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Programme Document

Planning Meeting

of the Human and Social

Development Programme

A Report

Tokyo, Japan, January 1977

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THE UNITED NATIONS UNIVERSITY

From the CHARTER OF THE UNITED NATIONS UNIVERSITY

ARTICLE I

Purposes and structure

1. The United Nations University shall be an international community of scholars, engaged in research, post-graduate training and dissemination of knowledge in furtherance of the purposes and principles of the Charter of the United Nations. In achieving its stated objectives, it shall function under the joint sponsorship of the United Nations and the United Nations Educational, Scientific and Cultural Organization (hereinafter referred to as UNESCO), through a central programming and co-ordinating body and a network of research and post-graduate training centres and programmes located in the developed and developing countries.

2. The University shall devote its work to research into the pressing global problems of human survival, development and welfare that are the concern of the United Nations and its agencies, with due attention to the social sciences and the humanities as well as natural sciences, pure and applied.

3. The research programmes of the institutions of the University shall include, among other subjects, coexistence between peoples having different cultures, languages and social systems; peaceful relations between States and the maintenance of peace and security; human rights; economic and social change and development; the environment and the proper use of resources; basic scientific research and the application of the results of science and technology in the interests of development; and universal human value related to the improvement of the quality of life.

4. The University shall disseminate the knowledge gained in its activities to the United Nations and its agencies, to scholars and to the public, in order to increase dynamic interaction in the world-wide community of learning and research.

5. The University and all those who work in it shall

act in accordance with the spirit of the provisions of the Charter of the United Nations and the Constitution of UNESCO and with the fundamental principles of contemporary international law.

6. The University shall have as a central objective of its research and training centres and programmes the continuing growth of vigorous academic and scientific communities everywhere and particularly in the developing countries, devoted to their vital needs in the fields of learning and research within the framework of the aims assigned to those centres and programmes in the present Charter. It shall endeavour to alleviate the intellectual isolation of persons in such communities in the developing countries which might otherwise become a reason for their moving to developed countries.

7. In its post-graduate training the University shall assist scholars, especially young scholars, to participate in research in order to increase their capability to contribute to the extension, application and diffusion of knowledge. The University may also undertake the training of persons who will serve in international or national technical assistance programmes, particularly in regard to an interdisciplinary approach to the problems with which they will be called upon to deal.

ARTICLE II

Academic freedom and autonomy

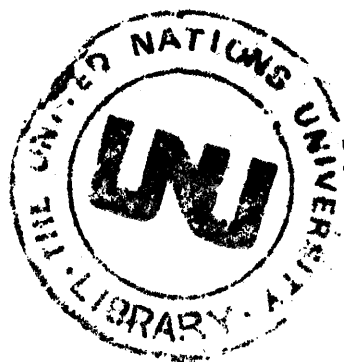
1. The University shall enjoy autonomy within the framework of the United Nations. It shall also enjoy the academic freedom required for the achievement of its objectives, with particular reference to the choice of subjects and methods of research and training, the selection of persons and institutions to share in its tasks, and freedom of expression. The University shall decide freely on the use of the financial resources allocated for the execution of its functions. . . .

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PLANNING MEETING OF THE
HUMAN AND SOCIAL DEVELOPMENT PROGRAMME

A REPORT
TOKYO, JAPAN, JANUARY 1977



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I. ORGANIZATION OF THE MEETING

1. The Planning Meeting of the Programme Advisory Committee of the Human and Social Development Programme was held in Tokyo at the United Nations University's headquarters from 17 to 21 January 1977.
2. The main objective of the Planning Meeting was to implement the development of the Human and Social Development Programme. For this reason, the meeting was twofold: first, to discuss and provide a preliminary evaluation of the research and advanced educational projects, in terms of Programme rationale and research framework (type of research, focus and methodology, research audience and dissemination strategy, and the structure of networks); and, second, to review the ongoing research in the Human and Social Development Programme. The meeting was also concerned with the mechanism of evaluation of project proposals and the implementation of networks.
3. The meeting was organized in the form of plenary and working-group discussions on each of the project proposals. For each substantive item on the agenda, there was a plenary session at which the author of the project proposal presented the topic and it was then discussed. This plenary session was followed by intensive discussions and evaluation in two working groups which, at the Chairman's suggestion, focused on theoretical and pragmatic issues involved in developing research and advanced educational projects.
4. The participants included experts and United Nations University consultants from 16 countries. The participants were invited in their individual capacities and not as representatives of their institutions or organizations. In addition, the following members of the University participated in the meeting: Dr. James M. Hester, Rector; Dr. Kinhide Mushakoji, Programme Vice-Rector for Human and Social Development; Dr. Alexander A. Kwapong, Vice-Rector for Planning and Development; and Dr. Pedro Henriquez, Programme Officer. The list of participants is given in Appendix I.

5. The opening address was made by Dr. Hester, who gave a résumé of the University's objectives and structures.

6. The Planning Meeting elected the following officers: Dr. Mushakoji, Chairman, Dr. Rodolfo Stavenhagen, General Rapporteur, and Dr. Henriquez, Secretary. Dr. Anna Maria Sandi and Dr. Marc Nerfin were named chairmen, and Dr. P. S. Venkatachalam and Dr. Ricardo Lagos rapporteurs for the two working groups.

Presentation of the Human and Social Development Programme

7. Dr. Mushakoji explained the nature and objectives of the Programme, the conceptual framework involved, and the structure and nature of the networks which will play a key role in implementing Programme activities. He recalled that the Expert Group, which made the original recommendations at the Programme's first Working Meeting in November 1975, had emphasized the fact that research in development was in disarray. Accordingly, it had advised the University to encourage innovative research and training, going beyond the prevailing conventional approach to development which puts an undue emphasis on economic factors to the detriment of human and social conditions. Subsequently, the University Council had defined Human and Social Development as the search for a self-reliant approach to meet human needs, material and non-material, and had set its priorities.

8. Dr. Mushakoji then stressed the fact that the Programme's objective was to increase knowledge and expertise in order to promote human and social development, and that, toward this end, it should seek to activate the world academic community in co-operation with other sectors of society. In view of the above conditions, he emphasized that the Programme should build networks co-ordinating the work of innovative researchers of the highest potential to contribute to this activation. Programme activities should be selected, developed, and co-ordinated according to these guiding principles that give the Programme its unique role. Following this explanation, a general discussion of the Programme took place. The discussion paper is attached as Appendix II.

Report

9. The report of the Planning Meeting was adopted at the plenary session on 21 January 1977. The participants charged Dr. Stavenhagen, the General Rapporteur of the meeting, to edit and finalize it.

