



**WeWorld  
Index  
2018**

**Children, adolescents and women:  
5 barriers to inclusive and quality education**

*English Short Version*



***“What we measure affects what we do”***

Joseph Stiglitz, Amartya Sen, Jean-Paul Fitoussi  
in *Report by the Commission on the Measurement  
of Economic Performance and Social Progress, 2009*



**WeWorld Index 2018.  
Children, adolescents  
and women:  
5 barriers to inclusive  
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*English Short Version*



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# Summary

## WeWorld Index 2018. Children, adolescents and women: 5 barriers to inclusive & quality education

The WeWorld Index series contributes to investigate the life conditions of women and children around the world. The progress of a country should be measured not only by economic indicators, but analyzing the living conditions of the most at risk of exclusion, such as children and women. In the WeWorld Index the concept of "inclusion", inspired by the Agenda for Sustainable Development 2030 (where it appears 6 times in the 17 Sustainable Development Goals), is a multidimensional concept. It regards the economic domain and many other social dimensions (health, education, work, culture, politics, access to information, safety, and environment). In addition, **the WeWorld Index highlights the strong link between the rights of children and gender equality**. The Convention on the Rights of the Child (CRC, 1979) and the Declaration on the Elimination of All Form of Discrimination against Women (CEDAW, 1981) should be read, analyzed and implemented together.

The fourth Edition of the WeWorld Index follows the same methodology of the previous ones. The WeWorld Index consists of **3 CATEGORIES** and **17 DOMAINS**. Every dimension is composed by two indicators (totally 34 indicators), which are collected from international databases (UNDP, World Bank, UNICEF, World Economic Forum...). Every dimension refers to a crucial aspect for the inclusion of children, adolescents and women. The three categories are:

- **CONTEXT**: the general context in which women and children live. This category is formed by 7 domains: environment, housing, conflicts & wars, security & protection, power & democracy, information access, gender as a social dimension;

- **CHILDREN AND ADOLESCENTS**: 5 domains concerning aspects of under 18teen life. They are: health, education, human capital, economic capital, violence against children;

- **WOMEN**: 5 domains regarding women's life conditions. They are: health, education, economic opportunities, political participation, and violence against women.

The 34 indicators are synthetized in The WeWorld Index by the z-score calculation method producing a ranking of 171 countries in 2018. The ranking is divided into 5 groups of countries, considering their level of inclusion (good inclusion, sufficient inclusion, insufficient inclusion, severe exclusion, extremely severe exclusion). In the report, quantitative data are enriched with qualitative data: interviews with stakeholders, experts, women and children who are the beneficiaries of WeWorld's projects; good practices for a better comprehension of the worldwide situation of children and women.

**In the WeWorld Index 2018, Iceland is the country at the top of the ranking** (with a score of +112 points). After 3 years in the best position, Norway is now in the second place. **The Central African Republic is still the country at the bottom** (score -146). Countries situated in Sub-Saharan Africa and South Asia remain the most weak for the inclusion of women and children (plus some other countries as Yemen and Syria). The top spots continue to be held by European countries, particularly the Nordics that occupy the top four positions (Iceland, Norway, Sweden and Denmark). **Italy is an exception because it is the EU Member State losing more position in the ranking, slipping from the 18th position in 2015 down to the 27th in 2018.**

**The Focus analysis of the WeWorld Index 2018 regards 5 barriers to access an inclusive and quality education.**

In fact accessing to education is a precondition for improving many other life's dimensions: decent work, political participation, social security, an active, resilient and healthy life, and so on. **The 5 barriers are: insufficient nutrition** that diverts from school; **internal migrations** that limit school participation; **gender discrimination** rooted in cultural and traditional norms that hinders girls' access to education; **domestic and social violence** that causes educational failure; **the combination of educational and economic poverty**, which are inherited in some countries. All the 5 barriers (or a mix of them) are present in many countries.

**The WeWorld Index 2018 suggests some recommendations to break down the 5 barriers and promote an inclusive and quality education:** school canteens for the eradication of under-nutrition in children; bridging schools for the inclusion of migrants in national school systems; support for families and schools in order to prevent domestic and urban violence; sister for sister method and other support and awareness raising programs to contrast gender discriminations and child marriage; a long term plan and targeted actions for the groups (i.e. male adolescents) and the territories (i.e. suburban neighborhoods) at the highest risk of exclusion, in order to stop the intergenerational transmission of the educational poverty.



**1**

**THE WEWORLD  
INDEX  
CONCEPT**

# 1.1

## Respecting children and women's rights is the basis for respecting the rights of every single human being

**Women and children are more likely than men to fall into poverty** (One, 2015). Indeed, among human beings, women and children – and among the latter, girls in greater extent – are at the biggest risk of poverty and human rights violations (Oakley, 1994).

That is why two specific treaties are reserved to children and women in order to defend their fundamental rights: 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).

Nevertheless, because of these two different treaties, until a few years ago children's rights and women's rights have been dealt with separately, as if the respect or the violation of rights of one had no connection with the respect or the violation of rights of the others, and viceversa. **The human rights are rather an organized system in which the rights of a social group are always somehow linked to the rights of another social group. Protecting women's rights is important in itself, but it is important for the children as well, and guarantying children's rights, especially girls' rights, is the first step to promote equal opportunities between men and women** (Unfpa and Unicef, 2010). Related examples are numerous: if women are lower paid than men, their children are more likely to be excluded from education and, specifically, girls to be discriminated at school and exploited in the worst forms of child labour; violence against women is often associated with child witness and child abuse; if girls and young women don't study the 'STEM' subjects (Science, Technology Engineering and Mathematics), they will be less likely to access high positions in business and modern sectors. More generally, **an under-evaluation of women's potentiality is related to the lack of respect of the rights of children**. In order to fill this gap, **for some years, both Conventions (CRC, 1989 and CEDAW, 1979) have been jointly read and implemented, also thanks to contributions such as WeWorld Index reports. The aim is to uphold that respecting children's rights has positive repercussions on women's rights and viceversa. This way, one cannot deny each social groups' peculiarity.**

Consequently, we have now begun to speak about complementarity between the CRC and the CEDAW as well of sequentiality (Price Cohen, 1997). Women who fully exercise their rights, as women, have, in fact, while children, learnt how to protect and claim their rights (Bosisio, Leonini, Ronfani 2003). Even though it was issued successively, the CRC is interpreted as precursor of the CEDAW: starting point for the recognition of women's rights and for the consideration of the children's rights as "part of a larger definition of women's rights" (Price Cohen, 1997: 74).

Countries more advanced in human rights are also the ones that, before the other countries, and with greater endurance, have begun to remove barriers (social, economic, cultural, education...), that would prevent the implementation of rights of women and children. However, the process of advancement in the recognition and the implementation of children and women's rights is neither linear nor widespread. Compared to adult men, the disadvantage accumulated by women and children for the recognition of freedom, needs and interests, is tremendous. It is a matter of overcoming historical exclusion for the implementation of human rights.

Hence, the WeWorld Index aims to contribute to the monitoring of complete and without reserve inclusion process of women and children who deserve particular attention, by identifying the areas and the countries in which both boy and girl children and women are more likely submitted to risk of exclusion in: education, health, equal opportunity, social participation, access to information, living conditions (environment and housing), personal protection, conflicts, access to employment, creation of human and economic capital, exploitation of child labour and violence against women.

The concept that fully summarizes the overcoming of the accumulated disadvantage suffered by children and women is therefore the one of inclusion (that appears six times in the Sustainable Development Goals SDGs; among the 17 goals the most mentioned concept). The concept of inclusion implies the overcoming of an economic-based and restricted vision of the progress and it opens to a wide, multidimensional, dynamic and positive, individual and social, universal vision of the development.



## The elements of the WeWorld Index

The WeWorld Index is a **COMPOSITE INDEX** made of **34 INDICATORS** grouped into **17 DOMAINS** (2 indicators per domain).

Each domain refers to a decisive aspect for children and women's inclusion, reflecting the multidimensionality of the concept (and not solely the economic sphere). The 17 domains are grouped into **3 CATEGORIES**:

**1. CONTEXT, 7 domains, 14 indicators, concerning the general context (social, political, environmental...) where women and children lives**

**2. 10 domains, 20 indicators, concerning more specifically CHILDREN/ADOLESCENTS and WOMEN.**

The 34 indicators are synthesized in the WeWorld Index<sup>1</sup>. The Index ranks world's countries in a scale from the most inclusive to the least inclusive country. The indicators have been chosen considering:

- their relevance to the phenomenon being measured (that is the inclusion of women and children);
- the availability of data across countries and time;
- the quality and accuracy of the data sources;
- finally, the data accessibility<sup>2</sup>.

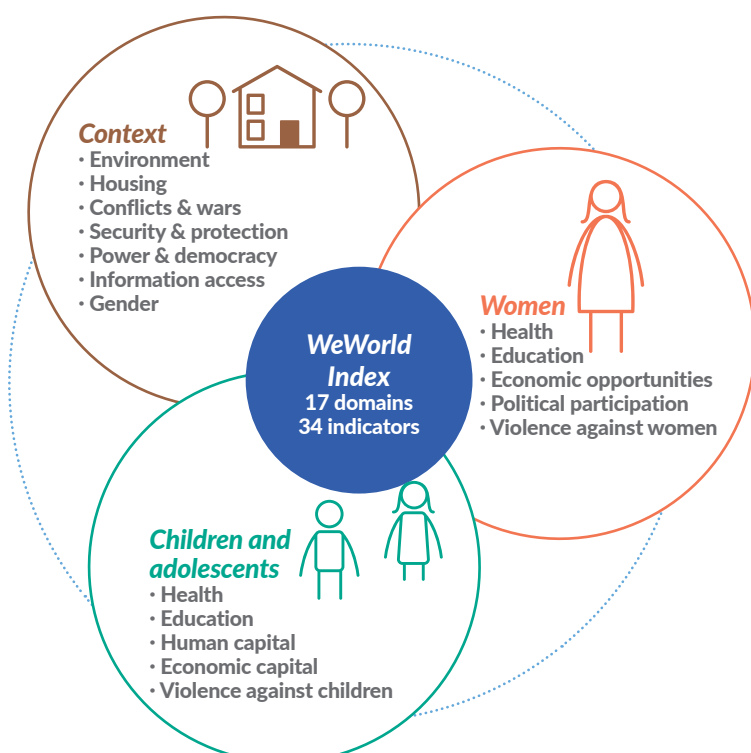
The Index does not claim to be an academic tool, yet, it is addressed either to the reader curious to obtain further information or to one searching for inputs in order to be guided and to act. In a delicate balance between theory and practice, critical analysis and - partial - review, of good practices, wide look and attention to particulars, it establishes a user-friendly review for consultation, able to demonstrate in which areas or countries the disadvantages are being addressed or, on the contrary, are being accumulated.

Because the statistics give a partial vision of the reality, the Index is enriched with witnesses and experts' interviews who, thanks to first-hand knowledge, illustrate qualitative aspects that figures only are not able to demonstrate. This multiplicity of comments limits, in part, the unavoidable risk of cultural colonization present in any

informative operation based on statistics and the choice of certain indicators rather than others. Besides, being the final result a map and a countries ranking the interviews let the readers understand the internal differences of the countries. The interviews can show divergent aspects because the themes are complex and there is not only one viewpoint.

Based on the data of WeWorld Index 2015 – a significant year as it closes the phase of the MDGs and it opens the phase of the SDGs – a **Target Value 2030 was developed**: that **one achieved by an "ideal" country that always reached the best result in the 34 indicators**. Obviously no "real" country is in this situation, but the Target Value enables to measure the progresses of the countries compared to a reference measure and not solely among them.

### The WeWorld Index Conceptual Map



<sup>1</sup> For the methodology, see Appendix.

<sup>2</sup> For the WeWorld Index 2018, the data collection was concluded in December 2017; thus the data are updated at that date.



# 2

## THE MAP AND THE RESULTS OF WEWORLD INDEX 2018



## 2.2

# Children, adolescents and women in the world between inclusion and exclusion. An overview

The final ranking includes 171 countries. Micronesia, Palestine, Somalia, Solomon Islands and Vanuatu are excluded from the ranking due to the lack of data.

