REPORT ON THE EXTERNAL EVALUATION OF

UNITWIN/UNESCO CHAIRS PROGRAMME

by

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CONTENTS

ANNEX

I.   BACKGROUND

The General Conference of UNESCO, meeting at its 27th session (1993), adopted the Resolution 1.12 by which it "Requests the Director-General to prepare a thorough evaluation of the UNITWIN/UNESCO chairs programme - both internal and external- at the end of the current Medium-Term Plan, to be submitted to the Executive Board".

In September 1999 the Director-General of UNESCO appointed us as external evaluators of the UNITWIN/UNESCO Chairs Programme. In October 1999 we undertook a first short mission to UNESCO HQ with the purpose of discussing the terms of reference for the external evaluation, i.e., its objectives and methodology of work and also with the purpose of establishing a working calendar. Our mission In October 1999 also included meetings with the Division of Higher Education (House-wide Coordinator for UNITWIN), the Director of the Central Evaluation Unit and focal points in the Sectors of Sciences, Social Sciences, Communication and Culture.   We were provided with numerous documentation, including statistical data concerning the development of the UNITWIN Programme.   The discussion held with the Division of Higher Education included such issues as: analysis of the terms of reference related to the external evaluation of UNITWIN, types of information and data to be collected, methods of work, including questionnaires to be addressed by evaluators to the UNESCO Chairs and UNITWIN Networks, to the National Commissions for UNESCO in those Member-States where the UNESCO Chairs and Networks are established and to the UNESCO staff involved with the Programme. We also established a working calendar for the years 1999 and 2000.   It was agreed that we would prepare the evaluation report to be considered at the 160th session of the Executive Board (Autumn 2000).

In April and in May 2000 we addressed the above-mentioned questionnaires to some 600 recipients - different actors of the Programme. We received 223 replies - 169 from Chairs/Networks, 24 from National Commissions and 30 from UNESCO Staff. In June 2000 we undertook a second four-days mission to UNESCO HQ to collect additional information and to discuss with the Division of Higher Education the structure of the first draft report and its draft summary. On July 25, 2000 we submitted the Summary of the Preliminary Report.   We are now submitting the final Report of the External Evaluation of UNITWIN/UNESCO Chairs Programme.

The Executive Board of UNESCO when considering at its 155th session (October 19-November 6, 1998) the preliminary proposals concerning the Draft Programme and Budget for 2000-2001 (30C/5) decided, among other, that "efforts should also concentrate on reinforcing inter-university cooperation within and across regions, through the further development of the UNITWIN network, and on defining more clearly the concept of UNESCO Chairs with a view to ensuring a better geographic and subject balance and the sustainability of the UNESCO Chairs" (Doc. 155/Dec.4.1, para.35).

The current Programme and Budget of UNESCO for years 2000-2001 (30C/5 Approved. Provisional version) in paragraph 01232 (Results expected at the end of the biennium) mentions as first, "Existing UNITWIN networks and UNESCO Chairs assessed, consolidated and reinforced, paying due attention to their sustainability and to the need to review and define the criteria for attributing UNESCO Chair status".

II. EXTERNAL EVALUATION OBJECTIVES AND METHODOLOGY

The above decisions taken by the governing bodies of the Organization were helpful in identifying the objectives of the external evaluation which has focused foremost on the last two biennia (1996-1999). These are:

- to assess the current status of the UNITWIN/UNESCO Chairs Programme in quantitative and qualitative terms ("Where we are");

- to provide a thorough assessment of the UNITWIN/UNESCO Chairs Programme with regard to the programme's relevance, efficiency and impact both in terms of strength and weaknesses;

- to provide UNESCO with recommendations aiming at the fostering of the further development of UNITWIN/UNESCO Chairs Programme and more clear definition of its concept in order to ensure better geographical and subject balance as well as organizational and financial sustainability of the UNESCO Chairs and Networks.

Taking into account the above-stated objectives, we have carried out the evaluation in accordance with the methodology detailed as follows:

- Three different questionnaires were drawn up, each one in English, French and Spanish, in order to obtain standardized information from: a) Chairs/Networks b) National Commissions c) UNESCO Staff to assess the current status of the Programme in quantitative and qualitative terms. These questionnaires were sent by UNESCO HQ to some 600 recipients;

- a relational data base for standardized management and access on line was designed in order to load the completed questionnaires received in Montevideo and The Hague by the respective evaluator in accordance with his regional responsibility;

- after performing the necessary quality controls on the data base contents, conclusions were drawn from the analytic review of summarized answers and cross-data relationships, as well as from the comments and observations included therein;

- analyses were performed of the conclusions presented in the Internal Evaluation Report, of relevant decisions of the Executive Board and of the General Conference of UNESCO, and of the outcomes of a special session on the UNITWIN/UNESCO Chairs Programme organized during the World Conference of Higher Education;

- review of relevant documentation concerning individual projects was undertaken;

- meetings and interviews with persons assuring co-ordination of the UNITWIN/UNESCO Chairs Programme within the Division of Higher Education (ED/HEP) were carried out;

- meetings and interviews were scheduled with persons serving as Focal Points for UNITWIN/UNESCO Chairs Programme, the Central Programme Evaluation Unit (BPE/CEU) and/or any other persons or units at Headquarters of UNESCO relevant for the conduct of this evaluation.

III.   CONCEPT

The UNITWIN/UNESCO CHAIRS Programme has been conceived, in an ambitious and direct manner and through international academic cooperation and solidarity, to foster a solution to one of the major inequities of modern society: access to scientific and technological knowledge by developing countries (especially those least developed) and the use of that knowledge to solve their own problems. "The developing countries in particular cannot hope to bridge the gap separating them from the industrially developed world – and thereby reduce their dependence on external technical and scientific assistance –unless they develop their own institutions and programmes of advanced studies and research and secure ready access to the latest advances in science and technology",   correctly points out   the UNITWIN/UNESCO Chairs Programme presentation document.

The gap in higher education, science, technology and research between the industrialized and developing countries, has dramatically increased during the last decades (Human Development Report 1992. UNDP). Moreover, as indicated in the UNESCO World Education Report 1998, the main difference in the Educational Gross Rate between the more developed regions and the less developed ones is precisely in higher education.

Along the same lines, the World Declaration on Higher Education in the XXI Century, emanated from the World Conference organized by UNESCO in Paris in 1998, underlines in its Preamble "... an increased awareness of its vital importance for socio-cultural and economic development, and for building the future, for which the younger generations will need to be equipped with new skills, knowledge and ideals. " and emphasizes in Article 15: " The principle of solidarity and true partnership amongst higher education institutions worldwide is crucial for education and training in all fields that encourage an understanding of global issues, the role of democratic governance and skilled human resources in their resolution...The practice of multilingualism, faculty and student exchange programmes and institutional linkage to promote intellectual and scientific co-operation should be an integral part of all higher education systems. The principles of international co-operation based on solidarity, recognition and mutual support, true partnership that equitably serves the interests of the partners and the value of sharing knowledge and know-how across borders should govern relationships among higher education institutions in both developed and developing countries and should benefit the least developed countries in particular. "

For the achievement of these ambitious objectives, the Programme has proposed to "strengthen international cooperation between higher education institutions and programmes through twinning and other networking arrangements and to foster academic solidarity in favour of developing countries".

Over the past ten years the Programme has conveyed the all-important worldwide policy message that higher education is crucial to sustained development and that the most effective way to support higher education in developing and transition countries is to strengthen institutional capacities in those countries, and in particular by fostering post-graduate education and research through direct interuniversity cooperation. In launching and sustaining the Programme over the years UNESCO has reiterated this message at a time that bi- and multilateral programmes for higher education support in developing countries suffered from budgetary cutbacks and shifts in attention to other fields of education.

We have considered appropriate to start this external evaluation recalling, on the one hand, the explicit objectives of the UNITWIN Programme and, on the other, the explicit commitment of UNESCO to foster the development of higher education, science and technology in the world and particularly in the least developed countries. This commitment of the Organization has the most extended political support from governments and the world's academic community, obtained as a result of debates and proposals set forth throughout the world ending in the November 1998 Paris World Conference.

After almost a decade of operation, one should ask to what extent the Programme's significant initial aims have been reached and what would be the recommendations to strengthen these achievements as well as correct eventual deviations.

IV. ANALYSIS OF EXTERNAL EVALUATION SURVEY

This external evaluation has thought it appropriate to back up its work mainly with the opinions and perspectives stated by the persons directly involved in the UNITWIN Programme, that is, the UNESCO staff (from HQs as well as from the different Regional Offices) and the National Commissions, all of them involved in the Programme's management and monitoring; and, above all, by the Chairs and Networks staff directly responsible for their operation.

A. REPLIES TO THE QUESTIONNAIRES

Upon analysis of the inquiry carried out by this external evaluation, it is important to point out that less than half of the Chairs/Networks addressed (169 out of 390 as of May 2000), replied to the corresponding questionnaire. Even though there may have been some information and communication difficulties, it is not possible to attribute to this cause the high number of omissions. The obvious conclusion is that a significant number of Chairs are either temporarily inactive or have definitely ceased operations. A Chair/Network was considered "active" if it replied to the questionnaire or if it had submitted the March 2000 Progress Report. In accordance with the previous criteria, the total number of "active" Chairs/Networks would be approximately 251, or 65% of those registered by May 2000.

Figure 1   Answers by Region and Degree of Development Group
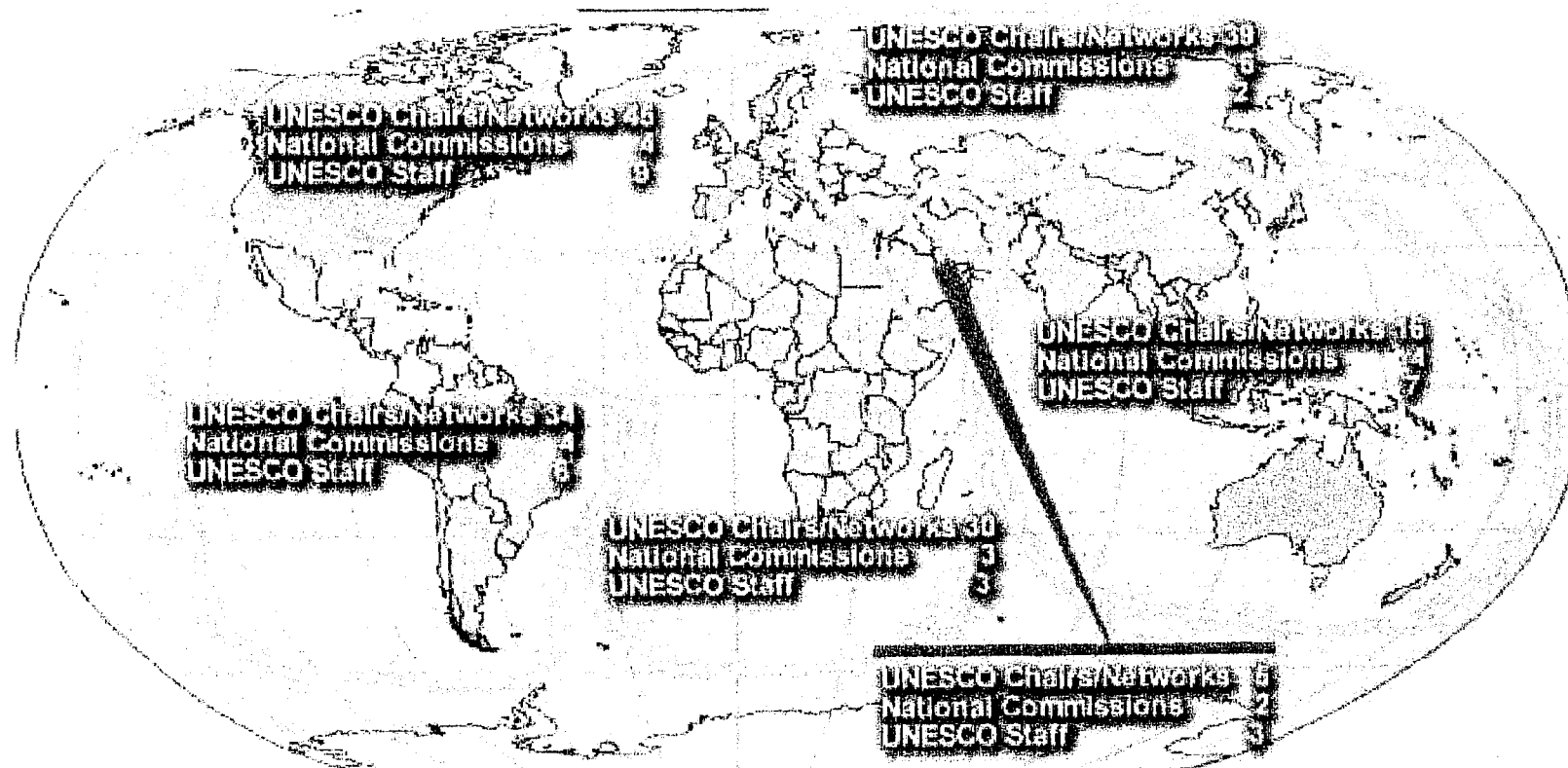
Countries in transition
UNESCO Chairs/Networks 39
National Commissions 6
UNESCO Staff 2

Developed countries
UNESCO Chairs/Networks 48
National Commissions 5
UNESCO Staff 9

Developing countries
UNESCO Chairs/Networks 82
National Commissions 12
UNESCO Staff 19

In relation to UNESCO staff, 30 answers were received, 9 from Headquarters and 21 from Field Offices, while 24 countries answered the National Commissions questionnaire. The low response from National Commissions could be due to various reasons and it would be important for UNESCO to look into this matter.

