

Human Rights and Child Poverty: Past, Present, Future

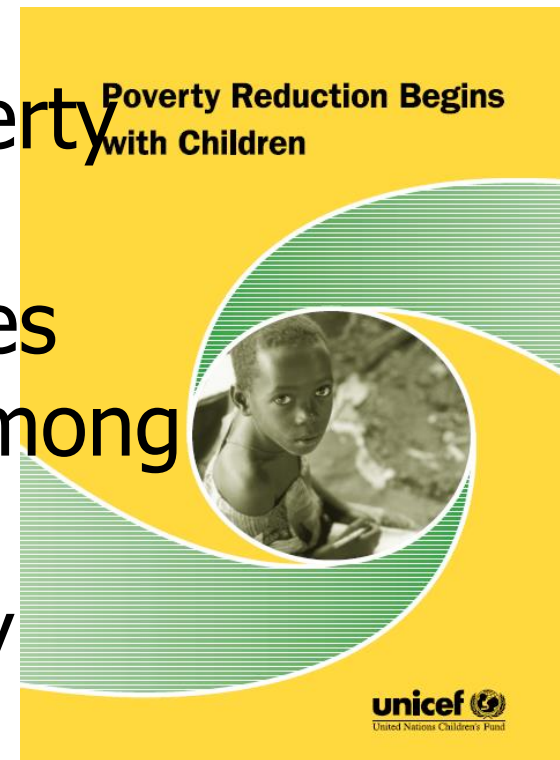
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The “History” of Child Poverty Measurement

- 2000: Poverty reduction begins with children.
 - % of families below the poverty line
 - Higher fertility in poor families
 - Children over-represented among the monetary poor
 - Many limitations of monetary approach
 - Multi-dimensionality was introduced



The “History” of Child Poverty Measurement (II)

- 2001-3: Bristol University and the London School of Economics
 - Rights-based approach, nearly 70 countries (consistent in definitions and indicators)
- 2005: State of the World’s Children
- 2005-10: Conferences and Global Study

Child poverty in the developing world

David Gordon, Shailen Nandy, Christina Pantazis, Simon Pemberton and Peter Townsend



Poverty and Children: Policies to Break the Vicious Cycle

THE NEW SCHOOL, with support of UNICEF

Alberto Minujin
Enrique Delamonica
Marina Komarecki
Editors

The “History” of Child Poverty Measurement (III)

- 2009: LACRO, collaboration with ECLAC
- 2012: EAPRO, regional study
- 2012- : IRC, rich countries
- 2012-: IRC, MODA
- 2016: End Child Poverty Global Coalition Guide
- 2017: MENA, regional study with ESCWA and OPHI
- 2020: Impact of COVID



SDG 1.2.2!

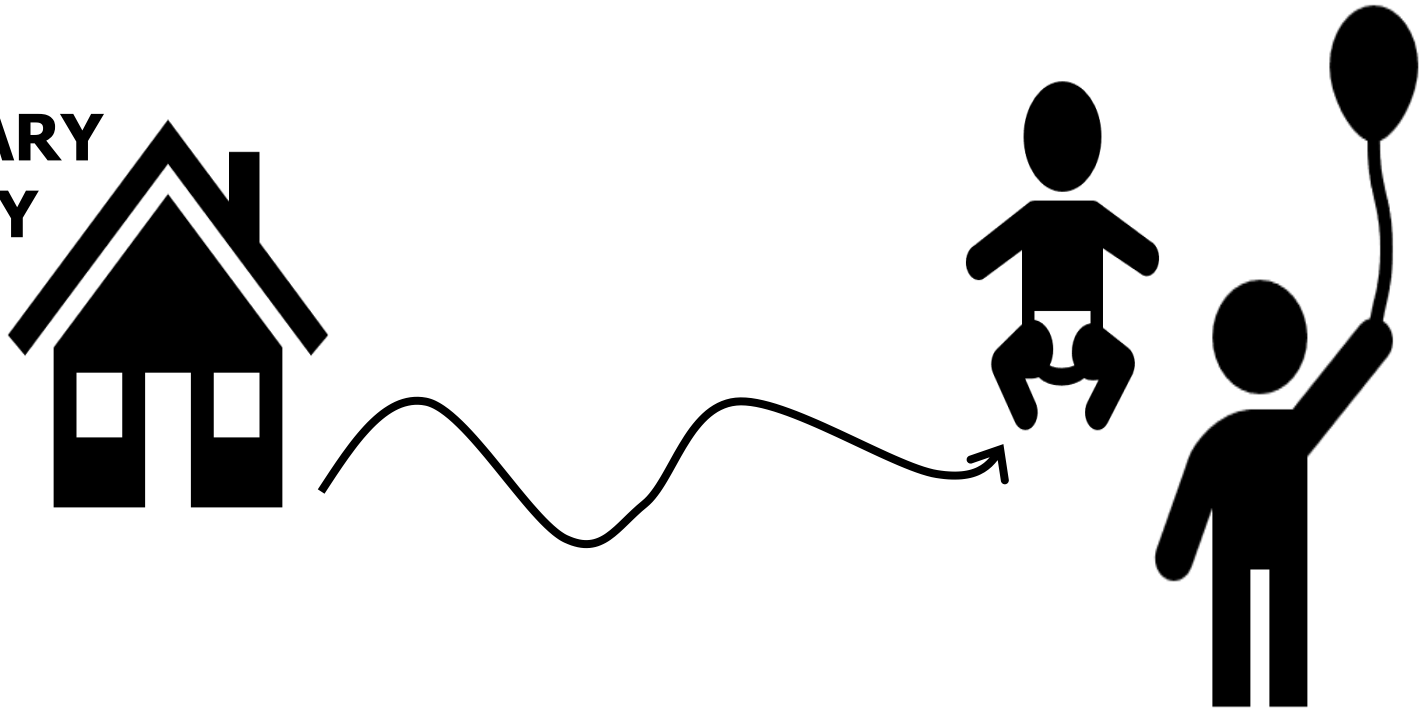


Based on all this experience: What is child poverty?

