedom of information laws around in the world established including	• High visibility of the programme. • Limited budget limit the scope of programme. • More coordination needed between Headquarters and Field offices. • Collaboration with authorities and media NGOs involvement in is critical.	Very high cost effectiveness achieved due to the selection of adequate partners and wide outreach through inviting media organizations, United Nations and decision-makers to the events. International NGOs, partners in the private sector and media professional organizations assuming more responsibility and financial charges.	Action should contribute to: - Less threats and/or number of attacks against journalists when carrying out their duties. - Increased number of news items produced with topics related to MDGs and investigative subjects. - Better public understanding on the importance on press freedom	

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	information on how free media and access to information can further human and social development. (iv) International campaigns and capacity building for safety of journalists and dangers of impunity conducted through: - Training on safety of journalists and campaign against impunity in more than 10 countries; - Organization on a major exhibition in September 2008; - Organization of International high-level symposium on Freedom of expression: dialogue, democracy and development in September 2008.				
Public service broadcasting enhanced and editorial independence and diverse and responsive programming fostered to facilitate good governance.	• Recognition of the importance of editorial independence of public service broadcasters enhanced through: - Holding of several Public Service Broadcasting Workshops on Experiences and Lessons of PSB, in partnership with key organizations such as EBU and Article 19; - Publication (in several languages) on editorial guidelines for public broadcasters; - Advice provided on PSB bills in Mongolia, Thailand, 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 Portuguese-speaking television network comprising public service broadcasters in all Portuguese speaking countries for news dissemination and joint production.	• There are still problems in transforming and/or reforming the mindset of newly-changed public broadcasters who had been functioning as state broadcasters for many years. • The recently adopted strategy focusing on policy advice should be continued and strengthened.		New bills and changes in current laws will have a long term impact for the legislative framework and enabling environment for media. 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.	

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

Regular budget: Activities (rounded to $ thousand)	
Planned: $4 426	Actual: $1 888

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
UNESCO policy frameworks for universal access to and preservation of information established.	• Recommendations by the Third International Memory of the World Conference in Canberra Australia (February 2008) along with public seminars and training workshops (Iran, Indonesia, Fiji, Mauritania, Morocco) contributed to the establishment of new national MoW committees, and an increase in nominations from first-time countries for inscription on MoW Register.	• 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.	
	• 10 of 11 workshops scheduled over 2008-2009 in all regions for training-the-trainers in information literacy resulted in 500 librarians, archivists, teachers and information professionals trained to enhance personal information literacy skills.	• The introduction of information literacy within educational institutions requires a combination of acquisition of skills, competencies and knowledge, and change of attitudes and behaviours. It should be based on a close collaboration between teachers, librarians and students.	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 held under its umbrella.	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.	
	• Methods to include new languages on the Internet promoted within the framework of the International Year of Languages.	• Methods and tools available to bring new languages in cyberspace require more familiarization among decision makers and minority language communities.	Promotion done in conjunction with the activities carried out within the framework of International Year of Languages and the intersectoral platform on languages.	Activities carried out by minority languages communities will contribute to ensuring sustainability.	
	• Awareness on ethical issues of the information society in Asia-Pacific enhanced through the organization of the first Regional Conference for Asia and the Pacific on the Ethical Dimensions of the Information Society (12-14 March 2008, Hanoi, Vietnam).	• The regional consultation allowed improving awareness about the issues at stake in the field of ethics of information plus the modalities and criteria of assessing at national and regional levels the efforts to improve the debate and decision-making process. Such regional and international consultations mobilize attention to these issues; UNESCO, in close cooperation	Co-organized with the national authorities of Vietnam, the meeting provided excellent input on info-ethics issues at limited cost for UNESCO.	Part of the global effort to increase awareness in Member States on ethical issues for the Information Society, the Consultation will have as a direct follow-up concrete actions at national level.	

		with its members and partners, should keep providing the opportunity for such platforms.			
International multi-stakeholder partnerships for enhancing universal access to information fostered	• 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 United Nations agencies and main stakeholders, UNESCO presented a set of proposals to improve the follow-up and implementation process, namely fostering coordination between United Nations agencies designed as lead facilitators for each action line and greater involvement of United Nations field offices both in the implementation of the process and the organization of regional meetings. • 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. • In this context, an International Conference and Exhibition on Knowledge Parks in Doha, Qatar (2008), involving 28 young participants, 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. • Joint position established with ITU and ICANN for the development and deployment of Internationalized Domain Names. A first information meeting with UNESCO's Permanent Delegations was organized for this purpose in May 2008. • UNESCO's position as an essential partner in the Internet Governance Forum (IGF) open multistakeholder model duly acknowledged as is its experience as a neutral broker and its extensive knowledge in communication and education policies. UNESCO also achieved high	• 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. These will form part of an ICANN fast track initiative to implement non Latin-based scripts for a group of selected countries. • The challenge will be in mainstreaming the 3 main focus areas identified by the Conference, namely ICT Creative Industries and Entrepreneurship, Digital Knowledge Management, and ICT for Development with particular emphasis on education, science, youth and gender. • A strategic shift in the facilitation of the implementation of the WSIS Plan of Action is expected further, through a set of proposals that UNESCO made and that were endorsed by WSIS stakeholders. • The choice of Internet for All, inspired from Education for All, as the main theme of the third forum consolidates UNESCO's position in the IGF.	Multi-stakeholder partnerships, including with the private sector, combine to have a broad-based impact that goes well beyond the limited UNESCO financial contribution. Shortening the length and format of the WSIS cluster meeting as well enhanced interaction among the agencies and stakeholders were also cost-effective.	Measures to ensure sustainability include : - mainstreaming the WSIS recommendations into the UNDAFs - networked governance based on agreements complementing traditional intergovernmental processes	

