

# The State of the World's Children 2004

## Girls, Education and Development

UNICEF video B-Roll, Script and Shotlist  
Total Running Time: 59:42

**1. Girls' Education: There can be no Excuses.** A completely edited and narrated video introducing the crucial importance of Girls' Education.

**a. English and International** (textless version for translation into different languages) **versions.**

**2. Video B-roll compilation.** Sequences and interviews from around the world for use by broadcast journalists producing stories on the topic of education.

**a. India: Empowering Girls through Karate.** Lalita, 18, attended school secretly in her tiny village. She continued her education and became a role model for her peers...and a karate instructor.

**b. Sudan: Peace brings Opportunity.** In the Nuba Mountains of central Sudan, a cease fire after protracted civil war has allowed girls and boys to return to school.

**c. Zambia: Raising HIV/AIDS Awareness.** At 12 year old Angela's school, girls and boys are taught about the dangers of the disease in this stricken country. Through sport, girls are encouraged to compete equally with boys...at school, and in life.

**d. Afghanistan: Girls' Education after the Taliban.** Girls are flooding back to school after years of banishment. One 19 year-old, married off at 14, is reclaiming her right to education to help change her country's future, and her own.

**e. Brazil: What about the Boys?** Life in one of Rio de Janeiro's toughest slums has improved for boys and girls through a unique after school education and mentoring programme.

**f. Egypt: Dreams come True.** In Upper Egypt, 18 year-old Awatif, a former child labourer, went to a new community school and now hopes to continue on to become a teacher.

**g. Interview with Carol Bellamy, UNICEF Executive Director**

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

For more information about UNICEF's work on behalf of education for girls, please visit [www.unicef.org/girlseducation](http://www.unicef.org/girlseducation)

### **For story background information:**

Allison Hickling, UNICEF NY, tel: (+) 1 212 326 7224, [ahickling@unicef.org](mailto:ahickling@unicef.org)

Alfred Ironside, UNICEF NY, tel: (+) 1 212 326 7261, [aironside@unicef.org](mailto:aironside@unicef.org)

### **For background information about this tape and its contents:**

Dan Thomas, UNICEF NY, tel: (+) 1 212 326 7075, [dthomas@unicef.org](mailto:dthomas@unicef.org)

David Koch, UNICEF NY, tel: (+) 1 212 326 7211, [dkoch@unicef.org](mailto:dkoch@unicef.org)

To download this script, or order this and other UNICEF B-rolls, please visit our website: [www.unicef.org/videoaudio](http://www.unicef.org/videoaudio)

## **GIRLS' EDUCATION: THE MOST URGENT GOAL OF ALL**

*We know from study after study that there is no tool for development more effective than the education of girls and women. No other policy is as likely to raise economic productivity, lower infant and maternal mortality, improve nutrition, promote health—including the prevention of HIV/AIDS—and increase the chances of education for the next generation. Let us invest in women and girls.*

Kofi Annan, UN Secretary General, February 13, 2003, New York City

UNICEF believes education is a basic right of *every* child, and girls' education is a crucial target of UNICEF's ongoing efforts in 158 countries worldwide. Of the world's 6 billion people, an estimated 700 million are primary school-age children. Some 121 million of them are not in school; the majority of them girls. At any moment, some 65 million girls are being denied their right to education; of the planet's 875 million illiterate adults, two-thirds are women.

It is catastrophic when any child is deprived of an education, but research indicates that the cost 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. Girls are more at risk than boys from HIV/AIDS, sexual exploitation and child trafficking; they are particularly vulnerable to poverty and hunger.

Education provides future generations with the tools necessary to fight poverty and treat disease, and it is parity in education that will ensure a future in which girls and boys are equally safe, healthy and protected.

Education is both a basic right and a uniquely practical approach to development. Research has shown that investing in girls' education produces numerous and lasting returns: children of educated mothers are much more likely to go to school. The more schooling a woman has received, the more probable it is that her children will also benefit from education. Women who have been to school are better able to utilize health services, improve their own nutrition levels, and increase the spacing between births.

Local beliefs, cultural practices and attitudes to gender roles can undoubtedly hold girls back from school. Today, parents' objections to schooling their daughters are often 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 sacrificing a daughter's work at home would jeopardize family income and survival. 'Traditional culture' is often used as an excuse to explain why expected results in girls' education have not been achieved. Increasingly, that excuse does not stand up to scrutiny.

UNICEF's experience has demonstrated that in many cases, out-of-school girls are 'invisible': they are either underreported or not reported at all. Relatively high attendance and enrolment rates can also mask the number of girls who drop out of school, especially in rural areas. Even when girls' enrolment and completion rates are higher than those of boys, girls may not advance beyond primary and secondary schools, women may not be found in leadership roles, and qualified women may still earn less than men.

None of the world's wealthier nations developed without making a significant investment in education. The current global preoccupation with security may result in the abandonment of significant aid pledges. As it stands, the low level of international assistance represents part of the problem rather than the solution it must become if all children are to enjoy their right to an education.

After the family, education is the next perimeter of a protective environment for children. According to the International Labour Organization, an estimated 1.2 million children are trafficked into forced labour or prostitution every year. But a girl who is in school is less likely to be drawn into exploitative forms of work outside the home – and she is also drawn away from domestic duties that may be excessive. Girls who are literate, particularly those who have received life skills training, are less vulnerable to extreme forms of interfamily violence, sexual abuse and trafficking.

Girls' education is, simply put, the most effective means we have to combat some of the most profound challenges to human development.

