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To Educate a Girl

A MIDDLE SCHOOL VIEWING GUIDE (GRADES 6–8)

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Special thanks to UNICEF's Division of Communication, the United Nations Girls' Education Initiative (UNGEI) Secretariat and filmmakers Frederick Rendina and Oren Rudavsky.

TeachUNICEF was created by the U.S. Fund for UNICEF's Education Department. © 2011

Unless stated otherwise, the source for all charts, figures, maps, and statistics used in this unit is: United Nations Children's Fund, (UNICEF), New York. Additional sources are noted when they are required. Website addresses (URLs) are provided throughout this unit for reference and additional research. The authors have made every effort to ensure these sites and information are up-to-date at the time of publication, but availability in the future cannot be guaranteed.

UNIT OVERVIEW

To Educate a Girl

A Middle School Viewing Guide (Grades 6–8)

Background Information

Introduction to the Viewing Guide

To Educate a Girl introduces a pressing worldwide issue: the inequity of access to fair and quality education for girls around the world. *To Educate a Girl* looks at just a few children and youth in two countries, but the issue is present worldwide.

This standards-based Viewing Guide helps educators facilitate thought-provoking and meaningful dialogue and provides activities for students to learn about the disparity in education for boys and girls and take action to eliminate these disparities. Educators are equipped with an Enduring Understanding and Essential Questions, discussion questions, and a variety of interdisciplinary activities to help guide discussion and learning. Please note that prior to viewing *To Educate a Girl* and using the activities in this guide, students should have a general idea of international development issues and geography. If their knowledge is limited, it is recommended that time be dedicated prior to viewing the film to conduct introductory activities that will build students' knowledge of international development issues and geography. Some useful educational websites are TeachUNICEF (www.teachunicef.org), United Nations Cyberschoolbus (www.cyberschoolbus.un.org), and National Geographic Education (www.education.nationalgeographic.com/education/).

To Educate a Girl

The number of primary school-age children who are out of school dropped from more than 100 million in 1999 to nearly 67 million in 2008. Over half of them are girls, although the proportion of girls among the out-of-school children has also decreased from 58 to 53 percent.¹ In 2010, filmmakers Frederick Rendina and Oren Rudavsky traveled to Nepal and Uganda, two countries emerging from conflict and struggling with poverty, to find the answer to the question: **What does it take to educate a girl?** As part of its advocacy initiative to promote equal access to education for all girls by 2015, the United Nations Girls' Education Initiative (UNGEI) has supported the development of *To Educate a Girl*. The film provides a visually stunning view of that effort through the eyes of girls out of school, starting school or fighting against the odds to stay in school.

In Nepal, Manisha, a teenager who works in the fields while her three younger sisters go to school, is contrasted with three young listeners of a hugely popular youth-oriented radio program. We learn how the program has helped them deal with issues of early marriage and poverty in order to stay in school.

¹ UNESCO EFA Global Monitoring Report, "2011 Report, The hidden crisis: Armed conflict and education," UNESCO, <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/reports/2011-conflict/>.

In Uganda, we meet Mercy, the six-year-old daughter of an impoverished single mother, who is about to embark on her first day of school, and Sarah, a teenage war orphan who is haunted by a tragic past but is still managing to study.

From volunteers going door to door in southern Nepal to a “back to school” march that brings an entire community together in northern Uganda, a stirring picture of grassroots efforts to help girls claim their right to an education is brought to light. *To Educate a Girl* is a compelling look at the lives of young women who are striving to achieve their dreams in the face of conflict, poverty, and gender bias.

The filmmakers discovered that 10 years after the initiative was launched, progress has been made but much remains to be done. According to the latest estimates, 67 million primary school-age children are not in school and just over a half of them are girls.²

Gender Equality and Education

The term “gender” is often used imprecisely as a catch-all phrase. Gender does not refer exclusively to women or girls – although the word is frequently used as shorthand in referring to women, women’s empowerment, women’s human rights, or more broadly for any initiative that targets girls or women. In some ways, this imprecision is understandable, stemming as it does from the simple fact that girls and women suffer more varied and intense forms of discrimination than boys and men. As a result, taking a gender perspective often does require targeted interventions to promote women’s empowerment and protect girls’ rights to “level the playing field.” Nonetheless, promoting equality for girls and women is difficult if the boys and men they live with at home and in the larger society are left out of the equation. Without male allies, change will not occur. There are also situations in which the well-being or freedoms of boys and men are harmed by virtue of their sex; boys are sometimes subject to harsher physical punishments or exposed to more dangerous child labor conditions than girls, for example.

Girls and boys face different obstacles to the full realization of their human rights. Girls and boys are treated differently in societies the world over. Typically, girls face various forms of discrimination that limit their ability to develop capabilities, access resources, enjoy freedom from violence, direct their life-course, and enjoy equal social status. Protecting children’s rights and expanding their opportunities often requires girl-specific interventions (and, sometimes, boy-specific interventions) that level the playing field; creating both equality of opportunity and genuine equality of outcomes often requires affirmative action.

- Addressing Gender-Based Violence (GBV) – Evidence suggests that sexual harassment in schools is a growing problem in some areas. Both boys and girls are victims, but groping, bullying, verbal abuse, and rape are most often suffered by girls and young women. Sexual violence and harassment of girls is a direct cause of underachievement, dropout, damage to physical and psychological health, early and unintended pregnancies, and sexually transmitted infections (STIs), including HIV and AIDS.

² UNESCO, Global Monitoring Report 2011

- **Mainstreaming Gender in the Curriculum** – Does the way we teach affect how girls and boys interact with each other as equals? Does it affect how girls and boys interact with their teachers (male and female)? Are these roles and responsibilities reflected as gender stereotypes in the curriculum the children are taught? In the textbooks? The answer, sadly, is yes. Curricula can reproduce ideas about caste, class, religious and ethnic identities, and other divisions. Goals of some curricula are explicitly differentiated by gender. Teachers need to ensure such bias is not perpetuated. All of these can be addressed through improved, more relevant schooling for girls and boys, by addressing their needs through gender-conscious curricula and teacher training.

Though the past two decades have seen aggregate progress toward the achievement of several Millennium Development Goals and Targets, global and national averages have hidden growing disparities in the lives of children across a range of indicators. Note: If you would like to have your students learn more about the Millennium Development Goals, download the TeachUNICEF lesson plans videos, podcasts, and activity sheet at <http://teachunicef.org/explore/topic/millennium-development-goals>.

FACILITATOR'S NOTE:

Gender inequalities occur around the world in many countries, to many people. Before, during, or after viewing *To Educate a Girl* consider discussing gender inequities in the United States, such as income disparities (e.g., According to the U.S. Census Bureau women in the United States earn approximately 77% of what men do.³

In many key areas, the gaps between different groups of children have actually grown significantly in the shadow of overall progress, with deprivations in children's rights concentrated in the poorest and most marginalized communities. Evidence shows that these disparities in children's chances to grow up healthy, educated, and safe stem chiefly from three factors:

- **Poverty**, with children in the poorest quintile faring significantly worse than others
- **Geographic location**, with children residing in the poorest regions and countries, as well as in remote rural areas and urban slums, facing significant disadvantages
- **Gender**, with girls facing disproportionate threats to their well-being and to the realization of their human rights

Additional factors include:

- **Barriers to girls' education** include school fees, additional expenses such as uniforms and books, the cultural value placed on marriage over education, the cultural priority of male over female children, violence against girls in and en route to schools, school pregnancy policies, poor school conditions, and unequal treatment of girls in the classroom.
- **Educating girls is the most highly leveraged investment available to developing countries:** Girls' education is a core development issue. Every year that a girl is in school is a progressive step toward eliminating poverty, spurring economic growth, advancing sustainable human development, and stopping the spread and reducing the impact of diseases such as HIV and AIDS.

