

Paths to **Hope**

UNESCO's Programme for the
Education of Children in Need

10 years, 1992 to 2002

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I would like to become
a child..."*



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Aknowledgements

UNESCO expresses its gratitude to the many people and institutions whose donations have supported the Programme for the **Education of Children in Need** during the ten years of its existence.

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Preface from M. **Koichiro Matsuura**
Director-General of UNESCO

Children and their protection are at the very heart of UNESCO's concerns. As the United Nations lead agency for the International Decade for a Culture of Peace and Non-Violence for the Children of the World, it is our task to give new impetus to the worldwide movement in support of a culture of peace and to place particular emphasis on activities that will promote a culture of peace and non-violence.

At the special session of the General Assembly devoted to children (United Nations Headquarters, May 2002), the States declared their commitment "to create a world fit for children, in which sustainable human development, taking into account the best interests of the child, is founded on principles of democracy, equality, non-discrimination, peace and social justice and the universality, indivisibility, interdependence and interrelatedness of all human rights, including the right to development".

Hunger, disease and social exclusion – the terrible faces of poverty which so often lead to despair and conflict – are the daily lot of millions of children throughout the world. In addition to those who are shot and killed, some 100 million children survive in destitution and neglect, exploited, abused, manipulated for political or military ends and subject to all kinds of ill-treatment. That is an intolerable situation which we cannot accept.

It is ten years now since Ms. Ute-Henriette Ohoven, a deeply caring woman with inexhaustible energy, took up the struggle on behalf of the Programme for the **Education of Children in Need**. The Programme aims to give a sense of their own worth and faith in the future to children who have been treated with contempt. Since 1992 Ms. Ohoven has devoted her efforts to raising awareness about the cause of children in distress and collecting funds. Some \$24 million have been collected and invested in some 200 projects in over 80 countries.

UNESCO is delighted to be able to count on the assistance of many prestigious partners, who may, through their commitment and the strength of their convictions, give extraordinary impetus to its message. For the sake of the love and respect we have for children, let us give them a better world in a new century and a new millennium.





Preface from Ms. **Ute-Henriette Ohoven**
UNESCO's Special Ambassador

The sadest and yet most challenging part of my work for UNESCO's Programme for the **Education of Children in Need** is when I am hand in hand with the children, and face to face with the cruelty and injustice which the world of adults inflicts upon them.

I have been with Bosnian children who had just escaped the murderous hell of war-torn Sarajevo.

I have spent the night in a shelter in Calcutta, which served as refuge for ten-year-old girls threatened by prostitution. I have waded through garbage heaps in the shantytowns of Cairo where children survive as rag-pickers. I have held the hand of an African child who has spent all his life in the confines of a refugee camp.

The most vulnerable among us, children in need, have the right to live healthy and happy lives.

They must be given the means to help themselves, and later on, their own children.

This is why I am committed to the work and ideals of UNESCO which strives to give a future to the many millions of children who are victims of war, violence, and neglect. Much has been achieved over these past ten years, and all those who have contributed to UNESCO's Programme for the **Education of Children in Need** can be justifiably proud. But it has taken more than bread, blankets, and medicine. More than anything else, children must have access to education, so that they can learn to master their own destiny and build a more peaceful tomorrow.

Let us never forget: each of these children is our own child.



Preface from M. Koichiro Matsuura, Director-General of UNESCO	3
Preface from Ms. Ute-Henriette Ohoven, UNESCO's Special Ambassador	5
Has the world abandoned its children?	9
Actions speak louder than words	13
Children victims of war and disasters	17
Children living in the streets	23
Working children	31
Children with disabilities	39
A last word... ..	45
The UNESCO's Programme for the Education of Children in Need in the world, 1992-2002, geographical overview	46
List of projects supported by the UNESCO's Programme for the Education of Children in Need , 1992-2002	48
Photo credits	64



Has the world abandoned **its children?**

■ It is no longer news, but it certainly remains a resounding scandal: around half a billion children all over the world are made to suffer and die in conditions of extreme deprivation and distress. Voices to denounce this collective shame have been raised over and over again. Appeals have been adopted by international assemblies, disseminated by the media and shouted from rooftops. And yet, experts do not exclude that the number of children victimized by the world of adults could grow further over the next generation. Regularly, new and ever more horrifying statistics are put together to document the extent of this worldwide scandal. Their terrible sobriety bears witness to the sufferings which, every day anew, we inflict on our children.

9

UNESCO's Special Ambassador for the **Education of Children in Need**, Ute-Henriette Ohoven, has met many of these children, holding their hands, providing help, trying to be their voice. The young girl in Calcutta, forced into prostitution and seeking shelter in the safehouse of a humanitarian association; the adolescent boy in Sarajevo who has lost both legs in the Bosnian civil war; the little boy in an African refugee camp who has spent much of his short life behind barbed wire fences; the street children of Bucharest who hide in the gutters to escape from the icy cold of the Romanian winter; the ten year old girl in a home for young prostitutes in Guatemala, who hugs her newborn baby; the mentally disabled child in Bulgaria who is waiting to die in a home without love nor care.

The causes of this vast tragedy are only too familiar: war and civil strife, the flight of growing numbers of refugees, migration across borders or the seemingly unstoppable exodus from rural areas, poverty, malnutrition and disease, the breakdown of family structures, violence, greed and exploitation which target the most vulnerable.



Over the past decade, wars have claimed the lives of two million children. Another six million were fortunate enough to survive, wounded and crippled for life. And one million children became war orphans. Civil wars, which continued to grow in number and ferocity, have taken a particularly heavy toll on children. Estimates put the number of child soldiers, forced to carry a gun and kill, at more than three hundred thousand. Their victims are again other children – probably half of all those killed.

Some two hundred fifty million children from 5 to 17 years of age, according to estimates of the International Labour Office, work as cheap labour, instead of going to school. This includes primarily rural children, boys and girls from poor farming families in remote areas all over the world where age-old traditions and sheer economic necessity combine to make access to basic education an unreachable dream for most. But it also covers the systematic exploitation of children in sweatshops and factories in the very heart of our cities or in the slum areas which surround them. Working in hazardous and slave-like conditions, many of these children die at an early age.

The sexual exploitation of children is the most intolerable and pernicious aspect of this worldwide plague of child labour. Worldwide, nearly two million children are victims of prostitution and child pornography. If Africa is largely spared, in Asia, the most populous region of the world, more than one million minors of both sexes are forced to work in bars and brothels. Most of them have been driven into the deadly cycle of drug abuse, disease, and HIV infection.

Some one hundred million children live and die as “street children” on the sidewalks, under the bridges, around the railway stations, or in the gutters of our cities. Criminal gangs, drugs, or ruthless killer squads make sure they die young.



6.29

Actions speak louder than words

The **Education of Children in Need** has a price, and it is clear that the scale of the challenge requires immense human, material, and financial investments. Unfortunately, the trend of international development assistance over the past ten years show that only few amongst the richer nations have been willing to confront this challenge. The share of development assistance as a percentage of government budgets and GDP continues to stagnate or fall. Instead of approaching the target of 0.7 percent of GDP set by the United Nations, most governments of donor countries content themselves with a shamefully small fraction of this amount. Even before the economic recession triggered by the terrorist attack on 11 September 2001, expenditures benefitting children and the social sectors in general have become prime candidates for budget cuts.

13

The fall of the Berlin wall marked the collapse of a system which aimed at equality for all, but forgot the value of freedom. Quite a few observers today think that the current global society based on freedom in general and market liberalism in particular runs the same risks, if it loses sight of the values of equity and social justice. At the threshold of a new millennium, the world suffers from growing inequalities and asymmetries: twenty percent of humanity control eighty percent of its wealth. In Africa, for instance, the number of people living in conditions of absolute poverty has grown by some 50 million over the past decade. More than half of these new poor are children.

The future of these children is not just a matter to be pondered over by government officials and experts, but a collective responsibility of all. Civil society in the richer countries possesses the information and the financial means to act where their governments look the other way. And actions speak louder than words.

The idea of mobilizing civil society to help meet the educational needs of disadvantaged children has been extraordinarily successful. In the first ten years of its existence, the UNESCO's Programme for the **Education of Children in Need** has received private donations of some 24 million US\$. These funds have been fully invested into direct and

immediate financial support for some 200 projects in all the regions of the world. The different regional maps presented at the end of this booklet indicate where these projects are located. And a detailed inventory of all projects, grouped by region, appears in the annex.

UNESCO has made it a point not to charge any administrative overhead costs on the donations received, and has paid the different experts employed from its own general payroll. Donors know that their contribution truly reaches the children. Raising funds but also raising awareness has been a key principle of the programme. Moral solidarity cannot be achieved on the basis of ignorance and traditional charity. Those who donate not only have the right to know where their money is going, but the act of giving should itself be the fruit of prior information and awareness concerning the situation and needs of children.

Thus, UNESCO and its Special Ambassador Ute-Henriette Ohoven have given much attention to co-operating with the media. Television stations have broadcast extensive information about specific projects as part of a day-long fundraising marathon. A number of leading newspapers in Germany take part in fundraising campaigns which inform readers during several weeks about the situation and needs of children in particular countries, and about the educational work UNESCO is doing on the ground. Airline companies feature short films on board to highlight the projects for which their passengers are solicited to donate.

The same idea stands behind the involvement of leading international stars and sports champions in raising funds for the programme. Every year, the biggest names in cinema and show business perform for free at the UNESCO's Benefit Gala for Children in Need, held in Düsseldorf, Germany. And Formula 1 racing champion Michael Schumacher or the boxing champions Vitali and Wladimir Klitschko visited UNESCO projects for children in need accompanied by scores of journalists.

Finally, fundraising for UNESCO's Programme for the **Education of Children in Need** is closely linked with the practices and trends of corporate sponsorship. There is no doubt that especially the larger international corporations are increasingly willing to assume certain social and ethical responsibilities. That this is best done in the framework of projects identified and carried out by a competent organization of the United Nations system is a conclusion which many companies have been willing to draw.



Handwritten text on a piece of paper in the foreground, likely a letter or a note. The text is written in a cursive script, possibly Tibetan or a similar language, and is partially obscured by the paper's folds and shadows.



