

英汉语言对比与翻译 期末论文

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新闻英汉翻译比较——以联合国文化教育类新闻为例

一、引言

一提到世界各国的国际组织，联合国有着举足轻重的地位。从第二次世界大战后，公元 1945 年成立以来，联合国致力于维持世界和平。其任务包含维护国际和平与安全、保护人权、提供人道主义援助、促进可持续发展以及维护国际法。藉由安全理事会、经济及社会理事会和其他委员会等等，提供各会员国一个和平对话的平台。截至公元 2012 年，已经有 193 个成员国，所能对社会发挥的影响力甚大。联合国现在有六种工作语言，分别为：阿拉伯语、汉语、英语、法语、俄语、西班牙语，因此，各式文件大多数都有工作语言的翻译版本。本文选择与自身较熟悉的文化与教育类型的联合国新闻英译汉版本，试着从中分析英汉对比关系及翻译策略。一共比较 2017 年 6 月发布之四篇新闻内容，从其中句子结构、用词、翻译策略及汉英版本之差异四个方面进行平行文本分析。

新闻主要是信息类的文本，所以译文会偏向简单明了地将指涉的事务或概念表达出来。新闻文体相当特别，其主要目的是使读者能够藉由短时间的阅读获取重点讯息。相较于其他文体，新闻限制于版面设计及有限的撰稿时间，更加重视用字上的精确及内文的精简，因而新闻体特别的词汇、语态、修辞等，都使其发展成自成一家的新闻体。另外，从实性及客观性也相当重要，因此能从新闻中见到频繁的数据引用及其他引用权威人士的发言。联合国新闻主要分成 12 种类型的新闻主题，像是人权、经济与发展、人道主义援助等等。但不同主题的新闻内容并无太大的风格差异，仅是主题之区别。汉语版本的联合国新闻大多会将文章内容顺序重组，以合乎汉语之阅读习惯。

二、本文

(一)句子结构

1.语序倒置

在联合国的英文及汉语版本的新闻中，出现频率最高且最容易发现的特色就是句子结构中「语序」的不同，语序倒置的现象频繁地出现。在联合国文化与教育类型的新闻里，经常引述教科文组织总干事博科娃的发言，或是引用研究报告，以达成更具真实性、客观性及可靠性的目的。在这些句子里可以明显的发现汉语翻译习惯将主语前置的现象。例子如下：

(1)“This new destruction deepens the wounds of a society already affected by an unprecedented humanitarian tragedy, with three million internally displaced persons and 6.2 million in need of immediate humanitarian assistance. This calls for immediate and strengthened international mobilization,” said the Director-General.

博科娃指出，这次新的破坏加深了已经遭受了前所未有的人道主义悲剧影响的伊拉克社会的伤口。伊拉克现在有 300 万国内流离失所者，620 万人需要紧急人道主义援助。这要求国际社会立即采取强有力的行动。

(UNESCO chief deplores destruction of iconic mosque and minaret in Iraq's Mosul
教科文组织对伊拉克摩苏尔大清真寺及其尖塔被摧毁表示痛惜, 22 June 2017)

(2)Entitled Nowhere to Go, the assessment underscores that more than five million children in the country are in need of urgent humanitarian aid.“They have been killed, injured, abducted and forced to shoot and kill in one of the most brutal wars in recent history,” Mr. Hawkins emphasized.

儿基会伊拉克代表彼得·霍金斯（Peter Hawkins）在发布这份题为《无处可去》的报告时表示，在伊拉克各地，儿童继续目睹恐怖和难以想象的暴力；他们被杀害、被绑架、蒙受伤害，还被迫射杀别人；可以说伊拉克儿童经历了近代历史上最残酷的战争之一。(Millions could escape poverty by finishing secondary education, says UN cultural agency 教科文组织报告：所有人完成中等教育将使全

球贫困率减少一半以上, 22 June 2017)

从上面的两个例子中可以明显发现，英文皆在最后才呈现讯息来源，而中文则总会将讯息来源摆在最前面。这样翻译的技巧使汉语母语人士能以习惯的句型结构，更快速的接收讯息。

2. 除了语序不同，时序的差异也可以在联合国新闻中发现，在英文版本中，时间顺序的编排并不明显，但是汉语版本中，会特别调换段落的顺序并顺着时间翻译，由较早的时间到未来。在本文分析之汉译版新闻大多内容都以时间顺序重整，亦调整了整篇新闻段落的顺序。例子如下：

(1)“The new analysis on education's far-reaching benefits released today should be good news for all those working on the Sustainable Development Goal to eradicate poverty by 2030,” said Irina Bokova, Director-General of the UN Educational, Scientific and Cultural Organization (UNESCO).

