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**WHAT ARE UNESCO CHAIRS?
UNESCO ANSWERS**



**Editorial
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Introduction

The history of the UNESCO Chairs Programme goes back to the year 1950, but it was not officially established until 1991 -the same year that the UNITWIN Project was founded.

The name UNESCO Chair is a badge of excellence for universities, centres and educational organizations that fulfil UNESCO's aims with distinction.

This book presents the research results from studies into UNESCO's general conference and Executive Board acts (1946-2004), and shows the affinity and compromises underlying the UNESCO Chairs and UNITWIN situation.

This situation is one suited for helping the transfer of knowledge and understanding; capable of making science a tool for the improvement of a way of life; inclined to develop initiatives to search for solidarity and everyone's aspirations for development, justice and peace; suitable for

producing innovations that help make communications a vehicle for learning and cultural exchanges; capable of promoting studies on new forms of knowledge; open to apply new information and communication technologies; conscious of the need to conserve and help the environment; able to promote women's rights, democracy, human rights and a culture of peace; and finally to guarantee processes suitable for a lifelong education.

This book presents the investigative and innovative actions taken by UNESCO Chairs, as well as their task of combining science, culture, education and human development with respect to international and lifelong education.

I

UNESCO Chairs' background

I.1. Chairs in international relations

Any university chair imparting international themes can be called a chair in international relations. That is, the chairs established to explain topics regarding international politics and exchanges.

The 1950 General Conference adopted a resolution *to draw up a list of the University professorships dealing with international relations...*¹

¹ UNESCO, *Records of the General Conference. Resolutions*, "Resolutions adopted on the report of the Programme and Budget Commission and of the Joint Commission-Programme and Budget, Official and External Relations. Fourth Part:

The resolution reveals UNESCO's preoccupation with placing international education into the university setting.

A preoccupation, on the other hand, that had already been made manifest in 1947 by requesting that international education also be considered in learning centres².

I.2. Chairs for United Nations

The chairs to be considered as chairs for United Nations are those derived from what previously were termed chairs in international relations.

The 1958 General Conference was itself informed of the existence of this type of chair:

The Programme for 1951. Education. Education for international understanding. Higher Education”, resolution 5C/II.1.331, Paris, 1950, p. 35.

² UNESCO, *Resolutions adopted by the General Conference during its second session*, “Resolutions adopted on the report of the Programme and Budget Commission. The Programme of Unesco in 1948. Chapter 3. – Education. Draft Convention for International Understanding through Education”, resolution 2C/VIII.A.3.13.1, Paris, 1947, p. 21.

The delegate of Ecuador [...] announced that his country had established a university chair devoted to United Nations and its agencies³.

I.3. Chairs in cultural co-operation

The chairs considered as chairs for cultural co-operation conferences originated and were founded with the *Declaration of the Principles of International Cultural Co-operation*⁴.

The 1968 General Conference

recommends that Member States establish in pursuance of this Declaration, a visiting professorship or other agency for the purposes of: (a) developing peaceful and friendly

³ UNESCO, *Records of the General Conference. Resolutions, "Annexes. Reports of the Working Parties of the Programme Commission. Mass Communication. Public liaison"*, resolution 10C/C.VII.5.31, Paris, 1958, p. 175.

⁴ UNESCO, *Records of the General Conference. Resolutions, "Programme and Budget for 1969-1970. Communication. Resolutions addressed to Member States"*, resolution 15C/II.4.03, Paris, 1968, p. 57.

relations among the peoples; (b) promoting the wide dissemination of ideas and knowledge, based on active interchange between the National Commissions; (c) pointing out ideas and values most likely to create a climate of friendship, peace and international understanding; (d) organizing exchanges in keeping with a spirit of broad, mutual understanding, in an endeavour to form firm and lasting bonds between the peoples; (e) laying special stress on the moral and intellectual upbringing of youth, so as to encourage the spirit of peace, mutual respect and understanding among the peoples; (f) contributing, by reference to the principles of the United Nations to the promotion and development of human rights, individual liberties, and the recognition of the sovereign equality of States⁵.

In other words, these chairs should behave as tools for international education.

⁵ UNESCO, *op. cit.* in note 4.

II

The UNITWIN and UNESCO Chairs Programme

II.1. The UNESCO Chairs and the UNITWIN Project

The first time the UNITWIN Project is brought up is in 1991.

The resolution on UNESCO's contribution to prospective studies and to strategies concerned with development declares -with the hopes of promoting the understanding of these studies and to strengthen countries' capabilities of analysing them-

to assist Member States in this field by

implementing training programmes and establishing national and regional UNESCO professorships¹.

On its behalf, the resolution that frames itself as the program for education for the twenty-first century also declares

to examine the various modalities of inter-university co-operation including the possible launching of the UNITWIN project².

¹ UNESCO, *Records of the General Conference. Volume 1. Resolutions*, “Programme for 1992-1993. Major Programme Areas. Major Programme Area VI: ‘UNESCO’s contribution to prospective studies and to strategies concerned with development’. The in a social and human sciences changing world. UNESCO’s contribution to prospective studies and to strategies concerned with development. Under Programme VI.2, ‘Development strategies and outlook; support for the least developed countries’. With a view to promoting understanding of the prospective aspects of development and strengthening national capabilities for prospective analysis:”, resolution 26C/III.6.1.2.B.VI.2.(b).(i), Paris, 1991, p. 78.

² UNESCO, *op. cit.* in note 1, “Education and the future. Major Programme Area I: ‘Education and the future’. Under Programme 1.2, ‘Education for the twenty-first century’. with a view to reinforcing and adapting higher education and the training of educational personnel in order to respond to the changing needs of society”, resolution 26C/III.1.1.2.B.1.2.(c).(ii), p. 20.

The General Conference distinguishes between UNESCO Chairs and UNITWIN.

The Chairs could see themselves as promoters to prospective studies and strategies concerned with development, and UNITWIN would be a specific UNESCO project within the university framework that sustains the academic co-operation.

That is, UNITWIN would become just another project -amongst others- that creates links between universities; a project forming a network with the goal of following through with the UNESCO aims and objectives.

Those inclined to be termed UNESCO Chairs would be those institutions with *training activities for policy analysts, planners and decision-makers*³ that hope to highlight the cultural and environmental dimensions in development and those that undertake

³ UNESCO, *op. cit.* in note 1, “Under Programme VI.1, ‘The human dimension of development’”, resolution 26C/III.6.1.2.A.VI.1.(a).(iii), p. 77.

*studies on institutional and technological changes conducive to social and cultural development*⁴,

as well as those carrying out *studies as a field of teaching and research and as a practical tool for development strategies*⁵

The UNITWIN project should be seen as a network of universities cooperating with each other and as a framework for university training initiatives accessible to any member of the system.

The General Conference is on this same wavelength when it

invites the Director-General, within the framework of the UNITWIN project, to foster the development of inter-university co-operation in Europe through a multilateral network entitled "Network: European Universities", financed by extra-budgetary Education and the

⁴ UNESCO, *op. cit.* in note 1, resolution 26C/III.6.1.2.B.VI.2.(a).(iii), p. 77.

⁵ UNESCO, *op. cit.* in note 1, resolution 26C/III.6.1.2.B.VI.2.(b).(iii).

*future funds and including the largest possible number of higher education institutions in the region. The network will be concerned with high-level training and research, particularly in science and technology, and also in culture and the social sciences*⁶.

So UNESCO wishes to form its own network of interuniversity co-operation.

However, there is still a difference between UNESCO Chairs and UNITWIN.

This difference is highlighted in 2002 when, while alluding to the *UNITWIN/UNESCO Chairs Programme*'s ten years of service, they claim:

This Programme is UNESCO's most important intersectoral downstream activity in the field of higher education with almost 500 UNESCO Chairs and networks established in 113 Member States. A privileged mechanism for knowledge transfer and capacity-building in the

⁶ UNESCO, *op. cit.* in note 1, "Network: European Universities", resolution 26C/III.1.14.1, p. 33-34.

spirit of solidarity with and between developing countries, its main participants are hundreds of universities and many important higher-education NGOs, and hundreds of other organizations, foundations and companies are partners. [...] UNITWIN/UNESCO Chairs projects are dealing with training and research activities and cover all major fields of knowledge within UNESCO's competence, such as education, human rights, cultural development, environment, basic and engineering sciences, etc. The principal beneficiaries of this programme are institutions of higher learning in developing countries and countries in transition⁷.

⁷ UNESCO, *Approved Programme and Budget 2002-2003. 31C/5*, "Part II - Programmes and Programme Related Services. II. Programmes. Major Programme I – Education. I.2 Building knowledge societies through quality education and a renewal of education systems. I.2.2 Renewal of education systems. Main line of action 3. Reform, innovation and internationalization in higher education", 01223, Paris, 2002, p. 39.

