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Evaluation of Social and Human Sciences Programming and the UNESCO Chairs/UNITWIN Networks

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Social and Human Sciences Programming and the UNESCO Chairs/UNITWIN Networks

Formative Evaluation

Final Report

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PNB & EMW IDPM, Manchester, July 2006

Executive Summary

Brief description and background of activities evaluated

Background: The UNESCO Chairs/UNITWIN Networks programme created Chairs and Networks in many domains of social and human sciences, in many countries; some 154 of those now existing are loosely affiliated to the UNESCO SHS programme. During the first decade of operations (1992 - 2002), the main reason UNESCO engaged with national governments and academic institutions to create international Chairs and Networks under the UNESCO label was capacity-building in and through less developed countries' Higher Education contexts. Each Chair operates independently and is financed independently of UNESCO's Secretariat. In bearing the name of UNESCO, there is an expectation, enunciated in each charter agreement, that once existing, a UNESCO Chair or Network will participate in and seek collaboration for research, training, information and documentation consistent with the agreed developing programme objectives of the UNESCO programme sectors.

UNESCO's activities: Programme objectives of UNESCO, in the social and human sciences, are specific to five areas of work (ethics of science, foresight, social sciences, human rights and human security, and poverty). Generally speaking, their common focus is on public policy making, and linking it with quality research and internationally-agreed norms (see each programme's description for more detail on how this is done in specific cases). Each programme aims at regional level impacts, each reaching one or two regions per biennia. Each is carried out via collaboration between the UNESCO Secretariat and the UNESCO National Commissions and other partners, including UNESCO Chairs/UNITWIN Networks.

This evaluation: The evaluation of the SHS programming and UNESCO Chairs/UNITWIN Networks is part of the Evaluation Plan (32 C/5, Appendix IX) and aimed at assessing the relevance and effectiveness of current or strengthened collaboration with existing UNESCO Chairs/UNITWIN Networks, as a means to achieve the programme objectives of the SHS. The UNESCO Chairs have been described as 'an integral part of activities developed by UNESCO's sectors, services and Field Offices'; this report will test this claim in relation to one sector, Social and Human Sciences. The evaluators undertook a documentary review, a survey of 154 UNESCO Chairs/UNITWIN Networks in the social and human sciences, and semi-structured interviews with UNESCO staff and 6 Chair holders, as well as with a variety of other stakeholders.

Major findings: achievements and challenges for UNESCO

The evaluation identified several **achievements**:

- (a) Relevance for UNESCO's SHS programmes: The broad action areas of the SHS Chairs/Networks parallel those of the sector. However, the Chairs are academics foremost (and Chairs, second), so they value academic activities and are, in the majority of cases, focused on teaching. Within the sample of Chairs studied, some research and teaching activities with linkages to public policy and public action were identified. For example, a Chair in Human Rights undertook research, published a book, and produced a legal framework that became accepted as statute.
- (b) Effectiveness: Primary beneficiaries encountered, e.g. students, NGO managers, and secondary ones such as university senior managers or National Commission Officers, demonstrated significant satisfaction and appreciation of the positive impact of the UNESCO Chairs on UNESCO programme-aligned issues and activities. There is potential therefore for the Chairs to be effective local spokespersons.

- (c) Collaboration: There are examples of how the sector has effectively collaborated with SHS Chairs/Networks (e.g. the International Forum on the Social Science – Policy Nexus, Buenos Aires and the meeting of Human Rights researchers in Africa). Even so, there is room for improving the effectiveness and the opportunities of collaboration, notably by increased contact with the sector through direct informal feedback to Chairs.

The evaluation identified several **challenges**:

- a) Alignment with SHS priorities: As SHS has reoriented to emphasize the research – policy link as a programmatic priority, it is clear that many Chairs/Networks, especially those created prior to this reorientation, are not strongly aligned with SHS priorities. The evaluators found that policy work was low on their list of priorities and that, overall, Chairs/Networks action is more focused on teaching and work with civil society rather than research or work with a direct policy influence. (Note that civil society activity may include indirect policy influence).
- b) Communication: The relationship between UNESCO/SHS and the Chairs/Networks lacks effective operational communication, information management and knowledge management systems, although some improvements have been made recently. Evidence of this is that the widely promoted research-policy link is still not a well-understood strategic approach among the Chairs affiliated with SHS. Also, annual reporting by Chairs is a one-way process where information and knowledge resources flow into UNESCO but not back out from it; and there is no easily accessible, systematic way for Chairs to learn from each other.
- c) Financial resources: There is a lack of understanding with respect to the financing of Chairs. Once created, there is an expectation among Chairs that UNESCO will continue to provide financing. Neither UNESCO as a whole, nor SHS as one sector, have the financial resource capacity to fund all Chairs. UNESCO/SHS does, however, remain firmly committed to working with those Chairs that can contribute to the goals and priorities of the sector. In this way, programme funds can reach Chairs. The expectations of Chairs are not met by the potential resources. Lack of funds means some Chairs operate sub-optimally.
- d) Reporting: Although an annual reporting system through the Education Sector exists, a low number of SHS Chairs/Networks submit annual reports. The evaluators found that only 39 out of 148 SHS Chairs/Networks reported during the 2004-5 period, although more were known to be active. In the absence of such reporting, UNESCO has been unable to effectively monitor the activities of Chairs and to determine their actual or potential contribution to the sector's strategies/priorities.

Recommendations

On the basis of the analysis, the consultants proposed a range of recommendations:

To the Social and Human Sciences Sector

- a) Develop an explicit strategy for managing its relations with its associated UNESCO Chairs/UNITWIN Networks, addressing knowledge management, communications, and learning. Base the strategy on common interests, acknowledging the limitations and constraints that Chairs/Networks face.
- b) Conduct a complete review of all its associated Chairs/Networks, involving appropriate SHS programme staff in the individual review. The review would be conducted from the vantage point of the SHS programme's objectives.
- c) Design and announce a general policy for communications with Chairs and Networks favouring two-way interaction. The SHS staff should be explicitly instructed to handle these

relationships with care (because of the identified risk of disillusionment of the personnel involved in the Chairs/Networks). Opportunities for learning should be maximized.

- d) Join in an initiative of the Chairs/Networks as a partner, described below.

To the UNESCO Chairs/UNITWIN Networks

- e) Jointly create a ‘Chairs Communication and Capability’ process project. This project should be founded on a shared ownership of an agenda that specifically helps UNESCO Chairs/UNITWIN Networks by, for example, promoting exchanges between them. This should be experimental, jointly-sponsored/owned with UNESCO’s Social and Human Sciences Sector, and managed by one of the Chairs.

II. Aim of the Evaluation and Description of the Programme

A formative, constructive purpose

UNESCO/SHS is responsible for the chairs it has helped to create (some have been allocated following UNESCO programme changes) and has commissioned this formative evaluation. The broad aim is to unpick some of the organizational and management issues, such as management of communication, motivation and interests, perceptions and expectations that diminish the effectiveness of the scheme at technical and administrative levels of management. The evaluators hope to be able to indicate a more equitable manner to achieve some better-shared, better-understood operational desiderata - for the Chairs and thus, for the development of their related societies in the North and South, and in resonance with the Social and Human Sciences Sector and wider UNESCO programming.

The objectives of the evaluation, briefly describedⁱ

This formative evaluation was designed to focus on the effectiveness of the uses by SHS of the UNESCO Chairs and UNITWIN Networks for SHS programme implementation. At a generic level this answers the key research questions specified in the '*Norms for evaluation in the U.N. system*'.

- Are we doing the right thing?
- Are we doing it in the right way?
- Are there better ways of achieving the results?

In addition, this evaluation examines aspects of the potential of the UNESCO Chairs and UNITWIN Networks that work in the domains of SHS to act as vehicles for advocacy and sensitisation in relation to the research-policy link.

2.1 The purpose and approach of UNESCO Chairs/UNITWIN Networks in Social and Human Sciences

2.1.1 Generally, the UNESCO Chairs/UNITWIN Networks as a whole (the CP) is an imaginatively-conceived low-cost strategy for empowering the international and local national university sector in member countries to act as enfranchised agents of change in society, in accord with ongoing UNESCO programme orientations. The CP's main objective is to advance research, training and programme development in higher education by building university networks and encouraging inter-university cooperation through the transfer of knowledge across borders. It is a timely initiative in a context where the ongoing emphasis on basic education had reduced interest and development investment in higher education. At the same time, the North was hailing a research-driven knowledge society where successful organizations were characterized by their knowledge management and information and communication technology.

2.1.2 Generally, linked Chairs and Networks are set up as a result of a multi-stakeholder negotiation between the UNESCO Secretariat, the host institution, National Commissions, and other partners as appropriate, e.g. NGOs. They are linked to a specific thematic area and undertake an agreed programme of activities within research teaching, administration and public service. Historically, teaching has been the principal, but not sole, activity (see Appendix III).

2.1.3 The outputs of the Chairs and Networks that work in Social and Human Sciences include: research on the topic area; new postgraduate (less often, undergraduate) programmes and modules; research training for professionals who go on to take up posts in government or NGOs; training of practitioners; policy advice; work with civil society; and direct work with disadvantaged communities. There are both

ⁱ See Terms of Reference (Appendix VI). See also Appendix IV for a note on previous evaluations and their findings. Refer also to the Inception Report for this evaluation, Barry, P. and Wilson, E. [2006]

intermediate and ultimate beneficiaries, and longer-term expectations are the contribution, by whatever means available, to the transformation of society, specifically benefiting lower income and transition countries. (See also Appendix V for the details of Chairs visited.)

2.2 Strengths and weaknesses

In its strength, however, lies its weakness. Great expectations generated by the UNESCO institutional image are in practice often poorly matched, in this outreach activity, by the limited resource realities of host organizations and of UNESCO itself. Resource constraints are only one source of this tension. The effective use of the meagre available resources remains limited by structural and management constraints, emanating from ineffective communication systems appropriate to manage stakeholders, programme goals, processes and outcomes.

2.3 The CP stakeholders

All stakeholders can be divided into three groups:

2.3.1 The UNESCO Stakeholders: This first group is within UNESCO itself. This includes the Director-General, Assistant Director-Generals, in particular the Assistant Director-General responsible for Social and Human Sciences programming, and SHS programme staff both in Paris and based in field offices. Pressures on this group may include political pressures to maintain individual Chairs in the face of ambivalence from parts of the Organization. There is a significant pressure on resources, both financial and human, particularly as UNESCO is committed to decentralization. This appears to have led to internal tensions about how Chairs may or may not be resourced. UNESCO is hampered internally by poor information flow with regard to the CP. National delegations belong to this group.

2.3.2 Internal Stakeholders: Actors internal to each Chair/Network can include some or all of the following: the Chairholder; the academic team associated with the Chair, both in the Chairholder's own department and other departments, and in the case of Chairs in Networks, in other universities; a Secretariat and/or administrative support; doctoral and undergraduate students; and, as appropriate, the Dean of Faculty, the Rector, Vice-Rector, and/or President. One of the pressures on this group is the competing priorities of the Chairholder, particularly when he or she has responsibilities including normal teaching and research duties or administrative duties (e.g. Dean of Faculty). Despite a declared mission to undertake both research and teaching, within many universities (e.g. in Western Europe) the implicit criteria for personal promotion privilege research to an extent that may minimize the possibilities of either research-policy links, and/or outreach work into the community. Conversely, in other universities, the pressure is to teach undergraduate programmes to large student numbers.

2.3.3 External stakeholders: Those external to the Chair include the National Commission; the Ministers/Ministries of Higher Education; Social Welfare, Development or the Overseas/International Development Ministry, as appropriate; local government agencies, e.g. municipal councils; national funding bodies; foreign and local foundations; non-governmental organizations; the European Commission (EC) etc.

2.3.4 The EC has influence within Europe and Arab countries in relation to the Bologna agreement for university undergraduate and postgraduate degrees, as well as in a world ambit for funding opportunities e.g. TEMPUS Meda.

2.3.5 National Commissions vary widely, both in membership and officers. They are usually associated with a government department and may be staffed by middle or low ranking officials. Their degree of involvement and proactivity varies. There appears to be no mechanism by which they could learn from each other about the CP, which would be particularly relevant for the CP as many national commissions deal with small numbers of Chairs.

2.3.6 In some countries the Minister him/herself is the signatory to the Chairs' agreement and must approve any changes. This can delay important progress.

III. Methodology

3.1 The methodology as planned

The methodology of the evaluation is fully discussed in the Evaluation Inception Plan, (Barry and Wilson 2006). In summary, it included:

1. a review of published documentation, grey literature, and web-based material
2. initial structured interviews (four) with UNESCO Paris-based staff from SHS and ED/HED/ICE departments utilising the 'repertory grid' consensus-building method
3. field visits to six chairs, as listed below, including, (i) semi-structured interviews with Chairholders, university managers/administrators, field officers and National Commission members, as available; (ii) consensus-building workshops with stakeholders including the Chair's team and other beneficiaries; (iii) other information-gathering activities as appropriate; (iv) consultation of documentary and web-based evidence specific to each Chair
4. a survey in the form of a questionnaire including closed and open questioning for all listed 154 chairholders in the domains of social and human sciences

Chairs visited by PNB		
<i>Location</i>	<i>Topic</i>	<i>Rationale for selection</i>
Autonomous University of Mexico, Mexico	Human rights	Strong link with influential NGO; active
Universidad ITESO, Guadalajara, Mexico	Sustainable social housing	Outreach work with local communities; active; includes a MOST component

Chairs visited by EMW		
<i>Location</i>	<i>Topic</i>	<i>Rationale for selection</i>
Bourgas Free University, Sofia, Bulgaria	Human rights	Chair very successful in unlocking EU funds; academic reputation; outreach work; active
University of Kenitra and University of Mohammed V Souissi, Rabat, Morocco	Woman and her rights	Influential research-policy links; outreach work; active
Bordeaux 5, Bordeaux, France	Sustainable development	Innovative work on curriculum and training of development professionals; links with N. Africa; active

3.2 The methodology as executed

3.2.1 It should be noted that it was originally proposed that the Chairs/Networks to be visited would be 'typical', encompassing both better and worse functioning Chairs. However, the selection criteria were redesigned to aim at 'successful' Chairs/Networks, on agreement between the evaluators and UNESCO (the UNESCO Assistant Director-General for Social and Human Sciences and IOS). It was intended that the survey and other data would compensate for any bias from the visit data.

3.2.2 The total number of interviews and individual meetings was 37. Meetings with more than one person totalled 27, and EW attended 3 meetings set up by UNESCO, independent of the evaluation. Out of 154 distributed, there were 50 useable responses to the survey, making a response rate of 32%.

IV. Major Findings

4.1 Key Issue: Relevance of the concept of Chairs/Networks to UNESCO/SHS sector programme aim and objectives

Introduction

4.1.1 In 2006, in the Social and Human Sciences thematic area and operating in a range of interpersonal and organizational contexts, an effective Chair is one that is able to effectively link research and teaching with outreach into public policy and action while skillfully achieving operational viability in political and administrative terms. Effectiveness implies using appropriate technical, academic, political and administrative knowledge and skills in that variety of contexts. An example of this range of skills is demonstrated by the Oliver Tambo Chair at the University of Fort Hare, South Africa.

4.1.2 Chairs are commonly understood to fall into three categories: (i) active in fulfilling their programme of agreed activities, as indicated in their annual reports, and in contact with UNESCO staff, (ii) believed to be active but not regularly in touch with UNESCO; and (iii) dormant or inactive. Out of 154 Chairs/Networks assigned to SHS, 108 are considered active, as mentioned above. Throughout the evaluation the evaluators encountered persistent uncertainty about the number of Chairs, and whether specific Chairs were assigned to SHS or other sectors.

Arrangements in place to select Chairs to work with SHS

4.1.3 The existing procedures describing the process by which Chairs/Networks are selected can be found in the 'Guidelines and Procedures for the UNESCO/UNITWIN Programme' and the 'UNITWIN Programme Handbook for Operations' (internal UNESCO document).

4.1.4 As indicated in the survey (Appendix III, paragraphs 17 and 18), the Chairs and Networks perceive that UNESCO Headquarters staff and Chairholders are equally active in initiating Chairs. When originally created, Chairs are agreed by, and clearly assigned to, a UNESCO sector and programme/s. Some continue to be so linked but when UNESCO biennium priorities change, some Chairs are 'left behind'. They may remain in the same section or be re-assigned but without a change of intellectual focus (which may be difficult) they may no longer be in a position to make a direct intellectual contribution. There are some indications, however, that Chairs are able to adapt to the changing needs of UNESCO's programme, so individual Chairs may be subject to 'mission drift'. Notably, only 3 Chairs/Networks surveyed stated that they had been asked to change their range of activities.

4.1.5 Additionally, in the past some Chairs were created for reasons of regional equity and for diplomatic reasons. Sometimes UNESCO/SHS staff may appear to have limited control over the Chairs assigned to them, so may find lack of fit between chairs and programme.

4.1.6 Headquarters staff use existing organizational and intellectual networks when seeking to create a Chair/Network to fulfill a specific task, or they use an existing Chair/Network. These contacts include the respective National Commissions, and field staff. There remains, however, substantial room for an improved mutual understanding of relevance in the UNESCO/SHS-CP communication interface (discussed further below).

Relevance to SHS sector programme priorities

4.1.7 While the broad areas of action of the Chairs are, in the view of the evaluators from Chairs/Networks and SHS programme specialists consulted, in many cases well-aligned, a serious

concern of the evaluators was that the aim of the SHS Sector to maximize the research-policy link (an SHS strategic priority) was not being adequately addressed. (An example of a well-aligned action is the Morocco Chair, “Femme et ses Droits” (Woman and her Rights), which contributed to the new Family Code.) In this area of strategic interest to SHS, both the survey and the visits (Appendices III and X) demonstrate less activity than in teaching. Understanding of this SHS priority varied and it was often not envisaged as the prime function of the Chair. For instance, many Chairs in Human Rights were set up initially with a prime focus to teach but are now being encouraged to embark on policy-focused research. Chairholders who have had recent contact with SHS, for example, through the MOST February 2006 conference in Latin America, however, show a sharper awareness of the SHS concern for the research–public policy linkage of its programme.¹

4.1.8 Detailed sub-sectoral analysis focusing on each Chair/Network could discover (and nurture) a closer and better shared technical understanding of SHS Managers’ and Chairs’ perspectives on the relationship of each Chair’s activities on the aims and objectives of the SHS sector programme, an analysis which is beyond the scope of this study. Improvements, such as, in communication and knowledge management, which are discussed further in 4.2, would help.

4.2 Key Issue: Effectiveness

Introduction

4.2.1 Looking at effectiveness at the level of the individual Chair/Network, they most frequently identify academic activities as their principal achievement (see Appendix III, paragraphs 29 and 30), followed by innovative curriculum development and delivery at undergraduate and postgraduate levels, and then work with civil society. Paradoxically, although Chairs/Networks indicated elsewhere (Appendix II Table 7) that they value work with civil society less favourably than a number of other activities, this is undertaken more frequently than directly influencing government policy or practice. Work with civil society may be service or advocacy; in the latter case indirectly supportive of the research-policy link². An ideal in research, teaching, public policy and action linkage is where a Chair or Network is able to link with another securely funded programme, as with an urban development Chair linked with the MOST, ‘Professionals in the City’, sub-project activity.

4.2.2 Nevertheless most Chairs in the survey recorded some degree of success in activities that related directly to government policy and practice (Appendix III Table 6). Knowledge from the research of others is also effectively used to influence public policy debate and in related public action. Participation in dialogue relating to draft legislation, e.g. in urban development and human rights in Mexico, is evidence of involvement at public policy and action level. Thus, the Chair as a team becomes an ‘actor’ in social development. Details about the Chairs visited are found in Appendix V.

4.2.3 Primary beneficiaries encountered, e.g. students, NGO managers, and secondary ones, such as, university senior managers or National Commission Officers, demonstrated significant satisfaction and appreciation of the positive impact of the UNESCO Chairs on UNESCO programme-aligned issues and activities. For example the Bordeaux III chair has helped establish the first programme in local development, a national priority for Morocco. The programme was described as directly relevant by the head of the Moroccan Government’s development agency which seconds senior staff as teachers, and sponsors junior staff as students. SHS programme staff hold some Chairs in considerable esteem in terms of their effectiveness, whilst being disappointed with others.

Communication arrangements

4.2.4 The annual reporting system through ED/HED/ICE is a formal system; SHS programme staff are required to assess the technical content of reports. However, a minority of Chairs fulfils current reporting systems (Appendix VII). The purpose of annual reports and the expectations of those that request them remain unclear to some Chairs. Annual reports can understate (or overstate) the extent of activities. For

instance, the training of magistrates referred to in the report of the Moroccan Chair visited did not detail that this is twice a week for a year. Substantive communication (normally with SHS), on which a Chair's effectiveness can depend, is reported to depend more on established relationships and institutional memory than on these formal systems.