## 1 a. Girls' Education: There can be no Excuses (English narration)

Video Time Code	Audio
01:00:00:00	
School bell rings. Children both in and out of school	<b>UNICEF believes education is a fundamental right for every girl and every boy. Education is the key to a better world for all people.</b>
Clip/caption: United Nations Secretary General Kofi Annan	<i>No development strategy is better than one that involves women as central players. It has immediate benefits for nutrition, health, savings and reinvestment at the family, community and ultimately country level. In other words, educating girls is a social development policy that works.</i>
Little girl	<b>Yet today, there are millions of children who don't go to school, and most of them...are girls.</b>
girls and families, montage of barriers	<b>There are many barriers that prevent girls from going to school: Poverty...traditional beliefs...lack of accessible schools...discrimination.</b>
carpet weaving	<b>While other girls in her village go to school, 12-year-old Ibtisan has to earn money weaving carpets to help her family survive.</b>
goat herding	<b>Godhana's family can afford to send all of their sons to school, but only one of their daughters. Godhana spends her days at home working with her mother.</b>
walking to school	<b>Safety is another factor. Many parents keep their girls at home rather than letting them walk to school alone, along dangerous roads.</b>
Clip/caption: Carol Bellamy, UNICEF Executive Director	<i>The fact is that in a great majority of developing countries today there are many more barriers for girls going to school than for boys going to school. And so the emphasis here is to get rid of those barriers, so that all boys, AND all girls are able to get an education.</i>
UNICEF and schools in action	<b>UNICEF has started a campaign to accelerate girls' education in 25 targeted countries. The goal is to have as many girls in school as boys by the year 2005.</b>  <b>Getting EVERY child in school by 2015 is one of the Millennium Development Goals agreed at the United Nations in 2000.</b>  <b>To do this we need the support of governments, religious leaders, communities and families worldwide.</b>
Carol Bellamy	<i>Education for girls is probably the best investment for society, but for that girl, it means she'll grow to be a healthy adult, she's more likely to have healthy children, and her family's more likely to be economically secure.</i>
African children learn about HIV/AIDS	<b>Education allows young women to make informed decisions about their own lives.</b>  <b>Girls are particularly vulnerable to HIV and AIDS, and education can help stop the spread of the disease.</b>
Young Asian woman	<b>By insisting she go to school like her brothers, Lalita overcame centuries of discrimination.</b>
Caption: Lalita, 18	Before I started studying and going to school, I never had the confidence to speak to anybody, or go out and meet anybody. I had not even seen any other village or district or town.
karate	<b>She's now a karate instructor.</b>
Afghan children	<b>In Afghanistan, girls like 10-year-old Mirya are back in the classroom once again, helping to build a lasting peace.</b>
Caption: Mirya 10	I don't want to wear a burka. I want to come to school with boys, like brothers and sisters, and study until I become somebody.
School bell call to action. closing montage	<b>By taking action on girls' education now, the crushing cycles of global poverty can be broken, benefiting all children...and their communities.</b>  <b>Together we can create a world free from ignorance, abuse and exploitation.</b>
Carol Bellamy	<i>Without human development, there won't be economic development. One of the best ways to move human development forward is to educate girls.</i>
	<b>Education is every child's right, every girl, and every boy...there can be no excuses.</b>
For Every Child: Health, Education, Equality, Protection Advance Humanity UNICEF	music concludes

## 1 a. Girls' Education: There can be no Excuses (textless International version)

01:05:30	International version without narration or captions for local formatting
----------	--

01:10:40

**The following video contains unedited sequences and interviews for use by broadcast journalists in their stories. These videos are not meant to be broadcast in their current, unedited state.**

## 2 a. India: Empowering Girls through Karate

India is the world's largest democracy, and the second most-populous country in the world, with 1.05 billion people. Among them are some 400 million children and adolescents under 18. Despite being one of the 10 fastest-growing countries in the developing world, more than 35 per cent of the population lives below the poverty level.

Overall literacy in the country is on the rise, but the respective rates for women and men reveal great disparity: 45 per cent versus 68 per cent. Millions of girls are out of school nationwide, in part due to the high incidence of child labour.

UNICEF's programmes in India aim to enhance achievement in school, promote a higher quality of instruction across the board, and to mobilise parents and communities to become more involved in their children's education.

School attendance among primary school-aged children reached 76 per cent at the end of the 90s; far more boys attend school than girls. One innovative program in the northern state of Bihar brings schooling for girls to the tiniest of villages. Female literacy is on the rise there, from 23 per cent—the lowest in India—to 34 per cent today. Historically Bihar has had one of the lowest rates of female enrolment in the country. Due to programmes such as this, the demand for education has surged.

### Video Script

Bihar is the poorest state in India, home to 86 million people, many of them from lower castes. Most are rural subsistence farmers and fishermen living in remote, often flood-prone areas of the state, far from the nearest school. 18 year-old Lalita Kumari and her family come from the isolated village of Khopraha. Letting her go to school was not the first thing on her parents' minds; she attended class in secret.

Lalita interview: Girls don't go to school, boys do...

Mother interview: Girls should cook, not go to school...

After swaying her parents, however, Lalita was able to attend this jagjagi, or 'Awakening' centre, when she was 12. The school teaches basic literacy five days a week for girls nine to 15 years old from disadvantaged backgrounds. Some 8000 girls have attended these local schools since their inception—some of whom might otherwise never have seen a pen or pencil—allowing many to continue on to secondary education, as Lalita was able to do. Now, almost all village girls attend local jagjagis.

After attending the jagjagi, Lalita was then able to enrol in this boarding school for semi-literate 15 to 35 year-olds, the Mahila Samakhya Kendra. The school is an integral part of the Bihar Education Project, now active in 2063 villages since its founding in 1992. The students receive a basic education in maths, painting, language skills and vocational training over eight months that give them the chance to continue on to secondary school, and some 80 per cent do. They're provided with plenty of food—often in short supply back home—and exercise, in an unusual form: karate classes. Their teacher is Lalita Kumari herself. She was such a natural in the sport in her day—and later went on to become a blue belt—that she was asked to return to become a physical education instructor in four of the local schools that participate in the Education Project. She's continuing her education while she teaches.

Lalita interviews: Karate has empowered me. Now I have self-confidence and can protect myself...

School leader Ms Sangeeta talks about how the school empowers girls...

Education has paid off handsomely for Lalita and her community. She's taught hundreds of young women how to defend themselves and earned money for herself and her family. The knock-on effects of breaking down barriers and educating disadvantaged girls are still reverberating today.

Mother interview: Now people are saying 'how nice our girls are educated'...

Father interview: We all want girls to be educated...