这一报告在 7 月 10 日至 19 日联合国高级别政治论坛召开之前发布。该论坛将侧重于消除贫困，以落实“2030 年可持续发展议程”。

(Millions could escape poverty by finishing secondary education, says UN cultural agency 教科文组织报告：所有人完成中等教育将使全球贫困率减少一半以上, 22 June 2017)

本段位于英文版新闻的第二段，但是翻译到汉语后，则是安排到最后一段才提到未来的“2030 年的可持续发展议程”。

(2)For nearly four decades, Iraq has faced violence, war, sanctions and instability.像是近四十年来，伊拉克人民不断经受暴力、战争、制裁和不稳定 (Iraq's children caught in cycle of violence and poverty as conflict escalates, UNICEF warns 儿基会：伊拉克冲突前所未见“无处可去”的 500 万儿童急需援助, 22 June 2017)

此句英文版本在第七段提到近四十年来伊拉克人民遭受的困境，而中文版本则是将此讯息摆在新闻的开头，时间顺序安排相当明显的由古至今。

英美新闻常用撰写方式分为倒金字塔体跟编年体，而联合国新闻几乎都采取倒金字塔体撰写，将最重要的事实摆在前面，接着再叙述较为不重要的事实。在新闻的导语通常都会将包含着 5W1H 的结构，who(谁)、what(是什么)、where(在哪里)、when(什么时候)、why(为什么)、how(怎么样的情况)。

(二)用词

1.词类转换-名词与动词转换

在汉英翻译中，译文与原文在语法结构上不完全对等，翻译时需要转换词类，才能使译文通顺自然。不同的词性有助于翻译的目标语言更加通顺，也能避免翻译腔，更加贴近母语人士使用方式。例子如下：

(1)UNICEF also requesting an end to all grave violations against children
儿基会呼吁伊拉克所有交战方为了儿童立即结束冲突和暴力
(Iraq's children caught in cycle of violence and poverty as conflict escalates, UNICEF warns 儿基会：伊拉克冲突前所未见“无处可去”的 500 万儿童急需援助,22 June 2017)

在英文版本中，end 是当作名词使用，表达要终止所有冲突和暴力的情况。但是在汉语的译文里，结束则是当成动词使用，让句子更符合汉语习惯的逻辑，也更加精简。

(2)The paper stresses the need to reduce the direct and indirect costs of education for families. 报告还强调需要减少家庭为教育承担的费用。
(Millions could escape poverty by finishing secondary education, says UN cultural agency 教科文组织报告：所有人完成中等教育将使全球贫困率减少一半以上, 22 June 2017)

在这句话中，英文版本的 need 是当作名词使用，强调 need 的迫切性。但在汉译版本里，是作为动词使用，使句子更加通顺。由本文分析之四篇联合国新闻中的词性转换中可以发现，以名词及动词的转换较为频繁。

2. 词类转换-被动式转为主动式

当英文新闻要保持客观性或是动作的施动者不清楚或是不便说明，常常会使用被动式，所以被动语态的使用频率也比汉语还要高。而汉语则使用主动式居多。因此，在英译汉的版本中，由被动式转换成主动式的翻译手法也相当常见。例子如下：

(1) If all adults completed secondary education, 420 million could be lifted out of poverty 如果所有成年人能完成中等教育，4.2 亿人就可以摆脱贫困。

(Millions could escape poverty by finishing secondary education, says UN cultural agency 教科文组织报告：所有人完成中等教育将使全球贫困率减少一半以上, 22 June 2017)

(2)proving once again that the protection of heritage cannot be delinked from the protection of human lives.

