
**The ‘Ins’ and ‘Outs’ of Poverty Targeting:
Using research to make poverty alleviation work for children**

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Abstract

This paper examines the targeting aspect of a range of poverty alleviation programmes offered by the South African government state, focusing on a package of services, grants and other benefits of which children are the direct or indirect beneficiaries. Targeting mechanisms are varied – ranging from universal fee waivers to means-tested cash transfers. In the absence of an integrated poverty alleviation strategy, programmes to address child poverty tend to be conceptualised in isolation. The lack of a coherent approach can result in multiple exclusions that are unintended by policy and risk violating children’s rights.

The work is based on research undertaken by the author and her colleagues at the Children’s Institute. Research methods include policy review, interviews with government and NGO stakeholders and primary research amongst care-givers, children and local implementers in two research sites – one urban and one rural.

The South African government has progressively emphasised the need for comprehensive social protection, and an integrated poverty alleviation framework is being developed. This is an opportune time to evaluate the existing “basket of goods” for children, and make recommendations for targeting strategies that are inclusive in their targeting and better able to realise children’s rights.

Childhood in poor households, patterns and discrepancies in recorded experiences

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Aim of the study: The aim of the study is to develop new knowledge about how parents and children in Norway's poorest families deal with organising their daily lives, and preventing social exclusion of the children. The question is, also, to what extent existing initiatives to combat child poverty really reach the poorest families, and to what extent they reach those who are merely poor for short periods of time.

Theoretical framework: In developed countries, child poverty is often studied within a dual theoretical framework: Resilience and coping on the one hand, and social exclusion on the other. Theories of resilience and coping are used to gain knowledge about how children and young people cope with the effects of poverty on their daily lives, whereas resilience denotes behaviour that protects against the ill effects of for instance poverty, and increases positive development and adjustment. Theories of social exclusion are used to understand the mechanisms behind poor children and young people's social functioning and integration. This incorporates a dual perspective on children and young people which are called "being" and "becoming". Both are necessary.

Methodology: A great deal of statistical knowledge exists about child poverty in Norway. However, child poverty is most commonly episodic. While between one fifth and one fourth of all households may be below EU's poverty limit (60 % of median income) during one single year, not more than four per cent remain there over time. This makes survey studies of the effects of child poverty difficult, as only a few of the respondents will be poor over time if the selection criterion is income during one specific year. Thus, we have designed a qualitative study aimed at families with children of different ages, who have been below EU's poverty limit for at least three of the last five years. The study is qualitative because these families are difficult to find, and have to be recruited through social welfare, social security, poor people's organisations, NGOs etc.

Preliminary results: The study has just started, so there are no results as yet. More results may be forthcoming in September.

Relevant themes to the conference: Causes and indicators of child poverty in developed and developing countries, and methodological issues in the study of poverty and children.

Child poverty and social exclusion: a theoretical and methodological perspective

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Abstract

This paper focuses on the theoretical and methodological issues to characterize the configurations of social exclusion and poverty affecting children. It is based in a multidimensional angle that localizes children in the web of social relations that mediate his everyday life.

Although Cuba has developed a wide social program concerned in childhood, the existing poverty patterns include children. In Cuba, contrary to other countries in the geopolitical area, education, health, and welfare –as child poverty dimensions-, don't visualize children in the poverty maps. This methodological approach reaches less orthodox measurement criteria, trying to understand the Cuban complex experience.

It focuses on cultural consumption as a path to explore new dimensions of poverty and exclusion. Cultural consumption could be considered as a place in which social re-stratification processes and inequities could be better visualized. We propose a qualitative perspective to dig into the subjective experience of children. This paper explores children potential to describe and reflect about their everyday life, debating with those research instruments that refer children to their victim condition. That's why indirect research techniques as drawing are prioritized.

