

Sudeshna Chatterjee, Alberto Minujin, and Katie Hodgkinson (Eds.)

Leaving No Child and No Adolescent Behind

A Global Perspective on Addressing Inclusion through the SDGs

CROP International Poverty Studies

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Sudeshna Chatterjee, Alberto Minujin,
and Katie Hodgkinson (Eds.)

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The CROP series on *International Studies in Poverty Research* presents expert research and essential analyses of different aspects of poverty worldwide. By promoting a fuller understanding of the nature, extent, depth, distribution, trends, causes and effects of poverty, this series has contributed to knowledge concerning the reduction and eradication of poverty at global, regional, national and local levels.

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For more information contact:

GRIP Secretariat
Faculty of Social Sciences
University of Bergen
PO Box 7802
5020 Bergen, Norway.
E-mail: gripinequality@uib.no
Web: www.gripinequality.org

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Introduction: Leaving No Child and No Adolescent Behind

Sudeshna Chatterjee,¹ Alberto Minujin² and Katie Hodgkinson³

The Promise of Agenda 2030 for Sustainable Development

Today's children and adolescents (0–19 years) are the first generation to be born entirely in the 21st century. They are widely acknowledged to be better educated, have better health and live longer than previous generations. They are also the most digitally connected generation. An estimated one in three internet users around the world is under 18 (UNICEF, 2017). Although the world is becoming a more prosperous place, however, there is also increasing prevalence of inequality (Alvaredo et al., 2018), which translates into deprivation and exclusion for disadvantaged children. In its State of the World's Children report of 2016, UNICEF suggested that based on current trends, by 2030 70 million children under five will die from mostly preventable causes; 167 million children will live in poverty; and a shocking 750 million women will have been married as children (UNICEF, 2016). By contrast, 2030 is also the target date for achieving the Sustainable Development Goals (SDGs) that promise to provide children and young people with the services, skills and opportunities they need to build better futures for themselves, their families, and their societies.

The future of our world over the next decade is thus being shaped by the Agenda 2030 for Sustainable Development, which was unanimously agreed by the 193 member states of the UN General Assembly in October 2015. Building on both the achievements and failures of the Millennium Development Goals (MDGs), the Agenda 2030 is the most ambitious global agreement to date. It takes on complex societal challenges such as poverty eradication, environmental protection and institution-building. It pledges to take bold and transformative steps to 'shift the world onto a sustainable and resilient path', and to crucially ensure that 'no one will be left behind'

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- 1 Founder and CEO, Action for Children's Environments. Consulting Senior Evaluation Specialist for Evaluation of UNICEF's Work for Children in Cities, UNICEF, New York
 - 2 Executive Director, Equity for Children. Professor at the Studley Graduate Program in International Affairs, The New School
 - 3 MSc in International Development Studies, Post-Graduate Researcher in the School of Languages, Cultures and Societies at the University of Leeds

(United Nations, n.d.). Any forward-looking development agenda must secure the future of millions of today's children and adolescents. The Sustainable Development Goals (SDGs) do that by seeking to uphold children's wellbeing. Indeed, the call to *leave no one behind* and to reach the furthest behind first, shines a spotlight on the world's most vulnerable populations including children and adolescents living in poverty and exclusion.

With 17 Goals, 169 Targets, and 232 Indicators linked to the Targets, this inter-governmental development agenda offers a pathway to a future by generating economic growth, achieving social justice, exercising environmental stewardship and strengthening governance. The goals and targets relate to both development outcomes and means of implementation (MoI). They are further designed to be integrated and indivisible, and to balance the social, economic and environmental dimensions of sustainable development. Mapping the critical connections between the different SDG goals and their targets suggest that not only do the SDGs explicitly reference one another (Le Blanc, 2015), they interact in one of three ways: interdependence, imposing conditions, and reinforcement (Weitz et al. 2018).