.....这再次证明保护遗产不能脱离保护人的生命。

(UNESCO chief deplores destruction of iconic mosque and minaret in Iraq's Mosul 教科文组织对伊拉克摩苏尔大清真寺及其尖塔被摧毁表示痛惜)

3. 时态

英文新闻所使用的时态相当特别，虽然是在过去所发生的事情，但是基于版面限制必须精简用字，大多使用特别的时态用法用一般现在时表达过去发生的事情。为增强新闻报道的新鲜感、现实感和直接感，在新闻报道中采用现在时态也能使读者在阅读时如置身于新闻事件之中。反之，在汉语版本新闻里，时态的表现较不明显，现在式代替过去式的时态表示在新闻标题较为明显，但是汉语翻译后时态的表现会被忽视以符合汉语的习惯。

UNESCO chief deplores destruction of iconic mosque and minaret in Iraq's Mosul

教科文组织对伊拉克摩苏尔大清真寺及其尖塔被摧毁表示痛惜。

Falling aid for education putting global goals at risk, warns UN agency

联合国教科文组织：全球教育援助资金连续六年下滑

(三) 翻译策略

英国著名的翻译理论家纽马克认为：“语境在所有翻译中都是最重要的因素，其重要性大于任何法规、任何理论、任何基本词义。”(Peter Newmark, 1982)语境决定了译者该使用增译或是略译，来符合翻译目标。而在联合国的新闻里，增译的技巧较为常见。

1.使用增译手法

在英译汉的时候为了使翻译的内容更忠实通顺地表达原文意思，会增加一些原文中没有使用的词，但是不会改变原文的意思。在分析之四篇新闻中，增译的情形比较明显，例子如下：

(1)“They have been killed, injured, abducted and forced to shoot and kill in one of the most brutal wars in recent history,” Mr. Hawkins emphasized.

他们被杀害、被绑架、蒙受伤害，还被迫射杀别人；可以说伊拉克儿童经历了近代历史上最残酷的战争之一。

(Iraq's children caught in cycle of violence and poverty as conflict escalates, UNICEF warns

儿基会：伊拉克冲突前所未见“无处可去”的500万儿童急需援助)

(2) “If all adults completed secondary education, 420 million could be lifted out of poverty, reducing the total number of poor people by more than half globally and by almost two-thirds in sub-Saharan Africa and South Asia,” according to UNESCO.

如果所有成年人能完成中等教育，4.2亿人就可以摆脱贫困，将全球贫困人口减少一半以上，包括非洲撒哈拉以南地区和南亚地区的贫困人口将减少近三分之二。

(Millions could escape poverty by finishing secondary education, says UN cultural agency

教科文组织报告：所有人完成中等教育将使全球贫困率减少一半以上, 22 June 2017)

在以上的例子中，汉语版本增加的讯息让句子更加通顺，且讯息也传达得清楚。句中增加的字有助于合乎汉语逻辑。

(四)汉英版本之差异

1.提供背景资料

英语版的联合国新闻内容精简，以本文分析之四篇新闻为例，平均而言汉语译版的长度都比英语版长 1.8 倍。而造成这个情形的原因之一是英语版新闻可能较少考虑到读者的背景知识，反之，在汉语译版里，将讯息传递得更加详细，虽然会使篇幅相较之下长得多，也显得较不遵从原文，但是其能提供给读者的信息较为丰富。例子如下：

(1) “Aid remains far short of what is needed to achieve Sustainable Development Goal 4, putting our commitments at risk,” said Irina Bokova, the Director-General of UNESCO, in a news release announcing the findings.

联合国教科文组织 6 月 6 日发布的最新《全民教育全球监测报告》显示，专项划拨给教育项目的国际援助资金已经连续六年下滑，而且最需要支持的国家无法获得相关资金，由此将威胁联合国可持续发展目标中有关“确保包容和公平的优质教育，让全民终身享有学习机会”的目标 4 的如期实现。

(Falling aid for education putting global goals at risk, warns UN agency

联合国教科文组织：全球教育援助资金连续六年下滑)

在阅读英文版的新闻过程中，会疑惑何为“Goal 4”，但是在汉语译本中，清楚地呈现该目标的主旨，使不熟悉联合国组织的读者也能快速理解。

(2) According to the GEM Report, children from the poorest 20 per cent of families are eight times as likely to be out of school as children from the richest 20 per cent in lower-middle-income countries.

