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# **DEVELOPMENT EDUCATION IN UNICEF**

**UNICEF HISTORY SERIES  
MONOGRAPH I**

## **THE AUTHOR**

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## PREFACE

Poverty and starvation, disease, protectionism, environmental degradation, indebtedness, unemployment, racism : all global problems with a devastating impact upon the world's children, both North and South. How can we get to the reality behind the statistics ? How can we understand these immensely complex issues and what needs to be done to solve them ?

The two key words in this account of the gradual building up of UNICEF's development education programme over the past 10 years are partnership and networking. Never before has there been such a need for the international cooperation so essential for human co-existence in today's shrinking world. Societies are undergoing rapid and constant change but public understanding of the effect of such changes on themselves and on others is falling far behind. There is a vital need to prepare young people to deal with the challenges of an interdependent planet, to live within multicultural societies, and to make their personal contribution to human development.

The partnership which exists between UNICEF and its national committees and their national NGO allies in undertaking their share of this mammoth task in the industrialized countries is unique in the international system. Together, they have created a powerful network for the shaping of public opinion and attitudes towards the important question of maldevelopment and its effect upon future generations. The story of their involvement in development education may stimulate others to participate in what has become one of today's most urgent tasks.



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INTRODUCTIONA brief summary of the UNICEF Development Education Programme

Development education is a UNICEF activity undertaken in very close cooperation with its national committee partners and NGO allies in industrialized countries. It was in many respects initiated by national committees, and its beginning as a major UNICEF information programme can be traced to the publication of the Nordic committees' Eagle Hill Report in November 1973. This drew attention to the need for strong collaboration between UNICEF and the national committees in their information work, and for more emphasis to be given to its educational aspects at the national level. A recommendation to this effect was debated at the next national committee Annual Reunion and received broad support from both East and West.

First of the DevEd Papers

UNICEF responded by appointing a DevEd official to its Geneva Headquarters, and issued the first in its DevEd Paper series in January 1976, entitled : "Development Education : its importance for UNICEF". From the very beginning, UNICEF's concern was to link the concept to the situation of children in the developing countries, and its target groups were identified as teacher-training colleges, teachers and parents of the primary and middle-school child, publishers of children's books, and youth and NGO groups in the industrialized countries. The focus was on the relationship between "maldevelopment" in both North and South, and its effect upon children.

Following the Nordic example, many committees started to launch development education programmes, and a very real partnership began to take shape. By 1978 UNICEF had appointed a second Development Education Officer and was establishing a resource centre of DevEd materials produced by itself, by national committees and NGOs, by government aid agencies, and by other UN organizations. The centre began a clearing-house operation through which national committees, NGOs and UNICEF field offices were kept informed of new and interesting DevEd activities and productions, and a wider audience was reached with the publication of "DevEd News & Notes" twice a year. A series of DevEd Papers written by experts in different countries dealt with the various methodologies of integrating DevEd into the formal, non-formal and informal educational systems. Both "News & Notes" and the DevEd Papers later formed a special section of IDEAS FORUM.

### Networking

The networking thus established led to the realization that, although development education is essentially a national and local matter, the exchange of information, experience and ideas on the subject was of great value to the national committees. And so, starting with a very informal group session at the national committee Annual Reunion in 1976, the committees began to meet in study groups and workshops to debate the many ways of approaching the subject and to find ways of working together. Soon, the French, Italian, Belgian and Spanish committees set up a very active "Latin Group" and the German-speaking committees worked together on DevEd materials in that language. A European study group session held in Moscow in September 1982 at the invitation of the Soviet Red Cross/Red Crescent sparked considerable interest in that country and in Eastern Europe, and was followed by a Hungarian DevEd seminar in Budapest in April 1984. A Latin Group meeting was held in Lisbon in March 1985, and a Global Development Education Workshop took place in Bossey, near Geneva, in June 1985.

### UNICEF's role in the UN System

The work of the national committees had helped to give UNICEF a very special place in the UN System because of its direct link with these national education and action groups. In January 1979, the International Year of the Child, UNICEF was invited to take over the "lead" role in the Joint UN Information Committee's ad hoc Working Group on Development Education. The Working Group soon ceased to be ad hoc and began to undertake regular joint programmes, among the most important being the National Consultations with NGOs and the work of its Sub-Group on Women and Development.

UNICEF's five-year stint as "responsible agency", thanks to the strong support given by the UN Non-Governmental Liaison Office (an inter-agency programme co-funded by UNICEF), has left an active and effective UN DevEd network whose most impressive achievement has been not only getting closer to public interest groups and development action networks, but working with such groups to raise public awareness and understanding of development issues. The chairmanship of the JUNIC Working Group will now rotate among the various UN bodies.

### The evolution of DevEd

If development education, which has taken many forms and directions over the years, has proved anything, it is that it is a process, an ever-evolving and increasingly effective means of changing attitudes, of giving the individual the feeling that he or

she really can do something about the state of the world. Experience has shown that there is no one "right" way to undertake development education, but a multiplicity of means and methods which depend upon the particular group or circumstances involved in a specific action.

Encouraging as it does the concepts of partnership and sharing rather than charity and aid, development education is concerned with social and economic justice and with human rights, dignity and self-reliance, both North and South. This is not only development education, it is good education. In spite of the difficulties, often compounded by lack of resources, it has been proved that a UN agency and its national partners can - and indeed do - make a valuable contribution through such work to the cause of human development.

## THE HISTORY OF DEVELOPMENT EDUCATION IN UNICEF

### Origins of DevEd in UNICEF : mid 1970's

1. UNICEF became actively involved in development education in 1975, and became the "lead" agency for the UN system in this field in January 1979. Prior to 1975, a few co-productions had been undertaken with the New York State Educational Films Department, intended for secondary schools in that State, and a number of children's books had been published focussing on children in developing countries. When a growing awareness of the need for development education in industrialized countries led the Information Divisions of the agencies of the UN system to establish an ad hoc Working Group on Development Education in 1974, UNICEF was a founding member of it.

### Impetus of National Committees

2. Nevertheless, the stimulus towards the establishment of an "official" development education programme within UNICEF undoubtedly came from its national committees, and especially those in the Nordic countries and in the USA, who were already working with teachers and educational authorities and producing materials for the classroom. The UK Committee had its Education Advisory Committee, and many committees had educators on their boards or in their secretariats.
3. The committees were, of course, important channels for information about UNICEF and its development activities. The kinds of material and support they needed gradually changed as non-governmental groups in their countries turned towards a development education approach, and they themselves perceived the need for a more in-depth information programme.

### The Eagle Hill Report

4. A radical analysis of UNICEF's information activities by the Nordic committees, contained in what became known as the "Eagle Hill Report" of November 1973, questioned many of the then current thrusts of UNICEF information policy and requested that the educational approach, and provision by UNICEF of educational material, be one of four major discussion subjects on the agenda of the next Information Workshop.
5. Such Workshops, attended by the Information staff of UNICEF and its national committees, were intended to set the parameters for information work during the following year. The 1974

Workshop set in motion a trend towards a more in-depth approach, and the 1974 UNESCO Recommendation concerning Education for International Understanding, Cooperation and Peace brought the formal education system into the picture. In the Nordic countries quiet progress was already being made, in Sweden in curriculum reform, in Norway through in-service teacher training.

First definition of DevEd

6. Slowly but surely, those national committees which became active in development education began to influence UNICEF's information policies, and finally, at the beginning of 1976, a development education officer was appointed and the DevEd programme established with the first of the UNICEF DevEd Papers, which became a regular series. It was entitled "Development Education : its importance for UNICEF", and explained the definitions attached to the term by UNESCO and by the JUNIC Working Group, and the reasons why for UNICEF it was an important information activity. And indeed, for an agency dependent upon voluntary contributions, it was clearly essential.
7. In its Development Assistance Committee's 1975 Review of Development Cooperation, the OECD had drawn attention to the fact that

"Public opinion polls have shown that the voters and taxpayers in DAC member countries are, in general, ill-informed (with regard to) their countries' aid to developing countries ... The public's knowledge of development problems is meagre, despite the great efforts made to improve it ... support for cooperation is in general proportional to the standard of education of those questioned ... The greater the knowledge of the world, the greater is the conscious feeling of belonging to the whole world, and the greater the acceptance of development aid as an inescapable duty".

