



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

## Detailed Report on the activities of the Organization in 2006-2007

### Major Programme V - Communication and Information

## MAJOR PROGRAMME V - COMMUNICATION AND INFORMATION

### Programme V.1 – Empowering people through access to information and knowledge with special emphasis on freedom of expression

#### 31 C/4 Strategic Objectives

Strategic objective 10: Promoting the free flow of ideas and universal access to information  
 Strategic objective 11: Promoting the expression of pluralism and cultural diversity in the media and world information network  
 Strategic objective 12: Access for all to information and communication technologies, especially in the public domain

#### Sub-programme V.1.1 - Creating an enabling environment for the promotion of freedom of expression and universal access

##### Para. 05111 - MLA 1: Promoting Freedom of Expression

<b>Regular budget</b> (rounded to \$ thousand)	
<b>Planned: \$1,811,000</b>	<b>Actual: \$1,808,000</b>

33 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
<p>Public awareness of freedom of expression and freedom of the press as basic human rights increased worldwide.</p>	<ul style="list-style-type: none"> <li>•The fundamental principles of freedom of expression have been reaffirmed through the celebration, on 3 May, of the World Press Freedom Day (WPFDD), and the outcomes of two international conferences on “Media, Development and Poverty Eradication” and on “Press Freedom, Safety of Journalists and Impunity” held on that day in Colombo, Sri Lanka, 2006 and in Medellin, Colombia, 2007.</li> <li>•Awareness of press freedom raised through the award of the UNESCO/Guillermo Cano World Press Freedom Prize; wide coverage by the international media and high visibility to UNESCO’s action in this field.</li> <li>•Partnerships reinforced with major institutions and organizations such as the World Bank, media advocacy and support organizations, bilateral donors and United Nations agencies. UNESCO was requested to develop entry points for press-freedom-focused approaches to poverty eradication.</li> <li>•Reinforcement of regional and local</li> </ul>	<ul style="list-style-type: none"> <li>•The celebration of World Press Freedom Day and the Award of the Prize has become one major flagship activity of the Organization, illustrating its commitment to press freedom, which is at the core of its constitutional mandate.</li> <li>•This celebration combined with a major conference on a given theme allows the Organization to develop programmatic approaches focusing on a specific issue each year, such as safety of journalists, governance, and eradication of poverty.</li> <li>•Support provided to local, regional and international networks and collaboration with major media support and advocacy organizations are critical elements of UNESCO’s action to promote press freedom and freedom of</li> </ul>	<p>RP funds combined with extrabudgetary resources have allowed increased impact of activities, multiplier effect and outreach.</p>	<p>These activities are at the heart of UNESCO’s mandate; they constitute a core component of awareness raising among Member States and civil society at large. The programme gives political credibility to the Organization and provides it with more visibility, also within the UN family.</p>	

	<p>monitoring mechanisms on press freedom violations such as NAFEO in Africa and SEAPA in South East Asia.</p>	<p>expression.</p>			
<p>Adoption of freedom of expression and freedom of information legislation promoted</p>	<ul style="list-style-type: none"> <li>• Technical assistance provided to 10 Member States in reforms of the media legislative frameworks and of access to information legislation.</li> <li>• Assistance to seven countries to transform State broadcasters into editorially independent public institutions.</li> <li>• Publication of research on comparative African laws</li> </ul>	<ul style="list-style-type: none"> <li>• Efforts should continue to sensitize national authorities and parliamentarians to the need to adapt freedom of information and freedom of expression legislation.</li> <li>• Working in partnership with media advocacy and support organizations, lawyers, academics, and political advisers will continue.</li> </ul>	<p>Technical expertise is cost-effective in itself. However, for larger programmes aiming at the reform of an entire legislative system, UNESCO should liaise much better in the future with UN agencies, notably UNDP. Integrating such programmes into UN common country programme processes should contribute to achieving greater impact and cost-effectiveness.</p>	<p>Adaptation or transformation in a country of media and press legislation to internationally-recognized principles which are respectful of freedom of expression.</p>	
<p>Accountability, ethics and professional standards of media professionals improved</p>	<ul style="list-style-type: none"> <li>• Enhanced institutional and professional capacity of training institutions and journalists.</li> <li>• Training of 400 media professionals to promote self-regulation, investigative journalism, as well as high ethical standards to provide the public with fair, balanced and accurate information, thereby promoting transparency and accountability of national authorities and other institutions, including those related to media.</li> <li>• Organization of a conference and publication on «New Media: The Press Freedom Dimension» which examined the challenges and opportunities of new media for press freedom. In September 2007 a regional conference in Strasbourg focused on the ethical challenges in Cyberspace.</li> <li>• Preparation of a handbook on investigative journalism</li> </ul>	<ul style="list-style-type: none"> <li>• Promoting media accountability, ethical standards and to enable a free, independent and pluralistic media sector within countries continue to be a priority. Programmes should emphasize more investigative journalism and self-regulation. The necessity to develop more curricula and training manuals for the professionals but also for training institutions remains a key challenge.</li> <li>• Activities linked to press freedom in cyberspace are becoming increasingly important, notably as part of the WSIS follow-up. This issue should continue to remain a challenge in the forthcoming biennium.</li> </ul>	<p>This action proved to be cost-effective having allowed the training of hundreds of media professionals across a number of UNESCO clusters.</p>		
<p>Role of media for democratic governance enhanced</p>	<ul style="list-style-type: none"> <li>• Training of journalists on matters of public interest.</li> <li>• Media NGOs and professionals sensitized on the Dakar Declaration on media and good governance.</li> <li>• Publication of a research on the link between press freedom, governance and eradication of poverty.</li> </ul>	<ul style="list-style-type: none"> <li>• The role of media as a platform for dialogue and democratic governance will continue to receive priority attention in future programmes. The Human Rights Based Approach in media assistance and media development constitutes a continuing challenge.</li> </ul>	<p>Action in this area has proved to be cost-effective having allowed the training of media professionals and sensitizing key actors to good governance, transparency and anti-corruption activities. It has a snowball effect and impacts society as a whole.</p>	<p>This programme constitutes an essential component within the UN system. The need for vigilance in defending press freedom and the right of people to have access to independent media is a continuing challenge.</p>	

**Para. 05112 - MLA 2: Universal access – promoting policies and standards, raising awareness and monitoring**

Regular budget (rounded to \$ thousand)	
Planned: \$1,738,000	Actual: \$1,729,000

33 C/5 Expected Results	Achievements	Challenges/ Lessons Leant	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
Understanding among decision-makers broadened on the need of national information policies and the significance of universal access.	<ul style="list-style-type: none"> <li>• UNESCO's role in implementing the outcomes of the World Summit on the Information Society (WSIS) clarified and consolidated through the definition of parameters identifying its contribution to WSIS implementation, and the organization of consultation meetings on the Action Lines under its responsibility.</li> <li>• Substantial input advocating the principles of "Openness" and "Diversity" was provided to the Advisory Group of the Internet Governance Forum (IGF)</li> <li>• Methods for harnessing the potential of education and information and communication technologies for knowledge acquisition and sharing developed for implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging in implementing WSIS outcomes at a local level was one of the major challenges to be overcome. Clarification of UNESCO's role and the consultation meetings helped in no small manner to overcome some of these difficulties along with its multi-stakeholder approach to WSIS implementation. The Organization developed mechanisms to facilitate the review processes and channel insights gained during the implementation process to the relevant policy forums.</li> </ul>	Promoting policies and standards to raise awareness and monitoring progress towards universal access to information and knowledge was advanced through the implementation of the outcomes of the World Summit on the Information Society (WSIS) over the six actions lines for which UNESCO is the facilitator.		
Visibility and impact of IFAP Intergovernmental Council increased	<ul style="list-style-type: none"> <li>• IFAP's visibility and impact at national level strengthened through implementation of more than 30 development projects. These projects contributed to attaining the Council's three strategic priorities (information literacy, preservation and infoethics).</li> <li>• New promotional material (brochure, activity report and roll-up) was produced and widely disseminated, and a new publication series on IFAP's priority areas was launched.</li> <li>• In-depth evaluation of the Programme undertaken to assess its impact and achievements since its establishment.</li> </ul>	<ul style="list-style-type: none"> <li>• Fostering the creation of new IFAP National Committees and engaging existing were among the challenges to be overcome by the IFAP Programme. These issues were examined as part of the evaluation which identified the Programme's shortcomings and strengths. In order to improve the Programme, a strategic plan is being developed to reformulate IFAP's mission, sharpen objectives and goals, define terms and identify priority areas for the Programme and resource requirements, taking funding constraints into consideration.</li> </ul>	According to the evaluation, IFAP has not fully achieved its original objectives, and in order to be more cost-effective, a revised strategy needs to be formulated that would balance resources and expectations.	The number of requests submitted for funding in the three priority areas is an indicator of the potential of the Programme to transform lives and contribute to attaining the objectives of knowledge societies.	
Wider recognition of ethical challenges associated with knowledge societies	<ul style="list-style-type: none"> <li>• Broader recognition of the ethical challenges associated with knowledge societies achieved through regional consultations on ethics in the information society (Latin America and the Caribbean: Santo Domingo, Dominican Republic, December 2006; Africa: Pretoria, South Africa, February 2007; Europe:</li> </ul>				

	<p>Strasbourg, France, September 2007);</p> <ul style="list-style-type: none"> <li>• Results of a survey of the “Ethical Implications of Emerging technologies” addressing the evolving challenges in the Info-Ethics domain and providing an outlook on the ethical implications of ICTs and their impact on knowledge societies published in 2007 and widely distributed.</li> </ul>				
Transformation of State broadcasters into public service broadcasting institutions and standards for the editorially independent PSB promoted	<ul style="list-style-type: none"> <li>• In Thailand a public service broadcasting has been adopted which is largely based on the high-level advocacy and technical assistance provided by UNESCO.</li> <li>• High-level advocacy activities are ongoing in several other countries as for example Bhutan, Brazil, Liberia and Sierra Leone.</li> </ul>	<ul style="list-style-type: none"> <li>• It has proved to be a correct strategy to move more into high-level advocacy activities combined with concrete technical assistance. The network of experts among public service broadcasting organizations that UNESCO has been instrumental in creating over the years has proved to be of crucial importance.</li> </ul>			

**Sub-programme V.1.2 - Fostering community access and diversity of content**

**Para. 05121 - MLA 1: Training information and media professionals and strengthening related institutions**

<b>Regular budget</b> (rounded to \$ thousand)	
<b>Planned: \$2,105,000</b>	<b>Actual: \$2,104,000</b>

