Objective

➔ Highlight the precarious situation of children living in urban areas in Latin America.
➔ Present evidence on local policy and social monitoring mechanisms to help narrow inequality gaps and improve child wellbeing.

Outline

1. Children, Citizenship & Cities
2. Urbanization of Latin America
3. Children’s Intra-urban Inequalities in Latin America
4. Local Action & Social Monitoring
5. Final Comments
Children, Citizenship and Cities

Social Justice: Redistribution, Recognition and Representation

Social Justice is a balanced interconnection between redistribution, recognition and representation.*

Redistribution: income, material deprivations & provision of adequate public budget.

Recognition: horizontal inequalities, discrimination & provision of protection (i.e. CRC).

Representation: give children a voice as a collective social group.

Children’s Voice & Agency: Giving children consideration as part of the social structure, with a ‘voice’ and representation, allows us to think of them as collective agents of social change. It is imperative to regard children as citizens and participants in the broader social context and include them in the political process.

What does citizenship mean for children in the urban context? Urban not just ‘geographic space’, but rather consider citizenship in the context of the meaning of urban as specific sociopolitical and institutional settings that are the subject and driver of the struggle for the realization of rights.

The SDGs will be driven by the advances that happen at the city level. This represents an important opportunity for the NUA - which will be decided at the Habitat III meeting - to converge efforts to advance the SDGs, especially as they relate to children.

➔ The NUA should apply an urban ‘lens’ to the SDGs by addressing the challenges, opportunities, policy options and strategies for implementing the SDGs in an urban context*

➔ Up to 65% of the SDGs are at risk if local urban stakeholders are not involved.

2.2 billion children in the world
1.1 billion live in urban areas

1 out of 3 people are children
3 out of 4 children live in urban areas
### Households with Deprivation: Methodology

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>DESCRIPTION</th>
<th>CATEGORY</th>
</tr>
</thead>
</table>
| Household      | Three possible deficiencies:  
1. Inadequate housing materials  
2. Limited access to water  
3. Overcrowding (more than three persons per room) | Severe: 2 or more deficiencies  
Moderate: One deficiency  
No: No deficiencies |
| Parents’ Education | Average years of schooling | Low: < 6  
Average/High: ≥ 6 |
| Monetary Poverty | Comparison between family income and poverty line (or a wealth index proxy – see text) | Poor: Family income below the poverty line  
Non Poor: Family income above poverty line |

### Variables for the classification of children and adolescents according to the level of household deprivation.

### Classification of households according to the level of deprivation.

![Classification Diagram](image_url)
### Households with Deprivation: Countries and Sources of Information

The Intraurban disparities in Latin America and the Caribbean included stem from prior analysis of **household surveys**:

<table>
<thead>
<tr>
<th>Source Type</th>
<th>Countries</th>
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</table>

*With the exception of Argentina, this study uses databases homogenized provided by SITEAL.*

**Haiti was not included, as all available data was pre-earthquake.**

***Results for these countries are included in the totals but are not shown separately due to the small sample size. Jamaica (2005), Cuba (2006) and Trinidad and Tobago (2006) were not included, given that databases do not provide sufficient information for the purposes of this analysis.*
Households with Deprivation: Results

More than half of children live in moderately or highly deprived households.

30% of children live in slums and/or informal settlements.

Total Household Deprivation Levels

1 out of every 3 children live in households with high deprivations.
Households with Deprivation: Results, Cont.

Percent Urban Children with High Housing Deprivation by Quintile

<table>
<thead>
<tr>
<th>Quintile</th>
<th>Argentina</th>
<th>Brazil</th>
<th>Total Latin America &amp; Caribbean</th>
<th>México</th>
<th>Perú</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1 - Poorest</td>
<td>29.8</td>
<td>18.1</td>
<td>23.2</td>
<td>29.8</td>
<td>44.1</td>
</tr>
<tr>
<td>Q2</td>
<td>15.6</td>
<td>6.3</td>
<td>15.3</td>
<td>18.3</td>
<td>42.6</td>
</tr>
<tr>
<td>Q3</td>
<td>6.3</td>
<td>2.8</td>
<td>7.4</td>
<td>6.8</td>
<td>35.4</td>
</tr>
<tr>
<td>Q4</td>
<td>1.5</td>
<td>1.2</td>
<td>3.7</td>
<td>11.1</td>
<td>30.2</td>
</tr>
<tr>
<td>Q5 - Richest</td>
<td>0.9</td>
<td>0.5</td>
<td>1.3</td>
<td>1.3</td>
<td>22.9</td>
</tr>
</tbody>
</table>