8. The DAC Report quoted an earlier study undertaken in Sweden for the Dag Hammarskjöld Foundation by Mr. Sven Lindholm of the Stockholm Institute of Education (1970) in which he stressed that a positive attitude towards development aid had to be based on conclusions drawn by the citizens themselves, on the basis of a considered analysis of the information available. "Too often", said Mr. Lindholm, "communication creates a state of anonymity which reduces the chances of an exchange of ideas and increases the dangers of accepting ready-made opinions, by means of an almost automatic conditioning process. It would be desirable to create, with the help of information, a climate of opinion in which the public would not be content to accept aid programmes passively, but would discuss their aim and methods.

To bring about such awareness is undoubtedly less a task for the media than for groups or individuals who already feel personally involved in development problems. It is for this reason that the role of the voluntary organizations is so important".

9. At the same time, the DAC Report quoted a manifesto from the French National Youth Commission for the World Hunger Campaign, calling on "the governments of developed countries to educate for development by ensuring that the teaching world is open to the problems of underdevelopment, and by including economic and social training and reflection on under-development in official syllabi", although DAC noted that the question was "not so simple as it seems, as is demonstrated on every occasion when any change has to be made in curricula".

1976 : The Programme gets under way

10. During 1976, DevEd Papers - distributed to national committees, NGOs, and field offices through the clearing-house now established in Geneva - were issued on the following themes :

2 : Basic steps in preparing a DevEd programme

3 : Compendium of national committee reports on their DevEd activities (prepared for the 1976 Annual Reunion of National Committees)

4 : A Canadian View (based on a DevEd Workshop in Ontario)

5 : The importance of Working Groups.

11. At the end of the year the first of the DevEd News & Notes made its appearance, intended to bring national committees and others up-to-date with the results of the many visits, discussions and activities which had taken place during the year. These had included a review of possibilities for collaboration with the national committees and government development agencies in the Nordic countries ; meetings in London with the Ministry of Overseas Development (as it was then), the Voluntary Committee on Overseas Aid and Development (VCOAD, later to become the Centre for World Development Education), the Council for Education in World Citizenship, the Commonwealth Institute and the BBC ; discussions with the Ministry of National Education in France, the National Institute for Pedagogical Research, the International Centre of Films for Children and Youth in Paris and a number of French NGOs involved in development education ; and visits to the Irish NGOs TROCAIRE and the Commission for Justice and Peace,

in Dublin, as well as meetings with the Swiss national committee, the Third World Information Service for Schools, and the Government Department of Cooperation in Berne. The most significant, however, was probably the participation in the three-day event ending the Italian Schools experiment in Rome, a pilot project of the national committee which had considerable influence on other national committees and eventually spread to all schools in Italy.

Establishment of DevEd Resource Centre

12. Receiving or ordering development education materials in sufficient quantities from national committees and NGOs for distribution through the clearing-house at the same time led to the gradual building up of a unique DevEd resource centre in Geneva, whose reputation soon spread and brought many visitors. The publicising of the DevEd Papers and materials in other UN and NGO publications led to a demand from countries around the world.

1977 : The French Experiment begins

13. Among the highlights of 1977 was the beginning of a nationwide 4-year experiment in France, undertaken by the French Committee in collaboration with the Institut National de Recherche Pédagogique (originally with support also from UNESCO). Professors and documentalists in seven selected schools in different parts of France began to work with their students in the creation of development education classroom material. Beginning with children in VIe (approx. 11 years of age), the experiment gradually extended to IIIe (approx. 15) as it followed the original students over four years and compared their progress with those just beginning the experiment. Almost all of the basic materials were provided by the national committee, and the INRP organized seminars every six months so that the teachers involved could compare notes and experiences.
14. The Nordic Committees, putting their "Eagle Hill" ideas into practice, had with their partners in the Nordic Working Group on Development Education produced the first edition of the magazine Alternativ, a teachers' guide on DevEd methodology. And the Swiss Committee organized an extremely effective DevEd stand at the KID 77 Exhibition in Lausanne, at which children themselves created a major part of the display. In June, a full day was devoted to development education at the National Committees' Annual Reunion in Helsinki, and the September issue of UNICEF News was entitled "Education for a Changing World". Collaboration began with the International Children's Book Fair in Bologna, Italy, in preparation for the International Year of the Child in 1979.

Study Trip to Sri Lanka

15. Also in 1977, the first of the DevEd study visits took place. Fourteen Nordic educators (teachers, writers, photographers, TV/radio producers or organizers of seminars) took part in a three-week visit to Sri Lanka in October, where they lived with schoolteachers in seven different parts of the country. Organized by UNICEF and the Danish, Norwegian, Swedish and Finnish national committees, with the financial support of their government aid agencies DANIDA, NORAD, SIDA and FINNIDA, the visit's objective was to obtain an in-depth understanding of conditions in Sri Lanka, to transmit information on the scene in the Nordic countries, to exchange cultural knowledge, and to bring back the makings of authentic educational materials which would mirror their experience. The experiment was an outstanding success, and resulted in the production of a great deal of material, most of it receiving wide circulation in the four countries. An additional bonus was the increased understanding of UNICEF and other officials in Sri Lanka with regard to the kind of information required by the national committees in their development education work.

1978 : The DevEd kits make their appearance

16. The first of the UNICEF DevEd kits, "Shishir of Bangladesh", was prepared in 1978 by Iain Guest, then a little-known writer though now a well-known journalist. It was quickly followed by an adaptation of the Swedish Committee's kit "Young in India", by "Kwadwo of Ghana", and by kit No. 4 on "Village Technology". Apart from the last, thematic kit, the others concentrated upon the lives of specific children and the development realities affecting their families. At the same time, a joint kit, including a wallsheet, was produced on the theme "Appropriate Technology" with the World Scout Bureau, a successful undertaking which helped to raise awareness of development issues related to UNICEF among Scouts the world over. A Finnish Committee kit on appropriate technology was distributed to 7,000 schools in that country.
17. From the very beginning, the DevEd kits, DevEd Papers, and News & Notes were prepared in both English and French. National Committees such as those in the Nordic countries produced their own language versions of the kits, ordering bulk supplies of the slides from Geneva, and used items from the DevEd Papers and News and Notes in their own magazines. Also produced in English and French was an innovative photo-exhibit set on "Women at Work in Eastern Africa", to meet demand relating to preparations for the Mid-Decade Conference on Women, to take

place in Copenhagen in 1980. By this time, committees were also beginning to adapt each other's materials for production in their own languages, and another development education officer had been appointed at NYHQ to help service the non-European committees.

Workshops and Seminars

18. Apart from materials and study trips, a number of useful workshops and seminars took place. The follow-up seminar to the Nordic trip to Sri Lanka was sponsored by DANIDA in Copenhagen in February, two more seminars related to the French school experiment took place in Paris, and a special one-day seminar on Development Education took place at the JUNIC Development Information meeting held in Amsterdam in October which helped to strengthen support for the Joint UN Information Committee's Working Group on Development Education. The national committee Information Workshop held in Paris in October split into four working groups to discuss the question of priorities and materials for four broad partner-groups : schools and educators, private and professional organizations, opinion leaders and the mass media, and emphasized the need to bring UNICEF's long-term development activities more into focus, especially in view of the forthcoming International Year of the Child. Henceforth, development education was to be a major topic of discussion at the Information Workshop.

Children's Books

19. In Italy, the Bologna children's book fair authorities held a press conference to launch a special competition for the International Year of the Child, and Corriere dei Piccoli, the leading children's magazine, launched its own competition with a press conference in Milan. In the UK, the committee was beginning its collaboration with Macdonald Educational with the joint publication of "My World", a children's book based upon the UNICEF DevEd Kits, and with Blackwell's of Oxford on the 10-book series on "Rights of the Child", originally produced in Spain. As preparations for IYC gathered momentum, many briefings of student and NGO groups took place both at the DevEd Centre and at the Palais des Nations in Geneva.

