



## WHEC Update

### Briefing of worldwide activity of the Women's Health and Education Center (WHEC)

July 2021; Vol. 16. No. 07

#### ***Before & After Issue***

Copyright covers creative work like books, movies, plays, music, artwork, sculptures, photographs, computer programs, and more. So, just about everyone – including students of all ages – is a copyright owner, even if they have never registered their works. In the United States, copyright protects a creative work from the moment the author fixes it in a tangible form of expression, meaning work is written, recorded, or captures in some medium that can be perceived, reproduced, or communicated for more than a short time. In addition to being fixed, a work must be original, meaning that it is independently created work of human authorship that is also creative. But, one important distinction is that copyright only protects the expression of a work, not the underlying ideas. Two authors with the same idea can create two separate works, and, as long as they meet the other requirements, copyright will protect both.

While everyone is a copyright owner, it is just as crucial to recognize that everyone is also a copyright user. Students use copyright-protected works daily. They are using textbooks or multimedia materials for class, performing songs in a school band or chorus, or starring in the school play, to name a few. Outside of school, students are still using copyright-protected works in many ways – for example, when they post someone's photo on social media, upload a video using someone else's song, or download an album.

Knowing how to legally use another creator's work is important. Users generally need permission before using a work, though other options might be available, including if the work is in the public domain or if the use falls under the exceptions and limitations found in the Copyright Act.

Copyright is important. Ultimately, students recognize that copyright is essential. They might see copyright in a negative light, as something hindering their access to works online or the reason their social media post or video was taken down. But copyright is here to help “promote the progress of science and useful arts;” it protects everyone, from well-known authors and musicians to independent photographers and first-time songwriters to the students creating their own copyright-protected works. And it provides carefully considered exceptions and limitations so those works can be used by students in class and beyond.

The authors of the U.S. Constitution believed that copyright was important enough to explicitly grant the federal government the power to grant authors the exclusive right to their writings. When the first U.S. Congress convened in 1789, it put enactment of the country's first Copyright Act on its Agenda. The Copyright Act of 1790 extended copyright protections to “maps, charts and books.” But copyright protection in 2021 covers more types of creative expression. The federal courts have been crucial in looking at creative media and setting boundaries of what is protected and what isn't.

Copyright gives owners some exclusive rights over the use of their work. The Framers of the U.S. Constitution saw copyright law as a vehicle to “promote the progress of science and the useful arts.” As part of this, copyright gives owners certain exclusive rights over a work's use and commercialization. These include the rights to reproduce, distribute, create derivatives, publicly perform, and publicly display a work. Creators can also transfer these rights and permit others to use their works. Understanding this can help students see the potential of their own works and respect the rights of other copyright owners. COPYRIGHT IS IMPORTANT.

Share your point of view on WGHL (WHEC Global Health Line)...

Everyone Is a Copyright Owner

**Rita Luthra, MD**



## Your Questions, Our Reply

What is Copyright Registration? What is Fair Use? What is Copyright? What is Public Domain?

**Learning about Fair Use is Valuable:** Fair use is a legal doctrine that promotes freedom of expression by permitting the unlicensed use of copyright-protected works in certain circumstances. Section 107 of the Copyright Act, available @ <https://www.copyright.gov/title17/92chap1.html#107> provides the statutory framework for determining whether something is a fair use and identifies certain types of uses – such as criticism, comment, news reporting, teaching, scholarship, and research – as examples of activities that may qualify as fair use. Section 107 calls for consideration of the following four factors – listed below.

Older students may have encountered the concept of fair use when citing materials for class projects or reports, but they do not always know the details of the legal doctrine or understand the difference between fair use and proper citation. With no hard-and-fast rules, it is more than just thinking the use of someone else's copyrighted work is fair or okay because other have used it. Instead, fair use is determined on a case-by-case basis and dependent on four factors:

1. The purpose and character of the use, whether it is being used for commercial or non-profit educational purposes.
2. The nature of the copyright-protected work – is it more factual or highly creative?
3. The amount and significance of the portion used. It is not as simple as using less than 10%; there is no precise formula to ensure that using a particular amount of a work will qualify.
4. The effect of the use on the potential market for or value of the protected work.

