



BUILD ~~BACK~~ FORWARD BETTER

2022 BRIEFING



**Save the
Children**

October 2022

Cover photo: The Disaster Risk Reduction team (teachers and students) at a school in Zimbabwe discuss their emergency plans supported by Save the Children. This region is prone to droughts and floods. However, as the crisis in Zimbabwe deepens – further economic downturn, high unemployment, and the decline in tourism – people are reaching breaking point. Countless hard-hit families are being forced to take desperate measures to survive such as reducing their daily meal intake, selling off livestock and other assets, working dangerous jobs, migrating to other countries, and taking their children out of school to work.

Photographer name: Sacha Myers / Save the Children
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Education is a fundamental right for every child and that right does not end in times of emergency.

We must act now to respond to ongoing threats of Covid and its lasting economic impacts, as well as conflict, the climate emergency, and the hunger crisis. We must prepare more effectively for risks in the future. The closure of schools due to Covid made the structural and systemic inequalities that affect children and young people in humanitarian settings more visible and much worse. **Globally, education systems have never been more vulnerable.**

In September 2021, Save the Children published the **Build Forward Better report**,¹ purposefully using this title in recognition that we should not limit our ambition to building 'back' to how things were before the pandemic, but to build forward better and differently. In that report we published the first iteration of the **Risks to Education Index** which ranked countries by the vulnerability of their school system to hazards and deficiencies in preparedness. This enabled us to make a holistic view of the risks to education and suggested which national education systems required increased resources from national governments and international actors to mitigate existing and prevent future crises.

This briefing updates the Risks to Education Index with new 2021 or 2022 data where available. We have identified four countries – Afghanistan, Sudan, Somalia, and Mali – at extreme risk of ongoing and future crises disrupting education. These countries are closely followed by a further 30 countries ranked at high risk, with Yemen, Nigeria, Syria, Central African Republic, and Eritrea within the highest 10 countries in the index.

The Risks to Education Index demonstrates that education is in an unprecedented crisis. Only by ambitious global leadership will it be resolved. Governments should take **RAPID action** to avert a learning catastrophe:

- **Reach** and retain every child in school
- **Assess** learning levels
- **Prioritize** teaching the fundamentals
- **Increase** catch-up learning and progress beyond what was lost
- **Develop** mental health and psychosocial wellbeing so every child is ready to learn

We call on donors to invest in Education Cannot Wait

Education Cannot Wait (ECW) and its strategic partners, including Save the Children, are calling on bilateral donors and foundations to provide *at least* \$1.5 billion to ECW ahead of its High-Level Financing Conference in February 2023, so it can deliver its ambitious new plan for 2023-2026. ECW works through the UN multilateral system to both increase the speed of responses in crises and connect immediate relief and longer-term interventions through multi-year programming.

Since ECW was established in 2016, ECW has reached 6.9 million children and adolescents with quality education in some of the toughest and most complex crises across 40 countries.

If the \$1.5 billion were achieved, ECW could catalyse the following major outcomes by 2026:

Support a total of 20 million children and adolescents with quality education. This includes, 12 million children would be helped back into school following a new emergency or the escalation of a crisis, and 8 million would receive three years of holistic education support in protracted crisis.

¹ Save the Children, (2021). [Build Forward Better: How the global community must act now to secure children's learning in crises](#)

THE RISKS TO EDUCATION INDEX 2022

The Risks to Education Index 2022 uses the same methodology of the 2021 Index in that it ranks countries by the vulnerability of their school system to hazards, and deficiencies in preparedness. It is important to note that high vulnerability and exposure to hazards does not always mean high risk. A country can have high-risk exposure, but with good preparation this reduces the overall net risk.

The index uses the same nine risk indicators grouped into the following six dimensions as the 2021 index.

1. Vulnerability to climate change in combination with its readiness to improve preparedness.
2. Children's access to education in humanitarian crises – including the scope and scale of attacks on education and the number of internally displaced children.
3. Percentage of youth unemployment.
4. Factors related to learning outcomes and percentage of school-aged children with an internet connection at home.
5. Percentage of out-of-school primary school aged children.
6. Covid vaccination coverage among the population, and whether teachers are prioritised for the vaccine.