Children victims of **war** and **disasters**

"Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed".

17

One of UNESCO's major goals as defined in its Constitution more than fifty years ago, is sadly as relevant now than it was then. War and civil strife are still with us, breaking out from one moment to the next, sparing no region of our planet, leaving a trail of death, injury, ruin and desolation. As soon as one conflict ends, another breaks out somewhere else. Overall, large-scale wars seem to have given way to a multitude of more limited conflicts, the number of which is clearly growing. To this, one has to add the uneasy calm of fragile ceasefires which do not hold on the ground. Where conflicts have become the rule rather than the exception – and a growing number of countries and regions fall into this category – the state of emergency becomes permanent.

Children are the first casualties of war. Two million of them have been killed in wars over the past ten years, and in situations of civil strife no less than half of the victims tend to be children. One million children have become war orphans during the same period, while six million have survived the fighting with grave injuries. And when the battles are over and the guns are silenced, thousands of children and young people are left suffering from severe emotional and psychological damage. Many never see their families again, or spend long years in refugee camps without nationality or name. Their basic developmental needs will be met with poor and infrequent meals, irregular health care and a minimum of education, where such services reach them at all.

War leaves scars, both visible and invisible, on children's minds as well as on their fragile bodies. It is usually the children who suffer the most serious traumas, whether they were involved in the fighting or witnessed rape and violence. Numerous studies have shown that the sight of violence and destruction causes devastating psychological damage, often manifested in children by rebellion, fear, and depression. They have to manage not only

■ Since Graça Machel's shocking report on child soldiers in the mid 90's, their terrible fate has received much public attention. Not that this would have helped reduce their numbers or alleviate their condition: in 1990, their number was estimated at 200 000. They included Alfonso, a twelve year-old boy from Nicaragua. To interviewing journalists he declared: *"Right now, I am twelve years old and I fight. When I get older, I'd like to be a child"*. A decade later, well into the new millennium, over 300 000 children over the world are forced to carry a gun and kill.

■ Tibetan refugee children living dispersed all over India, but especially in the Himalayan foothills of Himachal Pradesh, risk losing their unique linguistic and cultural heritage through the – perfectly well-meaning – immersion in the Indian school system. UNESCO has therefore supported the production of Tibetan textbooks and the setting up of Tibetan pre-schools which guarantee that young children are socialized in their own mother-tongue. Private funds donated in Germany have, moreover, made it possible to construct a full-fledged boarding school for young Tibetans in the mountains of northern India. Equipped with science labs and a library of Tibetan books, it offers its students a chance to reconcile tradition with modernity.

■ A great deal of financial assistance, as well as assistance in kind, has gone to support children and young people caught in the maelstrom of war in the former Yugoslavia: rebuilding and equipping over a hundred schools; distributing toys and teaching aids to refugee camps and equipping classrooms; reconstructing a model kindergarten in Sarajevo, a school for the blind, as well as an educational institution for mentally disabled children; converting army barracks into a vocational training college. Most ambitious among these initiatives was the establishment, together with the Austrian NGO Hope'87, of a clinic specialized in the pain treatment of young war amputees, and offering them at the same time various avenues for vocational skill training.

■ In Afghanistan, UNESCO is helping the French NGO "Afghanistan Demain" to construct and run homes for orphans and abandoned children erring through the streets of Kabul. For these children who are illiterate, malnourished, and deeply traumatized, the return to school starts with four hours of daily education in small groups, given in their newly found home. For their teacher, too, this marks the first opportunity to exercise his profession after years spent in a Pakistani refugee camp.



the transition from war to peace, but also between childhood and adult life. Their childhood has, in fact, passed them by. The social fabric of family and local community has been torn apart. Children who grow up in refugee camps abroad or are permanently displaced in other countries are unable to learn in their mother tongue and are deprived of the cultural customs and rituals which normally shape their identity.

War requires emergency aid. And the critical period of transition from open conflict to an often uneasy peace requires particularly innovative approaches on the part of those who try and help the children. When everything lies in ruins, imaginative solutions must be found. For the last ten years, UNESCO's programme to combat the devastating effects of war on children has thus taken many forms: teaching children in refugee camps, designing programmes for war-traumatized and disabled children, building or restoring schools, training teachers and providing teaching materials, conducting mine-awareness programmes, etc., in partnership with local associations, UNICEF and the UN High Commission for Refugees, specific combinations of such activities have been carried out in Africa – Somalia, Burundi, the Great Lakes area of Central Africa, in Sierra Leone and Angola – but also in Lebanon, the Palestinian Westbank, and the former Yugoslavia.



In war-torn Yugoslavia, UNESCO intervened first during the war itself, trying to ensure that educational activities would continue or resume. However, following the Dayton Peace Accords in 1995, and a thorough assessment of post-conflict requirements, projects necessarily took on a new, complementary orientation: special education for young war amputees and education for peace and tolerance, carried out notably through the network of UNESCO's Associated Schools. For it is not enough to tend the wounds of war. Its causes must also be addressed if we are to prevent it from recurring. This can only be done through education. Such education must help children and their teachers who have grown up in a context of violence and hatred to become aware of discrimination and intolerance in their own environment, to learn to respect people with a different culture, values or religion, and to resolve conflicts peacefully.

The efforts to use education as a lever to restore a sense of normalcy in children's lives make, of course, difficult demands on teachers as well. In Somalia, UNESCO developed a Teacher Emergency Package of basic classroom material for teachers who were left with nothing. This "school in a box" has since been used in several other countries, including during the reconstruction of Kosovo. Teachers also had to be trained to handle specially accelerated learning programmes for children for whom war had deprived of a normal education.

Not unlike the man-made violence of war and civil strife, the number of natural catastrophies of all kinds seems to be on the rise. Every year and with increasing frequency, earthquakes, tropical storms, landslides and large-scale floods take a murderous toll on children or annihilate their future. UNESCO is ill-equipped to tend to immediate survival needs, there is no doubt. Still, somebody has to think of life after the disaster, of the difficult phase of rehabilitation where education matters and schools must resume. Thus, public campaigns and fund-raising drives have enabled the Organization in many cases to concentrate on the educational fall-out disasters. For example, schools in the Cienfuegos province of Cuba could be rebuilt after they were hit by a tropical storm; several countries of Central America received educational emergency assistance after Hurricane Mitch had wrought its havoc; and in Poland, orphanages could be repaired after the floods of the Oder river had caused major damage.

21





Children living in the **streets**

They live dangerously. Even among themselves, in the daily life of the street gang, their safety is not guaranteed. They are street children – boys and girls anywhere between 4 and 18 years old.

23

They are fatherless, they are motherless, or else they haven't seen their parents for so long that it amounts to the same thing. They have no real home, no family ties, or at best very tenuous ones. They have no formal schooling, or else so little as to make no difference. They may not know how to read and write, but they can count their sorrows. They have learnt how to do that in the only school they know: the school of hard knocks, where they live, on the streets.

According to UNICEF, some 100 million children all over the world live and work on the streets of our cities. Social workers try to distinguish between those who still have family ties somewhere, live off the street during the day and return at night to a place they call home, and those who have lost or abandoned their family long ago and have no other home than the street itself. Strategies of rehabilitation and re-uniting children with their parents may differ, but the boundaries are fluid and the daily toil and misery are the same.

Where families still exist, they are poor, so poor that their children must get up at dawn to take to the streets and eke out a pathetic living while other children are in school or in bed. They only really see their families when they bring home the pittance they have scraped together on the street. And the reality of family life may be one of violence, alcoholism and sexual abuse. Can we really be surprised if children from such backgrounds prefer the freedom and excitement of life on the streets to the physical and emotional torture their parents inflict upon them?

Street children are neither old enough to work nor do they have formal qualifications. Yet they work daily at all sorts of jobs that are not found on any register. During school hours,

■ Police sadism came to a head with the intervention of three night patrols of Guatemala city police who, in the early morning hours of 4 March 1990, forced two street boys to swallow their plastic bags. Hours later, when they had started spitting blood, the boys were found by a street educator and taken to a clinic. One of them could be saved through complicated surgery. The other, twelve year-old Marvin Osvaldo de la Cruz, died from internal bleeding and suffocation.

According to published estimates, 445 street children were killed by death squads in Rio de Janeiro in the single year of 1990. "Pistoleros", criminals who kill for money, shot the defenceless children, mostly from the back. The president of the business club of Rio de Janeiro told the press that, in his view, whoever killed off one of the thousands of street children roaming through the streets of Brazil's cities and creating insecurity, rendered a great service to Brazilian society.

Source: Uwe von Dücker, *Die Kinder der Strasse*. Überleben in Südamerika, Fischer Verlag, 1993, pages 134 and 136

■ The JUCONI foundation for street children started out in the town of Puebla, Mexico, and later extended its work to the port city of Guayaquil in Ecuador. One of the first street children projects supported by UNESCO, it was able to systematize the diverse experiences of working with street children on the ground and to develop an innovative methodology for the training of street educators. Today, similar projects in Latin America, but also in Eastern Europe, Africa and Asia apply and adapt the insights of JUCONI.

■ In all projects UNESCO chooses to support, special care is taken to ensure that the re-integration of street children into normal schools happens in the best possible conditions, avoiding the trauma of failure and rejection which every street child knows only too well. This is true of the children of Santa Clara, a home for street children on the outskirts of Rio de Janeiro, run by the experienced local association IBISS. Their marks in the nearby primary school are at least as good as the class average. Some of them have even been successful in going on to college. It is true also of the "schools of hope" in the poorest districts of Saigon, Vietnam, which offer a consolidated primary school programme accompanied by remedial coaching. And for the orphan children and educators of the "palace of the poor" in Lima, Peru, succeeding in school is the most noble ambition.



they shine shoes, mind and wash cars, change currency, carry bags, push trolleys or collect garbage. And those are the more fortunate ones. For without schooling, training, or a steady job, they are easy prey for drug dealers and pimps. Many slide into a life of crime and prostitution. Their precarious, unstable lifestyles leave them open to diseases of all sorts, including AIDS. To alleviate their hunger pangs, they sniff glue – the cheap children's drug scandalously available all over the world. Getting high makes life on the street more bearable, and provides them with the energy to pick a pocket or snatch a handbag. They get arrested. They get beaten. They get on people's nerves. And frequently, they get killed.

