

Internship Report (Part 4)

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❖ Background Information



Organization: UNESCO (United Nations Educational, Scientific and Cultural Organization) Headquarters

City: Paris, France

Department: Communication and Information Sector (CI)

Division of Freedom of Expression and Media Development (FEM)

Section for Media and Society (MAS)

Period: From 19/8/2013 to 7/2/2014

❖ Recent Work Statement

As the First Global Forum on Media and Gender (GFMG), from 2 to 4 December 2013 in Bangkok, Thailand, will be held in one month's time, the preparation for the conference is reaching its final stage. Recent activities are described below:

1) Developing List of Attendees

The aim of the Global Forum on Media and Gender is to establish a global alliance and to facilitate deeper cooperation in areas relating to gender representations in the media. Between 400 and 500 attendees of the conference will span from a wide spectrum of organisations involved or relating to issues on media and gender equality. These will include Ministries, non-governmental organizations, UN agencies, international associations, professional networks, academic and research institutions, media organizations, regulatory bodies (such as broadcasting commission), in both public and private capacities.

Everyone attending the forum must first complete the online registration and questionnaire. Then, in order to efficiently keep track, attendees are categorized into separate lists of speakers, moderators and participants. It is of particular importance that speakers have been registered accurately online.

In addition, attendees' invitations are classified as paid, non-paid and part-paid. It is therefore of utmost importance that each attendee received the correct invitation and are aware of their payment status for the forum. In the meantime, my colleague and I keep in touch with all delegates regarding practical information such as hotels near to the venue, the route to the

venue from Bangkok airport, as well as the different visa requirements for persons with different passports.

2) Maintenance of the WSIS Online Platform for the Global Debate on Media and Gender

So far there are over two hundred members registered on our [Global Alliance on Media and Gender \(GAMG\) Debate](#) (click to view) online community on the WSIS platform. It is very encouraging that across the six different discussions we are hosting we have already received over one hundred posts. However, occasionally a few posts do not appear on the platform due to some technical issues. Members then email the team to notify us of the problems they experience, and I cooperate with my colleagues to resolve their issues.

3) Managing partners' information for the online mapping tool

On the website for the [Global Forum on Media and Gender](#) (click to view), there is an interactive map indicating the location and the relevant information on our partners. When I first arrived the map's interactive tool hadn't been activated and it was my duty to add interactive and informative elements to the map through an online application. With the technical support of other staff members, we firstly created a homepage with the theme being Global Forum on Media and Gender, and then I was made the main administrator responsible for the site. Using the online application I would mark the location of partners on the map and then I would link it to relevant information on the partner such as name, type, message, website, and video. Once the editing is finalized, we will activate and launch the map on our website so that visitors can access information on our partners in a clear and visible manner.

4) Research and preparation for screening at the GFMG

Plans are being made to screen a series of videos on the issue of media and gender during the breaks between each session of the Forum. I am responsible for compiling a list of possible videos either submitted by partners, or chosen by me from relevant sources. These videos may be a speech by a female media worker, an interview organized by a group of high school students, or simply a clip from movies or documentaries on gender issues. This is not only an interesting task to do but also gives me the opportunity to learn more on the theme of media and gender.

5) Coordinating booking of air tickets for paid participants

For those participants whose trips are being paid for by UNESCO, we need to start booking and confirming air tickets before ticket prices become too expensive. Due to the limited budget for this event, it is necessary to have a total estimate of the costs of funding the trips for the speakers and priority participants, before being able to determine how many participants UNESCO can pay for.

In order to keep track, I organize the itineraries for twenty participants at a time. I first search for a suitable flight based on the most direct route and the most economical fare that I can find on UNESCO's approved travel agency website. Once suitable travel itineraries are shared with participants, changes often have to be made where they have special requests such as for earlier arrivals, flights from different cities, or additional arrangements for handicapped people who need to travel with an assistant. In the meantime, a signed travel statement and a scan of

their passport need to be prepared in advance. Once the itinerary is confirmed by the participant, I send the order to the travel agency with the passport scan and they then give us a proposal with the latest price. If suitable, I then forward the proposal to the Finance department with the hard copy of the invitation letter and a travel statement, asking them to validate the purchase at their earliest convenience. Once we receive the electronic ticket, I send it to our participant.

During this procedure, some unexpected problems can occur. For example, several flights cannot be found via our travel agency for particularly long routes. Where that is the case, I ask participants to buy tickets for themselves and then apply for reimbursement later on. Alternatively, I can contact the UNESCO field office which covers the country to provide an itinerary for our participant.

❖ Self-assessment

In the previous report, I proposed seven goals to be accomplished within six months before the internship ends. This month I will also give scores to monitor the level of achievement so far **(10 points in all)**.

