ADDRESSING URBAN INEQUITIES AND CHILDHOOD

Advancing the agenda for children and cities
Equity for Children
Founded in 2006 by Professor Alberto Minujin, Equity for Children exists to improve the living conditions of poor, marginalized and underserved children around the world. Its knowledge portal, www.equityforchildren.org, is delivered in English, Spanish and Portuguese. Equity for Children is housed at the Studley Graduate Program in International Affairs at The New School in New York City. Equity for Children advances an agenda of social justice for children and strengthens the impact of programs and policies connected to child wellbeing, creating and disseminating knowledge to stimulate critical and innovative thinking about child poverty and inequality.

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ADDRESSING URBAN INEQUITIES AND CHILDHOOD:
Advancing the agenda for children and cities
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FIVE RECOMMENDATIONS: CHILDREN’S WELLBEING, CORNERSTONE OF EQUALITY IN URBAN LIFE

Equity for Children proposes the following recommendations to address urban inequities and to activate children’s voices in the urban agenda:

1. **Reframe discussions about cities so that children are inherent stakeholders in urban planning.** Opportunities and challenges that particularly affect city-dwelling children must be front and center when local authorities and urban planners design and implement city policies, plans and programs. Addressing all dimensions of city planning and policy from the perspective of a young child, such as accessible and navigable public transportation networks, public spaces including safe child recreational places, health concerns of infants and access to early childhood education will benefit the city as a whole, creating a safer, more resilient and sustainable urban society.

2. **Utilize reliable quantitative and qualitative evidence to understand the drivers of urban childhood poverty and inequality, in order to guide policy and planning.** Disaggregate and map urban data to create indicators tailored to children’s lived experiences and to uncover important information within and between cities. Develop policies more closely adapted to neighborhood and local population needs. Collect qualitative information, too, by working with children as well as with their parents, caregivers and direct service providers at the community level to understand the story behind the figures and statistics.

3. **Create social accountability mechanisms that promote dialogue, action and monitoring between policymakers and their constituents -- the children, their families and direct service providers.** Increase trust and engagement from marginalized families by using a holistic view of participation with the policy-making process to improve child wellbeing. Utilize mechanisms such as community monitoring of public service delivery, citizen advisory boards that help track public expenditure, and citizen score cards to create a citizenry that is more connected to policymakers.

4. **Invest in quality programs that serve a greater number of children and families more effectively.** Draw upon existing early childhood development good practices in local communities that know what works for families in areas such as parenting and early intervention programs. Train, and compensate well, existing human services and childcare providers to ensure quality programming and to retain and develop talent.

5. **Think and act politically, connecting decision-makers from local and national government agencies with those within communities, in order to scale up effective and sustainable initiatives.** Reduce urban inequities by developing and supporting committed, high-level champions for children -- mayors and city leaders who lead cross-sectoral reforms and provide the political will to invest in children continuously. Develop deep partnerships between governments and the local community to measure and analyze inequalities and to ensure that the voices of those affected, particularly the children, are heard. Engender support for policy frameworks that outlast one electoral cycle. Encourage child advocates, including direct service providers at the community level, to understand decision-makers’ constraints and perspectives.
I. A WORLD POPULATED BY CHILDREN IN CITIES

This publication, *Addressing Urban Inequities and Childhood: Advancing the Agenda for Children and Cities*, is based upon conversations and discussions held at Equity for Children’s April 2016 *Urban Inequities and Children Conference* at The New School in New York City, where nearly 100 international researchers, government representatives, foundations, advocates and practitioners deliberated about underlying local challenges facing urban children from the ages of birth to five, and highlighted possible solutions. The conversations were framed around the following questions: How can children’s equity be successfully incorporated into urban agendas? How can early childhood equity be successfully incorporated into the Mayor’s office agenda on urban planning and design? How can actions to improve child wellbeing and equity positively impact the broader urban population and society in general? How can we better identify urban planning initiatives and other changes affecting cities that also benefit early childhood?

Over half of the world’s people—including more than one billion children—now live in cities and towns. These figures are set to increase in the coming years. By 2030, the majority of the world’s urban population will be under the age of 18. At the same time, cities are often more unequal than the countries in which they are located. Many children growing up in cities lack access to basic services and are unable to enjoy the ‘urban advantage’. Everything is there, just not for them.

In comparison to their rural peers, urban children can at first appear to be doing better. However, when the urban data is disaggregated, greater income inequality emerges. Moving into cities does not automatically entitle children and their families to access better or more socially and economically inclusive lives. In Latin American cities, one in every three children grows up in precarious households while in a large metropolis such as New York, 30 percent of all children live in poverty. Children and adolescents living in poor urban areas of Latin America, Africa and Asia-Pacific, are unable to access the services and quality of life that urban living is expected to facilitate, specifically in the area of housing conditions, infrastructure and access to services.

