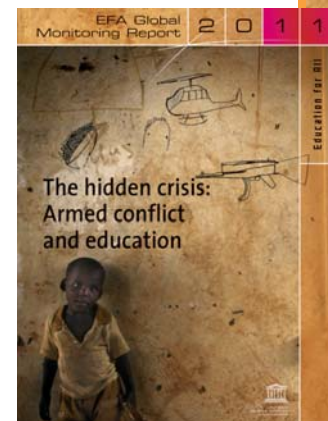
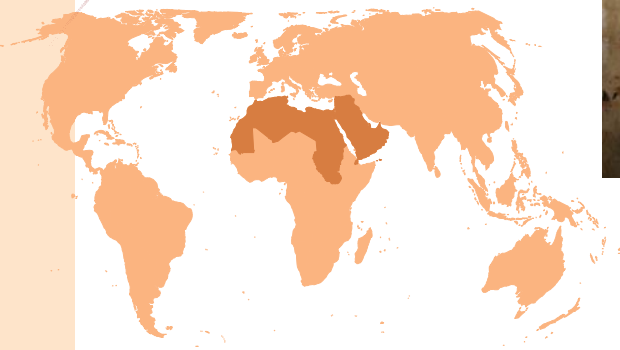


# Regional overview: Arab States

The past decade has seen some important advances towards Education for All (EFA) in the Arab States.<sup>1</sup> The region has increased primary net enrolment ratios by more than one-tenth, despite an increase in the school age population. Gender gaps have narrowed at the primary and secondary levels and more children are moving from primary school to secondary education. The Arab States region spends a high share of national income on education, well above the world average. External aid to basic education has increased, despite stagnation in overall levels. Yet major challenges remain. More than 6 million children were not enrolled in school in 2008, levels of learning achievement are low, more than one-quarter of the adult population is illiterate and the learning needs of young children and adolescents continue to suffer from widespread neglect.



The 2011 *EFA Global Monitoring Report* puts the spotlight on armed conflict and one of its most damaging yet least reported consequences: its impact on education. Conflict-affected states have some of the world's worst indicators for education. The Report documents the scale of this hidden crisis in education, looks at its underlying causes and explores the links between armed conflict and education. It also presents recommendations to address failures that contribute to the hidden crisis. It calls on governments to demonstrate greater resolve in combating the culture of impunity surrounding attacks on schoolchildren and schools, sets out an agenda for fixing the international aid architecture and identifies strategies for strengthening the role of education in peacebuilding.

## Goal 1: Early childhood care and education

Children's education opportunities are shaped long before they enter primary school. The linguistic, cognitive and social skills they develop through early childhood care and education (ECCE) are the foundations for expanded life chances and for lifelong learning. Indicators of child well-being are still relatively poor for the Arab States, although disparities exist between and within countries.

*Child mortality rates are falling in the Arab States.* Child mortality is a sensitive barometer of progress towards goal 1. Over the past decade, child mortality rates have fallen in all the world's regions, including the Arab States. On average, 50 of every 1,000 children born in the region will not reach age 5. There are, however, huge differences in the under-5 mortality rates across countries, ranging from 10‰ in Kuwait and Qatar to 120‰ in Mauritania and 125‰ in Djibouti.

1. This is according to the EFA classification. See the table at the end for countries and territories in the region.

**Education saves lives.** The risk of childhood death is closely linked to household wealth and maternal education. In Egypt and Morocco, under-5 mortality rates are about twice as high among children of mothers with no education as among those having mothers with some secondary education. More educated women have better access to reproductive health information, and are more likely to have fewer children and to provide better nutrition to their children, all of which reduce the risk of child mortality.

**Malnutrition is a major barrier to achieving EFA.** Poor nutrition prevents children from developing healthy bodies and minds. A sharp rise in food prices in 2008 combined with the global recession continues to undermine efforts to combat hunger in several countries in the Arab States region. Nearly one-fifth of children under age 5 in the region are affected by moderate or severe stunting (short for their age). The prevalence is particularly high in poor countries such as Djibouti, the Sudan and Yemen, where one-third or more of children suffer from stunting.

**Participation in pre-primary education is far from universal.**

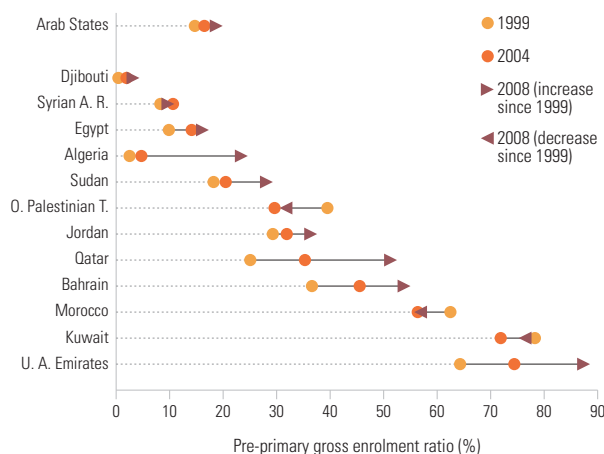
In 2008, around 3.2 million children were enrolled in pre-primary education in the region, an increase of 31% since 1999. However, the regional gross enrolment ratio (GER) of just 19% indicates that the majority of children in the Arab States were still excluded from pre-primary education in 2008. Pre-primary GERs ranged from only 3% in Djibouti to 87% in the United Arab Emirates.

The rate of progress in increasing enrolment in pre-primary education has been uneven. Some countries made initial advances in the first half of the 2000s while others began to progress more recently. Pre-primary enrolment rates grew faster in the first half of the decade in Egypt, while in countries including Algeria, Qatar and the Sudan, progress before 2004 was much slower than rates registered since. Several countries, including Kuwait, Morocco and the occupied Palestinian territory, registered declines in the pre-primary GER from 1999 to 2008 (Figure 1).

Children living with high levels of poverty are in greatest need of ECCE, yet they are the least likely to attend such programmes. In the Syrian Arab Republic, attendance rates in pre-school programmes vary from less than 4% for children in the poorest quintile of households to just above 18% for children from the wealthiest households. Similarly, in Mauritania, the national average attendance rate is very low at 7%, and children from the wealthiest households are more than seven times as likely as poor children to attend early learning programmes.

**Figure 1: Pre-primary participation has increased in most countries**

Pre-primary gross enrolment ratio in the Arab States, selected countries/territories, 1999, 2004 and 2008



Sources: EFA Global Monitoring Report 2011, Annex, Statistical Table 3B; UIS database.

## Goal 2: Universal primary education

The past decade has been one of rapid progress towards the goal of universal primary education (UPE). Many countries in the Arab States region have registered important advances. But the pace of progress has been uneven, and the region as a whole is not on track to achieve UPE by 2015.

**Many countries have made important strides towards UPE.**

From 1999 to 2008, an additional 5.9 million children enrolled in primary education in the Arab States. Despite a 6% increase in the school age population, the region has increased the primary adjusted net enrolment ratio (ANER)<sup>2</sup> by 11% since 1999, to reach an average primary ANER of 86% in 2008. Progress towards UPE was particularly impressive in Djibouti, Mauritania, Morocco, the United Arab Emirates and Yemen, with primary ANERs increasing by at least fourteen percentage points between 1999 and 2008. By contrast, four countries registered declines in the ANER, including a dramatic fall of twenty-one percentage points in the occupied Palestinian territory (Figure 2).

**Numbers of children out of school are declining, but at varying speeds.** More than 6 million children of primary school age in the Arab States – 58% of them girls – were not enrolled in school in 2008. This is more than 3 million less than in 1999. Reductions in the number of out-of-school children slowed from 495,500 annually in 1999–2004 to 165,185 a year in 2004–2008. Some countries with relatively large out-of-school populations, including Algeria, Mauritania and Yemen, registered a slippage in the rate of progress over time.

2. The primary ANER measures the proportion of children of primary school age who are enrolled either in primary or secondary school.

In Yemen, out-of-school numbers declined by an average of 94,000 annually from 1999 to 2004 but rose by 24,600 a year from 2004 to 2008. By contrast, progress has recently accelerated in some countries, such as Djibouti and Kuwait.

