

Section I: Identification and JP Status

Enhancing Inter-Ethnic Community Dialogue and Collaboration in FYR Macedonia

Semester: 2-10

Country	The Former Yugoslav Republic of Macedonia
Thematic Window	Conflict Prevention and Peacebuilding
MDGF Atlas Project	00067217
Program title	Enhancing Inter-Ethnic Community Dialogue and Collaboration in FYR Macedonia
Report Number	
Reporting Period	2-10
Programme Duration	
Official Starting Date	2009-08-03
Participating UN Organizations	* UNDP * UNESCO * UNICEF

Implementing Partners

- * Additional NGO partners to be found in Annex 1
- * Bureau for Education Development
- * Centre for Human Rights and Conflict Resolution (NGO)
- * Centre for Intercultural Dialogue (NGO)
- * Commission for Relations with the Religious Communities and Faith Groups
- * Forum ZFD (NGO)
- * Ministry of Culture
- * Ministry of Education and Science
- * Municipalities of Kicevo, Kumanovo and Struga
- * Primary and Secondary Schools in the Selected Municipalities
- * School of Journalism and Public Relations
- * Secretariat for Implementation of the Ohrid Framework Agreement
- * State Education Inspectorate
- * University of Ss. "Cyril and Methodius"

Budget Summary

Total Approved Budget

UNDP	\$1,834,941.00
UNICEF	\$1,239,060.00
UNESCO	\$925,999.00
Total	\$4,000,000.00

Total Amount of Transferred To Date

UNDP	\$1,453,756.00
UNICEF	\$895,400.00
UNESCO	\$645,745.00
Total	\$2,994,901.00

Total Budget Committed To Date

UNDP	\$754,017.00
UNICEF	\$838,003.00
UNESCO	\$209,618.00
Total	\$1,801,638.00

Total Budget Disbursed To Date

UNDP	\$713,138.00
UNICEF	\$415,983.00
UNESCO	\$188,171.00
Total	\$1,317,292.00

Donors

As you can understand, one of the Goals of the MDG-F is to generate interest and attract funding from other donors. In order to be able to report on this goal in 2010, we would require you to advise us if there has been any complementary financing provided in 2010 for each programme as per following example:

Amount in thousands of US\$

Type	Donor	Total	For 2010	For 2011	For 2012
Parallel					
Cost Share	Swiss Government		100000		100000
Counterpart					

DEFINITIONS

1) PARALLEL FINANCING – refers to financing activities related to or complementary to the programme but whose funds are NOT channeled through UN agencies. Example: JAICA decides to finance 10 additional seminars to disseminate the objectives of the programme in additional communities.

2) COST SHARING – refers to financing that is channeled through one or more of the UN agencies executing a particular programme. Example: The Government of Italy gives UNESCO the equivalent of US \$ 200,000 to be spent on activities that expand the reach of planned activities and these funds are channeled through UNESCO.

3) COUNTERPART FUNDS - refers to funds provided by one or several government agencies (in kind or in cash) to expand the reach of the programme. These funds may or may not be channeled through a UN agency. Example: The Ministry of Water donates land to build a pilot 'village water treatment plant' The value of the contribution in kind or the amount of local currency contributed (if in cash) must be recalculated in US \$ and the resulting amount(s) is what is reported in the table above.

Direct Beneficiaries

	Men	Men from Ethnic Groups	Women	Women from Ethnic Groups	Boys	Girls	National Institutions	Local Institutions
Targeted Number	575	575	1150	1150	160983	149040	60	443

Reached Number	487	487	1069	1069	160983	149040	30	443
Targeted - Reached	88	88	81	81	0	0	30	0
% difference	84.7	84.7	92.96	93.0	100.0	100.0	50.0	100.0

Indirect Beneficiaries

	Men	Men from Ethnic Groups	Women	Women from Ethnic Groups	Boys	Girls	National Institutions	Local Institutions
Targeted Number	301410	301410	300510	300510	0	0	123	12
Reached Number	301265	301265	300365	300365	0	0	69	3
Targeted - Reached	145	145	145	145	0	0	54	9
% difference	99.95	99.95	99.95	100.0	0	0	56.1	25.0

Section II: JP Progress

1 Narrative on progress, obstacles and contingency Measures

Please provide a brief overall assessment (250 words) of the extent to which the joint programme components are progressing in relation to expected outcomes and outputs, as well as any measures taken for the sustainability of the joint programme during the reporting period. Please, provide examples if relevant. Try to describe facts avoiding interpretations or personal opinions

Progress in outcomes

□ The Report, “Results of a Participatory Assessment: National and Local Capacities for Strengthening Interethnic Dialogue and Collaboration,” was launched and endorsed formally by all stakeholders of the national and local levels. Thirty-one activities were implemented by eleven organizations as part of a Grant Scheme launched to address some of the issues raised in the Assessment.

□ Two Study Visits were organised by the Programme – one with a focus on education and another on governance. The aim of the study visits was to see successful approaches in different places to similar issues and problems as faced in Macedonia. The focus was on policies and mechanisms for implementing multiculturalism, dispute resolution and peace and tolerance and to consider what can be applied in Macedonia. The participants returned to their communities with practical ideas to be implemented within their spheres of work.

□ A textbook titled “Media, Citizens and Intercultural communication” was published, intended for undergraduate students in Journalism and in Public Relations, for the courses of Media and Society and Intercultural Communication, as well as to be used as a resource by professional journalists in their culturally- and conflict-sensitive journalism practices.

□ Over 50 Teachers and 120 students were trained to integrate democratic participation in the school decision-making processes and in the election of school and student boards. This is part of the ‘Democratic Schools’ approach, which aims to ensure that school governance mechanisms (school boards, student and parent councils, student organizations and other school bodies) are transparent and based on democratic principles.

Progress in outputs

Output 1.1

The Programme organized four workshops to assist key national and local institutions dealing with the complexity of interethnic life to better address issues that may undermine interethnic cohesion. The focus was on understanding the legal mandates and parameters, as well as improving and creating various tools and approaches to enhance coordination and communication among all of the key stakeholders, including central and local governments, the business community, civil society and media. Ten more complementary activities were developed and will be implemented during the next period.

UNDP’s report, “Results of a Participatory Assessment: National and Local Capacities for Strengthening Interethnic Dialogue and Collaboration,” was successfully launched and endorsed formally by all stakeholders of the national and local levels in partnership with the Secretariat for Implementation of the Ohrid Framework Agreement (SIOFA).