Note: Children and adolescents from 0 to 17 years of age in urban areas. Percent of urban and intraurban (housing conditions by household per capita income, 2005-2010.)
Inequality: Malnutrition

Malnutrition by Household Deprivation (%)

- High Deprivation
- Moderate Deprivation
- No Deprivation

### Relative Gap:
- Bolivia: 3.11
- Colombia: 2.26
- R. Dominican: 1.82
- Total: 2.77
- Honduras: 4.58
- Peru: 3.78

Definition: Percentage of children under five with moderate or severe deficits (2 or more standard deviations below the international benchmark)
Note: The total includes results from Belize, Guyana and Suriname.
Inequality: Adolescent Pregnancy (Females 15-19 yrs-old)

Note: The total includes results from Belize, Guyana and Suriname. Source: DHS (Bolivia Colombia, Honduras, Peru, Dominican Republic) and MICS 3 (Belize, Guyana and Suriname), 2010.
Inequality: Education

Adolescents Not in Secondary School nor Economically Active by Household Deprivation (relative %)

Definition: Percentage of adolescents with theoretical age to attend secondary school who do not do so. Adolescents who have completed secondary school are not included.
Not in Education, Employment or Training (NEETs) = ‘NiNi’ - Ni Educación, Ni Trabajo:

High and No Household Deprivation
*Indicating Gap and Total Urban (%)*

The media’s typical portrayal of a ‘NiNi’ or NEETs is that of a young shiftless or criminal male. However...
Inequality: NiNi or NEETs

⅔ of “NEET” youth are girls

➔ Teen pregnancy and early marriage are risk factors for girls

➔ Lack of quality child care facilities

*Studies show that the typical NEET woman is one with incomplete secondary education living in urban households in the bottom 40 percent of the income distribution.

Social Monitoring & Bottom-up/Top-down Approach

**Objective**

> Show evidence about the conditions and inequities that affect childhood in 7 Colombian cities
  - Place focus on equity to ensure the realization of rights.

> Input to:
  - Further the impact of public policies;
  - Promote local programs;
  - Influence the improvement of intervention implementation.

> Achieve comprehensive realization of rights and the potential of all children.

**Methodology**
→ **Monitoring system** in 7 Colombian cities on early childhood inequities owned by CSOs, Cómo Vamos Network, and local, municipal and national authorities;

→ **Inequality** in Bogota: U5MR more than 6 times higher in Sumapaz than in Candelaria.

→ **Impact** of program Manizales: inclusion of nutrition indicators in municipal statistical data gathering.

→ **Expanding** to other cities in Latin America: Lima, Recife, Sao Paulo, Cordoba.
Children and Intra-urban Inequalities

1. Urban averages mask huge intra-urban child and adolescent inequities and exclusion.

2. More than 50% of children live in urban areas; most of them are poor.

3. In Latin America more than 80% live in urban areas. More than 30% live in highly deprived households.

4. Intra-urban disparities are higher than rural-urban disparities.
**Recommendations**

1. Create and utilize reliable quantitative and qualitative evidence to understand the drivers of urban childhood poverty and inequality, in order to guide policy and planning.

2. Create social accountability mechanisms that promote dialogue, action and monitoring between policymakers and their constituents -- the children, their families and direct service providers.

3. Promote local action - combine bottom-up and top-down programs and policies.

4. Give children voice and agency in order to promote a reframed discussion about cities so that they become inherent stakeholders in urban planning.

5. Think and act politically, connecting decision-makers from local and national government agencies with those within communities, in order to scale up effective and sustainable initiatives.

For more information see “Addressing Urban Inequities and Childhood” [www.equityforchildren.org](http://www.equityforchildren.org) or [www.equidadparalainfancia.org](http://www.equidadparalainfancia.org)