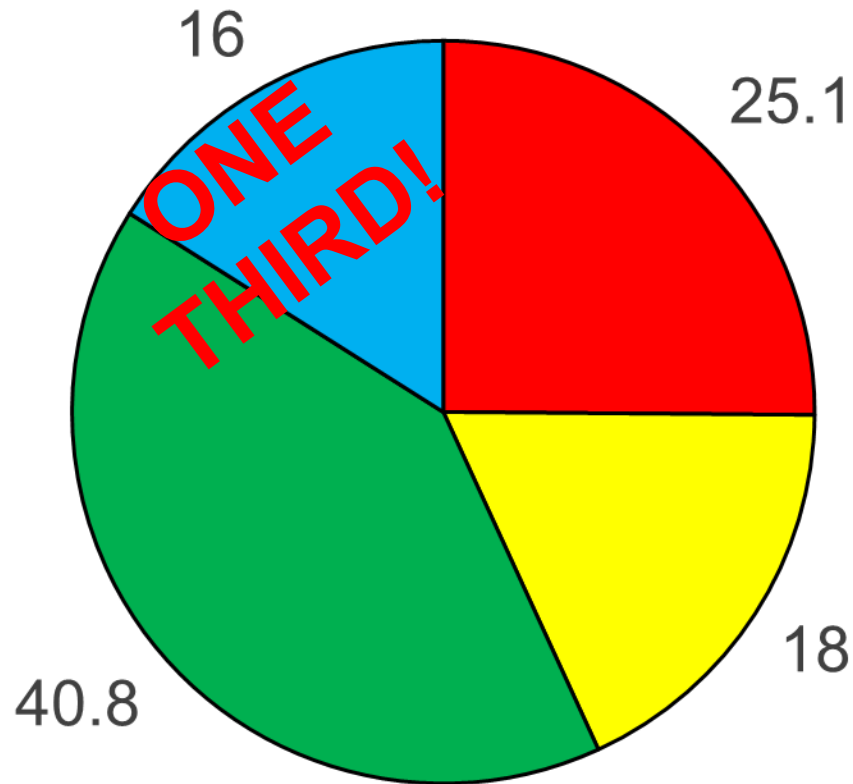
- Not having (material, economic) resources
- Different from unhappiness, sadness, victim of a crime, lack of privacy, having no name, etc.
- Unfulfilled rights
 - All rights?
 - Only those that require material resources closely and directly to be fulfilled (e.g. housing, nutrition)
 - Constitutive rights of poverty
- NOT: proxy, substitute, marker of lack of \$.
- What does it mean in practice to measure it?

Monetary poverty at HH level, good but not sufficient

**MONETARY
POVERTY**



Child poverty and monetary poor HHs

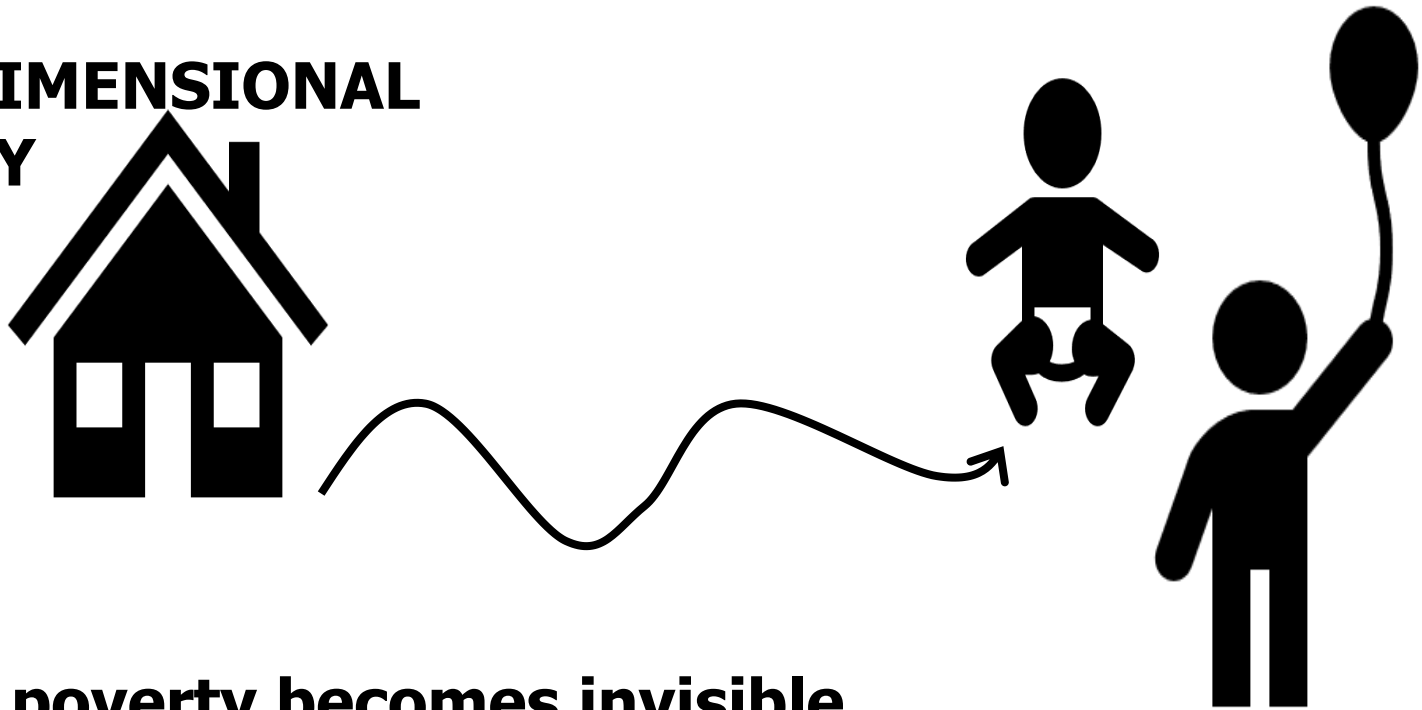


■ HH Monetary Poor, Children Poor ■ HH Monetary Poor, Children OK
■ HH Monetary OK, Children OK ■ HH Monetary OK, Children Poor

Source: ECLAC, 2013

Multidimensional poverty at household level, good but not sufficient

**MULTIDIMENSIONAL
POVERTY**



Child poverty becomes invisible

Child poverty \neq Children in poor households

Why not?