Output 1.2

Experts will be trained who can mediate in escalated situations and facilitate dialogue within diverse communities. The strategy and design of the pool of facilitation expertise and resources are in progress. Activities will start during the next reporting period.

Output 1.3

Inter-Municipal Cooperation Agreements were used by the programme to improve inter-ethnic relations in wider micro-regions by addressing local needs among ethnically diverse municipalities that may not have otherwise had incentives to cooperate on local development matters.

In response to a recommendation that came out of the capacity assessment process, the UNDP launched a Grant Scheme in three target municipalities. Eleven Civil Society Organizations (CSOs) were awarded grants. So far, they have implemented thirty-one activities. These included: a forum on religious diversity and its influence in a multi-ethnic environment; a debate on perceptions of ethnic diversity; a round table on the perspectives of the Ohrid Framework Agreement; a round table on Decentralization as a part of the Ohrid Framework Agreement; a training on facilitation and mediation for the Members of the Commissions for Inter-Community Relations; workshop about development of a programme for CICR, encompassing representatives of the CICR, Neighborhood Local Communities and representatives of CSOs; and many more. The Project Unit team organized two more meetings of the informal networks in the municipalities of Kicevo and Struga, which aim to continuously follow and monitor the progress of dialogue among ethnic groups.

Also in this period, UNDP in partnership and the British Council and with the participation of UNESCO implemented a workshop to provide knowledge to municipalities as they take up decentralized responsibilities, particularly in terms of managing local culture and cultural diversity. The participants learned how to use different approaches and models for management of cultural diversity. This activity encompassed representatives of the central government, local authorities, civil society organizations dealing with culture, directors of museums, members of the commissions for inter-community relations and media.

UNDP organised a Study Tour for a group of stakeholders from central government, local government and civil society. The visit was to the cities of Pécs, Hungary and Timisoara, Romania – identified as positive examples of the inclusion of minority communities into participatory and governance processes at local level. The aim of the study visit was to learn more about the governance approaches in these communities, focusing on policies and mechanisms for implementing multiculturalism, dispute resolution and peace and tolerance and to consider what can be applied in Macedonia. The participants returned to their communities with practical ideas to be implemented within their spheres of work.

Output 2.1

The Bureau for Educational Development (BED) finalized the Concept for textbook development and methodology for textbooks review in line with multiculturalism and other aspects (age appropriate, promotion and respect of the ethnical, religious and gender differences, values of the different cultures, languages, traditions. Workshops on planning and record keeping for around 1000 primary school teachers were held within the frame of Life Skills-Based Education (LSBE) curriculum, through the existing in-service teacher training system supported by the BED.

Following the establishment of the Working Group for strengthening the capacities of the MoES for policy and programme development for communication and advancement of interethnic relations in education in May 2010 -- a part of the capacity development programme on multiculturalism, peace and tolerance in education for national and municipal policy makers – UNICEF led and organized a study visit for national policy makers to Belfast, Northern Ireland . The group comprised of representatives from the Ministry of Education and Science, Bureau for Development of Education, State Educational Inspectorate, municipalities and implementing partners.

An experienced and proven team of professors from Queen's University, Belfast, were selected to plan the study visit and to provide further in-country capacity development for Macedonian national and municipal policy makers. The participants had a chance to explore education initiatives that have been introduced to build relationships between the main ethno-religious communities (Protestants and Catholics), and between these communities and smaller groups. The national policy makers were also informed of the main interventions with respect to: policy; structural responses; curriculum responses; Local and Global Citizenship education; the core religious education syllabus and a common history curricula; the requirement of all subjects to address to a greater or lesser extend issues of mutual understanding, cultural awareness and citizenship.

In January 2011, the national policy makers along with the experts from Queen's University will work together to develop and implement national policy and programmes related to multiculturalism and conflict resolution, as well as to establish mechanisms for monitoring the implementation of these programmes.

Output 2.2

During the reporting period, students, teachers and parents from selected schools in the targeted municipalities participated in on-going workshops during which approaches to multiculturalism were explored. Over 50 Teachers and 120 students were trained to integrate democratic participation in the school decision-making processes and in the election of school and student boards. This is part of the 'Democratic Schools' approach, which aims to ensure that school governance mechanisms (school boards, student and parent councils, student organizations and other school bodies) are transparent and based on democratic principles.

Output 2.3

The school based and the community based centers that work with UNICEF actively continued providing extracurricular activities for ethnically mixed groups, such as theatre performances, animation, pottery, photography, journalism, leadership and many more. The extracurricular activities piloted in the workshops held in the 4 primary and 6 secondary selected schools were developed to contribute towards the national education programme and Manual for extracurricular activities.

The municipalities of Kumanovo, Struga and Kicevo allocated municipal premises free of charge for the community based Youth Centers in these cities. The Implementing partner signed a contract in duration of 5 years.

The UNESCO Club at the Community Development Institute engaged youth organizations and municipality representatives in preparations to establish municipal youth councils in Kicevo, Kumanovo and Struga, modeled on successful examples from other communities in the country. Youth councils are designed to be a part of the decision making process in each municipality, representing the views and interests of youth in each community and of all ethnic and social groups.

A call for proposals has been issued for activities in university settings and the three pilot municipalities aiming to develop the capacity of youth CSOs in improving interethnic dialogue and cooperation. Small awards will be supporting CSOs and university Clubs in designing and implementing sustainable structures and programs for multiethnic activities on topics of culture, environment, science, and information and communication technologies.

Output 3.1

A baseline study on the role of gender and inter-ethnic relations was produced. The study findings will be presented through a forum planned for the next period, with the aim of opening a wider discussion on the role of women in interethnic relations and in local development, including the specific role that women can play through participating in public life at all decision-making levels, dialogue, conflict-sensitive development, and in enhancing interethnic relations through mediation and similar activities. In addition, the forum will provide a platform for sharing other experiences in areas such as social inclusion and community security, including the fight against domestic violence.

The Ministry of Culture is preparing a book about the Second World Conference on Inter-religious and Inter-civilization Dialogue, held in Ohrid last May. Planning is under way for the Second National Youth Conference Shared Visions. This event will focus on helping youth leaders to promote diverse, balanced and constructive views and opinions on intercultural and interfaith issues in their communities and the Macedonian society. Amongst other activities, the conference will offer advocacy, media and public relations training for youth from UNESCO Clubs and other organizations participating in the Joint Programme.