If fair use is applied correctly, it allows the use of a copyright-protected work without permission. However, students must be thoughtful and analyze if it really is fair use.

In addition to above, other factors may also be considered by a court in weighing a fair use question, depending upon the circumstances. Courts evaluate fair use claims on a case-by-case basis, and the outcome of any given case depends on a fact-specific inquiry. This means that there is no formula to ensure that a predetermined percentage or amount of a work – or specific number of words, lines, pages, copies – may be used without permission.

The Women's Health and Education Center's (WHEC's) Copy right information can be accessed from the link: <http://www.womenshealthsection.com/content/whec/copyright.php3>

The Fair Use Index is a project undertaken by the Office of the Register in support of the 2013 Joint Strategic Plan on Intellectual Property Enforcement of the Office of the Intellectual Property Enforcement Coordinator (IPEC). Fair use is a longstanding and vital aspect of American copyright law. The goal of the index is to make the principles and applications of fair use more accessible and understandable to the public by presenting a searchable database of court opinions, including by category and type of use (e.g., music, internet/digitization, parody).

The Fair Use Index tracks a variety of judicial decisions to help both lawyers and non-lawyers better understand the types of uses courts have previously determined to be fair – or not fair. The Fair Use Index is designed to be user-friendly.

We hope you find this information helpful. If you are concerned as to whether a particular use is fair, it is best to consult an attorney.



## United Nations at a Glance

### Permanent Mission of Liberia to the United Nations



Liberia became UN Member State on 2 November 1945

Liberia, officially the Republic of Liberia, is a country on the West African coast. It is bordered by Sierra Leone to its northwest, Guinea to its north, Côte d'Ivoire to its east, and the Atlantic Ocean to its south-southwest. It has population of around 5 million and covers an area of 111,369 sq. kilometers (43,000 sq. mi.). English is the official language, but over 20 indigenous languages are spoken, representing the numerous ethnic groups who make up more than 95% of the population. The country capital and largest city is Monrovia.

The country declared its independence on July 26, 1847. The U.S. did not recognize Liberia's independence until February 5, 1862, during the American Civil War in 1861, more than 15,000 freed and free-born people of color who faced social and legal oppression in the United States. The Liberian constitution and flag were modeled after those of the U.S. on January 3, 1848. Joseph Jenkins Roberts, a wealthy, free-born African American from Virginia who settled in Liberia, was elected Liberia's first president after the people proclaimed independence.



Liberia was the first African republic to proclaim its independence and is Africa's first and oldest modern republic. Liberia was a founding member of the League of Nations, United Nations, and the Organization of African Unity.

The government of Liberia, modeled on the government of the United States, is a unitary constitutional republic and representative democracy as established by the Constitution. The government has 3 co-equal branches of government: the executive, headed by the president; the legislative, consisting of the bicameral Legislature of Liberia; and the judicial, consisting of the Supreme Court and several lower courts.

### Partnership for Sustainable Development

DESA and UNDP are currently collaborating on the implementation of the Development Account project ROA-105 "Strengthening National Capacity for the Integration of Sustainable Development Principles into Development Strategies in Countries Emerging from Conflict" in Liberia. Liberia is a pilot country under this project. Liberia is in a promising era of peace, encouraged by the collaboration of influential leaders, including representatives from both Government and civil society organizations.

Among its successes in the past few years is the Lift Liberia program, a poverty reduction strategy (PRS) initiated in 2006 to guide sustainable development efforts. The program has been centered on a four-pillared approach that focused development on Consolidating Peace and Security, Revitalizing the Economy, Strengthening Governance and the Role of Law, and Rehabilitating Infrastructure and Delivering Services. Lift Liberia has further guided the issues by considering five crosscutting frames of reference: Gender Equity; Environment; HIV and AIDS; Children and Youth; and Peacebuilding.

