



Education for All Global Monitoring Report 2011

Preliminary Press Coverage Report
15 March 2011

UN says world leaders must act to stop systematic rape of girls in conflict zones

-1 March 2011

Unesco wants a commission to investigate sexual violence in conflict areas, and those responsible to be charged by the ICC

Children walking home from school in the gold mining town of Mongbwalu, Democratic Republic of Congo. In the DRC, many girls are kept from school. Photograph: Spencer Platt/Getty Images



The [United Nations](#) today accuses world leaders of "turning a blind eye" to systematic rape in conflict countries as it calls for those responsible to be charged by the international criminal court (ICC) in the Hague.

In its annual report on the state of education, the United Nations Educational, Scientific and Cultural Organisation (Unesco) says ["barbarous acts" of sexual violence are having a profound impact on girls' schooling.](#)

Unesco says that in 35 countries affected by conflict there are 28 million children out of school, 42% of the world total. Wars also lead to some of the biggest inequalities between girls and boys in school enrolment, while child malnutrition levels are twice the average for developing nations.

"The neglect and inertia demonstrated by the international community is almost as shocking as the crimes themselves," says [Kevin Watkins](#), the lead author of the report. "In effect, world leaders are turning their backs on young girls who desperately need protection, and turning a blind eye to crimes against humanity." He urges the UK government, which he says has been largely silent on the issue, to follow the lead of US secretary of state, Hillary Clinton, and put the prevention of rape and sexual violence in conflict-affected states at the centre of its foreign-policy agenda.

The report calls for the creation of an International Commission on Rape and Sexual Violence to investigate countries identified as centres of impunity, with the dossier passed directly to the ICC to determine whether there are grounds for prosecution. "Without prejudging outcomes of due legal process, there is no doubt that many senior political and military leaders, as well as armed militia leaders, in countries such as [Chad](#), [Sudan](#) and the Democratic Republic of Congo [DRC] might anticipate early receipt of an ICC arrest warrant," Watkins says.

Unesco says the impact of rape and sexual violence on girls' education has been underestimated. For the immediate victims, physical injury and psychological trauma has long-term consequences, including acute depression, stigma and isolation. But the threat posed by rape also means many parents are unwilling to allow

girls to make the journey to school. In North Kivu province of the DRC, one of the rape capitals of the world, almost half of 17- to 22-year-old women received less than two years of education.

"This is a hidden crisis that is reinforcing poverty, undermining economic growth and holding back the progress of nations," the report says. "At the heart of the crisis are widespread and systematic human rights violations which fully deserve to be called 'barbarous acts'. No issue merits more urgent attention on the international agenda. Yet, far from outraging the conscience of humankind and galvanising an effective response, the devastating effects of warfare on education go largely unreported.

"There is a culture of impunity surrounding egregious violations of human rights which represents a major barrier to education. Attacks on children, teachers and schools, and recourse to widespread and systematic rape and other forms of sexual violence as a weapon of war are among the starkest examples of such violations."

Other attacks on education systems cited by Unesco include Israeli military attacks in Gaza, which left almost 300 schools in rubble and 350 children dead, and targeted attacks by insurgents in countries such as Yemen, Thailand, Pakistan and Afghanistan. In Afghanistan, security fears have resulted in the closure of more than 70% of schools in Helmand and Zabul provinces in Afghanistan.

The report highlights the way in which aid to conflict-affected countries is skewed towards states seen as strategic priorities. Afghanistan receives more aid than the combined total for the DRC, Sudan and Liberia. In 2008, Iraq got more aid than that provided for all conflict-affected countries in Africa.

Unesco says 21 of the world's poorest countries spend more on arms than basic education, noting that a 10% cut in military spending could put an additional 9.5 million children in school. With some of the worst education indicators in the world, Chad spent four times as much on the military as on schooling, while Pakistan, which has one of the world's largest out-of-school populations, could finance universal primary education with just one-fifth of its military budget.

The report calls on donors to increase support for countries emerging from conflict by pooling their resources. It urges a radical financial overhaul of the [Fast Track Initiative](#), a multilateral fund for education operating under World Bank auspices, with financing increased from \$500m (£310m) to \$6bn annually and a stronger focus on conflict-affected countries.

According to the 2011 Unesco Education for All global monitoring report:

- An additional 52 million children enrolled in primary school between 1999 and 2008
- The number of children out of school in south and west Asia halved. In sub-Saharan Africa enrolment rose by a third
- Progress towards universal enrolment by 2015 has slowed. In 2008, 67 million children were out of school
- Another 1.9 million teachers will be needed by 2015 to achieve universal primary education, more than half of them in sub-Saharan Africa
- The financial crisis has affected spending on education by poor countries. Seven of the 18 countries surveyed by Unesco had reduced their budgets
- Aid spending by donor countries has doubled since 2002 to \$4.7bn but has stagnated since 2007.

War is bad for kids

Conflicts inflict long-term damage on children's educations.

[Tristan McConnell](#) March 1, 2011 06:32



Young Congolese boys during a lesson at the Mugosi Primary School, which caters mostly for children of the Kahe refugee camp in the town of Kitschoro, in the north eastern part of the Democratic Republic of Congo.

PHOTO BY: Marc Hofer

KITCHANGA, Democratic Republic of Congo — The morning after her father was shot and then hacked to death, Yvonne fled with her family.

They left the village where she had grown up, where the family had a home, possessions, land, crops and livestock, where she went to school and was doing well.

Three years later the family lives in one of thousands of plastic covered stick domes spread across fields of volcanic rock outside the town of Kitchanga in the east of the Democratic Republic of Congo.

“After my father was killed my mother struggled to pay school fees, but now none of us are attending,” said Yvonne, 16, who has nine siblings.

Yvonne is just one of an estimated 28 million children worldwide whose education and hopes for the future are blighted by conflict, according [to a new study published today by the United Nations Educational, Scientific and Cultural Organization \(UNESCO\)](#). The report calls it the world’s “hidden crisis.”

“Children and education are not just getting caught in the crossfire, they are increasingly the targets of violent conflict,” said Kevin Watkins, the author of the report which details hundreds of attacks targeting schools in war zones across the world.

Yvonne used to go to secondary school, but when war forced her to flee, her education ended abruptly. Now she and her mother collect, transport and sell charcoal in Kitchanga market earning just about enough to eat. School fees are an unattainable dream.

“We have no means, so I have no hope of returning to school,” she said.

Among the 43,000 displaced people who have clustered around Kitchanga earning enough to eat takes precedence over education. “I can provide food or fees, not both,” said mother of four Nkawigomwa Batimazike.

The director of a local school where most of the pupils are displaced explained that this year, as every year, about a quarter of his nearly 800 children will drop out because they lack the required fees of \$21 a year.



Waving his hand towards a bustling soot-covered market right next to the school Evariste Ndagijimana said: “The only way to make money here is to join the charcoal trade, that is where many of our dropouts go.”

Standing among a forest of grey sacks taller than he is, 12-year-old Albert is covered in coal dust from shoveling tiny handfuls of charcoal. His mother and sister work alongside him.

Once a week he makes the four-hour hike from the volcanic slopes of Virunga National Park to Kitchanga carrying heavy loads of charcoal. “I get very tired,” he whispered.



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Unesco: Conflict robs 28 million children of education



Schools themselves are often targeted in fighting because they are seen as symbols of the authorities

DR Congo: Dreaming of Democracy

Warfare is stopping 28 million children worldwide from receiving an education because of sexual violence and attacks on schools, the UN education fund says.

The report's author told the BBC one of the worst-affected places was the Democratic Republic of Congo, calling it "the rape capital of the world".

One third of the rapes reported in DR Congo involve children, Unesco says.

It also says to achieve the UN goal of education for all by 2015, Africa needs nearly two million new teachers.

"In the eastern part of the Democratic Republic of Congo probably about half of all primary school-aged children are out of school," Kevin Watkins, author of the report [The hidden crisis](#), told the BBC's Network Africa programme.

He said the school attendance figures for Congolese girls were the lowest in sub-Saharan Africa.

"One of the reasons for that is that this has become one of the rape capitals of the world and is having a very profound effect on the education system."

The sexual violence harms victims' learning potential and creates a climate of fear that keeps girls at home, he said.

Military v education budgets

Militias tended to target symbols of authority when attacking a village, meaning schools and clinics were often destroyed, he added.

The Unesco report also details how in Afghanistan attacks on schools rose 77%, from 347 in 2008 to 2009 to 613.

And it says in northern Yemen 220 schools have been destroyed, damaged or looted during fighting in the past two years.

It calls on The International Criminal Court to take a far more active role in prosecuting those behind such acts of sexual violence and it wants an International Commission set up.

The under-funding of education is also highlighted.

The report names 21 of the world's poorest developing countries which spend more on military budgets than primary education.

Chad, for example, spends four times as much on arms as on primary schools.

It also highlights some advances like major increases in school enrolment in Africa.

Over a 10-year period Ethiopia reduced the number of people out of school by some four million.

Aid donors get an F for education

01.03.11 Poor people understand the power of education to transform lives – yet education receives just 2% of humanitarian aid



A Congolese boy at a charcoal market in the Democratic Republic of Congo. Some children work to pay the \$1 fee charged every term at school. Photograph: M. Hofer/Unesco

If you want to see iron resolve in action, take a trip to the Kachange camp for displaced people in North Kivu, in the [Democratic Republic of Congo](#) (DRC).

This is a war zone. Families in the sprawling camp have lost everything – everything that is except a drive to

get their kids an education. In the midst of the most abject poverty, parents have come together to build makeshift classrooms, hire a teacher, and buy a blackboard. Many of the kids work in the afternoon, selling charcoal to pay the \$1 fee charged every term.

"Being in school is fun – and people with an education can have a better life. I'll be a doctor," says David Ichange, aged 12.

Kachange camp is a microcosm of villages and slums across the world's poorest countries. Poor people understand the power of education to transform lives. They know that a decent education offers their children an escape route from poverty through increased productivity, better prospects of employment and more choice.

What is true for people also holds for countries. Progress in education is one of the most powerful catalysts for accelerated progress towards the millennium development goals (MDGs). Take child survival. If every girl in sub-Saharan Africa had a secondary education, it would cut under-five deaths by around 1.8 million. The reason: educated mothers are empowered to demand better health and nutrition provision.

The same holds for cutting poverty. If every child in a low income country got into school and left with basic reading skills, the growth effects would lift 171 million people out of poverty. That's a 12% decline.

This year's [Unesco Global Monitoring Report](#) on education looks at some of the links between education and other areas of human development. It also looks at the performance of aid donors in supporting education – and in acting on their own commitments. And it's not a pretty story. If the kids in Kachange camp get an A-plus for effort in the face of overwhelming odds, the collective score for the donor community is an F.

Here are the facts. We need around \$16bn in aid to achieve the international development targets in education – targets that donors have signed up for. Currently, aid levels are running at around \$4.7bn and stagnating.

Education in conflict-affected states is getting spectacularly short shrift. Humanitarian aid could play a vital role in keeping open opportunities for schooling in communities displaced by violence. Yet education receives just 2% of humanitarian aid – and no sector receives a smaller share of the emergency aid requested in emergency appeals.