1. To better understand international organizations by understanding how UNESCO operates and builds global partnership and cooperation during the internship (7 points)

→ The Global Forum on Media and Gender is a pioneering global event that intends to address gender equality and women's empowerment in and through the media. A key output of the forum will be the establishment of a Global Alliance on Media and Gender which will coordinate systematic follow-up to one of the critical areas of concern of the [Beijing Declaration](#) and [Platform for Action](#) (BDPA), "Women and the Media Diagnosis". All relevant organizations and individuals should be involved in this global event. After having worked for a few months on this program, I have learned a lot about how to help build a global network via consistent and determined efforts in contacting and cooperating with partners and colleagues.

2. To strengthen my working capacities through active participation in processes of planning, drafting, communicating, and cooperating with others (7 points)

→ I realized when organizing and coordinating travel itineraries for participants that tasks that seem simple and straight forward at first, actually require strong organizational skills and strategy where teams are spread across different departments. Procedures need to be clarified from top to toe, from the outset in order to deliver the best results. It requires cooperation with partners, the travel agency and different departments in UNESCO, and so team work is crucial. It also helps to know that we are all working together for the same objective because otherwise without that sense of being a team people would feel extremely under press when having to deal with multiple issues at the same time and when they need help or assistance to achieve the best results.

3. To improve my abilities in intercultural communication through the exchange of ideas with people from different nationalities and backgrounds (8 points)

→ A new Italian, female intern joined us last month, as the third member of our intern team working on the global forum, joining me and the Turkish girl. Together with the rest of the interns I know, we make up a culturally diverse group. In order to use this opportunity to learn more about other languages and cultures, we are sharing how to say the same words in our respective languages and inviting each other to our homes to try different traditional cuisines. So far, we have organized a Spanish, Indian, Bangladeshi, French and Turkish evenings. I am planning to organize another Chinese or Japanese evening, to follow on from a few weeks ago, to expand their knowledge of Asian cuisine.

4. To build personal connections in UNESCO (7 points)

→ Through the connections of a Japanese member of staff at UNESCO, I have become acquainted with some staff from the Ministry of Education, Culture, Sports, Science and Technology – Japan. Also through contact with Chinese staff members in the Education Sector, I have obtained extremely useful information both regarding study and work plans for the future. I am also very impressed by a new intern from China who is running a University online to explore Chinese traditional ethics and culture. It is enlightening speaking to her and exchanging ideas with young people of the same age.

5. To perfect my English, particularly in speaking, business vocabulary and writing skills through working full time in English (7 points)

→ As time goes by I feel like my understanding has improved and feel more comfortable expressing myself in English with colleagues and my supervisor. However, for some specific words I still occasionally need to ask for the appropriate vocabulary. It is good that I can accumulate my vocabulary through working in English every day, and the best way to understand and remember vocabulary is through learning in the actual context. Regarding my English writing, I am better able to deal with having to respond to emails with the appropriate language and I keep trying to include more professional vocabulary in my writing.