While all children face risks to their education, the table below also ranks countries with risks disaggregated by gender. The table demonstrates the ten countries with extreme or high risks to schooling. (See full methodology and 100 countries with the highest risk in the Appendix.)

	All children		Boys		Girls	
	Country	Risk	Country	Risk	Country	Risk
1	Afghanistan	Extreme	Sudan	High	Afghanistan	Extreme
2	Sudan	Extreme	Somalia	High	Sudan	Extreme
3	Somalia	Extreme	Mali	High	Mali	Extreme
4	Mali	Extreme	Afghanistan	High	Somalia	Extreme
5	Yemen	High	Central African Republic	High	Yemen	High
6	Nigeria	High	Nigeria	High	Libya	High
7	Syria	High	Yemen	High	Syria	High
8	Central African Republic	High	Djibouti	High	Central African Republic	High
9	Eritrea	High	Eritrea	High	Nigeria	High
10	Djibouti	High	Syria	High	Eritrea	High

The compounded impact of the global hunger crisis on children's learning

While the number of countries at extreme risk has reduced since the 2021 Risks to Education Index² (likely due to better Covid vaccination coverage), we know that the global hunger crisis is having a substantial compounded impact on these countries education systems. Right now, 44 million people in 38 countries are on the brink of famine³ because of the perfect storm of new and protracted conflicts, including the impact of the conflict in Ukraine, the increased food prices, and extreme weather because of climate change.

Of the ten countries⁴ above with available Acute Food Insecurity Data, all show large populations with high levels of food insecurity. Afghanistan, Somalia, Sudan, Yemen and Central African Republic all have over 20% of their population at Phase 3 or above – crisis (3), emergency (4) and catastrophe/famine (5) levels. Yemen has 60% of its population at Phase 3 or above, closely followed by Central African Republic at 45% and Somalia at 38%.

The Integrated Food Security Phase Classification (IPC) is a common global scale (Phases 1-5) for classifying the severity and magnitude of food insecurity and malnutrition. At Phase 3, households are either having food consumption gaps that are reflected by high or above-usual acute malnutrition; or are marginally able to meet minimum food needs but only by depleting essential livelihood assets or through crisis-coping strategies.⁵

² Save the Children, (2021). [Build Forward Better: How the global community must act now to secure children's learning in crises](#)

³ World Food Programme, [Famine Prevention](#)

⁴ [IPC Acute Food Insecurity Data](#). Data not available for Syria or Eritrea, (Accessed 31 August 2022)

⁵ [IPC Technical Manual Version 3.0](#).

This additional marker for the Risks to Education Index indicates a major further risk that national education systems are facing. **Right now, one new child every minute is facing Severe Acute Malnutrition** – that is when your muscles start to shrink, you lose your appetite, and your vision starts to blur. **Inadequate early nutrition undermines cognitive development and negatively impacts educational attainment and income in later life.**^{iv}

Mitigations to prevent food insecurity impacting children’s education could be made as early as IPC Phase 2 when conditions are ‘stressed’. To manage the risk, not the crisis to children’s learning, governments, donors and aid agencies must take action at IPC Phase 1 and 2 to support the resilience of education systems to shocks. Early warning systems that communicate with the education system can help ensure that mitigations such as social protection and humanitarian cash programmes are ready to respond.

The impact of hunger on children’s learning in Somalia

‘Hunger has many effects on our families and communities. The most obvious is family breakdown due to fighting. It can also have an impact on children and cause things such as school dropouts, as our families are unable to provide our essentials, let alone send us to school, which then results in child labour.’
(13-17-year-old boy from Janayo IDP camp, Baidoa)

In September 2021, Save the Children consulted 124 children in Somalia about the impact of hunger and the climate crisis on their lives. The findings revealed the multi-dimensional impact of hunger on children, their families and communities.⁶

Most children mentioned dehydration and poor nutrition as a side effect of hunger. The majority also mentioned that they experience emotional and psychological distress. Children’s attendance at school has also suffered. Hunger deprives them of the energy needed to walk to and from school, and while in school, they lack focus. In some instances, their families migrate in search of food and water, causing them to miss or drop out of school. Children also drop-out to support families with income-generating activities.

When asked for ideas to strengthen responses to hunger, children recommended monthly food distributions for the most vulnerable families, more school feeding programmes to make it easier for children to stay in school or to start going to school and providing financial support for school fees and education materials.



