



WHEC UPDATE

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Leadership Development Series

Do you think you make a difference? When you first look in the mirror in the morning, do you say to yourself, "Today I'm going to change the world!"? Probably not. And yet we *do* change history every day, not just for ourselves but for our families, communities, employers, and country. Some of the ways we effect change are significant: landing a huge account, raising money for charity, helping to coach a youth sports team. Others are small: letting someone merge ahead of us in traffic, taking an interest in a colleague who needs someone to listen. But none are trivial. I am not suggesting that simple acts of courtesy in and of themselves constitute acts leadership. Yet leaders, untitled or otherwise, realize the extraordinary impact they can have on others and the world around them. They consciously choose to exercise their abilities, skills, and knowledge to help make a difference.

Volunteers for important or high-profile tasks are never in short supply. While I do not want to shortchange the importance of "the big show," I am even more impressed by the leaders who know what must be done behind the scenes to make the big show happen. They take on difficult and time-consuming assignments not because they want to be praised or noticed but just because those tasks have to be done. As a result, everyone benefits. The reality is that we all work "backstage" in our lives at times. Real leaders bring the same commitment to excellence to whatever they do, whether on the stage or behind it.

Do not confuse leadership with fame. In my opinion, fame is based on what we *get* in life, but true greatness is based on what we *give* in life. It is contribution through action. Genuine leaders make things better not just for themselves but for others, whether or not their contribution results in financial reward or popular recognition. A few leaders achieve both fame and greatness, and we read about them in history books. But most of the people I think of as leaders are untitled people, they achieve greatness by working quietly in their organizations and communities, in their own lives, and in helping those around them.

Leadership is intimately linked to service. I often relate stories of people who lead by increasing or improving the service they provide to a customer. But these are not "customer service" stories per se. Customer service is about doing what you are supposed to do to help a customer. When you act as a leader, you go above and beyond the call of duty. Years of experience have convinced me that everyone who leads is involved in service leadership. When we lead, everything we do is geared toward creating some kind of positive outcome, whether improving income, relationships, spiritual life, health or career. But leadership can be about dollars and cents (sense) as well.

Genuine leaders look for ways to lead. It is shown through our everyday actions and the way we influence the lives of those around us. Among the qualities that genuine leaders share: acting with purpose rather than getting bogged down by mindless activity; caring about and listening to others; looking for ways to encourage the contributions and development of others rather than focusing solely on personal achievements; and creating a legacy of accomplishment and contribution in everything they do.

Can you think of a relationship that needs to be strengthened or improved? Can you recall an outcome that might have turned out differently if you had taken the lead? And what about that idea you have been carrying around in your head that will improve your product or service? These are your opportunities to increase ROI: Relationships, Outcomes and Improvements.

Taking the Lead

Rita Luthra, MD

Your Questions, Our Reply

How can I *best* contribute? Where will we realize the greatest impact?

Beyond Contribution: Life is not infinite. There are limited hours in the day. We all must choose, whenever possible, where to invest our energy. Most people who serve as leaders at some point ask themselves these questions. Many of us were raised with the belief that simply a consumer of the world's resources is not enough. To achieve deeper fulfillment, we must contribute, as well. Fortunately, opportunities to give present themselves every day; but the most effective of those among us who act as leaders realize a better question: How can I contribute? Serving in any way is admirable – and it is important that we are willing to do so. But when we have unique skills and passions, we can have an even greater impact if we look at the ways we can contribute that will do the most good.

Giving is a gift that gives back. When you make the world better for others, you make the world better for yourself. It is observed that giving – being of service – can be the most overlooked aspect of leadership, whatever your title. Usually, when we think of leadership we think of performance, effectiveness, and results. But those critical aspects of leadership shine all the more brightly when they coexist with giving, service, and contribution. Together, they help to bring the best and the highest from each of us.