II.2. The UNITWIN Project and the UNESCO Chairs Programme

The recognized difference in 1991 between UNESCO Chairs and the UNITWIN Project is ratified by the Executive Board in 1992:

Invites the Director-General to submit to it at a future session a further progress report on the 'Network: European Universities', together with an overall report on all of UNESCO's networking activities in the field of higher education, including the UNITWIN project and the UNESCO Chairs programme (3)⁸.

The UNITWIN⁹ project had already been set in motion in the past six months.

But the UNESCO Chairs continued to

⁸ EXECUTIVE BOARD, *Decisions adopted by the Executive Board at its 139th session (Paris, 18-27 May 1992)*, "Execution of the Programme. Education. Proposals by the Director-General concerning the Network: European Universities", decision 139EX/4.3.3 – (3), Paris, 16 June 1992, p. 9.

⁹ Cfr. note 7.

maintain their separate identity, even to the point of being considered a project with its own set of characteristics.

The Executive Board would continue in this same wavelength when explaining itself in its second reunion of 1992.

When the Executive Board examines the Director-General's report, it demonstrates that UNESCO not only created networks in higher education, but had encouraged both the UNITWIN Project and the UNESCO Chairs Programme.

So, the Executive Board

emphasizing that the UNITWIN project should be extended to UNESCO's various programmes through increased intersectoral cooperation (5),

and

considering that UNITWIN and the UNESCO Chairs programme can play a major role in

strengthening inter-university co-operation and academic mobility and can become the main thrust of UNESCO's action in the field of higher education, serving as a mechanism for North-South and South-South co-operation, with a view to the advancement and transfer of knowledge (6),

requests the Director-General to present at a future session of the Executive Board a feasibility study on convening a world conference on higher education and research, in close co-operation with the relevant agencies of the United Nations system, as well as with other intergovernmental and non-governmental organizations (11).

This Executive Board decision is a step forward in defining the UNESCO Chairs Programme, since it is in this moment that, for the first time, the UNESCO Chairs are declared as programs for higher education. Moreover, the UNESCO Chairs are situated in the university

setting.

Thus, not only showing the Chairs' high academic level, but also showing UNESCO's interest in combining all higher education -on an operative level- as one project, but without losing their particular properties.

The separation of these particular properties will be made apparent in the Executive Board's decision that was previously alluded to:

Invites the Director-General [...] continue to seek the direct involvement of non-governmental organizations active in the sphere of higher education (9).

Yet, there can also be higher education organizations that are not part of the university setting.

The Executive Board demonstrates this when it declares that it is the General Conference's duty to making *UNITWIN* and the *UNESCO Chairs*

*programme fully operational (10)*¹⁰.

The distinction between the UNITWIN Project and the UNESCO Chairs Programme becomes less evident in 1993. However, we must continue to classify them as two distinct actions.

II.3. UNITWIN and the UNESCO Chairs Programme

The Executive Board meeting previous to the 1993 General Conference decides

that a policy, criteria and procedures be devised to guide the development, monitoring and evaluation of the functioning of the UNITWIN programme and, within it, the UNESCO chairs

¹⁰ EXECUTIVE BOARD, *Decisions adopted by the Executive Board at its 140th session (Paris, 12-30 October 1992)*, “Execution of the Programme. Education. Progress report by the Director-General on UNESCO’s networking activities in the field of higher education, including the UNITWIN project and the UNESCO Chairs programme”, decision 140EX/5.2.1 – (5, 6, 11, 9 and 10), Paris, 18 November 1992, pp. 13-14.

scheme, paying particular attention to the balanced distribution of UNESCO chairs among the regions and to co-operation between them;
(35.(e))¹¹.

In this Executive Board decision two observations can be made: first, that the old UNITWIN Project is updated to this year in UNITWIN Programme; and second, that the old UNESCO Chairs Programme is seen as an action that UNESCO had already been developing in UNESCO Chairs, without the specific characteristics of the Programme.

On the other hand, the Chairs continue to be placed in a University context, but different from that of the UNITWIN.

¹¹ EXECUTIVE BOARD, *Decisions adopted by the Executive Board at its 141st session (Paris, 10-28 May 1993)*, “Programme and Budget for 1994-1995. Consideration of the Draft Programme and Budget for 1994-1995 (27 C/5) and recommendations of the Executive Board. Transverse themes, programmes and activities. Major Programme Area I - Education and the future”, decision 141EX/4.1.II.– (35.(e), Paris, 17 June 1993, p. 13.

In this same wavelength, another decision made in the same Executive Board meeting:

Requests the Director-General to further strengthen co-operation on UNITWIN [...] with nongovernmental organizations in higher education (6).

This is an attempt to expand the possible co-operations with UNITWIN. A co-operation that is no longer limited to the universities and the UNESCO Chairs, but expanded on to the higher education NGOs.

The UNITWIN Programme expects co-operation within the university network from the UNESCO Chairs and the NGO dedicated to higher education.

However, being an organism of higher education is not an exclusive condition to participate in the UNITWIN Programme; other institutions can be invited.

For example, an institution that works against the loss of any countries national citizens

with the capacity to promote development (brain drain).

The Executive Board explains with further detail:

Invites the Director-General to draw up clear criteria for selecting the projects to be included in the UNITWIN and UNESCO chairs programme to, inter alia, make it an instrument against the brain drain (8)¹².

From which we can understand that the program can accept all institutions that work against the brain drain.

On the other hand, when establishing the selection criteria, it is important to remember that the UNESCO Chairs founding criteria was based on UNESCO's development strategies which saw education as an important factor for development,

¹² EXECUTIVE BOARD, *op. cit.* in note 11, "Execution of the Programme. Education. Proposals by the Director-General -including the outline of an intersectoral policy -concerning the UNITWIN and UNESCO chairs programme", decision 141EX5.2.3.- (6 and 8), p. 25.

which thus permitted them to create the UNESCO Chairs.

Thus, it can be said that in development it is necessary to call on all possible formative actions. So, not only would the university and higher learning centres be called upon to co-operate with the UNITWIN Programme, instead, any institution that works along these lines, with or without those characteristics.

In other words, a UNESCO Chair could be any institution that promotes educational processes that favour development as well as any endogenous development.

The endogenous development and the brain drain were some of UNESCO's preoccupations when creating the aims of the UNITWIN and UNESCO Chairs Programme.

The Executive Board declares this, and so does the 1993 General Conference when they claim to be

*convinced that the development of networks in higher education, in particular through the UNESCO chairs as focal points for the development of training and research, brings institutions in different regions closer together in their work on major themes, with a view to giving new impetus to higher-education establishments in the developing countries and countries that are undergoing economic transition, and to preventing the brain drain*¹³.

The UNESCO Chairs are discussed as not only different from the UNITWIN Programme, but as also delivering a different function. In its educative and investigative tasks, as well as its uniting tasks, they give impetus to high education institutions with the aim of averting the brain drain.

¹³ UNESCO, *Records of the General Conference. Volume 1. Resolutions*, “Programme for 1994-1995. Major Programme Areas. Education and the future. The UNITWIN/UNESCO chairs programme, including the outline of an intersectoral policy on higher education”, resolution 27C/III.A.1.12, Paris, 1993, p. 27.

The national commissions in co-operation with UNESCO must help UNESCO Chairs with their driving efforts by coordinating, and following up on them,

to devise and submit projects for networks and chairs directed towards interdisciplinary activities in training, research and information exchange that help to strengthen the links between higher-education establishments within the framework of regional and interregional co-operation.

As can be seen, the General Conference assumes the Executive Board's call to set the UNITWIN and UNESCO Chairs programme selection criteria.

The chairs should also research interdisciplinary education and the co-operation that strengthens interuniversity links in the sphere of higher education. And specifically for the

UNITWIN/UNESCO Chairs Programme, the General Conference would urge its Member States

to extend their support for the UNITWIN/UNESCO chairs programme; and to increase their voluntary contributions for the implementation of the activities of this programme, in particular those benefiting the developing countries¹⁴.

We must reaffirm that the UNITWIN/UNESCO Chairs Programme is a plan called upon to favour the completion of UNESCO's aims and objectives through the creation of university networks, UNESCO Chairs networks, and NGO networks that operate on other levels of education oriented towards the countries' endogenous development and the growth of their higher education.