³ Income: U.S. Census Bureau, "Age—People by Median Income and Sex," Census.gov, <http://www.census.gov/hhes/www/income/data/historical/people/index.html>.

- In 2008, 112 of 184 countries for which data are available had reached gender parity in primary education, whereas in secondary education, only 57 out of 167 countries had reached gender equality.⁴
- A girl denied schooling is more vulnerable to harm: Whenever a girl is denied her right to quality education, the risk that she will be subject to violence, abuse, exploitation, or trafficking increases, as does her susceptibility to poverty and disease, including HIV and AIDS.
- Reducing the gender gap paves the way to a more democratic, balanced, and stable society.
- Early childhood education for boys and girls can help promote gender equity and change the roots of discrimination and violence against girls and women.

Educated girls are agents of change. The benefits of educating girls have a ripple effect, because they are less likely to marry early and against their will; less likely to die in childbirth; more likely to have healthy babies; more likely to send their own children to school; and better able to protect their children from malnutrition, HIV and AIDS, trafficking, and sexual exploitation.

⁴ UNESCO, Global Monitoring Report, 2011

Common Core State Standards

This lesson was designed in line with Common Core State Standards and National Content Standards.

Common Core State Standards	
Speaking and Listening 6-12: College and Career Readiness Anchor Standards ⁵	
2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Writing 6-12: College and Career Readiness Anchor Standards ⁶	
1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Reading 6-12: College and Career Readiness Anchor Standards ⁷	
4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
7.	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

5 Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, "Speaking and Listening 6-12: College and Career Readiness Anchor Standards," <http://www.corestandards.org/the-standards/english-language-arts-standards>.

6 Common Core State Standards, Writing 6-12: College and Career Readiness Anchor Standards.

7 Common Core State Standards, Reading 6-12: College and Career Readiness Anchor Standards.

National Content Standards

This lesson was designed in line with Common Core State Standards and National Content Standards.

National Content Standards
National Council for the Social Studies (K-12)⁸
People, Places, and Environments Social studies programs should include experiences that provide for the study of people, places, and environments.
Individual Development & Identity Social studies programs should include experiences that provide for the study of individual development and identity.
Power, Authority, & Governance Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.
Global Connections Social studies programs should include experiences that provide for the study of global connections and interdependence.
Civic Ideals & Practices Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.
National Council of Teachers of English & International Reading Association (K-12)⁹
Standard 4: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes).
Standard 5: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
Standard 8: Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

⁸ National Council for the Social Studies, *Expectations of Excellence: Curriculum Standards for Social Studies*, 1994.

⁹ National Council of Teachers for English and International Reading Association, *Standards for the English Language Arts*, 1996.

LESSON

To Educate a Girl

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Enduring Understanding

Girls around the world, more so than boys, experience disparities in access to, and quality of, education. These disparities are being addressed by organizations at the local, regional, national, and international levels.

Essential Questions

- Why do some girls face challenges when accessing education?
- What challenges do some girls face while attending school?
- How are organizations attempting to rectify the disparities in education?

Materials Needed

- Film: *To Educate a Girl* can be streamed from the Internet at <http://teachunicef.org/explore/media/watch/educate-girl-feature-length-film>.
- World map
- Nepal map
- Uganda map
- Handouts 1a and 1b: Background Information, Nepal and Uganda
- Handout 2: Discussion Questions: Nepal
- Handout 3: Discussion Questions: Uganda

FACILITATOR'S NOTE:

The film *To Educate a Girl* is 70 minutes long. The film and issues it raises can be discussed over several class periods with associated activities, depending on the needs of the students and purpose of the viewing.

Directions

1. Prior to viewing *To Educate a Girl*, draw upon the students' background knowledge by asking:
 - Why is it important that we have an education?
 - Does everyone have equal access to education around the world? Why or why not?
 - Globally, do you think that girls and boys have equal access to education? Why or why not?
 - What do you think are some of the reasons girls do not have equal access to education worldwide?
 - What might be the long-term result of a group of people not being educated?
2. Explain to students that they are going to view *To Educate a Girl*, which traces a few girls' educational experiences in Nepal and Uganda and some of the organizations that work to support the education of girls in those countries.
3. Display a world map and ask volunteers to locate Nepal and Uganda, then encourage the students to share their background knowledge by asking:
 - Is anyone in the class from Nepal or Uganda, or is there anyone here who has relatives who live there?
 - Has anyone in our class traveled to Nepal or Uganda?
 - What do you know about Nepal or Uganda?
4. Post or project regional and country maps highlighting Nepal and Uganda and key cities and regions that are referenced in the film, such as Kathmandu, Nepal; Kavre District, Nepal; Bara District, Nepal; Abim, Uganda; and Gulu, Uganda.
5. Prior to showing the film, assign students to one of two groups, one focusing on Nepal and the other on Uganda. Explain to the students that throughout the film they should be paying close attention to their assigned country. They should become familiar with the challenges, supporting organizations, and experiences there. Provide students with either Handout 1a or Handout 1b, Background Information sheets for their respective country. Provide the students with guiding questions (Handout 2: Discussion Questions Nepal and Handout 3: Discussion Questions Uganda) and explain that after viewing the film they will be given time to explore their guiding questions more closely and then use them as a reference when discussing the film in small groups. Then show the film, stopping when appropriate to ask and answer questions.

After viewing the film, provide students an opportunity to reflect on their assigned discussion questions. Then place students in small groups to discuss the film. Students should be encouraged to use their assigned discussion questions. Sample group questions:

- When thinking of equal access to education, what are some of the challenges girls face? Were the challenges similar or different in the two countries visited in the film, Nepal and Uganda?

- How are local organizations and groups addressing the challenges of equal access to education for girls?
- When watching the film, was there anything that surprised you?
- What are some things you learned from watching *To Educate a Girl*? What else would you like to learn about girls' access to education?
- Is there anything you think you can do to support equal access to education?
- What role do you think boys and men can play in helping girls achieve equal access to education?

As a class, discuss some of the groups' observations.

Assignment

Producing a Radio Program—Writing a Public Service Announcement (PSA)

In the film *To Educate a Girl*, the producers of a radio program called “Chatting With My Best Friend” use radio to reach the public about the importance of education.

One way in which radio broadcasters inform and persuade is with Public Service Announcements, also known as PSAs. A PSA is a free announcement promoting an activity or organization that serves the community.

Imagine you are a producer of a radio program in Nepal or Uganda, and you are asked to write a 30-second PSA advocating equal educational opportunities for girls. Use examples of other PSAs to guide you as you write your own script. You can find a few samples at the National Association of Broadcasters website: <http://www.nab.org/AM/ASPCode/SpotCenter/radio.asp>.

Think about using some of the facts and arguments from the film to write your PSA, but remember to keep it brief and to the point: You only have 30 seconds for your PSA to be read; be sure to practice and time yourself.

FACILITATOR'S NOTE:

Ideas for additional assignments have been added in the Additional Activities section. These activities were designed to be used in a variety of disciplines and are flexible to accommodate an educator's schedule as needed.

Additional Activities

Handout 4: *To Educate a Girl: By the Numbers*

Using the State of the World's Children report table in this Viewing Guide and located at www.unicef.org/sowc2011/pdfs/Table%205%20EDUCATION_12082010.pdf, students will analyze data and answer questions. Make sure students understand the difference between enrollment and attendance and gross and net ratios before they answer the following questions.