At the same time, 70 percent of global GDP is generated in urban areas. Cities are increasingly “formidable engines to achieve development” and incubators for sustainable development, with the capacity to cultivate solutions that resolve poverty, social inequalities and even climate change. When the city becomes the space where equity is possible and children make up the majority of the urban population, then we must ask ourselves: How are children faring in their rights to the city and in their potential?

This question is particularly relevant for the youngest children. Developmentally, early childhood is the time of key cognitive, linguistic and social skill development. It is a time when children need care and attention to grow and flourish. Cities can provide access to health, nutrition and learning opportunities during the critical first years of life. Currently, however, the opportunity to invest in quality early childhood development programs is being squandered. The social return on investment in quality early childcare has yet to be calculated, but one can assert that due to the vital role early childhood plays in the human life cycle and given our rapid urbanization, investing in early urban childhood will positively affect the development of cities. The wellbeing of children is synonymous with the wellbeing of a city. As we set priorities and develop strategies for equality, young urban children and all children must be included in the process.
II. INCLUDING CHILDREN IN THE NEW URBAN AGENDA

“We don’t want to create an agenda for children, we want to put children in the agenda.”

Alberto Minujin, Executive Director, Equity for Children

Within the context of global agreements, including the New Urban AgendaVI and the Sustainable Development GoalsVII, early childhood quality of life offers a yardstick by which urban development can be measured. Equity for Children adds an essential perspective to these processes, illustrated below, which helps to contextualize our actions in global and contemporary spheres:VIII

<table>
<thead>
<tr>
<th>SUSTAINABLE DEVELOPMENT GOALS:</th>
<th>EQUITY FOR CHILDREN:</th>
<th>NEW URBAN AGENDA:</th>
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<tbody>
<tr>
<td>Set of 17 goals to end poverty, fight inequality and injustice, and tackle climate change by 2030.</td>
<td>Seeks to imbed children in the center of all activities related to building equitable urban spaces, which includes policies, dialogues, implementation, and evaluation.</td>
<td>The framework for policy implementation towards sustainable urban development up to 2030.</td>
</tr>
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</table>

Our cities must be inclusive spaces in which children thrive and where the communities they inhabit flourish along with them. As advocates, we play a key part in advancing the role of children through current international development conversations.

As stakeholders in the field of child rights, we work to improve childhood quality of life in cities by ensuring that today’s research and thinking continuously includes children in the conversation -- practically, literally and conceptually.

Three key themes that emerged from the conference discussions can help guide actionable solutions that address equity in urban areas. Each connects to the others, forming an interwoven fabric that sets the basis for implementing lasting change:

- **Reframing** conversations to include children as key stakeholders
- **Collecting reliable and timely data** to drive inclusion
- **Developing multidirectional relationships** to enhance inclusion
Reframing Conversations to Include Children as Key Stakeholders

Reframing calls for a shift in the way we advocate for children. For too long, child rights practitioners and government agencies have worked to create specific agendas for children. While this has led to countless accomplishments, we now need to think and act differently.

Within the urban environment it is critical to incorporate children’s voices and needs more broadly in the local agenda and in conversations at all levels of government so that they can help shape their communities. The Sustainable Development Goals and the New Urban Agenda provide an opportunity to implement this new, inclusive approach.

As highlighted by Michael Cohen, Professor of International Affairs at The New School and Co-Lead of the university’s Global Urban Futures Project, “This conversation is amazingly timely with the evolution on the discussion of the Sustainable Development Goals. This is a moment where there has been a broad discussion about the ‘what’ and almost nothing about the ‘how’. So I believe there is a moment here about how you consider the question of implementation.”

Safety in urban settings is one example of how reframing urban agendas to include children as stakeholders can improve everyone’s wellbeing. When communities regain safe, recreational areas for children, everyone benefits. And interventions that address violence against children can also decrease violence against women.

By engaging children and their families in designing safe spaces, caregivers can express the needs of young children to articulate factors about their localities that affect their ability as effective parents and community members. Adolescents, who are often both victims and perpetrators of urban violence, can be actively involved as critical agents of change as well, as expressed in the Broad Lines project of ChildFund Alliance.

### ChildFund Alliance’s Broad Lines Project

This initiative teaches children how to reduce violence experienced by their peers in their communities. Participants gain exposure to new skills and change opportunities by learning about monitoring and evaluation methods to hold people and systems accountable.

Broad Lines “acknowledges children as critical agents of change and aims to provide them with a platform to channel their infinite capacities for activism into the creation of a better world.” Meg Gardinier, Secretary General, ChildFund Alliance, (2016), The Importance of Child-Friendly Accountability to Address Urban Violence against Children.
Reframing relates to the broader urban agenda and to the way child advocates engage with other stakeholders in the field of child rights in cities. Mayoral priorities are essential as we converse about children including their focus on solving critical urban problems ranging from infrastructure and transport to the economy, the workforce, sustainability and disaster risk reduction. Each of these issues affects families and provides an entry point for elevating child equity and wellbeing into the urban agenda.