10. In the following sections of the report, the abstracts of the four project proposals summarize: (a) the project proposals prepared by the consultants, (b) the presentations made by their authors, and (c) the revisions made by them during the

course of the discussion. Sections on discussion and evaluation sum up the remarks made by the participants on the project proposals, both in the plenary sessions and in the working groups.

11. The Planning Meeting concentrated on discussing and evaluating three research projects on:

- (a) Goals, Processes, and Indicators of Development
- (b) Sharing of Traditional Technology
- (c) Research and Development Systems in a Rural Milieu

II. PROJECT ON GOALS, PROCESSES, AND INDICATORS OF DEVELOPMENT

Abstract

Project Rationale

Definition of the project

12. The problem to be explored in this research project is how to arrive at a deeper understanding of the new paradigms of development that are currently emerging, relating development to the satisfaction of human needs, material and non-material; seeing development as *human* development, the development of man, conditioned by *social* development, the development of social structures at the international, national, and local levels, and, at the same time, being highly sensitive to factors of cultural diversity and ecological constraints.

13. The project has three major parts: the formulation of *goals* (in terms of satisfaction and further development of human needs); the exploration (empirical as well as normative) of the *processes* related to these goals; and the work on a new set of development *indicators* to monitor the processes (some of the indicators being goal-indicators, others being means-indicators).

Alternative conceptual assumptions and theoretical approaches

14. There is actually very little theory built into the project at this stage. Basic to the project is a means-end paradigm, which will also be challenged and further explored during the duration of the project. Goals, and processes leading to the formulation of goals, will be studied, leaving open what these processes are. Although past processes will be studied by various empirical methods, scenarios for the future will also be developed, in an effort to bridge the gap between past-oriented and future-oriented

research. Thus, the project does not in any sense aim at exploring only one set of goals for development but will look at *alternative* sets of goals and *alternative* processes, within the constraints set by the basic concept that development is the development of human beings. Hence, one basic theoretical and conceptual assumption is the necessity for a realistic assessment of the tremendous diversity of the human and social condition in our world, rather than beginning with any single, pre-chosen ideological orientation for the methodology.

Purpose of the project and policy relevance

15. The purpose of the project is to contribute to the ongoing debate on development, and, more particularly, to further deepen and develop the many attempts that have been made recently, within and outside the United Nations family, for "another development". In doing this, the exploration of new indicators to make more precise the understanding of human and social development is considered indispensable, partly as a tool in the research process, but mainly as an instrument for policy-making.

16. The major policy relevance of the project will be at three levels: clarification of new *goals* of development, exploration of *alternative processes* for their realization, and the elaboration of new *indicators* that can be used by policy-makers and by people themselves around the world.

Links with broader problem areas

17. The goals that have been indicated in the preliminary research proposals are listed under four headings: security, welfare, freedom, and identity — touching on the political, economic, socio-cultural, and psychological dimensions of development. Thus, research will have to consider the international power context of a country and national policy-making as well as development problems at the local level. The project represents an area of convergence of trends currently found within development studies, peace studies, and future studies insofar as they focus on the development and satisfaction of human needs.

Links with other priority areas of the University

18. Linkage with the University's other priority areas is built into the very basis of the present project. The first among the basic materials needs, of course, is food. The project will help to look into the processes that will secure the availability of food on a stable basis for all people. Since the underprivileged are usually found among rural populations, presumably producing the food, processes whereby they would be in a position to secure for themselves satisfaction of the basic need for sufficient food would receive high priority in the research programme.

Research Framework

The feasibility of the project

19. The project is to be structured around a family of topics in the areas of goals, processes, and indicators. The research network is to be composed of institutions and individuals that are known to be highly motivated and competent in the general area of development studies. The intention is to have each topic studied by at least three institutions.

Type of research, focus, and methodology

20. Just as no stand has been taken on the type of process that could lead to developmental goals, the choice of methodology will also be kept open. There is one exception to this, however; dialogical processes, partly with citizen groups and partly with planners/decision-makers, will constitute an important methodology, to be shared, as far as possible, by all participating institutions. In these dialogues, not only the goals will be explored but also the people's and planners' views of the processes leading to the goals as well as views and ideas on suitable indicators to monitor the process.

21. Apart from this, the methodologies will range from, for instance, statistical analysis of developmental time series based on longitudinal country studies to highly intuitive images drawn from literature on utopias, eschatologies, etc., continuously selecting methodologies appropriate to the theme to be explored on a given sub-topic, and making optimum use of the capabilities of the co-operating institutions.

Research audience and dissemination strategy

22. The research audience will have to be citizens and planners/decision-makers. A major task of the project will be to develop "languages" in which the findings will be communicated not only in an understandable manner but also so that they invite and facilitate dialogues among all concerned. This is particularly important in the field of indicators, as they should be not only *about* people but also *for* the people and even *by* the people. Thus, there must be a constant search for indicators that are intuitively comprehensible to the population at large.

23. As to dissemination, the research methodology is already a dissemination strategy, being dialogical to a large extent: reports on these dialogues will constitute important educational instruments.

Links with other organizations and research projects

24. The project will be very closely linked with two other projects: "Sharing of

Traditional Technology" and "Research and Development Systems in a Rural Milieu". More particularly, in the study of processes, the role of technology, as the carrier of particular assumptions about developmental goals and processes, will be studied carefully, and one perspective will be the extent to which "modern" technology can be said to be the carrier of a Western cultural and social code. On the other hand, it is also envisaged that the two projects in the field of technology could make use of some of the findings of this project in the field of clarification of developmental goals.

The structure of the network

25. The general network will be co-ordinated from Geneva, where the Project Director will be working. But as this network will be rather extensive, the formation of sub-networks, partly on regional and partly on topical bases, will be facilitated as much as possible. The task of the Project Director will be to see that work is done in a balanced manner on all sub-topics so that clarification of all the problem areas will emerge. The organization of the network will be as symmetric as possible, with a rotating chairmanship, rotating venues for meetings, etc.

The proposed network

26. The project will be co-ordinated from a research unit to be established in Geneva, attached to the Institut d'études du développement, within the framework of the Human and Social Development Programme of the United Nations University in Tokyo, and will be carried out by a network of institutions and individuals in about twenty countries in all regions of the world in a common effort to arrive at a deeper understanding of the theory and practice of development.

Discussion and Evaluation

27. The project has been adequately defined in the research proposal, but a continuing redefinition of the project itself should be a part of the research programme.

28. The proposal allows for alternative conceptual assumptions and theoretical approaches within an overall coherent framework. The Planning Meeting considered it desirable also to strengthen other projects within the same general area.