	visibility as an organizer of several sessions at the 3rd IGF in December 2008.			
	• A multistakeholder Dynamic Coalition on Disability and Accessibility established to mainstream the disability perspective in the debates of the Internet Governance Forum.	• 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 disability perspective has not been fully integrated into the proceedings of the Internet Governance Forum partly due to both technical and accessibility barriers to participation by persons with disabilities.	Cost effectiveness achieved through multistakeholder partnerships (ITU, DAISY Consortium, Council of Europe, ISOC, G3ict).	
	• Solid framework for IFAP established through endorsement of the IFAP Strategic Plan. Implementation of the Plan started with work on the IFAP Information/Knowledge Policy and Strategy Templates, a guideline methodology for the development of national information policies. Working groups on the IFAP priorities were established to carry out concrete activities. • Partners also identified to update and maintain the online Information Society Observatory and to prepare an annual information policy world report. • Survey realized of IFAP national committees that should lead to enhanced cooperation.	• The clarifications made as concerns the respective roles and responsibilities of IFAP bodies in the Strategic Plan were needed and correspond to the recommendations made in the framework of the external evaluation of IFAP. However, the main challenge remains the low level of extra budgetary funding of this programme. The expected increase in human and financial resources for IFAP would have to be achieved through fundraising and voluntary contributions by Member States to the IFAP Special Fund and by building partnerships with the private sector. The request made by the IFAP Council to Member States and other stakeholders to contribute extrabudgetary funds to IFAP is of a particular importance in that respect.	Cost effectiveness achieved through thorough selection and negotiation with partner institutions in charge of implementation of IFAP-related activities.	The orientations of the IFAP Strategic Plan are fully in line with the priorities of document 34 C/4 and reflect several aspects contained in the approved document 34 C/5. Also, focusing on providing assistance to Member States in the formulation and consolidation of national information policy frameworks is considered to be a particularly pertinent approach for capacity-building and ensuring greater benefit for Member States from this Programme.
	• Youth empowerment initiatives through access to ICTs supported, including in conflict and post-conflict situations.	• Difficulties faced in the development of activities for disadvantaged groups in post conflict situations. • Successful implementation however of community youth-oriented initiatives through access to information and ICT and increased use of ICT and media among youth as a tool for	Cost effectiveness achieved through the development of partnerships with local partners and extrabudgetary funding.	Activities implemented in this framework were part of an overall effort to support youth empowerment through ICT on a long term basis. Additional support secured for the continuation of the action.

		addressing community and development issues. Activities of this kind need to be kept as a priority in the future.			
Information management structures to support sustainable development strengthened.	• Regional Centre of excellence for FOSS created through MOU signed with Balamand University in Lebanon and officially launched in February 2009. • UNESCO Open-source tools for managing information and creating digital libraries made available in local languages. • 7,000 copies of WinISIS and 1,000 Greenstone Digital Library Software CD-ROMs distributed in the 6 official 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. • The creation of national consortiums of librarians and archivists was catalyzed and support provided for training of managers and administrators to support service improvements.	• 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. • 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 should be actively involved in the institutional budgeting processes and managers sensitized to the importance of library funding.	Most of the work is done free of charge on a voluntary basis by the community. UNESCO is maintaining the software and developing guidelines. Libraries need to encourage local authorship, sharing of resources and creating local consortia with higher bargaining power with overseas owners of digital resources.	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. Important for libraries to develop explicit business models, monitor usage of resources and develop skills amongst librarians in project writing.	
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	• Competency Standards for Teachers (CST), for the integration of information and communication technology (ICT) into the classroom, launched after two years of development at the Moving Young Minds conference, an international seminar of 100 education ministers. • ICT in Education Policies for several Pacific Island Countries elaborated and adopted as well as for teachers through Government-approved curricula for teacher training as an essential part of national ICT policies in Africa. • Integration of ICTs in teaching and learning processes advanced through Joint agreement with InfoDev to promote low cost educational devices, and foster multistakeholder partnerships for Free and Open Source Software for Education. • Access to digital learning resources including	• 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 innovative results, with broad reaching impact. • Significant expansion of the Open	The ICT Competency Standards Working were 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. The OTP corresponds to a	The development of policies should lead to a mechanism leading to donor contributions for effective implementation. The operations of the OTP are	

	open educational resources enhanced through the launching of the Open Training Platform (OTP), an online collaborative knowledge hub for training and capacity-building resources for development. 3,000 training materials are freely accessible, classified under 21 domains.	Training Platform (on-line hub to free and open learning resources for development) in terms of resources, partners and use. The OTP has been evaluated and has enhanced its services in the domain of sustainable development, environment and languages.	demand from a large community of users, and a group of 750 content provider institutions, among which UN organizations: ILO, UNITAR, WHO, ITCIILO, UNSSC, ITU, FAO, UNEP, UNV and UNU.	presently ensured by UNESCO. A fund raising campaign is envisaged, targeting in particular, the private sector. To ensure longer term sustainability, an economic model and an operational model are required.	
	• The UNESCO driven module for the creation of business in the domain of computer recycling was consolidated by 25 international waste experts and part 1 was published in September 2008. • Challenges for information societies and dealing with electronic waste addressed during workshop in Argentina (December 2008) (21 participants, 8 women). Implementation of WSIS Action Plan and contribution to e-LAC2010 for e-waste action plan.	• 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.	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.	Part 2 of the guidebook to be published in 2009, will focus on concrete items on how to build business related to ICT waste management and on case studies. Training of young entrepreneurs is also envisaged.	

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: $4 199	Actual: $1 872

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
Development of free, independent and pluralistic media fostered, particularly by increasing capacities of media training institutions to offer high-quality training.	• 70 new media development projects in 50 developing countries for a total sum of US $2 million were funded and launched through IPDC. Over a third of these projects are implemented in Africa. • At its 26th session in March 2008, the Intergovernmental Council of IPDC adopted two important decisions: - The Council urged Member States to comply with the relevant obligations under international law to end impunity for crimes against journalists. It called on governments to report on their investigations into the assassinations of journalists and other intentional crimes against media personnel denounced by the UNESCO Director-General. - The IPDC Council endorsed a set of media development indicators (MDIs) developed	• The demand for support exceeds available IPDC funds. • IPDC should continue to encourage all Member States to contribute to the IPDC 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 (see also MLA 1). • UNESCO also needs to ensure that the MDIs are adopted by Member States as a tool to assess the effectiveness of their media	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. The cost effectiveness of IPDC project interventions was acknowledged by the recent external evaluation of IPDC support in Nepal. The process by which the MDIs were developed was highly cost effective. It	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. The MDIs as an assessment and negotiation tool contribute to identifying project	