One of the biggest challenges faced by families in cities is access to quality childcare. Parents often sacrifice quality for proximity, ability to pay, or both. However, for child development specialists, quality services for children ages zero to three years old have massive, positive ramifications because they promote physical and cognitive development during a critical time. From parents’, employers’ and governments’ perspectives, services during this early childhood period often support a parent’s ability to retain employment as well.

As noted by Florencia López Boo, Senior Social Protection Economist at the Inter-American Development Bank, Latin American countries spend little on early childhood programs and tend to emphasize greater coverage over quality services. Child care services require careful planning and well trained staff in appropriately considered and convenient locations. When strategically implemented, these services support a family’s employment stability and reduce the use of poor quality, informal child care. Well-planned early childhood care can also create synergies between urban service providers and infrastructure systems such as transportation, public space and parks.

Some argue that cities have been planned with few categories of residents in mind. Reframing urban agendas to include children, women, the elderly and the disabled requires a new thinking about urban design. We must take a step back and work to ensure that city government professionals have the necessary training and exposure to address children’s and others’ issues, perspectives and needs.

“We need to build cities, plan them and design them according to the different types of people who live in the world and in the cities... We need to develop tools to gather children’s perspectives. We should look at everything from streets to infrastructure. Children’s views physically don’t allow them to see the better parts of the city.”

Mariana Alegre, Director, Lima Cómo Vamos

Building capacity is key to incorporating child equity into a city’s agenda. City leadership requires training to understand the issues faced by urban children. Similarly, academic training is needed for architects, engineers and other professionals working in urban planning and design to raise awareness about the needs of vulnerable populations such as children.

In Buenos Aires, for example, with complex issues about the entrenched establishment of informal settlements and urban inequity, nearly 3,000 students have graduated from local architecture and design schools. However, they receive no special training or education about taking the populations described above into their urban planning considerations.
Collecting Reliable and Timely Data to Drive Inclusion

There is a current void of data about urban children. Reliable data supports effective policy in any city. It helps establish ongoing systems for monitoring progress and performance, influences funding and helps identify scalable solutions that address critical challenges of urban childhood. Disaggregated data is sorely needed to understand urban inequities experienced by children and to identify solutions. Qualitative information is also needed and plays an essential role in illustrating and humanizing information, telling the story behind statistics and figures.

Data disaggregation ensures a robust science and policy interface in urban policy formulation. It provides a better understanding of emerging trends and risks than aggregated data. Disaggregated data shines a light on the experiences of urban children in smaller clusters rather than as a whole. It enables research that is looked at through informational lenses such as neighborhood, age, gender and household, thereby providing a refined view of potential solutions to be developed. In addition, data disaggregation addresses the importance of checks and balances, helping to define lines of accountability and of monitoring progress.

Reliable data collection and disaggregation help to discern inequities within and between cities, especially in light of urban poverty and intra-urban inequity’s growth around the world. Child poverty has multidimensional ingredients that include disparities of income, safety, health, opportunity, education and housing. Data helps identify the extent and overlap of these inequities and provides information about risks such as intergenerational factors. Data mapping enables analyses of social-spatial trends and makes it easier to identify high vulnerability areas that are often characterized by underdeveloped social services, lack of quality public spaces and few connections to the larger city.

Increased collaboration with local systems and providers will lead to more reliable, high quality data collection and use. Information designed to place children’s issues at the forefront will assist governments and service providers to generate reliable data across and throughout layers of bureaucracy. In turn, governments can ensure that there is a common understanding of where silos exist so that they can be eliminated. The field must unite collectively to determine proper indicators and measurements. The data systems must develop accountability mechanisms that include children, families and communities.

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<tr>
<th>The Citizens Committee for Children of NY: Keeping Track of New York City’s Children</th>
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<td>Evidence mapping needs to look beyond child-centered indicators, such as Infant Mortality Rates, or school attendance rates, and consider the assets within a community, such as social services and parks, as well as the coverage of city services. Beyond coverage, how policies and programs are implemented can make a huge difference, with quality of services varying enormously between neighborhoods. The Citizens Committee for Children of New York has brought together these various indicators of urban child wellbeing in an online database that tracks the status of the city’s 2 million children. The database contains information from across city agencies and enables mapping across political and administrative boundaries. For early childhood care and education, data is available on enrollment, the types of childcare and early education provided (public and private) and the current capacity of providers in each area.</td>
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Developed by the Colombian Network entitled Cómo Vamos, and in coordination with Equity for Children and with the support of Fundación Corona, these research results provide evidence about living conditions and inequalities affecting early childhood. The project consisted of developing a participatory, in-depth assessment of local inequalities facing children in Bogota and six other Colombian cities. The study’s bottom-up social accountability approach created positive synergy with a nationally legislated, top-down program. Its goal is to establish greater access and equity for children from the most disadvantaged urban populations and to leverage the government’s attempts to do the same with stronger results for each. Based on this experience, Equity for Children has replicated the process of constructing and analyzing indicators about children in other cities of the Latin American Network for Fair, Democratic and Sustainable Cities and Territories. This network is currently underway in more than 70 cities in 10 countries with a goal of assessing living conditions in Latin American cities.

