United Nations Educational, Scientific and Cultural Organization
Organisation des Nations Unies pour l'éducation, la science et la culture

UNITWIN /UNESCO Chairs Programme
2003 – 2005

Internal Evaluation

Final report

Acknowledgement

I would like to thank all who participated in the interviews from Headquarters, Institutes and Centres, Field Offices and National Commissions. I enjoyed the interesting discussions with you, and without your valuable inputs, the evaluation would not have been possible. I hope that all of you will find traces of your reflections on the Programme, which I have aimed to cover as well as possible in this report.

The discussion with members of the coordination unit in Higher Education, International Cooperation, was also a cornerstone of the evaluation. I want to express special thanks to Winsome Gordon and Georges Haddad for their patience, and hope that they will find the report constructive toward managing the Programme.

I also want to thank those of you who attended the Inter-sectoral Committee meeting in November 2005, where the draft report was endorsed.

Thanks also to Rong Chen, an intern at UNESCO and doctoral candidate at the University of Michigan, U.S.A, who helped define criteria and process progress reports during the first phase of the evaluation.

Finally, wish to thank Mitch Nelin for helping the text 'straight-to-the-point.'

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Summary of recommendations

The recommendations of the internal evaluation are based on the analysis of the qualitative and quantitative data collected through progress reports, interviews and programme documents, as well as data provided through the programme data bank.

In brief, while the internal evaluation recognizes the progress towards making UNITWIN more efficient and effective, it concludes that given the continued expansion of the Programme, it should streamline available funds and human resources into a **few strategic approaches.** This focuses on four main points:

1. **Consolidate the vision and strategy** for the Programme to renew the impetus, discourse, and its image and create useful instruments for collaboration based on a shared understanding of its objectives.

2. **Expand the monitoring** mechanisms through relevant UNESCO entities to enhance substantive UNESCO inputs to a broader set of Chairs and Networks, and to utilize Chairs and Networks more effectively to implement the approved UNESCO Programme and Budget (C5), as well a the medium term plan (C4).

3. **Strengthen the quality assurance and knowledge management** mechanisms through a systemic approach of dealing with Chairs and Networks, to ensure that all comply with the Programme requirements and their respective agreements, and that the knowledge-sharing aspect benefits all relevant parties.

4. **Improve communications** to build a shared understanding of the Programme, and of how UNESCO can work more effectively with the Chairs and Networks for the mutual benefit of both the Organization and the institutions of higher education.

The following recommendations cut across these four proposed directions. The recommendations gain clarity when considered with reference to the tools and instruments recommended in Point 3, which specify several cost-effective and rational means to implement the proposed actions.

In line with the objectives of the evaluation, they are specifically intended for the management corpus at Headquarters.

1. Management - from vision to partnerships

a. Overall framework:

i. Clearly set out the concept of the Programme, outlining its vision, the reasoning behind it, its history, the current context (particularly the role of higher education in development), and its specific development objectives;

ii. Elaborate a clear and specific strategy, outlining how the development objectives will be achieved, and its operational settings (who does what and how). This should include a communication strategy.

iii. Focus the Programme on specific activities that facilitate cooperation among Chairs and with external partners. This should focus on the following points:

- Inter-regional and regional coordination;
- Innovations;
- Evaluation;
- Promotional materials; and
- Communication;

iv. Adopt a more rigorous implementation cycle determined essentially by two major dates (submission of progress reports and applications) to help balance different kinds of activities and enable staff to manage other aspects of the Programme.

v. Consider establishing an interactive web-based knowledge management system for all Chairs to put their research papers and publications on-line. It should have search and cross-reference functions. This would replace on-going coordination efforts, and meet the information exchange needs more efficiently.

b. Quality assurance

i. When considering applications for new Chairs, pay more attention to added value within the given context, strong links to UNESCO priorities and programmes, and the international dimension.

ii. Carefully scrutinize the level of commitment of individual demands to ensure that existing Chairs will fulfil the 'contractual' obligations towards UNESCO and the network as a whole.

iii. Require all Chairs that have not been in regular contact with UNESCO to undertake a one-time self-evaluation to prove that their existence is justified. This exercise could then be integrated into the compulsory biennial evaluations.

c. Financing and partnership-building

i. Adopt a clear approach within UNESCO so as to recognize Chairs and Networks as privileged UNESCO partners ('implementation arm') in negotiating with funding partners. Establishing a special UNITWIN fund could be considered, as the Programme comprise all sectors and is thereby special in scope and in its interventions.

ii.   Stay in close contact with External Relationship (ERC) so as to grasp and stay abreast of Extra-budgetary funding opportunities, and channel proposals through usual procedures in collaboration with appropriate divisions and sections. Periods for active fund-raising or specific projects should be clearly defined in the proposed annual implementation plan (1.a.4) according to submission dates of proposals to interested fund-in-trust partners, and their respective meetings with UNESCO.

iii.   Encourage Sectors to allot minimal funds of their regular budget to collaborations with Chairs and Networks for the implementation of the UNESCO Programmes, and to include them in the implementation of their extra-budgetary funding programmes.

iv.   Encourage Chairs and Networks to make their activities highly visible to relevant partners (UN system, UNESCO institutes, bi-and multilateral development organizations, national institutions, NGO's). In this context, they can appear even stronger as multi-disciplinary bodies if they regroup themselves across disciplines.

2.   Monitoring - across the UNESCO structure

a.   In general

i.   To extend outreach, work with Networks when possible, rather than individual Chairs, and, where relevant, encourage strong Chairs to convert into Networks.

ii.   Rationalize the processing of progress reports through some or all of the following approaches: a) decentralize the processing, b) simplify the format; c) strengthen the Programme team so as to shorten the period of processing.

iii.   As part of the proposed communication strategy (see 1.a), encourage each UNESCO entity to take an active role in monitoring the Chairs and Networks in areas of obvious mutual benefit. Stronger substantive support to a wider range of Chairs and Networks, and closer monitoring will help improve their quality.

b.   Through Sectors

i.   Take steps to increase awareness of the Programme within the Education Sector's divisions and sections, with emphasis on shared interests and the potential benefits of collaborations with Chairs and Networks.

ii.   Continue the building-up of the Inter-sectoral Committee meetings into effective instruments for the Programme, and ensuring shared ownership by all Sectors, through greater emphasis on planning, participation, and follow-up.

iii.   Encourage all sectors to have their web editors contribute to editing the Programme Web Portal in relevant programme sectors.

iv.   Encourage divisions across all Sectors to consider involving Chairs and Networks in celebrations, special UN focus decades, national and international meetings and fora.

v.   Encourage sectors to delegate Chairs as national and regional focal points for specific substantive matters in their respective fields, and to go beyond traditional boundaries where relevant, for instance using a 'culture' chair for an educational topic or vice versa.

c.   Through Institutes

i.   Make targeted efforts to involve relevant UNESCO Institutes, which hold great potential to become 'pillars' of the Programme, for monitoring as well as joint research to enhance UNESCO substantive inputs.

ii.   Invite interested Institutes to participate in the Inter-sectoral Committee, possibly by video conference.

d.   Offices

i.   Ensure that the Programme is included on the agenda of 'side-events' at major regional and international UNESCO meetings, so that UNESCO and National Commission staff in general can discuss the Programme, and increase co-ordination.

ii.   Let Offices take an active role in facilitating national and regional co-operation, for instance by taking the lead in formulating national and regional strategies, and in coordinating implementation.

e.   National Commissions

i.   Encourage National Commissions in collaboration with Field Offices to take responsibility for holding annual information and coordination meetings for Chairs and Networks in their countries.

ii.   Ensure that the communication strategy includes keeping National Commissions aware of general programme developments (see 1.a, 2a).

iii.   Cooperate systematically National Commissions in identifying and closing inactive Chairs and Networks.

3.   Tools and instruments - Few means but strong effect

a.   Web Portal

i.   In restructuring the Web Portal, make a comprehensive review of the Web Portal's general introduction to the Programme so that it becomes more user-friendly in structure, content and presentation. Avoid 'cut and paste' and duplication of content.

ii.   Make promotional tools available on the Portal for use by the Chairs and Networks, National Commissions, Institutes, as part of the communication strategy of the Programme.

iii.   Create an 'Extranet' to allow direct interactivity between the Chairs and Networks. This would function as a cross-country online working platform for participating countries (regulated through restricted access) to facilitate instant exchange of experience and expertise.

b.   Hands-on tools

i.   Map the Programme's network coverage by domain and theme to create a clear picture of the gaps in coverage and missing linkages to Chairs, and thus clarify the needs for new network entities.

ii.   Establish 'UNESCO Chair standards' focused on each subject sector, specifying the framework, according to programme priorities, for establishing and supporting Chairs.

c.   Communication

i.   Stimulate and inform the dialogue around the Programme through the following:

1) Basic documentation on the Programme and its strategy (see 1.a);
2) Internal inter-sectoral seminars to show UNESCO staff what the Chairs do and how the Sectors can use them.

ii.   Launch a series of biennial publications on the Chairs and Networks: analysis of their experiences and impact. They could rotate and be dispatched over several years, each year presenting two to three sectors so as to keep them focused and relevant for professionals, and the budget realistic. The publications would contribute to the following:

1) Building up the Programme's reference package;
2) Responding to information-sharing demands, and
3) Improving substantive exchanges between UNESCO and the Chairs and Networks.

iii.   Make use of the Portal regularly to keep staff abreast of Programme developments, using email to invite Chairs and Networks, UNESCO staff, institutes, and so on, to visit the site when there are major updates.

PART I: BACKGROUND

Setting the stage

The following provides a short introduction to the context and objectives of the evaluation and explains the methodology applied for the collection and processing of quantitative and qualitative data.

I.1.   Introduction

The UNESCO Chairs and UNITWIN Networks Programme is one of the pillar strategies of UNESCO for strengthening international cooperation in higher education.

The Programme, launched in 1992, has rapidly grown into a worldwide inter-university cooperation network operating in all of UNESCO fields of competence. Starting in 1992 with some 17 Chairs, by July 2005 it had expanded to 542 Chairs and 63 Networks, with projects at over   600 institutions in some 121 countries involving thousands of academics, scholars, graduate, students, and other partners.

The Programme's overall aims are to contribute to higher education research and programmes worldwide and help engage universities in global development efforts. Through exchanges among Chairs and Networks in UNESCO's subject areas around the world, the Programme seeks to contribute to many levels of education, and the Education for All initiative, and to help preserve cultural diversity and heritage. It aims to address social issues, environmental concerns, and sustainable development, and to apply modern information and communication technologies to appropriate contexts and needs. Last but not least, it aims at forging the values and principles that are l aid down in the Constitution of UNESCO and its Medium-Term Strategy and Programme, such as peace, human rights, and gender equity.

However, important questions have arisen: How well is the Programme accomplishing these objectives? What major obstacles face the Programme, in the light of its rapid growth? Where is the Programme's current status, and where is it going?

This internal evaluation seeks to answer these questions by looking at developments in the Programme over approximately two years ending in mid-2005.

This is the third evaluation of the Programme, following an internal evaluation in 1996 and an external evaluation in 2000. In addition Chairs and Networks, gathered at a World Forum at UNESCO Headquarters in 2002, produced recommendations for the Programme's overall direction.

This evaluation specifically aims to look at recent trends and characteristics, and to identify issues of common concern for the Programme's further development. In accordance with the evaluation's Terms of Reference, the following will be analysed:

- Processes and their effectiveness;
- The relationship between UNESCO's mandate and the Programme's implementation;
- Results in terms of capacity-building, training, research, and knowledge sharing and publication.

This exercise should result in 'recommendations for improving the Programme in the coming biennium', as per the Terms of Reference.

The above objectives also set some restrictions on the evaluation. It will look at trends and characteristics of Chairs and Networks, but only in the context of the Programme as a whole, not issues relating to individual Chairs and Networks within sectors. Subject-specific and regional evaluations would be of great interest for the Programme, to understand the impact of Chairs'

and Networks' work in each subject sector and region. However, such evaluations would be of a different nature. As an 'internal' evaluation, this concentrates on matters of management that frame the implementation processes and the interactions of UNESCO with its Chairs and Networks.

The Inter-sectoral Committee of the Programme met on 30 November 2005 to discuss the draft evaluation report (Annex IV). It was presented by the evaluator and endorsed by the Committee with only minor changes, including one additional recommendation, concerning the UNITWIN fund (see page 8: 1.c.i).

For ease of reference, the 'The UNESCO Chair/UNITWIN Programme' will be referred to as the 'Programme', 'UNESCO Chair' as 'Chair,' and UNITWIN Network as 'Network'.

I.2. Methodology

Three sources of information provided the quantitative and qualitative data that constitute the basis for this evaluation. Because these sources are complementary, with each shedding light on specific aspects of the Programme, the processing and analysis of the data was adapted towards different objectives.

I.2.A. Programme data bank - An overview

The Programme data bank maintained by the Programme Coordination Unit provides quantitative information identifying the distribution of Chairs and Networks by region and subject. Data from the management team provide reporting rates, closing and creation of Chairs and Networks, and budget overviews. These data are presented in graphs to provide a quick overview of the Programme in facts and figures (Part II.1).

I.2.B. Progress reports - Trends and characteristics

Progress reports submitted by Chairs and Networks provide a wealth of quantitative and qualitative data that help identify current trends and characteristics of the Chairs and Networks. This information has been processed to reveal specific strengths and weaknesses, and will appear in the following terms:

● Human and material resources, including financial coverage;
● Type of activities specifying curriculum development, training, research, conferences, fellowships;
● Visibility, covering publications and other means of promotion (web, media…);
● Partnership-building specifying national and international outreach and twinning activities between developed and developing countries;
● Compliance with UNESCO programmes in each subject sector according to the priorities of the UNESCO Medium-Term Strategy (2002-2007);
● Capacity to take on multi-disciplinary roles, pioneer innovation, and promote intercultural dialogue;
● Capacity to address cross-cutting issues such as sustainable development, gender equity, human rights, peace, and the use of ICT's.

A total of 102 progress reports were examined and processed, representing just over 15% coverage of existing Chairs in each subject sector. These were selected through stratified random sampling, with attention to regional balance within each stratum (sector), dispatched as shown in Figure 1 below. For the communication sector, 15% coverage resulted in an unacceptably small sample, so this stratum was over-sampled to an acceptable minimum of 12 reports.

Sector:	No of Chairs	Reports received	% of reports submitted	Evaluation sample (15% of total number of chairs)
ED	115	36	31 %	18 (17,25)
SC	168	54	32 %	25 (25,2)
SHS	138	56	40 %	20 (20,7)
CLT	72	23	32 %	12 (10,8)
CI	49	17	35 %	12 (7,35)
Networks:	65	15	23%	15
Total:		201	34 %(mean)	102

Figure 1: Number and percentage of submitted and processed progress reports

Indicators for data processing were developed and discussed with the chief of the coordination unit to ensure that the standards for processing the data were set against realistic criteria, allowing qualification of Chairs and Networks on the above topics as 'strong', 'fair' or 'weak.' The category 'absent' indicates cases where no information was given on a certain aspect or that the aspect was not addressed by the Chair or Network in question. The criteria were as shown in the box below:

Human and material resources:	
Strong	*Stable participation of scholars, students, administrators, and strong material support/facilities. In terms of financial resources, more than three different sources*
Fair	*Fair participation of scholars, students, administrators, and fair material support/facilities. In terms of financial resources, less than three different sources*
Weak	*Poor and irregular participation of scholars, students, administrators, and weak material support/facilities. In terms of financial resources, one single small source of income*
Absent	*Category not existing or not addressed*
Activities	
Strong	*'X take place on a regular basis (>= 6), or over a longer period (two weeks – 1 year depending on 'X')*
Fair	*'X take place once in a while (<6), over a longer period (two weeks – 1 year depending on X)*
Weak	*'X' take place on an ad-hoc basis.*
Absent	*Category not existing or not addressed*
Publications	
Strong	*More than one (>4) or one important publication*
Fair	*(<4)*
Weak	*Projects in the pipeline, but not yet published/*
Absent	*Category not existing or not addressed*
Partnerships	
	Criteria as in 'activities'
Yes/No	*Category not existing or not addressed*

Figure 2: Indicators for assessing specific aspects in progress reports

I.2.C. Interviews - UNESCO interaction and effectiveness

Forty interviews were made across subject sectors to identify how UNESCO staff interacts with Chairs and Networks (Annex I). This included interviews with staff at various levels and locations, including the following:

- Headquarters: ED/HED/ICE team, Sector focal points, and others (16)
- Regional and selected Field Offices covering the five regions (13)
- Institutes and Centres: IIEP, CEPES, IBE, UIE, IESALC, IICBA (6)
- National Commissions in the five regions (5)

Data collection was based on semi-structured interviews by telephone or face to face. In a few cases (3), participants preferred to answer in writing and the questionnaire was sent to them. The data from the interviews was subsequently written down in note form that allowed grouping similar observations and opinions together, and thus organizing the responses under a small number of core issues. Together, the data show the varieties of interaction that UNESCO has with Chairs and Networks worldwide. The mode of presentation is intended to outline 1) the benefits UNESCO gained through cooperation with Chairs and Networks in implementing its programmes, and 2) the obstacles to this cooperation.

The analysis of this data looks in particular at the processes through which this interaction between UNESCO and Chairs and Networks currently takes place. This focus allows the evaluation to pinpoint the key management challenges that influence the trends and characteristics of the Chairs and Networks, as shown in the progress reports.

I.2.D. Additional sources

The evaluation consulted additional sources of information including the Programme Web Portal, the two previous evaluations of the Programme, the outcomes of the World Forum in 2002, and the regular project documents and regulations.

I.2.E Limitations

The challenge of this evaluation is 'diversity.' The Programme has a wide range of situations, ranging from very weak or even non-existent Chairs to Chairs and Networks that have the capacity of mobilizing hundreds of researchers around innovative initiatives. The imbalance in means, quality, and impact of different Chairs and Networks naturally depends in part on the social, political, and economical context of the host country, as well as the institutional setting. The data include a large variety of examples, such that diametric opposites may exist for each specific case. Therefore, however interesting a-case-by-case approach may be, this analysis is more concerned with common situations that represent trends and general characteristics.

Similarly, the interviewees expressed a wide spectrum of opinions, ranging from one who believed that the Programme should end immediately (though indications arose that this person was not fully informed on the Chairs in the region in question) to numerous committed enthusiasts who believed that this was one of the Organization's strongest programmes ever.

It should be noted that the selection of progress reports for analysis may not have been perfectly representative because of Chairs and Networks that did not submit reports. However, the Chairs

and Networks for which data was available give enough for a picture of the Programme's overall performance. Concerning the criteria for measurement of this performance, it should be highlighted that the processing of qualitative data into quantitative data might not have been hundred percent objective, as it required some interpretation of the content of the reports.

This is a first attempt for assessing the overall performance of the Chairs and Networks, and they might therefore have their limitations. The criteria for measurement should be further refined if applied in future evaluations.

Despite the challenge of diversity and risk of abstraction, it is nevertheless believed that this evaluation has been able to grasp evidence of common challenges that are essential to address in the future management of the Programme.