"Basic education should be provided to all children, youth, and adults. The poor, street and working children should not suffer any discrimination in access to learning opportunities." So affirmed the declaration made at the first World Conference on Education for All in Jomtien, Thailand in 1990. A decade later, the second World Conference, held in Dakar, Senegal, in 2000, added: "In order to attract and retain children who are excluded or belong to marginalized groups, educational systems must be able to react in a flexible fashion – by offering contents which are adapted, accessible, and attractive. They must be inclusive, reach out to unschooled children, and respond flexibly to the situation and needs of all learners."

For street children, education is the only escape route from a life of misery, danger and ignorance.

But can we deny that education of the wrong kind has also played its part in making them the outcasts they have become? Many street kids have had short and unhappy encounters with schools and teachers who look down on the poor, charge them too much, eliminate slow learners, and dispense programmes which are cut off from the real needs and interests of people and children who work hard to stay alive. Schools which have branded them as failures, schools, in short, which continue to embody all the distortions and weaknesses pointed out by the educational world conferences of Jomtien and Dakar.

Education, for the little boy picking garbage on 'smokey mountain' or the adolescent bar girl working in the port district, is therefore both a nightmare and the dream of an impossible future. The street educators, psychologists and social workers, in the scores of educational projects for street children which UNESCO supports, know this painful duality and bear it in mind. The education they practice has little or nothing to do with that of conventional schools. It takes place in railway stations, on street markets, in parks or in the hot spots of sexual tourism. It begins by listening to children who, before, nobody even noticed, establishing real relationships where previously there was only violence, exploitation and loneliness, building self-esteem in children who used to be treated as dirt, offering security instead of the ever-present dangers of street-life.

The work of street educators requires patience and skill. Weeks may go by before a street child accepts to visit one of the "drop-in centres" where he can avail of shelter, food and basic health care – even if only for a few hours. And months during which the thrills of street life, the need for drugs, and the power of the street gang keep the upper hand over the efforts of the street educator. For some of the older children, these efforts will come too late. Those who can be saved will finally, and on a strictly voluntary basis, agree to move into one of the "safe houses" or regular centres which the project operates. They propose non-formal learning activities, starting with literacy and moving on to appropriate job training. Educational activities in the centre itself tend to prepare and accompany the return or, as the case may be, the first admission of a street child to a public school.



Just sending a street child to school without accompanying measures of non-formal education, would not do. For the severe psychological damage inflicted on these children by the world of adults requires a complete pedagogical project of its own, that has to do with re-building the children's personality, healing the emotional wounds they have suffered, and giving them an ambition and direction in life.

To a large extent, this “pedagogy of the oppressed”, as Paulo Freire has called it, is being invented and tried out, every day anew, by the dedicated and inspired educational work of the thousands of mere street educators who work in UNESCO – supported projects for street children all over the world. UNESCO itself, but also the students and professors of education in northern universities, have much to learn from them.

One tried and tested way of getting children off the streets, of letting them forget their problems for a while and of giving them the experience of contact with others without fear or hidden agendas is to put them on a team and let them loose on a playing field. A great many projects for disadvantaged children all over the world have done this. But they still need a ball and a field to play in. Or boxing gloves, training equipment, and a proper ring. This is why UNESCO has supported the promotion of basketball in Benin by constructing and equipping two basketball courts in two poor neighbourhoods of the



capital, Cotonou. It has helped the association AMESIP in Rabat, Morocco, to build a multi-sports centre for the slum children of Salé. And in several cities of Brazil, such as Salvador de Bahia and Recife, UNESCO has lent its moral and financial support to the project "Making Room", which during weekends transforms hundreds of – normally closed – public schools into sports centres where children from the favelas excel in boxing, martial arts, and the famous local "capoeira".

■ In many projects for street children, music, fine arts and sports are the backbone of the pedagogical project implemented by the street educators. Brazil is a country where this approach has given particularly good results, perhaps because music, dancing, theatre, and martial arts including the famous “capoeira” are so much part of the local culture:

– In Salvador de Bahia and Recife, a UNESCO-supported project called “Making Room” opens up schools during weekends to children from the favelas; trained instructors offer classes in sports, music, dancing, and of course, the famous ‘capoeira’ in which these children truly excel. Taking them off the streets and into the schools has in no time helped to lower the rates of delinquency and violence in their neighbourhoods.

– In Rocinha near Rio de Janeiro, the largest slum settlement in Latin America, several hundred thousand people are packed together so tightly that every human being has to exist with a vital space of just about 1.5 m². Children growing up in that mega-slum have no future outside crime, drugs, and prostitution. For 120 of them, everything has changed with the setting up of a music school eight years ago, thanks to private donations from Germany and support from UNESCO’s programme for the **Education of Children in Need**. The therapeutic power of music has developed children’s creativity, sensitivity, and ability to communicate. The Rocinha children’s orchestra has since performed throughout Brazil and even toured Europe. The children know that there is a future for them.

– To rebuild children’s personality through dance-theater, to give them a goal to strive for, that is also the ambition of project EDISCA, created by the Brazilian prima ballerina Dora Andrade in the slums of Fortaleza in north-eastern Brazil. EDISCA’s beauty lies not only in the number of poor children it has helped, nourished, sheltered and educated over the past nine years. The true achievement of this project is in the creation of a pedagogical model where art is the main axis, ethical commitment the working principle, and love the mortar that holds everything together. EDISCA’s children’s ballet has become famous through such creations as “Jangurussu”, a ballet which portrays the daily life of slum communities which survive by picking garbage. In November 2002, the children of EDISCA performed at the UNESCO Gala in Germany and at UNESCO Headquarters in Paris.



Working children

The problem of child labour today is probably the biggest obstacle in the struggle to give every child a future through education. World statistics show that one in every five children in the 5-14 age group is actually engaged in one or another form of economic activity. Some 210 million children altogether, and if we include adolescents up to the age of 17, the count stands at 350 million!

31

How many of these working children will have the motivation and physical energy to attend school after hours of backbreaking work? Certainly not the 170 million of them who slave away in jobs which the International Labour Office classifies as “hazardous” – work with chemicals, such as the recycling of used batteries, work involving heavy loads such as brick-making or stone quarrying, and work with dangerous tools and machines. Such work is not, as one may have hoped, a rare and regrettable exception, but the miserable lot of more than half of all working children, including girls.

Child labour is socially selective: it is linked to poverty, to large family size, and to lack of schooling. Such is the implacable logic of underdevelopment and deprivation, and invariably its effects cumulate in children from poor families in the most backward areas of the least developed countries. There, in the remote mountains of Nepal, in the arid stretches of the Sahel region, in the neglected North-East of Brazil, in post-war Afghanistan, it is no longer one in five children who are forced to work and forget about their dreams of going to school, but the vast majority of them.

It is in these areas of traditional and deeply entrenched human misery that the slave merchants of our times recruit the victims of what the International Labour Office soberly calls the “worst forms” of child labour: children forced to fight and kill, children engaged in crime and drug peddling, child prostitutes and victims of child pornography, domestic slaves and bonded child labourers. Close to ten million children, in all parts of the world, work and die in these unimaginable and intolerable conditions. Many of these

■ Surprise visit in a backyard carpet weaving factory in Kabul. *“Oh, our kids here are real artists; a single look at the sample is enough for them, then the whole carpet is stored in their head, and they let loose”,* says the shopfloor manager. *“Such a carpet consists of millions of knots, sometimes it takes a whole year to finish. And only children work on these carpets. They work ten to twelve hours a day. And they are on the job for as long as their hands can make these tiny knots. When they get too old, when their fingers become stiff, they will be fired. It’s as simple as that. Their weekly pay is one dollar and twenty cents. Once the carpet is finished, it will be sold for several thousand euros. Really good business. None of these children has ever seen a school from inside, none of them knows how to read and write. And none of them can quit the treadmill. For without the 1.20 US\$ per week their families would be lost.”*

From: Article by Heinz Sünder in the *Passauer Neue Presse*, 24 December 2002

■ *“I lost my mother when I was seven years old. My godmother came to take me away from the village. She accompanied me to the market place of Kano, where I was put to work, washing cars. Every evening, she picked me up to take me home. One day, a man, I have even forgotten his name, came to pick me up at night after he had talked to my godmother. That same night, I travelled with him and nine other children that I didn’t know. We travelled by car and the next morning we walked through the forest until we reached the border of a river. With a pirogue we arrived at Molyko (in the South-East of Cameroon). There were people waiting for us. They gave me to one of them, and he took me to his place at Tiko where I worked as a domestic. He was Nigerian. I only received one meal a day. Whenever I made a mistake, I was badly beaten. If they needed me while I was asleep, and if I did not react immediately, it was the whip that made me get up from my mat. Tired of all the work and the bad treatment I experienced every day, I escaped, hoping to find another compatriot in Duala. At present, I’m working in a garage, as a guard at night and washing cars during the day. It’s my compatriot they are paying, not me. I eat thanks to the tips I get from car washing. I’m fifteen years old now, and it has been eight years that I have been suffering. I have no idea how to return to my village, since I’ve even forgotten the name of it. I don’t even know if my father is still alive. I was my mother’s only son when she died.”*

From: *Combatting Trafficking in Children for Labour Exploitation in West and Central Africa*. Report from Cameroon. ILO, Geneva, 2001



children are the object of lucrative trafficking, inside countries as well as across borders. Unscrupulous intermediaries pick them up as collateral for debts incurred by their parents. Corrupt customs officials turn a blind eye as the children are taken into the brothels, sweatshops or plantations of neighbouring countries.

Not every time, however, that we see children at work are we faced with a morally repugnant case of exploitation and slave labour. In peasant families with many children, they have always helped their parents by fetching water and firewood, bringing in the harvest, and taking care of younger siblings. Work constitutes, in this traditional sense, a key vector of a child's socialization and upbringing; it shows that the child is really part of a family and community. And in situations of endemic poverty, it is simply a matter of economic survival that children should work and contribute to the family's meagre income.

