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 Dat 8/1/2002
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CF/RAI/NYHQ/SP/SSC/2002-01045

Full Item Register Number [auto] **CF/RAI/NYHQ/SP/SSC/2002-01045**

Ext Ref: Doc Series/Year/Number **SP/SSC/WSC-000.07**

Record Item Title

Accelerating Progress for the World's Children Beyond 2000 - Reference Book: Preparatory & Reference Documentation on the World Summit for Children (1990: July); Special Session for Children

Date Created / on Correspondence
 7/1/1990

Date Registered
 12/28/2001

Date Closed

Primary Contact **Rijuta Tooker (Temp Assist)**
 Owner Location **Special Session & Global Movement For Chil =**
 Home Location **Special Session & Global Movement For Chil =**
 Current Location **Special Session & Global Movement For Chil =**

Fd1: Type: IN, OUT, INTERNAL
 Fd2: Sender Ref or Cross Ref
 Field

File Container Record ID
 File Container Record (Title)

CF/RAF/USAA/DB01/2001-06648
Background Documents (WSC)

N1: Number of pages
 0

N2: Doc Year
 0

N3: Document Number
 0

Full GCG Code Plan Number
 Record GCG File Plan

Da1: Date Published

Da2: Date Received

Date 3

Priority

Record Type **A01ed Item Corr - CF/RAI/NYHQ/SP/SSC**

Electronic Details

No Document

DOS File Name

Alt Bar code = RAMP-TRIM Record Number

CF/RAI/NYHQ/SP/SSC/2002-01045

Notes

[Archives: CF/NYH/SP/SUM; Folder: S0355.] Contents: Section 1: Members of the Planning Committee - Schedule of (remaining) meetings and activities; Section 2: Schedule and Programme of the World Summit for Children; Section 3: Draft Declaration of the World Summit for Children - Draft Plan of Action; Section 4: Report of Meetings: - 1st, 2nd, 3rd Meetings of the Planning Committee - Meetings of the Working Group on Format - ~~Meetings of the Working Group on the Declaration - Statement of Agreement of the six Initiating Governments -~~

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Accelerating Progress for the World's Children Beyond 2000-- An Agenda for Action in Basic Services Improving Living Standards

Team Report on the Adequate Living Standards Theme of the Global Agenda for Children Beyond Year 2000

"We the peoples of the United Nations determined (...) to promote social progress and better standards of life in larger freedom"

--Charter of the United Nations

"If you are thinking a year ahead, sow seed. If you are thinking 10 years ahead, plant a tree. If you are thinking 100 years ahead, make people aware"

-- Chinese proverb

Executive Summary

This report was drafted following a series of reviews, discussions and working sessions held at UNICEF's Bangladesh Country Office, the Regional Office for East Asia and the Pacific, and New York HQ on the "Adequate Living Standards" theme of the draft Global Agenda for Children Beyond the Year 2000. A list of participants is attached in *Annex 1*.

The discussions affirmed the necessity to prioritize, support and enable better standards of living--for children, humans, the environment and the planet as a whole--both physically and with increased awareness and consciousness, as an essential need; as a matter of rights; as an ultimate goal. Focus would be placed on the most vulnerable and marginalized groups, especially children, in order to reduce disparities, promote transformation, and bring about fuller, more equitable and deeper evolution.

The agenda for action in basic services would lay the foundation for transformative processes and actions towards better standards of living. The new vision of children would be as subjects in their own right--alive, well, and aware. They would be *subjects* rather than *objects* in the processes seeking to improve living standards--fully participating and taking on increasingly responsible roles in accordance with their evolving capacities. They would also be fully supported by an enabling environment and interventions including basic services which increase their resilience and promote the maximisation of their full potential, both physically and psychosocially. It is also by focusing on children that the intergenerational impact will be maximised and new standards and new norms can be effectively established.

The new global agenda for action builds on experiences and achievements made in the past as well as new dimensions. In the interventions and support provided to children, the physical and psychosocial or inner dimensions will be incorporated in all actions and constructs in the design, advocacy and implementation of the global agenda. This expands and evolves the approach taken by UNICEF, going beyond the basic survival needs which were the concern of the organization when it first started operation. This more comprehensive approach will thus address some of the deeply entrenched root causes of multiple poverties, abuses and inequities of children, which stem from counterproductive mindsets, beliefs and attitudes. These cause people to deny, dismiss or ignore the needs and the ways in which to achieve better living standards for all including children, and perpetuate the problems and the poverties that exist today. This approach will also enable the use of new or newly rediscovered "psycho-"technologies that enhance personal effectiveness, and organizational development and transformation, thus promoting good governance.

Team members looked at the critical challenges facing children today, at global trends, emerging issues and what are likely to be the key issues of the next decades. They observed that many of the critical life support systems for humanity and earth are under threat. They decided that in order to achieve the goals of the global agenda, large-scale and quality basic services would be required to support both physical and psychosocial/inner development of children in the vital areas of: **health and nutrition; water, sanitation, and hygiene; children's environment (street, home, school, slum, "shelter")**; education; information and communication; and law and protection.

Guiding the development and implementation of these basic services would be the principles of:-

- **concrete and measurable change for children**, both physical and psychosocial;
- **disparity reduction**, to target groups whose needs and abuse/violation of their rights are the greatest, in order to enable more equitable development as well as to ensure the greatest impact of resource utilization;
- **promotion of resilience** of children and other vulnerable groups;
- **quality**, to ensure that standards are achieved, and in a sustainable manner;
- **cost-effectiveness**, in order to maximise the use of resources, through strategic programmatic choices including investment in preventive and developmental care where appropriate;
- **learning**, in order to ensure a process whereby approaches and the skills and competencies of those taking action to achieve the global agenda are continuously updated and enhanced;
- **participation**, so that there is involvement with accountability on the part of all societal groups towards achieving the global agenda, including by children in accordance with their evolving capacities;
- **non-discrimination**, including in the area of gender

Team members noted that among the key paradoxes in the world today was that while there are enough resources globally to ensure access to quality basic services for all children-- 1 per cent of total global income being sufficient to cover the costs of this--allocations and prioritization are still insufficient. Resource mobilization was thus identified as being an activity that must be both high-priority and integral to all areas of the global agenda for children, in order to generate a sustainable and participatory process both instilling and realizing greater collective responsibility to accelerate progress for the world's children. The question must be answered, knowing of both the dire needs and the feasibility of the solution, what will it take for the global community to act and dedicate the resources that are needed?

The goals and strategies chosen and defined by the team build upon the development experiences and knowledge gained over the past four decades, as well as the consensus and commitments established through world conferences and gatherings held in the 1990s, including the 1990 World Summit for Children. Team members have shown the thematic and operational links with the other priority themes of the global agenda, using multiple conceptual frameworks.

Finally, the team further specified the strategic activities and scope of what UNICEF would itself do for the next five to ten years within that global agenda, and what would be the implications for the organization and its resources. UNICEF can play a key strategic role in the child-centred processes targeting the improvement of living standards, by doing the following:-

- **Building on UNICEF's experiences, proven approaches, and organizational strengths**, including in the areas of analysis, service delivery, monitoring and advocacy, as well as its mechanisms to continuously update and strengthen these, while expanding and deepening the scope of activities;
- **Facilitating transformative and operational processes**, through bringing in the world's best people, practices, products and perspectives, including innovative strategies and interventions to provide fuller support and enable children's potential and resilience to be maximised, based on new technologies including those promoting inner and psychosocial development;
- **Playing a brokering role among people**, communities and change agents on all social levels, with a mix of strategies including inputs into policy-making, capacity-building, leveraging resources, and social mobilization.

Section 1: Context and Overall Basis for Action

UNICEF Today--Vision and Agenda for Action

Over the past five decades as the world's premier organization for children, UNICEF has evolved its approach and vision with its partners in response to emergencies and challenges faced by children. This has been done in a transformative process, whereby evolution from one approach to another on a higher, broader and deeper level has incorporated and transformed the priorities and proven strategies already defined. This is how, with the best interests of children being the overriding principle, the organization moved from an emergency/relief approach, to one including human development priorities and approaches, to one defining programme priorities from a rights perspective, to one that is being evolved for the 21st century.

The challenge now for the organization is to define and evolve the vision and agenda for action in order to accelerate progress for children beyond the year 2000, as a global, societal, and individual aspiration for children that is absolute in its own terms, yet contextualized in the often paradoxical aspects of the global situation and challenged by the critical problems and complexities expected of the 21st century.

It is thus now proposed that at the core of this new vision would be the prioritization, support and enabling of better standards of living--for children, humans, the environment and the planet as a whole--both physically and with increased awareness and consciousness--as an essential need; as a matter of rights; as an ultimate goal. The focus for action would be placed on reaching the most vulnerable and marginalized groups, especially children, in order to reduce disparities, promote transformation, and bring about fuller, more equitable and deeper evolution.

