

4 THE MULTIPLIER EFFECT OF EDUCATING GIRLS



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

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

Ensuring children the best start in life

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

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



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

From the understanding that learning begins at birth comes the belief that it can be promoted by a secure attachment and responsive interaction between baby and parents or caregivers. In addition, children’s healthy development depends on their interactions beyond their own family, with research suggesting that structured care outside the home can be particularly important in preparing a child for school. A recent study of children in Nepal showed that over 90 per cent of those who had attended a

non-formal pre-school facility enrolled in primary school, compared with some 70 per cent of those who had not. More tellingly still, in grade 2 around 80 per cent of the first group were still in school, but only around 40 per cent of the non-pre-school group were attending.⁵³

The rhythm of schooling

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

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



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

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

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

PANEL 7

Teachers spark hope

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

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

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

"Right now I think it's most important to get the children back into school," she says, her four-month-

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

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

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

Fighting HIV/AIDS

Over 5 million people each year are newly infected with HIV/AIDS. Human development gains painstakingly accrued over generations have been wiped out in a matter of a few years in the worst-affected countries. In Botswana, for example, due to the high HIV-infection level, life expectancy plummeted from 60 years in 1990 to just 39 years in 2001.⁵⁵ And unless global prevention efforts are significantly expanded, 45 million people in 126 low- and middle-income countries will be infected between 2002 and 2010.⁵⁶

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

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

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

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

Domingos Caiumbuca is another of the 39 teachers being trained in Kunhinga. Tall, confident and jocular, he says: "I feel this training is very important because this is the start of a new era in education in Angola. I want to teach to help develop a new generation of Angolans. For instance,

just this morning we were learning why it is important to integrate the best students with the more difficult. I love this knowledge."

The signs are that Domingos, Dolores and their fellow trainee teachers have grasped their chance with both hands. Back to School has been so successful in Bié and Malanje that the Angolan

Government has been inspired to extend it across the country in 2004. It has set aside \$40 million in its budget to fund the training of a further 29,000 teachers and to increase the number of children in the first four grades by 90 per cent. If this happens, the number of children out of school in those first four grades is expected to drop next year from 1.1 million to around 200,000.



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

The best school-based defence against HIV/AIDS addresses the issue as part of comprehensive life skills programmes, established as a core part of the mainstream curriculum. These offer young people gender-specific information on HIV and on the steps they can take to prevent infection's spread. The programmes train them to analyse situations critically, challenge gender stereotypes, communicate effectively and make responsible decisions. These

skills enhance their abilities to make healthy choices, resist negative pressures and avoid risky behaviour.⁶⁰ This is particularly vital for girls, who are more easily infected with HIV during sex than boys.

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

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

A different kind of emergency

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

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

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

Due to the success of the course, other donors, including the Asian Development Bank and the Swedish International Development Cooperation Agency, along with international non-governmental

organizations such as Save the Children Alliance and Catholic Relief Services, have expanded the project to every province of the country. To date, over 7,000 teachers have completed the courses. The percentage of trained primary teachers in the country rose to nearly 77 per cent in 2002.

