

# THE STATE OF THE WORLD'S CHILDREN 2003

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# **THE STATE OF THE WORLD'S CHILDREN 2003**

## Thank you

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*Cover photo:*  
Umuhosa, age 12  
'Through the Eyes of Children'/The Rwanda Project

# **THE STATE OF THE WORLD'S CHILDREN 2003**

**Carol Bellamy**  
Executive Director  
United Nations Children's Fund

With photos and artwork by children



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“They brought us  
their ideas, hopes  
and dreams.”

Kofi A. Annan



# FOREWORD



The focus of this year's *The State of the World's Children* – child participation – is intended to remind adults of their obligation to elicit and consider the views of children and young people when decisions are being made that affect their lives.

The report's theme is true to the spirit of the historic General Assembly Special Session on Children, held in May 2002. For the first time, the General Assembly met to discuss exclusively children's issues; and for the first time, large numbers of children were included as official members of delegations, representing governments and non-governmental organizations.

The children's presence transformed the atmosphere of the United Nations. Into our usually measured and diplomatic discussions, they introduced their passions, questions, fears, challenges, enthusiasm and optimism. They brought us their ideas, hopes and dreams. They gave life to the values of the Convention on the Rights of the Child. And they contributed something only they could know: the experience of being young in the 21st century – in a time when HIV/AIDS continues to grow at a devastating rate; in a time when unprecedented wealth coexists with extreme poverty; in a time when the rights of children, while almost universally recognized, are abused systematically and daily throughout the world.

In the outcome document of the Special Session, Governments declared their commitment to changing the world for and **with** children – to build a world fit for children in the 21st century. We will achieve this only if Governments fulfil their promise that the voices of children and young people will be heard loud and clear; if we ensure the full participation of children in the work to build a better future.

A handwritten signature in black ink, appearing to read 'K. Annan'.

Kofi A. Annan  
Secretary-General of the United Nations



# 1

## CHILDREN MUST BE HEARD

*“Adults miss the point. When is a child considered skilful enough to contribute and participate actively? If you do not give them the opportunity to participate, they will not acquire the skills. Give us the chance early and see how we fly.”*

17-year-old Khairul Azri, a Malaysian delegate to the UN Special Session on Children

When 10-year-old Mingyu Liao from China addressed the World Summit on Sustainable Development in Johannesburg, South Africa, in September 2002, she was one of three representatives from the International Children’s Conference of the United Nations Environment Programme that had drawn more than 400 children from over 80 countries three months earlier. “We all had plenty to say,” the young girl reported, “but the number one thing that all delegates were concerned about is that most leaders don’t listen.”

Mingyu Liao shared the podium with four other children, Justin Friesen from Canada, Analiz Vergara from Ecuador and Julius Ndlovena and Tiyiselani Manganyi both from the host country, South Africa, as they delivered their challenge.

“We are not asking too much! You said this Summit is about taking action! We need more than your applause and comments of ‘well done’ or ‘good speech’. We need ACTION.”

The young activists were not to be denied. With their vision for the future, and their passion, they inspired delegates as others had done at the UN Special Session on Children in May 2002. “Think about the children,” they pleaded. “What kind of world do you want for them?”

In the end, the children accomplished something that had not been possible through the usual process of adult negotiations around the Summit’s final declaration. World leaders acknowledged that they had a responsibility not only to each other but **to children** – as

*“In immense space, what is in the eyes of these two little boys? How can we understand what they want to express? Maybe it is their aspiration about having a better future.” Nguyen Chau Thuy Trang*

© Nguyen Chau Thuy Trang/Viet Nam/Street Vision/PhotoVoice

they pledged to free the world from poverty, environmental degradation and patterns of unsustainable development.<sup>1</sup>

In rural villages in southern India, the NGO Myrada organized community children's groups around two issues of social justice: bonded labour, where children are forced into work and to endure frequently harmful working conditions for long periods in order to pay off their parent's debts, and child marriages, where girls as young as 11 years old are forced into marriage and marital roles harmful to their best interests.

Several children's clubs in different communities worked together in respectful dialogue with parents, other adults in the community and local authorities with two objectives: to convince some local landowners and factory owners to free children from servitude, and to convince some parents of girls due to be wedded to rescind their decision to marry off their young daughters. They succeeded at both.

In addition, the Myrada project created a 'community of support' around educational issues, with community leaders and local authorities, parents and elders, young people and children working together to monitor student absenteeism and drop-outs by approaching children and the parents of children who are not in school.

Within school parliaments, children took on tasks in and around school and the community. They elected an 'opposition party' whose responsibility was to monitor the plans, commitments, promises and actions of those students already in office. Through the practice of leadership, children learned that they are accountable and responsible to those who

elected them, and that assuming an elected position requires commitment and fulfilment of promises and responsibilities.<sup>2</sup>

These are but two of many examples from different contexts and different cultures that demonstrate that changes can be effected that may not be accomplished otherwise when children and young people are provided with the opportunity to contribute.

## Competencies for life

Each generation is faced with new challenges – listening for and to the views of children is one of ours. This year, *The State of the World's Children* focuses on the responsibility of adults to seek out the perspectives and opinions of children and to take them seriously; and on the responsibility of adults to help children and adolescents develop their competencies for authentic and meaningful participation in the world.

In order to do this, adults must develop new competencies of their own. We must learn how to effectively elicit the views of children and young people and to recognize their multiple voices, the various ways children and young people express themselves, and how to interpret their messages – both verbal and non-verbal. What's more, we must ensure that there is opportunity, time and a safe place for the opinions of children and young people to be heard and given due weight. And we must develop our own capabilities to respond appropriately to the messages and opinions of children and young people.

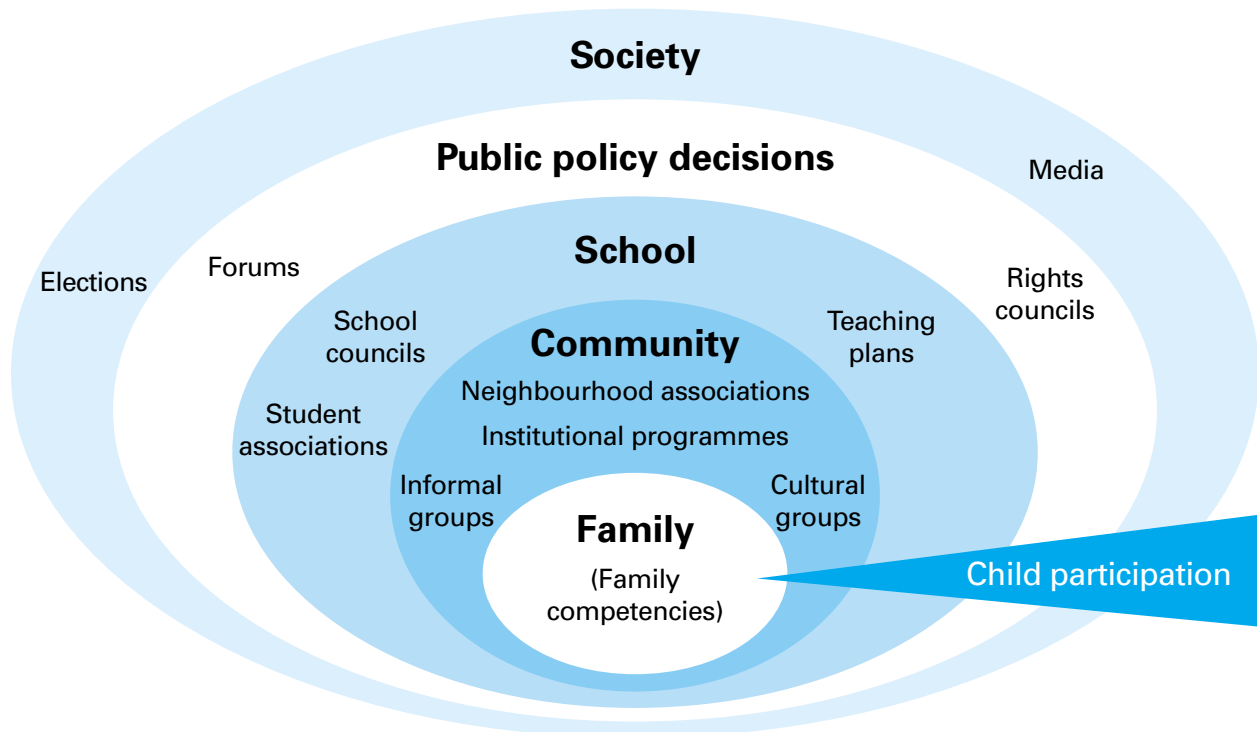
UNICEF's goals with this report are to:

- Draw public attention to the importance, reason, value and feasibility of young



## FIGURE 1 CHILDREN'S PARTICIPATION

As children grow and develop, their opportunities for participation expand from private to public spaces, from local to global influence.



Adapted from R. Nimi's powerpoint presentation at UNICEF's Global Lifeskills Workshop in Salvador (Bahia), Brazil, June 2002.

people's active participation in family, school, community and national life;

- Encourage States, civil society organizations and the private sector to promote children's authentic involvement in decisions that affect their lives;
- Present examples of how the lives of children, families and communities have been changed when children have opportunities to contribute on matters that affect them; and
- Spark action that includes children and young people to meet the goals of 'A World

Fit for Children' and the Millennium Development Goals (MDGs). As the work on the MDGs moves ahead, improving the lives of children and young people will necessarily be at the heart of every effort; the participation of children and young people will be at the centre of every success.

### Participation defined

Participation is a subject with a broad definition and multiple interpretations (*see Panel 2, 'Child participation: Myth and reality', page 16*). In truth, children have always participated in life: in the home, in school, in work, in communities, in wars. Sometimes voluntarily and heroically,

sometimes forcibly and exploitatively. Every culture has a child hero in its historical pantheon and fairy tales that tell of children who have made a difference in their worlds.

What has happened is that childhood as a social construct has evolved with changing societies and changing values, and children as a group are gradually coming into their own as people with rights and social actors. But because marginalization is still a fact of life for the vast majority of the world's children, structured efforts to ensure their participation and protect them from exploitation have become essential.

Participation is frequently defined as “the process of sharing decisions which affect one’s life and the life of the community in which one lives. It is the means by which democracy is built and it is a standard against which democracies should be measured.”<sup>3</sup>

Acknowledged as a multifaceted phenomenon, participation may include a wide range of activities that differ in form and style when children are at different ages: seeking information, expressing the desire to learn even at a very young age, forming views, expressing ideas; taking part in activities and processes; being informed and consulted in decision-making; initiating ideas, processes, proposals and projects; analysing situations and making choices; respecting others and being treated with dignity.<sup>4</sup>

The goal for children and young people is not simply to increase their participation but to optimize their opportunities for meaningful participation. It is important to note, however, that no matter how attractive an idea child

participation might seem, it is not a ‘free good’ as is most commonly assumed, nor does it necessarily bring more rationality to any project. It carries both direct and opportunity costs.

Nonetheless, the skills of participation must be learned and practised in light of the medium- and long-term costs to society of **not** facilitating participation: a world of young adults who do not know how to express themselves, negotiate differences, engage in constructive dialogue or assume responsibility for self, family, community and society.

Most importantly, however, child participation is a responsibility and an obligation of all those whose actions are guided by the Convention on the Rights of the Child. Participation, in the context of the Convention, entails the act of encouraging and enabling children to make their views known on the issues that affect them.

Put into practice, participation involves adults listening to children – to all their multiple and varied ways of communicating, ensuring their freedom to express themselves and taking their views into account when coming to decisions that affect them.

The principle that children should be consulted about what affects them often meets with resistance from those who see it as undermining adult authority within the family and society. But listening to the opinions of children does not mean simply endorsing their views. Rather, engaging them in dialogue and exchange allows them to learn constructive ways of influencing the world around them. The social give and take of participation encourages children to assume increasing responsibilities as active, tolerant and democratic citizens in formation.

## Authentic participation

Caution is in order as child participation can take various forms of involvement, engagement and commitment and not all child participation is active, social, purposeful, meaningful or constructive. Too often, the participation of children, even when designed by well-meaning adults, amounts to non-participation if children are manipulated, used as decoration or as tokens (see 'the ladder of participation').<sup>5</sup> Too easily, child participation can drift into being 'adult-centric', can be imposed on unwilling children, or be designed in ways inappropriate for a child's age and capacities. In its worst manifestations, child participation can be repressive, exploitative or abusive.

In contrast, authentic child participation must start from children and young people themselves, on their own terms, within their own realities and in pursuit of their own visions, dreams, hopes and concerns. Children need information, support and favourable conditions in order to participate appropriately

and in a way that enhances their dignity and self-esteem.

Given the proper space, authentic participation is about valuing people – children – within a context of others and in relationship to others and the world.

Whether a child effectively participates in the world depends on several conditions including the child's evolving capabilities, the openness of parents and other adults to dialogue and to learn from children, and safe spaces in the family, community and society that allow such dialogue. It also depends on the given sociocultural, economic and political context.

Most of all, authentic and meaningful participation requires a radical shift in adult thinking and behaviour – from an exclusionary to an inclusionary approach to children and their capabilities – from a world defined solely by adults to one in which children contribute to building the kind of world they want to live in.

*"If you think children can't make a difference, you are very wrong. Who else can describe all the world's harm if not children? Children should be heard, and their ideas and opinions should be listened to. Maybe then the leaders of the world would think about all the harm that they are doing to the world and maybe just try to help all the children in the world."*

16-year-old Urska Korosec, Slovenia

Voices of Youth website

24 March 2002

PANEL  
1

Most of the photographs and drawings in this issue of *The State of the World's Children* were created by children and are included as part of an ongoing commitment to learn about the lives of children by listening to their 'voices' – in whatever voice they are most comfortable using.

# WHAT CHILDREN SEE, THEY SHOW

Not only do children see the world differently than adults do, their abilities to share their observations differ with age. Where words and phrases might come relatively easily for adults or older children (who, after all, have had years of practice), cameras or crayons are often the most expressive media for younger children. As explained by 17-year-old Nguyen Chau Thuy Trang from Viet Nam, "There are some things we cannot say with words, some emotions are better expressed through pictures."<sup>1</sup>

In Rwanda, for example, where nearly 1 million people were murdered during the 1994 genocide, the 13 children at right (from top left) Frederick, Gasore, Bakunzi, Dusingizimana, Uwamahoro, Imanizabayo, Ingabire, Elizabeth, Twagira, Jacqueline, Umuhoza, Gadi and Musa, learn the art of chronicling their daily lives in a series of workshops that are conducted as part of 'Through the Eyes of Children'/The Rwanda Project. Photos like the one on the cover, at right, and on page 68, are all part of their growing portfolio as they tell us about the country they see.

## Paintings and dreams

Drawing provides younger children the opportunity to 'speak', and in programmes throughout the world children are asked to tell what the world looks like to them. At the UN Special Session on Children, the voices of nearly 34,000 children from more than 125 countries were heard through their paintings. Prominently displayed just inside the doorways of the visitors' entrance at the UN Secretariat, the 'Amazed World' exhibit is a project sponsored by the Government of the Republic of Korea, UNICEF,

the Korea Foundation and the Korean Committee for UNICEF, which encouraged children to express their dreams and views through painting (see drawings, page 18).

## Photos and reality

Through the process of learning photography, young people can develop and broaden their confidence and self-esteem as they acquire vocational skills and a new perspective on their lives. "When I take photographs I







hope to have happiness...when I pass through the city I have hope that maybe one day my country will look like this," says 15-year-old Onesmus, a refugee living in London.<sup>2</sup>

In various projects around the world, the voices of children and young people are being heard through their photos. More than 500 children and young people from 45 countries, for example, captured images of their lives on camera as part of 'Imagine – your photos will open my eyes', a joint youth photography project of the German Agency for Technical Cooperation (GTZ) and Philipp Abresch, a journalist in Berlin. Transcending language barriers, 'Imagine' builds bridges between children and adolescents and between generations and cultures. 'Imagine' also creates opportunities for children to communicate about the photographs and the issues they represent via worldwide Internet chat rooms, a catalogue, postcards and online exhibitions (see photos, pages 17, 26, 41, 42, 52).

Similarly, PhotoVoice, based in London, gives voice to marginalized groups within society, such as refugee children and children living on the streets. The organization raises awareness of their lives while helping the children generate an income through their newfound skills (see photo, Chapter 1). In Mound Bayou, a predominantly African-American town, and in the surrounding areas of the Mississippi Delta in the United States, photography is part of the Kemetic Institute's mission to help prepare children to become productive citizens. It does so by creating an environment that challenges, guides and motivates young

people to explore their talents (see photos, pages 25, 54). And in 'Right to Know', a joint initiative of the UN, UNICEF and NGOs designed to enable adolescents make informed decisions and take positive action for a healthy life, teenagers take pictures to communicate what is important in their lives to their peers and adults. The photos will be used in a global communications strategy to provide information about HIV/AIDS to adolescents in 13 pilot countries (see photos, pages 20, 51).

### Carry on

Palestinian children have a unique opportunity to express themselves creatively and share their work with their peers around the world through Save the Children UK's 'Eye to Eye' project (see photo, page 8). The children's photos are shared online. Inspired by the photographs, 14-year-old Kim and 15-year-old Daventry from the United Kingdom wrote in an online message board, "We would like to say how touched we felt by looking at pictures of people our own age in totally different situations to us...but you still are able to be happy and positive and optimistic about your way of life. You have made us understand how lucky we really are. Keep busy by playing sport... FOOTBALL...WE LOVE FOOTBALL! Carry on smiling."

<sup>1</sup> On the Record for Children, 10 May 2002, see photo p. 1.

<sup>2</sup> From the PhotoVoice Exhibition, 'Transparency: Living without borders', London, 2002.



# 2

## WHY PARTICIPATION, WHY NOW?

In a world in which so many adults are denied the opportunity to participate fully in society – women, for example – isn't encouraging participation for children a step too far? At a time when 150 million children in developing countries are still malnourished, when there are still 120 million primary-school-age children out of school, when 6,000 young people become infected with HIV each day, when children are suffering in war or working in hazardous conditions, why is it so vital to listen to the voices and opinions of children?

**Because** promoting meaningful and quality participation of children and adolescents is essential to ensuring their growth and development. A child whose active engagement with the world has been encouraged from the outset will be a child with the competencies to develop through early childhood, respond to educational opportunities and move into adolescence with confidence, assertiveness and the capacities to contribute to democratic dialogue and practices within the home, school, community and country.

*"My name is Heba. I want to be a doctor ... God willing."*

*From photographs by young Palestinians showing parts of life in refugee camps in Lebanon and in the Occupied Palestinian Territory.*

Courtesy of Save the Children UK, April 2001

**Because** children have proved that when they are involved, they can make a difference in the world around them. They have ideas, experience and insights that enrich adult understanding and make a positive contribution to adult actions.

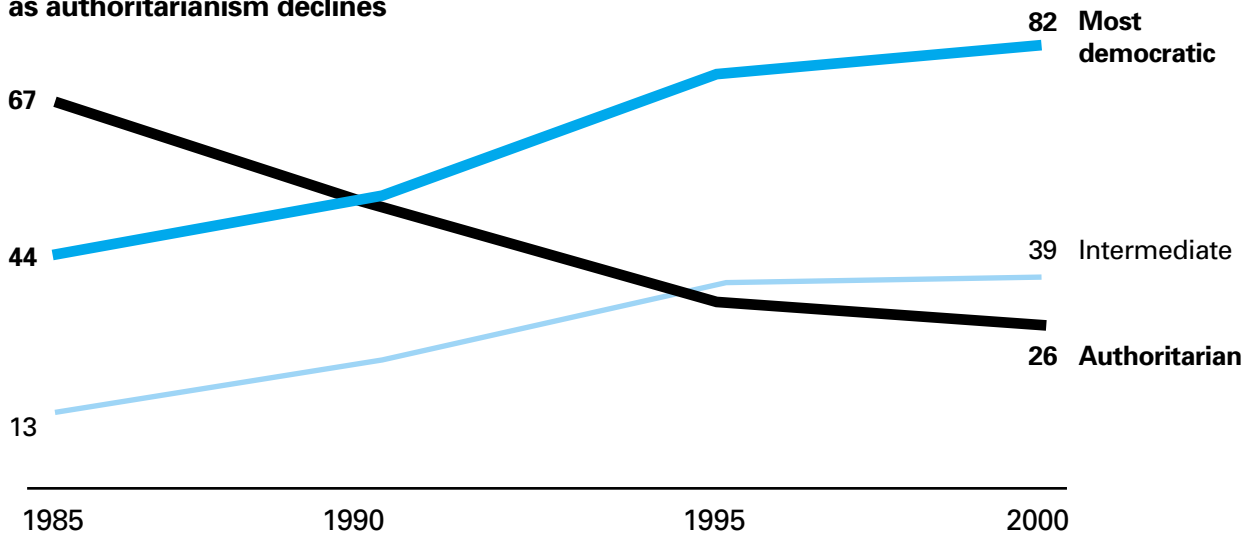
**Because** when, at the close of the Special Session on Children in May 2002, the United Nations General Assembly pledged to build "a world fit for children," world leaders declared their commitment to change the world not only **for** children, but **with** their participation.<sup>6</sup>

**Because** building democracy is an issue of great importance to international peace and development.<sup>7</sup> The values of democracy, such as respect for the rights and dignity of all people, for their diversity and their right to participate in the decisions that affect them, are first and best learned in childhood. Authentic, meaningful participation prepares children for their stake in the future. With all the understanding it brings to the children involved, participation is a keystone for

## FIGURE 2 THE WORLD IS BECOMING MORE DEMOCRATIC

Number of countries

**Democratic regimes on the rise  
as authoritarianism declines**



Source: Polity IV 2002 as cited in UNDP's *Human Development Report 2002*.

cohesive societies, which, in turn, are the keystone for peace in the world.

**Because** we have no choice but to pay attention now. The drive to participate is innate in every human being, ready to be developed in every newborn baby, ready to be influenced in every one of the 2 billion children in the world today.

When the drive is neither respected nor nurtured, when children are excluded or ignored by adults, their potential to contribute to their communities is compromised. Such children are likely to act as they have been treated – i.e., as social outcasts – with their energies and creativity directed into subcultures and away from creating a cohesive society.

It is not **if** children participate, but **how** they participate, that is a critical issue now, when so

many millions of children are hungry, diseased or exploited. It is the quality of their interactions and the interactions of all children with their social environment that is ours to improve now.

### A quiet revolution

Over the last two decades, adults, parents, teachers, leaders, decision makers, authorities, sectors of civil society and governments at all levels were called upon to assume their shared responsibility for the rights of children to survival, development, protection and participation. And much has been learned over the years: that work with families, parents, communities and local authorities can create the conditions and context for development; that it is those people affected by policies who should be involved in their design, implementation and evaluation; and that there are human costs



to discrimination and exclusion. Millions of dollars in development aid and thousands of projects worldwide have shown the need to listen to and learn from the voices and realities of people.

Until recently, these lessons have not been applied to working with children and young people. Adults and organizations have often failed to see children and young people as resources, subjects with rights and people with dignity who have the right to be heard and taken into account in decisions that affect them.

At the same time, another quiet and respectful revolution has been under way. Children and young people have shown their willingness, energy, insights and contributions in making the world more fit. Across diverse countries, cultural and religious traditions, political contexts, castes and classes, children who were given the space and opportunity to participate in appropriate ways, more often than not, acted responsibly and effectively.

### **Democracy begins with children**

Faced with the spectre and reality of terrorism, with extreme and degrading levels of poverty throughout the world and a widespread sense of disenfranchisement, world leaders have acknowledged the need to 'deepen democracy' – to foster democracy that is more inclusive and responsive.<sup>8</sup> This need and a commitment to do something about the democratic condition around the world were evident when the Member States of the United Nations declared in the Millennium Declaration that they would "... spare no effort to promote democracy and strengthen the rule of law, as well as respect for all internationally recognized human rights

## **MILLENNIUM DEVELOPMENT GOALS**

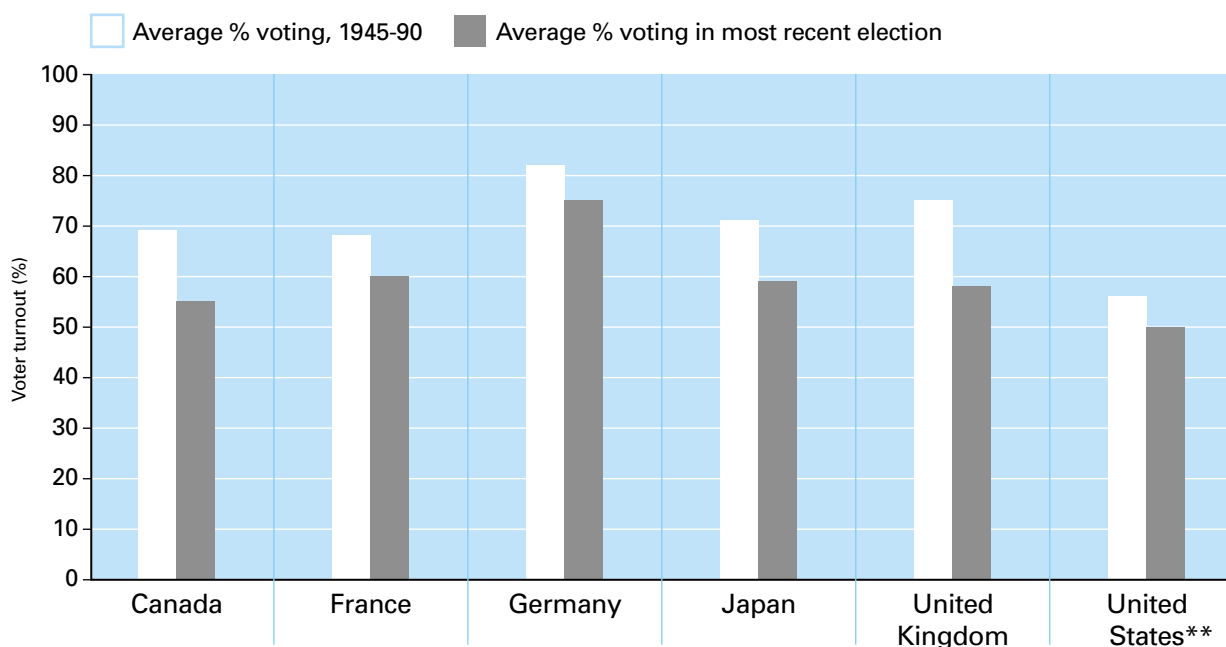
By 2015 United Nations Member States have pledged to:

1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality
5. Improve maternal health
6. Combat HIV/AIDS, malaria and other diseases
7. Ensure environmental sustainability
8. Develop a global partnership for development.

## **PRIORITY AREAS FOR ACTION IN 'A WORLD FIT FOR CHILDREN'**

1. Promoting healthy lives
2. Providing quality education
3. Protecting against abuse, exploitation and violence
4. Combating HIV/AIDS.

**FIGURE 3 DECLINE IN VOTER TURNOUT IN G7 COUNTRIES\***



\*Excluding Italy where voting is compulsory.  
 \*\*Presidential elections; turnout in congressional elections is even lower.

Source: Compiled from election statistics assembled by the International Institute for Democracy and Electoral Assistance.

and fundamental freedoms, including the right to development.”<sup>9</sup>

As part of their development efforts, the UN Member States pledged to meet eight goals by the year 2015, six of which are directly related to children (see *‘Millennium Development Goals’*, page 11). These eight goals, in turn, are closely linked to the major commitments made at the Special Session on Children in 2002, i.e., that all governments would work to promote and protect the rights of every child; and that, through national actions and international cooperation, they would promote healthy lives, provide quality education, protect children against abuse, exploitation and violence, and combat HIV/AIDS (see *‘A World Fit for Children’*, page 11).

What’s evident is that if children’s rights and well-being are not addressed by governments, national agencies and their various international partners, development goals will never be met. And if neither the Millennium Development Goals nor the commitments made at the Special Session on Children are held to, poverty will surely persist and democracy will surely wither.

There are resources to meet the challenges of the Convention on the Rights of the Child and the promises and goals embodied in the Millennium Declaration and ‘A World Fit for Children’ in the voices, insights, experiences, capacities and energy of children and young people themselves. This does not mean the adults, governments and civil society of the

world can abandon their responsibilities or pass the burden on to children. But it does mean a new partnership between adults and children and young people, seeking their opinions and taking them into account – in the family, in the community, in the school, in our organizations and in society.

### The needs of democracy

Today, a far greater number of the world's countries are at least nominally democratic than was the case 20 years ago, and a majority of the world's people now have a vote that will contribute to the formation or influence of their national government. And currently 140 of the world's countries hold multi-party elections, more than at any time in history.<sup>10</sup> But, the health of these democracies is a concern across both industrialized and developing countries.

First, young people's disenchantment with the democratic process causes perhaps the greatest concern of all. In some regions of the world, fewer than half of the children polled saw voting as an effective way to improve their country and as many as one third reported that they distrust their government (*see Panel 6, 'We asked them to speak', page 50*).

In this situation, the opinions of young people of the world seem remarkably similar to those of adults: the Gallup International Millennium Survey of 57,000 people in 60 countries showed that only 1 in 10 believed that their government responded to the people's will.<sup>11</sup> Even industrialized countries relatively secure in their perception of themselves as mature democracies are afflicted by the increasing disenchantment of voters with politicians and the political system as a whole. The percentage of

*If children's rights and well-being are not addressed.... And if the MDGs are not met, poverty will surely persist and democracy surely wither.*

people of voting age who actually cast their ballot has been steadily declining during the 1990s in most Western countries (*see Figure 3, page 12*).

And the disenchantment of people in developing countries with domestic politics and with the international political process causes even greater concern. "Increasingly, the leading global powers may recognize that a widespread sense of exclusion and powerlessness in developing countries can threaten economic growth and security in industrial countries as well as developing."<sup>12</sup>

### The hope for democracy

Developing democracy is not simply a matter of holding multi-party elections. Promoting democratic citizenship and understanding, "... requires a deeper process of political development to embed democratic values and culture in all parts of society – a process never formally completed."<sup>13</sup> It is a process that begins in early childhood and means "... expanding capabilities such as education, to enable people to play a more effective role in [democratic] politics, and fostering the development of civil-society groups and other informal institutions."<sup>14</sup> Thus, the place to start to build democracy is with children – from what they learn in the process of their growth and development.

The exercise of agency and responsible citizenship is not something that is suddenly given at

18 years of age. Children, like adults, gain their self-esteem through positive and active engagement with the world. A sense of respect and responsibility for self and others is a value that is lived from the early moments of life and experienced constantly in interaction with the world.

The hope for democracy lies in the children who have been prepared to succeed in school throughout their early childhood and whose opinions and perspectives are valued in their families, school community and in society, who have learned about the diversity of human experience and the value of discussion, and who have had multiple opportunities to acquire and develop their competencies. Such children enhance civil society both in the present, as children, and in the future, as adults.

Democracy is something children learn as they develop from infancy through adolescence. When children, who are far more capable than is generally recognized, are provided the opportunities throughout their childhoods to develop the skills and competencies of participation, they also learn what they need to be effective members of a democratic society. A child whose active engagement with the world has been encouraged from the outset will be a child and citizen of the world who is more likely to value his or her own opinion and beliefs, and the opinions and beliefs of others.

Where we see instances of authentic child participation in the family, school, community and

society, we hear children and young people tell us that they are more confident in themselves, more aware of their community and its problems, more committed to serving and working with others and more optimistic about the future and their role in it.

We also hear parents tell us that their children are more responsible in the house, that they get up earlier, are better students, are more communicative and respectful, and more concerned about the world.

Teachers tell us that they are impressed by the way students are more attentive and serious about their studies and more eager to help other students in tutoring and improving their education.

Through participation and engagement at early ages in issues that concern them – far from promoting anarchy or disrespect for authority, or undermining parental authority – we see a generation of young people who are more respectful and concerned about their rights and the rights of others.

We see a generation much better prepared and capable of addressing the problems, inequities and injustices that they have inherited. We see children and young people ready to advance the democratic principles that world leaders have embraced.



“States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.”

Article 12 of the Convention on the Rights of the Child

“You can see a man repairing a bicycle...on the street, nearby my house,” Yu Pei, 10, of China says of his photograph. “The photograph is showing a very common possibility for work.”

## PANEL 2

# CHILD PARTICIPATION: MYTH AND REALITY

**Myth:** Child participation means choosing one child to represent children’s perspectives and opinions in an adult forum.

**Reality:** Children are not a homogeneous group, and no one child can be expected to represent the interests of their peers of different ages, races, ethnicities and gender. Children need forums of their own in which they can build skills, identify their priorities, communicate in their own way and learn from their peers. In this way, children are better able to make their own choices as to who should represent their interests and in which ways they would like their viewpoints presented.

**Myth:** Child participation involves adults handing over all their power to children who are not ready to handle it.

**Reality:** Participation does **not** mean that adults simply surrender all decision-making power to children. The Convention on the Rights of the Child (CRC) is clear that children should be given more responsibility – according to their “evolving capacities” as they develop. In many cases adults still make the final decision, based on the “best interests” of the child – but with the CRC in mind, it should be a decision informed by the views of the child. As children grow older, parents are to allow them more responsibility in making decisions that affect them – even those that may be controversial, such as custody matters following a divorce.

**Myth:** Children should be children, and not be forced to take on responsibilities that should be given to adults.

**Reality:** Children should certainly be allowed to be children, and to receive all the protection necessary to safeguard their healthy development. And no children should be forced to take on responsibilities for which they are not ready. But children’s healthy development also depends upon being allowed to engage with the world, making more independent decisions and assuming more responsibility as they become more capable. Children who encounter barriers to their participation may become frustrated or even apathetic; 18-year-olds without the experience of participation will be poorly equipped to deal with the responsibilities of democratic citizenship.

**Myth:** Child participation is merely a sham. A few children, usually from an elite group, are selected to speak to powerful adults who then proceed to ignore what the children have said while claiming credit for ‘listening’ to kids.

**Reality:** Children’s participation, in many instances, has proven to be very effective. Rather than setting up an ineffectual system, it is up to all of us to devise meaningful forms of children’s participation that benefit them and, in turn, society as a whole.



China: "Imagine – your photos will open my eyes" /GTZ/2002

**Myth:** Child participation actually only involves adolescents, who are on the verge of adulthood anyway.

**Reality:** The public, political face of children's participation is more likely to be that of an adolescent than a 6-year-old, but it is essential to consult children of all ages about the issues that affect them. This means participation within schools and families, when decisions about matters there are being discussed. At every age children are capable of more than they are routinely given credit for – and will usually rise to the challenges set before them if adults support their efforts.

**Myth:** No country in the world consults children on all the issues that affect them and no country is likely to do so soon.

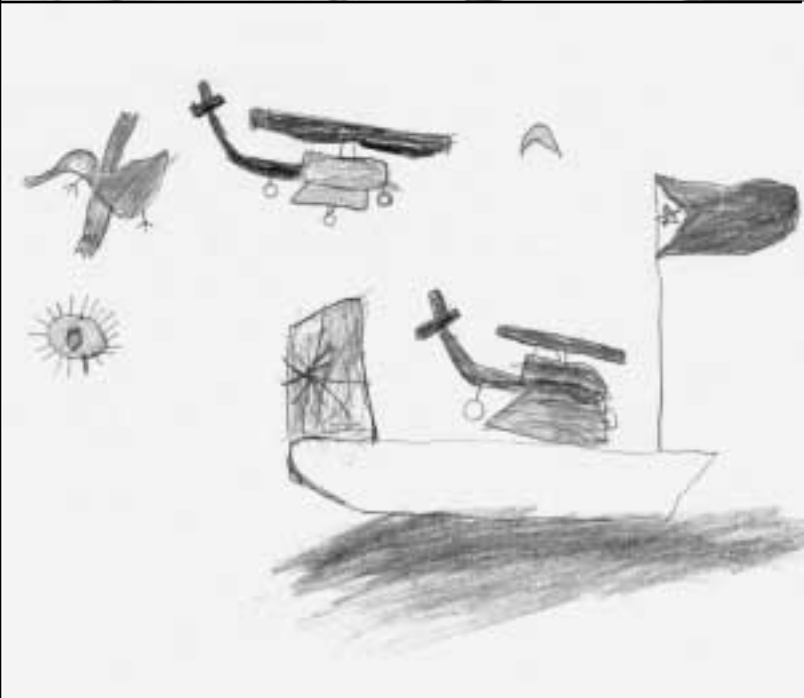
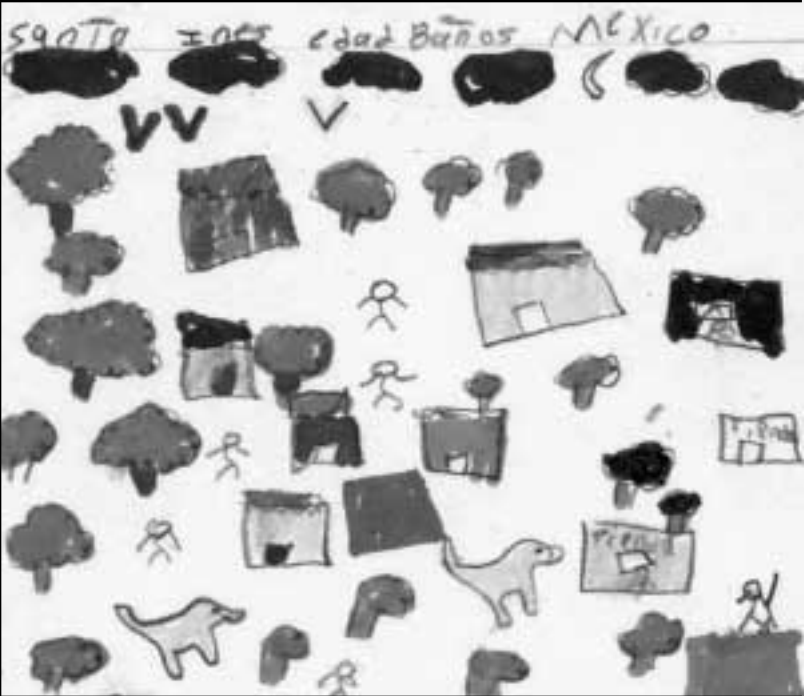
**Reality:** That's partly true. However, all countries that have ratified the Convention on the Rights of the Child have committed themselves to ensuring participation rights for children, e.g., the rights to freely express their views on matters that affect them and to freedom of thought, conscience, religion, association and peaceful assembly. And almost every country can now show significant advances in setting systems and policies in place to allow children to exercise these rights.

**Myth:** Children may be consulted as a matter of form but their views never change anything.

**Reality:** Where children's views are sensitively solicited and sincerely understood, they often change a great deal: they may reveal things that adults would never have grasped independently, they can profoundly change policies or programmes and in some cases protect children from future harm. The consultation of even very young children can produce remarkable results. The problem is that such careful consultation of children remains rare.

**Myth:** Children's refusal to participate negates their rights.

**Reality:** Actually, resistance itself can be an important part of participation. Whether in the give and take of the home, in the refusal to accept punishment at school, or in one's attitude towards civic engagement in the community, resistance can signal a child's or adolescent's opinion about an issue or feeling about the terms of their involvement. Adults should recognize resistance as a form of communication and respond to it through understanding, dialogue and negotiation, rather than by trying to prevent it through force or persuasion. In no situation should children be forced to participate.



# 3

## ENGAGING LIFE

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

Every child's development is unique. Their environment, including their social class and economic conditions, cultural norms as well as local or family traditions and expectations, influences how children grow and learn. A child's competency reflects the opportunities for participation – or the lack of them – that

they have had in earlier stages of life. In both a negative and positive sense, each phase of childhood builds on the one before.

### The best possible start

Babies communicate through non-verbal movements and facial expressions. Not only can they make their wishes known, but they can also 'talk' to their caregivers by imitating their actions. In the last 20 years, researchers have reconsidered the once-dominant belief that babies in the earliest months of life are incapable of imitating: in controlled laboratory conditions newborn babies only a few hours old have reproduced a wide range of gestures.<sup>15</sup> Each gesture is itself a cue to parents and other caregivers who, in responding, reinforce and broaden the child's repertoire.

In increasing numbers, parents are recognizing that interaction with their baby is a two-way street. A baby's smile is an instant cue eliciting

*Drawings by children aged 4 to 8 featured in the 'Amazed World' exhibition by Ik-Joong Kang, except bottom right corner, which is by Julio da Silva, age 6, featured in 'Tuir Labarik Sira Nia Haree' or 'Through the Eyes of the Children', a UNICEF publication of drawings and reflections by children of Timor-Leste (East Timor).*

a sympathetic response from an adult, but there are many additional opportunities for communication and engagement between adults and young infants. The single most important factor in a child's psychosocial development is to have at least one strong relationship with a caring adult.<sup>16</sup> If parents and caregivers follow an infant's lead in the first year of life (as when establishing breastfeeding), the mutual exchange contributes to the child's healthy attachment.

The effectiveness of children's participation in life and society in later years depends upon the participation encouraged at the start. Children rely for their healthy growth and development on three key elements: health, good nutrition and care – with 'care' including protection and a loving, responsive and stimulating environment.<sup>17</sup> The responsiveness of a parent or caregiver is important, for example, in the intellectual and language development of children. It can improve children's nutritional status: even when malnourished children are fed, those who have been given verbal and cognitive stimulation have higher growth rates than those who have not.<sup>18</sup>

The more interactive and participative the relationship between the young child and her

caregiver, the more sound the development of the child is likely to be – and the more productive the eventual outcomes for society as a whole. Because the majority of pre-school age children in both rich and poor societies are cared for within their own home and family, it is essential to reach out to parents, offering support where needed and information about the developmental needs of early childhood and how best to respond to them.

### Of concern

When the process of developing healthy attachments is disrupted by abuse, neglect or by repeated changes in caregivers, the results can include, among other things, a child's lack of trust of adults in authority, an inability to give and receive affection and a failure to develop empathy, a conscience or compassion for others.<sup>19</sup> These negative consequences are more likely to emerge in institutional settings: children who grew up in institutions are consistently overrepresented in both the penal system and the homeless population.<sup>20</sup>

Such predictable negative results are behind the great concerns about the growing numbers of young children being orphaned by AIDS.





This concern is especially acute in 10 countries in sub-Saharan Africa, where more than 15 per cent of all children under 15 years are orphaned – Botswana, Burundi, Central African Republic, Lesotho, Malawi, Mozambique, Rwanda, Swaziland, Zambia and Zimbabwe. The numbers of orphans are expected to increase and it is estimated that by 2010 over 20 per cent of all children under 15 in four countries – Botswana, Lesotho, Swaziland and Zimbabwe – will be orphans.<sup>21</sup>

### **Increasing a child's opportunities to participate**

The responsibility to ensure children the best possible start in life by expanding and enhancing the ways they participate is shared by families, local governments, civil society and the private sector. National governments must provide the policy and institutional frameworks – and the leadership – that support local initiatives.

The Parent Effectiveness Service programme in the Philippines is one example of an approach that teaches families how to listen to and understand what their child is trying to communicate. Parents learn, for example, the importance of reading stories to their children or of watching an educational television programme with them. The programme has improved children's nutrition and reduced both child abuse and excessive punishment by parents. In Turkey, the Better Parenting Initiative, now in operation in all regions of the country, uses videos and group discussions to help parents better understand what children need and what they can do to improve their children's environment. Evaluations have demonstrated the effectiveness of these approaches in improving children's development and education.

