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Programme Document

First

Advisory Committee Meeting

on the Human and Social

Development Programme
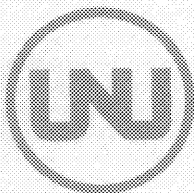
A Report

Mexico City, Mexico, November 1977

THE UNITED NATIONS UNIVERSITY

From the CHARTER OF
THE UNITED NATIONS UNIVERSITY

ARTICLE I

Purposes and structure

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

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

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

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

5. The University and all those who work in it shall act in accordance with the spirit of the provisions of the Charter of the United Nations and the Constitution of UNESCO and with the fundamental principles of contemporary international law.

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

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

ARTICLE II

Academic freedom and autonomy

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

FIRST ADVISORY COMMITTEE MEETING ON THE HUMAN AND SOCIAL DEVELOPMENT PROGRAMME

A REPORT
MEXICO CITY, MEXICO, NOVEMBER 1977

THE UNITED NATIONS UNIVERSITY

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I. ORGANIZATION OF THE MEETING

1. The first Advisory Committee meeting of the Human and Social Development Programme was held at El Colegio de Mexico, Mexico City, 3–5 November 1977.

2. The meeting was organized in the form of plenary discussions on development topics according to an approved agenda, with all the consultants of the Human and Social Development Programme participating.

3. The following members attended the meeting: Dr. Mohammed S. E. Abulezz; Dr. Elise Boulding; Professor Hab. J. Golebiowski, and Dr. Rodolfo Stavenhagen. The following were invited as observers to the meeting: Dr. Ervin Laszlo; Professor Jun Nishikawa; Dr. Victor Rabinowitch; and Dr. Ponna Wignaraja. The following consultants of the Human and Social Development Programme participated in the discussions of the meeting: Dr. Anouar Abdel-Malek; Dr. Johan Galtung; Dr. Wickrema Gunasekara; Dr. Amilcar Herrera, and Dr. Dudley Seers. The members of the United Nations University who participated in the meeting were: Dr. Kinhide Mushakoji, Vice-Rector for the Human and Social Development Programme; Dr. Pedro Henriquez, Programme Officer, and Dr. José Abueva, Secretary of the University.

4. The Advisory Committee elected Dr. Rodolfo Stavenhagen Chairman, and Dr. Elise Boulding Rapporteur.

II. THE UNITED NATIONS UNIVERSITY FRAMEWORK FOR THE HUMAN AND SOCIAL DEVELOPMENT PROGRAMME

5.   In order to gain a proper perspective on the functions of the Human and Social Development Programme, the Programme Advisory Committee found it necessary to place the Programme in the context of the role and emerging function of the United Nations University itself. It found the statement on the "Functions, Goals, and Scientific Policy of the United Nations University", as modified by the Programme Advisory Committee meeting, a useful guiding document. The committee was of the view that this statement should also reflect the following additional considerations.

6.   The United Nations University has three characteristics that combined can make the institution a unique and valuable catalyst, not only in the world of academia, but in the world as a whole. These characteristics are the following.
(a) *It is part of the UN system* and as such can have a wide impact through its linkages to all parts of that global system.
(b) *It is a university* and as such can draw upon experiences in diverse cultures in all parts of the world and establish the conditions that foster creative and intellectually disciplined thought.
(c) *It can deal with global problems of far-reaching significance in a holistic framework* and as such can provide an overview from which to identify practical solutions to problems which are too complex for the fragmented technocratic approaches of the past quarter century.

7.   The Committee strongly felt that a systematic effort can be made to bring out this potential in the day-to-day work of the United Nations University, thereby creating an institution which can respond meaningfully to the "global crisis in development" and the "crisis in research".

8.   In addition, the Programme Advisory Committee wished to share with the United Nations University Council the following reflections about the United Nations University.