1979 : DevEd in IYC

20. The International Year of the Child brought a new surge of interest by national committees, and by international NGOs, in development education and established new forms of collaboration between them and development journalists, book publishers and educators. The NGO/IYC Committee established a special working group, and the subject was given an increasingly large place in plans and projects organized in 1979 by national commissions for IYC in the industrialized countries.

21. In Australia, the committee established a development education advisory group as demand for UNICEF kits continued to grow ; Austrian Jaycees financed kit translation and production in German as a special contribution to the committee's IYC programme. Belgium held special "journées pédagogiques" for teachers using Flemish versions of the kits produced by the committee, and in Canada the committee, the Red Cross, and CIDA, the Canadian International Development Agency, organized a "Day of International Education". Thanks to a CBS telecast and teacher workshops throughout the spring, the programme reached some six million people, and UNICEF Canada's input included production of a multi-media kit on "The Rights of the Child".

#### Rights of the Child

22. This theme - the rights of the child - was of major importance in IYC. The Nordic committees collaborated in the production of a special DevEd calendar and teacher's guide, which appeared in all four Nordic languages and was translated by a number of committees. The Danish Committee, among others, produced study books and materials for TV programmes and DevEd seminars. An international seminar on development education was organized by the Norwegian Committee in Lillehammer, with NORAD's help, and the DevEd Centre helped prepare a visit to Bangladesh sponsored by the Nordic development aid agencies. The radio-vision series produced jointly by Finnish and Swedish members of the Nordic trip to Sri Lanka were given wide television use in those countries during IYC ; and the International Film Festival for Children and Youth (Lausanne) awarded the UNICEF prize to Sweden's "Children around the world - Nepal".

#### Round-Table in France

23. In France, a roundtable for educational journalists organized by UNICEF and the UN/Non-Governmental Liaison Service with the help of the French committee was attended also by representatives of the Ministry of Cooperation ; then President Giscard d'Estaing visited the special UNICEF DevEd stand at the First Youth Week exhibit at Versailles - as did many thousands of young people and teachers. At the Beaubourg Centre in Paris a colloquium was organized by the committee on the theme "Books in the everyday life of the child", participants including Mr. Oumarou Ganda, a film-maker and specialist in children's tales from Niger, whose oral presentation of West African stories to French children featured also on television.

Activities in Italy, Japan, Spain, Switzerland, UK

24. In Italy, where the school programme progressed in leaps and bounds, a special meeting was held in Milan to promote the idea of a Children's Magazine Service using UNICEF's kit and other materials, and attended by editors from many European countries, while the Bologna Children's Book Fair took place under the banner of IYC. Later, the book fair authorities made available a number of sets of the books produced especially for IYC by children's book publishers all over the world, sets which were sent by UNICEF to libraries in a large number of developing countries, except for the one destined for the DevEd Centre.
25. The stirrings of interest in development education in Japan in IYC were to lead later to the establishment by NGOs of a Development Education Council in that country. And in Spain, in addition to the ten-volume "Rights of the Child", a special textbook with seven lessons on development education was published in collaboration with Gremio de Libreros and distributed to 28,000 schools by the committee, which by now was translating UNICEF's DevEd kits into Spanish. In Switzerland the Committee produced a great deal of excellent DevEd material, including a Swiss version of the US Committee's "Many Hands Cooking", and continued its work with teacher groups and the Declaration de Berne project "The Third World in Children's Books".
26. In the UK, the Government's Advisory Committee on Development Education recommended the doubling of funds available for such activities, and greater support for non-governmental organizations in this field. The UNICEF committee/Macdonald Educational children's book "My World" was received very positively. Sixty non-governmental organizations in the USA met to discuss "International Education : the Global Context, the US role" - a development which was to lead later to the creation of a strong central DevEd working group.
27. Among materials produced in IYC (apart from the special IYC dossier on development education) were kit No. 5, "With Shiromi in Sri Lanka", followed by No. 6, the Peace Education kit, and others on Sudan and Guatemala ; a new photo-exhibit set, "Arab Women at Work" and a new wallsheet on "Women and Development". A World Card Game for children, and a pamphlet entitled "Learning to live in a global society", were issued in New York, the latter based upon a UNICEF statement originally made in French at KID 77 in Lausanne, and later in English at a meeting of non-governmental organizations in New York.

UNICEF's lead role in Junic Working Group on Development Education

28. In January 1979, UNICEF's work in this field was recognised by the UN system when the Joint UN Information Committee elected the Children's Fund to take over the "lead" or "responsible agency" role for the JUNIC Working Group on Development Education, subsequent to the withdrawal of FAO/Action for Development which had exercised the role since 1974. At the end of the year, the first UN Development Education Directory for NGOs was prepared on behalf of the Working Group by the UN/Non-Governmental Liaison Service.

DevEd IN THE EIGHTIES

The Hart/Fernig Report

29. As the new decade began, a special IYC report by Judith Hart (formerly Minister for Overseas Development in the UK) and Leo Fernig (ex-Director of the International Bureau of Education) underlined the importance accorded to development education by the IYC National Commissions in follow-up activities to consolidate the gains made during the Year, and the fact that IYC had brought development education into much greater prominence in the industrialized world, not least among NGOs and the national committees for UNICEF.
30. This very much greater demand by the non-governmental community for development education services moved activities into rather different directions from the more narrowly focussed areas which had hitherto been the ones emphasized by the committees. Work with schools, teachers and educational institutes was broadened to include the ever-growing importance of adult education through youth and women's groups, religious organizations, trade unions, parliamentarians and local authorities, publishers, librarians and others.
31. Gradually, it was coming to be realised that, to change attitudes, one must start with those who influence the children, and especially the parents and the teachers. That realization also led to efforts to define the concept of "development education" in ways which all could accept - a difficult, if not impossible task, given the very different approaches which inevitably characterised the development education activities of the many national committees and NGOs.

32. The words of Leo Fernig provided a useful starting point. Development education, he had said, is more than just an accidental collocation of two words ; it is rather a concept synthesising "development" - which sets goals for human activity - and "education" - which is a major way to achieve them. He pointed to the difference between development information - the data - and development education - the use of these data in shaping attitudes and behaviour as well as an operational device leading towards three separate goals while emphasising their unity : individual growth ; socialisation and participation ; and international understanding, tolerance and peace. He emphasized that UNICEF had better national roots than other international agencies because each national committee had an active programme of its own, and he suggested the development of a national strategy in which committees would be helped to create their own programmes in collaboration with their national partners. At the same time, joint action should take place at the international level, not only with UNICEF's partners in the UN system but also with international NGOs.

UK White Paper on Development Education

33. The UK Government's Overseas Development Paper No. 14 (HMSO, July 1978) had used the following description of the term :

"We use the term development education to describe those processes of thought and action which increase understanding of worldwide social, economic and political conditions, particularly those which relate to, and are responsible for, under-development. Its purpose is to encourage widespread involvement in action for improvement. Recognition of the extent of international interdependence is a crucial element in development education, and is essential for understanding the circumstances which shape so much of government strategy".

34. Two years later, this was echoed in the UN's International Development Strategy for the Third Development Decade (UN Doc. A/35/464, para. 14, 23 October 1980), which recognized that :

"It is essential to mobilize public opinion in all countries, particularly the developed countries, in order to obtain their full commitment to the goals and objectives and the implementation of the present Strategy".

35. And the Director-General of UNESCO, in his Preliminary Report on the Medium Term Plan for 1984-1989 (1), emphasized that :

"... genuine progress in solving present-day development problems appears to depend on the possibility of convincing (our) partners - and, in particular the industrialized countries - that the changes contemplated are in everyone's interests".

