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Agenda item for discussion

Analytical Overview of Implementation Reports on IPDC-supported Projects

INFORMATION NOTE

SUMMARY CONTENT OF DOCUMENT

This document presents an overview of the implementation reports submitted as part of the implementation of IPDC projects approved by the 60th IPDC Bureau Meeting. Its aim is to continue recording actionable knowledge within the framework of the Knowledge-Driven Media Development initiative.

Overview of Implementation Reports on IPDC-supported Projects (March 21, 2017)

1. Background
2. Key outputs
3. Conclusion
4. Bureau action

1. BACKGROUND

As a reminder, the IPDC Bureau approved 51 project proposals for a total amount of **US\$721,000**.

2016: Total Projects (51)

REGION	TOTAL AMOUNT (USD) EXCL. 10% OVERHEAD	TOTAL AMOUNT (USD) INC. 10% OVERHEAD
AFRICA	\$238 181,82	\$262 000,00
ARAB REGION	\$66 818,18	\$73 500,00
ASIA AND THE PACIFIC	\$205 454,55	\$226 000,00
LATIN AMERICA AND THE CARIBBEAN	\$117 727,27	\$129 500,00
GLOBAL	\$27 272,73	\$30 000,00
TOTAL	\$655 454,55	\$721 000,00

At the time of preparing this report, 38 implementation reports had been received, accounting for 74.5% of all the reports. These reports formed the basis of this analytical overview. Of the 38 projects reported on, 15 were fully implemented, while implementation for 23 was still ongoing.

This analysis is primarily aimed at highlighting key outputs in terms of the expected results of a random sample of each of the implementation reports and presenting challenges and lessons learnt.

2. KEY OUTPUTS

The outputs, as noted above, are presented in terms of the expected results of the implementation reports analysed for this purpose. In general terms, each of the key outputs listed below highlights the varying degrees to which each project contributed towards the overall realisation of five of the six IPDC priority areas, as articulated by the IPDC Bureau in 2015.

Table 1: **Key outputs by selected IPDC priorities**

IPDC Priority	Key achievements	Geographical scope
Supporting media pluralism through community radio	<ul style="list-style-type: none"> ▪ 60 people were trained in community broadcasting and sustainability in Jamaica ▪ In Palestine, some 15 community journalists were equipped with HD video cameras and video editing units, as part of a larger effort to produce some 36 stories for the attention of policymakers on a range of issues. ▪ Five community radio stations benefited from training by the Zimbabwe Association of Community Radio Stations (ZACRAS), focused mostly on improving coverage of community voices and youths. ▪ The development of a Southern African Directory on Community Media Advertising by the Sol Plaatjie Institute (SPI) for Media Leadership at Rhodes University in South Africa had finally begun, after failing to take off on time for several reasons, including the need to agree copyright on the research outputs between Rhodes University and UNESCO, and the fact that payment of UNESCO's first tranche for the project was made to an incorrect bank account. ▪ Chirundu Community Radio in Malawi was on the way to securing equipment, with its building renovated and a community governing committee put in place. In Lesotho, such equipment was already in place, including a mixer, speakers, microphones, voice recorders and station logger, among others. A training workshop had also already been held. ▪ In the Dominican Republic, 30 local journalists had already been trained in the techniques of producing digital and hypermedia content for the local media in the East Region of the country. The workshop covered the production of multimedia content and social media management, among other topics. 	Jamaica; Palestine; Zimbabwe; South Africa; Malawi; Lesotho; Dominican Republic; Bangladesh
Promoting the	<ul style="list-style-type: none"> ▪ 10 media practitioners were trained on generic 	Somalia;

safety of journalists	<p>safety protocols for media owners and managers and 25 members of the Somali Network 13 (project implementer) were also trained on how to develop media monitoring systems for media houses in Mogadishu, Somalia.</p> <ul style="list-style-type: none"> ▪ MISA-Swaziland conducted training for 14 media practitioners (5 women) on the safety of journalists. The majority of the participants were editors, heads of news and reporters. ▪ In Kazakhstan, a training workshop was carried out on the safety of journalists as part of a larger effort to improve journalistic access to information. 	Swaziland; Kazakhstan
Supporting law reform	<ul style="list-style-type: none"> ▪ 25 stakeholders, including 18 journalists participated in the first workshop on self-regulation, which was held in St Lucia. ▪ In Paraguay, 100 journalists (60 men, 40 women) were trained on how to use the freedom of information law. ▪ In Uruguay, a similar activity was attended by 45 participants including ministers of courts of appeal, judges of first instance, tax lawyers and journalists from various print media. Also in attendance from Washington via web streaming was the Special Rapporteur for Freedom of Expression of the OEA, Dr Edison Lanza. ▪ In Argentina, another similar conference was attended by around 45 people, including members of the judiciary, journalists, the Executive Secretary of ADEPA (Association of Argentinean News Entities) and FOPEA (Argentine Journalism Forum), the Finnish ambassador, Jukka Siukosaari, students and other stakeholders, including the press advisor to the Paraguayan Supreme Court, Mr. Costa. ▪ In Madagascar, the process of legal reform, in response to efforts at adopting a code of ethics by journalists, was underway, albeit slowly. ▪ A national consultation on policy reform to include marginalised groups in Nepali media was held, albeit with little representation from rural areas. ▪ The International Day of the Right to Information event was jointly held by the Supreme Court of Justice, the Ministry of Justice, the Public Ministry of Paraguay, UNESCO, the IACHR Rapporteur on Freedom of Expression, USAID-CEAMSO and the Inter-American Institute of Human Rights. 	St. Lucia; Paraguay; Uruguay; Argentina; Madagascar; Nepal.
Conducting media assessments	<ul style="list-style-type: none"> ▪ 7 MDI, JSI & GSIM assessments and activities were underway in Mexico, Suriname, Haiti, Rwanda, Kenya and Somalia. More specifically: <ol style="list-style-type: none"> 1. The implementing partners had submitted the draft JSI-based reports for Rwanda, Kenya and a regional one focusing on freedom of expression in Kenya, Rwanda and Somalia which had since been reviewed and sent back with request for additional information to meet 	Mexico; Suriname; Haiti; Rwanda; Kenya; Somalia; Cuba.