Of course, some countries in conflict do receive substantial support. Afghanistan gets more aid for basic education than the Sudan, the DRC, Ivory Coast, Central African Republic and Chad combined. But the general picture is one of overwhelming neglect. And as donors grapple with budget pressures, things look like getting worse. In the US, Republican proposals for cutting the budget deficit would take the axe to aid budgets for education in conflict-affected states. France and Germany are slipping on the commitments, along with Japan.

All of this raises questions about approaches to aid and value for money. Republicans in the US want to slash aid and ringfence spending on the military, apparently because they think this will be good for national security. Yet effective aid on education is an investment in creating the hope and opportunity that makes conflict less likely by breaking the link between poverty and violence. Cutting aid for education is the type of cent-wise, dollar-dumb thinking that the Tea Party has brought to the budget reform table.

Not that the EU is setting high standards. Both France and Germany operate large aid budgets on education. Yet most of these budgets are spent not in developing countries but in subsidising scholarships for domestic education institutions. Why subsidies to the Sorbonne count as aid is beyond me.

During times of fiscal stress any debate on aid has to get over the hurdle of defining what is affordable. You have all heard the argument: "Of course we believe in aid for education, but we just can't afford it right now."

Oh really? That \$16bn that we need in aid for education represents just six days worth of what donors spend each year on military budgets. Viewed differently, it's roughly equivalent to the bonuses dished out to investment bankers in the City of London last year.

So, here's the question. What do you think offers the best value for money? A global education initiative that could put over 67 million kids in school, or a week's spending on military hardware. Do you really think we get a bigger bang for our buck by funding the indulgences of the team that brought you the crash rather than by financing books and schools that offer millions of kids a way out of poverty – and their countries a route into global prosperity?

No, neither do I.

28 milhões de crianças ficaram fora da escola por causa de conflitos armados no mundo

Plantão | Publicada em **01/03/2011** às 17h25m

Tatiana Farah

As guerras e os conflitos armados deixam 42% das crianças do mundo fora da escola. Um relatório divulgado hoje pela Unesco (Organização das Nações Unidas para a Educação, a Ciência e a Cultura) revela que 28 milhões de crianças em idade escolar primária ficaram fora da escola em 35 países atingidos por conflitos violentos entre 2000 e 2008. Só de refugiados que se deslocam pelo mundo para fugir das guerras, a Unesco calcula que exista uma população de 43 milhões de pessoas. Mesmo nos campos de refugiados, o índice de crianças que conseguem estudar é baixo, 69%.

Apenas 2% dos recursos oriundos da ajuda humanitária vão para a educação, enquanto grande parte acaba sendo usada em gastos militares. Um corte de 10% nos gastos militares de 21 países em desenvolvimento colocaria 9,5 milhões de crianças na escola, 3,6 milhões só no Paquistão.

O "Relatório de Monitoramento Global de Educação Para Todos 2011" foi divulgado ontem pela Unesco, que considerou a relação entre os conflitos armados e a educação como uma "crise oculta". De acordo com o documento, existe um déficit de US\$ 16 bilhões (cerca de R\$ 26,56 bilhões) em financiamentos externos para cumprir o programa "Educação Para Todos", da Unesco. Seis dias de gastos militares dos países doadores cobririam o déficit. A educação, no entanto, é a área que mais recebe negativas de ajuda humanitária. Apenas 38% das solicitações de programas educacionais são cumpridas, o que corresponde à metade das outras áreas.

Os conflitos comprometem também a educação secundária: nos países com crise armada, as taxas de matrícula no ensino secundário são reduzidas a um terço das registradas em países em desenvolvimento que vivem processos de paz. Esse número é ainda menor quando as matrículas são de meninas. A taxa de alfabetização de adultos em países em desenvolvimento caem de 92% para 79%, caso esses países estejam em guerra. E os conflitos se tornam cada vez mais longos: nos países de baixa renda, chegam a uma média de 12 anos e sobem para 22 anos em países com média baixa renda.

A deficiência na educação, segundo a Unesco, está diretamente relacionada à mortalidade das crianças e pode comprometer um futuro de paz para os países em conflitos. Um dos levantamentos aponta que, entre 2003 e 2008, 4,4 milhões de crianças menores de cinco anos morreram na África Subsaariana. Esse número cairia para 2,6 milhões se as mães tivessem recebido educação secundária. No Quênia, os filhos de mulheres que não completaram a educação primária tem duas vezes mais risco de morrer antes dos cinco anos em comparação aos filhos de mães com educação secundária e superior.

O relatório aponta que o mundo está longe de cumprir metas como a criar o acesso universal à educação básica até 2015. Ao contrário, a projeção é de que em 2015 o número de crianças fora da escola seja de 72 milhões. O financiamento da educação, principalmente nos países mais pobres, também atingiu, em 2010, níveis inferiores a 2008.

Brasil é o oitavo em adultos analfabetos

O relatório da Unesco mostra que a maioria dos adultos analfabetos vive em apenas dez países. São 796% adultos considerados analfabetos, 283 milhões deles vivendo na Índia, 67 milhões na China, 51 milhões no Paquistão, 49 milhões em Bangladeshi. Nigéria, Etiópia e Egito tem, respectivamente, 35, 29 e 18 milhões de analfabetos. O Brasil aparece em oitavo lugar, com 14 milhões, seguido por Indonésia e República do Congo.

L'éducation victime des conflits armés

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Les violences sexuelles et viols ayant été "largement utilisés comme tactiques de guerre", la peur des sévices sexuels, notamment, "empêche les enfants d'aller à l'école, en particulier les jeunes filles", souligne le rapport de l'Unesco.REUTERS/© [Thomas Mukoya](#) / Reuters



Vingt-huit millions d'enfants sont "privés d'éducation, en raison des conflits armés" qui les exposent notamment aux "attaques ciblées sur leurs écoles", aux "viols" ou "aux violences sexuelles", affirme l'[Unesco](#) dans un rapport publié mardi. Sur les 67 millions d'enfants en âge de fréquenter l'école primaire qui ne sont pas scolarisés, "42 %, soit 28 millions, vivent dans des pays pauvres en proie à des conflits", affirme l'organisme dans ce rapport, intitulé *La Crise cachée : les conflits armés et l'éducation*.

Ce chiffre de 28 millions porte sur 2008, a précisé à l'AFP l'Unesco, ajoutant ne pas avoir de statistiques antérieures. L'un des principaux problèmes est que "les parties prenantes aux conflits s'en prennent de façon délibérée aux enfants et aux écoles", a expliqué le directeur du rapport, [Kevin Watkins](#). Ainsi en Afghanistan, au moins 613 attaques contre des écoles ont été répertoriées en 2009, contre 347 en 2008. En outre, les violences sexuelles et viols ayant été "largement utilisés comme tactiques de guerre", la peur des sévices sexuels, notamment, "empêche les enfants d'aller à l'école, en particulier les jeunes filles", souligne encore le rapport.

L'Unesco met en cause le système d'aide humanitaire, qui "passe à côté des enfants" de ces pays, notamment parce que "moins de 2 % de l'assistance humanitaire" (soit 149 millions de dollars, soit environ 108 millions d'euros) est affectée à l'éducation, "ce qui ne permet de répondre qu'à un nombre infime des demandes d'aide" pour ce secteur, a expliqué M. Watkins. L'organisme propose de créer une commission internationale sur le viol et les violences sexuelles soutenue par la Cour pénale internationale et de "réparer le système d'aide humanitaire", notamment en développant des fonds communs.

FOLHA DE S.PAULO

01/03/2011 - 11h52

Brasil fica no 88º lugar em ranking de educação da Unesco

**ANGELA PINHO
DE BRASÍLIA**

O Brasil manteve a mesma posição do ano passado e ficou no 88º lugar de 127 no ranking de educação feito pela Unesco, o braço da ONU para a cultura e educação. Com isso, o país fica entre os de nível "médio" de desenvolvimento na área, atrás de Argentina, Chile e até mesmo Equador e Bolívia.

A classificação foi feita a partir de um índice criado para medir o desempenho das nações em relação a metas de qualidade para 2015 estabelecidas na Conferência Mundial de Educação de Dacar, em 2000.

Entre os objetivos a serem atingidos estão ampliar a educação infantil, universalizar o ensino primário, combater as desigualdades de gênero na área e melhorar a qualidade.

O "Relatório de Monitoramento Global", lançado nesta terça-feira em Nova York, mostra como cada país está se saindo em relação a esses objetivos. O programa de combate ao analfabetismo no Brasil é apontado como um exemplo, embora o país tenha cerca de 14 milhões de pessoas que não sabem ler e escrever, e os dados mostram que o país é um dos que mais aumentou seus investimentos em educação.

Por outro lado, o documento mostra que o país ainda tem muitas crianças fora da escola (cerca de 600 mil) e que esse número pode subir se a inclusão não for acelerada.

CONFLITOS ARMADOS

O documento da Unesco trata ainda de conflitos armados e mostra que eles tiram 28 milhões de crianças das salas de aula. A situação é agravada porque 21 países gastam mais com a área militar do que com o ensino primário. O texto defende também uma maior ajuda das nações desenvolvidas para combater o problema.



Conflict makes millions miss school

UN report says violence and sexual abuse is robbing 28 million children of education.

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UNESCO says aid for basic education has increased in some countries, such as Afghanistan [AFP]

Armed conflict is robbing 28 million children of an education, by keeping them out of school where they are often targets of sexual abuse and violence, according to a report released by UNESCO.

Released on Tuesday, the [Education for All Global Monitoring Report](#) warned that of the world's primary school aged children not attending schools, 42 per cent of these live in poor countries that are wracked by conflict.

"Armed conflict remains a major roadblock to human development in many parts of the world, yet its impact on education is widely neglected," Irina Bokova, UNESCO director general, said in a statement released at the report's launch in Dakar.

This often leads to a vicious cycle where poverty and lack of development are reinforced by a lack of education, and the risk of further conflict is heightened as millions of youths fail to find employment.

Thirty-five countries were affected by armed conflict from 1999 to 2008, of which 15 are in sub-Saharan Africa.

'Legitimate targets'

"Children and schools are on the front line of these conflicts with classrooms, teachers and pupils seen as legitimate targets," UNESCO's statement said.

In Afghanistan, at least 613 attacks on schools were recorded in 2009, up from 347 in 2008, while insurgents in northwestern Pakistan have made numerous attacks on girls' schools including one in which 95 girls were injured.

Children are also being used as soldiers in 24 countries including the Congo, Chad, the Central African Republic, Myanmar and Sudan, the report said.

UNESCO cited evidence in reports from Ban Ki-moon, the UN secretary general, that rape and sexual violence are widely used as a weapon of war in many countries.

"Many victims are young girls," the report said, citing Congo, where one-third of rapes involve children and 13 per cent are carried out against children under the age of 10.

According to the report, insecurity and fear associated with sexual violence keeps young girls in particular out of school.

Increased military budgets

UNESCO warned that armed conflict is also diverting public funds from education into military spending.

Currently, 21 developing countries budget more for military spending than primary education, and pressure has grown on national budgets in the wake of the financial crisis.

Education represents only two per cent of humanitarian aid, the report says, estimating that it would take just six days of military spending by aid donors to close the \$16bn external financing gap in achieving education for all.

While the report notes some progress in education in a few of the world's poorest countries, UNESCO said the world was "falling too slowly" to meet the goal of Education for All by 2015, that over 160 countries signed up to in 2000.

