UNESCO

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、
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**Bureau of Strategic Planning /
Internal Oversight Service**

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Results Achieved for the Individual Main Lines of Action (MLA) of the Communication and Information Sector

UNESCO
2006

Results-based report for: 05111 MLA 1: Promoting research, principles and policies for knowledge societies

Title of element/unit

05111 MLA 1: Promoting research, principles and policies for knowledge societies

Inputs/Funding

Regular budget $973,400; Extrabudgetary –

Justification/Identification of needs/Background

The globalization process, largely driven by information and communication technologies (ICTs), is leading to fundamental social and cultural transformations in which knowledge and information are the principal forces. Knowledge and information increasingly determine patterns of growth, thus building opportunities for development, more effective poverty reduction and preservation of peace. In this context, UNESCO's core missions to "promote the free exchange of ideas and knowledge" and to "maintain, increase and diffuse knowledge" have never been more relevant. Communication and information open new horizons for creating inclusive knowledge societies through education, the exchange of scientific knowledge and the promotion of creativity and intercultural dialogue. ICTs also bring about new challenges for freedom of expression and cultural diversity, gender equity and reduction of disparities and new forms of exclusion existing in access to and participation in the information society. A number of international and regional initiatives have been launched to help to narrow the digital divide, including UNESCO's Information for All Programme (IFAP). Its underlying principles, particularly those of education for all, universal access to information, freedom of expression and cultural diversity (many of them are reflected in the "Recommendation on the Promotion and Use of Multilingualism and Universal Access to Cyberspace") were among the topics discussed during the first part of the UN/ITU-led World Summit on the Information Society (Geneva, December 2003).

Strategies/Implementation

UNESCO will continue to pursue strategic objectives 10 and 11 of the Medium-Term Strategy for 2002-2007 and to promote four closely linked principles for the development of equitable knowledge societies addressed by the ministerial round table "Towards knowledge societies" held during the 32nd session of the General Conference and the World Summit on the Information Society (WSIS): equal access to education, universal access to information, freedom of expression and cultural and linguistic diversity. UNESCO will contribute to the creation of an international strategic partnership to enhance means of communication, reduce the digital divide and establish a knowledge society that is open and non-exclusive. Support will be provided to Member States for the formulation and adoption of integrated communication and information policies and strategies and the establishment or adaptation of media legislation as well as laws promoting access to information, which conform to internationally recognized principles of freedom of expression, human rights and democracy. Based on the promotion of the concept of "public domain of information" as a "common public good", the strategy aims at encouraging national authorities to adopt pertinent policies and guidelines to facilitate the development of a vibrant public domain which is key in addressing existing disparities and providing broader access to global information networks. In a context of challenges posed by the new media, the strategy will also consist in sensitizing governments, parliamentarians and public institutions to the importance of freedom of expression, including freedom to access, to produce and to share information which is essential for enhancing democratic governance and transparency. Consultations and consensus-building will be pursued on important ethical, socio-cultural and policy issues underlying the development of inclusive knowledge societies, at the global and regional levels and, involving all stakeholders. Due attention will be paid to the impact of globalization on knowledge societies, including the potentially negative aspects, notably by encouraging the production and dissemination of local content. Through WebWorld, the website of the Communication and Information Sector which includes the Observatory on the Information Society, UNESCO will concentrate on the collection of pertinent information and monitoring of main trends. Another important element of the strategy will be the application of the most recent results of international research and the identification and diffusion of sustainable operational models. Special attention will be paid to emerging gender-related issues as well as to the needs, contributions and expectations of young people in all policy, societal and regulatory aspects related to ICTs. Action will be targeted to the needs of developing countries, especially the least developed countries and countries in transition. Key to the strategy will be closer synergies with international partner initiatives such as the UN ICT Task Force, the World Summit on the Information Society (WIS) (Tunis, 2005) and the Global Knowledge Partnership, as will regional initiatives such as the New Partnership for Africa's Development (NEPAD) while enhancing the Organization's own intergovernmental and international cooperation mechanisms, mainly its Information for All Programme (IFAP), which will work in synergy with the International Programme for the Development of Communication (IPDC).

Results-based report for: 05111 MLA 1: Promoting research, principles and policies for knowledge societies

Expected results and results achieved, 2004-2005

Expected result 1	Results achieved	Results not achieved	Lessons learned, success factors and challenges
International framework of cooperation for building knowledge societies strengthened and the Information for All Programme (IFAP) consolidated. *Performance indicators:* *– IFAP Council and the Bureau involved in planning and reviewing of programme activities through two Council meetings and four meetings of the Bureau;* *– number of national IFAP committees established;* *– number and quality of supporting actions undertaken by IFAP National Committees or other agencies to implement information strategies at the national level;* *– number of joint interventions by IFAP and IPDC on major issues relating to building of knowledge societies.*	• Role and focus of IFAP sharpened with the adoption by its Council of three priority areas; IFAP approved funding for 24 projects in these areas. • Network of IFAP National Committees expanded (bringing the total to 52). • Vision and mission of Asia/Pacific Information Network (APIN) defined and a plan of action approved to build knowledge societies. • Impact and visibility of IFAP increased; IFAP consulted on preparation of 33 C/5.	• No joint IFAP/IPDC interventions.	• Need to enhance networking with National IFAP Committees. • Need to involve field offices more strongly in the creation and operations of National IFAP Committees. • Need to enhance the visibility of IFAP. • Need to improve joint actions between HQ and FO for enhancing the visibility of IFAP. • Need to increase cooperation between IFAP and IPDC secretariats. • Need to establish methods for monitoring and measuring the impact of IFAP and its Intergovernmental Council.
Expected result 2 UNESCO positioned and active as a key organization in preparing for the second part of WSIS (Tunis, 2005).	• UNESCO's key principles for knowledge societies endorsed, including through four WSIS thematic meetings held in 2005 on "Freedom of Expression in Cyberspace" (Paris), "Multilingualism for Cultural Diversity and Participation of All in Cyberspace" (Bamako), "ICTs for Capacity-Building: Critical Success Factors" (Paris), and "Cultural Diversity in Knowledge Societies" (Saint Petersburg). • UNESCO identified as one of the main "facilitators" of multi-stakeholder implementation in seven out of eleven WSIS Action Lines; and its role in the overarching United Nations wide coordination mechanisms for WSIS outcomes confirmed. • E-LAC 2007 regional action plan revised on the basis of inputs from the government, private sector, civil society and international organizations from 29 countries in Latin America and the Caribbean. • Action plan for Arab States developed in coordination with ESCWA and ICTDAR; and principles of linguistic and cultural diversity promoted in Arab States in collaboration with ISESCO.		• Consistency of key message "towards knowledge societies" and related principles as key success factors. • Visibility of UNESCO increased at WSIS in Tunis; and its value-adding role in ICTs recognized. • Importance of good coordination with UNESCO Liaison Offices in Geneva and New York.

	• Contribution made to the Global Knowledge Partnership (GKP) strategy for 2005-2010 incorporating relevant WSIS actions in the area of access to knowledge and education adopted at the GKP annual meeting in Cairo (May 2005). • Contribution made to research by ORBICOM on "Monitoring the Digital Divide" in 192 countries, encompassing national and regional approaches to the information society and presented at WSIS II.		
Expected result 3 Relevant sections of WSIS Declaration of Principles and Action Plan (Geneva 2003) implemented. *Performance indicators:* *– implementation of substantial items and responsibilities assigned to UNESCO in the 2003 WSIS Action Plan;* *– creation of monitoring mechanism for implementation;* *– participation of UNESCO's stakeholders in the implementation of the plan of action, especially through NGO meetings.*	• Implementation of concrete activities started and the UNESCO WSIS Action Directory created for monitoring implementation. • Partners for the implementation of Action Plan mobilized. • Multi-stakeholder approach to WSIS implementation activities fostered and the potential of ICTs to contribute to achieving the MDGs stressed; proposals for actions in areas of UNESCO's competence developed.		• Importance of consistency of message "Towards knowledge societies". • Challenge of effectively involving other sectors in WSIS related activities. • Need to coordinate Headquarters and field office approach better.
Expected result 4 Information about the challenges of knowledge societies and of advances in ICTs for conventional and electronic media shared and enhanced. *Performance indicators:* *– coverage of broad international developments and events by UNESCO's electronic clearing house services (e.g. Observatory on the Information Society, WebWorld);* *– number of visitors to clearing house services;* *– best practices identified, documented and disseminated.*	• New version of WebWorld launched; number of visits increased by more than 200%. • UNESCO Observatory on the Information Society restructured and a common platform for regional observatories established; number of visits increased by more than 200%. • Handbook on guiding principles, theories, strategies and techniques based on experiences of developers of effective websites produced and distributed in Asia and made available in hard copy and on CD-ROM. • International conference on "The Role and Place of the Media in the Information Society in Africa and the Arab Region" (in 2004) adopted the Marrakesh Declaration and the Plan of Action for involving media in the construction of the information Society. • Research on ICT innovations for poverty reduction, profiles and experience in ICT innovation for poverty reduction and a DVD on "Women, Poverty and ICTs" based on research results in South Asia were produced and distributed.		• Confirmation of the need to enhance CI's clearing-house functions. • Need for increased consolidation of CI's publication activities. • Success of more systematic coverage of major CI events on WebWorld. • Success of provision of enhanced workflow models for the provision of web content by field offices.

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Expected result 5 Formulation of national and regional information and communication policies and strategies supported and broadened. *Performance indicators:* *– guidelines developed and disseminated;* *– advisory services provided to a number of countries for elaboration of national plans;* *– national plans elaborated;* *– legislation on communication and information adopted or revised in a number of countries;* *– regional information networks (RINAF, APIN and INFOLAC) strengthened.*	• Public policies for building knowledge societies in the Andean Community formulated by 50 experts from 11 countries. • A tool kit on planning and implementing e-government projects developed and distributed in Asia and the Pacific. • Activities of regional information networks supported.		• Confirmation of the importance of partnerships with regional and international networks.
Expected result 6 Freedom in access to information, media independence and pluralism improved. *Performance indicators:* *– extent of advisory services provided to Member States to adapt media legislation to democratic principles;* *– countries adopting laws to promote access to information;* *– countries advised on legislative provisions for freedom of expression, media independence and access to information;* *– initiatives to promote dialogue among parliamentarians, legislators and human rights community;* *– participation of civil society in media legislative process.*	• Chile, Ecuador, Ethiopia, Paraguay, Sri Lanka and Timor-Leste provided with technical assistance and other support to reformulate or establish democratic media legislation in line with internationally recognized principles of freedom of expression. • Comparative Legal Survey on Freedom of Information, prepared by UNESCO and Article XIX, translated into Bahasa, Chinese, Indonesian, Khmer, Nepali and Russian to facilitate the adoption of national laws to promote access to information.		• Freedom of information laws are closely connected to the establishment and revision of more comprehensive media legislation.

Extrabudgetary resources/Contributions of field offices to the achievement of results

$150,000 in contributions received for IFAP Special Fund (France and China), $100,000 contribution received from Japanese funds-in-trust for WSIS.
Close cooperation with field offices in achieving the expected results

Results-based report for: 05112 MLA 2: Strengthening capacities of communication and information professionals and institutions.

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Title of element/unit
05112 MLA 2: Strengthening capacities of communication and information professionals and institutions

Inputs/Funding
Regular budget $865,600; Extrabudgetary $2,393,000

Justification/Identification of needs/Background
Capacity-building in communication and information is crucial for reducing the digital divide and for building knowledge societies based on freedom of expression and pluralism. In a rapidly changing media landscape, the constant evolution of ICTs and the emergence of new professional profiles in both communication and information fields require a continuous process of improving the skills and knowledge of professionals. Training institutions, centres and networks also need support to strengthen and update their capacities. Training of communication and information specialists has long been a priority action of UNESCO, especially in developing countries. In recent years, the Organization's action has focused on practical training programmes, curriculum design and updating, support for training institutions, the promotion of open source software as well as the development and distribution of essential information handling tools.

Strategies/Implementation
Action will seek to harness ICTs for their multiplier effect in offering training opportunities for communication and information professionals. The strategy will consist of consultations with decision-makers, training institutions and experts to identify integrated approaches to addressing training needs and strengthening institutions. Close cooperation will be sought with donors, stakeholders and professional organizations in co-financing, assessing best practices and evaluating training activities. High priority will be given to the training of trainers in order to ensure the long-term impact of UNESCO's action in this area as well as hands-on training, especially for women and young professionals in developing countries and countries in transition. Training of IT professionals will focus on new methods and techniques for the development and provision of information and communication services. Another important element of the strategy will be the provision of support for the production and distribution of multimedia, modular training course materials and information processing tools, based on the model of open source software, as a key means to dissemination of information and knowledge. In this context, the UNESCO Knowledge Portal will provide a platform for facilitating networking as well as international and regional cooperation among professional communities and organizations. The promotion of open and distance learning methods and lifelong learning among communication and information professionals as well as the establishment of open access agreements to further broaden access to training materials and information processing tools will be an important element of the strategy.