Limited Resources for DevEd

36. In spite of the growing recognition of DevEd's importance, the vast bulk of the human and budgetary capacities of the UN system continued to be at work in the developing countries, with very little being done to service groups in the industrialized world which, sometimes against tremendous odds, were attempting to raise awareness and understanding of the problems caused by maldevelopment in such a way as to lead to a desire to act in order to correct the maldistribution of the world's resources.
37. Even within UNICEF, the budget and staff resources devoted to development education remained minimal and inadequate, and it was not long before the national committees, borne along by mounting enthusiasm as they recognized the effect their development education programmes had on public understanding and support for UNICEF assistance to Third World countries, had surpassed the capacity of the UNICEF secretariat to service their widely differing needs.

Funding of UNICEF DevEd Staff by Governments

38. In 1980, a DevEd Centre assistant replaced the UN volunteer who had helped to set up the clearing-house service, but the situation would have been far more serious had it not been for the generosity of the Nordic governments' development aid agencies. In May 1979 NORAD had made available the services of an experienced Norwegian educator who had long worked with the national committee and UNA. In 1980 it was the turn of SIDA with a Swedish "JPO", (Junior professional officer) and in 1982 DANIDA sent a young Danish educator whom they funded for three years and who has made an outstanding contribution to UNICEF's development education programme. Meanwhile, the Italian and FRG governments made JPO's available to the DevEd office in New York, and in 1984 a French JPO joined the DevEd Centre in Geneva to assist with IYY activities. All have filled gaps which "zero-growth" recruitment policies have made it impossible otherwise to cover, and it is largely to their contribution, and to the work of the national committees, that the success of UNICEF's DevEd activities is due. The Danish JPO has now become UNICEF's DevEd Officer in Geneva.

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1 "Building the Future : UNESCO and the Solidarity of Nations", UNESCO 1981

Creation of affinity groups

39. Creation of national committee "affinity groups", following the example of the Nordic Working Group on Development Education, continued to be a major objective. The idea had been strongly taken up by the French, Italian and Belgian Committees, which created a "Latin Group" with others such as those in Spain, Portugal, Greece, Luxemburg, San Marino and Switzerland, and there was much interchange and mutual assistance among such committees. Others put more effort into creating or joining strong DevEd groupings at the national level.

European Regional Cooperation

40. Less a question for committees than for Geneva HQ was collaboration with European entities such as the European Economic Community, whose Commission's co-financing programme provided funding for DevEd projects submitted by NGOs, and the Council of Europe, which invited UNICEF to collaborate in the organization of a number of teacher-training seminars.
41. The OECD's Development Education Centre in Paris, and its Development Assistance Committee (DAC), represented the same industrialized countries in which UNICEF national committees were to be found, and DAC information was passed regularly to the committees through the clearing-house and the DevEd News & Notes. It gradually became clear that the strength of development education lay in networking.

"Above all, it is essential that the distrust and lack of confidence which pervades international conferences should be reduced and dispelled. International institutions mainly deal with governments, but they should increasingly involve other important social groups in their dialogue ... The effort to create a new international economic order in particular necessitates the involvement of important groups within societies that are affected by such changes and which have to be persuaded to support them".

North-South : A Programme for Survival  
Chapter 16 : "Educating Public Opinion".

Seminars and Study materials

42. In May 1980 the first of the National Committee Study Group sessions was convened in Geneva, attended by the Information/Education Officers of eleven European committees and four educational consultants from France, FRG, Hungary and

the UK. Discussion centered on DevEd at the national level, the formation of regional/linguistic/affinity working groups, coordination of national and regional workshops and seminars, evaluation of the services provided by UNICEF, and a general exchange of experiences and views. The meeting produced a number of recommendations supporting the work of the DevEd Centre and proposing that further resources be made available for this work. The usefulness of this meeting in allowing an exchange of ideas and experience was to lead to subsequent meetings of a similar nature.

43. Also in May 1980 an important national seminar took place in France on "Bringing the Third World into the Classroom". Held in Laon, near Paris, under the joint auspices of the Ministry of National Education, the Ministry of Cooperation and the National Committee for UNICEF, it was attended by directors of écoles normales and education centres from all over France. The Secretary of State for Education himself opened the discussions on ways and means of integrating development education into the curriculum at the early secondary levels, and its application at the primary and pre-primary levels.
44. Earlier, UNICEF Geneva had collaborated with the Council of Europe and the Donaueschingen Academy in the FRG in the organization of a seminar in March 1980 on "Development Education in Secondary Schools". It was attended by 33 German teachers, and the Education Officers of the FRG, Swiss and Canadian committees.
45. The year saw an explosion in popularity of the Peace Education kit produced late 1979, and requests for it came from all over the world. At the request of the Geneva school authorities copies were made available for experimentation by teachers in all middle schools in the Canton. It was distributed by UNESCO to all participants in its Congress on Disarmament Education held in Paris in June, and by the organizers of a consultation on "Militarism, Women and Children" to participants belonging to the World YWCA, World Alliance of YMCAs, and the World Council of Churches.

The JUNIC Sub-Group on Women and Development

46. A strong DevEd input was made into the Copenhagen Mid-Decade Conference on Women, and especially at the NGO Forum, with contributions to a number of workshops and activities, exhibition materials, and demonstration of kits.

47. Demand for DevEd kits and materials continued to grow ; by the end of 1980 national committees had appointed no less than eleven staff members dealing with development education. The work programme of the inter-agency JUNIC Working Group on Development Education also grew space : at its October 1980 session the Working Group decided to create a special Sub-Group on Women and Development to follow-up on the Copenhagen Conference, and this became the first mechanism for joint UN/NGO inter-agency preparation of development materials.
48. Meeting fairly frequently under UNICEF's chairmanship, the member agencies of the Sub-Group decided from the beginning to work directly with women's groups and others interested in the production of joint kits, and eventually some fifteen UN and NGO agencies were involved. The first joint kit, "Women and Disability" was produced in 1980, soon to be followed in 1981 by one on "Women, Health and Development".

#### National Consultations with NGOs

49. UNICEF concerns were brought sharply into focus at the special National Consultations which NGLS/Geneva had begun to organize, on behalf of the JUNIC Working Group, with national NGOs in a number of countries, starting with the UK after a national survey on the state of development education in that country. In each of these, both UNICEF Geneva and the national committee concerned participated.

#### 1981 : Study Trip to Jamaica

50. Eleven European educators from six countries participated in a spring 1981 study visit to Jamaica where, following the example of the Sri Lanka visit, they lived with Jamaican teachers, sharing their lives and their daily activities at home and in the community. UNICEF Kingston, the Ministry of Education and the Jamaica Teachers' Association all helped UNICEF Geneva to organize this visit and gave strong support. A follow-up seminar took place in May immediately after the second of the UNICEF National Committee Study Group meetings, which took place in Henley (UK), and the wealth of materials emanating from the trip were shared with non-participant committees.
51. DevEd activities at the national level continued to expand, and many committees were now producing their own language versions of the new kits : the Hungarian Committee for example enlisted the help of language teacher-trainees. 1981 was in fact an active year for DevEd kits : No. 9, "The Global Story of Disabilities", was followed by "Precious Junk - the ingenious use of scrap in the Sahel", and "A Drop of Water". DevEd Papers were issued on a wide variety of topics : Development Education in the US (No. 14), Suggestions for Content and Strategies (No. 15), Play and Games (No. 16) and NGO Priorities for the Eighties (No. 17). These, the News & Notes and clearing-house notices continued to be issued in both English and French.

52. There was close collaboration with the Infant and Baby Food Action Network (IBFAN) and with NGOs concerned with the handicapped, and major briefings for NGOs were held in Geneva on both issues. A special statement was made on the infant feeding issue at the Congress of the International Confederation of Midwives, held in Brighton, and inputs made into NGO committees on primary health care and rural development, as well as into a JUNIC/NGO National Consultation in Bonn, a Prix Jeunesse International Seminar on TV Films for International Understanding held in Munich in June, and a DevEd seminar organized also in June by the World Confederation of Organizations of the Teaching Professions (WCOTP).
53. The Swiss Committee organized a visit by Swiss teachers and educators to Indonesia, and set up a special JUNIC/National Committee exhibit at the 1981 DIDACTA exhibition in Basle. The Austrian Committee and the Ministry of Education organised a special teacher-training seminar in Linz. The Canadian Committee took a group to Tanzania, and its Deputy Executive Director was appointed President of the International DevEd Committee of Ontario. And in October 1981, an International Colloquium on Development Education was organized in Nice by the French Committee on behalf of the Latin Group : the Ministries of Cooperation and Education both sent observers.