Disaggregated data visualization from Cómo Vamos – Equity for Children
Infant Mortality in Bogotá and Medellín
Developing Multidirectional Relationships to Enhance Inclusion

When we refer to relationships we address multiple opportunities. The first is understanding effective ways to engage decision makers, community service providers and children – actually working with children.

The second is that, as a community of child rights advocates, researchers and professionals, we need to better prepare and train those we seek to support -- from caregivers and caretakers to politicians, public policy professionals, researchers and all decision-making institutions related to child welfare. Vital to this process is opening spaces and developing practices that encourage and include child participation and that, in turn, support the training and preparation received by those working to improve child wellbeing.

Benita Miller, Executive Director of the New York City Children’s Cabinet, an initiative established in 2014 by Mayor Bill de Blasio to bolster communication among city agencies and develop strategies for a holistic approach to a child’s safety and wellbeing, stressed "We [...] have a Youth Leadership Council because we do believe that youth voice is important. Having been a children’s lawyer for years, I think that having children at the table -- to tell us about their needs -- that matters in the work that we do. We also have a leadership board or advisory board made up of about 50 community members to help keep us accountable."xxvi

Interrelationships within the urban fabric and with peripheral areas require attention, such as that between municipalities, the layers of government above them and the relationships they maintain with their foreign and domestic neighbors.xxvii Relationships across governmental sectors will be stronger when based on collaboration, transparency and mechanisms that foster accountability and inclusion.

The Children’s Environments Research Group (CERG) developed Young Citizen Score Cards, leveraging the concept of the World Bank city scorecards and adapting it for children. The cards create a space for children and their caregivers to score their cities and conditions that they identify as important. Community service providers, parents, and children then discuss ways in which their communities could improve. The indicators grew from the bottom up, blending participation and a needs-based approach. In an effort to collect better quality information, CERG focused on city-wide and local conditions, applying a more qualitative and descriptive approach to solicit more meaningful responses. Through this process, CERG’s inclusion of children also opened the door to incorporate others with cognitive and physical challenges – from older children to adults.

Relationships, like cities, evolve with individual goals, documentation and reliable backup. The resulting progress shapes future conversations and goal setting. Building the capacity of those who care for children, speak for them and act on their behalf, allows us to engage and elevate children’s direct voices and opinions, which, in turn, motivates, influences and holds accountable the politicians, decision-makers and global influencers on whom the children’s welfare depends.

Cities will be stronger as groups that are often marginalized are engaged further and, in that process, leaders acknowledge the part that these constituents play in the health and wellbeing of a city’s inhabitants. Participation encourages belonging and ownership among all urban dwellers, with all citizens’ rights acknowledged in creating an agenda without subdivisions.
“Given the overwhelming number of children in urban settings, it is crucial to include an early childhood perspective in urban design and infrastructure. In doing so, we must connect with real estate developers, mayors, urban planners, architects and other stakeholders at the forefront of changing urban landscapes. The difficulties are in finding people who run cities who are willing to try new things.”

Michael Feigelson, Executive Director, the Bernard van Leer Foundation

While challenges exist to establishing new productive relationships, valuable examples help show the way. One instance of civil society generating opportunities to join children, policy-makers and municipality leadership is Humara Bachpan. Started in the Indian city of Bhubaneswar, Humara Bachpan’s goal is to create a society that fosters active citizenry and more inclusive cities by working with children and families from poor neighborhoods to develop a space where children actively engage in the planning and design process. The program has successfully improved sanitary measures in their communities and has incorporated more communities and children into the process. While key accomplishments have been achieved in a short period of time, the organization has greater ambitions, seeking to “incorporate child-friendly components in national urban policies, schemes and guidelines, state and city plans -- And to reach a million children.” Humara Bachpan has expanded to 17 Indian states and 23 cities and is part of The Bernard van Leer Foundation’s Urban95 program.

The Bernard van Leer Foundation’s Urban95 Initiative

Remember how you saw the world as a child? The Bernard van Leer Foundation’s Urban95 Initiative asks this question to architects, urban planners, engineers and others in the hopes of supporting cities that foster healthy child development. The average height of a toddler is 95cm, or 3 feet. “Through reframing, participatory design, urban planning and engaging children in decision making, cities are transformed into more equitable spaces”, says Michael Feigelson, Executive Director, The Bernard van Leer Foundation. The van Leer-encouraged global urban policy agenda has a primary goal of including children in the process, thus allowing for broad social improvements.
ACKNOWLEDGEMENTS

The discussions during the conference *Urban Inequities and Children*, held on April 28 and 29, 2016 were made possible thanks to our partnership with the Center for New York City Affairs and to the support of the Bernard van Leer Foundation, the Comparative Research Programme on Poverty (CROP) at the University of Bergen, Norway, Fundación Corona, The New School’s Global Urban Futures project, the Inter-American Development Bank, and the Milano School of International Affairs, Management, and Urban Policy.

