

A close-up photograph of a woman and a young child, both looking towards the right. The woman is in the foreground, wearing a black headband and a black top with orange stripes. The child is in the foreground, looking slightly away from the camera. The background is plain white.

WeWorld Index 2020

**Women and children
in times of Covid-19**

WeWorld Index 2020

Women and children in times of Covid-19

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Preface

An unprecedented global health and socio-economic crisis has been triggered by the Covid-19 pandemic. It is affecting the most vulnerable groups that are already suffering from situations of poverty, marginalization and other difficult socio-economic conditions: women, children, young people, disabled persons, refugees, internally displaced persons, migrants. The progress made in decades due to a collective commitment has been slowed down, and in some cases put to a halt: this is further exacerbating existing inequalities and making the achievement of the Sustainable Development Goals of the 2030 Agenda more and more complex.

The pandemic has forced the closure of schools in more than 190 countries: 1.57 billion children, adolescents and young students are no longer attending the ordinary study cycles. Even before the pandemic and despite the progress made, 258 million children and adolescents between the ages of 6 and 17 were out of school, two thirds of them in Sub-Saharan Africa and Southern Asia. Young and teenage girls are particularly affected by the lack of access to education, considering that not attending school entails very serious risks for them, including early and forced marriages. According to the latest UNICEF data (2019), 150 million more children could fall into poverty due to the pandemic, 23.8 million more children are at risk of not returning to school, undermining decades of advancement in supporting access to education of girls, boys and women. Although the crisis has spurred innovative approaches through distance learning, the United Nations has calculated that around 500 million children and young people have not had the opportunity to access Digital Distance Education.

As evidenced by the WeWorld Index 2020, minors living in marginal conditions due to poverty risk to be exposed to new threats to their safety and well-being (mistreatment, gender-based violence, exploitation, social exclusion or separation from family members) as a result of the pandemic and the relapses due to necessary containment measures exacerbating isolation.

As for our country, I wish to stress out that in addition to joining international awareness-raising initiatives on the obligations of International Humanitarian Law, Italy pays particular attention on Education in

its humanitarian emergency interventions. In 2019, the financial support of the Italian Agency for Development Cooperation (AICS) in terms of humanitarian aid for the Education sector provided for a total contribution of about 20 million euros.

The Italian Agency for Development Cooperation, which has always been determined to provide its contribution in this sector, is ready to continue its action to support initiatives aimed at guaranteeing inclusive and quality educational services, covering all levels of education from “early schooling” to primary, up to university and post-graduate. It is a principle and a firm conviction of the Italian Development Cooperation that schooling, in addition to providing adequate education, is a means to promote the inclusion of the most disadvantaged social groups and to support the processes of democratization and peacebuilding. Education plays a vital role especially in contexts of emergencies and conflicts, strengthening the effectiveness of the humanitarian response, reducing children’s vulnerability, mitigating risk factors with respect to their protection, also contributing to the construction of a culture of safety and resilience, promoting social, economic and political stability of communities. Schooling is the primary socialization institution *par excellence*, and it is a point of reference for individuals and the community as a whole in terms of organization and coexistence. Within various funded initiatives, particular attention is given to the categories at greatest risk of exclusion, such as young and teenage girls, students with disabilities and minorities.

The pandemic, as it emerges in WeWorld Index 2020 analyses, has also had a devastating effect on women, not only in developing countries: about 60% of women around the world work within the underground economy, often in conditions of exploitation, earning less than men, with a consequent reduced financial capability and higher probability to fall into poverty. Another serious effect of the pandemic is the increase in cases of violence during the lockdown, not to be underestimated: according to the report drawn up by the UN (2020), 243 million women in the world have been victims of physical and/or sexual violence in recent months. The Italian Agency for Development Cooperation responded to UNWomen’s appeals, contributing to activities aimed at

mitigating the impact of the crisis on women and girls. Supporting UNWomen at this time, when gender-based violence is less likely to emerge and complaints are fewer, means supporting our strong commitments on Human Rights. These are the issues addressed by the *Generation Equality: Realizing Women’s rights for an Equal Future* campaign, launched this year by UNWomen in the context of activities for the celebration of the 25th anniversary of the adoption of the Beijing Declaration and the Platform for Action.

The current context presents really pressing challenges: global and multilateral actions must be taken to protect the most vulnerable groups, preventing the health crisis from turning into an education and gender crisis, and to build a new and effective model of sustainable development, enabling children, young people and women to face the world of tomorrow in their best conditions.

I believe that the work WeWorld Index carries out every year is of the outmost importance as it focuses on the rate of inclusion in the world. It is social inclusion that defines and favours the process by which individuals and groups develop the ability to be part of society and act within it, keeping their individual identity and respecting the others. Inclusion is fundamental especially in education to shape the vision and the world of values of the next generations. In our understanding of inclusion in the world, statistical data such as those provided by WeWorld Index are fundamental, because quantification has a great political value, as strategies and investments are elaborated on it. Quantitative data must certainly be combined with qualitative analysis in order to contextualize the various local situations and understand the global picture with socio-economic dynamics. Being able to access reliable data is a huge advantage, which allows us to act in advance, on the basis of what exists, also within a policy of prevention and preparedness, which are essential now as never before, especially thinking about our responsibility towards the next generation.

Emanuela C. Del Re,
Deputy Minister
of Foreign Affairs
and International
Cooperation



WeWorld Index 2020 in Brief

The WeWorld Index 2020 has new features compared to the previous editions. The goal for which it was first conceived in 2015 still stands: to measure the inclusion of women and children in 172 countries around the world, considering inclusion as a multi-dimensional process, affecting various aspects of life (in line with the 2030 Agenda).

The starting point for fostering the inclusion of women and children is to guarantee their rights. To achieve that, resorting to legal tools protecting them is not enough. In practice, women's and children's rights are often not respected, while gender and generation discriminations persist in several parts of the world, more or less explicitly. For women and children to be able to really exercise their rights it is necessary to support their capabilities. **This is the first new feature of the WeWorld Index 2020: to restate the need to move on from a mere recognition of some rights to their effective implementation through the development of capabilities.**

But since women's rights are intertwined with children's rights, fostering the exercise of capabilities of one of them has effects on the other. **This is the second new feature of this edition: in the WeWorld Index 2020 we provide some practical examples of how a woman's living conditions (and hence the possibility to exercise her own rights) do affect the living conditions of her children, and vice-versa.** These considerations are not a purely theoretical exercise, but are meant to be a landmark for the action for those who daily work with women and children, within international cooperation and national programs.

Lastly, the WeWorld Index 2020 provides a snapshot of the world in times of Covid-19. The pandemic has widened social inequalities and created enormous tensions in every country, which will have long term consequences. A cumulative loss of the global economy over the next two years (2020-21) is estimated at over \$12 trillion (IMF, 2020), only one third of students will return to school for the academic year 2020-21 (UNESCO, 2020a), children living in poor household will increase by 117 million (UNICEF, 2020a). **Hence, this year's ranking, in addition to the 34 previous indicators of the WeWorld Index series, takes into account three new indicators, concerning Covid-19.**

They are related to aspects of women and children's life particularly hit by the pandemic: health, education and economy.

In the WeWorld Index 2020 final ranking, the leading country is Norway, followed by Finland, Iceland and Sweden in second position. Overall, northern European countries plus New Zealand, Canada and Australia are still the best countries for inclusion of women and children.

At the bottom of the ranking we find all the Sahel African countries, together with the Central African Republic and the Democratic Republic of Congo and two Asian countries, Yemen and Afghanistan. In the lowest position there's South Sudan, preceded by Chad and the Central African Republic, which for the first time is not the last country of the ranking.

The 2020 edition shows us the picture of a world less inclusive for women and children compared to the recent years: the pandemic has led to a worldwide worsening, both in the top countries of the ranking and in the bottom ones. It is still too early to assess precisely the overall effects of Covid-19, but **the report highlights the high risk that, in the long term, the negative impact will be heavier for those countries which have been for years in the lowest positions of the WeWorld Index.** Without resources to deal promptly and adequately with the effects of the pandemic, these countries risk the gap with the top countries of the ranking diverging and being left even further behind. **Hence inequalities are likely to widen, both between countries and within the countries, between regions and social categories.**

This is why in the WeWorld Index 2020 we dedicated a Focus on Education in times of Covid-19, a dimension which has been strongly affected by the measures taken to tackle the epidemic.

During the lockdown more than 1.5 billion students were forced out of school for months. In many parts of the world school started again in the autumn with heavy teaching limitations. Online schooling has heightened social inequalities and the most vulnerable students risk never going back to school.

Among the most vulnerable there are those who even before the lockdown were at risk of early school leaving: students living in poor families, low-income countries and/or in marginal areas, migrant and ref-

ugee children, girls and young women (especially those who live in countries where gender discrimination are widespread), children who have witnessed violence within their family, to name a few (for an in-depth analysis refer to the Focus Education in times of Covid-19).

The negative effects of Covid-19 on education have demonstrated that putting education at the centre of development is vital. Covid-19, by spreading across borders, has reminded us that the world is a unique shared place, and what happens in one country affects all. This is a consequence of globalization we have to take into account.

International cooperation stakeholders can play a crucial role in dealing with the virus and its consequences, especially on the most vulnerable people. First of all, they can take responsibility for strongly promoting a global approach: **the pandemic, like many other worldwide phenomena (migration, climate change, etc.) must be addressed through a multilateral and system wide vision, involving all stakeholders** (public, private and social private players) and above all taking care of the most vulnerable categories, such as women and children, in order to prevent the decline highlighted by the WeWorld Index 2020.

WeWorld-GVC, for its part, since the very beginning acted in the countries where it is working to support women, children and their communities, during and after the lockdown. Projects have been promptly redefined based on the new needs brought about by the pandemic, keeping women's and children's rights at the centre, backing their participation and that of local communities. In this way we hope to propose some good practices for those who work in international cooperation, useful to face the world to come.

Marco Chiesara,
WeWorld-GVC
President



Dina Taddia,
WeWorld-GVC
Managing Director



ChildFund Alliance and WeWorld-GVC

For over 80 years, the members of ChildFund Alliance, a global network of 11 child rights and development organizations working in more than 60 countries, have nurtured children, their families and their communities, providing nutrition, health care, education and life skills. We advocate to prevent violence against children; ease the harmful impact of disasters; and expand our expertise in emergency response, with a focus on child protection. We work with children and youth all along the way, to influence change.

Our vision is a world in which all children enjoy their rights and achieve their full potential. Our mission is together with children, we create sustainable solutions that protect and advance their rights and well-being. ChildFund helps nearly 16 million children and their families to overcome poverty with an annual investment over US\$ 500 million.

ChildFund actively positioning a stand-alone target on violence against children in The 2030 Agenda: end abuse, exploitation, trafficking and all forms of violence against and torture of children (16.2). The implementation of SDG target 16.2 largely provides the basis for the Alliance's global advocacy. With offices in New York City and Brussels, the ChildFund Secretariat engages in direct advocacy, influencing member-states and agencies of the United Nations and the European Union to recognize and support children's rights, and to invest humanitarian and development aid in projects designed to protect and empower children.

ChildFund works at the United Nations headquarters in New York to promote children's rights and the right to protection from all forms of violence. We do this in partnership with Member States, UN agencies and the nongovernmental organization (NGO) community. As an

international NGO, we hold special consultative status with the UN. We represent the organization's priorities to key international agencies and bodies, including the Executive Office of the Secretary-General, the General Assembly (UNGA) and the Economic and Social Council, as well as Special Advisers, Representatives and Envoys to the Secretary-General.

At our European Union (EU) Office in Brussels, we advocate with key EU institutions for policies, programs and funding opportunities to promote children rights. We also promotes and increase access to funding opportunities provided by the EU.

Through all of these efforts, ChildFund harnesses the strength and creativity of children and young people to improve their lives and change the world. Our Child-Friendly Accountability project, engages children between ages 13-17 to hold governments and local leaders accountable to their obligations to end violence against children.

Through an Oak Foundation grant, ChildFund developed a Methodology, Field Manual, Toolkit and web-based platform for our members to implement the initiative and/or adapt it within their respective country programs. To date, we have reached more than 9000 children in nine countries in over 200 locations.

To be successful, we need to work in coalition with others on advocacy and select program issues to achieve our impact. ChildFund Alliance is a member of Joining Forces, the NGO Committee on UNICEF and the Global Partnership to End Violence against Children. We collaborate with various civil society organizations and coalitions actively advocating across the UN system and with its Member States.

As the coronavirus pandemic continues to upend the daily lives of people around the world, ChildFund has been implementing an ambitious Covid-19 Response Plan. The need could not be more urgent. The global pandemic has fundamentally altered the health, economic, educational, and political landscape of our world. As of November, close to 50 million cases and 1.25 million deaths have been reported globally from Covid-19. The World Bank estimates the pandemic will push as many as 115 million additional people into extreme poverty this year, and school closures are affecting hundreds of millions of children.

ChildFund greatly welcomes the opportunity to work with WeWorld-GVC on a number of programs, policies and initiatives to fulfill our common missions during these challenging days ahead.

Meg Gardinier,
Secretary General,
ChildFund Alliance,
New York





Chapter 1

Making the Connection

A shared vision for promoting women's and children's rights

1.1 From Words to Deeds: implementing Women's and Children's Rights together

More than 70 years have passed since the Universal Declaration of Human Rights (2018 was the 70th anniversary). Since then, laws, conventions and international treaties have followed to boost awareness and respect of human rights all over the world. Among them, the Convention on the Rights of the Child (CRC, 1989) and the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW, 1979), two conventions aimed at protecting specifically children's rights on one hand and women's rights on the other.

So **the world is now equipped with various fundamental legal tools to protect human rights**. The latest of them are also called third generation rights, as they have followed the political/civil ones to protect the most vulnerable categories (women and children, but also LGBTQI+ people, indigenous populations, refugees and migrants).

In spite of that, human rights are not always and everywhere respected, but "are still a mirage for a good part of humanity" (Amnesty International, 2018).

Women and children are certainly among those most at risk of violation of human rights. This mainly happens not because women and people under 18 are naturally more vulnerable, but because they are hindered in developing and exercising their rights by a dominant male cultural context, where gender discrimination (often implicit and thus even more subtle) and the tendency not to consider children as subjects of law persist.

To guarantee everybody's rights, and hence also those of women and children, treaties, conventions and international laws are not enough, even though they are indispensable for defining a formal legal framework in which to act.

To truly exercise their rights, women and children must be in the condition to implement and substantiate them.

The passage from the assertion of a right to the exercise of it is never to be taken for granted. *To be able to exercise their rights, people must have capabilities* (Amartya Sen, 2000). Capabilities are understood to be the actual pos-

sibilities that people have for pursuing and achieving their own goals. The prerequisite to exercising one's own capabilities is being free to choose according to one's aspirations and values. Capabilities are: to live a healthy life; to have access to knowledge, education, training, information; to look

after oneself (time, culture, sport, fun); to look after others; to live and work in healthy and safe places; to work and undertake business; to take part in public life and live together in an equal society; to have access to public resources (services); to move in the territory (WeWorld, 2017).



TO PROMOTE WOMEN'S AND CHILDREN'S RIGHTS IT IS NECESSARY TO SUPPORT THE PROCESS OF ACQUISITION OF CAPABILITIES

The acquisition of capabilities does not depend exclusively on individuals, but it is affected by the specific environmental and cultural context where they live. It is not enough to be potentially able to do something. Some conditions have to be in place (norms, social and cultural factors, absence of gender and generational discriminations) to enable people to succeed.



THE ACQUISITION OF CAPABILITIES IS AFFECTED BY ENVIRONMENTAL AND CULTURAL CONTEXTS

Violence against women and children is a violation of human rights. However, nowadays many women still suffer various forms of violence due to their gender. In the world, one woman out of three has been subject to physical and/or sexual violence in her life; every year 12 million girls and young women are forced to marry male adults or elderly men; 200 million women and young women have undergone female genital mutilation and another 4 million girls are at risk of it (WHO, 2013). To avoid all that it is firstly necessary for women to be aware that some traditional practices (e.g. getting married as a child) are forms of violence – and so a violation of their rights – but above all to acquire capabilities that enable them to face up to these forms of violence and exercise their right not to be discriminated against, nor to be subjected to damage and suffering.

Yet, supporting the acquisition of capabilities is not enough unless, simultaneously, you act on the existing social and cultural norms. Specifically, it is necessary to promote a culture of respect of gender differences and equalities, to fight against discriminations, stereotypes and the patriarchal culture, among both men and women. It is not enough, then, to accompany women in their process of acquiring the capabilities to get out of violent family situations while gender stereotypes and the acceptance of forms of violence persist in the context where they live (private or public).

For a real exercise of rights it is necessary to act on both individual and social levels, promoting capabilities and the transformation of social, cultural and legal norms.



RIGHTS ARE FULLY REALIZED WHEN CAPABILITIES ARE PROMOTED WITHIN A SYSTEM OF REGULATIONS TO PROTECT THEM

1.2 The Four Building Blocks for Asserting and Exercising Women's and Children's Rights together

For many years CRC and CEDAW Conventions have been read and considered separately, as though the respect or the violation of children's rights had nothing to do with the respect or the violation of women's rights, and vice-versa. Defenders of women's rights on one hand and defenders of children's rights on the other thought that the two social categories were to be safeguarded in different ways, as autonomous right-holders, with their own peculiarities. Nevertheless it cannot be ignored that the respect of children's rights have positive repercussions on the respect of women's rights and vice-versa. **Therefore more recently the two Conventions have been interpreted in close relation (Price Cohen 1997; Bosisio, Leonini, Ronfani 2003), thanks also to the contribution of reports like the WeWorld Index, which considers women's rights and inclusion intertwined with children's rights and inclusion, in a multidimensional perspective.**

Moreover, the concept of inclusion, used in the WeWorld Index, entails going beyond a strictly economic concept of progress. It opens up a broader vision of development: multidimensional, dynamic and positive, personal and social, universal (in line with the 2030 Agenda and the so-called "5Ps": People, Planet, Prosperity, Partnership, Peace). Implementing the CRC and the CEDAW conventions together allows us to highlight that the respect of children's rights has repercussions on the respect of women's rights. But this complementary and sequential interpretation is not sufficient. **For women and children to be able to exercise their rights with mutual effects, it is necessary to support capabilities of both social categories, jointly, interdependently and simultaneously.**

The right to education, for instance, is a recognized human right. It is widely demonstrated that an educated woman invests more than a non-educated woman in the education of her children, above all of her daughters, passing down

to them specific values and acting as a model for them. The self-determination acquired in the course of time has positive effects on children, who in turn will be able to implement their right to education: attending school, investing in their own training, acquiring useful skills. And children exercising their capabilities (specifically going to school) will also have positive effects on women's self-determination, enabling them to exercise their right to work and to personal fulfilment. Educated and working women are not only a model for their children; they also disseminate an active, social depiction of women among children and youth, and they delegitimize patriarchal models, both in the private and in the social sphere.

Therefore children's rights and capabilities are intertwined with women's rights and capabilities: exercising some rights (e.g. education) has effects on other rights (a dignified job, a life free of violence), both for women and for children. Hence for promoting rights and implement them, it is necessary to act on multiple fronts. Such an approach, known as "Human Rights Based Approach" sees the promotion, protection and implementation of rights as a process that has to be put in motion by society as a whole through a joint effort of right-holders and duty-bearers. The latter, in particular, include not only the State as the main duty-bearer which must respect, protect, and implement human rights, but the whole community.

In the WeWorld Index 2020 we take into consideration four areas of action to assert and exercise women's and children's rights.

It is necessary that in these four areas (called the Four Building Blocks) women and children can develop their capabilities, so that they can implement their rights. In other words, the positive power of doing and being what you want to do and to be must be supported in the four following areas:

1 - EDUCATION



2 - HEALTH



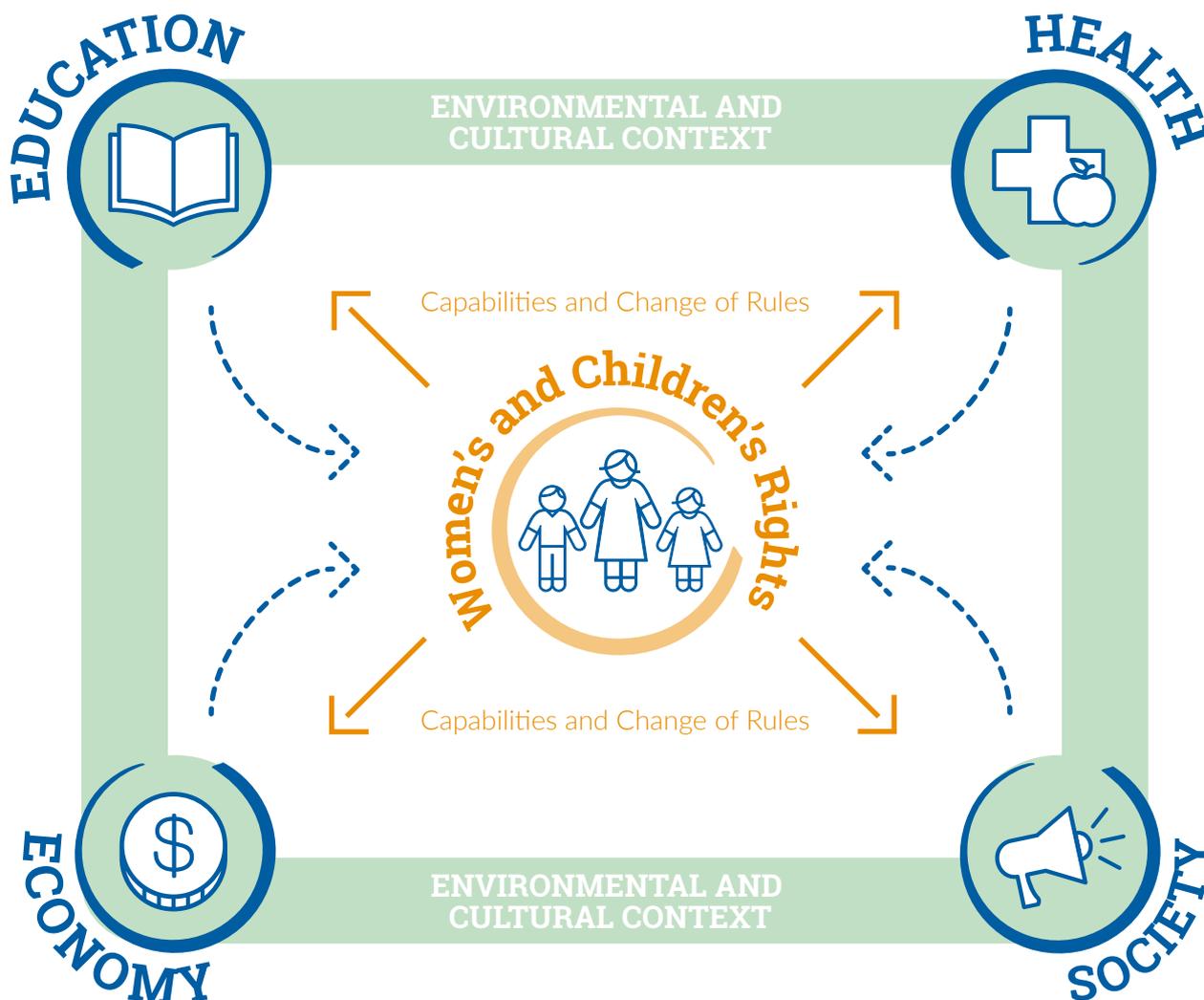
3 - ECONOMY



4 - SOCIETY



In each of the building blocks, supporting women's acquisition of capabilities has effects on children and, vice-versa, supporting children's acquisition of skills (capabilities) has effects on women. But the actions undertaken in the four building blocks, especially the modification of norms, also have consequences on the environmental and cultural context (like in the example of educated and work-



ing women mentioned before), which in turn help to assert new rights for everybody, men included.

Hereafter are some examples of joint actions in the four blocks that support women's and children's capabilities, jointly, interdependently and simultaneously, on which there is a wide consensus in the literature (see for example UNICEF 2006; FAO, 2011; UNFPA, UNICEF, 2011a and b).

1 - EDUCATION

If children have access to pre-primary school:

- women get back earlier to the paid labour market
- children learn and internalize gender equality from childhood

2 - HEALTH

A woman who is aware of how vital it is to invest in the first 1000 days (the period from conception to when the child is two years old) has capabilities to look after herself and her children in this phase:

- the children will be well nourished, healthy, of adequate weight at birth
- the woman will be at a lower risk of dying in childbirth and children at a lower risk of premature death

3 - ECONOMY

If a woman works:

- children, mainly the girls, have a working mother as a model that will guide them in future choices. Girls will study more and get into the labour market
- the woman has greater decision-making power in family choices

4 - SOCIETY

- A woman taking part actively in politics is often committed to promoting policies in favour of children and families and supports policies for gender equality
- Children who have negotiating power in the family, are listened to by their parents, are more confident in themselves and in their capabilities, and will also be able to defend their rights publicly

1.3 How the WeWorld Index is drawn up and the 2020 novelties

First published in 2015, the **WeWorld Index** is a **SYNTHETIC INDEX** made of **34 INDICATORS** that can be grouped in **17 DIMENSIONS** (2 indicators per dimension), which refer to the four building blocks, crucial for the implementation of women's and children's rights: **HEALTH, EDUCATION, ECONOMY AND SOCIETY, plus the ENVIRONMENTAL AND CULTURAL CONTEXT**, which in turn influences (and it is influenced) the possibilities of women's and children's rights implementation.

The 34 indicators have been selected for their relevance in terms of children, adolescents and women, i.e. for their coherence and relevance and to the measure that they cover the right range of dimensions. The data provided are as complete as possible and regularly collected for most countries in the world and can be compared over time. All the consulted sources are accurate and reliable, and easy to access.

The synthetic index obtained by aggregating the 34 indicators allows to drawn up a worldwide ranking. In 2020 the SARS-COV-2 pandemic has upset the world. This event could not be overlooked in the WeWorld Index 2020. The world after Covid-19 will be different. The pandemic has undermined people's health and the health systems, the measures taken to face it have changed the way we relate to each other, have affected national economies and children's and youth's educational paths. Governments are trying to cope with the consequences of all this, but the pandemic has already created and/or broadened social inequalities (think merely of those children ill equipped to follow online teaching, used in many countries to make up for the school closure during lockdown).

In the WeWorld Index 2020 the consequences of the pandemic have been taken into account by adding 3 indicators to the 34 that the WeWorld Index has proposed since the very first edition in 2015. The aim is **to estimate some effects of Covid-19**, knowing that while this report is being written the worldwide situation is still evolving. In some countries the pandemic is not under control yet; in others there is still

an emergency situation (in several Latin American and European countries for example).

Hence, **to account for the impact of the pandemic, three new indicators** have been added, referring to three of the four building blocks in which children's and women's rights are asserted: **HEALTH, ECONOMY and EDUCATION.**

A single indicator referring to the fourth building block (SOCIETY) has not been selected since it is a particularly heterogeneous and complex area. The same applies to the environmental and cultural context. Nevertheless, we are aware that some forms of discrimination and violence against women and children that are present in the cultural context have been exacerbated during the lockdown. For instance, in countries where warning systems are in force, a 25% increase of domestic violence has been reported. In some countries reports have doubled (UN, 2020a). Violence against women has also affected children, who have witnessed violence, or, in the most critical cases, have been victims of abuse. Furthermore, the pandemic exposes children to other forms of violence: the economic crisis will increase child labour, child trafficking and premature marriages. UNFPA has estimated that 13 million more girls will be pushed into child marriage over the next 10 years (Joining Forces, 2020).

Therefore, in relation to the three building blocks that we could take into account, the Covid-19 indicators included in the 2020 edition are:

1. Confirmed cases of people infected by country, collected by WHO (confirmed cases of Covid-19);
2. Percentage increase of GDP in 2020 by country, estimated by the International Monetary Fund (Real GDP, annual percentage change);
3. Days of school closures by country, calculated by WeWorld-GVC according to information provided by World Bank and UNESCO.

The three indicators have been integrated to the 34 indicators used since the WeWorld Index first edition, in 2015, and included in the final calculation of the WeWorld Index. In the 2020 edition,

in reference to the four building blocks in which the conditions for promoting women's and children's capabilities are created, two in-depth boxes have been designed.

The first, titled **"Putting into Context"**, brings to light that it is not enough to assert women's and children's rights to enable them to develop their capabilities, but that it is necessary to change the environmental and cultural context in which they live.

The second box, titled **"Connecting the Dots"**, shows, with concrete examples, the points of contact between women's wellbeing and inclusion and children's wellbeing and inclusion.

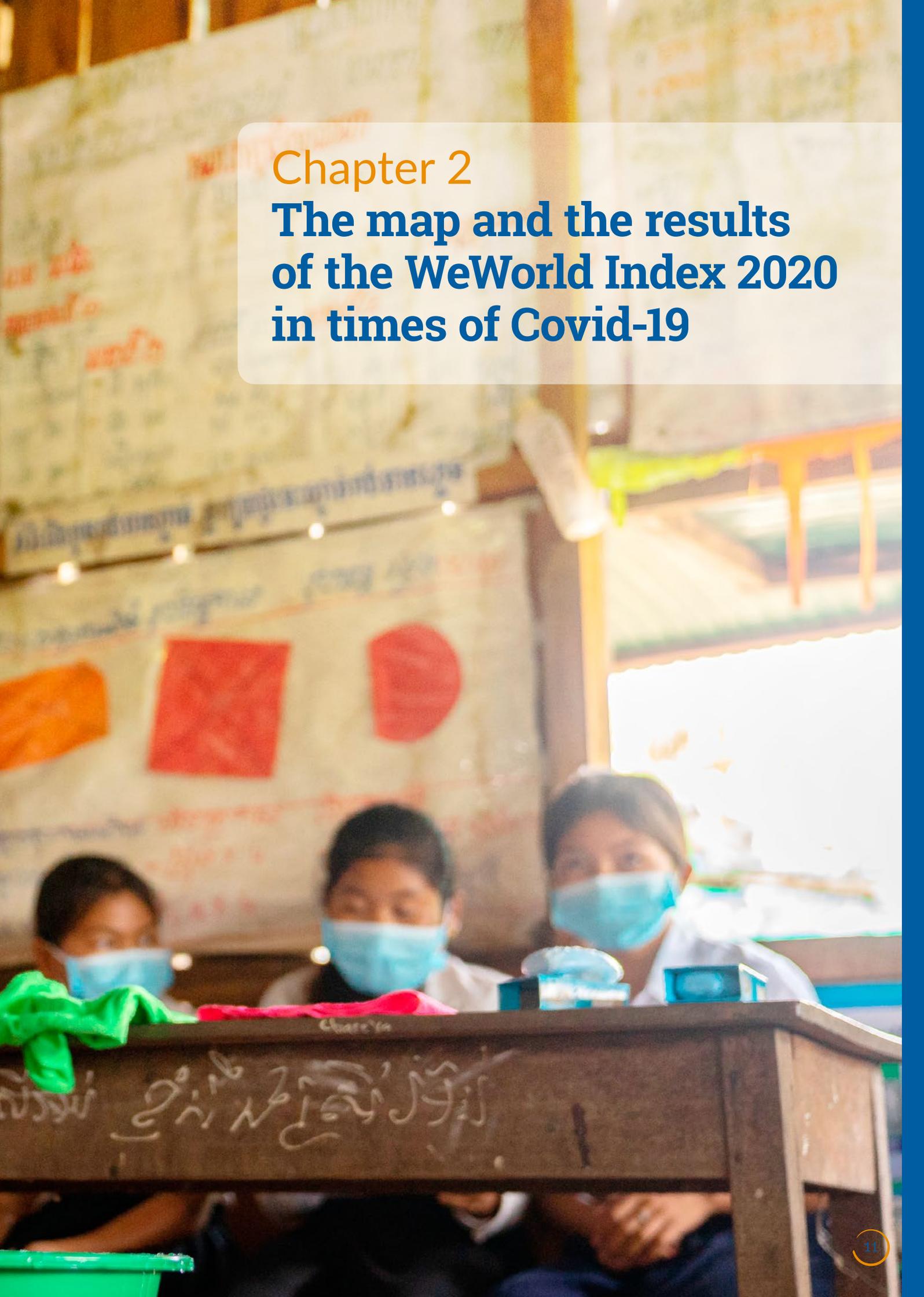
The Index does not claim to be an academic product, but is dedicated both to the curious reader who wants to be informed and the person looking for advice and active participation. In a delicate balance between theory and practice, critical analysis and – partial – review of good practice, broad and forward-looking perspective, attention to details and to our own country's problems. It represents an easily readable review that shows in which areas or countries the disadvantages are being reduced and where they are on the increase.

As statistics always give a partial vision of reality, **the Index adds interviews with witnesses and experts who, with first-hand experience, explain the qualitative aspects that figures alone cannot show.** In some cases, the interviewees give some policy advice on how to deal with the noted situations of exclusion. The great number of comments limits, partially, the unavoidable risk of cultural colonization due to the provision of information based on statistics and the choice of some indicators rather than others. Moreover, in some cases the comments collected allow differences to be detected within some of the countries and some dynamic and qualitative aspects, as the final result is a map and a classification of States. The comments may be contrasting and divergent because the themes are complex and suggest more than one point of view.