Expected results and results achieved, 2004-2005

Expected result 1	Results achieved	Results not achieved	Lessons learned, success factors and challenges
Exchange of information and expertise among information and communication communities enhanced. *Performance indicators:* *– networks of communication and information institutions and research centres set up and operational;* *– number of experts and institutions enlisted.*	• A network entitled "Association of Computer Centres for Exploiting Sustainable Synergy (ACCESS-net)" set up involving 30 institutions from 25 countries and providing training of trainers with curricula and new methods of ICT training, for improving or strengthening national ICT capacity-building. • 400 professionals trained in advanced network and system technologies and three curricula as well as new methods of training distributed. • A Youth Centre for Computer Education established at the Grand People's Study House in Pyongyang, Democratic People's Republic of Korea, to train university students and workers.		

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	• Networking capacities of women journalists worldwide enhanced through the global initiative "Women Make the News" carried out on 8 March 2005 to mark International Women's Day and to encourage media to entrust editorial responsibility to women journalists. • 35 media professionals from the Caribbean trained in regional workshops held by the Commonwealth Broadcasters Association. • The Central Asian Network of Environmental Journalists established through UNESCO/IPDC assistance.		
Expected result 2 Expertise, capabilities and learning opportunities in new trends of ICTs enhanced. *Performance indicators:* *– communication and information trainers and professionals trained in various regions;* *– capacities built of regional training institutions and centres in different regions;* *– women training centres set up or reinforced;* *– provision and dissemination of quality training materials, including the production and distribution of multimedia, modular training course materials.*	• Electronic networking facilities established for Global Network for Professional Education in Journalism and Media (Global Journet) to expand and improve journalism and media practice worldwide by linking institutions, training centres, associations and networks. • Networking capacities of women journalists worldwide enhanced through the global initiative "Women Make the News" to mark International Women's Day on 8 March 2005 • Networking and skills of women media professionals enhanced in Arab countries through training on ICTs , provided in Dubai, UAE in 2004. • Knowledge of ICT convergence of some 600 communication professionals from eight Latin American countries improved through UNESCO-supported networking events organized by Omar Dengo Foundation and Acceso Foundation from Costa Rica, Development Gateway Networks in Central America and Sustainable Development Network from Nicaragua. • 35 media professionals (including senior broadcasters) from the Caribbean trained at regional workshops held by the Commonwealth Broadcasters Association. The electronic networking of small media houses in the Eastern Caribbean (nine countries) resulted in the establishment and operations of ECNETSNEWS, http://www.ecnetnews.com, facilitating exchange of information and expertise among communities. • Capacities of media professionals upgraded through regional seminars in the Russian Federation. • The establishment of Central Asian Network of Environmental Journalists supported through UNESCO/IPDC assistance.		• The training of media professionals remains a vital need. Promoting journalism essentially as a discipline of verification continues to be a main training concern in many developing countries. The lack of general background knowledge, including that of civic education and sustainable development among journalists in many developing countries demands a holistic approach to journalism education. Overall, the training for journalists and media professionals should become a part of a strategic initiative to increase the investigative capacity of media. • In view of the above UNESCO's strategic approach to media training in developing countries could consist of the following: (a) enhancing delivery capacities of training institutions; (b) setting quality criteria for media training; (c) supporting production of training module on general and civic education for journalists; (d) supporting quality online journalism training initiatives to cater to a larger audience; (e) development of model curricula for journalism education at under-graduate levels;

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	• Women's access and capacities enhanced through: the round table on "Gender Equality Beyond 2005: Building a more secure future for women reporters"; the establishment of the Media and Gender Chair at the Communication University of China; "Gender in Journalism" awards and ceremony (April 2004) organized by the Pakistan Press Foundation; a handbook and a CD-ROM of best practices on gender and media in 12 southern African countries coordinated by the NGO Gender Links and MISA and presented at the Gender and Media Summit in Johannesburg, 2004. • Provision and dissemination of quality training materials through publication of *Internet Handbook for Journalists* and *Education Makes News* resources and training tool kit and *Video Training Basics* modules. • More than 300 journalists trained in both online and face-to-face writing, reporting and investigating educational issues. • An expert consultative meeting on journalism education (December 2005) reviewed the current status and challenges in this field.		(f) identifying, building capacities and developing regional/subregional centres/institutions of excellence, which would develop, collect and share best practices and methods and also provide online courses and access to websites and databases containing relevant information. • The 2005 consultative meeting on journalism education proposed a plan of action for the next biennium in order to improve media education in the developing countries.
Expected result 3 Freedom of expression and freedom of the press enhanced in university education and in training of media professionals. *Performance indicators:* *– new UNESCO Chairs on freedom of expression established in various regions;* *– regional seminars (in Africa and in Latin America and the Caribbean) held on ethics and freedom of the press;* *– number of media professionals from different countries trained through regional seminars.*	• The UNESCO Chairs in Argentina, Thailand, Panama and Guyana organized seminars and other activities for the promotion of freedom of the press, thus strengthening their presence in their respective countries. • Seminars on ethics of the media and freedom of expression held in Lebanon, Paraguay and other countries.	• Except for one Chair in Panama, no new Chairs in Freedom of Expression were created, due to lack of financing and more importantly, to a UNESCO-house review of procedures, objectives, reasoning and effectiveness of the entire Chairs programme.	• The strategy for UNESCO Chairs needs to be addressed for UNESCO to be revisited on a corporate sector level to ensure optimal results
Expected result 4 Capacities in information handling and access to knowledge of librarians, statisticians and other information specialists increased.	• UNESCO Information Processing Tools brochure designed and published in 1,000 copies; CDS/ISIS V1.53 released as well as its Arabic version and around 8,800 copies distributed. • Open source CDS/ISIS tools released/updated (IsisMarc, Greenstone plug-in for CDS/ISIS, IsisAscii, Genisis and Isis-SwissKnife); use of CDS/ISIS enhanced in Arabic and Russian through the translation of training manuals and the software.		

Results-based report for: 05112 MLA 2: Strengthening capacities of communication and information professionals and institutions.

Performance indicators: – preparation and dissemination of UNESCO information processing tools notably CDS/ISIS, Greenstone, and IDAMS, in different languages; – production, adaptation and distribution of associated documentation and training tool kits; – number and geographical breakdown of users; – group training sessions organized in various regions.	• Self-training modules made available on the UNESCO IDAMS web pages in English, French and Spanish; capacity-building of information specialists enhanced through the development of training material and various guides for an OSS learning management system (Moodle). • Multimedia Training Kit (MMTK), a suite of open access, multimedia training materials for grassroots communicators, was further expanded to over 120 units and made available online and offline in collaboration with 10 partner organizations; MMTK modules translated into Russian, French and Portuguese. • French version of community browser eNRICH, developed jointly with the National Informatics Centre of India to facilitate community information, was produced and distributed in African countries.		

Extrabudgetary resources/Contributions of field offices to the achievement of results
Most of the field offices contributed to the achievement of the expected results.

Nineteen extrabudgetary projects have been implemented to a total of $555,710 through the support of IPDC in the areas of training and capacity-building of communication and information professionals and institutions. The projects are listed below.
1. Guatemala: Training journalists in freedom of expression and indigenous rights – $18,000
2. Honduras: National training programme for journalists – $20,000
3. Caribbean region: Ethical practices, journalism training, and management of freedom of the press – $20,000
4. Solomon Islands: Media training for peace and reconciliation – $25,000
5. Congo (Rep. of): Seminars for media professionals promoting freedom of expression and free flow of information – $20,000
6. Ethiopia: FM-radio support as an integral part of radio journalism programme training the EMMTI – $12,000
7. Afghanistan: Bakhtar Information Agency Reform and Afghan Journalist Training Project – $67,000
8. Cameroon: Capacity-building for independent pluralist media, Cameroon – $15,000
9. Chad: Capacity-building of the Chadian media – $25,000
10. Sudan: Training of independent print journalists in Sudan – $19,000
11. Arab region: Modern broadcasting management in the Arab countries (Qatar) – $20,000
12. St Lucia: Training for the digital newsroom at Radio St Lucia – $15,000
13. Asia and the Pacific region: ABU: Workshop on low-cost digital TV studio facilities – $12,000
14. Asia and the Pacific region: AIBD: Training for ICT-enhanced regional radios – $23,000
15. Latin America region: Community radio training for trainers – World Association of Community Radios, Latin America (AMARC ALC) – $17,000
16. Palestine: Empowering the media sector in Hebron, Palestine – $28,000
17. Arab region: Training of journalists (Qatar) – $50,000
18. Kenya: Audiovisual media training project – Kenya – $65,000
19. Tanzania: Capacity-building for TVT – United Republic of Tanzania – $75,710

Results-based report for: 05113 MLA 3: Increasing community access through multimedia/telecentres, libraries, archives and other information service providers

Title of element/unit

05113 MLA 3: Increasing community access through multimedia telecentres, libraries, archives and other information service providers

Inputs/Funding

Regular budget $1,239,000; Extrabudgetary -

Justification / Identification of needs/Background

Rural communities, disadvantaged urban areas and professional communities in developing countries, the least developed countries and countries in transition are often marginalized from full participation in the benefits of technological advances in the information society. At stake is the availability of resources and infrastructure – both energy and hardware – and training. Access to information, including local contents, can improve participation in the development process, thereby contributing to empowerment and poverty reduction. Over the past years, UNESCO has been particularly successful in integrating community and national level infrastructure to support community-based development through public libraries, archives, information centres, multipurpose community telecentres (MCTs) and community media. The recent experience of community multimedia centres (CMCs), combining community radio with ICTs, provides a platform for a wide range of applications for community development, including education, health, agriculture, daily life, poverty alleviation, participatory management and local decision-making.

Strategies/Implementation

The strategy seeks to encourage communities to manage their own development by placing emphasis on the development of both low-cost community information access programmes and national infrastructure to bridge the digital divide. Broad partnerships for implementation of activities will be sought with civil society, NGOs and specialized institutions to ensure the availability of the best expertise in each aspect of community access development. Having traditionally supported the strengthening of the institutional capacity of libraries and archives as gateways to information, the Organization will continue to assist these centres in acquiring appropriate technologies and network resources. Training programmes will be developed with specially designed training materials to meet the needs of community staff, volunteers and activists. The UNESCO Network of Associated Libraries (UNAL), grouping 450 members in 90 countries, and the INFOYOUTH Programme will be supported to play an enhanced role in this context. Action will be targeted to meet the needs of the disadvantaged groups, including the disabled, indigenous people and marginalized groups in both rural and urban areas. UNESCO will disseminate the monitoring and evaluation methods that have been developed for CMCs, MCTs and other information institutions to foster effective project evaluation and exchange of best practices. Special attention will be given to the development of community media in LDCs and in countries in transition to assist in providing access to non-partisan information to the local population as well as to the use of ICTs to prevent the escalation of localized communal violence, especially in conflict situations.

Expected results and results achieved, 2004-2005

Expected result 1	Results achieved	Results not achieved	Lessons learned, success factors and challenges
Community access to and skills for communication and information for development improved. *Performance indicators:* *– community communication and information centres created in marginalized communities in several countries;* *– training workshops conducted;* *– training materials developed and distributed;*	• UNESCO Libraries Portal updated and expanded and continued to receive large numbers of daily visits. • Twenty-five librarians in rural communities trained in using ICTs to facilitate access to collections; librarians trained in access to digital contents; the role of Internet and digital systems in enhancing public libraries and informal networking systems strengthened. • Training of trainers in the use of office software supported in Lebanon, based on the International Computer Driving License (ICDL) modules.		

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– development and dissemination of relevant monitoring and evaluation mechanisms and tools; *– guidelines on the role of libraries in knowledge societies produced and distributed.*	• Strategies developed for China's agricultural universities to use ICTs and education/training resources to strengthen development, improve livelihoods of farmers and combat poverty. • Networks of libraries and archives strengthened in Belarus; Internet information centres, including centres for youth, in rural regions of Belarus and Russian Federation established. • Youth computer club network reinforced in Cuba involving over 3,000 persons, 14 communities and five institutions. • New pilot community multimedia centres (CMCs) set up in Bangladesh, Benin, Burundi, Cameroon, Ghana, Guyana, Kenya, Mali, Mozambique, Suriname and the United Republic of Tanzania (over 50 CMCs established in 15 countries providing access and training to the local population); CMC scale-up commenced in Mali, Mozambique and Senegal as a test bed for wider provision of access to ICTs in marginalized communities. • Twenty-six community radio stations established/enhanced in Africa, Asia and Latin America; policy advice to promote independent community radio provided in India, Indonesia, Nepal and Thailand. • A Guide to Community Multimedia Centres – Getting Started and Keeping Going, offering a tool to all stakeholders of CMCs, published and distributed in English and French (hard copy and CD-ROM). • A manual for a sustainable telecentre offering an innovative approach model produced and distributed to telecentre organizations and through the INFOLAC website.		
Expected result 2 Access to information of disadvantaged youth enhanced in developing countries and countries in transition. *Performance indicators:* *– youth info-structures created and operational;* *– number of individuals and institutions involved;* *– training provided in the use of ICTs;* *– number of participants by geographic breakdown.*	• Database established with 160 Latin America and Caribbean portals on youth. • Web portal on educational materials and online interaction mechanisms developed in Palestine, in association with the William and Flora Hewlett Foundation. • Sixteen leaders of youth volunteer organizations trained in the use of ICTs in a regional workshop for members of the network of the Coordinating Committee for International Voluntary Service in West Africa. • First African Youth Directory prepared in cooperation with the Institute for a Democratic Alternative in South Africa and made available online and on CD-ROM. • Access of youth to information enhanced in Arab States with the development of an Arabic Infoyouth Portal (with ISESCO).		

