



# BUILD ~~BACK~~ FORWARD BETTER

## 2023 BRIEFING



**Save the  
Children**

November 2023

Cover photo: Noa\*, 11 years old, pictured inside his damaged school following back-to-back tropical cyclones – Tropical Cyclone Judy and Tropical Cyclone Kevin – that hit the Pacific Island of Vanuatu in March 2023. Following the tropical cyclones, Noa\* has first-hand experience seeing the devastating impact of climate change. His mother, Emele\*, is worried that her son will see the damage caused by a changing climate throughout his life and that their island nation will become even more vulnerable as the future unfolds.

Photographer name: Damian Mobbs / Save the Children Vanuatu  
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## EXECUTIVE SUMMARY

For children around the world today the frequency and severity of threats to their education have never been greater. **Conflict, the climate emergency, and the hunger crisis have pushed education systems to the brink, combined, this means 224 million school-aged children are now having their education severely disrupted.**<sup>1</sup> This is a large increase from the 75 million children affected by crisis and needing education support in 2016 (note slightly different methodology used).

Over the coming years and decades, countries face increased risk of hazards that pose an ever-greater threat to children's right to a safe, inclusive and quality education. **This high vulnerability and exposure to hazards does not have to mean high risk to education, however.** At least half of all humanitarian crises are somewhat predictable, meaning risks can be planned for and managed in advance to mitigate disruption to children's education. So even if a country has high risk exposure, with good preparation the overall net risk of emergencies disrupting children's education is reduced.

### Risks to Education Index 2023

For the third consecutive year, Save the Children is publishing its **Risks to Education Index**. First published in 2021, the Index ranks countries by the vulnerability of their school system to hazards and against levels of preparedness to those hazards. This provides a holistic view of the risks to education and where national education systems require increased resources from national governments and international actors to mitigate existing, and prevent future, crises.

**This briefing updates the Risks to Education Index with new 2022 or 2023 data where available. We have identified two countries – Somalia and Afghanistan – at extreme risk of ongoing and future crises disrupting education. They are closely followed by a further 25 countries ranked at high risk, with Sudan, Yemen, Mali and Syria amongst the highest countries in the index.**

What this shows is that education systems remain highly vulnerable with new and emerging threats, including the global hunger crisis that is unfolding as a result of new and protracted conflicts, increased food prices, and extreme weather, putting further strain on countries' education systems.

While the number of countries at extreme and high risk have reduced from 4 to 2 and 30 to 25 respectively – largely due to the reduced risk of school closures due to the COVID-19 pandemic - vulnerability to hazards and deficiencies in preparedness remain persistently high in the most at risk countries. **Seven countries have now featured in the top 10 most at-risk countries in every iteration of the Index: Somalia, Afghanistan, Sudan, Syria, Yemen, Mali, and Nigeria.**

**The most-at-risk countries face a compounding set of factors such as vulnerability to climate change, attacks on schools and high-levels of internal displacement.** A failure to prioritise education as a life-saving intervention in preparedness measures and emergency response plans further leads to prolonged disruptions to education. Low digital connectivity rates and fragile infrastructure systems also mean that when a crisis hits and schools and other educational facilities are no longer safe, children are frequently unable to continue learning at home.

### Millions more children's learning and wellbeing is under threat – unless action is taken now

Building resilient education systems in all countries – through investment in crisis-sensitive planning, preparedness and anticipatory action - is critical, and even more so in crisis-prone and low-income countries.

**In the face of growing risks, governments need to develop and implement an integrated preparedness plan to secure children's learning and wellbeing in future crises.** We urge donors and multilateral institutions to also step up by scaling up and adapting finance to enable anticipatory action and no-regrets action at scale – without adequate funding for preparedness and anticipatory action even the best laid plans will fail.

## A DEVASTATING YEAR OF DISRUPTION TO CHILDREN'S EDUCATION

From earthquakes in Türkiye and ongoing conflict and economic crisis in Syria to floods in Bangladesh, 2023 has been another devastatingly disruptive year for children's education around the world. Conflict, climate change, food crises, forced displacement and the aftermath of COVID-19 have continued to strain education systems and deny millions of children the opportunity to learn and thrive.