Karamoja in Uganda is experiencing severe drought, hunger, and malnutrition. Save the Children has given 16,000 children at least one meal a day in five schools. This has helped sustain and encourage children to go to school.

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⁶ Save the Children International. (2021). [‘Consult us on What Concerns us’ – Children at the Centre: Their Views of our Response to Hunger and Climate Change in Somalia](#)

THE IMPACT OF CRISES ON CHILDREN'S LEARNING AND WELLBEING

The number of children whose education is affected by crisis has increased significantly

New estimates show that 222 million school-aged children are affected by crises globally. These 222 million children are on a spectrum of educational needs (see below)⁷ and is a large increase from the 75 million children affected by crisis and needing education support in 2016⁸ (note slightly different methodology used).

- 78.2 million (54% females, 17% with functional difficulties, 16% forcibly displaced) are out of school,
- 119.6 million are not achieving minimum proficiency in reading or mathematics by the early grades, despite attending school, and
- 24.2 million are in pre-primary school or in primary or secondary school achieving minimum proficiency in mathematics or reading, but still affected by crises and in need of support.

Foundational skills are crucial to making progress in school, attain higher order skills and reap the full rewards of education. However, pre-Covid, only 9% of crisis-affected children achieved basic proficiency in mathematics and only 15% of crisis-affected children achieved basic proficiency in reading in the early grades. Initial analyses suggest that Covid-induced learning losses are more those already lagging in terms of learning prior to the pandemic, including those affected by crisis.

Education under attack

Attacks on education and military use of schools increased by one-third in 2020 compared to 2019 and remained at the same rate in 2021. Meanwhile, the number of people harmed in attacks and military use declined by half in 2020 (likely due to school and university Covid closures), compared to 2019, then doubled in 2021, returning to near pre-pandemic rates.⁹ **Parties to armed conflict should immediately cease unlawful attacks on education and all states should endorse, implement, and support the Safe Schools Declaration.**

Education and mental health and psychosocial wellbeing

During Covid-19 our research showed **that reports of negative feelings were very high for most children (96%) and adults (95%) when schools had been closed for 17 to 19 weeks.**¹⁰ Schools are key places to develop social emotional learning skills (SEL) – such as emotion regulation, stress management, and resilience – which are key skills especially for children in humanitarian/crisis settings. **SEL has been linked to improved wellbeing and has led to improved enrollment and attendance in school, increased positive social behaviours and contributing to cognitive development that helps students learn more effectively.**¹¹

Education in emergencies affects children differently

Girls experience higher risks of gender-based violence (GBV) in and around schools, as well as increased risks of child marriage, adolescent pregnancy and increased unpaid care work and domestic labour compared to non-crisis times. Additional barriers to education in emergencies for girls include lack of adequate facilities and menstrual hygiene management supplies, lack of female teachers, families in economic hardship favouring boys' education, and more. **Boys' experiences can overlap with those faced by girls but may also differ.** Although association with armed groups or gangs and involvement in illicit activities are risks faced by children of all genders, in many contexts this becomes of particular concern for boys. Boys may need to work at an early age outside the home to sustain their families. In all cases, the risks may lead to learning loss or even school dropout. **It is important to reach the children most affected by inequality and discrimination first using a gender responsive approach.**

International aid for education in emergencies is not growing in line with need

In 2021, humanitarian funding for education in emergencies reached a record level of \$807 million. But, with needs growing even more quickly due to conflict, climate change and the pandemic, this was insufficient to provide millions of children safe, inclusive, and quality education. Across UN-led humanitarian appeals, the education sector was just 22% funded in 2021 – half of what it was in 2018. Despite increased awareness of the problem, education in emergencies continues to be an under-appreciated and under-funded part of humanitarian responses.¹² **Governments and donors must urgently fill the education financing gap and adjust financing modalities to enable anticipatory action.**

⁷ Education Cannot Wait, (2022). [Global Estimates: Number of crisis-affected children and adolescents in need of education support.](#)

⁸ Nicolai, S., et. al. (2016). A common platform for education in emergencies and protracted crises: Evidence paper. London, ODI.

⁹ GCPEA, (2022). [Education under Attack 2022](#)

¹⁰ [The Hidden Impact of Covid-19 on Children: A Global Research Series | Resource Centre \(savethechildren.net\)](#)

¹¹ [Best Practices on Effective SEL-Soft Skills Interventions in Distance Learning.](#) USAID. November 2020.