The United Nations Department of Economic and Social Affairs / Division of Sustainable Development (DESA/DSD) and United Nations Development Program (UNDP) are privileged to support Liberia's efforts to help conceive and share their second Poverty Reduction Strategy (PRSII) that is currently under development.

Details: <https://sustainabledevelopment.un.org/partnership/partners/?id=191>

# Collaboration with World Health Organization (WHO)

## WHO | Liberia



### WHO Country Cooperation Strategy (CCS) 2018 – 2021, LIBERIA

The CCS III capitalizes on the lessons learned from the implementation of the two previous CCSs and has been aligned with the global health context and the move towards universal health coverage, integrating the principles of alignment, harmonization and effectiveness, as formulated in the Paris Declaration of 2005 and the Busan Agreement of 2011 on Aid Effectiveness and the principles underlying the “Harmonization for Health in Africa” (HHA) and the “International Health Partnership Plus (IHP+)” initiatives, reflection the policy of decentralization and enhancing capacity of governments to improve the outcomes of public health programs. Priority areas are:

1. Promoting and supporting progress towards universal health coverage, through increased access to and utilization of affordable, efficiently networked and sustainable quality services.
2. Strengthening partnerships and coordination for better health outcomes.
3. Scaling up reproductive, maternal, newborn, child and adolescent health services.
4. Combating communicable diseases, non-communicable diseases (NCDs), and neglected tropical diseases (NTDs).
5. Health Security.

### WHO Country Office (WCO) – Liberia Analysis

#### Strengths:

1. New CCS, developed after broad consultations;
2. Consultative and supportive WR leadership, WCO management team meetings, open door policy
3. Good team spirit and teamwork through cluster meetings.
4. Presence of skilled, competent and experienced professional staff covering most of the priority health programs.
5. Availability of guidelines and tools for development and implementation of CCS.

#### Opportunities:

1. Coordination mechanism for cooperating partners to support the health sector and MoH plan of action.
2. High confidence by MoH in WHO, collaboration with counterparts in the MoH is constant.
3. Trusted as neutral player of first resort in many instances.
4. Presence of other partners and their financial resources, so WHO rides on them for implementation of some programs.
5. New government that has prioritized health
6. Joint United Nations team that works on similar programs now planning to have more joint activities and share knowledge.

#### Weaknesses

1. CCS not sufficiently used as a planning tool.
2. Budget allocation not aligned to CCS.
3. Some staff members overloaded having to cover multiple programs.
4. Inadequate staff and finances for programs like NCDs in the country office.

#### Threats

1. Reduced donor funding to government.
2. Some “competition” among partners.
3. Decentralization of health service not finalized, and HR shortages at country level.
4. Inadequate commitment of MoH to WHO operations.
5. Outbreak of new disease that disrupts the health systems, for example Ebola.

The final evaluation of the CCS will take place at the end of 2021 to facilitate and guide development of a new strategy. Details: <https://www.who.int/countries/lbr/>



## United Nations Educational, Scientific and Cultural Organization Collaboration with UNESCO

Liberia became UNESCO Member State on 6 March 1947

### Literacy teaching and learning in the COVID-19 crisis and beyond: The role of educators and changing pedagogies - Liberia



The workshops planned provided an opportunity for UNESCO to facilitate policy discussion on the impact of COVID-19 on youth and adult literacy and to share the Strategy with focal persons for literacy in the countries of the region with a view to supporting them in the domestication and implementation of the strategy at country level.