In sub-Saharan Africa alone, 10 million children drop out of primary school every year and about 38 per cent of the region's adults (167 million people) still lack basic literacy skills - most of them women.

South Africa's Archbishop Desmond Tutu, who is one of four Nobel laureates that endorsed the report, introduced it, saying: "It documents in stark detail the sheer brutality of the violence against some of the world's most vulnerable people, including its schoolchildren, and it challenges world leaders of all countries, rich and poor, to act decisively."

UNESCO: Conflict Is Robbing 28 Million Children of Future

Lisa Bryant | Paris March 01, 2011

Photo: AP

Children sift through garbage at a dump site in Harare, Zimbabwe, on President Robert Mugabe's 87th birthday, February 21, 2011 (file photo)

Armed conflict is depriving about 28 million children worldwide of an education, yet the international community has been slow to address this dilemma. The warning comes in a report by the Paris-based United Nations cultural and education agency, UNESCO.



Attacks on schools, widespread rape and other atrocities not only have stunted lives, but also educational opportunities for millions of children around the world. That is the chilling finding of a new report by the Paris-based United Nations Educational, Scientific and Cultural Organization.

Kevin Watkins, the director of the report, said, "We document one country after another - the Sudan, Chad, the Central African Republic, the Democratic Republic of Congo, Afghanistan - where armed groups are acting with impunity in carrying out acts of rape and sexual violence against children."

UNESCO said that nearly half of all primary school-age children around the world - roughly 28 million of them - who are not enrolled in school live in conflict-torn countries. And their plight is one of the reasons why the world may miss its goal of universal primary education by 2015.

The U.N. agency is calling for an international commission to investigate rape and sexual violence against children - and for the International Criminal Court in The Hague to get involved.

"And in cases where governments are unwilling to do what they're supposed to do, which is to protect vulnerable children, we believe the dossier should be passed to the International Criminal Court and appropriate action taken."

Watkins says people living in these conflict-torn countries are doing everything they can to give their children an education. Only 2 percent of humanitarian aid goes to education, however, and that is far less than what is needed.

01.03.2011

Unesco-Bericht: 67 Millionen Kinder besuchen keine Schule

Von Frauke Lüpke-Narberhaus



Junge in Kenia: Viele Kinder müssen arbeiten, statt zur Schule zu gehen

Bildung für alle? Von diesem Ziel ist die Welt weit entfernt, schreibt die Unesco in ihrem aktuellen Bericht. Zwar sinkt die Zahl der Kinder, die nicht zur Schule gehen - aber nur langsam. Besonders im Krieg leide die Bildung. Das sei bislang missachtet worden.

Kriege nehmen Kindern ihre Zukunft. Denn in Kriegen leidet auch ihre Bildung. Auf diese Problem weist der [Unesco-Weltbildungsbericht 2011](#) unter dem Titel "The hidden crisis: Armed conflicts and education" hin, der am Dienstag in New York vorgestellt wird. "Bewaffneter Konflikt ist in vielen Weltregionen ein großes Hindernis für gesellschaftliche Entwicklung. Dennoch werden die Auswirkungen von Konflikten für die Bildung weitestgehend ignoriert", sagte die Unesco-Generaldirektorin Irina Bokova.

164 Länder verabschiedeten im April 2000 beim Weltbildungsforum in Dakar den Aktionsplan "Bildung für alle". Sechs Ziele sollten bis 2015 erreicht werden. "Trotz vieler Fortschritte werden die meisten Ziele deutlich verfehlt, insbesondere in den Regionen mit dauerhaften Konflikten", teilte die Deutsche Unesco-Kommission mit.

"In vielen der ärmsten Länder der Welt zerstören bewaffnete Konflikte nicht nur die Schulinfrastruktur, sondern auch die Hoffnungen und Ambitionen von Generationen von Kindern", heißt es in dem Bericht, [der jährlich im Auftrag der Unesco von einem unabhängigen Team verfasst wird](#). Weltweit besuchen 67 Millionen Kinder keine Schule, 28 Millionen davon leben in Ländern mit Konfliktsituationen. Auch Flüchtlinge und Vertriebene

haben nur einen eingeschränkten Zugang zur Bildung. Im Krieg würden Lehrer, Kinder und Schulen immer wieder als legitime Ziele betrachtet. Allein in Afghanistan seien im Jahr 2009 mindestens 613 Schulen angegriffen worden, schreiben die Autoren.

Fehlende Bildung macht Gesellschaften anfälliger für Konflikte

Verletzungen, Traumata und Stigmatisierungen verursachten eine andauernde Benachteiligung. Mangelnde Bildung mache Gesellschaften wiederum anfälliger für neue Konflikte: Milizen profitierten von Perspektivlosigkeit und Armut. Durch einen ungleichen Bildungszugang fühlten sich Kinder und Jugendliche ungerecht behandelt. Zudem bestehe die Gefahr, dass Schulen missbraucht würden, um Vorurteile und Intoleranz zu stärken.

Auf dem Weltbildungsforum in Dakar hätten die Staaten zwar bewaffnete Konflikte als Haupthindernis für das Erreichen von "Bildung für alle" erkannt, allerdings sei dieses Hindernis unterschätzt worden, heißt es in dem Bericht.

Derzeit investieren 21 Entwicklungsländer mehr Geld in Militär als in Grundschulbildung, rechneten die Autoren aus. Zudem schätzen sie, dass 2009 nur etwa zwei Prozent der gesamten [Entwicklungshilfe](#) für Bildung ausgegeben wurde. Kaum mehr als ein Drittel der Anfragen auf Hilfe für Bildung werde unterstützt. "Der Grund liegt darin, dass teilweise Bildung nicht als lebenswichtig betrachtet wird", erklären sie.

In dem Weltbildungsbericht werden vier zentrale Forderungen aufgestellt, um die Bildung für Menschen in bewaffneten Konflikten zu verbessern:

- Bildung in der humanitären Hilfe muss eine höhere Priorität bekommen.
- Es muss mehr Geld zur Verfügung stehen.
- Die tatsächlichen Bedürfnisse von Flüchtlingen und Vertriebenen müssen besser ermittelt werden.
- Unicef und UNHCR sollten ein gemeinsames Mandat für Bildung von Flüchtlingen und Vertriebenen bekommen. Außerdem sollen Gastländer ihnen Zugang zu Bildungssystemen verschaffen.

Ziele und Realität im Vergleich

Der aktuelle Weltbildungsbericht zeigt auch, dass einige Entwicklungsländer in den vergangenen Jahren Fortschritte in der Bildung gemacht haben. Dennoch klaffe eine große Lücke zwischen den Zielen von Dakar und der Realität. "Es gibt beunruhigende Anzeichen dafür, dass diese Lücke größer wird", heißt es in einer Zusammenfassung des Berichts. Angesichtes des gegenwärtigen Trends bestehe die Gefahr, dass in vier Jahren weniger Kinder als heute eine Schule besuchen.

Der Bericht gleicht die Ziele mit der Realität ab:

Ziel 1: Frühkindliche Bildung und Erziehung

Die Kindersterblichkeit gehe insgesamt zurück: 2008 starben weltweit 8,8 Millionen Kinder unter fünf Jahren, 1990 waren es noch 12,5 Millionen. Allerdings seien von den 68 Ländern mit hohen Kindersterblichkeitsraten nur 19 auf dem richtigen Weg. Mangelhaft ernährte Kinder würden ihr physisches und geistiges Potential häufig nicht verwirklichen. Deswegen dürfe die Auswirkung von Mangelernährung auf die Bildungschancen nicht unterschätzt werden.

Ziel 2: Universelle Grundschulbildung

Bei Verabschiedung des Aktionsplans besuchten ungefähr 106 Millionen Kinder keine Schule. Bis 2008 sei die Zahl auf 67 Millionen zurückgegangen. "Trotz ermutigender Erfolge ist die Welt nicht auf dem Weg,

universelle Grundschulbildung bis 2015 zu erreichen", heißt es in dem Bericht. Es bestehe sogar die Gefahr, dass die Zahl der Kinder ohne Schulbildung wieder ansteigen werde.

Ziel 3: Lernchancen für Jugendliche und Erwachsene

Die Zahl der Jugendlichen, die keine Schule besuchen, gehe zwar zurück, sei aber immer noch zu hoch: 2008 seien es immer noch 74 Millionen Jugendliche gewesen.

Ziel 4: Alphabetisierung Erwachsener

Die Analphabetenrate sollte bis 2015 halbiert werden. Dieses Ziel sei längst nicht erreicht. 2008 hätten immer noch 796 Millionen Erwachsene keine grundlegende Lese- und Schreibkompetenz gehabt.

Ziel 5: Geschlechterparität und Gleichberechtigung

Bis 2015 sollten Jungen und Mädchen im Bildungssystem gleichberechtigt sein. Zwar seien Fortschritte zu verzeichnen, aber um Gleichberechtigung herzustellen müssten 3,6 Millionen mehr Mädchen eine Schule besuchen.

Ziel 6: Bildungsqualität

Insgesamt sollte die Qualität der Bildung deutlich verbessert werden. In [wohlhabenden Ländern erzielten Schüler beim Iglu-Test durchschnittliche bis überdurchschnittliche Leistungen](#). In vielen Entwicklungsländern aber seien die Lernerfolge sehr niedrig.

Insgesamt habe sich die internationale Hilfe für Bildung seit 2002 fast verdoppelt. Dadurch seien wichtige Fortschritte erzielt worden, heißt es im Bericht. Allerdings stagnierten die Hilfsleistungen seit 2008. Der Bericht schätzt die Finanzierungslücke derzeit auf 16 Milliarden US-Dollar jährlich, um das Ziel "Bildung für alle" zu erreichen.

"Mehr finanzielle Mittel garantieren noch keinen Erfolg in der Bildung", schlussfolgern die Verfasser, "doch chronische Unterfinanzierung ist ein sicherer Weg zum Scheitern."

01 mar 2011

28 millones de niños, en primera línea de fuego

Por: **Gonzalo Fanjul**

Cuatro de cada diez niños en edad de ir a la escuela primaria y sin escolarizar viven en países pobres afectados por conflictos. Lugares como **Congo, Colombia, Afganistán, Chad, Uganda, Pakistán** y una larga lista de 35 países. Son 28 millones de niños y niñas cuyo futuro se encuentra en primera línea de fuego, víctimas de ataques indiscriminados contra ellos, contra sus escuelas y contra sus maestros. No se trata de un simple daño colateral. Las **violaciones sistemáticas** de escolares se han convertido en un arma habitual de guerra en países como la **RD del Congo**, donde cerca de un tercio de las más de 200.000 mujeres violadas en 2009 eran niñas, muchas de ellas menores de 10 años. La violencia extrema que rodea a estas menores supone un obstáculo fundamental para su acceso a la educación, cargándoles con un peso psicológico y formativo que determinará el resto de sus vidas y las de sus familias.