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	through a broad consultation in which media experts and relevant organizations from all regions of the world took part. The MDIs have been translated into French, Spanish, Russian and Arabic languages and widely distributed. • The comprehensive set of MDIs analyzes the different aspects of the media in order to enable stakeholders concerned with media development and particularly local actors to assess the state of the media within the national context, define appropriate strategies to address the gaps identified, and evaluate the impact of media development programmes. • These MDIs have been translated into French, Spanish, Russian, and Arabic as well as into Sinhala and Tamil languages and widely distributed. UNESCO has already carried out a first assessment of the media landscape in Mozambique, based on the MDIs. With UNESCO's support, Croatia is in the process of carrying out an assessment of its national media sector. In Kirgizstan, the Organization conducted a preliminary study for the application of the MDIs in the country. • 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 (17-18 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 centres that have the potential to reach institutional excellence identified.	systems and to identify the areas that need improvement. • There is considerable interest in the MDIs among development partners and United Nations agencies. Every effort should be taken to use MDIs in the "Delivering as One Approach" for common country assessments and programming. • The strategy to define consensual criteria for excellence in journalism education proved useful. Based on this criteria 21 Journalism education institutions in Africa have been identified. • The challenge now is to build a strong international coalition with clear commitments to support capacity building of these institutions. • Networking among the selected journalism training institutions also helps to build up training potential through inter-university cooperation requires sustained efforts.	included one expert group meeting and intensive online consultations. The MDIs were discussed at regular meetings of IPDC governing bodies. MDIs enable UNESCO/IPDC to better target its media development efforts and thus help increase cost-effectiveness. 21 potential Centres of excellence and reference are involved in this action as well as important number of 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 Cost-effectiveness ensured. Limited financial contribution resulting in high impact activity and recognition of the important role UNESCO plays in the promotion of a pluralistic and independent media.	intervention in a sustainable manner. It is expected that IPDC's endorsement of the MDIs will encourage all development partners, including United Nations agencies to use them. Action aims at strengthening capacities of the institutions which are already in operation. The criteria for selection include ability to sustain the operations. Endorsement by both ministries of Higher Education and that of Communication is essential for ensuring the sustainability of the projects. Future initiatives in this area will build on already existing structures to ensure their sustainability.	

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
		• 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 vernacular language learning material. • The focus has been placed on potential Centres of excellence in Africa, in accordance with recommendations formulated in the study.		Potential partner institutions were identified at the Consultation meeting and contacts have been established to implement activities as specified in the established Business Plan.	
	• A number of schools of journalism in African countries have been supported by UNESCO, in collaboration with UN and donor agencies and other partners such as UNDP, the Ford Foundation, CIDA and Radio Netherlands: Advanced School of Journalism in Yaoundé (ESTIC); Journalism Department at the University of Bangui, CAR; Mass Communication Department of the Makerere University in Uganda; School of Journalism and Mass Communication (SOJMC), University of Nairobi, Kenya; School of Journalism and Media Studies, Rhodes University in South Africa; Institut supérieur de l'information et de la communication (ISIC), Rabat, Morocco. • 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 Centre (MCTC) Haifa, Israel (14 to 23 December 2008). • Twenty training institutions accepting agreed standards for journalism training curricula: - Following the regional consultation meetings held in Hyderabad, India (6-8 March 2008) Port Moresby, Papua New Guinea (13-15 May 2008), Bridgetown , Barbados (1-3 October 2008) twenty journalism training institutions from Asia (India, Bangladesh, Bhutan, Maldives and Sri Lanka), Central Asia (Kazakhstan) and the Pacific (Fiji, PNG, Samoa, New Zealand)	• 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			

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	the Caribbean (Barbados, Dominica, Guyana, Jamaica, St. Kitts and Nevis, St. Lucia, Suriname and the Bahamas), Africa (Tanzania) and the Arab States (Tunisia) agreed to adapt the model journalism education curricula. - A strategy document – action-plan to implement the process has also been approved. The strategy for the adaptation of model journalism curricula is further enhanced with the interactive wiki platform in Arabic and French, which provides access to the main courses proposed in the curricula, accompanied by books and reference texts. ● Other initiatives aimed at upgrading capacities of media training institutions and skills of media professionals included: - "Model Journalism Education Curriculum" translated into Russian and Indonesian and 'Reporting sustainable development' 'Sustainability communications' into Russian and widely distributed. - The Caribbean Media and Communication Resource Centre, an online resource centre, has been launched by the Caribbean Institute of Media and Communication, in Jamaica, to serve as a Distance Learning platform, which provides courses on online journalism and media services. - A mapping of training institutions in the field of communication in Latin America and the Caribbean was launched in collaboration with FELAFACS. It should help exploring the adaptability of the Centres of excellence imitative in the region and the adoption of criteria of excellence. - A set of pedagogical manuals for radio practitioners was updated in collaboration with the Latin American Association for Radio Education (ALER). - UNESCO model curricula for journalism presented to high level representatives of journalism schools and media institutions in Brazil. - A national workshop in Libreville, Gabon (November 2008) contributed to setting up two	students is considered to be low.			

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	training institutions for media professionals in Gabon; and the elaboration of curricula based on UNESCO model. • Media trainers in three Latin American countries conducted a course in participatory media content development, particularly in the area of intermediation to promote conflict resolution and social integration. • Overall, more than 700 media professionals and trainers (Including some 300 women) trained in Africa, Latin America and the Caribbean, Asia, Central Asia and the Pacific with UNESCO support. • The 3rd consultation meeting on the follow-up to the World Summit on the Information Society Action Line C9 "Media" was held in May 2008 in Geneva and 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. The meeting attended by 30 organizations allowed exchanging information, discussing the possibility of partnerships and consolidating a multi-stakeholder approach.	• Consolidation of a multi-stakeholder approach remains a challenge. • Lack of a reporting mechanism on country level on progress about implementation of WSIS action plan.	Access to baseline information secured with an optimum outcome to enhance national media development. While participation in facilitators meetings is at no cost for UNESCO, such meetings allow useful contacts and exchange of information.		
Community radio and community multimedia centres fostered as catalysing tools for community "voice" and people-centred development	• In Africa, the second phase of the SDC-funded CMC up-scaling project was launched in Mali, Mozambique and Senegal. In Mali, it began with the preparation of an extensive programme of capacity building of CMCs until June 2011. Two capacity-building activities took place. The first one was carried out by 6 experts from the AGETIC (Agence des technologies de l'information et de la communication), which is member of the coordination committee for CMCs. The second training was carried out with the support of the Embassy of France in Mali, which made available a trainer from ADEN (Appui au désenclavement numérique) and thus enabled the capacity-building of 23 managers of CMC on administrative and financial matters. On 22-26 December 2008, 23 radio newscasters were trained on radio editing and digital broadcasting. • In the Caribbean, a Draft Feasibility Study was finalized to set up a National Network of CMCs in	• 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. • Lack of legislative provisions for independent community radio is a	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.	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. CMC projects are supported only when evidence are available that they are operationally sustainable and have the community support for sustenance. Reaching agreements with larger training institutions for	