Children's needs are different

They are not captured at HH level with adult-centered indicators

	Adult 1	Adult 2	Child 1	Child 2
Unemployment	Green			
# of school years				
Malnourishment			Red	
Immunization				Red

Only looking at households, we might believe progress is made while $\approx 40\%$ of the population (the children!) is left behind

Empirical case

%	Children in poverty (deprived)	Children OK	
Children in multidimensionally OK households	10	66	76
Children in multidimensionally poor households	12	11	23
	22	77	100

Unofficial estimates for Colombia

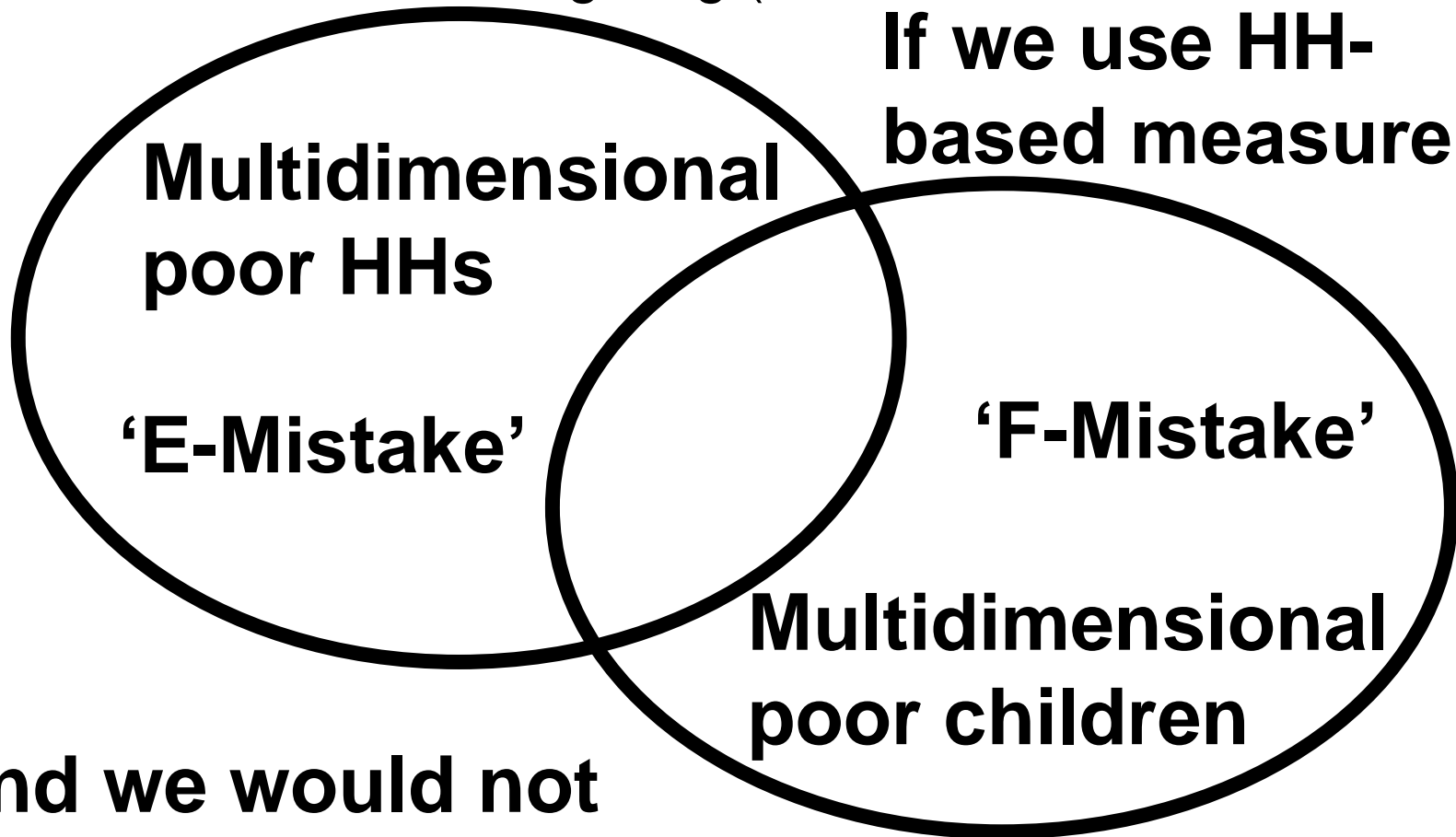
Preliminary estimates in Haiti, Pakistan and India similar results.

If we want to do child-focused policy, focusing on a household-level measurement is not good enough.

Why is all of this important?

=~Two errors of targeting (A. Cornia & F. Stewart, 1993)

**If we use HH-
based measure...**



**And we would not
even know about the mistake!**

What defines that an INDIVIDUAL child is poor?

Child right violations



**Child Rights
Constitutive of
Poverty**
**I.e. Rights requiring,
directly and
fundamentally,
material resources
for continued
realization**

What defines that an INDIVIDUAL child is poor?

Child right violations

Child Poverty

Nutrition
Education
Clothing
Water and Sanitation
Health
Housing
Information
Play

No privacy?

Child labor?

No religious freedom?

Teen pregnancy?

In adult prison?