4.2.5 The evidence is that limited resource capacity in SHS and ED/HED/ICE continues to restrict relationships to minimal communication for many (Appendix III, paragraph 47) with unfortunate consequences in terms of missed opportunities, diminished motivation and activity levels, and diminished effectiveness. Multiple requests for reports from different parts of UNESCO have de-motivated Chairs, as have frequent 'zero response' or a mere 'acknowledgement' to these and other substantive communications. In the survey, quality of communication with SHS rated at 2.5/5.0 (Table 10). Thus, there are negative perceptions on both sides.

4.2.6 The scheme relies on committed and experienced individuals, of whom it is fortunate to have several in UNESCO and the Chairholders, but it lacks clear operational communication, information management and knowledge management systems (discussed further below). It needs both systems and committed people. An informal system may have been adequate when there were fewer Chairs and there was an allocated budget line; this is no longer the case. The absence of a system for closer working communications and a professional relationship with UNESCO Managers in SHS is often regretted by Chairholders.

4.2.7 The severe truncating of networking events reduces opportunities for 'single', 'double' or even 'triple' loop learning - for Chairs and UNESCO staff and impacts on the sustainability of the CP. Via the UNITWIN Portal and the Human Rights Bulletin, Chairs are able to learn *what* other Chairs have done, but not *how* they have achieved these outputs, e.g. tried and tested ways of handling issues.

4.2.8 One medium of communication is via National Commissions. These vary considerably in the support given to Chairs, for instance, arranging annual meetings or web-based discussion lists.

The SHS focus on improving linkages between academic research and policymaking

4.2.9 It is important that SHS programme staff understand Chairs/Networks' perceptions. They are academics foremost (and Chairs, second), so value academic activities. The survey of Chairs/Networks (Appendix III) indicates that policy work is lower down on every list (i.e. its importance, whether undertaken, its achievement). What they value most highly as inputs are: access to funding, and support from their institution (Appendix Table 2), and as outputs: an active network, and conferences (Table 4).

4.2.10 In relation to the research-policy link, the survey explored how Chairs know if they are assisting SHS. The results were that information about UNESCO priorities comes from the National Commissions (17), direct contact with SHS HQ (15), brochures (14), direct contact with SHS field staff (12), and in other ways (6). However, when SHS staff are in contact, there is little evidence of negotiations about delivering priorities. Only three of the respondents had been asked to change their field of activities.

Collaboration for SHS programme implementation

4.2.11 There are many specific examples of how SHS has collaborated with Chairs/Networks to implement its SHS programme. Recent examples include the regional meeting of Human Rights researchers in Africa and the Buenos Aires conference, which both included Chairs/Networks as participants.

4.2.12 It is impossible to estimate what missed opportunities there might be. A number of attendees (7/20) at a feedback session to SHS staff characterized Chairs/Networks as underused and undervalued. After the initial approval process, the UNESCO Secretariat departments (SHS and ED/HED/ICE) have 'neither

carrot nor stick', apart from the threat of closure of the Chair, to manage the chairs. This may be intentional and, indeed highly desirable, if the relationship is to be of complementary members³.

4.2.13 Relevant to potential collaboration is the view that the UNESCO approach to management is inappropriately vertical. This view was expressed very strongly by one of the Chairs visited and is supported by qualitative comments in the survey (Appendix III paragraph 36).

4.2.14 Reports on implementation, if not known directly by SHS staff, are contained in the annual report, which follows a required format. There are, however, shortcomings in this as achievements may be over- or under-stated, as mentioned above. In some situations the number of variables may make it difficult to attribute success specifically to the intervention of the Chair/Network. Also, as already mentioned, a minority of chairs associated with the SHS programme fulfils current reporting requirements (Appendix VII).

Contributions to support Chairs and Networks

4.1.15 The Chairs visited are effective in meeting UNESCO's programme objectives in Social and Human Sciences, most commonly through knowledge transfer and skills development in teaching, including innovative undergraduate and master programmes, as well as in doctoral student support and supervision, and non-formal education. They provide knowledge and skills relevant to themes, such as, human rights and urban development. A description and range of activities can be found in Appendices V and X.

4.1.16 In the past US\$20,000 was given to Chairs/Networks on inauguration from UNESCO's own budget which they could choose to spend as they wished. In addition, UNESCO/SHS section Heads had budget lines allocated for Chairs/Networks which they disbursed against agreed activities and projects, including facilitating international, regional and sub-regional meetings.

4.1.17 In the previous biennium, 2004-5, only US\$20,000 was allocated within SHS, specifically for this evaluation; there is no allocation specifically for Chairs/Networks in the current biennium, 2006-7. SHS section heads may direct funds to Chairs/Networks where they are delivering against a specific programmed project.

4.1.18 On visits undertaken by evaluators, Chairholders indicated that there were many activities undertaken in pursuit of the aims of the Chairs/Networks, where extension of the activity or further related activities were constrained or halted because of the lack of resources. It is the view of the evaluators, therefore, that even some well functioning Chairs/Networks visited were operating sub-optimally.

4.1.19 Funding, from UNESCO and elsewhere, remains a perennial and universal concern among Chairs/Networks. There appears to be no systematic UNESCO approach to helping Chairs to find funds; this, again, being left to the individual programme specialist. The 'Participation Programme' is reported to be mainly inaccessible to Chairs. The political and psychological significance of even a small resource exchange should not be underestimated. Limited UNESCO programme funding gives a message to Chairholders, as well as external funders, that UNESCO does not consider the CP sufficiently worthwhile to fund through its programming. It can skew successful applications toward northern universities that can find it easier to obtain funding.

4.1.20 Human resources are not specifically allocated by SHS to the CP and so cannot be quantified. However, both programme specialists and section heads initiate and respond to communication with Chairs. Therefore, there is an opportunity cost.

4.1.20 Knowledge management and information management, including knowledge generation and sharing, are inadequate. As indicated, there is no clearly defined, systematic way of informing Chairholders of current priorities and programmes. Many chairholders and some UNESCO staff have

difficulties finding information via the UNITWIN portal. Opportunities for information management via the Internet and UNESCO Intranet have not been fully exploited.

Other considerations for developing cooperation

4.1.21 The sustainability of the Chair depends on many factors, including the stability of the higher education institution, the higher education sector, and the country itself, as well as communication and social capital generated and used between UNESCO and partners. A supportive local institutional context is essential for the success of a Chair. Desirable/ideal levels and elements of context support include both political and physical space, as well as time, office materials and staff with which to work. These are not always specified sufficiently in agreements or, if specified, sometimes not delivered. UNESCO staff are in a weak position to enforce such agreements.

4.1.22 Chairholders consider that relationships, with UNESCO staff and each other, are the foundation of successful collaboration and are essential in implementing SHS programmes. Some Chairholders have close and productive professional relationships with SHS staff. Others, however, perceive UNESCO as bureaucratic, distant and unresponsive and, as Chairs, feel isolated and unsupported. This finding was triangulated in the visits and survey (Appendix III, see for instance Table 5). All references to help from SHS in survey answers are lower down the list than other sources of help. One comment from the feedback session for SHS staff was that intellectual co-operation implies an arena where Chairs/Networks are democratic actors, and that this is not found in UN agencies.

4.1.23 The Chairs perceive ambiguity and ambivalence about the ownership of the CP in UNESCO, a potentially contested political space between administrative and technical management lines; the scheme is thus aptly described as an organizational 'orphan'. A lack of UNESCO organizational resolve in practice in the case of inactive Chairs supports this view. There is on-going disillusionment and debilitation of critical CP human resources and disenchantment with the CP arising from lost opportunities for partnership working and for institutional capacity-building.

4.1.24 In response to open-ended questions in the survey, Chairs were asked to state: first, the critical success factors for collaboration with UNESCO; and second, what they considered was needed now from SHS. Critical success factors (Table 9) were relationships, funding, good communication, and collaboration (specifically involving Chairs in preparations for meetings, and political assistance). For future action they proposed the following (Appendix III, paragraph 33 ff): promoting networking (both face-to-face and electronic); consultation about priorities, and prior to meetings; being treated as equals; facilitating cooperation with other Chairs; focusing on sub-regional problems; assisting with the search for funding (also mentioned elsewhere); more help from their respective National Commissions. Some of these points are further elaborated below.

4.2.25 There is no easily accessible, systematic way for Chairs to learn from each other. An understanding of the range of types of traits, qualities and political skills displayed by these effective Chairholders and CP team members is considered operationally important by Chairs and evaluators. Chairholders greatly value the now infrequent opportunities to network at thematic, national and regional meetings. However, some criticisms were made of the 'traditional', designed-without-consultation format of CP meetings organized by National Commissions. Whilst UNESCO is an intellectual organization, within SHS learning opportunities do not appear to be maximized. To implement effective knowledge management and sharing within and beyond the CP would require not merely financial and human investment in new systems, but also a reorientation of the UNESCO/SHS organizational culture towards being a learning organisation.

4.2.26 The current lack of secure UNESCO funding for CP has at least two negative outcomes: a message of lack of IGO concern, and clear discrimination against the South in favour of the North. It is clear that many funding bodies find individual chairs' projects more attractive than funding through UNESCO, and

linkages may be lost for that reason. In addition, any funding made available through UNESCO would be top-sliced for administration. A fund has been proposed in previous evaluations.

4.2.27 Using the OECD definition of sustainability as: the continuation of benefits from a development intervention after development assistance has been completed, significant positive indicators of sustainability are observable in both organizational political acceptance and established administrative systems associated with talented Chair/Network teams. However, there are also signs of managerial weakness, not only in communication and ongoing resource limitation, but also in limited skills, especially in project management.

4.2.28 There is a clear task for UNESCO/SHS specialists to improve communication and give encouragement and feedback. Considerable initiative is noted in teams and individuals but opportunities for synergies, a potential of good communication systems with SHS and others, are often missed.

4.2.29 Given that there are a number of major recommendations of previous evaluations of the CP itself that are seen to have not been implemented (Appendix IV), there is some justified cynicism among Chairs/Networks about the present evaluation. (For example, the exasperation expressed in 'and now this questionnaire!'). It has been presented consistently as a *formative* evaluation. If the results of this evaluation are filed and not implemented, a deeper cynicism and sense of disillusion may well set in. The need to take definite action to develop a proactive strategy is self-evident. On a positive note, some Chairs responding to the survey highlighted a willingness to work more closely, and many SHS staff are optimistic about the potential of the Chairs/Networks to deliver the UNESCO/SHS mandate if managed effectively.

V. Recommendations

This section answers the two remaining questions from the evaluation plan matrix: 1) What does experience lived suggest in terms of recommendations for how the SHS Sector at UNESCO should use the Chairs more effectively i.e. to help implement the SHS programme, to deliver the objectives and expected results, to inform, etc; 2) What does experience suggest as a means of effectively managing cooperation with a large number of Chairs/Networks?

5.1 An Overall Strategy: The key proposal is the elaboration of an overall strategy, the components of which are discussed below. This will take cognisance of the draft strategy for the UNITWIN Networks/UNESCO Chairs across all sectors proposed by ED/HED/ICE and currently under discussion. Each part of this strategy may be considered for implementation by SHS internally, or through the proposed UNITWIN Networks/UNESCO Chairs' Communication and Capability Project which is discussed further below.

5.2 Core concerns: Common core concerns identified in this evaluation and in the putative, recommended Chairs' review of mission, strategy and action should become mutually owned by UNESCO and the Chairs; the recommended UNITWIN Networks/UNESCO Chairs' Communication and Capability organization development project should be founded on an equitable, shared ownership of this agenda.

5.3 Mission: Individual Chairs' mission, strategy and action should be reviewed and refined, with UNESCO Social and Human Sciences and other managers' collaboration, from the vantage point of an updated, appropriate UNESCO-and-Chairs-agreed starting point for Chairs' and Networks' alignment to UNESCO strategy. A prior internal evaluationⁱⁱ suggests this be undertaken as a self-assessment, if this cannot be undertaken by SHS staff. Alternatively, this will be an early action in the project. Procedures for selecting Chairs seem unclear, politicized and beyond specialist manager technical control; a

ⁱⁱ Kjaersgaard Perrier, 2005

contingency that must be engaged. The research-learning-policy-action linkage⁴ needs new analytical tools to ensure it remains effective.

5.4 Communication - Knowledge Management: Knowledge is one of the most valuable resources of the relationship between UNESCO and UNESCO Chairs/UNITWIN Networks in Social and Human Sciences. Expectations⁵ about knowledge and information requirements, purposes and flows should be effectively managed, by being agreed and built into the proposed communication strategy. This activity should be within a defining ‘learning organization approach’⁶ characterised by a perception of the interactive nature of learning and communication processes. The function of reporting for accountability and transparency should be reconceptualised, beyond this instrumental purpose, and consistent with this learning organization function.

5.5 Communication - Commitment and Contentment: In response to these recommendations, a context-sensitive, interactive, two-way communication policy and strategy should be devised and implemented at an early stage. There must be a specific ‘duty of care and respect’ element to address affective and effective operational issues, including the revealed Chairs’ experience of isolation, diminishing motivation and commitment. In our understanding of this case, this affective dimension, a critical factor in determining success, must be addressed directly in this way.

5.6 Contingent resources: The Chairs have responded and engaged with this proactive UNESCO-initiated evaluation. Seen through the twin lenses of relevance and effectiveness of delivery, this foundation will provide a deliberately concerted effort to match attested chair competences and capabilities with: (a) available UNESCO specialist manager resource allocation, (b) any actual funding, (c) sources of access information on funding, and (d) skills development for fundraising and project management. This must be contextualized within a keen awareness of the need for a policy for downstream capacity-building, technology and resource sharing across socioeconomic divides, e.g. N-S. The complex flow of information around this area requires expert managerial coordination in order to synergise key elements of the Chairs Programme system and to catch opportunities when they appear.

5.7 Intention and Implementation: We urge that the above recommendations⁷ be shared, shaped and systematically executed over the coming five years in an organization development process, the ‘Chairs Communication and Capacity’ project. The concept is of a ‘Chair of Chairs’, or ‘Network of Networks’, *primus inter pares*. This should be experimental, jointly-sponsored/owned by the set of 108 Chairs/Networks actively working in the social and human sciences domains and UNESCO’s Social and Human Sciences Sector and externally managed and implemented.⁸

VI. Additional Observations

Within current operational constraints, UNESCO may wish to consider the following additional observations and recommendations.

6.1 Towards a strategy

[Refer also to **V Recommendations** above for the ‘*Chairs Communication and Capability*’ process project proposal, which these observations support.]

6.1.1 Multilateral commitment

6.1.1.1 It is essential that SHS and wider UNESCO commitment to CP and strategy for the CP be clearly articulated. A clear simple restatement of the broad aim and objectives of the Scheme at this time, for the coming five-year period, should be shared, agreed, and promulgated, and then implemented as a project. (This should be in concert with the overall ICE reviewed strategy). The policy position and roles of top management, the roles and current responsibilities of the SHS middle management and that of the chairs should be established and clearly communicated throughout the organization and to host organizations, National Commissions and other partners. National Commissions could also be involved in planning and decision making.

6.1.1.2 The CP should be actively managed as a learning organization via partnerships centred on chairs as the main stakeholders; appropriately recognized. It should be least minimally funded as a UNESCO line of action, or otherwise incorporated into some other securely UNESCO linked way, or else abandoned

6.1.1.3 Generic technical and administrative aspects of management should be deconcentrated or outsourced to a point or points closer to the chairs’ own framework (see 5.7). The purpose would be to promote determined generic capacity-building aspects of the network. Through a network, or a network of networks, with node[s] external to UNESCO staff but well-connected to it, at a limited number of points, new effectiveness can be achieved. By working at the appropriate level of concern with fresh resources and achieving economies of scale in terms of concerns, themes, regions and interests, this new representation may resolve some of the issues of the sheer number of chairs, the inability of UNESCO staff to communicate with them and their associated sense of disillusion and loss of direction.

6.1.1.4 A policy decision needs to be taken about how to define inactive chairs and whether/how to respond to them. If political pressure is the principal determinant preventing chairs being closed, then advocating quality control measures is a necessary but not sufficient condition for their management. In the interim a moratorium is suggested.

6.1.2 Resources

6.1.2.1 Support should be given to or found for the chairs that are active when needed. A minimum of human and financial resources needs to be allocated to the CP by whatever means possible. SHS could consider linking each chair with a named programme specialist, however junior, so each chair has a named contact.

6.1.2.2 UNESCO itself must consider providing some funding, even if largely symbolic. This could be: initial funding, ongoing funding within section budgets, and/or funding for specific projects (from existing budgets). The feedback session suggested this is important in vulnerable and conflict regions.

6.1.2.3. New ways of including non-faculty partners in networks could be explored, as in the (non-UNESCO) Lyons “chair”, as a means of accessing resources.

6.1.2.4 Some chairs have the potential to contribute to capacity building for their colleagues. They should be utilized.

6.1.3 Communication

6.1.3.1 A far-reaching improvement to communications, requiring technical, managerial and attitudinal changes, should be implemented.

6.1.3.2 The frequency and regularity of personalized communication between SHS managers and chairholders needs to be improved, or, alternatively, a substitute for this developed. Expectations on this aspect of communication need to be agreed.

6.2 Information systems

6.2.1 Overview

6.2.1.1 The knowledge held by key individuals in UNESCO about the scheme should be captured, to prevent loss of institutional memory.

6.2.1.2 A database should be developed to be accessible to UNESCO staff and chairholders

6.2.1.3 Internal information management systems should be extended, so they become an interactive tool for programme officers and others

6.2.1.4 Strategies such as “news flashes” and other PR techniques should be used, e.g. to publicize and share successes, internally and externally.

6.2.1.5 More sophisticated communication systems should be implemented, such as an extranet and interactive bulletin board for chairs, including a regularly updated page on funding opportunities and successes.

6.2.1.6 It is recommended that UNESCO staff avoid duplicated or triplicated requests for the same information.

6.2.1.7 Improve information flow and availability through: an updated contact list; Bulletin Board for C/Ns; include in distribution of SHS Views (quarterly) and the monthly e-newsletter; give them space in publications; gather and disseminate information

6.2.1.8 Consider using a Chair from the Communication and Information sector to advise on the above.

6.2.2 Auditing/Reports

6.2.2.1 It is recommended that CP debate with ED/HED/ICE the purpose of an annual reporting system and agrees to follow an agreed reporting procedure including SHS feedback to reporting chairs. It is recommended that reports should contain clear qualitative *and* quantitative data, and that there should be professional development opportunities on constructing and using appropriate measures of effective performance. Respondents to the survey generated a list of performance measures that may be useful (Appendix III Table 8). The format should elicit meaningful quantified information on outputs, together with qualifying statements on quality e.g. how much research done, to what quality and how shared etc.; how many people trained, how long, how often, beneficiaries’ perceptions of value, the impacts measured, what quantity and quality of research policy linkages achieved, etc? As chairs are more active in civil society than direct policy work, specifically ask whether (and how) this activity has led to changes in government policy or practice.

6.2.2.2 It is recommended that ED/HED/ICE include a front cover for readers from SHS to use to provide substantive qualitative feedback to the chair-holder, within an agreed stated period. This indicator would be part of the standard communication policy.

6.2.2.3 It is recommended that CP and/or ED/HED/ICE consider using peer review/monitoring/evaluation to add value to the reporting process, and encourage learning.

6.3 Relationships

6.3.1 Partnerships and enabling capacity-building

6.3.1.1 The emphasis of the UNESCO relationship with the CP should be principally on enabling the partnership, rather than on managing as auditing. This management activity can be conceptualized as capacity-building rather than monitoring for evaluation of achievement.

6.3.1.2. Improve personal communication, by at least one contact annually. Coordinate contact by field and HQ programme specialists, and get to know specific chairs better.

6.3.1.3. Work with National Commissions where possible.

6.4 Meetings

6.4.1 Purposes, participation, and approaches

6.4.1.1 It is recommended that Chairs are appropriately consulted by UNESCO programme staff about the purpose of meetings, their intended outcomes and format; the purpose and approach to meetings, workshops and seminars should be reviewed

6.4.1.2 It is recommended that some members of each chair have an opportunity at least once a year to attend a national, regional or thematic meeting.

6.4.1.3 It is advisable to make more use of chair members who are talented facilitators, or to hire facilitators, with the aim of increasing participation in ownership of future action.

6.5 Enabling

6.5.1 Learning

6.5.1.1 UNESCO needs to move further towards enabling rather than managing, with the aim of reconceptualizing the CP as a learning organization, and providing dependable learning opportunities.

6.5.1.2 Review the mechanisms by which chairs can learn from/about each other and from other sources, including SHS staff. For example, the annual Human Rights bulletin could be published online, with direct links to websites and email addresses.

6.5.1.3 Consider if methods of presenting ideas and sharing knowledge should be made more interactive, user-friendly and interactive, to stimulate two-way learning rather than simply presenting ideas, events and findings in a static way.