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	St Kitts and Nevis. Besides, a mobile CMC was formally inaugurated in Jamaica in September 2008. iStreet Lab (a mobile Community Multimedia Centre) in Fletcher's Land, an inner city community in Kingston, Jamaica ,FM 88.1 " voice of the Hills of St. Mary", the first Farmer Association Radio in Jeffrey Town, Jamaica, Infolight FM 108.0 "The Power of Information Literacy through Young Voices" in Bahamas are launched with the support of UNESCO. • The following community media projects were launched with IPDC support: - Six projects 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 media community; - Twelve projects to reinforce community media, its networks, broadcasters and/or capacity-building, in Kenya, Namibia, Senegal, Somalia, Tanzania and Zambia for Africa; Timor-Leste, Kyrgyzstan, Nepal and South Asia in general, and Guyana and Nicaragua, for Latin America and the Caribbean. - Backstopping and advisory services were provided for eight project proposals on community radio and CMCs (in Cameroon, Gabon, Ghana, Côte d'Ivoire, Malawi (2), and Uganda) submitted to the IPDC Bureau of February 2009. • Other community media initiatives supported by UNESCO include: - In Africa, Community Radio development in Micheweni, Pemba Islands in Zanzibar has been negotiated and launched within the joint UN programme in Tanzania. In Cameroon, a training seminar gathering 15 community radios, 30 facilitators from diverse communities contributed to building capacities in production and diffusion of radios shows culturally adequate with respect to HIV and AIDS. In Chad, 2 new CMC were installed and equipped with solar energy. In the Democratic Republic of the Congo, community radios were equipped and training of facilitators supported. In Kenya,	major challenge. • 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.		long-term capacity-building of CMCs is essential. In Mali, the Government offers the services of their national ICT resource centre for technical and logistical support of CMCs.	

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	two CMCs were created (Voi and Meru) and the community radio network re-established. In Somalia, two campus radios were created (East African University and the University of Hargeisa) with UNESCO support. - In Asia-Pacific, a survey of needs for the Community Radio Rathnakiri in Cambodia was carried out. Capacities of professionals working in community media organizations were strengthened in Indonesia. Women's active involvement in CMC operations, content development and decision-making were achieved in the Community Multimedia Centre of Kazakhstan. A Regional Round Table on" Impact of Community Radio in Poverty alleviation" held in Almaty, on 9 July. - In Latin America, new CMCs in San Pedro de Atacama and CMC network Maule were established with UNESCO support in Chili. • An international symposium to discuss the role, utility and impact of audiovisual liberalisation in Mauritania was held from 21 to 23 July 2008 in Nouakchott, Mauritania. Organized by FASSA (a local association), in cooperation with UNESCO, ISESCO and other partner institutions, the symposium focused on developing community media and more specifically community radios in the country. Out of the 74 participants 14 were women. • Partnership was established with the Commonwealth of Learning to conduct a study on alternative audio or visual productions from community media that could shape mobile content. In particular, the study will analyse the potential for mobile-friendly content generated by community media, including community multimedia centres (CMCs), in developing countries context, and identify ways to empower them for mobile media broadcasts. • In Bangladesh, UNESCO supported civil society organizations to formulate proposals for a national policy on community radio, which was eventually included in the election programme of the party elected recently to form the government.				

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
United Nations inter-agency collaboration in communication for sustainable development strengthened	• At the global level, the United Nations Inter-Agency collaboration actively raises awareness on C4D through (a) a report highlighting the discussion of the December United Nations Inter-Agency Follow-up Meeting to the Addis Recommendations produced in English and French and distributed to the United Nations agencies for follow up actions, (b) designation of C4D focal points by 12 United Nations system organizations for the 11th United Nations Inter-Agency Round Table on Communication for Development (11-13 March 2009, Washington D.C, USA), (c) an awareness-raising workshop, led by UNESCO, during the Seventh Annual Meeting of the United Nations Communication Group in Paris HQ, and (d) submission of the biennial report Communication for Development programmes in the United Nations to the 63rd session of the United Nations General Assembly. • In preparation for the 11th United Nations Inter-agency Round Table on Communication for Development, UNESCO contributed inputs to the Round Table Agenda (UNDP/World Bank) and background papers as well as reviewed documents (for UNDP). • Advocacy for the integration of C4D in CCA/UNDAF planning took place through field based studies (Pakistan, Rwanda Tanzania,), a comparative review of CCA/UNDAFs of One UN pilot countries and an introduction to the application of UNESCO's Media Development Indicators in the context of C4D (expert presentation at the Round Table). UNESCO has also made a financial contribution of US$ 10,000 for the preparation, publishing and distribution of the Round Table final report. • At country level, advice and substantive inputs were provided: - on Media Development to the CCA/UNDAF document in Angola; - to enable a feasibility study of a rural television network project in Burkina Faso; - to the on-going develop a field based study in Tanzania to identify entry points and to prioritize communication for development in the	• Continuity and follow-up to previously adopted recommendations should lead to positive results and increased allocation of priority to C4D practice within United Nations agencies. • It is Important to distinguish the communicative focus between public information and C4D among UN agencies.	Good investment yielding a strong networking mechanism for sharing best practices and implementing the Addis recommendations. Field level collaboration is essential to test diagnostic tools for media assessments and to enable integration of C4D in national development planning.	Continued political and institutional support is essential for the integration of communication for development practice. Supporting the implementation of communication audits and national media assessments would enable integration of C4D in national development planning.	