<b>33 C/5 Expected Results</b>	<b>Achievements</b>	<b>Challenges/ Lessons Leant</b>	<b>Cost- Effectiveness</b>	<b>Sustainability (Indicators or Measures)</b>	<b>Recommendations by the Executive Board</b>
Capacity of librarians, archivists, other information providers and related institutions strengthened to disseminate knowledge and promote lifelong learning	<ul style="list-style-type: none"> <li>• Infostructures including archives, community centres and information service providers developed to address the issue of community access and diversity of content while developing strategies for preservation.</li> <li>• An expert meeting on the creation of a World Digital Library, involving the private sector and major libraries of the world provided the underlying framework to address issues of search and retrieval in a multilingual environment. Following the signing of an agreement on 17 October 2007 in Paris HQ, UNESCO and the US Library of Congress will join forces to build a World Digital Library, to digitize unique and rare materials from libraries and other cultural institutions around the world and make them available free of</li> </ul>	<ul style="list-style-type: none"> <li>• By increasing the availability of collections in their language of creation, the Library will be a significant factor in broadening diverse content, multilingualism, and increasing digital representation in cyberspace, which is being promoted as part of the WSIS follow-up.</li> </ul>	<p>RP funds have been used as seed money to mobilize external funding.</p> <p>Cost comparison between numbers of trainees supported through UNESCO activities with the total allocation for the MLA the average cost per trainee is around \$ 400.</p>	<p>Strengthened capacities of librarians, archivists and other information professionals provide needed sustainability. Nevertheless this action should be further continued and enhanced.</p> <p>International cooperation should focus on identified potential centres of excellence with 5-10 years institutional capacity building programmes.</p>	

	<p>charge on the Internet. These materials include manuscripts, maps, books, musical scores, sound recordings, films, prints and photographs. The prototype functions in Arabic, Chinese, English, French, Russian, Spanish, and Portuguese. It was developed by the Library of Congress and UNESCO with five other partner institutions: Bibliotheca Alexandrina, the National Library of Egypt, the National Library of Brazil, the National Library of Russia, and the Russian State Library.</p> <ul style="list-style-type: none"> <li>• 320 trainers and educators from developing countries, including Argentina, Azerbaijan, Brazil, Chile, Romania, Tajikistan, Tanzania, Ukraine and Uzbekistan trained in e-learning and partnership for preparation of next generation ICT professionals;</li> <li>• 16 young librarians, archivists and ICT trainers from Azerbaijan, Georgia, DPR of Korea, Tajikistan and Turkmenistan trained in advanced network technologies;</li> <li>• 20 young professionals from Azerbaijan, China, Pakistan, Uzbekistan and Viet Nam placed in leading institutions for 4 year study of ICT and related areas under donor funding.</li> <li>• Online searchable guide to archival sources related to human rights violations developed resulting in reinforced capacity of archives.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited funding resulted in the inability to cover rural areas and to support adequately established training centres in developing countries.</li> <li>• Ensuring institutional independence from national pressures to destroy evidentiary documents while contributing to the database continues to be an issue that can hamper the development of the database.</li> </ul>			
<p>Institutional and professional capacity of communication training institutions enhanced</p>	<ul style="list-style-type: none"> <li>• The institutional and professional capacity of communication training and broadcasting institutions was enhanced, which contributed to capacity-building of pluralist media and diversified content.</li> <li>• Special attention was given to training women media professionals. More than 1200 media professionals have been trained through (i) workshops and other training events in all regions of the world through IPDC, and in partnership with important stakeholders such as a Pan-African Training of Trainers course on Communication for Development or a training of trainers workshop organized in Central Asia by the Asia-Pacific Institute for</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity-building of communication training institutions, particularly in Africa and other developing and LDCs, remains one of the major challenges and needs a further mobilisation of all stakeholders.</li> <li>• Making training a full component of development plans and assessing the impact of training remain key challenges, as is the necessity to develop more training manuals and material in local languages.</li> </ul>	<p>This action proved to be cost-effective having allowed to train hundreds of media professionals across a number of UNESCO clusters.</p> <p>From last biennium a focus has been to develop the institutional capacities of training institutions to offer high quality programmes, thereby increasing impact and multiplier effect .</p>	<p>Enhanced institutional and professional capacity of communication training and broadcasting institutions contribute to sustainability. However this action should be further continued.</p> <p>Institutional sustainability is more assured where UNESCO has supported institutions such as University Journalism faculties with their budgets provided through public</p>	

Broadcasting Development (AIBD) and UNESCO, as well as (ii) workshops in Kazakhstan, Maldives, Liberia, Ethiopia, China, Libya, Palestine and Israel, Jamaica, India, Morocco (with ISESCO) and Mauritania.

- Online media courses by CARIMAC through a partnership with UNESCO and the University of the West Indies Distance Education Centre allowed increasing the opportunities for communication training.
- Major regional training centres such as Asia Pacific Institute for Broadcasting Development, (AIBD) Kuala Lumpur, Aljazeera Training Centre, Doha, the Golda Meir Mount Carmel International Training Centre (MCTC) Haifa, Journalism Training Centre in Tanzania were supported to build their institutional capacities to offer high quality training.
- 40 media trainers trained on training methodology in Asia- Pacific and Africa regions.
- Within the Global Network of Young Television Producers, 60 television producers from Africa, Asia and Latin America trained on treating HIV/AIDS.
- In collaboration with Rhodes University's School of Journalism and the Ecole Supérieure de Journalisme de Lille (ESJ), as well as other experts, international networks, African teaching institutions and media development agencies, UNESCO has finalized a unique mapping of 96 African media/journalism training institutions, a database and a consensus-originated set of criteria and indicators for defining potential centres of excellence among these institutions. A publication has been prepared and printed in English and French. The criteria were presented to the World Congress on Journalism Education, held in Singapore.
- UNESCO has developed and launched at the World Journalism Education Congress (Singapore, June 2007) model journalism curricula for journalism education for developing countries and emerging

- Long term collaboration and international cooperation is an essential requirement to sustain these institutions and to explore the ways forward for public service media within the field of new media.

- A wide range of networking possibilities and other benefits could arise, such as collaborative programmes, curriculum development, textbook development and exchanges. There is now a framework against which institutions can vision and plan, and it can certainly be used in other regions of the world. In time, the criteria and indicators may become the heart of a pan-African system of quality assurance for a network of journalism schools.

- Mapping of training institutions should be completed in Asia, Latin America and Arab regions with a view to identify potential centres of excellence.

funding.

Experience shows that Regional Training Institutions (such as AIBD and AMIC in Asia, MISA in Southern Africa) have more potential in sustaining their programmes.

The unique mapping of 96 African media/journalism training institutions, a database, and a set of criteria and indicators for defining potential centres of excellence were prepared and 14 centres with potentials to become centres of excellence was identified.

To implement a five year plan to develop these centres as regional centres of excellence would require additional resources. Such a plan would include collaborative programmes, curriculum and textbook development, networking, partnership, twinning agreements, and would ensure increased sustainability.

Model journalism curricula should be now adopted by the journalism schools in different regions of the world.

	<p>democracies to adapt or use as a benchmark in reviewing existing curriculum. The model developed on requests of member states contains curricula of bachelor, masters degrees, course descriptions and journalistic competencies and a number syllabuses to be adapted journalism schools/universities and training organizations.</p> <ul style="list-style-type: none"> <li>• Important action has been taken in the field of media education. The International meeting was organized (Paris, June 2007) by the French Commission for UNESCO in partnership with UNESCO, and with the support of the French Ministry of Education and the Council of Europe.</li> <li>• UNESCO also supported <i>International Media Education Conference</i> in Riyadh, March, 2007 as well as two publications on these meetings; 4 training aids were developed on media education were published and distributed.</li> <li>• Training was also fundamental to ensuring deeper impact with respect to people with special needs and young people, particularly through the development of specially designed web-based training material. This was boosted through sustained efforts to associate private partners with programme implementation and has resulted in strengthened existing relationships, and the development of new corporate partnerships that are being formalized with Apple, Cisco and Sun Microsystems.</li> </ul>	<ul style="list-style-type: none"> <li>• These meetings allowed experts from all regions of the world to agree further cooperation with a view to promote and enhance media education, which provides the critical knowledge and the analytical tools that empower media consumers to function as autonomous and informed citizens, enabling them to critically "consume" the media.</li> </ul>			
<p>Capacities of public service broadcasting (PSB) institutions enhanced to fulfill their functions.</p>	<ul style="list-style-type: none"> <li>• Institutional and professional capacity of communication training and broadcasting institutions were enhanced, which contributed to capacity-building of pluralist media and diversified content. Special attention was given to training women media professionals.</li> <li>• Guidelines on best practices of PSB legislation and regulatory frameworks have been published and followed by capacity building initiatives in a range of countries; best PSB practices identified, documented and shared.</li> <li>• High level advocacy initiatives aimed at raising awareness of public service</li> </ul>	<ul style="list-style-type: none"> <li>• Following the external evaluation of UNESCO's action in PSB, priority was given to improving access to information and knowledge, investigative journalism and quality content on major development and societal issues.</li> <li>• The well established collaboration with the global and regional unions of broadcasters and research and development institutes working in the field of broadcast media are excellent opportunities to ensure long-term impact of UNESCO's activities in both the fields of</li> </ul>	<p>The strong collaboration with INSI, BBC and IFJ in this field makes it realistic to enhance further the activities in this field but constant global attention is needed to ensure the necessary means.</p> <p>Practical institutional capacity building of public service broadcasters should be pursued in developing countries, also in the light of WSIS recommendations.</p>	<p>This action needs to be further developed and strengthened in order to make it really sustainable.</p> <p>Public service media can contribute to ensure dissemination of programmes within UNESCO's mandate, in education, science and culture. To be more effective, action should focus on a smaller number of countries where high-level</p>	