Children affected by HIV/AIDS

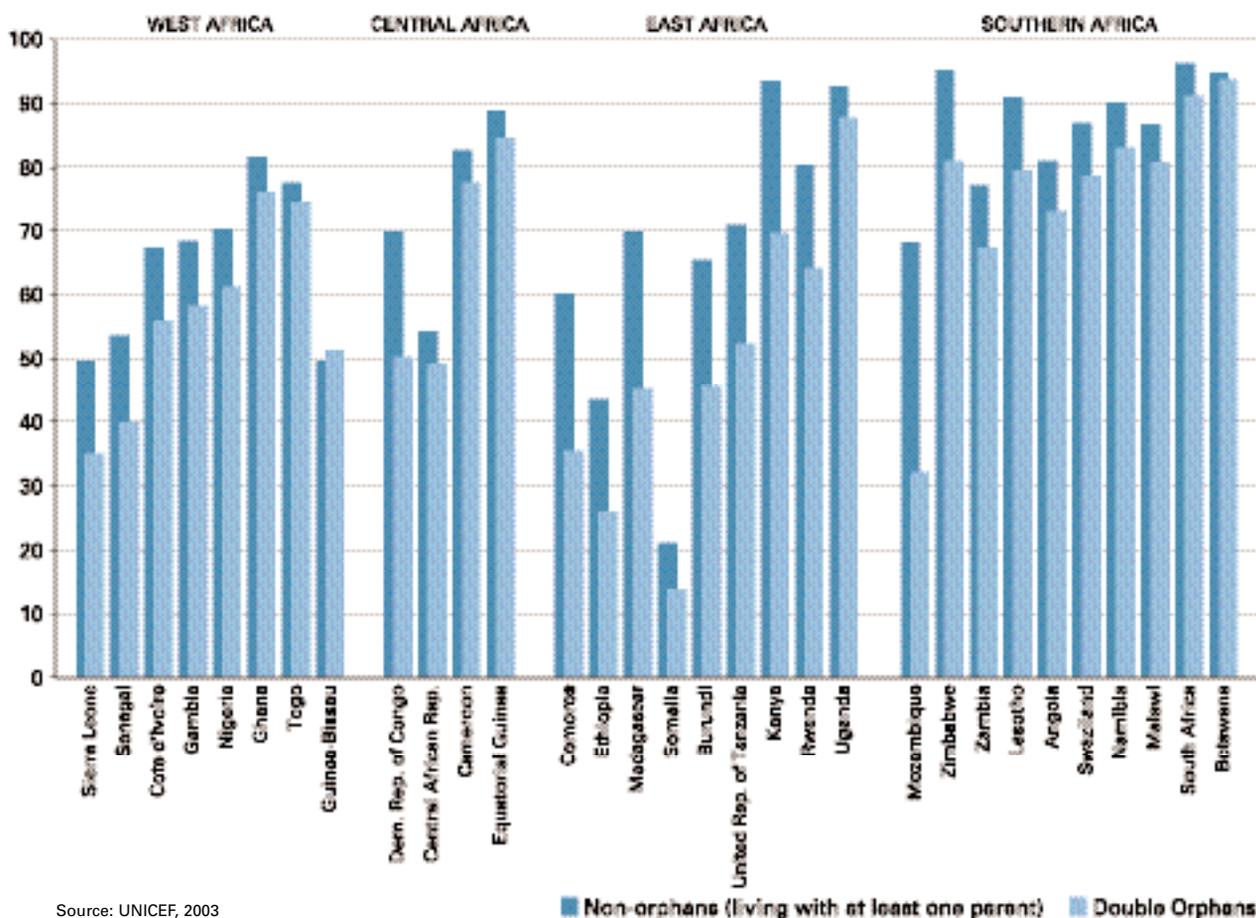
There are an estimated 11 million children orphaned by AIDS in sub-Saharan Africa⁶² and these are often the first children to lose the support of extended families for their attending school. Orphans losing both parents are even less likely to attend school (see Figure 11: *Orphans less likely to attend school*). Girls lose out even more than boys because the burden of care for sick relatives falls disproportionately on them. In many families, HIV-related illnesses and consequent lost earnings make sending a child to school impossibly expensive. Schools are also suffering due to the illness and deaths of many teachers from HIV/AIDS. In Zambia, around three quarters of the new teachers trained each year are needed to replace those who have died of AIDS. In Malawi, meanwhile, pupil/teacher ratios in some schools swelled

to 96 to 1 due to HIV-related illnesses among teachers.⁶³

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

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

FIGURE 11 ORPHANS LESS LIKELY TO ATTEND SCHOOL



Source: UNICEF, 2003

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

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

Creating a protective environment

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

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

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

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

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

Helping children in emergencies

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

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

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



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

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

Amid the chaos and trauma of an emergency situation it is still possible to put children's

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

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

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

PANEL 8

African countries move closer to education goals

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

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

By 2000–2001, gross enrolment for all children in Chad had risen to 75 per cent, a remarkable achievement

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

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

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

In southern Sudan, which has been blighted by civil war for decades, to wait for an end to the conflict would be to dismiss the rights of generations of children. UNICEF, working with the Sudan People's Liberation Movement/Army in areas it controls, is trying to address the dire educational position of children: As few as 15 per cent of primary-school-aged children in southern Sudan are in school, and girls

represent only one quarter of this number. By the time the upper primary level is reached, there are hardly any girls left in school and at the territory's foremost secondary school, Rumbek, there is a solitary girl. Only 560 of the 8,000 teachers in southern Sudan are women, a mere 7 per cent.⁷¹

The benefits to communities

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

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

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

Applying best practices

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

Much of what is known about girls' education comes from the lessons learned in Africa, as seen in Chad.