In Latin America, as in many early learning centres around the world, children's participation is being recognized as a critical aspect of a good curriculum and necessary for a quality learning experience. In the past, children were viewed as passive learners, as recipients and as the object of education; but now they are increasingly seen as agents of their own learning, creators of their curriculum and developers of their possibilities.<sup>22</sup>

The increased participation of children in their own learning has been shown to have impacts on their schooling performance. In Cuba, for example, UNICEF has worked successfully with the Government to support a national early childhood programme called *Educa a tu hijo* (Educate your child), which expands the young child's participation outside the family by providing community-based services to more than 600,000 children in the 0-6 age group, including more than 440,000 young girls and their families. With over 14,000 promoters and more than 60,000 volunteers, the programme reaches out to future mothers and fathers as well as to families with young children. Families receive information and counselling about healthy pregnancies and young children's developmental needs during visits with doctors and nurses or, after the child's birth, during regular home visits, group outings or classes and family discussions.

The programme makes a special effort to reach children from rural and remote areas and to engage families and communities in the responsibilities of early childhood. Cuba's long-standing national system of early childhood and pre-school education programmes had reached 98.3 per cent of 0- to 6-year-old children by the end of 2000. This system has had measurable success in increasing the developmen-

tal and educational achievements of Cuba's children. A recent study showed that Cuban children score significantly higher in mathematics and Spanish than their counterparts in other Latin American countries.<sup>23</sup>

And in Nigeria, it took older children playing proactive roles within their community to ensure that thousands of infants were immunized, one of the conditions for ensuring the best possible start in life. In Afugiri, a densely populated peri-urban community in Umuahia, Abia state, where schoolchildren were involved in a baby tracking exercise, health workers and UNICEF staff were able to achieve and sustain a very high rate of immunization.

Before the project began in 2000, the Afugiri community, comprising an estimated 25,000 people, was barely using well-equipped and easily accessible primary health care facilities at the local centre. In one 11-month period, for instance, an average of only six to eight infants were being immunized every month out of a population of 1,000 children aged between 0 and 11 months. An average of five to seven women attended antenatal care services monthly and only six children were delivered there in eight months.

But then, the 10- to 16-year-old students of the child rights club at Williams Memorial Secondary School took it upon themselves to do something about the abysmal rates of immunization in their community and the entire Abia state. They organized health discussions on immunization, HIV/AIDS, oral rehydration therapy, exclusive breastfeeding and child rights issues. They mobilized women to bring their children for immunization and enthusiastically took up the challenge of tracking babies and tracing immunization defaulters, after

being trained in one and a half-day workshops conducted by UNICEF field officers and state health ministry officials.

These 10- to 16-year-old students went from house to house identifying eligible young children. Tracking slips were filled out and handed to parents and older children who were asked to bring the eligible children to the primary health care centre. The results were spectacular: an average of 328 infants were immunized in each of eight months compared with 8 children a month before the project began.

What's more, health workers engaged the mothers who brought their children in to be immunized in a range of maternal and child health activities. Mothers were educated on safe motherhood, prevention and home management of common illnesses with emphasis on diarrhoea; oral rehydration salts were distributed; children were weighed and charted on the growth monitoring cards; and exclusive breastfeeding was taught and demonstrated as was complementary feeding and diet diversification.

These additional services attracted even more women to the facility. Monthly attendance rose from less than 5 to 7 women before the project began to over 300 women. Deliveries at the centre rose from less than 6 a month to just under 15.

Not satisfied with merely making mothers bring their children to receive their first immunization, many schoolchildren followed up several cases, ensuring that children received three doses of the DPT vaccine. The extraordinary success achieved through the active participation of children in the mobilization exercise has sparked interest in several other states that now plan to copy it.<sup>24</sup>

“You don’t  
have to be old  
to be wise.”

Yoruba proverb

Capturing the warmth of a family at home in the southern United States, 12-year-old Deidra Robinson gets two young children to pose for the camera.

PANEL  
3

# A CHILD'S 'RIGHT' TO PARTICIPATE

The Convention on the Rights of the Child does not explicitly set forth children's right to participate – except as a goal for children with disabilities (article 23). There is, however, a 'cluster of participation articles' that, when interpreted together, provide the argument for the child's right to participate.

**Article 5.** States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

**Article 9.** (2.) In any proceedings pursuant to paragraph 1 [which speaks to the separation of a child from their parents] of the present article, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.

**Article 12.** (1.) States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

(2.) For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child,

either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

**Article 13.** (1.) The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

**Article 14.** (1.) States Parties shall respect the right of the child to freedom of thought, conscience and religion.

(2.) States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.

**Article 15.** (1.) States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.

**Article 16.** (1.) No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.

(2.) The child has the right to the protection of the law against such interference or attacks.



Deidra Robinson/Kennetic Institute/United States/2002

**Article 17.** States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health....

**Article 21.** States Parties that recognize and/or permit the system of adoption shall ensure that the best interests of the child shall be the paramount consideration and they shall:

(a) Ensure that the adoption of a child is authorized only by competent authorities who determine, in accordance with applicable law and procedures and on the basis of all pertinent and reliable information, that the adoption is permissible in view of the child's status concerning parents, relatives and legal guardians and that, if required, the persons concerned have given their informed consent to the adoption on the basis of such counselling as may be necessary.

**Article 22.** (1.) States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties.

**Article 23.** (1.) States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.

**Article 29.** (1.) States Parties agree that the education of the child shall be directed to:

(a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;

(b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;

(c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;

(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;

(e) The development of respect for the natural environment.





# 4

## ACTIVE LEARNING

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

### Children supporting girls' education

Development organizations of every size have long agreed about the cost-effectiveness of investing in girls' education and about the urgent necessity of doing so, especially in sub-Saharan Africa and South Asia, where there are more than 50 million primary-school-age girls out of school.<sup>25</sup>

But when the Girls' Education Movement (GEM) was launched in Uganda in August 2001, it

differed from past efforts in that African children and adolescents themselves – boys as well as girls – took the lead, making use of the adults' expertise and advice whenever necessary and investing the movement with their own fervour and optimism.

Children's participation was educational in itself: the young Kenyans and Ugandans who were involved in GEM at the start, including some with disabilities, had been trained in creative facilitation methods. This enabled them to hold similar workshops in South Africa and Zambia to spread the word, in the lead-up to the Children and Young People's Parliament in Kampala. *"This conference was a turning point for so many young girls who could not say a word in the beginning,"* said Caroline, a Ugandan student volunteer. *"We were empowered with assertiveness and confidence and we began to think positively about our abilities."*<sup>26</sup>

GEM is not unique in recruiting boys to the cause of girls' education. In the province of

*A girl practising at a dance class in Kurgan, Russian Federation, caught the attention of Michail Garmasch, the 16-year-old photographer.*

Russian Federation/"Imagine – your photos will open my eyes"/GTZ/2002

Baluchistan, Pakistan, where the female literacy rate is 2 per cent, the local UNICEF office had already worked with the highly motivated boy scout movement on campaigns on iodizing salt and immunizing against polio. But in 2000, extending this to the promotion of primary education for girls broke new ground: never before in the region had boys participated in promoting the rights of girls. The project was named Brothers Join Meena, referring to a well-established UNICEF cartoon character, Meena, the girl child.

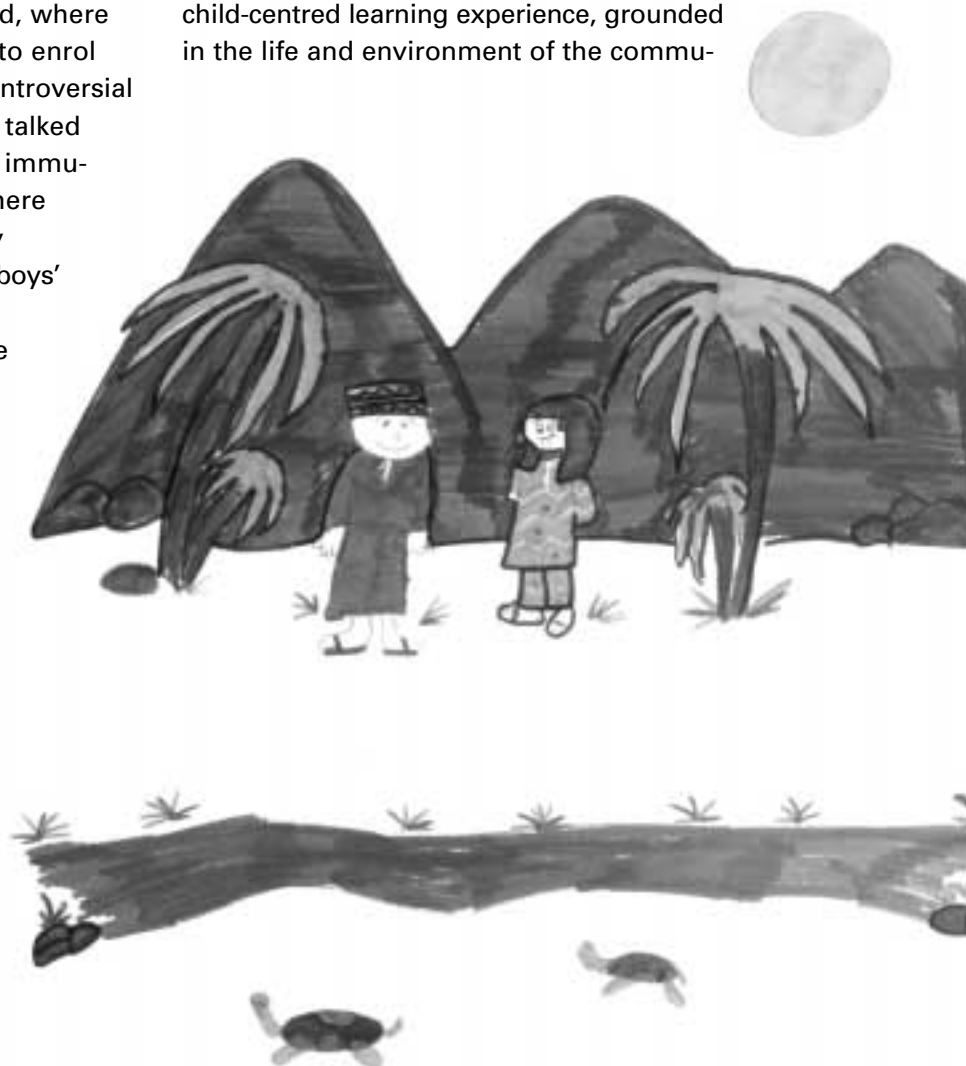
The scouts, including 12-year-old Jehanzeb Khan who took part in the UN General Assembly Special Session on Children as a spokesperson for the project, went door-to-door surveying girls' school attendance and, where necessary, trying to convince fathers to enrol their daughters. Partly to offset the controversial impact of the subject, the scouts also talked about other important issues such as immunization and constructing latrines. Where villages had no existing girls' primary school, the scouts would convince the boys' school to admit girls; where the long walk to school presented dangers, the scouts would offer to escort the girls.

The first year's results were encouraging: each targeted school enrolled 10 to 15 new girls, amounting to around 2,500 overall. In the village of Killi Abdul Rasaq, where the scouts were particularly strong, the results were even better: 80 new girls

joined the village school. "We used to say that educating a girl is like watering a neighbour's plants," admits Abdul Malam, the village *malik* or tribal leader. "But the boy scouts have changed our minds. Now we want our daughters to be teachers or doctors or anything else."<sup>27</sup>

### Schools and democratic ideals

Genuinely child-friendly schools, although promoted and increasingly implemented in some regions and countries of the world, are still relatively rare. UNICEF continues to campaign for classroom methods that maximize children's participation, which encourage active learning rather than the passive reception of facts and received wisdom. Experience indicates a child-centred learning experience, grounded in the life and environment of the commu-



*"We have the right to nature" by Tohfa Mohammed Al-Wardy, age 9, Tahjeez Al-Elmi Private School.*

\*Children of Oman draw their rights/UNICEF Oman and Ministry of Social Affairs, Labor and Vocational Training, Oman.

nity, will also be one that encourages girls' enrolment and continuation in school.

The Escuela Nueva schools in Latin America, for example, are based on multi-age groups in which children's rights and democratic involvement are paramount. A recent study of 25 schools in two of the most violent areas in Colombia supports the argument that cooperation, coexistence and peaceful solution of conflict can be taught. Through interviews with parents, graduates, teachers and school principals, the study found that the 15 schools using the escuela nueva methodology had a direct and significant impact on the participation and democratic behaviour of its graduates within the community, and on the voting patterns of parents. What's more, the study identified the support of local organizations and civil society as factors in the success of the model, with a volunteer movement playing an important leadership role. The framework of the Escuela Nueva model is evolving continuously, the study concluded, due to the creativity of teachers, student governments, parents and communities that understand the potential of change.<sup>28</sup>

The original Escuela Nueva model in rural Colombia has been so successful and so internationally applauded that it has now been adopted by other Latin American countries, such as Honduras. Guatemala has also adopted the model and the new school programme – Nueva Escuela Unitaria Bilingüe Intercultural – covered 210 schools and 23,000 students by the year 2000, just seven years after it began with only 12 schools.

One of the cornerstones of the approach in Guatemala is responding to the rights of children from the indigenous Mayan community which, despite forming half the population,

suffers from significant discrimination and marginalization. The teaching and learning are participatory, making full use of Mayan languages and culture. Play and study are creatively combined in 'learning corners', and every school has an elected student government with responsibilities for discipline, learning and cultural activities. Student governments have been responsible for painting school buildings and desks, for building perimeter walls and even for distributing food rations during a famine. The involvement of parents and the wider community is seen as vital.

The new schools' success can partly be measured by an attendance-and-completion rate which, at 93 per cent, is higher than the national average, and also in the high enrolment rate of girls, who actually outnumber boys. These schools also make a significant contribution to the promotion of a culture of peace and democracy in a country still deeply scarred by decades of civil conflict. The Government has recognized the importance of the new schools and plans to roll out the programme to a further 2,000 schools and 120,000 students.<sup>29</sup>

Introduced in Guyana in 1998, the Escuela Nueva approach is already having a significant impact, not least through the operation of student governments in remote schools. Each student government has elected officers as well as committees responsible for discipline, health and sanitation, the library and the garden. On a day-to-day basis, children help during assemblies, clean the school compound, organize fund-raising activities and invite outside speakers. A recent survey by UNICEF indicated that children enjoy the level of participation and responsibility that the student governments allow them – as well as the skills they develop in leadership, public speaking and organization.<sup>30</sup>

## Learning through sports

Schools, of course, are not the only arena where a child can learn the values of peace and democracy. Of equal import to the child and to development and peace are play and recreational activities, both of which are a child's right and both of which have enormous potential for changing the lives of children for the better. Programmes in organized sports are assuming a greater role in the work of international organizations, members of the global movement for children, and local NGOs – and in programmes reaching out to girls as well as boys, and to children with disabilities as well as those without (*see Panel 4, 'Girls win big!', page 32*).

The value of sports for a child's physical and mental development has long been acknowledged. And much has been written about the values and social skills that are learned through team sports, for example, conflict resolution, collaboration, understanding one's opponents and how to win and lose with respect for others.

Sports provide youth with their own space, both physically and emotionally. This is especially important for girls who often have fewer opportunities than boys for social interactions outside the home and beyond family networks. In many countries, the kinds of public spaces that are seen as the only legitimate venues for girls and women, for example, markets and health clinics, are those related to their domestic roles as homemakers and mothers. In contrast, as girls begin to participate in sports and as female athletes gain public recognition, they acquire new community affiliations and access to new venues, find mentors for themselves and become mentors to others, and begin to more openly participate in community life. What's more, when the traditional male domain of sports opens up and allows girls and young

women to participate, stereotypes of girls and women as ornamental or as weaker than boys – whether physically or emotionally – are broken down.

Now, there is a growing belief that sports have the potential to contribute to achieving the Millennium Development Goals and UN Secretary-General Kofi A. Annan has appointed a task force on Sports for Development, Health and Peace, charged to develop recommendations for using sports as a tool for development.

"We have seen examples of how sport can build self-esteem, leadership skills, community spirit, and bridges across ethnic or communal divides," said the Secretary-General at an Olympic Aid forum. "We have seen how it can channel energies away from aggression or self-destruction, and into learning and self-motivation."<sup>31</sup>

Sports are often used to engage a community in a common project. During the Kosovo crisis in 1999, for example, young people made important contributions to social reconstruction and peace-building through sports. In the six refugee camps near Kukes in Albania, Kosovar Youth Councils were formed, involving about 20,000 young people ranging in age from 15 to 25. With support from UNICEF and the local Albanian Youth Clubs, council members organized sports tournaments and concerts and took an active role in running the camps and keeping them clean and safe. They helped integrate newly arrived families and organized fund-raising for the poorest members of the camp community. Members assisted UN agencies and NGOs in distributing landmine-awareness information and materials on organized recreation and counselling for younger children. The experience of organizing and participating in the Council brought out new leadership and problem-solving skills and many of the members returned to Kosovo to help rebuild their communities.<sup>32</sup>

“We were empowered  
with assertiveness  
and confidence and  
we began to think  
positively about  
our abilities.”

Caroline, Ugandan GEM volunteer  
Children and Young People's Parliament  
Kampala

Looking powerful and strong – looking good – girls from the Mathare Youth Sports Association in Kenya compete on the field.

## PANEL 4

# GIRLS WIN BIG!

Commanding near universal appeal, football has become a common language for millions of people, and the FIFA World Cup is now the most-watched sporting event in history. For the first time ever, because of a strategic alliance between UNICEF and FIFA, the world football governing body, the 2002 World Cup was dedicated to children. June 19 and 20 were designated as 'Say Yes for Children World Football Days' to raise awareness of children's issues through football-related activities. At every game, children wearing UNICEF's 'Say Yes for Children' T-shirts led the players onto the field. Young people were featured in every World Cup event, and an online auction of football memorabilia held during the matches raised money for UNICEF. More than 1 billion people watched the games, putting children's rights front and centre.

Football's appeal is certainly not limited to adults. Even in the most dire circumstances, children around the world play wherever they can – in alleyways, refugee camps and war zones. Article 31 of the Convention on the Rights of the Child recognizes "the right of the child to rest and leisure, to engage in play and recreational activities...." Yet far fewer girls than boys are to be found on the football fields – or on any sports field, for that matter.

### Blazing a trail

The team kicking up the red dust on a grassless pitch in Mathare, Kenya, is not a group of boys emulating their superstar heroes but of girls, blazing a trail for female participation in the world's most popular sport. The Mathare shanty town is a collection of

ramshackle, mud-walled buildings that sprawls along the steep bank of a garbage-choked river, a few kilometres north-east of Nairobi. Paid work is in short supply – domestic labour in middle-income Nairobi homes, perhaps, or casual labour in the local quarries – and most people depend on selling food or other items on the street. Many women are forced to sell sex to survive. In conditions like these, organized leisure activities are few and far between.

In 1987, the only football played in Mathare was with balls cobbled together out of string and scavenged pieces of plastic. But that year, thanks to an initiative by Canadian development worker Bob Munro, real footballs started to appear as the Mathare Youth Sports Association (MYSA) was formed. From the outset MYSA linked sport with the environment – young people organized themselves not only into football teams and leagues but also into garbage clean-up squads.

MYSA's growth was tremendous, indicating how desperately the programme was needed. Today, MYSA sponsors hundreds of football teams. In addition, it offers educational scholarships, runs an extensive and much-needed HIV/AIDS education programme, a photography project, as well as numerous other community-service initiatives.

### Winning the Cup

The first girls' football teams were introduced in 1992 after MYSA boys and managers witnessed girls' matches for the first time during a trip to Norway. Extending opportunities to girls was no simple matter,





however, requiring the organization to grapple with entrenched traditional attitudes towards gender roles. Gaining parental approval for the girls to participate was infinitely more difficult than it had been for the boys. Many parents felt strongly, for example, that football should not interfere with girls' numerous responsibilities in the home – and both food preparation and care of younger siblings are extremely time-consuming. They also insisted that their daughters be home before dark, aware that safety is a much more serious issue for girls than for boys.

Mothers' reactions to their daughters' participation have generally been positive, and the girls' opportunity to go on tour to Norway to play in the Youth Cup – where the under-14-year-olds won their age championship – has also helped overcome the determined objections of some fathers. "When I started playing for MYSA," says one 15-year-old girl, "my father would say that there is no football for girls and he would beat me up. So whenever I wanted to go and play, my mother would cover up for me by saying that she had sent me somewhere. Then when I went to Norway he started liking it."<sup>1</sup>

## Powerful and strong

The struggle to ensure girls their right to play and to enjoy the benefits of participating in team sports is being waged with varying degrees of success around the world. In the United States, the current world champions in women's soccer, the number of girls playing the game in high school increased by 112 per cent in the 1990s,<sup>2</sup> and a professional women's soccer league was established in 2000. US football superstar

Brandi Chastain is a role model for millions of girls worldwide. "Football gives girls the ability to be leaders and improves their self-esteem," she says. "They learn that they can be leaders, be powerful and strong and that those are perfectly fine qualities for a woman. They learn to explore themselves through football."

Girls who participate in sports tend to be healthier – emotionally and physically – and less likely to smoke or abuse drugs or alcohol. There may also be a link between decreased incidences of breast cancer and osteoporosis in women who have been physically active throughout their lives. In addition, adolescent girls who take part in sports tend to delay becoming sexually active until later in life.<sup>3</sup> This may in part be because participation in sports encourages adolescent girls to develop a sense of ownership of and strength in their own bodies instead of seeing them simply as a sexual resource for men. "Before playing football I was fearful," said one girl, "now I am not because I am used to mixing with people and I know what is good and what is bad." Through football, offered another young Kenyan player, "I have learned how to have my own principles and not be blown and tossed around by the wind."<sup>4</sup>

1 Brady, Martha, and Arjmand Banu Khan, *Letting Girls Play: The Mathare Youth Sports Association's football program for girls*, Population Council, New York, 2002, p. 14.

2 Women's Sports Foundation, *Women's Sports & Fitness Facts & Statistics*, p. 11.

3 Sabo, Donald et al., *The Women's Sports Foundation Report: Sport and teen pregnancy*, New York, 1998.

4 Brady and Khan, op. cit.



# 5

## THE SHARPEST EDGE

Adolescents inevitably find themselves at the sharpest edge of a tension between participation and protection that all children face. They are the world's most immediate heirs: the next age group to gain access to the advantages and opportunities of adulthood yet also the group most likely to find itself endangered by the ugliest failures of society.

Recent studies have confirmed what those who work with adolescents know from experience: that adolescents benefit from feeling a strong sense of connection to home and school; that they thrive when they have close relationships, are valued in their community and have opportunities to be useful to others; that they value positive relationships with adults, safe spaces and meaningful opportunities to contribute.<sup>33</sup>

### Discovering new competencies

Like millions of other girls around the world, girls between the ages of 11 and 17 in Pakistan, particularly those from low-income families, are

widely denied a chance to actively participate in society and in their own self-development. The Girl Child Project has, for the last decade, been tackling this issue by empowering girls within their own families and communities. The project is designed for 500 villages and cities within Pakistan.

Girls attend five-day orientation workshops that raise their social awareness while disseminating practical information about health, hygiene and nutrition of use to their whole family. Those who have received some formal education are given home-school kits, including a blackboard, chalk and wall posters. This enables many of them to set up mini-schools for uneducated girls, thereby not only enhancing their own self-esteem and sometimes generating a small income but also extending empowerment further into the community. Others choose to receive first-aid training or learn other income-generating skills. One of the most successful aspects of the programme is that girls discover their own capacities and new

*'Xpression', a meeting organized by UNICEF, YMCA and the Island People in Port of Spain, Trinidad and Tobago, brought together these young people with NGOs from around the world to brainstorm on how to use music, graffiti, hip-hop, fashion and sport to provide young people with skills, services and a supportive environment.*

possibilities in life, and become role models for others, beginning the long, arduous process of breaking down traditional barriers to female participation.<sup>34</sup>

*"I wasn't quite like this a few years back," says 20-year-old Sumera Zafar. "I was actually quite awkward and extremely shy.... But people trust my judgement now. Girls from all over the neighbourhood come to me with their various problems and ask me to help resolve serious domestic issues. The Girl Child Project really helped girls like me to believe in themselves. It enlightened us that being a woman wasn't a curse or a bad thing. It taught us to love ourselves and to be proud of what we are. Now I actually feel that women are as good as men...."*

She has her own message for the girls and women of Pakistan: *"Stop depending on others and believe in yourselves. Take a stand – since that is the only way your lives will ever improve and move forward."*<sup>35</sup>

## Effecting social change

There are numerous examples throughout the world of adolescents trying to effect social change by influencing the behaviour of their peers. In Montenegro, Yugoslavia, UNICEF has supported seminars to train young Red Cross volunteers in peer-education methods. They use innovative role-play techniques to dramatize the issues teenagers may encounter, such as whether or not to have sex, how to say no to risky behaviour and how to protect themselves from sexually transmitted infections, including HIV/AIDS.<sup>36</sup>

Teenage peer educators are also combating HIV/AIDS throughout Africa, for example, in youth-friendly clinics in Zambia where drama,

poetry, music and the electronic media convey key information on HIV/AIDS, other diseases and pregnancy.<sup>37</sup> Peer leaders are also at work in Cameroon, where they map out their neighbourhoods to indicate areas of potentially high-risk behaviour (bars, video rooms or military barracks) then identify existing youth groups and work with them to raise HIV/AIDS awareness.<sup>38</sup> In Namibia, meanwhile, young people have so far reached 100,000 of their peers both in and out of school with life-skills training aimed at reducing teenage pregnancy and preventing HIV/AIDS.<sup>39</sup>

The idea of adolescents addressing the risky behaviour of other young people takes an intriguing form in some parts of the United States. In some areas adolescents take on responsibility of sentencing their peers in court. These 'teen courts' involve volunteers aged 8 to 18 – some of them former offenders – as attorneys, judges and juries trying their peers for non-violent crimes, traffic infractions or school-rule violations.<sup>40</sup> The model is also now being explored in Germany and Japan.

In Thailand, as part of a Youth Camp for Ending Violence against Children and Women, 60 young people were trained to become volunteers and catalysts to both monitor domestic violence in their community and campaign to stop it. As a result of the initiative, a national law on domestic violence is now under review.<sup>41</sup>

During adolescence, as in early childhood, people with disabilities are routinely excluded from the normal patterns of everyday life. In Belarus, UNICEF has supported programmes aimed at integrating young people with disabilities into society, training them for more independent living and equipping them with labour skills.<sup>42</sup> In the Islamic Republic of Iran,

the inclusion of the opinions and views of children with disabilities in the UNICEF programme-design process was ensured through three seminars where 150 boys and girls from all over the country with speech, hearing, visual and motor impairment discussed their shared problems and identified helpful strategies and activities. In addition, a seminar to observe the annual anniversary of Iran's ratification of the Convention on the Rights of the Child was hosted by children with disabilities.<sup>43</sup>

### **The problem: Children exploited by adults**

Even in acknowledging the potential of adolescents and their positive achievements, it is vital to recognize that they are at high risk from the life-threatening effects of unconscionable adult behaviour: for example, trafficking children into forced labour and prostitution or forcibly recruiting them as soldiers.

- Child trafficking has become a billion-dollar-a-year business, with an estimated 1.2 million children falling victim annually.<sup>44</sup>
- Trafficking of children for exploitation in agriculture and domestic service has recently emerged as a problem in sub-Saharan Africa.<sup>45</sup>
- Trafficking of girls into prostitution has been a long-standing concern in South-East Asia, where a profitable network may involve police authorities, relatives and guards, each receiving their own slice of the profit.<sup>46</sup>
- There has been a huge upsurge in the number of girls trafficked from the Republic of Moldova, Romania and Ukraine into western Europe via gangs based in Albania, Bosnia and Herzegovina, or Kosovo, Yugoslavia.<sup>47</sup>

- An estimated 300,000 children are thought to have been coerced into military service, whether as soldiers, porters, messengers, cooks or sex slaves, with 120,000 in Africa alone.<sup>48</sup>

These are extreme cases, but in every society adolescents are the most likely age group to find themselves marginalized, abused, exploited and disregarded, and in perilous limbo, neither young enough to inspire adult protectiveness nor old enough to grasp the power and possibilities of adult society. Almost all countries have populations of adolescents scraping out a living on the streets of their urban centres. The latest estimates put the numbers of these children as high as 100 million.<sup>49</sup> Many of these are children who work the streets but return to a family home at night; others, however, are far from the protective, nurturing reach of a family. Many may have never experienced their family home as a safe haven, since child abuse is often a key factor in their decision to leave home and take to the streets.

In all countries, children who live or spend most of their lives on the street are more at risk on every count: from malnutrition or HIV infection to being dragged into the drug underworld. In some cities their very survival is at risk daily. Inevitably living on the margins of the law, they often find themselves in conflict with local authorities, and studies from many countries report that these children's most pervasive fear is of violent death.<sup>50</sup>

### **A solution: Children organized for their own protection**

In Brazil, the boys and girls who live on the city streets have found in the MNMMR (National Movement of Street Boys and Girls) a space for

participation that has permitted them to become aware of their rights, reorganize their perspective on life and fight for their rights. In 1985, educators from all over the country who were already working with street children founded the Movement after a national meeting attended by delegations of adolescents representing local groups. In 1986, some 600 children who live on the streets from all over the country and street educators met and defined the four main objectives of the Movement:

- to change laws that punish poor children for being poor
- to combat violence
- to support and expand the Movement to permit more boys and girls to participate and
- to train educators and activists to develop the necessary competencies and appropriate approach to working with these children.

With these objectives, the Movement was established to strengthen networking, mutual

support and education methods via two organizational levels: (1) the educators in local and state groups, and a national coordination; and (2) groups of girls and boys, in *Nucleos de Base*, who meet at municipal, state and national levels. The national meeting is organized every three years: in 2002 it brought more than 1,000 boys and girls to Brasilia, the country's capital.

The Movement has had a significant impact on the national legislation reform. In 1988, it introduced an article synthesizing the Convention on the Rights of the Child into the Brazilian Constitution that was being redrafted as the country came out of 25 years of military dictatorship. The Movement was also active in discussions leading to the country's 1990 Statute of the Child and the Adolescent; and, on another front, played a leading role in denouncing extermination groups.

By participating in the Movement, boys and girls who have spent time on the streets learn how to return to family and community life, attend school and take advantage of a space of their own where they can fight for their rights.



“Among the  
partnerships we seek,  
we turn especially to  
children themselves.”

World Declaration on the Survival, Protection  
and Development of Children  
1990

Three youths in this Afghan family boldly face the camera for photographer, 11-year-old Sabina, while other family members concentrate on their meal.

PANEL  
5

# BUILDING NATIONS

All around the world, children are speaking up on legislative matters that affect them – and in many nations, governments are learning to listen.

## Children's Jirga

In Afghanistan, a children's Jirga (assembly) is planned to address the difficulties faced by the millions of children in Afghanistan: those who have lost one or both parents, been displaced by conflict or maimed by landmines, or who suffer from malnutrition or die before the age of five. The Afghan Government has been asked to set up a national commission for children that will involve several departments, such as health and education, "so that," explains Olara Otunnu, the Special Representative of the UN Secretary-General for Children and Armed Conflict, "children become central in creating policies and in allocation of resources."

## A young country

In Timor-Leste (East Timor), nine days before independence was celebrated on 20 May 2002, a Student Parliament was convened, holding its inaugural meeting at the parliamentary assembly. As the new nation moved toward independence,

*The Timorese coconut palm is just beginning to send out new shoots. "In the future, we don't want it to become bent, we want it to grow into a straight tree that shares its shade around equally and doesn't lean or block out the light for other trees."*  
18-year-old Giles Soares

'Through the Eyes of the Children', UNICEF, Timor-Leste.

UNICEF and its partners had launched a vigorous campaign to educate young people about democracy. Under the banner 'Build a nation with children and young people', UNICEF encouraged young people to become involved in the political process. Out of this campaign, the Student Parliament was born.

The students debated a range of topics – from health care to education to HIV/AIDS – and adopted 22





Afghanistan/"Imagine – your photos will open my eyes"/GTZ/2002

resolutions. They called for the new Government to ratify human rights instruments, including the Convention on the Rights of the Child, and to improve health and education in rural areas.

The Student Parliament was the first parliament in what was then East Timor, at the time governed by a Constituent Assembly, a body that advised Sergio Vieira de Mello, the UN Transitional Administrator. Xanana Gusmao, the President-elect, and the Council of Ministers took over from Mr. de Mello nine days after the Student Parliament. The report from the Student Parliament will be presented to the full Parliament during the 2002 parliamentary season, and UNICEF is coordinating with the Ministry of Education to establish student parliaments in selected high schools during the school year.

"Children are important for East Timor," said Germano da Costa, the Student Parliament President. "This is a young country, we are a young people. It is good that people can build their houses, grow their food, but we need to build the skills of our children. They are our guarantee for the future."

### A chance to be involved

In another part of the world, the South African Law Commission (SALC) is involved in a comprehensive review of all legislation relating to children. The review began in the 1990s as a result of generalized dissatisfaction with child-care legislation that pre-dated the end of apartheid and the first democratic elections in 1994.

After some urgent amendments were passed in 1996 and 1999, a complete overhaul of the existing law is now under way. Children throughout the country have attended workshops and discussion groups, and their comments were taken into account when the Commission formulated preliminary recommendations in 2001. A draft Children's Bill has since been finalized, and it is now with the Department of Social Development. If approved, the draft Bill will be introduced in Parliament.

SALC consulted with children on impending changes to legislation that affected them directly, and it accorded children an equal footing to participate with adults in the law reform process. Their input received the same consideration as that of other stakeholders and their opinion was in some instances decisive. One such instance was the decision not to extend the prohibition on the employment of children under 16 years of age to all children under 18.

From an independent evaluation of the child participation process, it is clear that children valued the opportunity to participate in a law reform process and to have their voices heard. In the words of one child, "We had a say, feeling needed, important. We were also happy that we were given a chance to be involved, to give our ideas and be listened to and hope they will get something useful out of what we said."



# 6

## LISTENING TO CHILDREN

*“Sometimes I feel that the world wants me to grow up faster. I feel like people don’t respect the things I say or what I have to give just because of my age.”*

Nikki Sanchez-Hood, 15, Canada

The journey from where we are today to a world where children’s opinions are routinely sought cannot be made overnight. Like all intellectual journeys, it is a process that depends on acquiring new knowledge, increasing understanding and overcoming fear and resistance. And as the necessary intellectual work is being done and new understandings are being put into practice, new skills will be needed by all those involved – children and adults, families, communities, cities and organizations.

### Families

Because the family is the first place where children learn to participate, it is also the ideal forum where children can learn to express their views **while** respecting the perspectives of others. As the Committee on the Rights of the Child advised in one of its early sessions: “Traditionally, the child has been seen as a dependent, invisible and passive family

member. Only recently has he or she become ‘seen’ and...the movement is growing to give him or her space to be heard and respected.... The family becomes in turn the ideal framework for the first stage of the democratic experience for each and all of its individual members, including children.”<sup>51</sup>

But the task facing parents and an extended family is not an easy one as they balance their responsibilities both to support a child’s participation and to protect and guide the child. On a daily and often moment-to-moment basis, they put article 5 of the Convention on the Rights of the Child into practice in the process of assessing their child’s ‘evolving capacities’ (although they usually don’t use those terms to describe their decisions). Recognizing the critical and vital role of families, many organizations have developed programmes and advocacy campaigns that support parents and families in their efforts. For example, UNICEF’s Regional

*In Burkina Faso, 16-year-old Krifilité Da came upon these two camera-shy boys in the road.*

Burkina Faso/“Imagine – your photos will open my eyes”/GTZ/2002

Office for Latin America and the Caribbean has developed a set of policy guidelines for working with adolescents that calls for public policies to strengthen families in a range of ways:

1. Economically and materially, particularly with respect to employment, income earning, housing, education and health;
2. With community programmes that allow the community to protect children in cases of risk or family need;
3. With student scholarship programmes so that families can send students to school and keep them there;
4. By encouraging parental responsibility, including legal acknowledgement of paternity on the part of men, the father's active involvement in raising and educating his children, and a more positive view of masculinity;
5. By encouraging cultural models and practices that are based on equality and shared responsibility rather than those that reinforce gender discrimination;
6. Through the application of laws and programmes that counter domestic violence, accompanied by training in women's and children's rights, violence prevention and how to resolve conflicts and differences peacefully;
7. Through the application of laws that eradicate social practices abusive to children and adolescents;
8. By providing programmes in parenting skills.<sup>52</sup>

## Organizations listening to children

Just as parents have traditionally been assumed to know what is best for their sons and daughters, so agencies and authorities working on behalf of children have tended to do so without considering what the beneficiaries of 'their' projects have to say. The results can be disastrous. In the United Kingdom, for example, the 1980s and 1990s saw a string of public inquiries documenting systematic physical and sexual abuse by staff in children's homes, institutions set up to protect children from harm in their own families. One of the key lessons of the inquiries was that this widespread abuse occurred because the children involved had no voice: when they complained, they were not believed and they became susceptible to further, punitive abuse.<sup>53</sup>

The flipside of this coin is that when programmes and policies take children's perspectives into account from the outset, they can produce better results for everyone concerned. A case in Christchurch, New Zealand, illustrates this. The local authority proposed a 60-kilometre-per-hour speed limit at the point where a six-lane highway passed an elementary school and thought it had adequately consulted the local community. Christchurch is, however, an unusual city, having had its own Child Advocate since 1997, who pointed out that the children in the school had not been consulted. The children then made their own case that the new speed limit was too high and that a 40-kilometre-per-hour zone would be safer not only for them but also for senior citizens in the area. A trial of the slower speed was agreed to and, with the addition of flashing lights to indicate to motorists that they were approaching a school, proved so successful that this has since become a planning standard for the whole



country.<sup>54</sup> The New Zealand Government is currently attempting to put the interests of children at the heart of the national decision-making process. Its seven-point Agenda for Children includes increasing opportunities for taking children's opinions into account in government and community decision-making processes.<sup>55</sup>

The experience of PLAN in Indonesia has also been transformed by consulting children. The organization felt it had done a good job in the village of Padi: it had talked to the village committee about what was needed, had built a road and latrines and had repaired the school building and the clinic. Community leaders professed themselves satisfied.

But doubts lingered as to whether the work had catered to the poorest of the poor who lived up the mountainside away from the roads and new water supply. So when it came to working with the nearby village of Kebonsari, they started differently – by consulting 150 school-age children and using a local group of artists. The children insisted that PLAN should begin by working with the neediest children – those whose parents had migrated to find work or who had no land. They complained about being hit and beaten in the home and at school. They started a petition to improve a dangerous bridge and got the district head's promise to improve it. They wanted water pumps installed so that girls have more time to study instead of walking long distances to fetch water.

The lessons applied in Kebonsari – that there is added value when children are involved from the start – form the basis of PLAN programmes in Indonesia. In a culture that expects children to defer to their elders, children's groups are, moreover, now involved in rural libraries, small income-earning projects, editing their own magazines, child-to-child health programmes and waste management.<sup>56</sup>

Consultation with children will not be easy in cultures and contexts where they are still widely expected to be seen but not heard. But, as in the case of PLAN's work in Indonesia, one key reason why the practice is gaining ground is that when children's needs are genuinely taken into account, the results tend to bring improvements for the community as a whole. The safer streets and cleaner environments that children often



Christine Norton/UNICEF/2002



demand, for example, not only benefit them but also the vast majority of adults as well.

Consulting children as a group – on a regional, national or even international basis – can also be of immense service to policy makers and planners. In Bangladesh, the government ministry charged with developing a National Plan of Action against Sexual Abuse and Exploitation of Children began by consulting children who were affected, such as those involved in sex work, girls who were trafficked and those vulnerable to abuse. The children’s report implicated police, magistrates and other state officials in trafficking. Most of the children’s recommendations were included in the National Plan of 2002 and a ‘child task force’ is being established as part of the monitoring and implementation of the Plan.<sup>57</sup>

Collective attempts to gather, evaluate and analyse efforts in child participation are emerging in countries and regions around the world, and increasingly at the international level. One such forum is the Children as Partners Alliance (CAPA), a coalition of international and national NGOs working with children, who recently met with representatives of the Committee on the Rights of the Child, the Canadian Government, youth from young people’s organizations and researchers. CAPA’s purposes are to learn from experiences in working in “partnership with young people throughout the world” and to create an accessible data-base of these experiences. Among its objectives are to establish standards of practice for programming, research, policy dialogue and advocacy, to engage in high-level advocacy to realize children’s right to participate in decisions affecting all aspects of their lives and to support the development of child-led organizations and of participatory research by children and young people.<sup>58</sup>

## Adults listening to children

These examples demonstrate not just that it is worth consulting children but also that a shift in thinking and approach is required from adults, to increase their capacity to listen to and understand children and adolescents and to include children and adolescents in ‘serious’ discussions.

Although most adults do not naturally think of working in collaboration with children, many have been convinced of the value of doing so, whether by public-education campaigns or more specific training. Those who live and work most closely with children – parents, teachers, playworkers – are often the first to change their mindset. But so are other adults who might traditionally have been thought to have little connection with children, such as health workers and town planners.

Increasingly, groups of adults are striving to ‘normalize’ their perceptions of and relationship with children and adolescents. Countries with such different backgrounds and traditions as Jamaica and Mongolia have been praised by the Committee on the Rights of the Child for the way in which, through training workshops, they have sought to improve the skills of parents and teachers, guidance counsellors and lawyers, in encouraging children’s right to self-expression.

In the United States, the Child Life Council brings together professionals working in health care who are committed to reducing the stress and trauma for children in clinics and hospitals. What is unique about the Council is that they have a rigorous system of testing and qualifying health professionals in order to better work with children. The philosophy and practice of the Council have an underlying meaning: relating and listening to children is not ‘child’s

play', but is an essential attribute for which practitioners should study and be qualified.<sup>59</sup>

One example of how adults can be retrained is in Kolkata (Calcutta), India, where a Child-Friendly Police Initiative, in place since 1998, has so far engaged 42 city police stations. Police officers attend courses aimed at sensitizing them to the rights of deprived children and juvenile offenders and developing links with social welfare and protection services. The police, with support from Rotary International, host health clinics in their stations on Sunday mornings.<sup>60</sup> A similar UNICEF-supported initiative has been meeting with success in the southern city of Bangalore in India. Here police and street children are brought together in training sessions that look at child rights and at how to cope with difficult circumstances. So far, 1,700 officers have been trained and five police stations have been given a child-friendly award. "I try not to treat the child as a criminal," said one of the officers. "We have to understand what has brought the child into unlawful activities."<sup>61</sup>

In El Salvador, the project of the Defensorías de Derechos Humanos de la Niñez y la Adolescencia, begun in 1995 by UNICEF and supported by Rädga Barnen of Sweden and Save the Children UK, has taken as its objective the transformation of the 'no right' culture that pervaded family, interpersonal and institutional relations. As part of the Defensorías, a Network of Young People met with the Minister of Education for the first time in the history of El Salvador and elaborated a proposal for public policies for children and youth, including revoking the policy that pregnant girls must leave school. This proposal has been taken into account in the process of elaborating the National Policy on Children and Adolescents by the National Secretariat of the Family.

## A CHILD-FRIENDLY MUNICIPAL STRATEGY

It involves all concerned, including children, NGOs and civil-society representatives and:

- Is rooted in the whole Convention on the Rights of the Child
- Enjoys high government priority
- Is integrated into other local and national plans
- Adopts a decentralized implementation process
- Includes priorities and time-bound measurable goals
- Covers all children
- Is widely disseminated
- Is regularly assessed and monitored.

Source: Riggio, E., 'Child Friendly Cities: Good governance in the best interest of the child', *Environment & Urbanization*, vol. 14, no. 2, October 2002.

As a result of the Defensorías, the concerns of young and adolescent children were presented in open town halls, and mayors have become involved in the issues of children and adolescents, prioritizing their rights when budget decisions were made. This prioritization has been seen in the construction of parks, fields, sports complexes, libraries, bridges, infrastructure repairs of educational centres, roads, the introduction of safe water, reforestation and protection of the environment, and greater police security, among others. In numerous instances, members of the National Civil Police have also modified their attitudes towards

adolescents in the community. What's more, parents and teachers have rethought their ways of correcting their children and students, and reports of mistreatment have declined.

