



United Nations
Educational, Scientific and
Cultural Organization

Organisation
des Nations Unies
pour l'éducation,
la science et la culture

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

Организация
Объединенных Наций по
вопросам образования,
науки и культуры

منظمة الأمم المتحدة
للتربية والعلم والثقافة

联合国教育、
科学及文化组织

Report by the Director-General on the execution of the programme (34 C/5) (01 January 2008 – 31 December 2009)

Major Programme V - Communication and information

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

MAJOR PROGRAMME V - COMMUNICATION AND INFORMATION

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

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

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

Regular budget: Activities (rounded to \$ thousand)	
Planned: \$ 2 420	Actual: \$ 2 410

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
<p>Awareness of freedom of expression (FOE) as a basic human right increased and related internationally recognized legal, ethical and professional standards applied.</p>	<ul style="list-style-type: none"> • Human right of freedom of expression promoted through: <ul style="list-style-type: none"> - Organization of World Press Freedom Day Celebration worldwide, including two international conferences: Access to Information and Empowerment of People (Maputo 2008); Media Dialogue and Mutual Understanding (Doha 2009) - Award of UNESCO World Press Freedom Prize (Mexico, 2008; Sri Lanka, 2009) - International high-level symposium on Freedom of expression: dialogue, democracy and development - Training on investigative reporting and on MDG reporting - Freedom of expression training supported by development of a toolkit on freedom of expression - Adaptation of media laws to internationally-agreed standards in 6 countries • Thorough inventory on freedom of information laws around in the world and on how free media and access to information can further human and social development • Awareness on safety of journalists increased and professionals trained in safety issues through the organization of campaigns against impunity, including an exhibition (Paris, 2008) and training in over 10 countries. • Strengthening and development of civic journalism to promote citizens' participation in communication processes, through 3 national workshops. • Importance of "investigative journalism" reinforced and journalists were encouraged to come up with more and more quality investigative reports through the introduction 	<ul style="list-style-type: none"> • High visibility of the programme, despite budget restrictions limiting its scope. More coordination needed between Headquarters and field offices. Constructive collaboration with authorities; Media NGOs involvement in dialogue. • There is much merit in working at the regional level on some of these issues, in particular in regard to advocacy and capacity building (where common language requirements make this possible) 	<p>Very high cost effectiveness achieved due to the selection of the right partners and wide outreach to invite media organizations, UN and decision-makers to the events. Working at a regional level also contributes to the cost effectiveness as does the adaptation and translation of key texts into several languages.</p> <p>International NGOs, partners in the private sector and media professional organisations assuming more responsibility and financial charges</p>	<p>Better public understanding on the importance on press freedom</p> <p>Increased number of news items produced with topics related to MDGs and investigative subjects.</p> <p>Less threats and/or attacks against journalists who carry out their duties.</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>of “UNESCO Journalism Award on investigative reporting” initiated by UNESCO Dhaka from 2008.</p> <ul style="list-style-type: none"> • Promotion of FOE and free flow of information in Cyberspace, through a series of workshops at the 4th Internet Governance Forum in Egypt (2009). • UNESCO supported leading academics to conduct a global survey of existing Internet regulation frameworks and policy recommendations to assist Member States in the creation of an enabling environment for a free, open and inclusive Internet. • Publication project implemented on Freedom of Information and Women’s Right Advocacy in collaboration with the African Women’s Development and Communication Network (FEMNET) association. The publication includes case studies on freedom of information in relation to women’s development, equality and human rights in Africa, specifically in Ghana, Zambia, Kenya, Cameroon and South Africa. • Second edition of the publication “<i>Freedom of Information: A comparative legal survey</i>”, produced and translated to several UN languages. • The AIPCE Annual meeting in Oslo, October 2009 supported by participation of media professionals from South-Eastern Europe, Albania, Bosnia and Herzegovina, Croatia, Macedonia, Kosovo, Montenegro, Serbia and Turkey. • Reference tool for media accountability systems/self-regulation initiated and a virtual network of professionals established in South Asia, South East Asia and Africa through a web-based resource dedicated to media accountability/self-regulation issues. The project was drawn up to gather information on media legislation and regulations at both regional and international levels. • Completion of the first Arab manual for investigative journalists entitled, “<i>Story-based inquiry: a manual for investigative journalists</i>”. A series of implementation activities in Arab states was initiated by the launch and training conference in Amman (2009). The manual has been made available on UNESCO’s website in English, French, Arab and Chinese to support further training activities throughout the world. 	<ul style="list-style-type: none"> • The website will include models for setting up and managing press councils, funding ideas and success stories, description of the councils at the national level, codes of ethics or codes of conduct, rulings of press councils (or similar bodies) on infringements of journalistic professional standards, possibility for virtual networks of professionals with an interest in the issue (ombudsmen, press councils members, journalists, academics), tools for teaching/implementing professional standards in the media. To be published in 2010. 		
<p>Public service broadcasting (PSB) enhanced and editorial independence and diverse and responsive</p>	<ul style="list-style-type: none"> • Importance of editorial independence of public service broadcasters recognized through: 	<ul style="list-style-type: none"> • Challenges in transforming and/or reforming the mindset of newly-changed public broadcasters who have been 	<p>In the long-run, enhanced access to information and dialogue both top-down and bottom-up is likely to</p>	<p>New bills and changes in current laws will have a long term impact for the legislative</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
<p>programming fostered to facilitate good governance.</p>	<ul style="list-style-type: none"> - Translation into several languages of the publication on editorial guidelines for public broadcasters - Organization of several PSB workshops in partnership with key organizations such as EBU and Article 19; - Advice provided on PSB bills in Thailand, Mongolia, Timor-Leste, and in Trinidad and Tobago - Support to the ERNO news exchange network in South East Europe in training and capacity building - Establishment of a project for a television network comprising PSBs in all Portuguese speaking countries for news dissemination and joint production • 3rd Asia-Pacific and Europe Media Dialogue conference supported by bringing PSB representatives from Afghanistan, Bangladesh, Bhutan, Cambodia, China, India, Indonesia, Malaysia, Mongolia, Nepal, Pakistan, Palestine and Vietnam. The conference, was co-organized by the Asia-Pacific Institute for Broadcasting Development (AIBD) and Radio Netherlands Worldwide (RNW), and was attended by 110 delegates from 33 countries. • Capacity building of media professionals supported within the framework of the Boundless Media Award and the Young Euro-Mediterranean Academy for Intercultural Journalism, a joint initiative of Deutsche Welle, supported by the German broadcasters WDR and ZDF, the Permanent Conference of the Audiovisual Mediterranean Operators (COPEAM), France Télévisions and the Dutch broadcasting corporation NPS. • The 4th World Electronic Media Forum (Mexico, November, 2009) supported by bringing 20 representatives of public broadcasters from the developing countries. • Collaboration with UNDP and the UNCT in Sierra Leone to develop the former UN main broadcaster in the country into a PSB covering the whole country. 	<p>functioning as state broadcasters for many years. Advocacy must be strengthened and UNESCO should actively continue its efforts to involve other UN organizations and larger donors in this activity.</p> <ul style="list-style-type: none"> • The recently-adopted approach concentrating on policy advice should be continued and strengthened. • The award aims at encouraging journalism that effectively and innovatively contributes to the ongoing dialogue between cultures and peoples by raising awareness of diversity and tolerance through professional journalism. 	<p>improve governance and bring other development benefits. Furthermore, public service media – also on the internet – may better ensure that the full diversity of any given country’s culture is actually represented in the media. Likewise, that education and the dissemination of scientific results find their place in the media landscape.</p>	<p>framework and enabling environment for media.</p>

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

Regular budget: Activities (rounded to \$ thousand)	
Planned: \$ 4 710	Actual: \$ 4 972

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
<p>UNESCO policy frameworks for universal access to and preservation of information established</p>	<ul style="list-style-type: none"> • Best practices for the preservation of documentary heritage promoted through: <ul style="list-style-type: none"> - Formulation of recommendations by Third International Memory of the World (MoW) Conference in Canberra Australia (February, 2008); - Organization of public seminars and training workshops (Caribbean, Iran, Indonesia, Fiji, Mauritania, Morocco, Namibia, Nigeria, Republic of Korea, Tunisia); - Establishment of new national MoW committees; Increase in nominations from first-time countries for inscription on MoW Register resulting in 35 new inscriptions on International Register and creation of MOWCAP register (Asia/Pacific) for increased awareness - Launch of logo competition to brand the programme resulted in almost 200 entries; winning design being adopted across MoW community - Methodology and training material for in-school awareness-raising of MoW tested in Singapore and Thailand. • Awareness raised on ethical issues of the information society through: <ul style="list-style-type: none"> - Fostering reflection and debate on the ethical issues during regional workshops in Latin America, Africa, Europe and Asia-Pacific. - Contribution to a proposal for a Code of Ethics that was drafted and discussed during the regional Info-Ethics meetings and that is currently being examined by a working group convened by the Chair of the IFAP Council. • Access to information in governmental public domain enhanced through : <ul style="list-style-type: none"> - Organization of training for decision and policy-makers to stimulate them to enact the right of universal online access to public and government-held records, to identify and promote repositories of information and knowledge in the public domain and to make them accessible by all, and to undertake the preservation and digitization of public domain information. 	<ul style="list-style-type: none"> • The challenges for MoW are to obtain adequate resources and greater visibility. Therefore, the establishment of national and regional committees is being promoted for the continued expansion of the Programme. 	<p>Forming dynamic, viable National MoW Committees requires considerable efforts but is worth the investment that leads to improved preservation policies.</p>	<p>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.</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<ul style="list-style-type: none"> - Comparative analysis on access to information in the Andean region conducted. • Methods to include new languages on the Internet promoted within the framework of the International Year of Languages (IYL). • Development of information literacy indicators is in process. 	<ul style="list-style-type: none"> • Beyond analysis, support for monitoring is needed to ensure the correct application of legal instruments. • Methods and tools available to bring new languages in cyberspace require more familiarization among decision makers and minority language communities. • Major challenge in developing information literacy indicators is to measure to what extent a nation is an information literate in a new digital era. The set of indicators will permit to measure and periodically monitor the progress information literacy at national, institutional and individual level. 	<p>The comparative analysis is the basis for programme action. Therefore, the cost-effectiveness of the activity is high even if it implies an important financial contribution.</p> <p>Promotion done in conjunction with the activities carried out within the framework of International Year of Languages (IYL) and the intersectoral platform on languages.</p> <p>CI and UNESCO Institute of Statistics (UIS) working on set of information literacy indicators, both share intellectual and financial resources.</p>	<p>Knowledge generated by comparative study expected to have long-term effect.</p> <p>Activities carried out by minority language communities will ensure sustainability.</p> <p>Funds needed for further implementation are foreseen in MPV (35 C/5), to be raised from extrabudgetary sources.</p>
<p>International multi-stakeholder partnerships for enhancing universal access to information fostered</p>	<ul style="list-style-type: none"> • Progress made in the implementation of WSIS Action Plan and Internet Governance mechanisms through : <ul style="list-style-type: none"> - Consolidation of UNESCO's threefold role as one of the overall coordinators of the implementation of the WSIS Plan of Action, facilitator of the implementation of six WSIS Action Lines in its areas of competence; and implementer of the WSIS Plan of Action. - Participation in WSIS Forum and the Internet Governance Forum to foster a multi-stakeholder governance model where the principles of universal access, multilingualism, freedom of expression and privacy protection. - Participation in a multi-stakeholder Dynamic Coalition on Disability and Accessibility established to mainstream the disability perspective in the debates of the Internet Governance Forum. • International and national outreach of the Information for All Programme (IFAP) achieved through: <ul style="list-style-type: none"> - Launching the implementation of the IFAP Strategic Plan following the Executive Board's endorsement, including through working groups to assist the IFAP Council plan 	<ul style="list-style-type: none"> • Whereas the formal procedures for overall coordination of the implementation mechanisms have been put in place, the main challenge has been to keep the momentum of Geneva and Tunis and to initiate multi-stakeholder implementation of concrete action through joint projects • The disability perspective has not been fully integrated into the proceedings of the Internet Governance Forum partly due to both physical and programmatic barriers to participation by persons with disabilities. 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. 	<p>Cost effectiveness achieved through multi-stakeholder partnerships (ITU, DAISY Consortium, Council of Europe, ISOC, G3ict).</p> <p>US\$ 300,000 of extrabudgetary funds from Korea was mobilized with UNESCO seed money of US\$ 40,000. Thus cost-effectiveness is very high.</p>	<p>Number of countries that signed and ratified the UN Convention on the Rights of Persons with Disabilities.</p> <p>3 public-private partnerships set up which are operational in Azerbaijan, Uzbekistan, and Indonesia.</p>