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	framework of CCA/UNDAF - to produce a Report on the impact of media in Mozambique's national development; - by the Apia Cluster for the incorporation of the principles of Communication for Development into the CPG Strategic plan. • Partnerships were developed to enhance work of journalists on science and sustainable development issues. Agreement for cooperation and joint programming for production of educational radio drama "City Soap" with the UNFPA Uzbekistan was achieved. Within this context 48 episodes of the educational radio drama "City Soap" and 24 storyline radio reports, with focus on climate change, education, HIV/AIDS and gender equality, were produced The National Festival of Social Audio/Video spot in Uzbekistan was supported by UNESCO Tashkent. Zamin FM radio station was awarded with "Certificate of Appreciation" and selected publications/multimedia on mass-media was awarded to them by UNESCO Tashkent office.	• A consensus on regulatory agreement and working modality between UNESCO and UNFPA was not achieved. However, there is potential to establish a long-term agreement between UNESCO and UNFPA in order to avoid duplication of efforts. • The media is starting to recognise PSA (Public Service Announcement) as a powerful tool to reach public audience with diverse messages and the UN country teams are supporting this view. But there is lack of capacity to produce good quality PSA and a need to support local mass-media initiatives by organizing training on PSA with UNESCO experts in this field.	UNESCO cooperates with UNFPA and nationwide broadcasters, which covers about 70-80% of the territory of Uzbekistan and ensure high listenership figures amongst whole audience. Using this advantage leads to price-quality-quantity balance and cost effectiveness of their programmes.	Adaptation into local languages and context will increase knowledge levels and awareness of sustainable development issues. The benefits derived from this action would be better maintained over time through the creation of a database to enable matching suitable trainers with media training institutions that have the required logistics capacity but lack specialised expertise. Broadcasters' commitment is also essential. Complex scientific explanations are consolidated and presented in ordinary language and can be replicated and adapted to any national context and language version. Evaluation made in the beginning of 2007 showed the high numbers of listeners. Popularity of these educational radio dramas amongst the audience is a factor that ensures project sustainability after UNESCO's support is finished. Based on this fact, local partners may consider the possibility of involving other source of funding, particularly the private sector. Catalytic action would be sustainable once access to	

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
				quality information on the subject is improved for the developing countries and a repository of rights-free visual material is created for broadcasters in developing countries	
	• An awareness-raising tool entitled "Media as partners in education for sustainable development: A Training and Resource Kit" was developed and translated into French, Russian and Spanish. The Kit has been used to train media professionals on climate change issues in Fiji covering the Pacific and in Rabat covering the Cluster countries. The latter has produced an Arabic version on Climate Change. In Central Asia, 5 countries have participated in a training of trainers that will be replicated in 3 countries using the kit as a guide to their work. • A DVD compilation featuring high quality films on HIV/AIDS by 24 young television producers from Africa, Asia Pacific, Latin America and Europe were produced to 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.27 TV producers have completed television training on reporting HIV and AIDS of which 15 were women in the Asia. Two DVDs of mini-documentaries from the Young TV Producers Network on HIV/AIDS from Myanmar, Thailand, Laos, Cambodia, Vietnam, Iran, Turkmenistan, Pakistan and Afghanistan, were created in partnership with UNDP and AIBD. • In the field of science and environmental journalism as well as awareness on climate change a number of activities allowed to build up capacities of media professionals. Organization 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	• Most national broadcasting services in the developing countries cannot produce high quality educational documentaries on such issues as climate change without having access to quality audio-visual materials, which are not available locally.	Low-budget broadcast productions containing free distribution rights enable broadcasters to diversify media content on HIV and AIDS. This activity is considered to be cost-efficient because of modest funds allocated from the RP and crucial importance of these issues and impact achieved. UNESCO's role in this initiative is catalytic. The collaboration with major broadcasting unions and public service broadcasters will result in realigning the on going training activities to include climate change awareness-raising.	The International congress will launch a collaborative process under which awareness raising on climate change will be recognised as a public service remit of the broadcasting organizations.	

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	Broadcasting Union. • In cooperation with ISESCO and other partners a specialised training course for the Maghreb media on climate change was held in Rabat, Morocco, from 13 to 17 October 2008, to improve reporting on this important issue. • A regional workshop on awareness-raising on climate change was conducted on from 13-17 October and within the framework of the 2008 Pacific Climate Change Roundtable in Apia, Samoa. It provided high-level training to senior/experienced Pacific media professionals with the aim to increase the quality, frequency and prominence of reporting on these issues. • Training in Central Asia in Reporting Environmental News Online, a regional training of trainers' workshop took place in Bishkek, Kyrgyzstan, from 21 to 25 November 2008. Organized by the Digital Informational Network on Environment and Sustainable Development in Central Asia and Russia (CARNet), the workshop focused on the Basics of Environmental Web Journalism. Participants from five Central Asian countries (Kazakhstan, Kyrgyzstan, Uzbekistan, Turkmenistan and Tajikistan) acquired skills necessary to practice environmental journalism on the web. • 50 hours of quality science documentaries were provided to the national TV of Lao PDR science communication seminar held in Bangkok, December 2008. • UNESCO Audiovisual E-Platform has been updated, new website developed and new functionalities added to this tool, thanks to the Implementation Partnership Agreement established with the UNESCO Association of Igualada, in Catalonia, and to the financial contribution of the Spanish Government.	• The AV E-Platform is an important meeting place for United Nations agencies and other stakeholders, a showroom of AV content on major development and societal issues. It is also an efficient tool to foster intercultural dialogue. Support of independent audiovisual producers from developing countries is relevant to promote media development and to strengthen freedom of expression.	Most of the productions and the catalogues received by the E-Platform are on a voluntary basis.	The development of a network of independent producers worldwide will lead to the involvement and commitment of other partners concerned by the importance of audiovisual creation and to new functionalities of the Audiovisual E-Platform, such as the provision of training to audiovisual producers.	

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
Media literacy and civic participation in media enhanced	• UNESCO has further strengthened its cooperation with the European Commission, the United Nations Alliance of Civilizations, the Commonwealth Broadcasting Association (CBA) and other stakeholders to promote media literacy. The Organization 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, among other things, 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". • UNESCO pioneered the development of a universal model of teacher training curriculum for media and information literacy. An international Expert Group meeting was organized from 16-18 June at UNESCO HQ to elaborate such a curriculum and enrich material to be introduced in the school teachers training worldwide. • The following initiatives and partnerships were supported or developed: - UNESCO has provided expertise, resource material and coordinated media literacy activities with two Palestinian universities - In partnership with the United Nations Alliance of Civilizations and the European Commission, UNESCO has also produced and distributed a publication "Mapping World Media Education Policies", which goes beyond the definitions of media education to underscoring its importance and analyzing the regulatory and legal environment required for wide scale media education programmes. - In cooperation with CBA UNESCO has produced and a second edition of Guidelines for Broadcast Regulation and implemented a survey Media literacy from the perspective of broadcasters and user generated content producers around the world, which represent a basis for another joint venture with CBA - Guidelines for Broadcasters on Encouraging	• 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 civic education and 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.	This catalytic action is indeed cost-efficient because of numerous partnerships and multiplying effect.	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.	

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	Quality User-Generated Content . - UNESCO has also produced in cooperation with UNESCO's chair holder on Media and Democracy, School of Journalism and Media Studies, Rhodes University a reference publication "Civic Education for Media Professionals". - "Media Literacy Kit; A guide for teachers and Parents" was translated into Arabic.				