### Cities 'listening' to children

The Child-Friendly Cities initiative, an attempt by adults to create urban spaces that optimize child participation, is increasingly an idea whose time has come, with more local authorities and planners of the world's cities striving to implement child rights at the local level – where children live and can make a difference – and to make urban environments healthier for children<sup>62</sup> (see box, 'A child-friendly municipal strategy', p.47). Around 1 billion children live in cities – close to half of all the children in the world – and at least 80 per cent of these live in Africa, Asia and Latin America. In developing countries it is common for between a third and a half of the urban population to have incomes below the poverty line, many of whom are housed in illegally built settlements with limited access to safe water and adequate sanitation.<sup>63</sup>

The Mayors as Defenders of Children initiative was launched in 1992 as a way of involving municipal leaders in the pursuit of child rights. The initiative recognized the fact that decentralization is transferring ever more responsibility for basic services to local governments all over the world. This not only gives local authorities more power to make a difference in children's lives and environments, it also makes the participation and consultation of young people more feasible than it is at the national level. This has become even more vital since the second United Nations Conference on Human Settlements (Habitat II) in 1996, which emphasized that the well-being of children is the ultimate indicator of a healthy society.

In Italy, the Ministry of the Environment coordinates the Child-Friendly Cities initiatives, and some 200 cities had joined the movement by 2001. New ideas are shared in annual meetings and prizes are awarded to the cities that have performed best in various categories, such as child-centred urban planning for one example.<sup>64</sup> In the Philippines, the movement also has a national dimension through a goals-oriented programme that aims to promote child-rights principles at every level, from the family through the *barangay* (neighbourhood) to the city or region.<sup>65</sup> Ukraine, meanwhile, has a strong 'mayors for child rights' movement that in 2000 saw the mayors of 35 of the country's cities undertake to involve children in the planning, design, implementation and evaluation of policy affecting their health, development and protection.<sup>66</sup>

In Kolkata, India, a citywide programme of action brings together major agencies committed to protecting and providing basic services for deprived urban children – including those who are working or homeless. An ambitious project survey has identified every child who is out of school. Because there are not enough schools for all these children, the city is creating 700 primary education centres, which will be managed by NGOs and run by young people specially trained as 'barefoot teachers'.<sup>67</sup>

Even in places of conflict, such as the Occupied Palestinian Territory, there are examples of Child-Friendly Cities initiatives. Fifteen Child Activity Centres have been set up to promote community participation in implementing child rights. The Centres focus on young children, particularly girls and those in need of special protection, but adolescents are also involved and receive training so that they can assist the Centres' work.<sup>68</sup>

**“Listen to children and ensure their participation:** Children and adolescents are resourceful citizens capable of helping to build a better future for all. We must respect their right to express themselves and to participate in all matters affecting them, in accordance with their age and maturity.”

Declaration of 'A World Fit for Children'  
2002

Young and reflective in the former Yugoslav Republic of Macedonia, a girl writes down her feelings about being a youth in that country while a young friend captures the moment on film.

PANEL

6

# WE ASKED THEM TO SPEAK

Asking children and young people what they think can make for some uncomfortable moments. What if we don't like what they have to say? From that perspective, United Nations Secretary-General Kofi Annan showed courageous leadership when he invited children to express their views at the UN General Assembly Special Session on Children in May 2002. "So far, adults have called the shots, but now it's time to build the world with children. Your voices will be heard, I promise," the Secretary-General said.

And the children spoke, in voices loud and clear. As they presented the results of the 'Say Yes for Children' campaign – nearly 95 million pledges – they told world leaders that 95 million people were expecting their leadership on behalf of children and 95 million people were ready to help them in their efforts to ensure the rights of every child.

They demanded a world free of poverty, war and violence in their statement to the General Assembly. They offered their knowledge and ingenuity to help find solutions to the problems that affect them. "We have the will, the knowledge, the sensitivity and the dedication," the children argued.

Throughout the Special Session, they were everywhere – or so it seemed. Children and young people chaired meetings, engaged world leaders in intense discussions at inter-generational dialogue sessions and talked to the media to explain their points of view and expectations. They raised issues, analysed situations and offered solutions with clear vision.

## We polled and surveyed

In the year leading up to the Special Session, in one of the largest multi-country surveys of children ever carried out, nearly 40,000 children between the ages of 9 and 18 in 72 countries across East Asia and the Pacific, Europe and Central Asia, and Latin America and the Caribbean shared their opinions on such topics as school, violence in their lives and their expectations of government. In the surveys, conducted by UNICEF and its partners, the majority of children report good relationships with parents and teachers, feel happy most of the time and are deeply concerned about a range of economic, social and environmental issues.

But far too many children and young people spoke about harsh realities:

- the violence they experience in their homes, at school and in their neighbourhoods;
- discrimination in their countries against the poor, disabled and minority children;
- anxiety about unemployment and economic conditions;
- the lack of information about their rights, about drugs, HIV/AIDS and sexual relationships;
- the need for government to give greater priority to quality education;



Ivan Blacev/Right to Know Initiative/United Nations/2002

- the lack of opportunity to voice their opinions and participate in decisions affecting their lives;
- their disenchantment with traditional politics and politicians.

Such findings speak for themselves about the state of our societies and our value systems. Unheard or unattended, they bode ill for the future of our democracies.

Two out of three children in Latin America and the Caribbean have little or no trust in their government and related institutions. The children feel that they are of no importance to these institutions.

In Europe and Central Asia, only 4 out of 10 children see voting in elections as an effective way to improve things in their country. Just under a third trust their government, while another third distrust it. Asked to spontaneously identify famous people they admire, only 2 out of every 100 children chose a politician or political leader.

In East Asia and the Pacific, only 3 per cent of the children surveyed named a president or prime minister as the person they admired most. (Timor-Leste, formerly East Timor, was a major exception with 21 per cent.) In Latin America and the Caribbean, the picture is even more grim. Many of the children surveyed did not identify any leaders at all. A number of children believed that their country would be worse off in the future, partly because they view their government as unable to solve problems.

And among all children surveyed, trust of politicians and of police and teachers diminished with age and – presumably – experience.

### And now?

Government officials from many countries acknowledged that the polls brought home the importance of listening to children's voices and of taking their views into account when making decisions that affect their lives. Twenty-one Latin American Heads of State, for example, meeting at the Xth Iberoamerican Summit, vowed to look deeper into the situation of their children and youth. The Organization for Security and Co-operation in Europe (OSCE), the largest regional security organization in the world, asked its field missions to use the survey results to inform and guide their programmes aimed at strengthening democratic citizenship, civic education, conflict prevention and security.

Where regional polls were not conducted, leaders learned what the concerns of their children and youth are from country surveys, consultations and youth conferences. In Amman, for instance, adolescents from 16 countries who gathered at a regional youth forum proposed initiatives on some of their key issues, among them jobs and education, and the vast number of young smokers and of youth in conflict situations.

At this juncture, the turn is ours. We asked children what they thought and what they hoped for. They told us. "Now," said Carol Bellamy at the close of the Special Session, "is time for action."







# 7

## SPACES FOR PARTICIPATION

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

But what likelihood is there that the adult world is ready to embrace the ideal of child participation and further take into account the views of children? Better than it was – but not as good as it needs to be.

Children suffer from discrimination simply because they are children. Proof of this is found in the fact that in many countries it remains legal to hit children. The belief that 'smacking' is an integral, even essential, part of parental discipline of children remains widespread. A UNICEF opinion survey in 35 countries of Europe and Central Asia reported that 6 out of 10 children face violent or aggressive behaviour within their families.<sup>69</sup>

This discrimination is seen in many other instances as well, for example, in children's lack of access to influencing the media (*see Panel 7, 'Children and the media', page 58*); and their lack of access to information that is vital to their development and their abilities to successfully participate in the world.

### Access to information

If children are to have a voice, they need access to information that is both timely and understandable to their particular intellectual stage of development. Children seek information from the moment that they are born.<sup>70</sup> The purpose of early stimulation is to encourage a child's mind to build the mechanisms for integrating signals received from birth and to help 'hard wire' the ability to learn into the brain at an early age. Furthermore, the educational process aims to provide the child with the information to understand, manipulate and participate in his or her environment.

*Asiata Baâlla, a 12-year-old Moroccan, took this photo of two young children.*

Morocco/"Imagine – your photos will open my eyes"/GTZ/2002

Access to information is a matter of survival in many situations, most urgently today in the midst of the HIV/AIDS pandemic. Misconceptions and ignorance about the disease are widespread among young people. The misconceptions vary from one culture to another, and particular rumours gain currency in some populations both on how HIV is spread (by mosquito bites or witchcraft, for example) and how it can be avoided (by eating a certain fish, for example). Surveys from 40 countries indicated that more than 50 per cent of young people aged 15 to 24 harbour serious misconceptions about how HIV/AIDS is transmitted.

In the midst of this pandemic, a basic education of good quality for all children – one that offers sound information about sexuality and HIV, builds self-esteem and decision-making skills and gives children the information they need to protect themselves – is essential to save lives endangered by the ignorance and fear that surround the disease.

Perhaps the most important aspect of access to information is how it empowers those who have it. Access to information informs the entire developmental process protected by the Convention and is a critical factor in both the personal development of a child into adulthood, as well as for the social development of that child into full membership in his or her community.

*Jonathan Bronner, 12 years old, poses for a self-portrait in his home in Mound Bayou, Mississippi, United States.*

Jonathan Bronner/Kemetic Institute/United States/2002

## Children's parliaments

Children and young people are virtually invisible in terms of public policy and of voices expressed on the national stage. Even in the healthiest democratic societies run in the service of voters' interests, children tend to be marginalized – on the assumption that their parents will speak for them. Former President of the European Parliament Nicole Fontaine has concluded: "The relative invisibility of children's own unique experience and understanding from all the key legislative and policy-making forums has served to produce policies which discriminate against children. Nowhere is this more evident than in the field



of economic policy where the lack of active consideration of the situation of children has produced an unacceptable growth in child poverty across the European Union.”<sup>71</sup>

One solution is the number of children’s parliaments, which is mushrooming, representing a positive response to the need to both listen to young voices and to foster democratic citizenship. Perhaps for the latter reason there is particular and encouraging enthusiasm for the parliaments in newly democratic nations such as Georgia, Republic of Moldova, Slovenia – and Timor-Leste, where a student parliament met just days before independence in May 2002 so that it could present its recommendations to the new Government (*see Panel 5, ‘Building nations’, page 40*).

In Albania, regional youth parliaments began as pilot projects in the prefectures of Shkodër and Gjirokastër in 2000, spread to four other areas in 2001 and by the end of 2002 will cover 80 per cent of Albania. The parliaments are elected every two years and meet once a fortnight. All the regional assemblies gather in the capital, Tirana, for an annual session, where they raise key concerns with national adult parliamentarians. Among their recent initiatives has been a campaign against the search for oil in the environmentally valuable Nartes wetland.<sup>72</sup>

Inevitably there are wide differences in the ways in which children’s parliaments are organized. None have law-making power that would take them beyond being a consultative process providing input to governments. None are directly elected by all children, though delegates sometimes emerge from the public-school system and may have been elected by fellow students. In other examples young people come together for a single day to

discuss current issues without any preparation, training or follow-up.

But other children’s parliaments are more carefully established and organized. In Thailand, for example, more than 200 youth representatives, including children with disabilities, from schools in all 76 provinces, were brought together for three days to take part in the National Youth Parliament 2002. Through democratic and participatory processes, several issues were identified, shared and debated through passionate and active participation. When their report was presented to the Cabinet meeting on January 22, youth participation was adopted as a government policy.<sup>73</sup>

In Ireland, the *Dáil na nÓg* – which met for the first time in September 2001 – was specifically requested by young people during consultations leading up to the new National Children’s Strategy. One of the main goals of the Strategy is that “children will have a voice.” The Government has backed its words with money: in March 2002, it announced funding of 2,500 euros for each city and county in Ireland towards the cost of creating a children’s council. Each of these councils will discuss local issues and will elect members of the national Parliament. The Minister for Children, Mary Hanafin, has promised that this will be no empty exercise: “*Dáil na nÓg* isn’t a day out in Dublin’s Mansion house where children complain and politicians pretend to listen. We have given a clear commitment that the ideas and views expressed at each *Dáil na nÓg* will be taken into consideration in government policy. With the local children’s councils around the country, the same will apply.”<sup>74</sup>

In Jordan, where the election process for the Children’s Parliament is particularly rigorous,

students elect representatives – some 3,500 of them – who take part in 18 separate conferences at the governorate level on issues affecting their lives. These in turn elect 350 children to attend a national conference, which develops a workplan for the children’s parliament, then elects its 120 members. The elected members, like adult parliamentarians, hold their seats for several years.<sup>75</sup>

There is one thread that weaves throughout youth parliaments, despite the differences across them and the varying extents to which they influence the politics of the moment: they all enhance child participation and introduce young people to the workings of a democratic government.

In Georgia, for example, while the young people who took part in the Children and Youth Parliament were successful in launching an anti-corruption movement and a series of television discussion programmes about the issues facing young Georgians, the most significant impact of the Parliament was on individual participants. According to one young parliamentarian, Badri Papava, “Nobody knows what the future will bring, maybe some will proceed with the politics, others will choose a different sphere of work, but these young people will use the experience gained during these two years.”

Parliament Vice-speaker, Tamar Janikashvili, explained, “Georgia has educated children who want to participate in the management of the country and who care about what happens in Georgia.”<sup>76</sup>

## Risks with children’s participation

Positive examples notwithstanding, there are some risks attached to young people’s participation, and children as well as adults need

to be aware of them. In public meetings, children may be treated as window dressing, tokens of child participation; they may be treated as though they are representative of their peers when they are not; adolescents may be considered to speak for young children when they are in fact closer to adulthood. They may become part of a new elite through frequent participation in international meetings and lose the confidence of the groups that nominated them.

There are other, graver dangers. While political activism for adolescents in relatively stable countries might be a desirable step in learning the practices of democracy, in some social and political contexts encouraging children and adolescents to speak out may put them at increased risk of harm.<sup>77</sup> Children should not be expected to play leading roles in confronting repressive public authorities; in societies where it is hazardous for their parents to speak their minds, children should not be tossed into the breach.

In some conflict situations children’s participation becomes increasingly important. Thinking of children as helpless victims dependent on adults in situations such as armed conflict is not necessarily the best way to help them to cope. Clearly some children are deeply traumatized by their experiences and need specialist care. But it is important to recognize that children can usually contribute significantly to their own protection. In addition, children do not always experience adversity in the way that adults do – so that if their views are not actively sought and taken into account, well-intentioned actions can be inappropriate or even harmful.<sup>78</sup>

## Listening to children about peace

In long-standing conflicts children often have a great deal to offer in terms of building bridges

and developing peace. Amid the apparently intractable conflict in southern Sudan, for example, UNICEF's programming has been influenced by the opinion of children. In November 1999, 37 children and adolescents, drawn from different ethnic groups all over southern Sudan, gathered for a conference in which they outlined a way forward based on achieving peace through education. Their vision has significantly influenced the subsequent development of the UNICEF programme in southern Sudan.<sup>79</sup>

Similarly, when a conference was held in July 2000 about child soldiers in southern Sudan, children and young people played a major part, along with parents, teachers, traditional chiefs, priests and spiritual leaders, NGOs, civil authorities and the military, in developing action plans for the future. Former child soldiers, for example, said they would not rejoin the army but would continue their education. School-children said they would like to stay in school and asked that games and sports be introduced into their extra-curricular activities.<sup>80</sup>

In Sri Lanka, the work of Save the Children (Norway), together with its local partner, the Eastern Self-Reliant and Community Awakening Organization (ESCO), has also demonstrated that children's participation in conflict zones can actually help protect them. Children from the Tamil village of Sivanthivu, for example, lived in a 'grey' area controlled neither by government forces nor by the rebel Liberation Tigers of Tamil Eelam (LTTE) forces. One of the first actions of their new Children's Club was to address the decision of the local Sri Lankan army commander to block the road to their village. This had effectively ended the education of the children who travel by bus to nearby Valachchenai to attend school; walking or cycling to school would have exposed children to harassment by soldiers. Previous efforts by villagers had failed, yet the Children's Club gathered the signatures of all the residents of Sivanthivu on a petition. NGO workers passed this petition on and managed to have the matter raised with the army at a senior level. The road was duly reopened and the bus has come to the village ever since.<sup>81</sup>

Obviously delighted by the 11-year-old puppeteer, Anderson Diniz, young children at Casa Grande Foundation's communications school seem oblivious to the 16-year-old photographer, João Paulo Morôpo.

# CHILDREN AND THE MEDIA

**"Say it!"** And they have.

*"Troç!"* – the Albanian word for "say it" or "tell it like it is" – is a news show produced by children aged 13 to 18 and broadcast on Albanian National TV, reaching an audience of nearly 75,000 viewers each week.

In a country where nearly half the population lives below the poverty line and some 36,000 to 44,000 children emigrate illegally to Europe every year, a group of 70-80 young people is trying to make a difference.

"The only goal that all of us have," says 16-year-old Ebi Spahiu, a *Troç* reporter, "is to bring out the truth, so that things can improve."

With UNICEF support, *Troç* is proving to be one of the most innovative and influential forms of youth participation in the region. Young people themselves write and produce the programmes, which are not only popular but often produce change. In one instance, a month after an exposé by *Troç* reporters showed the poor treatment of children in a dormitory, local authorities met with the director of the dormitory and fired him. In another case, after the show highlighted the lack of textbooks in high schools in one town, educational authorities promptly provided textbooks in time for students to study for final exams.

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

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

## Casa Grande

In Brazil, the impact of children's participation in the media can be seen in a small city in the north-east region where the Casa Grande Foundation draws children and young people who are eager to learn more than what they are taught in school.

"Even though I had heard about Casa Grande before and admired its work, my husband and I didn't want our daughter to come," says Maria Macedo de Freitas, mother of Samara Diniz, 19, a reporter for Casa Grande. "Here in the *sertão* (interior dry land), girls are supposed to stay home, next to their mothers."<sup>1</sup>

But Samara kept sneaking into Casa Grande after school, and her mother kept fetching her back home at her father's demand. "She disagreed with her 'macho' dad," said Samara's mother, "something we don't do here. But her insistence and her achievements as a reporter inspired me to also start participating in Casa Grande's activities." Now, Samara's mother is the Director of Education at Casa Grande and Samara's father is proud of his daughter.



Courtesy of Fundação Casa Grande/Brazil

Founded in 1992 by Brazilian musicians Alemberg Quindins and Rosiane Limaverde, the Casa Grande Foundation is supported by UNICEF and other partners. Some 70 children and adolescents participate in planning and decision-making and are included in the management of the Foundation. They produce videos, comic books, newsletters and radio programmes for children and youth. "Even though we are in a small city," says Samuel Macedo, 17, Radio Manager and member of the TV team and a rock band, "we can have information and knowledge like any other youth in Brazil."

In April 2001, the project team launched a magazine and a video developed with the support of UNICEF and the United Nations Foundation. The material on the prevention of smoking was so successful that it was distributed to more than 550,000 children and adolescents at schools in Ceará. "The activities that I develop here changed my life," says Samuel, "because I didn't use to think about the future and I didn't care too much about life. Now I work on coordinating radio and TV programmes, I know how to handle musical instruments, computers, but most importantly, how to interact in a group."

## ICDB

International media initiatives have also been an effective means of creating opportunities for children to voice their opinions. On the second Sunday of every December since 1992, thousands of children around the world celebrate the International Children's Day of Broadcasting (ICDB). Children take to the air as reporters, presenters and producers of programmes on issues including children's rights, poverty,

HIV/AIDS, discrimination and conflict. With more than 2,000 participating broadcasters, ICDB is the largest broadcasting campaign for children in the world.

A joint initiative of the International Council of the National Academy of Television Arts and Sciences (NATAS) and UNICEF, ICDB has moved beyond the Day itself and encouraged children's participation in the media throughout the year. Some programmes created to celebrate the Day have turned into weekly programmes; others have led to the opening of training institutes.

One such example is the creation in August 2002 of China's Galaxy Teenagers' TV Media Training School by the China Central Television (CCTV) for children aged 9 to 12. From the nearly 300 children of Beijing who applied and attended the admissions exam, 50 were selected to be trained as young TV journalists who can work part-time at CCTV until the age of 14. In the near future, more children will be given the chance to participate as more branches of the school open throughout the country.

"I think I'm lucky to have had this chance to be a child reporter and to do interviews in the field especially," says Yang Yi, 12, Galaxy child reporter. "I've got to see for myself how reporting is hard work and what needs to go into a good interview. I think I learn patience, how to appear confident in front of the camera and how to adapt to changing conditions. Being a child reporter has broadened my vision, taking me to meet people and to be in places I wouldn't have otherwise been to."

<sup>1</sup> Casa Grande, *A Escola de Comunicação da Meninada do Sertão*, video produced by SENAC, the National Service on Commercial Learning, 2001.



SAY YES!! FOR CHILDREN

Love & Peace

郁江

HANABI



I love Peace  
Viva Colombia  
Say yes for children's

Thuy Trang

Viet Nam

COLOMBIA

Say yes for children  
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los unidos STREETVISION

# 8

## AT THE UN SPECIAL SESSION ON CHILDREN

*“In 1990 our countries signed the CRC but they have done next to nothing to realize it,” said a 17-year-old delegate, his body shaking as he spoke, though out of sheer passion rather than nerves. “We agree with your promises but now you have to show you mean it. I am talking from the heart – you must do the same.”<sup>82</sup>*

All the possible opportunities, benefits and pitfalls surrounding children and participation were at issue in the lead-up to the UN General Assembly Special Session on Children in May 2002. This was something of a test case of meaningful children’s participation at the international level, which took UNICEF, governments and non-governmental organizations into genuinely new territory.

Starting with the World Summit for Children in 1990, there was increasing recognition of the importance of children’s participation, based in large part on the Convention on the Rights of the Child, and increasing readiness to try to make participation possible in international conferences. By 1997, when UNICEF conducted a systematic review of children’s participation

in its own work, a total of 302 UNICEF-supported programmes reported young people’s involvement, with particularly high rates of involvement in Central and Eastern Europe and the Commonwealth of Independent States and in Eastern and Southern Africa.

The preparations for the Special Session on Children started early, involving extensive regional consultation: young people’s organizations participated in high-level meetings in Beijing, Berlin, Cairo, Kathmandu, Kingston, Panama City and Rabat to review progress since the World Summit for Children and to guide action for the future. The formal preparatory gatherings in New York for the Special Session provided opportunities for experimentation and for learning from inevitable mistakes.

*This is part of a banner that stretched for 26 feet at the Children’s Forum and more than 400 young delegates from 154 countries had the opportunity to write and draw messages on it.*

## The Global Movement for Children

In the run-up to the Special Session, the Global Movement for Children brought together adults, adolescents and children; campaigners, counsellors and crusaders for child rights: those who cared about forging a world fit for children. While recognizing that children and adolescents cannot be expected to challenge the world's misplaced priorities on their own, this energetic alliance embraced the idea that the job could not be done by adults **without** the passion and perspectives of children.

The primary focus of the Global Movement for Children was a major worldwide campaign called 'Say Yes for Children', launched at events around the world beginning in March 2001. Adults and children alike were asked to say 'Yes' to a pledge – "I believe that all children should be free to grow in health, peace and dignity" – and to support the Global Movement's 10-point agenda for action. They were then asked to identify the three action priorities that they considered most important. The participation involved in a campaign of such a mass scale is bound to be limited. But this element of interactivity – whether over the Internet or on widely distributed paper forms – undoubtedly helped draw both children and adults into the process.

By the time the 'Say Yes' pledges were presented to Nelson Mandela and Graça Machel at the Children's Forum in New York in May 2002, the total number – far exceeding expectations – stood at nearly 95 million, including 20 million from China and a remarkable 16 million (one in four of the population) from Turkey. With the overwhelming number of pledges coming from children, the three issues identified as most urgent were education, discrimination and poverty.

More importantly, the drive to involve as many people as possible provided a focus for promoting discussion and raising awareness of child rights – as in Peru where 800,000 children 'said yes'. In East Asia, 10 countries took the opportunity to hold a National Children's Forum as part of the 'Say Yes' campaign. They then sent representatives to a regional forum in the Lao People's Democratic Republic and selected a delegation of children to the UN Special Session on Children to represent the region. In the Syrian Arab Republic, a national seminar saw 150 children aged 6 to 12 discuss the Convention on the Rights of the Child with writers, artists, educational experts and television producers. The children presented a list of recommendations to the Prime Minister, which included their request for a children's parliament, and said they now dared to hope for change.<sup>83</sup>

The 'Say Yes for Children' campaign allowed an arc of participation for millions of children and young people, who could trace a path from the pledge they made in their local communities to leaders such as Nelson Mandela and Graça Machel, and from them to the UN General Assembly Special Session on Children, and on into the outcome document and a declaration by world governments.

## The Children's Forum

The 400 plus children who travelled to New York City in May to attend the Special Session came from more than 150 countries. Most were in their teens, though some were as young as age 10. Some had been selected rather than elected, either by governments or by NGOs, and thus could not be considered representative. On the other hand, many had been chosen not just for their confidence or eloquence but because they were already

passionately engaged in advocacy for children's rights or had launched their own campaign.

The Children's Forum, which lasted for three days, was opened by the UN Secretary-General and closed with a ceremony presided over by Nelson Mandela, Graça Machel and Mrs. Nane Annan as guests of honour. Between these two events, the only adults present were interpreters and facilitators. Children started off in regional groups, establishing the ground rules of respect for each other and 'unity in diversity' that were to govern their time together. They then divided into groups to discuss eight key issues, which they had identified as exploitation and abuse, environment, protection from war, children's participation, health, HIV/AIDS, poverty and education. Rapporteurs were elected, as was a group delegated to draft a common statement.

The statement 'A World Fit for Us' was read out to the UN General Assembly's Special Session on Children by 13-year-old Gabriela Azurduy Arrieta from Bolivia and 17-year-old Audrey Cheynut from Monaco. (See Panel 8, 'We are the world's children', page 66, and maps on pages 74-79.)

*"Until now, I was only aware of the problems of the children of my community, but today for the first time I became aware of the problems of children from all over the world. This sharing and awareness brought us closer to each other and also made us feel compassionately for others. It also made me feel today that I should not only stand up for the rights of my country's children, but also for the rights of all children of the world. We are one!*

*"The children's views and words that were included in the document were very brilliant.*

*It was my first experience of hearing a document based on the voices of children, including my own voice. After listening to it, I thought, 'Children can change the world if they are given a chance. We have to fight for that chance.'*"<sup>84</sup>

Jehanzeb Khan, 12, Pakistan

## There were children everywhere

The children's impact at the Special Session extended far beyond the Children's Forum itself. The presence and participation of children changed the style of the event, infusing proceedings with a directness, idealism and honesty that are too often absent from such international meetings. At press conferences and feedback meetings, child delegates explained their achievements and articulated their expectations with astonishing assurance – not to mention a freshness of approach that compared favourably with the often dry exchanges between adults elsewhere. As 15-year-old Manuel de Jesús Acosta Delgado from Peru put it: "Children have vision that goes deeper than a President's, who looks at everything on a very global level. They are more capable of seeing what needs to be done. They say it how it is – and how they feel."<sup>85</sup>

Workshops and side sessions were enlivened by children's testimonies from every corner of the globe. The effect of their presence, quite as much as the substance of their words, provided its own message. The passionate belief in the value of children's participation resounded throughout. "We're ready," said Ukrainian teenager Kateryna Yasko, "to propose our equal and meaningful partnership...."

In 'Intergenerational Dialogue' workshops child delegates met face to face with prime ministers

and princes, ministers and heads of international agencies. The children's passionate frankness was often remarkable. When 16-year-old Fatoumatta Nduré from the Gambia, for example, welcomed participants – including the President of Mozambique and the King of Lesotho – to the Intergenerational Dialogue on Africa that she chaired, she said, "Welcome first to the children of Africa. And second to all child-friendly adults."

It is impossible to measure the positive overall impact of children's participation at the Special Session – though its empowering, transformative effect on each child's life is easy enough to imagine.

*"This was the first time I have travelled outside my country," explained Umo Aua Bari, 17, from Guinea-Bissau. "It has been wonderful being here, seeing what it is like in the most powerful part of the world. But the best thing has been to be with the children. I had the feeling that I met with the whole world here. I knew something about children's problems before, especially in Africa, but I didn't know so much about their possibilities. This has shown me that it is possible to create a New World. The whole world now has to get it into their head that we have to change the world; everybody in their*

*own area has to feel that the future of the world lies in children."*

One cannot but feel that only good can come from this intense interaction between children and the men and women with power to make a difference in the world. The UN Security Council, for example, held a formal meeting on children and armed conflict during the Special Session, and three children – from Africa, Asia and Europe – whose lives had been affected by war addressed the Council.

*"The best thing you can do to help children in war," Eliza Kantardzic, 17, from Bosnia and Herzegovina, told the Security Council, "is to stop war, to prevent it. And that is something that this Council has the power to do. The real question is – is that power used?"*

"Just the fact that children were given the platform to address the Security Council means a huge change and that is important," said Graça Machel, author of the 1996 UN Report on the Impact of Armed Conflict on Children and the recently published book, *The Impact of War on Children*, who also addressed the Council. "Children were at the top where they can tell anyone, including governments, what they feel and also what they expect from adults."<sup>86</sup>

“We the children are experts on being 8, 12 or 17 years old in the societies of today.... To consult us would make your work more effective and give better results for children. My proposal is that you make us part of your team.”

Heidi Grande, 17  
a Norwegian delegate to the  
Special Session on Children

PANEL  
8

UN Secretary-General Kofi Annan (center) addresses the more than 400 young people who participated in the Children's Forum on opening day, 5 May 2002. Telling them how significant was their presence at the UN, the Secretary-General promised that their voices would be heard.

# WE ARE THE WORLD'S CHILDREN

After three days of discussion and debate during the Children's Forum, an event preceding the United Nations Special Session on Children, some 400 young people agreed on a statement to be presented to world leaders. Gabriela Azurduy Arrieta, 13, from Bolivia and Audrey Cheynut, 17, from Monaco were chosen by their peers to represent them. As the Special Session commenced on 8 May 2002, these two young delegates to the Forum stood before the General Assembly and delivered their message. On this historic occasion, for the first time ever, children formally addressed the UN General Assembly on behalf of children, giving voice to their vision for a better world.

## A World Fit for Us

### **We are the world's children.**

We are the victims of exploitation and abuse.  
We are street children.  
We are the children of war.  
We are the victims and orphans of HIV/AIDS.  
We are denied good-quality education and health care.  
We are victims of political, economic, cultural, religious and environmental discrimination.  
We are children whose voices are not being heard: it is time we are taken into account.  
We want a world fit for children, because a world fit for us is a world fit for everyone.

### **In this world,**

#### **We see respect for the rights of the child:**

- governments and adults having a real and effective commitment to the principle of children's rights and applying the Convention on the Rights of the Child to all children,
- safe, secure and healthy environments for children in families, communities and nations.

#### **We see an end to exploitation, abuse and violence:**

- laws that protect children from exploitation and abuse being implemented and respected by all,
- centres and programmes that help to rebuild the lives of victimized children.

#### **We see an end to war:**

- world leaders resolving conflict through peaceful dialogue instead of by using force,
- child refugees and child victims of war protected in every way and having the same opportunities as all other children,
- disarmament, elimination of the arms trade and an end to the use of child soldiers.

#### **We see the provision of health care:**

- affordable and accessible life-saving drugs and treatment for all children,
- strong and accountable partnerships established among all to promote better health for children.

#### **We see the eradication of HIV/AIDS:**

- educational systems that include HIV prevention programmes,
- free testing and counselling centres,





- information about HIV/AIDS freely available to the public,
- orphans of AIDS and children living with HIV/AIDS cared for and enjoying the same opportunities as all other children.

**We see the protection of the environment:**

- conservation and rescue of natural resources,
- awareness of the need to live in environments that are healthy and favourable to our development,
- accessible surroundings for children with special needs.

**We see an end to the vicious cycle of poverty:**

- anti-poverty committees that bring about transparency in expenditure and give attention to the needs of all children,
- cancellation of the debt that impedes progress for children.

**We see the provision of education:**

- equal opportunities and access to quality education that is free and compulsory,
- school environments in which children feel happy about learning,
- education for life that goes beyond the academic and includes lessons in understanding, human rights, peace, acceptance and active citizenship.

**We see the active participation of children:**

- raised awareness and respect among people of all ages about every child's right to full and meaningful participation, in the spirit of the Convention on the Rights of the Child,

- children actively involved in decision-making at all levels and in planning, implementing, monitoring and evaluating all matters affecting the rights of the child.

**We pledge an equal partnership in this fight for children's rights.** And while we promise to support the actions you take on behalf of children, we also ask for your commitment and support in the actions we are taking – because the children of the world are misunderstood.

We are not the sources of problems; we are the resources that are needed to solve them.  
 We are not expenses; we are investments.  
 We are not just young people; we are people and citizens of this world.

Until others accept their responsibility to us, we will fight for our rights.  
 We have the will, the knowledge, the sensitivity and the dedication.  
 We promise that as adults we will defend children's rights with the same passion that we have now as children.  
 We promise to treat each other with dignity and respect.  
 We promise to be open and sensitive to our differences.

**We are the children of the world,** and despite our different backgrounds, we share a common reality. We are united by our struggle to make the world a better place for all.  
 You call us the future, but we are also the present.



# 9

## MOVING FORWARD

There is no turning back to an era when children suffered in silence, when they waited on the world's protection and charity. The Convention on the Rights of the Child has transformed the landscape irreversibly. Its 54 articles contain not only a clarity of thought and care of phrasing unusual in instruments of international law but also a rare wisdom of which the world should be justly proud. That it has been nearly universally accepted is a tribute in itself.

The effect of the Convention continues to be profound. From Malaysia to Mexico, Namibia to Norway, with every passing day more children understand more about their rights, and those living and working with them understand more about how to respect those rights. While work in child participation is still tentative, uneven and relatively unevaluated, there are lessons that cannot be unlearned.

One of the broadest, most profound lessons of all is that children are capable of much more than is normally thought: at virtually every age from birth onwards children's capacities are greater than previously imagined. Children will rise to meet the challenges in front of them.

But for the millions of children caught up in armed conflict or condemned to a half-life of sexual slavery or hazardous labour, the challenges are far greater than any child should have to bear. The world must protect its children far better than it does at present, even as it opens the door to their participation.

And open the door it must. Not only because the children who walk through it will be better able to protect themselves, but also because we cannot design a world fit for children without carefully listening to what they have to say.

Democracy is neither easy nor guaranteed. As UN Secretary-General Kofi Annan reminds us, "One of the greatest challenges to humankind in the new century will be the struggle to make the practice of democracy truly universal."<sup>87</sup>

If we are to meet the goals of 'A World Fit for Children' and attain the Millennium Development Goals, if we are to change this divided, damaged, conflict-ridden world by advancing the practice of democracy, if we are to make the world truly fit for all people – we will only do so with the full participation of children and young people.

*Playful for the camera, this Rwandan orphan, himself a young photographer, has his picture snapped by 16-year-old J. Leon Imanizabayo.*

<sup>87</sup>Through the Eyes of Children/The Rwanda Project/2002

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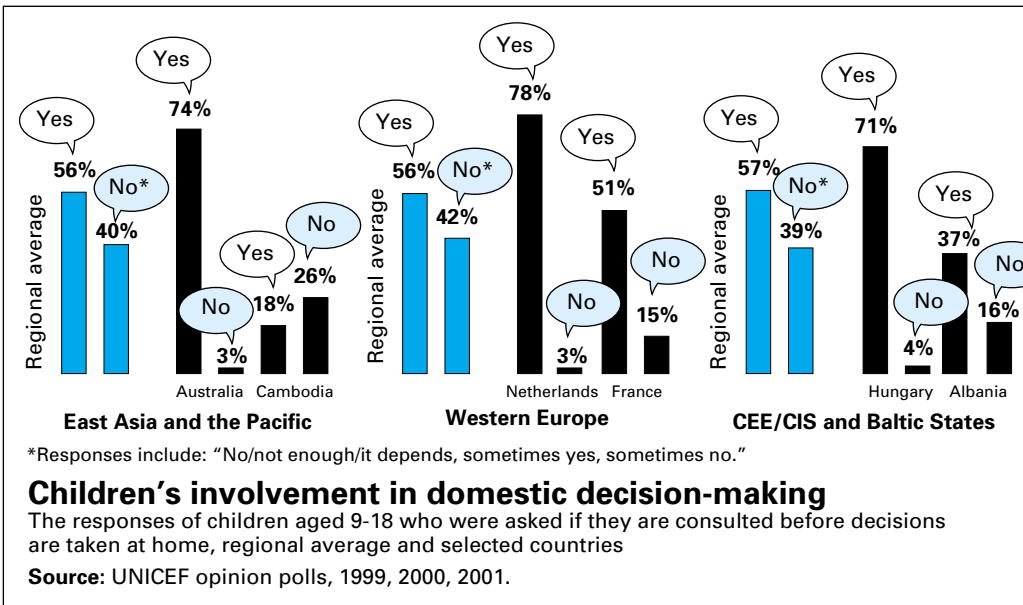
# MAPS

Pictorial representations of children’s and young people’s opinions expressed in polls and surveys, and of children’s views on a world fit for children. The selected indices illustrate elements of the children’s vision set against challenges to their well-being.

## MAPS

1. What the children think .....	page 74
2. What the children want: Health, education, healthy environment .....	page 76
3. What the children want: Protection .....	page 78
General notes on the maps .....	page 80

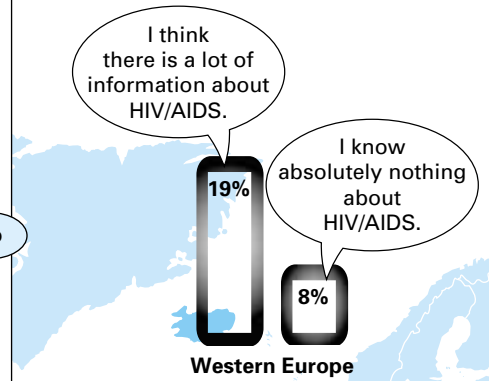




### Children's involvement in domestic decision-making

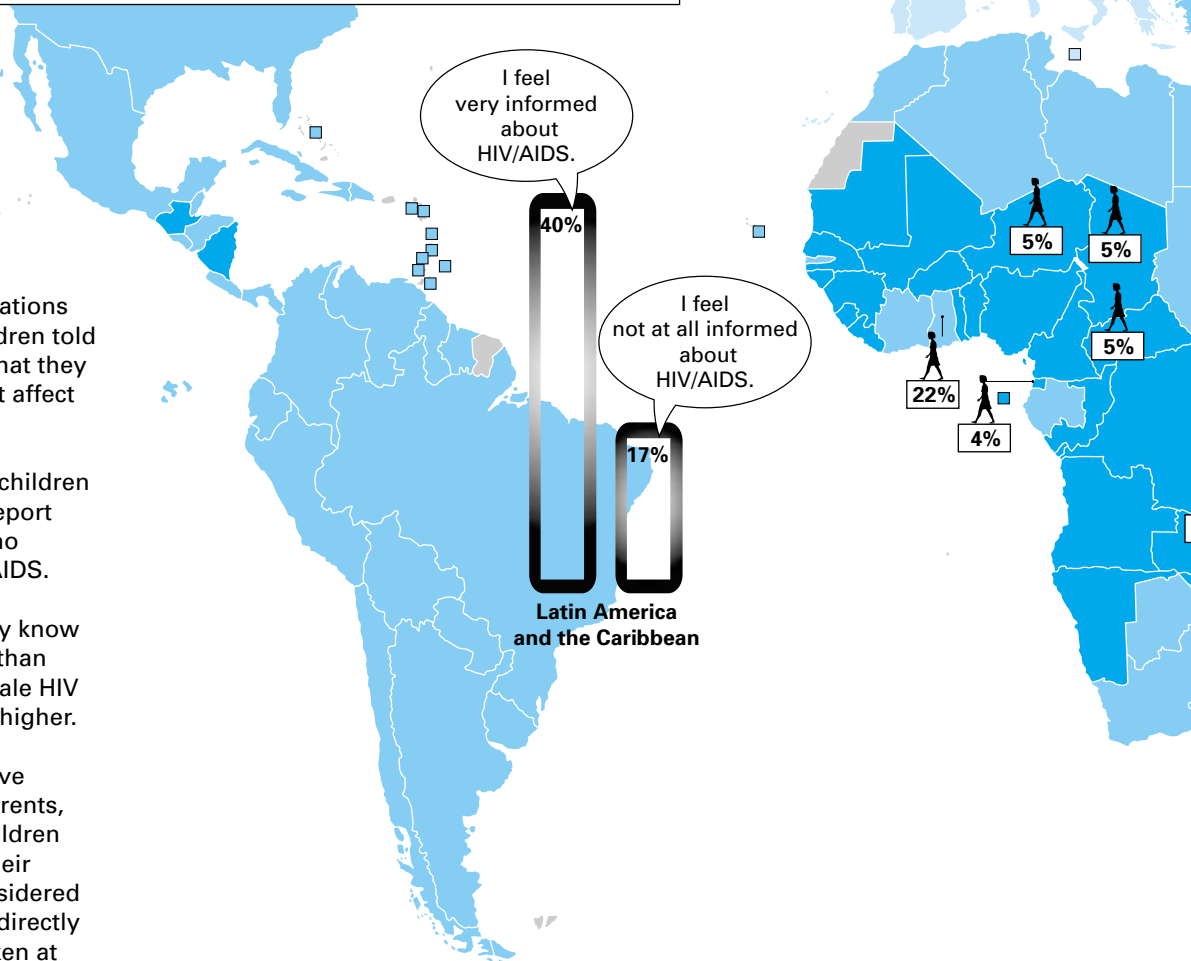
The responses of children aged 9-18 who were asked if they are consulted before decisions are taken at home, regional average and selected countries

Source: UNICEF opinion polls, 1999, 2000, 2001.

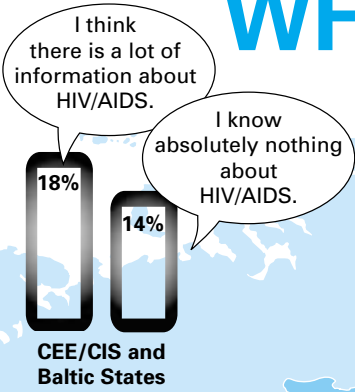


\* In surveys and consultations around the world, children told what they think and what they know about issues that affect them.

- A high proportion of children and young women report having very little or no information on HIV/AIDS.
- Young women usually know less about HIV/AIDS than young men, and female HIV prevalence rates are higher.
- Despite largely positive relationships with parents, almost half of the children polled believe that their opinions are not considered when decisions that directly concern them are taken at home.
- With unemployment in Arab League countries at 15%, jobs and education top the list of concerns among 13- to 20-year-olds polled.

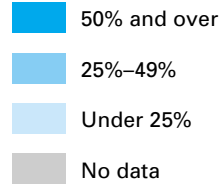


# WHAT THE CHILDREN THINK\*



## Where the children are

Under-18-year-olds as proportion of total population, 2001



Source: United Nations Population Division.