### The ranking is organized in five groups of countries<sup>3</sup>

	WeWorld Index value	2018		2017	
		n. countries	population	n. countries	population
<b>Good Inclusion</b>	Equal or more than 70	19	361.227.250	19	357.778.485
<b>Sufficient Inclusion</b>	between 21 e 69	52	2.645.442.830	49	2.992.042.847
<b>Insufficient Inclusion</b>	between 20 e -29	50	1.545.764.367	51	1.136.236.185
<b>Severe Exclusion</b>	between -30 e -79	32	2.307.988.412	31	2.277.367.591
<b>Extremely Severe Exclusion</b>	Equal or less than -80	18	522.817.166	20	527.390.224

In total, the countries where children and women suffer from insufficient forms of inclusion, severe or extremely severe forms of exclusion amount to 100 (50 if we consider the two last categories only).

The number of countries involved in these three categories reduced from 2017 (two less), but the involved population increased: **59% of the global population lives in countries where there are severe or extremely severe forms of exclusion for women and children. In 2017, it was 54%.**

In details, in terms of percentages, between 2017 and 2018, the population living in countries where inclusion of women and children is insufficient is increasing. There are almost 4.4 billion people. Compared with the previous years, there are no major changes neither at the bottom nor at the top of the ranking.

**Iceland rises up the ranking and takes the 1st place**, with a total score of 112 (108 in 2015) in the WeWorld Index 2018, showing a slow but constant progress between 2015 and 2018.

At the bottom of the ranking there are the same countries of the WeWorld Index 2015. With the exception of South Sudan, that was not present in the 2015 ranking due to lack of data, and Niger that improved in the WeWorld Index 2018 score (thanks to an improvement in the health conditions of both women and children), Mali and Chad worsen in both score and ranking of the WeWorld Index 2018 compared to 2015<sup>4</sup>.

**Central African Republic remained the worst country in the ranking of the WeWorld Index for the 4th consecutive year.**

**Tab. 1. Comparison between the 5 bottom ranked countries of 2015, 2017 e 2018**

2015	Value	Ranking	2017	Value	Ranking	2018	Value	Ranking	Changes between 2015 and 2018
Mali	-109	163	Niger	-117	166	Dem. Rep. of Congo	-114	167	DETERIORATION
Dem. Rep. of Congo	-114	164	Ciad	-119	167	Sud Sudan	-119	168	
Niger	-114	164	Sud Sudan	-119	167	Mali	-126	169	DETERIORATION
Ciad	-127	166	Mali	-120	169	Ciad	-134	170	DETERIORATION
Central African Republic	-143	167	Central African Republic	-151	170	Central African Republic	-146	171	=

<sup>3</sup> For the method used to create the 5 groups, see WeWorld Index 2015.

<sup>4</sup> The worsening in classification is partly due to the fact that, in 2015, the countries considered were 167, in 2018 they are 171.

## Countries approaching and countries straying from the 2030 Target Value between 2015 and 2018

The Target Value enables in time comparisons among all the countries in the ranking. It also allows identifying whether there are possibilities of improvements for each country in relation to the Target Value and how wide they are.

The Target Value is of 174.

The top country, Iceland, diverges 62 points from the Target Value, reducing such distance of 4 points from 2015.

**Central African Republic has a distance of 5 times greater than Iceland from the Target Value: 320 points.**

The Target Value shows that improvements in children and women's inclusion are possible for all countries of the world, even those at the top of the ranking.

**Tab. 2. The 10 countries that strayed more from the 2030 Target Value between 2015 and 2018**

	Increase in the distance from the 2030 Target Value
Gambia	46
Comoros	29
Tanzania	23
Cameroon	22
Oman	21
Syria	21
Qatar	18
Denmark	17
Mali	17

**Tab. 3. The 10 countries that approached more the 2030 Target Value between 2015 and 2018**

	Decrease in the distance from the 2030 Target Value
Serbia	21
Botswana	19
Zambia	19
Myanmar	18
Slovenia	18
Canada	17
Colombia	17
Romania	16
South Africa	16
Afghanistan*	15

\* Also Tunisia, like Afghanistan, is approaching of 15 points the Target Value



3

CATEGORIES,  
DOMAINS AND  
INDICATORS  
OF THE WEWORLD  
INDEX 2018.  
SOME EVIDENCES.

## Domain 1

### ENVIRONMENT

**Ind. 1 Concentrations of fine particulate matter (PM2.5)**

**Ind. 2 Terrestrial and marine protected areas**

Children and women who live in polluted environment or lack of protected biodiversity patrimony go against the most radical forms of exclusion: they are devoid of the opportunity to live in a healthy environment.

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## Domain 2

### HOUSING

**Ind. 3 Population using improved drinking-water sources**

**Ind. 4 Population using sanitation facilities**

The provision of drinking water and basic hygiene facilities is crucial to guarantee children and women's health and wellbeing. Scarce or absent facilities undermine fundamental rights and needs for individuals' dignity and health.

---

## Domain 3

### CONFLICTS & WARS

**Ind. 5 Global Peace Index**

**Ind. 6 Refugee population by country of origin**

Wars, conflicts and terrorism have devastating consequences on economic and social conditions of a country. Children, adolescents and women are the first ones to suffer its consequence, they become witnesses, or worse, victims of wars and conflicts.

---

## Domain 4

### POWER & DEMOCRACY

**Ind. 7 Global Democracy Index**

**Ind. 8 Corruption Perception Index**

People who are affected by the lack of democracy are the most vulnerable. They do not have the power to have their own rights be respected and to participate in the political life. Women and teenagers are among them.

---

## Domain 5

### SECURITY & PROTECTION

**Ind. 9 Intentional homicide rate**

**Ind. 10 Total affected by natural and technological disasters**

People's wellbeing also depends on the possibility to live in a context in which one is not threatened in his/her own physical integrity. Women and children are the most at risk to be victims of violence and the most vulnerable to natural disasters.

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## Domain 6

### INFORMATION ACCESS

**Ind. 11 Access to electricity**

**Ind. 12 Individuals using internet**

The Information and Communication Technologies can contribute to women, children and teenagers' wellbeing and inclusion. An enhanced access to information for all promotes gender equality and fosters economic and social inclusion.

---

## Domain 7

### GENDER

**Ind. 13 Gender Gap Index**

**Ind. 14 Gender Inequality Index**

It has been ascertained that society's progresses also pass through the ability to reduce and eliminate gender inequalities. Boys and girls that grow up in an inclusive society for women have greater social, economic, educational and cultural opportunities.

## Domain 6

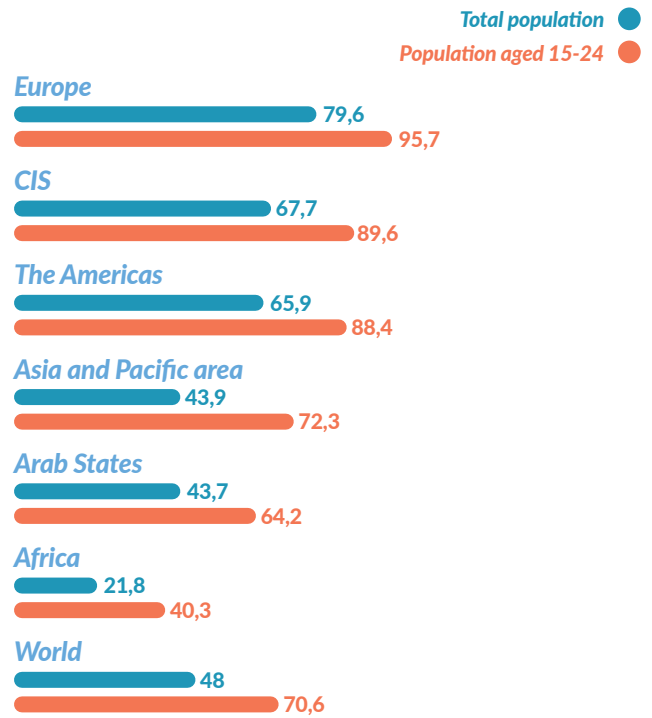
# Information Access

In the world, almost 1 billion people do not have access to electricity and more than 3 billion do not have clean combustibles and technologies.

In Africa, only 21.8% of the population is connected against 79.6% in Europe.

Some positive signs are noticed among the new generations: 70% of the youth of the world are online (even if the percentage drops to 30% in least developed countries), and in all regions of the world, youth are more connected than adults (71% vs 48%) (ITU, 2017).

## Percentage of people using internet, 2017



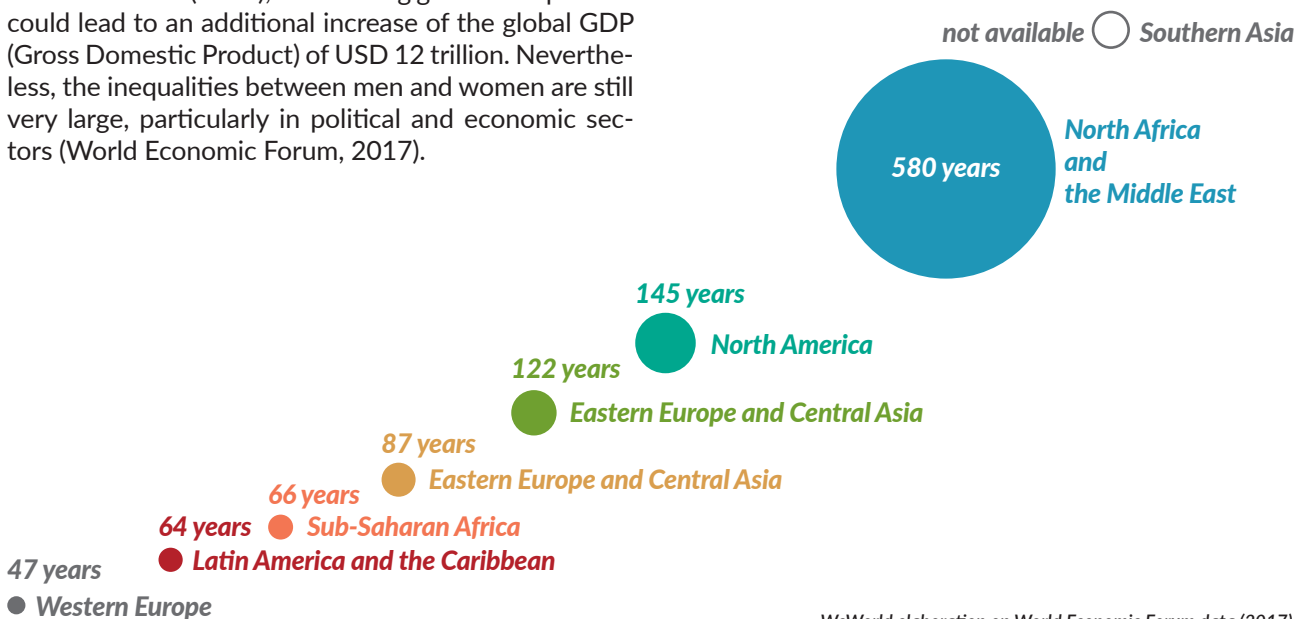
WeWorld elaboration on ITU data (2017)

## Domain 7

# Gender

Guarantying gender equality is primarily a issue of social justice. However, we must not under-evaluate its economic implications: according to the McKinsey Global Institute (2015), overcoming gender inequalities could lead to an additional increase of the global GDP (Gross Domestic Product) of USD 12 trillion. Nevertheless, the inequalities between men and women are still very large, particularly in political and economic sectors (World Economic Forum, 2017).

## How many years will it take to remove gender inequalities in the economic field?



WeWorld elaboration on World Economic Forum data (2017)



# CHILDREN AND ADOLESCENTS 3.2

## In-Depth Analysis on Health, Education and Human Capital Domains

### *Domain 1* **HEALTH**

**Ind. 1 Under five mortality rate**

**Ind. 2 Children underweight**

The human and economic costs of child mortality and malnutrition are tremendous, and relapse especially on the weakest and most vulnerable individuals. But they also affect the whole society, the social progress and the economic development.

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### *Domain 2* **EDUCATION**

**Ind. 3 Net enrollment rate, pre-primary**

**Ind. 4 Net enrolment rate, primary**

Early Childhood Development and pre-primary education guarantee the foundations for a learning that can last the whole life (lifelong learning). Educated boy and girls will bring, as adults, benefits to themselves and to the society in which they live.