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	<p>and carry out priority activities.</p> <ul style="list-style-type: none"> - Identification of partners to help develop information policy templates as well as to update and maintain an online Information Society Observatory - Preparation of survey of IFAP national committees leading to enhanced cooperation on information policy issues. - IFAP's focus on information literacy strengthened through the organization of 10 training-the-trainers in information literacy workshops in all regions for resulting in 500 librarians, archivists, teachers and information professionals trained. <ul style="list-style-type: none"> • Public-private partnerships in support of universal access to information enhanced through: <ul style="list-style-type: none"> - Cooperation with Microsoft and Intel consolidated at the regional/national level, e.g. in Uruguay - Signing an agreement with Sun Microsystems • International partnerships for young people enhanced through: <ul style="list-style-type: none"> - Empowering disadvantaged youth in conflict and post-conflict situations through improved access to, and use of, ICTs and web-based social networking tools. - Provision of space and tools for youth to express themselves, share their views and opinions, and overcome mobility restrictions. - Development of community youth-oriented initiatives , based on strategies for youth to access information and knowledge related to development and peace through traditional and new media • UNESCO's efforts in empowering persons with disabilities through ICTs pursued: <p>UNESCO pavilion set up entitled "<i>Empowering persons with disabilities through ICTs</i>" at the ITU Telecom World (Geneva, 2009) inviting professional organizations working in this area to showcase successful ICT applications, and to mobilize new, action-oriented partnerships and cooperation.</p> 	<ul style="list-style-type: none"> • The introduction of information literacy within educational institutions requires a combination of acquisition of skills, competencies and knowledge, and change of attitudes and behaviours. The introduction of information literacy should be based on a close collaboration between teachers, librarians and students. <ul style="list-style-type: none"> • Event organized together with other partners provided a unique opportunity for new, action-oriented partnerships. Opportunities to showcase successful applications provided for medium and small organizations working with disabled community, as well as for persons with disabilities. 	<p>From limited funding from IFAP, UNESCO achieved great impact in Training-The-Trainers through volunteer host institutions and benefited from the multiplier effect of the workshops under its umbrella</p> <p>From limited funding, UNESCO achieved great impact and visibility at the international event.</p>	<p>Availability of staff development or user training budget in participating libraries will help to sustain information literacy training programme. This is also achieved through activities carried out by national and local institutions to introduce information literacy in their own institutions or to expand the training within their countries.</p> <p>Resources foreseen in MPV 35 C/5 to support such initiatives.</p>

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<p>Information management structures to support sustainable development strengthened</p>	<p>Professional management of information to support sustainable development strengthened through:</p> <ul style="list-style-type: none"> - Training of some 200 experts during UNESCO organized training workshops in Uzbekistan, Azerbaijan and Ukraine - Regional Centre of Excellency for FOSS created through MOU signed with Balamand University in Lebanon. - UNESCO Open-source tools for managing information and creating digital libraries made available in local languages. <p>Creation of national consortia of librarians and archivists was catalyzed and support training for manager and administrators to support service improvements provided.</p> <p>Strategies and action plans established for libraries and archives to become key actors for building knowledge societies, including through the launch of World Digital Library in April 2009 increasing the availability of culturally diverse and multilingual information online, with content from 19 countries in more than 40 languages.</p> <ul style="list-style-type: none"> - Logo adopted for World Day for Audiovisual Heritage - Training in and exposure to digital preservation issues promoted 	<ul style="list-style-type: none"> • While many organizations and individuals are interested in capacity-building, the effective application of the acquired skills remains a challenge. • Essential to have the support and understanding of higher-level managers if technical staff is to be provided with time and resources to upgrade libraries. Librarians need to understand the importance of being involved in the institutional budgeting process and to explain to managers the needs and impacts of neglecting library funding. • Selecting partners and modalities of contributing content to the WDL need to be further explored to ensure the presence of all countries and the scalability of WDL. 	<p>Libraries need to encourage local authorship, sharing of resources and creating local consortia with higher bargaining power with overseas owners of digital resources</p> <p>The ability to access information in local languages is an important contribution to ensuring sustainable development</p>	<p>Important for libraries to develop explicit business models, monitor usage of resources and develop skills amongst librarians in project writing</p> <p>Additional partners and resources are required for the WDL, currently in its expansion phase, to make it sustainable</p>
<p>Strategies and practices for ICT in support of knowledge creation acquisition and sharing in the field of education, the sciences and culture developed in consultation with the media</p>	<p>Frameworks established to foster the integration of ICTs in teaching and learning processes through:</p> <ul style="list-style-type: none"> - ICT competency standards for teachers utilized as background for related activities in many countries (e.g. Bahrain, Brazil, Ethiopia, Jamaica, and Morocco) - Consolidation of UNESCO driven module for the creation of business in the domain of computer recycling by 25 international waste experts and part 1 of a guidebook on electronic waste was published in 2008 - Challenges addressed in dealing with electronic waste during workshop in Argentina (December 2008) - Implementation of WSIS Action Plan and contribution to e-LAC2010 for e-waste action plan. - UNESCO positioned as a partner in multistakeholder establishment of Centre for Women and Technology in the Arab region. - Launching of the "National ICT Project for Capacity-Building in Libya". - Elaboration of a project document for the operations of the category 2 Centre for ICT in Bahrain, following the agreement between UNESCO and Bahrain 	<ul style="list-style-type: none"> • Experiences in MERCOSUR and neighbouring countries lay the ground for the implementation of a policy on electronic waste. The problem will affect developing countries and similar policies may need to be put in place elsewhere. 	<p>Stimulating the understanding of recycling and treatment of e-waste as part of ethical questions of knowledge societies can improve legislation process for e-waste.</p>	<p>Part 2 of the guidebook on recycling focuses concrete items on how to build business related to ICT waste management and on case studies.</p> <p>Training of young entrepreneurs is also envisaged.</p>

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	<p>- Development of capacity-building programmes and a road map for Jamsetji Tata National Virtual Academy (NVA) and Training School to strengthen the competence and capacity of NVA fellows and Gyan Choupal - telecentres staff, for rural communities.</p> <p>Access to digital learning resources including Open educational resources through:</p> <p>- Expansion of the Open Training Platform (OTP), an online collaborative knowledge hub for training and capacity-building resources for development. 3,400 training materials are freely accessible, classified under 21 domains.</p> <p>- Development of Cyber Network for Learning Languages (CNLL) initiated</p> <p>- Development of guidelines and training materials for the promotion and incorporation of ICT components in local government policies in Latin America. Creation and animation of virtual spaces (web platform) for public policy document discussions; setting-up a database on content for capacity and community building for local administrations.</p>	<ul style="list-style-type: none"> • Significant expansion of the Open Training Platform in terms of resources, partners and use. It has been evaluated and has enhanced its services in the domain of sustainable development, environment and languages. • Concept of CNLL to be clarified and developed further. • It is critically important that the Open Suite activities receive the full support of the UNESCO Field Office network; identification of key global partners and alignment of objectives are also key factors. 	<p>The OTP corresponds to a demand from a large community of users, and a group of 750 content provider institutions, among which UN organizations: ILO, UNITAR, WHO, ITCILO, UNSSC, ITU, FAO, UNEP, UNV, UNU</p> <p>Main funding for CNLL development from China.</p> <p>Limited UNESCO funds will be complemented by partner contributions.</p>	<p>The sustainability of the OTP is presently ensured by UNESCO. It is envisaged to carry out a funding campaign, in particular, to the private sector. To ensure longer term sustainability, an economic model and an operational model are required</p>
	<ul style="list-style-type: none"> • Access increased to high quality digital scientific resources and tools through Free and Open Source Software (FOSS) for digital libraries (ISIS and Greenstone) and for processing statistical data (IDAMS). • A new release of the Museolog software for Museum collections management has been issued in Russian for Linux. This application software was developed in 2000 as a free and open source software through a project funded by the European Commission. • Regarding future strategies and practices for ICT in support of knowledge creation, acquisition and sharing UNESCO has developed an Open Suite Strategy merging the programmes for Open Educational Resources (OER), Open Access (OA) to scientific information, and Free and Open Source Software (FOSS). 	<ul style="list-style-type: none"> • The Strategy delivers on the objectives of Education for All, global priorities for Africa and Gender Equality, and target groups. It has been validated by experts and partners and presented at key global events. 	<p>The Strategy is supported by extrabudgetary contributions from Member States.</p>	<p>The sustainability of the evolution of these software is to be ensured by opening them to international open standards. This is done by the establishment of cooperation agreement with PAHO/WHO through Bireme and with SUN Microsystem for ISIS, who both will provide technical support for further development.</p> <p>The Open Suite Strategy has been designed to be maintained by dynamic, viable communities of practice. The platforms will be maintained by the communities and will not be dependent on continual UNESCO resources.</p>

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

Regular budget: Activities (rounded to \$ thousand)

Planned: \$ 4 318

Actual: \$ 4 549

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
<p>Development of free, independent and pluralistic media fostered, particularly by increasing capacities of media training institutions to offer high-quality training</p>	<ul style="list-style-type: none"> • 26 regional and 107 national new media development projects were launched through IPDC in April 2008 and in February 2009 in 71 countries for a total amount of nearly US\$ 3.7 million. 45 of these projects are implemented in Africa and 15 in SIDS. • At its 26th session in March 2008, the Intergovernmental Council of IPDC adopted two important decisions: <ul style="list-style-type: none"> (i) The Council urged Member States to comply with the relevant obligations under international law to end impunity for crimes against journalists, and called on governments to report on their investigations into the assassinations of journalists and other intentional crimes against media personnel denounced by the UNESCO DG. (ii) The IPDC Council endorsed a set of media development indicators (MDIs) developed through a broad consultation including media experts and relevant organizations from all regions. • UNESCO's comprehensive set of Media Development Indicators (MDIs) has been recognized as a major standard-setting tool by stakeholders and United Nations agencies dealing with media development and good governance. The MDIs have been translated into French, Spanish, Russian, Arabic, Sinhala and Tamil. • The MDIs have been applied in pilot countries (Croatia, Maldives, Mozambique) to carry out comprehensive assessments of their national media landscapes. These studies have resulted in evidence-based recommendations, enabling Member States to define appropriate strategies to address the gaps identified, and to strengthen the development of free, independent and pluralistic media. A similar study is underway in Ecuador. • UNESCO/IPDC has also collaborated with the UIS to develop a new questionnaire for the collection of media statistics, inspired from the MDI framework. The questionnaire covers status of development in print and electronic media, with provisions to collect quantifiable data, including on regulatory mechanisms. 	<ul style="list-style-type: none"> • The demand for support exceeds available IPDC funds. Therefore, IPDC should continue to encourage all Member States to contribute to its Special Account, even if only with a symbolic sum. • UNESCO also needs to ensure adequate feedback from Member States on their investigations into the assassinations of journalists condemned by the Director-General. This year, out of 28 only 8 countries responded to UNESCO's request to provide a report to the DG on this issue. • There is considerable interest in the MDIs among development partners and UN agencies. Every effort should be made to use MDIs in the "Delivering as One" approach for common country assessments and programming. • Several countries have volunteered to apply the MDIs and improve accordingly their media legislation, capacity building efforts and other important components of their media landscapes. • Eventually the UIS annual statistical report on media development would be an excellent monitoring tool on media development trends 	<p>IPDC can be described as a catalyst with the possibility of making significant change using relatively small amounts of funds to develop free and pluralistic media systems and enabling environments for that purpose.</p> <p>The cost effectiveness of IPDC project interventions was acknowledged by the recent external evaluation of IPDC support in Nepal.</p> <p>The process by which the MDIs were developed was highly cost effective. It included one expert group meeting and intensive online consultations. The MDIs were discussed at the regular meetings of the IPDC governing bodies. MDIs enable UNESCO/IPDC to better target its media development efforts and thus help increase cost-effectiveness.</p>	<p>All project proposals approved by the IPDC must include clear evidence of their sustainability. The Programme does not stand alone, but provides continuity and sustains media development as an ongoing process.</p> <p>The MDIs as an assessment and negotiation tool contribute to identifying project intervention in a sustainable manner. It is expected that IPDC's endorsement of the MDIs will encourage all development partners, including UN agencies to use them.</p> <p>UIS plans to produce annual statistical reports on the media sector of each country as of 2011. The questionnaire will first be tested in at least 20 countries across all regions.</p>
<p>Training institutions accepting agreed standards for journalism training</p>	<ul style="list-style-type: none"> • A unique set of criteria and indicators were devised to measure institutional excellence. Almost 100 journalism 	<ul style="list-style-type: none"> • The strategy to define consensual criteria for excellence in journalism education 	<p>21 potential Centres of excellence and reference are involved in this</p>	<p>This activity aims at strengthening capacities of the</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
<p>curricula</p>	<p>schools across Africa were mapped and 21 journalism training centers that have the potential to reach institutional excellence identified.</p> <ul style="list-style-type: none"> A number of identified schools of journalism in African countries have been supported: University of Namibia, Polytechnic of Namibia, Walter Sisulu University (South Africa), the Advanced School of Journalism in Yaoundé (ESTIC) in cooperation with ESSTIC/Senegal; the Journalism Department at the University of Bangui, Mass Communication Department, Makerere University in Uganda, School of Journalism and Mass Communication (SOJMC), University of Nairobi, Kenya, School of Journalism and Media Studies, Rhodes University in South Africa, Institut supérieur de l'information et de la communication (ISIC), Rabat, Morocco etc. UN and donor agencies and other partners such as UNDP, the Ford Foundation, CIDA, Radio Netherlands have been involved. 54 journalism training institutions from 44 countries agreed to adapt UNESCO's model journalism curricula which are now available in seven languages. These institutions are in the following regions: <ul style="list-style-type: none"> Africa (Cameroun, Ghana, Kenya, Mozambique, Namibia, Nigeria, Senegal, South Africa, Tanzania and Uganda) Asia (Bangladesh, Bhutan, Cambodia, China, India, Indonesia, Kazakhstan, Kyrgyzstan, Laos, Maldives, Philippines, Sri Lanka and Thailand) and the Pacific (Fiji, PNG, Samoa, New Zealand) Arab States- Maghreb Region (Morocco, Tunisia) and Gulf Cooperation Council states (Qatar, Bahrain, Kuwait, UAE, Saudi Arab and Oman) Latin America (Brazil) and the Caribbean (Barbados, Dominica, Guyana, Jamaica, St. Kitts and Nevis, St. Lucia, Suriname and the Bahamas). 12 potential centres of excellence in Africa have been supported to upgrade their capacities with training equipment, reference and text books. UNESCO's Model Curricula has also been used in China, for the establishment of standards for journalism training curricula in Tsinghua University with more than 800 schools of journalism involved, in Brazil, to review the current curricula of journalism schools and in Belarus to provide journalism students courses based on international legal standards of media regulation. More than 1300 media professionals and trainers 	<p>proved useful. Based on these criteria, 12 potential centres of excellence and 9 potential centres of reference in Journalism education institutions in Africa have been identified.</p> <ul style="list-style-type: none"> 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. Some experts and beneficiaries believe that model curricula are more suitable to English-speaking education system than French one. Adaptation of standards in journalism curricula in different regions/ countries/conditions requires support to produce local language learning material. The focus has been placed on potential Centres of excellence in Africa, in accordance with recommendations formulated in the study of these centres. Potential partner institutions were identified at the Consultation meeting of excellence in journalism training in Africa, and contact has been established to implement activities as specified in the established Business Plan. Despite the existence of numerous universities offering communication studies, many foundations, media institutions and NGOs offer their own training programmes. This reveals that the level of graduating communication students is considered to be low. 	<p>action as well as important stakeholders such as development donors, NGOs, professional organisations, and universities from the developed countries. Participants from developed countries attended the meeting at their own cost</p> <p>Positive cost-effectiveness ensured. Low human and financial cost. Recognition of the important role UNESCO plays in the promotion of a pluralistic and independent media.</p>	<p>institutions which are already in operation. The criteria for selection include ability to sustain the operations.</p> <p>The endorsement of the project by all concerned ministries concerned (Higher Education and of Communication) contribute to ensuring its sustainability.</p> <p>Future initiatives in this area will build on already existing structures, so their sustainability should be guaranteed.</p> <p>Strategies for the adaptation of model journalism curricula (available in Arabic, Chinese, English, French, Russian, Spanish and Indonesian) were further enhanced with the interactive online wiki platform in Arabic and French, providing access to the main courses proposed, accompanied by books and reference texts.</p>