TIME CODE	SOWC 2004 SHOTLIST: KHOPRAHA and SITAMARHI, BIHAR, INDIA SEPTEMBER 2003
01:11:02	Shots of river at flood stage, see villagers chatting along the banks.
011114	Lalita at home, blessed by mother, Khopraha. Parents and siblings.
1147	Lalita interview: "Everyone used to call me a boy since I wanted to go and study. Do girls study? No way. Boys study and girls don't. They don't go. They do the household work. If you're a girl and you go to study, then people will laugh at us. And when I went anyway, my younger brother once slapped me. My father and mother supported the action of my brother saying 'he slapped you, so what, it's your younger brother! If a boy hits you, you have to tolerate it.'"
1236	Mother Sarupia Devi interview: "What is the need to let a girl study? What is the use? As much as she may study, ultimately she'll only have to cook, which she'd have to do even if she doesn't study. People started coming to ask us to let our daughter go to study. And our daughter, stubbornly, without giving up, started studying with a teacher at the school, instead of doing the work she used to do. She used to help cut grass and so on."
1316	Local jagjagi, or 'Awakening' centre, where Lalita first started her education, outdoors.
1324	Girls enter Mahila Samakhya Kendra, in Sitamarhi.
1336	Gong rings, school day begins. Blackboard, rows of girls, close ups.
1426	Girls at school canteen, eating.
1450	Karate class outdoors, various angles.
1456	Lalita teaches karate
1537	Lalita interview: "By learning karate, now I feel more confident of tackling anybody trying to harm me. I can now safeguard myself against any enemy attack and get out of any problem unscathed."
1555	Lalita interview: "Before I started studying and going to school, I never had the confidence to speak to any adult, or go out and meet anybody. I had not even seen any other village or district or town."
1616	Head of Mahila Shiksha Kendra, Ms Sangeeta, interview: "Lalita attended our school. Empowerment is one of our major objectives, and for that reason, we impart some kind of training to these girls: cycling, knitting, painting, karate, sewing, painting. We impart training in karate so that the girls can develop a sense of self-confidence. Usually, these girls come from a background which is very backward, so they're very withdrawn, scared, introverted and shy. So much so that they hesitate to a great extent to express themselves. But karate training helps them to open up."
1640	Lalita interacting with her peers, her former karate students.
1655	Karate practice with setting sun.
1714	Lalita's mother says: "Now people are saying 'look how well a girl has developed from our community.' It's very nice to hear."
1724	Lalita's father Badahai Majhi says: "Today everyone realizes the advantages of sending their children to study. It has become a huge success. Everyone is happy today to let their daughters study. Today, if they call 30 girls to study, then 50 show up for lessons. It has really become a huge hit here."

## 2 b. Sudan: Peace brings Opportunity

Sudan is the largest country in Africa, more than four and a half times the size of France, and almost as large as the continental US. Since independence in 1956 the population of 33 million has been wracked by a series of brutal civil wars resulting in humanitarian emergencies across the land. Education has suffered more than anything else as funds were diverted to fighting the war, which caused unheard of displacement and widespread poverty.

During the war years, the primary education system in Sudan was characterized by low enrolment and funding levels, significant gender disparities, unsatisfactory learning achievement and educational inefficiency.

But change is in the air. The number of girls in school is on the rise due to recent cease fires around the country, and thanks to a new government-driven focus on girls' education.

Some 50 tribes make their home in the Nuba Mountains surrounding Kadugli, the capital of South Kordofan in central Sudan. Many local families were displaced from their villages during the years of fighting. 43 per cent of children in the Nuba region have received some form of support from UNICEF, active here since 1977.

Currently only 36 per cent of children in the Nuba region are enrolled in school, including a 12 per cent 'peace dividend' rise. The goal for 2008 is to get 80 per cent of these children enrolled. Providing uniforms, school furniture, hygiene facilities, educational materials and feeding programs are key ways to increase enrolment; all federal, state and community priorities.

War is a major barrier for girls wanting to go to school; school buildings were often destroyed, and the roads leading to them were often dangerous. Wartime poverty meant boys were often sent first, if money was available at all. But with increasing security and community awareness, the number of Nuba girls in school is increasing, from 33,000 in 2000 to an estimated 36,000 today.

Individual communities across the country are taking charge to make sure their girls are educated. With the government's new directives, community involvement and a lasting cease fire, the future of girls' education is looking much brighter.

### **Video Script**

The Nuba Mountains were the site of some of the fiercest fighting in 20 years of civil war. Now that peace has returned to the tiny village of Murta El Shaeer, 13 year old Halima Mohamed Mamour El Basha is able to attend a school for internally displaced persons (IDPs). Her family has lived here for 5 years, having been displaced from their native village, Chururu, by civil war. Aside from a glass of tea, Halima won't have anything to eat until she returns from school at three in the afternoon. Before heading off to class, she reviews her homework and takes care of chores. Unlike her two oldest sisters, who married early, she's getting the opportunity to attend school. Her father, Mohamed, has two wives and a total of 16 children. Halima's mother, Khadija, didn't go to school, and is now a firm believer in educating her daughters, even if it means more work for her at home.

Halima's mother interview: I'll do the chores, so she can go to school...

It takes Halima about an hour and a quarter to get to school. She walks the five kilometres each way to school with her best friend, six days a week. Her school, the Murta Girls IDP School, was built as a co-ed school, but has been used exclusively for girls since 1991. About 340 pupils attend classes, from kindergarten through the eighth grade, most of them from displaced families. The government pays teachers' salaries and contributes to teacher training. Some textbooks are provided, but not enough to go around. One of Halima's favourite classes is geometry.

Halima interviews: tells about her family and school...

The demand for education is so strong that this school has run out of classrooms; the kindergarten class meets outdoors under a tree. Some girls baby-sit their younger siblings—or even their own children—in class.

Boys are also returning to school with the advent of the cease fire. Many had been drafted to fight in the war, or fled the country. During wartime, gatherings of boys at school, mosques or churches were frowned upon. This school, across the road from Halima's, enjoys some benefits girls' schools as yet don't. The all-male staff are offered incentives to teach here: breakfast, and bicycles for their commute to school, attracting resources and instructors away from girls' schools. Playing fields are provided, as is room and board for 25 boys orphaned by the war.

The Parent Teacher Organization at Halima's school is particularly active. At the federal, state and here at the community level, work is ongoing to make sure girls' schools meet the same standard as those for boys.

