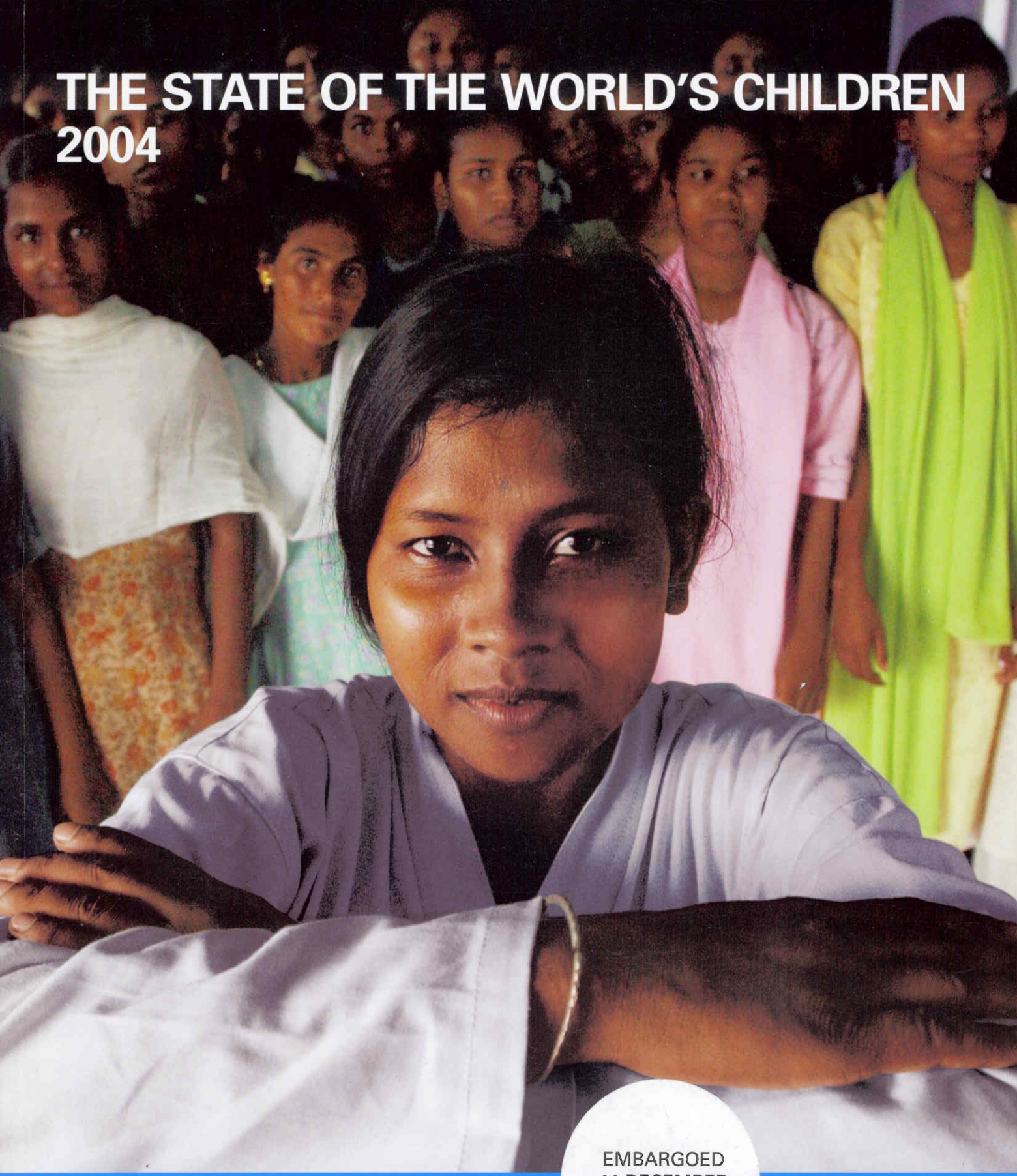
THE STATE OF THE WORLD'S CHILDREN 2004



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THE STATE OF THE WORLD'S CHILDREN 2004

Thank you

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THE STATE OF THE WORLD'S CHILDREN 2004

Girls, education and development

Carol Bellamy
Executive Director
United Nations Children's Fund

CONTENTS

With a foreword by Kofi A. Annan,
Secretary-General of the United Nations

“...there is no tool for development more effective than the education of girls.”

Kofi A. Annan

FOREWORD

Within a family, there are invariably times when one child will need more attention than another. To respond to the needs of that child is not to say that the others are loved any less. Rather, at that particular moment, the needs of one are more pressing, more critical. Every parent knows this to be true; every child realizes it at some intuitive level.

What is true of the family is also true of the international community. Every boy and girl around the world has a right to expect that we will do all we can to ensure that they will enjoy their right to an education. But in most countries, girls are the most disadvantaged when it comes to school. As this year's *State of the World's Children* reports, millions of young girls never attend school at all, millions more never complete their education, and countless numbers never receive the quality education that is their right. These millions of girls slip easily to the margins of our societies – less healthy than they could be, less skilled, with fewer choices in their lives and less hope for the future. As they grow into women, they are ill-prepared to participate fully in the political, social and economic development of their communities. They – and their children in turn – are at higher risk of poverty, HIV/AIDS, sexual exploitation, violence and abuse.

Conversely, to educate a girl is to educate a whole family. And what is true of families is also true of communities and, ultimately, whole countries. Study after study has taught us that there is no tool for development more effective than the education of girls. No other policy is as likely to raise economic productivity, lower infant and maternal mortality, improve nutrition and promote health – including helping to prevent the spread of HIV/AIDS. No other policy is as powerful in increasing the chances of education for the next generation.

Two of the Millennium Development Goals – agreed by all the world's countries as a blueprint for building a better world in the 21st century – are focused on education for girls and boys alike. These are not only goals in their own right; how we fare in reaching them will be crucial to our ability to reach all the others. Only by translating them into reality can our international family grow stronger, healthier, more equitable and more prosperous.

Kofi A. Annan
Secretary-General of the United Nations

1 TO JUMP-START DEVELOPMENT

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In the Millennium Declaration of September 2000, Member States of the United Nations made a most passionate commitment to address the crippling poverty and multiplying misery that grip many areas of the globe. "We will spare no effort," they affirmed, "to free our fellow men, women and children from the abject and dehumanizing conditions of extreme poverty, to which more than a billion of them are currently subjected."[1]

Governments set a date of 2015 by which they would meet the Millennium Development Goals: eradicate extreme poverty and hunger, achieve universal primary education, promote gender equality and empower women, reduce child mortality, improve maternal health, combat HIV/AIDS, malaria and other diseases, ensure environmental sustainability, and develop a global partnership for development. While achieving each goal is critical to development, two are considered by leaders in the international community to be central to all others – universal education, and gender equality and empowering women.[2]

Universal education might seem a relatively straightforward goal but it has proven as difficult as any to achieve. Decades after commitments and reaffirmations of those commitments have been made to ensure a quality education for every child, some 121 million children are still denied this right. Despite thousands of successful projects in countries around the globe, gender parity in education – in access to school, successful achievement and completion – is as elusive as ever and girls continue to systematically lose out on the benefits that an education affords.

As a result, the children whose lives would have been saved if their mothers had been educated continue to die. Those boys and girls who would have been healthier had

their mothers been educated continue to suffer needlessly. The reduction in poverty, hunger and HIV/AIDS that would follow if all children were educated remains an idealist's dream.

It doesn't have to be that way. Universal education, and all the good that it will bring, is possible. Investing in girls' education today – not just with money but with energy and enthusiasm, commitment and concern, focus and intensity – is a strategy that will protect the rights of all children to a quality education, and a strategy that will jump-start all other development goals.

But, the signs in the first three years since the Millennium Declaration are not encouraging for universal education, or gender parity in education or for any of the other Millennium Development Goals. The events of 11 September 2001 and the battle against terrorism around the globe have occupied much of the world's headline attention and soaked up resources that could have been devoted to human development. Now, the world will have to strain to the utmost to meet the commitments of the Goals. If progress is not accelerated, the levels of hunger that threaten survival will persist in some regions of the world for an inconceivable 100 years. Millions of children under five will continue to die needlessly over the same time. In sub-Saharan Africa, at the current rate of progress, it will be well into the 22nd century before all children are in school, child mortality is reduced by two thirds and poverty reduced by half. (*See Figure 1, Projections for the Millennium Development Goals.*)

If specific attention is not paid to the needs of girls such as these two from Nepal, universal primary education will be unattainable.

The most urgent goal of all

More immediately than the 2015 date, the Millennium Development Goal of gender parity in primary and secondary education is set to be achieved by 2005 – a full 10 years before the others. Not only an end in itself but also part of the broader goal of education for all, the 2005 goal is the first test of the world's commitment to break poverty's stranglehold.

Many countries, however, will fall short of the 2005 target for gender parity in education if nothing is done now to accelerate change. What's more, this failure will jeopardize the goals set for 2015. Without the foundation of gender parity in education as the necessary step towards the equality of women, any achievements towards the later goals will not be sustainable. Thus the 2005 goal of eliminating gender disparity in primary and secondary education becomes the first step toward meeting the 2015 goals – and the most urgent one of all. (*See Panel on acceleration strategy, page 3.*)

Education for all children

The international community's commitment to universal education was first set down in the 1948 Universal Declaration of Human Rights and later reiterated in the 1989 Convention on the Rights of the Child. At the 1990 World Summit for Children, world leaders not only reaffirmed their commitment that girls and boys alike should have a quality basic education, they also pledged to place their emphasis on reducing the disparities that had existed between rates of school enrolment for decades.

PANEL 1

The acceleration strategy: 25 by 2005

There was no doubt about the benefits of education when 24 Ministers of Education and other high officials from West African countries met recently to discuss investment options in education to get boys and girls into school. As a delegate from Sierra Leone put it, "We have the experience that ignorance kills."

The Ministers and education experts were invited by UNICEF and the World Bank to Ouagadougou, Burkina Faso, to reaffirm their commitment to education for all, including girls. Before they even sat down at the conference table, many of the Ministers had already signed the Ouagadougou Declaration that recognizes the importance of girls' education for their countries' development, and commits governments to accelerate efforts to get as many girls as boys in school. This is not an easy task in a region where less than 50 per cent of girls are in school and where gender discrimination is firmly rooted in social and cultural beliefs. Making matters worse, almost half the countries in the region have been ravaged by conflicts in recent years that have destroyed infrastructure and plunged education systems into crisis.

The mood was optimistic nonetheless. The expertise exchanged at the meeting and in numerous programmes and community actions showed that the right investment choices can lead to real and sustainable change. In a closing statement, one of the Ministers echoed many of his colleagues when he declared "We can do it! Let me tell you, we are bringing the gender gap to zero by 2005."

The Millennium Development Goal – for gender parity in primary and secondary education – is supposed to be realized by 2005. If specific attention is not paid to the needs of girls, universal primary education will be unattainable. With this in mind, UNICEF has launched the 25 by 2005 initiative. This is not intended to replace existing initiatives and efforts, but to complement and enhance them in the interest of accelerating progress on girls' education. The strategy seeks to

Ziad Sheikh/UNICEF/2003

Despite these commitments, the ideal of universal education remains unfulfilled and gender gaps persist until today.

The 2005 target date for gender parity is attached not only to the Millennium Development Goals, but to the goals that were first put forth at the World Conference on Education For All in Jomtien, Thailand in 1990, and then reaffirmed at the 2000 World Education Forum in Dakar, Senegal. Here, too, girls' education was afforded first attention: "The most urgent priority is to ensure access to, and improve the quality of education for girls and women, and to remove every obstacle that hampers their active participation...."[3]

So it is that for more than a decade, the Education For All (EFA) campaign, led by UNESCO, has embraced a mission that includes both advocacy and "a sense of accountability towards commitments."[4] Through its Global Monitoring Reports, EFA assesses individual countries' yearly progress and champions educational policies that will increase enrolment rates and success in school. In its 2002 Report, EFA noted that although 86 countries have already achieved gender parity in primary enrolment, and another 36 appear close to meeting that goal, 31 countries, the majority of which are located in sub-Saharan Africa, are at high risk of not achieving the goal by 2015.[5]

Following Dakar, 13 agencies formed the United Nations Girls' Education Initiative (*see Box 1*) in the EFA spirit to mount a "sustained campaign to improve the quality and availability of girls' education" that works at both the

help all countries eliminate gender disparity in education by 2005, with a special focus on 25 of the countries that are judged to be most at risk of failing to achieve this goal, including 8 West African countries. Among the 25 countries chosen are 10 with more than a million girls out of school, 8 with a net enrolment rate for girls of less than 40 per cent and 13 with a gender gap higher than 10 per cent.

So what will happen in these selected countries? Firstly, UNICEF will need to win the argument for acceleration at the national and local levels. If girls' education is to become an urgent national priority it will certainly mean involving the country's leader, making him or her both an advocate for and an agent of change. It will be equally important to win over local community leaders and use their statements to promote girls' enrolment in and attendance at school. It will mean seizing every possible opportunity to advance the case, to mobilize enthusiasm and resources, and involve the media, private companies and local communities in promoting a sense of national responsibility and concern about girls who are denied their right to schooling.

Secondly, girls' education will be treated as a case for urgent – even emergency – action. Country offices will be proactive, identifying out-of-school girls and providing schooling for them. The aim is to develop a package of intensive interventions that will produce results much more quickly than if business had continued as usual. Pilot projects that have proved successful at local level will be rolled out on as large a scale as possible. New staff will be recruited to form action teams who will pull out all the stops over the next two years to mobilize girls' enrolment.

The 25 selected countries fulfilled one or more of the following five criteria: low enrolment rates for girls; gender gaps of more than 10 per cent in primary education; countries with more than 1 million girls out of school; countries included on the World Bank's Education For All Fast Track Initiative; and countries hard hit by a range of crises that affect school opportunities for girls, such as HIV/AIDS and conflict.

- Afghanistan
- Bangladesh
- Benin
- Bhutan
- Bolivia
- Burkina Faso
- Central African Republic
- Chad
- Democratic Republic of the Congo
- Djibouti
- Eritrea
- Ethiopia
- Guinea
- India
- Malawi
- Mali
- Nepal
- Nigeria
- Pakistan
- Papua New Guinea
- Sudan
- Turkey
- United Republic of Tanzania
- Yemen
- Zambia

global and country levels[6] (*see Panel on Egypt, page 19*). It is in its capacity as lead agency of this Initiative that UNICEF embraces the urgency of the 2005 Millennium Development Goal to eliminate gender disparity in education.

These commitments to universal education and eliminating gender disparities in primary and secondary education by 2005 were avowed once again by the Heads of States and Government who convened at the UN General Assembly Special Session on Children in May 2002 and pledged to make education for all children an essential part of building a 'World Fit for Children'.

Despite decades of attention to the issue, some 121 million children are out of school, and 65 million of them are girls. (*See Box 2 on*

BOX 1

UNITED NATIONS GIRLS' EDUCATION INITIATIVE

1. International Labour Organization
2. Joint United Nations Programme on HIV/AIDS
3. Office of the United Nations High Commissioner for Refugees
4. United Nations Children's Fund
5. United Nations Development Fund for Women
6. United Nations Development Group
7. United Nations Development Programme
8. United Nations Division for the Advancement of Women of the Department of Economic and Social Affairs
9. United Nations Educational, Scientific and Cultural Organization
10. United Nations Population Fund
11. World Bank
12. World Food Programme
13. World Health Organization

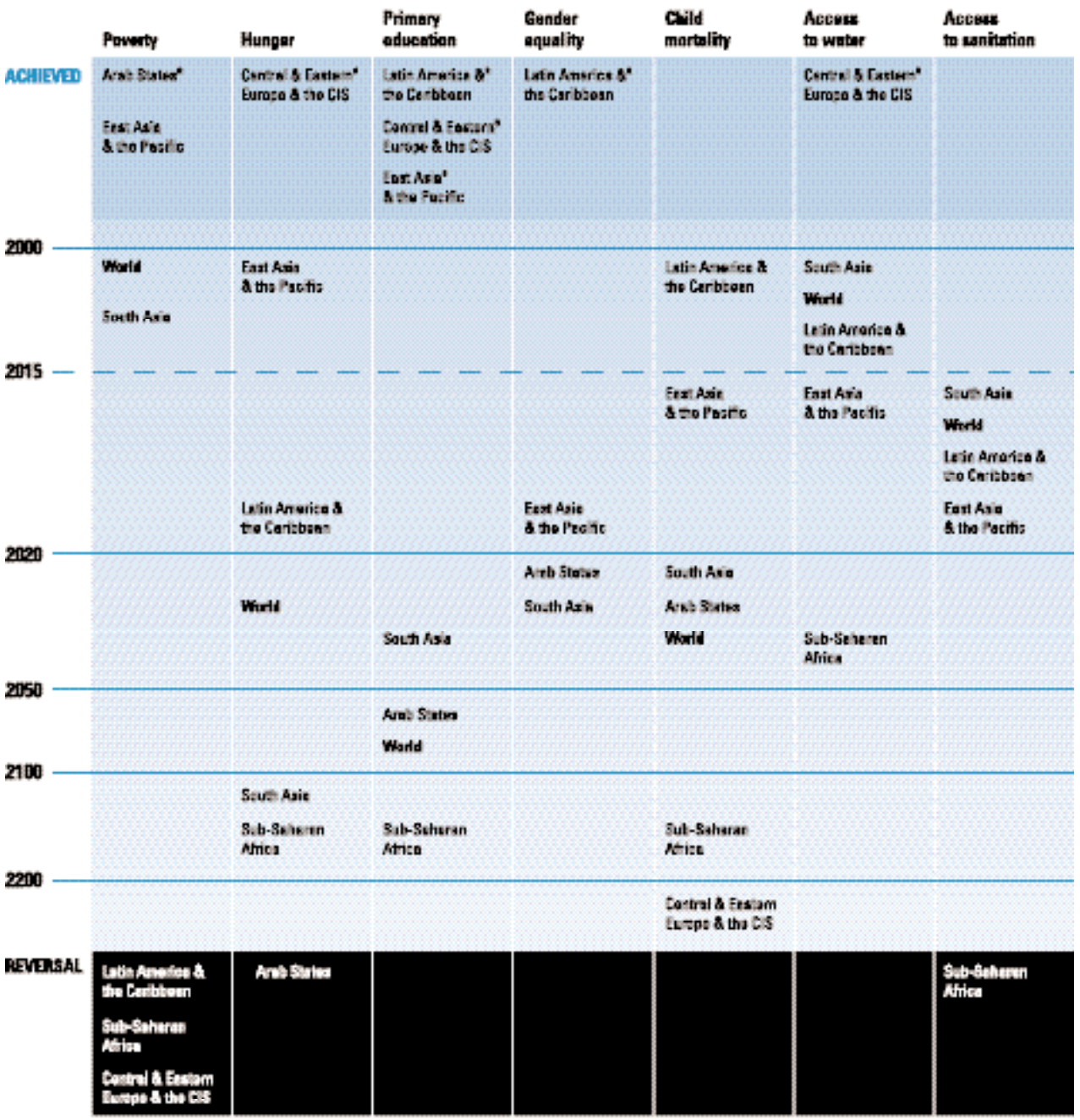
Each of the 25 countries starts from a different place in terms of educational provision, cultural context and the position of women and girls in society, and will have to tailor its accelerated programme accordingly. There is a rich and wide range of practical measures that can be adopted and adapted. Among them are: operating double shifts in existing schools; making small rural schools viable through multigrade teaching; opening schools in tents or under trees, using the 'school-in-a-box' kits that UNICEF has developed for use in emergencies; expanding, improving and winning official recognition for existing non-formal education schemes; and providing mobile schools for remote rural populations and transient or nomadic groups.

The success of the 25 by 2005 initiative depends primarily on the extent to which national governments respond to it as an opportunity. UNICEF's role is to accompany governments on the road to gender equality in education. This is a new idea that seeks to transcend the well-established framework of partnership. It recognizes that national governments need to take the lead, but also acknowledges that they may need assistance beyond the provision of funds or the monitoring of progress. The concept of accompanying a country involves long-term support with a 'total resource package'. It means being there through thick and thin, without being unduly obtrusive or trying to dictate. It means sharing and empathizing with the vision and objectives of the country, yet being constructive with both support and advocacy for change where needed. It is about being involved in the day-to-day decisions and problem-solving difficulties that national officials and local communities will invariably face throughout this journey. It is about walking the distance with a country – and if necessary going the extra mile.

Investing in girls' education today… is a strategy that will protect the rights of all children to quality education…and a strategy that will jump-start all other development goals.

FIGURE 1 PROJECTIONS FOR THE MILLENNIUM DEVELOPMENT GOALS

If progress does not accelerate, it will take more than 100 years for some regions to achieve some of the Millennium Development goals.



*Region is considered to have achieved the goal because it has low human poverty (below 10%) in the most recent year for the relevant goal. Calculations based on feature 2.1 in *Human Development Report 2003*.

Source: United Nations Development Programme, *Human Development Report 2003*.

children out of school). At any moment, they are being denied their right to a basic education, as nations fail to make primary education compulsory, free, available, accessible, acceptable – and adaptable to girls and boys alike.[7] And scores of countries are without the talent, energy and creativity these millions of children could bring to the development of their societies. (*See Figure 2, Trends in gender disparities.*)

The impact of failure

Think for a moment of a nine-year-old girl who is currently denied her right to an education. The two years until the end of 2005 may not seem like much time to those responsible for delivering gender parity by that date. It may seem reasonable to accept that the target is impossible, and to settle for only an incremental improvement.

But to that girl the next two years are vital and irreplaceable. Once lost, they cannot be reclaimed. Going to school will transform her life. It will offer her learning and an expanded sense of her own potential, increasing her self-confidence, her social and negotiation skills, her earning power and her ability to protect herself against violence and ill health. Education will open up the world to her.

If the school gates remain shut and barred to this young girl, the gulf between her and the woman she could have become will widen

BOX 2

CHILDREN OUT OF SCHOOL, 121 MILLION 65 MILLION GIRLS, 56 MILLION BOYS

Some recent reports say that there are 104 million primary-school-age children out of school worldwide, others estimate 115 million. UNICEF puts the number higher – at 121 million. Most of these children are girls.

Why the differences?

Some countries calculate the number of out-of-school children by subtracting the numbers enrolled from the total number of primary-school-age children in the country. But what sounds fairly straightforward is anything but.

1. In some countries, especially those without birth registration, determining the age of children is an imprecise science.
2. In some, there may be an incentive, usually tied to finances, to overestimate enrolment numbers.
3. And for some countries, particularly those in conflict regions, there are difficulties getting recent, accurate population census data on school-age children.
4. And finally, children who are enrolled in school do not always attend, dropping out because of their own illness, or to take care of sick siblings or parents, or to work and help their own poor families survive.

For this last reason, we have recently begun to use household surveys – asking mothers or caregivers whether their young children attend school. Here too, precision is difficult: both because of the problems getting the total number of school-age children in a country and because it depends on accurate reporting by mothers and caregivers, many of whom might be reluctant to say they are not sending their children to school. Nonetheless, these more appropriate surveys often provide the most accurate measure of children in school.

What UNICEF does

UNICEF uses enrolment data for most countries and survey data when enrolment data is either not available or is older than the survey data. This means that our methods might differ country to country and that our numbers might differ from other agencies and organizations. Our use of attendance is the main difference in our numbers of children out of school and those of other agencies.

Why use different methods?

Because data collection is not always uniform, reporting is often spotty and children too easily fall, unnoticed, into the margins of society, we will not gamble that any one way will ensure that we have accounted for all children, whether in or out of school. Using different methods – enrolment and attendance – helps get us closer to the real number of children who might be denied their right to an education, and so in need of our intervention.

with every passing month. Once she misses her chance to attend primary school, she also loses out on secondary education and beyond. The price of losing two school years would be catastrophic to any child but is even higher for a girl – and it will be paid not only by the girl herself but also by her family, her society and her country.

The negative effects of not attending school are greater for girls than for boys – and their impact transfers to the next generation of both boys and girls. Whether educated or not, girls are more at risk than boys from HIV/AIDS, sexual exploitation and child trafficking. Without the knowledge and life skills that school can provide, these risks are multiplied. So it is that school allows girls and their families multiple protections and its absence means multiple exposures.

Reasons for exclusion

Why are girls systematically left out of school, women excluded from political processes, and countries left behind as development advances in some places and not in others? The answers, summarized here and addressed throughout this report, are interrelated.

Failure of accountability. Rather than recognized as the right of every child, education is too often seen simply as a 'good thing' for most children. As a result, while it is considered desirable to have as many children in school as a country can afford, it is not considered obligatory or necessary that governments mobilize the needed resources so that all children can complete a quality education.

Using a human rights model to ensure that all girls such as these two students in El Salvador are educated means that the world has to address the issue of gender discrimination.

Parents often do not realize that governments have the obligation to make education available to all children, and attribute their children's failure to attend school as some failure of their own. They are not likely to demand that governments fulfil this fundamental obligation to their younger citizens.

In the face of competing demands on public resources and political will, education loses out. In times of fiscal constraints or social crises – for example, HIV/AIDS and the upheavals that attend violent conflicts or natural disasters – education for some children is easily sacrificed.

And because of the persistent and often subtle gender discrimination that runs through most societies, it is girls who are sacrificed first, being the last enrolled and first withdrawn from schools when times get tough.

Failure of understanding. Human rights principles have not been integrated into economic development programmes, and the ultimate objective of development – human well-being instead of economic performance – has thus been lost. Those who are the most marginalized – women, girls and the poor – lose out the most. Such discrimination, unrecorded, leaves the rights of the marginalized far from the thoughts of development policy makers.

In addition, how educated women contribute to any country's development has yet to be widely recognized. Despite the scientific evidence, educating girls is rarely discussed in policy circles as a way to ensure social

PANEL 2

Education, rights holders and duty bearers

Máximo Quispe Gutiérrez, a 62-year-old widower, lives in Cochas, Peru, with his eight children. He works a small farm plot, raises a few head of livestock and is determined to see his sons and daughters get an education – no matter what the odds.

"Everyone told me not to send my children to school, especially the girls," he says. "They said I should only enrol the younger boys. The oldest boy was expected to help me in the field because I am old."

The Punkukunata Kichaspa project (Opening Doors for Girls' Education – *see page 88*) initiated by the Ministry of Education, USAID and UNICEF in October 1999, is helping Mr. Gutiérrez realize his dream of educating all his children. A community-based project, it brings the global commitments – to the Millennium Development Goal of universal education and to Education For All – down to the local level.

Before Punkukunata Kichaspa came to his village, Mr. Gutiérrez assumed that his children would be illiterate like him. Life seemed to be mapped out for the next generation. His eldest son, 16-year-old Máximo, tended the animals and his three other sons helped in the field. The three oldest girls worked in the home, preparing meals and taking care of Liza, the youngest child.

"People from Punkukunata Kichaspa project came to the community and told us how important it was to send girls to school and how unfair it is to make them work in the house only," said Mr. Gutiérrez. "I'm going to enrol my eight children in school. They said their age doesn't matter; they all can go."

The human rights-based approach to education

Punkukunata Kichaspa is child rights in action.

It brings together rights holders – children – and duty bearers – parents, communities, national and local governments, international agencies – and expects something of them all. Each with a unique role to play, they share a common responsibility of doing what they can to make sure

progress. As a result, investment in girls' education is often bypassed when budget decisions are being negotiated.

Failure of theory. Historically, the predominant views of development and the financing mechanisms accompanying them have focused on single-factor motors of development: economic growth and structural adjustment, which underestimate the value of social development, education in general and girls' education in particular. Such approaches do not begin by asking what resources are required to fund education, health, nutrition and shelter for children. They never get to the question of how to raise required resources without destabilizing macroeconomic parameters. The macroeconomic parameters are set first, with resources for people-centred investments, including those that address gender equality, as only a residual consideration.

Just as importantly, development paradigms have generally failed to address the unequal relationships between men and women, and failed to take into account women's potential to contribute in the private and public sectors to a country's development. As a result, issues affecting women and girls are nearly invisible in the theories, policies and practices of development.

Failure of strategy. Even among those committed to the goal of Education For All, there is often a traditional perspective that looks only to the education sector when identifying problems and developing solutions. As a result, policies and programmes are often narrow and single-focused, though it is a multisectoral approach

every child in Cochas succeeds in school.

But Punkukunata Kichaspa is about more than simply making sure girls have access to school. It also focuses on the conditions at home and in the community that make it possible for girls as well as boys to attend school regularly, to attain a certain level of education and to achieve a specific set of learning objectives.

Punkukunata Kichaspa teaches families about child-rearing practices, promotes the early education of girls, and encourages timely inclusion of children in primary school and improving the quality of education. Community involvement is its backbone. Local committees, such as the education, kindergarten, adolescent and literacy committees, monitor the project and develop plans of action to reach out-of-school children. Adolescents, women and grandparents all take part in documenting the traditions, feasts days, stories and recipes in Quechua and Spanish and sharing with neighbouring communities.

Cascading responsibilities

No one individual or one government can ensure that all children will enjoy their right to a quality primary school education. This right can only be fully realized when all barriers to access, attendance, attainment and achievement are removed and when all disparities, including gender disparities, in these four areas are eliminated.

But for barriers to fall and for disparities to disappear, two groups – rights holders and duty bearers – will have to do their part. Rights holders include all those without an education, whether they be children, young people or adults. Those responsible for seeing the right to an education fulfilled include the international community as well as a hierarchy of duty bearers with different roles and levels of accountability: parents, households and communities; teachers and managers; planners and administrators; national and local governments; non-governmental organizations and civil society organizations.

As each of these groups attempts to fulfil its part in protecting the rights of children, each needs support. Poor parents, for example, might have difficulty freeing their children from household tasks or income-generating activities in order to attend school. They may find it difficult to meet costs related to school attendance and completion. To meet their responsibilities, they need the support of government actions, such as the abolishment of all school fees.

As another example, teachers and school managers need the level of education and training that will enable them to carry out their responsibilities. Their salary needs and conditions of service must be met, so they can focus on the students. Mostly they need the trust and respect of the community and the belief that the job they do is valued and respected.

The role of governments

It is the role of governments to enact appropriate policies, implement sector plans and secure the

that is needed to overcome the obstacles barring girls from school.

Traditional perspectives often fail to take into account the gender issues that affect children's access to school, those related to the differences between the needs of girls and boys, and the inequities in their roles, responsibilities and identities. Without a recognition of such differences, educational policies and practices are gender blind, when they should be gender sensitive. In such cases, the behaviour and attitudes of policy makers and practitioners at best fail to meet the particular needs of boys and girls and at worst sabotage their right to an education.

Challenging the status quo

With the rights of 65 million girls unmet and the Millennium Development Goals in peril, change is clearly needed. But it is needed at many levels and will not be achieved through enrolment drives alone. To successfully remove the barriers that prevent girls from accessing an education, and succeeding in and completing school, societies will inevitably have to deal with factors that are fundamental to the quality of life of the whole community. Girls' education is so inextricably linked with the other facets of human development that to make it a priority is to also make change on a range of other fronts, from the health and status of women to early childhood care, from nutrition, water and sanitation to community empowerment, from the reduction of child labour and other forms of exploitation to the peaceful resolution of conflicts.

necessary resources to provide education for all children. They also have an obligation to dismantle obstacles and barriers that diminish opportunities or prevent citizens from realizing their right to education.

Their unique responsibility is to secure the total package of resources that would be needed to ensure every child their right. Such a package typically includes: adequate national budgetary allocations to the education sector; priority allocation within the education budget to provide basic education to all citizens; national expertise and experience to provide the necessary capacity for planning and implementing education as a human right; external financial assistance where necessary, in the form of grants and loans to bridge the funding gap in education until economic growth can sustain a self-financed system; ongoing technical expertise and experiential knowledge that will accompany them through the difficult task of facilitating education as a human right.

The trade-off

Every day, Mr. Gutiérrez and his older children get up before sunrise to prepare meals. After all eight children are off to school, the widower heads out to farm the fields, his workload heavier for the time being, his family's future expanded by a factor of eight.

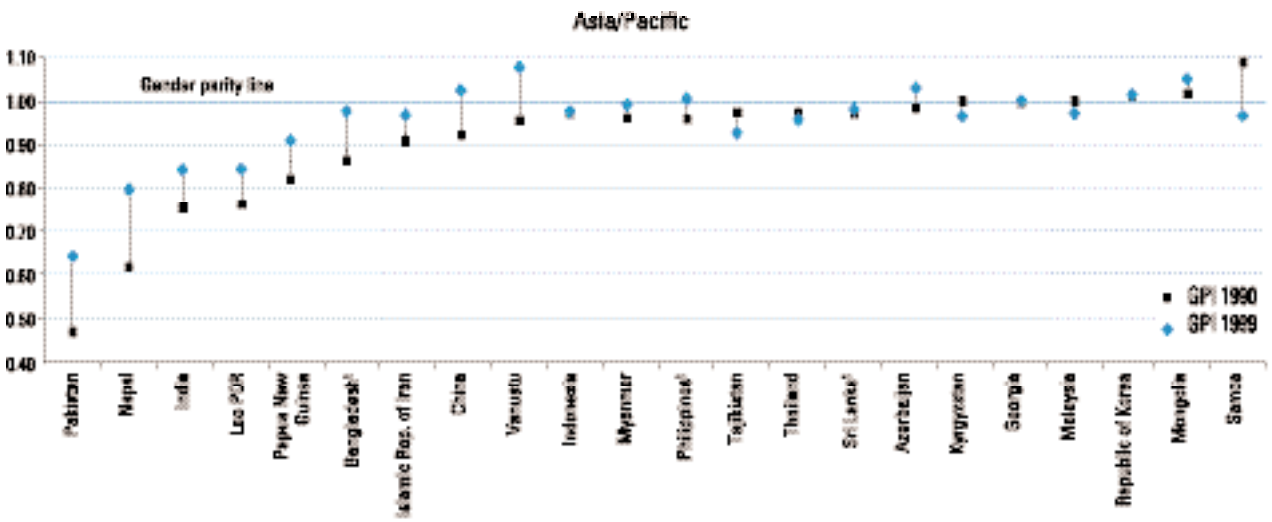
A concerted global push is now needed to meet the Millennium Development Goals and the education goals of Dakar – as well as to realize the vision of the Special Session on Children to create a world fit for children. The effort is morally imperative; it must also be practical and it must be catalytic.

It is within this context that UNICEF's long-standing commitment to girls' education has assumed greater urgency and why we now call on all those concerned with human rights and the Millennium Development Goals to:

1. Accelerate actions in countries that display specific and flagrant gender discrimination against girls and boys, especially in those where either group is significantly at risk of being left out of school.
2. Embrace a human rights-based, multi-sectoral approach to development (*see Annex B, page 91*), in order to redress the multiple discriminatory situations that deny children their right to quality primary education.

By using a human rights model and a multi-sectoral approach to ensuring that all girls are educated, the world will necessarily have to address underlying inequities and gender discrimination. The results of such a global initiative will cover a broad landscape. It will create by 2005 a vanguard generation of children who are living a lesson in equality. It will mean that schools, curricula and teachers are changing to become truly child-friendly, thereby offering a better education to all children equally. It will mean that all countries

FIGURE 2 TRENDS IN GENDER DISPARITIES IN PRIMARY EDUCATION (1990 – 1999)



Note: This figure shows changes on the gender parity index (GPI) in gross enrolment ratios in primary school education, by region.

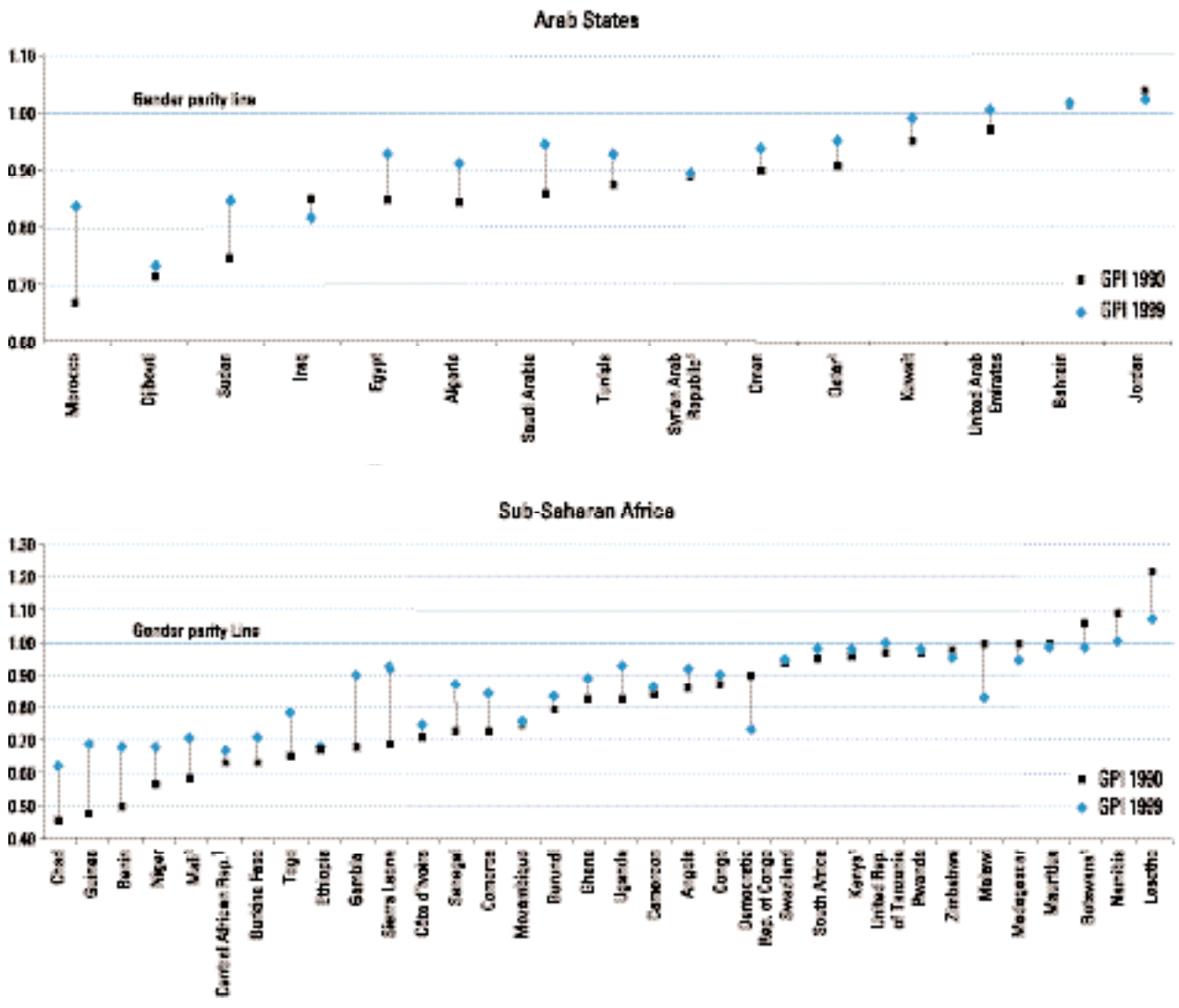
[1]Data refer to 1998/99.

Source: Adapted from 'Figure 2.18: Trends in gender disparities in GER in primary school education (1990-1999)' in *EFA Global Monitoring Report 2002*, UNESCO.

have acknowledged that education is an urgent priority and that developing countries have shifted their resources to attract and retain girls and boys in school. It will mean that donor countries have lived up to their pledges to support development. It will be a powerful global expression of commitment to children's rights.

The multiple global efforts to ensure the right of every girl and boy to an education – including the Education For All movement, the United Nations Girls' Education Initiative, the World Bank's Fast-Track Initiative and the Global Movement for Children – must step up their work. The international community has committed itself, time and again, to fulfilling the education rights of girls as well as boys. The research community has demonstrated, in study after study, the social value of providing girls with an education.

Millions of children depend on our actions. Having 65 million more girls in school, alongside millions of boys – each learning, growing and thriving – will put new life into development and help create the healthier, fairer and more democratic world we have been striving towards for decades.



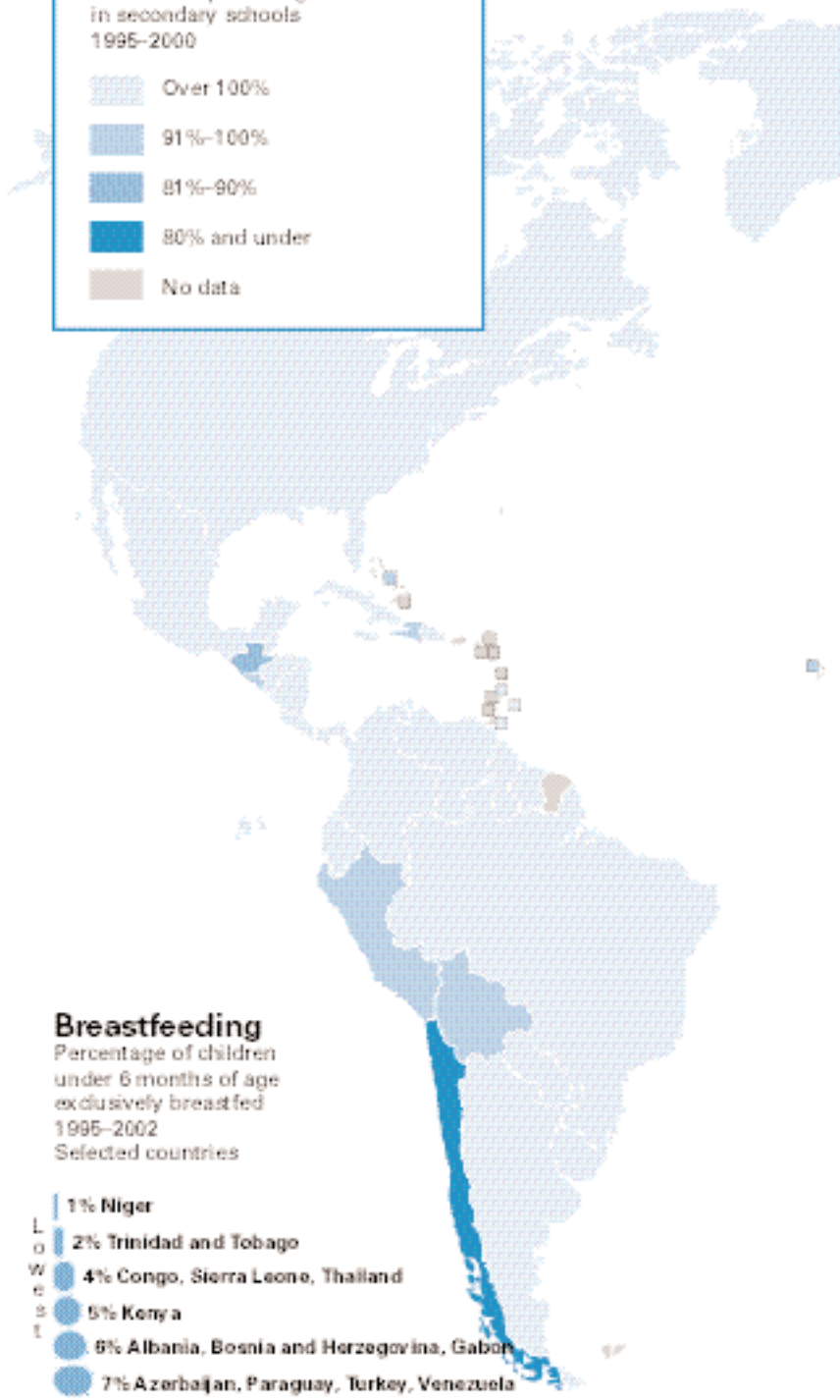
Millennium Development Goals

Two goals – achieve universal primary education and promote gender equality and empower women – are critical to eradicating extreme poverty and hunger. Every year of schooling completed by girls is a step towards eliminating poverty.

Secondary education for girls

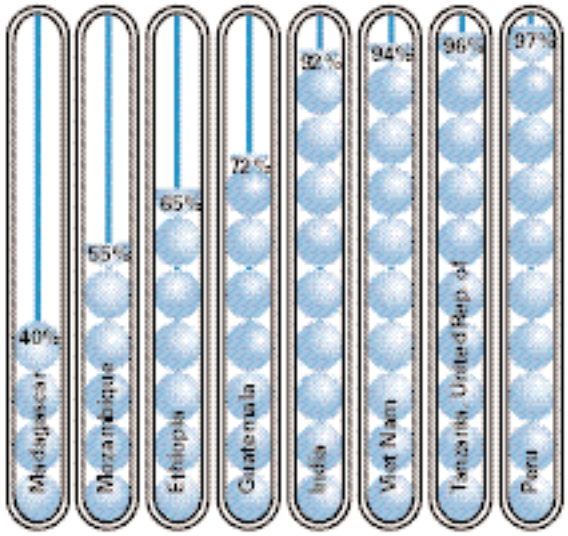
Females as percentage of males in secondary schools
1995–2000

- Over 100%
- 91%–100%
- 81%–90%
- 80% and under
- No data



Primary school achievement

Percentage of children entering primary school who reach grade 5
Survey data 1995–2001
Selected countries



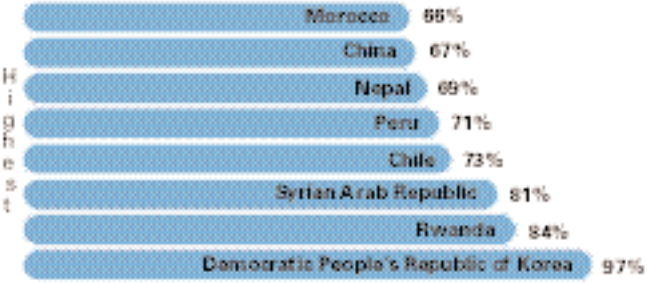
Breastfeeding

Percentage of children under 6 months of age exclusively breastfed
1995–2002
Selected countries

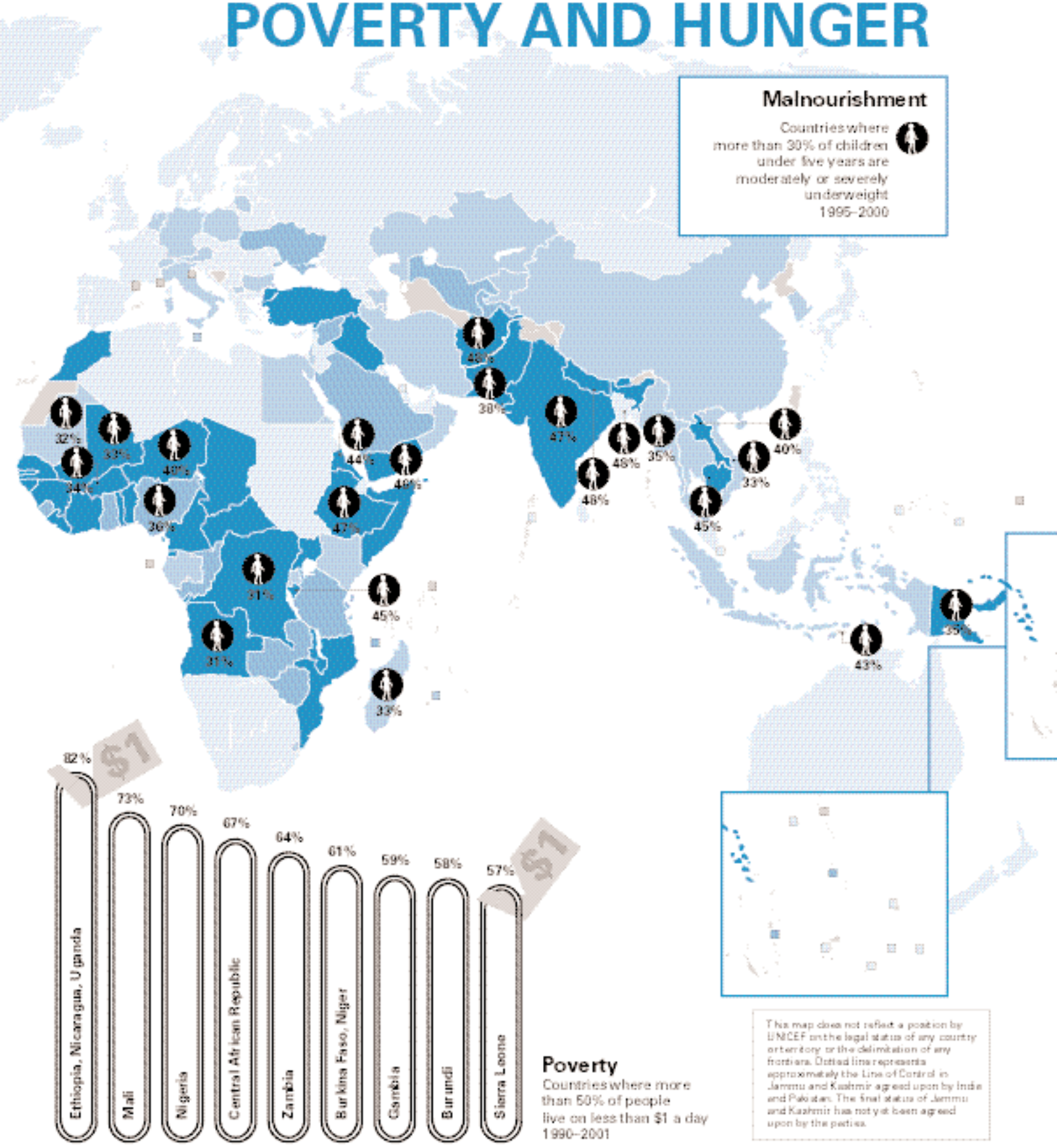
Lowest

- 1% Niger
- 2% Trinidad and Tobago
- 4% Congo, Sierra Leone, Thailand
- 5% Kenya
- 6% Albania, Bosnia and Herzegovina, Gabon
- 7% Azerbaijan, Paraguay, Turkey, Venezuela

Highest



ERADICATE EXTREME POVERTY AND HUNGER



This map does not reflect a position by UNICEF on the legal status of any country or territory or the delimitation of any frontiers. Dotted line represents approximately the Line of Control in Jammu and Kashmir agreed upon by India and Pakistan. The final status of Jammu and Kashmir has not yet been agreed upon by the parties.

2 EDUCATED GIRLS, A UNIQUELY POSITIVE FORCE FOR DEVELOPMENT

Sonia Yeo/UNICEF/2003

Education is everybody's human right. This simple fact is at the core of UNICEF's commitment to girls' education. It means that no girl, however poor, however desperate her country's situation, is to be excluded from school. There is no acceptable excuse for denying her the opportunities to develop to her fullest potential.

Education saves and improves the lives of girls and women. It allows women greater control of their lives and provides them with skills to contribute to their societies. It enables them to make decisions for themselves and to influence their families. It is this power that produces all the other developmental and social benefits. Women's participation and influence in governments, families, communities, the economy and the provision of services is a common good. It leads to more equitable development, stronger families, better services, better child health. (*See Panel on the 'karate girls' of Bihar, India, page 25.)*

A positive spiral

In addition to its benefits for girls and women, education is a uniquely positive force with a wide-ranging impact on society and human development. Debates continue about whether primary, secondary or tertiary education should be the priority when considering funding for education. But such debates distract from the essential issue for young girls: their right to a basic education. If they miss out on this, they inevitably miss out on secondary education and all the good that goes with it.

Among the many long-term benefits of educating girls are:

- **Enhanced economic development.** Decades of research provide substantial evidence of the link between the expansion of basic education and economic development – and

girls' education has an even more positive effect. Regions that invested over the long term in girls' education such as South-East Asia and, at least until the 1980s debt crisis, Latin America, have tended to show higher levels of economic development. As the primary enrolment rate for girls increases, so too does gross domestic product per capita.[8] Countries that fail to raise the education level of women to the same as that of men increase the cost of their development efforts and pay for the failure with slower growth and reduced income.[9] At the same time, economic development, and hence higher income per family, can help in convincing reluctant parents to forgo the quick economic benefit of their daughters' work, and instead send them to school, producing long-term benefits for a country's economy.

- **Education for the next generation.** If educated girls become mothers they are much more likely to send their children to school, thereby passing on and multiplying benefits both for themselves and society in a positive, intergenerational effect. One of the clearest findings from a recent UNICEF analysis of household data from 55 countries and 2 Indian states is that children of educated women are much more likely to go to school, and the more schooling the women have received, the more probable it is that their children will also benefit from education.[10] This recent study backs up research that traces the way in which literacy and language skills gained by girls at school not only result in improved health outcomes for themselves and their children but also eventually for their grandchildren as well.[11]

Through the achievements of children such as these in a community school in Egypt, the eyes of a remote community have been opened onto the world.

- **The multiplier effect**. Education has an impact on areas beyond learning, extending a positive influence into most aspects of a child's life. For example, children who go to school are more likely to learn what they need to stay healthy, including how to protect themselves against diseases. Education for girls, who are more vulnerable than boys to HIV, offers the needed protection for those at risk. These benefits cross generations as women with the knowledge of how to guard against HIV/AIDS are also more likely to send their children to school.[12] In addition, an education means that children are less likely to be trafficked or exploited as labourers, and less vulnerable to abuse and violence; and since girls are more likely to suffer these assaults, education is especially important to their protection and carries its influence beyond the classroom. (*See Chapter 4.*)

- **Healthier families.** One benefit to society of educating girls is a greater balance between family size and family resources. When a society ensures that mothers are educated, children will be healthier and fewer will die. Children of more educated women tend to be better nourished and get sick less often. The effect of a mother's education on her child's health and nutrition is so significant that each extra year of maternal education reduces the rate of mortality for children under the age of 5 by between 5 per cent and 10 per cent, according to a review of extensive evidence from the developing world.[13]

PANEL 3

Egypt: Dreams realized

Awatif Morsy will never forget the day she heard that a new school would be opened in her village.

"Someone came to the house asking for the names of the children who weren't attending class," she recalls. "My mother gave them my name. I was so thrilled."

Like most eight-year-olds in Beni Shara'an village, Awatif's life until that day was divided between back-breaking work in the nearby wheat fields and confinement at home. To girls like her, the new school – a single classroom on the ground floor of a converted house – was a dream come true.

"We would go and watch the facilitators decorating the room. Everything was bright and colourful. There were games and pictures, things I'd never seen before."

Not everyone in the village was so enthusiastic, at least initially. Some farmers complained that the school would deprive them of the cheap labour the children provided. Even Awatif's own stepfather was unconvinced.

"What does a girl need to study for?" he would ask.

Happily, that was not the view of Farouk Abdel Naim, the elderly merchant who was persuaded to donate the premises for the school to use. "I've come to believe that a girl's education is more important even than a boy's," says Mr. Abdel Naim. "A man can always make something out of his circumstances but a girl can't. She needs to be educated in order to get on in life."

Eight years on, it's hard to find anyone in Beni Shara'an who doesn't share that opinion. The school – now expanded into three classrooms – is today seen as a wise investment from which the community is reaping tangible rewards.

Take the example of shopkeeper Ahmed Abdel Jaber. Himself illiterate, he sent his daughter, Rawia, to the school as soon as it opened.

"Until Rawia went to school, my store accounts were in a complete mess," he recalls. "But before long, she was taking care of all the books for me, as well as helping her elder sister to read and write."

In a village where illiteracy is an inescapable fact of life, there's no shortage of stories about how a daughter's education is making important differences to the quality of people's lives and businesses.

UNICEF/Giacomo Pirozzi/2000

- **Fewer maternal deaths.** Women who have been to school are less likely to die during childbirth. The effect of schooling in reducing the number of births means that for every 1,000 women every additional year of education will prevent 2 maternal deaths.[14] Research has shown that maternal mortality is also reduced by better knowledge about health-care practices, use of health services during pregnancy and birth, improved nutrition and increasing the spacing between births: all factors that are fostered by being an educated woman.[15]

The development gap

Although the international community has committed itself to girls' education as a human rights issue and the benefits of investing in girls' education are clear, it has yet to become a priority for development investments. The reasons for this are complex and bring into question not just education policy but the historically dominant approaches to development that prioritize economic considerations and ignore human rights.

Growth models. Many of the early ideas about development were rooted in the belief that economic growth, measured by gross domestic product, was paramount. It was assumed that as the total value of goods produced and services provided by any country within one year expanded, poverty and inequality would be automatically, almost magically, reduced. The fruits of economic growth, it was assumed, would fall into the laps of all, whether rich or poor, male or female.

How the instructions on a doctor's prescription or on a sack of fertilizer suddenly seemed clear. How educational programmes on television began to make sense. And – more important still – how the example set by the children encouraged many older people to begin taking literacy classes themselves.

It wouldn't be an exaggeration to say that through the achievement of these children, the eyes of a remote community have been opened onto the world.

While the drive to get more Egyptian girls into school was producing benefits in places like Beni Shara'an, it wasn't long before the impetus was being felt nationally. In 2000, Egypt unveiled a Girls' Education Initiative, within months of the global version launched by United Nations Secretary-General Kofi A. Annan in Dakar, Senegal.

The Egyptian initiative was built on the success UNICEF and the country's Government had achieved since the early 1990s with the establishment of some 200 community schools and 3,500 one-classroom schools. The aim was to take this 'girl-friendly' model and project it into seven rural governorates identified as showing the greatest resistance to girls' education.

The follow-up was as swift as it was decisive. A series of high-level meetings chaired by the First Lady, H. E. Mrs. Suzanne Mubarak, set girls' education as Egypt's top development priority for the next five years. Coupled with that pledge was a commitment to end the gender gap by the year 2007 and in the process reach half a million out-of-school girls.

A national task force was established, involving more than a dozen government ministries along with non-governmental organizations and UN agencies. The broad strategy was to ensure that the approach to girls' education was an integrated one, involving a number of sectors and building solid partnerships between government and civil society.

Through a consultative process, local task forces emerged in each of the seven targeted governorates. These were voluntary groups made up of community members, parents, girls both in and out of school, non-governmental organizations and some government officials whose participation was meant to guarantee that the schools truly belonged to the communities they would serve.

Overseeing the entire process has been the National Council for Childhood and Motherhood, under its Secretary-General, Moushira Khattab, and supported by seven organizations of the UN system.* The Council has championed a participatory planning process and is now coordinating the implementation of girl-friendly schools. In all, 3,000 such schools are to be established in 2003. The foundation stone for the first girl-friendly classroom was laid by Mrs. Mubarak in May 2003.