Figure 2 Percentage of Answers by Region - Chairs/Networks -	
	%
Africa	48
Asia and the Pacific	32
Arab States	16
Eastern and Central Europe	42
Latin America and the Caribbean	50
Western Europe and North America	54

A first step to be taken is to verify with reasonable accuracy how many and which of the Chairs/Networks are currently active, as well as to evaluate if their initial specific objectives are still in force, need adjustment or, to the contrary, are no longer valid and their activities should be discontinued. These evaluators suggest that, taking advantage of the information obtained through this inquiry and through the latest Progress Reports, current status verification be made of each and all Chairs/Networks. This task should be carried out prior to initiating a new stage of the Programme and should involve the Field Offices. Their geographical proximity and consequently better knowledge of the specific context and impact of the project, enables them to adequately report and advise with respect to creations as well as the operation of existing Chairs/Networks.

B.   CHARACTERISTIC PROFILE OF UNESCO CHAIRS by REGION
- according to chairholders/network coordinators

The characteristic profiles presented below are the result of taking into account, in each item of the respective questionnaire, the options that obtained the highest number of responses.

Africa

The field: Education; development, human development; environmental and sustainable development, agriculture, rural development.
The objectives: to foster international academic cooperation and to create centers of excellence
Quality control systems: the academic unit and the University or institution responsible
Activities carried out during the last five years: Courses (mainly postgraduate); events and publications.
Activities programmed for the current year: Courses (mainly postgraduate); events, publications and professors, researchers and/or students exchange.
Present status: Active, accomplishing the initially proposed objectives, but with serious difficulties due to insufficient funding mainly from UNESCO.

Degree of relevance: High or acceptable, due to the importance of the subject for the specific context, and the target group interest.
Efficiency of the Programme: Acceptable or high, mainly due to the chair staff well applied efforts, and the appropriate organization.
Impact of the Programme: High or acceptable. It promotes academic development, and a greater societal concern for the problems stated in the objectives. It also generates new initiatives.

Asia and the Pacific

The field: Cultural development, cultural management and cultural policy; culture of peace, human rights, intercultural dialogue, international understanding, tolerance, and civic education; education.
The objectives: to foster international academic cooperation.
Quality control systems: the academic unit and the University or institution responsible
Activities carried out during the last five years: Courses (mainly graduate); events and publications.
Activities programmed for the current year: Courses (mainly graduate); events, publications.
Present status: Active, accomplishing the initially proposed objectives.
Degree of relevance: High, due to the importance of the subject for the specific context, and the target group interest.
Efficiency of the Programme: High or acceptable, mainly due to the chair staff well applied efforts, and the appropriate organization.
Impact of the Programme: High or acceptable, due to the promotion of academic development.

Arab States

The number of chairs that answered the questionnaire is too small to draw the corresponding profile.

Eastern and Central Europe

The field: Education, cultural and natural heritage; energy, renewable energy
The objectives: to cover a particular field of academic interest that otherwise would have been left unattended; to create centers of excellence and to foster international academic cooperation
Quality control systems: the University or institution responsible, or the UNESCO National Commission
Activities carried out during the last five years: Courses (mainly postgraduate and specialization); publications and events.
Activities programmed for the current year: Courses (mainly postgraduate and graduate); events and publications.

Present status: Active, accomplishing the initially proposed objectives, but with serious difficulties due to insufficient funding, mainly from UNESCO.

Degree of relevance: High or acceptable, due to the importance of the subject for the specific context, and the target group interest.

Efficiency of the Programme: High or acceptable, mainly due to the chair staff well applied efforts.

Impact of the Programme: High or acceptable. It generates new initiatives , promotes academic development and a greater societal concern for the problems stated in the objectives.

Latin America and the Caribbean

The field: Education, culture of peace, human rights, intercultural dialogue, international understanding, tolerance, civic education, and environmental and sustainable development.

The objectives: to cover a particular field of academic interest that otherwise would have been left unattended, and to foster international academic cooperation

Quality control systems: the University or institution responsible.

Activities carried out during the last five years: Courses (mainly postgraduate); events and publications.

Activities programmed for present year: Courses (mainly postgraduate and specialization); events, publications, and professors, researchers and/or students exchange.

Present status: Active, but with serious difficulties due to insufficient funding, mainly from UNESCO.

Degree of relevance: High, mainly due to the importance, the interest and the opportunity of the subject for the specific context.

Efficiency of the Programme: High or acceptable, mainly due to the chair staff well applied efforts, and the appropriate organization.

Impact of the Programme: Acceptable or high, because it promotes academic development, generates new initiatives and a greater societal concern for the problems stated in the objectives.

Western Europe and North America

The field: Education, culture of peace, human rights, intercultural dialogue, international understanding, tolerance, civic education, and environmental and sustainable development.

The objectives: to cover a particular field of academic interest that otherwise would have been left unattended, and to foster international academic cooperation

Quality control systems: the University or institution responsible, or the UNESCO Secretariat.

Activities carried out during the last five years: Courses (mainly postgraduate); events and publications.

Activities programmed for the current year: Courses (mainly postgraduate); events, publications, and professors, researchers and students exchange.

Present status: Active, accomplishing the initially proposed objectives, or with a higher degree of development.

Degree of relevance: High, mainly due to the importance or interest of the subject for the specific context.

Efficiency of the Programme: High or acceptable, mainly due to the chair staff well applied efforts, and the appropriate organization.

Impact of the Programme: High or acceptable, because it generates new initiatives , promotes academic development and a greater societal concern for the problems stated in the objectives.

General Profile

The field: Education; culture of peace, human rights, intercultural dialogue, international understanding, tolerance and civic education.

The objectives: to foster international academic cooperation, to cover a particular field of academic interest that otherwise would have been left unattended and to create centers of excellence.

Quality control systems: the academic unit and the University or institution responsible.

Activities carried out during the last five years: courses (postgraduate graduate and specialization), events and publications.

Activities programmed for the current year: courses (postgraduate, graduate and specialization), events and publications.

Present status: active, accomplishing the initially proposed objectives but with serious difficulties due to insufficient funding, mainly from UNESCO.

Degree of relevance: high, due to the importance of the subject for the specific context, and the target group interest.

Efficiency of the Programme: high or acceptable, mainly due to the chair staff well applied efforts, and the appropriate organization.

Impact of the Programme: Acceptable or high. It promotes academic development, contributes towards the solution of the problems stated in the objectives, and generates new initiatives.

Main concordances

The field: Social science: education.

The objectives: To foster international academic cooperation.

Quality control systems: The University or Institution responsible

Activities carried out during the last five years: Courses, events and publications.

Activities programmed for the current year: Courses (postgraduate), events and publications.

Degree of relevance: High, due to the importance or interest of the subject for the specific context.

Efficiency of the Programme: High or acceptable, mainly due to the chair staff well applied efforts.

Impact of the Programme: High or acceptable. It promotes academic development.

Main differences

Present status:

i)   **Africa, Eastern and Central Europe, and Latin America and the Caribbean**: Active, but with serious difficulties due to insufficient funding, mainly from UNESCO

ii)   **Asia and The Pacific**: Active, accomplishing the initially proposed objectives.

iii)   **Western Europe and North America**: Active, accomplishing the initially proposed objectives, or with a higher degree of development.

C.   COMPARATIVE PROFILE OF UNESCO CHAIRS by Developed, In Transition and Developing Countries

- **according to chairholders/network coordinators**

(classification: UNESCO World Education Report 2000)

Field :

1.   Developed Countries: Education, Culture of peace and human rights, and Environmental and sustainable development.

2.   Countries in Transition: Education, Culture of peace, Cultural and natural heritage and Energy, renewable energy.

3.   Developing Countries: Education, Culture of peace and human rights, and Environmental and sustainable development.

Objectives :

1.   Developed Countries: To foster international academic cooperation and to cover a particular field of academic interest that otherwise would have been left unattended.

2.   Countries in Transition: To cover a particular field of academic interest that otherwise would have been left unattended, to create centers of excellence, and to foster international academic cooperation.

3.   Developing Countries: To foster international academic cooperation, and to cover a particular field of academic interest that otherwise would have been left unattended.

Quality control systems :

1.   Developed Countries: The University or Institution responsible.

2.   Countries in Transition: The University or Institution responsible.

3.   Developing Countries: The University or Institution responsible.

Activities carried out during the last five years :

1. Developed Countries: Courses (mainly postgraduate), events and publications.
2. Countries in Transition: Courses (mainly postgraduate), events and publications.
3. Developing Countries: Courses (mainly postgraduate), events and publications.

Activities programmed for the year 2000 :

1. Developed Countries: Courses (mainly postgraduate), events and publications
2. Countries in Transition: Courses (mainly postgraduate), events and publications.
3. Developing Countries: Courses (mainly postgraduate), events and publications.

Present status :

1. Developed Countries: Active, accomplishing the initially proposed objectives, or with a higher degree of development
2. Countries in Transition: Active, accomplishing the initially proposed objectives, but with difficulties due to insufficient funding.
3. Developing Countries: Active, but with serious difficulties due to insufficient funding.

Relevance :

1. Developed Countries: High, mainly due to the importance of the subject for the specific context, and the target group interest.
2. Countries in Transition: High or acceptable, mainly due to the importance of the subject for the specific context.
3. Developing Countries: High, due to the importance and the opportunity of the subject for the specific context, and the target group interest.

Efficiency of the Programme :

1. Developed Countries: High or acceptable, based on the chair staff well applied efforts, and the appropriate organization.
2. Countries in Transition: Acceptable, based on the appropriate organization and the chair staff well applied efforts.
3. Developing Countries: High or acceptable, based on the chair staff well applied efforts, and the appropriate organization.

Impact of the Programme :
1. <u>Developed Countries</u>: High or acceptable, because it promotes academic development and generates new initiatives.
2. <u>Countries in Transition</u>: Acceptable. It promotes academic development and contributes towards the solution of the problems stated in the objectives.
3. <u>Developing Countries</u>: Acceptable or high. It promotes academic development, as well as new initiatives, and contributes towards the solution of the problems stated in the objectives.

D. CHARACTERISTIC PROFILE OF UNESCO CHAIRS
- according to UNESCO Staff

Type of relation: Involved in establishing, promotion of liaison with other chairs, academic and organizational support, and technical assistance.
Staff time involved in monitoring: Low (less than 10%)
Activities: Courses (mainly postgraduate), events, research and publications.
Present status: Active accomplishing the initially proposed objectives, but with serious difficulties due to insufficient funding from UNESCO and universities.
Relevance: High or acceptable due to the importance of the subject for the specific context, and the target group interest.
Efficiency of the Programme: Very positive evaluation mainly due to the chair staff well applied efforts and the appropriate organization.
Impact of the Programme: Acceptable. It promotes academic development and contributes towards the solution of the problems stated in the objectives.

E. CHARACTERISTIC PROFILE OF UNESCO CHAIRS
- according to National Commissions

Objectives: To foster international academic cooperation, create center of excellence, and cover a particular field of academic interest that otherwise would have been left unattended.
Present status: Active accomplishing the initially proposed objectives, but with serious difficulties due to insufficient funding from UNESCO and universities.
Relevance: Acceptable or high due to the importance of the subject for the country's specific context.
Efficiency of the Programme: Very positive evaluation based on the chairs staff well applied efforts and the appropriate organization.
Impact of the Programme: Acceptable or high. It promotes academic development and contributes towards the solution of the problems stated in the objectives.
Desirable duration of chairs: Permanent

V.   RELEVANCE, EFFICIENCY and IMPACT

The inquiry carried out by means of the questionnaires sent to all heads of Chairs/Networks, included, in the first place, questions aiming to ascertain their **"current status"** and particularly, their main objectives. The replies indicate that, from their point of view, the foremost aim of the Programme is to "foster international academic cooperation" (32%) and secondly, "to cover a particular field of academic interest that otherwise would have been left unattended" (28%) , as well as to "create centers of excellence". Altogether, these three objectives represent more than 80% of the answers obtained.   A similar outcome was obtained from the National Commissions inquiry.

It must be pointed out that these objectives concur with those of UNITWIN/UNESCO Chairs Programme, "....aimed to strengthen international cooperation between higher education institutions.......and to foster academic solidarity in favour of developing countries".

Figure 3 below , "Concordances and differences in replies – all sources" , indicates the high degree of coincidence amongst the answers received from Chairholders/Coordinators grouped in Developed, In Transition and Developing Countries, National Commissions and UNESCO Staff with respect to Objectives, Relevance, Efficiency and Impact.   As far as Present Status is concerned, there exists a difference between Developed Countries Chairholders/Coordinators answers and those submitted by the rest of the sources mentioned above.   While the latter indicate the Chairs to be "Active but with difficulties due to insufficient funding", Developed Countries' Chairholders/Coordinators declare to be "Active and with higher degree of development", as detailed further on.