Practice giving without recognition. True giving is about what one contributes rather than what one receives. While leaders often get recognition for their service, that is not the objective in serving. Find a way to contribute to a colleague or customer anonymously. Sometimes serving anonymously is a great way to learn how to go beyond simply giving.

Determine how you can contribute to improve the project or program. Few of us have the luxury to do only what we are best at or would like to do. But that should not prevent us from determining how we can best contribute our time, talents, and knowledge.

Give as a family. By taking on a project together as a family, family members both spend quality time together and work to help others. Every community has a hospital, school, and/or retirement community. Finances are often limited, and volunteers are usually welcomed. Look around for the individuals and organizations that need your help.

United Nations At A Glance

Azerbaijan and the United Nations

The Nagorny Karabakh region of the Republic of Azerbaijan is part of the geographical area called Garabagh (Qarabag). The name of this part of the country consists of two Azerbaijani words: "qara" (black) and "bağ" (garden). The geographical area of Karabakh covers the lands from the Araz River in the south to the Kur River in the north, and from the junction of the Kur and Araz Rivers in the east to the eastern ranges of the Lesser Caucasus in the west.

On 28 May 1918, the Democratic Republic of Azerbaijan was proclaimed. The Republic of Armenia was established the same day. Article 1 of the Declaration of Independence of the Democratic Republic of Azerbaijan provided that "starting from this day the people of Azerbaijan will have their sovereign rights. Azerbaijan that consists of Eastern and Southern Transcaucasia shall be legal independent state". In 1918-1920, the Democratic Republic of Azerbaijan had diplomatic relations with a number of states. Agreements on the principles of mutual relations were signed with some of them; sixteen states established their missions in Baku.

"The territory of Azerbaijan having been originally part of the Empire of Russia, the question arises whether the declaration of the Republic in May 1918 and the recognition accorded by the Allied Powers in

January 1920 suffice to constitute Azerbaijan de jure a 'full self-governing State' within the meaning of Article 1 of the Covenant of the League of Nations.

Should the Assembly consider that the international status of Azerbaijan as a "fully self-governing State" is established, the further question will arise whether the Delegation by whom the present application is made is held to have the necessary authority to represent the legitimate government of the country for the purpose of making the application, and whether that Government is in a position to undertake the obligations and give the guarantees involved by membership of the League of Nations".

As to the first issue, the most important part of the mentioned Memorandum of the Secretary-General relates to the "Juristic observations", which reminds of the conditions governing the admission of new Members to the Organization contained in Article 1 of the Covenant of the League of Nations, including the requirement to be a fully self-governing state. It is obvious that the state, considerable part of the territory of which was occupied by the time of consideration of its application in the League of Nations, and yet the Government that submitted this application was overthrown, could not be regarded as fully self-governing in terms of Article 1 of the Covenant of the League of Nations.

In addressing the second issue, the Secretary-General of the League of Nations pointed out in his Memorandum that the mandate of the Azerbaijani delegation attending at the Paris Peace Conference derived from the government that had been in power at Baku until April 1920. Thus, the attention in the Memorandum is distinctly paid to the fact that at the time of submission by the Azerbaijani delegation of the application (1 November 1920) and the publication date of the Memorandum (24 November 1920) the government of the Democratic Republic of Azerbaijan, which issued the credentials to the delegation, was not actually in power since April 1920. It was further noted in the Memorandum that this Government did not exercise the authority over the whole territory of the country.

Therefore, the Fifth Committee of the Assembly of the League of Nations in its resolution on the application of Azerbaijan decided that "it, derived from the requirements set forth in Article 1 of the Covenant of the League of Nations that prevented Azerbaijan from being admitted to the Organization.

