

The New School
Graduate Program in International Affairs
Fall 2007

Course: “Child Rights and Poverty in Development”
NINT 5135/CRN 3155

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Monday 6-8:50 pm

Scope

Children represent more than one third of the world’s total population and nearly half of the population in the least developed countries (LDC). To protect them, in 1924, the League of Nations adopted the ‘Declaration of the Rights of the Child’ and in 1989 the ‘Convention on the Rights of the Child’ (CRC). The CRC has nearly universal ratification. Together with its Optional Protocols, the Convention ensures the rights of children’s survival, development and protection. Governments, leaders, and international organizations are committed to these objectives

However, today “Millions of children make their way through life impoverished, abandoned, uneducated, malnourished, discriminated against, neglected and vulnerable. For them, life is a daily struggle to survive”¹. In the developing world most of the poor are children and most of the children are poor. They are massive victims of war, social and family violence. They are orphaned by HIV/AIDS, sexually exploited, and raped. They do not have any way of protecting and exerting their basic rights. They are left uneducated, hungry, and living in the streets. They are made to work, often in hazardous conditions, with no access to sanitation or health services. How can democracy and peace expand under these circumstances? What are the problems of development? What are the main relevant policies and programs that are currently being implemented and how effective are they? Are poverty reduction programs addressing children’s needs? What are the possibilities and alternatives to implement the CRC and improve significantly children’s situation?

¹ UNICEF (2006), “The State of the World of Children. Excluded and Invisible”, UNICEF NY.

Children are the corner stone of the society but they are invisible for the society. To analyze and debate that and other related questions are crucial for any one that wants to work in the area of social and economic development. A critical study of their situation from a conceptual and programmatic approach provides relevant tools for practitioners and researchers.

Students enrolled in this class will derive practical learning on children's issues, poverty and globalization, as well as on policies and programs to deal with these issues. This knowledge can be applied in their future work and careers in the public, nonprofit, or private sector.

The objective of the course is to analyze and discuss the situation of children and adolescents in the developed and developing world, the historical development of social policy and different programmatic approaches that are presently being implemented around the world. Human Rights and the Convention will be discussed and used as paradigm and benchmark for analyzing programs. The present development agenda and trends will be debated in light of children's situation and the human rights-based approach.

The course will be structured around three building blocks:

1. **The situation. Global trends:** situation of children, women and families.
What are the main issues and problems for children's survival, development and protection?
2. **Building the Conceptual Framework. Human Rights, Social Policy, Market and Globalization:** Human Right; the Convention on the Rights of the Child; the human rights based approach to development. Market expansion and social policy. Inequity, poverty and child poverty.

What is the CRC, and why and how it is relevant for development?
What are the main obstacles for its implementation? What are the relation and tensions between HR and market expansion? What is the role of Social Policy and its historical development? Why and how to understand and analyze child poverty?

3. **Policies and programs for child wellbeing:** analysis of real world cases.

What are the main characteristics of poverty reduction programs and how are children considered? What are 'cash assistance' programs and what are their advantages and disadvantages? Which Social Protection Program are being promoted recently and what is 'working'?

Methodology

The course will be a combination of lectures, debates and student-led presentations on papers included in the readings and on controversial HR situations. Active participation and debate will be promoted. Country and programmatic experiences will be analyzed in order to discuss conceptual and operational policy tools. The give-and-take of ideas will be the cornerstone of the course.

The students will:

a) Be responsible for the elaboration of a comment and a brief presentation (10') on selected papers included in the readings. Papers will be distributed at the beginning of the course. The presentation will be done in class. The objective will be to promote the debate. The comment will be distributed during the class and posted in the web site www.equityforchildren.org

b) Select a topic and a country for research. Each student will develop the research during the semester. An individual paper must be submitted at the end of the semester. See 'Term Paper' below for detail.

Guest speakers

A select group of very well known experts will be guest speakers at the course. This will give students the unique opportunity of learning from colleagues that are active in the field of child rights and policies. The participation of speakers that combine theoretical knowledge with practical experience in the field is particular relevant for this course given the novelty of the course topics and the fact that much of the recent experience is still not available in texts.

To take advantage and make most of guest presentation, students must be ready to have an active participation through questions and comments. The previous study of the corresponding readings is a must.

Readings

Readings are clustered by class or group of classes. Only central ideas included in the readings will be presented in class. However, it is important for understanding the course that students make a full use of all the bibliography included.

Grading

Grades will be determined by class participation (30%), paper comment and presentation (20%), a mid-term (20%) and a term paper (30%).

Mid-term

Students will answer a set of questions linked with the required readings.

Term Paper

For the term paper, students will work individually on a research paper that must integrate, distill, and combine the different elements and readings of the course. Centered on a specific child situation and policy issue in a particular country, the term paper will discuss and critically analyze this policy and, if needed, present an alternative grounded in the human rights perspective.