The SDGs offer a framework to strengthen and transform preventative action to build peaceful, just, and inclusive societies. They further seek to realise the human rights of all, and to achieve gender equality and the empowerment of all women and girls. Since people are at the core of such work, experts have pointed out that UN frameworks have to be translated into local action by encouraging grassroots civil society to get involved, strengthening partnerships with local stakeholders and allowing communities to own the process (Satterthwaite, 2018). This ambitious new universal agenda is intended to be implemented by all countries and all stakeholders, acting in collaborative partnership.

In October 2018, an international workshop was organised in New York by the Comparative Research Programme on Poverty—CROP (ISSC/UiB), Equity for Children/The New School and SOS Children's Villages, on 'Including Children and Adolescents in Progress for the SDGs: Understanding and Addressing Exclusion among Poor Children'. The workshop was supported by UNICEF, UNDP, Save the Children, the Global Coalition to End Child Poverty and ChildFund Alliance. Its purpose was to make a concrete contribution, within the context of the SDGs, to understanding, defining, measuring, and addressing social inclusion among children and young people living in poverty, in particular relation to:

- Target 10.2: By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status
- Target 11.3: By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries
- Target 11.7: By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities
- Target 16.2: End abuse, exploitation, trafficking and all forms of violence against and torture of children

The workshop sought to investigate how knowledge, information, data collection, measurement and monitoring can support strategies and innovations to prevent and effectively address the main drivers of poverty, exclusion and violence against children and adolescents. It had a particular focus on gathering information about ‘invisible children’, who were not covered or counted in standard surveys. Each of the 17 papers presented at the workshop made an effort to conceptualise the issues in different social contexts, explain them in causal terms, and find feasible solutions to the problems that affect the realization of the rights of an unacceptable number of children globally within the timeframe of the SDGs’ targets. This book is based on a selection of the papers presented at the international workshop in New York selected by an academic committee. The authors of the various chapters in this book are tasked with explaining the meaning of ‘inclusion’ for children and adolescents within the context of the SDGs and to discuss how it could be better defined and measured in different contexts, in order to evaluate the progress being made towards achieving the targets most directly linked to children’s well-being. The chapters in this book connect with the literature on inclusion and current policy challenges around poverty and inequities globally, regionally, nationally and locally to provide indepth analysis of rich empirical evidence from primarily low- and middle-income countries in Asia, Africa, Latin America and the Middle East.

Children and Adolescents in SDGs

The SDGs are designed to bring in changes for people, planet and prosperity and envisaged to have wide ranging impacts on future generations. Today's children and adolescents are particularly important to the success of the SDGs as no sustainable development is possible without meeting their needs. In 2018, children (0–14 years) comprise 25.79 per cent of the global population or nearly 2 billion, and 42 per cent of the child population reside in low-income countries (World Bank, 2019). Children have more future years of life but they are also vulnerable to many risks while growing up and depend on adults for care and protection. Caring for children requires counting all children in social statistics and accounting for them in policies, as well as social progress plans that will protect these policies and provide the means for their realization. Several of the papers in this volume discuss how different surveys and census style approaches to sampling often miss the most vulnerable and furthest behind children (Muz et al.; Cocco-Klein et al.; Okubo et al.; and Chatterjee), which impedes progress on the issue of inclusion—a key goal of the SDGs—due to lack of high-quality, timely, reliable and disaggregated data on children and adolescents living in poverty.

Children's well-being has been mapped and monitored in statistical data and through indicators since at least the "State of the Child" reports published regularly from the 1940s (Ben-Arieh 2006; Ben-Arieh and Goerge 2001). Several of the SDG targets have indicators for children's wellbeing. 35 of these indicators are directly related to children and several more can be unpacked or modified to more directly include children. For example, SDG indicator 1.2.1 ('proportion of population living below the national poverty line, by sex and age') has been adapted by UNICEF to 'proportion of children living below the national poverty line' (UNICEF, 2018a, p. 104). UNICEF in its first comprehensive assessment on progress towards achieving the global SDG targets for children, *Progress for Every Child in the SDG Era*, focused on 44 indicators situated under 9 goals that are linked to key children's rights that are integral to the UNICEF's Strategic Plan 2018–2021: the right to good health, to learn, to be protected from violence and exploitation, to live in a safe and clean environment, and to have a fair chance to succeed in life. Their analysis reveals that most countries have insufficient data to assess whether they are on track to achieve each of the SDG targets, and where data are available, an over-

whelming number of countries need to speed up progress (UNICEF, 2018a).