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### *Domain 3* **HUMAN CAPITAL**

**Ind. 5 Adult literacy rate**

**Ind. 6 Govern expenditure on education**

From childhood, the possibility to develop and enhance his/her own human capital must be given to each child boy and girl. With human capital we mean the set of knowledge, skills and the abilities that contribute to individuals' development.

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### *Domain 4* **ECONOMIC CAPITAL**

**Ind. 7 Unemployment rate**

**Ind. 8 GDP per capita**

Children who grow up in a prosperous family environment can study and invest in their long-term education, they can have economic resources for extra-curricular activities (that in turn contributes to skills development in fields such as social, education, sports, etc.), receive proper food and medical care, obtain useful resources for their overall development.

---

### *Domain 5* **VIOLENCE AGAINST CHILDREN**

**Ind. 9 Children (5-14) in child labour**

**Ind. 10 Adolescent fertility rate**

Violence against children can be perpetuated in different ways and contexts. It can be physical, psychological or sexual violence. It can occur within or outside the family circle and it has serious consequences for both boy and girl child immediately but also in the longer term. It affects the child's physical, psychological, emotional, behavioral and relational development and provokes damages on the growth process.

# Domain 1 Health

In Sub-Saharan Africa, the likelihood for children to die is 15 times higher than for children living in the developed countries. Malnutrition contributes to make children weaker and more vulnerable, thus increasing the probability of common but mortal diseases. To reduce the risks of infant mortality, we need to invest in the first 1,000 days of life (from pregnancy until the new born is 2 years of age).



## THE VOICE OF Florence Atieno, Health Volunteer in the Community of Unati, Rabare, Kenya

Jane lives in the village of Kanyojuok and has 4 children. Malnutrition is the family's major issue. One of her children is Clifford, he is 4 years old.

Clifford is undernourished and has gotten an infection. He also has muscles problems,

actually, he is 4 and he does not walk yet. He eats well but a little. Then, there is Hanna, born in 2012. She was also malnourished but now she is fine and walks. There is Moses as well. He is almost 1 year-old. He was born in April last year. Moses is undernourished, too. We met this family during an awareness campaign in the primary school of Rabare. As Health Volunteer, I contacted the health services and I came to check on the problems the family was encountering. First of all, there is no water. I encourage the mother to go to hospital, but it's too far and this discourages her. Lack of food is frequent in this family and the mother isn't sufficiently alert on hygiene and nutrition. As Health volunteer, I am teaching her the

importance of hygiene and health, I am encouraging her to go to the doctor and I am trying to enable her to get nutritious food from the closest dispensary. Sometimes I even gave her some money to pay services at the hospital. I am happy because since I have been coming to visit this family, Clifford has improved. At 3 years old, his weight was only 6 kgs and he was very weak. Now he is better, fortunately he isn't sick and has good appetite, his problem is only malnutrition.

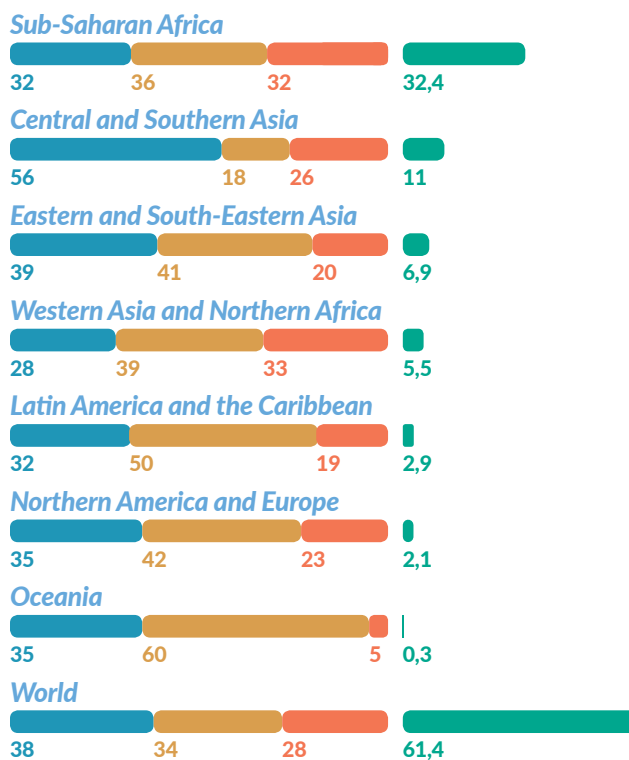
In Tanzania, Benin and Kenya, WeWorld Onlus works to reduce malnutrition and guarantee healthy food to children. In Kenya, WeWorld commits into several activities aimed at prevention, educating families on good practices related to personal hygiene, clean water and accurate food habits. In this way, the contribution of the Community Health Volunteers is important (for more information on the Kenyan project, see the Focus "5 barriers to inclusive and quality education").

# Domain 2 Education

Pre-primary education can contribute in reducing social and educational inequalities, facilitating gender equality and social cohesion. However, around the world, half of the children between 3 and 6 year-old (159 millions) do not attend pre-primary school (Unicef, 2017b), having severe consequences on primary school access and attendance: 61.4 millions of children do not go to primary school and about half (32.6 millions) are children from Sub-Saharan Africa (Unesco 2017). As many as 28% of the children excluded from the primary have never been in school.

- Left school
- Likely to enter school in the future
- Unlikely ever to enter school
- Out of school children (millions)

## School exposure of out of school children of primary age, by region (estimates %)



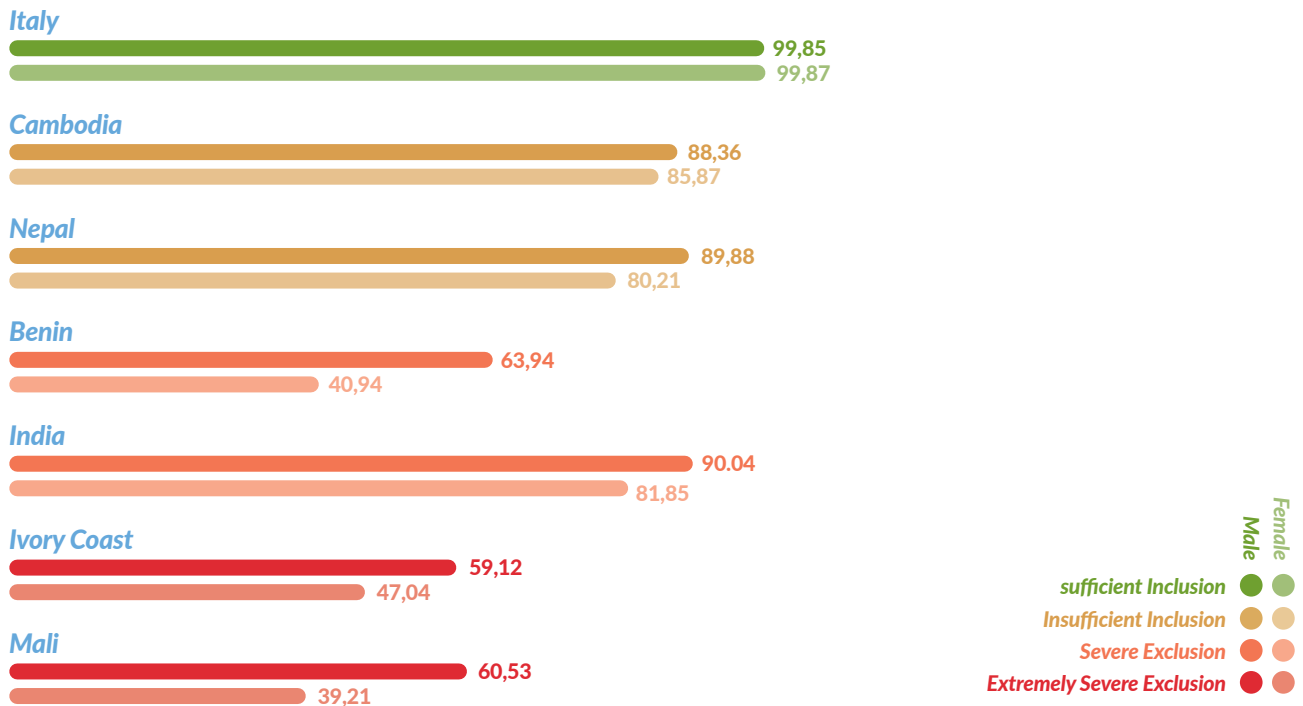
WeWorld elaboration on Unesco data (2017)

## Domain 3

# Human Capital

Today in the world, there are still about 750 millions of illiterate people, two third are women (63%). The illiterate youth (15-24 years) are 102 million, among which 57% are girls, showing how gender differences, although minor between the youngest, still persist even among the new generations (Unesco, 2017a). Countries in which the gender gap in youth literacy rates is higher are also those in which the exclusion of children, teenagers and women is severe.

### Literacy rate, young adults (15-24 years), by country (%)



WeWorld and L. Solesin elaboration on Unesco data (2016)



## 3.3 WOMEN

### In-Depth analysis on Health, Education, Economic Opportunities Domains

#### *Domain 1* **HEALTH**

##### **Ind. 1 Maternal mortality ratio**

##### **Ind. 2 Life expectancy at birth, female**

Every day, about 800 women die in the world due to pregnancy-related causes. The vast majority of these deaths could be avoided. Women who have no possibility or who are unable to take care of themselves won't also struggle to care for their own children, so that the scourge of infant mortality will never be eliminated.

---

#### *Domain 2* **EDUCATION**

##### **Ind. 3 Adult literacy rate, female**

##### **Ind. 4 Percentage of graduates female**

It is now well-known that women's education has positive effects in the economic and social field. Educated women are better informed on their own health and on that one of their children's, they are more able to defend themselves from discrimination, and more aware of the importance of education for participating in the labor market as well as in the social and political life. For all these reasons educated women contribute to the improvement of the whole society's life conditions.

---

#### *Domain 3* **ECONOMIC OPPORTUNITIES**

##### **Ind. 5 Unemployment rate, female**

##### **Ind. 6 Earned income (female to male ratio)**

Facilitating women's participation in the labour market enables them to have more power, to take autonomous decisions and to invest in the improvement of their own life conditions. It is a fact that women's contribution in a country's economy can only enhance the economic conditions of the same country.

---

#### *Domain 3* **POLITICAL PARTICIPATION**

##### **Ind. 7 Percentage of women in national parliaments**

##### **Ind. 8 Percentage of women in ministerial positions**

Facilitating women's participation to the decision-making processes has a positive impact on the entire societies. If women had more political power, governments would mainly take the responsibility to implement policies benefiting women, children, teenagers and families in general. When elected in parliaments, women tend to promote legislation more attentive to the community's interest thanks to their direct involvement in the local life.

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#### *Domain 5* **VIOLENCE AGAINST WOMEN**

##### **Ind. 9 Prevalence of intimate partner violence % (15-69)**

##### **Ind. 10 Prevalence of non-partner sexual violence % (15-69)**

Violence against women is an human rights violation and this is recognized in every institutional body of every civil country. It is a huge issue worldwide, as it does undermine women's health and personality, it limits personal freedoms, influences the collective security, the human capital growth and the economic & social system as a whole.

The number of women dying due to complications during pregnancy and childbirth has decreased by 45% since 1990, but about 99% of these deaths occur in developing countries, where only half of the pregnant women received a minimum of antenatal care (UN Women, 2017a).



## THE VOICE OF Phally Heib, 28 year-old, born and raised in the village of Pou Treing, Province of Monduliri, Cambodia

Phally has two kids. She and her husband are farmers, they own a piece of land where they cultivate rice, cassava, maize and greens. Phally is also a volunteers for the Equity Project\* in which WeWorld Onlus is involved.

When I am sick, the first thing I try to do is to heal at home because of lack of money. But now, I go more often to the Sanitary Centre when I feel unwell. Thanks to the Sanitary Centre, I can be healed without major difficulties. People who work there are very kind and attentive. When I gave birth to my first daughter, I was very sick but I didn't go to hospital. I took care of myself at home. I could not breastfeed my child girl for ten days because I had no milk, hence, I asked my sister to breastfeed her.

