

RESOURCE PACK

ON INTEGRATING
A CHILD FOCUS
INTO PSIA



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THE WORLD BANK

UNICEF—World Bank Resource Pack September 2011

This Resource Pack is a complement to a Guidance Note based on a longer draft toolkit for analyzing the impacts of economic and social policy reforms on child rights (Marcus and Birdi 2010). This publication has been produced with the assistance of the European Union. The contents of this publication are the sole responsibility of the World Bank and the United Nations Children's Fund and can in no way be taken to reflect the views of the European Union.

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AIDS	acquired immunodeficiency syndrome
CCT	conditional cash transfer
CGAP	Consultative Group to Assist the Poor
CSO	civil society organization
DAC	Development Assistance Committee
DFID	Department for International Development, U.K.
EFA	Education for All
FAO	Food and Agriculture Organization
GTZ	German Technical Cooperation
HBS	Household Budget Survey
HIV	human immunodeficiency virus
HBSC	Health Behavior in School-Aged Children
IDS	Institute of Development Studies
ILO	International Labour Organization
KfW	Kreditanstalt für Wiederaufbau
LSMS	Living Standards Measurement Study
MDG	Millennium Development Goal
M&E	monitoring and evaluation
MICS	Multiple Indicator Cluster Surveys
NGO	nongovernmental organization
OECD	Organisation for Economic Co-operation and Development
PIA	Poverty Impact Assessment
PIRLS	Progress in International Reading Literacy Study
PRS	Poverty Reduction Strategy
PSIA	Poverty and Social Impact Analysis
SACMEQ	Southern and Eastern African Consortium for Monitoring Educational Quality
SECO	Economic Cooperation and Development Division (Switzerland)
SWAP	Sectorwide Approach
TIMSS	Trends in International Mathematics and Science Study (TIMSS)
UNCTAD	United Nations Conference on Trade and Development
UNDP	United Nations Development Programme
UNEP	United Nations Environmental Programme
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
UNRISD	United Nations Research Institute for Social Development
UN	United Nations
WFP	World Food Programme

ACKNOWLEDGMENTS

The principal writer of this Resource Pack was Rachel Marcus (consultant), in cooperation with Margaret Wachenfeld (Senior Policy Adviser, UNICEF), Sonya M. Sultan (Senior Social Development Specialist, Social Development Department, World Bank), and Dorothee Georg (consultant, Social Development Department, World Bank). From UNICEF, Isabel Ortiz, Jingqing Chai, Sarah Hague, and Clemens Gros provided invaluable input and support throughout the process. Aarti Saihjee, Joanne Dunn, Peter Gross, Theresa Kilbane, and Francesca Moneti provided helpful feedback on the current Resource Pack. From the World Bank, Nilufar Ahmad, Maitreyi Das, Verena Fritz, Ambar Narayan, Asta Olson, and Ludovic Subran provided important feedback and examples for the Resource Pack, and the Guidance Note that it accompanies. Thanks as well to Gaspar Fajth, Jennifer Yablonski, Namsuk Kim, and Alberto Minujin who commented on earlier drafts, and to Jennifer Vibert for her research assistance.

This Resource Pack complements the Guidance Note on Integrating a Child Focus into PSIA. It goes into more detail on various issues discussed in the Guidance Note, and points readers to additional resources that may be useful on a range of issues. It assumes that readers are familiar with core World Bank PSIA and social analysis guidance and seek to add a child-specific dimension to these, and to complement existing resources. The structure of the Resource Pack varies from section to section. Some sections consist primarily of signposting of links to relevant documents produced by the World Bank, United Nations Children’s Fund (UNICEF) and by other organizations. The narrative sections are based on edited excerpts from Marcus and Birdi (2010).



1. Understanding Potential Impacts of Economic and Social Policy Reforms on Children: Selected Resources

This section complements section 3 of the Guidance Note on Integrating a Child Focus into PSIA. It provides links to research that examines the impacts of particular policy changes on child well-being. These may be helpful in the following steps:

- working out whether reforms are likely to have significant impacts on children, and therefore whether more detailed impact analysis is needed, and
- in identifying key research questions.

This section also provides an overview of poverty and social impact analyses (PSIAs) and of Organisation for Economic Co-operation and Development (OECD) poverty impact assessments (PIAs) that have taken into account potential impacts of reforms on children.

Key Resource: [UNICEF Innocenti Research Centre site on Assessing the Impact of Economic Trends and Policies on Children](#)

This has sections on empirical analysis; micro-macro simulations; social budget tracking; innovative desk reviews; rapid surveys; and child rights centred Poverty and Social Impact Analyses.

1.1 Examples of Analysis by Theme/Sector

Impact of Economic Crises and Shocks on Children and Youth

- [UNICEF Resource pages](#) on impacts of crisis and recovery on children
- [World Bank resources](#) on the present crisis
- Ronald Mendoza (2009) "[Aggregate Shocks, Poor Households and Children: Transmission Channels and Policy Responses](#)" provides a conceptual framework for assessing how economic shocks could affect children, and discusses the ways the current economic crisis is affecting children.
- John Cockburn, Ismaël Fofana, and Luca Tiberti (2010) "[Simulating the Impact of the Global Economic Crisis and Policy Responses on Children in West and Central Africa](#)" examines the effects of economic crisis on children in Burkina Faso, Cameroon and Ghana, focusing on monetary poverty, hunger (caloric poverty), school participation, child labor, and access to health services. [UNICEF's Social and Economic Policy Web pages](#) has detailed country studies for each of these three countries.
- Caroline Harper, Nicola Jones, and Andy McKay (2010) "[Including Children in Policy Respons-](#)

[es to Economic Crises](#)” summarizes evidence of the impact on children of past economic crises in sub-Saharan Africa, Southeast and East Asia, Latin America, Central and Eastern Europe, and the former Soviet Union and draws out lessons for protecting children in the current crisis.

- The World Bank (2009) [“Guidance for Responses from the Human Development Sector to Rising Food and Fuel Prices”](#) has a strong emphasis on potential impacts from fuel and food price shocks on children’s health, nutrition, and education.
- R. Marcus and M. Gavrilovic (2010) [“The Impacts of the Economic Crisis on Youth: Review of Evidence”](#) (London, ODI).

Food prices

- I. Ortiz, J. Chai, and M. Cummins (2011) [“Escalating Food Prices: The Threat to Poor Households and Policies to Safeguard a Recovery for All”](#) briefly reviews possible causes of the food price spikes, discusses the adverse impacts of food price increases on households and children, and presents a rapid desk review of international and domestic policy responses in 98 developing countries, proposing a child lens as a guiding principle for designing policy responses to food price increases and for achieving food security.
- Sami Bibi, John Cockburn, Massa Coulibaly, and Luca Tiberti (2009) [“The Impact of the Increase in Food Prices on Child Poverty and the Policy Response in Mali”](#) analyzes how children in Mali have been affected by food price changes.

Trade

- Edward Anderson, Kate Bird, and Ian Gillson (2005) [“Assessing the Impact of Trade Liberalisation on Children: A Conceptual Framework.”](#)
- Javier Escobal and Carmen Ponce (2007) [“Trade Liberalisation and Child Welfare: Assessing the](#)

[Impact of a Free Trade Agreement Between Peru and the USA”](#) outlines an ex ante impact assessment of the Peru–U.S. free trade agreement on children. Reports are available in English and Spanish.

- Eliana Villar and Paola Perezniето, with Nicola Jones (2006) [“Trade Liberalisation and Child Well-Being: Potential Impacts of the Peru-U.S. Free Trade Agreement”](#) provides a summary.
- N. Jones, N. Nguyen, and T. Nguyen (2007) [“Trade liberalisation and Intra-Household Poverty in Vietnam: A q2 Social Impact Analysis”](#) examines Vietnam’s experience of trade liberalization, focusing on impacts on children’s work, health, and education.

Public expenditure

- UNICEF (2010) [“A Recovery for All: Current Public Expenditure Contraction and Implications for Children”](#) (Isabel Ortiz, Jingqing Chai, and Matthew Cummins) examines the potential impacts on children of public expenditure contraction during the recovery from economic crises.
- UNICEF (2010) [“Protecting Salaries of Frontline Teachers and Health Workers”](#) discusses the impacts of adjustment and fiscal contraction on the erosion of teachers’ and health workers’ salaries.

Utility reform

- Alvin Birdi, Rachel Marcus, and Fahrudin Memić’s report, [“Child Rights Impact Analysis of Potential Electricity Price Rises in Bosnia & Herzegovina”](#) (Sarajevo: DEP, UNICEF, Save the Children, DFID) involved use of existing datasets (MICS) and collection of new qualitative and quantitative data.

Coping strategies

- The World Bank (2008) "[Rising Food and Fuel Prices: The Risk to Future Generations](#)" contains a useful table outlining coping strategies in contexts of declining food security. Many of these involve or affect children.
- UNICEF (2010) "[Two Years into the Crisis: Signs of Severe Coping Strategies That Are Impacting on Children](#)" summarizes evidence of the impact of the current crisis on children.
- J. Howell (1998) "Poverty, Children and Transition in Kyrgyzstan: Some Reflections from the Field," in the *Journal of International Affairs* (volume 52) outlines coping strategies in Kyrgyzstan in the context of transition, and summarizes their potential impacts on children.

Education

- E. Skoufias and S. Parker (2002) "[Labour Market Shocks and Their Impacts on Work and Schooling: Evidence from Urban Mexico](#)" (IFPRI FCND Discussion Paper 129, Washington, DC) finds that children's education is protected from the impact of household shocks in the short term, but in the longer term children of both sexes and particularly girls are vulnerable to having to drop out of school.