¹² Geneva Global Hub for EIE, (2022). [Education in Emergencies Financing in the Wake of COVID-19: Time to Reinvest to Meet Growing Needs](#)

RECOMMENDATIONS FOR ACTION

Building resilient education systems is key to ensuring continuity and recovery of learning when emergencies interrupt provision. Anticipatory planning which future-proofs education systems against new global health crises, conflict, economic shocks, and sudden and slow-onset disasters linked to climate change is needed.

Governments should take **RAPID action** to avert a learning catastrophe:

- **Reach** and retain every child in school
- **Assess** learning levels
- **Prioritize** teaching the fundamentals
- **Increase** catch-up learning and progress beyond what was lost
- **Develop** mental health and psychosocial wellbeing so every child is ready to learn

Further detail:

- **Every country must have a preparedness plan to secure children's learning and wellbeing in future crises.** This should be gender responsive, include Early Childhood Development and cover the full breadth of school services: WASH facilities in schools, child protection monitoring, reporting, and referral systems, school meals, sexual and reproductive health, and rights programming, training to address gender-based violence, and provision of MHPSS services.
- **Ensure children continue to access quality foundational learning during an emergency,** including through learning assessments, Teaching at the Right Level, cash transfers and appropriate use of EdTech.
- **Urgently fill the education financing gap and adjust financing modalities to enable anticipatory action.** Donors should:
 - fully fund the Global Partnership for Education, and Education Cannot Wait at its pledging conference in February 2023 so that it raises the \$1.5 billion it needs to fulfil the ambitions in its new four-year strategic plan:
 - allocate 10% of humanitarian aid to education,
 - providing debt relief/reform where necessary and open new lines of sustainable credit, and
 - explore the equitable and cautious implementation of new innovative financing mechanisms, including impact bonds and the International Finance Facility for Education (IFFEd). We support mechanisms that follow the principles of universalism, additionality, and debt sustainability.
- **Reach the children most affected by inequality and discrimination first and include children** in analysing, designing, implementing, and evaluating programmes and policies.
- **Take an inclusive, all-hazards approach to keeping children safe in and around schools** through endorsing and implementing the revised Comprehensive School Safety Framework (CSSF), the Safe Schools Declaration and the Safe to Learn Call to Action.
- **Improve the recruitment, professional development, and wellbeing of qualified teachers/ education staff.**
- **Support better, timely and transparent data collection to improve responses to crises.**
- **Integrate global citizenship, climate change, environmental and conflict-sensitive education into curricula and teacher training,** as set out in the Paris Agreement and the SDGs, to better prepare children to live in a rapidly changing climate.
- **Shift power including resources, capacity, and ownership to national and local actors,** to ensure a more timely, appropriate, and effective outcome for children, using the Start Network's 7 Dimensions of Localisation.

APPENDIX: RISKS TO EDUCATION INDEX, METHODOLOGICAL NOTE

The index ranks countries by the vulnerability of their school system to existing pitfalls and future crises. This allows us to make a holistic assessment of the risks posed to education in a given country. The index consists of 9 indicators of risk grouped into 6 dimensions. The table below provides an overview of indicators definition, source, coverage, and measures of disaggregation. Insofar as some indicators are disaggregated by sex, the index also is. A country features in the index only if data is available for at least 4 dimensions, for a total of 100 countries (the highest 100 ranked countries - please contact us for the full index of 182 countries).

The index is built as follows. First, all variables are expressed as a negative outcome (meaning that 0 is the desirable result). Then, variables are averaged into dimensions, which are in turn averaged into the final index number. The result is a number ranging between 0 and 1 for each country, disaggregated by sex, with the worst-faring countries reporting the highest numbers.