PART II: FINDINGS

Stock-taking

This part gives the facts and figures that underly the evaluation. It takes stock of the Programme at three levels and by different means: 1) The data bank shows the Programme's current status at global and regional levels; 2) The progress reports from participating universities and institutions provide information on the current situation at the Chair and Network levels (2003-2004 (5)); 3) Stock-taking at the UNESCO level summarizes simply the recent developments of the Programme which are not directly a part of the day-to-day management of Chairs and Networks.

The findings are presented in tables, and form the basis for the analysis that will follow in Part III. The findings from the interviews are not depicted in the form of tables and therefore not presented in this section, but only in the analytical part.

The facts and figures offer the chance to view the Programme quickly from several aspects. The significance of some of the data is relatively straightforward at first glance, while others will require the interpretation and complementary information provided in the subsequent analysis (Part III).

II.1. Global and regional levels

Facts and figures

The first tables (Figures 3-5) give an overview of the founding of Chairs and Networks in terms of subject matter, regional distribution, date and overall resource mobilization. The tables were extracted directly from the Programme data bank as of mid July 2005.

These tables give a clear overview of the Programme's presence and absence in specific subject areas and regions. An interesting quick exercise is to compare the numbers of Networks with the numbers of Chairs in specific subjects and regions: this quickly reveals regions and subjects where new Networks might help universities cooperate more effectively.

The resource-mobilization tables specify UNESCO resources and those that the Chairs and Networks mobilized through other partners. Although the two tables cover different lengths of time, it is useful to compare them by percentage. Large variations actually appear in the resource distribution and mobilization by region, as well as some outstanding differences between UNESCO 'seed money' and partner contributions.

A summary analysis of the balances and imbalances of the Programme will follow in Part III.1.

FIGURE 3
UNESCO Chairs
Facts and figures

a. Distribution by **REGION**

☐ Eastern and Central Europe (116) 22%

☐ Arab States (6) 9%

■ Western Europe and North America (34) 50%

■ Latin America and the Caribbean (9) 13%

☐ Asia and the Pacific (9) 13%

■ Africa (1) 9%

b. Distribution by **SUBJECT**

☐ Social and Human Sciences (138) 25%

■ Culture (73) 13%

☐ Communication (49) 9%

☐ Education (116) 21%

■ Natural Sciences (169) 32%
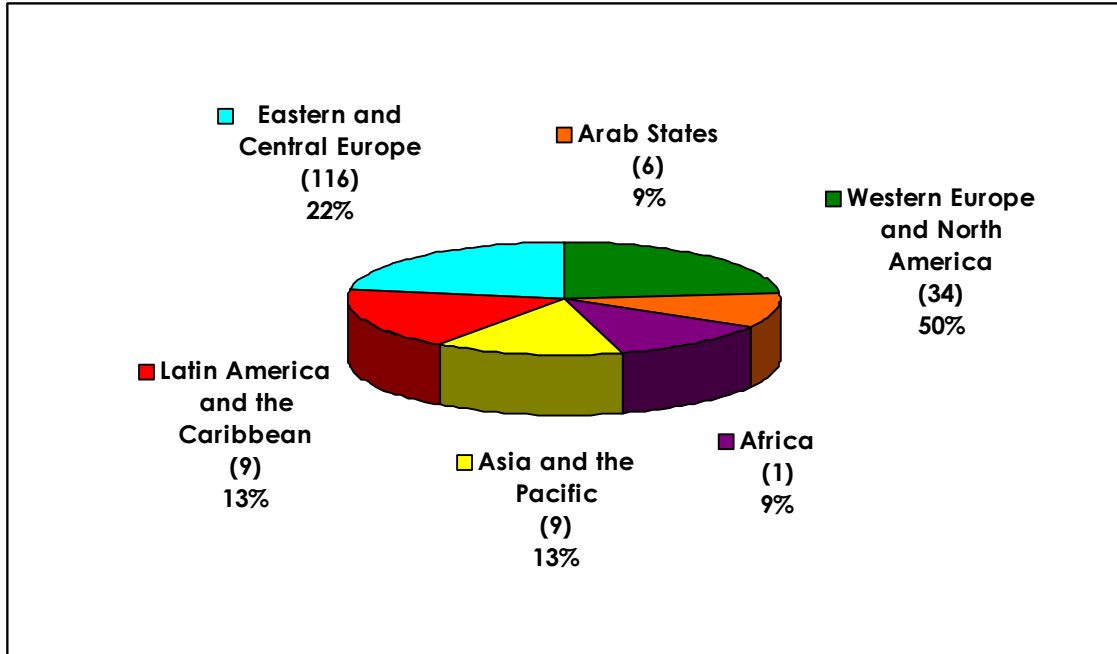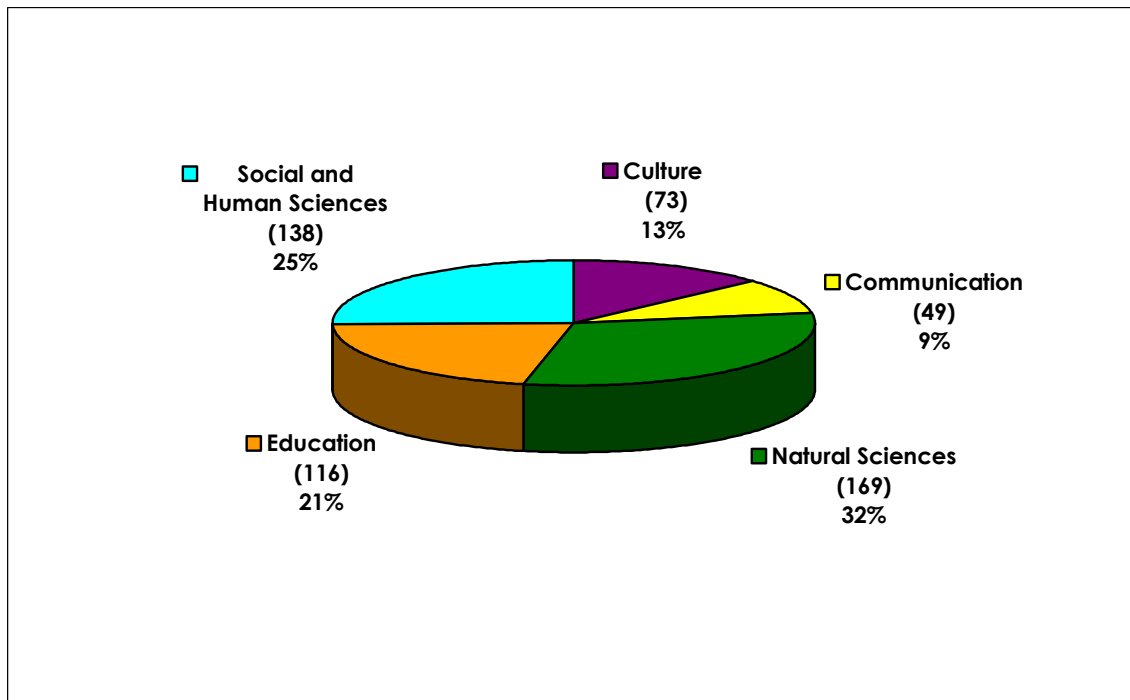
c. 78 UNESCO Chairs in **AFRICA**

Natural Sciences: 33; Education: 19; Social and Human Sciences: 18; Culture: 5; Communication: 3
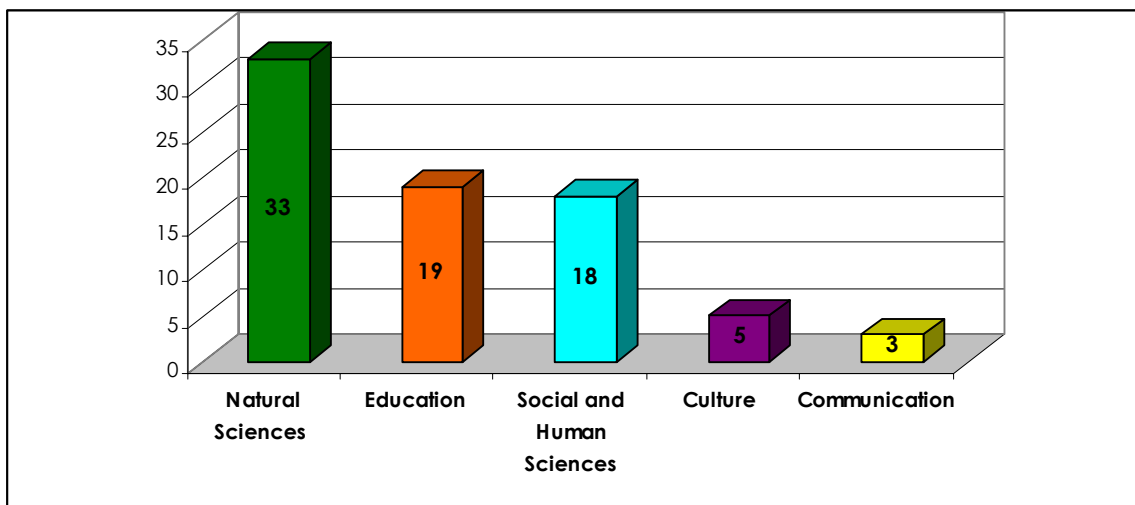
d. UNESCO Chairs in **ASIA AND THE PACIFIC**

Natural Sciences: 30; Education: 13; Social and Human Sciences: 10; Culture: 11; Communication: 9
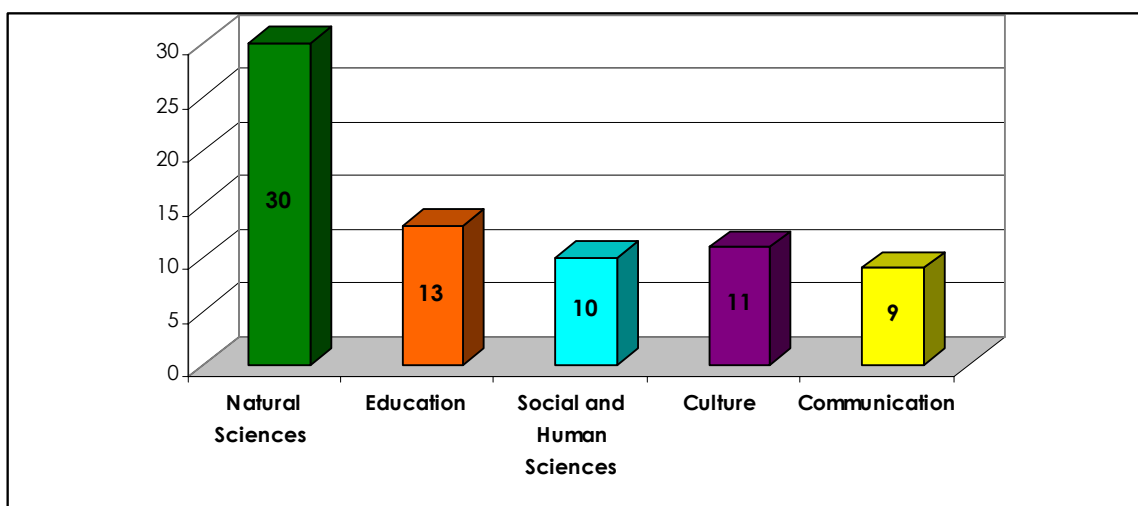
e. UNESCO Chairs in **ARAB STATES**

Natural Sciences: 23; Education: 9; Social and Human Sciences: 10; Culture: 8; Communication: 4
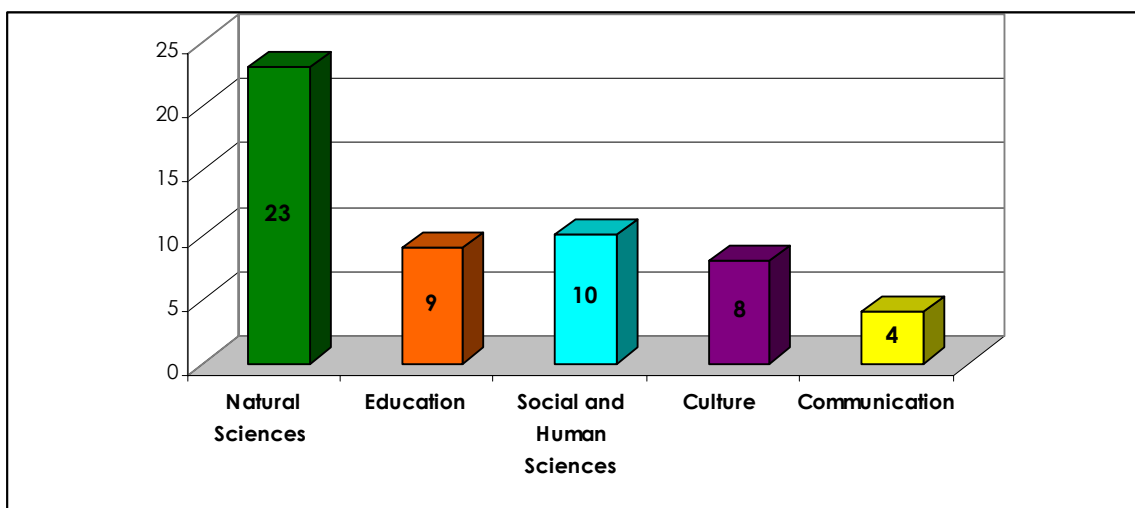
f. UNESCO Chairs in **EASTERN and CENTRAL EUROPE**

Natural Sciences: 34, Education: 23, Social and Human Sciences: 17, Culture: 32, Communication: 14
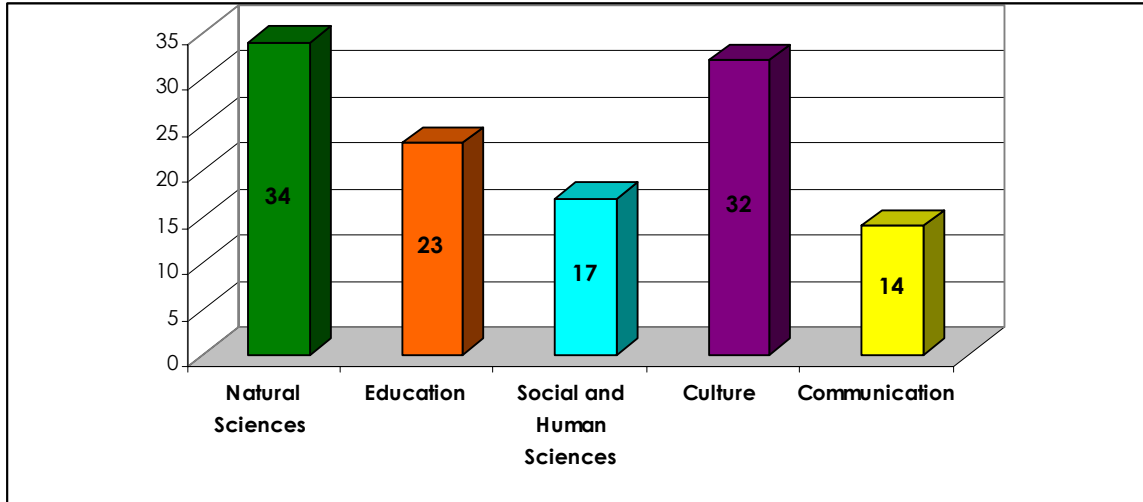
g. 124 UNESCO Chairs in **EUROPE and NORTH AMERICA**

Natural Sciences: 29, Education: 25, Social and Human Sciences: 40, Culture: 21, Communication: 9
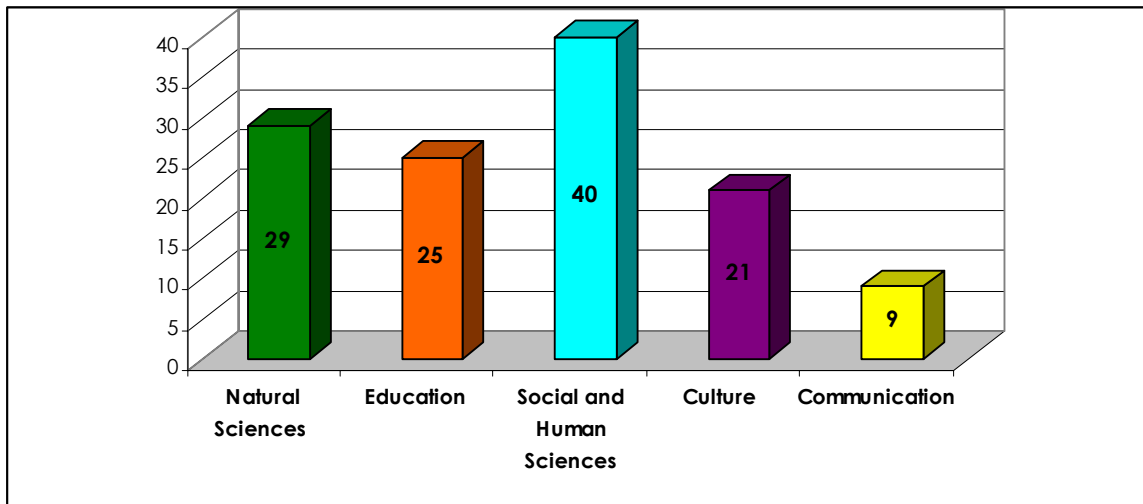
h. 93 UNESCO Chairs in **LATIN AMERICA**