It is, therefore, all too easy and perhaps a bit "eurocentric" to claim that no child should ever be seen working, and that those who do, must automatically be considered as victims. And it is equally easy to point out, as many well-meaning people do, that after all schools exist, education is compulsory, and hence all working children should simply be sent to school.

■ There are surprisingly many things which teachers and schools can do to prevent child labour. In India, for instance, teachers and older students have held meetings in villages and slums to warn parents about the harmful effects of hazardous work for their children. A special “child labour information kit” has been translated into many different languages. In Nepal and in Pakistan’s tribal areas, food rations have been given to families which agreed to send and keep their children, especially girls, in school, instead of sending them to work. In the Philippines and many other countries, schools have introduced changes (under the label “multigrade education”) which allow even working children from poor families to stay in school and progress at their own pace, instead of dropping out and joining the ranks of the illiterate.

■ All the mega-cities generate mountains of refuse adjacent to their slums and shantytowns. In Cairo, certain neighbourhoods have turned into “garbage villages” which use garbage to provide a livelihood for the people who have come to settle there. Families including their children pick through the rubbish for recyclable waste. Each family collects its own variety of waste: some collect plastic, others metal, clothing or paper. Left-over food they salvage is used to feed the pigs. As Muslims do not eat pork, these neighbourhoods are mostly Christian. The inhabitants have no health care, sanitary facilities, or education for their children. It is precisely in this context that UNESCO has helped a local association start an education and training project for Cairo’s working children. The project believes that improved recycling, which combines the people’s acquired skills with more modern recycling machines and some scientific knowledge about plastics and other waste materials, will offer concrete solutions to both the environmental and educational issues of that area. Training young people to practice different recycling methods, operate modern machines, or to respect industrial security regulations, has led on to better personal hygiene, elementary health care, and basic education. From its starting point in the garbage village of Mokattam, the project has spread on to similar slum areas. Newly trained youth from Mokattam have even secured jobs helping the hotel industry in Egypt with its own waste recycling problems.



For schools do not always practice an open arms policy towards working children. Schools which insist on being full-time day institutions, which force a child to drop out if he misses a few weeks during the harvest season, which place a premium on academic contents and want nothing to do with the world of work, place education deliberately beyond the reach of most working children. They are not a solution to the problem of child labour, but a cause of it.

What UNESCO's programme for the **Education of Children in Need** tries to encourage, is that schools show some heart for working children: that they play an active role both in the prevention of child labour and in the rehabilitation of children who are already at work.

Rehabilitation of children involved in hazardous, dangerous and sometimes illegal forms of child labour is another matter. Most of the time, they tend to be illiterate and without any qualifications one could build on. The fact that they have rights, including the right to resist exploitation and to receive an education, is new to these children. Their relationship with schools and education is marked by frustration and mutual distrust. The methods which UNESCO and others have used here, with more or less success, are those of non-formal education with a focus on vocational or pre-vocational training. The



work experience of these children, however repetitive and degrading, must not be rejected altogether. It can be a starting point from which to evolve and pick up additional qualifications.

In many other countries, UNESCO-assisted projects for the education of working children have helped them to combine earning with learning. They include the vocational training projects of the Don Bosco Society in such vastly different places as Calcutta or Buenos Aires; the remarkable work of the ERDA TECH vocational training programmes for street youth in Manila, Philippines; the ECOPOLE initiative in the shantytowns of Dakar, Senegal, where local craftsmen train youngsters in the many traditional handicrafts which sell so well on Dakar's tourist market; and the – appropriately named – Atelier Bon Conseil in Kpalimé, some 120 km from the Togolese capital, which helps young people without schooling to help themselves, by training them in mechanics, electricity, car repair and metal work, making a point of using recycled materials.





I WANT
TO GO TO
SCHOOL

Children with **disabilities**

Why is it sometimes so difficult to defend the educational rights of disabled children? Not because of the gravity of their problems and handicaps, but more because of the blindness and prejudices of society, of families and schools.

39

Disabled children who grow up in poor and uneducated families have in reality very slim chances of receiving an education which is adapted to their special needs. Lighter handicaps simply go undetected – hyperactive children, children with visual impairments, hearing difficulties, or dyslexia may be enrolled in school along with everybody else, but teachers will have neither the time nor the skill to identify their special needs. They risk teaching these kids just as they teach the rest of the class, and if their marks are poor, they will brand them as dull or disinterested.

And since schools have treated disabled children in this way for such a long time, there are today millions of adults with disabilities who lack even the rudiments of a basic education.

In fact, the idea that schools and teachers ought to adapt to the special learning needs of each particular child, rather than the other way around, is found in the guidelines released by education ministries, and in the declarations of international conferences, much more than in the practice of schools in developing countries.

That is not to say that progress regarding the education of disabled children is not forthcoming, nor that positive experiences do not exist. The principle of "inclusive education" put forward by the UNESCO-convened Salamanca Conference in 1994 has been a major step: "The fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all [...]. Inclusive schooling is the most effective means for building solidarity



between children with special needs and their peers. Assignment of children to special schools – or special classes or sections within a school on a permanent basis – should be the exception, to be recommended only in those infrequent cases where it is clearly demonstrated that education in regular classrooms is incapable of meeting a child’s educational or social needs or when it is required for the welfare of the child or that of other children.”

The donations collected under UNESCO’s programme for the **Education of Children in Need** have been used where the problems affecting disabled children were most dramatic. That is especially the case in times of war.

The education of disabled children requires not only very well trained teachers and caregivers, but also specialized equipment which poor countries rarely have. In Cuba, for instance, the government maintains a network of schools for children with serious speech defects, notably the Miguel Basilio Diaz School. Teachers there had all the necessary qualifications, but lacked the computers to use recently developed software which allows deaf children to monitor and improve their pronunciation. UNESCO’s programme for the **Education of Children in Need** obtained enough funds from an airline flying tourists to Cuban beaches to equip several schools with computer rooms; in two of the schools,

physiotherapy rooms were added since a number of children also suffered from co-ordination problems.

In times of economic recession, resources needed to ensure that disabled children live and learn in acceptable conditions tend to disappear, especially in public institutions. During the difficult transition years in Eastern Europe after the fall of the iron curtain, disabled children often came last in the list of government priorities.

Just how much education can accomplish for blind children, despite economic hardships, is shown by the Laski Institute for the Blind, near Warsaw in Poland. Established in 1922 by a blind countess and run by Franciscan Sisters, the institution has become famous for its work and is visited by many foreign scholars. It accommodates some 300 children who are fully or almost blind, and often suffer from additional physical or mental disabilities. Despite their handicaps, they learn all the skills needed to lead an independent life. All receive a basic education, prepare for university studies, or undergo vocational training. There are music classes, medical rehabilitation, and even hippotherapy. The blind engage in sports and tourism, and participate in religious and cultural life.



UNESCO teamed up with a leading German newspaper to collect funds which Laski badly needed to replace the old and unsafe dormitories for blind girls. Generations of blind children will thus be given a future through education.

■ During and after the Bosnian war in the 1990's, thousands of children and young people became victims of landmines. Leg and arm prostheses could be fitted for many of them, and in some cases, children could be sent for treatment in Germany. But they continued to suffer from terrible phantom pains in their leg stumps, and their war-torn country was unable to meet its obligations towards rehabilitation and professional insertion through appropriate education. UNESCO teamed up with the experienced Austrian NGO HOPE'87 to build and equip a modern clinic for pain treatment of young war amputees, and to give them educational support including language courses and computer training. The clinic successfully introduced some of the most recent pain treatment and rehabilitation techniques and trained a large number of local medical personnel. The funds donated to UNESCO were enough to also repair and equip the nearby Pazaric institution for mentally disabled children which had suffered major war damage, and to reconstruct a school for the blind.

■ Several of the former East Bloc countries used to place disabled children in specialized institutions which had a very poor reputation. Many of the children were orphans or had been abandoned by their families as hopeless cases. The nature of their disabilities varied. Some of the children could not get out of bed and lived in a state of total dependence. Others had become so institutionalized that their behaviour was aggressive and noisy. For the most part, they were in bad health and too thin for their age. They lived at subsistence level, without specialized treatment, basic medical care, and education. The longer they stayed in such institutions, the worse they became. Two factors contributed to this sad state of affairs: an outdated attitude to disability which considered these children as "incurable" and ruled out any efforts to rehabilitate them. And a total lack of resources, of educational and remedial material or qualified personnel to use it. During the cold winter of 1996, eight children died in a home in Djurkovo, Bulgaria, of a combination of hunger, fragile health and cold. There was no money left to operate the heating system. Thanks to funds raised in Germany following a TV documentary about the death of these children, UNESCO was able to provide emergency assistance, to equip and refurbish the main institutions in the country, and to ensure that their personnel receive proper training.





A last word...

This booklet is neither an exhaustive account of what has been achieved by UNESCO's programme for the **Education of Children in Need**, nor is it here to showcase the excellence of our field projects. For after ten years of hard work, there is one thing we know only too well: for every child UNESCO has been able to help, there are a thousand others who have no one to care for them. And for every deserving project to which UNESCO has given support, there are hundreds of others which will founder for lack of resources.