Results-based report for: 05113 MLA 3: Increasing community access through multimedia/telecentres, libraries, archives and other information service providers

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	• Telecentre network in South-East Europe supported to develop a set of life skills training modules and a pilot training scheme for unemployed women in the region. • Community and campus radio initiatives supported in Timor-Leste, Fiji and Pakistan to encourage participatory communication and access to development information.		
Expected result 3 Capacities of communities to access and exchange information for development reinforced. *Performance indicators:* *– networks of libraries, archives, telecentres and other information service providers created in various regions;* *– number of individuals, institutions and communities involved;* *– best practices documented and shared.*	• Expansion of the thematic portals continued with the websites developed and restructured in cooperation with the librarian and archival community as well as the main NGOs in the field (ICA and IFLA). • Technical guidelines on the Internet in libraries, developed in cooperation with IFLA. • "Guide on Human Rights Archives" (CD-ROM and website) finalized with Fundación Memória Abierta, Argentina.	• The "Guide on Human Rights Archives" will be part of an international database on human rights to be available in 2006-2007.	
Expected result 4 Awareness of and knowledge about the importance of community access increased among policy- and decision-makers. *Performance indicators:* *– materials on community communication and information centres produced and disseminated to community decision-makers in several countries and languages;* *– report on an interregional research on the use and impact of community access resources prepared and distributed.*	• Innovative set of life skills training modules developed by the Telecentres network in South-East Europe together with a pilot training scheme comprising several workshops for unemployed women of the region, combining ICT, life skills and English language training. • Global Directory of Community Multimedia Centres – *Getting Started and Keeping Going* which published and distributed. • Pioneering community and campus radio initiatives supported in Timor-Leste, Fiji and Pakistan, to encourage participatory communication and access to development information. • Within UNESCO's pilot project "Putting ICT in the Hands of the Poor", with special focus on gender issues, two documentary films on women and ICT depiction best practices were produced, shared and hosted online http://portal.unesco.org/ci/en/ev.php-l. • Substantial UNESCO inputs to the national consultations to develop policies on community radio and television in India.		

Extrabudgetary resources/Contributions of field offices to the achievement of results

Extrabudgetary resources received to achieve the expected result 1 (*community communication and information centres created in marginalized communities in several countries*)
1. $2,040,433 for CMC projects from the Swiss Agency for Development and Cooperation (2004-2006)
2. $260,000 for CMC projects from the International Programme for the Development of Communication (IPDC)
3. $517,000 for community radio projects from the International Programme for the Development of Communication (IPDC)

Results-based report for: **05114** MLA 4: Enhancing public service broadcasting

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Title of element/unit

05114 MLA 4: Enhancing public service broadcasting

Inputs/Funding

Regular budget $1,089,000; Extrabudgetary $1,500,000

Justification/Identification of needs/Background

Public service broadcasting (PSB) has an important role to play in providing access to and participation in public life. Especially in developing countries, PSB can be instrumental in promoting access to education and culture, developing knowledge and fostering interactions among citizens. For the majority of the world population, comprising inhabitants of huge rural areas and illiterate people, radio and television remain the most available and widespread ICTs, with radio in the first place as the primary communication medium. UNESCO has been committed to supporting and promoting public broadcasting as well as preservation of its contents which serve the interests of people as citizens rather than as consumers, by reaching all populations and specific groups, thereby contributing to social inclusion and the strengthening of civil society.

Strategies/Implementation

The strategy seeks to enhance the role of public broadcasting as a unique service providing universal access to information and knowledge through quality and diverse content reflecting the needs, concerns and expectations of the various target audiences. Action will focus on promoting and strengthening editorially independent public broadcasting media organizations to enable them to fulfil their cultural and educational role; on building strategic alliances with major professional stakeholders, decision-makers, civil society; and on sensitizing governments and public opinion to the unique mission of PSB. The strategy will also entail advising Member States on legal, regulatory, financial and other major issues related to PSB; promoting associations of citizens for quality broadcasting and encouraging media professionals to reduce violence both in news and fictional programmes in electronic media with special emphasis on children and youth. Other components of the strategy are: the provision of assistance to national public radio and television in developing countries in using ICTs to enhance digital broadcasting services, to provide access to public domain information and to preserve content for future access and public service-oriented programming; and the promotion of strategies for the digital migration of contents for enhanced access. This action will be carried out in close cooperation with media professionals and their associations. Emphasis will be placed on countries/regions where similar activities are not implemented by other institutions so as to maximize UNESCO's resources, visibility and impact.

Expected results and results achieved, 2004-2005

Expected result 1	Results achieved	Results not achieved	Lessons learned, success factors and challenges
Recognition of the educational and cultural functions of PSB as a gateway to the knowledge society increased. *Performance indicators:* – *publication and dissemination of a multilingual reference book on best PSB practices;* – *need for international observatory for systematic monitoring of PSB examined;* – *guidelines and criteria for evaluation of PSB elaborated and distributed.*	• Enhanced recognition of the educational and cultural functions of PSB as a gateway to the knowledge society; improved access to the heritage held in PSB; enhanced audience participation in PSB; best practices promoted. • Advocacy fostered, cooperation with international professional organizations strengthened, best practices and guidelines promoted through international and regional meetings organized in Africa, Latin America and Asia-Pacific, particularly World Electronic Media Forum (November 2005, WSIS, Tunis), Marrakesh International Conference "The Role and Place of the Media in the Information Society in Africa and the Arab Region", Asia Media Summit 2004 and 2005 and workshops, as well as publications and online discussions.		• The electronic media, particularly public service broadcasting has a vital role to play as a unique service providing universal access to information and knowledge through quality and diverse content reflecting the needs, concerns and expectations of the various target audiences. • Combining traditional and new technologies and using multi-platform solutions PSB can and must contribute to attaining the fairer and less unequal world envisaged by the United Nations Millennium Development Goals, to improve social inclusion, to enhance and preserve cultural diversity and foster dialogue among civilizations.

Results-based report for: 05114 MLA 4: Enhancing public service broadcasting

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Cooperation reinforced with international and regional professional organizations, especially the Asia-Pacific Broadcasting Union (ABU), the European Broadcasting Union, the Arab States Broadcasting Union, Asia-Pacific Institute for Broadcasting Development (AIBD), Commonwealth Broadcasting Association (CBA) and Southern African Broadcasting Association (SABA) to increase the recognition of the educational and cultural functions of PSB.
Multilingual reference book on best PSB practices and an interactive CD-ROM finalized in cooperation with AMIC, as well as with IFJ, CBA, Article 19 and WRTVC published in English, French, Russian and Spanish.
An international workshop on "PSB best practices: evaluation, monitoring and standards" organized with AIBD and the World Radio and Television Council (WRTVC) (Kuala Lumpur, May 2005) reviewed best practices in evaluation and monitoring, including measuring public value, assessing management quality standard for broadcasters, and prepared recommendations for follow-up actions.
PSB reference materials on parliamentary broadcasts and editorial guidelines for broadcasters, prepared with CBA, published and distributed.
Guidelines on broadcast regulations prepared with CBA.
EFA talk shows in/by PSB to bring the EFA debate to the public with CBA.

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Much should be done to promote the concept of editorially independent, financially autonomous and ICTs enhanced competitive PSB.
Developing countries, especially LDCs, should be supported, including financially, through capacity-building and best practices sharing.
Civil society should be encouraged to be involved in promoting and strengthening PSB.

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<td>Expected result 2
Media pluralism and independence in Member States enhanced.
Performance indicators:
– extent of advisory services provided to Member States on transformation from state-controlled broadcasting institutions to editorially independent PSB entities.</td>
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International conference "Promoting Public Services in the Media: Human Rights, Tolerance, Multilingualism and the Fight against Discrimination" with the National Commission of Portugal for UNESCO, with the cooperation of the Portuguese Institute of Social Communication (ICS), October 2005, Lisbon, Portugal.
A regional Code of Ethics for Broadcasters and a study on audiovisual policy in the Caribbean published and distributed.

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Advocacy and advice should be strengthened to encourage transformation from state-controlled broadcasting institutions to editorially independent PSB entities.

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Expected result 3 Access to information enhanced for PSB audiences. *Performance indicators:* *– ICT and other capacities built for PSB national radio and television organizations in developing countries and countries in transition;* *– preservation and access policies as well as standards for digital migration of contents elaborated and disseminated.*	• 120 public service broadcasters trained through the "Latin American Forum on Broadcasting and Digitalization" held in Mexico; ICT capacities built for public broadcasters in Armenia and Azerbaijan. • Capacities of more than 20 archivists from developing countries improved, through training in Latin America and the Caribbean in Mexico, November 2005, and in Austria, July 2005.		
Expected result 4 Capacities of disadvantaged communities to express themselves through PSB in developing countries improved. *Performance indicators:* *– skills-enhancement training workshops conducted;* *– number of participants from various countries/regions.*	• Technical support provided to the National Radio and TV in Mali and in Timor-Leste to enhance editorially independent PSB. • Support provided for capacity-building in public service broadcasting in Latin America (Paraguay, Chile and Brazil), including through the World Encounter of Radio (with Radio Nederland) and in Central America, technical advice and financial support provided to broadcasters in Guatemala and Panama.		• Capacity-building remains one of the most important challenges.
Expected result 5 Audience participation in public service broadcasting enhanced. *Performance indicators:* *– regional workshops conducted to promote associations of viewers and listeners and dialogue between broadcasters and civil society groups;* *– number of participants from various countries/regions.*	• Two international workshops on "Citizens' Media" organized with AIBD and the World Radio and TV Council (May 2004 and May 2005) to highlight the need for audience participation in broadcasting • An advocacy brochure on "Media Matter Citizens Care" published. • Website on citizens' media dialogues created and a book published with the Citizens' Media Commission of Pakistan.		• Civil society should be encouraged to be involved in promoting and strengthening PSB.
Expected result 6 Innovative approaches aimed at reduction of violence in the electronic media supported. *Performance indicators:* *– regional seminars held;* *– number of representatives of the professional community and of civil society involved;* *– programmes and approaches developed and adapted in actual broadcasts.*	• Collection and distribution of best and innovative practices of reducing violence in electronic media carried out with the International Clearing House on Children, Youth and Media, Göteborg University, Sweden.		• Advocacy should be continued and the electronic media professionals and decision-makers should be encouraged to introduce innovative approaches aimed at reducing violence on the screen.

Extrabudgetary resources/Contributions of field offices to the achievement of results

Excellent cooperation with field offices such as Nairobi, Dar es Salaam, Rabat, Amman, Beijing, New Delhi, Kingston, Quito, San Jose and Moscow.

Results-based report for: 05121 MLA 1: Promoting Education for All through media and information channels

Title of element/unit
05121 MLA 1: Promoting Education for All through media and information channels

Inputs/Funding
Regular budget $451,900; Extrabudgetary $60,000

Justification/Identification of needs/Background

The World Declaration on Education for All (EFA), adopted in Jomtien (1990) and the Dakar Framework for Action (2000) called for a learning environment in which everyone has the chance to acquire the foundation for lifelong learning and full participation in society. However, high illiteracy rates and low levels of schooling among disadvantaged groups, especially women, in many developing countries continue to limit their ability to lift themselves out of poverty. The innovative use of new communication and information technologies and the media can contribute to overcoming the limitations of formal and non-formal education and help to empower disadvantaged groups to participate fully in development. One of the greatest challenges currently facing many Member States is therefore that of transforming their societies into learning societies. The media, libraries and information centres can contribute to achieving this transformation. With the accelerating trend towards digital convergence, ICTs provide major opportunities to support the use of the media, libraries and information centres in fostering and improving access to education. In this context, UNESCO has a major role to play in adapting these institutions to educational purposes and in sensitizing the actors in the media and information channels to their functions in promoting Education for All.

Strategies/Implementation

The strategy consists of concentration of efforts and resources, international partnerships and cooperation between international institutions and national agencies with a view to elaborating national and international advocacy strategies, using media and information channels for awareness-raising and promoting public debate on EFA needs, objectives and goals. Support will be given for the development of media programmes to strengthen educational provision and delivery for all communities, particularly those to which access has traditionally been limited. The strategy will also include the use of innovative approaches to train education journalists and information "gatekeepers" in education issues and EFA, and to enhance the level of their skills and coverage of these issues. These will be designated to raise popular awareness of educational issues and help to achieve the goals of the Dakar Framework for Action. Action is designed to be undertaken in close intersectoral cooperation with Major Programme I.