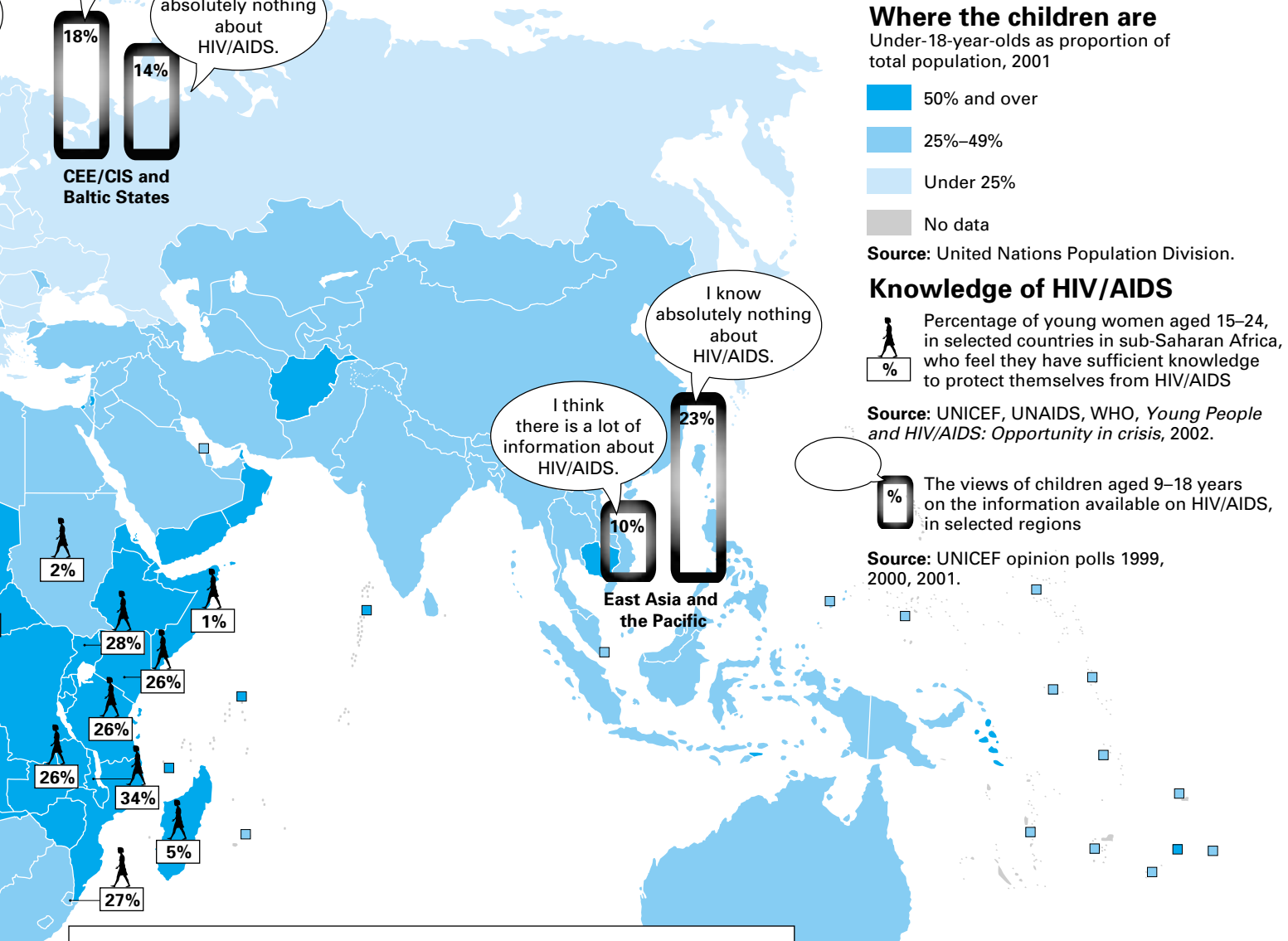
## Knowledge of HIV/AIDS

Percentage of young women aged 15–24, in selected countries in sub-Saharan Africa, who feel they have sufficient knowledge to protect themselves from HIV/AIDS

Source: UNICEF, UNAIDS, WHO, *Young People and HIV/AIDS: Opportunity in crisis*, 2002.

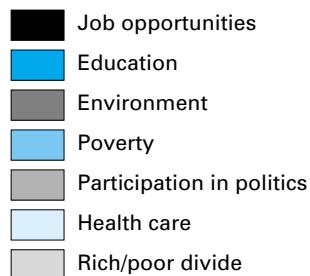
The views of children aged 9–18 years on the information available on HIV/AIDS, in selected regions

Source: UNICEF opinion polls 1999, 2000, 2001.

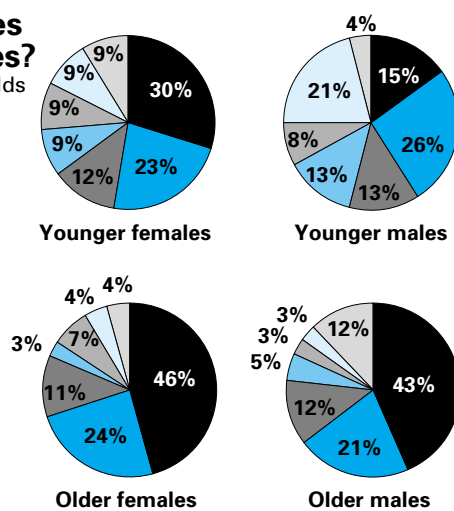


## What are the key issues for youth in Arab states?

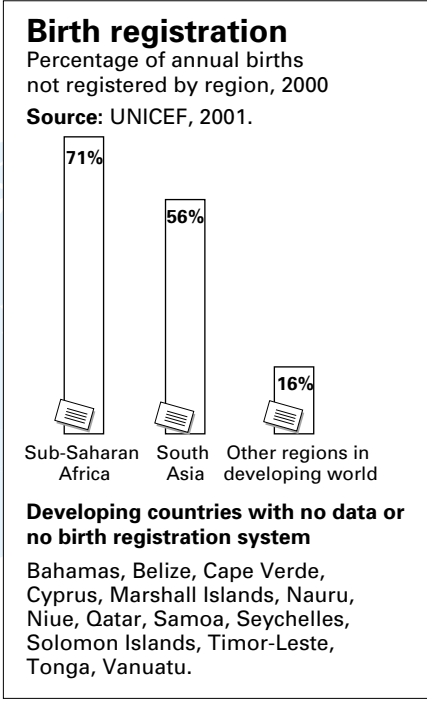
The responses of 13- to 20-year-olds surveyed in 2001



Source: UNDP, Regional Bureau for Arab States, *Arab Human Development Report 2002*. Numbers in pie charts rounded.



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.

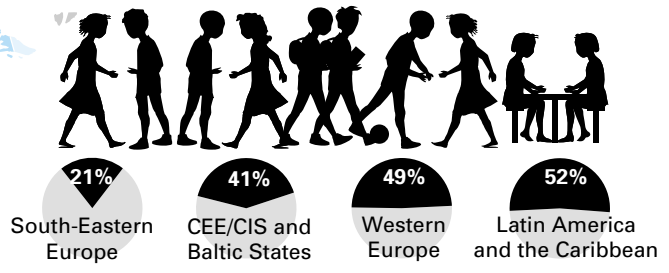


- \* In a statement made at the UN Special Session on Children, children asked world leaders to ensure every child's right to health care, education and healthy environments.
- Children who are not registered at birth are denied their identity, a recognized name and a nationality – all imperative for participation in society. In 2000, over 50 million babies were not registered, 41% of births worldwide.
- Nearly 120 million primary-school-age children are not in school, 53% of them girls.
- Millions of children under five die each year from diseases easily preventable by vaccines.
- Increases in greenhouse gases – such as carbon dioxide – caused by human activities contribute to global warming and climate change, which may lead to famines and other catastrophes.
- Children's participation, for example in peer groups, is essential to their healthy growth and development.

### Clubs for children

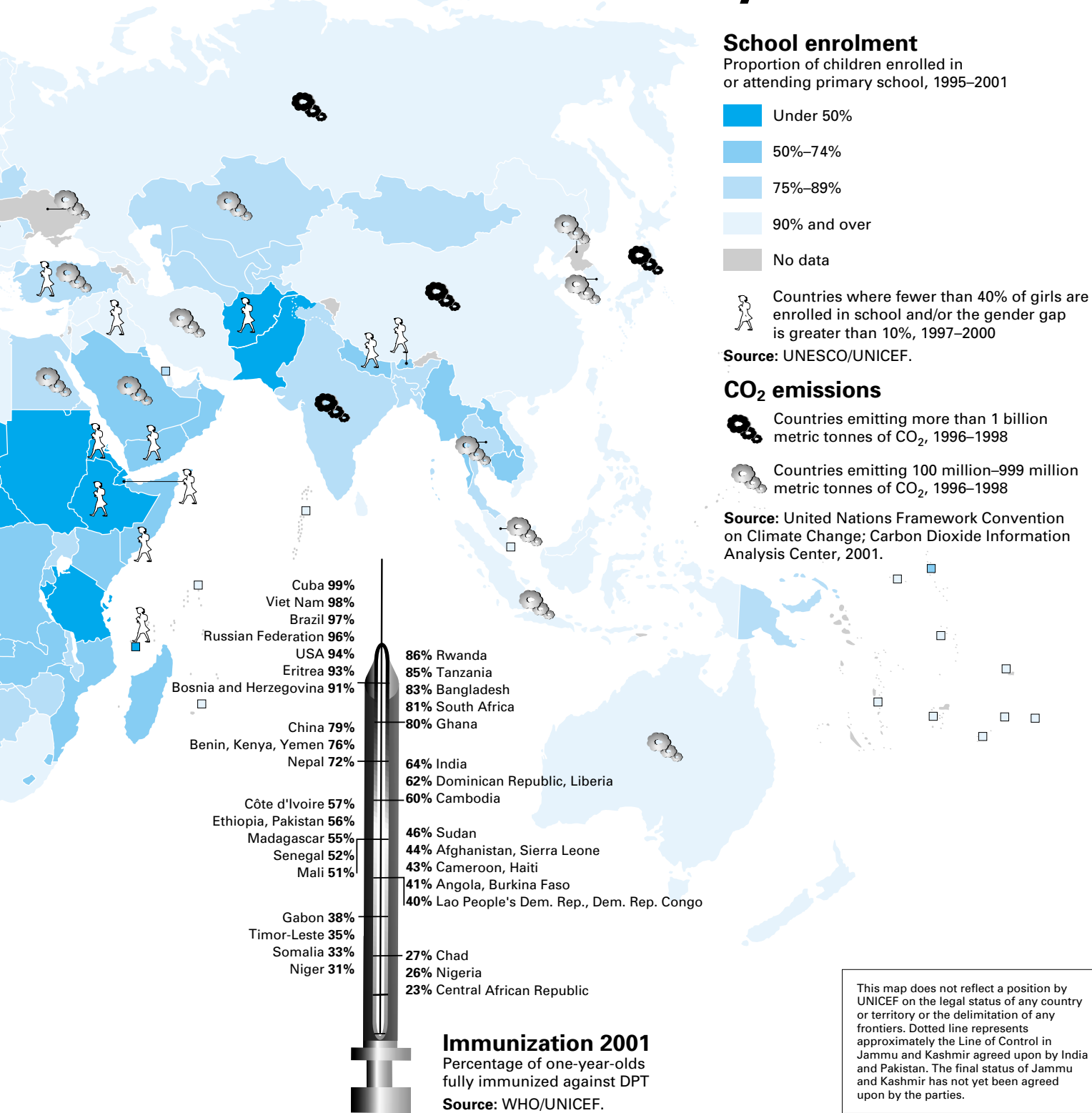
Percentage of children aged 9–18 who report attending an organized group, club or association

Source: UNICEF opinion polls 1999, 2000, 2001.



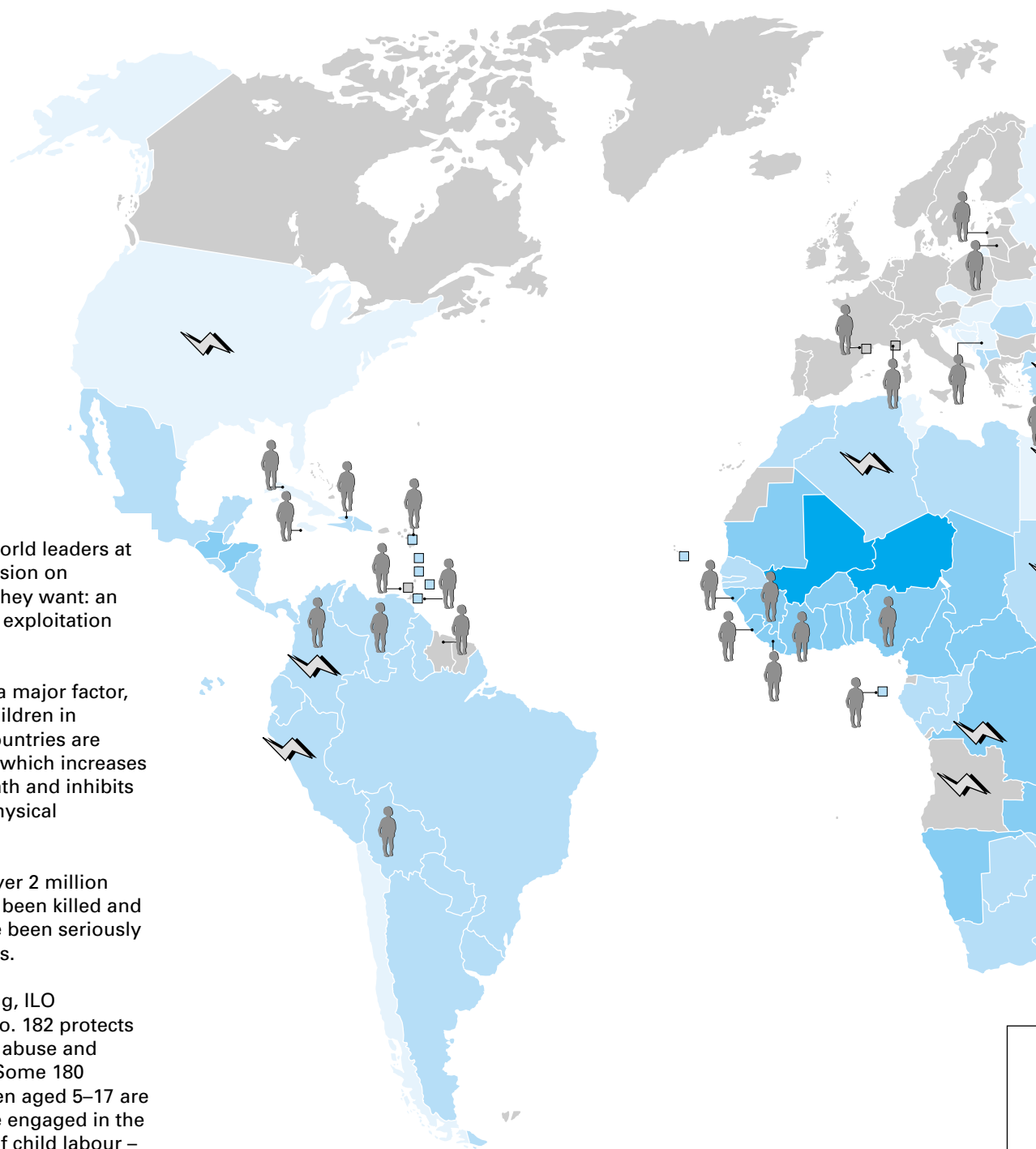
# WHAT THE CHILDREN WANT\*

## Health, education, healthy environment



\*Children told world leaders at the Special Session on Children what they want: an end to poverty, exploitation and war.

- With poverty a major factor, 150 million children in developing countries are underweight, which increases the risk of death and inhibits mental and physical development.
- Since 1990, over 2 million children have been killed and 6 million have been seriously injured in wars.
- Legally binding, ILO Convention No. 182 protects children from abuse and exploitation. Some 180 million children aged 5–17 are believed to be engaged in the worst forms of child labour – one child in every eight worldwide. Every year, 1.2 million children are trafficked.
- 14 million children currently under 15 years old have lost one or both parents to AIDS.

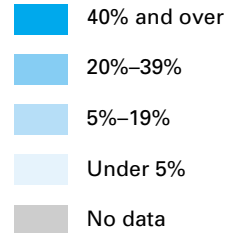


# WHAT THE CHILDREN WANT\*

## Protection

### Hunger

Percentage of children under 5 years old who are moderately or severely underweight, 1995–2001



Source: UNICEF.

### Armed conflict

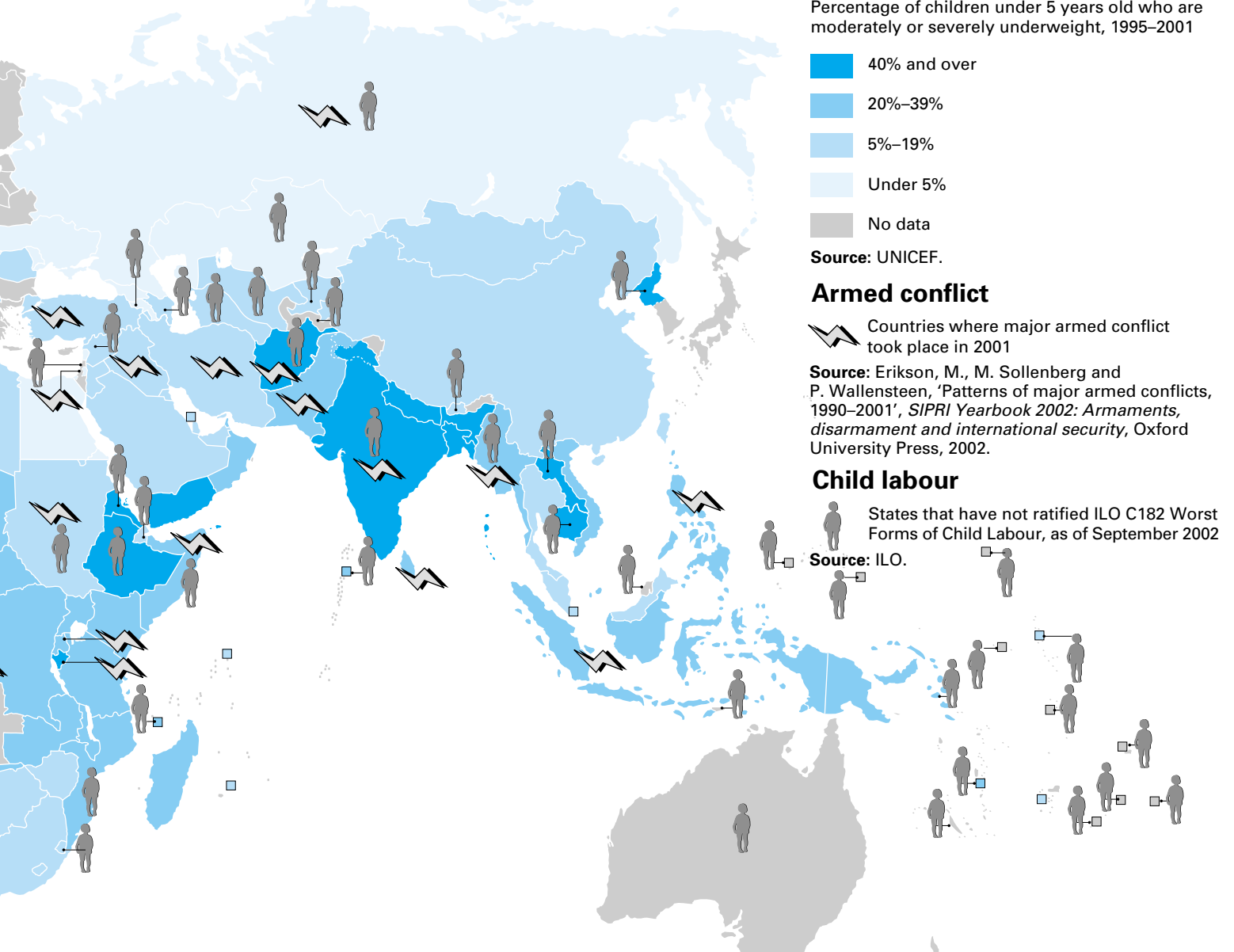
Countries where major armed conflict took place in 2001

Source: Erikson, M., M. Sollenberg and P. Wallensteen, 'Patterns of major armed conflicts, 1990–2001', *SIPRI Yearbook 2002: Armaments, disarmament and international security*, Oxford University Press, 2002.

### Child labour

States that have not ratified ILO C182 Worst Forms of Child Labour, as of September 2002

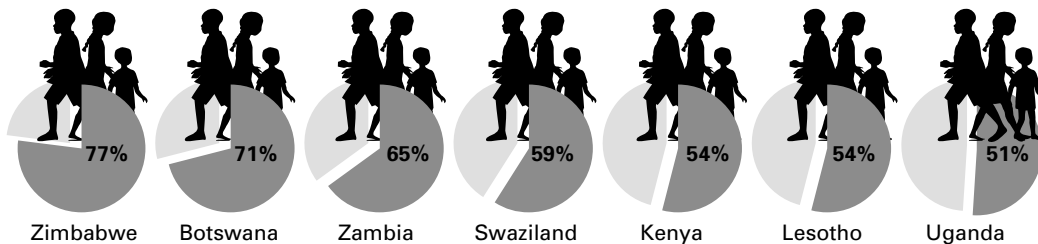
Source: ILO.



### Children orphaned by AIDS

Countries where over 50% of orphans aged 0–14 years lost one or both parents to AIDS, 2001

Source: UNAIDS, UNICEF, USAID, *Children on the Brink 2002*.



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.

## General notes on the maps

These maps are based on UNICEF opinion polls, on consultations with children throughout the world, on various data sources and on the statement 'A World Fit for Us', delivered at the UN Special Session on Children in May 2002 (see *Panel 8, pages 66-67*).

Data sources for illustrations are given on each map. As many countries and territories as space allows have been included. Some countries and island nations are surrounded by a box if an indicator may not otherwise be seen easily.

**Map 1. What the children think:** UNICEF opinion polls collected representative samples of opinions from boys and girls that illustrate the views of 103 million 9- to 18-year-olds in Latin America and the Caribbean; 93 million 9- to 17-year-olds in Western Europe, CEE/CIS and the Baltic States; and 300 million 9- to 17-year-olds in East Asia and the Pacific. Due to different questions asked in the three regions, the results included here should not be used to compare countries in different regions. This is true for questions that seem the same but differ in the allowed responses. The views children expressed on the information available on HIV/AIDS in these regions are children's perceptions of their knowledge, not based on any test of their knowledge. The young women in selected countries in sub-Saharan Africa who feel they have sufficient knowledge to protect themselves from HIV/AIDS both correctly identified

ways of preventing the sexual transmission of HIV and rejected major misconceptions about HIV transmission or prevention. This indicator is a composite of two prevention methods (condom use and one faithful partner) and these misconceptions. The key issues for young Arabs were sampled from two groups: 15- to 20-year-olds in Egypt, Jordan, Lebanon, Libyan Arab Jamahiriya, Saudi Arabia and the United Arab Emirates in 2001; and 13- to 17-year-old participants from 14 Arab countries at the Arab Children's Conference, held in Amman, Jordan, in July 2001.

**Map 2. What the children want – health, education, healthy environment:** No special note.

**Map 3. What the children want – protection:** Hunger and malnutrition are broad terms, each denoting complex issues – food insecurity, poverty, lack of delivery of services, inadequate care and unsafe water, to name a few. Both a cause and a consequence of income poverty, this indicator is shown here as a proxy for a poverty indicator. Using the *SIPRI Yearbook 2002*, a 'major armed conflict' is defined as a contested incompatibility that concerns government and/or territory over which the use of armed force between the military forces of two parties, of which at least one is the government of a State, has resulted in at least 1,000 battle-related deaths in any single year.



# STATISTICAL TABLES

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

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## General note on the data

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

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

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

## Explanation of symbols

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

A new statistical table has been introduced this year that provides data on HIV/AIDS and malaria. On HIV/AIDS, the table includes the prevalence and number of people living with HIV/AIDS, AIDS prevention and orphans. On malaria, the table includes the use of bednets and insecticide-treated bednets, as well as treatment of fever with appropriate anti-malarial drugs. Only countries where adult prevalence of HIV/AIDS is 1 per cent or higher and/or where 50 per cent or more of the population lives in malaria endemic areas are included.

In addition, changes have been made to tables 2 and 3. To better reflect the recommendation of exclusive breastfeeding for the first 6 months of life, as stated in the *World Fit for Children* goal on infant feeding, the exclusive breastfeeding rates in table 2 have been recalculated for infants aged 0 to 6 months of age. Because these data include older infants, and exclusive breastfeeding tends to decline with age, the levels are lower than those previously reported for the younger, 0-to-4 months age range.

Data on immunization coverage for hepatitis B have been added to table 3. By 2002, 80 per cent of countries with adequate delivery systems are expected to have introduced the hepatitis B vaccine, and all countries by 2007.

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

## Under-five mortality rankings

The following list ranks countries and territories in descending order of their estimated 2001 under-five mortality rate (U5MR), a critical indicator of the well-being of children. Countries and territories are listed alphabetically in the tables that follow. Note that East Timor officially changed its name to Timor-Leste after these tables were prepared.

	Under-5 mortality rate			Under-5 mortality rate			Under-5 mortality rate	
	Value	Rank		Value	Rank		Value	Rank
Sierra Leone	316	1	South Africa	71	66	Libyan Arab Jamahiriya	19	130
Niger	265	2	Kiribati	69	67	Mauritius	19	130
Angola	260	3	Uzbekistan	68	68	Saint Lucia	19	130
Afghanistan	257	4	Namibia	67	69	Sri Lanka	19	130
Liberia	235	5	Marshall Islands	66	70	Yugoslavia	19	130
Mali	231	6	Kyrgyzstan	61	71	Bosnia and Herzegovina	18	136
Somalia	225	7	Guatemala	58	72	Seychelles	17	137
Guinea-Bissau	211	8	Korea, Democratic People's Republic of	55	73	Bahamas	16	138
Congo, Democratic Republic of the	205	9	Tuvalu	52	74	Bahrain	16	138
Zambia	202	10	Algeria	49	75	Bulgaria	16	138
Chad	200	11	Dominican Republic	47	76	Qatar	16	138
Burkina Faso	197	12	Indonesia	45	77	Uruguay	16	138
Mozambique	197	12	Morocco	44	78	Dominica	15	143
Burundi	190	14	Nicaragua	43	79	Antigua and Barbuda	14	144
Malawi	183	15	Turkey	43	79	Barbados	14	144
Mauritania	183	15	Iran (Islamic Republic of)	42	81	Oman	13	146
Nigeria	183	15	Vanuatu	42	81	Chile	12	147
Rwanda	183	15	Egypt	41	83	Estonia	12	147
Central African Republic	180	19	Belize	40	84	Costa Rica	11	149
Côte d'Ivoire	175	20	China	39	85	Liechtenstein	11	149
Ethiopia	172	21	El Salvador	39	85	Kuwait	10	151
Guinea	169	22	Peru	39	85	Cuba	9	152
Tanzania, United Republic of	165	23	Cape Verde	38	88	Hungary	9	152
Benin	158	24	Honduras	38	88	Lithuania	9	152
Cameroon	155	25	Philippines	38	88	Poland	9	152
Equatorial Guinea	153	26	Viet Nam	38	88	Slovakia	9	152
Swaziland	149	27	Brazil	36	92	United Arab Emirates	9	152
Djibouti	143	28	Armenia	35	93	Croatia	8	158
Togo	141	29	Jordan	33	94	Malaysia	8	158
Cambodia	138	30	Lebanon	32	95	United States	8	158
Senegal	138	30	Moldova, Republic of	32	95	Andorra	7	161
Madagascar	136	32	Suriname	32	95	Canada	7	161
Iraq	133	33	Albania	30	98	United Kingdom	7	161
Lesotho	132	34	Ecuador	30	98	Australia	6	164
Gambia	126	35	Nauru	30	98	Belgium	6	164
Timor-Leste (East Timor)	124	36	Paraguay	30	98	Brunei Darussalam	6	164
Uganda	124	36	Georgia	29	102	Cyprus	6	164
Haiti	123	38	Mexico	29	102	France	6	164
Zimbabwe	123	38	Palau	29	102	Ireland	6	164
Kenya	122	40	Saudi Arabia	28	105	Israel	6	164
Eritrea	111	41	Syrian Arab Republic	28	105	Italy	6	164
Botswana	110	42	Thailand	28	105	Netherlands	6	164
Myanmar	109	43	Tunisia	27	108	New Zealand	6	164
Pakistan	109	43	The former Yugoslav Republic of Macedonia	26	109	Portugal	6	164
Congo	108	45	Grenada	25	110	San Marino	6	164
Sudan	107	46	Panama	25	110	Spain	6	164
Yemen	107	46	Saint Vincent and the Grenadines	25	110	Switzerland	6	164
Azerbaijan	105	48	Samoa	25	110	Austria	5	178
Ghana	100	49	Micronesia (Federated States of)	24	114	Czech Republic	5	178
Lao People's Democratic Republic	100	49	Occupied Palestinian Territory	24	114	Finland	5	178
Turkmenistan	99	51	Saint Kitts and Nevis	24	114	Germany	5	178
Bhutan	95	52	Solomon Islands	24	114	Greece	5	178
Papua New Guinea	94	53	Colombia	23	118	Japan	5	178
India	93	54	Cook Islands	23	118	Korea, Republic of	5	178
Nepal	91	55	Venezuela	22	120	Luxembourg	5	178
Gabon	90	56	Fiji	21	121	Malta	5	178
Comoros	79	57	Latvia	21	121	Monaco	5	178
Bangladesh	77	58	Romania	21	121	Slovenia	5	178
Bolivia	77	58	Russian Federation	21	121	Denmark	4	189
Maldives	77	58	Belarus	20	125	Iceland	4	189
Kazakhstan	76	61	Jamaica	20	125	Norway	4	189
Mongolia	76	61	Tonga	20	125	Singapore	4	189
Sao Tome and Principe	74	63	Trinidad and Tobago	20	125	Sweden	3	193
Guyana	72	64	Ukraine	20	125	Holy See	no data	-
Tajikistan	72	64	Argentina	19	130	Niue	no data	-

# TABLE 1. BASIC INDICATORS

Countries and territories	Under-5 mortality rank	Under-5 mortality rate		Infant mortality rate (under 1)		Total population (thousands) 2001	Annual no. of births (thousands) 2001	Annual no. of under-5 deaths (thousands) 2001	GNI per capita (US\$) 2001	Life expectancy at birth (years) 2001	Total adult literacy rate 2000	Net primary school enrolment/attendance (%) 1995-2001*	% share of household income 1990-2000*	
		1960	2001	1960	2001								lowest 40%	highest 20%
Afghanistan	4	360	257	215	165	22474	1078	277	250x	43	36	24	-	-
Albania	98	151	30	112	26	3145	59	2	1230	73	-	90	-	-
Algeria	75	280	49	164	39	30841	750	37	1630	70	63	97	19	43
Andorra	161	-	7	-	6	90	1	0	d	-	-	-	-	-
Angola	3	345	260	208	154	13527	697	181	500	45	-	64	-	-
Antigua and Barbuda	144	-	14	-	12	65	1	0	9070	-	82x	98	-	-
Argentina	130	72	19	60	16	37488	724	14	6960	74	97	100	-	-
Armenia	93	-	35	-	31	3788	36	1	560	73	99x	-	15	51
Australia	164	24	6	20	6	19338	249	1	19770	79	-	95	18	41
Austria	178	43	5	37	5	8075	71	0	23940	78	-	91	20	38
Azerbaijan	48	-	105	-	74	8096	107	11	650	72	97x	91	18	43
Bahamas	138	68	16	51	13	308	6	0	14960x	69	96	88	-	-
Bahrain	138	160	16	110	13	652	11	0	9370x	74	88	84	-	-
Bangladesh	58	248	77	149	51	140369	4284	330	370	60	41	79	21	43
Barbados	144	90	14	74	12	268	3	0	9250x	77	98	90	-	-
Belarus	125	47	20	37	17	10147	91	2	1190	69	99	85x	27	33
Belgium	164	35	6	31	5	10264	102	1	23340	79	-	100	22	37
Belize	84	104	40	74	34	231	6	0	2910	74	80x	100	-	-
Benin	24	296	158	176	94	6446	269	43	360	54	37	70	-	-
Bhutan	52	300	95	175	74	2141	75	7	640	62	47	53	-	-
Bolivia	58	255	77	152	60	8516	267	21	940	63	86	91	13	49
Bosnia and Herzegovina	136	160	18	105	15	4067	39	1	1240	74	93x	98	-	-
Botswana	42	173	110	118	80	1554	49	5	3630	39	77	84	-	-
Brazil	92	177	36	115	31	172559	3363	121	3060	68	85	97	8	64
Brunei Darussalam	164	87	6	63	6	335	7	0	24630x	76	92	91x	-	-
Bulgaria	138	70	16	49	14	7867	62	1	1560	71	99	95	24	37
Burkina Faso	12	315	197	181	104	11856	558	110	210	47	23	35	12	60
Burundi	14	250	190	148	114	6502	284	54	100	41	48	47	15	48
Cambodia	30	-	138	-	97	13441	479	66	270	56	68x	65	18	48
Cameroon	25	255	155	151	96	15203	558	86	570	50	75	74	13	53
Canada	161	33	7	28	5	31015	342	2	21340	79	-	99	20	39
Cape Verde	88	-	38	-	29	437	13	0	1310	70	73	99	-	-
Central African Republic	19	327	180	187	115	3782	144	26	270	44	46	43	7	65
Chad	11	-	200	-	117	8135	396	79	200	46	54	39	-	-
Chile	147	155	12	118	10	15402	287	3	4350	75	96	89	10	61
China	85	225	39	150	31	1284972	18841	735	890	71	85	93	16	47
Colombia	118	125	23	79	19	42803	979	23	1910	71	92	90	10	61
Comoros	57	265	79	200	59	727	28	2	380	60	74x	34	-	-
Congo	45	220	108	143	81	3110	139	15	700	51	81	96x	-	-
Congo, Democratic Republic of the	9	302	205	174	129	52522	2507	514	100x	52	67x	51	-	-
Cook Islands	118	-	23	-	19	20	0	0	-	-	-	98	-	-
Costa Rica	149	123	11	87	9	4112	92	1	3950	77	96	91	13	51
Côte d'Ivoire	20	290	175	195	102	16349	581	102	630	48	47	57	18	44
Croatia	158	98	8	70	7	4655	54	0	4650	74	98	72	22	38
Cuba	152	54	9	39	7	11237	134	1	1170x	76	96	99	-	-
Cyprus	164	36	6	30	5	790	11	0	12370x	78	97	81	-	-
Czech Republic	178	25	5	22	4	10260	90	0	5270	75	-	90	25	36
Denmark	189	25	4	22	4	5333	61	0	31090	76	-	99	25	35
Djibouti	28	289	143	186	100	644	25	4	890	42	51	31	-	-
Dominica	143	-	15	-	14	71	1	0	3060	-	-	89	-	-
Dominican Republic	76	149	47	102	41	8507	201	9	2230	67	84	92	14	53
East Timor	36	-	124	-	85	750	20	2	-	49	-	-	-	-
Ecuador	98	178	30	107	24	12880	308	9	1240	70	92	98	15	50
Egypt	83	282	41	189	35	69080	1672	69	1530	68	55	86	23	39
El Salvador	85	191	39	130	33	6400	167	7	2050	70	79	81	11	56
Equatorial Guinea	26	316	153	188	101	470	20	3	700	51	83	38	-	-
Eritrea	41	-	111	-	72	3816	152	17	190	52	30x	40	-	-
Estonia	147	52	12	40	11	1377	12	0	3880	71	98x	98	18	45
Ethiopia	21	269	172	180	116	64459	2848	490	100	44	39	30	18	48

	Under-5 mortality rank	Under-5 mortality rate		Infant mortality rate (under 1)		Total population (thousands) 2001	Annual no. of births (thousands) 2001	Annual no. of under-5 deaths (thousands) 2001	GNI per capita (US\$) 2001	Life expectancy at birth (years) 2001	Total adult literacy rate 2000	Net primary school enrolment/attendance (%) 1995-2001*	% share of household income 1990-2000*	
		1960	2001	1960	2001								lowest 40%	highest 20%
Fiji	121	97	21	71	18	823	20	0	2130	69	93	99	-	-
Finland	178	28	5	22	4	5178	52	0	23940	78	-	100	24	36
France	164	34	6	29	4	59453	733	4	22690	79	-	100	20	40
Gabon	56	-	90	-	60	1262	48	4	3160	53	71	93	-	-
Gambia	35	364	126	207	91	1337	51	6	330	47	37	46	12	55
Georgia	102	70	29	52	24	5239	56	2	620	73	100x	98	18	44
Germany	178	40	5	34	4	82007	697	3	23700	78	-	87	21	39
Ghana	49	215	100	126	57	19734	653	65	290	57	70	50	16	47
Greece	178	64	5	53	5	10623	96	0	11780	78	97	97	20	40
Grenada	110	-	25	-	20	94	2	0	3720	-	-	98	-	-
Guatemala	72	202	58	136	43	11687	409	24	1670	65	69	81	11	61
Guinea	22	380	169	215	109	8274	365	62	400	48	41	49	17	47
Guinea-Bissau	8	-	211	-	130	1227	55	12	160	45	37	41	9	59
Guyana	64	126	72	100	54	763	17	1	840	63	98	97	17	47
Haiti	38	253	123	169	79	8270	256	31	480	53	49	54	-	-
Holy See	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Honduras	88	204	38	137	31	6575	204	8	900	66	81x	86	9	59
Hungary	152	57	9	51	8	9917	89	1	4800	72	99	90	25	34
Iceland	189	22	4	17	3	281	4	0	28880	79	-	100	-	-
India	54	242	93	146	67	1025096	25112	2335	460	64	56	76	20	46
Indonesia	77	216	45	128	33	214840	4440	200	680	67	87	91	21	41
Iran (Islamic Republic of)	81	281	42	164	35	71369	1592	67	1750	69	77	97	-	-
Iraq	33	171	133	117	107	23584	823	109	2170x	63	58x	93	-	-
Ireland	164	36	6	31	6	3841	57	0	23060	77	-	90	18x	43x
Israel	164	39	6	32	6	6172	126	1	16710x	79	96	100	17	44
Italy	164	50	6	44	4	57503	505	3	19470	79	98	100	23	36
Jamaica	125	74	20	56	17	2598	54	1	2720	75	87	94	17	46
Japan	178	40	5	31	3	127335	1192	6	35990	81	-	100	25	36
Jordan	94	139	33	97	27	5051	169	6	1750	71	90	94	19	44
Kazakhstan	61	-	76	-	61	16095	263	20	1360	65	98x	88	18	42
Kenya	40	205	122	122	78	31293	1080	132	340	50	82	74	15	51
Kiribati	67	-	69	-	51	84	3	0	830	-	-	71	-	-
Korea, Democratic People's Republic of	73	120	55	85	42	22428	387	21	a	65	100x	-	-	-
Korea, Republic of	178	127	5	90	5	47069	611	3	9400	75	98	97	20	39
Kuwait	151	128	10	89	9	1971	35	0	18030x	76	82	66	-	-
Kyrgyzstan	71	180	61	135	52	4986	101	6	280	68	97x	82	19	43
Lao People's Democratic Republic	49	235	100	155	87	5403	197	20	310	54	62	69	19	45
Latvia	121	44	21	35	17	2406	18	0	3300	71	100	93	21	40
Lebanon	95	85	32	65	28	3556	69	2	4010	73	86	90	-	-
Lesotho	34	203	132	137	91	2057	68	9	550	44	84	65	9x	60x
Liberia	5	288	235	190	157	3108	172	40	490x	53	53	83	-	-
Libyan Arab Jamahiriya	130	270	19	159	16	5408	146	3	5540x	71	80	96	-	-
Liechtenstein	149	-	11	-	10	33	0	0	d	-	-	-	-	-
Lithuania	152	70	9	52	8	3689	33	0	3270	72	100	94	21	40
Luxembourg	178	41	5	33	5	442	5	0	41770	78	-	96	23	37
Madagascar	32	186	136	112	84	16437	696	95	260	53	47x	52	17	45
Malawi	15	361	183	205	114	11572	525	96	170	40	60	78	-	-
Malaysia	158	105	8	73	8	22633	522	4	3640	73	88	94	13	54
Maldives	58	300	77	180	58	300	11	1	2040	67	96	98	-	-
Mali	6	517	231	293	141	11677	583	135	210	52	40	43	13	56
Malta	178	42	5	37	5	392	5	0	9120x	78	92	99	-	-
Marshall Islands	70	-	66	-	54	52	2	0	2190	-	-	100	-	-
Mauritania	15	310	183	180	120	2747	120	22	350	52	40	61	18	44
Mauritius	130	92	19	67	17	1171	19	0	3830	72	84	94	-	-
Mexico	102	134	29	94	24	100368	2295	67	5540	73	91	100	11	57
Micronesia (Federated States of)	114	-	24	-	20	126	4	0	2150	-	-	-	-	-
Moldova, Republic of	95	88	32	64	27	4285	50	2	380	67	99	86	16	47

# TABLE 1. BASIC INDICATORS

	Under-5 mortality rank	Under-5 mortality rate		Infant mortality rate (under 1)		Total population (thousands) 2001	Annual no. of births (thousands) 2001	Annual no. of under-5 deaths (thousands) 2001	GNI per capita (US\$) 2001	Life expectancy at birth (years) 2001	Total adult literacy rate 2000	Net primary school enrolment/attendance (%) 1995-2001*	% share of household income 1990-2000*	
		1960	2001	1960	2001								lowest 40%	highest 20%
Monaco	178	-	5	-	4	34	0	0	d	-	-	-	-	-
Mongolia	61	-	76	-	61	2559	57	4	400	63	99	85	20	41
Morocco	78	211	44	132	39	30430	775	34	1180	68	49	74	17	47
Mozambique	12	313	197	180	125	18644	795	157	210	39	44	50	17	47
Myanmar	43	252	109	169	77	48364	1173	128	220x	56	85	68	-	-
Namibia	69	206	67	129	55	1788	63	4	1960	45	82	80	-	-
Nauru	98	-	30	-	25	13	0	0	-	-	95x	98	-	-
Nepal	55	315	91	212	66	23593	821	75	250	59	41	66	19	45
Netherlands	164	22	6	18	5	15930	175	1	24040	78	-	100	20	40
New Zealand	164	26	6	22	6	3808	53	0	12380	78	-	100	-	-
Nicaragua	79	193	43	130	36	5208	173	7	420x	69	64	80	8	64
Niger	2	354	265	211	156	11227	625	166	170	46	16	30	10	53
Nigeria	15	207	183	123	110	116929	4702	860	290	52	64	56	13	56
Niue	-	-	-	-	-	2	0	0	-	-	-	100	-	-
Norway	189	23	4	19	4	4488	53	0	35530	79	-	100	24	36
Occupied Palestinian Territory	114	-	24	-	21	3311	132	3	1350	72	-	94	-	-
Oman	146	280	13	164	12	2622	94	1	4940x	71	72	65	-	-
Pakistan	43	227	109	139	84	144971	5340	582	420	60	43	46	22	41
Palau	102	-	29	-	24	20	1	0	6730	-	-	-	-	-
Panama	110	88	25	58	19	2899	61	2	3290	74	92	98	12	53
Papua New Guinea	53	214	94	143	70	4920	160	15	580	57	76	84	12	57
Paraguay	98	90	30	66	26	5636	170	5	1300	70	93	91	8	61
Peru	85	234	39	142	30	26093	606	24	2000	69	90	100	13	51
Philippines	88	110	38	80	29	77131	2065	78	1040x	70	95	96	14	52
Poland	152	70	9	62	8	38577	370	3	4240	74	100	97	21	40
Portugal	164	112	6	81	5	10033	113	1	10670	76	92	100	19	43
Qatar	138	140	16	94	11	575	10	0	12000x	70	81	95	-	-
Romania	121	82	21	69	19	22388	233	5	1710	70	98	93	21	40
Russian Federation	121	64	21	48	18	144664	1230	26	1750	66	99	93x	13	54
Rwanda	15	206	183	122	96	7949	320	59	220	40	67	68	23x	39x
Saint Kitts and Nevis	114	-	24	-	20	38	1	0	6880	-	-	89	-	-
Saint Lucia	130	-	19	-	17	149	3	0	3970	74	-	96	15	48
Saint Vincent and the Grenadines	110	-	25	-	22	114	2	0	2690	-	-	84	-	-
Samoa	110	210	25	134	20	159	4	0	1520	70	-	97	-	-
San Marino	164	-	6	-	4	27	0	0	d	-	-	-	-	-
Sao Tome and Principe	63	-	74	-	57	140	6	0	280	-	-	74	-	-
Saudi Arabia	105	250	28	170	23	21028	715	20	7230x	72	77	58	-	-
Senegal	30	300	138	173	79	9662	369	51	480	54	37	47	17	48
Seychelles	137	-	17	-	13	81	3	0	7050x	-	88x	100	-	-
Sierra Leone	1	390	316	220	182	4587	232	73	140	40	36	37	3x	63x
Singapore	189	40	4	31	3	4108	48	0	24740x	78	92	93	-	-
Slovakia	152	40	9	33	8	5403	55	0	3700	73	100	-	28	31
Slovenia	178	45	5	37	4	1985	17	0	9780	76	100x	94	23	38
Solomon Islands	114	185	24	120	20	463	18	0	580	69	-	-	-	-
Somalia	7	-	225	-	133	9157	481	108	120x	48	-	12	-	-
South Africa	66	130	71	89	56	43792	1105	78	2900	50	85	95	8	65
Spain	164	57	6	46	4	39921	359	2	14860	79	98	100	20	40
Sri Lanka	130	133	19	83	17	19104	332	6	830	72	92	97	20	43
Sudan	46	208	107	123	65	31809	1098	117	330	56	57	45	-	-
Suriname	95	98	32	70	26	419	8	0	1690	71	94	89	-	-
Swaziland	27	225	149	150	106	938	32	5	1300	42	80	71	9	64
Sweden	193	20	3	16	3	8833	75	0	25400	80	-	100	24	35
Switzerland	164	27	6	22	5	7170	65	0	36970	79	-	99	20	40
Syrian Arab Republic	105	201	28	136	23	16610	495	14	1000	71	74	99	-	-
Tajikistan	64	140	72	95	53	6135	149	11	170	68	99	84	21	40
Tanzania, United Republic of	23	241	165	142	104	35965	1393	230	270	51	75	47	18	46
Thailand	105	148	28	103	24	63584	1170	33	1970	70	96	81	16	48

	Under-5 mortality rank	Under-5 mortality rate		Infant mortality rate (under 1)		Total population (thousands) 2001	Annual no. of births (thousands) 2001	Annual no. of under-5 deaths (thousands) 2001	GNI per capita (US\$) 2001	Life expectancy at birth (years) 2001	Total adult literacy rate 2000	Net primary school enrolment/attendance (%) 1995-2001*	% share of household income 1990-2000*	
		1960	2001	1960	2001								lowest 40%	highest 20%
The former Yugoslav Republic of Macedonia	109	177	26	120	22	2044	25	1	1690	73	-	94	-	-
Togo	29	267	141	158	79	4657	182	26	270	52	57	63	-	-
Tonga	125	-	20	-	17	99	2	0	1530	-	99x	95	-	-
Trinidad and Tobago	125	73	20	61	17	1300	17	0	5540	75	98	93	16	46
Tunisia	108	254	27	170	21	9562	176	5	2070	70	71	94	16	48
Turkey	79	219	43	163	36	67632	1424	61	2540	70	85	88	16	48
Turkmenistan	51	-	99	-	76	4835	127	13	990	67	-	80	16	48
Tuvalu	74	-	52	-	38	10	0	0	-	-	98x	100	-	-
Uganda	36	224	124	133	79	24023	1222	152	280	45	67	87	18	45
Ukraine	125	53	20	41	17	49112	400	8	720	68	99x	-	22	38
United Arab Emirates	152	223	9	149	8	2654	41	0	18060x	75	87x	78	-	-
United Kingdom	161	27	7	23	6	59542	653	5	24230	78	-	99	18	43
United States	158	30	8	26	7	285926	3827	31	34870	77	-	95	16	46
Uruguay	138	56	16	48	14	3361	58	1	5670	75	98	94	15x	48x
Uzbekistan	68	-	68	-	52	25257	533	36	550	69	99x	78	14	49
Vanuatu	81	225	42	141	34	202	6	0	1050	68	-	96	-	-
Venezuela	120	75	22	56	19	24632	577	13	4760	73	93	88	11	53
Viet Nam	88	219	38	147	30	79175	1586	60	410	69	93	94	19	45
Yemen	46	340	107	220	79	19114	953	102	460	61	46	61	20	41
Yugoslavia	130	120	19	87	17	10538	120	2	940x	73	98x	97	-	-
Zambia	10	213	202	126	112	10649	448	90	320	42	78	66	11	57
Zimbabwe	38	159	123	97	76	12852	459	56	480	43	93	80	13	56

## REGIONAL SUMMARIES

Sub-Saharan Africa	253	173	152	107	633831	26115	4518	519	48	61	57	11	59
Middle East and North Africa	250	61	157	47	350661	9792	597	1375	67	65	80	20	43
South Asia	244	98	148	70	1378048	37053	3631	449	62	53	71	20	45
East Asia and Pacific	212	43	140	33	1893785	31823	1368	1140	69	87	91	18	45
Latin America and Caribbean	153	34	102	28	521051	11452	389	3610	70	88	95	9	60
CEE/CIS and Baltic States	103	37	78	30	476604	5826	216	1980	69	97	89	18	45
Industrialized countries	37	7	31	5	965071	109687	68	28210	78	-	97	20	41
Developing countries	223	89	141	62	4925611	119157	10605	1159	62	74	79	15	50
Least developed countries	278	157	170	100	684615	27105	4255	295	51	51	56	18	46
World	197	82	126	57	6219051	231748	10803	5228	64	79	81	19	43

Countries in each region are listed on page 114.