45

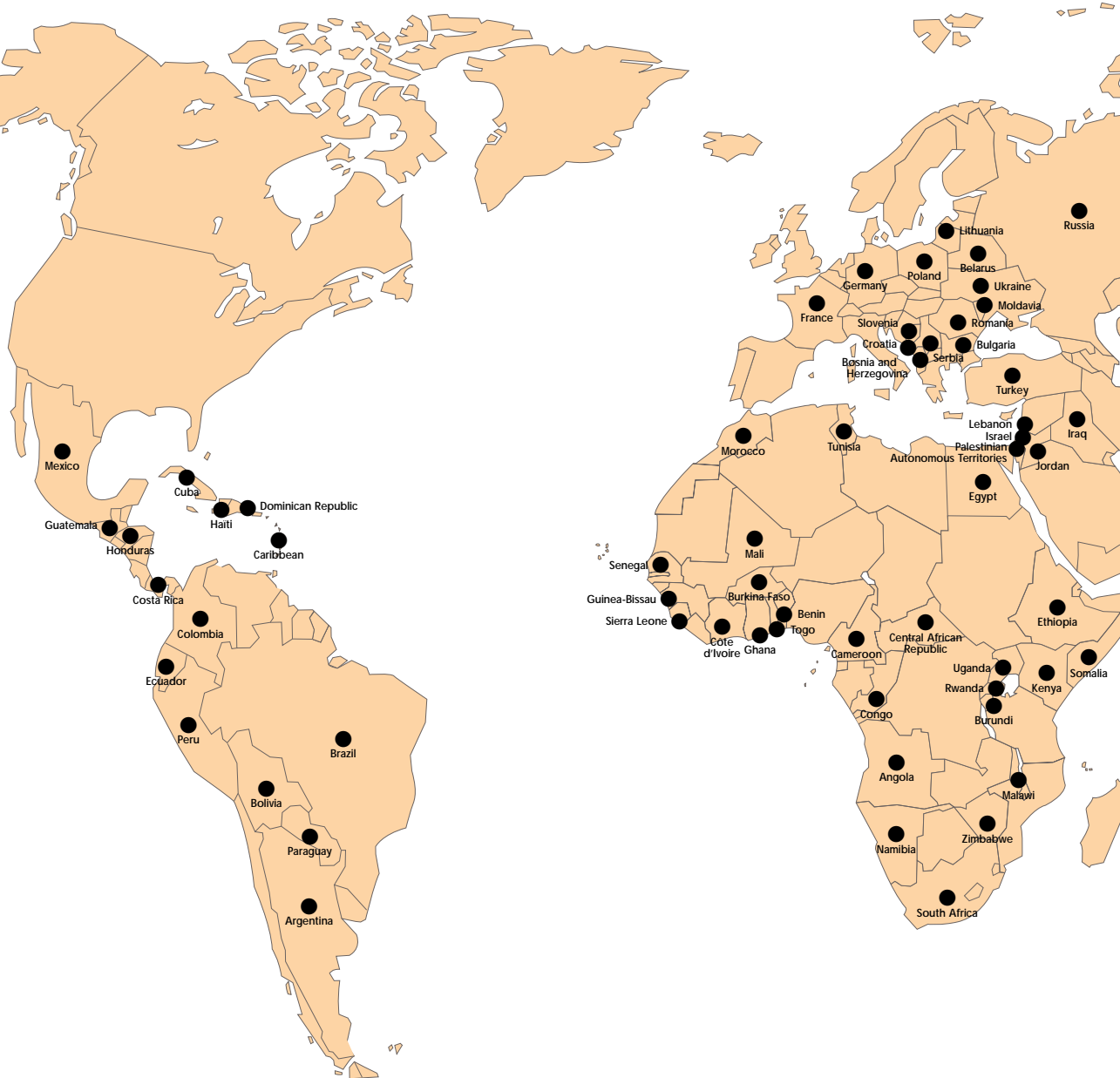
The figures and statistics quoted at the end of this booklet leave no room for illusions: many more years will pass until children in need, wherever they may live, will have reached the end of their bitter path. Time and again, we must continue to confront international bodies, governments and the public with the injustice that the world of adults inflicts on these children. And without waiting for an awakening of world conscience, we must help. For actions speak louder than words.

In this sense, these pages offer a glimpse of what can be accomplished in a spirit of moral conviction, solidarity and generosity. **By every one of us.**



The UNESCO's Programme for the Education of Children in Need in the world, 1992-2002, **geographical overview**

46





List of **projects supported** by the UNESCO's Programme for the Education of Children in Need, 1992 to 2002

- Projects for children victims of war and disasters
- Projects for street children
- ◆ Projects for children with disabilities
- ▲ Other projects

48

LATIN AMERICA and CARIBBEAN

- ▲ Argentina
- Bolivia
- Brazil
- Colombia
- Costa Rica
- ◆ Cuba
- Dominican Republic
- ▲ Ecuador
- Guatemala
- ▲ Haiti
- Honduras
- ▲ Latin America and Caribbean
- ◆ ▲ Mexico
- Paraguay
- ▲ Peru

AFRICA

- ▲ Angola
- Benin
- ▲ Burkina Faso
- ■ Burundi
- Cameroon
- ▲ Central African Republic
- Congo
- ▲ Côte d'Ivoire
- Egypt
- Ethiopia
- Ghana
- Guinea-Bissau
- Kenya
- ▲ Malawi
- Mali
- Mauritius
- ◆ Morocco
- ▲ Namibia
- Rwanda
- ▲ Senegal
- Sierra Leone
- Somalia
- South Africa
- ▲ Togo
- Tunisia
- Uganda
- ▲ Zimbabwe

EUROPE and MIDDLE EAST

- ◆ Belarus
- ◆ Bosnia and Herzegovina
- ◆ Bulgaria
- Croatia
- ▲ France
- ◆ ▲ Germany
- Iraq
- ▲ Israel
- ▲ Jordan
- ◆ ▲ Lebanon
- Lithuania
- ◆ Moldavia
- ■ ◆ ▲ Palestinian Autonomous Territories
- ■ ◆ Poland
- ■ Russia
- ◆ Romania
- ■ Serbia
- Serbia-Kosovo
- Slovenia
- ▲ South-East Europe
- ◆ Turkey
- Ukraine

ASIA

- ■ Afghanistan
- Bangladesh
- ▲ Bhutan
- ▲ Cambodia
- ■ ◆ ▲ India
- Mongolia
- ■ Pakistan
- ◆ PDR Lao
- Philippines
- Sri-Lanka
- ◆ ▲ Thailand
- ◆ Vietnam

● Projects for children victims of war and disasters

Country	City	Dates	Project description	Local partners	Amount (US\$)
Afghanistan	Refugee camps and Northern territories	1998-2001	Educational materials and teacher salaries for education of girls	Verein Afghanistan-Hilfe Hamburg	69 000,00
	Western border areas	2002	Literacy and basic education services for Afghan refugee children in Iran, especially girls	Iran Literacy Movement Organization	100 000,00
	Country-wide	2002	Support to programmes of the UN High Commissioner for Refugees in favour of Afghan refugee children	UNHCR	80 000,00
Angola	Province of Bengo	1996	Training and re-integration of demobilized soldiers, esp. child soldiers		170 000,00
Belarus	Country-wide	prior to 1998	Assistance to victims of the Chernobyl Disaster - Support to children suffering from radiation illness		31 900,00
	Near Minsk	2000-2001	Assistance to pediatric oncological hospital for Chernobyl victims (Dr. Oleinikova)	Government, National Commission	103 000,00
	Akshakovshina	1999-2001	Assistance to former UNESCO Chernobyl Centre (school in hospital for long-term youth patients)	UNDP, National Commission	87 500,00
Bosnia and Herzegovina	Sarajevo	1994	Hope for Sarajevo I: Medical treatment, transport and educational opportunities, on an emergency basis, for young amputees	HOPE'87	215 000,00
	Sarajevo	1995	Hope for Sarajevo II: Continuation of emergency measures related to medical care and education for young amputees	HOPE'87	208 600,00
	Sarajevo	1996	Hope for Sarajevo III: Continuation, expansion, and stabilisation of medical care and skills training for young war victims	HOPE'87	209 500,00
	Sarajevo	1997 to 1999	Hope for Sarajevo IV: Continuation and adaptation of medical and skill training measures to promote the integration of young war victims into society and labour market	HOPE'87	520 000,00
	Sarajevo	1998 to 2000	Hope for Sarajevo V: Construction and equipment of the first ever pain clinic in the country. Training of medical staff in specialized centres in Germany. Continued skills training of young war victims	HOPE'87	505 600,00
	Sarajevo	2000 to 2001	Hope for Sarajevo VI: Continuation and consolidation of the work of the pain clinic, along with continued skills training of young war victims	HOPE'87	47 200,00

Country	City	Dates	Project description	Local partners	Amount (US\$)
Bosnia and Herzegovina	Sarajevo	1995	Renovation of the war-damaged primary school "Hasan Kikic" to enable the resumption of classes	HOPE'87	63 500,00
	Sarajevo	1997	KTK Kindergarten - Renovation, furnishing and equipping of the premises in order to provide poor children with access to pre-school education	HOPE'87	110 500,00
	Country-wide	prior to 1998	Material support for refugee camps	Nat. Com. Germany, ASP, local NGO	45 000,00
	Gorazde	prior to 1998	Support to the Project of a centre for Women in Gorazde	UNESCO Office Sarajevo	30 000,00
	Gorazde	prior to 1998	Rebuilding and furnishing of primary schools	UNESCO Office Sarajevo	200 000,00
	Sarajevo, Grude, Nevesinje	prior to 1998	School Buildings in Bosnia and Herzegovina - Construction and furnishing of three education centres for refugee children during the conflict period		812 300,00
	Sarajevo, Mostar	prior to 1998	Reconstruction and furnishing of schools - Rehabilitation of educational institutions following the signing of the Dayton Peace Accord (incl. joint project with EU-textile school Mostar East, 1996)	EU Admin. Mostar, and others	600 000,00
	Sarajevo	prior to 1998	Assistance for refugees - Rehabilitation and support for more than 100 war-affected or damaged schools and provision of 2 school buses		1 490 000,00
	Sarajevo	prior to 1998	Armoured vehicle for UNESCO Sarajevo - Provision of safe transportation for the UNESCO country office during the conflict period	UNESCO Office Sarajevo	86 600,00
	Sarajevo	prior to 1998	UNESCO Associated Schools Project (ASP) - Extension of the ASP Network into Bosnia and Herzegovina (incl. school-to-school solidarity)	UNESCO Sarajevo, Nat. Com.	113 500,00
	Sarajevo	1998-2001	Further extension of the UNESCO Associated Schools Project (ASP) network, school-to-school solidarity, peace education projects, donation of musical instruments	UNESCO Sarajevo, Nat. Com., ASP	149 000,00
	Country-wide	1998	Medical treatment for five children in Germany	IFA Nuremberg	22 500,00
	Sarajevo	2000-2001	Educational adviser to UNESCO Sarajevo (paid by German government) - Supplementary project costs	UNESCO Sarajevo	30 000,00
	Sarajevo	1998-2001	UNESCO Education Server for Human Rights and Democracy (with CD-Rom-based teaching-learning materials, teacher training, and extension to Kosovo and Serbia)	UNESCO Sarajevo, NGO D@dalos	249 000,00
Burundi	3 Provinces	prior to 1998	School Kits & Teaching / Learning Materials - Provision of school kits and classroom materials for children affected by conflict in Burundi		100 000,00