Dimension	Indicator	Definition	Source	Coverage	Sex disaggregation	Range
Climate change	ND-GAIN country index	A country's vulnerability to climate change and other global challenges in combination with its readiness to improve resilience	Notre Dame Global Adaptation Initiative	Global	No	0-100%
Children's access to education in humanitarian crises'	Attacks on schools	Severity of attacks on schools based on number of incidents and people harmed	Global Coalition to Protect Education from Attack	Global, relevant countries	No	Scale 0-4
	IDPs (children)	Number of internally displaced children	Internal Displacement Monitoring Centre	Global, relevant countries	Yes	Number
Labour market participation	Youth unemployment	Percentage of total labour force ages 15-24 who are unemployed	World Bank from International Labour Organization	Global	Yes	0-100%
Learning	Harmonized learning outcomes	Harmonized test scores	World Bank (from Human Capital Index dataset)	Global	Yes	Number
	School age digital connectivity	Percentage of children in a school attendance age (approximately 3-17 years old depending on the country) that have internet connection at home	UNICEF (same data used from the Build Forward Better 2021 report)	Global	No	0-100%
Out of school	Out of school rates for primary school	Percentage of children of primary school age who are not in school*	UNESCO UIS and WIDE	Global	Yes	0-100%
Vaccines	COVID-19 vaccination rate	Persons vaccinated with a booster or an additional dose per 100 population	World Health Organization	Global	No	Number
	Prioritization of teachers for vaccination ¹³	Whether teachers have access to, or are prioritized for, COVID-19 vaccination	COVID-19 global education recovery tracker	Global	No	Binary (0-1)

*This indicator has changed since 2021 to reflect the availability of Covid booster or additional vaccines.

¹³ Tracking stopped in February 2022.

THE 100 COUNTRIES THAT ARE THE HIGHEST IN THE RISKS TO EDUCATION INDEX 2022

	All children			Boys			Girls		
	Country	Index	Risk	Country	Index	Risk	Country	Index	Risk
1	Afghanistan	0.755	Extreme	Sudan	0.696	High	Afghanistan	0.759	Extreme
2	Sudan	0.728	Extreme	Somalia	0.693	High	Sudan	0.726	Extreme
3	Somalia	0.725	Extreme	Mali	0.690	High	Mali	0.708	Extreme
4	Mali	0.701	Extreme	Afghanistan	0.683	High	Somalia	0.707	Extreme
5	Yemen	0.667	High	Central African Republic	0.656	High	Yemen	0.677	High
6	Nigeria	0.660	High	Nigeria	0.634	High	Libya	0.675	High
7	Syria	0.654	High	Yemen	0.622	High	Syria	0.675	High
8	Central African Republic	0.648	High	Djibouti	0.612	High	Central African Republic	0.662	High
9	Eritrea	0.617	High	Eritrea	0.605	High	Nigeria	0.638	High
10	Djibouti	0.614	High	Syria	0.599	High	Eritrea	0.630	High
11	Democratic Republic of Congo	0.610	High	Senegal	0.593	High	Djibouti	0.619	High
12	Libya	0.605	High	Libya	0.577	High	Senegal	0.591	High
13	Senegal	0.591	High	Democratic Republic of Congo	0.573	High	Haiti	0.589	High
14	Ethiopia	0.579	High	Haiti	0.560	High	Chad	0.584	High
15	Haiti	0.574	High	Gabon	0.555	High	Gabon	0.583	High
16	Gabon	0.567	High	Liberia	0.550	High	Egypt	0.577	High
17	Chad	0.560	High	Namibia	0.549	High	Guinea	0.573	High
18	Guinea	0.558	High	Ethiopia	0.547	High	Algeria	0.573	High
19	Liberia	0.552	High	Mauritania	0.543	High	Democratic Republic of Congo	0.564	High
20	Mauritania	0.544	High	Guinea	0.543	High	Ethiopia	0.556	High
21	South Africa	0.539	High	South Africa	0.541	High	Namibia	0.555	High
22	Niger	0.535	High	Chad	0.529	High	Liberia	0.553	High
23	Equatorial Guinea	0.528	High	Equatorial Guinea	0.526	High	Mauritania	0.550	High
24	Cameroon	0.526	High	Madagascar	0.526	High	Niger	0.548	High
25	Angola	0.526	High	Angola	0.524	High	Iraq	0.542	High
26	Pakistan	0.525	High	Niger	0.518	High	South Africa	0.539	High
27	Burkina Faso	0.519	High	Sierra Leone	0.517	High	Pakistan	0.531	High
28	Madagascar	0.518	High	Pakistan	0.515	High	Equatorial Guinea	0.530	High
29	Eswatini	0.518	High	Algeria	0.515	High	Angola	0.527	High
30	South Sudan	0.510	High	Cameroon	0.514	High	Cameroon	0.526	High
31	Sierra Leone	0.500	High	Zambia	0.509	High	Eswatini	0.515	High
32	Lebanon	0.497	Moderate	Myanmar	0.506	High	Burkina Faso	0.511	High
33	Mozambique	0.492	Moderate	South Sudan	0.505	High	Madagascar	0.509	High
34	Zambia	0.491	Moderate	Lebanon	0.504	High	South Sudan	0.504	High
35	India	0.488	Moderate	Burkina Faso	0.503	High	West Bank and Gaza	0.504	High
36	Papua New Guinea	0.485	Moderate	Eswatini	0.499	Moderate	Myanmar	0.497	Moderate