According to UNICEF Education Officer, Dr. Malak Zaalouk, a key priority has been to ensure that, to the communities they serve, the schools represent more than just an educational opportunity.

This view of growth as central to development in a country's productivity was refined and redefined frequently as many years of dismal experience in developing countries proved the model's inadequacy. Growth remained limited in all but a few developing countries and no consistent evidence emerged to show that this type of growth alone would reduce poverty or inequality.

The economics of development at this point were also gender blind. There was no attempt to consider if or how the status of women relative to men affected their participation in economic development. It also ignored areas of the so-called 'unpaid care' economy, i.e., domestic, nursing and other nurturing work largely undertaken by women on whom the 'productive' sector of the economy depended. There was also little awareness that any benefits accruing to a household may be distributed unequally due to the established power relations between men and women.

In the 1980s, as growth models faltered, the World Bank and the International Monetary Fund spearheaded the implementation of structural adjustment programmes aimed at reducing public expenditure and giving more scope for prices and incentives to find their own level in the marketplace. Adjustment often entailed cuts in spending on education, health and food subsidies that disproportionately hurt the poor. These cuts hit poor women particularly hard since they had to step up their workload both inside and outside the home so that their families could cope.[16] Adjustment also failed even on its own terms, resulting in next-to-no

"Poverty alleviation is the bigger issue," says Dr. Zaalouk. "For example, school meals are being provided with support from the World Food Programme and the Ministry of Agriculture. Then there's sanitation and health care, plus a strong element of community participation built into each school. The overall aim is to make people in some of Egypt's most deprived areas feel they have a real stake in the schools' success."

Over the years, international recognition for the work done in Egypt has grown – a process in which Awatif Morsy has played her own part. In 2001, Awatif was one of three child representatives sent by Egypt to Kampala, Uganda to attend a major preparatory meeting for the UN Special Session on Children.

She still remembers the excitement of her first trip abroad, and the sense of responsibility that came with leading one of the conference sessions. "If I hadn't gone to school, I'd never have had that chance," she says excitedly.

Now an outstanding pupil at the local secondary school (not to mention a promising writer of short stories), Awatif is looking ahead to university, and beyond. "Many of the people here in Beni Shara'an want me to become a doctor," she says. "I myself want to be a teacher, so that I can pass on some of what I've learned to other children."

That's already happening. Awatif has become a role model for other girls in the village. Eleven-year-old Faten is one: "I read all Awatif's stories," she says. "One day, I want to be just like her."

The schools represent more than just an educational opportunity.

*International Labour Organization, United Nations Development Programme, United Nations Development Fund for Women, UNESCO, United Nations Population Fund, World Bank, and UNICEF.

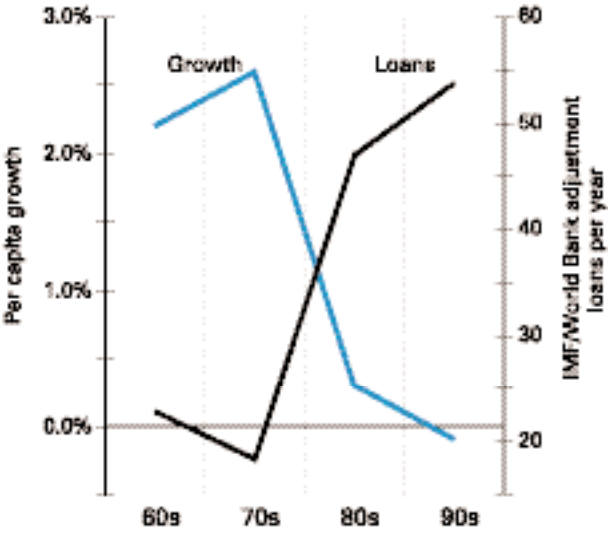
economic growth. As Figure 3 shows, per capita growth in developing countries plummeted even as adjustment lending by the Bank and the Fund soared. A Bank study in 2000 concluded: Growth of per capita income for a typical developing country during the 1980s and 1990s was zero.[17]

By the 1990s, the assumption that economic growth alone would deliver human development was recognized as flawed. The opposite seems to be true: human development can foster economic growth.[18] A UNICEF study of 49 nations shows that the countries that achieved the highest average annual growth between 1990 and 2000 were those that had a baseline in 1980 of low child mortality and low income poverty; while the economies that actually shrank in that decade were those that all started in 1980 with high child mortality, high income poverty or both. (*See Figure 4: Human development and economic growth*)[19]

There is now a more general acceptance that development, if it is to be meaningful, has to transcend economics. There is also more widespread understanding – particularly since the Platform for Action at the Fourth World Conference on Women in Beijing in 1995 – that a gender perspective on the economics of development is essential, and that poverty cannot be reduced in any sustainable manner without promoting women's empowerment.[20]

Models of universal education. Education policy has followed a slow path to the realization that girls' schooling is fundamental to a country's success in achieving education for all. In the early years of the development movement, when many countries were newly independent, there was general enthusiasm for education as a vital factor in a nation's advancement. But the task of educating all children was huge. In 1960, fewer than half of the developing world's children aged 6 to 11 were enrolled in primary school, and in sub-Saharan Africa only 1 child in 20 attended secondary school. And by 1980, despite some success (overall primary enrolment had doubled in Asia and Latin America, and tripled in Africa[21]) millions of children were still out of school, the majority of them girls. Rapid population growth consistently frustrated progress, staying ahead of the increase in the numbers in school.

FIGURE 3 IMF/WORLD BANK LOANS VERSUS GROWTH



Source: Easterly, William, *The Elusive Quest for Growth,* MIT Press, Cambridge and London, 2001.

In the 1980s, structural adjustment made things worse. A study of the sub-Saharan countries that underwent adjustment between 1980 and 1993 indicates that the average reduction in real per capita spending was 14 per cent during the adjustment period.[22] Of the 15 countries in this group, 12 had a decline in per capita spending on education.

In 1990, the World Conference on Education For All held in Jomtien, Thailand recognized the chronic neglect of children's right to education in the poorest countries, especially the neglect of the rights of girls which, under structural adjustment in the 1980s, was exacerbated rather than mitigated by international intervention and concern. This landmark gathering took a major step towards refocusing the world's attention, making high-quality primary education the cornerstone of its renewed drive to put all children in school. It served to re-establish education at the heart of development.

Models for girls' education. The Jomtien Conference, and the Education For All move-

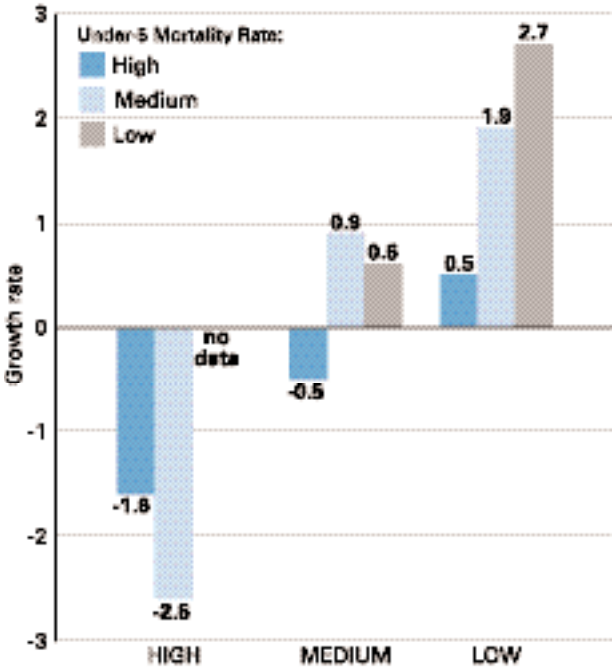
ment that was born of it, recognized the importance of closing the gender gap and of taking special measures to enable girls to go to school and to stay there. In the laudable drive towards education for all, it was assumed that the gender gap would be automatically reduced. In reality, this was not necessarily the case.

The greater attention paid to girls' education throughout the 1990s can be attributed to the intersection of two key movements based on human rights: the child rights movement that gathered steady momentum in the wake of the adoption of the Convention on the Rights of the Child in 1989, and the women's movement, which culminated in the Platform for Action at the 1995 Fourth World Conference on Women in Beijing, a platform specifically addressed to the needs and rights of girls.

In this sense it has taken until the 21st century for girls' education to receive its due primacy.

FIGURE 4 HUMAN DEVELOPMENT AND ECONOMIC GROWTH BY LEVEL OF INCOME-POVERTY

(Average annual growth rate of per capita income, 1990-2000)



High/medium/low refers to income-poverty level.

Source: UNICEF, 'Synergies, cost-benefit analysis and child policies' (internal publication), UNICEF, Division of Policy and Planning, Global Policy Section, 2003

The academic evidence and programmatic proof of its efficacy had been there for many years, certainly since the late 1980s and early 1990s. But it was only in 2000, at the UN Millennium Summit and the World Education Forum in Dakar, that the push for girls' education moved from the education sector to centre stage.

Resistance

Beyond these broad international trends are other factors that have stopped girls' education from garnering the attention it deserves. Local beliefs, cultural practices and attitudes to gender roles, such as whether education improves or reduces a girl's chance of marriage, can undoubtedly hold girls back from school.[23] Cultural resistance is not always consistent in all countries and may vary in specific parts of a country or with specific population groups. What's more, expectations about gender roles differ at different stages of the life cycle, as in many Latin American and Caribbean countries, where there are marked differences between the early years of primary school and late adolescence.

But parents' objections to their daughters going to school are more likely to be on the grounds of safety or economics than out of a belief that girls should not be educated. They may feel that a school is unsafe, or that the journey to school is perilous or too long, putting girls at risk of sexual assault or other forms of violence. Too often their feelings are right on target.

Alternatively, they may believe that sacrificing a daughter's work at home or in the fields would jeopardize family income and survival. For poor families, bearing the opportunity cost of sending a girl to school may not seem economically justifiable in the short term. This is especially the case in societies that have not embraced the idea that women have the right to paid employment or where jobs for educated women are scarce. Decisions about whether to send daughters to school are often taken on the basis of analysing the costs and benefits to the whole family.[24]

In these cases the problem is often more on the supply side – the availability of safe, accessible and girl-friendly schools; employment possibilities for women; educational information for parents – than with any lack of demand for education from families. The proportion of parents who would stand against their daughters being educated, once the benefits had been convincingly explained and the physical or economic barriers at the local or family level had been overcome, would be small indeed. In Sierra Leone, for example, in areas where communities have been trained to work together on issues of common concern, parents, including very poor ones, now send their daughters to school.[25] When the Kenyan Government announced in 2003 that education fees were abolished, the schools were flooded with 1.3 million children and adolescents who had previously been excluded. Of these, nearly half were girls. (S*ee Panel on Kenya and school fees, page 35.*)

The sense that the primary problem is not with the lack of demand for education from children and their parents is reinforced by opinion surveys from around the world. According to a recent global survey by the Pew Research Center, 6 in 10 respondents in Latin America and more than one half of Africans see poor schools as a "top national concern."[26] When the polling organization Gallup International interviewed more than 50,000 people in 60 countries, 86 per cent of those surveyed rejected the suggestion that education was more important for boys than girls.[27] In the same vein, a recent World Bank comparative study of 23 countries carried moving testimonies from parents in poor families strug-

Education saves and improves the lives of girls and women. It leads to more equitable development, stronger families, better services, better child health.

gling with the decision as to whether to invest in their children's education – and from others already making heartbreaking sacrifices in order to do so.[28]

An extensive UNICEF survey of children and adolescents in East Asia and the Pacific asked those not attending school for their reasons. Only 19 per cent responded that they did not want to go to school or did not like school. Some 22 per cent had stopped school so they could work. While 43 per cent reported being out of school due to lack of money, 22 per cent cited the necessity of helping at home and 4 per cent said there was simply no school available.[29]

Furthermore, by far the most popular priority in the *Say Yes for Children* campaign, which amassed nearly 95 million votes of support from adults and children worldwide from 2001 to 2002, was "Educate every child."

Given this demand from the grass roots, the main 'cultural resistance' may be the reluctance of national and international policy makers to make education a priority and to implement measures that have been shown to work on the ground. The special situation of girls and women has traditionally been 'invisible' to predominantly male policy makers and girls' education as an issue is only now being brought into the light. In some powerful quarters there will still be overt discrimination and determined resistance to the idea of giving girls an equal chance. Many politicians, administrators or aid officials who pay lip service to the principles of gender equality remain uncomfortable with pro-

PANEL 4

The 'karate girls' of Bihar, India

The connection between karate and girls' education in Bihar – one of India's most challenging States in terms of human development indicators – is not immediately evident. But for 18-year-old Lalita Kumari the two have come together to change her life. It started while she was attending the local Jagjagi or 'Awakening' centre; a day school for girls aged 9 to 15 and women from disadvantaged communities who have either not completed or never attended primary school. The centre offers lessons in basic literacy and numeracy six days a week for four hours a day. Learning materials are gender-sensitive and specially geared to local conditions and problems such as health, legal aid, women's issues and the environment.

One day Lalita was asked if she'd like to attend an eight-month course at the Mahila Shiksan Kendra, a residential education centre for semi-literate women and adolescent girls. The centre offers basic education and life skills training, and the possibility of continuing to secondary level. The course aims to be holistic, and emphasizes the need for a positive self-image. Girls are trained to develop analytical skills to help them in personal and social situations. On completion of the course, the girls return to their villages and record in a diary their experiences as they try to apply their new skills in their lives. The main purpose is to develop a pool of highly motivated rural women to assume leadership roles in their communities.

Lalita jumped at the chance that was offered her but her father opposed her going on the grounds that girls should stay at home. He also strongly objected to the teaching of karate as part of the course; he thought this would spoil her name in society.

Lalita hails from a caste traditionally looked down upon as 'unclean'; so the women at Mahila Shiksan Kendra stressed the hygiene-education aspects of the course, presenting it as an opportunity to rid her family of any stigma. Her father was won over and Lalita eventually graduated in 2001, having reached grade 5, though her aim is to complete her education up to grade 10.

"I was doing nothing but cutting grass, fetching firewood, cleaning and cooking," says Lalita of her life before the course. "Today I teach karate to batches of 40 girls in four Mahila Shiksan Kendra in Bihar and Jharkhand."

grammes that have a specific gender focus, and passively fail to implement them.

Any drive to get all girls into school has to be sensitive to the local context. It has to squarely face up to the realities of gender discrimination, wherever it exists. 'Traditional culture' is often used as an excuse to explain why expected results in girls' education have not been achieved.[30] Increasingly, that excuse does not stand up to scrutiny.

Poverty's double edge for girls

A recent report on the extent and depth of child poverty in the developing world[31] found there to be some 135 million children between 7 and 18 years old without any education at all, with girls 60 per cent more likely than boys (16 per cent compared with 10 per cent) to be so 'educationally deprived' (*see Figure 5: Double jeopardy*). Practically all children who are deprived of an education also suffer other deprivations. Thus, the stark disparity between genders relative to education translates into the probability that girls are more likely than boys to endure other manifestations of poverty, such as being deprived of food, safe drinking water, sanitation facilities, health, shelter or information.

What's more, although the gender disparity in education is apparent for both the poor and non-poor alike, it is significantly greater for children living in poverty (12 per cent of boys and 17 per cent of girls) than for those living above the poverty threshold (3 per cent of boys and 5 per cent of girls). Thus, girls are in dou-

This sense of empowerment is fundamental to the success of the Mahila Samakhya (usually translated as 'Education for Women's Equality') programme, which since 1992 has been an integral part of the Bihar Education Project. When the project was launched Bihar had, at 23 per cent, the lowest female literacy rate in the country, a figure that has since risen to 34 per cent. Mahila Samakhya, which now covers 2,063 villages in 10 districts of Bihar, recognizes the central role education can play in promoting equality for women. It aims to change not only women's ideas about themselves, but also society's notions about their traditional role.

At the core of the Mahila Samakhya strategy in Bihar is the local women's group. There are now over 2,000 of these with a total of more than 50,000 members. Their activities might range from helping families meet their daily basic needs to seeking influence in the political sphere. Among the successes of these groups over the past decade have been an increased demand for literacy among adult women; greater recognition and visibility for women within their families and communities; and the election of hundreds of women to the local government bodies, the Panchayati Raj.

One of the prime concerns of the women's groups is how to ensure educational opportunities for their children, especially their daughters, and the centres offer girls – almost all from disadvantaged groups officially notified by the Indian government as 'scheduled castes' or 'scheduled tribes' – a fast track not only to education but to empowerment. Girls in these centres learn how to take decisions, assume leadership and develop collective strategies to change their own destinies. At some centres this involves learning karate or some other sport as part of a holistic curriculum.

Lalita describes her joy in teaching karate. "Initially the girls are nervous that they might break a leg so I reassure them that they will be safe. Gradually they get into the swing of things and they say that they want to be strong like me. This makes me feel really happy."

Lalita's four older brothers strongly oppose her teaching karate and think it is high time she got married. Thankfully, her father is today her biggest supporter and approves of the way she manages her life. She behaves, he says, far better than any of his other children. Lalita now even travels alone by bus between the four Mahila Shiksan Kendras where she teaches.

"There have been instances on the bus where men have tried to push me out of my seat and even threatened me not knowing that I am a karate blue belt," she says. "Karate has been useful in making sure I get my seat back!"

ble jeopardy: because of their gender and because of their poverty.

The alternative: A human rights, multisectoral model for development

There is an alternative approach to development that will allow girls their right to education, meet the commitments of the international community and maximize the multiplier effects of investing in girls' education – a human rights, multisectoral model.

Human rights

The successful efforts to have the United Nations adopt such an approach were led by UNICEF, whose work and mission are based on two fundamental human rights treaties: The Convention on the Rights of the Child and the Convention on the Elimination of All Forms of Discrimination against Women. Since 1996, UNICEF has been guided by the principles of these two treaties, linking the rights of children with the rights of women in all its programmes of cooperation.

Within this context, it is understood that children's rights cannot be realized nationally or globally without addressing discrimination in all its forms, especially the specific situation of girls and gender-based discrimination. And further, when the human rights principles of universality, equality, non-discrimination and participation are applied in economic approaches to development, the result is more equitable, democratic and sustainable growth for all.

Multisectoral

Many, some would say most, of the obstacles that keep girls from enjoying their right to complete their education are found far from the school room. In towns without access to water, in communities sieged by HIV/AIDS, and in families caught in poverty's grip, girls are often kept at home to fetch daily rations, care for siblings or serve as domestic workers. In the face of such challenging realities, no new curriculum, gender-sensitive lesson plan or culturally appropriate textbooks will get them to school.

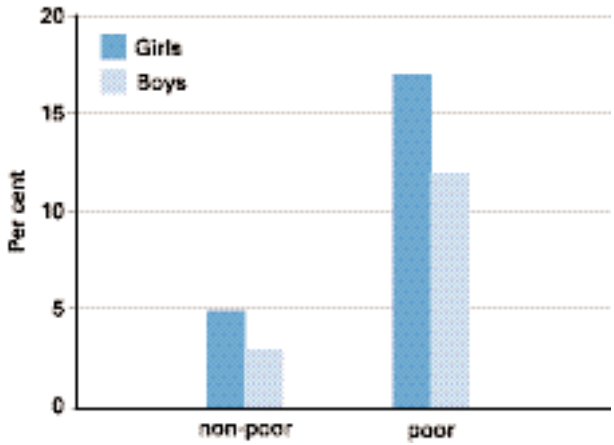
Solutions must come from outside education's standard framework – from an approach that integrates planning and action across multiple sectors. For example, interventions in health and nutrition, although initially designed to improve a child's chances of survival and sound development, will also contribute to better performance in school. Providing school meals will improve a child's nutrition, and also provide an incentive for youngsters to enter and stay in school. Logically and inevitably, a multisectoral approach will yield the greatest results for girls' education.

Promise

The Millennium Development Goals have set a seal on this more rights-based, multifaceted, human-centred vision of development. As one of their principal foundations, the Goals link progress on education, health, poverty relief and the environment with girls' right to equality in schooling. Now this new approach and these Goals hold promise for the lives of girls and the fate of nations.

FIGURE 5 DOUBLE JEOPARDY

% of children age 7–18 who have never been to school of any kind



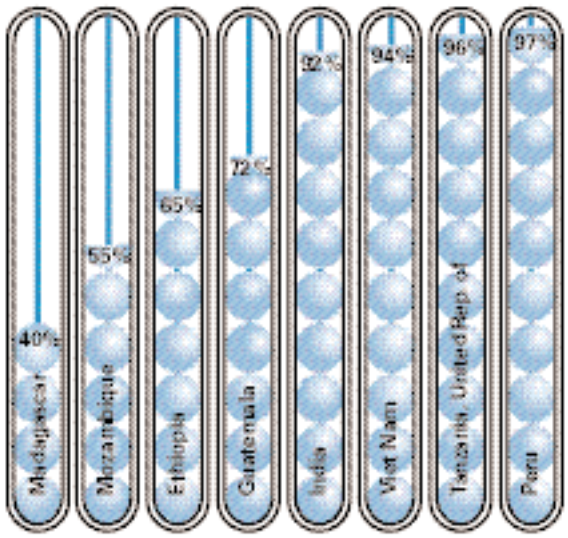
Source: Gordon, D., et al., 'The Distribution of Child Poverty in the Developing World: Report to UNICEF' (final draft), Centre for International Poverty Research, University of Bristol, Bristol, July 2003.

Millennium Development Goals

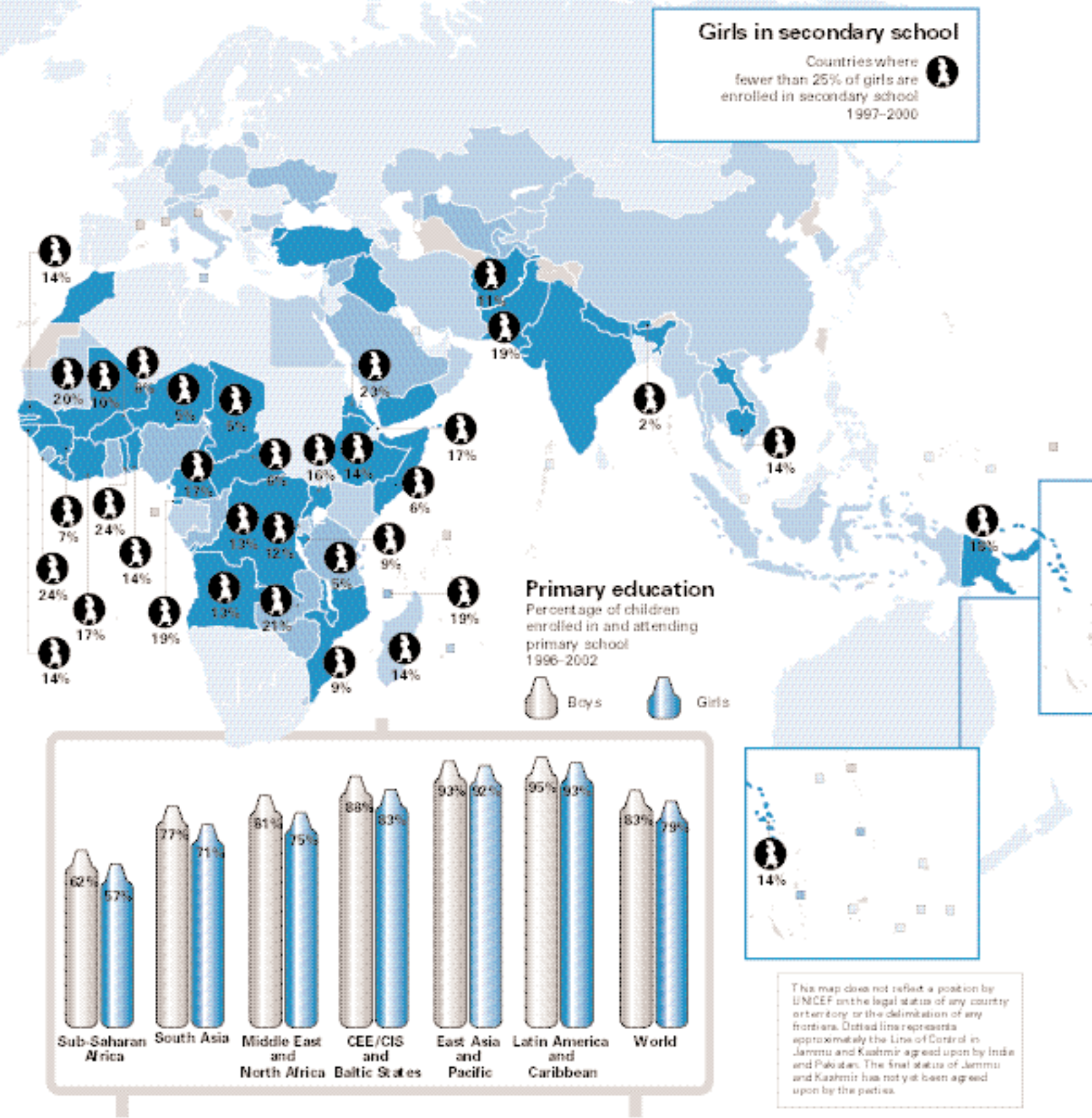
Gender equality in education and women's empowerment are critical to achieving universal primary education. When school doors swing open for girls, both boys and girls walk through.

Primary school achievement

Percentage of children entering primary school who reach grade 5
Survey data 1995–2001
Selected countries



ACHIEVE UNIVERSAL PRIMARY EDUCATION



This map does not reflect a position by UNICEF on the legal status of any country or territory or the delimitation of any frontiers. Dotted line represents approximately the Line of Control in Jammu and Kashmir agreed upon by India and Pakistan. The final status of Jammu and Kashmir has not yet been agreed upon by the parties.

3 GIRLS LEFT OUT, COUNTRIES LEFT BEHIND

© UNICEF/HQ97-0821/Roger LeMoyne

What is the scale of the problem that remains to be tackled if the Millennium Development Goal for gender parity in education by 2005 is to be met?

The ultimate goal is that by 2015, all boys and girls alike should have access to, and complete, a good quality primary education. 'All' implies that girls and boys must be equally well provided for; but there is a separate Millennium Development Goal that makes this explicit: to eliminate by 2005 all gender disparity in primary and secondary education, and to achieve by 2015 full gender equality in education – including enrolment, completion and learning achievement.

But these goals look dauntingly distant. Access to primary schooling is most usefully measured by net enrolment ratios. These increased during the 1990s in all regions and made for a world average of 81 per cent enrolment by 2002. But the regional variation is enormous. While enrolment rates in Latin America and the Caribbean are close to those in industrialized countries, at 94 and 97 per cent respectively, South Asia lags much further behind at 74 per cent, while sub-Saharan Africa languishes at a mere 59 per cent *(see Figure 6: Primary net enrolment/attendance rates)*.[32]

Every year an increasing number of children have been accommodated within primary education, but available places are not sufficient to keep pace with the annual growth in the school-age population. As a result, the global number of children out of school stubbornly remains undiminished at 121 million – and the majority is still girls.

This failure to reduce the overall number of children who do not attend school is worrying enough – especially bearing in mind the hazards, from exploitative child labour to HIV/AIDS, to which these out-of-school children

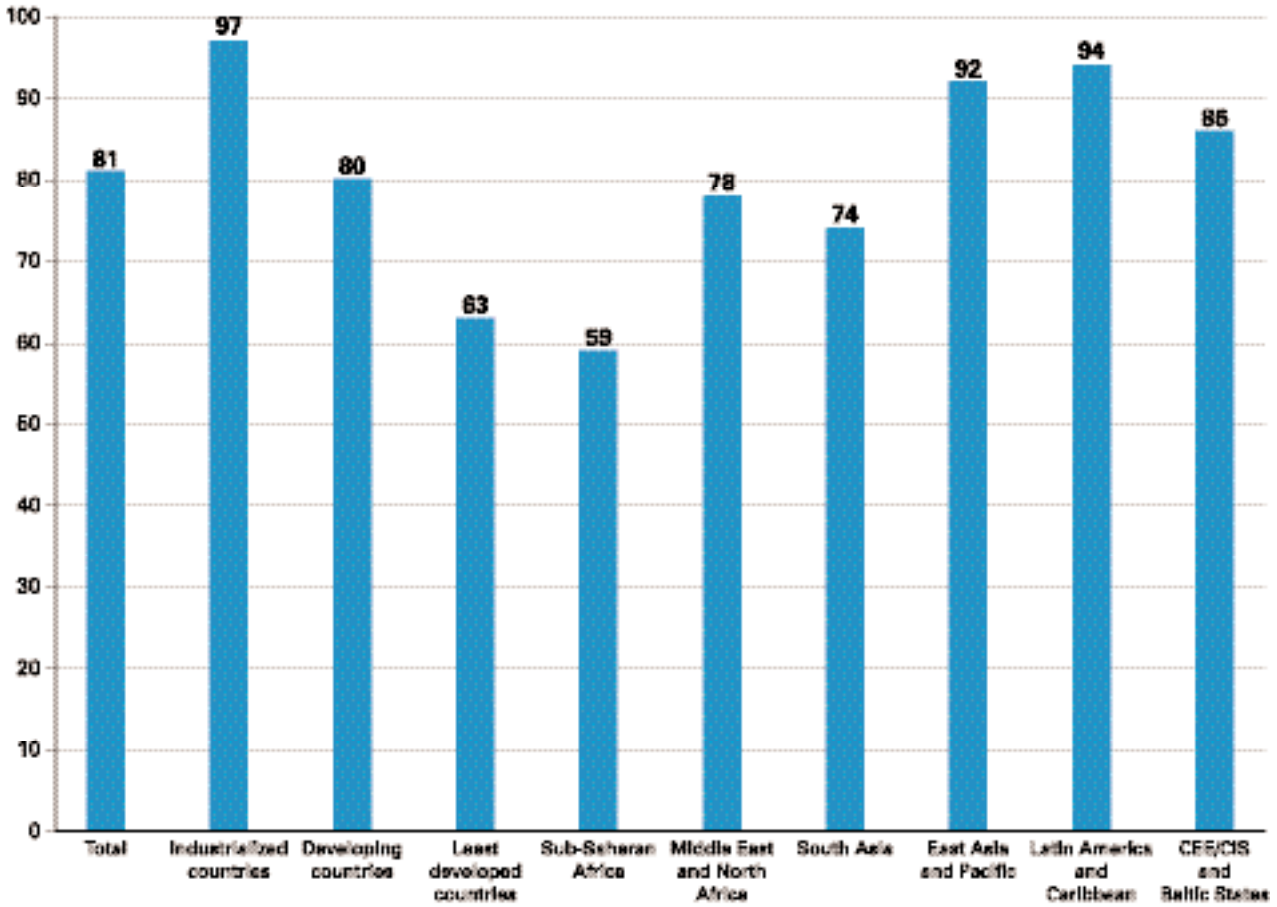
are disproportionately exposed – but the global figure hides an even more disturbing truth at the regional level. Sub-Saharan Africa, for example, accounts for a proportionately larger number of the world's non-enrolled primary-school-aged children – 41 million in 1990 and 45 million in 2002.[33]

Significantly, the mass of children out of school includes those who have dropped out early, as well as those who have never set foot in a classroom. The Millennium Development Goals specify that the world needs to ensure that children complete their primary schooling – it is not enough that they merely register and attend only for a year or two.

A recent World Bank study indicates that the population-weighted rate of primary-school completion in the developing world rose from 73 per cent to 81 per cent during the 1990s.[34] Again, the global figure masks great regional and gender variations. In sub-Saharan Africa the completion rate has improved over the decade but it is still barely over 50 per cent, and if it continues to increase only at the present rate, it will barely reach 60 per cent by 2015. In the Middle East and North Africa completion rates are generally higher, at around 74 per cent, but have remained stagnant throughout the 1990s *(see Figure 7: Primary-school-completion progress)*.[35]

In many cases, out-of-school girls are 'invisible'; they are either not reported or underreported. Many countries suffer from a real information gap in which populations in hard-to-reach areas are often not accounted for. In addition, countries

FIGURE 6 PRIMARY NET ENROLMENT/ATTENDANCE RATES (1996-2002)



Source: UNICEF, 2003

mostly report on averages and thus frequently conceal very serious gender disparities between internal regions, and economic and ethnic groups.

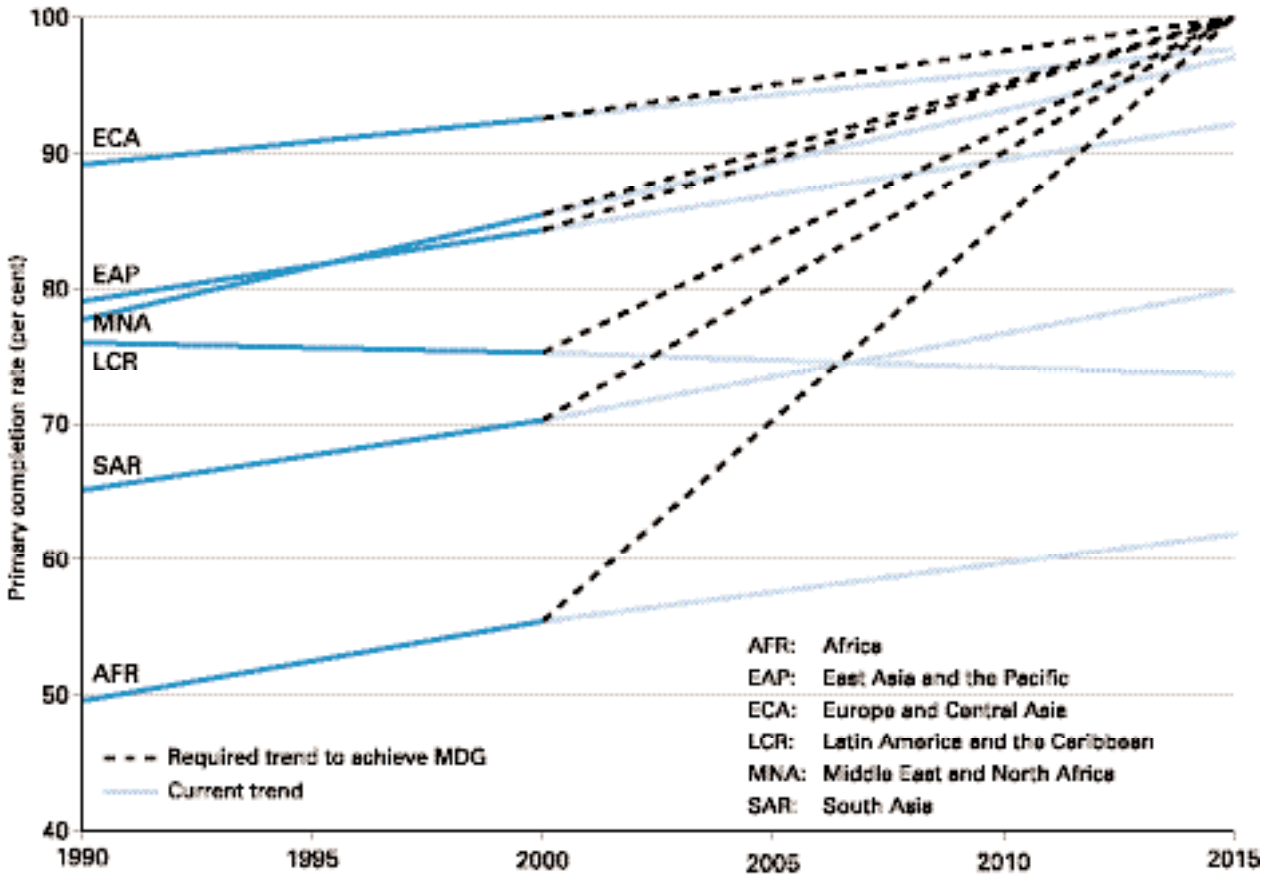
The same study indicates that if the rate of progress in the 1990s extends to 2015, nearly one child in five will still fail to complete primary school.[36]

Girls drop out

The gender gap in primary school enrolment certainly narrowed during the 1990s. The ratio of girls' gross enrolment rate to boys' in developing countries increased from 0.86 to 0.92. Nearly two thirds of developing countries improved on girls' enrolment over the decade, with the biggest improvements seen in Benin, Chad, the Gambia, Guinea, Mali, Mauritania, Morocco, Nepal, Pakistan and Sudan.[37] In Morocco, the proportion of girls' enrolment in rural areas shot up from 44.6 per cent in 1997–1998 to 82.2 per cent in 2002–2003.[38]

Yet girls' primary school completion rate still lags way behind boys', at 76 per cent compared with 85 per cent. This yawning gender gap means that millions more girls than boys are dropping out each year.[39] As a result, the majority of the children not in school are girls.[40] Again, the most worrying statistics come from sub-Saharan Africa, where the number of girls out of school rose from 20 million in 1990 to 24 million in 2002.[41] Eighty-three per cent of all girls out of school in the world live in sub-Saharan Africa, South Asia and East Asia and the Pacific.[42] The latest UNICEF global figures, which include both girls' attendance

FIGURE 7 PRIMARY-SCHOOL-COMPLETION PROGRESS, 1990-2015



Note: data is weighted by country

Source: Adapted from Bruns, Mingat and Rakotomalala, *Achieving Primary Education by 2015: A chance for every child*, World Bank, Washington, D.C., 2003.

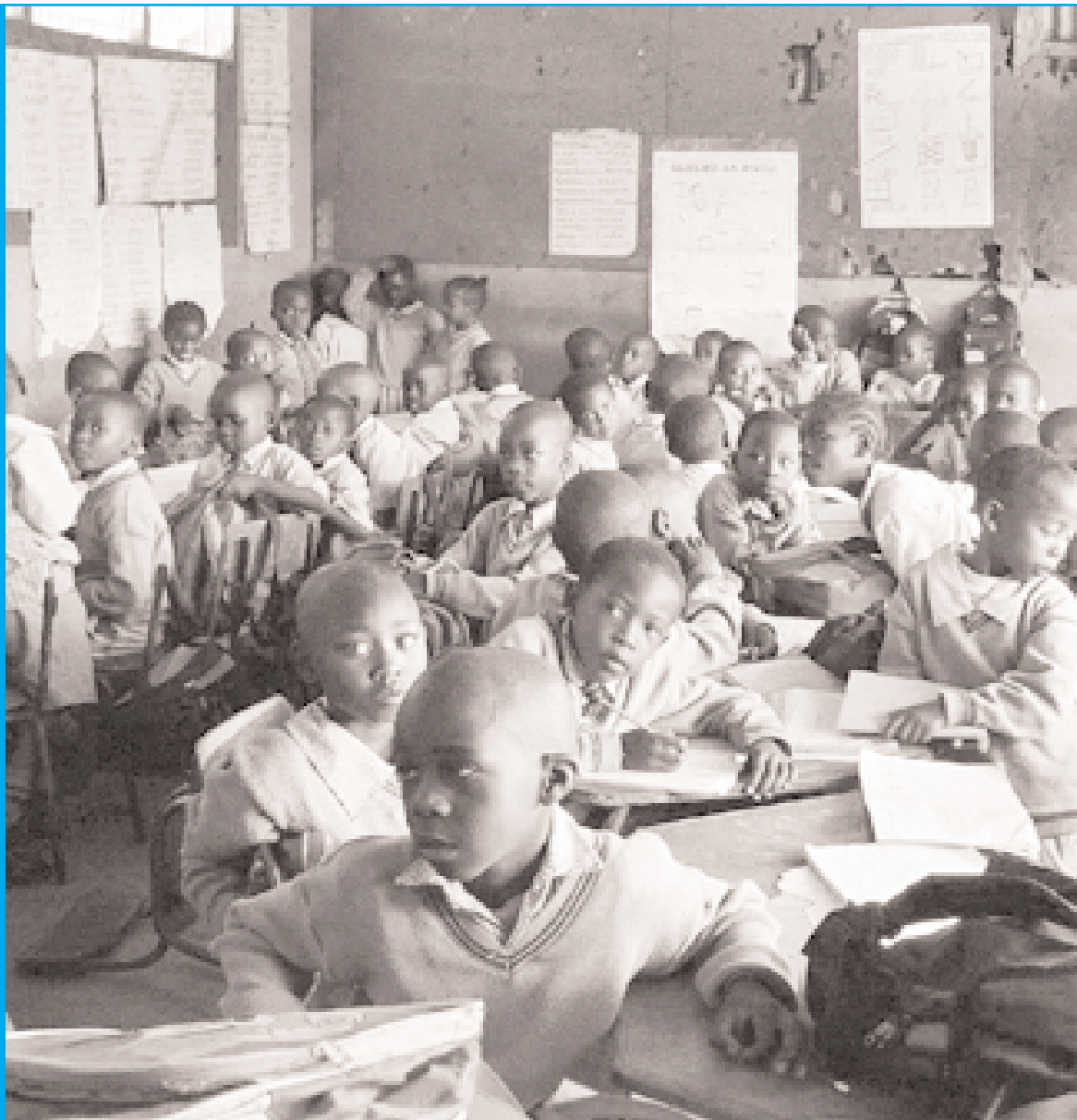
and enrolment, show that 70 countries have rates of less than 85 per cent. This highlights the need for urgent, targeted action.[43]

Most countries reduced the gender enrolment gap in secondary education during the 1990s. The countries with the smallest proportion of girls enrolling in secondary school are, with the exception of Bhutan, all in sub-Saharan Africa; in Burkina Faso, Burundi, Chad, Ethiopia, Guinea, Niger, Somalia and the United Republic of Tanzania the gross enrolment rate is under 10 per cent.[44] This region also has few female teachers – less than one in four in some countries – though even here the proportion of female teachers is increasing. In two thirds of the Arab states women now make up at least half of teachers, while in Latin America and the Caribbean they account for 80 per cent of staff.[45]

Hidden crises

In Bosnia and Herzegovina, as in other countries in the Central and Eastern European region and throughout Latin America and the Caribbean, issues related to girls' education constitute a 'hidden crisis'. Since there are good attendance and enrolment rates among girls, their education is not seen as a concern, even though reports on the increasing number of girls who drop out of school, especially in rural areas, are an indication that a serious problem exists. In the past decade, enrolment rates in some countries in the Central and Eastern European region have decreased considerably at all levels from pre-primary to secondary (*see Figure 8: Female participation in secondary education*). Moreover, parity in enrolment does not equate to parity in education, which also includes completion and

The jump in enrolment in Kenya has come with challenges.... Classrooms built for 35 pupils were now crowded with more than 70.



learning achievement. In many cases, countries might show no enrolment gap between boys and girls but a serious gap in learning achievements, reflecting a difference in the quality of education received by girls and boys.

In Serbia and Montenegro, although general statistics are not alarming, data show that girls who are discriminated against due to poverty, developmental disorders or ethnic background (like the Roma) suffer a double disadvantage when it comes to access to education. Their drop-out rate is reported to be up to 80 per cent higher than that of boys.

In Azerbaijan, a survey conducted in 2002 revealed a gender gap in learning achievement in terms of literacy, numeracy and life skills among children leaving primary school. While all of the boys passed the literacy test, only 52 per cent of the girls passed. All boys passed the numeracy exam, while only 52 per cent of girls were successful. All boys were successful in a life skills test, while only 72 per cent of girls passed. Clearly, participation in education itself is not necessarily an empowering activity. Stereotypes can actually be reinforced by participating in a system where traditional gender roles are being taught, lowering girls' sense of their own potential and their learning achievement.

Even when girls' enrolment and completion rates are higher than those of boys', girls may not advance beyond primary and secondary education, women are not found in leadership roles, and qualified women too often still earn less than men. The challenge for the countries

PANEL 5

Goodbye to school fees

The Standard One classroom at Ayany Primary School in Kibera, Kenya, is a hive of activity. Excited pupils sit on the brightly carpeted floor. Some are writing on the chalkboard on the wall, while others are busy with their books. Among them is 10-year-old Silvia Akinyi, demonstrating her newly acquired skills on the board.

Not long ago, Silvia did not attend school. She was not alone. Where there is a price attached to education, the most vulnerable – the destitute, children orphaned by AIDS, girls – are left out of the classroom. School fees, together with hidden costs, such as charges for textbooks, uniforms and examinations, and opportunity costs associated with household responsibilities, such as caring for sick parents, continue to keep poor families throughout much of the developing world from sending their children to school.

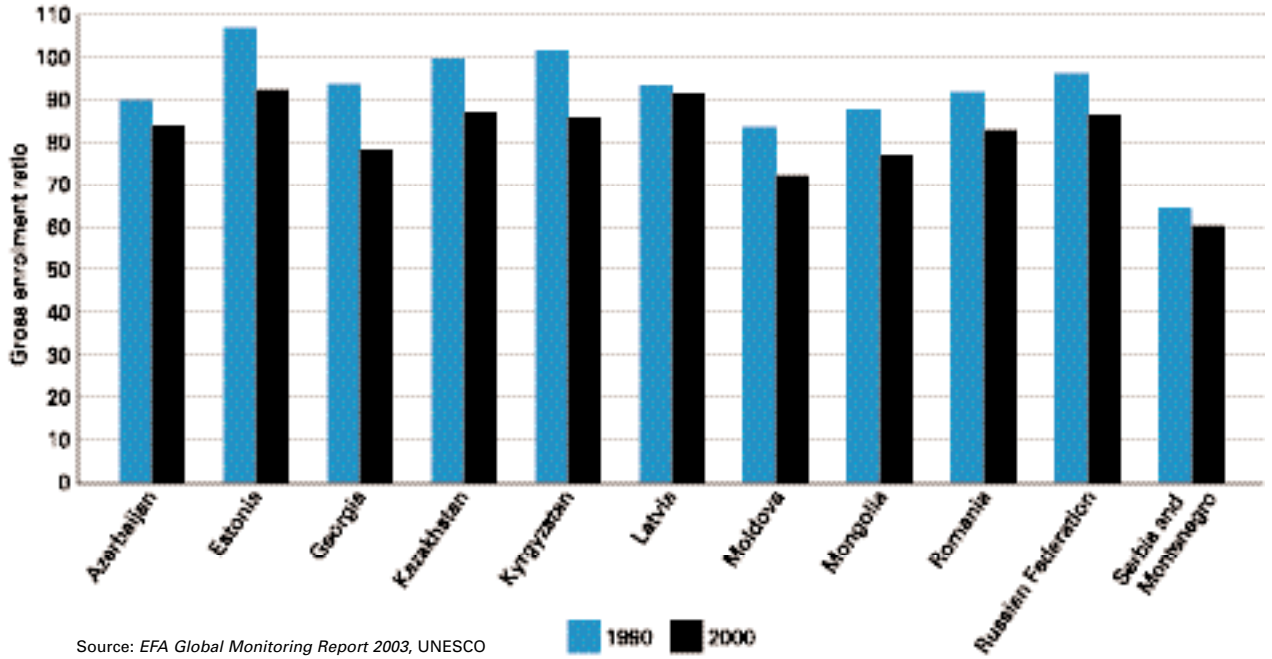
In Kibera, the biggest slum in Nairobi, parents had been unable to enrol their children because many simply could not afford to. With an average income of about $27 a month – a sum that must cover rent and food, water and health care – they found it hard to find money for their children's schooling. Silvia's father, who works at small jobs, could not raise the $133 to enrol her in school, let alone the $27 for a school uniform.

"My parents used to quarrel with me whenever I asked them to take me to school," recalls Silvia. "They would tell me school was for the rich and not for poor people like us."

School fees are a particularly pressing issue in sub-Saharan Africa, where the rapidly rising number of children orphaned by AIDS is affected not only by poverty but also by the burdens of stigma and discrimination that are attached to the disease.

Country	Enrolment pre fee abolition	Enrolment post fee abolition
Kenya	5.9m	7.2m (increase of 22% or 1.3m in first week of 2003)
Malawi	1.9m	3m
Tanzania	1.4m	3m
Uganda	2.5m (1997)	6.5m (2000)

FIGURE 8 FEMALE PARTICIPATION IN SECONDARY EDUCATION



Source: *EFA Global Monitoring Report 2003,* UNESCO

Yet, even in the face of these barriers, girls and boys will come to school when fees are removed. This certainly has been the case in Kenya. Since January 2003, more than 1.3 million children entered school for the first time under its free primary education policy. This has pushed the national primary school enrolment from 5.9 million to 7.2 million pupils. Similar experiences were reported in Malawi, Uganda and the United Republic of Tanzania.

The challenges that ensue

The jump in enrolment in Kenya has come with challenges. The Ayany school has witnessed an increase in enrolment over 100 per cent and, like many others throughout the country, found itself with too few desks, not enough stationery and little equipment. Classrooms built for 35 pupils were now crowded with more than 70.

In response, the Child-Friendly Primary School Initiative, a joint project of UNICEF and the Kenyan Ministry of Education begun in 2002, sought to improve school quality. The goal was to have children who entered school stay until they acquired basic primary-level competencies.

The World Bank, UK Department for International Development and UNICEF provided textbooks. Other educational materials and recreational equipment were supplied.

This enabled those teachers who were trained in 2002 to convert basic Standard One classrooms into stimulating learning environments.

"The stimulating class is really exciting for both the children and the teachers," says Mary Macharia, an Ayany Primary School teacher. "We have so far witnessed fewer drop-out rates as parents enrol more of

© Susan Mwangi/African Women and Child Feature Service/2003

that have achieved gender parity is to identify ways to expand the family and societal perception and expectations of girls' capacity (*see Figure 9: Children's opinions on gender and education*) – such as a push for greater participation in tertiary education and more leadership roles. These countries are ready for the societal transformation to help them make the leap and to further advance girls' participation in society.

Funding shortfall

None of the world's wealthier countries developed without making a significant investment in education. For example, Japan's emergence as a major economic power in the first half of the 20th century is attributed by many to the emphasis it placed on education and literacy. Between 1906 and 1911, education consumed as much as 43 per cent of Japanese town and village budgets.[46] More recently, the spectacular economic growth and poverty reduction seen in many East Asian countries in the last quarter of the 20th century has been attributed in good part to sustained investment in education.[47] (*See Figure 10: Government expenditure on education.*)

If the spirit of the Millennium Declaration and the targets of the Millennium Development Goals are to be met – and the education goals are only one part of the picture – it is clear that governments in developing countries will have to bear the lion's share of the responsibility. Many are already investing more in human development than ever before, but across the board there has not been the major shift of resources into education that is required. Only eight developing

their children into the friendlier, stimulating classes."

In 2002, UNICEF supported the training of some 1,000 teachers and trained about 5,000 more in the first half of 2003. Child-friendly classrooms are already established in 70 communities in 9 districts in Kenya. If its global appeal for an additional $4.5 million is successful, UNICEF will support the introduction of child-friendly classrooms in another 26 districts in 2003.

"Many of the children have benefited from the recent money UNICEF gave for books, desks and chalk," says Ms. Elsheba Kanyeri, Ayany School's headteacher. "At least for now we cannot lose children because when we [used to] send them home to get exercise books, they never came back."

Celestina Adongo, at age 15, is in class four. She should already be in high school but poverty and her status as an orphan kept her behind. Only when free primary education was announced did she see hope on the horizon. However, she feared her dream would be unfulfilled because her guardians could not afford the exercise books and writing equipment she needed.

"I thought something bad was going to happen, and I would be sent away for lack of books," Celestina remembers. She says her prayers were answered when she received basic education supplies.

Kenya's introduction of free primary school is rekindling hope and turning lives around – not only for Celestina, but for all its children.

"I thought something bad was going to happen, and I would be sent away for lack of books."

countries in the period 1999 to 2000 committed more than a fifth of their government spending to education: Côte d'Ivoire (40.8 per cent), Togo (26.2 per cent), Malaysia (25.2 per cent), Azerbaijan (24.4 per cent), Comoros (23.5 per cent), Mexico (22.6 per cent), Saint Lucia (21.3 per cent) and Peru (21.1 per cent).[48]

It is also true that despite some significant exceptions (*see Panel: African countries move closer to education goals, page 53*), industrialized countries and international financial institutions have so far substantially failed to meet their part of the bargain. In 1990, both at the Jomtien Conference and the World Summit for Children, donor countries promised extra funds for education. In 1996, they made an additional commitment to ensure universal primary education by the year 2015.[49]

Instead, total aid flows to developing countries actually declined during the 1990s, from a peak of $60.6 billion in 1991 to $49.6 billion in 2000, a reduction of 18 per cent. No one could doubt that the greatest need in this period lay in sub-Saharan Africa, yet total development assistance to the region shrank by 14 per cent in real terms between 1990 and 2000, at the same time that aid to the East Asian region grew.[50]

Bilateral funding for education has plummeted even further, with a general decline through the decade followed by a dramatic cut in 2000 that left aid at $3.5 billion – a full 30 per cent lower than in 1990. World Bank International Development Association loans to education, which averaged $0.9 billion per year from 1990 to 1996, averaged only $0.6 billion between 1997 and 2001,[51] a cut of 33 per cent.

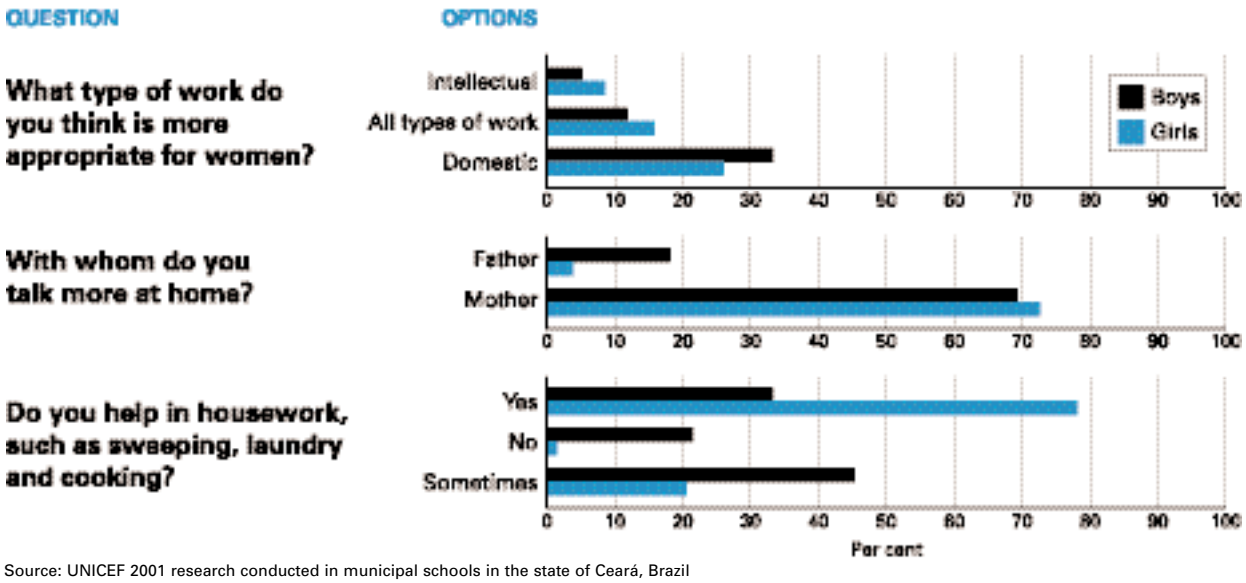
BOX 3

The Indicative Framework of the FTI

Policy Benchmarks for Education For All by 2015

Primary Education Service delivery	
Average annual teacher salary	► 3.5 times per capita GDP
Pupil-teacher ratio	► 40:1
Non-salary spending	► 33 per cent of recurrent education spending
Average repetition rate	► 10 per cent or lower
System expansion	
Unit classroom construction cost	► $10,000 or lower
System financing	
Government revenues, as percent of GDP	► 14 to 18 per cent (depending on p/c GDP)
Education spending, as share of govt. revenues	► 20 per cent
Primary education spending (as share of total education recurrent spending)	► 42 to 65 per cent, depending on length of cycle

FIGURE 9 **CHILDREN'S OPINIONS ON GENDER AND EDUCATION**



Source: UNICEF 2001 research conducted in municipal schools in the state of Ceará, Brazil

PANEL 6

The Fast-Track Initiative: A shared vision for girls and boys

– World Bank Education Department

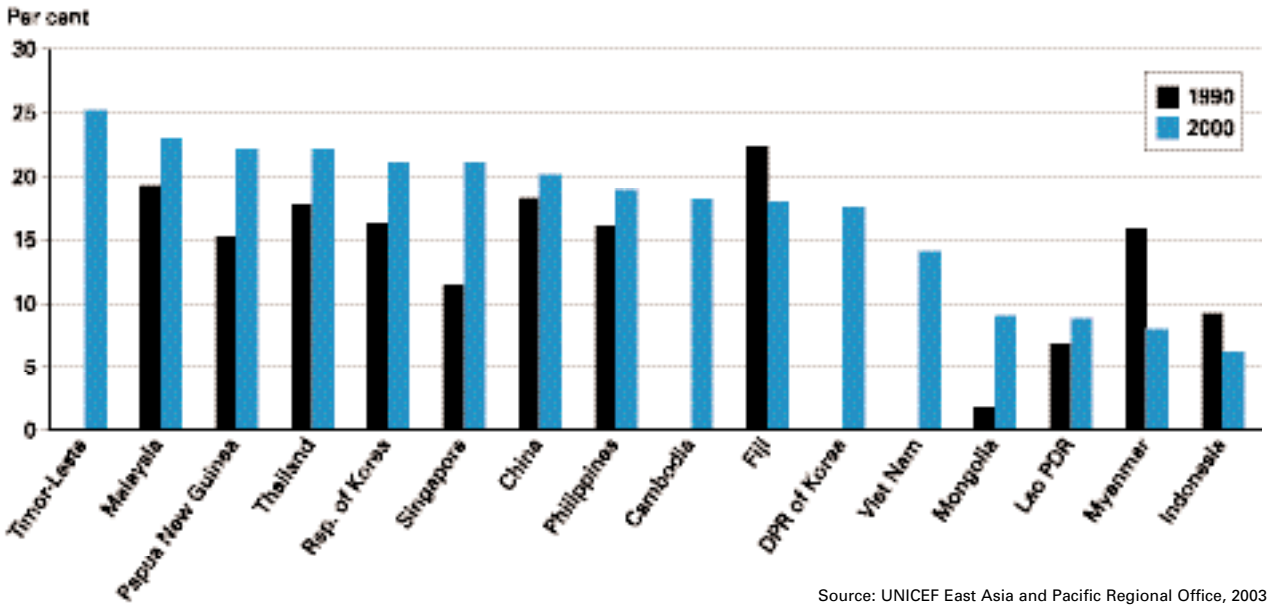
Launched in 2002, the Education For All Fast-Track Initiative is a global partnership of donors and developing countries with the objective of accelerating the progress of low-income countries towards the Millennium Development Goal of universal primary education. Led by the World Bank and supported by most bilateral donors and key multilateral organizations, including UNESCO and UNICEF, as well as the regional development banks, the Fast-Track Initiative is a compact between donors – who are to provide additional policy, data, capacity-building, and financial support – and countries – who are to implement sound policies and accept clear accountability for results.