(a) The United Nations University can, uniquely, present itself to the world as a complex, differentiated, interdependent community. Thus established, and seen to be a mission-oriented world institution, it is in a position to identify complementarities among differing approaches in the face of perceived tensions and contradictions to the world development *problématique,* as well as to offer new conceptions of that *problématique.* It is also in a position to identify any complementarity of research tasks undertaken on different aspects of the *problématique.*

(b) The United Nations University is especially challenged to forge its own identity and to create a sense of belonging on the part of various sectors of world academia and within other sectors of the world's community engaged in tasks related to the University's programmes. The United Nations University needs to make and maintain contact with all kinds of groups, and with the public, in developing its programmes, and particularly must involve scholars who do not ordinarily have access to world academic élites. A unique feature of the United Nations University — the network approach which emphasizes horizontal collegiality and free two-way flow of information along as many channels as possible, thus linking together people and institutions engaged in common tasks — will be one of its greatest strengths in building a world community.

(c) The United Nations University can play a unique integrative role within the UN system by establishing close working relations with all UN research institutes and other relevant UN agencies; by facilitating a free flow of skills and information among them; and by having representatives present at important meetings of other agencies whenever possible.

(d) The United Nations University can play a special role in bringing together the UN and other elements and sectors in the world community, especially academic sectors not normally in touch with the UN. In particular, it can develop active working relationships with appropriate institutions in all member states, while always remaining aware of the differing needs and different requirements of institutions in member states with differing political structures.

(e) The United Nations University has a special responsibility to create a working model of how a world university can function. The following characteristics should be emphasized.
(i) *Ideal of holism.* The singularity of the United Nations University is that in its approach to the identification and analysis of global problems it adopts a holistic point of view. This holism goes beyond concepts of interdisciplinarity and international comparative/collaborative research. It requires that global problems and their interlinkages be identified while at the same time taking into account the plurality of conceptual paradigms and socio-cultural interests, some of which have not been considered in the past in statements concerning global problems.

It also requires going beyond existing levels of public consciousness of world problems. New conceptual frameworks will have to be created to deal with these complexities. The United Nations University will be challenged not to fall back on traditional formulas, but to be intellectually audacious in its search for new insights that will integrate different fields of knowledge, and appropriate new research methodologies. To this end, particular attention should be given to integration between the three major United Nations University programmes, and to the contributions which each programme can make to the others.

(ii) *Openness to new forms of organization and modes of working.* In its attempt to increase the dynamic interaction within the world-wide community of learning and research, the United Nations University will avoid conventional academic practices simply because they are customary. The non-hierarchical modes of relationship involved in networking will assist this openness.

(iii) *Maximal decentralization of functions.* As many decisions as possible should be made in the field. In terms of funding priorities, research should take priority over administration, and field research involving dialogues with people should take priority over conventional field research and desk studies. The dialogic approach in the field also implies learning from the people.

(iv) *Creation of preconditions for creative research.* To contribute to the growth of vigorous academic and scientific communities everywhere, and particularly in the developing countries, the United Nations University will help build up an infrastructure for creative research. In addition to this infrastructure, the pre-conditions for creative research include an intellectual atmosphere that encourages free exploration of new paradigms of the world as well as the re-examination of old ones — that is, an atmosphere that will be supportive of innovative research freed from excessive bureaucratic constrains. The criteria utilized in accepting new projects and in evaluating ongoing ones must leave room for innovation and creativity without sacrificing quality (see section on criteria below).

(v) *Creation of a critical forum to exchange ideas from different intellectual traditions.* The United Nations University can provide settings in which the confrontation of contrasting paradigms of the development *problématique* can take place.

(vi) *Continuing exploration of the dynamics of learning processes, and aware-ness of the educational dimensions of all United Nations University activities.* The United Nations University is not primarily meant to pass on existing tech-nical knowledge to solve individual problems, but to develop the dialogic ap-proach in research and education. The utilization of the dialogic approach, a unique feature of the Human and Social Development Programme, is recom-mended as a research/educational tool in all United Nations University projects whenever possible. In dialogue, each party to the process is both teacher and learner. This approach bridges the gap between teaching and research. The success of the unique world research/educational function of the United Nations University will depend on to what extent its scholars are helped to become

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learners and dialogists; on further research into the conditions of learning; and on the attention given to creative techniques and mechanisms for dissemination of knowledge in the world community.