General sources

- H. Waddington's (2004) report, "[Linking Economic Policy to Childhood Poverty—A Review of the Evidence on Growth, Trade Reform and Macroeconomic Policy](#)," (CHIP Report 7, Childhood Poverty Research and Policy Centre, London) lays out a framework for analyzing the impacts of economic policy reforms on children, focusing particularly on macroeconomic policy and trade liberalization.



1.2 Examples of PSIA's That Have Included Analysis of Impacts on Children

The PSIA's in the table below have all, to varying degrees, included analysis of impacts on children. In the Mozambique and Dominican Republic PSIA's, the impacts on children were the focus of the analysis.

TABLE 1. PSIA's That Have Included Analysis of Impacts on Children

COUNTRY AND SECTOR	FINDINGS/POTENTIAL IMPACTS IDENTIFIED	SOURCE
Mozambique, school fee reform	Fees not necessarily key constraint to enrolment/retention. Existence of infrastructure, other direct schooling costs, opportunity costs, and gender-related barriers, for example, risk of sexual harassment and early marriage, may be more significant overall.	Mozambique PSIA: Primary School Enrollment and Retention—the Impact of School Fees, Report 29423-MZ
Dem. Rep. of Congo, mine restructuring	40,000 children at risk of losing school places if mines' social infrastructure closed; health care and water and sanitation services also likely to be affected.	Democratic Republic of Congo, Poverty and Social Impact Analysis, Mine Reform, Report 40505-ZR
Tajikistan, cotton sector reform	Risk of increased child labor.	Stakeholders, Power Relations, and Policy Dialogue: Social Analysis in Agriculture Sector Poverty and Social Impact Analysis, Report 36498-GLB Tajikistan: Welfare Implications of Cotton Farmland Privatization
Benin, cotton, state-owned enterprises' privatization	Takes into account differences between income accruing to men and women and impacts on child well-being	Cotton Sector Reforms: A Poverty and Social Impact Analysis, Report No. 29951-BJ, Benin
Dominican Republic, social spending and introduction of conditional cash transfers (CCTs)	With CCT revisions, education enrolment would increase by 6 percentage points among poor children in rural areas and 1.5 percentage points among all children. There would also be a decrease of 9.2 percent in working children with an associated switch to attending school; a doubling of the number of children under age five who see a health care professional and a 9 percentage point increase in health care use for all children.	Reboul and Subran, Dominican Republic: <i>Poverty and Social Impact Analysis. Simulation of the Impact of Conditional Cash Transfer Programs on Health and Education</i> (2010).
Albania, water privatization	Focuses on health impacts of drinking untreated water on children.	S. Beddies, H. De Soto, A. Bakllamja, and X. Chauvot de Beauchene, Decentralization and Water Sector Privatization in Albania, Part I, World Bank, Washington, DC (2004)

1.3 OECD Development Assistance Committee Poverty Impact Assessments

The Development Assistance Committee (DAC) has developed Poverty Impact Assessment (PIA) as a complement to PSIA. It is intended to be used as an ex ante poverty impact assessment tool for projects, programs, policies, and sectorwide approaches (SWAPs). It can also be used for ex post impact evaluations. Some of the core analysis is similar to PSIA, in particular the focus on the channels by which impacts are transmitted to individuals and households. It differs from PSIA in its greater emphasis on nonincome aspects of poverty and assessing the contribution of any proposed activity to the MDGs, and its quicker timescale and associated lesser costs.

Table 2 provides a comparison of some of the main similarities and differences between PSIA and PIA.

TABLE 2. Comparison: PIA and PSIA

ASPECTS	PIA	PSIA
1. General objective of investigation	Inform the design of interventions to improve their poverty orientation and identify interventions that have a positive impact on poverty reduction. PIA can be considered a “PSIA light.”	Investigate the distributional impact of policy reforms on the well-being or welfare of different stakeholder groups, with particular focus on the poor and vulnerable.
2. Poverty focus	Poverty as a multi-dimensional concept as defined by OECD-DAC: economic, human, political, sociocultural, and protective.	Welfare (monetary and nonmonetary dimensions) and distributional impacts.
3. Harmonization	Key objective of PIA.	Less of an objective for PSIA.
4. Level of application	Focus on projects, programs, possibly SWAPs and policy reforms.	Focus on policy reforms such as macroeconomic reforms, structural, and sectoral reforms; recognizes that also applies to other interventions.
5. Time frame	2–3 weeks; ideally conducted as an iterative process.	Between 6–18 months; is usually conducted as an iterative process.
6. Required resources	Limited additional data collection for a stand-alone PIA (approximately US\$15–US\$40,000). When PIA becomes an integral part of the appraisal process, actual costs will be less than US\$10,000.	In-depth, multidisciplinary impact analysis, requiring considerable resource input (US\$50,000–US\$200,000).

Table 2 continues on next page

ASPECTS	PIA	PSIA
7. Stakeholder involvement	Both approaches intend to raise stakeholder participation (target group, national/governmental agencies, civil society organizations [CSOs] and private partners, among others) by including them in the process.	
8. Assessment areas		
8.1. Stakeholders	Special focus on the target group, with distinction between groups that may be affected by and groups that may affect the reform, with particular focus on poor and vulnerable people.	Stakeholders should be consulted, but because of the limited time available, participation might be limited. Distinction between groups that may be affected by and groups that may affect the reform, with particular focus on poor and vulnerable people. Participatory process should be an integral part of the PSIA.
8.2 Institutions	Analysis of formal and informal institutions.	
8.3 Transmission channels	Six transmission channels: employment, prices, access to goods and services, assets, transfers and taxes, and authority.	
8.4 Impacts	Short-term (direct) and medium-term (indirect) impacts along results chain.	Short-term (direct), medium-, and long-term (indirect) impacts along results chain.
8.5 Risks	Are considered.	
8.6 Capabilities	Uses the five OECD-DAC capabilities.	Not explicitly included.
8.7 MDGs	Assessment of impacts on seven MDGs and other development goals (MDG++).	Not explicitly included.
8.8 General poverty situation and national Poverty Reduction Strategy (PRS)	Part of the structure of PIA reports.	Not a structural part of PSIA report, but usually considered in PSIA reports that involve low-income countries.
8.9 Mitigating Measures	Suggested in case of potential negative impacts of intervention, particularly for poor or vulnerable people.	
8.10 Costs of Intervention	No	Yes
8.11 M&E needs	Identification of key areas for monitoring and evaluation.	
8.12 Quality of information sources	Key part of the analysis is to identify gaps that additional work may be required to fill.	Part of the analysis is to identify gaps that the PSIA should seek to fill.
9. Methods of data collection and analysis	Mainly use of existing data (qualitative and quantitative).	Existing data and data collection (qualitative and quantitative).
10. Use of matrices	Use of five matrices allows a good comparability between PIAs.	Use of summary matrix recommended, but not compulsory.
11. Stage in program cycle	Strong focus on ex ante, but PIA/PSIA can also be used as an assessment tool during and after implementation of intervention.	

Table 2 continues on next page

ASPECTS	PIA	PSIA
12. Integration into other assessments	Can be a standalone product; recommended to integrate as a component into the wider appraisal process.	Can be a standalone product; usually one of several inputs to inform the national policy dialogue.
13. Use of results	Specific recommendations to be used in policy dialogue on how to improve poverty impact of interventions (projects, programs, SWAPs).	PSIA results usually to inform national policy dialogue, but may also inform other types of intervention.

Source: OECD (2007, 18–19), numbering as per original table.

Some DAC PIAs have included analysis of impacts on children as part of broader analysis (See table 3). Generally attention to children is limited, both in background analysis and projection of possible impacts. Table 3 highlights some examples where children have been considered in PIAs of various projects by DAC members. For further information on PIA see <http://www.oecd.org/dataoecd/20/36/39135680.pdf>.

TABLE 3. How Are Children Represented in PIAs? An Overview of a Sample of PIAs on the DAC Povnet Web site (2009)

PIA	POVERTY	EDUCATION	HEALTH	PROTECTION	SOCIAL/ PARTICIPATION	TIME USE
Cambodia electrification project. Assessment by KfW (2007).		<ul style="list-style-type: none"> • Little evidence that home learning patterns would change • Some schools would introduce second shift if sufficient teachers and budget • Impacts only conceivable in long term 	<ul style="list-style-type: none"> • No health impacts noted for any stakeholders 	<ul style="list-style-type: none"> • Not thought to impact on public security 		<ul style="list-style-type: none"> • Notes lack of evidence that it will reduce women's and girl's fuelwood collection times
Albania water and sewerage programme. Assessment by SECO (2007).			<ul style="list-style-type: none"> • Lack of data on health impacts of poor sanitation, but notes children playing in waste water • Expects impact on MDG 4 			<ul style="list-style-type: none"> • Notes that getting water not really children's task so impacts on children's time use likely to be limited

Table 3 continues on next page

Table 3 continued

PIA	POVERTY	EDUCATION	HEALTH	PROTECTION	SOCIAL/ PARTICIPATION	TIME USE
Cambodia regional economic development (handicrafts) project. Assessment by GTZ (2007).	<ul style="list-style-type: none"> Notes child-headed households among poorest 	<ul style="list-style-type: none"> Poorest households have most child labor, curtailing children's schooling Notes that one of the products to be developed might lend itself to child labor (silk production) 	<ul style="list-style-type: none"> Families may use trained birth attendant or clinic for next birth if income improves 			
Vietnam waste water project. Assessment by SECO (2006).		<ul style="list-style-type: none"> Children of poor families in project area can only finish five years of primary school 	<ul style="list-style-type: none"> Replacement of open sewage channels is expected to have a positive impact on child health and mortality 			
Bangladesh HIV/AIDS project. Assessment by GTZ (2008).	<ul style="list-style-type: none"> Gender-based violence, poverty, and trafficking lead to entry into sex work including by children 			<ul style="list-style-type: none"> Street children identified as at risk of HIV 	<ul style="list-style-type: none"> Children of people living with HIV/AIDS excluded from socializing with other children 	
India Natural Resource Management project. Assessment by GTZ (2006).		<ul style="list-style-type: none"> More children attending school thanks to improved livelihoods 				

Source: Adapted from Marcus (2009).