	<p>obligations among PSB executives, conducted in Thailand.</p> <ul style="list-style-type: none"> <li>• UNESCO supported the development of national interactive PSB websites with on-line access to programme repositories in Ghana, Kyrgyzstan and Santa Lucia.</li> </ul>	<p>concrete capacity building and upstream guidelines for public service media.</p> <ul style="list-style-type: none"> <li>• UNESCO should intensify its high-level advocacy work in a selected number of countries where the perspectives for transition to PSB are good, including in post conflict countries that are on their way to stability.</li> </ul>		<p>advocacy can have a real impact.</p>	
<p>Awareness increased among media professionals of the importance of safety measures</p>	<ul style="list-style-type: none"> <li>• “Press Freedom, Safety of Journalists and Impunity” was the theme of the 2007 World Press Freedom Day celebrations in Medellin: the participants discussed rising challenges to the safety of media professionals, identified specific dangers journalists face when working in conflict areas, considered the problem of impunity with regard to attacks on journalists, and explored measures that can be taken to improve the safety of journalists.</li> <li>• Capacity building activities (12 training seminars on safety and practical guide for journalists in 9 languages) in conflict areas held in collaboration with the UNESCO-supported International News Safety Institute (INSI), the International Federation of Journalists (IFJ), and the BBC World Service Trust.</li> <li>• UNESCO Office in Ramallah and Maan News Network organized a seven-day intensive safety training course for 33 Palestinian journalists, cameramen and photographers in the West Bank.</li> <li>• UNESCO supported the Iraqi Government and the media in the development of a national media in line with internationally recognized standards and led awareness raising campaign on the dangerous working conditions of journalists.</li> </ul>	<ul style="list-style-type: none"> <li>• It is important (i) to capitalize on the global attention drawn to this issue through the World Press Freedom Day celebrations; and (ii) to assist the partnering organizations in achieving the necessary means to carry on with informing all media professionals and media owners about the importance of guaranteeing the safety of journalists and other media professionals and building capacities in this area.</li> </ul>	<p>Despite the costs needed to create a realistic conflict zone training environment, the high number of journalists that can take part in the trainings and the effect of it fully justify the costs per participant. This was the case also in Iraq where UNESCO supported the creation of a Centre for Journalists safety.</p>		

**Para. 05122 – MLA 2: Strengthening community access and participation in knowledge societies**

<b>Regular budget</b> (rounded to \$ thousand)	
<b>Planned: \$2,135,000</b>	<b>Actual: \$2,123,000</b>

33 C/5 Expected Results	Achievements	Challenges/ Lessons Leant	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
<p>Community access to information increased, especially in Africa</p>	<p>a) Community access to information enhanced through:</p> <ul style="list-style-type: none"> <li>• over 130 pilot CMCs established or upgraded, in 32 countries; the first phase of upscaling of CMC in Mali, Mozambique and Senegal reached the benchmark of 60 CMCs in total;</li> <li>• 38 CMC and Community Radio conversion projects supported through IPDC;</li> <li>• 950 community volunteers, CMC staff and local leaders trained</li> <li>• partnerships to support CMC established with the Telecentre.org, Swiss Development Cooperation, Global Knowledge Partnership, ADEN, Microsoft, Sonatel and ENDA in Senegal, Apple, and FAO's Itrain Online</li> <li>• first Africa Telecentre Leaders' Forum organised by telecentre.org, UNESCO and the Open Knowledge Network in Porto Novo, Benin, in December 2006, brought together specialists working with CMC from Africa , Asia and the Caribbean to review the evaluation of the Organization's community multimedia projects and new strategies to promote the integration of traditional media and new ICTs.</li> <li>• 12 projects in information literacy funded and implemented to enhance community access to information within the framework of IFAP</li> </ul>	<ul style="list-style-type: none"> <li>• The objective is to provide convenient and affordable communications access, on a community basis, through public access facilities such as CMCs. Universal access may be defined as placing a publicly accessible communication facilities in every population centre above a certain population size, or placing public access facilities to guarantee that anyone, no matter where he or she lives, need not walk more than a certain distance – for example, 5 - 10 kilometres – to reach an access facility. (These facilities can take different forms: community radio and/or library with internet access; telecentre or preferably a combination of all which necessarily include a community radio allowing people not only to access information but also to discuss knowledgeably how they will be using such information). CMC proved to be one of the most effective community access model</li> <li>• Implementation of CMCs at national scale requires an enabling environment, one that includes 1) provisions for community radio and other media, 2) policies that promote affordable rural internet connectivity, 3) facilitate synergy among different ICT and development projects and programmes, and 4) encourage the use of local, community-based media and ICT facilities as service delivery vehicles for education, local development programmes and a wide range of public information.</li> </ul>	<p>Average cost for establishment of CMC is around \$ 20,000.</p> <p>The cost effectiveness of CMC should not be measured in terms of mere economical profits. The social and institutional effectiveness are as important as the financial one.</p> <p>The CMC have been effective in ensuring a social service, community ownership and production of culturally and/or relevant content, which determines the social appropriation needed for community sustainable development.</p> <p>The institutional effectiveness is linked to enabling policies, preferential tariff for community access.</p>	<p>CMCs are established on the basis of operational sustainability by the respective communities.</p> <p>Sustenance of the CMC depends largely on the ability of the community to maintain the centres and to meet the recurrent costs.</p> <p>As CMC model is based on operational community radio, the very sustenance of the community radio is a proof of the sustainability of the CMC.</p> <p>The lack of quality connectivity has been a major issue in many CMC, but often off line access to information through pre-packaged content has been used as an alternative.</p>	

		<ul style="list-style-type: none"> <li>The conducted evaluation highlighted the need for a clearer strategy regarding the CMC approach, a more central place for development content in promotion of the model and stronger focus on work at policy level.</li> </ul>			
	<ul style="list-style-type: none"> <li>More than 16,000 requests for information processing tools (CDS/ISIS, Greenstone and IDAMS) fulfilled;</li> <li>"Information Processing Tools 2006" a CD-ROM published and information specialists trained in use of software packages.</li> <li>The Open Training Platform focusing on non-formal education launched and made publicly available as a major UNESCO input to reinforce the Open Educational Resource movement</li> </ul>	<ul style="list-style-type: none"> <li>Its information processing tools have been in high demand throughout 2006 and allied with the number of webpage visits, these two factors vindicate the decision to make these tools globally available.</li> <li>UNESCO's Open Training Platform offers stakeholders a platform to make training and capacity-building resources openly and universally available for local development. Its current 400 electronic training resources include all UNESCO training materials and it will be expanded to include training material from UN and key development players by its launch in early 2007.</li> </ul>	UNESCO's clearinghouse role through dedicated webpages, offers unique information on tools, training modules, stakeholders, research papers and quality references. However, further development of the software package will depend on availability and level of human resources.	In order to ensure viable sustainability of the information tools, efforts to secure extrabudgetary funding will be actively pursued.	
International alliance for a sustained information literacy campaign established.	<ul style="list-style-type: none"> <li>International alliance to promote information literacy reinforced through activities such as the Information Literacy Initiatives workshop in Ljubljana, Slovenia (March 2006) to examine prospects for future cooperation among experts and institutions in Central and South-East European Countries; awareness-raising initiatives in India for 480 information professionals; and training for Special Educators and Information Professionals from Special Education schools</li> </ul>	<ul style="list-style-type: none"> <li>Information literacy initiatives reveal that a greater multi-stakeholder approach is required involving civil society organizations, professional societies, institutions and government for training and sensitizing information professionals and educators.</li> </ul>	The campaign has contributed to a better-informed public. However, action needs to be further continued and enhanced with a greater mobilization of stakeholders.	For information literacy to fully take effect and be self-sustaining, further international cooperation should focus on establishing potential centres of excellence with institutional capacity-building programmes.	
Women and youth empowered through dedicated access to information and knowledge	<p>a) Capacities of women to access information enhanced through:</p> <ul style="list-style-type: none"> <li>training of women CMC operators and managers;</li> <li>establishment of pilot CMCs managed by women groups;</li> <li>a case study documentary film on the experiences from the women' access project in Seelampur, India widely distributed in International conferences which triggered</li> </ul>	<ul style="list-style-type: none"> <li>Lack of mobility and some cultural factors make women often less participative in community access projects. Women's' active role in managing CMC and in some cases CMCs dedicated to women's' access could mitigate these difficulties. Mobile phones, PDA and handheld solution by which women can access and download information to some extent could</li> </ul>			

	<p>informed discussions on this issue; and</p> <ul style="list-style-type: none"> <li>• projects on capacity-building of youth and women in accessing and using information implemented within IFAP</li> </ul> <p>b) Access to information and training in ICTs of young people improved through the INFOYOUTH Programme in the Balkans, Africa and Latin America; Two portals on and for youth, covering Latin America and the Caribbean and the Arab States launched.</p> <ul style="list-style-type: none"> <li>• An evaluation of INFOYOUTH Programme being undertaken to assess achievements and to propose new strategic orientation</li> </ul>	<p>also address the mobility issue.</p> <ul style="list-style-type: none"> <li>• In partnership with the French government, the INFOYOUTH Programme maintained its efforts to ensure access of young people to information, thereby supporting youth contribution to sustainable development and enabling their more active participation in society.</li> </ul>	<p>INFOYOUTH relies heavily on RP funds and its major partner INJEPS. An evaluation will help to determine the most efficient management methods as well as the future orientations to be adopted.</p>		
<p>Access to information for special needs groups enhanced.</p>	<ul style="list-style-type: none"> <li>• Contributions to bridging the digital divide achieved through the production of a research study on web accessibility to enable people with special requirements adapt to the digital world.</li> </ul>	<ul style="list-style-type: none"> <li>• One of the main focuses of action has been identifying the needs of people with special requirements in the digital world but as the subject is quite complex, it has required further elaboration as regards access to digital libraries by persons with disabilities. The implementation of the recommendations of a research study is under consideration to make more websites accessible to the visually impaired. Other activities also concentrated on the development of web-based content and tools.</li> </ul>			

**Para. 05123 - MLA 3: Creating and preserving diverse content**

<b>Regular budget</b> (rounded to \$ thousand)	
<b>Planned: \$2,505,000</b>	<b>Actual: \$2,500,000</b>

33 C/5 Expected Results	Achievements	Challenges/ Lessons Leant	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
<p>Analogue and digital documentary memory preserved on a worldwide basis.</p>	<ul style="list-style-type: none"> <li>• Thirty-nine new items inscribed on the Memory of the World (MOW) Register along with two provisional inscriptions;</li> <li>• African workshop resulted in the establishment of an interim Regional MOW Committee with the intention to set up an African Regional Committee by 2008.</li> <li>• Experts from archives, libraries and</li> </ul>	<ul style="list-style-type: none"> <li>• The increasing submission of new nominations for inscription on the Memory of the World Register confirmed the burgeoning global awareness of the value of documentary heritage in its different forms and that it is a marketable asset. This view was supported by the response to the consultation of the commemoration of a World Day</li> </ul>	<p>Although UNESCO provides the bulk of funding so far for this Programme, this is offset by the visibility that is accrued to the Organization and to raising awareness of preserving the documentary heritage on the international agenda. A marketing plan is being formulated for fund-</p>	<p>The Programme benefits from the inputs and collaboration with the information professionals and NGOs working in the field of documentary heritage preservation. This provides an excellent opportunity to secure long-term impact of UNESCO's</p>	