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	<p>(including some 600 women) trained in Africa, Asia and the Pacific and Latin America and the Caribbean, with UNESCO support.</p> <ul style="list-style-type: none"> In support of training institutions accepting agreed standards for journalism training curricula, a capacity building meeting in journalism training in Africa was held (March 2008, 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 <i>“Criteria and Indicators for Quality Journalism Training Institutions: Identifying Potential Centres of Excellence in Journalism Training in Africa”</i>. An International Training of Trainers workshop on Communication for Development was organized for potential centres of excellence in Africa in cooperation with the Golda Meir Mount Carmel International Training Center (MCTC) Haifa, Israel (December, 2008) and another International TOT course on Mainstreaming New Media in courses of Model Curricula in Journalism Education in collaboration with Rhodes University. In 2009, IPDC supported 6 countries to strengthen institutional capacity in journalism education with an amount of US\$ 257,200 (Bukina Faso, Central African Republic, Rwanda, China, Papua New Guinea, and Suriname). The Caribbean Media and Communication Resource Centre, an online resource centre, has been launched by the Caribbean Institute of Media and Communication to serve as a Distance Learning platform, which provides courses on online journalism and media services. A Handbook entitled <i>“Getting the Story and Telling it Right: HIV on TV”</i> has been produced for TV producers and TV trainers to enhance credible media reporting. A DVD attachment containing 12 international short films is a training tool to engage pupils in the close examination of scientific information to ensure media credible reporting. 	<ul style="list-style-type: none"> The Science and Technology Commission of the Africa Union has expressed its support for the initiative and a Memorandum of Understanding is underway to increase and strengthen science communication and journalism education in Africa with particular reference to potential centres of excellence and reference. The 2009 May follow-up meeting in Windhoek explored ways in which the capacities of African journalism schools can be boosted. The meeting recommended the customization of journalism education and integration of multilingualism, science communication and new media into existing journalism education curricula. A mapping of training institutions in the field of communication in Latin America and the Caribbean was launched in collaboration with FELAFACS. This mapping should help explore institutional excellence initiatives in the region as well as the adoption of criteria of excellence. 	<p>The cost of this activity has been shared among the San José, Montevideo, Havana and Quito offices</p>	<p>All project proposals approved by the IPDC must include clear evidence of their sustainability. The Programme does not stand alone, but provides continuity and sustains media development as an ongoing process.</p> <p>The handbook will be distributed to all broadcast training institutions as well as UNESCO's network of Potential Media Training Centres. The Universities will be invited to comment on its possible usage as a reference in the departments of Journalism.</p>
	<ul style="list-style-type: none"> The 3rd and 4th consultation meetings on the follow-up to WSIS Action line C9 “media” (Geneva, May 2008 and 2009) dealt with issues related to freedom of expression, media development, capacity building, media literacy education, community media, community multimedia 	<p>Consolidation of a multi-stakeholder approach remains a challenge.</p> <ul style="list-style-type: none"> Lack of a reporting mechanism on country level progress about implementation of 	<p>Facilitator meetings are not costly and UNESCO does not pay for participation. The meetings allow useful contacts and exchange of information.</p>	

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	<p>centres, as well as MDI produced by IPDC.</p> <ul style="list-style-type: none"> Expert advice provided to UIS to develop and launch the first comprehensive statistical data gathering on development of broadcast and print media. UIS has finalised the questionnaire and the first annual statistical report on media development will be available from 2010. 	<p>WSIS action plan.</p> <ul style="list-style-type: none"> UIS media statistics will enable to report meaningfully on the implementation of WSIS Action line 9, Media. 		
	<ul style="list-style-type: none"> Media trainers in 3 Latin American countries conducted a course in participatory media content development, particularly in the area of intermediation to promote conflict resolutions and social integration. Advice and substantive inputs were provided to Burkina Faso to enable a feasibility study of a rural television network project (Burkina Faso), inputs on Media Development to the CCA/UNDAF document (Angola), and media assessment (Tanzania) 	<ul style="list-style-type: none"> Access to baseline information secured with an optimum outcome to enhance national media development. 		
<p>Community radio and community multimedia centres fostered as catalysing tools for community “voice” and people-centred development</p>	<ul style="list-style-type: none"> UNESCO supported the establishment of Community Media and Community Multimedia Centres in 34 countries, out of which 19 were in Africa. These countries are: Bangladesh, Timor-Leste, India, Nepal, Palau, Thailand and Vanuatu for APA and Angola, Benin, Cameroon, Chad, Congo (training), Gabon, Gambia, Ghana, Ivory Coast, Kenya, Mali, Mauritania (training), Mozambique, Namibia, Senegal, Somalia, Tanzania, Uganda and Zambia for Africa, but also in Armenia, Chile, Jamaica, Kyrgyzstan, Moldova, Guyana, Nicaragua, Paraguay and St Kitts and Nevis for other regions. 126 radio journalists actively participated in a two-month preparatory online training from which 82 entries were drawn from across 20 sub-Saharan African countries for a scriptwriting competition organized by Farm Radio International in collaboration with UNESCO and other stakeholders. The 15 winners (4 women) will receive high quality digital audio recorders and will publish their scripts in French and English for free distribution to 500 radio organizations across sub-Saharan Africa. They will then be transformed into a wide variety of programs and shared with a rural audience of millions of farmers across the region. In Jamaica, the Caribbean’s first mobile Community Multimedia Centre iStreet Lab was launched in inner city community in Kingston. It is configured in a wheeled garbage disposal bin consisting of laptop computers, radio transmitter, electronic community newspaper, wireless Internet access and other peripherals. Also in Jamaica JET FM 88.1 “voice of the Hills of St. Mary”, the first 	<ul style="list-style-type: none"> CMCs are catalysing tools for community voice and interaction. The elaboration of projects at field level with the involvement of local representatives of the donor agency, the Government and UNESCO is of utmost importance. It allows better tailoring of UNESCO’s assistance to the local needs and to begin with an effective collaboration. Institutional sustainability is thus enhanced. A Caribbean network of CMCs should be created, that may serve as a Caribbean Association of Community Media Centre. Need to replicate the mobile CMC to transform the street corners of Jamaica into learning spaces for marginalized 	<p>Consensus-building around perceived needs, interventions and execution arrangements proved to be the most appropriate approach for the desired project design with the least</p>	<p>CMCs projects are supported only when evidence is available that they are operationally sustainable and have the community support for sustenance.</p> <p>It is useful to reach agreements with larger training institutions for long-term capacity-building of CMCs. In Mali, for example, the government offers the services of their national ICT resource centre for technical and logistical support of CMCs.</p> <p>Lack of legislative provisions for independent community media is a major challenge for their sustainability.</p>

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	<p>Farmer Association Radio, and Inflight FM 108.0 “The Power of Information Literacy through Young Voices” in Bahamas, the first Caribbean Community Library Radio, became operational.</p> <ul style="list-style-type: none"> • UNESCO has supported free online training for LAC community radio practitioners (regional), improved access to and audio visual productions on rights information (Colombia), radio production on domestic violence and diversity, ICT training for young indigenous communicators (Bolivia), online radio production training, Spanish-Kichwa indigenous people’s newspaper, intercultural communication and audiovisual production training for Kichwa professionals (Ecuador), radio production training covering local development planning (Peru). • Good practices in community media were evaluated at an expert consultative meeting, carried out in February, 2009 in Paris. A publication and a wiki on this matter are being produced. Due to the constant requests received, the publication on “How To Get Started and Keep Going: A Guide to CMCs” was reprinted. • A declaration calling upon governments to establish legal provisions for licensing and requesting the facilitation of multi-stakeholder dialogue was adopted at a sub-regional workshop on community media in Southern Africa, held in Windhoek in May 2009. Participants came from Angola, Namibia, South Africa and Swaziland. • Over 130 women participated in community media training in Africa; in addition, 16 women were trained in Afghanistan, 20 in Cuba, 20 in Ecuador, 11 in Kazakhstan, 15 in Malawi, 6 in Mali, 14 in Mauritania, 13 in Cameroon, 11 in Namibia, and 25 in Zambia. • UNESCO launched a consultation process to explore how mobile telephone can be used to empower those who are engaged in media production and dissemination. A number of experts were invited to demonstrate the potential to better reach populations with local content and news through the use of mobile technologies by community media groups. An international expert meeting was convened in Paris in December 2009 to discuss and agree on recommendations Mobile media in Education and news media. • UNESCO conducted the annual Women Make the News campaign and online forum on the occasion of International Women’s Day (8 March). Under the theme, ‘Gender Equality Policies in Media Organizations’. The 	<p>youth.</p> <ul style="list-style-type: none"> • Need to replicate the JET FM model in other farming communities. • 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 • The guide published in English, French and Spanish provides possible ways on how to tackle some of the central issues concerning gender equality in the media. An Online directory on CMC has been made available to facilitate exchange of information among CMC managers, operators, UNESCO and other stakeholders. • UNESCO is planning to help community media partner with telecommunication operators, telephone manufacturers and/or major broadcasters to diffuse community media mobile content from developing countries. • The 2009 campaign aimed to emphasize the significance of developing and introducing policies in media organizations to prevent all forms of discrimination based 		

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	<p>International Federation of Journalists (IFJ) was supported to produce a handbook entitled 'Getting the Balance Right: Gender equality in journalism'.</p> <ul style="list-style-type: none"> • UNESCO also partnered with the IFJ to organise an international Conference on <i>Ethics and Gender – Bringing Equality in the Newsroom</i>, May 2009. The conference brought together key stakeholders of the Global Media Monitoring Project which reports on how women are portrayed in the news, the International Trade Union Confederation, and representatives of journalists' unions and associations from different regions of the world. • UNESCO has also supported the International Women's Media Foundation in the preparation of the Global Report on the Status of Women in the News Media in 66 countries in all regions. 	<p>on gender.</p>		
<p>United Nations inter-agency collaboration in communication for sustainable development strengthened</p>	<ul style="list-style-type: none"> • UN Inter-Agency collaboration on Communication for Development has been further strengthened through: <ul style="list-style-type: none"> - Recommendations of the 11th UN Inter-Agency <i>Round Table on Communication for Development</i> hosted by the World Bank and UNDP (March 2009, Washington D.C. USA) emphasising the need to institutionally position C4D in the UN system and strengthen monitoring and evaluation of C4D activities. - Designation of C4D focal points by 12 UN system organizations in preparation for the above Round Table - Awareness-raising workshop held during the 7th Annual Meeting of the UN Communication Group in Paris. - Preparation by UNESCO of the biennial report <i>Communication for Development programmes in the United Nations</i> for the 63rd session of the UN General Assembly, in cooperation with other UN agencies. • At the upstream level, UNESCO is working closely with UN system organizations to ensure that C4D practice is commonly understood and reflected in development planning and policy. At downstream level, UNESCO is exploring entry points that will facilitate the integration of C4D approaches and practice in development planning particularly in CCA/UNDAF papers. • A comparative analysis of 'Delivering as One' pilot countries UNDAF has been completed in addition to country level studies to assess the integration of C4D in Mozambique, Pakistan and Rwanda. Recommendations include the facilitation of country level UN C4D Round Tables. Similar studies have been completed in Tanzania, 	<ul style="list-style-type: none"> • Based on past lessons, small working groups have been formed to follow-up the Round Table recommendations. • Distinguishing the communicative focus between public information and C4D among UN agencies remains an ongoing challenge. C4D practice is limited to a few agencies in the UN system even though the concept of inclusive participation is widespread in development plans and reports. The investments required quantifying or qualifying the added value and cost of communication therefore is invisible and somewhat redundant in development planning. • Consequently, limitations in trained human resources may be resolved by increasing formal and informal channels of learning including country level round tables, workshops etc. • Field-level consultations and studies confirm that the Media Development Indicators can be applied for this purpose. They also emphasize that capacity building at country and regional levels should be supported by the UN country teams 	<p>Good investment yielding a strong networking mechanism for sharing best practices and implementing the Washington DC recommendations.</p> <p>Field level collaboration is essential to test diagnostic tools for media assessments and to enable integration of C4D in national development planning. Complex scientific and technical explanations are consolidated and presented in a user-friendly manner and can be adapted to any national context and language version.</p>	