Chapter 2

The map and the results of the WeWorld Index 2020 in times of Covid-19



2.1 WeWorld Index 2020: the map

Good inclusion
Equal to or above 70 points

Sufficient inclusion
Between 21 and 69

Insufficient inclusion
Between 20 and -29

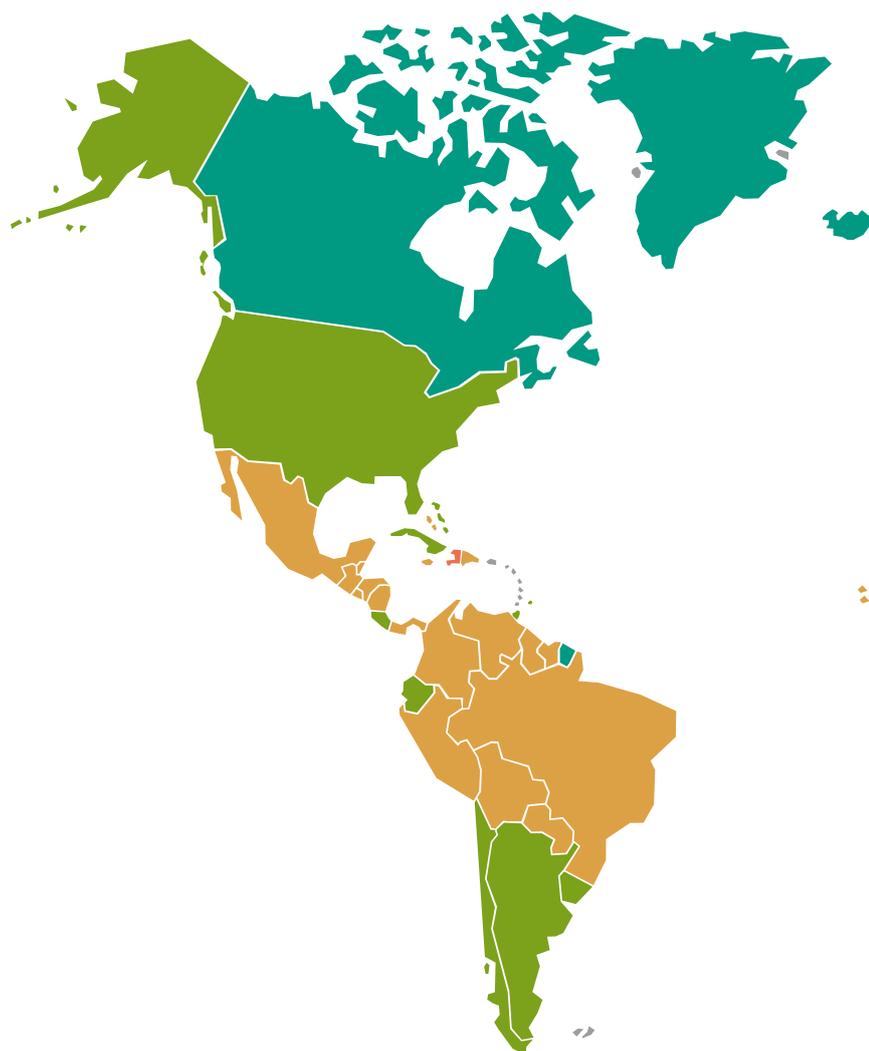
Severe exclusion
Between -30 e -79

Very severe exclusion
Equal to or below -80

Data not available

● **Countries** in which WeWorld-GVC is operating

● **Countries** ranking equal to WeWorld Index world average

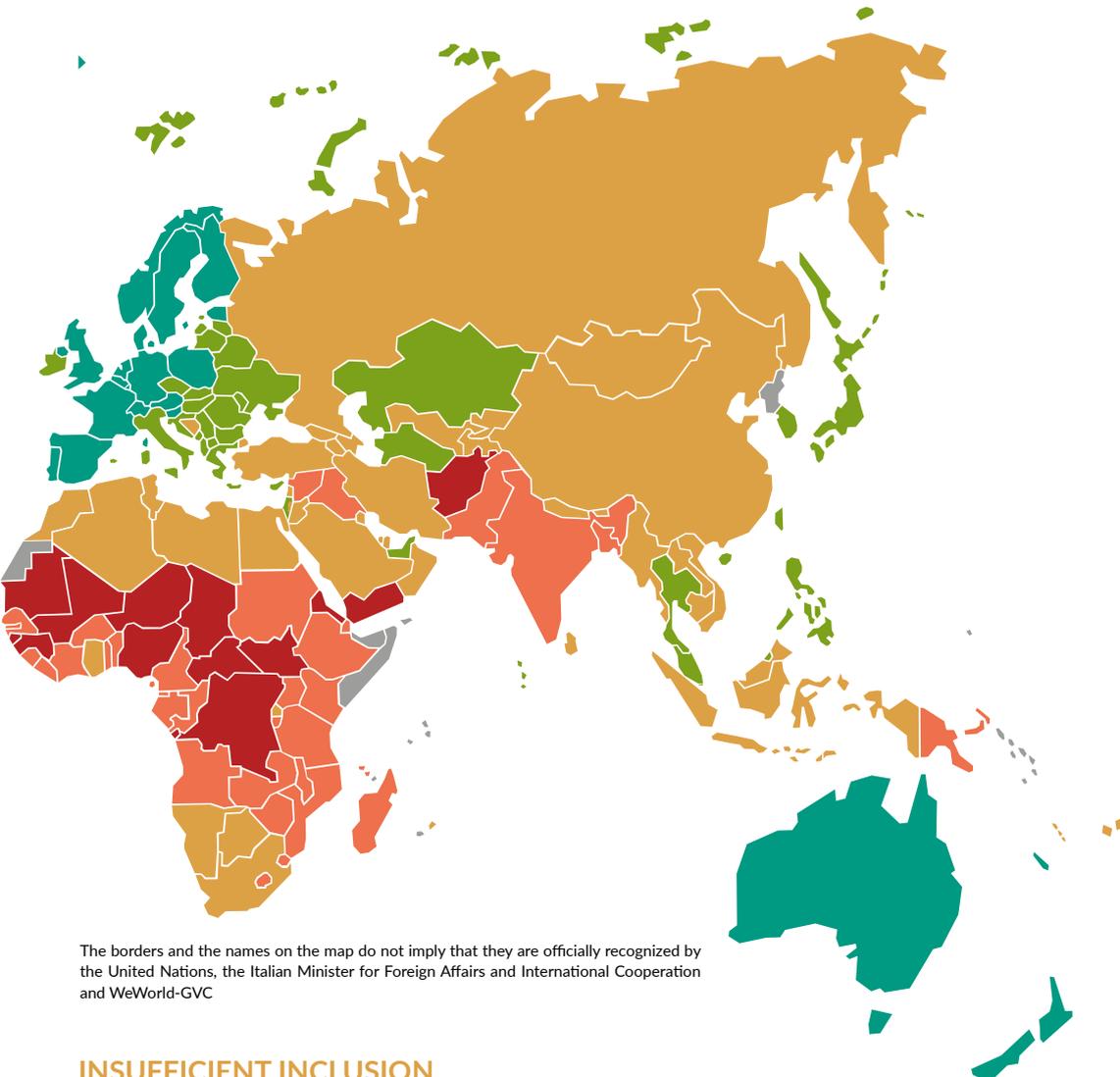


GOOD INCLUSION

Ranking		Value
1	Norway	105
2	Finland	99
2	Iceland	99
2	Sweden	99
5	Denmark	94
5	New Zealand	94
7	Switzerland	89
8	Netherlands	88
9	Austria	87
9	Slovenia	87
11	Germany	86
12	France	85
13	Canada	84
14	Australia	83
14	Luxembourg	83
16	Belgium	80
17	United Kingdom	79
18	Portugal	74
19	Spain	73
20	Estonia	72
21	Poland	70

SUFFICIENT INCLUSION

Ranking		Value	Ranking		Value
22	Ireland	68	42	Barbados	40
23	Czech Republic	66	42	Belarus	40
24	Cyprus	60	45	Argentina	38
25	Latvia	59	46	Chile	36
26	Slovak Republic	58	46	Malaysia	36
27	Lithuania	57	48	Montenegro	34
28	Croatia	56	49	United Arab Emirates	33
29	● Italy	55	50	Serbia	30
30	United States	52	51	Brunei Darussalam	29
31	Japan	51	51	Ukraine	29
31	Malta	51	53	Moldova	25
31	Singapore	51	53	Trinidad and Tobago	25
34	Costa Rica	49	55	● Cuba	24
35	Hungary	48	55	Ecuador	24
35	Israel	48	57	Macedonia	23
35	Korea, Rep.	48	57	Philippines	23
38	Bulgaria	47	59	Kazakhstan	21
38	Uruguay	47	59	Maldives	21
40	Greece	44	59	● Thailand	21
41	Romania	42	59	Turkmenistan	21
42	Albania	40			



The borders and the names on the map do not imply that they are officially recognized by the United Nations, the Italian Minister for Foreign Affairs and International Cooperation and WeWorld-GVC

INSUFFICIENT INCLUSION

Ranking	Country	Value
63	Mexico	20
63 ●	Nicaragua	20
63	Panama	20
66	Mauritius	19
67 ●	Peru	18
68 ●	Dominican Republic	17
68	Russian Federation	17
70	Colombia	15
70	Georgia	15
72	Bosnia and Herzegovina	14
73	Armenia	11
73	Belize	11
73 ●	Bolivia	11
73	China	11
77	Bahamas	10
77	Paraguay	10
77	Vietnam	10
80 ●	Brazil	9
80	Cabo Verde	9
80	Suriname	9
83	Kyrgyz Republic	8
83 ●	Tunisia	8
83	Uzbekistan	8
86	Kuwait	7
87	Fiji	6
88	Azerbaijan	4
88	Indonesia	4
90 ●	Bhutan	0
90 ●	Oman	0
92	Mongolia	-1
92	Sri Lanka	-1
92	Venezuela	-1
95 ●	Lebanon	-2
96 ●	Libya	-3
96	Vanuatu	-3
98	Morocco	-4
99	Jamaica	-5
100	Lao PDR	-6
101	Algeria	-7
102	Bahrain	-8
103	Jordan	-9
104	Botswana	-10
104	Qatar	-10
104	Turkey	-10
107 ●	Cambodia	-13
107	Honduras	-13
107	South Africa	-13
110	El Salvador	-14
110	Namibia	-14
112	Saudi Arabia	-15
112	Tajikistan	-15
114	Myanmar	-16
115	Rwanda	-18
116 ●	Nepal	-21
117 ●	Guatemala	-22
118 ●	Palestine	-23
118	Timor-Leste	-23
120	Ghana	-24
121	Guyana	-26
121	Iran	-26
123	Egypt	-29

SEVERE EXCLUSION

Ranking	Country	Value
124	Sao Tome and Principe	-33
125 ●	India	-35
126 ●	Kenya	-36
127 ●	Tanzania	-37
127	Zambia	-37
129 ●	Burundi	-40
130 ●	Mozambique	-41
131 ●	Haiti	-43
131	Zimbabwe	-43
133	Swaziland	-44
134	Madagascar	-46
134 ●	Senegal	-46
136	Iraq	-48
137	Bangladesh	-49
137	Malawi	-49
137	Uganda	-49
140	Cameroon	-52
140	Papua New Guinea	-52
142 ●	Benin	-54
142	Djibouti	-54
144	Syria	-55
145	Gabon	-56
146	Togo	-57
147	Comoros	-62
148	Pakistan	-63
149	Angola	-65
149	Congo, Rep.	-65
151	Lesotho	-67
152	Ethiopia	-68
153	Cote d'Ivoire	-69
153	Equatorial Guinea	-69
155	Liberia	-71
156	Sudan	-73
157	Sierra Leone	-76
158 ●	Burkina Faso	-77
159	Gambia	-79

VERY SEVERE EXCLUSION

Ranking	Country	Value
160	Guinea-Bissau	-80
161	Eritrea	-83
162	Guinea	-88
162	Yemen	-88
164	Nigeria	-91
165	Afghanistan	-100
166 ●	Mali	-101
167 ●	Niger	-106
168	Congo, Dem. Rep.	-109
169	Mauritania	-112
170	Central African Republic	-133
171	Chad	-136
172	South Sudan	-140

2.2 The world in times of Covid-19

In the final ranking of the WeWorld Index 2020 in times of Covid-19, 172 countries are included (one more than 2019). Excluded from the ranking, because of an insufficient number of indicators, are: Micronesia, Somalia, Solomon Islands and Dem. Rep. of Korea*. For the first time Palestine and Vanuatu are included in the ranking.

At the top of the ranking we find Norway, followed in the second place by Finland, Iceland and Sweden. Overall, the Central and Northern European countries, plus New Zealand, Canada and Australia, are still ranked in the highest positions, as they have been since the start of the Index series.

All African countries in the Sahel zone plus Central African Republic and Democratic Republic of Congo and two Asian countries, Yemen and Afghanistan (respectively 162nd and 165th) are ranked in the bottom positions of the Index, which measures jointly the level of inclusion of children and women. In the last place there is South Sudan (with a WeWorld Index of -140), preceded by Chad (-136) and Central African Republic (-133), which for the first time is not in the last position of the ranking. It is to be observed that in the ranking of the WeWorld Index the improvement/worsening of a country depends on the improvement/worsening of other countries, therefore Central African Republic's performances are partly affected by Chad's and Sudan's (and the other countries' too). This is due to the calculation method chosen for ranking (see details in the Appendix).

In the ranking of the WeWorld Index 2020, which incorporates the indicators related to Covid-19, a general worsening of women's and children's inclusion compared to 2019 is to be noticed. The pandemic has led to a restriction of children's and women's rights all over the world. The reduction in GDP shows up the impoverishment of numerous countries. Going beyond the economic dimension, as we do by analysing the 34 indicators in Chapter 3, an overall weakening of inclusion of children and women comes to light in several dimensions. Observing only the top and bottom

* These countries are not included in the WeWorld Index 2020 ranking. However, they may appear in rankings for single indicators.

The 5 top countries ranked in the WeWorld Index 2020 and compared with 2015

	2020		2015	
	Value	Position	Value	Position
Norway	105	1	119	1
Finland	99	2	108	4
Iceland	99	2	108	4
Sweden	99	2	112	3
Denmark	94	5	116	2

The bottom 5 countries ranked in the WeWorld Index 2020 and compared to 2015

	2020		2015	
	Value	Position	Value	Position
Congo, Dem. Rep.	-109	168	-114	146
Mauritania	-112	169	-108	162
Central African Republic	-133	170	-143	167
Chad	-136	171	-127	166
South Sudan	-140	172	n.d.*	n.d.*

*In 2015 South Sudan was not ranked due to missing data in many indicators.

countries of the ranking, and comparing them with the 2015 data, the regression is almost scattershot.

Every year the countries taken into consideration by the WeWorld Index are divided into 5 groups according to the level of inclusion of women and children: good inclusion, sufficient inclusion, insufficient inclusion, severe exclusion, very severe exclusion. In 2020, in 49 countries (out of 172) women and children are undergoing severe or very severe forms of exclusion. If we take into account also the insufficient inclusion group, the number of countries where women and under 18 suffer various forms of exclusion rises to 110.

Failure in inclusion of women and children has negative consequences for everybody. It is a question of human equity and respect of everybody's fundamental rights, no one behind. It is not only a matter of juridically guaranteeing women's and children's rights, but creating the conditions for them to be able to exercise their rights, to everybody's

benefit. Think of the numerous studies showing how women's participation in the labour market would bring huge benefits to the economy: the latest estimate of the International Monetary Fund (2019) mentions a 35% world GDP rise within 2025, if the gender gap in this sector was to be reduced.

In 2020 the pandemic from SARS-COV-2 hit every country, although to varying degrees. The consequences on health, economic, social, cultural and political levels have changed our way of interacting with people, working, travelling, studying, etc. Not all the effects can be measured over such a short space of time since the outbreak of the pandemic.

To date (October 2020), the virus has not been completely eradicated and several countries in the world are still in a state of emergency. In other countries the epidemic is spreading slowly. Therefore the phenomenon is in progress and the available data provide only a snapshot destined to change rapidly.

Number of countries by group of inclusion

Good inclusion	Equal to or above 70 points	21 countries
Sufficient inclusion	Between 21 and 69	41 countries
Insufficient inclusion	Between 20 and -29	61 countries
Severe exclusion	Between -30 e -79	36 countries
Very severe exclusion	Equal to or below -80	13 countries

HEALTH

The stress that national health systems have undergone due to the pandemic has affected women's and children's health. In fact, to tackle the health emergency, at a global level the supply of essential health services, like the pre and post-natal ones, or the supply of vaccinations and contraceptives, dropped by 20% (IAP, 2020). This led to an increase in neonatal and infant mortality, in the transmission of diseases such as HIV, but also in the risk of unwanted pregnancies. Besides that, the lockdown has worsened the conditions of women victims of violence; in fact many of them

have been forced to stay at home with their abusers. Shelters and helplines actually carried on working to support them but, according to some estimates, a 25% increase of violence has been reported, in those countries where reporting systems are in place (UN, 2020a). Another risk factor can be identified in gender discrimination at work; in fact, women worldwide make up 70% of the health workforce, so they are more likely to work in the front-line and to be exposed to the infection in countries without sufficient resources to ensure adequate personal protection (ibid., 2020a).



ECONOMY

The pandemic has affected women's work, as most of them are employed in sectors requiring face-to-face interaction, such as retail, catering and tourism, namely those most penalized by lockdown measures. This has repercussions on available income, and consequently on the decision-making power: fewer resources in women's hands will result in fewer investments for children, since women are more inclined than men to invest in children's wellbeing. Women are also those who have taken upon themselves the main care and education of children during lockdown. Even when they were employed and working from home, women have supported children in online schooling/distance learning lessons. A WeWorld-GVC study (2020) has shown that in Italy 60% of women had to manage the family burden alone (versus 21% of men). It is likely that the difficulties in balancing family and work, exacerbated because of school closure, will raise increase the number of women left out of the labour market: it is more probable that in a married couple the partner giving up working will be the one who earns less, with unstable contracts and fewer career prospects (and hence women).

In addition, the economic fallout of the Covid-19 pandemic could push up to 86 million more children into household poverty by the end of 2020, an increase of 15%. Recent analysis (UNICEF, 2020a) highlights that the total number of children living below the national poverty line in low- and middle-income countries could reach 672 million by year-end. Nearly two-thirds of these children live in Sub-Saharan Africa and South Asia. Countries across Europe and Central Asia could see the most significant increase, up to 44% across the region. Latin America and the Caribbean could see a 22% increase. Immediate loss of income means families are less able to afford the essential goods, including food and water, less likely to access healthcare or education, and more at risk of child marriage, violence, exploitation and abuse. When fiscal contraction occurs, the reach and quality of the services on which families depend can also diminish. For the poorest families, lack of access to social care services or compensatory measures further limits their ability to respect containment and physical distancing measures, and thus further increases their exposure to the infection.



EDUCATION

School closures and, in many cases, the interruption of school activities have led to major repercussions on women and children. According to UNESCO, 1,52 billion students (87%) and more than 60 million teachers stayed at home due to Covid-19. The educational paths of children, adolescents and youths have been abruptly interrupted and distance learning, which has been implemented in many countries during lockdown, did not manage to offset face-to-face lessons in toto. Many teachers were ill-equipped to manage online teaching, in several geographic areas infrastructure able to guarantee satisfactory connections were missing, and the poorest families ended up without resources and equipment to help children on their educational courses/lessons. All this has exacerbated learning inequalities between and within countries. Furthermore, school is not only a place for learning but also for living

together: children and adolescents have been deprived of vital social relationships, with their peers and their teachers. Without counting the psychological and emotional effects of forced segregation.

The prolonged closure of schools, along with the economic-financial crisis due to lockdown, can lead to a definitive drop-out of studies. In the poorest countries, and wherever there is an informal economy, adolescents might be forced, as a contribution to their family's economy, to accept exploitative forms of child labour or forms of unpaid care work. In several countries daughters are required to spend time at home and do domestic chores. School closure might exacerbate these situations, pushing millions of girls to leave their studies before they can finish their educational cycle, especially when they are girls living in poverty, girls with disabilities or living in rural, isolated locations (UN, 2020b).



And yet, one cannot overlook the effect that Covid-19 has had and is having on people, and in particular on the living conditions of women and children. For this reason, albeit within the above-mentioned limits and aware that the world situation is destined to change rapidly, in the WeWorld Index 2020 we decided to take into account some data related to Covid-19. Al-

though constantly evolving and hence imprecise, these data can give us an overall idea of how the pandemic is affecting the inclusion of women and under 18s in relation to the areas of **HEALTH, ECONOMY and EDUCATION**. As was said in the first chapter, there is not an indicator related to the fourth building block (SOCIETY), because it is an heterogeneous and com-

plex area, which cannot be covered by a single indicator. The same is for the environmental and cultural context. However, it is obvious that on a social level the pandemic has had huge consequences on individuals: social interactions, couple and family relationships, psychological well-being, people's lifestyles and consumption have changed.

It is likely that in the long run the impact of the pandemic will be stronger in those countries at the bottom of the WeWorld Index. They are low income economies, where the effects of Covid-19 risk being amplified due to the already unstable conditions for women's and children's inclusion.

These countries that lack the resources to cope promptly and adequately with the effects of the pandemic are at risk of widening the gap between them and the top-ranked countries and falling even further behind.

Moreover, many of these countries are located in geographic areas affected by other crises: climate change and natural disasters, chronic conditions of poverty, armed conflicts, authoritarian and non-democratic governments which limit citizens' liberties or, in the most extreme cases, forms of modern slavery. All these context factors affect people's conditions, firstly those who are most at risk of exclusion, like women and children. **These risk factors, especially in times of major troubles, worsen a basic situation in which the level of inclusion and the living conditions of children and women are already deficient.** Please see on this page the three mini boxes which compare the WeWorld Index with the ranking of the countries most affected by humanitarian crises, that of the countries least equipped to respond to violence against children and that of the countries where there are forms of modern slavery.

Group of inclusion in the WeWorld Index:

- Good Inclusion
- Sufficient Inclusion
- Insufficient inclusion
- Severe exclusion
- Very severe exclusion
- Not ranked in the WeWorld Index for lack of data

The nine countries most affected by humanitarian crises and their group of inclusion in the World Index

According to the Global Crisis Severity Index, in May 2020 135 crisis situations were counted in the world. Of these, nine are ranked as very severe and affect:

- Syria (conflict in the country)*
- Sudan
- Afghanistan
- Somalia
- Yemen
- Congo, Dem. Rep.
- Syria (conflict in the region)*
- Libya
- Korea, Dem. Rep.

*The index makes a ranking of the ongoing crises. Taking into account that some countries can be plagued simultaneously with multiple crises (civil wars, natural disasters, refugee crises etc.), in the database the same country can appear more than one time. In the case of Syria, both the domestic conflict and the regional crisis are mentioned, the latter being called "proxy war", involving all the countries of the region which have interests or play any role in the Syrian conflict.

The ten worst countries for violence against children and their group of inclusion in the WeWorld Index

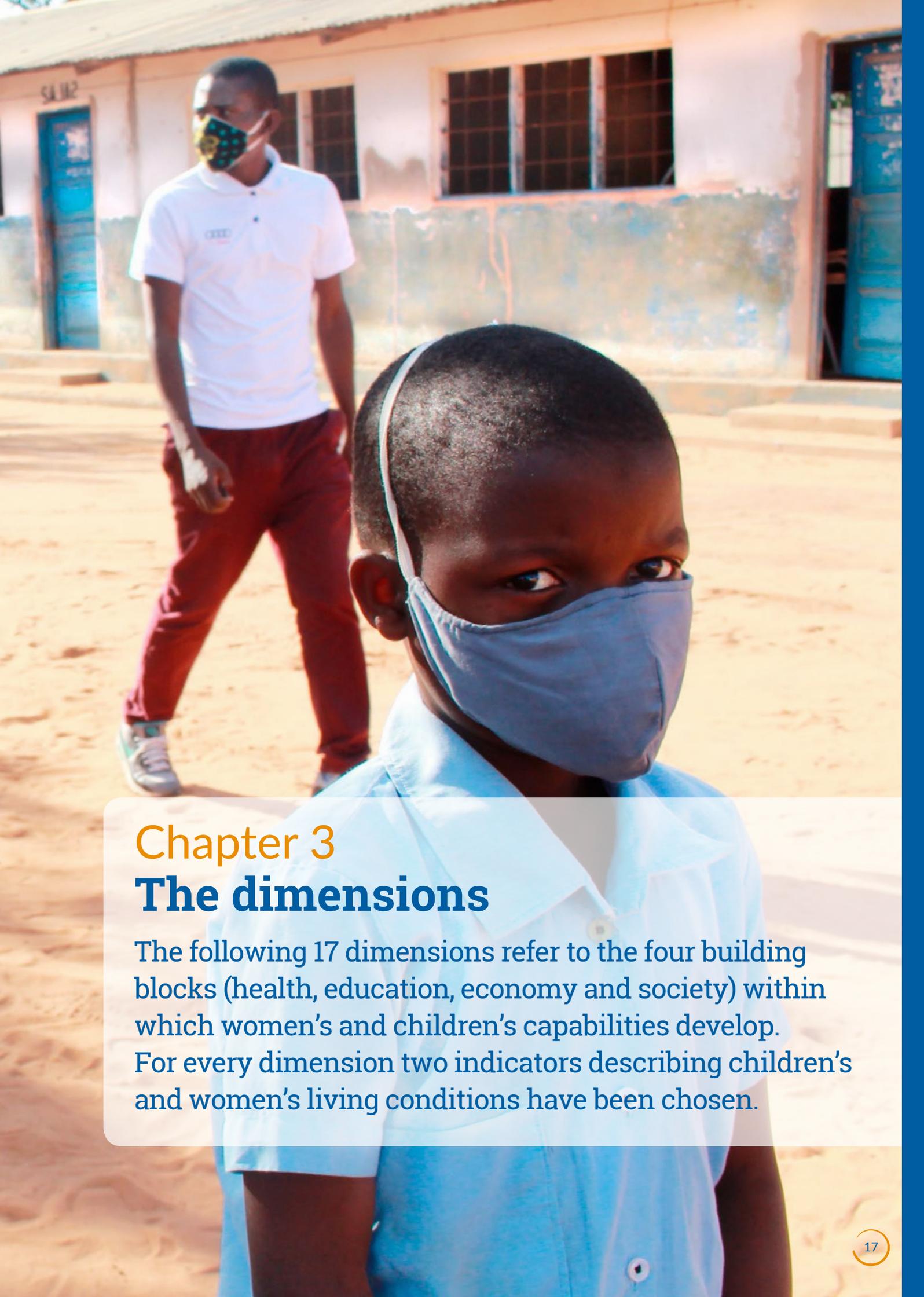
The Out of the Shadows index is a 60-country benchmarking index which examines how countries are responding to the threat of violence against children. The 10 countries least able to combat violence against children are:

- 51. Uzbekistan
- 52. Algeria
- 53. Venezuela
- 54. Angola
- 55. Ethiopia
- 56. Cameroon
- 57. Niger
- 58. Pakistan
- 59. Burkina Faso
- 60. Congo, Dem. Rep.

The ten countries with the highest percentage of modern slavery and their group of inclusion in the WeWorld Index

According to the Global Slavery Index, in 2018 the countries most affected by modern slavery were:

- Korea, Dem. Rep.
- Eritrea
- Burundi
- Central African Republic
- Afghanistan
- Mauritania
- South Sudan
- Pakistan
- Cambodia
- Iran



Chapter 3

The dimensions

The following 17 dimensions refer to the four building blocks (health, education, economy and society) within which women's and children's capabilities develop. For every dimension two indicators describing children's and women's living conditions have been chosen.

Environment

Children and women living in polluted contexts or in contexts lacking protected biodiversity assets face one of the most extreme forms of exclusion: they are deprived of the opportunity of living in a healthy environment.

INDICATORS

1

Concentrations of fine particulate matter (PM2.5)

Annual mean, in **micrograms per cubic meter** (WHO, 2016)

2

Terrestrial and marine protected areas

Percentage of the total territory of a country (World Bank, 2018)

INTRODUCTION

The state of oceans, land and air influence human living conditions. Oceans and forests provide essential natural resources (i.g. food, medicines, biofuels), and help mitigate climate change effects; they affect health (providing nutrients and materials for the production of natural medicines etc.) and they are income sources for billions of people. In turn, air pollution affects climate, vegetation and animals (and people), as well as individuals' health, in particular the most vulnerable, such as children.

As of today, more than 40% of oceans is heavily affected by pollution, depleted fisheries, loss of coastal habitats and other human activities (UNDP, 2020a), and 52% of agricultural land is moderately or severely affected by soil degradation (UN, 2020c), affecting 2.6 billion people (who live on agriculture). Air pollution causes 7 million people's death a year (WHO, 2020a). Biodiversity loss in the oceans and on land, together with air pollution, have detrimental effects on everybody's living conditions, especially those who are most at risk of exclusion: women and children.



Over 80%
of the human diet
is provided by plants

(UN, 2020c)



Only three cereal crops – rice, maize and wheat – provide 60% of energy intake

(UN, 2020c)

More than 3 billion people
depend on marine and coastal
biodiversity for their livelihoods

(WHO, 2018)



PUTTING INTO CONTEXT:

Women and Children in relation to Environment



If biodiversity is protected and air pollution is reduced:

- female employment increases and/or is ensured, because in many countries of the world women work on small scale fishing and in hydro-culture or in agriculture. If women work they can help their families get by (their children first) and can also support the economy of their communities
- the number of premature deaths decreases and children, when adults, will be less likely to develop cardiovascular or chronic diseases. Healthy children will be healthy adults with positive outcomes on other facets of life
- the number of pre-term births decreases as well as the one of underweight new borns (in fact air pollution damages the foetus during pregnancy)



1.7 million children die
due to environmental factors

(WHO, 2017)

GOOD TO KNOW

According to the development economist Bina Agarwal (2010), women tend to regulate forest management more strictly than men, providing more protection to the forest itself. This is due to the fact that they are usually assigned the poorest forests to manage, which need more attention and sacrifice. This is an example of how women, if they are put in the condition to exercise their rights and capabilities, can trigger positive change not only in their own lives (and their children's) but also in the whole context.

1

Concentrations of fine particulate matter (PM2.5)

(WHO, 2016)

TOP FIVE COUNTRIES

1	Brunei Darussalam	5.78
2	New Zealand	5.84
3	Iceland	5.87
4	Sweden	6.14
5	Finland	6.53

BOTTOM FIVE COUNTRIES

171	Niger	73.02
172	Egypt	79.65
173	Saudi Arabia	86.73
174	Qatar	91.66
175	Nepal	99.46

2

Terrestrial and marine protected areas

(World Bank, 2018)

TOP FIVE COUNTRIES

1	Slovenia	55.07
2	Bhutan	48.01
3	Luxembourg	40.87
4	Germany	38.79
5	Poland	38.06

BOTTOM FIVE COUNTRIES

171	Maldives	0.05
173	Micronesia	0.02
173	Cabo Verde	0.02
175	Mauritius	0.01
175	Barbados	0.01

Covid-19 effect



The Covid-19 emergency has called to account our relationship with the planet and the way we exploit its resources. While the level of particulates and air pollution decreased due to lockdown measures, the worrying risk of zoonotic diseases rose. Nowadays 60% of all the infectious diseases which affect human beings is of animal origin. Covid-19 is the latest, and at the moment the most devastating, of the zoonotic diseases identified in recent years following Ebola, SARS, MERS etc. Many of them are transmitted by wild animals and are mostly caused by ecosystem devastation (World Economic Forum, 2020a).



Housing

The supply of drinking water and basic sanitation facilities is essential to guarantee children's and women's health and wellbeing. Poor or missing sanitation services infringe rights and deny fundamental needs for individuals' dignity and health.

INDICATORS

3

People using at least basic drinking water services

Percentage of the total population of a country (WHO/UNICEF, 2017)

4

People using at least basic sanitation services

Percentage of the total population of a country (WHO/UNICEF, 2017)

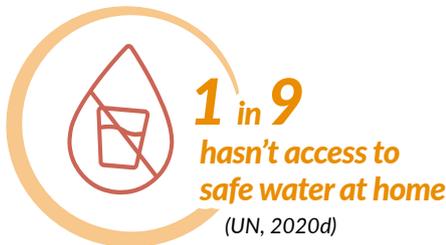
INTRODUCTION

In the world, 2.2 billion people do not have access to safe drinking water services and over half of the global population (4.2 billion people) lack safe sanitation services (WHO/UNICEF, 2019). Having access to water and sanitation services is a universal human right: every individual should have between 50 and 100 litres of fresh, safe and fairly priced water a day available for personal and domestic use. Yet, as of today, in the world 2 people out of 5 do not have access even to hand washing facilities, water and soap, to wash their hands.

Inadequate access to water and sanitation services has serious consequences on people's health, firstly on the most vulnerable, like children. According to Water.org (2020), every two minutes a child dies from waterborne diseases, while UNICEF (UN News, 2019) reports that children under 15 years old are almost three times more likely to die due to poor hygienic conditions than from violence. Women and girls, in turn, are the most seriously affected by inadequate access to water as in many countries it's their job to fetch it. A hard, dangerous, time consuming task, with obvious consequences on their health and their chance of attending school or working.



1 in 3 hasn't access to a toilet
(UN, 2020d)



1 in 9 hasn't access to safe water at home
(UN, 2020d)

The average **distance** covered every day by African or Asian women to collect water is **6 km** and the average **weight** of the water carried on their heads/shoulders is **20 kg**

(WeAreWater, 2017)



PUTTING INTO CONTEXT:

Women and Children in relation to Housing

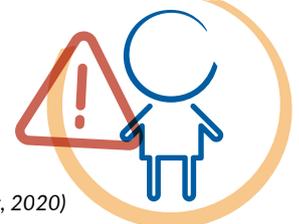


Guaranteeing universal access to safe water and sanitation services is not only a human right but has also positive effects on women and children:

- women can invest their time in other activities than collecting water, such as economic activities, with positive outcomes on the whole family (women invest resources in their family more than men, see the women's Economic Opportunities Dimension)
- women can take care of themselves and their children and avoid infections and waterborne related diseases, reducing maternal mortality and neonatal risks
- by attending school regularly girls can avoid water collection and instead invest in their education; in this way they can become educated women and get across the importance of education to their daughters

Every **2 minutes**

a child dies from a water-related disease



(Water.org, 2020)



MICHELE PIERPAOLI
Water and Sanitation Program Manager,
EU Delegation, Lebanon

3

People using at least basic drinking water services

(WHO/UNICEF, 2017)

BOTTOM TEN COUNTRIES*

167	Eritrea	51.85
168	Niger	50.27
169	Uganda	49.10
170	Burkina Faso	47.89
171	Central African Republic	46.33
172	Congo, Dem. Rep.	43.24
173	Papua New Guinea	41.33
174	Ethiopia	41.06
175	South Sudan	40.68
176	Chad	38.70

*Top-ranking countries are not considered here because the number of countries having levels of access to drinking water close to 100% is high. The same parameter has been adopted also for other indicators in the following part of the report.