#### Objectives:

1. To enhance understanding about the impact of the COVID-19 crisis on teaching and learning of youth and adult literacy, and educators, and to reflect on reimagined teaching approaches in times of the COVID-19 crisis and beyond.
2. To increase awareness of the need to reinforce support for educators and their professionalization in promoting youth and adult literacy towards the achievement of the SDG4 in its totality.
3. To raise awareness of the new UNESCO Strategy for Youth and Adult Literacy (2020 – 2025) in member countries in sub-Saharan Africa.
4. Identify measures for mainstreaming the new Strategy in the educational plans of countries.
5. Promote the use of digital technologies to expand access to literacy learning opportunities, including for disadvantaged groups.
6. Stimulate the interest of literacy educators to use digital technologies in the delivery of literacy programs. And,
7. Facilitate knowledge sharing across countries.

#### Girls' Education in STEM

Girls and women face multiple challenges that compromise their education opportunities. One area of longstanding concern is the low rate of female participation in science, technology, engineering and mathematics (STEM) education and consequently STEM careers. UNESCO launched its groundbreaking report, **Cracking the Code: Girls' and Women's Education in STEM** – available @ <https://unesdoc.unesco.org/ark:/48223/pf0000253479> , which highlights the barriers stifling girls' and women's engagement in and contributions to the STEM fields, as well as practical solutions on how these barriers can be overcome.

STEM are catalytic for the attainment of the 2030 Agenda for Sustainable Development. They are important drivers for information, proposing new approaches and solutions to tackle existing and emerging challenges to sustainable development, inclusive growth and social well-being. STEM careers are considered as 'the job' of the future; the European Parliament forecasts around 7 million new STEM jobs by 2025 in Europe alone. To achieve STEM's potential, both boys and girls, men and women need equal access to STEM education and careers.

Join our efforts! We welcome everyone  
Details: <https://en.unesco.org/countries/liberia>

***Education-for-All and Health-for-all***

## Bulletin Board

### Obstetrical Fistulae Section

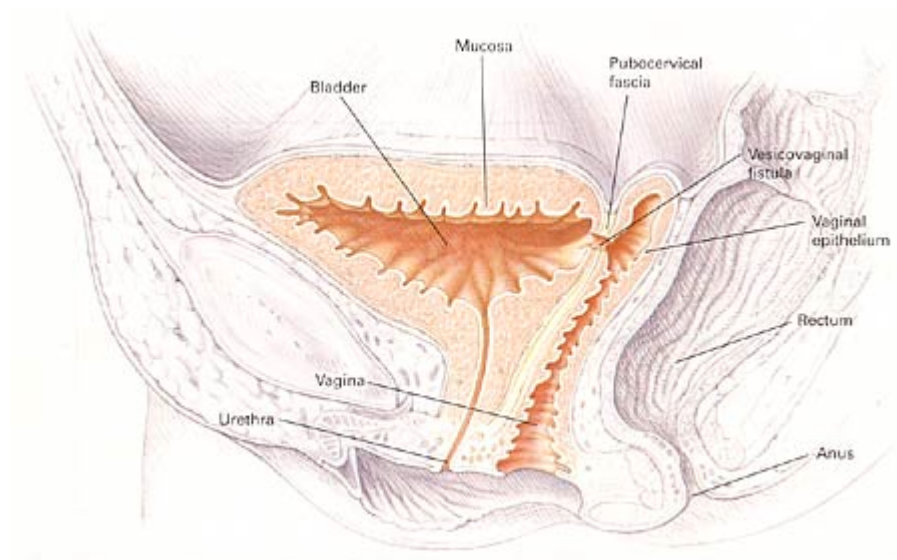
To understand the cause of fistulae one must understand wound healing because it is a defect or vulnerability in this process that results in fistula development. Between the first- and third-weeks healing is most vulnerable to hypoxia, ischemia, malnutrition, radiation, and chemotherapy, so this is the time when most fistulae are clinically seen. The vast majority of Vesico-vaginal fistulae and recto-vaginal fistulae that occurs in developing countries is caused by obstetric trauma and obstructed labor. Childbearing at a young age may occur before full growth and development of the pelvis. Absent or untrained birth attendants, reduced pelvic dimensions, malnutrition, and introital stenosis secondary to tribal circumcision all contribute to obstructed labor. It is estimated about 1 million women suffer from this devastating situation. In modern obstetrics, most of these conditions do not exist.