We would also like to thank our Equity for Children family, and in particular Michael Cohen, Tom Fernandez, Marilyn Kohn and Jace Schinderman, for their continued support.
## A. Urban Children and the Global Development Agenda Thematic Matrix

The matrix below highlights the three key themes outlined in this report and their links to the New Urban Agenda and Sustainable Development Goals.

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<tr>
<th>EMERGING THEMES</th>
<th>NEW URBAN AGENDA</th>
<th>SUSTAINABLE DEVELOPMENT GOALS</th>
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<tr>
<td>REFRAMING CONVERSATIONS</td>
<td>Share principles and a vision that address the need to be inclusive through a participatory and engendered sense of belonging and ownership among all urban dwellers. Encourage civic engagement and prioritize the collectively defined public interest, enhance social interactions and political participation, promote socio-cultural expressions, embrace diversity, and foster social cohesion. Special attention should be given to the inclusion of women and girls.</td>
<td>#5 Gender Equality and Women’s Empowerment - Achieve gender equality and empower all women and girls.</td>
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<tr>
<td>COLLECTING RELIABLE AND TIMELY DATA</td>
<td>Disaggregating data as a way to ensure a robust science-policy interface in urban policy formulation, better understanding implementation, evaluation, and emerging trends, risks, and solutions presented in the process of implementing and maintaining the agenda.</td>
<td>#6, 7, 9 Water and Sanitation, Energy + Infrastructure</td>
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<td></td>
<td>Support and promote mechanisms with the purpose of maintaining integrity, accountability and proper management of public property.</td>
<td>#10 Inequality - Reduce inequality within and among countries.</td>
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<tr>
<td>MULTIDIRECTIONAL RELATIONSHIPS</td>
<td>Attention to spatial relationship with the rest of the urban fabric and the surrounding functional areas. Emphasis on the need to have collaborative relationships throughout layers of government and across sectors.</td>
<td>#11 Cities - Make cities and human settlements inclusive, safe, resilient and sustainable.</td>
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<td></td>
<td></td>
<td>#12 Climate Change - Take urgent action to combat climate change and its impacts.</td>
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B. Conference Materials

1. Conference Agenda

Addressing Urban Inequities and Childhood - April 28, 2016
- Welcome and Opening Remarks: Alberto Minujin, Executive Director, Equity for Children
- Addressing Childhood Inequalities in Urban Environments: David Anthony, Chief, Sustainability and Policy Action Unit, UNICEF
- City-Specific Presentations of Urban Inequities and Children:
  - New York City Children’s Cabinet Policies, Programs and Current Challenges: Benita Miller, Executive Director, New York City Children’s Cabinet
  - Intra-Urban Inequities and Children in Bogotá: Mónica Villegas, Director, Cómo Vamos Bogotá
- Panel Discussion and Q&A with the Audience, co-moderated by Alberto Minujin, Executive Director, Equity for Children and Darrick Hamilton, Associate Professor of Economics and Urban Policy and Director of the Milano Doctoral Program, The New School
  - Mariana Alegre, Director, Cómo Vamos, Lima
  - David Anthony, Chief, Sustainability and Policy Action Unit, UNICEF
  - Benita Miller, Executive Director, New York City Children’s Cabinet
  - Mónica Villegas, Director, Cómo Vamos, Bogotá
- Closing: Kristin Morse, Executive Director, Center for New York City Affairs

Advancing The Agenda of Children - April 29, 2016
- Welcome: Alberto Minujin, Executive Director, Equity for Children

Session one: Children and the Urban Agenda
Moderator: Samantha Cocco-Klein, Senior Adviser, Equity for Children / Global Urban Futures Fellow
- Keynote Presentation - The Urban95 Initiative: Michael Feigelson, Executive Director and Leonardo Yanez, Senior Program Officer Latin America, The Bernard van Leer Foundation
- UN Habitat III and Global Urban Futures: Michael Cohen, Professor of International Affairs, The New School / Global Urban Futures Project Lead
- Challenges to Implementing Early Childhood Development Initiatives in the Urban Context: Florencia López Boo, Senior Social Protection Economist, Inter-American Development Bank