29. The "dialogical" methodological technique was considered particularly useful, as well as the emphasis on viewing both material and non-material aspects in a holistic manner. The direct relevance of the project for policy was somewhat less clear, but would be worked into the project in the form of alternative processes. The need was felt to incorporate into the project research on the social-political function of indicators in general, and an analysis of their uses and abuses in particular, partly as a separate sub-topic, partly as a theme of critical analysis permeating the whole project.

30. It was generally accepted that the project was feasible. Yet some participants suggested that not all research teams around the world would easily subscribe to all aspects of the project. Thus, the need for flexibility in adjusting the conceptual framework as the project proceeds was stressed.

31. The diversity of research concerns and methodology included in the project aroused support as well as misgivings among the participants. It was felt that some aspects of the research design would not be easily accepted everywhere. It was suggested that members of the participating network be free to adopt the focus and methodology particularly adapted to their situation within a mutually agreed upon framework, and that they should provide additional inputs into the research programme along these lines as the project proceeded.

32. The research audience should be citizens at large as well as planners and academics. In regard to the dialogues, which are an integral part of the project, the idea was put forward that they should be coupled with each other so that ideas generated by one country could be used as inputs in other dialogues in the same or other countries.

33. It was recommended that each sub-topic should be studied by at least three institutions participating in the network, and that each institution should cover at least three sub-topics. The idea of establishing a consortium of institutions in a single country (large) or in a few neighbouring countries was also found acceptable. Similarly, a consortium of individual scientists in a region could also be established to serve as a network. In selecting institutions/individuals for network collaboration, no major cultural group should be excluded. Flexibility with regard to the networks was recommended.

34. Finally, a number of further suggestions for the project were made. These can be summarized as follows.

- (a) Political overtones in the form of the presentation should be avoided.
- (b) Some approaches for the implementation of the project will have to be made through governments.
- (c) A new form of presentation should be worked out so that the structure of the project as a set of related sub-topics can be seen more clearly, the new presentation to include the ideas put forward during the Planning Meeting.
- (d) A network meeting scheduled for 11–15 April at the Inter-University Centre in Dubrovnik should discuss the research programme in detail and also elaborate a collective research proposal as part of the ongoing planning process.

Recommendation

35. The planning meeting endorsed the research proposal for the Project on Goals, Processes, and Indicators of Development and agreed to submit it to the Rector for approval, taking into account the above considerations.

III. PROJECT ON SHARING OF TRADITIONAL TECHNOLOGY

Abstract

Project Rationale

Definition of the project

36. The quality and quantum of a country's technological response to resources are central to its self-reliant social and economic progress. Today, technological responses to national and global resources are in the hands of small minorities who exploit these resources to the detriment of the self-reliant progress of the mass of the people, the vast majority of whom live in rural areas of developing countries. It is, therefore, essential to improve the technological capability of these people.

37. The structures of technology, as they exist in developing countries, do not exist and grow together within a homogenous framework. At one end are the structures of modern scientific knowledge, and at the other, often in opposition, a body of traditional knowledge and technology. The process of interaction between traditional and modern technology that is envisaged in this project is one in which the technological activation, at all levels of the society, leads, in the long term, to a harmonious integration of the traditional technologies in the structures of modern science.

38. To improve the technological capability of the mass of the people in developing countries, one has to improve the technological capability of the poor who, in fact, constitute this mass. Half of the world's population continues to depend on agriculture, and 90 per cent of these two billion persons are living in developing countries on a little more than half of the world's agricultural area.

39. While structural changes are being fought for, and while various programmes are contributing to science and technology applicable to the needs of rural populations, this project concentrates on a supplementary area, i.e., the building up, among the

rural people, of a self-reliant base for, and of, technological awareness.

Alternative conceptual assumptions and theoretical approaches

40. The generation of technological capability and the transfer of technological knowledge has hitherto taken place, especially at a national level, in an uncoordinated and fragmented fashion, with the result that very few developing countries have achieved the capacity for an organic and integrated technological response to their resources. This situation has been further aggravated by the fact that technological capability, and the transfer of technology, are controlled by minority groups. The social systems and structures of power direct technological development to suit needs as they are generated by their own structures, which, in developing the demand pattern of these groups, have often shifted the technological response of developing countries further away from the needs of the people.

Purpose of the project and policy relevance

41. The project is designed to:

- (a) provide information to augment resources for the poorest sectors of the rural communities without the provision of direct capital input or the introduction of literacy programmes;
- (b) contribute to an understanding of the nature of societal and structural changes which generate, within poor communities, the capacity and ability to effect innovative technological change; and
- (c) investigate the possible links between traditional and modern technology in the process of rural transformation.

Links with broader problem areas

42. The project is also designed to supplement the efforts of those individuals and institutions, especially in the developing countries, that are particularly involved in:

- (a) the scientific improvement of traditional technological techniques;
- (b) the generation of technological capacity and the development of research and development capability; and
- (c) the controlled transfer of technology from the industrially developed countries, and the effect of such transfers on human and social development.

43. It will supplement these efforts by providing an additional area of technological interactivity which, especially at a national and regional level, will have the potential to establish backward and forward links to the programmes of such individuals and institutions. These links could be designed so that the Project on Sharing of Traditional Technology could contribute to a clearer understanding of the nature and patterns of technological activity in developing countries, and the process of technological change within them.

Research Framework

The feasibility of the project

44. The implementation of the objectives of the Project on Sharing of Traditional Technology will be achieved by organizing networks, both in the developing and developed countries, of scientists working both in the field and in research institutions, institutes, and other organizations, both governmental and non-governmental, who will participate in an international programme of interdependent research and activities under the co-ordination of the United Nations University.

Type of research, focus, and methodology

45. The project will attempt to achieve its objectives by exchanging knowledge of pre-tested traditional technologies among selected rural communities, and by concurrent research which, through short desk studies and longitudinal village studies, will examine and monitor the societal and structural changes within which technological changes occur.

46. The project could not have been conceived within the framework of traditional knowledge or technology because the implementation of an effective programme of sharing traditional technology has become possible only through the global communication infrastructure which has been created by modern technology. It is, therefore, a project which can, by its very existence, demonstrate the dynamic co-existence and interaction of the traditional and modern sectors.

Research audience and dissemination strategy

47. The ultimate objective of the networks is to contribute to the establishment of a horizontal line of communication and interaction among the poorest sectors of rural communities, and also to establish a vertical link, through a real demand factor, to the more affluent sectors of national economics. From the beginning, the networks should, therefore, work through existing institutional networks and endeavour to establish within their framework mechanisms which will give not only an adequate degree of participation to the rural communities of the developing world, but also the opportunity to establish among themselves the horizontal links which would be of use to them.