**Many children in the region will remain out of school in 2015.**

Trend analysis provide insights into plausible scenarios for the numbers of children out of school in 2015. In Yemen, which had the most children out of school in the region in 2008 – more than 1 million – a continuation to 2015 of the trend from 1999 to 2009 would see the country's out-of-school number fall by nearly half, to reach 553,000 by 2015. However, a continuation to 2015 of the shorter 2004–2009 trend would mean an increase in the out-of-school population to almost 1.3 million by 2015.

**Less than two-thirds of children starting school are of the right age.** Getting children into primary school at the right age, ensuring that they progress smoothly and facilitating completion are key elements to advance towards UPE. Many countries in the Arab States region are struggling to get children into primary school at the official starting age. In 2008, only 64% of children starting school were of official primary school age in the region, and the figure was as low as 37% in Mauritania in 2009. However, rapid change is possible. In Morocco, the share of children starting school at the official age increased from 51% in 1999 to 79% in 2008.

**Progress in survival to the last grade of primary school has been rapid.** Once children are enrolled at the right age, the

challenge is to get them through school. School survival is high in the region: in 2007 nearly 97% of children starting school survived to the last grade. However, school retention remains an important issue in Morocco, where the survival rate to the last grade was 76% in 2007. Country-level data show that the large majority of countries improved survival rates over the period. Several countries that are still some distance from UPE, including Mauritania and the Sudan, have seen their survival rates increase significantly since 1999; Mauritania's rate rose by an impressive twenty-one percentage points.

Prospects for entry, progression and completion of primary school are closely linked to household circumstances. Children who are poor, rural or from ethnic or linguistic minorities face higher risks of dropping out. Coming from a rural home in Morocco more than halves the probability of school completion.

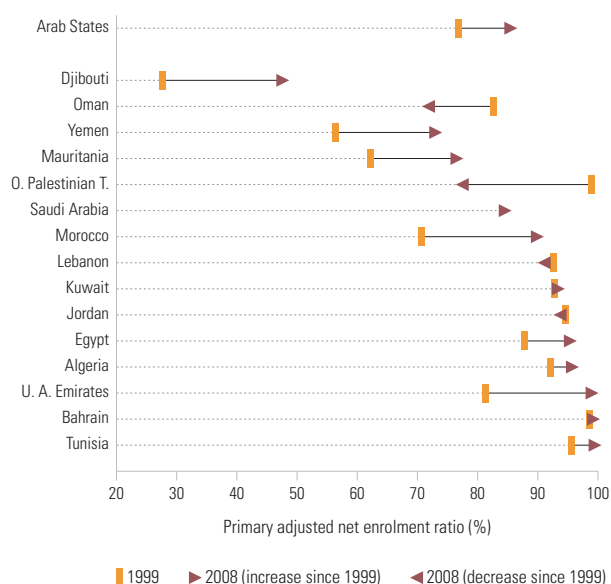
**Tackling school dropout requires action on several fronts.**

The scale of the dropout problem is not widely recognized. Dropout profiles vary across countries. In Djibouti, with a dropout rate of 8% in the first grade, some children have trouble negotiating their way through the early grades. On the other hand, higher dropout rates in the last grade in Morocco partly reflect the effects of school examination failure. High dropout rates in later grades can also be associated with late-age entry to school. Evidence from many countries shows that the risk of primary school dropout increases with age, though the strength of the association varies.

In most cases, children drop out because of poverty-related factors, problems linked to the quality of education or school-based factors that influence progression through grades. Research in Egypt found that children in better-performing schools were far less likely to drop out than children in schools with lower levels of achievement. Reducing the risk of dropout requires a broad set of policies aimed at reducing underlying vulnerabilities.

**Figure 2: Strong progress towards universal primary education has been made**

Primary education adjusted net enrolment ratio, selected countries/territories, 1999 and 2008



Source: EFA Global Monitoring Report 2011, Annex, Statistical Table 5 (website).

### Goal 3: Youth and adult learning

The skills developed through education are vital not just for the well-being of young people and adults, but also for employment and economic prosperity. Notwithstanding a strong increase in secondary school enrolment in recent years, most countries in the Arab States region struggle to expand appropriate learning and life-skills programmes.

*Secondary school participation continues to expand.* The region has registered a significant increase, by more than one-third, in total secondary school enrolment since 1999, reaching almost 30 million in 2008. However, about 4.6 million adolescents were still outside the education system and the region's GER in secondary education was 68% in 2008, pointing to relatively high levels of unmet need. Participation levels remained particularly low in some of the region's poorest countries: secondary GERs were 38% or less in Djibouti, Mauritania and the Sudan. On the other hand, half the countries with data in the region had ratios at or above 90% in 2008.

Secondary school attendance and completion are strongly influenced by poverty, location and gender. People aged 23 to 27 in Egypt from the wealthiest 20% of households have a secondary completion rate of 69%, compared with 39% for the same age group from the poorest 20%. Second-chance programmes can provide a skills development lifeline to youth and adults who missed out on earlier opportunities, but the availability of such programmes remains scarce in the region. Their record is mixed: in some cases, graduates gain few employable skills. However, experience shows that when courses are properly resourced and designed to generate skills that employers need, much can be achieved.

*Progress in access to tertiary education is relatively modest.* In an increasingly knowledge-based global economy, higher education systems play a vital role in skills development. In the Arab States, 7.3 million students were enrolled in tertiary education in 2008, up 38% since 1999. The region's tertiary GER remained relatively low at 21% in 2008, below the world average of 26%. As other regions, including Central and Eastern Europe, East Asia and the Pacific, and Latin America and the Caribbean, have expanded tertiary education more rapidly, disparities between the Arab States and much of the rest of the world are widening.

### Goal 4: Adult literacy

Literacy opens doors to better livelihoods, improved health and expanded opportunity. It empowers people to take an active role in their communities and to build more secure futures for their families. Most countries in the Arab States region are unlikely to reach the literacy target set for 2015. It will take decisive action by governments in the region to raise the region's literacy profile, particularly for women.

*Numbers of adult illiterates continue to rise.* In 2008, more than 60 million adults were illiterate in the region, 28% of the region's adult population. While the average adult literacy rate increased from 56% in 1985–1994 to 72% in 2005–2008, it has been rising too slowly to counteract the effects of population growth. The upshot is that the absolute number of adults lacking basic literacy and numeracy skills has increased by nearly 2% since 1985–1994. The regional average masks important disparities between countries. In Bahrain, Jordan, Kuwait, Lebanon, the occupied Palestinian territory, Qatar and the United Arab Emirates, adult literacy rates are at or above 90%. By contrast, the rates in Mauritania and Morocco are below 60%. Egypt, with nearly 18 million illiterate adults in 2006, had the region's highest number of adults lacking basic literacy skills and accounted for nearly 30% of the regional total.

*Many countries in the region are unlikely to achieve the literacy goal.* Projections based on demographic and school participation data suggest that Bahrain is on track to achieve the goal of halving illiteracy levels by 2015. Less positively, the other countries in the region with data, including Iraq, Mauritania, Saudi Arabia and the Sudan, are off track, with Mauritania likely to miss the target by a wide margin. The recent experiences of Algeria, Egypt, Kuwait and Yemen show that literacy policy can be effective: all four countries have increased their adult literacy rates by at least twenty percentage points in the past fifteen to twenty years.

*Disparities in literacy rates within countries are large.* Gender disparities in adult literacy are still very marked in the Arab States. On average, the literacy rate for women was less than four-fifths that for men in 2008. In Morocco and Yemen, women's literacy rates were less than two-thirds those for men. Patterns of literacy are also strongly related to wealth and household location. In Yemen, women living in urban areas are almost three times as likely to be literate as women living in rural areas, and women from the poorest 20% of households are ten times less likely to be literate than women from the richest households. In the Syrian Arab Republic, 85% of women in the wealthiest households are literate, compared with 33% of women in the poorest households.



