

UNDER EMBARGO UNTIL 1300 GMT ON DECEMBER 11, 2002

THE STATE OF THE WORLD'S CHILDREN 2003

Child Participation

Video A-Roll and B-Roll produced by UNICEF

Total Running Time: 43'00"

1.	Narrated highlights package (A-Roll)	6'41
2.	Cuba – Early childhood development	7'51
3.	Kenya – Girls' soccer and HIV/AIDS prevention	7'04
4.	Albania – Children in the media	4'25
5.	Thailand – Child-friendly education	5'29
6.	United Nations – Special Session on Children	7'51
7.	Interview: Carol Bellamy, Executive Director of UNICEF	2'33

For more information from UNICEF:

Please see the website www.unicef.org/sowc03 or call

Mitchie Topper, UNICEF NY, Telephone: (212) 326-7910 mtopper@unicef.org

Marixie Mercado, UNICEF NY, Telephone (212) 326 7133 mmercado@unicef.org

For Background information about this tape and its contents :

Dan Thomas, UNICEF NY, Telephone : (212) 326-7075 dthomas@unicef.org

Tanya Turkovich, UNICEF NY, Telephone: (212) 326-7727 tturkovich@unicef.org

To download the final script (in English, French or Spanish), to order this tape or other UNICEF B-rolls, please visit our website: www.unicef.org/broadcast

Note to broadcasters: This video material is provided by UNICEF free of charge but please **credit UNICEF on screen**

Narrated Highlights package (A-Roll) (Duration 6'41")

Introduction:

Each generation is faced with new challenges. Listening for and to the views of children is one of ours.

In this year's *State of the World's Children* report, the United Nations Children's Fund (UNICEF) argues the case for allowing children and young people to participate in decisions which effect them. UNICEF strongly believes adults have a responsibility to seek out children's perspectives and opinions ... and to take them seriously.

Note: The following A-Roll is available in English, French and Spanish and can be broadcast on television, free of charge, or shown to colleagues and partners. Like the B-roll it is all UNICEF copyright.

CAPTIONS	SCRIPT
	If we are to change this divided, damaged world.... If we are to make the world truly fit for ALL people ... We can only do so with the full participation of children and young people
Carol Bellamy, UNICEF Executive Director	<i>"The failure to at least invite the participation of young people, to try and engage with young people in the course of their own development is the same as having a machine running on only half of its power. That machine could run so much better if all the power was available to it. That is what is involved in making sure that young people have an opportunity to participate as they grow to adulthood. We need to listen to children and we need to engage with children and young people because they have a great deal to offer."</i>
	The focus of the State of the World's Children this year is child participation
	From the moment they are born babies communicate. As adults, we must learn to understand what they are telling us and continue to listen as our children grow.
	In Cuba, UNICEF works with the government to support a nationwide early childhood programme to develop the child's full potential.
Francoise Guloos- Ackermans, UNICEF Representative in Cuba	<i>"It is very important for the child to have a good start in life. A good start in life means survival, good health, good development ... so many things. And of course, finally, it will help him to succeed in primary school and to be a good citizen."</i>
	School offers a major opportunity to engage children. In Thailand, child participation is being adopted in schools. For vulnerable children affected by HIV/AIDS this approach is even more important Children at this school in Chiang Rai province are encouraged to voice their opinions and to make decisions. Today 14-year-old Soopit, whose mother died of AIDS, is trying to convince her peers to spend a four hundred dollar donation to the school on improving the grounds with some flowers.
Soopit Chummuangyen, aged 14	<i>"There are a lot of things I have learned from attending these activities...like...how to be part of the group...how to develop my personality and community"</i>
	Sport provides another way for young people to develop skills for successful participation in society. Girls from the Mathare slum in Nairobi have traditionally had few opportunities for social interaction. Now, they've broken into a traditionally male domain to form their own soccer leagues. Playing sports helps them develop self-esteem and build

	confidence.
	As one of the local soccer stars, 14-year-old Caroline has become a role model for many girls her age and she takes advantage of her status by spreading life-saving information about HIV and AIDS.
Caroline Wairimu, aged 14	<i>"We start by asking simple questions because if you start with deep ones they will go home having not understood anything. We start simple and then go deep and tell them everything."</i>
	In Albania, these teenagers have been given the opportunity to make their own TV show.
Ebi Spahiu, aged 16	<i>"The only goal that all of us have is to bring out the truth, to tell it like it is, like the title of the programme itself."</i>
	In spite of the young age of the programme makers, their hard-hitting series is one of the most popular on Albanian state television.
Kofi Annan, UN Secretary-General	<i>"Your presence here marks a new chapter in the history of the United Nations. It is the first time that such a large number of children will take part in a Special Session as official members of delegations representing governments as well as non governmental organisations."</i>
	More than four hundred young people from one hundred and fifty countries played a key role in the United Nations Special Session on Children.
Wilmot Wungko, aged 16	<i>"I saw people running. I saw people shooting. I saw people being killed. I saw people dying. People as young as I was were dying."</i>
Wilmot Wungko, aged 16	<i>"It's a great experience for me to speak to the level of people and the decision makers at the UN, those who are part of the Security Council who work to make the decisions on peace and war, and it's a good thing for me and I am happy that Liberian children through me have a chance of getting their views across at this big conference."</i>
Carol Bellamy, UNICEF Executive Director	<i>"Participation means that children's opinions need to be taken into account but it doesn't mean that every opinion is correct, nobody has a correct opinion every time, but it respects at least that young person's opportunities to offer their views."</i>
	If we engage children and young people in decisions which affect them. ... If we take their hopes and dreams as seriously as we take our own ... We can make the world truly fit for children. And a world fit for children, is a world fit for us all.
	ends

Note: This A-Roll (narrated highlights package) is available in English, French and Spanish and can be broadcast on television (free of charge) or shown to colleagues and partners. Like the B-roll which follows it, everything is UNICEF copyright.