	<p>the expected outputs. The assessment report on safety of journalists in Somalia had not been submitted at the time of reporting.</p> <ol style="list-style-type: none"> 2. In Cuba, a first draft of the study report was produced and shared with stakeholders at a validation workshop held in Las Tunas, with 40 participants. Recommendations are currently being integrated in the report to produce a final version. 3. In Mexico, discussions were underway as to how best to localise the UNESCO GSIM for media and training purposes. 	
Capacity building	<ul style="list-style-type: none"> ▪ 30 people were trained in investigative journalism in Jamaica, among whom two fellows were selected to publish investigative stories using online resources (e.g. Twitter). ▪ Another 24 journalists from the Caribbean region were trained in advanced investigative journalism. ▪ In Suriname, 22 journalists received training in news writing and investigative journalism, using the services of two teachers from the Netherlands as local trainers had little media training and experience. ▪ 15 community radio journalists from 15 community radio stations in the Ruwenzori region of Uganda were trained on the role of media in elections, including basic media and electoral laws, peace journalism, how to design effective media campaigns during elections, how to cover elections and how to conduct electoral talk-shows. ▪ Over 30 participants from the UNESCO Tehran Cluster countries (Afghanistan, Iran, Pakistan and Turkmenistan) were trained on reporting climate change and water resources. Participants also included representatives from Malaysia and Oman. The training material used was prepared by two renowned water and media international experts based on the UNESCO publication entitled "Teaching Journalism for sustainable development". All training materials and documents were translated into Farsi as well. ▪ In Swaziland, work started to develop a distance learning programme for media practitioners by the University of Swaziland's Department of Journalism and Mass Communication. ▪ In Sri Lanka, 32 applications for investigative journalism fellowships were individually assessed by members of an expert panel set up for the purpose. The selection criteria took into consideration each applicant's work experience, samples of work and a statement explaining their interest in the theme of the fellowship. 	Jamaica; Uganda; Suriname; Afghanistan; Iran; Pakistan; Turkmenistan; Malaysia; Oman; Swaziland; Sri Lanka

3. CONCLUSION

As noted above, this overview represents some 74.5% of the implementation picture of IPDC's 2016-2017 projects. Individual implementation reports are available online and they give a fuller, more individualized assessment of each project reported on, including pictorial and other anecdotes of impact, where available. More importantly, they demonstrate how IPDC support is making a difference to media practitioners and in the communities in which the projects are undertaken. Examples include a project in Uganda in which 15 community radio stations were trained for conflict-sensitive reporting in a volatile region, Ruwenzori, where ethnic tensions have been the norm. Similarly, the training of Somali journalists in safety protocols was almost an instantaneous outcome, equipping them with knowledge and skills to better protect themselves in the often conflict-ridden zones of their country.

Seven key challenges and lessons arise from this analysis. They are presented below in terms of (a) the lessons about problems experienced; and (b) the lessons from successful dimensions of implementation. However, in some cases an analysis of the problems faced overlaps with the successes scored in order to resolve those very problems. So, this two-fold analysis is more for presentational than substantive purposes.