- **Deadly earthquakes in Türkiye, Syria, Morocco and Afghanistan** have further impacted the education of millions of children. In Syria, 2.4 million children were already out of school at the beginning of 2022.<sup>2</sup> In southeastern Türkiye access to education has been disrupted for nearly 4 million children, including 350,000 refugee and migrant children, who were already experiencing high dropout rates and a lack of quality education.<sup>3</sup> At least 100,000 children were also affected by the Morocco earthquake, with school dropouts expected to rise, particularly amongst girls.<sup>4</sup>
- An upsurge in violence in the **Sahel region** has left children and teachers too scared to attend school and closed nearly 7,800 primary schools, an increase of 20% on 2022.<sup>5</sup> 1.4 million children across Burkina Faso, Niger and Mali are subsequently missing out on their education.
- In September, as the second academic year in wartime started, **more than 40% of children in Ukraine were unable to go back to school full-time.**<sup>6</sup> This includes about one million students who will rely solely on remote learning.
- As the **conflict in Sudan** approached its six-month mark in October an estimated 19 million children remained out of school.<sup>7</sup> This risks a generational catastrophe and leaves children exposed to immediate and long-term dangers, including displacement, recruitment into armed groups and Sexual and Gender-Based Violence.

### Education systems are also still struggling to recover from previous crises

During the height of the pandemic, schools across Pakistan were fully or partially closed for 64 weeks between March 2020 and March 2022 – some of the world's longest school closures.<sup>8</sup> Pakistan was then hit by catastrophic floods in July 2022, significantly interrupting children's education once again. **One year on from floods in Pakistan, 30,000 schools are still in need of urgent repair, leaving 2 million children out of school and requiring educational support.**<sup>9</sup> For those children that have been able to return to school, the average time schools were out of session was seven weeks. Yet evidence from Pakistan's 2005 earthquake shows that just four weeks of school closures could lead to learning losses equivalent to 1.5 academic years four years later if not addressed with remedial education.<sup>10</sup>

### After decades of progress the number of out-of-school children around the world has risen

Recently published figures – the first since the COVID-19 pandemic – show that the global number of out-of-school children has increased by 6 million since 2021.<sup>11</sup> **A staggering 250 million children are now missing out on an education.** This increase is largely due to the exclusion of girls and young women from education above the sixth grade in Afghanistan and an increase in the out of school population in sub-Saharan Africa but is also a result of recent stagnation in education progress, exacerbated by school dropouts and learning losses during the pandemic.

### In the face of growing needs, the funding gap for education in emergencies has also widened

Funding for education in emergencies is higher than ever before, reaching more than US\$1.1 billion in 2022.<sup>12</sup> However, needs have also skyrocketed – tripling since 2019 to reach almost US\$3 billion. **This means that the funding gap for EiE has actually widened, with only 30% of education in emergencies requirements being funded in 2022.** Total Official Development Assistance to education also fell by 7 percent, from US\$19.3 billion in 2020 to US\$17.8 billion in 2021, returning to pre-Covid levels.<sup>13</sup>

Many donors stepped up to fund Education Cannot Wait - the global fund for education in emergencies – announcing US\$826 million in pledges at its High-Level Financing Conference in February 2023.<sup>14</sup> However, some of ECW's largest current and prospective bilateral and multilateral donors have yet to commit to new funding for its 2023–2026 strategic period. As of October 2023, ECW faces a funding gap of approximately \$640 million to deliver its ambitious strategic plan and reach 20 million crisis-impacted children.



# THE RISKS TO EDUCATION INDEX 2023

## Methodology

The **Risks to Education Index 2023** uses the same methodology as the 2022 and 2021 iterations of the Index. It ranks countries by the vulnerability of their school system to hazards, vulnerability and deficiencies in preparedness.

It is important to note that high vulnerability and exposure to hazards does not always mean high risk. **This is illustrated by the following risk equation: Risk = Hazard x Exposure x Vulnerability.**<sup>15</sup> A country can therefore have high exposure to hazards, but with good preparation this reduces vulnerability and the overall net risk.