The commitment of the 34 African countries to the goals of Education For All and the willingness of donor governments to invest in an idea at a critical time have meant a huge difference in the lives of scores of thousands of girls, and in the lives of their families.

Funding

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

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

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

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

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

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

1 UNDP *Human Development Reports 1999 and 2003*.

2 Information supplied by UNICEF Chad, 2003.

3 Ibid.

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

5 UNDP *Human Development Report 2003*.

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

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

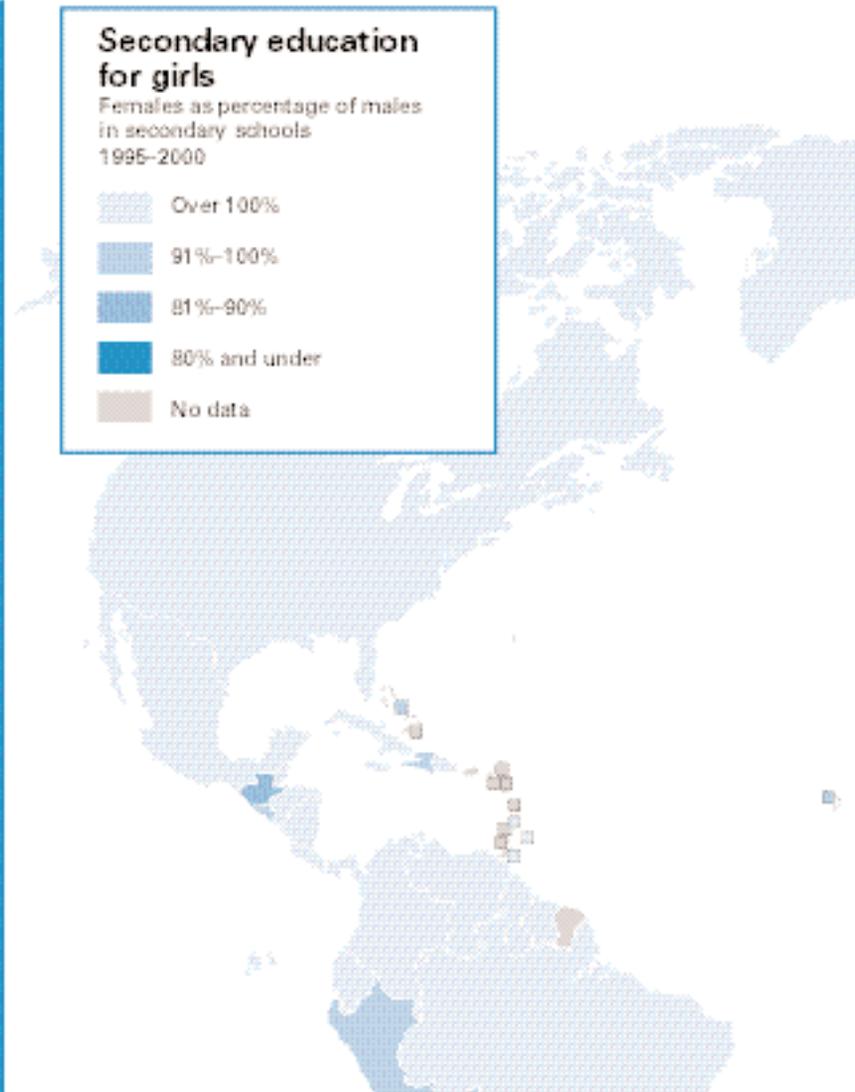
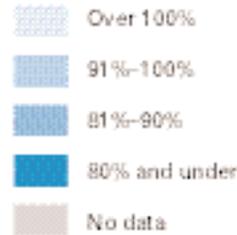
To address this issue, the Ministries of Health and Education have focused on primary schools and surrounding communities in eight remote and poor provinces. New water points and latrines are being constructed in schools and surrounding villages; deworming activities are being carried out; and a hygiene-education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