**The social consequences of ostracism take an enormous toll on affected women; divorce is common, and depression and suicide may follow. Many women are unaware that the condition is treatable and are prevented from learning about appropriate care by severe social isolation as a result of their incontinence. Few area hospitals in developing countries have the staff, equipment, or expertise to manage the overwhelming problem. Poverty, long distances, and long waiting lists deter women from traveling to major centers.**

We hope our forums are helpful in suggesting solution to this devastating situation.

*Women's Health and Education Center (WHEC)*

<http://www.womenshealthsection.com/content/urogvfvf/>





## Collaboration with UN University (UNU)

*UNU-WIDER (World Institute for Development Economics Research)*

*Expert Series on Health Economics*

### **Why do women cooperate more in women's groups?**

The authors examine a public goods game in 83 communities in northern **Liberia**. Women contributed substantially more to a small-scale development project when playing with other women than in mixed-gender groups, where they contributed at about the same levels as men. We try to explain this composition effect using a structural model, survey responses, and a second manipulation. Results suggest women in the all-women condition put more weight on cooperation regardless of value of public good, fear of discovery, or desire to match others' behavior. Game players may have stronger motivation to signal public-spiritedness when primed to consider themselves representatives of the women of the community.

A substantial amount of development programming assumes that women have preferences or aptitudes that are more conducive to economic development. And indeed development funding is often channeled through women's groups rather than through all-male or mixed-gender traditional and modern authorities. Programs and reforms to increase women's empowerment in low-income countries are advocated on the grounds that, in addition to simple fairness, women in political office will spend more on public goods or on more-needed public goods, and empowered women in families will lead to more investment in agricultural productivity and children's health and education.

The author's model and the data suggest that women placed great intrinsic value on contributing to the production of public goods when they knew that they were working collectively with other women. We cannot assess systematically whether this is because mobilization undertaken by women in advance of play was more effective at clarifying appropriate norms of behavior, or extracting promises around behavior, or whether the intrinsic motivations stemmed from greater solidarity within the gender groups.

The speculation is in line with a large literature and tradition, not much known or drawn on in the design of development interventions, of motivating collective action by appeals to subgroup solidarity or even competition. It is understandable that development practitioners, who put a high premium on inclusion and avoidance of conflict, would not consider trying to generate collective action by these means. But perhaps creative thinking might be able to harness the power of group identification and competition in order to generate collective action in support of development projects, without, or with minimal, downside risks.

Publisher: UNU-WIDER; Authors: James D. Fearon and Macartan Humphreys; Sponsors: The Institute is funded through income from an endowment fund with additional contributions to its work program from Denmark, Finland, Sweden, and the United Kingdom.

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

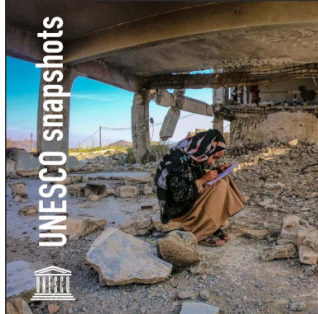


## United Nations Girls' Education Initiative (UNGEI)

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

*UNGEI serves as a platform for girl's education.*

**UNESCO:** "Building peace in the minds of men and women"



UNESCO is the United Nations Educational, Scientific and Cultural Organization. It seeks to build peace through international cooperation in Education, the Sciences and Culture.

Political and economic arrangements of governments are not enough to secure the lasting and sincere support of the peoples. Peace must be founded upon dialogue and mutual understanding. Peace must be built upon the intellectual and moral solidarity of humanity.

In this spirit, UNESCO develops educational tools to help people live as global citizens free of hate and intolerance. UNESCO works so that each child and citizen has access to quality education. By promoting cultural heritage and the equal dignity of all cultures, UNESCO strengthens bonds among nations. UNESCO fosters scientific programs and policies as platforms for development and cooperation. UNESCO stands up for freedom of expression, as a fundamental right and a key condition for democracy and development. Serving as a laboratory of ideas, UNESCO helps countries adopt international standards and manages programs that foster the free flow of ideas and knowledge sharing.