Note: GTZ = German Technical Cooperation, KfW = Kreditanstalt für Wiederaufbau, SECO = Economic Cooperation and Development Division (Switzerland).

2. Methodology

This chapter largely consists of edited excerpts from Marcus and Birdi (2010). It has three sections: The first part discusses an approach to rapid child-focused assessment in PSIAs, the second outlines some issues related to data sources and collection, and the third discusses analytical methodologies.

2.1 Rapid Assessment

A rapid assessment of potential impacts of reforms on children may be needed if:

- it is unclear whether a full assessment is needed;
- the potential impacts on children have been ignored in a PSIA already under way or recently completed;
- a reform is being rushed into effect (for example, because of domestic political agendas, donor conditionality, or pressure); or
- if the budget for a PSIA is very limited.

The more limited time frame and budget for a rapid assessment means that prioritization will be needed in the following areas:

- Focus of analysis—in particular, choice of pathways of impact to investigate
- Scale and coverage of new data collection.

2.1.1 PRIORITIZING FOCUS OF ANALYSIS

A rapid child impact analysis will need to focus on a few priority areas that are likely to be most significant for children. Depending on the nature of the reform in question, the following may be ways to focus analytical effort:

- **Routes by which impacts reach children.** In a rapid assessment, it may be feasible only to examine one, or at most two, of the principle routes by which children are affected: impacts on household economy; impacts on services; impacts on social capital and cohesion; and household responses to changes in these three areas.



- **Within each route, focus on the few issues most likely to be significant.** For example, in terms of household responses, efforts to generate income or to cut expenditures are likely to be the most significant in the short term, and thus a key focus.
- **Understanding effects of changes on children.** Policy changes often reach children through: consumption, time use, use of services, and changes to service quality. It may therefore be useful to focus on these mechanisms.
- **Areas of child well-being most likely to be affected and for which data are available:** nutrition, health, education, and child protection (for example, child labor, security, care, violence).
- **Strategic disaggregation of data.** If time is limited, analysis should focus on effects on children in aggregate, and by socioeconomic quintile, unless there are good reasons to expect significantly gender-differentiated effects, or for particular groups of disadvantaged children to be particularly affected.

2.1.2 DATA SOURCES AND ANALYSIS

In a rapid child impact analysis, secondary data are likely to be the key source of information. [See 2.2.2](#) below and annex 2 in the Guidance Note for suggested information sources.

Analysis of existing datasets

If there is time for analysis of existing data (minimum around three months, depending on the quality and cleanliness of the data, and the complexity of the analytical techniques planned), the priority for analysis would be *estimating existing patterns of expenditure on goods and services*, segmented by important variables, such as number

of children in the household. This would be used to work out the immediate impacts on households of proposed policy changes, assuming that they continue to behave as before.

If data are already available, it may also be possible to estimate how households would reallocate expenditures in response to policy changes. This would require estimation of behavioral parameters, such as elasticities. However, often obtaining the necessary data would require an additional survey, and this analysis would therefore be infeasible in a rapid analysis.

Primary data collection

Even where time and budgets are limited, consideration should be given to conducting some rapid qualitative research to fill information gaps and triangulate conclusions. Typically this will involve a small number of focus groups or semistructured interviews with adolescents and/or their parents/carers in socioeconomic groups or locations likely to be affected by the reform, and key informant interviews with:

- central government representatives of the sector(s) where change is planned, and social sector ministries;
- local government representatives in poorer regions and/or areas where changes may be concentrated;
- representatives of service providers (for example, health, education, social protection, child welfare services); and
- representatives of civil society organizations working in relevant geographical areas or with relevant population groups.

Such interviews can also help identify political and institutional issues of relevance to reform implementation.

The priority data gaps in a rapid child-focused impact assessment will, of course, be specific to the policy changes under investigation. Collection of new data should concentrate on areas where existing data are limited in availability or quality. These are likely to include:

- identifying likely household responses to reforms;
- identifying key impacts on accessibility and quality of services;
- identifying impacts on children's consumption and time use;
- identifying possible outcomes for children and young people; and
- possible policy responses to concerns identified.

Identifying gaps in knowledge

A rapid child-focused analysis can also help identify knowledge gaps in relation to the impact of a particular reform. This can be important for flagging areas where further research is needed before deciding on the course of a reform or developing mitigation strategies.

2.2 Sources of Data for Child-Focused Analysis

The Guidance Note points to data sources for a range of child well-being indicators that may be affected by proposed reforms. This section complements the Guidance Note by discussing the use of existing primary and secondary qualitative and quantitative data in more detail, and ways of filling gaps where crucial child-focused data are lacking.

2.2.1 PRIMARY DATA

Five types of primary data that can be useful for a child-focused PSIA are outlined in the following sections.

Microdata based on household surveys

Though households, rather than children, being the primary unit of data collection limits some of the analysis of impacts on children, household surveys collect data on many issues relevant to a PSIA (see annex 2 in the Guidance Note, which outlines sources of survey data on many child well-being indicators likely to be affected by common reforms).

The collection of data on household income and expenditure (in Living Standards Measurement Study [LSMS] surveys and Household Budget Surveys [HBS]) or the ability to derive a wealth index based on assets (in Demographic and Health Surveys [DHSs] and Multiple Indicator Cluster Surveys [MICSs]) means that distributional analysis by socioeconomic quintile is possible, and in the case of LSMS and HBS, by households working in a particular sector, if the subsample is large enough. This enables rigorous analysis of the ways children in different socioeconomic groups may be affected by policy change.

However, the following groups of children are rarely covered in household surveys:

- Children living outside households (such as children in residential care institutions, children's homes, or orphanages)
- Children living with peers rather than under adult care (such as street children).

Focused studies including these groups are the most effective ways of assessing how they are likely to be affected. In some countries, administrative data (where available and reliable) may be useful for quantitative modeling.

Household surveys that are conducted on a periodic basis can be used as repeated cross-sections to enable comparison of changes over time and analysis of the impacts of policy changes *ex post*. Analyses of previous similar or related policy changes can be used to illuminate the potential effects of the reform under consideration. Longitudinal studies that follow the same children over time may also illuminate the effects of past reforms and the potential implications of proposed changes. This is particularly the case when they are accompanied by qualitative analysis, such as life stories, which consider the impacts of particular changes or events.

Census data

Census data are not as detailed as household survey microdata. However, censuses often ask some questions about household income, receipt of remittances and transfers, child schooling, and migration. Even if censuses are not completely universal in coverage (for example, because conflict prevents enumeration in certain regions), they are collected on a much larger scale than most surveys. In particular, census data can provide detailed local-level information (Chai and Coulombe 2010; Bediako 2007), which can be particularly useful when the effects of a policy change are expected to be confined to discrete regions. If a household survey has insufficient coverage of a particular region for disaggregated analysis to be possible, the greater coverage of a census may provide a large enough dataset for such analysis. For example, in Mongolia, UNICEF is analyzing census data for particular areas to provide a better understanding of the geographical distribution of the different dimensions of childhood poverty (Chai and Coulombe 2010).

The usefulness of census data is limited by:

- the low frequency of data collection (usually once every 10 years), which may mean that information derived from censuses are out-of-date, more so than for household surveys conducted every three to five years;
- nonsampling errors deriving from the large numbers of households that enumerators typically have to cover in a limited time, meaning that there is very little time for probing answers that seem incorrect (Bediako 2007), and in some cases, the relatively low level of training of enumerators; and
- the limited range of data collected.

Data from sector-specific and other nonhousehold surveys

Because these surveys collect little or no household socioeconomic data and are focused on a specific issue, they only cover a few of the areas likely to be of interest in a PSIA and are also not amenable to multivariate analysis. They are thus most likely to be useful for providing secondary information about and developing indicators on child well-being outcomes. Since they are repeated periodically, they might also be useful for *ex post* evaluations of the impact of reforms that have been implemented, though this will depend on the interval between surveys and their timing in relation to the reforms ([box 1 next page](#)).

Administrative data

If no relevant household surveys have taken place, or if the issues are not commonly covered in household surveys, administrative data may be the only data available. Relevant administrative data in a child-focused PSIA may include:

- basic demographic information (for example, mean numbers of children per household with children in different regions);

BOX 1. Specialized Surveys with Data on Child Well-Being

PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT (PISA) surveys are undertaken every three years with 15 year-olds and are coordinated by the OECD. They assess reading, mathematical, and scientific literacy for students near the end of compulsory education to see if they have acquired the knowledge and skills that are essential for full participation in society. In the 2009 round, 65 countries participated.

PROGRESS IN INTERNATIONAL READING LITERACY STUDY (PIRLS). PIRLS takes place every five years and the data collected provide information on trends in reading literacy achievement for fourth grade students, as well as baseline data for new countries. Fifty-five countries are expected to take part in 2011.

TRENDS IN MATHEMATICS AND SCIENCE STUDY (TIMSS). TIMSS takes place every four years and involves testing of fourth and eighth grade students. In addition to the test questionnaires, contextual information is collected on curricula, teacher preparation and schools, and some data on the students, such as home language. Sixty-four countries are expected to participate in 2011.

HEALTH BEHAVIOR IN SCHOOL-AGED CHILDREN (HBSC) surveys. These are conducted with 11, 13, and 15 year-olds and focus on individual and social resources (that may affect health), health behaviors (for example, related to diet, exercise, substance abuse, violence, and dental health), and health outcomes.