37	Guinea-Bissau	0.479	Moderate	Uganda	0.491	Moderate	Zambia	0.492	Moderate
38	Comoros	0.476	Moderate	Papua New Guinea	0.490	Moderate	Uganda	0.492	Moderate
39	Iraq	0.472	Moderate	India	0.485	Moderate	Mozambique	0.488	Moderate
40	Republic of Congo	0.469	Moderate	Mozambique	0.482	Moderate	Lebanon	0.487	Moderate
41	Benin	0.468	Moderate	Togo	0.482	Moderate	Sierra Leone	0.487	Moderate
42	Tanzania	0.467	Moderate	Morocco	0.480	Moderate	India	0.482	Moderate
43	Uganda	0.467	Moderate	Egypt	0.477	Moderate	Morocco	0.482	Moderate
44	Burundi	0.466	Moderate	Guinea-Bissau	0.476	Moderate	Guinea-Bissau	0.481	Moderate
45	Malawi	0.464	Moderate	Burundi	0.476	Moderate	Comoros	0.480	Moderate
46	Botswana	0.457	Moderate	Tanzania	0.474	Moderate	Papua New Guinea	0.480	Moderate
47	Kenya	0.446	Moderate	Comoros	0.471	Moderate	Benin	0.479	Moderate
48	Namibia	0.443	Moderate	Republic of Congo	0.468	Moderate	Togo	0.471	Moderate
49	West Bank and Gaza	0.441	Moderate	Botswana	0.461	Moderate	Republic of Congo	0.469	Moderate
50	Vanuatu	0.436	Moderate	Kenya	0.459	Moderate	Tanzania	0.461	Moderate
51	Algeria	0.436	Moderate	Benin	0.457	Moderate	Iran	0.457	Moderate
52	Jamaica	0.434	Moderate	Iraq	0.456	Moderate	Kenya	0.457	Moderate
53	Zimbabwe	0.430	Moderate	St Vincent and the Grenadines	0.442	Moderate	Botswana	0.455	Moderate
54	Myanmar	0.428	Moderate	Vanuatu	0.441	Moderate	Burundi	0.454	Moderate
55	Ghana	0.427	Moderate	West Bank and Gaza	0.435	Moderate	St Vincent and the Grenadines	0.446	Moderate
56	Cote d'Ivoire	0.425	Moderate	Jamaica	0.434	Moderate	Saudi Arabia	0.442	Moderate
57	The Gambia	0.425	Moderate	Zimbabwe	0.432	Moderate	Suriname	0.441	Moderate
58	Colombia	0.424	Moderate	Iran	0.431	Moderate	Cote d'Ivoire	0.438	Moderate
59	Lesotho	0.421	Moderate	Ghana	0.428	Moderate	Jamaica	0.435	Moderate
60	Solomon Islands	0.419	Moderate	Solomon Islands	0.425	Moderate	Zimbabwe	0.432	Moderate
61	Guyana	0.416	Moderate	Albania	0.424	Moderate	Vanuatu	0.431	Moderate
62	Egypt	0.414	Moderate	The Gambia	0.423	Moderate	Guyana	0.430	Moderate
63	Democratic People's Republic of Korea	0.413	Moderate	Samoa	0.419	Moderate	The Gambia	0.429	Moderate
64	Bangladesh	0.412	Moderate	Democratic People's Republic of Korea	0.411	Moderate	Lesotho	0.428	Moderate
65	Suriname	0.411	Moderate	Lesotho	0.411	Moderate	Ghana	0.425	Moderate
66	Azerbaijan	0.408	Moderate	Bangladesh	0.411	Moderate	Samoa	0.418	Moderate
67	Venezuela	0.406	Moderate	Cote d'Ivoire	0.409	Moderate	Venezuela	0.417	Moderate
68	Bolivia	0.406	Moderate	Guyana	0.407	Moderate	Colombia	0.416	Moderate
69	Togo	0.402	Moderate	Bolivia	0.405	Moderate	Democratic People's Republic of Korea	0.414	Moderate
70	Morocco	0.401	Moderate	Azerbaijan	0.402	Moderate	Bangladesh	0.413	Moderate
71	Indonesia	0.400	Moderate	Venezuela	0.402	Moderate	Solomon Islands	0.412	Moderate
72	Philippines	0.399	Moderate	Saudi Arabia	0.401	Moderate	Albania	0.410	Moderate
73	Bosnia and Herzegovina	0.395	Moderate	Philippines	0.398	Moderate	Bosnia and Herzegovina	0.410	Moderate
74	The Bahamas	0.395	Moderate	Suriname	0.395	Moderate	Azerbaijan	0.408	Moderate