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	<p>Uganda and Uruguay. In Ghana, the creation of a country level multi-stakeholder group is being considered to support C4D integration and a synthesis report has been prepared to be integrated in the UN system report as part of UNESCO's contribution.</p> <ul style="list-style-type: none"> • Ongoing follow up actions by UNESCO include directing field level studies, facilitation of training for UNCTs (Moscow and Rwanda) and the creation of a UNESCO Chair to support academic regional round tables on C4D (USA). • In Uruguay, UNESCO in collaboration with the Chair on Social Communication and the UNV Office has established a working group on C4D to strengthen networks between the UNCT, government institutions and civil society. In Mozambique, a C4D strategy proposal was developed within the framework of UNDAF and the Government's poverty-reduction strategy. The first forum of the National Policy on Communication for Development in Niamey, Niger, took place in December 2009. In Rwanda, the UNCT and the Ministry of Information held a joint national C4D Strategic Planning Workshop in September 2009 bringing together over 69 government and communication officers and UN communication group staff. Kazakhstan and Tajikistan have planned C4D interventions in the CCA/UNDAF. • Role of media as partners in education for sustainable development enhanced through: <ul style="list-style-type: none"> - CI participation in the Mid-Term Review of the DESD and facilitation of a workshop to discuss the importance of professional media to ensure ESD mainstreamed in news and other media reports. - An awareness-raising tool entitled <i>Media as partners in education for sustainable development: A Training and Resource Kit</i> produced in English, Russian and Arabic has been used to train 230 media professionals from 56 countries on sustainable development issues including climate change, water and bio-diversity, as follows: <ul style="list-style-type: none"> Fifty media professionals from Arab States (Morocco, Mauritania, and Tunisia), 18 from SIDS in the Pacific (Cook Islands, Fiji, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tonga, and Tuvalu), 15 from Central Asia (Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan); through the Southern Africa Broadcasting Association (SABA) and in collaboration with Commonwealth of Learning (COL); 12 journalism fellows during the 5th World Water Forum 	<p>including by hosting and organizing C4D round tables.</p> <ul style="list-style-type: none"> • French and Spanish translations of the Resource Kit have been completed with updates and the complementary resources are being adapted to reflect local contexts. • The adaptation of the translated text requires a more vigorous marketing strategy than foreseen to ensure that the kit is understood as a training tool Presentations at workshops and seminars may be an effective measure to ensure this is done. • The training activities motivate the formation of loose networks that are primarily facilitated by journalists 		<p>Financial inputs are required to sustain long-term network activities, consistent moderation and follow up for the continuity of the initial momentum.</p>

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	<p>(China, Egypt, India, Mexico, Nigeria, Turkey and Zambia); 30 participants of the World Conference on Education for Sustainable Development (Austria, Democratic Republic of the Congo, Denmark, France, India, Indonesia, Iceland, Iran, Kiribati, New Zealand, Philippines, Sweden; Thailand, UK, USA); 25 journalists and media professionals from Zimbabwe; and 50 from Costa Rica.</p> <ul style="list-style-type: none"> • Journalists networks and initiatives related to HIV and AIDS issues supported as follows: <ul style="list-style-type: none"> - UNESCO's Network of Young TV Producers on HIV and AIDS emphasizes the use of culturally adapted language, promotes gender sensitive reporting and non-discriminatory approaches in reporting HIV and AIDS on TV. To date, the project has supported the training of 212 young television producers who have produced 107 broadcast items aired in 74 countries. - A DVD compilation featuring the top 24 films by young television producers from Africa, Asia Pacific, Latin America and Europe was produced to showcase talent and promote international exchange of television productions on HIV and AIDS. A brochure profiling the young television producers and describing challenges was produced to accompany the DVD. Nine French language films produced by the Network were presented to journalists and the general public at FESPACO 2009 in Burkina Faso. - 12 TV producers in Asia Pacific, of which 10 were women, participated in the Network's workshop in 2008 and produced five short length documentaries. Similar workshops were held for East African producers in Kenya and in China in 2009. 60 journalists from Russia and Belarus and another 20 from Armenia were trained to cover HIV & AIDS related issues based on evidence informed policies and practices; two handbooks for journalists were published in Armenian and Russian. Non-formal education model such as radio "soap operas", delivering educational messages to increase public awareness on HIV/AIDS was produced in Uzbekistan. 10 journalists from Burundi and Rwanda were trained in recording and producing radio programs that give a voice to People living with HIV/AIDS (PLWHIVA). - A Handbook entitled "<i>Getting the Story and Telling it Right: HIV on TV</i>" documents the training methodology and best practices experienced by the Network. The training tool is accompanied by a DVD attachment that 	<p>themselves or by UNESCO field staff.</p> <ul style="list-style-type: none"> • Partnering with existing networks including the Earth Journalism Network, the African Network of Environmental Journalists, the World Conference on Science Journalists has been explored. While those Networks are willing to collaborate with UNESCO they also require financial inputs. • The Network of TV Producers on HIV and AIDS is by far the most successful model that has supported capacity building both at professional and institutional levels. Regional training institutions such as the Asia Pacific Institute for Broadcasting Development (AIBD) and the Council of French Speaking Radio and Television (CIRTEF) are offering training courses that are instrumental not only for HIV and AIDS but any type of TV health reporting. The model has attracted academic attention and the methodology can be easily integrated to enrich university curricula. Discussion on this topic is ongoing with the Universities of Lillehammer and Karlstad in Norway and Sweden respectively. 		

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	<p>provides 12 short films to facilitate peer review discussions.</p> <ul style="list-style-type: none"> - The Uruguayan Press Association and UNESCO Montevideo published a guidebook on journalistic coverage of HIV and AIDS entitled „VIH/SIDA: Guía para la cobertura periodística“ • A consortium of broadcast training organizations has been formed to improve capacity building on HIV and AIDS and health reporting. • A MoU has been signed to with 4 Nordic country universities and university colleges to strengthen TV professional capacity building on HIV reporting and communication for development. • In the field of science and environmental journalism as well as awareness on climate change UNESCO has supported capacity building and worked with the existing networks in Central Asia, the Pacific and other regions, as follows: <ul style="list-style-type: none"> - The International Conference on Broadcast Media and Climate Change, organized by UNESCO in partnership with UNEP (Paris, 4-5 September 2009), brought together some 250 representatives of national broadcasters from both developing and developed countries, regional broadcasting unions, key international broadcasting associations, scientific organizations and climate-related agencies, who examined major perspectives on reporting on climate change to help mitigate its impact and avert potential human suffering. - In their final declaration ,regional broadcasting unions and associations committed to partner with international development agencies to improve the quality and quantity of content relating to climate change through capacity-building, networking and programme exchange. - UNESCO launched a brochure, <i>A Commitment to Act Now: Broadcast Media and Climate Change</i>, published as an outcome of the Conference. - A regional network of Environmental Journalists was created in Central Asia following a training of trainers’ workshop organized in Bishkek, Kyrgyzstan, in November 2008, by the Digital Informational Network on Environment and Sustainable Development in Central Asia and Russia (CARNet). Participants from 5 countries (Kazakhstan, Kyrgyzstan, Uzbekistan, Turkmenistan and Tajikistan) acquired skills necessary to practice environmental journalism on the web. 	<ul style="list-style-type: none"> • The demand from broadcasters for capacity building on climate change far exceeds UNESCO’s current capacities and resources. • The conference is organized in partnership with key regional broadcasting unions. Giving these broadcasting unions ownership to the conference and guiding them to see the conference as the start of a global movement towards strengthening the role of media in climate change awareness and mitigation proved useful. • One of the key challenges in this area was to ensure that the audiovisual material provided to the developing country broadcasters was in a format that could be easily used by them. Another challenge is to find ways of ensuring that the material offered is actually broadcast. • During the Conference, partnerships were established with several broadcasting organisations and production companies (BBC, France Télévisions Distribution, Global Humanitarian Forum, Dansk AV Produktion, and Ki-productions) to distribute quality rights-free audiovisual material (including programmes, films and rushes) on climate change for broadcasting in developing countries. <i>The film ‘The climate game and the poor’</i> was prepared through a partnership with Dansk AV 	<p>This initiative was very cost-effective in that the partnerships established with the broadcasting organizations/ production houses enabled UNESCO to distribute rights-free material to broadcasting countries in all developing countries, without little - if any - cost involved for UNESCO</p> <p>Organization of the conference was cost effective to the extent that broadcasters from non-LDCs or SIDS covered their cost of attending. This provided LDCs and SIDS broadcasters the opportunity to network and benefit from content and material provided free charge by more established broadcasters.</p> <p>UNESCO’s contribution to production costs for “<i>The climate Game and the Poor</i>” was cost effective considering that the Organization has rights to these productions and can freely distribute them to all LDCs and SIDS.</p>	<p>Enhancing the capacity of national broadcasters and providing them with rights on free climate change content ensures certain level of quality, permanence and increase in television programmes on climate change. Sustainability is made possible through the commitment of these broadcasters to air climate change content with zero production cost to them.</p> <p>UNESCO needs to explore ways to work with the broadcasting unions to gauge public response to the climate message and the extent to which there is take-up.</p> <p>UNESCO needs to find ways to promote such exchanges of audiovisual material on a regular basis, notably through the UNESCO Audiovisual E-Platform.</p>

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	<ul style="list-style-type: none"> - In cooperation with ISESCO and other partners a specialised training course for the Maghreb media on the climate change was organized in Rabat, Morocco, in October 2008, to improve reporting on this subject. An Arabic version of the publication on Climate Change has been produced in collaboration with Maghreb countries resulting in the formation of a regional network of journalists on climate change issues - A course on Science Journalism was organized for the 12 potential centres of excellence on the eve of the World Science Journalists conference in London (30th June -2nd July, 2009). - Impact of climate change in Azerbaijan and the role of media in preventing a potential cataclysm were among the topics discussed at a capacity building seminar for media professionals held in Baku in December 2009. The seminar was co-organized with the Azerbaijan State Telegraph Agency (AzerTAc) and the National Commission for UNESCO. 60 participants representing over 30 leading newspapers, TV channels, news agencies and other media outlets proposed ways of improving media coverage of environmental issues that would contribute to raising public awareness about the challenges of climate change. - 50 hours of Quality science documentaries were provided to the national TV of Lao PDR science communication seminar was held in Bangkok December, 2009. - A training seminar “Media Response to the Disasters” was held at Chengdu City, Sichuan in December 2008, organized by UNESCO, CFI and SARFT Training Centre. • Capacity of over 40 journalists in the Pacific to report on climate changes enhanced through two Pacific Media Training Workshop on Climate Change, held in, in Apia, Samoa (October 2008) and in Tonga (February, 2009), within the framework of the 2008 Annual Pacific Climate Change Roundtable (PCCR) and the Commonwealth Broadcasting Association (CBA) Pacific Conference. • Jointly with the Caribbean Broadcast Media on HIV and AIDS, an online learning tool for journalists was developed and launched in Caribbean countries including Jamaica, St. Vincent and the Grenadines and Trinidad and Tobago. The tool (www.iliveip.com) focuses on the design of new and innovative HIV and AIDS learning modules for broadcast media professionals, and is reinforced by best practice examples of existing audio visual content from the 	<p>Produktion and the Danish Government.</p> <ul style="list-style-type: none"> • Reports were presented by environmentalists on the impact of global climate change on hydro-meteorological conditions in the country, its water resources and the level of fluctuations of the Caspian Sea. 	<p>The need for follow-up to the conference and a mechanism to assess the extent to which climate change content distributed was actually aired broadcasters is the remit of the regional broadcasting unions with UNESCO support.</p>	

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>Caribbean and internationally, related to HIV and AIDS.</p> <ul style="list-style-type: none"> The E-platform now has over 500 high quality productions from over 80 countries on various development issues. Over 150 new productions, including from other UN Organizations, are made accessible to broadcasters, on themes such as HIV/AIDS, climate change, children and youth, indigenous people etc .Membership has increased by 25% through redesign of the platform to include new and more interactive functionalities. 		<p>This was achieved through the Implementation Partnership Agreement established with the UNESCO Association of Igualada, in Catalonia, and the financial contribution of the Spanish Government.</p>	
<p>Media literacy and civic participation in media enhanced</p>	<ul style="list-style-type: none"> UNESCO has established over 20 new partnerships with universities, teacher training institutions, broadcasting commission, Ministries of education and other NGOs to promote media literacy in education. These include: the University of Pretoria; the Sri Lanka National Institute of Education; the Joint Board of Teacher Education in Jamaica; the Jamaica Broadcasting Commission; Institute of Development Studies (IDS), Sussex University, UK; Teacher Trainer, Faculty of Education, University of Hong Kong; NGO Stiftung Digitale Chancen, Palestinian universities among others. A Universal model media and information literacy curriculum for teacher education was developed during an international Expert Group meeting held at UNESCO HQ (June 2009). Over 30 pilot teacher training institutions have been identified in over 15 countries for pilot testing of the curriculum among teachers and teacher trainers. Awareness and understanding of media literacy was enhanced through: <ul style="list-style-type: none"> Production in partnership with the UN Alliance of Civilisations and the European Commission and distribution of the publication <i>"Mapping World Media Education Policies"</i>, underscoring the importance of media and information literacy and analyzing the regulatory and legal environment required for wide scale media education programmes. Media education policies were the focus of discussions at the Second Forum of the UN Alliance of Civilizations, which took place in Istanbul, Turkey in April 2009 and which was attended by stakeholders from all regions. Two standard setting instruments were prepared to assist broadcasters in promoting media and information literacy: (i) <i>Second Edition of Guidelines for Broadcast Regulation</i> and (ii) <i>Guidelines for Broadcasters on Encouraging Quality User-Generated Content</i>, in partnership with the Commonwealth Broadcasting 	<ul style="list-style-type: none"> By providing the necessary tools to make informed judgments on information sources and the reliability of information, media literacy is essential in the information and communication society. Introduction of media and information literacy into teacher training requires informed teacher training policies. UNESCO was involved in the consultation on the report to and resolution by the European Parliament, which recognized the importance of media literacy and UNESCO's role to promote media education through, inter alia its Grünwald Declaration (1982) and the Paris Agenda: 12 recommendations for media education (2007). It also recommended that "compulsory media education modules be incorporated into teacher training for all school levels". 	<p>This catalytic action is indeed cost-efficient because of numerous partnerships and multiplying effect.</p> <p>Cost effectiveness facilitated through strengthened cooperation with institutions such as the European Commission, the UN Alliance of Civilizations, NORDICOM/the International Clearinghouse on Children, Youth and Media, Göteborg University, the Salzburg Academy on Media & Global Change, the Commonwealth Broadcasting Association (CBA) and other national and international stakeholders.</p>	