DevEd Concept : Latin Group Contribution

54. At this time, the Latin Group decided to establish a permanent liaison structure which would allow the committees to keep each other informed of their effective needs, current programmes, and future plans. The Group agreed that the principal objectives of development education were :
- "to encourage a critical analysis of what development is and what it should be, and the fact that it affects all countries and all people ;
  - to awaken the interest and curiosity of children and young people by developing their capacity to analyse their own situation and that of others, in the identification of global problems and their relationship to their own society and daily problems ;
  - to see to it that the child can recognize, understand and respect differences between peoples, and to incite him to benefit from other cultures through an exchange of experiences ;
  - to explain the causes and consequences of poverty and the need to fight for justice, both social and economic ;
  - to stimulate and sustain the child's interest in economic, social and ecological evolution ;

- to strengthen cooperation and solidarity between peoples and respect for the Rights of Man ;
  - to encourage the child to participate in his community's development and to become an active and responsible member of local, national and global society".
55. Within that perspective, the Group considered that "there is development when the human being, and in particular the child, is at the centre of the concerns of development strategy, and when the concepts of aid and charity are replaced by those of cooperation, justice and dignity". They reaffirmed their joint determination to pursue and amplify their efforts so that, in their respective countries, young people, teachers, public authorities and the public in general "are aware of the absolute necessity to transform present relations between different peoples and to act in consequence". UNICEF and its Executive Board were requested to "seriously reflect on, study, define and make widely known" the general principles of its policy in development education, establish a methodical plan of action within its information programme, and create a working group to include members designated by the committees and the Secretariat in order that conditions be created for "the operation of a real Development Education Centre".

#### Moving towards a UNICEF DevEd Policy

56. Although, at the time of writing (October 1985) these recommendations have not yet been fully realised, many attempts were made towards this end, including the drafting of a DevEd Policy paper for possible submission to the Executive Board and proposals for a "Recommendation" to the Board that DevEd be recognized as a communications programme in the "North" in the same way as PSC in the "South", that it be co-financed by UNICEF and the national committees, that it be offered as a special "Noted Project" for funding, that it be properly staffed, that adequate financial resources be made available, that national committee DevEd staff be seconded to Geneva for training and to help with the workload, that the Mutual Assistance Fund be used as a "revolving fund" for national committee DevEd materials and activities, and so on. (Of these, the last soon became reality, thus permitting continuation of the production of the DevEd "core" kits).
57. Nevertheless, there was a growing realization by field offices of the need for very different, DevEd-oriented materials for use by national committees, and of the value and importance of the committees' advocacy work in Europe and other industrial

areas. Field staff more happily accepted visits by national committee staff to gather their own materials, and collaborated with pleasure in the organization of study visits. It was only lack of resources, both human and financial, that caused no further DevEd study visits to be organized after the Jamaica trip in 1981, and there is no doubt that the lack of such special study tours is keenly felt by national committees. The need to select host teachers, to match them with participants, to organize well in advance and extremely carefully to ensure the success of these rather delicate operations, to organize follow-up seminars and production of materials - all this could have been a full-time job for a new staff member, or for a seconded National Committee DevEd Officer.

Development Education or Education for Development ?

58. As both UNICEF's and the JUNIC Working Group's development education efforts became more and more successful, the term itself became a subject of growing dispute and contention. Some wished to apply the term also to education programmes in developing countries, while others saw this as blunting the edge of the still weak thrust in the industrialized world.
59. At the end of 1981, the JUNIC Working Group under UNICEF's leadership produced a paper reviewing the efforts undertaken since 1975 to promote inter-agency cooperation in this field, and proposing a programme of activities for 1982-83. The paper drew attention to the difference between development education as a process of sensitization of citizens in industrialized countries to the problems of global development, their particular effect in the Third World, and the part that the "developed" countries played and could contribute to their solution ; and education for development which was essentially a process of encouraging and increasing in-school education of children in the developing countries, the training of health personnel, etc. While the link was very strong and the long-term results similar, the process was seen as entirely different and requiring specific approaches adapted to the "North" or "South" alignment of the country concerned.
60. The comment by Robert MacNamara on leaving the World Bank in 1981 seemed to sum it up : among his greatest disappointments as head of the lending agency, he said, had been that

"we and others have failed to inform the people of the industrial countries of the nature and magnitude of the changes in the relationships among nations, economically and politically, over the last decade - especially their greater interdependence".

1982 : The evolving concept

61. The Working Group report and proposed plan of action were accepted by the full JUNIC in 1982 and strongly supported at the Development Information Meeting which followed, attended by the OECD government information chiefs and those of the UN agencies.
62. Within UNICEF, it was suggested by the DevEd staff that the concept be identified as an open-ended one, to be seen within the specific context of change within a particular society or segment of society ; and as describing and fostering those processes of thought and action which facilitate popular participation in changes leading to social progress. The long-term goal could be said to be to sensitize citizens in the "North" to the socio-economic problems of the "South", to increase understanding of those problems and to promote action towards their solution through the restructuring of world society in terms of a new international social and economic order based on principles of equity, justice, cooperation and interdependence.
63. Seen as an ethic of solidarity with others, a movement towards international justice and equity, development education thus became a process, with its own dynamic nature, the immediate objectives of which would depend upon the particular vantage point. The main goal was to encourage whatever action was most appropriate to the situation - both in-school and out-of-school - leading to popular participation in achieving a more equitable sharing of resources in favour of the most vulnerable members of deprived populations - the women and children. UNICEF's role in the UN system with regard to children could be seen as complementary to UNESCO's role with regard to education, and the convergence of interests was obvious.

The Meeting in Moscow

64. These ideas came through very clearly at what was, perhaps, the most important DevEd event of 1982 : the Expert Study Group meeting in Moscow<sup>(2)</sup> on the theme "Development Education in Europe", organized jointly by UNICEF Geneva and the Soviet Alliance of Red Cross and Red Crescent Societies. It required six months of intensive preparation, involved participants from fifteen countries and the composition of 5-speaker panels on each of the five aspects of the overall theme, upon which papers were produced in advance by experts from France, Norway, Switzerland, the Soviet Union, and Finland in addition to two "official" UNICEF papers.

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(2) See final Report, "Expert Study Group Meeting : Development Education in Europe", September 1982, UNICEF Geneva.

65. This was the first Development Education meeting to be held in Eastern Europe, and it was a resounding success. Although many participants had arrived at the meeting with unclear, confused, or even inaccurate ideas concerning development education, working group sessions during the week enabled them to arrive unanimously at a far-reaching set of conclusions and recommendations which have since had considerable impact on the work of the national committees and the Secretariat. Above all - although most of the meeting's recommendations to the Secretariat and the Executive Board have still to be fully implemented - it helped to clarify the concept, and was also directly responsible for a new understanding and interest in the subject on the part of the Eastern European national committees.

Increased collaboration with NGO's

66. Meanwhile, work with NGOs expanded, and UNICEF was invited to make a statement at the Council of Europe's 1982 Sectoral Meeting with NGOs on Development Education. The JUNIC/NGO Sub-Group on Women and Development produced its second kit, "Women, Health and Development", and started work on a third, whose theme would be on women's role in economic and social development. There was a marked increase in NGO visitors to the DevEd Centre, and many briefing sessions were held.
67. Attendance at NGO Conferences and Assemblies included, in addition to those taking place in Geneva, speaking engagements at the 29th Assembly of the World Confederation of Organizations of the Teaching Profession (WCOIP) ; at the NIO/Youth Seminar on Women and a New International Order in Amsterdam ; at the International Council for Adult Education Conference "Towards an Authentic Development" in Paris ; and the WFUNA Conference on "Education for International Understanding" in Oslo, as well as at meetings organized by UNESCO and Vienna Centre.