(f) The five functions of the University cited in sub-paragraphs (a)--(e) above may be summarized as:
(i) creative mirroring back to the world community of its differentiated, inter-dependent self;
(ii) creation of a United Nations University identity in which the world community can participate;
(iii) the playing of an active participatory, as well as catalytic, role in the United Nations system;
(iv) the playing of a linking role between the UN system and the world community; and
(v) creation of a working model of how a world university can function.
All require for their effectiveness a finely tuned feedback system within the United Nations University and between the United Nations University and the rest of the larger community.

9.   The Programme Advisory Committee felt that several projects are now at a stage where they need United Nations University support and funding. In this connexion, the Programme Advisory Committee would draw attention to the current limitations in the budget and suggest that:
(a) a better balance be maintained between administrative expenses and programme support in the budget;
(b) projects already approved be speedily implemented so that the results themselves help to attract additional funding; and
(c) while continuing conventional methods of fund-raising, different approaches should also be tried so that specific needs of countries with funds to invest in United Nations University activities are reflected through innovative programmes.

III. HUMAN AND SOCIAL DEVELOPMENT PROGRAMME

10. The Programme Advisory Committee found the statement on the "Conceptual Framework of the Programme on Human and Social Development" a useful articulation of the Programme's frame of reference and recommended that it be used as a guiding document in considering the Human and Social Development Programme. Further considerations regarding that frame of reference follow.

General Programme Considerations

11. The Programme Advisory Committee is of the opinion that the Human and Social Development Programme, as it is being formulated, has a very central function to perform for the United Nations University. The human and social dimensions represent what development is for and about, and the social-science frame of reference is the necessary context in which to examine the other two problem clusters within the United Nations University — world hunger and natural resources. The humanity/technology/nature interface can only be dealt with in an integrative fashion with the assistance of social-science perspectives. The commitment of the Human and Social Development Programme to networking and linkage activities, and to a dialogic style of interaction, will enable it to be extremely useful in developing collaborative activities with the other two programmes and in helping them to adapt projects to various political settings and cultural regions. Since both technology and natural resources can only be utilized in the context of given national institutions in each world region, this three-way collaboration among United Nations University programmes will be essential to the successful functioning of the University.

12. At the same time that the Human and Social Development Programme is needed to clarify the parameters within which world problem solving can take place, it is also true that its type of programme development takes longer than one in the physical sciences. This is because of the number and complexity of the variables that have to be taken into account. Much time has been needed for conceptualiza-

tion and preparation of field-research approaches, and only now are there projects ready to go into the field. Each of these projects, to be discussed below, represents significant pioneering research efforts and should be directly useful to the other two United Nations University programmes.

13. One particular responsibility of the Human and Social Development Programme will be to formulate research projects in the context of the widely accepted, but differently interpreted, concept of the new international economic order, and also in relation to the concept of the "basic needs" strategy formulated by ILO. Links with regional institutions will be of particular importance in this type of research, to ensure that a diversity of approaches will be applied to these problems. Collaboration with UNITAR, UNESCO, UNRISD, and UN regional institutes in this research is currently under discussion.

14. While immediate policy relevance to the practical problems of member governments will not be a primary determinant in the choice of Human and Social Development research projects, it is anticipated that a number of practical guidelines for both governmental and non-governmental decision-makers in the sphere of social and economic welfare will emerge from research activities. The joint Human and Social Development-World Hunger programmes workshop/seminar planned for April 1978 around production/distribution/consumption problems relating to nutrition policy, will assist the Human and Social Development-World Hunger programmes in integrating their programme efforts in a broader developmental context. The enthusiasm for, and commitment to, ready-to-go projects on the part of consultants and project directors was strongly in evidence, and there were many expressions of appreciation for the leadership exercised by the Vice-Rector for the Human and Social Development Programme, Dr. Kinhide Mushakoji, and his associate Dr. Pedro Henriquez, in bringing the programme to its present state of readiness.