THE STATE OF THE WORLD'S CHILDREN 2003

Child Participation

B-ROLL SCRIPT AND SHOTLIST

1. Cuba – Early Childhood Development *(filmed October 2002)*

Encouraging child participation entails listening not just to the oldest, brightest and most articulate children, but to children of all ages and capacities. Children participate in life from the moment they are born and their competency to express their needs and frustrations, their dreams and aspirations, changes with age, growing more complex throughout childhood and into adulthood. Although the participation of the very youngest child differs dramatically from that of the young adult, there is a continuum of evolving capacities that can be traced from an infant's first movements to an adolescent's political actions.

Script

In Cuba, UNICEF works successfully with the Government to support a national early childhood programme called Educa a tu hijo (Educate Your Child). This non-formal community-based programme aims at expanding the young child's participation outside the family by providing community-based services to more than 70 per cent of all children 0-6. The programme covers more than 600,000 children, including 440,000 young girls and their families.

With more than 14,000 promoters (mainly teachers, doctors and other qualified personnel) and more than 60,000 volunteers within the community, the programme reaches out to future mothers and fathers as well as to families with young children. Families receive information and counselling about healthy pregnancies and young children's developmental needs during visits with doctors and nurses or, after the child's birth, during regular home visits, group outings or classes and family discussions.

The Educa a tu Hijo programme is implemented in three different ways depending on the age group: prenatal care, that is, systematic counselling by health personnel to parents during pregnancy; individual attention by family medical doctor and nurses, addressed to children 0 - 2; and group attention to children and their families, provided by community volunteers.

In Consejo Popular Cayo Hueso, in Central Havana, members of the local community get together twice a week for Educa a tu hijo (Educate your child) activities in their local park. Mothers, fathers, grandmothers and community volunteers lead pre-school children (aged between about two and six years old) through a variety of activities and exercises aimed at encouraging participation and preparing the children for school. Josette Marino Favars is here with her three-year-old daughter Ariana, and one-and-a-half-month-old son Jorge. Grandparents and fathers are also present.

Francoise Gruloos-Ackermans, UNICEF Representative in Cuba, says: *"It is very important for the child to have a good start in life. A good start in life means survival, good health good development . . . so many things. And of course, finally, it will help him to succeed in primary school and to be a good citizen."*

Holeidys Yanez Sterling of Cuba's Ministry of Education says: *"There is nothing more important than the child. One should not limit the economic resources directed towards integrated early childhood development. There is nothing more important than the child. All political will should be directed towards the integral development of the child. Never hinder the development of the child."*

The effectiveness of children's participation in life and society in later years depends upon the participation encouraged at the start. If parents and caregivers follow an infant's lead in the first year of life (as when establishing breastfeeding), the mutual exchange contributes to the child's healthy attachment.

Later in the day, Josette takes her children to see the family doctor, whose clinic is on the ground floor of their apartment building.

In the first few weeks of his life, Doctor Alejandro Acosta will see baby Jorge at least once a week both in his clinic and in visits to the family's home. After encouraging Josette to continue breastfeeding, Dr Acosta tests Jorge's visual and object recognition skills by slowly moving a blue plastic elephant across the baby's line of vision. By testing a child's reflexes, doctors can identify any problems early on in the child's life. Parents are encouraged to continue such activities at home to stimulate the child's development.

Doctors in Cuba are a significant component of the Educa a tu hijo programme and give the parents advice about how to develop their children's skills well before they start formal education. *"In this Educa a tu hijo programme, the mothers are very animated. They are eager to gain knowledge so their child will grow up as healthy as possible. That is why they are always asking 'what should I do?' They're always very motivated,"* Doctor Alejandro Acosta says in an interview.

During a visit to Josette's apartment, Dr Acosta tests baby Jorge's grip and physical reflexes and advises Josette to stroke upwards rather than downwards while burping her baby. He is one of the 30,000 trained medical specialists who visit the family at home to assess and advise on hygiene and the children's development.

Josette Marino Favars says she likes the attention and care she and her children get. *"There is always someone who knows what you're doing at home. Sometimes, you might think that you are doing things correctly but a specialist's expertise helps you learn the best way to do things. That's achieved not just in the clinic but when he's here at home and he sees what you're doing."*

The programme also reaches children from rural and remote areas. Here in Hanabanilla in Villa Clara province, families from neighbouring villages and their pre-school children arrive by boat to participate in twice-weekly meetings as part of the national Educa a tu Hijo programme.