Country	City	Dates	Project description	Local partners	Amount (US\$)
Congo	Brazzaville	1999	Educational assistance for pygmies and abandoned orphans	Fondation Congo Assistance	60 000,00
Costa Rica and other neighbouring countries	Countries of Sub-Region	1998	Educational emergency assistance to countries of Central America affected by the tropical storm Mitch	UNESCO Sub-regional Office San José	320 000,00
Croatia	Zagreb and Country-wide	prior to 1998	School rehabilitation, vocational training activities, teacher training, provision of classroom material and school equipment for schools hosting refugees and displaced persons (incl. reconstruction of Cilipi School)	UNESCO Zagreb, Nat Com	818 000,00
	Zagreb and Country-wide	prior to 1998	Provision of educational materials for refugee camps, teacher training seminars and 3 buses for refugee schools	UNESCO Zagreb, Nat Com	350 000,00
	Zagreb and Country-wide	prior to 1998	UNESCO Associated Schools Project - Provision of equipment for schools and organization of five international ASP seminars	UNESCO Zagreb, Nat Com	214 000,00
	East-Slovenia	prior to 1998	Construction of schools and vocational training activities for the Serbian-Croatian frontier province	UNESCO Zagreb, Nat Com	296 000,00
Cuba	Havana	prior to 1998	Reconstruction of schools in Cienfuegos Province - Rehabilitation and equipping of educational centres damaged by tropical storms	Ministry of Education	50 000,00
Guinea-Bissau	Bissau	1999	Construction of a home for young war orphans	Fondation Marie-Thérèse	52 000,00
Honduras	Tegucigalpa	1999	Support for children's day care facility	German Commission for UNESCO	11 500,00
	Tegucigalpa	1998	Rehabilitation of the emergency ward in a children's hospital, following the destruction of tropical storm Mitch	Fundacion Maria	70 000,00
India	Dharamsala	prior to 1998	Provision of Tibetan textbooks	Tibetan Children's Village	20 000,00
	Dharamsala	prior to 1998	Tibetan Pre-School Project - Assistance to a network of pre-schools for Tibetan refugees living in India	Central Tibetan Administration	100 000,00
	Chauntra	1998 to 2002	Construction of a boarding school for Tibetan refugee children	Central Tibetan Administration	400 000,00
Iraq	Baghdad	1998	Assistance to child patients	UN Office Baghdad	11 500,00
Lebanon	Beirut	prior to 1998	Support to the International Peace Research Association (IPRA) - Teacher training for some 40 teachers from 8 Arab countries	IPRA	13 000,00
Malawi	Lilongwe	2000	Provision of hearing aids for the deaf and reading equipment for blind children	UNESCO National Commission	28 000,00
Pakistan	Shamattoo refugee camp, Peshawar, NWFP	2002	Emergency education programme for Afghan refugee children	HOPE'87	213 000,00

Country	City	Dates	Project description	Local partners	Amount (US\$)
Palestinian Autonomous Territories	Gaza	1998-1999	Assistance to a kindergarten in Jabilia Camp	German-Palestinian Women's association	15 300,00
	Beit Jala	2001	Talitha Kumi School. Repair of war damages, material assistance, educational materials	Berliner Mission	23 000,00
Poland	Kedzierzyn - Kozle	1998	Orphanage Dom Dziecka - Renovation after the flooding of the Oder		150 000,00
Russia	Country-wide	1997	Three German-Russian projects providing assistance for Chernobyl victims	Local NGOs	22 500,00
	Stavropol Region	1999	Emergency assistance for Chechenian refugee children	UNESCO Office Moscow	57 000,00
	Chechen Republic	2002	Support to school feeding and health education for primary school children in Chechen Republic	UNESCO Office Moscow	70 000,00
Rwanda	Kikungo Province	prior to 1998	Assistance to Children Affected by the Crisis in Rwanda - Rehabilitation of 29 education centres to assist Rwandan return-refugee children	UN High Commission for Refugees	295 600,00
Serbia	Belgrade	prior to 1998	Provision of basic educational materials for refugee children in Belgrade and the preparation of a national psycho-social rehabilitation plan		100 000,00
	Belgrade	2001	Neurological children's hospital Belgrade. Psycho-social treatment, education and training for 70 children	UNDP Belgrade	33 000,00
Serbia-Kosovo	Pristina	1998-2000	Donation of a car to UNMIK Education dept, teacher training projects, medical treatment of Kosovo children	UNMIK, IFA	51 000,00
Sierra Leone	Freetown	2000	Educational emergency assistance for refugee children	UNDP	100 000,00
Slovenia	Ljubljana	prior to 1998	Education for refugees and displaced persons - Reading materials, computer equipment, tutoring classes and peace and tolerance seminars		150 000,00
Somalia	Mogadishu	prior to 1998	UNESCO Operation in Somalia - Emergency assistance to re-launch basic education during the conflict period		432 500,00
Ukraine	Kiev	prior to 1998	Assistance to victims of the Chernobyl Disaster - Support to children suffering from radiation illness		21 900,00
TOTAL OF THE PROJECTS FOR CHILDREN VICTIMS OF WAR AND DISASTERS					10 998 000,00

■ Projects for street children

Country	City	Dates	Project description	Local partners	Amount (US\$)
Afghanistan	Kabul	2002	Support to a shelter for street children in Kabul	Association "Afghanistan Demail"	20 000,00
Argentina	Buenos Aires	1997 to 2000	Hogares Don Bosco - Development and consolidation of shelters which provide formal and non-formal education programmes for street children	Don Bosco Society	110 000,00
	Salta	prior to 1998	Preventive Education Project - Information and active learning programme for education against drug abuse in primary and secondary schools		20 000,00
Bangladesh	Dhaka	prior to 1998	Consolidation and expansion of an educational and vocational programme for street children	ARBAN Society	7 000,00
	Dhaka	prior to 1998	Support for non-formal educational programmes for street children	UNESCO Office Dhaka	50 000,00
	Dhaka	starting 1999	Dhaka Ahsania Mission - Basic education, community-based skills training and health care for slum children	UNESCO Office Dhaka	270 000,00
Benin	Cotonou	prior to 1998	Sports equipment and recreational centre for disadvantaged urban youth		20 000,00
	Cotonou	2000	Support for the construction of a centre for street children	Association Aide et Partage avec l'Enfant	32 000,00
Bolivia	EL Alto	1998 to 2000	Shelters for street children - Reinforcement of centres providing social and educational activities	ENDA Bolivia	55 000,00
	Santa Cruz	prior to 1998	Casa Main Project - Basic education and vocational training programmes to support young women and children living on the street		10 000,00
Brazil	Curitiba	prior to 1998	Minibus for an orphanage - Provision of transport for groceries and medical assistance from the nearby village		12 500,00
	Rio de Janeiro	starting 1997	Madureira and Santa Clara projects - Establishment of shelters with provision of medical assistance and basic education as well as training programmes (several phases)	IBISS	569 000,00
	Sao Paulo	prior to 1998	Força Jovem Project - Support for educational and recreational activities to promote the re-integration of street children into society		3 000,00
	Sao Paulo	1998	Action research project to support street children in Sao Paulo	TRAVESSIA	50 000,00

Country	City	Dates	Project description	Local partners	Amount (US\$)
Brazil	Sao Paulo	1999	Construction of an early childhood education centre in the slum area of Jaguare	Congregação de Santa Cruz	50 000,00
	Fortaleza	Starting 1998	Integrated project for young girls working as garbage pickers, focused on their training as ballet dancers	EDISCA	70 000,00
	Fortaleza	2002	Contribution to the travel costs of the EDISCA's children's ballet which performed at UNESCO Paris and at the UNESCO Benefit Gala in Düsseldorf, Germany, in November 2002	EDISCA	8 650,00
	Fortaleza	starting 1998	Shelter, education and skills training for girls and young mothers salvaged from streetlife	Sociedade de Redenção	21 000,00
	Belo Horizonte	starting 2000	Support to an integrated project catering to some 2500 children from slum areas around the city (Phase I)	Projeto Providencia	84 800,00
	Belo Horizonte	2002	Support to an integrated project catering to some 2500 children from slum areas around the city (Phase II)	Projeto Providencia	100 000,00
	Rocinha/ Rio de Janeiro	2001	Assistance to a music school for slum children	SIS association	11 300,00
Salvador de Bahia/ Recife	2002	"Making Room" - a project of UNESCO and the Ministry of Education opening up schools during weekends to disadvantaged families and their children	UNESCO Office Brasilia and Ministry of Education	100 000,00	
Burkina Faso	Ouagadougou	1998/1999	Support for the "Ecole du Wamdé", project using traditional theatre as the core of its approach to rehabilitate and educate street children	Ecole du Wamdé	50 000,00
Burundi	Bujumbura	2002	Schooling and educational support for street children	UNESCO Office Bujumbura	10 000,00
Cameroon	Yaounde	prior to 1998	Foyers de l'Espérance - Support for group homes for street children offering social and educational programmes		3 000,00
Colombia	Medellin	prior to 1998	Ciudad Don Bosco - Assistance to training and educational programmes for street children	Don Bosco Society	7 000,00
Dominican Republic	Santo Domingo	1999	Support for the street children centre "Casa de la infancia y de la solidaridad"	UNESCO Office Santo Domingo	10 000,00
Ecuador	Quito	prior to 1998	Corazones Felices - Development of an Education centre for street children which provides musical and educational programmes including a youth choir		20 000,00
	Guayaquil	starting 1998	Chicos de la Calle de Guayaquil - Education centre for street children and training of street educators	JUCONI Ecuador	100 000,00