The index uses the same nine risk indicators grouped into the following six dimensions:

1. Vulnerability to climate change in combination with its readiness to improve preparedness.
2. Humanitarian factors – including the scope and scale of attacks on education and the number of internally displaced children.
3. Percentage of youth unemployment.
4. Factors related to learning outcomes and percentage of school-aged children with an internet connection at home.
5. Percentage of out-of-school primary school aged children.
6. Covid-19 vaccination coverage among the population, and whether teachers are prioritised for the vaccine.

While all children face risks to their education, the table below also ranks countries with risks disaggregated by gender. The table demonstrates the ten countries with the highest risks to schooling. (See full methodology and 75 countries with the highest risk in the Appendix.)

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

### Somalia: a perfect storm of conflict, climate change and hunger

Somalia has risen from 3<sup>rd</sup> in 2022 to now become the most at-risk education system in the world. Conflict, climate change and hunger have created a perfect storm, putting the education of millions of children at extreme risk of collapse. This is on top of already having one of the world's highest rates of out-of-school children. An estimated 55% children of primary school age are missing out on education and of those who are in school, very few are learning. Many more children are now at risk of dropping out of school as the impacts of drought, severe food shortages and other negative coping mechanisms force families to withdraw their children from school in order to meet their basic needs.

Despite humanitarian response efforts providing some reprieve, Somalia remains in the middle of a catastrophic hunger crisis after its worst drought in four decades. 1.5 million children under the age of five are expected to face acute malnutrition between August 2023 and July 2024.<sup>16</sup> This includes more than 330,000 children who are likely to be severely malnourished - the most extreme and visible form of undernutrition, putting their lives at risk.

## The number of countries at extreme risk has reduced but education systems remain highly vulnerable

**Somalia and Afghanistan remain at extreme risk of ongoing and future crises disrupting education. They are closely followed by a further 25 countries ranked at high risk.** Whilst ongoing preparedness and humanitarian response efforts in Somalia have led to some improvements, the overall risk facing Somalia's education system remained very high, in part due to increased vulnerability to climate change and humanitarian factors, including a rise in IDPs. In Afghanistan the risks facing boys' and girls' education remained extremely high, with risks even greater for girls, including significantly higher out-of-school rates.

Prior to the start of April's conflict, Sudan recorded small improvements in the number of children out-of-school. **Yet, now more than six months on from the start of the conflict a staggering 19 million children are missing out on education, including access to safe learning spaces and essential protection services.**<sup>17</sup> Without urgent action to protect children's education, we expect Sudan to be at extreme risk in next year's Risks to Education Index.

## The composition of the top 10 countries in the Index remains virtually unchanged compared to 2022

**Nine of the highest countries in the Index also featured in the top 10 most at-risk countries in 2022.** The Democratic Republic of the Congo (11<sup>th</sup> in 2022) was the only new addition, with Central Africa Republic (8<sup>th</sup> in 2022) moving to 12<sup>th</sup>.

Across the three years that Save the Children have published the Risks to Education Index, **seven countries have featured in the top 10 highest countries in each iteration of the Index: Somalia, Afghanistan, Sudan, Syria, Yemen, Mali and Nigeria.** This shows that vulnerability and exposure to hazards like conflict and climate change, coupled with deficiencies in preparedness, remain persistently high in these countries. These countries already have low rates of student enrolment and learning outcomes, but in crises the education systems have been even harder hit. **Increased resources from national and international actors are urgently required to mitigate existing and future crises across these countries.**

## The compounded impact of the global hunger crises on education systems

**345 million people are estimated to face high levels of food insecurity in 2023,**<sup>18</sup> as climate shocks, conflict and economic instability have combined to create a devastating hunger crisis. **This is having a devastating effect on children's well-being and ability to learn.**

The Integrated Food Security Phase Classification (IPC) is a common global scale (Phases 1-5) for classifying the severity and magnitude of food insecurity and malnutrition. This additional marker to the Risks to Education Index shows the major and further impacts the global hunger crisis is having on national education systems.

Of the 10 highest countries in the Risks to Education Index, with available Food Insecurity Data<sup>19</sup>, all show high levels of food insecurity. **Somalia, Afghanistan, Sudan, Yemen and DRC all have more than 20% of their populations at Phase 3 or above - crisis (3), emergency (4) and catastrophe/famine (5) levels.** 41% of Yemen's population is at Phase 3 or above, closely followed by Afghanistan at 35%, Sudan at 31%, Somalia at 25%, and DRC at 23%.