EUROPEAN SCHOOL SURVEY PROJECT ON ALCOHOL AND OTHER DRUGS. This survey of 16 year-olds gathers information on the socioeconomic background of participants as well as their use of alcohol and various other drugs. The survey has taken place every fourth year since 1995.

SOUTHERN AND EASTERN AFRICAN CONSORTIUM FOR MONITORING EDUCATIONAL QUALITY (SACMEQ). SACMEQ has information on children's performance in mathematics and reading in 15 eastern and southern Africa countries.

YOUNG LIVES. This 15-year longitudinal study of child poverty and well-being has been conducted in Ethiopia, India, Peru, and Vietnam since 2000.

- school enrolment and attendance data at different levels;
- immunization;
- incidence of various health problems among children;
- utilization of health services;
- drug and alcohol usage¹;
- receipt of child-oriented transfers;
- data on migration;
- children and young people as victims and perpetrators of crime,² including trafficking;
- children under the guardianship of the state (for example, living in childcare institutions or foster care); and
- child homelessness, street children.³

However, there are often problems with reliability and usability for analysis:

- **Reliability.** There may be political or financial pressures to over- or under-report some issues. For example, where service providers' funding is provided (fully or partially) on a per capita basis, there are incentives to overestimate the number of children at-

tending school, as in Kyrgyzstan (Ibragimova 2007), or in the number patients treated at health care facilities. Surveys of school attendance in Kyrgyzstan during the transition period, such as Eversmann (1999), usually found lower rates at every level than suggested by administrative data (Marcus 2004).

- **Usability for causal and multivariate analysis.** Because administrative data are collected as part of the public administration process and not as part of multitopic surveys, they cover a limited range of indicators. They are thus mostly useful for deriving child well-being indicators in a PSIA (Menchini and Yaqub 2007).

Child well-being databases

Some key information on child well-being has been collated into searchable databases. This is usually based on administrative data, or data collected in key household surveys, such as MICs. Box 2 outlines two relevant databases.

BOX 2. Databases Focusing on Child Well-being

TRANSMONEE DATABASE draws on administrative data collected in central and eastern European countries and the Commonwealth of Independent States. Although there are some concerns about data quality and consistency, it is a useful source of information on child health, education, child protection, and crime.

CHILINFO is a searchable database of information collected from Multiple Indicator Cluster Surveys (MICS), on child health, nutrition, maternal care, education, water and sanitation, HIV/AIDS, and child protection. It can be searched by country.

¹ Usually only drug and alcohol usage leading to medical treatment or conflict with the law are recorded.

² With the caveat that crime statistics only reflect reported crimes.

³ These are likely to be particularly unreliable since they only include children who come into contact with public authorities, a smaller proportion of these groups than the others outlined above.

The data sets used for constructing child wellbeing indices may also be relevant, particularly for background information on child well-being in particular contexts. UNICEF’s overview ⁴ “[Child-Related Indices and Well-Being Monitoring Initiatives](#)” provides details.

2.2.2 SECONDARY SOURCES FOR QUANTITATIVE AND QUALITATIVE DATA

Publicly available reports

The following are useful secondary sources of information on child well-being.

- [UNICEF Country Situation Analyses for Children](#)
- National reports for the [UNICEF Global Child Poverty Study](#) (2008–10)
- [MDG progress reports](#)
- [Government reports](#) to the Committee on the Rights of the Child and [alternative non-governmental organization reports](#)
- Eldis’s [Children and Young People Resource Guide](#) contains a collection of articles on different aspects of children’s and young peo-

ple’s well-being. It does not have a specific section on the impacts of economic reforms; these are included in sections on health, child labor, street children, and others. The resource guide also contains links to manuals on research with children.

- [Child Rights Information Network](#) has a searchable database of reports and articles and can be useful for finding information on child well-being in specific countries.
- [UNICEF’s](#) main and regional Web sites contain much useful information and links to recent reports on different aspects of child well-being.
- The World Bank’s [children and youth pages](#) are a portal to World Bank resources on issues including: early childhood development, school-to-work transitions, citizenship, youth violence, and cross-sectoral issues. They also highlight key World Bank publications on children and youth.
- Specialized reports from child rights’ NGOs, and international organizations.

Project-related surveys

If commissioning organizations are willing to make them available, project-related surveys can be very useful in building up a picture of children’s vulnerabilities. In particular, they can be helpful for developing an understanding of issues facing children in particular regions or target groups, and for understanding livelihoods and coping strategies and specific issues related to the use of particular social services. However, the fact that they are usually small scale, not representative of the population, and often of unknown statistical quality with limited documentation of methodology (Menchini and Yaqub 2007) means they are normally only useable as background information.



⁴ See <http://www.unicefglobalstudy.blogspot.com/>, section on home page entitled ‘Resources Related to Child Poverty’ for more information.

2.2.3 COLLECTING NEW DATA

A first step should be to assess whether key questions about the potential impacts of reforms on children can be answered by analysis of existing data, or a combination of existing quantitative data and some focused qualitative research.

Collecting New Quantitative Data

New qualitative research may be needed:

- to understand the processes by which possible impacts on children arise, and the outcomes for children themselves;
- to probe sensitive issues (for example, child labor, children's risk of violence or abuse) that may be important but not covered in a survey;
- to assess the likely impact of proposed reforms on children not covered by household surveys, such as children living in residential institutions, street children, and children living in refugee/ IDP camps; and
- to probe how effects may differ in the short, medium, and long term.

Direct research with children is likely to use primarily qualitative methods. See section 4 of the Guidance Note for an outline of qualitative research tools and [section 4](#) of this Resource Pack for details of qualitative research with children.

Collecting New Quantitative Data

If key questions needing quantifiable answers cannot be answered with existing data, here are options for the collection of new quantitative data:

- **New survey.** This might focus on household responses in the event of particular changes arising from proposed reforms, if these cannot be modeled from existing data. A new survey might also be needed if existing

surveys exclude important population sub-groups or contain too small a sample from certain geographical locations.

- **New module or questions inserted into planned survey.** This may be possible if the timing of the PSIA is synchronized with that of planned household surveys, and only a few additional questions are needed. Because most household surveys are already long (and may have to be carried out over repeat visits), and desirable questions have usually been omitted to keep the length manageable, survey managers may be reluctant to include additional questions. The time taken to negotiate such additions may also be longer than is possible in a PSIA responding to real-time policy debates.
- **Follow-up survey of part of a recent household survey sample, for example, MICS, DHS, or LSMS.** For example, in ex ante analysis of the effects on children of electricity tariff rises in Bosnia Herzegovina, a small follow-up survey of 427 households that participated in the MICS3 survey was conducted. This meant that results could be cross-checked with the much larger overall MICS sample (Birdi et al. 2007). This follow-up survey focused on household responses to electricity price rises under different scenarios and on children's time use.

2.2.4 MIXED METHODS

As discussed in the Guidance Note, mixed methods will usually be needed to generate a clear picture of how children are likely to be affected by proposed reforms. Box 3 gives an example of how mixed methods complemented one another in a PSIA in Mozambique.

Other studies assessing the potential impact of economic reforms on children that have used mixed methods include:

BOX 3. Example of Mixed Methods and Disaggregated Analysis in a PSIA

The PSIA on education reform in Mozambique was intended to inform the choice, design, and sequence of policy options and reforms aimed at increasing school enrolment and retention rates, particularly among children from poor and vulnerable households. Specifically, it was intended to feed into a review of the official school fees policy. The working assumption prior to the study had been that school fees were the major constraint to enrolment and retention. However, the research found that distance from primary schools, the opportunity costs of education, and other direct costs (for example, books and uniforms) were more significant, and that gender-related factors were also important, with girls tending to start school later and have higher rates of drop-out from age 15.

However, in some geographical regions, school fees were a strong deterrent, and PSIA showed that removing them would enable larger families to send an additional child to school.

METHODOLOGY. This PSIA combined a quantitative component (analysis of a recent household budget survey) with a qualitative component that focused on the perspectives of policy makers and technical officials at various levels of the educational system and school-level staff (that is, duty bearers), parents, schoolchildren (rights holders), and community leaders. Research took place in four provinces and in urban and rural locations. As the study progressed, children who were not attending school and their parents were included in later parts of the field research.

The quantitative analysis was disaggregated by income, gender, location, age, and presence of disabled people in a household, meaning that a clear analysis of how different groups of children might be affected by fee reform was possible. The qualitative component additionally probed provisions for orphans and vulnerable children, and local, school-based safety net provisions for the poorest children whose families could not afford to pay school fees and charges. One important finding emerging from the research was the need for stronger action to stop sexual harassment of girls in and en route to school—a significant deterrent to girls' attendance.

This PSIA was conducted by a team of Mozambican consultants and was strongly linked into policy reform initiatives in the education sector that were current at that time. The team attempted to provide recommendations that were “financially affordable, relatively straightforward, and effective at meeting the objective” (Valerio et al. 2006, 143). However, it appears that while school fees were abolished, schools were not provided with additional funding to offset lost revenues: one of the PSIA's key recommendations was ignored. The PSIA team suggested that their work could serve as a baseline for monitoring the effects of this policy change.

Source: Valerio et al. 2006, 2005.

- A. Birdi, R. Marcus, and F. Memić et al., “[Child Rights Impact Assessment of Potential Electricity Price Rises in Bosnia & Herzegovina](#),” Sarajevo: DEP, UNICEF, Save the Children, DFID (2007).
- N. Jones, N. A. Nguyen, and T. H. Nguyen, “[Trade Liberalisation and Intra-household Poverty in Vietnam: A Q2 Social Impact Analysis](#),” Q2 Working Paper, University of Toronto (2007).