In this agenda for action, children would not be instruments of wider social purposes such as human development, rights, or as a "lever for global progress", but as subjects in their own right--alive, well, and aware. They would also be subjects rather than objects in the processes seeking to improve living standards--fully participating and taking on increasingly responsible roles in accordance with their evolving capacities, as well as fully supported by an enabling environment which increases their resilience and promotes the maximisation of their full potential, both physically and psychosocially. It is also by focusing on children that the intergenerational impact will be maximised; that new standards and new norms can be established; that finally the cycles perpetuating inequity, discrimination and poverty can be more effectively broken.

The new global agenda for action builds on experiences and achievements made in the past as well as new dimensions. In the interventions and support provided to children, the physical and psychosocial or inner dimensions will be incorporated in all actions and constructs in the design, advocacy and implementation of the global agenda. This expands and evolves the approach taken by UNICEF, going beyond the basic survival needs which were the concern of the organization when it first started operation. This more comprehensive approach will thus address some of the deeply entrenched root causes of multiple poverties, abuses and inequities of children, which stem from counterproductive mindsets, beliefs and attitudes. These cause people to deny, dismiss or ignore the needs and the ways in which to achieve better living standards for all including children, and perpetuate the problems and the poverties that exist today. This approach will also enable the use of new or newly rediscovered “psycho-”technologies that enhance personal effectiveness, and organizational development and transformation, thus promoting good governance.

The World Today--Key Challenges Facing Children

The 20th century is drawing to a close with a number of profound paradoxes:-

- There has been so much technological advancement, *yet* there is worsening poverty, hunger, ill health, illiteracy and suffering, and disparities between and within nations are increasing;
- There has been great progress in globally defining and acting to realize a common vision for children, humanity and the environment, with commitments made to work towards development, peace and understanding. There have been significant positive reductions in many critical indicators, including infant mortality rates, which demonstrated that progress is possible, *yet* resource allocations to achieve these commitments are decreasing, political leadership and the power of the state are losing strength and support, and societies and communities are gripped by a rapidly deepening crisis of social disintegration, with social conflicts stemming from multiple poverties increasing in number and severity of impact on civilians, especially children and women;
- There are enough resources globally to ensure access to quality basic services for all children--1 per cent of total global income being sufficient to cover the costs of this--*yet* allocations and prioritization are still insufficient;
- Technological advancement and resources have been dedicated to material and physical development, *yet equal focus* and interventions are needed to support and maximise non-material, or inner development of children, possible now that new technologies and software exist to address both; and
- The vast majority of countries of the world have made the commitment to protect and to fulfill the rights of children in accordance with the Articles of the Convention on the Rights of the Child, *yet* most still prioritize and implement non-child-centred, macroeconomic policies targeting economic growth exclusively.

In today's world, the numbers alone provide a wake-up call: in today's world, there are an estimated 1 billion living in poverty, 1 billion malnourished, 1 billion homeless, 2.4 billion without access to safe water, 31 million with the AIDS virus, and exponential population growth. There is gross maldistribution of resources including income--the world now has 358 billionaires whose combined net worth of \$760 billion equals the estimated combined annual income of the world's poorest two and a half billion people. Violence, exploitation and abuse have become prominent features of the sociocultural landscape.

Even more alarming is the perception that basic needs, even limited to the traditional definition of basic physical and material needs, are by and large fully addressed. And for those who understand that this is by no means the case, many are paralysed by attitudes of denial, resignation and acceptance. All of these

perceptions and attitudes serve to perpetuate and further entrench this unacceptable reality.

The World Beyond 2000--Key Challenges Facing Children

The picture for the world beyond 2000, with such a lead-in, does not promise to be a place that is supportive of children. Already projections in terms of physical resources are such that if current trends continue, in the lifetime of a child born today*:-

- It would be increasingly difficult to fulfill the basic needs and rights of children, as there would be increasing competition for resources and freedoms since the human population would have grown to reach a 30 billion mark;
- The norms and for care and support that could be expected to be provided by the family would likely have been changed, due to increasing disintegration of traditional family units as well as the social impacts of HIV/AIDS;
- There would be increasing pressures for children, especially in the South, to either work or support the household, due to factors including increasing socioeconomic disparities and shortage of essential commodities including safe drinking water and fuel (this latter would affect children in the North as well, since by then the world's oil reserves would be on the verge of being exhausted);
- The health and nutrition of children would be increasingly challenged, due to the persistence and insufficient treatment of diseases such as (??) measles, tuberculosis, malaria, as well as diarrhoeal diseases caused by lack of hygiene in practices as well as in the environment;
- The environments children would be living in would be increasingly non-supportive, due to factors including increasing social disintegration and conflicts, and global carbon dioxide concentrations which would have reached the extreme danger levels.

In terms of defining what would be the non-material, sociocultural, and psychosocial aspects of tomorrow's world, based on current trends, projections are more difficult. However, if the most likely scenario were to be based on derivations of the above, it is clear that there would be global crises and conflicts over basic resources, leading to increased levels of insecurity, violence, exploitation and abuse, much of which would have the severest impact on children and other vulnerable groups, through patterns and experiences that have already been witnessed during this century.

This raises the questions, what would be the profiles of children in the future? What would be the support given to them, what would be their place in society, what would be their hopes, fears, and aspirations? What would it be *possible* for them to aspire to?

Key Opportunities Facing Children

Despite an outlook that appears to be bleak, there are significant opportunities facing children, including those that would arise if the agenda for action in basic services were to be implemented. A summary of these opportunities includes the following:-

- Widespread commitment towards children, to fulfill their needs and rights in accordance with global

*Taken to be a 70-year period

agreements and conventions;

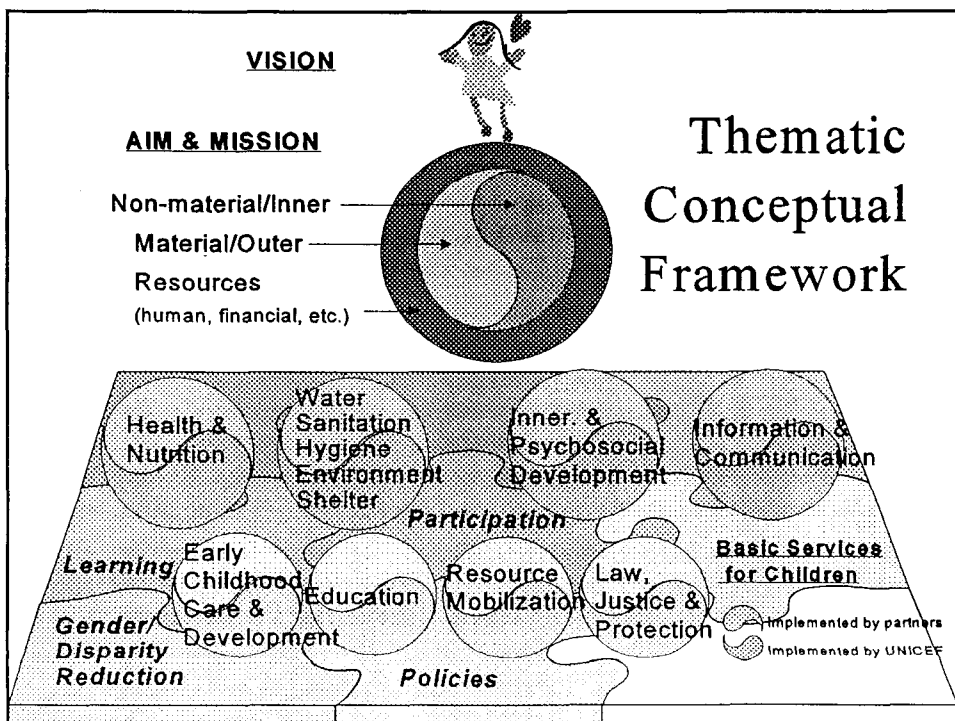
- Basic services infrastructures and partnerships which have been developed over the years, and which provide an operational foundation or starting point for the global agenda beyond 2000;
- Proven technologies and approaches to address both physical and psychosocial development of children; and
- Continuous evolution in and refinement of ways of working among partners and organizations that seek to improve the situation of children, for example new partnerships with the corporate sector as well as international finance institutions.