At Phase 3, households are either having food consumption gaps that are reflected by high or above-usual acute malnutrition; or are marginally able to meet minimum food needs but only by depleting essential livelihood assets or through crisis-coping strategies.<sup>20</sup> Up to 43 million children are facing acute malnutrition worldwide right now, with at least 13.7 million children severely acutely malnourished.<sup>21</sup>

**Governments, donors and aid agencies must take pre-emptive action when IPC levels are at Phase 1 and 2 to strengthen the resilience of education systems to shocks.** Early warning systems that communicate with the education system can help ensure that mitigations are ready to respond. This should happen alongside broader investments in anticipatory action, as well as in disaster preparedness and climate change resilience to prevent future hunger crises, and a concerted, increased effort to solve the current hunger and malnutrition crisis.<sup>22</sup>

## THE IMPACT OF CRISES ON CHILDREN'S EDUCATION

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

**224 million school-aged children are estimated to be affected by emergencies and in need of urgent quality education.**<sup>23</sup> This includes 72 million crisis-impacted children (53% girls, 17% have functional difficulties, 21% forcibly displaced) who are out of school. Approximately half of these children are concentrated in only eight countries: Ethiopia, Pakistan, Afghanistan, Sudan, Democratic Republic of the Congo, Myanmar, Mali and Nigeria.

**It isn't just a problem of access to education, it's a problem of quality too.** The global learning crisis is particularly acute for crisis-affected children. More than half of all school-age crisis-affected children - 127 million - are not achieving minimum proficiency in reading or mathematics, despite attending schools.<sup>24</sup> **It is essential that Governments take RAPID action to ensure children access quality foundational learning during an emergency.**

### Record levels of forced displacement increase the education needs of refugee children

By the end of 2022, the number of school-aged refugees increased nearly 50 per cent from 10 million a year earlier to 14.8 million, driven mostly by the escalation of the war in Ukraine.<sup>25</sup> **An estimated 51% of refugee children - more than 7 million children - are currently not enrolled in school.**<sup>26</sup> Three-quarters of the world's refugees live in low-income and middle-income countries whose education systems already struggle to meet the needs of children and where learning poverty is high. The lack of predictable, long-term financing for refugee education in host countries means that access to education guaranteed at the national level is in constant jeopardy. **It is incumbent on the international community to mobilise the funding needed to meet the annual US\$4.85 billion cost of providing education to refugees in low- and middle-income countries.**<sup>27</sup>

### The climate crisis is increasingly disrupting children's ability to go to or stay in school

**More than 1 billion children, nearly half the world's 2.2 billion children, live in countries facing extreme climate risks,**<sup>28</sup> where high exposure to climate and environmental shocks is exacerbated by inadequate essential services and poor climate resilience. Increased exposure to hazards like floods and droughts has serious implications for children's access to quality education from the destruction of schools and learning materials to climate-induced displacement uprooting children from their homes. **New estimates by Education Cannot Wait show that 62 million crisis-affected children and adolescents in 27 countries have had their education disrupted by climate shocks since 2020.**<sup>29</sup> These climate shocks also triggered 13 million displacements of children of school age.

### Attacks on education are on the rise

**More than 3,000 attacks on education were identified in 2022, a 17 percent increase over the previous year.**<sup>30</sup> Over 6,700 students and educators were reportedly killed, injured, abducted, arrested, or otherwise harmed in these attacks. The military use of schools also increased, endangering the safety of students and educators and disrupting learners right to education with over 510 cases reported, compared with around 450 the previous year. **Parties to armed conflict should immediately cease unlawful attacks on education and all states should endorse, implement, and support the Safe Schools Declaration.**

### Girls' education is at higher risk

**Our Risks to Education Index shows that while there is often considerable overlap in the threats facing boys' and girls' learning and wellbeing, girls' education is at much higher risk.** During a crisis, girls tend to experience higher rates of Sexual and Gender-Based Violence in and around schools. Child, early and forced marriage, teenage pregnancies and increased domestic work can also surge. Additional barriers include lack of adequate facilities and menstrual hygiene management, lack of female teachers, attacks against schools, families in economic hardship favoring boys' education, and more.