### *Effective and affordable policies and programmes exist.*

Effective literacy programmes tend to combine strong leadership with clear targets backed by financial commitments, and teach relevant skills using appropriate methods and language of instruction. Morocco's national strategy for literacy and non-formal education aims to reduce the illiteracy rate from 43% in 2003 to 20% by 2012. A committee headed by the prime minister assures coordination among ministries and sends a strong signal of high-level political backing.

## Goal 5: Gender parity and equality

The Arab States region is edging towards gender parity in school enrolment, but gender disparities to the advantage of boys and young men are still marked in the region.

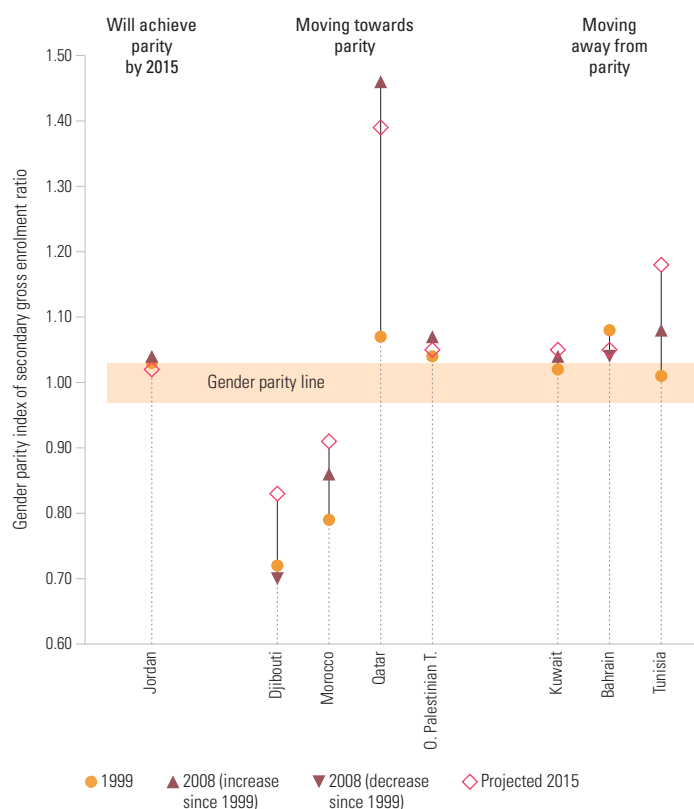
*Gender parity in primary education remains to be achieved in a majority of countries.* Over the past decade, the region has seen modest progress towards parity between girls and boys in primary education. The regional ratio of girls to boys – that is, the gender parity index (GPI) – for primary GERs increased from 0.87 in 1999 to 0.92 in 2008. So far, gender parity has been achieved in only nine of the nineteen countries with data.

Of the seven countries in the region not yet at gender parity in 2008 and with enough data for a projection to 2015, Djibouti, Egypt, Morocco and Yemen are moving in the right direction, but only Djibouti and Egypt have a high chance of reaching the target. Some off-track countries have nonetheless made substantial progress since 1999. For example, the GPI of the primary GER in Yemen rose from 0.56 in 1999 to 0.80 in 2008. Other countries that are off track, such as Algeria, Mauritania and the Syrian Arab Republic, have seen stagnant or widening gender gaps since 1999; in Mauritania, this trend has been at the expense of boys.

*Prospects for gender parity are less promising in secondary education.* At the secondary level, the region has moved slightly closer to gender parity, reporting an increase in the regional GPI of the secondary GER from 0.88 in 1999 to 0.92 in 2008. Five countries had GPIs in secondary school enrolment of 0.90 or less in 2008. On the other hand, half the countries with data had gender disparities in favour of girls. Only Oman, the Syrian Arab Republic and the United Arab Emirates had achieved gender parity at the secondary level in 2008. Of the eight countries in the region that still need to achieve gender parity in secondary education and have sufficient data, projections suggest that only Jordan will do so by 2015 (Figure 3).

**Figure 3: Prospects for achieving gender parity in secondary education by 2015 are low for many countries**

*Gender parity index of secondary gross enrolment ratio, selected countries/territories, 1999, 2008 and projected values for 2015*



*Notes:* Only countries that did not achieve gender parity by 2008 are included. Determination of progress towards gender parity is based on the difference and direction between observed 2008 and projected 2015 values.

*Sources:* EFA Global Monitoring Report 2011, Annex, Statistical Table 7; UIS database.

## Goal 6: The quality of education

Getting children into school is a necessary but insufficient condition for achieving Education for All. What children learn in the classroom is what ultimately counts. Levels of learning achievement are low in many countries in the Arab States, pointing to the major challenge of improving the quality of education.

*Numbers of new teachers have increased steadily.* Progress in education quality depends on having sufficient teachers and ensuring that they are properly trained and supported. In 2008, the region had around 1.9 million primary school teachers, an increase of one-quarter since 1999. It is estimated that an additional 281,000 teachers have to be recruited in the region if UPE is to be achieved by 2015.

*Levels of learning achievement are low.* Recent learning assessments in the region draw attention to serious problems in education quality. The 2006 Progress in International Reading Literacy Study (PIRLS) assessed reading skills of grade 4 students in forty countries across the world against four international benchmarks. In some middle income countries, including Morocco, a majority of students had not acquired basic reading skills even after four years of primary schooling. Similarly, wealthy Arab States such as Kuwait and Qatar scored far below the levels that might be predicted on the basis of their income, ranking among the worst performers in the PIRLS survey.

*Learning achievements vary within countries.* Disparities between schools with broadly similar socio-economic intakes can be large. In Yemen, evidence from the 2007 Trends in International Mathematics and Science Study (TIMSS) indicates that scores in grade 4 for schools serving the poorest students range from 91 scale points (no relevant mathematics skills) to 470 (some basic skills). School quality definitely makes a big difference. The highest performing schools serving the poorest third of the population in Yemen outperform the best schools serving the richest group. These wide-ranging results illustrate the role of school-level factors in shaping learning outcomes.

*Narrowing learning gaps require concerted efforts.* In examining efforts to reduce learning disparities, three main messages emerge.

- Schools matters. To ensure that learning inequalities do not widen, fairer distribution of teachers and learning materials is vital. Data from Yemen indicate that schools with smaller classes, a greater proportion of certified teachers and more learning materials perform better.
- Equal treatment may not be enough. To counteract the disadvantages that marginalized children bring with them into the classroom, additional support from teachers and from the wider education system is needed.
- Assessments are vital. National learning assessments are an essential component of efforts to improve quality and design strategies to target children at risk. Making the results public can help inform parents and communities of weaknesses in school systems, increasing the pressure on education providers.

## Financing education

Public spending on education is a vital investment in national prosperity and has a crucial bearing on progress towards the Education for All goals in the Arab States. Several countries in the region backed up stronger economic growth between 1999 and 2008 with increased commitments to education, but the recent financial crisis had a serious impact on government spending in education in some countries. Plans to reduce fiscal deficits among national and donor governments in coming years also threaten future increases in education spending required to achieve the EFA goals in the region.

### National financing

*Financial commitment to EFA is strong but declining.* Over the past decade, the region as a whole has registered a decrease in the commitment to education, with the share of national income invested in education declining from 6.3% in 1999 to 5.7% in 2008 – though this is still well above the world average of 5%.<sup>3</sup> Among the few countries with sufficient data, Djibouti, Lebanon, Morocco and Tunisia increased their education financing efforts over the period. Despite the slight increase in Lebanon, the country spends a low share of its national income on education: 2.2% in 2008.

The period from 1999 to 2008 was marked by relatively high economic growth. The rate at which growth is converted into increased education spending depends on wider public spending decisions. In Djibouti, Morocco and Tunisia, real growth in education spending has been higher than economic growth. However, some countries have converted a smaller share of the growth premium into education financing. In Yemen, real spending on education decreased by 3.8% annually while the economy grew, on average, by 3.9% a year between 1999 and 2008.