6.5.1.4 National Commissions vary widely in the role they play. They should be enabled to learn from each other how they may support chairs. (Offer a prize for the most supportive or innovative NC of the year)

6.5.1.5 Chairs that are geographically or otherwise isolated should be encouraged to join a network. If this is not possible, learning sets should be established, including chairs in unrelated fields.

6.5.1.6 SHS's own learning should be both 'single loop' and 'double loop'. First, SHS can learn from the content of the chairs' activities; second, SHS should examine the processes that lead to success.

6.5.2 Fundraising

6.5.2.1 Identify a dedicated person/office to give advice and assist in seeking funds (and to capture existing knowledge of experienced officers)

6.5.2.2 Provide information on the extranet about funding opportunities, including examples of successful applications, with contact details of chair.

6.5.2.3 Develop a strategy for the development of fundraising skills, including short regionally-based training sessions for chairs on fund-raising (2/5 days)

6.5.2.4 Promote systematic seeking of partnerships within the UN family, for example with UNDP project activities

6.5.2.5 The proposal in the current ED/HED/ICE proposed strategy to set up a Fund for the CP is noted.

6.6 Support

6.6.1 Mechanisms for chairholders to support each other should be explored, for instance peer mentoring.

6.6.2 The National Commissions can increase web-based information via portals and also propagate good practice in relation to CP and other activities.

6.6.3 Since National Commissions encourage rather than direct, they can provide opportunities to enable chair-holders to learn from each other, such as annual meetings.

6.7 Skills

6.7.1 Chairs and networks should be encouraged and skilled to use the media to propagate their findings. For instance, work on the new family code in Morocco lends itself to a magazine format in print or radio media, explaining rights to the community.

6.7.2 The scheme should offer training in project management skills, similar to those required by a small NGO. This may be done cost effectively through other chairs or through other development agencies such as UN partners.

6.8 Further investigation

6.8.1 Electronic resources

6.8.1.1 It is recommended that a feasibility study for access to electronic academic resources for academics in less developed and transition countries be undertaken.

6.8.2 Intranet

6.8.2.1 It is recommended that the potential purposes of chairs and related academics for a proposed Intranet, with document downloading and uploading access should be investigated by consulting with 6-10 active chairs.

Appendix I: Fieldwork

Visits & meetings undertaken by evaluation team : Paul N. Barry, Principal, & Elisabeth M. Wilson, Technical Adviser

1. Visit by Paul Barry and Elisabeth Wilson to UNESCO, Paris 19.10.05 – 21.10.05		
19.10.05	16:00 April Tash	Programme specialist, SHS
20.10.05	09:30 Geoff Geurts Paul Msoma	Evaluation specialist, Internal Oversight Service Fellow, IOS
20.10.05	11:00 Winsome Gordon Inga Nichanian Hasmik Tortian Paul Msomo	Chief, section for International Cooperation in Higher Education ED/HED/ICE ED/HED/ICE Fellow, IOS
20.10.05	12:45 April Tash	Programme specialist, SHS
20.10.05	13:30 Round table	See separate list of attendees below ‘SHS UNESCO Chairs/UNITWIN Network Evaluation: Roundtable Meeting’
20.10.05	15:15 April Tash	Programme specialist, SHS
20.10.05	16:00 Jean-Pierre Regnier April Tash	Secrétaire Générale Adjoint, Commission Nationale Française pour UNESCO Programme specialist, SHS
20.10.05	18:15 Geoff Guerts	Evaluation specialist, Internal Oversight Service

SHS UNESCO Chairs / UNITWIN Network Evaluation

Roundtable Meeting Thursday 20th October 2005 1:30 p.m. – 3:00 p.m.

Participants

Social and Human Sciences Sector (SHS)	
Pierre Sané	Assistant Director-General Social and Human Sciences
René Zapata	Chief of the Executive Office of the Assistant Director-General
April Tash	Programme Specialist Office of the Assistant Director-General
Division of Foresight, Philosophy & Human Sciences – SHS/FPH	
Frances Albernez on behalf of Jérôme Bindé	Deputy Assistant Director-General and Director of the Division
Moufida Goucha	Chief, Philosophy & Human Sciences Sector
Division of Ethics of Science & Technology – SHS/EST	
Henk Ten Have	Director of the Division
Division of Human Rights & Struggle against Discrimination – SHS/HRS	
Vladimir Volodine	Chief “Human Rights & Development Section”
Irina Zoubenko	Human Rights & Development Section
Valentine Moghadam	Chief “Gender Equality & Development Section”

Division of Social Sciences Research and Policy – SHS/SRP	
Christina von Furstenberg	Chief ‘Policy & Cooperation in Social Sciences Section’
Santiago Castro	Research Assistant, Policy & Cooperation in Social Sciences Section
UNESCO Field Offices implementing Social & Human Sciences Sector Programmes	
Firmin (Edouard) Matoko	Director UNESCO Bamako
Evaluation Team	
Paul Nicholas Barry	Evaluator, Institute of Development Policy and Management, School of Environment and Development, University of Manchester
Elisabeth Wilson	Evaluator, Institute of Development Policy and Management, School of Environment and Development, University of Manchester

2. Visit by Elisabeth Wilson to UNESCO Paris 28.11.05 – 01.12.05		
Monday 28.11.05	Interview with Christina von Furstenberg	SHS
Tuesday 29.11.05	09:00 Paul Msoma	IOS
	11:00 Inga Nichanian, ED	ED
	13:30 April Tash, SHS	SHS
	14:15 Valentine Moghadam, SHS	SHS
	15:30 Vladimir Volodine and Irina Zoubenko, SHS	SHS
	17:30 Winsome Graham, ED	ED, ED/HED/ICE
	Wednesday 30.11.05	09:30 April Tash, SHS Also Santiago Castro, and German Solinis (part)
12:00 Prof. Guy Berger		chair of PRELUDE network
13:30 Geoff Geurts		IOS
	15:00 Inter-sectoral committee for Higher Education Meeting to consider internal review of chairs	Various sectors
	17:00 Paul Msoma	IOS
Friday 2.12.05	09:30 Geoff Geurts	IOS

3. Visit by Elisabeth Wilson to Morocco 28.03.06 – 01.04.06 UNESCO Chair on Women's rights (591) 1999 at Mohamed V Souissi University (Morocco)		
Tuesday 28.03.06	*Mme Nabia Haddouche	Vice-President, Association democratique des femmes de Maroc
	Mme Mina El Mghari, and staff (Hind Benali, M Labid, Hafida ?)	Directeur, Commission Nationale Marocaine pour l'Education, la Culture et Les Sciences
	Prof. Mme Fouzia Rhisoussi	Co-chairholder, Les Femmes et ses Droits, Doyenne de la Faculte des Lettres et des Sciences Humaines, Ibn Tofail University , Kenitra
Wednesday 29.03.06	*M Hassan Abouabdelmajid	Doyen de la Faculte des Sciences Juridiques, Economiques e Sociales, . Universite Mohammed V Soussi, Sale
	Prof Nasile Remba	Oliver Tambo Chair in Human Rights, Fort Hare University . South Africa
	Dr Khalid Berjaoui	Co-chairholder, Les Femmes et ses Droits, Mohammed V Soussi, Rabat
Thursday 30.03.06	*M Mohammed Najib Guedira	Directeur, Agence de Develeppoment Sociale (Govt of Morocco)
	M. A. Benkaddour	Doyen, Faculte des Lettres at des Sciences Sociales, University Ibn Tofail, Kenitra
	Mme Khadija Drissi	Administrator (chair) Faculte des Lettres at des Sciences Sociales, University Ibn Tofail, Kenitra
	Mr John Nkinyangi	Regional Adviser for E and S Africa, SHS
Friday 31.03.06	Attended meeting of SHS chairs in Morocco with M. Pierre Sane, including: Dr Khalid Berjaoui Prof. Mme Fouzia Rhisoussi Mr Vladimir Volodine Ms Yvonne Donders Mme Souria Saad-Zoy Mme M El Mghari Chairholder Representative of chairholder	ADG, SHS, UNESCO Co-chairholders, Les Femmes et ses Droits, SHS, Paris SHS, Paris Programme officer, SHS sector, Rabat cluster office Directeur, Commission Nationale Marocaine pour l'Education, la Culture et Les Sciences Migration et les Droits de l'Homme Enfant, Famille et la Societe
	Dr Khalid Berjaoui	Co-chairholder, Les Femmes et ses Droits, Mohammed V Soussi, Rabat
	Mme Saida Abouid	Programme officer, Education sector, Rabat cluster office
Saturday 01.04.06	Ms. Carrie Marias	Regional Adviser for W and C Africa, SHS
Monday 24.04.06	Ms Valentine Moghadam (telephone interview)	Chief 'Gender Equality and Development Section' in SHS Paris

*indicates interview was in connection with the Chair at Bordeaux 3; Developpement Durable

4. Visit of Elisabeth Wilson to Bordeaux 3, France 10.04.06 UNESCO Chair in training of sustainable development professionals (585) 2001 at the Michel de Montaigne University – Bordeaux 3. (France)		
Monday 10.04.06	Prof Annie Najim and Prof Helene Mottarella Prof Elisabeth Hoffmann Mme Yvonne Farrouilh	Chairholder, Charge de mission, la section Service des Relations Internationales Chair team Secretary to chairholder
	Prof Annie Najim Mme Elisabeth Hoffmann Mme Kumala Marius-Gnanou M Khalid Nafil Mme Katrine Andre	Chair holder, Chair team Asst Prof Geographie Enseignant chercheur en Informatique, Universite Mohammed V Soussi, Faculte de Droit, Sale. Institut d'Aménagement, specialiste ecologie
	M Phillippe Baudorre Prof Annie Najim Mme Elisabeth Hoffmann	Premier Vice-President, Bordeaux III Chair holder, Chair team
Tuesday 25.04.06	Christina Von Furstenburg (telephone interview)	Chief 'Policy & Cooperation in Social Sciences Section' in SHS Paris; the SHS Officer originally linked with establishment of the chair & carries much of its institutional memory

NB Meetings in connection with this chair took place during the Morocco visit (details above)

5. Visit of Paul Barry to ITESO, Guadalajara Mexico, 22.04.06 - 25.04.06 UNESCO Chair in Habitat and socially sustainable development (344) 1998 at the ITESO [Instituto Tecnológico y de Estudios Superiores de Occidente] (Mexico)		
Tuesday 18.04.06	German Solinis	SHS, Paris, Sustainable Urban Development Sector/HABITAT specialist, established relationship with the post (telephone interview)
Saturday 22.04.06	Carlos Petersen Peter Hubbard	Chairholder International Office, Public University of Guadalajara, (r)
Monday 24.04.06	Carlos Petersen Farah	Chairholder
Monday 24.04.06	Carlos Petersen Farah Rosa Luz Mejia	Chairholder Regional Coordinator of MOST (Urban Professionals)
Tuesday 25.04.06	Carlos Petersen Farah Francisco Morfin Otero	Chair holder Director General of Academic Affairs
Tuesday 25.04.06	Carlos Petersen Farah Rosa Luz Mejia	Chairholder Regional Coordinator of MOST
Tuesday 25.04.06	20 Urban Design undergraduates Carlos Petersen Farah	ITESO Department of Architecture and Design Chairholder Regional Coordinator of MOST

	Rosa Luz Mejia	(stakeholders meeting)
Tuesday 25.04.06	Carlos Petersen Farah Rosa Luz Mejia	Chairholder Regional Coordinator of MOST

6. Paul Barry: UNAM, Mexico City 26.04.06 – 28.04.06		
UNESCO Chair in Human Rights (140) 1997 at the UNAM [National Autonomous University of Mexico] (Mexico)		
Tuesday 18.04.06	Vladimir Volodine	Chief “Human Rights & Development Section” in SHS Paris (telephone interview)
Wednesday 26.04.06	Luis Tiburcio Alya Saada Marisela Soto	Director UNESCO Mexico City SHS Regional Officer (Bioethics), based in Mexico City, [coordinates annual chairs’ meetings in Mexico] PA to Alya Saada
Thursday 27.04.06	Gloria Hernandez Irene Rosero Miriam Soto	Chair holder Deputy Chair holder Doctoral Student in labour law (Chairholder’s supervisee) Masters students in Human Rights
Thursday 27.04.06	Gloria Hernandez Miriam Soto	Chairholder Doctoral Student in labour law
Thursday 27.04.06	Gloria Hernandez Irene Rosero Miriam Soto Graciela Herrera	Chairholder Deputy Chairholder Doctoral Student in labour law Advisor to Minister of Education Asesora del Secretario de Educación Publica Federal
Thursday 27.04.06	Gloria Ramirez Irene Rosero	Chair holder Deputy Chair holder
Friday 28.04.06	Prof Gloria Hernandez Miriam Soto Leticia Ramirez	Deputy Doctoral Student in labour law NGO ‘Coordinator of Human Rights’ NGOs’
Friday 28.04.06	Fernando Perez Correa	Director: Faculty of Social & Political Sciences
Friday 28.04.06	Rosario Martinez	Universidad del Occidente, Los Mochis, Sinaloa, Regional Coordinator of Mexican University based Human Rights Network
Friday 28.04.06	Science, informatics & engineering teachers who include the Human Rights agenda, promoted by the chair, in their teaching, as a transversal element	List available @ Chair office, UNAM Mexico
Friday 28.04.06	Regional network coordination team (Mexico) at the DF Politecnica Rosario Martinez Irene Rosero [?] Miriam Soto Leticia Ramirez Lourdes Beltran	List available at Chair office, UNAM Mexico Regional Coordinator, Los Mochis Deputy Chairholder Doctoral Student in labour law UNAM Leader of NGO ‘Coordinator of Human Rights’ NGOs’ Polytecnic, Federal District of Mexico Polytecnic, Federal District of Mexico

	and 8 other team members	Other 'out of state' universities (stakeholders meeting)
28.04.06	Alya Saada	SHS Regional Officer (Bioethics), based in Mexico City

7. Visit of Elisabeth Wilson to Bourgas Free University , Bulgaria 27.04.06-28.04.06 UNESCO Chair in Culture of Peace and Human Rights (45) 1998 at Bourgas Free University (Bulgaria)		
19.04.06	Vladimir Volodine	Chief "Human Rights & Development Section" in SHS Paris (telephone interview)
27.04.06	1400 Prof Minka Zlateva	Chair holder, Communication and Public Relations, Sofia University , St Kliment Ohridski
28.04.06	0915 Prof Rumen Valchev	Chair holder, Culture of Peace and Human Rights
28.04.06	1430 Prof Petko Chobanov Valia Pavlova Prof Rumen Valchev	Rector, Burgas Free University International Cooperation Officer Chair holder
28.04.06	1500 Dr Maria Ganeva Dr Evelina Dineva Valia Pavlova Nikolai Dolapchiev	Assoc. Prof, Coordinator Social Work, Burgas Free University Assoc. Prof, Dean, Centre of Humanitarian Studies International Cooperation Officer student
28.04.06	1530 Valia Pavlova	International Cooperation Officer
28.04.06	Prof Rumen Valchev	Chair holder

8. Visit of Paul Barry to Universidad de Girona, Girona, Spain 01.05.06-05.05.06 UNESCO International Chair / Network for a Sustainable Human Development (391) 1998 University of Girona (Spain)		
Monday 01.05.06	Jordi de Cambra	Chairholder and Professor of Sociology
Tuesday 02.05.06	Jordi de Cambra Ivan Prudkin Josep Antequera i Baiget Gemma Valeri 12 Masters Students	Chairholder Doctoral Student in Development Economics Consultant in Sustainable Development & Environment Coordinator of the NGO: 'NGO Coordinator' MSc programme in Sustainable Development, directed by the chair (stakeholders meeting)
Wednesday 03.05.06	Jordi de Cambra	Chairholder
Thursday 04.05.06	Joaquim Maria Puigvert Sola	Vicerector of Research in Humanities & Social Science

	Helena Benito Mundet Jordi de Cambra	Vicerector of Student Affairs & External Relations Chairholder
Thursday 04.05.06	Salomo Marques Ivan Prudkin Jordi de Cambra	ONG GRAMC and UDG Teacher Coordinadora de ONGS Doctoral Student in Development Economics Chair holder (stakeholders meeting)
Thursday 04.05.06	Jordi de Cambra Javier Martinez Peinado	Chairholder Visiting lecturer in Development Economics; Programme Director, MSc in Global Development and Cooperation at the Universidad de Barcelona
Thursday 05.05.06	Jordi de Cambra	Chairholder
Friday 05.05.06	Jordi de Cambra	Chairholder
Friday 05.05.06	Christina Von Furstenburg (telephone interview)	Chief 'Policy & Cooperation in Social Sciences Section' in SHS Paris; the SHS Officer originally linked with establishment of the chair & carries much of its institutional memory

Appendix II: Reference materials

Unless otherwise indicated, documents originated by UNESCO, Paris

Background material to UNESCO

1. Medium-Term Strategy for 2002-2007 (C/4)
2. Programme and Budget for 2004-2005 (C/5)
3. UNESCO Strategy on Human Rights
4. Integrated Strategy to Combat Racism, Discrimination, Xenophobia and Related Intolerance
5. Norms for evaluation in the U.N. system, United Nations Evaluation Group, 2005
6. Standards for evaluation in the U.N. system United Nations Evaluation Group, 2005
7. 31 C4, UNESCO Medium Term Strategy 2002-2007
8. 32 C5 Approved Program and Budget 2004-2005 Priorities for forthcoming biennium 06-07
9. Draft Organizational Chart of the UNESCO Secretariat 2006-7
10. UNESCO Worldwide: Decentralization Strategy, also at: <http://portal.unesco.org/worldwide>

Background to UNITWIN/UNESCO Chairs Programme, prior evaluations, monitoring documents

11. Evaluation's Terms of Reference, 2005.
12. Guiding Principles for Evaluation at UNESCO (undated)
13. Internal Evaluation of the UNITWIN/UNESCO Chairs Programme, Report, D. Chitoran. 1996
14. Report on the external evaluation of UNITWIN/UNESCO Chairs Programme, Jorge Broveto; Pieter Van Dijk, 2000.
15. Draft Internal Evaluation for ED/HED/ICE Janne K Perrier Oct 2005
16. Fundraising for UNITWIN. D. Beridze. 1999
17. Historical Background of the UNITWIN/UNESCO Chairs Programme (1992)
18. The UNITWIN/UNESCO Chairs Programme. Genesis, Evolution, Perspectives. M.A.R. Dias.
19. Policy Issues and Strategy for the UNITWIN/UNESCO Chairs Programme for Year 2000/2001.
20. Sample Evaluations Matrix
21. Sister 32 C5 Financial
22. Sister 32 C5 Financial SHS1
23. 172 EX 22 (DG's comment on evaluations)
24. Sister 32 C5 Qualitative Matrix
25. Sister 32 C5 SHS "Sister Monitoring Qualitative Report"
26. 33 C5 Report of the Director General
27. Evaluation Bresil HIV/AIDS
28. 10 years of action – case studies
29. Chairs 31 C5 (extract)

SHS Sector's documents

30. Social and Human Sciences: Strategies and Actions (2004, blue book)
www.unesco.org/shs/programme
31. Social and Human Sciences: Guide to Partnerships (2004, yellow book)
www.unesco.org/shs/partnership
32. Social and Human Sciences Sector internal draft: Facts about the 2004-5 programme
33. Leah Levin: "Human Rights: Questions and Answers", UNESCO Publishing, 2004

SHS and ICE documents re Chairs Programme

34. Directory/Repertoire, UNESCO Chairs/UNITWIN networks in Social and Human Sciences Sector by region, as at 06.10.05. Also at:
http://portal.unesco.org/education/ev.php?URL_ID=6997&URL_DO=DO_TOPIC&URL_SECTION=201
35. UNITWIN/UNESCO Chairs Programme, An Innovative Approach to the Transfer of Knowledge.
36. Final documents of the 2002 meeting of Chairholders of UNESCO Chairs in Human Rights, Democracy, Peace and Tolerance.
37. UNESCO Chairs in Human Rights, Democracy Peace, and Tolerance Bulletin 6/7 (2005) Stadtschleining, Austria
38. Progress Reports 2003 and 2004 from 71 countries, 186 UNESCO Chairs and 15 UNITWIN Networks as at 29 November 2005
39. 166 EX 4 Report (extract)
40. Statistics on submission 2002-3, 2004-5
41. Reviewed guidelines for application – draft 2005
42. List of closed chairs (ED/HED/ICE 2005)
43. List of cons. and partners 2000-3
44. internal UNESCO document on Chairs Network in Women’s Studies/Gender Research, V. Moghadam, 2005
45. International Co-operation in Higher Education UNITWIN PROGRAMME Strategy for higher education development through academic solidarity and networking DRAFT 26.06.06
46. UNITWIN Programme: Handbook for Operations DRAFT 26.06.06

Web-based information

47. Procedures for the UNITWIN/UNESCO Chairs Programme: A Practical Guide (2002)
48. Progress reports (2000-2004) submitted by the Chairs
49. The website of the UNESCO Chairs in Human Rights, hosted by the Human Rights and Development Section http://portal.unesco.org/education/en/ev.php-URL_ID=6997&URL_DO=DO_TOPIC&URL_SECTION=201.html
50. World Forum of UNESCO Chairs: Recommendations on a Strategy for Future Development of the UNITWIN/UNESCO Chairs Programme, 2002
51. Operational handbook
52. The UNITWIN/UNESCO Chairs Programme: Guidelines for the Submission of Project Proposals, Application forms
53. Annual reports of individual chairs, available via Chairs portal

Other

54. Follow-up to the World Conference on Higher Education, Final Report, Paris, 23-25 June 2003.
55. Chaires Unesco en France, Septembre 2005, Commission Nationale Francaise pour l’Unesco (book)
56. Launching of Academics across Borders (AAB) Initiative. Academics across Borders: Opportunities and Options, Room IV, UNESCO HQ Paris 21-23 Nov 2005. Invitation ED/HED/WG/MP/2005 4 Nov 2005
57. Launching of Academics across Borders (AAB) Initiative. Academics across Borders: Opportunities and Options, Room IV, UNESCO HQ Paris 21-23 Nov 2005
58. Launching of Academics across Borders (AAB) Initiative 21-23 Nov 2005 UNESCO HQ Paris. Report of the Rapporteur General

59. UNESCO Regional Research Policy networks concerning Economic, Social and Cultural Rights in Africa and the Arab States 29-30 March, 2006, Rabat, Morocco: Presentations by M Pierre Sane, E and S Africa, W and C Africa (only).
60. Hood C. (1990): '*A Public Management for all seasons?*' Public Administration, Vol. 69 Spring, pp.3-19
61. The evaluators also received a wide range of publications, reports of meetings, and other documents produced by Chairs on their visits.