报告显示，在中低收入国家，来自 20%最贫穷家庭的儿童比 20%最富裕家庭的儿童面临的失学的可能性高出八倍。比起富裕国家的中小学阶段的儿童，贫穷国家的同龄儿童有 9 倍的可能面临失学。

在本段落中，汉语版本从报告里多增加了信息，使这则讯息的严重性更加被重视，读者也对于数据能有更清晰的概念。

三、结论

基于以上对联合国文化与教育新闻英汉翻译版本进行的平行文本分析，可以从最为明显的句型结构、用词，到较细微的翻译策略到汉英版本的差别发现两种语言间转换的特色。联合国的新闻屬於操作性文本，提供的信息除了提供读者讯息之外，呼吁大众对某项议题的重视，也在讯息激发读者衍伸思考。另外，因为是官方的文件，也在翻译版本里看出译者的谨慎及用字的正式度。

参考资料

一、联合国相关资料

1.联合国简介

<http://www.un.org/en/about-un/>

<https://zh.wikipedia.org/wiki/%E8%81%94%E5%90%88%E5%9B%BD>

2.联合国英文新闻网

<http://www.un.org/News/>

3.联合国中文新闻网

<http://www.un.org/chinese/News/>

比较之新闻原文连结：

1. UNESCO chief deplores destruction of iconic mosque and minaret in Iraq's Mosul

<http://www.un.org/apps/news/story.asp?NewsID=57044#.WUzoc2h97IU>

<http://www.un.org/chinese/News/story.asp?newsID=28288>

2. Millions could escape poverty by finishing secondary education, says UN cultural agency

<http://www.un.org/apps/news/story.asp?NewsID=57042#.WU0vLmh97IU>

<http://www.un.org/chinese/News/story.asp?NewsID=28277>

3. Falling aid for education putting global goals at risk, warns UN agency

<http://www.un.org/apps/news/story.asp?NewsID=56912#.WU4E42h97IU>

<http://www.un.org/chinese/News/story.asp?NewsID=28183&Kw>

4. Iraq's children caught in cycle of violence and poverty as conflict escalates, UNICEF warns

<http://www.un.org/apps/news/story.asp?NewsID=57039#.WU0w8Gh97IU>

<http://www.un.org/chinese/News/story.asp?newsID=28283>

Goal 4: Ensure inclusive and quality education for all and promote lifelong learning

<http://www.un.org/sustainabledevelopment/education/>

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附录-分析之四篇联合国文化教育类的新闻原文

1. UNESCO chief deplores destruction of iconic mosque and minaret in Iraq's Mosul

22 June 2017 – The head of the United Nations cultural agency today deplored the destruction of historic religious architecture in Iraq's Mosul city by Islamic State in Iraq and the Levant (ISIL/Da'esh) fighters.

“The Al Hadba Minaret and AlNuree Mosque in Mosul were among the most iconic sites in the city, and stood as a symbol of identity, resilience and belonging,” said Irina Bokova, the Director General of the UN Educational, Scientific and Cultural Organization (UNESCO).

“When Da'esh targeted the mosque and minaret a few months ago, the people of Mosul formed a human chain to protect the site, proving once again that the protection of heritage cannot be delinked from the protection of human lives,” she added.

Located in the Old City area of western Mosul, the Great Mosque of al-Nuree was considered one of the main historical mosques in Iraq. It was originally built by Nureddine Zangi in 1172AD, during the Abbasid Caliphate.

It underwent several renovations and restorations throughout the years. Its outstanding iconic feature was the leaning minaret known as al-Hadba (the hunchback), which had retained its authentic architectural and structural features for hundreds of years.

“This new destruction deepens the wounds of a society already affected by an unprecedented humanitarian tragedy, with three million internally displaced persons

and 6.2 million in need of immediate humanitarian assistance. This calls for immediate and strengthened international mobilization,” said the Director-General.

Since the Iraqi Government's launch of an offensive to oust ISIL from Mosul in October 2016, around 750,000 to 800,000 people have been displaced from the city. Many are trapped or being used as human shields.

“Despite all odds, the spirit of resilience embodied by al-Hadba must prevail and UNESCO will continue to stand by the people of Iraq to regain their heritage and fight back against all forms of extremism and violence through culture, education and human rights,” Ms. Bokova declared.