Peace and local initiative have brought new opportunities for girls' education to the Nuba Mountains. Ten km from Halima's school, a new school is rising. Built by community effort, with the backing of multinational cease fire administrators based nearby, the school opened in June 2003 for 44 first grade girls, initially meeting under a tree. Not having a classroom was no barrier to these early learners and their families. Local villagers pay the teacher's salary. Additional classrooms are being built when materials and manpower are available. The new brick

school replaces a co-ed one built of grass destroyed in the war. These newly-educated girls will one day become the backbone of their community.

Asma Hamid Fadul interview: Sudan has a national policy on girls' education...

UNICEF Sudan Representative JoAnna Van Gerpen interview: Educated girls will stay in the community...

As the sun sets back in Halima's village, it's time for the women to catch up on the day's events. Before going to bed, she'll do her homework by the light of a dim kerosene lamp.

<b>TIME CODE</b>	<b>SOWC 2004 SHOTLIST: AROUND KADUGLI, SOUTH KORDOFAN, SUDAN SEPTEMBER 2003</b>
01:17:49	Sunrise over Nuba Mountains. Exterior village of Murta El Shaeer. Morning atmosphere. Halima drinks tea, does homework and chores. Siblings milk goats. Parents tend cornfield behind their compound.
011943	Interview Halima's mother Khadija Kafi Dahiya: "I'll do the work at home by myself. I want her to go to study. I'll do the chores."
1950	Wide shot Halima's school, she walks down road and into schoolyard.
2015	Bell is rung, school day begins.
2025	Geometry class convenes. Close ups pupils, Halima, teacher.
2130	Interview Halima Mohamed Mamour El Basha: "My older brother doesn't go to school, but a long time ago he used to. My older two sisters are married already. My other sisters, one is in secondary school, the other is in 8 <sup>th</sup> grade. And I have one brother in 3 <sup>rd</sup> grade nearby. In this school there's two of us, my sister in 1 <sup>st</sup> grade and me in the 5 <sup>th</sup> grade."
2154	Halima: "I like Arabic, Math and English, but I don't like Social Studies."
2206	Halima: "The thing I want is to be happy and study until I have a secure future."
2214	Wide school yard, kindergarten class underway under tree. Pupils looking after babies.
2303	Murta Boys' School, classrooms, bicycles, football, construction.
2406	Up sound on tape: PTA meeting at Halima's school. Parents talk about problems they have to deal with: How parents should be committed to getting their kids in school. 'We have to make sure young and old girls go to school.'
2446	Tillo Girls' School under construction near Kadugli.
2504	Constructing classrooms.
2512	First grade class on floor, song.
2543	Interview Federal Ministry of Education Focal Point for Girls' Education Asma Hamid Fadul: "One of the key messages we give to fathers and mothers is that they must make sure their children go to school, and make sure they realize that when you educate a girl, you educate a nation. And that educating your girls is a good investment for the country. We also inform parents that girls' education results in sustainable peace."
2627	Interview with Sudan UNICEF Representative JoAnna Van Gerpen: "For educating women, in this country, one of the most effective arguments is that women will stay in the community and continue to contribute to the family, whereas men who achieve an education are more likely to go to the cities where they can get a higher wage, or even to leave Sudan and go to another country seeking employment. It's a worthwhile investment and that is something that many of the community leaders understand."
2657	Sunset.
2703	End of day coffee with the ladies.

## **2 c. Raising HIV/AIDS Awareness in Zambia**

The young were once considered relatively safe from HIV/AIDS. Today, more than half of all new infections strike people under the age of 25. Girls are hit harder—and at a younger age—than boys. Infant and child death rates globally have risen sharply.

Zambia has one of the world's highest rates of HIV/AIDS prevalence: 21.5 per cent of 15-49 year-olds are HIV positive, out of a population of 11 million.

Beyond direct infection, HIV and AIDS impact children in numerous other ways. For example, by 2001 the disease had orphaned 14 million children (taking their mother or both parents) under age 15 worldwide, a number expected to rise to 25 million by 2010. And AIDS is claiming health professionals and other social service workers crucial to raising children. Schools—which are the key to development as well as to beating the AIDS crisis—face rising deaths among teachers and absenteeism among students who must stay at home to care for HIV/AIDS-affected relatives. In all these ways and more, AIDS is having an enormous impact on whole generations of young people.

### **Video script**

Angela Mwila, age 12, lives in Zambia's Central Province with her grandparents, mother, aunts, uncles, cousins and 10-year-old sister Bridget. Her father, a teacher, passed away a couple of years ago and her mother Grace is mentally ill. She is being raised by her grandparents, Robert and Alice Kunda, and their extended family.

The family lives by subsistence farming and on Robert's skills as a tailor. Like other Zambian girls, Angela and Bridget have to do a lot of chores around the home before and after school. They collect water from the well, wash clothes and dirty dishes, pound millet, prepare food and gather firewood.

Food has been scarce in Zambia recently after years of drought; Angela often doesn't eat before school.

Angela says she'd like to grow up and become educated...

Grandparents Robert and Alice understand the importance of education and are willing to make every sacrifice to ensure their grandchildren—both girls and boys—go to school.

Angela's grandparents talk about their hopes for her, and their own education...

Angela, sister Bridget and cousin Salome walk to school together through the fields. The six-kilometre journey takes them about an hour each way.

They attend Mpande Middle Basic School which was opened in 1993 and is attended by 141 girls and 179 boys. The school is run by a husband and wife team assisted by three other teachers. The school is 26 km from the nearest road and 39 km from Serenje, the nearest town. Lusaka is about a four hour drive away. This distance makes it hard to recruit and retain teachers. Single teachers can be lonely and unhappy in such an isolated setting.

One of Angela's favourite subjects is Social Studies taught by Mrs Nsulula. Today, the class is learning about how HIV is spread from one person to another. Later in the class Angela and two of her classmates do a role playing exercise about how to care for someone with AIDS. Angela plays the sister of an infected boy.

HIV/AIDS is an enormous problem in Zambia, where average life expectancy has plunged to just 33 years. Teaching children as young as Angela about the dangers of HIV/AIDS and life skills to protect themselves is key. Children who understand the ramifications of unprotected sex before they become sexually active have a better chance of staying healthy.