*The commitment to education varies considerably.* Just over one-third of the countries in the region with data spent more than 5.0% of GNP on education in 2008. But there were large variations across countries, with percentages ranging from 0.9% in the United Arab Emirates to 8.0% in Djibouti. Countries with similar per capita income allocate highly variable shares of national income to education. For example, Tunisia invests 75% more of its national income in education than Algeria.

*Countries face different challenges for increasing investment in education.* Government education budgets are determined by domestic resource mobilization and the priority given to education in the national budget. Some countries continue to combine low revenue mobilization with a small budget allocation for education. In other countries, spending on education is high because domestic revenue mobilization is

high and education is afforded high priority in national budgets. For example, Tunisia combined a relatively high revenue-to-GDP ratio (25.4%) with high priority on education in public spending (34.0%) in 2008.

*Growing fiscal pressure is a concern for education financing.* Although the impact of the financial crisis and higher food prices on education financing varies across poor countries, some have been badly damaged. A recent survey of actual 2009 and planned 2010 spending in twenty-eight low and lower middle income countries shows some clear warning signs of a deepening crisis in education financing. Mauritania, the only Arab State included in the survey, cut education spending in 2009 by 6%. Budget allocations for 2010 were even lower.

Planned fiscal adjustments threaten to widen the EFA financing deficit in poor countries. In Yemen, a rising fiscal deficit has led to tougher targets for coming years. While the deficit in 2009 was 10.2% of GDP, the target for 2012 is 4.7%. As reduced public spending is the main approach to achieve deficit reduction, it is vital to protect education expenditure if the education goals are to be achieved.

### International aid financing

*The level of aid to education has recently declined.* National policies and financing have been the main source of progress towards the EFA goals. Yet international aid plays a key supplementary role in many countries in the Arab States region. After five years of increase, total aid disbursements for education to the region declined by nearly 8% from US\$1.74 billion in 2007 to US\$1.61 billion in 2008. When aid to education is averaged over 2007 and 2008, the largest recipients in the region are Morocco (US\$336 million) and Egypt (US\$239 million).

Just one-third of all aid to education in the region was allocated to the basic education level in 2008, pointing to high priority for post-primary education in aid disbursements.

*Aid to basic education has increased.* Aid disbursements to basic education in the Arab States continued their upward trend in 2008, reaching US\$0.5 billion. Aid to basic education more than doubled from 2002–2003 to 2007–2008. Factoring in the growth of the school age population, this translates into a significant increase in aid per child. On average, aid to basic education per primary school age child in the Arab States amounted to US\$12 in 2007–2008, up from US\$5 in 2002–2003.

Aid allocations for basic education to countries in the region varied considerably in 2007–2008, ranging from US\$2 or below per primary school age child in Bahrain, Oman, the Libyan Arab Jamahiriya, Saudi Arabia and the Syrian Arab Republic to above US\$55 in Djibouti, Lebanon and the occupied Palestinian territory.

3. The global and regional values are medians. Only countries that have data for 1999 and 2008 (or closest available year) are used to calculate regional group medians, which therefore differ from median figures reported in the annex table.

## The hidden crisis – armed conflict and education

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. The 2011 *EFA Global Monitoring Report* documents the scale of the crisis, traces its underlying causes and sets out an agenda for change.

### Armed conflict is a major barrier to the Education for All goals

Poor countries affected by conflict are heavily concentrated among the states furthest from reaching the Education for All goals. Violent conflict also exacerbates disparities within countries linked to wealth and gender. And conflict-affected areas often lag far behind the rest of a country.

Iraq provides a stark example of how conflict can reverse achievements in education. Until the 1990s, the country was a regional leader in education. As a result of the Gulf War (1990–1991) and the imposition of sanctions, followed by eight years of violence since 2003, the country has slipped down the education league table. Though national data are unreliable, one survey put the attendance rate for 6- to 14-year-olds in 2008 at 71%.

Most fatalities associated with armed conflict occur away from battle zones, and result from disease and malnutrition. Evidence from the Sudan indicates that hunger and disease play a far more lethal role than munitions: in Darfur, battle-related deaths accounted for a large share of fatalities during periods of intensive activity by the Janjaweed militia in 2004, but diarrhoea was the biggest killer from 2004 to 2007. Conflict-related sickness and hunger have had debilitating consequences for education. In Southern Sudan, civil war has undermined efforts to control many debilitating tropical diseases that impair child health and learning potential.

### Children, civilians and schools are on the front line

Today's armed conflicts are fought overwhelmingly within countries, rather than across borders, and many involve protracted violence. Although the intensity, scale and geographic extent of the violence vary, protracted armed conflicts are common.

Indiscriminate use of force and the deliberate targeting of civilians are hallmarks of violent conflict in the early twenty-first century. Civilians dominate casualty figures in Iraq. In 2007, 25,000 civilians were killed due to violence in the country, compared with fewer than 1,000 members of the military coalition. This phenomenon has direct and indirect effects on education (see Special contribution).

### Special contribution: Education for security and development

When we think of war, we think of soldiers. But they're not the only ones facing violence and death. Tragically, children and schools are too often on the front lines as well. No wonder, then, that half of all out-of-school children live in fragile or conflict-affected states.

Conflict is as insidious as it is deadly. Not only does it destroy livelihoods today, it destroys livelihoods tomorrow by denying children an education. Once back in school, devastating childhood traumas impact their ability to learn and cope with the world. The effects can ripple on for generations.

The waves of devastation bring development to a grinding halt and often throw it into reverse. With conflict-affected children out of school, the other EFA and MDG targets become almost impossible to reach, while radicalism and violence exceed all expectations. That's why we must focus our efforts on giving these children an education. Not only does it prevent conflict before it occurs, it also rebuilds countries after it ends. Rebuilding: infrastructure, governance, but more importantly minds. In the wake of new-found peace, re-education is critical for combatants, child and adult alike, who have no skills or prospects beyond the barrel of a gun.

This is especially true in the Middle East where violence defines the lives of too many children. In Palestine, about 110,000 primary age children are out of school, up from 4,000 ten years ago. Growing up in the shadow of occupation, scarred by conflict, going to school remains the single most cherished priority of Palestinian children. Despite bombs and blockades, they know it's their only hope for a normal life.

In Iraq, poverty and insecurity deny over half a million children the right to go to primary school; their daily lessons are in hunger and loss; graduating to fear and hate. If regional and global insecurity are international priorities, we must address the poverty, social exclusion, and lack of opportunity brought about by conflict.

That means bringing education to conflict zones because it undermines extremists and strengthens fragile states. But, more than that, it brings hope to millions of children who have never known peace. It brings opportunity to countries that are desperate for growth and prosperity.

In short, education is our saving grace, our best chance, and our one shot to bring security and development to all humanity.

*Her Majesty Queen Rania Al Abdullah of Jordan*



- Children and schools are on the front line of armed conflicts, with classrooms, teachers and pupils seen as legitimate targets. Education infrastructure in Gaza was severely damaged during Israeli military attacks in 2008 and 2009. Some 280 schools were reported damaged, of which 18 were destroyed. In Yemen, all 725 schools in the northern governorate of Saada were closed during five months of fighting in 2009 and 2010 between government forces and Houthi rebels, and 220 schools were destroyed, damaged or looted.
- Physical injury, psychological trauma and stigmatization faced by children are sources of profound and lasting disadvantage in education. One survey of Iraqi refugee children in Jordan found that 39% reported having lost someone close to them and 43% had witnessed violence. Evidence from Gaza points to conflict-related post-traumatic stress disorder as a frequent source of impaired learning and poor achievement in school.
- The use of child soldiers is reported in twenty-four countries in the world, including the Sudan. The recruitment of child soldiers from schools is common.
- Rape and other sexual violence are widely used as a war tactic in many countries. In 2004, Amnesty International documented systematic rape by Janjaweed militia and Sudanese armed forces in Darfur. The arrest warrants issued by the International Criminal Court for President Omar al-Bashir, a former state minister and a Janjaweed militia leader cited evidence of government collusion in perpetuating or facilitating crimes against humanity, including the subjection of thousands of women to rape. Insecurity and fear associated with sexual violence keep young girls, in particular, out of school.