Some 1.2 billion adolescents aged 10–19 years make up 16 per cent of the world's population (UNICEF, 2019). Even though the proportion of adolescents in the global population is on the decline, the absolute numbers are increasing particularly in Asia where more than half the world's adolescents live. South Asia has the largest adolescent population, around 340 million, followed by East Asia and the Pacific with around 277 million. Most adolescents, up to the age of 18 years are protected under the Convention on the Rights of the Child. Yet the vulnerabilities and needs of adolescents typically fall between the cracks as many interventions for children focus on early years and adolescents age out of paediatric health care just as they are often unreached by programmes for adults (UNICEF, 2019). A review of mortality patterns reveal road injuries, AIDS-related causes, suicide, lower respiratory infections and interpersonal violence as the leading causes of death among adolescents and young people in 2012 (WHO, 2014). The challenges facing adolescents include, among others, limited opportunities to gain skills and confidence, barriers to education, unsafe living environments, and lack of sexual and reproductive health information and services (Gold, 2015). Girls are disproportionately affected by these challenges. The SDGs bring a renewed and expanded focus on adolescent health and well-being such as through disease specific interventions, improving road safety, greater alcohol and tobacco taxation, and increased access to education (WHO, 2015).

The UN Statistical Commission (UNSC) has established an Inter-Agency and Expert Group on SDG Indicators (IAEG-SDG) 'to develop and implement the global indicator framework for the goals and targets of the 2030 Agenda' (United Nations Statistics Division, 2019a). The IAEG has identified UNICEF as the custodian or co-custodian for 17 global SDG indicators related to children (see table 1). These include indicators covering birth and early years such as those related to stunting, wasting and overweight children, skilled attendant at birth, under five mortality, neonatal mortality, full vaccination coverage, early childhood development, birth registration; indicators catering to adolescent issues related to violence against girls and harmful practices such as sexual violence by intimate partner, sexual violence by non-intimate partner, early marriage, *Female Genital Mutilation/Cutting* (FGM/C); indicators related to child pro-

tection such as child labour, child discipline and sexual violence against children; and two indicators for environmental conditions that impact health and well-being of children and adolescents such as safely managed drinking water and safely managed sanitation and hygiene. These indicators represent an important but limited range of issues impacting children and adolescent's lives covered by the SDGs. UNICEF had itself stated that in addition to the 17 global SDG indicators for which UNICEF is custodian or co-custodian, it supports the collection and reporting of a wide range of other child-related indicators relevant for monitoring progress at the national, regional and global levels (UNICEF, 2018b). For example, in the Strategic Plan 2018–2021, UNICEF has included some of the indicators under the urban SDG (11) to achieve its goal of 'Every child lives in a safe and clean environment' both as impact and output indicators. Several of the papers in this book report on UNICEF supported mapping projects in different countries but by looking at a wider range of SDG indicators and their interdependence to secure positive outcomes for children and adolescents in poverty (see table 2).