2.3 Analysis

2.3.1 BRINGING A CHILD FOCUS TO DISTRIBUTIONAL ANALYSIS IN A PSIA

Child-focused exposure analysis

Using data from household surveys (LSMSs and HBSs), Falkingham and Ibragimova (2005) disaggregate incidence of income consumption poverty among children in Kyrgyzstan by different age groups (0–3, 4–6, 7–13, and 14–17), by geographical location, and by household head’s level of education and economic activity. Their use of panel data enables them to track changes in child poverty over a four-year period and identify groups of children most vulnerable to chronic poverty.

This kind of disaggregated analysis can help indicate which groups of children are most at risk of increased poverty and who may be most vulnerable to the effects of particular reforms, and can thus be used to bring a child focus to distributional analysis within a PSIA.

For example, Birdi et al. (2007) used data from the Living in Bosnia Herzegovina 4th wave study (an LSMS) to identify which children were most likely to be vulnerable to impacts from electricity tariff rises. They found that children from households with three or more children, children from refugee or internally displaced persons’ households, and those where the household head had less than a secondary education were most likely to be poor. They used this analysis to identify groups likely to be vulnerable to impacts from electricity price rises, and the sampling strategy for the qualitative research component in their study was based on this initial analysis of household data. Analysis of vulnerability to price rise impacts was then refined through regression analysis.

Child-focused benefit incidence analysis

Disaggregating data by age and gender can reveal how different groups of children are likely to be affected by policies that involve changes to public expenditure. If the dataset is large enough, it may be possible to disaggregate among different children of different age groups.⁵

Cambodia’s “Integrated Fiduciary and Public Expenditure Review” ([Brown and Razzaz n.d.](#)) examined the benefit incidence of education spending on girls and boys in different quintiles. It also used data from household surveys to pinpoint policy changes that would increase the gender equity of education expenditure.

⁵ Many thanks to Sarah Hague, UNICEF, for pointing out these studies.

[Glick, Saha, and Younger](#) (2004) combine **benefit incidence analysis** and **demand analysis** to understand how much boys and girls in the poorest income quintiles would benefit from improved access to or reduced costs of education, health care, and water and sanitation in Uganda and Madagascar. They also review a wide range of studies that have used similar approaches in these sectors and outline the data requirements of both benefit incidence analysis and demand analysis. Demand analysis requirements are greater because it typically requires more community-level data as well as household data. [Jalan and Ravallion](#) (2001) use propensity score matching to analyze the extent to which children's health in different income quintiles would benefit from the extension of piped water in India. Having found that much of the benefit would accrue to children in the top three quintiles, they examined what factors would increase the likelihood of poorer children benefiting. They found that among low-income mothers, education beyond primary school greatly reduced the likelihood of diarrheal disease among children under age five.

2.3.2 CHILD-FOCUSED BUDGETING

The children's budget movement has pioneered the analysis of public expenditure from the perspective of how it impacts children and youth. The approaches used in this analysis may be useful in helping to identify to what extent public expenditure changes arising in a reform may affect children.

No explicit how-to guidance for analyzing budgets from a child perspective could be found. However, many of the links below provide insights into how child-focused budget analysis is carried out.

- UNICEF's [social budgeting pages](#) contain many relevant publications. In particular, UNICEF (2010) "[Advancing the Rights of Children, Women, and Poor Families through Better Public Finance Policies](#)" has overviews of some relevant budget-related tools and approaches including public expenditure tracking surveys and budget execution monitoring. It outlines approaches to gender budget analysis (table 5), which could be adapted to analyze expenditure on children. It also outlines a number of initiatives in analyzing budgets from a child-focused perspective and highlights useful sources of budgetary information.



TABLE 4. Tools for Gender Budget Analysis

METHOD	DESCRIPTION
Gender-aware policy appraisal	Designed to analyze policies and programs from a gender perspective, and to identify the ways in which these policies and resources allocated to them are likely to reduce or increase existing gender inequalities.
Gender-disaggregated beneficiary assessment	Implemented to evaluate the extent to which programs or services are meeting the needs of actual or potential beneficiaries, as identified and expressed by themselves.
Gender-disaggregated public expenditure benefit incidence analysis	Used to evaluate the distribution of budget resources among women and men and girls and boys by estimating the unit costs of a certain service and calculating the extent to which this service is being used by each of the groups.
Gender-disaggregated analysis of the impact of the budget on time use	Designed to establish a link between budget allocations, the services provided through them, and the way in which different members within a household spend their time.
Gender-aware medium-term economic policy framework	Designed to incorporate a gender perspective into the medium-term frameworks of policy development, planning and budgetary allocations, such as by disaggregating variables by gender, combining national income accounts and household income accounts, and highlighting and challenging the gender-blind underlying assumptions on how the economy works.
Gender-aware budget statement	This tool refers to reports generated by government agencies on the implications of their expenditure on gender equity objectives.
Disaggregated tax incidence analysis	Used to assess the differential impacts of taxation on women and men, as well as to evaluate the level of revenue raised in relation to the needs and demands for public expenditure.

Source: Reeves (2003) in UNICEF (2010).

UNICEF [social budgeting pages](#) also contain links to relevant examples, which can be helpful in indicating the types of budget lines to examine, for example:

- [“Child Budgeting in India: Analysis of Recent Allocations in the Union Budget.”](#)
- HakiKazi’s (Tanzania) guide to budget analysis [Follow the Money](#) contains useful guidance that can be adapted to other contexts. In particular, the section on gender budgeting could be adapted to consider impacts on children.
- The [International Budget Partnership](#) has a number of relevant pages and links on child-focused budget analysis. The section on education contains examples of detailed analysis of trends in education sector spending from Tanzania, South Africa, and Palestine.
- [IDASA’s](#) analysis of budgets for HIV/AIDS in South Africa is relevant and adaptable to other areas of health sector expenditure.

Other relevant resources on child-focused budget analysis include:

- IDASA (2005) [“Provincial Budgets for Developmental Social Welfare Services over MTEF 2005/06—a vulnerable child perspective,”](#) Budget Brief 158, examines the budget allocations of different South African provinces to areas of expenditure benefiting children.
- UNICEF Innocenti’s Report Card 9 (2010), [“The Children Left Behind: A League Table of Inequality in Child Well-Being in the World’s Richest Countries,”](#) presents data on public spending on child well-being, and in particular on child-related transfers, and their relationship to child poverty rates in OECD countries.

- Africa Child Policy Forum’s [Budgeting for Children in Africa 2011](#) provides an overview of trends in public expenditure on key areas for children, such as health care, early childhood development, education, and social protection. These are overviews of trends across the continent, rather than detailed analyses of particular countries, but may be useful background material. [Papers from Africa Child Policy Forum’s conference](#) on child budgeting in Africa are available.

2.4 Costing Child-Focused Analysis in a PSIA

The costs of analysis will depend on the scale of primary and secondary research, and the range of components of the research. The annex to the [PSIA User Guide](#) provides guidance on the rough costs of undertaking particular kinds of analysis at 2003 prices, though clearly these are very context specific. Child-focused analysis should not incur additional costs over other analysis types, since it employs standard quantitative and qualitative data collection and analytical methodologies. However, in some contexts, there may not be many researchers experienced in conducting qualitative research with children, or in ensuring such research meets ethical standards (see [section 3](#)). It may therefore be necessary to invest in training for researchers working with children, and this should be included in the budget. Organizations experienced in working with children are listed in [section 3.4](#); they may be able to help design and cost such training as well.

3. Including Children's Perspectives in a PSIA

This chapter expands on the following issues discussed briefly in the Guidance Note:

- Ethical issues in consulting children
- Methods for conducting qualitative research with children and adolescents
- Useful organizations with experience of consulting with children.

This discussion is not meant to suggest that children should be consulted in isolation; the Guidance Note recommends triangulating children's perspectives with those of their parents or other carers, and with providers of key services used by children.



3.1 Ethical Issues in Consulting Children

Box 4 right summarizes ethical standards for children's participation in a PSIA process. They are based on the UN Committee on the Rights of the Child's General Comment on Child Participation,⁶ adapted for the specific context of PSIA processes.

⁶ Each of the UN Human Rights Treaty Bodies publishes its interpretation of selected provisions of the major human rights treaties in the form of "general comments" or "general recommendations" on thematic issues. They constitute detailed and comprehensive commentaries on specific provisions of the treaties and on the relationship between the treaty articles and specific themes/issues. General comments and recommendations are not legally binding, but instead elaborate on key thematic issues to assist and promote further implementation of the relevant human rights provisions and to draw state parties' attention to insufficiencies identified during implementation.

BOX 4. Ethical Standards Checklist

Involvement of children/adolescents in PSIA research meets the following standards:

TRANSPARENT. Child/youth participants are clearly informed about the purpose of the research and how their contributions will be used.

VOLUNTARY. Participation should never be coerced and it must be clear that participants are free to stop participating at any point. Written consent from child participants and their caregivers will also be needed, or the locally appropriate approach if participants are illiterate. One consequence of high ethical standards concerning informed consent means that the refusal rate may be high. This can, in turn, sharpen problems of self-selection and can bias the sample (Redmond 2008). This is not an argument against the informed consent of participants, but simply to flag an issue that may need attention.

RESPECTFUL. This means paying due weight to children's contributions, ensuring that research does not conflict with school or other responsibilities (for example, domestic work or income-generating work). It also means respecting cultural conventions, for example, separate gender groups. In some contexts, this may also mean rewarding participation financially or in-kind.^a

RELEVANT. Children should only be involved if the issues under discussion are relevant to them. The research should also create opportunities for raising issues of concern to them.