1.教科文组织对伊拉克摩苏尔大清真寺及其尖塔被摧毁表示痛惜

2017年6月22日 恐怖主义组织伊黎伊斯兰国6月21日炸毁了伊拉克城市摩苏尔的文化和建筑标志阿努里大清真寺（Al Nuree Mosque）及其阿德哈巴尖塔（Al Hadba Minaret）。教科文组织总干事博科娃22日发表声明，对此表示痛惜。

教科文组织总干事博科娃在声明中表示，摩苏尔的阿努里清真寺和尖塔是这座城市最具代表性的景点之一，同时也是摩苏尔人民身份、韧性和归属的象征。几个月前，当伊黎伊斯兰国的恐怖分子攻击这一清真寺时，摩苏尔人民在现场用自己的身体组成了一个链条进行保护。这再次证明保护遗产不能脱离保护人的生命。

博科娃指出，这次新的破坏加深了已经遭受了前所未有的人道主义悲剧影响的伊拉克社会的伤口。伊拉克现在有300万国内流离失所者，620万人需要紧急人道主义援助。这要求国际社会立即采取强有力的行动。

教科文组织表示，自从 2016 年 10 月伊拉克政府军发起进攻以便从伊黎伊斯兰国手中收复摩苏尔以来，已有大约 75 万至 80 万人逃离该城，沦为流离失所者，还有许多人被困在城内或被当作人体盾牌。

博科娃表示，教科文组织在任何时候都尽一切可能支持和恢复文化遗产。她强调，阿德哈巴尖塔所体现的坚韧精神必须坚持，教科文组织将继续支持伊拉克人民收回他们的遗产，并通过文化、教育和人权反对一切形式的极端主义和暴力。

阿努里大清真寺位于摩苏尔西部的旧城区，它是伊拉克最重要的古清真寺之一。该清真寺最初在公元前 1172 年开始建造。多年来，它经历了几次重大修复。阿努里清真寺的标志性特征是被称为阿德哈巴（在阿拉伯语中意为驼背）的倾斜尖塔，这座尖塔数百年来保留了其正宗的建筑和结构特征。

2. Millions could escape poverty by finishing secondary education, says UN cultural agency

22 June 2017 – While a new United Nations study shows that the global poverty rate could be more than halved if all adults completed secondary school, data show high out-of-school rates in many countries, making it likely that education completion levels will remain well below that target for generations.

“The new analysis on education's far-reaching benefits released today should be good news for all those working on the Sustainable Development Goal to eradicate poverty by 2030,” said Irina Bokova, Director-General of the UN Educational, Scientific and Cultural Organization (UNESCO).

“It shows that we have a concrete plan to ensure people no longer have to live on barely a few dollars a day, and that plan has education at its heart,” she added.

Based on the effects that education had on growth and poverty reduction in developing countries from 1965 to 2010, the new analysis by UNESCO's Global Education Monitoring (GEM) Report team, shows that nearly 60 million people could escape poverty if all adults had just two more years of schooling.

“If all adults completed secondary education, 420 million could be lifted out of poverty, reducing the total number of poor people by more than half globally and by almost two-thirds in sub-Saharan Africa and South Asia,” according to UNESCO.

The paper, from the UNESCO Institute for Statistics (UIS) on reducing global poverty through universal primary and secondary education, is being released ahead of the UN High Level Political Forum (HLPF) which will be held in New York from 10 to 19 July and focuses on poverty eradication in pursuit of the 2030 Agenda for Sustainable Development. It demonstrates the importance of recognizing education as a core lever for ending poverty in all its forms, everywhere.

Studies have shown that education has direct and indirect impacts on both economic growth and poverty. It provides skills that boost employment opportunities and incomes while helping to protect from socio-economic vulnerabilities. An equitable expansion of education is likely to reduce inequality, lifting the poorest from the bottom of the ladder.

However, if current trends continue, of the 61 million primary school age children currently out of school, 17 million will never to set foot in a classroom – one in three of whom live in sub-Saharan Africa, Western Asia and Northern Africa, and more than

one in four of those in Central Asia and Southern Asia.

Moreover, girls in poor countries continue to face particularly steep barriers to education.

While UNESCO underscores that education must reach the poorest in order to maximize its benefits and reduce income inequality, according to the GEM Report, children from the poorest 20 per cent of families are eight times as likely to be out of school as children from the richest 20 per cent in lower-middle-income countries.