Details: <http://www.un.int/azerbaijan/index.php>

Collaboration with World Health Organization (WHO)

WHO | Azerbaijan

Azerbaijan



The Azerbaijan WHO Country Office was established in June 2004 in Baku in order to assist in the implementation of WHO programmes in the country. The role of the WHO Country Office is to respond to requests from Azerbaijan to support policy-making for sustainable health development, taking a holistic health-system approach. The Country Office team consists of six people, including experts in the fields of HIV/AIDS, tuberculosis, malaria, avian influenza, the International Health Regulations, vaccine preventable diseases and immunizations.

[Read more](#)

<http://www.who.int/countries/aze/en/>

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Collaboration with UN University (UNU)

UNU-WIDER (World Institute for Development Economics Research) *Expert Series on Health Economics:*

Evaluation of non-governmental development organizations

Randomized controlled trials (RCTs) are now widely used in development economics. However, their use is often resisted by non-governmental development organizations. The objections they raise differ between the three types of activities of such non-governmental organizations (NGOs): capacity building, advocacy, and service delivery. This paper discusses the objections and alternatives to RCTs for each type. RCTs might not be appropriate even for service delivery, the activity which would appear to be best suited to their use. This is because typically local NGO staff can use their discretion in selecting communities or individuals for participation in a service-delivery programme. A standard RCT does not mimic the use of private knowledge of local circumstances and can therefore be misleading.

NGOs are a major presence in African economies. In many ways, they attempt to do what governments are not able or willing to do. Their effectiveness has only recently begun to be assessed rigorously, e.g. by using RCTs to evaluate their activities. In this paper, we have argued that when deciding what can and cannot be evaluated using RCTs, it is important to distinguish between three types of activities of development NGOs: capacity building, advocacy, and service delivery. (Of course, many NGOs are involved in some combination of the three types.) It is generally accepted that service delivery activities can be evaluated rigorously. Nevertheless, it is commonly suggested that there is very little scope for rigorous evaluation of capacity-building and advocacy activities of NGOs. We have suggested that this position is exaggerated.

We have also argued that the case for RCT evaluations is overstated. The very nature of NGOs with their non-hierarchical organization, leaving considerable scope for discretion to staff in the field, makes it unlikely that RCTs will produce useful estimates, at least in situations where treatment heterogeneity is important. While the issue of essential heterogeneity may sound as an esoteric concern of econometricians, the problem is likely to be pervasive, certainly in the case of NGOs. We therefore very much agree with Ravallion's statement that: 'Essential heterogeneity is such an intuitively plausible idea that the onus on analysts should be to establish *a priori* grounds why it does not exist'. This suggests greater reliance on observational instead of experimental data. (As data availability improves, this will become easier to implement.) We have indicated how observational data can be used to evaluate NGO programmes when standard RCT methods would fail because of essential heterogeneity.

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(Details of the paper can be accessed from the link of UNU-WIDER on CME Page <http://www.womenshealthsection.com/content/cme/>)

United Nations Girls' Education Initiative (UNGEI)

*The Effort to Advance the Global Strategy
(Continued)*

EDUCATION FOR SOME MORE THAN OTHERS? A REGIONAL STUDY ON EDUCATION IN CENTRAL AND EASTERN EUROPE AND THE COMMONWEALTH OF INDEPENDENT STATES (CEE/CIS)

Education for Some More than Others? Examines how far the trend towards increased disparities in education has continued in Central and Eastern Europe and the Commonwealth of Independent States. It is a follow-up to the Regional Monitoring Report on education issued by Innocenti Research

Centre. Assessment of progress is both timely and important as we are now mid-way between the starting and ending dates of the Millennium Development Goals.

Since the end of the 1990s, the economic and social situation in the region has significantly changed. According to Innocenti Research Centre's Social Monitor 2006, the absolute number of children living in income poverty has decreased in the Commonwealth of Independent States and South-Eastern Europe. To a large extent, this is because national income has increased and is being shared in many countries among populations that are falling or remaining stable in size. Nevertheless, one in four children is still living in poverty, children have a higher probability of being poor than adults and disparities in wellbeing, both material and non-material, have widened. Those who live in large and non-nuclear families, in rural and disadvantaged areas as well as in the Caucasus and Central Asia are particularly vulnerable to the risk of poverty.