6. To learn basic French in order to live a happier life in France (5 points)

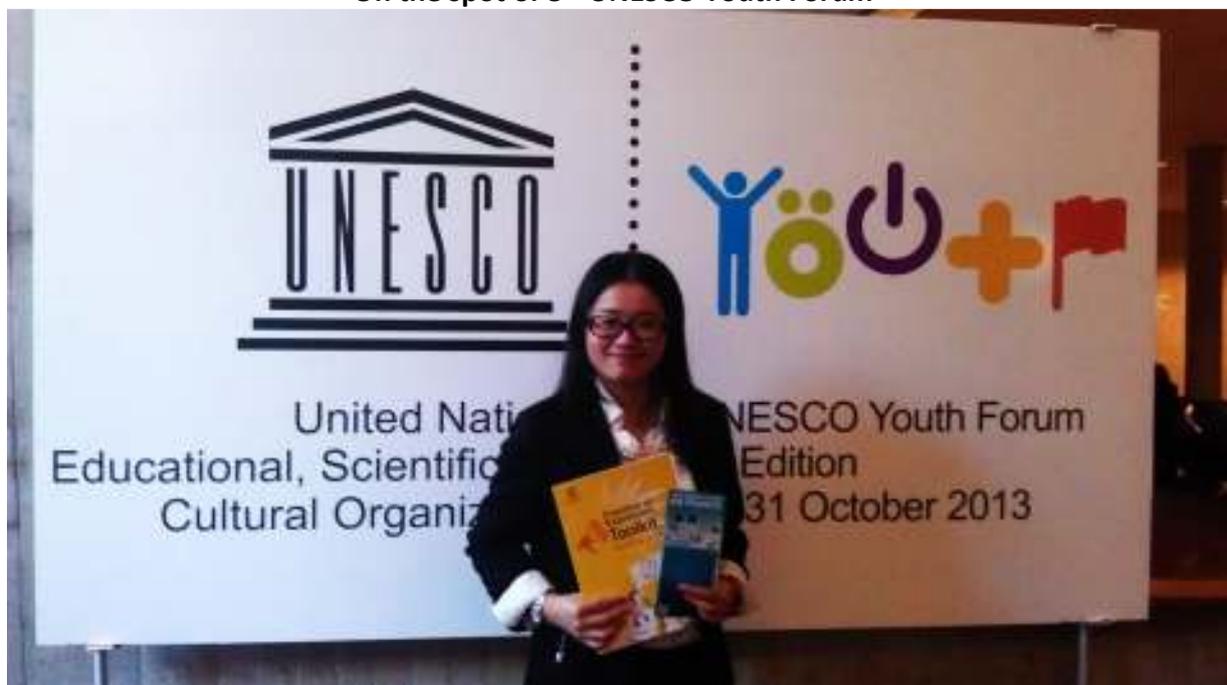
→ My French learning has been going well since I started my French lessons. I can now use simple French in real life contexts such as buying things from a grocer and ordering food in a restaurant. However I find it difficult to understand all the teacher's explanations because she gives them in French so usually I take note and then ask friends or colleagues for help after class if necessary. Besides the French class I am also learning French online and using mobile applications.

7. To look for complementarities between my internship in UNESCO and my academic research, and to collect relevant documents for my research (6 points)

→ Around 500 young participants from all over the world gathered on the occasion of the [8th UNESCO Youth Forum, from 29 to 31 October 2013](#) (click to view) at UNESCO's Headquarters, to exchange views, share experiences, reflect together and, above all, identify common problems and solutions. The UNESCO Youth Forum, which precedes the General Conference biennially, highlighted 15 Action Projects submitted by youth organizations from 5 regions, selected by youth participants from a shortlist of 45. In the third day, a workshop about the use

of mobile applications by young people was organized to present the new YouthMobile Initiative. The YouthMobile Initiative aims to directly engage young people to develop mobile applications for sustainable development and employment. The presentation focused on the global mobile phone phenomenon including the latest mobile technologies and mobile applications that have had a huge global impact on youth worldwide. Nowadays, mobile applications are becoming the most common daily used product by young people, not only for entertainment but also for learning. They usually combine personal, portable, collaborative, interactive, contextual and situated features that make them attractive and user friendly for young people. Mobile learning therefore provides a unique and significant contribution to achieving the Education for All (EFA) goals of increasing educational access, quality and equality. This is a very interesting initiative to reflect on in my research when studying aspects of language learning for the multicultural children.

On the spot of 8th UNESCO Youth Forum



❖ One day with China ---- Various Aspects of Weinan

In honor of the 10-year anniversary of the UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage, 'One day with China' of 2013 was a perfect presentation of 'Huaxia civilization' which is the root of all ancient Chinese civilization. The city Weinan is the geographical center of China, which lies between the Yellow River and Qinling Mountains. It is a city with 2700 years of history. The Chinese nation is called 'Huaxia' because of this city. 'Hua' is Mount Huashan of Qinling Mountains and 'Xia' is Xiayang (today's Weinan) in the Yellow River.

Numerous great inventions in Chinese culture appeared in this ancient land, for example, bagua by Fuxi, Chinese characters by Cangjie, and pottery by Leigong. Sima Qian wrote Records

of the Grand Historian, also known as Shiji, the first historical records through the biographies of historical figures in China. Furthermore, Weinan is a typical region which has the most representative culture of Han. Qin Opera, Lao Opera, Tongzhou bangzi, wanwan Tune, MiHu Opera folk music were handed down from over a thousand years ago. The folk arts such as stone carving, wood carving, dough figurines, and shadow play also conserved the ancient local style. Old as they are, instead of dying out these traditions have prospered among local people and still play an important role in their lives. All those together constituted the characteristics of Weinan's history and culture.

I feel very lucky to have had the chance to appreciate Weinan folklores at UNESCO due to a series of displays and performances. The performers are mostly state certified successors of what UNESCO calls intangible cultural heritage. It is the product of an agricultural civilization of five thousand years and a perfect reflection of local people's lives. It was so impressive and even better than I had seen in China.

Lao Opera



Weibei Decorated Steamed buns



**Weibei Embroidery &
Huaxian Paper Cutting takes**



The Mount Huashan Folk Carnival