What is the difference in percentages between net female primary school enrollment ratios in China and Nepal? **36%**

Which country has the lowest net primary school enrollment ratio for females, and what is that ratio? **Democratic Republic of Congo, 32%**

List three nations in the table that have high net primary school enrollment ratio for females and what are those ratios? Some countries would be: **China, 100%; Germany, 98%; Ireland, 98%; Israel, 98%; Italy, 98%; Peru, 97%**

List three countries that have higher net ratios of females enrolled in secondary school than males? **Some countries would be Algeria, Andorra, Australia, Bahamas, Fiji, Finland, France, Iceland, Italy, Lebanon, Malaysia, Peru, United States, Zimbabwe**

Which country listed in the table has the greatest difference in the net primary school attendance ratio of males versus females, and what is the percent difference? **Afghanistan; 26% more boys attending primary school than girls**

Which three countries had equal primary school attendance rates for males and females? Some countries might be: **Albania, 92%; Lebanon, 97%; Mexico, 97%; Peru, 94%; Thailand, 98%; and Trinidad and Tobago, 98%**

Use Table 5 Education to create four bar graphs comparing female primary school attendance ratios in Uganda, Haiti, Lebanon, and Nepal. Did you know that this type of graph is called a "histogram"?

What did you see in the film that might explain why a country might have a high or low rate of attendance or enrollment in school overall? Specifically for girls? For boys? **Answers will vary.**

What conclusions can you make about attendance rates as they relate to challenges in various countries around the world? **Answers will vary.**

“From ‘Reel’ to ‘Real’: What Is a Documentary Film?”

To Educate a Girl is a type of film called a documentary. Documentary films are different from many other films in that they are nonfiction, telling a true story rather than one made up by the filmmakers. They attempt to capture the reality of a situation and may also have a definite point of view about their subject. Many documentary filmmakers wish to inform their audience and even encourage them to get involved or take some sort of action.

- Do you think that this film could have been made as a fictional movie and still have had the same impact on you? Why or why not?
- Do the filmmakers have a clear point of view or opinion about the subject of educating girls? If so, state in one sentence what you think that point of view is.
- What techniques do the filmmakers use to inform their audience? Are there techniques that only a film can employ to inform people that other media cannot? What are these techniques and how are they used in the film?
- Why do you think the filmmakers chose two different countries to highlight the issue of educating girls? What do they accomplish that they might not have if they had focused only on one of these countries?
- If you had produced this film, is there anything you would have done differently?

Written Reflection and Research

- One of the members of the Girls Education Movement (GEM) says, “When you are educating your daughters, it’s like you are educating the whole world.” What do you think they mean? Do you agree with this statement? Why or why not?
- Sanju says, “If I were rich, I would become a scientist.” What does she mean? How is her situation like yours? Different from yours?
- Describe Mercy’s first day at school and compare it with your own. What was similar? What was different? What obstacles does she face to getting a good education?
- Both Kofi Annan and Queen Rania believe that educating girls can help eliminate problems like poverty, HIV and AIDS, and other diseases, armed conflict, climate change, and child labor. Do you agree, and if so, how? Research some of these other issues at www.unicef.org and write about the specific ways that giving girls equal educational opportunities can help alleviate these and other challenges.

Action Projects

- What can you do? One course of action is to become more informed so that you can inform others. Research more about gender inequality in education and share your findings with classmates, family, and your community.
- Produce a program on the importance of educating girls for your school's TV or radio station, just like "Chatting With My Best Friend".
- Make posters like those made by the Girls Education Movement (GEM), and compose songs or poems promoting the issue. Consider incorporating these into an "Equal Education for the World's Girls" day or rally at your school.
- Compose a short play or film script highlighting some of the issues raised in the film, just like those dramas produced by "Chatting With My Best Friend".
- Educate your own community just as the Young Champions did by writing letters to the editor of your local or national newspapers.
- With your classmates, assess the needs of your community and determine how best to address them.
- Write a letter to one of your elected officials (national, state, or local), asking him or her to support girls' education worldwide.
- To access tools and tips for taking action, visit National Youth Leadership Council (www.nylc.org) and Learn and Serve America (www.learnandserve.gov).

Glossary

AIDS: a serious disease of the human immune system marked by destruction of a large proportion of the helper T cells in the body due to infection by the HIV virus commonly transmitted especially in blood and semen (Student Dictionary)

Annan, Kofi (Atta): 1938- Ghanaian U.N. official; secy.-gen. (1997-2006). For more information regarding Mr. Annan, the seventh Secretary-General of the United Nations, visit <http://www.un.org/sg/annan.shtml>

Caste: 1: one of the hereditary social classes in Hinduism that restrict the occupation of their members and their association with the members of other castes; 2a: a division of society based on differences of wealth, inherited rank or privilege, profession, occupation, or race; 2b: the position conferred by caste standing: prestige; 3: a system of rigid social stratification characterized by hereditary status, endogamy, and social barriers sanctioned by custom, law, or religion

Dowry: 2: the money, goods, or estate that a woman brings to her husband in marriage; 3: a gift of money or property by a man to or for his bride

Enroll (n: enrollment): 1: to enter in a list or roll: register; 2a: to take into membership; 2b: to become a member: join, enter (Student Dictionary)

Grassroots (adj): 1: basic, fundamental; 2: being, originating, or operating in or at the grass roots
(n): the very foundation or source; the basic level of society or of an organization especially as viewed in relation to higher or more centralized positions of power

Gross domestic product (GDP): the gross national product excluding the value of net income earned abroad

Gross national product (GNP): the total value of the goods and services produced in a nation during a year (Student Dictionary)

Himalayas, the: mountains S Asia on border between India & Tibet & in Kashmir, Nepal, & Bhutan

Histogram: a bar graph that uses rectangles of different heights to show how often the different values of a variable in statistics occur (Student Dictionary)

HIV (human immunodeficiency virus): any of a group of viruses that infect and destroy helper T cells causing the marked reduction in their numbers that is diagnostic of AIDS (Student Dictionary)

Public Service Announcement: In the United States a public service announcement (PSA) is defined by the Federal Communications Commission (FCC) in a formal and detailed manner. A PSA is “any announcement (including network) for which no charge is made and which promotes programs, activities, or services of federal, state, or local governments (e.g., recruiting, sale of bonds, etc.) or the programs, activities or services of non-profit organizations (e.g., United Way, Red Cross blood donations, etc.) and other announcements regarded as serving community interests, excluding time signals, routine weather announcements and promotional announcements.”¹⁰

Queen Rania Abdullah: Queen of Jordan, Queen Rania Abdullah is married to King Abdullah II ibn Al Hussein of Jordan and is a mother, a wife, a boss, an advocate, and a humanitarian as well as Eminent Advocate for UNICEF and Honorary Chairperson for UNGEI.¹¹

Retention: 1a: the act of retaining: the state of being retained; 2a: the power of retaining: retentiveness; 2b: an ability to retain things in mind; *specifically*: a preservation of the aftereffects of experience and learning that makes recall or recognition possible

Wean: to accustom (as a young child or animal) to take food otherwise than by nursing

Used with permission. All definitions from Merriam-Webster online at www.Merriam-Webster.com, unless otherwise noted.

¹⁰ Museum of Broadcast Communications, “Public Service Announcements,” <http://www.museum.tv/eotvsection.php?entrycode=publicservic>.