## DEFINITIONS OF THE INDICATORS

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

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

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

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

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

**Net primary school enrolment/attendance** – Derived from net primary school enrolment rates as reported by UNESCO and from national household survey reports of attendance at primary school.

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

## MAIN DATA SOURCES

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

**Total population** – United Nations Population Division.

**Births** – United Nations Population Division.

**Under-five deaths** – UNICEF.

**GNI per capita** – World Bank.

**Life expectancy** – United Nations Population Division.

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

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

**Household income** – World Bank.

## NOTES

a: Range \$745 or less.

b: Range \$746 to \$2975.

c: Range \$2976 to \$9205.

d: Range \$9206 or more.

- Data not available.

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

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



# TABLE 2. NUTRITION

Countries and territories	Under-5 mortality rank	% of infants with low birthweight 1995-2000*	% of children (1995-2001*) who are:			% of under-fives (1995-2001*) suffering from:				Vitamin A supplementation coverage rate (6-59 months) 2000	% of households consuming iodized salt 1997-2002*
			exclusively breastfed (<6 months)	breastfed with complementary food (6-9 months)	still breastfeeding (20-23 months)	underweight moderate & severe	underweight severe	wasting moderate & severe	stunting moderate & severe		
Afghanistan	4	-	-	-	-	48	-	25	52	70	-
Albania	98	5	6	24	6	14	4	11	32	-	56
Algeria	75	7	13	38	22	6	1	3	18	-	69
Andorra	161	-	-	-	-	-	-	-	-	-	-
Angola	3	-	11	77	37	-	-	-	-	100	10x
Antigua and Barbuda	144	8	-	-	-	10x	4x	10x	7x	-	-
Argentina	130	7	-	-	-	5	1	3	12	-	90x
Armenia	93	9	30	51	13	3	0	2	13	-	84
Australia	164	7	-	-	-	-	-	-	-	-	-
Austria	178	7	-	-	-	-	-	-	-	-	-
Azerbaijan	48	10	7	39	16	17	4	8	20	-	41
Bahamas	138	-	-	-	-	-	-	-	-	-	-
Bahrain	138	10	34k	65	41	9	2	5	10	-	-
Bangladesh	58	30	46	-	87	48	13	10	45	85	70
Barbados	144	10	-	-	-	6x	1x	5x	7x	-	-
Belarus	125	5	-	-	-	-	-	-	-	-	37x
Belgium	164	8	-	-	-	-	-	-	-	-	-
Belize	84	4	24k	54	23	6x	1x	-	-	-	90x
Benin	24	15	38	66	62	23	5	8	31	96	72
Bhutan	52	15	-	-	-	19	3	3	40	93	82x
Bolivia	58	8	29	76	36	10	2	2	26	73	63
Bosnia and Herzegovina	136	4	-	-	-	4	1	6	10	-	-
Botswana	42	11	34	57	11	13	2	5	23	-	66
Brazil	92	9	-	30	17	6	1	2	11	11	95x
Brunei Darussalam	164	-	-	-	-	-	-	-	-	-	-
Bulgaria	138	9	-	-	-	-	-	-	-	-	-
Burkina Faso	12	18	6	49	87	34	12	13	37	93	23x
Burundi	14	16x	62	46	85	45	13	8	57	96	68
Cambodia	30	9	12	72	59	45	13	15	45	63	14
Cameroon	25	10	12	72	29	21	4	5	35	100	84
Canada	161	6	-	-	-	-	-	-	-	-	-
Cape Verde	88	13	57k	64	13	14x	2x	6x	16x	-	0x
Central African Republic	19	13x	17	78	53	24	6	9	39	100	87
Chad	11	24	10	68	51	28	10	12	28	99	58
Chile	147	5	73k	-	-	1	-	0	2	-	100
China	85	6	67k	-	-	10	-	3	17	-	91
Colombia	118	7	32	58	25	7	1	1	14	-	92
Comoros	57	18	21	34	45	25	9	12	42	6	83
Congo	45	-	4k	94	13	14x	3x	4x	19x	100	-
Congo, Democratic Republic of the	9	15	24	79	52	31	9	13	38	93	72
Cook Islands	118	1x	19k	-	-	-	-	-	-	-	-
Costa Rica	149	6	35x,k	47x	12x	5	0	2	6	-	97x
Côte d'Ivoire	20	17	10	54	42	21	5	8	25	16	31
Croatia	158	6	23	-	-	1	-	1	1	-	90
Cuba	152	6	41	42	9	4	0	2	5	-	0
Cyprus	164	-	-	-	-	-	-	-	-	-	-
Czech Republic	178	6	-	-	-	1x	0x	2x	2x	-	-
Denmark	189	6	-	-	-	-	-	-	-	-	-
Djibouti	28	-	-	-	-	18	6	13	26	-	-
Dominica	143	8x	-	-	-	5x	0x	2x	6x	-	-
Dominican Republic	76	13	11	26	6	5	1	2	6	9	18
East Timor	36	-	-	-	-	-	-	-	-	-	-
Ecuador	98	16	29x,k	52x	34x	15	2	-	27	25	99
Egypt	83	10	57	71	30	4	1	3	19	-	28
El Salvador	85	13	16	77	40	12	1	1	23	-	91x
Equatorial Guinea	26	-	24	-	-	-	-	-	-	-	20x
Eritrea	41	14	59	45	60	44	17	16	38	74	97
Estonia	147	5	-	-	-	-	-	-	-	-	-
Ethiopia	21	12	55	43	77	47	16	11	52	65	28

	Under-5 mortality rank	% of infants with low birthweight 1995-2000*	% of children (1995-2001*) who are:			% of under-fives (1995-2001*) suffering from:				Vitamin A supplementation coverage rate (6-59 months) 2000	% of households consuming iodized salt 1997-2002*
			exclusively breastfed (<6 months)	breastfed with complementary food (6-9 months)	still breastfeeding (20-23 months)	underweight moderate & severe	underweight severe	wasting moderate & severe	stunting moderate & severe		
Fiji	121	12x	-	-	-	8x	1x	8x	3x	-	31x
Finland	178	6	-	-	-	-	-	-	-	-	-
France	164	6	-	-	-	-	-	-	-	-	-
Gabon	56	-	6	62	9	12	2	3	21	100	15
Gambia	35	14	26	37	54	17	4	9	19	87	8
Georgia	102	6	18k	12	12	3	0	2	12	-	8
Germany	178	7	-	-	-	-	-	-	-	-	-
Ghana	49	9	31	70	57	25	5	10	26	89	28
Greece	178	7	-	-	-	-	-	-	-	-	-
Grenada	110	11x	39k	-	-	-	-	-	-	-	-
Guatemala	72	12	39	76	45	24	5	3	46	-	49
Guinea	22	10	11	28	73	23	5	9	26	99	12
Guinea-Bissau	8	20	37	36	67	23	5	10	28	91	2
Guyana	64	14	-	-	-	12	-	12	10	-	-
Haiti	38	28x	24	73	30	17	4	5	23	32	11
Holy See	-	-	-	-	-	-	-	-	-	-	-
Honduras	88	6	42k	69	45	25	4	2	39	60	80
Hungary	152	9	-	-	-	2x	0x	2x	3x	-	-
Iceland	189	4	-	-	-	-	-	-	-	-	-
India	54	26	37k	44	66	47	18	16	46	22	49
Indonesia	77	9	42	81	65	26	8	-	-	71	64
Iran (Islamic Republic of)	81	7	66k	96	41	11	2	5	15	-	94
Iraq	33	23	-	-	25	16	-	-	22	-	40
Ireland	164	4x	-	-	-	-	-	-	-	-	-
Israel	164	8	-	-	-	-	-	-	-	-	-
Italy	164	6	-	-	-	-	-	-	-	-	-
Jamaica	125	11	-	-	-	4	-	4	3	-	100
Japan	178	7x	-	-	-	-	-	-	-	-	-
Jordan	94	10	11	68	12	5	1	2	8	-	88
Kazakhstan	61	6	36	73	17	4	0	2	10	-	20
Kenya	40	9	5	67	24	23	7	6	37	90	91
Kiribati	67	3x	-	-	-	13x	-	11x	28x	61	-
Korea, Democratic People's Republic of	73	-	97k	-	-	60	-	19	60	96	-
Korea, Republic of	178	-	-	-	-	-	-	-	-	-	-
Kuwait	151	7	12k	26	9	10	3	11	24	-	-
Kyrgyzstan	71	6	24	77	21	11	2	3	25	-	27
Lao People's Democratic Republic	49	-	23	10	47	40	13	15	41	58	76
Latvia	121	5	-	-	-	-	-	-	-	-	-
Lebanon	95	6	27k	35	11	3	0	3	12	-	87
Lesotho	34	-	16	47	52	16	4	5	44	17	69
Liberia	5	-	73k	-	28	20x	-	3x	37x	83	-
Libyan Arab Jamahiriya	130	7x	-	-	23	5	1	3	15	-	90x
Liechtenstein	149	-	-	-	-	-	-	-	-	-	-
Lithuania	152	4	-	-	-	-	-	-	-	-	-
Luxembourg	178	4	-	-	-	-	-	-	-	-	-
Madagascar	32	15	41	82	43	33	11	14	49	58	76
Malawi	15	13x	44	93	77	25	6	6	49	54	49
Malaysia	158	9	-	-	-	18	1	-	-	-	-
Maldives	58	12	10	85	-	30	7	13	25	93	44
Mali	6	16	8	33	60	43	-	-	-	70	9x
Malta	178	7	-	-	-	-	-	-	-	-	-
Marshall Islands	70	14x	-	-	-	-	-	-	-	83	-
Mauritania	15	-	28k	78	57	32	10	13	35	81	2
Mauritius	130	13	16x,k	29x	-	16	2	15	10	-	0x
Mexico	102	9	38x,k	36x	21x	8	1	2	18	-	90
Micronesia (Federated States of)	114	9x	-	-	-	-	-	-	-	72	-
Moldova, Republic of	95	7	-	-	-	3	-	3	10	-	33

# TABLE 2. NUTRITION

	Under-5 mortality rank	% of infants with low birthweight 1995-2000*	% of children (1995-2001*) who are:			% of under-fives (1995-2001*) suffering from:				Vitamin A supplementation coverage rate (6-59 months) 2000	% of households consuming iodized salt 1997-2002*
			exclusively breastfed (<6 months)	breastfed with complementary food (6-9 months)	still breastfeeding (20-23 months)	underweight moderate & severe	underweight severe	wasting moderate & severe	stunting moderate & severe		
Monaco	178	-	-	-	-	-	-	-	-	-	-
Mongolia	61	6	51	54	57	13	3	6	25	87	68
Morocco	78	9x	31k	33	20	9x	2x	2x	23x	-	-
Mozambique	12	13	30	87	58	26	9	8	36	92	62x
Myanmar	43	16	11	66	59	36	9	10	37	67	46
Namibia	69	15x	14x	65x	23x	24	5	9	24	81	63
Nauru	98	-	-	-	-	-	-	-	-	-	-
Nepal	55	21	69	66	92	48	13	10	51	82	63
Netherlands	164	-	-	-	-	-	-	-	-	-	-
New Zealand	164	6	-	-	-	-	-	-	-	-	83
Nicaragua	79	13	22	65	29	12	2	2	25	-	86
Niger	2	12	1	56	61	40	14	14	40	92	44
Nigeria	15	9	17	-	35	27	11	12	46	79	98
Niue	-	-	-	-	-	-	-	-	-	-	-
Norway	189	5	-	-	-	-	-	-	-	-	-
Occupied Palestinian Territory	114	9	29k	78	11	3	0	1	8	16	37
Oman	146	8	31k	-	-	24	4	13	23	-	61
Pakistan	43	21x	16k	31	56	38	13	-	-	95	19x
Palau	102	8x	59k	-	-	-	-	-	-	-	-
Panama	110	10	25	38	21	7	-	1	14	-	95
Papua New Guinea	53	-	59	74	66	35x	-	-	-	-	-
Paraguay	98	9	7k	59	15	5	-	1	11	-	83
Peru	85	10	71	76	49	7	1	1	25	-	93
Philippines	88	18	37	57	23	28	-	6	30	90	22
Poland	152	6	-	-	-	-	-	-	-	-	-
Portugal	164	7	-	-	-	-	-	-	-	-	-
Qatar	138	10	12k	48	21	6	-	2	8	-	-
Romania	121	9	-	-	-	6x	1x	3x	8x	-	-
Russian Federation	121	7	-	-	-	3	1	4	13	-	30x
Rwanda	15	12x	84	79	71	24	5	7	43	59	82
Saint Kitts and Nevis	114	13x	56k	-	-	-	-	-	-	-	100
Saint Lucia	130	8x	-	-	-	14x	-	6x	11x	-	-
Saint Vincent and the Grenadines	110	10	-	-	-	-	-	-	-	-	-
Samoa	110	-	-	-	-	-	-	-	-	-	-
San Marino	164	-	-	-	-	-	-	-	-	-	-
Sao Tome and Principe	63	7x	56	-	-	16	5	5	26	3	41
Saudi Arabia	105	3	31k	60	30	14	3	11	20	-	-
Senegal	30	12	24k	64	49	18	4	8	19	93	31
Seychelles	137	10x	-	-	-	6x	0x	2x	5x	-	-
Sierra Leone	1	22	4	53	51	27	9	10	34	77	23
Singapore	189	8	-	-	-	14x	-	4x	11x	-	-
Slovakia	152	7	-	-	-	-	-	-	-	-	-
Slovenia	178	6	-	-	-	-	-	-	-	-	-
Solomon Islands	114	-	-	-	-	21x	4x	7x	27x	-	-
Somalia	7	-	9	13	8	26	7	17	23	100	-
South Africa	66	-	6	46	-	12	2	3	25	-	62
Spain	164	6	-	-	-	-	-	-	-	-	-
Sri Lanka	130	17	54k	-	62	29	-	14	14	-	88
Sudan	46	-	13x	45x	44x	17	7	-	-	99	1
Suriname	95	11	9	25	11	-	-	-	-	-	-
Swaziland	27	-	24	60	25	10	2	1	30	-	54
Sweden	193	4	-	-	-	-	-	-	-	-	-
Switzerland	164	6	-	-	-	-	-	-	-	-	-
Syrian Arab Republic	105	6	-	50x	-	13	4	9	21	7	40
Tajikistan	64	13	14	35	35	-	-	-	-	-	20
Tanzania, United Republic of	23	11	32	64	48	29	7	5	44	45	67
Thailand	105	7	4k	71	27	19x	-	6x	16x	-	74

	Under-5 mortality rank	% of infants with low birthweight 1995-2000*	% of children (1995-2001*) who are:			% of under-fives (1995-2001*) suffering from:				Vitamin A supplementation coverage rate (6-59 months) 2000	% of households consuming iodized salt 1997-2002*
			exclusively breastfed (<6 months)	breastfed with complementary food (6-9 months)	still breastfeeding (20-23 months)	underweight moderate & severe	wasting moderate & severe	stunting moderate & severe	severe		
The former Yugoslavia											
Republic of Macedonia	109	6	37	8	10	6	1	4	7	-	100
Togo	29	13	18	65	65	25	7	12	22	100	67
Tonga	125	2x	-	-	-	-	-	-	-	-	-
Trinidad and Tobago	125	-	2	-	-	7x	-	4x	4x	-	1
Tunisia	108	5	12x,k	-	16x	4	1	2	12	-	97
Turkey	79	15	7	34	21	8	1	2	16	-	64
Turkmenistan	51	5	13	71	27	12	2	6	22	-	75
Tuvalu	74	3x	-	-	-	-	-	-	-	-	-
Uganda	36	13	65	75	50	23	5	4	39	42	95
Ukraine	125	6	-	46	10	3	1	6	15	-	5
United Arab Emirates	152	-	34k	52	29	14	3	15	17	-	-
United Kingdom	161	8	-	-	-	-	-	-	-	-	-
United States	158	8	-	-	-	1x	0x	1x	2x	-	-
Uruguay	138	-	-	-	-	5	1	1	8	-	-
Uzbekistan	68	6	16	45	36	19	5	12	31	-	19
Vanuatu	81	7x	-	-	-	20x	-	-	19x	-	-
Venezuela	120	6	7k	50	31	5	1	3	14	-	90
Viet Nam	88	9	31k	52	21	33	6	6	36	61	40
Yemen	46	26	18	79	41	46	15	13	52	95	39
Yugoslavia	130	5	11k	33	11	2	0	4	5	-	73
Zambia	10	11	11k	-	39	25	-	4	59	86	54
Zimbabwe	38	10	33	90	35	13	2	6	27	-	93

## REGIONAL SUMMARIES

Sub-Saharan Africa	12	27	63	50	29	9	10	40	77	67
Middle East and North Africa	11	41	68	30	14	4	6	22	-	53
South Asia	26	36	42	67	46	17	15	45	42	53
East Asia and Pacific	8	54	-	-	17	-	4	21	-	80
Latin America and Caribbean	9	-	48	25	8	1	2	16	-	81
CEE/CIS and Baltic States	9	13	42	21	7	2	4	16	-	39
Industrialized countries	7	-	-	-	-	-	-	-	-	-
Developing countries	14	39	54	52	27	10	8	32	56	68
Least developed countries	18	34	63	63	36	10	11	43	78	54
World	14	39	54	52	27	10	8	32	56	67

Countries in each region are listed on page 114.

## DEFINITIONS OF THE INDICATORS

**Low birthweight** – Less than 2,500 grams.

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

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

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

**Vitamin A** – Percentage of children aged 6-59 months who have received at least one high dose of vitamin A capsules in 2000.

## MAIN DATA SOURCES

**Low birthweight** – UNICEF, Demographic and Health Surveys (DHS), Multiple Indicator Cluster Surveys (MICS) and World Health Organization (WHO).

**Breastfeeding** – DHS, MICS and UNICEF.

**Underweight, wasting and stunting** – DHS, MICS, WHO and UNICEF.

**Salt iodization** – MICS, DHS and UNICEF.

**Vitamin A** – UNICEF field offices and WHO.

## NOTES

- Data not available.
- x Indicates data that refer to years or periods other than those specified in the column heading, differ from the standard definition, or refer to only part of a country.
- k Refers to exclusive breastfeeding for less than 4 months.
- \* Data refer to the most recent year available during the period specified in the column heading.

# TABLE 3. HEALTH

Countries and territories	Under-5 mortality rank	% of population using improved drinking water sources 2000			% of population using adequate sanitation facilities 2000			% of routine EPI vaccines financed by government 2001	% immunized 2001					(% Adult HIV prevalence rate (15-49 years) 2001	Oral rehydration rate (%) 1994-2000*
		total	urban	rural	total	urban	rural		1-year-old children						
									TB	DPT3	polio3	measles	hepB3		
Afghanistan	4	13	19	11	12	25	8	0x	54	44	45	46	-	-	40
Albania	98	97	99	95	91	99	85	15x	93	97	97	95	96	-	48
Algeria	75	89	94	82	92	99	81	100	97	89	89	83	-	0.1	62
Andorra	161	100	100	100	100	100	100	-	-	90	90	90	75	-	-
Angola	3	38	34	40	44	70	30	13	74	41	44	72	-	5.5	-
Antigua and Barbuda	144	91	95	89	95	98	94	100	-	98	99	97	96	-	-
Argentina	130	-	-	-	-	-	-	100	99	82	88	94	-	0.69	-
Armenia	93	-	-	-	-	-	-	0	97	94	97	93	69	0.15	30
Australia	164	100	100	100	100	100	100	100	-	92	92	93	94	0.07	-
Austria	178	100	100	100	100	100	100	100	-	84	83	79	-	0.24	-
Azerbaijan	48	78	93	58	81	90	70	10	98	98	99	99	-	<0.1	27
Bahamas	138	97	98	86	100	100	100	100x	-	99	91	93	-	3.5	-
Bahrain	138	-	-	-	-	-	-	100x	-	97	97	98	97	0.26	-
Bangladesh	58	97	99	97	48	71	41	100	94	83	83	76	-	<0.1	-
Barbados	144	100	100	100	100	100	100	100	-	84	86	92	17	1.2	-
Belarus	125	100	100	100	-	-	-	100	99	99	99	99	93	0.27	-
Belgium	164	-	-	-	-	-	-	-	-	96	96	83	60	0.16	-
Belize	84	92	100	82	50	71	25	100x	95	89	89	96	75	2.0	-
Benin	24	63	74	55	23	46	6	55	94	76	75	65	-	3.6	18
Bhutan	52	62	86	60	70	65	70	0x	81	88	88	78	89	<0.1	-
Bolivia	58	83	95	64	70	86	42	60	94	81	79	79	-	0.10	40
Bosnia and Herzegovina	136	-	-	-	-	-	-	-	95	91	92	92	-	<0.1	11
Botswana	42	95	100	90	66	88	43	100	99	87	87	83	64	38.8	-
Brazil	92	87	95	53	76	84	43	100	99	97	99	99	95	0.65	18
Brunei Darussalam	164	-	-	-	-	-	-	100	99	99	99	99	99	-	-
Bulgaria	138	100	100	100	100	100	100	-	98	94	94	90	93	<0.1	-
Burkina Faso	12	42	66	37	29	39	27	0	72	41	42	46	-	6.5	37
Burundi	14	78	91	77	88	68	90	6	84	74	69	75	-	8.3	10
Cambodia	30	30	54	26	17	56	10	7	64	60	59	59	-	2.7	-
Cameroon	25	58	78	39	79	92	66	35	77	43	43	62	-	11.8	23
Canada	161	100	100	99	100	100	99	-	-	97	89	96	-	0.31	-
Cape Verde	88	74	64	89	71	95	32	100	84	78	77	72	-	-	-
Central African Republic	19	70	89	57	25	38	16	0x	38	23	22	29	-	12.9	34
Chad	11	27	31	26	29	81	13	100	44	27	24	36	-	3.6	36
Chile	147	93	99	58	96	96	97	100x	97	97	98	97	-	0.30	-
China	85	75	94	66	40	69	27	100	77	79	79	79	-	0.11	29
Colombia	118	91	99	70	86	96	56	100x	86	74	78	75	74	0.40	-
Comoros	57	96	98	95	98	98	98	-	90	70	70	70	-	-	22
Congo	45	51	71	17	-	14	-	0	53	31	32	35	-	7.2	13
Congo, Democratic Republic of the	9	45	89	26	21	54	6	0	57	40	42	46	-	4.9	-
Cook Islands	118	100	100	100	100	100	100	-	99	92	92	84	92	-	-
Costa Rica	149	95	99	92	93	89	97	0x	92	88	80	82	89	0.55	-
Côte d'Ivoire	20	81	92	72	52	71	35	65	72	57	57	61	-	9.7	25
Croatia	158	-	-	-	-	-	-	100	97	94	94	94	98	<0.1	-
Cuba	152	91	95	77	98	99	95	99	99	99	99	99	99	<0.1	-
Cyprus	164	100	100	100	100	100	100	-	-	-	-	-	-	0.25	-
Czech Republic	178	-	-	-	-	-	-	-	-	-	-	-	-	<0.1	-
Denmark	189	100	100	100	-	-	-	100	-	97	97	94	-	0.15	-
Djibouti	28	100	100	100	91	99	50	85	38	49	49	49	-	-	-
Dominica	143	97	100	90	83	86	75	100	99	99	99	99	-	-	-
Dominican Republic	76	86	90	78	67	70	60	85	96	62	74	98	66	2.5	22
East Timor	36	-	-	-	-	-	-	0	72	35	34	-	-	-	-
Ecuador	98	85	90	75	86	92	74	100	99	90	92	99	71	0.30	-
Egypt	83	97	99	96	98	100	96	100	98	99	99	97	99	<0.1	-
El Salvador	85	77	91	64	82	89	76	100x	99	99	98	97	99	0.60	-
Equatorial Guinea	26	44	45	42	53	60	46	0x	34	32	40	19	-	3.4	-
Eritrea	41	46	63	42	13	66	1	0x	98	93	93	88	-	2.8	-
Estonia	147	-	-	-	-	93	-	100	99	94	94	95	90	1.0	-
Ethiopia	21	24	81	12	12	33	7	18x	76	56	57	52	-	6.4	-

	Under-5 mortality rank	% of population using improved drinking water sources 2000			% of population using adequate sanitation facilities 2000			% of routine EPI vaccines financed by government 2001	% immunized 2001					(% Adult HIV prevalence rate (15-49 years) 2001	Oral rehydration rate (%) 1994-2000*	
		total	urban	rural	total	urban	rural		total	1-year-old children						
										TB	DPT3	polio3	measles			hepB3
Fiji	121	47	43	51	43	75	12	100	99	90	99	90	93	0.07	-	
Finland	178	100	100	100	100	100	100	100	99	99	95	96	-	<0.1	-	
France	164	-	-	-	-	-	-	-	84	98	97	84	-	0.33	-	
Gabon	56	86	95	47	53	55	43	100	89	38	31	55	-	-	-	
Gambia	35	62	80	53	37	41	35	57	99	96	87	90	84	1.6	26	
Georgia	102	79	90	61	100	100	99	0	97	86	81	73	61	<0.1	33	
Germany	178	-	-	-	-	-	-	-	-	97	95	89	29	0.10	-	
Ghana	49	73	91	62	72	74	70	100	91	80	80	81	-	3.0	22	
Greece	178	-	-	-	-	-	-	-	88	88	87	88	88	0.17	-	
Grenada	110	95	97	93	97	96	97	100	-	96	99	96	-	-	-	
Guatemala	72	92	98	88	81	83	79	100	92	82	82	90	-	1.0	15	
Guinea	22	48	72	36	58	94	41	20x	71	43	43	52	-	-	21	
Guinea-Bissau	8	56	79	49	56	95	44	0	70	47	52	48	-	2.8	13	
Guyana	64	94	98	91	87	97	81	90	95	85	90	92	-	2.7	7	
Haiti	38	46	49	45	28	50	16	30x	71	43	43	53	-	6.1	-	
Holy See	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Honduras	88	88	95	81	75	93	55	100	99	95	95	95	-	1.6	-	
Hungary	152	99	100	98	99	100	98	100	99	99	99	99	-	0.06	-	
Iceland	189	-	-	-	-	-	-	100	-	92	91	88	-	0.15	-	
India	54	84	95	79	28	61	15	100	73	64	70	56	-	0.79	-	
Indonesia	77	78	90	69	55	69	46	100	65	60	70	59	44	0.10	18	
Iran (Islamic Republic of)	81	92	98	83	83	86	79	100	93	95	95	96	94	<0.1	-	
Iraq	33	85	96	48	79	93	31	100	93	81	84	90	70	<0.1	37	
Ireland	164	-	-	-	-	-	-	100	-	84	84	73	-	0.11	-	
Israel	164	-	-	-	-	-	-	100	-	95	92	94	96	0.10	-	
Italy	164	-	-	-	-	-	-	-	-	95	96	70	95	0.37	-	
Jamaica	125	92	98	85	99	99	99	100	96	90	91	85	-	1.2	-	
Japan	178	-	-	-	-	-	-	-	-	85	99	96	-	<0.1	-	
Jordan	94	96	100	84	99	100	98	100	-	99	97	99	97	<0.1	-	
Kazakhstan	61	91	98	82	99	100	98	100	96	96	96	96	96	0.07	20	
Kenya	40	57	88	42	87	96	82	3	91	76	73	76	-	15.0	30	
Kiribati	67	48	82	25	48	54	44	-	85	85	88	76	85	-	-	
Korea, Democratic People's Republic of	73	100	100	100	99	99	100	-	-	-	-	-	-	-	18	
Korea, Republic of	178	92	97	71	63	76	4	40x	89	99	98	97	89	<0.1	-	
Kuwait	151	-	-	-	-	-	-	100x	95	98	94	99	-	-	-	
Kyrgyzstan	71	77	98	66	100	100	100	11	99	99	99	99	57	<0.1	13	
Lao People's Democratic Republic	49	37	61	29	30	67	19	0	60	40	55	50	-	<0.1	20	
Latvia	121	-	-	-	-	-	-	100	99	97	97	98	96	0.40	-	
Lebanon	95	100	100	100	99	100	87	49	-	93	93	94	70	-	30	
Lesotho	34	78	88	74	49	72	40	39	92	85	84	77	-	31.0	-	
Liberia	5	-	-	-	-	-	-	0	77	62	61	78	-	-	26	
Libyan Arab Jamahiriya	130	72	72	68	97	97	96	2x	99	94	94	93	93	0.24	-	
Liechtenstein	149	-	-	-	-	-	-	-	-	-	-	-	-	0.07	-	
Lithuania	152	-	-	-	-	-	-	100	99	95	97	97	95	-	-	
Luxembourg	178	-	-	-	-	-	-	-	-	98	98	91	49	0.16	-	
Madagascar	32	47	85	31	42	70	30	16	72	55	58	55	-	0.29	16	
Malawi	15	57	95	44	76	96	70	2x	93	90	86	82	-	15.0	-	
Malaysia	158	-	-	94	-	-	98	100	99	97	97	92	95	0.35	-	
Maldives	58	100	100	100	56	100	41	100x	99	98	98	99	96	0.06	-	
Mali	6	65	74	61	69	93	58	100	68	51	51	37	-	1.7	22	
Malta	178	100	100	100	100	100	100	-	-	95	95	65	-	0.13	-	
Marshall Islands	70	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Mauritania	15	37	34	40	33	44	19	100	70	61	58	58	-	-	-	
Mauritius	130	100	100	100	99	100	99	100	89	92	93	90	92	0.10	-	
Mexico	102	88	95	69	74	88	34	100	99	97	89	97	-	0.28	-	
Micronesia (Federated States of)	114	-	-	-	-	-	-	5	39	75	79	84	81	-	-	
Moldova, Republic of	95	92	97	88	99	100	98	26	98	90	93	81	84	0.24	19	

# TABLE 3. HEALTH

	Under-5 mortality rank	% of population using improved drinking water sources 2000			% of population using adequate sanitation facilities 2000			% of routine EPI vaccines financed by government 2001	% immunized 2001					(% Adult HIV prevalence rate (15-49 years) 2001	Oral rehydration rate (%) 1994-2000*
		total	urban	rural	total	urban	rural		1-year-old children						
									TB	DPT3	polio3	measles	hepB3		
Monaco	178	100	100	100	100	100	100	-	99	99	99	99	-	-	-
Mongolia	61	60	77	30	30	46	2	20x	98	95	95	95	95	<0.1	32
Morocco	78	80	98	56	68	86	44	100	93	96	93	96	84	0.08	-
Mozambique	12	57	81	41	43	68	26	10x	97	80	71	92	25	13.0	27
Myanmar	43	72	89	66	64	84	57	0	70	72	71	73	0	-	24
Namibia	69	77	100	67	41	96	17	100	69	63	64	58	-	22.5	-
Nauru	98	-	-	-	-	-	-	100	99	95	99	95	95	-	-
Nepal	55	88	94	87	28	73	22	60	84	72	92	71	-	0.49	11
Netherlands	164	100	100	100	100	100	100	-	-	97	97	96	-	0.21	-
New Zealand	164	-	100	-	-	-	-	100	-	90	82	85	90	0.06	-
Nicaragua	79	77	91	59	85	95	72	55	98	92	92	99	-	0.20	18
Niger	2	59	70	56	20	79	5	33x	49	31	30	51	-	-	38
Nigeria	15	62	78	49	54	66	45	100	54	26	25	40	-	5.8	24
Niue	-	100	100	100	100	100	100	100	99	99	99	99	99	-	-
Norway	189	100	100	100	-	-	-	100	92	95	95	93	-	0.08	-
Occupied Palestinian Territory	114	86	97	86	100	100	100	-	-	-	-	-	-	-	43
Oman	146	39	41	30	92	98	61	100	98	99	99	99	99	0.11	88
Pakistan	43	90	95	87	62	95	43	100	78	56	58	54	-	0.11	19
Palau	102	79	100	20	100	100	100	-	-	-	-	-	-	-	-
Panama	110	90	99	79	92	99	83	100	99	98	99	97	-	1.5	7
Papua New Guinea	53	42	88	32	82	92	80	100x	74	56	33	58	42	0.65	-
Paraguay	98	78	93	59	94	94	93	100x	51	66	63	77	-	-	-
Peru	85	80	87	62	71	79	49	99	88	85	88	97	92	0.35	29
Philippines	88	86	91	79	83	93	69	100	45	70	85	75	80	<0.1	28
Poland	152	-	-	-	-	-	-	-	95	98	98	97	99	0.1	-
Portugal	164	-	-	-	-	-	-	-	82	96	96	87	58	0.52	-
Qatar	138	-	-	-	-	-	-	100x	99	93	90	92	99	-	-
Romania	121	58	91	16	53	86	10	100	99	99	99	98	98	<0.1	-
Russian Federation	121	99	100	96	-	-	-	100x	97	96	97	98	46	0.90	-
Rwanda	15	41	60	40	8	12	8	0	74	86	84	78	-	8.9	4
Saint Kitts and Nevis	114	98	-	-	96	-	-	97	97	99	99	94	99	-	-
Saint Lucia	130	98	-	-	89	-	-	100	99	99	99	89	-	-	-
Saint Vincent and the Grenadines	110	93	-	-	96	-	-	100	99	99	99	98	-	-	-
Samoa	110	99	95	100	99	95	100	-	98	93	92	92	98	-	-
San Marino	164	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sao Tome and Principe	63	-	-	-	-	-	-	-	81	82	87	69	-	-	25
Saudi Arabia	105	95	100	64	100	100	100	100	94	97	97	94	95	-	-
Senegal	30	78	92	65	70	94	48	100	89	52	49	48	-	0.50	4
Seychelles	137	-	-	-	-	-	-	100	99	96	96	95	95	-	-
Sierra Leone	1	57	75	46	66	88	53	0	74	44	46	37	-	7.0	28
Singapore	189	100	100	-	100	100	-	100	97	92	91	89	91	0.20	-
Slovakia	152	100	100	100	100	100	100	100	93	99	99	99	99	<0.1	-
Slovenia	178	100	100	100	-	-	-	-	96	92	93	98	-	<0.1	-
Solomon Islands	114	71	94	65	34	98	18	-	85	78	80	-	78	-	-
Somalia	7	-	-	-	-	-	-	0x	70	33	33	38	-	1.0	-
South Africa	66	86	99	73	87	93	80	100	87	81	80	72	80	20.1	-
Spain	164	-	-	-	-	-	-	-	-	95	95	94	80	0.50	-
Sri Lanka	130	77	98	70	94	97	93	100	99	99	99	99	-	<0.1	-
Sudan	46	75	86	69	62	87	48	25x	51	46	47	67	-	2.6	21
Suriname	95	82	93	50	93	99	75	100	-	80	80	90	-	1.2	24
Swaziland	27	-	-	-	-	-	-	100x	95	77	76	72	78	33.4	7
Sweden	193	100	100	100	100	100	100	-	-	99	99	94	98	0.08	-
Switzerland	164	100	100	100	100	100	100	-	-	95	95	81	-	0.50	-
Syrian Arab Republic	105	80	94	64	90	98	81	100x	99	92	92	93	89	-	-
Tajikistan	64	60	93	47	90	97	88	0	97	83	85	86	-	<0.1	20
Tanzania, United Republic of	23	68	90	57	90	99	86	10x	89	85	62	83	-	7.8	21
Thailand	105	84	95	81	96	96	96	100	99	96	97	94	95	1.8	-



	Under-5 mortality rank	% of population using improved drinking water sources 2000			% of population using adequate sanitation facilities 2000			% of routine EPI vaccines financed by government 2001	% immunized 2001					(% Adult HIV prevalence rate (15-49 years) 2001	Oral rehydration rate (%) 1994-2000*
		total	urban	rural	total	urban	rural		1-year-old children						
									TB	DPT3	polio3	measles	hepB3		
The former Yugoslav Republic of Macedonia	109	-	-	-	-	-	-	100x	97	90	91	92	-	<0.1	-
Togo	29	54	85	38	34	69	17	0x	84	64	63	58	-	6.0	23
Tonga	125	100	100	100	-	-	-	100	91	94	95	93	96	-	-
Trinidad and Tobago	125	90	-	-	99	-	-	100	-	91	91	91	-	2.5	17x
Tunisia	108	80	92	58	84	96	62	100	97	96	96	92	94	-	-
Turkey	79	82	81	86	90	97	70	100	89	88	88	90	77	<0.1	15
Turkmenistan	51	-	-	-	-	-	-	100	99	95	98	98	-	<0.1	31
Tuvalu	74	100	100	100	100	100	100	100	99	96	96	99	99	5.0	-
Uganda	36	52	80	47	79	93	77	75	81	60	60	61	-	1.0	-
Ukraine	125	98	100	94	99	100	98	100	98	99	99	99	7	-	-
United Arab Emirates	152	-	-	-	-	-	-	100x	98	94	94	94	92	-	-
United Kingdom	161	100	100	100	100	100	100	-	-	94	94	85	-	0.10	-
United States	158	100	100	100	100	100	100	-	-	94	90	91	90	0.61	-
Uruguay	138	98	98	93	94	95	85	100	99	94	94	94	94	0.30	-
Uzbekistan	68	85	94	79	89	97	85	11	98	97	99	99	8	<0.1	19
Vanuatu	81	88	63	94	100	100	100	100	90	93	87	94	69	-	-
Venezuela	120	83	85	70	68	71	48	100	94	70	88	49	54	0.5	-
Viet Nam	88	77	95	72	47	82	38	70	99	98	97	97	96	0.30	20
Yemen	46	69	74	68	38	89	21	38	73	76	76	79	21	0.12	-
Yugoslavia	130	98	99	97	100	100	99	-	99	93	93	90	-	0.19	-
Zambia	10	64	88	48	78	99	64	0x	92	78	79	85	-	21.5	8
Zimbabwe	38	83	100	73	62	71	57	100	80	75	75	68	75	33.7	50

## REGIONAL SUMMARIES

Sub-Saharan Africa	57	83	44	53	73	43	58	73	54	52	58	6	8.6	24
Middle East and North Africa	87	95	77	83	93	70	92	88	87	87	89	66	0.30	-
South Asia	85	94	80	34	67	22	99	76	65	70	59	-	0.63	-
East Asia and Pacific	76	93	67	48	73	35	93	75	77	79	77	23	0.19	26
Latin America and Caribbean	86	94	66	77	86	52	98	95	89	89	91	49	0.63	-
CEE/CIS and Baltic States	91	95	82	91	97	81	75	95	94	95	95	57	0.44	19
Industrialized countries	100	100	100	100	100	100	-	85	94	93	90	82	0.35	-
Developing countries	78	92	69	52	77	35	89	78	71	73	70	20	1.3	25
Least developed countries	62	82	55	44	71	35	49	76	62	61	63	2	3.5	-
World	82	95	71	61	85	40	-	79	73	75	72	24	1.2	-

Countries in each region are listed on page 114.