Session two: Presentations and Audience Conversation and Debate
Moderator: Samantha Cocco-Klein, Senior Adviser, Equity for Children / Global Urban Futures Fellow and José Galvez Contreras, Global Urban Futures Fellow
- Child Participation, Evaluation and Urban Conditions: Roger Hart, Director, Children’s Environments Research Group (CERG), City University of New York (CUNY), Pamela Wridt, Evaluation Specialist for UNICEF and former Co-Director, CERG, Bijan Kimiagar, Project Director and Research Associate, CERG
- The Importance of Child-friendly Accountability to Address Urban Violence Against Children: Meg Gardinier, Secretary General, ChildFund Alliance
- Community Risk Ranking: Measuring Child Wellbeing to Advance Solutions at the Local Level: Jennifer March, Executive Director, Citizens’ Committee for Children of New York
  - Child Poverty, Equity and Sustainability in the 21st Century: Alberto Cimadamore, Scientific Director, Comparative Research Programme on Poverty (CROP), University of Bergen, Norway
- Accessing the Future on Behalf of Children: Alberto Minujin, Executive Director, Equity for Children
2. Conference Speakers

Mariana Alegre, Director, Lima Cómo Vamos, Lima, Peru. Alegre has a law degree from the Pontificia Universidad Católica del Perú (PUCP) and an M.S. in City Design and Social Science from the London School of Economics and Political Science (LSE). Her research and academic work focus on urban mobility, public spaces, urban renewal incorporating social inclusion processes and on shaping better cities for children. Since 2010, Alegre has directed Lima Cómo Vamos, which evaluates the quality of life for city inhabitants. Alegre writes opinion columns for Perú 21 and El Tiempo newspapers. Watch the Equity for Children interview of Mariana Alegre at: http://www.equityforchildren.org/interview-with-mariana-alegre-director-como-vamos-lima/.

David Anthony, Chief, Sustainability and Policy Action Unit, UNICEF. Anthony leads teams on urbanization, climate and environment, migration and displacement, population and policy action in support of children’s rights. An international economist by profession for more than 25 years, he has a long career working on issues of economic development, fiscal and monetary policy, political risk analysis, forecasting and scenario analysis and foreign direct investment. A keen focus of his current work is to integrate UNICEF’s work on climate, urbanization and displacement/mobility with demographic and population analysis. He holds an M.S. in Economics from the University of London.

Alberto Cimadamore, Scientific Director, Comparative Research Programme on Poverty (CROP), University of Bergen, Norway. Cimadamore is Professor of Theory of International Relations at the School of Social Sciences, University of Buenos Aires and Researcher of the National Council of Scientific and Technological Research of Argentina. He is a lawyer (UCSF, Argentina) and political scientist (UNR, Argentina) and has obtained his Ph.D. in International Relations at the University of Southern California, Los Angeles. His research and publications are focused on the political economy of poverty, the international relations of poverty and development, and on regional integration in Latin America. Watch the Equity for Children interview of Alberto Cimadamore at: http://www.equityforchildren.org/interview-with-alberto-cimadamore-scientific-director-comparative-research-programme-on-poverty-university-of-bergen-norway/.

Samantha Cocco-Klein, Senior Adviser, Equity for Children / Global Urban Futures Fellow. Cocco-Klein is a PhD student at the Milano School of International Affairs, Management and Urban Policy. For over 15 years, she has worked with UNICEF, the UN and civil society organizations around the world to improve the lives of children. Previously, as Chief of Policy, Advocacy, Planning and Evaluation (PAPE) for UNICEF Pacific, she led research and advocacy initiatives to put children’s concerns at the center of regional discussions on poverty, climate adaptation and the Post 2015 Agenda.


Michael Feigelson, Executive Director, Bernard van Leer Foundation. Feigelson has degrees from Wesleyan and Princeton Universities, where he focused on understanding the impact of social and economic policies on children and families. He serves on the World Economic Forum Global Agenda Council in Behaviour and has spent the last fifteen years focused on working with governments, civil society and business to improve opportunities for children and youth. He joined the Foundation as a Programme Officer in 2007. He then held the positions of Programme Manager, Programme Director and Interim Executive Director. Watch the Equity for Children interview of Michael Feigelson at: http://www.equityforchildren.org/interview-with-michael-feigelson-executive-director-bernard-van-leer-foundation/.
José Gálvez Contreras, Global Urban Futures Fellow. Gálvez Contreras is a Ph.D. student in Public and Urban Policy at the Schools for Public Engagement within The New School. A native of La Ceiba, Honduras, Gálvez Contreras holds a Masters in Environmental Law and Policy with a concentration in Climate Change from Vermont Law School. He has a professional background as a community organizer, institutional researcher, and environmental planner. He is interested in the intersection of the environment, labor markets, community development, and politics, in particular as it affects the most vulnerable groups -- minorities, elderly, and children.

Meg Gardinier, Secretary General, ChildFund Alliance. Gardinier is an international, non-profit advocate focusing on women and children’s issues. Gardinier has over 25 years’ experience in Non-Governmental Organizational development, advocacy, fundraising, strategic leadership and volunteer management. Her professional life spans a range of organizations where she held leadership positions. Gardinier is a founding member of the Campaign for U.S. Ratification of the Convention on the Rights of the Child where she is serving as its Volunteer Chair (2008-present). She is a board member of End Child Prostitution and Trafficking.