During my second pregnancy, instead, I went to the Municipal Sanitary Centre, and I would visit the doctor once a month, as

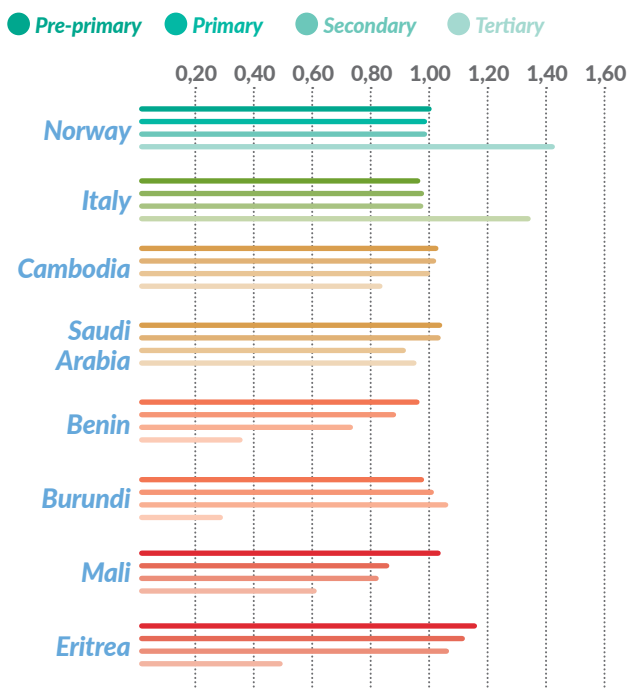
the Center & the Equity Project staffs had suggest me to do. At the Centre, I checked up for dengue, HIV and other diseases and health problems that could have harmed my child. Therefore, my second pregnancy went well.

I understood that I was pregnant thanks to the Equity Project. I wasn't having my menstrual periods; I discussed it with my husband and with the staff of the Project. To be sure, the Healthcare personnel invited me to undertake a urine test. Once certain at 100 %, the Sanitary Center staff explained how to take care of myself during my pregnancy.

\*It is a project financed by the Italian Ministry of Foreign Affairs and International Cooperation (with 3-years duration, 2015-2018); the aim is to enhance the access to the right to health of pregnant women, mothers and children up to 5 years of age in the Province of Monduliri, Cambodia. The project coordinator is CIAI, WeWorld Onlus is partner.

# Domain 2 Education

## Gender Parity Index On pre-primary, primary, secondary and tertiary enrolment rates, by some countries\*\*



WeWorld and L. Solesin elaboration on Unesco data (2017)

Throughout the years, gender gap in education has reduced. Nevertheless, in the Arab States, in Southern and Western Asia and in Sub-Saharan Africa, gender differences are still very large. If we take into consideration the Gender Parity Index, we can notice that in the countries ranked at the top of the WeWorld Index 2018, gender gap is almost nil in the first school cycles. It increases in the subsequent cycles in favor of women. Even in the countries at the bottom of the WeWorld Index rank, gender gap of the first school cycles is minimal, however, the differences increase significantly for higher education, in that case, to the disadvantage of women.

\*\*The Index is calculated as the quotient of the number of females by the number of males enrolled in a given stage of education. GPI equal to 1 indicates parity between females and males.

## Domain 3

# Economic Opportunities

According to the World Economic Forum (2017), at the current pace, we will need another 217 years to be able to reach gender equality in the economic field. This gap does not depend solely on the individual characteristics, in terms of level of education, professional skills and experiences, but it is also explained by the discrimination that hits women.

### The wage gap between men, women and mothers



WeWorld elaboration on Un Women data (2017)





# FOCUS

FIVE BARRIERS  
TO INCLUSIVE  
AND QUALITY EDUCATION

## Introduction

The WeWorld Index is a multidimensional report that highlights the close link between both boy & girl children and women's rights and how, by promoting the rights of under-18 citizens, women's rights are also promoted and viceversa. After three reports that focused on the complementarity between children and women's rights, in 2018 a focus is proposed on a specific domain: education. Access to education is indeed a precondition enabling the access to other life domains: work, political participation, social security, active life and health, cultural life... Particularly, the **Focus 2018 dealt with 5 barriers to the access of inclusive and quality education.**

A barrier is a social, health, economic or cultural factor (an obstacle) or else, a loophole in the educational and teaching system that severely affects access and attendance to school, as well as the quality of learning.

The 5 barriers identified by the WeWorld Index 2018 are:

- 1) **insufficient nutrition** of boy & girl children that prevents or limits school attendance
- 2) **migration** that interrupts the education paths and make difficult the continuation of studies
- 3) **gender discrimination**, rooted in cultural norms and traditions, that excludes girls from accessing education
- 4) **violence**, that dominates social and family relationships and affects children's participation and learning at school
- 5) **educational poverty** that is transmitted in a hereditary way from adults to children in some disadvantaged contexts.

The WeWorld Index 2018 has identified 5 countries in which at least one barrier is obviously present, to the point of being the main obstacle to a quality education for all:



1) Kenya:  
**Insufficient nutrition**  
diverts from school



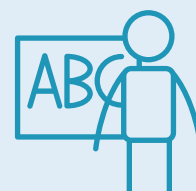
2) India:  
**internal migrations**  
limit school participation



3) Nepal:  
**gender discrimination**  
hinders girls' access to education



4) Brazil:  
**violence**  
causes educational failure



5) Italy:  
**hereditary educational poverty**

A common aspect to these 5 barriers is that they almost never occur on their own. A condition of economic poverty is almost always the premise to aggravate educational poverty, to consolidate cultural discrimination against certain categories (girls, minorities, migrants, women), to weaken resilience and therefore the access to healthy nutrition.





## Kenya: Insufficient nutrition diverts from school

From when the possibility to attend primary and secondary school for free was introduced in Kenya (respectively in 2003 and 2008), net enrolment rates have increased. The most recent available data (Unesco, 2017b) show that net enrolment rate in primary school is 84,87%. It was 62% in 2002.

These data, together with others, give high hopes. The literacy rates of the younger population (15-24 years) amount to 86.53%, showing significant progress compared to the adult population (with literacy rates of 78.73%) and especially compared to the older population (54.04%). Recently the government has invested 9 billion shillings (about 70 million euro) in primary and secondary schools, and introduced a reform of the school system that aims to train young people to be competitive in the labor market (focusing, among other things, on specializations. See Malindikenya.net, 2017 and 2017a).

**However, obstacles to achieve inclusive and quality education still exist.** For example, women's literacy rates are lower than those of men (74.01% vs. 83.78%), university enrollment rates as well (3.34% vs. 4.75%, Unesco data, 2017), showing how huge gender differences persist in education.

**These differences between men and women, boys and girls depend on several factors**, including the existence in some areas of a patriarchal culture (which favors boys' education), the extent of **child marriages** (23% of women get married before the age of 18) and consequently **teenage pregnancy** (in rural areas of the country 28.5% of women has a child before the age of 18, UNFPA, 2017a), with important consequences on health and education. Young mothers with low educational levels have lesser capacity and possibility to invest in the care, nutrition and education of their own sons and daughters.

**In particular, it is precisely the issue of poor nutrition that appears to be the obstacle to overcome for enabling school participation and the children's educational success.** Proper nutrition from a young age has a positive impact on future health, development and intellectual capacities, favoring school attendance and success, and eventually adults' participation in the labor market (WHO, 2017a).

Based on these assumptions, WeWorld Onlus has been involved since 2016 in the implementation of a project developed to enhance maternal and child nutrition in Migori County. In this area of Kenya, 65% of the population lives below the poverty line; the economy is based on subsistence farming and agriculture, activities that are even less profitable because of drought; coverage of sanitation services is very low and 33.1% of the local population defecates outdoor (Ministry of Health, 2014); fertility rates are among the highest in the country (5.3 children per woman vs. 3.9 nationwide) (Kenya National Bureau of Statistics et al., 2015).

All these factors affect the nutrition of children, women and their families. In Migori County, 26.4% of under-5 children suffer from chronic malnutrition and 9% is underweight (Kenya National Bureau of Statistics et al. 2015).

At times, **malnutrition** affects children's school performances. Indeed, **undernourished children have lesser capacity of concentration and worse performances because of hunger; they are more likely to get sick (they are weaker when facing infections) and they will, therefore, be more easily absent from school; if they have been**

### THE GOOD PRACTICE

Since 1980, the World Food Program supports the Government of Kenya through the distribution of school meals with the Education School Meal Programme. The program includes both supply of food and monetary transfers to schools in order to buy the necessary items for the production of meals in school canteens.

In 2009, the WFP has contributed to set up in Kenya the *Home Grown School Meals* program that connects the school canteens with the local farmers. Based on a monetary transfer to the schools, this program enables a School Committee composed of teachers, parents and community members to acquire the necessary food for the school meals. This program enabled the Government of Kenya, with the WFP support, to provide, in the country, a hot meal to 1.5 million children in primary schools among which 950.000 live in the arid and desert areas.

It has been demonstrated that school meals fosters access to education by removing one of the main obstacles to school enrollment. As reported by WFP, "a daily school meal allows children to focus on their studies rather than their stomachs and helps increase enrolment and attendance, promotes graduation rates and improves cognitive abilities".

(<http://www1.wfp.org/schoolmeals>).

## WeWorld Index 2018 Indicators on Education, Kenya

Indicator	Value	Ranking	N. of Countries
17. Net enrollment rate, pre-primary	28.77	108	150
18. Net enrollment rate, primary	84.87 (2012)	128	158
19. Adult literacy rate	78.73 (2014)	97	147
20. Government expenditure on education	5.27 (2015)	55	156
27. Adult literacy rate, female	71.89 (2014)	99	148
28. Percentage of graduates female	n.a.	n.a.	135
<b>WeWorld Index 2018 Kenya</b>	<b>-47</b>	<b>130</b>	<b>171</b>

undernourished during their first 1,000 days of life, they are more likely to have both physical and intellectual permanent damages.

The WeWorld project was born with the aim to significantly contribute to the improvement of the nutritional status of women and children under 5, strengthening the ability of Migori county to prioritize nutritional issues on its political agenda. The activities focus on the critical stages from pregnancy until the new born is 2 years of age (the first 1,000 days of life), through a participatory approach that involves parents, health sectors workers, teachers, communities at large and all relevant stakeholders.

The first 1,000 days are indeed a critical phase for children, because during this span of time the bases for future physical and cognitive growth are laid (see WeWorld Index 2017). The malnutrition of children and their mothers at this stage of life can cause damages to the new-born's brain development, lower learning and successful abilities at school, and also increases risks of infections and diseases (Unicef, 2017c; 1,000 days, 2018). **The effects have repercussions on future generations: undernourished women will give birth to malnourished girls who in turn will be malnourished mothers, thus perpetuating a vicious circle, the malnutrition circle.**

It becomes then fundamental to invest primarily in the women-mothers in order to increase their awareness about the importance of proper and safe nutrition for themselves and their children. Programs designed to deliver meals at school are crucial because they provide food to children who would not eat them otherwise and encourage them to attend school. However, they must be accompanied by interventions that intend to **facilitate women's empowerment, based on the strong link between nutrition of women and nutrition of children, but also between education of mothers and nutrition of girls, and more generally between inclusion of women and inclusion of both boys and girls children.**

For this reason among the many activities of the WeWorld project, some are addressed to women: home visits by community health volunteers duly trained with the purpose of teaching nutritional and hygienic practices; training by officials of the Ministry of Agriculture and Health to disseminate sustainable agricultural practices in semi-arid areas (such as Migori); periodic meetings in schools and communities to raise awareness on the issues of food security, health and hygiene, involving, besides women, youths and families. These activities concern the educational, agricultural and health fields together; they requires the involvement of various public actors (Ministries) and civil society (NGO networks).