Analysis by Save the Children further highlights that **globally almost 9 million girls face extreme risk of climate disasters and child marriage every year**, with around two-thirds of child marriages happening in regions with higher-than-average climate risks.<sup>31</sup> Since child marriage can be both a cause and consequence of girls being out-of-school, ending child marriage can be critical in reducing vulnerability and supporting girls to realise their right to education.

## SUPPORTING PREPAREDNESS AND ANTICIPATORY ACTION IN EDUCATION SYSTEMS

**Investment in preparedness and anticipatory action is crucial for supporting resilient education systems before and in times of crisis.** Anticipatory Action (AA) addresses humanitarian crises in a way that is proactive rather than reactive, to save lives and reduce the impact of hazards on education systems. This not only helps to protect children's access to quality education and reduce learning days lost, but also keeps girls and boys safer in the face of growing risks.<sup>32</sup>

### **Saving lives, saving money**

Research shows that at least half of all humanitarian crises are foreseeable, but in 2021 only 1.3% of global funding for responding to crises was prearranged with anticipatory financing accounting for a mere 0.2% of total humanitarian aid.<sup>33</sup> This is despite the value for money offered: a social cost benefit analysis of the Early Action Fund (EAF) – a pilot project by Save the Children to test frameworks for achieving early or anticipatory action – **found that for every £1 spent, target households received £2.58 in social value** (on average) when compared to a humanitarian response that did not include early action.<sup>34</sup> The AA interventions, including cash-for-work, also mitigated the use of negative coping strategies, such as child labour, enabling children to stay in school.

### **The Comprehensive School Safety Framework: a holistic approach to preparedness and risk reduction**

The newly updated Comprehensive School Safety Framework is an all-hazards, all-risks approach to protecting children and education systems. This means that it takes into account the whole range of hazards and risks facing education systems, from natural hazards, climate change, biological and health hazards, conflict and violence, as well as other everyday hazards. In the Philippines, Save the Children is working in partnership with the Department of Education and Prudence Foundation to strengthen school safety, including through the rollout of a Disaster Risk Reduction and Management Information System (DRRMIS), an effective information management and communication system that will increase the safety precautions of all schools in the country.

### **Coordinated approaches to Preparedness and AA through the Global Education Cluster**

Recognizing the need for collective and coordinated action, the Global Education Cluster (GEC) has established a Task Team that is prioritizing work on Preparedness and Anticipatory Action, co-chaired by Save the Children. The Task Team supports country Education Clusters in the development of national-level Preparedness Plans, as well as targeted risk-specific Contingency Planning, and sector-wide approaches to AA to take to scale efforts to prevent and mitigate the impact of predictable hazards on the education sector.

### **Education in Emergencies (EiE) Day 1 approach**

The EiE Day 1 Approach has been developed by Save the Children to increase the speed and quality of initial humanitarian responses in EiE, including both anticipatory action and rapid response. It outlines what is needed for Save the Children and partners to prepare for and deliver an education response which ensures that all children's learning and wellbeing needs are prioritized from the outset of every acute humanitarian crisis.

### **Pakistan floods: the EiE Day 1 Approach in practice**

When the Save the Children Country Office in Pakistan rolled out the Day 1 approach last year, their preparedness activities were put to an immediate test when the flooding emergency occurred soon after. The strengthened coordination within the Pakistan Education Sector Working Group (ESWG), which is co-led by Save the Children Pakistan and UNICEF, that had taken place as part of the Day 1 preparedness work meant that there was already strong liaison with all relevant stakeholders before the floods occurred. This enabled the ESWG to work together more effectively to map the areas affected by flooding, collect data and identify geographic locations for interventions. The collection and prepositioning of teaching materials, the advanced preparation of lifesaving messages and the pre-vetting of staff for scale-up allowed for a much faster, more effective response with Save the Children among the leading organisations responding to the floods.<sup>35</sup>