	<p>museums in the Asian region trained in risk-preparedness and preservation treatment of documentary heritage; disaster management manual produced and distributed.</p> <ul style="list-style-type: none"> <li>• The principles of UNESCO's Charter for the Preservation of Digital Heritage promoted through targeted workshops held in Tokyo (Japan) in January 2006 and Madrid (Spain) in March 2006.</li> <li>• Discussion and reflection on documentary heritage issues enriched through activities such as the Thematic Debate on "Information Preservation" organized at the French National Library in April 2007 within the framework of the Information for All Programme.</li> <li>• Capacities of experts from archives, libraries and museums strengthened, through activities such as the workshop on "Risk-preparedness and Preservation Treatment of Documentary Heritage", held in September in the Republic of Korea; the 6th Bureau meeting of the Memory of the World Committee for Asia Pacific (MOWCAP), held in Shanghai, China in November; or the Latin America and Caribbean Regional Memory of the World Committee (CRLAC/MOW), organized in Barbados in October.</li> </ul>	<p>for Audiovisual Heritage that revealed the radical transformation of the audiovisual documentary heritage as a permanent record of social action and consequently, a record that needs to be preserved. Digital heritage equally has the potential to promote international and inter-cultural understanding and could be promoted through the World Digital Library, launched in November 2007 whose objectives would increase non-English and non-Western content on the Internet and contribute to scholarship.</p>	<p>raising over the next biennium.</p>	<p>action in this arena and to influence developments in the sector. It also engages its community in a constant process of auto-review to ensure that its relevance is maintained.</p>	
<p>Digitization of public records and public access thereto broadened</p>	<ul style="list-style-type: none"> <li>• The above achievements also contributed to broadening public access to public records.</li> </ul>	<ul style="list-style-type: none"> <li>• See above comments and observations.</li> </ul>			
<p>Linguistic diversity and multilingual content on the Internet increased.</p>	<ul style="list-style-type: none"> <li>• Two pilot projects completed: a database on tools and teacher training methods for languages and the development of fonts for N'ko scripts (in cooperation with the Scripts Encoding Initiative of the University of Berkeley).</li> <li>• Under WSIS Action Line C8 activities were conducted with the ITU and UNESCO Global Symposium on Promoting the Multilingual Internet (Geneva), and Internet Governance Forum workshops resulted in recommendations on avoiding the risk of fragmentation within a multilingual Internet and the elaboration of international standards for a multilingual Internet.</li> </ul>	<ul style="list-style-type: none"> <li>• The promotion of linguistic diversity in the digital world is a multi-stakeholder task. Devising strategies under the WSIS C8 Action Line to mobilize partnerships and alliances with relevant stakeholders is both a challenge and a factor which will determine the success of the activities carried out.</li> </ul>	<p>International cooperation for the promotion of linguistic diversity in the digital world entails partnerships and alliances with relevant stakeholders. This is being undertaken as part of the WSIS C8 Action Plan.</p>		

<p>Quality audiovisual content productions from developing countries increased and their international distribution enhanced</p>	<ul style="list-style-type: none"> <li>• Quality audiovisual productions from developing countries supported, produced and distributed. Important international exposure to local productions achieved through presence at numerous festivals, where UNESCO-supported productions collected prestigious prizes and reached important audiences. International media ventures launched contributing to mutual knowledge and dialogue among groups and peoples of different cultural, religious and social background;</li> <li>• Leadership initiatives confirmed by the Asia Institute for Broadcasting Development to expand and maintain the longevity of the "Asia Pacific Network of Young TV Producers on HIV and AIDS."</li> </ul>		<p>Though the number of quality productions supported by UNESCO was limited, the impacts they have made to set quality standards were considerable.</p> <p>The cost of on-line dissemination mechanisms has become relatively low, allowing the Organization to reach important audiences/publics for a reasonable financial investment.</p> <p>Content production costs have also diminished with the introduction of more performing equipment needing fewer personnel to be operated, as well as with the introduction of digital editing.</p>	<p>Once content is produced, its impact on viewers can last for many years. The life-span of content will depend on its artistic and technical quality but also on the appeal it creates in terms of disseminating new knowledge.</p>	
<p>Media contribution in support of pursuit of MDGs and HIV/AIDS prevention intensified</p>	<ul style="list-style-type: none"> <li>• Collaboration with UN/DPI and sister UN agencies in the audiovisual field strengthened. UNESCO's Audiovisual E-platform expanded to 4,000 its community members and launched a new UN catalogue offering productions made by sister agencies. Partnerships with the private sector initiated and in-kind extrabudgetary contributions raised.</li> <li>• New training modules on content creation produced and distributed worldwide.</li> <li>• More than 100 professionals trained in reporting HIV and AIDS and documentaries produced in Africa, South East Europe, and Asia Pacific; training manuals, scripts and directories produced through the project "A Global Network of Young TV Producers on HIV and AIDS".</li> </ul>		<p>The creation of specialized networks among content producers (e.g. Global network of young TV producers on HIV/AIDS) has made a major impact by changing traditional media focus on HIV/AIDS awareness. The network modality was cost effective because its ability to self sustain the exchange of production between network members with a minimal cost.</p>		
<p>Mutual understanding, knowledge and dialogue promoted among groups and peoples of different cultural, religious or social background through the use of traditional</p>	<ul style="list-style-type: none"> <li>• Issues of cross-cultural dialogue, mutual understanding and tolerance were addressed during <i>The Power of Peace Global Forum</i> organized jointly by UNESCO and the Government of Indonesia in Bali, Indonesia (January 2007). Focus was placed on new</li> </ul>				

and new media	<p>modalities to deal with these issues through the use of media and information and communication technologies (ICTs).</p> <ul style="list-style-type: none"> <li>• The Power of Peace work has also been introduced to the world of higher education and University of Waterloo in Canada is spearheading efforts to develop a dedicated university PPN network.</li> <li>• The ERNO news dissemination and joint production network has successfully continued its activities, contributing to more information and understanding about and between Balkan neighbours.</li> </ul>				
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## Programme V.2 – Promoting communication development and ICTs for education, science and culture

### 31 C/4 Strategic Objectives

Strategic objective 10: Promoting the free flow of ideas and universal access to information

Strategic objective 11: Promoting the expression of pluralism and cultural diversity in the media and world information network

Strategic objective 12: Access for all to information and communication technologies, especially in the public domain

### Sub-programme V. 2.1 - Fostering media development

#### Para. 05211 - MLA 1: Promoting independent and pluralistic media development

<b>Regular budget</b> (rounded to \$ thousand)	
<b>Planned: \$1,257,000</b>	<b>Actual: \$1,255,000</b>

33 C/5 Expected Results	Achievements	Challenges/ Lessons Leant	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
Media independence and pluralism in developing countries and countries in transition strengthened	<ul style="list-style-type: none"> <li>• UNESCO successfully consolidated its role as a major facilitator for international cooperation in the field of media development, through its regular programme and the International Programme for the Development of Communication (IPDC). UNESCO has organized two facilitating meetings on WSIS Action line 9 "Media" to follow up the recommendations of Geneva and Tunis Summits.</li> </ul>	<ul style="list-style-type: none"> <li>• WSIS Action line 9 "Media" follow up is an important challenge and needs more efforts to coordinate joint action, particularly on obtaining information from the member states.</li> <li>• UNESCO should continue to ensure an effective complementary funding of its activities and projects by regular programme and extrabudgetary funds and</li> </ul>	This action has been cost-effective given the importance of strategic initiatives launched (WSIS facilitation, Inter-agency cooperation on communication for development, media development indicators, capacity building through selected potential media	Most projects and activities are sustainable: as reported by the external evaluations conducted across randomly selected 10 media development projects ( in Guatemala, Nepal and Palestine). Others, particularly those launched during 2006-2007 will need further efforts, funds and	

