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Delivering Economic Growth for Children

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POVERTY REDUCTION -> GROWTH-LED DEVELOPMENT

- Quality growth entails:
 - governance (quality services, fiscal regimes, market regulation, etc.)
 - sustainability (esp. Environmental)
 - long-term accumulation of human capital
- Young Lives focuses on human capital formulation
- Human capital framework:
 - holistic conceptualisation of human development: health and nutrition; cognitive skills
 - and some stress non-cognitive skills (agency, self-efficacy, sense of inclusion)

IMPORTANCE OF CHILDHOOD TO HUMAN CAPITAL FORMATION

- Childhood experience = key to adults we become
 - Interaction of different developmental domains > what happens in one domain may affect others
 - Some aspects of children's development - more amenable to external influences than others
 - Outcomes of child poverty may be profound, long-lasting + possibly irreversible
- Children experience household poverty differently to other members
- Greater proportion of children face poverty than other groups:
 - families with children - higher risk of being income-poor than other groups
 - young people = about half the world's income poor

POLICY ATTENTION TO CHILDREN IN RECENT DECADES

- First wave measures (health, nutrition, water and sanitation) extraordinarily successful at improving child survival & health
- Second wave measures education, increased pre-school & primary enrolment, dramatically changing children's aspirations
- But third wave (child protection) floundering
- And specific challenges remain to first and second

YOUNG LIVES FINDS THAT GROWTH HAS IMPROVED CHILDREN'S CONDITIONS

Young Lives sample - pro poor - experienced growth 2002-09

- Wealth - e.g. Peru
 - Consumption increased by about 15% in real terms between 2006 and 2009
- Service access - e.g. Peru
 - Safe water increased by 50% between 2002-09
- Aspirations to a different kind of childhood - e.g. Ethiopia
 - Transformation beliefs/practices around 'girlhood'
 - Education and labour market aspirations have raised marriage age
 - School: site of social transformation - campaign against FGC/early marriage

HOWEVER, WHO BENEFITS FROM GROWTH?

- Same households/children repeatedly excluded - disadvantaged:
 - Ethnic minority children, low caste, rural and poorest & children whose mothers have no/low education at increased risk of doing less well across series of indicators in education, health, subjective well-being
- Household threshold for tolerance of poverty/other shocks = low:
 - Poorest carry higher burden
 - In Andhra Pradesh children who lost a family member (other than caregiver) 70% less likely to be enrolled in school
- Households with little or no access to social support groups = vulnerable:
 - Community groups (eg saving clubs) exclude poorest (can't reciprocate)
 - Children in these households: = 40% less likely to have healthy weight in Andhra Pradesh & healthy height for age (Ethiopia, Peru)
 - & rate themselves lower in subjective well-being (Ethiopia) and health (Andhra Pradesh)
- Disparities in life chances widen over the life course:
 - In Vietnam 5% point difference in school enrolment between poor & the rest - more than tripled between ages 12 & 15

ON WHAT TERMS ARE POOR INCLUDED IN GROWTH

- India: state - skewed investment/in retreat - despite economic growth
- Privatisation of education
 - 24 % of older cohort in private schools at 8 years old in 2001 but by 2009 44% younger cohort in private schools at this age
 - Many leave state schools because of poor quality
 - Scheduled tribes - forced to migrate for education/hostels entrenching marginalisation
- Health insurance - secondary care
- Poor-quality services
 - Many children leave school without even basic literacy and numeracy
 - Peru: the kind of education children get influenced by household characteristics associated with family affluence etc. (as well as independent effect of maternal education)

POLICY COMMUNITY

- Risks of attending to only low-hanging fruit
 - first generation of pupils benefit school access, but unless improve quality = diminishing returns
- More attention to equity and equality
 - central to human capital formation
 - Social exclusion/stigma = adds layers of disadvantage
 - loss of agency, human potential
- Inequality = source of social risk (Naxilite civil unrest etc.)

WHAT KIND OF SKILLS FOR WHICH KIND OF LABOUR MARKET?

- Informalisation of labour > new skills
- Human capital model underpinning growth - narrow range of academic skills. What about other life and non-cognitive skills?
- Ethiopia
 - caregivers gradually and deliberately expose children to *practical (everyday) responsibility* - hard work > 'good child' (child idleness disparaged)
 - everyday activities / responsibilities - reproduces *reasoning (thinking)* & *moral logic (empathy)* = the 'mature' person.
- Social protection - panacea?
 - cannot do it on its own (ameliorative)
 - effective systems - expensive (as in OECD countries)
 - impact on children? Unintended consequences

FINDING OUT MORE...

www.younglives.org.uk

- methodology and research papers
- datasets (ESDS International)
- publications
- child profiles and photos
- e-newsletter