Functions of the Programme Advisory Committee

15. It is the function of the Programme Advisory Committee to review and make recommendations concerning the continuance of existing Human and Social Development Programme projects, including a review of each new project after its initial pilot phase, and to advise on the development of new projects. In addition, individual members of the Programme Advisory Committee will be designated to serve as liaison persons and advisors to ongoing projects to maximize contact between the Programme Advisory Committee and the Programme, and to keep project directors apprised of relevant developments elsewhere. Liaison persons will also foster the interrelationship of Human and Social Development Programme projects.

16. Members of the Programme Advisory Committee asked Rodolfo Stavenhagen and Elise Boulding, who served as chairperson and rapporteur respectively for the

Mexico City advisory group meeting, to continue as Chair and Secretary of the Programme Advisory Committee during the coming year. This will facilitate increased contact between the Vice-Rector and the Programme staff in Tokyo and the rest of the Programme Advisory Committee.

17. In view of the critical stage of the development of the Programme, the Programme Advisory Committee Chairman, in consultation with the Vice-Rector, will convene another meeting in the spring of 1978, at which it is hoped that Committee members who could not come to Mexico City can be present. If possible, this meeting will be timed to coincide with a planned joint meeting of representatives of the Programme Advisory Committees of all three United Nations University programmes.

IV. RECOMMENDATIONS OF THE PROGRAMME ADVISORY COMMITTEE TO THE UNITED NATIONS UNIVERSITY COUNCIL REGARDING PROGRAMME ADMINISTRATION AND PROPOSALS

Administration

18. The Human and Social Development Programme has moved from its developmental period, during which it engaged panels of international scholars to identify programme ideas, to the stage of actively administering projects. Active leadership co-ordination and supervision by the University's academic staff will now be required, and the Programme Advisory Committee recommends to the Council that the Vice-Rector be given additional academic staff to assist him in these important tasks. The Programme Advisory Committee strongly supports the innovative approach of the Human and Social Development Programme in creating consultative networks of scholars and a creative three-way dialogue among programme staff, consultants, and researchers, and feels that this dialogue will provide a creative monitoring of field research. The selection of countries in which projects are to operate must be carried out by the United Nations University staff in consultation with the project directors. With staff expansion, great care should be taken to enhance the pluralistic character of the staff, not only in Human and Social Development Programme but also in all United Nations University programmes, so that socialist societies and regional cultures are represented, as well as Third World societies. The growing pool of able, internationally trained women must also be drawn on for the United Nations University academic staff. The United Nations University staff must reflect the diversity of the world it serves.

19. In order to enhance Programme capability, the Programme Advisory Committee urges the importance of developing official relationships with regional institutes, and with specific national institutes to carry out specific programmes as necessary. The regional institutes will be expected to perform the role of regional units as defined in paragraph 7.3 of Appendix III, "Planning Meeting of the Human and Social Development Programme: A Report" (HSDPD-1/UNUP-3; meeting held at the University Headquarters, 17–21 January 1977). The four institutional relationships recommended at the present meeting are with El Colegio de Mexico, the Social Science

Division of CNRS in Paris, the Institut Universitaire d'études du développment in Geneva, and FLACSO. The Programme Advisory Committee recommends that experts who have already participated in past consultations with the Human and Social Development Programme be invited to join a Programme Panel of Experts who will be individually called upon to contribute to programme development.

Recommendations Concerning Projects

20. This section will be divided into three parts: (a) a list of criteria developed by the Programme Advisory Committee for use in evaluating and reviewing new and ongoing projects; (b) discussion of each project summarized from sessions of the larger advisory group meeting with the Programme Advisory Committee; and (c) Programme Advisory Committee recommendations on each project brought before it.

