

Title: An analysis of changes in child poverty in the developing world at the end of the 20th century

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Abstract:

What do we know about child poverty and deprivation in the developing world? Are things getting better or, given the political and economic turmoil of recent years, have conditions worsened? Are children's basic needs for shelter, water, food and education being met, or has there been a decline in their standard of living? These are, one would think, quite simple questions to which there would be ample evidence to provide a detailed answer. In fact, reliable data on child poverty in the developing world are sparse. This may come as a surprise, given the considerable international attention and resources according to children. Until recently, most detailed studies of child poverty were conducted in rich countries; very few, if any, were conducted in the countries where almost all of the world's poorest children live – those in the developing world. This thesis examines the issues of child poverty and deprivation in the developing world. Using an international accepted definition of absolute poverty, a peer-reviewed methodology and high-quality individual level survey data on more than 3.5 million children in 84 countries, it provides for the first time, reliable data to show what changes there have been in the extent and nature of child poverty and deprivation in the developing world in the final decade of the twentieth century. It shows limited progress has been made in reducing the depth of child poverty and the prevalence of some key deprivations, and that while some regions have successfully reduced child poverty, others, namely Sub-Saharan Africa, have seen conditions worsen. The data also show how disparities, between boys and girls and between urban and rural children, changed over the 1990s.

Ending learning poverty: What's the challenge? Photo by: © the world bank. 2. Contents. The challenge: Ending learning poverty. Education is foundational for countries' growth, productivity, and development; for individual and family incomes and welfare; for improved health outcomes (including reduction in fertility); for active participation in civics and political life; for social cohesion; and for active participation of individuals and societies in the global economy. And in turn, literacy and other basic skills are foundational for all other education outcomes. Contrary to what is often assumed, rapid change in technology or society is likely to make foundational skills even more important. Poverty affects a child's development and educational outcomes beginning in the earliest years of life, both directly and indirectly through mediated, moderated, and transactional processes. Analyses show strong positive relationships between socioeconomic status and student achievement across countries, across age levels, and across academic areas of study. Further, socioeconomic differences in achievement scores, often called socioeconomic gradients exist within most countries, reflecting socioeconomic status-related inequality in educational outcomes. Improvement of how changes in children's primary context, their family, can alleviate the negative consequences of poverty. and Development, the World Health Organization, and Childwatch International also provide large-scale comparative data concerning the well-being of children and youth. Thus, a variety of data sets are available to developmental scientists who are interested in the effects of globalization on child and youth development, especially if these indicators are connected to those changes in the everyday lives of children. There are already some models for how multilevel analyses can permit insight into the processes by which children are affected. Their detailed behavioral analysis connects changes in child functioning to transitions in family economic well-being over time but is less informative concerning broader social and community influences that may. What do we know about child poverty and deprivation in the developing world? Are things getting better or, given the political and economic turmoil of recent years, have conditions worsened? In fact, reliable data on child poverty in the developing world are sparse. This may come as a surprise, given the considerable international attention and resources accorded to children in the twentieth century. It shows limited progress has been made in reducing the depth of child poverty and the prevalence of some key deprivations, and that while some regions have successfully reduced child poverty, others, namely Sub-Saharan Africa, have seen conditions worsen.