Expected results and results achieved, 2004-2005

Expected result 1	Results achieved	Results not achieved	Lessons learned, success factors and challenges
Public understanding of the importance of Education for All enhanced. *Performance indicators:* *– awareness campaigns in media and information channels encouraged and supported;* *– extent of local, national and international media coverage and messages in information channels on the implementation of the Dakar Framework for Action;* *– number of journalists from various countries trained.*	• More than 300 journalists were trained and networked and used for awareness campaigns on EFA in media and information channels from 63 countries of Africa, Asia, the Pacific and Arab States. • Training of trainers workshops on EFA held in New Delhi, India (for E-9 countries). • All the journalists are networked under one forum "EFA Journalists".		• The intersectoral approach (CI and Education) works best in EFA training and advocacy initiatives. Examples are the training programmes conducted in Arab States and Asia. CI and Education collaborated once again in the revision of the EFA Resource and Training Kit "Education Makes News". • It is only through the provision of knowledge and knowledge resources to journalists in many developing countries

			that it will be possible to raise the investigative capacity of media to report on the human condition and support human development in their societies. This is all the more necessary owing to lack of background information available to journalists working in local media to produce informed reports.
Expected result 2 Information about learning opportunities and network-based learning environments broadened. *Performance indicators:* *– tools for improving learning environments and educational programmes developed and disseminated in a number of regions/countries;* *– number of media and information channels involved;* *- feedback obtained.*	• EFA training and resource kit published and distributed among journalists, universities, media centres to organize their own training. • Revised version of EFA training and resource kit "Education Makes News" translated and published (in English) and distributed. • Broadcasting of programmes on equal educational opportunities for women in Latin America supported. • A series of television debates/discussions on EFA goals prepared with CBA and organized in nine member organizations of the Commonwealth Broadcasting Association. • An online course on EFA for journalists developed and tested.		

Extrabudgetary resources/Contributions of field offices to the achievement of results

Capacity-building workshops on reporting and investigating EFA issues and advocacy of EFA through the media are organized by field offices in New Delhi, Islamabad, Phnom Penh, Bangkok, Jakarta, Bishkek, Almaty, Moscow, Quito, San Jose, Accra, Harare, Kingston, Nairobi, Rabat, Doha and Dakar for their respective countries and regions.

EFA resources and training kit **Education Makes News** was translated into the Khmer language

Results-based report for: 05122 MLA 2: Promoting ICT-enhanced learning

Title of element/unit
05122 MLA 2: Promoting ICT-enhanced learning

Inputs/Funding
Regular budget $1,056,000; Extrabudgetary –

Justification/Identification of needs/Background

The impact of information and communication technologies (ICTs) on teaching and learning has been increasing at all levels, from basic to higher and lifelong education, providing new perspectives and opportunities for expanding traditional education processes and systems. ICTs are becoming more and more an integral part of educational strategies, providing greater flexibility in learning situations, promoting increased interactivity for learners and connectivity to people and learning resources in different parts of the world. However, ICT-enhanced learning offers often do not meet expectations in terms of access, equity, quality, diversity and affordability, particularly for developing countries. In the last biennium, cooperation was established between Major Programmes I and V to study, promote and disseminate the use of ICTs in education, as a follow-up to the Second World Education Forum (Dakar, 2000). A number of studies and pilot projects including a study on new information and communication technologies and education were carried out, in close cooperation with the Education Sector and UNESCO institutes concerned, notably IICBA and IITE, to identify and test a continuum of technologies to support and enrich learning and to improve the way technologies are used to respond better to learning needs.

Strategies/Implementation

Keeping in mind educational needs and goals as well as policy issues which are being dealt with under Major Programme I, the strategy aims at helping education to benefit from the innovative use of ICTs by promoting exploration, development and testing of multimedia learning support techniques such as interactive learning modules, e-learning platforms, and Internet and satellite delivery, targeting the needs of basic education, higher education with an emphasis on teacher training and virtual universities. UNESCO will also foster access to software and electronic educational materials through the development of metadata standards and an international portal for open educational resources, and will encourage partnerships among open and distance learning stakeholders such as content developers, support service providers, ministries of education, teachers and learners. National institutions and international partners will be given expertise and advisory assistance on policy, needs assessment, guidelines and training to take advantage of opportunities for ICT-enabled education. UNESCO will also promote the development and use of open source software to accommodate the needs of educational institutions in developing countries. In addition, UNESCO will continue its efforts to build fruitful partnerships with the private sector through which benefits to Member States can be maximized in the area of ICT-enhanced learning. Action will be carried out through close cooperation with Major Programme I, including UNESCO institutes, notably IICBA and IITE.

Expected results and results achieved, 2004-2005

Expected result 1	**Results achieved**	**Results not achieved**	**Lessons learned, success factors and challenges**
Knowledge and awareness among decision-makers about ICT-enhanced learning possibilities increased. *Performance indicators:* *– interregional research report produced and disseminated;* *– guidelines and best-practice advice on ICT-enhanced learning possibilities, particularly for open and distance learning, developed and provided to Member States.*	• Iraq, Jordan, Lebanon, Palestine and Syria assisted in establishing national strategies for using ICTs in education. • Awareness of decision-makers on policies for ICTs for persons with special requirements increased, through a WSIS Workshop "ICT and persons with disabilities" held in Tunis, 2005, involving speakers from all continents and 70 participants. • Virtual university network for Central and Western Asia established, in collaboration with the Iranian Directing Council for Virtual Universities, to assess priority distance education needs and develop access to education resources for teacher training, in cooperation with the British Council.		

	• A survey of ICT in higher education carried out at University of Malaya: the objectives were to establish a database of innovative ideas about using ICT in higher education; and to prepare a tangible study of the learning support techniques.	• The results of the survey will be available in March 2006.	
Expected result 2 Access to open educational resources and to open source, free software in areas of interest to educational institutions increased. *Performance indicators:* *– international portal for teaching and learning materials set up, based on common information handling methods;* *– number of subscribers and participants;* *– number of sites of open source, free software developed along with training material utilization of software packages offered.*	• UNESCO Free Software Portal improved and extended with increase in number of daily visits. • Access to open educational resources and software enhanced through collaboration in support of ICT-enhanced distance learning and in expanding the African Virtual University. • Portal for Open Educational Resources established by the UNESCO Cairo Office, providing open courseware; Russian Portal of Free Software created; reference materials in computer programming developed for secondary school students in Ghana. • Development of FOSS adult literacy software supported in the Caribbean (with Caribbean Free and Open Source Foundation and Environmental Foundation of Jamaica). • FOSS version of KEWL.NextGen (Knowledge Environment for Web-based Learning), a sophisticated Free and Open Source learning management system, released. • E-learning modules for information professionals (e.g. the IMARK training module on information management) jointly developed with FAO; versions in English and in French. • LACFREE 2005: Latin American and the Caribbean Free Software Developers and Users (www.lacfree.2005) held in Brazil, with 2,000 attendees and introductory training provided to 1,000 persons. • Four e-training modules developed by the International Association of Francophone Archives, with technical coordination by the University of Montreal.	• These modules are part of a future Education/ Research part of "Portail international archivistique francophone (PIAF)"	

Results-based report for: 05122 MLA 2: Promoting ICT-enhanced learning

Expected result 3 Collaboration in support of ICT-based distance learning enhanced. *Performance indicators:* *– component to test and promote cooperation between national broadcasters and open universities prepared and provided to Member States;* *– pilot project on model courseware and delivery support for open and distance learning developed in UNESCO's domains;* *– pilot projects developed involving national broadcasters and open universities from several countries.*	• Distance learning training needs and projects identified in Africa, Latin America and the Arab States, in collaboration with French authorities and AFNIC (French body administrating the Internet domain name ".fr"). • Guidelines and methods elaborated; and virtual working group on quality of e-campus set up in Africa. • E-learning platform for teacher training set up in Algeria within a programme for literacy, in cooperation with ANCLI (France). • Distance education VIRTUS project (Virtual Classroom) of the Hypermedia Laboratory of the Federal University of Pernambuco (Brazil) extended to Cape Verde and Angola; support provided for the setting up in Cape Verde of a distance training centre and the training of e-learning specialists. • Feasibility study for the creation of university curricula on e-learning in Angola, Cape Verde, Guinea and Argentina (in conjunction with the CCT e-campus project). • Project document prepared for the establishment of a network of education resource centres for teacher training in DRC; policy paper prepared for the development of network of education resource centres in the Great Lakes Region. • Technical audit of the Arab Open University. • The six-month regional pilot training in information management (UN4IM), launched in May 2005, is being tested at University of Mysore, India: it is an experiment in checking the efficacy of blending onsite (face to face) with distance education mode; the course content spans the entire range of topics from content creation to archiving. • Ten-day Courseware Development Clinic sponsored by UNESCO held by Asian Institute of Technology (AIT) to develop three modules for the Greater Mekong Subregion Virtual University (GMSVU); participants came from the GM countries. Each country was assigned to analyse, design, develop and deploy one module for the course "Certificate in ICT for non-IT Students" (New Delhi).	• The study will be completed in March 2006. • The pilot training will be evaluated in the beginning of 2006 in New Delhi.	• Activities and projects related to ICT for education require a multidisciplinary approach and therefore intersectoral teams with competences in ICT, higher education and teacher training, corresponding to the nature of projects. • Field offices play a key role in ensuring that the projects comply with local specificity and requirements. • The role of Headquarters is to ensure a broad and coherent view and approach to ongoing and new activities and projects.

Extrabudgetary resources/Contributions of field offices to the achievement of results

▪ An evaluation mission of the African Virtual University (AVU) funded by AfDB, resulted in the funding of $7.5 million by AfDF of the project proposal elaborated during this mission; the Office in Harare was consulted in the framework of the study.

Results-based report for: 05122 MLA 2: Promoting ICT-enhanced learning

- The UNESCO Office in Venice launched an initiative for the Reconstruction of the Scientific and Technical Cooperation in South-East Europe. In this framework, CI prepared the SpaceForScience project in close cooperation with the Venice Office, which is intended to extend the provision of scientific information and services to South-East European (SEE) research and academic institutions in cooperation with their peer entities in Western Europe, by satellite technologies. The European Space Agency (ESA) has provided a contribution of €1,500,000 to the project, representing 50% of the project costs. UNESCO received €150,000 from the ESA funding for maintaining continuous and close cooperation between the project consortium and the SEE institutions benefiting from the project; ensuring the quality of the results obtained by SEE scientists in using satellite services; studying ways to enlarge the project; mobilizing other funding and studying how other regions can benefit from the project.

- As a follow-up to the elaboration of a project document for the establishment of a network of education resource centres in RDC for teacher training, a training centre on e-learning has been established at the "Université Pédagogique Nationale", with the provision of $30,000 for the equipment of this centre from the United States contribution. The UNESCO Office in Kinshasa played a key role in ensuring the coordination of the project activities with the Ministry of Education and the different universities involved in the project and in mobilizing resources.

Results-based report for: 05123 MLA 3: Empowering people through information, media and ICT literacy

Title of element/unit
05123 MLA 3: Empowering people through information, media and ICT literacy

Inputs/Funding
Regular budget $692,200

Justification/Identification of needs/Background

Empowerment of people through information, media and ICT literacy is also an important prerequisite for harnessing ICTs for education and fostering equitable access to information and knowledge. Information and media literacy enhances the pursuit of knowledge by equipping individuals with skills and abilities for critical reception, assessment and use of information in their professional and personal lives. Moreover, the ever intensifying transnational flows of satellite TV channels, electronic games and the Internet tend to threaten or marginalize media content designed for young people, women and minority groups in most countries. Many UNESCO partners have stressed the importance of media education or media literacy for young people to increase their knowledge and awareness of how the media function.

Strategies/Implementation

The main strategy consists in raising awareness of the importance of information, media and ICT literacy at all levels of the education process – basic education, primary and secondary education, technical and vocational training and lifelong education – and in establishing guidelines for integrating information literacy issues in curricula. A particular focus will be on training teachers to sensitize them to the importance of information, media and ICT literacy in the education process to enable them to incorporate information literacy into their teaching and to provide them with appropriate pedagogical methods and curricula. To sustain UNESCO's engagement with NEPAD, consultations will also be held with decision-makers, training institutions and experts to build up integrated approaches for the use of ICT in addressing training needs and strengthening capacities in this field. Close cooperation will be sought with donors, stakeholders and professional associations in co-financing best practices of e-learning and the use of ICT in and for the learning process, and in evaluating training activities. Efforts will be made to increase African teachers' access to ICT by setting up specialized centres and supporting the production and distribution of multimedia, modular training course material and information processing tools. An essential element of the strategy is the integration of libraries into information, media and ICT literacy programmes. Libraries provide resources and services in an environment that fosters free and open inquiry and serve as a catalyst for the interpretation, integration and application of knowledge in all fields of learning. The strategy will also involve actions designed to strengthen cooperation among international associations of media researchers and practitioners concerned with media education and youth. Particular attention will be given to the collection and dissemination of best practices in educational radio and television programmes for young people.