Country	City	Dates	Project description	Local partners	Amount (US\$)
Egypt	Cairo	1998	Education and modern training for garbage pickers - Support for non-formal educational programmes for working street youth	C.I.D.	50 000,00
Ethiopia	Addis Ababa	starting 1998	Blossoms in the Dust - Education, training and income generation for street children as well as single mothers and young prostitutes in Woreda 21	HOPE'87	365 000,00
	Addis Ababa	1999	Artistic education for street children	UNESCO Office Addis Ababa	25 000,00
Germany	Berlin	prior to 1998	Drug Rehabilitation Project for Youth in Berlin - Material and technical support for a school for drug-addicted children and youth	PAD e.V.	62 500,00
Ghana	Accra	1999	Support for the pre-school programme of the Women's Movement	31 December Women's Movement	80 000,00
Guatemala	Guatemala City	prior to 1998	Long Term Group Home for Street Girls - Provision of shelter, educational programmes and support for young women living in the street	Casa Alianza	49 000,00
	Guatemala City	prior to 1998	Support of the campaign "Plan de Acción a favor de los Niños y las Niñas de la Calle"		10 000,00
	Quiché and Zacapa	1998	Support of the programs - Programa de Educación y Cultura de paz a favor de los Niños en Peligro	UNESCO Office Guatemala City	125 000,00
Haiti	Port-au-Prince	prior to 1999	AV Skills training materials - Support for a vocational training programme for disadvantaged youth (and educ. films "Learning and Working")	UNESCO Office Port-au-Prince	95 100,00
India	Calcutta	starting 1998	Ashalayam Street Children Project - Assistance for educational and vocational programmes for working street children	Don Bosco Society	50 000,00
	Calcutta	starting 1998	Assistance to a shelter offering educational and vocational programmes for working street children	Cini Asha	80 000,00
	Country-wide	prior to 1998	Preventive Education Project - Translation of the book on drug addiction from English to Hindi for the use in secondary schools in India	UNESCO Office New Delhi	2 500,00
Kenya	Nairobi	1999 to 2002	Support to an action research project around the creation of skills training centres for street children	University of Nairobi and Undugu Society	80 000,00
	Nairobi	1999	Project of environmental education. Slums of Nairobi. Preventive education	Kenyan Org. Env. Education, UNEP, Nat Com	10 500,00
Lithuania	Vilnius	1996 and 2001	Preventive Education - Support for the conference on the Prevention of AIDS and STD in the Low HIV Prevalence Countries; transport materials	National Commission Red Cross	10 800,00

Country	City	Dates	Project description	Local partners	Amount (US\$)
Mali	Bamako	2002	Support for children at risk in the community-based "Centres d'écoute" in Bamako	ENDA Tiers Monde	30 000,00
Mauritius	Port Louis	1999	Educational assistance to children in the disadvantaged urban neighbourhood of Camp Firinga	Committee on Poverty Association	50 000,00
	Port Louis	2001	Education and training for poor children, esp. girls, in the disadvantaged urban neighbourhood of Vallée Pitot	Committee on Poverty Association	50 000,00
Mexico	Puebla	prior to 1998	Extracurricular activities and support for street children and their families	JUCONI Mexico	247 000,00
	Mexico City	1999	Support to a sports festival for street children	UNESCO Office Mexico City	40 000,00
Mongolia	Ulan Baator	1998	Basic education, shelter and social activities for street children	Save the Children (UK)	50 000,00
Morocco	Casablanca	1998	Centre de Rééducation Bennani de jeunes filles - Assistance for girls aged of 7 to 18 who have committed misdemeanours and offences	UNESCO Office Rabat	25 000,00
	Casablanca	2000	Centre de Rééducation Bennani de jeunes filles - Computer training, sports equipment and books	UNESCO Office Rabat	25 000,00
	Casablanca	1998	Association BAYTI - Assistance and social reinsertion of girls living on the street	UNESCO Office Rabat	25 000,00
	Essaouira	2000	Association BAYTI - Strengthening of a new centre for street children	UNESCO Office Rabat	20 000,00
	Rabat	1998	Association sport et jeunesse - Support for boys living in slums	UNESCO Office Rabat	20 000,00
	Country-wide	prior to 1998	Preventive Education Project - Adaptation, reproduction and dissemination of books for preventive education against drug abuse		15 000,00
	Dar Bouazza	2000	Creation of an early childhood centre within the SOS Children's Village	SOS Children's Village	30 000,00
	Salé	2001	Sports facilities for children from deprived urban areas	Association AMESIP	25 000,00
Namibia	Country-wide	prior to 1998	Preventive Education Project - Preventive education workshop. Educational programmes for street children. Production of materials		10 000,00
	Windhoek	prior to 1998	Shelter for street children - Residential centre for children living on the street	UNESCO National Commission	50 000,00
Pakistan	Lahore	1999	Establishment of a non-formal education and training centre for street and working children	Bunyard Literacy Community Council	50 000,00

Country	City	Dates	Project description	Local partners	Amount (US\$)
Palestinian Autonomous Territories	Naplouse	prior to 1998	Upgrading Social Centres for Youth - Support to rehabilitate the buildings and reinforce the educational and sports programme of the centre	Ministry of Social Affairs	100 000,00
Paraguay	Asunción	prior to 1998	Preventive Education Project - Training workshops for youth, preparation of preventive education materials for youth organizations		10 000,00
Peru	Lima	prior to 1998	De Piranhas a Delfines - Support to the education and training programmes of shelters for street children		3 000,00
	Lima	2002	Support to the "Puericulturio" Centre for abandoned children	UNESCO Office in Lima	20 000,00
	Lima and Cuzco	2002	Support to several programmes for the education of children in slums areas of Lima and Cuzco	UNESCO Office in Lima	50 000,00
Philippines	Manila	prior to 1998	The Community of Learners - Assistance for a centre for street children offering non-formal education programmes		7 000,00
	Manila	prior to 1998	Rehabilitation of Child Scavengers of Smokey mountain - Assistance for some 150 working children between the age of 7 and 16	ERDA Philippines	30 000,00
	Malate- Manilla	prior to 1998	Alternative Education Programme for Street Children in Cubao, Quezon City - Non-formal education programmes for street children		20 000,00
	Pasay City	1997 to 2000	Pangarap Shelter's Project for the education of street children - Promotion of the educational and vocational training of street children	Pangarap Foundation	30 000,00
	Manila	1999 to 2002	Support to the ERDA TECH vocational training centre for street children	ERDA TECH Foundation Philippines	90 000,00
Poland	Lublin	1998	Project "Happy Childhood" - Resocialization of street children in a rural setting	Szczesliwe Dziecinstwo Foundation	52 000,00
	Serock	2002	Support to a pedagogical and training centre for street children and unemployed youth	HOPE'87	150 000,00
Romania	Bucharest	prior to 1998	Assistance to street children - Consolidation of the centre, teacher-training and preparation of an educational programme	Association Equilibre	98 000,00
Russia	Konakovo	prior to 1998	Street Children Project - Resocialization of youth and children living on the street	New Korcheva Center	120 000,00
	St.Petersburg	prior to 1998	Support for a Children's Choir - Construction of a rehearsal room for a children's choir composed of street children and disadvantaged children		31 200,00
Senegal	Malika	prior to 1998	Three years vocational training programmes for carpentry and metal work serving some 55 youth in 2 workshops	Daara de Malika	49 000,00

Country	City	Dates	Project description	Local partners	Amount (US\$)
	Dakar	starting 1998	Assistance for slum improvement, education, and vocational skills training of young slum dwellers (several phases)	ENDA Dakar	334 000,00
	Joal	1999	Building of a maternity ward	German army	48 500,00
Serbia	Belgrade	2002	Assistance to the non-governmental organization "Prvo Deca" for the purpose of refurbishing five of the twenty institutions for children without parental care in the country	Prvo Deca	25 000,00
South Africa	Cape Town	prior to 1998	Ons Plek Shelter for Girls - Residential centre with training and counseling programmes for girls and young women living on the street	Ons Plek Society	100 000,00
	Alexandra Township	prior to 1998	Support to educational programmes for Children and Youth living in Alexandra Township	UNESCO Office Johannesburg	100 000,00
Sri Lanka	Colombo	prior to 1998	Assistance to an educational "catch up" programme for street children	Save the Children Fund	3 000,00
	Country-wide	prior to 1998	Preventive Education Project - Translation of the book on drug addiction from English to Sinhalese for use in schools in Sri Lanka		2 500,00
Thailand	Udonthani	prior to 1998	Street Children Project - Shelter and training programmes for street children	UNESCO Office Bangkok	100 000,00
	Chiang Mai	prior to 1998	Vagrant Children - Two centres for street children offering shelter and educational programmes	UNESCO Office Bangkok	120 000,00
Togo	Kpalime	prior to 1998	Assistance for the development of vocational training programme for street children and construction of a library	Atelier Bon Conseil	49 000,00
Tunisia	Country-wide	prior to 1998	Preventive Education Project - Information, teacher-training workshops and pedagogical tools on drug abuse prevention for secondary schools		10 000,00
Uganda	Kampala	1998-2000	Establishment of a Basic and Vocational Education Centre - Rehabilitation programmes for street children and disadvantaged youth	Kabaka Foundation	100 000,00
Vietnam	Ho Chi Minh City	prior to 1998	Project "Ecoles d'espoir" - Consolidation and continuation of a centre for street children	Christina Noble Foundation	172 000,00
TOTAL OF THE PROJECTS FOR STREET CHILDREN					5 755 850,00