Nilse Gonzalez Martin, aged 36, from Hanabanilla is here with her second child, three-year-old Roberto. Today the parents and programme coordinator encourage the children to identify and talk about locally grown fruits. After the activities, Nilse says: *"This (Educa a tu Hijo) programme is very important because the parents learn how to teach their children at home and also they participate in the community."* Miguel Chavez who was attending with his three-year-old son Alejandro says: *"I like to come here because my child learns and plays with the other children and that for him is learning."*

Nilse Gonzalez Martin continues some of the activities at home with Roberto. Often she is assisted by her husband Manuel and mother in law Isabel. Through the programme, children improve their intellectual capacities, motor and language skills and social skills. The programme also enables experts to identify any disabilities and contributes to strengthen the father's role in many families.

This community-based system has had measurable success in increasing the developmental and educational achievements of Cuba's children. Studies have shown that Cuban children score significantly higher in mathematics and Spanish than their counterparts in other Latin American countries.

TIME CODE	CUBA: Early Childhood Development (October 2002, duration: 7'51")
	WS Havana Bay from side view
	Consejo Popular Cayo Hueso, in Central Havana, members of the local community get together twice a week for Educa a tu hijo (Educate your child) activities in their local park. Children & adults standing in circle doing exercise
	Young girl jumping
	Josette Marino Favars' daughter Ariana (aged three) building tower
	kids drawing
	Father playing with disabled girl
	mother playing w/children
	Kids stretching
	Francoise Gruloos-Ackermans, UNICEF Representative in Cuba, talking to child
	Group stretching and applauding
	Francoise Gruloos-Ackermans, UNICEF Representative in Cuba, says: <i>"UNICEF strongly believes that integrated early child development is the foundation of many other child rights. It is very important for the child to have a good start in life. A good start in life means survival, good health good development ... so many things. And of course, finally, it will help him to succeed in primary school and to be a good citizen."</i>
	Holeidys Yanez Sterling of Cuba's Ministry of Education says: <i>"There is nothing more important than the child. One should not limit the economic resources directed towards integrated early childhood development. There is nothing more important than the child. All political will should be directed towards the integral development child. Never hinder the development of the child"</i>
	Josette Marino Favars takes her children to see the family doctor Dr Alejandro Acosta
	Dr Alejandro Acosta encourages Josette to continue breastfeeding
	Dr Acosta tests baby Jorge's visual and object recognition skills by slowly moving a blue plastic elephant across the baby's line of vision.
	Doctor Alejandro Acosta says: <i>"In this Educa a tu hijo programme, the mothers are very animated. They are eager to gain knowledge so their child will grow up as healthy as possible. That is why they are always asking "what should I do?" They're always very motivated,"</i>
	GV Havana Street where Josette Marino Favars lives
	At her home, Josette Marino Favars continues to test baby Jorge's visual and object recognition skills
	Dr Acosta entering Josette's apartment
	During a visit to Josette's apartment, Dr Acosta tests baby Jorge's grip and physical reflexes and advises Josette to stroke upwards rather than downwards while burping the baby.
	Josette Marino Favars said: <i>"There is always someone who knows what you're doing at home. Sometimes, you might think that you doing things correctly but a specialist's expertise helps you learn the best way to do things. That's achieved when he's here at home and he sees what you're doing not just in the clinic."</i>
	CU Josette burping baby.
	Hanabanilla in Villa Clara province, families from neighbouring villages across the lake bring their pre-school children by boat to participate in twice-weekly meetings as part of the national Educa a tu Hijo programme
	Miguel Chavez arriving by horse with his son Roberto
	The parents and programme co-ordinator encourage the children to identify and talk about locally grown fruits.
	MCU Child saying "amarilla como el sol"

	MCU Miguel Chavez & son Roberto
	CU kid smiling
	MS Nilse Gonzales Martin asks children to relate fruit colours
	MCU Young girl listening
	Group applauding
	Nilse Gonzalez Martin, aged 36, is here with her second child, three-year-old Roberto. After the activities, Nilse says: <i>“This (Educa a tu Hijo) programme is very important because the parents learn how to teach their children at home and also they participate in the community.”</i>
	Miguel Chavez who is attending with his three-year-old son Alejandro said: <i>“I like to come here because my child learns and plays with the other children and that for him is learning”</i>
	Nilse’s house - Nilse continues some of the activities at home with Roberto. Often she is assisted by her husband Manuel and mother in law Isabel.
	CU clay toys & kid hands

2. Kenya: Girls’ Soccer (filmed September 2002)

Introduction

Even in the most dire circumstances, children around the world play football (soccer) wherever they can – in slums, refugee camps and war zones. Article 31 of the Convention on the Rights of the Child recognizes “the right of the child to rest and leisure, to engage in play and recreational activities....” Yet far fewer girls than boys are to be found on the football fields – or on any sports field, for that matter.

Script

The Mathare slum is a collection of ramshackle huts that sprawls along the steep bank of a garbage-choked river, a few kilometres north-east of Nairobi. More than half a million people live here. Paid work is in short supply – domestic labour in middle-income Nairobi homes, perhaps, or casual labour in the local quarries – and most people depend on selling food or other items on the street. Many women are forced to sell sex to survive. It’s a tough, unhealthy environment to grow up in and organized leisure activities are few and far between.

The team kicking up the dust on this pitch is not a group of boys emulating their footballing heroes but of girls, blazing a trail for female participation in the world’s most popular sport. Caroline Wairimu, a 14-year-old orphan, is one of the team’s star players. She grew up in Mathare and has been playing football since she was eight. Caroline’s team “Ottobenecker” plays in a Mathare-wide league organised by the Mathare Youth Sports Association (MYSA).