Table 1: Child related SDGs under the custodianship of UNICEF and other agencies

SDG	Indicator	Custodian	Co-custodian
1	1.2.1 National poverty line	National govern- ments	UNICEF, World Bank, UNDP
	1.2.2 Multi-dimensional poverty		
2	2.2.1 Stunting	UNICEF, WHO	World Bank
	2.2.2 Wasting/overweight		
3	3.1.1 Maternal mortality	WHO	
	3.1.2 Skilled attendant at birth	UNICEF	WHO, UNFPA
	3.2.1 Under-five mortality	UNICEF	WHO, UN Popu- lation Division, World Bank Group
	3.2.2 Neonatal mortality	UNICEF	WHO, UN Popu- lation Division, World Bank Group
	3.8.1 Universal health coverage	WHO	UNICEF, UNFPA, UN Population Division
	3.b.1 Full vaccination coverage	UNICEF, WHO	

4*	4.2.1 Early childhood development	UNICEF	UNESCO-UIS, OECD
5	5.2.1 Sexual violence by intimate partner	UNICEF, UN Women, UNFPA, WHO, UN Statistics Division	UNDP
	5.2.2 Sexual violence by non-intimate partner	UNICEF, UN Women, UNFPA, WHO, UN Statistics Division	UNDP
	5.3.1 Early marriage	UNICEF	WHO, UNFPA, UN Women, UN Population Division
	5.3.2 FGM/C	UNICEF	UNFPA, WHO
6	6.1.1 Safely managed drinking water	UNICEF, WHO	UNEP
	6.2.1 Safely managed sanitation and hygiene	UNICEF, WHO	UNEP
8	8.7.1 Child labour	UNICEF, ILO	
16	16.2.1 Child discipline	UNICEF	
	16.2.3 Sexual violence against children	UNICEF	UN Statistics Division, UNODC
	16.9.1 Birth registration	UNICEF	UN Statistics Division
17	17.19.2 Census, birth and death registration	UN Stats	UNFPA, CRVS group (includes UNICEF), UN Population Division

*Note: While UNESCO Institute for Statistics is the custodian agency of most of the SDG 4 indicators, UNICEF plays an active role in SDG4 monitoring such as for 4.2.1. Source: UNICEF (2018a); UNICEF (2018c); and United Nations (2019).

Table 2: SDGs and Targets discussed in this book

Authors	SDG	Target	Context
Samantha Cocco-Klein and Alberto Minujin	11	11.3 (inclusive and sustainable urbanization, and capacity for participatory, integrated and sustainable human settlements) 11.7 (universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children)	An approach to measuring and monitoring child wellbeing and inequity in cities
Tomoo Okubo, Ana Maria Restrepo, Chirawat Poonsab, Christina Popivanova	11	11.1 (adequate, safe and affordable housing and basic services, and slum upgrading) 11.2 (safe, affordable, accessible and sustainable transport systems for all, improved road safety)	Equity-focused SDG monitoring focusing on families and children living in urban impoverished areas
Sudeshna Chatterjee	6 10 11 16 17	6.1 (access to safe drinking water) 6.2 (adequate, equitable sanitation and hygiene) 10.2 (social, economic and political inclusion of all) 11.1 (adequate, safe and affordable housing and basic services, and slum upgrading) 11.3 (inclusive and sustainable urbanization, and capacity for participatory, integrated and sustainable human settlements) 11.7 (universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children) 16.2 (End abuse, exploitation, trafficking and all forms of violence against and torture of children) 16.7 (responsive, inclusive, participatory and representative decision-making) 17.18 (high quality, timely, reliable data disaggregated by income, gender, age, migratory status, location ...)	Ward level mapping with adolescents and adults focusing on vulnerable and often invisible urban populations to support participatory planning for the local implementation of SDGs to create a safe and inclusive city for adolescents