¹¹ Queen Rania Al Abdullah, “Bio,” Queen Rania Al Abdullah: The Hashemite Kingdom of Jordan, <http://www.queenrania.jo/rania/bio>.

Nepal

Map of South Asia



12 United Nations Cartographic Section, "Map of South Asia," United Nations, <http://www.un.org/Depts/Cartographic/map/profile/seasia.pdf>.

Nepal

Map of Nepal



Map No. 4304 UNITED NATIONS
January 2007 (Colour)

Department of Peacekeeping Operations
Cartographic Section

Uganda

Map of Africa



Map No. 4045 Rev. 5 UNITED NATIONS
April 2009

Department of Field Support
Cartographic Section

14 United Nations Cartographic Section, "Map of Africa," United Nations, <http://www.un.org/Depts/Cartographic/map/profile/africa.pdf>.

Uganda

Map of Uganda



Map No. 3862.1 Rev. 1 UNITED NATIONS
September 2002

Department of Public Information
Cartographic Section

15 United Nations Cartographic Section, "Map of Uganda," United Nations, <http://www.un.org/Depts/Cartographic/map/profile/uganda1.pdf>.

Additional Resources

To Educate a Girl features the Young Champions Model from Nepal, and the Girls' Education Movement (GEM) clubs from Uganda, both of which have been supported by UNICEF (United Nations Children's Fund). UNICEF is the lead member of the United Nations Girls' Education Initiative (UNGEI). With its strong presence in 190 countries, UNICEF is the world's leading advocate for children. UNICEF works to advance the rights and well-being of children and include programs such as education programs for girls and boys worldwide, including in Nepal and Uganda.

Many organizations work around the world to realize the goal of education for all girls and boys alike. To learn more about one such partnership of organizations, the United Nations Girls' Education Initiative (UNGEI), visit www.ungei.org and read, research and explore their work and initiatives.

Nepal Background Information

Nepal is a landlocked country in South Asia, sharing borders with China and India. Nepal is famous for being home to the world's highest peak, Mount Everest. The rough terrain of the Himalayas shapes the geography of Nepal. Nepal's capital is Kathmandu. Over 80% of Nepalese practice Hinduism and 10% practice Buddhism, with the rest of the population practicing Islam or Kirant.¹⁶ The official language of Nepal is Nepali, though there are well over 100 ethnic languages spoken as well.¹⁷ Nepal is among the poorest and least developed countries in the world, with almost one-quarter of its population living below the poverty line. Agriculture is the sole livelihood for the majority of Nepalese, accounting for about one-third of the Gross Domestic Product (GDP). The challenges associated with a landlocked geographic location impact the opportunities for economic growth. A 2010 estimate places Nepal's GDP at \$35.81 billion, ranking it 102 out of 227 countries in the world.¹⁸

Further obstacles to Nepal's economic growth include recent civil unrest. Nepal experienced a 10-year armed conflict beginning in 1996 and ending with a November 2006 ceasefire. During the conflict, Maoist groups fought the ruling monarchy. Over 13,000 police, civilians, and insurgents were killed in the conflict.¹⁹ It was estimated that the Maoists controlled approximately 80% of the country, and they required that families send one teenager to serve in the army. Despite the 2006 peace agreement, Maoist violence and intimidation continues today. Nepalese continue to face other challenges in creating a stable government structure. A Constitutional Assembly was held, but the proposed proportional representation system elicited protests from women and ethnic minorities.²⁰

There are numerous issues facing children in Nepal. The conflict has had a significant impact on education. Forced closures of schools due to strikes have cut the school year in half in some areas. Teachers have been threatened, assaulted, and even killed. Thousands of students have been taken from school for political indoctrination, and some have been recruited into the Maoist forces or militia. Trafficking in women and child labor are serious problems, though some improvement has been seen. More than 50,000 children in Nepal die each year; 60% of these deaths are attributed to malnutrition. Half of the children in Nepal are underweight; two-thirds of the population does not have access to toilets.²¹ The adult literacy rate is about 58%.²² Nepal's challenges present the most direct impact on the lives of women and children.

16 "Nepal: The World Factbook," Central Intelligence Agency, <https://www.cia.gov/library/publications/the-world-factbook/geos/np.html>.

17 "Background Note: Nepal," U.S. Department of State, accessed June 28, 2011, <http://www.state.gov/r/pa/ei/bgn/5283.htm>.

18 "Nepal: The World Factbook."

19 "Background Note: Nepal."

20 "Background Note: Nepal."

21 "Nepal: Background," UNICEF, http://www.unicef.org/infobycountry/nepal_nepal_background.html.

22 "State of the World's Children 2011 report, Table 1: Basic Indicators," UNICEF, http://www.unicef.org/sowc2011/pdfs/Table-1-Basic-Indicators_02092011.pdf.

Uganda Background Information

The Republic of Uganda is located in East Africa and has a population of 32.7 million people. The capital is Kampala. Uganda has an area of 93,072 square miles (about the size of Oregon) with a tropical climate. It has two dry seasons (December to February, June to August); the remaining seasons are rainy. Only 27.9% of the land is arable, 11.2% is cropland, and 17.5% is forest. Religious breakdown: 85% of Ugandans are Christian, 12% are Muslim, and 3% practice other religions. The official languages are English and Swahili. The Baganda are the largest ethnic group in Uganda and make up 17% of the total population. There are at least 13 other ethnic groups that make up the population. Uganda's natural resources include copper, cobalt, hydropower, limestone, salt, phosphate, and oil. Some of its agriculture products are coffee, tea, cotton, bananas, cassava, and livestock. Its total Gross Domestic Product (GDP) is \$15.7 billion, ranking it 97 out of 227 countries in the world.²³

From 1986 to 2006 the Lord's Resistance Army (LRA), led by Joseph Kony, attacked and committed human rights abuses across northern Uganda. The main goal of the LRA has been to overthrow the government. It is responsible for the deaths of tens of thousands of people, abducting thousands of children to be soldiers and displacing as many as 1.8 million people. In 2005, the Ugandan army was able to push the LRAs out of Northern Uganda. However, the LRA continued to operate from the Democratic Republic of the Congo, South Sudan and the Central African Republic which led to the expansion of violence across these three countries. Increased military pressure forced the LRA to call for peace negotiations. Leader Joseph Kony decided not to sign a Final Peace Agreement.

Children in Uganda face a number of challenges, including the threat of disease, malnutrition, and access to education, just to name a few. It is estimated that around three million children in Uganda have been orphaned because of AIDS. In addition, 20,000 Ugandan babies are born each year infected with HIV due to mother-child transmission. Malaria, respiratory infections, and diarrhea are the main causes of death among children under age 5. Malnutrition and poor sanitation conditions are prevalent, especially in the northern regions.

Of the estimated 1.4–1.8 million people who were forced to flee their homes because of conflict, eighty percent of them are women and children. They live in more than 200 camps that have limited resources. Recent reports say that at least 25,000 children have been abducted by the LRA since 1986. Many of the children who live in the conflict areas are "night commuters": 40,000 children walk by themselves from their homes in outlying villages to urban centers, where they seek protection from the LRA.²⁴ Women and children have been the most vulnerable to the ongoing effects of the 20-year conflict in the north.²⁵

23 "Background Note: Uganda," U.S. Department of State, <http://www.state.gov/r/pa/ei/bgn/2963.htm>.

24 "Background Uganda," UNICEF, http://www.unicef.org/infobycountry/uganda_background.html.

25 "Humanitarian Action for Children: Uganda", UNICEF, http://www.unicef.org/hac2011/hac_uganda.php/.