Structure of the networks

48. The project will be co-ordinated from a research unit to be established in the Marga Institute in Sri Lanka and will be carried out by a network involving institutions and individuals in all regions of the world.

49. The Institute will choose, and present to a workshop in April 1977 for the

formal approval of the United Nations University, institutes with which it will be collaborating in respective regions and the national networks of the countries chosen, together with the rationale for the selection of these countries and profiles of the national networks.

Discussion and Evaluation

50. The Planning Meeting noted the significance of this research project for raising the status of traditional technology from a secondary concern to a level which would recognize its importance in contributing to the efficient and harmonious utilization of all technological resources for development.

51. Although the Planning Meeting acknowledged that it is a broad and ambitious project, it was considered feasible, and it was agreed that the methodology applied is appropriate to carry out the aims and goals of the proposal. There was a long discussion in connection with the kind of networks that a project like this would require. For the moment, it is not possible to specify each country and the local units that will participate in the project because it will be the responsibility of the regional and national institutions to choose and present the units to the workshop in April 1977. The Planning Meeting considered that it was important to specify more clearly the criteria with regard to the countries and institutions that will be a part of the network. This would be done prior to, and then agreed on at, this workshop.

52. It was also suggested that the project could be completed by a study of the use of traditional technologies in the urban environment and another study of the technologies of nomad and migrant populations. It was also pointed out that, despite their differences, it might be useful to attempt to link this project with the Project on Research and Development Systems in a Rural Milieu.

Recommendation

53. The Planning Meeting endorsed the research proposal for the Project on Sharing of Traditional Technology and agreed to submit it to the Rector for approval, taking into account the above considerations.

IV. PROJECT ON RESEARCH AND DEVELOPMENT SYSTEMS IN A RURAL MILIEU

Abstract

Project Rationale

Definition of the project

54. The objective of the research project is to contribute toward designing an alternative strategy for the generation of technologies in developing countries.

55. In all the strategies proposed to increase the capacity of developing countries to solve their technological problems, it is assumed that the methodology of research itself has universal value. This supposition, however, is incorrect; the methodology of research currently used in most of the world is based on particular links which the research and development systems of developed countries have with their societies, and which evolved in a long process starting with the Industrial Revolution. In developing countries, the connection between their research and development systems and their societies is very weak, particularly in relation to the traditional or rural sector, and, consequently, the methodology of technological research generated in developed countries is inadequate for them.

Purpose of the project and policy relevance

56. The project seeks to develop a new methodology of technological research through which, by effectively connecting the research and development systems of developing countries with their own societies and with the body of empirical knowledge they possess, technologies appropriate to their specific needs could be generated.

57. The policy relevance of the project is perhaps its most important characteristic: its possible results could make a significant contribution to the reorientation of the

efforts of the research and development systems of developing countries so as to make them able to satisfy the technological needs of their populations.

Links with broader problem area

58. The links of the project with broader problem areas, and with the other programmes of the United Nations University, stem from the fact that technology is one of the basic components of all human activities and one of the central elements of culture.

Research Framework

The feasibility of the project

59. The feasibility of this research project depends basically on three elements — the existence of the correct theoretical framework and methodology of research; the availability of adequate human resources; and a cost compatible with available funds.

60. The cost of the actual research, with very few and partial exceptions, will be covered by the research groups themselves. In most cases, the only additional funds required will be for the cost of monitoring the research process, and of travel, workshops, and seminars. The International Development Research Centre in Canada and the United Nations University should provide the required additional funds. The co-sponsorship does not imply necessarily that the expenses of the project have to be shared on equal terms by the two institutions.

Type of research, focus, and methodology

61. The methodology of the project consists of monitoring the process of the groups doing research into problems of special relevance for the countries involved in applying the proposed methodology. The monitoring will be particularly concerned with the following elements:

- (a) links among the research and development units involved with the rural milieu and effects of these links on the process of generating technologies and on the local population;
- (b) effects of the connection with the rural milieu on the research and development system; the incorporation of local knowledge; the generation and flow of research; and
- (c) acceptability and dissemination of the generated technologies.

Each of the above items will be evaluated through several parameters and variables.

62. The research will include also the study of past experiences in introducing technologies to rural areas in order to determine the causes of their achievements and

failures. An effort will also be made to develop adequate conceptual instruments to assess and evaluate technologies.

63. The purposes of the research project are the following:

- (a) to contribute elements toward designing an alternative strategy for generating technologies in developing countries; and
- (b) to evaluate strategies of research based on the experience gained in the monitoring of an analytical tool that can be used as a feedback mechanism for the orientation of the efforts of the research and development systems in developing countries.

Research audience and dissemination strategy

64. The main audience of the project will be composed of:

- (a) the scientific community;
- (b) decision-makers, above all those responsible for science planning; and
- (c) the general public.

65. During the development of the project, the most important mechanism of dissemination will be active interchanges (seminars, written communications, exchange of personnel, etc.) with the rest of the scientific community. For the general diffusion of results, the mechanisms established by the United Nations University and the International Development Research Centre will be used.

The proposed network

66. The network will be composed initially of already existing research groups and institutions. These research groups were selected on the basis of the following criteria:

- (a) motivation and commitment to the objectives of the project;
- (b) effective connection with the research and development system of their countries, so that possible results may be more easily diffused into the scientific community;
- (c) adequate academic qualifications; and
- (d) direction and main research responsibilities in the hands of local scientists.

67. The research groups so identified are located in India (ASTRA and SCIR); Ethiopia (National Council of Science and Technology); Egypt (Supreme Council on Population and Family Planning); Iran (Bu-Ali Sina University, Hamadan); Mexico (Maya AC and CIDE); Colombia (ICA, Division of Agricultural Machines); and Argentina (Fundacion Bariloche).

68. The main features of the organization of the network are the following.

- (a) A Project Director, nominated jointly by the United Nations University and the International Development Research Centre, will be in charge of the general coordination of the project.

- (b) All decisions concerning the organization of the research should be approved by a committee composed of the heads of participating groups.
- (c) The incorporation of a new group or institution into the network should be made on the basis of effective contribution to the research and should be approved by the committee referred to above.

Discussion and Evaluation

69. Discussion covered several points of the project. One of the first questions concerned the distinctions made in the project between scientific and empirical knowledge, related respectively to the modern and traditional sectors of society. There was a question as to the validity and usefulness of the distinctions between the modern and traditional sectors.