Katie Hodgkinson, Nicky Pouw and Marielle L.J. Le Mat	10	10.2 (social, economic and political inclusion of all)	Inclusion in the context of youth in institutional care organisations and leaving care
Jennifer Seager, Sarah Baird, Joan Hamory Hicks, Sabina Faiz Rashid, Maheen Sultan, Workneh Yadete, and Nicola Jones	4 10 11 16	4.5 (equal access to education and vocational training for vulnerable groups including persons with disabilities) 4.a (upgraded educational facilities that are child, disability, and gender sensitive) 10.2 (social, economic and political inclusion of all) 11.7 (universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children) 16.1 (reduce violence related deaths) 16.7 (responsive, inclusive, participatory and representative decision-making)	Invisibility and social exclusion of adolescents with disability within international development research, policy, and practice
Ernest Darkwah and Marguerite Daniel	1 3 8 10	1.1 (Eradicate extreme poverty) 1.2 (Reduce poverty by at least 50%) 1.3 (Implement social protection systems) 3.4 (Reduce mortality from non-communicable diseases and promote mental health) 8.5 (Full employment and decent work with equal pay) 10.2 (social, economic and political inclusion of all)	Influence of children's socio-cultural context on social exclusion in residential institutional care
Anna Carolina Machado and Charlotte Bilo	1	1.3 (implementation of nationally-appropriate social protection systems and measures for all)	Assessing the child-sensitivity of non-contributory social protection in MENA region, identifying features that can improve the potential of programmes to enhance children's well-being

Ismael Cid Martinez, Enrique Delamonica, Jose Luis Espinoza Delgado, Aristide Kielem, and Mohamed Obaidy	16	16.2 (End abuse, exploitation, trafficking and all forms of violence against and torture of children)	Relationship between child poverty and non-material quality of life elements (including violence)
Martin Hayes, Melissa Kelly, and Darcy Strouse	1 5 16	1.3 (implementation of nationally-appropriate social protection systems and measures for all) 5.2 (eliminate all forms of violence against women and girls) 16.2 (End abuse, exploitation, trafficking and all forms of violence against and torture of children) 16.4 (combat organized crime) 16.5 (reduce bribery and corruption) 16.10 (access to information and protection of fundamental freedoms)	Community-level child protection issues, including risks and protective factors and rural child protection systems for infants and young children

(Source: own work by the authors)

Poverty and inclusion in childhood

Poverty is not merely the absence of wealth. It also has many dimensions that affect children and adolescents in different ways than they affect adults. Poverty also impacts children in different ages differently; even within the same family the needs of a three-year-old child are different from the needs of a ten-year-old. Falling into poverty in childhood has far deeper consequences which can last a lifetime and are likely to be passed on to future generations, entrenching and even exacerbating inequality in society. A child will not get a second chance at a healthy start in life or better early years education if these opportunities were not provided at the right time (Ortiz et al., 2012).

The major objective of measuring child poverty is to highlight the plight of children so that disadvantaged children are considered a priority, especially in the creation and implementation of poverty reduction strategies (Minujin, 2012). Typically, multidimensional poverty measures the extent to which households and children within them are deprived of capabilities and opportunities, financial security as well as the actual access of children to goods and services that are fundamental for their full development and essential for the fulfilment of their rights under the Convention on the Rights of the Child (CRC).

Target 1.2: By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions.

Indicator 1.2.1: Proportion of population living below the national poverty line, by sex and age

Indicator 1.2.2: Proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions.

Target 10.2: By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status

Indicator 10.2.1 Proportion of people living below 50 per cent of median income, by age, sex and persons with disabilities,

It is interesting to note that SDG 1 and its Target (1.2), including indicators 1.2.1 and 1.2.2 which aim to end poverty in all its forms everywhere, are considered important to children; while SDG 10 that deals with inequality and more specifically Target 10.2 and indicator 10.2.1 are not considered a child-related indicator by UNICEF despite the strong interdependence and reinforcing effects of these two SDGs. In this volume Darkwah and Daniel highlight how social exclusion (SDG 10) of children raised in children's homes in Ghana, may reinforce alienation and mental health problems (SDG 3), which in turn would make it harder for them to find employment (SDG 8), thus increasing the likelihood they will live in poverty (SDG 1). Similarly, Hodgkinson, Pouw & Le Mat report on the social exclusion of youth from care in six countries suggest that young people with limited connections and prejudicial images struggle to access the job market and find independent accommodation after leaving care, which in turn limits their ability to continue with their education and socialise with their peers, further deepening their experiences of exclusion while keeping them in poverty.