The paper stresses the need to reduce the direct and indirect costs of education for families.

2.教科文组织报告：所有人完成中等教育将使全球贫困率减少一半以上

2017年6月21日 联合国教科文组织6月21日发布的新政策文件显示，如果所有人都能完成中等教育，全球贫困率可能会减少一半以上。然而，教科文组织统计研究所（UIS）的新数据显示，许多国家的失学率仍然很高，使得教育完成率可能在未来很长时间都远远低于这一目标。

联合国教科文组织21日发布了最新政策文件“通过普及中小学教育减少全球贫困”（Reducing global poverty through universal primary and secondary education）。该文件表明，教育对于消除各种形式的贫困具有重要意义。

这份报告基于1965年至2010年间发展中国家教育对经济增长和减贫的平均影响而得出结论。报告表明，如果所有成年人能够多接受两年的教育，全球近6000万人可以摆脱贫困；如果所有成年人能完成中等教育，4.2亿人就可以摆脱

贫困，将全球贫困人口减少一半以上，包括非洲撒哈拉以南地区和南亚地区的贫困人口将减少近三分之二。

研究表明，教育对经济增长和消除贫困有直接和间接的影响。教育提供了获得就业机会和增加收入的技能，同时有助于保护人们免受社会经济脆弱性的影响。更公平地扩大教育将会减少不平等现象，使最贫穷者脱离底层阶级。

然而，报告显示，近年来，降低失学率方面的工作几乎没有取得任何进展。全球有 9% 的小学阶段儿童仍然被剥夺受教育的权利，初中和高中阶段的青少年失学率则分别为 16% 和 37%。2015 年，失学儿童和青少年总数达 2.64 亿，其中，撒哈拉以南非洲地区的失学率为全球最高。如果目前的趋势继续下去，6100 万小学阶段失学儿童中将有 1700 万人永远无法走进校园。

此外，贫穷国家的女童在接受教育方面面临持续的障碍。教科文组织的数据显示，在低收入国家，有 1100 万名小学阶段的女童失学，而同龄的失学男童只有近 190 万。

报告显示，在中低收入国家，来自 20% 最贫穷家庭的儿童比 20% 最富裕家庭的儿童面临的失学的可能性高出八倍。比起富裕国家的中小学阶段的儿童，贫穷国家的同龄儿童有 9 倍的可能面临失学。

在呼吁各国提高教育质量的同时，报告还强调需要减少家庭为教育承担的费用。这一报告在 7 月 10 日至 19 日联合国高级别政治论坛召开之前发布。该论坛将侧重于消除贫困，以落实“2030 年可持续发展议程”。

3. Falling aid for education putting global goals at risk, warns UN agency

6 June 2017 – Against the backdrop of aid allocations to education falling for the sixth year in a row, the United Nations agency mandated with promoting education globally has called on the donor community to focus more attention on the vital sector, especially in countries where needs are the greatest.

According to a policy paper by the UN Educational, Scientific and Cultural Organization's (UNESCO) Global Education Monitoring Report, total aid to education stands at \$12 billion – 4 per cent lower than the figure in 2010.

“Aid remains far short of what is needed to achieve Sustainable Development Goal 4, putting our commitments at risk,” said Irina Bokova, the Director-General of UNESCO, in a news release announcing the findings.

“[Resources] need to be multiplied by at least six to achieve our common education goals and must go to countries most in need,” she cautioned, calling on donors not to shift their attention away from the poorest countries.

Based on newly released data from the Organisation for Economic Co-operation and Development's (OECD) Development Assistance Committee, the study revealed that aid to basic education, such as support to pre-primary and primary education, as well as adult education and literacy programmes – stands at \$5.2 billion, 6 per cent lower than the amount in 2010.

It also noted that, while humanitarian aid to education reached a “historic high” – increasing almost 55 per cent from 2015 to 2016 – education received only 2.7 per cent of total aid available and less than half (48 per cent) of the amount needed.

In terms of national contributions, the United States and the United Kingdom were the two largest donors to basic education, but their allocations fell by 11 per cent and 9 per cent respectively in 2014-2015.

In contrast, contributions from Norway and Germany increased by 50 per cent and 34 per cent respectively, noted the UN agency.