For marginalized and vulnerable households, armed conflict can block the path to more secure and prosperous livelihoods. One symptom is an increase in child labour. In Yemen, many internally displaced children complement family income by begging, smuggling or collecting refuse, and there are concerns that child labour is increasing.

Armed conflict also undermines economic growth, reinforces poverty and diverts national resources from productive investment in classrooms into unproductive military spending. Many of the poorest countries spend significantly more on arms than on basic education. In Mauritania, the military budget is around two and a half times the primary education budget. Diversion of national resources to the military and loss of government revenue mean that armed conflict shifts responsibility for education financing from governments to households. If Yemen were to reallocate 10% of its military budget to education it would be able to put an additional 840,000 children in school. National governments and aid donors should urgently review the potential for converting

unproductive spending on weapons into productive investment in schools, books and children.

### *Displaced populations are among the least visible*

Displacement exposes people to the risk of extreme disadvantage in education. In Iraq, internally displaced families have been found to be far less likely to send their children to school than families in the local population.

The world's largest group of refugees is Palestinian, displaced over successive phases of a conflict that stretches back to 1948. There are almost 5 million Palestinians registered with the United Nations Relief and Works Agency (UNRWA). They are spread across several countries, including Jordan, Lebanon and the Syrian Arab Republic, as well as the occupied Palestinian territory. In 2009/2010, UNRWA provided education to around half of all Palestinian children, with almost half a million in its primary and lower secondary schools. While most of these schools perform as well as, or better than, host country schools, UNRWA providers have problems in some areas. Early childhood provision is limited (except in Lebanon), and most UNRWA schools operate only up to grade 9. While students are entitled to enrol in host country secondary schools, many have trouble making the transition.

Palestinian students outside the UNRWA system also face difficulties. Many of the 90,000 school age Palestinians in East Jerusalem are denied access to free public education, even though they are entitled to it under Israel's Compulsory Education Law. Neglect of Palestinian schooling in East Jerusalem is reflected in classroom shortages. In 2007/2008, there was a shortage of about 1,000 classrooms. Restrictions on movement are another constant concern. It is estimated that over 2,000 students and more than 250 teachers face delays at checkpoints or as a result of permit checks on the way to school. One UNESCO survey found that 69% of Palestinian children did not feel safe on their way to and from school. Several initiatives, including the Madrasati Palestine Initiative launched by Queen Rania of Jordan in 2010, have been mounted to try to lower the barriers facing these children.

Data collected by the Office of the United Nations High Commissioner for Refugees (UNHCR) in 127 camps around the world in 2008 paint a disturbing picture of the state of education. For the camps in the Arab States, the average primary GER is 42% and the secondary GER is 12%. The UNHCR snapshot of provision in camps offers a very partial picture. Many refugees live in urban settings. In the Sudanese capital, Khartoum, about 1 million internally displaced people (IDPs) make up around 20% of the population. Whatever their legal status, a lack of identification documents has limited their access to public services such as education. Many countries do not allow refugees access to public education and basic services. More generally, restrictions on refugees' employment reinforce poverty, which in turn dampens prospects for education.

### **The reverse cycle – education's influence on violent conflict**

Education is seldom a primary cause of conflict. Yet it is often an underlying element in the political dynamic pushing countries towards violence. Intra-state armed conflict is often associated with grievances and perceived injustices linked to identity, faith, ethnicity and region. Education can make a difference in all these areas, tipping the balance in favour of peace – or conflict.

**Limited or poor quality provision leads to unemployment and poverty.** When large numbers of young people are denied access to decent quality basic education, the resulting poverty, unemployment and sense of hopelessness can act as forceful recruiting agents for armed militias.

**A 'youth bulge' adds to the urgency of building a bridge from education to employment.** Unemployed educated youth figure prominently in some armed conflicts, including in the occupied Palestinian territory. In the Middle East and North Africa, where 23% of the youth labour force was unemployed in 2008, what children learn in school is weakly aligned with job availability and the skills demanded by employers. The prospect of long-term unemployment leaves many young people open to radical political or religious mobilization.

**Unequal access generates grievances and a sense of injustice.** Inequalities in education, interacting with wider disparities, heighten the risk of conflict.

**Inappropriate use of school systems reinforces prejudice and intolerance.** In several armed conflicts, education has been actively used to reinforce political domination, the subordination of marginalized groups, and ethnic and linguistic segregation. In the Sudan, the imposition from 1990 of a national education system that stressed a single ethnicity and religion has strengthened the appeal of armed groups seeking secessionist solutions for Southern Sudan. In some circumstances, segregated schools can reinforce mistrust between groups. Survey evidence from Lebanon finds that those educated in segregated schools have, on average, more negative perceptions of groups other than their own than do those educated in integrated schools.

### **Aid to conflict-affected countries**

Aid can break the vicious circle of warfare and low human development in which many countries are trapped, and support a transition to lasting peace. Several problems, however, have weakened the effectiveness of the international aid effort.

The skewing of aid towards a small group of countries identified as national security priorities, such as Iraq, has led to the relative neglect of many of the world's poorest countries. Aid volatility is another concern.

The blurring of lines between development assistance and wider foreign policy or strategic goals has prompted concerns that development goals – including in education – have been subordinated to wider strategies such as winning over the 'hearts and minds' of local populations. The growing profile of the military in delivering aid has fuelled these concerns. Under the United States' Commander's Emergency Response Program (CERP), American field commanders in Iraq have access to aid funds 'to respond with a non-lethal weapon', directed towards small-scale humanitarian and reconstruction projects in areas covered by military operations. The emphasis has been on identifying 'quick impact' projects to win local support for external military forces and weaken the hold of insurgents. Education projects have figured prominently in the CERP portfolio. In 2008, the entire US aid budget for education in Iraq, US\$111 million, was delivered through CERP. This amounted to 86% of aid spending on education by all donors.

### **Responding to failures of protection**

Over the past fifteen years, the United Nations has established a monitoring and reporting mechanism (MRM) that identifies grave human rights violations against children in six key areas. Several UN Security Council resolutions have been passed, aimed at strengthening protection against rape and other sexual violence in conflict-affected countries. Yet human rights provisions and Security Council resolutions offer limited protection where they are most needed, in the lives of the children and other civilians on the front line. In 2007, a United Nations High Level Mission to the Sudan noted that 'rape and sexual violence are widespread and systematic' throughout Darfur, and more recent reports have documented continued sexual violence by members of the Sudanese armed forces and rebel movements. These are not isolated events but part of a wider culture of impunity.

Weak coordination among UN agencies and under-resourcing contribute to the problem. Within the MRM system, reporting of attacks against schools is limited, with many incidents going unreported. The Committee on the Rights of the Child has commented on the military use of schools in at least four countries, though the practice is more widespread. In Yemen, both government and rebel forces use schools as military bases.

Problems of under-reporting are even more evident in the area of rape and other sexual violence. Some countries, including the Sudan, have actively weakened legal protection by granting amnesties that provide immunity for perpetrators of sexual violence, even though this contravenes international law.

There is evidence that monitoring and the identification of groups and individuals can play a role in protecting children. To varying degrees, armed groups in the Sudan named in the MRM annex have participated in processes led by UNICEF to demobilize children. The Sudan has signed a pledge to stop the use of child soldiers and take concrete actions for their release

and reintegration, providing evidence that naming and shaming creates incentives to change behaviour. However, even as state and non-state parties are negotiating with the United Nations on the release of child soldiers, they are actively recruiting children from refugee camps, displacement centres and the general population.

Working through the UN system, governments should strengthen the systems that monitor human rights violations affecting education, support national plans aimed at stopping those violations, and impose sanctions on egregious and repeat offenders. An International Commission on Rape and Sexual Violence should be created, with the International Criminal Court directly involved in assessing the case for prosecution of state and non-state actors. UNESCO should take the lead in monitoring and reporting on attacks on education systems.

### Failures of provision – fixing the humanitarian aid system

Humanitarian aid is intended to save lives, meet basic needs and restore human dignity. Humanitarian aid to education, however, is underfinanced, unpredictable and governed by short-termism, partly because many humanitarian workers do not view education as 'life-saving'. The result is that communities struggling against the odds to maintain opportunities for education are getting little support.