4

People using at least basic sanitation services

(WHO/UNICEF, 2017)

BOTTOM TEN COUNTRIES

167	Benin	16.45
168	Togo	16.13
169	Sierra Leone	15.65
170	Niger	13.57
171	Papua New Guinea	12.95
172	Eritrea	11.94
173	South Sudan	11.32
174	Madagascar	10.51
175	Chad	8.34
176	Ethiopia	7.32

Covid-19 effect



To prevent the health emergency from getting out of control and overwhelming the intensive care units, and health systems overall, many countries have resorted to lockdown measures. The ability to follow self-isolation and social distancing policies entails the access to adequate housing, which cannot be taken for granted. Currently, 1.8 billion people worldwide are homeless (OHCHR, 2020).

At the same time, those living in poor or inadequate housing conditions are at higher risk of infection due to both lack of sanitation services and overcrowding which prevent the respect of social distancing measures (UN, Habitat 2020).

National indicators are one of the main criteria used in taking strategic decisions and monitoring the implementation of projects in both humanitarian assistance and development sectors. They are also needed to ensure proper dissemination of information and prioritise interventions.

When discussing the water sector, particular attention should be placed on what isolated indicators can tell us, and how difficult it is to understand the real situation of a country without using a set of additional data and information.

I am currently working for the European Delegation in Lebanon, the country that is hosting the highest number of refugees per capita in the world (approx. 1.9 million in a total resident population of 4.5 millions).

The first time I entered the country, 6 years ago, I was expecting to manage humanitarian assistance projects focused on providing water to refugee population. Looking only at the indicators, it was thought that Lebanon was a fairly well developed country within international indexes and, specifically for the water sector, a country where the access rate to water was almost 100% in urban areas and 85% in rural areas, based on WHO-UNICEF Joint Monitoring Report 2014.

The reality is unfortunately quite different; the actual service provided by public services is limited. In most municipalities, water services are largely irregular and cannot be considered satisfactory, and certainly not adequate for the development level of the country.

The quantitative indicators describe only part of the picture: they indicate that connections to public networks are in place, but they do not highlight enough that often there is no water in the pipes or that some pipes are old and unusable.

These deficiencies of public services, which are not always fully captured by some aggregated indicators used for international development indexes, have actually deep consequences on population's life, especially on the most vulnerable. When a public service is not reliable, citizens are forced to compensate with alternative strategies. In most cases these strategies are expensive and weigh heavily on the budget and all aspects of family life (over 5% of their income).

In the case of Lebanon, it has been necessary to advocate within the international community for re-directing part of the funds toward assistance to Lebanese Municipalities alongside the refugee communities. Focusing only on the humanitarian response would have triggered local tensions between hosting communities and refugee population, in that it exacerbates disparities without addressing the root causes of the problem.

The exclusion from fair and dignified access to an essential service, such as water, has direct consequences in terms of social, economic and cultural discrimination from society, and it negatively impacts existing disparities and tensions. No unique indicator or quantitative data can highlight the full extent of impact on people. This can only be measured by ensuring mechanisms for processing data together with the affected population, refugees and host communities alike, to design locally relevant solutions for providing water services.

Lebanon is a showcase of how today it is more important than ever to involve the affected population in designing integrated solutions for the water sector, especially in the case of humanitarian crises, especially when these crises are protracted.

Conflicts and Wars

Wars, conflicts and terrorism worsen the economic and social conditions of a country. Children, adolescents and women are the first to suffer the consequences, becoming witnesses, or worse, victims of armed conflicts.

INDICATORS

5

Global Peace Index

Country peace level on a scale 1 (most peaceful) **to 5** (least peaceful), examining level of security, presence of internal or external conflicts, and level of militarisation (The Institute for Economics and Peace, 2020)

6

Number of refugees per country of origin

Percentage of the total population of a country (including those who have obtained refugee status, but excluding asylum seekers - those who have applied for asylum and refugee status but have not received a response yet, or who are registered as asylum applicants - and internal displaced people) (WeWorld-GVC elaboration of UNHCR data, 2020)

INTRODUCTION

In 2019, 79.5 million people fled from their countries of origin (UNHCR, 2020). Such a high number had never been registered. One of the most serious aspects is that more and more people do not manage to return to their homes anymore: in the '90s, on average, every year 1.5 million refugees succeeded in getting back; over the last ten years the average has plunged to nearly 385,000. Millions of women and children are forced to escape and live precariously for years, with lasting consequences on their living conditions.

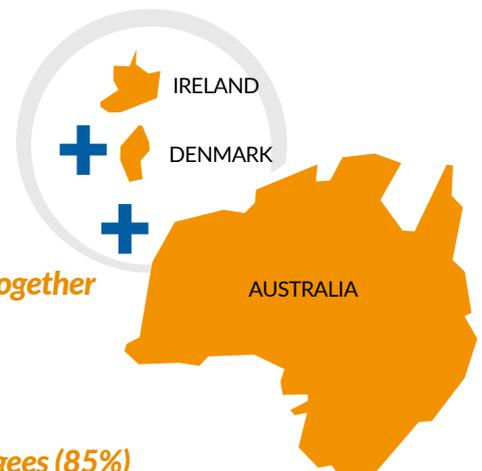
Conflicts and wars are still ongoing in several parts of the world: according to the Global Peace Index (2020), world peace has deteriorated progressively over the last 12 years, because of the increasing number of terrorist attacks and intensification of conflicts in the Middle East, as well as regional tensions in some areas of the world and increasing social and political tensions in Europe and the United States.

In the world, the number of

forcibly displaced children

is **higher than** the whole population of

Australia, Denmark and Ireland put together



Over 8 out of 10 refugees (85%)
are hosted in **developing countries**

(UNHCR, 2020)

PUTTING INTO CONTEXT:

Women and children in Conflicts and Wars



Women and children who are forced to flee their country of origin because of wars and conflicts undergo serious consequences on their living conditions, both in the short and long term:

- children who are at risk of interrupting their educational and training courses may become illiterate or barely literate adults. Even when they manage to receive an education in the hosting countries, children have to cope with a new social and educational context in which a different language is spoken and teachers are not sufficiently trained for teaching to refugee children. During conflicts or in case of extended stay in refugee camps, girls risk premature marriages
- in case of conflict, women and children can be victims of violence and abuse, which can seriously affect their emotional, physical, psychological health. Women risk being raped and abused while children risk being recruited as child soldiers or for other war purposes (like transportation of weapons etc...). The right to health is denied and the effects persist for a long time (for an in-depth analysis see the *WeWorld Index 2019* with a focus on "Education and Conflicts and Education in Emergency")

5

Global Peace Index

(The Institute for Economics and Peace, 2020)

TOP FIVE COUNTRIES

1	Iceland	1.078
2	New Zealand	1.198
3	Portugal	1.247
4	Austria	1.275
5	Denmark	1.283

BOTTOM FIVE COUNTRIES

159	Yemen	3.411
160	South Sudan	3.447
161	Iraq	3.487
162	Syria	3.539
163	Afghanistan	3.644

6

Number of refugees per country of origin

(WeWorld-GVC elaboration of UNHCR data, 2020)

BOTTOM TEN COUNTRIES

165	Rwanda	2.006
166	Myanmar	2.008
167	Palestine	2.109
168	Burundi	3.414
169	Somalia	6.031
170	Afghanistan	7.341
171	Central African Republic	13.077
172	Eritrea	14.244
173	South Sudan	20.361
174	Syria	39.139

Covid-19 effect

Apparently, conflict-affected countries have been less intensively touched by the pandemic. A reason could be the inability of these countries' health systems to collect data properly.

These countries were already in fragile conditions before Covid-19 and their health systems have not received any regular help during the humanitarian crisis.

Furthermore, the Covid-19 crisis has shifted the international leaders' attention to their domestic issues and led them to neglect many obligations regarding conflicts or peace processes.



THE VOICE OF

FLAVIO LOVISOLO

Italian Agency for Development Cooperation (AICS) Regional Director, North Africa



More than nine years have passed since the protests that led to the fall of the previous regime in Tunisia and started the Arab Spring, Northern Africa is still living in a time of economic and social transition, and is losing hope for a rapid change towards a fairer and more equal society. The loss of this hope is perhaps the most important challenge to face for those who want to help Northern African countries during this transition with new developmental policies.

To meet these challenges, Italian Cooperation is contributing to the United Nations', the European Union's and the international NGO/CSO's (Civil Society Organisations) commitment to paving the way for economic growth and good governance, while trying to improve refugees' and migrants' living conditions in Tunisia and Libya.

More than fifty initiatives are being implemented in Tunisia, financed by Italian Cooperation. Three of these are directly related to migration. The beneficiaries of the three initiatives are migrant populations and those potentially migrant, above all youth. The aim is to create new opportunities, above all for those who are forced to migrate for economic reasons. The goal is also to improve social inclusion, for those who want to get back to their country of origin, as well as to strengthen local institutions in managing migration flows. The situation in Libya is more complex, because the migration issue is strictly related to the conflict and to a stabilisation process that is struggling to start up. Many observers seem to concentrate more on the terrible conditions of migrants who live in detention centres (in June 2020 these accounted for some thousands, of whom nearly 2,000 in the eleven centres run by the Libyan Government), than on the nearly 650.000 migrants who are working in Libya and are also undergoing the consequences of the Covid-19 international crisis.

In Libya the Italian Cooperation is committed to programs carried out by the agencies of the United Nations which are already in the centres for migrants, like IOM and UNHCR, and has enacted emergency initiatives to support the migrant and local population through by entrusting projects to NGO/OSC. These programs, in some centres, have made possible the distribution of staple goods as well as the reactivation of plumbing and sanitation systems. However, the action of Italian Cooperation in Libya is not limited to backing migrants. In fact, since 2016, 32 programs have been financed, of which 13 still ongoing, both on the emergency and humanitarian side and that of stabilisation and development.

According to what has been said, albeit concisely, it is clear that to back the transitional phase in Tunisia and the stabilisation phase in Libya, the Italian Cooperation must not only keep in touch with Governments and central institutions to support, where possible, their reform undertakings, but it also needs to collaborate and work closely with OSC/NGOs to establish indispensable ties with local civil societies, municipalities and communities living there.

Power and Democracy

People who do not have the power to stand up for their rights and to participate in politics are the most disadvantaged due to the lack of democracy. Among them there are women and adolescents.

INDICATORS

7

Global Democracy Index

Country democracy state on a scale 0 (authoritarian regime) **to 10** (full democracy), taking into account five aspects: electoral pluralism, respect of civil rights, efficacy of government activities, participation of citizens in politics, and political culture in general (Economist Intelligent Unit, 2019)

8

Corruption Perception Index

Perceived levels of public sector corruption in 180 countries/territories around the world **on a scale 0** (more corruption) **to 100** (less corruption) (Transparency International, 2019)

INTRODUCTION

Over the last few years, in all countries around the world a regression and/or stagnation of democracy has been registered: this trend continued in 2019. Of the 5 dimensions of the Global Democracy Index (2019), the one connected to civil freedoms had the worst performance: freedom of expression and freedom of the press were not guaranteed always and everywhere. In particular, in 2019 a regression of democracy was reported in Latin America and Sub-Saharan Africa. The erosion of democracy goes together with the presence and rise of corruption. Out of 180 countries taken into account in the Corruption Perception Index (2019), only 22 have registered a decline in the perceived levels of corruption, 21 have seen a rise while in most parts of the world no major changes have occurred.

To ensure democracy and reduce corruption levels it is necessary to promote women's rights and enable them to exercise these rights. If a country is democratic then women can participate in decision-making processes and promote policies for women and children. Where women take part in politics, corruption levels are lower.

Scholars disagree in explaining the link between women's political participation and low corruption. For some (Dollar et al., 2001), if women's participation is high, corruption decreases. In fact, compared to men, women are more risk and inequality adverse and consequently less tolerant of corruption; once in power, they tend to fight corruption. Vice-versa, for others, low levels of corruption – and prevalence of democratic decision-making processes – foster women's participation (Sung, 2003). Whatever the causality link is, the higher the number of women taking part in public affairs and politics, the lower the corruption.

PUTTING INTO CONTEXT:

Women and Children in Power and Democracy

In a corruption free and democratic country:

- women participate in the public and political life and promote gender and generational equality issues
- women are less tolerant of corruption, so they preserve the system and the democratic process
- women convey the value of honesty and democratic principles to their children, acting as role models
- children grow up in a democratic and peaceful context, internalizing its values
- children are educated to gender equality



7 Global Democracy Index (Economist Intelligent Unit, 2019)

TOP FIVE COUNTRIES	
1	Norway 9.87
2	Iceland 9.58
3	Sweden 9.39
4	New Zealand 9.26
5	Finland 9.25
BOTTOM FIVE COUNTRIES	
163	Chad 1.61
164	Syria 1.43
165	Central African Republic 1.32
166	Congo, Dem. Rep. 1.13
167	Korea, Dem. Rep. 1.08

8 Corruption Perception Index (Transparency International, 2019)

TOP FIVE COUNTRIES	
1	Denmark 87
1	New Zealand 87
3	Finland 86
4	Singapore 85
4	Sweden* 85

*Also Switzerland is ranked 4th

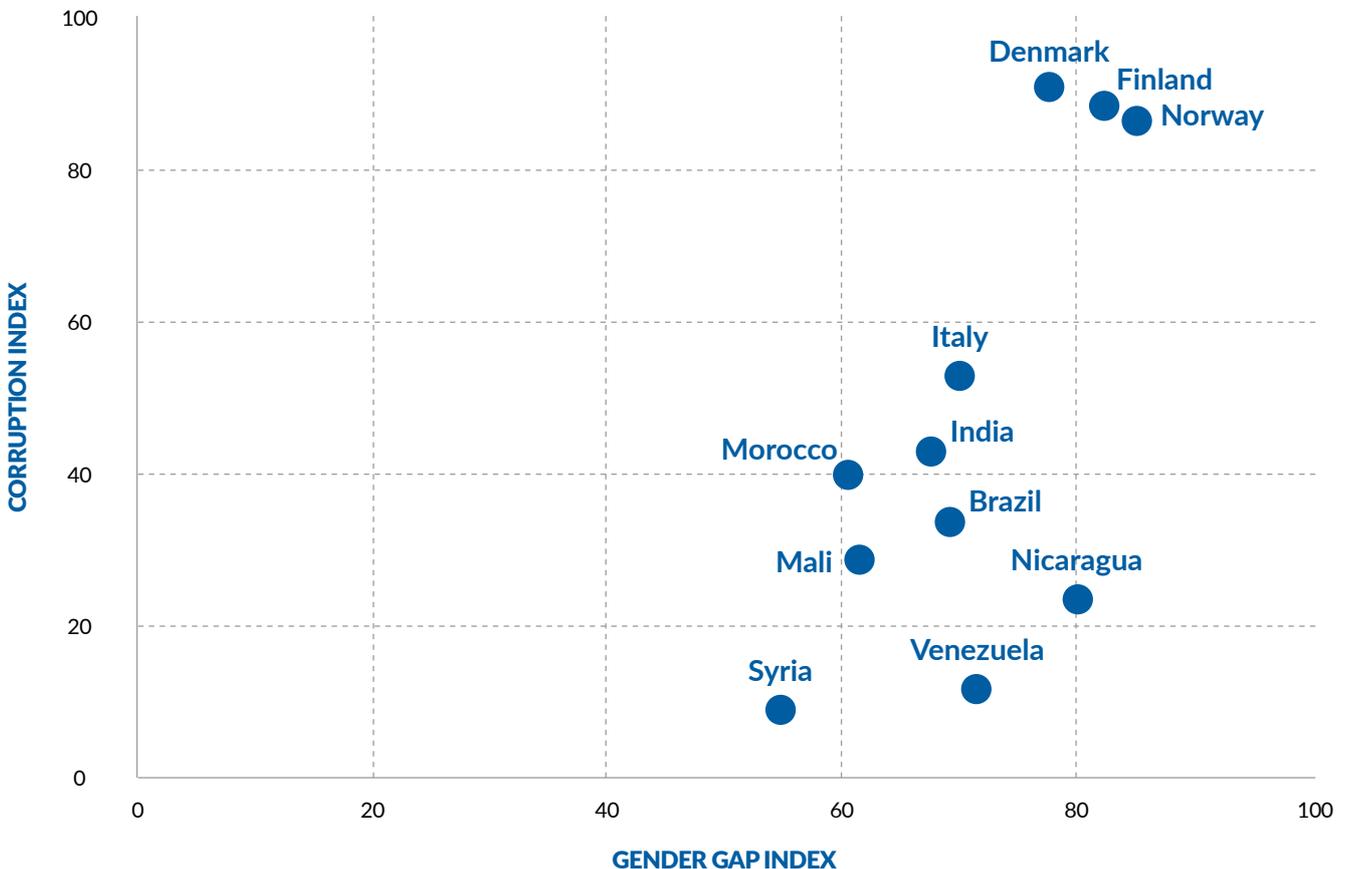
BOTTOM FIVE COUNTRIES	
165	Venezuela* 16
169	Yemen 15
170	Syria 13
171	South Sudan 12
172	Somalia 9

*Also Afghanistan, Equatorial Guinea and Sudan are ranked 165th



Global Gender Gap Index (2020) and Corruption Perception Index (2020) for some countries

The most developed and advanced countries are concentrated in the upper part on the right, where greater equality between women and men corresponds to less perceived corruption.



Security and Protection

People's wellbeing also derives from the possibility to live in a context where their own physical safety is not threatened. Women and young people are the most vulnerable in case of disasters.

INDICATORS

9

Intentional homicide rate

Percentage per 100,000 inhabitants per country. Voluntary homicide is defined as the death intentionally caused by one person to another person (UNODC, 2018)

10

People dead & affected by natural and technological disasters

Number of people dead plus affected by natural and technological disasters out of the total population of a country. Expressed in **percentage** (EM-DAT, 2019)

PUTTING INTO CONTEXT:

Women and Children in Security and Protection

In a safe country, where homicide rates and natural and technological disasters' risk are low:

- children and adolescents are less likely to leave school and interrupt their educational path to join organized crime networks, gangs, extremist or terrorist groups (and thus to be victims of murder)
- women are less likely to fall ill and let their children fall ill too from infections following natural and technological disasters
- women run fewer risks related to climate change: in many countries women are the main water and food providers, and in case of disaster they have to go further for many hours to collect these resources; this expose them as easy targets for homicides and violence
- women run fewer risks from technological disasters: the exposure to chemical substances or other forms of environmental pollution affect fertility rates and pregnancies



INTRODUCTION

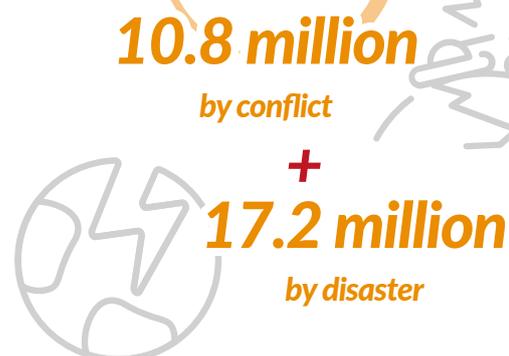
According to UNODC (2019), murders reap more victims than armed conflicts. Most victims and killers are men (respectively 81% and 90%), 19% of murders occur in the organized crime sector. The Americas continue to report the highest homicide rate.

Overall, the homicide rate is higher in the 15-29 age range: the victims are mainly young men. But even in the younger age ranges boys are more at risk than girls (see the infographics in the next page). If overall the homicide rates of women are significantly lower than those of men, as adults women are more often killed by their relatives (see the Violence Against Women dimension).

Another aspect that helps understand how safe a country is, especially for women and children, is related to the frequency of natural and technological disasters, and the country's ability to deal with them. In 2019, 396 natural disasters affecting 95 million people were counted (CRED, 2020). Children are among the most vulnerable in case of disasters, this make them far more susceptible to diseases, particularly those who live in poverty.

In 2018,
28 million new people
became **internally displaced**
by conflict and disasters worldwide

50 countries and territories
(IDMC, 2019)



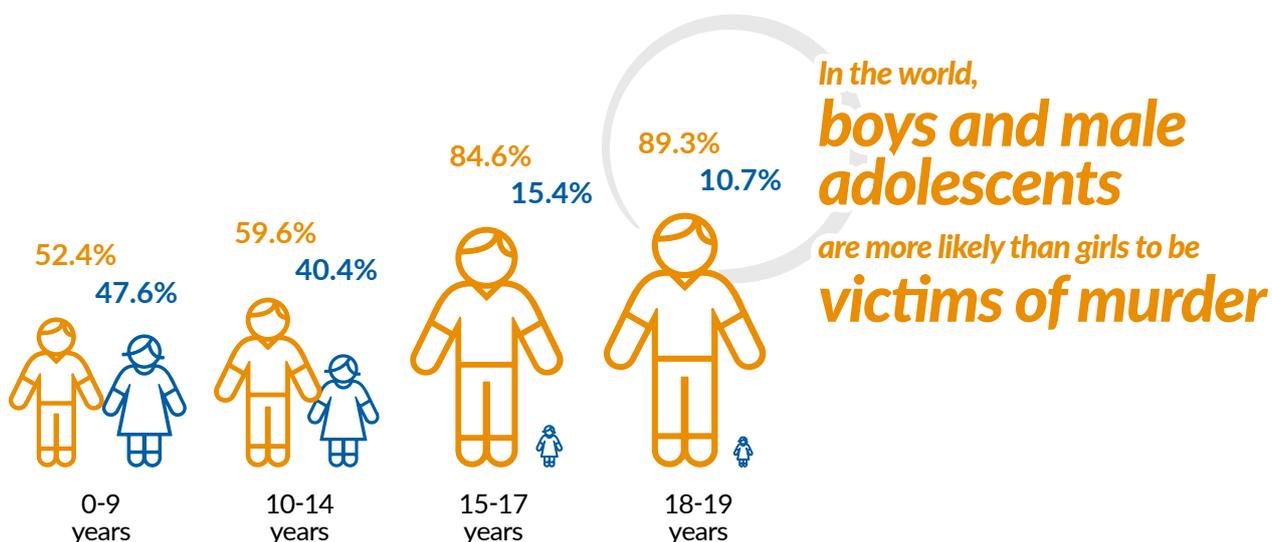
9 Intentional homicide rate
(UNODC, 2018)

TOP FIVE COUNTRIES		
1	Singapore	0.16
2	Japan	0.26
3	Oman	0.27
4	Luxembourg	0.34
5	Indonesia	0.43

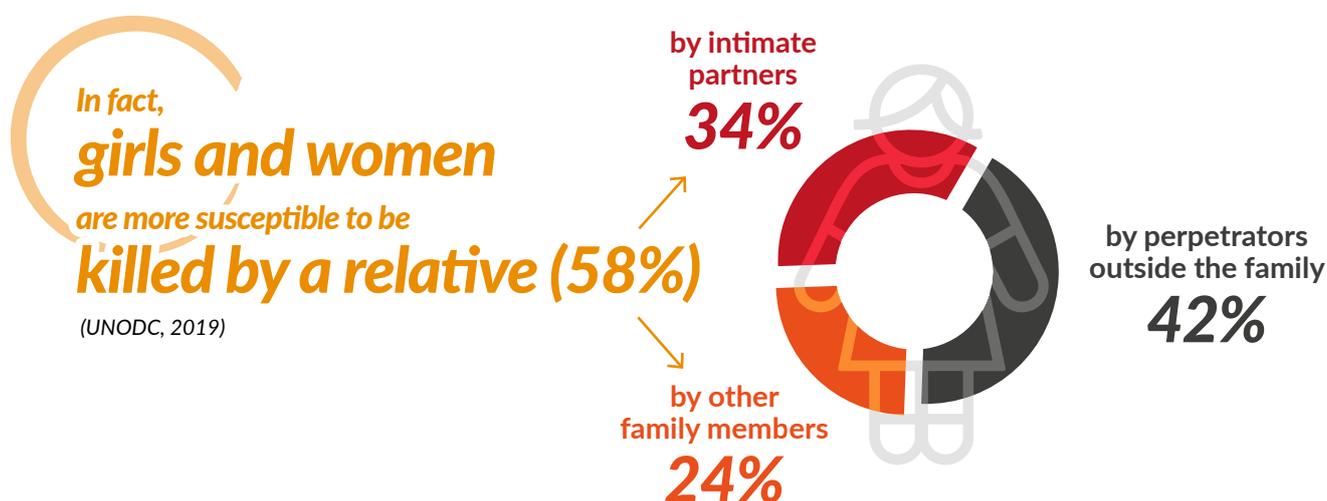
BOTTOM FIVE COUNTRIES		
171	Belize	37.79
172	Lesotho	38.00
173	Honduras	38.93
174	Jamaica	43.85
175	El Salvador	52.02

10 People dead & affected by natural and technological disasters
(EM-DAT, 2019)

BOTTOM TEN COUNTRIES		
167	Fiji	21.73
168	Philippines	22.19
169	Somalia	26.46
170	Djibouti	28.68
171	Afghanistan	36.79
172	Comoros	41.49
173	Korea, Dem. Rep.	42.46
174	Zimbabwe	55.33
175	Cuba	88.64
176	Mauritania	97.20



Although women and girls account for a far smaller share of total homicides than men, they bear by far the greatest burden of intimate partner/family related homicide, and intimate partners homicide.



Access to information

Information and communication technologies contribute to the wellbeing and inclusion of women, children and adolescents. Greater access to information for everybody promotes gender equality and fosters economic and social inclusion

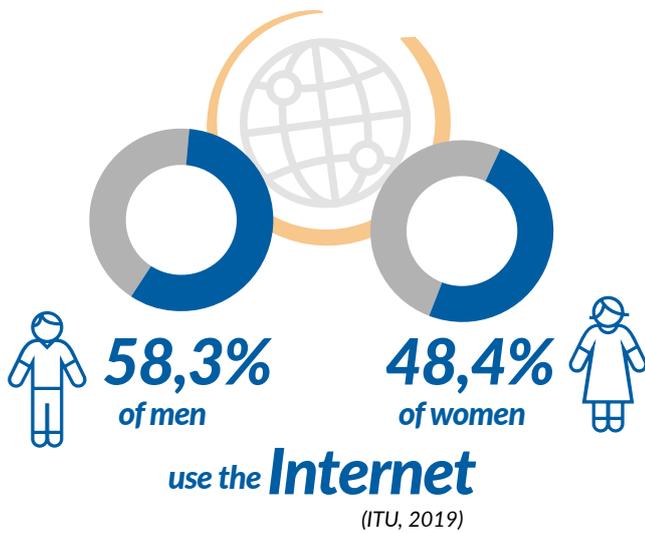
INDICATORS

11 People with access to electricity
Percentage of the total population of a country
 (World Bank, 2018)

12 Individuals using Internet
Percentage per 100 inhabitants of a country
 (ITU, 2018)

INTRODUCTION

Between 2017 and 2018 substantial progress has been made in access to electricity: the number of people with no access dropped from 1 billion to 860 million (IEA, 2019). Yet unfortunately 2.6 billion people globally still lack adequate technology and clean cooking facilities (in Sub-Saharan Africa the problem affects 83% of the population). Ineffective and polluting cooking systems constitute a risk factor for health, above all for women – who, despite the progress made in gender equality, are still mainly responsible for preparing food at home in many countries – and for children, who cannot attend pre-school courses. Access to the Internet, in turn, has numerous effects on people’s lives: on the web we can access information, participate, study, do business, purchase goods and services, etc. The lack of Internet access widens social inequalities. In 2019, 53% of the global population, 4.1 billion people, were using the Internet (ITU, 2019).



Worldwide
Netflix subscribers
 use more data **in a day**

than the whole population of **Africa**
in almost a week

(One, 2016)

PUTTING INTO CONTEXT:

Women and Children in Access to information

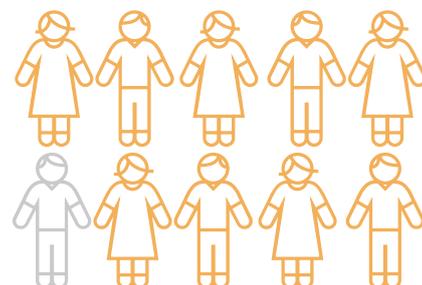


If women and children have access to the Internet and to electricity:

- women can collect information about health and nutrition online, so that they can look after themselves and their children better, reduce maternal and child mortality and avoid easily preventable diseases
- properly running electricity is essential for many reasons. For instance, it guarantees the functioning of medical and diagnostic equipment so that women and children can receive adequate and necessary healthcare assistance. Moreover, it activates the pumps to deliver safe water so that women and children can access it
- boys and girls in particular can improve their learning experience through the use of the Internet (One, 2016), become educated adults and develop empowerment, with significant consequences on other aspects of their life

Nearly **9** out of **10** youths
 who are currently **not** using
 the Internet live in **Africa,**
Asia or the **Pacific**

(ITU, 2017)



11 People with access to electricity

(World Bank, 2018)

BOTTOM TEN COUNTRIES

167	South Sudan	28.20
168	Sierra Leone	26.10
169	Liberia	25.92
170	Madagascar	25.91
171	Congo, Dem. Rep.	18.98
172	Malawi	18.02
173	Niger	17.60
174	Burkina Faso	14.40
175	Chad	11.76
176	Burundi	11.02

12 Individuals using Internet

(ITU, 2018)

TOP FIVE COUNTRIES

1	Qatar	99.65
2	Kuwait	99.60
3	Iceland	99.01
4	Bahrain	98.64
5	United Arab Emirates	98.45

BOTTOM FIVE COUNTRIES

169	Niger	5.25
170	Guinea-Bissau	3.93
171	Burundi	2.66
172	Somalia	2.00
173	Eritrea	1.31

Covid-19 effect



Lockdown measures, along with the introduction of smart working and distance learning, have tripled online traffic (UN, 2020e). Suddenly everybody has realized that Internet access is a right. But not everybody has had the chance to exercise it and gaps between different social classes and geographic areas have widened (UNICEF/Innocenti, 2020a). At a global level, only 55% of families has an Internet connection: 87% in the developed world, compared to 47% in developing nations and only 19% in the least developed countries. Overall, 3.7 billion people do not have access to Internet. This issue has had negative effects on the poorest and most disadvantaged families who usually live in rural areas and have not been able to work remotely or to access distance learning (World Economic Forum, 2020b).



Gender

Progress of societies go through their ability to reduce and remove gender inequalities. In an inclusive and equal society women and children have many social, economic, educational and cultural opportunities.

INDICATORS

13 **Gender Gap Index (GGI)**
Country gender gap, ranging from 0 (total inequality) to 1 (total equality)
 (World Economic Forum, 2020)

14 **Gender Inequality Index (GII)**
Country gender gap, ranging from 0 (total equality) to 1 (total inequality).*
 (UNDP, 2018)

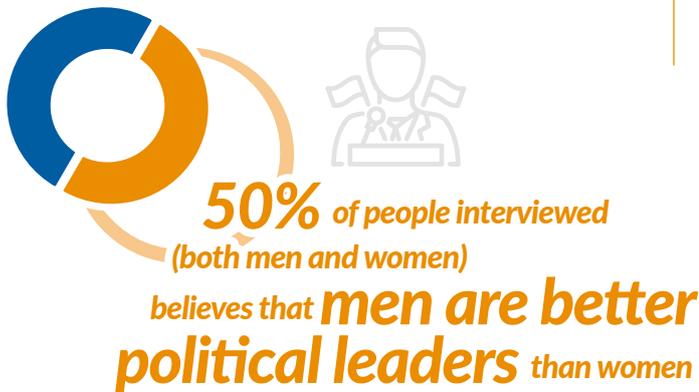
INTRODUCTION

According to the Gender Gap Report (2020), gender equality will not be attained for 99.5 years. In the economic sector the situation is even worse: 257 years will be needed to achieve it. Women's employment level is not the same as men's, nor is it in the political sector. Globally, only 55% of women (aged 15-64) are engaged in the labour market (vs 78% of men), and they earn on average 11,000 USD a year contra 21,500 USD of men. Regarding the political sector, women occupy only 25% of parliamentary seats and 21% of Ministerial positions.

Even according to the Gender Inequality Index (GII, 2018) we are still far from full equality: in 2018 the GII was 0.525 (full equality is 0).