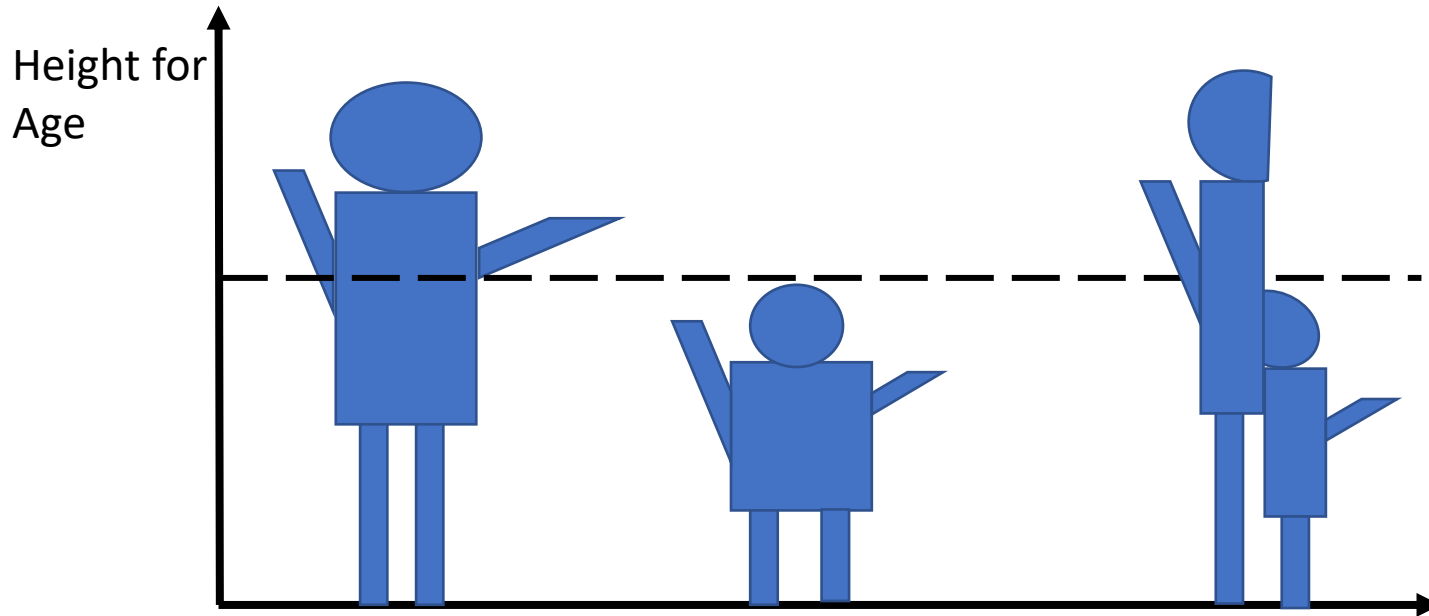
Physical abuse/
violence?

BAD THINGS, POVERTY

Careful: specific needs (post-violence mental health support, physical impairment, native language learning materials)

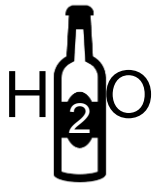
Let us avoid fractioning rights

- Inalienable



- Capabilities Approach also against trading off capabilities. All are important and needed.
- Cannot substitute health for education. Or clothes for housing

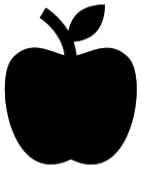
Country estimates may differ, but for global estimates: Internationally Agreed Minima



**No and unimproved facilities
(from Joint Monitoring Programme Ladder)**



**No and unimproved facilities
(from JMP Ladder)**



Stunting 3 and 2 St. Dev.



5 and 3 persons per room (UNHABITAT: 4)