The two indicators 1.2.1 and 1.2.2 are both based on monetary poverty though the indicator 1.2.2 aims to capture the multidimensional nature of poverty by assessing the extent to which households are materially deprived in different countries. In order to address children in poverty and to leave no one behind, it is very important to consider the array of indicators linked to child well-being in the context of rising income. The

UNICEF Briefing Note# 2 (UNICEF, 2018c) on Child Poverty points out the strong inter-connections between child wellbeing issues embedded in the SDGs and the pitfalls of not considering them while looking at rising incomes:

Household income could surpass the poverty line because children beg in the streets or are engaged in hazardous work. Household income could increase because parents work extremely long hours, leaving children abandoned, neglected, and without any adult supervision, comfort, or guidance. Household income may be above the poverty line, yet if social services are unavailable (e.g. in rural areas) or unaffordable, it does no good to children who will still be left without education or health care (UNICEF, 2018C, p. 7).

Inequality is concerned with the unevenness in the distribution of resources and opportunities among individuals, among groups in a population and/or among countries (Yang, 2017). Inequality impacts many aspects of our lives including wealth and income status, health and education outcomes, experiences of gender and ethnicity, as well as access to employment and social services (Cook, 2012). As Sarah Cook (2012) points out, poverty and inequality are part of the same problem and high levels of inequality are an obstacle to poverty reduction as they make it difficult to reduce poverty even when economies are growing. The very conditions of inequality such as insecure living environments, limited citizenships, spatial disadvantage, limited work opportunities and social discrimination are deepening the poverty trap (Harper et al., 2012).

The Young Lives project, which is a longitudinal child poverty study in Ethiopia, India, Peru and Vietnam, showed that inequalities contribute to multiple disadvantages in children's development, with compounding effects on children's long-term outcomes. The children who are most at risk come from the poorest households, from rural locations, belong to an ethnic/language minority or low-caste group and have low levels of maternal (and paternal) education. Children from disadvantaged families quickly fall behind and gender-based inequalities become more significant as children get older. Inequalities not only impact children in early childhood but also during middle and later childhood with caregivers adjusting their expectations for girls and boys according to their employment or marriage prospects, as well as household composition, financial circumstances and vulnerability to shocks (Woodhead et al., 2012). Young Lives concluded that since the consequences of inequality are multidimensional, so too must be the response.

Policies for economic growth, equitable education and health, and effective social protection floors can contribute to reducing inequalities. These ideas are reiterated in *Rethinking Poverty: Report on the World Social Situation* (United Nations, 2010). This report claims that key policies for poverty reduction must include macroeconomic policies focused on the stability of real output, incomes and employment; universal social policies must focus on the determinants of asset and income inequality as well as poverty, such as social protection floor; and the participation, inclusion and voice of poor people must be heard and promoted. These ideas are embedded in the SDGs, particularly SDG 1 'End poverty in all its forms everywhere'; and Target 1.3, which calls for the implementation of nationally-appropriate social protection systems and measures for all to achieve substantial coverage of poor and vulnerable populations, including children, by 2030. As social protection plays an important role in reducing inequality, their interdependence on SDG 10 needs to be strongly articulated. Machado and Bilo emphasize in this volume that to reduce inequality in children's lives and improve their prospects for human development it is essential to impose conditions of convergence and reinforcement. In their chapter, Machado and Bilo investigate the importance of social protection in poverty reduction in the Middle East and North Africa (MENA) and conclude that programmes are often not large enough to reach all vulnerable children in a context where an estimated one in four children suffers from acute multidimensional poverty.