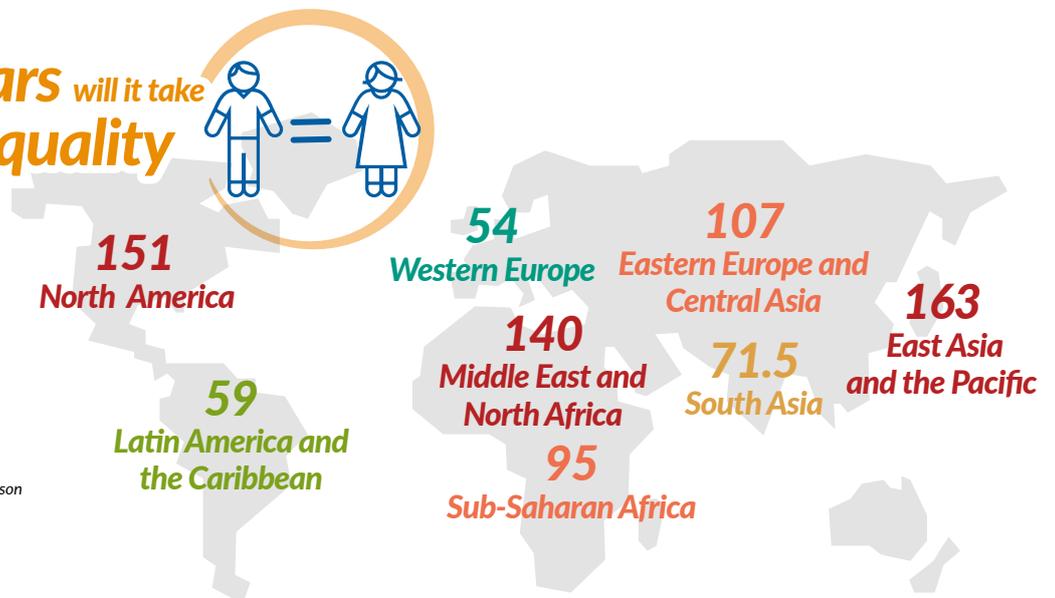
Yet it is now commonly accepted that gender equality – besides being a universal value to aim at and a women's right – constitute an essential pre-condition for development. In order to achieve it, firstly it is necessary to dismantle those cultural models and gender stereotypes that are still persistent worldwide: according to a recent UNDP research conducted in 75 countries (UNDP, 2020b) 91% of men and 86% of women have at least one prejudice regarding women on political, economic, reproductive rights issues, concerning education or gender violence.

An UNDP research (2020b) conducted in 75 countries shows that:



How many years will it take to achieve gender equality in the world?

(World Economic Forum, 2020b)



*Refer to WeWorld Index 2016, page 75, for a comparison between GGI and GII

13

Gender Gap Index (GGI)

(World Economic Forum, 2020)

TOP FIVE COUNTRIES		
1	Iceland	0.877
2	Norway	0.842
3	Finland	0.832
4	Sweden	0.820
5	Nicaragua	0.804

BOTTOM FIVE COUNTRIES		
149	Congo, Dem. Rep.	0.578
150	Syria	0.567
151	Pakistan	0.564
152	Iraq	0.530
153	Yemen	0.494

14

Gender Inequality Index (GII)

(UNDP, 2018)

TOP FIVE COUNTRIES		
1	Switzerland	0.037
2	Denmark	0.040
3	Sweden	0.040
4	Netherlands	0.041
5	Norway	0.044

BOTTOM FIVE COUNTRIES		
155	Mali	0.676
156	Central African Republic	0.682
157	Chad	0.701
158	Papua New Guinea	0.740
159	Yemen	0.834

PUTTING INTO CONTEXT:

Women and Children in relation to Gender



Where gender equality is achieved in both public and private spheres:

- women have the same decision-making power as men in the family, the time dedicated to the care of children and the house is equally shared between men and women, and consequently women are better able to participate economically, politically and socially
- children have parental models based on gender equality, internalize a culture of equality, of norms and of non-discriminatory behaviour
- women can publicly and politically struggle for gender equality issues, promoting the transmission and sharing of cultural values based on respect for differences

CHIARA SARACENO

Honorary Fellow at Collegio Carlo Alberto of Turin and co-ordinator of the Italian Alliance for Childhood, Italy



In all the OCSE countries, women of all ages, together with youth of both genders, are, and will be in the near future, the most affected by the economic effects of the pandemic. In fact they are more likely than men to have precarious and temporary employment contracts, so they are at greater risk to lose their job during - and because of - the lockdown. Thus, they are employed in sectors put at greater risk by mobility restrictions: trade, tourism, services. These sectors are not suitable for remote smart working and social protections are often scarce. In the case of women, this situation is opposite to that of the 2008 financial crisis. At that time the crisis hit mainly the manufacturing sector, and hence male employment. In addition, in the current crisis women's vulnerable working conditions have been made worse by closure of schools and social services for children. This led to an overloading of work and responsibilities for mothers during lockdown, and to making it difficult for them to get back to work (for those who have not lost it and cannot work remotely), even now that activity is picking up.

Women were overloaded of work and responsibilities during lockdown, and in some cases they hardly came back to work (for those who have not lost it and cannot work remotely).

In many countries the resumption of activities has coincided, first with schools' closure and online learning, then with school summer holidays. Even in those countries where face-to-face lessons have started again, this has often happened partially, for a few hours a week, or in shifts, requiring a family re-organization which in most cases weighs on women's-mothers' shoulders. Obviously, women are not all vulnerable in the same way. Alongside the difference between who has and who does not have caring responsibilities, the less qualified women and those with lower income are more at risk of losing their job. In fact they are employed in the most affected sectors or their job is not compatible with their caring responsibilities, as it cannot be done from home. These phenomena are evident and even accentuated in some developed countries like Italy, where even before the crisis employment rates of women were lower than those for men; there were differences in female employment rate between territories and level of education; every year 20% of women leave the job market for family reasons; and family-work compatibility policies are comparatively limited, above all regarding services.

The measures adopted to face the recent crisis underestimate the specific risks for women, especially those with family responsibilities. There is a serious risk of regression, both in relation to the female employment rate and, consequently, in relation to work-life balance between men and women in the family. This could lead to an increase in both gender inequalities and inequalities between women.

Children's Health

The human and economic costs of mortality and child malnutrition are enormous, and affect especially the weakest and most vulnerable subjects. But they also influence society as a whole, both its social progress and economic growth.

Malnutrition encompasses both undernutrition and bad/over nutrition.

INDICATORS

15

Under-five mortality rate

Probability of dying by age 5
per 1000 live births
(UNICEF/WHO, 2018)

16

Children underweight

Percentage of children under age 5 whose weight for age is more than two standard deviations below the median for the international reference population ages 0-59 months
(UNICEF/WHO, 2020)

INTRODUCTION

Despite the global progress in reducing child mortality over the past few decades, an estimated 5.3 million children under five died in 2018. Nearly half of all the under-five children's deaths are attributable to undernutrition. Undernutrition takes 4 sub-forms: wasting, stunting, underweight, and deficiencies in vitamins and minerals. Undernutrition – and consequently underweight and/or mortality under 5 – are usually associated with poor maternal health and nutrition. In fact maternal health and child health are inextricably linked. According to the Population Action Council (UNICEF, 2005), “women who are in poor health or poorly nourished are more likely to give birth to unhealthy babies, and often cannot provide adequate care, diminishing the chances their children will survive and grow up well”. This is why the first 1,000 days (from a woman's pregnancy to her child's 2nd birthday) are so important: the way a mother takes care of herself and her child in this period has a profound impact on her child's growth and development.



1 in 3 children under 5 do not receive the **necessary nutrition** to grow properly

340 million children suffer from a **nutritional shortage** of vitamins and minerals (hidden hunger)



149 million children under 5

still suffer from **stunting** while **50 million** from **wasting**

(UNICEF, 2019a)



Covid-19 effect



In the world, the healthcare emergency caused by the Covid-19 pandemic and the consequent lockdown measures, have led to a 20% reduction in the supply of social and health services. The interruption of essential services, such as the supply of vaccines, has provoked so far 400,000 more deaths of children under 5 than last year, and 168,000 more stillborn. Furthermore, the reduced supply of contraceptives is alarming as it could give rise to 15 million more unwanted pregnancies in low and medium income countries (IAP, 2020).



THE VOICE OF

HAPPY PAULIANE MWETE

WeWorld-GVC doctor, Burundi

15 Under-five mortality rate
(UNICEF/WHO, 2018)

TOP FIVE COUNTRIES	
1 Finland	1.70
2 Iceland	2.00
3 Slovenia	2.10
4 Cyprus	2.40
4 Luxembourg	2.40

BOTTOM FIVE COUNTRIES	
172 Sierra Leone	105.10
173 Central African Republic	116.50
174 Chad	119.00
175 Nigeria	119.90
176 Somalia	121.50

16 Children underweight
(UNICEF/WHO, 2020)

TOP FIVE COUNTRIES	
1 Chile	0.5
1 Germany	0.5
1 United States	0.5
4 Korea, Rep.	0.7
5 Montenegro	1.0

BOTTOM FIVE COUNTRIES	
115 India	33.4
116 Niger	37.5
116 Timor-Leste	37.5
118 Eritrea	39.4
119 Yemen	39.9

My name is Happy Pauliane Mwete, I work for WeWorld-GVC and I am a doctor in the Musasa refugee camp in Northern Burundi. The health problems I often encounter in my work with children are mainly diseases of dirty hands, respiratory diseases, malaria and malnutrition.

The problems of mothers are strongly linked to the health problems of children since the mother is a pillar, an important person in the family life and above all a central figure in the life of the child. If the mother is irresponsible and does not take good care of her children, for example not dressing them warmly when it is cold, not meeting their food needs, not bringing them to a health facility as quickly as possible when they are sick, etc., this could easily cause health problems for children. Also, when mothers have health problems, such as chronic diseases, malnutrition, or mental health issues, it can directly affect children since they will no longer have the necessary care provided by their mothers.

Refugees are people who have fled war or other conflicts in their home country to live in a host country, where most of them are not financially independent and do not have the luxury of living the life they had before. In Musasa, where I work, many are forced to live in a refugee camp in precarious and crowded conditions.

In the camps, refugees face several problems such as the lack of sufficient food and clean water; they are forced to coexist with others in a fairly limited space, often with public latrines, which are not always clean. And now, there is a new danger threatening them with this Covid-19 pandemic, which requires rigorous hygiene and social distancing measures.

Failure to master prevention and limit the spread of SARS-COV-2 virus would be a fatal risk not only for refugees who are already easy targets of various diseases but also for us, the medical staff treating them, because the virus spares nobody. Even though we have not recorded any cases of Covid-19, we are vigilant and aware of the gravity of this pandemic, while intensifying control and prevention measures and raising awareness among refugees.

CONNECTING THE DOTS

Children, Women and Health

Malnutrition has a serious impact on children's health. Specifically:

- undernourished children experience difficulties in growing, run higher risks of infection or death and reduced cognitive skills which will undermine their school performances. An undernourished girl is likely to become an undernourished woman and incur in perinatal complications and/or give birth to premature or underweight babies, and run higher mortality risks while delivering, both for herself and her children
- children on a diet poor in vitamins and minerals (called hidden hunger) will not grow adequately and will not develop their immune system, with consequences on their future health. As adults they will have difficulties in offering a balanced diet to their own children, who in turn will be undernourished
- overweight children, no less than undernourished ones, will face serious health problems. Overweight children can develop cardiovascular problems, infections and also lack of self-esteem; when growing up they can develop obesity, diabetes and other metabolic dysfunctions. As for girls, once adults, overweight can cause diabetes during pregnancy and pre-eclampsia, obstetrical complications and chronic diseases for their children

Children's Education

Early Childhood Development and Pre-Primary Education lay the foundations for lifelong learning. Educated children will bring benefits to themselves and the society in which they live as adults.

INDICATORS

17

Net enrollment rate pre-primary

Total number of students in the theoretical age group for a given level of education enrolled in that level, expressed as a **percentage of the total population in that age group** (UNESCO, 2019)

18

Net enrollment rate primary

Total number of students in the theoretical age group for a given level of education enrolled in that level, expressed as a **percentage of the total population in that age group** (UNESCO, 2019)

INTRODUCTION

According to the Target 4.2 of the Sustainable Development Goals, by 2030 States have “to ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education”. Nevertheless, more than 175 million children – or half of the pre-primary aged children globally – do not have access to pre-primary education (UNICEF, 2020b). In addition, 8% of children in primary-school-age are out of school UNESCO (2020b). Children from the poorest families, those who live in rural areas and less-developed regions are the most disadvantaged. As regard gender disparities, despite being low in pre-primary and primary education, the most worrying aspect is that girls are more likely than boys to never attend any school. Worldwide there are currently 5.5 million more girls out-of-school than boys in primary school (UNICEF, 2020c). Gender disparities in primary education are particularly persistent in Africa, the Middle East and South Asia. These disparities in education will have profound consequences on girls when they become adults, undermining the development of their empowerment in many aspects of daily life.

Children from rural areas are more than **twice** as likely to be out of primary school than their urban peers



In conflict zones **27 million** children are out of school



Pre-primary education is compulsory in **49** countries while in **36** it is free and compulsory for at least **one year**

(UNICEF, 2020b)



Covid-19 effect



The educational paths for children have been forced to an extraordinarily stop worldwide, with most countries imposing school closures for many months due to the pandemic. Even in those countries where distance learning has substituted face-to-face learning many students have struggled to attend online classes. The virus and the consequences of the measures taken to contain it have also increased inequalities in the educational field, leaving behind those who were already disadvantaged. In several countries non-governmental organizations have played a key role in supporting students out of school because of the pandemic (for in-depth analyses and information about programs implemented by We-World-GVC see the Focus Education in Covid-19 times, and the interview with the President of Global Campaign for Education in the following page).



THE VOICE OF

REFAT SABBAH

President of the Global Campaign for Education (GCE), Ramallah, Palestine

17 Net enrollment rate pre-primary
(UNESCO, 2019)

TOP FIVE COUNTRIES

1	Peru	99.73
2	France	99.55
3	Cuba	98.24
4	Malta	97.36
5	Belgium	96.97

BOTTOM FIVE COUNTRIES

135	Mali	4.69
136	Burkina Faso	4.23
137	Congo, Dem. Rep.	3.96
138	Yemen	1.59
139	Chad	0.87

18 Net enrollment rate primary
(UNESCO, 2019)

TOP FIVE COUNTRIES

1	Norway	99.88
1	Canada	99.88
3	Iceland	99.83
4	Iran	99.70
5	Singapore	99.67

BOTTOM FIVE COUNTRIES

145	Mali	58.94
146	Eritrea	51.46
147	Liberia	44.26
148	Equatorial Guinea	43.48
149	South Sudan	35.21

The main impact of school closure due to Covid-19 is on learning. Time out of school dramatically impairs learning and retards cognitive development. School meals for poor families stop, students with disabilities lose the direct support from teachers and peers, absence from school has a negative impact on socialization processes and studies show an increased risk of economic exploitation of children, unwanted pregnancies and early marriages.

Undoubtedly, students from impoverished families, but also inhabitants of rural areas, who do not have Internet services or technological devices were – and will be – the most disadvantaged. In many cases, they do not have electricity either. Students with disabilities will also be at a disadvantage, since virtual education is itself challenging, sometimes insurmountable. In order to mitigate the impact of the pandemic, especially on the most disadvantaged students, we have to expand virtual education, which implies guaranteeing free good quality Internet access and the provision of technological devices. In addition, distance education plays a central role, including the use of radio and TV.

Despite the fact that GCE is global and present on the main platforms, that we have UN consultative status and that we are a key player on the main political arenas, Covid-19 has reduced our advocacy spaces for education, due to the demobilization it caused. In many countries, police and military control of social movements have been increased, and wages and working conditions, especially of teachers, have been worsened. Many have been fired. The lack of teacher training in core issues of virtual education and distance education is also noted. In many countries, spaces for civil societies have been reduced. In any case, education must remain at the centre of the political debate, therefore the construction of the global movement has been strengthened, incorporating new sectors (such as youth) and expanding the base in new countries.

CONNECTING THE DOTS

Children, Women and Education

If children have access to quality education from an early age:

- children perform better in the following school stages and are thus at a lower risk of leaving school early and are more likely to achieve high qualifications. They will become educated and better informed men and women
- according to different studies (Population Council, 2005) daughters of educated mothers are more likely to attend school, perform better once there and complete a higher number of school years than daughters of uneducated mothers
- women can get back earlier to the labour market, with positive outcomes for themselves and their children

Children's Human Capital

Starting from childhood, every child must have the possibility to develop and enhance their human capital, that is the set of knowledge, skills and abilities contributing to the formation of the individual.

INDICATORS

19

Adult literacy rate

Percentage of population aged 15 years and over who can both read and write with understanding a short simple statement on his/her everyday life. Generally, 'literacy' also encompasses 'numeracy', the ability to make simple arithmetic calculations (UNESCO, 2018)

20

Government expenditure on education

Percentage of GDP of a country (UNESCO, 2018)

INTRODUCTION

The family and social context in which children live affects their educational paths. If a child lives in an educated family, where parents promote and invest in education, passing down knowledge to their children, he/she will gain advantage from that in terms of training, attendance at school, investment in learning, included higher and university education. In the same way it is vital that governments invest part of public expenditure in education and devote resources so that everybody has access to quality education.

Much progress has been made in literacy rates worldwide and today 86% of the global population is literate. Nevertheless there are still 773 million illiterate adults, of which two out of three are women. And the gender gap persists also for the younger generation (15-24 years old), above all in some countries in Western and Central Africa and Southern Asia. Yet, around the world, roughly two thirds of the countries for which data are available do not meet the two expenditure benchmarks for education: to spend at least 4% of GDP or at least 15% of total public expenditure (UNESCO, 2020c).

GOOD TO KNOW

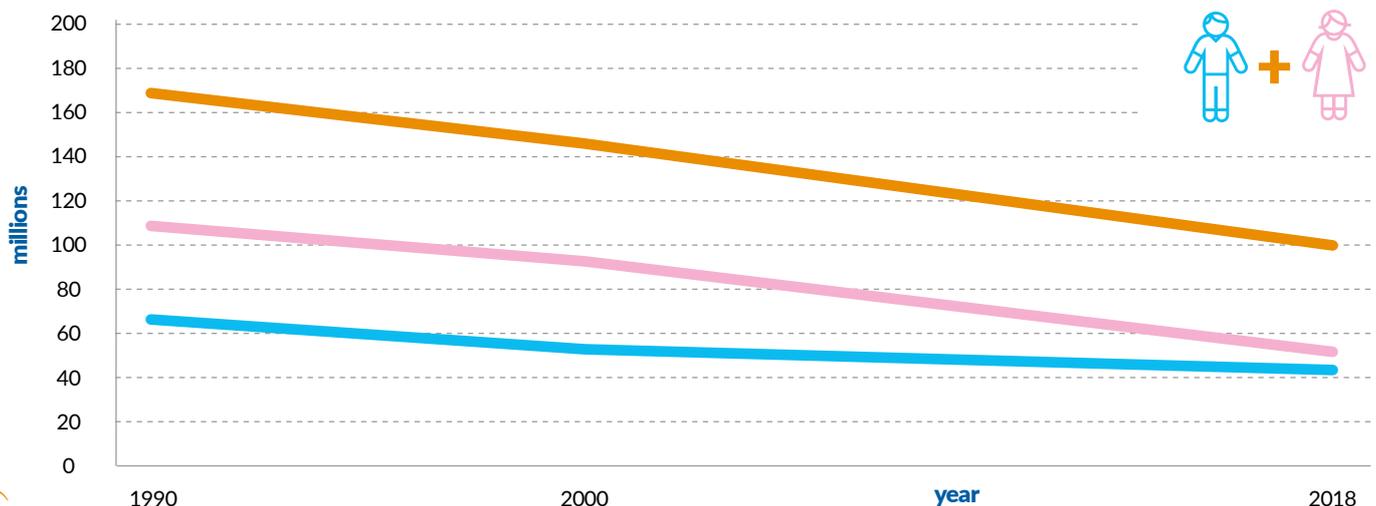
In several parts of the world, family expenditure for education varies according to children's gender. Families spend more and better for boys than for girls. The causes are cultural but also connected to the labour market: as boys will be able to earn more, it is more profitable to invest in their education. It is interesting to notice that in those societies where women manage family resources these differences are reduced or vanish. It is the case of Meghalaya, an Indian State where there is a matrilineal system, or that of Thailand, where on the contrary female education is favoured, as women are expected to be chief caregivers of parents and more likely to help them economically once parents are elderly.



Illiterate youth (aged 15-24 years) worldwide

Youth illiteracy has significantly dropped over the last 30 years and this reduction is mainly attributable to the improvements made by young women: the number of illiterate young women has been reduced twice as much as that of their male peers', reducing the gender gap too. But there is still much to be done to achieve gender equality. Today young women still account for 56% of the total illiterate youth population. Poorly educated or illiterate young women will be socially and economically excluded, without resources to invest in their children's education.

(WeWorld-GVC elaboration on Unesco data)



19 Adult literacy rate (UNESCO, 2018)

BOTTOM TEN COUNTRIES

120	Guinea-Bissau	45.58
121	Sierra Leone	43.21
122	Afghanistan	43.02
123	Benin	42.36
124	Burkina Faso	41.22
125	Central African Republic	37.40
126	Mali	35.47
127	South Sudan	34.52
128	Guinea	32.00
129	Chad	22.31

20 Government expenditure on education (UNESCO, 2018)

TOP FIVE COUNTRIES

1	Norway	7.98
2	Sweden	7.67
3	Denmark	7.63
4	Iceland	7.46
5	Belize	7.38

BOTTOM FIVE COUNTRIES

133	Bangladesh	1.99
134	Myanmar	1.97
135	Papua New Guinea	1.93
136	Congo, Dem. Rep.	1.45
137	South Sudan	0.98

Covid-19 effect



From an infection point of view, the SARS-COV-2 seems to have hit children less, but this must not lead us to neglect all those long term effects that might undermine the SDGs achievements, in particular on the educational side. Countries of the world have reacted differently to cope with the situation; there have been international-wide initiatives, like that of The Global Partnership for Education, which donated 350 million dollars to developing countries, and the UNESCO's Global Education Coalition for Covid-19, which sought to help every country in the world to guarantee inclusive learning opportunities through advocacy, mobilization and coordination of necessary resources.

Although, from a structural point of view, governmental and international entities' intervention was not missing, lockdown measures produced significant effects on children's personal and social world.

For example, these measures have prevented them from taking part in sport and cultural extracurricular activities, such as visiting museums or going to the cinema and theatre.

All these activities represent important moments for creating social links for children, who can develop relationships enriching their cultural experience and boosting their human capital (UN, 2020e).

CONNECTING THE DOTS

Children, Women and Human Capital

If children live in a family context where education is valued and governments invest resources in ensuring that educational, training and cultural services are available:

- educated adults, above all women, invest more in their children's education with no gender difference, and are a model for them
- children recognize the importance of learning and attend school willingly, curbing drop out risks, continuing their studies and acquiring advanced marketable skills
- children (and their families) have a wide offer of educational, training and cultural public services available, provided by the State and accessible to everybody

Children's Economic Capital

Children growing up in a prosperous family context can study and invest in their lifelong education, have economic resources for extracurricular activities (which in turn contribute to the development of social, educational, sport skills, etc.), receive adequate nutrition and medical care, have useful resources for their overall development.

INDICATORS

21

Unemployment rate

Percentage of total labour force that is without work but available for and seeking employment (ILO, 2019)

TOP FIVE COUNTRIES	
1	Micronesia 0.00
2	Qatar 0.09
3	Niger 0.48
4	Solomon Islands 0.58
5	Lao PDR 0.63
BOTTOM FIVE COUNTRIES	
172	Namibia 20.27
173	Swaziland 22.08
174	Lesotho 23.41
175	Palestine 26.17
176	South Africa 28.18

22

Gross Domestic Product

GDP per capita, expressed in current U.S. dollars (World Bank, 2018)

TOP FIVE COUNTRIES	
1	Luxembourg 116,597.30
2	Switzerland 82,828.80
3	Norway 81,734.47
4	Ireland 78,582.95
5	Iceland 73,368.12
BOTTOM FIVE COUNTRIES	
167	Central African Republic 475.72
168	Niger 413.98
169	Malawi 389.40
170	Somalia 314.54
171	Burundi 271.75

INTRODUCTION

In 2020, nearly 736 million people still live in extreme poverty (forced to survive on less than 1.90\$ a day). Half of them are children. About one in three children live in households that are multidimensionally poor, i.e. they lack basic necessities such as food and clean water (UNICEF, 2020d). The Covid-19 pandemic has further worsened the situation: in low and medium income countries it is foreseen that by the end of 2020 there will be a 15% rise in the number of children living in poor families, unless immediate actions are taken (UNICEF et al., 2020). In fact child poverty, even though it does not correspond totally to the poverty of adults, is strictly linked to family poverty. By having triggered economic trouble for many families, the pandemic has consequently worsened the conditions of children too. Mothers' economic condition particularly influences children's wellbeing: women usually reinvest a much higher portion of their budget in their families and communities than men, spreading wealth beyond themselves. As a host of studies suggest, putting earnings in women's hands is an intelligent thing to do to speed up development and the process of overcoming poverty.

Women and girls
reinvest 90% of what they
earn in their families
(men 30-40%)



Each year of
secondary schooling
increases a girl's future
wage by 10-20%
(WHO, 2020c)



CONNECTING THE DOTS

Children, Women and Economic Capital

If children live in a family in good economic conditions, where both parents work and women and men are equal, they:

- enjoy good health and have proper nutrition (women invest more than men in their children's health)
- can invest in their own education, even in the long term (and they are less at risk of leaving school early to help family make ends meet, or to be exploited in the child labour market)
- have a working mother as role model which will guide them in future choices; girls will study longer and will enter the paid labour market, increasing their chances of earning more
- develop skills useful for adult life and the labour market, so that they will be less at risk of poverty even in the future

Violence against Children

Violence against children can be committed in different ways and contexts. Abuse can be physical, psychological or sexual. It can occur both in and out of the family, and have serious immediate and long term consequences on children. It affects children's physical, psychological, emotional, behavioural and relational development and causes damage to their growth.

INDICATORS

23

Children aged 5-17 involved in child labour

Percentage of the total number of children aged 5-17 per country
(UNICEF, 2019)

24

Adolescent fertility rate

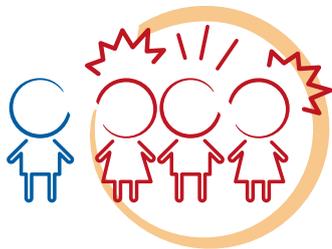
Number of births per 1,000 women aged 15-19
(World Bank, 2018)

INTRODUCTION

Children can be exposed to various forms of violence and abuse: early marriages and teenage pregnancies, work exploitation, female genital mutilations, recruitment as child soldiers, violence during conflicts, etc.. Child labour is a form of child exploitation which infringes their rights and must be fought against. Today in the world 152 million children are estimated to be involved in child labour: 1 out of 10, a percentage rising at 1 out of 5 in Africa (UNICEF, 2019b).

Like child labour, early pregnancies infringe on girls' rights, with serious consequences on their health, their growth and their education. It is a global problem, even though it is particularly widespread in some areas of the world: in developing regions roughly 21 million girls aged 15-19 get pregnant every year and approximately 12 millions of them give birth (WHO, 2020b).

Both child labour and early pregnancies affect child education and, as a result, they fuel poverty and exclusion in the long term.



Nearly **3 in 4** children

(2-4 years) regularly suffer

physical **punishment** and/or

psychological **violence** at the hands of **parents and caregivers**

(WHO, 2020c)

THE VOICE OF

TIZIANA CLERICO

Protection Sector Coordinator UNHCR, Libya



"Oran a azu nwa". It takes a village to bring up a child, a Nigerian proverb says, very wisely. Children grow and strive in a complex and fragile ecosystem, like a puzzle game that cannot be completed if all the pieces are not in their right, unique place, and it is much easier to be completed if the framework is there to simplify the positioning of the remaining pieces. That framework is the national legal framework, and the pieces are concrete actions to uphold, promote or restore their rights. Yet, 31 years after the CRC (1989), we can see that this puzzle is far from being completed and, for some issues, still to be taken out of its box. This results in children still being denied their basic rights, especially in armed conflicts, and Libya is not an exception.

In Libya, according to the 2020 Humanitarian Response Plan, the number of children in need among refugees, asylum seekers, internally displaced, migrants and non-displaced population is 103,000 (45,000 girls and 58,000 boys), with 36,000 caregivers. The Protection Sector in Libya, through its Child Protection Working Group, has three main objectives: 1) strengthen community-based protection to enhance prevention and response to violence, exploitation and abuse; 2) provide specialized services to children who survive or are at higher risk of violence, abuse, neglect and exploitation; 3) boost strategic partnership and coordination with national and local authorities.

The three objectives encompass multiple actions under an integrated approach to child protection programming. The integrated approach is built upon an extensive mapping of specialized services, supported by evidence-based analysis of the children's situation. Activities like family tracing and reunification, alternative care arrangements, cash assistance for vulnerable individuals and civil documentation/birth registration, are reinforced by Mental Health and Psychosocial Services integral support and continuous work to coordinate multi-player efforts.

These efforts are today more important than ever considering that Mental Health remains a neglected field in Libya with few available services meeting international standards. Limited access due to conflict and security, coupled with lack of national capacity in terms of workforce and limited geographical coverage of available services are some of the factors that still hinder child protection and safeguarding. Much progress can be made in the delivery of some services and/or in the quality of the support provided, to ensure the proper environment for the safe development of any child, with direct consequences specifically on their mothers, as primary care-givers.

Adults who experienced 4 or more Adverse Childhood Experiences



are **30x** more likely to attempt suicide

7x more likely to be involved in violence as a victim or perpetrator

Adults who were physically and sexually

abused as children are

14x (men)

more likely to perpetrate

partner violence

16x (women)

more likely to suffer **partner violence**

(WHO, 2020c)

23

Children aged 5-17 involved in child labour

(UNICEF, 2019)

BOTTOM TEN COUNTRIES

94	Niger	34.40
95	Haiti	35.50
96	Guinea-Bissau	36.20
97	Mali	37.09
98	Sierra Leone	38.80
99	Cameroon	38.90
100	Chad	38.95
101	Benin	41.30
102	Burkina Faso	42.00
103	Ethiopia	48.56

24

Adolescent fertility rate

(World Bank, 2018)

TOP FIVE COUNTRIES

1	Korea, Dem. Rep.	0.29
2	Korea, Rep.	1.32
3	Switzerland	2.64
4	Singapore	3.51
5	Slovenia	3.65

BOTTOM FIVE COUNTRIES

172	Angola	147.96
173	Equatorial Guinea	153.45
174	Chad	157.91
175	Mali	166.87
176	Niger	183.51

GOOD TO KNOW



In order for children to develop their capabilities we need to start listening to them; too often our society looks at children as if they were extensions of their parents', or their "assets", and not as autonomous individuals. But children can be protagonists of their own change, if they are allowed to speak out. On this point, ChildFund Alliance made an innovative report, titled "Small Voices, Big Dreams. Violence Against Children as Explained by Children", on the 30th anniversary of the Convention on the Rights of the Child

(1989-2019). The report is made up of 5,500 testimonies of children from 15 countries, coming from different cultural and social contexts, where violence is perpetrated in various ways. Thanks to the research, children manage to give voice to their fears and hopes, to recognize violence, to ask for help and in particular to become aware of their right/recognize themselves as rights-holders. Indeed, 9 children out of 10 believe that recognizing their own rights is a fundamental factor for preventing and tackling violence.

CONNECTING THE DOTS

Children, Women and Violence against Children

Children who are victims of violence:

- they may drop out of school and they early interrupt their educational paths; they will be poorly educated or illiterate adults; they will not well enough equipped to participate in the economic and social life
- if they are forced to work, they probably suffer from health problems due to working conditions (i.e. in mines, in contact with chemical substances and agricultural pesticides, on the streets).
- they internalize a culture of violence and cultural norms based on gender inequalities, which are transmitted generation after generation
- girls may become mothers as adolescents and consequently they could run more risks during pregnancy and delivery, their babies are more at risk of premature birth, underweight at birth and health complications



Women's Health

Every day about 800 women die in the world from pregnancy-related causes and the great majority of deaths could be avoided. Women who are not able to protect themselves also struggle to look after their children, with the risk that infant mortality will not stop.

INDICATORS

25

Maternal mortality ratio

Number of women died per year during pregnancy, or within 42 days after the end of the pregnancy, **per 100,000 live births**. The death must be due to some causes related to or aggravated by the pregnancy or the relating treatment
(WHO, 2017)

26

Life expectancy at birth female

Number of years a newborn would live if prevailing patterns of mortality at the time of her birth were to stay the same throughout her lifetime
(World Bank, 2018)

INTRODUCTION

Within the 2030 Agenda framework, SDG3 underlines that ensuring healthy life and fostering wellbeing at all ages are essential conditions for sustainable development to be achieved. The Astana Declaration promoted by WHO in 2018 remarks upon the key role of healthcare, the most effective and inclusive tool to ensure the achievement of the SDGs. The importance of health as a global good has never been so clear as in recent times. In spite of these preconditions, women are still subject to serious inequalities in the health sphere. Differences of maternal mortality rate and life expectancy still highlight a huge gap between high and low income countries. Access to health services, as well as to toilet facilities and to low cost sanitary goods, is necessary to reduce these disparities, which grow worse in low income countries due to many factors. Among these factors, tuberculosis, malaria and HIV are still a threat for women, especially the youngest.

In more than **90%**
of **low income countries** there
are only **4 nurses/obstetricians**
for **1,000 people**

(WHO, 2019)



In low income countries,
where healthcare is poor,
1 in 41 women die
from causes related to **childbirth**
(1 in 3,330 women in high income countries)

(WHO, 2019)

CONNECTING THE DOTS

Women, Children and Health

When a woman is aware of her own health, she can access medical treatment and live healthily; this will have visible effects on her children too. In particular, woman's health takes on a crucial role in the first 1,000 days of a child's life. If a woman is aware that it is vital to invest in the first 1,000 days, her children:

- will be well nourished, healthy, with adequate weight at birth
- will run fewer risks of premature death (and the woman fewer risks of dying in childbirth)
- will be less likely to fall ill
- as adults they will be less likely to suffer from malnutrition and other diseases

Furthermore, to promote women's health rights, and consequently those of children, it is not enough to recognize such rights. Instead it is necessary to go in the direction of concrete policies and investments, together with cultural changes, promoting access to basic services, sexual and reproductive health and enabling women to develop their capabilities.