The Fast-Track Initiative aims to help countries achieve three key Education For All outcomes: 1) universal primary completion by 2015, 2) a net intake into first grade of 100 per cent of girls and boys by 2010, and 3) improved student learning outcomes. In addition, the Initiative aims to improve efficiency in the way resources are used in primary education service delivery, system expansion, system financing and spending for primary education. (*See Box 3 on the Indicative Framework.*)

An initial 18 countries – including 11 in Africa – were invited to join the Initiative. Each had a Poverty Reduction Strategy Paper in place and an education sector plan agreed with donors. Five other high-population countries that do not yet have poverty reduction strategy papers in place were invited to receive intensified support to strengthen policies and capacity with the goal of meeting the Initiative's conditions for expanded financing.

In November 2002, Initiative donors pledged over $200 million in additional support for primary education for the period 2003–2005 in the first seven Fast-Track Initiative countries – Burkina Faso, Guinea, Guyana, Honduras, Mauritania, Nicaragua, and Niger. This funding represents an increase of approximately

FIGURE 10 GOVERNMENT EXPENDITURE ON EDUCATION IN EAST ASIA AND PACIFIC



Source: UNICEF East Asia and Pacific Regional Office, 2003

40 per cent in official development assistance resources for primary education and will help educate about 4 million additional girls and boys.

Value added

Country engagement. In its first year, developing countries invited to join the initiative have acted with impressive speed to ensure their sector plans meet the new tests for credibility and sustainability embodied in its indicative framework benchmarks.

Donor engagement. Donors have also responded actively. The Initiative partnership has more than 20 bilateral and unilateral members and provides a forum for greater donor harmonization and coordination on funding, particularly where existing processes prove inadequate to meet funding needs at the individual country level.

Partnering. The Initiative has encouraged collaboration and partnership between a range of different development players. One such example is the Partnership on Sustainable Strategies for Girls' Education, a multi-donor initiative that provides technical and financial support to developing countries in improving the design and implementation of programmes targeting girls' education.

Key contributions of the Fast-Track Initiative

- **Focusing attention and action around a specific and shared goal.** Governments and donors are sitting down and planning systematically to achieve the Millennium Development Goals and the Education For All goals. In Guinea, the Initiative has helped kick-start high-level discussions about crucial sector and budget reforms. In Honduras and Yemen, it has helped mobilize increased domestic fiscal support for primary education.
- **Mobilizing increased resources for primary education.** An increase in official development assistance commitments of some 40 per cent has been achieved for the first seven Fast-Track Initiative countries.
- **Catalysing and helping sustain reforms.** The Initiative has helped Burkina Faso, Mozambique and Niger stay the course on politically sensitive – but fiscally necessary – adjustments in teacher salaries. In other countries, such as Viet Nam, it has put the need for increased domestic resources for education and higher teacher remuneration on the table. It has also encouraged uniform standards on the unit costs for classroom construction and ceilings in order to make donor resources go further.
- **Establishing the Donors Forum.** This provides a platform to review progress on the ground and coordinate responses to identified policy and financing gaps.
- **Highlighting issues of aid coordination and financing.** The Initiative is encouraging donor action to reduce the transaction costs of development aid. It has also raised the issue of providing more predictable long-term

There are recent, tentatively hopeful, signs that the climate for development assistance is changing, partly as a direct result of the commitments represented by the Millennium Development Goals. A new consensus on investing in education emerged at the International Conference on Financing for Development in Monterrey, Mexico in 2002, and education forms a vital part of the 'World Fit for Children' commitments made at the UN General Assembly Special Session on Children that same year. Governments, including those in the G-8, have pledged to increase their overall aid, particularly their aid to basic education. (In 2001, however, only France and the Netherlands channeled more than 5 per cent of their aid to basic education.[52]) The World Bank has launched the Fast-Track Initiative – a venture that could help transform the Education For All landscape (*see Panel on the Fast-Track Initiative, page 39*).

But pledges and promises are not always realized (*see Box 4: The Global Campaign on Education update*). The current global preoccupation with security may result in some funding commitments being abandoned. As it stands, the low level of international assistance represents part of the problem of keeping girls out of school rather than the key part of the solution it must become if all children are to enjoy their right to an education.

financing to countries to fund recurrent costs. It has stimulated donors to adopt more flexible forms of support, such as pooled funding at the country level and the flexibility to meet recurrent costs.

- **Creating a strong incentive for education reform in countries outside the Initiative framework,** such as Kenya and Senegal.

Challenges

Despite progress under the Fast-Track Initiative, donor procedures are not yet harmonized and financing remains fragmented. Much donor assistance continues to be input-driven, rather than providing more flexible support for core system expenditures. Aid often flows to historically preferred, rather than performing, countries.

Although donors have strived to mobilize additional funding for Fast-Tract Initiative countries on a case-by-case basis, the process has revealed some 'donor orphans.' Without new funding for these countries, the Initiative will not be able to deliver on the donor commitment that "no country with a credible plan for Education For All will be thwarted for lack of external support." The momentum of the Fast-Track Initiative could easily be lost if a fundamental principle of the compact – expanded assistance to support effective policies – is not honoured.

BOX 4

THE GLOBAL CAMPAIGN ON EDUCATION UPDATE

"In April the World Bank's Development Committee requested a progress report on the FTI in time for their meeting in Dubai. They will not get one – because there is no progress to report.

The chief responsibility for this embarrassing predicament rests with rich countries. Many of the first 18 countries invited to join the FTI have already committed to far-reaching and ambitious reform of their education systems in order to get every child into school. However, donors have failed to deliver convincing backing for these plans. Instead, they endorsed 10 of the plans, then insisted on drastic cutbacks, and finally declined to honour even the much-reduced financing requests that remained.

Rich countries have also refused to extend the FTI partnerships to any of the additional countries that have met the entry requirements (a comprehensive education sector plan nested in a Poverty Reduction Strategy) since the FTI's launch. In this way, what was intended as the foundation for a new global partnership risks being whittled down to a small club of 'donor favourites'."

(Source: Global Campaign for Education, 'Education For All Fast Track: The No-Progress Report,' Global Campaign for Education Briefing Paper, September 2003.)

Millennium Development Goals

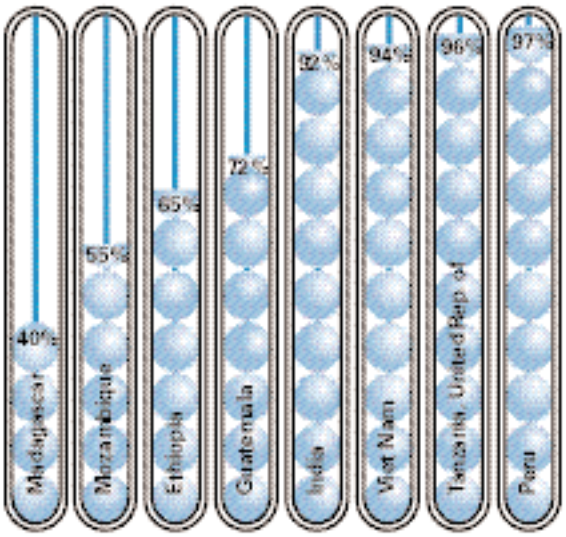
Two goals – achieve universal primary education and promote gender equality and empower women – are critical to reducing child mortality. As girls' education rates rise, child mortality rates plummet.

Secondary education for girls

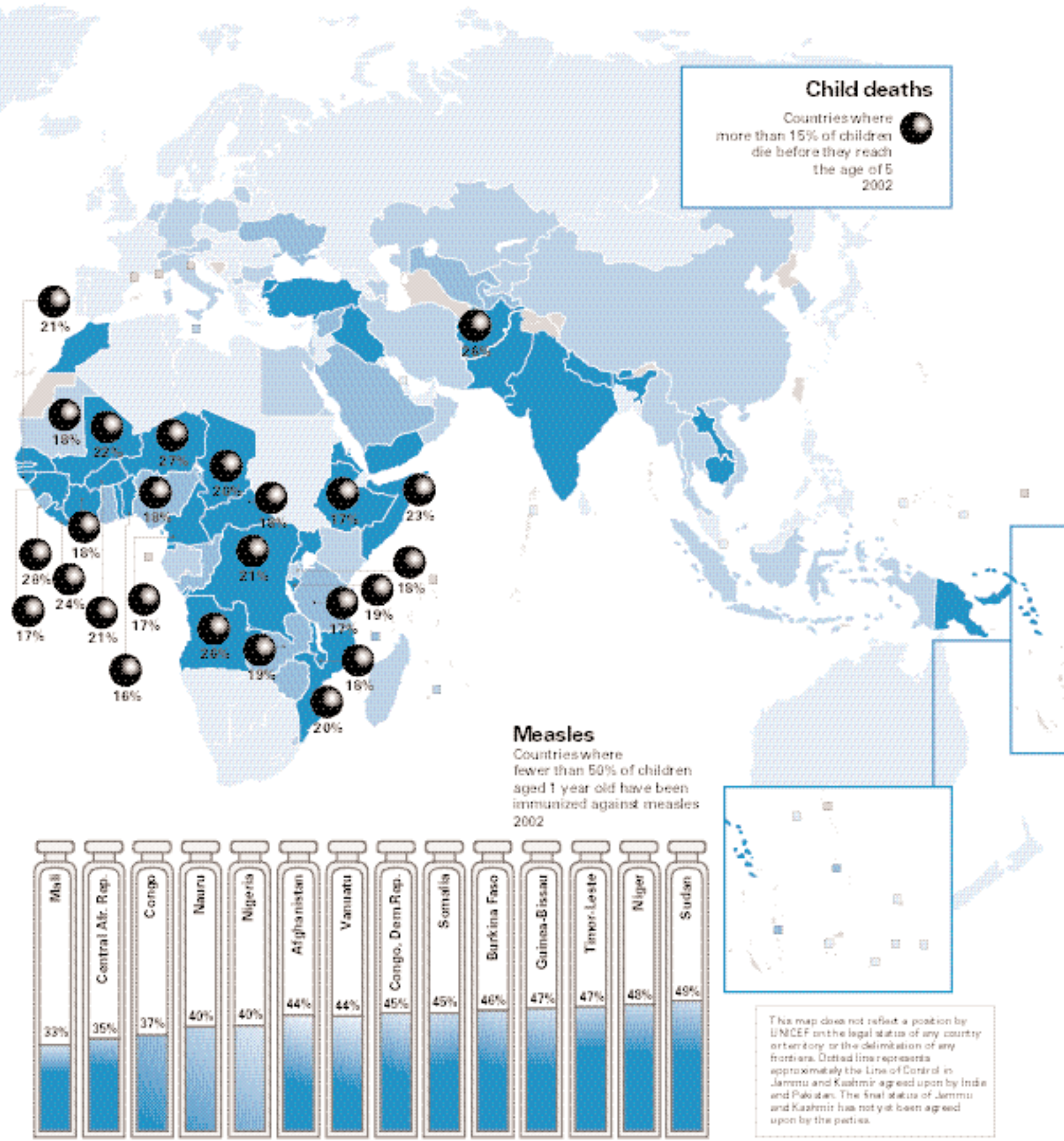
Females as percentage of males in secondary schools
1995–2000

Primary school achievement

Percentage of children entering primary school who reach grade 5
Survey data 1995–2001
Selected countries



REDUCE CHILD MORTALITY



4 THE MULTIPLIER EFFECT OF EDUCATING GIRLS

Kent Page/UNICEF/2003

The benefits of educating girls are long established. But there is new understanding as to why educating girls is the most urgent task facing the global development community and how girls' education can drive the international efforts to achieve the Millennium Development Goals.

Girls' education is the most effective means of combating many of the most profound challenges to human development. Education is vital in emergencies, following a disaster or when a country is in conflict, contributing stability to the lives of girls and boys and helping families to heal and look forward. For communities, the strategies for providing girls the opportunities to complete their education yield benefits for all.

Ensuring children the best start in life

Education systems the world over have paid a heavy price for the failure of governments to invest in children's earliest years. Like health systems worldwide that struggle desperately to cure illness and disease instead of investing in prevention, teachers and educational experts have wrestled with illiteracy, school avoidance and underachievement – forever playing catch-up with problems that would have been significantly reduced if sufficient attention had been paid to children's first years of life.

The neglect of children's early years is by no means confined to education. UNICEF's experience shows that the survival, growth and development of young children are interdependent objectives, achievable only through universal access to a broad range of basic services. Preventing iodine deficiency and anaemia, for example, will improve a child's health and nutrition – and it will also protect a child's early brain development. Efforts to protect children from violence and abuse will also

ensure sound early cognitive development. Ensuring that a woman is empowered, healthy and well educated – a good unto itself – can have a dramatic and positive effect on the well-being of her children, since if she is sickly, hungry or oppressed she is unlikely to nurture her children adequately.

From the understanding that learning begins at birth comes the belief that it can be promoted by a secure attachment and responsive interaction between baby and parents or caregivers. In addition, children's healthy development depends on their interactions beyond their own family, with research suggesting that structured care outside the home can be particularly important in preparing a child for school. A recent study of children in Nepal showed that over 90 per cent of those who had attended a non-formal pre-school facility enrolled in primary school, compared with some 70 per cent of those who had not. More tellingly still, in grade 2 around 80 per cent of the first group were still in school, but only around 40 per cent of the non-pre-school group were attending.[53]

The rhythm of schooling

The same Nepalese study showed that girls benefit even more than boys: 100 per cent of the girls who had experienced non-formal pre-school care enrolled in primary school, 85 per cent of whom were still attending grade 2. There are many possible reasons why girls in particular benefit from pre-school programmes. These benefits include enhanced self-esteem and the raising of their family's aspirations. Yet one reason that is seldom recognized is

In camps for displaced people in Azerbaijan, war-scarred provinces of Angola and classrooms in Lao PDR, trained teachers help children and countries develop.

that such programmes establish the rhythm of schooling in a young girl's life. In most communities in the developing world, particularly in rural areas, girls are introduced to simple household chores and minor income-generating tasks from a very early age. These tasks gradually become routine, establishing an everyday rhythm in the child's life. Soon, such tasks take up most of the child's day, at which point it becomes difficult to introduce schooling into the routine.

Participation in community-based care, however, establishes a different rhythm, making the idea of regular attendance at a particular time less foreign and daunting. Even spending a few hours each day with a grandparent can help book a place for schooling in a girl's life.

Early childhood programmes can be a vital resource for young women as well as their daughters, and not only because they relieve mothers of their childcare responsibilities. One such project serving Albanian mothers in the former Yugoslav Republic of Macedonia, many of them refugees, has successfully improved participants' parenting skills in ways that will support the physical, emotional and cognitive development of their children. The programme has encouraged women to read and talk more to their children and to encourage their investigative play and learning; it has helped the women realize their responsibilities as parents and their vital role in child development.[54] In Albania, the Gardens of Mothers and Children community project run by the Christian Children's Fund has successfully mobilized girls who were unemployed and isolated in their

PANEL 7

Teachers spark hope

With books in hand and baby on her back, 18-year-old Dolores Jamba is Angola's future in one svelte, bright orange package. A student, a mother and now a teacher, Dolores is one of around 4,000 newly trained Angolans who will drive the country's return to education. The prolonged civil war that battered Angola until March 2002 left the education sector in tatters, with 1 million children excluded from primary schooling.

Then, in February 2003, came the launch of 'Back to School', the biggest education campaign in Angola's history. A joint venture between the local authorities and UNICEF, the campaign introduced 250,000 children to school, concentrating first on the provinces of Bié and Malanje, which suffered particularly during the war.

'Back to School' represents a major change in direction for the Angolan Government, which previously assumed that universal primary education would have to wait for formal classrooms to be built all over the country, and for sufficient numbers of teachers to be fully trained and qualified. Back to School, in contrast, is founded on rapid teacher training and improving quality over time. Beginning in February 2003, UNICEF undertook the emergency training of 5,000 teachers. Three weeks of training this year will be followed by additional sessions next year. It is by no means exhaustive training but Dolores is confident she can do the job.

"Right now I think it's most important to get the children back into school," she says, her four-month-old daughter sound asleep on her back. "I remember what my best teachers did, and I am learning new teaching methodologies all the time." But how will she fare on her first day when greeted by a classroom of 50 energetic kids? "Most of the children will be so excited and happy to be at school that they will be very easy to teach," she says. "But this week I have also learnt what to do when there is one disruptive child in the class."

Dolores' home of Kunhinga is about 30 kilometres north of Kuito, the capital of Bie. With its wide streets and friendly faces, Kunhinga is a pleasant village with a market selling fruit, grain and third-hand shoes. There are also school books and pens for sale, though in the past when the choice was sustenance or scholarship,

homes. The girls work as volunteers who care for, entertain and help educate pre-school-age children.

Fighting HIV/AIDS

Over 5 million people each year are newly infected with HIV/AIDS. Human development gains painstakingly accrued over generations have been wiped out in a matter of a few years in the worst-affected countries. In Botswana, for example, due to the high HIV-infection level, life expectancy plummeted from 60 years in 1990 to just 39 years in 2001.[55] And unless global prevention efforts are significantly expanded, 45 million people in 126 low- and middle-income countries will be infected between 2002 and 2010.[56]

In the absence of a vaccine against HIV/AIDS, education is society's best defence against the disease. The more educated and skilled young people are, the more likely they are to protect themselves from infection; and those who are in school spend less time in risky situations. And girls, who have traditionally had less access to the benefits of education, have an even greater need than boys for the protection that education can provide.

Recent studies confirm that better-educated people have lower rates of infection. A study of 15- to 19-year-olds in Zambia found a marked decline in HIV-prevalence rates among those with a medium to higher level of education but an increase among those with lower educational levels.[57] During the 1990s, the HIV-infection rate

families understandably chose food. During Back to School month, however, Angola's returning schoolchildren received a UNICEF education kit, including books, pencil, bag and eraser. "Christmas in February," beamed eight-year-old Luciana, one of the children about to experience school for the first time.

Given the chance of peace, Angolans have shown an appetite for education. At the end of the 27-year civil war there were just 21 schools left standing in Kunhinga Municipality. Over the next year, the citizens have built 41 new schools with local materials and UNICEF assistance. Parents' enthusiasm for the new push towards education for all has been immeasurably enhanced by the removal of all school fees.

Domingos Caiumbuca is another of the 39 teachers being trained in Kunhinga. Tall, confident and jocular, he says: "I feel this training is very important because this is the start of a new era in education in Angola. I want to teach to help develop a new generation of Angolans. For instance, just this morning we were learning why it is important to integrate the best students with the more difficult. I love this knowledge."

The signs are that Domingos, Dolores and their fellow trainee teachers have grasped their chance with both hands. Back to School has been so successful in Bié and Malanje that the Angolan Government has been inspired to extend it across the country in 2004. It has set aside $40 million in its budget to fund the training of a further 29,000 teachers and to increase the number of children in the first four grades by 90 per cent. If this happens, the number of children out of school in those first four grades is expected to drop next year from 1.1 million to around 200,000.

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in Zambia fell by almost half among educated women, but there was little decline for women without any formal schooling.[58] A study of 17 countries in Africa and 4 in Latin America showed that better-educated girls tended to delay having sex and were more likely to require their partners to use condoms.[59]

The best school-based defence against HIV/AIDS addresses the issue as part of comprehensive life skills programmes, established as a core part of the mainstream curriculum. These offer young people gender-specific information on HIV and on the steps they can take to prevent infection's spread. The programmes train them to analyse situations critically, challenge gender stereotypes, communicate effectively and make responsible decisions. These skills enhance their abilities to make healthy choices, resist negative pressures and avoid risky behaviour.[60] This is particularly vital for girls, who are more easily infected with HIV during sex than boys.

Life skills programmes also incorporate instruction on health, hygiene and nutrition. Poor nutrition and limited access to safe water and sanitation can compromise the immune system and increase vulnerability to HIV/AIDS and other illnesses.[61] In addition, schools develop a practical link with youth-friendly, gender-sensitive health services that offer voluntary and confidential HIV testing and counselling. The fight against HIV/AIDS then – just like that for girls' education – is multifaceted, and progress on one front cannot be divorced from progress on another.

This is progress that fully justifies Dolores's faith and enthusiasm as she stands on the brink of her first teaching assignment. "Of course we need more pencils, more books and more schools so that we can reach out to all Angolan children. But at this time we must use what we have – and what we have is a chance to give our children a new start."

A different kind of emergency

In the Lao People's Democratic Republic, teachers are also having a chance to give children a new start. A different kind of emergency existed in 1992. Nearly 80 per cent of primary school teachers were untrained, with over 50 per cent of them having not completed secondary education. While the teachers were often sincere in their commitment to educate their students, they were ill-equipped for the task, poorly paid and working in remote schools under difficult conditions. Whether at war or peace, one thing remains constant, the need for teachers to be trained.

To respond to this need, the Ministry of Education, with support from UNICEF, developed an innovative in-service teacher training system, called the Teacher Upgrading Project. The project was further expanded with support from the Japan National Committee. The purpose of the project was twofold: to provide teachers with continuing education equivalent to a class 8 pass, and to improve their teaching skills.

A 2000 evaluation of the Teacher Upgrading Project, which compared all other teacher training initiatives in Lao PDR, found that the course had the greatest impact on teaching skills and performance in the classroom. It has given teachers more confidence to experiment with child-friendly methods, as well as the education needed to tackle the subjects in grades 4 and 5.

Due to the success of the course, other donors, including the Asian Development Bank and the Swedish International Development Cooperation Agency, along with international non-governmental organizations such as Save the Children Alliance and Catholic Relief Services, have expanded the project to every province of the country. To date, over 7,000 teachers have completed the courses. The percentage of trained primary teachers in the country rose to nearly 77 per cent in 2002.

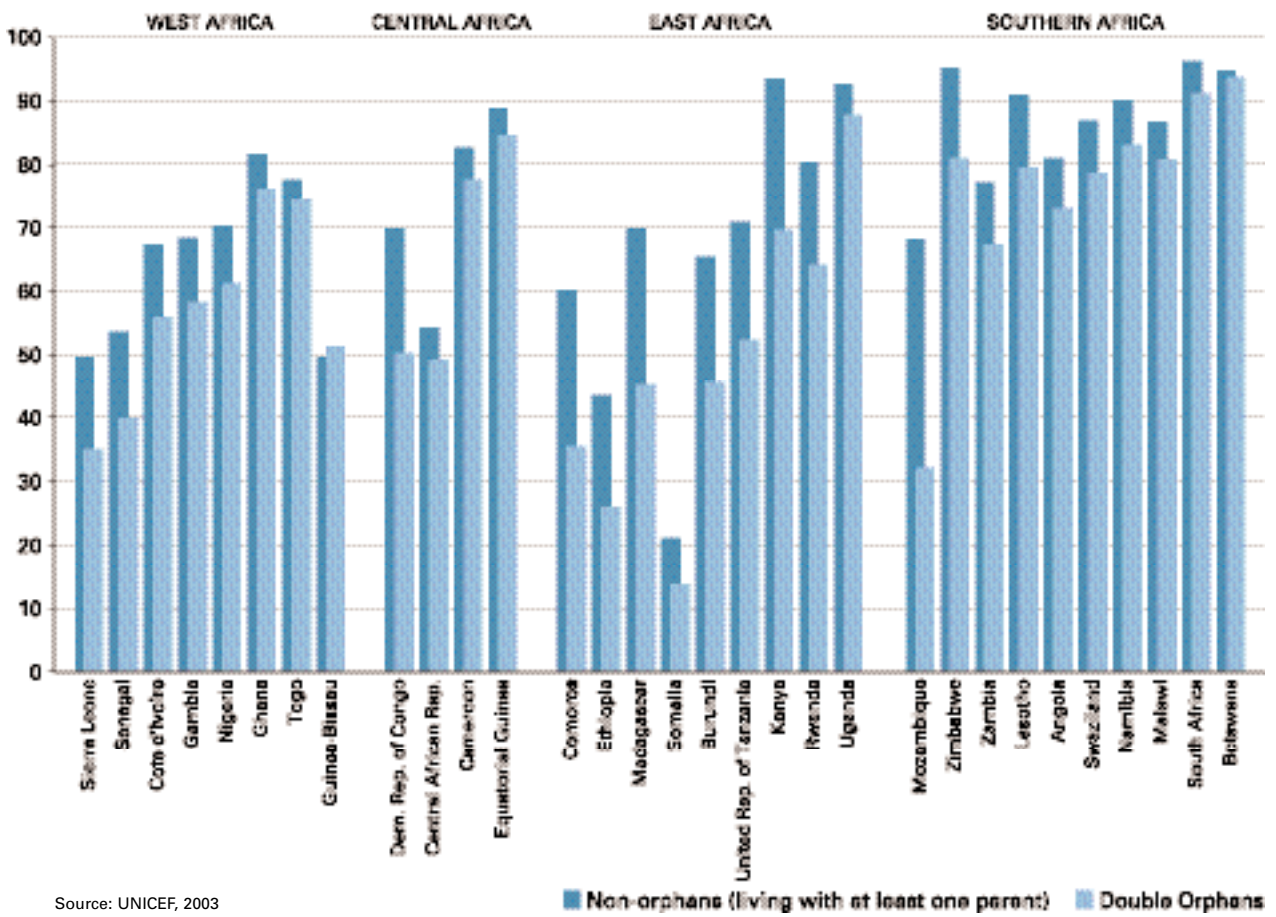
Children affected by HIV/AIDS

There are an estimated 11 million children orphaned by AIDS in sub-Saharan Africa[62] and these are often the first children to lose the support of extended families for their attending school. Orphans losing both parents are even less likely to attend school (*see Figure 11: Orphans less likely to attend school*). Girls lose out even more than boys because the burden of care for sick relatives falls disproportionately on them. In many families, HIV-related illnesses and consequent lost earnings make sending a child to school impossibly expensive. Schools are also suffering due to the illness and deaths of many teachers from HIV/AIDS. In Zambia, around three quarters of the new teachers trained each year are needed to replace those who have died of AIDS. In Malawi, meanwhile, pupil/teacher ratios in some schools swelled to 96 to 1 due to HIV-related illnesses among teachers.[63]

The irony is that school reforms prompted by the HIV/AIDS pandemic often usher in precisely the measures that might otherwise be demanded in the interests of educational quality and child rights. Examples of such reforms include: making school schedules more flexible; holding schools responsible for safeguarding children against sexual harassment; enforcing laws protecting girls from rape and sexual abuse; and empowering children so that they are able to avoid risky behaviour.

In Botswana, which has one of the highest HIV/AIDS adult prevalence rates in the world, and where girls are four times more likely to become infected than boys, the Government is developing and implementing gender-sensitive

FIGURE 11 **ORPHANS LESS LIKELY TO ATTEND SCHOOL**



Source: UNICEF, 2003

HIV/AIDS prevention strategies. Some of the strategies include training teachers from hundreds of primary and junior secondary schools on how to run gender-sensitive prevention clubs. There are also plans to prepare hundreds of girls and boys aged 6 to 12 to be peer facilitators in such clubs. A school improvement project is strengthening life skills education and making schools more gender-sensitive, child-friendly and responsive to children's psychosocial needs.[64]

In Uganda, *Straight Talk,* a monthly newspaper for adolescents that addresses HIV/AIDS in relation to sexuality, feelings and values, is distributed to schools, churches and community-based organizations. The paper is mailed to over 3,000 addresses inside and outside Uganda, almost half of which are secondary schools. In Namibia, students aged 14 to 21 are being prepared to educate their peers on ways to protect themselves from pregnancy, HIV/AIDS infection, substance abuse and rape. Schools now being targeted have reported a decline in the number of pregnancies and dropouts.

Creating a protective environment

After families, education is the next perimeter of a protective environment for children. Schools can be a powerful protective force in most children's lives, especially for girls and others who are highly vulnerable. This is not only because schools physically remove children from potential harm for much of the day but also because they help children learn skills and gather information so that they can protect themselves. Education remains a key safeguard preventing child labour and helping to combat the sexual exploitation and trafficking of children, which mainly threatens girls. A girl who is in school is less likely to be drawn into exploitative forms of work outside the home – and is also drawn away from domestic duties that may be excessive. Girls who are literate, and particularly those who have gained greater confidence through life skills training, are less vulnerable to the extreme forms of intrafamily violence, sexual exploitation and trafficking.

The millions of children who are exploited each year are living proof of the world's systemic failure to protect its youngest citizens. According to the International Labour Organization, every year an estimated 1.2 million children are trafficked into forced labour or prostitution.[65] A recent UNICEF survey of households in 25 sub-Saharan African countries indicated that 31 per cent of children aged between 5 and 14 are engaged in the unconditional worst forms of child labour that should be eliminated, such as slavery, trafficking, and forced recruitment for the purposes of armed conflict, prostitution and pornography; and that 9 per cent are engaged in hazardous work, that is, working more than 43 hours a week in labour that threatens their well-being. In the countries surveyed, there are an estimated 31 million child workers, 24 million child labourers and 7 million children involved in hazardous work. More girls were found to be engaged in hazardous work than boys because household chores of more than four hours per day were taken into account.[66]

Ultimately children will only be free from child labour, trafficking and sexual exploitation when:

- Governments make child protection a priority
- Discriminatory attitudes and practices towards children are challenged and changed by the media and civil society
- Laws are in place and reliably enforced
- Teachers, health workers, parents and all those who interact with children know how to recognize and respond to child abuse
- Children are given the information and knowledge they need to protect themselves
- Adequate monitoring systems are in place to document or highlight the incidence of abuses
- Gender equality and women's rights are ensured.

In Bangladesh since 1997, schools for the hard to reach, using the BRAC model, run for two hours each day, six days a week, and are drawing in children such as girls living-in as domestic workers, who would otherwise have no chance to receive a basic education.[67] In Morocco, according to a 2001 survey by the Ministry of Economic Provision and Planning, about 23,000 girls were employed as maids in the Grand Casablanca region, some 60 per cent of them under 15. Since 2001, in partnership with local non-governmental organizations, and supported by the Wilaya of Casablanca, UNICEF has helped these girls receive an education and basic health care. This inter-sectoral programme also seeks to eradicate the problem at its root by publicizing the harsh reality of these girls' lives.[68]

Helping children in emergencies

Education is not a luxury item that is only to be ensured in an emergency once other elements are in place; it should be given priority and started as soon as possible. Girls are especially vulnerable in emergency situations – and they must be especially protected against physical, sexual and psychological abuse. This means establishing safe environments in which girls as well as boys can learn, play and receive psychosocial support.

The goal is to create a child-friendly space, a concept that was developed during 1999 in response to the Kosovo crisis, the earthquake in Turkey and the violence in what was then East Timor (now Timor-Leste). Since then, the concept has been applied through the Learning

The willingness of donor governments to invest in an idea at a critical time…meant a huge difference in the lives of scores of thousands of girls, and in the lives of their families.

Tree Initiative in several other conflict situations, such as in Guinea, Liberia and Sierra Leone. Programmes include vocational training, teacher training for psychosocial support, school books and benches, and, in the case of Guinea, building a school.

In Liberia, the Support to War Affected Youth project aims to catalyse the leadership potential of 10,000 Liberian youth by ensuring access to basic education and social services. Using art, sport and recreation as entry points for recruitment, the programme now includes HIV/AIDS prevention and integrated child development services for children of teenaged mothers enrolled in vocational training programmes.[69]

Amid the chaos and trauma of an emergency situation it is still possible to put children's rights first; in some circumstances it can even be a window of opportunity to meet previously unmet needs. Within the refugee settlement a safe area is set up in which tents or other temporary structures are erected in a broadly circular pattern, with a water point and a space for play in the centre, and zones for schooling (both pre and primary), mother-support, and provision of primary health care and psychosocial support on the outside.[70]

A child-friendly, gender-sensitive space makes it possible for:

- All schoolchildren to continue their respective school cycles
- Parents to undertake their own activities knowing that their children are in a caring, safe environment

PANEL 8

African countries move closer to education goals

Achieving the Millennium Development Goals and Education For All seems more challenging than ever. Yet, the African Girls' Education Initiative, a strong partnership among countries, donor governments and UN agencies, has produced remarkable results for both. The multi-country Initiative has meant increased access to school for girls as well as boys since it was first launched in 1994. From 1997 to 2001, gross primary enrolment ratios for girls rose most sharply in Guinea (15 percentage points), Senegal (12 percentage points) and Benin (9 percentage points). This at a time when the global average for combined primary, secondary and tertiary gross enrolment ratios increased by only one percentage point.[1]

One of the most striking examples of progress was in Chad. The challenge seemed formidable in 1996 when the Initiative began and gross enrolment rates in this West African country were 51 per cent, with girls' enrolment as low as 37 per cent.[2] In the first two years alone, the number of girls enrolled in first grade increased fourfold; the drop-out rate decreased from 22 per cent to 9 per cent; and the number of female teachers increased from 36 to 787. And in the 10 areas participating in the Initiative, girls' net enrolment was 18 percentage points higher than the national rate.[3]

By 2000–2001, gross enrolment for all children in Chad had risen to 75 per cent, a remarkable achievement in a country where one in five children still die before reaching the age of five and nearly three quarters of the population have no access to safe water. But now, as more than 30 years of conflict are replaced by a new era of relative peace, the way is being paved for the fulfilment of children's rights to education with the lessons learned and best practices applied as a result of this innovative Initiative.

The support of government donors was critical. Launched under the umbrella of the Global Girls' Education Initiative, the African Girls' Education Initiative started with funding from the Canadian International Development Agency. In 1996, the Government of Norway became the primary donor and, along with other

- Young mothers to spend private time with their infants and receive counselling necessary for their healthy development
- Mothers and young women to continue their own education
- Young people to be trained as service providers for children.

In southern Sudan, which has been blighted by civil war for decades, to wait for an end to the conflict would be to dismiss the rights of generations of children. UNICEF, working with the Sudan People's Liberation Movement/Army in areas it controls, is trying to address the dire educational position of children: As few as 15 per cent of primary-school-aged children in southern Sudan are in school, and girls represent only one quarter of this number. By the time the upper primary level is reached, there are hardly any girls left in school and at the territory's foremost secondary school, Rumbek, there is a solitary girl. Only 560 of the 8,000 teachers in southern Sudan are women, a mere 7 per cent.[71]

The benefits to communities

Efforts to get more girls into school also benefit the development of whole communities. For example, it has long been recognized that if a poverty-stricken household is forced to choose which children it can afford to send to school, girls will often lose out. Yet education-prompted measures designed to address this disparity by boosting household income benefit the whole family and the local community – particularly

partners, helped to strengthen the programme. The Initiative focused on areas where children and women faced poverty and lived in deplorable conditions, and where the schooling rates for girls were among the lowest.

The Initiative helped countries develop policies and programmes that responded to the specific nature of the girls' education challenge and their successes attracted additional funding. With an investment of more than $45 million by the Norwegian Ministry of Foreign Affairs for the 1996 to 2005 period, the pilot programmes of the African Girls' Education Initiative went to scale as an integral part of governments' drive for Education For All in 34 countries throughout sub-Saharan Africa. Governments such as Denmark, France, Germany and Japan have also contributed to girls' education programmes in the Initiative, as did a number of organizations.[4] This support made possible the expansion of the Initiative to 16 new countries in 2001, providing them with the opportunity to use the recent experiences and best practices from the 18 original countries.

Applying best practices

One of the most far-reaching effects of the work done in Chad and throughout countries within the African Initiative is the systematic review of what has worked in getting girls into school and having them complete their education, and the application of the best practices in other countries. Chad, in order to reinforce its positive trends in education, adapted the 'Escuela Nueva' approach to multi-grade teaching, developed in Colombia in the 1970s and widely adapted since in other countries in Latin America and Africa. Using this approach, learning is directly related to the specific needs of the community. The approach is flexible and allows students to progress at their own pace. As a result, repetition and drop-out rates are likely to decrease, not only saving money but also enhancing the chances that children will complete primary education.

Much of what is known about girls' education comes from the lessons learned in Africa, as seen in Chad. The commitment of the 34 African countries to the goals of Education For All and the willingness of donor governments to invest in an idea at a critical time have meant a huge difference in the lives of scores of thousands of girls, and in the lives of their families.

Funding

Donor government support for the African Girls' Education Initiative and national partners have together contributed significantly to bringing development goals within closer reach. But an extraordinary level of progress in Africa must be made in the next few years if these goals are to be achieved. According to a recent estimate, it will take sub-Saharan Africa until 2129 to achieve universal primary education if progress is not accelerated.[5]

Donor support for the Initiative is only one of many contributions aimed at achieving universal primary education. It focused on one of the major groups of excluded children – girls – rather than a country. Many

if the extra income is channelled towards the mother, who is more likely than the father to invest it in the needs of children and the family.[72]

Similarly, girls tend to suffer more from poor nutrition; in families with scant resources they are often given substantially less food than boys. Thus girls benefit even more than boys from school-feeding programmes. Malawi's school-feeding programme, considered a particularly important factor in keeping girls in school, currently reaches about 160,000 children in eight districts. Such programmes – along with accompanying messages about healthy eating – can also trigger better nutrition practices within families, thereby improving the health and well-being of the whole community.

Safe water and sanitation is another key area in which the whole community can benefit when a 'gender lens' is applied to education. The absence of safe water and separate toilets can be a major reason why girls never attend school – or drop out of school, particularly at puberty. Providing adequate sanitation facilities has, as a result, assumed a much higher priority within girls' education programmes. The drive to get more girls into school, then, can transform the quality of life in a local community, which may have for years made do with polluted, distant water sources or no sanitation at all.

In the Lao People's Democratic Republic, for example, the lack of access to water and sanitation is a major factor influencing poor school attendance and learning. More than a fifth of girls nationwide are not enrolled in school and in some areas the rate is more than 50 per cent. The issue is not just the lack of facilities in schools, but their absence in the wider community. Unhealthy children cannot go to school as often as they should and do not learn as effectively when they are there. Infection by parasites that consume nutrients and thereby aggravate malnutrition and retard development is particularly high in Lao PDR, affecting as much as 62 per cent of children in some regions. In addition, the household chore of fetching water falls mainly to girls, who can spend as much as two hours a day on the activity, using up one third of their daily caloric intake in the process. Even those who make it to school may be sent by their teachers to fetch water, further impeding their learning.

To address this issue, the Ministries of Health and Education have focused on primary schools and surrounding communities in eight remote and poor provinces. New water points and latrines are being constructed in schools and surrounding villages; deworming activities are being carried out; and a hygiene-education campaign is being launched, mobilizing not just teachers but also children as hygiene promoters within their communities. The project will reach 300 schools and 70,000 pupils, providing access to safe water and sanitation for 18,000 families in 350 communities.

of the other contributions are earmarked for specific countries, without taking gender issues into account. At times, this has meant that the countries with the lowest girls' enrolment rates and the highest gender disparities may fail to attract donor funding.

The Government of Norway, as well as Finland and Sweden, is taking the lead in providing 'thematic' funding for agencies committed to girls' education. Such support is not targeted to any one country but rather to the goal of gender parity and Education For All. It provides the flexibility to facilitate the long-term planning that is essential for countries to move closer to creating a 'World Fit for Children' and achieving the most urgent Millennium Development Goal of all – gender parity in education by 2005.

1 UNDP *Human Development Reports 1999 and 2003.*

2 Information supplied by UNICEF Chad, 2003.

3 Ibid.

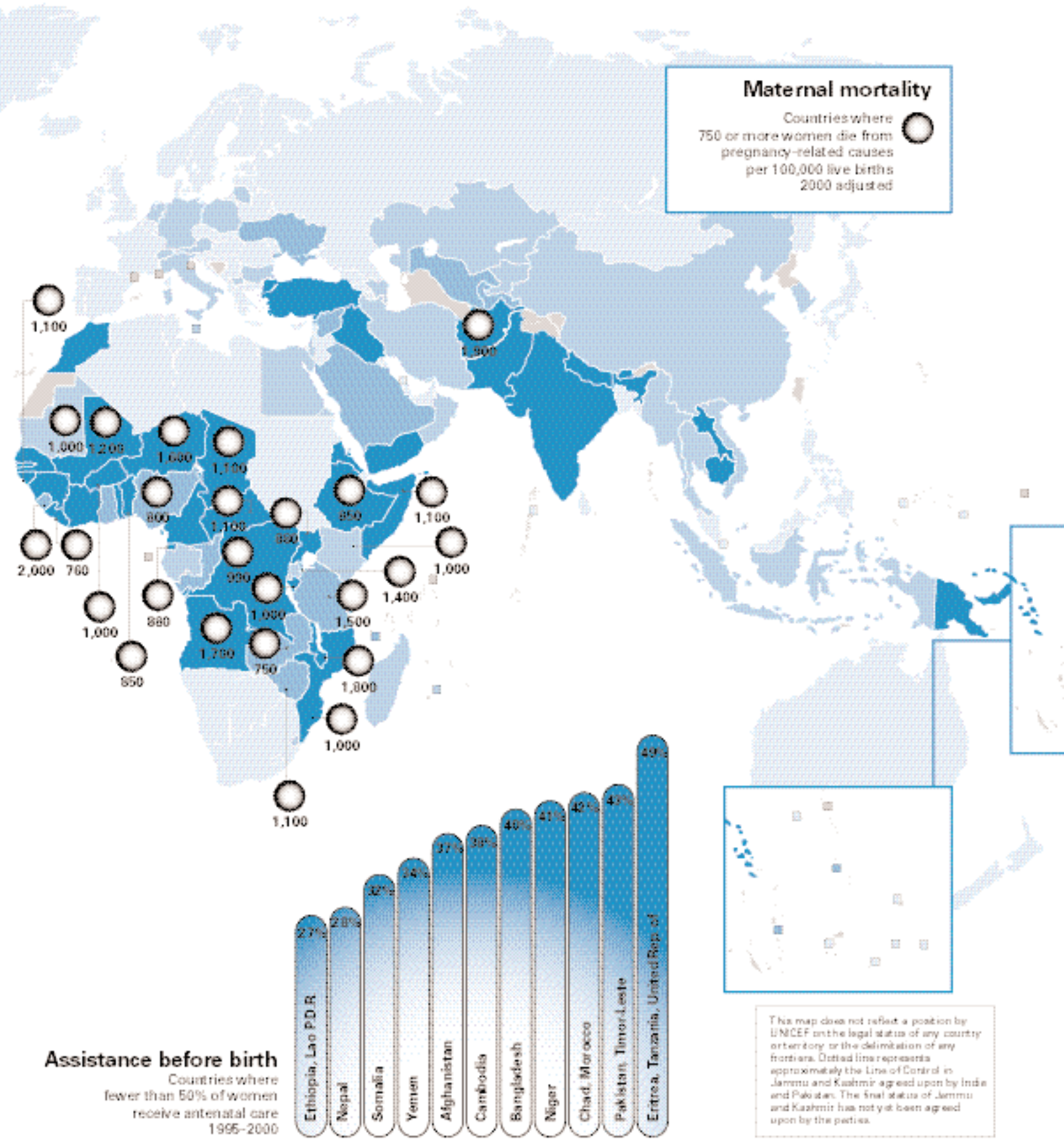
4 Examples include the African Development Bank, Bernard van Leer Foundation, CIDA, French NGO 'Development Initiative', Oxfam, UK Department for International Development, United Nations Development Programme, UNESCO, USAID, World Bank and World Health Organization.

5 UNDP *Human Development Report 2003.*

Millennium Development Goals

Two goals – achieve universal primary education and promote gender equality and empower women – are critical to improving maternal health. Education is good medicine for mothers and their children.

IMPROVE MATERNAL HEALTH



5 WHAT ABOUT BOYS?

Cristina Uzal/UNICEF/2003

Making schools and education systems more gender sensitive and girl friendly does not render them any less attractive or comfortable for boys. Quite the reverse is true. In practice, almost all of the reforms undertaken to make the educational experience safer, more relevant and more empowering for girls also help boys. Indeed, promoting girls' education holds strategic advantages for meeting the goals of Education For All, and achieving the Millennium Development Goals.

All children – not only girls – benefit, for example, from the expansion and development of integrated early childhood programmes. Similarly, while scheduling lessons flexibly so as to include children required to work in the home or the family fields may benefit girls most, it also makes school possible for boys all over the world who work either in or outside their home and would otherwise be denied the opportunity. When schools are located closer to children's homes it makes them more accessible to girls and renders the journey to school less of a concern for them and their parents – and it makes getting to school easier for boys, too.

The same applies to the provision of water and latrines in schools, or to ensuring the care and maintenance of school buildings. A violence-free school environment is also of clear advantage to boys as well as girls since the school playground can be a brutal place in which physical weakness is exploited and outsiders can be victimized and bullied. With this in mind, making schools safe is a cause pursued as passionately on behalf of boys as of girls.

More fundamentally still, a key element in advancing girls' education is the development of child-friendly, gender-conscious teaching methods that reach out to children's individual needs. Girls may need this change in educational approach more than their boy peers, but what it translates into is better, more sensitive

and child-centred teaching for all children, and an improved learning experience for boys as well.

An extensive evaluation by USAID in eight countries concluded that boys have consistently benefited from programmes and policies to improve girls' education.[73] Not only did boys as well as girls benefit from initiatives to improve school quality, but boys' enrolment also increased together with that of girls. Boys face many of the same problems as girls: restricted access, poor quality, lack of nearby schools and the absence of parental support for education. When these are addressed in order to get more girls into school, boys – especially those from vulnerable or marginalized groups – also reap the reward.

To a large extent, the cause of developing gender-sensitive education systems worldwide benefits boys as well as girls. Nevertheless, it is important to recognize that in some countries and regions – including much of the industrialized world – it is boys' academic underachievement and disaffection with school that are causing concern.

Boys left out

In a minority of countries, there are fewer boys than girls enrolled in school. A recent UNICEF study of household data from 55 countries confirms that while in a clear majority of countries girls' attendance at school is far lower than boys', in some countries boys are the ones not being reached by the education system. (*See Box 5: Male/Female net school attendance*). In countries such as Botswana, Lesotho, Mongolia and Namibia, this is largely due to a practice of

Using theatre, sports and poetry workshops, teachers and community leaders educated boys and girls alike and reached the wider community with key messages.

having boys look after family cattle while the men seek wage-earning work. But in most parts of Latin America and the Caribbean, which has no such ingrained pastoral tradition, the same underperformance and even disappearance of boys is evident in the school system.

In Latin America and the Caribbean, boys generally have higher repetition rates and lower academic achievement levels than girls, and in some countries, a higher rate of absenteeism. In Brazil in 1996, men had an average of 5.7 years of formal education compared with 6.0 years for women.[74] Gender disparity starts to show up around age 10 for boys, when they begin to leave school at a higher rate than girls. At ages 15 to 17, 19.2 per cent of boys have dropped out altogether, compared with only 8.5 per cent of girls.[75]

BOX 5

MALE/FEMALE NET SCHOOL ATTENDANCE

Colombia	0.81
Haiti	0.84
Lesotho	0.45
Madagascar	0.82
Malawi	0.84
Mongolia	0.82
Suriname	0.73
Tanzania, United Republic of	0.81

(Among children aged 7 to 14)

Source: UNICEF, 2003

PANEL 9

Turkey: A school play touches a nation

The young woman on the stage talks directly to the audience. "I don't want just to work on my trousseau. I want to go to school and have my books." The atmosphere is electric. Çiğdem Yildiz is only saying what she has told her own parents countless times as she watched other children going to school, begging to be allowed to follow in their footsteps.

In her region of south-eastern Turkey, in the province of Van, girls are raised to work in the home and prepare for early marriage. Instead of writing their dreams down on paper, Çiğdem and girls like her learn to reflect them in their embroidery, in the designs of the rugs that are a staple product of the area. They learn to be silent, but this silence is shattered tonight in the auditorium. Çiğdem may be playing a part, but it is a part drawn from her own life.

Çiğdem thought her opportunity to learn had long passed her by and she was determined that her younger sisters Gurbet and Esma should not lose out in the same way. Then her own chance came in the shape of an open primary school learning centre, opened in the local district of Muradiye in 2000. This was one of a network of centres established across five provinces following a successful pilot project initiated with the Turkey Development Foundation, International Labour Organization, United Nations Development Programme, United Nations Population Fund and UNICEF.

The centres aim to give a second chance to girls who have not completed their compulsory primary schooling – as well as to release them from the burden of domestic work in their own families. They were encouraged to enrol in open primary school and were given support with their homework. The centres were equipped with computers, overhead projectors, video players and television sets.

For girls who had rarely had the opportunity to get out of their homes, the centres functioned not only as learning centres but as social places where they could share their

Mahmut Oral/2003

The crunch point for boys often comes in early adolescence, at the point where their bodies and their sense of themselves are changing, where they are being forced to engage with the adult world and its expectations of them. Anderson, for example, lives in a favela in Rio de Janeiro, Brazil. Now in his late teens, he has decided to make a go of school but looks back on the time in his early teens when hanging out with his male friends on the street or playing football was much more cool and enticing than anything he could experience at school.

"You know, when you're younger, you don't want to worry about anything, just goofing off. My mother would call me to go to school and I would say that I wasn't going. And I'd take off running because there was no man at the house...a man who could run after me and catch me and make me go to school. My mother couldn't catch me. Today, now that I'm older… I'm gonna study. Without an education...it's already hard."[76]

Anderson's testimony sheds light on a problem that is not only more apparent throughout Latin America and the Caribbean, but that has increasing resonance in Western countries – that of boys who become disaffected with school and academic work during adolescence.

Boys left behind

For decades, the problem of boys' educational underachievement in industrialized countries remained a hidden problem. It was generally accepted that girls outperformed boys in language and humanities subjects, but as long

life experiences and their concerns as well as explore wider horizons. The girls organized field trips to nearby provinces. For many, this was the first time they had left the familiar surroundings of their own neighbourhoods.

The Muradiye centre that Çiğdem attended exceeded all expectations. The girls – Adalet, Ayper, Çiğdem, Gurbet, Nezaket, Yeter and others – organized a drama club, reached out to boys in the area and together wrote and staged a play based on their own life experience called *Kardelen*.

The title *Kardelen* is symbolic. It is the name of the flower that blooms through the mountain snow. The play examines the cultural practices that limit the lives of girls in south-east Turkey. It is a collage of real-life experiences, of the early marriages and traditional practices that keep women from participating fully in their communities. But the play is full of hope, as the girls fight against adversity and bloom, like the kardelen flower.

The play was first shown to the girls' mothers and won their support. It was then staged for a wider audience in the provincial capital and was such a big success that the girls were featured on the regional television channel. It was performed twice more in the national capital, first for a drama festival, then as part of a children's forum where they performed for children from all around Turkey, as well as for the Ministers of Education and Culture. Some scenes from the play were aired on national television.

The play allowed the girls to express their frustrations at being kept from school. It opened the eyes of parents who, steeped in tradition, kept girls at home to help with housework. It transformed attitudes across the country.

Most of all, it has transformed the girls themselves. Before *Kardelen* they were primary-school dropouts; now they are confident young women who want to become teachers, doctors and lawyers. One of them, Ayper Sara, says she will not stop at the middle-school diploma but will try for high school and even university. "We want this," she says, "not for hanging a diploma on our walls but so that we can be educated and informed mothers ourselves who will not let our daughters miss what we have missed."

Çiğdem's sister Gurbet did not make it to school either, but at the Muradiye centre she says she realized how much a person can grow by learning a single letter; she even enjoyed the smell of paper and pencil. She too is part of the *Kardelen* cast, and the two girls have opened a door within their own family. The play's message came through to their parents, and their younger sister Esma is now in high school.

The Turkish Ministry of Education is also listening. It has adopted the open-primary-school model as its principal strategy for enabling girls to complete their compulsory education. Çiğdem and her friends have not only thrown off the dead weight of low expectations in their own lives – they have blazed a trail for others to follow.

as boys achieved better results in mathematics and science it was assumed that there was an overall balance. In recent years, however, girls' participation and performance in science and mathematics have significantly improved, due not just to school-based initiatives but also to wider changes in social expectations of women's roles. Boys' performance in language-based subjects has, however, not improved, with the result that girls have a better record across the board, as reflected in national tests from primary level through to public examinations at the end of school.

This has prompted substantial concern at government level. In Australia, for example, the Parliamentary Education Committee held an extensive inquiry into boys' education that made 24 recommendations ranging from classroom level through to educational and social policy. The recommendations included promoting strategies that teachers can use to effectively engage all boys and girls, and making the issue of gender and achievement part of pre-service and in-service teacher education.[77]

In the United Kingdom, the Government has, since 1998, required all local education authorities to produce long-term strategies to counteract boys' underachievement, and for their progress to be regularly evaluated.[78] The Government commissioned a three-year research project to identify successful strategies for raising boys' achievement without detriment to girls' and maintains a website dedicated to providing case studies, resources and guidance for schools on how to set up a strategy to tackle underachievement by boys.[79]

Disaffected boys

A growing number of studies is deepening our understanding of boys' educational underachievement. Researchers have different areas of emphasis but all would broadly agree with the Australian Parliament's report that the phenomenon is complex and has a range of causes. It is clear that school-based remedies will be insufficient on their own and that the problem, like that of girls' underachievement in the developing world, is inseparable from wider questions about gender and power.

One suggestion has been that girls' socialization in the home encourages them to concentrate and stay 'on task', meaning that they are more amenable to the classroom environment. Research from Jamaica, for example, where girls outperform boys at secondary and tertiary levels, suggests that boys there are generally allowed a significant degree of freedom outside their homes while girls are expected to stay at home, required to spend their time on specific tasks.[80] A study by the Jamaican Government showed that gender differences in achievement can be attributed to a range of factors from socialization by parents in early childhood through to gender-biased messages in society as a whole, and also to the fact that boys and girls were treated differently in the classroom.

Another potentially fruitful area for research and action connects schools with the wider question of social and sexual role-models: the gender balance of teachers. A key strategy in sub-Saharan Africa to make schools more attractive and appropriate for girls is to increase the proportion of women teachers in a region in which the profession is dominated by men. The reverse may be true in industrialized countries and in Latin America and the Caribbean where, particularly at primary level, women teachers form the vast majority, leaving a potential absence of positive role models for young boys.

Some researchers argue that one reason boys underperform so markedly in language and literature is that these are seen as 'girls' territory' and that reading is too often seen as 'unmanly'. As one seven-year-old British boy said when interviewed for television, "You are not a real boy if you like reading."[81]

Gender roles

All this suggests that boys' disaffection with education may be closely connected with their traditional socialization as males. It underlines

the importance of fathers being involved with their children from birth, participating in their care and development during early childhood and supporting their education. Schools and education systems, though, inevitably have to cope with boys who have experienced no such positive example within their own families, and who respond instead to society's negative messages that encourage violence and behaviour that puts them and girls at risk.

In Nigeria, the Conscientizing Male Adolescents programme has been working with teenage boys since 1995. The programme involves schoolboys committing to a year of weekly discussions with a specially trained teacher in which they talk about gender roles and how they play out in their own families, in a society where rape and violence against women are areas of concern. The curriculum is continually developing. A few years ago, it became evident that the boys were having trouble distinguishing love from sexual desire, so a curriculum unit was added on 'men's responsibility in sexual relationships, love and marriage'. The programme has found that it is important to find ways of addressing the idea of masculinity that are not too abstract – by discussing, for example, how boys feel when they don't do well in sports, or when they are pressured by male peers to chase girls or to be 'macho'. It is inevitably somewhat self-selecting, since boys have to be sufficiently motivated in the first place to enrol in the discussion groups. Nevertheless, in its first 6 years 2,000 boys and young men graduated from the programme in the cities of Calabar and Uyo, and in 2002 more than 700 boys were enrolled. Boys who have

Gender sensitivity means creating school systems, classrooms and societies in which girls as well as boys flourish.

graduated have gained significant skills in discussion and self-expression, which mark them out as 'stars', meaning that they are also likely to be seen as role models by others.

Boys as strategic allies

Boys can themselves be empowered and their own social and educational development extended by participating in attempts to protect and promote girls' rights. This has been evident in Uganda, where the Girls' Education Movement has, from its inception, involved boys as strategic allies. Girls in Kibale and Mbarara districts, for instance, established their local clubs and chapters in partnership with boys, working together to identify out-of-school children by name and location and then seeking them out. Boys have been particularly valuable in addressing girls' security and safety issues during the commute to and from school – and also while they are in school.[82] Given that the violence girls face comes from boys as well as men, the recruitment of boys as active allies in combating the problem has clear advantages for girls. But there is also an undeniable benefit to boys' own social development in their confronting violence and understanding why it is unacceptable.

In Pakistan, too, adolescent boys are active and effective partners in promoting the rights of girls and women.[83] A project aimed at empowering adolescent girls has been running for over 6 years, and has reached 25,000 girls in 500 locations across Pakistan. The project met with significant success in providing knowledge, skills and new opportunities for girls. But over time the girls who were benefiting from the project

PANEL 10

Sudan: The community that made a difference

Along the dusty, rugged pathways that trickle across El-Geneina in West Darfur, an area of Sudan near the border with Chad, a slim, bright-eyed 11-year-old girl leads an impressive procession of three donkeys. The first is so overloaded with yellow grass that only its spindly legs and doleful eyes can be seen; the other two strain under their heavy cargoes of firewood and water. This slight, shy girl is UM-Jummah Abdullahi, who contributes to her family's income by making daily 10-kilometre expeditions to collect grass for sale in the market. Two days' work gathering these yellow stalks, used for thatching fences and mats, will earn her less than a dollar.

It is not surprising that UM-Jummah missed out on primary schooling: Sudan has one of the lowest girls' net enrolment rates in the world (42 per cent), the state of West Darfur has a much lower rate (22 per cent) and in this locality things are worse still, with only 1 per cent of girls attending school.

But change is in the air – change that is showing how community involvement in girls' education can make all the difference. The Sudanese Government and UNICEF have launched the Child-Friendly Community Initiative, which has resulted in over 378 such communities in the 9 most disadvantaged states of the north and 3 accessible urban areas in the south, taking the lead in building schools, supporting teachers and monitoring school activities.