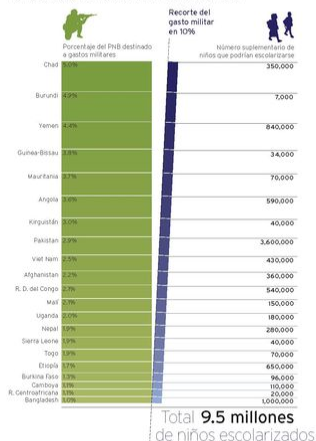
Si le echan un vistazo a este video de Sergio Cabrera (*La estrategia del caracol*) y Ramón Jimeno, verán que no hay nada comprensible en esta situación. El informe **Educación para todos en el mundo 2011**, que la **UNESCO** presentará en **Nueva York** dentro de pocas horas, pone negro sobre blanco una de las omisiones más graves en el esfuerzo por acabar con la pobreza. El desinterés con el que la comunidad internacional asume las violaciones masivas de mujeres y niñas en **África, Asia y América Latina** añade un insulto a la estupidez del desproporcionado gasto militar de países ricos y en desarrollo, que compite de forma directa con la financiación de la educación universal.

Los gráficos adjuntos describen la magnitud del asunto. Solo con seis días de gasto militar de los países ricos podría cubrirse por completo la brecha anual en la financiación de la educación para todos (EPT). Entre los países en desarrollo, hay 21 que dedican al presupuesto militar más que a la educación básica. Un recorte del 10% en estos gastos permitiría a estos países escolarizar a 9,5 millones de niños que hoy están fuera del sistema educativo.

Gráfico 10: "Juegos de guerra"

"Juegos de guerra"

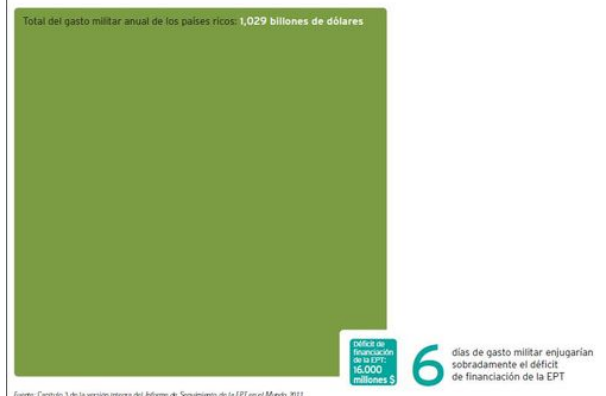
Veintinueve países en desarrollo destinan más recursos financieros al gasto militar que a la enseñanza primaria



Fuente: Capítulo 3 de la versión íntegra del Informe de Seguimiento de la EPT en el Mundo 2011.

Gráfico 11: Magnitud del gasto militar

Magnitud del gasto militar comparada con la magnitud del déficit de financiación de la EPT



Escrito con un ritmo y una pasión poco habitual en la anestésica literatura de las **Naciones Unidas**, este es el relato de **Latefa**, una niña afgana cuya hermana fue atacada con ácido cuando volvían de la escuela. O de los miles de padres de **Somalia** que vencen el pánico a un cruce de disparos cuando sus hijos salen de casa cada mañana. O de los dos hermanos que huyeron con su familia a **Medellín** tras el asesinato del padre a manos de los paras o de la guerrilla. Cada uno de estos casos se encuentra documentado con detalle en el informe:

Los sistemas educativos se hayan en primera línea de esos conflictos, porque los combatientes consideran "legítimo" lanzar ataques contra los edificios de las escuelas. (...) En Afganistán, los ataques perpetrados contra centros escolares van en aumento: 347 en 2008 y 613 en 2009, como mínimo. Grupos de insurgentes en el noroeste de Pakistán han perpetrado numerosos ataques contra escuelas femeninas, incluyendo uno en el que 95 niñas resultaron heridas. (...) En las tres provincias del extremo sur de Tailandia, fueron asesinados o heridos 63 estudiantes y 24 profesores y empleados de la educación en 2008 y 2009.

En sus conclusiones, los autores ofrecen una descripción detallada de las medidas que se podrían tomar para cambiar de forma urgente esta situación, empezando por la creación de una Comisión Internacional que compruebe la devastadora proporción que ha alcanzado el problema de las violaciones en tiempo de guerra. Seguro que la recién creada [UNIFEM](#) y su Presidenta Michelle Bachelet, así como la [Corte Penal Internacional](#), tendrán algo que decir sobre la cultura de la impunidad que se ha establecido en este asunto.



En segundo lugar, el informe destaca la urgencia de incrementar el apoyo educativo a regiones cuyos conflictos han caído en el olvido de los donantes. Mientras la ayuda a la educación básica en Afganistán, por ejemplo, se multiplicaba por cinco en el último lustro, regiones devastadas por la guerra como **Chad** o **Costa de Marfil** veían sus recursos estancados o incluso disminuidos. La educación representa apenas el 2% del total de la ayuda humanitaria y satisface una porción muy reducida de las necesidades educativas de algunos de los países más pobres y violentos del planeta. Mientras los niños y sus familias hacen esfuerzos heroicos por garantizarse la educación básica que les abriría la puerta a un futuro diferente, la comunidad internacional parece haber tirado la toalla por ellos.

Este nuevo informe de la UNESCO está cuajado de [propuestas concretas](#) para responder a las peticiones que se hacen, como la de introducir un Servicio Financiero Internacional para la Educación que podría recaudar entre 3.000 y 4.000 millones de dólares al año con la emisión de bonos. Este vídeo ofrece una entrevista al autor del informe, [Kevin Watkins](#), en la que explica de forma clara el propósito y las recomendaciones del trabajo. Mañana este blog publicará una pieza suya sobre el papel de la educación en las revueltas que están teniendo lugar en el mundo árabe y el próximo 8 de marzo celebraremos el [Día Internacional de la Mujer](#) analizando en más detalle el problema de las violaciones en situaciones de conflicto armado, su impacto en la educación y las alternativas para hacerle frente.



La Unesco pide medidas contra quienes roban el futuro a 28 millones de niños

Por Agencia EFE – 01/03/2011

Naciones Unidas, 1 mar (EFE).- La Unesco pidió hoy a la comunidad internacional, y en concreto al Consejo de Seguridad de la ONU, que acabe con la impunidad de quienes violan a niñas, atacan colegios o cometen otros delitos con los que "roban la posibilidad de educarse y labrarse un futuro a 28 millones de menores en todo el mundo".

"A veces se considera que los ataques a las escuelas en zonas de guerra son 'daños colaterales', pero no es así: los niños y los colegios se han convertido en objetivo directo de ataques, violaciones y agresiones sexuales en lugares como Palestina, Sudán o Pakistán", denunció hoy Kevin Watkins.

Watkins es el máximo responsable del último informe global de la Unesco, llamado "La crisis escondida: conflictos armados y educación" y difundido hoy en Nueva York en una presentación en la que participaron la directora de ese organismo, Irina Bokova, y la de ONU Mujeres, Michelle Bachelet, entre otras personalidades.

Todos ellos quisieron denunciar la situación que atraviesan cada día millones de niños en zonas de conflicto y pedir que, en palabras de Watkins, se pase de "las resoluciones a los hechos".

"La palabra que se va repitiendo una y otra vez es 'impunidad'. Quienes violan a niñas o atacan colegios muchas veces no son perseguidos por sus acciones", denunció Watkins, quien pidió que el "Consejo de Seguridad de la ONU ponga nombre a quienes cometen esas violaciones y tome las acciones que sean necesarias".

El informe revela que el 42 % de los menores de edad que no tienen la posibilidad de educarse, unos 28 millones, viven en países afectados por los conflictos armados.

"La cifra de 28 millones es una estadística, pero las vidas y oportunidades de esos niños están siendo destrozadas, se les está privando de lo que todos nosotros damos por hecho", lamentó Watkins.

El experto insistió en que la comunidad internacional tiene que empezar a tomar medidas concretas, entre ellas elevar la ayuda internacional que se destina a educación.

"Soy consciente de que con la crisis presupuestaria que están viviendo tantos países donantes es difícil pedir que se aumente la ayuda para educación", dijo Watkins, quien aseguró que se necesitan 16.000 millones de dólares anuales para acabar con la brecha de financiación en este ámbito, "una cifra menor que las bonificaciones que se pagaron el año pasado en Wall Street".

"La pregunta radica en lograr que 67 millones de niños puedan ir al colegio con toda la esperanza que eso crea, la reducción de pobreza, la paz y seguridad, o, por el contrario, poner más dinero en presupuestos militares", afirmó.

El informe recuerda que todavía hay muchos países que invierten más en el Ejército que en educación primaria, entre ellos Estados Unidos, y que con el dinero que gastan los países ricos en defensa en sólo seis días se podrían recaudar esos 16.000 millones necesarios para alcanzar los Objetivos de Desarrollo del Milenio (ODM) relacionados con la educación en 2015.

"Pero no estamos encaminados a lograr los ODM", lamentó la directora general de la Unesco, Irina Bokova, quien defendió la educación como la mejor herramienta para "salvar a generaciones futuras de la guerra".

"La mala educación también puede llevar a conflictos, a crear prejuicios y reforzar divisiones sociales. Lo que tenemos que apoyar es la educación que incluya a todos en el sistema, que llegue a todos y se base en derechos humanos y cívicos, lo que evita que las sociedades repitan las pesadillas de la historia", defendió Bokova durante la presentación de un trabajo suscrito, entre otros, por los Nobel de la Paz Desmond Tutu, Oscar Arias, Shirin Ebadi y José Ramos Horta.

La máxima responsable de ONU Mujeres y ex presidenta de Chile, Michelle Bachelet, también defendió durante la presentación que "la educación es una de las mejores armas para acabar con la pobreza".

Bachelet hizo especial hincapié en el problema de se cometan las violaciones a niñas en países en guerra que denuncia la Unesco y condenó que en esos países tanto las menores como sus padres sufran riesgos por el mero hecho acudir a las escuelas.

"Un niño puede desarrollar todo su talento y sus capacidades si se le da la oportunidad, no sólo sus capacidades intelectuales sino también emocionales, de autoestima y dignidad", aseguró Bachelet, quien defendió que "todo eso puede ser posible si hay una voluntad política".

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Pakistan spends 7 times more on arms than on schools

Posted By Amin Ahmed On March 2, 2011



"Just one-fifth of Pakistan`s military spending would be sufficient to finance the universal primary education." - File Photo

ISLAMABAD: Pakistan, with one of the world`s largest out-of-school population, about 7.3 million, spends over seven times as much on arms as on primary schools, says a report of the UN Educational, Scientific and Cultural Organisation (Unesco).

The discrepancy between primary education and military expenditure is so large that just one-fifth of Pakistan`s military spending would be sufficient to finance the universal primary education, asserts the `Education for All (EFA) Global Monitoring Report 2011` published on Tuesday.

It said that diversion of national resources to the military and loss of government revenue meant that armed conflict shifted the responsibility for [education](#)^[1] financing from government to households. The report called on national governments and donors to urgently review the potential for converting unproductive spending on weapons into productive investment in schools.

The 1999-2008 period which was marked by high economic growth, real growth in education spending was higher than the rates of economic growth. The total public expenditure on education as percentage of GNP was 2.9 per cent in 2008, compared to 2.6 per cent in 1999.

The report says that the impact of armed conflict on education has been widely neglected. This hidden crisis is reinforcing poverty, undermining economic growth and holding back the progress of nations. In Pakistan, some

600,000 children in three districts of Khyber Pakhtunkhwa were reported in 2009 to have missed one year or more of school because of conflict and displacement.

Insurgent groups in KPK and Fata have attacked girls` primary and secondary schools. The report says that motives for attacking education infrastructure vary. Schools may be seen as embodying state authority and, therefore, a legitimate target, especially when insurgent groups oppose, as in Afghanistan, the type of education promoted by governments. The use of schools by armed forces can lead to their being targeted by anti-state groups and abandoned by communities.