CHILD FRIENDLY. The research should be designed so that the location and research methods and any tools used are appropriate to engage children.

INCLUSIVE. The researcher must avoid existing patterns of discrimination and encourage opportunities for marginalized children, both girls and boys, to be involved.

a. This is a contentious issue and there is no agreement in the social research community of straightforward good practice. Some researchers favor providing small gifts to respondents or supporting facilities that can be used by their whole community. For example, the [Young Lives](#) study in India has made gifts of educational materials to schools in the research communities (Morrow 2009). Others argue that participating in research has opportunity costs—in terms of lost livelihoods or household activities, and that this is often as true for children as it is for adults—and so they should be paid for their participation. Still others argue that participation in research is a social obligation for a public good and should therefore not be recompensed (Morrow 2009).

Box 4 continues on next page

Box 4 continued

BOX 4. Ethical Standards Checklist

SUPPORTED BY TRAINED ADULTS. Researchers must be skilled in working with children, in listening and drawing out their responses, and in effectively engaging children in accordance with their evolving capacities.

SAFE AND SENSITIVE TO RISK. Researchers must take every precaution to minimize the risk of harm to children, during or arising as a consequence of their participation in the research, for example, children may face violent reprisal if issues they raise threaten powerful individuals. This means vetting researchers and scrutinizing the research design to ensure that children are not put in positions that may jeopardize their safety or well-being during or in transit to or from the research process. Conducting research with a group of children can help limit situations where abuse could occur.

CHILD PROTECTION STRATEGY. There should be a clear strategy that recognizes the particular risks faced by some groups of children, and the extra barriers they face in obtaining help. It should contain an agreed set of procedures that researchers will follow if a child participating in the research becomes injured, upset, harmed, or abused as a result of their involvement in the research. It should also cover circumstances in which researchers should provide support to children in difficult circumstances (for example, facilitating contact with an organization that can help the child). The agreed procedures should be explained to research participants, and to parents/guardians when giving consent for children to participate, so that children and adults are aware of their right to be protected from harm and know where to go for help if needed. Researchers must be clear about confidentiality and anonymity and the circumstances under which this may be breached.

ACCOUNTABILITY. There should be a commitment to follow up, including informing young participants about the findings and how their inputs have been used.

Source: Based on UN Committee on the Rights of the Child's General Comment on Child Participation.

3.2 Methods for Conducting Qualitative Research with Children

As outlined in the discussion on ethical issues, adults conducting research with children have a responsibility to try to ensure that child participants feel at ease during the research process. The methods discussed in this section have been used in research with children specifically because they usually engage their interest. They also allow children some control of research agendas, in that they can raise issues of importance to them, as well as responding to questions posed by researchers. It is essential that any research component of a PSIA involving direct research with children is led by researchers experienced in qualitative and participatory research with children. [Box 5](#) contains information on resources for working with children in conducting PSIA.

3.2.1 VISUAL METHODS

Visual methods, such as creating timelines or daily/weekly/seasonal time-use diagrams, photo diaries, drawing maps, and diagrams of important relationships, places, or events are increasingly used with children and young people. In the context of a PSIA, where the research focus is on the possible effects of changes, respondents could be asked to indicate the current situation visually, and then to show through drawings, diagrams, and discussion how it might change in the event of a proposed policy change. Visual methods can engage illiterate people (including disadvantaged children), and because they require the active involvement of children (as opposed to simply answering questions), they may be able to engage and sustain their interest longer. However, if children are unused to expressing themselves freely through drawing, they may defer to the facilitators, asking them what to draw, or copy each other's drawings, meaning that individual perspectives are not captured (Wilkinson 2000).

As Aitken and Herman (2009) point out, drawings and other visual methods play a most useful role in helping the research process be child friendly, including as a prompt for discussion to encourage children and young people to explain their outputs, rather than necessarily in terms of the content of data collected. Researcher interpretation alone without this contextualization may cause serious errors or important nuances to be missed. For example, researchers in Addis Ababa asked street children to draw something about their lives. One boy drew himself wearing a big hat and eating fruit. On questioning, it turned out that he had drawn himself wearing this hat to hide his shame at eating rotten fruit—all he could afford (Boyden and Ennew [1997] cited in Wilkinson [2000]).

Aitken and Herman (2009) report a study in Uganda where photo diaries—based on giving street children disposable cameras with flash and asking them to take photos over a 24-hour period—proved a particularly rich source of information. Because the children were in control of the cameras, topics were introduced that the researchers had not thought to raise. The combination of visual methods and photo diaries also helped children overcome limitations in oral communication skills, and to raise subjects that may have been difficult using only oral methods.

3.2.2 SCENARIOS AND PERFORMATIVE METHODS

Suitability in a PSIA: early adolescence and older

Scenarios can be used to elicit likely responses to policy changes without asking children and young people direct questions about issues that may be sensitive. These vary from context to context, but may include material poverty; family composition and relationships; social problems within families, such as alcoholism; and sexual behavior or drug use among adolescents. Researchers prepare short sce-

narios, concerning different families or child/youth characters, and ask how they might respond in the event of the proposed policy change.

For example, in the assessment of the potential impacts on children of electricity tariff rises in Bosnia Herzegovina, researchers gave the adolescent focus group participants two scenarios—one of a single-parent family dependent on a widow's pension, the other of a two-parent family with unemployed parents, both with primary and secondary school-aged children. They then asked the teenagers to discuss the kind of strategies such families might use to cope with lack of income, and how their electricity use might be affected (Maglajlić 2006). The research teams found that the participants frequently identified with the children in the scenarios, and spontaneously volunteered information about their family's circumstances, but were not pressured into doing so.

Performative methods such as role plays can also be an enjoyable and effective way for children and young people to reflect on an issue and how people in different circumstances might respond in the event of the proposed policy change. Because role

plays are substantially controlled by the research participants, they may raise issues that researchers would not have anticipated. Again, they can be used as a basis for discussion, and for probing both issues that were and were not raised in the drama. However, they need to be carefully facilitated and, in addition, such techniques are not suitable for children who feel uncomfortable with performing before an audience (Wilkinson 2000).

3.2.3. SEMISTRUCTURED INTERVIEWS AND FOCUS GROUPS

Suitability in a PSIA: primarily with adolescents and young people

Conducting research with a group of children or young people is often seen as a way of reducing power differentials between adult researchers and young respondents. Many researchers who have worked with children suggest that children are often more comfortable taking part in group research if the other children are members of a familiar peer group, and advocate group-based exercises, interviews, or focus group discussions.

However, there is a risk that in a group-based activity or discussion controversial or stigmatizing information will be suppressed, and that the group may present a false consensus. Some children and young people may prefer the privacy of a one-to-one interview or may be more comfortable with an adult researcher, particularly if sensitive issues are being discussed.

Individual interviews with children or adolescents are likely to be most relevant when specific information from children is needed; focus groups may be more useful for establishing a general sense of the possible effects of reforms, of children's current time use, household coping strategies, the constraints they face, and possible mitigation strategies if effects are likely to be negative.



3.2.4. PEER RESEARCH

Suitability in a PSIA: older children and adolescents

In peer research, children and young people from the age of about 12 (sometimes younger) are trained to interview other children, or to facilitate participatory exercises, such as mapping and diagramming. Peer research may be useful in a PSIA to increase the comfort level of young respondents, who may find it easier to relate to someone close to their own age or from a similar background, and engage hard-to-reach children or adolescents who might more easily interact with peers. It may also have the benefit of helping young researchers learn new skills.

Some of the difficulties with peer research include the time taken to learn how to do it and possible quality problems among inexperienced and insufficiently trained young researchers. Some children

(like adults) may not be empathetic interviewers (Wilkinson 2000). However, with training these problems can be addressed (Kirby 1999; Parry Williams [1998] cited in Wilkinson [2000]). How much scope there is within a particular PSIA to conduct such training will depend on the degree to which (and whose) capacity development is an objective of the PSIA.

3.3 Negotiating Access to Children and Young People

Governmental or NGO structures operational in potential research or other trusted figures, such as informal community or youth leaders communities, may be able to facilitate access to children and young people for PSIA research. In some cases they may also be able to take part in the research. This can be helpful when there is limited time for

BOX 5. Key Resources: Adolescents and Young People Participating in Research

- S. C. Aitken (2009) "[Literature Review on Qualitative Methods and Standards for Engaging and Studying Independent Children in the Developing World](#)"
- S. Laws and others (2003) *Research for Development* (London: Sage and Save the Children) has chapters of advice on research with children. It is currently being updated and a revised version will be available later in 2011.
- J. Wilkinson (2000) "[Children and Participation: Research, Monitoring and Evaluation with Children](#)" (London: Save the Children UK).
- Birdi and others (2007) "[Child Rights Impact Assessment of Potential Electricity Price Rises in Bosnia and Herzegovina](#)" (Sarajevo: DEP, UNICEF, Save the Children and DFID), has a detailed description of research with adolescents undertaken during the UNICEF, Save the Children, and DEP (BiH) assessment of the potential impacts of electricity price rises in Bosnia Herzegovina.

researchers to build a trusting relationship, and particularly important in reaching significantly disadvantaged children and adolescents. It can also mean that PSIA research contributes to capacity building among frontline staff working with children.

On the other hand, involvement of known service providers in the research can confuse participants, who may believe the research is somehow associated with the service provided, which in turn may bias answers. If local NGO or government staff are taking part in the PSIA research, it is imperative that they fully understand its purpose, so that they can accurately communicate this to child and adolescent research participants and their families. They must also be adequately trained in qualitative research, particularly research with children.

3.4 Key Stakeholders

Organizations and individuals working with children and adolescents in any context can provide vital insights into the likely impacts of proposed reforms on children, and on considerations that may be relevant in the research. They may also be able to facilitate contact with children and young people. This section outlines the main types of national and international organizations that are likely to be important stakeholders.