### **Cyclone Freddy, Madagascar – Preventing Loss and Damage through Anticipatory Action**

Ahead of Cyclone Freddy that hit the south-eastern region of Madagascar in 2023, Save the Children – as part of an ECHO-funded consortium – helped more than 50 schools to be better prepared to cope with natural hazards by reinforcing school buildings. In the days before the cyclone made landfall, SC distributed sandbags and tools to school committees to reinforce roofs and waterproof bags to keep materials protected from the rain. Child-friendly messages on how to stay safe were also distributed in schools and villages. As a result of this action most households and school roofs held up and children were able to resume school quickly.<sup>36</sup>

## RECOMMENDATIONS FOR ACTION

Forecastable humanitarian crises are disrupting children's right to a safe, inclusive and quality education and their achievement of essential learning, wellbeing and protection outcomes. In the face of increased hazards and risks, institutionalising risk management and anticipatory action in the education sector is crucial to building resilient education systems that are prepared for and can withstand shocks.

### Governments should:

- **Ensure children continue to access quality foundational learning during an emergency and take RAPID action** to avert a learning catastrophe:
  - **Reach** and retain every child in school
  - **Assess** learning levels
  - **Prioritize** teaching the fundamentals
  - **Increase** catch-up learning and progress beyond what was lost
  - **Develop** mental health and psychosocial wellbeing so every child is ready to learn
- **Develop and implement an integrated preparedness plan to secure children's learning and wellbeing in future crises.** Plans should be gender responsive and cover the full breadth of school services: WASH facilities in schools, child protection monitoring, reporting, and referral systems, school meals, sexual and reproductive health, and rights programming, training to address gender-based violence, and provision of MHPSS services.
- **Take an inclusive, all-hazards approach to keeping children safe in and around school** by endorsing and implementing the revised Comprehensive School Safety Framework (CSSF), the Safe Schools Declaration and the Safe to Learn Call to Action.
- **Improve the recruitment, professional development, and wellbeing of qualified teachers/education staff.** Teachers should be supported with the knowledge, skills and behaviour, including climate change adaptation and risk reduction, to prepare and continue to deliver education during future crises.
- **Integrate education into climate strategies and policies - including Nationally Determined Contributions (NDCs) and National Adaptation Plans (NAPs)** - as well as integrating climate action into national education strategies and policies to make schools more climate resilient and greener.

### Donors and international development partners should:

- **Urgently fill the education financing gap and enable anticipatory action:**
  - ensure the **Global Partnership for Education and Education Cannot Wait are fully funded** to support the development of climate smart education systems and more effective anticipatory action, response and recovery.
  - provide **flexible humanitarian funding** to respond to education needs from the onset of a crisis.
  - provide predictable, multi-year funding for **the delivery of quality education for refugee children.**
  - **increase climate finance (additional to existing ODA budgets), ensuring a 50% allocation to climate adaptation and increased spending on education,** plus additional allocations for loss and damage financing to ensure that children can continue learning in times of emergency.
  - **shift power including resources, capacity, and ownership to national and local actors,** to ensure a more timely, appropriate, and effective outcome for children, using the Start Network's 7 Dimensions of Localisation. Financing must flow as directly as possible to local and national actors.
  - **unlock additional funding for education by providing timely debt relief** for countries whose debt burdens are threatening their ability to invest in public services, and ramping up access to sustainable and affordable lending.



## APPENDIX: RISKS TO EDUCATION INDEX, METHODOLOGICAL NOTE

The index ranks countries by the vulnerability of their school system to existing pitfalls and future crises. This allows us to make a holistic assessment of the risks posed to education in a given country. The index consists of 9 indicators of risk grouped into 6 dimensions. The table below provides an overview of indicators definition, source, coverage, and measures of disaggregation. Insofar as some indicators are disaggregated by sex, the index also is. A country features in the index only if data is available for at least 4 dimensions (the highest 75 ranked countries - please contact us for the full index of 182 countries).