Programme Criteria Adopted by the Programme Advisory Committee for Use in Evaluating Proposals

21. These criteria are not to be considered as a mandatory checklist that all projects must conform to, but as considerations for the Programme Advisory Committee to keep in mind in evaluating any particular proposal.

(a) *Responsiveness to the world development crisis; practicality*
(i) There was general recognition by the Committee that because of the gravity of the present world crisis changes that go considerably beyond minor modifications of present structures will be required. Far-reaching changes can only take place on the basis of underlying conceptualizations regarding the nature of society and the human condition. Therefore, the production of new theories and conceptualizations regarding humanity/nature/technology interfaces are the most "practical" product that Human and Social Development Programme projects can offer. Social change is, in the final analysis, triggered by ideas and visions, with methods of implementation coming later; thus Programme research must also be concerned with visions. In the context of anticipated social transformation, *thinking is action.*
(ii) Practicality, in the more conventional sense, will also be taken into consideration. Projects may provide guidance to policy-makers, both governmental and non-governmental, in the allocation of social and physical resources, setting of budget priorities, etc. Projects should offer some new perspectives to policy-makers, and be communicable in some way within their frame of reference. Projects may help policy-makers read social processes in a new way, interpret data differently, and undertake deeper analysis of the phenomena they deal with.

(b) *Responsiveness to changing conceptions of, and requirements for, research*

(i)   It is desirable that the total package of Human and Social Development Programme's research projects include some that draw on rigorously specified research methodologies, as well as more open-ended, experimental technologies, although, in principle, innovative research techniques are strongly supported by the Programme Advisory Committee. The type of project review undertaken by the Human and Social Development Programme will not be the same as conventional project reviews in universities and research institutes, in that the same criteria will not be applied in regard to methodological rigour, etc. The Human and Social Development Programme reserves the right to support innovative research which could not be approved by conventional criteria. Nevertheless, the following questions should be asked of each project: What addition will it make to knowledge? How does this project relate to others in the same area? Is the methodology adequate to the research questions being asked? What will be the spin-off of the project? Is the project feasible in terms of resources requested, talents of the project director, and time-span envisaged?

(ii) The total package of research projects should, in their overall thrust, make the most of the possibilities inherent in the confrontation of existing paradigms, as well as in the development of new ones.

(iii) Paradigms and methodologies utilized in the Human and Social Development Programme's projects must be comprehensible and communicable to major research bodies in participating countries.

(iv) Any individual project must be designed so that it can be carried out in different cultural regions and under the structural conditions set by different social formations in different countries.

(c) *Contributions to networking, integrative activity, and constituency building in different regions*

(i)   Networking is an important contribution that Human and Social Development Programme projects can make: networking within the United Nations University among the programmes, between the United Nations University and other UN agencies, between the scholars and experts working with the Human and Social Development Programme and colleagues in the larger community, and between the Human and Social Development Programme and non-academic sectors of the world community. Networking is to be conceived both as a process and as the building of a communications infrastructure.

(ii) Careful consideration should be given to sectors, elements, and constituencies within the world community which will be served by a given project, evaluated in terms of their needs and how they might be able to utilize findings.

(iii) Two types of proposals may be considered for Human and Social Development Programme support: those which would be uniquely United Nations University projects and would not be supported by other institutions, and those which are uniquely appropriate for the United Nations University, but which can be jointly

sponsored by other institutions and funding agencies.
(iv) The extent to which a Human and Social Development Programme project can throw light on problems being addressed by projects in the other United Nations University programmes should be considered.

(d) *Contribution to educational spin-off*
(i) The potential educational spin-off of each project should be considered, both in terms of the project itself and in terms of its potential contribution to integrative, inter-divisional educational activities of the United Nations University.
(ii) Provision should be made to disseminate findings, and for a continuous feedback process between users and researchers both in the course of a project and after it is completed.