Funding shortfalls have damaging consequences for children and parents in conflict-affected countries, many of which have large populations being forced out of education. Following damage to school infrastructure in late 2008 and early 2009 by Israel's Operation Cast Lead, the education cluster<sup>4</sup> responded by identifying projects for a US\$35 million recovery plan, but only half the requested funding materialized.

Shortfalls in funding of requests for education are just part of the problem. The requests themselves appear to be disconnected from any credible assessment of need or demand on the part of affected populations. In Yemen, the 2010 humanitarian appeal for education amounted to just US\$3.7 million for a country with an estimated 340,000 IDPs and 170,000 refugees with very limited access to education, especially in the case of IDP children. The vagaries of annual budgeting compound the problems of education financing during emergencies, especially in situations of long-term displacement.

One reason education has limited visibility in humanitarian aid for conflict-affected countries is that donors sometimes question the possibility of maintaining provision. Yet international agencies can play an important role in helping communities keep education going even in some of the most insecure environments.

When lack of security prevents non-government organizations and United Nations agencies from having a presence in a country, there are alternatives, such as distance education. UN peacekeeping forces can also help promote a more secure environment for children to attend school. In the Sudan, blue-beret missions have included accompanying women and girls on trips to collect water and firewood, attend school and carry out agricultural work.

Forced displacement is a direct threat to education. Refugees have well-defined legal entitlements to basic education. In practice, though, those entitlements are often difficult to claim. IDPs have fewer rights to formal protection than refugees, and no UN agency is directly mandated to advance their interests. Jordan and the Syrian Arab Republic, which host the largest and second-largest Iraqi refugee populations, respectively, have opened their state education systems. Giving refugees access to national schools offers many advantages, such as avoiding fragmented planning and providing better access to teaching materials and school facilities. But refugees place a considerable burden on the education systems of Jordan and the Syrian Arab Republic – systems that were under pressure even before the influx of refugees.

There is an urgent need to strengthen current systems for assessing the education needs of conflict-affected communities. Governance arrangements for refugees and IDPs should be reformed to facilitate improved access to education.

### Reconstructing education – seizing the peace premium

Post-conflict reconstruction in education poses immense challenges. Yet success in education can help build government legitimacy and set societies on course for a more peaceful future.

People whose lives have been shattered by armed conflict emerge from the violence with hope and ambition for a better future. A survey of returnees in Southern Sudan indicated that education was identified as a consistently high priority. A range of education strategies can be identified that can deliver early results.

- *Withdraw user fees:* Many post-conflict countries have abolished primary school fees, generating significant benefits.
- *Build on community initiatives:* In many conflict-affected countries, communities have stepped into the vacuum created by the failure of governments to maintain education. Supporting community efforts can deliver quick results for education and demonstrate that government is starting to work.

4. The interagency group within the humanitarian system responsible for coordinating requests.

- *Rehabilitate schools and classrooms:* In some post-conflict environments, children are kept out of school because buildings are damaged or dilapidated. Early investment in rehabilitation can help remove this bottleneck and deliver early benefits, especially when donors support the efforts of national governments and local communities. After the peace agreement in Southern Sudan in 2005, a big push in construction of temporary and semi-permanent classrooms helped the number of primary school pupils increase from 700,000 in 2006 to 1.6 million in 2009. With the number of classrooms quadrupling in three years, the average number of pupils per classroom was halved from 260 in 2006 to 129 in 2009, despite the surge in enrolment.
- *Recognize returnees' educational attainment:* Many displaced children learn a different curriculum, often in another language. Establishing systems for the certification of education obtained in other countries can ensure that the qualifications of returning refugees are recognized. Another approach is to develop cross-border examinations.
- *Provide accelerated learning programmes:* Peace offers children who have missed out on schooling a chance to make up for lost time. Accelerated programmes can help them build the basic literacy and numeracy skills they need to return to primary school or make the transition to secondary school.
- *Strengthen education and skills training in disarmament, demobilization and reintegration (DDR) programmes:* Ex-combatants, including children and young people, often lack basic literacy and other skills, and so may face limited prospects for employment and be at risk of re-recruitment. Skills training within DDR programmes can make a difference.
- *Provide psychosocial support:* Many children and young people caught up in armed conflict will have been traumatized as a result of experiencing or witnessing acts of violence, and are at increased risk of mental health problems. Reintegration programmes for ex-combatants, including child soldiers, sometimes include psychosocial support along with skills training. There are strong grounds for extending the provision of such programmes beyond ex-combatants to other vulnerable young people.
- *Recruit teachers:* After conflict, the supply of teachers – especially trained teachers – is unlikely to keep pace with the demand. Teacher recruitment, training and deployment require long-term planning. But governments and donors can develop transitional strategies.

Some post-conflict states are among the strongest-performing countries in terms of progress towards goals such as UPE, and progress in education has in turn helped underpin wider post-conflict reconstruction. Countries that have made the transition from conflict into longer-term recovery have forged partnerships with donors aimed at developing and implementing inclusive education sector strategies that set clear targets, backed by secure financing commitments. Some of the successful ingredients of this transition are:

- *Strengthened national planning:* As countries move along the planning continuum, the challenge is to develop policy instruments that link goals to the provision of inputs, the development of institutions and national financing strategies.
- *Development of information systems:* Educational management information systems (EMIS) give governments a tool to track resource allocation, identify areas of need and oversee teacher remuneration (the single biggest item in the education budget). Post-conflict needs assessments (PCNAs) by the World Bank and United Nations Development Group are beginning to help national governments and donors with estimates of the resources required for reconstruction. For Southern Sudan, the PCNA estimated the total recovery costs at US\$3.6 billion for 2005-2007 alone, with education accounting for around one-sixth of that.
- *Financial commitments:* Strong post-conflict performers have invariably increased public spending on education, albeit often from a low base. Strengthening the national revenue collection effort can provide a powerful impetus for increased education spending.
- *Inclusive education:* Strongly performing post-conflict countries have attached considerable weight to developing more inclusive education systems that target groups and regions badly affected by conflict.

Predictable and sustained donor support is crucial to facilitating the transition from peace to reconstruction in education. Aid effectiveness in this area has been severely compromised by a divide between humanitarian aid and development assistance.

Given that donor perception of risk is one of the barriers reinforcing the humanitarian-development divide, an obvious response is to share risk. Pooled funds have been used in a diverse group of countries, including Iraq and the Sudan. Pooling resources and working cooperatively enables donors to spread risk and secure wider efficiency gains in areas such as fiduciary risk management, start-up costs and coordination. National pooled funds demonstrate the potential benefits of cooperation, but can also face challenges. In Southern Sudan, a pooled fund established in 2005 has been dogged by slow disbursement. By 2009, donors had paid over US\$520 million



into the fund, but less than half had been disbursed. In education, apart from holding back classroom construction programmes, these disbursement delays reinforced dependence on pooled humanitarian aid funds with limited resources available for education. With increased staffing and management attention from the World Bank, disbursement is reported to have picked up.

Global pooled funding could also play a far greater role in conflict-affected states. Ongoing reforms to the EFA Fast Track Initiative (FTI) are addressing long-standing concerns in areas such as disbursement and governance. Several conflict-affected countries, including Southern Sudan, are developing national plans and may seek FTI funding. If the FTI reforms were carried through and deepened, the FTI could become the fulcrum of a multilateral financing system capable of addressing the pressing needs of conflict-affected states.