Output 3.2

The UNESCO Chair candidate, the School of Journalism and Public Relations, has produced a textbook titled "Media, Citizens and Intercultural communication." This textbook is primarily intended for undergraduate students in Journalism and in Public Relations for the courses Media and Society and Intercultural Communication. However, it will also serve active journalists and editors as a comprehensive learning resource from which they can draw recommendations and guidelines related to the role of media in the promotion of intercultural dialogue. The publication of the book was promoted during a round table where media professionals and experts joined efforts to identify the main issues and requirements for professional and culturally sensitive journalism.

Output 3.3

A proposal for the Rapid Response Media Mechanism was finalized by the School of Journalism and Public Relations and its partners. The project is planned to be fully developed and a contract signed by the end of January 2010. The Concept and design for the support of local media in developing and broadcasting social content programming is completed.

Measures taken for the sustainability of the joint programme

The work of the Joint Programme was further strengthened by mobilising an additional CHF 100,000 (\$US 104,000) from the Swiss Government, as well as consolidated by undergoing a workshop for the technical level on results-based reporting and communication and advocacy and another workshop during which the Monitoring and Evaluation framework was revised.

Are there difficulties in the implementation?

What are the causes of these difficulties?

Briefly describe the current difficulties the Joint Programme is facing

Have not encountered major problems that hamper progress in relation to the planned results outlined in the Joint Program Document.

Briefly describe the current external difficulties that delay implementation

Have not encountered major external difficulties that have delayed implementation.

Explain the actions that are or will be taken to eliminate or mitigate the difficulties

N/A

2 Inter-Agency Coordination and Delivering as One

Is the joint programme still in line with the UNDAF?

Yes true

No false

If not, does the joint programme fit the national strategies?

Yes

No

What types of coordination mechanisms

The programme teams of each implementing agency sit together in common premises to allow for better coordination and cross fertilisation between the programme's components. The team, while having its own office space, also use office space provided by the Government where specifically joint programme meetings with Government partners take place.

A tri-lateral MoU has been developed and agreed between agencies for the common premises and programme services.

An online workspace for the programme team has been established that contains a calendar of activities, news feed, important documents / reports, etc.

Organisational arrangements

The Programme Management Team meets weekly to discuss and decide on joint implementation issues.

The JP has a Programme Coordinator to ensure day-to-day coordination and coherence of programme activities.

The heads of UN implementing agencies meet at least every two months to assess progress and to give direction to the PMT.

The PMC responsible for the technical and operational oversight, management and coordination meets bi-annually.

The NSC responsible for the overall programme activities meets annually.

Please provide the values for each category of the indicator table below

Indicators	Baseline	Current Value	Means of verification	Collection methods
Number of managerial practices (financial, procurement, etc) implemented jointly by the UN implementing agencies for MDF-F JPs	0	6	Internal Reporting System	Internal Minutes
Number of joint analytical work (studies, diagnostic) undertaken jointly by UN implementing agencies for MDG-F JPs	0	4	Internal Reporting System	Internal Minutes
Number of joint missions undertaken jointly by UN implementing agencies for MDG-F JPs	0	8	Internal Reporting System	Internal Minutes

3 Development Effectiveness: Paris Declaration and Accra Agenda for Action

Are Government and other national implementation partners involved in the implementation of activities and the delivery of outputs?

Not involved false
 Slightly involved false
 Fairly involved true
 Fully involved false

In what kind of decisions and activities is the government involved?

Policy/decision making

Management: service provision

Who leads and/or chair the PMC?

UN Resident Coordinator and Deputy Prime Minister responsible for Implementation of the Ohrid Framework Agreement.

Number of meetings with PMC chair

Two within reporting period, one to take place in early 2011.

Is civil society involved in the implementation of activities and the delivery of outputs?

Not involved false
Slightly involved false
Fairly involved true
Fully involved false

In what kind of decisions and activities is the civil society involved?

Management: service provision

Are the citizens involved in the implementation of activities and the delivery of outputs?

Not involved false
Slightly involved true
Fairly involved false
Fully involved false

In what kind of decisions and activities are the citizens involved?

Policy/decision making

Each of the activity planning and policy formulation exercises include significant consultations with various groups of citizens who would not otherwise be consulted. As with the capacity assessment report published during this reporting period, these consultations are not just pro forma, but rather are the most important input into the process.

Where is the joint programme management unit seated?

National Government

The main office is within a one minute walking distance from the Government, while there are also two offices within the government used by the programme.

By itself

The main office is within a one minute walking distance from the Government, while there are also two offices within the government used by the programme.

Current situation

Government fully supportive and involved in the programme through regular meetings, consultations, coordination with and among other government bodies, adopting methodologies and concepts for JP activities. The highest level political leadership has consistently supported JP activities. The Deputy Prime Minister co-chairs the Programme Management Committee and all government counterparts have demonstrated their commitment to the programme through the engagement of senior representatives.

Many of the activities of the JP are fully implemented by civil society organisations.

Citizen involvement -- through local forums, debates, knowledge cafes, open days, etc. -- is an increasingly important aspect of the programme.

4 Communication and Advocacy

Has the JP articulated an advocacy & communication strategy that helps advance its policy objectives and development outcomes?

Yes true
No false

Please provide a brief explanation of the objectives, key elements and target audience of this strategy

A draft Advocacy and Communication Strategy was developed. However, it was decided that a full-time UNCT Communications Officer will be hired who will be in charge, above all, of the two UN Joint Programmes in the country. Thus, the principles outlined in the advocacy and communications strategy now compose the Terms of Reference of this person. This was decided as the strongest way to move forward in communicating the messages of the Programme.

A website dedicated to the JP has been finalized and will be operational before the end of January 2011. It will form a part of the UN website, but with its own identity.

Last, one of the major products of the JP to come out during this reporting period, the Capacity Assessment Report, was launched having been translated in 7 languages, including all minority languages – demonstrating a good communication practice and precedent.

What concrete gains are the advocacy and communication efforts outlined in the JP and/or national strategy contributing towards achieving?

Increased awareness on MDG related issues amongst citizens and governments
Increased dialogue among citizens, civil society, local national government in relation to development policy and practice
New/adopted policy and legislation that advance MDGs and related goals
Establishment and/or liaison with social networks to advance MDGs and related goals
Key moments/events of social mobilization that highlight issues
Media outreach and advocacy

What is the number and type of partnerships that have been established amongst different sectors of society to promote the achievement of the MDGs and related goals?