Predictors of Child Poverty in South Africa: Evidence from Micro data for 2005

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ABSTRACT

Using multivariate models, this study assesses the predictors and correlates of income child poverty in South Africa based on disposable monthly income of households with children drawn from the South African General Household Survey (SAGHS) for 2005. Since South Africa has no official poverty line, assessments of the poverty status of households with children was based on a relative concept of poverty where child poverty is defined as living in a household with an equivalized house disposable income of less than 50% of the median (800 Rand) for the whole population compared to an absolute measure of living in a household with a disposable income of R1100 or less that is often used by the national government to denote indigent households in the administration of the child support grant, particularly urban areas. The impacts of various household and individual characteristics on the probability of a child living in poverty in South Africa were estimated using logistic regression techniques. Children living in households with a single mother are significantly more likely to grow up in poverty than children in households with an additional adult resident. The presence of a male head of household who is a regular wage earner and has completed at least primary school significantly decreases the odds of a child being poor. The results of this study will have implications for child poverty alleviation strategies in South Africa where an increased number of deaths of parents are likely in the current era of HIV and AIDS.

**Child Wellbeing in Contexts of Poverty:
Exploring the Potential of Participatory Methods within the Young Lives Project**

Gina Crivello, Laura Camfield, Martin Woodhead

Workshop topic/stream: Methodological issues in the study of poverty and children

‘Wellbeing’ is a key notion for exploring the lives of children over time, given its potential to link the objective, subjective, and inter-subjective dimensions of their experiences in ways that are both holistic and contextualized. For this reason it is one of the core concepts used by *Young Lives*, a 15 year project (2000-2015) that follows the lives of 12,000 children growing up in the context of poverty in Ethiopia, Peru, Vietnam and Andhra Pradesh (India) (see www.younglives.org.uk). While so much of the literature on childhood poverty focuses on the experience of loss or deficits – of income, material possessions, health, and so on (Boyden 2003), *Young Lives* in the tradition of research that also highlights what children who grow up poor may have, such as their resourcefulness, resilience, and optimism (Save the Children 2001), and emphasizes their agency.

Devising appropriate methods to study wellbeing in an international project can be a challenge as there is little consensus on what wellbeing means and definitions are highly variable. *Young Lives* has attempted to sidestep the conceptual confusion by studying wellbeing in relation to specific risks and protective processes. Its approach reflects the interaction of factors such as values, expectations, and experiences, and the quality of social networks and material environments. Our study explores what these factors mean during childhood transitions, how important they are, and how their interaction differs between generations and across life courses.

The project is innovative in its inclusion of relatively young children in participatory research (aged six to seven), and the development of methods that can be applied in diverse cultural contexts, marked by variations in children’s daily lives, their relationships with adults, and preferred ways of communicating their ideas and feelings. This entails using a mix of methods, including participatory techniques such as ‘body mapping’ to explore embodied experiences of wellbeing or illbeing, and the Mosaic Approach (Clark and Moss 2001), which treats young children as the ‘experts in their own lives’.

This paper focuses on recent efforts by the *Young Lives* qualitative team to select and adapt methods capable of capturing subjective and inter-subjective wellbeing in the context of a range of children’s life experiences related to poverty, specific risks and protective processes. These methods do not intend to supplant quantitative measures of children’s wellbeing, but aim to produce rich, person-centered data to enhance and contextualize the longitudinal dataset described earlier. Drawing on both a review of the literature on child-focused methods and on recent experiences piloting a selection of methods in the four study countries, it reports the development of a methodology that is child-centered, but also acknowledges that every child is embedded within a network of social and economic relationships.

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Assessing the impacts of poverty reduction policies for children in the context of decentralization

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This paper focuses on policy processes that impact on child poverty reduction via the delivery of basic services for poor children in the context of decentralization. This is an under-researched area since the focus of child policy analysis to date has typically been either at the national level or very micro-level, for example, in a single school or council. We explore some of the pros and cons of political, administrative and functional decentralization and the increased participation of local civil society in policy processes for impacts on child well-being. Some of the particular challenges for child poverty reduction include the fact that children/youth typically have at best limited opportunities to voice their needs while advocates for children are often weak or absent at the local level. Similarly, government agencies responsible for addressing child poverty are often not represented at the local level. Our study will also pay particular attention to the mediating factors that can influence child-focused policy decisions. These include the availability of champions for children/youth in government and civil society; explicit policy design to impact on children and the availability of age and gender disaggregated indicators and budget data at the local level.