70. Some of the participants expressed concern about the agents for the transfer of technology and mentioned the need for structural reforms in the countries involved. It was also mentioned that research and development cannot be understood except as a sub-system of national, social, and economic systems as well as of the international scientific system. The methodological aspects cannot be separated from the contents.

71. All these questions were answered adequately and many of the points raised were, in fact, being dealt with in the substantive work of the project.

72. Finally, the theoretical framework and the methodology of research were considered adequate by the Planning Meeting.

Recommendation

73. The Planning Meeting endorsed the research proposal for the Project on Research and Development Systems in a Rural Milieu, taking into account that it is a joint project with the International Development Research Centre of Canada, and agreed to submit it to the Rector for approval.

74. The Planning Meeting recommended that negotiations be initiated with the International Development Research Centre on the following:

- (a) joint mechanism for evaluation;
- (b) joint appointment of the Project Director; and
- (c) joint follow-up of the research programme.

V. GUIDELINES FOR A PROJECT ON ADVANCED EDUCATION IN PLANNING AND ADMINISTRATION

75. The Planning Meeting discussed the document "Guidelines for a Project on Advanced Education in Planning and Administration", which was prepared by a Consultant.

Abstract

Definition of the Project

76. The United Nations University has a unique opportunity to develop new forms of education corresponding to the new needs for dissemination of information. The aims of the project should not be limited to improving public administration or enlarging planning capacity. The belief that development is the responsibility of governments, which discharge it with "developing plans", is now seen as at least a great over-simplification. In the first place, "planning" has become somewhat discredited by association with global economic projects which lack social dimensions and have little basis in political or administrative reality: the key issue is the choice of development strategy, which may or may not be expressed in formal plans for particular periods. Moreover, the implementation of development strategies raises issues far beyond those covered by conventional courses in "administration". In particular, the educational programme should be truly international, as befits an organization in the United Nations family, and should break away from the vertical (South-North) flow of students to teachers. The United Nations University's educational activities should take place on a world-wide scale, and include people from different parts of the world among both teachers and students, even in courses with a regional coverage.

Instruments for the Advanced Education Project

77. There are four basic types of instruments available:

- (a) *seminars* for discussion of issues and concepts, which would normally last for

- about one week, playing the intermediary function indicated above;
- (b) *workshops* designed to reach operational conclusions—in this case, the preparation of plans for teaching activities in particular subjects; lasting generally from one week to one month;
 - (c) *courses*, with more emphasis on teaching known techniques and less on discussion, that would last usually one to twelve months; and
 - (d) *fellowships*, attachments to institutions, involving varying responsibilities and for varying periods.

78. The above analysis suggests that the University's optimal educational strategy in its early years lies in promoting activities of the first two types rather than a few courses. In this way, it can influence educational programmes all over the world and, thus, indirectly, very large numbers of students, apart from bringing a number of additional people into contact with the United Nations University.

Participants in the Advanced Education Project

79. Participants should not consist only or mainly of central government officials. The project should draw in many types of people, especially the young, and provide feedback to research workers.

80. Communication should be thought of as a two-way process, in the sense that it responds to influences originating at both ends. In this sense, the project should not only diffuse the findings of researchers on the frontiers of knowledge rapidly and directly, but also enable the researchers to receive, in turn, reactions concerning the practical relevance of their work, including the feasibility of their recommendations. It should also introduce university teachers and international officials to the social aspects of development and help them to keep up with advancing knowledge in this area.

Programme of Work

81. The programme of work should not start with courses (though these might be tried on an experimental basis in 1979), mainly because it is necessary to determine what should be taught, and how, in the United Nations University's priority fields. The first steps should be seminars and workshops on the syllabuses and techniques to be employed. Visiting fellowships could be used to help in their preparation.

Selection of Institutions

82. Special criteria for the selection of institutions to be associated in the early stages of the project should include prestige, experience as an international centre, pluralism, inter-disciplinarity, and, above all, an innovative spirit. The emphasis would later be on strengthening institutions in developing countries and on building up new institutions.

Discussion

83. During the discussion, the following particular points of the document were emphasized.

- (a) It would be a waste of money to implement programmes that are already in existence and that, at the same time, had fellowships for day-students.
- (b) An important task for the United Nations University is to write syllabuses in areas that are on the frontiers of knowledge.
- (c) The distinction between seminars and workshops was found useful for the activities in the field of advanced education of the University.
- (d) Education should cover the three main problem areas that the University has defined.

84. Concerning the audience to which the educational project should address itself, it was agreed that a natural audience would be university professors, and that emphasis should be on younger scholars, who have the potential ability to influence future development in their own disciplines. It was also stressed that the general public or, more precisely, those working in the field of development, should be considered among the beneficiaries of the education project of the University. To this end, the research results of the Human and Social Development Programme should be presented in such a way that not only the academic community but also the general public can understand their conclusions.

85. An important part of the discussion was devoted to the ways in which the University could "discover" young scholars in different fields of knowledge. Several approaches were mentioned, especially co-operation between the United Nations University and the four regional associations that already exist in the field of social sciences and development: CLASCSO, CODESRIA, ADIPA, and EADI. One participant expressed the feeling that some of the recommendations put forward in the project proposal seemed a bit like *déjà vu*. A question was raised as to how this project might differ from some other programmes, and, secondly, whether this project *should* really be different from others. Some doubts were expressed about international courses and the need to have courses *in situ*. But if such a need exists, how would it be possible for the United Nations University to have as many courses as there are sites that should be considered? It was also mentioned that in the United Nations University, teaching should be a process of learning and, therefore, inductive rather than deductive methods should be employed.

C. Recommendation

86. The Planning Meeting felt that, taking into consideration the guidelines of the document discussed, the United Nations University should carry out and implement

a project on advanced education in planning and administration for development. It was thought important to organize, during the next Advisory Committee meeting, a concrete dissemination and education activity, with the participation of the three initial research projects.

VI. REVIEW OF ONGOING RESEARCH

87. The Planning Meeting considered reports on ongoing research as follows:
- A. Human rights in the Context of Development;
 - B. the "State of the Art" Report on "Development Indicators",
 - C. Comparative Evaluation of Socio-Cultural Processes and Goals of Human and Social Development in a Changing World;
 - D. Increasing the Science and Technology Capacity of Developing Countries.