If these networks subscribe to the UNITWIN and UNESCO Chairs Programme, the

¹⁴ UNESCO, *op. cit.* in note 13, resolution 27C/III.A.1.12.1, Paris, 1993, p. 26.

institutions that make up this program do not lose their own identity -which emanates from their unique way of confronting the UNESCO mandate with respect to higher education- they do not even have to necessarily be higher education establishments. The Executive Board refers to this freedom in 1995 when discussing lifelong education for all,

reaffirms the importance of the UNITWIN/UNESCO Chairs Programme in fostering inter-university co-operation and the transfer of knowledge at the highest level (20);

but separating it from it also calls the UNESCO Chairs Programme. Thus, considering it something distinct, and furthermore,

recommends that in the development of the UNITWIN/UNESCO Chairs Programme greater attention be given to ensuring a better balanced distribution of UNESCO Chairs

between the different regions; a better balance in the subjects or disciplines covered; a high quality so that they eventually function as centres of excellence and cater for the priority needs of Member States, particularly developing countries; and the sustainability of UNESCO Chairs over a long-term period... (21)

If we highlight the distinction between UNITWIN and Chairs, we must also highlight the establishment of some of the selection criteria of the Chairs Programme -for example, the duration, quality and special attention to the needs of developing countries. Nevertheless, it was this last criteria that founded the Chairs in 1991. The Chairs Programme demands quality and excellence in those institutions that receive this title. From those precise criteria which in 1993 were asked to be elaborated on, it is later recommended that the criteria for the creation of

*UNESCO Chairs and the mechanism for monitoring their implementation be further refined with a view to ensuring the satisfactory functioning of the programme (22)*¹⁵,

and they encourage the European Centre for Higher Education (CEPES) to increase its catalytic role

in the process of monitoring the activities of the UNESCO Chairs and networks already established in Europe and in that of promoting further the UNITWIN/UNESCO Chairs Programme, particularly by supporting networking activities and extra-budgetary fundraising, thus contributing to more efficient transfer of knowledge and expertise as well as

¹⁵ EXECUTIVE BOARD, *Decisions adopted by the Executive Board at its 146th session (Paris, 16 May-2 June 1995; Fez, 3-4 June 1995)*, “Draft Medium-Term Strategy for 1996-2001, and Draft Programme and Budget for 1996-1997. Consideration of the Draft Programme and Budget for 1996-1997 (28 C/5), and recommendations of the Executive Board. Major Programme I - Towards lifelong education for all”, decision 146EX/4.2.I.– (20, 21 and 22), Paris, 29 June 1995, pp. 17.

assisting the restructuring of higher education systems and institutions (9.(c))¹⁶.

In 1997, while referring specifically to the field of philosophy, the Executive Board

recommends that the activities aimed at improving philosophy curricula at all levels of education be reinforced, as appropriate, through the creation of UNESCO Chairs in philosophy, particularly in developing countries (31)¹⁷.

¹⁶ EXECUTIVE BOARD, *Decisions adopted by the Executive Board at its 147th session (Paris, 6 October-15 November 1995)*, “Execution of the Programme. Education. Report by the Director-General on the reinforcement of the European Centre for Higher Education (CEPES)”, decision 147EX/3.4.1.– (9.(c), Paris, 13 December 1995, p. 8.

¹⁷ EXECUTIVE BOARD, *Decisions adopted by the Executive Board at its 151st session (Paris, 26 May-12 June 1997)*, “Draft Programme and Budget for 1998-1999 (29 C/5). Consideration of the Draft Programme and Budget for 1998-1999. Recommendations by the Executive Board on the Draft Programme and Budget for 1998-1999. Major Programme II - The sciences in the service of development”, decision 151EX/5.1.A.I.– (31), Paris, 3 July 1997, p. 23.

The Chairs, as much as UNITWIN, form a group of actions available to UNESCO, as the Executive Board declares in 1998:

*Underscores the role of the Organization in enhancing endogenous capacities of Member States in its fields of competence, and recommends that the whole range of forms of action that the Organization has at its disposal for this purpose (e.g. co-operative networks, UNESCO Chairs, university twinning, support for institutions and NGOs, training workshops, fellowships, etc.) be critically examined with a view to their reinforcement in close co-operation with institutions and partners working for development at national, regional and international levels (11)*¹⁸.

¹⁸ EXECUTIVE BOARD, *Decisions adopted by the Executive Board at its 155th session (Paris, 19 October-5 November 1998; Tashkent, 6 November 1998)*, “Draft Programme and Budget for 200-2001 (document 30 C/5). Preliminary proposals concerning the Draft Programme and Budget for 2000-2001 (document 30 C/5). Programme principles. Functions and forms of action”, decision 155EX/4.1.I.– (11), Paris, 3 December 1998, p. 21.

In conclusion, the UNITWIN Programme and UNESCO Chairs can generally be placed in whichever interest UNESCO has that works

to reinforce national capacities to reform and renew education systems, programmes and processes at all levels, in the light of the objective of “education for all throughout life” (32).

This very general purpose demands an alliance of all the efforts from levels of education. Specifically,

action in the area of higher education should focus mainly on assisting Member States in the implementation of the recommendations of the World Conference on Higher Education. Efforts should also concentrate on reinforcing interuniversity co-operation 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 (35)*¹⁹.

This can be expressed in one way or the other, but always recognizing the value of the co-operation for both the UNITWIN network and the UNESCO Chairs networks.

However, they do show a preference -specially for the Chairs, since they are the original UNESCO creations- among other things, that those Chairs embrace themes within UNESCO's domain and that they guarantee excellence in education.

¹⁹ EXECUTIVE BOARD, *op. cit.* in note 18, "Proposed Programme. Major Programme I", decision 155EX/4.1.II. – (32 and 35), pp. 24-25.

III

UNESCO Chairs: Working for education, science, and culture

III.1. Science, education and culture in UNESCO's ethical mission.

Science has been an aim in UNESCO's policy since its foundation. It forms part of its title and mandate.

The term science should be understood in its broadest sense including natural and exact sciences, as well as cultural sciences and human sciences.

UNESCO's science policy -which does not ignore promoting investigation in specialized

sectors, innovation and practical inventions- does insist on investigations into certain fields such as quality of life, social and cultural aspects; it promotes coordinated research in environmental science, communications, leisure or women's rights in the society.

With these they favour the establishment of links between science and cultural and educational policies.

Also within the definition of science is its relationship with all forms understanding which must include any new form of knowledge.

Education, which is another UNESCO aim- which must be understood within the context of a culture -that values solidarity and the aspiration of development and justice- should be highlighted (education) as a social function and project its urgency throughout the world in search of justice and the universal participation in culture.

For UNESCO, education is a service to the individual, but also a factor in development and in helping the society as a whole.

Education should prepare the people to analyse the dominant values of their cultures, its evolutions and impact on the mentality and behaviour.

Communication, another pillar of the UNESCO action, is a constitutive cultural phenomena. Without it, there would not be learning nor socio-cultural exchanges. For this reason it has a specific UNESCO policy and has very close ties to education.

The means of communication also represent an important aspect of a culture, simply because they expand the possibility of communication between human beings; they multiply the different ways of learning; they promote universal and lifelong education; and enrich the culture for the whole society.

For UNESCO, its communication policy consists of acting as critical education for its people and a political stimulus for artistic creation and the production of works of art that express the brilliance of each culture.

The UNITWIN and the UNESCO Chairs Programme is set within this framework. It cannot be a parallel program, instead it must be as one with the flow of the diverse developing UNESCO actions.

In 1992, with the Programme recently established, these ideas could already be perceived.

The Executive Board

emphasizing that the UNITWIN project should be extended to UNESCO's various programmes through increased intersectoral cooperation (5),

and

considering that UNITWIN and the UNESCO Chairs programme can play a major role in strengthening inter-university co-operation and academic mobility and can become the main thrust of UNESCO's action in the field of higher education, serving as a mechanism for North-South and South-South co-operation, with a

view to the advancement and transfer of knowledge (6),

invites

the Director-General to extend co-operation with the intergovernmental organizations, particularly with the other agencies of the United Nations system, in the implementation of the programme and to continue to seek the direct involvement of non-governmental organizations active in the sphere of higher education (9)¹.

The Executive Board goes on to declare the following year that the UNITWIN and the UNESCO Chairs Programme

¹ EXECUTIVE BOARD, *Decisions adopted by the Executive Board at its 140th session (Paris, 12-30 October 1992)*, “Execution of the Programme. Education. Progress report by the Director-General on UNESCO’s networking activities in the field of higher education, including the UNITWIN project and the UNESCO Chairs programme”, decision 140EX/5.2.1 – (5, 6 and 9), Paris, 18 November 1992, pp. 13-14.

which is considered essentially an important intersectoral programme of the Organization's (5).

So it is necessary

to formulate a comprehensive intersectoral policy of UNESCO for the whole field of higher education (8)².

In UNESCO's framework the UNITWIN and UNESCO Chairs Programme occupy an essential role. Moreover, its role should be underlined and highlighted as preferred in the UNESCO construct. In specific, in 1994 the Executive Board, shows

² EXECUTIVE BOARD, *Decisions adopted by the Executive Board at its 141st session (Paris, 10-28 May 1993)*, "Execution of the Programme. Education. Proposals by the Director-General -including the outline of an intersectoral policy -concerning the UNITWIN and UNESCO chairs programme", decision 141EX/5.2.3 – (5 and 8), Paris, 17 June 1993, p. 25.

the intersectoral co-ordination of inter-university co-operation (UNITWIN programme and UNESCO chairs) should be strengthened and improved. These activities should be given preferential treatment under UNESCO's major programmes³.