Angela talks about HIV/AIDS role playing, and learning to read...

Sport is another important part of curriculum at Mpande Middle Basic School. Today, Angela and her female classmates are playing netball with the boys. In a society where girls are socialized to be subservient to men, a girl

who becomes confident physically and emotionally is less likely to be bullied into sex by a persistent boy or man, and is therefore less likely to become infected with HIV.

The school considers sport a tool for communicating vital information and life skills to young people—a method of teaching self-esteem and team-work.

The United Nations recognises the importance of play and recreational activities for children, not as an added bonus for them, but as a right, which is enshrined in the UN Convention on the Rights of the Child. The convention guides UNICEF's work, and includes within it the right of all children to play, and the right to leisure and recreational activities.

Rosemary Bwalya is the local chairperson of FAWEZA, the Forum of African Women Educationalists in Zambia. She believes that playing sport against boys gives girls like Angela self-confidence and even physical strength.

Back at home, Robert Kunda helps his grandchildren make a skipping rope from a vine cut from the forest surrounding the village.

<b>TIME CODE</b>	<b>GIRLS' EDUCATION SHOTLIST: CENTRAL PROVINCE, ZAMBIA APRIL 2003</b>
01:27:44	Exterior Angela's house. Family gathers to prepare meal outdoors.
012755	Angela's mother (red shirt) and siblings eat corn.
2815	Establish grandparents, Robert and Alice Kunda.
2825	Angela says: "When I first went to school in Grade One, I was afraid and I had no friends. But when I made friends my confidence grew. I started liking school after that."
2843	Angela says: "I would like to grow up and live as long as my grandmother. Before that I want to get an education and then get a job so I can bring up children and look after them."
2902	Grandfather Robert Kunda says: "I really hope that Angela will get an education and be able to get a job somewhere, so even after I've passed away I can feel secure that she will be able to support herself and her mother."
2922	Grandmother Alice Kunda says: "When I was young I didn't have the privilege of education so I can't read or even count money. But Angela can do these things on my behalf. She can read well and understand a little bit of English too."
2943	Angela pounds millet, gathers water, fans fire.
3020	Angela walks to school with cousin Bridget (in red) and cousin Salome. School bell, group enters schoolyard.
3048	In Social Studies class, learning about HIV/AIDS.
3140	Angela tells teacher what 'HIV' stands for.
3205	Role play: caring for sick 'brother'.
3259	Angela says: "The role play that we did was about HIV/AIDS. I played the role of the sick person's sister. When he asked for food or milk my mother sent me to fetch it. I took care of him."
3331	Angela says: "I have friends who don't go to school and those girls can't even read. They can't do anything. My friends who do go to school can read and do some mathematics. That is why I also want to go to school."
3350	Angela and her female classmates play netball against the boys.
3458	Rosemary Bwalya, Forum of African Women Educationalists in Zambia: "Sport can play a very positive role in the development of girls. The girls become physically strong, and mentally they also develop. When they are doing sports they become very positive in whatever they are doing and very fast in thinking."
3519	Rosemary continues: "What the boys are doing even the girls can do, and that helps to get out of that inferiority complex they used to have sometime back, saying 'this is just for a boy and this is just for a girl.' Now they are able to understand they can do anything."
3536	Playing at home, grandfather makes a jump rope. Girls play.

## **2 d. Girls' Education after the Taliban**

From 1995 until late 2001, young girls and women in Afghanistan were denied access to health care, employment and education by the Taliban. Afghanistan's present population is estimated to be about 23 million. Some 400,000 people remain internally displaced after the fall of the Taliban; in 2002 alone more than 1.7 million people returned to the country, placing a huge burden on an already overwhelmed education system. Female literacy remains unacceptably low at 21 per cent.

Government schools reopened to girls and their female teachers in December 2001, by decree of the Afghan Interim Administration. During the Taliban years, Afghanistan had the world's lowest rate of girls' enrolment.

More than four million children now attend some form of (largely primary) education, with girls' making up 33 per cent of the total, up from naught per cent during the Taliban's rule. Female teachers are also returning to the classroom in increasing numbers; they now make up as much as a third of all teaching staff. In remote sections of the country, however, enrolment rates for girls remain abysmal. Cultural factors often conspire against girls attending school on parity with boys.

Access to schools remains an obstacle in attracting girls to schools in rural areas, and the quality of education is often sorely lacking, sapping girls' participation and community resolve; once girls leave school, they're very unlikely to resume learning later in life. Landmines still litter the landscape, making a walk to school a potentially fatal excursion for school children. Finding enough female teachers—and supplying their schools—is a huge challenge. With peace, UNICEF has now been able to build an effective distribution network to get school supplies, temporary classroom tents, latrines and other equipment to where it's most needed.

An educated girl is less likely to be married early. In a country where contraceptive prevalence is scant, maternal mortality rates the second highest in the world and the health care system still reeling from the after-effects of war, childbirth for a girl not-fully-developed can be a death sentence.

UNICEF aims to up the number of children enrolled in primary education by a further million, including as many girls as possible. Thousands more primary school teachers are needed; they will also be trained in teaching mine-risk skills. As this humanitarian crisis has played out on television around the world, people have seen first hand how important emergency intervention is to the survival of a people. UNICEF aims to capitalize on the higher visibility of education to reinforce its central importance in post-war redevelopment.

### **Video script**

War has been a fact of life in Afghanistan for 3 decades, causing untold thousands of refugees to flee the country—mainly to Pakistan—for safety. Now, with the end of hostilities, the refugees are returning to their country to reclaim their farms on the Shamali Plains, which the Taliban depopulated during their rule. They arrive at a resettlement centre, just north of Kabul, where their paperwork is processed and they are registered.

At the resettlement centre, children are immunized and registered for school. Here we see one such child, eight year-old Yosemite, who has been in Pakistan since the age of three. She has never been to school and has worked as a weaver instead.

Landmines litter the landscape of Afghanistan. Clearing them is a dangerous and painstaking—yet essential—process. Educating the local population—and especially children—about the dangers they pose is a crucial part of getting people back on their land.