A. Human Rights in the Context of Development

88. This project will focus on the human rights aspects of social and economic change. It will consider and attempt to reconcile legal guarantees operating at the level of the individual (e.g., civil and political liberties) with social, economic, and cultural postulates relating to the community. Particular emphasis will be given to endogenous processes and policies by which these rights are articulated and administered. Three basic inter-related project components are proposed:

- (a) a conceptualization effort, undertaken in conjunction with the United Nations University-sponsored work on development goals, processes, and indicators;
- (b) a programme of future-oriented studies related to human rights and quality-of-life implications in specific areas of social, economic, and technological change: such areas would include access to the legal system; the human rights impact of long-term developments in cybernetics/computer technology, biology, and genetics; security and human rights in the context of rapid urbanization and its mental health and crime correlates; the right to cultural identity and problems of cultural pluralism; the right to health; condition of women; etc.; and
- (c) a programme of studies on international human rights administration.

89. The project will involve research, model-building, and educational activities at local and international levels. It will also take into account the action of the United Nations.

B. The "State of the Art" Report on "Development Indicators"

90. The main areas in the field of development indicators in which work has been carried out by international organizations may be summarized as follows:
- (a) social indicators linked with the System of Social and Demographic Statistics formulated by the UN Statistical Office in collaboration with specialized agencies and regional commissions;
 - (b) indicators of well-being related to the goals of social policy and perceived by the specialized agencies in their respective fields of interest; and
 - (c) methodological and applied research on the development and use of indicators promoted by UNESCO and UNRISD.

91. The approach of the Statistical Office is mainly statistical, aimed at catering to general needs, but is apparently somewhat halting and uncertain in its direction. The approach of OECD, on the other hand, seems to be purposive, with a clear direction but perhaps not quite practical, as is evident from the difficulties being encountered in finding suitable indicators. The approaches of the specialized agencies seem to be based on firmer ground and a felt need, although, in some cases, they appear to be somewhat overly ambitious. As between the approaches of UNESCO and UNRISD, the former seems to be somewhat academic, while the latter is demonstrably practical. Although UNESCO views its programme as complementary to that of OECD, insofar as it seeks to do for the developing countries what OECD has been doing for the developed countries, it has not so far demonstrated an equally clear direction and purposeful action.

C. Comparative Evaluation of Socio-Cultural Processes and Goals of Human and Social Development in a Changing World

92. This research project seeks to organize, regionally and inter-regionally, intellectual leaders as well as seminal thinkers from different areas of the world and cultural traditions for comparative research on:
- (a) cultural identity and socio-political change;
 - (b) endogenous intellectual creativity;
 - (c) emerging perceptions of prospects for human civilization; and
 - (d) specificity and universality.

D. Increasing the Science and Technology Capacity of Developing Countries

93. In presenting the document, the Consultant emphasized that this was a preliminary statement of the project.

94. The document explains that although many aspects of international transfer of technology have been studied, research into other ways of increasing the science and technology capacity of developing countries has been modest. This neglect may have been due partly to a rather misleading view of the concept of science and technology capacity. It is customary to measure this capacity in terms of the number of scientists and engineers in a given society or the research and development effort of the nation. Apart from confusing consequences, this notion ignores the fact that many of the technology-transfer transactions between rich and poor countries generate research and development activities only in the countries of the owners of the technology.

95. Defining the science and technology capacity of a society as its ability to deal with its own problems by its own efforts provides a more useful basis for appraising this capacity because it relates ability to particular needs which differ among societies. This definition also suggests new avenues of research such as: a comparison of the innovative behaviour of different technology recipients and the impact of different technology-transfer transactions on recipients; the study of specific national policies affecting the capacity to solve local problems; the exchange of know-how among less-developed countries; and the role of the United Nations and other international organizations in the development of this ability.

96. The Planning Meeting agreed with the presentation in the sense that this document was a preliminary statement and expressed the opinion that its concepts were rather broad. It was also pointed out that some of the questions asked in it were actually answered in other studies already carried out by several institutions. It was stressed that the uniqueness of a project is very important from the point of view of the United Nations University, especially when an approach to a particular area is being considered.

VII. GUIDELINES FOR THE IMPLEMENTATION OF NETWORKS

97. The Planning Meeting considered the working paper on "The Structure of the United Nations University Networks". The document is given in Appendix III. In the discussion, the Planning Meeting thought that it might be useful to call attention to some specific points:

- (a) The academic freedom and autonomy of the institutes associated with the University networks should be fully preserved.
- (b) Local knowledge of the particular conditions where those institutes are located is very important to the United Nations University.
- (c) The monitoring of the project by the University should be done through the appointment of Project Directors. It is not necessary that the author of a particular project proposal should always be the director of the project.
- (d) In defining the institutions eligible to participate in the networks, it was considered that not only academic communities but also other institutions that may be useful to infuse creative thinking may belong to a particular network. It was thought that each national or regional network might evaluate the particular conditions by which these other organizations have to be incorporated, keeping in mind the research projects with which these organizations will be associated.
- (e) While it was considered appropriate to have a board of Project Directors to provide the necessary feedback to the University, it was considered important to keep the Programme Advisory Committee as a separate organ, not only to evaluate the actual research going on in the University, but also to provide guidelines for future work in the Human and Social Development Programme. It was also stressed that some of the networks should meet one another in order to exchange experience in their own particular area of research.
- (f) Particular importance was given to the need to disseminate information on research going on in different projects. It was proposed that mimeographed news letters prepared by each project should be distributed by the United Nations University from Tokyo to all the projects.

98. The Planning Meeting, taking into account the above discussions, considered the

working paper on "The Structure of the United Nations University Networks" as a useful set of guidelines for the future implementation of the United Nations University networks.

VIII. MECHANISMS OF EVALUATION FOR THE RESEARCH PROJECTS

99. The Planning Meeting made a number of general observations regarding research projects to be considered by the United Nations University.

100. In particular, the Planning Meeting expressed the view that it is essential for the future success of the United Nations University that the criterion of uniqueness be applied to all research projects submitted for consideration; i.e., a research project should make clear why the United Nations University sponsorship is particularly appropriate and essential for achieving the project objectives.

101. On a related matter, the Planning Meeting emphasized the view that all research projects accepted by the United Nations University as part of its programmes be University projects rather than those of the consultants who participated in their design.

102. The Planning Meeting felt that no research project could be considered as a final product, but should rather be seen as a process designed in such a manner as to allow for flexibility in the ways and means to achieve its objectives, hence the importance of proper monitoring, feedback, and adjustment mechanisms.

103. The Planning Meeting also expressed the hope that in the future a more systematic evolution of the research project, from conceptualization to research programme preparation through review and evaluation, be developed. In particular, the Planning Meeting felt that an evaluation of research projects should be made *before* the Programme Advisory Committee meets, so that, in addition to the proposal, the Committee would have the evaluation as a basis for discussions of the overall research project.

104. The Planning Meeting recommended that evaluations submitted for consideration by the Programme Advisory Committee follow the outline below.