### **THE VOICE OF Dorothy, nutritionist and worker in the WeWorld project in Kenya**

*My name is Dorothy, I am a nutritionist and I work in the WeWorld project. Biko is 9 years old and he is in first class of primary. Before becoming part of the project, Biko was not going to school and he was affected by chronic malnutrition. I started by weighting him and measuring his height because I realized he was stunted. I started giving him some food supplements, but Biko had no appetite, he also had some wounds that would not heal and he would get sick continuously. He was used to throwing away the food, so I began to give him little food but often.*

*I encouraged him to eat and I explained to him that it was important for him to eat well. Slowly, Biko has started to have more appetite and I have noticed the first changes. Before, Biko used to miss school frequently, because he continuously got sick. He was always tired. Now, he has really changed, he goes to school every day and plays with the other children like he has never done before. We are truly happy with the work accomplished with WeWorld.*

## Recommendations

In Kenya, chronic malnutrition of children under 5 years of age stands at 26% (2014 data) and, even it has decreased (it was at 35% in 2009), at the current growth rate (2.7%) the number of children suffering from chronic malnutrition will increase to 2,960,000 in 2025 (European Commission, 2016). Chronic malnutrition is a hidden, silent killer: it leaves permanent physical and intellectual damages especially in the first 1,000 days of life. It affects children's education: attendance, performances, the continuation of studies, and more generally on skills development useful in future for the labor market. Based on the experience of WeWorld in Kenya, to combat malnutrition and its effects, including those on education, it is important to:

- supply an adequate school meal to every child (both boy and girl)
- provide the construction of school canteens and water wells to ensure water flow and safe water; where these services already exist, to make provisions for their maintenance, their performance and correct use (e.g.: to empty and clean the latrines, guarantee the availability of utensils in the kitchens for the preparation and distribution of meals)
- face the problem of malnutrition in a multidimensional perspective and with the involvement of various institutional actors and civil society. In particular, the Ministries of Education, Health and Agriculture are called to work in a synergistic way and with an integrated approach
- work on prevention, intended as information, training and awareness-raising, to educate both boy and girl children, families and local communities on proper nutrition and hygiene
- increase funds granted specifically for the promotion of nutrition and for the combat malnutrition, establishing a budget line ad hoc
- promote food products cultivation (including autochthonous ones) with high nutritional value and sustainable agricultural practices (eco-friendly), both among families and at school (for instance, with the implementation of school gardens which can serve as a teaching tool to promote knowledge in food and agriculture)
- invest in programs that focus on the first 1,000 days, because, in order to reduce the risk of malnutrition, it is essential to intervene during that span of time.



## India: internal migrations limit school participation

The Indian economy is growing at the yearly rate of 7%, yet, this growth is not inclusive. India ranks at the 123rd in the WeWorld Index 2018 (out of 171 countries).

India still faces many problems such as poverty, corruption, violence and discrimination against women and girls, child mortality, child labor, the insufficient possibility of access to good quality primary and secondary schools, the limited employment opportunities beyond farming and the increase of seasonal migrations, which strongly affect children's access to education.

Seasonal migrations are not a new phenomenon in the world. However, several studies highlight how migration is historically a strategy more widespread among the Indian population, especially the poorest, to face the daily difficulties in rural areas.

Seasonal migrations have become more and more frequent due to the severe droughts that hit the country. Poor rainfalls, combined with bad water resources management, have had devastating effects on the agricultural production. In India more than 600 million people live on agriculture and almost two thirds of the land do not have irrigation systems but they are totally dependent on monsoon rains.

Drought and water shortages make difficult to cultivate the fields and generate high food insecurity. Families are forced to migrate to other parts of India in search of water, food and work.

Among the Indian states the most affected by drought is Karnataka (South-Western India), where WeWorld Onlus works to make quality education accessible to children. In the Gundlupet area in the Chamarajanagar district, migration has been a regular phenomenon for around 40 years: the inhabitants are mainly small farmers or do not own land at all, and work in others' dependencies, fields and plantations. In times of drought, when work, food and water are scarce, families move around taking their children with them.

It is estimated that, throughout India, migrant children (0-14 years) are one third of the migrant population. In

the study conducted by WeWorld Onlus (entitled *Incidence of Child Migration in Chamarajanagar District of Karnataka, 2016*) in collaboration with the Indian partner RLHP (Rural Literacy and Health Program) and the Migration Information & Resource Center; this percentage stands at 40% in Chamarajanagar district. 20% of migrants are children between the ages of 6 and 14, 12% are boys between the ages of 14 and 18, and 8% are children under the age of 6. The respondents are mostly small farmers or workers in others' dependence. Half of them have attended school, but 33% are illiterate. They are young people: the majority is less than 35 years old. Almost all

## THE STORY OF Dayita, 14 years old, from the village of Banithalapura

The WeWorld survey shows that girls must face many difficulties during migration. In appearance, they look like any other girls: they smile, joke and chuckle their giggles in the typical adolescent attitude, but in reality they hide all their vulnerability of migrant girls. When we met Dayita, she was not laughing like the others. Despite trying to hide her emotions, she showed her vulnerability and sadness:

*I am not as lucky as my friends. They stayed home, but I had to follow my mother in Kerala. I went to school until the first grade, then I had to leave school to go to work and help my mother. At 13 years old, I left.*

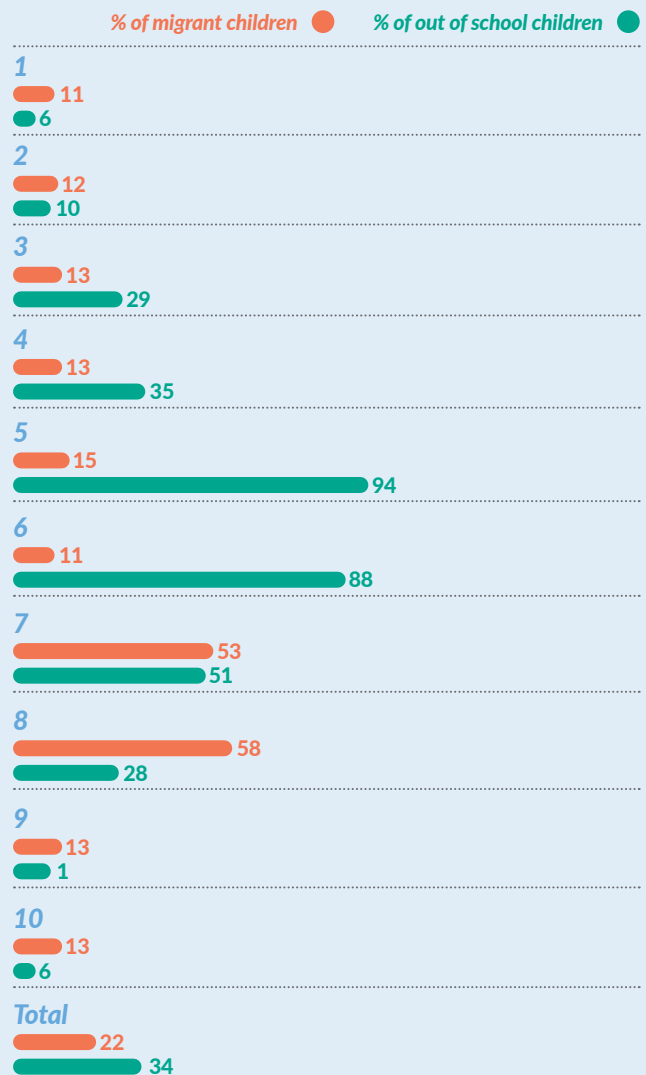
*Since I am a child, I work as an unskilled worker in the collection of coffee beans. They give me 4 rupees (5 euro cents) for every Kg of coffee. I do not like this job, I feel lonely because there is nobody of my age. I live alone with my mom. We have nobody, so my mother did not want to leave me in our village of origin fearing that someone would take advantage and abuse me. In my community (the Uppara), girls usually get married when teenagers.*

*I'm sad because I can no longer remember how to read. I do not know where the library is, but my mom told me that we are lacking clothes and food, and these things are more important than reading. My sister is luckier than me. She lives in our village of origin with our grandmother and her teacher takes care of her, makes her study and gives her books to study.*

The research conducted by WeWorld let better understand the phenomenon of seasonal migrations in India, analyze the needs of migrant boy and girl children and identify potential beneficiaries. Like Dayita, who will soon be part of a WeWorld program aimed at ensuring inclusive education for young migrants.

## Percentage of migrant and out-of-school children by grade, out of the total number of school-age children for that class

On the total number of school-age children in the 6 villages considered in the WeWorld Onlus research, 22% are migrants and 34% do not go to school. The chart shows that the percentage of migrant children is higher in classes 7 and 8: families tend to bring 12-13 year olds with them. The number of children who do not go to school is very high, with percentages ranging between 29% and 94%, and it is particularly concentrated in the smaller age groups (8-11 years). As for the left behind children, it can be hypothesized that having no parental control and support, they leave school.



Source: WeWorld (2017), *Incidence of Chil Migration in Chamarajanagar District of Karnataka*

households (98%) have contracted debts for their own sustenance. Debts (17%), but mostly lack of work (31%) and drought (30%) push families to migrate. The remaining (22%) migrate in search of higher wages.

Seasonal migration has different consequences on younger generations depending on their age.

For the youngest ones, migration affects cognitive and psycho-social development, undermining the basis for their future academic success. Receiving education from an early age is essential both for preparing children for primary school and for promoting their development as a whole. Migrant families who move from Karnataka to other areas settle in the properties within the plantations they work in, where some essential services are missing. Here it is difficult for the children to be vaccinated, the environment is not healthy (think of pesticides), there are no pre-primary schools, houses are small, the supply of water is scarce, and there are no sewers. In general, the conditions of migrant families worsen in places of destination compared to those of origin.

During migration children interrupt the studies already undertaken, and often do not resume attending school in the places of destination. In India, piecework is quite widespread and there is no minimum wage guaranteed. Young people are involved by their parents in the field work in order to contribute to the family sustenance. Deprived of the support of the family networks and in the absence of the parents, the adolescents must provide care for the younger brothers/sisters and help in managing the household. Attending school becomes difficult, also because of the different local language, used in the places of destination.

Migration also affects the educational pathways of the 'left behind' children, i.e. those who are left at grandmothers and aunts' care in their villages of origin, while their parents emigrate. These children find it difficult to continue their studies without parental guidance. Although the risk of leaving school is lower than that of migrant children, the attendance is discontinuous and compromises their educational path. In the absence of timely school monitoring and adequate support from grandparents, migrant's children remain absent from school for prolonged periods of time and lose interest in education. Moreover, the sustenance of left-behind children depends entirely on remittances sent by parents: 95% of the migrant workers considered in our study send money to family members left in their villages of origin, and a delay in sending compromises the survival of the relatives left home.

## WeWorld Index 2018 Indicators on Education, India

Indicator	Value	Ranking	N. of Countries
17. Net enrollment rate, pre-primary	n.a.	n.a.	150
18. Net enrollment rate, primary	92.26 (2013)	93	158
19. Adult literacy rate	69.30 (2011)	112	147
20. Government expenditure on education	3.84 (2013)	104	156
27. Literacy rate, female	54.00 (2011)	114	148
28. Percentage of graduates female	50.45 (2015)	93	135
<b>WeWorld Index 2018 India</b>	<b>-31</b>	<b>123</b>	<b>171</b>

## Recommendations

To guarantee an inclusive education to migrant children, programs are necessary in both destination and departure location. Without the pretention to offer universal solutions, we can propose a few basic recommendations:

- to guarantee that migrant children have access to national education systems
- to organize tutoring programs to allow those who had to interrupt their studies to recover lost years
- to train teachers on the condition of migrant children
- to financially support poor migrant families for the purchase of textbooks and school supplies in places of origin
- to promote programs that support poor families, to limit migrations
- to develop long-term action programs addressing issues that are related to migration, such as environmental issues
- to involve various institutional actors in the development and implementation of these programs, firstly those dealing with the rights of children and women.



## Nepal: gender discrimination hinders girls' access to education

Nepal obtains a score of -28 in the WeWorld Index 2018, reaching the 121th position in the ranking. Despite the faint progress compared to 2017 (when it had a WeWorld Index of -31), women as well as children still suffer from different forms of exclusion. Children are the most disadvantaged: high infant mortality rates, 34.50%, 118th out of 175 countries, underweight children, 30.10%, and a widespread violence against children, with 37.4% involved in child labor and an adolescent fertility rate of 71.3 %.

In contrast, great progress has been made to ensure access to basic education: in 2016, 96.96% of children attended primary school. However, if we look at gender differences, we notice that enrollment rates of girl are lower than boys: **girls suffer from several forms of discrimination that limit their access to education** (Unesco, 2018). Girls who come from poor families, live in rural areas, belong to lower castes and for which norms and customs are still very strong are the most discriminated.

Child marriage is a very common cultural tradition: **37% of girls in Nepal get married before the age of 18 and 10% before the age of 15 (by law the minimum marriage age is 20 years). Nepal is the third country in Asia by number of child marriages**, after Bangladesh and India.

Among the main causes of child marriage we find: poverty, to be born in a lower caste as well as some particularly strong cultural norms and social pressures.