And in 1995,

recommends also that an appropriate mechanism of intersectoral co-ordination be established (21)⁴.

³ EXECUTIVE BOARD, *Decisions adopted by the Executive Board at its 145th session (Paris, 17 October-4 November 1994)*, “Medium-Term Planning from 1996 (28 C/4) and Draft Programme and Budget for 1996-1997 (28 C/5). Preliminary proposals concerning document 28 C/5”, decision 145EX/4.1.B.10.(e), Paris, 29 November 1994, p. 17.

⁴ EXECUTIVE BOARD, *Decisions adopted by the Executive Board at its 146th session (Paris, 16 May-2 June 1995; Fez, 3-4 June 1995)*, “Draft Medium-Term Strategy for 1996-2001, and Draft Programme and Budget for 1996-1997. Consideration of the Draft Programme and Budget for 1996-1997 (28 C/5), and recommendations of the Executive Board. Major Programme I - Towards lifelong education for all”, decision 146EX/II.4.2.I. – (21), Paris, 29 June 1995, p. 17.

III.2. UNITWIN and UNESCO Chairs working for human development

Neither UNITWIN nor UNESCO Chairs can be marginalized when it comes to this essential UNESCO objective. In this context they must also place their efforts to

improve university teaching, research capacities and international cooperation in the social sciences by strengthening and expanding the UNITWIN/UNESCO Chairs networks...⁵,

which are discussed in the 1999 General Conference; but even more so in 1997 when

⁵ UNESCO, *Records of the General Conference. Volume 1. Resolutions*, “Programme for 2000-2001. Major Programmes. Major Programme II: The sciences in the service of development. Under Programme II.1, ‘Advancement, transfer and sharing of scientific knowledge’. Subprogramme II.1.2, ‘Advancement, transfer and sharing of knowledge in the social and human sciences’”, resolution 30C/IV.19.A.II.1.2.4.(a).(i), Paris, 1999, p. 42.

referring to the advancement, transfer and sharing in the social and human sciences, they proposed

to help improve university teaching and research in the social and human science core disciplines and in a certain number of interdisciplinary fields, primarily by means of the UNITWIN/UNESCO Chairs Programme⁶.

All of this in the context of achieving a culture of peace, for which the in 1994 Executive Board recommends a closer

co-operation between UNESCO and the United Nations University, notably in relation to the UNITWIN and UNESCO chairs programme, and in the field of science, technology and

⁶ UNESCO, *Records of the General Conference. Volume I. Resolutions*, “Programme for 1998-1999. Major programmes. Major Programme II: The sciences in the service of development. B. Under Programme II.2, ‘Advancement, transfer and sharing of knowledge in the social and human sciences’”, resolution 29C/III.13.B.II.2.(a), Paris, 1997, p. 37.

society as well as in matters contributing to the conceptualization of the culture of peace (8)⁷.

A culture of peace that UNESCO must help consolidate by encouraging

reflection and the exchange of information and experience on the nature and functioning of democracy in the different regions of the world and in relation to diverse cultural contexts. UNESCO should also continue its efforts to promote education and training for human rights and democracy, particularly at university level (UNESCO chairs and UNITWIN programme)⁸.

⁷ EXECUTIVE BOARD, *Decisions adopted by the Executive Board at its 144th session (Paris, 25 April-5 May 1994)*, “Execution of the Programme. Education. United Nations University: Report by the Council of the University and the Director-General's comments thereon”, decision 144EX/4.2.2 – (8), Paris, 24 May 1994, p. 15.

⁸ EXECUTIVE BOARD, *Decisions adopted by the Executive Board at its 145th session (Paris, 17 October-4 November 1994)*, “Medium-Term Planning from 1996 (28 C/4) and Draft Programme and Budget for 1996-1997 (28 C/5). Preliminary proposals for medium-term planning from 1996 (28 C/4) and the Draft Programme and Budget for 1996-1997

Resonant of what the 1993 General Conference had already been conscious of by highlighting the fundamental role UNESCO had to take in order to achieve the proper democratic conditions, along with the UNESCO Chair's contributions.

All of which forms part of the spirit of the *UNESCO Constitution*: to promote advancements in science and transfer of knowledge through scientific and academic co-operation, as well as to support the efforts of countries in development by strengthening their higher educational and research capacities in science and education.

But all of this is still not enough. The 1993 General Conference still feels it is necessary that the UNESCO Chairs also apply themselves to areas of public ethics, human rights and democracy.

(28 C/5). Preliminary proposals concerning document 28 C/4. UNESCO's strategies. UNESCO's medium-term strategies for contributing to peace-building", decision 145EX/4.1.I.A.II.(c).(xiii), Paris, 29 November 1994, p. 14.

So in the resolution on UNESCO's possible contribution to the development of a democratic culture in Latin American and Caribbean countries, the Director-General would be invited to conceive and execute

*regional training projects to enhance the skills, public ethics and respect for human rights of political decision-makers and public administrators through a regional network of UNESCO chairs for democracy and through specialized higher education centres of political science and public ethics*⁹.

Of course UNITWIN would be implicated in this task, even though it is not explicitly referred to.

⁹ UNESCO, *Records of the General Conference. Volume 1. Resolutions*, "Programme for 1994-1995. Major Programme Areas. Social and human sciences: contribution to development, peace, human rights and democracy. Contribution to the development of a culture of democracy in the countries of Latin America and the Caribbean", resolution 27C/III.5.5.1.(a), Paris, 1993, p. 62.

In this chapter on the social and human sciences contribution to the culture of peace, human rights and democracy, all sorts of institutions and educational organizations are called upon.

However, the possibility to access the badge of excellence, UNESCO Chair, depends on the quality of education and of its conformity to the general UNESCO program.

The 1995 General Conference also refers to this access when it considered that it was within its capabilities to contribute to the development of favourable conditions for democratic change.

It insisted that the development of education, social sciences, culture, information, communication, the dissemination of democratic ideals, respect towards human rights and tolerance where helpful instruments in consolidating the society and guarantying the success of the reforms set in motion. Thus, it was prepared to co-operate.

This co-operation was solidified by, among other things, asking the Director-General for

*ongoing expansion of the network of UNESCO Chairs in democracy, human rights and the social, legal and philosophical aspects of sustainable development; the essential co-ordination of research into the resolution of problems in the transitional period and the development of long-term strategies*¹⁰.

To carry through with its program, UNESCO again appeals to not only the universities, but the institutions that the UNESCO Chair deals with on democracy, human rights and other social, legal and philosophical aspects in sustainable development.

In the transition to democracy, uniting efforts is necessary -and not just the universities- to

¹⁰ UNESCO, *Records of the General Conference. Volume 1. Resolutions*, "Programme for 1996-1997. Major Programmes and Transdisciplinary Projects. Transdisciplinary projects and activities. UNESCO's contribution, in its fields of competence, to the implementation of democratic reforms in the countries of Central and Eastern Europe as well as of Central Asia", resolution 28C/IV.5.7.1.(a).(iv), Paris, 1995, p. 77.

allow for a successful transition in terms of what UNESCO is implicated and capable in education, science and culture.

In any case, it is fair to say that when the 1995 General Conference highlights the role of the Member States in their efforts to strengthen the regional co-cooperation in terms of higher education, they turn to the universities. That is why the UNITWIN Programme is cited, since it is respected in the sphere of co-operation in higher education.

By showing preoccupation for the stability of the UNESCO activities in higher education in Asia and the Pacific, the Conference hints at the complexities of higher education. This complexity requires academic solidarity and co-operation, in order to restrain the tasks for exceeding the Member States' capacities. To supersede the problems and head towards their resolution, they will urge the Director-General

*to give priority to the UNITWIN/UNESCO Chairs Programme in the regional programme as a key modality for the reinforcement of regional and interregional co-operation in higher education*¹¹.

However, the expansion of tasks to be carried out by the UNESCO Chairs, as proposed by the 1993 General Conference, does not limit itself to the recommendation of favouring the creation of those programs known as educational and research adapted to sustainable growth. They do not even limit themselves to the in-depth study of democracy. What UNESCO sees in the UNESCO Chairs is an effective medium that favours peace, and eliminating violence against women. UNESCO demands of them education and training, recognizing their contribution to the solution of the problems of the world.

¹¹ UNESCO, *op. cit.* in note 10, “Strengthening regional co-operation in higher education in Asia and the Pacific”, resolution 28C/IV.1.6.6, p. 22.