### Making education a force for peace

Conflict-sensitive planning in education is about recognizing that any policy decision will have consequences for peacebuilding – and for the prospect of averting a return to violence. There are many channels through which education can influence prospects for peace, including:

- *Language of instruction:* In some contexts the use of a single national language as the medium of instruction in schools has helped foster a sense of shared identity. In others it has helped to fuel violence. In Algeria, the replacement of French by Arabic in primary and secondary schools after independence was intended to build the new government's legitimacy. In practice, it both marginalized the non-Arabic-speaking Berber minority and created grievances among those excluded from high-status private-sector employment by a French-speaking elite.
- *The curriculum:* Curriculum development and teacher training have been priorities for several education ministries in recent post-conflict settings. The teaching of subjects such as history and religion can play a role in reorienting conflict-affected societies in a peaceful direction. Dealing with issues of ethnic and religious identity confronts education reformers with tough choices and takes time. Yet experience demonstrates how education can gradually erode deeply entrenched divisions by getting students to reflect on their multiple identities, and on what unites rather than divides them. Some evidence supports the case for well-designed peace education interventions. Research into programmes involving young Palestinians and Israelis found that, despite continued violence, participants in some peace education programmes had more positive views of 'peace', a better ability to see the other side's perspective and greater willingness for contact.

- *Devolution of education governance:* Decentralization and devolution are often seen as an automatic route to greater accountability, as well as to peacebuilding. That assessment is overstated. In some countries with highly devolved education systems, the weak role of central government can hamper peacebuilding efforts.
- *Making schools non-violent environments:* This strategy is unequivocally good for education, for children and for peacebuilding. In 2009, Southern Sudan adopted the Child Act, requiring the government to recognize, respect and assure the rights of children, including the right not to be subjected to any form of violence.

Unlocking the potential for education to act as a force for peace requires new approaches to post-conflict policy reforms. Education needs to be more prominent in the United Nations Peacebuilding Commission, an intergovernmental advisory committee, and the associated Peacebuilding Fund. And UNESCO and UNICEF should play a more central role in integrating education into wider peacebuilding strategies. ■

Table 1: Arab States, selected education indicators

Country or territory	Total population (000)	GNP per capita PPP (US\$)	Compulsory education Age group	EFA Development Index (EDI)	Adult literacy			
					Adult literacy rate (15 and over)			
					Total (%)	GPI (F/M)	Total (%)	GPI (F/M)
					1985–1994 <sup>1</sup>		2005–2008 <sup>1</sup>	
Algeria	34 373	7 940	6-16	...	50	0.57	73	0.79
Bahrain	776	...	6-14	0.966	84	0.87	91	0.97
Djibouti	849	2 330	6-15	0.715	...	...	...	...
Egypt	81 527	5 460	6-14	...	44	0.55	66	0.77
Iraq	30 096	...	6-11	...	...	...	78	0.80
Jordan	6 136	5 530	6-16	0.953	...	...	92	0.93
Kuwait	2 919	...	6-14	0.962	74	0.88	94	0.98
Lebanon	4 194	10 880	6-15	0.911	...	...	90	0.92
Libyan Arab Jamahiriya	6 294	15 630	6-15	...	77	0.74	88	0.86
Mauritania	3 215	...	6-16	0.755	...	...	57	0.77
Morocco	31 606	4 330	6-15	0.772	42	0.52	56	0.64
Oman	2 785	...	...	0.883	...	...	87	0.90
occupied Palestinian territory	4 147	...	6-15	0.915	...	...	94	0.94
Qatar	1 281	...	6-17	...	76	0.94	93	0.96
Saudi Arabia	25 201	...	6-11	0.894	71	0.72	86	0.90
Sudan	41 348	1 930	6-13	...	...	...	69	0.75
Syrian Arab Republic	21 227	4 350	6-14	...	...	...	84	0.86
Tunisia	10 169	7 070	6-16	0.910	...	...	78	0.82
United Arab Emirates	4 485	...	6-11	0.969	71	0.95	90	1.02
Yemen	22 917	2 210	6-14	0.654	37	0.30	61	0.54
	<b>Sum</b>	<b>Median</b>			<b>Weighted average</b>			
Arab States	335 545	5 460	...	...	56	0.62	72	0.78
Developing countries	5 430 213	3 940	...	...	67	0.76	79	0.86
World	6 735 143	6 290	...	...	76	0.84	83	0.90

Adult literacy				Early childhood care and education				Country or territory
Adult illiterates (15 and over)				Child survival and well-being		Pre-primary education		
Total (000)	% Female	Total (000)	% Female	Under-5 mortality rate (‰)	Moderate severe and stunting (%)	GER		
1985–1994 <sup>1</sup>		2005–2008 <sup>1</sup>		2005–2010	2003–2008 <sup>1</sup>	1999	2008	
6 572	64	6 484	66	33	15	3	23	Algeria
56	56	52	46	13	10	37	54	Bahrain
...	...	...	...	125	33	0.4	3	Djibouti
16 841	62	17 816	63	41	29	10	<b>16</b>	Egypt
...	...	3 954	69	41	26	5	...	Iraq
...	...	294	70	22	12	29	36	Jordan
276	48	122	46	10	24	78	76	Kuwait
...	...	320	69	26	11	61	<b>77</b>	Lebanon
654	72	511	77	20	21	5	9	Libyan Arab Jamahiriya
...	...	836	58	120	24	...	...	Mauritania
9 602	62	9 823	66	36	23	62	57	Morocco
...	...	260	57	14	13	...	34	Oman
...	...	135	76	20	10	39	32	occupied Palestinian territory
68	30	65	29	10	8	25	51	Qatar
2 908	59	2 450	59	22	9	...	11	Saudi Arabia
...	...	7 676	66	111	38	18	<b>28</b>	Sudan
...	...	2 248	69	18	28	8	10	Syrian Arab Republic
...	...	1 656	68	22	9	14	...	Tunisia
286	32	327	24	11	17	64	<b>87</b>	United Arab Emirates
4 686	66	4 993	73	79	58	0.7	...	Yemen
<b>Sum</b>	<b>% F</b>	<b>Sum</b>	<b>% F</b>	<b>Weighted average</b>	<b>Median</b>	<b>Weighted average</b>		
59 209	64	60 181	65	50	19	15	19	Arab States
872 565	63	786 386	64	79	29	27	39	Developing countries
886 508	63	795 805	64	71	26	33	44	World

Table 1 (continued)

Country or territory	Primary education									
	NER		Out-of-school children <sup>2</sup>		GPI of GER		Survival rate to last grade		Pupil/teacher ratio <sup>3</sup>	
	Total (%)	Total (%)	Total (000)	Total (000)	(F/M)	(F/M)	Total (%)	Total (%)		
	1999	2008	1999	2008	1999	2008	1999	2007	1999	2008
Algeria	91	95	357	156	0.91	0.94	91	93	28	23
Bahrain	96	98	1.0	0.6	1.01	0.98	92	...	...	...
Djibouti	27	41	83	64	0.71	0.88	...	...	40	34
Egypt	85	<b>94</b>	1 064	<b>461</b>	0.92	<b>0.95</b>	99	<i>97</i>	23	<b>27</b>
Iraq	88	...	470	...	0.83	...	49	...	25	...
Jordan	91	89	39	53	1.00	1.01	97	<i>99</i>	...	...
Kuwait	87	88	10	14	1.01	0.98	94	<i>100</i>	13	9
Lebanon	91	<b>90</b>	27	<b>40</b>	0.96	<b>0.98</b>	...	<b>93</b>	14	<b>14</b>
Libyan Arab Jamahiriya	...	...	...	...	0.98	<i>0.95</i>	...	...	...	...
Mauritania	62	<b>76</b>	152	<b>115</b>	1.00	<b>1.08</b>	61	<b>82</b>	47	<b>39</b>
Morocco	70	89	1 183	366	0.81	0.91	75	76	28	27
Oman	81	68	60	102	0.97	1.01	92	100	25	12
occupied Palestinian territory	97	75	4	110	1.01	1.00	99	99	38	29
Qatar	90	...	3	...	0.96	0.99	...	97	13	13
Saudi Arabia	...	85	...	503	...	0.96	...	96	...	11
Sudan	...	...	...	...	0.85	<b>0.90</b>	77	93	...	<b>38</b>
Syrian Arab Republic	92	...	141	...	0.92	0.96	87	97	25	18
Tunisia	95	98	55	5	0.95	0.98	87	94	24	17
United Arab Emirates	79	<b>92</b>	56	<b>2.6</b>	0.97	<b>1.00</b>	90	<i>100</i>	16	<b>17</b>
Yemen	56	73	1 409	1 037	0.56	0.80	80	...	22	...
	Weighted average		Sum		Weighted average		Median		Weighted average	
Arab States	75	84	9 326	6 188	0.87	0.92	90	97	23	22
Developing countries	80	87	103 180	64 117	0.91	0.96	...	83	27	28
World	82	88	106 269	67 483	0.92	0.97	90	93	25	25

**Notes:**

Data in italics are for 2006. Data in bold italics are for 2007. Data in bold are for 2009 or 2008 for survival rate to last grade.