MYSA was set up in 1987 by Canadian development worker Bob Munro who worked with local youths to organise football matches. Since then it has grown into a large, self-sustaining development organisation that operates a football league for 1,200 teams (both boys and girls), a professional football team, an HIV/AIDS educational programme, an educational scholarship programme and many other community service projects.

Caroline’s father died in 1994 and her mother died in 1996. Recently, after falling out with her aunt, she has been living in this one-room dwelling with her brother Joseph Ndungu, aged 25, and sister-in-law Ann Njeri, aged 21. After breakfast Caroline shows her brother photographs of a recent trip

to Norway where she played for a MYSA team in the Norway Cup, a kind of children’s world cup competition.

Joseph gets only occasional work as a bus conductor and the family has little money for food or Caroline’s school fees. But thanks to the MYSA educational scholarship programme, Caroline is able to continue her studies at Kahawa Secondary School, where she is in Grade Two.

From the outset MYSA linked sport with the environment – young people organized themselves not only into football teams and leagues but also into garbage clean-up squads. Before a match, Caroline and her team mates regularly take part in the garbage clean-up activities coordinated by MYSA. Every time they take part, they earn points towards an educational scholarship. They earn more points by turning up for training, refereeing a match, coaching younger children or taking part in HIV/AIDS awareness raising activities.

“The motivation for the kids is when they do this work they get points which are added up at the end of the year. The winners get a scholarship to school which also motivates the parents,” said Isaac Kere of MYSA.

The first girls’ football teams were introduced in 1992 after MYSA boys and managers witnessed girls’ matches for the first time during a trip to Norway. Extending opportunities to girls was no simple matter, however, requiring the organization to grapple with entrenched traditional attitudes towards gender roles. Gaining parental approval for the girls to participate was infinitely more difficult than it had been for the boys. Many parents felt strongly, for example, that football should not interfere with girls’ numerous responsibilities in the home – and both food preparation and care of younger siblings are extremely time-consuming. They also insisted that their daughters be home before dark, aware that safety is a much more serious issue for girls than for boys.

Girls who participate in sports tend to be healthier – emotionally and physically – and less likely to smoke or abuse drugs or alcohol. In addition, adolescent girls who take part in sports tend to delay becoming sexually active until later in life. This may in part be because participation in sports encourages adolescent girls to develop a sense of ownership of and strength in their own bodies instead of seeing them simply as a sexual resource for men.

TIME CODE	Kenya: Girls’ soccer (September 2002, duration: 7’04”)
	Girl running in Mathare slum, Nairobi, Kenya
	Two boys at the bank of a garbage-choked river running through Mathare
	General view of Mathare, Kenya
	Caroline Wairimu, aged 14 getting ready for soccer game
	Mathare Youth Sports Association (MYSA) soccer team “Ottobenecker” stretching before game
	Caroline stretching
	“Ottobenecker” team coach George Nange talking to team before practice

	Caroline kicking the ball
	Caroline interview at her house: <i>"I love football because it makes me feel strong. I'm not just sitting around idle. When I come home I eat good food which gives me energy for the next day so I won't just grow old."</i> (Swahili)
	Breakfast being served at Caroline's house by her sister in law
	Caroline eating breakfast
	Caroline, Caroline's brother Joseph and Caroline's sister in law Ann (Joseph's wife) eating breakfast
	Caroline shows Joseph photos of her trip to Norway to play in the Norway Cup for the MYSA soccer team
	Caroline interview
	Caroline exits her house to go to school / walks down the street
	Caroline enters school class and sits on bench
	Caroline's close up writing on notebook
	Walking down a Mathare street to proceed with MYSA garbage clean up program. Young people organised -not only into soccer leagues- but also into garbage clean-up squads.
	MYSA group cleaning garbage. Supervised by MYSA leader Isaac Kere
	MYSA tractor picking up the garbage
	Caroline and her teammates watching truck work
	Interview with Isaac Kere of MYSA. <i>"The motivation for the kids is when they do this work they get points which are added up at the end of the year. The winners get a scholarship to school which also motivates the parents."</i>
	Caroline talks to local girls about HIV/AIDS. This peer-to-peer dialogue is part of an HIV/AIDS programme that MYSA holds after the garbage collection activities.
	Girls listening / participating in dialogue
	General view of MYSA group talking
	General view of Caroline's soccer team "Ottobenecker" playing rivals "Huruma" at a nearby field
	Caroline throws the ball into field
	Boys watching game
	Opponent team girl kicking ball
	Opponent coach sitting at bench with other spectators
	Kids hanging on goal posts
	Caroline winning the ball and scoring a goal
	Caroline walking down football field

3. Albania: Children in the media (filmed May 2001)

Introduction

Optimising children's participation involves a redrawing of the adult world. It entails adults listening to and making space for what children suggest. It means children being encouraged to develop and refine their competencies and put democratic values into practice. It depends on adults sharing control, power, decision-making and information.

In Albania, a television show produced by children is proving to be one of the most innovative and influential forms of youth participation in the region.

Script

A decade has passed since Albania's isolationist Communist regime was dramatically swept from power. During the first eight years of this period Albanian society was rocked by one dangerous crisis after another. This European country, which was poor at the beginning of the period, sunk deeper into economic difficulty as a result of political instability, weapons proliferation, the influx of hundreds of thousands of refugees and the deterioration of law and order. Since 1999, Albanian leaders have gradually directed the country further and further down the path of stability.