LEDY MEINGATI
activist against FGM
(Female Genital Mutilations),
Kenya

25

Maternal mortality ratio
(WHO, 2017)

TOP FIVE COUNTRIES	
1 Belarus	2
1 Italy	2
1 Norway	2
1 Poland	2
5 Czech Republic	3

*In 5th position there are also Finland, Greece, Israel and United Arab Emirates

BOTTOM FIVE COUNTRIES	
172 Somalia	829
173 Nigeria	917
174 Sierra Leone	1120
175 Chad	1140
176 South Sudan	1150

*In 172nd position there is also Central African Republic

26

Life expectancy at birth female
(World Bank, 2018)

TOP FIVE COUNTRIES	
1 Japan	87.32
2 Spain	86.10
3 Korea, Rep.	85.70
4 France	85.60
4 Switzerland	85.60

BOTTOM FIVE COUNTRIES	
172 Lesotho	56.95
173 Chad	55.40
174 Nigeria	55.24
175 Sierra Leone	55.11
176 Central African Republic	54.99

My name is Ledy Wantai Meingati and for 7 years I have been an activist fighting against the practice of female genital mutilation (FGM). I have decided to fight for this cause as I have undergone it too. FGM makes you bleed excessively, can lead to diseases and even to death. When I underwent it, I fell ill and was bedridden for two months. At that time I could not do otherwise as it was compulsory.

Now I have a clearer vision of what this tradition entails; in the past nobody knew how harmful it can be, but nowadays we do and we are struggling to bring its negative effects to light. When I meet someone who circumcises girls, I try to inform them and explain to them the effects of this practice. I have also built up a group of people who used to practice FGM and today have given it up.

To convince others, I usually organize a seminar in November, when this practice is carried out. It is important to talk to these people practicing it, raise their awareness and help them find another job, because FGM is a source of income for them. In the past the Anglican Church of Kenya (ACK) bought us some sheep that have become an alternative source of income, in the place of the piece of meat that was commonly given as pay to those who carry out FGM. Although the Government has made this practice illegal, as has the County of Narock, I would be most glad to see all the Maasai community abandon it.

Many parents believe that it is improper not to mutilate their daughters, as it is held to be a requirement for brides. That is why I struggle to teach young men to accept non mutilated young women, because they are like "sugared tea", while those mutilated are like "bitter tea", lacking an important part.

At last, this culture has been overtaken by events and time. I want to ask everybody to join us and fight together against this reprehensible habit which is destroying our families and our daughters. When I was honoured for my activism, I felt good as this shows that we are doing the right thing.

I would like to thank WeWorld-GVC for being with us and because, through the Narock Integrated Development Program (NIDP), a sheep has been given to each woman, making them more independent. WeWorld-GVC has helped us arrive where we are, but there is still a long way to go.

I beg everybody to commit to this fight for eradicating FGM from the Maasai community and ensuring a future where women no longer have to endure but can decide autonomously.

Covid-19 effect



The SARS-COV-2 pandemic has had harmful effects on women's health, and consequently on that of children, not only for the consequences of the Covid-19 disease. The health emergency has forced many countries to stop ordinary health checks, such as oncological screenings. In low income countries, more and more difficulties have been reported in accessing key family planning health services, pre and post-natal services, child vaccination or antiviral drug distribution. In addition, the lockdown has had heavy effects on women's mental health, who are at higher burnout risk (UN, 2020b).

Women's Education

By now, it is well-known that the education of women affects economic and social fields positively. Educated women are more informed about their own and their children's health, are more able to defend themselves against discrimination and are more aware of the importance of education to participate in the labour market and social and political life. For all these reasons, educated women contribute to the improvement of living conditions of the whole society.

INDICATORS

27 **Adult literacy rate female**
Percentage of people ages 15 and above who can both read and write with understanding a short simple statement about their everyday life (UNESCO, 2018)

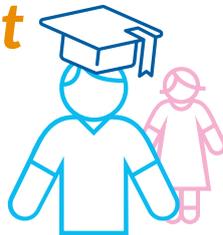
28 **Percentage of graduates from tertiary education female**
Percentage of the total number of graduates (UNESCO, 2019)

INTRODUCTION

It is one of the most comprehensive dimensions of the 2030 Agenda, with a positive impact on many aspects of human, economic and social development. In particular, quality female education enables women to fight against poverty, live a healthier and more productive life, and also raise their children's, families' and communities' living standards. Over the last twenty years, the number of out-of-school girls has dropped by 79 million. In addition, in the past decade, it has been registered that girls are more likely than boys to enrol in secondary school (UN Women, 2020a). Despite that, gender inequalities, reinforced by patriarchal cultural norms and stereotypes (shared by men and women: see the infographic on this page) still significantly hinder women's access to education in many parts of the world. Technical and professional training remains a male prerogative and even the choice of subjects to study seems to be gender-conditioned: only one fourth of students enrolled in engineering, manufacturing and construction programmes and in information and communications technology programmes are women.

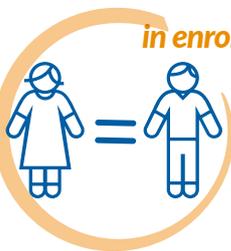
More than **25%** of the global population thinks that

"a university education is more important for a boy"



In the world

2 out of **3** countries have achieved **gender equality** in enrolment rates in **primary school**



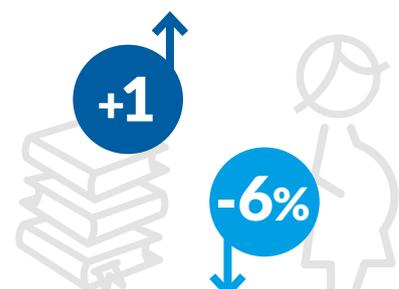
1 out of **2** in **lower secondary**

1 out of **4** in the **upper secondary school**



Every additional **year of secondary school** is associated, for women, with **a drop** of nearly **6%** in **pregnancies** and **early marriages**

(UNESCO, 2019b)



27 Adult literacy rate female (UNESCO, 2018)

BOTTOM ten COUNTRIES

121	Liberia	34.09
122	Burkina Faso	32.69
123	Benin	31.07
124	Guinea-Bissau	30.77
125	Afghanistan	29.81
126	South Sudan	28.86
127	Central African Republic	25.76
128	Mali	25.74
129	Guinea	21.96
130	Chad	13.96

28 Percentage of graduates from tertiary education female (UNESCO, 2019)

TOP FIVE COUNTRIES

1	Maldives	68.86
2	Qatar	67.35
3	Namibia	66.81
4	Myanmar	65.97
5	Dominican Republic	65.80

BOTTOM FIVE COUNTRIES

123	Niger	32.29
124	Mauritania	29.61
125	Burundi	28.38
126	Bangladesh	28.00
127	Afghanistan	23.55



CONNECTING THE DOTS

Women, Children and Education

Recognizing the universal right to have access to quality education is not enough to promote women's and children's rights. It is necessary to put them in a condition to develop their capabilities. Women's education acts on several fronts in this process because:

- educated women can raise their living standard and that of their families and communities, making sure that children are not forced to work in order to contribute to the family's wellbeing, but that they can go to school
- educated women are more aware and in a better position to take decisions in the family about issues such as their children's health and education, in particular their daughters'
- educated women invest more in their own and their children's health, including quality nutrition, in their sons and above all in their daughters' education, for whom they also represent a positive and inspiring model of empowerment

Women's Economic Opportunities

Encouraging women's participation in the labour market enables them to be powerful, to make independent choices and invest in the improvement of their own living conditions. Moreover, it is by now well-known that women's contribution to the economic growth of their own country certainly improves the economic conditions of the country itself.

INDICATORS

29

Unemployment rate female

Share of the labor force that is without work but available for and seeking employment (ILO, 2018)

30

Earned income (female to male ratio)

Ratio between female earned income and male earned income (estimates) (World Economic Forum, 2018)

INTRODUCTION

For women, economic empowerment represents a fundamental pre-requisite for gaining greater independence, decision-making power, the possibility to develop their own capabilities and, often, to get away from violence. However, women's access to the labour market, the job quality and their wages still differ significantly from those of men (UN Women, 2018a). In several regions, stereotypes continue to emphasize the women's role as caregiver and men's role as breadwinner. Moreover, women are still relegated to some sectors considered a female prerogative, such as care work, services and tourism (ILO, 2020). Care-giving still represents a paradox for women's empowerment. If on one side it constitutes a crucial element for people's and communities' well-being and development, on the other it perpetuates the relegation of women to inferior conditions relative to men (UN Women, 2018b). Due to excessive domestic work and care, women suffer from a "shortage of time" that instead could be invested in education, paid work or simply spare time.

In 2019,
the **female**
labour-force
participation rate reached **47%**

(ILO, 2020)

The **male** rate
is **74%**



Women spend
2.5 times

the time that men spend in

**care or
domestic work**

(ILO, 2017)



CONNECTING THE DOTS

Children, Women and Education

Female economic empowerment is connected to a greater decision-making power for women, which in turn can have major effects on children's wellbeing, especially for girls and adolescents. A woman who works:

- tends to reinvest more money than men in family needs
- increases the investment in children's education, encouraging their enrolment and attendance at school
- overturns the system based on gender inequality and fosters equality in the economic field, encouraging the transmission of equality as a cultural value to her children
- is a model for her children, above all her daughters, and will guide them in their future choices: girls in particular will be stimulated to study more and, in the future, to enter the labour market

29 Unemployment rate female
(ILO, 2018)

TOP FIVE COUNTRIES	
1 Niger	0.36
2 Qatar	0.43
3 Lao PDR	0.57
4 Solomon Islands	0.60
5 Thailand	0.74

BOTTOM FIVE COUNTRIES	
171 Sudan	27.77
172 Gabon	28.51
173 South Africa	30.34
174 Iraq	30.40
175 Palestine	40.95

30 Earned income
(female to male ratio)
(World Economic Forum, 2018)

TOP FIVE COUNTRIES	
1 Burundi	1.00
1 Cameroon	1.00
1 Lao PDR	1.00
4 Liberia	0.98
5 Benin	0.95

BOTTOM FIVE COUNTRIES	
141 Pakistan	0.19
142 Algeria	0.18
143 Iran	0.17
143 Iraq	0.17
145 Jordan	0.16

Covid-19 effect



According to the first evidence collected, the impact of Covid-19 on women's economic and productive life seems to be worse compared to that of men. Women usually work in sectors requiring face-to-face interaction like hospitality, retail, catering, tourism: these sectors have been the most severely affected by lockdown and social distancing measures, with severe consequences on women's earnings. Moreover, women usually have less stable and lower paid contracts than men, and fill less senior positions. This is why it is likely that, unlike men, women have been the first to give up work to look after their children in lockdown, with the risk of being completely excluded from labour market (World Economic Forum, 2020d).

THE VOICE OF

CARLA PAGANO

Gender Equality and Diversity
Specialist Consultant for the EU, UN
agencies and national institutions for
gender equality, Italy



The Middle East and Northern Africa region has seen opposing trends in human development in recent decades. On the one hand, the region achieved 60.2% gender parity and made progress in women's educational attainments. Many countries, such as Tunisia, Jordan and Lebanon, introduced ambitious legislation, for example to combat gender-based violence and to ban child marriage. On the other hand, the region is plagued by political unrest and armed conflicts. The impact of conflicts and the low political and economic participation of women are the two main obstacles preventing socio-economic development. The region ranks among the lowest in the world, precisely in women's participation in the labour force, estimated at 21% compared to 74% for men (ESCWA, 2019). In 16 countries out of 19, less than half of the women participate in the labour force (The Global Gap Gender Report, 2020). Gender inequalities lie at the base of the gender economic gap and the feminisation of poverty. These inequalities reside primarily in the women's burden of domestic work and unequal patterns of consumption within the household. Gender-based discrimination exists widely in the labour market and results in unequal access to economic assets, lower access to social assistance for women, both vertical and horizontal occupational segregation, wage discrimination, unpaid work and inequalities in career advancement. However, the unequal organisation of the labour market largely depends on how education and health are affected by gender discrimination, namely social and cultural barriers to girls' education, educational segregation by sex, unequal access to quality public services leading to neglect of women's and girls' health. Legal discrimination, such as unequal property rights, and cultural constraints blocking representation and leadership in political and public life are further causes of women's exclusion from the labour market. Intersecting inequalities like age, socio-economic status, ethnicity, class, religion, etc., can be additional elements of exclusion and discrimination. A gender approach to safeguarding their economic rights means not only empowering women to access the labour market and earn an income or improving their participation and representation in management and decision-making. It also requires combined actions able to tackle gender-based economic and social inequalities through the identification of factual and cultural barriers to economic empowerment over and above any gender-based discrimination. It involves building environments that enable gender equality and equity through changing work patterns and through addressing gender-based violence in society and the labour market, the gendered dimension of armed conflicts, the barriers against access to sexual and reproductive health and rights, and the connections between food security and safety, and environmental and human health.

Women's Political Participation

Promoting women's participation in decision-making processes has overall positive effects on societies. If women have more power in politics, governments will take charge of policies in favour of women, children, adolescents and families.

When women are elected in Parliament, they tend to promote laws more oriented to the interests of the community, thanks to their direct local involvement.

INDICATORS

31 **Percentage of women in national parliaments (seats)**
Number of seats allocated to women in the lower or single House of Parliament, expressed as the percentage on the total number of Parliamentary seats (IPU, 2020)

32 **Percentage of women in Ministerial positions**
Number of women in Ministerial positions (or equivalent) in the government, expressed as the percentage on the total number of Ministerial positions (IPU, 2020)

INTRODUCTION

25 years after the Beijing Conference and the adoption of the World Action Platform for improvement of women's condition, with special reference to the political decision-making process, women are still under-represented at all levels of power. Since 2015 women have obtained the right to vote in every country in the world; New Zealand was the first nation to concede it in 1893, while Saudi Arabia was the last. Even though the global political representation of women doubled in the last 25 years, this resulted in their holding only about 1 out of 4 parliamentary seats (UN Women, 2020c). Gender preconceptions and stereotypes about women in politics persist, hindering the path towards parity (UNDP, 2020b). As for the most senior positions, women are still significantly under-represented: only 10 countries out of 152 have elected a woman as Head of State, that is 6.6%, while 12 countries out of 193 have a woman leading the government, that is 6.2% (UN Women/IPU, 2020). In the European Parliament instead, the number of women occupying top positions is on the increase. In the current legislature there are 8 woman vice-presidents out of 14 and 12 woman presidents of commission out of 22 (European Parliament, 2020).

Worldwide
in 2020
 women occupy **24.9%** of parliamentary seats,
 that is **1 in 4**

(UN Women, 2020c)

CONNECTING THE DOTS

Women, Children and Political Participation

Overall, women's greater participation and representation are linked to positive effects on gender equality, institutional representativeness and wellbeing of the most vulnerable categories, namely children. The development of women's capabilities in expressing their requests, being heard and able to negotiate, both in public and private fields, is the first fundamental step to be taken because:

- a woman who actively participates in politics is often committed to promoting policies in favour of children and families in sectors like health, nutrition and education; more than men she backs policies aimed at gender equality; she conveys the importance of asserting one's opinions and being allowed to express oneself freely
- a woman who does not undergo family discrimination is better able to carry forward her ideas, her civil, political and social rights, even in the public space and debate

31 Percentage of women in national parliaments (seats)
(IPU, 2020)

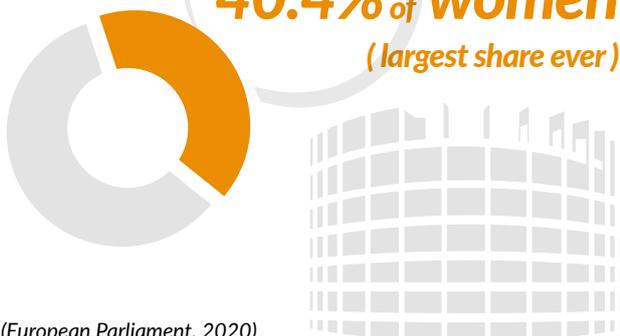
TOP FIVE COUNTRIES		
1	Rwanda	61.25
2	Cuba	53.22
3	Bolivia	53.08
4	United Arab Emirates	50.00
5	Mexico	48.20
BOTTOM FIVE COUNTRIES		
167	Oman	2.33
168	Yemen	0.33
169	Micronesia	0.00
169	Papua New Guinea	0.00
169	Vanuatu	0.00

32 Percentage of women in Ministerial positions
(IPU, 2020)

TOP FIVE COUNTRIES		
1	Spain	66.70
2	Finland	61.10
3	Nicaragua	58.80
4	Colombia	57.90
5	Austria	57.10
BOTTOM FIVE COUNTRIES		
167	Papua New Guinea	0.00
167	Saudi Arabia	0.00
167	Thailand	0.00
167	Vanuatu	0.00
167	Vietnam	0.00

*In the last positions there's also Brunei Darussalam

The current **Euro-Parliament**
(2019 to 2024) is composed of
40.4% of women
(largest share ever)



(European Parliament, 2020)

THE VOICE OF

DALAL IRIQAT

Professor and Vice-president at the Arab American University, Ramallah, Palestine



As many studies have shown, peace processes experience more dedication, resilience and steadfastness when women are involved; despite that, women's political participation is still scarce. This year marks the 20th anniversary of the UN Resolution 1325 and more light should be shed on women playing major roles around the world, especially in the Middle East. Women should be given the opportunity simply because men have not succeeded in bringing peace for decades. Some countries are adopting inclusive policies or gender mainstreaming foreign policies inspired by the fact that men did not succeed in bringing peace, universal values and human rights to the world; I believe that time is ripe for women. As a founding member of the Mediterranean Women Mediators Network - established in 2017 - I can provide examples of how women's participation has benefitted peace processes. With our action, we try to empower more women in peace making and hopefully we will be able to include more women as we are advocating widely and proving how results tend to be guaranteed when women get involved. The Columbia peace process is the best example I can think of. Also, by looking at some women leaders in politics like Angela Merkel (Germany), Jacinda Ardern (New Zealand) and Sanna Marin (Finland), one can see the immediate difference. This makes me hope for women's participation in Palestine to be able to play a more serious role in the reconciliation efforts. Still, women's participation in politics in the Middle East is very humble; they do participate but in low numbers and not in the most senior positions, as the glass ceiling is relatively low! The participation of women does not correspond to their efficiency. For example, in the Palestinian National Council women's representation in the ministers' Council accounts for 14%, in the diplomatic corps for 11%, while 1 Palestinian governor out of 16 is a woman. Women are much more capable and deserve more senior positions in quantity and quality. However, the challenge lies in the patriarchal culture. Having a fragile political system that is held together by this culture is a serious obstacle that needs to be challenged. If there is a political will to include and empower women as equals to men, we will definitely see women in the front. Ultimately, I believe that women's political participation will have a positive impact on children. As a mother myself and a career woman, the ability to balance between family and work made me realize how emotions matter and that it is not a shame to consider emotions wisely when taking decisions. I deeply believe that if women are given the most senior positions, children and men alike will enjoy real benefits.

Violence against Women

Violence against women constitutes a violation of human rights that is recognized by any institution in any civil society. It is a critical and urgent issue all over the world, because it undermines women's health and personality, reduces individual liberties, affects collective security, and influences the growth of human capital and of the whole economic system.

INDICATORS

33

Percentage of women physically and/or sexually abused by a partner

Number of women physically and/or sexually **abused by a partner on the total female population**, based on questionnaires filled in by women aged 15 or older (for further information refer to WHO and OECD) (WHO/FRA, 2019)

34

Intentional homicide rate female

Unlawful death inflicted upon a person with the intent to cause death or serious injury. **Rates per 100,000 population**. Inclusions: Murder; honour killing; serious assault leading to death; death as a result of terrorist activities; dowry-related killings; femicide; infanticide; voluntary manslaughter; extrajudicial killings; killings caused by excessive use of force by law enforcement/state officials (UNODC, 2018)

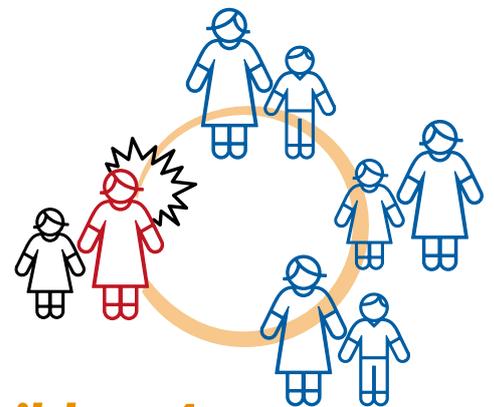
INTRODUCTION

Violence against women still represents one of the most widespread violations of human rights in the world. This kind of violence does not have social, national or economic boundaries and can take on several forms, from verbal harassment to domestic violence, up to femicide.

In the world, one woman out of three has been victim of physical or sexual violence in her lifetime and in most cases the author is her current partner or the former one. In various countries in fact violence, or threat of violence, are used as tools for control and coercion by husbands and partners: today in 19 countries women must still obey their husbands (UN Women, 2020c). For millions of women violence takes place within their own house; in this way the family, far from being a safe place, is transformed into a cradle of violence limiting self-determination. Too often this phenomenon remains hidden and perpetrators unpunished. In 2018, 12 countries out of 185 included in law clauses that provide procedural immunity to culprits of rape if they were married or had subsequently married the victim (ibid., 2020c).

Covid-19 effect

One of the effects of Covid-19 to be reported from the very start was the rise of cases of violence against women. Furthermore, the lockdown exacerbated some conditions of hardship that women underwent even before the pandemic. Many of them actually found themselves stuck in the house with their abusers all day. Worldwide it is estimated an increase of 25% of cases of violence against women during the lockdown (data refer to those countries where warning systems are in place). In some countries charges doubled (UN, 2020b). The global cost of violence against women had been previously estimated at around 1.5 trillion dollars. However, it is thought that this figure can only increase, as the impact on women's wellbeing, their sexual, reproductive and mental health, and their ability to take part in the reconstruction of our societies and our economy can only get worse.



1 child out of 4
lives with a **mother** who is
victim of violence
from her partner

(WHO, 2020c)

33

Percentage of women physically and/or sexually abused by a partner

(WHO/FRA, 2019)

TOP FIVE COUNTRIES

1	Canada	6.00
2	Armenia	10.00
2	Switzerland	10.00
4	Austria	13.00
4	Croatia	13.00

*In third position there are also Poland, Slovenia, South Africa, Spain e Ukraine

BOTTOM FIVE COUNTRIES

171	Congo, Dem. Rep.	64.00
173	Central African Republic	65.64
173	Congo, Rep.	65.64
175	Ethiopia	71.00
176	Angola	78.00

34

Intentional homicide rate female

(UNDOC, 2018)

TOP FIVE COUNTRIES

1	Oman	0.12
2	Palestine	0.13
3	Singapore	0.26
4	Japan	0.28
5	Qatar	0.30

BOTTOM FIVE COUNTRIES

108	South Africa	9.46
109	Central African Republic	10.40
110	Venezuela	10.71
111	Jamaica	11.00
112	El Salvador	13.90

1 country out of **4**
does not have **any laws** specifically
protecting women
from domestic violence.



(UN Women, 2020c)

THE VOICE OF

MARYCE MEJÍA

Enlace Nacional Red de Mujeres contra la
Violencia (RMCV), Nicaragua



Speaking about violence against women and girls in Nicaragua touches upon an institutional case of general impunity. The problem must be read within a regional framework characterized by general deterioration of state apparatuses and systematic violation of human rights, which cause even more violence, insecurity, defencelessness and lack of protection. In Nicaragua, the most affected are women and girls who do not have safe places to seek help or justice, specifically after dedicated police stations for women and children were abolished and the Integral Ley to combat violence against women (L779) was dismantled. This human rights vacuum affecting women is widening due to the socio-political crisis and the Covid-19 pandemic. The most common measure (#quedateencasa/#stayathome) to prevent the spread of the virus puts many women and girls at higher risk of violence and femicide, since they are often forced to spend more time with their aggressors and abusers.

If we look at the data on the support provided to women in Nicaragua during the pandemic, we can observe an increase in violence of around 30% (there is no official statistics). The women's organizations are at the forefront of this support, substituting the services that the State should provide. This support exposes us to criminalization, harassment, persecution and aggression. Furthermore, since 2018 more than 10,000 men accused of femicide, violence against women and murder have been pardoned.

It is very difficult to give recommendations on how to prevent violence without first looking at what the actual situation of women and girls is. The socio-cultural and political context is structurally characterized by misogyny and patriarchy, which do not protect women. If society as a whole jointly worked in preventing violence, we would have zero femicide.

Yet, even in this adverse situation, typical of Nicaragua and the communities of most Latin American countries, our organization still wakes up every day hoping for a new dawn, when human rights will be respected, and girls and women in Nicaragua and in the world will feel safer within and outside their homes.

We know that to prevent and eradicate violence is not simple. The Red de Mujeres contra la violencia, composed of organized women of every age, puts several actions in place to face the problem by applying integrated empowerment processes (economic, ideological and emotional). Our actions include: accompanying survivors through technology; community organization, where women trained as defenders support other women; organized girls promoting la piñata of NO violence, based on artistic techniques to promote human rights; support of an Early Warning System to prevent femicide (SARPF <https://sarpf.fundecomni.org/>) and self-managed access to justice. Working with adolescent girls to prevent violence has had a profound impact since girls are the centrepiece of change within the family. If they change, the rest of the family changes and within this transformation lies the recovery of trust and sorority between mothers and daughters which, due to poverty, suffer the same disruption of emotional relationships.

We must raise more efforts from every sector of society to face what is a long-lasting structural, multidimensional and public health problem that is still normality within society. We need more committed people and models to build up just an egalitarian relationships for everyone.



Making the connection

Map of the six overlapping areas between violence against women and violence against children



SHARED RISK FACTORS

- Gender inequality and discrimination
- Lack of responsive institutions
- Weak legal sanctions against violence
- Male dominance in the household
- Marital conflict
- Harmful use of alcohol and drugs

SOCIAL NORMS that

- Condone violent means of correction (wife-beating and corporal punishment)
- Promote masculinities based on violence and control
- Prioritize family reputation and blame victims
- Support gender inequality



COMMON AND SHARED CONSEQUENCES

Violence (polivictimization) may have cumulative, compounding effects and shared consequences on mental, physical, sexual, and reproductive health



CONCURRENCE

Partner violence and child abuse/mistreatment often occur within the same family. Children in households where the mother is abused are more likely to experience violent means of correction.



ADOLESCENCE

- VAW and VAC intersect at adolescence
- Elevated vulnerability to some forms of VAC/VAW
- Early marriage and childbearing – risk factors for VAW and VAC
- Adolescents sometimes overlooked by both fields
- Prevention opportunities exist



INTERGENERATIONAL EFFECTS

- Consequences of VAC last into adulthood
- Partner violence affects: low-birth, under-5 mortality, children's mental health and social development
- VAC increases the risk of perpetrating or experiencing violence later in life

(WeWorld-GVC, 2017)

CONNECTING THE DOTS

Women, Children and Violence against Women

Violence against women is closely tied to violence against children (see the figure with the overlaps between the two) and can provoke serious damages to their physical and psychological health. To be able to avoid the various forms of violence of which they are victims, women and children must be enabled to develop their capabilities (WeWorld, 2019). If a woman can escape violence, then:

- children live in families where the style of nurture is based on respect and where no violent means of correction are usually used
- she breaks the inter-generational transmission of violence and consequently reduces the likelihood, for boys, to become abusers and, for girls, to become victims of violence
- children internalize a respectful, non-violent and gender equality based culture
- children's health benefits; in fact the violence against the mother has consequences on low weight at birth, mortality under 5, mental health and children's social growth
- girls living in a family context promoting gender equality are less likely to undergo different forms of violence as adolescents (early pregnancies and marriages, sexual exploitation, FGM...)





FOCUS

Education in times of Covid-19



F.0 Introduction

Of the many inequalities that the Covid-19 emergency highlighted, access to education is one of the most obvious. It affected not only students, teachers and schools, but also families and communities.

In March 2020 most countries introduced nation-wide closure of early childhood care, school and university, affecting over 91% of the world's student population – more than 1.5 billion pupils. In summer, the number of students affected by these closures still was at 60.9% of total enrolled pupils: more than 1 billion people.

In order to mitigate the impact of school closures, governments all around the world implemented programs of distance learning on radio, television and online classes. Virtual classes represented the best alternative to in-person learning, as they provided the possibilities of interaction between teachers and students.

However, relying only on this medium exacerbated inequalities, as access to the Internet is not equally available to different social classes and in different geographic areas (UNICEF/Innocenti, 2020a; 2020b). Globally, only 55% of households have an Internet connection: in the developed world 87% are connected, compared to 47% in developing nations, and just 19% in the least developed countries. In total, 3.7 billion people have no Internet access.

According to various reports, since the beginning of the pandemic and the implementation of lockdown measures some 500 million children had no access to distance learning (WEF, 2020b). Children living in emergencies and protracted crises are doubly hit: not only by the SARS-COV-2 pandemic but also by specific catastrophes (forced migrations, armed conflicts, natural disasters etc.) According to the 2019 Report by

Education Cannot Wait (ECW)¹, nearly 75 million children and youths – 39 millions of whom are girls – have been deprived of their right to education due to armed conflicts, forced displacements, climate-change induced disasters and protracted crises². Thanks to the action of ECW, in 2019 nearly 2.6 million children (of which 48% were girls) were reached, resulting in a total of 3.5 million children helped since the creation of the fund for education (ECW, 2020).

Covid-19 does not discriminate, but its impact is severe and entails:

FOR CHILDREN:

- More than 364 million schoolchildren did not have access to the meals normally provided by schools (World Food Programme, 2020).
- Children, especially boys, experienced an increased risk of disengagement from education, as they turned to income-generating activities to cope with increased financial hardship (Human Rights Watch, 2020).

FOR WOMEN:

- Women and girls were overburdened by unpaid work (including domestic chores and childcare) and were often excluded from educational or professional activities (UNICEF, 2020c; WeWorld, 2020).
- Adolescent girls faced increased risk of early and forced marriages, and early pregnancy, jeopardizing their return to school.
- All around the world, domestic violence towards women and girls increased (UNESCO, 2020d).

The closure of schools and the shift to distance learning had also a strong impact on teachers: over a short span of time, they had to adapt the various curricula they used to teach to radio, television and online channels, in order to be able to reach their students and continue their lessons.

In this framework, UNESCO, UNICEF, WFP and World Bank issued new guidelines for governments and partners to facilitate the reopening of schools for students, teachers and families. Such guidelines focus on: policy reform, financing requirements, safe operations, compensating learning, wellness and protection, and reaching those most marginalized (UNESCO, 2020e).

¹ Global fund dedicated to education in emergencies (EiE) <https://www.educationcannotwait.org/>

² For further information about education in emergencies (EiE) see WeWorld Index 2019.

F.1 The educational crisis: a multi-dimensional impact on families, communities and societies

The halt on education, including school closures and disruption of activities, had a devastating domino effect with far-reaching social and economic impact on families, communities and society as a whole. The toll is far higher for the most vulnerable and marginalized areas and groups. The scope of it – nearly 1.5 billion students – exponentially amplified the loss of education and school support for life-saving and life-sustaining needs (food, psycho-social), economic capabilities, families and community daily life (OECD, 2020) and for overall growth and prosperity (UNIDO, 2020).

No societal, or “just”, economic recovery plan during and post SARS-COV-2 pandemic is possible without first addressing the impact of the educational crisis.

Several local and international organizations are conducting analyses of the system-wide impacts both of the SARS-COV-2 pandemic to education and of the educational crisis on any post-pandemic recovery plan. The analyses show that, notwithstanding the worldwide calls and activation of support to ensure education³, the initial phase of response has already highlighted unsurmountable challenges and shortcomings, thoroughly assessed by leading players and initiatives, such as UNICEF, the World Bank, UNESCO, INEE (Inter Agency Network for Education in Emergency) and others. If not addressed further, several core challenges will overwhelm society as a whole, with long term unresolvable negative effects on children, families and communities (UNICEF/Innocenti, 2020b).

³ For example, the initiatives promoted by UNICEF and UNESCO or the funds allocated by Global Partnership for Education. For in-depth analyses, please see: UNICEF (2020), Global Partnership for Education announces US \$8.8 million in funding to help UNICEF with Covid-19 response; GPE (2020), Global Partnership for Education announces US\$250 million for developing countries battling Covid-19 (Coronavirus); UNESCO (2020), Teacher Task Force calls to support 63 million teachers affected by the Covid-19 crisis.



SHORTAGE OF NECESSARY FUNDING FOR THE APPROPRIATE EDUCATIONAL APPROACH TO THE SITUATION

System-wide funding was not enough (UNESCO, 2020c). Flexible funding has not yet been developed to the point of ensuring that educational approaches be tailored to each situation, sustaining families together with communities and educational systems.



INCREASED DROP-OUT AND/OR DIFFICULTY RETURNING TO SCHOOL

Especially for the most vulnerable and marginalized families, there was no assurance that children could return to school. Distance solutions, even if sustainable, were not accessible for most (UNESCO, 2020d).



FAMILY LOSSES AND/OR DISTRESS (ECONOMIC, SOCIAL, ETC.)

The SARS-COV-2 pandemic caused family losses, disruption of livelihoods, economic shortfalls and the loss of social networks, among other dire consequences, which affected the ability of families to ensure education for their children.



NOT ENOUGH TEACHERS AND/OR TEACHERS NOT SUFFICIENTLY TRAINED WITH THE RIGHT SKILL SETS

A shortage of teachers existed before the SARS-COV-2 pandemic. In addition, the urgent need to study new methods and distance learning solutions showed up the general lack of necessary skills worldwide.