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>Association (CBA).</p> <ul style="list-style-type: none"> - Production and distribution of a reference publication, “Civic Education for Media Professionals”. This was done in cooperation with the UNESCO’s chair holder on Media and Democracy, School of Journalism and Media Studies, Rhodes University. “Media Education: A Kit for Teachers, Students, Parents and Professionals” was translated into Arabic. - Project “Curriculum Development for Media Literacy at Russian Schools” enhanced civil participation and media literacy and developed curriculum of media education for secondary schools of Russia. Over 150 schools took part in it. - Jamaica’s Children media literacy project material tested in 10 schools by 910 students of the upper primary and secondary grades. For the first time, 23 Caribbean teacher colleges from 14 countries attended a three day workshop on Media and Information Literacy and participated in the EDUVISION International Conference on ICT in Education. A Caribbean teacher colleges’ community of practice on Media and Information Literacy was created in Internet. 			

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

Regular budget: Activities (rounded to \$ thousand)

Planned: \$ 1 884

Actual: \$ 1 878

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
<p>Assistance provided to create an enabling environment for free and independent media and to build the capacity of media and ICTs in countries in transition and post-conflict situations within the perspective of fostering governance and democracy</p>	<p>Transition countries assisted in developing legislative frameworks through:</p> <ul style="list-style-type: none"> - Implementation of comprehensive media assistance (capacity building, media laws, professional standards, organisation building) in 10 conflict areas, with human rights-based and gender-based approaches <p>An independent study has been commissioned under the activity “Strengthening professional standards and conduct in journalism and promote ethical guidelines for media professionals in the post-conflict situation” to document and analyze a selection of news reporting in the Palestinian media on the alleged lack of professionalism and ethical standards that may derive into incitement to violence and set recommendations for strengthening the professional conduct.</p>	<ul style="list-style-type: none"> • Access, media monitoring and delivery of assistance in some conflict areas may become extremely difficult due to mobility restrictions and security concerns. • Challenges to freedom of press and the professional and ethical standards in journalism in OPT is on the rise; there is an urgent need for an assessment and promotion of best practices. • Post conflict and post-disaster areas need to be given serious attention, especially knowing the important roles the media can play in these areas. • Challenge: difficulty of integrating 	<p>Fund-raising needed to complement resources from the Regular Programme</p> <p>The results of the study will be widely distributed and publicized, to encourage professional discussion and encourage good practices on ethical and professional standards in media.</p> <p>Hand book, posters and other material will be widely distributed and used in the training activities.</p>	<p>Monitoring report, training and Best practices handbook will be widely distributed and used by media professionals and organizations, training institutions and civil society for further develop professional standards.</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<ul style="list-style-type: none"> - A hand book and promotional material on the ethical guidelines and best professional practices is under preparation and a group of media professionals will be contracted soon for the implementation. - Policies/Legislative frameworks established in Sierra Leone that is expected to lead to the transition of UN radio into a public service broadcaster 	<p>international broadcasting policy standards without reform of country's legal framework</p>		
	<ul style="list-style-type: none"> - Strategic partnerships with UN system agencies, media organizations and donors - Standard policy paper on the role of media and ICT for Humanitarian Information initiated and pilot projects carried out in the Caribbean and in Bangladesh. - Series of training on safety for journalists and the use of peace journalism in some countries under the Jakarta cluster, starting in early July 2008. - Promoting free press in the Arab world through the 3rd Annual Arab Free Press Forum - Drafting of the national broadcasting policy of Rwanda underway - Training organized in Rwanda for journalists on election reporting 	<ul style="list-style-type: none"> • Joint UN collaboration is a prerequisite for successful impact. 	<p>Small investment of RP funds to support the production of policy paper; Combined effort of UNESCO, UNDP, DPKO. Cost is really effective since the two trainings (safety training and peace journalism) will be held in the same cities so that there a number of expenses that can be shared. The great enthusiasm created by the award and huge response from journalists justifies the cost it required.</p> <p>UNESCO is partnering with Rwanda's media regulator, the High Council of the Media for improved coordination.</p>	<p>Training programmes will need to support and financial assistance from international agencies.</p> <p>The UNESCO Journalism Award is a prestigious award and will act as a constant source of information for journalists for doing more and more quality investigative reporting.</p> <p>High Council of the Media to promote the new policy and support its adoption.</p>
<p>Media and ICTs encouraged to contribute to building peace, facilitating dialogue, fostering cultural diversity and safeguarding intangible memory.</p>	<p>Capacity building initiatives for improving journalistic standards organized in post-conflict countries through:</p> <ul style="list-style-type: none"> - Journalists in post-conflict areas and conflict-prone areas were trained in conflict-sensitive reporting/ peace journalism. - Workshops and training in journalism to promote ethical guidelines and professional standards in Palestinian media - Disaster Risk Management (DRM) Workshops for media professionals in several countries organized <p>Dialogue initiatives established through:</p> <ul style="list-style-type: none"> - Continued development of the Power of Peace Network (PPN) under including the establishment of a dedicated website. - Organization of workshops and conferences to discuss the role media can play for mutual understanding in several countries around the world. - Journalist trained on reducing conflict around water 	<ul style="list-style-type: none"> • Working with the Liberia Truth and Reconciliation Commission and the Liberia Journalists' Association, reporters gained a historical perspective on the role of media in conflict areas and then identified approaches to supporting post-conflict development within a journalistic framework. • Initial fund-raising has provided extra-budgetary funds to support PPN for 12 months. • Over 75 stories produced on water issues by reporters representing countries where boundary waters are a subject of dispute or where water crises emerge over water 	<p>Recommendations from the Commission to the Government were to include means of supporting the development of independent media in the country.</p> <p>Fund-raising is needed to ensure sustainability in the longer term.</p>	<p>Project was carried out with local and international NGOs assuming shared responsibility and cost.</p> <p>International NGOs, Partners in the private sector and Media professional organisations assuming more responsibility and financial charges</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>issues during the 5th World Water Forum.</p> <ul style="list-style-type: none"> - Initiating projects for establishing educational radio and television as a means for creating reconciliation and mutual understanding, thus contributing to peace-building - Creation of Boundless Prize for young television reporters in collaboration with European and Middle East and Maghreb broadcasters - Activities in several Latin American countries targeting youth and violence through the use of media and ICTs have been implemented. 10,000 students in Jamaica participated in a crime and violence reduction project. They debated, shared experiences and made recommendation issues such as crime and violence, information literacy, drug abuse, HIV/AIDS and health, child abuse and, the environment (climate change) - Establishment of collaboration with the Alliance of Civilizations and initiating of joint projects. - An election reporting handbook is being translated to assist reporters cover elections professionally. - An assessment study on the capacity of journalism schools in Bangladesh is about to take off. The study will help in working out ways of capacity building of media institutes as well as journalists. - Birzeit University Media Development Centre has started to implement the activity “Establishment of Children and Youth Audio Library”, a second component to the Audio Literary Library to promote self-expression of youth and understanding of different cultures, reading and high quality programme content for radio stations. - Within the framework of the Intersectoral Platform on Dialogue, a pilot activity “World Heritage in Young Hands” between secondary school students in Burkina Faso and Côte d'Ivoire was organized in December 2009 to promote dialogue and a culture of peace through the education of freedom of expression and cultural heritage. 	<p>management issues. Using a major conference as a teaching tool allows for quick turn-around of lessons learned in training.</p> <ul style="list-style-type: none"> • It is important to find synergies with activities that are taking place in order to pool expertise and align strategies. • Working in well-established networks, like for the Boundless Prize, is a good resource for successful results • Young people trained to use ICTs to create contents for community radio programs to contribute to reduce urban violence. • UNESCO-led workshop held at the AoC conference in Istanbul. <ul style="list-style-type: none"> • The first phase of the literary audio library in 2006 proved to be popular in promoting reading and classical Arabic language in audio format. A need for similar activity for children and youth was requested by beneficiaries. 	<p>The activity is cost effective: it will produce 1000 copies of audio CD's containing reading of 50 hours of children and youth literary in Arabic language, to be distributed in schools, radio stations and libraries in Palestine and Arab region.</p>	<p>Radio stations, schools, Ministry of Education and libraries will receive copies of CDs that will available for pupils, readers/listeners and large audience. Birzeit University Media Development Centre and its radio unit will continue to maintain and upgrade the audio library.</p>