Natural Sciences: 19, Education: 26, Social and Human Sciences: 28, Culture: 10, Communication: 10
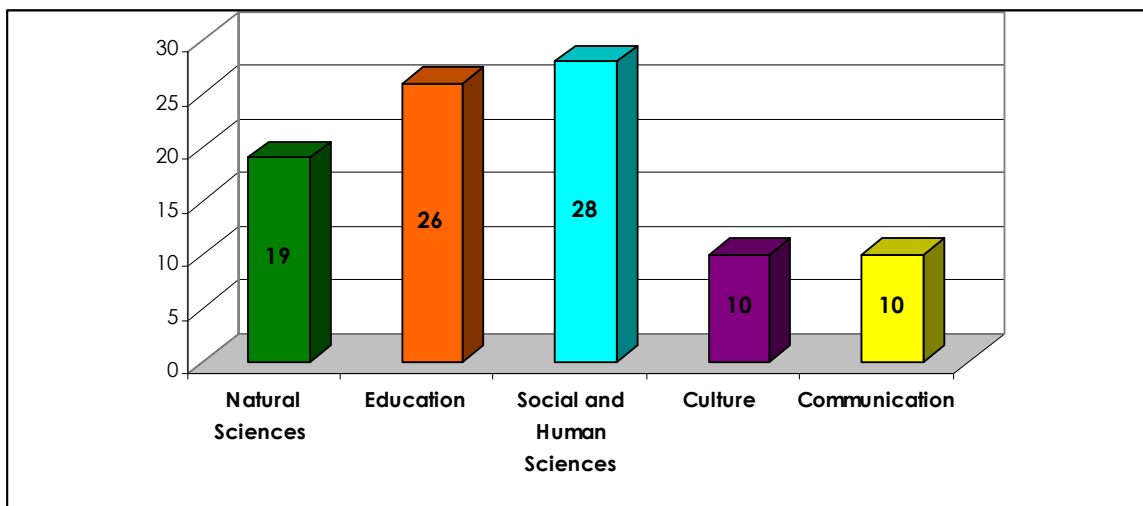
i. **UNESCO Chairs established** between October 1989 – 30 June 2005
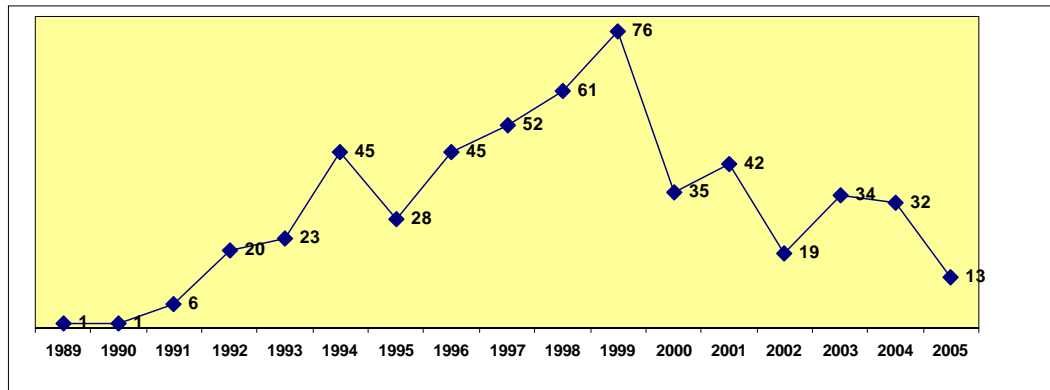
j. Submission of **PROGRESS REPORTS** 2005 in %
Distribution by region
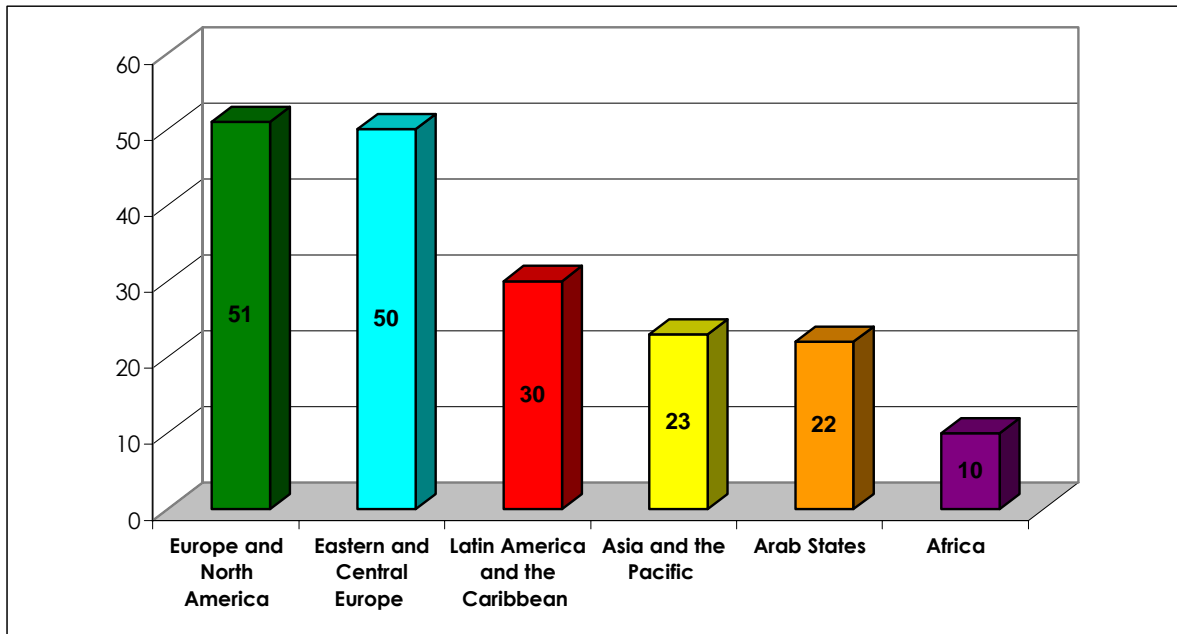
FIGURE 4
UNITWIN Networks
Facts and figures
Distribution by subject and region

a. Distribution by **SUBJECT**

Social and Human Sciences (13) 19%

Culture (7) 10%

Communication (2) 3%

Education (22) 33%

Natural Sciences (23) 35%

b. Distribution by **REGION**

Latin America and the Caribbean (9) 13%

Eastern and Central Europe (4) 6%

Asia and the Pacific (9) 13%

Western Europe and North America (34) 50%

Africa (1) 9%

Arab States (6) 9%

22
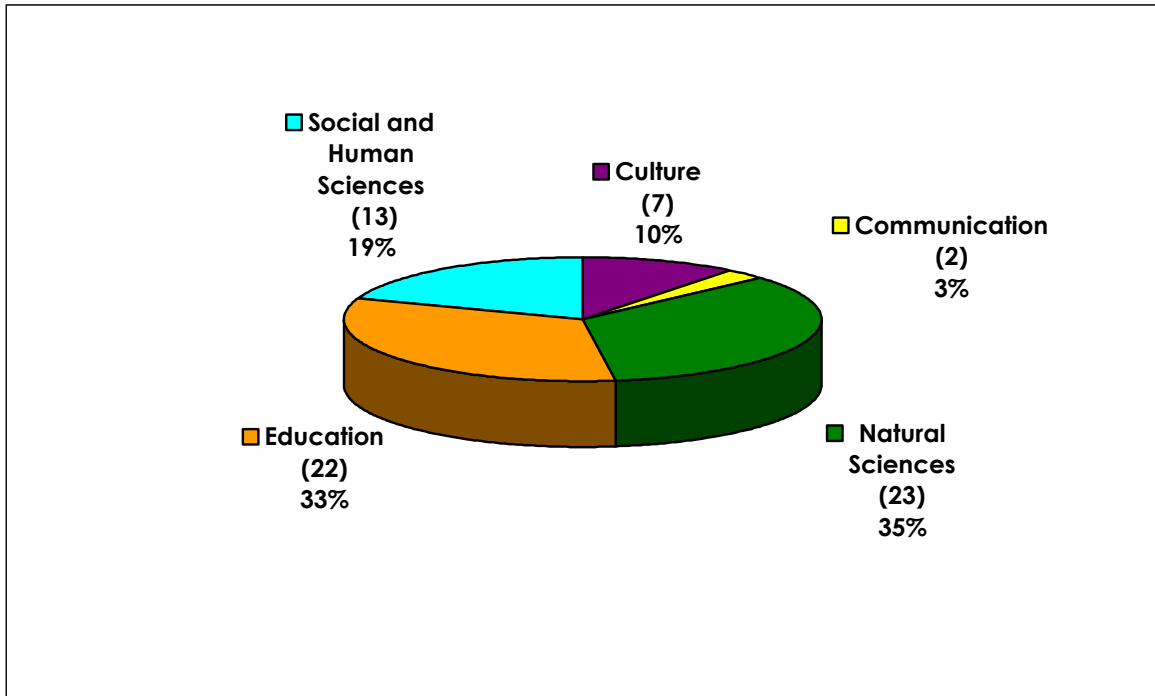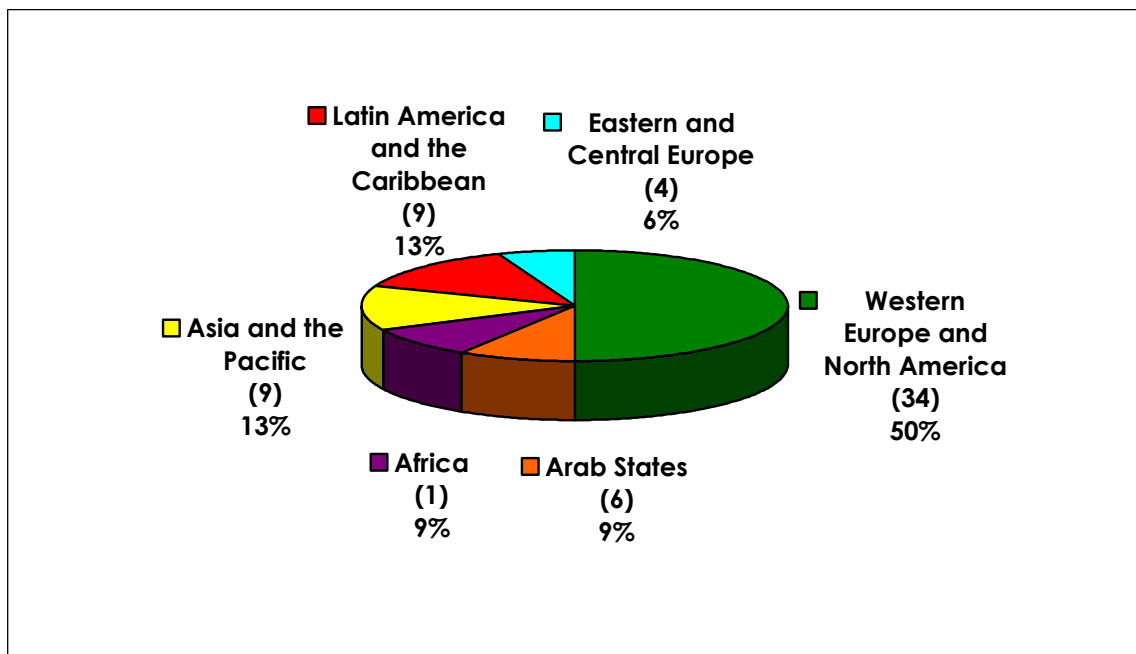
c. UNITWIN Networks in **AFRICA**

	Natural Sciences	Education	Social and Human Sciences	Culture	Communication
Value	0	1	0	0	0
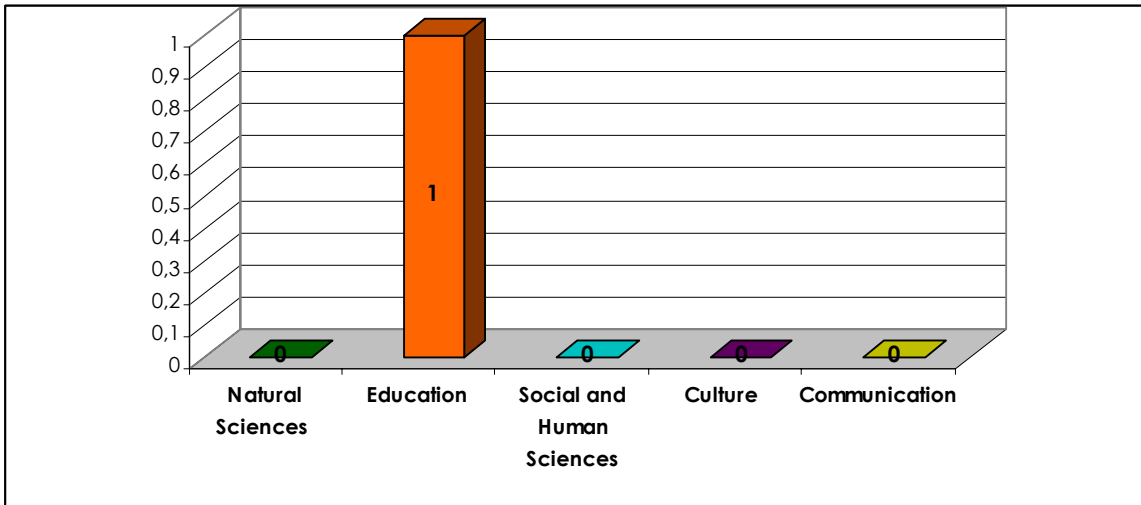
d. UNITWIN Networks in **ASIA and the PACIFIC**

	Natural Sciences	Education	Social and Human Sciences	Culture	Communication
Value	4	5	0	0	0
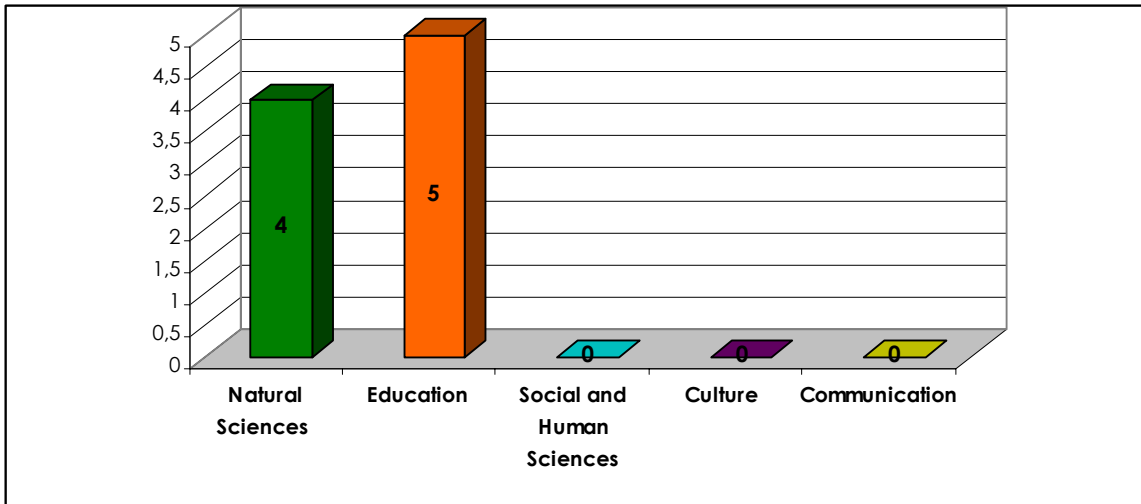
e. UNITWIN Networks in **ARAB STATES**

	Natural Sciences	Education	Social and Human Sciences	Culture	Communication
Value	3	2	1	0	0
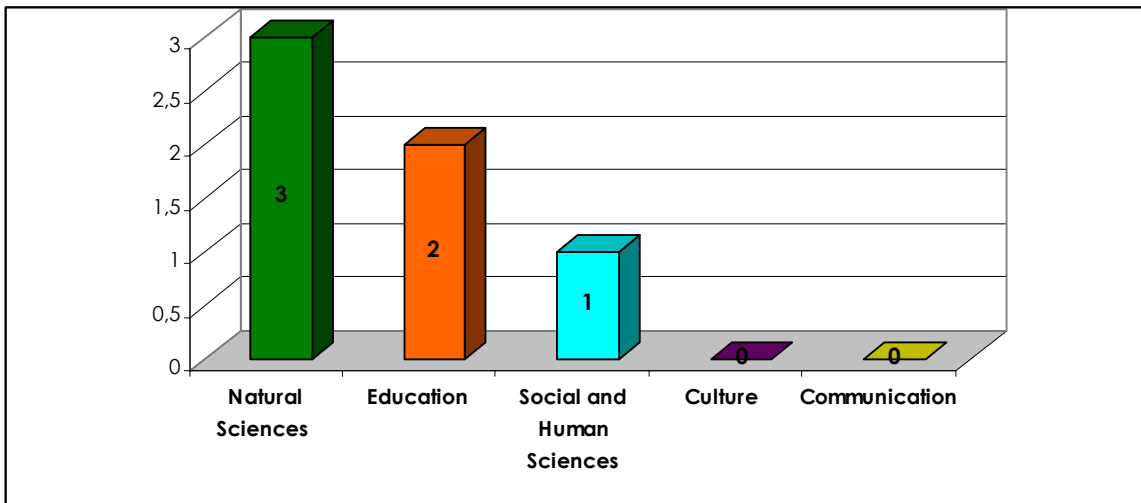
f. UNITWIN Networks in **WESTERN EUROPE and NORTH AMERICA**

Bar chart values:
- Natural Sciences: 12
- Education: 9
- Social and Human Sciences: 8
- Culture: 6
- Communication: 2
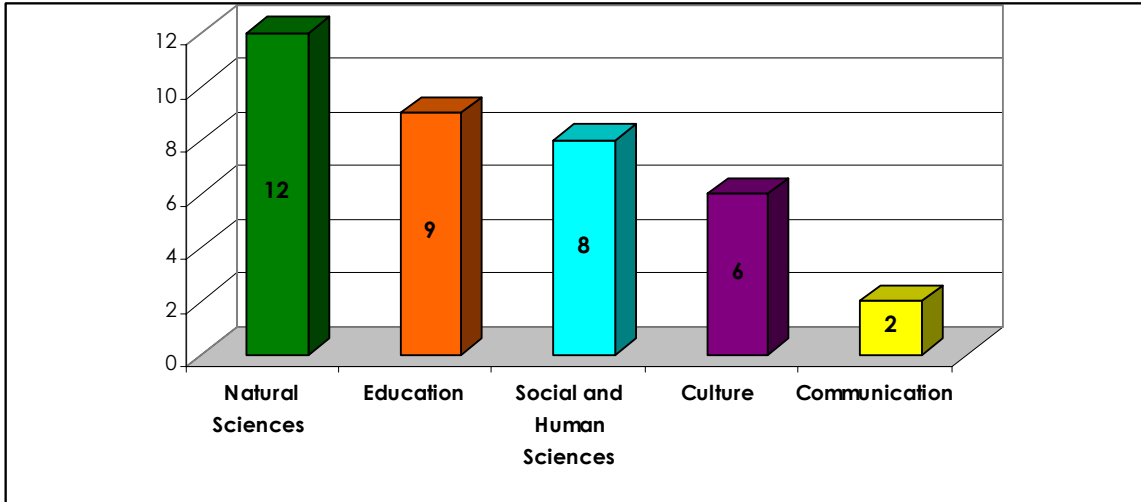
g. UNITWIN Networks in **LATIN AMERICA and the CARIBBEAN**

Bar chart values:
- Natural Sciences: 3
- Education: 4
- Social and Human Sciences: 3
- Culture: 1
- Communication: 0
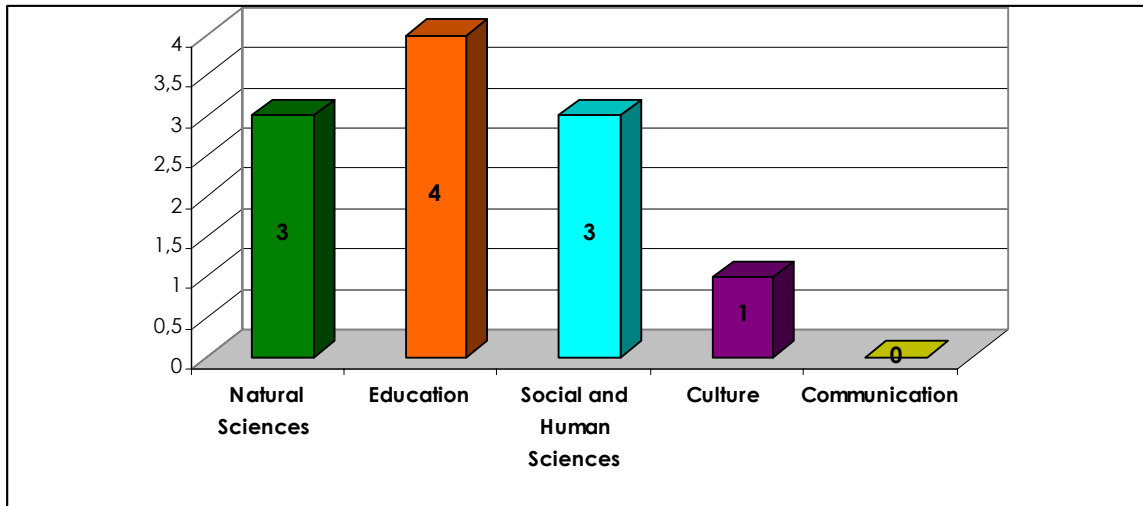
h. UNITWIN Networks in **EASTERN and CENTRAL EUROPE**