The 1993 General Conference asked the Director-General to foment studies on women and peace, and that the Member States and their national commissions lend themselves

to promote research and comparative studies on the legal and religious aspects of women's rights in all regions, e.g. in university co-operation programmes, by networking in relation with the UNITWIN and UNESCO chairs programme¹².

The 1993 General Conference wanted the university co-operation programs to be directly implicated with the pro-women activities. This is an urgent task to be unfolded by the universities. For UNESCO, a way of favouring this equal access is for those university programs and curricula on co-operation to include research and studies on women's rights. These acts would broaden the

¹² UNESCO, *op. cit.* in note 9, "Transverse Themes, Programmes and Activities. Women", resolution 27C/III.B.11.1.II.8.(b), p. 73.

social conscious of the injustices towards women and thus result in a compromise to instil equity throughout.

Even though UNESCO does not commission this general task of promoting the irreplaceable value of women in universities, it does recommend that those attempting to establish these themes in their curricula also establish a relationship with the UNITWIN and UNESCO Chairs Programme. With this in mind, the 1995 General Conference bluntly expresses itself :

women, however, bring to the cause of peace among peoples and nations distinctive experiences, competence and perspectives, that women's role in giving and sustaining life has provided them with skills and insights essential to peaceful human relations and social development, and that they can bring a new breadth, quality and balance of vision to a joint

*effort of moving from a culture of war to a culture of peace*¹³.

The 1995 General Conference would invite the Director-General

*to establish, following the Executive Board recommendation on the Draft Programme and Budget for 1996-1997 and in the framework of the UNESCO Chairs for women's rights, Chairs on women's studies (studies in gender and development), laying specific emphasis on studies on women's perspectives in peace-building and social development*¹⁴.

The 1995 General Conference would recognize the existence of UNESCO Chairs for women's rights. After some time, it was even possible to establish UNESCO Chairs on women in

¹³ UNESCO, *op. cit.* in note 10, "Women's contribution to a culture of peace", resolution 28C/IV.5.15, p. 82.

¹⁴ UNESCO, *op. cit.* in note 13, resolution 28C/IV.5.15.3.k), p. 83.

the universities. These facts can be deduced from the Approved Programme and Budget 2002-2003.

In the section on reform, innovation and internationalisation of higher education, we can see that UNESCO's program had as its background the the World Conference on Higher Education (WCHE, Paris, 1998), and in the follow-up and application task of its recommendation it notes

the UNITWIN/UNESCO Chairs Programme and the Special Project "Women, higher education and development" were the subjects of an external evaluation and activities to further enhance each of them were proposed¹⁵.

This was not the first time this preoccupation came

¹⁵ UNESCO, *Approved Programme and Budget 2002-2003. 31C/5*, "Part II - Programmes and Programme Related Services. II. Programmes. Major Programme I – Education. I.2 Building knowledge societies through quality education and a renewal of education systems. I.2.2 Renewal of education systems. Main line of action 3. Reform, innovation and internationalization in higher education", 01223, Paris, 2002, p. 38.

about. It was already manifested in the Executive Board in 1995.

It highlighted *the importance of developing UNESCO Chairs on studies relating to the status of women (23)*, and

*that the criteria for the creation of UNESCO Chairs and the mechanism for monitoring their implementation be further refined with a view to ensuring the satisfactory functioning of the programme (22)*¹⁶.

III.3. UNESCO Chairs and the Environment

In line with the science of developmental service, the 1997 General Conference declared

¹⁶ EXECUTIVE BOARD, *Decisions adopted by the Executive Board at its 146th session (Paris, 16 May-2 June 1995; Fez, 3-4 June 1995)*, “Draft Medium-Term Strategy for 1996-2001, and Draft Programme and Budget for 1996-1997. Consideration of the Draft Programme and Budget for 1996-1997 (28 C/5), and recommendations of the Executive Board. Major Programme I - Towards lifelong education for all”, decision 146EX/4.2.I. – (23, and 22), Paris, 29 June 1995, pp. 17.

itself in favour of using the network of UNESCO Chairs.

So, within the framework of the environment and development in coastal regions and small islands they proposed

to promote public awareness and capacity-building in transdisciplinary areas relevant to integrated coastal management, in particular through an interregional network of UNESCO Chairs¹⁷.

The 1999 General Conference would again refer to the environment and development in coastal regions and small islands in relation to the UNESCO Chairs.

The Director-General authorized

¹⁷ UNESCO, *op. cit.* in note 6, “Under Programme II.4, ‘Environmental sciences and sustainable development’. Within the framework of the project ‘Environment and development in coastal regions and in small islands’, resolution 29C/III.13.D.II.4.(o), p. 39.

*to implement the corresponding plan of action in order to contribute to sustainable development in coastal regions and small islands, in particular by: consolidating intersectoral activities under the pilot projects; reinforcing training and capacity-building through interdisciplinary UNESCO Chairs...*¹⁸

Thus showing that due to its preoccupation and interest with the UNITWIN and the UNESCO Chairs Programme's involvement in this effort in favour of the environment, the 2001 General Conference was the one that authorized the Director-General to implement the corresponding plan of action (*Towards sustainable living in coastal regions and on small islands*) in order to:

¹⁸ UNESCO, *op. cit.* in note 5, "Under Programme II.2, 'Sciences, environment and socio-economic development'. Promoting integrated approaches to environment and development. Subprogramme II.2.3, 'Hydrology and water resources development in a vulnerable environment'. Environment and development in coastal regions and in small islands", resolution 30C/IV.19.9.(a), p. 43.

promote sustainable development in coastal regions and for small islands through an integrated approach involving the five intergovernmental scientific programmes and all sectors, in particular by evaluating, sharing and applying wise practices through intersectoral field projects, relevant UNITWIN/UNESCO Chairs networks, and a multilingual virtual¹⁹.

Which also goes along with the 2003 Executive Board decision in the International Year of Freshwater (2003),

invites the Director-General to enhance co-operation with a view to implementing an intersectoral policy for formal and non-formal water education: by calling upon contributions

¹⁹ UNESCO, *Records of the General Conference. Volume 1. Resolutions*, “Programme for 2002-2003. Programmes. Major Programme II: Natural sciences. Subprogramme II.2.4 “Towards sustainable living in coastal regions and on small islands”, resolution 31C/V.15.II.2.4.6.(a).(i), Paris, 2001, p. 42.

*from the UNESCO Chairs in water issues...(9.
(a)*²⁰.

III.4. UNESCO Chairs: communication, information and new technologies

The 1995 General Conference highlighted the importance of communication, information and informatics in all sectors of human activity. All three play an essential role in disseminating information, ideas, transmitting scientific and technical data and informing people on topics affecting democratic life and the cultural life of individuals and societies.

For UNESCO it is necessary to develop the communication, information and informatics

²⁰ EXECUTIVE BOARD, *Decisions adopted by the Executive Board at its 166th session (Paris, 4-16 April 2003)*, Execution of the Programme. Natural sciences. Proposal for the elaboration of an education programme for the sustainable management of freshwater resources”, resolution 166EX/3.6.1.– (9.(a), Paris, 14 May 2003, p. 14.

capabilities, and for this reason the UNESCO Chairs are called upon.

Furthermore, this is why the 1995 General Conference authorizes the Director-General

to support the development and networking of UNESCO Chairs in communication (ORBICOM), to launch the network of journalism schools associated with UNESCO and to contribute to the training and retraining of communication professionals, particularly women²¹.

From this, for the first time, a new section of the UNESCO Chairs network is created-the communication section.

In two years time this new section would again be the centre of attention for, with the hopes

²¹ UNESCO, *op. cit.* in note 10, “Communication, information and informatics. Under Programme IV.2, ‘Capacity-building in communication, information and informatics’”, resolution 28C/IV.4.1.2.B.IV.2.(c), pp. 52-53.

of strengthening its feasibility and functional qualities.

So, the 1997 Conference would highlight the UNESCO Chairs' roles in the context of communication, information and informatics.

With the aim of developing the capacity of communication, information and informatics, the conference would invite the Director-General

to contribute to the training of communication professionals and help strengthen the network of UNESCO Chairs in communication (ORBICOM)²².

It would not be until 1999 when, for the first time, UNESCO establishes some sort of connection with internet and the UNESCO Chairs. They would say,

²² UNESCO, *op. cit.* in note 6, "Major Programme IV: Communication, information and informatics. Under Programme IV.2, 'Capacity-building in communication, information and informatics', resolution 29C/III.28.C.IV.2.(b), p. 58.

*in order to formulate a future strategy for human rights education, an evaluation of UNESCO's publications on human rights education and information during the present Medium-Term Strategy is necessary; this stocktaking activity is of the utmost importance in the light of the new information and communication technologies available and of the need to make optimal use of the already existing networks of Associated Schools and UNESCO Chairs and of other networks. Increased use should be made of the Internet...*²³

UNESCO believes that the rhythm and conditions of intellectual endeavours have changed, and that it should all be under the goals of scientific investigation.