Faith-based organizations
Social networks/coalitions One Informal Civil Society Network on local level in three municipalities formed under JP.
Local citizen groups
Private sector
Academic institutions UNESCO Chair to be set up in the University of Ss “Cyril and Methodius,” as well as in the School of Journalism, represent partnerships of a number of academic institutions. Other universities will also participate in JP through established clubs.



Media groups and journalist
Other

What outreach activities do the programme implement to ensure that local citizens have adequate access to information on the programme and opportunities to actively participate?

Focus groups discussions
Use of local communication mediums such radio, theatre groups, newspapers
Open forum meetings
Capacity building/trainings

Section III: Millenium Development Goals

Millenium Development Goals

Additional Narrative Comments

Please provide any relevant information and contributions of the programme to de MDGs, whether at national or local level

Given that ethnic tension is something that has a ripple effect over much of any development agenda, especially in fighting poverty, the work of the JP in the country has significant contributions in whole range of development work.

For instance, in education, entry into the educational system and even more completing it, are often made impossible due to language barriers, local ethnic tensions, and so on. Though the work of the JP is not at these points of entry and graduation, but in the quality in-between, by contributing to higher quality, systemic responses to tensions, and so on, the demand for education increases as well.

Please provide other comments you would like to communicate to the MDG-F Secretariat

Section IV: General Thematic Indicators

1 National capacities to prevent, reduce, mitigate and cope with the impact of violent conflict strengthened

1.1 Type/number of new mechanisms (supported by the joint programme) that respond to popular demands/dissatisfaction related to existing and/or potential sources of conflict (i.e. denial of rights, urban violence, discrimination, etc.)

Policies

No. National	2
No. Regional	0
No. Local	3

Laws

No. National	
No. Regional	
No. Local	

Plans

National	1
Regional	0
Local	1

Forums/roundtables

National	2
Regional	
Local	15

Working groups

National	1
Regional	0
Local	0

Dialog clubs

National	0
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Regional 0
Local 3

Cooperation agreements

National 0
Regional 3
Local 0

Other, Specify

National
Regional
Local

1.2 Please briefly provide some contextual information on the above mentioned mechanisms and the country/municipality where it will be implemented (base line, stage of development and approval, potential impact)

-“Participatory Assessment of National and Local Level Capacities Strengthening Inter-Ethnic Dialogue and Collaboration”

Baseline: None

Stage of Development: Assessment finalized

Potential impact: Systemic approach at national and local levels for addressing tensions; same mechanisms to be used for development planning in mixed communities.

-Donor’s coordination meetings on donors’ activities on inter-ethnic issues in education

Baseline: N/A

Stage of Development: Matrix of activities completed. To be disseminated.

Potential impact: Improved coordination among donor organizations which have activities related to inter-ethnic relations in education for greater overall impact.

-Working group for policy and programme development for communication and advancement of the inter-ethnic relations in education established within the Ministry of Education and Science as part of the programme.

Baseline: None

Stage of Development: Established, one meeting.

Potential impact: Coordination of activities among ministry bodies on inter-ethnic issues. Channel of implementation of JP activities.

1.3 Number of citizens benefiting from the above mentioned mechanisms to channel their concerns

Total No. Citizens

Total ~900,000
 % Ethnic groups 100%
 Total Urban ~680,000
 No. Urban Women ~340,000
 No. Urban Men ~340,000
 Total Rural ~230,000
 No. Rural Women ~115,000
 No. Rural Men ~115,000

Youth under the age of 25 years

Total
 Total Urban ~230,000
 No. Urban Women ~115,000
 No. Urban Men ~115,000
 Total Rural ~80,000
 No. Rural Women ~40,000
 No. Rural Men ~40,000

IDPs/Refugees

Total No.
 Total Urban
 No. Urban Women
 No. Urban Men
 Total Rural
 No. Rural Women
 No. Rural Men

Other, Specify

Total No. ~600,000
Municipal staff, parents, teachers, citizens...
 Total Urban ~450,000
Municipal staff, parents, teachers, citizens...
 No. Urban Women ~225,000
Municipal staff, parents, teachers, citizens...
 No. Urban men ~225,000
Municipal staff, parents, teachers, citizens...
 Total Rural ~150,000
Municipal staff, parents, teachers, citizens...
 No. Rural Women ~75,000

Municipal staff, parents, teachers, citizens...

No. Rural Men ~75,000

Municipal staff, parents, teachers, citizens...

1.4 Number of local and/or community plans for violence prevention implemented

Total

No. 0

Youth

No.

% of ethnic groups

Women

No.

% ethnic groups

Ethnic groups

No

Other, Specify

No.

% ethnic groups

2 Capacity to prevent, reduce, mitigate and cope with the impact of violent conflict strengthened

2.1 Number of organizations and individuals with strengthened capacity in the following areas

Resolution and settlement of disputes

Create dialogue

Religion Leaders

No. 10
% ethnic groups 100%

Community Leaders

No. 10
% ethnic groups 100%

Citizens

No. Women
No. Men
% ethnic groups

Judges

No.
% ethnic groups

Policeman

No.
% ethnic groups

Civil servants

No. 6
% ethnic groups 100%

Government representatives

No. 20
% ethnic groups 100%

Youth organizations

No. 7
% ethnic groups 100%

Community based organizations

No.
% ethnic groups

3 Impact of violent conflict reduced and/or mitigated

3.1 Number and type of violent incidents reported in the area of intervention through formal and informal channels

Social incidents (e.g. riots)
Crime (Violent incidents)
Ethnic groups related
Other, specify

Comments

b. Joint Programme M&E framework

This template is the same as the one you will find in the JP documents. We have added 3 columns to provide spaces for baselines of the indicators as well as targets. All the values for indicators in this template are cumulative. This means the past values obtained accumulate (add up over time) as the joint programme gets implemented. We are expecting you to include not only the indicators but the value of these indicators. If you do not provide them, please explain the reason and how you are going to obtain this information for the next reporting period.