Bar chart values:
- Natural Sciences: 1
- Education: 3
- Social and Human Sciences: 0
- Culture: 0
- Communication: 0
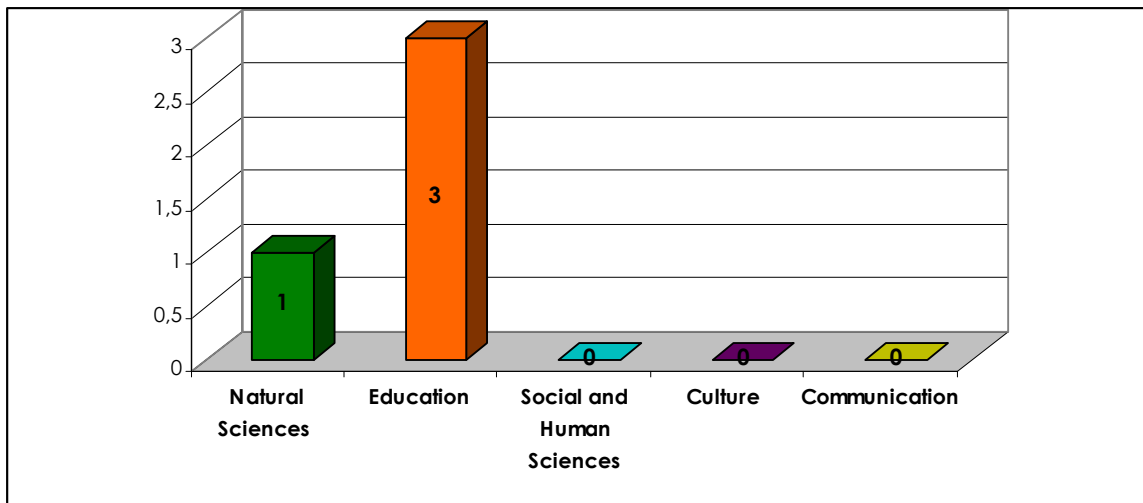
FIGURE 5

BUDGET OVERVIEW
Regular (UNESCO) and extra-budgetary (DONOR)
1995-1999 and 2000-2003
Based on: Doc.ED/HED/ICE/IN/25.03.2005

UNESCO CONTRIBUTION

1995-1999
US$ 2,642,957

2000-2003
US$ 2,120,930

Arab States (116,270) 4%
Africa (329,575) 13%
Europe & North America (142,729) 5%
Asia and the Pacific (168,537) 6%
Latin America & the Caribbean (272,843) 10%
Eastern and Central Europe (1,613,002) 62%
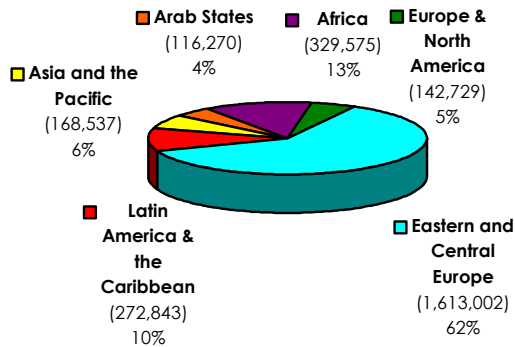
Africa (202,110) 10%
Europe & North America (161,565) 8%
Arab States (118,977) 6%
Eastern and Central Europe (419,665) 19%
Asia and the Pacific (137,908) 7%
Latin America & the Caribbean (1.80,705) 50%
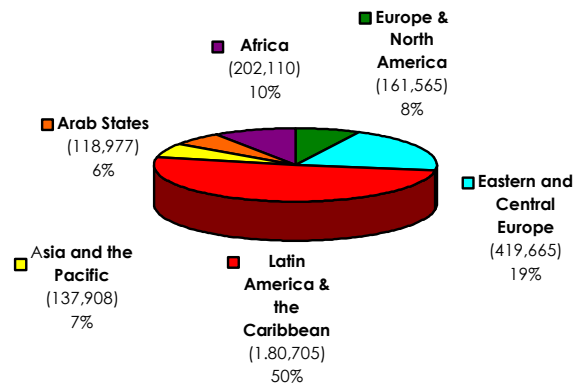
DONOR CONTRIBUTION

1995-1999
US$ 28.945,540

2000-2003
US$ 17.870,515

Africa (4.272,286) 15%
Europe & North America (4.339,807) 15%
Arab States (3.526,186) 12%
Eastern & Central Europe (7.837,832) 27%
Asia & the Pacific (5.399,7198) 19 %
Latin America & the Caribbean (3.569,739) 12%

Latin America & the Caribbean (1.355,226) 8%
Asia & the Pacific (2.321,822) 13%
Arab States (1.457,342) 8%
Eastern and Central Europe (1.950,947) 11%
Africa (1.637,479) 9%
Europe & North America (9.164,214) 51%
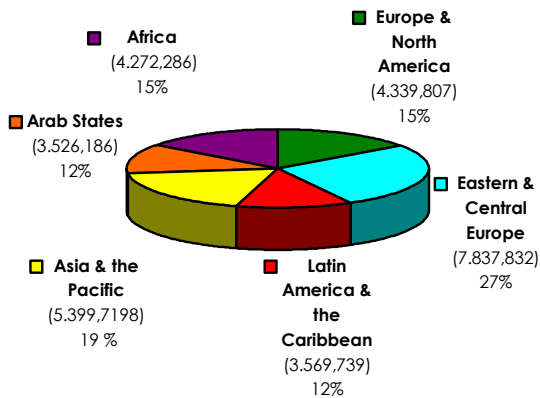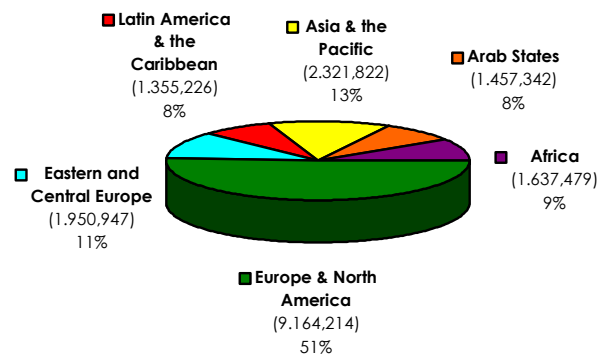
II.2.   Chair and Network levels

Facts and figures

The second set of tables (Figures 6-12) surveys the Chairs' and Networks' strengths and weaknesses in each subject sector. They are based on reviews of progress reports that were processed according to the methodology and criteria outlined in Part.I.2. The tables reveal both the shared trends and characteristics among Chairs in each subject sector, and where they diverge in levels of activity, outreach and visibility.

The tables on the Chairs' focus areas in each sector give a fair idea of the extent to which they comply with the core development priorities of UNESCO, as set in the draft Programme and Budget for the coming biennium (2006-2007). The figures clearly express, for instance, how many Chairs in Communication deal with 'Access to information & knowledge' and how many have an additional focus outside UNESCO main lines of action. A Chair may be tabulated under more than one heading, as each one can address multiple issues.

While the accuracy of the tables in expressing trends and characteristics naturally would be higher if more reports were processed, the limitations of this evaluation required accepting 15% coverage as satisfactory. Continuing this method of processing reports would help in future evaluations of the Programme's progress over the years, because these tables provide baseline information that does not appear in the current data bank. This would also enable performance indicators for each sector, and the Programme as a whole, to be identified and formulated.

It should be noted though that this is a first attempt for setting some quantitative measurement on the performance of the Programme. The criteria set for measurements as outlined in the Methodology, Figure 2, can of course be refined and adjusted in future evaluations as deemed appropriate.

This data is analyzed for general trends and characteristics of the Chairs and Networks and differences among various subject sectors in Part III.2.

Before moving to stock-taking at UNESCO level being the last part of this chapter, a series of UNESCO Chair snapshots depicts the diversity of contexts and activities.

A: Summary

Trends and characteristics identified in progress reports

Aspects	Strong		Fair		Weak		Absent		Total
		%		%		%		%	
Management issues:	51	**50**	25	**25**	17	**17**	9	**9**	100
Human and material resources	51	**50**	25	**25**	17	**17**	9	**9**	102
Activity:	36	**35**	33	**32**	18	**18**	15	**15**	100
Education/curriculum	54	**53**	26	**25**	16	**16**	6	**6**	102
Training	24	**24**	33	**32**	25	**25**	20	**20**	102
Research	37	**36**	34	**33**	20	**20**	11	**11**	102
Conferences and seminars	38	**37**	38	**37**	15	**15**	11	**11**	102
Fellowship (students and scholars)	27	**26**	32	**31**	15	**15**	28	**27**	102
Visibility:	32	**31**	32	**31**	27	**26**	12	**12**	100
Publications	29	**28**	34	**33**	26	**25**	13	**13**	102
Other (web, library, awards, media..)	34	**33**	30	**29**	27	**26**	11	**11**	102
Partnerships:	38	**37**	37	**36**	18	**18**	9	**9**	100
National outreach	48	**47**	41	**40**	12	**12**	1	**1**	102
International outreach	36	**35**	36	**35**	20	**20**	10	**10**	102
Developed & developing/transition countries	29	**28**	34	**33**	22	**22**	17	**17**	102
	YES		%		No		%		
Cross-cutting issues:	49		**48**		53		**52**		100
Human Rights	39		**38**		63		**62**		102
Gender equality	40		**39**		62		**61**		102
ICTs	52		**51**		50		**49**		102
Peace	29		**28**		73		**72**		102
Sustainable development	82		**80**		20		**20**		102
Intercultural dialogue and cultural diversity	40		**39**		62		**61**		102
Multi-disciplinary role of Chairs	68		**67**		34		**33**		102
Innovation and piloting	46		**45**		56		**55**		102

Figure 6: Summary of trends and characteristics identified in progress reports

B: Education

Trends and characteristics identified in progress reports

Aspects	Strong	%	Fair	%	Weak	%	Absent	%	Total
Management issues:	8	**44**	5	**28**	3	**17**	2	**11**	100
Human and material resources	8	**44**	5	**28**	3	**17**	2	**11**	18
Activity:	8	47	4	**24**	3	**14**	3	**14**	100
Education/curriculum	11	**61**	3	**17**	3	**17**	1	**6**	18
Training	7	**39**	5	**28**	4	**22**	2	**11**	18
Research	9	**50**	3	**17**	4	**22**	2	**11**	18
Conferences and seminars	11	**61**	4	**22**	2	**11**	1	**5,6**	18
Fellowship (students and scholars)	4	**22**	7	**39**		**0**	7	**39**	18
Visibility:	7	36	6	**33**	5	**25**	1	**6**	100
Publications	5	**28**	6	**33**	6	**33**	1	**6**	18
Other (web, library, awards, media..)	8	**44**	6	**33**	3	**17**	1	**6**	18
Partnerships and impact:	8	**44**	5	**28**	2	**11**	3	**17**	100
National outreach	11	**61**	7	**39**		**0**		**0**	18
International outreach	7	**39**	4	**22**	2	**11**	5	**28**	18
Developed & developing/transition countri	6	**33**	4	**22**	4	**22**	4	**22**	18

	YES	%	No	%	
Content Focus :					
Goal 1: Early childhood education	4	**22**	14	**78**	18
Goal 2: UPE	12	**67**	6	**33**	18
Goal 3: Equity (access)	5	**28**	13	**72**	18
Goal 4: Literacy	7	**39**	11	**61**	18
Goal 5: Gender	10	**56**	8	**44**	18
Goal 6: Quality	14	**78**	4	**22**	18
Other focus	16	**89**	2	**11**	18
Cross-cutting issues:					
Human Rights	6	**33**	12	**67**	18
Gender equality	10	**56**	8	**44**	18
ICTs	12	**67**	6	**33**	18
Peace	7	**39**	11	**61**	18
Sustainable development	14	**78**	4	**22**	18
Intercultural dialogue and cult diversity	6	**33**	12	**67**	18
Multi-disciplinary role of Chairs	15	**83**	3	**17**	18
Innovation and piloting	6	**33**	12	**67**	18

Figure 7: Education - Trends and characteristics identified in progress reports

C: Natural Sciences

Trends and characteristics identified in progress reports

Aspects	Strong	%	Fair	%	Weak	%	Absent	%	Total
Management issues:	12	48	5	20	2	8	6	24	100
Human and material resources	12	**48**	5	**20**	2	**8**	6	**24**	25
Activity:	9	**37**	7	**26**	4	**15**	5	**22**	100
Education/curriculum	15	**60**	5	**20**	3	**12**	2	**8**	25
Training	7	**28**	6	**24**	5	**20**	7	**28**	25
Research	8	**32**	8	**32**	4	**16**	5	**20**	25
Conferences and seminars	8	**32**	8	**32**	4	**16**	5	**20**	25
Fellowship (students and scholars)	8	**32**	6	**24**	3	**12**	8	**32**	25
Visibility:	6	**24**	7	**26**	7	**26**	6	**24**	100
Publications	6	**24**	6	**24**	7	**28**	6	**24**	25
Other (web, library, awards, media..)	6	**24**	7	**28**	6	**24**	6	**24**	25
Partnerships:	8	**33**	10	**39**	4	**17**	3	**11**	100
National outreach	12	**48**	11	**44**	2	**8**		**0**	25
International outreach	7	**28**	10	**40**	6	**24**	2	**8**	25
Developed & developing/transition countries	6	**24**	8	**32**	5	**20**	6	**24**	25

Aspects	YES	%	No	%	
Content Focus:					
Water and associated ecosystems	14	**56**	11	**44**	25
Basic sciences, engineering & technology	10	**40**	15	**60**	25
Earth sciences	9	**36**	16	**64**	25
Life sciences	15	**60**	10	**40**	25
Ecological sciences	5	**20**	20	**80**	25
Other focus	5	**20**	20	**80**	25
Cross-cutting issues:					
Human Rights	3	**12**	22	**88**	25
Gender equality	2	**8**	23	**92**	25
ICTs	15	**60**	10	**40**	25
Peace	1	**4**	24	**96**	25
Sustainable development	24	**96**	1	**4**	25
Intercultural dialogue and cultural diversity	3	**12**	22	**88**	25
Multi-disciplinary role of Chairs	17	**68**	8	**32**	25
Innovation and piloting	11	**44**	14	**56**	25

Figure 8: Natural Sciences - Trends and characteristics identified in progress reports

D: Social and Human Sciences

Trends and characteristics identified in progress reports

Aspects	Strong		Fair		Weak		Absent		Total
		%		**%**		**%**		**%**	
Management issues:	9	**45**	4	**20**	6	**30**	1	**5**	100
Human and material resources	9	**45**	4	**20**	6	**30**	1	**5**	20
Activity:	6	**29**	6	**28**	4	**22**	4	**21**	100
Education/curriculum	7	**35**	5	**25**	5	**25**	3	**15**	20
Training	2	**10**	5	**25**	6	**30**	7	**35**	20
Research	6	**30**	6	**30**	5	**25**	3	**15**	20
Conferences and seminars	8	**40**	6	**30**	3	**15**	3	**15**	20
Fellowship (students and scholars)	6	**30**	6	**30**	3	**15**	5	**25**	20
Visibility:	6	**28**	7	**33**	5	**25**	3	**15**	100
Publications	4	**20**	8	**40**	4	**20**	4	**20**	20
Other (web, library, awards, media..)	7	**35**	5	**25**	6	**30**	2	**10**	20
Partnerships:	6	**28**	8	**42**	4	**20**	2	**10**	100
National outreach	7	**35**	9	**45**	4	**20**		**0**	20
International outreach	6	**30**	8	**40**	4	**20**	2	**10**	20
Developed & developing/transition countries	4	**20**	8	**40**	4	**20**	4	**20**	20
	YES		**%**		**No**		**%**		
Content Focus:									
Ethics of science and technology	2		**10**		18		**90**		20
Human rights & geneder equality	10		**50**		10		**50**		20
Philosophy, social transformations	14		**70**		6		**30**		20
Other focus	12		**60**		8		**40**		20
Cross-cutting issues:									
Human Rights	11		**55**		9		**45**		20
Gender equality	9		**45**		11		**55**		20
ICTs	6		**30**		14		**70**		20
Peace	9		**45**		11		**55**		20
Sustainable development	19		**95**		1		**5**		20
Intercultural dialogue and cultural diversity	13		**65**		7		**35**		20
Multi-disciplinary role of Chairs	13		**65**		7		**35**		20
Innovation and piloting	7		**35**		13		**65**		20

Figure 9: Social and Human Sciences - Trends and characteristics identified in progress reports

E: Culture

Trends and characteristics identified in progress reports

Aspects	Strong	%	Fair	%	Weak	%	Absent	%	Total
Management issues:	7	58	3	25	2	17	0	0	100
Human and material resources	7	58	3	25	2	17	0	0	12
Activity:	3	25	5	40	2	20	2	15	100
Education/curriculum	5	42	5	42	2	17	0	0	12
Training	1	8	4	33	3	25	4	33	12
Research	2	17	6	50	3	25	1	8	12
Conferences and seminars	5	42	4	33	1	8	2	17	12
Fellowship (students and scholars)	2	17	5	42	3	25	2	17	12
Visibility:	6	46	4	29	2	13	2	13	100
Publications	6	50	4	33	1	8	1	8	12
Other (web, library, awards, media..)	5	42	3	25	2	17	2	17	12
Partnerships:	5	42	5	42	2	14	0	3	100
National outreach	6	50	4	33	1	8	1	8	12
International outreach	4	33	5	42	3	25	0	0	12
Developed & developing/transition countries	5	42	6	50	1	8	0	0	12

	YES	%	No	%	
Content Focus:					
Cultural diversity and policy	9	75	3	25	12
World's cultural heritage	5	42	7	58	12
Arts and crafts	5	42	7	58	12
Other focus	5	42	7	58	12
Cross-cutting issues:					
Human Rights	1	8	11	92	12
Gender equality	4	33	8	67	12
ICTs	3	25	9	75	12
Peace	4	33	8	67	12
Sustainable development	11	92	1	8	12
Intercultural dialogue and cultural diversity	10	83	2	17	12
Multi-disciplinary role of Chairs	8	67	4	33	12
Innovation and piloting	4	33	8	67	12