With peace comes a new opportunity for education. UNICEF's "Back to School" efforts include enrolment and the provision of school supplies to remote, once inaccessible areas, reaching countless numbers of boys and girls previously denied an education. Often, donkeys are the only means available to transport the supplies. Despite the devastation, classes continue to meet in partially bombed out buildings. Girls of ten are taught by rote, a method no longer recommended as effective for comprehensive learning.

The Afghan government has thrown its full support behind education for all. In April, 2002, UNICEF launched a 'Back to School' campaign, airlifting school materials to remote areas. President Karzai and UNICEF executive director Carol Bellamy kicked off the effort in Kabul. The programme was repeated in March of 2003.

Considered a middle class suburb of Kabul, Makroyan was built by the occupying Russians who, upon departing, left everything behind, including cranes and blocks of prefabricated walls.

19 year-old Vida Saghara was among many girls who returned to secondary school to complete the education they were forced to abandon by the Taliban. At 14, she was married, by her family, to a man 15 years her senior who adamantly opposed her efforts to continue studying. For five years, (she was 12 years old and the top of her 7<sup>th</sup> grade class when the Taliban rose to power), Vida secretly studied English and mathematics, paying for the scant education with money she raised by sewing and making rugs.

Because of her husband's continued opposition to her studies—and in spite of Moslem law and cultural traditions—Vida divorced after three years of marriage when she was just 17. She is now continuing her high school education in the mornings (currently in 12<sup>th</sup> grade) at the Lycee Fardousi, and attends a co-ed crammer in the afternoons. Crammers are privately funded catch-up classes for individuals preparing for university. Here she's learning computer science.

The Lycee Ferdousi is Afghanistan's largest school, with 10,000 students and just 227 teachers. The children are taught in three shifts and boys and girls study together until the age of 13, after which the classes are taught separately.

Vida tells about the difficulties studying under the Taliban while being married...

In spite of years of conflict, Vida's neighbourhood is still largely intact. She performs her household chores and then returns to study, into the night, to realize her goal of attending university next year. Electricity is available only during certain times of the day, so Vida studies by candlelight or lamp.

Vida's own mother's dreams of a higher education were quashed when she too was married at an early age. Both Vida's parents are now fully dedicated to ensuring that their children are educated against all odds. Vida's father is a school inspector.

Vida's mother says she wasn't fully educated and wants her children to have that chance...

Vida talks about the Taliban and her future aspirations...

<b>TIME CODE</b>	<b>EDUCATION AFTER THE TALIBAN, AFGHANISTAN, AUGUST 2003</b>
01:36:14	Refugees arrive at a resettlement centre (on Jalalabad road), north of Kabul.
01:36:40	Refugee women and children offload at the resettlement centre.
3646	Former residents return, register. Baba Karim signs in.
3658	De-miner probes for active landmines (on Jalalabad road - Kabul).
3714	A young family walks through a devastated village in Istalif (on the Shamali Plain).
3724	UNICEF tent.
3732	At the resettlement centre, children are immunized.
3745	Yosemina and her family are educated about the dangers of landmines.
3808	UNICEF supplies distribution centre. Packing boxes with school supplies.
3819	Donkeys carrying boxes of UNICEF supplies to schools in remote areas.
3844	Atife Saheed School in Istalif. UNICEF helped rebuild the school.
3848	Class in war-damaged schoolroom.
3855	Girls in classroom learning by rote.
3914	President Karzai and Carol Bellamy at the 'Back to School' launch at the Amani school in Kabul.
3927	Street scene in Makroyan, a suburb of Kabul.
3935	Bell tolls at the Lycee Ferdousi school.
3941	First day of school at Lycee Ferdousi, girls in playground.
3950	Girls walking into class.

3955	Teenage students in hallways.
4000	Vida in class.
4011	Vida Saghara (in classroom): "If I had not experienced those difficult times (during the Taliban) I would not be interested in education now. There are many people who say they go to school, but only for the name, or fame or to make money... I want to pursue my education so as to not feel helpless anymore."
4028	Vida says: "It was a difficult time but after three years he was still opposed to my education. He did not want me to be educated and then we had to split. We split up with a lot of difficulty, you know, in Afghanistan, to leave your husband is, both professionally and by law, not a good thing to do."
4055	Vida leaves the classroom.
4111	Walking home with her friends.
4118	Children playing outside Vida's apartment block in Makroyan.
4131	Exterior shot of Vida's building.
4138	Vida doing house chores: laundry and vacuuming.
4148	Vida talking with her brothers.
4205	Vida's mother reading.
4219	Vida's mother, Atefa: "I was married young and one of my dreams was to pursue a higher education but, I could not. I was alone, I had children, I did not have any support at home so now, I want to live my dream through my children. My only hope is that my children should have a higher education." (video hit; please use cutaway)
4241	Interview Vida in her room: "After the Taliban...the first year after the Taliban I changed my life, by myself. But there is a lot of girls that they are like this, right now. Up to now...engaged and they are married and they have children...right now...we are the same age."
4306	Old woman accompanied by young women wearing burkas and children in Makroyan.
4321	Vida in her room: I have...I have almost my freedom.
4330	Vida lights a lantern to study at night.
4342	Vida: "It is not formal, it's my private wish, my private thing, my private hope, that I want to be a good writer. I want to write about the people. All over the world, not especially for the Afghan peoples. There's a lot of different countries like Sudan, Iraq, Palestine, Israel..."

## 2 e. Education in Brazil: What about the Boys?

With more than 170 million inhabitants, Brazil is the most populous country in Latin America, and the 6<sup>th</sup> largest in the world. Some 10 per cent of Brazilians live below the poverty line.

While 97 per cent of primary school-age children are enrolled in school, the standard of education is not always up to par: some 1.1 million children between the ages of 12 and 17 are unable to read and write.

Almost without exception around the world, more boys are enrolled in school than girls. But in many Latin American and Caribbean countries, exactly the opposite is true.

In countries such as Botswana, Lesotho and Mongolia this is largely due to a practice of having boys look after the family herd while the men seek wage-earning work. But in most parts of Latin America and the Caribbean, the same underperformance and disappearance of boys from the classroom is evident.

Gender disparities in Brazil become apparent from about the age of 10, when boys begin to leave school at higher rates than girls. By the 15-17 age range, 19.2 per cent of boys have dropped out altogether, compared to only 8.5 per cent of girls.