Darrick Hamilton, Associate Professor of Economics and Urban Policy and Director of the Milano Doctoral Program, The New School. Hamilton is a faculty research fellow at the Schwartz Center for Economic Policy Analysis at The New School. Professor Hamilton is a stratification economist, whose work focuses on the causes, consequences and remedies of racial and ethnic inequality in economic and health outcomes. He has authored numerous scholarly articles on socioeconomic stratification in education, marriage, wealth, homeownership, health (including mental health), and labor market outcomes.

Roger Hart, Director, Children’s Environments Research Group (CERG), City University of New York (CUNY). Hart is a Professor of Psychology and Geography at the Graduate Center of the CUNY. Hart has a broad concern with fulfilling children’s rights through finding ways to better understand their lives and perspectives. Hart has largely been concerned with improving conditions for children living in low-income communities and in difficult circumstances and to this end he has collaborated in many countries with international NGOs. With UNICEF he has published books on children’s participation, sustainable development with children and the planning of cities.

Bijan Kimiagar, Project Director and Research Associate, CERG, CUNY. Kimiagar is currently the Project Director for the Article 15 Project, a global research partnership on children’s rights and capacities to self-organize. He is also co-directing the development of an inclusive, gender-sensitive, and child-centered approach to communities in partnership with Plan International. Kimiagar’s own research concerns strengthening young people’s understanding and engagement in resolving global social and environmental injustices.

Florencia López Boo, Senior Social Protection Economist, Inter-American Development Bank (IDB). López Boo received a Ph.D. in economics from the University of Oxford and a masters from the University of Namur-Belgium. Her previous positions include working at the IDB Research Department, the World Bank, the Oxford Poverty and Human Development Institute in Oxford’s Department of International Development, and teaching at the Universities of Oxford and Louvain-la-Neuve. Her work focuses on early childhood development, social protection program impact evaluations, and on projects to inform scalable approaches to parenting interventions. Watch the Equity for Children interview of Florencia López-Boo at http://www.equityforchildren.org/interview-with-florencia-lopez-boo-senior-social-protection-economist-inter-american-development-bank/.
Jennifer March, Executive Director, Citizen’s Committee for Children of New York (CCC). March was a lead architect of CCC’s Securing Every Birthright Campaign, which contributed to the creation of New York City’s Earned Income Tax Credit, the first local Child Care Tax Credit, the expansion of Newborn Home Visiting, the establishment of the Mayor’s Office of Food Policy, and the passage of Green Cart legislation. Her leadership helped create the local Campaign for Children, which elevated the public dialogue and increased the commitment to protect and expand investments in early childhood education and after-school programs.

Benita Miller, Executive Director, New York City Children’s Cabinet. Miller developed the Housing Academy Collaborative to improve the transition of youths from foster care to supportive housing and NYC Housing Authority residences. Miller also strengthened services offered to expectant and parenting youth and created the Office of Older Youth Services and Residential Care Monitoring. Miller developed the Case Monitoring and Compliance Unit to enhance safety and risk assessments for children and youth who are reunited with their families. Watch the Equity for Children of Benita Miller interview at: http://www.equityforchildren.org/interview-with-benita-miller-executive-director-nyc-childrens-cabinet/.

Kristin Morse, Executive Director, Center for New York City Affairs. Morse is an alumna of Milano’s Urban Policy graduate program at The New School. She spent much of the last decade leading New York City’s Center for Economic Opportunity, an incubator of cutting-edge anti-poverty initiatives in the Mayor’s Office that won the prestigious Kennedy School Award for Innovations in American Government. Morse had a major role in developing programs that doubled the community college graduation rate, increased services for disconnected, justice-involved youth, and changed the way poverty is measured.

Mónica Villegas, Director, Bogotá Cómo Vamos, Bogotá, Colombia. Villegas is an anthropologist with a degree from the University of Los Andes, a Masters in Development Policy from the University of Paris I, Pantheon-Sorbonne, and a Masters in Geography, Urban and Regional Planning from the University of Paris III-Sorbonne Nouvelle. Villegas is a Professor at the Planning Workshop for Development of the Faculty of Finance, Government and International Relations at the Universidad Externado de Colombia.

Pamela Wridt, Evaluation Specialist for UNICEF and former Co-Director, CERG, CUNY. Wridt is currently serving as Evaluation Specialist for UNICEF International Headquarters, managing global evaluations for their Early Childhood Development Programs. Prior to joining UNICEF, she was the Co-Director of the CERG at the CUNY (2010-2015) and was the Associate Chair of the Department of Urban Planning & Design at the University of Colorado (2005-2010). For the last 20 years, she has developed and implemented research projects and methodological resources that focus on children’s rights, participation and community development in urban environments in collaboration with UNICEF, UN-Habitat, the Bernard van Leer Foundation, international and national NGOs and research institutes.