Methodology

The analysis will combine a desk-based analysis with two developing country case studies drawing on mixed methods (quantitative and qualitative) research. We begin by presenting a framework for local policy and budget monitoring as a key instrument to capture diverse contexts and needs of children as well as assessing the translation of resource outlays into outcomes and identifying possible gaps in the process. We then turn to two case studies – one in India that looks at state to district and sub-district decentralization and the other in Ethiopia that explores national to regional state decentralization. More specifically the

- Andhra Pradesh, India case study focuses on two elements: (1) the strengths and weaknesses of participatory delivery of child-focused services at the grassroots and (2) an assessment of how the devolution of functions and funds to local bodies at the sub-state level can be strengthened to improve financing and service delivery for children's programs.
- The Ethiopia case explores the mechanisms through which national level poverty reduction policies emanating from Ethiopia's PRSP are being translated into local policies to achieve more consistent and lasting effects on child poverty reduction.

These case studies constitute an important contribution to current thinking in this area given the over-reliance to date on cases from Porto Alegre, Brazil and South Africa.

Preliminary findings

Our preliminary findings suggest that when there are advanced processes of decentralization it is crucial to look beyond national level policy processes and focus on local level institutions in order to be able to assess real impacts and potential problems in policy implementation. First, budget and spending commitments by local governments at the local level are essential. As such, it is important to promote transparency and accessibility of local level budgetary data to verify progress in policy commitment towards children. Second, the participation of grassroots civil society / organizations in service delivery has the potential to improve access and reach, but it requires capacity building, adequate funding and deliberate *intent* to reduce childhood poverty to have desired outcomes for children.

Free Primary Education as an Entry Point for Integrated Support to Orphaned and Vulnerable Children; A Case of *Dertu* and *Sauri* Millennium Villages in Kenya

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Abstract

Levels of orphaned and vulnerable children continue to rise in Kenya, primarily as a result of the HIV/AIDS pandemic, but also due to increase in poverty and population. Nyanza Province in Kenya has the highest number of orphaned and vulnerable children, (OVC), according to the Kenya Demographic Health Survey, 2003, currently standing at 500,000. In Siaya District, in Nyanza province where the *Sauri* Millennium Village is located, the level is estimated at 40% of total child population. School mid-day meals, accompanied by limited take-home rations, have however seen enrollment in schools for both boys and girls increase tremendously. Similarly, in *Dertu*, Garissa District, where we have the second Millennium Village, children are largely vulnerable due to pastoralist conditions, including severe environmental conditions, persistent droughts, nomadism and poverty. As an intervention, school meal programmes intervention have ensured that children remain attracted to schools, where a meal is assured, and this coupled with availability of boarding, has ensured an increase in enrollment by at least 50% in arid districts.

This paper set to establish innovative models of managing OVC, and the best practices towards attainment of universal and Free Primary Education, and halting and control of the HIV/AIDS pandemic, with a specific focus on children. The study was limited to Nyanza and North Eastern Provinces in Kenya, and explores the effects of the Millennium Village model, currently receiving policy support from the MDG Centre, ESA.

The methodology used was largely a review of statistical data and reports from these two areas, as well as focused group discussions with schools, Millennium Village Project personnel, District Education Boards, district health officers, and community health workers in the two localities, who have a day to day interaction with OVC.

Key findings

The analysis of findings was premised on the integrated support model, which looks at the growth requirements of a child, applied within a context of vulnerability. Some of the preliminary findings include the following:

- Support to OVC must come integrated; inbuilt with health support, including scheduled immunizations, school meals, school fees for secondary level education, school uniform, nutritional counseling and food assistance, provision of insecticide treated mosquito nets, and support to context specific economic activities.
- The government, the community and non state actors must each play their respective roles simultaneously in implementing OVC interventions.
- The free primary education programme offers an excellent entry point for OVC interventions if well integrated.

Major Recommendations

We recommend that the Millennium Villages approach to education should be replicated in areas with large numbers of OVC and in areas presenting high vulnerability for children. In addition, FPE offers an opportunity for greater intervention and access to children in difficult situations. If an integrated support package suited to the context, within which the children are living is offered, the situation of these children would be improved significantly, as seen in the Millennium Villages. Children are best assisted in their natural homes rather than in orphanages, as with family they get a stronger foundation for psycho-social support, in addition to developing a sense of identity and belonging.