Figure 10: Culture - Trends and characteristics identified in progress reports

F: Communication

Trends and characteristics identified in progress reports

Aspects	Strong	%	Fair	%	Weak	%	Absent	%	Total
Management issues:	6	**50**	4	**33**	2	**17**	0	**0**	100
Human and material resources	6	**50**	4	**33**	2	**17**	0	**0**	12
Activity:	4	**30**	4	**37**	3	**27**	1	**7**	100
Education/curriculum	5	**42**	4	**33**	3	**25**	0	**0**	12
Training	5	**42**	4	**33**	3	**25**	0	**0**	12
Research	3	**25**	5	**42**	4	**33**	0	**0**	12
Conferences and seminars	3	**25**	5	**42**	4	**33**	0	**0**	12
Fellowship (students and scholars)	2	**17**	4	**33**	2	**17**	4	**33**	12
Visibility:	6	**50**	3	**25**	3	**21**	1	**4**	100
Publications	6	**50**	3	**25**	2	**17**	1	**8**	12
Other (web, library, awards, media..)	6	**50**	3	**25**	3	**25**	0	**0**	12
Partnerships:	4	**36**	5	**39**	2	**19**	1	**6**	100
National outreach	7	**58**	3	**25**	2	**17**	0	**0**	12
International outreach	4	**33**	4	**33**	3	**25**	1	**8**	12
Developed & developing/transition countries	2	**17**	7	**58**	2	**17**	1	**8**	12

	YES	%	No	%	
Content Focus:					
Goal 1: Access to information & knowledge	10	**83**	2	**17**	12
Goal 2: Freedom of expression	5	**42**	7	**58**	12
Other focus	7	**58**	5	**42**	12
Cross-cutting issues:					
Human Rights	6	**50**	6	**50**	12
Gender equality	6	**50**	6	**50**	12
ICTs	7	**58**	5	**42**	12
Peace	4	**33**	8	**67**	12
Sustainable development	7	**58**	5	**42**	12
Intercultural dialogue & cultural diversity	6	**50**	6	**50**	12
Multi-disciplinary role of Chairs	8	**67**	4	**33**	12
Innovation and piloting	8	**67**	4	**33**	12

Figure 11: Communication - Trends and characteristics identified in progress reports

G: Networks

Trends and characteristics identified in progress reports

Aspects	Strong		Fair		Weak		Absent		Total
		%		**%**		**%**		**%**	
Management issues:	9	**60**	4	**27**	2	**13**	0	**0**	100
Human and material resources	9	**60**	4	**27**	2	**13**	0	**0**	15
Activity:	6	**40**	7	**45**	2	**12**	0	**3**	100
Education/curriculum	11	**73**	4	**27**	0	**0**	0	**0**	15
Training	2	**13**	9	**60**	4	**27**	0	**0**	15
Research	9	**60**	6	**40**	0	**0**	0	**0**	15
Conferences and seminars	3	**20**	11	**73**	1	**6,7**	0	**0**	15
Fellowship (students and scholars)	5	**33**	4	**27**	4	**27**	2	**13**	15
Visibility:	2	**13**	7	**43**	7	**43**	0	**0**	100
Publications	2	**13**	7	**47**	6	**40**	0	**0**	15
Other (web, library, awards, media..)	2	**13**	6	**40**	7	**47**	0	**0**	15
Partnerships:	6	**42**	4	**29**	4	**24**	1	**4**	100
National outreach	5	**33**	7	**47**	3	**20**	0	**0**	15
International outreach	8	**53**	5	**33**	2	**13**	0	**0**	15
Developed & developing/transition countries	6	**40**	1	**7**	6	**40**	2	**13**	15

	YES		**%**	No		**%**	
Content Focus:							
Education	9		**60**	6		**40**	15
Natural Sciences	9		**60**	6		**40**	15
Culture	6		**40**	9		**60**	15
Huma and Social Sciences	3		**20**	12		**80**	15
Communication	8		**53**	7		**47**	15
Inter-sectorial	12		**80**	3		**20**	15
Other focus	4		**27**	11		**73**	15
Cross-cutting issues:							
Human Rights	4		**27**	11		**73**	15
Gender equality	8		**53**	7		**47**	15
ICTs	7		**47**	8		**53**	15
Peace	3		**20**	12		**80**	15
Sustainable development	12		**80**	3		**20**	15
Intercultural dialogue and cultural diversity	11		**73**	4		**27**	15
Multi-disciplinary role of Chairs	11		**73**	4		**27**	15
Innovation and piloting	11		**73**	4		**27**	15

Figure 12: Networks - Trends and characteristics identified in progress reports

II.2.H   Some snapshots

The following provides a series of UNESCO Chair snapshots. They give an idea of the wide range of contexts and activities of well-working Chairs and Networks, but are by no means representative for overall evaluation purposes of the Programme. The snapshots are based on extracts from progress reports (2003-2005) submitted to UNESCO before July 2005.

UNESCO Chair of Freedom and Expression, Papua New Guinea
Ensuring impact through a new generation in journalism

Since the late 1990s, the Communication Arts Department has experienced significant progress, growing from 18 to 95 degree and diploma students. It is now the second biggest department in the university and the leading journalism-training center in the country. New candidates go not only towards the mainstream media, but more and more towards employment in the civil society and NGO sector. In response to this expansion and these new needs, the Department has been strengthening and refocusing its curriculum through a volonteer visiting expert initiative, set up in the context of the UNESCO Chair activities. The Chair, established in 2001, has thereby contributed to introducing new course content, and training local teachers through co-teaching mechanisms. The revised curriculum and new scope balances the academic and vocational requirements for the profession. It now includes skills development to prepare candidates to address the communication needs of a developing country.

UNESCO Chair of Desertification, Sudan
Developing expertise to address global issues locally

Desertification is the major global problem that impairs ecological and socio-economic sustainability and throws the affected communities in a vicious circle of poverty. The UNESCO Chair at the University of Khartoum, Institute of Desertification and Desert Cultivation Studies, was established in 2001 to strengthen the national and regional efforts in combating desertification through human resource development. The Institute offers interdisciplinary M.Sc. and Ph.D programmes in desertification and desert cultivation. Sudan, with its extensive and diverse ecosystems, biodiversity (2.5 million km²) is ideal for studying desertification and related scientific and socio-economic issues. Through international partnership, the Institute hopes to develop into a center of excellence for graduate training and research. Priority support interventions include curriculum development and publication, library support, student scholarships, technical teaching and awareness aids…'.

UNESCO Chair in Reorienting Teacher Education towards Sustainability, Canada
Putting sustainable development on the education agenda

The UNESCO Chair, established in 1999 at York University had the objective of reinforcing the University by taking leadership in developing an international pilot network among existing teacher training institutions in different countries and regions of the world. It took the a lead role in developing the concept of sustainable development as a major thrust, and this is now one of four goals that the University has identified as key areas of its own expertise. The network established through the Chair has contributed to the development of more than 30 new or reoriented courses in 25 countries relating to education for sustainable development. These have been delivered to hundreds of new teacher education candidates. In addition, hundreds of existing teachers have been exposed to in-service courses for teacher upgrading regarding Education and Sustainable Development.

UNESCO Chair of Human Right, South Africa
Creating an environment conducive to peace and local governance

The objective of the Chair, established in 1996, is to undertake research and help elaborate curriculum concerning issues of human rights and democracy for use in the programmes of the University. It also conducts training and capacity-building of educational stakeholders and beyond in communities, which leads the Chair to act locally. In August 2004 it launched a Memorandum of Understanding between traditional leaders, councillors and social development partners. This was a culmination of a series of consultations that the Chair organized to solve existing and emerging conflicts in the area of Nkonkobe, and to create an environment conducive to peace, good governance and development. The Memorandum commits traditional leaders and councillors to respect each others' mandate, improve their channels of communication, and manifest solidarity to the people they represent. The Memorandum has been welcomed as a good practice and one that can serve as a model to be implemented in other provinces of South Africa and beyond.

UNESCO Chairs in Comparative Religious Studies, Lebanon
Starting with the youngest: Inter-religious dialogue

The objective of the UNESCO Chair, established in 2002 at the Saint-Joseph University, is to promote an integrated system of research, training, information and documentation activities in the field of religious sciences in collaboration with higher education institutions in the region. A key feature of the Chair is the interpretation of religions and intercultural dialogue to foster mutual understanding and tolerance. An activity in 2004 – The Ideal City - focused on the youngest: Children from seven to nine years old from four different countries in the Mediterranean region (Lebanon, Syria, Egypt and France) made a scenario on 'constructing together the ideal city'. The resulting scenarios would pass on television and the children would explain what were the motivations for their respective ideal cities. The scenarios were also to be sent to schools in the four countries to animate debate and inspire reflection on mutual understanding. Future activities also include transforming the scenarios into cartoons for educational newsletters.

UNESCO Chair in Heritage Studies, Germany
Responding to the demand for specialists in the field of World Heritage

The Brandenburg University of Technology in Cottbus launched an international Master 'World Heritage Studies' in 1999. It is committed to the identification, protection and preservation of cultural and natural heritage around the world, as defined by the UNESCO Convention for the Protection of the Cultural and Natural Heritage. It is also a response to the demand for specialists in the field of World Heritage, in particular in developing countries. Since its inception, it has been chosen by more than 200 students from all over the world, including a high percentage from Africa and Asia, as well as emerging countries. Depending on their previous knowledge and five specialisations in the Programme, graduates will be ready for future jobs in museums, conservation, urban and regional planning, tourism, cultural marketing, and related areas. The Chair, established in 2003, adds to the international aspect of the Master's Programme. It has among others had exchanges with institutes in China, Jordan, Spain, Poland, Australia and Hungary.

UNESCO Chair in Communication Technology for Women, Republic of Korea
Providing the skills for gender-equal ICT capacity-building and policy

The Chair, established at the Sookmyung Women's University in 1998, started out by collecting, analysing and sharing statistical data in the attempt to formulate gender awareness programmes and projects within the region. Some of the results were the Women's Informatization Index (2003), developed through a survey in six Asian countries, and an annual journal on gender and ICTs. It also advocates for policy formulation from a gender perspective based on findings within the region, and has hosted the annual UNESCO Chair Symposium on Gender and ICT since 1998. Finally it also focuses on gender-equal ICT capacity-building. The participants in the training workshop can develop their competency to disseminate ICT knowledge and skills for business or gender-equal ICT policies in their own country. The trained government officers, business organizations, NGOs, and academia expect to play a leading role in building e-community based on their work or business line.

II.3. At UNESCO level

Recent developments

The preceding facts and figures provide an overview of some challenges that the Programme faces, externally and internally. This section summarizes recent developments at the level of central coordination, some of which have been initiated to address these challenges, while others have been initiated to better utilize the Programme's strengths.

Over the period of 2003 to mid-2005, the Programme's management concentrated on the following issues:

- Publishing of 'Ten years of Action: case studies' - a compilation of selected cases of Chairs and Networks;
- Publishing of the 2005 edition of the Directory of Chairs and Networks (on-going);
- Review of guidelines and procedures for submitting and managing Chair and Network applications;
- Preparation of an Operational Handbook for the implementation of the Programme;
- Consolidation of the data bank and the Portal of the Programme, as part of the UNESCO-wide restructuring of its Website. This deals also with non-reporting Chairs and Networks (being placed in the 'archives' when their information is not up-to-date;
- Reactivation of the Inter-sectoral Committee of the Programme, with representatives for each subject sector. Terms of Reference as to its focus and priorities are in preparation;
- Establishment of a coordination group consisting of web editors from each subject sector, to improve the quality of the Programme Portal;
- Closing of Chairs as per the recommendation of the last evaluation; 41 have been closed since 2000;
- Strong emphasis on increasing the submission rate of progress reports in 2005. The number rose significantly, from some 50 reports in 2002 to approximately 200 by July 2005 and with more arriving afterwards. While positive, this increase required much more time and human resources than anticipated to process the reports, mainly in preparing short versions for the Portal. It should be noted that the submission rate is still low (34%), and unevenly distributed by region (see Figure 3.j).

The above issues and information is further explored and complemented by the data from the interviews, the analysis of which goes deeper into management issues such as UNESCO's interaction with the Chairs and Networks, inter-sectoral cooperation, the role of institutions and centres, monitoring mechanisms - in brief, the processes of the Programme and their effectiveness.

But first, the following analytical section will begin by looking at what the data in the above tables tell about the Programme.

PART III: ANALYSIS

Main issues and common challenges

Based on the data presentation in Part II, the following will provide an analysis of the findings, starting from a 'macro' level, and moving towards the 'micro' level. It will thus start out with a brief overview of the Programme at global and regional levels, highlighting the main balances and imbalances in the distribution of Chairs and Networks by field and per region. Second, a summary analysis will highlight the trends and characteristics of Chairs and Networks, focussing on their activities, their outreach, and their capacity to implement and assimilate UNESCO priorities and values. Third, the analysis goes on to the micro level, which is the core of the evaluation - a discussion of management issues. Informed by the qualitative data from interviews with UNESCO staff, and the prior analysis of general trends and characteristics, this section examines UNESCO interaction with Chairs and Networks and the processes that set the operational framework. The analysis identifies selected areas in which the Programme could most usefully focus its human and financial resources to address common challenges.

III.1. Global and regional overview

A snapshot

III.1. A. Chair distribution - an indication for defining priorities?

While the number of Chairs continues to grow each year, growth has slowed since 2000 (Figure 3.i), most likely in response to the concerns expressed in the 2000 evaluation about the large number of Chairs.

The figures on the regional distribution of Chairs (Figure 3.a) show the majority in Western Europe and North America (23%), East and Central Europe (22%), and Latin America and the Caribbean (18%), while the other regions have about half as many: Asia and the Pacific (14%), Africa (13%), and the Arab States (10%).

As for subject sectors (Figure 3.b), most of the Chairs are in Natural Sciences (32%), Social and Human Sciences (25%), and Education (21%), with much fewer in Communication (9%) and Culture (13%).

The distribution by subject sector varies considerably by region (Figure 3.c-h): regions with comparatively few Chairs (Arab States, Africa and Asia and the Pacific) have most of their Chairs in disciplines relating to Natural Sciences (42%), while few deal with communication (8%) and culture (12%). In regions with many Chairs (Western Europe and North America, East and Central Europe), Social and Human Sciences is the umbrella subject area with 30% of the Chairs. Education takes up 25% of the Chairs in these regions, while in Eastern and Central Europe Chairs in Natural Sciences are also numerous (28%).

Of all the many possible reasons for these differences, the most likely are the combination of societal needs and research traditions specific to the regions. These persistent imbalances in the distribution of Chairs by subject and region were also highlighted in the evaluation of 2000, and their links to external circumstances may make them difficult to change. On the positive side, these figures will help determine priorities in analyzing applications for new Chairs.

What the tables do not tell, due to the merging of Europe and North America, is that the latter counts very few Chairs as found in the Programme Directory. Given the recent return of the US and the UK to UNESCO and the important role of their respective universities in the internationalisation of higher education, the Programme should seek to benefit from this development and establish stronger links with interested universities. Relevant networks could be established to improve the capacity of advancing exchange of knowledge among universities in various regions of the world.

III.1.B. Networks - in demand?

Most Networks (Figure 4) are in Europe and North America, accounting for 55% of the total. The remaining Networks are distributed more or less evenly among the other regions, except in Africa, which has, alarmingly, only one network, in Education. While this is partly explained by African countries' general lack of resources dedicated to higher education, active Networks have the potential to offset this by attracting more resources to institutions that have human capacities.

The tables show Asia with no Networks at all in Social and Human Sciences, Culture, Communication, despite each of these fields having up to 10 Chairs in the region. UNESCO should consider encouraging the establishment of new Networks to facilitate regional cooperation among these Chairs.

Arab States, likewise, have no Networks at all in Culture and Communication. Unlike Asian, however, there are only a few Chairs in these fields but which could be strengthened through stronger Networks.

Eastern and Central Europe, despite having approximately 120 Chairs, have only a few Networks in Education and one in Natural Sciences.

It is important to keep in mind that the quality of Networks is far more important than the number (this applies also to Chairs). Subject areas with fewer Networks sometimes turn out stronger, as for instance in Communication, where only two Networks exist, but at least one of them (Orbicom) is a very strong mobilizer for North-South twinning undertakings. The essential thing is to ensure that all Chairs are fully integrated in networking and twinning activities, regional or global. Unfortunately, this is not always the case, as shown by the Chairs and network outreach scores in Part III.

III.1.C.   Resource mobilization - a multiplier mechanism

The resource-mobilization tables are generally encouraging, as is the long list of partners that support the Chairs and Networks (Annex III). As highlighted in the 2000 evaluation, the Chairs and Networks mobilized some 29 million US dollars (USD) from partners for various projects during 1995-1999. UNESCO contributed around one-tenth of this amount (2.6 million USD) to the Programme during the same period, indicating that the Programme has a strong 'multiplier effect.' Figure 5 shows that this proportion remained approximately the same during 2000-2003: the Chairs and Networks mobilized almost 18 million USD, while UNESCO contributed 2 Million USD. This will represent an increase in UNESCO funding compared to 1995-1999, if the trend continues in the next biennium, adding up to the 2 Million.

Having said this, it is interesting to note that no consistent proportion is seen between the levels of UNESCO funding and the funding mobilized through partners by Chairs and Networks. Significant variations in resource distribution by region appeared, with three points emerging as particularly noteworthy in comparing the figures of 1995-1999 and 2000-2003:

- Africa remained unable to attract significant Programme resources both from donors and UNESCO;
- In East and Central Europe UNESCO funding fell some 43% from one period (1995-1999) to the next (2000-2003), while partner contributions fell 16%;
- Most alarming is the very significant disproportion between UNESCO investment and donor mobilization in Latin America and the Caribbean. UNESCO increased its proportion 40% from one period (1995-1999) to the next (2000-2003), while partner mobilization decreased 4%. This may be explained by UNESCO funds not always serving as 'seed' money, but that they respond to immediate needs.

The above observations pertain to essential strategic questions and should be considered in future planning. - Where will funds be best invested to achieve the greatest long-term benefit for the work of the Chairs and Networks, without leaving behind those with the greatest needs?

III. 2.   Chairs and Networks

Trends and characteristics

The following is based on the tables presented in Part II.C, and the criteria outlined in I.B under methodology.

III.2.A.   Human and material resources

The evidence from the progress reports mitigate to some extent a usual concern – that of lack of resources for the Chairs and Networks. The evidence shows that 50% of Chairs and Networks are rated 'strong' in human and material resources and 25% as 'fair.' This total of 75% at an acceptable level represents an improvement over the 2000 evaluation, when about 50% of Chairs 'functioned but with severe difficulties due to insufficient funding' (Evaluation 2000, p.19). The remainder include 17% of current Chairs considered weak in material and human resources while 8.8 % did not report on this issue.

With 75% of the Chairs not hindered in their core activities by a lack of funds or human resources, this can be said to be a strong aspect of the Programme. At the same time, it can also be argued that the shortage of resources among up to 25% of Chairs is excessive, and compromises the quality of the Programme. In order to address the obstacles to sufficient material resources, they must be clearly identified. Do new Chairs always have adequate human and financial resources at launch? It would also be interesting for UNESCO to determine the Organization's human and financial costs in managing a chair.

Acceptable levels (the combined totals of "strong" and "fair") of material resources are highest in Networks (87%). Among subject sectors, Culture and Communication show the strongest level (83%), followed by Education (72%), Natural Sciences (68%), and Human and Social Sciences (65%).