Section 2: Definitions and Principles for Action in Basic Services

It is envisioned that in order to address the critical challenges facing children today and those of future decades, and to achieve the goals of the global agenda, large-scale and quality basic services would be required to support both physical and psychosocial/inner development of children in the vital areas of: **health and nutrition; water, sanitation, and hygiene; children’s environment (street, home, school, slum, “shelter”); education; information and communication; and law and protection.** The basis for action, objectives, strategies and interventions for these will be articulated in **Section 3: Global Agenda in Basic/Essential Services for Children.**

New Definition of Basic Services

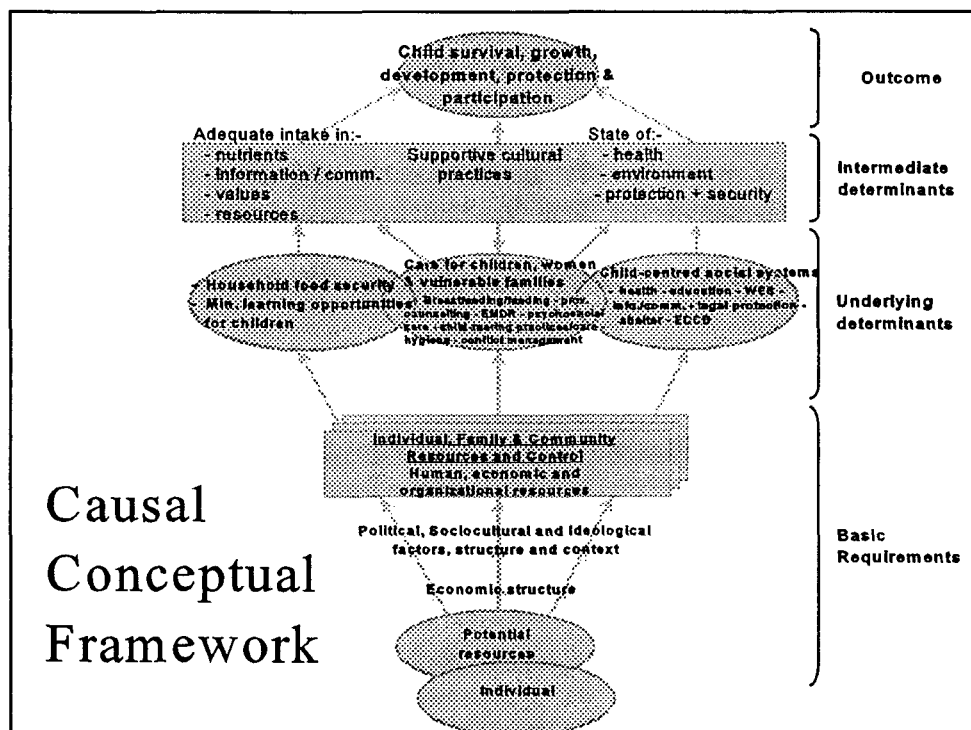
The team began by looking at the definitions of “adequate living standards”, defined in the past as the indicators of material/physical development and well-being (ref. Article 25 of the 1948 Declaration of Human Rights) and defined more recently to include non-material types of development--mental, spiritual, moral, and social (ref. Article 27 of the Convention on the Rights of the Child).



During the discussions, it thus became clear that, while much had been achieved to address some of the more extreme physical manifestations of poverty and inequity, through, for example, provision of safe drinking water and primary health care and services for children and women, a new approach and programmatic strategies with new standards for basic care and services that incorporates psychosocial

dimensions and interventions would be necessary to effectively address the persistent multiple poverties and to enable children to become more resilient to be able to cope with the various challenges they are expected to face by the year 2000 and beyond. This is also thus fully in accordance with the child rights-based approach which recognizes the right of every child to a “standard of living adequate for the child’s physical, mental, spiritual, moral and social development”.

Thus the team developed a new construct, shown above, which shows how there are both physical and inner/psychosocial dimensions to all thematic areas and basic services in the social and developmental contexts; this construct also extends to all social levels, from the national level to communities, households, individuals and the child. This construct also reflects how the priority themes of the Global Agenda for Children Beyond 2000 are intrinsically linked. Themes such as learning, gender and disparity reduction, and participation are integral to each.



Resources, depicted as that in which everything else is situated, enable change and to an extent determine the status of each component and area. Resources was identified as being a vital activity integral to all areas of the global agenda for children, in order to generate a sustainable and participatory process both instilling and realizing greater collective responsibility to accelerate progress for the world’s children.

The team also used another conceptual framework, shown left,

to depict the structure of causality, with a targeted outcome of a child who is alive, well and aware and whose rights to survival, growth, development, protection and participation are all fulfilled. Basic services fall into the area of underlying determinants, in the overlapping areas shown of resources, care and services/social systems. At each level in this construct there is also a psychological dimension which determines, among other key issues, how resources are allocated, how care is provided, and who will demand, have access to, or utilize services.

At the very base of this conceptual framework is the individual; this underlines the psychological roots of the global situation and the situation of children.

There is no shortage of psychological tools and insights to introduce into every realm of life and component of the agenda for action accelerating progress for children. They are applicable at every stage of life, particularly at crucial stages including the whole journey from infancy to adulthood, or the crucial learning trajectory of the young child to adolescent to youth. Many have been evolved for children in need of special protection, in the sectors of health, school and judicial systems; in education for development; in fundraising and resource mobilization. Strategies have been developed for work with the media, in adult education, in

project management and organizational development and transformation, and in governance

Much of what UNICEF has been doing so far in the area of basic services and policies for survival, protection and development (70% of our work so far), should thus be continued, in view of the persistence of the original poverties and challenges which they were targeted to address, but with the added psychosocial and inner-targeted dimensions mentioned above. It is also critical that the whole global agenda be designed with a strategic combination of vision, leadership and resources to enable implementation, measureable change for children, and societal transformation.

In summary:-

- ▶ Both physical and psychosocial dimensions in activities and interventions in all basic services areas and at all societal levels;
- ▶ Basic services in key areas: **Health & Nutrition; Water, Environmental Sanitation & Hygiene; Education; Psychosocial Development; Information & Communication Services; and Legal and Protection Services;**
- ▶ Resource mobilization as a critical, distinct initiative with components integral to each service area;
- ▶ Targeting of groups--special focus on the young child, adolescents, and women--with specific interventions for them incorporated in service strategies and interventions;
- ▶ Cross-cutting themes of non-discrimination/disparity reduction; learning; and participation.

Guiding the development and implementation of these basic services would be the principles of:-

- **disparity reduction**, to target groups whose needs and abuse/violation of their rights are the greatest, in order to enable more equitable development as well as to ensure the greatest impact of resource utilization;
- **promotion of resilience** of children and other vulnerable groups;
- **quality**, to ensure that standards are achieved, and in a sustainable manner;
- **cost-effectiveness**, in order to maximise the use of resources, through strategic programmatic choices including investment in preventive and developmental care where appropriate;
- **learning**, in order to ensure a process whereby approaches and the skills and competencies of those taking action to achieve the global agenda are continuously updated and enhanced;
- **participation**, so that there is involvement with accountability on the part of all societal groups towards achieving the global agenda;
- **non-discrimination**, including in the area of gender

Section 3: Global Agenda in Basic/Essential Services for Children

The goals and strategies chosen and defined by the team build upon the development experiences and knowledge gained over the past five decades, as well as the consensus and commitments established through world conferences and gatherings held in the 1990s, including the 1990 World Summit for Children.

The new approach described in the previous section for an agenda for action in the area of basic services would transformatively incorporate aspects of all approaches used by UNICEF that address critical needs and rights of children. Thus UNICEF would use the constructs of addressing both physical and psychosocial aspects in all areas and at all levels in synergy with the most effective of the different approaches it has used over the years in response to the challenges faced by children, and which brought the organization to move from an emergency/relief approach, to one including human development priorities and approaches, to one defining programme priorities from a rights perspective, to one that is being evolved now for the 21st century that would include among other things a focus on improving standards of life in greater freedom.

Team members have sought to provide the first draft outline of the basis for action, objectives, activities, and means of implementation for the key basic services that were envisaged to be at the core of the agenda for action accelerating progress for children. This is still very much work in progress, and there are still many gaps.

There are two basic services for which sections still need to be drafted: **Education and Legal & Protection Services.**

Basic Services in Health and Nutrition

“Health ultimately depends on the ability to manage successfully the interaction between the physical, spiritual, biological and economic/social environment.”

-- United Nations Programme of Action from Rio

Basis for Action

(Based on World Bank Sector Strategy paper) According to World Bank estimates, nearly one-quarter of the world's population – 1.3 billion people – continue to live in absolute poverty, earning less than US\$41 per day. The 1993 World Development Report: Investing in Health estimated loss of healthy life from over 100 of the most common diseases and injuries. Of the total global disease burden, 93 percent is concentrated in low- and middle-income countries and nearly 60 percent is in China, India and Sub-Saharan Africa.