“*Troç*” the Albanian word for “say it” or “tell it like it is” is a news show produced by children aged 13 to 18 and broadcast on Albanian National TV. The programme reaches an audience of nearly 75,000 viewers each week making it one of the three most popular shows on state television.

Ebi Spahiu and Akil Kraja, both aged 16, are *Troç* producers. They and their young colleagues take part in editorial conferences, produce, write, film, edit and present the programme.

“The only goal that all of us have,” says 16-year-old Ebi Spahiu, “is to bring out the truth, so that things can improve. We tell it like it is, like *Troç*, the title of the programme”

With UNICEF support, *Troç* is proving to be one of the most innovative and influential forms of youth participation in the region. Young people themselves write and produce the programmes, which are not only popular, but also often produce change.

In one instance, a month after an exposé by *Troç* reporters showed the poor treatment of children in a dormitory, local authorities met with the director of the dormitory and fired him. In another case, after the show highlighted the lack of textbooks in high schools in one town, educational authorities promptly provided textbooks in time for students to study for final exams.

Troç is part of a bigger initiative that UNICEF is developing in the region: the Young People’s Media Network, which encourages groups of young media creators through exchanges, such as missions in the Balkans, partnerships, internships, awards, grants and donations.

Using the media as a tool for building ethnic tolerance and understanding, the *Troç* team has documented inter-ethnic youth attempts at reconciliation and dialogue in Kosovo and the former Yugoslav Republic of Macedonia. “Through these stories,” writes Akil Kraja, 16, *Troç* reporter and producer, “we would like to build bridges of communication and understanding through young people of different ethnic groups. To accept the language, culture and traditions of the others is the first step if we want to have peace in the region.”

TIME CODE	Albania: Children in the media (May 2001, duration: 4’25)
	Albania’s street shots
	<i>Troç</i> title sequence
	<i>Troç</i> presenters presenting their programme
	16-year-olds Ebi Spahiu and Akil Kraja, <i>Troç</i> reporter and producer walking down the street
	Ebi Spahiu & Akil Kraja, at TV studio watching their colleagues work
	Cameraman and <i>Troç</i> director in the TV studio

	Presenters talking toward camera using stand microphones
	Troc team editorial meeting
	16-year-old Ebi Spahiu gives her opinion
	Interview: 16-year-old Ebi Spahiu <i>"The only goal that all of us have is to bring out the truth, so that things can improve. We tell it like it is, like the title of the programme itself."</i>
	Ebi Spahiu meeting an interviewee
	Akil Kraja filming an interview
	Akil & Ebi editing their material
	CU Akil Kraja watching TV screen pan to Ebi
	Akil filming a story about the Youth Albania Parcel Service (YAPS), a social business that creates vocational and training opportunities for young people living institutional care, youth with disabilities and other disadvantaged youth.
	Akil jumps onto a motorcycle to film riders point of view
	Akil and other Troc members doing an investigative story about poor conditions at a dormitory
	Manager being interviewed talking about the poor conditions
	Akil Kraja, 16, Troç reporter and producer/cameraman, <i>"We would like to build bridges of communication and understanding through young people of different ethnic groups. To accept the language, culture and traditions of the others is the first step if we want to have peace in the region."</i>
	UNICEF Communication Officer Dale Rutstein and Akil discussing story in edit suite
	UNICEF Communication Officer Dale Rutstein says: <i>"When an adult is interviewing a young person there is a formality of what is happening to me, but when a young person is interviewing another young person, it is really relaxed and sort of... you get great material and you really learn things that you wouldn't normally learn"</i> .
	Ebi interviewing a boy while Akil films

4. Thailand: Child-friendly education (filmed October 2002)

Introduction

Schools are among the places where children learn key skills and gain knowledge about the world, and where they are made aware of society's future expectations of them as citizens. Often this has involved the enforcing of blind obedience and deference. But increasingly schools are places for socialization of a different kind, where children are enabled to think critically, where they learn about their rights and responsibilities and where they actively prepare for their role as citizens.

In Thailand, Save the Children began developing a Child-Friendly schools initiative in March 1998 in collaboration with UNICEF and the Office of the National Primary Education Commission (ONPEC), with encouragement from WHO. The Child-Friendly school is designed to take a whole-school approach to addressing the psychosocial developmental needs of all children with a major component on developing generic and locally-specific life skills for children from pre-school to middle secondary school level.

Video Script

It's dawn in Pa Tung Village, Northern Thailand. For 14-year-old Soopit Chummuangyen, getting up early to help her grandmother with household chores has been a daily routine since she was 10 when she lost her mother to AIDS. Her father had disappeared long before that. Like many children affected by HIV/AIDS in Pating village, Soopit is now being taken care of by her grandparents.

She is one of thousands children in the country whose lives have been affected by AIDS. Along with the great pain they share having lost a parent, they also face rejection in the community and among their peers. Many children – like Soopit – suffer from depression.

Chiang Rai province has been hit hard by HIV/AIDS. Its 1.25 million residents constitute just two per cent of the country's population but account for 10 per cent of its HIV/AIDS cases. Economic hardship and the need to replace lost adult labor often force children to drop out of school. Girls are often forced out before boys.