	<ul style="list-style-type: none"> <li>• 115 media development projects were implemented in LDCs and countries in transition. Training for media professionals was further enhanced. Community media, particularly radio and multimedia centres were set up and scaled up.</li> <li>• In post-conflict and transition countries, UNESCO strengthened its holistic approach in assisting the reconstruction and development of a independent, pluralistic, professional media sector supporting media professional associations and media development.</li> <li>• 16 UN agencies, the World Bank, OECD/DAC as well as communication experts and practitioners taking part in the 10th UN Inter-Agency Round Table on Communication for Development (Addis Ababa, Ethiopia, February 2007) requested the UN System Chief Executives Board, among others, the establishment of an Inter-Agency Working Group for promoting and enhancing a "Common UN System Approach for Harnessing Communication for Development to Achieve the Millennium Development Goals";</li> <li>• Professional capacities of 1200 media professionals were upgraded through various training events as well as training of trainers. UNESCO has finalized a unique mapping of 96 African media/journalism training institutions, a database and a consensus-originated set of criteria and indicators for defining potential centres of excellence among these institutions.</li> <li>• Institutional capacities for media training were strengthened. Advice on national policies was provided by UNESCO field offices in 12 countries in line with the recommendations of the five regional seminars on promoting independent and pluralistic media.</li> <li>• Through its projects, IPDC has contributed to sustaining a global network of media professionals and organizations that are working under difficult conditions to promote free independent and pluralistic media in their countries and regions.</li> </ul>	<p>concentrate on media development, particularly capacity building as an important tool of sustainable development.</p> <ul style="list-style-type: none"> <li>• The Round Table on Communication for Development encouraged UN agencies to integrate Communication for Development principles and methodologies into programme planning, execution, monitoring and evaluation, and their incorporation into CCA/UNDAF guidelines.</li> </ul>	<p>training centres of excellence, etc.) as well as the number of institutions and media professionals supported.</p> <p>UN Interagency roundtable was organised in collaboration with other major UN agencies, on cost sharing basis.</p> <p>The strategic approach developed by the Round Table to integrate communication for development in "One UN" country programmes would certainly contribute to the cost-effectiveness as it would encourage other UN agencies to cooperate with UNESCO when implementing C4D programmes at country levels.</p> <p>Mapping of 96 training institutions in Africa was completed in a cost effective manner. The criteria of excellence developed through this mapping exercise would enable to develop a strategic approach to institutional capacity building to offer high quality training, in place of current practice in supporting ad-hoc training events. The standard setting model journalism curricula produced by UNESCO through a consultative process will be introduced to</p>	<p>human resources to achieve sustainability.</p>	
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	<ul style="list-style-type: none"> <li>Multi-stakeholder consultation launched in October 2007, with 30 experts from various regions to define indicators on media development: these indicators (which were unanimously endorsed by the Intergovernmental Council of the IPDC in March 2008) could be used by development agencies, media organizations, civil society and policy makers to assess the level of media development in a given country, and identify the areas in which assistance is most urgently required.</li> </ul>	<ul style="list-style-type: none"> <li>Media development indicators would enable media professionals, policy-makers, development agencies and project proponents to analyse the various elements of media systems and to foster communication development at the country level through capacity-building and strengthening professional training institutions, especially in Africa, LDCs and SIDS.</li> </ul>	<p>the identified institutions to provide long-term training.</p> <p>Media development indicators are a necessary tool to assess media development projects and therefore would contribute to improved project proposals including better assessments of the cost factors of the project</p>		
<p>IPDC's role (and effectiveness) as an international mechanism for building an enabling environment for free and pluralistic media reinforced</p>	<ul style="list-style-type: none"> <li>IPDC completed wide-ranging reforms of the working methods and decision-making processes designed to ensure greater efficiency and transparency of the Programme.</li> <li>The donors, which include 15 countries, have significantly increased their financial support to IPDC, enabling it to allocate In 2006-2007 US\$ 2,750,000 for implementation of 115 media development projects, which are expected to improve media pluralism and strengthen the capacities of media professionals in 80 countries.</li> <li>The UNESCO/IPDC rural communication prize was awarded to Malayala Manorama, a daily newspaper, published in Kerala, India, for its imaginative communication campaign aimed at raising awareness among the readers on the importance of water conservation.</li> </ul>	<ul style="list-style-type: none"> <li>This increase in donor confidence can be attributed in part to the recognition that <i>"significant and impressive changes have taken place within the IPDC since the 2002 evaluation"</i> as underlined by the independent evaluation conducted by the University of Oslo in 2006.</li> <li>There is an urgent need to have more flexible arrangements with the donors to obtain contributions to the IPDC special account fund, while respecting obligatory reporting requirements of the donor countries.</li> <li>The introduction of 10% overhead costs for IPDC special account has reduced the ability to increase donor contributions.</li> </ul>	<p>The independent evaluation of the Programme concluded that IPDC is "a catalyst with the possibility to produce significant change using relatively small amounts of money," and that "the IPDC operates in a simple and efficient manner, compared to many other funding mechanisms."</p>		

**Para. 5212 - MLA 2: Developing media in conflict areas and post-disaster situations**

<b>Regular budget</b> (rounded to \$ thousand)	
<b>Planned: \$1,017,000</b>	<b>Actual: \$1,006,000</b>

33 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
Free, independent and pluralistic media in conflict and post-disaster situations strengthened	<ul style="list-style-type: none"> <li>Implementing a holistic approach to strengthen UNESCO partners (UN, WB and professional organizations) in assisting the reconstruction of independent and pluralistic media sectors.</li> <li>Assistance to media in open and post-</li> </ul>	<ul style="list-style-type: none"> <li>This approach to integrate media development, not only during humanitarian crisis but also in post-conflict situations, is strategic to fostering local capacity building at the country level, to providing professional information and to</li> </ul>	<p>This action has been cost-effective given the importance of strategic programs implemented with a multi-stakeholders' approach and emphasis put on local capacity building.</p>	<p>UNESCO should continue to ensure effective complementary funding of its activities and projects by regular programme and extra-budgetary funds as experience shows that</p>	

	<p>conflict situations provided to Afghanistan, Iraq, Democratic Republic of the Congo, Liberia, Nepal, Central African Republic, Somalia, Sudan and Uganda through the Media Assistance Programme.</p> <ul style="list-style-type: none"> <li>• Media associations, Press Houses, and journalists trained and/or reinforced in 8 countries.</li> </ul>	<p>establishing at the same time a communication platform to deliver timely humanitarian information.</p> <ul style="list-style-type: none"> <li>• The reconstruction of an independent and pluralistic media landscape in post-conflict situations remains one of the key challenges for fragile societies. It allows the States to re-build confidence among their populations and contributes to the establishment of transparent society. Consequently, it has an impact on democracy and mutual understanding.</li> <li>• Press freedom has become part of the agenda for a Human Rights Based Approach to development and poverty eradication as elaborated in the United Nations Millennium Declaration and the Millennium Development Goals (MDGs).</li> </ul>		<p>donor involvement in post-conflict environments will be needed for a considerable timeframe.</p>	
<p>Understanding and tolerance promoted among media professionals in situations of conflict</p>	<ul style="list-style-type: none"> <li>• Cultural self-expression, knowledge of each other, and mutual understanding and tolerance enhanced through the Power of Peace Network to utilize the new media tools to connect the people of the world. The network was created by UNESCO during the Power of Peace Global Forum organized in Bali, Indonesia in January 2007.</li> <li>• The Power of Peace Network also aims at facilitating the establishment of a set of platforms for activities such as a digital network system designed to carry locally produced content worldwide.</li> <li>• Development and strengthening of news exchange and co-production networks among media outlets and professionals in South East Europe as well as in Portuguese speaking countries in Africa.</li> <li>• Conferences organized on the role of media for cross-cultural understanding, including one on "Migration &amp; integration, Europe's big challenge. What role do the media play?"</li> <li>• Several activities organized focusing on interfaith and intercultural dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>• The role of traditional and new media for cross-cultural understanding and dialogue among groups of different cultural, religious or social backgrounds has become more significant nowadays. It is imperative to develop/reinforce initiatives that can promote a better understanding among peoples through interfaith and intercultural dialogue.</li> <li>• News exchange mechanisms as well as co-productions were strengthened and key partners among public service broadcasters have manifested their great interest in increasing the flow of information and ensuring a truly multilateral exchange.</li> </ul>		<p>The launching of the Power of Peace Network has suffered from lack of adequate funding. The project has therefore been divided into several components and it looks as if this strategy will result in enhanced sustainability. One of the main challenges for the future will be the strengthening of strategic partnerships and alliances resulting in a greater impact and better prioritization of activities, especially for resource mobilization.</p>	

**Sub-programme V. 2.2 - Advancing the use of ICTs in education, science and culture**

**Para. 05221 - MLA 1: Enhancing literacy, teacher training and quality education at all levels through media and ICTs**

<b>Regular budget</b> (rounded to \$ thousand)	
<b>Planned: \$355,000</b>	<b>Actual: \$348,000</b>

33 C/5 Expected Results	Achievements	Challenges/ Lessons Leant	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
<p>Quality and impact of teaching and learning processes enhanced through ICT use.</p>	<ul style="list-style-type: none"> <li>• Collaboration between UNESCO and key private sector partners resulted in a complete set of standards for ICT competencies of teachers that is expected to have a global impact on teacher training practices after undergoing expert review/validation;</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic partnerships with key private sector players have significantly boosted ability to both deliver to Member States and impact on the practices of the private sector. These partnerships have been particularly beneficial in results achieved so far related to teacher competencies, the teachers' network portal and curriculum reform and design as well as in setting up the Regional category 2 Centre in Bahrain.</li> <li>• However, these have been offset by some internal modalities regarding the management of private sector partnerships and extra budgetary funds. This should be reviewed to enable greater capitalization on such emerging partnerships.</li> </ul>	<p>Feedback from Member States shows appreciation of UNESCO's role as a standard-setting instrument and the work done on "ICT Competency Standards" has created a global impact with relatively little resources from UNESCO.</p> <p>Similarly, the Regional category 2 Centre will operate with no funding required from UNESCO's regular budget as all costs will be met by the Kingdom of Bahrain.</p>	<p>Strengthened capacities of teachers and education providers show evidence of sustainability through collaboration and exchange of best practices.</p> <p>This action is being reinforced through the Regional Centre to meet the needs of the entire Arab region and will be extended in due course to the other regions.</p>	
<p>Access to quality education systems, resources and services expanded.</p>	<ul style="list-style-type: none"> <li>• The Arabization of the Innovative Teachers Network portal in collaboration with Microsoft and its launch in Egypt as ITN-Arabia officially endorsed by the Government of Egypt for national teacher collaboration and exchange of best practices. This network will serve over one million teachers in Egypt and is gradually being expanded to the remainder of Arab countries.</li> <li>• A complete master design framework for ICT-Assisted Education Reform delivered to the Libyan Government covering national reform involving core communication infrastructure, infostructures, digital libraries, e-classrooms, educational broadcasting, front and back end applications as well as teacher training on a national scale. This</li> </ul>				

	design was made fully modular for easy replication in other countries.				
Media-based and ICT-enhanced solutions for literacy and teacher training developed	<ul style="list-style-type: none"> <li>Regional centre for information and communication technology (Category 2) established in Bahrain to serve the needs of all education systems in the Gulf States.</li> </ul>				

**Para. 05222 - MLA 2: Broadening Access to scientific and technological information through media and ICTs**

<b>Regular budget</b> (rounded to \$ thousand)	
<b>Planned: \$372,000</b>	<b>Actual: \$371,000</b>

33 C/5 Expected Results	Achievements	Challenges/ Lessons Leant	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
Access to scientific information sources such as publications and open education resources increased	<ul style="list-style-type: none"> <li>Under a Memorandum of understanding signed with BBC and with financial support from the British Government, UNESCO acquired and extended rights for 46 science documentaries and distributed them through national broadcasting services in 41 African countries and 9 Asian countries; subject covered include basic sciences, life sciences, climate change, disaster mitigation and genetics.</li> <li>Launching of the Miftaah project to promote the development and dissemination of FOSS in the Arab region through an online community of practice composed by several universities and institutions. The project aimed at assembling and readapting a package of high quality free open source software in three languages (Arabic, French and English) and disseminating it in Arab countries on USB keys.</li> </ul>	<ul style="list-style-type: none"> <li>Popularising scientific knowledge is an important mission which can alleviate many divisive misconceptions about human conditions, but the ability for media to provide scientific information in an assimilative manner depends on the availability of trained professionals specialised in science journalism. Most local language media organisations cannot afford to hire qualified science journalists.</li> <li>Lack of possibilities to obtain expertise and visually stimulating material for science documentary programmes by local language broadcasters.</li> <li>Some vital science content – such as sciences on climate change – could be made available to media as right free material for dissemination.</li> <li>UNESCO Office in Rabat and ESCWA supported the production of the “portable Desktop (Miftaah)” available on a USB key and to manage its dissemination. The overarching project is a partnership between UNDP/BDP and ICTDAR.</li> </ul>		<p>The local production of science documentaries need adequate financial and human resources. Most media outlets in the developing countries do not prioritise science communication as a public service remit. Therefore State funded broadcasting services should be encouraged to give a high accord to science communication as a public service remit.</p>	
ICT based networking and knowledge sharing among	<ul style="list-style-type: none"> <li>Establishment of a university portal, based on the FOOS Moodle, in 3 universities from</li> </ul>	<ul style="list-style-type: none"> <li>A multistakeholder approach is required at different levels: financial,</li> </ul>		A specific institution has been established in Almaty	