Expected results and results achieved, 2004-2005

Expected result 1	Results achieved	Results not achieved	Lessons learned, success factors and challenges
International awareness raised about the importance of information, media and ICT literacy. *Performance indicators:* – *international alliance on information literacy with all concerned institutions established under UNESCO auspices;* – *international campaign developed and conducted;*	• A thematic debate on information literacy held on 5 April 2005, during the eighth meeting of the Bureau of the Intergovernmental Council for the Information for All Programme (IFAP), in Paris. Discussions helped to identify the particular contribution that IFAP could make to promote information literacy for all. • IFLA/UNESCO Colloquium on Information Literacy and Lifelong Learning, held in Alexandria, November 2005, involving 30 participants from 17 countries; the Colloquium adopted the *Alexandria Proclamation on Information Literacy and Lifelong Learning.*	• Guidelines for information, media and ICT literacy under preparation jointly with IFLA.	• It happened in few cases that the activities effectively carried out varied from the ones initially planned and approved and therefore did not entirely match the expected results of the action.

– guidelines for information, media and ICT literacy training produced and disseminated in developing countries (including model curricula and online training modules).	• The 2005 INFOLAC web contest launched in June 2005 in the framework of the Information Literacy Programme in collaboration with the University of Colima (Mexico), on the theme "online virtual museums": the categories were Art Museums, Scientific Museums, Museums of Diffusion, and Museums for/created by Marginal Groups. • "Mentor" project and related international meetings supported such as an international seminar in Barcelona, May 2004, to further develop media education and to prepare a guide to facilitate cooperation between journalists and teachers. • Support provided to the seminar on the inclusion of media literacy in journalist training programmes held by the School of Journalism (ISPI) in Tunis, 2004. • Twenty-two public librarians in Lebanon trained in the use of basic computer software as well as specialized library software (WIN/ISIS) to increase capacities in information handling and access to knowledge. • Training modules on "Learning Internet" produced in French and Arabic by the Moroccan Internet Society and used in training activities for trainers in the youth houses network (Maisons des Jeunes) in Morocco. • Awareness of media literacy promoted through workshops in Tunisia, China and Indonesia. • Media education curriculum developed for the Arab region reviewed in an expert meeting held in Paris; three workbooks on ethics and the media, communication and education, television language and its values were published in June 2005. • Multilingual website (English, French, Spanish and Arabic) on media education (www.mediamentor.org) launched. • Guidebooks on media education produced in the Pacific (with the Pacific ASP network) and in Asia (Thailand) and training provided in Samoa, Bangladesh, Ecuador and Paraguay.	• Database set up with 70 portals in the region, which could form part of a network organized in conjunction with ICOM.	• Many countries have only limited capacity for project formulation, implementation and monitoring. This means that the same few experts and institutions are responsible for implementing an increasing number of projects financed by different donors in a given field. Therefore, they are not always available for consultation or discussion and often face difficulties in meeting deadlines. • Delays in decision-making processes, including at the national level, also impact negatively on project development and implementation. • Implementing fewer activities with increased amount of resources could help to solve budgetary and time constraint problems, while achieving a greater impact.

Expected result 2 Capacities of training institutions and teachers in information and media literacy enhanced. *Performance indicators:* *– number of pilot initiatives in ICT literacy for marginalized communities;* *– pilot activities in ICT literacy evaluated and their results widely shared;* *- information and media literacy modules produced and disseminated;* *- number of initiatives to integrate media literacy into education curricula.*	• Capacities of training institutions and teachers enhanced through the review of media education curricula, training workbooks and publications such as "Media education resource training kit" in French and English to help the secondary teachers, creation of a multilingual website (English, French, Spanish and Arabic) on media education (www. mediamentor.org) as well as production of guidebooks on media education in Asia and the Pacific; regional strategy for the promotion of information literacy outlining best practices and development of self-training multimedia information literacy software in the Caribbean. • Information literacy project launched in November 2005 providing a series of ICT training courses for 50 headmasters and teachers of schools participating in Ghana's Associated Schools Project Network (ASPnet).	• Dissemination of best practices in Open Courseware and OCW development throughout CIS region will be reinforced through an International Seminar on Open Courseware planned in Moscow, in January 2006, attended by experts from Massachusetts Institute of Technology and four experts from CIS countries. • Access to educational resources improved through the creation in early 2006 of the Web Portal on Open Courseware by Moscow State University, Department of Computational Mathematics and Cybernetics.	• In most cases, close coordination and regular monitoring were absolutely necessary. Activities required regular interactions with partners and counterparts concerned.
Expected result 3 Basic applications for water management and ICT literacy promoted within NEPAD. *Performance indicator:* *– ICT capacities of teachers and water specialists enhanced.*	• New partnerships for the production of local content supported by developing an interactive, multilingual CD-ROM on water (sanitation/hydropower/natural hazard/pump repair) involving five African countries (Ethiopia, Mozambique, Senegal, South Africa and Sudan). • Public awareness and advocacy achieved through support for a media campaign on improving water management carried out by the Ministry of Scientific Research in Côte d'Ivoire.		

Extrabudgetary resources/Contributions of field offices to the achievement of results

• Active participation of UNESCO Offices in New Delhi, Kingston, Quito, Bangkok and Apia in the achievement of results.

• About 15 Information Literacy projects funded by the Information for All Programme (IFAP) in 2004 and 2005 are being implemented.

• A project for development of information literacy education through school libraries in South-East Asia is being carried out under UNESCO's Information for All Programme. The project was to examine the current state of information literacy education in South-East Asia and to put forward appropriate recommendations and action plans for the greater involvement of school libraries in the development of information literacy. A workshop was held in October 2004 to assess the situation of information literacy in the region, involving two researchers/educators each from Cambodia, Indonesia, Lao PDR, Malaysia, the Philippines, Thailand and Viet Nam. Three sets of questionnaires were produced and used as standard survey instruments among the seven countries. A second workshop was held at the UNESCO Office in Bangkok, Thailand, in September 2005: (i) to share the findings of the survey, (ii) to review the current situation of information literacy in school libraries, (iii) to assess the progress made in school library development during the past two years, and (iv) to formulate recommendations and action plans for the enhancement of information literacy education in South-East Asian countries.

Results-based report for: 05131 MLA 1: Supporting culturally diverse and multilingual contents

Title of element/unit
05131 MLA 1: Supporting culturally diverse and multilingual contents

Inputs/Funding
Regular budget $2,796,700; Extrabudgetary –

Justification/Identification of needs/Background

The media industry and information and communication technologies (ICTs) are transforming the perceptions and lifestyles of millions of people around the world. In this context, UNESCO has been active in promoting the creation and dissemination of local content reflecting the values and experience of local cultures and languages. During the 2002-2003 biennium, UNESCO's work to encourage culturally diverse and multilingual content was consolidated through a new Programme for Creative Content to support creativity and innovation in local content production for television, radio and new media. In a complementary approach in the information area, a number of activities and pilot projects were initiated focusing on policy formulation, statistical surveys and the production of online tools to promote multilingualism in cyberspace, particularly within Initiative B@bel. By building on this base and expanding its network of partners, UNESCO will continue to promote multilingualism in the media and on the Internet, especially in developing countries. This is also in line with the Recommendation on the Promotion and Use of Multilingualism and Universal Access to Cyberspace adopted by the General Conference at its 32nd session.

Strategies/Implementation

Based on the principles set forth in the Universal Declaration on Cultural Diversity, the strategy for promoting cultural and linguistic diversity in the media and intercultural dialogue will involve (i) sensitizing decision-makers to the need to encourage the production, safeguarding and dissemination of diversified content in the media and global information networks, (ii) developing training modules, guidelines and reference material for communication and information professionals, particularly in developing countries, and (iii) providing seed funding for innovative content production and co-production and supporting their dissemination and exchange at the regional and international levels. Action will target television, radio, print journalism, ICT schools and training institutions, producers, ICT-based media developers and information institutions in developing countries, least developed countries, and countries in transition. The mobilization of partnerships with international associations, NGOs and institutions from both the public and private sector to co-implement or co-finance the activities envisaged will be a key element of the strategy. It will also involve encouraging an optimal use of ICTs for the circulation of local content – from local to local and local to global. Action on creative content in Major Programme V will be undertaken in close cooperation with Major Programme IV, especially its Global Alliance for Cultural Diversity initiative. ICT support for multilingualism will be strengthened through a freely accessible online inventory of linguistic resources and statistics, and pilot projects designed to facilitate the development and application of technologies and to make linguistically diverse information content more widely available.

Expected results and results achieved, 2004-2005

Expected result 1	Results achieved	Results not achieved	Lessons learned, success factors and challenges
Knowledge and skills of communication and information professionals enhanced in preparing culturally diverse and multilingual contents. *Performance indicators:* – *international reference and practical guidelines produced, disseminated and applied in various regions;* – *number of TV practitioners trained in scriptwriting, digital editing and post-production work in various regions.*	• Unicode standard for Balinese, Mongolian, Nepali and N'ko developed to enable native speakers to use national languages in email, on web pages or other electronic documents. • Training of fonts developers, creation of open-source fonts and an indigenous portal for local languages implemented in support of the production of online/offline journals to bring information in national languages to rural people. • Multilingual databases and pilot digital libraries developed in local languages in Latin America.		• To succeed in mastering a medium's language requires a minimum of talent and skills. Training those who may not have the gift to communicate will, in the long run, be less useful for the populations they will serve than providing opportunity to talented individuals. The challenge for UNESCO and its partners is to reach talent and creativity and avoid falling into the "trap" of institutional gatekeepers.

- Regional Academy for Digital Image Technologies established in Baku in collaboration with UNDP and the National Institute of Informatics of Japan as a model academy for other regions.

- Technical support and advice provided to the Arab Open University on e-learning platforms; staff trained in use of learning management systems and content building techniques.

- International references, practical guidelines and relevant UNESCO publications translated into national languages of the Moscow Cluster countries and disseminated through the web.

- TV and radio practitioners trained in scriptwriting, digital editing and post-production work in Africa, Asia, Latin America and the Caribbean through a number of capacity-building activities.

- Support provided for a study, "Speaking African on the Radio", on the impact of FM and community radios using African languages in Ghana, Mali and Senegal as well as for programme production on development issues in local languages for national and local broadcasters in Africa (Burkina Faso, Cameroon, Mali and Niger) and Latin America (Bolivia, Brazil and Chile).

- Two sets of video training tutorials prepared on the basics of camera, sound and editing work as well as a monograph on "How to write a script" and two video modules on "The Art of interviewing" and "How to read a film", addressed to independent film makers and those working in community and public service media.

- Two UNESCO-ABU training workshops on Television Portraits for Asia television-makers held in the Republic of Korea, 2004, and in Hong Kong, 2005.

- The AfricaDoc project took place in St Louis of Senegal and trained 14 young producers of documentary films from West and Central Africa: training included negotiation of co-productions, purchases and financial support.

- Scriptwriting training courses for short film production organized in collaboration with ScriptNet in Sierra Leone and Nigeria with the resulting scripts produced as part of the Reel Peace series; several Africa Animated! Workshops for creators of cartoons held in 2004 and 2005.

- Advisory services provided, aimed at strengthening the expression of Maya culture and the promotion of cultural diversity in Guatemala.

- A technical meeting supported in Panama, 2004, to analyse difficulties and challenges in the treatment and dissemination of culture-related diverse content in Latin America.

- Nineteen producers from Mexico, Guatemala, Colombia, Panama, Bolivia and Chile trained at the UNESCO supported "Indigenous and Communitarian Video Workshop" organized by the San Antonio International Film and TV School of Cuba.

- Two projects launched in Bolivia involving the Chiquitano population in East-Central Bolivia and the *Guaranis* in the South-East, entailing the use of communication for the preservation of indigenous culture.

- Kiowa intangible cultural resources regenerated by fostering intercultural and intergenerational dialogue through the use of media and ICTs.

- Skills upgrading and special training on HIV and AIDS reporting provided to 30 television producers and 15 community radio practitioners from 25 countries: 30 documentary scripts were finalized and 12 produced.

- Ten best practice dramatized radio scripts depicting HIV/AIDS, gender and education published and distributed with accompanying audio to more than 800 community radio partners in English-speaking African countries;

- Fifteen scripts promoting basic skills enhancement in farming and conservation practices produced on CD-ROM and distributed to 500 community radio stations in Africa. The distribution is accompanied by an invitation to a radio script competition depicting any themes related to the MDGs providing a mechanism for evaluation level of voluntary participation as well as quality of proposed scripts.