FIGURE 3 CONCORDANCES AND DIFFERENCES IN REPLIES - ALL SOURCES

	DEVELOPED COUNTRIES	COUNTRIES IN TRANSITION	DEVELOPING COUNTRIES	NATIONAL COMMISSIONS	UNESCO STAFF
OBJECTIVES	- International Academic Cooperation - To cover a particular field	- International Academic Cooperation - To cover a particular field	- International Academic Cooperation - To cover a particular field	- International Academic Cooperation - To cover a particular field	
PRESENT STATUS	Active, and with higher degree of development	Active but with difficulties due to insufficient funding	Active but with difficulties due to insufficient funding	Active but with difficulties due to insufficient funding	Active but with difficulties due to insufficient funding
RELEVANCE	**High** - Importance of subject - Target Group interest	**High or Acceptable** - Importance of subject	**High** - Importance of subject - Target Group interest	**Acceptable or High** - Importance of subject	**High or Acceptable** - Importance of subject - Target Group interest
EFFICIENCY	**High or Acceptable** - Well applied efforts - Appropriate	**Acceptable** - Well applied efforts - Appropriate	**High or Acceptable** - Well applied efforts - Appropriate	**Positive Evaluation** - Well applied efforts - Appropriate	**Positive Evaluation** - Well applied efforts - Appropriate
IMPACT	**High or Acceptable** - Academic - New initiatives	**Acceptable** - Academic - Problems solution	**Acceptable or High** - Academic - New initiatives - Problems solution	**Acceptable or High** - Academic - Problems solution	**Acceptable** - Academic - Problems solution

☐ **CONCORDANCES**   ▨ **DIFFERENCES**
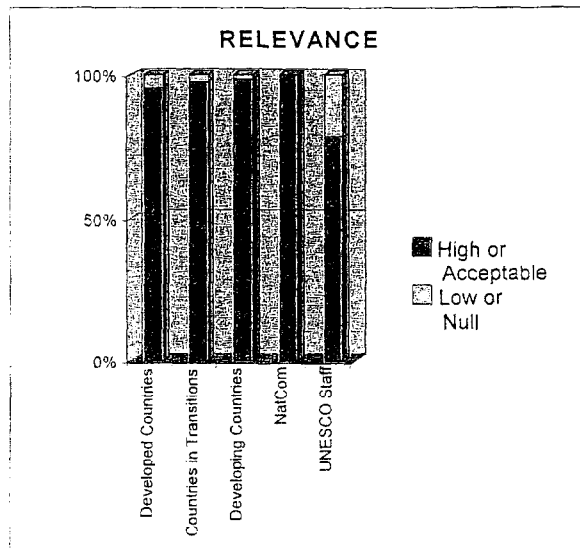
RELEVANCE

Furthermore, there exists a high degree of coincidence between Chairholders from all the different regions, National Commissions and UNESCO staff as to the high -or acceptable- **"relevance"** of the Programme, (figure) mainly based on the "importance or interest of the subject for the specific context", and "the target group interest".

This result is clearly complementary with the once again majority of opinions from chairholders/coordinators as to a positive **"impact"** -high or acceptable- (figure) based on the "promotion of academic development", and the "contribution towards the solution of the problems stated in the objectives".

IMPACT
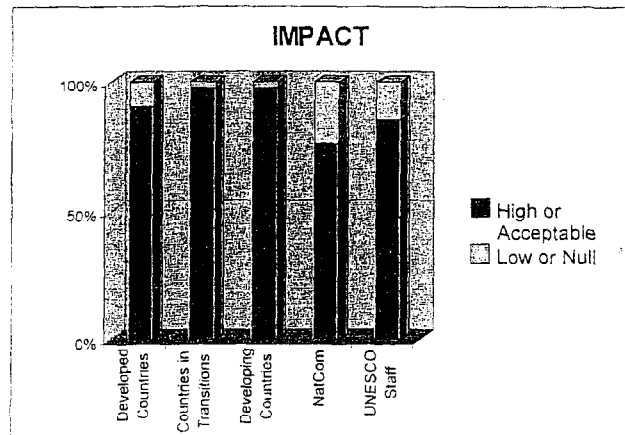
From the above statements it is possible to infer that the persons directly involved with the Programme -both in the universities as well as in the different UNESCO offices - are well aware of its aims. More so, we can conclude that the academic staff responsible for the "active" Chairs/Networks correctly direct their activities and have a positive evaluation of the results obtained, not only due to the relevance of the proposed objectives but also to the impact of the actions carried out.

The funding situation shows an important difference between developed and developing countries chairs, the latter ones having a much higher degree of difficulty due to insufficient funding, mainly from UNESCO. More than half of the Chairs/Networks from developing countries which replied to the inquiry said to be "active, but with serious difficulties" (54%), mainly due to "insufficient funding" (48.7%). A similar outcome occurs with countries in transition (48.7%), while developed countries mainly reply that the current status of the chair/network is "active, accomplishing the initially proposed objectives" or more so, "with a higher degree of development".

The insufficient overall Programme funding, as well as that available for each one of its specific actions, has been generally indicated as one of the major problems in order to maintain, consolidate and extend activities. Notwithstanding, persons from different geographical regions - belonging to Chairs/Networks, National Commissions and UNESCO HQs and Regional Offices - when asked about the Programme's "efficiency" have indicated there is a positive relationship between achievements and the human, material and financial resources available. They based their reply mainly on the "chair/network staff well applied efforts" and the "appropriate organization" (figure 3). This apparent contradiction which, on the one hand, asserts a positive evaluation of the Programme's efficiency and, on the other, points out "serious difficulties" to operate as a consequence of "insufficient funding", can only be explained as the result of a strong commitment, on the part of the chairs/networks academic staff, with the Chairs specific goals and activities.
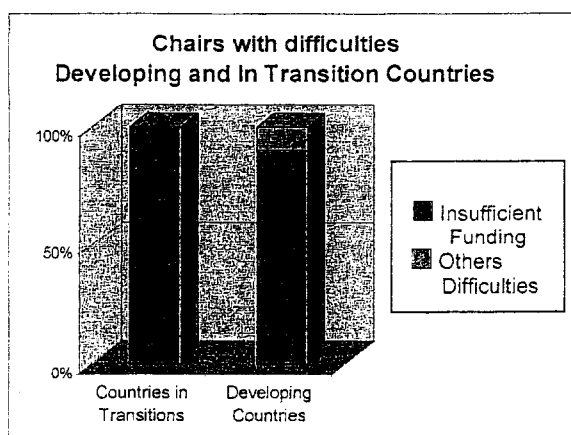
Chairs with difficulties
Developing and In Transition Countries

- Insufficient Funding
- Others Difficulties

The development of the programme in terms of number of chairs established over the past few years has resulted in a programme that, taken as a whole, is both open-ended and difficult to manage in terms of administrative monitoring, quality control and budgetary implications.

The quality control systems applied are rather weak. All chairholders declare to have some quality control system to monitor the progress and output of the chair. However, more than half of the chairs are been monitored only by their own academic unit or the institution responsible for the chair. UNESCO should be more deeply involved in the quality control of individual chairs/networks, in the chair/network performance as well as in ascertaining their updated original objectives and contextual relevance.

Moreover, short-term goals should be redefined in coherence with the long-term objectives, yet with care as to the viability of adequate UNESCO steering of the Programme at all times, expanding while consolidating through redefined monitoring and evaluation processes, parameters to assess efficiency and appropriate funding support.

From the load of activities carried out by the Chairs and Networks during the last five years, as well as from the proposals for the current year 2000, it can be inferred that a great majority of Chairs have given priority to the higher education teaching activities (graduate, postgraduate, specialization and permanent education courses). With similar intensity, they have encouraged cooperation between academics and scientists from different countries and regions, through different types of exchange (events of all sorts and teachers, researchers and students exchange). It is also significant the high number of Chairs with publications related to their academic activities.

Other activities involving developing countries, such as research or technology transfer projects, which require larger start-up funds as well as prolonged financial support have unfortunately been very scarce. Further on in this report, under section VII, we are suggesting a management and fund redressing initiative in order to alleviate this handicap, in so far as it strongly interferes with some of the basic objectives of the Programme.

VI. SUBJECT AND GEOGRAPHICAL BALANCE

The flexibility and wide diversification policy adopted by UNESCO to grant UNESCO Chair status is clearly revealed through the important subject areas dispersal, covering a large number of thematic fields with no apparent tendency resulting from any given explicit policy. However, there is an important predominance of social sciences related subjects (69%) in the chairs/network field of work of which 20% are working in the field of education. Only 31% of the chairs/networks are devoted to natural sciences or science and technology subjects.   This thematic dispersal does not necessarily represent a weak or negative aspect of the Programme considering that it occurs during its first stage.

The existence of a considerable number of Chairs belonging or connected with developing countries and working on human rights, culture of peace and other related subject areas may, at first sight, seem excessive. To the contrary, a more profound analysis will prove differently, since it is precisely in those geographical regions where there is the imperative need to approach scientifically and with solidarity thematic such as poverty, exclusion and gender conflicts, all of them at the very roots of human rights and peace consolidation problems.

On the other hand, since one of the main objectives of the Programme is to foster a solution to one of the major inequities of modern society: access to scientific and technological knowledge by developing countries and the use of that knowledge to solve their own problems, efforts should be made to promote and support projects in the scientific and technological fields.

In the future, the above considerations should be taken into account while concurring with UNESCO's mandate. Nevertheless, flexibility will be necessary as global thinking about development makes progress. In so far as the basic aim of the UNITWIN Programme is to foster higher education through academic solidarity " in favour of developing countries", the review and adjustment of the attribution of Chair status policy should, from the point of view of the thematic involved, be relevant to the current and important problematic of the directly involved less developed country or region.

As to the geographic distribution of "active" Chairs, the sole quantitative aspect of such distribution is not sufficient to assert a lack of balance, as has so often been indicated. With chairs in over 100 countries located in 500 institutions one could argue that a global coverage has been reached, rendering the quest for geographical balance almost obsolete. The focus should be directed to ensure that Chairs objectives and activities be relevant to the basic aims of the Programme rather than to obtain a balanced geographical coverage.

Nevertheless, implicit in the notion of "balance" is the idea that developing and in transition countries should be heavily represented being the target group of the original programme. It seems therefore more appropriate for the future to abandon the ambivalent notion of "balance" and clearly state the intention to benefit target countries.

VII.   SUSTAINABILITY

Although UNESCO is not a funding agency, it has not shied away from a new responsibility to become operationally involved in the creation of chairs, twinning of universities and thematic and regional networks of university chairs.

According to Chairholders, Networks and UNESCO Staff who responded to the evaluation questionnaires, as well as internal UNESCO documentation made available, funding constitutes a major issue of concern to ensure the expansion and consolidation of the UNITWIN Programme. As mentioned previously, close to 50% of the active Chairs/Networks are having serious difficulties; almost all of these Chairs (93%), due to insufficient funding.

It can be said that the financial strategy initially conceived to launch the Programme was extremely successful. The start-up funds or "seed money" contributed by UNESCO in the period 1995-1999 (5 million U$S) was increased six times with funds provided by various donors in the same period (30 million U$S) , while the number of Chairs/Networks created increased from 146 to 390 by May 2000 and 61 more to date, with several new applications waiting for agreement. These are powerful indicators of the potential and relevance of the Programme and of how it has aroused interest at different levels throughout the world.

While governmental offices and organizations, NGO's and international organizations account for the majority of donors (over 60%), private sector donors -whose contribution began as late as 1996- represent over 20% of the list of names involved in extra-UNESCO funding, indicating a potential increase of this funding source, given the adequate management policy.

On the other hand, universities and their networks, both from industrialized and developing countries, represent close to one fifth of the donors in this period, assuming the list refers only to "fresh money" funding sources. The in-kind contribution from the remaining universities having Chairs, essential to guarantee maintenance of most Chairs/Networks activities, is a matter to be looked into, especially when this type of contribution – in developing countries - stands for unpaid extra time dedicated by the university human resources to the Programme, a clear sign of personal commitment. The large majority of Chairs/Networks has indicated high or acceptable efficiency in their performance, mainly due to "the chair/network staff well applied efforts". These efforts should be supported in different ways, especially if one takes into account the currently strong budgetary constraint in most developing countries universities and the difficulties to obtain national funding.

Two of the comments received with the questionnaires are indicative of the above-mentioned situation. One of them states: "UNESCO gives seed-money (usually $5,000 to $10,000) to a new Chair and then, essentially, lets the University and Chairholder go their own way. The initial enthusiasm soon fades, as the Chairholder finds that little (if any) extra money is forthcoming from UNESCO. Life for the Chairholder becomes an endless round of fund-raising and frustration." The other one says: " The ambition to start new academic programmes without secure funds may occasionally work but equally often leads to inflated expectations and a sense of failure." This type of situation may account for the relatively large number of Chairs which should be considered currently inactive or dormant, since they have neither submitted the March 2000 Progress Report nor have answered this evaluation questionnaire.

A common concern is the conflicting trends between the growing interest in establishing UNESCO Chairs/Networks and the constant or even diminishing UNESCO budget allocated to the Programme. Questions are raised as to the "overall ceiling" of Chairs, if quality will be affected by quantity and the criteria for termination. In "Fundraising for UNITWIN/UNESCO Chairs Programme" (ED/HEP/IUC document of June 26, 2000), the issue narrows down to applying "one of the two following options, or both: a) termination of a certain number of UNESCO Chairs/Networks projects; b) significant shift in financing of Programme' activities from UNESCO budget to other sources and through the fund-raising campaign".

The dynamics and growing demands set in motion by this Programme have surpassed all expectations. " 50 UNESCO Chairs was the figure envisaged by many when the Programme was launched in 1991" (Internal Evaluation – February 1997) as compared to the existing 390 by May 2000, 61 more created to date and many others awaiting agreement. Through the questions raised above and the alternatives there considered, it would seem as though the "catalyst" first-stage strategy of the Programme would now be requiring an important reorientation where developing countries Institutions of Higher Education are concerned.

In other words, what proved to be the right approach up to now for launching the initiative and creating multiple demands for participation may have to give place to a different strategy in the following few years, to be **applied in developing and in transition countries.** That strategy should be based on more direct support, coordination and evaluation from UNESCO in order to consolidate the existing and active Chairs/Networks, make sure they interconnect with other Chairs or become part of regional or thematic networks, and facilitate the necessary expansion of the Programme under solid conditions. **Direct UNESCO involvement in fund-seeking, technical assistance and strong support to develop North-South and South-South inter-university links** have become indispensable to ensure accomplishment of the principal UNITWIN objective: bridge the ever increasing educational, scientific and technological gap between industrialized and developing countries by building human resources capacities and transferring knowledge and alleviating brain drain.