Importance of Cities in the SDGs to end poverty and exclusion

By 2050, 70 per cent of the world's population will be living in cities. As higher income countries are already highly urbanized, most of the world's urban growth is now expected in less wealthy regions of the world, making child poverty and exclusion an increasingly urban phenomenon. The urban population of the world's two poorest regions, South Asia and Sub-Saharan Africa, is expected to double by 2030 (United Nations, 2014). Cities are recognized as the primary engines of economic growth and development. But over one billion people are living in slums throughout the world's cities. Though many argue that slums are not the only environments where the urban poor live, in the absence of well-defined spatial markers of deprivation, slums remain a good proxy for urban deprivation and inequality that greatly affect children of the urban poor including

higher risk of ill-health, injury and pre-mature death (Jorgensen & Rice, 2012). The Sustainable Development Goals (SDGs) present a new opportunity to address urban exclusion by measuring and monitoring child wellbeing and inequity in cities as is discussed in detail by Cocco-Klein and Minujin in this volume.

Urban development is typically seen as the process of organizing a city's growth and structuring/restructuring of human settlements. Rising urban populations and expanding slums in fast urbanizing cities of the global south pose multidimensional challenges to formal urban development processes ranging across planning, investments, management and implementation. The threat of climate change further compounds the problem. The price of failure is too high; failure to provide adequate, safe and affordable housing and basic services and to upgrade slums (Target 11.1) as well as failure to generate the jobs necessary to improve livelihoods, may result in deepening inequalities, exclusion, and violence. For cities to reap the benefits of the post-2015 development agenda, 'business as usual' models of urban development may leave some people behind. Recognizing the essential role that urbanization must play in sustainable development, the SDGs included a standalone urban goal instead of treating urbanization as a "cross-cutting" issue. By getting urban development right, cities can substantially contribute to the economic, social and environmental aspects of sustainable development. It is believed that sound urban development will accelerate progress towards achieving SDGs, including the end of extreme poverty (Revi & Rosenzweig, 2014). However, a key challenge for inclusive urbanization is capturing data on vulnerable families and children who are very often invisible to formal planning processes. The NUA recommends creating, promoting and enhancing open, user friendly data

The Urban Goal in SDG

SDG 11: Make cities and human settlements inclusive, safe, resilient and sustainable

Direct mention of Children

11.2 By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons

11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities

platforms for sharing relevant knowledge among all tiers of government and other stakeholders. Okubo et al. discuss this in the context the Bangkok Small Community Multiple Indicator Cluster Surveys (BSC MICS) that was specifically designed to capture data from and about urban poor families who are otherwise invisible in large national survey analyses and thus also remain hidden from policy makers.

SDG 11 implicitly recognizes the need for safe, inclusive and resilient cities as the foundations for sustainable urban development. Children are mentioned twice: in Target 11.2 (convenient access to public transport), an important indicator particularly for adolescents given that road injuries are a major cause of death for this group (WHO, 2014); and Target 11.7 (access to safe, inclusive and green public spaces) with two indicators looking at the quantity of public space in cities for use by all age groups, and the instances of sexual harassment in public spaces in a year. Public open spaces such as parks, boulevards, gardens, playgrounds and streets are vital spaces for a community's social and economic life and for affording play, recreation and leisure activities for children and adolescents. Even though data from 231 cities in 2014 show 59% of the built-up area in cities across the world as urbanized open spaces (United Nations Statistics Division, 2019b) including streets, not all open spaces are safe spaces for children. Chatterjee's chapter in this volume strongly makes this case through safe and unsafe space mapping with adolescents in Kolkata. Public sexual harassment in public spaces is a major reason why girls and women find cities unsafe and to that effect monitoring the indicator 11.7.2 will be critical to creating safe inclusive cities.