Discussion Questions: Nepal

1. What are the challenges you observed in the film for girls' access to education in Nepal? How are these challenges being addressed?
2. Who are the Young Champions?
3. What kind of concerns do families express to the Young Champions as they go door-to-door in the Bara District? How do they address the concerns?
4. Why do many parents in Bara District want their children to get married at a young age rather than go to school?
5. Why is Manisha ashamed to go to school, and how do the Young Champions help her to overcome her fears?
6. What purpose does the radio program "Chatting With My Best Friend" serve?
7. Apsara lives in the Kavre District of Nepal, adjacent to Kathmandu. What is the problem she writes to "Chatting With My Best Friend" about? Does she get an answer? Why do you think she went to the producers of the radio show with this problem, rather than to her family or the other people in her village?
8. Do you think there are any inequities in education within your community—that is, in your school, your teams, your city or town, or your state? If so, what are those inequities? What steps can you take to change any inequities?
9. Do you think it is important to have groups and programs like Young Champions and "Chatting With My Best Friend"? If so, why?

Discussion Questions: Uganda

1. What are the challenges you observed in the film for girls' access to education in Uganda? How are these challenges being addressed?
2. Why is it important to Mercy and her family that she go to school? Does Mercy or her family have any concerns with going to school?
3. What is the Girls Education Movement (GEM)? What tactics do they employ to get more children enrolled in school?
4. What are some of the slogans that GEM uses on the posters and banners in their parades? Do you think these are effective?
5. Describe Mercy's classroom and compare it with the elementary school you attended. What are the similarities and differences?
6. Sarah lives in Gulu, Uganda. Her parents were both killed in the Ugandan civil war. What additional challenges does armed conflict present to educating girls?
7. What is GEM doing to help girls like Sarah? How does school itself help Sarah deal with the trauma she has experienced?
8. Do you think there are any inequities in education within your community—that is, in your school, your teams, your city or town, or your state? If so, what are those inequities? What steps can you take to make changes?
9. Do you think it is important to have groups like GEM? If so, why?

To Educate a Girl: By the Numbers

Directions

Use Table 5. Education excerpted from UNICEF's State of the World's Children 2011 report to answer the following questions.

1. What is the difference in percentages between the net female primary school enrollment ratios in China and Nepal?
2. Which country has the lowest net primary school enrollment ratio for females and what is that ratio?
3. List the three nations in the table that have the highest net primary school enrollment ratio for females and what are those ratios?
4. List three countries that have higher net ratios of females enrolled in secondary school than males.
5. Which country listed in the table has the greatest difference in the net primary school attendance ratio of males versus females and what is the percent difference?
6. Which three countries had equal primary school attendance rates for males and females?
7. Use Table 5 Education to create four bar graphs comparing female primary school attendance ratios in Uganda, Haiti, Lebanon, and Nepal.
8. What did you see in the film that might explain why a country might have a high or low rate of attendance or enrollment in school overall? Specifically for girls? For boys?
9. What conclusions can you make about attendance rates as they relate to challenges in various countries around the world?

TABLE 5. EDUCATION

Countries and territories	Youth (15–24 years) literacy rate 2004–2008*		Number per 100 population 2008		Primary school enrolment ratio 2005–2009*				Primary school attendance ratio 2005–2009* net		Survival rate to last primary grade (%) 2005–2009*		Secondary school enrolment ratio 2005–2009*				Secondary school attendance ratio 2005–2009* net	
	male	female	phones	Internet users	male	female	male	female	male	female	admin. data	survey data	male	female	male	female	male	female
Afghanistan	49 x	18 x	29	2	127	84	74	46	66 x	40 x	—	90 x	41	15	38	15	18 x	6 x
Albania	99	100	100	24	102 x	102 x	91 x	91 x	92	92	90 x	100	79 x	76 x	75 x	73 x	79	77
Algeria	94	89	93	12	111	104	96	94	97	96	93	93	80	86	65 x	68 x	57	65
Andorra	—	—	76	70	88	85	81	79	—	—	—	—	78	87	69	75	—	—
Angola	81	65	38	3	141	114	55 x	48 x	58 x	59 x	—	83 x	19 x	16 x	—	—	22 x	20 x
Antigua and Barbuda	—	—	158	75	105	96	90	86	—	—	97	—	119	110	—	—	—	—
Argentina	99	99	117	28	116	115	—	—	—	—	95	—	80	90	75	84	—	—
Armenia	100	100	100	6	104	106	83	86	99	98	98	100	86	90	83	88	93	95
Australia	—	—	105	72	106	105	96	97	—	—	—	—	153	146	87	89	—	—
Austria	—	—	130	71	100	99	97 x	98 x	—	—	98	—	102	98	—	—	—	—
Azerbaijan	100	100	75	28	117	115	97	95	74	72	98	99 x	107	104	99	97	82	80
Bahamas	—	—	106	32	103	103	90	92	—	—	91	—	92	94	83	87	—	—
Bahrain	100	100	186	52	106	104	98	97	86 x	87 x	99 x	99 x	95	99	87	92	77 x	85 x
Bangladesh	73	76	28	0	89	94	85	86	80	83	55	94	43	45	40	43	46	53
Barbados	—	—	159	74	—	—	—	—	—	—	94	—	—	—	—	—	—	—
Belarus	100	100	84	32	98	100	93	96	93	94	100	100	94	96	—	—	95	97
Belgium	—	—	112	69	103	103	98	99	—	—	87	—	110	107	89	85	—	—
Belize	—	89	53	11	122	119	98	98	95	95	90	98	72	78	61	66	58	60
Benin	64	42	42	2	125	108	99	86	72	62	63 x	89	46	26	26 x	13 x	40	27
Bhutan	80	68	37	7	108	110	86	88	74 x	67 x	90	—	62	61	46	49	—	—
Bolivia (Plurinational State of)	100	99	50	11	108	108	93	94	97	97	80	96	83	81	70	70	78	75
Bosnia and Herzegovina	100	99	84	35	109	110	—	—	97	98	—	100	89	91	—	—	89	89
Botswana	94	96	77	6	111	109	86	88	86	88	87	—	78	82	62	67	36 x	44 x
Brazil	97	99	78	38	132	123	95	93	95	95	76 x	88	96	106	78	85	74	80
Brunei Darussalam	100	100	96	55	107	107	93	93	—	—	98	—	96	98	87	90	—	—
Bulgaria	97	97	138	35	101	101	96	96	—	—	94	—	90	87	85	82	—	—
Burkina Faso	47	33	17	1	83	74	67	59	49	44	71	89	23	17	18	13	17	15
Burundi	77	75	6	1	139	132	100	99	72	70	54	82	21	15	—	—	8	6
Cambodia	89	86	29	1	120	112	90	87	84	86	54	92	44	36	36	32	29	26
Cameroon	88	84	32	4	119	102	94	82	86	81	57	87	41	33	—	—	45	42
Canada	—	—	66	75	99	99	99 x	100 x	—	—	98 x	—	102	100	95 x	94 x	—	—
Cape Verde	97	99	56	21	105	98	85	84	97 x	96 x	87	—	65 x	71 x	54 x	60 x	—	—
Central African Republic	72	56	4	0	104	74	77	57	64	54	46	62	18	10	13	8	16	10
Chad	54	37	17	1	97	68	72 x	50 x	41 x	31 x	30	94 x	26	12	16 x	5 x	13 x	7 x
Chile	99	99	88	32	108	103	95	94	—	—	95	—	89	92	84	87	—	—
China	99	99	48	22	111	116	100	100	—	—	100	—	74	78	—	—	—	—
Colombia	98	98	92	39	120	120	90	90	90	92	88	89	86	95	68	75	64	72
Comoros	86	84	15	3	125	114	79 x	67 x	31 x	31 x	72 x	19 x	52	39	15	15	10 x	11 x
Congo	87	78	50	4	118	110	62	56	86	87	70	93	46 x	40 x	—	—	39	40
Cook Islands	—	—	34	25	99 x	94 x	87 x	83 x	—	—	47 x	—	58 x	63 x	57 x	61 x	—	—
Costa Rica	98	99	42	32	110	109	91	93	87	89	94	—	87	92	—	—	59	65
Côte d'Ivoire	72	60	51	3	83	66	62 x	50 x	66	57	90	90	34 x	19 x	27 x	15 x	32	22
Croatia	100	100	133	51	99	98	91	90	—	—	100	—	92	95	87	89	—	—
Cuba	100	100	3	13	104	103	99	99	—	—	96	—	90	89	82	83	—	—
Cyprus	100	100	118	39	104	103	99	98	—	—	98	—	98	99	95	97	—	—
Czech Republic	—	—	134	58	103	103	88	91	—	—	99	—	94	96	—	—	—	—
Democratic People's Republic of Korea	100	100	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Democratic Republic of the Congo	69	62	14	0	99	82	33 x	32 x	63	60	79	74	45	25	—	—	30	24
Denmark	—	—	126	84	99	99	95	96	—	—	92 x	—	117	121	88	91	—	—
Djibouti	—	48	13	2	49	43	44	39	67	66	—	92	35	24	25	18	45	37
Dominica	—	—	150	41	79	84	69	76	—	—	91	—	109	101	62	74	—	—
Dominican Republic	95	97	72	22	108	101	80	80	87	90	69	78	69	81	52	63	56	68
Ecuador	95	96	86	29	119	118	96	97	—	—	81	—	75	76	61	62	—	—
Egypt	88	82	51	17	102	97	95	92	96	94	97	98	82 x	77 x	73 x	69 x	72	67
El Salvador	95	96	113	11	117	113	93	95	—	—	76	—	63	64	54	56	—	—
Equatorial Guinea	98	98	52	2	101	96	70 x	63 x	61 x	60 x	33 x	—	33 x	19 x	—	—	23 x	22 x
Eritrea	91	84	2	4	57	47	42	36	69 x	64 x	73	—	36	25	30	22	23 x	21 x
Estonia	100	100	188	66	101	99	95	94	—	—	98	—	98	101	88	91	—	—
Ethiopia	62	39	2	0	103	92	81	75	45	45	40	84	39	28	31	20	30	23
Fiji	—	—	71	12	95	94	90	89	—	—	95	—	78	84	76	83	—	—
Finland	—	—	129	83	98	97	96	96	—	—	100	—	108	113	96	97	—	—