On the other hand, and to alleviate UNESCO, a different policy could be **applied in the case of developed countries** Institutes of Higher Education, given their greater access to technical and financial support. Instead of providing start-up money and fund-seeking support to new activities, based on the assessment of intentions and objectives, **a UNESCO Award should be granted, based on their past performance** in terms of the UNESCO objectives to strengthen the institutional capacity of higher education establishments in developing and in transition countries. The award would be a one-off gesture and Chairs and Networks would be entirely responsible for the success of their own programs of work and budget.

The overall management of the Programme is a responsibility of UNESCO. The Director General, assisted by the appropriate Secretariat staff, should determine the parameters to assess the efficiency, impact and relevance of the Programme in accordance with the general criteria established by UNESCO Governing Organs.

The Headquarters offices need to centralize -in one unit endowed with enough administrative and financial support- information channels, fund-seeking, data base set-up and operation, as well as coordination with Field Offices. On the other hand, Field Offices should be assigned the responsibility of direct coordination and cooperation with their area's Chairs/Networks, participating in their selection and project preparation, as well as supporting their operation and monitoring results, due to the Field Offices knowledge of the specific context and, therefore, of the relevance and impact of the projects.

Reorientation of the first-stage "catalyst" strategy will obviously imply reinforcement (if not permanent at least for the period deemed necessary to assure smooth operation throughout) of the Division of Higher Education, as the focal point of UNITWIN, both in terms of professional staff and facilities. Its coordination of UNESCO sectors and Field Offices, as far as UNITWIN operations are concerned, will allow for effective operational support, fund-seeking and uniform monitoring procedures and evaluation criteria. At the same time, UNESCO should get together a small but experienced and professional "task force" recruited from its staff, in order to actively and aggressively carry out a fund-seeking world campaign.

In order to render the programme organizational and financial sustainability, an important process of rationalization will be needed. First, those of the present Chairs and Networks that have failed repeatedly to comply with the basic administrative obligations over the past two years may be regarded as non-operational and should be discontinued. Secondly, those which duly have complied with their obligations, plus all new chairs, should be notified that, after a period of 3 years, applications for the continuation of their UNESCO Chair/Network status will have to be filed again, and will be examined on the basis of past performance and the present relevance of their new specific goals and proposals.

By this token, the "overall ceiling" of the Programme will become a flexible magnitude, determined by the evaluated renewal of Chair status due to qualified performance and continued relevance of objectives, plus the joint UNESCO-IHE/Network management capacity, at a particular point in time, to provide not only start-up funding for new projects but also assure sustained financial support for their middle-term activities, selected on account of project and staff quality and regional/national problem relevant aims. This is particularly true of research projects and centers.

In the past, criteria for attributing UNESCO status apparently have been so widely applicable that an ever-increasing number of chairs could be established. However, it is not so much the sheer number of chairs, resulting from this situation, which may jeopardize the programme, but rather, the lack of adequate monitoring and evaluation processes necessary to ensure the quality of the operations carried out under UNESCO auspices. Earlier suggestions to limit the number of chairs to a fixed figure (50 has been mentioned in the early days, 250 later on) fortunately have not been met with approval, mainly because decisions, in full accordance with the objectives of the programme, always have been taken

on the basis of the attractiveness of propositions, plans and intentions. Therefore, to avoid risking UNESCO's credibility, it becomes imperative to initiate action on the above reorganization recommendations.

In order to achieve greater transparency in the selection of projects, a UNITWIN Selection Commission —made up with internationally well-known academics from each one of the Regions and appointed by the Executive Board- should advise the Division of Higher Education in the selection of projects submitted through UNESCO Field Offices along with their recommendations. The specific criteria for attributing UNESCO Chair status, as well as their renewal, should be established by the Director General, assisted by the Selection Commission and the appropriate Secretariat staff, in accordance with the Programme's objectives and general criteria established by UNESCO Governing Organs.

There are many different approaches to fund-raising, some innovative like the Chairs database on Internet announcing the projects open to investment which may attract potential UNESCO partners ("Fundraising for UNITWIN/UNESCO Chairs Programme"), others, ambitious and implying fine negotiations, like launching co-sponsored international chairs and networks or joint projects (Internal Evaluation – July 1996), of which a side track can well be joint UNESCO/Network fund searching endeavors, where the UNESCO logo guarantees prestige, quality and high-goal objectives.

The avenues to fund raising should not be determined by policy, rather, they should result from a combination of sources, types and country-international contribution, defined in each case according to the nature of the projects and the current contextual possibilities. On the other hand, what should be determined by policy is the strict compliance with the objectives of the Programme, whereby no funding source or donor may distort the original aims pursued.

As D. Chitoran stated in his internal Programme evaluation report "UNESCO's own contribution to the search for extra budgetary funding remains a weak point of the Programme" and further on states in the recommendations "UNESCO should engage itself in a more systematic search for extra-budgetary funding, in close cooperation with the institutions participating ...An energetic funding campaign should be launched with adequate means and personnel..."

Launching a fund-seeking world campaign to generate advocacy to the Programme could involve all member countries in the organization of a Donors Forum where private and public enterprises, NGOs, national and international governmental offices and other potential donors could participate.

Aside from UNESCO involvement in fund-seeking endeavors, the UNITWIN Programme should have a permanent allocation in UNESCO's budget for the biennium. This allocation would ensure maintenance of the Programme, cover-up financial gaps in projects while fund-raising becomes significant and also account for the administrative and financial reinforcement of UNESCO units in order to manage the Programme in accordance with the above proposed orientation.

In all cases, significant amounts of extra funding should be channeled through UNESCO for various reasons. Not only because the Programme is managed by UNESCO and this procedure confers greater transparency and credibility to donors, but also because UNESCO should retain a small percentage (to be determined) which can be used to finance Chairs and Networks in developing countries with less fund-raising possibilities as well as the additional UNESCO management costs. This would be another way of making effective the solidarity principle on which the Programme is based.

If the Executive Board would decide to follow the present recommendations, it is essential for the Board to confer their full backing to staff in charge of new programme management, in order to keep the momentum, and to guarantee the fulfillment of its original and future objectives.

VIII. RECOMMENDATIONS

More than two hundred and fifty chairs, allocated in the different regions of the world, are presently active, working, most of them, on "important subjects for the specific national/regional context". Moreover, the vast majority of Chairholders/Coordinators, National Commissions and UNESCO Staff, evaluate the relevance, efficiency and impact of the Programme as highly positive.

According to this categorical verification of its success, the UNITWIN/UNESCO Chairs Programme, should not only be continued but should also be extended and improved. To accomplish improvement of the Programme, its future development should be reoriented in accordance with the few recommendations included in this chapter..

Prior to reorientation of the Programme's future development, active chairs/networks should be precisely identified. The chairs/networks that have repeatedly failed to comply with the basic administrative obligations (Progress Report, evaluation questionnaires and related information) over the past two years, may be regarded as non-operational and an appropriate mechanism to decide on their continuation should be applied.

Status renewal

- Existing and new chairs should be notified that after a period of three years, applications for the continuation of their UNESCO chair/network status will have to be filed again, and will be examined on the basis of past performance and present relevance of their new specific goals and proposals.

- Field Offices and HQ Specialized Divisions should also cooperate in this evaluation.

Management

- The development of the programme in terms of number of chairs established over the past few years has resulted in a programme that, taken as a whole, is both open-ended and difficult to manage in terms of administrative monitoring, quality control and budgetary implications. Parameters to assess the efficiency of the Programme do not exist and urgently need to be defined.

- The overall management of the Programme should be maintained as a responsibility of UNESCO. The Director General, assisted by the appropriate Secretariat staff, should determine the parameters to assess the efficiency, impact and relevance of the Programme in accordance with the general criteria established by UNESCO Governing Organs.

- The Headquarters offices need to centralize -in one unit endowed with enough administrative and financial support- information channels, fund-seeking, data base set-up and operation, as well as coordination with Field Offices.

- The new Programme development strategy requires to reinforce the Division of Higher Education, as the focal point of UNITWIN, both in terms of professional staff as well as facilities.

- Field Offices should be assigned the responsibility of direct coordination and cooperation with their area's chairs/networks. They should participate in the selection and preparation of projects, monitoring and operational support.

- A small but experienced and professional "task force" should be recruited, in order to actively and aggressively carry out a fund-seeking world campaign.

- UNESCO should be more deeply involved in quality control, performance and ascertaining updated objectives and contextual relevance of chairs/networks.

Attribution of UNESCO Chair Status

- In order to achieve greater transparency in the selection of projects, a UNITWIN Selection Commission -made up with internationally well-known academics from each one of the Regions and appointed by the Executive Board- should advise the Division of Higher Education in the selection of projects submitted through UNESCO Field Offices along with their recommendations.

- The specific criteria for attributing UNESCO Chair status, as well as their renewal, should be established by the Director General, assisted by the Selection Commission and the appropriate Secretariat staff, in accordance with the general criteria established by UNESCO Governing Organs and the Programme's objectives: to strengthen international cooperation between higher education institutions and programmes through twinning and other network arrangements and to foster academic solidarity in favour of the less developed countries.

- New chairs and networks or the renewal of existing ones should be based on project and staff quality as well as regional/national problem relevant aims.

Subject balance

- Efforts should be made to promote and support projects in the scientific and technological field without disregarding human rights and peace consolidation thematic and with flexibility as global thinking about development makes progress.

- The review and adjustment of the attribution of UNESCO chair status should, from the point of view of the thematic involved, be relevant to the current and important problematic of the directly involved countries or regions.

Geographical balance

- The focus should be directed to ensure that chairs objectives and activities be relevant to the basic aims of the Programme, rather than to obtain a balanced geographical coverage.

- Developing and in transition countries should be heavily represented, being the original target group of the Programme.

Programme "ceiling"

- An "overall ceiling" for the Programme should be established by UNESCO. This "overall ceiling" should be a flexible magnitude, determined by the number of UNESCO Chairs renewed plus the joint UNESCO-Institutes of Higher Education management capacity to provide not only start-up funding for new projects but also assure sustained financial support for their middle-term activities.

Funding

- According to Chairholders, National Commissions and UNESCO Staff who responded to the external evaluation questionnaire, as well as internal UNESCO documentation made available, funding constitutes a mayor issue of concern to assure the consolidation of the UNITWIN/UNESCO Chairs Programme.

- "UNESCO should engage itself in a more systematic search for extra-budgetary funding, in close cooperation with the institutions participating...An energetic funding campaign should be launched with adequate means and personnel..." (Chitoran Internal Evaluation Report).

- Launching a fund-seeking world campaign to generate advocacy to the Programme could involve all member countries in the organization of a Donors Forum where private and public enterprises, NGOs, national and international governmental offices and other potential donors could participate.

- Aside from UNESCO involvement in fund-seeking endeavors, the UNITWIN/UNESCO Chairs Programme should have a permanent allocation in UNESCO's budget for the biennium. This allocation would ensure maintenance of the Programme, cover-up financial gaps in projects while fund-raising becomes significant and also account for the administrative and financial reinforcement of UNESCO units in order to manage the Programme.

- The avenues to fund raising should result from a combination of sources, types and country-international contribution, defined in each case according to the nature of the projects and the current contextual possibilities.

- No funding source or donor may distort the original aims pursued. The strict compliance with the objectives of the Programme, should be guaranteed.

- In all cases, significant amounts of extra funding should be channeled through UNESCO. Not only because the Programme is managed by UNESCO and this procedure confers greater transparency and credibility to donors, but also because UNESCO should retain a small percentage (to be determined) which can be used to finance Chairs and Networks in developing countries with less fund-raising possibilities as well as the additional UNESCO management costs.

Programme future development

- The highly successful "catalyst" first-stage strategy for launching the Programme and for creating a substantial demand for participation, mainly based on UNESCO seed-money support, should give place to a different strategy in the following years in order to consolidate and obtain further achievements.

- Where developing and in transition countries are concerned, the new strategy should provide, aside from start-up money, direct UNESCO involvement in fund-seeking and technical assistance and strong and continued support to develop North-South and South-South inter-university links.

- Where developed countries are concerned, a one-off UNESCO Award should be granted based on their past performance and objectives accomplishment

- Short-term goals should be redefined in coherence with the long-term objectives, yet with care as to the viability of adequate UNESCO steering of the Programme at all times; expanding while consolidating through redefined monitoring and evaluation processes, parameters to assess efficiency and appropriate funding support.