<p>scientists strengthened</p>	<p>Central Asia (Kazakhstan , Tajikistan and Uzbekistan) and training of specialists from these universities;</p> <ul style="list-style-type: none"> <li>• (This activity carried out with operational and technical support from the University of Strasbourg (France) and in cooperation with the UNESCO Office in Almaty is a continuation of the e-campus cross cutting project)</li> </ul>	<p>operational and logistical</p>		<p>to manage further development of virtual university now fully supported by France</p>	
<p>Science training promoted through support to media training institutions</p>	<ul style="list-style-type: none"> <li>• Training needs and challenges to science journalists were elaborated during the UNESCO supported Fifth World Conference of Science Journalists (Melbourne, Australia, April 2007) attended by more than 500 journalists from 60 countries.</li> <li>• A syllabus on science journalism was introduced to the model curricula for journalism education developed by UNESCO through broad consultation The curricula including the syllabi on science journalism was validated during the World Congress on Journalism Education held in Singapore.</li> <li>• Twelve African media trainers trained on science journalism through regional workshops held in Bamako.</li> <li>• 30 journalists from Bangladesh, India, Nepal and Sri Lanka were trained through a regional workshop on reporting biotechnology issues in the media at the International Crops Research Institute for the Semi-Arid Tropics (ICRISAT) in Hyderabad, India</li> <li>• UNESCO organized a workshop for 26 science journalists from East Asia on 'Effective science communication in an era of globalization' at Chinese Academy of Sciences, Beijing, China</li> <li>• Through the Global Network of Young Television Producers 60 television producers from Africa, Asia and Latin America were trained on reporting HI/AIDS in the context of health science communication</li> </ul>	<ul style="list-style-type: none"> <li>• The lack of qualified trainers on science journalism in many developing countries remains a critical issue.</li> <li>• UNESCO should (a) explore the possibility of including science communication as a key element of undergraduate programmes of sciences; and (b) support the creation of a network of science journalists from developing countries and mobilize international support to offer them training opportunities and scholarships.</li> </ul>			

## Projects relating to cross-cutting themes

### Eradication of poverty, especially extreme poverty

#### 31 C/4 Strategic Objectives

Strategic objective 1: To contribute to a broadening of the focus of international and national poverty reduction strategies through the mainstreaming of education, culture, the sciences and communication.

Strategic objective 2: To support the establishment of effective linkages between national poverty reduction strategies and sustainable development frameworks, focusing on UNESCO's areas of competence. Furthermore, to help mobilize social capital by building capacities and institutions, especially in the public domain, with a view to enabling the poor to enjoy their rights.

Strategic objective 3: To contribute to an enabling national policy framework and environment for empowerment, participatory approaches and livelihood generation.

#### Para. 05311 Innovative applications of ICTs for Poverty reduction and achievement of MDGs.

Regular budget (rounded to \$ thousand)	
Planned: \$150,000	Actual: \$149,000

33 C/5 Expected Results	Achievements	Challenges/ Lessons Leant	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
<p>Research on ICT applications in support of MDGs conducted and shared</p>	<ul style="list-style-type: none"> <li>• 11 research and innovation sites initiated in Nepal, India and Sri Lanka, and a range of partnerships in place to support both technological and social innovations and strategies, including state governments and large scale development networks</li> <li>• Consultation with stakeholders and project partners held in May 2006; major research themes and content production strategies identified in relation to poverty and MDGs</li> <li>• Experience shared during the Symposia for Development Communication <a href="http://cmssymbols.cmsindia.org">http://cmssymbols.cmsindia.org</a> held in November 2007, in Hyderabad, India. Nine presentations were made sharing the experiences of the CCT programme with practitioners, academics, policy makers on the different areas of interest.</li> <li>• Research findings were disseminated through several publications, such as: Policy inputs for role of ICTs for Poverty Reduction ; <i>Narratives for the future- Digital Stories about the MDGs</i>; Local Information Network publication. <i>Case Study of three ICT projects in India</i> (co-funded by Information for All Programme); <i>Poverty and Digital</i></li> </ul>	<ul style="list-style-type: none"> <li>• The disparities in administrative and operational structures impacted on progress in implementation of this intersectoral and interagency project.</li> </ul>			

	<i>Inclusion: Preliminary findings.</i>				
<p>Usage of ICT by the poor and marginalized in selected communities increased ; eNRICH further developed and deployed</p>	<ul style="list-style-type: none"> <li>• Usage of ICTs by the poor and marginalized in selected communities increased through follow-up awareness raising activities, community based training and production, mobilization of community based trainers and animators through ten workshops in Sri Lanka, India, Bangladesh and Nepal on digital story telling; as also by supporting the establishment of multimedia facilities, community television and community exchange networks where content creation and dissemination are practiced, all with the potential of reaching over several hundred of thousands of poor households</li> </ul>	<ul style="list-style-type: none"> <li>• There is a need for deeper policy level consultation at the State level to ensure more universal access</li> <li>• There is also a need for more in-service training in the countries.</li> </ul>			
<p>Diversity and relevance of local content increased, especially in topics such as poverty eradication, gender equity and women's empowerment, education, combating disease and environmental sustainability</p>	<ul style="list-style-type: none"> <li>• Capacity-building and development of local content production was achieved through: <ul style="list-style-type: none"> <li>- 12 trainers trained in multimedia content creation skills (digital story telling) through a regional workshop for research/innovation sites in Bangladesh, India, Nepal, Sri Lanka in February, 2006;</li> <li>- 10 follow-up digital storytelling workshops executed involving 100+ ICT centre volunteers, community members and partner organisations in Sri Lanka, India and Nepal;</li> <li>- Local poverty- and other MDG-related content developed and widely distributed through innovative local dissemination channels: online networks, local cable TV networks, offline methods and national television networks. View stories at <a href="http://www.kothmale.org/dst/">http://www.kothmale.org/dst/</a></li> <li>- Four EAR workshops and two linking research to content creation conducted in India and Nepal. UNESCO's intersectoral collaboration between Community Learning Centres and CMCs to facilitate exchange and production of local content is ongoing</li> </ul> </li> <li>• Presentation of findings "Giving voice to local communities" was made at a joint</li> </ul>				

	<p>session of intergovernmental councils of the Information for All Programme (IFAP) and International Programme for the Development of Communication (IPDC).</p>				
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**The contribution of information and communication technologies to the development of education, science and culture and the construction of a knowledge society**

**31 C/4 Strategic Objectives**

- Strategic objective 1: Agreeing on common principles for the construction of knowledge societies
- Strategic objective 2: Enhancing learning opportunities through access to diversified contents and delivery systems
- Strategic objective 3: Strengthening capacities for scientific research, information sharing and cultural exchanges
- Strategic objective 4: Promoting the use of ICTs for empowerment, governance and social participation

**Para. 05321 ICTs helping to fight HIV/AIDS: changing young people's behaviour through preventive education schemes**

Regular budget (rounded to \$ thousand)	
Planned: \$198,000	Actual: \$198,000

33 C/5 Expected Results	Achievements	Challenges/ Lessons Leant	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
<p>Youth information centres created; development of information and media campaigns facilitated.</p>	<ul style="list-style-type: none"> <li>• Information structures were created in Africa and training was provided to youth leaders in Africa and Latin America in the use of ICTs for the efficient application of communication technologies in organizing information campaigns directed to broad youth audiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Activities were successfully implemented in close cooperation with UNESCO offices in Bamako, Quito, Rabat and Montevideo.</li> </ul>	<p>Efforts have been made to mobilise additional resources from UNAIDS, the World Bank and other national and local partners in order to further strengthen the activities in the field of using information tools for HIV/AIDS prevention among youth.</p>	<p>The following indicators should be taken into consideration in the process of future possible implementation of the activities under this CCT Project:</p> <p>Increased access to information of disadvantaged youth about HIV/AIDS risks; number of young people actually reached by the information and communication schemes.</p>	
<p>Appropriate pedagogical materials, data and online content on HIV/AIDS developed; websites on HIV/AIDS prevention and information and communication training schemes launched.</p>	<ul style="list-style-type: none"> <li>• Special attention has been given to the production of on and off line materials especially for young women.</li> <li>• Two regional youth internet portals have also been supported :</li> </ul>	<ul style="list-style-type: none"> <li>• Good potential and capacity to work in an intersectoral manner was demonstrated by the Team in charge of this CCT Project. The cooperation and complementarity between HQ and Field offices continued to be a factor for success.</li> </ul>	<p>Activities implemented were always designed and supported on co-funding principle. Moreover, decisions to allocate resources were taken after examining the capacities of the partners to use them in</p>	<p>Capacity building and training in ICT skills for an improved HIV/AIDS prevention (number of young people trained); number of youth leaders and organizations mobilized against HIV/AIDS.</p>	



	<p><a href="http://www.joveneslac.org">www.joveneslac.org</a> <a href="http://www.jeunessearabe.info">http://www.jeunessearabe.info</a></p>		<p>a rationalised and cost-effective manner.</p>	<p>Efforts should also aim at further increasing dialogue and on-line interaction of young people and youth leaders on the issue of best preventive practices and new ways for their implementation</p>	
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**Para. 05322 Harnessing ICTs for the audiovisual industry and public service broadcasting in developing countries**