	Youth (15–24 years) literacy rate 2004–2008*		Number per 100 population 2008		Primary school enrolment ratio 2005–2009*				Primary school attendance ratio 2005–2009* net		Survival rate to last primary grade (%) 2005–2009*		Secondary school enrolment ratio 2005–2009*				Secondary school attendance ratio 2005–2009* net	
	male	female	phones	Internet users	male	female	male	female	male	female	admin. data	survey data	male	female	male	female	male	female
France	–	–	93	68	111	109	98	99	–	–	98 x	–	113	113	98	99	–	–
Gabon	98	96	90	6	135 x	134 x	81 x	80 x	94 x	94 x	56 x	–	–	–	–	–	34 x	36 x
Gambia	70	58	70	7	84	89	67	71	60	62	70	95	52	49	42	41	39	34
Georgia	100	100	64	24	109	106	100	98	94	95	95	98	92	88	82	79	89	88
Germany	–	–	128	75	105	105	98	98	–	–	96	–	103	100	–	–	–	–
Ghana	81	78	50	4	106	105	76	77	73	74	60 x	81	58	52	49	45	42	42
Greece	99	99	124	44	101	101	99	100	–	–	98	–	104	99	91	91	–	–
Grenada	–	–	58	23	105	100	94	93	–	–	83 x	–	112	103	93	85	–	–
Guatemala	89	84	109	14	117	110	97	94	80 x	76 x	65	–	58	55	41	39	23 x	24 x
Guinea	67	51	39	1	97	83	76	66	55	48	55	96	45	26	34	21	27	17
Guinea-Bissau	78	62	32	2	–	–	61 x	43 x	54	53	–	76	–	–	12 x	7 x	8	7
Guyana	–	–	37	27	109	108	95	95	96	96	59 x	96	102	102	–	–	66	73
Haiti	–	–	32	10	–	–	–	–	48	52	–	85	–	–	–	–	18	21
Holy See	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Honduras	93	95	85	13	116	116	96	98	77	80	76	–	57	72	–	–	29	36
Hungary	98	99	122	59	100	98	90	89	–	–	99	–	98	97	91	91	–	–
Iceland	–	–	109	91	98	98	97	98	–	–	93	–	108	112	89	91	–	–
India	88	74	29	4	115	111	91	88	85	81	66	95	61	52	–	–	59	49
Indonesia	97	96	62	8	121	118	97	94	86	84	80	–	75	74	69	68	57	59
Iran (Islamic Republic of)	97	96	59	31	107	151	–	–	94 x	91 x	88 x	–	80	79	75	75	–	–
Iraq	85	80	58	1	106	89	93	81	91	80	70 x	93	56	37	46	33	46	34
Ireland	–	–	121	63	105	105	96	98	–	–	–	–	111	119	86	90	–	–
Israel	–	–	127	50	110	111	97	98	–	–	100	–	89	91	85	88	–	–
Italy	100	100	152	42	104	103	99	98	–	–	100	–	100	99	92	93	–	–
Jamaica	92	98	101	57	95	92	82	79	97	98	87 x	99	89	93	75	79	88	92
Japan	–	–	87	75	102	102	–	–	–	–	–	–	101	101	98	98	–	–
Jordan	99	99	87	26	97	97	89	90	99	99	99	–	87	90	80	84	85	89
Kazakhstan	100	100	96	11	108	109	88	90	99	98	99	100	101	98	88	89	97	97
Kenya	92	93	42	9	113	110	81	82	72	75	84 x	96	61	56	50	48	40	42
Kiribati	–	–	1	2	107	109	–	–	–	–	81 x	–	79	95	65	72	–	–
Kuwait	98	99	100	34	96	95	89	87	–	–	100	–	88	91	80	80	–	–
Kyrgyzstan	100	100	63	16	95	94	84	83	91	93	98	99	85	86	80	81	90	92
Lao People's Democratic Republic	89	79	33	9	117	106	84	81	81	77	67	91	48	39	39	33	39	32
Latvia	100	100	99	61	100	96	98 x	96 x	–	–	96	–	97	99	–	–	–	–
Lebanon	98	99	34	23	104	102	91	89	97 x	97 x	93	93 x	78	87	71	79	61 x	68 x
Lesotho	86	98	28	4	108	107	71	74	82	88	46	84	34	45	20	31	16	27
Liberia	70	80	19	1	96	86	85 x	66 x	41	39	–	–	36	27	25 x	14 x	21	18
Libyan Arab Jamahiriya	100	100	77	5	113	108	–	–	–	–	–	–	86	101	–	–	–	–
Liechtenstein	–	–	95	66	107	107	87	92	–	–	82	–	117	100	85	81	–	–
Lithuania	100	100	151	55	97	95	93	91	–	–	98	–	99	99	91	92	–	–
Luxembourg	–	–	147	81	100	101	95	97	–	–	86	–	95	98	82	85	–	–
Madagascar	73	68	25	2	154	149	98	99	74 x	77 x	42	93 x	31	29	23	24	17 x	21 x
Malawi	87	85	12	2	119	122	88	93	86	87	36	71	32	27	26	24	13	13
Malaysia	98	99	103	56	97	96	96	96	–	–	92	–	66	71	66	70	–	–
Maldives	99	99	143	24	115	109	97	95	–	–	–	–	81	86	68	71	–	–
Mali	47	31	27	2	103	86	79	66	46	40	79	90 x	46	30	35	22	23	17
Malta	97	99	95	49	99	99	91	92	–	–	99 x	–	97	99	79	85	–	–
Marshall Islands	94	96	2	4	94	92	67	66	–	–	–	–	66	67	43	47	–	–
Mauritania	71	63	65	2	101	108	74	79	56	59	82	77	26	23	17	15	21	17
Mauritius	95	97	81	22	100	100	93	95	–	–	98	–	86	88	79	81	–	–
Mexico	98	98	69	22	115	113	98	98	97	97	92	–	87	93	71	74	–	–
Micronesia (Federated States of)	94 x	96 x	31	14	110	111	–	–	–	–	–	–	–	–	–	–	–	–
Monaco	–	–	67	67	131	125	–	–	–	–	–	–	153	154	–	–	–	–
Mongolia	93	97	67	12	102	101	89	88	96	98	95	97	92	99	79	85	85	91
Montenegro	–	93	118	47	–	–	–	–	98	97	–	97	–	–	–	–	90	92
Morocco	85	68	72	33	112	102	92	87	91	88	76	–	60	51	37 x	32 x	39 x	36 x
Mozambique	78	62	20	2	121	107	82	77	82	80	44	60	24	18	6	6	21	20
Myanmar	96	95	1	0	117	117	–	–	83 x	84 x	74	100 x	–	–	49	50	51 x	48 x
Namibia	91	95	49	5	113	112	87	91	91	91	77	90 x	61	71	49	60	40	53
Nauru	92	99	–	–	80	84	72	73	–	–	25 x	–	47	58	–	–	–	–
Nepal	86	75	15	2	123 x	106 x	78 x	64 x	86	82	62	95	46	41	–	–	46	38