Several other targets and indicators under SDG 11 have positive consequences for children even though children are not explicitly mentioned in them. These include:

Participatory planning and management: In the 1990s, with the almost universal ratification of the United Nations Convention on the Rights of the Child (1990) and a series of iconic global conferences such as the UN Conference on Environment and Development (also called Earth Summit) in 1992 and the Habitat Agenda coming out of the second UN Conference on Human Settlements in 1996 (also called the City Summit) a new vision of the urban child as an active agent emerged (Chawla & van Vliet, 2017). The message was clear: children and youth are a major demographic group with inalienable rights; they should be involved in participatory

programs to improve their environment, including the urban environment. The Convention on the Rights of the Child specifies that children have a right to seek and communicate information and to express their views on all matters that concern them. As the quality of the place where children and adolescents live undeniably affects their lives and well-being, they must be involved in planning and shaping them. The New Urban Agenda (NUA, 2016), which sets out the guidelines for implementing the urban aspects of the SDGs, also recommends capacity building and participation of all stakeholders including children and youth in urban decision-

Targets and indicators with implied well-being of children in urban goal

11.3: By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries

11.3.2: Proportion of cities with a direct participation structure of civil society in urban planning and management that operate regularly and democratically.

11.5: By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations.

11.5.1: Number of deaths, missing persons and persons affected by disaster per 100,000 people

11.6: By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management.

11.6.1: Proportion of urban solid waste regularly collected and with adequate final discharge out of total urban solid waste generated, by cities

11.6.2: Annual mean levels of fine particulate matter (e.g. PM2.5 and PM10) in cities (population weighted)

making (NUA 15: *We will promote capacity development initiatives to empower and strengthen skills and abilities of women and girls, children and youth, older persons and persons with disabilities, indigenous peoples and local communities, as well as persons in vulnerable situations for shaping governance processes, engaging in dialogue, and promoting and protecting human rights and anti-discrimination, to ensure their effective participation in urban and territorial development decision-making.*)

Disaster: In 2011, the United Nations International Strategy for Disaster Reduction (UNISDR) called children and youth the largest group affected by disasters (UNISDR, 2011). Children and youth are recognized as critical stakeholders to support the implementation of the Sendai Framework that is referenced in Target 11b.

Safe drinking water, solid waste management and air quality: UNICEF is custodian of two indicators for environmental conditions that impact health and well-being of children and adolescents such as safely managed drinking water (indicator 6.1.1) and safely managed sanitation and hygiene (Target 11.6.1). However, in the context of worsening air quality across the world, and in particular in cities, the indicator 11.6.2 ‘Annual mean levels of fine particulate matter (e.g. PM2.5 and PM10) in cities (population weighted)’ was included in the 44 child-related indicators across five dimensions of child rights underpinning UNICEF’s Strategic Plan 2018–2021.

Even though Goal 11 is considered to be the urban goal, given the social, economic and environmental dimensions of sustainability as well as of safety and inclusion, for SDG 11 to succeed in integrating all these dimensions, experts believe it has to be interlinked with other urban-critical SDGs such as poverty (SDG 1), health (SDG 3), and inequality (SDG 10); water and sanitation (SDG6) and energy (SDG7); employment and economic growth (SDG8) and infrastructure (SDG9); sustainable consumption and production (SDG12) and climate change (SDG13); and accountable and inclusive institutions (SDG16) (Rudd et al., 2018).

Social and Child Protection

The SDGs directly address the issue of child protection through the inclusion of target 16.2: *End abuse, exploitation, trafficking and all forms of violence against and torture of children*. Unlike the MDGs, the SDGs firmly put key child protection issues including violence on the development agenda (Buchard n.d.). Know Violence in Childhood, an interdisciplinary global learning initiative, reveals that at least three out of four of the world’s children—an estimated 1.7 billion—had experienced some form of inter-personal violence in a previous year. This estimate includes child homicide, violent discipline (or corporal punishment) at the hands of caregivers, peer violence (including bullying and physical fights), and sexual and physical violence experienced mostly by adolescent girls. This implies that almost no children, irrespective of where they live in the global North or South experience violence-free childhoods (Know Violence in Childhood, 2017). All forms of violence have harmful effects on children and their families, the communities and societies in which they live with often long-term societal consequences that persist beyond