Under the alliance, UNICEF provides some support for school rehabilitation or construction, classroom furniture, teaching and learning materials, and training of teachers. The World Food Programme provides cooking utensils and food supplies to ensure that over 40,000 children in 6 states have access to a daily meal in school. In addition, they contribute to the construction of school latrines and sanitation facilities. The curriculum integrates basic issues of health and hygiene, reinforced by health clubs that also remind children about the importance of vaccinations and that have recently started awareness sessions on HIV/AIDS.

Alongside this broad-based education, latrines are provided, as are

Tom Rhodes/2003

made it known that they felt boys in their communities were starting to lag behind and recommended that the project be opened up to allow boys' participation.

In response, the training package for girls was modified appropriately for boys, and leaders were identified at each location whose skills were then developed, enabling them to guide follow-up activities and report progress. The object of including boys was to provide them with knowledge that would not only empower them but also help them acknowledge their new roles and enable them to understand and support girls' rights. The initiative was successfully piloted before being rolled out to 45 locations across all 4 provinces of the country. The initial response from the boys involved is encouraging. They have become more supportive of girls and have begun to get involved in constructive community-development activities.

Poverty's role

In the Caribbean, governments have become increasingly aware that boys and young men are more likely to be alienated from school if they come from poor socio-economic circumstances. There have been some interventions aimed specifically at such young males, such as the Youth Empowerment and Skills Training programme in the Bahamas, which targets those having trouble with the curriculum, and the Uplifting Adolescents Project in Jamaica, which focuses on the young unemployed outside the school system.[84]

handpumps to provide safe drinking water. "In the past these latrines would have been the last consideration for schools," says Mohamed Musa Hajj, a director of schools in El-Geneina, "but now they understand that adequate sanitation is not only important for their children at school but also within the home."

A single water-pump at school can have far-reaching effects on the home. Every day 11-year-old Awatif Ahmed Mutallah fills bottles of clean, safe drinking water from the pump at school and takes them home with her. Each bottle is designated for a specific household purpose such as drinking, brewing tea or cleaning hands during food preparation. Such small steps have been proven to reduce the number of preventable diseases and mortality. Pupils are also mobilizing their parents to immunize their siblings against polio and other preventable diseases (West Darfur has the highest level of neonatal tetanus in the world).

The contrast with the educational past could not be greater. Students used to spend their days sitting cramped amid a sea of children on a dust or gravel floor, trying to memorize as much as possible without pen or paper – and with no food in their stomachs until they had completed the long walk home.

Rehabilitated schools made parents keen to enrol their children and the

Tom Rhodes/2003

In Brazil, too, boys' problems with education are difficult to disentangle from their social class. Anderson's vivid picture of the call of the streets is backed up by a recent International Labour Organization study that looks at what it means to be in a Brazilian youth gang, a *comando*. In this kind of peer group a premium is put on actions and behaviours that are not likely to fit very easily into the average classroom, particularly in low-income areas. In addition, analysis of income data indicates that boys from poorer areas would have justification in thinking that schooling may not reap them sufficient financial rewards. People from low-income areas need to have 11 years of education before they reach the average earnings of people with just four years of schooling in metropolitan Rio de Janeiro as a whole.[85]

In summary, the 'reverse gender gap' in Latin America and the Caribbean is by no means a simple phenomenon but rather one in which factors related to gender interact with class and race in telling ways, not to mention the individual differences, which of course mean that many boys perform well and happily in school while many girls find it extremely difficult. The challenge for educational researchers and policy makers in the region – and in the industrialized countries that are noting similar trends – is to find ways of countering boys' negative experience of education while not reinforcing gender stereotypes.

Gender sensitivity means what it says: being clear about the needs of both girls and boys, and creating school systems, classrooms and societies in which all children flourish – the ultimate objective of Education For All.

expansion of girls' education is having a domino effect within the community. "If one family sees its neighbours push for their daughters' education they will also struggle to ensure their daughters' attendance," says Maka Al-Dom Ahmed, Director of Girls' Education in West Darfur.

The partnership is also improving the quality of the classroom experience. In 2002, UNICEF trained 2,759 teachers (1,200 of them women) across Sudan in new methods of participation and interaction, and in making gender equality a fundamental part of the curriculum. Using theatre, sports and poetry workshops, teachers and community leaders managed to both educate students and reach the wider community with key messages. At the Al-Humaira Girls' School, for example, students prepared a performance including dance and poetry to promote peace and reconciliation within the community. This is particularly vital in this region, where clashes between nomads and farmers over scarce water resources and grazing lands are common, and where feuding between 1999 and 2001 left 26 schools burned to the ground.

In these relatively isolated villages, pupils and adults are developing a broader perspective on the cultures that surround them, including a better understanding of their nomadic neighbours. Research indicates that such understanding in children leads to dialogue in adulthood and fosters a suitable environment for peace.

UM-Jummah herself is benefiting from another aspect of the Child-Friendly Community Initiative, which establishes adult education centres targeting those who missed out on primary schooling as young children. She is now attending the Al-Wehda Centre, learning the core subjects along with practical skills that will help her supplement her income.

These adult-education centres can be just as vital as primary schools in terms of their impact on the community. "A mother is a school in herself as she teaches the community around her," believes head teacher Fatihiyyah Abbas. Another passionate advocate of girls' education is Eshama Ezzeldien Abdullah. Although illiterate herself, she has seen the difference education has made to her two daughters, who are now practising nurses. "There is such a difference within my own house now that my daughters have gone to school. They have shown us how to arrange our home, how to keep it clean, methods of protecting ourselves from fever and diarrhoea – simple ways such as covering milk to guard it from flies."

"There are signs of change," remarks Maka Al-Dom Ahmed. "Parents are starting to change their minds about the role of their daughters. In the past girls used to give birth at 12 years of age and by 18 would already have had three children."

And now? Community leader Sheikh Mekki Bakhit Siam has a daughter learning veterinary science at Nyala University. When suitors ask him for her hand he says, "No way – you'll have to wait until she finishes her education."

Millennium Development Goals

Two goals – achieve universal primary education and promote gender equality and empower women – are critical to combating HIV/AIDS, malaria and other diseases. Prevention and treatment are the most powerful vehicles in this fight. Girls' education drives both.

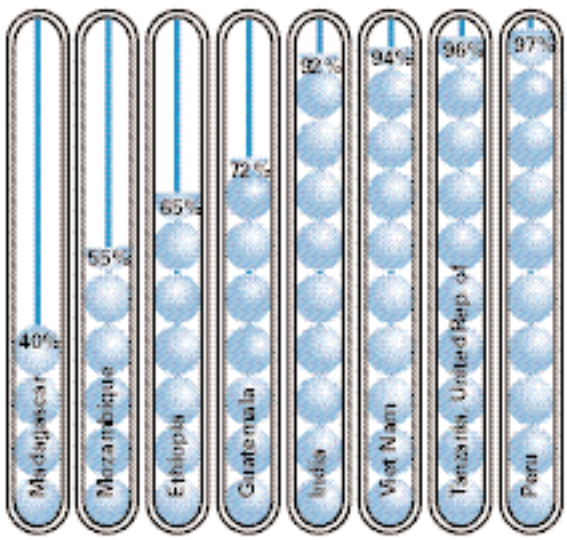
Secondary education for girls

Females as percentage of males in secondary schools
1995–2000

- Over 100%
- 91%–100%
- 81%–90%
- 80% and under
- No data

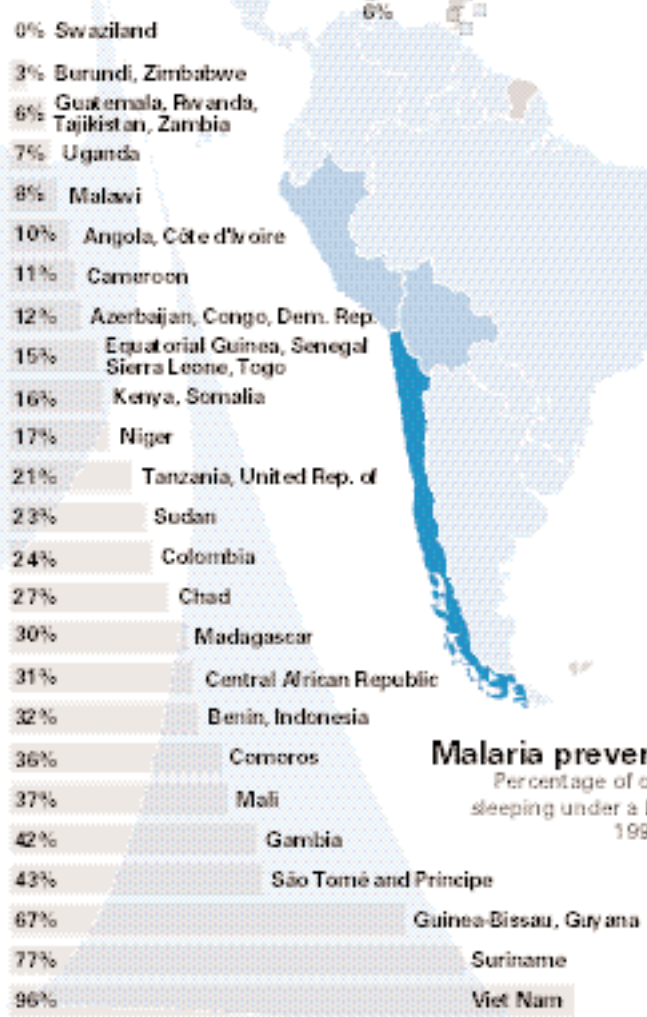
Primary school achievement

Percentage of children entering primary school who reach grade 5
Survey data 1995–2001
Selected countries

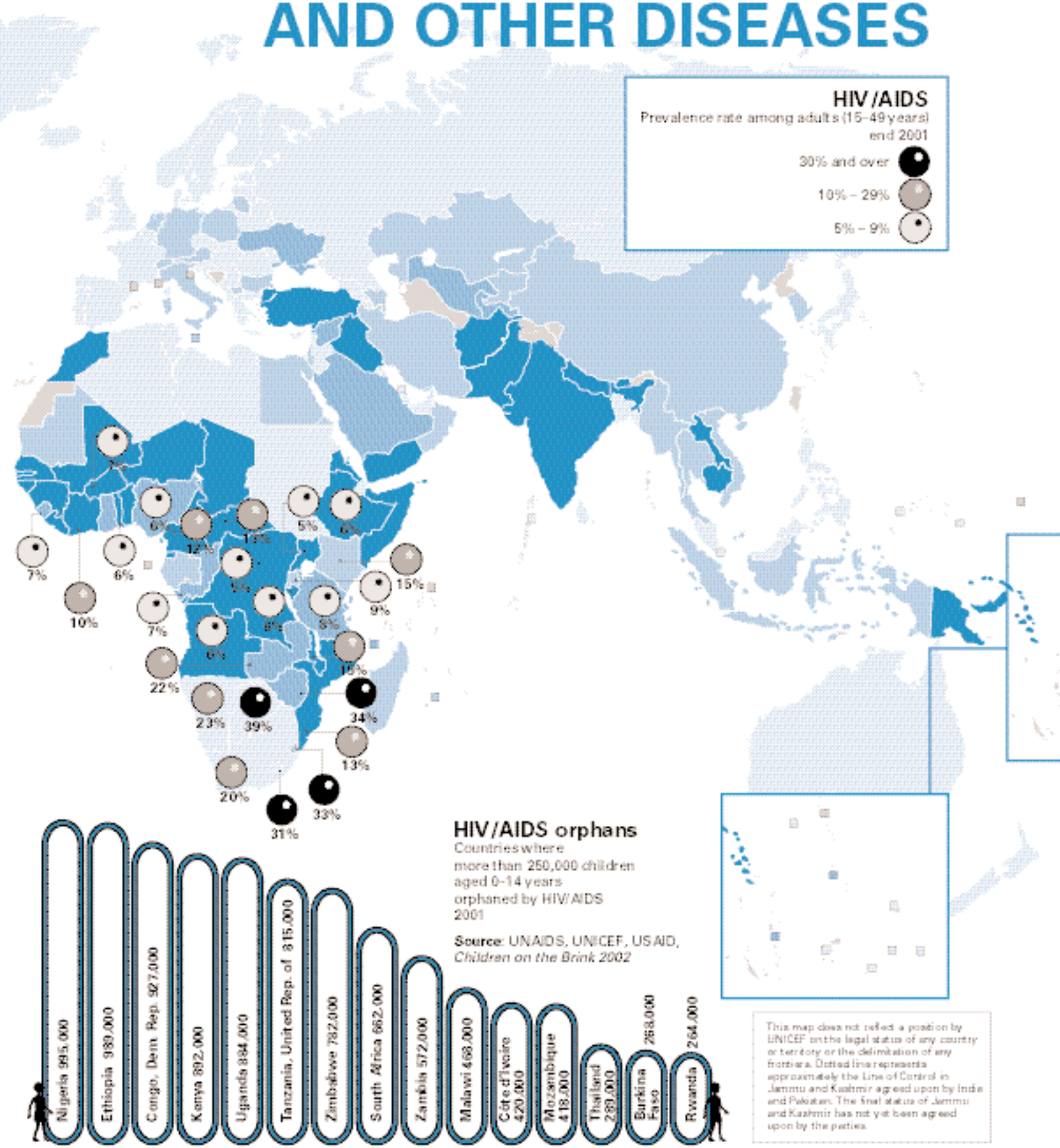


Malaria prevention

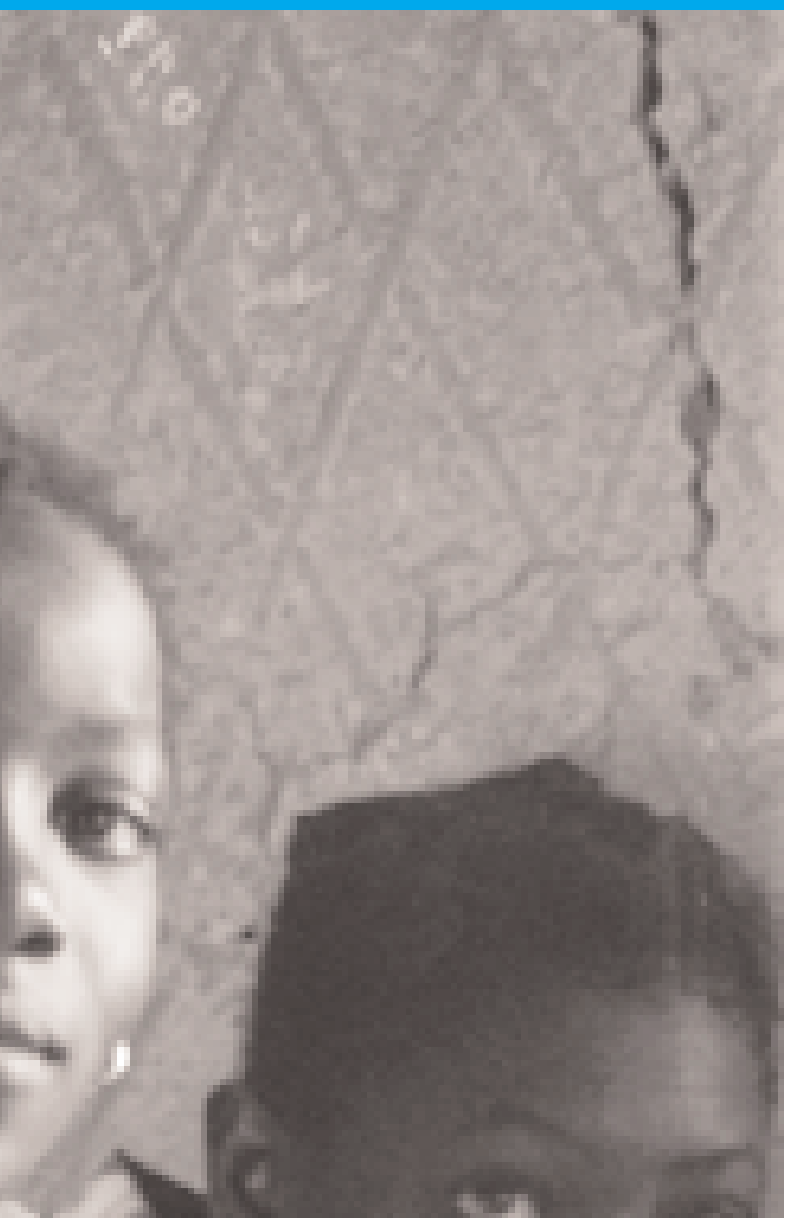
Percentage of children sleeping under a bed net
1999–2001



COMBAT HIV/AIDS, MALARIA AND OTHER DISEASES



6 THE RIGHT THING TO DO



Beatrice Progida/2003

Girls' education is a dream investment for any Head of Government prepared to look beyond the immediate and usual solutions to the problems of development. Far from depriving other social development sectors, financing girls' education adds value to their work. It eases the strain on the health-care system by reducing both child and maternal mortality, by keeping children healthier and by reducing the incidence of HIV/AIDS. It increases women's skills and productivity, thereby reducing poverty and strengthening the economy in the long term. The intimate connection between girls' education and other areas of development means, for example, that a single expenditure on supplying safe water and sanitation to a school has a double benefit: improving community health and hygiene and attracting more girls to school.

The cost is surmountable. Estimates of the additional cost of achieving the Millennium Development Goal for education – universal primary education completion by 2015 – range between $9.1 billion and $38 billion per year.[86] Associated with the $38 billion estimated by the World Bank, most of which would be borne by developing countries themselves, is a $5 billion to $7 billion funding gap that would need to be filled by external aid.[87] Between now and 2015 it might mean an additional aid bill of around $60 billion. This is a considerable sum, but it is substantially less than the cost of large-scale military operations for which, it seems, money can always be found.

The practical barriers are also surmountable. There is practically no problem in education that does not have a solution already tried and tested elsewhere. The benefits attached to girls' education are unarguable, and the strategies and specific measures that can make a difference are well known. They have been applied in projects and programmes all over the world (*see Annex A: A solution to almost every problem, page 83*).

Years of experience have resulted in a more sophisticated understanding of exactly what kind of girls' education initiative works and what kind does not. Evaluations in sub-Saharan Africa, for example, have shown that a gender approach cannot simply be grafted on to an existing education programme. Wherever this has been tried, the existing programme has proved impervious to change. Girls' education projects have to be designed as such from the start and have to be backed by commitments from both government and programme planners.

Girls' education programmes must have three clear goals: reducing the total number of girls out of school; improving the quality of education for girls and boys alike; and ensuring progress in learning achievement for all children. Weaving together interventions that address access with those that address quality helps fulfil the need to find excluded and at-risk children, especially girls, get them into school and ensure that they stay, learn and achieve in a safe and productive environment. Such interventions help ensure that education systems deliver results efficiently for all children.[88]

The case of Afghanistan shows what is possible when the international community is seriously committed to tackling a crisis. It dramatizes what can be done when multiple factors – children's hunger to learn, parents' dreams for their children, a national government's readiness to lead and the international community's willingness to help – come together. Starved of education throughout decades of conflict, particularly during the Taliban era, the hunger of Afghan families for their children's chance to

The challenge of development is the challenge of education for all, and the challenge of achieving education for all is the challenge of education for girls.

go to school was overwhelming. UNICEF's role in equipping them with educational materials in emergency conditions was the largest such operation ever undertaken by the organization (*see Panel on Afghanistan, page 73*).

A new paradigm for education

Throughout this report, the interdependence between girls' education and development outcomes has been analysed and discussed. To get and keep girls in school, integrated strategies are required at all levels – family, community, local and national government. For too long, girls' lack of education has been seen as a private matter, an issue to be dealt with by individual families. But the evidence presented in this report demonstrates that the challenge of education for every girl is a challenge to development in all its sectors:

To the minister of education – for sure; but also…

To the minister of finance, who must allocate a sufficient share of the budget to primary education and make schools affordable by abolishing fees and providing poor families with an adequate wage.

To the minister of health, who must provide adequate health services, water and sanitation.

To the minister of labour, who is bound to establish standards of protection for working children so they are not exploited and denied education.

PANEL 11

Afghanistan: Coming back

"I can't possibly explain how I felt. I had left Afghanistan two years after the Taliban had been in power and I returned when their regime ended. I just can't explain the feeling," says Najiba Forough*, with tears in her eyes. She is now back as headmistress of Nahisa Barbad School.

Under the Taliban, the education of girls was banned, though many parents and teachers ran secret classes for them at home. Tears return to the headmistress' eyes as she recalls the incident which finally convinced her she had to leave her native land. Her school had been converted by the Taliban into a communications centre. Covered in a *burka*, she would walk the perimeter of what used to be her school every day.

One day a woman in a *burka* greeted her. Unable to identify the voice, Mrs. Forough asked the woman to remove her *burka* so that she could see her face, and immediately recognized a former student. After chatting for a few minutes they parted, but before the student left the school grounds, a Taliban member approached her and started to beat her. The headmistress raced over and tried to cover her student with her body, explaining that it was at her request that the *burka* had been removed. Soon after, she moved to Pakistan and took a job teaching Afghan refugees.

"Education is the foundation of every society," she adds. "If you close the doors of the school, you fill the cells of the prison."

The post-war experience of Afghanistan, following the removal of the Taliban by a UN-approved military operation, suggests that the best way to provide the foundations for a successful, prosperous and peaceful future is to reopen the doors of the school.

The Back to School campaign in Afghanistan in 2002 showed what is possible when the international community is seriously committed to tackling a crisis. Starved of education throughout the years of conflict, but particularly under the Taliban, the hunger of Afghan children for the chance to go to school was overwhelming. The part UNICEF was able to play in equipping them with educational materials under emer-

Kent Page/UNICEF/2002

To the minister of justice, who is bound to make schools safe.

To the minister of planning, who must enable local communities and parents to oversee the services they need for their children to survive and thrive.

Seven steps forward

The 65 million girls out of school globally will never commandeer the world's attention in the same way as a war. They will not be rescued by tanks rolling through the desert. Screaming headlines about their plight will not boost media ratings or the circulation of daily newspapers. Their lost potential will not show up in front page photos to prick the conscience of the comfortable.

But their plight is an emergency nonetheless. Governments, aid agencies and international institutions must take practical steps to rescue them with as much urgency as if all 65 million were stranded in the mountains above a war zone, with TV cameras rolling.

Together, leaders from all levels of society must:

1. Include girls' education as an essential component of development efforts
Core human rights principles must inform economic development and poverty-reduction programmes, and the rights of girls must be explicitly protected. If governments, international financial institutions, and bilateral and multilateral aid organizations applied social justice principles to development programmes,

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gency conditions represents one of its proudest achievements and the largest such operation ever undertaken by the organization.

At the end of 2001, the Interim Administration, with the support of UNICEF, undertook to do all it could to help rebuild the country's education system, focusing first on enabling 1.5 million children to start school at the end of March 2002.

Learning materials for 700,000 children were procured in the region and the rest had to be flown in from the main UNICEF warehouse in Denmark. A new packing operation was created from scratch just over the border in Pakistan, and 180 local staff were employed to work in two shifts. In less than two months this operation produced 50,000 education kits at the rate of two boxes per minute, while smaller packing operations in Tajikistan and Uzbekistan produced over 10,000 kits, 400 recreational kits and 600 school tents. Around 7,000 tons of educational supplies were distributed around the country not only by education officers but also by health workers who were part of the national immunization network.

Another goal of the campaign was to build the capacity of the Ministry of

To the children and young people of Afghanistan I would like to say…Your parents, your teachers, your government and many others around the world have worked hard to offer you a fresh start in school. That is our responsibility as adults. Now it is your turn: Make the most of it. Listen to your teachers, learn everything you can, ask questions and keep your minds open to ideas. And never let anyone take school away from you. It is your right — and that goes for both boys and girls. ***(C. Bellamy, Back to School launch, 23 March 2002)***

the outcome would be better for all of society – especially its most marginalized members. (*See Box 6: Budgets and human rights.*)

- Public services have to be protected when economic crisis hits or national policy changes so that girls' rights to education, health, food and security are not infringed.
- Equal opportunity is not enough. We must focus on 'equality of outcome', ensuring that all children, girls and boys alike, obtain the same high-quality education.
- The right of children and their families to participate in the decisions that affect their lives must be respected. Their opinions must be taken into account in public matters affecting them, such as budget allocations for education and related development decisions. Girls must have equal opportunities and be equally prepared for the kind of meaningful participation that is vital to democratic governance.

2. Create a national ethos for girls' education

A national ethos of 'no girl out of school' must be created, so that communities are as scandalized and concerned about the girls kept at home and out of school as they are about the boys and girls more visibly exploited at work. Creating this ethos requires a widespread civic-education campaign, explaining the benefits of girls' education to the family and to society. Every sector of society must be brought on board, from politicians to parents, from the private sector to the mass media. Governments should be held accountable for getting and

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Education. In all, 600 people who were established as focal points to assist in data collection and distribution processes participated in regional workshops that provided them with technical and financial support.

On 23 March 2002 around 3,000 schools across Afghanistan opened their doors to millions of boys and girls. Ninety-three per cent of the supplies had been delivered to the schools on time. By September 2002, many more children in the south of the country – along with refugees returning from Pakistan, Iran and other surrounding countries, and internally displaced children leaving camps and returning home – went back to school, making a total of three million children enrolled in the course of the year, double the original estimate. Around 30 per cent of these were girls. In many areas this represented a major advance, since even before the Taliban only 5 per cent of primary-age girls were enrolled in school.

The challenge for the education campaign during 2003 has been to maintain and expand this provision at a time when the attention – and thus the funding – of the international community is elsewhere. The quality of education has become paramount, since if children drift away from school now it will be very difficult to get them back once the school system has been rebuilt. With this in mind the Ministry of Education asked UNICEF to run teacher-training workshops in the winter leading up to the 2003 school year; 19,500 primary-school teachers benefited from an eight-day training course focusing on student-centred classrooms, lesson planning and landmine awareness.

Though the problems are still immense, the achievements in Afghanistan over the last two years have been remarkable. For the first time, education was made the top priority in a post-conflict emergency, and in a society which for too long had been used to seeing only men on the street, the sight of children on their way to school with bags over their shoulders was in itself a promise of a better future.

In Afghanistan the hunger for education is almost palpable, and so is its people's faith in its power to mend a broken nation. Teacher Soraya Habibi spent 19 years teaching before she was banned from working by the Taliban. She carried on teaching covertly inside homes but is overjoyed now to be back in front of a class doing what she does best. "I am happy to be able to make my contribution to the future of this country, the future of these children. Remember, I spent the last five years doing nothing – now I just want to teach and teach."

In this country, at least for the moment, children genuinely realize the value of their teachers. A poem by a student on a bulletin board in Abdul Ghafoor Nadeem School, Kabul, reads: "Teachers are the light in our life. If teachers don't exist, society will be destroyed."

*Some names in this panel have been changed.

keeping girls in school. To this end:

- The number of out-of-school girls must be routinely and publicly reported – and considered a matter of national concern as urgent as rising unemployment rates.

- Countries should consider introducing an education tax or commodities surcharge to be used exclusively to get girls or boys into school until gender parity is achieved.

- Governments should do an inventory of successful projects in their countries, bring these to national scale, and audit their effectiveness in having girls complete a basic education.

3. Allow no school fees of any kind

School is not an optional add-on, to be funded if and when the economy improves – it is a human right. When education systems work on this principle they will go the extra mile to guarantee schooling to the most marginalized and disadvantaged, the majority of whom are most always girls. Primary school must be free, universal and compulsory, and parents must have a choice in the kind of education their children receive. All school fees and charges for primary school must be immediately abolished. When parents have to pay for their children's schooling, Education For All becomes impossible and girls lose out even more than boys. Education must be embraced as the right of every child.

4. Think both outside and inside the 'education box'

Education in general – and girls' education in particular – must be completely integrated into each country's poverty reduction strategy or other relevant national plans for poverty reduction. Programmes that work must be scaled up.

Girls' schooling can and should be promoted by actions such as:

- Anti-discrimination laws and policies that protect girls and women

- HIV/AIDS prevention programmes that focus on girls and women

- Early childhood programmes that treat boys and girls equally and address the issue of gender roles and relations

- Investment in water and sanitation for homes and schools

- Efforts to reduce violence in communities and protect children from exploitation and abuse, with special attention to the situation of girls.

At the same time, investment in education should be based on the abundant evidence of the positive results in schools when there are:

- Increased opportunities for girls' participation, including in sports, cultural activities, civic affairs and school government

- Incentive packages and financial assistance for families who send and keep their girls in school, and actively contribute to improving their performance

- Teachers trained in child rights and gender-sensitive classroom techniques

- Teachers receiving a regular, living wage

- Parents empowered in the management and support of schools; involving them in parent-teacher associations; and giving them assistance to create a better learning environment in the home and to project a positive expectation of their children's achievement.

5. Establish schools as centres of community development

Schools and less-formal learning spaces should become more than places for lessons and skill-building; they should become centres of community participation and development. UNICEF's experience in conflict and emergency situations has shown education's power to transform tragedy and chaos into healing and hope, as it restores structure to young lives, rehabilitates

BOX 6

BUDGETS AND HUMAN RIGHTS

A human rights approach to development calls for the progressive realization of all rights. States must mobilize the maximum available resources and establish long-term financing plans for the fulfilment of their citizens' human rights.

A reanalysis of the budget-making process is necessary. At present, the macroeconomic framework is fixed first, together with targets for growth or stabilization. When it comes to government spending, rights-fulfilling programmes often do not have first claim on the available resources, instead they get what's left after allocations are made for debt repayment, defense and growth related sectors. Governments may have committed themselves to the Millennium Development Goals or to the 'World Fit for Children' targets, but often resources allocated for their fulfilment fall well short of what's needed. To prevent this, adequate funding of rights-fulfilling programmes must become a leading, rather than residual, consideration in budget making.

As governments struggle to reconfigure budgets, certain realities must be considered:

Rights are interdependent. All rights are equally important and the neglect of one right can annul or hamper the fulfilment of others. Development in health, education, nutrition and water, for example, is mutually reinforcing and also supports growth. This synergy justifies working towards the fulfilment of all rights.

Non-retrogression is another basic aspect of the human rights-based approach. No individual should suffer a decline in the fulfilment of his/her rights as a result of any deliberate public action. Many macroeconomic reforms, including changes in trade and taxation, are implemented despite their negative impact on some people, usually the poor. These reforms in themselves may not be contrary to human rights principles, but violate these principles by damaging the ability of certain households to continue meeting children's basic needs. Safety nets are integral to such policy changes.

The human rights approach also calls for **equal outcomes**, going beyond equal access or equal opportunities for all. A disabled child, for instance, often needs more resources than an able-bodied child to equally benefit from schooling. Article 23 of the Convention on the Rights of the Child requires "State Parties [to] recognize the right of the disabled child to special care…"

Lastly, **participation** is fundamental to this approach. Democratic participation is essential in safeguarding freedoms and civil liberties – and in ensuring that the state allocates the maximum resources available for the progressive realization of its citizens' rights. Participation at the grass-roots level ensures that no one is discriminated against or denied the benefits due to them. Grass-roots programming should be participatory, transparent and accountable, to help promote the best outcomes for all.

their spirit, and offers understanding to children facing futures that are, at best, uncertain.

Similarly, the HIV/AIDS pandemic brings home the lessons of education's role in an emergency. Schools have proven to be the most efficient and cost-effective means of protecting children and young people from HIV infection. This fact alone presents a strong case for schools as the centre of efforts to combat the spread of the disease and mitigate its impact.

Just as schools must become flexible enough to meet the needs of all children, whether they are girls traditionally excluded from education or children living on the streets, they must also address the growing number of children orphaned and made vulnerable by HIV/AIDS. It is education that can best empower children and young people – particularly orphans and girls most vulnerable to the disease – with the knowledge they need to protect themselves and their communities, and help them acquire the knowledge and skills needed to build a better future. And it is education that can unravel the discrimination and ignorance that perpetuate the spread of HIV/AIDS.

Thus, education should become the centre of work around HIV/AIDS and other threats to the survival of children and young people.

6. Integrate strategies
Integrated strategies are required to confront the multifaceted barriers to girls' education. This should occur at three levels: investments, policies and institutions; service delivery; and in conceptual frameworks, namely those of the economic and human rights approaches.

a. Investment, policy and institutional initiatives. It is not enough to allocate financial resources for certain goals without addressing policies that might hinder their effectiveness. Building more schools will have limited impact if user fees and other barriers continue to prevent enrolment. In the same way, available resources are most productive when the policy and institutional environment encourages their use. Decentralization, for example, as well as legal reforms, partnerships and participation all improve resource effectiveness.

b. Service delivery. Effective coordination of services in education, health, nutrition, water and sanitation – especially in the delivery of such services – can improve programme effectiveness. At the community level, for example, a school committee can be the focal point for immunization, nutrition and sanitation interventions as well as for those services more directly related to education.

c. Conceptual frameworks. Generally, economic frameworks are used to prepare investment, policy or institutional tools. When these tools are based entirely on economic principles they prove ineffective in delivering programme objectives to the poorest and most marginalized individuals. However, when the economic approach is informed by human rights principles, programmes for poverty reduction, social development and disparity reduction become far more effective.

7. Increase international funding for education
All industrialized countries should direct 10 per cent of official aid to basic education, with programmes that benefit girls as their priority. They can achieve this by making good on their commitment made at the International Conference on Financing for Development in Monterrey, Mexico to move swiftly towards giving at least 0.7 per cent of gross national product in aid, and at least 0.15 per cent to the least developed countries.

Extend the Fast-Track Initiative to cover more countries and guarantee swift funding for their needs. All countries that have qualified for fast-track help in their pursuit of Education For All must urgently receive the financial assistance they have been promised by donor governments. The Initiative should be expanded to include all governments that demonstrate a serious commitment to the goal of universal primary education.

An unfinished piece of 20th century business

Unless the world focuses its attention on the 2005 target date for girls' education, the Millennium Development Goals for 2015 are going to slide by, unrealized. Unless the international community acts now, another generation of girls will be lost to ignorance, abuse, exploitation and HIV/AIDS – and, in a future that is nearer than we would think, we will later lose millions of their young children to unnecessary deaths, avoidable malnutrition and disease and squandered human potential.

Girls' education is an arena in which we do not have to wait for science; we know very well what is needed and what works. The Millennium Development Goals are under threat; investing in girls' education will put us on track to meet them. Development is faltering; girls' education will give it new momentum. Millions of children are affected by HIV/AIDS; gender-sensitive schools can become havens of care and comfort. The rights of children around the world are abused daily and systematically; ensuring the rights of girls to an education is the bridge to safety and protection for all children.

We cannot walk any deeper into the 21st century with this piece of 20th century business still unfinished.

Millennium Development Goals

Two goals – achieve universal primary education and promote gender equality and empower women – are critical to ensuring environmental sustainability. Schools with safe water and separate latrines improve girls' attendance and the quality of life for communities.

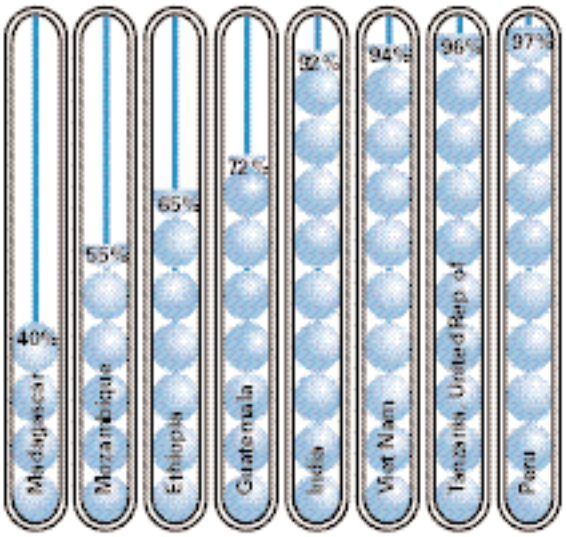
Secondary education for girls

Females as percentage of males in secondary schools
1995–2000

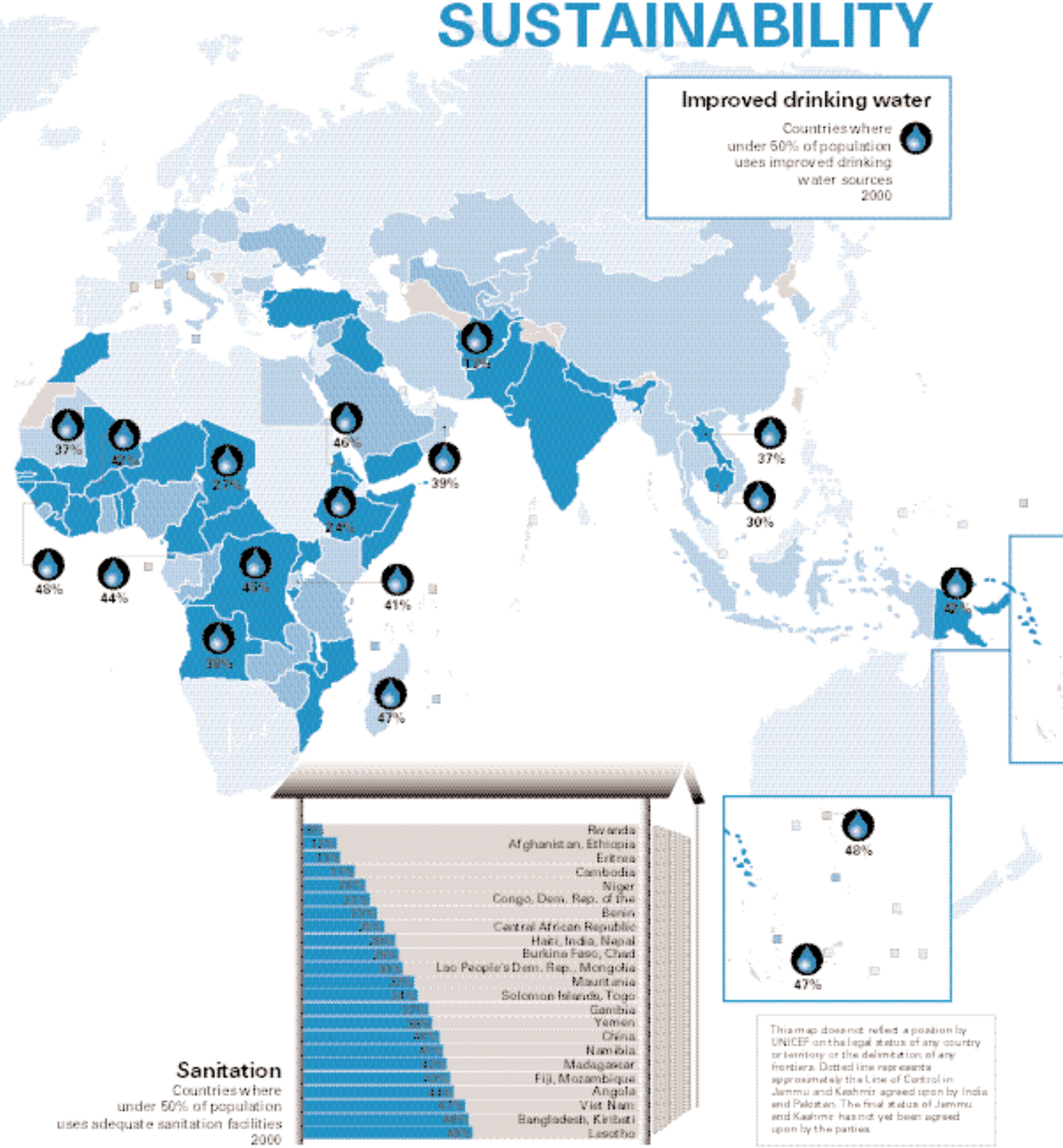
- Over 100%
- 91%–100%
- 81%–90%
- 80% and under
- No data

Primary school achievement

Percentage of children entering primary school who reach grade 5
Survey data 1995–2001
Selected countries



ENSURE ENVIRONMENTAL SUSTAINABILITY



This map does not reflect a position by UNICEF on the legal status of any country or territory or the delimitation of any frontiers. Dotted line represents approximately the Line of Control in Jammu and Kashmir agreed upon by India and Pakistan. The final status of Jammu and Kashmir has not yet been agreed upon by the parties.

ANNEX A

A SOLUTION TO ALMOST EVERY PROBLEM

The strategies that follow, whether working from inside or outside the classroom, have been proven to increase school attendance and completion by girls. Each promotes in its own way the model of a school that seeks to ensure effective learning in safe, healthy gender-sensitive and child-centred environments (*see Box 7: A child-friendly school*).

No country could implement all of these strategies at once. Governments should undertake an analysis of the particular barriers facing girls as a necessary prelude to selecting a package of the most pertinent interventions. An opinion poll of the perceptions of parents and children of those barriers would play an important part in such an analysis.

Making education free and compulsory is the keystone of any national plan to eliminate gender disparity in education and achieve universal education. Faced with an economically driven choice between sending sons or daughters to school, poor families often send their sons. Removing fees or offering financial support to families with daughters in school, as well as explaining the advantages of sending girls to school, can make a real difference. In Malawi, for example, the initial result of abolishing school fees in 1994 was an increase in enrolment of almost 70 per cent, from 1.9 million in the 1993/94 academic year to 3.2 million in the 1994/95 academic year.[89]

Strategies within the classroom

- **Making the classroom more child-centred and gender-sensitive**, and rooted in the life and environment of the community. The Nueva Escuela Unitaria Bilingüe intercultural programme in Guatemala is founded on participatory teaching and learning, with play and study creatively combined. Teachers make full use of Mayan languages and culture that have in the past been marginalized despite their importance to half the country's population. The result is a completion rate above the national average and a high enrolment rate for girls.[90]

- **Recruiting and training teachers who are sensitive to gender and child rights, and paying them a regular, living wage**. Both female and male teachers should receive training in gender awareness in the classroom. Without this, some countries, such as Zambia, found that teachers may value and encourage boys' participation in class more than they value girls' and may allocate school tasks along strict gender lines, leaving girls to sweep the floors or clean the toilets.[91] *(See Panel: Teachers spark hope, page 47)*.

While one cannot assume that all women teachers are gender-sensitive in their teaching methods, there is a specific need in some areas to recruit more women teachers who can serve as role models for girls and may make girls' parents feel more comfortable.

Countries that achieve higher enrolment in primary education tend to employ a high proportion of female teachers.[92] In Kenya, the Strengthening Primary School Management project, funded by the United Kingdom Department for International Development, requires one of every two head teachers or principals receiving training to be a woman. As a consequence, the proportion of women head teachers was boosted from 10 per cent to 23 per cent over a 10-year period, and female teachers at primary school level account for 41 per cent of the total.[93] The primary school completion rate also improved over the same time: the completion rate for 1994 to 2001 was 46 per cent (boys 48 per cent and girls 43 per cent). The rate improved in 2002 to 56 per cent for both boys and girls. The percentage of trained primary school teachers has increased from 70 per cent in 1990 to 97 per cent in 2002.

- **Promoting health in schools**. In Myanmar, one programme adopts a holistic, life skills approach to health. The School-Based Healthy Living and HIV/AIDS Prevention Education programme is taught as part of the standard curriculum to children from grades 2 to 9. It focuses on a range of health and social issues – from HIV/AIDS to personal hygiene, from nutrition to drugs – and explores them through activities designed to develop life skills such as communication, cooperation and problem-solving. The programme has led to dramatic success stories, such as a village in Tachileik township that started using iodized salt as a result of pressure from children who had learned of its benefits in one such class. Introduced in 1998, the programme now covers 1.3 million students in nearly 9,000 schools and is being adopted by the Government as the standard for life skills teaching throughout Myanmar.[94]

- **Promoting sports in schools.** Providing girls with access to sport can also contribute to achieving gender parity in education. With sports in many countries a traditionally male domain, girls' participation challenges gender stereotypes, breaking down entrenched attitudes. As female athletes gain recognition, they become mentors to others. Through sports, girls are given the chance to be leaders and improve their confidence and self-esteem. As girls participate in sports, they acquire new interpersonal skills and through additional social networks gain access to different opportunities, allowing them to become more engaged in school and community life. In Romania, sport has increased school participation among the minority Roma community by providing an opportunity for girls and boys to participate in teams, conditional to school attendance and academic performance.[95] In Zimbabwe, the Youth Education through Sport programme, led by young people, requires participants to commit themselves to staying in school and to volunteering in their communities. The programme's aim is for them to adopt life skills, become peer educators and contribute to their communities as positive role models. Since 2000, the programme has reached 25,000 young people in 10 provinces.[96]

- **Eliminating gender bias from textbooks and learning materials**. Apart from the obvious value to girls, the thoughtful revision of textbooks, classroom materials and lesson plans is likely to increase their quality and relevance to the lives of all children. In Viet Nam, the Government is developing new gender-sensitive teacher-training modules, ensuring that future textbooks are gender neutral, and providing training in gender and child rights to national education managers and members of local parent-teacher associations.[97] In Somalia, a gender-based approach to curricula development and teacher training has increased enrolment by 28 per cent to more

than 260,000 (although the percentage of girls remained stationary at 35 per cent). There is now a higher demand for education by parents and communities, and increased numbers of women are becoming active members of community education committees.[98]

- **Scheduling lessons flexibly.** Children are often excluded from school because of family responsibilities or the homework that is more often allocated to girls than boys. BRAC schools in Bangladesh have given priority to girls and inspired many other countries to follow their example. The school schedule is flexible; though it runs for two hours a day, six days a week, the times are set by local parents, and the school calendar is adapted to fit local considerations such as the harvest.[99] BRAC schools met with such success that the scheme expanded quickly, and total enrolment is now at about 1.2 million. As a result of the programme's special emphasis on girls' enrolment, about 70 per cent of children in non-formal primary education and schools providing basic education for older children are female. Around 97 per cent of the teachers in BRAC schools are women.

- **Teaching in the local language**. When the language of instruction is different from the children's mother tongue, it is often more disabling for girls, who tend to be less exposed to social environments beyond their immediate families.[100] In Peru, girls and boys are first taught in Quechua, their mother tongue, and subsequently learn Spanish as a second language. The proposal for Intercultural Bilingual Education to be applied to multigrade classrooms and one-teacher schools for native Quechua speakers in poor rural Andean areas has contributed to a 50 per cent increase in writing and communication abilities for girls and boys. In Burundi, studies show that after mother-tongue instruction was introduced in 1973, the effect was to greatly increase access to school, leading to higher attendance overall. To meet the consequent high demand on schooling, the special measure of double shifting was introduced.

Strategies outside the classroom

- **Gathering gender-specific education statistics**, including those on learning achievement at primary, secondary and tertiary levels. All countries now gather statistics measuring enrolment of girls and boys. This data is vital if the quality of teaching and learning is to be improved and progress towards the Millennium Development Goals is to be measured. In addition to gender, wherever feasible, data should be disaggregated by factors including urban or rural location, household wealth and mothers' education. Analysis of such data is invaluable in showing disparities within disparities, for example, how gender intertwines with poverty or ethnicity to produce multiple disadvantages. Few countries, however, monitor learning achievement in a sufficiently systematic way, and still fewer break their results down by gender.

- **Providing early childhood programmes**. All children are likely to benefit from pre-school care, but evidence suggests that it enhances girls' preparedness for school more than boys'.[101] What is more, it is the first point, after the family, at which gender stereotypes can be addressed. In Bolivia, the Kallpa Wawa and Khuskamanta Wiñaspa programmes combine literacy training for adult women with early childhood care. Indigenous Quechua women are taught to read and write as they learn about child care, nutrition, health, education and protection. As a result of the programme, almost 5,000 children have been registered and provided with a birth certificate, more than 11,000 Quechua families have been trained in integrated child development; and some 1,500 indigenous women have been trained and now work as child development promoters in 22 municipalities with high poverty indices.

- **Enabling young mothers to return to school.** In many countries girls who become pregnant while at school are forbidden to return to their studies.[102] The Forum for African Women Educationalists has been particularly active in lobbying governments in sub-Saharan Africa to change this policy. In Zambia, a 1997 policy allows re-admitting schoolgirls after they give birth, yet very few girls return due to perceived stigma and bullying from their peers. In Chile, the Ministry of Education in 1990 instructed schools not to expel any pregnant girl. However, the ruling proved difficult to enforce, and the Government submitted to Parliament a law, approved in 2000, guaranteeing the right of girls to continue and complete their education, while demanding from schools the necessary academic facilities.

- **Taking special measures to reach the most disadvantaged girls.** In some countries and regions where ethnic minorities, people living in rural areas and the poor face discrimination and exclusion, girls often suffer a multiple disadvantage because of their gender. The more disadvantaged the girl, the more essential it is that the education system should reach out to her through special measures, rather than just assuming she will be drawn in as part of a general drive for education for all. In Bhutan, 80 per cent of the population live by subsistence farming, scattered over mountain slopes rather than clustered in towns. Some 261 community schools have been established in huts, temples or farmhouses rather than in specialized school buildings, with management and supervision vested in parents and the local community.[103] Since the schools belong to the community, they create a sense of ownership, and so are better maintained, and parents show more interest in education. The Department of Education has successfully narrowed the difference in the proportion of primary school enrolment between boys and girls from 24 per cent in 1990 (girls 38 per cent, boys 62 per cent) to 6 per cent in 2000 (girls 47 per cent, boys 53 per cent). The drop-out rate has decreased from 8 per cent in 1995 to 4 per cent in 1999 for both girls and boys.

- **Providing alternative education for girls**. One way of reaching girls who have dropped out of school, as well as other groups such as working children and children in conflict situations, is through education centres established outside the formal school system. In Turkey, learning centres in five provinces encourage girls normally confined to the home and domestic labour, to enrol in 'open primary school'. The centres perform an invaluable social as well as educational function; girls have organized field trips to neighbouring provinces and even drama clubs involving local boys. The Turkish Ministry of Education has adopted the open primary school as a model for its own girls' education strategy.[104] (*See Panel on Turkey, page 61.*)

- **Providing alternative education for overaged children.** In the United Republic of Tanzania, the Complementary Basic Education in Tanzania programme serves an estimated 3 million over age children and adolescents who are out of school. It provides basic education through a specially designed three-year course, at the end of which children are eligible to join the mainstream school system. Girls were the initial focus of the project due to their low enrolment rates. But the difficulty in locating them, either because they were working indoors or they married, failed to adequately address gender in the enrolment process. It has been successful in reaching excluded or 'hidden' groups of children, including orphans, children of single parents and young mothers. The project has been mainstreamed into the formal education system to cater to all over age children and adolescents who will not be eligible to enter the school system under new rules that stipulate age as a condition for entry.

- **Locating schools closer to children's homes**, if necessary by establishing small, multigrade or multiage schools in remote rural

areas. Girls are less likely to be able to make a long journey from home to school, not least because of concerns about their safety en route.[105] Burkina Faso, for example, has developed a network of 'satellite schools'. These are small schools that accommodate only the first three grades, allowing the youngest children (who start school at the age of 7) to gain their first experience of school in or close to their own villages. Since their establishment in 1995, 229 satellite schools have reached over 100,000 girls and boys. Compared with pupils in the conventional school system, children who graduate from satellite schools perform at a higher level in all subjects including reading, writing and mathematics, with performance rates one-and-a half to two times as high. Satellite schools also have a remarkable retention rate of almost 95 per cent. These positive results can be explained by a number of factors including the use of local language that makes learning quicker; parental engagement; and a lower average student-to-teacher ratio of 29 to 1 in satellite schools compared with 48 to 1 in conventional schools.

- **Making sure girls and boys are safe.** This involves making schools secure not only from without – perimeter walls have, for example, been found to increase girls' sense of safety in many countries – but also from within. Education is a key to protection when it is of good quality, but falls short when the learning environment itself fails to provide the necessary protection against violence and abuse of children. When schools are associated with sexual or physical gender violence, girls' access to education is negatively affected. Parents will naturally hesitate to send their daughters to schools that are thought to be sites of physical or sexual gender violence.[106] Boys and girls are often susceptible to psychological and physical violence in different ways, and adolescents in particular can find themselves especially vulnerable to violations of their safety. Lack of safety and security in the school environment may be very obvious in terms of physical danger, such as beatings or rape. The abuse of girls – sexual, physical and emotional – by teachers is a common problem. Breaking the silence about violence at school is an important step towards its diagnosis and prevention. The Gambia did this by including in a sexual harassment policy a directive stating that teachers should not be alone with pupils of the opposite sex.[107] The launch of a two-year UN Global Study on Violence, the recommendations of the Commission on Human Security, the momentum behind the Millennium Development Goals and the ongoing Education For All movement all offer opportunities for substantive empirical research and advocacy around safety in education.

- **Encouraging girls' participation and activism for education.** Girls can be the most effective and inspiring advocates of child-friendly education if they are given the chance. The Girls' Education Movement is a dynamic pan-African girls' organization supported by the Forum for African Woman Educationalists as well as by the Governments of Norway and Uganda. Launched in 2001, the Movement aims not just to galvanize action for education for all, but also to change the character of school systems so that "they offer rich, rewarding and friendly learning experiences for all children." Through the process of school mapping and the use of indigenous knowledge, the clubs were able to identify homes with out-of-school children, develop a list of all the children who were not going to school within the school's catchment area and take the initiative in bringing them to school. As a result, not only has girls' enrolment increased, but there has also been a shift in the way girls are perceived, from passive victims to active, vocal and engaged participants. The Movement has made a point of involving boys as active advocates of gender-sensitive Education For All.[108]

- **Involving the local community**. The Community Empowerment Project in Jordan led to the village of Al-Rashedieh holding a

community meeting, where women discussed their worries about their daughters being forced to stop school due to the absence of a secondary school for girls in the area. The women prepared a petition and went to plead their case with the director of the education ministry in Aqaba. Within six months, three fully equipped girls' secondary classes had been established.[109] The Opening Doors for Girls' Education project in the rural Andean areas of Peru, which have been affected by extreme poverty and conflicts over the past two decades, involves 324,000 inhabitants of 540 communities in monitoring girls' inclusion in society and their right to a good education. This participatory monitoring strategy has benefited more than 65,000 girls. In Sudan, the Child-Friendly Community Project shows how community involvement made a difference in the number of girls in school and the quality of education for girls and boys alike (*see Panel on Sudan, page 65*).

- **Supplying safe water and latrines**. Many girls drop out of school at the onset of menstruation, partly because there are no separate toilet facilities. Sometimes it is not enough simply to provide the latrines, however. Girls' involvement in identifying their location and type can be critical in determining whether they will be used. UNICEF has helped provide 1,400 schools in Pakistan with water and sanitation and is currently promoting school sanitation and hygiene in 46 other countries.[110]

- **Decreasing the domestic workload**. Many girls are kept at home to help with domestic tasks. Supplying communities or women's groups with equipment such as mills to grind cereals, huskers, carts and plastic barrels for water conservation, can decrease the amount of work to be done so that girls can be freed to attend school. Girls may also be prevented from going to school because they have to fetch water from a traditional well or remote water pump. Creating water points can alleviate their workload, as well as provide safe water for the whole community. Day-care community centres for children under six can relieve girls from looking after their siblings, thereby allowing them to go to school.

- **Making sure men and boys are involved.** The rights and well-being of children are best served when relations between men and women in the household are based on mutual respect, equal rights and shared responsibilities. Men often can play unique and positive roles in the lives of children and often actively support efforts to reduce gender inequality (*see Chapter 5, What about boys?*).

National efforts

The most successful girls' education initiatives incorporate many or most of these facets into an integrated programme. Zambia's Programme for the Advancement of Girls' Education is a case in point. Its 12 'interactive interventions' have been so successful that what was a pilot project in the mid-1990s has now been extended all over the country.[111] Piloted in 1995 in 20 schools, the programme was operational in over 1,000 schools in all 72 districts by 2002.

Another example of a national effort on behalf of children's right to education is the Sarva Shiksha Abhiyan, launched in October 2001. It is the Government of India's policy statement in universal elementary education that provides a framework from which to reach out to all children in the 6- to 14-year old age group by 2010. It seeks primarily to promote community-owned, quality education. It recognizes that education at this level should be made useful and relevant by improving the curriculum, focusing on child-centred activities, effective and innovative teaching aids and strategies and training teachers to further the quality agenda. For instance, the State of Kerala undertook a study on classroom processes with a gender focus in 168 schools in order to develop a teacher-training module. Almost 28,000 teachers received the training

and reference material to help them transform their classrooms.

The initiative seeks particularly to bridge social, regional and gender gaps by targeting children of socially vulnerable and economically marginal groups – girls, scheduled caste and scheduled tribe children and children belonging to minority groups – with the active participation of the community in the management of schools. It has provision for the distribution of free textbooks to all girls and children belonging to the scheduled caste and scheduled tribes up to grade 8. It provides for interventions in early childhood care and education, indirectly helping to ease the burden of sibling care on girls.

The strategies advocated and implemented by the Sarva Shiksha Abhiyan are embedded in community ownership of school-based interventions through the effective decentralization and involvement of various institutions. It is seen as a partnership between the central, state and local governments while providing states with an opportunity to individually develop their own vision of elementary education. This process involves the creation and support of local bodies like the Mother Teacher Associations and Parent Teacher Associations and bringing them together with the Panchayati Raj Institutions, school management committees, village education committees and others in the management of elementary schools.[112]

BOX 7

A CHILD-FRIENDLY SCHOOL:

- Is gender-sensitive for both girls and boys
- Protects children; there is no corporal punishment, no child labour and no physical, sexual or mental harassment
- Ensures that children are learning and not being preached at
- Involves all children, families and communities; it is particularly sensitive to and protective of the most vulnerable children
- Is healthy; it has safe water and adequate sanitation, with separate toilet facilities for girls
- Teaches children about life skills and HIV/AIDS
- Involves children in active and participatory learning
- Develops children's self-esteem and self-confidence free of bias from teachers and parents

ANNEX B

THE HUMAN RIGHTS-BASED APPROACH

Statement of Common Understanding

Secretary-General Kofi A. Annan has called on all agencies of the United Nations to mainstream human rights into their activities and programmes within the framework of their respective mandates. A number of them have adopted such an approach and gained experience in its implementation, and are now working on a common understanding of what this means.

Statement of Common Understanding*

1. All programmes of development cooperation, policies and technical assistance should further the realization of human rights as laid down in the Universal Declaration of Human Rights and other international human rights instruments.

A set of programme activities that only incidentally contributes to the realization of human rights does not necessarily constitute a human rights-based approach to programming, where the aim of all activities is to contribute directly to the realization of one or several human rights.

2. Human rights standards contained in, and principles derived from, the Universal Declaration of Human Rights and other international human rights instruments guide all development cooperation and programming in all sectors and in all phases of the programming process.