In recent years, the country`s madressahs have been viewed as a recruiting ground for potential terrorists. However, there is little credible evidence to support this conclusion, the report says.

Most parents send their children to the madressah to receive the Quran education, or to escape a failing state system. The real challenge for Pakistan is to strengthen the failing state education and to build bridges between that system and madressah schools.

“Yet the generalised international climate of hostility towards madressahs, fuelled by donors, is not conducive to bridge-building,” the report says.

In Pakistan, the post-independence government adopted Urdu as the national language and the language of instructions in schools. This became a source of alienation in a country which is home to six major linguistic groups and 58 smaller ones.

The report says that Pakistan has one of the world`s largest youth bulges, with 37 per cent of the population under 15. Unemployed educated youths figure prominently in some armed conflict in Pakistan.

The report said that 49 per cent of the poorest children aged 7 to 16 were out of school in 2007, compared with 5 per cent of children from the wealthiest households. Location and gender reinforce the disparities – poor rural girls were 21 times less likely to be in school than wealthy urban boys.

The number of children out of school in the country may fall by one-fifth to 5.8 million by 2015.

28 millones de niños no van a clase por las guerras

La Unesco alerta del "efecto devastador" de la violencia sexual en la educación

SUSANA HIDALGO MADRID 02/03/2011 00:00



Un niño afgano habla con un soldado estadounidense la semana pasada. AFP

La Unesco, la agencia de Naciones Unidas dedicada a la educación, elabora cada año un informe que radiografía la situación mundial de los escolares. El de este año, [La crisis escondida: conflictos armados y educación](#), denuncia que más de 28 millones de niños en todo el mundo **no pueden ir a clase por culpa de las guerras**. Esos 28 millones representan el 42% de los menores en edad de asistir a la Educación Primaria.

Así, las escuelas se convierten en un lugar de combate en los 35 estados que han tenido una guerra desde 1999. Y en casos como el de Afganistán, los estudiantes y los profesores sufren directamente los ataques. Más ejemplos: en el noroeste de Pakistán, las escuelas que enseñan a niñas fueron atacadas y, en el norte de Yemen, 220 escuelas fueron destruidas.

Las escuelas se convierten en sitios de combate y los alumnos, en blancos

Todo eso hace que, con cifras de 2008, la Unesco tase en 67 millones el número de niños sin escolarizar y, según el informe de la agencia de Naciones Unidas, ese número se esté reduciendo **a un ritmo "demasiado lento"**.

Con todo esto, el informe señala que los Objetivos de Desarrollo del Milenio, los ocho puntos fijados por Naciones Unidas para acabar con la pobreza en 2015, están muy lejos de poder cumplirse, sobre todo los relacionados con la educación.

La Unesco también denuncia que los niños y niñas que viven en países en conflicto son a menudo víctimas de la violencia sexual. Así pasa en la República Democrática del Congo o en países como Haití, que, aunque no han sufrido una guerra, sí que han tenido una catástrofe natural reciente. En este último país, Unicef tiene un plan específico de escuelas instaladas en tiendas de campaña. Allí acuden a diario los menores que viven

desplazados en campamentos desde que el terremoto del 12 de enero de 2010 les dejó sin casa. "Las familias tienen que ser conscientes de que, **por lo menos en la escuela**, los niños y niñas están a salvo de ataques sexuales, de los violadores que acechan en los campamentos", explica para este diario Irene Sánchez, portavoz de Unicef en el país latinoamericano.

21 países invierten más en armamento que en enseñanza básica

Temor a salir

En la misma línea se expresa el informe hecho público ayer por la Unesco: "La violencia sexual tiene un efecto devastador en la educación: reduce el potencial de aprendizaje de la víctima, genera un temor que impide que las niñas salgan de casa al colegio y **conduce al deterioro del ambiente familiar necesario** para cultivar la educación".

Tampoco ayudan la desi-gualdad en el acceso a la educación que sigue existiendo entre niños y niñas y el hecho de que muchos gobiernos no hagan nada para solucionarlo.

La conclusión pasa por una premisa que parece obvia, pero que no se cumple: hay que invertir más en educación. Como muestra, un dato: hay 21 países que invierten más en armamento que en educación básica. La Unesco señala que, si estos estados bajasen su presupuesto militar, **otros 9, 5 millones de niños podrían ir a clase.**

Which countries spend more on arms than primary schools?

by [Claire Provost](#) Tuesday 1 March 2011 14.43 GMT

As the UK reviews its foreign aid we take a look at the countries in conflict and what this means for local children and their education



Afghan girls at Markaz high school in Bamiyan, where girls are able to attend school without any fears, unlike many in the Taliban-infested areas. Photograph: Paula Bronstein/Getty Images

More than 40% of the world's out-of-school children live in countries affected by conflict. That's just one of the findings in a new UN report on the state of education, out today.

Published by the [United Nations Education, Scientific and Cultural Organisation](#) (Unesco), the report pulls together the most recent data on schooling and education around the world, and – for the first time – also analyses the data through the lens of conflict.

"When wars break out, international attention and media reporting invariably focus on the most immediate images of human suffering. Yet behind these images is a hidden crisis. Across many of the world's poorest countries, armed conflict is destroying not just school infrastructure, but the hopes and ambitions of generations of children."

Focusing on the 35 countries labelled "conflict-affected" by researchers at [Peace Research Institute Oslo](#) (PRIO), the Unesco report provides a snapshot of the state of education amidst the world's conflicts.

It also provides data on the amount of money spent on education in countries affected by conflict, looking at both national public spending and at international aid flows.

According to the report's data, 21 developing countries spend more on arms than on primary schools. Meanwhile, only 2% of humanitarian aid goes towards education (with the vast majority of aid requests for education in conflict-affected states left unfulfilled).

The consequences are stark. In poor countries affected by conflict:

- 28 million children of primary school age are out of school (42% of the world's total)
- a child is twice as likely to die before their fifth birthday (compared with a child born in a poor but stable country)
- about 30% of the young people aged 15-24 are illiterate (compared with 7% in other poor countries)

The release of new data on the effects of conflict on development could not be more timely.

In the UK, today also marks the release of the [British government's aid reviews](#). While a number of countries will no longer receive UK assistance, the reviews echo the commitment by the international development secretary, Andrew Mitchell, to increase aid to "conflict states".

But while the Unesco report examines the effects of conflict on education, it criticises donor countries for skewing assistance towards a small group of "strategic" countries while neglecting the world's other equally poor and equally conflict-affected countries. While aid for basic education increased more than fivefold in Afghanistan during the past five years, for example, it stagnated or declined in other conflict-affected countries, such as Ivory Coast.

Beyond this year's special focus on conflict, the Unesco report also updates the world's data looking at progress towards [key international targets on education](#).

Globally, more children are going to school than ever before but, according to the report, the number of children out of school is falling far too slowly, and progress is far too varied across the different regions of the world.

Some key findings:

- From 1999 to 2008, an additional 52 million children enrolled in primary school. But in 2008, there were still 67 million primary-school age children out of school around the world
- Half-of the world's out-of-school children live in just 15 countries. The largest population of out-of-school children is in Nigeria (8.3 million), followed by Pakistan (7.3 million), India (5.6 million), Ethiopia (2.7 million), and Bangladesh (2 million)
- In sub-Saharan Africa, about 10 million children drop out of school every year
- About 17% of the world's adults – 796 million people – lack basic literacy skills, and nearly two-thirds are women
- The majority of illiterate adults lives in just 10 countries. The largest population of illiterate adults is in India (283 million), followed by China (67 million), Pakistan (51 million), Bangladesh (49 million) and Nigeria (35 million).

The report includes projections for key indicators on education progress, and finds that – based on current trends – there could be more children out of school in 2015 than there are today.

It also points to key capacity gaps – for example, that another 1.9 million teachers will be needed by 2015 to achieve universal primary education.

The report also includes data on money for education – from the amount of public spending at the national level to the amount of international aid to education in developing countries.

So how do the world's education statistics breakdown? We've pulled out some of the data from Unesco's mammoth 2011 report.

UN report says armed conflict affecting goal of Education for All

09:55, March 02, 2011

Over 28 million of 67 million children out of school globally live in 35 countries are affected by armed conflict, which is one of the most serious bottlenecks for reaching the goal of Education for All (EFA) by 2015, a UN report shows.

The report which was published in Nairobi on Tuesday said the education of the poor and girls is the most seriously affected by armed conflict.

Senior Policy Analyst of the Education for All Global Monitoring Report at the UNESCO Pauline Rose cited the Democratic Republic of Congo (DR Congo) as saying that half of the girls in the conflict-affected areas in the country attended school for no more than two years in total.

"One reason why girls do not attend school is the increased risk of encountering sexual violence on the way to school. There were over 9,000 reported cases of rape in 2009 alone, one third of which involved children," Rose said in Nairobi during the launch of the 2011 Education for All Global Monitoring Report.

"Shocking as they are, the figures on children out of school grossly underestimate the full impact of armed conflict on education, where civilians, including children, are often caught in the cross-fire of armed conflict or even deliberately targeted. "

The EFA Global Monitoring Report is the annual education reference published by UNESCO and tracks the global, regional and national progress of countries towards the Education for All goals by 2015. Over 160 countries signed up to this document by 2000.

Rose said targeting of civilians leads to vast number of people being forced to flee their homes.

"When they are forced to flee, they do not only leave their livelihoods behind, but also their opportunities for education. Many refugees do not leave in camps but in informal settlements in urban areas."

She said the lack of official papers to these refugees limit their access to education and the right to work, which result in lack of funds to allow them to send children to school.

The policy analyst said the hopes and aspirations for education of those caught up in conflict are not met by international agencies that often see education in these situations as a luxury rather than necessity.

"The skewed priorities of aid donors are reflected in their spending patterns where military spending far exceeds the spending on education. Six days of military spending by some of the world's richest countries is enough to put all children into school," she said. Rose said limited education opportunities and the "wrong type" of education is fanning flames of conflict in many countries.

The report identifies four failures in international cooperation that are creating the hidden crisis in education as failures of protection, failures of provision, failures of reconstruction and failures of peace building and suggested a solution to each failure.

Que dit Le Monde ?

Le Monde n° 20561 daté du mercredi 2 mars 2011, actuellement en cours de bouclage, développe pour ses lecteurs les informations suivantes.

Dans les pays en guerre, écoliers et enseignants sont devenus des « cibles légitimes »

Selon l'Unesco, l'éducation est l'une des principales victimes des conflits armés, qui privent 28 millions d'enfants d'accès à l'école

Il y a bien, ici ou là, quelques lueurs d'espoir. Le programme d'enseignement préscolaire Escolinha, par exemple, qui offre aux enfants les plus démunis du Mozambique, entre 3 et 5 ans, une « stimulation cognitive » dispensée par des volontaires. Ou l'engagement pris ces dernières années par le Ghana, où 1,3 million d'enfants étaient inscrits à l'école primaire et préprimaire en 2008, soit deux fois plus qu'en 2000.