Two-Way Ticket and other materials

68. In terms of materials, a special flyer was produced on the Peace Education kit, for distribution at the SSD/II Disarmament Conference in New York, and three new kits were prepared and

distributed : No. 12, "Living in Lebanon" (translated also into Arabic by the Beirut Office), and the first two of the Sarah Hobson Two-Way Ticket kits : No. 13, "The Desert Child - Fatimettou of Mauritania", and No. 14, "The Mountain Child - Oscar of Peru". Together with a third (No. 15, "The Rainforest Child - Pauline of Malaysia", produced in 1983) these were part of a quadripartite arrangement with Yorkshire Television, which produced Sarah Hobson's six-part TV series entitled Two-Way Ticket ; Macdonald Educational, which published the children's book with the same title ; and UNICEF and the UK National Committee. TV series, book and kits were all inter-related as a DevEd "package".

69. DevEd Paper No. 21 was by Michael Storm, an inspector of education for the Inner London Education Authority, on "DevEd and Multi-ethnic Education - some tensions", while No. 22 was by Professor Robin Burns of La Trobe University in Australia, on "DevEd and Peace Education : Conflict to Cooperation". No. 23 was by the Danish Committee's DevEd Officer, Nils Hartmann, and entitled "The Self-Reliant Child". The 1982 issue of DevEd News & Notes was the last in its original form ; henceforth they and the DevEd Papers would be published in special DevEd pages of Ideas Forum, which would also promote the kits and other materials. A close collaboration now existed with the International School of Geneva, which tested kits and began to create its own development education working group to organize special projects, exhibitions and presentations to parents.

#### 1983 : DevEd in UNICEF's External Relations Policy

70. The discussions on development education at the April 1983 Annual Reunion of National Committees in Geneva led to the preparation of a special DevEd Working Group session at the External Relations Workshop which took place in November in Rome. But first, a survey of national committee DevEd activities was undertaken by the DevEd Centre and then analysed by Mr. Leo Fernig, the noted international educator ; the resulting document, "Development Education in Industrial Countries",<sup>(3)</sup> served as an important background paper for the Workshop.
71. This major undertaking, along with many other activities, meant that resources became even more over-extended in 1983. Intensive preparation of the third JUNIC/NGO kit on women's role in economic and social development took place alongside greatly increased demand for the second kit, "Women, Health and Development", now in demand worldwide. The Pan-American Health Organization expressed interest in adapting the Spanish version prepared by the committee in Madrid for use in Latin-America.

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<sup>3</sup> National Committee Survey : Development Education in Industrial Countries, Nov. 1983, UNICEF Geneva.

The report on the Moscow meeting was produced and distributed in English and French, and a special programme was launched with the League of Red Cross Societies on the CSDR.

72. JUNIC national consultations in London and Paris, a European Youth Centre meeting in Strasbourg, the UN/DPI Conference of Expert Educators on "Teaching about the UN" in Luxemburg, the Council of Europe Symposium on Human Rights Education in Vienna, the European Regional Meeting on IYY in Costinesti, Romania, the joint Council of Europe/UNICEF seminar on Development Education in Donaueschingen, inputs into national committee DevEd meetings in Messina (Italy), Norway and Denmark, -all these activities, and especially those connected with the growing involvement in International Youth Year (for which the DevEd Centre became a "focal point" for UNICEF) inhibited the production of materials and their distribution. Articles for Ideas Forum and preparation of its IYY and DevEd pages, and ever-increasing demand for existing kits and wallsheets, meant that only one new kit was produced in 1983 : No. 16, "Growing up in Zimbabwe".

Review of DevEd theory and practice

73. A review of UNICEF's DevEd theory and practice took place with the joint participation of NYHQ and GEHQ staff in June 1983, following an earlier, preliminary meeting in December 1982. The June meeting reached the conclusion that, within the context of UNICEF's External Relations policy, DevEd "operationally fell within advocacy efforts that were : (1) geared towards specific target groups ; (2) related to a learning situation ; and (3) contained an action component. A vital aspect was seen to be the motivation of various groups to bring development issues relating to children into the centre of their own concerns, thus building up a specialized support system for UNICEF programme priorities.
74. Linked to UNICEF's policy and programme emphases, DevEd was seen to use a methodological approach, for example relating conditions and issues in the local environment to those at a national and global level, encouraging study of the realities of interdependence and of the underlying causes of maldevelopment (meaning both over- and under-development). An important component was child-related, often aimed specifically at adults with particular influence on children both in school and out-of-school (e.g. teachers, TV producers, children's book publishers, etc.) and non-governmental bodies were seen as a major channel for UNICEF's development education activities.

National Committees were, of course, UNICEF's closest partners in DevEd in industrial countries, playing a special role in relation to country level support groups. These conclusions were the basis for the DevEd presentation at the External Relations Workshop in November.

Record distribution

75. Distribution of DevEd Centre materials in 1983 reached record levels. Orders were received for 1,681 kits in French, 1,547 in English, and 3,475 slide-sets for production of other-language versions, all paid for by the committees. In addition, they received 1,400 peace education kit flyers, 4,000 "Two-Way Ticket" flyers, 481 "Games Around the World" packs, and approx. 2,400 wallsheets. The full information is contained in Annex B, with Annex A giving a list of the DevEd materials despatched through the clearing-house of the Centre between 1 January and 1 November 1983 - a list prepared specially for the External Relations Workshop.

1984 : the Zurich "Think-Tank" and the Budapest Seminar

76. Following the External Relations Workshop, a "think-tank" on the question of a conceptual framework for development education within UNICEF was convened in Zurich in February 1984, and a national DevEd seminar took place in Budapest in April 1984. Reports on both were submitted to the 1984 Annual Reunion of National Committees in Rome and considered useful inputs for the Development Education Workshop which the Reunion agreed should be held in early 1985.
77. Participants in the Hungarian seminar included representatives from academia but also from youth and women's organizations, book publishers, TV, radio and print media ; they drew particular attention to the need for adult education if the influences on children were to be improved, and especially that of teachers, textbook writers, and the media. They stressed the fact that it was young people who tended to watch adult TV programmes rather than the contrary, and proposed a "code of conduct" which could be agreed to and adopted by all. Also attending were representatives of the French and UK Committees and of the Soviet Academy of Pedagogical Sciences. The latter, who had been co-rapporteur of the Moscow meeting, spoke of the considerable follow-up there had been to that meeting in the USSR, including the possibility of integrating development education into the curriculum reform then under way in the Soviet educational system. The Budapest seminar may well lead to more intensive efforts in Eastern Europe.

Handing over the JUNIC role

78. Also in 1984, UNICEF withdrew from its "responsible agency" role in the JUNIC Working Group on Development Education. For five years after succeeding FAO/Action for Development in January 1979, and in spite of its lack of DevEd staff, UNICEF worked unceasingly to increase collaboration among the agencies of the UN system in this field, to encourage those who were not undertaking such activities to do so within their own fields of competence, and to open the way for direct cooperation between UN agencies and non-governmental groups.
79. Much was accomplished and in April 1984, at the meeting of the full Joint UN Information Committee in Paris, UNICEF stepped down from its "lead" role in spite of its partners' request that it continue. UNICEF's proposal that the UN/Non-Governmental Liaison Service - an inter-agency mechanism co-funded by UNICEF which had given strong support to UNICEF in the role - be recognized as the "substantive secretariat" of the Working Group, and that its chairmanship rotate among host organizations thus increasing involvement and commitment on the part of all agencies, was adopted unanimously by JUNIC, which expressed deep appreciation for UNICEF's catalytic work in the role and of its promise to remain a full and active member of the Working Group.

1985 : The Lisbon meeting

80. Three and a half years after its first meeting in Nice, the Latin Group organized a major DevEd meeting in Lisbon in March 1985, attended not only by its members (this time including representatives of the Romanian and Yugoslav committees) but also by Portuguese Ministry of Education officials, educators and teachers. It was hosted jointly by the French and Portuguese committees, and represented a consolidation of the development education programme in Portugal as well as an exchange of views and experiences among the Latin Group members.