Not available

62. Papers prepared for the UNESCO Forum on Higher Education, Knowledge and Research. First research seminar for Europe and North America. 'Managerialism and Evaluation' 4 November 2004, Paris, France (Ms Lamy El Armani stated in December 2005 that these were not available as they were at the printers. She undertook to e-mail them to the evaluators). In particular:
 - *The Impacts of Evaluation upon Academic Identities and the Links with Managerialism* by Mary Henkel
 - *Political Dimensions of Evaluation and Managerialism: University Organization and Changing Knowledge Regimes*, Ivar Bleiklie,
 - *Framework paper: the issues*, Maurice Kogan, Brunel University .
63. UNESCO Regional Research Policy networks concerning Economic, Social and Cultural Rights in Africa and the Arab States 29-30 March, 2006, Rabat, Morocco: report of meeting (see 57 above)

Appendix III: Summary and discussion of survey findings

1. The questionnaire was e-mailed to all SHS chairholders and network coordinators, in English, French and Spanish. Forty-six useable replies were received out of 150 sent, making a response rate of approximately 31%, within the normal range for questionnaires, but disappointing when it is considered that the majority of chairs received a phone reminder. (A further ten were received apparently belonging to other sectors; some were included which appeared to cross sector boundaries).ⁱⁱⁱ

2. Four respondents identified themselves as network coordinators, and the remaining forty-one as chairholders. For the purposes of brevity, both categories will be referred to as chairholders, unless it is relevant to distinguish between them. There were sixteen women and thirty men. Seventeen respondents were from developed countries, nineteen from less developed, and ten from transition countries. This biodata indicates a sufficiently representative sample of respondents. Further data on respondents is available in Point 48 below.

3. Table 1 identifies *the time associated with UNESCO and the time spent as a chairholder or network coordinator*.

Table 1: Length of time associated with UNESCO, & spent as chairholder

Duration	1-2 yrs	3-5 yrs	6-10 yrs	11 plus yrs
Time associated with UNESCO	4	8	16	18
Time spent as chair holder	4	11	22	9

4. *SHS themes represented included 8 for ethics, 21 for human rights, 21 for foresight, 23 for social science, 10 for poverty, and 12 other*. This exceeds the number of respondents, as many chairs were concerned with cross-disciplinary issues, and themes that were associated with more than one sector, for instance the protection of cultural diversity as a human right. This is illustrated below:

‘Quelques remarques préliminaires s’imposent. La pauvreté est plurielle et multiforme. Ainsi, la chaire essaie d’appréhender la pauvreté sous plusieurs aspects : la pauvreté matérielle, spirituelle et culturelle (analphabétisme etc.) Ce thème a fait l’objet de tables rondes, journées, d’études et de colloques.’

5. Chairholders expanded on their association with UNESCO. Many already had established activity in the specified field, or wrote about how they adapted the mission to their specific cultural and political environment. For example,

‘As an academic University of (University name supplied) since 1970, I have been offering lectures on issues related to the fields of interest of UNESCO, such as Social Psychology and Peace, Education for Human Rights and Peace as a field of Applied Social Psychology, Theories on Non-Violence, etc.’

‘Dans le contexte actuel du monde arabe où le dogmatisme, le fanatisme et l’extrémisme peuvent se propager, aidés en cela par l’islamophobie qui règne dans le monde, la Chaire essaie de retravailler, à partir du patrimoine philosophique arabe et à la lumière des acquis de la philosophie occidentale, quelques notions qui élaborent une éthique du vivre ensemble démocratique. Elle essaie aussi d’identifier dans la culture philosophique en général tout ce qui peut aider à réactiver la tolérance et les conditions du vivre ensemble ; l’élément essentiel en est le respect des droits et des libertés et la mise en place d’un dialogue réel avec toutes les cultures (interculturalité).’

ⁱⁱⁱ Respondents did not answer all questions. Means are adjusted where appropriate.

6. Asked what are **necessary inputs for an effective and sustainable UNESCO chair/ network** (scoring 1 for least important to 5 for very important) chairholders identified as in Table 2 below.

Table 2: Necessary inputs for a successful chairholder

score (1-5)	Input
4.2	<i>Access to funding from any other source</i>
4.2	<i>appropriate administrative support from my/our institution</i>
4.2	<i>a supportive institutional context – my/our University</i>
3.9	<i>suitable technical support from my/our institution</i>
3.8	<i>a supportive National Commission</i>
3.7	<i>adequate funding from my/our institution</i>
3.7	<i>adequate funding from my/our government/ research body</i>
3.6	<i>positive political climate in local/national government</i>
3.5	<i>appropriate help from UNESCO to obtain funding</i>
3.4	<i>Access to funding from UNESCO</i>
3.1	<i>appropriate administrative support from UNESCO</i>
3.0	<i>suitable technical support from UNESCO staff</i>
2.8	<i>suitable technical support from members of the network</i>
2.7	<i>suitable technical support from others outside the network</i>
2.6	<i>appropriate administrative support from my/our National Commission</i>

7. As indicated in Table 2, access to funding and appropriate administrative support from the institution, as well as a supportive institutional context were identified as the most important inputs for a chair’s success, followed closely by suitable technical support from the institution. Presumably without these the chair cannot function. Support from the National Commission, and funding, from the institution or with UNESCO’s help came next. Funding issues were more important than technical or administrative support outside the institution. Explanations included:

‘The chair creates expectations. We need additional funds to fulfil the expectations.’

‘Because of the limited financial possibilities of our Academy, for more intensive development of the Chair we need complementary sources of financing.’

‘Currently, the chair is thinly staffed and expected to fundraise for activities. Yet, the label ‘UNESCO chair’ makes potential funders reluctant to fund on the assumption that UNESCO is in-charge.’

Some expressed disappointment with UNESCO’s role:

‘My experience with UNESCO support is reduced to bureaucratic contacts, in which the staff linked to UNITWIN/Chair Project asks more than twice a year for reports, results, work in progress papers but in truth does not show any interest in the specific subject, does not read or respond to our reports, which seem to be merely formal, no interest in any content.’

And also with the National Commission:

'I highly value the inputs coming from the immediate institutional context of the UNESCO Chair (the University to which the "Chair" belongs) because this context's attitude in deed, either positive or negative, directly influences the function as well as any further development of the "Chair". However, I wish that it were UNESCO and the National Commission of UNESCO that constituted the main support contexts for the UNESCO Chairs.'

8. Based upon the earlier repertory grid interviews chairholders were asked to put in order of importance the desirable personal qualities and operating conditions for a chair (where 1 was the most important and 12 the least).^{iv} The results are shown in Table 3.

Table 3: Qualities & operating conditions that a chairholder needs in order to be successful

mean score	attribute or operating conditions
2.8	<i>Personal qualities of chair</i>
3.0	<i>Academic competence</i>
3.4	<i>Commitment of chair</i>
3.5	<i>Any others.....</i>
5.2	<i>Support from the host University</i>
5.6	<i>Access to (existing) funding</i>
5.8	<i>Pre-existing national links/with policy makers</i>
5.9	<i>Ability to raise funds</i>
8.0	<i>Close relationship with UNESCO staff</i>
8.2	<i>Pre-existing international links</i>
8.5	<i>Support from the National Commission</i>
9.4	<i>Good links with media</i>

9. Putting these in order, the personal qualities of the chair, a difficult matter to evaluate, was considered most important, followed by academic competence and commitment. 'Other' factors were unfortunately not always specified. Those that were specified tended to amplify items already listed, or were similar, for instance, contact with interested students, network partners, civil society. In summary, the internal qualities of the chair are considered more important than external factors.

10. The next question concerned *the essential outputs of an effective and sustainable UNESCO chair/network in the field of the respondent*. On a scale of 1 to 5 was used, where 1 was least desirable, 3 moderately desirable and 5 most desirable, results are in Table 4.

Table 4: Essential outputs of an effective & sustainable chair

score	Outcome
4.5	<i>an active network with other academics</i>
4.5	<i>an active network with other academics and outside bodies</i>
4.4	<i>conferences, symposia and workshops attended by academics from all types of economic country setting</i>
4.2	<i>knowledge exchange between less-developed countries and transitional economies and developed countries</i>
4.2	<i>a beneficial effect on the lives of ordinary people</i>
4.0	<i>influence/training of practitioners who implement policy change, e.g., local government officials or NGO field officers</i>
3.8	<i>influence on policymakers [govt.] through research</i>
3.7	<i>influence on government practice</i>

^{iv} (Unfortunately many chairs misunderstood the scoring requirements of this question so the answer is based upon 25 respondents.

11. In relation to this question, the importance of networking and the consequent application of research, were described thus:

‘Concentrating on government officials will waste a lot of time, and not address essential issues. It is much more effective to encourage joint and networked research that can help organizations and provide guidance and data for people and organizations attempting to make a difference. If the network is going to be worth anything, then its members must know and meet each other in meetings where they can plan and outreach to others in their research and advocacy area.’ (The respondent went on to criticise the organization of meetings by UNESCO.)

‘Le plus important à mon sens est qu’il y ait des échanges de résultats sur les mêmes thèmes, entre les pays développés qui ont beaucoup de moyens pour avancer rapidement et les pays en voie de développement qui en ont beaucoup moins.’

‘The end-result should be the public good, not simply academic papers or new sources of funding or titles. To achieve this, grassroots practitioners are the best medium.’

12. Whilst the first three outcomes in Table 4 all concern academic activities, and the last three influence on policy and practice, it should be noted that there is not a large range in the aggregate scores. One might conclude that an effective chair should be active in all these fields. It is clear, however, that there is a genuine, heartfelt and well-understood sense of the need for a clear linkage between academic research, public policy and public action for the ‘common good’.

13. Respondents were then asked what **help or support they had actually received in achieving the current state of advancement of your chair/network, and what the quality had been**. On a scale of 1 to 5, 1 was the least significant level of support, and 5 the most significant.

Table 5: Help and support received

mean score	type of help or support
3.8	<i>a supportive institutional context – my/our University</i>
3.3	<i>adequate technical support from my/our institution</i>
3.2	<i>adequate funding from another source</i>
3.1	<i>adequate administrative support from my/our institution</i>
2.8	<i>adequate funding from my institution</i>
2.8	<i>a positive political climate in local/national government</i>
2.3	<i>adequate technical support from members of the network</i>
2.3	<i>adequate funding from our government/ research body</i>
2.3	<i>a supportive National Commission</i>
2.3	<i>adequate technical support from others outside the network</i>
2.2	<i>adequate administrative support from UNESCO</i>
2.1	<i>access to funding from UNESCO</i>
1.8	<i>adequate technical support from UNESCO Staff</i>
1.6	<i>appropriate help from UNESCO to obtain funding</i>
1.6	<i>adequate administrative support from the National Commission</i>

14. In terms of quality of help and support, it can be seen from Table 5 that help and support from the host institution are the most frequently offered type of support, suggesting that this too is the one which is most appreciated, although with a mean score of 3.1 to 3.8 for these aspects, many chairholders are not receiving the quality of support they would like.

'Administrativement, techniquement et d'un point de vue budgétaire, c'est toujours l'établissement où se situent la Chaire (ici la Faculté des Sciences Humaines et Sociales de l'Université de Tunis) qui aide réellement.'

15. Despite the comments above about funding, more than half had received adequate funding from some source. On the scale used, help from UNESCO of any type scores less than 2.2 out of a possible 5, indicating that many chairholders are dissatisfied with the level of support.

'For all the reasons mentioned above, UNESCO does not seem to be involved or interested in this network.'

'The negative "performance" of UNESCO support (in my opinion) is linked to the fact that there is not a person or a specific Department to which we, as Chair holders could refer ..., raise our questions, obtain answers. During the three and a half years I (have been) linked to the Chair "Cities and Environment"...I tried to establish contact to (named UNESCO official), sent my questionnaire (filled out) and materials from our research (books, CDs, articles, progress reports) but never obtained any answer. For my surprise, always another (new person) asked for the same data twice and threefold. There was no contact to a concrete person to whom I could direct myself, speak, address. This problem was posed in the UNESCO meeting of Chair holders in (country capital) to (named UNESCO officials), and a very common problem for all (country) Chair holders, independently from the thematic area. We suggested in our meeting (2004) to centralize our contacts with UNESCO in (country capital), and to use the colleagues there as our representatives and advocates for our causes and (concerns) directed to UNESCO Paris. Since then ... SILENCE! And now, a new Questionnaire.'

16. Although National Commissions scored 2.3 in terms of support, some comments were very negative.

'The National Commission has been of marginal assistance and shows little interest in what we are doing under the UNESCO Chair.'

'In terms of the support from the National Commission of UNESCO, at least in our country, I should say that it highly depends on the Commission's president. The selection of a president constitutes a governmental decision.'

17. Chairholders were asked *how they first found out about the UNITWIN/UNESCO Chairs activity*. Twenty-four were approached by UNESCO headquarters, 7 by UNESCO field staff, and 8 by the UNESCO National Commission. Another 6 found out via the UNESCO web site, and the last 8 mainly through becoming aware of the work of other chairholders. As the numbers add up to more than the number of respondents, this indicates becoming aware from more than one source.

18. In actually *setting up the chair/network, the application was stimulated or initiated as follows*. Twenty-one stated that UNESCO headquarters was the principal initiator, followed by 21 stating it was the initial chairholder, 11 citing the University rector or Dean, and eight UNESCO field staff. Only 3 were prompted by the National Commission. The other two routes were not specified. Again the number of replies exceeds the number of respondents, indicating multiple activity.

19. In answer to the question about *what support was given by the National Commission to apply for the chair/network*, there were a variety of answers. National Commissions vary from giving no support, to merely verbal, or moral. However some gave technical support, at times quite substantial. This is illustrated by the following variety of responses:

'The UNESCO Chair of (*university name provided*) was established in 1997. However, the procedure for its foundation started 3 years earlier. During this time, we were not supported in any way by the (*country name provided*) National Commission of UNESCO.'

'verbal encouragement'

'Informations techniques'

'Organisational support from UNESCO National Commission'

'Substantial information on the Chairs' scheme, assistance in taking appropriate steps to apply for the Chair and network'

20. It appears that there is therefore an element of luck as to the interest and activity by the National Commission.

21. **Respondents** were next asked about their *understanding of the criteria for designation as a chair/network*. Of those who replied, 30 were clear, 3 were not, and 2 gave equivocal answers. Comments included:

'there were little hard criteria at the time'

However as many answers did not elaborate, it is not possible to check whether their understanding coincided with UNESCO/SHS.

22. *How the work agenda of the chair/network is established* was then probed. Answers were quite varied. Some chairholders undertake this alone, whilst others rely on scientific committees, or network partners, including NGOs. Some respondents referred to the overall objectives of the University or country, and others to an annual or more frequent discussion.

'own initiative, international contacts and networks'

'The agenda was basically my responsibility but of course coordinated with the current planning on behalf of the National Commission and UNESCO Division of Human Rights initiatives.'

'La agenda de la Cátedra es definida cada trienio por el equipo ejecutivo con la participación de un Comité Académico integrado por representantes de instituciones gubernamentales, privadas y del tercer sector.'

23. Chairholders indicated that *information available about the chair/network* exists in a number of formats: reports to UNESCO (38) websites (27) paper publications (29) and other formats (18). The 'other' category included presentation to conferences and seminars, and a CDROM. Three did not answer this question at all, begging the question as to what they are doing. Twenty-two URLs were listed.

24. The next four questions were all concerned with *the relationship of the work of the chair to SHS priorities*.

25. First, we wanted to find out *how SHS ensures that the work of the chair/network is relevant to the SHS theme to which it is linked or assigned*. Fourteen respondents indicated that UNESCO sends copies of descriptive brochures, e.g. SHS Strategies and Actions or SHS Guide to partnerships, 15 cited contact (by phone, e-mail, meeting) with SHS headquarters staff, and 12 similar contact with SHS field staff. Seventeen had contact with the National Commission, and 6 cited other means. This appears to be the only area

where National Commissions are more active. Three gave a negative response (presumably no contact) and another four no comment was entered. It appears that there is currently no systematic way of ensuring relevance to SHS themes.

26. Second, we asked *how chairholders ensure that the work of the chair/network is relevant to the SHS theme to which it is linked or assigned* (once they know what it is). Some answers indicated that this was self-evident in the work of the chair, and others referred to the National Commission, and correspondence with SHS. The past meetings of Human Rights Chairs were mentioned. One chairholder indicated a conflict:

'This is a big challenge – one has to balance between meeting funding requirements and keeping to SHS thematic areas.'

'Plus de 300 articles publiés dans des revues et magazines économiques dans le domaine du management de la qualité, le développement durable, le management du changement dans la perspective de l'intégration européenne, les systèmes intégrés de management etc. Ces articles sont le fruit des activités de recherche menés par les membres de la chaire.'

27. Two questions were asked about *collaboration between the chair and SHS*, first enquiring about instances in the last 12 months, and second about the most successful collaboration. *Recent collaboration* cited conferences and colloquiums, financial support for publications, and joint outreach/project work, for example, the European Cities Against Racism. However 12 cited no examples, and additionally 13 did not answer, implying no joint activity. Thirty-five responded to the question about *the most successful ever collaboration*, of which 7 offered no examples. Those who did reply gave a wide variety of instances covering publications, sub-regional projects, and particularly conferences, colloquiums and meetings.

28. As the evaluation is concerned about relevance, the survey asked *whether chairs had been asked by SHS to change their range of activities*. The majority replied in the negative, with only 3 citing reorientation of activities. Some elaborated that a request was not necessary as they were in any case in touch or informed.

29. When asked *what had been achieved by the chair*, top of the list came attendance at conferences and similar, followed by the creation of academic networks, as can be seen in Table 6. (Respondents were asked to put these conditions in order of importance where 1 is most important and 12 is least important.) This was followed by activity with civil society. There was less certainty about the effect on ordinary people's lives, and less engagement in activities that related to government policy and practice. However most chairs recorded some degree of success in many of these areas.

Table 6: Achievements of the chairs

Mean score	Achievement
4.3	10.7 attended conferences, symposia and workshops for academics and stakeholders in less-developed, transitional and developed economies
4.2	10.4 created an active [inter]national network with academics
4.2	10.5 engaged in activity with outside bodies/civil society
4.0	10.1 created a supportive institutional context
4.0	10.6 achieved knowledge exchange between academics and other stakeholders in less-developed, transitional and developed economies
3.9	10.11 trained/influenced practitioners [e.g. local government officials or NGO field managers/ officers] who implement policy change, in any country
3.6	10.12 affected ordinary people's lives positively

3.4	10.8 influenced policymakers [at govt. level in any country] through research outcomes
3.3	10.3 advanced a positive political climate in local/national government
3.0	10.9 influenced policymakers [at govt. level in any country] through advocacy
2.7	10.2 established a supportive National Commission relationship
2.6	10.10 changed government practice in any country

Additional comments were sometimes completely positive, and sometimes less so:

Les résultats concordent avec ce que j'identifiais plus haut comme souhaitables. Je suis fière d'avoir réussi à poursuivre des activités très utiles avec ma chaire et fière aussi de constater que celle-ci rayonne et agit comme un pôle d'attraction

The volume of success/impact has depended on ongoing activities and funding level

30. Chairs were then requested to give *specific substantiated examples and/or explanations of actual activities/outputs relevant to SHS priorities and programmes*. As has been indicated in other questions, conferences, symposia and seminars were most often cited, by 27 respondents. New undergraduate or postgraduate programmes (25) were also achieved, followed by work with civil society (22 respondents), for instance with Trade Unions, NGOs, and CBOs. Twenty-one indicated they had trained practitioners, and 20 had achieved academic publications in high-ranking journals. There was less activity relating to the media (16), policy makers (15) and government practice (14). However when the written comments were examined, many references to training practitioners related to doctoral rather than post-experience students, so categories of academic programmes and training probably overlap. Examples offered included:

We have already graduated around a hundred (100) specialists in Bioethics in the past three years, seven (7) masters and six (6) PhD in Health Sciences/Bioethics.