Millennium Development Goals

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

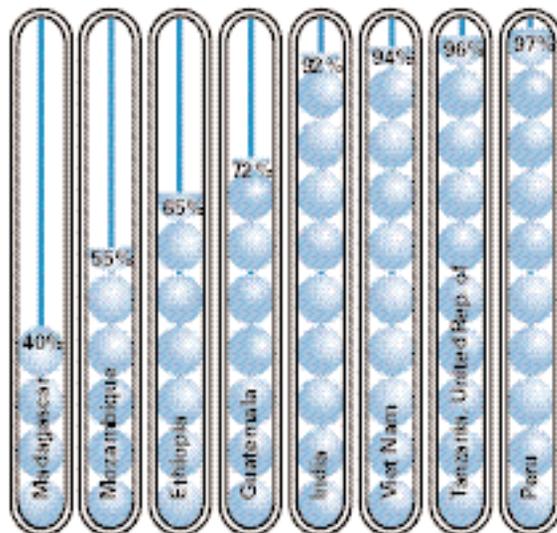
Secondary education for girls

Females as percentage of males in secondary schools 1995–2000



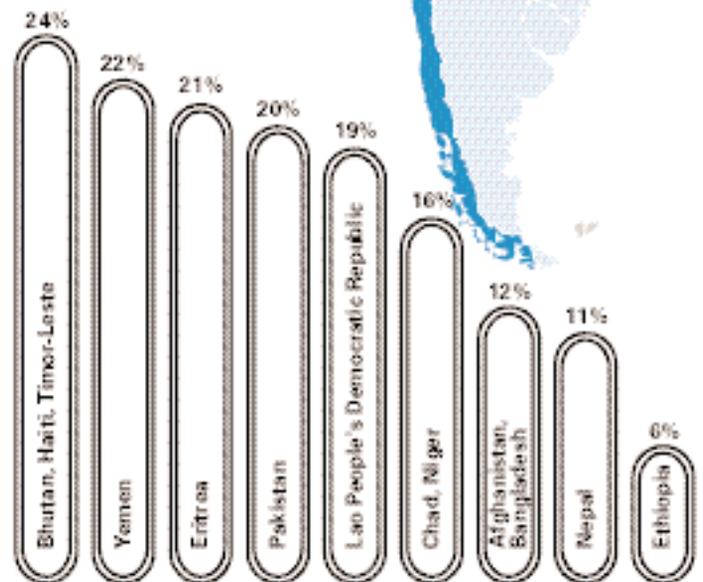
Primary school achievement

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



Assistance at birth

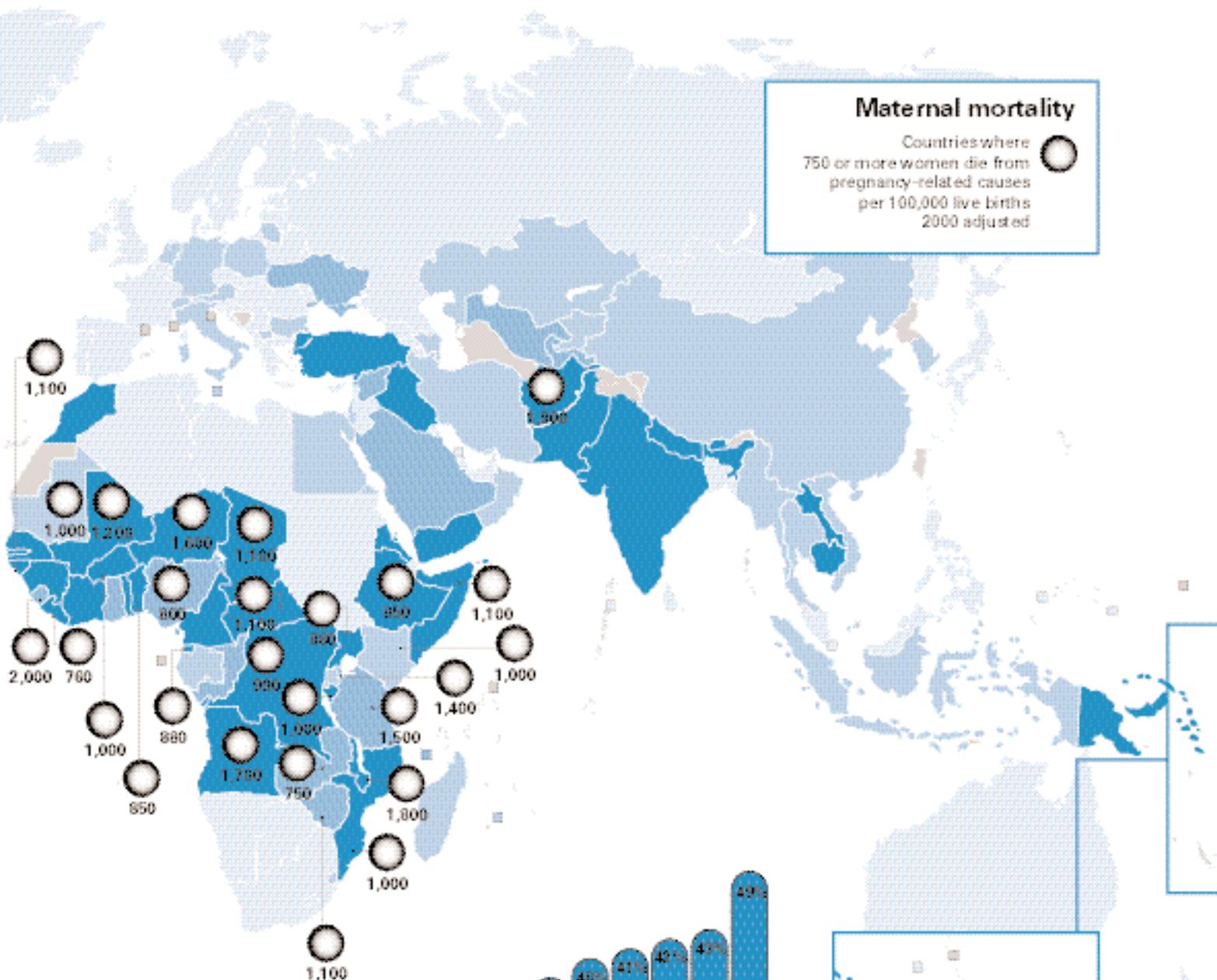