Para. 05007 - Addressing the needs of Africa

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
<p>Information policy frameworks for universal access to information established, and advice given for the adaptation of media laws to international standards</p>	<ul style="list-style-type: none"> • The celebration of World Press Freedom Day (WPF) in more than 20 African countries has contributed to raising awareness on the requirements for an enabling legal environment for freedom of expression and press freedom. The regional Eastern African WPF celebration was held in Kigali. • Countries in Dakar clusters have been helped to improve their media legislation, resulting in new Press Acts in almost all countries. • The legal requirements for press freedom have been presented through workshops and seminars in Democratic Republic of Congo, Chad, Cameroon, Liberia, Zimbabwe, and Sierra Leone following up on the UNESCO study on Media Legislation in Africa, written by a group of scholars at Rhodes University, South Africa. Workshops were for editors, journalists and parliamentarians. • A training kit for teachers in secondary schools on the importance of freedom of expression and access to information has been developed. Six chapters were suggested by a panel of stakeholders ranging from freedom of expression and access to information to media production exercises for young people. • Support has been provided to the African Communication Regulation Authorities Network (ACRAN/RIARC), and CI/FED has been supporting the mission of ACRAN with capacity building. • On 10-14 September 2008, UNESCO was part of the African Union and European Conference on “Media and Development” and made a presentation to the panel on UNESCO’s overall understanding of and activities on “enabling environment for freedom of expression”. • Co-organization of a conference of the media in the Great Lakes Region of Africa, entitled ‘The Challenges of Media Development, Promoting Media Freedom and Professionalism within the ICGLR Member States’, which was held on 24-26 November 2008, in Kigali, Rwanda. • Reference tool for media accountability systems/self-regulation initiated and a virtual network of professionals established in Africa through a web-based resource dedicated to media accountability/self-regulation issues. The project was drawn up to gather information on media legislation and regulations at both regional and 	<ul style="list-style-type: none"> • WPF is an excellent opportunity for advocacy for UNESCO’s mandate in this field • These workshops have provided strong mobilization and awareness of the issues. These issues have also been brought up also where UNESCO is part of the Delivering as One reform of the UN and for example in Tanzania the legal requirements for press freedom and the importance of freedom of expression for democracy and good governance has been included in the overall UN country programme. • The option for introducing awareness of freedom of expression in schools would be to integrate it into teachers’ teaching practices. • Ministries of Education are important partner institutions in validating training material and finding synergies with existing course material. • For nearly 10 years ACRAN has worked to establish a network of communication regulators and to create an environment that allows for the implementation of international standards on broadcasting regulation. • It is now very important to consolidate the positive contacts established within both the European Commission and the African Union in regard to support for the building of legal enabling environment for press freedom and freedom of expression. • Like the above initiative this conference aimed at presenting UNESCO’s mandate in this field at the policy level by developing strategies for programs to support the realization of the media development objectives of the Great Lakes Region. • The website will include models for setting up and managing press councils, funding 	<p>WPF events are often co-organized with other organisations and thus provide a sound cost-effectiveness</p> <p>Reasonable but differs from country to country</p> <p>Such workshops are often co-organized which contributes to cost-effectiveness; furthermore the publication mentioned is used in most of the events</p> <p>Most of this material can be used in other countries and the investment there will thus be much smaller.</p> <p>A co-organized and co-sponsored event.</p>	<p>The campaign must be followed up by the field offices, which very often is the case</p> <p>Concrete follow up activities in the individual countries.</p> <p>Most of these workshops are part of a pluri-annual programme or campaign and do not stand alone, which provides them with a larger potential to actually lead to the wished change</p> <p>This initiative pilots a more comprehensive policy document and tool-kit on the teaching of freedom of expression in the secondary school system.</p> <p>Because ACRAN’s work is fundamental for the broadcasting sector, both within individual countries and across Africa, efforts have focused on further strengthening the inter-institutional cooperation with ACRAN.</p> <p>Concrete follow-up is already scheduled with new meetings with EC and AU.</p> <p>Sector is presently working together with ICGLR on a large media development programme in the Great Lakes Region.</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>international levels.</p> <ul style="list-style-type: none"> • Awareness raised on ethical issues of the information society through reflection and debate on the ethical issues during Information Ethics and e-Government High Level Executive Regional Seminar and training workshop (Pretoria, 2009). 	<p>ideas and success stories, description of the councils, codes of ethics or codes of conduct, rulings of press councils, possibility for virtual networks of professionals with an interest in the issue (ombudsmen, press councils members, journalists, academics), tools for teaching/implementing professional standards in the media.</p>		
<p>Capacity of free, independent and pluralistic media to report according to professional standards, as established by journalists themselves, enhanced in post-conflict environments</p>	<ul style="list-style-type: none"> • Broad-based stakeholder consultation on draft press laws organized widened discussion space, increased understanding around relevant press freedoms and provided recommendations for improvement. • Support for transition from state-focused to public broadcasting. • Policies/Legislative frameworks established in Sierra Leone that is expected to lead to the transition of UN radio into a public service broadcaster • Professional standards on election reporting enhanced through training programmes for Rwandan journalists. • Implementation of a comprehensive regional media assistance programme in the Great Lakes area (capacity building, media laws, professional standards, organisation building) using human rights-based and gender-based approaches expected to strengthen regional journalistic capacities and professional standards. 	<p>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. Difficulty of integrating international broadcasting policy standards without reform of country's overall legal framework.</p> <ul style="list-style-type: none"> • Access, media monitoring and delivery of assistance in some conflict areas may become extremely difficult due to mobility restrictions and security concerns. 	<p>In the long-run enhanced access to information and dialogue both top-down and bottom-up is likely to improve governance and bring other development benefits.</p>	<p>Likely to be dependent on or strongly influenced by broader economic trends.</p>
<p>Community radio and community multimedia centers fostered as catalyzing tools for community "voice" and people centered development</p>	<ul style="list-style-type: none"> • UNESCO's action to empower marginalized communities with access to information expanded an informed development discourse and introduced opportunities for 19 community multimedia centres increasing the overall number to a total of 79 in Africa: Angola, Benin, Cameroon, Chad, Congo (training), Côte d'Ivoire, Gabon, Gambia, Ghana, Kenya, Mali, Mauritania (training), Mozambique, Namibia, Senegal, Somalia, Tanzania, Uganda and Zambia. • Ninety women community media workers were trained in community media management (14 in Kenya, 15 in Malawi, 6 in Mali, 14 in Mauritania, 13 in Cameroon, 11 in Namibia, and 25 in Zambia). • UNESCO's International Programme for the Development of Communication (IPDC) promotes an enabling environment for community media in Africa by supporting journalism professional practice. Forty-three national projects worth US\$ 1,251,015 and 2 regional projects 	<ul style="list-style-type: none"> • CMCs are catalyzing tools for community voice and interaction. UNESCO is able to effectively deliver assistance that is tailored to local needs and enhance institutional sustainability through field level project implementation and collaboration with donor and government representatives. • Training covers a wide range of topics: financial, administrative, management, technical/ICT, radio or media broadcasting skills. • Good practices in community media were evaluated at an expert consultative meeting, carried out in February, 2009 in Paris. A publication and a wiki to share 	<p>UNESCO has promoted low cost solutions, such as 'radio in a box' for use by community radio and community multimedia centres. Produced in collaboration with the Asia Pacific Broadcasting Union, that tool was selected as a cost effective solution by a number of new community radios in Africa.</p>	<p>CMC projects are supported when evidence is available that they are operationally sustainable and have obtained community support.</p> <p>CMCs are able to benefit from long-term capacity-building agreements with training institutions. In Mali, the government offers the services of their national ICT resource centre for technical and logistical support of CMCs. In Tanzania, COSTECH and MISATAN have come on board in support of a national community media network.</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>worth US\$ 78,870 have been implemented in 20 African countries (Angola, Benin, Burundi, Cameroon, Chad, Congo, Côte d'Ivoire, Gabon, Gambia, Ghana, Kenya, Mali, Mauritania, Mozambique, Namibia, Senegal, Somalia, Tanzania, Uganda and Zambia).</p> <ul style="list-style-type: none"> • Community media examples include: <ul style="list-style-type: none"> - Burundi - DUSHIREHAMWE (Voice of Women) «Let's Reconcile» Peace Documentation Centre and CMC engaged 8 of the 12 trained volunteers (5 female: 3 male) and produced 31 programmes in the first month of its operation. - Cameroon: journalists from 15 community radio stations were trained on HIV reporting and production; a community radio station was established in Garoua Boulai; - Central African Republic: 2 radio stations were established in Birao and Paoua. - Chad: training for 17 radio stations on interactive and participatory methods of community radio production; radio stations established in Léré and Koumra) - Gabon: UNESCO facilitated a radio license for La Voix de Dienga community radio. - Kenya: Radio Koinonia Youth Media Centre provided radio production and journalism skills to youth; the Shinyalu Community Radio and the Masinde Muliro University provided broadcast training to mass communication students and improved local content production; 39 community radio staff were trained in total. - Tanzania: Pemba Island, Micheweni District introduced its first community radio station; the Community Media Network of Tanzania (COMNETA) has been formed; 2 community media network representatives at the 4th Pan African Conference on Community Media organized by FAO and AMARC in Abidjan (27-30 April 2009). - Namibia: hosted a regional workshop on community media (Windhoek, May 2009). The declaration called upon governments to establish legal provisions for licensing and requested the facilitation of multi-stakeholder dialogues. Participants came from Angola, Namibia, South Africa and Swaziland. • Second phase CMC scale up: initiatives in Mali, Mozambique and Senegal commenced with support from SDC and in Cameroon with UNDP assistance. 	<p>good practices are being produced.</p>	<p>The Programme does not stand alone, but provides continuity and sustains media development as an ongoing process.</p>	<p>Legal provisions and transparent licensing for community radio still remains an unresolved subject in a number of African countries, though by and large most countries have recognized the importance of the community media sector.</p> <p>IPDC can be described as a catalyst with the possibility of making significant change using relatively small amounts of funds to develop free and pluralistic media systems and enabling environments for that purpose.</p> <p>All project proposals approved by the IPDC must include clear evidence of their sustainability.</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<ul style="list-style-type: none"> The MDIs have been used to carry out a comprehensive assessment of the national media landscape in Mozambique and have been promoted among UN country teams in Rwanda, Tanzania, Mozambique and Uganda to facilitate an enabling media environment and to integrate C4D in the respective CCA/UNDAFs. These studies resulted in a C4D strategy proposal within the framework of UNDAF in Mozambique, a forum on a potential national communication for development policy in Niger; a joint C4D strategic planning exercise in Rwanda; recommendations to the UN RCO in Uganda on the enhancement of media skills, professional ethics and community media. Ten journalism training institutions in Africa region agreed to adapt UNESCO's model journalism curricula (Cameroun, Ghana, Kenya, Mozambique, Namibia, Nigeria, Senegal, South Africa, Tanzania and Uganda) The model has set a standard for journalism education at tertiary level based on a comprehensive multidisciplinary education for journalists. In Africa, criteria on excellence in journalism education was also adopted by 12 potential centres of excellence and 9 centres of reference in journalism education to progressively achieve the conditions required for emerging centres of excellence. To facilitate this process, UNESCO organized a capacity building meeting on journalism training as a follow-up to the study on "Criteria and Indicators for Quality Journalism Training Institutions: Identifying Potential Centres of Excellence in Journalism Training in Africa". A number of identified schools of journalism in African countries have been supported: University of Namibia, Polytechnic of Namibia, Walter Sisulu University (South Africa), the Advanced School of Journalism in Yaoundé (ESTIC) in cooperation with ESSTIC/Senegal; the Journalism Department at the University of Bangui, Mass Communication Department, School of Journalism and Mass Communication (SOJMC) - Makerere University in Uganda, University of Nairobi, Kenya, School of Journalism and Media Studies, Rhodes University in South Africa, etc. UN and donor agencies and other partners such as UNDP, the Ford Foundation, CIDA, Radio Netherlands have supported UNESCO's initiative and further efforts to mobilize partnerships are underway. UNESCO supported the following activities for the potential centres of excellence in Africa: an International Training of Trainers workshop on Communication for 	<ul style="list-style-type: none"> There is considerable interest in the MDIs among development partners and UN agencies. Every effort should be made 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 these criteria, 12 potential centres of excellence and 9 potential centres of reference in Journalism education institutions in Africa have been identified. The challenge now is to build a strong 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. Some experts and beneficiaries believe that model curricula are more suitable to English-speaking education system than French one. Adaptation of standards in journalism curricula in different regions/ countries/conditions requires support to produce local language learning material. Potential partner institutions were identified at the Consultation meeting of excellence in journalism training in Africa and contact has been established to implement activities as specified in the established Business Plan. 	<p>MDIs enable UNESCO/IPDC to better target its media development efforts and thus help increase cost-effectiveness</p> <p>21 potential Centres of excellence and reference are involved in this action as well as important stakeholders such as development donors, NGOs, professional organisations, and universities from the developed countries.</p> <p>Cost-effectiveness ensured. Recognition of the important role UNESCO plays in the promotion of a pluralistic and independent media.</p> <p>Organization of the conference was cost effective to the extent that broadcasters from non-LDCs or SIDS covered their cost of attending. This provided LDCs and SIDS broadcasters the opportunity to network and benefit from content and material provided free charge by more established broadcasters.</p> <p>The needs for follow-up to the conference and a mechanism to assess the extent to which climate change content distributed was actually aired broadcasters is the remit of the regional broadcasting unions with UNESCO support.</p>	<p>The MDIs as an assessment and negotiation tool contribute to identifying project intervention in a sustainable manner. It is expected that IPDC's endorsement of the MDIs will encourage all development partners, including UN agencies to use them.</p> <p>This activity aims at strengthening capacities of the institutions which are already in operation. The criteria for selection include ability to sustain the operations. The endorsement of the project by all concerned ministries concerned (Higher Education and of Communication) contribute to ensuring its sustainability.</p> <p>Enhancing the capacity of national broadcasters and providing them with rights on</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>Development (Golda Meir Mount Carmel International Training Centre (MCTC) Haifa, Israel), an international TOT course on Mainstreaming New Media in courses of Model Curricula in Journalism Education (Rhodes University). An online networking platform is in place to facilitate greater cooperation and interaction among the schools of journalism in Africa.</p> <ul style="list-style-type: none"> • Eleven African countries participated in UNESCO's first International Conference 'Broadcast Media and Climate Change' organized in collaboration with the United Nations Environment Programme (Paris, September 2009). The event resulted in the exchange of six hours of broadcast content among national broadcasters to raise awareness on climate change in over 150 countries. • In this direction, <i>Media as partners in education for sustainable development: A training and resource kit</i> was used to train 30 media executives in Africa (SABA/COL) 2 journalism fellows (5th World Water Forum Nigeria, Zambia), 25 journalists and media professionals from Zimbabwe participated in seminars on education for sustainable development issues using the relevant tool produced by UNESCO, 12 trainers in Southern Africa. • A similar model, developed for TV trainers based on the content development and capacity building platform "UNESCO's Network of TV Producers on HIV and AIDS", has supported the production and screening of 9 African French language films that were presented to journalists and a public audience at FESPACO 2009 in Burkina Faso. Ten new participants were trained through the existing Network (Ethiopia, Kenya, Rwanda, Tanzania, Uganda) which supported the capacity enhancement of 60 TV producers in 35 African and made 50 short documentaries on HIV and AIDS. SABA is a member of the Network's Consortium of Broadcast Training Organizations on HIV. • Advice and substantive inputs were provided to Burkina Faso to enable a feasibility study of a rural television network project (Burkina Faso), and inputs on Media Development to the CCA/UNDAF document (Angola), media assessment (Tanzania), national communication for development policy seminar (Niger). • UNESCO trained 15 independent audio visual producers in broadcast content production and management to strengthen partnerships with broadcasters in 9 East African countries (Burundi, Eritrea, Kenya, Rwanda, Somalia, Tanzania, Ethiopia, Sudan and Uganda). The 	<ul style="list-style-type: none"> • The Science and Technology Commission of the Africa Union has expressed its support for the initiative and a Memorandum of Understanding is underway to increase and strengthen science communication and journalism education in Africa with particular reference to potential centres of excellence and reference. • The 2009 May follow-up meeting in Windhoek explored ways in which the capacities of African journalism schools can be boosted. The meeting recommended the customization of journalism education and integration of multilingualism, science communication and new media into existing journalism education curricula. • Access to baseline information secured with an optimum outcome to enhance national media development • Partnering with existing networks including the Earth Journalism Network, the African Network of Environmental Journalists, the World Conference on Science Journalists has been explored. While those Networks are willing to collaborate with UNESCO they also require financial inputs. • The demand from broadcasters for capacity building on climate change exceeds UNESCO allocated budget. The International Conference on Broadcast Media and Climate Change was organized in partnership with key regional broadcasting unions. Giving these broadcasting unions ownership to the conference and guiding them to see the conference as the start of a global movement towards strengthening the role of media in climate change awareness and mitigation proved useful. • A key challenge was to ensure that the audiovisual material provided to the broadcasters was in a format that could be easily used by them. Another challenge is to find ways of ensuring that the material 	<p>UNESCO's contribution to production costs for "<i>The climate game and the poor</i>" was cost effective considering that the Organization has rights to these productions and can freely distribute them to all LDCs and SIDS.</p>	<p>free climate change content ensures certain level of quality, permanence and increase in television programmes on climate change.</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>participants and other relevant stakeholders have developed an action plan for the establishment for an East African Independent A/V Producers Organization.</p> <ul style="list-style-type: none"> • More than ten African countries expressed an interest to pilot UNESCO's model media and information literacy curriculum for teacher education during a capacity building workshop that involved 20 participants representing 15 teacher training institutions from 4 Southern African countries (Lesotho, Namibia, South Africa and Swaziland). • Tools, guidelines and training kits, including a guide to CMCs, handbook on HIV and Aids for TV trainers and producers, publications on gender equality in journalism, broadcasting regulations, and media and information literacy were widely distributed. 	<p>offered is actually broadcast.</p> <ul style="list-style-type: none"> • Media literacy can help citizens to make informed judgments on information sources and the reliability of information. • Introduction of media and information literacy into teacher training requires informed teacher training policies. • An online directory on Community Multimedia Centres has been launched to facilitate information exchange among CMC managers, operators, UNESCO and other stakeholders including in Africa. 		
<p>Capacity of free, independent and pluralistic media to report according to professional standards, as established by journalists themselves, enhanced in post-conflict environments</p>	<ul style="list-style-type: none"> • Participation in the 3rd and 4th consultation meetings on WSIS Action line C9 “media” (2008 and 2009) which 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. • Policies/Legislative frameworks established in Sierra Leone that is expected to lead to the transition of UN radio into a public service broadcaster. • Standard policy paper on the role of media and ICT for Humanitarian Information initiated; drafting of the national broadcasting policy of Rwanda underway. • Capacity building initiatives for improving journalistic standards organized in post-conflict countries through: (i) training of journalists in post-conflict areas and conflict-prone areas in conflict-sensitive reporting/ peace journalism. Disaster Risk Management (DRM) workshops for media professionals in several countries. • Dialogue initiatives established through: contributions to the Power of Peace Network including through the dedicated website; workshops and conferences to discuss the role media can play for mutual understanding; journalists trained on reducing conflict around water issues during the 5th World Water Forum. • Projects initiated for establishing educational radio and television as a means for creating reconciliation and mutual understanding. • An election reporting handbook is being translated to 	<ul style="list-style-type: none"> • Consolidation of a multi-stakeholder approach remains a challenge. Lack of a reporting mechanism on country level progress about implementation of WSIS action plan. • Access, media monitoring and delivery of assistance in some conflict areas may become extremely difficult due to mobility restrictions and security concerns. • Challenge: difficulty of integrating international broadcasting policy standards without reform of country's legal framework. • Working with the Liberia Truth and Reconciliation Commission and the Liberia Journalists' Association, reporters gained a historical perspective on the role of media in conflict areas and then identified approaches to supporting post-conflict development within a journalistic framework. • Over 75 stories produced on water issues by reporters representing countries where boundary waters are a subject of dispute or where water crises emerge over water management issues. 	<ul style="list-style-type: none"> • Joint UN collaboration is a essential for ensuring a successful impact. • Using a major conference as a teaching tool allows for quick turn-around of lessons learned in training. 	