The Bossey Global DevEd Workshop

81. The Lisbon meeting was followed in June by the first UNICEF Global DevEd Workshop, which took place in Bossey, near Geneva, under the chairmanship of Robert Smith, Director of the UK Committee and Chairperson of the National Committee's Information Workshop. It was organized in three working groups attended by all participants, one of which dealt with the transformation of CSDR materials into educational programmes. A second dealt with the DevEd aspects of the African emergency, and a third with the question of children in especially

difficult situations - the topic scheduled for in-depth presentation at the 1986 Executive Board and upon which the DevEd Centre in Geneva is preparing a special kit. Committee presentations of their DevEd materials and audio-visual productions generated many informal discussions among participants about possibilities for sharing and adapting each others' materials.

82. The Workshop recommended that further DevEd Workshops be held in the future, and that they become a regular institution separate from the Information Workshop. They should continue to be practice-oriented and should also cover out-of-school education and advocacy work with adults. It also called for a systematic evaluation of the results of all national committee development education efforts to date. And finally, its most important recommendation called for DevEd to become an official UNICEF programme with its own adequate funding, staff, and an increased institutional commitment to it by UNICEF.
83. Under such a scheme national committees would continue to be the focus of UNICEF DevEd activity but would be allowed to retain a portion of their UNICEF contributions for DevEd purposes, this to be regarded as programme funds rather than administrative expenses. This recommendation and that referring to the institutionalization of DevEd Workshops were referred to the next meeting of the National Committees Standing Group, and it was hoped that the UNICEF Executive Board would discuss development education at its 1987 Session and recommend programme status.
84. The high rate of attendance at the Workshop (including participants from Australia and the United States), and the wealth of development education materials produced by the national committees show that the latter have indeed recognized the importance of DevEd and are very active in this area. The view was expressed that UNICEF can best support committee DevEd efforts by supplying high-quality raw material - photographs, slides, film footage, facts and stories - which they can combine and adapt according to their own specific needs, and by partially funding and facilitating educator trips to developing countries to do their own research for teaching aids.
85. It was also observed that headquarters plays an important role as intermediary between national committees and field offices, communicator or developments within UNICEF to the committees, and clearing-house for exchanges among committees. There was strong endorsement for GEHQ's plans to computerise the DevEd Centre, to produce a monthly DevEd News Bulletin, and an Information Referral Bulletin with abstracts on useful materials and programmes. Given the demise of Ideas Forum, these will meet an important need on the part of the committees.

Current trends in national committees

86. DevEd activities of the national committees have continued to expand and to be more integrated within committee structures. Staff resources now permit 11 to have at least one full-time DevEd officer and 9 others to have part-time assistance, in some cases an educator detached from the Ministry of Education. Their materials are almost always linked to other support activities : exhibits and conferences (e.g. France), seminars and workshops (the Nordic countries, France, Spain). The Swiss Committee has established a centre providing a full range of activities which include also advisory services, testing and evaluation. Provincial committees in Canada and Spain reach grassroots institutions and schools, as do the 80 local sub-committees in the Federal Republic of Germany. In countries with a highly decentralized system of education (e.g. Switzerland, UK, USA) the committee ensures that it participates in existing networks, national and local.

Success of pilot programmes

87. The experimental pilot programmes carried out in France and Italy have achieved notable success. Thousands of schools are now participating in the National Committee's programme in Italy, where the annual national symposium organized by the national committee until 1983 became so large that it has had to be replaced by annual regional symposia. Public understanding and support for UNICEF's work has never been stronger in Italy. In France, the Ministry of National Education has issued a directive to all teachers with regard to the integration of development education into the curriculum.
88. Many committees, notably in France and the Nordic countries, also see their function as being to support policy-making by the government, and to bring their influence to bear on the need for greater attention to development education. Activities are financed mainly from the committees' regular budgets, while specific fund-raising for DevEd occurs at local as well as national levels in some countries. Several obtain assistance from their government agencies for development cooperation (e.g. the Nordic Committees) or from the European Economic Community for production of materials or organization of seminars.

Cooperation with other groups

89. Cooperation with national NGOs and other groups has grown apace; several committees belong to some wider national group, (e.g. in Switzerland, UK, USA) while some try to involve

official and non-governmental organizations by inviting their representatives onto the committee. The majority list women's and youth organizations, religious bodies, business and professional associations, trade union and political parties among their partners in development education and many have developed active cooperation with Ministries of Education and Cooperation, teachers' associations and teacher-training institutes, universities and research centres, and parent associations.

90. The long effort to encourage national committees to work more closely with their national partners in development education is thus, in many cases, bearing fruit. The UK Committee, for example, is working closely with the UK Scouts, the Young Farmers' Union and a number of women's groups on DevEd projects in the UK which link up with scouts, farmers and women's groups in developing countries within the context of UNICEF-assisted programmes or priorities.
91. The US Committee sees its DevEd thrust in raising awareness with regard to development issues of concern to UNICEF through establishment of the NGO Task Force for the Child Survival Campaign, whose August 1985 meeting brought together eleven NGOs (including Bread for the World, CARE, Catholic Relief Services, Christian Children's Fund, Global Perspectives in Education, Save the Children, among others) and a representative from US/AID to discuss campaign strategies.
92. The US Committee is also a founding member of the new Joint Working Group on Development Education set up by US NGOs belonging to ACVA/PAID (American Council of Voluntary Agencies, and Private Agencies for International Development). It is clear that this strong DevEd network in the United States has been set up in direct response to the present climate of opinion in that country with regard to UN activities and the urgent need to raise public awareness of development issues.

Beyond 1985 : Responding to an imperative

93. National committees and many NGOs clearly believe that, in present world conditions, it is essential for people to be able to understand and analyse the processes of development and to participate actively in positive change. Development education is essentially a response to this imperative. At the same time, UNICEF field offices are showing great interest in DevEd and are more aware of their role in the process.
94. The key words in that process are "partnership" and "networking". Partnership and networking not only between and among the committees, but also between the committees and

similar community groups and networks in the Third World, a two-way process in which there is no "donor" or "recipient" but simply people and communities working together to improve life on this planet, to save children's lives, and to gradually but surely bring greater justice into North-South relationships and world affairs generally.

95. The role of UNICEF headquarters and field offices in supporting these global networks is of the utmost importance. While development education has come a long way in UNICEF since the programme first started a decade ago, remaining sufficiently flexible to adapt to needs which became apparent as time went by, there is still a long way to go. The leadership exercised by UNICEF over the past years has given it a prominent position in the field of development education, worldwide, which can only be maintained with greater support. Full recognition by the Executive Board will enable UNICEF to continue its role as a major force in this area, both directly and with and through its national and international partners.

ANNEX A

List of materials dispatched through the Clearing House  
of the NGO/Development Education Centre, GEHQ

1 January - 1 November 1983 (\*)

UNICEF Development Education materials and related publications :

1. Final Report of the Expert Study Group Meeting : Development Education in Europe, held in Moscow 6-10 September 1982 (English and French)
2. Kit No. 13 : "The Desert Child, Fatimettou of Mauritania"  
Kit No. 14 : "The Mountain Child, Oscar of Peru"  
Kit No. 15 : "The Rainforest Child, Pauline of Malaysia"

Promotional flyer, "Two-Way Ticket"

Book published by Macdonald Ltd., in association with UNICEF and Yorkshire Television, "Two-Way Ticket"

3. Kit No. 16 : "Growing up in Zimbabwe"
4. Development Education Paper No. 25 : "Development Education in the United Kingdom". (Development Education Papers from No. 26 onwards included in "Ideas Forum")
5. Questionnaire and survey on National Committee activities in the field of Development Education : "Development Education in Industrial Countries"

National Committee Development Education materials, reports on activities, etc.

6. Two slide series on Viet Nam, together with an English translation of the commentary and background texts for teachers of geography, history, education, etc. (produced by the Swedish NC)
7. 1983 Universal Children's Day kit on "Nutrition and Children" (produced by the Australian NC)

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(\*)All materials sent to National Committees ; UNICEF productions also sent to field offices, NGOs and selected contacts.