◆ Projects for children with disabilities

Country	City	Dates	Project description	Local partners	Amount (US\$)
Belarus	Minsk	starting 1997	Support to a workshop and educational centre and a Day facility centre for Disabled Children - Furnishing and expansion of the facility. Publication of materials	Orthodox Church and BeApdi Parents Assoc.	607 500,00
Bosnia and Herzegovina	Sarajevo	1997	School of the Blind - Reconstruction and renovation of the secondary school and residential facilities	HOPE'87	130 000,00
	Pazaric	1997 and 2001	Pazaric Clinic - Renovation of premises, workshops and sports facilities for the development of the cognitive and manual skills of mentally disabled children. Pavarotti music project	HOPE'87 and UNESCO Sarajevo	113 500,00
	Sarajevo	1996	Production of prostheses for young war amputees	HOPE'87	19 600,00
Bulgaria	Djurkovo	prior to 1998	Home for Disabled Children - Residential facility for children with physical and intellectual disabilities (and transport of materials)	UNESCO National Commission	421 400,00
Cuba	Havana	prior to 1998	Physiotherapy rooms for two Special Needs schools - Assistance for two schools for children with language disabilities	Ministry of Education	35 000,00
	Havana	prior to 1998	Computers for five Special Needs schools - Computer laboratories for five schools for children with language disabilities	Ministry of Education	100 000,00
Germany	Berlin (and worldwide)	1998 to 2001	Toys for disabled children - Production, design and exhibition of special toys. Workshops worldwide, publications, exhibitions, training	Verein Fördern durch Spielmittel	742 000,00
India	Ahmedabad	2001	Workshop toys for disabled children and victims of the earthquake	Assoc. FdS, National Commission	73 000,00
PDR Lao	Vientiane	2002	Medical treatment in France for needy Laotian children	Association Santé France-Laos	12 000,00
Lebanon	Beirut	prior to 1998	Literacy projects for refugee camps - Community-based literacy centres for disabled children in refugee camps	Ghassan Ghanassani Foundation	10 000,00
	Beirut	2000	Recreational activities for mentally disabled children	Association Foi et Lumière	10 000,00
Mexico	Mexico City	2000	Workshop on "Toys for Handicapped Children"	FdS, National Commission	46 000,00

Country	City	Dates	Project description	Local partners	Amount (US\$)
Morocco	Country-wide	1998-2000	Secrétariat d'Etat chargé des handicapés - Integration of disabled children at pre-school level (2 phases)	UNESCO Office Rabat	45 000,00
Moldavia	Orhei	prior to 1998	Home for disabled children - Renovation, furniture and fixtures		50 000,00
Palestinian Autonomous Territories	Gaza	prior to 1998	Community-developed kindergarten for intellectually disabled children	Right to Live Society	49 000,00
	Gaza	1999	Further assistance to the Centre for the treatment and education of Downs Syndrome children	Right to Live Society	100 000,00
	Gaza	1999	Rehabilitation of a Centre for disabled children	Fondation Palestine Avenir	100 000,00
	Jenine	2000 to 2001	Support towards specialized equipment, furnitures and heating for the Al Nur School of the Blind	HOPE'87	34 000,00
Poland	Warsaw	2002	Support for the construction of boarding facilities in the Laski Institution for the Blind	Laski	175 000,00
Romania	Alba Julia	1997	Support for an orphanage	Rumänienhilfe Langenberg e.V.	46 800,00
Turkey	Izmir	1999	Assistance to children with audio handicaps (chochlea, child Özle Salmanoglu)	Association for chochlea treatment	4 600,00
Vietnam	Tay Ninh province	starting 1998	School of the Christina Noble Foundation for blind children	Christina Noble Foundation	342 000,00
TOTAL OF THE PROJECTS FOR CHILDREN WITH DISABILITIES					3 266 400,00

▲ Other projects

Country	City	Dates	Project description	Local partners	Amount (US\$)
Angola	Luanda	2002	Support for Rita Madre school for refugee children, focused on the provision of regular schoolmeals	Instituto Jesus Maria José	7 000,00
Argentina	Salta	2002	Support to a community-run centre for very young children in the Barrio of La Loma	Fundación Anpuy/Alegria	20 000,00
Bhutan	Dechenphodrang monastery	2002	Support for the development of monastic education	National Commission for UNESCO	200 000,00
Burkina Faso	Comoe province	2002	Comprehensive rural development programme, especially for rural girls, with emphasis on combatting rural exodus	HOPE'87	90 000,00
Cambodia	Two Provinces	2000	Creation of sports clubs for poor rural children in Kompong Cham, Svay Rieng, and Takeo	Association France Libertés	20 000,00
Central African Republic	Bangui	1998	Teacher training seminar on "human rights"	UNESCO Office in Bangui	3 000,00
Côte d'Ivoire	Abidjan	2002	African summer camp for scientifically gifted girl students	UNESCO Goodwill Ambassador Cheick Modibo Diarra	20 000,00
Ecuador	Catochoca	2002	Support to a poor rural school	Verein Menschen Ekuador	5 000,00
France	Paris	2002	Support to the Orchestre de la Paix, founded by UNESCO Goodwill Ambassador Miguel Angel Estrella, and composed of young musicians of Arab and Israeli origin	Fédération Internationale Musique Espérance	9 600,00
Germany	Düsseldorf	prior to 1998	Children's Cancer Clinic in Düsseldorf - Support to medical facilities serving seriously ill children	Children's Cancer Clinic	101 200,00
	Bonn	prior to 1998	Support to the Children's Heart Surgery Clinic at Saint Augustin - Assistance for the only children's heart surgery clinic in Germany	Kinder Herzklinik St. Augustin	31 200,00
	Hamburg	prior to 1998	Phoenikks Foundation - Support to a psycho-social advice centre for children and youth suffering from cancer	Phoenikks Stiftung	31 300,00
	Düsseldorf	1999	Lunch assistance for poor school children	Arbeiterwohlfahrt	4 300,00
Germany (international)	North and Baltic Sea, South and Danube Countries	2000-2001	UNESCO co-op projects with Clean Countryside Campaign (environmental education Baltic Sea, Blue Danube, international summer school, EXPO, ASP)	German National Com. UNESCO Hamburg, UNESCO Paris, World Bank	738 000,00
	Nuremberg, Berlin, Saarbruecken	1998-2001	Education and training seminars with German, Israeli and Palestinian children and teachers	National Commission, ASP	63 000,00



Country	City	Dates	Project description	Local partners	Amount (US\$)
Haiti	Freta Mas	2000	Rehabilitation of a rural community school	UNESCO Office Port-au-Prince	55 000,00
India	Tilonia	1999	Support to an integrated non-formal education and rural development programme	Social Work and Research Centre	100 000,00
Israel	Givat Haviva	1997	First German-Israeli-Palestinian students and teachers seminar on tolerance	Israel National Commission, Pal. NC	37 800,00
	Givat Haviva; Ben Gurion Univ., Beit Berl, Jerusalem et al.	1998-2001	Workshops for Jewish and Palestinian children, with research project Ben Gurion, assistance to Wiesenthal Centre, students workshop on value education, ASP award Israel	Israel National Com., Ben Gurion Univ., Givat Haviva and Beit Berl Centre	76 300,00
	Jerusalem	2002	"Street Law Project" - support to the law faculty of the University of Jerusalem for students to give free legal advice to delinquent street children	University of Jerusalem	20 000,00
Jordan	Country-wide	1998 to 2001	Assistance to a micro-credit programme benefitting poor rural women and their children	Noor Al Hussein Foundation	450 000,00
Latin America / Caribbean	Cuba, Dominican Rep, Venezuela, Mexico et al.	1998-2001	International project "Learning for the World of Tomorrow" (with material assistance to schools in need, and project presentation at EXPO 2000)	Nat Coms Germany, Spain, Cuba et al.	217 800,00
Lebanon	Beirut	1997	Support for workshop "conflict resolution for refugee children"	National Commission	10 500,00
	Beirut	2001	Construction of an Educational and Cultural Centre to familiarize deprived children and youth with UNESCO's goals and programmes	UNESCO Office in Beirut	100 000,00
Malawi	Chigodi	prior to 1998	Construction of a rural primary school	UNDP	95 000,00
	Lilongwe	1999	Contribution to the establishment of a Regional Programme for Girls' Guidance and Counselling	Ministry of Education	100 000,00
Mexico	Puebla	prior to 1998	IPANTI Scholarships for young trainees working with street children	JUCONI Mexico	10 000,00
Namibia	Onamunamba	prior to 1998	Construction of a rural primary school in the north of Namibia	UNESCO National Commission	70 000,00
Palestinian Autonomous Territories	Gaza	prior to 1998	Construction, furnishing and equipping of a model kindergarten for disadvantaged children	Ministry of Education	38 000,00
	Country-wide	1998	Delivery of more than 200,000 schoolbooks and teaching materials on the occasion of International Book Day	Ministry of Education	50 000,00
	Beit Jala	1999	Third German-Israel-Palestinian Teachers and Students Seminar "Environmental Education"	Palestinian and Israeli Nat Coms	66 600,00
	Ramallah et al.	2000	Provision of educational materials and textbooks	Palestinian National Com.	20 500,00

Country	City	Dates	Project description	Local partners	Amount (US\$)
Palestinian Autonomous Territories	Country-wide	2001	Teacher-training materials in Arabic language (Delors Report), also delivered to Israel and Arab countries	UNESCO Paris	34 600,00
Peru	Lima	prior to 1998	Assistance to cover hospital costs for a Peruvian child - Support to the medical treatment of a seriously ill child		6 900,00
Senegal	Country-wide	1999-2000	Support for exchange around small solar energy project	NGO	5 000,00
	Joal	starting 2001	Renovation and modernization of the children's hospital, incl. training of mothers and hospital staff	HOPE'87	213 500,00
	Kolda	starting 2001	Renovation of primary schools, training of young farmers, water supply and basic health care	HOPE'87	141 000,00
	Dakar	2001	Construction and equipment of a maternity ward in the shanty town of Keur Massar	HOPE'87	40 700,00
South-East Europe	Visby	1999	UNESCO Workshop "Disarming History" (in collaboration with US State Department and SIDA)	Swedish Nat Com	45 400,00
Thailand	Omkoi district	2001 to 2004	Comprehensive educational development for Thai hill tribe children and youth in Omkoi District	Foundation of HRH Princess Maha Chakri Siridhorn	401 500,00
	Tak district	2002	Comprehensive educational development for rural children and youth in Tak District	Foundation of HRH Princess Maha Chakri Siridhorn	66 300,00
	Lopburi	2002	Assistance to "Baan Gerda", a home for HIV positive children who have lost both parents to AIDS	Children's Rights Foundation	10 000,00
Togo	Kpalimé	2002	Construction of an early childhood education centre in a rural area	Atelier Bon Conseil	30 000,00
Zimbabwe	Rural Area	1998-2000	Material support to St. Francis School, Sister Goller	Catholic Church	18 000,00
TOTAL OF THE OTHER PROJECTS					3 874 000,00

GRAND TOTAL in US\$

23 894 250.00

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