ANNEX 1

**List of UNESCO CHAIRS/NETWORKS
Responding Questionnaires**

UNESCO UNITWIN EXTERNAL EVALUATION

UNESCO Chairs/Networks responding questionnaries

August 2000

Developed Countries

Asia and the Pacific

Chairsholders	Institution	Field	Country
Aynsley Richard	James Cook University	Tropical Architecture	Australia
Morgan Kim	Deakin University	Cultural Heritage	Australia
Fujikubo Masahiko	Hiroshima University	Naval Architecture and Ocean Engineering	Japan

Western Europe and North America

Chairsholders	Institution	Field	Country
Boulad-Ayoub, Godiane	Université du Quebec à Montreal	Etude des fondements philosophiques de la ju	Canada
Guay , Louis	Université Laval	Development Durable	Canada
Hopkins, Charles	York University	Reorienting Teacher Education towards Susta	Canada
Pompentiu Vladicescu, Florin	Univesity of London	Information and Communcation Engineering	England
Välijärvi Jouni	University og Jyväskylä	Institute of Educational research	Finland
Caruba Raoul	Université de Nice-Sophia Antipolis	Réseau Méditerranéen UNESCO Chaire sur l'	France
Hallouin, Jean-Claude	Université de Poitiers, Faculté de Droit	Droit Des Affaires Européen	France
Hermen Jean-Louis	Université des Sciences Sociales de T	Ingéniere de la Formation Appliquée au Dével	France

Houben Hugo	Ecole d'Architecture de Grenoble	"Architecture de terre:cultures constrictives et	France
Miege Bernard	Université Stendhal Grenoble 3	Développement des techniques de l'informatio	France
Morucci Bernard	Université Paris 1 Panthéon Sorbonne	Culture Tourisme et Développemnt	France
Sirat René-Samuel	Institut de connaissance de religions d	Connaissance réciproque des religions du Livr	France
Hamm Bernd	University of Trier	Europe in International Perspective	Germany
Papadopoulou, Dimitra	Aristotle University of Thessaloniki	Education for Human Rights and Peace	Greece
Boscan Guillermo Yepes	Instituto Internaciónal Jacques Maritai	Paz desarrollo cultural y políticas culturales	Italy
Smith Alan	University of Ulster	Education for Pluralism, Human Rights and D	Northern Ireland
Acuña, Ramón Luis	Universidad Complutense de Madrid	Minorías, Nacionalismos y Culturas Transnaci	Spain
Aznar Vallejo, Francisco	Universidad de La Laguna	De la Paz, la Democracia Parlamentaria y Der	Spain
Belmonte Laura	University of Deusto	International relations Office	Spain
Beltrán, Luis	Univ. de Alcalá	Estudios Afro-Iberoamericanos	Spain
Echeverria. José Mª	Universidad de Deusto	Formación de recursos humanos para Améric	Spain
Ferrer-Roca, Olga	Universidad de La Laguna	Telemedicina	Spain
Fisas, Vicenç	Universitat Autònoma de Barcelona	Paz y Derechos Humanos	Spain
Gonzalez Arraez, Miguel Angel	Universidad de Alicante	Derechos de autor y Derechos conexos	Spain
Martinez Guzman, Vicent	Universitat Jaume I de Castellón	Filosofía para la paz	Spain
Mico, Josep María	Universitat Pompeu Fabra	Cultura Iberoamericana	Spain

Novo Villaverde, María	Universidad Nacional de Educación a	Educación Ambiental	Spain
Osuna Carrillo de Albornoz, Antonio	Universidad de Granada	Medicina Tropical y Parasitología	Spain
Peris, Salvador	Univ. de Salamanca	Distribution of fauna in Cuba and its relationsh	Spain
Portaencasa Baeza, Rafael	Universidad Politécnica de Madrid	Formación en técnicas de Administración y Or	Spain
Portaencasa Baeza, Rafael	Universidad Politécnica de Madrid	Educ, Infor., Prospectiva de la Sociedad y M.	Spain
Rojas Mix, Miguel	Centro Extremeño de Estudios y Coop	Desarrollo cultural, Gestión cultural, Política c	Spain
Rosua, José Luis	Universidad de Granada	Desarrollo sostenible	Spain
Rubio Royo, Enrique	Universidad de Las Palmas de Gran C	Tecnología de la información para la región N	Spain
Rubio Royo, Francisco	Universidad de Las Palmas de Gran C	Planificación Turística y Desarrollo Sostenible	Spain
Salido Ruiz, Ginés María	Universidad de Extremadura	Desarrollo Sostenible	Spain
Sanchez Jiménez, José María	Universidad de Alcalá	Educación Científica para América Latina y el	Spain
Serra Majem, Luis ; O'Shanahan, Juan José J.	Universidad de Las Palmas de Gran C	Investigación, Planificación y Desarrollo de Si	Spain
Vila-Coro, María-Dolores	Soc. Esp. De Bioética y Biojurídica y	Bioética y biojurídica	Spain
Xercavins i Valls, Josep	Universidad Politécnica de Catalunya	Tecnología, desarrollo sostenible, desequilibri	Spain
Heyden Guy	Göteborg University	Human response to Environmental Stress/Co	Sweden
Craen Dirk	European University	E.U. International Headquarters	Switzerland
Escotet, Miguel Angel	International Institute of Educational D	Innovación y Tecnologías de la Información e	USA
Escotet, Miguel Angel	Universidad de Palermo	Historia y Futuro de la Universidad	USA

UNESCO UNITWIN EXTERNAL EVALUATION

| Mesarovic, Mihajlo | Case Western Reserve University - O | Global-problematique Education Network Inici | USA |

Countries in Transition

Eastern and Central Europe

Chairsholders	Institution	Field	Country
Ayrapetian Sineric	Life Sciences International Higher Edu	Life Sciences	Armenia
Abdullaev, A.	Baku Institute of Public Administration	Human Rights, Democracy and Peace	Azerbaijan
Bashtovoi Victor	Belarussian State Polytechnical Acad	Energy Conservation and Renewable Energie	Belarus
Obolonkin V.	International Sakharov Environmnetal	Radiation&Environmnetal Management Rese	Belarus
Monchaud Serge	Université Technique de Sofia	Ingénierie pour le développement	Bulgaria
Petkov, Ivan	St.Kl. Ohridski University of Sofia	Sustainable Development	Bulgaria
Khomeriki Irakli	Tbilissi State University	Oceanography/Centre in Oceanography	Georgia
Orkény Antal	Eötvös Loránd University	Minority Studies Program	Hungary
Motieka Egidijus	University of Vilnius/Institute of Intern.	International Relations/European Studies	Lithuania
Zaidyte Gabriele	Vilnius Academy of Fine Arts	Cultural Policy and Cultural Management	Lithuania
Dragnev Emil	Moldova State University	South est European Studies	Moldova
Ungureanu Dumitru	Technical University of Moldova	Cousteau Chair of Ecotechnics and Water En	Moldova
Jalowiecki Bohdan	Université de Varsovie	Développement durable	Poland

UNESCO UNITWIN EXTERNAL EVALUATION

UNESCO Chairs/Networks responding questionnaries   *August 2000*

Leca Aureliu	University "Polytechnica" of Bucharest	Energy Environment Programme	Romania
Sofronie, Ramiro	University of Agricultural and Veterinar	Integrated Rural Development	Romania
Zhdanov, Serguei	The Moscow State Pedagogical Unive	Informatics	Russia
Afanasiev Konstantin	Kemerovo State University	Information and Communication Technologies	Russia
Biragova Fatima	North Ossetia State University	Regional Studies for Populations Issues	Russia
Evstafiev, Alexander	Moscow State University of Environme	Ecologically Clean Engineering	Russia
Fedotov Mikhail	Institute of international Law and Econ	Copyright and Other Intellectual Property Righ	Russia
Gontcharenko Serguei	Moscow State Linguistic University	Intercultural Dialogue and Social Studies	Russia
Kapto A.	Institute of Socio-Political Research of	Social Sciences	Russia
Kluyev Alexei	Ural State University	Management and Planning	Russia
Kolosov Y.	Moscow State University of Internation	Human Rights and Democracy	Russia
Konovalova, Larissa	State Academy of Management, Mosc	Network Development of Non-Governmental	Russia
Logunov Alexander	Russian State University for the Huma	Culture of Peace and Democracy	Russia
Mikhilenko Valeri	Ural A.M. Gorky State University	Human Rights, Peace, Democracy, Tolerance	Russia
Naidenko V.	Nizhni Novgorod State University of Ar	Ecologically safe development of the large reg	Russia
Ovodenko A.	St.-Petersburg State University of Aer	Distance Education in Engineering	Russia
Peshkov Serguei	International Centre of Educational Sy	ICES Chair Network "Transfer of Technologie	Russia
Pruss Nella	Tatarstan Institute for the Promotion o	Training and Retraining of Specialist under M	Russia

Serguei, Peshkov	International Centre of Educational Sy	Transfer of Technologies for Sustainable Dev	Russia
Tsereteli Zurab	Russian Academy of Fine Arts	Fine Arts and Architecture	Russia
Tskhai A.	Altai State Technical University	Environmental Education	Russia
Stoffa Jan	University of Constantine the Philosop	Pedagogical Faculty	Slovakia
Karsak Ertugrul	Galatasaray University	Computer-Integrated Manufacturing Industrial	Turkey
Kaynak Okyay	Bogazici University, Istanbul	Mechatronics	Turkey
Rudenko, Dmitry	Kharkiv State University of Agriculture	Philosophy of Human Communication	Ukraine
Zgurovsky, Mychailo	University of Ukraine	UNESCO Chair at the National Technical Univ	Ukraine

Developing Countries

Africa

Chairsholders	Institution	Field	Country
Cotonou	Universite Nationale du Benin	Droits de la Personne et de la democratie	Benin
Traore, Alfred S.	Université de Ouagadougou	Biotechnolgie de l'environnement et de Microb	Burkina FASO
Kamajou, François; (Edwige Elono)	University of Dschang	Agricultural Economics and Policy Reforms	Cameroon
Marmoz, Louis	Univ. Marien Ngouabi	Sciences de l'éducation pour l'Afrique Central	Congo
Eshete Andreas	Addis Ababa University	Human Rights and Democracy	Ethiopia
Adarkwa,K.K.; Terhal, Piet	Univ.of Science and Technology, Kum	National Development Planning	Ghana

UNESCO UNITWIN EXTERNAL EVALUATION

UNESCO Chairs/Networks responding questionnaries

Bahemuka, Judith M.	Univ. of Nairobi	Women, Education, Health and Sustainable D	Kenya
Ogot, Bethwell A.	Maseno University-Institute of Resear	Chair in Higher Education	Kenya
Maestri, Edmond	Université de La Reunión	Relations et Apprentissages Interculturels	La Reunión Island
Bakkas, Salem	Université Chouaib Doukkali	Formation et Recherche dans les Siences de l	Morocco
Laouina, Abdellah	Faculté de Lettres et Sciences Humai	Gas Natural on Environment Management an	Morocco
Mouradi, Aziza	Université Chaouaib de Oukkali ; Univ	Formation et la Recherche en Sciences de la	Morocco
Heyink Leestemaker, Joanne	Universidade Eduardo Mondlane	Changing Patterns in Land and the Water use	Mozambique
Sidi, Daniel; Ferreira,Maria Beatriz	Universidade Eduardo Mondlane	Cardiopédiatrie	Mozambique
Mshigeni Keto	University of Namibia	Concept and Practice of Zero Emission in Afri	Namibia
Anyanwu, C.N.	University of Ibadan	Application of new technologies in adult educ	Niger
Lang, Jacques	Université Abdou Mounorni de Niame	Geosciences (Ressources Naturelles et Envir	Niger
De Ketele Jean-Marie	Ecole Normale Supérieure de l'Univer	Sciences de l'Education (CUSE)	Senegal
	University of Fort Hare	"OliverTambo" Chair of Human Right	South Africa
Ogunniyi, M.B.	University of the Western Cape	Mathematics and Science Education	South Africa
Witherden, Mike	M L Sultan Technikon	Renewable Energy	South Africa
Elhag Ismail, Hamid A.	Omdurman Islamic University	Water Resources	Sudan
Kinabo, Joyce	Sokoine University of Agriculture	Food Security and Nutritionfor health and Dep	Tanzania
d'Almeida, Cosme Adébayo	Centre Regional d'Action Culturelle (C	Politiques Culturelles pour le Développement	Togo

Napo, Kossi	Université du Benin	Energies renouvelables	Togo
Quashie, Maryce A.	Université du Benin	Formation à Distance	Togo
Mezghani, Nébila	Université de Tunis III	Enseignement du droit d'auteur et des droits v	Tunisia
Kakuramatsi-Kikafunda	Makerere University	Post-harvest technology	Uganda
	National University of Science and Te	Chemical Engineering	Zimbabwe
Mutaviri T.	University of Zimbabwe	Culture Tourism and Sustainable Developmen	Zimbabwe

Asia and the Pacific

Chairsholders	Institution	Field	Country
Chen Zhangliang	Peking University	Plant Biotechnology	China
Chunlai Wu	Central Coal Mining Research Institute	Clean Coal Technology in China	China
Fupei Qian	Nothwestern Polytechnical University	Engineering of Thermal Power Generation/Po	China
Weijing Jiang	Shanghai TV University	Network in Distance and Open Learning	China
Karad, Vishwanath D.	Maharashtra Institute of Technology,	World Peace Centre (Alandi)	India
Saraswati Baidyanath	Indira Gandhi National Centre for the	Cultural Development	India
In Suk Cha	Seoul National University	Philosophy	Korea
Karabaiev S.O.	Kyrgyz National State University	Ecological Education and Natural Sciences	Kyrgyzstan
Kanjanapanyakom Rachvarn	Kasetsart University	Agricultural Machinery Engineering	Thailand
Musachanov Yousuf	Uzbekistan National University	Physics and Astronomy	Uzbekistan

UNESCO UNITWIN EXTERNAL EVALUATION

UNESCO Chairs/Networks responding questionnaries

Nguyet Nguyen Thi Kim	Canthe (Can Thô) University	Extension Strategies for Rural Development	Viet Nam
Hien Cong Nguyen	Hanoi University of Technology	Engineering of Automation of Thermal Power	Viet Nam
Si Mao Nguyen	Hanoi University of Technology	Thermal Energy	Viet Nam