TABLE 5. EDUCATION

	Youth (15–24 years) literacy rate 2004–2008*		Number per 100 population 2008		Primary school enrolment ratio 2005–2009*				Primary school attendance ratio 2005–2009* net		Survival rate to last primary grade (%) 2005–2009*		Secondary school enrolment ratio 2005–2009*				Secondary school attendance ratio 2005–2009* net	
	male	female	phones	Internet users	male	female	male	female	male	female	admin. data	survey data	male	female	male	female	male	female
Netherlands	–	–	125	87	108	106	99	98	–	–	98 x	–	122	120	88	89	–	–
New Zealand	–	–	109	72	101	101	99	100	–	–	–	–	115	122	90 x	92 x	–	–
Nicaragua	85	89	55	3	118	116	92	92	77 x	84 x	48	56 x	64	72	42	48	35 x	47 x
Niger	52	23	13	1	69	55	60	48	44	31	67	88	14	9	11	7	13	9
Nigeria	78	65	42	16	99	87	64	58	65	60	75 x	98	34	27	29	22	45	43
Niue	–	–	38	66	107	102	99 x	98 x	–	–	78 x	–	96	102	91 x	96 x	–	–
Norway	–	–	110	83	99	99	99	99	–	–	100	–	113	110	96	96	–	–
Occupied Palestinian Territory	99	99	28	9	80	79	75	75	91 x	92 x	99	–	87	93	85	90	–	–
Oman	98	98	116	20	74	75	67	69	–	–	100	–	90	87	79	78	–	–
Pakistan	79	59	50	10	93	77	72	60	76	67	70 x	–	37	28	37	28	39	33
Palau	100	100	60	27	98	100	98 x	94 x	–	–	–	–	98	96	–	–	–	–
Panama	97	96	115	27	113	109	99	98	–	–	85	–	68	74	63	69	–	–
Papua New Guinea	65	69	9	2	59	50	–	–	–	–	–	–	–	–	–	–	–	–
Paraguay	99	99	95	14	107	104	90	90	87	89	79	–	65	67	57	60	81 x	80 x
Peru	98	97	73	25	109	109	94	95	94 x	94 x	83	94 x	89	89	75	75	70 x	70 x
Philippines	94	96	75	6	111	109	91	93	88 x	89 x	73	90 x	79	86	55	66	55 x	70 x
Poland	100	100	115	49	97	97	95	96	–	–	97	–	100	99	93	95	–	–
Portugal	100	100	140	42	118	112	99	98	–	–	–	–	98	105	84	92	–	–
Qatar	99	99	131	34	109	108	95 x	94 x	–	–	97	–	79	115	67	98	–	–
Republic of Korea	–	–	95	77	106	104	100	98	–	–	98	–	99	95	97	94	–	–
Republic of Moldova	99	100	67	23	95	93	88	87	84	85	96	100	86	89	82	85	82	85
Romania	97	98	115	29	100	99	91	90	–	–	93	–	92	91	74	72	–	–
Russian Federation	100	100	141	32	97	97	–	–	–	–	95	–	86	84	–	–	–	–
Rwanda	77	77	14	3	150	152	95	97	84	87	31 x	76	23	21	–	–	5	5
Saint Kitts and Nevis	–	–	157	31	96	102	91	96	–	–	68	–	95	93	87	85	–	–
Saint Lucia	–	–	100	59	99	97	92	91	–	–	96 x	–	91	95	77	82	–	–
Saint Vincent and the Grenadines	–	–	119	60	111	103	97	92	–	–	64 x	–	107	111	85	95	–	–
Samoa	99	100	69	5	101	99	93	93	–	–	96 x	–	72	81	66	75	–	–
San Marino	–	–	77	55	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Sao Tome and Principe	95	96	31	15	133	134	95	97	94	95	74	83	49	54	36	40	39	41
Saudi Arabia	98	96	143	31	100	96	85	84	–	–	96	–	102	87	70	76	–	–
Senegal	58	45	44	8	83	84	72	74	58	59	58	93	34	27	28	22	20	16
Serbia	99	99	98	34	98	98	95	95	99	98	98	100	87	90	87	89	81	87
Seychelles	99	99	112	40	131	130	99 x	100 x	–	–	98	–	101	120	–	–	–	–
Sierra Leone	66	46	18	0	168	148	–	–	69	69	–	94	42	28	30	20	21	17
Singapore	100	100	138	73	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Slovakia	–	–	102	66	103	102	–	–	–	–	97	–	92	93	–	–	–	–
Slovenia	100	100	102	56	98	97	97	97	–	–	99 x	–	97	97	91	92	–	–
Solomon Islands	90 x	80 x	6	2	109	106	67	67	63	69	–	–	38	32	32	29	29	30
Somalia	–	24	7	1	42	23	–	–	25	21	–	85	11	5	–	–	9	5
South Africa	96	98	91	8	106	103	87	88	80 x	83 x	77 x	–	93	97	70	74	41 x	48 x
Spain	100	100	112	57	107	106	100	100	–	–	100	–	117	123	93	97	–	–
Sri Lanka	97	99	55	6	101	102	99	100	–	–	98	–	86 x	88 x	–	–	–	–
Sudan	89	82	29	10	78	70	43 x	36 x	56	52	93	56 x	40	36	–	–	17	22
Suriname	96	95	81	10	116	111	91	90	95	94	68	92	66	85	55	74	56	67
Swaziland	92	95	46	7	112	104	82	84	83	86	74	80 x	56	50	31	26	31	41
Sweden	–	–	118	88	95	95	95	94	–	–	100	–	104	103	99	99	–	–
Switzerland	–	–	118	77	103	103	94	94	–	–	–	–	98	94	87	83	–	–
Syrian Arab Republic	96	93	33	17	127	122	97 x	92 x	97	96	97	–	75	73	68	67	64	65
Tajikistan	100	100	54	9	104	100	99	95	99	96	99	100	90	78	88	77	89	74
Thailand	98	98	92	24	92	90	91	89	98	98	–	99	73	79	68	77	77	84
The former Yugoslav Republic of Macedonia	99	99	123	42	93	93	86	87	97	93	97	100	85	82	82	81	79	78
Timor-Leste	–	–	9	0	110	103	77	74	76 x	74 x	–	–	55	55	30	33	–	–
Togo	87	80	24	5	119	111	98	89	82	76	45	89	54	28	30 x	15 x	45	32
Tonga	99	100	49	8	113	110	–	–	–	–	91	–	101	105	60	74	–	–
Trinidad and Tobago	100	100	113	17	105	102	92	91	98	98	96	98	86	92	71	76	84	90
Tunisia	98	96	85	28	108	106	97	98	95 x	93 x	94	–	88	96	67	76	–	–
Turkey	99	94	89	34	101	98	96	94	91 x	87 x	94	95 x	87	77	77	70	52 x	43 x
Turkmenistan	100	100	23	1	–	–	–	–	99	99	–	100	–	–	–	–	84	84
Tuvalu	98	99	20	43	106	105	–	–	–	–	63 x	–	87 x	81 x	–	–	–	–
Uganda	89	86	27	8	120	121	96	98	83	82	32	72	27	23	22	21	16	15