Children and Migration: A Case Study of Children in Migrant Communities in Karachi

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Abstract

This paper investigates the determinants of school enrolment and child labour among children in different migrant communities in Karachi. There are significant dissimilarities in the participation rates of children in different activities across communities. Data collected from a survey of three communities is modeled to estimate the variables influencing school enrolment and child labour. The results suggest that the probability of a child going to school increases with an increase in the freedom of women and mother's education. The factors increasing the probability of children working included the age, number of children in the family, gender and ethnicity. The birth order was also a determinant since elder children were more likely to be economically active than their younger siblings.

**Cultural Policies as a Resource for Child Poverty alleviation:
Cuban Practice and Challenges**

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Abstract

In Cuba, the presence of children both as social actor and as a research topic is underrepresented. My research intends to fill that gap concerning how the cultural policies discourses empower disadvantaged social groups focusing the attention on children living in urban poverty conditions. Which are the conceptual frameworks for the cultural policy agency focusing children? How children are visualized /considered in those cultural policies discourses? How is the relationship between poverty and children conceived? Which are the current strategies and methodologies used in the cultural policy field? Which are the most important challenges to face children poverty from a multidimensional point of view considering the cultural one?

This research constitutes an attempt to reflect on the relations between poverty and public policies of culture in order to find some areas in which those policies contribute (and would contribute) to struggle against poverty. It deals with a multidimensional integration of theoretical traditions such as: political sciences; sociology of culture, and anthropology to analyze the cultural strategies that link other economic, employment and social policies, etc. This theoretical approach emphasizes the political components of the cultural field, by thinking dialectically the politics-culture par taking into account the politics-culture from a dialectic point of view. It incorporates into the cultural policies thinking other topics such as power, children poverty and poverty alleviation policies. Methodologically, it gives priority to a qualitative perspective, particularly documental research, content analysis and interviews.

Constructing a Child Poverty Approach – the case of Vietnam

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Abstract

In this paper, we describe a general construction process for the child poverty approaches, inferred from a review of existent approaches. The general construction process with its separate building blocks and decision-making processes is consequently applied to the specific case of Vietnam*. Until now, no comprehensive set of country-specific child poverty indices have been developed and used to produce child poverty estimates in Vietnam, presenting a serious gap in the poverty profile and situation analysis. We put forward a Vietnam-specific child poverty approach that aims to provide an overall picture of child poverty and serves as a new policy tool. In contrast to common practice for existent child poverty approaches, the various steps of the construction process are elaborately discussed to portray the choices and decisions made for every step as explicit as possible. The approach builds upon the multidimensional concept of child poverty and is based upon the Convention of the Rights of the Child (CRC) and the basic needs approach. The development of the theoretical framework, including the domains and child-specific indicators, is done according to a set of selection mechanisms and guiding principles. Based upon the purposes, concept and theoretical framework of the approach, recommendations for end products are given that can be constructed from the individual indicators. The set of newly developed end products draw an inclusive and country-specific picture of child poverty, filling a crucial information gap and helping to overcome obstacles to design, implementation and monitoring of child policy. Furthermore, the case study provides a tangible example of the application of the general construction process for child poverty approaches.

Note:

*) The development of a child poverty approach for Vietnam was part of a research project conducted for and funded by UNICEF Vietnam in 2006.

Denying Children their Future in a Globalising World
Poor Status of Government Education in Hyderabad (India)

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Abstract

Free and compulsory education was to have been provided to all children until they complete the age of 14 years within ten years of independence as per Article 45 of the Indian Constitution. As recently as in December 2002, such a provision was made a fundamental right by the 86th amendment to the Constitution. The role of education has become more important with 'knowledge worker' and 'knowledge society' emerging as buzz words in the globalising world. As Amartya Sen has argued, education and health are important entitlements for the development of human faculties and achieving freedom. Denying education would amount to nipping the children's future in the budding stage. Poor children growing up without adequate literary skills and healthy bodies cannot take advantage of the economic growth opportunities, and thus get socially excluded and marginalised.