Recognizing the imperative to achieve the Millennium Development Goals, this study proposes a set of policies to improve equity in access to quality education with the goal to promote respect for human rights, social cohesion and economic competitiveness. In some countries, prioritizing policy efforts and financial allocations to improve the quality and equity of education is already taking place within the Education for All Fast Track Initiative and Millennium Development Goals frameworks, Poverty Reduction Strategies and European Union accession and affiliation processes. While the visibility of children excluded from education varies in these initiatives, overall, there is a need to raise awareness among governments and stakeholders of the importance of quality education for all if individual, social and economic development is to be secured. It is hoped that this report will contribute towards this effort. Finally, to move from 'Education for Some More than Others' to 'Education for All' requires breaking several vicious circles. The most important is the one that involves lack of access to quality schooling at various levels for children in certain categories. There is a striking similarity in policy prescriptions that address the educational problems of girls in some countries, ethnic minorities in others, and the poor and children with special needs everywhere, very much in the spirit of the European Union's National Action Plans for Social Inclusion. For example, a recent list of interventions to break the circle that links child labour and absence from school included:

- Early childhood approaches that develop the rhythm of schooling;
- Child-friendly schools as safe spaces accountable to the community, using child-centered methods where teachers exercise due care over pupils following a curriculum seen as relevant, and where parents and the community are welcome and involved;
- Free school meals and regular health and nutrition checks;
- Abolition of school fees;
- Targeted and conditional cash grants.

Details: http://www.unicef.org/ceecis/070920-RegEduStudy-web_en.pdf

To be continued.....

Top Two-Articles Accessed in July 2014

1. Improving Maternal Health Through Education;
<http://www.womenshealthsection.com/content/heal/heal014.pdf>
UN Chronicle Publication. Submitted by Dr. Rita Luthra / Women's Health and Education Center (WHEC). We thank our Physician's Board and Board of Directors to make this initiative a success. Let us make every mother and child count!
2. The Obstetric Fistula in the Developing World;
<http://www.womenshealthsection.com/content/urogvvf/urogvvf009.php3>
WHEC Publications. Special thanks to writers, editors and reviewers for compiling the review. Financial support is provided by WHEC Initiatives for the Global Health.

From Editor's Desk

[Obstetric fistula: Time to end the tragedy](#)



An Ethiopian woman recovers from life-changing fistula surgery, Ethiopia

International Day to End Obstetric Fistula. Obstetric fistula is the result of prolonged, obstructed labour. It leaves women incontinent, ashamed and often isolated from their communities. A debilitating condition affecting approximately 2 million girls across Africa and Asia. There are numerous challenges associated with providing fistula repair services in developing countries, including a dearth of

available and motivated surgeons with specialized skills, operating rooms, equipment and funding from local or international donors to support both surgeries and post-operative care. Finding ways of providing services in a more efficient and cost-effective manner is paramount.

- [Read about WHO's work to improve the lives of women affected by fistula](#)
- [See study protocol about fistula repair surgery](#)

New estimates for maternal mortality analyzed by a United Nations Interagency group led by WHO show a 45% reduction in maternal deaths, from 523 000 in 1990 to an estimated 289 000 in 2013. Additionally, a new WHO study published in *The Lancet Global Health*, looks at why these women are dying. More than 1 in 4 maternal deaths are caused by medical conditions such as diabetes, HIV, malaria and obesity, which can all be aggravated by pregnancy. This is similar to the proportion of deaths from severe bleeding—previously cited as the main cause of maternal deaths.

Words of Wisdom

Not all readers are leaders, but all leaders are readers.

– Harry S. Truman (1945-1953); 33rd President of the United Nations

Monthly newsletter of WHEC designed to keep you informed on the latest UN and NGO activities