Publication d'un livre sur Islam et altérité en arabe

Influence can be widespread and substantial:

One of our students in the spring term of 2005, (named) from (African country), was named assistant Minister for Youth Services by the new President ,... (A named student) who completed her MA at EPU in Spring 2005, has joined the Non-violent Peace Force in Sri Lanka. Many other former students work with governments and civil society organizations to bring peace to conflict regions throughout the world.

31. Respondents were next asked about assessing the success of chairs/networks, specifically the *key measures of success of a chair/network*, which they were asked to put in order of importance where 1 is most important and 11 is least important. The results can be seen in Table 7. The key responsibilities of an academic figured at the top of their lists, academic output and relevant postgraduate programmes. Relationships in various forms came next, although relationships with SHS were less important than others, with policy influence further down the list.

Table 7: Key measures of success for a chair/network

Score	Key Measure
2.7	<i>produces quality academic output</i>
3.3	<i>runs relevant postgraduate programmes</i>
3.4	<i>creates good working relationships in network</i>
3.8	<i>creates international network</i>
3.9	<i>builds capacity in university management</i>
4.2	<i>raises funds</i>
4.2	<i>runs outreach training for practitioners</i>

5.0	<i>maintains a collaborative relationships with SHS</i>
5.2	<i>exercises important policy influence</i>
5.5	<i>works with civil society e.g. Trade Unions, Non-Governmental Organizations [NGOs], Community Based Organizations [CBOs]</i>
9.3	<i>others.....</i>

So few indicated the “others” category that this should be disregarded.

32. The request for **quantitative and qualitative measures of success** produced a large number of suggestions. Inevitably there is some overlap between these two categories, which are presented in Table 8.

Table 8: Quantitative and qualitative measures of success

topic area	quantitative measures	qualitative measures
research	<i>Number of publications Post doc researchers Training of researchers Activities related to theme Collaborative research projects Collaborative publications Productivity of team Experience of academics No., size of networks</i>	<i>Good publications Academic impact, recognition in academic community Co-operation/networks with other academic institutions - at home - abroad Quality and effectiveness of networks Status of publishers Contracts for research from government Research which can be applied</i>
conferences	<i>Conferences, seminars, meetings</i>	<i>Quality of guest speakers</i>

teaching	<i>Lecturing courses</i> - <i>no. established</i> - <i>no. undertaken</i> - <i>no. of students</i> - <i>acceptance rate on courses</i> <i>No of post-graduate students, PhDs completed</i> <i>Bursaries/scholarships obtained</i>	<i>Influence on other structures in the University</i> <i>Mainstreaming e.g. Human Rights</i> <i>Subsequent career of graduates/post-graduates</i> <i>Quality/relevance of qualification</i>
fundraising	<i>\$ raised</i> <i>no. of research grants</i>	
working with others	<i>No of academic staff involved</i> <i>Training events</i> - <i>no held</i> - <i>no people attended</i> <i>Relationships with NGOs</i>	<i>Practical impact</i> <i>Visibility of chair, recognition and reputation outside University</i> <i>Co-operation/collaboration with civil society/NGOs</i> <i>Quality of interventions</i> <i>Usefulness and relevance to stakeholders/tangible results</i> <i>Appraisals by users</i> <i>Range of efforts used to sensitise</i>
effect on people	<i>No of people reached</i>	<i>Palpable effect on decision-making at highest level</i> <i>Amelioration of living conditions of the people</i> <i>Focus on field</i>
general		<i>Diversity of activities</i> <i>Actual topics</i> <i>Innovation</i> <i>Range of competences of team</i> <i>Integrity</i> <i>Changing reality towards sustainable development</i>

Note: italics indicated item added by evaluators

33. Given the emphasis in this evaluation on implementing SHS programmes, respondents were asked what ***the critical factors*** are ***which determine successful collaboration with UNESCO.***

Table 9: Critical factors determining successful collaboration with UNESCO in implementing SHS programmes

topic area	critical factors
Relationships	<ul style="list-style-type: none"> - personal contact - regular international meetings - respect that the area of activity of the chair may vary with the cultural context - academic collaboration - assistance, courtesy, sincerity - preventing National Commission being a bottleneck
Funding	<ul style="list-style-type: none"> - including student bursaries - for exchange visits
Good communication	<ul style="list-style-type: none"> - frequent exchange of information, ideas, documents - networking - choice of people/communication methods
Collaboration	<ul style="list-style-type: none"> - involving chairs in preparation of regional seminars - political assistance

34. In general there is a focus on the facilitation of relationships, and factors interact with each other, as indicated by these comments:

'The critical (factor) is funding without which a network of HR Chairs should not function - funding creates opportunities for co-operation and exchange.'

'regular international (and/or regional) meetings of Chairholders, creating in the Chairs' network a functional system of current exchange of experience, material and views via Internet'

' Il faut engager les chaires dans le bulot, dans la préparation régionale des séminaires dans le même continent, par exemple, en tant qu'antennes, comme je dis. Il suffit de donner quelques bourses d'appui pour les étudiants. Nous ne pouvons pas imaginer qu'un Séminaire International ayant l'égide de l'UNESCO réalisé dans les régions où sont les Chaires puisse être organisé sans la participation directe des chaires, en tant que pôles d'appui régional.'

35. Chairholders were then asked *open-ended questions about proposals for improvement by SHS. First they were asked what SHS could do more of; second what SHS could do differently, and third what their chair/network could do to work more closely with SHS to promote/deliver its programmes priorities.* As answers to these questions overlapped, they are treated together here.

36. In response to the first and subsequent questions, overwhelmingly SHS were asked to promote networking between chairs: meetings at regional or sub-regional level, backed by specialist web portals e.g. for Human Rights. A significant minority of chairs complained that they were not sufficiently consulted prior to the organization of meetings (as indicated in the quotation immediately above and elsewhere in the questionnaire). Indeed there were a substantial number wanting more involvement, for instance, commenting about the imposition of centrally determined programmes. Several wanted to be better known by SHS and have their motives respected. Overall there was an impression that chairs are sometimes treated as subordinate partners:

'tenir un discours vrai'

Chairs are willing to be involved in determining priorities:

'I have not been contacted by UNESCO SHS before. I would be happy to engage in some discussions about what might be done to support its program priorities. My work in the 'Cultural Heritage and Human Rights' area would seem highly relevant.'

37. Other activities that SHS could facilitate include cooperation with other UN agencies, , more information about similar chairs, student exchanges and internships, an interactive website, and dissemination. On a practical level, SHS are asked by a number of chairs to focus on sub-regional problems, and be more involved with practical problems.

'Etre plus présent auprès des Chaires dans les pays développés'

'Des réunions de coordination et de concertation avec les responsables des Chaires. La fréquence et le rythme de ces réunions devraient faire l'objet d'une réunion avec les responsables du SHS. Certaines disciplines comme la psychologie, la philosophie et la sociologie (dans les pays musulmans) devraient , à notre avis, être hissées au rang de priorité'

'Each Chairholder is a fragile ego-system (sic) needing periodic attention. A system of bunching Chairs together under a 'mentor' within UNESCO may be considered. This 'mentor' would periodically contact - sometimes on telephone, not just by email - each of her or his charges, and seek to increase confidence and morale, besides suggestions for improvement.'

38. The same chairholder encapsulated many comments from colleagues in relation to funding:

'Talking of the Chairs as a whole, perhaps a unit within UNESCO can monitor the different funding opportunities available and bring them to the attention of those Chairholders with potential to secure such resources. Those who work in the field often lack the time or the type of concentration needed to chase resources. They need to be helped, not necessarily from UNESCO funds, but from a newly-created UNESCO database of potential sources of funding.'

39. As well as this, UNESCO was asked to provide funding directly, for instance for bursaries, or especially for those chairs which have proved their value. One apposite comment was that in some less-developed countries even a small symbolic payment could help maintain the independence of the chair. Administratively, UNESCO was asked to make less bureaucratic demands, get rid of dead chairs, and improve administration of the annual reports.

40. There were less suggestions relating to what chairs could do, one stating that he/she could provide more regular reports on activities to SHS. However there were a number of comments indicating a desire and willingness for closer working.

41. The next question asked about *what extra help could be offered by the National Commission*. Again, overwhelmingly there was a wish that the NC should at a minimum hold annual meeting for chairs. Second was a request to provide funding directly or to facilitate this; an alternative would be to provide e.g. computer equipment. Technical support for websites, information sessions for and about chairs and help with applications and dissemination were also mentioned. There were comments that some NCs are over-stretched, inactive or not interested.

42. *The last open question requested any other ideas*. Responses included some repetition of previous comments about annual meetings and improving communication. New items included empowering NCs to aid chairs financially, and providing more information online, both for the public,

and also a 'Bulletin online' to cover the activities of all chairs, and in particular, more cross-fertilization between disciplines. The two following comments speak for themselves:

'The main problem confronting UNESCO Chairs in many countries is that universities are becoming increasingly like big business corporations and they do not see helping UNESCO as a core activity (or even an activity that it should be engaged in at all). To counter this, UNESCO needs to work more on senior national policy makers in the Higher Education field and directly on University rectors/presidents/vice-chancellors to bring them in behind UNESCO's goals and activities.'

There is need for UNESCO to help spread a culture of what I term a "Horizontal" view of society, in which individuals across cultures and races are seen as DIFFERENT BUT EQUAL. This would be opposed to the "Vertical" view of society that sees human societies as a progression from advanced to the primitive. Each culture has within it retrogressive and progressive strands and both need to be sifted out, separated and analyzed.

43. Although **communication** has been mentioned several times already in this survey, it **is directly addressed in this next question. The question specifies as follows:** 'the success of most organizations depends on many factors - among which the quality of its communication is central. By communication we mean the degree to which understandings and meanings are exchanged, built or shared across differences of interest, personality and culture. In an intercultural communication context, this type of exchange can represent a challenge'.

44. Respondents were asked to indicate **their view of the effectiveness of communication**, on a scale of 1 to 5, where 1 is the least effective and 5 is the most effective. Their responses are shown in Table 10.

Table 10: Quality of communication

score	specific type of communication relationship
3.4	<i>11.1 the effectiveness of my/our communication with members of the network</i>
2.6	<i>11.2 the effectiveness of my/our communication with others [beyond the network]</i>
2.5	<i>11.6 the effectiveness of my/our communication with the UNESCO Secretariat ED/HED/ICE (Education) Staff</i>
2.5	<i>11.5 the effectiveness of my/our communication with the UNESCO Secretariat SHS Staff</i>
2.5	<i>11.7 the quality of communication on my/our reports submitted to UNESCO Secretariat</i>
2.4	<i>11.3 the effectiveness of my/our communication with the National Commission</i>
1.9	<i>11.4 the effectiveness of my/our communication with the SHS Field Officer</i>

45. From these replies it can be seen that the best communication is with the established network (although even that is not as good as it could be). The worst communication is with the SHS field officers, only 1.9 out of 5. Other communication relationships fall in between, and indicate room for improvement.

46. Written comments mention lack of feedback in relation to the annual reports, and even specially commissioned reports.

47. Asked **on average, how often they are in contact with SHS [HQ or field staff]**, of 46 respondents, 10 are in contact every month, 3 at three monthly intervals, 2 at six monthly intervals, 15 annually and 14 even less often. Contact is normally initiated by the chairholder in 21 cases, by SHS HQ staff in 17 cases, by SHS field staff in 10 cases, and finally by others (unspecified) for 4 respondents. Communication takes the form of face-to-face individual meetings (13), meetings with other

chairholders (11), telephone (14), e-mail (35), ordinary mail (9) and other means (3). The total exceeds the number of respondents because of multiple use of communication methods.

48. Respondents were asked *whether during the course of this contact with SHS staff, there were negotiations about delivering SHS priorities*. Those few who answered either stated that there was no discussion in general, or little on this specific issue. Some stated that they knew SHS priorities already. Further comments related to lack of feedback and the need for general improvement to communication, as detailed throughout this survey.

49. Gender and diversity issues were visited in relation to (i) programme content, (ii) the personnel involved, and also (iii) intermediate and ultimate beneficiaries. For a number of chairs, this relates directly to the theme of the chair.

'We have a course on Intercultural understanding and Dialogue, do organize annual Tolerance seminars for High school students from the Region, and gender is a topic of the Sociology course and of Human Rights and Democracy course as well gender is a major topics in the three volumes of UNESCO publication on Human Rights we did translate and publish in (name of country supplied).'

'Nous avons un axe de recherche et recherches actions sur le champ qui regroupe les questions de genre et développement droits des femmes, jeunes et vieillards. Certaines thèses et ateliers sont axées sur le planning urbaine pour les handicapés, familles monoparentales, globalisation et emploi féminin, culture populaire urbaine et jeunes, etc...'

50. Other chairs were more specific in relation to personnel and beneficiaries:

'Gender and diversity are appropriately considered in all relevant study and working programmes of our locality, the well-balanced composition of the personnel and the beneficiaries concerned.'

'C'est en nous fondant sur la compétence et l'engagement, comme critères d'appréciations et non sur le sexe, la race, l'ethnie ou d'autres appartenances identitaires.'

51. There was also a reference to gender mainstreaming. Although all three aspects were discussed (content, personnel, beneficiaries), only twenty-four respondents answered this question, and generally in relation to one aspect only. Thus, there is insufficient information to form an overall conclusion.

52. Finally, *respondents were asked about their three most important achievements, and their three most important challenges*. The largest group of *achievements* centred on teaching, generally the introduction of new topics into the curricula, mainstreaming, and teaching skills such as conflict resolution. In some cases these were disseminated to schools and other countries. Although conferences were mentioned again, outreach was as important, including training, dissemination, and using participative methodology that transformed the University into a social actor. Publications were also regarded as important, and networking and sensitization were also discussed by a few chairholders. Minor points concerned addressing the sustainability of the chair, research in specific arenas, influencing government and advocacy.

53. *Challenges* fell into two groups. *The first* were the challenges facing society that the chairs are trying to address: violence, poverty, discrimination, illiteracy and education in a broad sense, cultural differences, and addressing morality in politics. One chair in the Pacific region cited related problems of the hegemony of Western discourse, the problem of geographical spread, and the ever-present need to contextualize. This led to challenging choices of topics to be researched, such as sustainable development and social inclusion. *The second* group of challenges related to more pragmatic concerns, such as improving networking and dissemination, and to a lesser extent the absence or seeking of

funding. Embedding challenging new teaching topics into the curriculum was of concern to some, and there were many examples of outreach to be undertaken: capacity building, sensitization, working with NGOs, dealing with new legislation. This typifies the range of activities:

..'L' intégration des droits humains dans les cursus scolaires et universitaires. Les formations en « genre » destinées à un public varié.'

54. Summary of replies received: 49 SHS UNESCO Chairs/UNITWIN Network Coordinators had filled in and returned the evaluation questionnaire by June 6th when data collection initially stopped: 22 were in English, 18 in Spanish and 10 in French.

According to the data gathered

7 Chairs work in the field of ethics of science and technology

13 Chairs work in the field of human rights and the fight against racism and discrimination

13 Chairs work in the field of foresight, philosophy, human sciences, human security, peace and reconciliation

19 Chairs work in the field of social sciences, research & policy

9 Chairs work in the field of anti-poverty programme: the human rights approach

11 Chairs work in other fields

Chairs associated with the SHS Programme Sector that responded

File no. 1	Algeria: Chaire UNESCO pour l'enseignement, la recherche et l'éducation aux droits de l'homme, à la démocratie et à la paix
File no. 11	Argentina: RED DE FORMACIÓN EN GESTIÓN DE CRISIS HUMANAS
File no. 424	Argentina: Chaire UNESCO itinérante Edgar Morin sur la pensée complexe
File no. 597	Armenia: UNESCO Chair in Human Rights and Democracy
File no. 406	Australia: UNESCO Chair of Heritage and Urbanism
File no. 16	Austria: UNESCO Chair in Peace, Human Rights and Democracy
File no. 17	Azerbaijan: UNESCO Chair in Human Rights, Democracy and Peace
File no. 22	Belarus: UNESCO Chair in Culture of Peace and Democracy
File no. 20	Belarus: UNESCO Chair for Human Rights and Democracy
File no. 31	Brazil: Chaire UNESCO Ville et environnement
File no. 33	Brazil : Chaire UNESCO en matière de développement durable
File no. 41	Brazil: Cátedra UNESCO/METODISTA
File no. 697	Brazil: UNESCO Chair in Bioethics
File no. 45	Bulgaria: UNESCO Chair on Culture of Peace and Human Rights
File no. 400	Canada : Chaire UNESCO d'étude des fondements philosophiques de la justice et de la société démocratique
File no. 602	Chile : Chaire UNESCO de Droits de l'Homme
File no. 601	Chile: Chaire UNESCO d'Etude de Genre
File no. 301	Fiji Islands: UNESCO Chair in teacher education & culture
File no. 89	France: RIIFADEL Chaire – Réseau International en Ingénierie de la formation appliquée au développement local
File no. 94	Germany: UNESCO Chair in Europe in an International Perspective
File no. 531	Germany: UNESCO Chair in Human Rights Education
File no. 680	Germany: University of Applied Sciences Gelsenkirchen
File no. 99	Greece: UNESCO Chair on Education for Human Rights and Peace
File no. 437	Guinea: Chaire UNESCO pour la paix, la démocratie et les droits de l'homme
File no. 103	Hungary: UNESCO Chair for Minority Studies
File no. 520	India: UNESCO Chair for the Promotion of the Culture of Peace and Non-Violence
File no. 625	Italy: Chaire UNESCO de Droits de l'homme et éthique de la coopération internationale
File no. 450	Italy: UNESCO Chair in Human Rights, Democracy and Peace
File no. 125	Kenya : Chaire UNESCO « Femmes et santé de la communauté »

File no. 701	Lithuania: UNESCO Chair in knowledge economy and management
File no. 410	Morocco: Chaire Orbicom en Communication publique et communautaire
File no. 146	Morocco: Chaire UNESCO pour l'enseignement, la formation et la recherche en matière des droits de l'homme
File no. 591	Morocco20:16 Chaire UNESCO sur la Femme et ses Droits
File no. 344	Mexico : Chaire UNESCO-ITESO de gestion de l'habitat et développement socialement durable
File no. 547	Mexico: Cátedra UNESCO de Nuevas Tecnologías de Información
File no. 140	Mexico: Chaire UNESCO des droits de l'homme
File no. 487	Peru: Chaire UNESCO de bioéthique
File no. 171	Poland: UNESCO-EOLSS Chair in Intellectual Entrepreneurship in the World of Work for Sustainable Development
File no. 477	Peru: Chaire UNESCO de philosophie pour la paix
File no. 176	Romania: Chaire UNESCO pour la formation et la recherche appliquée au développement de l'entreprise dans les pays en conversion économique
File no. 221	Spain: UNESCO Chair in Sustainable Development
File no. 391	Spain: Cátedra Internacional UNESCO “Desarrollo Humano Sostenible: Equidad, Participación y Educación Intercultural” Red UNESCO/UNITWIN “Medeamérica para el Desarrollo Humano”
File no. 477	Spain: Chaire UNESCO de philosophie pour la paix
File no. 630	Spain: Chaire UNESCO de promotion de la sociologie du travail
File no. 217	Spain: Chaire UNESCO Paix et droits de l'homme
File no. 238	Spain: Chaire UNESCO de technologie, développement durable, déséquilibres et changement global
File no. 345	Spain: Chaire UNESCO de développement durable
File no. 259	Tunisia: Chaire UNESCO de philosophie
File no. 271	Ukraine : Chaire UNESCO Philosophie de la communication humaine
File no. 595	United States of America: UNESCO Chair in Human Rights

We also received some 10 additional responses from others concerned with Chairs outside SHS, whose replies helped inform the evaluation. These included replies from persons concerned with these Chairs:

File no. 313	Argentina: Cátedra UNESCO de Biofísica y Neurobiología Molecular
File no. 76	Cuba: Cátedra UNESCO en Gestión y Docencia Universitaria
File no. 80	Czech Republic: UNESCO Chair of Museology and World Heritage
File no. 82	Egypt: UNESCO-Cousteau Ecotechnie Chair / Network in Environment and Sustainable Development
File no. 550	Russian Federation: UNESCO Chair in New Materials and Technologies
File no. 249	Syrian Arab Republic : UNESCO Chair in Environmental Protection
File no. 284	Venezuela : Chaire UNESCO d'enseignement supérieur

Appendix IV: Prior evaluations

There have been three prior evaluations of the CP (Chitoran [Ch], internal, 1996, Boretto and Van Djik [B&VD], external, 2000, and Janne Kjaersgaard Perrier [JKP], internal, for ED/HED/ICE section, 2005) as well as recommendations made by the World Forum of Chairs 2002. Further proposals were made at the initial meeting for *Academics Across Borders* (2005). The following does not address all prior recommendations.