**=<14: Never in school and out school
15>=: Incomplete primary and out of secondary**

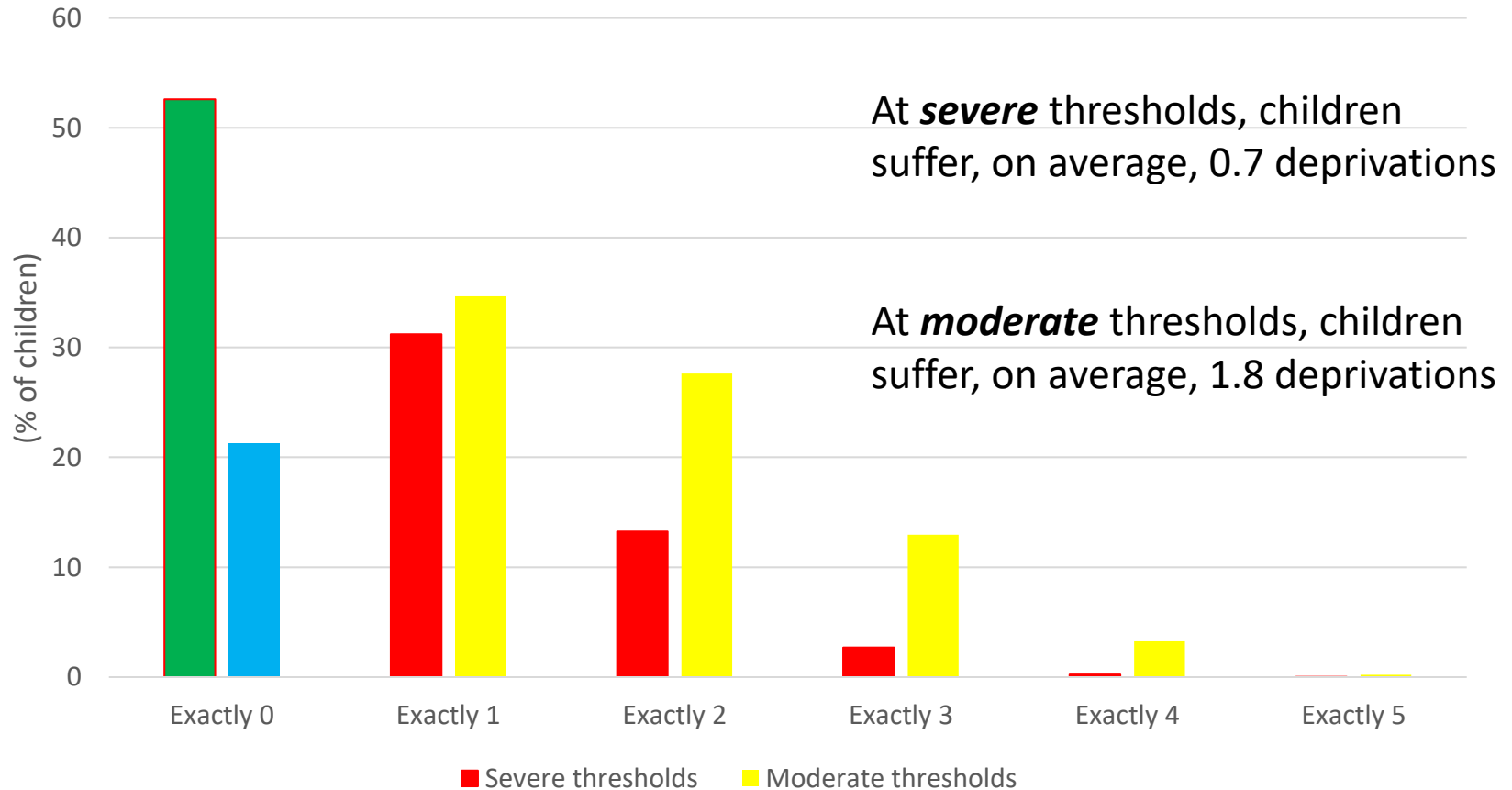


**12-35 months: No and some immunization
36-59 months: No and some ARI treatment
15-17 years: Unmet contraception needs
(none and traditional)**

*Rights constitutive
of poverty
Two thresholds
of deprivation*

Child Poverty Profile - Global

Prevalence of child poverty (direct material shortcoming)



At severe thresholds, ratios of prevalence are:

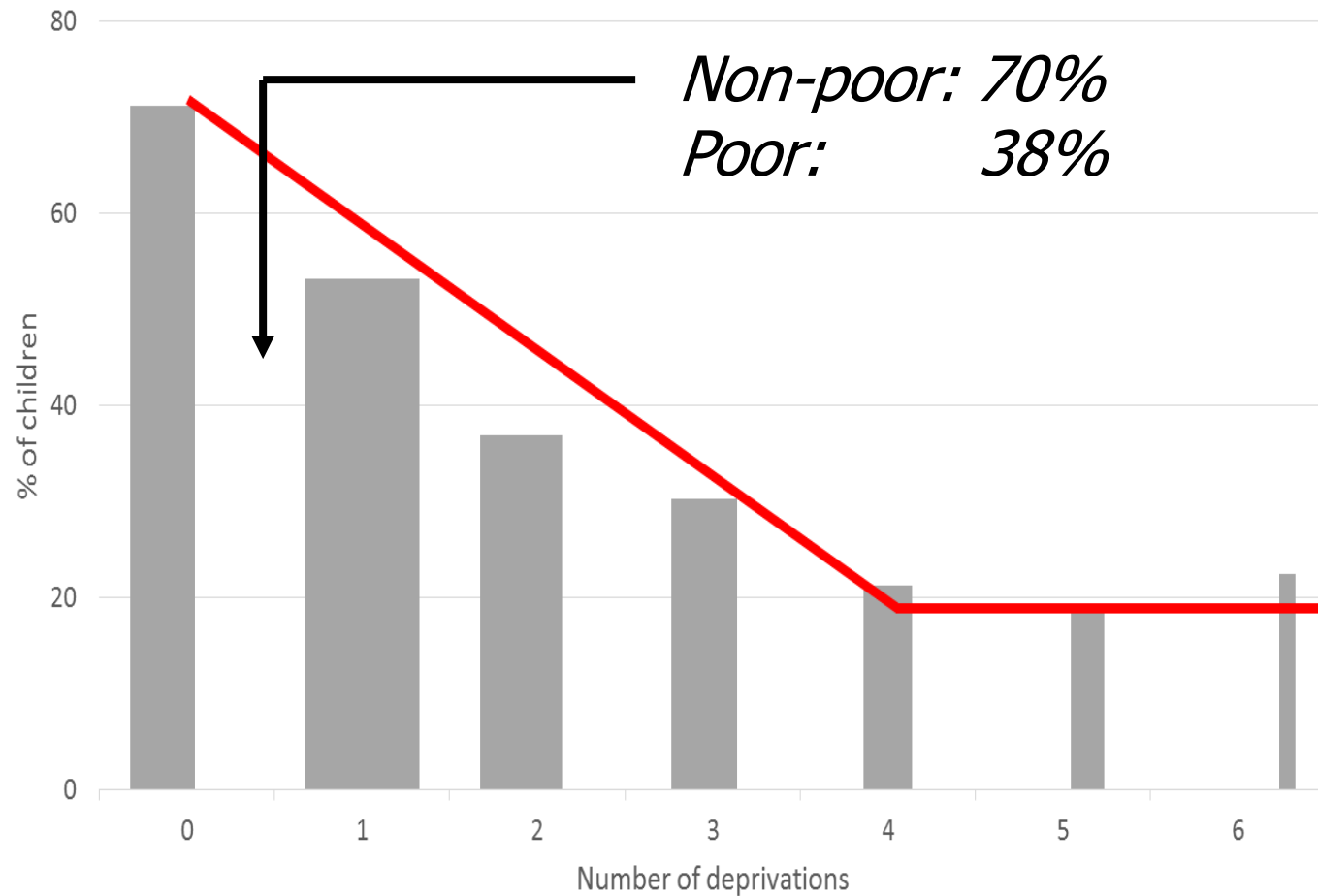
Rural/urban = 1.8

Worst/best province = 2.5

Equally weighted:

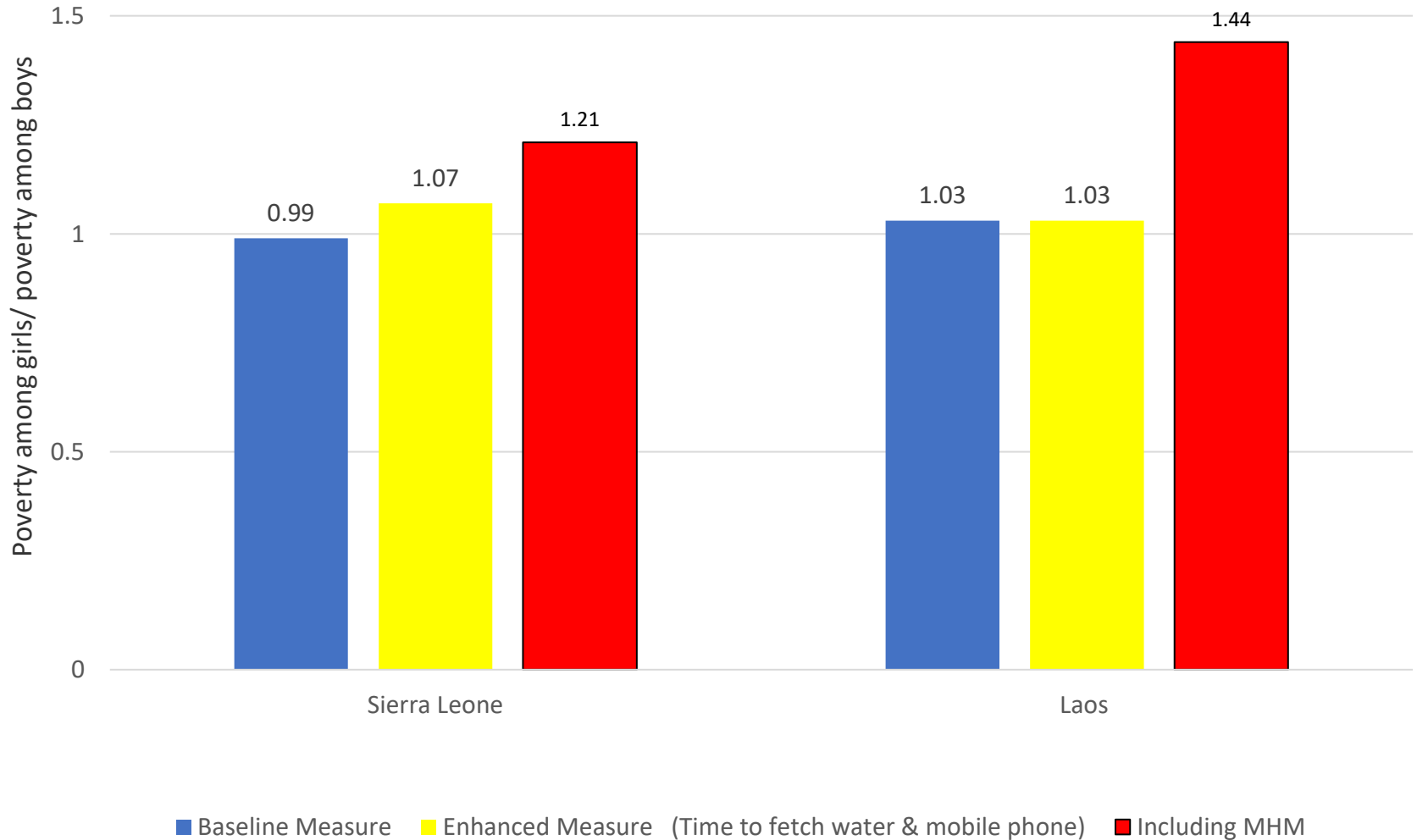
Education, Health, Housing, Nutrition, Sanitation, Water

Further analysis: Correlation with depth/breadth & severity of poverty (e.g. Birth Registration)



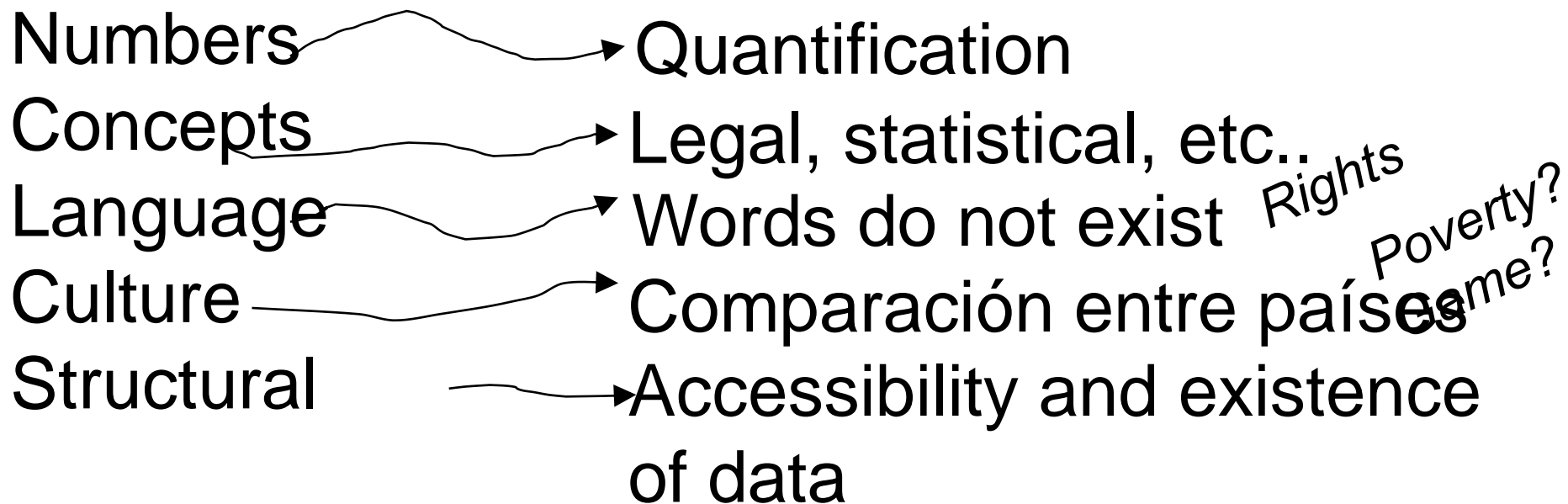
Child Poverty and Gender

Child poverty among adolescents aged 15-17 (Gender ratio)