Countries where fewer than 25% of deliveries assisted by a skilled attendant 1995–2000



IMPROVE MATERNAL HEALTH

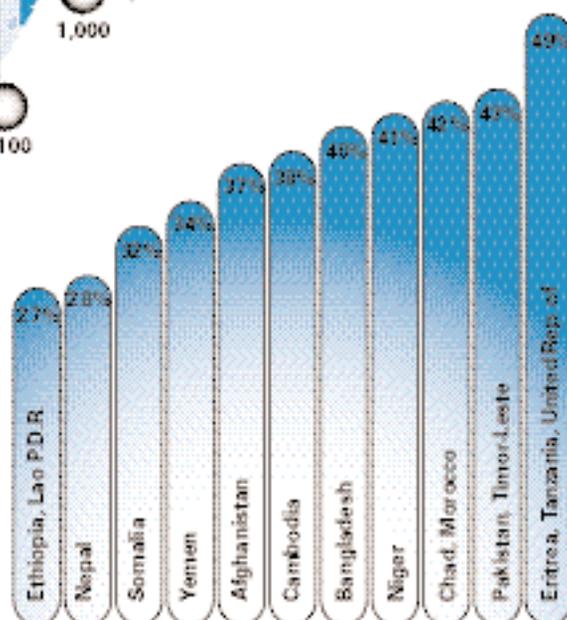
Maternal mortality

Countries where 750 or more women die from pregnancy-related causes per 100,000 live births 2000 adjusted



Assistance before birth

Countries where fewer than 50% of women receive antenatal care 1995-2000



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