UNESCO's founding vision was born in response to a world war that was marked by racist and anti-Semitic violence. Seventy years on the many liberation struggles later, UNESCO's mandate is as relevant as ever. Cultural diversity is under attack and new forms of intolerance, rejection of scientific facts and threats to freedom of expression challenge peace and human rights. In response, UNESCO's duty remains to reaffirm the humanist missions of education, science and culture.

### **Global Education Coalition – Internet Access in African Countries**

More than 1.5 billion students and youth across the planet were affected by school and university closures due to the COVID-19 crisis in 2020. To protect the right to education during the pandemic and beyond, UNESCO launched the Global Education Coalition, comprising over 150 private and public partners representing a wide range of expertise. The coalition has been supporting countries in scaling up distance learning and reaching the children and youth most at risk, to ensure #LearningNeverStops.

In sub-Saharan Africa, Coalition member Orange has been providing free internet access to accredited learning platforms in Burkina Faso, Guinea, Mali and the Democratic Republic of the Congo (DRC). Similar packages are planned for Botswana, Cameroon, Côte d'Ivoire, Liberia and Madagascar. The initiative is due to be extended to Egypt, Jordan, Morocco and Tunisia. 'Aiming towards connectivity for all is an important imperative, especially when our data shows that 43% of world's households do not have access to the internet.'

**Since wars begin in the minds of women and men, it is in the minds of women and men that the defenses of peace must be constructed.**

Details: <https://en.unesco.org/images/375163eng.pdf>

*To be continued....*



## Two Articles of Highest Impact, June 2021

*Editors' Choice – Journal Club Discussions*

*Fully open-access with no article-processing charges*

*Our friendship has no boundaries. We welcome your contributions.*

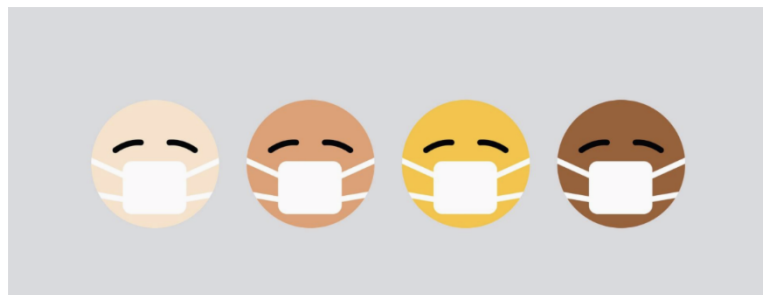
1. Neonatal Seizures; <http://www.womenshealthsection.com/content/obsnc/obsnc013.php3>  
WHEC Publications. Funding: WHEC Global Initiatives are funded by a grant from an anonymous donor. Join us at WHEC Global Health Line for discussion and contributions.
2. Chronic Kidney Disease and Pregnancy;  
<http://www.womenshealthsection.com/content/obsmd/obsmd020.php3>  
WHEC Publications. Funding: WHEC Global Initiatives are funded by a grant from an anonymous donor. Join us at WHEC Global Health Line for discussion and contributions.

### Partnership for Maternal, Newborn & Child Health (World Health Organization) PMNCH Member

Worldwide service is provided by the WHEC Global Health Line

### WHO Coronavirus (COVID-19) Dashboard

Globally, as of 22 June 2021, there have been 178,360,849 confirmed cases of COVID-19, including 3,869,384 deaths, reported to WHO. As of 21 June 2021, a total of 2,413,847,050 vaccine doses have been administered.



This year, we are calling on your support and action to ensure that our health and care workforces are supported, protected, motivated and equipped to deliver safe health care at all times, not only during COVID-19. Today, we ask that you to add your voice to those calling for additional investments in health and care workers.