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	assist reporters cover elections professionally.			

Intersectoral Platforms

Para. 08010 - Fostering ICT-enhanced learning

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

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

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>UNESCO HQ to develop media and information literacy curriculum and enrich material to be introduced in the initial training of secondary school teachers worldwide.</p> <ul style="list-style-type: none"> National educational policies linked with strategies for ICT applications formulated. Supporting national efforts on non-formal education to improve literacy rate & strengthen CLCs with the special reference to women & excluded groups; Training on the use of the ICTs and the audiovisual means in the problem solutions to achieve the Dakar Goals: National policies, plans and practices reviewed, revised and developed in literacy and life skills development, teacher education and training as well as in HIV and AIDS education through the translation at the country level of the frameworks for the three core EFA initiatives – LIFE, TTISSA and EDUCAIDS – at the request of Member States. Elaboration and implementation of educational strategies: accessibility provided for key stakeholders and the general public to cutting-edge research, latest orientations, innovations and effective practices in education, including the use of technologies in education. <p>Awareness-raising and capacity-building activities to aid Ministry of Education officials to plan strategically for ICT-enhanced learning, through the organisation of/ contribution to a series of workshops and seminars, such as:</p> <ul style="list-style-type: none"> The World Summit on the Information Society Follow-up on e-learning (Low-cost devices for Education, May 08), in 	<p>partners at one time can lead to the development of unique and innovative results, with broad reaching impact.</p> <ul style="list-style-type: none"> Introduction of media and information literacy into teacher training requires informed teacher training policies. <ul style="list-style-type: none"> Specific actions were made in Irak and Cambodia for the preparation of ICT strategy, and the preparation of a plan for teachers' education using ICT as a lever for introducing change in the education system. This should be linked with the Teachers' Training and Education Strategy which is part of the Sector Wide Educational plan. Consultations underway for the preparations of NFE-MIS. Elaboration and validation of strategies for Cameroun, Central African Republic and Chad. The Central African Republic validated its strategy in February 2008. Similar support is planned for Chad. <p>Creation of an internal ICT in Education network through an intersectoral seminar (Paris, 2008), attended by ADGs ED and CI and 40 colleagues from the Field, Institutes and Headquarters. Results include:</p> <ul style="list-style-type: none"> drafting of UNESCO's intersectoral ICT in 	<p>The World bank is supervising the implementation of this project. UNESCO has been designated to provide technical support.</p>	<p>In close coordination with the project manager of XB project on ICT, a draft plan on ICT policy/strategy in education is under preparation and will be discussed in an expert group meeting during the first half of 2009. This should be done in coordination with Cairo Office which is taking the lead in ICT in education in the region.</p> <p>The "Advocacy Kit for Promoting Multilingual Education: Including the Excluded" was translated into Nepali and disseminated among policy-makers, programme implementers, practitioners and local communities in partnership with the Nepali government on the occasion of the International year of languages in 2008.</p> <p>UNESCO has supported Member States in mobilising multi-donor trust funds from the Fast Track Initiative's Catalytic Fund. \$37.78 million will be given to Central African Republic's educational sector over the course of 3 years.</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>cooperation with infoDev and the World Bank.</p> <ul style="list-style-type: none"> - E-learning Africa seminars (3 sessions), including a one day session with 40 African policymakers in coordination with WBI and KERIS (Accra, May 08) - Global ICT course "ICT for Educational Policy-makers: from vision to action" attended by 80 participants 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. 08) 	<p>Education Strategy,</p> <ul style="list-style-type: none"> - launch of six UNESCO thematic ICTinED working groups and discussion forums, and - design of UNESCO's intersectoral ICT in Education website. 		
<p>Access to education and learning in Member States expanded through ICT tools</p>	<p>Study 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, in cooperation with the Ministry of Higher Education and Research of Togo.</p> <p>Discussions with the European Space Agency and with the French Development Agency for the establishment of an ICT-based network of capacity-building resource centres in Democratic Republic of Congo</p> <p>Improving quality education through teacher-training in ICT in Kazakhstan and Uzbekistan:</p> <ul style="list-style-type: none"> - Teacher training curricula and materials on the use of ICT for quality education analyzed and adapted. National ICT competency framework for teachers developed for further testing within teacher training courses. - Methodological materials to support ICT-based teacher training practices developed. - Teacher training programmes updated on the use of ICT for quality education. 	<p>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.</p> <p>Need for building local capacities to maintain the project and the network; need for consortium of institutions to provide support and advice to boost local expertise during the project implementation.</p> <p>In the long-term, the impact of project activities contributed to improving the quality of education through in-service teacher training network on the basis of the developed national based modules for ICT competency standards for teachers.</p>	<p>A multi-stakeholder approach is needed with national partners to set the network as a possible source of local activities.</p>	<p>Draft Agreement with Association of Entrepreneurs for Education has been developed to promote participation of private sector in producing content for website.</p> <p>Training of trainers courses were conducted to endorse compliance with UNESCO ICT Framework and to pilot adapted ICT modules.</p> <p>Recommendations on national ICT competency standards for teachers were developed for further approval by the Ministry of Education.</p>
<p>Information literacy, teacher training and lifelong learning opportunities expanded through multipurpose community-based centres</p>	<ul style="list-style-type: none"> • Development of Teacher-Training Curricula for Media and Information Literacy aiming at including information and media literacy in education policies initiated in cooperation with COM with the first expert group meeting in June 	<ul style="list-style-type: none"> • Ten out of 11 trainings held in 2008 benefited more than 500 trainers from countries in all regions, including Jamaica, Canada, Malaysia, Estonia, Turkey, South 	<p>The work done in cooperation with other divisions on the common concern permitted not only to reduce the cost but also to achieve</p>	<p>Many countries who were not involved in this initial series such as Serbia, Malta, the Nordic countries, Western</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>2008: 11 workshops in all UNESCO's regions held over 2008-2009 for training-the-trainers in information literacy.</p> <ul style="list-style-type: none"> A strong theoretical basis for information literacy has been promoted among the Member States with the publication and dissemination of "Understanding Information Literacy: A Primer". The second phase of the SDC-funded, CMC up-scaling project was elaborated and agreed upon by consensus at field level in Mali, Mozambique and Senegal, between the governments, the donor agency and UNESCO. In St Kitts and Nevis, a feasibility study for scale-up of CMCs was carried out, with a view to prepare a strategy and project proposal for up-scaling CMC Six CMCs projects were launched with IPDC support in Angola, Somalia, Tanzania, Vanuatu, for the establishment of CMCs and in the Caribbean, to expand the reach and impact of community radio stations as well as in Moldova to strengthen the regional media community. 	<p>Africa, China, Spain, Egypt, and India. The last training in the series was held in January 2009 in Peru.</p> <ul style="list-style-type: none"> The publication is good start on raising awareness, but we will find additional partners, such as with IFLA to continue the work CMCs are catalysing tools for community voice and interaction. The elaboration of projects at field level with the involvement of local representatives of the donor agency, the Government and UNESCO is of utmost importance. It allows better tailoring of UNESCO's assistance to the local needs and to begin with an effective collaboration. Institutional sustainability is thus enhanced. 	<p>greater visibility of UNESCO among the stakeholders.</p> <p>From a limited funding from IFAP, UNESCO achieved to reach a great impact for the Training-The-Trainers in information literacy project by launching a call for volunteer host institutions and benefiting from the multiplying effect of the workshops under UNESCO's umbrella.</p> <p>Consensus-building around perceived needs, interventions and execution arrangements proved to be the most appropriate approach for the desired project design with the least cost.</p>	<p>African countries, Central America and Caribbean islands (Cuba) have volunteered to host the next series of TTT workshops.</p> <p>The benefits derived from CMCs would be maintained over time with a stronger focus on work at policy level i.e. assistance to Member States and information regarding community media policy environment and access to information. CMC projects are supported only when evidence are available that they are operationally sustainable and have the community support for sustenance.</p>
<p>Education/training "communities of practice" formed to build knowledge and access to open and diverse educational resources at all levels</p>	<ul style="list-style-type: none"> Cambodia, Lao PDR, and Sri Lanka have developed ICT in education master plans. DPRK has reviewed its ICT in education policy and made a revised strategy. For this purpose, UNESCO Bangkok delivered 15 workshops for more than 460 ICT in education policy makers of 26 countries; The capacities of a wide-range of teacher education institutions and educators have been strengthened systematically through teacher-training on ICT in education: <ul style="list-style-type: none"> Over 100 deans/directors in charge of ICT in education in teacher education institutions from more than 15 countries of the region have benefited from forums. Educators have been assisted in the design and provision of training programmes on ICT in Education. Two regional training workshops on Peer Coaching organized for more than 50 teacher educators or curriculum developers from 12 countries of the region. National training workshops on ICT-pedagogy integration 	<ul style="list-style-type: none"> Two regional ICT in education workshops for education leaders and policy-makers were 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. 		

