

---

# Child Poverty and Disparities in Yemen (Part of a Global Study)

---

- 
- The Global Study is one output of UNICEF and has been done in 40 countries.
  - Aims of the Study are:
    - To strengthen the profile of children at the national policy table. In particular, the Study aims to influence the economic and social policies that affect resource allocations, and to make children a priority in national programmes that impact:
-

- 
- The poverty of families raising children, and
  - The health, education and protection needs of children living in poor, vulnerable households, unsafe circumstances, and/or disadvantaged communities.
-

- 
- To create a broader understanding of opportunities and constraints related to reducing child poverty and disparities at regional and global levels, while also pushing the national-level policy focus from ‘the problems’ towards a dynamic debate on ‘the solutions.’
  - To generate knowledge on what policies and programmes most effectively support the rights of all children, girls and boys, in different contexts.
-

- 
- At the same time, by exploring different dimensions of poverty, the Study will aid in the understanding of how progress in reducing one aspect of poverty could promote progress in others.
-

- 
- Ultimately, the Global Study should generate evidence, insights and networks that can be used as leverage to influence national development plans, to feed into poverty reduction or sector-wide strategies, common country assessments, situation analyses, and other development tools in order to bring a child's face to MDG progress in the places where progress is needed the most.
-

# Definition

- UNICEF's 2005 State of the World's Children, set out a working definition of child poverty, which is inspired by the principles of the Convention on the Rights of the Child, focuses on the *resources* children need to survive and grow:

***“Children living in poverty experience deprivation of the material, spiritual, and emotional resources needed to survive, develop and thrive, leaving them unable to enjoy their rights, achieve their full potential or participate as full and equal members of society.”***

- Material resources include income, food, access to education or health service, protection from health risks, such as those associated with hard physical work and others.
- Spiritual resources include stimuli, meaningfulness, expectations, role models and peer relationships
- Emotional resources include love, trust, feelings of acceptance, inclusion, and lack of abusive situations.

*There are obvious challenges to measuring these, and few available indicators.*



# A comprehensive child poverty concept

- A comprehensive child poverty concept should therefore build on existing definitions and measures of poverty. It should also bring in the unique way that children experience poverty, while also maintaining linkages to broader, systemic policy concerns at family, community, national and even international level.
- The concept that guides the Global Study takes a three-part approach to child poverty. This concept considers how child poverty fits in as a vital part of the general discussion on poverty, taking note of the strengths and weaknesses of various concepts in given contexts.

---

# Child Poverty Approaches: three models “A, B, C”

---

# Model 'A': child poverty = overall poverty

- ❑ Implications: focus on material poverty as well as poverty as powerlessness, voicelessness.
- ❑ Advantage: seeks solutions addressing the main underlying or core causes of poverty in the country.
- ❑ Disadvantage: child-specific concerns and/or urge for immediate relief ignored
- ❑ Examples : Per capita GDP
  - : People living on less than \$1USD a day (at PPP) or in different wealth/asset quintiles
  - : Households under national food poverty line; people excluded from political participation

# Model 'B': child poverty = the poverty of households (families) raising children

Implications: focus on material poverty

- Advantage: seeks solutions addressing the main underlying or core causes of poverty in the country as well as the inadequate support and services to families raising children
- Disadvantage: non-material aspects of child deprivations ignored
- Examples:
  - Number of children living in households less than 50% of the median income or under national poverty threshold (UNICEF IRC Report Card No 6)
  - Children with two or more severe deprivations (shelter, water, sanitation, information, food, education and health service) ('Bristol concept' in Townsend 2003 or SOWC 2004)

# Model 'C': child poverty = the flip side of child well being

- Implications: strongest focus on child outcomes
- Advantage: besides material poverty addresses also the emotional and spiritual aspects of child, deprivation therefore brings in the concerns for child protection
- Disadvantage: methodological difficulty to produce standard poverty measures (headcount, poverty gap) and/or lack of indicators/statistical data especially in developing country contexts.
- Examples:
  - Composite indices on child well being in the rich countries
  - Complex child poverty measures in some OECD countries (e.g. UK)

# Which Model Fits Better !!!

- Model “A” presents the simplistic way much of the world sees child poverty: as indistinguishable from overall poverty. This approach starts with a macro view of poverty that must be made more specific (or disaggregated) in order to reveal poverty at the community or household level. Model “A” is a strategic situation for advocates of child rights, since children are already included (although in an implicit, or invisible, manner) in this broad concept of poverty.