75	Tunisia	0.392	Moderate	Colombia	0.395	Moderate	Bolivia	0.408	Moderate
76	Guatemala	0.386	Moderate	Fiji	0.395	Moderate	Jordan	0.404	Moderate
77	Jordan	0.383	Moderate	Indonesia	0.394	Moderate	Fiji	0.403	Moderate
78	St Lucia	0.375	Moderate	Tunisia	0.391	Moderate	The Bahamas	0.403	Moderate
79	Turkey	0.372	Moderate	The Bahamas	0.390	Moderate	Indonesia	0.403	Moderate
80	Lao PDR	0.371	Moderate	Malawi	0.390	Moderate	Tunisia	0.397	Moderate
81	Trinidad and Tobago	0.370	Moderate	St Lucia	0.385	Moderate	Malawi	0.396	Moderate
82	Timor-Leste	0.368	Moderate	Bosnia and Herzegovina	0.385	Moderate	Philippines	0.393	Moderate
83	Honduras	0.365	Moderate	Guatemala	0.384	Moderate	Belize	0.392	Moderate
84	Paraguay	0.365	Moderate	Jordan	0.382	Moderate	Oman	0.389	Moderate
85	Ukraine	0.365	Moderate	Nepal	0.375	Moderate	Guatemala	0.387	Moderate
86	Dominican Republic	0.364	Moderate	Trinidad and Tobago	0.374	Moderate	Sao Tome and Principe	0.385	Moderate
87	Nicaragua	0.362	Moderate	Uzbekistan	0.374	Moderate	Honduras	0.382	Moderate
88	Sao Tome and Principe	0.362	Moderate	Lao PDR	0.370	Moderate	Kuwait	0.381	Moderate
89	Iran	0.360	Moderate	Oman	0.370	Moderate	Turkey	0.379	Moderate
90	Romania	0.359	Moderate	Timor-Leste	0.369	Moderate	Paraguay	0.378	Moderate
91	Albania	0.355	Moderate	Ukraine	0.366	Moderate	Dominican Republic	0.377	Moderate
92	St Vincent and the Grenadines	0.355	Moderate	Nicaragua	0.362	Moderate	Uzbekistan	0.375	Moderate
93	Samoa	0.351	Moderate	Turkey	0.362	Moderate	Sri Lanka	0.374	Moderate
94	Kuwait	0.351	Moderate	Romania	0.361	Moderate	Panama	0.373	Moderate
95	Rwanda	0.351	Moderate	Kazakhstan	0.360	Moderate	Lao PDR	0.372	Moderate
96	Brazil	0.349	Moderate	Dominican Republic	0.357	Moderate	Nepal	0.370	Moderate
97	Tajikistan	0.348	Moderate	Honduras	0.356	Moderate	Nicaragua	0.368	Moderate
98	Armenia	0.348	Moderate	Paraguay	0.356	Moderate	Timor-Leste	0.366	Moderate
99	Panama	0.345	Moderate	Tajikistan	0.354	Moderate	Trinidad and Tobago	0.365	Moderate
100	Saudi Arabia	0.345	Moderate	Rwanda	0.354	Moderate	St Lucia	0.364	Moderate

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