Leonardo Yanez, Senior Programme Officer Latin America, Bernard van Leer Foundation. Yanez is the Senior Representative of the Bernard van Leer Foundation for Latin America. He is also a social and child psychologist with a Master of Arts in Foundations of Education and a degree in General Psychology. He has contributed to the design, implementation and evaluation of programs for early childhood care and development and the careers of preschool and primary teachers of the Catholic Universities in Venezuela. As Director of the School of Social Sciences Research (CISOR) in Venezuela, he contributed to expanding the scope of methodology to train and certify social actors in service, aimed at decentralized government and NGO staff.
3. Conference Participating Organizations

Asociación Amigos de los Niños
AW Development Group, LLC
Borough of Manhattan Community College
BRCTV
Bronx Legal Services
CASA-NYC
Center for Independence of the Disabled
Change for Kids
Children’s Village
Citizens’ Committee for Children
City College
City Year New York
Columbia University School
Brooklyn College
ECE PolicyWorks
Excellence Baby Academy
Fortune Society
FPWA
Global Partnership to End Violence Against Children
Grand Street Settlement
Green Party
UNDP
Human Resources Administration
Human Rights Watch
Instituto para el Desarrollo de la Mujer y la Infancia
Know Violence in Childhood: A Global Learning Initiative
Little Sisters of the Assumption Family Health Service, Inc.
MAIS
Make The Road NY
Meaningful Beginnings, Inc.
Minister of Homeless Outreach

Mount Sinai SAVI Program
New Alternatives for Children
New York City Administration for Children’s Services
New York City Department of Education
New York Public Library
New Yorkers for Children
Nova Southeastern University
NY Early Childhood Professional Development Institute
NYC Comptroller’s Office
NYC Health + Hospitals
NYC Law Department
NYC Teaching Fellows
New York University
Partnership with Children
Pratt Institute
Prospect
Read Ahead
REBELS
Right to Play USA
Rivkin Radler
Rutgers University
The Children’s Aid Society
The Committee for Hispanic Children & Families, Inc.
The Hechinger Report
The West Side Commons
Tinker Foundation
Uncommon Schools
Universidad de La Sabana
University of Maryland, Baltimore
University of Virginia
Women’s City Club
C. Endnotes


vi The New Urban Agenda is expected to be the outcome document agreed upon at the United Nations Habitat III cities conference in October 2016. It will guide efforts about urbanization and a wide range of actors — nation states, city and regional leaders, international development funders, United Nations programs and civil society — for the next 20 years. The agenda will also lay the groundwork for policies and approaches that will have great impact and extend far into the future. Find out more by visiting [https://www.habitat3.org/draft_new_urban_agenda](https://www.habitat3.org/draft_new_urban_agenda).

vii The Sustainable Development Goals are an intergovernmental set of aspirational goals with 169 targets addressing an end to poverty, protecting the planet, and ensuring prosperity for all as part of a new sustainable development agenda. Spearheaded by the United Nations, the goals are contained in paragraph 54 of United Nations Resolution A/RES/70/1 and were adopted on September 25th 2015. Each goal has specific targets to be achieved by 2030. Find out more by visiting [http://www.un.org/sustainabledevelopment/sustainable-development-goals/](http://www.un.org/sustainabledevelopment/sustainable-development-goals/).

viii See Appendix A: Urban Children and the Global Development Agenda Thematic Matrix.


x The Children’s Environments Research Group (CERG)’s work demonstrates that, in an effort to generate quality data to drive policy, one can utilize traditional household surveys and retool them for children and their caretakers. CERG focused on the living conditions of children and applied a qualitative and descriptive approach with the intention of collecting more meaningful evidence. Roger Hart, Director, CERG, City University of New York (CUNY) and Bijan Kimiagar, Project Director and Research Associate, CERG, presentation entitled “Child Participation, Evaluation and Urban Conditions”, April 29, 2016, Urban Inequities and Children Conference, The New School.

xi The discussion around Broad Lines: Child-led Monitoring and Accountability Methodology, addressed the importance of letting children be their own advocates. Through child-led monitoring, children are taught how to reduce the levels of violence in their communities and experienced by their peers. Broad Lines aims to monitor progress towards meeting and achieving development goals, drawing directly from the goals themselves to provide children with “a platform to channel their infinite capacities for activism into the creation of a better world” (paragraph 51).” Through this process, children are able to participate as citizens
and work towards improving the lives of their peers, the community and ultimately society as a whole. Meg Gardinier, Secretary General, ChildFund Alliance, presentation entitled “The Importance of Child-friendly Accountability to Address Urban Violence Against Children”, April 29, 2016, Urban Inequities and Children Conference, The New School.


Michael Feigelson, Executive Director, The Bernard van Leer Foundation, presentation entitled “The Urban95 Initiative”, held on April 28, 2016, during the Urban Inequities and Children Conference at The New School. To find out more about this initiative, visit http://www.humarabachpan.org/index.php#achievements.