(e) *Feasibility testing*
All Human and Social Development Programme projects should have a one-year pilot phase, with provision for evaluation at the end of the year.

Summary of Discussions of Projects

22. Projects already operational

(a) *Goals, Processes, and Indicators of Development*
The report by Johan Galtung, Project Director, was well received. The value of the project, the diversity of participation in its design and implementation, and its dia-logical methods were appreciated. The varied sources of funding of the project, and the fact that various parts of it are already under way, are demonstrations of its viability. The Human and Social Development Programme has acted as a catalyst for this project and is continuing to assist it by involving individuals and institutions in its further development. The practical implications of the project need to be made more explicit. The view that United Nations University projects must be mission-oriented led to a valuable exploration of what is "practical" in a world in crisis (see the criteria above). It was agreed that the GPID project is highly practical in the sense that it contributes new insights into problem-solving processes, and new images of a future world. Attention to the problem of co-ordinating a diversity of institutional participation in a creative way, remaining faithful to the pluralistic conception of the project, will be needed. The year-end progress report will be important to further clarify the potentials of this project.

(b) *Research and Development Systems in Rural Settings*
The project as presented drew the group's compliments, not only for its intrinsic value in connecting a society's scientific capabilities with rural technology, but also for the benefits to be gained from collaboration among social scientists, natural scientists, and technologists on rural development problems. By monitoring the

process of developing R & D systems with both scientific and traditional knowledge in mind, a better understanding of the humanity/nature/technology interface will result.

(c) *Sharing of Traditional Technology*
The project received general approval, as well as evoking a number of suggestions and questions for consideration in its further development. How is the sharing of technology to take place across rural communities in different countries? Why "traditional" and not "appropriate" technology? Why are technologies relating to non-material needs not included in the study? Why is the study confined only to certain countries in Asia, and does not include rural communities in Africa, Latin America, other parts of Asia (especially China and Vietnam) or the First World? The social aspects of technology — for example, its relation to social organization and its economic and political aspects — are understood by the project initiator, but should be indicated in the project design and plan. Technology should also be placed in the context of social change. The exploratory nature of the study during its first year was emphasized. The idea was to test certain concepts and methodologies, and to examine the possibilities of sharing and transferring technologies. It seemed reasonable to limit the geographical scope and to stress the material needs during this initial year. Two or three cases of technological transfer might be examined in depth.

23. Projects recommended for full development into the operational stage

(a) *Socio-Cultural Comparative Evaluation of Development Alternatives in a Changing World*
The project was favourably received, and the fact that it was complementary to the GPID project in its treatment of the socio-cultural and political factors of development within the nation-state, regional, and civilizational contexts was commented on. It was suggested that in order to provide a common focus for the papers to be written on individual nation-states and cultures, some common operational issues and agreed-upon categories of analysis should be adopted. Without these organizing issues and categories, comparative and policy-relevant findings will be difficult to produce. It was also suggested that the project attempt to characterize the major world civilizations to be examined as the overall context in which developmental changes and transformations are taking place. The manifest complementarity between this and other Human and Social Development Programme projects led to the suggestion that close collaboration among project co-ordinators and participants should be fostered.

(b) *Advanced Education Project*
The meeting found this activity appealing as a means of disseminating the results of United Nations University research in dialogues with diverse groups around the world. It could be one way of integrating the projects within Human and Social Develop-