Soopit commutes to Baan Pong Namron school everyday by bus with other children from her village. Years ago, when AIDS was not very well understood, it was very difficult for her. Other children reacted badly.

In 1998, UNICEF provided \$240,000 to create prototype replicable models of rights-based “Child-friendly” schools that respond to the special needs of children in distress, develop psychosocial competencies, and promote healthy lifestyles and resilience in children affected by AIDS.

In an old-style Thai school, children normally create their own peer groups which are automatically divided by age, sex or educational levels. Baan Pong Namron school is trying to create a more caring and supportive environment by duplicating a village model in the school.

Students here are assembled regardless of sex and age. 456 students are divided into 5 districts or ‘villages’. Each village has 10 ‘families’. Each ‘family’ has about 7-8 members. Members of the ‘families’ choose their own leader, set their own rules and responsibilities. They spend time together, helping each other as they would in their actual families.

In this supportive environment, children affected by AIDS are protected from bullying. Lack of self-confidence is common among children affected by AIDS. A simple way to help is to encourage them to express their own ideas and opinions.

Suwan Kaewvong, Baan Pong Namron School Headmaster says:

We have to think about the learning process more than anything. In fact, for the “old style” school, we have the same thing as we are doing now but it is not really well organized. It's not a procedure. We think about it and we do it. But for the “child friendly” school, we have a new strategy. The new area we are focusing is participation. That's the real target.

Children at Baan Pong Namron school are allowed to speak out and participate in school activities. The school recently received a \$400 donation. Representatives from each ‘village’ debate the best use of the money. Soopit is trying to convince her peers to spend the money on improving the grounds with some flowers. Other students want to have a cleaner canteen and cleaner toilets.

Soopit Chummuangyen, aged 14, says:

There are a lot of things I have learnt from attending these activities...like...how to be part of the group...how to develop my personality and community. Of course what I'm learning now will help me when I study at a higher level.

The local community also plays a vital role. Parents and community representatives are invited to develop a school improvement plan, along with teachers and students. These activities encourage the support of parents and community leaders.

Counseling is also part of Child Friendly education. Teachers at this school are trained to give counseling services to children like Soopit who saw her mother die of AIDS. The school plays a significant role in supporting the children's emotional development. Scholarships are being provided

for poor and HIV-affected children. Teachers desist from physical punishment. Active learning approaches and health promotion have been introduced into the curriculum.

Tests by the Life Skills Development Foundation showed that students at Bann Pong Namron School have lower levels of depression. Their survey also shows that the school provides a better school environment, there is a friendlier attitude between teachers and children and there is more understanding of students' needs and interests.

Soopit Chummuangyen, aged 14, says:

Some of my friends said that I have changed a lot. I was very introverted and really sad before. But it's totally different at the moment. I have become more lively and they said I am like another person.

Buajin Tueansong, Soopit's grandmother, says:

She changed a lot since her mom passed away. She was quite sad and didn't eat much and didn't talk much to anybody. I think she was missing her mom that's why she was closing down. When she came back from school, she didn't want to play or talk with other kids. She was just sitting at home, that's why she didn't have many friends.

The family and school are the first safety net for children orphaned by AIDS. Soopit is worried about her future as well as her grandparents who are poor and getting older.

TIME CODE	Thailand: Child-friendly education (October 2002, duration: 5'29")
	Pa Tung Village, Northern Thailand at dawn
	Soopit Chummuangyen, aged 14, making rice
	General view of Chiang Rai area
	Labourer walking in field
	Children arriving at Baan Pong Namron School in Chiang Rai province
	Soopit Chummuangyen and other children getting off the bus
	Baan Pong Namron Child Friendly School Program sign
	Kids walking to school assembly
	School assembly - 456 students are divided into 5 districts or 'villages'.
	Soopit Chummuangyen, aged 14, interview <i>"There are a lot of things I have learn from attending these activities...like...how to be part of the group...how to develop my personality and community. Of course what I'm learning now will help me when I study at a higher level".</i>
	Suwan Kaewvong teaches class
	Interview with Headmaster Suwan Kaewvong: <i>"We have to think about the learning process more than anything. In fact, for the old style school, we have the same thing as we are doing now but it is not really well organized. It's not a procedure. We think about it and we do it. But for the friendly child school, we have new strategy. The new target that we are focusing on, that's participation. That's the real target"</i>
	Children in groups.
	Leader writing group ideas.
	Students taking notes
	Soopit taking in front of other children, arguing for flowers for the school grounds.
	Soopit talking in front of entire group using a microphone and a paper chart
	Young kid listening
	Boy makes speech with his ideas.
	Soopit listening
	Headteacher Suwan Kaewvong greets parents and community representatives

	Parents, community representatives and students discuss school improvement plan.
	Adult woman giving her opinion
	Man giving his opinion
	Other adult woman speaking out
	Soopit entering counsellor's office and sitting down. Counselling is one of the focal points of Child Friendly schools
	Soopit listening
	Counsellor talking
	Them two holding hands over the table showing support
	Soopit Chummuangyen, aged 14, interview <i>"Some of my friends said that I have changed a lot. I was very introverted and really sad before. But it's totally different at the moment. I have become more lively and they said I am like another person"</i>
	Soopit going to grandmothers house returning from school and sitting down with her.
	Scoopit and grandmother sitting down at bench
	Interview with Buajin Tueansong, Soopit's grandmother <i>"She changed a lot since her mom passed away. She was quite sad and didn't eat much and didn't talk much to anybody. I think she was missing her mom that's why she was closing down. When she came back from school, she didn't want to play or talk with other kids. She was just sitting at home, that's why she didn't have many friends"</i> .
	Soopit talking to her friend

6. United Nations – Special Session on Children. (May 2002, duration: 751’)

The idea of meaningful child participation at the global level was put into practice at the UN General Assembly Special Session on Children, 8-10 May 2002. Never before had this many children participated in such a high-level meeting, and the results were remarkable. From intergenerational dialogues to the Security Council, children were everywhere, making their voices heard and being taken seriously.