## DEFINITIONS OF THE INDICATORS

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

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

**DPT** – Diphtheria, pertussis (whooping cough) and tetanus.

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

**Adult HIV prevalence** – The estimated number of adults living with HIV/AIDS at the end of 2001 was divided by the 2001 adult population (aged 15-49).

**Oral rehydration rate** – Percentage of children under five with diarrhoea in the last two weeks who received increased fluids and continued feeding during the episode.

**NOTES** - Data not available.

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

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

## MAIN DATA SOURCES

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

**Government funding of vaccines** – UNICEF and WHO.

**Immunization** – UNICEF and WHO.

**Adult HIV prevalence** – Joint United Nations Programme on HIV/AIDS (UNAIDS).

**Oral rehydration** – UNICEF, MICS and DHS.

# TABLE 4. EDUCATION

Countries and territories	Under-5 mortality rank	Adult literacy rate				No. of sets per 1000 population 1997		Primary school enrolment ratio				Net primary school attendance (%) (1992-2001*)		% of primary school entrants reaching grade 5 1995-99*	Secondary school enrolment ratio 1995-99* (gross)	
		1990		2000		radio	television	1995-99* (gross)		1995-99* (net)		male	female		male	female
		male	female	male	female			male	female	male	female					
Afghanistan	4	40	12	51	21	132	13	53	5	42x	15x	36	11	49	32	11
Albania	98	-	-	-	-	259	129	110	109	100	100	90	90	82x	75	77
Algeria	75	66	39	75	51	242	105	119	110	99	96	98	96	95	65	69
Andorra	161	-	-	-	-	227	391	-	-	-	-	-	-	-	-	-
Angola	3	56x	29x	-	-	54	13	97	81	60	52	64	65	4	18	13
Antigua and Barbuda	144	90	87	80x	83x	542	463	-	-	-	-	-	-	-	-	-
Argentina	130	96	96	97	97	681	223	119	119	100	100	-	-	95	91	97
Armenia	93	-	-	100x	99x	239	232	92	98	-	-	-	-	-	85x	91x
Australia	164	-	-	-	-	1391	554	101	101	95	95	-	-	99x	156	157
Austria	178	-	-	-	-	751	525	104	103	90	91	-	-	96	101	97
Azerbaijan	48	99	96	99x	96x	23	22	97	96	89	90	91	91	98	80	80
Bahamas	138	94	96	95	97	739	230	95	92	88	88	-	-	78	88x	91x
Bahrain	138	87	75	91	83	580	472	102	103	93	95	85	84	96	99	105
Bangladesh	58	46	23	52	29	50	6	98	95	80	83	78	80	70	52	56
Barbados	144	98	96	98	97	888	285	109	108	89	90	-	-	-	99	103
Belarus	125	99	97	100	99	292	243	101	96	87x	84x	-	-	96	96	93
Belgium	164	-	-	-	-	797	466	105	104	100	100	-	-	-	138	153
Belize	84	70x	70x	80x	80x	591	183	130	125	100	100	92	90	78	72	72
Benin	24	38	16	52	24	110	11	103	69	83	57	52	34	64	30	14
Bhutan	52	51	23	61	34	19	6	82	62	58	47	-	-	87	7x	2x
Bolivia	58	87	70	92	79	675	116	115	112	97	97	92	90	82	81	76
Bosnia and Herzegovina	136	92	85	98x	89x	267	0	100	100	100	100	98	98	-	-	-
Botswana	42	66	70	74	80	154	20	109	109	82	85	82	85	88	78	85
Brazil	92	82	81	85	85	434	223	170	162	100	93	95	95	66	98	109
Brunei Darussalam	164	91	79	95	88	302	250	109	104	90x	91x	-	-	95	105	116
Bulgaria	138	98	96	99	98	537	394	105	102	96	94	-	-	91	93	91
Burkina Faso	12	25	8	33	13	34	9	51	35	41	28	32	22	68	12	8
Burundi	14	49	28	56	41	69	4	69	56	49	40	49	44	74x	8	6
Cambodia	30	-	-	79x	58x	128	9	109	95	94	83	66	65	45	22	12
Cameroon	25	72	53	82	69	163	32	88	74	81x	71x	76	71	51x	22	17
Canada	161	-	-	-	-	1067	710	98	99	98	99	-	-	99x	102	103
Cape Verde	88	75	53	84	65	183	4	145	143	98	99	-	-	91	54	56
Central African Republic	19	47	21	60	35	83	5	68	45	63	42	47	39	24x	15x	6x
Chad	11	57	29	67	41	236	1	87	53	69	45	46	33	55	18	5
Chile	147	94	94	96	96	354	215	109	105	89	88	90	89	100	87	88
China	85	87	68	92	77	335	321	105	108	92	95	99	99	97	66	60
Colombia	118	89	88	92	92	524	115	113	112	88	88	90	90	69	67	75
Comoros	57	63x	47x	78x	70x	141	2	91	76	60	50	34	34	48	23	18
Congo	45	77	58	88	74	126	12	82	75	99x	93x	-	-	55	62	45
Congo, Democratic Republic of the	9	-	-	83x	54x	376	135	49	44	33	32	55	48	64	24	13
Cook Islands	118	-	-	-	-	711	193	113	110	99	97	-	-	51	-	-
Costa Rica	149	94	94	95	96	261	140	109	106	91	91	92	91	89	48	54
Côte d'Ivoire	20	43	23	55	38	161	64	88	66	67	50	61	52	70	28	15
Croatia	158	99	94	99	97	337	272	91	89	72	72	-	-	98x	83	86
Cuba	152	95	95	96	96	352	239	106	102	100	99	93	95	95	80	84
Cyprus	164	98	90	99	95	406	325	82	83	81	82	-	-	100	81	85
Czech Republic	178	-	-	-	-	803	531	104	104	90	90	-	-	98	87	89
Denmark	189	-	-	-	-	1145	594	102	102	99	99	-	-	100x	125	131
Djibouti	28	55	27	65	38	84	45	43	31	35	26	73y	62y	77	13	17
Dominica	143	-	-	-	-	647	78	93	105	89	89	-	-	91	-	-
Dominican Republic	76	80	79	84	84	178	95	126	123	90	91	91	92	84	60	73
East Timor	36	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ecuador	98	91	86	94	90	348	130	114	114	97	98	90	90	72	56	57
Egypt	83	60	34	67	44	317	119	104	96	95	90	88	84	92	86	81
El Salvador	85	76	69	82	76	465	677	113	109	74	87	-	-	77	50	50
Equatorial Guinea	26	85	61	92	75	428	10	137	112	88	70	38	38	16	43	19
Eritrea	41	-	-	-	-	100	0	67	55	43	37	39y	35y	95	33	23
Estonia	147	-	-	98x	98x	698	418	105	101	98	97	-	-	96x	105	108
Ethiopia	21	36	21	44	33	202	6	85	57	34	28	33	28	51	6	4

	Under-5 mortality rank	Adult literacy rate				No. of sets per 1000 population 1997		Primary school enrolment ratio				Net primary school attendance (%) (1992-2001*)		% of primary school entrants reaching grade 5 1995-99*	Secondary school enrolment ratio 1995-99* (gross)	
		1990		2000		radio	television	1995-99* (gross)		1995-99* (net)		male	female		male	female
		male	female	male	female			male	female	male	female					
Fiji	121	92	86	95	91	636	27	111	110	99	100	-	-	92	64x	65x
Finland	178	-	-	-	-	1498	622	101	100	100	100	-	-	100	119	130
France	164	-	-	-	-	946	595	106	105	100	100	-	-	98	109	109
Gabon	56	68	45	80	62	183	55	134	130	82	83	93	93	59	58	51
Gambia	35	32	20	44	30	165	4	79	71	75	65	49	44	74	31	23
Georgia	102	100	98	100x	99x	590	502	95	95	95	95	98	98	98	77	78
Germany	178	-	-	-	-	948	567	106	105	86	87	-	-	100x	100	99
Ghana	49	69	46	79	61	236	93	82	74	51	50	75	74	80x	45x	29x
Greece	178	98	92	99	96	475	240	99	99	97	97	-	-	100x	93	96
Grenada	110	-	-	-	-	615	353	133	118	98	97	-	-	-	-	-
Guatemala	72	69	54	76	61	79	61	105	94	83	79	80	75	51	35	30
Guinea	22	45	18	55	27	49	12	75	51	56	41	46	33	87	20	7
Guinea-Bissau	8	42	12	53	21	43	-	99	66	63	45	44	38	20x	26	14
Guyana	64	98	96	99	98	498	55	117	115	100	94	97	92	91	80	82
Haiti	38	42	37	51	46	53	5	153	155	78	83	52	57	41	21x	20x
Holy See	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Honduras	88	74	76	78x	85x	410	95	96	98	85	86	-	-	58	29x	37x
Hungary	152	99	99	100	99	690	435	104	103	90	90	-	-	98x	98	99
Iceland	189	-	-	-	-	950	358	102	101	100	100	-	-	99x	105	113
India	54	62	34	69	42	120	65	99	82	78	64	79	73	60	59	39
Indonesia	77	88	75	92	82	155	68	110	106	93	90	93	93	90	56	54
Iran (Islamic Republic of)	81	73	55	84	70	263	71	89	86	75	74	99	96	98	83	77
Iraq	33	-	-	71x	45x	229	83	111	91	100	86	88	80	72x	47	29
Ireland	164	-	-	-	-	697	402	120	119	90	90	-	-	95	119	127
Israel	164	97	92	98	94	524	288	115	114	100	100	-	-	100x	93	93
Italy	164	98	97	99	98	880	528	102	101	100	100	-	-	99	95	91
Jamaica	125	78	87	83	91	483	183	96	102	94	94	92	94	96x	85	82
Japan	178	-	-	-	-	956	686	101	101	100	100	-	-	100x	101	103
Jordan	94	90	72	95	84	271	82	101	101	93	94	95	94	98	86	89
Kazakhstan	61	98	98	98x	98x	395	237	100	100	100	100	87	88	92	87	87
Kenya	40	81	61	89	76	108	26	89	88	92x	89x	73	75	68x	31	28
Kiribati	67	-	-	-	-	212	15	-	-	-	-	-	-	95	-	-
Korea, Democratic People's Republic of	73	-	-	100x	100x	146	52	108x	101x	-	-	-	-	100	-	-
Korea, Republic of	178	98	93	99	96	1039	348	98	99	97	98	-	-	99	98	97
Kuwait	151	80	73	84	80	678	505	85	84	68	65	-	-	97	65	65
Kyrgyzstan	71	-	-	99x	95x	113	45	103	100	82	82	95	95	89	82	84
Lao People's Democratic Republic	49	65	39	74	50	145	10	124	106	85	78	71	67	54	42	29
Latvia	121	100	99	100	100	715	496	102	100	93	93	-	-	96	88	90
Lebanon	95	88	73	92	80	907	375	102	98	71	71	90	90	91	75	82
Lesotho	34	66	89	74	94	52	27	99	108	55	62	62	68	68	24	32
Liberia	5	55	23	70	37	329	29	137	99	100	64	59y	53y	33	27	18
Libyan Arab Jamahiriya	130	83	51	91	68	259	140	110x	110x	97x	96x	-	-	89x	75	84
Liechtenstein	149	-	-	-	-	658	364	-	-	-	-	-	-	-	-	-
Lithuania	152	99	98	100	99	513	459	101	100	94	94	-	-	98	115	71
Luxembourg	178	-	-	-	-	683	391	99	101	95	97	-	-	-	93	98
Madagascar	32	-	-	50x	44x	209	22	104	100	66	67	50	53	51	15	14
Malawi	15	69	36	75	47	258	-	158	158	66	71	77	79	34	50	40
Malaysia	158	87	75	91	84	434	172	102	100	100	100	94	94	99	94	104
Maldives	58	94	94	96	96	129	28	133	134	100	100	99	97	98	41	44
Mali	6	32	18	48	33	55	4	65	45	51	36	33	25	84	20	10
Malta	178	88	89	91	93	669	735	106	107	99	100	-	-	100	95	85
Marshall Islands	70	-	-	-	-	-	-	134	133	100	100	-	-	-	-	-
Mauritania	15	46	24	51	29	146	25	87	82	63	59	55	53	66	21	15
Mauritius	130	85	75	88	81	371	228	108	109	94	94	97	98	100	108	106
Mexico	102	90	85	93	89	329	272	114	113	100	100	97	97	85	72	75
Micronesia (Federated States of)	114	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Moldova, Republic of	95	99	95	100	98	736	288	96	95	-	-	86	87	93	78	81

# TABLE 4. EDUCATION

	Under-5 mortality rank	Adult literacy rate				No. of sets per 1000 population 1997		Primary school enrolment ratio				Net primary school attendance (%) (1992-2001*)		% of primary school entrants reaching grade 5 1995-99*	Secondary school enrolment ratio 1995-99* (gross)	
		1990		2000		radio	television	1995-99* (gross)		1995-99* (net)		male	female		male	female
		male	female	male	female			male	female	male	female					
Monaco	178	-	-	-	-	1039	768	-	-	-	-	-	-	98x	-	-
Mongolia	61	99	99	99	99	142	47	97	100	88	91	85	84	-	58	71
Morocco	78	53	25	62	36	247	115	98	83	79	70	65	47	82	44	35
Mozambique	12	49	18	60	28	40	5	98	73	55	46	63	56	46	17	11
Myanmar	43	87	74	89	81	96	6	91	91	84	83	68	69	69	35	35
Namibia	69	77	72	83	81	143	37	112	114	77	82	84	87	83	56	63
Nauru	98	-	-	93x	96x	609	46	104	98	99	97	-	-	-	-	-
Nepal	55	48	14	59	24	38	6	140	104	79	60	71	60	44	62	45
Netherlands	164	-	-	-	-	980	519	109	107	100	99	-	-	96x	127	122
New Zealand	164	-	-	-	-	997	512	101	101	100	100	-	-	97	110	116
Nicaragua	79	61	61	64	64	265	68	104	105	79	80	80	80	55	55	65
Niger	2	18	5	23	8	70	13	39	26	21	22	36	25	61	8	5
Nigeria	15	59	38	72	56	226	66	75	65	38	33	58	54	80x	33x	28x
Niue	-	-	-	-	-	586	-	100	100	100	100	-	-	-	-	-
Norway	189	-	-	-	-	917	462	101	101	100	100	-	-	100x	116	118
Occupied Palestinian Territory	114	-	-	-	-	-	-	108	109	99	99	93	94	98	78	83
Oman	146	68	38	80	62	607	694	75	71	66	65	90	88	94	68	67
Pakistan	43	49	20	58	28	94	22	99	69	84	60	50	41	50	46	32
Palau	102	-	-	-	-	663	608	-	-	-	-	-	-	-	-	-
Panama	110	89	88	93	91	299	187	111	108	98	98	-	-	92	67	71
Papua New Guinea	53	78	57	84	68	91	9	88	80	88	80	32y	31y	60	24	18
Paraguay	98	92	88	94	92	182	101	115	111	91	92	92	80	76	56	58
Peru	85	92	79	95	85	273	126	128	127	100	100	87y	87y	88	83	78
Philippines	88	93	92	96	95	161	52	118	119	98	93	89	91	69	73	79
Poland	152	100	100	100	100	522	337	102	100	97	97	-	-	98x	99	98
Portugal	164	91	84	95	90	306	336	125	120	100	100	-	-	97	108	116
Qatar	138	77	76	80	83	450	404	108	104	95	96	-	-	88	78	107
Romania	121	99	95	99	97	319	233	103	101	93	93	96	96	96	80	81
Russian Federation	121	100	97	100	99	417	410	108x	107x	93x	93x	-	-	-	79	85
Rwanda	15	63	44	74	61	101	0	124	121	97	97	68	68	45	12	12
Saint Kitts and Nevis	114	-	-	-	-	701	264	101	94	92	86	-	-	-	-	-
Saint Lucia	130	-	-	-	-	746	213	117	111	95	96	-	-	95x	85	104
Saint Vincent and the Grenadines	110	-	-	-	-	690	163	99	83	90	78	-	-	-	-	-
Samoa	110	-	-	-	-	1035	61	104	101	97	96	-	-	83	73	80
San Marino	164	-	-	-	-	620x	358x	-	-	-	-	-	-	100	-	-
Sao Tome and Principe	63	85x	62x	-	-	272	163	-	-	-	-	73	74	-	-	-
Saudi Arabia	105	78	51	84	67	321	262	70	67	60	56	-	-	95	72	65
Senegal	30	38	19	47	28	141	41	78	68	66	58	51	44	77	24	15
Seychelles	137	-	-	87x	89x	560	145	101	101	100	100	-	-	100	-	-
Sierra Leone	1	40	14	51	23	253	12	68	63	68	63	39	34	-	26	22
Singapore	189	95	83	96	88	744	388	95	93	93x	92x	-	-	100x	70	77
Slovakia	152	100	100	100	100	581	488	99	98	-	-	-	-	97x	86	87
Slovenia	178	-	-	100x	100x	403	356	98	97	94	93	-	-	98x	97	100
Solomon Islands	114	-	-	-	-	141	6	104x	90x	-	-	-	-	81	21x	14x
Somalia	7	36x	14x	-	-	53	15	18x	9x	13x	7x	13	11	-	10x	6x
South Africa	66	82	80	86	84	355	134	121	117	95	96	-	-	76	86	95
Spain	164	98	95	99	97	331	409	105	105	100	100	-	-	98x	110	116
Sri Lanka	130	93	85	94	89	211	84	107	104	97	97	-	-	97	70	74
Sudan	46	59	31	68	46	272	86	59	51	49	41	54	52	87	22	36
Suriname	95	94	89	96	93	728	153	129x	125x	100x	100x	88	91	99x	50x	58x
Swaziland	27	74	70	81	79	168	23	128	121	92	94	71	71	76	60	60
Sweden	193	-	-	-	-	932	519	108	111	100	100	-	-	97	135	172
Switzerland	164	82x	80x	-	-	979	457	108	107	100	99	-	-	100x	103	96
Syrian Arab Republic	105	82	47	88	60	278	70	108	99	96	89	99	98	92	44	39
Tajikistan	64	99	97	100	99	143	3	109	101	90	83	83	84	-	82	70
Tanzania, United Republic of	23	76	51	84	67	280	3	63	63	46	48	47	51	81	6	5
Thailand	105	96	91	97	94	234	254	96	91	83	80	-	-	97	78	80

	Under-5 mortality rank	Adult literacy rate				No. of sets per 1000 population 1997		Primary school enrolment ratio				Net primary school attendance (%) (1992-2001*)		% of primary school entrants reaching grade 5 1995-99*	Secondary school enrolment ratio 1995-99* (gross)	
		1990		2000		radio	television	1995-99* (gross)		1995-99* (net)		male	female		male	female
		male	female	male	female			male	female	male	female					
The former Yugoslav																
Republic of Macedonia	109	97x	91x	-	-	206	257	101	100	94	93	-	-	95	85	82
Togo	29	61	29	72	43	219	17	139	109	100	82	67	59	52	50	22
Tonga	125	-	-	-	-	619	21	124	120	98	93	-	-	92	-	-
Trinidad and Tobago	125	98	96	99	98	533	333	105	103	93	93	-	-	96	75	82
Tunisia	108	72	46	81	60	224	100	121	115	99	97	95	93	92	73	76
Turkey	79	90	69	94	77	178	330	98	86	93	82	73	70	99	67	48
Turkmenistan	51	99x	97x	-	-	289	194	-	-	-	-	81y	80y	-	-	-
Tuvalu	74	-	-	98x	98x	384	-	100	100	100	100	-	-	96	-	-
Uganda	36	69	43	78	57	130	16	129	114	92	83	69	66	45	15	9
Ukraine	125	-	-	98x	99x	882	353	87x	86x	-	-	-	-	98x	87	99
United Arab Emirates	152	78	84	85x	93x	355	134	95	94	78	79	-	-	92	70	80
United Kingdom	161	-	-	-	-	1443	521	99	99	99	99	-	-	-	146	169
United States	158	-	-	-	-	2116	806	101	99	95	95	-	-	99x	94	95
Uruguay	138	96	97	97	98	603	239	113	111	93	94	-	-	86	84	99
Uzbekistan	68	95	95	99x	99x	465	276	100	100	87	89	78	78	-	99x	87x
Vanuatu	81	-	-	-	-	350	14	113	122	100	92	-	-	65	31	26
Venezuela	120	91	89	93	93	472	180	103	101	84	92	-	-	91	54	65
Viet Nam	88	94	85	96	91	107	47	110	107	95	94	94	93	83	68	61
Yemen	46	55	13	67	25	64	29	98	56	76	45	75y	40y	74	69	25
Yugoslavia	130	97x	88x	99x	97x	296	259	65	67	50	51	98	96	100x	59	62
Zambia	10	79	59	85	71	120	32	81	76	67	66	62	62	78	29	22
Zimbabwe	38	91	83	96	90	102	33	98	95	80	80	80	82	73	48	43

## REGIONAL SUMMARIES

Sub-Saharan Africa	60	41	69	54	199	47	85	74	54	49	55	52	61	26	22
Middle East and North Africa	67	41	75	54	275	114	94	83	80	73	86	79	91	67	62
South Asia	60	32	66	40	110	53	99	81	79	66	74	68	59	57	40
East Asia and Pacific	88	72	93	80	304	252	106	107	92	93	95	95	93	65	61
Latin America and Caribbean	87	84	89	87	409	204	134	130	96	94	93	92	76	80	86
CEE/CIS and Baltic States	98	93	99	96	442	339	100	95	92	88	81	79	97	81	80
Industrialized countries	-	-	-	-	1322	641	102	101	97	97	-	-	-	105	108
Developing countries	77	58	82	66	245	157	103	94	82	76	80	77	76	60	53
Least developed countries	53	31	61	40	142	23	88	74	62	57	57	52	62	31	26
World	82	69	85	74	417	240	103	95	83	78	81	77	77	66	61

Countries in each region are listed on page 114.

## DEFINITIONS OF THE INDICATORS

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

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

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

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

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

## MAIN DATA SOURCES

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

**Radio and television** – UNESCO.

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

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

**Reaching grade five** – UNESCO, including the Education for All 2000 Assessment.

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

# TABLE 5. DEMOGRAPHIC INDICATORS

Countries and territories	Under-5 mortality rank	Population (thousands) 2001		Population annual growth rate (%)		Crude death rate		Crude birth rate		Life expectancy		Total fertility rate 2001	% of population urbanized 2001	Average annual growth rate of urban population (%)	
		under 18	under 5	1970-90	1990-2001	1970	2001	1970	2001	1970	2001			1970-90	1990-2001
Afghanistan	4	11219	3928	0.4	4.5	26	22	50	48	38	43	6.8	23	2.9	6.5
Albania	98	1100	300	2.2	-0.4	8	5	33	19	67	73	2.4	43	2.8	1.2
Algeria	75	12653	3528	3.0	2.0	16	5	49	24	53	70	2.9	58	4.3	3.0
Andorra	161	17	4	5.4	4.8	-	-	-	-	-	-	-	92	5.1	4.6
Angola	3	7412	2678	2.7	3.1	27	20	49	51	37	45	7.2	35	5.7	5.3
Antigua and Barbuda	144	23	6	0.5	0.3	-	-	-	-	-	-	-	37	0.7	0.8
Argentina	130	12278	3515	1.5	1.3	9	8	23	19	66	74	2.5	88	2.0	1.5
Armenia	93	1083	193	1.7	0.6	5	7	24	9	72	73	1.2	67	2.3	0.6
Australia	164	4750	1259	1.5	1.2	9	7	20	13	71	79	1.8	91	1.5	1.9
Austria	178	1613	391	0.2	0.4	13	10	15	9	70	78	1.3	67	0.1	0.5
Azerbaijan	48	2761	572	1.6	1.1	7	6	29	13	68	72	1.6	52	2.0	0.7
Bahamas	138	108	30	2.0	1.7	7	7	31	20	66	69	2.3	89	2.8	2.3
Bahrain	138	213	55	4.0	2.6	9	4	40	16	62	74	2.4	92	4.5	3.1
Bangladesh	58	63232	18871	2.5	2.2	21	9	47	31	44	60	3.6	26	7.3	4.6
Barbados	144	67	17	0.4	0.4	9	8	22	12	69	77	1.5	51	1.3	1.5
Belarus	125	2332	456	0.6	-0.1	8	14	16	9	71	69	1.2	70	2.7	0.3
Belgium	164	2120	539	0.2	0.3	12	10	14	10	71	79	1.5	97	0.3	0.3
Belize	84	103	29	2.1	2.0	8	4	40	26	66	74	3.0	48	1.8	2.0
Benin	24	3432	1131	2.7	3.0	25	13	53	42	42	54	5.8	43	6.3	5.0
Bhutan	52	1052	333	2.4	2.1	22	9	42	35	42	62	5.2	7	4.9	5.4
Bolivia	58	3895	1221	2.2	2.4	20	8	45	31	46	63	4.1	63	3.9	3.5
Bosnia and Herzegovina	136	938	205	0.9	-0.5	7	8	23	10	66	74	1.3	43	2.8	0.3
Botswana	42	768	223	3.3	2.1	15	23	51	31	52	39	4.1	49	11.6	3.4
Brazil	92	59214	16021	2.2	1.4	11	7	35	19	59	68	2.2	82	3.6	2.2
Brunei Darussalam	164	124	34	3.4	2.4	7	3	36	20	67	76	2.6	73	3.7	3.3
Bulgaria	138	1517	306	0.1	-0.9	9	15	16	8	71	71	1.1	68	1.4	-0.8
Burkina Faso	12	6631	2276	2.5	2.5	25	17	53	47	40	47	6.8	17	6.8	4.6
Burundi	14	3559	1133	2.4	1.3	20	21	44	44	44	41	6.8	9	7.2	5.0
Cambodia	30	6937	2131	1.6	3.0	21	11	42	36	43	56	4.9	18	2.0	6.0
Cameroon	25	7576	2378	2.8	2.4	21	15	45	37	44	50	4.8	50	6.2	4.4
Canada	161	7087	1766	1.2	1.0	7	8	17	11	73	79	1.6	79	1.3	1.3
Cape Verde	88	200	61	1.2	2.3	12	6	41	30	56	70	3.3	63	5.3	5.5
Central African Republic	19	1877	615	2.3	2.3	23	19	43	38	42	44	5.0	42	3.4	3.2
Chad	11	4313	1542	2.3	3.0	27	19	48	49	38	46	6.7	24	5.2	4.3
Chile	147	5134	1433	1.6	1.5	10	6	30	19	62	75	2.4	86	2.1	1.8
China	85	376467	95091	1.6	1.0	9	7	33	15	61	71	1.8	37	3.9	3.6
Colombia	118	16407	4752	2.2	1.8	9	6	38	23	61	71	2.7	76	3.2	2.7
Comoros	57	363	120	3.2	2.9	18	9	50	38	48	60	5.1	34	5.1	4.7
Congo	45	1643	581	2.8	3.0	20	14	46	45	46	51	6.3	66	5.5	4.6
Congo, Democratic Republic of the	9	29197	10340	3.0	3.2	20	14	48	48	45	52	6.7	31	2.6	4.1
Cook Islands	118	8	2	-0.8	1.0	-	-	-	-	-	-	-	59	-0.2	0.9
Costa Rica	149	1562	446	2.8	2.7	7	4	35	22	67	77	2.7	60	4.5	3.7
Côte d'Ivoire	20	8035	2466	4.1	2.4	21	16	51	36	44	48	4.8	44	6.0	3.3
Croatia	158	1020	269	0.4	0.3	10	11	15	12	69	74	1.7	58	1.9	0.9
Cuba	152	2822	703	1.1	0.5	7	7	30	12	69	76	1.6	75	2.1	0.7
Cyprus	164	218	53	0.5	1.3	10	7	20	13	71	78	1.9	70	2.8	2.1
Czech Republic	178	2033	441	0.2	0.0	13	11	16	9	70	75	1.2	75	2.1	-0.1
Denmark	189	1142	322	0.2	0.3	10	11	16	11	73	76	1.7	85	0.5	0.4
Djibouti	28	320	103	5.9	2.2	25	20	57	38	40	42	5.9	84	7.2	2.5
Dominica	143	25	7	0.1	0.0	-	-	-	-	-	-	-	71	1.9	0.4
Dominican Republic	76	3364	944	2.3	1.7	11	7	42	24	58	67	2.8	66	4.2	2.8
East Timor	36	375	89	1.0	0.1	24	14	45	27	39	49	4.0	8	0.1	0.0
Ecuador	98	5108	1467	2.7	2.1	12	6	42	24	58	70	2.9	63	4.4	3.3
Egypt	83	28708	8014	2.3	1.9	17	6	40	24	51	68	3.0	43	2.5	1.7
El Salvador	85	2651	802	1.8	2.0	12	6	44	26	57	70	3.0	61	2.9	4.1
Equatorial Guinea	26	235	82	1.0	2.6	25	16	42	43	40	51	5.9	49	2.4	5.6
Eritrea	41	1919	638	2.6	1.9	21	14	47	40	43	52	5.4	19	4.1	3.7
Estonia	147	299	59	0.7	-1.2	11	13	15	9	70	71	1.2	69	1.2	-1.4
Ethiopia	21	33331	11469	2.5	2.8	23	20	48	44	41	44	6.8	16	4.4	4.8

	Under-5 mortality rank	Population (thousands) 2001		Population annual growth rate (%)		Crude death rate		Crude birth rate		Life expectancy		Total fertility rate 2001	% of population urbanized 2001	Average annual growth rate of urban population (%)	
		under 18	under 5	1970-90	1990-2001	1970	2001	1970	2001	1970	2001			1970-90	1990-2001
Fiji	121	324	97	1.7	1.2	8	5	35	25	60	69	3.0	50	2.5	2.9
Finland	178	1118	281	0.4	0.3	10	10	15	10	70	78	1.6	59	1.4	0.0
France	164	13414	3641	0.6	0.4	11	9	17	12	72	79	1.8	76	0.8	0.6
Gabon	56	582	201	3.1	2.7	21	15	32	38	44	53	5.4	82	7.0	4.4
Gambia	35	615	209	3.5	3.3	28	17	50	38	36	47	4.9	31	6.0	5.4
Georgia	102	1295	289	0.7	-0.4	7	10	19	11	68	73	1.4	56	1.5	-0.2
Germany	178	15355	3743	0.1	0.3	12	11	14	9	71	78	1.3	88	0.4	0.5
Ghana	49	9410	2857	2.8	2.4	17	11	47	33	49	57	4.3	36	3.6	3.2
Greece	178	1962	496	0.7	0.4	8	10	17	9	72	78	1.3	60	1.3	0.6
Grenada	110	33	9	-0.2	0.3	-	-	-	-	-	-	-	38	0.1	1.4
Guatemala	72	5877	1874	2.6	2.6	15	7	45	35	52	65	4.6	40	2.9	3.1
Guinea	22	4189	1459	2.3	2.7	28	17	52	44	37	48	6.0	28	4.9	4.3
Guinea-Bissau	8	612	215	2.4	2.4	28	20	45	45	36	45	6.0	33	4.7	5.2
Guyana	64	279	81	0.2	0.4	11	9	38	22	60	63	2.4	37	0.8	1.3
Haiti	38	3933	1146	2.1	1.6	19	13	39	31	47	53	4.1	36	4.1	3.6
Holy See	-	-	-	-	-	-	-	-	-	-	-	-	100	-	-
Honduras	88	3173	969	3.2	2.7	15	7	48	31	52	66	3.9	54	5.0	5.0
Hungary	152	2012	473	0.0	-0.4	11	14	15	9	69	72	1.3	65	1.2	0.0
Iceland	189	78	21	1.1	0.9	7	7	22	14	74	79	1.9	93	1.4	1.1
India	54	402043	116316	2.1	1.8	17	9	40	25	49	64	3.1	28	3.4	2.6
Indonesia	77	78016	21639	2.1	1.5	17	7	41	21	48	67	2.4	42	5.0	4.4
Iran (Islamic Republic of)	81	31637	7466	3.5	1.8	15	5	45	22	53	69	2.9	65	5.0	3.1
Iraq	33	11340	3637	3.1	2.8	16	8	48	35	55	63	4.9	68	4.1	2.6
Ireland	164	1012	269	0.9	0.8	11	8	22	15	71	77	2.0	59	1.3	1.2
Israel	164	2052	622	2.2	2.8	7	6	27	20	71	79	2.8	92	2.6	3.0
Italy	164	9902	2590	0.3	0.1	10	11	17	9	72	79	1.2	67	0.4	0.2
Jamaica	125	971	261	1.2	0.8	8	6	35	21	68	75	2.4	57	2.3	1.7
Japan	178	22787	6131	0.8	0.3	7	8	19	9	72	81	1.4	79	1.3	0.5
Jordan	94	2348	783	3.5	4.0	16	4	51	34	54	71	4.4	79	4.7	4.8
Kazakhstan	61	5181	1249	1.2	-0.4	9	10	26	16	64	65	2.0	56	1.9	-0.5
Kenya	40	15867	4770	3.6	2.6	17	13	52	35	50	50	4.3	34	7.9	5.8
Kiribati	67	38	12	1.8	1.4	-	-	-	-	-	-	-	39	3.3	2.4
Korea, Democratic															
People's Republic of	73	7017	1902	1.6	1.1	9	10	33	17	61	65	2.1	61	2.0	1.4
Korea, Republic of	178	11846	3067	1.5	0.8	9	6	31	13	60	75	1.5	82	4.5	1.8
Kuwait	151	744	150	5.3	-0.8	6	3	47	18	66	76	2.7	96	6.3	-0.7
Kyrgyzstan	71	1980	513	2.0	1.1	11	7	31	20	62	68	2.5	34	2.0	0.3
Lao People's															
Democratic Republic	49	2649	846	2.1	2.4	23	13	44	36	40	54	5.0	20	4.5	4.7
Latvia	121	514	90	0.6	-0.9	11	13	14	8	70	71	1.1	60	1.3	-2.3
Lebanon	95	1298	333	0.5	2.5	11	5	36	19	64	73	2.2	90	2.2	3.1
Lesotho	34	940	293	2.1	1.8	18	20	43	33	48	44	4.5	29	6.4	5.1
Liberia	5	1555	614	2.2	3.4	21	13	49	55	46	53	6.8	46	4.6	4.1
Libyan Arab Jamahiriya	130	2218	664	3.9	2.1	16	5	49	27	52	71	3.5	88	6.8	2.7
Liechtenstein	149	7	2	1.6	1.2	-	-	-	-	-	-	-	22	1.7	1.6
Lithuania	152	864	178	0.9	-0.1	9	11	17	9	71	72	1.3	69	2.4	0.0
Luxembourg	178	98	28	0.6	1.3	12	9	13	12	70	78	1.7	92	1.8	1.9
Madagascar	32	8404	2932	2.7	2.9	20	14	46	42	44	53	5.8	30	5.3	5.2
Malawi	15	6136	2087	3.7	1.9	25	23	56	45	40	40	6.5	15	6.9	4.3
Malaysia	158	9019	2611	2.5	2.2	10	5	37	23	61	73	3.0	58	4.5	3.6
Maldives	58	152	49	2.9	3.0	17	6	40	36	50	67	5.5	28	6.1	3.8
Mali	6	6157	2209	2.4	2.6	26	18	51	50	42	52	7.0	31	4.9	5.0
Malta	178	95	24	0.9	0.8	9	8	17	12	70	78	1.8	91	1.5	1.1
Marshall Islands	70	23	7	2.8	1.5	-	-	-	-	-	-	-	66	3.0	1.6
Mauritania	15	1394	486	2.4	2.9	22	15	45	44	42	52	6.0	59	8.3	5.6
Mauritius	130	355	93	1.2	0.9	7	7	29	16	62	72	1.9	42	1.0	1.2
Mexico	102	38933	11126	2.5	1.7	10	5	44	23	61	73	2.6	75	3.5	2.0
Micronesia															
(Federated States of)	114	56	18	1.9	2.7	-	-	-	-	-	-	-	29	2.4	3.4
Moldova, Republic of	95	1203	251	1.0	-0.2	10	12	19	12	65	67	1.5	42	2.9	-1.2



# TABLE 5. DEMOGRAPHIC INDICATORS

	Under-5 mortality rank	Population (thousands) 2001		Population annual growth rate (%)		Crude death rate		Crude birth rate		Life expectancy		Total fertility rate 2001	% of population urbanized 2001	Average annual growth rate of urban population (%)	
		under 18	under 5	1970-90	1990-2001	1970	2001	1970	2001	1970	2001			1970-90	1990-2001
Monaco	178	7	2	1.1	1.1	-	-	-	-	-	-	-	99	1.2	1.1
Mongolia	61	1054	267	2.8	1.3	14	7	42	22	53	63	2.4	57	4.0	1.3
Morocco	78	12368	3620	2.4	1.9	17	6	47	25	52	68	3.1	56	4.1	3.3
Mozambique	12	9418	3217	2.0	2.8	22	24	47	43	42	39	6.0	33	8.4	7.0
Myanmar	43	18752	5354	2.1	1.6	18	12	40	24	48	56	3.0	28	2.4	2.8
Namibia	69	900	282	2.8	2.4	18	18	44	35	48	45	5.0	31	4.6	3.9
Nauru	98	6	2	2.0	3.3	-	-	-	-	-	-	-	96	1.9	2.6
Nepal	55	11161	3620	2.1	2.4	22	10	41	35	42	59	4.6	12	6.3	5.2
Netherlands	164	3457	921	0.7	0.6	8	9	17	11	74	78	1.5	90	0.8	0.7
New Zealand	164	1036	274	0.9	1.1	9	8	22	14	71	78	2.0	86	1.1	1.3
Nicaragua	79	2576	810	2.9	2.8	14	5	48	33	54	69	4.0	57	3.5	3.4
Niger	2	6351	2375	3.1	3.4	27	20	56	56	37	46	8.0	21	6.3	5.9
Nigeria	15	60495	20068	2.9	2.8	22	14	48	40	43	52	5.6	45	5.7	5.1
Niue	-	1	0	-	-	-	-	-	-	-	-	-	35	-2.0	-0.2
Norway	189	1045	283	0.4	0.5	10	10	17	12	74	79	1.7	75	0.9	0.9
Occupied Palestinian Territory	114	1747	614	3.4	3.9	19	4	50	40	54	72	5.7	67	4.2	4.4
Oman	146	1326	416	4.5	3.5	21	4	50	36	47	71	5.6	77	13.0	5.4
Pakistan	43	69782	22651	2.9	2.5	18	10	44	37	48	60	5.2	34	3.9	3.4
Palau	102	9	3	2.0	2.6	-	-	-	-	-	-	-	68	3.2	2.3
Panama	110	1062	300	2.3	1.7	8	5	37	21	65	74	2.5	57	2.9	2.2
Papua New Guinea	53	2300	717	2.4	2.4	19	10	42	33	43	57	4.4	18	4.6	3.9
Paraguay	98	2586	784	2.9	2.6	9	5	37	30	65	70	3.9	57	4.3	4.0
Peru	85	10219	2893	2.5	1.7	14	6	42	23	53	69	2.7	73	3.4	2.3
Philippines	88	33699	9858	2.6	2.1	11	5	40	27	57	70	3.4	59	4.5	3.9
Poland	152	9094	1931	0.8	0.1	8	10	17	10	70	74	1.3	63	1.5	0.4
Portugal	164	2033	561	0.7	0.1	11	11	21	11	67	76	1.5	66	3.6	3.2
Qatar	138	179	53	7.0	2.2	13	4	34	18	61	70	3.4	93	7.6	2.5
Romania	121	4946	1137	0.7	-0.3	9	13	21	10	68	70	1.3	55	1.9	-0.1
Russian Federation	121	32171	6229	0.6	-0.2	9	15	15	9	70	66	1.2	73	1.4	-0.3
Rwanda	15	4094	1340	3.0	1.5	21	19	53	40	44	40	5.9	6	5.5	2.8
Saint Kitts and Nevis	114	13	4	-0.6	-0.9	-	-	-	-	-	-	-	34	-0.5	-0.9
Saint Lucia	130	57	17	1.4	1.2	8	6	41	23	64	74	2.6	38	1.0	1.4
Saint Vincent and the Grenadines	110	40	11	1.0	0.7	-	-	-	-	-	-	-	56	3.0	3.6
Samoa	110	77	21	0.6	-0.1	10	6	40	28	55	70	4.3	22	0.8	0.4
San Marino	164	5	1	1.2	1.5	-	-	-	-	-	-	-	90	3.1	1.3
Sao Tome and Principe	63	75	26	2.3	1.8	-	-	-	-	-	-	-	48	4.8	3.6
Saudi Arabia	105	10298	3265	4.9	2.8	18	4	48	34	52	72	5.7	87	7.3	3.8
Senegal	30	4908	1621	2.8	2.5	25	12	49	38	41	54	5.2	48	3.7	4.2
Seychelles	137	42	14	1.4	1.3	-	-	-	-	-	-	-	65	4.9	3.2
Sierra Leone	1	2328	845	2.1	1.1	30	25	49	51	34	40	6.5	38	4.8	3.2
Singapore	189	1046	271	1.9	2.8	5	5	23	12	69	78	1.5	100	1.9	2.8
Slovakia	152	1282	282	0.7	0.3	10	10	19	10	70	73	1.3	58	2.3	0.4
Slovenia	178	386	88	0.7	0.3	10	10	17	8	70	76	1.2	49	2.2	0.1
Solomon Islands	114	237	81	3.4	3.4	10	5	46	38	54	69	5.4	20	5.9	6.4
Somalia	7	5003	1874	3.4	2.2	25	17	51	52	40	48	7.3	28	4.3	3.6
South Africa	66	17645	5188	2.4	1.7	14	15	38	25	53	50	2.9	57	2.5	3.2
Spain	164	7186	1801	0.8	0.1	9	10	20	9	72	79	1.1	78	1.4	0.4
Sri Lanka	130	6056	1564	1.6	1.0	8	6	29	17	64	72	2.1	23	1.5	1.8
Sudan	46	14739	4790	2.7	2.3	22	11	48	35	43	56	4.6	37	5.1	5.3
Suriname	95	155	39	0.4	0.4	8	6	37	19	63	71	2.1	75	2.1	1.6
Swaziland	27	451	139	3.0	1.8	19	21	47	34	46	42	4.5	27	7.5	2.8
Sweden	193	1891	415	0.3	0.3	10	11	14	9	74	80	1.4	83	0.4	0.3
Switzerland	164	1420	353	0.5	0.4	9	10	16	9	73	79	1.4	67	1.0	1.5
Syrian Arab Republic	105	7916	2285	3.4	2.7	14	4	47	30	55	71	3.8	52	4.0	3.2
Tajikistan	64	2790	749	2.9	1.3	11	6	40	24	63	68	3.1	28	2.2	0.1
Tanzania, United Republic of	23	18623	6064	3.2	2.9	20	13	50	39	45	51	5.2	33	9.1	6.9
Thailand	105	20171	5791	2.1	1.4	10	6	37	18	59	70	2.0	20	3.8	2.0

	Under-5 mortality rank	Population (thousands) 2001		Population annual growth rate (%)		Crude death rate		Crude birth rate		Life expectancy		Total fertility rate 2001	% of population urbanized 2001	Average annual growth rate of urban population (%)	
		under 18	under 5	1970-90	1990-2001	1970	2001	1970	2001	1970	2001			1970-90	1990-2001
The former Yugoslav															
Republic of Macedonia	109	552	140	1.0	0.6	8	8	24	12	66	73	1.6	59	2.0	0.9
Togo	29	2369	784	2.7	2.7	21	13	48	39	44	52	5.5	34	6.6	4.3
Tonga	125	41	11	0.8	0.3	-	-	-	-	-	-	-	33	2.6	0.8
Trinidad and Tobago	125	399	86	1.1	0.6	7	6	28	13	66	75	1.6	75	1.6	1.3
Tunisia	108	3394	829	2.3	1.4	14	7	40	18	54	70	2.2	66	3.6	2.7
Turkey	79	24038	7021	2.3	1.7	13	6	39	21	56	70	2.4	66	4.6	2.4
Turkmenistan	51	2108	600	2.6	2.5	11	7	38	26	60	67	3.3	45	2.3	2.5
Tuvalu	74	4	1	2.0	1.0	-	-	-	-	-	-	-	55	5.4	3.9
Uganda	36	13496	4858	3.0	3.0	19	18	51	51	46	45	7.1	15	4.7	5.5
Ukraine	125	10725	2095	0.5	-0.5	9	15	16	8	71	68	1.1	68	1.5	-0.3
United Arab Emirates	152	815	199	11.0	2.5	11	4	36	16	61	75	3.0	87	12.7	3.3
United Kingdom	161	13467	3447	0.2	0.3	12	11	16	11	72	78	1.6	90	0.2	0.4
United States	158	73767	19834	1.0	1.0	9	8	17	13	71	77	2.0	77	1.1	1.3
Uruguay	138	983	283	0.5	0.7	10	9	21	17	69	75	2.3	92	0.9	1.0
Uzbekistan	68	10659	2691	2.7	1.9	10	6	37	21	63	69	2.5	37	3.1	1.1
Vanuatu	81	98	30	2.7	2.8	14	6	43	32	53	68	4.4	22	4.5	4.4
Venezuela	120	9792	2805	3.0	2.1	7	5	38	23	65	73	2.8	87	3.8	2.5
Viet Nam	88	30942	7607	2.2	1.6	18	7	41	20	49	69	2.3	25	2.7	3.4
Yemen	46	10784	4056	3.0	4.5	23	9	53	50	41	61	7.6	25	5.7	5.4
Yugoslavia	130	2552	626	0.8	0.3	9	11	19	11	68	73	1.6	52	2.1	0.5
Zambia	10	5702	1918	3.2	2.5	19	20	51	42	46	42	5.8	40	4.6	2.7
Zimbabwe	38	6741	2065	3.4	2.1	13	18	47	36	55	43	4.7	36	6.0	4.3

## REGIONAL SUMMARIES

Sub-Saharan Africa	325348	108836	2.9	2.6	21	16	48	41	44	48	5.6	35	4.5	4.7
Middle East and North Africa	155263	44913	3.1	2.3	17	6	45	28	51	67	3.7	57	4.2	3.1
South Asia	564697	167332	2.2	2.0	17	9	41	27	48	62	3.4	28	3.6	3.0
East Asia and Pacific	601336	157560	1.8	1.2	10	7	34	17	58	69	2.0	39	3.9	3.5
Latin America and Caribbean	193842	54891	2.2	1.6	11	6	37	22	60	70	2.6	76	3.2	2.3
CEE/CIS and Baltic States	127049	29345	1.0	0.3	9	11	20	12	66	69	1.6	63	1.8	0.3
Industrialized countries	190309	50109	0.7	0.6	10	9	17	11	72	78	1.6	79	0.9	0.9
Developing countries	1894433	548031	2.2	1.7	14	9	38	24	53	62	3.0	41	3.7	3.2
Least developed countries	340222	112883	2.5	2.6	22	14	47	40	43	51	5.3	26	4.5	4.8
World	2157844	612986	1.8	1.5	13	9	32	22	56	64	2.7	48	2.4	2.4

Countries in each region are listed on page 114.