Regular budget (rounded to \$ thousand)	
Planned: \$179,000	Actual: \$179,000

33 C/5 Expected Results	Achievements	Challenges/ Lessons Leant	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
<p>Debate launched on challenges and opportunities for broadcasting and audiovisual industry; policy-makers from developing countries advised in broadcasting and audiovisual policy-making and policy drafting supported in selected countries; cultural diversity and its expression through ICTs enhanced</p>	<ul style="list-style-type: none"> <li>• The knowledge and capacity-building increased in the field of broadcasting and audiovisual policy in Africa and the Maghreb countries, Asia and Latin America;</li> <li>• Comprehensive studies and recommendations published in 2006 and in 2007 in three books under the same title <i>Trends in Audiovisual Markets. Regional perspectives from the South</i> as well as <i>The Mongolian Media Landscape</i>; audiovisual landscapes in the subregions concerned analyzed and at the international level (Algeria, Burkina Faso, China, Colombia, India, Mauritania, Mongolia, Morocco, Nigeria, Peru, Philippines, Senegal, South Korea, Thailand and Venezuela).</li> <li>• Four capacity- building workshops, held in 2006 and 2007, in Singapore (with the Asian Media Information and Communication Centre – AMIC), Bogotá, Dakar and Rabat (in collaboration with ISESCO and the Friedrich Ebert Foundation) allowed for debate on the challenges and prospects for the audiovisual industry, fostering negotiations between culture/ communication and trade sectors and proposing plans of action.</li> </ul>	<ul style="list-style-type: none"> <li>• AV policies remain a major challenge for many developing countries and should be dealt with in the context of international (and national) realities and contradictions.</li> <li>• Developing countries, particularly LDCs should be advised and guided in this complex field.</li> <li>• Intersectoral cooperation with CLT and field offices (Beijing, Rabat, Dakar, New Delhi and San Jose) proved to be extremely useful and allowed to have a comprehensive approach to important issues with multidisciplinary implications.</li> </ul>	<p>This component of the CCT project has been implemented on the basis of three criteria: expertise, representative character of samples and cost-effectiveness.</p> <p>Trends in 15 countries from 4 different regions have been studied; four publications produced in English and/or French; four capacity-building workshop held.</p>	<p>Training and capacity-building for future work in this area were key components of this project.</p> <p>Research and recommendations have a long-term value although the data become unavoidably obsolete after a few years, needing then to be updated.</p>	
<p>Production and broadcasting professionals trained in ICT use; content produced and disseminated on major societal and development themes, such</p>	<ul style="list-style-type: none"> <li>• Content was produced and awareness raised on major societal and development issues through the project's component "ICT@PSB".</li> </ul>	<ul style="list-style-type: none"> <li>• Intersectoral cooperation with SHS proved to be useful and allowed to have a comprehensive approach to important issues with</li> </ul>	<p>The follow-up of the production process was coordinated by an international producer. This work was done virtually,</p>		

<p>as human rights, tolerance and peace, MDGs, EFA and HIV/AIDS.</p>	<ul style="list-style-type: none"> <li>• In May 2006, UNESCO released a series of programmes directed by filmmakers in Argentina, Colombia, Denmark, Egypt, India, Niger and Pakistan.</li> <li>• Capacities build in AV production, to set up quality standards and to illustrate how topics such as human rights, MDGs, freedom of expression, tolerance and peace can be approached by public service television.</li> <li>• Three programmes received in 2006 several Grand prix and Golden awards at the Monte Carlo International Television Festival, Aljazeera Documentary Festival, Rotterdam Arab Film Festival, National Festival Egyptian Cinema and others.</li> <li>• Launching of 10 video productions in Benin, Guatemala, India, Italy, Iran, Kenya, Mexico, Mozambique, Nigeria and the Philippines aimed at being delivered through podcasting platforms, hence exploring this new delivery system and its potential for public service purposes. The proposals for video podcasting were selected among more than 100 submissions for production grants.</li> <li>• In collaboration with the United Nations Department of Public Information, UNESCO produced several reports for "UN TV Magazine 21st Century", that reflects United Nations system priorities for the new millennium. Productions from Niger, Bangladesh, India and Burkina Faso/CIRTEF were selected. Additional funds raised and in-kind contributions from organizations such as CIRTEF and URTI, as well as African broadcasters and producers, contributed to the project achievements.</li> </ul>	<p>multidisciplinary implications.</p> <ul style="list-style-type: none"> <li>• A face-to-face interaction with the production group would have facilitated the implementation of this project, particularly its content production component and at the stage of rough cut evaluation</li> </ul>	<p>that is using on-line delivery systems to screen and evaluate the rough cuts of the productions. This reduced the cost of the work and of shipping.</p>		
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**Para. 05323 ICTs for intercultural dialogue: developing communication capacities of indigenous peoples**

Regular budget (rounded to \$ thousand)	
Planned: \$197,000	Actual: \$197,000

33 C/5 Expected Results	Achievements	Challenges/ Lessons Leant	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
<p>Indigenous community leaders trained in ICT use; indigenous cultural content produced; local content showcased at the international level.</p>	<ul style="list-style-type: none"> <li>• Awareness raised about indigenous creativity and the importance of cultural diversity and its expression through ICTs, thus reinforcing intercultural dialogue: the content produced in 2006 (13 documentaries, 1 fiction, 1 video clip and 2 DVDs with A-V archives) by the 11 indigenous communities trained in 2004-2005 (the Quechua of Peru; the Lecos, Tsimanes, Esse Ejjas, Mosetenes, Tacanas, Baures and Aymaras of Bolivia; the Pygmies of Gabon; the Himbas of Namibia and the San of South Africa) was distributed worldwide through different channels: media, universities, festivals, national events, mobile cinema units for rural areas, etc.</li> <li>• Four new local content production projects were launched in summer 2006 involving five new indigenous communities: . The "Grandma Syku's Sledge" project, with the Dolgan indigenous people from Siberia (Russian Federation), documenting their life and cultural traditions and resulting in the production of a DVD with a 30' documentary and an image library;</li> <li>• The project "TV Ayllu" with the Ayllus and Markas communities from Bolivia documenting their story within the larger context of the indigenous movement in Bolivia, through the production of two 30' documentaries;</li> <li>• The Massai pastoralists' project, resulting in a documentary on how a Massai community in Kenya promotes culturally-sensitive local development and the protection of their cultural and biological resources;</li> <li>• "Mayapo", a 30' documentary project by and with the Matsiguengas from Peru.</li> </ul>	<ul style="list-style-type: none"> <li>• One of the main challenges of the project was to identify training institutions and individuals who could ensure the highest training standards for the indigenous groups and at the same time preserve the indigenous approaches to story telling and expression.</li> </ul> <p>Lessons learnt:</p> <ul style="list-style-type: none"> <li>• Intercultural communication is not always working at the informational level in contemporary societies, as the public is often overwhelmed with too much information to which they cannot directly relate. Therefore, an alternative way of stimulating an inter-cultural dialogue through the media is by working at the emotional, cinematographic level. The type of and approach to intercultural dialogue varied across the projects and it was multilayered. During the production process the following levels and types were identified: (i) dialogue within the indigenous communities about their values and cultural practices, (ii) dialogue between the professional non-indigenous film-makers and the indigenous communities to develop a shared understanding about the project and about what to show, why and how, (iii) dialogue with the indigenous trainees in the process of script writing, which involves strong cultural references. A different type of dialogue happened through the distribution of the content, i.e. with other indigenous communities, at country and international levels.</li> <li>• Indigenous aesthetics were defined</li> </ul>	<p>The follow-up of the production process was coordinated by an international producer. This work was done virtually, that is using on-line delivery systems to screen and evaluate the rough cuts of the productions. This reduced the cost of the work and the shipping expenses.</p>	<p>Training is sustainable by nature. The newly acquired knowledge remains once the training courses have finished. It builds capacities for future work and self-expression.</p> <p>Content with artistic and/or universal value also remains and has a significant catalytic effect; it can be shared and experienced by audiences and interested communities for many years to come. Some content may even gain value with time.</p>	

	<p>All participating communities were provided with intensive training courses on ICT use, (from one to 11 months) including camera and digital editing know-how, during which the above-mentioned projects were developed .</p> <ul style="list-style-type: none"> <li>• A UNESCO production workshop gathered participating indigenous groups in Igualada/Andorra La Vella (Spain/Andorra), in October 2006. The workshop reached the objective of sharing lessons learned from the first phase of the project (2004-2005), and conceptualized and planned the training and production component. Furthermore the workshop reinforced the theoretical knowledge and capacity of participants regarding the issue of indigenous identity and self-expression.</li> </ul> <p>The packaging and copying of final materials will be finalized in January 2008, when the dissemination of the content will start.</p>	<p>as “sensory perceptions and deeper knowing informed by our languages, organized in contextual spaces from which have been born our origins”.</p> <ul style="list-style-type: none"> <li>• As for the first phase of the project, a team of researchers from the University of Western Sydney, and the University of Technology (Australia) are currently evaluating the results of the second phase projects. The evaluation will be available in March 2008.</li> </ul>			
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**Para. 05324 E-campus – Improving open distance learning**

<b>Regular budget</b> (rounded to \$ thousand)	
<b>Planned: \$143,000</b>	<b>Actual: \$142,000</b>

33 C/5 Expected Results	Achievements	Challenges/ Lessons Leant	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
<p>University digital libraries established; quality insurance criteria adopted and disseminated</p>	<ul style="list-style-type: none"> <li>• Agreement established for the development of partnership for electronic campuses in Central Asia between UNESCO, the International Research Program Alumni Association as the DLNet consortium coordinator, Central Asian institutions, and the Interuniversity Computing Management Service of the three universities of Strasbourg, France (SIIG). This agreement is based on the results of the international conference “Developing Information Technologies in Higher Education”, and the recommendations of the Round Table on “Strengthening the Development of Distance Training Networks in Central Asia (DLNet).</li> <li>• Portal installed in 2005 and 2006 and the</li> </ul>	<ul style="list-style-type: none"> <li>• The objective of this component of the e-campus is to enable countries to develop the capability to deliver training according to the policy in place, and therefore to design, deliver and manage e-education programmes and services to end users: learners, teachers and trainers, managers, and to the e-education resource network.<sup>2</sup></li> </ul>		<p>The sustainability of a project of this nature requires an institutional cooperation environment. Such an environment was established through the agreement between the network of Central Asian universities, the University of Strasbourg, UNESCO, which is a good example of North/South cooperation.</p>	