LACK OF EQUAL ACCESS, SKILLS, RESOURCES AND/OR KNOWLEDGE RELATIVE TO DISTANCE LEARNING OPPORTUNITIES

Innovative and effective instruments exist and are available to ensure that distance learning can become a reality for pupils. Nonetheless, the world digital divide represented a dreadful barrier, exasperating the general inability of families to ensure quality access to distance teaching (Vegas, 2020).



INCREASED PRESSURE ON HOUSEHOLDS AND FAMILIES (ECONOMIC, RELATIONAL, ETC.)

With children not being at school the burden of parenting was made worse, and was not relieved by the additional support schooling provided to the family, adding further problems to the constraints that the SARS-COV-2 pandemic entailed for the family.

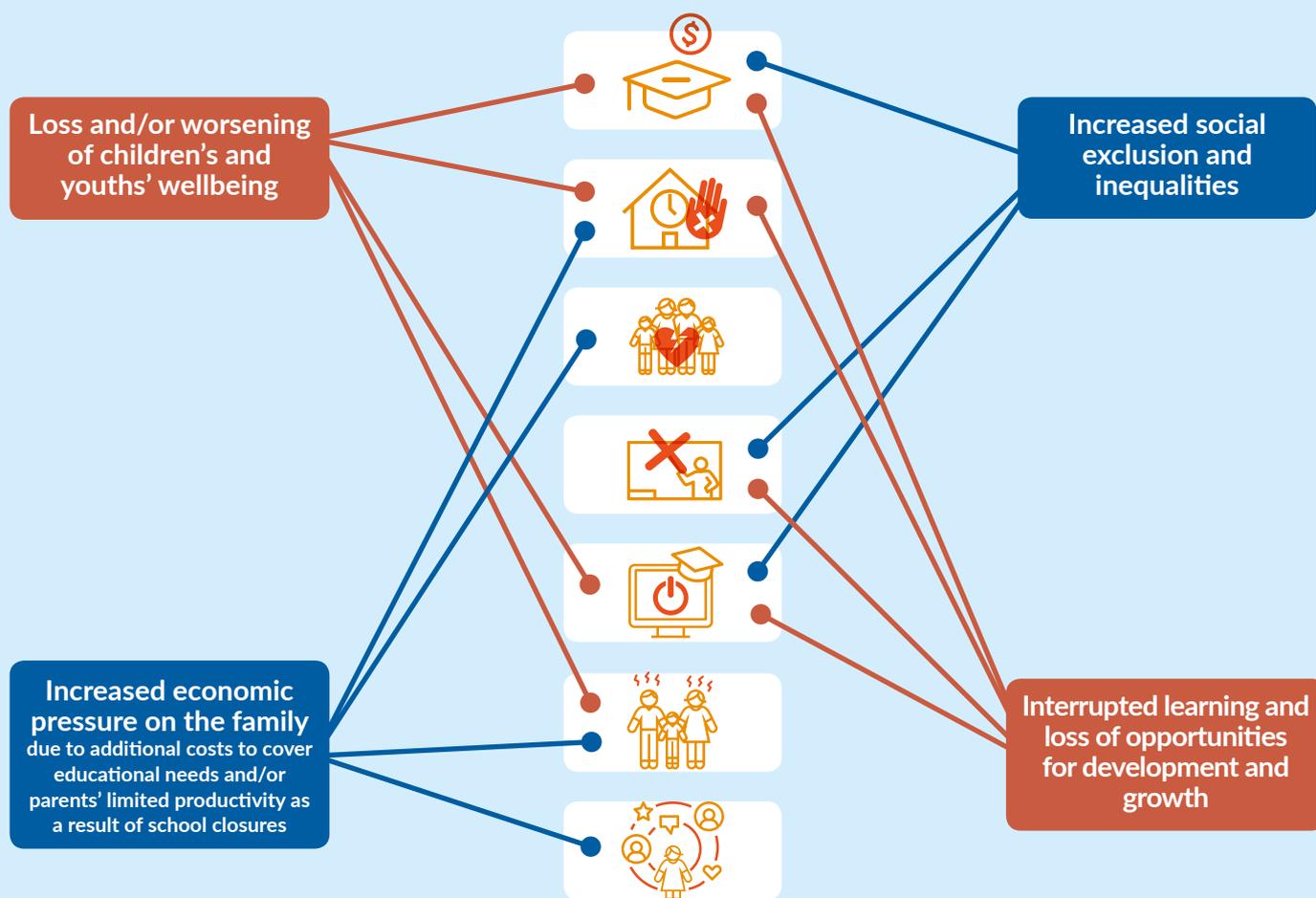


LOSS OF THE SCHOOLS' ENABLING AND PROTECTIVE ENVIRONMENT (SOCIAL INTERACTION, CONNECTIVITY)

Children are losing the opportunity for developing essential skills for their personal social growth provided by the school environment, the exchanges and interactions, and the alternative models it can provide to children. This lack of protection exacerbated children's risks as well as the negative impact on their wellbeing caused by the pandemic.



Educational crisis multi-dimensional impacts



These core challenges are the cumulative effect of many factors interacting to slowly erode the status of individuals, families, communities and societies coping with and reacting to the SARS-COV-2 pandemic consequences, over and above educational considerations. The impact of these interacting challenges on the educational crisis will have long-term consequences, which need to be studied. Yet, these impacts are already patent and cannot be ignored in the current worldwide recovery and relief plans. They can be summarized (not exhaustively) in four system-wide consequences of the educational crisis:

- **Loss and/or worsening of the children and youth wellbeing**
- **Increased economic pressure on the family due to additional costs to cover educational needs and/or limited productivity of parents as a result of school closures**
- **Interrupted learning and deprived opportunities for development and growth**
- **Increased social exclusion and inequalities**

Concerning the first point, it is necessary to highlight in detail some long-term con-

sequences of the suspension of ordinary educational courses (still going on in some countries). With the pandemic and the lockdown measures, the risk of violence against children has increased, at home as outside (Joining Forces, 2020). The closure of schools represented the loss of a “safe haven” for many children who, without access to any support network and not being able to leave their dwellings, found themselves stuck in the house with their abusers. Other medium- and long-term consequences on children’s and adolescents’ wellbeing include:

- increase in poverty and food insecurity due to parents’ loss of employment;
- lack of nutritious meals that before were provided by schools or care programmes;
- dismantling of many support networks (especially those informally based on activities such as play, sport and art);
- increase of alcohol and drug abuse, above all by adolescents;
- risk of dropping out of school with consequent increase of child labour to offset the loss of family income. In the poorest countries there is a risk of increasing child labour, either due to financial desperation

or exploitation, leading many children to drop out of school.

In conclusion, children and youth in vulnerable groups are at risk of losing access to resources or social protections to cope with the effects of the crisis, with dire detriment to pre-existing social exclusion and inequality.

The interruption of educational path is having devastating long-term effects on social, economic and cultural achievements of families, communities and societies.

Moreover, the resulting pressure over-loaded the household; parents were not relieved with the child’s absence from school, adding further troubles to the constraints that the SARS-COV-2 pandemic entailed for the family. Employed parents found it difficult to balance their work commitments with family care while those left unemployed face serious economic shortcomings.

The pressure on the household led to intra-familial conflicts and violence against women, which has become more frequent since the outbreak began (UN Women, 2020e).

F.2 Lessons learnt from the crisis

FAMILY, COMMUNITY, SCHOOL: CREATING SYNERGIES TO SUPPORT CHILDREN'S EDUCATION

Covid-19 has shown that there is not a unique solution for the challenges described above, and that traditional systems are not adequately equipped to respond effectively. Educational systems can only become more resilient and better prepared for future crises if innovative ways are developed which promote a change from a system based on physical access to school buildings to an **Educational Community** approach (the combination of the efforts of community stakeholders and families alongside schools to assure education for children. In an educational community there would always be times and places where debate and discussion can take place). Good practices and lessons learnt from Education in Emergency have shown that effective education in complex situations does not rely solely on schooling. Different educational spaces, constructive and close dialogue, multi-sector support to families, a combination of in-presence and distance learning, supported by locally active stakeholders and civil society organizations, are just some of the essential pillars ensuring quality education where and when traditional education is inaccessible. The **COMMUNITY**⁴ becomes the essential space where families (especially the most marginalized and outcast)

4 The term Community refers to be a panel of players composed of both Civil Society Organizations (humanitarian, environmental, artistic) and governmental institutions as well as private stakeholders linked to a territory through economic or other interests. All these stakeholders carry major responsibilities for the educational growth of children and adolescents, even when they are not aware of it.

are supported. Here the school system can find local resources and abilities to complement pedagogical approaches and delivery mechanisms to reach the families, especially the most deprived. Within the community, rapid mechanisms can be put in place leveraging on the coordinated efforts of different educational players within the community itself (civil society, individuals, sport centres, community services and others). Within an Educational Community the **FAMILY** becomes the hub of solutions and support for the education of children, to address obstacles caused by schools closing, to ensure the quality of distance learning and to address the limited access to any other mechanisms or instruments of support. In traditional systems, families usually did not have an active role, properly embedded in the service delivery options. To play their active role, families need to be economically supported through multi-sector actions and services. The **SCHOOL** does not rely only on delivery mechanisms based only on physical access. Rather it fully interacts with families and communities to find solutions integrated with those of the families and communities. Schools should become more inclusive, reducing barriers to access and retention.

The condition of the most vulnerable children in times of Covid-19

Up to **85 million more** children may be at risk of physical, sexual or emotional violence as a result of three months of global lockdowns (Joining Forces, 2020)

Prior the pandemic, half of the world's refugee children were already out of school. **The future of these children is even more at risk** due to the effects of Covid-19 (UNHCR, 2020)

Educational community

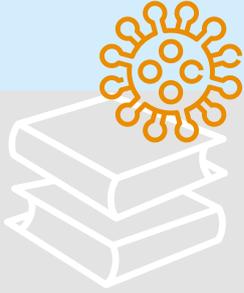

The **FAMILY** is the center-piece of solutions and support previously not fully embedded in educational systems, to address the barriers caused by school closing, limitation to access to educational support or educational instruments


CHILD'S intellectual, physical and social **DEVELOPMENT**


The **SCHOOL** remains an essential channel as a general apparatus of solutions that must be included in the approach selected, even if the physical access to school is limited and/or closed


The **COMMUNITY** provides essential capacities to complement the limitations caused by the closing of schools and the inability of families to provide the necessary instruments and environment for education

F.3 WeWorld-GVC's Response



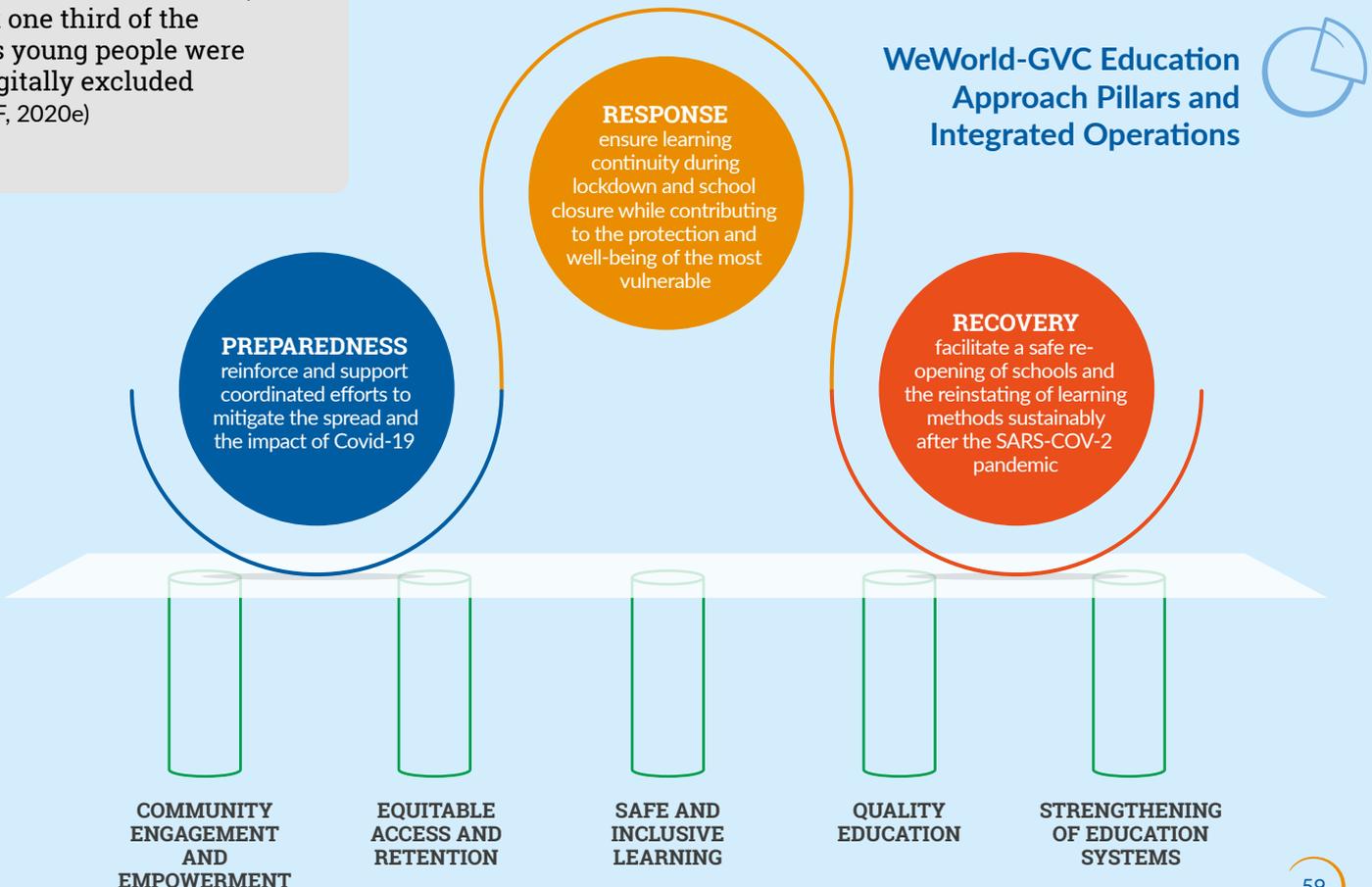
Over 11 million girls may never return to school after the Covid-19 crisis putting them at risk of early pregnancy, abuse, and marriage (UNESCO, 2020f)

117 million more children living in financially poor households by the end of 2020 (UNICEF, 2020a)

Among low-income countries **only 30%** have set up a national **distance learning platform**. Before this crisis, almost one third of the world's young people were still digitally excluded (UNICEF, 2020e)

WeWorld-GVC has developed a distinctive approach to education, put into practice both through quality Education in Emergencies (EiE) programs in complex crises and emergencies (i.e. Syria), and through policy and programmatic actions with national institutions and stakeholders active in marginalized and outcast areas (i.e. in Italy, in Europe and other continents). Since the pandemic broke out, WeWorld-GVC's programmatic approach was focused on **preparing, coordinating and recovering educational systems so that they can integrally embed the capabilities to properly respond to and recover from the impact of the SARS-COV-2 pandemic**, abiding by the UNESCO Education 2030 Framework for Action for Implementation of SDG 4. WeWorld-GVC sees schooling as fundamental to the safety and dignity of societies by fostering children's intellectual, social and physical development. Schools also provide a safety net for those vulnerable to domestic abuse, sexual violence, forced labour and other threats while arranging daily meals in certain instances, or extra-curricular activities. Providing education thus meets

a range of different needs concerning the protection of communities, as it is inherently linked to social, cultural, economic and political dynamics that keep the community together. The central objective is **to guarantee that children and youth can carry on learning during and after the crisis, while receiving lifesaving information and psychosocial support**. The efforts made in this direction brought together the experience built up in delivering EiE and the acquired knowledge and positioning in system-wide interventions at a national level in Italy. The resulting approach is based on the 5 pillars illustrated in the figure below. The SARS-COV-2 pandemic intensified the challenge posed by the necessity to adapt to each country's situation (and each region within the country) to ensure continuity of education. Plans and activities driven by contextualized approaches are needed now, more than ever. A single method might not work in all situations, and thus WeWorld-GVC's programmatic approach focuses on guidance and protocols for the roll-out of the 5 pillars by combining actions of preparedness, response and recovery.



F.4 The educational challenge in times of Covid-19: five country cases

INDIA

After ordering school closure, the Indian Government delegated planning and management of reopening the new academic year 2020-21 to single States, which proceeded in compliance with the Standard Operating Procedure for infection spread prevention. In the meantime online teaching was implemented with evident problems, giving rise to controversial and contrasting opinions on its effectiveness.

The judicial bodies were also involved: the core of the problem lies in the impossibility for local governments to provide equipment for online teaching/learning to state schools and provide millions of families and children of school age with IT devices (especially in the poorest urban and rural areas).

The launch of new guidelines for education in full emergency Covid-19 (the Pragyata Guidelines issued by the Human Resource and Development Ministry) and the numerous smart learning and smart teaching initiatives were not enough. Local administrations struggled to ensure online teaching and millions of children were left without a concrete alternative to school attendance.

In Karnataka, the Indian State where WeWorld-GVC runs its development program, **the closure of schools had for many children a negative impact on goals achieved with difficulty in terms of access to and quality of education. In particular, in rural and suburban areas, family economic hardship due to the pandemic exposed children to a higher risk of malnutrition and of exploitation**⁵.

In the rural areas seasonal migration is widespread, a practice which makes school attendance difficult, as children follow their parents⁶. Lockdown curtailed this form of earning too and weakened education support programs. Families, especially those with a number of children in pre-school age, saw reduced availability of staple goods (also due to a public distribution system which is inadequate to face crisis situations).

To mitigate the impact of the consequences of the pandemic on the poorest families, WeWorld-GVC has revised its own educational support Program in two phases:

1. Preparedness: through discussion with the population and authorities, from the very start WeWorld-GVC and its partners assured psychological assistance to families, adequate information about virus spreading, training in personal and environmental hygiene, accessibility and use of personal protection systems and continuity of the individual educational proposal built up in the previous years through the support to governmental schools.

2. Response and Recovery: WeWorld-GVC staff promptly implemented an education development program⁷ in the emergency situation thanks to pre Covid-19 experience. In particular, the Community Based Organizations (CBO's) built up earlier guaranteed and promoted children's participation and improved communities' ability to respond to emergencies.

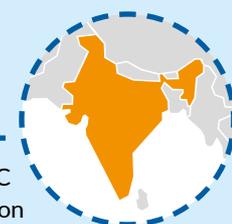
Concretely, the contents of the Educational-Individual Plans (IEPs) have very rapidly been turned into short, creative and culturally friendly videoclips.

The educational development model created by WeWorld-GVC prior to Covid-19 includes more than 100 activities which can fulfil the five development dimensions of a child⁸. Taking into account logistical limitations due to the lockdown, 16 activities were selected as suitable for being carried out at home with the support of simple videos. Each video contains the tutorial explanation of an activity; the explanation is provided in the local language by personnel of the Partner RLHP, which in pre-Covid-19 times was already working daily with the children involved. Videos manage well to capture the children's attention, they find familiar faces and activities again.

The activities are scheduled for five days a week: four days for children's IEPs and one day to explain and remind the whole family of all the measures to be taken for preventing infection and virus transmission. The IEP videos are on YouTube and relative links are shared via WhatsApp thanks to the help of selected volunteers living locally to the intervention. Volunteers adequately trained and instructed meet the children personally helping them with problems or technical difficulties and monitoring each child's reactions and progress.

In order to be able to carry out the IEP activities a "basic educational kit" was provided to children, containing workshop material (sheets, pencils, crayons, felt tipped pen, kitchen scale, balloons, scissors, eraser, felt tipped pens, paper cups, coloured paper). The children received the Kit with great joy, as they lacked any alternative under forced segregation.

Thanks to the evident success, this model was extended over time and proposed in other areas where WeWorld-GVC is working, with the aim of ensuring a renewed continuity of the educational offering in the following school year.



5 In Karnataka State, the practice of Devadasi, a form of child prostitution and exploitation, is still widespread although banned by law. It is tolerated in the poorest segment of the population as an alternative to misery. In recent years some important steps forward has been made for its eradication. For further information see <https://www.weworld.it/wp-content/uploads/2019/04/STUDY-DEVADASI.pdf>

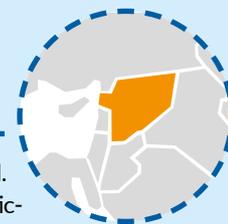
6 For further information see WeWorld Index 2018 and the report by WeWorld-GVC (2017), Incidence of Child Migration in Chamarajanagar District of Karnataka, <https://www.weworld.it/wp-content/uploads/2017/10/Child-Migration.pdf>

7 The PRIDE for LESS children (Promotion of Right to Education & Development – PRIDE, through Literacy Enhancement in Slum School – LESS) project is based on the setting up of activity groups for Individual Education Plans (IEP) for children at risk. The IEPs are an integral part of school development plans and provide simple learning tools to educators (family and school). The use of these learning tools ensures the child's growth.

8 The dimensions are: I. Health and Physical Development (HPD) II. Sensory-Motor Development (SMD) III. Play and Cognitive Development (PCD) IV. Communication and Literacy Development (CLD) V. Socio-Emotional Development (SED). All this while ensuring the active engagement of teachers, families and communities.



SYRIA



Since March 15th, schools and learning centers have been closed by government decree. In June and July, schools opened only to allow students to sit their national exams. The outbreak of the SARS-COV-2 pandemic and the nationwide restrictions imposed, such as reduced movements, closure of schools, extreme limitations of social interactions, etc. posed a number of challenges to the whole Syrian population and, in particular, to the most vulnerable groups, including children living in poorly-served or remote areas.

Although no guidance was given by the Ministry of Education (MoE) concerning protocols for safe re-opening of schools or alternative learning/teaching solutions during school closure, information was shared with partners during the Education Sector meetings and bilateral exchanges. One of the main components of the MoE's plan focuses on the creation of an e-learning platform, enabling students to access lessons and material remotely. Technical/financial support from NGOs and Agencies working in Education has been requested. As part of WeWorld-GVC's strategy to respond to the Covid-19 emergency, phone calls were made from May onwards by WeWorld-GVC Education teams to families of out-of-school children (OOSC, not enrolled in formal education) and of children enrolled in WeWorld-GVC's Self Learning Program (i.e. SLP), using data previously collected. Specifically, all children reached had already been targeted through two main interventions: Back-To-Learning (i.e. BTL) campaigns, run in Aleppo and Deir-Ez-Zor districts in November and December 2019, and Self-Learning Program (i.e. SLP) for OOSC, activated in November 2019 and continuing until March 2020. Regarding the BTL campaign, which had the primary purpose of reinserting OOSC into formal education, WeWorld-GVC raised communities' and children's awareness on the importance of enrollment in formal education through a range of outreach activities (help desks, door-to-door visits, etc.). Concerning the SLP program, it was meant for those children who had never been to school, had dropped out or could not return to school on their own, and thus in need of facilitated education courses to catch up and get back into formal education.

The aim of the calls made from May was two-fold. On one hand, to spread information on good practices for facing health risks and the psycho-social consequences on vulnerable children, due to the SARS-COV-2 pandemic and consequent school closure and home isolation. On the other hand, to collect information and data on children's learning habits during school closure and on their access to information/communication tools, in view of planning future remote educational support to children.

In the first part of the call, inputs were shared on how to support children facing education and life challenges during isolation and school closure. Information and parenting tips on Covid-19 coping strategies, given during the call, had been previously processed by the WeWorld-GVC Education team, based on standard awareness materials (brochures, flyers, dossiers etc.) made available and ready-to-use by international agencies (such as WHO and UNICEF) and significant national stakeholders, including the Syrian Ministry of Health. In the second part of the call, parents/caregivers were asked some questions to gather information on whether and how children were continuing some kind of home learning and which tools and sources were being used for that. In addition, WeWorld-GVC collected data on availability of information/communication equipment in each family (e.g. internet, WhatsApp, TV, radio etc.), with the aim of planning and tailoring support for remote education to children.

The results collected in the second part of the call showed firstly that **most students in SLP were continuing home learning during school closure, which is a good sign of children's will to consolidate progress achieved during the program. In this regard, the fact that a significant number of children (73%) were using working papers provided by WeWorld-GVC in the previous months to refresh school contents is an encouraging result.** Secondly, the data collected on the possibility of using a range of information and communication tools revealed a general lack of access to the Internet, which was only available to 3% of children, while access to phone (calls/SMS) is guaranteed to 99.8% of them.



BRAZIL



Brazil is one of the most hard-hit countries by the pandemic in Latin America and in the world. The president Jair Bolsonaro has actually underestimated the health crisis, rejecting lockdown and social distancing measures, even at the cost of going against the recommendations of the Ministry of Health and of his own government. The situation of the Health system was already very precarious before the outbreak and many peripheral areas lack doctors. Covid-19 has confirmed the system's weaknesses and those who have suffered the consequences of it, yet again, are the most vulnerable parts of the population, like Indios, Quilombolas (descendants from Africa), the most isolated communities, but also the large suburbs of Brazil's big cities. **Schools have been shut down, but online teaching has remained a luxury that only private schools could afford;** few public schools have made any attempt but even for those that did access to lessons has turned out to be difficult. In fact, most students have not had sufficiently stable Internet connections to follow lessons, nor IT supports. This situation has exacerbated social disparities, which are already very wide in Brazil. Before protocols were available for school reopening, some municipalities with which WeWorld-GVC works have studied new ideas for coming back to class. Not an easy task indeed because, besides preventive health procedures, it was often necessary to deal with precarious facilities, poorly ventilated, not very roomy and with difficult access to water. In Brazil WeWorld-GVC works in Ceará State, one of the most infected states with one of the highest number of deaths. The territory we work in is composed of 27 municipalities of the Semiárida region of Sertões Cearenses, which have more than 150 schools, 1,500 teachers, around 20,000 pupils e 30 groups of women. When school closure was decreed, the NGO maintained constant contact with both the Education Secretariats⁹, and with teachers and women. Before reformulating activities of the various projects in progress, some questionnaires have been distributed to investigate the educational and health system situation in the municipalities.

⁹ The Municipal Secretariats of Education (MSE) are executive public bodies which manage the public education offering at infant (maternal school) and primary level (the first 9 years of studies). They are responsible for (a) construction, management and maintenance of school facilities; (b) hiring and management of teaching and administrative personnel; (c) provision of materials required for school activities (d) continuous personnel training and above all (e) design and enactment of municipal education public policies.

These data have enabled the WeWorld-GVC staff to reformulate several activities such as the creation and dissemination over online platforms of training classes for teachers on Covid-19 prevention in schools, on gender violence and also on prevention of gender violence growing due to lockdown. Moreover, Pedagogical Political Plans have been reformulated in the schools of twenty municipalities in order to provide prevention procedures to pandemics and natural disasters. To map the health situation of schools it has been decided to hand out a questionnaire on issues related to WASH (Water, Sanitation and Hygiene). Another intervention has been that of delivering 38,000 masks in cotton and 20,000 information folders to school communities, children and teachers, made by groups of women beneficiaries of the projects, to stimulate not only prevention but also the local economy. Furthermore, to raise people's awareness, radio spots have been made and broadcast and cards distributed, on issues like Covid-19 prevention and immunity, and also on increasing domestic violence. In addition, podcasts were recorded, live on social media and via radio, and broadcasted on issues such as education in times of the pandemic, women's rights, access to emergency benefits released by the government, and also useful information to combat depression and other collateral effects caused by lockdown. Finally, **advocacy and lobbying activities with various municipalities, that were ongoing before the pandemic, have been boosted focusing on issues like school reopening (in order to assess whether there are the minimum conditions for a safe return of children to school, guaranteeing at the same time their right to education), on the fight against domestic violence and laws on contextualized education¹⁰.**

It is difficult to evaluate the impact of all these actions, as in the country, at the moment, the crisis is not completely resolved. However, one result has been achieved for sure: the implementation of an educational community, launched before the crisis, has allowed the safeguarding and exchange of information between CSOs, families and schools, even in the most acute moment of the crisis.

¹⁰ Contextualized learning/education is a special type of education that integrates habits, customs and traditions of local realities, because to be in a context means to learn from the reality you live in, in order to give value to it, to accept it and to improve it if necessary.



TANZANIA

In Tanzania, the first case of Covid-19 was officially confirmed on the 16th of March by an announcement of the Ministry of Health, Community Development, Gender, Elderly and Children (MoHCDGEC)¹¹. After confirmation of the case, the Prime Minister announced the closure of all schools (from kindergartens to universities) and banned all public gatherings.

The government took different initiatives to respond to Covid-19. Different public awareness campaigns were carried out over television, radio, mobile phone messaging and public announcements. Several guidelines and brochures were issued and distributed in public and private institutions. In April the government – through the Ministry of Education, Science and Technology (MoEST) – issued the ‘Tanzania Basic Education Sector response and recovery plan due to effects of Coronavirus disease (Covid-19)’. The main goal of the plan was to facilitate learning continuity while protecting students’ basic education, and to ensure healthy livelihood and teachers’ capabilities to help teaching in times of school closure and after school reopening. However, the plan had been run with difficulties because many families had no access to mobile, computer and to the Internet. Some funds were reallocated by the government. For instance, on the 17th of March 2020, the government reallocated 1 billion TZS to Ministry of Health, Community Development, Gender, Elderly and Children. Universities and other higher education institutions reopened on the 1st of June and schools at all levels on the 19th of June. This makes Tanzania the first East African country reopening schools after Covid-19 outbreak.

WeWorld-GVC together with its partner KIWOHEDE tried to organize some online training with teachers but they turned out not to be effective. **The main challenges were due to Internet accessibility; in fact, most teachers did not have access to smart digital devices such as computers, laptops and tablets.** And for those with smartphones, their phones were not powerful enough to support online sessions via video platforms like Zoom. Moreover, following school closure, many teachers travelled from Dar es Salaam to other regions, where in some areas there is no access to Internet at all.

¹¹ Public Notice on Confirmed First Covid-19 case in Tanzania, issued by the Ministry of Health, Community Development, Gender, Elderly and Children (MoHCDGEC) on the 16th of March 2020.

After school closure, there was no alternative to monitoring children’s wellbeing via phone calls.

Parents from all schools involved in the projects were contacted via phone and at least we could talk to children.

In certain cases we could verify whether children were taking care of themselves. 300 children who are Child Rights (TUSEME) club members were reached (TUSEME stands for ‘Speak Out’). The follow up also involved the leaders of committee’s on prevention and fight against women and children violence. The committee is part of government initiatives to combat violence against women and children from community level to national level. The Committee has been established by the National Plan of Action to End Violence Against Women and Children in Tanzania – 2017/18 – 2021/22 of the Ministry of Health, Community Development, Gender, Elderly and Children, which intends to reinforce the government commitment to provide effective leadership for eliminating violence.

In June 2020 WeWorld-GVC supported all the 10 schools of the project to prepare and ensure a safe and friendly environment for children and school staff. WeWorld-GVC held two meetings with the Head of teachers and Ward Education officers to discuss about school needs before school reopening. All the schools were also visited to take note of the actual situation, and finally WeWorld-GVC provided them with hygiene material and information brochures on Covid-19 and on best practices to be followed to help restart educational activities safely.

On the reopening day, 29th June 2020, all schools were visited. Almost all children reported to school; they were informed about Covid-19 and how they were supposed to take care of themselves at school and anywhere they might happen to go. Since Monday 29th June 2020, the day of schools reopen in Tanzania up to date 14th September 2020, any report of Covid-19 case has been recorded in any of our 10 project schools. Educational activities have returned into their normal annual calendar and all children are back to school. Tanzania’s case shows that, even in contexts where facilities and educational systems are very poor, it is possible, with a collaborative approach, to maintain a good level of collaboration among different stakeholders of the educational community: schools, families (students) and CSOs.



ITALY



Due to the SARS-COV-2 pandemic and the subsequent lockdown, all schools and other educational centres were closed, leaving about 9,040,000 boys and girls and more than 1 million babies at home (Forum Disuguaglianze Diversità, 2020). Schools and universities had to resort to distance teaching, but this was not fully effective due to the digital divide across the country. In fact, 23.9% of Italian families have no access to the Internet (Openpolis/Con I Bambini, 2020) and 12.3% of children between 6 and 17 years of age - 850 thousand in absolute terms - do not have a computer or tablet at home; the percentage rises to 20% when considering only Southern Italy¹².

Access to the Internet and to devices are not the only elements required to guarantee the proper continuation of children's educational paths, given the current circumstances. The learning environment is essential; 42% of minors in Italy live in overcrowded houses, where the conditions for distance learning are not adequate (small, shared spaces, noise...).

In response to the closures, the government devolved 8.2 million euros to strengthen distance learning, creating the role of "digital tutors" (MIUR, 2020); 165 million euros of which: 10 million for schools, 150 million for disadvantaged students and 5 million to train school personnel. In July 2020, 1.6 billion euros were allocated to guarantee the safe return to school and by the end of the year many trillion more should be used to ensure safe teaching continuity.

Schools were closed from the end of February in some regions and nationally from the first days of March, to the end of the academic year (June), ensuring not only online teaching but also the end-of-year face-to-face exams.

To ensure a safe reopening of schools on the 14th of September, the Ministry of Education issued guidelines and further funds were allocated for the hiring of new teachers, in order to have smaller classes and to respect social distancing.

In territories affected by widespread educational poverty¹³, where WeWorld-GVC works through educational support programs, the lockdown caused distress among the youths we work with.

Due to forced isolation youths felt lost; they found it difficult to figure out what was really going on and they got in touch with the operators both for help in understanding the plethora of information and for social-psychological support. Online teaching, for which neither the students nor the teachers were ready, added to these difficulties. Families in turn asked for constant support. **Furthermore, nearly 70% of youths with whom WeWorld-GVC works have neither computers/tablets nor an Internet connection at home.** The purchase of devices added further problems: long delivery times, difficulty of use due to digital illiteracy, Internet connection costs, extra-costs for technical support.