## DEFINITIONS OF THE INDICATORS

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

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

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

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

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

## MAIN DATA SOURCES

**Life expectancy** – United Nations Population Division.

**Child population** – United Nations Population Division.

**Crude death and birth rates** – United Nations Population Division.

**Fertility** – United Nations Population Division.

**Urban population** – United Nations Population Division.

**NOTES** - Data not available.

# TABLE 6. ECONOMIC INDICATORS

Countries and territories	Under-5 mortality rank	GNI per capita (US\$) 2001	GDP per capita average annual growth rate (%)		Average annual rate of inflation (%) 1990-2001	% of population below \$1 a day 1990-99	% of central government expenditure allocated to: (1992-2001*)			ODA inflow in millions US\$ 2000	ODA inflow as a % of recipient GNI 2000	Debt service as a % of exports of goods and services	
			1960-90	1990-2001			health	education	defence			1990	2000
			Afghanistan	4			250x	0.1	-			-	-
Albania	98	1230	-	3.0	34	-	4	2	4	319	8	1	1
Algeria	75	1630	2.4	0.1	17	2	4	24	17	162	0	62	19
Andorra	161	d	-	-	-	-	-	-	-	-	-	-	-
Angola	3	500	-	-1.1	659	-	6x	15x	34x	307	5	7	15
Antigua and Barbuda	144	9070	-	2.5	2	-	-	-	-	10	2	-	-
Argentina	130	6960	0.6	2.4	4	-	2	6	4	76	0	30	63
Armenia	93	560	-	-1.3	172	8	-	-	-	216	11	-	4
Australia	164	19770	2.1	2.8	2	-	15	8	7	-	-	-	-
Austria	178	23940	3.2	1.7	2	-	14	9	2	-	-	-	-
Azerbaijan	48	650	-	1.7	59	2	1	3	11	139	3	-	5
Bahamas	138	14960x	1.2	0.1	3	-	16	20	3	-	-	-	-
Bahrain	138	9370x	-	1.7	0	-	8	13	16	49	-	-	-
Bangladesh	58	370	0.5	3.1	4	29	5x	11x	10x	1171	2	18	8
Barbados	144	9250x	3.0	1.7	3	-	-	-	-	0	0	14x	6x
Belarus	125	1190	-	-0.6	318	2	4	4	4	-	-	-	2
Belgium	164	23340	2.9	1.8	2	-	2x	12x	5x	-	-	-	-
Belize	84	2910	3.2	1.6	2	-	8	20	5	15	2	6	15
Benin	24	360	0.1	1.9	8	-	6x	31x	17x	239	10	7	10
Bhutan	52	640	-	3.5	9	-	10	15	-	53	11	5	4
Bolivia	58	940	-0.1	1.4	8	14	10	20	7	477	6	31	36
Bosnia and Herzegovina	136	1240	-	16.2	3	-	-	-	-	737	15	-	20
Botswana	42	3630	8.6	2.9	9	33x	5	26	8	31	1	4	2
Brazil	92	3060	3.6	1.4	168	12	6	6	3	322	0	19	78
Brunei Darussalam	164	24630x	-1.8	-0.7	1	-	-	-	-	-	-	-	-
Bulgaria	138	1560	-	-0.9	93	2	5	4	8	-	-	19	13
Burkina Faso	12	210	1.1	2.4	4	61	7	17	14	336	14	6	14
Burundi	14	100	2.0	-4.3	13	-	2	15	23	93	13	41	23
Cambodia	30	270	-	2.0	22	-	-	-	-	398	13	-	1
Cameroon	25	570	2.5	-0.3	5	33	3	12	10	380	4	20	17
Canada	161	21340	2.3	2.0	1	-	1	2	6	-	-	-	-
Cape Verde	88	1310	-	3.3	5	-	-	-	-	94	16	5	7
Central African Republic	19	270	-0.6	-0.3	4	67	-	-	-	76	7	8	8
Chad	11	200	-1.2	-0.5	7	-	8x	8x	-	131	8	2	8
Chile	147	4350	1.2	4.8	7	2	12	18	8	49	0	20	25
China	85	890	4.8	8.9	6	19	0	2	12	1736	0	10	7
Colombia	118	1910	2.3	0.8	20	20	9	20	13	187	0	39	28
Comoros	57	380	-	-2.3	5	-	-	-	-	19	9	2	3
Congo	45	700	3.1	-3.1	10	-	-	-	-	33	2	32	0
Congo, Democratic Republic of the	9	100x	-1.4	-8.2	1423	-	0	0	18	184	-	5	-
Cook Islands	118	-	-	-	-	-	-	-	-	4	-	-	-
Costa Rica	149	3950	1.6	2.8	16	13	22	21	-	12	0	21	7
Côte d'Ivoire	20	630	1.0	0.1	8	12	4x	21x	4x	352	3	26	20
Croatia	158	4650	-	2.1	72	2	15	7	5	66	0	-	25
Cuba	152	1170x	-	-	1	-	23x	10x	-	44	-	-	-
Cyprus	164	12370x	6.2	3.1	4	-	6	12	4	-	-	-	-
Czech Republic	178	5270	-	1.1	11	2	17	9	5	-	-	-	12
Denmark	189	31090	2.1	2.1	2	-	1	13	4	-	-	-	-
Djibouti	28	890	-	-3.6	4	-	-	-	-	71	13	-	4
Dominica	143	3060	-	1.4	3	-	-	-	-	15	6	4	6x
Dominican Republic	76	2230	3.1	4.2	9	3	11	16	4	62	0	7	4
East Timor	36	-	-	-	-	-	-	-	-	233	-	-	-
Ecuador	98	1240	2.9	-0.3	39	20	11x	18x	13x	147	1	27	17
Egypt	83	1530	3.5	2.6	8	3	3	15	9	1328	1	20	8
El Salvador	85	2050	-0.4	2.3	7	21	5	24	7	180	1	14	5
Equatorial Guinea	26	700	-	18.8	17	-	-	-	-	21	6	3	0
Eritrea	41	190	-	0.4	10	-	-	-	-	176	24	-	1
Estonia	147	3880	-	1.7	45	2	16	10	5	-	-	-	8
Ethiopia	21	100	-	2.5	6	31	6	16	9	693	10	30	12

	Under-5 mortality rank	GNI per capita (US\$) 2001	GDP per capita average annual growth rate (%)		Average annual rate of inflation (%) 1990-2001	% of population below \$1 a day 1990-99	% of central government expenditure allocated to: (1992-2001*)			ODA inflow in millions US\$ 2000	ODA inflow as a % of recipient GNI 2000	Debt service as a % of exports of goods and services	
			1960-90	1990-2001			health	education	defence			1990	2000
Fiji	121	2130	1.9	1.7	3	-	9	18	6	29	2	12	2
Finland	178	23940	3.4	2.6	2	-	3	10	4	-	-	-	-
France	164	22690	2.9	1.4	2	-	16x	7x	6x	-	-	-	-
Gabon	56	3160	3.1	-0.1	6	-	-	-	-	12	0	4	14
Gambia	35	330	1.1	0.0	4	59	7x	12x	4x	49	11	18	6
Georgia	102	620	-	-4.9	279	2	3	4	4	170	5	-	7
Germany	178	23700	-	1.2	2	-	17x	1x	7x	-	-	-	-
Ghana	49	290	-1.2	1.9	27	45	7	22	5	609	9	20	16
Greece	178	11780	3.8	2.0	9	-	7	11	8	-	-	-	-
Grenada	110	3720	-	2.9	2	-	10	17	-	17	5	3	4
Guatemala	72	1670	1.4	1.4	10	10	11	17	11	264	1	11	8
Guinea	22	400	-	1.6	5	-	3x	11x	29x	153	5	18	13
Guinea-Bissau	8	160	-0.5	-1.3	29	-	1x	3x	4x	80	37	21	7
Guyana	64	840	-0.3	4.4	12	-	-	-	-	108	17	-	16x
Haiti	38	480	0.1	-2.5	19	-	-	-	-	208	5	4	6
Holy See	-	-	-	-	-	-	-	-	-	-	-	-	-
Honduras	88	900	1.1	0.3	18	24	10x	19x	7x	449	8	30	18
Hungary	152	4800	3.9	2.0	18	2	4	6	2	-	-	30	24
Iceland	189	28880	3.6	2.0	3	-	25	10	-	-	-	-	-
India	54	460	1.6	4.0	8	44	2	3	16	1487	0	25	12
Indonesia	77	680	4.3	2.1	16	8	2	6	4	1731	1	31	23
Iran (Islamic Republic of)	81	1750	-3.5	2.0	26	-	7	19	14	130	0	1	11
Iraq	33	2170x	-1.1	-	0x	-	-	-	-	101	-	-	-
Ireland	164	23060	3.1	6.7	4	-	16	14	3	-	-	-	-
Israel	164	16710x	3.1	2.2	10	-	13	14	17	-	-	-	-
Italy	164	19470	3.2	1.5	4	-	11x	8x	4x	-	-	-	-
Jamaica	125	2720	0.1	-0.3	22	3	6	14	1	10	0	20	13
Japan	178	35990	4.8	1.0	0	-	2	6	4	-	-	-	-
Jordan	94	1750	2.5	0.9	3	2	10	16	19	552	7	18	10
Kazakhstan	61	1360	-	-1.8	169	2	2	4	4	189	1	-	12
Kenya	40	340	2.3	-0.6	13	27	7	26	6	512	5	26	14
Kiribati	67	830	-5.5	0.6	3	-	-	-	-	18	21	-	-
Korea, Democratic People's Republic of	73	a	-	-	-	-	-	-	-	75	-	-	-
Korea, Republic of	178	9400	6.5	4.6	5	2	1	21	17	-55x	0x	10	10
Kuwait	151	18030x	-6.2	-1.4	3	-	7	15	17	-	-	-	-
Kyrgyzstan	71	280	-	-4.0	95	-	11	20	10	215	16	-	26
Lao People's Democratic Republic	49	310	-	3.8	28	26	-	-	-	281	19	8	7
Latvia	121	3300	4.1	-1.1	42	2	11	6	3	-	-	-	14
Lebanon	95	4010	-	3.6	15	-	2	7	11	197	1	1	8x
Lesotho	34	550	3.1	2.0	10	43	9	27	7	41	3	4	11
Liberia	5	490x	-0.6	-	-	-	5x	11x	9x	68	-	-	-
Libyan Arab Jamahiriya	130	5540x	0.2	-	-	-	-	-	-	7x	-	-	-
Liechtenstein	149	d	-	-	-	-	-	-	-	-	-	-	-
Lithuania	152	3270	-	-1.7	63	2	16	6	5	-	-	-	15
Luxembourg	178	41770	2.6	4.2	2	-	2	10	2	-	-	-	-
Madagascar	32	260	-1.3	-0.6	18	49	7	9	5	322	8	32	6
Malawi	15	170	1.5	1.7	33	-	7x	12x	5x	445	26	23	9
Malaysia	158	3640	4.1	3.9	4	-	6	23	11	45	0	12	5
Maldives	58	2040	-	5.3	5	-	10	18	14	19	4	4	4
Mali	6	210	0.1	1.6	7	73	2x	9x	8x	360	14	8	9
Malta	178	9120x	7.1	4.0	3	-	10	11	2	21	1	-	-
Marshall Islands	70	2190	-	-	5	-	-	-	-	57	50	-	-
Mauritania	15	350	0.8	1.2	6	29	4x	23x	-	212	21	24	20
Mauritius	130	3830	2.9	3.9	6	-	8	16	1	20	0	6	20
Mexico	102	5540	2.4	1.5	18	16	4	26	3	-54	0	16	26
Micronesia (Federated States of)	114	2150	-	-1.3	3	-	-	-	-	102	42	-	-
Moldova, Republic of	95	380	-	-8.2	103	11	3	4	1	123	9	-	13

# TABLE 6. ECONOMIC INDICATORS

	Under-5 mortality rank	GNI per capita (US\$) 2001	GDP per capita average annual growth rate (%)		Average annual rate of inflation (%) 1990-2001	% of population below \$1 a day 1990-99	% of central government expenditure allocated to: (1992-2001*)			ODA inflow in millions US\$ 2000	ODA inflow as a % of recipient GNI 2000	Debt service as a % of exports of goods and services	
			1960-90	1990-2001			health	education	defence			1990	2000
Monaco	178	d	-	-	-	-	-	-	-	-	-	-	-
Mongolia	61	400	-	0.0	51	14	6	9	9	217	23	-	3
Morocco	78	1180	2.3	0.7	3	2	3	18	13	419	1	18	26
Mozambique	12	210	-	5.1	29	38	5x	10x	35x	876	21	21	6
Myanmar	43	220x	1.4	5.1x	25	-	3	8	29	107	-	9	4
Namibia	69	1960	-	1.8	9	35	10x	22x	7x	152	4	-	-
Nauru	98	-	-	-	-	-	-	-	-	4	-	-	-
Nepal	55	250	0.5	2.5	8	38	5	15	5	390	7	10	6
Netherlands	164	24040	2.4	2.2	2	-	15	10	4	-	-	-	-
New Zealand	164	12380	-	1.8	2	-	17	16	4	-	-	-	-
Nicaragua	79	420x	-1.5	-0.1	45	-	13	15	6	562	34x	2	22
Niger	2	170	-2.2	-0.9	6	61	-	-	-	211	11	12	8
Nigeria	15	290	0.4	-0.3	27	70	1x	3x	3x	185	1	22	4
Niue	-	-	-	-	-	-	-	-	-	3	-	-	-
Norway	189	35530	3.4	2.9	3	-	5	7	6	-	-	-	-
Occupied Palestinian Territory	114	1350	-	-3.0	8	-	-	-	-	636	13	-	-
Oman	146	4940x	7.6	0.3x	-3x	-	7	15	33	46	-	12	7
Pakistan	43	420	2.9	1.2	10	31	1	1	18	703	1	17	23
Palau	102	6730	-	-	2	-	-	-	-	39	29	-	-
Panama	110	3290	1.8	2.1	2	14	17	4	12	17	0	3	9
Papua New Guinea	53	580	1.1	1.0	7	-	7	22	4	275	8	37	12
Paraguay	98	1300	3.0	-0.7	12	19	7	22	11	82	1	12	9
Peru	85	2000	0.4	2.5	23	15	5x	16x	11x	401	1	6	39
Philippines	88	1040x	1.5	1.1	8	-	5	19	2	578	1x	23	13
Poland	152	4240	-	4.4	21	2	2	5	4	-	-	4	20
Portugal	164	10670	4.0	2.5	5	2	9x	11x	6x	-	-	-	-
Qatar	138	12000x	-	-	-	-	-	-	-	-	-	-	-
Romania	121	1710	2.0	0.0	91	3	14	10	5	-	-	0	18
Russian Federation	121	1750	3.8	-3.5	140	7	1	2	12	-	-	-	6
Rwanda	15	220	1.1	-1.3	13	36x	5x	26x	-	322	16	10	15
Saint Kitts and Nevis	114	6880	3.7	4.7	3	-	-	-	-	4	1	3	12
Saint Lucia	130	3970	-	0.6	3	-	-	-	-	11	2	2	9
Saint Vincent and the Grenadines	110	2690	-	2.5	2	-	12	16	-	6	2	3	7
Samoa	110	1520	-	2.1	4	-	-	-	-	27	11	5	7
San Marino	164	d	-	-	-	-	-	-	-	-	-	-	-
Sao Tome and Principe	63	280	-	-0.6	47	-	-	-	-	35	82	28	26
Saudi Arabia	105	7230x	2.2	-1.2	2	-	6x	14x	36x	31	0	-	-
Senegal	30	480	-0.6	1.1	4	26	3	14	7	423	9	14	12
Seychelles	137	7050x	3.1	1.1	3	-	7	7	3	18	3	8	3
Sierra Leone	1	140	0.6	-5.0	27	57x	10x	13x	10x	182	30	5	16
Singapore	189	24740x	6.9	4.7	1	-	5	21	26	-	-	-	-
Slovakia	152	3700	-	2.1	10	2	18	10	5	-	-	-	16
Slovenia	178	9780	-	3.0	18	2	-	-	-	61	0	-	-
Solomon Islands	114	580	2.4	-1.5	8	-	-	-	-	68	25	10	7
Somalia	7	120x	-1.0	-	-	-	1x	2x	38x	104	-	10	-
South Africa	66	2900	1.3	0.2	9	11	-	-	-	488	0	-	9
Spain	164	14860	3.2	2.5	4	-	6	4	3	-	-	-	-
Sri Lanka	130	830	2.7	3.8	9	7	6	10	18	276	2	10	8
Sudan	46	330	-0.1	5.5	55	-	1	8	28	225	2	3	0
Suriname	95	1690	-0.6	2.0	84	-	-	-	-	34	5	-	-
Swaziland	27	1300	2.1	0.2	13	-	8	20	8	13	1	6	2
Sweden	193	25400	2.2	1.7	2	-	2	7	6	-	-	-	-
Switzerland	164	36970	1.6	0.3	1	-	20	2	5	-	-	-	-
Syrian Arab Republic	105	1000	2.9	2.5	6	-	3	10	25	158	1	20	3
Tajikistan	64	170	-	-10.0	202	-	2	3	10	142	13	-	9
Tanzania, United Republic of	23	270	-	0.3	20	20	6x	8x	16x	1045	12	25	13
Thailand	105	1970	4.6	3.0	4	2	8	22	8	641	1	14	15

	Under-5 mortality rank	GNI per capita (US\$) 2001	GDP per capita average annual growth rate (%)		Average annual rate of inflation (%) 1990-2001	% of population below \$1 a day 1990-99	% of central government expenditure allocated to: (1992-2001*)			ODA inflow in millions US\$ 2000	ODA inflow as a % of recipient GNI 2000	Debt service as a % of exports of goods and services	
			1960-90	1990-2001			health	education	defence			1990	2000
The former Yugoslav													
Republic of Macedonia	109	1690	-	-0.9	66	-	-	-	-	252	7	-	8
Togo	29	270	1.1	-0.6	7	-	5x	20x	11x	70	5	8	3
Tonga	125	1530	-	2.1	2	-	7x	13x	-	19	12	2	11
Trinidad and Tobago	125	5540	3.1	2.9	5	12	9	15	2	-2	0	18	9
Tunisia	108	2070	3.3	3.1	4	2	6	18	5	223	1	22	19
Turkey	79	2540	2.0	1.8	74	2	3	10	8	325	0	27	33
Turkmenistan	51	990	-	-5.9	328	12	-	-	-	32	1	-	30x
Tuvalu	74	-	-	-	-	-	-	-	-	4	-	-	-
Uganda	36	280	-	3.6	11	-	2x	15x	26x	819	12	34	16
Ukraine	125	720	-	-7.4	221	3	2	6	5	-	-	-	14
United Arab Emirates	152	18060x	-5.0	-1.6	2	-	7	17	30	-	-	-	-
United Kingdom	161	24230	2.1	2.2	3	-	15	4	7	-	-	-	-
United States	158	34870	2.2	2.2	2	-	21	2	15	-	-	-	-
Uruguay	138	5670	0.9	2.1	28	2x	6	7	4	17	0	31	26
Uzbekistan	68	550	-	-1.8	212	3	-	-	-	186	1	-	24
Vanuatu	81	1050	-	-1.1	3	-	-	-	-	46	21	2	1
Venezuela	120	4760	-0.5	-0.6	43	23	7	22	5	77	0	22	14
Viet Nam	88	410	-	5.8	14	-	4	14	-	1700	6	7	7
Yemen	46	460	-	2.2	21	16	4	22	19	265	4	4	2
Yugoslavia	130	940x	-	0.5	54	-	-	-	-	1135	11	-	-
Zambia	10	320	-1.2	-1.7	48	64	13	14	4	795	25	13	18
Zimbabwe	38	480	1.4	-0.2	28	36	8	24	7	178	3	19	16

## REGIONAL SUMMARIES

Sub-Saharan Africa	519	1.2	0.5	25	43	-	-	-	11964	4	17	9
Middle East and North Africa	1375	0.9	1.9	15	-	5	17	14	4593	1	20	13
South Asia	449	1.7	3.6	8	40	2	3	17	4240	0	22	12
East Asia and Pacific	1140	5.1	6.1	7	16	2	10	12	8437	0	14	10
Latin America and Caribbean	3610	2.4	1.7	79	14	6	13	5	3807	0	20	34
CEE/CIS and Baltic States	1980	3.4	-0.4	97	4	4	5	8	-	-	-	16
Industrialized countries	28210	3.1	1.8	2	-	12	4	10	-	-	-	-
Developing countries	1159	2.9	3.5	36	26	3	11	10	34655	1	18	17
Least developed countries	295	0.0	2.2	40	34	-	-	-	12473	8	11	8
World	5228	3.1	2.0	10	24	10	6	10	37369	1	17	17

Countries in each region are listed on page 114.

## DEFINITIONS OF THE INDICATORS

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

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

**% of population below \$1 a day** – Percentage of population living on less than \$1 a day at 1985 international prices, adjusted for purchasing power parity.

**ODA** – Official development assistance.

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

## MAIN DATA SOURCES

**GNI per capita** – World Bank.

**GDP per capita** – World Bank.

**Rate of inflation** – World Bank.

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

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

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

**Debt service** – World Bank.

## NOTES

a: Range \$745 or less.

b: Range \$746 to \$2975.

c: Range \$2976 to \$9205.

d: Range \$9206 or more.

- Data not available.

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

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

# TABLE 7. WOMEN

Countries and territories	Under-5 mortality rank	Life expectancy: females as a % of males 2001	Adult literacy rate: females as a % of males 2000	Gross enrolment ratios: females as a % of males		Contraceptive prevalence (%) 1995-2001*	Antenatal care coverage (%) 1995-2001*	Skilled attendant at delivery (%) 1995-2001*	Maternal mortality ratio* reported 1985-2001*
				primary school 1995-99*	secondary school 1995-99*				
Afghanistan	4	101	41	9	34	2x	-	-	-
Albania	98	108	-	99	103	-	95	99	-
Algeria	75	104	68	92	106	57	58x	92	140
Andorra	161	-	-	-	-	-	-	-	-
Angola	3	106	-	84	72	8	-	23	-
Antigua and Barbuda	144	-	104	-	-	53	82	100x	150
Argentina	130	110	100	100	107	74x	95x	98	41
Armenia	93	108	-	107	107x	61	92	97	35
Australia	164	107	-	100	101	76x	100x	100	-
Austria	178	108	-	99	96	51	100x	-	-
Azerbaijan	48	110	97	99	100	55	69	88	80
Bahamas	138	113	102	97	103x	62x	-	99x	-
Bahrain	138	106	91	101	106	62	97	98	46
Bangladesh	58	100	57	97	108	54	40	12	400
Barbados	144	107	99	99	104	55	89	91	0
Belarus	125	118	99	95	97	50	100	-	20
Belgium	164	108	-	99	111	78x	-	-	-
Belize	84	104	101	96	100	56	96	77x	140
Benin	24	106	45	67	47	19	81	66	500
Bhutan	52	104	55	76	29x	31	-	15x	380
Bolivia	58	106	86	97	94	48	69	59	390
Bosnia and Herzegovina	136	108	91	100	-	48	99	100	10
Botswana	42	99	107	100	109	48	97	99	330
Brazil	92	112	100	95	111	77	86	88	160
Brunei Darussalam	164	106	93	95	110	-	100x	99	0
Bulgaria	138	112	99	97	98	86	-	-	15
Burkina Faso	12	104	39	69	67	12	61	31	480
Burundi	14	104	72	81	75	9x	76	25	-
Cambodia	30	109	-	87	55	24	38	32	440
Cameroon	25	103	85	84	77	26	75	56	430
Canada	161	107	-	101	101	75	-	98	-
Cape Verde	88	109	77	99	104	53	99	53	35
Central African Republic	19	108	58	66	40x	28	67x	44	1100
Chad	11	105	61	61	28	8	42	16	830
Chile	147	108	100	96	101	56x	95x	100	23
China	85	106	84	103	91	91	-	89	55
Colombia	118	109	100	99	112	77	91	86	80
Comoros	57	105	89	84	78	26	74	62	-
Congo	45	108	85	91	73	-	-	-	-
Congo, Democratic Republic of the	9	105	-	90	54	8x	68	61	950
Cook Islands	118	-	-	97	-	50x	-	100	-
Costa Rica	149	106	100	97	113	75x	70	98	29
Côte d'Ivoire	20	101	70	75	54	15	88	47	600
Croatia	158	111	98	98	104	-	-	-	6
Cuba	152	105	100	96	105	73	100	100	33
Cyprus	164	106	96	101	105	-	-	-	0
Czech Republic	178	109	-	100	102	69x	99x	-	9
Denmark	189	107	-	100	105	78x	-	-	10
Djibouti	28	106	59	72	131	-	-	-	-
Dominica	143	-	-	113	-	50	100	100	65
Dominican Republic	76	108	100	98	122	64	98	96	230x
East Timor	36	104	-	-	-	27	71	26	-
Ecuador	98	108	96	100	102	66	69	69	160
Egypt	83	105	65	92	94	56	53	61	80
El Salvador	85	109	93	96	100	60	76	51	120
Equatorial Guinea	26	106	81	82	44	-	37x	-	-
Eritrea	41	105	-	82	70	8	49	21	1000
Estonia	147	116	-	96	103	70x	-	-	52
Ethiopia	21	103	76	67	67	8	27	6	870



	Under-5 mortality rank	Life expectancy: females as a % of males 2001	Adult literacy rate: females as a % of males 2000	Gross enrolment ratios: females as a % of males		Contraceptive prevalence (%) 1995-2001*	Antenatal care coverage (%) 1995-2001*	Skilled attendant at delivery (%) 1995-2001*	Maternal mortality ratio* reported 1985-2001*
				primary school 1995-99*	secondary school 1995-99*				
Fiji	121	105	96	99	102x	32x	-	100	38
Finland	178	110	-	99	109	77x	100x	-	6
France	164	110	-	99	100	75x	99x	-	10
Gabon	56	104	78	97	88	33	94	86	520
Gambia	35	106	68	90	74	10	79	51	-
Georgia	102	112	100	100	101	41	95	96	50
Germany	178	108	-	99	99	75x	-	-	8
Ghana	49	105	77	90	64x	22	88	44	210x
Greece	178	107	97	100	103	-	-	-	1
Grenada	110	-	-	89	-	54x	98	100x	1
Guatemala	72	109	80	90	86	38	60	41	190
Guinea	22	102	49	68	35	6	71	35	530
Guinea-Bissau	8	107	40	67	54	1x	54	35	910
Guyana	64	115	99	98	103	41x	-	95	110
Haiti	38	112	91	101	95x	28	79	24	520
Holy See	-	-	-	-	-	-	-	-	-
Honduras	88	109	109	102	128x	50	84	54	110
Hungary	152	113	100	99	101	77x	-	-	15
Iceland	189	106	-	99	108	-	-	-	-
India	54	102	61	83	66	47	60	43	540
Indonesia	77	106	89	96	96	55	89	56	380
Iran (Islamic Republic of)	81	103	84	97	93	73	77	-	37
Iraq	33	105	-	82	62	14x	78	-	290
Ireland	164	107	-	99	107	-	-	-	6
Israel	164	105	96	99	100	-	-	-	5
Italy	164	108	99	99	96	78x	-	-	7
Jamaica	125	106	110	106	96	66	99	95	95
Japan	178	109	-	100	102	59x	-	100	8
Jordan	94	104	89	100	103	57	96	97	41
Kazakhstan	61	119	100	100	100	66	91	99	65
Kenya	40	103	85	99	90	39	76	44	590
Kiribati	67	-	-	-	-	28x	88x	85	-
Korea, Democratic People's Republic of	73	109	-	94x	-	-	-	-	110
Korea, Republic of	178	110	97	101	99	81	-	100	20
Kuwait	151	105	95	99	100	50	95x	98	5
Kyrgyzstan	71	112	-	97	102	60	97	98	65
Lao People's Democratic Republic	49	105	68	85	69	19x	29	21	650
Latvia	121	117	100	98	102	-	-	100	45
Lebanon	95	104	87	96	109	63	87	88	100x
Lesotho	34	99	127	109	133	23x	88	60	-
Liberia	5	104	53	72	67	6x	84	51	580
Libyan Arab Jamahiriya	130	106	74	100x	112	45	81	94	75
Liechtenstein	149	-	-	-	-	-	-	-	-
Lithuania	152	115	100	99	62	-	-	-	18
Luxembourg	178	109	-	102	105	-	-	-	0
Madagascar	32	104	-	96	93	19	73	47	490
Malawi	15	99	63	100	80	31	91	56	1100
Malaysia	158	107	91	98	111	55x	-	96	41
Maldives	58	98	100	101	107	32	81	70	350
Mali	6	104	69	69	50	7	47	24	580
Malta	178	107	102	101	89	-	-	-	-
Marshall Islands	70	-	-	99	-	37x	-	95	-
Mauritania	15	106	58	94	71	8	64	53	750
Mauritius	130	111	92	101	98	26	-	-	21
Mexico	102	109	96	99	104	70	86	86	55
Micronesia (Federated States of)	114	-	-	-	-	-	-	93	-
Moldova, Republic of	95	112	99	99	104	74	99	99	28

# TABLE 7. WOMEN

	Under-5 mortality rank	Life expectancy: females as a % of males 2001	Adult literacy rate: females as a % of males 2000	Gross enrolment ratios: females as a % of males		Contraceptive prevalence (%) 1995-2001*	Antenatal care coverage (%) 1995-2001*	Skilled attendant at delivery (%) 1995-2001*	Maternal mortality ratio* reported 1985-2001*
				primary school 1995-99*	secondary school 1995-99*				
Monaco	178	-	-	-	-	-	-	-	-
Mongolia	61	107	100	103	122	60	97	97	150
Morocco	78	106	58	85	80	59	42	40	230
Mozambique	12	104	47	74	65	10	71	44	1100
Myanmar	43	109	91	100	100	33	76	-	230
Namibia	69	100	98	102	113	44	91	78	270
Nauru	98	-	-	94	-	-	-	-	-
Nepal	55	99	40	74	73	39	28	11	540
Netherlands	164	107	-	98	96	79x	-	100	7
New Zealand	164	107	-	100	105	75	95x	100	15
Nicaragua	79	107	100	101	118	60	82	65	150
Niger	2	101	35	67	63	14	41	16	590
Nigeria	15	101	78	87	85x	15	64	42	-
Niue	-	-	-	100	-	-	-	100	-
Norway	189	108	-	100	102	74x	-	-	6
Occupied Palestinian Territory	114	105	-	101	106	51	96	-	-
Oman	146	104	77	95	99	40	96	91	14
Pakistan	43	100	48	70	70	17	28	20	-
Palau	102	-	-	-	-	47x	-	100	-
Panama	110	106	98	97	106	58x	72	90	70
Papua New Guinea	53	103	81	91	75	26	78	53	370x
Paraguay	98	107	98	97	104	57	89	58	190
Peru	85	108	90	99	94	69	84	59	190
Philippines	88	106	100	101	108	47	86	56	170
Poland	152	112	100	98	99	49x	-	-	8
Portugal	164	110	95	96	107	66x	-	100	8
Qatar	138	104	103	96	137	43	94x	-	10
Romania	121	110	98	98	101	64	-	98	42
Russian Federation	121	121	99	99x	108	-	-	-	44
Rwanda	15	104	82	98	100	13	92	31	1100
Saint Kitts and Nevis	114	-	-	93	-	41	100x	100	130
Saint Lucia	130	107	-	95	122	47	100x	100	30
Saint Vincent and the Grenadines	110	-	-	84	-	58	92	100x	43
Samoa	110	110	-	97	110	30	-	100	-
San Marino	164	-	-	-	-	-	-	-	-
Sao Tome and Principe	63	-	-	-	-	10x	-	86x	-
Saudi Arabia	105	104	80	96	90	32	90	91	-
Senegal	30	107	59	87	63	11	77	51	560
Seychelles	137	-	-	100	-	-	-	-	-
Sierra Leone	1	107	45	93	85	4	68	42	1800
Singapore	189	106	92	98	110	74x	-	100	6
Slovakia	152	111	100	99	101	74x	98x	-	9
Slovenia	178	110	-	99	103	-	-	-	11
Solomon Islands	114	104	-	87x	67x	25x	-	85	553x
Somalia	7	107	-	50x	60x	1x	32	34	-
South Africa	66	106	98	97	110	56	94	84	-
Spain	164	109	98	100	105	81	-	-	6
Sri Lanka	130	108	94	97	106	71	98	97	90
Sudan	46	105	67	86	164	10x	75x	86x	550
Suriname	95	108	97	97x	116x	42	91	85	110
Swaziland	27	102	97	95	100	28	89	70	230
Sweden	193	107	-	103	127	78x	-	-	5
Switzerland	164	108	-	99	93	82	-	-	5
Syrian Arab Republic	105	103	68	92	89	46	51x	76x	110x
Tajikistan	64	109	99	93	85	34	71	77	65
Tanzania, United Republic of	23	104	79	100	83	22	49	36	530
Thailand	105	109	97	95	103	72	86	85	44

	Under-5 mortality rank	Life expectancy: females as a % of males 2001	Adult literacy rate: females as a % of males 2000	Gross enrolment ratios: females as a % of males		Contraceptive prevalence (%) 1995-2001*	Antenatal care coverage (%) 1995-2001*	Skilled attendant at delivery (%) 1995-2001*	Maternal mortality ratio <sup>†</sup> reported 1985-2001*
				primary school 1995-99*	secondary school 1995-99*				
The former Yugoslav Republic of Macedonia	109	106	-	99	96	-	100	-	7
Togo	29	105	59	78	44	26	73	49	480
Tonga	125	-	-	97	-	-	-	92	-
Trinidad and Tobago	125	107	99	98	109	38	98x	99	70
Tunisia	108	104	74	95	104	66	79x	90	70
Turkey	79	108	82	88	72	64	68	81	130x
Turkmenistan	51	110	-	-	-	62	98	97	65
Tuvalu	74	-	-	100	-	-	-	99	-
Uganda	36	103	74	88	60	23	92	39	510
Ukraine	125	117	-	99x	114	89	-	99	25
United Arab Emirates	152	106	109	99	114	28	97	99	3
United Kingdom	161	107	-	100	116	82x	-	99	7
United States	158	108	-	98	101	76	99x	99	8
Uruguay	138	110	101	98	118	84	94	99	26
Uzbekistan	68	109	100	100	88x	67	97	96	21
Vanuatu	81	105	-	108	84	15x	-	89	-
Venezuela	120	108	100	98	120	77	90	95	60
Viet Nam	88	107	95	97	90	74	68	70	95
Yemen	46	104	37	57	36	21	34	22	350
Yugoslavia	130	107	98	103	105	58	-	-	9
Zambia	10	98	84	94	76	19	96	47	650
Zimbabwe	38	98	94	97	90	54	93	73	700

## REGIONAL SUMMARIES

Sub-Saharan Africa	103	78	87	82	22	66	41	1100
Middle East and North Africa	104	72	88	92	56	65	64	360
South Asia	101	61	82	71	45	52	35	430
East Asia and Pacific	107	86	101	94	81	-	80	140
Latin America and Caribbean	110	98	97	108	71	84	81	190
CEE/CIS and Baltic States	113	97	95	99	67	81	90	55
Industrialized countries	108	-	99	103	-	-	99	12
Developing countries	105	80	91	88	61	65	56	440
Least developed countries	103	66	84	85	29	55	29	1000
World	105	87	92	92	63	65	59	400

Countries in each region are listed on page 114.

## DEFINITIONS OF THE INDICATORS

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

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

**Primary or secondary enrolment ratios** – The number of children enrolled in a schooling level (primary or secondary), regardless of age, divided by the population of the age group that officially corresponds to that level.

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

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

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

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

## MAIN DATA SOURCES

**Life expectancy** – United Nations Population Division.

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

**School enrolment** – Demographic and Health Surveys (DHS) and UNESCO, including the Education for All 2000 Assessment.

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

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

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

**Maternal mortality** – WHO and UNICEF.

† The maternal mortality data provided in this table are those reported by national authorities. Periodically, UNICEF and WHO evaluate these data and make adjustments to account for the well-documented problems of underreporting and misclassification of maternal deaths and to develop estimates for countries with no data. The regional and global totals in this table are based on the most recent of these assessments and refer to the year 1995.