The averages are derived from both published data and broad estimates for countries for which no recent data or reliable publishable data are available.

1. Data are for the most recent year available during the period specified.

2. Data reflect the actual number of children not enrolled at all, derived from the age-specific or adjusted net enrolment ratio (ANER) of primary school age children, which measures the proportion of those who are enrolled either in primary or in secondary schools.



Secondary education				Education finance					Country or territory
GER				Total public expenditure on education as % of GNP	Total aid disbursements to education <sup>4</sup> (Constant 2008 US\$ millions)	Total aid disbursements to basic education <sup>4</sup> (Constant 2008 US\$ millions)	Total aid disbursements to basic education per primary school age child (Constant 2008 US\$)		
Total (%)	GPI (F/M)	Total (%)	GPI (F/M)						
1999		2008		1999	2008	2008	2008		
...	...	...	...	...	4.3	156	13	3	Algeria
95	1.08	97	1.04	...	<b>3.1</b>	0	0	0	Bahrain
14	0.72	30	0.70	7.5	<b>8.0</b>	23	10	81	Djibouti
74	0.91	...	...	...	3.7	257	162	16	Egypt
34	0.63	...	...	...	...	129	56	12	Iraq
88	1.03	88	1.04	5.0	...	97	41	49	Jordan
98	1.02	90	1.04	...	3.4	...	...	...	Kuwait
77	1.09	<b>82</b>	<b>1.11</b>	2.0	2.2	141	41	88	Lebanon
...	...	93	1.17	...	...	7	0.7	1.0	Libyan Arab Jamahiriya
18	0.77	<b>24</b>	<b>0.89</b>	2.8	2.8	38	17	36	Mauritania
37	0.79	<b>56</b>	<b>0.86</b>	5.5	5.8	293	46	13	Morocco
75	0.99	88	0.97	4.2	4.1	1.3	0.3	0.9	Oman
80	1.04	90	1.07	...	...	85	36	73	occupied Palestinian territory
87	1.07	93	1.46	...	...	...	...	...	Qatar
...	...	95	0.85	7.0	<b>6.4</b>	0	0	0	Saudi Arabia
25	...	<b>38</b>	<b>0.88</b>	...	...	63	43	7	Sudan
40	0.91	74	0.98	...	<b>4.9</b>	83	3	2	Syrian Arab Republic
74	1.01	92	1.08	7.2	<b>7.6</b>	130	4	4	Tunisia
76	1.06	<b>94</b>	<b>1.02</b>	...	0.9	...	...	...	United Arab Emirates
41	0.37	...	...	...	5.7	78	61	16	Yemen
Weighted average				Median		Sum		Weighted average	
57	0.88	68	0.92	...	4.2	1 607	538	13	Arab States
51	0.88	62	0.95	4.5	4.2	9 030	3 889	7	Developing countries
59	0.91	67	0.96	4.7	4.8	11 410	4 709	8	World

3. Based on headcounts of pupils and teachers.

4. Values for total aid disbursements to education and to basic education for regional and other country groups do not always sum up to world totals because some aid is not allocated by region or country.

## Glossary

### Early childhood care and education (ECCE).

Programmes that, in addition to providing children with care, offer a structured and purposeful set of learning activities either in a formal institution (pre-primary or EISCED O) or as part of a non-formal child development programme. ECCE programmes are usually designed for children from age 3 and include organized learning activities that constitute, on average, the equivalent of at least 2 hours per day and 100 days per year.

### EFA Development Index (EDI).

Composite index aimed at measuring overall progress towards EFA. At present, the EDI incorporates four of the six EFA goals, each proxied by one indicator: universal primary education, adult literacy, gender parity and equality and education quality. The index value is the arithmetic mean of the four indicators. It ranges from 0 to 1.

### Gender parity index (GPI).

Ratio of female to male values (or male to female, in certain cases) of a given indicator. A GPI of 1 indicates parity between sexes; a GPI above or below 1 indicates a disparity in favour of one sex over the other.

### Gross enrolment ratio (GER).

Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education. The GER can exceed 100% because of early or late entry and/or grade repetition.

### Gross national product (GNP).

The value of all final goods and services produced in a country in one year (gross domestic product) plus income that residents have received from abroad, minus income claimed by non-residents. Gross national income is the more recent denomination of the same term.

### Net enrolment ratio (NER).

Enrolment of the official age group for a given level of education, expressed as a percentage of the population in that age group.

### Net intake rate (NIR).

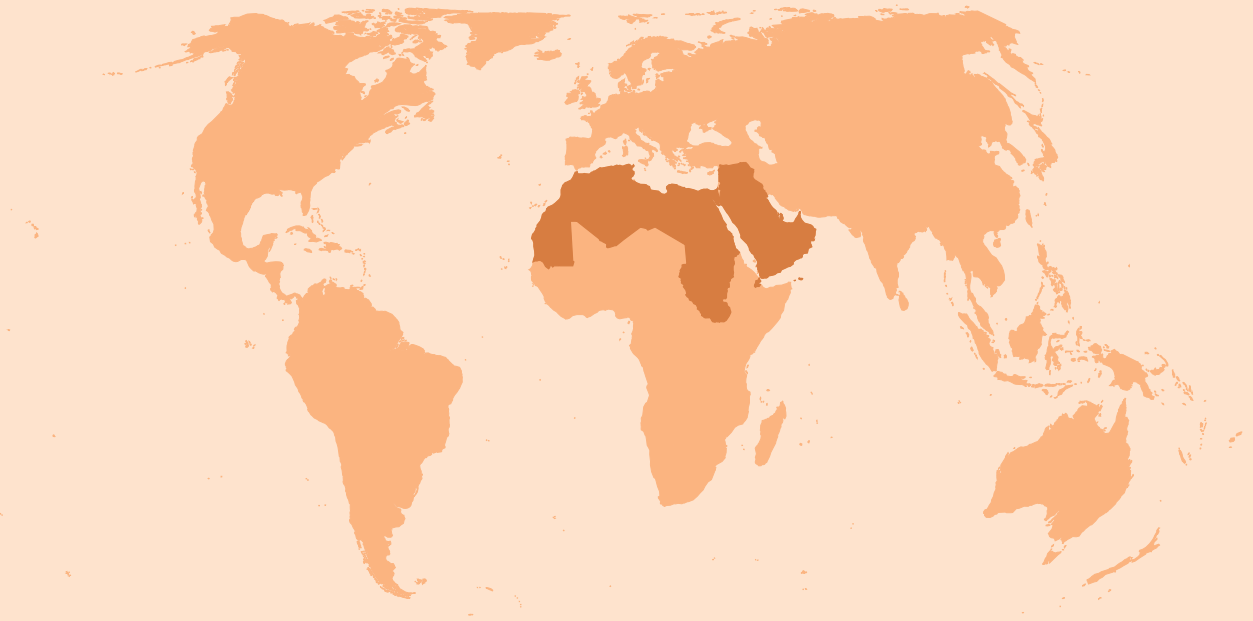
New entrants to the first grade of primary education who are of the official primary school entrance age, expressed as a percentage of the population of that age.

### Survival rate by grade.

Percentage of a cohort of students who are enrolled in the first grade of an education cycle in a given school year and are expected to reach a specified grade, regardless of repetition.



## Regional Overview: Arab States



e-mail: [efareport@unesco.org](mailto:efareport@unesco.org)

Tel.: +33 1 45 68 09 52

Fax: +33 1 45 68 56 41

[www.efareport.unesco.org](http://www.efareport.unesco.org)