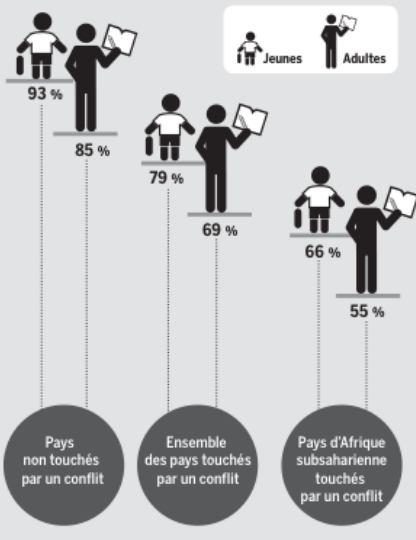
Mais le bilan établi par l'Organisation des Nations unies pour l'éducation, la science et la culture (Unesco) dans son rapport annuel sur la situation de l'éducation dans le monde, rendu public mardi 1^{er} mars, reste dans l'ensemble désolant. Il rend de fait inatteignable le deuxième des dix Objectifs du millénaire pour le développement (OMD), qui prévoyait de donner à tous les enfants, d'ici à 2015, les moyens d'achever un cycle complet d'études primaires. Et ce but paraît plus inaccessible encore dans les pays en guerre, ou qui l'ont été dans un passé récent.

« Plus de 40 % des enfants non scolarisés vivent dans des pays touchés par un conflit. Ces mêmes pays présentent des inégalités entre les sexes parmi les plus importantes, et des taux d'alphabétisme parmi les plus faibles au monde », constate Irina Bokova, directrice générale de l'Unesco. Sous le titre « La crise cachée : les conflits armés et l'éducation », le tableau dressé par l'institution onusienne met en relief les principales entraves à l'éducation que rencontrent les régions ravagées par la violence. La première étant les violations des droits de l'homme, notamment les abus sexuels.

Sur les 61 millions d'enfants en âge de fréquenter l'école mais non scolarisés qui vivent dans un pays pauvre, 28 millions vivent dans un Etat en proie à la guerre. Pour beaucoup d'entre eux, et notamment pour les jeunes filles, c'est la peur des sévices sexuels qui les dissuade de prendre le chemin des écoliers. En République démocratique du Congo (RDC), où l'on estime à

Les conflits pèsent sur l'éducation

TAUX D'ALPHABÉTISME dans les pays à faible revenu et à revenu moyen inférieur



SOURCE : RAPPORT MONDIAL DE SUIVI SUR L'ÉDUCATION POUR TOUS 2011 - UNESCO

plus de 200 000 le nombre d'agressions sexuelles perpétrées en quinze ans de conflit, un tiers concerne des enfants – et dans 13 % des cas des enfants de moins de 10 ans.

Rappelant que le fait de viser délibérément les civils est « caractéristique des conflits violents du début du XXI^e siècle », l'Unesco note que les classes sont de plus en plus souvent placées sur la ligne de front des conflits armés, et que les élèves comme les enseignants sont désormais considérés comme des « cibles légitimes ». En Afghanistan, 613 attaques contre des écoles ont été recensées en 2009, contre 347 en 2008. Dans le territoire palestinien de Gaza, les attaques menées

par l'armée israélienne en 2008 et 2009 ont provoqué la mort de 350 enfants et endommagé 280 écoles. Dans le nord du Yémen, lors de combats entre le gouvernement et les forces rebelles, en 2009 et 2010, 220 écoles ont été détruites, endommagées ou pillées.

Inefficacité de l'aide

Deuxième constat : les conflits armés détournent les fonds publics de l'éducation au profit des dépenses militaires. 21 pays parmi les plus pauvres du monde allouent une plus grande part de leur budget à l'armée qu'à l'éducation de base (le Tchad quatre fois plus, le Pakistan sept fois plus...).

Si réduction de 10 % des dépenses militaires

	% du PNB consacré aux dépenses militaires	% du PNB consacré à l'enseignement primaire	Supplément d'enfants scolarisés dans le primaire
Tchad	5,0	1,22	350 000
Burundi	4,9	1,86	7 000
Yémen	4,4	2,73	840 000
Guinée-Bissau	3,8	0,94	34 000
Mauritanie	3,7	1,23	70 000
Angola	3,6	nc	590 000
Kirghizistan	3,0	0,84	40 000
Pakistan	2,9	0,41	3 600 000
Vietnam	2,5	1,21	430 000
Afghanistan	2,2	0,55	360 000
RD Congo	2,1	0,86	540 000
Mali	2,1	1,47	150 000
Ouganda	2,0	1,21	180 000
Népal	1,9	1,40	280 000
Sierra Leone	1,9	1,33	40 000
Togo	1,9	nc	70 000
Ethiopie	1,7	0,83	650 000
Burkina Faso	1,3	0,88	96 000
Cambodge	1,1	0,79	110 000
Rép. centrafricaine	1,1	0,92	20 000
Bangladesh	1,0	0,51	1 000 000

S'ils réduisaient leurs dépenses militaires de seulement 10 %, 9,5 millions d'enfants supplémentaires pourraient être scolarisés.

Dernière raison, et non des moindres, de cette stagnation : l'inefficacité de l'aide internationale. L'aide au développement, d'une part : les pays donateurs s'orientent en priorité vers les Etats considérés comme une menace pour leur propre sécurité (menace liée au terrorisme, à la prolifération des armes ou au crime international), ils négligent d'autres pays en conflit. C'est ainsi que l'aide à l'éducation de base a plus que quintuplé en Afghanistan depuis 2006, alors qu'elle est restée quasiment

inchangée au Tchad et en République centrafricaine, et a diminué en Côte d'Ivoire.

L'aide humanitaire, ensuite. « L'éducation est le parent pauvre d'un système d'aide humanitaire insuffisamment financé, imprévisible et régi par le court-termisme », juge l'Unesco. En 2009, 149 millions de dollars (108 millions d'euros) lui ont été consacrés, soit 2 % du total de l'aide humanitaire. Un tiers à peine des demandes d'aide destinée à l'éducation bénéficie d'une réponse adéquate. D'où, au total, un sous-financement chronique qui laisse « hors de l'école les enfants des zones de conflit et des populations déplacées ».

Menace sur l'éducation des jeunes Afghanes

Les progrès accomplis, entre 2001 et 2010, en Afghanistan sur le front de l'éducation des filles sont menacés par le désinvestissement du gouvernement et des pays donateurs, avertissent Oxfam, Care, le Comité suédois pour l'Afghanistan et 13 ONG afghanes. Alors qu'elles n'étaient que 5 000 en 2001, date de la chute du régime taliban, 2,4 millions de jeunes Afghanes sont actuellement inscrites à l'école.

Mais leur éducation se heurte à de graves problèmes d'accès et de qualité, comme le montre une enquête réalisée en 2010 auprès de 1 600 jeunes filles, parents et professeurs, et publiée le 23 février par ces ONG.

Premier obstacle à la scolarisation des filles : la pauvreté (41,2 % des sondées). Viennent ensuite les mariages précoces ou forcés (39,4 %) et l'insécurité (32,4 %). Quant aux filles qui parviennent à rester à l'école, elles reçoivent « une formation de mauvaise qualité en raison du manque de qualification des enseignantes, du manque d'écoles pour filles et de leur faible équipement ».

Quelles sont les pistes pour améliorer cet état de fait ? « Des actions plus fermes contre les violations des droits de l'homme, la révision des priorités de l'aide internationale et le renforcement des droits des personnes déplacées », énumère l'Unesco. Soulignant que plus de 60 % de la population a moins de 25 ans dans de nombreux pays en guerre, et que l'échec en matière d'éducation alimente les conflits, l'organisation estime qu'il faudrait recruter 1,9 million d'enseignants d'ici à 2015 pour atteindre l'objectif d'éducation primaire universelle. Dont plus de la moitié en Afrique subsaharienne. ■

Catherine Vincent

Los fallos en la educación echan leña al fuego en Oriente Próximo

Por: **Gonzalo Fanjul**



*[Ayer contábamos](#) la presentación mundial del [Informe UNESCO de Seguimiento de la Educación para Todos en el Mundo](#), que se realizó en Nueva York. Hoy su director, **Kevin Watkins**, ofrece para este blog un fascinante análisis de las revueltas árabes desde la perspectiva educativa:*

La muerte por autoinmolación de **Mohamed Bouazizi**, un tunecino de 26 años que intentaba ganarse la vida como vendedor de fruta, desencadenó un terremoto democrático que ha derrocado dictadores. Su muerte también reflejó la impotencia y el resentimiento de millones de jóvenes árabes que han sido profundamente traicionados por los disfuncionales sistemas educativos de la región.

Los Gobiernos de **Oriente Próximo** y el **Norte de África** han invertido considerablemente en educación; la década pasada, fue testigo de una rápida expansión de la escolarización primaria, secundaria y terciaria. Sin embargo, la educación en la región está crónicamente desconectada del mercado laboral.

Millones de jóvenes están abandonando las escuelas y las universidades sin la preparación que necesitan para conseguir un trabajo, y el propio mercado laboral está paralizado por la mala gestión económica. El resultado es altos niveles de educación con desempleo masivo.

Los problemas en **Oriente Próximo** y el **Norte de África** varían según los países. Sin embargo, destacan tres factores. La política en toda la región está siendo transformada por una revolución demográfica, las expectativas frustradas y una reacción popular contra regímenes autocráticos que combinan sistemas políticos que no rinden cuentas con políticas económicas fallidas.

El mundo árabe es cuna de una “superabundancia de jóvenes”. Casi una de cada cinco personas –aproximadamente 95 millones– tiene entre 15 y 24 años. Más de la mitad tiene menos de 25 años.

Los países con poblaciones tan jóvenes como esas necesitan crear las aptitudes y las oportunidades económicas que ofrecen esperanza de empleo, seguridad y una mejora del estándar de vida. Esa esperanza fue denegada a **Mohamed Bouazizi** y está ausente en la vida de millones de jóvenes en todo **Oriente Próximo** y el **Norte de África**. Esta es la región con la mayor tasa de desempleo juvenil del mundo. Uno de cada cuatro jóvenes no tiene empleo. En **Egipto**, la tasa de paro juvenil es del 34%; en **Túnez**, del 31%.

Esta situación es fuente de una profunda frustración. Incapaces de tener la independencia económica y el estatus social que viene con el empleo, los jóvenes se ven obligados a retrasar el matrimonio, la formación de sus propias familias y la compra de una casa.

Entonces, ¿qué ha fallado? ¿Por qué tanta educación e inversión pública no han logrado crear un ciclo virtuoso de crecimiento económico, creación de empleo y mayores oportunidades para los jóvenes?

Una mala gestión económica a la vieja usanza contribuye sin duda al fracaso en la creación de puestos de trabajo. Buena parte del crecimiento en **Oriente Próximo** puede atribuirse a los altos precios del petróleo y al boom de los precios inmobiliarios. Los Gobiernos han mostrado un interés limitado en la promoción de la actividad empresarial. Los altos impuestos, la corrupción y la opresiva burocracia han sofocado a las compañías.

La atroz desigualdad que muestran los estados árabes es testimonio de políticas económicas que han hecho fabulosamente ricas a élites minúsculas y que han olvidado a una amplia mayoría.

Los Estados árabes necesitan una agenda de reformas dirigidas a reducir las desigualdades y la creación de puestos de trabajo. Pero también necesitan urgentemente desarrollar sistemas educativos que den a los jóvenes las habilidades necesarias para conseguir empleo.