First of all, marriage remains for poorer families a way to get rid of a person to feed. Then there are some cultural norms and social pressures that urge families to marry their daughter: in some communities it is "normal" for girls to get married as soon as they reach puberty. Marriage is a way to control their sexuality and to avoid pre-marital relationships, which among other things would be condemned by the community. From the view of the husband's family, marriage is an economic incentive: dowry is still a common practice, and bridal families are expected to give a higher dowry to older daughters or more educated spouses (that is why it is better for girls to be less educated than boys). For this reason girls are often seen as a "weight". While boys, once grown up, will contribute to the family income and will support the families of origin, girls will go to live in another family. It is therefore more convenient to invest in boys' education and nutrition.



### **THE VOICE OF Bhusal Yadal Prasal, in charge of the educational and child protection activities of GAN (Global Action Nepal), partner of WeWorld.**

*The Sister for Sister Education method is an educational methodology based on the relationship between big and little girls in educational terms. Every big sister takes care of 4 little sisters and helps them in the study, trying to improve their learning skills. Currently we have selected 72 big sisters. Big sisters help the little ones by regularly following them. They have a weekly meeting that helps them in the studies and more.*

*Big sisters can help the youngest in reading, they can motivate them in the study, and they are responsible for their educational progress. They also talk about daily issues or difficulties with friends or with parents. In fact, many parents are illiterate or poor literate, and cannot follow their children in their studies. Sometimes it is necessary to explain to parents the importance of school and education; the big sisters can do this.*

*An important aspect is that the big sisters are girls who have just finished or still go to school and that above all come from the same area and consequently share the same difficulties as the little sisters. The continuous support of an older person allows overcoming problems and difficulties more easily and therefore guarantees an enhanced educational outcome.*

*The case of Suma is an example. She is 14 years old, in a family of six individuals, they live on agriculture and it is very difficult for them to provide for the sustenance of the whole family. The community in which she lives does not give much importance to the girls' education. Suma has always attended the school irregularly, also because she had to help in the housework. Thanks to her big sister, Suma started to regularly go to school and to study more. The big sister also went to see Suma's parents and explain to them the importance of education. Parents understood and allowed her to help less with housework and to go more to school. Suma has improved more and more, has started to participate in various extracurricular activities and courses on children's rights, hygiene, child marriages, etc. She has acquired confidence in herself and determination, and now she is not afraid to express her opinions. She became one of her school's brightest students and a defendant of girls' rights and education. All this made her parents happy, who now support Suma and encourage her to continue her studies. For her activism against child marriages and in defense of education for girls, Suma was recently awarded by the Ministry of Women, Children and Social Welfare of Nepal and on the occasion of International Girl Children's Day, she was awarded as "an unknown heroine".*

Child marriages, and generally, gender discrimination that persist in the Nepalese society, are therefore an obstacle to girls' education in terms of both access and participation.

**In some areas of the country and in some communities (Dalits for instance), child marriages are particularly widespread and strongly affect the school participation of girls and adolescents.** In the district of Kapilbastu, in the Western Terai region, 17.8% of the school population does not go to school and the district is among the 10 least performing in the educational sector of Nepal (Ministry of Education, 2014). It is no coincidence that the district is also one of the most economically disadvantaged areas of the country, where poverty and chronic malnutrition in children are common, and a rigid caste division is present.

In this area, WeWorld Onlus, in collaboration with two organizations GAN (Global Action Nepal) and SSDC (Siddharta Social Development Center), has therefore decided to intervene with the objective to ensure inclusive and quality education to children, but in particular to girls who risk to be married early and in general to be victims of gender discrimination.

To be more specific, the project activities aim to promote access to school, participation and acquisition of knowledge and skills. To achieve these aims, the project includes local civil society organizations (CSOs) in decision-making processes and in the quality management of basic education services. Therefore, together with the CSOs, campaigns are organized to raise awareness among communities and families on the issue of school drop-out and importance of education, territory mapping to identify girls out of school and most vulnerable families, child clubs to encourage active participation of children and provide them with information on health, hygiene, rights, etc., after-school classes, bridging classes to reintegrate drop-out children and teenagers.

**Among the most interesting aspects of the project, there is the methodology used to support girls' access and participation to school: the Sister for Sister Education, a method that aims to make the family and educational context child friendly, or better, girl friendly.** In order to accomplish this, a few girls who completed high school (*the big sisters*) are selected to support - psychologically, emotionally but also concretely - the youngest (*the little sisters*) in their educational path. The *big sisters* regularly meet with the smallest, help them in the study, involve them in extracurricular activities, support them in solving problems, meet their families to motivate them to send their daughters to school and relate with teachers. These girls are duly trained and involved in meetings within the schools, to get to know the younger girls and their teachers. But their task is not only to support the participation of girls already in school and who risk to drop out, but it is also to bring back the girls who have already drop out of school.

The *little sisters*, in turn, know they can count on a "sister" who becomes for them a point of reference and a model to aspire to. Thanks to the support of the *big sisters*, the younger girls are able to acquire more confidence and self-esteem, improve their attitude towards school and their ability to relate with others, they become more regular in attending school and obtain good results, with positive effects on their aspirations and choices in life. The final goal is to disseminate among youths (both older and younger ones) - and in general between their com-



*The Big Sisters' group at the end of the training course, ready to help other girls*

## WeWorld Index 2018 Indicators on Education, Nepal

Indicator	Value	Ranking	N. Countries
17. Net enrollment rate, pre-primary	56.82(2016)	78	150
18. Net enrollment rate, primary	96.96 (2016)	41	158
19. Adult literacy rate	59.63 (2011)	120	147
20. Government expenditure on education	3.71 (2015)	110	156
27. Adult literacy rate, female	38.50 (2011)	124	148
28. Percentage of graduates female	48.31 (2013)	99	135
<b>WeWorld Index 2018 Nepal</b>	<b>-28</b>	<b>121</b>	<b>171</b>

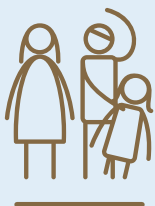
munities - a culture that recognizes their rights (including education), and enhances women's role in the society. It is only in that way that young people and women can gain greater control over their own lives, acquire empowerment, continue their studies and actively participate in the political, economic and social life of the country.

## Recommendations

*Fighting the practice of child marriages is essential to ensure school access and attendance for Nepalese girls and teenagers. Education allows girls to raise awareness of girls' rights, to have skills and information to live better, to heal and feed themselves properly, to gain autonomy and freedom. It allows them to have cognitive, social, and material tools to choose when to become mothers and raise healthy children.*

*Legislation prohibiting child marriages is necessary but not sufficient (in Nepal the 1963 Act forbids marriage until 20 years old but in fact it is not applied). In order to address the phenomenon, and in general to combat all gender discriminations of which women and girls are victims, we should:*

- *organize periodic awareness and education campaigns on gender issues and the rights of boy and girl children, addressed to young people and adults (primarily parents, teachers ...)*
- *involve local communities and civil society organizations in activities of advocacy on the issues of quality education for girls*
- *create child friendly environments in schools that pay specific attention to girls' need*
- *promote income generating activities, also in forms of income support, that help the poorest families, reducing the risk for girls to be given in marriage or to be involved in child labor.*



## Brazil: violence causes educational failure

In the WeWorld Index 2018, Brazil occupies the 78th position (with an Index of 15), registering a deterioration in the inclusion of children and women compared to 2017. It was in fact in the category of sufficient inclusion (61st, 23 points), but in 2018 it has been relegated into the group of countries with insufficient inclusion. In fact, in recent years Brazil has gone through a political followed by an economic crisis which has not yet recovered: unemployment rates are still high (13.4% for men and 15.4% for women, according to the WeWorld Index 2018<sup>5</sup>), corruption has increased (indicator n. 8) and the level of democracy has decreased (indicator .n. 7) by the WeWorld Index 2017. This climate of uncertainty and instability only feeds discontent, poverty, debts and violence, especially in vulnerable contexts - marginal neighborhoods of large cities, but also isolated rural areas.

Regarding violence, the Institute of Applied Economic Research (IPEA) notes that in 2015, 59,080 people were killed in Brazil, about 11,000 more than in 2005. 54.1% of victims are young men between 15 and 29 years old. Violence is not a new phenomenon in Brazil, but the most recent data from the IPEA (2017) are alarming: in some states of the country homicide rates are twice the national average (58.1% in the Sergipe, 46.7 % in Ceará), those committed against black people have increased by 18.2% since 2005 and those towards black women by 22%, women killed by their own husband were 4,621 in 2015.

All this violence also reaches Brazilian schools and catches education professionals unprepared, especially those who work in schools among the most disadvantaged and "problematic" neighborhoods, often located on the suburbs of the large cities. In fact, when the district becomes a violence "hostage", it is more likely that the school itself is hit by violence. **Young Brazilians internalize a culture of violence present in the contexts in which they live but often also widespread in their families:** 31% of Brazilian women claim to have suffered physical and/or sexual violence from their partner at least once in their life (OECD data, see indicator 33 of the WeWorld Index 2018). Therefore, boy and girl children grow up in a family context where relationships are based on a machist culture and on dynamics of violence and oppression.

**The culture of violence that children and young people learn in the context in which they live and/or in their own families, is reflected in their school life in form of aggressive behavior, inability to build relationships not confrontational with peers and teachers, inadequacy to school context, its rules and values. It affects their**



**school performances and attendance; it influences directly and dramatically children's learning<sup>6</sup>.**

In this context WeWorld Onlus, together with local partners with proven experience (Pastoral do Menor, ESPLAR and the Caritas Diocesana of Crateús), has launched a Program developed to propose to children and adolescents modes of relationship different than conflict. This is done through the involvement and the training of teachers and schools, by cooperative learning, multicultural education, prejudice reduction and violence prevention.

WeWorld and its partners use the technique of conflict mediation and restorative practices. Professor **Mônica Carvalho Vasconcelos, specialized in conflict mediation at the University of Fortaleza and program consultant**, gives a good explanation on what these techniques imply:

*Both mediation and restorative practices are tools, mechanisms that enable us to tackle social conflict by involving the people concerned in the resolution process. So, both in mediation and in restorative practices, the logic based on the research and the punishment of guilty one and the distinction between those who are right and those who are not changes. The restorative methodology is based on the idea that conflicts can be resolved by those involved and that people can take responsibility for their actions, finding an agreement based on the possibilities and needs of all those involved. Both mediation and restorative justice cannot succeed if the values on which they are based are not developed within the school. One must start from school to develop values such as self-liability, respect and empathy for others, and the importance of dialogue.*

The WeWorld Program aims to institutionalize the use of restorative practices and conflict mediation techniques in schools, in order to set up a more peaceful environment, improve relationship and dialogue between school-family-community, promote non-violent communication and the creation of a proactive work from safe,

## WeWorld Index 2018 Indicators on Education, Brazil

Indicator	Value	Ranking	N. of countries
17. Net enrollment rate, pre-primary	81.98 (Unesco est. 2016)	35	150
18. Net enrollment rate, primary	92.70 (2015)	91	158
19. Adult literacy rate	91.73 (2014)	74	147
20. Government expenditure on education	5.99 (2013)	33	156
27. Adult literacy rate, female	93.62 (2014)	64	148
28. Percentage of graduates female	63.63 (2014)	35	135
<b>WeWorld Index 2018 Brazil</b>	<b>15</b>	<b>78</b>	<b>171</b>



### THE VOICE OF Aurilene Vidal, Coordinator of Pastoral Do Menor, Partner of WeWorld

*As professionals in the social field, a few years ago we started to work in school contexts, also thank to the projects with WeWorld. Within schools we met with situations of conflict and violence that, dramatically, affected young people, educators and teachers. Violence is in fact often suffered by young people and children in their daily life and it is brought into schools. So, we decided to introduce restorative practice and conflict mediation at school. It was urgent to act and do something because, as several scientific studies assure, domestic and urban violence affect learning at school. And this applies to both physical and psychological violence.*

*The school is often unprepared. On the contrary, often the school itself reproduces violence: for instance, the unexplained rules, the unjustified order, the forced hierarchies. In other words, the message is not contextualized according to the child or the teenager with whom we enter into a relationship.*

*Pastoral and WeWorld work together with teachers in schools, helping the institution to manage situations of violence through dialogue and listening. We propose a new way of teaching that generates extraordinary results.*

*On the other hand, school is not always the only interlocutor. We collaborate with other important institutions that work in the social field, in order to create a network and to try to resolve the conflict positively. There is an emblematic case that we faced in a school in the Town Hall of Santa Quiteria, State of Ceará, where violence is extreme. A girl aged 11 had seen her father murdered for drug-related reasons at the age of 4. She was completely abandoned at the time: her mother was a drug addict, alcoholic and the child tended to reproduce all the violence she had in every day. The school did not know how to handle the situation. Thus, we set up a network with CREAS, school, CRAI<sup>5</sup> to solve such a complex case that the school alone was not able to manage. Today she is, thanks to everyone's efforts and to the use of the methodology of restorative practice and conflict mediation, almost an exemplary student.*

democratic and respectable school communities. All this can improve the school environment and student learning. Concretely, workshops of storytelling, theater, games and group meetings are organized, in order to discuss the issue of violence, in a context open to dialogue and confrontation. The aim is to deconstruct stereotypes (such as those based on gender or origin), support children to reflect on concrete cases of violence that are often not perceived as such as they are part of their daily life, make them understand that a certain action (for example mocking the black mate) is not a joke, but a violent act. These activities serve both the purposes to make the children reflect and to gather information on their family environment, perhaps even bringing to light cases of domestic violence.