A chart depicting the fall in the share of aid to basic education to low income countries

The UNESCO policy paper, Aid to Education is Stagnating and Not Going to Countries Most in Need also voiced concern over skewed allocations by donors leading to aid not reaching places it is most needed.

Sub-Saharan Africa, home to over half of the world's out-of-school children currently receives less than half the aid to basic education it used to in 2002, and only 26 per cent of the total aid to basic education globally.

This contrasts to the 22 per cent allocation to the northern Africa and western Asia region, where 9 per cent of children are out of school.

Calling for urgent action to rectify the problems, UNESCO urged donors to “reverse the move away from education” and focus their attention on campaigns such as the Global Partnership for Education Replenishment campaign which is seeking to raise \$3.1 billion between 2018-2020 and programmes such as the Education Cannot Wait fund (established in 2016) that aims to raise \$3.85 billion by 2020, with the potential to transform the delivery of education in emergencies.

3.联合国教科文组织：全球教育援助资金连续六年下滑

2017年6月6日 联合国教科文组织6月6日发布的最新《全民教育全球监测报告》显示，专项划拨给教育项目的国际援助资金已经连续六年下滑，而且最需要支持的国家无法获得相关资金，由此将威胁联合国可持续发展目标中有关“确保包容和公平的优质教育，让全民终身享有学习机会”的目标4的如期实现。

根据教科文组织6日发布的监测报告，用于教育的国际援助资金总额目前约为120亿美元，与2010年相比减少了4%，但同期用于发展项目的国际援助资金却增加了24%。报告称，针对包括学龄前和小学教育及成人和扫盲计划等在内的基础教育的援助资金约为52亿美元，与2010年相比下降了6%；同时，支持关键的中等教育的援助金额仅为22亿美元，占教育援助总额的19%。

教科文组织总干事博科娃（Irina Bokova）就此指出，实现可持续发展目标4所需的援助资金目前仍然远远不足，捐助方需要在现有基础上将援助规模扩大至少6倍，以实现共同的全球教育目标，而且必须确保最需要援助的国家获得支持。因此，当务之急是鼓励教育捐助方慷慨解囊，并将注意力转移到最贫穷的国家。

报告强调，教育援助并未按需要进行合理分配。例如，撒哈拉以南非洲的失学儿童占全球半数以上，但该地区获得的基础教育援助仅占全球总额的26%，而且不到2002年所获得援助的一半；与此同时，北非和西亚地区所获得的基础教育援助占总额的22%，而当地无法获得教育的儿童比例在9%左右。

此次发布的报告同时称，美国和英国仍然是基础教育的两个最大的捐助方；然而，在2014—2015年间，两国政府的相关援助拨款分别减少了11%和9%。与此同时，挪威和德国针对基础教育的援助拨款则分别增加了50%和34%。

教科文组织呼吁捐助方采取紧急行动，纠正上述问题，确保教育援助项目获得充足的资金，并为相关国际行动提供全力支持。例如，于 2002 年成立的“全球教育合作伙伴关系（Global Partnership for Education）”近日发起了充资行动，力争为 2018 年至 2020 年的援助行动筹集 31 亿美元，并到 2020 年计划每年筹集 20 亿美元，是目前所获资金水平的四倍。此外，成立于 2016 年的“教育不能等待基金”（The Education Cannot Wait fund）也计划到 2020 年筹集 38 亿 5000 万美元，以改善紧急局势下教育援助项目的力度和有效性。

4. Iraq's children caught in cycle of violence and poverty as conflict escalates, UNICEF warns

22 June 2017 – The past three years of intensifying conflict in Iraq have left the country's children trapped in a grinding cycle of violence and poverty, an assessment out today by the United Nations Children's Fund (UNICEF) has warned, calling on the warring parties to immediately end hostilities.

“Across Iraq, children continue to witness sheer horror and unimaginable violence,” said Peter Hawkins, the UNICEF Representative in the country, in a statement on the launch of the new assessment.

Entitled Nowhere to Go, the assessment underscores that more than five million children in the country are in need of urgent humanitarian aid.

“They have been killed, injured, abducted and forced to shoot and kill in one of the most brutal wars in recent history,” Mr. Hawkins emphasized.