Arab States

Chairsholders	Institution	Field	Country
Alghatam, Mohammed J.K.	UNIVERSITY OF BAHRAIN	Energy conservation plan in buildings	Bahrain
Graham, Kennedy	The United Nations University	Leadership Studies	Jordan
Sharaqa, Mohammed	An-Najah National University	Human Rights, Democracy and Peace	Palestine
Ghata, Adnan J.	Al-Baath University	Environmental Protection	Syrian Arab Republic
Triki, Fathi	Universite de Tunis I	Philosophie	Tunisia

Latin America and the Caribbean

Chairsholders	Institution	Field	Country
Albornoz, Mario	Univ. Nal de Quilmes	Indicadores de Ciencia y Tecnología	Argentina
Barrantes, Francisco José	Inst. de Invest. Bioquímicas de Bahía	Biofísica y Neurobiología Molecular	Argentina
Caló, Leonardo	Asociación de Universidades Grupo M	Ecología y Medio Ambiente	Argentina
Harvey, Edwin R.	Universidad de Palermo	Derechos Culturales	Argentina
Morán, Alberto	Universidad Nacional de Gral. San Ma	Cousteau en Ecotecnia, Especialidad Ecologi	Argentina

UNESCO UNITWIN EXTERNAL EVALUATION

UNESCO Chairs/Networks responding questionnaries

Pesci, Rubén Omar	Foro Latinoamericano de Ciencias Am	Desarrollo Sustentable	Argentina
Schiavon, María Isabel	Asociación de Universidades Grupo	Microelectrónica	Argentina
Koul Badri Nath	University of the West Indies	Distance Education Centre	Barbados
Nath Koul, Badri	University of the West Indies	Educational technology	Barbados
Aragón, Luis E		Asociación de Universidades Amazónicas (U	Brazil
Bolton, William	Univ. Federal de Santa Catarina	Innovation and Technology Transfer	Brazil
Corrêa Marçal, Juliane	Universidade Federal de Minas Gerais	Teacher formation in Distance Education	Brazil
dos Santos, Theotônio	Colegio do Brasil	Global Economics and Sustainable Developm	Brazil
Stuardo, José	Universidad de Concepción	Oceanografía	Chile
Urzua, Raul	Univ. de Chile	Políticas Públicas y Desarrollo Sustentable	Chile
Martinez S., María Cristina	Universidad del Valle	Mejoramiento de la Calidad y Equidad de la E	Colombia
Orozco Silva, Luis Enrique	Universidad de los Andes	Magister en Dirección Universitaria	Colombia
Pavi Julicue, Gabriel	Proyecto Nasa y Universidad de San	Procesos Comunitarios	Colombia
Restrepo Restrepo, Gonzalo	Universidad Pontificia Bolivariana	Desarrollo Humano y Educación Ambiental	Colombia
López, Olimpia	Universidad de Costa Rica	Administración y Gestión Universitaria	Costa Rica
Martin Sabina, Elvira	Universidad de La Habana	Gestión y docencia universitaria	Cuba
Motta, Raúl D.	Universidad del Salvador	Itinerante: "Edgard Morin" sur la pensée comp	El Salvador
Didriksson, Axel	Univ. Nacional Autónoma de México (	La universidad y la integración regional	Mexico

UNESCO UNITWIN EXTERNAL EVALUATION

Mejía, Rosaluz	Instituto Tecnológico y de Estudios Su	Gestión del Habitat y Desarrollo socialmente	Mexico
Ramirez, Gloria	Universidad Nacional Autónoma de M	Derechos Humanos	Mexico
Torres Márquez, Manuel	Universidad Interamericana de Puerto	Problemas de habitabilidad en las ciudades hi	Puerto Rico
Arzuaga, Mónica	Universidad Católica del Uruguay	Comunicación	Uruguay
Batthyany, Karina; Feder, Joao; Marcó, Ma.Ang	Asociación de Universidades Grupo M	Cultura de Paz	Uruguay
Brovetto, Jorge	Asociación de Universidades Grupo M	Red UNITWIN Asociación de Universidades	Uruguay
Gatti, Elsa	Asociación de Universidades Grupo M	Nuevas técnicas de enseñanza e innovación	Uruguay
Mayz Vallenilla, Ernesto	Universidad Simón Bolívar	Diálogo Filosófico Europeo-Latinoamericano	Venezuela
Paris G., Ana Carolina	Universidad Central de Venezuela	Cultura de Paz-Planeta Libre	Venezuela
Ruiz, Roberto	Universidad Central de Venezuela	Educación Superior Comparada	Venezuela
Vessuri, Hebe	Instituto Venezolano de Investigacione	Contribution of higher education inst. to Rese	Venezuela

ANNEX 2

List of UNESCO NATIONAL COMMISSIONS
Responding Questionnaires

UNESCO UNITWIN PROGRAMME EVALUATION

National Commissions responding questionnaires   *August 2000*

Developed Countries

Asia and the Pacific

New Zealand

Western Europe and North America

Austria

Finland

France

Spain

The Netherlands

Countries in Transition

Eastern and Central Europe

Azerbaijan

Georgia

Lithuania

Romania

Russia

Tu rkey

Developing Countries

Africa

Madagascar

Swaziland

Togo

Asia and the Pacific

Korea

Kuwait

Kyrgyzstan

Arah States

Lebanon

Latin America and the Caribbean

Argentina

Costa Rica

Cuba

Venezuela

ANNEX 3

List of UNESCO STAFF
Responding Questionnaires

UNESCO UNITWIN PROGRAMME EXTERNAL EVALUATION

Unesco Staff responding questionnaires   *August 2000*

Staff Name	Country
	Argentina
Ngarambe, Paul	Burundi
Hebez, Axel	China
López Morales, Gloria	Cuba
Valdes Julio Carranza	Cuba
Azzouz, Amr	Egypt
El Deek Mohamed	Egypt
Hayashikawa, H.	India
Malevri, Maria	India
Perera, R. P.	India
Violini, Galileo	Iran
Parua, Robert	Jordan
Sequeira, Jorge	Kazakhstan
Anjum Rjiyazul Haque	Pakistan
Jondot Frédéric	Porto-Novo
Lazar Vlasceanu	Romania
Reuther Wolfgang	Russia
Yibing, Wang	Thailand
Beridze, Dimitri	UNESCO HQ.
Dogsé, Peter	UNESCO HQ.
Eder, Wolfgang	UNESCO HQ.
Kovács, Máté	UNESCO HQ.
Piñan Salazar-Alonso, Carmen	UNESCO HQ.
Tortian, Hassmik	UNESCO HQ.
Vermesen, Patrice	UNESCO HQ.
Volodine, Vladimir	UNESCO HQ.
von Furstenberg, Christine	UNESCO HQ.

UNESCO UNITWIN PROGRAMME EXTERNAL EVALUATION

Unesco Staff responding questionnaires   *August 2000*

Staff Name	Country
Bernales-Alvarado, Manuel	Uruguay
Lacayo Parajón, Francisco	Uruguay
Vila, Ana	Venezuela

ANNEX 4

Questionnaire sent to CHAIRS/NETWORKS

ANNEX 4

QUESTIONNAIRE FOR THE EXTERNAL EVALUATION

OF THE UNITWIN/UNESCO CHAIRS PROGRAMME

Dear Chairholder/Coordinator

UNESCO's Programme of twinning of higher education institutions (The UNITWIN/UNESCO Chairs Programme) launched in 1991 and aimed to develop an international movement of academic solidarity and transfer of knowledge between the universities of the world was met with great interest. At present there are over 400 established projects of UNESCO Chairs and inter-university UNITWIN Networks. These projects are located at some 500 institutions in more than 105 countries comprising all the regions of the world.

At its 27th session (1993), the General Conference adopted the Resolution 1.12 through which it *"requests the Director-General to prepare a thorough evaluation of the UNITWIN/UNESCO chairs programme - both internal and external - at the end of the current Medium-Term Plan, to be submitted to the Executive Board"*.

In September 1999 the Director-General of UNESCO appointed us as UNITWIN external evaluators.

On December 15, 1999 you were informed by the Division of Higher Education that during the period of November 1999- March 2000, we would be contacting different actors of UNITWIN (UNESCO Chairs, National Commissions and UNESCO staff) by the means of a questionnaire. The outcomes of the above consultations will contribute to the preparation of the evaluation report to be submitted for consideration to the 160th session of the Executive Board (Autumn 2000).

According to the objectives of the external evaluation of UNITWIN/UNESCO CHAIRS Programme (Terms of Reference, page 2), the work to be done should provide information to assess:

"the <u>current status</u>" (of the programme)," Where we are",
"the programme's <u>relevance, efficiency and impact</u>", and
"the <u>strength and weaknesses</u>" of the programme

To obtain this information, we decided to elaborate three questionnaires, one of them to be answered by each of some 400 UNESCO Chairholders and UNITWIN Network Coordinators, another one by the UNESCO National Commissions and, finally, the third one by UNESCO staff involved.

By this mail we are submitting to you the above-mentioned questionnaire for Chairholders/Coordinators and will be grateful for receiving it (completed) within the <u>three-weeks</u> period and not later than <u>April 25, 2000.</u> The completed questionnaire should be returned either by e-mail attachment or by courier (certified post).

Please note that Chairholders and Coordinators are invited to address the completed questionnaire to one of us, in accordance with our Regional responsibility. The indication of our respective addresses and Regions covered by each of us are as follows:

a) UNESCO Chairs and UNITWIN networks from Asia/Pacific, Eastern/Central Europe , and Western Europe (except Spain and Portugal), should return their questionnaire to:

Pieter van Dijk
Address: Kortenaerkade 11
P:O:Box 29777
2502 LT The Hague, The Netherlands
Telephone: (31-70) 426 01 01
Telefax: (31-70) 426 01 07
e-mail: dirsecr@nuffic.nl

b) UNESCO Chairs and UNITWIN networks from Africa, Arab States, Latin America/the Caribbean, Spain, Portugal and North America should return their questionnaire to:

Jorge Brovetto
Addres: Avda. Brasil 2697 P.B. Ap.1
11300 Montevideo, Uruguay
Telephone: (598-2) 708 65 30, 707 69 15
Telefax: (598-2) 708 65 30
e-mail: grmont@seciu.edu.uy
brovetto@internet.com.uy

Thank you in advance for your kind cooperation.

Professor Jorge BROVETTO,
Executive Secretary of the Asociación de Universidades Grupo Montevideo
(AUGM), Uruguay

Drs. Pieter Van DIJK
General Director of the Netherlands Organization for International Cooperation in
Higher Education (NUFFIC)

2

(Questionnaire for UNESCO Chairs and UNITWIN Networks)

This questionnaire should be answered by the Chairholders or the Coordinators of the UNITWIN networks. Since the purpose of this questionnaire is to evaluate the whole Programme, and not the individual chairs/networks, the answers will not only be confidential but also non identifiable.

The following information should be sent separately:

1.   Title, field/discipline, institution and country of the UNESCO Chair or UNITWIN Network. Name and complete address (including fax and e-mail) of the Chairholder or Coordinator.
2.   In a separate envelope (or e-mail attachment), without any identification, include the answers to the following questionnaire.

I . General questions

1. Indicate **the region** of your chair/network
    a) Africa   [ ]
    b) Asia and the Pacific   [ ]
    c) Arab States   [ ]
    d) Eastern and Central Europe   [ ]
    e) Latin America and the Caribbean   [ ]
    f) Western Europe and North America   [ ]

2. Indicate **the field** of your chair/network
    a) Agriculture; Rural development   [ ]
    b) Communication; Media management;
        Journalism; Freedom of expression   [ ]
    c) Copyright   [ ]
    d) Cultural and natural heritage; Museology   [ ]
    e) Cultural development; Cultural management;
        Cultural policy   [ ]
    f) Culture of peace; Human rights; Intercultural
        Dialogue; International understanding;
        · Tolerance, civic education   [ ]
    g) Development; Human Development   [ ]
    h) Education   [ ]
    i) Energy; Renewable energy   [ ]
    j) Engineering; Technology; Architecture   [ ]
    k) Environmental and sustainable development   [ ]
    l) Information and communication technologies   [ ]
    m) Management   [ ]
    n) Social Sciences   [ ]
    o) Others (specify)

*II . Questions to assess **the current status** of the individual chair/network*

3. Indicate the main objectives of your UNESCO chair/network
    a) to create centers of excellence   [ ]
    b) to foster international (North-South, North-North, East-West or South-South) academic cooperation   [ ]
    c) to help avoid academic brain drain   [ ]
    d) to cover a particular field of academic interest that otherwise would have been left unattended   [ ]
    e) other(specify)

4. Indicate the academic quality control system(s) which monitor(s) the progress and output of your chair/network
    a) the academic or institutional unit responsible for your chair/network [ ]
    b) the University or Institution responsible for your chair/network   [ ]
    c) the University network or multinational organization to which your chair/network is incorporated   [ ]
    d) your country 's UNESCO National Commission   [ ]
    e) UNESCO Secretariat   [ ]
    f) other (specify)
    g) none   [ ]

5. Indicate the activities carried out during the period 1995-2000.
    a) events : conference, workshop, seminar, meeting   [ ]
    b) courses:
        graduate   [ ]
        postgraduate   [ ]
        specialization   [ ]
        permanent education   [ ]
        other (specify)
    c) professors, researchers and/or students exchange   [ ]
    d) publications   [ ]
    e) fellowships   [ ]
    f) other (specify)

6. Indicate the activities programmed for (or accomplished in) the present year 2000
    a) events: conference, workshop, seminar, meeting   [ ]
    b) courses:
        graduate   [ ]
        postgraduate   [ ]
        specialization   [ ]
        permanent education   [ ]
        other (specify)
    c) professors, researchers and/or students exchange   [ ]
    d) publications   [ ]
    e) fellowships   [ ]
    f) other (specify)