- (a) Project Rationale
 - (1) Definition of the problem
 - (2) Alternative conceptual assumptions and theoretical approaches
 - (3) Purpose of the programme and policy relevance
 - (4) Linkages with the broader problem areas
 - (5) Relationship with the Human and Social Development Programme priorities
 - (6) Linkages with other priority areas of the United Nations University
- (b) Research Framework
 - (1) The feasibility of the project (timetable, availability of adequate human and financial resources)
 - (2) Type of research, focus, and methodology
 - (3) Research audience and dissemination strategy
 - (4) Links with other organizations and research projects
 - (5) The structure of networks
 - (6) The proposed networks

IX. CONCLUSION

105. Among the various points made by the participants, the following deserve special consideration in determining the future orientation of the Human and Social Development Programme.

(a) The projects should each have a specific relevance to the United Nations University's objectives. They should also constitute an integral part of a unified research and advanced education effort by the Programme, since it is through the multiplicative effect of their cross-fertilization that the Programme can best contribute to the activation of the world academic community.

(b) Representatives and proponents of different currents of innovative research and advanced education for human and social development should be invited to participate in the Programme's development process. The Human and Social Development Programme should provide a forum where, through its different activities, an open intellectual exchange among representatives of these various currents can be promoted. The Programme should propose conceptual frameworks and provide scientific information activating a dialogue on development issues among different regions of the world, especially between the developing and the industrialized countries.

(c) Attention should be paid to development issues in both developing and industrialized countries. It is also important to develop programme activities clarifying the above-mentioned development issues in their global context and clarifying the international structural conditions for a new world order more effective in meeting human needs.

(d) Programme development should be experimental and open-ended. Only an innovative programme management can permit innovative research and advanced education for human and social development. The networks should make possible dialogue between the University headquarters and associated institutions, the Programme Advisory Committee, and the Project Directors, and between them and the

individual researchers. A dynamic process for programme design, implementation, monitoring, and evaluation should be devised to guarantee the flexibility of the Programme.

APPENDIX I. LIST OF PARTICIPANTS

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APPENDIX II. CONCEPTUAL FRAMEWORK OF THE HUMAN AND SOCIAL DEVELOPMENT PROGRAMME

1. Objectives

In order to increase knowledge and expertise in order to promote human and social development, the University will work to activate the world academic community in co-operation with other sectors of society.

- (a) "The University shall have as a central objective of its research and training centres and programmes the continuing growth of vigorous academic and scientific communities everywhere, and particularly in the developing countries, devoted to their vital needs in the fields of learning and research within the framework of the aims assigned to those centres and programmes in the present Charter" (Charter of the United Nations University, Article 1.6).
- (b) The most important task of the University is to break down existing barriers between disciplines, nations, societies, and cultures, among UN agencies, between intellectuals and ordinary people, and between thinkers and doers (cf. page 4, "Report of the United Nations University Expert Group on Human and Social Development, 10–14 November 1975").
- (c) "Human and social development should be defined as the search for a self-reliant approach for meeting human needs; material and non-material" (cf. "Proceedings of the Seventh Session of the Council of the United Nations University, held in Tokyo, Japan, from 28 June to 2 July 1976").

2. The Development *Problématique*

In order to build a world community composed of nations meeting human needs in a self-reliant way, different aspects of the development *problématique* should be considered simultaneously.

- (a) No development can be achieved unless the *problématique* on the global level (e.g., eco-development), regional level (e.g., the centre-periphery structures), national level (e.g., endogenous development), and local level (e.g., participatory development) are coped with by an integrated approach (cf. Table 2 of the memorandum to the participants at the working meetings – "Material for the General Discussion of the Human and Social Development Programme").
- (b) It is indispensable to analyse the socio-economic and political structures which prevail on each of the four levels. It is also necessary to determine alternative processes by which those structures can become more effective in meeting human needs.

3. State of the Art

In spite of the apparent simplicity of the diagnosis, research in development is in disarray (cf. page 3, "Report of the United Nations University Expert Group on Human and Social Development, 10–14 November 1975"). It is necessary to encourage innovative research and training, going beyond the prevailing conventional approach to development.

- (a) The predominant conventional approach presents development as a process where:
 - (i) the goal of development is economic growth;
 - (ii) development can be measured in terms of economic growth indicators;
 - (iii) development in developing countries is based on the transfer of industrial technology from the industrialized countries;
 - (iv) human and social factors, such as human rights, quality of life, life-styles, and cultural identity, are unimportant to the development process; and
 - (v) development planners have to be trained in rational planning methods designed according to the above approaches.
- (b) In recent years, alternative approaches to development have put emphasis on:
 - (i) the redefinition of goals, processes, and indicators of development;
 - (ii) a reassessment of technology with emphasis on rural technology and South-South technology exchange;
 - (iii) a new interest in the human and social aspects of development such as human rights, quality of life, life-styles, and cultural identity; and
 - (iv) dialogical methods in development education.
- (c) There is inadequate research on the above merging trends, and an integrated approach is lacking. However, some innovative efforts have been made on different levels:
 - (i) on the global level, UN agencies and non-governmental organizations are opening new paths to development and proposing new concepts (e.g., UNEP and eco-development);
 - (ii) on the regional level, regional associations and transregional research organizations, especially in the Third World, are searching for new conceptual frameworks to deal with their regional *problématique* (e.g., CLACSO, CODESRIA, ADIPA and EADI);
 - (iii) on the national and local levels, interdisciplinary projects on development are organized by universities and institutes, and action research stressing the above approaches is conducted by researchers and practitioners organized in more or less formal groups on the periphery of established academia.

4. Networks and Programme Priorities

The activation of the world academic community must be achieved by the UN University through networks co-ordinating innovative researches on the four levels, with

emphasis on the national and local levels.

- (a) The networks should involve a few of the most active units on the national and local levels which are conducting research and training activities focused on selected programme priorities.
- (b) The activating process should aim at redressing the centre-periphery structure of the academic world wherein the centre transfers to the periphery conventional approaches to development research.
- (c) The programme priorities of the Human and Social Development Programme are selected in such a way that new approaches to development research and education can be interrelated into an integrated approach to human and social development.
- (d) A regional co-ordination of the networks is essential in order to relate the global *problématique* to the national and local needs. The development research community is most efficiently mobilized on the regional level. On the global level, however, it is necessary to co-ordinate the research activities of the networks with those research units of the UN family and the non-governmental organizations.
- (e) The research and educational activities must be closely interconnected among the networks, and the UN University should support them by performing different services, including the dissemination of knowledge.