Researchers have only recently begun to ask what factors might be detracting from boys' academic achievement. The crunch point for boys often comes early in adolescence, when their sense of themselves and their place in the world begins to change. Studies suggests that boys there are generally socialized to run free while girls are confined to the home, required to sit still and concentrate on specific tasks. And too often, in poor areas, the lure of the lucrative drug trade draws boys away from school and into a life of fast money and constant danger.

Regional 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, and nowhere is life as difficult as in the *favelas* of Rio de Janeiro.

The challenge, then, is to find stimulating and innovative ways to keep boys—and girls—in school, so that they will better be able to contribute to society as adults later in life. *Afro Reggae* is one promising solution, teaching children and young adults music, circus skills, computer programming, video production and leadership. The organisation, run by young people for young people, has received aid from UNICEF in the past, but is now so successful, it's self-sustaining.

### Video Script

The more than 500 *favelas* (shantytowns) of Rio de Janeiro house more than a third of the city's population of 5.5 million. They are some of the least-hospitable places to be a child in the world. Plagued by gang wars, poverty, racism and police violence, many children assume they will be die in the crossfire or land in prison before reaching adulthood. Why, then, bother with school?

One of the most notorious of Rio's *favelas* is Vigário Geral, population 8,000. This is where the *Grupo Cultural Afro Reggae* was born. Starting as a band in 1993 in response to a murderous police rampage, *Afro Reggae* has been helping children stay in school—and stay alive—for more than a decade. Rehearsals are held after school, keeping four to 26 year olds occupied after classes. Older members of the troupe teach younger members, serving as mentors in a community where role models are often in short supply.

14 year-old Wallace Rocha Conceição is a typical at-risk boy—one of more than 500 enrolled in Vigário Geral and two other *favelas*—whose participation in *Afro Reggae* has kept him family-centred, in school, and off the streets. Wallace lives with his grandmother and has been a member of the troupe since he was seven.

Wallace Rocha Conceição talks about staying in school and the importance of *Afro Reggae*...

After school, Wallace gets into his *Afro Reggae* tee-shirt and heads out to perform.

'Dada' *Afro Reggae* coordinator talks about the lure of the drug trade...

José 'Junior' Pereira, *Afro Reggae* founder tells about the organisation's strategy...

Interview with Reiko Niimi, Representative, UNICEF Brazil about education's role...

By performing for groups of senior citizens and touring around the world, being involved in *Afro Reggae* has changed the course of thousands of children's lives in Rio's slums, making sure they stay in school...and in charge of their destiny.

TIME CODE	SOWC 2004 SHOTLIST: RIO DE JANIERO, BRAZIL, OCTOBER 2002
01:44:23	<i>Favela</i> establishing shots. Houses, police cars, helicopter, youths milling about, graffiti.
01:44:56	Children walk up stairs to rehearsal. Mentoring. Boys drumming, then girls.
4601	Wallace Rocha Conceição walks from home to school. Interior classroom shots.
4700	Interview Wallace Rocha Conceição: "If there were no Afro-Reggae, I'd still be in the <i>favela</i> , and I wouldn't know anything about percussion. I wouldn't have any education, and I wouldn't be learning what they teach in school."
4710	Wallace continues: "To be in Afro Reggae you've got to stay in school until you finish high school, when you're 16 or 17. I love this school because I've got lots of friends. They like me and I like them."
4724	Wallace gets ready to perform. Outdoor percussion performance.
4820	Interview 'Dada', Afro Reggae coordinator: "It's really complicated for a teenager of 14 years old, or 15. We even have cases of 10-year olds, starting in with trafficking."
4829	Dada says: "So, what's a young person going to think? I'm going into trafficking, I'll earn more than my dad, I'll make my mother's life more comfortable, my parents won't need to work anymore."
4838	Interview José 'Junior' Pereira, Afro Reggae founder: "We use the same magnetic energy, the same

	concepts that attract young people to drug trafficking to make them leave it.”
4853	Junior continues: “What draws a kid of 13 or 14 to drug dealing? Status. Participating in a strong group. Feeling secure.”
4903	Interview Reiko Niimi, UNICEF Representative, Brazil: “(What we’d like to do is make)– see education being a fun, enjoyable thing for children. And through education, starting at the youngest level, help children to live up to their full potential and to enjoy all of their rights. And in Brazil, it’s possible, because here there’s a much broader understanding of child rights, which is more than health and education. It’s about self esteem, it’s about the right to be treated as a person with dignity, the right to enjoy sports, the right to have fun. The right to be a child.”
4942	Players perform at senior centre. Seniors join in.
5050	Wallace and Dada walk down local street.

## 2 f. Egypt: Dreams come True

Egypt has made great strides towards the achievement of basic rights for all children over the past decade. Primary school enrolment has risen; the gender gap is on the wane. In rural Upper Egypt, however, poverty has actually increased, and the proportion of children who work, as opposed to attending school, is relatively higher than elsewhere in the country.

Literacy among adult females, while up 10 per cent over the past decade, still lags far behind the rate for men: 44 per cent to 67 per cent, respectively, among the country’s 70 million people.

UNICEF’s efforts to overcome barriers to Girls’ Education in Egypt focus on getting working children, especially girls, enrolled in school, and sustaining the 93 per cent enrolment rate in primary education. The gender gap is steadily closing at the primary and secondary level, but women are still under represented at higher levels of education. The situation in rural parts of the country is even less equitable.

Egypt’s excellent communications network makes reaching wide swathes of the population relatively easy, but girls and women tend to get the short shrift in addressing their particular needs. Indeed, some rural men still think a young girl or adolescent’s place is in the fields or at home, not in school. The message that educating girls is equivalent to educating boys—enriching families and communities equally—needs to be heard loudly and clearly.

In 2000, Egypt unveiled a Girls’ Education Initiative, taking as its starting point the success UNICEF and the Egyptian 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. These community schools are crucial catalysts for change in their villages; if a school is close at hand, parents are much more likely to send their girls than if they have to travel to get there.

The follow-up to the Initiative 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. The foundation stone for the first girl-friendly classroom was laid by Mrs Mubarak in May 2003. In all, 3,000 such schools are to be established this year.