#### Protect. Invest. Together.

It highlights the urgent need to invest in health workers for shared dividends in health, jobs, economic opportunity and equity. Campaign Objectives:

1. Ensure world's health and care workers are prioritized for the COVID-19 vaccine in 2021.
2. Recognize and commemorate all health and care workers who have lost their lives during the pandemic.
3. Mobilize commitments from Member States, International Financing Institutions, bilateral and philanthropic partners to protect and invest in health and care workers to accelerate the attainment of the SDGs and COVID-19 recovery.
4. Engage Member States and all relevant stakeholders in dialogue on a care compact to protect health and care worker's rights, decent work and practice environment.
5. Bring together communities, influencers, political and social support in solidarity, advocacy and care for health and care workers.

Details: [WHO Coronavirus \(COVID-19\) Dashboard](#) | [WHO Coronavirus \(COVID-19\) Dashboard With Vaccination Data](#)



## From Editor's Desk

WHEC Projects under Development

### Ending Child Labor



These actions, or 2021 Action Pledges as we call them, will pave the way to ending child labor by 2025. We expect thousands of 2021 Action Pledges, in line with our three-pillar strategy:

**Act. Inspire. Scale up.**

The idea is simple: identify an action that you can complete by December 2021. As you work toward achieving your 2021 Action Pledge, we are asking you to document your journey and to share the human-centered narratives that arise along the way. You could

do this by writing a blog, sharing a video, or posting a podcast. You can then learn from others and build upon experiences.

#### Child Labor Practical Guide

This year, we will be asking and supporting all pledge makers to identify 2021 Action Pledges that are:

1. Specific and achievable in 2021;
2. Measurable so that progress can be communicated throughout the year;
3. Scalable, either by you or a fellow pledge-maker, in the lead up to 2025.

Think carefully about what your region, country, organization or you yourself want to share so that others can learn from your experiences.

When choosing an Action Pledge, ask yourself:

1. What one action would you be most proud of?
2. Which specific steps will need to be taken and what resources need to be mobilized to achieve this action by the end of 2021?
3. How will you assess that the pledge has been fulfilled?

#### Dissemination and Advocacy:

Continuous engagement throughout 2021 is key to building momentum in the years that follow. Toward the end of 2021, take time to reflect on the impact of your Action Pledge. High quality advocacy materials and a costed scaling up strategy can:

1. Ensure child labor is a priority for internal resources;
2. Attract funding from development partners, private sector, foundations, and individual philanthropists;
3. Start and Innovative Financing program.

#### Everyone can make a difference; Organizations have the power to implement actions.

United Nations/International Organizations – As global conveners of multi-stakeholder action, International Organizations play a key role in ensuring effective coordination at the national, regional and international levels.

1. Launch a global/regional campaign for the universal ratification of Convention 138;
2. Launch/relaunch and Alliance 8.7 Action Group by acting as Chair and working with members to agree on a 2022-2025 work plan.
3. Carry out an impact assessment on a specific action program in coordination with local government.
4. Develop a research project to assess the impact of COVID-19 on child labor, beginning work in 2021.

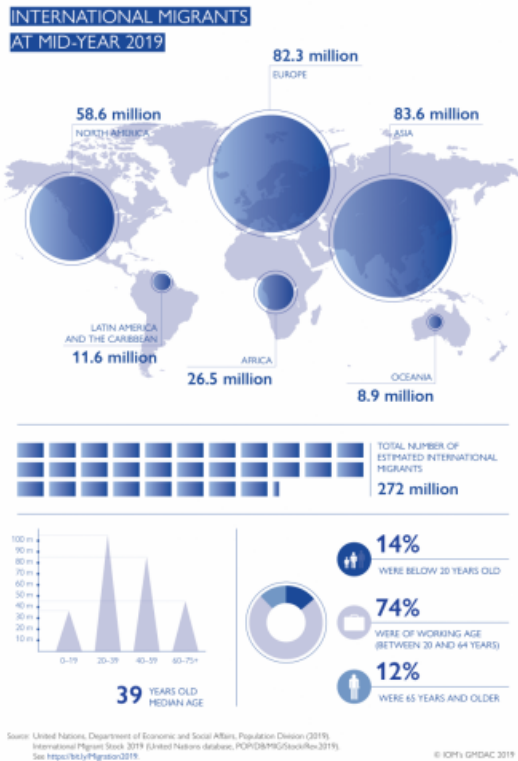
**As an individual, you can help end child labor.**