The Human and Social Development Programme operates:

- (a) on the global level through the University headquarters;
- (b) on the international and regional levels in co-operation with UN research units and international/regional academic associations; and
- (c) on the national and local levels through its networks.

APPENDIX III. GUIDELINES FOR THE STRUCTURE OF NETWORKS

1. Objective of the Networks

The central objective of the networks of research and advanced education centres and programmes is to increase knowledge and expertise in the areas of the priority problems of the Human and Social Development Programme, through strengthening research, advanced education, and dissemination of information.

2. Academic Freedom

As stipulated in the Charter of the University, the institutes associated with the UNU shall enjoy the academic freedom required for the achievement of their objectives, especially with regard to freedom of expression and methods of research and advanced education.

3. Elements of a Network

No single model of a network can be prescribed. For the moment, it is important to identify the different elements that it might contain. The elements of a network were described in the Rector's report to the seventh session of the Council as follows:

- 3.1 *Research institutes* that may or may not have associated educational or training programmes.
- 3.2 *Educational and training institutes* that may or may not be degree-granting.
- 3.3 *UN agencies* in the context of their research, operational, or policy-making functions.
- 3.4 *Governmental agencies and regional organizations* in the context of their research, operations, or policy-making functions.
- 3.5 *Any part of an institute*, such as a department or a centre in a university or a division in a research institute or agency.
- 3.6 *Disciplines*, particularly when there is a possibility that interaction among different disciplines may produce important results, such as between ecologists and economists, or sociologists and development planners.
- 3.7 *Sectoral areas*, particularly when there is a possibility that interaction among different areas may produce important insights, such as between the agricultural and health sectors or the energy and transportation sectors.¹
- 3.8 *Individuals*, whether or not associated with an institution in the network.
- 3.9 *Non-governmental organizations*, such as conservation groups.

1. Proceedings of the Seventh Session of the University Council, UNU/C/Session 7/L. 5, Annex IV, page 12.

3.10 *Other networks*, such as professional associations and interorganizational projects or task forces.

4. Criteria for Structuring Networks

Different criteria have been suggested for determining the nature and style of the networks. These criteria include the following:

- 4.1 *Substantive* considerations related to the nature of the area or to whether, for example, the desired programme results are primarily related to conceptual development, basic research, applied research, technological innovation, policy analysis, or training;
- 4.2 *institutional capability* in terms of present contributions or potential for future contributions;
- 4.3 *similarity* among organizations, disciplines, areas, or individuals where a more concentrated and intensive effort could yield significant results;
- 4.4 *complementarity* among organizations, disciplines, areas, or individuals where a synthesis could yield new insights;
- 4.5 *differences* among organizations, disciplines, areas, or individuals where a clash of ideas and approaches could stimulate promising new areas for research; and
- 4.6 *geographical* considerations, depending on whether interactions are desired primarily among groups of researchers or among researchers and policy-makers, the public, and/or educators.²

5. Nature of the Network Relationships

Different and geographically distant elements can be related to a network, and the nature of the relationships with the United Nations University will vary. These relationships may include the following:

- 5.1 incorporated institutions,
- 5.2 associated institutions,
- 5.3 contractual relationships with institutions,
- 5.4 exchanges of information,
- 5.5 participation in seminars, and
- 5.6 participation in working meetings.

6. Functions of the University Centre

According to the Charter, the research and advanced education activities of the United Nations University will be carried out in institutions throughout the world organized into "networks". However, without an intellectual policy-planning and co-ordinating core at the University Centre, this work will never achieve its full potential.

2. The Rector's Report, UNU/CM7/3, 26 April 1976.

The mechanisms for fulfilling these planning and co-ordinating functions include the following:

- 6.1 designing of programmes,
- 6.2 co-ordination with the United Nations system,
- 6.3 co-ordination with international non-governmental organizations,
- 6.4 general co-ordination of networks among regions,
- 6.5 guidance and follow-up of research projects,
- 6.6 evaluation of the research and advanced education activities of the University's Associated institutions,
- 6.7 world-wide dissemination of the results of research activities,
- 6.8 negotiations for financial support of the projects, and
- 6.9 in-house research.³

7. Organizational Structure

The concept of a network is based upon a theme or set of activities which relate institutions or individuals who have common goals in research and advanced education.

The emphasis in the organizational structure of the networks will be on flexibility and adaptability. In the context of flexibility and change, the United Nations University will maintain two basic organizational principles: centralized policy-planning and co-ordination, and decentralized implementation throughout the networks.

The United Nations University will select and combine the different elements of the networks according to the nature of the programme priority and the capabilities of individuals and institutions.

In order to ensure co-ordination between the University Centre and the networks, three special mechanisms will be considered.

7.1 Project Directors

Each research and advanced education project shall be under the supervision of a Project Director. The Project Directors, both in the University Centre and in the field, will be responsible to the Programme Vice-Rector for the network's development and direction. The Project Directors, internationally recognized specialists in the priority area of the project, may be the heads of one or more networks. They may be appointed on a full- or part-time basis. The Project Directors will be appointed by the University in an individual capacity.

7.2 Board of Project Directors

In the Human and Social Development Programme, the Directors of the different

3. Description and Analysis of the University Centre's Functions, the Rector's Report, UNU/C/8/L.3, 19 November 1976.

projects will constitute the membership of the Board of Project Directors, with the Programme Vice-Rector as Chairman. This board will share joint responsibility for co-ordinating the networks of the Programme. The Programme Vice-Rector will serve as a member of the Rector's Programme Committee and will be responsible for relating the work of the Human and Social Development Programme to other programmes of the University. The major responsibilities of the Board of Project Directors will include:

- 7.2.1 the co-ordination of research, advanced education, and dissemination activities in the field within the Human and Social Development Programme; and
- 7.2.2 the review of the implementation of the project activities within the networks.

7.3 Regional Units

It is proposed that the co-ordination of the research, training, and dissemination activities at the geographical level will be ensured through "regional units".

The principal responsibilities of the regional units will be to:

- 7.3.1 provide the administrative infrastructure for the research and advanced education activities at the regional level;
- 7.3.2 promote interchange of information in the region regarding research and advanced education programmes;
- 7.3.3 act as a forum for dissemination of the purport of the regional programmes and projects of the University;
- 7.3.4 promote research and advanced education programmes of special significance for the region, stimulating the interest and co-operation of one or more of the UNU-affiliated institutions;
- 7.3.5 advise the University, at the request of the institutions, on the development of search and advanced education programmes;
- 7.3.6 promote scientific meetings in the region, for discussion of subjects related to the Human and Social Development Programme; and
- 7.3.7 connect the UNU research activities with those of the academic organizations at the national and regional levels.