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>organized for more than 300 teacher educators of 13 countries of the region.</p> <ul style="list-style-type: none"> - More than 50 master teacher educators have been trained on IT essentials and networking technologies. - Hundreds of master teachers from more than 20 countries exposed to innovative practices of ICT in education and/or trained on designing of ICT-based lesson plans based on SchoolNet project, awards for innovative practices and workshops, and Regional Innovative Teachers' Conferences. 			
	<p>Supporting the use of ICT for literacy education in Asia E-9 Countries: South-South and North-South collaboration on exchange of effective practices in EFA enhanced, and educational networks among developing countries strengthened.</p> <ul style="list-style-type: none"> • Information tools for students and student advocacy for peace and sustainable development: expertise, technical approaches, practice-oriented tools provided, and best practices and innovations in education policy formulation and planning, monitoring and evaluation of education systems identified and made available through networks and communities of practice. • These activities support the follow up actions for the UNESCO/OECD Guidelines for Quality Provision in Cross-border Higher Education and the UNESCO Conventions for the recognition of qualifications. UNESCO will also continue to provide information to support students' mobility (e.g.the 35th edition of Study Abroad); hosting of electronic discussion forums on issues of key concern related to higher education quality assurance and recognition. • Development of capacity-building programmes and a road map for Jamsetji Tata National Virtual Academy (NVA) 	<p>To expand the access to quality literacy education:</p> <ul style="list-style-type: none"> - A range of effective technologies including mobile phones, radio, and computers are being used and customized to suit local contexts. - Innovative practices involving community radio, mobile-learning, computer-based programmes and mobile community libraries are being tried out in these E-9 countries. - Customized training modules, primer and training activities are being carried out in these projects. <ul style="list-style-type: none"> • Recognizing the importance of information sharing to support policy development and capacity building, UNESCO is building on its extensive experience on providing information tools for students. In particular, it further develops its work in providing tools for higher education stakeholders with access to authoritative and up-to-date information on issues related to higher education quality assurance and mobility world-wide. • Creation and animation of virtual spaces (web platform) for public policy document 		<p>This work has become increasingly important with the rise in cross-border higher education institutions and the development of new and innovative forms of higher education developing to meet the challenges of increasing enrolments world-wide.</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
	<p>and Training School to strengthen the competence and capacity of NVA fellows and Gyan Choupal - telecentres staff, for rural communities.</p> <ul style="list-style-type: none"> • Development of guidelines and training materials for the promotion and incorporation of ICT components in local government policies in Latin America. 	<p>discussions; setting-up a database on content for capacity and community building for local administrations.</p>		
<p>Digital libraries of open educational resources (e.g. open courseware and digital learning objects) developed for quality life-long learning</p>	<ul style="list-style-type: none"> • 7,000 copies of WinISIS and 1,000 Greenstone Digital Library Software CD-ROMs distributed in the 6 languages. A new revised User's Reference Manual of WinISIS in English and Spanish as well as release 1.3 of WinIDAMS in 4 languages (English, French, Spanish and Portuguese) made available for downloading. • J-ISIS Open Source replacement of CDS/ISIS -A first pre-alpha version that contains only the essential functionalities has been developed, the correctness and accuracy of the program's internal logic is being tested with the help of the Flemish Antwerp University. • Significant expansion of the Open Training Platform (on-line hub to free and open learning resources for development) in terms of resources, partners and use. • The OPT has been evaluated and has enhanced its services in the domains of sustainable development, environment and languages. <ul style="list-style-type: none"> - Publication entitled "Open Educational Resources (OER): Conversations in Cyberspace" published 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. - Coordinated translation into 11 languages of the Way Forward document for local awareness-raising - Convened two discussions in the OER community: the UNESCO OER Toolkit, and OER stories. 	<ul style="list-style-type: none"> • Concerns have been expressed about the future of these software management tools and clarification sought about UNESCO's position on this issue. • UNESCO should take leading role in partnership building with donors not only to support the capacity of information managers but also to assist in harnessing new digital technologies for development. PMF (Programme Mobilization Funds) should be increased in order to tap more resources from international aid agencies and donor countries as they prefer joint funding with UNESCO for ICT projects under cost sharing arrangements. • Today, more than 3,100 educational resources, classified under 23 and sub-categories are freely accessible; more than 2,700 institutions have accessed them. Further development of the platform might be envisaged, in particular for the creation of different linguistic version. Extra functions could also be added. 	<p>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.</p> <p>Partnership has been established with 10 UN agencies, 8 foundations and institutions, and 2 national development agencies, which constitutes a good operational and financial environment for the platform design and development.</p> <p>Planning discussions on OER copyright and access issues held, and online wiki training session offered to community members, organized by COL, in the context of the UNESCO-COL agreement.</p>	<p>A strategy for information processing tools envisages gradually implementing these projects as Free and Open Source Software (FOSS) projects so that they become self-sustainable.</p> <p>A strategy is being studied to ensure its self-sustainability on the long term for its operation, content management and further development.</p>
<p>Role of ICTs in support of Education</p>	<ul style="list-style-type: none"> • Following the Third WSIS Multistakeholder consultation meeting, UNESCO will focus future consultations on 	<ul style="list-style-type: none"> • Enhanced Cooperation is seen as essential between public and private stakeholders to 	<p>Multi-stakeholder partnerships, including with the private sector,</p>	<p>Knowledge Parks are intended to stimulate ICT research and</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
for All goals reinforced	<p>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.</p> <ul style="list-style-type: none"> • In addition, at the Action Line Facilitators meeting with UN Agencies and main stakeholders, UNESCO presented a set of proposals to improve the follow-up and implementation process, namely fostering coordination between UN Agencies designed as lead facilitators for each action line and greater involvement of UN field offices both in the implementation of the process and the organization of regional meetings. • Promotion of ICTs for use in research, media for education and learning, and teacher-training in Higher Education, in particular in Cape Verde. • Use of ICTs 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. 	<p>develop a set of globally-applicable principles on public policy issues. Chief among these are the management of the Domain Name System (DNS), the transition from IPv4 to IPv6 and the smooth functioning of the root servers system as part of the issues associated with the coordination and management of critical Internet resources and will form part of an ICANN fast track initiative to implement non latin-based scripts for a group of selected countries</p>	<p>combine to have a broad-based impact that goes well beyond the limited UNESCO financial contribution.</p>	<p>innovation while fostering enterprise. The regional policies, guidelines and activities that were developed during the Conference should be the basis for future action.</p>

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

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

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
Participation in United Nations integrated post-conflict and post-disaster responses ensured, in particular with respect to common needs assessments, Office for the Coordination of Humanitarian Affairs (OCHA) consolidated appeals, strategic and programmatic	<ul style="list-style-type: none"> • Participation in joint UN humanitarian appeals, notably for Central African Republic, Iraq, Haiti, Myanmar, Namibia, the Palestinian territories including Gaza, Somalia, Sudan, Sumatra, Zimbabwe. • Participation of eight UNESCO Field Offices in the “Conflict Resolution & Peacebuilding” thematic window of the Spanish MDG Achievement Fund. • Funding received from the OCHA Central Emergency Response 	<ul style="list-style-type: none"> • Developing close linkages to and advanced knowledge of UN mechanisms for humanitarian coordination is essential. 	<p>Funds allocated through the PCPD Intersectoral Platform secretariat (BFC/CPO) have been catalytic to extra-budgetary resource mobilization and the inclusion of UNESCO proposals in common UN funding appeals by Field Offices, notably for the</p>	

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

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
<p>frameworks, as well as funding mechanisms (refer also 34 C/5 para. 11008)</p>	<p>Fund (CERF), for UNESCO Field Offices in 2008 (Havana, Islamabad) and 2009 (Islamabad) in the field of emergency education.</p> <ul style="list-style-type: none"> • Two emergency assistance requests to the World Heritage Committee approved in June 2008 for a total of US\$80,000 in response to the Wen Chuan Earthquake in China to re-establish the operational capacity of the site management authorities and implement urgent risk mitigation measures. • Participation in the Executive Committee on Humanitarian Affairs (ECHA). • Participation in the Education and Early Recovery humanitarian clusters of IASC, both at global and UN Country Team levels. 		<p>2009 Gaza Flash Appeal and Myanmar's 2008 Cyclone Nargis. Africa Department coordinates and supports extensive PCPD operations in Africa.</p>	
<p>Effective post-conflict and post-disaster operations put in place, with proper infrastructures and administrative mechanisms (refer also 34 C/5 para. 11008)</p>	<ul style="list-style-type: none"> • Further to Executive Board decision 174 EX/48, establishment of a Post-Crisis Special Account, which was first deployed in support of UNESCO projects in the 2008 Myanmar and 2009 Gaza Flash Appeals. • An Intranet PCPD Knowledge Management database (cataloguing "Best Practices" and providing crisis-specific guidance, project templates) was launched in 2009, in support of effective PCPD Knowledge Sharing. • A public information PCPD website, targeting donors, partners and the public at large was launched at end of 2009. • Targeted regional trainings to Field Offices organized in 2009 by BFC/CPO were held in Asia-Pacific, LAC and Africa regions and for HQs AOs and EOs. A regional training for Arab Region Field Offices will complete the cycle in Spring of 2010. • The PCPD Intersectoral Platform has convened regularly since early 2008 to insitutionalize strategic coordination between relevant PCPD field offices, HQ focal points, and senior UNESCO management. 	<ul style="list-style-type: none"> • Replenishment of the PCPD Special account thus far has proven difficult from an administrative point of view. • HQ and Field Office staff can benefit from a systematic compilation of analyses and "best practice" guidelines through investment in PCPD knowledge management, advocacy and public information, including PCPD Website development. • The PCPD Intersectoral Platform secretariat should be strengthened in line with comparable UN and other humanitarian partners. • Training courses for senior staff at HQs and FOs has been catalytic to UNESCO participation and inclusion in UN coordination mechanisms such as Flash Appeals and CAPs. 	<p>Seed funding from the PCPD special account to initiate UNESCO response in PCPD settings proved to be catalytic towards additional fund mobilization.</p> <p>Field Office participants in the three PCPD regional training workshops for Asia-Pacific, LAC and Africa regions report improved knowledge and preparedness for engagement with UN humanitarian mechanisms such as CAPs and Flash Appeals, including fund-raising capacity.</p>	<p>Flexible administrative procedures for the replenishment of the PCPD Special account need to be set up.</p> <p>Targeted regional trainings increase the number of senior field office staff who are trained in preparing and planning PCPD responses. The regional trainings also connect and build networks among field staff and PCPD focal points in relevant HQ central services and sectors.</p>
<p>Advisory services provided on natural resources management and the revitalization of institutions in post-conflict and disaster-affected countries;</p>	<ul style="list-style-type: none"> • Support extended to Member States and all Intergovernmental Coordination Groups (ICGs) in the Pacific and Indian Ocean, and in the Mediterranean and Caribbean Sea, for developing tsunami warning systems. Enhanced interaction with all stakeholders, including NGOs and IGOs 	<ul style="list-style-type: none"> • Cooperation between different cultures at the non-technical level (downstream) needs stronger and long-term support. - General language adaptation of all documents and procedures improves acceptance. - Preparedness and mitigation measures need broader and 	<p>Member States own, control and operate the systems.</p>	<p>As ownership by Member States increases, sustainability is enhanced and nearly ensured. National funding is highly encouraged to ensure successful follow-up.</p>

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
		deeper implementation.		
<p>Framework and strategies for the safeguarding and protection of damaged Cultural Heritage, including intangible heritage, developed with a view to sustaining peace and social cohesion processes;</p>	<ul style="list-style-type: none"> • Capacities enhanced on Disaster Risk Reduction at World Heritage properties through: • International Training Workshop held following the adoption by the World Heritage Committee of a “Strategy for Reducing Disaster Risks at World Heritage Properties” (2007) and the development of a resource manual on the same subject addressed to site managers and heritage administrators; • Production of a “Protocol for International Cooperation on Disaster Risk Reduction at World Heritage properties”, aimed at fostering the implementation of the above-mentioned Strategy at country and site levels). 	<ul style="list-style-type: none"> • Despite repeated appeals, the perceived tendency – among States Parties and donors - remains that of intervening only after a disaster has occurred. • The implementation of the 2007 Strategy – which is mainly a policy document - depends on resources from the States Parties. 		<p>A 2nd International Workshop on Disaster Risk Reduction at Cultural Heritage took place in November 2009 in Acre, Israel, in order to further the development of a network of experts from around the world who are involved in the management and reduction of disaster risks to Cultural Heritage, and promote partnership for the actual application of the Olympia Protocol.</p>
<p>Post-trauma healing of children and youth through artistic and sports activities supported;</p>	<ul style="list-style-type: none"> • Desk review and field survey (Gaza and Burundi) was undertaken in 2009 to develop a shared understanding of what UNESCO means by <i>psychosocial response</i> in post-conflict and post-disaster situations; identify the Organization’s comparative advantages; current and potential contributions in supporting the psychosocial well-being of communities affected by conflict and disaster; define an appropriate role for UNESCO in this aspect of PCPD work; and to outline a cost-effective implementation strategy for fulfilling that role 	<ul style="list-style-type: none"> • psychosocial support’ and an Organization-wide reflection on how best to lend the strengths of UNESCO’s mandate and comparative advantages. • UNESCO’s work in PCPD settings most often supports psychosocial well-being by strengthening community resilience. Rather than introducing new types of activities, UNESCO should think consciously about the psychosocial dimensions of its typical PCPD activities within each sector, as well as the potential for intersectoral collaboration to enhance such dimensions 		
<p>Evidence-based analysis and tools provided to policy-makers, supporting cultural pluralism, intercultural dialogue, and reconciliation;</p>	<ul style="list-style-type: none"> • Regional studies launched as well as conference/workshops aimed at providing greater understanding of the importance of cultural diversity and intercultural dialogue (for ex. “New Cultural Policy Framework/Profile-Conceptual and Operational Guidelines for Integrating principles of Cultural Diversity and Intercultural Dialogue”, “Cultural Diversity Programming Lens”, On-line database of good practices for the promotion of intercultural dialogue”) 	<ul style="list-style-type: none"> • While principles of cultural diversity, cultural pluralism and intercultural dialogue are increasingly acknowledged at international level, the challenge is to apply these concepts when formulating a new cultural policy approach • Pursue work towards a shared basic understanding while adapting analysis and tools to regional and national contexts and needs 		<p>Following the initial stages of elaboration of concepts, tools and guidelines by UNESCO and appropriate training/dissemination, the initiative should be appropriated and developed by Member States and all relevant stakeholders</p>
<p>Networks for media professionals promoted and professional standards and self-regulatory mechanisms in</p>	<ul style="list-style-type: none"> • Comprehensive media assistance (capacity building, media laws, professional standards, organisation building) implemented in 10 	<ul style="list-style-type: none"> • Access, media monitoring and delivery of assistance in some 	<p>Additional fund-raising needed</p>	

34 C/5 Expected Results	Achievement(s)	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability
post-conflict environment enhanced;	conflict areas, with Human Rights based and gender based approaches	<p>conflict areas may become extremely difficult due to mobility restrictions and security concerns.</p> <ul style="list-style-type: none"> • Joint UN collaboration is a prerequisite for successful impact. 		
Capacity for media to report on peace-building, conflict resolution and disaster awareness enhanced	<ul style="list-style-type: none"> • Disaster Risk Management (DRM) Workshops for media professionals in several countries and a standard policy paper on the role of media and ICT for Humanitarian Information initiated • Capacity for media to report on Peace-Building, conflict resolution and disaster awareness enhanced; 	<ul style="list-style-type: none"> • Community radios serve peace-building efforts in conflict areas. 		
Cultural diversity, dialogue and intangible heritage promoted through media and ICTs.	<ul style="list-style-type: none"> • Cultural diversity, dialogue and intangible heritage promoted through media and ICTs. • Workshops and conferences established to discuss the role media can play for mutual understanding in several countries around the world. • Educational radio and television used as a means for creating reconciliation and mutual understanding, thus contributing to peace-building 			