School education in Andhra Pradesh has become increasingly privatized since the mid-1980s. In the urban centers, the middle and upper class citizens have opted for private schools leaving the government schools for the poor. Within the private sector, the school education has become expensive with corporate/global schools emerging as the main players. The quality of education imparted to the poor children in government schools is much to be desired due to overcrowding, poor infrastructure, and lack of adequate teaching staff. This situation pushes the poor children into a vicious trap of low quality education. It is no surprise that about 69 percent of students dropped out of government schools in 2002-03. Further, several schools have been closed down in the city in the last ten years due to either lack of basic facilities or dwindling attendance.

Even as Hyderabad has emerged as an important city for software sector in India, the government schools catering to the poor have not received adequate attention, resulting in social exclusion and marginalisation of the poor children. The present paper analyses the growing privatization and emerging inequalities in the school education with special emphasis on the condition of government schools in the globalising city of Hyderabad. The information is obtained from the surveys conducted by civil society organizations, government reports and media coverage in addition to the field visits.

**Re-visiting the role of primary education programme
to help reducing child poverty in Bangladesh**

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Abstract

This paper questions the claim of the ‘success story’ of the government of Bangladesh in its primary education programme. The story seems to be well depicted and pre-dominantly attuned with the global target of enrolling all children in primary education [within a set time line]. We intend to contextualise this from a Bangladesh perspective and contest the idea of reducing child poverty through a below-par quality of primary education given Bangladesh’s socio-cultural context. The paper discusses the features of both mainstream and non-formal primary education in Bangladesh to understand how/whether these actually help poor children to get rid of their vulnerable condition. We argue that existing primary education in Bangladesh cannot be reconciled with the far-flung prospect of creating a knowledgeable society that will automatically help to minimise poverty in general and child poverty in particular. Instead; it is obfuscated to achieving international targets (MDGs) which are the pre-requisites of receiving donor funds. A large number of children from poor(er) backgrounds are yet to enter school or any form of educational set-up; and hence the paper claims that the success story is not a sustainable one and offers a few suggestions which are worth considering for developing a pro-child and better educational policy.

Key Words: Bangladesh, children, poverty, primary education

Compulsory Education in Rural Cambodia: A Comparative Study between a State School (SS) and a State and NGOs Supported School (SNSS)

Sok Serey* (with Soparth Pongquan**)

The research examined a 9-year compulsory education in Cambodia which is responded to the national educational policy of the country. The study was focused on the current situation of the compulsory education including school enrollment, support, affordability, work contribution of the children for households and perception of parents and children on various aspects of study schools related to the compulsory education.

A comparative study was conducted between the two types of schools: one is the State supported school and the other one is the State and NGOs supported school. A field work was conducted in Samraong district of Takeo province, Cambodia. Data were gathered both from primary and secondary sources. The primary data was basically obtained from a household survey with sampled households stratified by poor (PHHs) and non-poor households (NPHHs). The primary data collection methods were applied including field observation, key informants interview and focus group discussion of relevant key stakeholders involved.

The research shows similar key findings of both study schools related to high rate of missing-out, repetition, dropouts and school quit. In both schools, the number of drop-out girls was higher than boys as they had to work out to support their family even at their young age primarily due to their poverty. The children from the NPHHs had more opportunities to attend regular classes due to the support of their family economically. The children from both schools were suffered by the lack of scholarships provided by the State particularly among the PHHs. In comparison between the SS and the SNSS, it was found out that the SS had a better performance in school enrollment however it challenged with lack of support resulting lack of children support, old buildings and facilities. The SS' success was due to the availability of experienced teachers who held high commitment in their career. The SNSS had a better condition in school buildings, facilities and equipment due to extra support from the NGOs. Meanwhile, the SNSS did not perform well because the external support was very meager for the children whose had very huge needs. In addition, the unfavorable school environment including gambling and drinking surrounding the school compound and inappropriate behaviour of the teachers were social problems affecting the children's behavior and quality of education.

A set of recommendations were given to both study schools to improve the performance of the compulsory education by improving the assistance provided to pupils from the PHHs, school structure and facilities, quality of school teachers and planning implications on future school curriculum. This is responded to the implementation of the national policy of the basic education for all (EFA) in Cambodia.