## In The News

### Who is Migrant?

The UN Migration Agency (IOM) defines a migrant as any person who is moving or has moved across an international border or within a State away from his/her habitual place of residence, regardless of 1) the person’s legal status; 2) whether the movement is voluntary or involuntary; 3) what the causes for the movements are; and 4) what the length of the stay is.



### The International Organization of Migration (IOM)

Established in 1951, IOM is the leading inter-governmental organization in the field of migration. IOM works to ensure the orderly and humane management of migration, to promote international cooperation on migration issues, to assist in the search for practical solutions to migration problems and to provide humanitarian assistance to migrants in need, including refugees and internally displaced people. In 2016, IOM entered into an agreement with the United Nations (A/70/976), becoming one of its specialized agencies.

To promote diversity and inclusion of migrants in society, IOM has developed the platform “I am migrant,” which features first-hand accounts from individuals, providing insights into the experiences of migrants of all backgrounds and throughout their migratory journeys.

### Data on Migration

In 2019, the number of international migrants worldwide – people residing in a country other than their country of birth – reached 272 million (from 258 million in 2017). Female migrants constituted 48% of this international migrant stock. There are an estimated 38 million migrant

children, 3 out of 4 international migrants are of working age, meaning between 20 and 64 years old. 164 million are migrant workers. Approximately 31% of international migrants worldwide reside in Asia, 30% in Europe, 26% in the Americas, 10% in Africa and 3% in Oceania.

### Global Action

Large-scale movements of refugees and migrants affect all UN Member States and they require closer cooperation and responsibility-sharing. In 2016, the UN General Assembly convened a high-level plenary meeting on addressing large movements of refugees and migrants. UN Member States adopted a set of commitments, known as the New York Declaration for Refugees and Migrants (A/RES/71/1), in which the recognize the need for a comprehensive approach to migration. The New York Declaration acknowledges the positive contribution of migrants to sustainable and inclusive development, and commits to protecting the safety, dignity and human rights and fundamental freedoms of all migrants, regardless of their migratory status. As a result of the New York Declaration, UN Member States agreed to work together to develop the Global Compact for Safe, Orderly and Regular Migration.

<https://refugeesmigrants.un.org/migration-compact>

## Art & Science

*Art that touches our soul*

### **Woman Reading a Letter** by Johannes Vermeer



**Woman Reading a Letter** is an oil -on-canvas painting by the Dutch painter Johannes Vermeer, produced in around 1663. The central element of the painting is a woman in blue standing in front of an unseen window, reading a letter.

The woman appears to be pregnant, although as pregnancy was rarely depicted in art during this period, some scholars have argued that the woman's rounded figure is simply a result of the fashions of the day. While the contents of the letter are not depicted, the composition of the painting is revealing.

The map of the Netherlands on the wall behind the woman has been interpreted as suggesting that the letter she reads was written by a traveling husband.

The painting is unique among Vermeer's interiors in that no fragment of corner, floor or ceiling can be seen.

Alternatively, the box of pearls barely visible on the table before the woman might suggest a lover, as pearls are sometimes a symbol of vanity. Part of the collection of the city of Amsterdam as part of the Van der Hoop bequest, it has been in Rijksmuseum since its inception.

Oil on canvas: 46.6 X 39.1 cm; Location: Rijksmuseum, Amsterdam

\*\*\*\*\*

*Monthly newsletter of WHEC designed to keep you informed on  
The latest UN and NGO activity*

<http://www.WomensHealthSection.com>