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

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

<sup>1</sup> Tracking stopped in September 2023

## THE 75 COUNTRIES THAT ARE THE HIGHEST IN THE RISKS TO EDUCATION INDEX 2023

	All children			Boys			Girls		
	Country	Index	Risk	Country	Index	Risk	Country	Index	Risk
1	Somalia	0.758	Extreme	Somalia	0.718	Extreme	Somalia	0.748	Extreme
2	Afghanistan	0.737	Extreme	Afghanistan	0.665	High	Afghanistan	0.736	Extreme
3	Sudan	0.693	High	Sudan	0.655	High	Sudan	0.694	High
4	Yemen, Rep	0.662	High	Mali	0.641	High	Yemen, Rep	0.673	High
5	Mali	0.653	High	Yemen, Rep	0.619	High	Libya	0.669	High
6	Syrian Arab Republic	0.636	High	Nigeria	0.601	High	Mali	0.659	High
7	Nigeria	0.633	High	Eritrea	0.593	High	Syrian Arab Republic	0.656	High
8	Congo, Dem Rep	0.630	High	Congo, Dem Rep	0.592	High	Eritrea	0.616	High
9	Libya	0.610	High	Central African Republic	0.590	High	Central African Republic	0.613	High
10	Eritrea	0.604	High	Djibouti	0.588	High	Djibouti	0.609	High
11	Djibouti	0.598	High	Libya	0.583	High	Nigeria	0.609	High
12	Central African Republic	0.591	High	Syrian Arab Republic	0.582	High	Congo, Dem Rep	0.589	High
13	Haiti	0.568	High	Haiti	0.556	High	Haiti	0.583	High
14	Burkina Faso	0.551	High	Senegal	0.554	High	Algeria	0.560	High
15	Mauritania	0.546	High	Mauritania	0.547	High	Gabon	0.554	High
16	Senegal	0.544	High	Namibia	0.543	High	Chad	0.552	High
17	Gabon	0.542	High	Madagascar	0.540	High	Mauritania	0.550	High
18	Niger	0.538	High	Burkina Faso	0.538	High	Namibia	0.548	High
19	Liberia	0.529	High	Liberia	0.532	High	Niger	0.546	High
20	Chad	0.529	High	Gabon	0.532	High	Iraq	0.545	High
21	Pakistan	0.528	High	Niger	0.524	High	Burkina Faso	0.540	High
22	South Sudan	0.523	High	South Africa	0.523	High	Pakistan	0.538	High
23	South Africa	0.523	High	South Sudan	0.517	High	Madagascar	0.538	High
24	Ethiopia	0.513	High	Pakistan	0.511	High	Senegal	0.537	High
25	Equatorial Guinea	0.510	High	Equatorial Guinea	0.509	High	Liberia	0.525	High
26	Angola	0.508	High	Algeria	0.508	High	South Africa	0.524	High
27	Congo, Rep	0.506	High	Angola	0.506	High	Egypt, Arab Rep	0.519	High
28	Cameroon	0.495	Moderate	Congo, Rep	0.503	High	South Sudan	0.517	High