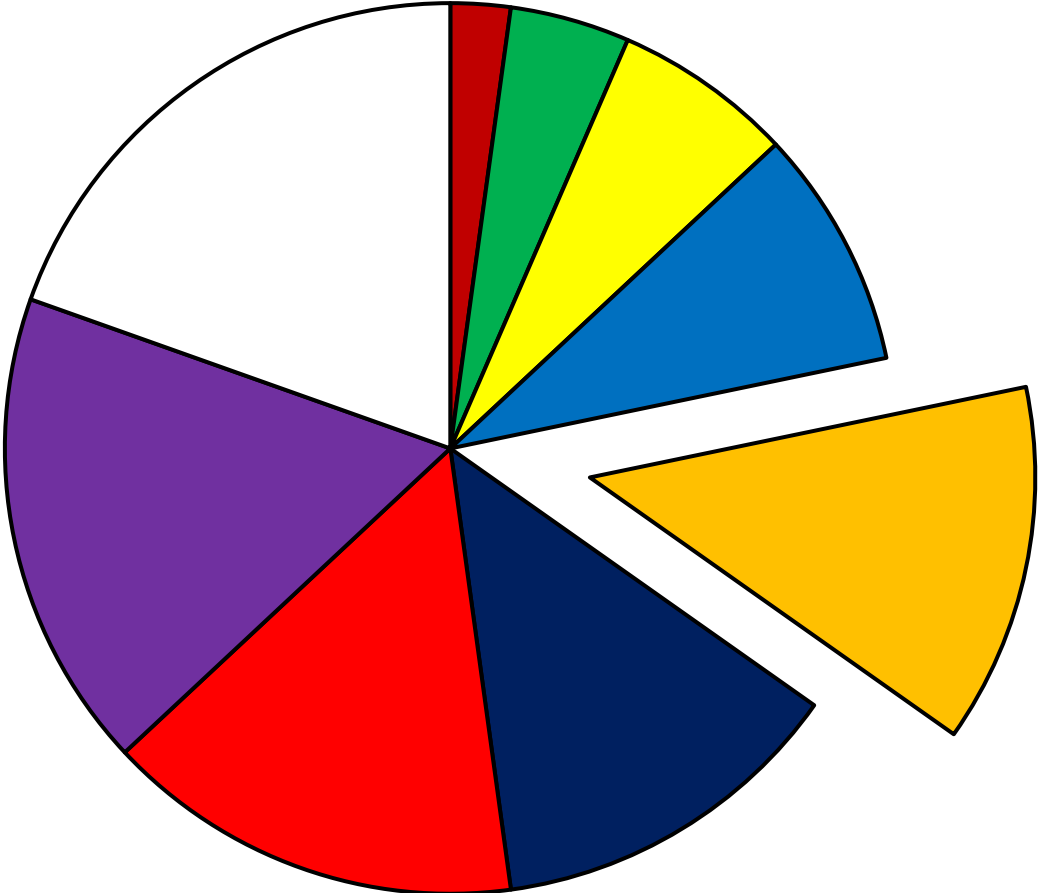
Small detour: Measuring Human Rights

Universal but adopted and adapted to the local context



Human rights indicators designed to measure compliance, not to be adapted. Objectiveness and universality: Consensual method

Inalienable Human Rights

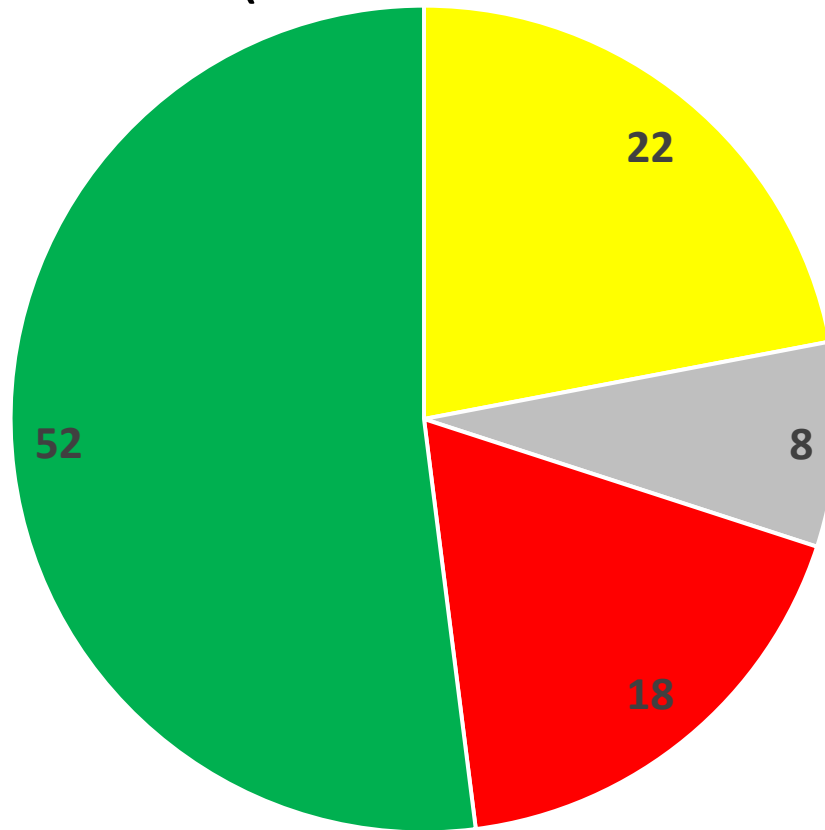


**Even if they are not mentioned, they must be measured
Can be measured with other sources
(e.g. administrative data)**

Non-material deprivations

Domain	Deprivation Definition	Unit of Analysis
Community strength/engagement	Children without birth certificate	Child under 5
Neglect, inadequate care/Safety	Children left alone or with another child for more than one hour at least once during the past week	Child under 5
Recreation /Family Relationships	Adult household members have engaged in less than 4 activities with the child during the last 3 days	Children age 3-5
Family Relationships (Interaction)	Child was not supported with homework (among those children who have been assigned homework)	Children age 7-14
Safety, security, and violence	Children experiencing any violent discipline method (physical or psychological) during the last one month	Children age 1-14
Emotional well-being/Life satisfaction	Children who answer being neither happy nor unhappy, somewhat unhappy, or very unhappy in a 5 point scale of happiness	Children age 15-17