III.2.B.   Activities

- **Educational programmes**
At the activity level, the Chairs are strongest in their shared capacity to deliver educational programmes in their specific subject areas: 54% are strong in developing new curricula and delivering courses at post-secondary levels (undergraduate, post-graduate, and doctoral programmes). Another 25% of Chairs managed to do this at a 'fair' level.16% are considered weak, only developing and delivering courses *ad-hoc*. No teaching-learning programmes at all are carried out by 6% of Chairs and Networks. While some of the latter two groups are truly weak in this area, it should be kept in mind that these also include newly established Chairs that are not yet operational, and Chairs with other priorities, such as research.

- **Research**
Research, naturally, is another significant activity. Although it is a core objective, many areas show relatively low rates of sustained research: in Natural Sciences 32% of the Chairs are strong, in Human and Social Sciences 30%, in Communication 25%, and in Culture only 17%. However, when one includes the 'fair' ratings of research initiatives, it gives a total of almost two-thirds of Chairs and Networks doing well or fairly well (the acceptable rate for Communication alone

almost triples). Education had the best showing with 50% of Chairs 'strong' in research, 17% less steady, and 22% weak. Overall, major improvement is needed by 20% of the Chairs and Networks examined, and 10% do no research. These groups call for case-by-case analysis.

The above evidence shows that the Programme's prime assets continue to be the research and courses offered by Chairs and Networks, though some are admittedly weak in research and education. The Programme contributes significantly to the quality and development of higher education at large by developing curriculum, conducting courses, and undertaking research in UNESCO's fields of competence, which include subjects that might otherwise be overlooked in a given context.

-   Fellowships
The value of the Programme could be even higher if Chairs and Networks strengthen university programmes through fellowships, which are rated rather low: Around a third of the Chairs and Networks make no use of this twinning mechanism; 31% do it once in a while, for instance through guest lecturers; and 26% manage to do it over longer periods of time, often through retired professors or student exchange. Although fellowships typically require travel by students and professors, which adds complication and cost, the Programme is well positioned to facilitate these activities, and they should be encouraged.

-   Training
Training is another area of relatively little involvement by Chairs and Networks, with almost half the Chairs either not involved (20%) or very rarely involved (25%). However, there is great variation among subject sectors. The average is especially low in Culture and the Social and Human Sciences, with only 8-10% reporting regular and sustained training activities. The Chairs most involved in such activities on a regular basis are Communication (42%) and Education (39%). Networks show a modest 28% being very active.

These figures may not surprise the academic community. The typical university agenda involves little or no training, in the sense of involving a wider range of stakeholders than just academics and students, and linked to professional contexts and the world of work. The Programme can do much more in this area to create linkages between the academic world and the wider society. Chairs and Networks, to degrees varying by their fields of specialization, can play a much larger role in capacity-building not only for civil society at large, but for other educational levels, for decision-makers at government ministries, and for the private-sector business community.

-   Conferences and seminars
The organization of conferences and seminars, in contrast to concrete targeted training, has one of the highest activity levels: 37% do it on a regular basis, 37% once in a while, totalling 74% of Chairs and Networks actively involved in seminars and conferences. The highest level is with Networks (up to 84%), consistent with their primary role; Chairs in Education are with 83%. Given that conferences are a natural, traditional platform for networking, it would be interesting to look at the actual impact of these conferences and seminars in a separate exercise, considering investment, contexts, follow-up and funding. Such an exercise might identify complementary, more efficient, and more cost-effective ways of networking.

III.2.C.   Visibility

Publications can also stimulate networking, but the use of this modality of networking varies greatly among the subject sectors. Adding both the 'strong' and 'fair' examples, Chairs in Culture are at the forefront (83%), followed by Chairs in Communication (75%). Only around half the Chairs in the other sectors are productive concerning publications. The Networks publish surprisingly little, with only 59% very or fairly productive. Even more thought-provoking, over half the Chairs in Science, and around 40% of the Chairs in Education and Social and Human Sciences, publish little or nothing.

Considering the nature of the Chairs' and Networks' work, and their core objective of knowledge-sharing, these rates are generally rather low, with a few exceptions. This is linked not just to issues of funding but also, particularly, to communication issues. More thorough planning at the Chair and Network levels may help, especially ensuring that research projects embrace all facets, including the final one of sharing results.

Otherwise, broadly speaking, half the Chairs and Networks enjoy a fair level of visibility within their academic communities and beyond through the World-Wide Web and the media. In this respect, Chairs and Networks in Communication appear naturally as the strongest, with 75% well or fairly represented.

In addition, they all have their place on the UNESCO site provided that they 'feed' UNESCO with progress reports, otherwise they get into the archive box of the Programme Portal.

III.2.D.   Partnerships

The data on outreach show that Chairs enjoy greater national outreach (73%) than outreach at the regional or international levels (66%). Although this weighting is not alarming, it still attracts attention as the overall purpose of the Programme is to harness inter-university exchanges among Member States. This exchange is particularly encouraged among developed and developing countries or countries in transition. The bulk of 'strong' Chairs here is rather low; only 16% Chairs have 'very regular' exchanges with peers 'on the other side of the world.' Having said this, 58% needs to be added to this figure to get the total percentage (74%) of regular chair exchanges between developed and developing countries. This aspect of the Programme can thus be considered successful, though with aspects to be strengthened.

Again in this area, the Networks' score of 47% was expected to be higher, considering their role of linking together Chairs with common interests. On the other hand, networking seems to work more efficiently among countries within a region, where 86% of the Networks manage to fulfil this role. The difference here seems natural, as countries within the same region communicate more easily and some Networks have been created specifically for this purpose. It is interesting to explore this difference further and reconsider the role of Networks within the Programme as a whole. Could they play a much greater role in facilitating exchanges, not only for regional, but also inter-regional cooperation?

III.2.E.   Cross-cutting themes

The evidence illustrating whether the Chairs have the capacity to deal within an environment of cross-cutting themes is of particular interest because this is a core criterion for earning the title 'UNESCO Chair' or 'UNITWIN Network.'

The data show that some cross-cutting themes come out very strongly. For example, 80% of the Chairs and Networks contribute to sustainable development in their fields of specialization, and two-thirds of Chairs and Networks take multi-disciplinary approaches in their activities, cutting across subject sectors. This convergence also allows considerable inter-sectoriality within the Organization – a characteristic rarely seen in other programme contexts. Furthermore, a little over half of the Chairs and Networks (51%) make use of ICTs, while fewer (45%) are considered innovative in their projects within their regional contexts and institutional settings. Other cross-cutting aspects, such as intercultural dialogue and diversity, or gender equity and human rights, are addressed by less than half of the Chairs and Networks (38-39%).

Cross-cutting coverage was expected to vary among different subject sectors according to characteristics of each discipline. For instance, Chairs in Human and Social Sciences tend naturally to cross-cut more often with Human Rights (55%), Chairs in Communication with ICT issues (58%), and Education with gender equity (56%). However, some specific trends and characteristics have been observed with respect to low scores or absence of these issues across the subject sectors: Science Chairs show a low level of integrating issues of Human Rights (12%), gender equity (8%), peace (4%) and intercultural dialogue (12%). Culture Chairs have similarly low integration of Human Rights issues (8%), and relatively few Social and Human Sciences Chairs integrate ICTs (33-35%).

The above is a sketch of current trends and characteristics among Chairs and Networks as depicted in the progress reports. This short overview provides indicators of their general strengths and weaknesses. While some of the weaker points are linked to external circumstances, others could be strengthened through focused attention in management of the Programme.

The following will go to the 'micro' level and analyze the qualitative data collected within UNESCO. This will complement the above information, and look at how UNESCO contributes to, and benefits from the Chairs and Networks, and also how the Programme as such is perceived by UNESCO staff and National Commissions.

III.3   UNESCO mechanisms

Working with and managing Chairs

The following is based on qualitative data collected from the forty interviews held with staff from UNESCO Sectors, Institutes, Offices and National Commissions (Annex I). This information differs from the data in the progress reports, focusing on 'internal' management aspects of the Programme, and is specifically intended to help assess how the Programme functions within the Organization. One important goal is to get the perspectives of those who deal with the Programme daily, or potentially so, in seeking to develop realistic recommendations.

It has three sections: the first examines interactions at various levels with Chairs and Networks, followed by the benefits and obstacles. The third looks more closely at the processes that characterize this interaction and thus determine and shape the Programme.

III.3.A. Interaction with Chairs and Networks

Overall, the interviewees showed great variations in their experiences with the Chairs and their levels of awareness about the Programme as a whole. The following provides the main characteristics of the Chairs' interactions with various levels at UNESCO, and a summary of the strengths and pitfalls in this respect.

i.   Sectors

In general, strong inter-sectoriality and fair integration of the Programme was found within most Sectors. Many successful trans-disciplinary projects and experiences were highlighted. There are focal points for the Programme within each Sector, but more staff within each sector use the Chairs and Networks as collaboration partners, and consider them a strong asset for the implementation of their programme activities. Some work with individual Chairs, others prefer to work with Networks, and find them to be a very efficient mechanism and appropriate channels to 1) disseminate information about UNESCO programmes, 2) receive expertise, and 3) implement activities. In general those who have worked with Chairs and Networks are strong advocates of the Programme, and believe that it is one of the most successful programmes in harnessing inter-sectoriality within the Organization and beyond.

The sectors take individual responsibility for the Chairs and Networks to which they are linked. For instance, the Culture Sector organized a co-ordination meeting for subject-specific Chairs in Culture, which will be an annual event. The World Heritage Centre had recently identified a list of themes that should be submitted to the Chairs as suggestions for potential collaboration areas. The Social and Human Science Sector was undertaking a substantive evaluation of a selected number of Chairs to assess their overall impact. This sector also made efforts to foster coordination among the Chairs, both through regional meetings and a recently established web-site for the Chairs. Moreover, they sought to use Chairs and Networks to strengthen other aspects of their programmes, for instance by creating linkages between the MOST Programme and the Chairs and Networks, using the institutional anchorage of Chairs as an asset and model.

The Science Sector was carrying out an internal review, seeking an overview of how many Chairs were actually used by the Sector, and which were not. The objective was to have a basis for laying out a strategy for their future collaboration, and to address the issue of 'silent' Chairs. Numerous staff involved from these sectors were also participants in the newly established Inter-sectoral Committee of the Programme (Part III.2.C).

A tradition for collaborating with and using the Chairs and Networks as privileged UNESCO partners was less evident in the Education Sector, except from the role of the Programme Coordination Unit in Higher Education. The Programme was much less distributed throughout the different divisions and sections. Although there were some examples of collaboration with Chairs and Networks, there was no systematic approach for working with them. This can be explained by the presence of the Programme Coordination Unit in this Sector. This should in principle be an advantage, but it became apparent that staff tend to think that the Programme does not concern them directly, but exclusively deals with Higher Education issues. This was common in some institutes as well. It did not seem clear to the staff that the Chairs were potential implementation partners in research, how they could be used, nor in which areas they work. In other words, there was lack of common understanding of the advantages of the Programme in the Education Sector.

Staff also mentioned that the Programme suffered from being an 'old UNESCO baby', that it had become 'dusty' and 'archaic,' due to being a long-standing programme. It had come to be linked with an 'endless list of Chairs' and hence less to matters of substance. It was said to be organized bureaucratically, instead of stimulating the staff's creativity and curiosity. While acknowledging the Programme's basics, visibility and success, staff recommended a remould or 'face-lift' for communications around the Programme to attract new generations and link it with creativity, dynamism and innovation.

ii.   Offices

Office-level interactions with Chairs showed a split trend. Offices usually worked closely with certain Chairs, involving them actively in programme activities, but were not in contact with the other Chairs and Networks listed in their cluster. This was explained in various ways: Offices did not have the human resources to reach out to all the Chairs and Networks, the dominant trend being a reactive approach responding only to Chairs and Networks that contacted the Offices by themselves. Other Chairs were considered 'dormant,' and some were 'silent' because they felt that they did not gain enough in substance and financial support from the UNESCO Offices to motivate the exchanges. Some Chairs and Networks were active on their own, or enjoyed links to other entities of UNESCO, with National Commissions, subject sectors at Headquarters, or UNESCO Institutes and Centres.

Where a close collaboration was established, the interaction with Chairs and Networks was concentrated on:

- Exchange of expertise and consultancy;
- Creating linkages between Higher Education and other levels of education, national institutions and society at large through research, capacity-building, and awareness-raising activities;
- Assistance in establishing Chairs and Networks;
- Curriculum development in innovative and trans-disciplinary areas;
- Publication initiatives;
- Mobilization of funds and partnerships;

There were outstanding examples of how Offices integrated the Chairs and Networks as strategic pillars for implementing UNESCO programmes. In Namibia, in the context of decentralization and office closings, a strategy of the Office had been to include Chairs as privileged partners in countries where Offices were closed down. The Zimbabwe Office's strategy was to rely on the Chairs to extend its outreach, which was considered essential in the current situation where the staff is scarce. There is no doubt that there are other such examples among UNESCO Offices.

As with Centres, Institutes and National Commissions and Sectors, many Offices had a record of successful experiences with Chairs, in which the Chairs had been exemplary in drawing trans-disciplinary efforts together, getting critical issues to the forefront, and breaking barriers of dialogue.

The Offices also highlighted common, persistent challenges in their interactions with Chairs. These were mainly linked to a lack of financial support. This made them in particular unable to:

- Assist in publishing the work of the Chairs;
- Supporting the Chairs over sustained periods, instead of on an *ad-hoc* basis;
- Effectively foster regional coordination and collaboration among Chairs;

iii.   Institutes and Centres

Because the Institutes and Centres work closely with experts in their fields of competence, often drawing on university networks and dealing with research or capacity-building, one would think that they would be pillars of collaboration in the Programme. However, the Institutes were surprisingly varied in their approaches towards Chairs and Networks. Only entities directly concerned with Higher Education according to their mandates used the Chairs and Networks in a systemic manner. Hence, CEPES and IESALC used them as permanent collaboration partners in a range of different activities, such as for consultancy services, research projects, implementation of specific activities. They involved the Chairs in extra-budgetary activities, and CEPES also provided advice to Chairs in setting up projects for other external funding, in particular EU funding. On the other hand, other institutes such as IIEP, UIE, IICBA, IBE were in marginal contact with them, if at all. This was apparently not due to rejection of the Chairs and Networks, but simply because either 1) there was no tradition to take them into account in planning and implementation, 2) they were not aware of Chairs relevant to their field of intervention; or 3), as with the Sectors, Chairs and Networks were understood to be strictly bound to higher education and inter-university exchanges.

It must be mentioned that these institutes had a strong willingness and desire to explore synergy with UNESCO Chairs and Networks. Several Institutes asked for succinct, pragmatic and targeted information about Chairs and Networks relevant to their areas of intervention, and about modalities for cooperation with Chairs and Networks. Information on the Programme Web Portal would not be sufficient as it would not be filtered and geared for specific Institutes.

For those not using Chairs and Networks, there was a general feeling of lost potential. A clear opening exists to reconsider the role of Institutes and Centres to increase exchanges of substance between Chairs and UNESCO in general, and to include the Institutes and Centres in the Programme's monitoring structure in particular.

iv.   National Commissions

The National Commissions' capacities to effectively assist Chairs and Networks vary considerably from country to country, depending on their staffing and facilities. Still, all of the National Commissions had clear pictures of how they wanted to interact with the Programme, and how they would like their roles with the Programme to evolve. The interviewees shared the view, and showed through examples, that the UNITWIN Programme was able to mobilize their respective National Commissions, and that they can play a decisive role for the quality and impact of the Programme.

Several National Commissions had recently taken the initiative to work more closely with the Programme; others had more long-standing experience assisting Chairs. India's National Commission was about to begin reviewing its Chairs in preparation to renew contact; new staff saw opportunities for synergy between Chair work and research that could be financed by ministries. The South African National Commission required its Chairs to visit each other at their respective institutions. The French National Commission established a tradition of holding an annual meeting on a theme, such as sustainable development or resource mobilization, that is relevant for all the Chairs.

In line with those who were already fully in tune with their Chairs, the National Commissions in general hoped for closer involvement in the Programme, with the following goals:

- Open their networks to national authorities, particularly line ministries and educational institutions, for the benefit of the Chairs;
- Strengthen the international dimension of the Chairs in their country;
- Better coordinate information-sharing among the Chairs in their country;
- Become a more active link for the Chairs in mobilizing resources;
- Help evaluate and monitor Chairs;
- Ensure institutional integration of Chairs within their research institutions;
- Help gear Chairs toward UNESCO priorities by providing information on major developments and debates within UNESCO.

Another common point was the National Commissions' desire to learn more about how other Chairs and Networks in their regions managed themselves. As mentioned below (III.3.C), surprisingly few interviewees knew about the Programme Portal or the information if offers on the Chairs and Networks.

Several interviewees mentioned that changes in staffing destabilized interactions with Chairs, and that newcomers often took time to become involved and understand the Programme as a whole.

III.3.B   Benefits and obstacles

Based on the above description of UNESCO interaction with Chairs and Networks, it is now useful to identify the aspects that mobilize UNESCO staff and others to engage in the Programme. It is likewise useful to identify the obstacles which tend to hinder UNESCO staff and others from cooperating with Chairs and Networks. These obstacles should be kept in mind when deciding on priorities for the future orientation of the Programme.

i. Benefits of Chair and Network cooperation

Strengths of the Programme that were highlighted by the interviewees can be summarized as follows:

- The institutional setting of the Programme, the Chairs being hosted by and integrated into university structures;
- Its capacity to strengthen university programmes through exchange between universities;
- Access to an intellectual co-operation network throughout the world (North-South, South-South);
- The Programme's inter-disciplinary nature; its capacity to stimulate and facilitate inter-sectoral cooperation;
- An effective 'delivery mechanism' for implementing UNESCO priorities, extending its outreach and technical capacity;
- The visibility of UNESCO through Chair and Network activities;
- The self-sustaining aspect of the Programme in that the driving force behind Chair and Network activities lies within the stakeholders themselves;
- The catalyzing effect in creating the foundations for innovative university certificates, diplomas, degrees or doctorates in areas that might otherwise not be addressed at the academic level;
- The capacity to address urgent pressing issues in post-conflict and sensitive situations, where national authorities would not be able to intervene, as Chairs provide another level of dialogue, that of the academic world;
- A facility to support research that is at risk in the general context of reduced public spending;
- Better access of universities to national and international funding sources thanks to the "UNESCO label";
- Support for internationalizing higher education across continents and strengthening post-secondary programmes in developing countries.

The wording used by the interviewees speak for themselves: Chairs are a 'mirror reflection,' a 'long arm' of UNESCO, and 'academic homes' for UNESCO work. The Chairs provide 'a high-quality academic input,' the 'uniqueness of Chairs.'

ii. Challenges to cooperation with Chairs and Networks

The major concerns of the interviewees can be summarized as follows:

- A feeling of being 'out-of-control' regarding overall monitoring of Chairs and Networks;
- A tendency to make Chairs continue even after losing their 'raison d'être';
- Existence of 'dormant' Chairs;
- Chairs considering that the Programme is a way to mobilize funds within UNESCO;
- Negative image: seen as 'old,' 'dusty,' and 'archaic' due to its long history and repetitive presentation over many years;
- Lack of quality assurance ('the UNESCO label is not sufficient in itself') makes UNESCO staff reluctant to engage with Chairs and Networks;
- Standards are not sufficiently well defined;
- Exchange on substance matters are felt too weak between UNESCO and Chairs and Networks;

- Chairs used as 'personal carrier boosters' when chair holder does not bring on board a larger research team;
- Insufficient regional and inter-regional coordination among Chairs with common interests, some working in isolation;
- Lack of financial resources, particularly where the universities are already weak; generally low priority for higher education and research.