ment Programme, and also of integrating the three major United Nations University programmes. It was, therefore, suggested that the education proposal be developed as an interprogramme activity. The Vice-Rector reported on plans for a joint workshop between the Human and Social Development and the World Hunger programmes. The education proposal is in accordance with one of the Untied Nations University functions as specified in its Charter. The nature of the educational process was discussed from varying perspectives. Education should mean the changing of cultures, the transformation of people, the remoulding of élites, the altering of perceptions of conditions and problems, the raising of mass consciousness, the rethinking of that which is customary. Education should be as innovative as research. It should not be confused with mere schooling. It should create situations in which learning occurs. If education is to regain its legitimacy, it must be multilateral and symmetrical, a give-and-take in exchange. Barriers to learning, including learning from the people, should be removed. The educational function of the United Nations University should be a way of interpreting and transmitting the findings and insights of research and obtaining feedback from the transmittal. The Programme Advisory Committee should recommend specific steps to the Council regarding education. It was suggested that the phrase "advanced education" be changed to simply "education". The emphasis on "advanced education" in the sense of post-graduate education has a basis in the United Nations University Charter; however, it may convey a sense of high-level academic work unrelated to the alleviation of pressing social problems. It is preferable to use terminology that has a broader meaning, thus better reflecting the intentions of the United Nations University to remain mission-oriented and to work with all sectors of the world community.

Programme Advisory Committee Operational Recommendations

24. Projects Approved by the United Nations University Council and in Progress

For each of these projects, the Programme Advisory Committee, in consultation with United Nations University Headquarters, will designate liaison personnel to be in contact with each project director during the year. The Programme Advisory Committee recommends that each project should be considered as a pilot project, with a report to be made to the Committee and the Vice-Rector at the end of each year.

(a) *Goals, Processes, and Indicators of Development*
This project should be started immediately. Because the project is a complex one and involves many countries and institutions in this pilot phase, the Programme Advisory Committee asks that by the end of the year a clear indication be given of which institutions have the capability to participate in a longer study if approved, and what the operating procedures for co-ordination of a continuing study would be. Since the dialogic method is central to this research, a detailed analysis of the workings

of this method in the field will be asked for in the year-end report. A balance
of participating countries, as between First and Third worlds, and between regions
of different cultures, should be maintained as far as possible throughout the
year, and no countries should be added or dropped without consulting the United
Nations University Headquarters. This project is to be co-ordinated from the IDRC
in Geneva.

(b) *Research and Development Systems in Rural Settings*
This project was considered in connexion with (c) below.

(c) *Sharing of Traditional Technology*
It was recognized that these projects have some things in common but are working
within different paradigms. The year-end report of each should deal with the
possibility of co-ordinating the two projects in the second stage, if approved for
continuation. The role of the Human and Social Development Programme/United
Nations University administration in relation to the Marga Institute, administering
the Project on Sharing of Traditional Technology, and the IDRC, co-sponsoring
the Project on Research and Development Systems in Rural Settings, must be
clarified by the end of the year, and a three-way operational format be designed.
The Programme Advisory Committee liaison members will bear responsibility for
facilitating possible future co-ordination of these two projects. The Programme
Advisory Committee urged that more attention be given to social technology and the
social dimensions of all technology transfer in both projects.

25. Projects Recommended for Further Development

(a) *Socio-Cultural Comparative Evaluation of Development Alternatives in a Chang-
ing World*
Approved for one year of continued project development, including two proposed
regional meetings. A project co-ordinator will be appointed. Formal association
with the CNRS should be explored for possible joint United Nations University/
CNRS sponsorship. It is suggested that the workshops be considered as part of an
ongoing year-long seminar rather than as two discrete events. It is recommended
that the director of this project establish a dialogue with the director of the GPID
project, to be facilitated by the respective consultants, with a view to closer
collaboration between the two projects if the Development Alternatives project goes
into a second, field-operations stage.

(b) *Advanced Education Project*
The Programme Advisory Committee recommends that this no longer be considered
a Human and Social Development Programme project, but an interprogramme project,
and submits to the United Nations University Council a proposal redrafted along inter-
programme lines. It strongly urges the Council to adopt this interprogramme project
as one that will enhance the work of the United Nations University.

26. Projects Recommended for Further Exploratory Development

(a) *Human Rights in the Context of Development*
(b) *The Japaneae Experience in Technology Transfer, Transformation, and Development*
These projects were not fully discussed at the meeting, but reports were circulated and it was felt that each project was of sufficient importance to warrant further exploration.