Therefore, a second type of action is to involve women of these vulnerable families in various activities, with the purpose of accompanying them, if available and with the support of psychologists and social workers, towards a path of escaping from violence.

<sup>5</sup> Most recent data, a few months prior to those collected in the WeWorld Index 2018, indicate a slight economic recovery and a decrease of the unemployment rates in the last quarter of 2017. By contrast, Standard and Poor's has recently cut its credit ratings of Brazil from "BB" to "BB-" (R.it, 2018a).

<sup>6</sup> Several psychological studies show that violence on children has several effects on their psyche, social relationships, emotional relationships, the regulation of their emotions (for instance they overestimate the emotions of anger), cognitive abilities and intellectual functions (for further information see State of Mind, 2017 and the special issue No. 4, volume 70, of the journal *American Psychologist*, 2015). It is therefore evident that this also has consequences on attendance, learning performances and relations with teachers and peers.

<sup>7</sup> CREA Centri de Referência Especializado de Assistência Social (Centers of Reference Specialized for Social Assistance), CRAI Centros de Referência ao Atendimento Infantojuvenil (Centers of Reference for Child and Youth Care).

## Recommendations

*In the WeWorld Index 2018, Brazil occupies the 165th place (out of 175 countries for which data are available) by homicide rate. To have a point of comparison, the least dangerous country is Singapore (with a rate of 0.25), the most dangerous are El Salvador, Honduras and Venezuela (see indicator 9).*

*In addition to the violence present in marginal urban and rural contexts, the Brazilian society is also permeated by domestic violence and machismo. Children who witness violence against their mother are themselves victims of violence. In fact this kind of violence has harmful effects on children at an emotional, cognitive, behavioral, physical and relational level, in the short, medium and long term (WHO, 2014). The consequences also impact the relationships in school, with teachers and mates, as well as in the learning process. Educating children and teenagers in peaceful dialogue at school as well as relationships based on respect have positive effects on the students themselves, on families and on the whole community.*

*In order to accomplish this, we need to:*

- *support schools in understanding and facing both specific cases of violation of children's rights and situations of widespread violence. This must be "treated" with positive examples, with the demonstration that issues could be solved in a pacific way. In order to do this, educators, teachers, and school leaders should be informed about the possibilities of support offered by local social services for the post-traumatic assistance of victims. Teachers must be carefully trained on conflict mediation techniques, in order to provide them with the appropriate tools and methodologies to transmit and disseminate a culture of peace among young people.*
- *involve families and students more closely in the training processes (e.g. through workshops with families, cooperative activities including school, family & community) so that the entire educating community adopts the restorative practices*
- *strengthen the woman's position in the society and in the family. Provide her concrete tools to safeguard her rights as woman and as a person.*



## Italy: hereditary educational poverty

**Economic and educational poverty hinder the development of all the potential of the children, especially for some social categories and in some areas of the country.**

Two documents from the Ministry of Education (2017 and 2018) review the degree of inclusion of the Italian education system. Although early school leavers with a rate of 13.8% (Istat, 2016), are decreasing compared to 20.8% of ten years ago, persist strong territorial and social imbalances. The numbers are still impressive: 23,000 students "at risk of dropping out" in the first level of secondary school and 112,000 students in the secondary school (MIUR, 2018). In all educational levels, especially in vocational schools, failures are the precursors of drop out<sup>8</sup>, but there are also other predictors. The place where a child grows up: the South and in particular Sicily, Campania and Sardinia are above the national average for drop-out rates.

There is also a gender issue: male students are more at risk than female students. Then there is a question of citizenship: pupils of foreign origin are more at risk (3.3% versus 0.6% of Italians, especially those born abroad). Finally, the children and teenagers who live in disadvantaged economic and social conditions are at risk, regardless of their place of residence. In Italy 669,000 families with minors live in conditions of extreme poverty. This phenomenon affects the whole country: 12% in the North, 11.6% in the Center, 13.7% in the South, namely 1,292,000 children and teenagers are in extreme poverty, which represent 12.5% of the total<sup>9</sup>.

Moreover, it has been known for a long time that there is a direct link between economic poverty and educational poverty, i.e. between income and low levels of education; **the differences tend to perpetuate from a generation to the next one**: children with both parents graduated are more easily graduate than children with parents of low level of education<sup>10</sup> (OECD, 2016, WeWorld Index 2015) and have a higher income<sup>11</sup> (Istat, 2016a). Where one does not invest in education, a condition of poverty is perpetuated. This is a **hereditary obstacle** to inclusion (see WeWorld Index 2015) **generated by the socio-economic status of parents combined with the cultural one. Economic poverty and educational poverty feed each other, in a sort of vicious circle that is perpetuated by adults to their children and which is further nourished by the school and the social context.** In fact, the educational poverty derived from material poverty limits the levels of learning: when a child grows up in a disadvantaged family, his discomfort is elevated to the square and if to this we add the fact of growing up in a territory or in a problematic school, his discomfort rises to the cube (SRM and Banco di Napoli, 2018). In fact in Italy, considering the socio economic level of the school, there is a difference of 23% in the rate of repeating of the school year. In Europe it is 14.3% on average (ibid., 2018)<sup>12</sup>.

### Estimated effect of universal secondary education completion on poverty headcount

*It has always been thought that economic development produce benefits for social inclusion, education and health. This way of thinking should be changed: education contributes to eradicating poverty and promotes inclusion, as an UNESCO study shows.*

**780 mln poor**

*in low and middle income countries*

**380 mln poor**

*if all adults completed secondary education*

*WeWorld Elaboration on UNESCO estimates (2017)*

<sup>8</sup> Drop out is, in turn, the precursor of the NEET phenomenon. See WeWorld (2015), GHOST. *Indagine sui giovani che non studiano, non lavorano o non si formano (i NEET): esperienze e politiche*

<sup>9</sup> For an analysis of educational poverty in Italy see Save the Children (2017), *Atlante dell'infanzia a rischio*.

<sup>10</sup> The phenomenon is more pronounced in Italy than in other countries. Only 8% of young Italians aged 25 to 34 who have parents without a secondary school diploma obtain a degree (the OECD average is 22%). On the other hand, 32% of young people with parents having a secondary level of education graduate and as many as 65% of those who have both parents graduated (OECD, 2016). See also Checchi's contribution to the WeWorld Index 2015 (page 69).

<sup>11</sup> Istat (2016a) observes that in Italy, compared to other European countries, the level of education of parents is particularly discriminating: individuals who at 14 years had at least one parent with university or upper secondary education have an income of 29 and 26 percent higher than those who had parents with a low level of education

<sup>12</sup> Osce-PISA, Eurostat and ISTAT data.

# Focus

In other words, where school should be more inclusive, students fail more rather than less. **In Italy, therefore, the situation is aggravated by the segregation of schools and classes of disadvantaged children, accentuating the phenomenon of the educational poverty inheritance combined with the economic one** (SRM and Banco di Napoli, 2018, Invalsi, 2017; De Paola, 2017; Fubini, 2018).

## Recommendations

Only a long-term plan with all public and private social actors can set the goal to interrupt the hereditary transmission of educational poverty in Italy. This plan should be based on the increase of investments and on a series of specific actions (Miur, 2018; ASviS, 2017):






- a unitary governance guaranteed by the government, with Regions and Municipalities
- the focus of interventions in the geographical areas and in the most critical phases of the educational path (e.g. transition between primary and secondary schools)
- resources proportionate to the needs: higher where there are low levels of learning and high rates of dispersion
- expansion of services for early childhood
- strengthening of the territorial networks with the Third Sector Organizations
- strengthening of the database to monitor the phenomenon.

Overcoming educational poverty and reducing drop-out rates could have an impact on national GDP of several percentage points, up to 6% (WeWorld, 2014).

## 5 BARRIERS TO INCLUSIVE QUALITY EDUCATION

### Conclusions

As in these five analyzed cases, in many countries monitored by the WeWorld Index, there are severe limitations to access to an inclusive (truly for all people, without discrimination) and quality education (enabling the development of useful skills for life). The States, International Agencies and NGOs resources should be committed to remove the 5 barriers.

<p><b>INSUFFICIENT NUTRITION</b></p>  <p><b>Kenia</b> 26% children under 5 are stunted 2,960,000 stunted children by 2025</p>	<p><b>MIGRATION</b></p>  <p><b>India</b> 40% of migrants are children and adolescents 34% of migrant children are out of school</p>
<p><b>GENDER DISCRIMINATION</b></p>  <p><b>Nepal</b> 37% of girls get married before the age of 18 38% literacy rate, female</p>	<p><b>VIOLENCE</b></p>  <p><b>Brazil</b> 10th highest intentional homicide rate 54% of homicide victims are young men (15-29 years old)</p>
	<p><b>HEREDITARY EDUCATIONAL POVERTY</b></p>  <p><b>Italy</b> 8% of young people who have parents without a secondary school diploma obtain a university degree 65% of young people who have both parents with tertiary education obtain a university degree</p>

# Conclusion

Several international reports underline that boy and girl children, adolescents and women are more exposed to economic and educational poverty and to various forms of social exclusion than adult men. Besides confirming this assumption, the analysis conducted in the series of WeWorld Index reports intends to contribute to the monitoring of the inclusion process, complete and without reserve, of children and women, identifying the countries and areas in which boys/ girls / women are more at risk of exclusion: education, health, equal opportunities, social participation, access to information, living spaces (environment and home), security, conflicts, access to work, the creation of human and economic capital, child labor and violence against women.

The WeWorld Index proposes the overcoming of an economic and restricted vision of progress by opening up to a broad, multidimensional, dynamic and positive, personal and social, universal, development perspective. It is not enough, in fact, to emphasize that there are cultural inequalities or discriminatory norms to be overcome in order to make equal women and children to men. It must be said, with the same force, that inequalities persist even among women and children who live in some countries with good (yet improvable) levels of inclusion, and others that survive in geographical areas where there are forms of severe or extremely severe exclusion.

**The final ranking of the WeWorld Index 2018 includes 171 countries.** In 100 of them, there are insufficient, severe or extremely severe forms of exclusion (50 countries if we consider only the last two categories, with 59% of the world population: it was 54% in 2017). Iceland climbs the rankings and occupies the first position, totaling a WeWorld Index of 112 points (108 in 2015), recording a slow but steady progress. The Central African Republic remains at the bottom of the rank for the 4th consecutive year.

The country is also 320 points far from the Target Value. It has a distance five times greater than Iceland, which is only 62 points away from the Target Value. In any case also the top countries in the WeWorld Index 2018 could improve in the inclusion of children and women.