Expected result 2			
Expected result 2 Quality content production promoted utilizing both traditional and new media. *Performance indicators:* *– technical and financial support provided for audiovisual and online content production in various countries and standards improved and disseminated;* *– number of professional organizations and associations of producers supported worldwide;* *– number of productions supported annually in various regions.*	• UNESCO Reel Intercultural Dialogue series distributed to 100 television stations and 50 festivals; five international awards received. • UNESCO/ScriptNet Reel Peace series distributed worldwide and further produced in Sri Lanka, Sierra Leone and Nigeria. • Audiovisual and online content production in Africa promoted through the Pan-African co-production on African cultural heritage (Cités d'Afriques), with the Council of French-Speaking Radio and TV Stations (CIRTEF) and the Africa Animated! Project providing production opportunities to young African animation producers. • Latin American network of content producers created through the "Se buscan" initiative, involving a conference on the Latin American Audiovisual Landscape and Local Content Production (with the University of Guadalajara). • First website on Caribbean indigenous languages developed to promote over 20 indigenous languages in the region. • Support provided for the production and dissemination of local content in Arab States through training workshops in Egypt, Sudan and Morocco. • Local radio content production "From Canoe to Computer" supported, jointly with BBC and UNDP, in Fiji, Samoa and the Solomon Islands, followed by the exchange of programmes among the countries. • Creation of online documentation services supported for the Panafricain Film and Television Festival of Ouagadougou (FESPACO). • UNESCO supported the upgrading and modernization of the International School of Film and Television in Cuba (EICTV) media library.		• Audio content does not travel well and has limited impact because of language barriers. Audiovisual content can be more easily promoted and circulated at the international level. However, audiovisual content is costly. • In general, UNESCO regular programme fund limitations and procedures do not permit content production to be supported in an appropriate way. Modest content production efforts in developing countries may turn out to be counterproductive, as they tend to result in mediocre content and thus reinforce international stereotyping about the low quality and interest of content produced in these regions.

Results-based report for: 05131 MLA 1: Supporting culturally diverse and multilingual contents

Expected result 3 Access of local content/endogenous programmes to international audiences increased and flow of intercultural information from South to South and from South to North improved. *Performance indicators:* *– number of works and producers given access to international distribution channels;* *– national and regional initiatives such as the Digital Silk Road and Spice Routes, launched and supported;* *– number of exhibitions on cultural diversity showcasing the local content supported;* *– arrangements made with TV festivals and markets, fairs and international forums for promotion of local content at international level;* *– Internet sites with local content created and extent of downloads;* *– online Internet video catalogues created and maintained;* *– number of annual input of full-length endogenous/local content programmes from producers in various regions.*	• UNESCO's audiovisual E-platform continued to grow (containing 350 titles, 1,700 users and 105 catalogues from audiovisual producers in developing countries). • Distribution outlets and showcasing initiatives supported in Asia, Africa and Latin America such as the Open Frame Festival in New Delhi, the ZIFF Festival in Zanzibar, the Durban International Film Festival, the Sithengi market in Cape Town, the International Festival of "Poor Cinema" in Cuba and the Festival Iberoamericano de Cortos, Imágenes Jóvenes en la Diversidad Cultural, in Buenos Aires. • Partnerships created with about 30 new broadcasters involving the broadcasting of UNESCO supported content from the South and countries in transition.		• The media landscape is extremely commercialized in almost every country of the world. Circulating cultural, educational and public service oriented content through the media is difficult, with the exceptions of specialized channels and local media. Festivals have proven an effective vehicle for cultural and educational audiovisual content as they have an important mobilization capacity, both in qualitative and quantitative terms, reaching thousands of interested citizens in rural and urban areas worldwide. Taking into account the closed broadcasting circles, festivals provide an alternative communication channel for the circulation of culturally diverse audiovisual content.
Expected result 4 Awareness and knowledge of media, ICTs and the expression of cultural and linguistic diversity increased. *Performance indicators:* *– new partnerships created involving several countries for the production and co-production of local content;* *– digital databases with volumes of local content developed;* *– publication and distribution of an international research report;* *– handbook on* Journalists and the Internet *produced and distributed.*	• Partnerships created with about 30 new broadcasters involving the broadcasting; audio platform for radio professionals developed. • Distribution outlets and showcasing initiatives supported in Asia, Africa and Latin America. • Handbook on *Journalists and the Internet* published		

Extrabudgetary resources/Contributions of field offices to the achievement of results

Several IPDC projects have contributed to supporting culturally diverse and multilingual content (e.g. creation of an audiovisual training, production and documentation centre in Cambodia). The most active field offices in this field have been Quito, San José, Nairobi and Delhi.

Results-based report for: 05132 MLA 2: Preserving information and audiovisual heritage

Title of element/unit
05132 MLA 2: Preserving information and audiovisual heritage

Inputs/Funding
Regular budget $811,800

Justification/Identification of needs/Background
The world's documentary heritage constitutes a major part of humankind's memory and reflects the diversity of peoples, languages and cultures. This heritage is stored in libraries and archives and increasingly in electronic form, especially online repertories. Through the Memory of the World Programme and other initiatives such as the Digital Silk Road Project, UNESCO has played a leading role in preserving information and communication content as well as in optimizing access to this heritage. The Organization's action has helped national news agencies to anticipate technical advances and to adapt to technological change, especially in news and information preservation and storage.

Strategies/Implementation
UNESCO will continue the Memory of the World Programme as the international reference framework for information preservation. Preservation and access policies relating to documentary heritage across all media will be further elaborated. The Organization will also implement pilot projects to demonstrate innovative methods for preservation and access, with special attention given to libraries and archives collections affected by natural and man-made disasters. UNESCO will encourage the elaboration of strategies to facilitate the digital collection and storage of cultural heritage contents. This includes the strengthening of national news agencies by equipping them with modern information preservation means. The promotion and dissemination of the International Charter for the Preservation of Digital Heritage will be an important element of the strategy. Specially designed training materials and programmes on digital heritage will be developed for information and communication professionals making use of distance learning techniques.

Expected results and results achieved, 2004-2005

Expected result 1	Results achieved	Results not achieved	Lessons learned, success factors and challenges
An international framework for the preservation of information and audiovisual heritage established. *Performance indicators:* *– principles on preservation of digital heritage applied in Member States;* *– principles contained in the International Charter for the Preservation of Digital Heritage adopted and applied.*	• The Memory of the World Programme (MoW) gained visibility and stature as an international reference framework through special events held in Member States to commemorate the inscription of their documentary heritage on its International Register as well as the awarding of the UNESCO/Jikji Memory of the World Prize, funded by the Republic of Korea, for outstanding preservation efforts. • Seventeen new MoW National Committees set up, bringing the total to 69, and 29 new inscriptions listed on the Register bringing the total to 120 from 57 countries. • Awareness-raising activities about the importance of preservation of, and access to, documentary and digital heritage as well as the role of a National MoW Committee conducted jointly with the MoW Committee for Asia/Pacific (MOWCAP) in four Asian countries (Cambodia, Indonesia, Lao PDR and Viet Nam).	• Indonesia, Lao PDR and Viet Nam are on the threshold of setting up National Committees for the MoW Programme.	• Further efforts are needed to sensitize Member States to the need to preserve their documentary heritage and the opportunities offered by the Memory of the World programme for better preservation and access. • Some countries still do not have a Memory of the World Committee, making it difficult to elaborate policies that benefit the preservation of documentary heritage. • Memory of the World's Committees' new members should have experience in documentary heritage.

	• Increased awareness of the MoW Programme and of the importance of preservation of documentary heritage in Lao PDR and Thailand. • A project, "Remember the Future", launched to promote the content of Memory of the World website in collaboration with the Russian Federation.		
Expected result 2 Capacities in heritage protection of different media formats improved and news agency archiving standards for online database sharing developed. *Performance indicators:* *– number of media professionals trained;* *– number of news agencies involved in consultations;* *– number of countries provided with advisory services on policy development and research facilities;* *– guidelines prepared and widely disseminated.*	• Public radio/television digital archive for Armenia, Azerbaijan, Belarus, Georgia, Moldova and the Russian Federation set up, as well as CDs of classic literature collections produced for distribution to rural schools and libraries in those countries. • "Guide on Human Rights Archives" (CD-ROM and website) finalized with Fundación Memória Abierta (Argentina) to encourage the preservation of endangered documents and their dissemination to a larger public. • Principles of digital preservation used to develop a series of books on Arab contributions to the sciences. • Unique endangered collections of the nineteenth and twentieth centuries of the Russian State Collection of Television and Radio, Russian State Archive of Cinema and Photo Documents, Armenian National Film Library safeguarded and digitized for greater access. • Guidelines, strategies and policies for digital preservation through comparative analysis and assessment of preservation needs and situations formulated for testing in Botswana, Ethiopia and South Africa.		• There is a need for further sensitization of heritage institutions in developing countries to the fragility and importance of preserving digital memory.
Expected result 3 Digital preservation of media heritage strengthened. *Performance indicators:* *– communication and information professionals trained in various regions;* *– policies and guidelines for media heritage developed and applied in Member States;* *– content of Memory of the World website expanded and number of visitors/hits;* *– guidelines for the preservation of documentary heritage disseminated worldwide.*	• Over 70 experts from the Asia and the Pacific region trained in digital preservation management and migration of audiovisual materials as well as preventive and curative conservation and practical workable solutions to preservation and restoration problems. • 80 information professionals from Argentina, Brazil, China, Colombia, Costa Rica, Cuba, Ecuador, Guatemala, Mexico, Peru and Spain trained in paper and digital heritage preservation. • Training provided in planning preventive and curative conservation; understanding of the effects of pollution; digitization at a workshop on Preservation and Conservation of Library and Information Materials for Asian Countries organized by National Library of Thailand in 2005; recommendations were practical workable solutions to preservation and restoration problems.		

Expected result 4 Access to audiovisual heritage improved. *Performance indicators:* *– international references to audiovisual heritage documents in online catalogues;* *– diversity of the Memory of the World Register broadened;* *– participants in network of Memory of the World National Committees.*	• Seventeen new MoW National Committees and 29 new inscriptions listed on the Register [see also ER 2]. • Five LAC nominations submitted to the International MoW Register for consideration by the International Advising Committee during the fifth CRALC MoW Meeting held in September 2004 in Santiago, Chile; three of these nominations were inscribed in the International Register in 2005; sixth CRALC meeting held in Bogotá, Colombia. • Regional MoW Register launched during the meeting cum workshop of the MoW Committee for Asia and Pacific (MoWCAP), held in Manila, in 2005: the first gathering of its kind in over five years, MoWCAP was essential for enhancing the development of MoW in the region, encouraging growth of National Committees and the adoption of projects and strategic plans. • Asia/Pacific MoW website with overall scanability, a search engine and site map for easy navigation/information retrieval developed at the Public Records Office of Hong Kong. • A joint Baltic nomination for the MoW Register "The Baltic Way" outlined at a "MoW" Baltic States workshop organized in cooperation with the Lithuanian National Commission in Vilnius, in October 2005, attended by experts from the three Baltic States, Germany and Poland.	• The website is scheduled for launching in January 2006. It will be linked to the existing web page on the sites of UNESCO Bangkok and New Delhi Offices.	• In 2005, the Latin America and Caribbean Regional Committee presented several nominations that have been inscribed in the Memory of the World Register.

Extrabudgetary resources/Contributions of field offices to the achievement of results

Slave Trade Archives project funded by NORAD terminated on 31 December 2004.

The Timbuktu Manuscripts project funded by Luxembourg started in 2004.

Results-based report for: 05211 MLA 1: Promoting press freedom, freedom of expression and democracy

Title of element/unit
05211 MLA 1: Promoting press freedom, freedom of expression and democracy

Inputs/Funding
Regular budget $1,827,900; Extrabudgetary –

Justification/Identification of needs/Background
Freedom of expression is the cornerstone of any democratic society, which UNESCO, with its mandate to promote the "free flow of ideas by word and image", is called upon to foster. UNESCO's action in this field places emphasis on creating an environment that is conducive to the full enjoyment of freedom of expression, by promoting press freedom as well as enhancing the importance of freedom of expression in democracy among decision-makers and civil society. UNESCO's action in promoting freedom of expression and its corollary, the freedom of the press, is of particular relevance in the development of knowledge societies. The new media landscape generated by the rapid development and spread of information and communication technologies poses complex challenges which require new approaches to ensure freedom of expression, access for all, and the free flow of information and knowledge.

Strategies/Implementation
The main strategy, which aims at promoting and upholding the principle of freedom of expression, as defined in Article 19 of the Universal Declaration on Human Rights, consists of five interrelated actions. The first action will be the awarding of the UNESCO/Guillermo Cano World Press Freedom Prize, which has become an integral part of each year's celebrations of World Press Freedom Day (3 May) and concretely expresses UNESCO's commitment to freedom of speech and to those who suffer from repression and persecution in the exercise of their profession as journalists. Secondly, UNESCO, with its partners, will play a leading role within the international community in sensitizing the public as well as governmental authorities to press freedom and in protecting the right of journalists through the International Freedom of Expression Exchange (IFEX) alert network, grouping 1,500 members in more than 130 countries and regional networks. Thirdly, support will be provided to implement UNESCO's 29 C/Resolution 29 on combating the impunity of violence against journalists and media institutions. Fourthly, support will be provided to media professional organizations to promote safety for local and international news reporters working in conflict areas. Fifthly, efforts will be deployed to raise awareness of the importance of privacy and freedom of access to information in libraries and other traditional information institutions.