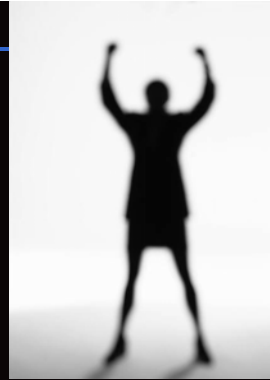
- Model “B” equates child poverty with the poverty of families raising children. The advantage of this model is that it takes the household-level perspective, which is much closer to the level at which children come into focus. This model can capture the income and labour disadvantage that families (especially women) raising children may face as they seek a balance between work and family responsibilities. However, concepts at this level are prone to ignore non-material aspects of child deprivations, and could mask child disparities in that exist within the household, including gender inequalities.

- For a model that captures individual child outcomes and also brings in non-material aspects of poverty, **Model “C” is the best fit.** It considers child well-being and child deprivation to be “different sides of the same coin”.



*However!!*

- For UNICEF, the area of comparative advantage may be “C;” however **lack of data** may constrain us to focus more on “B,” especially in poor countries where statistical data on non-material aspects of well being might be particularly scarce.



- To this end, recent research has shed more light on child deprivations, family income and usefulness of composite indicators. The groundbreaking study ‘Child poverty in the Developing World’ (Townsend et al, 2003) examined child poverty using a model that most closely resembles Model “B”. **Looking through the lens of seven severe deprivations of human needs.** The dimensions and indicators employed in this study were as follows:

1. Shelter: Children living in a dwelling with five or more people per room or with no floor material.
2. Sanitation facilities: Children with no access to a toilet facility of any kind.
3. Safe drinking water: Children using surface water such as rivers, ponds, streams and dams, or who it takes 30 minutes or longer to collect water (walk to the water, collect it and return).

4. Information: Children (above 2 years old) with no access to a radio or television or telephone or newspaper or computer (i.e. all forms of media).
5. Food: Children who are more than three standard deviations below the international reference population for stunting (height for age) or wasting (height for weight) or underweight (weight for age). This is also known as severe anthropometric failure.
6. Education: Children (above 6 years old) of schooling age who have never been to school or who are not currently attending school.
7. Health: Children who did not receive immunization against any diseases or who did not receive treatment for a recent illness involving an acute respiratory infection or diarrhoea.

- 
- The study has clearly informed the January 2007 UN General Assembly statement on child poverty that:

***“Children living in poverty are deprived of nutrition, water and sanitation facilities, access to basic health-care services, shelter, education, participation and protection, and that while a severe lack of goods and services hurts every human being, it is most threatening and harmful to children, leaving them unable to enjoy their rights, to reach their full potential and to participate as full members of the society.”***

---

---

However !!

However, it is highly recommended that a conceptualization of child poverty does not miss the *income/consumption dimension*.

---

---

Conceptualizations like this one use a mixture of child outcomes and household/family indicators (e.g. family structure, income data) that are statistically correlated with child outcomes. What is common in these efforts is that they consider poverty in terms that are broader than just income/consumption or even material deprivation.

---

# At the End

Considering the different approaches to child poverty and the work that has been done around deprivations and income based measures, ***theoretically, the 'best' model to capture factors that influence child outcome would consider:***



- ❑ Both income and non-income factors of the caretakers or the household, and how these determine whether or not a child enjoys her/his right to survive, grow and develop;
- ❑ How resource scarcity and deprivations directly impact children, as well as how they are more broadly experienced differently according to gender, age and social status at the family, household or country level;
- ❑ childhood as a space that is separated from adulthood (life cycle approach);
- ❑ Family care and protection enable girls and boys to enjoy other basic rights such that children who are deprived of a safe and caring environment are also more likely to experience other deprivations.