3.4.1 GOVERNMENTAL STRUCTURES

Key governmental stakeholders who may provide insights into potential impacts on children include: ministries of child welfare, social protection, education health and labor, if impacts on child labor or youth unemployment are likely. Other relevant structures include national children's commissions

and children's ombudsmen. If there are no (or few) child-specific government structures, ministries of gender or national commissions for women (or similar structures) may also be important stakeholders with insights on potential impacts on children.

3.4.2 CIVIL SOCIETY ORGANIZATIONS

Many types of civil society organizations (CSOs) can provide vital insights into the likely impacts of proposed reforms on children, and on considerations that may be relevant in the research. They may also be able to facilitate contact with children and young people. Several such organizations are listed here.

- **Youth organizations**, such as youth human rights organizations and young people's development organizations — particularly with regard to current constraints to youth educational and employment opportunities, and issues such as trafficking, female genital mutilation/cutting, and other human rights abuses and how these might be affected.
- **Children's/adolescents organizations** for working children and youth and children's development clubs and area children's groups may be relevant contacts, particularly for understanding the issues currently facing disadvantaged children.
- **Gender-focused organizations**, for example, women's rights NGOs may have particular insights on current gender differentials in child well-being and how these may be exacerbated/reduced. They may also have insights into how women's reproductive and caring roles and access to employment are likely to be affected and thus potential impacts on children.

- **NGO coordinating bodies and NGOs working with disadvantaged children**, youth, or on poverty more generally. If impacts are likely to be concentrated in particular population subgroup (for example, those dependent on a certain livelihood) or particular geographical areas (for example, urban slums, remote rural areas), NGOs working in those areas may be able to provide insights into current child well-being concerns, and how these might be affected by proposed reforms.
- **Trade unions** may have insights on the likely consequences for children, particularly if there is a potential impact on child labor, or through a broader analysis of the likely effects on adult employment in particular sectors.
- **Faith-based organizations**, such as councils of churches, associations musulmanes de bienfaisance, and similar structures for other religions, particularly where these organizations or their members are active providers of services used by children, such as education and support to orphaned or vulnerable children.

3.4.3 PRIVATE SECTOR ORGANIZATIONS

In some contexts and on some issues, private sector organizations may be relevant stakeholders. Chambers of commerce may have insights into

potential impacts of reforms on child labor, youth employment, education, youth crime and other child well-being issues. Corporations or private sector foundations that provide social services are also likely to be relevant stakeholders.

3.4.4 INTERNATIONAL ORGANIZATIONS

Key child-focused international organizations present in many countries include UNICEF and other UN agencies that work with children such as the World Health Organization, the World Food Programme, the United Nations Population Fund, and UN Women. If child labor is a significant problem, or where the proposed reform is likely to affect child labor, regional International Labour Organization offices may be relevant stakeholders. Several of the large, international NGOs, such as Save the Children, PLAN International, and World Vision often have significant field presence.

Any of these organizations is likely to have a good overview of the current situation for children and be able to provide insights on how children may be affected by proposed reforms. They are also likely to be able to suggest other relevant national and international stakeholders, who may be able to facilitate field research or provide further insights on how children may be affected.

BOX 6. Further Reading: The World Bank's Children and Youth Resource Guide

The World Bank's (2005) "*Children & Youth: A Resource Guide for World Bank Staff*" has a comprehensive listing of World Bank partners on child and youth development issues. These include UN agencies, bilateral donors, CSOs, and specialized child- and youth-focused programs. In a given country context, any of these organizations active on child and youth issues would be important key informants in a PSIA.



4. Designing Policies to Improve Children's and Young People's Well-Being

This section complements section 5 in the Guidance Note. It provides links to resources on different areas of policy, and to policy approaches to support different groups of vulnerable children.

4.1. General Resources

- [“Child and Youth Development Notes”](#) (2010). These succinct notes cover various issues related to children and young people. ‘Investing in your country’s children and youth today: good policy, smart economics’ clearly lays out the strong economic case for investing in children and youth and outlines some promising approaches for enhancing their well-being. [Other briefings](#) in this series cover: including nutrition, youth entrepreneurship, and HIV/AIDS prevention.
- [“Development and the Next Generation: World Development Report”](#) (2007). Comprehensive overview of youth development policies.
- [“Youth at Risk in Latin America and the Caribbean”](#) (2008). Makes the case for investment in youth and outlines policies for doing so.
- [“Children and Youth: A Resource Guide for World Bank Staff ”](#)(2005). Guide to differentiated policies for different age groups (0–14 and 15–24). Specific guidance on especially vulnerable groups of children, with a particular focus on orphans.
- [“Children and Youth: A Framework for Action”](#) (2005). Summarized version of the above Resource Guide, without detailed examples.
- [“Supporting Youth at Risk: A Policy Toolkit for Middle-Income Countries”](#) (2008). Outlines six core policies for preventing circumstances leading to risky behavior among young people (including actions to be taken in early and middle childhood), and nine promising approaches for addressing such behavior patterns. Arabic version also available.
- [The Childhood Poverty Research and Policy Centre](#) has a series of briefings and longer reports on different policy approaches to tackling children’s disadvantage. Briefing 8 synthesizes the findings of the other reports and briefings.

4.2. Thematic Policy Areas

4.2.1 OVERVIEW

Table 5, excerpted from Ortiz and Cummins (2011) “[Global Inequality: Beyond the Bottom Billion](#)” highlights policy measures across a range of macro and sectoral areas that can improve children’s well-being, and some that are unlikely to do so.

TABLE 5. Effective and Ineffective Policies for Promoting Child Well-Being

AREA	TYPICAL INTERVENTIONS WITH EQUITABLE OUTCOMES FOR CHILDREN AND HOUSEHOLDS	TYPICAL INTERVENTIONS WITH INEQUITABLE/ REGRESSIVE OUTCOMES	GOOD GUIDANCE SOURCES
Education	Universal free education; scholarships and programs to retain students	User fees; commercialization of education; cost-saving in teachers’ salaries	UNICEF, UNESCO, UNRISD, World Bank’s PRSP Sourcebook
Energy and mining	Rural electrification; life-line tariffs (subsidized basic consumption for low-income households); windfall social funds; contract laws ensuring local benefits from natural resources	Untaxed oil/mineral extraction	UN Policy Notes, World Bank’s PRSP Sourcebook, DFID
Finance	Regional rural banks; branching out to local areas; managing finance (regulating financial and commodity markets, capital controls)	Financial liberalization; rescue of banking system (transfers to large banks); subsidies to large private enterprises	UN Policy Notes, UNCTAD, CGAP
Health	Universal primary and secondary health services; nutrition programs; free reproductive health services	User fees; commercialization of health; highly specialized clinics that benefit a few (for example, cardiology centers)	UNICEF, WHO, UNRISD, UNFPA, UN Policy Notes
Housing	Subsidized housing for lower-income groups; upgrading of substandard housing	Public housing finance for upper-income groups	UN-Habitat, IDS

Table 5 continues on next page

Table 5 continued

AREA	TYPICAL INTERVENTIONS WITH EQUITABLE OUTCOMES FOR CHILDREN AND HOUSEHOLDS	TYPICAL INTERVENTIONS WITH INEQUITABLE/ REGRESSIVE OUTCOMES	GOOD GUIDANCE SOURCES
Industry	Technology policy to support competitive, employment-generating domestic industries, small and medium enterprises	Deregulation; general trade liberalization	UNCTAD, UN Policy Notes, ILO
Labor	Active and passive labor programs; employment-generating policies	Labor flexibilization	ILO, UN Policy Notes
Macroeconomic policies	Employment-sensitive monetary and fiscal policies; countercyclical policies; direct taxation	An excessive focus on inflation control; cyclical policies; indirect taxation (value-added tax)	UN Policy Notes, ILO, UNDP, UNCTAD
Public expenditures	Pro-poor expenditures; fiscal decentralization	Military spending; subsidies to activities benefiting upper income groups	World Bank's PRSP Sourcebook, UNICEF, IDS
Rural development	Land redistribution; access to water and markets; livestock, credit for smallholders, rural extension services	Large investments that may benefit major landowners (for example, irrigation systems)	FAO, WFP, World Bank's PRSP Sourcebook
Social protection	A social protection floor, comprising cash transfers and social services	Private-funded pension systems	ILO, WHO, UNICEF, UN, UNRISD, development banks
Tourism	Small-scale local companies; financing basic infrastructure; international marketing campaigns	Poorly taxed luxury hotel chains	DFID, Overseas Development Institute
Trade	Linking employment-generating local companies with export markets; taxing exporting sectors for domestic development	Most bilateral free trade agreements; current intellectual property agreements	UNCTAD, UN Policy Notes
Transport and infrastructure	Rural roads; social infrastructure; affordable public transport; non-motorized transport for households (bicycles, buffalos, horses)	Large (and costly) infrastructure investments that the poor/excluded do not use or do not benefit by taxation	World Bank's PRSP Sourcebook, DFID

Table 5 continues on next page

Table 5 continued

AREA	TYPICAL INTERVENTIONS WITH EQUITABLE OUTCOMES FOR CHILDREN AND HOUSEHOLDS	TYPICAL INTERVENTIONS WITH INEQUITABLE/ REGRESSIVE OUTCOMES	GOOD GUIDANCE SOURCES
Urban development	Slum upgrading; accessible universal design	Large urban infrastructure projects in wealthy areas	World Bank's PRSP Source Book, UN-HABITAT, UNICEF
Water and sanitation	Rural water supply and sanitation	Poorly negotiated privatizations	UNICEF, UNDP, World Bank's PRSP Sourcebook
Child protection	Putting a child protection system in place that supports families, minimizes the risk of family separation, and offers alternative care only where needed	Having no child protection services, with residential care as the only option	Guidelines on the Alternative Care of Children and "Adapting a Systems Approach to Child Protection"

Source: Ortiz and Cummins (2010), with additional material provided by Child Protection section, UNICEF New York.