Expected Results (Outcomes & outputs)	Indicators	Baseline	Overall JP Expected target	Achievement of Target to date (31 December 2010)	Means of verification	Collection methods (with indicative time frame & frequency)	Responsibilities	Risks & assumptions
From Results Framework (Table 1)	From Results Framework (Table 1)	Baselines are a measure of the indicator at the start of the joint programme	The desired level of improvement to be reached at the end of the reporting period	The actual level of performance reached at the end of the reporting period	From identified data and information sources	How is it to be obtained?	Specific responsibilities of participating UN organizations (including in case of shared results)	Summary of assumptions and risks for each result
Joint Programme Outcome 1: By 2012, key national and local institutions dealing with inter-ethnic relations¹ more effectively build inter-ethnic consensus.								

¹ Ministry of Local Self-Government, Secretariat for the Implementation of Ohrid Framework Agreement, Agency for Realization of the Minority Rights, Association for Local Self-Government Units (ZELS), National Committee for Interethnic Community Relations

Outcome 1 Indicators	30% of 45 recommendations from Assessment of National and Local Capacities for strengthening inter-ethnic dialogue and collaboration fully implemented by government, media and civil society organizations	0%	30%	6%	Annual assessment by JP of implementation rate	Annual review of 45 recommendations and the extent to which they were implemented	UNDP
	No. of inter-ethnic situations where key national and local institutions follow the coordination and communication protocol per year	0	20	0	Annual assessment by JP based on sample survey	Sample survey based on observation	
	No. of cases where pool of experts was engaged per year	0	6	0	Report by unit that hosts pool of experts	none	
	No. of times Commissions for Inter-Community Relations in three target municipalities provide inputs ² into local decision making processes per year	0	10	0	Annual assessment by JP	Communication by JP with three Commissions for Inter-Community Relations	

² attend planning meeting or submit official written opinion

1.1 Key national and local institutions in 3 micro-regions dealing with inter-ethnic relations have a system to address issues that may weaken inter-ethnic cohesion	Assessment of National and Local Capacities for strengthening inter-ethnic dialogue and collaboration completed (2008: no, 2010: yes)	No	Yes	Yes	Assessment report	none	UNDP	Political will to prioritise and revise the current regulatory framework low or political focus overwhelmed by other issues. (High)
	% of 45 recommendations of the Assessment of national and local capacities addressed through at least one activity of the Joint Programme	0	30%	0	Annual assessment by JP of recommendations through JP activities	Annual Review of 45 recommendations and the extent to which they were implemented		Institutional stakeholders do not participate consistently in the process. (Medium)
	No. of national and local institutions that endorse coordination and communication protocol dealing with inter-ethnic relations	0	25	0	Annual assessment by JP	Review of signed decision of institution		Lack of willingness by local and national institutions to apply the coordination and communication protocol (Medium)
	Development of training to strengthen capacity and enhance functions for dialogue, consensus building and dispute resolution ³	0	3 points	0	curricula, training reports, How-To guide document	none		Shortfall of M&E officers at the national and local institutions (Medium)

³ training curricula developed: 1 point, 6 training sessions delivered for 60 participants: 1 point, How-To Guide produced: 1 point

	Progress towards establishing an M&E system for inter-ethnic relations ⁴	0 points	3 points	0 points	methodology, training reports for M&E officers, reports of M&E officers	none		
1.2 Key national and local institutions dealing with inter-ethnic relations have access to a pool of facilitation experts and resources	Establishment of a pool of facilitation experts ⁵ , 2008: 0, 2012: 3 points)	0	3 points	0	Contract with institution, training reports, campaign reports	None	UNDP	Critical number of facilitation experts may not be easy to attain. (Medium)
	No. of times key national and local institutions call upon pool of facilitation expertise	0	20	0				
1.3 Local governments and community organizations have better opportunities to collaborate in 3 micro-regions	No. of fora on conflict-sensitive development, study tours and training of municipality stakeholders conducted	0	10	2	Fora Reports; Training reports	None	UNDP	Community response affected by extra-municipal developments. (Low)
	No. of Inter-Municipal Cooperation Agreements that facilitate interethnic collaboration among ethnically diverse	0	3	0	Agreement documents	None		Scarce collaboration of the local-self-government units with civil society (Medium)

⁴ methodology for monitoring and evaluating drafted: 1 point, M&E officers trained in methodology: 1 point, M&E officers produce first monitoring report: 1 point

⁵ institution that manages pool contracted: 1 point, experts in pool trained: 1 point, awareness campaign completed: 1 point

	municipalities signed within 3 micro-regions							
	No of cases of successful collaboration between civil society organizations and local self-government units that work to improve interethnic collaboration and dialogue that are result of Grant Scheme project activities	0	12	0	JP on-going monitoring	Final project reports of grantees		
Outcome 2: Capacity of the National Education System to Promote and Enhance Ethnic and Cultural Diversity Strengthened.								
Outcome 2 Indicators	Life-Skills Based Education introduced as separate subject in secondary education	No	Yes	No	National curricula for secondary education	none		
	No. of new or revised text books that follow new methodology for review of text	0	13 ⁶	0	Assessment by Bureau for Development of Education and MoE	Text analysis of new and revised text books based on criteria		

⁶ for all 13 grades in primary and secondary education

	books							
	Ministry of Education adopt at least one policy or programme for dispute mitigation and resolution	No	Yes	Yes	Policy or programme document	none		
	No. of schools that implement inter-ethnic extracurricular activities based on the national curriculum	0	18	18	Implementing partners reports	List of participants		
	Intercultural and conflict resolution courses offered as elective offered at three universities	No	Yes	No	University Study Programmes	None		
2.1 Understanding, tolerance and respect for ethnic and cultural diversity	Life Skills Based Education curriculum for secondary education developed	No	Yes	No	Curriculum Development	None	UNICEF	It is expected that textbook review in the language subject will be easier to agree upon; may not be so. (High)

incorporated in the national education policies	Life Skills Based Education curriculum for secondary education developed	No	Yes	No	Curriculum Development	None	UNICEF	Political consensus to allow objective assessment of textbooks, especially history textbooks, will be hard to achieve. (High)
	No. of primary education teachers trained by 20 Bureau for Development of Education advisors in Live Skills Based Education	750	1070	1070	List of participants from training workshops	None		
	No. of secondary education teachers trained by 20 Bureau for Development of Education advisors in Life-Skills Based Education (2008: 0, 2012: 300)	0	300	0	List of participants from training workshops	None		
	No. of revised text books per grade following the new criteria to promote multiculturalism and inter-ethnic relations (2008: 0, 2012: 13)	0	13	0	Quarterly reports by Bureau for Development of Education to JP	Internal assessment of Bureau for Development of Education and the Pedagogical Service		