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: $2 010	Actual: $821

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
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.	• Comprehensive media assistance (capacity building, media laws, professional standards, organisation building) implemented in 10 conflict areas, with human rights based and gender based approaches • Journalists in post-conflict areas and conflict-prone areas were trained in conflict-sensitive reporting/ peace journalism. • Community radios serve peace-building efforts in conflict areas. • Media monitoring report commissioned to study alleged incitement and unprofessional practices in Palestinian media during conflict situation and to provide information and constructive feedback for media professionals. Workshops and training in journalism to promote ethical guidelines and professional standards in Palestinian media and develop Best Practices Handbook. • 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.	• Access, media monitoring and delivery of assistance in some conflict areas may become extremely difficult due to mobility restrictions and security concerns. • Joint United Nations collaboration is a prerequisite for successful impact.	Fund raising needed to complement Regular Programme resources.	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 development of professional standards.	
Media and ICTs encouraged to contribute to building peace, facilitating dialogue, fostering	• The Power of Peace Network under continued development, including the establishment of a	• The Power of Peace Network requires much extrabudgetary funding to realize the set	Extrabudgetary funding is much needed in this field.	International NGOs, partners in the private sector and media professional organizations	

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
cultural diversity and safeguarding intangible memory.	dedicated website. • 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. • The Boundless Prize for young television reporters established in collaboration with European, Middle East and Maghreb broadcasters. • Activities targeting youth and violence through the use of media and ICTs have been implemented in several South American countries. • Collaboration with the Alliance of Civilizations established and joint project development initiated.	objectives. • Working in well-established networks, like for the Boundless Prize, is a good resource for successful results. • It is important to find synergies with activities that are taking place in Headquarters in order to pool expertise and align strategies. • Young people trained to use ICTs to create contents for community radio programmes can contribute to reduce urban violence.		assuming more responsibility and financial charges.	

Para. 05007 – Addressing the needs of Africa

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
Information policy frameworks for universal access to information established, and advice given for the adaptation of media laws to international standards.	• Member States of the International Conference on the Great Lakes Region (ICGLR) agree to establish the Regional Information and Communication Council (RICC) at a regional conference held in Kigali between 24-26 November 2008. • This activity contributed to self-regulatory media accountability mechanisms in Great Lakes region. • Support for ICT-inclusion of persons with disabilities and safeguarding of digital content. • On legislation, in Sierra Leone, CI/FED has provided input to the government on the legislation creating an independent public broadcaster as part of the UNESCO convened radio working group, which includes UNDP and	• Ensuring that the resolution is implemented and that the RICC has the necessary capacity to develop media standards in the Great Lakes Region • Scarcity of resources does not always favour broader access to information by marginalized groups;	UNESCO's support mobilized additional support from International Media Support (IMS), and GTZ (through ICGLR Secretariat)	ICGLR Secretariat will follow-up on the implementation of resolutions Strongly linked to progress in other sectors	

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	DPKO. The recommendations were submitted to the government and recently a new legislation has been adopted, that is in line with UNESCO's advice. The legislation foresees the creation of a new, autonomous public broadcasting corporation to replace the 75-year-old, state radio and TV service, the Sierra Leone Broadcasting System.				
ICT competencies of teachers at all levels, and capacities of media and training institutions to offer high-quality training increased, including through intersectoral cooperation.	• ICT needs assessment of Teacher training institutes in Africa conducted in concert with UNECA & UNESCO-IICBA. Findings and follow-up actions presented at e-learning Africa and endorsed by 6 African Ministers of Education. • 20 Kenyan secondary school teachers (9 women) trained in collaboration with Computer for Schools Kenya (CFSK), based on the Government approved curriculum (November 2008). • Negotiations completed with the Ministry of Higher Education and Research of Togo for the establishment of a university network and higher education resources, in connection with the establishment of a UNESCO Chair on Information and communication technologies, at the University of Lomé and the University of Kara.	• UNESCO-developed guidelines for ICT competencies for teachers are yet to be integrated into the Government approved ICT curriculum for teacher training. This results in insufficient attention to ICT's role in African teacher training institutions and a need for greater involvement of the education sector in crafting and implementation of national ICT policies in Africa. Variation in progress across countries but several good practices exist (Ghana, Namibia). • There are potentially several donors that are ready to support the Centres of excellence initiative but UNESCO needs to draw a road map.	Long-term effectiveness likely to be good as a result of increased national skills that support competitiveness and national development. UNESCO's partnership with the Computer for Schools Kenya (CFSK) reduced costs because CFSK used its training facilities and personnel. UNESCO's main contribution to centres of excellence in Kenya and Uganda has been to promote and explain the concept to potential partners with the result that UNDP-Kenya and Ford Foundation have provided financial support to the University of Nairobi.	Difficult in some areas, and will depend on investments in infrastructure, education, health and other areas and other sectors. Need to partner with other institutions to pool personnel, knowledge and equipment resources.	
Community radio and community multimedia centres fostered as catalysing tools for community "voice" and people-centred development.	• Community multimedia centres fostered through second phase of the Swiss Agency for Development-funded CMC up-scaling project launched at field level in Mali, Mozambique and Senegal. In Mali, the second phase began with the preparation of an extensive programme of capacity building of CMCs to be completed in June 2011. • Capacity-building in CMC strengthened through the following activities: - In Mali, the first one was carried out by 6 experts from the AGETIC (Agence des technologies de l'information et de la communication). The second training was carried out with the support of the Embassy of France in Mali, which made available a trainer from ADEN (Appui au désenclavement		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.	CMC projects are supported only when evidence are available that they are operationally sustainable and have the community support for sustenance. Reaching agreements with larger training institutions for long-term capacity-building of CMCs is essential. In Mali, the Government offers the services of their national ICT resource centre for technical	

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	numérique) and thus enabled the capacity-building of 23 managers of CMC on administrative and financial matters. From 22 to 26 December 2008, 23 radio newscasters were trained on radio editing and digital broadcasting. - In Cameroon, a training seminar was organized gathering 15 community radios, 30 facilitators from diverse communities to build capacities in production and broadcasting of radio shows addressing HIV and AIDS issues. - In the Democratic Republic of the Congo, facilitators of the community radio of Kinkala were trained in Cameroon, at the community radio Mbalmayo. • Community media fostered to catalyse tools for community "voice" and people-centred development through launching of: - Three CMC projects with IPDC support in Angola, Somalia, Tanzania, to expand the reach and impact of community radio stations as well as in Moldova to strengthen the regional media community. - Another six projects were launched with IPDC support to reinforce community media, its networks, broadcasters and/or capacity-building, in a variety of countries such as Kenya, Namibia, Senegal, Somalia, Tanzania and Zambia for Africa; - Community Radios in Micheweni, Pemba Islands in Zansibar has been launched within the joint UN programme in Tanzania. - In Chad two new CMC were installed and equipped with solar energy for community radio. - In Kenya, two CMCs were established (Voi and Meru) and the community radio network has been re-established. - In Somalia, two campus radios were created (East African University and the University of Hargeisa) with UNESCO support. • In Rwanda, media, Radio Salus in Butare has been a successful example of a University campus radio serving the Butare community and established in a post conflict environment, while becoming a popular news outlet and discussion forum for the entire country. This project directly			and logistical support of CMCs.	