Keywords: Compulsory Education, Education For All (EFA). Basic Education, Rural Education, State School (SS) and State and NGOs Supported School and Rural Education in Cambodia.

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**Transitional Education for Child Labourers -
A Review of Residential Bridge Camps for Mainstreaming
Ex-Child Labourers into the Formal Education System**

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ABSTRACT

Background:

In recent years, there is a growing debate with reference to the education of former child labourers who were never enrolled in school or who dropped out. Frequently, they are older than their school age, have different socializing and working experiences that put their integration in mainstream schools at high risk of failure. Residential Bridge Camps (RBCs) provide intensive education in residential settings with the aim of preparing hard-core child labourers to be integrated in mainstream schools.

Objective:

The aim of this literature review was to explore the extent to which Residential Bridge Camps are effective interventions for integrating former child labourers into the mainstream schools at age appropriate levels.

Search strategy:

This research was based exclusively on secondary data, on extensive search of the platforms, E-catalogs and databases, but also on professional literature from the agencies evaluating RBCs interventions. The search started from the highest levels of evidence hierarchy (Systematic reviews, Randomised controlled trials and cohort studies) and continued until the lower levels of evidence (case reports, evaluation reports), which are only able to provide only weak evidence.

Selection criteria:

Studies were included if (1) their main population were former child labourers (9-14 years old); (2) intervention involved accelerated teaching and learning (3) took place in residential sites (4) intervention aimed at mainstream school integration (5) had a duration of at least 4 months (6) the design was RCT, Cohort study, Case-control study or Cross sectional study or, for an evaluation report that met the inclusion criteria from Daniel Stufflebeam's Meta-Evaluation Criteria.

Data collection and analysis:

786 abstracts were screened (from academic, non-academic, international and local, provided by experts and agencies contacted). As the only eligible materials were evaluation reports, their analysis was according to Daniel Stufflebeam's Meta-Evaluation Criteria.

Main results:

All included and excluded studies concluded that RBCs have positive outcomes in terms of decreasing child labour and mainstreaming children into formal schools. However, the methodological quality of the papers varied. Data that was systematically missing referred to: the total number of child labourers identified at the baseline, the number registered in the RBCs and the number who dropped out RBCs, the variance in academic performance at baseline or any measure of exposure to the intervention.

Conclusions:

Given the methodological limitations of the studies, the only reliable inferences this review can make are on the aspects that appear to be promising, but which require further research. The review was not able to describe the specific aspects of the Residential Bridge Camps that are appear to be responsible for their effectiveness.

Key words:

Child labour, education mainstreaming, Residential Bridge Camps, rehabilitation.

**The realities of child labor: and the purposes of policy:
Children's labour in West Africa**

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Abstract

June 12 this year was the international day dedicated to child labor in agriculture. These and other initiatives aim to attract increasing international attention to child labor in agriculture and in domestic service, two domains which were, until recently, rather overlooked in discussions of child labor. This paper reviews some of the issues concerning children working in domestic services and in cocoa production in West Africa with the purpose to clarify how and to what extent it is possible to identify when these forms fall into the category of worst forms of child labor, as defined by the ILO Convention 182. Both forms of child labor involve in some cases the child relocation away from home, thus prompting questions on whether these forms of child migration cum labor might also involve trafficking. In the face of these questions, the paper aims to provide a framework by which understanding why children may be found in these types of labor and what may be the policy consequences.

Workshop topics: Children and work; children and education; children and policies.

Taking a parental employment approach to ending poverty for children in lone parent families in Ireland: Balancing poverty elimination and child well-being