7. Indicate the present status of your chair/network
    a) active, accomplishing the initially proposed objectives   [ ]
    b) active, with a higher degree of development   [ ]
    c) active, but with serious difficulties due to
        1- academic problems   [ ]
        2- organizational problems   [ ]
        3- insufficient funding from:
           UNESCO   [ ]
           University   [ ]
           Other sources   [ ]
        4- other (specify)
    d) the chair/network activities have been discontinued due to
        1- academic problems
        2- organizational problems
        3- insufficient funding from:
           UNESCO   [ ]
           University   [ ]
           Other sources   [ ]
        4- other (specify)

III . Questions to evaluate **the relevance** *of the Programme (from the point of view of the chairs/networks coordinators)*

8. Indicate the degree of relevance of the activities accomplished, in accordance with the proposed objectives.
    a) High   [ ]
    b) Acceptable   [ ]
    c) Low   [ ]
    d) Null   [ ]

9. If your answer to the previous question was a), or b), indicate the factor(s) that had positive influence on relevance
    a) importance or interest of the subject for your specific context   [ ]
    b) current state and/or opportunity of the subject   [ ]
    c) target group interest   [ ]
    d) other (specify)

10. If your answer to question 8 was c) or d), indicate the factor(s) that had negative influence on relevance
    a) lack of importance or interest of the subject for your specific context [ ]
    b) non current state and/or opportunity of the subject   [ ]
    c) target group lack of interest   [ ]
    d) other (specify)

11. The procedures applied to assess the societal relevance of your chair/network outputs were
    a) reports [ ]
    b) internal evaluation (by the Chair or University) [ ]
    c) external evaluation (by partner institutions, funding agencies, Government, NGO or IGO representative) [ ]
    d) have not yet been determined [ ]

*IV . Questions to evaluate **the efficiency** of the Programme (from the point of view of the chairs/networks coordinators)*

12. Indicate the relationship between achievements and human, material and financial inputs.
    a) High [ ]
    b) Acceptable [ ]
    c) Low [ ]

13. If your answer to the previous question was a) or b), indicate the factor(s) that had positive influence on efficiency
    a) appropriate organization [ ]
    b) low cost of activities [ ]
    c) the chair/network staff well applied efforts [ ]
    d) other (specify)

14. If your answer to question 12 was c), indicate the factor(s) that had negative influence on efficiency
    a) poor organization [ ]
    b) high cost of activities [ ]
    c) out of proportion efforts required from the chair/network staff [ ]
    d) other (specify)

15. Indicators and procedures used to assess the efficiency of your chair/network outputs
    a) number of students and/or academic personal involved [ ]
    b) research and academic outputs (publications) [ ]
    c) internationalization of curricula [ ]
    d) cost efficiency as compared to regular academic programs [ ]
    e) procedures used (specify, if any)

*V. Questions to evaluate **the impact** of the Programme (from the point of view of the chairs/networks coordinators)*

16. Indicate the extent of impact upon the target group, region, country, institution or other, in line with the initial objectives.
    a) High [ ]
    b) Acceptable [ ]
    c) Low [ ]
    d) Null [ ]

17. If your answer to the previous question was a), or b), indicate the reason(s) for such appraisal:

   a) contribution towards the solution of the problems stated in the objectives
   [ ]
   b) promotion of academic development   [ ]
   c) greater societal concern for the problems stated in the objectives   [ ]
   d) generation of new initiatives   [ ]
   e) other (specify)

18. If your answer to question 16 was c) or d), indicate the reason(s) for such appraisal:

   a) insufficient contribution towards the solution of the problems stated in the objective   [ ]
   b) exiguous promotion of academic development   [ ]
   c) low societal concern for the problems stated in the objectives   [ ]
   d) other (specify)

GENERAL REMARKS, OBSERVATIONS, SUGGESTIONS FOR THE EVALUATORS

ANNEX 5

Questionnaire sent to NATIONAL COMMISSIONS

ANNEX 5

QUESTIONNAIRE FOR THE EXTERNAL EVALUATION

OF THE UNITWIN/UNESCO CHAIRS PROGRAMME

To the President/Secretary General
of the National Commission for UNESCO

Dear Sir/Madam,

UNESCO's Programme of twinning of higher education institutions (The UNITWIN/UNESCO Chairs Programme) launched in 1991 and aimed to develop an international movement of academic solidarity and transfer of knowledge between the universities of the world was met with great interest. At present there are over 400 established projects of UNESCO Chairs and inter-university UNITWIN Networks. These projects are located at some 500 institutions in more than 105 countries comprising all the regions of the world.

At its 27th session (1993), the General Conference adopted the Resolution 1.12 through which it *"requests the Director-General to prepare a thorough evaluation of the UNITWIN/UNESCO chairs programme - both internal and external - at the end of the current Medium-Term Plan, to be submitted to the Executive Board"*.

In September 1999 the Director-General of UNESCO appointed us as UNITWIN external evaluators.

On December 15, 1999 you were informed by the Division of Higher Education that during the period of November 1999- March 2000, we would be contacting different actors of UNITWIN (UNESCO Chairs, National Commissions and UNESCO staff) by the means of a questionnaire. The outcomes of the above consultations will contribute to the preparation of the evaluation report to be submitted for consideration to the 160th session of the Executive Board (Autumn 2000).

According to the objectives of the external evaluation of UNITWIN/UNESCO CHAIRS Programme (Terms of Reference, page 2), the work to be done should provide information to assess:

"the current status" (of the programme)," Where we are",
"the programme's relevance, efficiency and impact", and
"the strength and weaknesses" of the programme

To obtain this information, we decided to elaborate three questionnaires, one of them to be answered by each of some 400 UNESCO Chairholders and UNITWIN Network Coordinators, another one by the UNESCO National Commissions and, finally, the third one by UNESCO staff involved.

By this mail we are submitting to you the above-mentioned questionnaire for the National Commissions for UNESCO and will be grateful for receiving it (completed) within <u>one month</u> period and not later than <u>May 10, 2000.</u> The completed questionnaire should be returned either by e-mail attachment or by courier (certified post).

Please note that National Commissions are invited to address the completed questionnaire to one of us, in accordance with our Regional responsibility. The indication of our respective addresses and Regions covered by each of us are as follows:

a) UNESCO Chairs and UNITWIN networks from Asia/Pacific, Eastern/Central Europe , and Western Europe (except Spain and Portugal), should return their questionnaire to:

Pieter van Dijk
Address: Kortenaerkade 11
P:O:Box 29777
2502 LT The Hague, The Netherlands
Telephone: (31-70) 426 01 01
Telefax: (31-70) 426 01 07
e-mail: <u>dirsecr@nuffic.nl</u>

b) UNESCO Chairs and UNITWIN networks from Africa, Arab States, Latin America/the Caribbean, Spain, Portugal and North America should return their questionnaire to:

Jorge Brovetto
Addres: Avda. Brasil 2697 P.B. Ap.1
11300 Montevideo, Uruguay
Telephone: (598-2) 708 65 30, 707 69 15
Telefax: (598-2) 708 65 30
e-mail: <u>grmont@seciu.edu.uy</u>
<u>brovetto@internet.com.uy</u>

Thank you in advance for your kind cooperation.

Professor Jorge BROVETTO,
Executive Secretary of the Asociación de Universidades Grupo Montevideo
(AUGM), Uruguay

Drs. Pieter Van DIJK
General Director of the Netherlands Organization for International Cooperation in Higher Education (NUFFIC)

**QUESTIONNAIRE FOR THE EXTERNAL EVALUATION
OF THE UNITWIN/UNESCO CHAIRS PROGRAMME**

(Questionnaire for NATIONAL COMMISSIONS)

This questionnaire should be answered by the National Commissions. Since the purpose of this questionnaire is to evaluate the whole Programme and not the individual chair/network, the answers will be treated as confidential information.

I . General questions

1. Country of the National Commission:

2. Total number of UNESCO chairs/UNITWIN networks in your country:

*II . Questions to assess **"the current status"** of the chairs/networks*

3. Indicate the main objectives of your country's UNESCO chairs/UNITWIN networks
      a) to create centers of excellence   [ ]
      b) to foster international (North-South, North-North,
           East-West or South-South) academic cooperation   [ ]
      c) to help avoid academic brain drain   [ ]
      d) to cover a particular field of academic interest
           that otherwise would have been left unattended   [ ]
      e) other (specify)

4. Indicate desirable duration of a UNESCO Chair/UNITWIN Network
      a) two to four years   [ ]
      b) four to six years   [ ]
      c) permanent   [ ]

5. Indicate the predominant status of your country's chairs/networks
    a) active, accomplishing the initially proposed objectives   [ ]
    b) active, with a higher degree of development   [ ]
    c) active, but with serious difficulties due to
        1- academic problems   [ ]
        2- organizational problems   [ ]
        3- insufficient funding from:
            a) UNESCO   [ ]
            b) University   [ ]
            c) other sources   [ ]
        4- other (specify)
    d) the chairs/networks activities have been discontinued due to
        1- academic problems   [ ]
        2- organizational problems   [ ]
        3- insufficient funding from:
            a) UNESCO   [ ]
            b) University   [ ]
            c) other sources   [ ]
        4- other (specify)

*III . Questions to evaluate **the relevance** of the Programme (from the point of view of the National Commissions)*

6. Indicate the overall relevance (in accordance with the proposed objectives) of the activities accomplished by your country's group of chairs/networks.
    a) High   [ ]
    b) Acceptable   [ ]
    c) Low   [ ]
    d) Null   [ ]

7. If your answer to the previous question was a) or b), indicate the factor(s) that had positive influence on the relevance
    a) importance or interest of the chair/network subjects (for your country's specific context)
    b) current status and/or opportunity of the subjects
    c) interest of the target groups involved
    d) other (specify)

8. If you answer to the question 6 was c) or d), indicate the factor(s) that had negative influence on relevance
   a) lack of importance or interest of the chair/network subjects (for your country's specific context)
   b) non current status and/or opportunity of the subjects
   c) target groups lack of interest
   d) other (specify)

IV. *Questions to evaluate **the efficiency** of the Programme (from the point of view of the National Commissions)*

9. Does the information available by your National Commission allow you to evaluate the overall efficiency of your country's chairs/networks programme? (consider efficiency as the ratio between achievements and human, material and financial inputs)
   a) Yes   [ ]
   b) No   [ ]

10. If your answer to the previous question was a), indicate the factor(s) that had positive influence on efficiency
    a) appropriate organization   [ ]
    b) low cost activities   [ ]
    c) the chairs/networks staff well applied efforts   [ ]
    d) other (specify)
    or negative influence on efficiency
    a) poor organization   [ ]
    b) high cost activities   [ ]
    c) out of proportion efforts required from the chairs/networks staff [ ]
    d) other (specify)

V . *Questions to evaluate **the impact** of the Programme (from the point of view of the National Commissions)*

11. Indicate the extent of impact, in line with the initial objectives, upon the target group, region, country, institution, or other, of your country's chairs/networks.
    a) high
    b) acceptable
    c) low
    d) null

12. If your answer to the previous question was a) or b), indicate the reason(s) for such appraisal:
    a) contribution towards the solution of the problems
       stated in the objectives   [ ]
    b) promotion of academic development   [ ]
    c) greater societal concern for the problems stated in the objectives
       [ ]
    d) generation of new initiatives   [ ]
    e) other (specify)

13. If your answer to question 11 was c), or d), indicate the reason(s) for such appraisal:
    a) insufficient contribution towards the solution of the problems
       stated in the objectives
    b) exiguous promotion of academic development   [ ]
    c) low societal concern for the problems stated in the
       objectives   [ ]
    d) other (specify)

GENERAL REMARKS, OBSERVATIONS, SUGGESTIONS FOR THE EVALUATORS

6

ANNEX 6

Questionnaire sent to UNESCO STAFF

QUESTIONNAIRE FOR THE EXTERNAL EVALUATION
OF THE UNITWIN/UNESCO CHAIRS PROGRAMME

Dear UNESCO Staff,

At its 27th session (1993), the General Conference adopted the Resolution 1.12 through which it *"requests the Director-General to prepare a thorough evaluation of the UNITWIN/UNESCO chairs programme - both internal and external - at the end of the current Medium-Term Plan, to be submitted to the Executive Board"*.

In September 1999 the Director-General of UNESCO appointed us as UNITWIN external evaluators. In October 1999 we undertook a short mission to UNESCO HQ. A working calendar included meetings with the Division of Higher Education (House-wide Co-ordinator for UNITWIN), the Director of the Central Evaluation Unit and focal points in the Sectors of Sciences, Social Sciences, Communication and Culture.

On December 9, 1999 you were informed by the Division of Higher Education that during the period of November 1999- March 2000, we would be contacting different actors of UNITWIN by means of a questionnaire. The outcomes of the above consultations will contribute to the preparation of the evaluation report to be submitted for consideration to the 160th session of the Executive Board (Autumn 2000).

According to the objectives of the external evaluation of UNITWIN/UNESCO CHAIRS Programme (Terms of Reference, page 2), the work to be done should provide information to assess:

"the current status" (of the programme)," Where we are",
"the programme's relevance, efficiency and impact", and
"the strength and weaknesses" of the programme

To obtain this information, we decided to elaborate three questionnaires, one of them to be answered by each of some 400 UNESCO Chairholders and UNITWIN Network Coordinators, another one by the UNESCO National Commissions and, finally, the third one by UNESCO staff involved.

By this mail we are submitting to you the above-mentioned questionnaire for UNESCO staff and will be grateful for receiving it (completed) within two-weeks and not later than April 20, 2000. The completed questionnaire should be returned either by e-mail attachment or by courier (certified post).