	Youth (15–24 years) literacy rate 2004–2008*		Number per 100 population 2008		Primary school enrolment ratio 2005–2009*				Primary school attendance ratio 2005–2009* net		Survival rate to last primary grade (%) 2005–2009*		Secondary school enrolment ratio 2005–2009*				Secondary school attendance ratio 2005–2009* net	
					gross		net		gross		net		gross		net		gross	
	male	female	phones	Internet users	male	female	male	female	male	female	admin. data	survey data	male	female	male	female	male	female
Ukraine	100	100	121	11	98	99	89	89	96	98	97	100	95	94	84	85	90	93
United Arab Emirates	94	97	209	65	108	108	92	91	—	—	100	—	93	95	83	85	—	—
United Kingdom	—	—	126	76	106	106	99	100	—	—	—	—	98	100	92	95	—	—
United Republic of Tanzania	79	76	31	1	111	109	100	99	71	75	83	91	7 x	5 x	5 x	5 x	8	8
United States	—	—	87	74	98	99	91	93	—	—	95	—	94	94	88	89	—	—
Uruguay	99	99	105	40	116	113	97	98	—	—	94	—	93	91	64	71	—	—
Uzbekistan	100	100	47	9	94	92	89	87	100	100	99	100	102	101	92	90	91	90
Vanuatu	94	94	15	7	111	106	98	96	80	82	73	89	43 x	37 x	41 x	35 x	38	36
Venezuela (Bolivarian Republic of)	98	99	96	25	104	102	90	90	91 x	93 x	81	82 x	77	85	66	74	30 x	43 x
Viet Nam	97	96	80	24	107 x	101 x	96 x	91 x	94	94	92	98	70 x	64 x	—	—	77	78
Yemen	95	70	16	2	94	76	79	66	75	64	59 x	73	61	30	49	26	48	27
Zambia	82	68	28	6	120	118	95	96	80	80	79	87	50	41	47	39	38	35
Zimbabwe	98	99	13	11	104	103	89	91	90	92	62 x	79	43	39	39	37	46	43

SUMMARY INDICATORS

Africa [#]	79	70	38	8	105	96	83	79	69	67	67	87	44	36	33	29	35	32
Sub-Saharan Africa [#]	77	67	32	6	105	95	81	77	65	63	62	86	40	32	32	28	30	27
Eastern and Southern Africa	81	73	30	4	113	107	88	87	68	69	51	82	44	39	35	33	24	22
West and Central Africa	72	60	34	7	99	86	71	64	64	59	70	89	38	26	29	22	36	31
Middle East and North Africa	92	86	63	19	101	99	91	86	85	81	93	—	72	66	66	62	54	51
Asia [#]	92	86	44	14	111	108	92	89	84 **	81 **	79	—	64	60	—	—	56 **	50 **
South Asia	86	73	32	5	110	104	88	83	83	80	65	94	56	48	—	—	55	47
East Asia and Pacific	98	98	54	21	112	113	98	97	89 **	88 **	92	—	74	77	65 **	67 **	63 **	65 **
Latin America and Caribbean	97	98	80	29	118	114	95	94	92	93	85	—	87	94	72	77	68	74
CEE/CIS	99	99	109	26	100	98	93	92	—	—	96	—	91	88	82	81	—	—
Industrialized countries [§]	—	—	104	69	102	102	95	95	—	—	96	—	102	101	91	92	—	—
Developing countries [§]	91	84	48	15	109	105	90	87	80 **	77 **	77	91	64	60	54 **	53 **	52 **	48 **
Least developed countries [§]	76	67	21	2	104	96	85	81	67	66	60	83	39	31	33	29	30	28
World	91	85	59	23	108	105	91	88	80 **	77 **	79	91	69	65	61 **	60 **	53 **	48 **

[#] For a complete list of countries and territories in the regions and subregions, see page 124.

[§] Includes territories within each country category or regional group. Countries and territories in each country category or regional group are listed on page 124.

DEFINITIONS OF THE INDICATORS

Youth literacy rate – Number of literate persons aged 15–24, expressed as a percentage of the total population in that age group.

Primary school gross enrolment ratio – Number of children enrolled in primary school, regardless of age, expressed as a percentage of the total number of children of official primary school age.

Secondary school gross enrolment ratio – Number of children enrolled in secondary school, regardless of age, expressed as a percentage of the total number of children of official secondary school age.

Primary school net enrolment ratio – Number of children enrolled in primary school who are of official primary school age, expressed as a percentage of the total number of children of official primary school age.

Secondary school net enrolment ratio – Number of children enrolled in secondary school who are of official secondary school age, expressed as a percentage of the total number of children of official secondary school age.

Primary school net attendance ratio – Number of children attending primary or secondary school who are of official primary school age, expressed as a percentage of the total number of children of official primary school age.

Secondary school net attendance ratio – Number of children attending secondary or tertiary school who are of official secondary school age, expressed as a percentage of the total number of children of official secondary school age.

Survival rate to the last grade of primary school – Percentage of children entering the first grade of primary school who eventually reach the last grade of primary school.

MAIN DATA SOURCES

Youth literacy – UNESCO Institute for Statistics (UIS).

Phone and Internet use – International Telecommunications Union, Geneva.

Primary and secondary school enrolment – UIS.

Primary and secondary school attendance – Demographic and Health Surveys (DHS) and Multiple Indicator Cluster Surveys (MICS).

Survival rate to the last grade of primary school – Administrative data: UIS, survey data: DHS and MICS.

NOTES

— Data not available.

x Data 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 calculation of regional and global averages.

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

** Excludes China.