Human rights principles guide programming in all sectors, such as health, education, governance, nutrition, water and sanitation, HIV/AIDS, employment and labour relations and social and economic security. This includes all development cooperation directed towards the achievement of the Millennium Development Goals and the Millennium Declaration. Consequently, human rights standards and principles guide both the Common Country Assessment and the UN Development Assistance Framework.

Human rights principles guide all programming in all phases of the programming process, including assessment and analysis, programme planning and design (including setting goals, objectives and strategies); implementation, monitoring and evaluation.

Among these human rights principles are: universality and inalienability; indivisibility; interdependence and interrelatedness; non-discrimination and equality; participation and inclusion; accountability and the rule of law.

- Human rights are universal and inalienable. All people in the world are entitled to them. They cannot voluntarily be given up, nor can others take them away. As stated in Article 1 of the Universal Declaration of Human Rights, "All human beings are born free and equal in dignity and rights."

- Human rights are indivisible. Whether of a civil, cultural, economic, political or social nature, they are all inherent to the dignity of every person. Consequently, they all have equal status as rights, and can not be ranked in a hierarchical order.

- Human rights are interdependent and interrelated. The realization of one right often depends, wholly or in part, upon the realization of others. For instance, realization of the right to health may depend, in certain circumstances, on realization of the right to education or information.

- All individuals are equal as human beings and by virtue of the inherent dignity of each person. All human beings are entitled to their human rights without discrimination of any kind, such as race, colour, sex, ethnicity, age, language, religion, political or other opinion, national or social origin, disability, property, birth or other status as explained by the human rights treaty bodies.

- Every person and all peoples are entitled to active, free and meaningful participation in, contribution to, and enjoyment of civil, economic, social, cultural and political development in which human rights and fundamental freedoms can be realized.

- States and other duty-bearers are answerable for the observance of human rights. In this regard, they have to comply with the legal norms and standards enshrined in human rights instruments. Where they fail to do so, aggrieved rights-holders are entitled to institute proceedings for appropriate redress before a competent court or other adjudicator in accordance with the rules and procedures provided by law.

3. Programmes of development cooperation contribute to the development of the capacities of duty-bearers to meet their obligations and of rights-holders to claim their rights.

In a human rights-based approach, human rights determine the relationship between individuals and groups with valid claims (rights-holders) and State and non-state actors with correlative obligations (duty-bearers). It identifies rights-holders and their entitlements and corresponding duty-bearers and their obligations, and works towards strengthening the capacities of rights-holders to make their claims, and of duty-bearers to meet their obligations.

Implications of a human rights-based approach

The application of good programming practices does not by itself constitute a human rights-based approach, which requires additional elements.

The following elements are necessary, specific and unique to a human rights-based approach:

a) Assessment and analysis identify the human rights claims of rights-holders and the corresponding human rights obligations of duty-bearers, as well as the immediate, underlying, and structural causes when rights are not realized.

b) Programmes assess the capacity of rights-holders to claim their rights, and of duty-bearers to fulfill their obligations. They then develop strategies to build these capacities.

c) Programmes monitor and evaluate both outcomes and processes guided by human rights standards and principles.

d) Programming is informed by the recommendations of international human rights bodies and mechanisms.

In addition, it is essential that

1. People are recognized as key actors in their own development, rather than passive recipients of commodities and services.

2. Participation is both a means and a goal.

3. Strategies are empowering.

4. Both outcomes and processes are monitored and evaluated.

5. Analysis includes all stakeholders.

6. Programmes focus on marginalized, disadvantaged, and excluded groups.

7. The development process is locally owned.

8. Programmes aim to reduce disparity.

9. Both top-down and bottom-up approaches are used in synergy.

10. Situation analysis is used to identify immediate, underlying, and basic causes of development problems.

11. Measurable goals and targets are important in programming.

12. Strategic partnerships are developed and sustained.

13. Programmes support accountability to all stakeholders.

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STATISTICAL TABLES

Economic and social statistics on the countries and territories of the world, with particular reference to children's well-being.

General note on the data

The data presented in the following statistical tables are accompanied by definitions, sources and explanations of symbols. Data from the responsible United Nations agencies have been used whenever possible. Where such internationally standardized estimates do not exist, the tables draw on other sources, particularly data received from the appropriate UNICEF field office. Where possible, only comprehensive or representative national data have been used.

Data quality is likely to be adversely affected for countries that have recently suffered from man-made or natural disasters. This is particularly so where basic country infrastructure has been fragmented or major population movements have occurred.

Several of the indicators, such as the data for life expectancy, total fertility rates and crude birth and death rates, are part of the regular work on estimates and projections undertaken by the United Nations Population Division. These and other internationally produced estimates are revised periodically, which explains why some of the data will differ from those found in earlier UNICEF publications.

Two new statistical tables have been introduced this year that provide data on HIV/AIDS and child protection. HIV/AIDS indicators in table 4 are an extension of those appearing in the last report, and now cover all countries. Table 9 on child protection includes data for a more limited set of countries on child labour, birth registration and female genital mutilation. More details on these indicators are included in the notes following each of the tables.

In addition, substantial changes have been made to tables 2, 3, 5 and 8. In table 2, the data on low birthweight have undergone a major revision. Recent data from national household surveys have indicated that two thirds of infants in the developing world are not weighed. Household survey data, particularly from the Demographic and Health Surveys (DHS) and the Multiple Indicator Cluster Surveys (MICS), allow for some adjustments to be made to correct for this based on mothers' assessment of size at birth as well as corrections for the misreporting of birthweights by multiples of 500 grams. Data in table 2 reflect these adjustments for countries that had MICS or DHS data on low birthweight. As a result, the estimates are generally higher than previously reported.

Data appear for the first time on acute respiratory infection (ARI), a primary killer of children under five. Appropriate treatment of ARI is therefore of critical importance to reducing under-five mortality and improving children's health. Table 3 presents data on the prevalence of ARI and whether children with ARI were taken to an appropriate health provider. In table 5, in addition to administrative data on primary school entrants reaching grade 5, household survey data on this indicator are also included.

Table 8 includes two columns on maternal mortality ratio. One column presents data reported by national authorities; the other presents data that include adjustments for the well-documented problems of underreporting and misclassification of maternal deaths, and also provide estimates for countries with no data.

Explanation of symbols

Since the aim of this statistics chapter is to provide a broad picture of the situation of children and women worldwide, detailed data qualifications and footnotes are seen as more appropriate for inclusion elsewhere. The following symbols are common across all tables; symbols specific to a particular table are included in the table's footnotes:

- Indicates data are not available.

x Indicates data that refer to years or periods other than those specified in the column heading, differ from the standard definition, or refer to only part of a country. Such data are not included in the regional averages or totals.

* Data refer to the most recent year available during the period specified in the column heading.

Under-five mortality rankings

The following list ranks countries and territories in descending order of their estimated 2002 under-five mortality rate (U5MR), a critical indicator of the well-being of children. Countries and territories are listed alphabetically in the tables that follow.

	Under-5 mortality rate	
	Value	Rank
Sierra Leone	284	1
Niger	265	2
Angola	260	3
Afghanistan	257	4
Liberia	235	5
Somalia	225	6
Mali	222	7
Guinea-Bissau	211	8
Burkina Faso	207	9
Congo, Democratic Republic of the	205	10
Chad	200	11
Mozambique	197	12
Zambia	192	13
Burundi	190	14
Malawi	183	15
Mauritania	183	15
Nigeria	183	15
Rwanda	183	15
Central African Republic	180	19
Côte d'Ivoire	176	20
Ethiopia	171	21
Guinea	169	22
Cameroon	166	23
Tanzania, United Republic of	165	24
Benin	156	25
Equatorial Guinea	152	26
Swaziland	149	27
Djibouti	143	28
Togo	141	29
Uganda	141	29
Cambodia	138	31
Senegal	138	31
Madagascar	136	33
Gambia	126	34
Timor-Leste	126	34
Iraq	125	36
Haiti	123	37
Zimbabwe	123	37
Kenya	122	39
Sao Tome and Principe	118	40
Botswana	110	41
Myanmar	109	42
Congo	108	43
Pakistan	107	44
Yemen	107	44
Azerbaijan	105	46
Ghana	100	47
Lao People's Democratic Republic	100	47
Turkmenistan	98	49
Bhutan	94	50
Papua New Guinea	94	50
Sudan	94	50
India	93	53
Gabon	91	54
Nepal	91	54
Eritrea	89	56
Lesotho	87	57
Comoros	79	58
Bangladesh	77	59
Maldives	77	59
Kazakhstan	76	61
Guyana	72	62
Tajikistan	72	62
Bolivia	71	64
Mongolia	71	64
Kiribati	69	66
Uzbekistan	68	67
Namibia	67	68
Marshall Islands	66	69
South Africa	65	70
Kyrgyzstan	61	71
Korea, Democratic People's Republic of	55	72
Tuvalu	52	73
Algeria	49	74
Guatemala	49	74
Indonesia	45	76
Morocco	43	77
Honduras	42	78
Iran (Islamic Republic of)	42	78
Turkey	42	78
Vanuatu	42	78
Egypt	41	82
Nicaragua	41	82
Belize	40	84
Suriname	40	84
China	39	86
El Salvador	39	86
Peru	39	86
Viet Nam	39	86
Cape Verde	38	90
Dominican Republic	38	90
Philippines	38	90
Brazil	36	93
Armenia	35	94
Jordan	33	95
Lebanon	32	96
Moldova, Republic of	32	96
Albania	30	98
Nauru	30	98
Paraguay	30	98
Ecuador	29	101
Georgia	29	101
Mexico	29	101
Palau	29	101
Saudi Arabia	28	105
Syrian Arab Republic	28	105
Thailand	28	105
The former Yugoslav Republic of Macedonia	26	108
Tunisia	26	108
Grenada	25	110
Occupied Palestinian Territory	25	110
Panama	25	110
Saint Vincent and the Grenadines	25	110
Samoa	25	110
Micronesia (Federated States of)	24	115
Saint Kitts and Nevis	24	115
Solomon Islands	24	115
Colombia	23	118
Cook Islands	23	118
Venezuela	22	120
Fiji	21	121
Latvia	21	121
Romania	21	121
Russian Federation	21	121
Belarus	20	125
Jamaica	20	125
Tonga	20	125
Trinidad and Tobago	20	125
Ukraine	20	125
Argentina	19	130
Libyan Arab Jamahiriya	19	130
Mauritius	19	130
Saint Lucia	19	130
Serbia and Montenegro	19	130
Sri Lanka	19	130
Bosnia and Herzegovina	18	136
Bahamas	16	137
Bahrain	16	137
Bulgaria	16	137
Qatar	16	137
Seychelles	16	137
Dominica	15	142
Uruguay	15	142
Antigua and Barbuda	14	144
Barbados	14	144
Oman	13	146
Chile	12	147
Estonia	12	147
Costa Rica	11	149
Liechtenstein	11	149
Kuwait	10	151
Cuba	9	152
Hungary	9	152
Lithuania	9	152
Poland	9	152
Slovakia	9	152
United Arab Emirates	9	152
Croatia	8	158
Malaysia	8	158
United States	8	158
Andorra	7	161
Canada	7	161
United Kingdom	7	161
Australia	6	164
Belgium	6	164
Brunei Darussalam	6	164
Cyprus	6	164
France	6	164
Ireland	6	164
Israel	6	164
Italy	6	164
New Zealand	6	164
Portugal	6	164
San Marino	6	164
Spain	6	164
Switzerland	6	164
Austria	5	177
Czech Republic	5	177
Finland	5	177
Germany	5	177
Greece	5	177
Japan	5	177
Korea, Republic of	5	177
Luxembourg	5	177
Malta	5	177
Monaco	5	177
Netherlands	5	177
Slovenia	5	177
Denmark	4	189
Iceland	4	189
Norway	4	189
Singapore	4	189
Sweden	3	193
Holy See	no data	-
Niue	no data	-

TABLE 1. BASIC INDICATORS

Countries and territories	Under-5 mortality rank	Under-5 mortality rate		Infant mortality rate (under 1)		Total population (thousands)	Annual no. of births (thousands)	Annual no. of under-5 deaths (thousands)	GNI per capita (US$)	Life expectancy at birth (years)	Total adult literacy rate	Net primary school enrolment/ attendance (%)	% share of household income 1990-2000*	
		1960	2002	1960	2002	2002	2002	2002	2002	2002	2000	1996-2002*	lowest 40%	highest 20%
Afghanistan	**4**	360	257	215	165	22930	1101	283	250x	43	36	36	-	-
Albania	**98**	151	30	112	26	3141	57	2	1380	74	-	98	-	-
Algeria	**74**	280	49	164	39	31266	718	35	1720	70	63	98	19	43
Andorra	**161**	-	7	-	6	69	1	0	d	-	-	-	-	-
Angola	**3**	345	260	208	154	13184	695	181	660	40	-	37	-	-
Antigua and Barbuda	**144**	-	14	-	12	73	1	0	9390	-	82x	98	-	-
Argentina	**130**	72	19	60	16	37981	725	14	4060	74	97	100	-	-
Armenia	**94**	-	35	-	30	3072	29	1	790	72	98	69	18	45
Australia	**164**	24	6	20	6	19544	242	1	19740	79	-	96	18	41
Austria	**177**	43	5	37	5	8111	70	0	23390	78	-	91	20	38
Azerbaijan	**46**	-	105	-	74	8297	148	16	710	72	97x	88	19	45
Bahamas	**137**	68	16	51	13	310	6	0	14860x	67	95	83	-	-
Bahrain	**137**	160	16	110	13	709	14	0	11130x	74	88	96	-	-
Bangladesh	**59**	248	77	149	51	143809	4192	323	360	61	40	89	22	41
Barbados	**144**	90	14	74	12	269	3	0	9750x	77	100	100	-	-
Belarus	**125**	47	20	37	17	9940	87	2	1360	70	100	100	21	39
Belgium	**164**	35	6	31	5	10296	112	1	23250	79	-	100	22	37
Belize	**84**	104	40	74	34	251	6	0	2960	72	93	100	-	-
Benin	**25**	296	156	176	93	6558	274	43	380	51	37	54	-	-
Bhutan	**50**	300	94	175	74	2190	76	7	590	63	47	53	-	-
Bolivia	**64**	255	71	152	56	8645	255	18	900	64	85	97	13	49
Bosnia and Herzegovina	**136**	160	18	105	15	4126	39	1	1270	74	93x	86	-	-
Botswana	**41**	173	110	118	80	1770	54	6	2980	41	77	84	7	70
Brazil	**93**	177	36	115	30	176257	3506	126	2850	68	87	97	8	64
Brunei Darussalam	**164**	87	6	63	6	350	8	0	24100x	76	92	91x	-	-
Bulgaria	**137**	70	16	49	14	7965	62	1	1790	71	98	94	20	39
Burkina Faso	**9**	315	207	181	107	12624	606	125	220	46	24	36	12	61
Burundi	**14**	250	190	148	114	6602	292	55	100	41	48	54	15	48
Cambodia	**31**	-	138	-	96	13810	468	65	280	57	68	95	18	48
Cameroon	**23**	255	166	151	95	15729	560	93	560	47	71	74	13	53
Canada	**161**	33	7	28	5	31271	322	2	22300	79	-	99	20	39
Cape Verde	**90**	-	38	-	29	454	12	0	1290	70	74	99	-	-
Central African Republic	**19**	327	180	187	115	3819	144	26	260	40	47	55	7	65
Chad	**11**	-	200	-	117	8348	405	81	220	45	43	58	-	-
Chile	**147**	155	12	118	10	15613	285	3	4260	76	96	89	10	61
China	**86**	225	39	150	31	1294867	18857	735	940	71	85	93	16	47
Colombia	**118**	125	23	79	19	43526	975	22	1830	72	92	89	10	61
Comoros	**58**	265	79	200	59	747	27	2	390	61	56	56	-	-
Congo	**43**	220	108	143	81	3633	161	17	700	48	81	96x	-	-
Congo, Democratic Republic of the	**10**	302	205	174	129	51201	2594	532	90	41	61	51	-	-
Cook Islands	**118**	-	23	-	19	18	0	0	-	-	-	85	-	-
Costa Rica	**149**	123	11	87	9	4094	78	1	4100	78	96	91	13	51
Côte d'Ivoire	**20**	290	176	195	102	16365	583	103	610	41	49	64	18	44
Croatia	**158**	98	8	70	7	4439	49	0	4640	74	98	72	21	40
Cuba	**152**	54	9	39	7	11271	131	1	1170x	77	97	97	-	-
Cyprus	**164**	36	6	30	5	796	10	0	12320x	78	97	95	-	-
Czech Republic	**177**	25	5	22	4	10246	90	0	5560	75	-	90	25	36
Denmark	**189**	25	4	22	4	5351	63	0	30290	77	-	99	23	36
Djibouti	**28**	289	143	186	100	693	27	4	900	46	65	33	-	-
Dominica	**142**	-	15	-	13	78	2	0	3180	-	-	89	-	-
Dominican Republic	**90**	149	38	102	32	8616	202	8	2320	67	84	93	14	53
Ecuador	**101**	178	29	107	25	12810	297	9	1450	71	92	99	15	50
Egypt	**82**	282	41	189	35	70507	1875	77	1470	69	55	93	21	44
El Salvador	**86**	191	39	130	33	6415	163	6	2080	71	79	81	11	56
Equatorial Guinea	**26**	316	152	188	101	481	20	3	700x	49	83	72	-	-
Eritrea	**56**	-	89	-	47	3991	160	14	160	53	56	61	-	-
Estonia	**147**	52	12	40	10	1338	11	0	4130	72	100	98	18	45
Ethiopia	**21**	269	171	180	114	68961	2948	504	100	46	39	47	9	61
Fiji	**121**	97	21	71	17	831	19	0	2160	70	93	99	-	-

	Under-5 mortality rank	Under-5 mortality rate		Infant mortality rate (under 1)		Total population (thousands)	Annual no. of births (thousands)	Annual no. of under-5 deaths (thousands)	GNI per capita (US$)	Life expectancy at birth (years)	Total adult literacy rate	Net primary school enrolment/ attendance (%)	% share of household income 1990-2000*	
		1960	2002	1960	2002	2002	2002	2002	2002	2002	2000	1996-2002*	lowest 40%	highest 20%
Finland	**177**	28	5	22	4	5197	56	0	23510	78	-	100	25	35
France	**164**	34	6	29	4	59850	772	5	22010	79	-	100	20	40
Gabon	**54**	-	91	-	60	1306	41	4	3120	57	71	93	-	-
Gambia	**34**	364	126	207	91	1388	50	6	280	54	37	69	12	55
Georgia	**101**	70	29	52	24	5177	53	2	650	74	100x	95	17	45
Germany	**177**	40	5	34	4	82414	722	4	22670	78	-	87	16	45
Ghana	**47**	215	100	126	57	20471	658	66	270	58	72	58	16	47
Greece	**177**	64	5	53	5	10970	100	1	11660	78	97	97	19	44
Grenada	**110**	-	25	-	20	80	2	0	3500	-	-	84	-	-
Guatemala	**74**	202	49	136	36	12036	415	20	1750	66	69	84	11	61
Guinea	**22**	380	169	215	109	8359	361	61	410	49	41	47	17	47
Guinea-Bissau	**8**	-	211	-	130	1449	72	15	150	45	38	41	14	53
Guyana	**62**	126	72	100	54	764	16	1	840	63	99	87	14	50
Haiti	**37**	253	123	169	79	8218	249	31	440	49	50	54	-	-
Holy See	**-**	-	-	-	-	1	-	-	-	-	-	-	-	-
Honduras	**78**	204	42	137	32	6781	205	9	920	69	75	88	8	61
Hungary	**152**	57	9	51	8	9923	87	1	5280	72	99	90	25	34
Iceland	**189**	22	4	17	3	287	4	0	27970	80	-	100	-	-
India	**53**	242	93	146	67	1049549	25221	2346	480	64	57	76	20	46
Indonesia	**76**	216	45	128	33	217131	4532	204	710	67	87	92	20	43
Iran (Islamic Republic of)	**78**	281	42	164	35	68070	1380	58	1710	70	76	74	15	50
Iraq	**36**	171	125	117	102	24510	867	108	2170x	60	39	76	-	-
Ireland	**164**	36	6	31	6	3911	56	0	23870	77	-	90	18x	43x
Israel	**164**	39	6	32	6	6304	125	1	16710x	79	95	100	18	44
Italy	**164**	50	6	44	4	57482	511	3	18960	79	98	100	18	43
Jamaica	**125**	74	20	56	17	2627	54	1	2820	76	87	95	17	46
Japan	**177**	40	5	31	3	127478	1172	6	33550	81	-	100	25	36
Jordan	**95**	139	33	97	27	5329	150	5	1760	71	90	94	19	44
Kazakhstan	**61**	-	76	-	61	15469	252	19	1510	66	99	89	21	40
Kenya	**39**	205	122	122	78	31540	1031	126	360	45	82	69	15	51
Kiribati	**66**	-	69	-	51	87	2	0	810	-	-	71	-	-
Korea, Democratic People's Republic of	**72**	120	55	85	42	22541	372	20	a	63	98	-	-	-
Korea, Republic of	**177**	127	5	90	5	47430	574	3	9930	75	98	100	21	37
Kuwait	**151**	128	10	89	9	2443	49	0	18270x	76	82	66	-	-
Kyrgyzstan	**71**	180	61	135	52	5067	112	7	290	68	-	83	22	38
Lao People's Democratic Republic	**47**	235	100	155	87	5529	198	20	310	54	65	81	19	45
Latvia	**121**	44	21	35	17	2329	18	0	3480	71	100	92	20	40
Lebanon	**96**	85	32	65	28	3596	69	2	3990	73	86	74	-	-
Lesotho	**57**	203	87	136	64	1800	55	5	470	36	83	78	5	71
Liberia	**5**	288	235	190	157	3239	161	38	150	41	54	83	-	-
Libyan Arab Jamahiriya	**130**	270	19	159	16	5445	126	2	5540x	73	80	96x	-	-
Liechtenstein	**149**	-	11	-	10	33	0	0	d	-	-	-	-	-
Lithuania	**152**	70	9	52	8	3465	30	0	3660	73	100	95	21	40
Luxembourg	**177**	41	5	33	5	447	5	0	38830	78	-	97	21	40
Madagascar	**33**	186	136	112	84	16916	708	96	240	53	67	68	17	45
Malawi	**15**	361	183	205	114	11871	531	97	160	38	60	100	13	56
Malaysia	**158**	105	8	73	8	23965	546	4	3540	73	87	99	13	54
Maldives	**59**	300	77	180	58	309	11	1	2090	67	97	99	-	-
Mali	**7**	500	222	285	122	12623	631	140	240	49	26	39	13	56
Malta	**177**	42	5	37	5	393	4	0	9200x	78	92	99	-	-
Marshall Islands	**69**	-	66	-	54	52	1	0	2270x	-	-	100	-	-
Mauritania	**15**	310	183	180	120	2807	118	22	410	52	40	44	18	44
Mauritius	**130**	92	19	67	17	1210	19	0	3850	72	85	95	-	-
Mexico	**101**	134	29	94	24	101965	2305	67	5910	73	91	100	11	58
Micronesia (Federated States of)	**115**	-	24	-	20	108	3	0	1980	68	67	-	-	-
Moldova, Republic of	**96**	88	32	64	27	4270	49	2	460	69	99	78	19	44
Monaco	**177**	-	5	-	4	34	0	0	d	-	-	-	-	-

TABLE 1. BASIC INDICATORS

	Under-5 mortality rank	Under-5 mortality rate		Infant mortality rate (under 1)		Total population (thousands)	Annual no. of births (thousands)	Annual no. of under-5 deaths (thousands)	GNI per capita (US$)	Life expectancy at birth (years)	Total adult literacy rate	Net primary school enrolment/ attendance (%)	% share of household income 1990-2000*	
		1960	2002	1960	2002	2002	2002	2002	2002	2002	2000	1996-2002*	lowest 40%	highest 20%
Mongolia	**64**	-	71	-	58	2559	58	4	440	64	98	89	16	51
Morocco	**77**	211	43	132	39	30072	702	30	1190	68	49	78	17	47
Mozambique	**12**	313	197	180	125	18537	769	151	210	38	44	54	17	47
Myanmar	**42**	252	109	169	77	48852	1182	129	220x	57	85	83	-	-
Namibia	**68**	206	67	129	55	1961	66	4	1780	45	82	82	4	79
Nauru	**98**	-	30	-	25	13	0	0	-	-	-	81	-	-
Nepal	**54**	315	91	212	66	24609	817	74	230	60	42	73	19	45
Netherlands	**177**	22	5	18	5	16067	196	1	23960	78	-	100	20	40
New Zealand	**164**	26	6	22	6	3846	54	0	13710	78	-	99	18	44
Nicaragua	**82**	193	41	130	32	5335	170	7	370x	69	64	77	8	64
Niger	**2**	354	265	211	156	11544	642	170	170	46	16	30	10	53
Nigeria	**15**	207	183	123	110	120911	4764	872	290	52	64	56	13	56
Niue	**-**	-	-	-	-	2	0	-	-	-	81	99	-	-
Norway	**189**	23	4	19	4	4514	54	0	37850	79	-	100	24	36
Occupied Palestinian Territory	**110**	-	25	-	23	3433	134	3	930	72	-	97	-	-
Oman	**146**	280	13	164	11	2768	88	1	7720x	72	72	65	-	-
Pakistan	**44**	227	107	139	83	149911	5415	579	410	61	43	56	21	42
Palau	**101**	-	29	-	24	20	0	0	6780x	-	-	100	-	-
Panama	**110**	88	25	58	19	3064	69	2	4020	75	92	100	12	53
Papua New Guinea	**50**	214	94	143	70	5586	178	17	530	57	64	84	12	57
Paraguay	**98**	90	30	66	26	5740	171	5	1170	71	93	92	8	61
Peru	**86**	234	39	142	30	26767	628	24	2050	70	90	93	13	51
Philippines	**90**	110	38	80	29	78580	2009	76	1020	70	95	93	14	52
Poland	**152**	70	9	62	8	38622	367	3	4570	74	100	98	21	40
Portugal	**164**	112	6	81	5	10049	112	1	10840	76	92	100	17	46
Qatar	**137**	140	16	94	11	601	10	0	12000x	72	94	95	-	-
Romania	**121**	82	21	69	19	22387	232	5	1850	71	98	93	21	38
Russian Federation	**121**	64	21	48	18	144082	1227	26	2140	67	100	93x	14	51
Rwanda	**15**	206	183	122	96	8272	358	66	230	39	67	67	23x	39x
Saint Kitts and Nevis	**115**	-	24	-	20	42	1	0	6370	-	-	89	-	-
Saint Lucia	**130**	-	19	-	17	148	3	0	3840	72	-	100	15	48
Saint Vincent and the Grenadines	**110**	-	25	-	22	119	2	0	2820	74	-	84	-	-
Samoa	**110**	210	25	134	20	176	5	0	1420	70	99	97	-	-
San Marino	**164**	-	6	-	4	27	0	0	d	-	-	-	-	-
Sao Tome and Principe	**40**	-	118	-	75	157	5	1	290	70	-	68	-	-
Saudi Arabia	**105**	250	28	170	23	23520	751	21	8460x	72	76	58	-	-
Senegal	**31**	300	138	173	79	9855	368	51	470	53	37	63	17	48
Serbia and Montenegro	**130**	120	19	87	16	10535	124	2	1400	73	98x	97y	-	-
Seychelles	**137**	-	16	-	12	80	3	0	6530x	-	-	100	-	-
Sierra Leone	**1**	390	284	220	165	4764	239	68	140	34	36	41	3x	63x
Singapore	**189**	40	4	31	3	4183	43	0	20690	78	92	93x	14	49
Slovakia	**152**	40	9	33	8	5398	54	0	3950	74	100	89	24	35
Slovenia	**177**	45	5	37	4	1986	16	0	9810	76	100	93	22	38
Solomon Islands	**115**	185	24	120	20	463	15	0	570	69	-	-	-	-
Somalia	**6**	-	225	-	133	9480	499	112	130x	48	-	11	-	-
South Africa	**70**	-	65	-	52	44759	1016	66	2600	49	85	89	6	67
Spain	**164**	57	6	46	4	40977	381	2	14430	79	98	100	20	40
Sri Lanka	**130**	133	19	83	17	18910	312	6	840	73	92	97	20	43
Sudan	**50**	208	94	123	64	32878	1098	103	350	56	58	53	-	-
Suriname	**84**	-	40	-	31	432	9	0	1960	71	94	92	-	-
Swaziland	**27**	225	149	150	106	1069	37	6	1180	36	80	93	9	64
Sweden	**193**	20	3	16	3	8867	91	0	24820	80	-	100	24	35
Switzerland	**164**	27	6	22	5	7171	63	0	37930	79	-	99	20	40
Syrian Arab Republic	**105**	201	28	136	23	17381	485	14	1130	72	74	96	-	-
Tajikistan	**62**	140	72	95	53	6195	152	11	180	69	99	100	21	40
Tanzania, United Republic of	**24**	241	165	142	104	36276	1431	236	280	44	75	47	18	45
Thailand	**105**	148	28	103	24	62193	1088	30	1980	69	96	85	16	50

	Under-5 mortality rank	Under-5 mortality rate 1960	Under-5 mortality rate 2002	Infant mortality rate (under 1) 1960	Infant mortality rate (under 1) 2002	Total population (thousands) 2002	Annual no. of births (thousands) 2002	Annual no. of under-5 deaths (thousands) 2002	GNI per capita (US$) 2002	Life expectancy at birth (years) 2002	Total adult literacy rate 2000	Net primary school enrolment/ attendance (%) 1996-2002*	% share of household income 1990-2000* lowest 40%	% share of household income 1990-2000* highest 20%
The former Yugoslav Republic of Macedonia	**108**	177	26	120	22	2046	29	1	1700	74	96	92	22	37
Timor-Leste	**34**	-	126	-	89	739	17	2	520x	49	-	75	-	-
Togo	**29**	267	141	158	79	4801	185	26	270	50	57	92	-	-
Tonga	**125**	-	20	-	16	103	2	0	1410	68	-	92	-	-
Trinidad and Tobago	**125**	73	20	61	17	1298	17	0	6490	71	98	92	16	46
Tunisia	**108**	254	26	170	21	9728	165	4	2000	73	71	99	16	48
Turkey	**78**	219	42	163	36	70318	1485	62	2500	70	85	88	17	47
Turkmenistan	**49**	-	98	-	76	4794	106	10	1200	67	-	85	16	47
Tuvalu	**73**	-	52	-	38	10	0	0	-	-	-	100	-	-
Uganda	**29**	224	141	133	82	25004	1277	180	250	46	67	87	18	45
Ukraine	**125**	53	20	41	16	48902	412	8	770	70	100	72	22	38
United Arab Emirates	**152**	223	9	149	8	2937	49	0	18060x	75	76	87	-	-
United Kingdom	**161**	27	7	23	5	59068	654	5	25250	78	-	99	18	43
United States	**158**	30	8	26	7	291038	4228	34	35060	77	-	95	16	46
Uruguay	**142**	56	15	48	14	3391	57	1	4370	75	98	90	14	50
Uzbekistan	**67**	-	68	-	52	25705	559	38	450	70	99	78	23	36
Vanuatu	**78**	225	42	141	34	207	6	0	1080	69	-	96	-	-
Venezuela	**120**	75	22	56	19	25226	580	13	4090	74	93	88	11	53
Viet Nam	**86**	105	39	70	30	80278	1629	64	430	69	93	95	19	45
Yemen	**44**	340	107	220	79	19315	873	93	490	60	46	67	20	41
Zambia	**13**	213	192	126	108	10698	452	87	330	33	78	67	11	57
Zimbabwe	**37**	159	123	97	76	12835	412	51	470x	34	89	80	13	56

REGIONAL SUMMARIES

Sub-Saharan Africa	262	174	157	106	650452	26494	4610	460	46	50	59	10	59
Middle East and North Africa	250	58	157	46	355997	9640	559	1359	67	53	78	18	46
South Asia	244	97	148	70	1412216	37145	3603	461	63	47	74	20	45
East Asia and Pacific	207	43	137	33	1910686	31814	1368	1232	69	81	92	17	45
Latin America and Caribbean	153	34	102	27	530242	11587	394	3362	70	85	94	10	59
CEE/CIS and Baltic States	112	41	84	33	411721	5311	218	1742	69	96	86	17	47
Industrialized countries	39	7	33	5	938580	10796	76	26214	78	97	97	19	43
Developing countries	222	90	140	62	5009993	119701	10773	1154	62	67	80	15	50
Least developed countries	278	158	170	99	700897	27409	4331	277	49	43	63	18	46
World	196	82	126	56	6209895	132787	10889	5073	63	70	81	18	44

Countries in each region are listed on page 136.

DEFINITIONS OF THE INDICATORS

Under-five mortality rate – Probability of dying between birth and exactly five years of age expressed per 1,000 live births.

Infant mortality rate – Probability of dying between birth and exactly one year of age expressed per 1,000 live births.

GNI per capita – Gross national income (GNI) is the sum of value added by all resident producers plus any product taxes (less subsidies) not included in the valuation of output plus net receipts of primary income (compensation of employees and property income) from abroad. GNI per capita is gross national income divided by mid-year population. GNI per capita in US dollars is converted using the World Bank Atlas method.

Life expectancy at birth – The number of years newborn children would live if subject to the mortality risks prevailing for the cross-section of population at the time of their birth.

Adult literacy rate – Percentage of persons aged 15 and over who can read and write.

Net primary school enrolment/attendance – Derived from net primary school enrolment rates as reported by UNESCO/UIS (UNESCO Institute of Statistics) and from national household survey reports of attendance at primary school.

Income share – Percentage of income received by the 20 per cent of households with the highest income and by the 40 per cent of households with the lowest income.

MAIN DATA SOURCES

Under-five and infant mortality rates – UNICEF, United Nations Population Division and United Nations Statistics Division.

Total population – United Nations Population Division.

Births – United Nations Population Division.

Under-five deaths – UNICEF.

GNI per capita – World Bank.

Life expectancy – United Nations Population Division.

Adult literacy – United Nations Educational, Scientific and Cultural Organization (UNESCO) and UNESCO Institute of Statistics (UIS), including the Education for All 2000 Assessment.

School enrolment/attendance – UIS and UNESCO, including the Education for All 2000 Assessment, Multiple Indicator Cluster Surveys (MICS) and Demographic and Health Surveys (DHS).

Household income – World Bank.

NOTES

a: Range $735 or less.
b: Range $736 to $2935.
c: Range $2936 to $9075.
d: Range $9076 or more.

- Data not available.
x Indicates data that refer to years or periods other than those specified in the column heading, differ from the standard definition, or refer to only part of a country.
y Indicates data that differ from the standard definition or refer to only part of a country, but are included in the calculation of regional and global averages.
* Data refer to the most recent year available during the period specified in the column heading.

TABLE 2. NUTRITION

Countries and territories	% of infants with low birthweight 1998-2002*	% of children (1995-2002*) who are:			% of under-fives (1995-2002*) suffering from:				Vitamin A supplementation coverage rate (6-59 months) 2001	% of households consuming iodized salt 1997-2002*
		exclusively breastfed (<6 months)	breastfed with complementary food (6-9 months)	still breastfeeding (20-23 months)	underweight		wasting	stunting		
					moderate & severe	severe	moderate & severe	moderate & severe		
Afghanistan	-	-	-	-	48	-	25	52	84t	2
Albania	3	6	24	6	14	4	11	32	-	62
Algeria	7	13	38	22	6	1	3	18	-	69
Andorra	-	-	-	-	-	-	-	-	-	-
Angola	12	11	77	37	31	8	6	45	75	35
Antigua and Barbuda	8	-	-	-	10x	4x	10x	7x	-	-
Argentina	7	-	-	-	5	1	3	12	-	90x
Armenia	7	30	51	13	3	0	2	13	-	84
Australia	7	-	-	-	-	-	-	-	-	-
Austria	7	-	-	-	-	-	-	-	-	-
Azerbaijan	11	7	39	16	7	1	2	13	-	26
Bahamas	7	-	-	-	-	-	-	-	-	-
Bahrain	8	34k	65	41	9	2	5	10	-	-
Bangladesh	30	46	78	87	48	13	10	45	90t	70
Barbados	10x	-	-	-	6x	1x	5x	7x	-	-
Belarus	5	-	-	-	-	-	-	-	-	37
Belgium	8x	-	-	-	-	-	-	-	-	-
Belize	6	24k	54	23	6x	1x	-	-	-	90x
Benin	16	38	66	62	23	5	8	31	95	72
Bhutan	15	-	-	-	19	3	3	40	-	82x
Bolivia	9	39	76	36	10	2	2	26	31	65
Bosnia and Herzegovina	4	6	-	-	4	1	6	10	-	77
Botswana	10	34	57	11	13	2	5	23	85	66
Brazil	10x	42k	30	17	6	1	2	11	-	95x
Brunei Darussalam	10	-	-	-	-	-	-	-	-	-
Bulgaria	10	-	-	-	-	-	-	-	-	-
Burkina Faso	19	6	49	87	34	12	13	37	97	23x
Burundi	16	62	46	85	45	13	8	57	95	96
Cambodia	11	12	72	59	45	13	15	45	57	14
Cameroon	11	12	72	29	21	4	5	35	100	84
Canada	6	-	-	-	-	-	-	-	-	-
Cape Verde	13	57k	64	13	14x	2x	6x	16x	-	0x
Central African Republic	14	17	77	53	24	6	9	39	90	86
Chad	17x	10	68	51	28	9	11	29	91t	58
Chile	5	73k	-	-	1	-	0	2	-	100
China	6	67k	-	-	11	-	-	16	-	93
Colombia	9	32	58	25	7	1	1	14	-	92
Comoros	25	21	34	45	25	9	12	42	-	82
Congo	-	4k	94	13	14	3	4	19	100	-
Congo, Democratic Republic of the	12	24	79	52	31	9	13	38	98	72
Cook Islands	3	19k	-	-	-	-	-	-	-	-
Costa Rica	7	35x,k	47x	12x	5	0	2	6	-	97x
Côte d'Ivoire	17	10	54	42	21	5	8	25	97	31
Croatia	6	23	-	-	1	-	1	1	-	90
Cuba	6	41	42	9	4	0	2	5	-	73
Cyprus	-	-	-	-	-	-	-	-	-	-
Czech Republic	7	-	-	-	1x	0x	2x	2x	-	-
Denmark	5	-	-	-	-	-	-	-	-	-
Djibouti	-	-	-	-	18	6	13	26	91	-
Dominica	10	-	-	-	5x	0x	2x	6x	-	-
Dominican Republic	14	11	26	6	5	1	2	6	35	18
Ecuador	16	29k	52x	34x	15	2	-	27	50	99
Egypt	12	57	71	30	11	3	5	21	-	28
El Salvador	13	16	77	40	12	1	1	23	-	91x
Equatorial Guinea	13	24	-	-	19	4	7	39	-	20x
Eritrea	21x	52	43	62	44	17	16	38	61	97
Estonia	4	-	-	-	-	-	-	-	-	-
Ethiopia	15	55	43	77	47	16	11	52	16	28
Fiji	10	47k	-	-	8x	1x	8x	3x	-	31x

	% of infants with low birthweight 1998-2002*	% of children (1995-2002*) who are:			% of under-fives (1995-2002*) suffering from:				Vitamin A supplementation coverage rate (6-59 months) 2001	% of households consuming iodized salt 1997-2002*
		exclusively breastfed (<6 months)	breastfed with complementary food (6-9 months)	still breastfeeding (20-23 months)	underweight		wasting	stunting		
					moderate & severe	severe	moderate & severe	moderate & severe		
Finland	4	-	-	-	-	-	-	-	-	-
France	7	-	-	-	-	-	-	-	-	-
Gabon	14	6	62	9	12	2	3	21	89	15
Gambia	17	26	37	54	17	4	9	19	91	8
Georgia	6	18k	12	12	3	0	2	12	-	8
Germany	7	-	-	-	-	-	-	-	-	-
Ghana	11	31	70	57	25	5	10	26	100t	28
Greece	8	-	-	-	-	-	-	-	-	-
Grenada	9	39k	-	-	-	-	-	-	-	-
Guatemala	13	39	76	45	24	5	3	46	-	49
Guinea	12	11	28	73	23	5	9	26	93	12
Guinea-Bissau	22	37	36	67	25	7	10	30	100	2
Guyana	12	11	42	31	14	3	11	11	-	-
Haiti	21	24	73	30	17	4	5	23	-	11
Holy See	-	-	-	-	-	-	-	-	-	-
Honduras	14	35	61	34	17	-	1	29	62	80
Hungary	9	-	-	-	2x	0x	2x	3x	-	-
Iceland	4	-	-	-	-	-	-	-	-	-
India	30	37k	44	66	47	18	16	46	25	50
Indonesia	10x	42	81	65	26	8	-	-	61	65
Iran (Islamic Republic of)	7x	44	-	0	11	2	5	15	-	94
Iraq	15	12	51	27	16	2	6	22	-	40
Ireland	6	-	-	-	-	-	-	-	-	-
Israel	8	-	-	-	-	-	-	-	-	-
Italy	6	-	-	-	-	-	-	-	-	-
Jamaica	9	-	-	-	6	-	3	6	-	100
Japan	8	-	-	-	-	-	-	-	-	-
Jordan	10x	34	70	12	5	1	2	8	-	88
Kazakhstan	8	36	73	17	4	0	2	10	-	20
Kenya	11	5	67	24	21	6	6	35	90	91
Kiribati	5	80x,k	-	-	13x	-	11x	28x	-	-
Korea, Democratic People's Republic of	7	97k	-	-	21	-	8	42	99t	-
Korea, Republic of	4	-	-	-	-	-	-	-	-	-
Kuwait	7	12k	26	9	10	3	11	24	-	-
Kyrgyzstan	7x	24	77	21	11	2	3	25	-	27
Lao People's Democratic Republic	14	23	10	47	40	13	15	41	70t	75
Latvia	5	-	-	-	-	-	-	-	-	-
Lebanon	6	27k	35	11	3	0	3	12	-	87
Lesotho	14	15	51	58	18	4	5	46	-	69
Liberia	-	35	70	45	26	8	6	39	100t	-
Libyan Arab Jamahiriya	7x	-	-	23	5	1	3	15	-	90x
Liechtenstein	-	-	-	-	-	-	-	-	-	-
Lithuania	4	-	-	-	-	-	-	-	-	-
Luxembourg	8	-	-	-	-	-	-	-	-	-
Madagascar	14	41	82	43	33	11	14	49	73	52
Malawi	16	44	93	77	25	6	6	49	63	49
Malaysia	10	29k	-	12	12	1	-	-	-	-
Maldives	22	10	85	-	30	7	13	25	-	44
Mali	23	38	66	62	33	11	11	38	74	74
Malta	6	-	-	-	-	-	-	-	-	-
Marshall Islands	12	63x,k	-	-	-	-	-	-	51	-
Mauritania	42	20	78	57	32	10	13	35	98	2
Mauritius	13	16x,k	29x	-	15	2	14	10	-	0x
Mexico	9	38x,k	36x	21x	8	1	2	18	-	90
Micronesia (Federated States of)	18	60k	-	-	-	-	-	-	71	-
Moldova, Republic of	5	-	-	-	3	-	3	10	-	33
Monaco	-	-	-	-	-	-	-	-	-	-
Mongolia	8	51	55	57	13	3	6	25	93	45
Morocco	11x	66k	53	21	9	2	4	24	-	41

TABLE 2. NUTRITION

	% of infants with low birthweight 1998-2002*	% of children (1995-2002*) who are:			% of under-fives (1995-2002*) suffering from:				Vitamin A supplementation coverage rate (6-59 months) 2001	% of households consuming iodized salt 1997-2002*
		exclusively breastfed (<6 months)	breastfed with complementary food (6-9 months)	still breastfeeding (20-23 months)	underweight		wasting	stunting		
					moderate & severe	severe	moderate & severe	moderate & severe		
Mozambique	14x	30	87	58	26	-	6	44	71	62x
Myanmar	15	11	67	67	35	8	9	34	97t	48
Namibia	16x	26k	-	-	24	5	9	24	84	63
Nauru	-	-	-	-	-	-	-	-	-	-
Nepal	21	69	66	92	48	13	10	51	98t	63
Netherlands	-	-	-	-	-	-	-	-	-	-
New Zealand	6	-	-	-	-	-	-	-	-	83
Nicaragua	13	31	68	39	10	2	2	20	-	96
Niger	17	1	56	61	40	14	14	40	89t	15
Nigeria	12	17	63	35	36x	12x	9x	43x	77	98
Niue	0	-	-	-	-	-	-	-	-	-
Norway	5	-	-	-	-	-	-	-	-	-
Occupied Palestinian Territory	9	29k	78	11	4	1	3	9	-	37
Oman	8	-	92	73	24	4	13	23	-	61
Pakistan	19x	16k	31	56	38	12	13	37	100t	17
Palau	9	59k	-	-	-	-	-	-	-	-
Panama	10x	25	38	21	7	-	1	14	-	95
Papua New Guinea	11x	59	74	66	35x	-	-	-	-	-
Paraguay	9x	7k	59	15	5	-	1	11	-	83
Peru	11x	71	76	49	7	1	1	25	6	93
Philippines	20	37	57	23	28	-	6	30	84t	24
Poland	6	-	-	-	-	-	-	-	-	-
Portugal	8	-	-	-	-	-	-	-	-	-
Qatar	10	12k	48	21	6	-	2	8	-	-
Romania	9	-	-	-	6x	1x	3x	8x	-	-
Russian Federation	6	-	-	-	3	1	4	13	-	30x
Rwanda	9	84	79	71	27	7	6	41	94	90
Saint Kitts and Nevis	9	56k	-	-	-	-	-	-	-	100
Saint Lucia	8	-	-	-	14x	-	6x	11x	-	-
Saint Vincent and the Grenadines	10	-	-	-	-	-	-	-	-	-
Samoa	4x	-	-	-	-	-	-	-	-	-
San Marino	-	-	-	-	-	-	-	-	-	-
Sao Tome and Principe	-	56	53	42	13	2	4	29	-	41
Saudi Arabia	11x	31k	60	30	14	3	11	20	-	-
Senegal	18	24k	64	49	23	6	8	25	85t	16
Serbia and Montenegro	4	11k	33	11	2	0	4	5	-	73
Seychelles	-	-	-	-	6x	0x	2x	5x	-	-
Sierra Leone	-	4	51	53	27	9	10	34	91t	23
Singapore	8	-	-	-	14x	-	4x	11x	-	-
Slovakia	7	-	-	-	-	-	-	-	-	-
Slovenia	6	-	-	-	-	-	-	-	-	-
Solomon Islands	13x	65k	-	-	21x	4x	7x	27x	-	-
Somalia	-	9	13	8	26	7	17	23	62	-
South Africa	15	7	67	30	12	2	3	25	-	62
Spain	6x	-	-	-	-	-	-	-	-	-
Sri Lanka	22	54k	-	62	29	-	14	14	-	88
Sudan	31	16	47	40	17	7	-	-	92t	1
Suriname	13	9	25	11	13	2	7	10	-	-
Swaziland	9	24	60	25	10	2	1	30	-	59
Sweden	4	-	-	-	-	-	-	-	-	-
Switzerland	6	-	-	-	-	-	-	-	-	-
Syrian Arab Republic	6	81k	50	6	7	1	4	18	-	40
Tajikistan	15	14	35	35	-	-	-	-	-	20
Tanzania, United Republic of	13	32	64	48	29	7	5	44	93t	67
Thailand	9	4k	71	27	19x	-	6x	16x	-	74
The former Yugoslav Republic of Macedonia	5	37	8	10	6	1	4	7	-	100
Timor-Leste	10	44	63	10	43	13	12	47	-	72
Togo	15	18	65	65	25	7	12	22	77	67
Tonga	0	62k	-	-	-	-	-	-	-	-

	% of infants with low birthweight 1998-2002*	% of children (1995-2002*) who are: exclusively breastfed (<6 months)	breastfed with complementary food (6-9 months)	still breastfeeding (20-23 months)	% of under-fives (1995-2002*) suffering from: underweight moderate & severe	underweight severe	wasting moderate & severe	stunting moderate & severe	Vitamin A supplementation coverage rate (6-59 months) 2001	% of households consuming iodized salt 1997-2002*
Trinidad and Tobago	23	2	19	10	7x	0x	4x	5x	-	1
Tunisia	7	46	-	22	4	1	2	12	-	97
Turkey	16	7	34	21	8	1	2	16	-	64
Turkmenistan	6	13	71	27	12	2	6	22	-	75
Tuvalu	5	-	-	-	-	-	-	-	-	-
Uganda	12	65	75	50	23	5	4	39	37	95
Ukraine	5	22	-	-	3	1	6	15	-	5
United Arab Emirates	15x	34k	52	29	14	3	15	17	-	-
United Kingdom	8	-	-	-	-	-	-	-	-	-
United States	8	-	-	-	1x	0x	1x	2x	-	-
Uruguay	8	-	-	-	5	1	1	8	-	-
Uzbekistan	7	16	45	36	19	5	12	31	-	19
Vanuatu	6	50k	-	-	20x	-	-	19x	-	-
Venezuela	7	7k	50	31	5x	1x	3x	13x	-	90
Viet Nam	9	31	29	20	33	6	6	36	59	40
Yemen	32x	18	79	41	46	15	13	52	100	39
Zambia	10	40	87	58	28	7	5	47	83t	68
Zimbabwe	11	33	90	35	13	2	6	27	-	93

REGIONAL SUMMARIES

Sub-Saharan Africa	14	28	65	50	29	8	9	38	75	66
Middle East and North Africa	15	37	59	25	14	4	6	22	-	51
South Asia	30	36	46	67	46	17	15	44	46	49
East Asia and Pacific	8	54	-	-	17	-	-	20	-	82
Latin America and Caribbean	10	38	48	25	8	1	2	16	-	84
CEE/CIS and Baltic States	9	14	41	23	7	1	4	16	-	39
Industrialized countries	7	-	-	-	-	-	-	-	-	-
Developing countries	17	39	55	51	27	10	10	32	59	66
Least developed countries	18	35	66	63	36	10	11	43	78	52
World	16	39	55	51	27	10	10	31	59	66

Countries in each region are listed on page 136.

DEFINITIONS OF THE INDICATORS

Low birthweight – Less than 2,500 grams.

Underweight – Moderate and severe – below minus two standard deviations from median weight for age of reference population; severe – below minus three standard deviations from median weight for age of reference population.

Wasting – Moderate and severe – below minus two standard deviations from median weight for height of reference population.

Stunting – Moderate and severe – below minus two standard deviations from median height for age of reference population.

Vitamin A – Percentage of children aged 6-59 months who have received at least one high dose of vitamin A capsules in 2001.

MAIN DATA SOURCES

Low birthweight –Demographic and Health Surveys (DHS), Multiple Indicator Cluster Surveys (MICS), other national household surveys and data from routine reporting systems.

Breastfeeding – DHS, MICS and UNICEF.

Underweight, wasting and stunting – DHS, MICS, World Health Organization (WHO) and UNICEF.

Salt iodization – MICS, DHS and UNICEF.

Vitamin A – UNICEF field offices and WHO.

NOTES

- \- Data not available.
- x Indicates data that refer to years or periods other than those specified in the column heading, differ from the standard definition, or refer to only part of a country.
- k Refers to exclusive breastfeeding for less than 4 months.
- * Data refer to the most recent year available during the period specified in the column heading.
- t Identifies countries that have achieved a second round of vitamin A coverage greater than or equal to 70%.