In the view of the authors:

Those which have been implemented include:

- A time-limited agreement for chairs (B&VD)
- Coordination with field offices (B&VD)
- The launching of *Academics Across Borders* (WF)

Those which have been partially implemented include:

- Improvements to the portal and database (B&VD) including dedicated member of staff (Ch)
- Improvement of quality control (B&VD) & strengthening of monitoring and evaluation (WF)
- Assistance from governments (WF)
- Higher representation from LDCs and transition countries (B&VD)
- Encourage more networks and networking between existing chairs (Ch) for easier management (JKP)

Those which have not been implemented include:

- Permanent commitment of budget provision (B & VD, WF, AAB), particularly quota of Participation Fund (Ch)
- One-off grant to chairs in LDCs and transition countries (B& VD)
- Establishment of a fund-seeking unit for chairs (Ch, B& VD, AAB, JKP)
- Ensuring sustainability of chairs in LDCs (Ch)
- Demonstration of tangible results (WF)
- Systematic pursuit of inter-agency cooperation (Ch, WF)
- Termination of all inactive chairs (WF), using assistance of National Commissions (JKP)
- Ensuring the consistency of role played by the National Commission (WF)

Insufficient time for implementation (all JKP)

- Consolidate vision and strategy
- Establish UNESCO chair standards
- Systematic knowledge sharing, including interactive web-based knowledge management system (extranet)
- Review portal
- Improve communication
- Special consideration for the Participation Fund
- Rationalize processing of reports
- Encourage National Commissions to hold an annual meeting, including field officers
- Increased knowledge of chairs within UNESCO
- Biennial publications focusing on sectors
- Specific criteria for establishment (B&VD)
- Field offices to contribute to evaluation of renewal (B&VD)

Why some recommendations have not been implemented

The evaluators suggest that the reasons some recommendations have not been implemented are twofold: ambivalence about the scheme as a whole, and competing pressures.

Appendix V: Significant features of chairs visited

Kenitra/Mohammed V Soussi

This chair is a joint venture between the two universities, Kenitra focusing on social science, and Mohammed V Soussi on the law. The chair has been influential in relation to the new family code in Morocco, in respect of its formulation, propagation, training of undergraduates and professionals, and [shortly] evaluation of its effectiveness. *There is a documentation centre on women in Morocco, and research has also been undertaken on gender topics. Publication and networking/colloquia are limited by lack of funds At Kinitra, doctoral students proceed to influential positions in government and civil societies.*

Bordeaux 3

Having successfully set up a three-year undergraduate programme in training development professionals, the chair, in association with the University of Vigo, Spain, obtained TEMPUS Meda funding to extend this template to Morocco. A one-year, level three programme in local development, a national priority, has been instituted, and will be followed by a similarly focused masters program. *There is close involvement of social agencies and NGOs in the design and delivery of the programmes.*

ITESO

This chair is associated with effective undergraduate programmes in areas relating to integrated urban planning and design and to the work of UN HABITAT. It is linked to public policy through its inputs to the new law on urbanization as well as to *public* action through the mentioned programmes. The former chairholder, now regional coordinator of MOST (City Professionals) is part of the chair. Its research activities are limited by time constraints. Its functions include that of coordination of a Latin-American Network in this thematic area. *It has designed and initiated a Masters programme in project and public sector management, for civil servants.*

UNAM Human Rights

This chair, located in the leading public University of Mexico, is considered successful in both researching, influencing social policy and implementing social action in the politically sensitive area of human rights, including human rights education, in the newly emergent political context. *It is responsible for the coordination of a Latin-American human rights network. It is linked with a new NGO coordination organization, is well considered by the national University and ministry authorities and is highly active.*

Bourgas Free University

The chair at this newly established University concentrates on Human Rights teaching and training, for undergraduates in social work, journalism and PR; and post-experience courses for teachers and headteachers. The last is delivered in close association with the leading NGO concerned with civic education. The chairholder has also instituted summer camps for secondary school students from the region, and has worked on the thinking and coping skills of Roma parents. Although the chairholder is active in seeking and winning funds, nevertheless lack of funding limits the extension of outreach activities.

Girona

With Masters and Doctoral Programmes in the Sustainable Development Studies thematic area, with a strong focus on migration issues, the University de Girona chair is notable for linkages both North-South through a network based in universities in Spain and Latin

America and also for its linkages through an NGO and GRO network into the local excluded immigrant community via the NGO which is itself 'Coordinadora de ONGs' [NGO Coordinator]. It has demonstrated political and academic expertise in both establishing a locally-funded chair, relocating the chair when externalities deemed it expedient and in setting up a low-cost high quality MSc in Sustainable Development.

Operational constraints

Despite being specified in some of the agreements between individual universities and UNESCO, secretarial and other kinds of administrative support, may be subject to cuts, or provided by staff on short-term contracts, hindering the continuity of the chair's work. There is considerable variation in the ability of chairs to leverage financial and other resources from their universities, and a deficiency particularly acute in less developed countries. For instance, some chairs are not provided with e-mail facilities via their institution, and are reliant on commercial systems.

Many universities are in the grip of the marketization of higher education. This has both positive and negative effects for the Chairs Programme. Positively, it means that there is pressure to be more relevant to a country's development priorities, for instance, educating teachers about the particular problems of the girl-child. Negatively, it encourages Northern universities to adopt aggressive selling techniques, when 'collaboration' is seen as a route to internationalizing research in order to increase the northern University's prestige. Happily, chairs visited in Northern universities during this evaluation were working in a positive collaborative manner to promote development of their partners in other countries; this could, however, be to the detriment of their career.

A focus on the relevance of Higher Education to the workplace may have both positive and negative influences, for instance, decreasing the importance of philosophy as an area for study, whilst increasing the worth of sustainable development.

APPENDIX VI: Terms of reference

UNITWIN / UNESCO Chairs Programme in the Social and Human Sciences

Evaluation Terms of Reference (TOR)

June 2005

I. BACKGROUND INFORMATION

1. UNITWIN is the abbreviation for the UNIVERSITY TWINNING and networking scheme. The UNITWIN Programme was established in 1992 pursuant to the Medium Term Plan adopted by the UNESCO General Conference at its twenty-fifth session in November 1989.^v It was launched with the aim of developing interUniv cooperation, while emphasizing the transfer of knowledge between universities and the promotion of academic solidarity across the world. In November 2002, the UNITWIN/UNESCO Chairs Programme celebrated its tenth anniversary at the World Forum of UNESCO Chairs held on this occasion at UNESCO Headquarters, in Paris.

2. UNITWIN/UNESCO Chairs deal with training and research activities and cover all major fields within UNESCO's competence, such as education, human rights, cultural development, environment, basic and engineering sciences, communication, etc. The principal beneficiaries of this programme are institutions of higher learning in developing countries and countries in transition and a principal objective is stemming the "brain drain."

3. Since its creation, the Programme has met great interest from Member States, as well as from academic, research and training institutions. From some 17 Chairs established in 1992, the number has today surpassed 550 Chairs and interUniv networks. These projects are located at over 500 institutions in some 116 countries and involve thousands of academics, scholars and graduate students, as well as key partners from civil society and the economic sector. Over the last five years, these partners have brought some \$30 million US dollars towards UNITWIN projects, a sum six times greater than UNESCO's own funding.

4. UNESCO Chairs and UNITWIN Networks are directly contributing to the renewal and internationalization of higher education: its systems, institutions, programs and courses (both formal and non-formal, at undergraduate, graduate and post-graduate levels). Over the last twelve years, the UNITWIN/UNESCO Chairs Programme has developed into a truly worldwide, interUniv co-operation scheme based on interdisciplinarity, intersectorality and networking. It has since become one of the major intersectoral programmes and an integral part of activities developed by UNESCO's various sectors, services and Field Offices.

5. The Programme was the subject of two evaluations – internal (1996) and external (2000). The evaluations' recommendations were further strengthened by the outcome documents produced by the UNESCO World Conference on Higher Education (1998); and the recommendations generated during the World Forum of UNESCO Chairs (November 2002). All these documents placed emphasis on the enhancement of the Programme's relevance, efficiency and impact on national development efforts. They called for the continuation of sustainable UNITWIN projects and the creation of new sub-regional, regional and international interUniv networks in priority areas of UNESCO.

6. The present evaluation will focus in particular on Chairs and networks under the Social and Human Sciences Sector's (SHS) supervision. There are in all 154 Chairs and networks assigned to SHS supervision. They cover a significant variety of topics: Bioethics, Economics & Business, Future-Oriented Studies, Habitat & Cities, Health & Development, Peace & Human Rights, International Relations, Migration & Multiculturalism, Philosophy & Ethics, Political Sciences, Societal Problems, Sustainable Development, Sustainable Tourism, Women's Issues^{vi}. The activities of the majority of these Chairs and networks are supported and supervised by either the Human Rights Section (SHS/HRS) or the Social Sciences Research and Policy Section (SHS/SRP); there are also Chairs associated with the other programmes of the Social and Human Science Sector.

II. PURPOSE OF THE EVALUATION

7. Taking into account the new strategies developed in the Sector and with a view to eventually reorienting or better focusing the UNESCO Chairs, the overall purpose of the evaluation is to assess:

- results and impact of the activities of UNESCO Chairs in the field of social and human sciences
- comparative advantage of UNESCO Chairs as a delivery mechanism, and
- effectiveness and potential of increased use of UNESCO Chairs as a resource for advocacy and sensitization.

8. The formative aspects of the evaluation are generally aimed to discover (1) methods for improving research-policy linkages, (2) a potential role for Chairs delivering UNESCO priorities, (3) means available to UNESCO to strengthen Chairs (in relation to their respective institutions as well as in their broader context) – notably for the purpose of helping them in linking research and policy, and in delivering UNESCO priorities.

9. The evaluation could provide the basis for the eventual elaboration of an SHS strategy on how UNESCO Chairs can be better linked to UNESCO SHS work. The target audience for this evaluation is UNESCO SHS managers, first of all, but also, UNESCO Chairs and UNITWIN Networks, UNESCO staff from other sectors, and members of the UNESCO Community (Delegations, National Commissions), and potential and future partnering institutions.

10. Each Chair examined will be assessed with the sole and specific purpose of generating recommendations for adjusting UNESCO SHS's relationship with Chairs generally – not specifically^{vii}. The evaluators should aim to establish *trust* between the evaluators and the evaluated; bearing in mind the purpose of the evaluation is to strengthen Chairs and reinforce their cooperation with UNESCO for the implementation of UNESCO's programme.

^v Doc. 25 C/4 Programme 1.2, para. 59. The General Conference at its 26th session its expressed agreement with pursuing the launch.

^{vi} http://portal.unesco.org/education/en/ev.php-URL_ID=6997&URL_DO=DO_TOPIC&URL_SECTION=201.html

^{vii} The Chairs and Networks will be treated anonymously in the final report. See below.

III. EVALUATION SCOPE

11. A fundamental task of the evaluation will be to establish whether a common understanding exists between the evaluator(s) and the SHS sector about the expected results of the collaboration between the Chairs and UNESCO and the necessary criteria, measures, or performance indicators that will be used to assess whether or not the expected results have been achieved. As such the evaluators should, if necessary, undertake an appropriate logical analysis with the participation of the implementing unit to establish and agree on the said criteria, measures, or performance indicators, within the context of completing the evaluation plan.

Selection of Sample

12. The evaluators should closely examine at least six (6) Chairs and their networks of the Chairs assigned to the Social and Human Sciences Sector. The small number of Chairs sampled will allow a concentration of resources (for necessary depth in examining each), but should be supplemented to the extent possible by an examination of available reports of the other Chairs working with UNESCO Social and Human Sciences, results of a questionnaire, or any broader "survey" reports.

13. To select the 6 chairs for close examination, SHS will develop a shortlist based on the following criteria 1) a founded expectation in each case that study of a Chair will reveal some "typical" issues relevant to other Chairs, 2) inclusion of some "successful" and some "unsuccessful" Chairs, 3) consideration of the availability, travel and languages needed (the inconvenience and costs should be minimized if not essential). The final list of six Chairs must be agreed with the ADG of the Social and Human Sciences Sector, who will attempt to assure that the small selection can be considered "typical", so that a final evaluation report will provide proposals relevant to future management of all SHS programmes.

Scope of each examination

14. Each Chair's examination shall extend to both substantive and administrative^{viii} aspects of operations, and to the Chair's relations with UNESCO^{ix}. It is preferable that Chairs will be visited onsite; in addition, for each Chair examined, evaluators should interview UNESCO SHS staff handling the same subject matter and/or in the UNESCO unit to which the Chair is assigned.

Scope of the evaluation as a whole

15. This evaluation as a whole must focus on the means to manage a 'process' of cooperation, with a large number of Chairs. Thus, it should provide not only recommendations that can be applied immediately to some Chairs, but also recommendations that can be applied over time, or that address certain recurring events given the large numbers of Chairs (for example, recommendations for joining local partners in the structure of a UNESCO Chair, for criteria for ending the UNESCO Chair designation, or for revised procedures for accepting a designation).

De-emphasis on particularities

16. Data regarding the Chairs, once analyzed, shall be described without using individual names in the body of the final report.^x The report should nevertheless characterize a Chair (describing the circumstances of the Chairs' University, production, for examples) and provide all data essential to the sense of the evaluation. The evaluation will thus strongly highlight the typical aspects and the potential lessons of each "case study."

Illustrative Evaluation Questions

17. In their technical proposal, the evaluation team should prepare a list of specific questions that they would jointly seek to answer. The following might be used:

- a) What are the principal objectives, activities, expected results and impacts of the Chairs? To what extent are those objectives and activities adequately aligned with UNESCO's priorities? To what extent have the expected results and impacts been achieved?
- b) What communications methods exist between UNESCO and the Chairs? How effective have those mechanisms been and how could they be improved in the future? To what extent can the Chairs be made to align with UNESCO priorities if / when UNESCO priorities change?
- c) How effective have the SHS Chairs been as a delivery mechanism in achieving programme / project objectives?
- d) What are the impacts of activities of the Chair in relation to influencing public policy on the basis of scientific study and critical analysis? What is essential – or would simply help – to replicate successes in this regard? (Institutional form, level or source of support, strength of supporting network, working method, effect of having or not having a good "track record", or other aspect of the power and capacities of a Chair should be considered.)
- e) What are the obstacles and challenges to the work of Chairs? Given that the interface varies, what aspects characteristic or typical of the current interface between UNESCO SHS and the Chairs could be changed that could improve the impact of Chairs' activities, as these are relevant to UNESCO priorities (e.g. regularity, form of contacts)? What 'inputs' (agenda setting, contacts

^{viii} For example: 1) circumstances leading to the creation of each Chair (political, social, cultural and economic) at the national and international levels, 2) available signs about the sustainability of the Chair, 3) frequency of change of the Chair-holder, regularity and formal procedure in these changes, 4) resources (human, material and financial) available to the Chair, 5) partnerships relative to partnership opportunities, and 5) the Chair's fund-raising capacity (it is understood that the programmes of a Chair should not depend on the financial support of UNESCO).

^{ix} For example, parts of a Chair's production which 1) links research and policy, 2) already reflects --or results from-- cooperation with UNESCO, or 3) can benefit from closer relation to UNESCO. The potential for coordination between UNESCO and the Chair should also be examined; this may involve, for example, analyzing UNESCO SHS staff's needs and their methods and efforts to involve Chairs in implementation of UNESCO's programmes.

^x The names of the Chairs and their universities, contact persons within UNESCO, fields of work, and other information that can most rapidly distinguish a Chair should not be included in and/or will be deleted from the report.

- with other networks, backstopping on research, new contacts to government, or financial support) should UNESCO offer to Chairs to help improve Chairs' impacts, and *vice versa*? With what regularity or in what form?
- f) What do the evaluation findings suggest in terms of how the UNESCO Chairs might be better linked into future UNESCO SHS work? In what ways could UNESCO use its Chairs as a platform for advocacy, outreach, national and international cooperation (for example, having its Chairs coordinate networks on behalf of UNESCO)? How can the Chairs activities be made to realign with UNESCO priorities if/when UNESCO priorities change?

IV. MAIN TASKS AND EVALUATION METHODS

18. The evaluation is envisaged as a process that will consist of a number of clearly defined tasks. The first task (**Task 1**) of the evaluator(s) will be to meet with the relevant UNESCO stakeholders (in particular SHS and IOS, but not limited to these groups) during an initial meeting at UNESCO Headquarters in Paris in order to develop the detailed work plan for the evaluation. More specifically, this will include:

- a) To develop a common understanding of the TOR among the evaluator and UNESCO where the current text appears unclear;
- b) To identify and agree upon the sampling method;
- c) To fine-tune the timetable for carrying out the evaluation;
- d) To address any logistical or administrative issues that might need to be resolved during the initial planning phase of the evaluation.
- e) To outline jointly the work plan with key milestones and deliverables.

19. During the evaluator's initial meeting at UNESCO Headquarters Paris, **Task 2** will be carried out. This task will be to review all of the relevant documentation prepared by UNESCO and to conduct a series of interviews with relevant UNESCO stakeholders. A preliminary list of documents is found in Section VIII.

20. For **Task 3** the evaluator will prepare an evaluation plan (inception report). The evaluation plan is to provide information about the proposed methodology and work plan, beyond the material presented in these TOR or the original technical proposal tendered. If the evaluation is to include any surveys, questionnaires, case studies, etc. these tools need to be fully described and annexed to the evaluation plan. The evaluation plan should provide precisions on the following:

- a) Programme context. A description of the programme being evaluated and any previous significant evaluation findings. The logic or theory behind the programme. A description of how the programme is supposed to work: its objectives, activities, outputs and expected outcomes and their interrelationships.
- b) Evaluation purpose and scope. A clear statement of the objective of the evaluation and the main aspects or elements of the programme to be examined.
- c) Evaluation methodology. The data collection methods proposed to be employed during the evaluation. This should include an evaluation matrix that identifies the key evaluation questions to be addressed and how they will be answered by way of methods.
- d) Evaluation criteria. The criteria the evaluation will use to assess performance, and an explanation of where the criteria came from.
- e) The final work plan with key milestones and deliverables.

21. The evaluation may proceed to implementation only after UNESCO Internal Oversight Service (IOS) and the SHS responsible personnel approve the evaluation plan.

22. **Task 4** is the implementation of the evaluation during which time the evaluator(s) will collect and analyse the remaining necessary data to enable him or her to conclude upon the evaluation questions outlined in the evaluation plan.

23. **Task 5** is to prepare the draft final report. Revisions may thereafter be requested by UNESCO.

24. **Task 6** is to prepare the final report.

25. With regard to the evaluation methodology, the evaluator(s) will propose how best to undertake the aforementioned tasks in their technical proposals, and make further refinements in their evaluation plan. To the best extent possible, the proposed methodology should indicate how triangulation techniques would be applied. Data collection methods should include:

- a) Document review of relevant documentation furnished by UNESCO. These documents will be made available at the start of the evaluation, and others upon request or as needed;
- b) In-depth, semi-structured interviews with stakeholders and/or group interviews;
- c) Questionnaires / surveys;
- d) Field visits;
- e) Observation

V. DELIVERABLES

26. **Evaluation Plan** as prescribed in Task 3 above to be completed prior to implementation. It is important that the plan include the proposed methodology showing how each evaluation question will be answered by way of a) proposed methods, b) proposed sources of data, c) data collection procedures, and include a proposed calendar of activities.

27. **Draft evaluation report**^{xi} to allow stakeholder discussion of the findings and formulation of recommendations. UNESCO comments back to the evaluation team will be submitted as one consolidated response (IOS + programme sector).

28. **Final Evaluation report.** The final report should include but not necessarily be limited to, the elements outlined below.

^{xi} The Report will describe the evaluation and present the findings and recommendations, and any lessons learned. It should be based on substantive evidence in support of these recommendations. It should also include an Executive Summary with the following format: background of programme evaluated, major findings (key achievements and key challenges) and recommendations.

- a) Executive summary (maximum 4 pages)
- b) Programme description
- c) Evaluation purpose
- d) Evaluation methodology
- e) Major findings
- f) Results achieved (including contributing factors to the achievement, or lack thereof)
- g) Lessons learnt
- h) Recommendations
- i) Annexes to include interview list and key documents consulted

VI. EVALUATION TEAM AND RESOURCES

29. Each evaluator should have at least 10 years research and /or programme evaluation experience, and ideally expertise in one or more areas of relevant to this evaluation (e.g. higher education, community mobilization). Each evaluator should have strong communication ability – preferably in at least two languages (see below) – and strong conceptual and empirical analytical skills.