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	proved how media independence and pluralism are indispensable for democratization and how UNESCO's technical assistance in fostering freedom of expression in conflict and post conflict countries strengthen peace, reconciliation, democracy and basic human freedoms. The project was completed during February 2004-August 2008.				
Capacity of free, independent and pluralistic media to report according to professional standards, as established by journalists themselves, enhanced in post-conflict environments.	• 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	• 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.	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.	Likely to be dependent on or strongly influenced by broader economic trends.	

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 (Indicators or Measures)	Recommendations by the Executive Board
Capacity of ministries and quality of teacher training institutions strengthened to offer ICT-based teacher education, including through the introduction of ICT competency standards	• 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.	• 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 involvement of 28 young participants was considered an important contribution. The challenges were in mainstreaming the three focus areas of : • ICT Creative Industries and Entrepreneurship, Digital Knowledge Management, and ICT for Development with	Multi-stakeholder partnerships, including with the private sector, combine to have a broad-based impact that goes well beyond the limited UNESCO financial contribution.	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.	

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
		particular emphasis on education, science, youth and gender.			
	• Over 300 information managers of Belarus, Ukraine and Indonesia trained in new digital technologies (Advanced Navigation System Technology, Multimedia Broadcasting Technology and Intelligent Transportation Technology) in UNESCO forums on International Cooperation for Capacity Building in New Digital Technologies funded by Korea and held in the 3 countries, enabling the participants to prepare and submit ICT projects to a Global Cooperation Fund of the Republic of Korea.	• 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. Programme Mobilization Funds (PMF) 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.	Korean funding covered all costs related to organizing the forums in the 3 countries which has resulted in savings under the RP.		
	• 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.	• 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 innovative results, with broad reaching impact.	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.		
	• Universal model of teacher training curriculum for media and information literacy developed. An international Expert Group meeting was held at UNESCO HQ (16-18 June 2008) to develop media and information literacy curriculum and enrich material to be introduced in the initial training of secondary school teachers worldwide. • National educational policies formulated, linked with strategies for ICT applications: - In Iraq, prioritizing ICT issues included (i)	• Introduction of media and information literacy into teacher training requires informed teacher training policies. • This should be linked with the		The critical knowledge and analytical tools provided by media education empower media consumers to function as autonomous and responsible citizens, contributing to sustainable development. In close coordination with the project manager of EXB project on ICT, a draft plan on ICT policy/strategy in	

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	preparation of ICT strategy and (ii) elaboration of a plan for teachers' education using ICT as a lever for introducing change in the education system; A draft plan on ICT policy/strategy is under preparation in coordination with Cairo Office which is taking the lead in ICT in education in the region. - In Cambodia, the ICT in Education Master Plan was drafted, with several trainings, research and survey done so to provide research-based evidence for the Plan. • National efforts supported in the following areas: non-formal education to improve literacy rate & strengthen CLCs, focusing on women and excluded groups; revision of policies, plans and practices reviewed and developed; training in the use of ICTs for enhancing teacher education and HIV and AIDS education through the framework of the three core EFA initiatives – LIFE, TTISSA and EDUCAIDS. • ICT in Education Coordination Asia-Pacific: National educational policies linked with strategies for ICT applications formulated. • Formulation 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. • Formulation and validation of education development policies and strategies: Cameroon, Central African Republic and Chad. UNESCO supports Member States in order to mobilize funds from the Fast-Track Initiative Catalytic Fund Committee: - Central African Republic validated its education sector strategy in February 2008 and, with UNESCO's technical and financial support, submitted its application to the Catalytic Fund; - Ongoing support for Chad in the formulation of a sector strategy. • Awareness-raising and capacity-building of Ministry of Education officials to plan strategically	Teachers' Training and Education Strategy which is part of the Sector Wide Educational plan. • Due to the elections in July 2008, the whole drafting process has been postponed. It is expected that the final Plan will be ready by later 2009. • Consultations underway for the preparations of NFE-MIS.		education is under preparation and will be discussed in an expert group meeting during the first half of 2009. Agreement obtained for the award of \$37.78 million for the education sector in the Central African Republic for the next three years. The World Bank will be the supervisory body for this project's implementation, and the donation agreement	

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
	for ICT-enhanced learning, through the organization of/ contribution to series of workshops and seminars, such as: - The World Summit on the Information Society Follow-up on e-learning (Low-cost devices for Education, May 2008), in cooperation with infoDev and the World Bank. - E-learning Africa seminars (3 sessions), including a one day session with 40 African policymakers in coordination with WBI and KERIS (Accra, May 2008) - Global ICT course "ICT for Educational Policy-makers: from vision to action" attended by 80 participants and presenters from 28 countries from five continents (Seoul, Nov. 08) - ICT in Education policy development workshop for Rwanda, in cooperation with the Rwandan Ministry of Education, the World Economic Forum (including Microsoft, Cisco), DFID, GTZ, USAID (Kigali, Dec.2008). • Intersectoral strategy for ICT in education elaborated further and refined, through: - Creation of an internal ICT in Education network, by holding an intersectoral seminar (Paris, July 08), led by Dir ED/ESB and Dir CI/INF and partly attended by both ADGs (ED and CI) and 40 colleagues from the field, institutes and Headquarters; - Drafting of a first version of UNESCO's intersectoral ICT in Education Strategy, which emanated from the priorities set and outputs created in above mentioned seminar; - Launching of six UNESCO thematic ICTinED working groups and discussion forums; - Design of UNESCO's intersectoral ICT in Education website, in close consultation with CI, BPI, KMS, Institutes and FO (to be finalized). • Peru received the UNESCO King Hamad Bin Isa Al-Khalifa Prize for the Use of Information and Communication Technologies in Education because of its presentation of the One Laptop Per Child programme.	• The objective of this national programme is to provide laptops to rural primary school teachers and students, and to train them on their use in the teaching-learning process.		should be signed in early 2009. Draft Agreement with Association of Entrepreneurs for Education has been elaborated to promote participation of private sector in producing content for website.	