8. "El Niño y su Localidad", booklet and poster produced by the Spanish NC in cooperation with the Ministry of Education and Science
9. "Aurinkosade" (Sunrain), children's book (produced by the Finnish NC)
10. "Rankankaf Ja Vesipisara", "Rakankaf Och Vattemdroppen", Finnish version and English translation of a play for international understanding, together with teacher's guide and background information on water and the island of Madagascar (produced by the Finnish NC).
11. Information on the Forum "Ecole pour un seul monde", coordinated by the Swiss NC, including presentation of the participating organizations, evaluation of Development Education materials available in Switzerland, and a summary of the results of the survey on Development Education in Switzerland undertaken by the Swiss NC
12. Catalogue of materials for educators and students published by the Swiss NC
13. Promotional flyer on a Development Education and fund-raising campaign for the water programme in the Sudan undertaken by the UK NC in collaboration with the Young Farmers Club
14. "Project Nigeria", educational competition for young people sponsored by the UK NC and the Commonwealth Institute
15. Various issues of "MONDODOMANI" (produced by the Italian NC)
16. Report on the Second National and International Colloquium on Development Education, Messina, organized by the Italian NC)
17. "The history of UNICEF in words and pictures" (produced by the Portuguese NC)
19. Kit and promotional leaflet on "Gandhi" produced by the US NC
20. Flyer and information sheet on the Information Centre on Children's Cultures at the US NC
21. Request for the work plans of National Committees in the area of Development Education and of the various "affinity groups".

Materials related to coordination with the UN Non-Governmental Liaison Service :

22. Development Education kit on world food issues "What's cooking?" (produced by the UN NGLS in collaboration with a number of NGOs).
23. Report of the NGO Workshop on Official Development Assistance and Public Opinion in the North, organized by the NGLS, and report of the UNICEF representative to the meeting.
24. UN Development Education Directory for Non-Governmental Organizations in Industrialized Countries.
25. Directory of NGOs campaigning on aid issues "Non-governmental organizations and official development assistance"
26. Draft list of research institutes, documentation centres and NGOs working on issues of the New World Information and Communication Order, prepared by IDOC in Rome.

Materials related to coordination with other UN agencies :

27. List of national representatives selected to participate in twenty-second annual conference of the United Nations Fellowship Programme for Educators (organized by UNDPI/UNESCO) on "Teaching about the United Nations", to give NCs the opportunity to brief participants in advance on UNICEF's activities.
28. Information Bulletins on the United Nations Decade for Women
29. List of schools in the countries where there are NCs which participate in the UNESCO Associated Schools Project
30. "A matter of right - the rich, the poor and the UN", by Ross Stevens
31. Information on the International Exposition of Rural Development

Council of Europe/International Youth Year :

32. Publications of the European Youth Centre, Council of Europe :

Annual Report of the Governing Board 1981  
EYC Information Bulletin No. 1 (1982)  
Europa ABC (guide to international youth work)  
Report on the "Conference on Intolerance in Europe" (1982)

Materials related to cooperation with NGOs, linkage operations, and other publications of interest to development educators :

33. Status report on the implementation of the International Code of Marketing of Breastmilk Substitutes, relationship with the Nestlé Company and support to NGO activities

34. UNICEF and NGOs in Bangladesh :

"Some possible roles for NGOs in the International Drinking Water Supply and Sanitation Decade in Bangladesh", report of the National NGO Consultation Meeting on IDWSSD, Dhaka

"Information in brief on Bangladesh, UNICEF and NGOs"

35. Zonta International/UNICEF Sri Lanka Well Water Project leaflet and Zonta programme document "Action for Service, Friendship for Peace"
36. Information on the programme "Children of the Green Earth" established by an environmental group of Swedish artists GLOBTEATERN and the Indonesian Environment Forum (WALHI) with the help of the UNICEF office in Indonesia
37. "The story of Si Unyil", produced by UNICEF Indonesia and the Indonesian State Film Production Centre, booklet on television puppet show for the promotion of issues related to child survival
38. ICDA News (various issues)
39. ICVA News (various issues)
40. ECHO (publication of the World Confederation of Organizations of the Teaching Profession) (various issues)
41. WFUNA Bulletin
42. Booklet "Adult Education and Development", by the German Adult Education Association
43. "Common Interest", programme guide of the International Broadcasting Trust (UK) to a series on "The politics of development"
44. Dossier of the "Child-to-Child" programme
45. Catalogue of materials available from the Centre for World Development Education
46. "A whole new world : Development Education in Canada", produced by the Canadian Council for International Cooperation
47. "Development Education as a questioning process", published by the Oxfordshire Development Education Unit

48. Newsletter of the Oxfordshire Development Education Unit  
(various issues)
49. "Getting started in Global Education, a primer for principals and teachers" (USA)
50. Motion on Development Cooperation submitted to the Italian Chamber of Deputies and endorsed by the Government

ANNEX B

DISPATCH OF DEVED KITS AND SLIDES

1 January - 1 November 1983

	<u>Slides</u>	<u>Kits</u>	<u>Kits</u>	<u>Total</u>
(for other language (English) (French) versions)				
1. <u>SHISHIR OF BANGLADESH</u>				
National Committees	150	20		170
UNICEF offices		4	1	5
Other		1	1	2
2. <u>YOUNG IN INDIA</u>				
National Committees	70	21		91
UNICEF offices	100	4	1	105
Other	1	1	2	4
3. <u>KWADO OF GHANA</u>				
National Committees	70	30	10	110
UNICEF offices		14	1	15
Other		1	1	2
4. <u>VILLAGE TECHNOLOGY</u>				
National Committees	220	20	50	290
UNICEF offices		18	1	19
Other		3		3
5. <u>WITH SHIROMI IN SRI LANKA</u>				
National Committees	250	25		275
UNICEF offices		4	1	5
Other		1	1	2
6. <u>AN APPROACH TO PEACE EDUCATION</u>				
National Committees	n/a	172	150	322
UNICEF offices	n/a	219	1	220
Other	n/a	41	18	59

B2

7. WITH ANTONIO IN GUATEMALA

National Committees	189	25	214
UNICEF offices		4	5
Other	1	1	2
			4

8. ANADIA FROM SUDAN

National Committees	135	30	165
UNICEF offices		5	6
Other	1	1	2

9. GLOBAL STORY OF DISABILITIES

National Committees	10	19	26	55
UNICEF offices		9	1	10
Other	2	9	9	11

10. PRECIOUS JUNK

National Committees	167	12	100	279
UNICEF offices		19	1	20
Other	6	1	1	7

11. DROP OF WATER

National Committees	315	52	175	542
UNICEF offices		9	1	10
Other	6	2	2	8

12. LIVING IN LEBANON

National Committees	399	93	222	714
UNICEF offices		199	22	221
Other	1	3	2	6

13. FATIMETTOU OF MAURITANIA

National Committees	334	103	210	647
UNICEF offices		28	6	34
Other		12	5	17

14. OSCAR OF PERU

National Committees	554	106	210	870
UNICEF offices		16	1	17
Other	7	11	11	18

B3

15. PAULINE OF MALAYSIA

National Committees	400	86	210	696
UNICEF offices		5		5
Other		8	11	19

16. GROWING UP IN ZIMBABWE

National Committees	110	68	210	388
UNICEF offices		11		11
Other		3	1	4

PEACE EDUCATION FLYER

National Committees		135	1215	1350
UNICEF offices		20	30	50
Other				

TWO-WAY TICKET FLYER

National Committees		2625	1115	3740
UNICEF offices		100	50	150
Other		46	21	67

Wallsheets

THE CHOICE IS OURS

National Committees		111	100	211
UNICEF offices		200		200
Other		60	5	65

CHOICES

National Committees		11	100	111
UNICEF offices		501		501
Other		105		105

WORLD IN A CHOCOLATE BAR

National Committees		31	50	81
UNICEF offices		500		500
Other		100		100

VILLAGE TECHNOLOGY

National Committees		200	100	300
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WOMAN AND DEVELOPMENT

National Committees	200	200
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Leaflet Pack

GAMES AROUND THE WORLD

National Committees	322	n/a	322
UNICEF offices	155		155
Other	4		4

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