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Abstract

The Irish Government, concerned about the persistent relationship between lone parenthood and child poverty, have proposed major policy changes to end the present passive, unconditional, means-tested income support (called the One Parent Family Payment) payable to lone parents until the youngest child is eighteen years, and to require lone parents' participation in 'quality' employment and education and training. The Government view the *Proposals for Supporting Lone Parents* (2006b) as a key element of their anti-poverty policy for children and families. While we know that living in poverty can be harmful to child well-being (Brooks-Gunn et al, 1997) and international and Irish analyses indicate that parental, and increasingly mothers', employment is important for child poverty avoidance and reduction (Whiteford and Adema, 2007; Sweeney, 2002; Solera, 2001; Nolan and Maître, 2006), a reading of the proposals prompts questions not only on the Irish Government's capacity to deliver the integrated, inter-agency responses required in the changeover period for parents and children in areas such as childcare and parental educational and employment supports, but also the extent to which the potential impact of the proposed changes on wider child well-being outcomes was considered in their development. This is despite the development and on-going implementation of Ireland's first *National Children's Strategy 2000-2010* which recommends that a 'whole child' approach be adopted in policy and provision, and they are developed in ways that conceptualise children in the contexts within which they live their lives and the many factors that have an impact on their well-being. The Strategy also aims to develop integrated policymaking and service provision for children at local and national levels. This paper identifies and analyses these gaps and points toward additional issues and policy areas the Irish Government could consider for the further development of the *Supporting Lone Parents*' proposals based on a wider assessment of child well-being than only economic well-being.

**International aid: cure, curse or catalyst for social unravelling?
The impact on the community of humanitarian support for vulnerable children in
Makete, Tanzania**

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Main theme: International aid does not always achieve its intended outcomes.

In a recent situational analysis (Government of Tanzania, 2006), Makete District in southern Tanzania emerged with the highest rate of vulnerable children in the country (17.4% of all children in the district (*Ibid* p.5) are classed as ‘vulnerable’). There are high rates of orphaning due to AIDS; high levels of school drop out; increased abuse and risk of HIV infection; stigma, discrimination and isolation; malnutrition and illness; loss of inheritance, and psychological distress.

Tanzania is the recipient of large flows of funds from PEPFAR and the Global Fund, among others. Between these two sources, nearly US\$ 100 million has been allocated for spending on children in the next 3-5 years. The money is allocated to local NGOs or CBOs to be spent on humanitarian support for children. Stringent conditions are attached and large numbers of children are required to be reached. Makete district is also the recipient of such funds.

Preliminary Findings: In Makete District there has been some success in identifying vulnerable children and supporting them to stay in school. The process involves good networking between selected teachers in each school and “Mama Mkubwa” or care promoters in the community. However, numerous challenges remain. There is deep concern about how to make the programme sustainable when the funding ceases in a few years time. The entire community is desperately poor and there is little it can contribute to the material needs of the vulnerable children. There is very little capacity to give psychosocial support and many of the children who are successfully involved in the programme during their primary school years, drop out in early adolescence and seek work on tea estates where they are vulnerable to becoming infected with HIV. The issue of giving aid without creating dependence is also of concern: there is a need to increase community participation and ownership. Longer term goals such as changing behaviour to reduce the rate of HIV infection, reducing stigma and discrimination, and providing meaningful psychosocial support are often sidelined by the pressure to fulfil the conditions attached to short term funding. There is also competition between families to receive the benefits and this may result in jealousy.

Methodology: People’s ‘lived experiences’ and ‘personal meanings’ are explored within a phenomenological research paradigm. At the same time, the project has typical features of ethnography, exploring the implications of cultural phenomena to which meanings are attributed. Discourse theory is also relevant as concepts such ‘social cohesion’ and ‘*ujamaa*’ are explored and understood in the context of culture-bound meta-narratives. Acknowledged data collection methods are used such as participant observation, in-depth interviews and focus groups as well as participatory activities with children.

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Macro-Perspective of Child Labour In Egypt

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Child labor remains a critical phenomenon in Egypt, as long as a significant segment of the Egyptian children are suffering from exploitation in their work places, abuse of their rights to enjoy their time, educational deprivation, poor health levels and inadequate social integration.

Child labor is incorporated into a range of different employment relations ranging from establishment work to street traders and self employment on street corners and in garbage areas, collecting food, selling newspapers ..or turning to crime. Children in work might be on a part-time or full-time basis, receiving a paid income or are unpaid and the most critical issue is that they might have dropped school. In most cases children are working long hours for low pay in unsuitable conditions at the expense of their health and their education. In short the majority of vulnerable children are children without a real childhood (Bequele, A. 1988).

Among the underlying causes of child labor, poverty and economic disparities are, of course, critical factors. *In developing countries*, there is increasing concern that economic stagnation and unemployment, massive rural migration, accelerated urban growth and structural adjustment aggravated by the rising cost of living, have increased poverty and therefore the occurrence of child labor (Forastieri, Valentina 2002).