30. It is expected that this task can be accomplished by a team of 2 evaluators. One of the two must have strong communication and reading ability in either Spanish or Portuguese. Arabic would be an asset. The final report should be delivered in French or English. There is a strong preference for as wide geographical representation as possible between the two evaluators/institutions of evaluation.

31. The team will be contracted individually but assigned to work together to deliver a single report. The total financial resources available for the evaluation, including any travel and per diem, will be US \$ 20 000, to include all costs borne by the evaluators (see planning and implementation below).

VII. PLANNING AND IMPLEMENTATION ARRANGEMENTS

32. As the timeframe is tight, it is expected that UNESCO staff and the evaluators will act with diligence and maintain all deadlines. The following implementation arrangements are aimed at ensuring an efficient and effective evaluation process. The primary responsibilities include:

33. The **evaluation team** will be self sufficient as regards logistics (office space, administrative and secretarial support, telecommunications, word processing, printing of documentation, etc.). While the evaluation team is primarily responsible for dissemination of tools such as surveys or questionnaires, Social and Human Sciences staff will facilitate to the extent possible.

34. A focal point will be established for the evaluators within **Social and Human Sciences sector** Human Rights Section (UNESCO SHS/HRS). The focal point will help assure deadlines are met, help coordinate meetings, assure the availability of documents, and make other arrangements for the evaluators as needed. The Social and Human Sciences sector shall provide office space for the evaluators during their visits to UNESCO Headquarters in Paris. All Social and Human Sciences personnel (including field personnel) are available for interview in relation to this evaluation. All Social and Human Sciences staff will also be welcome to comment on the draft evaluation report and are responsible for maintaining deadlines for comments.

35. Within UNESCO, the DIR/IOS and ADG/SHS will approve UNESCO's consolidated comments (to be submitted to evaluators after review of the draft evaluation report). Both will also approve the final evaluation report before final payment to evaluators.

36. UNESCO Chairs are volunteering to participate in this evaluation exercise and therefore will be responsible only to the extent that they choose and agree. They can be asked for example to provide back up materials (to prove assertions they have made) or provide contact information so that their work can be assessed through third party interviews.

37. **The Internal Oversight Service** of UNESCO has overall responsibility for the management of the evaluation, including joint responsibility with SHS for the approval of all deliverables. An IOS focal point will maintain contact with the evaluation team throughout the evaluation for this purpose.

38. Proposed overall timetable: all tasks must be completed within 5 ½ months of signing of a contract:

Signing of contract; Tasks 1 and 2: mid June

Task 3: end June

Task 4: June – September

Task 5: end September

Task 6: early November

APPENDIX VII

Number of and Reporting by Chairs/Networks associated with the SHS programme

Table: Number and Reports of chairs and networks

<i>Topic of chair</i>	<i>Numbers of chairs</i>	<i>Number actively reporting to UNESCO</i>
<i>SHS Thematic area: Ethics of science and technology</i>		
Bio-ethics	5	1
<i>SHS Thematic area: social sciences</i>		
Sustainable Development	22	7
Habitat & Cities	4	1
Migration & Multiculturalism	6	1
Societal Problems	10	4
Sustainable Tourism	1	0
<i>SHS Thematic area: Human rights and the struggle against discrimination</i>		
Peace and Human Rights	62	18
Women Issues	6	2
<i>SHS Thematic area: foresight, philosophy and human security</i>		
Philosophy & Ethics	11	2
Future-orientated Studies	1	0
<i>Other topics – not clearly associated with a SHS programme^{xii}</i>		
Economics and Business	11	2
Health & Development	3	0
International Relations	2	0
Political Sciences	4	1
<i>Totals</i>	<i>148</i>	<i>39</i>

Sources

1. Annexe to “Social and Human Sciences” Facts about the 2004-2005 Programme, UNESCO chairs and UNITWIN by region/countries
2. UNESCO portal accessed 23/05/06 http://portal.unesco.org/education/en/ev.php-URL_ID=6997&URL_DO=DO_TOPIC&URL_SECTION=201.html
3. UNESCO Portal accessed 20/05/06 pp121-148 <http://unesdoc.unesco.org/images/0014/001449/144964e.pdf>
4. Reports from individual chairs and networks given to the evaluators in December 2005.
5. UNESCO chairs in Human Rights, Democracy, Peace and Tolerance Bulletin 6/7, November 2005.

^{xii} Consider also these projects re cross-cutting themes in SHS programme:

- (i) ‘Eradication of poverty, especially extreme poverty’
- (ii) ‘Contribution of information and communication technology to the development of education & culture and construction of a knowledge society’

Notes on the accuracy of these findings

The number of chairs from these sources is slightly lower than the 154 cited in TORS. The number that is 'active', as defined by reports submitted, is almost certainly under-represented by this table.

- In the field of Peace and Human Rights, although only 18 out of 62 submitted reports as requested by UNESCO ED/HED/ICE, 39 contributed to the Human Rights Bulletin published in November 2005.
- No report was forwarded from Chair 591 "La Femme et ses Droits" (Morocco), but this chair was seen by the evaluator on her visit to the chair.
- No report was forwarded from Chair 86 (France), but this chair was listed and described in *Chaires UNESCO en France*.

Conversely, there may be over-representation through uncertainty of what is or can now be considered part of the current SHS brief. In UNESCO's Medium Term Strategy, Strategic Objectives Nos 3, 4 and 5 are shared by Major Programmes II and III i.e. SHS's responsibility is shared with UNESCO's Science Sector and include *management of environment and social change*.

- a report from an environmental education chair [239] and a report from the WICOP network, concerned with the conservation of coastal resources, both forwarded to the evaluators, are in the SHS and Sciences Sector's shared domain.
- issues around economics focussed chairs may be included

These uncertainties indicate challenges facing the ED/HED/ICE CP information management system.

Appendix VIII List of UNESCO Chairs/UNITWIN Networks, essential data and links to the ED/HED/ICE Chairs and Networks portal

- ❖ [UNESCO Chair for teaching, research and human rights education, democracy and peace \(1\) established in 1995 University of Oran-Es Senia \(Algeria\)](#)
- ❖ [UNESCO Chair in International Business Management and Administration \(4\) 1993 at Palermo University in the framework of the Santander Group \(Argentina\)](#)
- ❖ [UNESCO Chair / Network of training in human crisis management \(11\) 1997 Catholic Univ of Cuyo \(Argentina\)](#)
- ❖ [UNESCO Mobile Chair Edgar Morin in Complex Thought \(424\) 1999 at USAL – Univ. del Salvador \(Argentina\)](#)
- ❖ [UNESCO Chair of Bioethics \(3\) 1994 Univ of Buenos Aires \(Argentina\)](#)
- ❖ [UNESCO Chair in current social issues \(698\) 2005 at the Instituto Torcuato Di Tella \(698\)](#)
- ❖ [UNESCO Interdisciplinary Chair / Network for Sustainable Development \(6\) 1995 at FLACAM - Foro Latinoamericano de Ciencias Ambientales \(Argentina\)](#)
- ❖ [UNESCO Chair of Ethics and Politics \(356\) 1998 at El Honorable Senado de la Nación \(Argentina\)](#)
- ❖ [UNESCO-UNU Chair in Cultural Rights \(5\) 1994 at Palermo Univ \(Argentina\)](#)
- ❖ [UNESCO Chair in Human Rights and Democracy \(597\) 2001, at Yerevan State Ins. of Foreign Langs \(Armenia\)](#)
- ❖ [UNESCO Chair on Peace, Human Rights and Democracy \(16\).established in 1996 at the European Univ Centre for Peace Studies \(Austria\)](#)
- ❖ [UNESCO Chair on Human Rights, Democracy and Peace \(17\) 1997 at the Academy of Public Administration \(Azerbaijan\)](#)
- ❖ [UNESCO Chair for Human Rights and Democracy \(20\) 1994 at the Belarusian State Univ \(Belarus\)](#)
- ❖ [UNESCO Chair in Culture of Peace and Democracy \(22\) 1997 at the National Institute of Higher Education of the Republic of Belarus \(Belarus\)](#)
- ❖ [UNITWIN-PRELUDE Network of scientific and participative co-expertise for sustainable development and UNESCO-PRELUDE Chair on sustainable development\(589\) 2001, at the FUNDP - Facultés Universitaires Notre-Dame de la Paix \(Belgium\)](#)
- ❖ [UNESCO Chair in Human rights and Democracy \(25\) 1995 at the Abomey-Calavi Univ \(Benin\)](#)
- ❖ [UNESCO Chair in Sustainable Development \(39\), established at the Federal Univ of Paraná \(Brazil\)](#)
- ❖ [UNESCO Chair on Education for Peace, Human Rights, Democracy a& Tolerance \(40\) 1996 Univ of São Paulo \(Brazil\)](#)
- ❖ [UNESCO Chair in Labour and Social Solidarity \(584\) 2002 at UNISINOS – Univ. Do Vale Do Rio Dos Sinos \(Brazil\)](#)
- ❖ [UNESCO Chair in Education and Human Development \(640\) 2004 at the Institute Ayrton Senna \(Brazil\)](#)
- ❖ [UNESCO Chair in studies of economic and social transformations linked with the international drug problem \(686\) 2005 at the Rio de Janeiro State Univ \(Brazil\)](#)
- ❖ [UNESCO Chair "City and Environment" \(31\) established in 1993 at ORDECC, Colegio Do Brasil \(Brazil\)](#)
- ❖ [UNESCO Chair in Sustainable Development \(33\), established at the Institute of Psychology, Federal Univ of Rio de Janeiro \(Brazil\)](#)
- ❖ [UNESCO-UNU Chair / Network on Global Economics and Sustainable Development \(42\) 1996 at Colegio do Brasil \(Brazil\)](#)
- ❖ [UNESCO Chair in bioethics \(697\) 2005 Univ of Brasilia \(Brazil\)](#)
- ❖ [UNESCO Chair in Culture of Peace and Human Rights \(45\) 1998 at Bourgas Free Univ \(Bulgaria\)](#)
- ❖ [UNESCO Chair in Education for Peace and conflicts resolution \(52\) 1999 at the National Univ of Burundi \(Burundi\)](#)
- ❖ [UNESCO Chair in Studies of philosophic foundations of justice and democratic society \(400\) 1999 at Univ of Québec in Montréal \(Canada\)](#)
- ❖ [UNESCO Chair on landscape and environment \(622\) 2003 Univ of Montréal \(Canada\)](#)
- ❖ [UNESCO Chair in Public Policies \(60\) 1996 Univ of Chile \(Chile\)](#)
- ❖ [UNESCO Chair in Gender Studies \(601\) 2003 Univ of Chile \(Chile\)](#)
- ❖ [UNESCO Chair « To tackle violence: a transdisciplinary challenge » \(603\) 2003 Univ of Chile \(Chile\)](#)
- ❖ [UNESCO Chair in Human Rights \(602\) 2003 Univ - Academy of Christian Humanism \(Chile\)](#)
- ❖ [UNESCO Chair of Philosophy \(59\) 1996 Univ of Chile \(Chile\)](#)
- ❖ [UNESCO Chair on Univ-Industry Partnership for Nat Development \(63\) 1994 Beijing Natl Inst. of Ed. Res. \(China\)](#)
- ❖ [UNESCO Chair for Democracy and Human Rights \(70\) 1994 at Luis Carlos Galán Ins. for Dev of Democracy \(Col\)](#)
- ❖ [UNESCO Chair in Human Rights, Violence, Public Policies & Governance \(695\) 2005 Univ Ext. de Colombia \(Col\)](#)
- ❖ [UNESCO Chair in Culture of Peace, Conflict Resolution, Human Rights, Democracy and Good Governance \(541\) 2000 Univ of Kinshasa \(Democratic Republic of the Congo\)](#)
- ❖ [UNESCO Chair for peace, human rights and democracy \(383\) 1998 at the Aut. Univ of Santo Domingo \(Dom Rep\)](#)
- ❖ [UNESCO Chair in Human Rights \(583\) 2002 at the American Univ in Cairo \(Egypt\)](#)
- ❖ [UNITWIN Network on Forced Migration Studies \(253\) 1996 American Univ in Cairo \(Egypt\)](#)
- ❖ [UNESCO Chair in Education for peace, human rights and democracy \(369\) 1998 at the Natl Univ of Equatorial Guinea \(Equatorial Guinea\)](#)
- ❖ [UNESCO Chair in Education for Human Rights and Democracy \(83\), 1994 at Addis Ababa Univ.\(Ethiopia\)](#)
- ❖ [UNESCO Chair of philosophy \(86\) 1996 at Paris VIII Univ \(France\)](#)
- ❖ [UNESCO Chair in training of sustainable development professionals \(585\) 2001 Michel de Montaigne Univ – Bordeaux 3, \(France\)](#)
- ❖ [Mobile UNESCO Chair in development and regional development of territories \(84\) 1994 U of Toulouse III \(France\)](#)
- ❖ [UNESCO Chair in European corporate law \(88\) 1997 Univ of Poitiers, \(France\)](#)
- ❖ [UNESCO Chair «Human Rights, Ethics and Society: globalization of knowledge and distance education » \(688\) 2005 Univ of Nantes \(France\)](#)
- ❖ [UNESCO Chair in Human Rights, Culture of Peace and Sustainable Development \(529\) 2000 Univ of Bordeaux IV - Montesquieu, \(France\)](#)
- ❖ [UNESCO Chair R I I F A D E L / International Network in engineering of training applied to local Development / Human Resources - Executives Training \(89\), established 1998 Univ of Toulouse 1 \(France\)](#)
- ❖ [UNESCO Chair in social development and democracy \(657\) 2004 Univ of Omar Bongo, Libreville \(Gabon\)](#)
- ❖ [UNESCO Chair on Culture of Peace and Democracy \(93\) 1997 at Tbilisi Orbeliani State Pedagog. Univ, \(Georgia\)](#)
- ❖ [UNESCO - INCORVUZ Chair for the Development of Non-Governmental Organizations in Countries in Transition \(513\) 2000 at Tbilissi State Univ, \(Georgia\)](#)

- ❖ [UNESCO Chair For Entrepreneurship and Intercultural Management \(680\) 2005 Univ of Applied Sciences Gelsenkirchen \(Germany\)](#)
- ❖ [UNESCO Chair on Europe in an International Perspective \(94\) 1993 Univ of Trier, \(Germany\)](#)
- ❖ [UNESCO Chair in Higher Education for Sustainable Development \(687\) 2005 Univ of Lueneburg \(Germany\)](#)
- ❖ [UNESCO Chair in Human Rights Education \(531\) 2001 at Otto von Guericke Univ of Magdeburg, \(Germany\)](#)
- ❖ [UNESCO Chair in National Development Planning \(96\) 1994 at Kumasi Univ of Science and Technology, within the framework of Santander Group, \(Ghana\)](#)
- ❖ [UNESCO Chair on Education for Human Rights and Peace \(99\) 1997 at Aristotle Univ of Thessaloniki \(AUT\), School of Psychology, \(Greece\)](#)
- ❖ [UNESCO Chair in Good Governance \(437\) 1999 at Gamal Abdel Nasser Univ of Conakry \(UGANC\), \(Guinea\)](#)
- ❖ [UNESCO Chair for Minority Studies \(103\) 1997 at Eötvös Lóránd Univ \(ELTE\), \(Hungary\)](#)
- ❖ [UNESCO Chair in Peace, Human Rights and Democracy \(106\) 1998 at Maharashtra Academy of Engineering and Educational Research, \(India\)](#)
- ❖ [UNESCO Chair for the Promotion of the Culture of Peace and Non-Violence \(520\) 1999 at Manipal Academy of Higher Education, \(India\)](#)
- ❖ [UNESCO Chair in human rights, peace and democracy studies \(442\) 2001 at the Shahid Beheshti Univ \(Islamic Republic of Iran\)](#)
- ❖ [UNESCO Chair in Education for Human Values, Tolerance and Peace \(567\) 2000 at Bar-Ilan Univ, \(Israel\)](#)
- ❖ [UNESCO Chair in Human Rights, Democracy and Peace \(450\) 1999 at Padova Univ \(Italy\)](#)
- ❖ [UNESCO Chair on Human Rights and Ethics of international Cooperation \(625\) 2003 Univ of Bergamo \(Italy\)](#)
- ❖ [UNESCO Chair on Human Rights and Democracy \(120\) 1994 at Al-Bayt Univ \(Jordan\)](#)
- ❖ [UNESCO Chair in Women and Community Health \(125\) 1998 Univ of Nairobi \(Kenya\)](#)
- ❖ [UNESCO Chair in Bioethics \(126\) 1998 at Egerton Univ \(Kenya\)](#)
- ❖ [UNESCO Chair on Gender Policy and Human Rights \(418\) 1997 at Kyrgyz-Russian Slavic Univ \(Kyrgyzstan\)](#)
- ❖ [UNESCO Chair in Democracy in Multi-Ethnic and Multicultural Society \(606\) 2001 at the Academy of Management \(Kyrgyzstan\)](#)
- ❖ [UNESCO Chair in Culture of Peace and Democracy \(514\) 2000 at the Law Univ of Lithuania \(Lithuania\)](#)
- ❖ [UNESCO Chair in knowledge economy and management \(701\) 2005 at the International Centre of Knowledge Economy and Management of Vilnius Univ \(Lithuania\)](#)
- ❖ [UNESCO Chair in Peace, Democracy and Development \(134\) 1996 Univ of Fianarantsoa, \(Madagascar\)](#)
- ❖ [UNESCO Chair for the Promotion of Culture of peace and Human Rights \(511\) 2000 Univ of Mali \(Mali\)](#)
- ❖ [UNESCO Chair in Human Rights \(140\) 1997 at the National Autonomous Univ of Mexico, \(Mexico\)](#)
- ❖ [UNESCO Chair in Habitat and socially sustainable development \(344\) 1998 at the ITESO - Instituto Tecnológico y de Estudios Superiores de Occidente \(Mexico\)](#)
- ❖ [UNESCO Chair in studies of economic and social transformations linked with the international drug problem \(596\) 2002 at the National Autonomous Univ of Mexico \(Mexico\)](#)
- ❖ [UNESCO/DAISAN KIKAKU Chair in Small and Medium Size Enterprises of Japan \(661\) 2004 at the National Univ of Mongolia, Ulaanbattar \(Mongolia\)](#)
- ❖ [UNESCO Chair : « Migrations and Human Rights » \(548\) 2001 at Hasan II Univ \(Morocco\)](#)
- ❖ [UNESCO Chair in Culture of Peace \(384\) 1999 at Mohammed 1st Univ \(Morocco\)](#)
- ❖ [UNESCO Chair on Women's rights \(591\) 1999 at Mohamed V Souissi Univ \(Morocco\)](#)
- ❖ [UNESCO Chair for Teaching, Training, and Research in the field of Human Rights \(146\) 1996 at Mohammed V Univ \(Morocco\)](#)
- ❖ [UNESCO Chair « Child, Family and Society » \(626\) 2003 at Sidi Mohammed Ben Abdallah Univ of Fès \(Morocco\)](#)
- ❖ [UNESCO-UTRECHT Chair on Democracy and Human Rights \(155\) 1994 Univ of Namibia within the framework of the UTRECHT/UNITWIN Network for Southern Africa \(Namibia\)](#)
- ❖ [UNESCO Chair in Education for Peace, Human Rights and Democracy \(565\) 2001 at Utrecht Univ \(Netherlands\)](#)
- ❖ [UNESCO Chair on Human Rights, Democracy and Peace \(162\) 1997 at An Najah National Univ \(Palestinian Authority\)](#)
- ❖ [PEACE Programme: Palestinian - European - American Co-operation Education \(317\) 1992 at An-Najah National Univ \(Palestinian Authority\)](#)
- ❖ [UNESCO Chair in bioethics : "Biojurídica y Bioética" \(487\) 1999 Univ Feminina del Sagrado Corazón with La Sociedad Española de Biojurídica y Bioética \(Peru\)](#)
- ❖ [UNESCO Chair on Human Rights and Peace \(167\) 1993 at Nicholas Copernicus Univ \(Poland\)](#)
- ❖ [UNESCO Chair in Sustainable Development \(168\) 1994 at the European institute for local and regional development, Univ of Warsaw \(Poland\)](#)
- ❖ [UNESCO-EOLSS Chair in Intellectual Entrepreneurship in the World of Work for Sustainable Development \(171\) 1998 at the Academy of Entrepreneurship and Management \(Poland\)](#)
- ❖ [UNESCO Chair in Philosophy \(129\) 1997 at Seoul National Univ \(Republic of Korea\)](#)
- ❖ [UNESCO Chair in Southeast European Studies\(181\) established in 1998 at the Academy of Arts of Bucharest \(Romania\)](#)
- ❖ [UNESCO Chair for training and research applied to business development in countries in economic transition \(176\) 1995 at the Academy of Economic Studies of Bucharest \(Romania\)](#)
- ❖ [UNESCO Chair in Prospective Studies \(178\) 1996 at Babes-Bolyai Univ \(Romania\)](#)
- ❖ [UNESCO Chair in Human Rights and Democracy \(180\) 1998 Univ of the North Baia Mare \(Romania\)](#)
- ❖ [UNESCO Chair in Intercultural Dialogue and Social Studies \(182\) 1996 at Moscow State Linguistic Univ \(Russian Federation\)](#)
- ❖ [UNESCO Chair in Training and Re-training of specialists in the field of municipal management \(711\) 2006 at The Moscow City Government Univ of Management \(Russian Federation\)](#)
- ❖ [UNESCO Chair in Education in a Multinational and Multi-Confessional Society \(621\) 2003 at the Bashkir State Univ \(Russian Federation\)](#)
- ❖ [UNESCO Chair in Humanization of Training of Military Specialists and Problems of Conversion \(186\) 1997 at Joukovsky Air Force Engineering Academy \(Russian Federation\)](#)
- ❖ [UNESCO Chair in Sustainable Development, Environmental Sciences and Social Problems \(187\) 1997 at Novosibirsk State Univ \(Russian Federation\)](#)
- ❖ [UNESCO Chair on Human Rights, Peace, Tolerance and International Understanding \(385\) 1999 at Ural A. M. Gorky State Univ \(Russian Federation\)](#)
- ❖ [UNESCO Chair on Culture of Peace and Democracy \(190\) 1997 at the R. St. Univ for the Hums \(R. Federation\)](#)