2.2 Mechanisms For Democratic Participation, Good Governance And Dispute-Resolution In The Education Sector Strengthened In 3 Micro-Regions	Training of students, teachers and parents to strengthen the existing school capacities and structures for democratic participation, governance and dispute resolution ⁷	0	2 points	1 points	Weekly reports by JP implementing partners	Training curricula and list of participants	UNICEF	Low participation and effectiveness of bodies for participation of students, parents and community members. (Low) Strong political influence in schools. (High)
	No. of municipality council and inter-ethnic commission meeting attended by school representatives in 3 selected municipalities, 2008: 0, 2010: 0, 2012: 10)	0	10	0	Weekly reports by JP implementing partners	Minutes and list of participants from municipality council and inter-ethnic commission meeting		
	No. of schools in 3 selected municipalities that adopt statute, mandate and working protocols for schools ⁸ bodies in a democratic and	0	12	0	Monthly monitoring reports by Centre for Human Rights	Monthly assessment based on defined criteria		

⁷ training curricula developed: 1 point, 1000 participants trained: 1 point

⁸ school boards, school communities, parents councils, students organizations

	participatory manner (2008: 0, 2010: 0, 2012: 12)							
	No. of decisions taken by school boards in 3 selected municipalities that pilot taking decisions of the school board upon initiatives from students and parent bodies (2008: 0, 2010: 0, 2012: 10)	0	10	5	Monthly monitoring reports by Centre for Human Rights and the implementing partners	Monthly assessment based on defined criteria, reports		
OUTPUT 2.3.: Children and youth have opportunities for interaction and dialogue in school and the community	No. of joint curricular and extracurricular activities for ethnically mixed groups (2008: 0, 2010: 125, 2012: 400)	0	400	127	Quarterly reports by JP implementing partners	Review of list of participants	UNICEF, UNESCO	School space and availability of school staff and time may be limited since most of the schools operate in shifts; (Medium) Sports and other activities may bring different ethnic groups together, but may also antagonize
	No. of children and youth that complete a course in 3 inter-ethnic community based centres	0	2,500	517	Quarterly reports by JP implementing partners	Review of list of participants		

	A university set up a centre of excellence in intercultural and peace studies ⁹	0 points	5 points	0 points	Quarterly JP assessment	Assessment of a) statute of university, b) 5 study papers, c) conference report, d) study programme		if first interactions not managed properly. (Low)
	No. of youth clubs that implement activities that promote inter-ethnic dialogue among university students (2008: 0, 2010: 9, 2012: 5)	0	5	3	Reports by youth clubs , reports by UNESCO national commission	Registry of clubs at national commission		
	World Heritage in Young Hands programme piloted in Associated Schools Project Network schools as elective course or extra-curricular activity	No	Yes	No	reports by schools and implementing partners	Macedonian World Heritage in Young Hands teachers kits		
Outcome 3: Inter-cultural Sensitivity and Civic Awareness Promoted.								

⁹ established: 1 point; needs assessment report with recommendations published: 1 point, at least 5 studies published⁹: 1 point, recommendations published from conference on the role of higher education and the strategy for integrated education: 1 point, curriculum developed for inter-cultural communication and conflict resolution developed: 1 point

Outcome 3 Indicators	% of local and religious leaders and civil society representatives that participated in a leadership, communication skills, mediation, gender training in three municipalities that have engaged at least in one mediation over the past 12 months	0%	25%	0%	Annual follow-up survey report of former training participants by JP	Random sample survey by telephone of 20% of former participants done annually by JP		
	<i>[Indicator on changes in media coverage of cultural sensitivity and civil awareness (pending the development of methodology for a MRRM media monitoring mechanism)]</i>				Monitoring report by MRRM monitoring team	pending data collection		
OUTPUT 3.1.: Local and religious leaders and civil society are better able to participate in dispute resolution processes	Nr. of participants (local and religious leaders and civil society representatives) at leadership, communication skills, mediation,	0	200	90	Training sheets	Quarterly review of training sheets	UNDP, UNESCO	Political/Party capture of process. (Medium) External political developments that have spill over effect

	gender training in three municipalities							on interethnic and interreligious life. (Medium)
	% of participants at leadership, communication skills, mediation, gender training that are women	n/a	35%	30%	Training sheets	Quarterly review of training sheets		
	% of participants at leadership, communication skills, mediation, gender training who are from local non-majority groups	n/a	35%	35%	List of invitees and training sheets	Quarterly review of list of invitees and training sheets		
	Nr. of events which raise awareness on inter-cultural and inter-religious sensitivity ¹⁰	0	35	18	Event reports	Quarterly review of event reports		
OUTPUT 3.2.: Journalists supported to practice culturally and conflict sensitive reporting	Nr. of participants (practicing journalist, students of journalism, related staff) at culturally and conflict sensitive	0	300	30	Event reports	Biannual review of event reports by JP	UNDP, UNESCO	Politicization of the media (High) Reluctance/apathy by journalists and media houses. (Medium/High)

¹⁰ conferences, forums, round tables, community events, knowledge cafes

	media education events							Frequent turnover of journalists (Medium)
	Progress towards a higher education programme on conflict sensitive reporting in School of Journalism ¹¹ (2008: 0, 2010: 0, 2012: 3 points)	0 points	3 points	1 point	Quarterly assessment	curriculum; accreditation board in Ministry of Education; resource documents		
OUTPUT 3.3.: Media support mechanism (<i>expertise, monitoring, tools</i>) established for reducing social tensions	Nr. of TV/radio/news programmes hours produced to reduce social tension (2008: 0, 2010: 0, 2012: 20)	0	20	0	Reports by grantees	Quarterly assessment of reports by grantees	UNDP, UNESCO	
	Number of media products promoting the scope of the project produced	0	4	0	Media products			

¹¹ curriculum developed: 1, all planned resources developed: 1, programme accredited: 1 point

	Progress towards setting up a Media Rapid Response Mechanism ¹²	0 points	5 points	0 points	Biannual report by the School of Journalism	MRRM documentation and reports, website		
	Hits per month on Media Rapid Response Mechanism website (<i>proxy for level of usage & quality</i>)	0	2000	0	Quarterly review by JP	visitor log of website		

¹² contract signed with School of Journalism: 1 point, structure of MRRM designed: 1 point, quarterly media monitoring reports started: 1 point, panel of experts established: 1 point, website online: 1 point

b. Joint Programme Results Framework with financial information

This table refers to the cumulative financial progress of the joint programme implementation at the end of the semester. The financial figures from the inception of the programme to date accumulated (including all cumulative yearly disbursements). It is meant to be an update of your Results Framework included in your original programme document. You should provide a table for each output.