TABLE 3. HEALTH

Countries and territories	% of population using improved drinking water sources 2000			% of population using adequate sanitation facilities 2000			% of routine EPI vaccines financed by government 2002	% immunized 2002						% under-fives with ARI	% under-fives with ARI taken to health provider	Oral rehydration rate (%) 1994-2002*	Malaria, 1999-2001		
								1-year-old children					pregnant women	1998-2002*			% under-fives sleeping under a bednet	% under-fives sleeping under a treated bednet	% under-fives with fever receiving anti-malarial drugs
	total	urban	rural	total	urban	rural	total	TB	DPT3	polio3	measles	hepB3	tetanus						
Afghanistan	13	19	11	12	25	8	0	59	47	48	44	-	34	-	-	40	-	-	-
Albania	97	99	95	91	99	85	20	94	98	98	96	96	-	1	84	48	-	-	-
Algeria	89	94	82	92	99	81	100	98	86	86	81	-	-	-	-	24	-	-	-
Andorra	100	100	100	100	100	100	-	-	90	90	90	75	-	-	-	-	-	-	-
Angola	38	34	40	44	70	30	13	82	47	42	74	-	62	-	-	7	10	2	63
Antigua and Barbuda	91	95	89	95	98	94	100	-	98	90	99	99	-	-	-	-	-	-	-
Argentina	-	-	-	-	-	-	100	99	88	91	97	-	-	-	-	-	-	-	-
Armenia	-	-	-	-	-	-	1	97	94	96	91	91	-	11	25	40	-	-	-
Australia	100	100	100	100	100	100	100	-	93	93	94	95	-	-	-	-	-	-	-
Austria	100	100	100	100	100	100	-	-	83	82	78	82	-	-	-	-	-	-	-
Azerbaijan	78	93	58	81	90	70	10	99	97	99	97	97	-	3	36	27	12	1	1
Bahamas	97	98	86	100	100	100	-	-	98	98	92	21	-	-	-	-	-	-	-
Bahrain	-	-	-	-	-	-	100	-	98	98	99	98	-	-	-	-	-	-	-
Bangladesh	97	99	97	48	71	41	100	95	85	85	77	-	89	18	27	49	-	-	-
Barbados	100	100	100	100	100	100	94	-	84	86	92	17	-	-	-	-	-	-	-
Belarus	100	100	100	-	-	-	100	99	99	99	99	99	-	-	-	-	-	-	-
Belgium	-	-	-	-	-	-	-	-	90	95	75	50	-	-	-	-	-	-	-
Belize	92	100	82	50	71	25	100	97	89	93	89	97	-	-	-	-	-	-	-
Benin	63	74	55	23	46	6	84	94	79	72	78	15	66	12	29	35	32	7	60
Bhutan	62	86	60	70	65	70	0	83	86	89	78	83	-	-	-	-	-	-	-
Bolivia	83	95	64	70	86	42	40	94	81	79	79	81	-	11	54	40	-	-	-
Bosnia and Herzegovina	-	-	-	-	-	-	45	91	80	86	89	-	-	2	80	11	-	-	-
Botswana	95	100	90	66	88	43	100	99	97	97	90	46	-	39	14	-	-	-	-
Brazil	87	95	53	76	84	43	100	99	96	97	93	89	-	-	-	18	-	-	-
Brunei Darussalam	-	-	-	-	-	-	100	99	99	99	99	99	-	-	-	-	-	-	-
Bulgaria	100	100	100	100	100	100	-	98	94	94	90	93	-	-	-	-	-	-	-
Burkina Faso	42	66	37	29	39	27	100	72	41	42	46	-	44	14	22	37	-	-	-
Burundi	78	91	77	88	68	90	6	84	74	69	75	-	42	13	40	10	3	1	31
Cambodia	30	54	26	17	56	10	6	63	54	54	52	-	36	-	-	-	-	-	-
Cameroon	58	78	39	79	92	66	100	77	48	48	62	-	65	7	25	23	11	1	66
Canada	100	100	99	100	100	99	-	-	97	89	96	-	-	-	-	-	-	-	-
Cape Verde	74	64	89	71	95	32	80	92	94	94	85	40	-	-	-	-	-	-	-
Central African Republic	70	89	57	25	38	16	0	70	40	40	35	-	63	10	32	34	31	2	69
Chad	27	31	26	29	81	13	75	67	40	40	55	-	39	12	22	36	27	1	32
Chile	93	99	58	96	96	97	100	94	94	95	95	-	-	-	-	-	-	-	-
China	75	94	66	40	69	27	100	77	79	79	79	-	-	-	-	29	-	-	-
Colombia	91	99	70	86	96	56	100	85	85	81	89	76	-	13	51	-	24	1	-
Comoros	96	98	95	98	98	98	0	90	89	98	71	-	41	10	49	22	36	9	63
Congo	51	71	17	-	14	-	0	51	41	41	37	-	41	-	-	13	-	-	-
Congo, Democratic Republic of the	45	89	26	21	54	6	0	55	43	45	45	-	44	11	36	11	12	1	45
Cook Islands	100	100	100	100	100	100	-	95	99	99	98	99	-	-	-	-	-	-	-
Costa Rica	95	99	92	93	89	97	0	91	94	94	94	94	-	-	-	-	-	-	-
Côte d'Ivoire	81	92	72	52	71	35	58	66	54	54	56	48	80	4	38	25	10	1	58
Croatia	-	-	-	-	-	-	100	99	95	95	95	-	-	-	-	-	-	-	-
Cuba	91	95	77	98	99	95	99	99	99	98	98	98	-	-	-	-	-	-	-
Cyprus	100	100	100	100	100	100	25	-	98	98	86	89	-	-	-	-	-	-	-
Czech Republic	-	-	-	-	-	-	-	97	98	97	-	86	-	-	-	-	-	-	-
Denmark	100	100	100	-	-	-	-	-	98	98	99	-	-	-	-	-	-	-	-
Djibouti	100	100	100	91	99	50	85	52	62	62	62	-	-	-	-	-	-	-	-
Dominica	97	100	90	83	86	75	70	98	98	98	98	-	-	-	-	-	-	-	-
Dominican Republic	86	90	78	67	70	60	65	99	72	73	92	63	-	19	68	22	-	-	-
Ecuador	85	90	75	86	92	74	100	99	89	90	80	85	-	-	-	-	-	-	-
Egypt	97	99	96	98	100	96	100	98	97	97	97	97	70	10	66	-	-	-	-
El Salvador	77	91	64	82	89	76	100	92	81	81	93	75	-	-	-	-	-	-	-
Equatorial Guinea	44	45	42	53	60	46	0	73	33	39	51	-	52	-	-	-	15	1	49
Eritrea	46	63	42	13	66	1	0	91	83	83	84	-	50	19	44	30	-	-	4
Estonia	-	-	-	-	93	-	-	99	97	98	95	-	-	-	-	-	-	-	-
Ethiopia	24	81	12	12	33	7	18	76	56	57	52	-	24	24	16	-	-	-	3
Fiji	47	43	51	43	75	12	100	99	92	99	88	78	-	-	-	-	-	-	-

	% of population using improved drinking water sources 2000			% of population using adequate sanitation facilities 2000			% of routine EPI vaccines financed by government 2002	% immunized 2002						% under-fives with ARI	% under-fives with ARI taken to health provider	Oral rehydration rate (%) 1994-2002*	Malaria, 1999-2001		
								1-year-old children					pregnant women				% under-fives sleeping under a bednet	% under-fives sleeping under a treated bednet	% under-fives with fever receiving anti-malarial drugs
	total	urban	rural	total	urban	rural	total	TB	DPT3	polio3	measles	hepB3	tetanus	1998-2002*					
Finland	100	100	100	100	100	100	-	99	98	95	96	-	-	-	-	-	-	-	-
France	-	-	-	-	-	-	-	83	98	98	85	27	-	-	-	-	-	-	-
Gabon	86	95	47	53	55	43	100	89	38	31	55	-	50	13	48	-	-	-	-
Gambia	62	80	53	37	41	35	100	99	90	90	90	90	-	8	75	27	42	15	55
Georgia	79	90	61	100	100	99	10	91	84	89	73	51	-	4	99	33	-	-	-
Germany	-	-	-	-	-	-	-	-	97	95	89	29	-	-	-	-	-	-	-
Ghana	73	91	62	72	74	70	28	91	80	80	81	80	73	14	26	22	-	-	61
Greece	-	-	-	-	-	-	-	88	88	87	88	88	-	-	-	-	-	-	-
Grenada	95	97	93	97	96	97	100	-	98	98	94	98	-	-	-	-	-	-	-
Guatemala	92	98	88	81	83	79	100	96	84	84	92	-	-	19	37	15	6	1	-
Guinea	48	72	36	58	94	41	20	71	47	44	54	-	43	16	39	21	-	-	-
Guinea-Bissau	56	79	49	56	95	44	0	70	50	50	47	-	41	10	64	13	67	7	58
Guyana	94	98	91	87	97	81	90	91	91	93	95	85	-	5	78	7	67	8	3
Haiti	46	49	45	28	50	16	30	71	43	43	53	-	52	39	63	-	-	-	12
Holy See	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Honduras	88	95	81	75	93	55	100	94	95	95	97	95	-	-	-	-	-	-	-
Hungary	99	100	98	99	100	98	-	99	99	99	99	-	-	-	-	-	-	-	-
Iceland	-	-	-	-	-	-	-	-	92	91	88	-	-	-	-	-	-	-	-
India	84	95	79	28	61	15	98	81	70	70	67	-	78	19	64	-	-	-	-
Indonesia	78	90	69	55	69	46	90	77	75	74	76	67	81	9x	69x	5	32	0	4
Iran (Islamic Republic of)	92	98	83	83	86	79	100	99	99	99	99	99	-	24	93	-	-	-	-
Iraq	85	96	48	79	93	31	100	93	81	84	90	70	70	7	76	21	-	-	-
Ireland	-	-	-	-	-	-	-	90	84	84	73	-	-	-	-	-	-	-	-
Israel	-	-	-	-	-	-	100	-	97	93	95	98	-	-	-	-	-	-	-
Italy	-	-	-	-	-	-	-	-	95	96	70	95	-	-	-	-	-	-	-
Jamaica	92	98	85	99	99	99	98	90	87	86	86	-	-	-	-	2	-	-	-
Japan	-	-	-	-	-	-	100	-	95	81	98	-	-	-	-	-	-	-	-
Jordan	96	100	84	99	100	98	100	-	95	95	95	95	-	10x	76x	-	-	-	-
Kazakhstan	91	98	82	99	100	98	100	99	95	95	95	95	-	3	48	20	-	-	-
Kenya	57	88	42	87	96	82	5	91	84	83	78	84	60	20	57	30	16	3	65
Kiribati	48	82	25	48	54	44	-	99	99	96	88	99	-	-	-	-	-	-	-
Korea, Democratic People's Republic of	100	100	100	99	99	100	80	-	-	-	-	-	-	-	-	18	-	-	-
Korea, Republic of	92	97	71	63	76	4	45	89	97	99	97	92	-	-	-	-	-	-	-
Kuwait	-	-	-	-	-	-	100	-	98	94	99	95	-	-	-	-	-	-	-
Kyrgyzstan	77	98	66	100	100	100	11	99	98	99	98	99	-	-	-	13	-	-	-
Lao People's Democratic Republic	37	61	29	30	67	19	0	65	55	55	55	-	35	1	36	20	-	-	-
Latvia	-	-	-	-	-	-	-	99	97	98	98	98	-	-	-	-	-	-	-
Lebanon	100	100	100	99	100	87	50	-	92	92	96	88	-	4	74	30	-	-	-
Lesotho	78	88	74	49	72	40	15	83	79	78	70	-	-	7	49	10	-	-	-
Liberia	-	-	-	-	-	-	0	67	51	50	57	-	41	39	70	26	-	-	-
Libyan Arab Jamahiriya	72	72	68	97	97	96	2	99	93	93	91	91	-	-	-	-	-	-	-
Liechtenstein	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lithuania	-	-	-	-	-	-	-	99	95	97	98	94	-	-	-	-	-	-	-
Luxembourg	-	-	-	-	-	-	-	-	98	98	91	49	-	-	-	-	-	-	-
Madagascar	47	85	31	42	70	30	1	73	62	61	61	62	35	6	47	30	30	0	61
Malawi	57	95	44	76	96	70	0	78	64	79	69	64	82	27	27	-	8	3	27
Malaysia	-	-	94	-	-	98	100	99	96	97	92	95	-	-	-	-	-	-	-
Maldives	100	100	100	56	100	41	98	98	98	98	99	98	-	22	22	-	-	-	-
Mali	65	74	61	69	93	58	100	73	57	57	33	-	32	10	43	22	37	-	-
Malta	100	100	100	100	100	100	-	-	95	95	65	-	-	-	-	-	-	-	-
Marshall Islands	-	-	-	-	-	-	-	90	80	80	80	80	-	-	-	-	-	-	-
Mauritania	37	34	40	33	44	19	100	98	83	82	81	-	40	10	39	-	-	-	-
Mauritius	100	100	100	99	100	99	100	87	88	88	84	88	-	-	-	-	-	-	-
Mexico	88	95	69	74	88	34	100	99	91	92	96	91	-	-	-	-	-	-	-
Micronesia (Federated States of)	-	-	-	-	-	-	5	39	75	79	84	81	-	-	-	-	-	-	-
Moldova, Republic of	92	97	88	99	100	98	37	99	97	98	94	99	-	1	78	19	-	-	-
Monaco	100	100	100	100	100	100	-	99	99	99	99	-	-	-	-	-	-	-	-
Mongolia	60	77	30	30	46	2	20	98	98	98	98	98	-	2	78	32	-	-	-
Morocco	80	98	56	68	86	44	100	90	94	94	96	92	-	9x	28x	-	-	-	-

TABLE 3. HEALTH

	% of population using improved drinking water sources 2000			% of population using adequate sanitation facilities 2000			% of routine EPI vaccines financed by government 2002	% immunized 2002						% under-fives with ARI	% under-fives with ARI taken to health provider	Oral rehydration rate (%) 1994-2002*	Malaria, 1999-2001		
								1-year-old children					pregnant women	1998-2002*			% under-fives sleeping under a bednet	% under-fives sleeping under a treated bednet	% under-fives with fever receiving anti-malarial drugs
	total	urban	rural	total	urban	rural	total	TB	DPT3	polio3	measles	hepB3	tetanus						
Mozambique	57	81	41	43	68	26	21	78	60	55	58	60	67	12x	39x	27	-	-	-
Myanmar	72	89	66	64	84	57	0	80	77	77	75	-	71	4	48	11	-	-	-
Namibia	77	100	67	41	96	17	100	83	77	78	68	-	85	18x	67x	8	-	-	-
Nauru	-	-	-	-	-	-	100	95	80	59	40	75	-	-	-	-	-	-	-
Nepal	88	94	87	28	73	22	60	85	72	72	71	-	69	23	24	11	-	-	-
Netherlands	100	100	100	100	100	100	-	-	98	98	96	-	-	-	-	-	-	-	-
New Zealand	-	100	-	-	-	-	100	-	90	82	85	90	-	-	-	-	-	-	-
Nicaragua	77	91	59	85	95	72	54	84	84	85	98	84	-	31	57	18	-	-	-
Niger	59	70	56	20	79	5	100	47	23	25	48	-	36	12	27	38	17	1	48
Nigeria	62	78	49	54	66	45	100	54	26	25	40	-	44	11	50	24	-	-	-
Niue	100	100	100	100	100	100	100	99	99	99	99	99	-	-	-	-	-	-	-
Norway	100	100	100	-	-	-	-	-	91	91	88	-	-	-	-	-	-	-	-
Occupied Palestinian Territory	86	97	86	100	100	100	-	96	97	97	94	92	-	17	65	43	-	-	-
Oman	39	41	30	92	98	61	100	98	99	99	99	99	-	-	-	88	-	-	-
Pakistan	90	95	87	62	95	43	100	67	63	63	57	-	56	-	-	19	-	-	-
Palau	79	100	20	100	100	100	5	-	99	99	99	99	-	-	-	-	-	-	-
Panama	90	99	79	92	99	83	100	92	89	85	79	-	-	-	-	7	-	-	-
Papua New Guinea	42	88	32	82	92	80	100	71	57	46	71	60	34	13x	75x	-	-	-	-
Paraguay	78	93	59	94	94	93	100	65	77	78	82	-	-	-	-	-	-	-	-
Peru	80	87	62	71	79	49	100	90	89	90	95	-	-	20	58	29	-	-	-
Philippines	86	91	79	83	93	69	100	75	70	70	73	40	87	16	65	28	-	-	-
Poland	-	-	-	-	-	-	-	95	99	98	98	99	-	-	-	-	-	-	-
Portugal	-	-	-	-	-	-	-	82	96	96	87	58	-	-	-	-	-	-	-
Qatar	-	-	-	-	-	-	100	99	96	96	99	98	-	-	-	-	-	-	-
Romania	58	91	16	53	86	10	100	99	99	99	98	99	-	-	-	-	-	-	-
Russian Federation	99	100	96	-	-	-	100	97	96	97	98	82	-	-	-	-	-	-	-
Rwanda	41	60	40	8	12	8	20	99	88	85	69	88	83	12	20	4	6	5	13
Saint Kitts and Nevis	98	-	-	96	-	-	97	99	98	97	99	97	-	-	-	-	-	-	-
Saint Lucia	98	-	-	89	-	-	100	95	74	90	97	-	-	-	-	-	-	-	-
Saint Vincent and the Grenadines	93	-	-	96	-	-	100	90	99	99	99	-	-	-	-	-	-	-	-
Samoa	99	95	100	99	95	100	100	98	96	96	99	98	-	-	-	-	-	-	-
San Marino	-	-	-	-	-	-	-	-	96	96	74	94	-	-	-	-	-	-	-
Sao Tome and Principe	-	-	-	-	-	-	-	99	92	93	85	-	-	5	47	25	43	23	61
Saudi Arabia	95	100	64	100	100	100	100	98	95	95	97	97	-	-	-	-	-	-	-
Senegal	78	92	65	70	94	48	100	70	60	60	54	-	75	7	27	33	15	2	36
Serbia and Montenegro	98	99	97	100	100	99	-	95	95	95	92	-	-	3	97	-	-	-	-
Seychelles	-	-	-	-	-	-	100	99	99	99	98	98	-	-	-	-	-	-	-
Sierra Leone	57	75	46	66	88	53	10	70	50	50	60	-	60	9	50	29	15	2	61
Singapore	100	100	-	100	100	-	100	98	92	92	91	92	-	-	-	-	-	-	-
Slovakia	100	100	100	100	100	100	100	98	99	98	99	99	-	-	-	-	-	-	-
Slovenia	100	100	100	-	-	-	-	98	92	93	94	-	-	-	-	-	-	-	-
Solomon Islands	71	94	65	34	98	18	-	76	71	68	78	78	-	-	-	-	-	-	-
Somalia	-	-	-	-	-	-	0	60	40	40	45	-	60	-	-	-	16	0	19
South Africa	86	99	73	87	93	80	100	94	82	84	78	83	52	19	75	-	-	-	-
Spain	-	-	-	-	-	-	-	-	96	96	97	80	-	-	-	-	-	-	-
Sri Lanka	77	98	70	94	97	93	100	99	98	98	99	-	-	-	-	-	-	-	-
Sudan	75	86	69	62	87	48	5	48	40	40	49	-	35	5	57	13	23	0	50
Suriname	82	93	50	93	99	75	100	-	73	73	73	-	-	4	58	24	77	3	-
Swaziland	-	-	-	-	-	-	100	95	77	76	72	78	-	10	60	7	0	0	26
Sweden	100	100	100	100	100	100	-	-	99	99	94	-	-	-	-	-	-	-	-
Switzerland	100	100	100	100	100	100	-	-	95	94	79	-	-	-	-	-	-	-	-
Syrian Arab Republic	80	94	64	90	98	81	100	99	99	99	98	98	-	-	-	-	-	-	-
Tajikistan	60	93	47	90	97	88	0	98	84	85	84	35	-	1	51	20	6	2	69
Tanzania, United Republic of	68	90	57	90	99	86	20	88	89	91	89	89	86	14	68	21	21	2	53
Thailand	84	95	81	96	96	96	100	99	96	97	94	95	-	-	-	-	-	-	-
The former Yugoslav Republic of Macedonia	-	-	-	-	-	-	80	91	96	97	98	-	-	-	-	-	-	-	-
Timor-Leste	-	-	-	-	-	-	0	83	57	56	47	-	-	14	57	7	-	-	-
Togo	54	85	38	34	69	17	0	84	64	63	58	-	38	9	30	15	15	2	60
Tonga	100	100	100	-	-	-	100	99	90	90	90	96	-	-	-	-	-	-	-

	% of population using improved drinking water sources 2000			% of population using adequate sanitation facilities 2000			% of routine EPI vaccines financed by government 2002	% immunized 2002						% under-fives with ARI	% under-fives with ARI taken to health provider	Oral rehydration rate (%) 1994-2002*	Malaria, 1999-2001		
								1-year-old children					pregnant women				% under-fives sleeping under a bednet	% under-fives sleeping under a treated bednet	% under-fives with fever receiving anti-malarial drugs
	total	urban	rural	total	urban	rural	total	TB	DPT3	polio3	measles	hepB3	tetanus	1998-2002*					
Trinidad and Tobago	90	-	-	99	-	-	100	-	89	89	88	-	-	3	74	6	-	-	-
Tunisia	80	92	58	84	96	62	100	97	96	96	94	94	-	-	-	-	-	-	-
Turkey	82	81	86	90	97	70	100	77	78	78	82	72	37	12x	37x	15	-	-	-
Turkmenistan	-	-	-	-	-	-	100	99	98	99	88	96	-	1	51	31	-	-	-
Tuvalu	100	100	100	100	100	100	100	99	98	98	99	99	-	-	-	-	-	-	-
Uganda	52	80	47	79	93	77	100	96	72	73	77	42	50	23	65	-	7	0	-
Ukraine	98	100	94	99	100	98	100	98	99	99	99	48	-	-	-	-	-	-	-
United Arab Emirates	-	-	-	-	-	-	100	98	94	94	94	92	-	-	-	-	-	-	-
United Kingdom	100	100	100	100	100	100	-	-	91	91	83	-	-	-	-	-	-	-	-
United States	100	100	100	100	100	100	56	-	94	90	91	88	-	-	-	-	-	-	-
Uruguay	98	98	93	94	95	85	100	99	93	93	92	93	-	-	-	-	-	-	-
Uzbekistan	85	94	79	89	97	85	25	98	98	99	97	92	-	0	57	19	-	-	-
Vanuatu	88	63	94	100	100	100	100	90	54	53	44	54	-	-	-	-	-	-	-
Venezuela	83	85	70	68	71	48	100	90	63	77	78	60	-	9	72	10	-	-	-
Viet Nam	77	95	72	47	82	38	50	97	75	92	96	65	89	9	60	20	96	16	7
Yemen	69	74	68	38	89	21	100	74	69	69	65	34	39	23x	32x	-	-	-	-
Zambia	64	88	48	78	99	64	0	92	78	79	85	-	60	15	69	28	6	1	58
Zimbabwe	83	100	73	62	71	57	100	80	58	74	58	58	77	16	50	50	3	-	-

REGIONAL SUMMARIES

Sub-Saharan Africa	57	83	44	53	73	43	66	73	55	55	58	24	51	15	43	24	16	2	41
Middle East and North Africa	87	95	77	83	93	70	85	89	86	86	87	70	-	12	73	-	-	-	-
South Asia	85	94	80	34	67	22	95	80	71	71	67	0	75	19	58	-	-	-	-
East Asia and Pacific	76	93	67	48	73	35	89	79	78	79	80	23	-	-	-	25	-	-	-
Latin America and Caribbean	86	94	66	77	86	52	95	95	88	89	91	66	-	-	-	19	-	-	-
CEE/CIS and Baltic States	91	95	82	91	97	81	73	92	91	92	92	79	-	-	-	-	-	-	-
Industrialized countries	100	100	100	100	100	100	-	-	95	91	90	77	-	-	-	-	-	-	-
Developing countries	78	92	69	52	77	35	87	81	73	73	73	26	66	16	54	25	-	-	-
Least developed countries	62	82	55	44	71	35	54	77	63	63	63	14	56	15	37	28	17	2	37
World	82	95	71	61	85	40	-	81	75	75	75	30	66	16	54	25	-	-	-

Countries in each region are listed on page 136.

DEFINITIONS OF THE INDICATORS

Government funding of vaccines – Percentage of vaccines routinely administered in a country to protect children that are financed by the national government (including loans).

EPI – Expanded Programme on Immunization: The immunizations in this programme include those against TB, DPT, polio and measles, as well as protecting babies against neonatal tetanus by vaccination of pregnant women. Other vaccines (e.g. against hepatitis B or yellow fever) may be included in the programme in some countries.

DPT3 – Percentage of infants that received three doses of diphtheria, pertussis (whooping cough) and tetanus vaccine.

HepB3 – Percentage of infants that received three doses of hepatitis B vaccine.

% under-fives with ARI – Percentage of children (0-4 years) with acute respiratory infection (ARI) in the last two weeks.

% under-fives with ARI taken to health provider – Percentage of children (0-4 years) with ARI in the last two weeks taken to an appropriate health provider.

Oral rehydration rate – Percentage of children (0-4 years) with diarrhoea in the last two weeks who received increased fluids and continued feeding during the episode.

Malaria

% under-fives sleeping under a bednet – Percentage of children (0-4 years) who slept under a bednet.

% under-fives sleeping under a treated bednet – Percentage of children (0-4 years) who slept under an insecticide-impregnated bednet.

% under-fives with fever receiving anti-malarial drugs – Percentage of children (0-4 years) who were ill with fever in the last two weeks and received any appropriate (locally defined) antimalarial drugs.

MAIN DATA SOURCES

Use of improved drinking water sources and adequate sanitation facilities – UNICEF, World Health Organization (WHO), Multiple Indicator Cluster Surveys (MICS) and Demographic and Health Surveys (DHS).

Government funding of vaccines – UNICEF and WHO.

Immunization – UNICEF and WHO.

Acute respiratory infection – DHS, MICS and other national household surveys

Oral rehydration – DHS, MICS and other national household surveys

Malaria – MICS and DHS.

NOTES

- Data not available.

x Indicates data that refer to years or periods other than those specified in the column heading, differ from the standard definition or refer to only part of a country.

* Data refer to the most recent year available during the period specified in the column heading.

TABLE 4. HIV/AIDS

Countries and territories	Adult prevalence rate (15-49 years), end-2001	Estimated number of people living with HIV/AIDS, end-2001		Median HIV prevalence among pregnant women (15-24 years) in countries with adult prevalence over 1%					HIV prevention, 1996-2002* (15-24 years)					% who used condom at last high-risk sex 1996-2002* (15-24 years)		Orphans	
		Adults and children (0-49 years)	Children (0-14 years)	Year	all regions [# sites]	capital city [# sites]	other urban [# sites]	rural [# sites]	% who know condom can prevent HIV		% who know healthy-looking person can have HIV		% who have compre-hensive knowledge of HIV			children orphaned by AIDS (0-14 years), 2001	orphan school attendance ratio
									male	female	male	female	female	male	female		(1996-2001*)
Afghanistan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Albania	-	-	-	-	-	-	-	-	-	42	-	40	0	-	-	-	-
Algeria	0.1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Andorra	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Angola	5.5	350000	37000	2001	5.1 [3]	6.3 [1]	-	4.0 [2]	-	30	-	43	-	-	-	104000	90
Antigua and Barbuda	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Argentina	0.7	130000	3000	-	-	-	-	-	-	-	-	-	-	-	-	25000	-
Armenia	0.2	2400	<100	-	-	-	-	-	56	42	-	53	-	43y	-	-	-
Australia	0.1	12000	140	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Austria	0.2	9900	<100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Azerbaijan	<0.1	1400	-	-	-	-	-	-	-	11	-	35	2	-	-	-	-
Bahamas	3.5	6200	<100	1995	3.6y	-	-	-	-	-	-	-	-	-	-	2900	-
Bahrain	0.3	<1000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Bangladesh	<0.1	13000	310	-	-	-	-	-	-	-	29	22	-	-	-	2000	-
Barbados	1.2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1000	-
Belarus	0.3	15000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Belgium	0.2	8500	330	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Belize	2.0	2500	180	-	-	-	-	-	-	-	-	-	-	-	-	1000	-
Benin	3.6	120000	12000	2002	1.7 [36]	-	-	-	71	50	69	56	-	34	19	34000	-
Bhutan	<0.1	<100	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Bolivia	0.1	4600	160	-	-	-	-	-	-	56	82	55	22	22y	8	1000	82
Bosnia and Herzegovina	<0.1	-	-	-	-	-	-	-	-	53	-	74	-	-	-	-	-
Botswana	38.8	330000	28000	2002	31.1 [22]	-	31.2 [9]	30.4 [10]	-	76	-	79	28	88	75	69000	99
Brazil	0.7	610000	13000	-	-	-	-	-	-	-	79	79	-	59	32	127000	-
Brunei Darussalam	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Bulgaria	<0.1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Burkina Faso	6.5	440000	61000	2002	4.8	5.4	-	3.1y	-	-	64	42	-	55	41	268000	-
Burundi	8.3	390000	55000	2002	-	5.9 [1]	9.8 [3]	1.9 [2]	-	47	-	66	24	-	-	237000	70
Cambodia	2.7	170000	12000	2000	2.6	3.3	3.1	1.8y	-	64	-	62	37	-	43y	52000	71
Cameroon	11.8	920000	69000	2000	11.9 [27]	-	-	-	-	46	63	54	16	31	16	210000	94
Canada	0.3	55000	<500	-	-	-	-	-	-	-	-	-	-	72	72	-	-
Cape Verde	-	-	-	-	-	-	-	-	-	-	60	53	-	-	-	-	-
Central African Republic	12.9	250000	25000	2002	-	-	13.9 [25]	13.3 [14]	-	20	72	46	5	-	-	107000	91
Chad	3.6	150000	18000	2002	5.3 [11]	7.3 [1]	-	4.8 [10]	-	21	-	28	5	2	3	72000	-
Chile	0.3	20000	<500	-	-	-	-	-	-	74	-	-	-	33y	18	4000	-
China	0.1	850000	2000	-	-	-	-	-	-	-	-	-	-	-	-	76000	-
Colombia	0.4	140000	4000	-	-	-	-	-	-	67	-	83	-	-	29	21000	-
Comoros	-	-	-	-	-	-	-	-	-	41	-	55	10	-	-	-	-
Congo	7.2	110000	15000	2002	4.7 [3]y	-	4.7 [1]y	-	-	-	-	-	-	-	12y	78000	-
Congo, Democratic Republic of the	4.9	1300000	170000	-	-	-	-	-	-	46	-	-	-	-	13	927000	72
Cook Islands	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Costa Rica	0.6	11000	320	-	-	-	-	-	-	-	-	-	-	-	-	3000	-
Côte d'Ivoire	9.7	770000	84000	2001	7.9 [24]	10 [1]	7.7 [9]	3.8 [4]	-	53	67	51	16	56	25	420000	83
Croatia	<0.1	200	<10	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cuba	<0.1	3200	<100	-	-	-	-	-	-	89	-	91	52	-	-	1000	-
Cyprus	0.3	<1000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Czech Republic	<0.1	500	<10	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Denmark	0.2	3800	<100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Djibouti	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6000	-
Dominica	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dominican Republic	2.5	130000	4700	1999	1.8	-	-	-	-	73	92	89	33	48	12	33000	87
Ecuador	0.3	20000	660	-	-	-	-	-	-	-	-	59	-	-	-	7000	-
Egypt	<0.1	8000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
El Salvador	0.6	24000	830	-	-	-	-	-	-	-	-	68	-	-	-	13000	-
Equatorial Guinea	3.4	5900	420	-	-	-	-	-	-	26	-	46	4	-	-	<100	95
Eritrea	2.8	55000	4000	2001	1.3 [n]	-	-	-	-	-	-	-	-	-	-	24000	-
Estonia	1.0	7700	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ethiopia	6.4	2100000	230000	2001	12.1 [34]	-	-	-	63	37	54	39	-	30	17	989000	60
Fiji	0.1	300	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	Adult prevalence rate (15-49 years), end-2001	Estimated number of people living with HIV/AIDS, end-2001		Median HIV prevalence among pregnant women (15-24 years) in countries with adult prevalence over 1%					HIV prevention, 1996-2002* (15-24 years)					% who used condom at last high-risk sex 1996-2002* (15-24 years)		Orphans	
		Adults and children (0-49 years)	Children (0-14 years)	Year	all regions [# sites]	capital city [# sites]	other urban [# sites]	rural [# sites]	% who know condom can prevent HIV		% who know healthy-looking person can have HIV		% who have comprehensive knowledge of HIV			children orphaned by AIDS (0-14 years), 2001	orphan school attendance ratio
									male	female	male	female	female	male	female		(1996-2001*)
Finland	<0.1	1200	<100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
France	0.3	100000	1000	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Gabon	-	-	-	-	-	-	-	-	88	79	81	72	-	48	33	9000	98
Gambia	1.6	8400	460	-	-	-	-	-	-	52	-	53	15	-	-	5000	85
Georgia	<0.1	900	-	-	-	-	-	-	-	-	-	47	-	-	0y	-	-
Germany	0.1	41000	550	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ghana	3.0	360000	34000	2002	1.5 [24]	2.3 [4]	2.7 [8]	1.4 [12]	-	70	77	71	-	33y	20	204000	93
Greece	0.2	8800	<100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grenada	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Guatemala	1.0	67000	4800	-	-	-	-	-	-	-	-	-	-	-	-	32000	98
Guinea	-	-	-	2001	2.7 [5]	0.5	-	2.4 [4]	-	-	56	60	-	32	17	29000	-
Guinea-Bissau	2.8	17000	1500	-	-	-	-	-	-	32	-	31	8	-	-	4000	103
Guyana	2.7	18000	800	-	-	-	-	-	-	69	-	84	36	-	-	4000	-
Haiti	6.1	250000	12000	2000	3.8 [10]y	-	-	-	72	46	78	68	14	30	19	200000	82
Holy See	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Honduras	1.6	57000	3000	-	-	-	-	-	-	35	-	78	-	-	-	14000	-
Hungary	0.1	2800	<100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Iceland	0.2	220	<100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
India	0.8	3970000	170000	-	-	-	-	-	63y	62	-	-	-	51y	40	-	-
Indonesia	0.1	120000	1300	-	-	-	-	-	78y	23	-	32	7	-	-	18000	-
Iran (Islamic Republic of)	<0.1	20000	<200	-	-	-	-	-	-	-	-	-	-	-	-	<100	-
Iraq	<0.1	<1000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ireland	0.1	2400	190	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Israel	0.1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Italy	0.4	100000	770	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Jamaica	1.2	20000	800	-	-	-	-	-	-	-	-	-	-	-	38y	5000	-
Japan	<0.1	12000	110	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Jordan	<0.1	<1000	-	-	-	-	-	-	-	-	-	58	-	-	-	-	-
Kazakhstan	0.1	6000	<100	-	-	-	-	-	-	-	66	63	-	28	65	-	-
Kenya	15.0	2500000	220000	2002	9.8 [34]	-	11.9	8.3	-	52	80	75	26	43	14	892000	74
Kiribati	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Korea, Democratic People's Republic of	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1000	-
Korea, Republic of	<0.1	4000	<100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Kuwait	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Kyrgyzstan	<0.1	500	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lao People's Democratic Republic	<0.1	1400	<100	-	-	-	-	-	-	-	-	-	-	-	-	<100	-
Latvia	0.4	5000	<100	-	-	-	-	-	-	-	-	-	-	69y	66	-	-
Lebanon	-	-	-	-	-	-	-	-	-	-	-	-	-	69y	69	-	-
Lesotho	31.0	360000	27000	2000	16.1	-	22.0	16.1	-	58	-	46	18	-	-	73000	87
Liberia	-	-	-	-	-	-	-	-	55y	49	-	-	-	-	-	39000	-
Libyan Arab Jamahiriya	0.2	7000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Liechtenstein	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lithuania	0.1	1300	<100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Luxembourg	0.2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Madagascar	0.3	22000	1000	-	-	-	-	-	-	33	-	27	-	-y	13	6000	65
Malawi	15.0	850000	65000	2001	17.2 [19]	-	20.2 [10]	16.6 [8]	76	66	89	84	34	38	32	468000	93
Malaysia	0.4	42000	770	-	-	-	-	-	-	-	-	-	-	-	-	14000	-
Maldives	0.1	<100	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mali	1.7	110000	13000	2002	3.2 [9]	2.6 [3]	2.4 [6]	-	-	-	59	46	-	30	14	70000	72
Malta	0.1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Marshall Islands	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mauritania	-	-	-	-	-	-	-	-	30	17	39	30	-	-	-	-	-
Mauritius	0.1	700	<100	-	-	-	-	-	-	-	-	-	-	26	-	-	-
Mexico	0.3	150000	3600	-	-	-	-	-	-	-	-	-	-	57y	57	27000	-
Micronesia (Federated States of)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Moldova, Republic of	0.2	5500	-	-	-	-	-	-	-	56	-	79	19	-	-	-	-
Monaco	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

TABLE 4. HIV/AIDS

	Adult prevalence rate (15-49 years), end-2001	Estimated number of people living with HIV/AIDS, end-2001		Median HIV prevalence among pregnant women (15-24 years) in countries with adult prevalence over 1%					HIV prevention, 1996-2002* (15-24 years)					% who used condom at last high-risk sex 1996-2002* (15-24 years)		Orphans	
		Adults and children (0-49 years)	Children (0-14 years)	Year	all regions [# sites]	capital city [# sites]	other urban [# sites]	rural [# sites]	% who know condom can prevent HIV		% who know healthy-looking person can have HIV		% who have comprehensive knowledge of HIV			children orphaned by AIDS (0-14 years), 2001	orphan school attendance ratio
									male	female	male	female	female	male	female		(1996-2001*)
Mongolia	<0.1	<100	-	-	-	-	-	-	-	77	-	57	32	-	-	-	-
Morocco	0.1	13000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mozambique	13.0	1100000	80000	2002	13.1 [36]	-	14.7	12.4	-	-	59	62	-	-	-	418000	47
Myanmar	-	-	-	2000	2.8 [10]	-	-	-	-	-	-	-	-	-	-	40000	-
Namibia	22.5	230000	30000	2002	17.9 [21]	-	-	-	-	86	-	-	-	-	-	47000	92
Nauru	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nepal	0.5	58000	1500	-	-	-	-	-	81y	39	79y	42	-	52y	-	13000	-
Netherlands	0.2	17000	160	-	-	-	-	-	-	-	-	-	-	-	-	-	-
New Zealand	0.1	1200	<100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nicaragua	0.2	5800	210	-	-	-	-	-	-	-	82	79	-	-	17	2000	-
Niger	-	-	-	-	-	-	-	-	-	30	43	22	5	-	-	33000	-
Nigeria	5.8	3500000	270000	2001	6.0 [86]	-	-	-	-	-	51	45	-	38y	21	995000	87
Niue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Norway	0.1	1800	<100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Occupied Palestinian Territory	-	-	-	-	-	-	-	-	-	38	-	49	-	-	-	-	-
Oman	0.1	1300	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Pakistan	0.1	78000	2200	-	-	-	-	-	-	-	-	-	-	-	-	25000	-
Palau	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Panama	1.5	25000	800	-	-	-	-	-	-	-	-	-	-	-	-	8000	-
Papua New Guinea	0.7	17000	500	-	-	-	-	-	-	-	-	-	-	-	-	4000	-
Paraguay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	79y	2000	-
Peru	0.4	53000	1500	-	-	-	-	-	-	34	-	72	-	-	19	17000	-
Philippines	<0.1	9400	<10	-	-	-	-	-	-	50	-	67	-	-	-	4000	-
Poland	0.1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Portugal	0.5	27000	350	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Qatar	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Romania	<0.1	6500	4000	-	-	-	-	-	-	92	76	70	23	-	-	-	-
Russian Federation	0.9	700000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Rwanda	8.9	500000	65000	1999	9.3 [10]	12.1 [3]	12.9 [1]	6.7 [6]	76	63	69	64	-	55	23	264000	80
Saint Kitts and Nevis	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Saint Lucia	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Saint Vincent and the Grenadines	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Samoa	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
San Marino	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sao Tome and Principe	-	-	-	-	-	-	-	-	-	32	-	65	11	-	-	-	-
Saudi Arabia	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Senegal	0.5	27000	2900	-	-	-	-	-	-	49	66y	46	-	-	-	15000	74
Serbia and Montenegro	0.2	10000	-	-	-	-	-	-	-	63	-	65	-	-	-	-	-
Seychelles	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sierra Leone	7.0	170000	16000	-	-	-	-	-	-	30	-	35	16	-	-	42000	71
Singapore	0.2	3400	<100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Slovakia	<0.01	<100	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Slovenia	<0.1	280	<100	-	-	-	-	-	-	-	-	-	-	17	18	-	-
Solomon Islands	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Somalia	1.0	43000	-	-	-	-	-	-	-	2	-	11	-	-	-	-	65
South Africa	20.1	5000000	250000	2002	23.7 [400]	-	-	-	-	83	-	54	20	-	20	662000	95
Spain	0.5	130000	1300	-	-	-	-	-	-	-	-	-	-	49	33	-	-
Sri Lanka	<0.1	4800	<100	-	-	-	-	-	-	-	-	-	-	44	-	2000	-
Sudan	2.6	450000	30000	-	-	-	-	-	-	12	16	18	-	-	-	62000	96
Suriname	1.2	3700	190	-	-	-	-	-	-	58	-	70	27	-	-	2000	89
Swaziland	33.4	170000	14000	2002	39.4 [17]	-	40.6	37.1	-	63	-	81	27	-	-	35000	91
Sweden	0.1	3300	<100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Switzerland	0.5	19000	300	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Syrian Arab Republic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tajikistan	<0.1	200	-	-	-	-	-	-	-	5	-	8	-	-	-	-	-
Tanzania, United Republic of	7.8	1500000	170000	2002	6.1 [24]	7.3 [4]	7.0 [5]	5.3 [14]	72	62	68	65	26	31	21	815000	74
Thailand	1.8	670000	21000	-	-	-	-	-	-	-	-	-	-	-	-	289000	-
The former Yugoslav Republic of Macedonia	<0.1	<100	<100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Timor-Leste	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	Adult prevalence rate (15-49 years), end-2001	Estimated number of people living with HIV/AIDS, end-2001		Median HIV prevalence among pregnant women (15-24 years) in countries with adult prevalence over 1%					HIV prevention, 1996-2002* (15-24 years)					% who used condom at last high-risk sex 1996-2002* (15-24 years)		Orphans	
		Adults and children (0-49 years)	Children (0-14 years)	Year	all regions [# sites]	capital city [# sites]	other urban [# sites]	rural [# sites]	% who know condom can prevent HIV		% who know healthy-looking person can have HIV		% who have comprehensive knowledge of HIV			children orphaned by AIDS (0-14 years), 2001	orphan school attendance ratio
									male	female	male	female	female	male	female		(1996-2001*)
Togo	6.0	150000	15000	2001	-	5.4 [1]	-	-	-	63	73	67	20	41	22	63000	96
Tonga	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Trinidad and Tobago	2.5	17000	300	-	-	-	-	-	-	54	-	95	33	-	-	4000	-
Tunisia	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Turkey	<0.1	-	-	-	-	-	-	-	-	-	76y	73	-	-	-	-	-
Turkmenistan	<0.1	<100	-	-	-	-	-	-	-	21	-	42	-	-	-	-	-
Tuvalu	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Uganda	5.0	600000	110000	2002	-	-	-	8.7 [1]	81	68	83	76	28	62	44	884000	95
Ukraine	1.0	250000	-	-	-	-	-	-	-	57	-	78	-	-	-	-	-
United Arab Emirates	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
United Kingdom	0.1	34000	550	-	-	-	-	-	-	-	-	-	-	-	-	-	-
United States	0.6	900000	10000	-	-	-	-	-	-	-	-	-	-	65y	65	-	-
Uruguay	0.3	6300	100	-	-	-	-	-	-	-	-	-	-	-	-	3000	-
Uzbekistan	<0.1	740	<100	-	-	-	-	-	-	22	-	41	3	-	-	-	-
Vanuatu	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Venezuela	0.5	-	-	-	-	-	-	-	-	28	-	78	-	-	-	17000	-
Viet Nam	0.3	130000	2500	-	-	-	-	-	-	60	-	63	25	-	-	22000	-
Yemen	0.1	9900	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Zambia	21.5	1200000	150000	2002	18.8 [24]	20.9 [4]	21.8 [8]	7.9 [12]	69	59	84	75	26	42	33	572000	87
Zimbabwe	33.7	2300000	240000	2001	25.2 [19]	-	30.1 [8]	23.7 [10]	81	73	83	74	-	69	42	782000	85

REGIONAL SUMMARIES

Sub-Saharan Africa	9.0	28500000	2600000	-	10.2	-	-	-	-	52	63	53	-	31	21	-	80
Middle East and North Africa	0.4	520000	35100	-	-	-	-	-	-	-	-	-	-	-	-	-	-
South Asia	0.6	4433800	178060	-	-	-	-	-	63	62	-	-	-	51	40	-	-
East Asia and Pacific	0.2	2134200	44225	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Latin America and Caribbean	0.6	1920300	60000	-	-	-	-	-	-	-	-	78	-	44	36	-	-
CEE/CIS and Baltic States	0.5	1018640	15050	-	-	-	-	-	-	-	-	63	-	-	-	-	-
Industrialized countries	0.3	1508400	15450	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Developing countries	1.4	37476000	2928000	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Least developed countries	4.1	13348000	1428000	-	-	-	-	-	-	43	51	41	-	-	-	-	77
World	1.2	40000000	3000000	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Countries in each region are listed on page 136.

DEFINITIONS OF THE INDICATORS

Adult prevalence rate – Percentage of adults (15-49 years) living with HIV/AIDS as of end-2001.

Estimated number of people living with HIV/AIDS – Estimated number of adults and children living with HIV/AIDS as of end-2001.

HIV prevalence among pregnant women – Percentage of blood samples taken from pregnant women (15-24 years) that test positive for HIV during 'unlinked anonymous' sentinel surveillance at selected antenatal clinics.

Know condom can prevent HIV – Percentage of young women and men (15-24 years) who report through prompted questions that condom use can prevent HIV transmission.

Know healthy-looking person can have HIV – Percentage of young men and women (15-24 years) who know that a healthy-looking person can have the AIDS virus.

Comprehensive knowledge of HIV – Percentage of young women (15-24 years) who correctly identify the two major ways of preventing the sexual transmission of HIV (using condoms and limiting sex to one faithful, uninfected partner), who reject the two most common local misconceptions about HIV transmission, and who know that a healthy-looking person can have HIV.

Condom use at last high-risk sex – Percentage of young men and women (15-24 years) who say they used a condom the last time they had sex with a non-marital, non-cohabiting partner, of those who have had sex with such a partner in the last 12 months.

Children orphaned by AIDS – Estimated number of children (0-14 years) as of end-2001, who have lost one or both parents to AIDS.

Orphan school attendance ratio – Percentage of children (10-14 years) who lost both biological parents and who are currently attending school as a percentage of non-orphaned children of the same age who live with at least one parent and who are attending school.

MAIN DATA SOURCES

Adult prevalence rate – Joint United Nations Programme on HIV/AIDS (UNAIDS), *Report on the Global HIV/AIDS Epidemic*, 2002.

Estimated number of people living with HIV/AIDS – UNAIDS, *Report on the Global HIV/AIDS Epidemic*, 2002.

HIV prevalence among pregnant women – Country sentinel surveillance reports (1997-2003), and US Census Bureau, HIV/AIDS Surveillance Database, 2003.

Know condom can prevent HIV – Demographic and Health Surveys (DHS), Multiple Indicator Cluster Surveys (MICS), behavioural surveillance surveys (BSS) and Reproductive Health Surveys (RHS) (1997-2002).

Know healthy looking person can have HIV – DHS, BSS, RHS and MICS (1997-2002).

Comprehensive knowledge of HIV – DHS, BSS, RHS and MICS (1997-2002).

Condom use at last high-risk sex – DHS, MICS, BSS and RHS (1997-2002).

Children orphaned by AIDS – UNAIDS, UNICEF and USAID, *Children on the Brink 2002.*

Orphan school attendance ratio – MICS and DHS (1997-2002).

NOTES

- \- Data not available.
- x Indicates data that refer to years or periods other than those specified in the column heading, differ from the standard definition, or refer to only part of a country.
- y Indicates data that differ from the standard definition or refer to only part of a country, but are included in the calculation of regional and global averages.
- * Data refer to the most recent year available during the period specified in the column heading.

TABLE 5. EDUCATION

Countries and territories	Adult literacy rate				Number per 100 population 2001		Primary school enrolment ratio				Net primary school attendance (%) (1992-2002*)		% of primary school entrants reaching grade 5		Secondary school enrolment ratio 1997-2000* (gross)	
	1990		2000				1997-2000* (gross)		1997-2000* (net)				Admin. data	Survey data		
	male	female	male	female	phones	Internet users	male	female	male	female	male	female	1995-1999*	1995-2001	male	female
Afghanistan	40	12	51	21	0	-	29	0	42x	15x	58	14	49	-	32x	11x
Albania	-	-	-	-	15	0	107	107	98	97	-	-	82x	-	77	80
Algeria	66	39	75	51	6	1	116	107	100	97	92	90	97	95	68	73
Andorra	-	-	-	-	74x	9x	-	-	-	-	-	-	-	-	-	-
Angola	-	-	-	-	1	0	78	69	39	35	55	56	4	76	18	13
Antigua and Barbuda	90	87	80x	83x	80	9	-	-	-	-	-	-	-	-	-	-
Argentina	96	96	97	97	42	10	120	120	100	100	-	-	90	-	94	100
Armenia	99	96	99	98	15	2	78	79	69	70	97	98	-	100	71	76
Australia	-	-	-	-	112	37	102	102	95	96	-	-	99x	-	160	161
Austria	-	-	-	-	129	39	104	103	90	92	-	-	96	-	101	97
Azerbaijan	99	96	99x	96x	21	0	97	99	90	93	88	88	98	99	80	80
Bahamas	94	95	95	96	60	5	92	89	86	80	-	-	78	-	85	83
Bahrain	87	75	91	83	73	20	103	103	95	97	85	84	100	99	98	105
Bangladesh	44	24	49	30	1	0	100	101	88	90	77	78	72y	86	45	47
Barbados	99	99	100	100	68	6	110	110	100	100	-	-	-	-	101	102
Belarus	100	99	100	100	30	4	109	108	100	100	-	-	72y	-	83	86
Belgium	-	-	-	-	124	31	105	105	100	100	-	-	-	-	138	153
Belize	90	88	93	93	30	7	130	126	98	100	-	-	78	-	71	77
Benin	38	16	52	24	3	0	113	78	83	57	61	47	84	92	30	14
Bhutan	51	23	61	34	3	1	82	62	58	47	-	-	90	-	7x	2x
Bolivia	87	70	92	79	16	2	117	115	97	97	93	91	83	96	81	78
Bosnia and Herzegovina	92	85	98x	89x	17	1	100	100	100	100	87	85	-	99	-	-
Botswana	66	70	75	80	27	3	108	108	83	86	82	85	87	96	90	96
Brazil	83	81	87	87	39	5	166	159	100	94	95y	95y	66	84	103	114
Brunei Darussalam	91	79	95	88	66	10	106	102	90x	91x	-	-	92	-	109	116
Bulgaria	98	96	99	98	55	7	105	102	95	93	-	-	91	-	95	93
Burkina Faso	25	8	34	14	1	0	52	37	42	29	32	22	69	81	12	8
Burundi	48	27	56	40	1	0	73	58	59	49	49	44	58	80	12	9
Cambodia	78	49	80	57	2	0	117	103	100	90	66	65	63	93	24	14
Cameroon	69	48	79	64	3	0	115	100	81x	71x	76	71	81	93	22	17
Canada	-	-	-	-	104	47	99	99	99	99	-	-	99x	-	102	103
Cape Verde	76	54	85	66	21	3	140	137	98	99	97	96	91	-	50	50
Central African Republic	47	21	60	35	1	0	89	61	64	45	47	39	24x	71	15x	6x
Chad	37	19	52	34	0	0	90	57	70	47	46	33	54	96	18	5
Chile	94	94	96	96	57	20	104	101	89	88	-	-	100	-	86	64
China	87	69	92	78	25	3	105	108	93	93	-	-	97	-	66	60
Colombia	89	88	92	92	25	3	113	112	89	88	90	90	71y	87	67	73
Comoros	61	46	63	49	1	0	92	80	60	52	31	30	77	24	23	19
Congo	77	58	88	74	6	0	101	93	99x	93x	-	-	55	-	46	38
Congo, Democratic Republic of the	61	34	73	50	0	0	49	45	33	32	55	48	64	54	24	13
Cook Islands	-	-	-	-	34	16	98	93	86	83	-	-	52	-	58	63
Costa Rica	94	94	96	96	31	9	108	105	91	91	-	-	80	-	58	63
Côte d'Ivoire	51	26	60	37	6	0	92	70	73	55	62	52	91	94	30	17
Croatia	99	95	99	97	76	11	91	89	72	72	-	-	98x	-	83	86
Cuba	95	95	97	97	5	1	104	100	98	97	-	-	95	99	83	87
Cyprus	98	91	99	95	109	22	97	97	95	95	-	-	99	-	93	94
Czech Republic	-	-	-	-	106	15	105	104	90	90	-	-	100y	-	93	96
Denmark	-	-	-	-	146	43	102	102	99	99	-	-	100x	-	125	131
Djibouti	67	40	76	54	2	1	46	35	37	28	73y	62y	77	-	13	17
Dominica	-	-	-	-	40	12	93	105	89	89	-	-	86	-	-	-
Dominican Republic	80	79	84	84	26	2	126	122	92	93	92	93	75	89	53	67
Ecuador	90	85	93	90	17	3	115	115	99	100	90	90	78	-	57	58
Egypt	60	34	67	44	15	1	103	96	95	90	87	83	99y	99	88	83
El Salvador	76	69	82	76	24	2	112	107	75	88	-	-	71	-	50	50
Equatorial Guinea	86	61	93	74	5	0	126	115	76	68	60	61	16	75	43	19
Eritrea	59	35	67	45	1	0	65	54	44	38	63	59	69y	69	34	23
Estonia	100	100	100	100	81	30	105	101	98	97	-	-	99	-	91	92
Ethiopia	37	20	47	31	0	0	76	52	53	41	33	28	64	65	22	14
Fiji	92	86	95	91	21	2	111	110	99	100	-	-	92	-	64x	65x

Countries and territories	Adult literacy rate				Number per 100 population 2001		Primary school enrolment ratio				Net primary school attendance (%) (1992-2002*)		% of primary school entrants reaching grade 5		Secondary school enrolment ratio 1997-2000* (gross)	
	1990		2000				1997-2000* (gross)		1997-2000* (net)				Admin. data	Survey data		
	male	female	male	female	phones	Internet users	male	female	male	female	male	female	1995-1999*	1995-2001	male	female
Finland	-	-	-	-	135	43	102	101	100	100	-	-	100	-	120	133
France	-	-	-	-	118	26	106	104	100	100	-	-	99y	-	107	108
Gabon	68	45	80	62	23	1	144	143	89	87	94	93	59	91	61	58
Gambia	32	20	44	30	7	1	86	78	71	66	47	40	69	98	43	30
Georgia	100	98	100x	99x	23	1	95	96	95	95	99	100	98	-	72	74
Germany	-	-	-	-	132	37	104	104	86	88	-	-	100x	-	100	99
Ghana	70	47	80	63	2	0	84	77	60	57	74	74	66	94x	40	33
Greece	98	92	99	96	128	13	99	99	97	97	-	-	100x	-	98	99
Grenada	-	-	-	-	39	5	-	-	-	-	-	-	-	-	-	-
Guatemala	69	53	76	61	16	2	107	98	86	82	79	75	62y	72	39	35
Guinea	45	18	55	27	1	0	78	56	52	42	45	33	84	91	20	7
Guinea-Bissau	42	13	54	24	1	0	99	66	63	45	44	38	38	85	26	14
Guyana	98	96	99	98	18	11	122	118	99	97	86	88	91	97	80	82
Haiti	43	37	52	48	2	0	153	155	78	83	52	57	41	88	21x	20x
Holy See	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Honduras	69	67	75	75	8	1	105	107	87	88	-	-	58	-	29x	37x
Hungary	99	99	100	99	87	15	103	101	91	90	-	-	98x	-	98	99
Iceland	-	-	-	-	153	60	102	102	100	100	-	-	99x	-	105	113
India	62	36	68	45	4	1	111	92	78	64	79	73	68	92	57	40
Indonesia	87	73	92	82	7	2	111	109	93	92	86	86	97	94	58	56
Iran (Islamic Republic of)	72	54	83	69	20	2	88	85	74	73	98	96	98y	-	81	75
Iraq	51	20	55	23	3	-	111	91	100	86	83	70	72x	89	47	29
Ireland	-	-	-	-	126	23	120	119	90	90	-	-	99	-	119	127
Israel	95	88	97	93	137	28	114	114	100	100	-	-	100x	-	94	93
Italy	98	97	99	98	135	27	101	101	100	100	-	-	99y	-	97	95
Jamaica	78	86	83	91	45	4	100	99	95	95	77	80	89	92	82	85
Japan	-	-	-	-	117	38	101	101	100	100	-	-	100x	-	102	103
Jordan	90	72	95	84	30	5	101	101	93	94	89y	89y	98	-	86	89
Kazakhstan	100	98	100	99	16	1	99	98	89	88	87	88	92	99	90	87
Kenya	81	61	89	76	3	2	95	93	68	69	71	73	71	88	32	29
Kiribati	-	-	-	-	5	2	127	129	-	-	-	-	95	-	-	-
Korea, Democratic People's Republic of	98	93	99	96	2	0	108x	101x	-	-	-	-	100	-	-	-
Korea, Republic of	98	93	99	96	111	52	101	102	99	100	-	-	99	-	94	94
Kuwait	79	73	84	80	59	9	85	84	68	65	-	-	97	-	55	56
Kyrgyzstan	-	-	-	-	8	3	103	100	84	81	95y	94y	89	100	86	86
Lao People's Democratic Republic	70	43	76	53	2	0	122	104	85	78	64	59	59y	93	44	31
Latvia	100	100	100	100	59	7	101	100	92	92	-	-	96	-	90	92
Lebanon	88	73	92	80	42	8	101	97	74	74	97	96	97	95	72	79
Lesotho	65	90	73	94	4	0	112	118	75	82	62	68	75	89	30	36
Liberia	55	23	70	37	0	0	140	96	96	71	59y	53y	33	-	45	32
Libyan Arab Jamahiriya	83	51	91	68	12	0	115	117	97x	96x	-	-	89x	-	88	91
Liechtenstein	-	-	-	-	106	45	-	-	-	-	-	-	-	-	-	-
Lithuania	100	99	100	100	59	7	102	101	95	94	-	-	98	-	96	95
Luxembourg	-	-	-	-	170	36	101	101	96	97	-	-	99	-	92	97
Madagascar	66	50	74	60	1	0	105	101	67	68	60	63	46y	40	15	14
Malawi	69	36	75	47	1	0	139	135	97	100	69	73	49	79	41	31
Malaysia	87	74	91	83	51	27	99	99	98	99	-	-	99	-	67	74
Maldives	95	95	97	97	17	4	131	131	99	99	-	-	98	-	53	57
Mali	28	10	36	16	1	0	71	51	51	36	44	33	95	94	20	10
Malta	88	89	91	93	114	25	106	107	98	100	-	-	100	-	89	89
Marshall Islands	-	-	-	-	9	2	134x	133x	100x	100x	-	-	-	-	-	-
Mauritania	46	24	51	30	5	0	86	80	66	62	46	42	61	83	22	20
Mauritius	85	75	88	81	48	13	109	108	95	95	-	-	100	-	79	75
Mexico	91	84	93	89	35	4	114	113	100	100	97	97	89	-	73	77
Micronesia (Federated States of)	63	63	66	67	9	4	136	149	-	-	-	-	-	-	127	137
Moldova, Republic of	99	96	100	98	20	1	84	84	79	78	86	87	93	99	70	72
Monaco	-	-	-	-	153	47	-	-	-	-	-	-	98x	-	-	-
Mongolia	99	97	99	98	13	2	97	101	87	91	76	77	-	95	55	67
Morocco	53	25	62	36	20	1	101	88	82	74	67y	50y	80	82x	44	35

TABLE 5. EDUCATION

Countries and territories	Adult literacy rate				Number per 100 population 2001		Primary school enrolment ratio				Net primary school attendance (%) (1992-2002*)		% of primary school entrants reaching grade 5		Secondary school enrolment ratio 1997-2000* (gross)	
	1990		2000				1997-2000* (gross)		1997-2000* (net)				Admin. data	Survey data		
	male	female	male	female	phones	Internet users	male	female	male	female	male	female	1995-1999*	1995-2001	male	female
Mozambique	49	18	60	29	1	0	104	79	59	50	53y	47y	58y	55	15	9
Myanmar	87	74	89	81	1	0	89	89	84	83	68	68	65y	94	40	38
Namibia	77	72	83	81	12	2	112	113	79	85	77	78	92	95	58	66
Nauru	-	-	-	-	29	-	80	82	80	82	-	-	-	-	52	56
Nepal	47	14	59	24	1	0	128	108	77	67	79	66	71y	92	58	43
Netherlands	-	-	-	-	139	49	109	106	100	100	-	-	96x	-	126	122
New Zealand	-	-	-	-	108	46	100	100	99	99	-	-	97	-	109	116
Nicaragua	61	61	64	64	6	1	103	104	80	81	75	80	48	87	50	58
Niger	18	5	24	9	0	0	42	29	36	24	36	25	74	89	8	5
Nigeria	59	38	72	56	1	0	75x	65x	38x	33x	58	54	80x	95	33x	28x
Niue	77	76	80	83	75	31	99	98	99	98	-	-	-	-	93	103
Norway	-	-	-	-	155	46	101	102	100	100	-	-	100x	-	113	116
Occupied Palestinian Territory	-	-	-	-	18	2	107	109	96	98	91	92	98	99	80	86
Oman	67	38	80	62	21	5	74	71	65	65	-	-	96	-	69	68
Pakistan	49	20	57	28	3	0	93	54	83	48	62	51	50	91	29	19
Palau	-	-	-	-	-	-	113	109	100	100	-	-	-	-	83	86
Panama	90	88	93	91	29	4	113	110	100	100	-	-	92	-	67	71
Papua New Guinea	64	48	71	57	1	1	88	80	88	80	32y	31y	60	-	24	18
Paraguay	92	88	94	92	26	1	113	110	92	93	81x	84x	76	90x	59	61
Peru	92	79	95	85	14	8	128	127	100	100	93	93	88	97	83	78
Philippines	92	91	95	95	19	3	113	113	92	93	80	83	69	89	74	81
Poland	100	100	100	100	55	10	100	99	98	98	-	-	99	-	103	100
Portugal	91	84	95	90	120	28	122	120	100	100	-	-	97	-	111	117
Qatar	92	92	94	94	57	7	105	105	95	96	-	-	88	-	86	92
Romania	99	96	99	97	36	4	100	98	93	93	-	-	96	-	82	83
Russian Federation	100	99	100	99	30	3	108x	107x	93x	93x	-	-	-	-	80	86
Rwanda	63	44	74	60	1	0	119	118	97	98	67	67	39	78	12	12
Saint Kitts and Nevis	-	-	-	-	54	8	101	94	92	86	-	-	-	-	-	-
Saint Lucia	-	-	-	-	33	8	115	109	100	100	-	-	95x	-	77	100
Saint Vincent and the Grenadines	-	-	-	-	29	5	99	83	90	78	-	-	-	-	-	-
Samoa	99	97	99	98	7	2	105	101	98	95	-	-	83	-	73	79
San Marino	-	-	-	-	135	51	-	-	-	-	-	-	100	-	-	-
Sao Tome and Principe	-	-	-	-	4	6	-	-	-	-	67	69	-	71	-	-
Saudi Arabia	76	50	83	67	26	1	69	66	60	56	-	-	94	-	71	64
Senegal	38	19	47	28	6	1	79	70	66	60	51	44	72	93	21	14
Serbia and Montenegro	97x	88x	99x	97x	42	6	65	67	50	51	98y	96y	100x	94	59	62
Seychelles	-	-	-	-	80	11	101	101	100	100	-	-	99y	-	-	-
Sierra Leone	40	14	51	23	1	0	106	80	68	63	43	39	-	94	29	24
Singapore	94	83	96	88	120	41	95x	93x	93x	92x	-	-	100x	-	70x	77x
Slovakia	100	100	100	100	69	13	103	103	89	90	-	-	97x	-	87	88
Slovenia	100	100	100	100	114	30	101	100	94	93	-	-	98x	-	97	100
Solomon Islands	-	-	-	-	2	0	104x	90x	-	-	-	-	81	-	21x	14x
Somalia	-	-	-	-	0x	0	18x	9x	13x	7x	12	10	-	79	10x	6x
South Africa	82	80	86	85	35	6	115	108	90	88	86	84	65	99	83	91
Spain	98	95	99	97	117	18	105	105	100	100	-	-	98x	-	113	119
Sri Lanka	93	85	94	89	8	1	107	104	97	97	-	-	97	-	70	75
Sudan	60	32	69	46	2	0	59	51	51	42	54	51	87	73	22	36
Suriname	94	89	96	93	37	3	127	127	94	90	88	91	99x	84	80	94
Swaziland	74	70	81	79	9	1	128	121	92	94	71	71	84	94	60	60
Sweden	-	-	-	-	153	52	109	111	100	100	-	-	97	-	132	167
Switzerland	-	-	-	-	146	31	108	107	99	99	-	-	100	-	103	96
Syrian Arab Republic	82	48	88	60	12	0	113	105	99	94	-	-	92	-	46	41
Tajikistan	99	97	100	99	4	0	108	100	100	99	79	81	-	94	86	71
Tanzania, United Republic of	76	51	84	67	2	0	63	63	46	48	47	51	82	96	6	5
Thailand	95	90	97	94	22	6	97	93	87	84	-	-	97	-	84	80
The former Yugoslav Republic of Macedonia	96	91	97	94	37	3	99	99	92	92	-	-	95	-	85	83
Timor-Leste	-	-	-	-	-	-	-	-	-	-	76	75	-	-	-	-
Togo	61	29	72	43	4	3	138	110	100	83	67	59	74	88	54	24
Tonga	-	-	-	-	11	3	114	112	92	90	-	-	92	-	97	103

Countries and territories	Adult literacy rate 1990 male	Adult literacy rate 1990 female	Adult literacy rate 2000 male	Adult literacy rate 2000 female	Number per 100 population 2001 phones	Number per 100 population 2001 Internet users	Primary school enrolment ratio 1997-2000* (gross) male	Primary school enrolment ratio 1997-2000* (gross) female	Primary school enrolment ratio 1997-2000* (net) male	Primary school enrolment ratio 1997-2000* (net) female	Net primary school attendance (%) (1992-2002*) male	Net primary school attendance (%) (1992-2002*) female	% of primary school entrants reaching grade 5 Admin. data 1995-1999*	% of primary school entrants reaching grade 5 Survey data 1995-2001	Secondary school enrolment ratio 1997-2000* (gross) male	Secondary school enrolment ratio 1997-2000* (gross) female
Trinidad and Tobago	98	96	99	98	44	9	101	99	93	92	94	95	100	100	78	84
Tunisia	72	47	81	61	15	4	120	115	100	99	95y	93y	93	-	76	80
Turkey	89	66	93	77	58	6	105	96	93	82	73	69	99	98	67	48
Turkmenistan	-	-	-	-	8	0	-	-	-	-	86	84	-	-	-	-
Tuvalu	-	-	-	-	7	10	106	101	100	100	-	-	96	-	83	73
Uganda	69	44	78	57	1	0	143	129	100	100	87	87	45	89	21	16
Ukraine	100	99	100	100	26	1	79	77	72	71	-	-	98x	-	111	99
United Arab Emirates	71	71	75	79	96	31	99	99	86	87	-	-	98	-	71	80
United Kingdom	-	-	-	-	136	33	99	99	99	99	-	-	-	-	144	169
United States	-	-	-	-	112	50	101	101	94	96	-	-	99x	-	95	96
Uruguay	96	97	97	98	44	12	110	109	90	91	-	-	91	-	92	105
Uzbekistan	100	98	100	99	7	1	100	100	87	89	78	78	-	89	99x	87x
Vanuatu	-	-	-	-	4	3	113	121	92	100	-	-	100	-	31	26
Venezuela	90	88	93	92	37	5	103	101	87	89	82	83	91	96	54	65
Viet Nam	94	87	95	91	5	1	109	102	98	92	87	86	89y	94	70	64
Yemen	55	13	68	25	3	0	97	61	84	49	70y	41y	74	-	69	25
Zambia	79	59	85	72	2	0	80	76	66	65	67	67	81	85	26	21
Zimbabwe	87	75	93	85	5	1	97	93	80	80	84	86	73	94	47	42
REGIONAL SUMMARIES																
Sub-Saharan Africa	60	40	69	53	4	1	89	78	63	58	58	54	65	82	29	23
Middle East and North Africa	66	39	74	52	15	2	95	86	83	75	82	74	93	-	68	62
South Asia	59	34	66	42	4	1	107	87	80	65	76	69	66	91	53	39
East Asia and Pacific	88	72	93	81	23	4	106	106	93	92	-	-	94	-	65	61
Latin America and Caribbean	87	83	90	88	32	5	126	123	96	94	91	91	77	87	82	87
CEE/CIS and Baltic States	98	94	99	96	33	3	99	95	88	84	79	76	-	96	81	78
Industrialized countries	-	-	-	-	117	37	102	102	96	97	-	-	-	-	105	108
Developing countries	76	59	81	67	16	3	105	96	84	77	74	70	79	89	59	52
Least developed countries	54	32	62	42	1	0	87	76	67	61	58	53	66	79	30	25
World	81	69	84	74	32	8	104	96	85	79	74	70	80	89	65	59

Countries in each region are listed on page 136.