- ❖ [UNESCO Chair in Education for a Culture of Peace and Human Rights \(386\) 1999 at the Kabardino-Balkarian State Univ \(Russian Federation\)](#)
- ❖ [UNESCO Chair for the Development of Psychological, Educational and Social Support for Children and Youth "at Risk" \(195\) 1998 at Tver State Univ \(Russian Federation\)](#)
- ❖ [UNESCO Chair in the learning society and human sustainable development \(675\) 2004 at the Astrakhan State Univ \(Russian Federation\)](#)
- ❖ [UNESCO Chair for Human Rights and Democracy \(303\) 1994 at Moscow State Inst of Intl Rels \(R. Federation\)](#)
- ❖ [UNESCO Chair in Soc. Sc. \(304\) 1993 at the Inst of Soc. & Pol. Research, Russian Academy of Sciences \(R. Fed\)](#)
- ❖ [UNESCO Chair on Training and Retraining of Specialists under Market Economy Conditions \(354\) 1998 at the Academy of Management «TISBI», Tatarstan Institute for the Promotion of Business \(Russian Federation\)](#)
- ❖ [UNESCO Chair for Human Rights Education \(207\) 1997 at Comenius Univ \(Slovakia\)](#)
- ❖ [UNESCO "Oliver Tambo" Chair of Human Rights \(211\) 1996 Univ of Fort Hare \(South Africa\)](#)
- ❖ [UNESCO Chair in Environmental Education \(239\) 1996 at the UNED- Univ Nal de Educación a Distancia \(Spain\)](#)
- ❖ [UNESCO Chair in Visual Health and Development \(573\) 2002 at the Polytechnic Univ of Catalonia \(Spain\)](#)
- ❖ [UNESCO Chair on National Minorities, Nationalisms and Transnational Cultures \(242\) 1997 at the Complutense Univ of Madrid \(Spain\)](#)
- ❖ [UNESCO Chair for the study of the housing problem in Latin America : urban heritage, restoration and habitat \(244\) 1997 Univ of Valladolid \(Spain\)](#)
- ❖ [UNESCO Chair in conflicts resolution \(717\) 2006 Univ of Cordoba \(Spain\)](#)
- ❖ [UNESCO Chair on promotion of sociology of work \(630\) 2003 at the Sagardoy Foundation, Madrid \(Spain\)](#)
- ❖ [UNESCO Chair in Political Science and Comparative Administrative Study \(637\) 2003 Univ of San Pablo CEU, Madrid \(Spain\)](#)
- ❖ [UNESCO Chair in Environment and Sustainable Development \(216\) 1996 Univ of Barcelona \(Spain\)](#)
- ❖ [UNITWIN – The “Wise Coastal Practices For Sustainable Human Development, Europe Region” \(WICOP-EUROPE\) Network \(588\) 2002 Univ of Cádiz \(Spain\)](#)
- ❖ [UNESCO Chair in Peace and Human Rights \(217\) 1996 at the Autonomous Univ of Barcelona\(Spain\)](#)
- ❖ [UNESCO Chair in Sustainable Development \(221\) 1991 Univ of Granada \(Spain\)](#)
- ❖ [UNESCO Chair of Philosophy for Peace \(477\) 1999 at Jaume I Univ \(Spain\)](#)
- ❖ [UNESCO Chair of training in techniques of business administration and organization. The case of Cuba \(223\) 1995 at the Polytechnic Univ of Madrid \(Spain\)](#)
- ❖ [UNESCO Chair on Migrations \(226\) 1993 Univ of Santiago de Compostela \(Spain\)](#)
- ❖ [UNESCO Chair for Peace, Parliamentary Democracy and Human rights \(227\) 1991 at the Tricontinental Institute for Parliamentary Democracy and Human rights, Univ of La Laguna \(Spain\)](#)
- ❖ [UNESCO International Chair / Network for a Sustainable Human Development \(391\) 1998 Univ of Girona \(Spain\)](#)
- ❖ [UNESCO Chair in sustainable development \(345\) 1994 at the CEXECI - Centro Extremeño de Estudios y Cooperación con Iberoamérica, Univ of Extremadura, Caceres \(Spain\)](#)
- ❖ [UNESCO Chair in Planning, New Technologies and Sustainable Development \(228\) 1993 Univ of La Laguna within the framework of the ISA network \(Spain\)](#)
- ❖ [UNESCO Chair in State Organization in the fields of Socio-politics, Economics and Work \(229\) 1993 Univ of Salamanca \(*In the Process of Closure*\) \(Spain\)](#)
- ❖ [UNESCO Chair of Development Studies \(233\) 1994 Univ of Valencia \(Spain\)](#)
- ❖ [UNESCO Chair in Tourist planning and Sustainable Development \(236\) 1991 Univ of Las Palmas de Gran Canaria within the framework of the ISA Network.\(Spain\)](#)
- ❖ [UNESCO Chair on Technology, Sustainable Development and Global Changes \(238\) 1996 at the Polytechnic Universidad of Catalonia \(Spain\)](#)
- ❖ [UNESCO Chair in Philosophy \(259\) 1997 Univ of Tunis I, \(Tunisia\)](#)
- ❖ [UNESCO Chair in Philosophy \(265\) 1997 at Hacettepe Univ \(Turkey\)](#)
- ❖ [UNESCO Chair on philosophy of human communication \(271\) 1996 at the Kharkiv State Technical Univ of Agriculture \(Ukraine\)](#)
- ❖ [UNESCO Chair in Human Rights, Peace and Democracy, Tolerance and International Understanding \(272\) 1998 at the National Univ of Kiev-Mohyla Academy \(Ukraine\)](#)
- ❖ [UNESCO Chair on Growing up in cities \(702\) 2005 at the Cornell Univ, New York \(United States of America\)](#)
- ❖ [UNESCO Chair in Human Rights \(595\) 2002 at Florida Atlantic Univ \(United States of America\)](#)
- ❖ [UNESCO Chair in Bioethics \(700\) 2005 at the Ethics and Public Policy Center, Washington D.C. \(USA\)](#)
- ❖ [UNESCO Chair in Comparative Human Rights \(544\) 2001 Univ of Connecticut \(United States of America\)](#)
- ❖ [UNESCO Chair in Human Rights \(581\) 2002 Univ of the Republic \(Uruguay\)](#)
- ❖ [UNESCO Chair in Human Rights, Peace, Democracy, Tolerance and International Understanding \(361\) 1998 Univ of World Economy and Diplomacy \(Uzbekistan\)](#)
- ❖ [UNESCO Chair in philosophy \(281\) 1996 at the Simon Bolivar Univ \(Venezuela\)](#)
- ❖ [UNESCO-FDH mobile Chair in Human rights \(283\) 1996 at the Fundación de Derechos Humanos \(Venezuela\)](#)
- ❖ [Herbert Chitepo UNESCO Chair on Human Rights, Democracy, Peace and Governance \(382\) 1998 Univ of Zimbabwe \(Zimbabwe\)](#)

http://portal.unesco.org/education/en/ev.php-URL_ID=6997&URL_DO=DO_TOPIC&URL_SECTION=201.html
 accessed 28/05/06

Strategy. Programme actions in technical and vocational education and training (TVET) will focus on assisting Member States, particularly LDCs, to develop and implement strategies based on the Seoul Congress recommendations, especially with regard to adapting national policies, systems and programmes towards preparing young people for the world of work or further learning. The overarching objective is to ensure that all beneficiaries of TVET, whether in formal or non-formal settings, are prepared for responsible citizenship and contribute to sustainable development. Consultations with ILO will be held with a view to preparing an updated version of the UNESCO-ILO Memorandum of Understanding (1954) and formulating an international long-term programme for the development of TVET that envisages the participation of other interested agencies. Two normative documents, the Convention on Technical and Vocational Education (1989) and the Revised Recommendation Concerning Technical and Vocational Education (2001), as well as the recommendations of the Seoul Congress, will be applied more effectively, in close collaboration with ILO, to ensure the right of all, especially the disadvantaged, marginalized and excluded groups, to have access to TVET. Special efforts will be made to empower girls and women to engage in a broad range of livelihoods. Life-skills training and integrating pre-vocational competencies skills in the general secondary curriculum as well as career and life guidance counselling will contribute to the follow-up of the Dakar World Education Forum. Efforts will be made to assist Member States through advocacy and training programmes to promote the cross-cutting skills demanded by the contemporary world of work, such as entrepreneurship, ICTs including e-commerce, and environmental issue awareness. CD-ROMs, websites and electronic forums will be used to give such programmes wide exposure in Member States. Distance education techniques will be employed to disseminate teaching-learning-training packages. Cooperation with IGOs, NGOs and private sector partners will help implement these programme actions. The UNEVOC Network will be strengthened, particularly at regional and subregional levels. The UNESCO Bonn Centre will continue to orchestrate the Network using ICTs and will provide refresher training for TVET policy-makers and practitioners from developing countries.

Results expected at the end of the biennium

- Access to quality TVET enhanced in Member States, especially for girls and women, through the implementation of the updated Revised Recommendation concerning Technical and Vocational Education (2001).
- New cross-cutting skills utilized in TVET programmes and in the non-formal sector, including micro-credit and life career guidance as a means of poverty alleviation, through policy guidelines provided by UNESCO.
- Information exchange and access to research data bases on TVET facilitated through the UNEVOC Network, and UNEVOC website and electronic forum.
- Policy dialogue concerning the relation between education, training and the world of work promoted through the strengthening of inter-agency cooperation, particularly with ILO.

Main line of action 3. Reform, innovation and internationalization in higher education

01223

Regular budget	
• Activities:	\$ 1,575,900
Extrabudgetary:	\$10,000,000

Background. The World Conference on Higher Education (WCHE, Paris, 1998) and its follow-up strategy to ensure the application of the Declaration and Framework for Priority Action at the national, regional and international levels provided the backdrop to UNESCO's programme in higher education. Member States, principal stakeholders in higher education, and WCHE monitoring bodies have been actively involved in the implementation of the follow-up strategy and have advised on priorities. The UNITWIN/UNESCO Chairs Programme and the Special Project "Women, higher education and development" were the subjects of an external evaluation and activities to further enhance each of them were proposed. The seven conventions on the recognition of studies, diplomas and degrees in higher

education have continued to provide the framework for the further promotion of academic mobility and recognition, and mechanisms such as TALYEN and TOKTEN proved effective in reducing brain drain.

Strategy. The strategy followed in cooperation with UNESCO sectors, institutes, centres and field offices, in particular the regional offices, CEPES and IESALC will concentrate on ensuring the right to quality tertiary education based on merit and equity, in particular for marginalized target populations. The use of ICTs and open learning/distance education methods will be encouraged and innovative modes of financing higher education will be explored. The seven conventions on the recognition of studies will be further pursued to promote mobility of students, faculty and researchers, to meet the challenges of the emerging knowledge society in which lifelong learning plays an increasing role. Forward-looking strategies will be promoted to assure university autonomy and academic freedom. Support to Member States for capacity-building at the system and institutional levels will be provided. To deal with issues posed by globalization (transnational education, e-learning), mechanisms for quality assurance and accreditation will be promoted, in particular in LDCs, Africa and E-9 countries as well as countries in transition. An international framework for accreditation and quality assurance will be pursued. UNESCO will continue to play a leading role in the worldwide reflection on the reform of higher education and in the mobilization for the application of the WCHE outcomes in cooperation with Member States and with stakeholders in civil society. The online policy debate forum will be pursued and its conclusions widely disseminated. Periodicals dealing with issues in higher education will be published and disseminated. An assessment of the progress achieved five years after WCHE will be made. NGOs, in particular those of the UNESCO/NGO Collective Consultation on Higher Education and the Student Forum, will continue to be associated with the WCHE follow-up and evaluation activities. Particular attention will be paid to strengthening women's participation in decision-making in higher education. The UNITWIN/UNESCO Chairs Programme will be significantly reoriented following the recommendations of the external evaluation. The feasibility of launching an international movement "Academies Without Borders" will be explored.

The UNITWIN/UNESCO Chairs Programme: 10 years of action

Launched in 1992, this Programme is UNESCO's most important intersectoral downstream activity in the field of higher education with almost 500 UNESCO Chairs and networks established in 113 Member States. A privileged mechanism for knowledge transfer and capacity-building in the spirit of solidarity with and between developing countries, its main participants are hundreds of universities and many important higher-education NGOs, and hundreds of other organizations, foundations and companies are partners. Over the last five years these partners brought some US \$30 million towards UNITWIN projects, six times more than UNESCO's proper funding. UNITWIN/UNESCO Chairs projects are dealing with training and research activities and cover all major fields of knowledge within UNESCO's competence, such as education, human rights, cultural development, environment, basic and engineering sciences, etc. The principal beneficiaries of this programme are institutions of higher learning in developing countries and countries in transition. The majority of the projects are interdisciplinary and intersectoral, involving all UNESCO programme sectors as well as numerous field offices.

Following the recommendations of the external evaluation (2000), the future strategy will be oriented towards enhancement of the programme's relevance, efficiency and impact on national development efforts. This will be achieved through introduction of teaching and research in areas of significance to development and in order to meet practical needs of Member States in sustainable higher education institutions and programmes. UNITWIN projects that have proved themselves sustainable will be pursued and new subregional, regional and international inter-university networks will be established in all absolute priority areas of UNESCO. A UNESCO Award for the Chair/Network established at the university of a developed country that was most efficient in manifesting solidarity through transferring and sharing knowledge with higher education institutions in developing countries will be established and a World Forum to provide guidance to all those involved and to celebrate the tenth anniversary of the Programme will be called.

Appendix IX: The logic of the Chairs Scheme process:

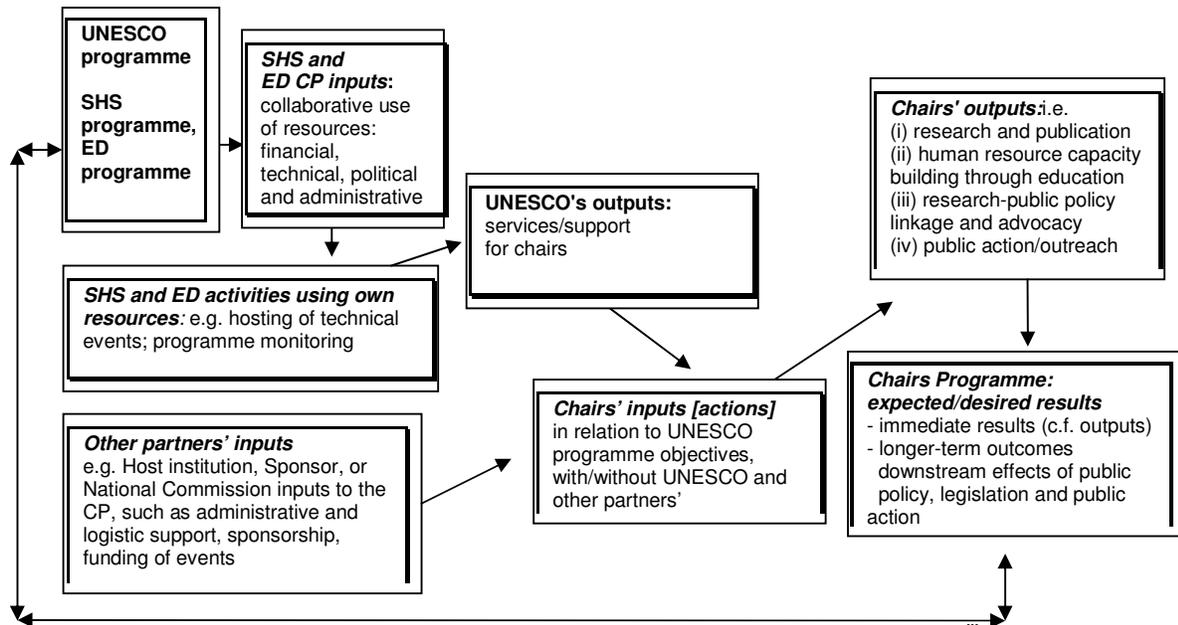


Fig. 1 The logic of the Chairs Scheme process: managing uncertainty for human development:^{xiii}

^{xiii} Acknowledgement and thanks to Geoffrey Geurts of IOS, UNESCO who proposed the basic input-output model here in personal communication with PB/EW in November 2005

Appendix X: Key measures of success for chairs visited by evaluators

Using the same criteria as Table 7 in Appendix III, and applied to the chairs that were visited by the evaluators

Key Measure	Chair/Network					
	1	2	3	4	5	6
<i>produces quality academic output</i>	<i>Yes</i>			<i>Yes</i>		<i>Possibly</i>
<i>runs relevant postgraduate (or undergraduate) programmes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
<i>creates good working relationships in network</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Not clear</i>
<i>creates international network</i>	<i>Yes (informal)</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Possibly</i>	<i>Yes</i>
<i>builds capacity in university management</i>		<i>Yes</i>		<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
<i>raises funds</i>		<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
<i>runs outreach training for practitioners</i>	<i>Yes</i>		<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
<i>maintains a collaborative relationships with SHS</i>		<i>Yes</i>	<i>Yes</i>		<i>Yes</i>	<i>Yes</i>
<i>exercises important policy influence</i>	<i>Yes</i>			<i>Possibly</i>	<i>Yes</i>	<i>Possibly</i>
<i>works with civil society e.g. Trade Unions, Non-Governmental Organizations [NGOs], Community Based Organizations [CBOs]</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
<i>others</i>	<i>Undertakes direct service in a welfare establishment related to the theme</i>		<i>Direct work with disadvantaged individuals</i>			

Endnotes

¹ Individual chairholders and other chair members, used in the execution of SHS programmes, are similarly better informed.

² This is supported by Court and Maxwell (2005) <http://www3.interscience.wiley.com/cgi-bin/abstract/110568898/ABSTRACT>

³ A cooperative partnership is largely dependent on the goodwill of the partners operating in both directions, as well as shared interests, as here, some common good in the public domain.

⁴ Learning and teaching is highlighted in SHS documents including current monthly newsletters in the same way as research and public policy and public action linkage.

⁵ Note on expectation management: Similarly, the above clarified shared mission and vision need to be transparently communicated in order to secure closer alignment of expectations at the critical interfaces of the CP project, i.e. UNESCO programme staff in social and human sciences - to - Chairs, here in primary focus,

as well as Chairs - ED/HED/ICE, SHS - ED/HED/ICE etc. All these interfaces can impact on the effectiveness of the chairs.

⁶ Characterised by a perception of the dynamic, interactive nature of the learning and communication process. The function of reporting for accountability and transparency should be reconceptualized, beyond this instrumental purpose, consistent with this learning organization function. This reference to organizational behaviour and earlier references to reporting lines and NPM implies the evaluator's perception of the existence of an organization, here best understood at the level of an institution with a federated organization, rather than a unitary body. Thus, the management of this institution is the subject of this evaluation. The institution may also be conceived as a loosely connected series of 'franchised/sponsored actions for human development through education, science and technology' with shared. Common interests in the quality and outputs of the institution in support of the achievement of a common good, as in a social and human development agenda, but also characterised by divergent interests between the UNESCO holding organization and the individual chairs, as well as between chairs themselves.

⁷ for the development of capacity and capability to deliver UNESCO mission and strategy more effectively

⁸ If, however, no jointly agreed strategy for effective implementation of recommendations can be agreed, this situation should be notified promptly to chairs and other stakeholders, an SHS exit strategy devised and a process of SHS strategic withdrawal from CP initiated.