29	Eswatini	0.495	Moderate	Chad	0.501	High	Guinea	0.513	High
30	Lebanon	0.488	Moderate	Uganda	0.500	Moderate	Equatorial Guinea	0.512	High
31	Iraq	0.487	Moderate	Lebanon	0.493	Moderate	Angola	0.509	High
32	Guinea	0.485	Moderate	Mozambique	0.488	Moderate	Occupied Palestinian territory	0.508	High
33	Papua New Guinea	0.483	Moderate	Papua New Guinea	0.487	Moderate	Congo, Rep	0.507	High
34	Comoros	0.480	Moderate	Myanmar	0.483	Moderate	Ethiopia	0.504	High
35	India	0.475	Moderate	Burundi	0.481	Moderate	Cameroon	0.502	High
36	Burundi	0.472	Moderate	Jamaica	0.480	Moderate	Uganda	0.492	Moderate
37	Uganda	0.472	Moderate	Morocco	0.478	Moderate	Eswatini	0.488	Moderate
38	Jamaica	0.459	Moderate	Comoros	0.477	Moderate	Mozambique	0.484	Moderate
39	Madagascar	0.456	Moderate	Cameroon	0.476	Moderate	Comoros	0.483	Moderate
40	Occupied Palestinian territory	0.454	Moderate	Togo	0.476	Moderate	Lebanon	0.482	Moderate
41	Guinea-Bissau	0.450	Moderate	India	0.475	Moderate	Morocco	0.479	Moderate
42	Zimbabwe	0.449	Moderate	Eswatini	0.471	Moderate	Myanmar	0.479	Moderate
43	Malawi	0.446	Moderate	Iraq	0.470	Moderate	Papua New Guinea	0.478	Moderate
44	Zambia	0.439	Moderate	Ethiopia	0.470	Moderate	Cote d'Ivoire	0.469	Moderate
45	Sierra Leone	0.438	Moderate	Cote d'Ivoire	0.463	Moderate	India	0.468	Moderate
46	Namibia	0.437	Moderate	Guinea	0.460	Moderate	Togo	0.465	Moderate
47	Jordan	0.433	Moderate	Egypt, Arab Rep	0.459	Moderate	Burundi	0.461	Moderate
48	Botswana	0.433	Moderate	Zambia	0.458	Moderate	Jordan	0.456	Moderate
49	Tanzania	0.432	Moderate	Zimbabwe	0.453	Moderate	Iran, Islamic Rep	0.454	Moderate
50	Algeria	0.430	Moderate	Guinea-Bissau	0.449	Moderate	Suriname	0.452	Moderate
51	Suriname	0.429	Moderate	Occupied Palestinian territory	0.448	Moderate	Zimbabwe	0.452	Moderate
52	Solomon Islands	0.426	Moderate	Sierra Leone	0.445	Moderate	Guinea-Bissau	0.450	Moderate
53	Kenya	0.419	Moderate	Botswana	0.438	Moderate	St Vincent and the Grenadines	0.441	Moderate
54	Mozambique	0.415	Moderate	Tanzania	0.438	Moderate	Zambia	0.440	Moderate
55	Azerbaijan	0.413	Moderate	Solomon Islands	0.438	Moderate	Jamaica	0.436	Moderate
56	Myanmar	0.412	Moderate	St Vincent and the Grenadines	0.437	Moderate	Kenya	0.432	Moderate

57	Vanuatu	0.411	Moderate	Iran, Islamic Rep	0.431	Moderate	Sierra Leone	0.430	Moderate
58	Ghana	0.408	Moderate	Jordan	0.430	Moderate	Botswana	0.428	Moderate
59	Lesotho	0.406	Moderate	Kenya	0.428	Moderate	Tanzania	0.427	Moderate
60	Korea, Dem People's Rep	0.405	Moderate	Suriname	0.417	Moderate	Lesotho	0.422	Moderate
61	Guyana	0.401	Moderate	Vanuatu	0.414	Moderate	Solomon Islands	0.414	Moderate
62	Tunisia	0.400	Moderate	Azerbaijan	0.413	Moderate	Guyana	0.411	Moderate
63	Cote d'Ivoire	0.399	Moderate	Ghana	0.410	Moderate	Vanuatu	0.409	Moderate
64	Morocco	0.399	Moderate	Gambia, The	0.404	Moderate	Azerbaijan	0.408	Moderate
65	Venezuela, RB	0.397	Moderate	Korea, Dem People's Rep	0.403	Moderate	Venezuela, RB	0.407	Moderate
66	Colombia	0.396	Moderate	St Lucia	0.402	Moderate	Korea, Dem People's Rep	0.407	Moderate
67	Togo	0.395	Moderate	Tunisia	0.398	Moderate	Tunisia	0.405	Moderate
68	Türkiye	0.394	Moderate	Guyana	0.395	Moderate	Ghana	0.405	Moderate
69	Bolivia	0.394	Moderate	Bolivia	0.393	Moderate	Belize	0.404	Moderate
70	Philippines	0.392	Moderate	Venezuela, RB	0.393	Moderate	Türkiye	0.403	Moderate
71	Ukraine	0.391	Moderate	Philippines	0.391	Moderate	Benin	0.398	Moderate
72	Egypt, Arab Rep	0.391	Moderate	Fiji	0.390	Moderate	Fiji	0.396	Moderate
73	Bangladesh	0.390	Moderate	Bangladesh	0.389	Moderate	Brazil	0.395	Moderate
74	St Lucia	0.389	Moderate	Lesotho	0.389	Moderate	Bolivia	0.394	Moderate



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