The UNESCO Chairs are invited to participate in these investigations.

²³ UNESCO, *op. cit.* in note 5, "Major Programme I: Education for all throughout life. Overall strategy for human rights education. UNESCO's overall strategy for human rights education", resolution 30C/IV.16.(a), p. 38.

UNESCO's preoccupation with new technologies is confirmed in 2003.

When discussing the improvement of teacher training and conditions, they refer to the new information and communication technologies by saying

*the Organization will focus UNESCO Teacher Education Chairs on certain essential problem-solving issues, such as [...] how to adapt the best traditional teaching methodologies to the new methodologies required by the new technologies*²⁴.

In other words, and essentially just referring to the 2001 General Conference that said it would

assist Member States, higher education institutes and other stakeholders in the follow-up to the World Conference on Higher

²⁴ UNESCO, *op. cit.* in note 15, "Main line of action 4. Improving teacher education and the status of teachers", 01224, p. 40.

*Education, consolidate and strengthen the UNITWIN/UNESCO Chairs Programme, promote quality assurance and accreditation, as well as academic mobility of students and staff, and support Member States in improving the quality of teacher education, and in taking account of the emergence of a new professional role for teachers*²⁵.

III.5. UNESCO Chairs' Activities

The activities established by UNESCO to be completed by the UNESCO Chairs in the context of international education are the following:

- Work towards achieving a culture of peace.
- Apply the 1974 Recommendation.
- Carry out research on international

²⁵ UNESCO, *op. cit.* in note 19, “Major Programme I: Education. A. Under Programme I.1 ‘Basic education for all: meeting the commitments of the Dakar World Education Forum’. Subprogramme I.2.2 ‘Renewal of education systems”, resolution 31C/V.3.A.I.1.I.2.2.4.(a).(ii), p. 22.

relations.

- Carry out research on the United Nations system.
- With the United Nations principles in mind, contribute to the promotion and development of human rights and individual liberties.
- Favour the creation of programs and training for teachers and professionals dedicated to the adaptation of manuals and educational material relative to the culture of peace.
- Promote peaceful and friendly relations amongst nations.
- Highlight ideas and values suitable for the creation of a climate of amnesty, peace and international comprehension.
- Assign special importance to the moral and intellectual education of the youth by promoting a spirit of peace, mutual respect, and compromise amongst nations.

- Provide higher education in politics, public ethics and democracy.
- Promote the capacity to favour public ethics and respect for human rights.
- Coordinate research to uncover solutions to problems during transitional periods and to elaborate long-term strategies.

The activities established by UNESCO in the context of development, the environment, women, cultural heritage and new information and communication technologies, to be implemented by the UNESCO Chairs are the following:

- Attend to the social, legal and philosophic aspects of sustainable growth.
- Stimulate the higher educational establishments of countries in development and in periods of economic transition.
- Be the pillars of development, training and research.

- Favour the understanding of the prospective aspects of development and strengthen the countries' capacities to analyse them.
- Avoid brain drains.
- Contribute to sustainable development in coastal regions and small islands.
- Investigate and research comparative studies on legal and religious aspects of women's rights.
- Research the women's perspective in the consolidation of peace and social development.
- Research cultural heritage.
- Encourage research on the applications of new information and communication technologies and promote equality in them.

IV

UNESCO Chairs, UNU, ASP and UNESCO clubs

IV.1. UNITWIN, UNESCO Chairs and UNU

The UNITWIN and UNESCO Chairs Programme are called upon to co-operate

with the other agencies of the United Nations system, in particular the United Nations University (UNU), and with nongovernmental organizations in higher education (6)¹.

¹ EXECUTIVE BOARD, *Decisions adopted by the Executive Board at its 141st session (Paris, 10-28 May 1993)*, “Execution of the Programme. Education. Proposals by the Director-General -including the outline of an intersectoral policy -concerning the UNITWIN and UNESCO chairs programme”, decision 141EX/5.2.3.- (6), Paris, 17 June 1993, p. 25.

The fact that the United Nations University (UNU) mandate converts it into an instrument for peace and sustainable development, summons the UNITWIN and UNESCO Chairs Programme to establish collaborative relationships.

The 1995 General Conference proposes

to foster inter-university co-operation and the transfer of knowledge through the intersectoral UNITWIN/UNESCO Chairs Programme and to develop further its concept and the criteria for selecting appropriate institutions, in particular in close collaboration with competent scientific institutions and international organizations such as the United Nations University².

The UNU, besides collaborator and associate to the achievement of the UNESCO

² UNESCO, *Records of the General Conference. Volume 1. Resolutions*, "Programme for 1996-1997. Major Programmes and Transdisciplinary Projects. Towards lifelong education for all. Major Programme I: Towards lifelong education for all. under Programme I.2, 'Reform of education in the perspective of lifelong education", resolution 28C/IV.1.1.2.B.1.2.(i), Paris, 1995, p. 18.

mandate, is the highest focal point for delimiting the selection criteria for those institutions that could be added to the task of implementing the UNESCO objectives.

In 1996, the Executive Board would make this known by recommending a closer

co-operation between UNESCO and the United Nations University, including the reinforcement of collaboration in support of the UNITWIN/UNESCO Chairs Programme with a view to developing further the concept of that programme and the criteria for selecting appropriate institutions (8)³.

The UNITWIN and UNESCO Chairs Programme is thus open to welcome all those initiatives that favour the achievement of the

³ EXECUTIVE BOARD, *Decisions adopted by the Executive Board at its 149th session (Paris, 22 April-3 May 1996)*, "Execution of the Programme. Education. United Nations University: Report by the Council of the University and the Director-General's comments thereon", decision 149EX/3.2.1.– (8), Paris, 28 May 1996, p. 6.

UNESCO objectives.

However, they must comply with the established selection criteria. Criteria that are fundamentally established on the basis of quality and excellence.

In other words, the fundamental criteria for selecting initiatives depends on their ability to intervene.

Furthermore, for UNESCO, the UNU is a competent collaborator with practical excellence from which shared decisions can be derived, and not only to create new ways to improve the UNITWIN and UNESCO Chairs Programme, but also to establish selection criteria capable of discerning the most effective faculties to be added to the Programme.

We cannot forget that along with the UNU, other competent scientific institutions and international organizations must participate in this selection process.

The UNU is considered to be a privileged Institution in reference to the links that UNESCO

establishes with other institutions.

The 1995 General Conference would remember the long-established and cherished fruitful co-operative relationship between UNESCO and the UNU -going so far as to call it its *sister organization*- by mentioning that joint activities have already been carried out between the UNU and the UNITWIN and UNESCO Chairs Programme.

Moreover, it reaffirms

that UNU continues to be an important partner of UNESCO in tackling pressing global issues and in the task of capacity-building, particularly from the academic perspective⁴.

Without mentioning the UNU's academic contributions towards solving urgent world problems, UNESCO does not limit its fellowship to this context.

⁴ UNESCO, *op. cit.* in note 2, "United Nations University and UNESCO joint activities", resolution 28C/IV.1.14, p. 27.

The General Conference does not limit the associations to strictly academic tasks. This is simply because within the study of the general improvement of society other non-academic disciplines also need a high level of quality control, even if they are outside the academic parameters.

From there, once an adequate level has been reached that guarantees a quality intervention, to be granted the badge of excellence, UNESCO Chair, depends on the corresponding institutions application more than on the gracious concession of UNESCO.

In any case, participating in the UNITWIN and UNESCO Chairs Programme is recommended, but the associates must fulfil some requisites, attend training and impart certain themes.

In 1997, the Executive Board manifests that it

reaffirms the importance of the UNITWIN/UNESCO Chairs programme in fostering inter-university co-operation and the

transfer of knowledge, and stresses, in this regard, the need to develop further the concept and the criteria for selecting appropriate institutions, in close collaboration with competent international institutions and organizations such as the United Nations University, paying particular attention to ensuring a better balance in the geographical distribution of Chairs and in the subjects or themes covered by them (18)⁵.

However, the collaboration between UNESCO and the UNU, would still need to be specified.

It must be comprised of UNESCO's high priority aspects, such as grants, study abroad programs, a culture of peace, higher education and

⁵ EXECUTIVE BOARD, *Decisions adopted by the Executive Board at its 151st session (Paris, 26 May-12 June 1997)*, "Draft Programme and Budget for 1998-1999 (29 C/5). Consideration of the Draft Programme and Budget for 1998-1999. Recommendations by the Executive Board on the Draft Programme and Budget for 1998-1999. Major Programme I - Education for all throughout life", decision 151EX/5.1.A.I.- (18), Paris, 3 July 1997, p. 26.

culture.

That is why in 1998 the Executive Board would recommend collaboration not only between the UNU and the UNITWIN and UNESCO Chairs Programme, but also to extend the criteria expanding the conception of the Programme to be able to add strategic points to the UNESCO action.