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

# TABLE 8. HIV/AIDS AND MALARIA

Countries and territories	Adult prevalence rate (15-49 years), end-2001	Estimated number of people living with HIV/AIDS, end-2001		HIV prevalence among pregnant women (aged 15-24), major urban areas			HIV/AIDS prevention, 1999-2001*	% who used condom at last high-risk sex in past 12 months 1998-2001*		Orphans		Malaria, 2000		
		Adults and children (0-49 years)	Children (0-14 years)	Year [no. of sites surveyed]	Median (15-19 years)	Median (20-24 years)	% with sufficient knowledge to protect themselves from HIV/AIDS Female (15-24 years)	Female (15-24 years)	Male (15-24 years)	Children orphaned by AIDS (0-14 years), 2001	Orphan school attendance rate as a % of non-orphan attendance rate (1995-2001*)	% under-fives sleeping under a bednet	% under-fives sleeping under a treated bednet	% under-fives with fever receiving anti-malarial drugs
Afghanistan	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Angola	5.5	350,000	37,000	-	-	-	12	-	-	100,000	89	10	2	63
Bahamas	3.5	6,200	<100	-	-	-	-	-	-	2,900	-	-	-	-
Bangladesh	<0.1	13,000	310	-	-	-	-	-	-	2,100	-	-	-	-
Barbados	1.2	-	-	-	-	-	-	-	-	-	-	-	-	-
Belize	2.0	2,500	180	-	-	-	-	-	-	950	-	-	-	-
Benin	3.6	120,000	12,000	1999 [n]	2.2	4.8	-	-	-	34,000	37	39	5	60
Bhutan	<0.1	<100	-	-	-	-	-	-	-	-	-	-	-	-
Botswana	38.8	330,000	28,000	2001 [3]	27.1	34.9	-	-	-	69,000	99	-	-	-
Burkina Faso	6.5	440,000	61,000	1998 [1]	6.2	8.8	-	41	55	270,000	-	-	-	-
Burundi	8.3	390,000	55,000	1998 [1]	8.8	15.4	24	-	-	240,000	69	3	0	31
Cambodia	2.7	170,000	12,000	2000 [n]	1.9	2.8	37	41	-	55,000	71	-	-	-
Cameroon	11.8	920,000	69,000	2000 [5]	9.5	11.2	16	16	31	210,000	92	11	1	66
Central African Republic	12.9	250,000	25,000	-	-	-	5	-	-	110,000	89	31	2	66
Chad	3.6	150,000	18,000	-	-	-	5	3x	2x	72,000	93	27	1	32
Comoros	-	-	-	-	-	-	10	-	-	-	-	36	9	63
Congo	7.2	110,000	15,000	2000 [u]	11.0	-	-	-	-	78,000	-	-	-	-
Congo, Democratic Republic of the	4.9	1,300,000	170,000	-	-	-	12	-	-	930,000	77	12	1	45
Côte d'Ivoire	9.7	770,000	84,000	1998 [3]	4.7	12.2	16	25	56	420,000	77	10	1	58
Djibouti	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dominican Republic	2.5	130,000	4,700	1999 [n]	1.8x	1.8x	33	12x	48x	33,000	87	-	-	-
Ecuador	0.3	20,000	660	-	-	-	-	-	-	7,200	-	-	-	-
El Salvador	0.6	24,000	830	-	-	-	-	-	-	13,000	-	-	-	-
Equatorial Guinea	3.4	5,900	420	-	-	-	4	-	-	-	-	15	1	49
Eritrea	2.8	55,000	4,000	-	-	-	-	-	2x	24,000	-	-	-	-
Estonia	1.0	7,700	-	-	-	-	-	-	-	-	-	-	-	-
Ethiopia	6.4	2,100,000	230,000	2000 [4]	8.9	17.6	-	17	30	990,000	60	1	0	3
Gabon	-	-	-	1995 [3]	7.1	2 x	-	33	48	-	98	-	-	-
Gambia	1.6	8,400	460	-	-	-	15	-	-	5,300	-	42	15	55
Ghana	3.0	360,000	34,000	2000 [5]	1.9	3	22x	48x	57x	200,000	95	-	-	61
Guatemala	1.0	67,000	4,800	-	-	-	-	-	-	32,000	98	6	1	-
Guinea	-	-	-	1995 [1]	0.5	2	-	18	32	-	115	-	-	-
Guinea-Bissau	2.8	17,000	1,500	-	-	-	8	-	-	4,300	104	67	7	58
Guyana	2.7	18,000	800	1997 [1]	3.0	7	-	-	-	4,200	-	61	7	3
Haiti	6.1	250,000	12,000	2000 [n]	3.7	3.8	-	19	30	200,000	82	-	-	-
Honduras	1.6	57,000	3,000	-	-	-	-	-	-	14,000	-	-	-	-
India	0.8	3,970,000	170,000	-	-	-	-	-	-	-	-	-	-	-
Jamaica	1.2	20,000	800	1997 [3]	1.3	1.4	-	-	-	5,100	-	-	-	-
Kenya	15.0	2,500,000	220,000	1997 [1]	12.5	16.2	26	14	43	890,000	75	17	3	40
Lao People's Democratic Republic	<0.1	1,400	<100	-	-	-	-	-	-	-	-	21	0	-
Lesotho	31.0	360,000	27,000	1999 [n]	25.0	41	18	-	-	73,000	89	-	-	-
Liberia	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Madagascar	0.3	22,000	1,000	-	-	-	5	-	-	6,300	-	30	1	59
Malawi	15.0	850,000	65,000	2001 [3]	13.6	25.7	34	32	38	470,000	92	8	3	27
Mali	1.7	110,000	13,000	1997 [u]	3.5x	3.5x	-	-	-	70,000	72	-	-	-
Mauritania	-	-	-	-	-	-	-	-	-	-	-	-	-	50
Mexico	0.3	150,000	3,600	-	-	-	-	-	-	27,000	-	-	-	-
Mozambique	13.0	1,100,000	80,000	2000 [2]	13.0	14.7	-	-	-	420,000	35	-	-	-
Myanmar	-	-	-	2000 [n]	2.9	2.8	-	-	-	-	-	-	-	-
Namibia	22.5	230,000	30,000	2000 [n]	11.9	20.3	-	-	-	47,000	-	-	-	-
Nepal	0.5	58,000	1,500	-	-	-	-	-	-	13,000	-	-	-	-
Nicaragua	0.2	5,800	210	-	-	-	-	-	-	2,000	-	-	-	-
Niger	-	-	-	-	-	-	5	2	2	-	69	17	1	48
Nigeria	5.8	3,500,000	270,000	2000 [n]	3.0	5.8	-	-	-	1,000,000	88	-	-	-
Panama	1.5	25,000	800	-	-	-	-	-	-	8,100	-	-	-	-

	Adult prevalence rate (15-49 years), end-2001	Estimated number of people living with HIV/AIDS, end-2001		HIV prevalence among pregnant women (aged 15-24), major urban areas			HIV/AIDS prevention, 1999-2001*	% who used condom at last high-risk sex in past 12 months 1998-2001*		Orphans		Malaria, 2000		
		Adults and children (0-49 years)	Children (0-14 years)	Year [no. of sites surveyed]	Median (15-19 years)	Median (20-24 years)	% with sufficient knowledge to protect themselves from HIV/AIDS Female (15-24 years)	Female (15-24 years)	Male (15-24 years)	Children orphaned by AIDS (0-14 years), 2001	Orphan school attendance rate as a % of non-orphan attendance rate (1995-2001*)	% under-fives sleeping under a bednet	% under-fives sleeping under a treated bednet	% under-fives with fever receiving anti-malarial drugs
Papua New Guinea	0.1	17,000	500	-	-	-	-	-	-	4,200	-	-	-	-
Paraguay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Rwanda	8.9	500,000	65,000	1999 [4]	8.4	12.8	-	23	55	260,000	93	6	5	13
Sao Tome and Principe	-	-	-	-	-	-	11	-	-	-	-	43	22	61
Senegal	0.5	27,000	2,900	-	-	-	10	-	-	15,000	-	15	2	36
Sierra Leone	7.0	170,000	16,000	-	-	-	16	-	-	42,000	74	15	2	61
Solomon Islands	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Somalia	1.0	43,000	-	-	-	-	1	-	-	-	-	16	0	19
South Africa	20.1	5,000,000	250,000	2000 [n]	16.1	29.1	-	20	-	660,000	-	-	-	-
Sri Lanka	<0.1	4,800	<100	-	-	-	-	-	-	2,000	-	-	-	-
Sudan	2.6	450,000	30,000	-	-	-	2	-	-	62,000	-	24	2	23
Suriname	1.2	3,700	190	-	-	-	27	-	-	1,700	89	72	3	-
Swaziland	33.4	170,000	14,000	2000 [u]	22.0	42.2	27	-	-	35,000	86	0	0	24
Tanzania, United Republic of	7.8	1,500,000	170,000	2000 [3]	13.2x	13.2x	26	21	31	810,000	72	21	2	53
Thailand	1.8	670,000	21,000	-	-	-	-	-	-	290,000	-	-	-	-
Togo	6.0	150,000	15,000	-	-	-	20	22	41	63,000	92	15	2	60
Trinidad and Tobago	2.5	17,000	300	-	-	-	33	-	-	3,600	-	-	-	-
Uganda	5.0	600,000	110,000	2000 [2]	7.0	10.5	28	44	62	880,000	94	7	0	-
Ukraine	1.0	250,000	-	1999 [u]	-	0.4	-	-	-	-	-	-	-	-
Vanuatu	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Yemen	0.1	9,900	-	-	-	-	-	-	-	-	-	-	-	-
Zambia	21.5	1,200,000	150,000	1998 [4]	16.7	26.8	26	20x	39x	570,000	88	6	1	59
Zimbabwe	33.7	2,300,000	240,000	2000 [u]	27.1	34.8	17x	42	69	780,000	85	3	-	-

DEFINITIONS OF THE INDICATORS AND MAIN DATA SOURCES

HIV/AIDS

**Adult prevalence rate (15-49 years), end-2001:** % of adults (15-49 years) living with HIV/AIDS.

Source: Joint United Nations Programme on HIV/AIDS (UNAIDS).

**Adults and children living with HIV/AIDS (0-49 years), end-2001:** Estimated number of adults and children living with HIV/AIDS at the end of 2001.

Source: UNAIDS.

**Children living with HIV/AIDS (0-14 years), end-2001:** Estimated number of children (0-14 years) living with HIV/AIDS.

Source: UNAIDS.

**HIV prevalence among pregnant women (aged 15-24):** % of blood samples taken from pregnant women aged 15-24 that test positive for HIV during 'unlinked anonymous sentinel surveillance' at selected antenatal clinics. The data are presented separately for pregnant women aged 15-19 and 20-24 years. The letter [n] denotes nationwide surveillance in both urban and rural areas; the letter [u] denotes nationwide surveillance in urban areas.

Sources: Country sentinel surveillance reports (1997-2002) and HIV/AIDS surveillance.

Database: US Census Bureau, International Programs Center, Health Studies Branch, 2002.

**% with sufficient knowledge to protect themselves from HIV/AIDS:** % of all young people (aged 15-24 years) who both correctly identify ways of preventing the sexual transmission of HIV and who reject major misconceptions about HIV transmission or prevention. This indicator is a composite of knowledge of two prevention methods (condom use and one faithful partner) and three locally defined common misconceptions.

Sources: Multiple Indicator Cluster Surveys (MICS), Demographic and Health Surveys (DHS) and behavioural sentinel surveys (BSS).

**% who used condom at last high-risk sex in past 12 months:** % of young men and women (aged 15-24) who say they used a condom the last time they had sex with a non-marital, non-cohabiting partner, of those who have had sex with such a partner in the last 12 months.

Sources: DHS, US Centers for Disease Control and Prevention (CDC), MICS and other national surveys.

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

Source: UNICEF, UNAIDS, US Agency for International Development (USAID).

**Orphan school attendance rate as a % of non-orphan attendance rate (1995-2001):** % of children aged 10-14 who lost both natural parents and who are currently attending school as a % of non-orphaned children of the same age who live with at least one parent and who are attending school.

Sources: MICS, DHS.

MALARIA

**% under-fives sleeping under a bednet, 2000:** % of children (0-4 years) who slept under a bednet.

Sources: MICS, DHS.

**% under-fives sleeping under a treated bednet, 2000:** % of children (0-4 years) who slept under an insecticide-impregnated bednet.

Sources: MICS, DHS.

**% under-fives with fever receiving anti-malarial drugs, 2000:** % of children (0-4 years) who were ill with fever in the last two weeks and received any appropriate (locally defined) antimalarial drugs.

Sources: MICS, DHS.

**NOTES** Only countries whose adult prevalence rate of HIV/AIDS is 1% or higher and/or where 50% or more of the population lives in malaria-endemic areas are included.

- Data not available.

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

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

## Regional summaries

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

### Sub-Saharan Africa

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

### Middle East and North Africa

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

### South Asia

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

### East Asia and Pacific

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

### Latin America and Caribbean

Antigua and Barbuda; Argentina; Bahamas; Barbados; Belize; Bolivia; Brazil; Chile;

Colombia; Costa Rica; Cuba; Dominica; Dominican Republic; Ecuador; El Salvador; Grenada; Guatemala; Guyana; Haiti; Honduras; Jamaica; Mexico; Nicaragua; Panama; Paraguay; Peru; Saint Kitts and Nevis; Saint Lucia; Saint Vincent and the Grenadines; Suriname; Trinidad and Tobago; Uruguay; Venezuela

### CEE/CIS and Baltic States

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

### Industrialized countries

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

### Developing countries

Afghanistan; Algeria; Angola; Antigua and Barbuda; Argentina; Armenia; Azerbaijan; Bahamas; Bahrain; Bangladesh; Barbados; Belize; Benin; Bhutan; Bolivia; Botswana; Brazil; Brunei Darussalam; Burkina Faso; Burundi; Cambodia; Cameroon; Cape Verde; Central African Republic; Chad; Chile; China; Colombia; Comoros; Congo; Congo, Democratic Republic of the; Cook Islands; Costa Rica; Côte d'Ivoire; Cuba; Cyprus; Djibouti; Dominica; Dominican Republic; East Timor; Ecuador; Egypt; El Salvador; Equatorial Guinea; Eritrea; Ethiopia; Fiji; Gabon; Gambia; Georgia; Ghana; Grenada; Guatemala; Guinea; Guinea-Bissau; Guyana; Haiti; Honduras; India; Indonesia; Iran, Islamic Republic of; Iraq;

Israel; Jamaica; Jordan; Kazakhstan; Kenya; Kiribati; Korea, Democratic People's Republic of; Korea, Republic of; Kuwait; Kyrgyzstan; Lao People's Democratic Republic; Lebanon; Lesotho; Liberia; Libyan Arab Jamahiriya; Madagascar; Malawi; Malaysia; Maldives; Mali; Marshall Islands; Mauritania; Mauritius; Mexico; Micronesia, Federated States of; Mongolia; Morocco; Mozambique; Myanmar; Namibia; Nauru; Nepal; Nicaragua; Niger; Nigeria; Niue; Occupied Palestinian Territory; Oman; Pakistan; Palau; Panama; Papua New Guinea; Paraguay; Peru; Philippines; Qatar; Rwanda; Saint Kitts and Nevis; Saint Lucia; Saint Vincent/Grenadines; Samoa; Sao Tome and Principe; Saudi Arabia; Senegal; Seychelles; Sierra Leone; Singapore; Solomon Islands; Somalia; South Africa; Sri Lanka; Sudan; Suriname; Swaziland; Syrian Arab Republic; Tajikistan; Tanzania, United Republic of; Thailand; Togo; Tonga; Trinidad and Tobago; Tunisia; Turkey; Turkmenistan; Tuvalu; Uganda; United Arab Emirates; Uruguay; Uzbekistan; Vanuatu; Venezuela; Viet Nam; Yemen; Zambia; Zimbabwe

### Least developed countries

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

## Measuring human development

### An introduction to table 9

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

The under-five mortality rate (U5MR) is used in table 9 (next page) as the principal indicator of such progress.

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

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

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

For these reasons, the U5MR is chosen by UNICEF as its single most important indicator of the state of a nation's children. That is why

the tables rank the nations of the world not in ascending order of their per capita GNI but in descending order of their under-five mortality rates.

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

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

As table 9 shows, there is no fixed relationship between the annual reduction rate of the U5MR and the annual rate of growth in per capita GDP. Such comparisons help to throw the emphasis on to the policies, priorities, and other factors which determine the ratio between economic and social progress.

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



# TABLE 9. THE RATE OF PROGRESS

Countries and territories	Under-5 mortality rank	Under-5 mortality rate			Average annual rate of reduction (%)		Reduction since 1990 (%)	GDP per capita average annual growth rate (%)		Total fertility rate			Average annual rate of reduction (%)	
		1960	1990	2001	1960-90	1990-2001		1960-90	1990-2001	1960	1990	2001	1960-90	1990-2001
Afghanistan	4	360	260	257	1.1	0.1	1	0.1	-	7.7	7.1	6.8	0.3	0.4
Albania	98	151	45	30	4.0	3.7	33	-	3.0	5.9	3.0	2.4	2.3	2.0
Algeria	75	280	69	49	4.7	3.1	29	2.4	0.1	7.4	4.6	2.9	1.6	4.0
Andorra	161	-	-	7	-	-	-	-	-	-	-	-	-	-
Angola	3	345	260	260	0.9	0.0	0	-	-1.1	6.4	7.2	7.2	-0.4	0.0
Antigua and Barbuda	144	-	-	14	-	-	-	-	2.5	-	-	-	-	-
Argentina	130	72	28	19	3.1	3.5	32	0.6	2.4	3.1	2.9	2.5	0.2	1.3
Armenia	93	-	60	35	-	4.9	42	-	-1.3	4.5	2.4	1.2	2.1	5.9
Australia	164	24	10	6	2.9	4.6	40	2.1	2.8	3.4	1.9	1.8	1.9	0.5
Austria	178	43	9	5	5.2	5.3	44	3.2	1.7	2.7	1.5	1.3	2.0	1.3
Azerbaijan	48	-	105	105	-	0.0	0	-	1.7	5.5	2.7	1.6	2.4	4.8
Bahamas	138	68	29	16	2.8	5.4	45	1.2	0.1	4.4	2.6	2.3	1.8	1.1
Bahrain	138	160	19	16	7.1	1.6	16	-	1.7	7.1	3.8	2.4	2.1	3.9
Bangladesh	58	248	144	77	1.8	5.7	47	0.5	3.1	7.0	4.6	3.6	1.4	2.2
Barbados	144	90	16	14	5.8	1.2	13	3.0	1.7	4.5	1.7	1.5	3.2	1.1
Belarus	125	47	21	20	2.7	0.4	5	-	-0.6	2.7	1.9	1.2	1.2	3.7
Belgium	164	35	9	6	4.5	3.7	33	2.9	1.8	2.6	1.6	1.5	1.6	0.6
Belize	84	104	49	40	2.5	1.8	18	3.2	1.6	6.6	4.5	3.0	1.3	3.5
Benin	24	296	185	158	1.6	1.4	15	0.1	1.9	7.0	6.7	5.8	0.1	1.3
Bhutan	52	300	166	95	2.0	5.1	43	-	3.5	5.9	5.9	5.2	0.0	1.0
Bolivia	58	255	122	77	2.5	4.2	37	-0.1	1.4	6.7	4.9	4.1	1.0	1.6
Bosnia and Herzegovina	136	160	22	18	6.6	1.8	18	-	16.2	4.1	1.7	1.3	2.9	2.4
Botswana	42	173	58	110	3.6	-5.8	-90	8.6	2.9	6.8	5.2	4.1	0.9	2.0
Brazil	92	177	60	36	3.6	4.6	40	3.6	1.4	6.2	2.8	2.2	2.6	1.9
Brunei Darussalam	164	87	11	6	6.9	5.5	45	-1.8	-0.7	6.9	3.3	2.6	2.5	1.9
Bulgaria	138	70	16	16	4.9	0.0	0	-	-0.9	2.3	1.7	1.1	1.0	4.0
Burkina Faso	12	315	210	197	1.4	0.6	6	1.1	2.4	6.7	7.3	6.8	-0.3	0.6
Burundi	14	250	190	190	0.9	0.0	0	2.0	-4.3	6.8	6.8	6.8	0.0	0.0
Cambodia	30	-	115	138	-	-1.7	-20	-	2.0	6.3	5.6	4.9	0.4	1.2
Cameroon	25	255	139	155	2.0	-1.0	-12	2.5	-0.3	5.8	5.9	4.8	-0.1	1.9
Canada	161	33	9	7	4.3	2.3	22	2.3	2.0	3.8	1.7	1.6	2.7	0.6
Cape Verde	88	-	60	38	-	4.2	37	-	3.3	7.0	4.3	3.3	1.6	2.4
Central African Republic	19	327	180	180	2.0	0.0	0	-0.6	-0.3	5.7	5.7	5.0	0.0	1.0
Chad	11	-	203	200	-	0.1	1	-1.2	-0.5	6.0	6.7	6.7	-0.4	0.0
Chile	147	155	19	12	7.0	4.2	37	1.2	4.8	5.3	2.6	2.4	2.4	0.7
China	85	225	49	39	5.1	2.1	20	4.8	8.9	5.7	2.2	1.8	3.2	1.8
Colombia	118	125	36	23	4.1	4.1	36	2.3	0.8	6.8	3.1	2.7	2.6	1.3
Comoros	57	265	120	79	2.6	3.8	34	-	-2.3	6.8	6.2	5.1	0.3	1.8
Congo	45	220	110	108	2.3	0.2	2	3.1	-3.1	5.9	6.3	6.3	-0.2	0.0
Congo, Democratic Republic of the	9	302	205	205	1.3	0.0	0	-1.4	-8.2	6.0	6.7	6.7	-0.4	0.0
Cook Islands	118	-	32	23	-	3.0	28	-	-	-	-	-	-	-
Costa Rica	149	123	17	11	6.6	4.0	35	1.6	2.8	7.1	3.2	2.7	2.7	1.5
Côte d'Ivoire	20	290	155	175	2.1	-1.1	-13	1.0	0.1	7.2	6.3	4.8	0.4	2.5
Croatia	158	98	13	8	6.7	4.4	38	-	2.1	2.4	1.7	1.7	1.1	0.0
Cuba	152	54	13	9	4.7	3.3	31	-	-	4.2	1.7	1.6	3.0	0.6
Cyprus	164	36	12	6	3.7	6.3	50	6.2	3.1	3.5	2.4	1.9	1.3	2.1
Czech Republic	178	25	11	5	2.7	7.2	55	-	1.1	2.3	1.8	1.2	0.8	3.7
Denmark	189	25	9	4	3.4	7.4	56	2.1	2.1	2.6	1.6	1.7	1.6	-0.6
Djibouti	28	289	175	143	1.7	1.8	18	-	-3.6	7.0	6.4	5.9	0.3	0.6
Dominica	143	-	23	15	-	3.9	35	-	1.4	-	-	-	-	-
Dominican Republic	76	149	65	47	2.8	2.9	28	3.1	4.2	7.4	3.4	2.8	2.6	1.8
East Timor	36	-	-	124	-	-	-	-	-	6.4	5.0	4.0	0.8	2.0
Ecuador	98	178	57	30	3.8	5.8	47	2.9	-0.3	6.7	3.8	2.9	1.9	2.5
Egypt	83	282	104	41	3.3	8.5	61	3.5	2.6	7.1	4.2	3.0	1.8	3.1
El Salvador	85	191	60	39	3.9	3.9	35	-0.4	2.3	6.9	3.7	3.0	2.1	1.9
Equatorial Guinea	26	316	206	153	1.4	2.7	26	-	18.8	5.5	5.9	5.9	-0.2	0.0
Eritrea	41	-	155	111	-	3.0	28	-	0.4	6.9	6.2	5.4	0.4	1.3
Estonia	147	52	17	12	3.7	3.2	29	-	1.7	2.0	1.9	1.2	0.2	4.2
Ethiopia	21	269	193	172	1.1	1.0	11	-	2.5	6.9	6.9	6.8	0.0	0.1

	Under-5 mortality rank	Under-5 mortality rate			Average annual rate of reduction (%)		Reduction since 1990 (%)	GDP per capita average annual growth rate (%)		Total fertility rate			Average annual rate of reduction (%)	
		1960	1990	2001	1960-90	1990-2001		1960-90	1990-2001	1960	1990	2001	1960-90	1990-2001
Fiji	121	97	31	21	3.8	3.5	32	1.9	1.7	6.4	3.5	3.0	2.0	1.1
Finland	178	28	7	5	4.6	3.1	29	3.4	2.6	2.7	1.8	1.6	1.4	0.6
France	164	34	9	6	4.4	3.7	33	2.9	1.4	2.8	1.8	1.8	1.5	0.0
Gabon	56	-	90	90	-	0.0	0	3.1	-0.1	4.1	5.1	5.4	-0.7	-0.5
Gambia	35	364	154	126	2.9	1.8	18	1.1	0.0	6.4	5.9	4.9	0.3	1.7
Georgia	102	70	29	29	2.9	0.0	0	-	-4.9	3.0	2.1	1.4	1.2	3.7
Germany	178	40	9	5	5.0	5.3	44	-	1.2	2.4	1.4	1.3	1.8	0.7
Ghana	49	215	126	100	1.8	2.1	21	-1.2	1.9	6.9	5.7	4.3	0.6	2.6
Greece	178	64	11	5	5.9	7.2	55	3.8	2.0	2.3	1.5	1.3	1.4	1.3
Grenada	110	-	37	25	-	3.6	32	-	2.9	-	-	-	-	-
Guatemala	72	202	82	58	3.0	3.1	29	1.4	1.4	6.9	5.6	4.6	0.7	1.8
Guinea	22	380	240	169	1.5	3.2	30	-	1.6	7.0	6.6	6.0	0.2	0.9
Guinea-Bissau	8	-	253	211	-	1.7	17	-0.5	-1.3	5.8	6.0	6.0	-0.1	0.0
Guyana	64	126	90	72	1.1	2.0	20	-0.3	4.4	6.5	2.7	2.4	2.9	0.7
Haiti	38	253	150	123	1.7	1.8	18	0.1	-2.5	6.3	5.4	4.1	0.5	2.5
Holy See	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Honduras	88	204	61	38	4.0	4.3	38	1.1	0.3	7.5	5.2	3.9	1.2	2.4
Hungary	152	57	16	9	4.2	5.2	44	3.9	2.0	2.0	1.8	1.3	0.4	3.0
Iceland	189	22	5	4	4.9	2.0	20	3.6	2.0	4.0	2.2	1.9	2.0	1.3
India	54	242	123	93	2.3	2.5	24	1.6	4.0	5.9	3.9	3.1	1.4	2.1
Indonesia	77	216	91	45	2.9	6.4	51	4.3	2.1	5.6	3.3	2.4	1.8	2.9
Iran (Islamic Republic of)	81	281	72	42	4.5	4.9	42	-3.5	2.0	7.0	5.0	2.9	1.1	5.0
Iraq	33	171	50	133	4.1	-8.9	-166	-1.1	-	7.2	6.0	4.9	0.6	1.7
Ireland	164	36	9	6	4.6	3.7	33	3.1	6.7	3.9	2.2	2.0	1.9	0.4
Israel	164	39	12	6	3.9	6.3	50	3.1	2.2	3.9	3.0	2.8	0.9	0.6
Italy	164	50	10	6	5.4	4.6	40	3.2	1.5	2.5	1.3	1.2	2.2	0.7
Jamaica	125	74	20	20	4.4	0.0	0	0.1	-0.3	5.4	2.9	2.4	2.1	1.4
Japan	178	40	6	5	6.3	1.7	17	4.8	1.0	2.1	1.6	1.4	0.9	1.2
Jordan	94	139	43	33	3.9	2.4	23	2.5	0.9	7.7	5.8	4.4	0.9	2.5
Kazakhstan	61	-	67	76	-	-1.1	-13	-	-1.8	4.5	2.8	2.0	1.6	2.7
Kenya	40	205	97	122	2.5	-2.1	-26	2.3	-0.6	8.0	6.1	4.3	0.9	3.2
Kiribati	67	-	88	69	-	2.2	22	-5.5	0.6	-	-	-	-	-
Korea, Democratic People's Republic of	73	120	55	55	2.6	0.0	0	-	-	4.4	2.4	2.1	2.0	1.2
Korea, Republic of	178	127	9	5	8.8	5.3	44	6.5	4.6	6.0	1.7	1.5	4.2	0.6
Kuwait	151	128	16	10	6.9	4.3	38	-6.2	-1.4	7.3	3.6	2.7	2.4	2.6
Kyrgyzstan	71	180	83	61	2.6	2.8	27	-	-4.0	5.1	3.7	2.5	1.1	3.6
Lao People's Democratic Republic	49	235	163	100	1.2	4.4	39	-	3.8	6.2	6.1	5.0	0.1	1.8
Latvia	121	44	20	21	2.6	-0.4	-5	4.1	-1.1	2.0	1.9	1.1	0.2	5.0
Lebanon	95	85	37	32	2.8	1.3	14	-	3.6	6.3	3.2	2.2	2.3	3.4
Lesotho	34	203	148	132	1.1	1.0	11	3.1	2.0	5.9	5.2	4.5	0.4	1.3
Liberia	5	288	235	235	0.7	0.0	0	-0.6	-	6.6	6.8	6.8	-0.1	0.0
Libyan Arab Jamahiriya	130	270	42	19	6.2	7.2	55	0.2	-	7.1	4.9	3.5	1.2	3.1
Liechtenstein	149	-	-	11	-	-	-	-	-	-	-	-	-	-
Lithuania	152	70	13	9	5.6	3.3	31	-	-1.7	2.6	2.0	1.3	0.9	3.4
Luxembourg	178	41	9	5	5.1	5.3	44	2.6	4.2	2.3	1.6	1.7	1.2	-0.6
Madagascar	32	186	168	136	0.3	1.9	19	-1.3	-0.6	6.9	6.3	5.8	0.3	0.8
Malawi	15	361	241	183	1.3	2.5	24	1.5	1.7	6.9	7.3	6.5	-0.2	1.1
Malaysia	158	105	21	8	5.4	8.8	62	4.1	3.9	6.8	3.8	3.0	1.9	2.1
Maldives	58	300	115	77	3.2	3.6	33	-	5.3	7.0	6.4	5.5	0.3	1.4
Mali	6	517	254	231	2.4	0.9	9	0.1	1.6	7.1	7.0	7.0	0.0	0.0
Malta	178	42	14	5	3.7	9.4	64	7.1	4.0	3.4	2.0	1.8	1.8	1.0
Marshall Islands	70	-	92	66	-	3.0	28	-	-	-	-	-	-	-
Mauritania	15	310	183	183	1.8	0.0	0	0.8	1.2	6.5	6.2	6.0	0.2	0.3
Mauritius	130	92	25	19	4.3	2.5	24	2.9	3.9	5.9	2.3	1.9	3.1	1.3
Mexico	102	134	46	29	3.6	4.2	37	2.4	1.5	6.9	3.4	2.6	2.4	2.4
Micronesia (Federated States of)	114	-	31	24	-	2.3	23	-	-1.3	-	-	-	-	-
Moldova, Republic of	95	88	37	32	2.9	1.3	14	-	-8.2	3.3	2.4	1.5	1.1	4.3

# TABLE 9. THE RATE OF PROGRESS

	Under-5 mortality rank	Under-5 mortality rate			Average annual rate of reduction (%)		Reduction since 1990 (%)	GDP per capita average annual growth rate (%)		Total fertility rate			Average annual rate of reduction (%)	
		1960	1990	2001	1960-90	1990-2001		1960-90	1990-2001	1960	1990	2001	1960-90	1990-2001
Monaco	178	-	-	5	-	-	-	-	-	-	-	-	-	-
Mongolia	61	-	107	76	-	3.1	29	-	0.0	6.0	4.1	2.4	1.3	4.9
Morocco	78	211	85	44	3.0	6.0	48	2.3	0.7	7.2	4.3	3.1	1.7	3.0
Mozambique	12	313	235	197	1.0	1.6	16	-	5.1	6.4	6.5	6.0	-0.1	0.7
Myanmar	43	252	130	109	2.2	1.6	16	1.4	5.1	6.0	4.0	3.0	1.4	2.6
Namibia	69	206	84	67	3.0	2.1	20	-	1.8	6.0	6.1	5.0	-0.1	1.7
Nauru	98	-	-	30	-	-	-	-	-	-	-	-	-	-
Nepal	55	315	145	91	2.6	4.2	37	0.5	2.5	6.0	5.2	4.6	0.5	1.1
Netherlands	164	22	8	6	3.4	2.6	25	2.4	2.2	3.2	1.6	1.5	2.3	0.6
New Zealand	164	26	11	6	2.9	5.5	45	-	1.8	4.1	2.1	2.0	2.2	0.4
Nicaragua	79	193	66	43	3.6	3.9	35	-1.5	-0.1	7.3	5.0	4.0	1.3	1.8
Niger	2	354	320	265	0.3	1.7	17	-2.2	-0.9	7.9	8.1	8.0	-0.1	0.1
Nigeria	15	207	190	183	0.3	0.3	4	0.4	-0.3	6.9	6.6	5.6	0.1	1.4
Niue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Norway	189	23	9	4	3.1	7.4	56	3.4	2.9	2.9	1.9	1.7	1.4	0.5
Occupied Palestinian Territory	114	-	40	24	-	4.6	40	-	-3.0	7.7	6.5	5.7	0.6	1.1
Oman	146	280	30	13	7.4	7.6	57	7.6	0.3	7.2	7.0	5.6	0.1	2.0
Pakistan	43	227	128	109	1.9	1.5	15	2.9	1.2	6.3	6.0	5.2	0.2	1.3
Palau	102	-	34	29	-	1.4	15	-	-	-	-	-	-	-
Panama	110	88	34	25	3.2	2.8	26	1.8	2.1	5.9	3.1	2.5	2.1	1.7
Papua New Guinea	53	214	101	94	2.5	0.7	7	1.1	1.0	6.3	5.2	4.4	0.6	1.3
Paraguay	98	90	37	30	3.0	1.9	19	3.0	-0.7	6.6	4.8	3.9	1.1	1.7
Peru	85	234	80	39	3.6	6.5	51	0.4	2.5	6.9	3.7	2.7	2.1	2.9
Philippines	88	110	66	38	1.7	5.0	42	1.5	1.1	7.0	4.4	3.4	1.5	2.1
Poland	152	70	19	9	4.3	6.8	53	-	4.4	3.0	2.1	1.3	1.2	3.9
Portugal	164	112	15	6	6.7	8.3	60	4.0	2.5	3.1	1.6	1.5	2.2	0.6
Qatar	138	140	25	16	5.7	4.1	36	-	-	7.0	4.4	3.4	1.5	2.3
Romania	121	82	32	21	3.1	3.8	34	2.0	0.0	2.3	1.9	1.3	0.6	3.4
Russian Federation	121	64	21	21	3.7	0.0	0	3.8	-3.5	2.7	1.8	1.2	1.4	3.7
Rwanda	15	206	178	183	0.5	-0.3	-3	1.1	-1.3	7.6	6.9	5.9	0.3	1.4
Saint Kitts and Nevis	114	-	36	24	-	3.7	33	3.7	4.7	-	-	-	-	-
Saint Lucia	130	-	24	19	-	2.1	21	-	0.6	6.9	3.4	2.6	2.4	2.4
Saint Vincent and the Grenadines	110	-	26	25	-	0.4	4	-	2.5	-	-	-	-	-
Samoa	110	210	42	25	5.4	4.7	40	-	2.1	7.3	4.8	4.3	1.4	1.0
San Marino	164	-	10	6	-	4.6	40	-	-	-	-	-	-	-
Sao Tome and Principe	63	-	90	74	-	1.8	18	-	-0.6	-	-	-	-	-
Saudi Arabia	105	250	44	28	5.8	4.1	36	2.2	-1.2	7.3	6.9	5.7	0.2	1.7
Senegal	30	300	148	138	2.4	0.6	7	-0.6	1.1	7.0	6.3	5.2	0.4	1.7
Seychelles	137	-	21	17	-	1.9	19	3.1	1.1	-	-	-	-	-
Sierra Leone	1	390	323	316	0.6	0.2	2	0.6	-5.0	6.3	6.5	6.5	-0.1	0.0
Singapore	189	40	8	4	5.4	6.3	50	6.9	4.7	5.5	1.8	1.5	3.7	1.1
Slovakia	152	40	15	9	3.3	4.6	40	-	2.1	3.1	2.0	1.3	1.5	3.9
Slovenia	178	45	9	5	5.4	5.3	44	-	3.0	2.4	1.6	1.2	1.4	2.0
Solomon Islands	114	185	36	24	5.5	3.7	33	2.4	-1.5	6.4	5.9	5.4	0.3	0.8
Somalia	7	-	225	225	-	0.0	0	-1.0	-	7.3	7.3	7.3	0.0	0.0
South Africa	66	130	60	71	2.6	-1.5	-18	1.3	0.2	6.5	3.6	2.9	2.0	2.0
Spain	164	57	9	6	6.2	3.7	33	3.2	2.5	2.9	1.4	1.1	2.4	2.2
Sri Lanka	130	133	23	19	5.8	1.7	17	2.7	3.8	5.8	2.6	2.1	2.7	1.9
Sudan	46	208	123	107	1.8	1.3	13	-0.1	5.5	6.7	5.5	4.6	0.7	1.6
Suriname	95	98	44	32	2.7	2.9	27	-0.6	2.0	6.6	2.7	2.1	3.0	2.3
Swaziland	27	225	110	149	2.4	-2.8	-35	2.1	0.2	6.5	5.6	4.5	0.5	2.0
Sweden	193	20	6	3	4.0	6.3	50	2.2	1.7	2.3	2.0	1.4	0.5	3.2
Switzerland	164	27	8	6	4.1	2.6	25	1.6	0.3	2.4	1.5	1.4	1.6	0.6
Syrian Arab Republic	105	201	44	28	5.1	4.1	36	2.9	2.5	7.3	5.7	3.8	0.8	3.7
Tajikistan	64	140	78	72	1.9	0.7	8	-	-10.0	6.3	4.9	3.1	0.8	4.2
Tanzania, United Republic of	23	241	163	165	1.3	-0.1	-1	-	0.3	6.8	6.2	5.2	0.3	1.5
Thailand	105	148	40	28	4.4	3.2	30	4.6	3.0	6.4	2.3	2.0	3.4	1.3

	Under-5 mortality rank	Under-5 mortality rate			Average annual rate of reduction (%)		Reduction since 1990 (%)	GDP per capita average annual growth rate (%)		Total fertility rate			Average annual rate of reduction (%)	
		1960	1990	2001	1960-90	1990-2001		1960-90	1990-2001	1960	1990	2001	1960-90	1990-2001
The former Yugoslav Republic of Macedonia	109	177	41	26	4.9	4.1	37	-	-0.9	4.2	2.0	1.6	2.5	2.0
Togo	29	267	152	141	1.9	0.7	7	1.1	-0.6	7.1	6.3	5.5	0.4	1.2
Tonga	125	-	27	20	-	2.7	26	-	2.1	-	-	-	-	-
Trinidad and Tobago	125	73	24	20	3.7	1.7	17	3.1	2.9	5.2	2.5	1.6	2.4	3.7
Tunisia	108	254	52	27	5.3	6.0	48	3.3	3.1	7.2	3.6	2.2	2.3	4.5
Turkey	79	219	78	43	3.4	5.4	45	2.0	1.8	6.4	3.4	2.4	2.1	3.2
Turkmenistan	51	-	97	99	-	-0.2	-2	-	-5.9	6.4	4.3	3.3	1.3	2.4
Tuvalu	74	-	56	52	-	0.7	7	-	-	-	-	-	-	-
Uganda	36	224	165	124	1.0	2.6	25	-	3.6	6.9	7.1	7.1	-0.1	0.0
Ukraine	125	53	22	20	2.9	0.9	9	-	-7.4	2.5	1.8	1.1	1.1	4.5
United Arab Emirates	152	223	14	9	9.2	4.0	36	-5.0	-1.6	7.0	4.2	3.0	1.7	3.1
United Kingdom	161	27	10	7	3.3	3.2	30	2.1	2.2	2.7	1.8	1.6	1.4	1.1
United States	158	30	10	8	3.7	2.0	20	2.2	2.2	3.5	2.0	2.0	1.9	0.0
Uruguay	138	56	24	16	2.8	3.7	33	0.9	2.1	2.9	2.5	2.3	0.5	0.8
Uzbekistan	68	-	62	68	-	-0.8	-10	-	-1.8	6.7	4.0	2.5	1.7	4.3
Vanuatu	81	225	70	42	3.9	4.6	40	-	-1.1	7.2	4.9	4.4	1.3	1.0
Venezuela	120	75	27	22	3.4	1.9	19	-0.5	-0.6	6.6	3.5	2.8	2.1	2.0
Viet Nam	88	219	50	38	4.9	2.5	24	-	5.8	6.9	3.7	2.3	2.1	4.3
Yemen	46	340	142	107	2.9	2.6	25	-	2.2	7.6	7.6	7.6	0.0	0.0
Yugoslavia	130	120	30	19	4.6	4.2	37	-	0.5	2.7	2.1	1.6	0.8	2.5
Zambia	10	213	192	202	0.3	-0.5	-5	-1.2	-1.7	6.6	6.4	5.8	0.1	0.8
Zimbabwe	38	159	80	123	2.3	-3.9	-54	1.4	-0.2	7.2	5.8	4.7	0.7	1.9

## REGIONAL SUMMARIES

Sub-Saharan Africa	253	180	173	1.1	0.4	4	1.2	0.5	6.8	6.3	5.6	0.2	1.1
Middle East and North Africa	250	81	61	3.8	2.6	25	0.9	1.9	7.1	5.0	3.7	1.2	3.2
South Asia	244	128	98	2.2	2.4	23	1.7	3.6	6.1	4.2	3.4	1.2	2.0
East Asia and Pacific	212	58	43	4.3	2.7	26	5.1	6.1	5.8	2.5	2.0	2.8	2.0
Latin America and Caribbean	153	54	34	3.5	4.2	37	2.4	1.7	6.0	3.2	2.6	2.1	1.9
CEE/CIS and Baltic States	103	44	37	2.8	1.6	16	3.4	-0.4	3.2	2.3	1.6	1.1	3.7
Industrialized countries	37	9	7	4.7	2.3	22	3.1	1.8	2.8	1.7	1.6	1.7	0.6
Developing countries	223	103	89	2.6	1.3	14	2.9	3.5	6.1	3.6	3.0	1.7	2.0
Least developed countries	278	180	157	1.4	1.2	13	0.0	2.2	6.7	5.9	5.3	0.4	1.2
World	197	93	82	2.5	1.1	12	3.1	2.0	5.0	3.2	2.7	1.5	1.9

Countries in each region are listed on page 114.

## DEFINITIONS OF THE INDICATORS

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

**Reduction since 1990 (%)** – Percentage reduction in the under-five mortality rate (U5MR) from 1990 to 2001. The United Nations Millennium Declaration in 2000 established a goal of a two-thirds (67%) reduction in U5MR from 1990 to 2015. Hence this indicator provides a current assessment of progress towards this goal.

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

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

## MAIN DATA SOURCES

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

**GDP per capita** – World Bank.

**Fertility** – United Nations Population Division.

**NOTES** - Data not available.

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# GLOSSARY

**AIDS:** acquired immune deficiency syndrome

**BSS:** behavioural sentinel surveys

**CDC:** Centers for Disease Control and Prevention (United States)

**CEDAW:** Convention on the Elimination of All Forms of Discrimination against Women

**CEE:** Central and Eastern Europe

**CIS:** Commonwealth of Independent States

**CO<sub>2</sub>:** carbon dioxide

**CRC:** Convention on the Rights of the Child

**DHS:** Demographic and Health Surveys

**DPT:** diphtheria/pertussis/tetanus

**EPI:** Expanded Programme on Immunization

**G7:** group of seven industrialized countries: Canada, France, Germany, Italy, Japan, United Kingdom and the United States

**GDP:** gross domestic product

**GEM:** Girls' Education Movement

**GNI:** gross national income

**GTZ:** Deutsche Gesellschaft für Technische Zusammenarbeit (German Agency for Technical Cooperation)

**HepB:** hepatitis B vaccine

**HIV:** human immunodeficiency virus

**ICDB:** International Children's Day of Broadcasting

**ILO:** International Labour Organization

**IMF:** International Monetary Fund

**MICS:** Multiple Indicator Cluster Surveys

**MNMMR:** Movimento Nacional de Meninos e Meninas de Rua (National Movement of Street Boys and Girls; Brazil)

**NGO:** non-governmental organization

**ODA:** official development assistance

**OECD:** Organisation for Economic Co-operation and Development

**SIPRI:** Stockholm International Peace Research Institute

**UN:** United Nations

**UNAIDS:** Joint United Nations Programme on HIV/AIDS

**UNDP:** United Nations Development Programme

**UNESCO:** United Nations Educational, Scientific and Cultural Organization

**UNICEF:** United Nations Children's Fund

**USAID:** United States Agency for International Development

**U5MR:** under-five mortality rate

**WHO:** World Health Organization



**UNICEF Offices**

**UNICEF Headquarters**

UNICEF House  
3 United Nations Plaza  
New York, NY 10017, USA

**UNICEF Regional Office for Europe**

Palais des Nations  
CH-1211 Geneva 10, Switzerland

**UNICEF Central and Eastern Europe,  
Commonwealth of Independent States  
and Baltic States Regional Office**

Palais des Nations  
CH-1211 Geneva 10, Switzerland

**UNICEF Eastern and Southern Africa  
Regional Office**

P.O. Box 44145  
Nairobi, Kenya

**UNICEF West and Central Africa  
Regional Office**

P.O. Box 443  
Abidjan 04, Côte d'Ivoire

**UNICEF The Americas and Caribbean  
Regional Office**

Apartado 3667  
Balboa Ancón  
Panama City, Panama

**UNICEF East Asia and the Pacific  
Regional Office**

P.O. Box 2-154  
Bangkok 10200, Thailand

**UNICEF Middle East and North Africa  
Regional Office**

P.O. Box 1551  
Amman 11821, Jordan

**UNICEF South Asia Regional Office**

P.O. Box 5815, Lekhnath Marg  
Kathmandu, Nepal

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our website <[www.unicef.org](http://www.unicef.org)>**





Forum de la Infancia  
Forum des enfants  
Children's Forum  
United Nations Children's Fund (UNICEF) and the United Nations Special Representative on Children's Rights

“If we are to meet the goals of ‘A World Fit for Children’ and attain the Millennium Development Goals, if we are to change this divided, damaged, conflict-ridden world by advancing the practice of democracy, if we are to make the world truly fit for all people – we will only do so with the full participation of children and young people.”

Carol Bellamy  
Executive Director  
United Nations Children’s Fund