	<p>required staff trained in the four following institutions:</p> <ul style="list-style-type: none"> <li>- Kazak State University Al Farabi in Almaty, Kazakstan;</li> <li>- State National University of Tajikistan in Dushanbe, Tajikistan;</li> <li>- Technical University of Tashkent, the Uzbek Republic.</li> <li>- UNESCO Office in Almaty.</li> </ul>				
<p>Distance training materials adapted and translated; ODL methods and guidelines accessible online and off-line</p>	<ul style="list-style-type: none"> <li>• Production of Computer Navigator Certificate based upon FOSS in collaboration with the Commonwealth of Learning.</li> <li>• Production of an “Open Distance Learning (ODL) Project Binder / Toolkit”, based upon FOSS and OER was also started.</li> <li>• Support given for the participation of African French Speaking participants to a training workshop on building free content educational resource with WikiEducator (OERs): the event took place end of August and was organized in collaboration with Accra Office and in collaboration with COL</li> </ul>	<ul style="list-style-type: none"> <li>• As regard the use of computer technology into public administrations, there is a need to foster the interoperability of their diverse ICT systems by requiring the use of open standards and open file formats irrespective of their choice of software. They should also ensure that the encoding of data guarantees the permanence of electronic public records and is not tied to a particular software provider.</li> </ul>	<p>Efforts were made to put together in a consortium similar competencies and expertise from different operators acting in the same lines to avoid duplication and redundancy.</p>	<p>UNESCO played the role of initiator and catalyser and succeeded in attracting the cooperation of well known specialized institutions</p>	
<p>ODL support and training centres in sub-Saharan established and staff capacities improved to develop and provide ODL services</p>	<ul style="list-style-type: none"> <li>• Elaboration of a national policy for the development of a network of education resources centres for teacher training supported in Democratic Republic of the Congo , in cooperation with the National Pedagogic University and coordination with the TTISSA initiative and the Task Force for DRC and the Great Lake Region. A project was prepared and discussed with new government of DRC, Belgium, France, the European Space Agency and companies from the private sector (CISCO, HP), and the Association of African Universities. A first group of trainers was trained, and an ICT-based training centre was established at the UPN. The project is included in the UNESCO-DRC cooperation strategy update as an outcome of the intersectoral UNESCO mission to DRC in June 2007.</li> <li>• Open Training Platform developed in collaboration with the NGO Human Information. This platform initiated by UNESCO offers development stakeholders to make training and capacity-building</li> </ul>			<p>Outsourcing is now necessary to ensure the sustainability of the Open Training Platform. It is also necessary to regionalize its management to comply with local linguistic considerations.</p>	

	resources worldwide openly available for anyone to be used and localized, at the service of local communities and specialized communities for development.				
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**Para. 05325 ICT-supported distance education for secondary schools in Asia, Africa and Latin America**

Regular budget (rounded to \$ thousand)	
Planned: \$190,000	Actual: \$176,000

33 C/5 Expected Results	Achievements	Challenges/ Lessons Leant	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
ICT-based delivery systems reviewed, exchanged and harmonized on the national and international level	<ul style="list-style-type: none"> <li>The prototype of interoperable ODL systems in Kazakhstan, Ecuador and Namibia have been developed and successfully deployed; Staff of educational institutions was enabled to produce the ODL content; marginalized groups received the ODL courses. Project roll-out to remote areas in each country has been accomplished.</li> </ul>	<ul style="list-style-type: none"> <li>ODL policies are often not supported by legal and budgetary provisions and/or clear implementation mechanisms</li> <li>Countries should be aware of experts and companies who falsely claim to provide free Learning Management Systems.</li> </ul>	Given the immediate and long-term impact on the educational systems and end-users, the project was highly cost-effective, as UNESCO seed funds were sufficient to cover the costs of development and deployment of three complex, fully functioning ODL systems.	The project became part of national education plans such as Education and Training Sector Improvement Programme in Namibia, the Education Law and the State Programme on the development of education in the Republic of Kazakhstan for 2005-2010.	
Quality-distance education courses delivered via e-learning, alternative delivery systems and distance education to students from low-income families and remote rural areas.	<ul style="list-style-type: none"> <li>The project reached out to marginalize communities in every country. E.g. in Ecuador the 3D Virtual Campus provides student services such as on-line library, on-line tutors, on-site tutors, on-line student orientation and guidance, counselling.</li> <li>Over 400 students, among which 200 ethnic minority women leaders, 100 Latin American emigrant and non emigrant students. The geographical coverage doubled. More than 2500 persons (students and families) benefited directly and 3300 persons (students and communities) benefited indirectly from the project in Ecuador.</li> </ul>	<ul style="list-style-type: none"> <li>The project sites faced challenges posed by economic adversity in remote areas such as poor communication infrastructure and lack of teaching staff which complicated significantly the ODL delivery.</li> </ul>	"I am proud to tell you that I am attending computer training at NAMCOL, free of charge." (first email message from a female participant at the project computer literacy course in Oshakati, Namibia to her friend). Also in Namibia CDs with web based lessons have been purchased by users and institutions. In Kazakhstan, the CCT intervention allowed 287 comprehensive schools of this region, 217 schools (76.7%) including 129 village schools (65.8%) to gain access to global internet.	Once brought into collaborative network and empowered with the innovative methodologies, the participating institutions: NamCol, SAIDE, RCIE MES RK, Colegio Virtual Iberoamericano, Fundación UVIA (Unidad Virtual Iberoamericana) assumed the ownership of the project.	
Global alliance of partners and sites for innovation on ODL initiated.	<ul style="list-style-type: none"> <li>Mongolia was involved in the last phase of the project through a number of ODL events. At the Commonwealth Forum on Open Learning in Jamaica, the project in</li> </ul>	<ul style="list-style-type: none"> <li>Despite language and cultural differences, all participating countries choose almost identical basic set of components in the LMS and the</li> </ul>	UNESCO Beijing, Almaty, Quito and Windhoek Offices promoted synergies with on-going national and regional projects.	It is the first time that a multilingual (English, Russian/ Kazak, Spanish and Mongol) initiative in the area of alternative modes of	

	<p>Namibia was awarded an international award for best e-learning materials. CCT Global Review Workshop place at the NAMCOL Centre in Windhoek, Namibia in November 2007 draw participants and reports from all project pilot sites. The sites vowed to continue their collaboration after the end of the financial support by UNESCO</p>	<p>course delivery modes.</p>	<p>Contributions ranged from customization and provision of teaching materials and courses and LMS to trainings, site piloting, monitoring, etc.</p>	<p>educational delivery has been conducted by UNESCO. The experience needs to be mainstreamed into the UNESCO global programme and flow of information concerning ODL world-wide.</p>	
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**Para. 05326 Promoting Free and Open Source Software (FOSS) and building capacities for the FOSS development of information processing and education software tools**

Regular budget (rounded to \$ thousand)	
Planned: \$200,000	Actual: \$200,000

33 C/5 Expected Results	Achievements	Challenges/ Lessons Leant	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
<p>Awareness of potential of FOSS increased</p>	<ul style="list-style-type: none"> <li>Dissemination of FOSS concepts, content and a variety of FOSS applications have been increased through UNESCO's portal on FOSS located on the UNESCO's WEB World.</li> <li>Awareness of potential of FOSS and its applications enhanced through region-wide events, such as "Eurasia Conference on Promoting FOSS Solutions" and African "Rencontres Mondiales du Logiciel Libre (RMLL)", covering over 50 countries convened in collaboration with UNESCO field offices in New Delhi, Montevideo, Addis-Ababa and Almaty.</li> </ul>	<ul style="list-style-type: none"> <li>Government support is one of the most important factors to widely introduce FOSS applications for national capacity building.</li> <li>A successful awareness of FOSS entails combination with more technical methodologies such as practical ways of installation of FOSS packages and after-service maintenance.</li> </ul>	<p>The RP has been "seed funds" to generate extra-budgetary funds. Thanks to UNESCO's FOSS activities, UNDP in Malaysia has put several millions in FOSS in Malaysia.</p>	<p>UNESCO should continue to support FOSS activities in the developing nations to sustain FOSS applications into national sectors.</p>	
<p>Equitable access to and free sharing of information and knowledge enhanced.</p>	<ul style="list-style-type: none"> <li>A series of training platforms to foster sharing of information and knowledge on FOSS solutions and FOSS capacity building were held in Kiev/Ukraine, Almaty/Kazakhstan and Addis-Ababa/Ethiopia, which have explored best FOSS solutions to universities and created FOSS strategic approaches for FOSS research and training centers.</li> <li>Through the above training activities, over 300 information specialists and FOSS supporters were trained in FOSS solutions on "Learning Management Systems (LMS)" and FOSS applications into libraries, public administrative procedure and communications.</li> </ul>	<ul style="list-style-type: none"> <li>It is important to enlist local partners' support to forge equitable access to FOSS.</li> </ul>	<p>In Central Asia, Tajikistan's "Public Fund Civil Initiative on Policy of Internet" provided significant support for UNESCO's FOSS activities.</p>	<p>Efforts should be made to explore the capacity of the existing network of FOSS experts and institutions specialising in FOSS applications.</p>	

<p>Applications of FOSS solutions expanded in particular in education.</p>	<ul style="list-style-type: none"> <li>• In order to extend FOSS applications in education, a series of Internet forums were organized by IIEP to promote discussion and information sharing on key issues related to the use of ICT in higher education with 260 participants from 65 countries.</li> <li>• In science, particularly in the field of oceanography, an oceanographic research on the basis of FOSS was performed successfully under the coordination of UNESCO's IOS to produce ICT applications into the field</li> <li>• With a view to expanding FOSS solutions to grass root people, updating and applications of Open eNRICH to communication for development has been conducted in collaboration with local partners in India.</li> <li>• An UNESCO inventory of FOSS solutions has been prepared for dissemination in collaboration with a NGO, which contains some 100 FOSS solutions in education and science, and guidance for applications of best FOSS solutions in Latin America and the Caribbean has been produced in partnership with regional FOSS communities.</li> </ul>	<ul style="list-style-type: none"> <li>• The events contributed significantly to promoting increased awareness of FOSS solutions in education in developing countries.</li> <li>• Education, science and communication require more support from the Organization in FOSS applications</li> <li>• Latin America is one of the most advanced region in FOSS applications into national sectors.</li> </ul>		<p>The internet forums which require no significant funds are one of the essential ways to increase awareness of FOSS solutions in education.</p> <p>UNESCO should encourage disseminating globally the experiences of Latin America gained in FOSS applications into national sectors.</p>	
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**Para. 05327 UNESCO Knowledge Portal: building knowledge communities**

<b>Regular budget</b> (rounded to \$ thousand)	
<b>Planned: \$247,000</b>	<b>Actual: \$235,000</b>