Thus, the Executive Board's decision

reaffirms its recommendation for enhanced co-operation between UNESCO and the United Nations University, including the reinforcement of collaboration on the UNITWIN/UNESCO Chairs Programme and further development of its concept, UNESCO's activities in the field of fellowships and 'study abroad', and the culture of peace programme, as well as the follow-up to such major meetings as the World Conference on Higher Education and the World Science Conference (9)⁶.

⁶ EXECUTIVE BOARD, *Decisions adopted by the Executive Board at its 154th session (Paris, 27 April-7 May 1998)*, "Execution of the Programme. Education. United Nations

For this reason the 1999 General Conference authorizes the Director-General to revise the criteria for attribution to the badge of excellence UNESCO Chair.

The general universal dissemination of the UNESCO purpose was at stake. This would thrust the expansion of the Chairs network, which means a very high level expansion.

This is apart from guaranteeing their presence in places where the University has difficulty accessing or in places with relative or arguable levels of excellence.

On the other hand, the objective of permanent and lifelong education for all, which UNESCO proposes as one of its key purposes, must be an objective available to all spheres of society.

These objectives would be inaccessible if entrusted exclusively to the universities, which

University: Report by the Council of the University and the Director-General's comments thereon", decision 154EX/3.3.1 – (9), Paris, 3 June 1998, p. 8.

would also take away from other intermediary organizations and institutions dedicated to training programs and capable of executing these objectives.

Development requires preparation and higher learning that can also be taught by non-university organizations, entities and establishments.

Thus, the 1999 General Conference authorized the Director-General to

consolidate and strengthen the UNITWIN/UNESCO Chairs Programme as an effective tool for the transfer of knowledge, for the improvement of research, for training and for the development of higher education, in particular in developing countries and the countries in transition; review the criteria for bestowing the badge of excellence “UNESCO Chair” for the selection of appropriate institutions, in collaboration with the United Nations University, seeking a better geographical balance of the Chairs and

*increasing their sustainability, on the basis of the conclusions of the external evaluation carried out in 1999; and strengthen academic mobility of staff and students, in particular through the regional conventions on the recognition of studies and qualifications*⁷.

This desire to establish a better geographic balance of the UNESCO Chairs urges the elimination of the criteria for only bestowing the UNESCO Chair badge to excellence to the universities.

In some parts of the world, the limited number of universities would leave some areas in countries or in regions -that should not be discriminated against- without coverage.

The expansion and better geographic distribution of the Chairs is not only a territory's

⁷ UNESCO, *Records of the General Conference. Volume 1. Resolutions*, "Programme for 2000-2001. Mayor programmes. Major Programme I: Education for all throughout life. Under Programme I.2, 'Reform of education in the perspective of education for all throughout life'. Subprogramme I.2.3, 'Higher education and development', resolution 30C/IV.2.2.B.I.2.3.7.(a).(ii), Paris, 1999, p. 27.

right, but an obligation of the UNESCO constitution.

Also within the context of a permanent education, the UNESCO Chairs were granted a responsibility when the 1997 General Conference referred to educational reforms and lifelong education.

The conference proposed to renew, diversify and expand the educational processes aimed at a lifelong education, with the aim of making them more perceptive to the social changes and perspectives of the XXI century.

More so, to diversify and expand all those areas of life not included in the University setting.

That is why the conference does not avoid mentioning the UNESCO Chairs.

And among other proposed activities for a lifelong education:

to pursue the development of the UNITWIN/UNESCO Chairs Programme, paying special attention to improving their

*sustainability and strengthening international interuniversity co-operation*⁸.

Continuing on the lines of consolidation, intensification and expansion of the UNESCO Chairs' impact on aiding development -which is extremely related to permanent education- is the Approved Programme and Budget of 2002-2003.

This Programme, in referring to the UNESCO Chairs' external evaluation, claims that

following the recommendations of the external evaluation (2000), the future strategy will be oriented towards enhancement of the programme's relevance, efficiency and impact on national development efforts. This will be achieved through introduction of teaching and research in areas of significance to development and in order to meet practical needs of Member

⁸ UNESCO, *Records of the General Conference. Volume 1. Resolutions*, "Programme for 1998-1999. Major programmes. Major Programme I: Education for all throughout life. B. Under Programme I.2, 'Reform of education in the perspective of education throughout life'", resolution 29C/III.1.2.B.1.2.(1), Paris, 1997, p. 16.

*States in sustainable higher education institutions and programmes*⁹.

We can conclude this theme on the relationship between the UNITWIN and UNESCO Chairs Programme and the UNU with these final remarks by the Executive Board.

In 1999, the Executive Board would invite the Director-General

*to explore ways and means of strengthening co-operation between UNESCO and UNU, in particular through joint programming of activities of mutual interest and reinforcing the role of the University in the UNITWIN/UNESCO Chairs Programme (6)*¹⁰;

⁹ UNESCO, *Approved Programme and Budget 2002-2003*. 31C/5, “Part II - Programmes and Programme Related Services. Programmes. Major Programme I – Education. I.2 Building knowledge societies through quality education and a renewal of education systems. I.2.2 Renewal of education systems. Main line of action 3. Reform, innovation and internationalization in higher education”, 01223, Paris, 2002, p. 39.

¹⁰ EXECUTIVE BOARD, *Decisions adopted by the Executive Board at its 156th session (Paris, 25 May-11 June*

and in 2000, the Executive Board would reiterate

*recommendations for the continuation of cooperation between UNESCO and UNU, mainly through the UNITWIN/UNESCO Chairs Programme (9)*¹¹,

and in 2002, in almost the same words,

*reaffirms its previous recommendations for the continuation of cooperation between UNESCO and the United Nations University, mainly through the UNITWIN/UNESCO Chairs Programme (9)*¹².

1999), “Reports by the Joint Inspection Unit (JIU) of interest to UNESCO. The United Nations University: Enhancing its relevance and effectiveness. (JIU/REP/98/3)”, decision 156EX/9.6.3.– (6), Paris, 29 June 1999, p. 71.

¹¹ EXECUTIVE BOARD, *Decisions adopted by the Executive Board at its 159th session (Paris, 15-26 May 2000)*, “Execution of the Programme. Education. United Nations University (UNU): Report of the Council of the University and the Director-General’s comments thereon”, decision 159EX/3.2.1.– (9), Paris, 15 June 2000, p. 7.

¹² EXECUTIVE BOARD, *Decisions adopted by the Executive Board at its 164th session (Paris, 21-30 May 2002)*, “Execution of the Programme. Education. United Nations University (UNU): report by the Council of the University

IV.2. UNESCO Chairs, culture of peace, ASP and UNESCO clubs

Education for peace, human rights and democracy have always been on the forefront of the UNESCO action.

So, it is not a surprise to see the UNESCO Chairs also implicated in this action.

It is worth highlighting that when UNESCO refers to its action in favour of the culture of peace, it never explicitly refers to the UNITWIN program.

On the contrary, it is explicitly the UNESCO Chairs who are always implicated in education for a culture of peace.

This is one example of how the Chairs can consist of both university and non-university institutions.

In any case, all of those establishments and institutions granted the qualification of the badge of excellence UNESCO Chair have to organize their efforts in this direction.

and observations of the Director-General”, decision 164EX/3.2.3 – (9), Paris, 21 June 2002, p. 7.

Moreover, to reinforce an effective action, UNESCO would be predisposed

to reinforce networks of institutions active in education for peace, human rights and democracy, with particular emphasis on the strengthening of the Associated Schools Project and the network of UNESCO Chairs¹³.

In other words, there are institutions active in education for peace that are not UNESCO Chairs but who still need to be supported.

Whether or not they are universities is less important than their qualified capability to instil a culture of peace.

From this, an effort must be made to

develop further, at the national and international levels, exchanges of educational experiences and research, direct contacts

¹³ UNESCO, *op. cit.* in note 2, “Transdisciplinary projects and activities. Transdisciplinary project: Towards a culture of peace”, resolution 28C/IV.5.3.2.A.(b), p. 59.

*between students, teachers and researchers, school twinning arrangements and visits, with special attention to experimental schools such as UNESCO Associated Schools, to UNESCO Chairs, educational innovation networks and UNESCO Clubs and Associations*¹⁴.

Overall,

UNESCO should place its institutional capability, and in particular its regional and international innovation networks, in the service of the efforts to give effect to this Framework of Action. The Associated Schools Project, the UNESCO Clubs and Associations, the UNESCO

¹⁴ UNESCO, *op. cit.* in note 2, “Transdisciplinary projects and activities. Education for peace, human rights, democracy, international understanding and tolerance. Updating of the 1974 Recommendation on international education: Endorsement of the Declaration of the 44th session of the International Conference on Education and approval of the Draft Integrated Framework of Action on Education for Peace, Human Rights and Democracy. Annex I Declaration of the 44th session of the International Conference on Education”, resolution 28C/IV.5.41. Annexe I.3.3, p. 62-63.