Thus **the lockdown period called for a lot of creativity and flex-**

12 According to Istat, 57% of students have to share the device with other family members. Only 6.1% of boys and girls between 6 and 17 live in a family where each member has access to at least one computer.

13 Suburbs, areas with a high proportion of families economically and socially distressed, or recently immigrated families.

ibility from WeWorld-GVC staff, and paradoxically our work increased. In fact it was important to maintain the continuity of relationships (and teaching is one of them) with youths, for whom WeWorld-GVC staff and the involved partners¹⁴ was and still is an important landmark.

More specifically, in the most critical phase of lockdown, WeWorld-GVC staff reinforced some tools already used in everyday work with students in need. The emergency phase was addressed by increasing micro group activities (3-4 students). **Individual and group activities were run over the phone, mainly through WhatsApp. Distance support was made available every day, from 9 a.m. to 6 p.m..** As for the scholastic support: 1) chat group were set up for tutoring activities, based on subject and class 2) every two days individual tutoring was provided 3) some workshops (together with parents) were offered through chats and messaging 4) some activities, to be carried out with their children, were proposed to families. To youth a psychological support was continuously available through a virtual help desk, which had to be reinforced because of the many requests. The desk, advertised over school and non-school channels (Instagram, Facebook) was made available via chat and families could book by phone or via messaging. Smartphones and telephone subscriptions were bought, for those children who had not any, so that nobody was left behind.

The role of two figures already working in R.E.A.C.T. was further reinforced: the Case Manager and the Community Worker, two key roles for constructing and strengthening the educational community. The first has the task of designing personalised courses for vulnerable adolescents, identified in collaboration with schools and, for each of them, setting up an educational pact with families and teachers; the second makes sure that the educational community becomes a resource to meet youth's needs, developing connections and relational opportunities in the neighbourhood and creating a network of adults (including families, improving their parenting skills) who will become a positive reference for the adolescents' process of growing up. Equally important were the supervision and coordination meetings between WeWorld-GVC staff, partners and external experts on how to work under, and how to deal with, lockdown. In spite of these problems, it was possible to reach even the most marginalised families and youths, who, with just online teaching would have been left behind and would probably have dropped out. According to monitoring in September 2020, more than 97% of youth we were following (in the 11-17 age group), stayed in their educational courses (Eurostat, 2020)¹⁵.

14 The partners involved by WeWorld-GVC in the R.E.A.C.T. Project are Cooperativa Diapason, Cooperativa Via Libera, Asai, Cooperativa Terremondo, Cemea del Mezzogiorno, Associazione Per Esempio, Patatracc, Fondazione Somaschi Onlus, Domus de Luna, Arcoiris Onlus. R.E.A.C.T. is a 3 years project aimed at combating the educational poverty in 10 Italian territories, by supporting students directly and reinforcing the Educational Community around them. The project is financed by the Fund for the Contrast to Educational Poverty managed by the social enterprise CIB

15 In Italy, 13.5% of young people aged between 18 and 24 years old did not obtain the secondary school degree (early school leaving). The percentage is higher in some Southern regions (around 20%).



F.5 **WeWorld-GVC's recommendations to donors, governments and the international community**

WeWorld-GVC thinks that there is irrefutable evidence that the educational crisis induced by the SARS-COV-2 pandemic will affect the effectiveness of the economic, social and cultural restoration and recovery of any society. For this reason, WeWorld-GVC, while welcoming The Global Partnership for Education (GPE) commitment to fund developing countries fighting

against Covid-19 with US\$500 million (Global Partnership for Education, 2020) and UNESCO's Global Education Coalition for Covid19 response (UNESCO, 2020g), strongly believes that donors, helping communities and governments will ensure relentless efforts to prevent the impact of similar, future crises by taking into consideration the following recommendations.



TO ORIENT POLICY

- 1. To prioritize education in any recovery plan**, recognizing that without the normalization of educational processes, societies will have medium and long-term shortfalls, requiring additional global efforts.
- 2. To maintain and to support the global commitment to Education in Emergencies (EiE) in the protracted crisis as a programmatic priority, as sustained by DG ECHO of the European Commission**, to learn and expand EiE those good practices and lessons already learnt to all the areas affected by the SARS-COV-2 pandemic or by any other significant disruption of educational systems.
- 3. To develop structured mechanisms to monitor home-learning environments**, considering for instance the recommendation by UNICEF and the UNESCO Institute for Statistics to use SDG Indicator 4.2.3, which reflects “the percentage of children under the age of five who experience positive and stimulating home-learning environments” (UNESCO, 2020h).
- 4. To keep dialogue spaces open between local and international stakeholders at every level, always involving representatives of affected communities for an effective Educational Community.**



TO DRIVE PROGRAM SOLUTIONS

- 5. To ensure that the guiding principles of inclusion and equity are reflected in operational mechanisms:**
- by **prioritizing those areas and families which were already the most vulnerable and marginalized** before the SARS-COV-2 pandemic;
 - by **thoroughly applying analytical tools to understand local educational, socio-economic and digital inequalities**, and apply locally-driven mechanisms to prevent them from widening, ensuring equal opportunities for everybody;
 - by **including outreach programs in marginalized areas** when designing educational systems and programs;
 - by **including specific gender and age safety nets, social protection or institutional support packages to families** with children;
 - by **involving women and girls in the assessment and design of innovative and appropriate measures** to ensure that girls remain educated, protected, and safe during and after the crisis, and to mitigate the additional burden which usually is up to women as the main children's caregivers.
- 6. To apply adaptive learning approaches**, where proper investment is made in understanding local contexts and communities, systematically adjusting plans, always ensuring quality of education and protection of children. See for instance, for the involvement of communities with a systematic engagement process: Community Protection Approach (www.cpainitiative.org).
- 7. To support educational services for 0 to 6 year old children**, to pave the way for household caregivers (women in most cases) to pursue job opportunities and obtain dignified living conditions. This recommendation also concerns many developed countries where services for early childhood are not very widespread.



TO INVEST

- 8. To build on changes and invest in new and tech-led methodologies applied during the crisis**, to improve and innovate educational systems in reaching and supporting marginalized children in the future. The investment in distance learning must be capitalized on to overcome shortcomings seen even in the most industrialized countries (i.e. Italy) and to ensure proper response in hard to reach areas in future humanitarian crises.
- 9. To invest in research and learning on how to combine solutions** applied in “less conventional contexts”, affected by marginalization, conflicts, inaccessibility, fragility and extensive social exclusion, in combination with innovative instruments and resources that more stable and well-funded educational systems have or can develop.
- 10. To invest in capabilities of teachers and families**, to develop the skills and tools needed to ensure quality education through distance teaching/learning and other alternative ways, to reinforce expert, remote support to outreach workers and increase students' engagement in finding innovative solutions.

APPENDIX



WeWorld Index: methodology and technical notes

The **WeWorld Index** measures the inclusion level of children, adolescents and women, based on **17 DIMENSIONS** referring to **34 Indicators** (two per dimension), related to the four building blocks for the implementation of women's and children's rights: health, education, economy and society, specific risk factors.

The indicators derive from internationally accredited sources (WHO, Unesco, World Bank, UNICEF, UNDP etc.), or they are widely used indices, such as the Gender Gap Index or the Global Peace Index (see page 62 and the following pages for a complete list of the 34 indicators and their definitions).

The calculation method of the WeWorld Index 2020 is the same as in the previous editions (for further information refer to them). All the countries with a population over 200,000 inhabitants have been taken into account. As the collection of statistical data at a global level is not always complete, countries with more than 9 missing data (out of 34) have been removed from the final ranking, but they have been considered in rankings related to single indicators.

Overall, the countries included in the 2020 edition are 176, and the countries in the final ranking are 172. The countries excluded because of missing data are: Micronesia, Somalia, Solomon Islands and Democratic Republic of Korea.

The method used to draw up/build up the WeWorld Index is the **Z-Score standardization**. By means of this procedure, it is possible to convert indicators to a common scale, making them homogeneous and "groupable" in a synthetic index. Moreover, the advantage, compared to other methods, is that it shows the extent of the differences between countries depending on a given indicator, and in the synthetic index. Some preliminary operations have been carried out before building up the synthetic index. In fact, some indicators may be positively correlated with the phenomenon to be measured (e.g. the percentage of female graduates is positively correlated with the inclusion of women and children), whereas others may be negatively correlated with it (e.g. infant mortality rate).

Thus, prior to normalization, it is necessary to transform indicators so that an increase in an indicator corresponds to an increase in the composite index. Secondly, missing values have to be filled in with estimations or proxies, by considering older data or using the average of the geographic area of which a country is part. Finally, the indicators – expressed in different measurement units – have been made homogeneous through standardization.

The average of the new values obtained is by definition equal to 0 and the variance equal to 1, and they vary over a very small range between positive and negative values. The more the values move away from 0, the further they are from the average value. Positive values represent a value above the average; negative values represent a lower than average value. From standardised values and by calculating the arithmetic mean, three "partial" synthetic context-related indices have been created; children, adolescents, and women respectively. Therefore, the WeWorld Index is the arithmetic mean of three partial indices.

The values obtained by the countries in the synthetic index have been multiplied by 100 and rounded up to whole numbers, so that they are easier to read. The values obtained vary from +112 (first country in the ranking) to -150 (last country in the ranking).

In 2020, three new indicators regarding the Covid-19 pandemic have been added:

35. Confirmed cases of Covid-19

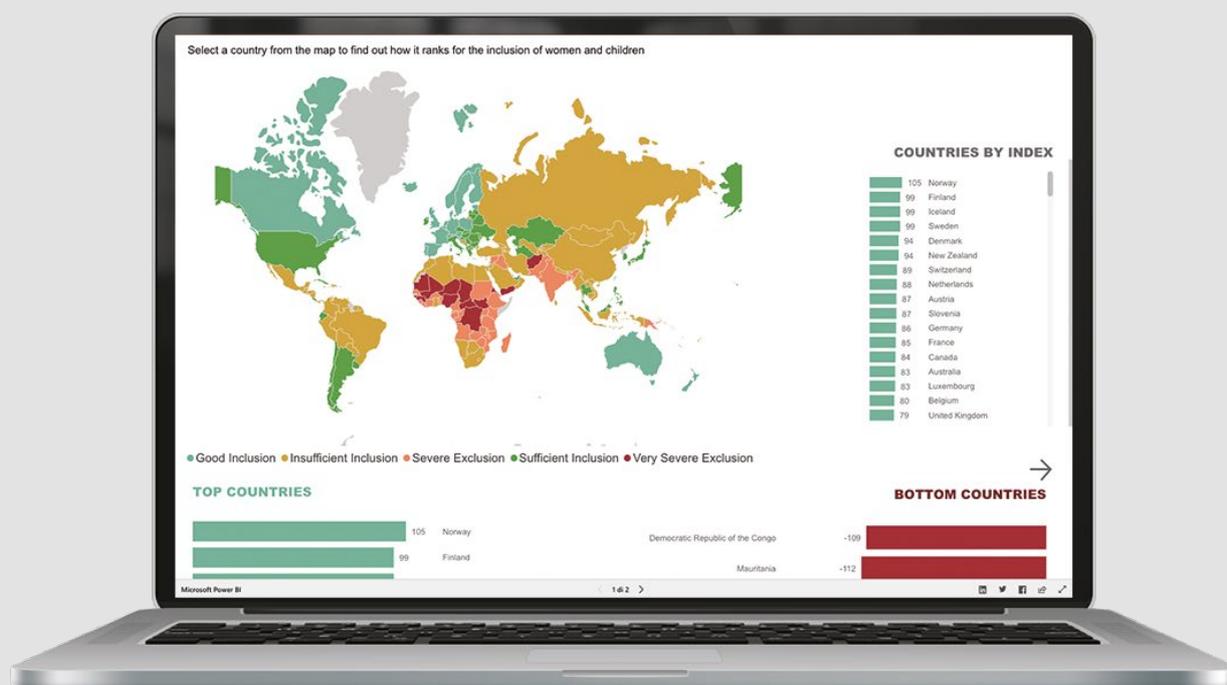
36. Real GDP growth/Annual percent change

37. School closure days

For the indicator 35, the cases of infection, made available per country on the WHO Website, have been calculated as the percentage of the population of the country. For the indicator 36, GDP loss in 2020 per country estimated by the International Monetary Fund has been taken into account. For the indicator 37, the school closure days have been calculated per country according to the information on the World Bank and Unesco websites.

All the data referring to the three indicators are updated to June 2020.

The three indicators have been processed following the same method as the other 34; they have been transformed to be coherent with the WeWorld Index, normalized through the z-score procedure and added to the others for calculating the average. Before being added, the three indicators have been given a heavier weighting than the others (1.25, while the other indicators have been given a weight of 1), in order to reflect their relative importance, for the composite index, in the year of the pandemic.



To interactively explore and navigate the entire data of the WeWorld Index 2020 report

[CLICK HERE](#)

Acronyms

ACK	Anglican Church of Kenya	GSI	Global Slavery Index
AICS	Italian Agency for Development Cooperation	HRBA	Human Rights Based Approach
CBO	Community Based Organization	IAP	Independent Accountability Panel
CEDAW	Convention on the Elimination of Discrimination Against Women	IDMC	Internal Displacement Monitoring Center
CPI	Corruption Perception Index	IEA	International Energy Agency
CPA	Community Protection Approach	IHR	International Homicide Rate
CRED	Centre for Research on the Epidemiology of Disasters	ILO	International Labor Organization
CRC	Convention on the Rights of the Child	IMF	International Monetary Fund
CSO	Civil Society Organization	INEE	Inter Agency Network for Education in Emergency
ECW	Education Cannot Wait Fund	IOM	International Organization of Migration
EIE	Education in Emergency	ITU	International Telecommunication Union
EU	European Union	MIUR	Ministry of Education, University and Research
FAO	Food and Agriculture Organization	NGO	Non-Governmental Organization
FGM	Female Genital Mutilation	OECD	Organization for Economic Cooperation and Development
GCE	Global Campaign for Education	OHCHR	Office of the High Commissioner for Human Rights
GCSI	Global Crisis Severity Index	OSCE	Organization for Security and Cooperation in Europe
GDI	Global Democracy Index	SDG	Sustainable Development Goals
GDP	Gross Domestic Product	UN	United Nations
GGI	Gender Gap Index	UNAIDS	United Nations Program on HIV and AIDS
GGR	Gender Gap Report	UNDP	United Nations Development Program
GII	Gender Inequality Index	UNESCO	United Nations Educational Scientific and Cultural Organization
GPE	Global Partnership for Education	UNFPA	United Nations Population Fund
GPI	Global Peace Index	VAC	Violence against children
		VAW	Violence against women

Geographical areas

West Europe, North America, Australia and New Zealand

Austria, Belgium, Cyprus, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxemburg, Malta, Netherlands, Norway, Poland, Portugal, Czech Republic, Slovakia, Slovenia, Spain, Sweden, Switzerland, United Kingdom, United States, Canada, Australia, New Zealand.

Central and East Europe

Albania, Armenia, Azerbaijan, Belarus, Bosnia Herzegovina, Bulgaria, Croatia, Georgia, Kazakhstan, Kirghizstan, Macedonia, Montenegro, Moldova, Romania, Russia, Serbia, Tajikistan, Turkey, Turkmenistan, Ukraine, Uzbekistan.

Middle East and North Africa

Algeria, Bahrain, Djibouti, Egypt, Iran, Iraq, Jordan, Kuwait, Lebanon, Libya, Morocco, Oman, Palestine, Qatar, Saudi Arabia, Sudan, Syria, Tunisia, United Arab Emirates, Yemen, Israel.

Central and West Africa

Benin, Burkina Faso, Cape Verde, Cameroon, Central African Republic, Chad, Republic of Congo, Ivory Coast, Democratic Republic of Congo, Equatorial Guinea, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Liberia, Mali, Mauritania, Niger, Nigeria, Sao Tomé and Príncipe, Senegal, Sierra Leone, Togo.

East and South Africa

Angola, Botswana, Burundi, Comoro Islands, Eritrea, Ethiopia, Kenya, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, Rwanda, Somalia, South Africa, South Sudan, Swaziland, Uganda, Tanzania, Zambia, Zimbabwe.

East Asia and Pacific

Brunei, Cambodia, China, Democratic Republic of Korea, Republic of Korea, Fiji, Indonesia, Lao People's Democratic Republic, Malaysia, Micronesia, Mongolia, Myanmar, Papua New Guinea, Philippines, Singapore, Thailand, East Timor, Vietnam, Japan, Vanuatu, Solomon Islands.

South Asia

Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, Sri Lanka.

Latin America and Caribbean

Argentina, Bahamas, Barbados, Belize, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Jamaica, Guatemala, Guyana, Haiti, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Suriname, Trinidad and Tobago, Uruguay, Venezuela.

THE VOICES of the WeWorld Index 2020



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WeWorld Index 2020 Components / 1



Country	DIMENSIONS		1. Environment		2. Housing		3. Conflicts And Wars		4. Power And Democracy		5. Security And Protection		6. Access To Information		7. Gender		8. Children's Health		
	2015 Position	2020 Position	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5	Indicator 6	Indicator 7	Indicator 8	Indicator 9	Indicator 10	Indicator 11	Indicator 12	Indicator 13	Indicator 14	Indicator 15	Indicator 16	
Afghanistan	160	165	↓	59.85	0.10	67.06	43.42	3.64	7,3411	2.85	16	6.66	36.79	98.71	13.50	0.66a	0.575	62.3	19.1
Albania	64	42	↑	18.17	13.53	91.04	97.72	1.87	0.5245	5.89	35	2.29	1.25	100.00	71.85	0.769	0.234	8.8	1.5
Algeria	95	101	↓	34.50	7.11	93.56	87.59	2.29	0.0108	4.01	35	1.37	0.59	100.00	49.04	0.634	0.443	23.5	3
Angola	149	149	=	28.41	5.00	55.84	49.88	2.09	0.0266	3.72	26	9.65	4.81	43.26	14.34	0.660	0.578	77.2	19
Argentina	26	45	↓	11.68	7.41	99.08	94.26	1.98	0.0002	7.02	45	5.32	0.43	100.00	74.29	0.746	0.354	9.9	1.7
Armenia	76	73	↑	32.86	23.11	99.91	93.64	2.14	0.3715	5.54	42	1.69	0.73	100.00	64.74	0.684	0.259	12.4	2.6
Australia	13	14	↓	7.30	29.71	99.97	99.99	1.39	0.0001	9.09	77	0.89	0.28	100.00	86.55	0.731	0.103	3.7	0.5a
Austria	11	9	↑	13.10	28.40	100.00	99.97	1.28	0.0002	8.29	77	0.97	0.00	100.00	87.48	0.744	0.073	3.5	0.5a
Azerbaijan	85	88	↓	18.51	5.52	91.39	92.51	2.30	0.1170	2.75	30	2.20	0.00	100.00	79.80	0.687	0.321	21.5	4.9
Bahamas	66	77	↓	18.99	8.56	98.89	94.93	2.16a	0.1291	6.13a	64	31.96	3.89	100.00	85.00	0.720	0.353	10.2	4.68a
Bahrain	71	102	↓	69.01	1.69	100.00	100.00	2.21	0.0357	2.55	42	0.54	0.00	100.00	98.64	0.629	0.207	7.1	11.05a
Bangladesh	129	137	↓	58.62	4.89	97.02	48.23	2.12	0.0142	5.88	26	2.37	9.78	85.16	15.00	0.726	0.536	30.2	21.9
Barbados	47	42	↑	22.35	0.01	98.49	97.28	2.16a	0.0858	6.13a	62	9.77	0.00	100.00	81.76	0.749	0.256	12.2	3.5
Belarus	43	42	↑	19.35	9.35	96.48	97.79	2.11	0.0362	2.48	45	2.39	1.06	100.00	79.13	0.746	0.119	3.4	2.52a
Belgium	10	16	↓	12.98	24.65	100.00	99.49	1.50	0.0003	7.64	75	1.69	0.00	100.00	88.66	0.750	0.045	3.7	0.5a
Belize	85	73	↑	20.89	20.59	97.99	87.86	2.16a	0.0191	6.13a	39.23a	37.79	0.00	99.54	47.08	0.671	0.391	13	4.6
Benin	137	142	↓	30.40	23.47	66.41	16.45	2.18	0.0063	5.09	41	1.13	0.00	41.53	20.00	0.658	0.613	93	16.8
Bhutan	105	90	↑	35.45	48.01	97.23	69.25	1.50	0.9264	5.30	68	1.19	0.00	100.00	48.11	0.635	0.436	29.7	12.7
Bolivia	80	73	↑	23.33	30.87	92.85	60.72	2.07	0.0046	4.84	31	6.22	3.29	95.59	44.29	0.734	0.446	26.8	3.4
Bosnia and Herzegovina	99	72	↑	29.74	1.40	96.14	95.36	2.04	0.4982	4.86	36	1.17	0.02	100.00	70.12	0.712	0.162	5.8	1.6
Botswana	113	104	↑	20.88	29.14	90.34	77.27	1.69	0.0103	7.81	61	10.53	2.02	64.85	47.00	0.709	0.464	36.5	16.16a
Brazil	54	80	↓	11.82	28.58	98.19	88.29	2.41	0.0007	6.86	35	27.38	0.08	100.00	70.43	0.691	0.386	14.4	4.68a
Brunei Darussalam	51	51	=	5.78	8.99	99.90	96.35	1.98a	0.0012	5.28a	60.00	0.49	0.00	100.00	94.87	0.686	0.234	11.6	14.42a
Bulgaria	26	38	↓	20.80	28.30	99.11	86.00	1.63	0.0081	7.03	43	1.30	0.01	100.00	64.78	0.727	0.218	7.1	1.9
Burkina Faso	152	158	↓	36.33	14.92	47.89	19.40	2.32	0.0594	4.04	40	1.25	0.05	14.40	16.00	0.635	0.612	76.4	17.7
Burundi	125	129	↓	35.64	7.59	60.83	45.82	2.51	3.4139	2.15	19	6.05	0.71	11.02	2.66	0.745	0.520	58.5	27.2
Cabo Verde	116	107	↑	31.65	0.02	87.08	73.85	2.31a	0.0024	7.78	58	6.80	0.00	93.59	57.16	0.725	0.372	19.5	16.26a
Cambodia	127	140	↓	24.93	20.65	78.51	59.23	2.01	0.0738	3.53	20.00	1.84	2.71	91.55	40.00	0.694	0.474	28	24.1
Cameroon	29	13	↑	65.36	10.38	60.38	39.08	2.65	0.2629	2.85	25	1.39	0.05	62.66	23.20	0.686	0.566	76.1	11
Canada	85	80	↑	6.72	6.48	99.44	99.29	1.30	0.0002	9.22	77	1.76	0.24	100.00	91.00	0.772	0.083	5	0.5a
Central African Republic	167	170	↓	51.20	18.06	46.33	25.32	3.24	13.0768	1.32	25	20.12	0.66	32.42	23.58a	0.64a	0.682	116.5	20.8
Chad	166	171	↓	50.76	20.35	38.70	8.34	2.54	0.0724	1.61	20	9.02	12.22	11.76	6.50	0.596	0.701	119	29.4
Chile	33	46	↓	23.10	27.04	99.83	100.00	1.80	0.0026	8.08	67	4.40	0.09	100.00	82.33	0.723	0.288	7.2	0.5
China	58	73	↓	50.95	14.59	92.85	84.76	2.17	0.0153	2.26	41.00	0.53	2.05	100.00	54.30	0.676	0.163	8.6	2.4
Colombia	92	70	↑	17.17	15.69	97.30	89.63	2.65	0.3816	7.13	37	25.34	0.52	99.94	64.13	0.758	0.411	14.2	3.7
Comoros	147	147	=	18.62	0.13	80.17	35.86	2.22a	0.0788	3.15	25	7.60	41.49	81.92	8.48	0.72a	0.51a	67.5	16.9
Congo, Dem. Rep.	164	149	↑	37.40	13.76	43.24	20.46	3.24	0.9604	1.13	18	13.36	0.94	18.98	8.62	0.578	0.655	88.1	23.4
Congo, Rep.	146	168	↓	36.36	36.84	73.22	20.17	2.34	0.2570	1.11	19	10.08	8.03	68.52	8.65	0.64a	0.579	50.1	12.3
Costa Rica	39	34	↑	16.72	3.04	99.70	97.82	1.69	0.0042	8.13	56	11.26	2.83	100.00	74.09	0.782	0.285	8.8	4.68a
Cote d'Ivoire	157	153	↑	23.90	14.89	72.87	32.13	2.17	0.1571	4.05	35	11.84	0.10	66.99	46.82	0.606	0.657	80.9	12.8
Croatia	46	28	↑	17.61	23.58	99.59	96.54	1.62	0.5822	6.57	47	0.58	1.64	100.00	75.29	0.720	0.122	4.7	2.52a
Cuba	29	55	↓	21.59	7.18	95.33	92.81	2.07	0.0585	2.84	48	5.05	88.64	100.00	57.15	0.746	0.313	5	4.68a
Cyprus	36	24	↑	17.12	1.69	99.61	99.15	1.92	0.0003	7.59	58	1.26	0.00	100.00	84.43	0.692	0.086	2.4	0.5a
Czech Republic	36	23	↑	15.59	22.16	99.88	99.13	1.34	0.0110	7.69	56	0.62	0.00	100.00	80.69	0.706	0.137	3.4	0.5a
Denmark	2	5	↓	10.34	17.93	100.00	99.60	1.28	0.0001	9.22	87	1.01	0.00	100.00	97.32	0.782	0.040	4.2	0.5a
Djibouti	143	142	↑	40.97	1.23	75.63	63.61	2.22	0.2454	2.77	30	6.77	28.68	60.40	55.68	0.61a	0.37a	59.3	29.9
Dominican Republic	101	68	↑	13.31	19.22	96.69	83.89	1.99	0.0052	6.54	28	10.05	0.70	100.00	74.82	0.700	0.453	28.8	4
Ecuador	51	55	↓	15.54	14.96	93.99	87.99	2.09	0.0097	6.33	38	5.80	0.02	100.00	57.27	0.729	0.389	14.2	5.1
Egypt	119	123	↓	79.65	11.55	99.11	94.19	2.48	0.0280	3.06	35	3.23	0.02	100.00	46.92	0.629	0.450	21.2	7
El Salvador	93	110	↓	23.78	2.15	97.39	87.43	2.24	0.6518	6.15	34	52.02	6.44	100.00	33.82	0.706	0.397	13.7	5
Equatorial Guinea	150	153	↓	49.12	1.77	64.67	66.31	1.89	0.0126	1.92	16	3.21	0.00	67.03	26.24	0.64a	0.6a	85.3	5.6
Eritrea	158	161	↓	41.10	2.96	51.85	11.94	2.57	14.2435	2.37	23	7.46	0.00	49.62	1.31	0.72a	0.51a	41.9	39.4
Estonia	17	20	↓	7.00	19.51	99.71	99.15	1.68	0.0204	7.90	74	2.12	0.00	100.00	89.36	0.751	0.091	2.6	0.5a
Ethiopia	151	152	↓	33.97	18.47	41.06	7.32	2.53	0.0876	3.44	37	7.60	0.39	44.98	18.62	0.705	0.508	55.2	21.1
Fiji	105	87	↑	10.49	0.99	93.79	95.07	1.98a	0.0671	5.85	42.21a	2.97	21.73	99.59	49.97	0.678	0.357	25.6	14.42a
Finland	4	2	↑	6.53	14.16	100.00	99.45	1.40	0a	9.25	86	1.63	0.00	100.00	88.89	0.832	0.050	1.7	0.5a
France	12	12	=	12.37	33.21	100.00	98.65	1.93	0.0001	8.12	69	1.20	0.03	100.00	82.04	0.781	0.051	4	0.5a
Gabon	138	145	↓	37.80	25.13	85.77	47.41	2.12	0.0209	3.61	31	9.00	0.00	93.04	62.00	0.64a	0.534	44.8	6.4
Gambia	142	159	↓	32.32	1.37	77.99	39.23	1.89	0.7819	4.33	37	9.07	0.66	60.30	19.84	0.628	0.620	58.4	10.3
Georgia	75	70	↑	24.01	6.44	98.39	90.02	2.12	0.2017	5.42	56	2.22	0.17	100.00	62.72	0.708	0.351	9.8	2.52a
Germany	8	11	↓	11.94	38.79	100.00	99.23	1.49	0.0001	8.68	80	0.95	0.00	100.00	89.74	0.787	0.084	3.7	0.5
Ghana	117	120	↓	31.07	7.79	81.45	18.47	1.78	0.0620	6.63	41	2.09	3.78	82.39	39.00	0.673	0.541	47.9	12.6
Greece	54	40	↑	16.41	11.03	100.00	98.98	1.88	0.0009	7.43	48	0.94	0.11	100.00	72.95	0.701	0.122	4.5	0.5a
Guatemala	111	117	↓	24.23	10.12	94.19	65.06	2.27	0.1320	5.26	26	22.50	19.84	94.70	65.00	0.666	0.492	26.2	12.4
Guinea	152	162	↓	22.24	24.80	61.90	22.72	2.08	0.2163	3.14	29								