Note: [See p. iii](#) for abbreviations.



4.2.2 SOCIAL PROTECTION

- Joint interagency statement, “[Advancing Child-Sensitive Social Protection](#)” (World Bank and UNICEF are both signatory agencies). This makes the case for greater child sensitivity in social protection programs and outlines some key ways of achieving this goal.
- [UNICEF Resources on Child-Sensitive Social Protection](#). Also contains links to relevant materials produced by other organizations.
- [IDS Centre for Social Protection publications](#). Not child specific, but many publications on issues relevant to child-sensitive social protection.

4.2.3 NUTRITION

- UNICEF “[Tracking Progress on Maternal and Child Nutrition - A Survival and Development Priority](#)” outlines key interventions to reduce child malnutrition.

4.2.4 EARLY CHILDHOOD DEVELOPMENT

- The Consultative Group on Early Childhood Development “[Early Childhood Care and Development](#)” briefly outlines key approaches with different age groups and strategies for putting them in place.

4.2.5 EDUCATION

- [Education for All \(EFA\) Global Monitoring Reports](#) are annual publications that provide an excellent trend analysis on EFA goals and a thematic focus on critical issues that frame children’s education. Recent reports have covered conflict, governance, early childhood development, marginalization, quality, and gender.

- UNICEF (2009) “[Child-friendly Schools Manual](#)” provides an introduction to the child-friendly concept and its underlying ideology and key principles, and shows how it can contribute to improving education quality in different contexts while ensuring the right of all children to basic education.
- [Consortium for Research on Educational Access, Transitions and Equity](#) is a five-year research program to increase knowledge and understanding of the reasons why so many children fail to access and complete basic education successfully. It has a series of international policy briefs on improving access to and completion of basic education, and country-specific reports and briefs from India, Bangladesh, Ghana, and South Africa.
- [Research Consortium on Educational Outcomes and Poverty](#) provides links to research on a wide range of issues related to education and poverty in Ghana, Kenya, India, and Pakistan. The papers on this Web site are largely academic, reporting on specific pieces of research, and are most likely to be useful for background in a PSIA context.

4.2.6 YOUTH EMPLOYMENT

- World Bank, [Labor Markets, Youth Employment](#).
- M. Godfrey (2003) “[Youth Employment Policy in Developing and Transition Countries: Prevention as Well as Cure](#)” outlines key policy approaches that have proved both effective and ineffective in tackling youth unemployment.
- D. Freedman (2008, ILO) “[Improving Skills and Productivity of Disadvantaged Youth](#)” outlines specific strategies for improving skills and employability among various different groups of children and youth.

4.2.7 HEALTH

The United Nations Environment Programme (UNEP), UNICEF, and WHO (2002) "[Children in the New Millennium: Environmental Impact on Health](#)" outlines major health problems affecting children, particularly those linked to environmental conditions, and strategies for dealing with them.

4.2.8 HIV/AIDS

Interagency Task Team on Youth and HIV/AIDS (2008) "[Global Guidance Briefs: HIV Interventions for Young People](#)" contains detailed guidance on youth-sensitive interventions in education, health, humanitarian emergencies, for particularly at-risk youth, and for community-based and workplace interventions.

4.3 Policies to Support Particular Groups of Disadvantaged Children

- UNICEF "[Child Protection Information Sheets](#)" provide a brief overview of key issues in child protection (for example, regarding child labor, child trafficking, demobilization of child soldiers, female genital mutilation/cutting) and main policy approaches.
- Fred Wulczyn et al. (2010, UNICEF, UNHCR and Save the Children) "[Adapting a Systems Approach to Child Protection: Key Concepts and Considerations](#)" is a good tool for assessing what is available to protect children, and for informing planning for effectiveness and efficiencies in national child protection sectors.



4.3.1 ADDRESSING GENDER INEQUALITIES AMONG CHILDREN

Table 6 outlines key dimensions of gender relations (taken from the World Bank's Guidance Note on Gender Responsive Social Analysis [2006]). The table extends this by highlighting some implications for children so that if analysis indicates significant gender differences in impact among adults, the potential impacts on children can be explored and identified.

TABLE 6. Gendered Impacts of Reforms and the Implications for Children

DIMENSION OF GENDER RELATIONS	IMPLICATIONS OF REFORM FOR...	HOW CHILDREN MAY BE AFFECTED
Time use and work burdens	Time allocations on income-generating, domestic, and reproductive activities	Implications for time spent on and away from care of young children, guidance and role modeling for older children; implications for children's own workloads
Poverty and vulnerability	Poverty rates among men and women; poverty rates among female-headed households Male and female employment rates if sectors dominated by one gender particularly likely to be affected Vulnerability to diseases such as HIV/AIDS	Increasing poverty among women may disproportionately affect children because women often direct a greater proportion of the resources they control to children Impacts on livelihoods and resources available for investment in children Through costs of treatment draining household finances; through burden of caring; through orphanhood
Power relations	Men's and women's sources of income and control over resources Women's and men's decision-making power (may be affected by changes in their control over income) Gender-based violence (for example, if intrahousehold tensions increase)	Women often direct a greater proportion of resources they control toward children; in some contexts, girls' welfare is particularly dependent on women's control of income In some contexts, women with greater decision-making power can increase the likelihood of all children attending school, and can disproportionately benefit girls Witnessing or experience violence at home can affect children psychologically for life; they are at risk of perpetuating cycle of violence in the next generation
Access to human and productive resources	Access to reproductive health care and mother and child health services Gender-differentiated access to land, labor, credit, and other inputs Access to education	Infants and children under age 5 most likely to be affected Impacts on livelihoods and resources available for investment in children; gender-differentiated inheritance rights Long-run implications for children since women's education improves child survival and educational prospects disproportionately

Source: Based on World Bank (2006).

Key resources:

- Nicola Jones and others (2010, Chronic Poverty Research Centre) "[Stemming Girls' Chronic Poverty](#)" contains examples of measures intended to redress gender inequalities between girls and young women and boys and young men. These include: school scholarships, cash transfers to households conditional on girls staying unmarried, health education and improved access to health care, awareness raising with young men on domestic violence, and girls' empowerment clubs.
- The [Coalition for Adolescent Girls](#) Web site links to a number of resources on investing in girls, in particular girls' health and education.

4.3.2 WORKING CHILDREN

- The ILO/International Programme on Elimination of Child Labour [Action on Child Labour](#) Web site has links to resources on various strategies to tackle child labor (education, labor inspection, corporate social responsibility, child labor monitoring and time-bound programs).
- The ILO, UNICEF, and World Bank Web site on [Understanding Children's Work](#) (UCW) has detailed reports on child labor in 12 countries and thematic reports and analyses on child labor-related issues. It also has a database of surveys that include data on child labor and schooling.
- UCW (2010) "[Child Labour Trends, Challenges and Policy Responses: Joining Forces against Child Labour](#)" outlines approaches in education, social protection, regulation, labor market policies, and social mobilization that have proved effective in reducing child labor.
- Mike Dottridge (2005, Terre des Hommes) manual, "[A Handbook on Planning Projects to Prevent Child Trafficking](#)," outlines a range of practical strategies, some of which are relevant to child labor more generally.

4.3.3 CHILDREN AFFECTED BY ARMED CONFLICT

- *The Office of the Special Representative of the Secretary-General for Children and Armed Conflict, in collaboration with UNICEF (2009), produced "[Machel Study 10-Year Strategic Review: Children and Conflict in a Changing World](#),"* which provides an overview of the ways children are affected by armed conflict, and may be useful contextual material for PSIA's in conflict-affected countries. The later chapters of the report provide more specific recommendations on various issues, including supporting children's right to education during conflict, safeguarding health, improving nutrition, enhancing child protection, and preventing gender-based violence and recruitment of children into armed forces.
- ILO, IPEC, and International Training Centre training manual, "[Children Formerly Associated with Armed Forces and Groups: 'How-To Guide' on Economic Reintegration](#)."

4.3.4 CHILDREN WITH DISABILITIES

- World Bank [Children & Youth with Disability](#) pages.
- UNICEF *Innocenti Digest* No. 13, "[Promoting the Rights of Children with Disabilities](#)."
- [Sightsavers](#) has a number of briefings on ways to realize disabled people's rights to education, health and social inclusion.

4.3.5 CHILDREN IN LOW-INCOME URBAN AREAS

- UNICEF *Innocenti Digest* No. 10, "[Poverty and Exclusion among Urban Children](#)."
- S. Bartlett (2002) "[Urban Children and the Physical Environment](#)," presented at the Children in the City Conference, Amman, December 11–13, 2002, discusses risks to children in the urban environment and ways of making it safer and healthier for them.

4.3.6 ORPHANS AND VULNERABLE CHILDREN

- UNICEF (2007) “[Enhanced Protection for Children Affected by AIDS](#)” outlines a key set of actions to support children affected by HIV/AIDS.
- The Joint Learning Committee (2009) “[Home Truths: Facing the Facts on Children, AIDS, and Poverty](#)” outlines how support to children affected by HIV/AIDS has failed and outlines a more family-centered and effective approach to social protection for HIV/AIDS-affected children.

4.3.7 YOUTH

- Table 1 in the World Bank’s “[Youth Responsive Social Analysis](#)” Guidance Note provides a checklist of questions for analyzing the impact of proposed reforms on young people, many of which are relevant to adolescents.



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