These shortcomings point to four management challenges:

1. **Vision and strategy**
2. **Monitoring and quality mechanism**
3. **Knowledge management**
4. **Communication**

The following looks more closely at the processes of the Programme, which will deepen the understanding of the challenges to its implementation, and which must be considered in developing appropriate suggestions for increasing its effectiveness.

III.3.C. Processes and their effectiveness

Looking at the processes through which the Programme is implemented is key to identifying whether existing human and financial resources can be deployed more effectively to address the challenges in the four above-mentioned aspects of the programme management.

The following analyzes the major issues that the interviewees raised regarding the processes, instruments, and means that determine the Programme's implementation. For each issue, it outlines proposed measures and options for addressing the challenges.

These measures also represent expectations that interviewees expressed concerning the role of UNESCO, and decisions that they wish Headquarters to take in the future management of the Programme.

i.   Establishment, closing, and evaluation of Chairs

One overriding issue, which also came up in the evaluations of 1996 and 2000, is the large number of Chairs. While this ever-increasing number shows the success of the Programme and continued strong demand from Member States, it is a concern for a large majority of the interviewees. One of the main conclusions of the external evaluation in 2000 was to close Chairs that were no longer active or relevant (Evaluation 2000, p.24). Since 1999, 41 Chairs have been closed, mostly in Africa (12), and elsewhere proportioned equally across continents and sectors. It is noteworthy that 70% of the closed Chairs had not submitted progress reports for several years (list of closed Chairs ED/HED/ICE/IN/18.07.2005).

Most interviewees said that the closures should be continued and intensified. The general impression was that an excess of Chairs makes the Programme unmanageable for UNESCO, provided that the Organization wants to retain a minimum level of contact with the Chairs, and ensure that the Chairs comply with their original agreements. Others were more reluctant to

touch upon Chairs in general, possibly due to political considerations and prestige in having Chairs. Nevertheless, they shared the view that in those cases where Chairs were no longer active or relevant, UNESCO should take appropriate action. It was repeated that closing Chairs was not a sign of failure, just a measure to be applied rigorously as part of normal Programme management.

Similar concern about the numerous Chairs has been voiced since soon after the inception of the Programme, due to its rapid growth. What lies behind the concern is not the actual number of Chairs, but rather the large number of Chairs that are not in regular contact with UNESCO. To deal with the quality of the Chairs, and to justify their number, several actions were encouraged and measures suggested. These are summarized below.

- **Self-evaluation of all Chairs**

All Chairs could be evaluated through a simple self-evaluation exercise, especially those that did not submit progress reports in May 2005 or have other contact with UNESCO. This could consist of several precise criteria which are fundamental for complying with expected Chair and Network standards. The Chairs should be invited to respond in a few lines to each of these criteria. For instance, the criteria could touch upon: 1) inter-university exchanges, 2) institutional support, the international dimension of Chairs, 3) compliance with UNESCO Programme and values, and 4) annual progress reporting. If a chair or network meets less than, say, 60% of these criteria, its relevance as a named UNESCO Chair or UNITWIN Network should be reconsidered. This would be a one-time event, to go through the entire list of Chairs and Networks systematically and identify the actual status of Chairs. An auto-evaluation would be a relatively cost-effective way to undertake such a check-up, as the inputs would come from the Chairs themselves, and only require review of brief responses (one page per chair). UNESCO would then be able to know exactly which Chairs require additional action.

- **Establishment of new Chairs**

UNESCO should adopt a selective approach in establishing new Chairs so as to ensure their quality and regulate the number of effective Chairs.

The level of commitment of the proposed new Chairs should be carefully analysed to identify the kind of participation the demand actually corresponds to: Option 1) Simple participation in network and chair activities; Option 2) Chair holder with obligations towards UNESCO in content and administration (reporting); Option 3) Network holder with extended obligations to a community of Chairs. In several instances, demands have been satisfied, and better directed, when proposed Chairs were invited to link with, and contribute to, existing Chairs and Networks (option 1), instead of establishing a new chair with formal obligations (option 2 and 3). The decision in these cases is also closely linked to geographical distribution of existing Chairs in the given subject area.

The themes, fields of specialization, and objectives should be carefully scrutinized and checked against the UNESCO Programmes to ensure that the Chairs and Networks are linked with the Organization's priorities, and that they provide added value in their academic and institutional settings. Notwithstanding, the academic freedom should be respected.

The international dimensions of Chairs and Networks and how they plan to develop partnerships within their regions and beyond should likewise be a decisive criterion for their establishment.

Mutual benefits between UNESCO and proposed Chairs and Networks should be identified during establishment to ensure close linkages and mechanisms for collaboration. This should include identifying potential collaborations with relevant UNESCO entities (from Offices and Sectors to Institutes..).

Finally, UNESCO should guarantee that it has the capacity - human resource capacity at least, through a focal point (Programme Specialist at Headquarters, Offices, Institutes) - to collaborate with the newly established Chair or Network and assist at substance level according to clear terms of collaboration. Chairs and Networks need to be followed up, not just assisted during establishment.

- Chairs vis-à-vis Networks

Given the large number of Chairs, UNESCO's interaction with Chairs should be rationalized by seeking to work with Networks rather than with individual Chairs. The Organization at Headquarter level alone is unlikely to have the capacity to deal with over 500 Chairs individually, and stronger substance links between UNESCO and the Chairs and Networks are in demand. It would therefore be useful to learn how many Chairs are part of a UNITWIN Network. Mapping the Chairs and Networks based on the data bank would identify the needs of Networks in specific areas and regions, and priority could be given to filling gaps when establishing new entities. Strong Chairs could also be invited to convert into Networks. The ultimate aim would be to strengthen the cluster structure and to have Networks encompassing all main areas (by theme and by region), upon which UNESCO could rely for information-sharing and streamline activities.

The distinction between Chairs and Networks is not clear for outsiders or newcomers, nor is it always clear regarding the content of activities of the Chairs and Networks. Some Chairs have such strong partnership and network activity that they look like Networks, and some Networks are so weak that they do not meet the standard expectations for Chairs. While it is useful to have specific Networks that cluster Chairs and associate partners, establishing clear distinctions between Networks and Chairs will help the Programme and its monitoring. The above-mentioned mapping exercise would help make this distinction explicit.

ii.   Communication

As highlighted by the interviewed Institutes, Sectors, and Offices, much is to be gained through better communication around the Programme's 'image,' common understanding, and shared monitoring.

- Overall documentation

The Programme generates a wide range of documents through the activities of the Chairs and Networks and their respective publications, but relatively little general UNESCO documentation exists on the Programme itself. The core documents of the Programme concentrate on application proceedings. There is no project document with comprehensive strategy or the like to outline the deeper rational behind the Programme and its specific objectives.

A concept paper setting the role of Chairs and Networks in the development of higher education institutions, and their linkages to broader development objectives within and across UNESCO fields of competence, could be instrumental in renewing dialogue around the Programme, as well as facilitate daily interactions among UNESCO entities.

Documenting what the Chairs and Networks actually do within specific thematic areas was also requested, for building a common ground of information-sharing and networking. While it is considered unrealistic for UNESCO to support research publications of individual Chairs (except for research conducted in close conjunction with UNESCO), the Programme should consider making compilations of Chairs' activities and their contributions to development in their respective contexts. One option would be to do it in performance reports within each area and region. For example, this exercise could be carried out each biennium, by Sector, published as a trans-disciplinary series prior to the General Conference to increase its visibility and to disseminate the Programme's substantive results to Member States. It would also help in monitoring the Programme, and enable UNESCO to better advise external partners on Chair and Network collaboration. The regional focus would enable improvements in regional coordination.

-   The Programme Web Portal

The Programme benefits from web-based knowledge management through the Programme Web Portal, which provides information on the activities of each Chair and Network. At the time of the evaluation, the Portal was the fourth-most-visited site of the UNESCO Education Sector Website (Statistics of ED/EO/SDI). This is commendable, but not too surprising because, like other UNESCO networks, it draws from a large community. The evaluation points to aspects that can make the site benefit its intended audience even better.

Despite the large number of visitors, a surprisingly large majority of the interviewees either were unaware of the Programme Portal or had never visited it. This parallels the majority of the interviewees who wished to know more about the Programme in general, and subject-related chair activity in particular. It is thought-provoking that few within the Organization consulted regularly the Portal. How can the knowledge that is generated through the Programme be better managed?

To realize the potential of the Portal as a central, cost-effective, knowledge-management tool for facilitating world-wide information-sharing and coordination among UNESCO entities and the Chairs, it is important to improve communications concerning it.

A wealth of information is available on the Portal thanks to the systematic review of progress reports which are abbreviated into a common format and put on line. The navigation system for the Chairs provides useful options allowing users to search by region, subject, or country. The Portal has developed into an information source and knowledge-management tool, and corresponds in part to the interviewees' desires for better information-sharing on chair activities. However, due to the low submission rate for progress reports (34%), only around a third of the information on the Chairs activities can be up-to-date.

As for the rest of the site, improving the content of the general presentation would be good for the Programme's image in the context of the general restructuring of the Portal.

For many people, the Portal provides their first impression of the Programme. It should be up-to-date and user-friendly, with content specifically conceived and adapted for the Internet. This remodelling should include a number of elements:

For the general presentation of the Programme:

- Eliminate 'old' references to show that the Programme is alive and dynamic;
- Eliminate the current repetitions and duplications of content;
- Conceive a clear, balanced, and consistent layout for each heading and subheading, with clear, specific introductions for all subject sectors;
- Simplify and enrich the content by adding categories according to the types of information (history, objectives, strategy, tools, procedures, structure);
- Adapt the language to the expected user groups (especially avoiding UNESCO jargon and inside references)

In addition:
- Enrich the site by making available specific promotion tools for the Programme that can be downloaded and used by the Chairs, National Commissions and institutes;
- Ensure visible links to the Portal on the other UNESCO sector sites, particularly the Science and Communication sites;
- Likewise, link with the 'Special Focus' feature on the general UNESCO site, as this emphasizes examples of trans-disciplinary approaches of UNESCO interventions;
- Introduce the navigation options.

Finally, given the nature of the Programme – that of regrouping a research community with common interests - it would be highly beneficial for the Programme to create an Extranet. This interactive working platform provides tremendous possibilities for networking and instant information exchange. It adds a valuable dimension in particular to international projects, where exchange of information, expertise and experience is one of the prerequisites for successful piloting initiatives.

- **Reporting**

The key to administrative monitoring of the Chairs is the progress report to be submitted by each Chair and Network once each year. As of 12 July 2005, 186 reports had been submitted from 67 countries: 171 reports from Chairs UNESCO Chairs and 15 from UNITWIN Networks. And reports were still coming in. These figures alone tell a lot about the Programme: considerable human resources are required to check the content of 186 reports one by one and ensure common format for the Programme Web Portal. At the same time, this submission rate represents a mean of only 34%, very low considering that the progress reports are a compulsory part of the agreements between UNESCO and the individual Chairs and Networks.

The interviewees gave various reasons for Chairs failing to submit progress reports, such as forgotten deadlines; chair holders considering the reports as mere administrative tasks being neglected in favor of academic work; and chair holders considering the reports unimportant due to a lack of returns or immediate consequences from UNESCO if the report is not submitted.

This issue of progress reports portrays the Programme in a nutshell. It illustrates the complexity of trying to attend to 'all Chairs' as the number of them continues to increase, while the Programme staff and resources do not. The wording 'all Chairs' is in brackets because 2/3 of the Chairs did not submit their reports, and to follow-up on this gap would be time-consuming. This brings us to the cutting edge of the management challenge: UNESCO role in monitoring.

How can the current Programme staff input be invested in actions that will have the greatest impact on the largest number of Chairs and those who need it the most?

If the Programme gains no more staff, procedures must be rationalized to enable the Organization to deal with the whole Programme, meaning all the Chairs and Networks. This is a recurring question in the evaluation, and is addressed from several aspects in the recommendations (page 7-11). As to the progress reports, where an increased number of reports can be expected if submission rates happen to rise, at least three options, which can be combined, should be considered:

- Where possible, delegate processing of progress reports to Networks by thematic area and domain, so fewer reports go directly to UNESCO Headquarters.
- Dedicate sufficient human resources to the processing of the progress reports for a limited time, so that it is as brief as possible, and does not overshadow more important actions of the Programme.
- Simplify the format of progress reports, to facilitate the processing of the information. Emphasis should be on the length and impact of the chair activities.

In keeping with certain quality standards, the Programme should prepare to process the progress reports efficiently, as they are part of the agreements between UNESCO and the Chairs and Networks.

iii.   Regional coordination

As highlighted in Part III.B in the analysis of the progress reports, the regional and international outreach was 'strong' for about one-third of the Chairs, 'fair' for one-third, and 'weak' for the remaining third. Despite many individual success stories for inter-university exchange across regions, the relative low number of the 'strong' category was highlighted as calling for improvement, because the international dimension of the chair cooperation is a core objective of the Programme, be it South-South cooperation or North-South cooperation.

Findings from the interviews confirmed this point. Regional coordination among Chairs (except in Eastern Europe according to CEPES) was deemed insufficient. Several interviewees observed that UNESCO Offices working in clusters put an artificial limitation on regional coordination. As Offices naturally deal only with Chairs in their cluster, exchanges with Chairs in other locations are limited even if their substance might be more relevant.

Given that UNESCO main thrust, particularly in this Programme, is to facilitate international and regional dialogue, facilitating regional coordination should become a focus area of the Programme. This could consist of various interlinked means and modalities, such as the following:

- Organization of biennial meetings between Chairs in each region to catalyze knowledge-sharing and twinning activities;
- Encouraging regional Offices to take responsibility for elaborating regional strategies per sector, consisting of a few strategic priorities each biennium responding to various development needs;
- Having the Programme on the agenda of the regional meetings between Offices in all regions;
- Publications of performance reports by region in close conjunction with Headquarters (see also III.2.b);
- Prioritizing resources towards regional and network activities rather than toward individual Chairs.

From a management point of view, the regional meetings should also be part of the proposed annual implementation cycle (IV.1.a).

iv.   Funding

The Programme's capacity to mobilize new partners, and the true multiplier effect of UNESCO's 'seed money' investments are shown by the facts and figures in Part II.1 and even the slight funding increase for Chair and Network activities in recent years compared to 1995-1999.

Funding, however, remains a major concern, expressed both in the Chairs' progress reports and by most interviewees, particularly those working in or with developing countries.

Two trends have an adverse effect on the funding of the Chair and Network activities, namely:

At UNESCO, the absence of funds earmarked for Chairs and Networks within UNESCO subject sectors (apart from the Coordination Unit in Higher Education);

At universities, in developing as well as developed countries, the general decrease in public funding for research increases the pressure on researchers to raise funds themselves. This sometimes leads to Chairs and Networks being evaluated by the level of funding they can bring to the university.

Within the Programme's limited management role, fund-raising mechanisms can be strengthened in part through internal and external communication patterns, such as the following:

1) External: Better communication of UNESCO programme priorities with the Chairs and Networks, so that they can integrate these into their own focus areas. This will help Chairs and Networks work more closely with staff throughout the Organization and become privileged partners;

2) Internal: Better communication of Chair and Network activities to UNESCO divisions, sections, Offices, and institutes, to promote the establishment of relevant partnerships.

Concerning specific fundraising a firm decision should be taken as to whether the Programme Coordination team should engage proactively in concrete fund-raising activities through bi-lateral and multi-lateral budget sources. If so, closer links between the Programme Coordination Unit and ERC are recommended, with information-sharing on the timing of proposals and the objectives of potential funding partners, which will help identify relevant Chairs and Networks.

More broadly, the Programme should strengthen its contribution to the general debate on the role of universities in sustainable economic, social, environmental and cultural development. Research funding needs to be on the policy agenda to promote a dialogue on the links between policy and science.

v.   Inter-sectoral Committee

The Inter-sectoral Committee, which originated during the organization of the 2002 World Forum, was recently reinitialized to strengthen the Programme's inter-sectoral coordination, and has now met twice.

During the process of defining the inter-sectoral committee's mission, core objectives, and membership, the Higher Education Coordination Unit should ensure that the committee is constructive for all Sectors, strengthening the Programme and relevant collaborations across Sectors. The Committee should deal with overall management issues, and leave the details of chair activities to the Programme Specialists who handle them on a daily basis.

As a start, the Committee should approve an overall Concept Paper for the Programme, setting the common development context, and on that basis set common objectives touching upon future orientation and management. This should entail the internal and external promotion and communication strategies, co-ordination of related activities, and distribution of responsibilities.

Programme team members should take pains to ensure high-quality preparations for, workings of, and follow-up to the Committee meetings, and they should produce immediate results in the form of a precise, fixed follow-up agenda. The aim should be for all Sectors from the highest level to the professional level to find their own particular interests to contribute to the meetings, and to the Programme as a whole.

After setting a renewed common framework (consisting of the proposed concept paper and communication strategy), the Committee should serve the following roles:

- Decision-making on issues of common interest, focusing on increasing the efficiency of the monitoring mechanisms. This could involve, for instance, organizing joint internal seminars for UNESCO staff to illustrate what Chairs and Networks do, and to mobilize staff to collaborate with Chairs and Networks where relevant;

- Monitoring implementation of the proposed communication strategy;

- Coordinating production of biennial publications or performance reports;

- Monitoring coordination of Web Portal content among Programme Specialists and web editors for each Sector;

- Follow-up to biennial evaluations reports.

The above were some concrete suggestions, inspired by inputs from the interviewees, as to how key management issues can be addressed through existing structures and available means. Several conclusions emerge when this analysis is looked at together with the data on general trends and characteristics. The summary (page 7-11) brings together the findings in a concise set of recommendations for the Programme.

PART IV: CONCLUSION

There is no doubt that the Programme is still in strong demand by Member States, and continues to renew itself through a self-sustained mechanism of on-going exchange and linkages created through hundreds of inter-university networks around the world. At macro level, it contributes to the development of higher education and social transformation at large through targeted knowledge-sharing between Member States within and across all of UNESCO's subject sectors. At micro level, the Programme enriches the work of individual researchers on a daily basis who make it relevant and useful for their specific contexts and purposes. Moreover, the Programme has a rare capacity to stimulate inter-sectoriality within UNESCO and beyond, in particularly at the country level, and to create a multiplier effect of UNESCO's investments in terms of both human and financial resources.

The Programme also has some critical areas that need to be addressed to ensure further sound development. The evaluation provides the opportunity to step back for some moments to reflect on where the Programme is at, where it is going, and where it should be going, as well as UNESCO's role in shaping it.

(Please refer to the 'Summary of Recommendations' page 5-9 for future perspectives).