9. Children's Education		10. Children's Human Capital		11. Children's Economic Capital		12. Violence Against Children		13. Women's Health		14. Women's Education		15. Women's Economic Opportunities		16. Women's Political Participation		17. Violence Against Women		Covid-19		
Indicator 17	Indicator 18	Indicator 19	Indicator 20	Indicator 21	Indicator 22	Indicator 23	Indicator 24	Indicator 25	Indicator 26	Indicator 27	Indicator 28	Indicator 29	Indicator 30	Indicator 31	Indicator 32	Indicator 33	Indicator 34	Indicator 35	Indicator 36	Indicator 37
60.35a	89.78a	43.02	4.06	11.12	520.90	29.00	65.14	638.00	66.03	29.81	23.55	14.00	0.46a	27.02	9.70	41.73	0.85	0.0735	-3	85
76.50	94.53	98.14	2.47	12.331	5268.85	3.30	19.57	15.00	80.17	97.76	63.33	11.60	0.63	29.51	53.30	31.00	1.06	0.0601	-5	73
36.3a	97.64	81.41	4.34a	11.704	4.114.72	4.26	9.83	112.00	77.94	75.32	64.46	21.08	0.18	25.76	15.20	35.38	0.4	0.0267	-5.2	88
31.50	84.78a	66.03	4.36a	6.886	3.432.39	18.72	147.96	241.00	63.67	53.41	50.41	6.94	0.58	30.00	40.00	78.00	3.672a	0.0005	-1.4	76
75.86	99.18	99.00	5.46	9.789	11.683.95	10.53	62.57	39.00	79.86	99.06	60a	10.92	0.50	40.86	22.70	23.68	1.72	0.0768	-5.7	87
35.14	90.72	99.74	2.71	16.99	4.212.07	4.10	20.89	26.00	78.35	99.68	59.43	17.30	0.55	23.48	7.10	10.00	0.70	0.6109	-1.5	70
85.37	96.38	99c	5.27	5.268	57.395.92	0.50	11.33	6.00	84.90	99c	57.76	5.33	0.62	30.46	26.70	25.00	0.66	0.0295	-6.7	74
87.28	88.62	99c	5.50	4.674	51.499.89	0.50	7.04	5.00	84.00	99c	54.93	4.55	0.53	39.34	57.10	13.00	0.97	0.1934	-7	70
35.36	92.42	99.79	2.47	5.509	4.722.38	6.50	56.50	26.00	75.34	99.72	56.65	6.34	0.48	17.36	3.00	14.00	1.32	0.1073	-2.2	89
26.74	74.23	91.53c	4.93a	10.36	32.217.87	10.53	29.23	70.00	75.91	90.85c	60a	10.80	0.67	12.82	6.70	27.09	3	0.0270	-8.3	84
52.14	96.71	97.46	2.33	0.714	24.050.76	5.00	13.24	14.00	78.29	94.95	63.59	2.96	0.31	15.00	4.30	35.38	0.65a	1.2719	-3.6	104
60.35a	89.78a	73.91	1.99	4.19	1.698.26	29.00	82.31	173.00	74.29	71.18	28.00	6.20	0.49	20.92	7.70	53.00	1.26a	0.0610	2	84
82.86	96.69	99.60	4.66	10.331	17.949.28	1.35	31.13	27.00	80.39	99.60	60a	10.69	0.68	20.00	26.10	27.09	2.70	0.0338	-7.6	73
94.65	94.93	99.76	4.79	4.595	6.330.08	0.98	13.75	2.00	79.40	99.73	57.77	3.35	0.62	40.00	3.40	25.00	1.66	0.5838	-6	70
96.97	98.76	99c	6.55	5.589	47.472.14	0.50	4.57	5.00	83.90	99c	59.71	5.14	0.66	40.67	25.00	24.00	1.4	0.5261	-6.9	70
45.41	95.94	91.53c	7.38	6.413	4.884.74	3.30	68.05	36.00	77.67	90.85c	64.27	9.65	0.66	9.38	6.30	27.09	5.9	0.0057	-12	84
14.39	97.21	42.36	4.04	2.232	1.240.83	41.30	84.04	397.00	63.00	31.07	59.58	2.34	0.95	7.23	20.80	41.75	5a	0.0050	4.5	56
25.49	88.03	66.56	6.64	2.342	3.243.23	3.50	18.90	183.00	71.82	57.08	34.19	3.20	0.57	14.89	10.00	41.73	0.56	0.0089	2.7	91
74.39	92.85	92.46	4.93a	3.498	3.548.59	10.53	63.90	155.00	74.21	88.58	60a	3.81	0.63	53.08	25.00	64.00	4.3	0.1751	-2.9	87
56.48a	91.7a	96.99	4.1a	18.425	6.065.67	5.30	9.15	10.00	79.72	94.91	58.58	21.00	0.52	21.43	22.20	27.85	0.47	0.0928	-5	90
17.98	87.66	86.82	4.36a	18.193	8.258.64	27.00	45.36	144.00	72.05	87.45	47.51	21.22	0.87	10.77	21.10	29.67	3.67a	0.0035	-5.4	77
86.46	96.30	93.23	6.24	12.083	9.001.23	10.53	57.89	60.00	79.36	93.43	60.71	14.14	0.57	14.62	9.10	31.00	4.33	0.4407	-5.3	84
58.04	93.15	97.21	4.43	9.117	31.628.33	10.00	9.71	31.00	76.96	96.30	63.16	9.91	0.61	9.09	0.00	28.45	1.38a	0.0329	1.3	70
73.80	86.45	99.01c	4.08	4.34	9.271.55	5.42	39.33	10.00	78.40	98.54c	60.70	3.97	0.66	26.67	36.80	23.00	1.05	0.0492	-4	87
4.23	78.65	41.22	6.04	6.264	7.15.12	42.00	102.07	320.00	61.86	32.69	40.19	9.22	0.66	13.39	14.30	15.00	5a	0.0046	2	67
8.91	92.80	68.38	5.01	1.427	2.71.75	30.92	54.75	548.00	63.03	61.22	28.38	1.01	1.00	36.36	26.10	38.83	2.3	0.0009	-5.5	0
64.09	93.42	86.79	5.17	12.249	3.635.41	31.00	72.70	58.00	76.01	82.04	64.44	11.49	0.49	25.00	21.40	41.75	3.69	0.1457	-4	0
22.79	90.27	80.53	2.16	0.677	1.510.33	12.60	50.72	160.00	71.63	75.03	42.77	0.82	0.73	20.00	9.40	14.00	1.38a	0.0008	-1.6	69
25.30	92.87	77.07	3.15	3.38	1.533.74	38.90	103.49	529.00	60.19	71.59	48.70	3.87	1.00	33.89	14.90	51.00	0.9	0.0391	-1.2	66
72.08	99.88	99c	5.41a	5.564	46.234.35	0.50	8.04	10.00	84.10	99c	57.56	5.26	0.68	28.99	50.00	6.00	0.9	0.2684	-6.2	70
24.7a	78.52a	37.40	3.82a	3.68	4.75.72	30.46	126.97	829.00	54.99	25.76	42.06a	3.57	0.64a	8.57	20.00	65.64	10.40	0.0549	1	76
0.87	73.15	22.31	2.24	1.891	7.28.34	38.95	157.91	1140.00	55.40	13.96	42.06a	1.71	0.61	15.43	25.90	57.00	5a	0.0055	-0.2	80
75.48	94.74	96.40	5.40	7.09	15.923.36	5.90	40.14	13.00	82.38	96.33	56.97	7.70	0.53	22.58	33.30	36.00	0.99	1.1780	-4.5	84
49.5a	91.05a	96.84	3.58a	4.32	9.770.85	10.00	7.64	29.00	79.05	95.16	52.92	3.73	0.62	24.94	6.50	15.00	1.38a	0.0061	1.2	108
68.01a	92.92	95.09	4.50	9.707	6.667.79	3.60	65.48	83.00	79.86	95.32	56.15	12.71	0.68	18.34	57.90	39.00	4.19	0.1106	-2.4	84
21.48	80.75	58.82	2.49	4.336	1.415.26	28.47	64.06	273.00	65.90	52.96	47.55a	4.70	0.68a	16.67	8.30	38.83	3.67a	0.0237	-1.2	70
3.96	78.52a	77.04	1.45	4.236	5.61.78	26.74	122.61	473.00	61.90	66.50	35.14	3.40	0.64a	12.80	17.40	64.00	5a	0.0061	-2.2	81
12.20	78.52a	80.30	3.64	9.472	2.147.77	14.13	110.94	378.00	65.70	74.62	41.74	10.11	0.64a	11.26	21.20	65.64	5a	0.0168	-2.3	79
90.45	97.33	97.86	7.03	11.854	12.027.37	1.70	52.52	27.00	82.73	97.92	61.59	14.85	0.59	45.61	50.00	36.00	2.4	0.0359	-3.3	88
7.56	90.33	47.17	4.37	3.317	1.715.53	29.11	116.16	617.00	58.74	40.50	42.06a	3.77	0.48	11.37	12.80	26.00	5a	0.0242	2.7	67
67.87	88.04	99.01c	4.56	6.935	14.915.37	5.42	8.27	8.00	81.40	98.54c	59.64	8.64	0.73	19.21	20.00	13.00	0.37	0.0552	-9	67
98.24	97.74	91.53c	4.93a	1.638	8.821.82	10.53	51.52	36.00	80.71	90.85c	56.76	1.78	0.6a	53.22	21.90	27.09	2.1	0.0201	-9.4d	70
73.18	97.49	99c	6.29	7.274	28.689.70	0.50	4.46	6.00	82.91	99c	64.03	8.12	0.67	19.64	15.40	15.00	1.01	0.0828	-6.5	71
83.54	89.35	99c	5.59	1.933	23.069.38	0.50	11.93	3.00	82.00	99c	61.22	2.38	0.61	22.50	28.60	21.00	0.6	0.0951	-6.5	89
93.10	98.54	99c	7.63	4.913	61.390.69	0.50	4.17	4.00	83.40	99c	56.36	5.19	0.73	39.66	31.60	32.00	0.69	0.2114	-6.5	70
7.68	66.48	89.21c	5.56	10.295	3.082.54	5.00	18.44	248.00	68.78	86.02c	56.79a	10.40	0.28a	26.15	13.00	38.83	0.65a	0.4740	1	75
50.11	92.71	93.78	4.93a	5.845	8.050.63	7.00	93.03	95.00	77.20	93.76	65.80	8.28	0.55	27.89	17.40	17.00	2.86	0.2268	-1	84
62.45	90.94	92.83	5.00	3.968	6.344.87	10.53	78.76	59.00	79.65	92.09	57.66	4.96	0.63	39.42	37.90	46.00	2.4	0.2838	-6.3	87
25.61	97.03	71.17	4.34a	10.76	2.549.13	4.79	53.09	37.00	74.16	65.51	53.63	22.15	0.29	15.10	24.20	34.00	0.6	0.0500	2	85
55.85	81.00	89.01	3.60	4.11	4.058.25	10.00	68.61	46.00	77.64	87.23	55.48	3.58	0.63	33.33	47.10	26.00	13.9	0.0633	-5.4	88
31.45	43.48	57.33c	3.82a	6.433	10.144.20	31.00	153.45	301.00	59.59	48.28c	42.06a	6.18	0.64a	21.00	7.10	57.00	5a	0.0797	-5.5	0
21.12	51.46	76.57	4.36a	5.144	26.37.21a	27.00	50.70	480.00	68.56	36.95	31.47	6.89a	0.68a	29.12a	17.60	38.83	3.67a	0.0037	0.1	70
87.17	93.68	99c	5.17	5.115	23.247.11	0.50	7.10	9.00	83.00	99c	63.10	4.97	0.58	28.71	14.30	20.00	0.72	0.1494	-7.5	70
27.86	84.62	51.77	4.74	2.081	7.72.31	48.56	65.08	401.00	68.17	44.42	33.52	2.76	0.60	38.76	47.60	71.00	3.67a	0.0034	3.2	84
49.5a	96.76	99.08	3.88	4.101	6.266.97	10.00	49.14	34.00	69.18	99.09	53.75a	5.32	0.49	19.61	23.10	35.27	2.8	0.0020	-5.8	81
83.35	98.63	100c	6.90	6.595	50.175.30	0.00	5.66	3.00	84.60	99c	60.26	6.30	0.72	46.00	61.10	30.00	0.96	0.1289	-6	67
99.55	98.93	99c	5.41a	8.427	41.469.92	0.50	4.74	8.00	85.60	99c	56.11	8.36	0.72	39.51	52.90	26.00	0.73	0.2285	-7.2	66
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WeWorld Index 2020 Components / 2



Country	DIMENSIONS		1. Environment		2. Housing		3. Conflicts And Wars		4. Power And Democracy		5. Security And Protection		6. Access To Information		7. Gender		8. Children's Health		
	2015 Position	2020 Position	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5	Indicator 6	Indicator 7	Indicator 8	Indicator 9	Indicator 10	Indicator 11	Indicator 12	Indicator 13	Indicator 14	Indicator 15	Indicator 16	
Latvia	21	25	↓	14.37	17.51	98.63	92.15	1.70	0.0077	7.49	56	4.36	0.00	100.00	83.58	0.785	0.169	3.9	0.5a
Lebanon	85	95	↓	30.69	1.04	92.60	98.48	2.83	0.0850	4.36	28	2.49	0.16	100.00	78.18	0.599	0.362	7.4	11.05a
Lesotho	138	151	↓	28.09	0.26	68.65	42.75	2.13	0.0006	6.54	40	38.00	20.54	47.00	29.00	0.695	0.546	81.1	10.5
Liberia	148	155	↓	17.04	1.21	72.95	16.97	1.88	0.1120	5.45	28	3.22	0.00	25.92	7.98	0.685	0.651	70.9	13.6
Libya	107	96	↑	41.74	0.29	98.53	100.00	3.26	0.2402	2.02	18	2.49	0.31	67.00	21.76	0.61a	0.172	12	11.7
Lithuania	24	27	↓	12.30	17.76	97.54	93.35	1.71	0.0024	7.50	60	4.57	0.00	100.00	79.72	0.745	0.124	4	0.5a
Luxembourg	7	14	↓	10.39	40.87	99.89	97.60	1.54a	0.0007	8.81	80	0.34	0.25	100.00	97.06	0.725	0.078	2.4	0.5a
Macedonia	83	57	↑	33.04	9.65	93.14	99.12	1.90	0.0861	5.97	35	1.59	0.11	100.00	79.17	0.711	0.145	9.9	1.3
Madagascar	141	134	↑	22.48	2.35	54.40	10.51	1.91	0.0011	5.64	24	0.62	8.13	25.91	9.80	0.719	0.51a	53.6	26.4
Malawi	132	137	↓	21.90	22.88	68.83	26.23	1.89	0.0034	5.50	31	1.78	5.83	18.02	13.78	0.664	0.615	49.7	11.8
Malaysia	44	46	↓	17.32	8.99	96.70	99.57	1.53	0.0037	7.16	53.00	1.92	0.20	100.00	81.20	0.677	0.274	7.8	13.7
Maldives	69	59	↑	7.67	0.05	99.26	99.37	2.41a	0.0147	5.25a	29	0.85	0.50	100.00	63.19	0.646	0.367	8.6	22.56a
Mali	163	166	↓	29.01	8.23	78.26	39.34	2.73	0.8622	4.92	29	10.82	0.11	50.90	13.00	0.621	0.676	97.8	18.6
Malta	32	31	↑	13.99	6.41	100.00	99.96	1.54a	0.0008	7.95	54	1.15	0.00	100.00	81.66	0.693	0.195	7	0.5a
Mauritania	162	169	↓	41.71	1.08	70.70	48.44	2.29	0.8500	3.92	28	10.22	97.20	44.53	20.80	0.614	0.620	75.7	19.2
Mauritius	66	66	=	13.52	0.01	99.87	95.50	1.54	0.0145	8.22	52	2.92	2.37	97.47	58.60	0.665	0.369	15.5	16.16a
Mexico	58	63	↓	20.88	19.06	99.32	91.18	2.57	0.0116	6.09	29	29.07	1.17	100.00	65.77	0.754	0.334	12.7	4.2
Micronesia				10.46	0.02	78.57	88.31	N.A.	N.A.	N.A.	N.A.	4.67	8.88	82.10	N.A.	N.A.	N.A.	30.8	N.A.
Moldova	39	53	↓	16.49	4.15	89.06	76.31	1.95	0.0899	5.75	32	4.10	0.20	100.00	76.12	0.757	0.228	15.8	2.2
Mongolia	71	92	↓	49.51	17.71	83.31	58.48	1.72	0.0748	6.50	35.00	6.18	9.38	98.10	47.16	0.706	0.322	16.3	1.8
Montenegro	62	48	↑	19.31	4.16	97.04	97.77	1.94	0.1064	5.65	45	2.23	0.03	100.00	71.52	0.710	0.119	2.5	1
Morocco	101	98	↑	31.10	18.45	86.78	88.50	2.06	0.0129	5.10	41	1.42	4.77	100.00	64.80	0.605	0.492	22.4	2.6
Mozambique	145	130	↑	18.43	13.45	55.69	29.36	2.14	0.0003	3.65	26	3.39	9.71	31.10	10.00	0.723	0.569	73.2	15.6
Myanmar	121	114	↑	34.61	4.62	81.77	64.33	2.42	2.0076	3.55	29.00	2.26	0.71	66.26	30.68	0.665	0.459	46.2	18.5
Namibia	109	110	↓	20.96	23.25	82.54	34.50	1.86	0.0190	6.43	52	16.93	11.93	53.87	51.00	0.784	0.460	39.6	13.2
Nepal	119	116	↑	99.46	23.63	88.81	62.05	1.97	0.0292	5.28	34	2.30	6.45	93.92	34.00	0.680	0.476	32.2	27.2
Netherlands	9	8	↑	12.12	21.21	100.00	97.71	1.53	0.0003	9.01	82	0.59	0.00	100.00	94.71	0.736	0.041	3.9	0.5a
New Zealand	15	5	↑	5.84	30.51	100.00	100.00	1.20	0.0008	9.26	87	0.74	0.10	100.00	90.81	0.799	0.133	5.7	0.5a
Nicaragua	73	63	↑	19.00	15.51	81.52	74.43	2.55	0.0677	3.55	22	7.19	7.12	88.08	27.86	0.804	0.455	18.3	4.6
Niger	164	167	↓	73.02	17.32	50.27	13.57	2.61	0.0137	3.29	32	4.47	7.58	17.60	5.25	0.643	0.647	83.7	37.5
Nigeria	156	164	↓	46.28	11.61	71.38	39.17	2.87	0.1509	4.12	26	34.52	1.07	56.50	42.00	0.635	0.6a	119.9	21.8
Norway	1	1	=	7.77	5.06	100.00	98.05	1.50	0.0002	9.87	84	0.47	0.00	100.00	96.49	0.842	0.044	2.5	0.5a
Orman	77	90	↓	36.17	1.02	91.94	100.00	1.94	0.0010	3.06	52	0.27	0.00	100.00	80.19	0.602	0.304	11.4	11.2
Pakistan	146	148	↓	56.18	9.79	91.47	59.87	2.97	0.0646	4.25	32	3.88	2.80	71.09	15.51	0.564	0.547	69.3	23.1
Palestine/West Bank and Gaza	118			47.41a	5.32a	96.83	96.94	2.70	2.1085	3.89	37.4a	0.72	0.66	100.00	64.40	0.61a	0.37a	20.3	1.4
Panama	63	63	=	11.99	5.23	96.38	83.32	1.88	0.0013	7.05	36	9.39	0.29	100.00	57.87	0.730	0.460	15.3	4.68a
Papua New Guinea	130	140	↓	11.47	0.66	41.33	12.95	2.16	0.0056	6.03	28.00	10.42	7.24	58.97	11.21	0.635	0.740	47.8	27.8
Paraguay	93	77	↑	11.69	14.31	99.61	89.78	1.99	0.0013	6.24	28	7.14	9.68	100.00	64.99	0.683	0.482	20.2	1.3
Peru	64	67	↓	29.04	13.14	91.13	74.34	2.07	0.0086	6.60	36	7.91	7.01	95.20	52.54	0.714	0.381	14.3	2.6
Philippines	90	57	↑	18.71	3.14	93.57	76.53	2.47	0.0005	6.64	34.00	6.46	22.19	94.86	60.05	0.781	0.425	28.4	19.1
Poland	22	21	↑	21.53	38.06	99.72	98.80	1.66	0.0025	6.62	58	0.73	0.02	100.00	77.54	0.736	0.120	4.4	0.5a
Portugal	24	18	↑	8.11	16.89	99.91	99.61	1.25	0.0002	8.03	62	0.79	0.04	100.00	74.66	0.744	0.081	3.7	0.5a
Qatar	45	104	↓	91.66	4.72	99.57	100.00	1.62	0.0013	3.19	62	8.10	0.05	100.00	99.65	0.629	0.202	6.8	11.05a
Romania	56	41	↑	15.35	24.31	100.00	84.31	1.54	0.0070	6.49	44	1.28	0.02	100.00	70.68	0.724	0.316	7.3	2.52a
Russian Federation	57	68	↓	14.73	7.62	97.09	90.48	3.05	0.0432	3.11	28	8.21	0.06	100.00	80.86	0.706	0.255	7.2	2.52a
Rwanda	82	115	↓	40.71	9.11	57.71	66.57	2.05	2.0055	3.16	53	4.51	0.36	34.72	21.77	0.791	0.412	35.3	8.9
Sao Tome and Principe	124			25.16	0.24	84.29	42.97	2.31a	0.0128	3.87a	46	3.44	0.00	71.00	29.93	0.64a	0.547	31.2	8.8
Saudi Arabia	77	112	↓	86.73	4.53	100.00	100.00	2.44	0.0052	1.93	53	1.27	0.01	100.00	93.31	0.599	0.224	7.1	11.05a
Senegal	125	134	↓	39.75	14.58	80.68	51.47	1.82	0.1086	5.81	45	7.30	0.06	66.96	46.00	0.684	0.523	43.6	13.3
Serbia	73	50	↑	24.70	6.61	85.52	97.57	1.85	0.4476	6.41	39	1.23	0.17	100.00	73.36	0.736	0.162	5.5	1.8
Sierra Leone	161	157	↑	20.60	3.30	60.81	15.65	1.82	0.0689	4.86	33	1.92	0.29	26.10	9.00	0.668	0.644	105.1	13.6
Singapore	26	31	↓	18.26	2.46	100.00	100.00	1.32	0.0007	6.02	85.00	0.16	0.00	100.00	88.17	0.724	0.065	2.8	14.24a
Slovak Republic	33	26	↑	18.04	37.63	99.79	97.94	1.57	0.0247	7.17	50	1.14	0.00	100.00	80.66	0.718	0.190	5.6	0.5a
Slovenia	14	9	↑	16.40	55.07	99.54	99.11	1.37	0.0011	7.50	60	0.48	0.00	100.00	79.75	0.743	0.069	2.1	0.5a
Solomon Islands				11.47	0.16	67.78	33.53	N.A.	0.0041	N.A.	42.00	N.A.	0.15	66.67	11.92	N.A.	N.A.	20	16.2
Somalia				27.98	0.83	52.44	38.34	3.30	6.0309	N.A.	9	5.56	26.46	35.26	2.00	N.A.	N.A.	121.5	N.A.
South Africa	118	107	↑	24.27	10.26	92.68	75.75	2.32	0.0008	7.24	44	36.40	1.33	91.23	56.17	0.780	0.422	33.8	5.9
South Sudan		172		40.85	15.50	40.68	11.32	3.45	20.3612	4.79a	12	13.70	8.53	28.20	7.98	0.72a	0.51a	98.6	27.7
Spain	23	19	↑	9.76	14.97	99.93	99.90	1.71	0.0001	8.29	62	0.62	0.01	100.00	86.11	0.795	0.074	3	0.5a
Sri Lanka	100	92	↑	15.09	3.38	89.42	95.78	2.00	0.5093	6.27	38	2.42	10.55	99.58	34.11	0.680	0.380	7.4	20.5
Sudan	152	156	↓	46.84	2.75	60.27	36.58	3.04	1.7582	2.70	16	0.49	1.36	59.78	30.87	0.61a	0.560	60.5	33
Suriname	79	80	↓	25.82	8.48	95.42	84.46	2.16a	0.0028	6.98	44	5.43	0.00	97.40	48.95	0.707	0.465	18.9	5.8
Swaziland	143	133	↑	16.16	4.23	69.01	58.35	1.93	0.0190	3.14	34	8.16	20.42	76.50	47.00	0.703	0.579	54.4	5.8
Sweden	3	2	↑	6.14	14.97	100.00	99.30	1.48	0.0001	9.39	85	1.08	0.00	100.00	92.14	0.820	0.040	2.7	0.5a
Switzerland	6	7	↓	10.42	9.67	100.00	99.89	1.37	0.0001	9.03	85	0.59	0.00	100.00	99.69	0.779	0.037	4.1	0.5a
Syria	135	144																	

9. Children's Education		10. Children's Human Capital		11. Children's Economic Capital		12. Violence Against Children		13. Women's Health		14. Women's Education		15. Women's Economic Opportunities		16. Women's Political Participation		17. Violence Against Women		Covid-19		
Indicator 17	Indicator 18	Indicator 19	Indicator 20	Indicator 21	Indicator 22	Indicator 23	Indicator 24	Indicator 25	Indicator 26	Indicator 27	Indicator 28	Indicator 29	Indicator 30	Indicator 31	Indicator 32	Indicator 33	Indicator 34	Indicator 35	Indicator 36	Indicator 37
93.48	96.30	99.89	4.72	6.52	17854.76	0.50	15.80	19.00	79.80	99.91	63.45	5.63	0.71	30.00	23.10	26.13	4.13	0.0570	-8.6	88
36.3a	90.11a	95.07	2.43	6.229	8269.79	5.00	14.22	29.00	80.82	93.31	56.79a	9.88	0.25	4.69	31.60	32.00	0.65a	0.0217	-1.2	98
27.24	93.31	76.64	6.51	23.405	1299.15	27.00	92.58	544.00	56.95	84.93	59.21	27.12	0.59	23.33	7.40	35.00	3.67a	0.0002	-5.2	78
58.57	44.26	48.30	2.58	2.814	677.32	14.00	135.57	661.00	65.11	34.09	42.06a	2.22	0.98	12.33	22.20	39.00	5a	0.0107	-2.5	83
36.3a	90.11a	89.21c	4.34a	18.563	7241.70	5.00	5.72	72.00	75.79	86.02c	56.79a	24.57	0.28a	15.96	13.07a	35.38	0.65a	0.0072	-58.7	87
88.02	98.18	99c	4.01	6.352	19071.30	0.50	10.20	8.00	80.90	99c	61.74	6.31	0.72	24.11	7.70	24.00	3.58	0.0634	-8.1	70
88.42	95.03	99c	3.96	5.363	116597.30	0.50	4.60	5.00	84.40	99c	51.78	5.89	0.63	30.00	29.40	22.00	0.7	0.6703	-4.9	67
35.49	94.89	97.80	4.1a	17.759	6083.72	7.56	15.16	7.00	77.74	96.70	57.60	17.05	0.60	40.00	21.70	18.00	0.87	0.2059	-4	90
37.22	95.60	74.80	3.23	1.758	527.50	27.00	107.74	335.00	68.30	72.38	49.52	1.85	0.66	15.89	30.00	38.83	3.672a	0.0052	0.4	62
27.59a	84.78a	62.14	4.71	5.653	389.40	19.38	132.10	349.00	66.94	55.20	47.55a	6.62	0.66	22.92	11.10	31.00	3.67a	0.0032	1	77
83.43	99.65	94.85	4.53	3.324	11373.23	10.00	13.47	29.00	78.17	93.50	53.18	3.74	0.67	14.41	18.50	27.99	1.38a	0.0270	-1.7	84
90.55	95.42	97.73	4.07	6.138	10330.62	12.37	7.41	53.00	80.50	98.11	68.86	5.87	0.77	4.60	25.90	27.99	1.26a	0.4111	-8.1	84
4.69	58.94	35.47	3.79	7.224	899.66	37.09	166.87	562.00	59.65	25.74	42.06a	7.95	0.42	27.89	25.00	41.75	5a	0.0099	1.5	81
97.36	99.54	94.50	5.20	3.473	30029.97	3.00	12.50	6.00	84.60	95.99	54.87	3.77	0.52	13.43	11.80	19.30	1.83	0.1354	-2.8	83
24.7a	79.57	53.50	2.63	9.548	1188.84	17.38	69.63	766.00	66.29	43.35	29.61	12.11	0.34	20.26	20.00	41.75	5a	0.0467	-2	86
85.37	94.81	91.33	4.83	6.674	11238.69	27.00	25.28	61.00	77.72	89.37	56.66	10.00	0.47	20.00	12.50	27.99	2.18	0.0266	-6.8	81
72.20	95.30	95.38	4.91	3.425	9673.44	4.90	59.45	33.00	77.84	94.61	53.47	3.71	0.50	48.20	35.00	47.00	5.85	0.1227	-6.6	80
28.00	85.46	N.A.	N.A.	0	3568.29	10.00	13.23	88.00	69.45	N.A.	N.A.	N.A.	N.A.	0.00	22.20	35.27	N.A.	N.A.	-0.4	84
85.50	86.31	99.36	5.51	5.473	4228.92	16.30	22.18	19.00	76.07	99.14	58.29	4.16	0.75	24.75	11.10	25.00	1.80	0.4528	-3	89
83.55	97.70	98.42	4.09	6.011	4121.73	16.56	31.44	45.00	73.96	98.65	59.92	5.63	0.74	17.33	6.70	22.89	2.80	0.0062	-1	159
67.32	96.55	98.85	4.1a	14.883	8845.91	9.39	8.78	6.00	99.20	98.27	58.45	15.73	0.69	29.63	22.20	27.85	0.63	0.0524	-9	87
47.40	99.10	73.75	4.34a	9.019	3222.20	5.00	30.68	70.00	77.67	64.59	48.62	10.42	0.26	20.51	15.80	35.38	0.39	0.0250	-3.7	84
27.59a	93.93	60.66	5.60	3.241	498.96	27.00	146.25	289.00	62.97	50.30	49.80	3.45	0.85	41.20	42.90	32.00	3.67a	0.0022	2.2	77
8.20	97.93	75.55	1.97	15.77	1325.95	29.00	28.21	250.00	69.87	71.85	65.97	2.07	0.79	11.11	3.80	27.99	0.8	0.0005	1.8	0
33.11	97.49	91.53	3.10	20.273	5931.45	27.00	61.63	195.00	66.18	91.44	66.81	19.69	0.88	43.27	14.80	36.00	3.67a	0.0014	-2.5	78
58.85	96.30	67.91	5.16	1.407	1033.91	21.71	64.40	186.00	71.90	59.72	48.31	1.21	0.65	32.73	10.50	28.00	1.26a	0.0256	2.5	80
94.29	98.65	99c	5.48	3.196	53022.19	0.50	3.70	5.00	83.40	99c	56.06	3.36	0.66	33.33	44.40	25.00	0.42	0.2849	-7.5	67
93.10	99.12	99c	6.44	4.069	42330.91	0.50	18.61	9.00	83.60	99c	57.25	4.45	0.62	40.83	30.00	33.00	0.5	0.0239	-7.2	61
68.01a	90.93a	82.61	4.34	6.837	2020.55	10.53	83.31	98.00	77.77	82.78	60a	6.70	0.82	47.25	58.80	29.00	2.1	0.0311	-6	70
7.70	65.12	57.33c	4.92	0.475	413.98	34.40	183.51	509.00	63.21	48.28c	32.29	0.36	0.64a	16.96	12.80	41.75	5a	0.0045	1	80
24.7a	78.52a	62.02	3.82a	8.096	2028.18	31.48	105.45	917.00	55.24	52.66	42.06a	8.91	0.65	3.63	10.30	18.00	5a	0.0091	-3.4	66
95.18	99.88	99c	7.98	3.346	81734.47	0.50	5.11	2.00	84.40	99c	57.81	3.24	0.78	41.42	42.90	27.00	0.34	0.1625	-6.3	70
42.50	86.25	95.65	4.97	2.671	16415.16	5.00	12.70	19.00	80.13	92.69	62.72	11.91	0.21	2.33	11.10	35.38	0.12	0.5400	-2.8	85
66.51	67.57	59.13	2.90	4.453	1482.40	12.37	38.21	140.00	68.11	46.47	44.94a	5.60	0.19	20.18	12.00	39.00	1.26a	0.0755	-1.5	87
50.86	94.84	97.22	5.25	26.169	3198.87	9.38	51.88	27.00	75.65	95.74	60.25	40.95	0.28a	17.06a	13.07a	35.38	0.13	0.0163	-4.9d	95
62.24	86.24	95.41	4.93a	3.902	15575.07	10.53	81.04	52.00	81.59	94.88	65.04	5.06	0.66	22.54	31.60	29.51	1.78	0.5258	-2	89
18.29	73.65	90.85c	1.93	2.459	2730.28	10.00	51.98	145.00	65.58	88.94c	53.75a	1.38	0.65a	0.00	0.00	33.00	1.38a	0.0001	-1	61
39.45	90.93a	94.02	3.44	4.809	5821.81	17.85	70.18	129.00	76.25	93.53	60a	5.78	0.54	16.25	29.40	18.00	1.84	0.1889	-1	89
99.73	95.65	94.41	3.72	3.31	6941.24	14.50	55.95	88.00	79.28	91.70	57.98	3.41	0.64	26.15	55.00	36.00	1.6	0.7414	-4.5	84
64.54	93.78	98.18	3.58a	2.15	3102.71	10.00	54.76	121.00	75.39	98.24	58.61	2.44	0.69	27.96	8.60	18.00	2.3	0.0255	0.6	0
79.15	95.78	99c	4.64	3.474	15422.45	0.50	10.17	2.00	81.80	99c	65.21	3.51	0.65	28.70	17.40	13.00	0.43	0.0795	-4.6	71
90.22	97.56	96.14	4.88	6.334	23403.22	2.00	8.00	8.00	84.90	95.07	57.91	6.95	0.72	40.00	42.10	19.00	0.9	0.3631	-8	74
59.81	94.09	93.46	2.86	0.091	68793.78	5.00	9.59	9.00	81.88	94.71	67.35	0.43	0.47	9.76	7.10	35.38	0.3	2.9901	-4.3	90
74.67	82.23	98.84	2.97	3.976	12306.11	5.42	35.54	19.00	79.20	98.60	58.55	3.42	0.70	21.88	17.60	24.00	0.82	0.1151	-5	71
84.96	95.10	99.73	3.74	4.585	11288.88	5.42	19.62	17.00	77.81	99.73	55.98a	4.46	0.59	15.78	12.90	21.00	4.06	0.3830	-5.5	77
19.16	94.79	73.22	3.11	1.03	772.94	19.00	38.85	248.00	70.78	69.39	47.54	1.07	0.68	61.25	53.60	56.00	3.67a	0.0052	3.5	85
50.31	93.08	92.82	5.15	13.369	2001.14	18.16	93.34	130.00	72.58	89.52	42.06a	20.92	0.64a	14.55	33.30	41.75	5a	0.1839	-6	81
19.67	94.55	95.33	4.34a	5.927	23338.96	5.00	7.10	17.00	76.62	92.71	53.12	22.11	0.22	19.87	0.00	35.38	0.3	0.4191	-2.3	91
14.62	75.38	51.90	4.65	6.604	1521.95	22.84	70.72	315.00	69.63	39.80	36.97	17.45	0.50	43.03	21.90	41.75	5a	0.0339	3	86
61.94	94.55	98.84	3.72	12.686	7246.19	6.95	14.14	12.00	78.10	98.23	58.92	13.78	0.65	37.65	19.00	24.00	0.62	0.1780	-3	84
12.65	98.11	43.21	7.14	4.428	533.99	38.80	110.23	1120.00	55.11	34.85	42.06a	3.63	0.72	12.33	17.20	41.75	5a	0.0163	-2.3	69
49.5a	99.67	97.34	2.85	4.109	64581.94	10.00	3.51	8.00	85.40	95.92	53.06	4.31	0.70	24.00	16.70	28.45	0.26	0.7130	-3.5	52
75.41	83.09	99c	3.90	5.561	19443.56	0.50	25.94	5.00	80.70	99c	62.63	6.18	0.60	20.00	26.70	23.00	0.93	0.0285	-6.2	67
88.91	98.26	99.70	4.80	4.195	26041.82	0.50	3.65	7.00	84.00	99.60	61.31	4.66	0.79	27.78	23.50	13.00	0.48	0.0728	-8	67
35.80	67.47	N.A.	N.A.	0.576	2137.69	17.86	78.41	104.00	74.70	N.A.	N.A.	0.60	N.A.	6.12	5.00	35.27	N.A.	N.A.	-2.1	N.A.
N.A.	N.A.	N.A.	N.A.	11.351	314.54	27.00	97.65	829.00	58.79	N.A.	N.A.	11.08	N.A.	24.36	18.50	38.83	N.A.	0.0180	-2.5	81
14.93	87.01	87.05	6.16	28.181	6374.03	3.60	67.85	119.00	67.40	86.46	61.35	30.34	0.58	46.58	48.30	13.00	9.46	0.1392	-5.8	82
6.52	35.21	34.52	0.98	12.244	2637.21a	27.00	59.43	1150.00	59.14	28.86	47.55a	13.41								

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We work for girls, boys, women and youth, actors of change in every community for a fairer and more inclusive world.

We support people overcoming emergencies and we guarantee a life with dignity, opportunities and a better future through human and economic development programs (in the framework of the 2030 Agenda).

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We strive for a better world where everyone, especially women and children, must have equal opportunities and rights, access to resources, to health, to education and to decent work.

ChildFund Alliance

ChildFund is a child-focused global development organization, founded in 1938, which helps nearly 16 million children and family members in more than 60 countries. Twelve child-focused development agencies are part of the global network ChildFund Alliance. The members work to end violence and exploitation against children and to overcome poverty and the underlying conditions that prevent children from achieving their full potential.

MISSION

We work in partnership with children and their communities to create lasting change, and the participation of children themselves is a key component of our approach.

Our commitment, resources, innovation, knowledge and expertise serve as a powerful force to transform the lives of children. Annually, our investment in children is more than \$500M USD.

ChildFund's **VISION** is for a world in which all children enjoy their rights and achieve their full potential. Our mission focuses on working together with children to create sustainable solutions that protect and advance their rights and well-being. The collective strength of our members helps us serve as a global voice with and for children, to highlight the issues children care about, and to mobilize effectively to address threats to their lives, safety and well-being.