*Chairs...*¹⁵

The ASP and the UNESCO clubs have the capability to work with the excellence denoted in the title UNESCO Chair.

As an another example of UNESCO's decision, and for the sake of a culture of peace and the necessary education to achieve it, the 1997 General Conference would invite the Director-General

to give a fresh impulse to developing innovations in school curricula and educational contents and methods; to encourage the conclusion of agreements between neighbouring countries, or countries in conflict, for the revision of school textbooks on history and geography; and to continue to support the development of the network of UNESCO Chairs

¹⁵ UNESCO, *op. cit.* in note 14, "Annex II Integrated Framework of Action on Education for Peace, Human Rights and Democracy. Policies and lines of action. Regional and international co-operation", resolution 28C/IV.5.41. Annexe II.IV.38, Paris, 1995, p. 67.

*for peace, human rights and democracy...*¹⁶

Again, in 1999, the General Conference would emphasize the usefulness of continuing to study these actions in depth by authorizing the Director-General to

*encourage the dissemination and adaptation of textbooks and teaching materials developed in the earlier biennia and the development of training courses and modules for teachers and professionals, with particular responsibility in this field; to mobilize the UNESCO Chairs network for this purpose by continuing to support its expansion and the strengthening of its internal cooperation mechanisms...*¹⁷

The General Conference would again

¹⁶ UNESCO, *op. cit.* in note 8, “Transdisciplinary projects. Towards a culture of peace. B. Under Unit 2, ‘Educating for a culture of peace’”, resolution 29C/III.38.2.B.(c), p. 65.

¹⁷ UNESCO, *op. cit.* in note 7, “Transdisciplinary project. Towards a culture of peace”, resolution 30C/IV.42.II.4.(a).(ii), p. 77.

demand the extension of the UNESCO Chairs' network in all those institutions dedicated to activities that favour a culture of peace.

The UNESCO Chairs, which are established in any institution oriented towards the perspective of a culture of peace, must also confront this specific task.

On the other hand, this task begins with the teaching/learning and acceptance of tolerance referred to two years prior by the General Conference, which entrusted it to the UNESCO Chairs.

This was the onset of the United Nations Year for Tolerance (1995), and the General Conference asked for a declaration on the principles of tolerance and a plan of action to implement them using the UNESCO Chairs.

In other words, the tolerance education campaign is mobilized by UNESCO with the help of its

affiliated networks, including the Associated

*Schools Project, the International Bureau of
Education, the UNESCO Chairs...*¹⁸

IV.2.1. UNESCO Chairs, ASP and clubs

In the operative framework for disseminating and implanting its ideas, UNESCO counts on the Associated Schools Project (ASP), the UNESCO clubs and the UNESCO Chairs.

This goes to show how the ASP's topics of study correspond with what UNESCO foresees for the UNESCO Chairs network.

For this reason, UNESCO can defend the UNESCO Associated Schools' ability to opt for the UNESCO Chair badge of excellence.

Furthermore, the ASP's references and the UNESCO Chair network show many similarities in these two programs: the co-ordinated task to be

¹⁸ UNESCO, *op. cit.* in note 2, "Transdisciplinary projects and activities. Plan of Action to follow up the United Nations Year for Tolerance (1995). Education and networking", resolution 28C/IV.5.63.12, p. 74.

carried out and UNESCO's appreciation for the high standard of work in achieving the Organization's objectives¹⁹.

In 1997, the Executive Board concurred with this opinion in a decision esteeming

*in the activities on the theme of youth, fuller use should be made of the potential of the National Commissions, Associated Schools, Clubs and Associations, and UNESCO Chairs (4)*²⁰.

The other necessary instrument for implanting the UNESCO ideals, the UNESCO clubs, must also establish a relationship with the UNESCO Chairs.

For the 1995 General Conference, the UNESCO clubs, like the UNESCO Chairs, are active promoters of education for human rights,

¹⁹ Cfr. resolutions: 28C/5.3.2; 28C/5.41; 28C/5.63.12; and 30C/16.

²⁰ EXECUTIVE BOARD, *Decisions adopted by the Executive Board at its 151st session (Paris, 26 May-12 June 1997)*, "Execution of the Programme. Social and human sciences. Tuning in to youth: how to involve it in UNESCO's ideals", decision 151EX/3.5.1.– (4), Paris, 3 July 1997, p. 18.

democracy, tolerance, non-violence and international understanding.

This is why, when an activity is to be organized for the culture of peace, both networks are invited by the Director-General:

to organize a regional seminar for young people, including UNESCO Club promoters and leaders, aimed at the exchange of information, expertise and knowhow in the areas of cultural heritage, culture of peace, education, environment, human rights and tolerance - with the participation of existing local UNESCO Chairs for human rights, sustainable development, environment, women's issues and others²¹.

In this respect, it is worth noting that the UNESCO clubs can also opt for the UNESCO Chair badge of excellence.

²¹ UNESCO, *op. cit.* in note 2, “Support for Programme Execution. Co-operation with UNESCO Clubs, Centres and Associations”, resolution 28C/V.13.2, p. 95-96.

In 1998, the Executive Board encouraged both

*Member States and their National Commissions, UNESCO Chairs, Clubs, Centres and Associated Schools to implement with partners an array of activities contributing to a culture of peace (5)*²².

For UNESCO, the role the UNESCO Chairs, the ASP and the UNESCO clubs should play is discussed by the Executive Board.

In 1999:

Urges Member States, their governments and parliaments, as well as the NGOs concerned, UNESCO Chairs, Clubs and Associated Schools and all sectors and actors of society endeavouring to promote a culture of peace

²² EXECUTIVE BOARD, Decisions adopted by the Executive Board at its 155th session (Paris, 19 October-5 November 1998; Tashkent, 6 November 1998), “General matters. Evaluation report on the transdisciplinary project ‘Towards a culture of peace’”, decision 155EX/9.4.– (5), Paris, 3 December 1998, p. 68.

through education to make renewed efforts to publicize and implement the 1974 Recommendation, the Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy and other UNESCO and United Nations instruments and action plans related to this field of education, in particular on the occasion of the International Year for the Culture of Peace (2000) and during preparations for the International Decade for a Culture of Peace and Non- Violence for the Children of the World (2001-2010) (8)²³;

and in 2002:

Welcomes the intention of the Director-General to review UNESCO's modalities of action and

²³ EXECUTIVE BOARD, *Decisions adopted by the Executive Board at its 156th session (Paris, 25 May-11 June 1999)*, "Execution of the Programme. Education. Draft questionnaire for the Permanent System of Reporting on Education for Peace, Human Rights, Democracy, International Understanding and Tolerance and report of the Committee on Conventions and Recommendations thereon", decision 156EX/3.2.1.– (8), Paris, 29 June 1999, p. 5.

*programme delivery and underlines in that regard the critical role of capacity-building in all areas as well as more intense and purposeful use of the Organization's networks, such as the Associated Schools Network, UNESCO Chairs, the UNITWIN network, and other innovative and effective modalities (50)*²⁴.

IV.3. UNESCO Chairs' Activities

The activities established by UNESCO for the UNESCO Chairs to execute in the context of helping progress and the dissemination of knowledge are the following:

²⁴ EXECUTIVE BOARD, *Decisions adopted by the Executive Board at its 165th session (Paris, 7-17 October 2002)*, "Draft Programme and Budget for 2004-2005 (32 C/5). Preliminary proposals by the Director-General for the Draft Programme and Budget for 2004-2005 (32C/5). Preliminary proposals concerning document 32C/5. Programming principles and framework. Modalities of action", decision 165EX/4.1.A.I.– (50), Paris, 8 November 2002, p. 19.

- Associate the higher learning institutions with the implementation of UNESCO's general program.
- Collaborate with the United Nations University (UNU).
- Collaborate with scientific institutions and competent international organizations.
- Conduct interdisciplinary training, research and information exchanges.
- Study urgent world problems, and create the capabilities to confront them.
- Improve university education, research capabilities and international co-operation in the social sciences.
- Improve research, training and the development of higher education, specially in developing countries.
- Favour interuniversity co-operation.
- Promote and intensify the international cultural co-operation through ideas and knowledge exchanges.

- Establish innovative ways of transferring knowledge.
- Promote experience and research exchanges in pedagogy.
- Improve international co-operation in education reform and the revising of the higher education systems.
- Implement high level training and research initiatives in the areas of science, technology, culture and social sciences.
- Organize exchange programs with a strong spirit of reciprocity, trying to establish strong and lasting experiences between cultures.
- Favour visits and fellowships between learning centres.
- Facilitate academic mobility for faculty and students.
- Share knowledge.
- Promote an extended dissemination of ideas and knowledge based on an exchange between national commissions.