Heads of State and Government and representatives of reaffirmed their commitment to the purposes and principles enshrined in the Charter of the United Nations and seized this historic opportunity to change the world for, and with, children.

Script

More than 400 young delegates from 150 countries arrived in New York for the first ever Special Session of the UN General Assembly devoted to children. The Special Session was preceded by a Childrens' Forum which opened at the United Nations on Sunday 5 May.

At the beginning of the Children's Forum, UN Secretary-General Kofi Annan urged the young people to make a difference at the Special Session. UNICEF Executive Director Carol Bellamy also urged the young delegates to make their voices heard. The Children's Forum ended at the Manhattan Centre in New York on May 7 with a presentation to Nelson Mandela, his wife Graca Machel and Mrs Nane Annan, wife of UN Secretary-General Kofi Annan, of more than 94 million *Say Yes for Children* pledges.

The *Say Yes for Children* campaign began in 2001 and quickly grew into a worldwide grassroots movement in support of children. In both industrialized and developing nations, 'Say Yes' ballots were available on Internet sites (www.gmfc.org) and widely distributed in paper form, adapted into local languages and re-written especially for young children.

Heads of state, government leaders and leading childrens' rights activists arrived at the United Nations on Wednesday May 8 to take part in the first-ever United Nations General Assembly Special Session on Children. They were greeted by UN Secretary-General Kofi Annan and his wife Nane Annan and UNICEF Executive-Director Carol Bellamy.

Following the opening address by UN Secretary-General Kofi Annan, two children addressed the General Assembly Special Session, Gabriella Azurduy Arrieta from Bolivia (13 years) and Audrey Chenynut from Monaco (17 years) marking the first time that children have formally addressed the General Assembly on substantive issues.

The United Nations Special Session on Children continued on Thursday (May 9) with speeches by heads of state and delegation leaders calling for more investment in children. President Alejandro Toledo Manrique of Peru, a Phd in economics and one of 16 children, made a powerful case for investing in children. He indicated his government had reduced military spending by 20 per cent in order to invest further in health, education and social services.

Parliamentarians from around the world gathered in a crowded assembly on Thursday (9 May) to debate their contribution to improving childrens' situation, and heard from a young representative Bintou Sonko (12) from the Gambia.

The UN Security Council met in a special session on Tuesday (May 7) to address the issue of children affected by war and listened to a moving and powerful speech by 16-year-old Wilmot Wungko from Liberia and two other children whose lives have been affected by conflict. This is only the second time ever that children have addressed the UN Security Council. At the end of the meeting on the Security Council adopted a Presidential statement on Children and Armed Conflict reasserting the crucial importance of protecting children and child rights in times of war and conflict.

UN Secretary-General Kofi Annan and his wife Nane Annan took part in the recording of television programmes for Nickelodeon and MTV Asia in which they listened to presentations and answered question posed by young people from all over the world.

In an animated discussion on Friday (11 May) young people from around the world and health experts debated prevention policies to stem the alarming spread of the HIV/AIDS epidemic.

Before leaving New York, children who attended the Special Session spoke of their experiences.

President Toledo of Peru followed up on his promises by meeting 169 children and young people in Lima in September to discuss a National Plan of Action (NPA) for children. President Toledo expressed the government's commitment to implement the NPA at the local level and called on UNICEF and the Ministry of Women and Social Development to help achieve the NPA's 10-year goals.

President Toledo said he started working at age six and said children should not have to work.

Timecode	Special Session on Children. (May 2002, duration: 7'51")
	Exterior shots United Nations in New York
	Interior shot - child delegates arriving for the opening of the Children's Forum
	Key Speakers, Kofi Annan, UN Secretary -General; Ambassador Patricia M. Durrant, Carol Bellamy, Saying 'Yes' to children
	UN Secretary-General Kofi Annan says <i>"Your presence here marks a new chapter in the history of the UN."</i>
	UNICEF Executive Director Carol Bellamy says <i>"You are the ones who bring energy and excitement to this Special Session."</i>
	Closing ceremony of the Children's Forum held at the Manhattan Centre in New York. Presentation to Nelson Mandela, his wife Graca Machel and Mrs Nane Annan, of more than 94 million <i>Say Yes for Children</i> pledges.
	Nelson Mandela, Graca Machel and Nane Annan rise and applaud
	Heads of state and government arrive at the United Nations on May 8 to take part in the first-ever United Nations General Assembly Special Session on Children
	UN General Assembly
	Delegates taking their seats in the UN General Assembly
	Gabriella Azurduy Arrieta from Bolivia (13 years) and Audrey Chenynut from Monaco (17) walk to podium to address the General Assembly
	Gabriella Azurduy Arrieta from Bolivia (13 years) says <i>"We are the children of war and victims and orphans of HIV/AIDS."</i>
	MC Nelson Mandela listening to Azurduy
	Alejandro Toledo Manrique, President of the Republic of Peru says <i>"I know that this proposal may sound generic if we don't find creative ways of obtaining such funds to invest in it this is why I pledge that my government has decided to reduce its military expenditures with a view to reorienting them towards social investment, particularly in children."</i> (Spanish)
	Assembly audience clapping