The world's poorest populations live in the shadow of a group of old enemies – malnutrition, childhood infections, poor maternal/perinatal health, and high fertility. A total of 2 million deaths in children occur annually due to vaccine-preventable diseases; 200 million children under the age of five still suffer from malnutrition and anaemia; 7.5 million children die every year during the perinatal period, primarily due to poor maternal health care; and 30 percent of the world is still without safe water and sanitation. Furthermore, because 120 million couples still lack options in family planning and receive poor maternal health services, one in every 48 women dies from pregnancy-related causes in low- and middle-income countries (585,000 deaths per year), compared with one in 4,000 in higher-income countries.

Intrauterine or early childhood exposure to under-nutrition, micronutrient malnutrition (iron, iodine), or infection (diarrhoea, malaria), often results in long term or irreversible retardation of physical and mental

development. These conditions are particularly devastating to the poor, whose children enter adulthood and the workforce handicapped by early life experiences.

Rapid population growth is also a major development challenge in many poor countries. The world's population could increase from 5.3 billion people in 1990 to over 10 billion in 2100. Most of this population growth will occur in poor countries.

The disease patterns of the past century are changing as population groups move from a high mortality and fertility to low mortality and fertility. As a result, the share of global disease burden due to non-communicable diseases (mainly cardiovascular and neuro-psychiatric diseases, and cancers) is expected to increase from 36 percent in 1990 to 57 percent in 2020. The emergence of new epidemics and drug resistant microbes and parasites will figure prominently among the remaining infectious diseases.

Poor Performance of Many Health Systems

Partially as a result of differences in the effectiveness of broad social policies and health care systems, countries vary greatly in terms of the health, nutrition, and population outcomes they achieve at similar income levels.

Differences in housing, access to clean water and satisfactory sanitation, education, income distribution, and culture all contribute to this variability, especially in low-income countries. But the use of knowledge about the determinants of poor health (e.g. the links between maternal nutrition and low birth weight, hygiene and infections, and smoking and heart disease) and implementation of effective preventive and curative health care (e.g. vaccinations, oral rehydration therapy, obstetrical care, and drug treatment of tuberculosis) are also important in explaining these differences.

(To be revised; extracts from the Medium Term Plan for the Period 1998-2001)

More progress has been made for the world's children over the past decade than in any other comparable period in human history. The Convention on the Rights of the Child has been embraced by virtually all nations.

Today, an estimated 1 million fewer children are dying each year as compared to a decade ago. Progress has been most impressive in reducing vaccine-preventable diseases and micronutrient deficiencies. Over 80 percent of children in developing countries continue to be covered by immunization services, which are helping to prevent two thirds of deaths associated with neonatal tetanus and 85 percent of measles deaths. Progress continues to be made towards eradication of polio and dracunculiasis (guinea worm disease). Oral rehydration therapy now is used in the vast majority of diarrhoea cases among children. Acute respiratory infections (ARI), the second major childhood killer after diarrhoea, are now being combated with national control programmes in two thirds of the countries where pneumonia is a major problem. An additional 1.5 billion people have begun consuming iodized salt, preventing mental retardation in 12 million infants every year. Severe forms of vitamin A deficiency, including blindness, have declined sharply owing to large-scale supplementation programmes. Progress has been better for some of the goals and in some regions than in others. At the same time, the HIV/AIDS pandemic and the resurgence of other communicable diseases are likely to reverse hard-won health and other social gains in a number of countries. Goals not met are broken promises to children; they affect millions of lives and inevitably, the creditability of those who made those promises.

Programme priorities

Reducing young child mortality and morbidity

UNICEF will continue to promote child survival and development in all countries. Where under-five mortality rates (U5MRs) are currently about 70 per 1,000 live births, UNICEF will intensify its efforts, targeting the specific causes of child deaths, disease and disability.

In these countries, child-focused, cross-cutting approaches will be strengthened. Community-based actions to promote and protect child health and nutrition will be complemented by improved management of childhood illness at health facilities. This approach will be implemented in the context of the Integrated Management of Childhood Illnesses initiative, spearheaded by WHO in collaboration with UNICEF and other partners. Particular attention will be given to the management and treatment of diarrhoea and ARI. UNICEF will continue to support the Bamako Initiative for community management and co-financing of local health facilities, especially in sub-Saharan Africa.

While intensifying national actions to increase and sustain high immunization coverage, UNICEF will support the provision of a variety of quality services and information during the five routine visits by infants to health centres during their first year of life. Although the routine visits are for vaccinations, the additional services will range from vitamin A supplementation to advice about parenting. Accelerated control of measles will be a major thrust of UNICEF action in countries with high measles morbidity and mortality. In countries where the incidence of neonatal tetanus is above 1 per 1,000 live births, control programmes and campaigns will be supported. In countries with a high risk of yellow fever and hepatitis B, the introduction of these vaccines will be supported.

In countries that are highly endemic, UNICEF will provide intensified support for community-based prevention and treatment of malaria. This will include support to health education, promotion and social marketing of insecticide-impregnated bednets, assurance of availability of first-line drugs at community level (including through commercial outlets) and second-line drugs at health facilities, and the establishment of malaria surveillance systems.

Improved hygiene and environmental sanitation will be an important programme priority in all countries where child mortality remains high. Increased support will be provided for improved access to safe water in countries with high mortality rates where the modest UNICEF contribution in this field can leverage significant increases in coverage.

Preventing child disability

UNICEF will increase efforts to reduce low birth weight and childhood disabilities associated with the nutrition and health of mothers during pregnancy, the care of mothers and infants during the perinatal period and the care of children during the first years of life. Efforts to eradicate polio will continue where the disease still exists and surveillance will continue until it has been eradicated. Ongoing efforts to eliminate disabilities caused by dracunculiasis will be intensified. UNICEF will continue to focus on preventing childhood disabilities caused by iodine and vitamin A deficiencies. In all countries where iodine deficiency disorders (IDD) have been identified as a problem, UNICEF will continue to support efforts towards universal salt iodization and monitor progress towards IDD elimination. UNICEF will also support vitamin A supplementation and fortification of staple food.

In its endeavour to protect children with disabilities, UNICEF will advocate national actions that improve access to basic health, nutrition and educational services for children with disabilities; enhance the ability of parents and other caregivers to recognize early signs of disability; and create an enabling social environment for children with disabilities.

Reducing maternal mortality and morbidity

At global level, UNICEF will collaborate with WHO and at country level, UNICEF will support actions

designed to educate communities on safe motherhood; strengthening of maternal care services within the context of health system reform; the development of quality assurance standards and protocols for maternal and newborn health services; and the establishment of systems for investigating causes of maternal deaths. UNICEF also will support the expansion of community and family actions that can prevent and reduce maternal and neonatal deaths, improve home childbirth practices and readiness for birth and improve emergency transportation and referral in case of complications. It will support actions to improve the nutrition and health of adolescent girls and women, especially during pregnancy; and advocate delaying the age of marriage and child-bearing and the importance of birth spacing and breast-feeding.

Basic Services in Water, Sanitation, Hygiene and Environment for Children

Basis for Action

Even though significant progress has been made for improving access to potable water, 40 percent of people in the world today do not have access

Even when people have access to water, and even when this frees up especially women's time from water fetching, commensurate gains in health indices have not resulted; this may be attributed to a fragmented, single-project approach to this sector; therefore, it is imperative henceforth to provide the complete package of water, sanitation and hygiene

To further enhance the health impact of this package, it is important to include other converging health interventions such as deworming

Another emerging issue now relates to water pollution with chemical and organic impurities, eg arsenic. Not only do we need to address this from the public health point of view, but also because UNICEF's credibility in an otherwise whoppingly successful sub-sector is at stake

Sanitary facilities lag far behind the improvements in water, and require to be addressed immediately, together with hygiene services

At a minimum, all schools and all health facilities must have water and sanitation facilities, no later than 2005

Behaviour development and behaviour change becomes a critical intervention in the new approach to this sector; and this change will not be brought about by the mere production of more information materials, but will require an integrated, professionalized approach to the use of mass media and interpersonal communications planning and implementation

The recent global meetings concerning this sector have identified resources deficit as the single largest constraint that stands in the way of making decent water, sanitation and hygiene services and facilities available to the 2.4 billion people who now go without it-- not that the resources could not be made available, but the will to make it a priority does not seem to be there.