(a) Lessons about problems experienced

- Firstly, inadequate resources are singled out as an issue for several projects, although this depends on the nature of the project. For example, in a project on media fellowships, extensive travel was required to do the investigative work on the indigenous Maroons of Jamaica and illegal migration in the Caribbean. However, this problem was partly addressed by partnering with other organizations and NGOs to supplement the budget. Still, a key lesson remains one of managing budgetary expectations, especially with respect to projects that are likely to require more resources than those budgeted. Even so, partnerships for resource mobilization do not necessarily work. For example, as is reported for one project, it was easier to obtain funds to train 'public officers' than journalists – who are nevertheless the 'pivotal group for the adequate implementation of access to information legislation, and they are highly motivated'.
- Secondly, project objectives need to be as modest as possible, especially where influencing complex social and political processes is concerned. For one Ramallah project, the goal was to reach out to policymakers and influence their decision-making with respect to marginalized groups' voices. It turned out that, although the journalists trained valued the project, the few decision-makers reached with their journalistic outputs/messages were not 'effective enough', indicating how complex the process of transformation can be under certain circumstances. A related problem with respect to this same project was the difficulty in getting the Gaza staff and those in the West Bank under one roof for the same training. The use of Skype was not as easy as originally thought, suggesting that technological solutions may not always be relied upon in the effective implementation of projects. Here, another significant finding is that projects on legal reform – as another aspect of political transformation -- generally take longer to implement. For example, in Madagascar, the 'project implementation did not start on time as there was a delay in the final approval of the Media Law'. Journalists are still in the process of lobbying for changes to the media law, such that only the training on ethical aspects and the media's Charter of Commitment could take place. Training on the media law itself had not yet started, as aspects of the project were contingent upon the media law being in place. Assessment of project applications should, where possible, also assess whether the activities envisaged in the proposal documents may be premature.
- Thirdly, there is need for projects, right from inception, to have an idea of how participation by beneficiaries will be disaggregated across geography. For example, an urban-based media reform workshop in Nepal excluded many of the very marginalized people for whom the media reforms were meant. Such disaggregation is important not only at this micro-project level but also because the attainment of the Sustainable Development Goals (SDGs) are increasingly demanding such disaggregation across geographical location, race, education, gender, etc.

- Fourthly, beneficiary staff time plays a critical role in implementing projects, and this needs to be secured at the time of project submission and analysis by the IPDC Secretariat. For example, in the case of Sri Lanka, the biggest challenge faced was the submitter's inability to carry out the project because the UNESCO budget did not cover the Centre for Poverty Analysis (CEPA)'s staff time. The project's initial delay was partly due to CEPA staff trying to work on the project in addition to other ongoing work. This was resolved to some extent when an external consultant was hired to coordinate the project at the expense of CEPA. Another example – perhaps on the extreme end – was in a San Jose regional project on strengthening capacities and democratizing knowledge about protection mechanisms and free expression, whereby the grantee indicated that they could not implement the project due to personnel issues. This calls for more robust due diligence in discussions with potential project submitters about their capability to carry through the project.

With respect to the whole issue of capability, another important question emerging is that of expertise for effective project implementation. While it is desirable to use local expertise, this is not always the case. There is need, at the level of project inception, to have an idea of the availability of such expertise. For example, in Suriname, it was difficult to hire quality personnel to train the journalists. As such, two trainers from the Netherlands had to be brought in. This was more expensive than hiring local teachers. The problem of lack of local trainers was also true of the Iranian project on climate change and water resources training for journalists. But once the trainers had been selected, the preparations for the workshop advanced smoothly, with the content proving satisfactory to the participants.

(b) Lessons from successful dimensions of implementation

- Fifthly, the importance of assessing strengths and weaknesses of partners, and of building and maintaining good relationships with partners, even outside of the implementation period of our projects, cannot be over-emphasised. For example, in one of the Caribbean projects, three of the initial intended beneficiaries (JET FM, MORE FM and WAVS FM) declined to participate in the training programme because of other commitments. This caused a setback at the start of the project which, however, was quickly resolved by engaging other community radio stations (ABENG Radio and Alpha Boys School Radio), who were happy to join ROOTS FM to make the project the success that it was. This was also true of Somalia, where 'the established partnerships and mutual collaborations between Network 2013, IMS-Fojo and with other stakeholders working in the media industry in Somalia provided a good blend of expertise needed for this activity.'
- Sixthly, the use of IPDC normative instruments continues to register success – in some cases innovatively so. For example, in Argentina, in the course of the research carried out to implement the project, it was discovered that, in order to study 'the realities of community radios in Argentina', the implementers could use UNESCO's Media Viability Indicators 'not in direct application but as inputs to trigger the analysis and reflections of the stations themselves ... based on their historical experiences.' Rather than conducting a nationwide assessment of the media economy as such, the Media Viability Indicators became a tool for institutional analysis and reflection on the part of the radio stations concerned.
- Seventhly, although community radio practitioners are not always licensed to broadcast on the airwaves in some countries, they have come up with innovative ways of distributing their content. For example, in Zimbabwe, ZACRAS members are not licensed community radio stations, but some of them developed partnerships with regional commercial stations to broadcast the community programmes they produced. For instance, one such ZACRAS member produces community radio programmes which are aired by S-FM, a regional commercial station. This raises the question as to whether formal licensing must continue to remain the key criterion in determining IPDC support for community broadcasters, if the applicant is able to demonstrate convincing alternative ways to have content distributed.

4. BUREAU ACTION

The Bureau, having discussed this document, may wish to:

- Note the key outputs recorded in the implementation reports as forming an important knowledge base that can inform ongoing and future decision-making regarding the IPDC's media support.