Please note that UNESCO staff is invited to address the completed questionnaire to both of us. Our respective addresses are as follows:

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In so far as the UNESCO staff is concerned, it is important to stress that your answers will be treated as confidential.

Professor Jorge BROVETTO,
Executive Secretary of the Asociación de Universidades Grupo Montevideo
(AUGM), Uruguay

Drs. Pieter Van DIJK
General Director of the Netherlands Organization for International
Cooperation in Higher Education (NUFFIC)

QUESTIONNAIRE FOR THE EXTERNAL EVALUATION
OF THE UNITWIN/UNESCO CHAIRS PROGRAMME

(Questionnaire for UNESCO Staff)

This questionnaire should be answered by UNESCO Staff. Since the purpose of this questionnaire is to evaluate the whole Programme and not the individual chairs/networks, the information contained in Section " I " will be treated separately and will remain confidential.

I . General questions

1. UNESCO Office, Division or Sector

2. Address

3. Name of staff member

4. Title and function

5. Type of relation maintained by Office, Division or Sector with Chairs/Networks
   a) involved in establishing Chairs/Networks
   b) financial support
   c) organizational support
   d) academic support or technical assistance
   e) promotion of liaison with other Chairs/Networks
   f) supervision
   g) other (specify)

6. Domain and area of UNESCO chairs/UNITWIN networks under your responsibility or related to your Office, Division or Sector:

II . Questions to assess "the current status" of the chairs/networks under your responsibility or related to your Office, Division or Sector

7. Indicate the number of UNESCO chairs/UNITWIN networks
   a) created   [ ]
   b) under consideration   [ ]
   c) none   [ ]

8. Indicate the staff-time involved to establish a UNESCO Chair/UNITWIN Network
   a) Less than one year [ ]
   b) More than one year [ ]

9. Indicate the staff-time involved to monitor established UNESCO Chair(s)/UNITWIN network(s)
   a) 10% or less [ ]
   b) 35% or less [ ]
   c) 75% or less [ ]
   d) 100% [ ]

10. Indicate main types of activities carried out during the period 1995-2000 by chairs/networks under your responsibility or related to your Office, Division or Sector.
    a) Events: Conferences, Workshops, Seminars, Meetings
    b) courses
       graduate [ ]
       postgraduate [ ]
       specialization [ ]
       permanent education [ ]
       other (specify) [ ]
    c) professors, researchers and/or students exchange [ ]
    d) research [ ]
    e) publications [ ]
    f) fellowships [ ]
    g) other (specify)

11. Indicate the predominant status of chairs/networks under your responsibility or related to your Office, Division or Sector

    a) active, accomplishing the initially proposed objectives   [ ]
    b) active, with a higher degree of development   [ ]
    c) active, but with serious difficulties due to
        1-   academic problems   [ ]
        2- organizational problems   [ ]
        3- insufficient funding from
            a) UNESCO   [ ]
            b) University   [ ]
            c) Other sources   [ ]
        4- other (specify)
    d) the chairs/networks activities have been discontinued due to
        1- academic problems   [ ]
        2- organizational problems   [ ]
        3- insufficient funding from
            a) UNESCO   [ ]
            b) University   [ ]
            c) Other sources   [ ]
        4- other (specify)

*III . Questions to evaluate **the relevance** of the Programme (from the point of view of the UNESCO staff)*

12. Indicate the overall relevance (in accordance with the proposed objectives) of the activities accomplished by the Chairs/Networks under your responsibility or related to your Office, Division or Sector.

    a) high   [ ]
    b) acceptable   [ ]
    c) low   [ ]
    d) null   [ ]

13. If your answer to the previous question was a) or b) , indicate the factor(s) that had positive influence on relevance

    a) importance or interest of the chairs/networks subjects (for the specific context)   [ ]
    b) current status and/or opportunity of the subjects   [ ]
    c) interest of the target groups involved   [ ]
    d) other (specify)

14. If your answer to question 12 was c) or d), indicate the factor(s) that had negative influence on relevance
     a) lack of importance or interest of the chairs/networks subjects (for the specific context)   [ ]
     b) non current status and/or opportunity of the subjects   [ ]
     c) target groups lack of interest   [ ]
     d) other (specify)

*IV. Questions to evaluate **the efficiency** of the Programme (from the point of view of the UNESCO staff)*

15. Does the information available allow you to evaluate the overall efficiency of chairs/networks programme? (consider efficiency as the ratio between achievements and human, material and financial inputs)
     a) Yes   [ ]
     b) No   [ ]

16. If your answer to the previous question was a), indicate the factor(s) that had positive influence on efficiency
     a) appropriate organization   [ ]
     b) low cost activities   [ ]
     c) the chairs/networks staff well applied efforts   [ ]
     d) other (specify)
   or negative influence on efficiency
     a) poor organization   [ ]
     b) high cost activities   [ ]
     c) out of proportion efforts required from the chairs/networks staff
        [ ]
     d) other (specify)

*V . Questions to evaluate **the impact** of the Programme (from the point of view of the UNESCO staff)*

17. Indicate the extent of impact, in line with the initial objectives, of the chairs/networks under your responsibility, or related to your Office, Division or Sector, upon UNESCO Programme .
     a) High   [ ]
     b) Acceptable   [ ]
     c) low   [ ]
     d) null   [ ]

18. If your answer to the previous question was a), or b), indicate the reason(s) for such appraisal:
   a) contribution towards the solution of the problems
   stated in the objectives   [ ]
   b) promotion of academic development   [ ]
   c) greater societal concern for the problems stated in the objectives
   [ ]
   d) generation of new initiatives   [ ]
   e) other (specify)

19. If your answer to question 17 was c) or d), indicate the reason(s) for such appraisal:
   a) insufficient contribution towards the solution of the problems
   stated in the objectives   [ ]
   b) exiguous promotion of academic development   [ ]
   c) low societal concern for the problems stated in the objectives
   [ ]
   d) other (specify)

GENERAL REMARKS, OBSERVATIONS, SUGGESTIONS FOR THE EVALUATORS

ANNEX 7

List of UNESCO STAFF Interviewed

LIST OF UNESCO STAFF INTERVIEWED

At·UNESCO Headquarters

I.   Office of the Director-General
     Lamia Salman-El Madini, Deputy Director

II. Division of Higher Education.
     Mr. Jacques Hallak, ADG for Education
     Mr. K. Francisco Seddoh, Director ED/HEP
     Mr. Dimitri Beridze, Head, Unit for Academic Mobility
     Ms. Carmen Piñán, Programme Specialist, Interuniversity Cooperation
     Sectiion
     Ms. Hassmik Tortian, Assistant Programme Specialist
     Mr. M. Reshov, Director, Central Programme Evaluation Unit.

III. Sector of Communications
     Meeting with a group coordinated by Ms. Rosa González

IV. Sector of Sciences
     Meeting with a group coordinated by Mr. Alexander Pokrovsky

V.   Sector of Culture
     Meeting with a group coordinated by Ms. Rosa Guerreiro

VI. Sector of Social Science
     Meeting with a group coordinated by Mr. Vladimir Volodine

VII. Other Persons
     Marco Antonio Días former Director ED/HEP
     D. Chitoran Internal Evaluator of the UNITWIN7UNESCO Chairs Programme
     Francisco López Segrera, Director IESALC – UNESCO Caracas, Venezuela
     Ana Vila, IESALC - UNESCO Caracas, Venezuela

At UNESCO Santiago,Chile. OREALC
VIII. Meeting with a group coordinated by Mr. Ricardo Hevia Rivas

At UNESCO Montevideo,Uruguay. ORCYT
IX. Francisco Lacayo, Director of ORCYT
     Manuel Bernales, ORCYT, Social Sector

ANNEX 8

Documents Consulted

ANNEX 8

LIST OF DOCUMENTS CONSULTED

1. Terms of Reference for the External Evaluation of UNITWIN/UNESCO Chairs Programme.
2. Internal Evaluation of the UNITWIN/UNESCO Chairs Programme, Report, D. Chitoran.
3. Directory/Annuaire, UNESCO CHAIRS UNITWIN, World Conference on Higher Education.
4. Directory/Répertoire, UNESCO CHAIRS UNITWIN.
5. UNITWIN/UNESCO Chairs Programme, An Innovative Approach to the Transfer of Knowledge.
6. Fundraising for UNITWIN. D. Beridze.1999
7. The UNITWIN/UNESCO Chairs Programme. Génesis, Evolution, Perspectives. M.A.R.Dias.
8. UNESCO Chairs/UNITWIN PROGRAMME. List of UNESCO Chairs and Networks as of 30 September 1999.
9. List of donors to UNITWIN/UNESCO Chairs Programme.
10. Reflexion sur la mise en oeuvre du Programme et sur le fonctionnement de la Division. M.A.R. Dias.
11. Number of UNESCO Chairs established by year as of 23 June 2000.
12. Distribution of work concerning UNITWIN within ED/HEP. K.F. Seddoh.
13. Draft Agreement for the Establishment of a UNESCO Chair.
14. List of Chairs with 1998-1999 Progress Report (as at 27/6/2000)
15. List of Networks as at 23/6/2000.
16. Policy Issues and Strategy for the UNITWIN/UNESCO Chairs Programme for Year 2000/2001.
17. Human Development Report 1992. UNDP.
18. UNESCO World Education Report 1998.
19. World Declaration on Higher Education in the XXI Century, UNESCO.

ANNEX 9

Some comments and suggestions received

SOME COMMENTS AND SUGGESTIONS

I.   From Chairholders/Coordinators

- "UNESCO Chairs could promote regional and international cooperation successfully. Whilst UNESCO has taken the initial role in providing seed funding to establish the chair, more efforts are needed on the part of UNESCO to further facilitate networking and assist the existing chairs to generate extra-budgetary resources to fulfill the desired objectives of the UNESCO Chair"
- "Building endogenous research capacities at the institutional level in developing countries and prevention of brain drain must be the cornerstone of the revived UNESCO Chair scheme"
- "Research should be essential in the chair's work"
- "The commitment and institutional support of the University Authorities should be increased"
- "The UNESCO label often appears to reward good intentions rather than quality"
- "…the Programme has only marginally attracted new, previously untapped, resources"
- "We have been short cutting a lot of bureaucracy and conflicts around money just because we did not have any. The department as such has been much more involved in keeping the chair going"
- "La ejecución de la Cátedra sin recursos de UNESCO es un desafío difícil de enfrentar, siendo muy grandes los esfuerzos que realizan las universidades para poder dar cumplimiento a los objetivos establecidos por la Cátedra"
- "We made questions to UNESCO, but we didn't receive answers. We have hope of improving our relations after this evaluation"
- "In most developing countries, the academic output should aim to assist national development goals and improve the livelihoods of the population at large"
- "Aumentar la selectividad cualitativa e innovadora de las Cátedras, mediante monitoreo periódico de su desempeño"
- « L'UNESCO devrait favoriser les contacts entre les différents réseaux et chaire et servir plus efficacement de nœud centrale d'un réseau mondial »
- "Currently it is difficult for chairs in the southern Universities to know what is going on at UNESCO"
- « Les 10.000 Dollars que nous avons reciçus de l'UNESCO nous a permis de fonctionner librement et efficacement »
- "UNESCO provided the financial resources accorded at the beginning of the Chair. Later on, the projects and programs related to the Chair were financed with our own resources"
- "…it has been specially important for our Chair, because our changing

- "Lo que se ha hecho ha exigido mucho esfuerzo institucional de las respectivas sedes. Hay entusiasmo en continuar"

II.. From UNESCO Staff

- Best results are obtained when chairs belong to a network
- An international coordination between chairs of the same field should be promoted
- Regional meetings of related chairs should be organized
- Create an Internet Forum at two different levels: open for general discussion and private for chairholders only
- Promote a inter sector approach with the other UNESCO sectors
- What should always be remembered is that Chairs projects belong to the universities and not to UNESCO
- Create chairs with a double "umbrella", like UNESCO-International Scientific Union
- UNESCO should be more strict in the selection and attribution of chair status
- The monitoring system should be improved
- "UNESCO can act through its programme for providing openings to interdisciplinary and/or problem-oriented chairs...These two dimensions are complementary and the justification for their strong support relies on the fact that most of the identifying problems by communities and societies are rarely solved by disciplinary approaches"
- "...two conflicting trends: on the one hand, the growing interests of higher education institutions and academics in establishing UNESCO Chairs and UNITWIN networks, and on the other, the level of UNESCO budget allocated to the programme..."
- "An initiative should be launched in regards to...the consideration of UNESCO as the main partner in the development of interregional networks"
- "The programme is highly innovative and holds capacity to provide a lot of fresh impetus to the permanent adaptation needs of HE Institutions to the complexities of globalization and governance...It is an excellent instrument to draw upon expertise existing in UNESCO and making it publicly accessible. It also provides UNESCO with a very high degree of visibility"
- "Priority should be given to the establishment of Networks and not isolated Chairs"
- "Quality control should be strengthened at all stages of creation and development of Chairs and Networks at all levels"

II. From National Commissions

- "...UNITWIN/UNESCO Chairs Programme is one of the outstanding programmes that characterizes UNESCO's work and should be assessed in quantitative and qualitative terms in order to achieve more relevance,

efficiency and further development"

- "Les chaires UNESCO après leur création doivet être engagées dans une dynamique qui devrait leur permettre de mobiliser des ressources matérielles, humaines et financiéres auprés des institutions de coopération bilatérale ou multilatérales...les gouvernement doit également apporter dans ce sens son appui sous toutes les formes"
- Create a set of monitoring instructions to allow Chairs to carry out rapid and
- systematic evaluations.
- In general the chairs (in our country) function very well, and have a high prestige. For this reason they are able to obtain enough financial support.