Several studies in Egypt aimed at studying the causes of child labour. In most studies the economic aspects (poverty) has been regarded as a main cause for this situation. The main purpose of this paper is to study the economic aspects for child labour, whether at the household level or at the national level.

The study will address this issue from a policy perspective along a comprehensive approach linking policies at the national level with action programs at the household level.

The forthcoming analysis depends mainly on the *subsistence hypothesis*, which assumes (Basu and Van (1998)) that a household only sends children to work, if the household's income (from non-child-labor sources) become very low. Thus, the use of child labor should be highly responsive to income changes, especially at low levels of income. Child leisure does not need to be a pure luxury good, meaning that doubling of household income (from non-child-labor sources) leads to more than a doubling of child leisure (i.e. non-work time), though the correlation should be positive. This hypothesis is different from the *capital market hypothesis* as an explanation for child work. The latter hypothesis starts with the assumption that binding constraints in poor economies are found to increase the probability of child labor. In this respect Parsons and Goldin (1989) and Ranjan (1999), found that child labor acts as a consumption smoothing device for poor households in the absence of credit.

It also differs from the *parental education hypothesis* (Dessy (2000)), which argues that child labor is a consequence of the fact that economies with low levels of human capital are likely to be trapped in under-development traps, where child labor and high fertility are present. This conclusion is reached within a framework of an overlapping generations model where education and child labor are two competing claims on a child's time, and human capital is produced with the input of parental human capital and time spent in school. Hence the underlying assumption in this report is that low economic conditions are the main reason for child work.

Poverty of children in the war-affected boundary villages: Understanding the situation from children's point of view and recommendations for child-centred development approach

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Abstract

Introduction: There is a high possibility that children will put into practice unconsciously what they experienced and received from their first generation. The culture of poverty theses proves that poor breeds poor so that poverty is a cultural phenomenon. What is learnt as a child will be practiced when he/she is a young and an adult. What is received as a child will be offered for children when they are old. Children are socialized mainly by the adult and mass media. The culture, socio-economic and political system of culture of poverty will not anyway child friendly. Children do not receive a good food, not looked after by parents, they will have to work for the survival of the family, look after children and engaged in household work, the direct and indirect victims of domestic violence are children and they have to pay for the consequences. The social and economic systems are hard so that children will have to bear the burden.

Study Problem: The children who live in civil-war affected boundary communities are worst than that of children who live in a normal poor environment. Some of the problems children face in their day-to-day life are directly have negative impacts on their entire future. The prevailing conditions negatively affect their livelihood thus resulting inability meet their basic food requirement, inability to concentrate on education and the education systems unable to provide its services effectively, night-time daily migration to forest and secure places have negative impact on their health and psychological pressure, experience sexual abuse and many more.

This situation has not studied and analyzed from socio-cultural and social psychological point of views. There are development programs introduced by governmental organizations, non-governmental organizations and private sector agencies and individuals. However, it was found almost all the program offer benefits and services using the same traditional mechanisms and procedures. As development programs are designed and implemented by the adults of such organizations none of the program would developed with the participation of children. Therefore the programs and projects would not effectively benefit for children.

Study Objectives: The objectives of this study therefore are to:

- i. study the problems experienced by children especially in the war boundary communities;
- ii. to study how far children get benefits from development interventions in such areas; and
- iii. to make recommendations for child-friendly and child-centered programs where children can be benefited from development interventions.

Study Methodology: First the secondary data will be used for concept building. Later field work will be done in the war-affected boundary village in Sri Lanka. In addition the interviews will be held with the development practitioners and secondary data will be collected to estimate the volume of the development efforts in the area.

Expected Contribution: In social sciences especially in the field of sociology and anthropology the basic concepts of individual, family, kin-group and the community is studied in detail. The concepts are valid to understand the situation in normal situation. The war is a new universal phenomenon in the third world countries. Therefore the how the same social institutions functions and its negative and positive impacts could be studied. Further the development practitioners could pay attention to develop child-friendly and child-centered development initiatives in the war-affected boundary village.