### Video Script

Beni Shara’an is a sleepy market town in Upper Egypt, far from the bustle of cosmopolitan Cairo, 350km to the north. Traditionally, girls did not attend school in the village. Instead, many were confined at home, away from prying boys’ eyes, sent to work selling produce in the souq, or sent to gather grain arduously in a sun-blasted field.

That all changed eight years ago, when Farouk Abdel Naim, a local merchant, donated funds to establish a one-classroom school for girls on the ground floor of a converted house. The school was set up after visits by

UNICEF and local NGOs, who wanted to expand the community school initiative. Village elders supported the idea after hearing of other success stories nearby.

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. Today, the school is seen as a wise investment from which the community is reaping tangible rewards.

Girls varying in age from 6-12 share the classrooms, where the teacher divides the lessons into age-appropriate segments so no one is left behind. About 30 girls enter the school each year, for a five year course. In a village where female illiteracy had long been a 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; even older people are taking literacy classes.

Fatma Abdel Naim, school teacher, talks about life at the community school...

Awatif Morsy, 18, graduated from the Beni Shara'an School and has gone on to secondary school, despite her stepfather's initial opposition. Previously, she'd had to work; there was no money for school, and no local school to send her to. Today she's returned to her old school to talk with some current pupils. She's become a role-model for other girls in the village through her short-story writing. She plans to continue on to university and ultimately make her dream come true: to become a teacher. Her mother wasn't able to go to school, and cannot read or write.

Interview with Awatif Morsy about her hopes and aspirations.

Clearly, the efforts of one enlightened man have redefined the future for generations of girls to come in Beni Shara'an, and beyond. The eyes of a remote community have been opened to the world.

Interview with Farouk Abdel Naim, the man who donated space for the schoolroom...

Interview with Her Excellency the First Lady of Egypt, Suzanne Mubarak.

<b>TIME CODE</b>	<b>SOWC 2004 SHOTLIST: BENI SHARA'AN, EGYPT, AUGUST 2003</b>
01:50:25	Old man walks in village, street scenes, girls sell eggplants and chillies, donkey cart, mosque.
015035	Young girls working in field, gathering grain. Close up faces.
5055	School girls walk to Farouk Abdel Naim community school.
5113	Class facilitator Fatma Adbel Naim with pupils: "Today I'm going to tell you a short story about one of the good values we should all have, and that is friendship."
5141	Girls listening to lesson.
5151	Teacher: "What will you do in science class? Girl: I will bring a candle, a bowl and water"
5210	Girls choose their activities for the day by putting small flags indicating their choice in a basket near the blackboard.
5220	Science experiment with candle and glass.
5230	Groups of girls with teacher.
5258	Fatma Abdel Naim, teacher: "If there is something in the lesson that they don't know, I guide them to the library or use the reference books to do their research. All the research they do we present on the blackboard so they can review at the end of the week."
5313	She says: "Here in community schools we believe very strongly in children's rights. For example, we show affection and concern to the children throughout the day, by asking them not to do anything wrong. It's important to take into consideration the children's option about school, and we make sure we accommodate their needs."
5335	School bell rung, girls walk to benches under a tree.
5351	Awatif Morsy, 18, former student, joins the group.
5405	Awatif greeting by former teacher, girls smile and laugh.
5114	Girl does make-believe interview with pretend microphone with Awatif: "tell us about the short stories you wrote."
5424	Awatif: "I wrote many stories including this one about demanding freedom..."

5434	Angles of Awatif and group.
5443	Awatif: "Before I went to school, I was working, weeding fields outside the village. But when the community school opened here I joined. I was very happy to stop working and to start learning instead."
5500	Awatif: "I had a feeling deep down that made me want to BE something, because I knew there is no future for me working in the fields. That's only for the present. When I started learning I had the feeling that I wanted to continue and make something of my life."
5519	Awatif: "After getting married men consider their wives as only there to serve them. The woman has no opinion and no rights. I believe that through learning, a woman has a better future and is more able to make her own decisions."
5540	Awatif comes home through garden, greets mother and brother.
5600	Awatif reads to her mother—who cannot read or write—a religious story: "This is Kalan which is in Palestine now. There was a town called Hebron..."
5625	Farouk Abdel Naim, who donated the space for the classroom in the market square.
5640	Farouk Abdel Naim: "Those (girls) who learn have more possibilities, a position and a future. Without it (an education), what future can they have ? After being educated, there is a base for them to build on. So I want to thank those who helped us here and brought us teachers and materials. We thank them 100 per cent."
5700	Suzanne Mubarak, Her Excellency the First Lady of Egypt: "I think we've succeeded in creating awareness among the public at large for the importance of education for girls. Not only in their own capacity, but as agents for change, as being indispensable for any social and economic development for our county." (Speaking during the UN Special Session on Children, New York, May 2002)

## 2 g. Interview with Carol Bellamy, UNICEF Executive Director

TIME CODE	INTERVIEW SELECTS: NEW YORK CITY SEPTEMBER 2003
01:57:22	This year's report, The State of the World's Children, is on the issue of Girls' Education. We argue every child, every girl, every boy, has a right to an education. But girls are finding it toughest. So we're saying that more needs to be done to make sure that every child, <i>including</i> every girl, gets an education.
01:57:42	2005 is a key date when it comes to girls' education because it is one of the first goals agreed at the millennium summit to come due. The goal that was agreed upon was gender parity, in conjunction with education for all. So that means girls are going to school as well as boys. Failure to show movement in that direction will really create a disincentive to move forward on the other millennium development goals. So not only does it make a difference for that girl, but it will make a difference for the world in achieving these development goals.
5816	There is a saying that when you educate a boy, you educate a man. When you educate a girl, you educate a family. Educating girls has a multiplier effect, not only do you have that individual, who received a basic education, but her family, her child, her near community all benefit from that education, so what you get for a small investment is returned many times over.
5843	The key player in getting girls in to school is clearly the government, because government has to make an investment in its education system, in an education system that sees the merits of not only educating boys, which is very important, but girls as well. But it is not government alone: it's the family, the community. The father, the mother, the teachers, the school authorities, everybody has to understand that their communities will be stronger if ALL children get an education.
5913	Cutaways, cover of State of the World's Children report.

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