- 
- This 'best' model is limited by the reality of what indicators are currently available.
  - The Global Study follows Models A,B and C by considering ***data at the national level***, then at ***the household level***, and then at ***the level of the individual child*** (this progression has also inspired both the proposed Report outline and the organization of data in much of the tables of household survey data in the Statistical Template.)
-



# The Statistical Templates Include



# Part One: Children and Development

## 1.1 Children, poverty and disparities

- Table 1.1.1 The population pyramid
- Table 1.1.2 Mapping poverty determinants (a. and b.) and child outcomes (c.) in survey data
- Table 1.1.3 Estimated numbers of children affected by deprivations targeted by the MDGs
- Table 1.1.4 Control table: females by age in household surveys
- Table 1.1.5 Control table: males by age in household surveys
- Table 1.1.6 Country data from the official UN site for MDG indicators

---

## **1.2 The political, economic and institutional context**

- Table 1.2.1 Population and economic growth
- Table 1.2.2 Fertility (children per woman)
- Table 1.2.3 Structure of the economy
- Table 1.2.4 Income inequality
- Table 1.2.5 Introducing the sub-national dimensions of development

## **1.3 Resource allocation as evidence of commitment to child results**

- Table 1.3.1 Public revenues and expenditures
  - Table 1.3.2 Selected social expenditures at the sub-national level
  - Table 1.3.3 Total and private social expenditures
  - Table 1.3.4 Financing from abroad (ODA, remittances, DFI, etc)
-

# Part Two: Poverty and Children

## 2.1 Income poverty and deprivations affecting children

- Table 2.1.1 Trends in income/consumption poverty
- Table 2.1.2 Correlates of income/consumption poverty among households with children
- Table 2.1.3 Odds ratios for the probability of income/consumption poverty
- Table 2.1.4 Child poverty as multiple deprivations
- Table 2.1.5 Change in the prevalence of severe deprivations over the last decade among children
- Table 2.1.6 Correlates of severe child deprivations
- Table 2.1.7 Odds ratios for the probability that children will or will not experience deprivations
- Table 2.1.8 Prevalence of seven severe deprivations by region and residence
- Table 2.1.9 Correlation between different indicators for child poverty/disparity
- Table 2.1.10 Combined child poverty incidence
- Table 2.1.11 Children in public care or adopted

---

## **2.2 Child survival and equity**

- Table 2.2.1 Change in U5MR by wealth quintiles and gender
  - Table 2.2.2 Under 5 and infant mortality rates and their correlates
  - Table 2.2.3 Relationship between child mortality and income/consumption poverty at subnational level
-

---

# Part Three: The Pillars of Child Well Being

## 3.1 Nutrition

- Table 3.1.1 Leading indicator: Child nutrition outcome and its correlates
- Table 3.1.2 Child nutrition: supply side and uptake variables by region

## 3.2 Health

- Table 3.2.1 Leading indicator: Young child health outcomes, related care and correlates
  - Table 3.2.2 Adolescent health outcomes, services and correlates
  - Table 3.2.3 Child and youth health: supply side and uptake variables by region
-



---

### **3.3 Child protection**

- Table 3.3.1 Birth registration and its correlates
- Table 3.3.2 Orphanhood, child vulnerability and their correlates
- Table 3.3.3 Child labour and its correlates
- Table 3.3.4 Early marriage and its correlates
- Table 3.3.5 Child protection: supply side and uptake variables by region

### **3.4 Education**

- Table 3.4.1 Leading indicator: School attendance and correlates
  - Table 3.4.2 Child education: supply side and uptake variables by region
-

## **3.5 Social protection**

- Table 3.5.1 Leading indicator: Access to social protection and its correlates
- Table 3.5.2 Social Protection: supply side and uptake variables by region
- Table 3.5.3 Correlation between child outcomes and indicators of child poverty
- Table 3.5.4 Optional: Multivariate regressions on determinants of child outcomes

---

Output Sample

Excel Sheets

---



Thanks for Listening