ANNEXES

I: List of people interviewed
II: List of participants, Inter-sectoral Committee meeting, 30 November 2005
III: List of processed progress reports
IV: List of documents consulted

Interviews

Regional Offices

1.	Dakar	Carrie Marias, SHS Regional Adviser, Ms Rakotoarisoa, Programme Specialist in Science Mr. Luc Rukigami, Programme Specialist in Higher Education
2.	Beirut	Salame Ramzi, Programme Specialiste
3.	PROAP	Molly N.N. Lee, Senior Programme Specialist in Higher and Distance Education
4.	Santiago	Beatriz Macedo, Regional Specialist

Institutes

5.	CEPES	Lazar Vlasceanu, Programme Specialist, Deputy Director UNESCO-CEPES
6.	IIEP	Susan D'Antoni, Programme Specialiste
7.	IBE	Pierre Luisoni, Spécialiste principal de programme
8.	IESALC	Isabelle Haymann, Programme Officer
9.	UIE	Werner Mauch, Research Specialist
10.	IICBA	Joseph Ngu, Assistant to the Director

Selected Offices

11.	Mexico	Marlene Cruz, Programme Specialiste
12.	Brazil	Katrine Grigsby, Education Cooridnator
13.	Kingston	Questionnaire
14.	Congo	Boubacar Diarra, Specialiste du Programme
15.	Zimbabwe	Juma Shabani, Diector
16.	Mali	Firmin Matako, Director
17.	Namibia	Claudia Harvey, Director
18.	Egypt	Gholam Ghada, Programme Specialiste: 009613304331
19.	China	Aoshima, Director

National Commissions

20.	France	Régnier, Secrétaire général adjoint
21.	Austria	Questionnaire
22.	India	Banerjee, Deputy Secretary-General
23.	Maroc	Enina Nrai
24.	South Africa	Stranger Kgamphe, Secretary-General

Sector focal points

25.	Science	Peter Dogse
26.	Heritage Centre	Questionnaire
27	Hum. Sc	Christina von Furstenberg
28.	Culture	Roze Maria Guerreiro
29.	Culture	Hervé Barré

NB: Communication staff not available during the periods of interviews.

Education Sector

30.	DIR/ED/BAS	Namtip Aksornkool, Programme Specialist (consulted) and Ulla Kalha, Assistant Programme Specialist (consulted)
31.	DIR/ED/PEQ	Paolo Fontani, Programme Specialist
32.	DIR/ED/STV	Iwamoto, Director

Higher Education

33.	ED/HED	Hassmik Tortian (Chair)
34.	ED/HED	Inga Nichanian (data)
35.	ED/HED	Carmen Pinan (Chair)
36.	ED/HED	Winsome Gordon (Chief)

Other:

37	ED/EO/EXM	Svein Osttveit, Chief
38.	ERC/CFS	Birgitte Moeller, Director Ms De Billy
39	ED/EO/CTE	Alexandre Sannikov, Chief
40.	BFC/REG	Susana Sam-Vargas, Programme Specialist

List of participants

Inter-sectoral Committee Meeting, 30 November 2004
Room 4042, 15-18 hours: Endorsement of the draft evaluation report

BFC

- Ms Susana Sam-Vargas

OIS

- Mr Atsuko Shintani
- Mr Amir Piric

CLT Sector

- Mr Georges Poussin, CLT/ACE
- Ms Marielle Richon, WHC/CEP

ED Sector

- Ms Winsome Gordon, ED/HED/ICE
- Ms Carmen Piñán, ED/HED/ICE
- Ms Hassmik Tortian, ED/HED/ICE
- Ms Monique Pastel, ED/HED/ICE
- Ms Inga Nichanian, ED/HED/ICE
- Mr Lucio Sia, ED/HED/TED
- Mr Masanori Kono, ED/STV/GSE

- Ms Janne Kjaersgaard Perrier, Consultant/Evaluator

SC Sector

- Mr Peter Dogse, SC/EES
- Ms Renée Clair, SC/BES

CI Sector

- Mr René Cluzel, CI/INF

SHS Sector

- Ms April Tash, SHS/ADG's Office
- Ms Val Moghadam, SHS/HRS/GD
- Ms Christine Von Furstenberg, SHS/SRP/POC
- Mr Santiago Castro, SHS/SRP/POC
- Ms Irina Zoubenko, SHS/HRS/HRD
- Ms Elisabeth M. Wilson, Lecturer, Institute for Development Policy and Management,
  School of Environment and Development
  The University of Manchester, U.K.

List of processed progress reports of Chairs and Networks

NB: Networks are marked in bold

EDUCATION – 18 + 2

1. Argentina: UNESCO - UNU Mobile Chair in University History and Future (1997), Universidad de Palermo, Buenos Aires (10)

2. Canada: UNESCO Chair in Reorienting Teacher Education towards Sustainability (1999), York University, Toronto (430)

3. China: UNESCO Chair in Higher Education (1999), Peking University, Beijing (461)

4. Colombia: Chaire UNESCO de Développement de l'enfant (2002), Universidad Distrital Francisco José de Caldas, Bogotá D.C. (575)

5. Cuba: Chaire UNESCO en gestion de l'information dans les organisations (1993), Universidad de La Habana, La Habana (78)

6. Fiji: UNESCO Chair in Teacher Education and Culture (1998), University of the South Pacific, Suva (301)

7. Finland: UNESCO Chair in Global E-Learning with Applications to Multiple Domains (2002), University of Tampere, Tempere (571)

8. Iran: UNESCO Chair in Health Education (2004), Tehran University of Medical Sciences and Health Services, Tehran (646)

9. Morocco: Chaire UNESCO en Etudes Méditerranéennes (2001), Université Cadi Ayyad, Marrakech (528) French

10. Poland: UNESCO Chair in Women, Society and Development (1996), Warsaw University (170)

11. Russia: **UNESCO-INCORVUZ Chair / Network for the Development of Non-Governmental Organizations in Countries in Transition (197), established in 1997 at the State University of Management, Moscow**

12. **UNESCO Chair / Network in Technical and Vocational Education and Training (TVET) (184), established in 1996 at the International Centre of Educational Systems, Moscow**

13. Sau Arab: The UNESCO - His Royal Highness Prince Sultan Bin Abdulaziz AL-SAOUD Chair in Health Education and Teacher Education (2001), Sebai Institute for Development (537) (New hard copy)

14. Senegal: Chaire UNESCO en sciences de l'éducation (1994), Ecole normale supérieure (E. N. S.), Dakar (204) (hard copy, French)

15. Serbia: UNESCO Chair in Governance and Management of Higher Education (2003), Alternative Academic Educational Network, Belgrade (607)

16. Spain: Chaire UNESCO de Langues et éducation (2002), Institut d'Etudes catalanes, Barcelone (572)

17. Arab Emir: UNESCO Chair in Applied Research in Education (2003), Sharjah Women's Higher College of Technology, Sharjah (635)

18. UK: UNESCO Chair in Intercultural Studies and Teacher Education (2000), University of London, London (517)

19. USA: Chaire UNESCO d'éducation pour la paix (1996), Universidad de Puerto Rico, San Juan de Puerto Rico (172) Spanish

20. Uzbekist: UNESCO Chair on Civic and Values Education (1999), Tashkent State Pedagogical University, Tashkent (372)

NATURAL SCIENCES – 25 + 6

Life Sciences:

21. Armenia: UNESCO Chair in Life Sciences (1999), National Academy of Sciences of the Republic of Armenia, Yerevan (375)

22. Oman: UNESCO Chair in Seafood biotechnology (2001), Sultan Qaboos University (532)

Sweden: UNESCO-Cousteau Ecotechnie Chair / Network in Human Response to Environmental Stress (1995), Göteborg University (248)

Tunisia : Chaire UNESCO en Mathématiques et Développement (2003), Université de Tunis El Manar, Tunis (610)

Ukraine: UNESCO Chair in Cryobiology (1998), Institute of Cryobiology, Kharkov (381)

Environment/Ecosystems :

Chile : UNESCO Chair in Coastal Oceanography (1993), Universidad de Concepción, Concepción (57)

China: Toyota/UNESCO Chair in Environmental Management (2001), Nankai University, Tianjin (557)

Egypt: UNESCO-Cousteau Ecotechnie Chair / Network in Environment and Sustainable Development (82), established in 1997 at South Valley University, Aswan

UNESCO/Arab Region Ecotechnie Network (AREN) (587), established in 2002 at South Valley University, Aswan

Germany: UNESCO Chair in Marine Geology and Coastal Management (1997), Christian Albrechts University of Kiel, Kiel (95)

Georgia: UNESCO Chair in Environmental Sciences and Management (1995), Technical University of Georgia, Tbilissi (91)

Greece: UNESCO chair/ International Network of Water-Environment Centres for the Balkans on "Sustainable Management on Water and Conflict Resolution" (2003), established in 2003 at the Aristotle University of Thessaloniki, Thessaloniki (618)

Hungary: UNESCO Chair in Environmental Biology (1998), Hungarian Academy of Sciences, Szeged (379) (hard copy)

Japan: UNITWIN-UNESCO/KU/ICL Landslides Risk Mitigation for Society and Environment Cooperation Programme at Kyoto University (2003), Kyoto University (605)

Jordan: UNESCO - EOLSS Chair in Wadi Hydrology (1999), University of Jordan, Jumaiha, Amman (416)

Kyrgyzstan: UNESCO Chair on Ecological Education (1996), Kyrgyz State National University, Bishkek (130)

Latvia: UNESCO Chair in Sustainable Coastal Development (2001), University of Latvia, Riga (554)

Lebanon: UNESCO-Cousteau Ecotechnie Chair as a Resource Centre for Policy-Making, Education, Technical Assistance and Research for Sustainable Ecological Development (2001), University of Balamand, Achrafieh, Beirut (590)

Morocco: Chaire UNESCO - Gas Natural en gestion de l'environnement et développement durable (1997), Université Mohamed V, Rabat (148)

Mozambique: UNESCO Chair in Marine Sciences and Oceanographic Issues (1998), Universidade Eduardo Mondlane, Maputo (342)

Russia: UNESCO Chair on Ecologically Safe Development of Large Regions: The Volga Basin (1997), Nizhni Novgorod State Academy of Architecture and Civil Engineering, Nizhny Novgorod (191)

South Africa: UNESCO Chair in Geohydrology (1999), University of the Western Cape, Bellville (426)

Sudan: UNESCO Chair in Desertification (2001), University of Khartoum, Khartoum (555)

Engineering & Technology:

Bulgaria: Chaire UNESCO francophone d'ingénierie pour le développement (1994),
                Université technique de Sofia, Sofia (46) (hard copy, French)

China: UNESCO Chair in Continuing Engineering Education (1999), Tsinghua University,
                Beijing (429) (hard copy)

Japan: UNESCO Chair on Naval Architecture and Ocean Engineering (1997), Hiroshima
                University, Higashi-Hiroshima-shi (116)

Portugal: UNESCO Chair on Sustainable Energy Management (1997), Technical University of
                Lisbon, Lisbon (294)

Russia: International UNESCO Chair / Network on Transfer of Technologies for
                Sustainable Development (TTSD) (203), established in 1993 at the International
                Centre for Educational Systems, Moscow

                UNESCO Chair on Distance Education in Engineering (1999), St Petersburg State
                University of Aerospace Instrumentation, St Petersburg (420)

Togo: UNESCO Chair on Renewable Energies (453), established in 1999 at the University
                of Lomé, Lomé (Togo) French

Ukraine: UNESCO Chair in Environmentally Clean Technologies (2000), Kharkov State
                Technical University for Automobile and Road Engineering (KSTUARE), Kharkov
                (409) French New hard copy

Zambia: UNESCO Chair in Renewable Energy and Environment (2001), University of
                Zambia, Lusaka (524) (hard copy)

SOCIAL AND HUMAN SCIENCES – 20 + 3

Human Rights, Democracy/Culture of Peace:

Austria: UNESCO Chair on Peace, Human Rights and Democracy (1996), European
                University, Centre for Peace Studies, Stadtschlaining/Burg (16)

Burundi: Chaire UNESCO pour l'éducation à la paix et la résolution pacifique des conflits
                (1999), Université nationale du Burundi, Bujumbura (52) (French hard copy)

Egypt: UNESCO Chair in Human Rights (2002), The American University in Cairo, Cairo
                (583) (new hard copy)

India: UNESCO Chair in Peace, Human Rights and Democracy (1998), Academy of
                Engineering and Educational Research, Pune (106) New Hard copy

Morocco: Chaire UNESCO "Migration et Droits Humains" (2001), Université Hassan II-Aïn Chock, Maarif Casablanca (548) French

Switzerland: Chaire UNESCO sur les droits de l'homme et la démocratie (1998), l'Université de Fribourg (373) French

Ukraine: UNESCO Chair on Human Rights, Peace and Democracy, Tolerance and International Understanding (1998), National University of Kiev-Mohyla Academy, Kiev (272)

Environment:

Canada: Chaire UNESCO de Paysage et Environnement (2003), Université de Montréal (622) French

Social Sciences & Sustainable Development:

Belgium: Réseau UNITWIN-PRELUDE en coexpertise scientifique et participative pour le développement durable et Chaire UNESCO-PRELUDE de développement durable (2001), Facultés Universitaires Notre-Dame de la Paix, Namur (589)

Brazil: UNESCO Chair in Labour and Social Solidarity (2002), Universidade do Vale do Rio dos Sinos, Sao Leopoldo RS (584)

Chile: UNESCO Chair in Public Policies (1996), Universidad de Chile, Santiago de Chili (60) (Spanish)

France: R I I F A D E L Chaire UNESCO / Réseau international en ingénierie de la formation appliquée au développement local / Ressources humaines - Formation des cadres (89), établie en 1998 Université de Toulouse 1, Toulouse French

                Chaire UNESCO de formation de professionnels du développement durable (2001), Institut universitaire de technologie de l'Université Michel de Montaigne-Bordeaux 3, Pessac (585) French

Hungary: UNESCO Chair for Minority Studies (1997), Lorand Eötvos University, Budapest (103)

Kenya: UNESCO Chair in Women and Community Health (1998), Nairobi University, Nairobi (125)

Mexico: Chaire UNESCO d'étude des transformations économiques et sociales liées au problème international des drogues (2002), Universidad National Autónoma de México, México (596) (Spanish, hard copy)

Poland: UNESCO - EOLSS Chair in Intellectual Entrepreneurship in the World of Work for Sustainable Development (1998), Academy of Entrepreneurship and Management, Warsaw (171)

Romania: Chaire UNESCO pour la formation et la recherche appliquée au développement de l'entreprise dans les pays en conversion économique (1995), Académie des études économiques de Bucarest, Bucarest (176)

Spain :	Chaire internationale UNESCO / Réseau UNITWIN MEDEURAMERICA pour un développement humain durable (1998), l'Université de Girona, Girona (391) (hard copy)
	Wise Coastal Practices for Sustainable Human Development, Europe Region (WICOP-EUROPE) Network (2002), University of Cádiz (588) (Spanish)
UK:	UNESCO Chair in Education for Pluralism, Human Rights and Democracy (1999), University of Ulster, Colerain (306)

Philosophy & Ethics / Bioethics:

Chile:	Chaire UNESCO de Philosophie (1996), Universidad de Chile, Nuñoa (59) (Spanish, new hard copy)
France:	UNESCO Chair of philosophy (1996), Paris VIII University, Paris (86) French New hard copy
Spain:	Chaire UNESCO de philosophie pour la paix (1999), Universidad Jaume I, Castellón (477)

CULTURE – 12 + 2

Australia:	UNESCO Chair on Heritage and Urbanism (2000), Deakin University, Burwood (406)
China:	UNESCO Chair in Copyright and Neighbouring Rights (2001), The Renmin University of China, Beijing (552)
Colombia:	Chaire UNESCO / Réseau régional pour l'amélioration de la qualité et de l'équité en matière de l'éducation en Amérique latine (Lecture et écriture) (71), établie en 1996, à l'Universidad del Valle.
Cuba:	Chaire UNESCO en sciences de la conservation des biens culturels (1995), CENCREM, La Habana (79)
Germany:	UNESCO Chair in Heritage Studies (2003), the Brandenburg Technical University, Cottbus (628)
Italy:	Chaire UNESCO sur la Paix, le développement culturel et les politiques culturelles (1999), Institut international Jacques Maritain, Rome (475)
Jordan:	UNESCO Chair for the Teaching of Intellectual Property Rights: Copyright and Neighbouring Rights (2000), University of Jordan, Amman (501)
Lebanon:	Chaire UNESCO d'étude comparée des religions (2002), Université Saint-Joseph, Beyrouth (592)

Romania: UNESCO - ITI Chair in Theatre and Culture of Civilization (1997), Academy of Theatre and Film, Bucharest (179)

Russia: Chaire UNESCO sur le tourisme culturel pour la paix et le développement (1999), Russian International Academy for Tourism, Skhodnya (360)

Spain : Chaire UNESCO / Réseau d'études afro-ibéroaméricaines (1994), Universidad de Alcalá de Henares (214) Spanish, new hard copy

USA: Mobile UNESCO Chair dedicated to the Problems of Habitability in the Hispanoamerican Cities and to the Integral Revitalization of their Historical Centres (1996), Universidad Interamericana de Puerto Rico, San Juan (173)

Uzbekistan: UNESCO Chair in the Comparative Study of World Religions (1999), Tashkent Islamic University, Tashkent (579)

COMMUNICATION – 12 + 1

Belarus: UNESCO Chair in Information Technologies and Law (2003), National Centre of Legal Information, Minsk (617)

Canada: International Network of UNESCO Chairs in Communications (ORBICOM) (330), established in 1994, at the University of Quebec at Montreal, Montréal French

Chile: UNESCO Chair in Communication, Urban Development and Exercise of Citizenship (2003), Diego Portales University, Santiago de Chili (600)

Colombia: Chaire UNESCO de communication (1994), Pontifica Universidad Javeriana, Bogotá D.C. (68)

Denmark: UNESCO Chair in Communications (1999), Copenhagen Business School, Copenhagen (85)

Kazakhstan: UNESCO Chair in Journalism and Communication (1996), Kazakhstan State University, Almaty (122)

Korea: UNESCO Chair in Comminication Technology for Women (1998), Sookmyung Women's University, Seoul (536)

Lithuania: UNESCO Chair in Informatics for the Humanities (1994), Institute of Mathematics and Informatics, Vilnius (133)

Morocco: Chaire UNESCO de communication publique et institutionnelle (1999), Université Mohammed V – Souissi, Rabat (410)

New Guin: UNESCO Chair in Freedom of Expression (2001), Divine Word University, Madang (562)

Poland: UNESCO Chair in Translation Studies and Intercultural Communication (2002), Jagellonian University of Cracow, Cracow (582)

Russia: UNESCO Chair in High Technology for Education and Science (1997), Moscow Institute of Electronic Technology (MIET-TU), Moscow (188)

Spain: Chaire UNESCO de communication (1990), Universitat Autónoma de Barcelona, Barcelona (215)

Ukraine: UNESCO Chair in New Information Technologies in Education for all (2002), International Research and Training Center for Information Technologies and Systems, Kiev (586)

Arab Emir: UNESCO Chair in Communication Technology and Journalism for Women (2002), Dubai Women's College, Dubai (580)

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UNESCO (2005 c) Operational Handbook for implementation (draft)
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List of closed Chairs (ED/HED/ICE/05)
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