After the first three editions of the series in which the links between the rights of women and the rights of children have been deepened, **the WeWorld Index 2018 explores in a specific Focus the 5 barriers that hinder access to inclusive and quality education: the insufficient nutrition, which obstacles or limits school participation; migration, which interrupts education paths; gender discrimination, rooted in cultural norms and customs; violence, which permeates social and family relationships; educational poverty, which in some disadvantaged contexts is transmitted in a hereditary way from adults to children.**

The report suggests some actions to overthrow the 5 obstacles to access inclusive and quality education. To combat malnutrition it is necessary to establish school canteens and promote actions in the fields of education, health, access to food and water and sustainable agriculture. To prevent school drop out by migrant children, it is necessary to guarantee them access to national education systems and to organize tutoring programs. To prevent and combat domestic and urban violence, teachers must be trained on conflict mediation techniques and families should be involved in training processes. In order to prevent discrimination against girls that hinder school participation, besides promoting a strategy to combat child marriages, programs that include peer education (sister for sister), the creation of girls friendly school environments and support for families have proven to be effective. Finally, economic poverty and educational poverty feed reciprocally, in a sort of vicious circle that is perpetuated by adults to children and which is further nourished by the school and the social context. In Italy, only a long-term plan with all public and private social actors can reach the goal to interrupt the hereditary transmission of educational poverty. This goal could lead to an increase of six GDP points.



## APPENDIX

# WeWorld Index methodology

The WeWorld Index measures children, adolescents and women's inclusion considering 17 DOMAINS and 34 indicators (two per domain). The domains are grouped into 3 CATEGORIES:

1. **CONTEXT**, the general environment in which children and teenagers live: 7 domains, 14 indicators
2. **CHILDREN and ADOLESCENTS**, 5 domains, 10 indicators
3. **WOMEN**, 5 domains, 10 indicators

The indicators are derived from accredited sources at the international level (WHO, UNESCO, World Bank, UNICEF, UNDP etc.) otherwise, they are synthetic indexes widely used, such as the *Gender Gap Index* or the *Global Peace Index* (the complete list of indicators is available at pag. 38-39).

The methodology used in the WeWorld Index 2018 is the same as the previous editions (to which we refer for further details). All countries with a population of over 200,000 have been considered<sup>13</sup>. As there are missing data in the world statistical surveys, countries with a number of unavailable indicators above than 4 per category or 9 overall have been excluded in the final ranking of the WeWorld Index, but not in ranking of each indicator.

**In total the countries considered are 176 and the countries included in the ranking are 171.** Micronesia, Palestine, Somalia, Vanuatu and Solomon Islands have been excluded due to lack of data.

The method used to construct the WeWorld Index is that of **standardization by z-score**. Such procedure enables to release indicators from their measurement units and to make them homogeneous and "grouped" in a synthetic index. It also has the advantage, compared to other methods, of showing how far the countries are from each other with respect to a given indicator as well as in the synthetic index.

**The scores obtained by the countries in the composite index have been multiplied by 100 and rounded to the unit. The values thus obtained vary between +112 (score obtained by the 1st country in the ranking) and -146 (obtained by the last country).**

In 2015 - a relevant year because it closes the *MDGs* phase and opens the *SDGs* phase - a **2030 Target Value** has been developed: the one achieved by an "ideal" country that always reached the first position in the 34 indicators of the WeWorld Index 2015 (obviously no real country is indeed in this situation). The 2030 Target Value enables to measure the progress of the countries in comparison to a fixed parameter and not only between them.

## Acronyms

<b>CEDAW</b>	Convention on the Elimination of Discrimination against Women
<b>CRC</b>	Convention on the Rights of the Child
<b>EM-DAT</b>	The International Disaster Database
<b>ILO</b>	International Labour Office
<b>ITU</b>	International Telecommunications Union
<b>MDGs</b>	Millennium Development Goals
<b>OECD</b>	Organization for Economic Cooperation and Development
<b>SDGs</b>	Sustainable Development Goals
<b>UNDP</b>	United Nations Development Programme
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNFPA</b>	United Nation Population Fund
<b>UNHCR</b>	United Nations High Commissioner for Refugees
<b>WHO</b>	World Health Organization

# WeWorld Index 2018 Components

	DOMAIN	INDICATOR
CONTEXT	Environment	1 Concentrations of fine particulate matter (PM2.5)
		2 Terrestrial and marine protected areas (% of total territorial area)
	Housing	3 Population using improved drinking-water sources (%)
		4 Population using sanitation facilities (%)
	Conflicts & wars	5 Global Peace Index
		6 Refugee population by country of origin (% pop)
	Power & democracy	7 Global Democracy Index
		8 Corruption Perception Index
	Security & protection	9 Intentional homicide rate (per 100.000)
		10 Total affected by natural and technological disasters (% pop)
Information access	11 Access to electricity (% pop)	
	12 Individuals using internet (%)	
Gender	13 Gender Gap Index	
	14 Gender Inequality Index	
CHILDREN & ADOLESCENTS	Health	15 Under five mortality rate (per 1,000 live births)
		16 Children underweight (per 100)
	Education	17 Net enrollment rate pre-primary, both sexes (%)
		18 Net enrolment rate primary, both sexes (%)
	Human capital	19 Adult literacy rate, population 15+ years, both sexes (%)
		20 Government expenditure on education as a percentage of GDP (%)
	Economic capital	21 Unemployment rate (% labour force)
		22 Gdp per capita (current US\$)
	Violence against children	23 Children in child labour (5-14 years old) (%)
		24 Adolescent fertility rate (births per 1,000 women ages 15-19)
WOMEN	Health	25 Maternal mortality ratio (per 100 000 live births)
		26 Life expectancy at birth, female (years)
	Education	27 Adult literacy rate, population 15+ years, female (%)
		28 Percentage of graduates from tertiary education who are female (%)
	Economic opportunities	29 Unemployment rate female (%)
		30 Earned income (female to male ratio)
	Political participation	31 Percentage of women in national parliaments (% seats)
		32 Percentage of women in ministerial positions (%)
	Violence against women	33 Prevalence of intimate partner violence (15-69 years old) (%)
		34 Prevalence of non-partner sexual violence (15-69 years old) (%)



SOURCE	REFERENCE YEAR	LINK
WHO	2014	<a href="http://who.int/gho/phe/air_pollution_pm25_concentrations/en/">who.int/gho/phe/air_pollution_pm25_concentrations/en/</a>
WORLD BANK	2014	<a href="http://data.worldbank.org/indicator/ER.PTD.TOTL.ZS?view=chart">data.worldbank.org/indicator/ER.PTD.TOTL.ZS?view=chart</a>
WHO/UNICEF	2017	<a href="http://washdata.org/data">washdata.org/data</a>
WHO/UNICEF	2017	<a href="http://washdata.org/data">washdata.org/data</a>
The Institute for Economics and Peace	2017	<a href="http://visionofhumanity.org/indexes/global-peace-index/">visionofhumanity.org/indexes/global-peace-index/</a>
UNCHR	2016	<a href="http://unhcr.org/search?comid=56b079c44&amp;&amp;cid=49aea93aba&amp;tags=globaltrends">unhcr.org/search?comid=56b079c44&amp;&amp;cid=49aea93aba&amp;tags=globaltrends</a>
Economist Intelligent Unit	2016	<a href="http://eiu.com/public/topical_report.aspx?campaignid=DemocracyIndex2016">eiu.com/public/topical_report.aspx?campaignid=DemocracyIndex2016</a>
Transparency International	2016	<a href="http://transparency.org/news/feature/corruption_perceptions_index_2016">transparency.org/news/feature/corruption_perceptions_index_2016</a>
UNODC	2010-2015	<a href="http://data.unodc.org/#state:1">data.unodc.org/#state:1</a>
EM-DAT	2011-2017	<a href="http://emdat.be/emdat_db/">emdat.be/emdat_db/</a>
WORLD BANK	2014	<a href="http://data.worldbank.org/indicator/EG.ELC.ACCS.ZS">data.worldbank.org/indicator/EG.ELC.ACCS.ZS</a>
ITU	2016	<a href="http://itu.int/en/ITU-D/Statistics/Pages/stat/default.aspx">itu.int/en/ITU-D/Statistics/Pages/stat/default.aspx</a>
World Economic Forum	2017	<a href="http://reports.weforum.org/global-gender-gap-report-2017-dataexplorer/#economy=null">reports.weforum.org/global-gender-gap-report-2017-dataexplorer/#economy=null</a>
UNDP	2015	<a href="http://hdr.undp.org/en/composite/GII">hdr.undp.org/en/composite/GII</a>
WHO	2016	<a href="http://apps.who.int/gho/data/node.main.ChildMort-1?lang=en">apps.who.int/gho/data/node.main.ChildMort-1?lang=en</a>
WHO	2004-2017	<a href="http://who.int/nutgrowthdb/estimates2016/en/">who.int/nutgrowthdb/estimates2016/en/</a>
UNESCO	2006-2016	<a href="http://data.uis.unesco.org/">data.uis.unesco.org/</a>
UNESCO	2007-2016	<a href="http://data.uis.unesco.org/">data.uis.unesco.org/</a>
UNESCO	2006-2017	<a href="http://data.uis.unesco.org/">data.uis.unesco.org/</a>
UNESCO	2006-2016	<a href="http://data.uis.unesco.org/">data.uis.unesco.org/</a>
ILO	2017	<a href="http://ilo.org/ilostat/">ilo.org/ilostat/</a>
WORLD BANK	2016	<a href="http://data.worldbank.org/indicator/NY.GDP.PCAP.CD">data.worldbank.org/indicator/NY.GDP.PCAP.CD</a>
UNICEF	2010-2016	<a href="http://data.unicef.org/topic/child-protection/child-labour/">data.unicef.org/topic/child-protection/child-labour/</a>
WORLD BANK	2015	<a href="http://data.worldbank.org/indicator/SP.ADO.TFRT">data.worldbank.org/indicator/SP.ADO.TFRT</a>
WHO	2015	<a href="http://apps.who.int/gho/data/view.main.1390">apps.who.int/gho/data/view.main.1390</a>
WHO	2015	<a href="http://apps.who.int/gho/data/view.main.WOMENLEXv?lang=en">apps.who.int/gho/data/view.main.WOMENLEXv?lang=en</a>
UNESCO	2006-2016	<a href="http://data.uis.unesco.org/">data.uis.unesco.org/</a>
UNESCO	2004-2016	<a href="http://data.uis.unesco.org/">data.uis.unesco.org/</a>
ILO	2017	<a href="http://.ilo.org/ilostat/">.ilo.org/ilostat/</a>
World Economic Forum	2017	<a href="http://reports.weforum.org/global-gender-gap-report-2017-dataexplorer/#economy=null">reports.weforum.org/global-gender-gap-report-2017-dataexplorer/#economy=null</a>
INTER-PARLIAMENTARY UNION	2017	<a href="http://archive.ipu.org/wmn-e/classif.htm">archive.ipu.org/wmn-e/classif.htm</a>
INTER-PARLIAMENTARY UNION	2017	<a href="http://pu.org/resources/publications/infographics/2017-03/women-in-politics-2017">pu.org/resources/publications/infographics/2017-03/women-in-politics-2017</a>
WHO e OECD	2010 - 2014	<a href="http://apps.who.int/gho/data/view.main.NPSVGBDREGION?lang=en">apps.who.int/gho/data/view.main.NPSVGBDREGION?lang=en</a> <a href="http://data.oecd.org/inequality/violence-against-women.htm">data.oecd.org/inequality/violence-against-women.htm</a>
WHO	2010	<a href="http://apps.who.int/gho/data/view.main.NPSVGBDREGION?lang=en">apps.who.int/gho/data/view.main.NPSVGBDREGION?lang=en</a>

The data collection was concluded in December 2017.

The range of years taken into consideration varies according to the indicator (for some indicators very recent data are available, for others less recent data are available). The broadest range that has been used is 2004-2017.

# WeWorld Onlus

We strongly believe that improvement of children's life can be achieved only through a change and improvement of women's lives.

WeWorld Onlus is an Italian non-profit non-governmental organisation for development cooperation, recognised by the Italian Ministry of Foreign Affairs and International Cooperation. WeWorld Onlus works in Italy, Asia, Africa and Latin America to support children, women and local communities in the fight against poverty and inequality as well as to promote sustainable development.

Children and women are the protagonists of the projects and of the campaigns of WeWorld in five areas of strategic intervention: education, health, gender parity and women's rights, protection and participation. Thanks to the donations of 30 thousand supporters, there are over 1.8 million direct and indirect beneficiaries of WeWorld Onlus' projects in the World.

## MISSION

WeWorld promotes and protects children's and women's rights in Italy and throughout the world.

WeWorld helps concretely children, women and their communities in promoting changes and social inclusion.

## VISION

Children's and women's rights recognized and guaranteed all over the world.



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