Pese a la expansión del acceso y la inversión en educación, los Estados árabes tienen algunos de los sistemas educativos del mundo con peores resultados. Los problemas comienzan en una fase temprana. En el [Informe de Seguimiento de la Educación para Todos en el Mundo](#) de este año, señalamos que más del 90% de los estudiantes de cuarto grado de **Kuwait, Marruecos y Catar** obtuvieron puntuaciones inferiores al nivel de referencia más bajo en las pruebas de lectura, lo que significa que carecen incluso de una comprensión básica.

La misma pauta aparece en niveles superiores del sistema educativo. El cuarto ciclo del Estudio Internacional de Tendencias en Matemáticas y Ciencias mostró que la mitad de los estudiantes de **Argelia, Egipto, Siria y Túnez** han pasado ocho años en el colegio sin adquirir un conocimiento de matemáticas básicas.

¿Por qué los sistemas educativos de **Oriente Próximo** y del **Norte de África** obtienen tan malos resultados? En muchos países, los profesores reciben una formación pobre –y la enseñanza es percibida como una fuente de trabajo de último recurso y de bajo estatus para quien entra en la administración pública. Se pone énfasis en la memorización, en lugar de hacerlo en la resolución de problemas y en desarrollar habilidades más flexibles –las competencias que se precisan en una economía mundial cada vez más basada en el conocimiento.

Los sistemas educativos de **Oriente Próximo** y del **Norte de África** están dirigidos a un mercado laboral del sector público que está contrayéndose y a la entrada en la educación pos secundaria. Mientras tanto, la educación básica está en crisis. La región tiene todavía 6 millones de niños con edad de cursar la primaria sin escolarizar –aproximadamente el 16% del total mundial. **Arabia Saudí** tiene una tasa de escolarización en educación primaria más baja que **Zambia** pese a la enorme brecha de riqueza existente entre ambos países.

La autocracia y la burocracia en el mundo árabe se han unido para crear una generación de jóvenes sin esperanza en un futuro mejor. Pero, en cada crisis hay una oportunidad. Los niños y los jóvenes son un activo. El desafío político es aprovechar ese activo mediante la reforma democrática y una agenda para la educación y el empleo. Los gobernantes que no respondan a ese desafío enfrentan la posibilidad de ser barridos del poder – con toda razón.

En la mayoría de los países, más educación significa menos riesgo de desempleo. En **Oriente Próximo** y en el **Norte de África**, no. En Egipto, el grupo de personas con estudios que tiene mayor probabilidad de estar desempleado es el de nivel universitario o superior. Aproximadamente una cuarta parte de los hombres de ese país con estudios universitarios, y casi la mitad de las mujeres graduadas, no tienen empleo. No es difícil adivinar por qué los diplomados universitarios aparecieron de una manera tan destacada como líderes de la **Plaza Tahrir**.



SOS CHILDREN'S
VILLAGES

A loving home for every child

Fighting deprives 28 million children of education

Mar 02, 2011 12:10 PM

Sixty-seven million children are not in school, says a new report and nearly half of that number are caught in conflict.

It shows the world is not on track to hit its 2015 target for making primary education universal 'by a wide margin.'

The United Nations education fund (UNESCO)'s report released yesterday said that while an extra 52 million children enrolled in primary school from 1999 to 2008, — the number of children out of school is falling too slowly, to 67 million in 2008.

"If current trends continue," the report warned, "there could be more children out of school in 2015 than there are today."

It highlighted the 'hidden crisis' of youngsters caught in armed conflict as one key reason.

"Armed conflict remains a major roadblock to human development in many parts of the world, yet its impact on education is widely neglected," said UNESCO'S Irina Bokova, at the report's launch in Dakar.

Some 42 per cent (about 28 million) of children missing primary school live in poor countries affected by conflict, the report said. "Children and schools today are on the front line of armed conflicts, with classrooms, teachers and pupils seen as legitimate targets," it said.

In Afghanistan, there were at least 613 attacks on schools in 2009, up from 347 in 2008, the report said. Rebel groups in Pakistan have targeted several girls' schools including one in which 95 girls were hurt, it said.

Children are also being used as soldiers in 24 countries including Congo, Chad, the Central African Republic, Myanmar and Sudan, it added.

UNESCO also flagged up reports from UN Secretary General Ban Ki-Moon that rape and sexual violence are used widely as a weapon of war in many countries including Afghanistan, Central African Republic, Chad, Congo and Sudan. "Many victims are young girls," the report said, pointing to Congo where one-third of rapes involve children and 13 per cent are against children under the age of 10.

"In the eastern part of the Democratic Republic of Congo probably about half of all primary school-aged children are out of school," report writer Kevin Watkins, told the BBC. He said the school attendance figures for Congolese girls were the lowest in sub-Saharan Africa.

The threat of sexual violence harms victims' learning potential and creates a climate of fear that keeps girls at home, he said.

By Hayley Jarvis for SOS Children

The Jakarta Post

RI's education development index drops

The Jakarta Post, Jakarta | Thu, 03/03/2011 11:08 PM | National

Indonesia's education development index (EDI) dropped to 69th in 2011, down from its rank of 65th last year.

Based on the 2011 Education For All Global Monitoring Report

2011 titled "The Hidden Crisis, Armed Conflict and Education" released by UNESCO, the country's EDI is 0.934. An EDI is considered high if it is between 0.95 and 1, medium if it is above 0.80 and low if it is below 0.80.

The EDI is compiled from factors including basic education participation, literacy levels in 15-year-olds, gender equality in school participation and the number of students that stay in school until the fifth grade.

Indonesia is below neighboring Brunei Darussalam (34th) and Malaysia (65th), but still better than the Philippines (85th), Cambodia (102nd) and Laos (109th). — JP

[WORLD](#) -- March 4, 2011 at 3:59 PM EDT

[In War Zones, Education Takes a Backseat to Other Needs](#)

By: [Larisa Epatko](#)



Students at a community-based school in eastern Afghanistan (Photo courtesy of Save the Children)

Education is often another casualty in countries wracked by violence, a recent U.N. report found, as more immediate needs such as food and shelter take priority. But some aid groups say education should be viewed with more urgency as a means to stabilize war-torn places.

A report released Tuesday from the U.N. Educational, Scientific and Cultural Organization (UNESCO), "[The Hidden Crisis: Armed Conflict and Education](#)," highlighted the scope of the problem.

An estimated 28 million children (or 42 percent of the world's total) were unable to attend school in war zones, the agency found. And aid is lagging: Education funding "has stagnated" since 2007, and in sub-Saharan Africa fell in 2008 by about 6 percent per primary school-age child, according to the report.

Part of the problem is that governments, even in the U.S., view food, water and shelter as the initial response to emergencies, and education as secondary, said Heather Simpson, senior director of the Department of Education and Child Development at [Save the Children](#).

Education instead should be considered an integral element of that emergency response, said Simpson. "Providing education, providing safe places for children to go during conflict after emergencies helps normalize the experience for children. They are in a safe place. The teachers who are trained to deal with psychosocial

issues during conflicts can better support these children, and less long-term damage is suffered by these children," she said.

But not just any education is needed. The U.N. report pointed out that certain types of education can fuel violent conflict if they "reinforce social divisions, intolerance and prejudices that lead to war."

Simpson said Save the Children tries to address the quality of education -- not just access to it -- by working with communities and teachers to increase their skills, in ways such as decreasing the use of corporal punishment and training more female teachers in male-dominated societies.

In Afghanistan, for example, only about 28 percent of the teachers are women, said Simpson. Because of cultural practices, having a male teacher decreases the likelihood of girls going to school, so training more female teachers means more girls can go to school and don't have to travel as far to get to girls' schools, she said.

Tapping the "local talent" is one of the keys to creating long-term, sustainable education opportunities in conflict-ridden countries, continued Simpson.

Rather than foreign workers swooping in and out, the people helping at the community level are often from those communities or from local organizations, which develops trust and fosters a long-term solution, she said.

Supporting local efforts also helps in the cases where governments have ejected foreign aid groups.

In once such case, when the government of northern Sudan demanded all non-government organizations leave, Save the Children tried to compensate by channeling resources through its Swiss team. They were allowed to stay because they were considered neutral. But because of the limited resources on the ground, they couldn't implement all of the work that needed to be done, Simpson said.

"It's taken some years to negotiate, and we're slowly making progress to get our activities up and running again," she added. "But it is very challenging."

Another key tactic to addressing the needs of children in conflict-affected areas is targeting children even younger than school age with early stimulation, language and reading skills.

"Getting children ready to learn and addressing their needs at early stages ensures that their long-term learning prospects are there," Simpson said.

This story is a new feature of our [World page](#) that takes a closer look at news we either missed or lightly reported on earlier in the week. Send us your ideas for other "stories we missed" [@NewsHourWorld](#).



Education versus terrorism

Monday March 07, 2011 (1712 PST)

According to the UN Educational, Scientific and Cultural Organisation's (UNESCO's) Education for All Global Monitoring Report 2011, Pakistan, with one of the world's largest out-of-school population, about 7.3 million, spends over seven times as much on arms as on primary schools. The number of children out of school in the country may fall by one-fifth to 5.8 million by 2015. This is a matter of grave concern and an alarming situation for the government and the related institutions of the state.

Pakistan is facing violent internal insurgency this time. Hundreds of schools have been blown up in Khyber Pakhtunkhwa and tribal areas and people are getting killed in various incidents of terrorism. Brutal killing of Federal Minister for Minorities Affairs Shahbaz Bhatti and blast in Akhund Panjo Baba Mosque in Akbarpura area of Nowshehra are the recent examples.

Provincial and federal governments should immediately devise a strategy to boost up education for poor children across the country, especially in Balochistan and rural areas of Khyber Pakhtunkhwa, Sindh and south Punjab where people are mostly suffering. Education is the only way through which we can fight the menace of terrorism.

HAFIZ MUHAMMAD IRFAN

Islamabad

Conflict Killing Hopes for Arab Education: Unesco

March 07, 2011

Nairobi, Kenya. Several Middle Eastern countries such as Iraq and Yemen are unlikely to achieve education-for-all Millennium Development Goals by 2015 because of continuing conflict, Unesco said in a recent report.

Kevin Watkins, director of the UN agency's 2011 Global Monitoring Report, said children and education were getting caught in the cross-fire, hindering the realization of the development goals, which were endorsed by more than 160 countries in 2000.

"The failure of governments to protect human rights is causing children deep harm and taking away their only chance of an education," he said.

The report, titled "The Hidden Crisis: Armed Conflict and Education," which was released last week, said 35 countries were affected by armed conflict between 1999 and 2008 — several in the Middle East.

"Children and schools are on the front line of these conflicts, with classrooms, teachers and pupils seen as legitimate targets," the report said.

Unsafe for Learning

In Egypt, antigovernment demonstrations and resulting clashes closed down many schools or disrupted regular terms.

The Interior Ministry beefed up security at schools to encourage students to return, but thousands of parents still preferred to keep their children at home.

"A deteriorating security situation hinders the opening of the schools and this affects the whole educational process," said Fathi al-Sharqawi, a professor of educational psychology at Cairo's Ain Shams University.

"Teachers will have to skip some parts of the curriculums after the students go back to their classrooms, which will also affect these students' learning badly."