	Bintou Sonko, from the Gambia (12 years old) speaking at Parliamentary Forum, (May 9, 2002) <i>"What we expect to come out of this Session is that children have a part in the national plan of action, that you the Heads of State will take, and that you the Heads of State do what they have promised. I thank you all for your kind attention."</i> (English)
	Wide shot of the UN Security Council interior with delegates and children
	Wilmot Wungko, a 16 year boy from Liberia addresses delegates: <i>"Mr. President, Excellencies, Distinguished Delegates, Ladies and Gentlemen: My name is Wilmot, from Liberia. I am 16 years olds. At age 5, I fled from Liberia with my mother to Sierra Leone. I was too young at the time to really understand what was happening. I heard the sound of guns. I saw people running. I saw people shooting. I saw people being killed. I saw people dying. People as young as I was were dying"</i>
	Wilmot Wungko interview: <i>"It's a great experience for me to speak to the level of people and the decision makers at the UN, those who are part of the Security Council who work to make the decisions on peace and war, and it's a good thing for me and I am happy that Liberian children through me have a chance of getting their views across at this big conference."</i>
	UN Secretary-General Kofi Annan and his wife Nane Annan taking part in the recording of television programmes for Nickelodeon and MTV Asia
	UN Secretary-General Kofi Annan saying: <i>"The fact that you are here today participating in this summit is important and I am really happy that you are being engaged in these issues that affect you and the world right now"</i>
	Bibha Shah, aged 17, from Nepal saying <i>"We want no young person to live in poverty, we</i>

	<i>want all young people to be treated equally and to ensure their basic needs are met."</i>
	Nane Annan listening
	Young AIDS activist saying: <i>"When you talk about sex then the room lightens up, but what kid can go to their parent and say 'mummy, something is happening to my body, something is going on with me, everybody is having sex, I wanna do it'? – let's have some real dialogue"</i>
	MS delegates and young people talking and milling about outside UN conference rooms
	Ha Lan Anh, aged 17 from Vietnam says: <i>"We have strong feelings and we want to put those feelings into actions. When we get back to our countries i think that we can make a difference, maybe not a big one, but the difference within ourselves, and it is something important."</i>
	Lineo Tsikoane, from Lesotho, aged 16, says: <i>"It was gorgeous, everything was fantastic, sitting in the un general assembly watched by millions of people, with Kofi Annan, Nelson Mandela, it was fabulous, and once more it was fantastic because we knew this was the beginning of a world fit for us."</i> (English)
	Donald Molosi, from Botswana (blue shirt) aged 16, says: <i>"and we got to meet other children from all over the world, so we could exchange ideas and talk with them. We had our own meetings as young people. It was really youth friendly."</i>
	Alejandro Toledo Manrique, President of the Republic of Peru, sitting down to talk to Peruvian children in Lima
	Children listening

7. Interview with Carol Bellamy, Executive Director of UNICEF about the key messages of this year's Sstate of the World's Children report on child participation

TIME CODE	Interview with Carol Bellamy, UNICEF Executive Director (November 2002, duration: 2'33")
	"Participation means that children's opinions need to be taken into account but it doesn't mean that every opinion is correct, nobody has a correct opinion every time, but it respects at least that young person's opportunities to offer their views"
	" I sometimes think the failure to at least invite the participation of young people to try to engage with young people in the course of their own development... is the same as having a machine that is only running at half of its power. That machine could run so much better if all the power was available to it. Even though occasionally it missed a beat. And that's what is involved in making sure that young people have an opportunity to participate as they grow to adulthood. It's strengthens them as human being but I also think that it gives greater opportunity to adults as they learn about young people and their development".
	"I think society gains from young people and children's participation because of the freshness that children and young people bring to issues. They might not have the most sophisticated solutions ...but they ..very often will not just assume that is business as usual, so there are more opportunities, broader ideas thrown on to the table".
	"When I talk about children participating and young people participating, there is no single formula, it may mean a group of young girls... I have seen young girls really giving good advice to education bureaucrats on how they need to act in order to assure that girls in different communities will come to school. What are the things that are keeping girls from school? Ask the girls! That's a way for young people to participate. I have seen young people participate through the use of media. To talk to other young people when it comes to trying

to help them understand more about HIV/AIDS. Because young people listen to young people and they trust them. So if we really want messages to get to children and young people about the pandemic of HIV/AIDS then in fact we really need to engage young people or it won't happen.

I have seen young people trying to help build their communities...to bring their communities together, communities that might that might have different ethnic groups, different tribal groups, but the young people, really, they get tired of the fighting sometimes, and I've seen them try and bring this communities together. Young peoples' participation takes many forms. The forms will really depend on what the needs are in the particular environment".

- To download the final script (in English, French or Spanish), to order this tape or other UNICEF B-rolls, please visit our website: www.unicef.org/broadcast

Note to broadcasters: This video B-roll is provided by UNICEF free of charge but please **credit UNICEF on-screen**