Each paper will have a similar structure. They will consist of an introduction, a conceptual framework, a description of the institutional and legal setting of the policy, evidence about its social and economic impact, and a critical assessment. Based on this assessment, either a defense of the current policy or an alternative one will conclude the paper.

Course Schedule, Topics and Readings

Block 1: The situation. Global trends

4 Classes 10, 17, 24 September and 1 October

Why children?

What are the main issues/problems: trends, old and new challenges.

Global Policies for child wellbeing and rights.

The Millennium Development Goals (MDGs) and children

The situation of children in the USA.

Guest Speakers

*Yoriko Yasukawa UNICEF, Deputy Director, Programme Division
Regional and Inter-Agency Affairs Section (RIAAS)*

Azadeh Khalili, Deputy Commissioner, NYC Office of Immigrant Affairs

Readings

Class 2

UNICEF, **The State of the World of Children 2005 (SOWC), chapters 1, 2 and 4**

UNICEF, **The State of the World of Children 2006, chapters 1, 2 and 3**

UNICEF, **The State of the World of Children 2007, chapter 1**

(download from UNICEF web)

Class 3

Jan Vandermoortele; "The MDGs and Pro-poor policies: related but not synonymous" IPC, 2004.

Rosario Manalo, Melanie Reyes; "The MDGs: Boon or Bane for Gender Equality and Women's Rights?" PP 04/05, ICEI, 2005

Class 4

10 Unregulated work in the Global City, Employment and Labor Law violations in New York City. Published by Brennan Center for Justice at New York University School of Law.

Adult English Language Instruction in the United States: Determining Need and Investing Wisely. A report by: The National Center on Immigrant Integration Policy.

Block 2: Building the Conceptual Framework. Human Rights

5 Classes 8, 15, 22, and 29 October and 5 November

Welfare State, Social Policy in historical context, charity and rights
The 'Washington Consensus' and its impact on social policy. Compensatory policies.

Human Rights and the Convention on the Rights of the Child. Principles, characteristics and debate.

Childhood and citizenship
Poverty, inequity and child poverty

Tension between market and human rights: democracy, recognition and redistribution in the XXI Century

Guest speakers

Nadine Perraul, of Policy Division, UNICEF New York

Elizabeth Gibbons, Head of Policy Division, UNICEF New York (to be confirmed)

Enrique Delamonica

Readings

Class 5

A. Hirschman; "Rival views of market society", in *Rival views of market society and other recent essays*, 1986.

R. Heilbronner and W. Milberg; *The making of economic society*

Eduardo S. Bustelo and Alberto Minujin; "**EVASIVE SOCIAL POLICY**"

UNICEF-Regional Office for Latin America and the Caribbean 1998

Classes 6 and 7

UNDP; *Human Development Report 2000*, pp. 19-44. Download

Ghai Yash; *Globalization and the Politics of Rights in Rights@Global.net*, UNICEF and UNRISD, 2000, pp 27-54.

M. Green; "What we talk about when we talk about indicators: Current approaches to human rights measurement", 2001, *Human Rights Quarterly*, 23, pp. 1062-1097.ch

K. A. Moore and others; *The Uses (and Misuses) of Social Indicators: Implications for Public Policy*, Trends Child Research Brief, www.childtrends.org, 2003.

Donnelly Jack (2001), *Universal Human Rights in Theory and Practice*, Cornell University Press, Chapter 4 "Market, State and "The West"

Alston Philip and Robinson Mary "The Challenges of Ensuring the Mutuality of Human Rights and Development Endeavours" in *Human Rights and Development*, Oxford Press

Platt M. Anthony (1969), *The Child Savers. The invention of Delinquency*, The University of Chicago Press, Chapter I and Chapter 7.

UNICEF, Innocenti Research Centre (2005), *Laying the Foundations for Children's Rights*, Innocenti Insight, UNICEF.

J. Himes; "Introduction", in J. Himes (ed.), *Implementing the Convention of the Rights of the Child: Resource Mobilization on Low-Income Countries*, Martinus Nijhoff Publishers, The Hague, 1995.

Vierdag E. W. (2001) *The Concept of Discrimination in International Law*, Martinus Nijhoff Publishers, The Hage. Part one Equality and Inequality.

Hiskes Richard P.; "The Right to a Green Future: Human Rights, Environmentalism, and Intergenerational Justice", **Human Rights Quarterly** 27, 2005.

K. Lieten; "Child Centeredness: Local Cultures and Universal Norms", mimeo, 2004.

Jans Marc; "Children as Citizens. Towards a contemporary notion of participation", *Childhood*, Vol.11, N 1, 2004.