Hundreds of parents have complained that their children are attacked on the way to school. The Egyptian Center for Human Rights received reports that criminals used weapons to grab money from children.

"There is total [uncertainty] about the future of this academic year," said Manal Abdul Aziz, an Egyptian journalist.

Forced to Work

Meanwhile, decades of war, United Nations sanctions, poor security and a troubled economic situation have adversely affected education and increased illiteracy levels in Iraq, the report said.

According to data produced by the government and Unesco in September, at least five million of Iraq's almost 30 million people are illiterate. Of this figure, 14 percent are children who have left school to feed their families, are displaced or have no access to suitable education.

Ahmed Khalid Jaafar, 14, said he left school after his father died in an explosion in Baghdad three years ago, and sought work on the streets to feed his mother and two younger sisters.

"I sell gum. My mother works as a seamstress," he said. "We make 200,000 to 300,000 dinars [\$160 to \$250] a month. We spend that money on the most important things, mainly food. School is not important now."

The adult illiteracy rate in Iraq is now one of the highest in the Arab region, according to the Unesco data. In rural areas, almost 30 percent of the population is unable to read or write.

Disparities

While Bahrain is on course to halving illiteracy levels by 2015, countries like Iraq, Mauritania and Sudan are still off track, according to Unesco.

Yemen could reallocate 10 percent of its military budget to education to put an additional 840,000 children in school, the agency said in the report.

"In Yemen, many internally displaced children complement family income by begging, smuggling or collecting refuse, and there are concerns that child labor is increasing," it said.

In troubled Syria, the report added, attendance rates in preschool programs had decreased significantly both among poor and wealthy students.

"Conflict remains a major roadblock to human development in many parts of the world, yet its impact on education is widely neglected," said Irina Bokova, Unesco's director general.

However, Unesco said there had been efforts in some Middle Eastern states to battle problems in the education sector.

"The recent experiences of Algeria, Egypt, Kuwait and Yemen show that literacy policy can be effective," the report said. "All four countries have increased their adult literacy rates by at least 20 percentage points in the past 15 to 20 years."

IRIN

Las guerras 'roban' la educación a 28 millones de niños en todo el mundo

Efe | Naciones Unidas

jueves 03/03/2011 11:55 horas

Foto: Un grupo de niños en una escuela de Sudáfrica. | Alexander Joe

Los conflictos armados "roban" la posibilidad de educarse a 28 millones de niños en todo el mundo, al tiempo que los expone a ser **víctimas de la violencia, agresiones sexuales y otros abusos**, afirma la Unesco en su informe global 2011.

El trabajo, que lleva por título "La crisis escondida: conflictos armados y educación", advierte de que el mundo no está en camino de alcanzar en 2015 los Objetivos de Desarrollo del Milenio (ODM) de la ONU relacionados con la educación.

Los avances logrados en la universalización de la educación primaria no evitarán que se incumplan los ODM "por un buen margen", particularmente en las regiones azotadas por los conflictos, según el estudio de la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura (Unesco).

El trabajo apunta que el 42% de los menores en edad de cursar la educación primaria que no asisten a una escuela, **unos 28 millones de niños, viven en países pobres afectados por los conflictos**.

En general, según el informe, **el número de niños por escolarizar, que sumaban 67 millones en 2008, se reduce a un ritmo demasiado lento** para alcanzar la educación primaria universal que promueven los Objetivos del Milenio.

La Unesco señala que las escuelas se convirtieron a menudo en un frente de combate en los 35 países que han sufrido un conflicto entre 1999 y 2008.

Las aulas, los alumnos y los profesores son **vistos como objetivos legítimos** por algunos de los combatientes y son blanco directo de ataques, como los 613 que sufrieron las escuelas afganas sólo en 2009.

En el noroeste de Pakistán, los insurgentes perpetrado numerosos ataques contra las instituciones que enseñan a niñas, mientras que 220 escuelas en el norte de Yemen fueron destruidas, dañadas o saqueadas durante el conflicto entre el Gobierno y grupos rebeldes en 2009 y 2010, menciona el documento a modo de ejemplo.

Graves abusos en África

Los menores tampoco se han librado del uso de la violencia sexual como arma de terror, particularmente en los conflictos más complicados de África, como el de la República Democrática del Congo (RDC), donde **un tercio de las violaciones denunciadas tienen como víctimas a menores de edad**.

En la región oriental de este país, azotada por conflictos interminables, se calcula que el número de violaciones es 10 o 20 veces superior al de denuncias.



"La violencia sexual tiene un efecto devastador en la educación: reduce el potencial de aprendizaje de la víctima, **genera un temor que impide que las menores salgan de casa a la escuela** y conduce al deterioro del ambiente familiar necesario para cultivar la educación", explica el trabajo.

Interés más estratégico que humanitario

Por otra parte, denuncia que los conflictos desvían fondos públicos de la educación al gasto militar, como demuestra el hecho de que **21 países inviertan más en armamento que en educación básica**.

Según la Unesco, si estos países redujeran en un 10% su presupuesto militar, otros 9,5 millones de menores tendrían acceso a la educación.

Asimismo, recuerda que con el dinero que gastan los países ricos en defensa **en sólo seis días se podrían recaudar los 16.000 millones de dólares necesarios** para garantizar que se alcancen los seis ODM relacionados con la educación en 2015, a los que se comprometió la comunidad internacional en la Cumbre del Milenio de 2000.

El documento se hace eco de las denuncias de que las prioridades estratégicas de los países donantes han conducido a concentrar su atención en unos cuantos países, a costa de ignorar la situación en el resto de naciones con graves problemas de desarrollo.

Así, las donaciones a la educación primaria en Afganistán se han quintuplicado en los últimos cinco años, mientras se han quedado estancadas en países igual donde la situación es igual de desesperada como Chad o la República Centroafricana, y declinado en países como Costa de Marfil.

Las poblaciones desplazadas por los conflictos también afrontan **graves barreras para acceder a la educación**, ya que el índice de escolaridad en los campamentos de refugiados de la ONU en el mundo árabe solo alcanza el 42%, mientras que en el sur y el oeste de Asia no pasan del 39%.

"En este documento se detalla de manera descarnada la brutalidad de la violencia que padecen algunas de las personas más vulnerables del mundo, incluidos los escolares", expone en la introducción del informe el arzobispo sudafricano y Nobel de la Paz, Desmond Tutu.

Junto al clérigo, los también Nobel de la Paz Oscar Arias, Shirin Ebadi y José Ramos Horta refrendan el contenido del trabajo de la Unesco.



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Education en Afrique : pour l'Unesco les défis restent immenses

Le Rapport mondial de suivi 2011, publié par l'Unesco.

Par [Laurent Correau](#)

L'Unesco, l'Organisation des Nations unies pour l'éducation, la science et la culture, vient de publier l'édition 2011 de son rapport mondial sur l'éducation pour tous. Un chapitre complet est consacré à l'Afrique subsaharienne où des progrès importants ont été réalisés dans la scolarisation des enfants et des jeunes, mais où les défis restent immenses. Ce rapport de l'Unesco s'intéresse par ailleurs à l'impact des conflits armés sur l'éducation.



Au cours des 10 dernières années, selon l'Unesco, des progrès importants ont été réalisés en matière d'éducation en Afrique subsaharienne.

Entre 1999 et 2008, bien que la population en âge d'aller à l'école ait fortement augmenté, les Etats africains ont réussi à faire passer à 77% le taux de scolarisation dans le primaire. Les changements les plus impressionnants ont pu être constatés au Burundi, en Ethiopie, à Madagascar, au Mali et en Tanzanie.

Les défis restent cependant immenses. Si la scolarisation progresse, ce que les enfants apprennent sur les bancs reste, selon l'Unesco, « *d'une faiblesse désespérante* » dans beaucoup de pays. « *L'amélioration de la qualité de l'enseignement, explique le rapport, est par conséquent un défi majeur* ».

Autres défis : le nombre d'adultes analphabètes continue à augmenter, la parité entre les sexes recule dans l'enseignement secondaire, et l'enseignement supérieur reste inaccessible pour beaucoup de jeunes. En Afrique subsaharienne, le taux de scolarisation dans le supérieur s'élevait à 6% en 2008. La moyenne mondiale est de 26%.

Ecole et conflits armés

L'édition 2011 du rapport de l'Unesco s'intéresse plus particulièrement aux conséquences des conflits armés sur l'éducation. Selon l'organisation, les salles de classe, les enseignants et les élèves sont de plus en plus considérés comme des cibles légitimes lors des conflits.

En Sierra Leone, la plupart des infrastructures scolaires ont ainsi été détruites pendant la guerre civile. Trois ans après la fin de la guerre, 60% des établissements primaires n'avaient toujours pas été remis en état. Le stress et les traumatismes liés au conflit sont toujours pour les jeunes sierra-léonais une cause de troubles de l'apprentissage et de mauvaise réussite scolaire.

Selon l'Unesco, « *les conflits violents exacerbent les disparités liées au revenu et au sexe à l'intérieur des pays* » Si, dans le nord de l'Ouganda, par exemple, le conflit n'a qu'une incidence négligeable sur les parcours scolaires des garçons issus des 20% de ménages les plus riches, « *il multiplie par deux le risque d'extrême pauvreté éducative pour les femmes issues des ménages les plus pauvres* ».



[Agence de Presse Sénégalaise](#) (Dakar)

Afrique: L'éducation, "une victime cachée des conflits" (rapport)

1 Mars 2011

Le Rapport mondial de suivi de l'éducation pour tous 2011, lancé mardi à Dakar, décrit l'éducation comme "une victime cachée des conflits".

Les conflits récurrents en Afrique engendrent d'importantes pertes dans le système éducatif. En effet, le rapport montre que "28 millions d'enfants en âge d'aller à l'école sont déscolarisés, soit 42 pour cent du total mondial." Selon Bintou Djibo, coordonnateur résident du système des Nations Unies au Sénégal et représentant résident du PNUD, "l'éducation de qualité pour tous demeure une nécessité pour l'éradication de la pauvreté".

"La santé maternelle et la mortalité infantile sont fonction du niveau d'éducation des mères et des filles, et sans éducation, les efforts en matière de santé risquent d'être vains", a-t-elle estimé.

Or, "79 pour cent de jeunes et 69 pour cent des adultes sont alphabétisés dans les zones touchées par des conflits armés contre 93 pour cent et 85 pour cent dans les autres pays".



Les conflits donc sont des entraves pour l'atteinte des objectifs de l'Education pour Tous", estime le ministre de l'Enseignement technique et de la Formation professionnelle, Moussa Sakho.

Pour ne rien arranger, les efforts déployés pour résoudre les problèmes de l'éducation en période post-conflit sont jugés très faibles.

En effet, "21 pays africains dépensent plus en armement que pour l'enseignement primaire et si seulement ce budget diminuait de 10 pour cent, 9,5 millions d'enfants pourraient aller à l'école".

Le rapport indique aussi que l'éducation ne représente que deux pour cent de l'aide humanitaire et que seul 38 pour cent des demandes de financement pour l'éducation sont réalisées.

Pour les auteurs du document, il suffit que les donateurs se privent de six jours de leur budget de financement pour réduire définitivement les problèmes de l'éducation dans le monde.

Comme remède, le rapport conseille de mettre l'accent sur les déficits de protection de ressources, des processus, de reconstruction, et des stratégies de construction de la paix.