Issues related to the environment are generally not understood by common people, and therefore not acted upon. Information on those issues, and the interdependence of different elements of the ecosystem must therefore be widely known for people to make informed decision, for today and for the generations to come, and all schools ought to have access to 'Rescue Mission Planet Earth' and other such learning materials

Industry has a vital role in protecting the environment, and much more needs to be done to enrol this sector

Urban slums pose a special challenge; there are new ways in which sanitary facilities have been made available (eg sulabh sauchalaya) and the physical environment addressed, including low-cost sale of water by NGOs, and community management of drainage and waste disposal, and low-cost social housing

In the future we will have to address the different components of the child's physical environment, including homelessness of street children, slum living, schools etc. The correlation between exposure to violence, exploitation, sexual abuse, intimidation and the physical living conditions is so high, that there is no way NOT to deal with this issue. But while this is clearly UNICEF's mandate, its specific responsibility needs to be further defined.

Better water management has now assumed a new importance in view of population pressures and fewer fresh

water resources. Therefore, the commensurate behaviour change to ensure better water use should be brought about through educational and informational activities and community-based programmes

Research to harness new freshwater sources (eg more efficient ways of rainwater harvesting) and to generate alternative sources (eg through desalination of sea water) will be part of the new set of interventions that UNICEF will support over the next decade to ensure that children do have access

Several of our partners have stressed the importance of UNICEF's continued involvement in this sector; in fact, UNICEF's withdrawal, after such a successful (but far from complete) involvement, would signal a lack of concern about this right of children and families that will be hard to explain

Objectives

Sl.No.	Goals	Supporting Goals	Strategies & Interventions
(1)	Ensure access + availability of safe water : universal 2000 - WSC, Rio 2005 2010 2015 2020 - Same -WHO	(1) Provide safe water by ? To ? - Arsenic free --- ?? - Alternate sources - rain water - Management - Treatment. (2) R + D to get solution to desalinate water by 2005.	(1) Always a package of water/sanitation/hygiene. (2) All schools/health centre with water/sanitation facilities + safety. (3) Zero-lin on the "have not" 40% - household. (4) Deal with pollution of water/air - arsenic. (4) Provide a safe + healthy home/school environment that includes: (i) physical shelter. (ii) Non-violence in the neighborhood.. (iii) No violence at home. (iv) Water (v) Sanitation (vi) Caring. (vii) Has enough resources for basic minimum needs. (viii) Learning about earth. (6) Components/interventions * Water * Sanitation * Waste removal * Water ?? * Shelter * Air * Pollution reduction/prevention * Violence free * Addition free (alcohol tobacco) * Respect for bees/animals * Earth agenda 21. Issues : ? Monitoring The paradigm. * privatization, cost, economic goal. (1) R + D : - Water - Sanitation - Shelter
(2)	Have sanitary latrines in every house & facility :2000-universal WSC, Rio 2005 2010 2015 2020 - WHO		
(3)	Have healthy/clean/ safe environment		
(4)	Have healthy, clean, safe shelter. 2000 ! 2020- WHO Rio		
(5)	Planet/Earth Project - Understanding - Respect		

Basic Services in Information & Communication

1. Basis for Action

1.1 *Global Context and Trends*

With the evolution of societies and the accumulation of experiences and innovations, there is an ever-increasing resource pool of information and knowledge beneficial to development and children. Information is unique compared to other resources, in that rather than being consumed, it is generative. When shared, it expands, and cannot be readily destroyed. Its power is known--it can topple governments; it can use the picture and story of one child to raise funds; it can save lives. It can be circulated much more easily, widely, and rapidly than any other resource. The pool is expanding not only in size, but also in qualitative value, for example the information and knowledge related to enabling fuller and deeper sustainable, child-centred development, peaceful coexistence and greater consciousness.

The 20th century has seen a **revolution in communication technology** which has dramatically changed the context, channels and processes by which people communicate. In the area of electronic communication, there has been great and rapid increase in the speed, demand and reach of the media in this category. It now takes seconds to exchange and transmit information to all corners of the globe that used to take days, weeks, even months. Satellite technology has also criss-crossed the globe and effectively made possible the globalisation of the broadcast medium. A recent independent study commissioned by UNICEF noted that almost every household in the industrialized world has at least one television set; in India there is now one set for every three homes; and in China at least 280 million homes have a television, with 60,000 sets purchased each day.

The establishment of the Internet not only created a channel whereby over 8 million users have access to a virtual universe of information and knowledge; it also created and set a new standard for **participation in communication**, as each user has an identity, autonomy, opportunity for expression, full discretion and choice, and there are few rules regulating use or content. Those which do exist are generally the result of either collective choice or concern, or connected to a commercial activity. However, this open participation has also led to the raising of certain ethical questions, for example about child pornography; however, this in turn is leading to public debate and a search for definition and agreement on norms for children.

1.2 *Progress in Development Communication*

Development communication has been one of the key factors both driving and enabling many of the past century's **development achievements** to be made. Large-scale programmes such as Universal Child Immunization, which by 1991 had immunized over 80 per cent of the world's children against six killer diseases, demonstrated the effective role of communication in partnership with service delivery and appropriate infrastructural development. Advocacy and communication also helped to enable the roots of a societal movement protecting the rights of children to be planted in record time with the adoption and ratification of the Convention on the Rights of the Child by 195 countries. Significant achievements have also been made in this respect to generate a child rights reporting process that helps to further the articulation and monitoring of the mindshift necessary for adults to internalize and act in accordance with the principles of the Convention.

Information and knowledge are not like other resources, in that they are not 'consumed' in the same manner, but are generative in nature and over time. The increasing effectiveness of **development communication processes** promoting essential information, messages and skills as in *Facts for Life*, are likely to not only improve the care of one generation of children, but also that of subsequent ones because of the modeling roles of parents. When information and knowledge are shared, they expand. There is also synergy in the sharing, as they can lead to developmental 'leaps'.

Progress has also been significant in social and **development communication technologies** and approaches. One aspect has been the use of techniques honed through commercial sector practices including audience research, design, testing and marketing. These processes have increased participation and target audience input, which have had the double benefit of ensuring the appropriateness of design and relevance of messages, as well as in some cases the ownership and sustainability of the communication initiatives evolved. The growing knowledge gained in the fields of psychology and psychosocial development has also been applied to increase the effectiveness of communication targeting specific changes in behaviour.

There has also been growth in the area of **participatory learning** in communication, which is the basis for **education for development**. Just as young people have a right to information through the mass media, they also have a right to learning through which they can examine, discuss and explore relevant issues and concerns. This participatory approach has also enabled young people to make commitments and take on actions that contribute to the improvement of their own situation, those of other youth, and the future of the global community.

1.3 *Constraints*

There are **widening gaps** between those who have access to enhanced communication channels, technologies and processes; these gaps also have implications in the development of the society as a whole. Marginalized groups are **denied their rights to gain the information and knowledge** they need to make choices critical to their lives and those of their children. They are denied their rights to acquire skills in areas including visual and participatory learning. Access is still limited and often expensive, particularly to the electronic media for key target groups including poor communities, the marginalized, and the hard to reach.

Marginalized and vulnerable groups are also often **denied their rights to contribute to the information** flowing through mainstream communication channels; their voices are not heard not only due to lack of physical access, but also because of sociocultural factors, misperceptions and biases which throw up yet another obstacle. Yet the expression of their concerns, situation and aspirations would contribute greatly to a movement seeking to refocus societal and national priorities to ensure more equitable development, as well as a social transformation based on principles of greater equity, understanding and resolution of conflicts in multiple forms.

The global context of information production is such that much of it, especially the most visible forms of it, is primarily designed to promote **consumption of commercial products**. Targeting sales and profit, corporations have taken over media channels and are flooding them with advertisements linked to programmes and information that are 'dumbed down' in order to appeal to the widest audiences. The sheer volume of such information, the 'noise' this creates, plus the growing trend of these profit-driven media channels to **charge for messages and announcements of public service**, are leaving little room in the mainstream media for information of quality and developmental benefit to children.

The development and sharing of communication technologies is a **commercial area with market value**, which means that the more technologically advanced and effective technologies command higher market prices, posing a constraint to their application and use in development processes. Although concessions are sometimes made by corporations and agencies, cost is often prohibitive, which is why it is not yet possible to give every child a computer and access to Internet.

1.4 *Opportunities*

Advances in communication and information management technologies can enhance the **processing and sharing of vital information and knowledge** that would support the establishment of child-centred societies and development paradigms. This is also necessary for the monitoring and evaluation components of development processes, and is also important to provide the greatest resource possible to critical decision-

making at all levels, from parliaments to individuals.

Increasing **decentralization** and **localization of information production** enables increasing relevance and potential effectiveness of communication processes. For example, reports from a local radio station about the quality of education in their child's school are likely to be of greater interest and importance to a community's parents than national reports on the overall education system would be.

Audiovisual and multimedia communication can be effective **channels for semi- and non-literate audiences**, in addition to being media known for their growing appeal. These qualities can be effectively utilized to target and reach key groups and increase the effectiveness and impact of communication initiatives.