Definitions on financial categories

- **Total amount planned for the JP:** Complete allocated budget for the entire duration of the JP.
- **Estimated total amount committed:** This category includes all amount committed and disbursed to date.
- **Estimated total amount disbursed:** this category includes only funds disbursed, that have been spent to date.
- **Estimated % delivery rate:** Funds disbursed over funds transferred to date.

Output 1.1: Key National And Local Institutions In 3 Micro-regions Dealing With Interethnic Relations Have A System To Address Issues That May Weaken Interethnic Cohesion Rate of Delivery: Funds transferred for Output 1.1: \$429,407 ; Funds disbursed for Output 1.1: 413,437 Estimated % delivery rate: 97%										
Programme Outputs	Activity	YEAR			UN AGENCY	RESPONSIBLE PARTY	Estimated Implementation Progress			
		Y1	Y2	Y3			Total amount Planned for the JP	Estimated Total amount Committed	Estimated Total Amount Disbursed	Estimated % Delivery rate of budget
Output 1.1: Key National And Local	1.1.1 Mapping of existing capacities and capacity gaps of central and local level institutions for democratic dispute settlement.				UNDP	Local Contracted Experts	68,100	87,890	81,963	121%

1.1.2 Initiating consensus-building dialogue at local and national level for establishing comprehensive systems of dispute resolution.				UNDP	Local and International experts	125,000	107,807	101,624	82%
1.1.3 Establishing systemic coordination of facilitation expertise to support dispute settlement institutions and procedures				UNDP	Local and International experts	167,000	96,401	106,500	64%
1.1.4 Supporting the establishment of M&E functions within national system for inter-community dialogue.				UNDP	International Experts (to be contracted)	82,645	25,000	66,000	80%
1.1.5 Development of training to strengthen capacity and enhance functions for dialogue consensus building and dispute resolution of existing bodies.				UNDP	International Experts	66,600	43,000	57,350	87%
Total						509,345	360,098	413,437	82%

**Output 1.2:
Key National And Local Institutions Dealing With Interethnic Relations Have Access To A Pool Of Facilitation Experts And Resources**

Rate of Delivery: Funds transferred for Output 1.2: **55,086**; Funds disbursed for Output 1.2: **97,200**

Estimated % delivery rate: **177%**

Programme Outputs	Activity	YEAR			UN AGENCY	RESPONSIBLE PARTY	Estimated Implementation Progress			
		Y1	Y2	Y3				Total amount Planned for the JP	Estimated Total amount Committed	Estimated Total Amount Disbursed
Output 1.2: Key National And Local Institutions Dealing With	1.2.1 Strengthening capacity of ZELS to coordinate facilitation expertise.				UNDP	ZELS	79,000	31,629	31,629	40%
	1.2.2 Identification of experts with dispute resolution skills and conducting advanced training				UNDP	ZELS	104,000	71,500	65,571	63%
	Total						183,000	103,129	97,200	17%

Output 1.3: Local Governments And Community Organizations Have Better Opportunities To Collaborate In 3 Micro-Regions.

Rate of Delivery: Funds transferred for Output 1.3: **552,129**; Funds disbursed for Output 1.3: **230,578**

Estimated % delivery rate: **42%**

Programme Outputs	Activity	YEAR			UN AGENCY	RESPONSIBLE PARTY	Estimated Implementation Progress			
		Y1	Y2	Y3				Total amount Planned for the JP	Estimated Total amount Committed	Estimated Total Amount Disbursed
Output 1.3: Local Governments And Community Organizations Have Better Opportunities To Collaborate In 3 Micro-Regions.	1.3.1 Facilitating dialogue on conflict-sensitive development at local and micro-regional levels, involving relevant stakeholders.				UNDP		41,000	22,500	21,200	52%
	1.3.2 Facilitate development of Inter-Municipal Cooperation agreements among municipalities in micro-regions on conflict-sensitive and inclusive economic development plans				UNDP		75,500	71,000	19,598	26%
	1.3.3 Creating links among local bodies for conflict transformation, including inter-ethnic relations commissions, school boards, religious leadership and student organizations				UNDP	3 Municipalities CICRs	53,000	10,604	9,980	19%
	1.3.4 Organizing a Grant Scheme with incentives for conflict transforming initiatives				UNDP		344,600	250,000	163,990	48%

	1.3.5 Enhancing capacity of municipalities to take up decentralized responsibilities on managing local culture and cultural diversity				UNDP		37,950	10,284	15,810	42%
	Total						552,050	364,388	230,578	42%

Output 2.1: Understanding, Tolerance And Respect For Ethnic And Cultural Diversity Incorporated In The National Education Policies

Rate of Delivery: Funds transferred for Output 2.1: **237,238**; Funds disbursed for Output 2.1: **262,298**

Estimated % delivery rate: **111%**

Programme Outputs	Activity	YEAR			UN AGENCY	RESPONSIBLE PARTY	Estimated Implementation Progress			
		Y1	Y2	Y3			Total amount Planned for the JP	Estimated Total amount Committed	Estimated Total Amount Disbursed	Estimated % Delivery rate of budget
						NATIONAL/LOCAL				

Output 2.1: Understanding, Tolerance And Respect For Ethnic And Cultural Diversity Incorporated In The National Education Policies	2.1.1 Strengthen capacity of the MoES and its related institutions for incorporating contents related understanding, tolerance and respect for ethnic and cultural diversity in the secondary education curricula				UNICEF	BED MoES; Centre for Human Rights and Conflict Resolution (CHRCR)	10,000	8,000	2,000	20%
	2.1.2 Create capacity within the existing in-service teacher training system for enforcement of understanding, tolerance and respect for ethnic and cultural diversity in both primary and secondary education schools				UNICEF	BED MoES CHRCR	500,000	356,680	143,320	29%
	2.1.3 Support the Pedagogical Service in the BED (MoES) for introducing and applying criteria related to multiculturalism, understanding, tolerance and respect for ethnic and cultural diversity in textbooks development and accreditation				UNICEF	BED MoES CHRCR	40,000	24,096	15,904	40%