Expected results and results achieved, 2004-2005

Expected result 1	Results achieved	Results not achieved	Lessons learned, success factors and challenges
Public awareness of press freedom as a fundamental right increased. *Performance indicators:* *– annual celebration of World Press Freedom Day (3 May);* *– annual award of UNESCO/Guillermo Cano World Press Freedom Prize;* *– round tables, press conferences, media events organized in various countries;* *– media coverage about press freedom events and issues in major newspapers in all regions.*	• The UNESCO/Guillermo Cano World Press Freedom Prize awarded to the Cuban journalist and poet, Raul Rivero (May 2004), and to the Chinese journalist, Cheng Yizhong (May 2005). • Two international conferences organized to celebrate World Press Freedom Day (3 May) on (i) Media in Conflict Areas and in Countries in Transition (Belgrade, May 2004), and (ii) Media and Good Governance (Dakar, May 2005). The Declarations adopted at the conferences have been disseminated in various forms worldwide. The Belgrade Declaration stresses that independent local news media are essential to provide trustworthy information that is vital for peace and reconciliation efforts. The Dakar Declaration emphasizes that independent and pluralistic media are essential for ensuring transparency, accountability and participation as fundamental elements of good governance and human rights. These Declarations were endorsed by Member States at the last General Conference.		• Amid growing recognition of the importance of press freedom for democracy and development, in 1993 the United Nations General Assembly proclaimed 3 May "World Press Freedom Day". Throughout the world, this Day was widely celebrated during the last two years and served as an occasion to raise awareness of violations of the right to freedom of expression and drew attention to the dangers and risks, including death, that media professionals face in the discharge of their duties.

	• More than 100 events were also organized in more than 80 countries to raise public awareness of press freedom; media coverage (both print and electronic media), the wide distribution of the Director-General's message, press conferences and a special website gave high visibility to UNESCO's action.		
Expected result 2 Decision-makers and the international community sensitized to the importance and new trends with respect to freedom of expression in knowledge societies. *Performance indicators:* *– need for a UNESCO Observatory on freedom of expression examined;* *– importance of freedom of expression introduced and accepted as a principle by WSIS.*	• International conference on freedom of expression in cyberspace held in February 2005 as part of the thematic conferences in preparation for the second phase of WSIS. • A press freedom network launched in Brazil (early 2005) to strengthen public support for press freedom and freedom of expression as fundamental rights. • Leaflets promoting intellectual freedom in libraries published for information professionals; five-minute film clip to raise awareness on freedom of expression in libraries and archives produced and distributed in Asia.		• Confirmation of demand for future exploration of the challenges to freedom of expression and freedom of the press in Internet–based media.
Expected result 3 Protection of press freedom and of the rights of journalist enhanced. *Performance indicators:* *– support provided to monitoring work of International Freedom of Expression Exchange (IFEX);* *– number of other regional networks provided with financial support and expertise;* *– global campaign launched and implemented on need to combat impunity of violence against journalists and media institutions;* *– website created and number of visitors.*	• Collaboration expanded with regional and international media organizations and press freedom advocacy groups, notably through the Electronic Clearing House and Alert Network, IFEX (grouping 500 member organizations in 130 countries), local and regional networks in different parts of the world reinforced through training workshops on ICTs and freedom of expression • A MENA programme including the creation of a special website in Arabic launched to monitor violations of freedom of expression. • Public condemnation by the UNESCO Director-General when a journalist has been killed (40 media professionals so far in 2005) and calls to combat impunity.		• UNESCO recognizes that media independence and freedom of information do not hinge only on the capacity of private individuals to operate media outlets; it also requires commitment to professional standards of reporting. Thus UNESCO's work has included, during the biennium, advocacy, professional training for journalists and media professionals, and support for professional networks, as well as providing governments with advice and information on best practices in media legislation and regulation.
Expected result 4 Awareness of safety and reporting in conflict situations among journalists increased. *Performance indicators:* *– professional organizations supported to provide training to journalists;* *– number of journalists trained in various regions;* *– strategies developed to support media in open and conflict zones;*	• Training on safety organized for reporters in conflict zones in DRC, Indonesia, Iraq, Liberia, Paraguay, Philippines, Sri Lanka and the Arab States. • Strategy adopted incorporating lessons learned and complementary experiences from a broad spectrum of organizations familiar with media and conflict and taking into account the varying needs and potential of media assistance in different conflict regions and during the different phases of a conflict. • A Global Partnership of United Nations, NGOs and donors in several post-conflict zones (including Sudan, DRC, Liberia and Iraq) to assist independent media established.		• UNESCO was increasingly being asked to assist, together with the other United Nations system organizations, funds and programmes, in seeking solutions in conflict prevention, emergency assistance and post-conflict peace-building. Freedom of the press, pluralism and independence of the media, and development of community newspapers and radio stations are crucial to the re-establishment of social bonds and to the reconciliation process.

– network established in collaboration with media NGOs and professional organizations to assist media in conflict zones; *– UNESCO position paper on assistance to media in open and post-conflict areas developed;* *– support provided to the establishment and work of the International News Safety Institute (INSI).*			
Expected result 5 Opportunities for independent and diversified news collection and dissemination increased. *Performance indicators:* *– diversity of news through independent news organizations;* *– free software for news operations developed and distributed;* *– publication "News operations in the era of the Internet" adapted and translated.*	• News collection and dissemination capacity of news agencies in Afghanistan, Angola, Chad and Paraguay reinforced through implementation of IPDC projects totalling $160,000. • New software for processing and managing news items devised by PANAPRESS finalized in the framework of the JFIT project and ready for use by African national news agencies. • The brochure "News operations in the era of the Internet" published in English and French.		

Extrabudgetary resources/Contributions of field offices to the achievement of results

IPDC projects totalling $160,000 for projects to improve the news collection and dissemination capacity of news agencies.

Results-based report for: 05212 _{MLA 2: Promoting independent media in conflict situations}

Title of element/unit
05212 MLA 2: Promoting independent media in conflict situations

Inputs/Funding
Regular budget $862,300; Extrabudgetary: Total $7,655,376 received during 2004-2005

Justification/Identification of needs/Background
For several years now, UNESCO has been supporting independent media in conflict and post-conflict situations to enable them to gather and disseminate non-partisan information. In this respect, the assistance provided to independent media in South-East Europe, Angola, the Great Lakes Region in Africa, the Middle East, Timor-Leste and Afghanistan has contributed to peace-building and reconciliation processes. UNESCO's action in this area includes the promotion of dialogue among media professionals in conflict areas and the outside world and the provision of advice to the authorities of countries in post-conflict situations in drafting new media legislation, which enhances the development of freedom of expression. This action in promoting independent media in conflict situations has been recognized by the international community. The humanitarian nature of this work was recognized by the Office of the United Nations High Commissioner for Refugees and the Department of Humanitarian Affairs in the June 1994 United Nations Inter-Agency Appeal. In 1996 the Appeal designated UNESCO as lead agency for assistance to independent media for the reconstruction period in the former Yugoslavia. Since then the Organization has been recognized as the United Nations lead agency in assistance to media in Afghanistan, DRC and Iraq. UNESCO has also been part of Needs Assessment in different post-conflict countries, such as Iraq, Kosovo, Liberia and Sudan. Furthermore, the Organization has ongoing and recently initiated media assistance programmes in the countries mentioned above as well as in transition countries such as Central African Republic, Nepal and the Caucasus countries.

Strategies/Implementation
The strategy adopted here involves cooperation and collaboration with intergovernmental organizations, donors, NGOs, national authorities, local and international media in providing technical and material assistance designed to promote the development of independent and pluralistic media landscapes in post-conflict areas. The technical assistance includes provision of and access to ICTs, especially Internet facilities, and training in their use to provide the population in conflict situations with increased access to non-partisan information. The strategy will also consist in harnessing both traditional media and ICTs to promote dialogue initiatives, which represent important elements in the peace and reconciliation process. Another key component of the strategy is training of media professionals, which will be done in close cooperation with professional media organizations.

Expected results and results achieved, 2004-2005

Expected result 1	Results achieved	Results not achieved	Lessons learned, success factors and challenges
Capacities of independent media increased to provide access to non-partisan information. *Performance indicators:* *– number of participants from various regions/countries taking part in training courses, workshops and seminars;* *– use of ICTs for information gathering by independent media in various regions;* *– media economically viable as a result of management training;*	• National Radio Television of Afghanistan newsrooms with television production equipment and Internet in Kabul, Herat, Mazar-e-Sharif and Kandahar inaugurated. • On-the-job training provided to journalists in Afghanistan, Liberia, Republic of Central Africa, Democratic Republic of the Congo and Rwanda. • Activities launched to transform the mediascape in the Democratic Republic of the Congo and Iraq through media legislation reform, training of journalists, with special focus on elections and constitutional process.		• The Belgrade and Dakar Declarations adopted in May 2004 and May 2005 respectively, were endorsed by the General Conference (33 C/Resolution 55 – Declaration on Media and Good Governance and Declaration on Assistance to Media in Conflict Areas and Countries in Transition). These Declarations will constitute a main reference for the Organization's activities in 2006-2007.

Results-based report for: 05212 MLA 2: Promoting independent media in conflict situations

– wider access of the population to non-partisan information.	• Producers at the Palestinian television corporation trained in production techniques and the Palestinian News Agency (WAFA) strengthened. • Capacity of independent media in South-East Europe reinforced through development of professional journalism, media management, institution-building, professional associations and the promotion of regional media networks. • Workshops held in Iraq for journalists on enhancing their skills for reporting on the constitutional process. • Awareness workshops and capacity-building for NGOs and professional media organizations in Iraq, DRC, Liberia and Nepal.		• Confirmation of the importance of building partnerships with national, regional and international press organizations and media NGOs to be able to apply the full, comprehensive UNESCO strategy for assistance to media in open and post-conflict areas.
Expected result 2 Dialogue and cooperation among media professionals and in civil society reinforced to support efforts for restoration and consolidation of peace in conflict and post-conflict areas. *Performance indicators:* *– creation of environment more open for dialogue and tolerance through dialogue projects among media professionals;* *– seminars/workshops for media professionals held in different conflict and post-conflict areas;* *– number of productions and co-productions promoting values of peace and dialogue;* *– young people empowered through improved use of ICTs and information networks to promote dialogue, mutual understanding and respect for human life and human dignity.*	• A joint television co-production in Israel/Palestine supported and broadcast simultaneously on television in both countries; dialogue project among Israeli and Palestinian media professionals promoted. • Journalists in Lebanon trained in peaceful conflict resolution. • Press Houses in Liberia, Rwanda and Burundi supported to enhance their role as professional resource centres through seminars, workshops and debates, as well as providing local journalists with access to the Internet. • Training of trainers within public bodies, including civilian police, in human rights and freedom of expression provided in Iraq. • News exchange programme in the Balkans and South-East Europe supported. • Community media project initiated in Sudan and Afghanistan; Campus radio project completed in Rwanda.		• The demand for joint projects for media professionals from conflict zones has not been fully met in the Middle East owing to the difficult political situation in the area. A backlog of possible dialogue projects await implementation when feasible.
Expected result 3 Freedom of expression and democratic media environment in post-conflict areas promoted. *Performance indicators:* *– assistance provided to media in conflict zones in line with the goals laid down in this position paper;*	• UNESCO designated as lead agency for media development in post-conflict areas such as Afghanistan and Iraq. • Programmes launched in Afghanistan, Burundi, Central African Republic, Democratic Republic of the Congo, Iraq and Kosovo to promote professional election reporting through the publication of election guides and advocacy campaigns to encourage full and fair disclosure of information to journalists covering elections.		• The follow-up and continued development of the UNESCO "Waxholm Strategy" for assistance to media in post-conflict areas has been ensured through the subjects chosen for the annual World Press Freedom Day conference (Assistance to media in conflict zones in 2004 and Media and good governance in 2005).

Results-based report for: 05212 MLA 2: Promoting independent media in conflict situations

– number of follow-up activities to the SIDA/UNESCO Conference (2003) on assistance to media in conflict zones; *– wider access to non-partisan information promoted through new independent and pluralistic media, both private and public;* *– professional standards and management techniques for media professionals imparted for work in tension-ridden environments;* *– improved capacities of women media professionals in post-conflict areas.*	• Election reporting capacity enhanced through training provided in Iraq, DRC, Palestine and Afghanistan. • Safety training for journalists provided in Iraq, DRC, Philippines, Liberia, Palestine and Afghanistan. • Media needs in Liberia, Iraq, DRC and Sudan assessed to develop comprehensive strategy for media assistance. • National conferences on Media Reform for Sustainable Peace and Democracy held in Liberia and the Democratic Republic of the Congo to launch plans of action for media law and policy reform. • More than 20 women journalists trained on election process. • Information collection and analysis, including media sustainability index for media in Iraq.		

Extrabudgetary resources/Contributions of field offices to the achievement of results

United Nations Trust Funds for Iraq $2,555,000 (received during 2005)
Bilateral Funds for:
Afghanistan ($4,000,000 from Italian FIT; $100,000 from JFIT-CBHR; $100,000 from JFIT; $60,000 from United States through IPDC, $117,000 from four IPDC projects)
Democratic Republic of the Congo (£135,000 from Belgium)
Secondments to Headquarters and UNESCO Office in Ramallah, specifically working on post-conflict programmes in Liberia, Sudan, Iraq ($407,988 from Sweden) CAR, Rwanda, Afghanistan ($.... from Italy) and Palestine ($180,388 from Finland)

FUNDS TO BE VERIFIED AND INFORMATION MODIFIED

Results-based report for: 05221 MLA 1: Fostering media development

Title of element/unit
05221 MLA 1: Fostering media development

Inputs/Funding
Regular budget $920,100; Extrabudgetary $250,000

Justification/Identification of needs/Background
Fostering media development continues to be of vital importance to many countries that have limited access to the advanced modes of news and information dissemination. Radio, television and the print media, reinforced by innovative applications of ICTs, are capable of reaching entire populations with knowledge and information, contributing to poverty alleviation and human development and participation of citizens in national democratic processes. For the last two decades, UNESCO has been committed to developing communication through a broad range of projects and activities which aim principally at establishing rural media using low-cost and energy-saving communication technologies, modernizing news agencies, upgrading public broadcasting capacities, supporting professional training and developing human resources for the communication media. The organization has mobilized about $88 million for over 900 projects in more than 130 countries under the International Programme for the Development of Communication (IPDC).