The increasing **participation** in certain of the newer media channels, though still limited primarily to groups with the means to have access, can lead to greater understanding among communities and children of different sociocultural backgrounds, for example through initiatives such as *Voices of Youth*, which provides a forum for intercultural dialogue among young people.

Advocacy activities can also help to leverage more resources and instill a greater sense of corporate responsibility on the part of owners of media channels; there is also an opportunity and positive challenge to evolve programmes with widespread appeal that have content of benefit to children.

The increasing refinement of media are enabling greater possibilities of, yet also fidelity to, human expression, especially by children, which can be tapped to increase the effectiveness and impact of communication--two minutes of a videotape of a child in a Dhaka slum speaking about her life and hopes can convey far more than a written account of the interview.

2. Objectives

2.1 Major Goals

- 1) To make information on children's human, civil, and legal rights, child care and psychosocial and physical development, available to, appealing to, and accessible by all, through a participatory and equitable communication processes;
- 2) To maximally enrol and utilize all media channels, communicators, communication technologies and approaches to promote the achievement of the goals and objectives of the global agenda for children, including to enhance the demand for, utilization of, and support to all basic service areas;
- 3) To leverage communication and information technologies to enable all children in all countries (but particularly children in developing countries) to reveal children's visions and aspirations towards greater self-esteem, self-expression, and resilience, and to have the ability to interact with children in different communities in their own countries and around the world, to share ideas and experience about issues and concerns that are of importance to them;
- 4) To provide media education to all children in order to enhance their demand for, utilization of, and self-expression in all media forms, as critical skills and rights to which they are entitled, with emphasis on enhancing the content of media products to ensure their benefit to children and their contribution to the realization of the vision for and of children, within the context of better living standards for all in greater freedom; and

- 5) To mobilize resources of all forms to enable communication processes, to maximally utilize the potential and reach of all communication channels and media, especially to narrow gaps between those with access and opportunity to participate and those without, and to contribute to social transformation and the establishment of a child-centred society with a common vision.

2.2 *Supporting Goals*

- * Define package of information that is the “right” of all citizens (incl. children) within society;
- * Design and develop a channel for two-way, participatory communication of this information to all people, regardless of age or educational level, and through use of new/enhanced ways of learning;
- * Identify and leverage new and appropriate technologies to increase access and utilization of basic services;
- * Design and develop a mode of communication that is operated by the user, who defines what information is required and/or of value;
- * Institutionalize research and development for children’s communication technologies through global and national-level planning and resource allocation;
- * Secure access to the Third Millennium’s information highways (post-Internet, post-television technologies) through global and regional agreements towards dissemination / sharing of children’s visions and aspirations
- * Establish children’s sense of self-esteem, degree of expression and confidence in their futures as critical indicators of national development and to increase their resilience and ability to face and overcome the challenges they face

(...)

3. **Strategies and Interventions**

- Different sectors of society with multiple stakeholders define what information/basic set of knowledge, skills & values they need to have access to;
- Identify and strategically enroll/enlist support of all viable and effective media/channels and information/communication services. Opportunities include new information “lines” made possible by evolving technology in telecommunications; interactive media; increasing democratization of information technology, eg. Internet
- Body of impartial “experts” puts together the basic set of information, etc., based on needs identified by citizens;
- Design, produce, test, utilize & evaluate use of multi-media, multi-channel communication packages. Ensuring acquisition of min.basic set of knowledge, skills & values in a dynamic participatory/2-way process leading to fuller, informed participation, & decision making by adults and also children in accordance with their evolving capacities;

- Ensuring access to, or the means to enable communication between children and communities to take place.
 - Mobilizing Private Sector Communication Networks
 - Further mobilization of the mainstream media
 - Mobilizing existing computer software and hardware manufacturers to invest in this for reasons beyond those of “new market” development
 - Mobilizing education providers (Govt., NGO) to ensure that fora exist within their institutions to enable this.
 - Promotion of and mobilization around the “rights” of participation.
- Develop a common communication framework to facilitate communication based on the core principles of social justice, change and the future (transformation), the interpretation of images and perceptions, care for the environment and ways to resolve conflict.
 - Education summit on these five principles
 - Inclusion in school curricula of all countries
 - Enrolling of the media
 - Inclusion of the five principles in the charter of all service organizations
 - Reflection of the five principles in the constitutions of all countries, civil societies and service organizations.
 - Reflection of the five principles in the mission statements of /charters of multi national corporations
- Evolve/implement & refine advocacy strategy that combines resources mobilization, alignment, enrolment & commitment elements that support & enable communication and learning processes in a participatory & fulfilling manner.
- Research and develop visually-oriented, child-friendly computer technologies (solar powered, voice-recognition, keyboard less) for children to understand, express and interact with their visions and aspirations
- Research and develop ‘post-literate’ technologies that incorporate oral/music traditions for children facilitate their self-expression
- New communication technologies have the power to open minds, develop consciousness and create a new sense of awareness amongst all people of the individuals place in the world and how each is an important and integral part of a constantly evolving interdependent global community, and can further collective action to realize the vision for children

4. Means of Implementation

(...)

4.1 *Implications for UNICEF*

(...)

Basic Services in Psychological Development

Psychological Development

1. Basis for Action
2. Objectives
3. Activities
 - a. Management Related Activities
 - b. Data and Information
 - c. International and Regional Cooperation and Coordination
4. Means of Implementation
 - a. Financing and Cost Evaluation
 - b. Scientific and Technological Means
 - c. Human Resource Development
 - d. Capacity Building

INNER WELL-BEING AND DEVELOPMENT, AND THE ROLE OF PSYCHOLOGY

*We can quantify a child's needs, we can make out checklists with great care.
But even the World Health Organization doesn't list love as a nutrient.*

Andrew Vacchs

BASIS FOR ACTION

- our world is in a state of profound crisis; our global problems are vast, complex and urgent
- significantly, the problems we face are all **human-caused**, and almost all are interrelated
- this global problematique includes, at a minimum, overpopulation, abject poverty, unemployment, environmental deterioration and pollution, ethnic and religious conflict, fragile governance, gender discrimination, adultism, alienation, premature mortality, preventable morbidity, malnutrition and illiteracy, natural disasters, deep human suffering and trauma-- all threats to human survival and well-being
- the current state of the world's children is an important part of this global problematique
- while most of 'the North' lives an unsupportable lifestyle at over US\$60 per person a day (and still has not found 'happiness' or satisfaction), much of 'the South' subsists in a state of unconscionable poverty at less than US\$1 per person a day
- we are now literally consuming our own life support system, in the North and the South alike
- we urgently require dramatic whole-systems changes, failing which we will drift to unparalleled catastrophe; but unfortunately we behave like frogs in water slowly heating up, unaware of our imminently fatal predicament
- traditionally, our analysis has sought to explain the global problematique in terms of economic, social, political, military, environmental and cultural factors

- but these analyses miss a crucial dimension, namely the **psychological and mental forces** that underly our persistent global problems
- it is unfortunate that the practical insights of a hundred years of psychology as a science (and more than 2500 years of inner development traditions) have played only a marginal role in addressing the global problematique, and the urgent problems of children
- our problems are simply seen to be originating solely 'out there', objective, exterior, rather than both 'out there' AND 'in here'-- that is, subjective, interior, made in our own minds
- it is in this sense that the state of the world (including the state of the world's children) reflects the state of mind of the world's people, primarily its adult males in the dominant cultures
- if this is so, and the causes of our current dilemmas are also to be sought within ourselves, then the real cure must also include the psychological dimension-- this psychological dimension is the depth aspect of sustainability, both in the individual and in the culture
- the deep psychological forces and causes implicated in co-causing the global problematique include: fear, desires, greed, anger, ignorance, ego, defensiveness, unwillingness to delay gratification, unconsciousness-- all marks of psychological immaturity, psycho-pathology or failed self-actualization, at the individual and societal level
- other psychological forces at work include: our beliefs (including beliefs about beliefs, about ourselves, about others, about the world), reinforcement patterns (especially those built into the media and economic system), our motivations (whether based on need, deficiency, inadequacy, or on sufficiency and well-being), our sense of identity (contracted, limited or expanded self), and our sense of unfulfillment (leading to alienation, meaninglessness and cynicism)
- never before have we had at hand so many psychological tools and insights to introduce into every realm of life, but especially for the whole journey from infance to adulthood, or the crucial learning trajectory of the young child to adolescent to youth, or for children in need of special protection, or in health and school and judicial systems, or in education for development, or in fundraising and resource mobilization, or in the media, in adult education, in project management and organizational development and transformation, or in governance
- failure to appreciate the psychological roots of our global situation reduces the depth, effectiveness and sustainability of our responses-- and may even render them counter-productive
- fortunately, in some circles our intellectual understanding of our situation has been deepening, resulting even in challenging the very philosophical roots and assumptions of the modern worldview
- but judging by the continuing deep personal and cultural ignorance about the real state of the world, combined with a dull sense of helplessness (as if there is really nothing I or we can do, or as if no remedies were available), it is evident that the tremendous potential (and perhaps decisive role) which the practical insights of psychology could contribute remain unappreciated
- while important shifts are now getting underway-- moving us from an industrial growth society (dependent on accelerating consumption of resources) into a life-sustaining society--, there is no guarantee that we will make it in time for civilization to survive
- questioning our dominant worldview and our most deeply held assumptions and beliefs returns us to the timeless questions that every era must answer anew: Who are we? What is real? What is meaningful? What

is sacred? What is possible? How do we know? How shall we live? -- Now is the time to go back to deep basics

- standing just before the millennial turn, we need to look farther into the future, broader into society, and deeper into ourselves

- new values, insights and perspectives must arise now, while we still have room to maneuver

- this means that a child born today is going to have to want different things than today's adults, seek different pleasures, and pursue different goals than those that have been driving us and our global economy-- in short, a new self-understanding

- how are children going to learn and internalize these new values and insights and perceptions if not through a new education, a new learning environment, new media, new role models, new psycho-technologies?