DEFINITIONS OF THE INDICATORS

Adult literacy rate – Percentage of persons aged 15 and over who can read and write.

Gross primary or secondary school enrolment ratio – The number of children enrolled in a level (primary or secondary), regardless of age, divided by the population of the age group that officially corresponds to the same level.

Net primary school enrolment ratio – The number of children enrolled in primary school who belong to the age group that officially corresponds to primary schooling, divided by the total population of the same age group.

Net primary school attendance – Percentage of children in the age group that officially corresponds to primary schooling who attend primary school. These data come from national household surveys.

Primary school entrants reaching grade five – Percentage of the children entering the first grade of primary school who eventually reach grade five.

MAIN DATA SOURCES

Adult literacy – UNESCO Institute for Statistics, including the Education for All 2000 Assessment.

Phone and Internet use – International Telecommunications Union, Yearbook of Statistics 1992-2001.

Primary and secondary school enrolment – UNESCO Institute for Statistics, including the Education for All 2000 Assessment.

Net primary school attendance – Demographic and Health Surveys (DHS) and Multiple Indicator Cluster Surveys (MICS).

Reaching grade five – Admin. data: UNESCO Institute for Statistics, including the Education for All 2000 Assessment. Survey data: DHS and MICS.

NOTES

- \- Data not available.
- x Indicates data that refer to years or periods other than those specified in the column heading, differ from the standard definition or refer to only part of a country.
- y Indicates data that differ from the standard definition or refer to only part of a country, but are included in the calculation of regional and global averages.
- * Data refer to the most recent year available during the period specified in the column heading.

TABLE 6. DEMOGRAPHIC INDICATORS

Countries and territories	Population (thousands) 2002		Population annual growth rate (%)		Crude death rate		Crude birth rate		Life expectancy		Total fertility rate	% of population urbanized	Average annual growth rate of urban population (%)	
	under 18	under 5	1970-90	1990-2002	1970	2002	1970	2002	1970	2002	2002	2002	1970-90	1990-2002
Afghanistan	11437	4009	0.4	4.2	26	22	51	48	38	43	6.8	23	2.9	6.1
Albania	1069	278	2.2	-0.4	8	5	33	18	67	74	2.3	44	2.8	1.2
Algeria	12652	3308	3.0	1.9	16	6	49	23	53	70	2.8	58	4.3	2.9
Andorra	13	3	5.1	2.3	-	-	-	-	-	-	-	92	5.0	2.0
Angola	7128	2609	2.6	2.9	27	24	49	53	37	40	7.2	36	5.6	5.0
Antigua and Barbuda	25	7	-0.2	1.2	-	-	-	-	-	-	-	37	0.0	1.6
Argentina	12326	3527	1.5	1.3	9	8	23	19	66	74	2.5	88	2.0	1.5
Armenia	845	150	1.7	-1.2	5	8	23	10	72	72	1.2	67	2.3	-1.2
Australia	4747	1246	1.5	1.2	9	7	20	12	71	79	1.7	92	1.5	1.8
Austria	1604	384	0.2	0.4	13	10	15	9	70	78	1.3	68	0.1	0.5
Azerbaijan	3024	688	1.6	1.2	7	6	29	18	68	72	2.1	52	2.0	0.9
Bahamas	108	30	2.0	1.6	7	8	30	20	66	67	2.3	89	2.8	2.2
Bahrain	241	71	4.0	3.1	9	3	40	20	62	74	2.7	93	4.5	3.6
Bangladesh	64736	19399	2.5	2.3	21	8	46	29	44	61	3.5	26	7.3	4.6
Barbados	66	17	0.4	0.4	9	8	22	12	69	77	1.5	51	1.3	1.5
Belarus	2208	423	0.6	-0.3	8	13	16	9	71	70	1.2	70	2.7	0.2
Belgium	2136	560	0.2	0.3	12	10	14	11	71	79	1.7	97	0.3	0.3
Belize	113	32	2.1	2.5	8	5	40	27	66	72	3.2	48	1.8	2.5
Benin	3463	1145	2.7	2.9	25	14	53	42	42	51	5.7	44	6.3	4.9
Bhutan	1065	336	2.4	2.1	22	9	42	35	42	63	5.1	8	4.9	5.5
Bolivia	3922	1193	2.3	2.2	20	8	46	30	46	64	3.9	64	4.0	3.3
Bosnia and Herzegovina	924	204	0.9	-0.4	7	8	23	10	66	74	1.3	44	2.8	0.6
Botswana	834	247	3.3	2.2	13	20	49	31	55	41	3.7	50	11.5	3.6
Brazil	60616	16579	2.2	1.4	11	7	35	20	59	68	2.2	82	3.6	2.2
Brunei Darussalam	126	39	3.4	2.6	7	3	36	24	67	76	2.5	73	3.7	3.5
Bulgaria	1498	307	0.1	-0.8	9	15	16	8	71	71	1.1	68	1.4	-0.6
Burkina Faso	7058	2493	2.5	2.9	25	18	53	48	40	46	6.7	17	6.8	4.9
Burundi	3604	1161	2.3	1.4	20	21	44	44	44	41	6.8	10	7.2	5.0
Cambodia	6949	2086	1.7	2.9	19	10	42	34	43	57	4.8	18	2.1	5.9
Cameroon	7768	2423	2.8	2.5	21	17	46	36	44	47	4.7	51	6.2	4.4
Canada	6998	1688	1.2	1.0	7	8	16	10	73	79	1.5	79	1.3	1.3
Cape Verde	216	60	1.3	2.2	12	5	40	28	56	70	3.4	65	5.4	5.4
Central African Republic	1902	617	2.3	2.2	22	22	42	38	42	40	5.0	42	3.4	3.2
Chad	4443	1593	2.3	3.0	27	20	48	49	38	45	6.7	25	5.2	4.3
Chile	5152	1426	1.6	1.5	10	6	29	18	62	76	2.4	86	2.1	1.8
China	373266	93918	1.6	1.0	8	7	33	15	61	71	1.8	38	3.9	3.6
Colombia	16504	4743	2.2	1.8	9	6	38	22	61	72	2.6	76	3.2	2.7
Comoros	369	121	3.3	2.9	18	9	50	37	48	61	4.9	35	5.1	4.7
Congo	1943	676	3.2	3.1	14	16	44	44	54	48	6.3	67	5.8	4.6
Congo, Democratic Republic of the	27467	9800	3.0	2.6	20	22	48	51	45	41	6.7	31	2.6	3.6
Cook Islands	8	2	-0.6	0.0	-	-	-	-	-	-	-	59	-0.2	0.2
Costa Rica	1501	394	2.6	2.4	7	4	33	19	67	78	2.3	60	4.2	3.3
Côte d'Ivoire	8062	2467	4.1	2.2	20	20	51	36	44	41	4.8	45	6.0	3.2
Croatia	921	240	0.7	-0.7	10	12	15	11	69	74	1.6	59	2.2	-0.1
Cuba	2787	686	1.1	0.5	7	7	30	12	69	77	1.6	76	2.1	0.7
Cyprus	215	52	0.5	1.3	10	8	19	13	71	78	1.9	71	2.8	2.0
Czech Republic	1989	438	0.2	0.0	13	11	16	9	70	75	1.2	75	2.1	-0.1
Denmark	1159	325	0.2	0.3	10	11	16	12	73	77	1.8	85	0.5	0.4
Djibouti	343	116	6.1	2.3	24	18	50	40	40	46	5.7	84	7.4	2.6
Dominica	27	7	0.1	0.7	-	-	-	-	-	-	-	72	1.9	1.2
Dominican Republic	3359	947	2.3	1.7	11	7	42	24	58	67	2.7	67	4.2	2.8
Ecuador	5056	1427	2.7	1.8	12	6	42	23	58	71	2.8	64	4.4	3.1
Egypt	29670	8537	2.3	2.0	17	6	40	27	51	69	3.3	43	2.4	1.8
El Salvador	2636	790	1.8	1.9	12	6	44	25	57	71	2.9	63	2.9	3.9
Equatorial Guinea	241	84	0.9	2.6	23	17	39	43	40	49	5.9	51	2.4	5.4
Eritrea	2090	698	2.6	2.1	21	12	47	40	43	53	5.5	20	4.1	3.9
Estonia	288	58	0.7	-1.4	11	14	15	9	70	72	1.2	69	1.2	-1.6
Ethiopia	36134	12235	2.6	2.9	23	18	49	43	41	46	6.2	16	4.6	4.9
Fiji	322	96	1.6	1.2	8	6	34	24	60	70	2.9	51	2.5	2.8

	Population (thousands) 2002		Population annual growth rate (%)		Crude death rate		Crude birth rate		Life expectancy		Total fertility rate	% of population urbanized	Average annual growth rate of urban population (%)	
	under 18	under 5	1970-90	1990-2002	1970	2002	1970	2002	1970	2002	2002	2002	1970-90	1990-2002
Finland	1119	286	0.4	0.3	10	10	14	11	70	78	1.7	59	1.4	0.0
France	13500	3763	0.6	0.4	11	9	17	13	72	79	1.9	76	0.8	0.6
Gabon	623	190	2.9	2.6	21	12	35	32	47	57	4.0	83	6.9	4.3
Gambia	654	218	3.5	3.3	28	13	50	36	36	54	4.8	32	6.0	5.4
Georgia	1247	278	0.7	-0.4	9	10	19	10	68	74	1.4	57	1.5	-0.2
Germany	15406	3815	0.1	0.3	12	11	14	9	71	78	1.3	88	0.4	0.6
Ghana	9679	2937	2.9	2.4	17	10	48	32	49	58	4.2	37	3.6	3.2
Greece	1996	512	0.7	0.6	8	10	17	9	72	78	1.3	61	1.3	0.9
Grenada	28	8	-0.4	-0.5	-	-	-	-	-	-	-	39	-0.1	0.6
Guatemala	6005	1909	2.6	2.7	15	7	45	35	52	66	4.5	40	2.9	3.1
Guinea	4235	1467	2.3	2.6	28	16	51	43	37	49	5.9	28	4.9	4.2
Guinea-Bissau	774	283	2.8	3.0	29	20	49	50	36	45	7.1	33	5.0	5.8
Guyana	274	80	0.2	0.4	11	9	38	22	60	63	2.3	37	0.8	1.3
Haiti	3854	1120	2.1	1.4	19	15	39	30	47	49	4.0	37	4.1	3.3
Holy See	-	-	-	-	-	-	-	-	-	-	-	100	-	-
Honduras	3223	976	3.2	2.8	15	6	49	30	52	69	3.8	55	5.0	5.0
Hungary	1989	464	0.0	-0.4	11	14	15	9	69	72	1.2	65	1.2	0.0
Iceland	79	21	1.1	1.0	7	7	21	14	74	80	2.0	93	1.4	1.2
India	413623	119524	2.1	1.8	17	9	40	24	49	64	3.1	28	3.4	2.6
Indonesia	78108	21672	2.1	1.5	17	7	41	21	48	67	2.4	43	5.0	4.3
Iran (Islamic Republic of)	27823	5989	3.4	1.5	14	5	43	20	54	70	2.4	65	4.9	2.8
Iraq	11804	3766	3.1	2.9	16	9	49	35	55	60	4.8	68	4.2	2.6
Ireland	1009	271	0.9	0.9	11	8	22	14	71	77	1.9	60	1.3	1.3
Israel	2082	628	2.2	2.8	7	6	27	20	71	79	2.7	92	2.6	2.9
Italy	9845	2590	0.3	0.1	10	11	17	9	72	79	1.2	67	0.4	0.2
Jamaica	971	264	1.2	0.9	8	6	35	21	68	76	2.4	57	2.3	1.7
Japan	22406	6001	0.8	0.3	7	8	19	9	72	81	1.3	79	1.3	0.4
Jordan	2375	728	3.5	4.1	16	4	50	28	54	71	3.6	79	4.7	4.9
Kazakhstan	4974	1151	1.2	-0.7	9	10	26	16	64	66	2.0	56	1.9	-0.9
Kenya	15771	4630	3.6	2.4	17	17	52	33	50	45	4.1	35	7.9	5.7
Kiribati	36	11	1.9	1.6	-	-	-	-	-	-	-	39	3.4	2.6
Korea, Democratic People's Republic of	6998	1857	1.6	1.0	9	11	34	17	61	63	2.0	61	2.0	1.4
Korea, Republic of	11723	2986	1.5	0.8	9	6	31	12	60	75	1.4	83	4.5	1.8
Kuwait	743	242	5.3	1.1	6	2	47	20	66	76	2.7	96	6.3	1.2
Kyrgyzstan	1986	525	2.0	1.2	11	7	31	22	62	68	2.7	34	2.0	0.4
Lao People's Democratic Republic	2695	856	2.1	2.4	23	13	45	36	40	54	4.8	20	4.5	4.7
Latvia	497	91	0.7	-1.3	11	14	14	8	70	71	1.1	60	1.3	-2.5
Lebanon	1280	335	0.5	2.4	11	5	35	19	64	73	2.2	90	2.2	2.9
Lesotho	860	245	2.1	1.1	17	25	42	31	49	36	3.9	30	6.4	4.4
Liberia	1732	617	2.2	3.5	22	21	50	50	42	41	6.8	46	4.6	4.3
Libyan Arab Jamahiriya	2111	588	3.9	2.0	16	4	50	23	52	73	3.1	88	6.8	2.6
Liechtenstein	7	2	1.6	1.2	-	-	-	-	-	-	-	22	1.7	1.7
Lithuania	828	177	0.9	-0.6	9	12	17	9	71	73	1.3	69	2.4	-0.5
Luxembourg	100	28	0.5	1.4	12	8	13	13	70	78	1.7	92	1.7	2.0
Madagascar	8638	2996	2.7	2.9	21	13	46	42	44	53	5.7	31	5.3	5.1
Malawi	6232	2234	3.7	1.9	24	24	56	45	40	38	6.1	16	7.0	4.3
Malaysia	9344	2720	2.5	2.5	10	5	37	23	61	73	2.9	59	4.5	3.8
Maldives	155	50	2.9	3.0	17	6	40	36	50	67	5.4	29	6.1	3.8
Mali	7099	2500	2.4	2.8	26	16	52	50	38	49	7.0	32	4.9	5.2
Malta	93	23	0.9	0.7	9	8	17	12	70	78	1.8	91	1.5	1.1
Marshall Islands	22	6	3.7	1.4	-	-	-	-	-	-	-	66	3.8	1.6
Mauritania	1390	485	2.4	2.7	21	14	46	42	42	52	5.8	61	8.2	5.4
Mauritius	363	98	1.2	1.1	7	7	28	16	62	72	2.0	42	1.0	1.4
Mexico	39808	11207	2.5	1.7	10	5	45	23	61	73	2.5	75	3.5	2.0
Micronesia (Federated States of)	51	14	2.3	1.0	9	6	40	28	62	68	3.8	29	2.7	1.8
Moldova, Republic of	1153	240	1.0	-0.2	10	11	18	12	65	69	1.4	42	2.9	-1.1
Monaco	7	2	1.2	1.1	-	-	-	-	-	-	-	100	1.2	1.1
Mongolia	1033	265	2.8	1.2	14	7	42	23	53	64	2.4	57	4.0	1.2
Morocco	11517	3254	2.4	1.7	17	6	47	23	52	68	2.8	57	4.0	3.0

TABLE 6. DEMOGRAPHIC INDICATORS

	Population (thousands) 2002		Population annual growth rate (%)		Crude death rate		Crude birth rate		Life expectancy		Total fertility rate	% of population urbanized	Average annual growth rate of urban population (%)	
	under 18	under 5	1970-90	1990-2002	1970	2002	1970	2002	1970	2002	2002	2002	1970-90	1990-2002
Mozambique	9397	3089	1.8	2.7	24	24	48	42	40	38	5.7	35	8.3	6.8
Myanmar	18728	5342	2.1	1.6	18	11	41	24	48	57	2.9	29	2.4	2.8
Namibia	974	307	2.8	2.8	18	17	45	34	48	45	4.6	32	4.6	4.3
Nauru	5	2	1.9	2.5	-	-	-	-	-	-	-	100	1.9	2.5
Nepal	11504	3645	2.2	2.3	22	10	42	33	42	60	4.3	13	6.3	5.2
Netherlands	3529	975	0.7	0.6	8	9	17	12	74	78	1.7	90	0.8	0.7
New Zealand	1040	273	0.9	1.1	9	8	22	14	71	78	2.0	86	1.1	1.2
Nicaragua	2609	811	2.9	2.8	14	5	48	32	54	69	3.8	57	3.5	3.4
Niger	6535	2452	3.1	3.4	28	19	56	56	37	46	8.0	22	6.3	5.9
Nigeria	62226	20552	2.9	2.8	22	14	48	39	43	52	5.5	46	5.7	5.1
Niue	1	0	-3.9	-1.3	-	-	-	-	-	-	-	33	-2.0	-0.7
Norway	1055	285	0.4	0.5	10	10	17	12	74	79	1.8	75	0.9	0.9
Occupied Palestinian Territory	1809	629	3.4	3.9	20	4	52	39	54	72	5.6	67	4.2	4.3
Oman	1199	393	4.5	3.4	17	3	50	32	50	72	5.0	77	13.0	5.2
Pakistan	72286	23074	2.9	2.5	18	10	43	36	48	61	5.1	34	3.9	3.4
Palau	8	2	1.5	2.3	-	-	-	-	-	-	-	69	2.3	2.3
Panama	1132	337	2.4	2.0	8	5	38	23	65	75	2.7	57	3.0	2.5
Papua New Guinea	2659	833	2.4	2.5	19	10	42	32	43	57	4.1	18	4.5	4.0
Paraguay	2617	791	2.9	2.6	9	5	37	30	65	71	3.9	57	4.3	3.9
Peru	10648	3049	2.5	1.7	14	6	42	24	53	70	2.9	74	3.4	2.3
Philippines	33913	9790	2.6	2.1	11	5	40	26	57	70	3.2	60	4.5	3.9
Poland	8833	1909	0.8	0.1	8	10	17	10	70	74	1.3	63	1.5	0.4
Portugal	2021	561	0.7	0.1	11	11	21	11	67	76	1.5	67	3.6	3.1
Qatar	187	58	7.2	2.1	13	4	35	18	60	72	3.3	93	7.8	2.4
Romania	4834	1139	0.7	-0.3	9	13	21	10	68	71	1.3	55	1.9	0.0
Russian Federation	31004	6197	0.6	-0.2	9	15	15	9	70	67	1.2	73	1.4	-0.3
Rwanda	4327	1486	2.9	1.7	20	22	52	43	44	39	5.8	6	5.5	3.2
Saint Kitts and Nevis	14	4	-0.7	0.2	-	-	-	-	-	-	-	34	-0.7	0.2
Saint Lucia	54	14	1.4	1.0	8	6	41	21	64	72	2.3	38	1.0	1.2
Saint Vincent and the Grenadines	45	11	1.0	0.7	11	6	41	20	61	74	2.2	57	3.0	3.5
Samoa	83	25	0.6	0.8	10	6	39	29	55	70	4.2	23	0.8	1.3
San Marino	5	1	0.9	1.4	-	-	-	-	-	-	-	91	2.9	1.4
Sao Tome and Principe	75	24	2.3	2.5	13	6	46	34	55	70	4.0	48	4.8	4.3
Saudi Arabia	10583	3458	5.3	2.9	19	4	48	32	52	72	4.6	87	7.7	3.8
Senegal	4970	1599	2.8	2.4	25	12	49	37	41	53	5.0	49	3.7	4.1
Serbia and Montenegro	2513	624	0.8	0.3	9	11	19	12	68	73	1.7	52	2.1	0.5
Seychelles	42	14	1.5	1.0	-	-	-	-	-	-	-	65	5.1	2.7
Sierra Leone	2408	864	2.1	1.3	30	30	49	50	34	34	6.5	38	4.8	3.4
Singapore	1046	253	1.9	2.7	5	5	23	10	69	78	1.4	100	1.9	2.7
Slovakia	1248	276	0.7	0.2	10	10	19	10	70	74	1.3	58	2.3	0.4
Slovenia	376	87	0.7	0.3	10	10	17	8	70	76	1.2	49	2.2	0.1
Solomon Islands	230	74	3.4	3.1	10	5	46	34	54	69	4.5	21	5.9	6.1
Somalia	5170	1931	3.4	2.3	24	18	50	53	40	48	7.3	29	4.3	3.7
South Africa	17833	4810	2.4	1.6	14	16	38	23	53	49	2.6	58	2.5	3.1
Spain	7216	1921	0.8	0.3	9	9	20	9	72	79	1.2	78	1.4	0.6
Sri Lanka	5797	1507	1.6	1.0	8	7	29	17	64	73	2.0	23	1.4	1.8
Sudan	15147	4865	2.7	2.3	22	12	48	33	43	56	4.4	38	5.1	5.3
Suriname	163	47	0.4	0.6	8	6	37	22	63	71	2.5	75	2.1	1.8
Swaziland	549	166	3.2	1.9	20	25	50	35	46	36	4.6	27	7.7	3.0
Sweden	1908	440	0.3	0.3	10	11	14	10	74	80	1.6	83	0.4	0.3
Switzerland	1408	344	0.5	0.4	9	10	16	9	73	79	1.4	67	1.0	1.4
Syrian Arab Republic	7979	2292	3.4	2.6	13	4	47	28	55	72	3.4	52	4.0	3.1
Tajikistan	2770	740	2.9	1.3	10	6	40	25	63	69	3.1	28	2.2	0.2
Tanzania, United Republic of	19028	6159	3.2	2.8	20	18	50	40	45	44	5.2	34	9.1	6.6
Thailand	19257	5270	2.0	1.1	9	7	37	18	60	69	1.9	20	3.7	1.8
The former Yugoslav Republic of Macedonia	548	144	1.0	0.6	8	8	24	15	66	74	1.9	60	2.0	0.8
Timor-Leste	358	79	1.0	0.0	22	14	47	24	39	49	3.9	8	0.1	-0.2
Togo	2432	800	2.7	2.7	20	15	47	39	44	50	5.4	35	6.6	4.4
Tonga	45	13	0.3	0.3	8	7	36	27	62	68	3.8	33	2.0	0.8

	Population (thousands) 2002		Population annual growth rate (%)		Crude death rate		Crude birth rate		Life expectancy		Total fertility rate	% of population urbanized	Average annual growth rate of urban population (%)	
	under 18	under 5	1970-90	1990-2002	1970	2002	1970	2002	1970	2002	2002	2002	1970-90	1990-2002
Trinidad and Tobago	387	86	1.1	0.6	7	7	27	14	66	71	1.6	75	1.6	1.2
Tunisia	3409	811	2.4	1.4	14	6	39	17	54	73	2.0	67	3.7	2.6
Turkey	25840	7105	2.3	1.7	13	6	39	21	56	70	2.5	67	4.6	2.4
Turkmenistan	1989	495	2.6	2.2	11	7	37	22	60	67	2.7	45	2.3	2.3
Tuvalu	4	1	2.1	1.4	-	-	-	-	-	-	-	54	5.4	3.8
Uganda	14238	5166	3.1	3.0	19	17	51	51	46	46	7.1	15	4.7	5.5
Ukraine	10369	2058	0.5	-0.5	9	14	15	8	71	70	1.2	68	1.5	-0.3
United Arab Emirates	901	247	11.0	3.1	12	2	39	17	61	75	2.9	88	12.7	3.8
United Kingdom	13340	3418	0.2	0.3	12	10	16	11	72	78	1.6	90	0.2	0.4
United States	75441	20612	1.0	1.1	9	8	17	15	71	77	2.1	78	1.1	1.3
Uruguay	988	283	0.5	0.7	10	9	21	17	69	75	2.3	92	0.9	1.0
Uzbekistan	10668	2713	2.7	1.9	10	6	37	22	63	70	2.5	37	3.1	1.2
Vanuatu	100	30	2.8	2.7	14	5	44	31	53	69	4.2	23	4.5	4.3
Venezuela	9887	2826	3.0	2.1	7	5	37	23	65	74	2.7	87	3.8	2.5
Viet Nam	30785	7624	2.2	1.6	18	7	41	20	49	69	2.3	25	2.7	3.4
Yemen	10779	3683	3.2	4.0	26	9	54	45	38	60	7.0	25	5.9	4.9
Zambia	5734	1910	3.3	2.2	17	28	51	42	49	33	5.7	40	4.6	2.4
Zimbabwe	6561	1902	3.5	1.7	13	27	49	32	55	34	4.0	37	6.1	3.9

REGIONAL SUMMARIES

Sub-Saharan Africa	333271	110560	2.9	2.6	21	18	48	41	44	46	5.5	35	5.1	4.6
Middle East and North Africa	152767	43422	3.1	2.2	17	6	45	27	51	67	3.5	57	4.7	3.0
South Asia	580603	171544	2.2	2.0	18	9	41	26	48	63	3.4	28	3.8	3.0
East Asia and Pacific	597903	155866	1.8	1.2	10	7	35	17	58	69	2.0	40	4.0	3.5
Latin America and Caribbean	196905	55628	2.2	1.6	11	6	37	22	60	70	2.6	76	3.3	2.2
CEE/CIS and Baltic States	111709	25967	1.1	0.3	9	11	21	13	66	69	1.7	64	2.1	0.3
Industrialized countries	205992	54210	0.7	0.6	10	9	17	12	71	78	1.7	78	1.0	0.8
Developing countries	1916874	551493	2.2	1.7	14	9	39	24	53	62	3.0	41	3.9	3.2
Least developed countries	347888	114789	2.6	2.6	22	15	47	39	43	49	5.2	27	5.3	4.7
World	2179150	617197	1.8	1.5	12	9	33	22	56	63	2.8	48	2.9	2.4

Countries in each region are listed on page 136.

DEFINITIONS OF THE INDICATORS

Life expectancy at birth – The number of years newborn children would live if subject to the mortality risks prevailing for the cross-section of population at the time of their birth.

Crude death rate – Annual number of deaths per 1,000 population.

Crude birth rate – Annual number of births per 1,000 population.

Total fertility rate – The number of children that would be born per woman if she were to live to the end of her child-bearing years and bear children at each age in accordance with prevailing age-specific fertility rates.

Urban population – Percentage of population living in urban areas as defined according to the national definition used in the most recent population census.

MAIN DATA SOURCES

Life expectancy – United Nations Population Division.

Child population – United Nations Population Division.

Crude death and birth rates – United Nations Population Division.

Fertility – United Nations Population Division.

Urban population – United Nations Population Division.

NOTES - Data not available.

TABLE 7. ECONOMIC INDICATORS

Countries and territories	GNI per capita (US$) 2002	GDP per capita average annual growth rate (%)		Average annual rate of inflation (%) 1990-2002	% of population below $1 a day 1990-2001	% of central government expenditure allocated to: (1992-2001*)			ODA inflow in millions US$ 2001	ODA inflow as a % of recipient GNI 2001	Debt service as a % of exports of goods and services	
		1960-90	1990-2002			health	education	defence			1990	2001
Afghanistan	250x	0.1x	-	-	-	-	-	-	402	-	-	-
Albania	1380	-	4.5	31	-	4	2	4	269	6	1	1
Algeria	1720	2.4	0.3	16	2	4	24	17	182	0	62	19
Andorra	d	-	-	-	-	-	-	-	-	-	-	-
Angola	660	-	-0.4	584	-	6x	15x	34x	268	4	7	26
Antigua and Barbuda	9390	-	2.6	2	-	-	-	-	9	1	-	-
Argentina	4060	0.6	1.4	5	-	2	6	4	151	0	30	59
Armenia	790	-	1.7	142	13	-	-	-	212	12	-	6
Australia	19740	2.0	2.7	2	-	15	8	7	-	-	-	-
Austria	23390	3.3	1.8	2	-	14	9	2	-	-	-	-
Azerbaijan	710	-	0.2x	79x	4	1	3	11	226	4	-	3
Bahamas	14860x	1.2	0.1x	3x	-	16	20	3	-	-	-	-
Bahrain	11130x	-	1.9x	1x	-	8	13	16	18	0	-	-
Bangladesh	360	0.2	3.1	4	36	5x	11x	10x	1024	2	18	7
Barbados	9750x	3.0	2.1x	3x	-	-	-	-	-1	0	14	4x
Belarus	1360	-	0.2	284	2	4	4	4	-	-	-	2
Belgium	23250	3.0	1.9	2	-	2x	12x	5x	-	-	-	-
Belize	2960	3.2	1.7	2	-	8	20	5	21	3	6	25
Benin	380	0.4	2.0	8	-	6x	31x	17x	273	11	7	6
Bhutan	590	-	3.6	9	-	10	15	-	59	4	5	3
Bolivia	900	-0.1	1.2	7	14	10	20	7	729	9	31	29
Bosnia and Herzegovina	1270	-	18.0x	3x	-	-	-	-	639	13	-	18
Botswana	2980	8.7	2.7	9	24	5	26	8	29	1	4	2
Brazil	2850	3.6	1.3	140	10	6	6	3	349	0	20	73
Brunei Darussalam	24100x	-1.8x	-0.7x	1x	-	-	-	-	-	-	-	-
Bulgaria	1790	-	0.0	84	5	5	4	8	-	-	19	13
Burkina Faso	220	1.1	2.0	4	61	7	17	14	389	14	6	8
Burundi	100	2.0	-3.9	13	58	2	15	23	131	20	41	29
Cambodia	280	-	2.3	19	-	-	-	-	409	11	-	0
Cameroon	560	2.5	0.0	5	33	3	12	10	398	4	20	11
Canada	22300	2.3x	2.2	2	-	1	2	6	-	-	-	-
Cape Verde	1290	-	3.4	5	-	-	-	-	76	13	5	5
Central African Republic	260	-0.6	-0.1	4	67	-	-	-	76	8	8	12
Chad	220	-1.2	-0.1	6	-	8x	8x	-	179	11	2	7
Chile	4260	1.2	4.4	7	2	12	18	8	58	0	20	28
China	940	5.5	8.6	5	16	0	2	12	1460	0	10	7
Colombia	1830	2.3	0.6	19	14	9	20	13	380	0	39	35
Comoros	390	-	-1.4	4	-	-	-	-	28	10	2	3
Congo	700	3.1	-1.4	9	-	-	-	-	75	3	32	3
Congo, Democratic Republic of the	90	-1.4	-7.3	728	-	0	0	18	251	6	5	0
Cook Islands	-	-	-	-	-	-	-	-	5	-	-	-
Costa Rica	4100	1.6	2.7	16	7	22	21	-	2	0	21	9
Côte d'Ivoire	610	1.0	0.1	8	12	4x	21x	4x	187	2	26	11
Croatia	4640	-	2.3	61	2	15	7	5	113	1	-	28
Cuba	1170x	-	3.7x	1x	-	23x	10x	-	51	-	-	-
Cyprus	12320x	6.2x	3.2	3x	-	6	12	4	-	-	-	-
Czech Republic	5560	-	1.4	10	2	17	9	5	-	-	-	10
Denmark	30290	2.1	2.0	2	-	1	13	4	-	-	-	-
Djibouti	900	-	-3.2	3	-	-	-	-	55	9	-	4x
Dominica	3180	-	1.3	3	-	-	-	-	20	8	4	12
Dominican Republic	2320	3.0	4.2	9	2	11	16	4	105	1	7	6
Ecuador	1450	2.9	3.6	0	20	11x	18x	13x	171	1	27	21
Egypt	1470	3.5	2.5	7	3	3	15	9	1255	1	20	8
El Salvador	2080	-0.4	2.1	6	21	5	24	7	234	2	14	5
Equatorial Guinea	700x	-	18.0	18	-	-	-	-	13	4	3	0
Eritrea	160	-	2.2x	9x	-	-	-	-	280	45	-	2
Estonia	4130	-	2.2	40	2	16	10	5	-	-	-	7
Ethiopia	100	-	2.5	5	82	6	16	9	1080	16	30	17
Fiji	2160	1.9	1.8	3	-	9	18	6	26	1	12	2

	GNI per capita (US$) 2002	GDP per capita average annual growth rate (%)		Average annual rate of inflation (%) 1990-2002	% of population below $1 a day 1990-2001	% of central government expenditure allocated to: (1992-2001*)			ODA inflow in millions US$ 2001	ODA inflow as a % of recipient GNI 2001	Debt service as a % of exports of goods and services	
		1960-90	1990-2002			health	education	defence			1990	2001
Finland	23510	3.4	2.6	2	-	3	10	4	-	-	-	-
France	22010	2.9	1.5	1	-	16x	7x	6x	-	-	-	-
Gabon	3120	3.1	-0.2	5	-	-	-	-	9	0	4	13
Gambia	280	1.1x	0.1	5	59	7x	12x	4x	51	12	18	3
Georgia	650	3.9x	-4.0	225	2	3	4	4	290	9	-	7
Germany	22670	2.2x	1.2	2	-	17x	1x	7x	-	-	-	-
Ghana	270	-1.3	1.9	26	45	7	22	5	652	11	20	9
Greece	11660	3.5	2.2	8	-	7	11	8	-	-	-	-
Grenada	3500	-	2.6	2	-	10	17	-	12	4	2	5x
Guatemala	1750	1.4	1.2	10	16	11	17	11	225	1	11	8
Guinea	410	-	1.6	5	-	3x	11x	29x	272	8	18	10
Guinea-Bissau	150	0.1x	-1.5	26	-	1x	3x	4x	59	26	21	40
Guyana	840	-0.1	3.5	11	2	-	-	-	102	16	-	5
Haiti	440	0.1	-2.4	19	-	-	-	-	166	4	5x	4
Holy See	-	-	-	-	-	-	-	-	-	-	-	-
Honduras	920	1.2	0.3	17	24	10x	19x	7x	678	11	30	10
Hungary	5280	3.9	2.4	17	2	4	6	2	-	-	30	37
Iceland	27970	3.6	2.1	4	-	25	10	-	-	-	-	-
India	480	1.7	4.0	7	35	2	3	16	1705	0	25	12
Indonesia	710	4.3	2.1	16	7	2	6	4	1501	1	31	19
Iran (Islamic Republic of)	1710	-3.5x	2.1	25	2	7	19	14	115	0	1	5
Iraq	2170x	-1.1	-	0x	-	-	-	-	122	-	-	-
Ireland	23870	3.1	6.8	4	-	16	14	3	-	-	-	-
Israel	16710x	3.1	2.2x	10x	-	13	14	17	-	-	-	-
Italy	18960	3.3	1.4	4	-	11x	8x	4x	-	-	-	-
Jamaica	2820	0.1	-0.5	20	2	6	14	1	54	1	20	13
Japan	33550	4.8	0.9	0	-	2	6	4	-	-	-	-
Jordan	1760	2.5x	0.8	3	2	10	16	19	432	5	18	9
Kazakhstan	1510	-	-0.6	141	2	2	4	4	148	1	-	31
Kenya	360	2.3	-0.6	13	23	7	26	6	453	4	26	13
Kiribati	810	-5.5x	0.5	3	-	-	-	-	12	17	-	-
Korea, Democratic People's Republic of	a	-	-	-	-	-	-	-	119	-	-	-
Korea, Republic of	9930	6.3	4.7	4	2	1	21	17	-55x	0x	10	10
Kuwait	18270x	-6.2x	-1.0x	2x	-	7	15	17	-	-	-	-
Kyrgyzstan	290	-	-3.2	83	2	11	20	10	188	13	-	26
Lao People's Democratic Republic	310	-	3.8	29	26	-	-	-	243	15	8	7
Latvia	3480	4.0x	0.2	36	2	11	6	3	-	-	-	11
Lebanon	3990	-	3.1	13	-	2	7	11	241	2	1	46
Lesotho	470	4.4	2.0	9	43	9	27	7	54	6	4	12
Liberia	150	-1.9	4.8	54	-	5x	11x	9x	37	9	-	0
Libyan Arab Jamahiriya	5540x	1.1x	-	-	-	-	-	-	7x	-	-	-
Liechtenstein	d	-	-	-	-	-	-	-	-	-	-	-
Lithuania	3660	-	0.0	53	2	16	6	5	-	-	-	29
Luxembourg	38830	2.6	4.0	2	-	2	10	2	-	-	-	-
Madagascar	240	-1.3	-0.9	17	49	7	9	5	354	8	32	40
Malawi	160	1.5	1.3	32	42	7x	12x	5x	402	22	23	7
Malaysia	3540	4.1	3.6	4	2	6	23	11	27	0	12	6
Maldives	2090	-	3.5x	2x	-	10	18	14	25	4	4	4
Mali	240	0.0x	1.8	7	73	2x	9x	8x	350	12	8	7
Malta	9200x	7.1	3.8x	3x	-	10	11	2	2	0	0	3
Marshall Islands	2270x	-	-3.3x	5	-	-	-	-	74	65	-	-
Mauritania	410	0.8	1.2	6	29	4x	23x	-	262	27	24	20
Mauritius	3850	2.9x	4.0	6	-	8	16	1	22	0	6	6
Mexico	5910	2.4	1.4	17	8	4	26	3	75	0	16	25
Micronesia (Federated States of)	1980	-	-1.4	3	-	-	-	-	138	60	-	-
Moldova, Republic of	460	-	-6.9	89	22	3	4	1	119	7	-	17
Monaco	d	-	-	-	-	-	-	-	-	-	-	-
Mongolia	440	-	0.2	46	14	6	9	9	212	21	-	6
Morocco	1190	2.3	0.9	3	2	3	18	13	517	1	18	18

TABLE 7. ECONOMIC INDICATORS

	GNI per capita (US$) 2002	GDP per capita average annual growth rate (%)		Average annual rate of inflation (%) 1990-2002	% of population below $1 a day 1990-2001	% of central government expenditure allocated to: (1992-2001*)			ODA inflow in millions US$ 2001	ODA inflow as a % of recipient GNI 2001	Debt service as a % of exports of goods and services	
		1960-90	1990-2002			health	education	defence			1990	2001
Mozambique	210	-	4.6	27	38	5x	10x	35x	935	24	21	3
Myanmar	220x	1.4	5.7x	25x	-	3	8	29	127	-	9	3
Namibia	1780	-	2.1	9	35	10x	22x	7x	109	3	-	-
Nauru	-	-	-	4x	-	-	-	-	7	-	-	-
Nepal	230	0.8	2.3	7	38	5	15	5	388	6	10	5
Netherlands	23960	2.4	2.2	2	-	15	10	4	-	-	-	-
New Zealand	13710	1.1	2.0	2	-	17	16	4	-	-	-	-
Nicaragua	370x	-1.5	-0.1x	45x	82	13	15	6	928	34x	2	25
Niger	170	-2.2	-0.8	6	61	-	-	-	249	12	13	6
Nigeria	290	0.4	-0.3	25	70	1x	3x	3x	185	1	22	12
Niue	-	-	-	-	-	-	-	-	3	-	-	-
Norway	37850	3.4	2.7	3	-	5	7	6	-	-	-	-
Occupied Palestinian Territory	930	-	-3.3x	4x	-	-	-	-	636x	13x	-	-
Oman	7720x	7.6	0.9	2	-	7	15	33	2	-	12	14
Pakistan	410	2.9	1.2	9	13	1	1	18	1938	3	17	23
Palau	6780x	-	-	3x	-	-	-	-	34	26	-	-
Panama	4020	1.8	2.5	2	8	17	4	12	28	0	3	12
Papua New Guinea	530	0.9	0.4	8	-	7	22	4	203	6	37	12
Paraguay	1170	3.0	-0.5	11	20	7	22	11	61	1	12	10
Peru	2050	0.4	2.3	20	16	5x	16x	11x	451	1	6	18
Philippines	1020	1.5	1.0	8	15	5	19	2	577	1	23	18
Poland	4570	-	4.2	20	2	2	5	4	-	-	4	27
Portugal	10840	4.1	2.6	5	2	9x	11x	6x	-	-	-	-
Qatar	12000x	-	-	-	-	-	-	-	-	-	-	-
Romania	1850	2.0x	0.1	84	2	14	10	5	-	-	0	18
Russian Federation	2140	3.8x	-2.6	122	6	1	2	12	-	-	-	10
Rwanda	230	1.1	0.3	12	36x	5x	26x	-	291	16	10	9
Saint Kitts and Nevis	6370	3.7x	3.3	3	-	-	-	-	11	4	3	14
Saint Lucia	3840	-	0.4	3	-	-	-	-	16	3	2	6
Saint Vincent and the Grenadines	2820	7.1	1.1	3	-	12	16	-	9	3	3	7
Samoa	1420	-	3.2x	4x	-	-	-	-	43	17	5	7x
San Marino	d	-	-	-	-	-	-	-	-	-	-	-
Sao Tome and Principe	290	-	-0.5	43	-	-	-	-	38	89	28	21
Saudi Arabia	8460x	2.2	-1.1x	4x	-	6x	14x	36x	27	0	-	-
Senegal	470	-0.6	1.2	4	26	3	14	7	419	9	14	11
Serbia and Montenegro	1400	-	0.5x	54x	-	-	-	-	1306	13	-	1
Seychelles	6530x	3.1	-0.5	4	-	7	7	3	14	3	8	2
Sierra Leone	140	0.6	-5.9	27	57x	10x	13x	10x	334	52	8	18
Singapore	20690	6.8	3.8	1	-	5	21	26	-	-	-	-
Slovakia	3950	-	2.1	10	2	18	10	5	-	-	-	16x
Slovenia	9810	-	3.1	17x	2	-	-	-	126	1	-	16
Solomon Islands	570	2.4x	-2.4	10	-	-	-	-	59	22	10	7x
Somalia	130x	-1.0	-	-	-	1x	2x	38x	149	-	10	-
South Africa	2600	1.3	0.4	9	2	-	-	-	428	0	-	11
Spain	14430	3.2	2.3	4	-	6	4	3	-	-	-	-
Sri Lanka	840	2.8	3.4	9	7	6	10	18	330	2	10	8
Sudan	350	0.2	3.4	52	-	1	8	28	172	2	4	0
Suriname	1960	-0.6x	2.4	78	-	-	-	-	23	3	-	-
Swaziland	1180	2.0x	0.1	12	-	8	20	8	29	2	6	3
Sweden	24820	2.2	1.8	2	-	2	7	6	-	-	-	-
Switzerland	37930	1.6	0.4	1	-	20	2	5	-	-	-	-
Syrian Arab Republic	1130	2.9	1.6	7	-	3	10	25	153	1	20	2
Tajikistan	180	-	-8.1	175	10	2	3	10	159	14	-	7
Tanzania, United Republic of	280	-	0.6	19	20	6x	8x	16x	1233	13	25	10
Thailand	1980	4.6	2.8	4	2	8	22	8	281	0	14	23
The former Yugoslav Republic of Macedonia	1700	-	-0.7	56	2	-	-	-	248	7	-	12
Timor-Leste	520x	-	-	-	-	-	-	-	195	53	-	-
Togo	270	1.2	-0.6	6	-	5x	20x	11x	47	4	8	4
Tonga	1410	-	2.0	2	-	7x	13x	-	20	13	2	3

	GNI per capita (US$) 2002	GDP per capita average annual growth rate (%) 1960-90	GDP per capita average annual growth rate (%) 1990-2002	Average annual rate of inflation (%) 1990-2002	% of population below $1 a day 1990-2001	% of central government expenditure allocated to: (1992-2001*) health	education	defence	ODA inflow in millions US$ 2001	ODA inflow as a % of recipient GNI 2001	Debt service as a % of exports of goods and services 1990	2001
Trinidad and Tobago	6490	3.1	2.8	6	12	9	15	2	-2	0	18	4
Tunisia	2000	3.3x	3.1	4	2	6	18	5	378	2	22	12
Turkey	2500	1.9x	1.3	72	2	3	10	8	167	0	27	36
Turkmenistan	1200	-	-4.3	269	12	-	-	-	72	2	-	30x
Tuvalu	-	-	-	-	-	-	-	-	10	-	-	-
Uganda	250	-	3.5	10	82	2x	15x	26x	783	12	34	5
Ukraine	770	-	-6.1	183	3	2	6	5	-	-	-	8
United Arab Emirates	18060x	-5.0x	-1.6x	2x	-	7	17	30	-	-	-	-
United Kingdom	25250	2.1	2.4	3	-	15	4	7	-	-	-	-
United States	35060	2.2	2.1	2	-	21	2	15	-	-	-	-
Uruguay	4370	0.9	1.3	26	2	6	7	4	15	0	31	32
Uzbekistan	450	-	-1.0	184	19	-	-	-	153	1	-	24
Vanuatu	1080	-	-1.1	3	-	-	-	-	32	15	2	1
Venezuela	4090	-0.5	-1.0	41	15	7	22	5	45	0	22	23
Viet Nam	430	-	5.9	13	18	4	14	-	1435	4	7x	6
Yemen	490	-	2.1	20	16	4	22	19	426	5	4	4
Zambia	330	-1.2	-1.4	45	64	13	14	4	374	11	13	7
Zimbabwe	470x	1.1	-0.8	32	36	8	24	7	159	3	20	6

REGIONAL SUMMARIES

Sub-Saharan Africa	460	1.1	0.4	43	50	-	-	-	12486	4	17	11
Middle East and North Africa	1359	2.8	1.9	14	3	5	17	14	4095	1	20	11
South Asia	461	1.7	3.6	7	32	2	3	17	5871	1	22	12
East Asia and Pacific	1232	5.4	6.3	6	14	2	10	12	7252	0	14	11
Latin America and Caribbean	3362	2.2	1.4	52	12	6	13	5	5176	0	20	34
CEE/CIS and Baltic States	1742	-	-1.2	111	5	4	5	8	-	-	-	17
Industrialized countries	26214	2.9	1.8	2	-	12	4	10	-	-	-	-
Developing countries	1154	3.5	3.6	27	23	3	11	10	36495	1	18	18
Least developed countries	277	0.1	1.6	68	48	-	-	-	13389	8	11	8
World	5073	3.0	2.1	8	21	10	6	10	39317	1	17	18

Countries in each region are listed on page 136.

DEFINITIONS OF THE INDICATORS

GNI per capita – Gross national income (GNI) is the sum of value added by all resident producers plus any product taxes (less subsidies) not included in the valuation of output plus net receipts of primary income (compensation of employees and property income) from abroad. GNI per capita is gross national income divided by mid-year population. GNI per capita in US dollars is converted using the World Bank Atlas method.

GDP per capita – Gross domestic product (GDP) is the sum of value added by all resident producers plus any product taxes (less subsidies) not included in the valuation of output. GDP per capita is gross domestic product divided by mid-year population. Growth is calculated from constant price GDP data in local currency.

% of population below $1 a day – Percentage of population living on less than $1.08 a day at 1993 international prices (equivalent to $1 a day in 1985 prices, adjusted for purchasing power parity).

ODA – Official development assistance.

Debt service – The sum of interest payments and repayments of principal on external public and publicly guaranteed long-term debts.

MAIN DATA SOURCES

GNI per capita –World Bank.

GDP per capita –World Bank.

Rate of inflation –World Bank.

% of population below $1 a day –World Bank.

Expenditure on health, education and defence – International Monetary Fund (IMF).

ODA – Organisation for Economic Co-operation and Development (OECD).

Debt service –World Bank.

NOTES

a: Range $735 or less.
b: Range $736 to $2935.
c: Range $2936 to $9075.
d: Range $9076 or more.

- Data not available.
x Indicates data that refer to years or periods other than those specified in the column heading, differ from the standard definition or refer to only part of a country.
* Data refer to the most recent year available during the period specified in the column heading.