Strategies/Implementation
UNESCO will continue its efforts, particularly through the IPDC, to strengthen communication media in developing countries by concentrating on innovative, catalytic projects that are concerned with the development of media and human resources and clearly promote freedom of expression and media pluralism. In line with the recommendations and plans of action adopted by five regional seminars on promoting independent and pluralistic media organized between 1991 and 1997, UNESCO will continue to assist independent media organizations in achieving economic self-sufficiency and viability as the best guarantee of editorial independence. Special attention will be given to strengthening international partnerships and building strategic alliances of major stakeholders in the field of communication media development. The strategy will address critical needs for training, technical advice, appropriate equipment to upgrade media capacities, the quality of journalism and media programmes in developing countries, and extrabudgetary funds will be secured therefor, especially through the International Programme for the Development of Communication (IPDC). Increased coordination and complementary action will be developed between IPDC and IFAP in projects which aim at improving media access to ICTs. In the framework of the INFOYOUTH Programme, support will be provided for the digital enhancement of existing media by and for young people through the interconnection of radio, television and the Internet.

Expected results and results achieved, 2004-2005

Expected result 1	Results achieved	Results not achieved	Lessons learned, success factors and challenges
Capacities of communication media in developing countries and countries in transition strengthened. *Performance indicators:* *– IPDC funding support provided for projects;* *– enhanced quality of projects and their implementation;* *– number and scope of international partnerships in communication development;* *– methods of work of the IPDC Intergovernmental Council and fund-raising improved;*	• Capacities of communication media were reinforced in more than 70 developing countries thanks to the implementation of 120 regional and national media projects financed for a total amount of $3 million within the framework of the International Programme for the Development of Communication (IPDC). • IPDC reforms with a view to increasing efficiency in preparation, selection, funding and implementation of media projects were effectively carried out. • The number of IPDC donor increased significantly: 19 countries provided their contributions to the IPDC projects and activities reflecting a marked increase of donor confidence since the implementation of the IPDC reforms.		• IPDC remains the only intergovernmental instrument dealing with media development, which is crucial for sustainable development, attaining MDGs and good governance. • Despite IPDC comprehensive reforms and continuous efforts undertaken by the Programme to sensitize potential donors, IPDC's possibilities for intervention are stretched to the extreme limit, though it has provided support amounting to $3 million in the current biennium for 120 projects.

Results-based report for: 05221 MLA 1: Fostering media development

– number of strategic plans developed for critical capacity-building in selected LDCs/countries in transition.			• The small projects supported by IPDC are vital to media development in developing countries, as media professionals and civil society organizations working under difficult circumstances to expand the opportunities for independent and pluralistic media in their countries, looked upon the IPDC as a global support system for their efforts. • Member States and, in particular, the developed countries should reinforce their financial commitment in support of the IPDC so that it continues to serve as a major forum in the United Nations system to develop free and pluralistic media with a global approach to democratic development. • IPDC should continue its efforts to generate innovative catalytic projects, capable of producing a multiplier effect in the beneficiary communities, countries and regions.
Expected result 2 Capacities of news agencies, broadcasting organizations and the print media in developing countries, particularly LDCs, to access information services improved. *Performance indicator:* *– number of news agencies, broadcasting organizations and newspapers supported in terms of enhanced access to number of news sources.*	• Access to information services was improved in more than 40 broadcasting organizations, news agencies and newspapers thanks to the projects implemented within the IPDC.		• Regular programme activities can now be linked to those of the IPDC in line with the priorities defined by the Intergovernmental Council, thus increasing and enhancing synergies between regular programme and extrabudgetary activities.
Expected result 3 Freedom of expression, media pluralism and professional standards in journalism promoted. *Performance indicators:* *– number of skills-enhancement workshops conducted;* *– number of participants in various countries.*	• 150 journalists and media professionals were trained round the world to enhance their professional capacities as well as the ethics of the profession, and consequently a pluralistic media landscape.		

Expected result 4 Capacities of young people to collect and disseminate youth-related information enhanced. *Performance indicators:* *– number of youth initiatives provided with access to and use of ICTs and linking ICTs and traditional media;* *– number of training courses provided and number of participants from various countries;* *– information units created in selected countries.*	• Twelve workshops for 25 beneficiaries each were organized in order to facilitate their involvement in the different activities of the Municipality of Medellin aimed at reducing youth participation in conflicts; the coordination of the institutions in charge of youth empowerment at local and national levels was improved and a youth collaborative network on peace and conflict resolution issues was ensured in support of their efforts to develop a culture of peace among youth. • Establishment of a Youth Centre for Computer Education at the Grand People's Study House in Pyongyang (DPRK) and organization of training in ICT for the trainers. • Ensuring the participation of disadvantaged children and youth in the creation of an "Atlas of Diversity" in Latin America.		
Expected result 5 Synergies between IPDC and IFAP programmes enhanced. *Performance indicators:* *– number of projects developed and implemented in line with the cross-cutting priorities of IPDC and IFAP programmes;* *– number of joint interventions by IPDC and IFAP on major issues relating to building of knowledge societies.*	• One regional and three national projects in the field of digitization of audiovisual archives were financed by the IPDC for a total amount of $150,000 and implemented in Mozambique, Gambia, Solomon Islands and African Portuguese-speaking countries with the assistance of IFAP's experts.		

Extrabudgetary resources/Contributions of field offices to the achievement of results

Capacities of communication media were reinforced in more than 70 developing countries thanks to the implementation by the field offices of 120 regional and national media projects financed for a total amount of $3 million within the framework of the International Programme for the Development of Communication (IPDC).

Results-based report for: 05222 MLA 2: Enhancing the impact of communication and information for sustainable development

Title of element/unit	
05222 MLA 2: Enhancing the impact of communication and information for sustainable development	

Inputs/Funding
Regular budget $862,300; Extrabudgetary $3,631,900

Justification/Identification of needs/Background
Communication and information are essential to involve people in the process of their own development. They act as a catalyst for economic, political and social change and require multiple approaches to give a voice to all segments of society. Access to information and free and unfettered media plays a positive role in accelerating sustainable economic and social development and thus, by extension, in helping to remove the conditions of poverty and the lack of public debate. Therefore, UNESCO has supported appropriate communication, technologies and information facilities to ensure access to knowledge and information for sustainable development.

Strategies/Implementation
Working towards the achievement of the Millennium Development Goals, especially that of reducing extreme poverty by at least half, by 2015, UNESCO will ensure the full and effective involvement of all stakeholders in communication and information for sustainable development. Particular attention will be paid to the catalytic role of the public domain, community media and information service providers in transmitting development messages. Action will be developed in close cooperation with relevant UNESCO programmes in education (especially in the context of the United Nations Decade of Education for Sustainable Development (2005-2014)), natural sciences, social and human sciences and culture. In key areas, such as HIV/AIDS, food security, water and the environment, the focus will be on an increased effort to facilitate the production of up-to-date, relevant materials that mobilize communities and promote social change. Awareness-raising within Member States will be conducted on the role of the media in promoting democratic governance and sustainable development, its usefulness as a transmitter of new ideas and information and its ability to give a voice to the poor. Close attention will be paid to the networking of ICT centres and institutions in order to build and maintain sustainable information resources, and technologies particularly at the regional level. Priority will be given to developing countries and least developed countries. Extrabudgetary resources will be mobilized to extend the scope of activities.

Expected results and results achieved, 2004-2005

Expected result 1	Results achieved	Results not achieved	Lessons learned, success factors and challenges
Capacity of communication and information professionals to produce and disseminate development messages increased and awareness of development issues and the role of a free press raised. *Performance indicators:* *– specialized training workshops held in all regions;* *– number of productions on developmental issues supported;* *– social change enhanced through the production and dissemination of topic-specific materials in a number of key areas.*	• Environment journalists from the six countries in the Mekong River basin in South-East Asia trained on current issues and the contribution of the media to sustainable development in the basin. • The establishment of Central Asian Network of Environmental Journalists was supported through UNESCO/IPDC assistance. Capacities of media professionals upgraded through regional seminars in Chelyabinsk region of the Russian Federation. • Multimedia Training Kit (MMTK), a suite of open access, multimedia training materials for grassroots communicators, was further expanded to over 120 units and made available online and offline in collaboration with 10 partner organizations. The translation of the MMTK modules into Russian, French and Portuguese and evaluation of the MMTK initiative were conducted with positive results.		• There is a need for increased coordination of efforts between Headquarters and field offices. This can be achieved by involving more actively field directors in discussion during the planning stages of actions. • Focusing on all priority areas of the Sector is a challenge for field staff as some are more specialized in one area than in another.

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	• The French language version of community browser eNRICH developed jointly by UNESCO and the National Informatics Centre of India and deployed in more than 600 community access projects to facilitate community information was produced in a new version for French-speaking African countries. Also a new Open eNRICH version was developed as a partnership initiative.		
Expected result 2 Knowledge and understanding about the contribution of ICTs to sustainable development and poverty reduction improved. *Performance indicator:* *– research report produced and disseminated to major stakeholders worldwide.*	• Report on Communication and Sustainable Development published and distributed in collaboration with FAO as an outcome of the Inter-Agency Round Table. • Support provided for the publication of three special issues of i4D, a periodical dedicated to information and development, to discuss community access issues and sustainable development. • "Media impact on poverty alleviation" research study assembled through online consultation with experts and taking into account opportunities provided by ICTs in three African and three Asian countries.		
Expected result 3 Partnerships with communication and information institutions strengthened for sustainable development. *Performance indicators:* *– number of associations and institutions provided with financial and technical assistance;* *– UNESCO supported networks operational;* *– global network of young television producers on HIV/AIDS established;* *– number of young producers involved from various countries.*	• Support for and participation in the ninth United Nations Inter-Agency Round Table on Communication for Development (Rome, September 2004) attended by United Nations agencies, experts and more than 100 organizations engaged in communication for development projects helped to strengthen partnerships in communication as a strategy to accelerate development action and contribute to the Millennium Development Goals. • In collaboration with the Education Sector, CI launched an international media experts' consultative meeting for a media resource and training kit on education for sustainable development. An overall conceptual framework and specific benchmarks are identified for the development of the kit. • The global network of young television producers on HIV/AIDS promoted specialized training workshops on HIV/AIDS for communication and information professionals in Asia, Arab States, Latin America and Africa. The modalities of the network are based on programme exchange. Other United Nations partners such as UNICEF and UNDP are becoming involved in expanding the network. • 60 trainees from 25 countries in Africa and Asia participated in workshops. Forty-five documentary scripts were finalized and 24 produced. In addition, best examples of video messages from Paraguay and a directory of young television producers on HIV/AIDS in Brazil have been compiled along with CD accompaniments.		• International community, United Nations agencies, civil society and academic groups are motivated by communication for development but more synergies are required between United Nations agencies, particularly in the framework of CCA and UNDAF at the national level. • This project is becoming popular among United Nations agencies and television broadcasters working on HIV/AIDS prevention. There is a need for programme exchange. People want to know how other people deal with complexities of the pandemic and how young people make their choices in life.

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	• In collaboration with the Caribbean Institute of Media and Communication (CARIMAC), the design of an HIV/AIDS communication strategy focusing on youth and women in Jamaica, St Vincent and the Grenadines, and Trinidad and Tobago is nearing completion.		• UBW funds have been allocated for the continuation and reinforcement of the Global Network of Young TV Producers on HIV and AIDS.
Expected result 4 Information handling, access and maintenance capacities improved in countries and regions. *Performance indicators:* *– number of regional and local training workshops conducted;* *– number of media practitioners trained/sensitized to maintenance issues in target countries/regions;* *– locally relevant guidelines and tool kits on appropriate technologies and on culture of maintenance developed and distributed.*	• Rebuilding of tsunami-affected radio stations in Aceh, Indonesia, supported; the stations resumed broadcasting in May 2005. • Recommendations on communication policies and public information strategies to reduce risk and damage caused by disasters were prepared (with the International Strategy for Disasters Reduction Spanish Cooperation Agency and> the International Federation of the Red Cross) by media professionals, national and local authorities in Latin America.		

Extrabudgetary resources/Contributions of field offices to the achievement of results

$30,000 from UBW (two subregional workshops entitled "Using the Internet for improved reporting on the science of HIV and AIDS" for English-speaking and French-speaking Africa, in Kampala (Uganda) and Yaoundé (Cameroon) respectively).