- children's psychological health must be ensured every bit as much as their physical health, and their rightful psycho-physical development and well-being needs must be met at the appropriate stages of their psycho-social development-- dealing with eg the topics of basic trust/mistrust, autonomy vs. shame and doubt, initiative vs. guilt, industry vs. inferiority, intimacy vs. role confusion.

- this will require the integration of inner development concerns in each of the basic social, juridical, informational services that deal with or otherwise reach children, their caretakers, families, providers, influencers

The bottomline here is that without the contribution of the various schools of psychology and of psychologists and mental health professionals, our response to the global problematique (to which children's living standards are closely linked) as well as to the development of the new generation of our children remains inadequate, unskillful, ineffectual.

The question will be asked: how can this be operationalized? Is it effective? Affordable? The answer is that many cost-effective and affordable interventions are now available, fully tested and simplified for application in primary psychological or mental health care settings, using para-professional workers who are connected through referral systems to more sophisticated levels of care. Others can be used in the context of alternative delivery systems, such as education or social welfare or youth organizations. In fact, much is already going on sporadically, but few interventions have thus far gone to scale. Moreover, UNICEF is already associated with many of the more promising interventions. It seems time to review our ad hoc involvements, review the global experience, and decide on what should be scaled up, and where.

TRAUMA RELIEF FOR CHILDREN (AND WOMEN) IN NEED OF SPECIAL PROTECTION

In a world of escalating violence, attention is focused upon alleviating the physical damage done to populations and to their environments, whilst individual emotions and fears are given inadequate respect. The long term impact of conflict upon self-help skills like confidence, initiative, motivation, planning skills, and social relations are seriously underestimated. The emotional and social legacy of conflict must no longer be ignored now that a range of strategies exist to address this urgent aspect of development. Thus began a report on trauma in rural Cambodia.

It has been estimated that perhaps as much as 20 percent of people in high-income countries require professional mental help to deal with their post-traumatic stress disorders (PTSD), brought on by accidents, violence, rape, abuse etc., and leading to a range of problems ranging from impaired learning performance and lowered productivity to complete dysfunctionality. On this basis it can safely be assumed that in low-income

countries two or three times that number would apply. The massive life-threatening stresses faced each day by hundreds of millions in the developing world exacts psychological costs on a scale quite unknown to those living in the high-income countries. It is hard to imagine the anguish of not only facing starvation and preventable disease oneself, but also of watching one's children die needlessly, or exploited callously in hazardous labour, trafficking, or prostitution. Or to be a child victim or witness of domestic violence, sexual abuse or intimidation. Or as a child to be exposed to the vagaries and vulnerabilities of homelessness, displacement, natural disasters, violent conflicts, even war. Such experiences probably create not only individual psycho-pathology, but in turn also lead to resentment, reproduction of violence and social breakdown. Trauma is a direct obstacle to poverty alleviation and healthy human development.

Estimating the cost of PTSD in economic terms, to the individual and to society at large, is an urgent need, as is the measurement of benefits and costs of treating PTSD, through one method or another. Trauma relief through the use of expressive arts has been organized in the Rwanda and Bosnian crises. Recent studies on the use of Eye Movement Desensitization and Reprocessing (EMDR) have confirmed the high degree of efficacy of this method of alleviating or treating PTSD-- and could well come to be seen as the 'ORS of mental health', especially in its primary care version. The time has arrived for trauma relief to be 'mainstreamed', especially in the developing world, and taken beyond the confines of the serious war and genocide contexts in which they have almost exclusively been applied.

BRINGING THE BEST OF PSYCHOLOGY INTO SCHOOLS

Most children, in low- and high-income countries alike, are educated far below their human potential. Unfortunately, 20th century content and pedagogy won't do in the world of the 21st century. And, as H.G. Wells observed, human history becomes more and more a race between education and catastrophe. While this is perhaps more true for the developing countries, education is THE key to meeting the momentous challenges of the planet as a whole.

Educational systems, whether at the primary, secondary or higher levels, have so far by and large failed to introduce the best of psychology into the curriculum, or even into the pedagogy. Although there are some notable exceptions (eg schools based on Howard Gardner's Frames of Mind, using **multiple ways of teaching and learning, addressing the seven intelligences of children**, including the intra-psychic and interpersonal skills; schools based on the teachings of, or established by, Krishnamurti, Aurobindo, Steiner (Waldorf schools), Montessori, Machado), most children go without an education that includes experiential learning, whole-person learning (body-mind-spirit), creativity training, learning to learn, listening or visualization skills. The age-old ideal of self-knowledge, promoted from Socrates to Ramana Maharshi, remains largely unfulfilled. In fact, according to Alan Watts, there still rests a taboo on knowing who we really are.

A '**Facts for Life**' covering the **psycho-social and moral development stages** of young life, including their challenges and requirements for children, teachers and care-providers, would begin to meet this need. Use of the **Enneagram or MBTI in the classroom** would help children uncover and explore their personality type, how to transcend their typical obsessions and avoid their typical conflicts, and enhance their psychological health. The popularization of 'emotional intelligence' (EQ) by Daniel Goleman has recently helped to legitimize the introduction of 'feeling issues' into the schools, and spurred the development and use of '**emotional literacy**' learning and test materials. Given the many research studies on the efficacy of several generic types of **meditation or 'centering'** (reducing stress, better concentration, stronger empathy, improving health, less violence etc), this psycho-technology is now well beyond the point of "does it work?" and seems ready for widespread application as a low-cost intervention with dramatic benefits. In fact, meditation may be regarded as the '**ORS of learning**'. The same could be said for various types of **yoga for kids**, but again, without any religious trappings.

INNER DEVELOPMENT AND WELL-BEING IN ECCD

With a few notable exceptions (ICDS in India,...), thus far ECCD efforts in the lower income countries have been largely considered a 'luxury', and hence remained as small scale ad hoc interventions, carried out either by NGOs or by ministries of health, education or social welfare. Depending upon the target age group, they have ranged from young child stimulation to socializing and preparing youngster for school. However, given how much the world now knows about the vital psychological inputs that healthy child development demands, and the dramatic results that can ensue, it would stand to reason that investment in this area would expand in the years to come. Indonesia's 'anak padai' component in the UPGK (grafted onto the monthly growth monitoring contact) is a good example of early childhood stimulation that covers much of the psycho-physical and psycho-social needs of the very young child by actively involving the mother and father. At the other end of the spectrum, the ICDS, while being very large scale, is probably not the model to follow.

Essential FFL instructional messages with practical know-how and know-why information (eg on the difference between disciplining and punishing, good and bad touch, building self-confidence etc) should be mainstreamed through health, education and welfare delivery systems, and aimed at parents and other care-providers. The age group 2-5 years will also need to be fortified

It is actually surprising that UNICEF has not earlier taken the lead in this important area. Three decades ago Buckminster Fuller already observed that the quantum and quality of the investment the world made in tertiary education should actually be made in early childhood stimulation/education, given its vital importance to the healthy future of the child.