	2.1.4 Support the Department for Advancement of the Education of Minorities in building their capacity to develop policies and programmes for communication and dispute resolution				UNICEF	BED MoES	60,000	40,874	100,874	169%
	Total						610,000	429,650	262,298	43%

Output 2.2:
Mechanisms For Democratic Participation, Good Governance And Dispute-Resolution In The Education Sector Strengthened In 3 Micro-Regions
Rate of Delivery: Funds transferred for Output 2.2: **57,000**; Funds disbursed for Output 2.2: **39,975**
Estimated % delivery rate: **71%**

Programme Outputs	Activity	YEAR			UN AGENCY	RESPONSIBLE PARTY	Estimated Implementation Progress			
		Y1	Y2	Y3			Total amount Planned for the JP	Estimated Total amount Committed	Estimated Total Amount Disbursed	Estimated % Delivery rate of budget

Output: 2.2: Existing mechanisms for democratic participation, good governance and conflict resolution at all levels of the education sector strengthened in 3 selected micro-regions	2.2.1 Strengthen capacity (mandate, statute, working protocols, election criteria) of existing governance bodies and structures at schools level (school boards, parents' councils, students' organization)				UNICEF	BED FORUM ZFD CID CHRCR	150,000	110,025	39,975	27%
	2.2.2 Support establishment of communication and coordination mechanism between school boards and municipal bodies (councils and inter-ethnic committees) and national structures (MoES, BED) for increased democratic participation and dispute resolution				UNICEF	BED FORUM ZFD CID CHRCR	23,000	0	0	0%
	Total						173,000	110,025	39,975	24%

Output 2.3:

Children And Youth Have Opportunities For Interaction And Dialogue In School And The Community

Rate of Delivery: Funds transferred for Output 2.3: **378,094**; Funds disbursed for Output 2.3: **176,501**

Estimated % delivery rate: **47%**

Programme Outputs	Activity	YEAR			UN AGENCY	RESPONSIBLE PARTY	Estimated Implementation Progress			
		Y1	Y2	Y3			NATIONAL/LOCAL	Total amount Planned for the JP	Estimated Total amount Committed	Estimated Total Amount Disbursed
Output 2.3: Children And Youth Have Opportunities For Interaction And Dialogue In School And The Community	2.3.1 Joint curricular activities in mixed schools (e.g. on subjects such as IT, physical education, civic education, foreign languages) and extracurricular activities (e.g. sport activities, school events, school camps) organized				UNICEF	3 Municipalities; FORUM ZFD CID CHRCR	180,000	131,171	48,829	28%
	2.3.2 Support the functioning of community-based youth centers.				UNICEF	3 Municipalities FORUM ZFD CID	195,000	153,139	41,861	22%

	2.3.3 Promote intercultural dialogue and multiple partnerships through higher education structures (e.g. student clubs , university chairs)		UNESCO	Ministry of Education; UNESCO National Commission Ministry of Culture University of Ss. "Cyril and Methodius" FON MIT UNESCO Clubs School of Journalism and Public Relations	239,620	100,230	85,811	36%
Total					614,620	565,791	176,501	29%

Output: 3.1: Local And Religious Leaders And Civil Society Are Better Able To Participate In Dispute-Resolution Processes

Rate of Delivery: Funds transferred for Output 3.1: **152,500**; Funds disbursed for Output 3.1: **95,934**

Estimated % delivery rate: **63%**

Programme Outputs	Activity	YEAR			UN AGENCY	RESPONSIBLE PARTY	Estimated Implementation Progress			
		Y1	Y2	Y3			Total amount Planned for the JP	Estimated Total amount Committed	Estimated Total Amount Disbursed	Estimated % Delivery rate of budget
Output: 3.1: Local And Religious Leaders And Civil Society Are Better Able To Participate In Dispute-Resolution Processes	3.1.1 Identification of local leaders and facilitation of local civic dialogue on topical issues				UNDP	(Implementing Partners to be determined upon end of Procurement process)	22,000	22,500	8,603	40%
	3.1.2 Leadership and communication skills training of local leaders				UNDP		18,500	6,000	4,200	46%
	3.1.3 Support for the establishment of public dialogue opportunities on topics relevant to intercultural and interreligious dialogue .				UNESCO	Ministry of Culture; Commission for Relations among the Religious Communities and Faith Groups UNESCO National Commission; UNESCO Clubs	205,000	83,131	83,131	41%
	Total						245,500	111,631	95,934	39%

**Output 3.2:
Journalists Supported To Practice Culturally And Conflict Sensitive Reporting**

Rate of Delivery: Funds transferred for Output 3.2: **148,026**; Funds disbursed for Output 3.2: **19,151**

Estimated % delivery rate: 13%

Programme Outputs	Activity	YEAR			UN AGENCY	RESPONSIBLE PARTY	Estimated Implementation Progress			
		Y1	Y2	Y3			Total amount Planned for the JP	Estimated Total amount Committed	Estimated Total Amount Disbursed	Estimated % Delivery rate of budget
Output 3.2: Journalists Supported To Practice Culturally And Conflict Sensitive Reporting	3.2.1 Formal and informal education of reporters, editors and media owners on the aspects of the conflict-sensitive reporting.				UNESCO	School of Journalism and Public Relations Association of Journalists	220,000	26,179	19,151	9%
	3.2.2 Facilitating a 'Community of Interest' among opinion-makers nation-wide on providing conflict-mitigating perspectives						17,000	n/a	n/a	0%
	Total						237,000	26,179	19,151	8%

Output 3.3: Media Support Mechanism Established For Reducing Social Tensions										
Rate of Delivery: Funds transferred for Output 3.3: 207,000; Funds disbursed for Output 3.2: 0										
Estimated % delivery rate: n/a										
Programme Outputs	Activity	YEAR			UN AGENCY	RESPONSIBLE PARTY	Estimated Implementation Progress			
		Y1	Y2	Y3			NATIONAL/LOCAL	Total amount Planned for the JP	Estimated Total amount Committed	Estimated Total Amount Disbursed
Output 3.3: Media Support Mechanism Established For Reducing Social Tensions	3.3.1 Setting up of an online resource, connected to the Pool of Facilitation Expertise housed in ZELS, with the aim of making a positive contribution to debates on sensitive multicultural and multireligious issues.						200,000	n/a	n/a	
	3.3.2 Support to local media in developing and broadcasting social content programmes and public service announcements that promote harmony and peaceful settlements of disputes						200,000	n/a	n/a	
Total							400,000			