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Access to education and learning in Member States expanded through ICT tools	• Study carried out for the establishment of a university network and higher education resources, in connection with the establishment of a UNESCO Chair on Information and communication technologies, at the Universitiy of Lomé and the University of Kara, in cooperation with the Ministry of Higher Education and Research of Togo. • Ongoing discussions with the European Space Agency (ESA) and with the French Development Agency for the establishment of an ICT-based network of capacity-building resource centres in Democratic Republic of the Congo. • Improving quality education through teacher training in ICT in Kazakhstan: Capacity for teacher education enhanced in all regions in need: - Teacher training curricula and materials on the use of ICT for quality education analyzed. - National ICT competency standards for teachers developed and adapted modules piloted within the network of teacher training institutes of Kazakhstan. - Workshop conducted on the results of the piloted ICT modules and recommendations developed for integration of ICT competency standards into teacher pre-service and in-service training. - Methodological materials to support ICT-based teacher training practices developed - Teacher training programmes updated on the use of ICT for quality education.	• The project is designed to ensure the cooperation of two universities, one public, the other a private one, under the overall supervision of the Ministry of Higher Education and Research. • Need for building local capacities for handling both 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.	A multistakeholder approach is needed with national partners to set the network as a possible source of local activities.	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.	

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Information literacy, teacher training and lifelong learning opportunities expanded through multipurpose community-based centres	• 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. • 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. • 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 CMC 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 media community.	• Many countries who were not involved in this initial series such as Serbia, Malta, the Nordic countries, Western African countries, countries in Central America and the Caribbean, (Cuba) have volunteered to host the next series of TTT workshops. • The publication is good start on raising awareness, but additional partners, such as IFLA should be sought 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 enhanced.	The work done jointly on a common concern permitted not only to reduce the costs but also to achieve greater visibility of UNESCO among the stakeholders. From a limited funding from IFAP, UNESCO achieved to reach a great impact for the Training-The-Trainers (TTT) 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. 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.	There is strong interest from a great number of countries to host the next series of workshops. 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. CMC projects are supported only when evidence is available that they are operationally sustainable and have the community support for sustenance.	
Education/training "communities of practice" formed to build knowledge and access to open and diverse educational resources at all levels	• Capacities of teacher education institutions in Uzbekistan strengthened. • Up to 2008, UNESCO Bangkok has delivered 15 workshops for more than 460 ICT in education policy makers of 26 countries; All of the targeted countries have developed ICT in education	• Teacher training is a starting point for the development of capacities and skills to use Internet to retrieve information and training materials to improve education. • The capacity of a wide-range of teacher education institutions and educators has been strengthened		Progress in this regard is to be assessed by evaluating the quality of teaching.	

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	master plans. Notably, the targeted least developed countries, including Cambodia, Lao PDR, and Sri Lanka have newly developed and finalized their ICT in education master plans. DPRK has reviewed it ICT in education policy and made new plan. • 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. • Through teacher training projects on ICT in education, three Deans' Forums have been organized by the Bangkok Office and more 100 deans/directors in charge of ICT in education in teacher education institutions from more than 15 countries have benefited from the forums; two regional training workshops on Peer Coaching have been organized for more than 50 teacher educators or curriculum developers from 12 countries to help them design and provide training programmes on ICT in education; national training workshops on ICT-pedagogy integration have been organized for more than 300 teacher educators of 13 countries; 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.	systematically in the region. • To expand the access to quality literacy education: - 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			

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	• Information tools for students and student advocacy for peace and sustainable development: Member States provided with the expertise, technical approaches, practice-oriented tools, 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 are linked to the follow-up actions of the UNESCO/OECD Guidelines for Quality Provision in Cross-border Higher Education and the UNESCO Conventions for the recognition of qualifications. Activities include the extension of UNESCO's work on the UNESCO Portal on Recognized Higher Education Institutions as well as other tools for informed decision making. 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.	programmes and mobile community libraries are being tried out in these E-9 countries. - 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 (governments, higher education institutions, students, quality assurance bodies, credential recognition bodies and professional bodies) with access to authoritative and up-to-date information on issues related to higher education quality assurance and mobility worldwide.		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 worldwide.	
Digital libraries of open educational resources (e.g. open courseware and digital learning objects) developed for quality life-long learning	• 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.	• 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	Most of the work is done free of charge on a voluntary basis by the community. A high quality result is achieved at no cost and is given to the community.	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.	

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	• 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. • Open Education Resources: - Publication prepared on "Open Educational Resources: 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. - "Open Educational Resources: the way forward" disseminated to all field offices, national commissions and permanent delegations; follow-up activities with interested Member States. - Coordinated translation of the Way Forward document in the OER community for local awareness raising action; 12 languages in preparation (11 complete by end 2008). - Two discussions convened in the OER community (on the UNESCO OER Toolkit, with CI, and OER stories, with ISKME), planning discussions held for a further two discussion topics for 2009 (OER and access issues, and OER and copyright), and an online wiki training session offered to community members, organized by COL, in the context of the UNESCO-COL agreement. - Models for OER Network evaluated and contact made with 5 potential nodes.	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, and some other functionality could be added	Partnership has been established with 10 United Nations agencies, 8 foundations and institutions, and 2 national development agencies, which constitutes a good operational and financial environment for the platform design and development.	A strategy is being studied to ensure its self-sustainability on the long term for its operation, content management and further development.	

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Role of ICTs in support of Education for All goals reinforced	• Following the Third WSIS Multi-stakeholder 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 multi-stakeholder partnerships for Free and Open Source Software for Education. • In addition, at the Action Line Facilitators meeting with United Nations agencies and main stakeholders, UNESCO presented a set of proposals to improve the follow-up and implementation process, namely fostering coordination between United Nations agencies designed as lead facilitators for each action line and greater involvement of United Nations 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 in Higher Education an for teacher training in Higher Education; support to higher education and teacher training 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.	• 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.	Multi-stakeholder partnerships, including with the private sector, combine to have a broad-based impact that goes well beyond the limited UNESCO financial contribution.	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.	