TABLE 8. WOMEN

Countries and territories	Life expectancy: females as a % of males 2002	Adult literacy rate: females as a % of males 2000	Gross enrolment ratios: females as a % of males		Contraceptive prevalence (%) 1995-2002*	Antenatal care coverage (%) 1995-2002*	Skilled attendant at delivery (%) 1995-2002*	Maternal mortality ratio†	
			primary school 1997-2000*	secondary school 1997-2000*				1985-2002* reported	2000 adjusted
Afghanistan	100	41	0	34x	5	37	12	-	1900
Albania	108	-	100	104	58	95	99	20	55
Algeria	104	68	92	107	64	79	92	140	140
Andorra	-	-	-	-	-	-	-	-	-
Angola	105	-	88	72	6	66	45	-	1700
Antigua and Barbuda	-	104x	-	-	53	100	100	150	-
Argentina	110	100	100	106	74x	95x	98	41	82
Armenia	110	98	101	107	61	92	97	22	55
Australia	108	-	100	101	76x	100x	100	-	8
Austria	108	-	99	96	51	100x	100x	-	4
Azerbaijan	109	97x	102	100	55	66	84	25	94
Bahamas	109	102	97	98	62x	-	99x	-	60
Bahrain	106	91	100	107	62	97	98	46	28
Bangladesh	102	61	101	104	54	40	12	380	380
Barbados	107	100	100	101	55	89	91	0	95
Belarus	115	100	99	104	50	100	100	14	35
Belgium	108	-	100	111	78x	-	100x	-	10
Belize	104	100	97	108	56	96	83	140	140
Benin	110	45	69	47	19	81	66	500	850
Bhutan	103	55	76	29x	31	-	24	260	420
Bolivia	106	86	98	96	53	83	69	390	420
Bosnia and Herzegovina	108	91x	100	-	48	99	100	10	31
Botswana	105	107	100	107	48	91	94	330	100
Brazil	113	100	96	111	77	86	88	160	260
Brunei Darussalam	107	93	96	106	-	100x	99	0	37
Bulgaria	112	99	97	98	42	-	-	15	32
Burkina Faso	102	42	71	67	12	61	31	480	1000
Burundi	103	72	79	75	16	78	25	-	1000
Cambodia	107	71	88	58	24	38	32	440	450
Cameroon	104	81	87	77	26	75	60	430	730
Canada	106	-	100	101	75	-	98	-	6
Cape Verde	109	78	98	100	53	99	89	76	150
Central African Republic	105	58	69	40x	28	62	44	1100	1100
Chad	105	66	63	28	8	42	16	830	1100
Chile	108	100	97	74	56x	95x	100	23	31
China	106	85	103	91	87	90	76	53	56
Colombia	109	100	99	109	77	91	86	78	130
Comoros	105	77	87	83	26	74	62	-	480
Congo	106	85	92	83	-	-	-	-	510
Congo, Democratic Republic of the	105	69	92	54	31	68	61	950	990
Cook Islands	-	-	95	109	63	-	100	6	-
Costa Rica	105	100	97	109	75x	70	98	29	43
Côte d'Ivoire	102	63	76	57	15	88	63	600	690
Croatia	111	98	98	104	-	-	100	2	8
Cuba	105	100	96	105	73	100	100	30	33
Cyprus	105	97	100	101	-	-	100	0	47
Czech Republic	110	-	99	103	72	99x	99	3	9
Denmark	107	-	100	105	78x	-	100x	10	5
Djibouti	104	72	76	131	-	-	-	74	730
Dominica	-	-	113	-	50	100	100	67	-
Dominican Republic	108	100	97	126	65	98	98	230x	150
Ecuador	107	96	100	102	66	69	69	160	130
Egypt	106	66	93	94	56	53	61	84	84
El Salvador	109	93	96	100	60	76	90	120	150
Equatorial Guinea	104	80	91	44	-	86	65	-	880
Eritrea	106	66	83	68	8	49	21	1000	630
Estonia	117	100	96	101	70x	-	-	46	63
Ethiopia	102	66	68	64	8	27	6	870	850
Fiji	104	96	99	102x	44	-	100	38	75

	Life expectancy: females as a % of males 2002	Adult literacy rate: females as a % of males 2000	Gross enrolment ratios: females as a % of males		Contraceptive prevalence (%) 1995-2002*	Antenatal care coverage (%) 1995-2002*	Skilled attendant at delivery (%) 1995-2002*	Maternal mortality ratio†	
			primary school 1997-2000*	secondary school 1997-2000*				1985-2002* reported	2000 adjusted
Finland	109	-	99	111	77x	100x	100x	6	6
France	111	-	98	101	75x	99x	99x	10	17
Gabon	104	78	99	95	33	94	86	520	420
Gambia	104	68	91	70	10	91	55	-	540
Georgia	112	100x	101	103	41	95	96	67	32
Germany	108	-	100	99	75x	-	100x	8	8
Ghana	105	79	92	83	22	88	44	210x	540
Greece	107	97	100	101	-	-	-	1	9
Grenada	-	-	-	-	54	98	99	1	-
Guatemala	110	80	92	90	38	60	41	190	240
Guinea	100	49	72	35	6	71	35	530	740
Guinea-Bissau	107	43	67	54	8	62	35	910	1100
Guyana	110	99	97	103	37	81	86	190	170
Haiti	102	92	101	95x	27	79	24	520	680
Holy See	-	-	-	-	-	-	-	-	-
Honduras	108	100	102	128x	62	83	56	110	110
Hungary	112	100	98	101	77x	-	-	5	16
Iceland	105	-	100	108	-	-	-	-	0
India	102	66	83	70	47	60	43	540	540
Indonesia	106	89	98	97	53	89	64	380	230
Iran (Islamic Republic of)	104	83	97	93	74	77	90	37	76
Iraq	105	42	82	62	44	77	72	290	250
Ireland	108	-	99	107	-	-	100	6	5
Israel	105	96	100	99	68x	-	99x	5	17
Italy	109	99	100	98	60	-	-	7	5
Jamaica	105	109	99	104	66	99	95	97	87
Japan	109	-	100	101	59x	-	100	8	10
Jordan	103	89	100	103	56	96	97	41	41
Kazakhstan	118	99	99	97	66	91	99	50	210
Kenya	105	85	98	91	39	76	44	590	1000
Kiribati	-	-	102	-	21	88x	85	-	-
Korea, Democratic People's Republic of	108	97	94x	-	62x	-	97	110	67
Korea, Republic of	110	97	101	100	81	-	100	20	20
Kuwait	105	95	99	102	50	95	98	5	5
Kyrgyzstan	111	-	97	100	60	97	98	44	110
Lao People's Democratic Republic	106	70	85	70	32	27	19	530	650
Latvia	117	100	99	102	48	-	100	25	42
Lebanon	104	87	96	110	63	87	89	100x	150
Lesotho	118	129	105	120	30	85	60	-	550
Liberia	102	52	69	71	10	85	51	580	760
Libyan Arab Jamahiriya	106	75	102	103	45	81	94	77	97
Liechtenstein	-	-	-	-	-	-	-	-	-
Lithuania	116	100	99	99	47	-	-	13	13
Luxembourg	108	-	100	105	-	-	100x	0	28
Madagascar	106	81	96	93	19	71	46	490	550
Malawi	100	62	97	76	31	91	56	1100	1800
Malaysia	107	91	100	110	55x	-	97	30	41
Maldives	99	100	100	108	32	81	70	350	110
Mali	102	45	72	50	8	57	41	580	1200
Malta	107	102	101	100	-	-	98x	-	0
Marshall Islands	-	-	99x	-	37x	-	95	-	-
Mauritania	106	59	93	91	8	64	57	750	1000
Mauritius	112	92	99	95	26	-	99	21	24
Mexico	109	95	99	105	70	86	86	79	83
Micronesia (Federated States of)	101	101	110	108	45	-	93	120	-
Moldova, Republic of	111	99	100	103	62	99	99	44	36
Monaco	-	-	-	-	-	-	-	-	-
Mongolia	106	100	104	122	67	97	97	160	110
Morocco	104	58	87	80	59	42	40	230	220

TABLE 8. WOMEN

	Life expectancy: females as a % of males 2002	Adult literacy rate: females as a % of males 2000	Gross enrolment ratios: females as a % of males		Contraceptive prevalence (%) 1995-2002*	Antenatal care coverage (%) 1995-2002*	Skilled attendant at delivery (%) 1995-2002*	Maternal mortality ratio†	
			primary school 1997-2000*	secondary school 1997-2000*				1985-2002* reported	2000 adjusted
Mozambique	108	48	76	60	6	76	44	1100	1000
Myanmar	109	91	100	95	33	76	56	230	360
Namibia	107	98	101	114	44	91	78	270	300
Nauru	-	-	103	108	-	-	-	-	-
Nepal	98	40	84	74	39	28	11	540	740
Netherlands	107	-	97	97	79x	-	100	7	16
New Zealand	107	-	100	106	75	95x	100	15	7
Nicaragua	107	100	101	116	69	86	67	120	230
Niger	100	36	69	63	14	41	16	590	1600
Nigeria	102	78	87x	85x	15	64	42	-	800
Niue	-	103	99	111	-	-	100	-	-
Norway	108	-	101	103	74x	-	100x	6	16
Occupied Palestinian Territory	104	-	102	108	51	96	97	-	100
Oman	104	77	96	99	32	100	95	23	87
Pakistan	100	49	58	66	28	43	20	530	500
Palau	-	-	96	104	47x	-	100	0	-
Panama	107	99	97	106	58x	72	90	70	160
Papua New Guinea	104	80	91	75	26	78	53	370x	300
Paraguay	107	98	97	103	57	89	71	190	170
Peru	107	90	99	94	69	84	59	190	410
Philippines	106	100	100	109	50	86	58	170	200
Poland	111	100	99	97	49x	-	99x	4	13
Portugal	110	95	98	105	66x	-	100	8	5
Qatar	107	100	100	107	43	94x	98	5	7
Romania	110	98	98	101	64	-	98	34	49
Russian Federation	120	100	99x	108	-	-	99	37	67
Rwanda	103	82	99	100	13	92	31	1100	1400
Saint Kitts and Nevis	-	-	93	-	41	100x	99	130	-
Saint Lucia	104	-	95	130	47	100x	100	30	-
Saint Vincent and the Grenadines	103	-	84	-	58	99	100	93	-
Samoa	109	99	96	108	30	-	100	-	130
San Marino	-	-	-	-	-	-	-	-	-
Sao Tome and Principe	109	-	-	-	29	91	79	-	-
Saudi Arabia	104	81	96	90	32	90	91	-	23
Senegal	108	59	89	67	11	79	58	560	690
Serbia and Montenegro	107	98x	103	105	58	-	99	7	11
Seychelles	-	-	100	-	-	-	-	-	-
Sierra Leone	109	45	75	83	4	68	42	1800	2000
Singapore	105	92	98x	110x	74x	-	100	6	30
Slovakia	110	100	100	101	74x	98x	-	16	3
Slovenia	111	100	99	103	74x	98x	100x	17	17
Solomon Islands	104	-	87x	67x	11	-	85	550x	130
Somalia	107	-	50x	60x	1x	32	34	-	1100
South Africa	113	98	94	110	56	94	84	150	230
Spain	109	98	100	105	81	-	-	0	4
Sri Lanka	109	94	97	107	71	98	97	92	92
Sudan	106	67	86	164	7	60	86x	550	590
Suriname	109	97	100	118	42	91	85	110	110
Swaziland	109	97	95	100	28	87	70	230	370
Sweden	106	-	102	127	78x	-	100x	5	2
Switzerland	108	-	99	93	82	-	-	5	7
Syrian Arab Republic	104	68	93	89	48	71	76x	110x	160
Tajikistan	108	99	93	83	34	71	71	45	100
Tanzania, United Republic of	102	79	100	83	25	49	36	530	1500
Thailand	112	97	96	95	79	92	99	36	44
The former Yugoslav Republic of Macedonia	107	97	100	98	-	100	97	15	23
Timor-Leste	104	-	-	-	8	43	24	-	660

	Life expectancy: females as a % of males 2002	Adult literacy rate: females as a % of males 2000	Gross enrolment ratios: females as a % of males		Contraceptive prevalence (%) 1995-2002*	Antenatal care coverage (%) 1995-2002*	Skilled attendant at delivery (%) 1995-2002*	Maternal mortality ratio†	
			primary school 1997-2000*	secondary school 1997-2000*				1985-2002* reported	2000 adjusted
Togo	106	59	80	44	26	73	49	480	570
Tonga	101	-	98	106	41	-	92	-	-
Trinidad and Tobago	109	99	98	108	38	92	96	70	160
Tunisia	106	74	96	105	66	92	90	69	120
Turkey	107	82	91	72	64	68	81	130x	70
Turkmenistan	109	-	-	-	62	98	97	9	31
Tuvalu	-	-	95	88	-	-	99	-	-
Uganda	102	73	90	76	23	92	39	510	880
Ukraine	117	100	97	89	89	-	100	18	35
United Arab Emirates	105	106	100	113	28	97	96	3	54
United Kingdom	107	-	100	117	82x	-	99	7	13
United States	108	-	100	101	76	99x	99	8	17
Uruguay	111	101	99	114	84	94	100	26	27
Uzbekistan	107	99	100	88x	67	97	96	34	24
Vanuatu	104	-	107	84	15x	-	89	68	130
Venezuela	108	99	98	120	77	94	94	60	96
Viet Nam	106	96	94	91	74	68	70	95	130
Yemen	103	37	63	36	21	34	22	350	570
Zambia	100	84	95	81	34	93	43	650	750
Zimbabwe	100	91	96	89	54	93	73	700	1100

REGIONAL SUMMARIES

Sub-Saharan Africa	104	75	88	79	22	66	42		940
Middle East and North Africa	105	70	90	91	52	66	70		220
South Asia	102	64	82	74	45	54	35		560
East Asia and Pacific	106	87	101	94	78	87	73		110
Latin America and Caribbean	109	97	98	106	71	85	82		190
CEE/CIS and Baltic States	112	96	96	96	65	80	92		64
Industrialized countries	108	-	100	103	74	-	99		13
Developing countries	105	80	91	88	59	69	55		440
Least developed countries	104	67	87	83	27	55	31		890
World	105	82	92	91	60	70	58		400

Countries in each region are listed on page 136.

DEFINITIONS OF THE INDICATORS

Life expectancy at birth – The number of years newborn children would live if subject to the mortality risks prevailing for the cross-section of population at the time of their birth.

Adult literacy rate – Percentage of persons aged 15 and over who can read and write.

Gross enrolment ratios: females as a % of males – Girls' gross enrolment ratio divided by that of boys, as a percentage. The gross enrolment ratio is the number of children enrolled in a schooling level (primary or secondary), regardless of age, divided by the population of the age group that officially corresponds to that level.

Contraceptive prevalence – Percentage of women in union aged 15-49 years currently using contraception.

Antenatal care – Percentage of women aged 15-49 years attended at least once during pregnancy by skilled health personnel (doctors, nurses or midwives).

Skilled attendant at delivery – Percentage of births attended by skilled health personnel (doctors, nurses or midwives).

Maternal mortality ratio – Annual number of deaths of women from pregnancy-related causes per 100,000 live births. This 'reported' column shows country reported figures that are not adjusted for underreporting and misclassification.

MAIN DATA SOURCES

Life expectancy – United Nations Population Division.

Adult literacy – United Nations Educational, Scientific and Cultural Organization (UNESCO), including the Education for All 2000 Assessment.

School enrolment – UIS (UNESCO Institute of Statistics) and UNESCO, including the Education For All 2000 Assessment.

Contraceptive prevalence – Demographic and Health Surveys (DHS), Multiple Indicator Cluster Surveys (MICS), United Nations Population Division and UNICEF.

Antenatal care – DHS, MICS, World Health Organization (WHO) and UNICEF.

Skilled attendant at delivery – DHS, MICS, WHO and UNICEF.

Maternal mortality – WHO and UNICEF.

† The maternal mortality data in the column headed 'reported' are those reported by national authorities. Periodically, UNICEF, WHO and UNFPA evaluate these data and make adjustments to account for the well-documented problems of underreporting and misclassification of maternal deaths and to develop estimates for countries with no data. The column with 'adjusted' estimates for the year 2000 reflects the most recent of these reviews.

NOTES

- Data not available.
x Indicates data that refer to years or periods other than those specified in the column heading, differ from the standard definition or refer to only part of a country.
* Data refer to the most recent year available during the period specified in the column heading.

TABLE 9. CHILD PROTECTION

Countries and territories	Child labour (5-14 years) 1999-2001*									Birth registration 1999-2001*			Female genital mutilation/cutting 1998-2002*			
								mother with no education	mother with some education				women (15-49 years)			daughters
	total	male	female	urban	rural	poorest 20%	richest 20%			total	urban	rural	total	urban	rural	total
Afghanistan	-	-	-	-	-	-	-	-	-	10	-	-	-	-	-	-
Albania	23	26	19	4	32	33	6	39	23	99	99	99	-	-	-	-
Angola	22	21	23	18	33	34	12	25	20	29	34	19	-	-	-	-
Azerbaijan	8	9	7	4	12	15	2	12	8	97	98	96	-	-	-	-
Bahrain	5	6	3	-	-	-	-	5	5	-	-	-	-	-	-	-
Benin	-	-	-	-	-	-	-	-	-	62	71	58	17	13	20	6
Bolivia	21	22	20	8	40	43	7	34	18	82	83	79	-	-	-	-
Bosnia and Herzegovina	11	12	10	5	14	-	-	9	11	98	98	99	-	-	-	-
Botswana	-	-	-	-	-	-	-	-	-	58	66	52	-	-	-	-
Burkina Faso	-	-	-	-	-	-	-	-	-	-	-	-	72	82	70	40
Burundi	24	26	23	12	25	27	19	25	24	75	71	75	-	-	-	-
Cambodia	-	-	-	-	-	-	-	-	-	22	30	21	-	-	-	-
Cameroon	51	52	50	39	58	59	36	54	49	79	94	72	-	-	-	-
Central African Republic	56	54	57	42	64	64	37	58	52	73	88	63	36	29	41	-
Chad	57	60	55	42	62	61	42	58	54	25	53	18	45	43	46	-
Colombia	5	7	4	3	11	13	1	9	5	91	95	84	-	-	-	-
Comoros	27	27	28	28	27	32	24	29	23	83	87	83	-	-	-	-
Congo, Democratic Republic of the	28y	26y	29y	20y	31y	31y	18y	30y	27y	34	30	37	-	-	-	-
Côte d'Ivoire	35	34	36	18	50	49	10	40	22	72	88	60	45	39	48	24
Dominican Republic	9	11	6	8	10	13	6	15	8	75	82	66	-	-	-	-
Egypt	6	6	5	3	8	12	1	8	3	-	-	-	97	95	99	49
Equatorial Guinea	27	27	27	14	38	36	14	31	26	32	43	24	-	-	-	-
Eritrea	-	-	-	-	-	-	-	-	-	-	-	-	89	86	91	63
Ethiopia	-	-	-	-	-	-	-	-	-	-	-	-	80	80	80	48
Gabon	-	-	-	-	-	-	-	-	-	89	90	87	-	-	-	-
Gambia	22	23	22	10	28	29	9	23	15	32	37	29	-	-	-	-
Georgia	-	-	-	-	-	-	-	-	-	95	97	92	-	-	-	-
Guinea	-	-	-	-	-	-	-	-	-	-	-	-	99	98	99	54
Guinea-Bissau	54	54	54	30	69	69	22	59	30	42	32	47	-	-	-	-
Guyana	19	21	17	14	21	27	13	11	19	97	99	96	-	-	-	-
Haiti	-	-	-	-	-	-	-	-	-	70	78	66	-	-	-	-
India	-	-	-	-	-	-	-	-	-	35	54	29	-	-	-	-
Indonesia	-	-	-	-	-	-	-	-	-	62	79	51	-	-	-	-
Iraq	8	11	5	6	12	12	10	9	6	-	-	-	-	-	-	-
Kenya	25	26	24	6	29	33	5	30	23	63	82	56	38	23	42	11
Korea, Democratic People's Republic of	-	-	-	-	-	-	-	-	-	99	99	99	-	-	-	-
Lao People's Democratic Republic	24	23	25	21	25	25	17	26	22	59	71	56	-	-	-	-
Lebanon	6	8	4	-	-	-	-	13	5	-	-	-	-	-	-	-
Lesotho	17	19	14	11	18	18	14	23	16	51	41	53	-	-	-	-
Madagascar	30	35	26	21	33	31	17	34	28	75	88	72	-	-	-	-
Malawi	17	18	16	11	18	18	14	16	18	-	-	-	-	-	-	-
Maldives	-	-	-	-	-	-	-	-	-	73	-	-	-	-	-	-
Mali	30	33	28	18	35	35	18	32	20	-	-	-	92	90	93	73
Mauritania	-	-	-	-	-	-	-	-	-	55	72	42	71	65	77	66
Moldova, Republic of	28	29	28	18	35	41	13	42	28	98	98	98	-	-	-	-
Mongolia	30	30	30	15	40	55	14	36	30	98	98	97	-	-	-	-
Myanmar	-	-	-	-	-	-	-	-	-	39	65	31	-	-	-	-
Nepal	-	-	-	-	-	-	-	-	-	34	37	34	-	-	-	-
Niger	65	68	62	42	69	73	50	67	50	46	85	40	5	2	5	4
Nigeria	-	-	-	-	-	-	-	-	-	-	-	-	25	30	23	20
Occupied Palestinian Territory	-	-	-	-	-	-	-	-	-	100	100	99	-	-	-	-
Philippines	11	12	10	9	12	11	8	15	11	83	87	78	-	-	-	-
Rwanda	31	31	30	17	33	30	18	31	30	65	61	66	-	-	-	-
Sao Tome and Principe	14	15	13	13	15	17	12	15	14	70	73	67	-	-	-	-
Senegal	33	36	30	22	39	43	18	36	21	62	82	51	-	-	-	-
Sierra Leone	57	57	57	48	60	65	45	59	46	46	66	40	-	-	-	-
Somalia	32	29	36	25	36	38	21	35	24	-	-	-	-	-	-	-

	Child labour (5-14 years) 1999-2001*									Birth registration 1999-2001*			Female genital mutilation/cutting 1998-2002*			
								mother with no education	mother with some education				women (15-49 years)			daughters
	total	male	female	urban	rural	poorest 20%	richest 20%			total	urban	rural	total	urban	rural	total
Sudan	13	14	12	7	19	25	4	16	7	64	82	46	90	92	88	58
Suriname	-	-	-	-	-	-	-	-	-	95	94	94	-	-	-	-
Swaziland	8	8	8	14	8	8	10	8	8	53	72	50	-	-	-	-
Tajikistan	18	19	17	10	20	19	13	18	17	75	77	74	-	-	-	-
Tanzania, United Republic of	32	34	30	20	35	41	17	35	28	6	22	3	18	10	20	7
Togo	60	62	59	46	67	65	40	64	53	82	93	78	-	-	-	-
Trinidad and Tobago	2	3	2	-	-	5	2	3	2	95	-	-	-	-	-	-
Uganda	34	34	33	21	35	32	29	34	33	4	11	3	-	-	-	-
Uzbekistan	15	18	12	9	18	16	8	-	15	100	100	100	-	-	-	-
Venezuela	7	9	5	-	-	8	3	9	6	92	-	-	-	-	-	-
Viet Nam	23	23	22	7	26	32	6	38	21	72	91	68	-	-	-	-
Yemen	-	-	-	-	-	-	-	-	-	-	-	-	23	26	22	20
Zambia	-	-	-	-	-	-	-	-	-	10	16	6	-	-	-	-
Zimbabwe	-	-	-	-	-	-	-	-	-	40	54	33	-	-	-	-

DEFINITIONS OF THE INDICATORS

Child labour – Percentage of children aged 5 to 14 years of age involved in child labour activities at the moment of the survey. A child is considered to be involved in child labour activities under the following classification: (a) children 5 to 11 years of age that during the week preceding the survey did at least one hour of economic activity or at least 28 hours of domestic work, and (b) children 12 to 14 years of age that during the week preceding the survey did at least 14 hours of economic activity or at least 42 hours of economic activity and domestic work combined.

Child labour background variables – Sex of the child; urban or rural place of residence; poorest 20% or richest 20% of the population constructed from household assets (a more detailed description of the household wealth estimation procedure can be found at www.childinfo.org); mother's education, reflecting mothers with and without some level of education.

Birth registration – Percentage of children less than five years of age that were registered at the moment of the survey. The numerator of this indicator includes children whose birth certificate was seen by the interviewer or whose mother or caretaker says the birth has been registered.

Female genital mutilation/cutting – (a) Women – the percentage of women aged 15 to 49 years of age who have been mutilated/cut. (b) Daughters – the percentage of women aged 15 to 49 with at least one mutilated/cut daughter. Female genital mutilation/cutting (FGM/C) involves the cutting or alteration of the female genitalia for social reasons. Generally, there are three recognized types of FGM/C: clitoridectomy, excision and infibulation. Clitoridectomy is the removal of the prepuce with or without excision of all or part of the clitoris. Excision is the removal of the prepuce and clitoris along with all or part of the labia minora. Infibulation is the most severe form and consists of removal of all or part of the external genitalia, followed by joining together of the two sides of the labia minora using threads, thorns or other materials to narrow the vaginal opening. A more detailed analysis of these data can also be found at www.measuredhs.com and www.measurecommunication.org

MAIN DATA SOURCES

Child labour – Multiple Indicator Cluster Survey (MICS) and Demographic and Health Surveys (DHS).

Birth registration – MICS and DHS.

Female genital mutilation/cutting – DHS conducted during the period 1996-2001 and MICS conducted during the period 1999-2001.

NOTES

- \- Data not available.
- y Indicates data that differ from the standard definition or refer to only part of a country, but are included in the calculation of regional and global averages.
- * Data refer to the most recent year available during the period specified in the column heading.

Regional summaries

Regional averages given at the end of each table are calculated using data from the countries and territories as grouped below.

Sub-Saharan Africa

Angola; Benin; Botswana; Burkina Faso; Burundi; Cameroon; Cape Verde; Central African Republic; Chad; Comoros; Congo; Congo, Democratic Republic of the; Côte d'Ivoire; Equatorial Guinea; Eritrea; Ethiopia; Gabon; Gambia; Ghana; Guinea; Guinea-Bissau; Kenya; Lesotho; Liberia; Madagascar; Malawi; Mali; Mauritania; Mauritius; Mozambique; Namibia; Niger; Nigeria; Rwanda; Sao Tome and Principe; Senegal; Seychelles; Sierra Leone; Somalia; South Africa; Swaziland; Tanzania, United Republic of; Togo; Uganda; Zambia; Zimbabwe

Middle East and North Africa

Algeria; Bahrain; Cyprus; Djibouti; Egypt; Iran, Islamic Republic of; Iraq; Jordan; Kuwait; Lebanon; Libyan Arab Jamahiriya; Morocco; Occupied Palestinian Territory; Oman; Qatar; Saudi Arabia; Sudan; Syrian Arab Republic; Tunisia; United Arab Emirates; Yemen

South Asia

Afghanistan; Bangladesh; Bhutan; India; Maldives; Nepal; Pakistan; Sri Lanka

East Asia and Pacific

Brunei Darussalam; Cambodia; China; Cook Islands; Fiji; Indonesia; Kiribati; Korea, Democratic People's Republic of; Korea, Republic of; Lao People's Democratic Republic; Malaysia; Marshall Islands; Micronesia, Federated States of; Mongolia; Myanmar; Nauru; Niue; Palau; Papua New Guinea; Philippines; Samoa; Singapore; Solomon Islands; Thailand; Timor-Leste; Tonga; Tuvalu; Vanuatu; Viet Nam

Latin America and Caribbean

Antigua and Barbuda; Argentina; Bahamas; Barbados; Belize; Bolivia; Brazil; Chile; Colombia; Costa Rica; Cuba; Dominica; Dominican Republic; Ecuador; El Salvador; Grenada; Guatemala; Guyana; Haiti; Honduras; Jamaica; Mexico; Nicaragua; Panama; Paraguay; Peru; Saint Kitts and Nevis; Saint Lucia; Saint Vincent and the Grenadines; Suriname; Trinidad and Tobago; Uruguay; Venezuela

CEE/CIS and Baltic States

Albania; Armenia; Azerbaijan; Belarus; Bosnia and Herzegovina; Bulgaria; Croatia; Czech Republic; Estonia; Georgia; Hungary; Kazakhstan; Kyrgyzstan; Latvia; Lithuania; Moldova, Republic of; Poland; Romania; Russian Federation; Serbia and Montenegro; Slovakia; Tajikistan; the former Yugoslav Republic of Macedonia; Turkey; Turkmenistan; Ukraine; Uzbekistan

Industrialized countries

Andorra; Australia; Austria; Belgium; Canada; Denmark; Finland; France; Germany; Greece; Holy See; Iceland; Ireland; Israel; Italy; Japan; Liechtenstein; Luxembourg; Malta; Monaco; Netherlands; New Zealand; Norway; Portugal; San Marino; Slovenia; Spain; Sweden; Switzerland; United Kingdom; United States

Developing countries

Afghanistan; Algeria; Angola; Antigua and Barbuda; Argentina; Armenia; Azerbaijan; Bahamas; Bahrain; Bangladesh; Barbados; Belize; Benin; Bhutan; Bolivia; Botswana; Brazil; Brunei Darussalam; Burkina Faso; Burundi; Cambodia; Cameroon; Cape Verde; Central African Republic; Chad; Chile; China; Colombia; Comoros; Congo; Congo, Democratic Republic of the; Cook Islands; Costa Rica; Côte d'Ivoire; Cuba; Cyprus; Djibouti; Dominica; Dominican Republic; Ecuador; Egypt; El Salvador; Equatorial Guinea; Eritrea; Ethiopia; Fiji; Gabon; Gambia; Georgia; Ghana; Grenada; Guatemala; Guinea; Guinea-Bissau; Guyana; Haiti; Honduras; India; Indonesia; Iran, Islamic Republic of; Iraq; Israel; Jamaica; Jordan; Kazakhstan; Kenya; Kiribati; Korea, Democratic People's Republic of; Korea, Republic of; Kuwait; Kyrgyzstan; Lao People's Democratic Republic; Lebanon; Lesotho; Liberia; Libyan Arab Jamahiriya; Madagascar; Malawi; Malaysia; Maldives; Mali; Marshall Islands; Mauritania; Mauritius; Mexico; Micronesia, Federated States of; Mongolia; Morocco; Mozambique; Myanmar; Namibia; Nauru; Nepal; Nicaragua; Niger; Nigeria; Niue; Occupied Palestinian Territory; Oman; Pakistan; Palau; Panama; Papua New Guinea; Paraguay; Peru; Philippines; Qatar; Rwanda; Saint Kitts and Nevis; Saint Lucia; Saint Vincent/Grenadines; Samoa; Sao Tome and Principe; Saudi Arabia; Senegal; Seychelles; Sierra Leone; Singapore; Solomon Islands; Somalia; South Africa; Sri Lanka; Sudan; Suriname; Swaziland; Syrian Arab Republic; Tajikistan; Tanzania, United Republic of; Thailand; Timor-Leste; Togo; Tonga; Trinidad and Tobago; Tunisia; Turkey; Turkmenistan; Tuvalu; Uganda; United Arab Emirates; Uruguay; Uzbekistan; Vanuatu; Venezuela; Viet Nam; Yemen; Zambia; Zimbabwe

Least developed countries

Afghanistan; Angola; Bangladesh; Benin; Bhutan; Burkina Faso; Burundi; Cambodia; Cape Verde; Central African Republic; Chad; Comoros; Congo, Democratic Republic of the; Djibouti; Equatorial Guinea; Eritrea; Ethiopia; Gambia; Guinea; Guinea-Bissau; Haiti; Kiribati; Lao People's Democratic Republic; Lesotho; Liberia; Madagascar; Malawi; Maldives; Mali; Mauritania; Mozambique; Myanmar; Nepal; Niger; Rwanda; Samoa; Sao Tome and Principe; Senegal; Sierra Leone; Solomon Islands; Somalia; Sudan; Tanzania, United Republic of; Togo; Tuvalu; Uganda; Vanuatu; Yemen; Zambia

Measuring human development

An introduction to table 10

If development is to assume a more human face, then there arises a corresponding need for a means of measuring human as well as economic progress. From UNICEF's point of view, in particular, there is a need for an agreed method of measuring the level of child well-being and its rate of change.

The under-five mortality rate (U5MR) is used in table 10 (next page) as the principal indicator of such progress.

The U5MR has several advantages. First, it measures an end result of the development process rather than an 'input' such as school enrolment level, per capita calorie availability, or the number of doctors per thousand population – all of which are means to an end.

Second, the U5MR is known to be the result of a wide variety of inputs: the nutritional health and the health knowledge of mothers; the level of immunization and ORT use; the availability of maternal and child health services (including prenatal care); income and food availability in the family; the availability of clean water and safe sanitation; and the overall safety of the child's environment.

Third, the U5MR is less susceptible than, say, per capita GNI to the fallacy of the average. This is because the natural scale does not allow the children of the rich to be one thousand times as likely to survive, even if the man-made scale does permit them to have one thousand times as much income. In other words, it is much more difficult for a wealthy minority to affect a nation's U5MR, and it therefore presents a more accurate, if far from perfect, picture of the health status of the majority of children (and of society as a whole).

For these reasons, the U5MR is chosen by UNICEF as its single most important indicator of the state of a nation's children. That is why the tables rank the nations of the world not in ascending order of their per capita GNI but in descending order of their under-five mortality rates.

The speed of progress in reducing the U5MR can be measured by calculating its average annual reduction rate (AARR). Unlike the comparison of absolute changes, the AARR reflects the fact that the lower limits to U5MR are approached only with increasing difficulty. As lower levels of under-five mortality are reached, for example, the same absolute reduction obviously represents a greater percentage of reduction. The AARR therefore shows a higher rate of progress for, say, a 10-point reduction if that reduction happens at a lower level of under-five mortality. (A fall in U5MR of 10 points from 100 to 90 represents a reduction of 10 per cent, whereas the same 10-point fall from 20 to 10 represents a reduction of 50 per cent).

When used in conjunction with GDP growth rates, the U5MR and its reduction rate can therefore give a picture of the progress being made by any country or region, and over any period of time, towards the satisfaction of some of the most essential of human needs.

As table 10 shows, there is no fixed relationship between the annual reduction rate of the U5MR and the annual rate of growth in per capita GDP. Such comparisons help to throw the emphasis on to the policies, priorities, and other factors which determine the ratio between economic and social progress.

Finally, the table gives the total fertility rate for each country and territory and the average annual rate of reduction. It will be seen that many of the nations that have achieved significant reductions in their U5MR have also achieved significant reductions in fertility.

TABLE 10. THE RATE OF PROGRESS

Countries and territories	Under-5 mortality rank	Under-5 mortality rate			Average annual rate of reduction (%)		Reduction since 1990 (%)	GDP per capita average annual growth rate (%)		Total fertility rate			Average annual rate of reduction (%)	
		1960	1990	2002	1960-90	1990-2002		1960-90	1990-2002	1960	1990	2002	1960-90	1990-2002
Afghanistan	**4**	360	260	257	1.1	0.1	1	0.1x	-	7.7	7.1	6.8	0.3	0.4
Albania	**98**	151	45	30	4.0	3.4	33	-	4.5	5.9	3.0	2.3	2.3	2.2
Algeria	**74**	280	69	49	4.7	2.9	29	2.4	0.3	7.3	4.7	2.8	1.5	4.3
Andorra	**161**	-	-	7	-	-	-	-	-	-	-	-	-	-
Angola	**3**	345	260	260	0.9	0.0	0	-	-0.4	6.4	7.2	7.2	-0.4	0.0
Antigua and Barbuda	**144**	-	-	14	-	-	-	-	2.6	-	-	-	-	-
Argentina	**130**	72	28	19	3.1	3.2	32	0.6	1.4	3.1	2.9	2.5	0.2	1.2
Armenia	**94**	-	60	35	-	4.5	42	-	1.7	4.5	2.4	1.2	2.1	5.8
Australia	**164**	24	10	6	2.9	4.3	40	2.0	2.7	3.3	1.9	1.7	1.8	0.9
Austria	**177**	43	9	5	5.2	4.9	44	3.3	1.8	2.7	1.5	1.3	2.0	1.2
Azerbaijan	**46**	-	105	105	-	0.0	0	-	0.2x	5.5	2.8	2.1	2.3	2.4
Bahamas	**137**	68	29	16	2.8	5.0	45	1.2	0.1x	4.4	2.6	2.3	1.8	1.0
Bahrain	**137**	160	19	16	7.1	1.4	16	-	1.9x	7.1	3.8	2.7	2.1	2.8
Bangladesh	**59**	248	144	77	1.8	5.2	47	0.2	3.1	6.8	4.6	3.5	1.3	2.3
Barbados	**144**	90	16	14	5.8	1.1	13	3.0	2.1x	4.5	1.7	1.5	3.2	1.0
Belarus	**125**	47	21	20	2.7	0.4	5	-	0.2	2.7	1.9	1.2	1.2	3.8
Belgium	**164**	35	9	6	4.5	3.4	33	3.0	1.9	2.6	1.6	1.7	1.6	-0.5
Belize	**84**	104	49	40	2.5	1.7	18	3.2	1.7	6.5	4.5	3.2	1.2	2.8
Benin	**25**	296	185	156	1.6	1.4	16	0.4	2.0	6.9	6.7	5.7	0.1	1.3
Bhutan	**50**	300	166	94	2.0	4.7	43	-	3.6	5.9	5.8	5.1	0.1	1.1
Bolivia	**64**	255	120	71	2.5	4.4	41	-0.1	1.2	6.7	4.9	3.9	1.0	1.9
Bosnia and Herzegovina	**136**	160	22	18	6.6	1.7	18	-	18.0x	4.0	1.7	1.3	2.9	2.2
Botswana	**41**	173	58	110	3.6	-5.3	-90	8.7	2.7	6.7	4.8	3.7	1.1	2.2
Brazil	**93**	177	60	36	3.6	4.3	40	3.6	1.3	6.2	2.8	2.2	2.6	2.0
Brunei Darussalam	**164**	87	11	6	6.9	5.1	45	-1.8x	-0.7x	6.9	3.2	2.5	2.6	2.1
Bulgaria	**137**	70	16	16	4.9	0.0	0	-	0.0	2.2	1.7	1.1	0.9	3.6
Burkina Faso	**9**	315	210	207	1.4	0.1	1	1.1	2.0	6.7	7.3	6.7	-0.3	0.7
Burundi	**14**	250	190	190	0.9	0.0	0	2.0	-3.9	6.8	6.8	6.8	0.0	0.0
Cambodia	**31**	-	115	138	-	-1.5	-20	-	2.3	6.3	5.6	4.8	0.4	1.3
Cameroon	**23**	255	139	166	2.0	-1.5	-19	2.5	0.0	5.8	5.9	4.7	-0.1	1.9
Canada	**161**	33	9	7	4.3	2.1	22	2.3x	2.2	3.8	1.7	1.5	2.7	1.0
Cape Verde	**90**	-	60	38	-	3.8	37	-	3.4	7.0	5.2	3.4	1.0	3.5
Central African Republic	**19**	327	180	180	2.0	0.0	0	-0.6	-0.1	5.6	5.6	5.0	0.0	0.9
Chad	**11**	-	203	200	-	0.1	1	-1.2	-0.1	6.0	6.7	6.7	-0.4	0.0
Chile	**147**	155	19	12	7.0	3.8	37	1.2	4.4	5.3	2.6	2.4	2.4	0.7
China	**86**	225	49	39	5.1	1.9	20	5.5	8.6	5.7	2.2	1.8	3.2	1.7
Colombia	**118**	125	36	23	4.1	3.7	36	2.3	0.6	6.8	3.1	2.6	2.6	1.5
Comoros	**58**	265	120	79	2.6	3.5	34	-	-1.4	6.8	6.2	4.9	0.3	2.0
Congo	**43**	220	110	108	2.3	0.2	2	3.1	-1.4	5.9	6.3	6.3	-0.2	0.0
Congo, Democratic Republic of the	**10**	302	205	205	1.3	0.0	0	-1.4	-7.3	6.2	6.7	6.7	-0.3	0.0
Cook Islands	**118**	-	32	23	-	2.8	28	-	-	-	-	-	-	-
Costa Rica	**149**	123	17	11	6.6	3.6	35	1.6	2.7	7.2	3.2	2.3	2.7	2.8
Côte d'Ivoire	**20**	290	155	176	2.1	-1.1	-14	1.0	0.1	7.2	6.5	4.8	0.3	2.5
Croatia	**158**	98	13	8	6.7	4.0	38	-	2.3	2.3	1.7	1.6	1.0	0.5
Cuba	**152**	54	13	9	4.7	3.1	31	-	3.7x	4.2	1.7	1.6	3.0	0.5
Cyprus	**164**	36	12	6	3.7	5.8	50	6.2x	3.2	3.5	2.4	1.9	1.3	1.9
Czech Republic	**177**	25	11	5	2.7	6.6	55	-	1.4	2.3	1.8	1.2	0.8	3.4
Denmark	**189**	25	9	4	3.4	6.8	56	2.1	2.0	2.6	1.6	1.8	1.6	-1.0
Djibouti	**28**	289	175	143	1.7	1.7	18	-	-3.2	7.8	6.3	5.7	0.7	0.8
Dominica	**142**	-	23	15	-	3.6	35	-	1.3	-	-	-	-	-
Dominican Republic	**90**	149	65	38	2.8	4.5	42	3.0	4.2	7.4	3.4	2.7	2.6	1.9
Ecuador	**101**	178	57	29	3.8	5.6	49	2.9	3.6	6.7	3.8	2.8	1.9	2.5
Egypt	**82**	282	104	41	3.3	7.8	61	3.5	2.5	7.0	4.4	3.3	1.5	2.4
El Salvador	**86**	191	60	39	3.9	3.6	35	-0.4	2.1	6.8	3.7	2.9	2.0	2.0
Equatorial Guinea	**26**	316	206	152	1.4	2.5	26	-	18.0	5.5	5.9	5.9	-0.2	0.0
Eritrea	**56**	-	147	89	-	4.2	39	-	2.2x	6.9	6.2	5.5	0.4	1.0
Estonia	**147**	52	17	12	3.7	2.9	29	-	2.2	2.0	1.9	1.2	0.2	3.8
Ethiopia	**21**	269	204	171	0.9	1.5	16	-	2.5	6.9	6.9	6.2	0.0	0.9
Fiji	**121**	97	31	21	3.8	3.2	32	1.9	1.8	6.4	3.4	2.9	2.1	1.3

	Under-5 mortality rank	Under-5 mortality rate			Average annual rate of reduction (%)		Reduction since 1990 (%)	GDP per capita average annual growth rate (%)		Total fertility rate			Average annual rate of reduction (%)	
		1960	1990	2002	1960-90	1990-2002		1960-90	1990-2002	1960	1990	2002	1960-90	1990-2002
Finland	**177**	28	7	5	4.6	2.8	29	3.4	2.6	2.7	1.7	1.7	1.5	0.0
France	**164**	34	9	6	4.4	3.4	33	2.9	1.5	2.8	1.8	1.9	1.5	-0.5
Gabon	**54**	-	92	91	-	0.1	1	3.1	-0.2	4.1	5.4	4.0	-0.9	2.5
Gambia	**34**	364	154	126	2.9	1.7	18	1.1x	0.1	6.4	5.9	4.8	0.3	1.7
Georgia	**101**	70	29	29	2.9	0.0	0	3.9x	-4.0	2.9	2.1	1.4	1.1	3.4
Germany	**177**	40	9	5	5.0	4.9	44	2.2x	1.2	2.4	1.4	1.3	1.8	0.6
Ghana	**47**	215	126	100	1.8	1.9	21	-1.3	1.9	6.9	5.7	4.2	0.6	2.5
Greece	**177**	64	11	5	5.9	6.6	55	3.5	2.2	2.2	1.5	1.3	1.3	1.2
Grenada	**110**	-	37	25	-	3.3	32	-	2.6	-	-	-	-	-
Guatemala	**74**	202	82	49	3.0	4.3	40	1.4	1.2	6.9	5.6	4.5	0.7	1.8
Guinea	**22**	380	240	169	1.5	2.9	30	-	1.6	7.0	6.6	5.9	0.2	0.9
Guinea-Bissau	**8**	-	253	211	-	1.5	17	0.1x	-1.5	5.8	7.1	7.1	-0.7	0.0
Guyana	**62**	126	90	72	1.1	1.9	20	-0.1	3.5	6.5	2.6	2.3	3.1	1.0
Haiti	**37**	253	150	123	1.7	1.7	18	0.1	-2.4	6.3	5.4	4.0	0.5	2.5
Holy See	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Honduras	**78**	204	59	42	4.1	2.8	29	1.2	0.3	7.5	5.1	3.8	1.3	2.5
Hungary	**152**	57	16	9	4.2	4.8	44	3.9	2.4	2.0	1.8	1.2	0.4	3.4
Iceland	**189**	22	5	4	4.9	1.9	20	3.6	2.1	4.0	2.2	2.0	2.0	0.8
India	**53**	242	123	93	2.3	2.3	24	1.7	4.0	5.9	4.0	3.1	1.3	2.1
Indonesia	**76**	216	91	45	2.9	5.9	51	4.3	2.1	5.5	3.3	2.4	1.7	2.7
Iran (Islamic Republic of)	**78**	281	72	42	4.5	4.5	42	-3.5x	2.1	7.0	5.0	2.4	1.1	6.1
Iraq	**36**	171	50	125	4.1	-7.6	-150	-1.1	-	7.2	5.9	4.8	0.7	1.7
Ireland	**164**	36	9	6	4.6	3.4	33	3.1	6.8	3.8	2.1	1.9	2.0	0.8
Israel	**164**	39	12	6	3.9	5.8	50	3.1	2.2x	3.9	3.0	2.7	0.9	0.9
Italy	**164**	50	10	6	5.4	4.3	40	3.3	1.4	2.4	1.3	1.2	2.0	0.7
Jamaica	**125**	74	20	20	4.4	0.0	0	0.1	-0.5	5.4	2.8	2.4	2.2	1.3
Japan	**177**	40	6	5	6.3	1.5	17	4.8	0.9	2.0	1.6	1.3	0.7	1.7
Jordan	**95**	139	43	33	3.9	2.2	23	2.5x	0.8	7.7	5.4	3.6	1.2	3.4
Kazakhstan	**61**	-	67	76	-	-1.1	-13	-	-0.6	4.5	2.7	2.0	1.7	2.5
Kenya	**39**	205	97	122	2.5	-1.9	-26	2.3	-0.6	8.0	6.1	4.1	0.9	3.3
Kiribati	**66**	-	88	69	-	2.0	22	-5.5x	0.5	-	-	-	-	-
Korea, Democratic People's Republic of	**72**	120	55	55	2.6	0.0	0	-	-	4.4	2.4	2.0	2.0	1.5
Korea, Republic of	**177**	127	9	5	8.8	4.9	44	6.3	4.7	6.0	1.6	1.4	4.4	1.1
Kuwait	**151**	128	16	10	6.9	3.9	38	-6.2x	-1.0x	7.3	3.6	2.7	2.4	2.4
Kyrgyzstan	**71**	180	83	61	2.6	2.6	27	-	-3.2	5.1	3.7	2.7	1.1	2.6
Lao People's Democratic Republic	**47**	235	163	100	1.2	4.1	39	-	3.8	6.2	6.1	4.8	0.1	2.0
Latvia	**121**	44	20	21	2.6	-0.4	-5	4.0x	0.2	1.9	1.9	1.1	0.0	4.6
Lebanon	**96**	85	37	32	2.8	1.2	14	-	3.1	6.3	3.1	2.2	2.4	2.9
Lesotho	**57**	203	120	87	1.8	2.7	28	4.4	2.0	5.8	5.0	3.9	0.5	2.1
Liberia	**5**	288	235	235	0.7	0.0	0	-1.9	4.8	6.7	6.9	6.8	-0.1	0.1
Libyan Arab Jamahiriya	**130**	270	42	19	6.2	6.6	55	1.1x	-	7.1	4.9	3.1	1.2	3.8
Liechtenstein	**149**	-	-	11	-	-	-	-	-	-	-	-	-	-
Lithuania	**152**	70	13	9	5.6	3.1	31	-	0.0	2.5	1.9	1.3	0.9	3.2
Luxembourg	**177**	41	9	5	5.1	4.9	44	2.6	4.0	2.3	1.6	1.7	1.2	-0.5
Madagascar	**33**	186	168	136	0.3	1.8	19	-1.3	-0.9	6.9	6.3	5.7	0.3	0.8
Malawi	**15**	361	241	183	1.3	2.3	24	1.5	1.3	6.9	7.0	6.1	0.0	1.1
Malaysia	**158**	105	21	8	5.4	8.0	62	4.1	3.6	6.8	3.8	2.9	1.9	2.3
Maldives	**59**	300	115	77	3.2	3.3	33	-	3.5x	7.0	6.4	5.4	0.3	1.4
Mali	**7**	500	250	222	2.3	1.0	11	0.0x	1.8	7.1	7.0	7.0	0.0	0.0
Malta	**177**	42	14	5	3.7	8.6	64	7.1	3.8x	3.4	2.0	1.8	1.8	0.9
Marshall Islands	**69**	-	92	66	-	2.8	28	-	-3.3x	-	-	-	-	-
Mauritania	**15**	310	183	183	1.8	0.0	0	0.8	1.2	6.5	6.2	5.8	0.2	0.6
Mauritius	**130**	92	25	19	4.3	2.3	24	2.9x	4.0	5.8	2.2	2.0	3.2	0.8
Mexico	**101**	134	46	29	3.6	3.8	37	2.4	1.4	6.9	3.4	2.5	2.4	2.6
Micronesia (Federated States of)	**115**	-	31	24	-	2.1	23	-	-1.4	7.0	5.0	3.8	1.1	2.3
Moldova, Republic of	**96**	88	37	32	2.9	1.2	14	-	-6.9	3.3	2.4	1.4	1.1	4.5
Monaco	**177**	-	-	5	-	-	-	-	-	-	-	-	-	-

TABLE 10. THE RATE OF PROGRESS

	Under-5 mortality rank	Under-5 mortality rate			Average annual rate of reduction (%)		Reduction since 1990 (%)	GDP per capita average annual growth rate (%)		Total fertility rate			Average annual rate of reduction (%)	
		1960	1990	2002	1960-90	1990-2002		1960-90	1990-2002	1960	1990	2002	1960-90	1990-2002
Mongolia	**64**	-	104	71	-	3.2	32	-	0.2	6.0	4.1	2.4	1.3	4.5
Morocco	**77**	211	85	43	3.0	5.7	49	2.3	0.9	7.2	4.0	2.8	2.0	3.0
Mozambique	**12**	313	235	197	1.0	1.5	16	-	4.6	6.5	6.3	5.7	0.1	0.8
Myanmar	**42**	252	130	109	2.2	1.5	16	1.4	5.7x	6.0	4.0	2.9	1.4	2.7
Namibia	**68**	206	84	67	3.0	1.9	20	-	2.1	6.2	5.8	4.6	0.2	1.9
Nauru	**98**	-	-	30	-	-	-	-	-	-	-	-	-	-
Nepal	**54**	315	145	91	2.6	3.9	37	0.8	2.3	5.9	5.1	4.3	0.5	1.4
Netherlands	**177**	22	8	5	3.4	3.9	38	2.4	2.2	3.1	1.6	1.7	2.2	-0.5
New Zealand	**164**	26	11	6	2.9	5.1	45	1.1	2.0	4.0	2.1	2.0	2.1	0.4
Nicaragua	**82**	193	68	41	3.5	4.2	40	-1.5	-0.1x	7.3	4.9	3.8	1.3	2.1
Niger	**2**	354	320	265	0.3	1.6	17	-2.2	-0.8	7.9	8.1	8.0	-0.1	0.1
Nigeria	**15**	207	190	183	0.3	0.3	4	0.4	-0.3	6.9	6.5	5.5	0.2	1.4
Niue	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Norway	**189**	23	9	4	3.1	6.8	56	3.4	2.7	2.9	1.8	1.8	1.6	0.0
Occupied Palestinian Territory	**110**	-	40	25	-	3.9	38	-	-3.3x	7.7	6.4	5.6	0.6	1.1
Oman	**146**	280	30	13	7.4	7.0	57	7.6	0.9	7.2	6.7	5.0	0.2	2.4
Pakistan	**44**	227	130	107	1.9	1.6	18	2.9	1.2	6.3	6.0	5.1	0.2	1.4
Palau	**101**	-	34	29	-	1.3	15	-	-	-	-	-	-	-
Panama	**110**	88	34	25	3.2	2.6	26	1.8	2.5	5.9	3.0	2.7	2.3	0.9
Papua New Guinea	**50**	214	101	94	2.5	0.6	7	0.9	0.4	6.3	5.1	4.1	0.7	1.8
Paraguay	**98**	90	37	30	3.0	1.7	19	3.0	-0.5	6.5	4.7	3.9	1.1	1.6
Peru	**86**	234	80	39	3.6	6.0	51	0.4	2.3	6.9	3.9	2.9	1.9	2.5
Philippines	**90**	110	66	38	1.7	4.6	42	1.5	1.0	7.0	4.3	3.2	1.6	2.5
Poland	**152**	70	19	9	4.3	6.2	53	-	4.2	3.0	2.0	1.3	1.4	3.6
Portugal	**164**	112	15	6	6.7	7.6	60	4.1	2.6	3.1	1.6	1.5	2.2	0.5
Qatar	**137**	140	25	16	5.7	3.7	36	-	-	7.0	4.4	3.3	1.5	2.4
Romania	**121**	82	32	21	3.1	3.5	34	2.0x	0.1	2.3	1.9	1.3	0.6	3.2
Russian Federation	**121**	64	21	21	3.7	0.0	0	3.8x	-2.6	2.7	1.8	1.2	1.4	3.4
Rwanda	**15**	206	178	183	0.5	-0.2	-3	1.1	0.3	8.1	6.9	5.8	0.5	1.4
Saint Kitts and Nevis	**115**	-	36	24	-	3.4	33	3.7x	3.3	-	-	-	-	-
Saint Lucia	**130**	-	24	19	-	1.9	21	-	0.4	6.9	3.4	2.3	2.4	3.3
Saint Vincent and the Grenadines	**110**	-	26	25	-	0.3	4	7.1	1.1	7.2	3.0	2.2	2.9	2.6
Samoa	**110**	210	42	25	5.4	4.3	40	-	3.2x	7.3	4.8	4.2	1.4	1.1
San Marino	**164**	-	10	6	-	4.3	40	-	-	-	-	-	-	-
Sao Tome and Principe	**40**	-	118	118	-	0.0	0	-	-0.5	5.9	5.2	4.0	0.4	2.2
Saudi Arabia	**105**	250	44	28	5.8	3.8	36	2.2	-1.1x	7.2	6.2	4.6	0.5	2.5
Senegal	**31**	300	148	138	2.4	0.6	7	-0.6	1.2	7.0	6.3	5.0	0.4	1.9
Serbia and Montenegro	**130**	120	30	19	4.6	3.8	37	-	0.5x	2.7	2.1	1.7	0.8	1.8
Seychelles	**137**	-	21	16	-	2.3	24	3.1	-0.5	-	-	-	-	-
Sierra Leone	**1**	390	302	284	0.9	0.5	6	0.6	-5.9	6.2	6.5	6.5	-0.2	0.0
Singapore	**189**	40	8	4	5.4	5.8	50	6.8	3.8	5.5	1.7	1.4	3.9	1.6
Slovakia	**152**	40	15	9	3.3	4.3	40	-	2.1	3.1	2.0	1.3	1.5	3.6
Slovenia	**177**	45	9	5	5.4	4.9	44	-	3.1	2.4	1.5	1.2	1.6	1.9
Solomon Islands	**115**	185	36	24	5.5	3.4	33	2.4x	-2.4	6.4	5.8	4.5	0.3	2.1
Somalia	**6**	-	225	225	-	0.0	0	-1.0	-	7.3	7.3	7.3	0.0	0.0
South Africa	**70**	-	60	65	-	-0.7	-8	1.3	0.4	6.5	3.6	2.6	2.0	2.7
Spain	**164**	57	9	6	6.2	3.4	33	3.2	2.3	2.8	1.4	1.2	2.3	1.3
Sri Lanka	**130**	133	23	19	5.8	1.6	17	2.8	3.4	5.7	2.6	2.0	2.6	2.2
Sudan	**50**	208	120	94	1.8	2.0	22	0.2	3.4	6.7	5.5	4.4	0.7	1.9
Suriname	**84**	-	48	40	-	1.5	17	-0.6x	2.4	6.6	2.7	2.5	3.0	0.6
Swaziland	**27**	225	110	149	2.4	-2.5	-35	2.0x	0.1	6.9	6.0	4.6	0.5	2.2
Sweden	**193**	20	6	3	4.0	5.8	50	2.2	1.8	2.3	2.0	1.6	0.5	1.9
Switzerland	**164**	27	8	6	4.1	2.4	25	1.6	0.4	2.4	1.5	1.4	1.6	0.6
Syrian Arab Republic	**105**	201	44	28	5.1	3.8	36	2.9	1.6	7.5	5.4	3.4	1.1	3.9
Tajikistan	**62**	140	78	72	1.9	0.7	8	-	-8.1	6.3	4.9	3.1	0.8	3.8
Tanzania, United Republic of	**24**	241	163	165	1.3	-0.1	-1	-	0.6	6.8	6.3	5.2	0.3	1.6
Thailand	**105**	148	40	28	4.4	3.0	30	4.6	2.8	6.4	2.3	1.9	3.4	1.6

	Under-5 mortality rank	Under-5 mortality rate			Average annual rate of reduction (%)		Reduction since 1990 (%)	GDP per capita average annual growth rate (%)		Total fertility rate			Average annual rate of reduction (%)	
		1960	1990	2002	1960-90	1990-2002		1960-90	1990-2002	1960	1990	2002	1960-90	1990-2002
The former Yugoslav Republic of Macedonia	**108**	177	41	26	4.9	3.8	37	-	-0.7	4.2	2.0	1.9	2.5	0.4
Timor-Leste	**34**	-	160	126	-	2.0	21	-	-	6.4	5.0	3.9	0.8	2.1
Togo	**29**	267	152	141	1.9	0.6	7	1.2	-0.6	7.1	6.3	5.4	0.4	1.3
Tonga	**125**	-	27	20	-	2.5	26	-	2.0	7.3	4.7	3.8	1.5	1.8
Trinidad and Tobago	**125**	73	24	20	3.7	1.5	17	3.1	2.8	5.1	2.5	1.6	2.4	3.7
Tunisia	**108**	254	52	26	5.3	5.8	50	3.3x	3.1	7.1	3.6	2.0	2.3	4.9
Turkey	**78**	219	78	42	3.4	5.2	46	1.9x	1.3	6.4	3.4	2.5	2.1	2.6
Turkmenistan	**49**	-	97	98	-	-0.1	-1	-	-4.3	6.4	4.3	2.7	1.3	3.9
Tuvalu	**73**	-	56	52	-	0.6	7	-	-	-	-	-	-	-
Uganda	**29**	224	160	141	1.1	1.1	12	-	3.5	6.9	7.1	7.1	-0.1	0.0
Ukraine	**125**	53	22	20	2.9	0.8	9	-	-6.1	2.5	1.8	1.2	1.1	3.4
United Arab Emirates	**152**	223	14	9	9.2	3.7	36	-5.0x	-1.6x	6.9	4.2	2.9	1.7	3.1
United Kingdom	**161**	27	10	7	3.3	3.0	30	2.1	2.4	2.7	1.8	1.6	1.4	1.0
United States	**158**	30	10	8	3.7	1.9	20	2.2	2.1	3.5	2.0	2.1	1.9	-0.4
Uruguay	**142**	56	24	15	2.8	3.9	38	0.9	1.3	2.9	2.5	2.3	0.5	0.7
Uzbekistan	**67**	-	62	68	-	-0.8	-10	-	-1.0	6.7	4.0	2.5	1.7	3.9
Vanuatu	**78**	225	70	42	3.9	4.3	40	-	-1.1	7.2	4.9	4.2	1.3	1.3
Venezuela	**120**	75	27	22	3.4	1.7	19	-0.5	-1.0	6.6	3.5	2.7	2.1	2.2
Viet Nam	**86**	105	51	39	2.4	2.2	24	-	5.9	6.9	3.7	2.3	2.1	4.0
Yemen	**44**	340	142	107	2.9	2.4	25	-	2.1	8.3	8.1	7.0	0.1	1.2
Zambia	**13**	213	189	192	0.4	-0.1	-2	-1.2	-1.4	6.6	6.3	5.7	0.2	0.8
Zimbabwe	**37**	159	80	123	2.3	-3.6	-54	1.1	-0.8	7.2	5.6	4.0	0.8	2.8

REGIONAL SUMMARIES

Sub-Saharan Africa	262	180	174	1.3	0.3	3	1.1	0.4	6.8	6.3	5.5	0.3	1.1
Middle East and North Africa	250	81	58	3.8	2.8	28	2.8	1.9	7.1	5.0	3.5	1.2	3.0
South Asia	244	128	97	2.2	2.3	24	1.7	3.6	6.0	4.3	3.4	1.1	2.0
East Asia and Pacific	207	58	43	4.2	2.5	26	5.4	6.3	5.8	2.5	2.0	2.8	1.9
Latin America and Caribbean	153	54	34	3.5	3.9	37	2.2	1.4	6.0	3.2	2.6	2.1	1.7
CEE/CIS and Baltic States	112	48	41	2.8	1.3	15	-	-1.2	3.2	2.3	1.7	1.1	2.5
Industrialized countries	39	10	7	4.5	3.0	30	2.9	1.8	2.8	1.7	1.7	1.7	0.0
Developing countries	222	103	90	2.6	1.1	13	3.5	3.6	6.0	3.6	3.0	1.7	1.5
Least developed countries	278	181	158	1.4	1.1	13	0.1	1.6	6.7	5.9	5.2	0.4	1.1
World	196	93	82	2.5	1.0	12	3.0	2.1	5.0	3.2	2.8	1.5	1.1

Countries in each region are listed on page 136.

DEFINITIONS OF THE INDICATORS

Under-five mortality rate – Probability of dying between birth and exactly five years of age expressed per 1,000 live births.

Reduction since 1990 (%) – Percentage reduction in the under-five mortality rate (U5MR) from 1990 to 2002. The United Nations Millennium Declaration in 2000 established a goal of a two-thirds (67%) reduction in U5MR from 1990 to 2015. Hence this indicator provides a current assessment of progress towards this goal.

GDP per capita – Gross domestic product (GDP) is the sum of value added by all resident producers plus any product taxes (less subsidies) not included in the valuation of output. GDP per capita is gross domestic product divided by mid-year population. Growth is calculated from constant price GDP data in local currency.

Total fertility rate – The number of children that would be born per woman if she were to live to the end of her child-bearing years and bear children at each age in accordance with prevailing age-specific fertility rates.

MAIN DATA SOURCES

Under-five mortality – UNICEF, United Nations Population Division and United Nations Statistics Division.

GDP per capita – World Bank.

Fertility – United Nations Population Division.

NOTES - Data not available.

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GLOSSARY

AIDS: acquired immune deficiency syndrome

BRAC: formerly the Bangladesh Rural Advancement Committee.

CIDA: Canadian International Development Agency

DAW: Division for the Advancement of Women (United Nations)

DESA: Department of Economic and Social Affairs (United Nations)

EFA: Education For All

G-8: group of eight industrialized countries: Canada, France, Germany, Italy, Japan, Russian Federation, United Kingdom, United States

HIV: human immunodeficiency virus

ILO: International Labour Organization

IMF: International Monetary Fund

MDG: Millennium Development Goals

MTSP: medium-term strategic plan (2002-2005; UNICEF)

UNAIDS: Joint United Nations Programme on HIV/AIDS

UNDG: United Nations Development Group

UNDP: United Nations Development Programme

UNESCO: United Nations Educational, Scientific and Cultural Organization

UNFPA: United Nations Population Fund

UNHCR: Office of the United Nations High Commissioner for Refugees

UNICEF: United Nations Children's Fund

UNIFEM: United Nations Development Fund for Women

USAID: United States Agency for International Development

U5MR: under-5 mortality rate

WB: World Bank

WFP: World Food Programme

WHO: World Health Organization

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