Lister Ruth, N. Smith, S Middleton and L. Cox; *Young People Talk about Citizenship: Empirical Perspectives on Theoretical and Political Debates*, **Citizenship Studies**, Vol. 7, N2, 2003

Class 8

J. Swift; "A modest proposal for preventing the children of poor people from being a burden to their parents or the country, and making them beneficial to the public", 1729, in *Major Works*, Oxford world's classics, pp. 492-499.

A Minujin, E. Delamonica and others; "The definition of child poverty; a discussion of concepts and measurements", *Environment and Urbanization*, Vol. 18 No 2 October 2006

A. Minujin, J. Vandemoortele and E. Delamonica; "Economic Growth, Poverty and Children," *Environment and Urbanization*, 2002, Vol. 14 No 2.

CHIP; "Children and Poverty: some questions answered", CHIP 2003

Christian Children's Fund (CCF), "Children and Poverty. Shaping a Response to Poverty. Responding to Children Living in Poverty", Part III, 2003.

A. Minujin and E. Delamonica; "Mind the Gap! Widening child mortality disparities", *Journal of Human Development*, 2003, Volume 4, number 3.

Class 9

J. Gray; *Two Faces of Liberalism*, 2000, chapter 4.

N. Fraser; *Justice Interruptus*, Routledge, 2002, pp. 173-188.

S. Jorgensen; *Freedom from Want and Freedom from Fear: New Frontiers in Social Policy*, in *Social Protection Initiatives for Children, Women and Families*, The New School, 2007

Recommended readings

- K. E. Knutsson; *Children: Noble cause or worthy citizens?*, Arena-Ashgate Publishing Company, 1997, pp. 29-38.
- E. Wratten; "Conceptualizing urban poverty" *Environment and Urbanization*, 1995, pp. 12-19.
- C. Ruggeri, R. Saith and F Steward; "Everyone agrees we need poverty reduction, but not what this means: does it matter?" WIDER, Helsinki, 2003
- A. Sen; "Development as Freedom", Chapter 4 "Poverty as Capability Deprivation"
- P. Streeten; "Basic needs: Some unsettled questions ", *World Development*, 1984, pp. 973-978.
- A. Khan and S. Kamerman; "Social Exclusion: A better way to think about childhood deprivation?", in A. Khan and S. Kamerman (eds.) *Beyond Child Poverty: The social exclusion of children*, 2002, pp. 13-34.
- D. Gwatkin; "Health inequalities and the health of the poor: What do we know? What can we do?", *Bulletin of the World Health Organization* # 78, 2000, pp. 3-18.

Block 3: Policies and programs for child wellbeing

4 Classes 12, 19, 26 November and 3 December

Policies/programs and Human Right-Based Approach. Life cycle and social protection.

Poverty Reduction programs and Children.

Social insurance, social protection and cash transfer programs

Presentation and discussion on cases.

Guest speakers

Bernardo Klisksberg (to be confirmed)

Gaspar Fajth (to be confirmed)

Readings

Class 10

D. Porter and D. Craig; "The third way and the third world: poverty reduction and social inclusion in the rise of 'inclusive' liberalism", 2004, *Review of International Political Economy*, pp. 388-424.

R. Lister; "Investing in the Citizen-worker of the Future: Transformations in Citizenship and the State under New Labor", 2003, *Social Policy and Administration*, pp. 427-443.

J. Ackerman; "Co-Governance for Accountability: Beyond "exit" and "voice"", *World Development* Vol. 32 N 3, 2004

Class 11

Monique Segarra; "Shaping State Compliance: PRSPs and the Millennium Development Goals For Improving Child Welfare" in *Poverty and Children: Policies to Break the Vicious Cycle*, The New School, 2006

Frances Stewart and Michael Wang; *Do PRSPs empower poor countries and disempower the World Bank, or is it the other way round?* QEH

R. Marcus and others, "PRSPS Fulfilling their Potential for Children in Poverty?", *Journal of International Development* 14, 2002

Class 12

A. Minujin, E. Delamonica and others; "Notes on Social Insurance and Protection Policies for Children, Women and Families", in *Social Protection Initiatives for Children, Women and Families*, The New School, 2007

Annie Leatt and Debbie Budlender; "Under what Conditions? Social Security for Children in Africa", in *Social Protection Initiatives for Children, Women and Families*, The New School, 2007

Conditional Cash Transfer Programs: Are They Really Magic Bullets?
by Alain de Janvry and Elisabeth Sadoulet Department of Agricultural and Resource Economics University of California at Berkeley (2004)

Between the State and the Market: Can Informal Insurance Patch the Safety Net? Jonathan Morduch (1999)

3 and 10 December

Wrap up. From concepts to practice. How to influence policy. Final discussions