Sl.No.	Goals	Supporting Goals	Strategies & Interventions
1	To bring about a deep-level global change of mind & heart in order to accelerate and sustain action aimed at alleviation of the plight of the world's children and at fulfilling their human rights.	<p>(ii) To appreciate and understand the psychological root causes (beyond financial, economic, institutional and political ones) of the persistent global problematic of children.</p> <p>(ii) To counter the power of the psychological forces (desires & defenses, fears & fantasies) that motivate the currently dominant behavior of the rich and /or powerful.</p> <p>(iii) To move priority target groups to more skillful and lawful action, by applying the practical insights from several schools of psychology.</p> <p>(iv) To pay attention to children's healthy inner development, and to identify and heal their trauma.</p>	<p>(i) Deep-briefings about the state of the world's children in new types of meetings aimed at world leaders in corporate and government sectors, civil society, religions, science, media, professionals and billionaires.</p> <p>(ii) To promote deep life style changes towards voluntary simplicity.</p> <p>(iii) Produce and desalinate psychosocial FFL.</p> <p>(iv) Design and implement psychological and health programs.</p>

Other Areas for Action

It was also felt that more expertise is required to evolve approaches and action plans for certain key areas in which UNICEF is also likely not to play a large a role as in other key areas, apart from one of advocacy to ensure that children receive the priority attention and resources they are due. These include the areas of shelter, income including for women, among others (further details to be provided here in next draft).

Section 4: Role and responsibilities of UNICEF

Organising Principles for UNICEF's Action/Support for Children

- Non-discrimination, best interests of children (CRC Art. 3), participation including views of the child, and maximum survival/development
- Survival, development, protection, participation.
- *Global consensus: WSC, Rio, ICPD, DAC, WHO 20/20, WSSD, Food Summit*
- *Donor perspective: Empowerment, service delivery, capacity building*
- Building 'resilience' and capacity
 - ▶ Supporting family, individual, neighbourhood, community, environment
 - ▶ Spiritual practice (not necessarily religion)
 - ▶ Cause to live by--aspiration, globe
 - ▶ Lack of addiction--alcohol, tobacco
 - ▶ Exercise, (play, food)
- *Building on what we did well -- high quality, low cost*
 - *technology transfer*
 - *specifically what the vulnerable need*
- *Building on how we did well -- results, entry points, advocacy plus action*
 - *did not dichotomise services/empowerment/*
 - *capacity building*
 - *connect task, programme, project, mission, vision*
- *Transform* -- *keep the best, sustain*
 - *continue the "unfinished"*
 - *synthesize for a new set*
 - innovate for a new way*
- Take into account what we did not do well / could have done better.
 - ▶ deeper / lasting issues -- psychosocial
 - ▶ systems / interdependence -- larger set of interventions
 - ▶ value -- move to a set of goals
 - ▶ resources -- distinguish between an interdependent set of things we promote and what we should programme for.
- needs, rights and beyond
- not righteous -- a higher principle
- *emphasise the key missing components -- vision, leadership, resources; link learning, psychosocial*
- "niche" -- ECCD, linking inner/outer, transformation, water, etc., social movement, political advocacy
- most vulnerable -- poor, women, child, aged, unprotected

- psychosocial development

Implications for UNICEF Programmes, Policies, and Operations

- Programmatic issues including strategic interventions, responsiveness, flexibility, etc.
- Policy issues--greater participation + accountability
- Staffing
- Resource mobilization and management

Key transformations required

There are nine key transformations that would facilitate the realization of the vision and global agenda for action beyond 2000, and which UNICEF could play a key role in realizing:-

- 1) **Facilitate and articulate transformation**--With focus on the Global Agenda beyond 2000, UNICEF could play meaning, impediments, key distinctions, service deliver/empowerment; learning from "successes", generators of transformative processes;
- 2) **Understand and facilitate integration**--conceptual/causal; operational; principles of/that...; what not to integrate; 'havoc' process or → and product
- 3) **Deal with two worlds**--understand/know; ideology/principles of staff; how to deal with and enrol the 'global elite'
- 4) **Define/get consensus on new context**--synthesis; explicit statements; process of internalisation; guiding principles eg. Resources belong to whole globe, voluntary simplicity; consequence for society; what is 'powerful';
- 6) **Define framework + what**--eg. PPE, poverty, TTP; need to re/create for ourselves; phenomenon of shifting goalposts;
- 7) **Facilitate development of distinctions**--new paradigms; new programmes; need to work on the individuals → new ways; cultural values
- 8) **Establish new ways of monitoring and accountability**--committee; report; who; who participates for what;
- 9) **"New Systems" Thinking**--(-operations); (-causal framework) → principles, context
- 10) **Promote high quality, low-cost technologies for everyone**--what; as an entry point for development; information & communicationii

Enrolment of Key Partners

UNICEF in the past has had considerable success in mobilizing and galvanizing its various partners at all levels of society to take action for children and to protect their rights. It was able to do so primarily because

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it had gained widespread public support as well as credibility due to its “essential presence” in the relief and development contexts; its understanding and advocacy role for children’s issues and rights; and for its resources, primarily human, recognized for their quality, background and commitment. It also has had organizational strengths in programme design, monitoring and information and communication.

In the new agenda for action in basic services, UNICEF must build on this leveraging and mobilizing power; there is also an opportunity for transformation in this area. While the concept and realization of ‘partnership’ was always present in the various relationships UNICEF had with the enablers, supporters, and implementers of programmes, in the early years the partners were primarily donors who were providing support out of charity; then they were development partners using children as an entry point as well as a foundation for development; then they were “duty-bearers” who had the obligation to fulfill the rights of children; and, in this next stage, it is proposed that their role be of partners, including children themselves, working together, equally and equitably, to ensure “better standards of life in larger freedom”, as pledged in the Charter of the United Nations, which will ensure in a more fundamental and also deeper way our collective survival and societal evolution.

In order to keep pace with challenges and opportunities, relationships with various partners must be chosen strategically and monitored to ensure measureable output for children. The opportunity also in this area is to expand networks and find new, effective ways of working together, as well as to involve children more fully and meaningfully.

List of Annexes

- *Annex 1: List of participants in discussions on Adequate Living Standards theme of the Global Agenda for Children Beyond 2000*
- *Annex 2: Goals and agreements from Global Conferences, and Key Global Policies*
- *Annex 3: Comments on Tarrytown Discussion paper from Adequate Living Standards theme discussions*
- *Annex 4: Guiding Questions used for ALS theme discussions*

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**Basic Services for children:
98-2000 & post 2000**

**Basic Services for Children's
Health, Nutrition, WES,
Education, Protection and
Information after the year 2000 in
the context of the WSC Goals
and program priorities 1998-2000**
WHAT continues; HOW changes

98-2000 focus on early childhood,
women's adolescence problems

Remaining/emerging priorities:
•HIV/AIDS: reversing achievements
•Child growth and development,
•hygiene/sanitation; malaria
maternal health/perinatal mortality
•abuse, exploitation, violence
against women and children

**Strategies proposed at
Global/Regional Level**

1. family-centered care for child health, growth, development and protection
2. linkages between the community and basic services
3. child/woman/family-centered/friendly basic services

**Strategies proposed at Global and Regional
Level; cont.**

4. social sector reform and sustainable financing of basic services
5. communication messages, processes, and channels for behaviour development, and child rights.
6. target and include in all basic services the hard-to-reach and strengthen social safety nets in order to improve equity

**Strategies proposed at Global and Regional
Level**

7. participatory, problem- focused planning and monitoring for accountability of basic service staff
8. life cycle approach in prioritizing
9. participation of children, youth, and women, and "learning environment"
10. partnerships and networks among government, civil society, families, communities, etc.

**Relevance of priorities and strategies
post 2000.**

***Need to sustain achievement of
2000 goals and go beyond
Using foundation of the above
strategies for the 2000 goals to
address challenges post 2000.***

***Ongoing need to reduce
disparities+ reach marginalized
groups with basic services.***

marginal groups

poor indicators clustered in marginal groups linked to:

- (i) resource constraints leading to poor family care practices,
- (ii) little community support and
- (iii) poor financial, social and geographical access to basic services in these groups.

UNICEF's comparative advantage

- a.-knowledge of field esp. of interfaces basic service sectors and communities/families;
- b.-implementation management experience concerning large scale basic services ;
- c. -conceptual overview of how different levels of basic service systems and their linkages facilitate or hinder ensuring universal adequate living standards for children (conceptual frameworks etc.).

Priority UNICEF tasks

- Develop & demonstrate child friendly operational strategies; monitor/evaluate effective coverage with basic services especially of most vulnerable marginal groups, with involvement of all duty-bearers;
- Influence designs of/standards for basic services and advocate, leverage partners for taking operational strategies to scale;
- Provide intensive support (incl. Supplies) for basic services in emergencies and taking selective interventions to scale.

Implications for UNICEF staff:

- Change roles from adm. management to field level monitoring, influencing designing basic services, leveraging inputs for children by other partners
- Consider field staff as key program resources rather than "overhead";
- Focus human resource development on capacities for M&E, policy/strategy dialogue on sensitive issues, designing & managing large scale basic services.