In west Mosul, children are being deliberately targeted and killed to punish families and deter them from fleeing the violence. In less than two months, at least 23 children have been killed and 123 have been injured in that part of the city alone, according to UNICEF.

Among others, the assessment on Iraq outlines that since 2014:

1,075 children have been killed, 152 in the first six months of this year;

1,130 have been maimed and injured, 255 in the first six months of 2017; and More than 4,650 have been separated from their families.

In addition, over the same three-year period, there have been 138 attacks on schools and 58 on hospitals; over three million children miss school on a regular basis while 1.2 million are out of school; and one in every four children comes from a poor household.

For nearly four decades, Iraq has faced violence, war, sanctions and instability. But in the last three years alone, conflict has displaced three million people – half of them children. Many parts of the country were turned into war zones with civilian infrastructure severely damaged or destroyed. Half of all schools in Iraq are now in need of repairs.

As life opportunities for children dwindle, UNICEF continues to respond to their growing needs and those of their families.

Pointing out that all warring parties owe it to the children of Iraq to end the violence, UNICEF is appealing for an immediate end to the conflict. The agency is also calling for all children affected by the crisis to have access to unimpeded and sustained humanitarian assistance and basic services; and for children in detention to have access to legal protection and services in line with international standards of juvenile detention.

UNICEF also requesting an end to all grave violations against children – including killing, maiming and recruitment – and an end to attacks on civilian infrastructure; freedom for all families to move, should they wish to flee or return to home; and

increased investments to improve the quality of education, healthcare and protection services for all children.

Finally, the agency called for sustained humanitarian contributions, noting its funding gap of \$100 million for lifesaving emergency operations in Iraq and to support children returning home to resume their lives.

4.儿基会：伊拉克冲突前所未见“无处可去”的 500 万儿童急需援助

2017 年 6 月 22 日 近四十年来，伊拉克人民不断经受暴力、战争、制裁和不稳定，但是在过去三年里，冲突达到了前所未有的水平，儿童更是陷入了毫无希望的暴力和贫困的恶性循环，无处可去，无处可逃。这是联合国儿童基金会 6 月 22 日发布的一份报告令人痛心的结论。

儿基会伊拉克代表彼得·霍金斯（Peter Hawkins）在发布这份题为《无处可去》的报告时表示，在伊拉克各地，儿童继续目睹恐怖和难以想象的暴力；他们被杀害、被绑架、蒙受伤害，还被迫射杀别人；可以说伊拉克儿童经历了近代历史上最残酷的战争之一。

在当前战事激烈的摩苏尔西部，儿童被蓄意攻击和杀害，以惩罚他们的家人，阻止他们逃离暴力。仅在过去不到两个月的时间里，当地至少有 23 名儿童遇害，123 人受伤。

根据儿基会的报告，自 2014 年以来，伊拉克共有 1075 名儿童遇害，仅今年头六个月就有 152 人死亡；同期有 1130 名儿童受伤，今年头六个月有 255 人受伤；伊拉克现在有 4650 多名儿童与家人离散或无人陪伴；伊拉克的学校遭受了 138 次攻击，医院遭受了 58 次攻击；该国目前有超过 300 万儿童不定期上学，120

万儿童根本没有上学；每四名伊拉克儿童中就有一人来自贫穷家庭；该国目前有超过 500 多万儿童需要紧急人道主义援助。

在过去的三年里，伊拉克有 300 万人流离失所，其中一半是儿童。该国许多地方变成了战区，民用基础设施严重受损或毁坏。伊拉克一半的学校现在需要修理。

儿基会呼吁伊拉克所有交战方为了儿童立即结束冲突和暴力；确保受危机影响的所有儿童都能够获得畅通和持续的人道主义援助和基本服务；结束所有严重侵害儿童行为，包括杀害、残害和招募儿童兵，并停止袭击民用基础设施；让希望逃到安全地带或返回家园的所有人具有行动自由；根据国际标准对待所有被拘留的儿童，为他们提供法律保护和服务；同时增加投资，提高所有儿童的教育质量、保健和保护服务质量。

儿基会在伊拉克开展的紧急救援行动面临高达 1 亿美元的资金缺口。该基金会只有获得充足的资金才能更好地支持伊拉克儿童及其家人返回家园、恢复正常生活。