Combining Child Poverty with other QoL Domains (% of all children)



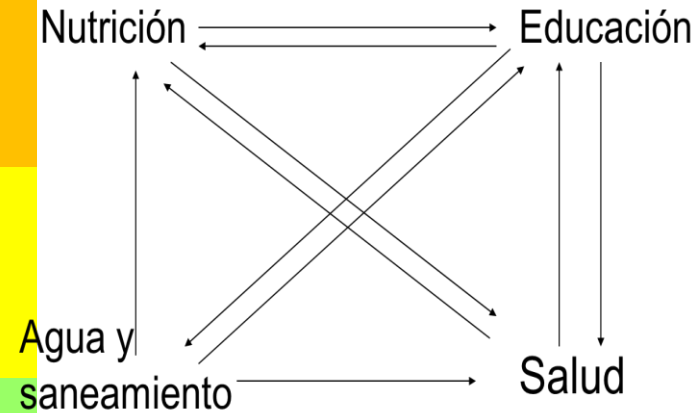
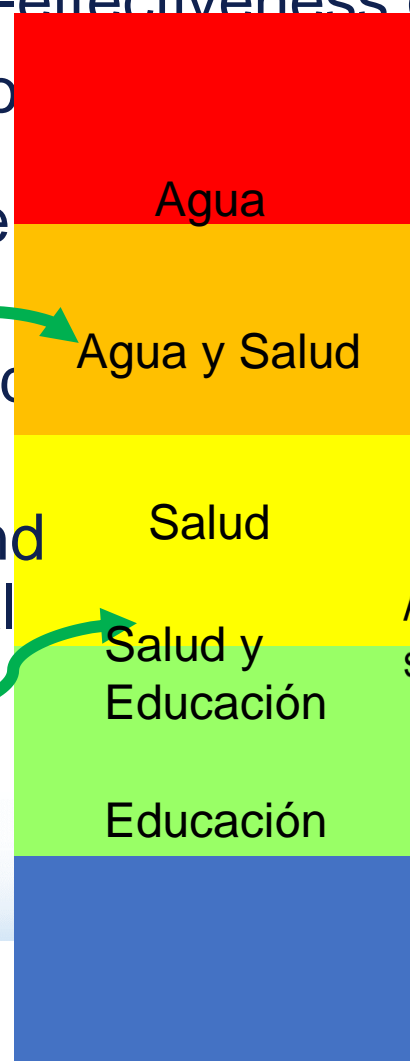
- Only Child Poverty ■
- Child Poverty and non-Material Deprivation ■
- Only non-Material Deprivation ■
- All OK ■

All Possible Combinations

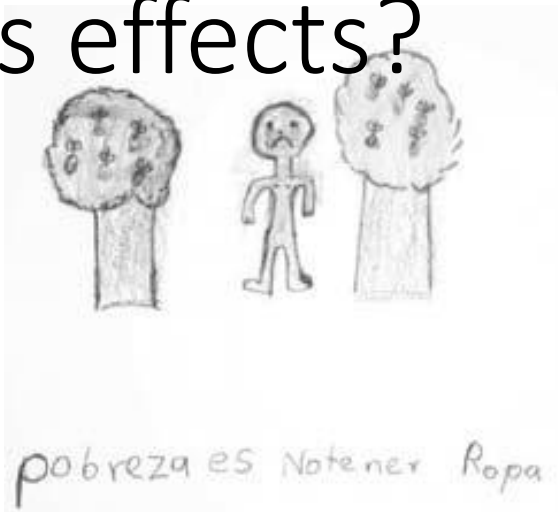
- No "silver bullets" – cost-effectiveness of policies
- The following "combinations" are not "silver bullets"



No suficiente
Hay
simultaneidad
Leads to
integrated and
multi-sectoral
poverty
reduction
policies

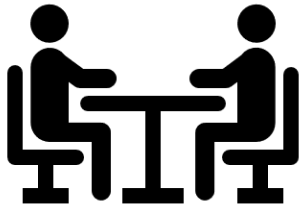


Voices of Childhood (drawings): What is poverty? Its effects?



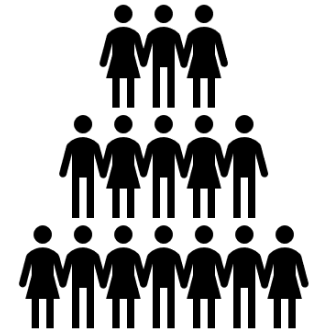
- ✓ Do not eat
- ✓ Not being able to go to school because it
- ✓ When parents are not paid, they cannot buy food, clothing and school supplies. ← CAUSE?
- ✓ Social stigma
- ✓ Discrimination ← ANOTHER CAUSE? OR EFFECT?
- ✓ Intimidated and despised ← CLEARLY AN EFFECT

National thresholds



Experts sitting at a table

Ask "many" people/focus groups



Or.....

Appropriate and statistically valid surveys

CONSENSUAL METHOD!

Easier said than done

Should everyone have "X"?

Yes No

Do you have it?

Yes No

Why not?

Not this available/
Not provided
by the government

Very expensive

Discrimination

Typical questions: What and how to ask?

- Is education important? **X**
- What is the minimum necessary level of education?
- Does your child like going to school? **X**
- What is the minimum necessary for school supplies?
- Different needs (e.g. indigenous, disability, post-trauma)
- Gender
- Ethical and practical issues
- Who to ask? <18? <12?

Conclusion

- Child poverty is the appropriate measure to support the real goal: Eliminate child poverty
- Individual Level
- Based on children's rights
- Very useful for designing and monitoring the impact of public policies in favor of children
- Let's go to the Consensual Method
-

Thanks a lot!