



EMPOWERING CHILDREN LIVING IN URBAN POOR HABITAT TOWARDS ACHIEVING SUSTAINABLE DEVELOPMENT GOALS

S. Sakthi Devi¹, Dr. M. Arivanandan²

¹Research Scholar, ²Assistant Professor, Department of Social Science,
Tamil University, Thanjavur, Tamil Nadu, India.

Email: dmisakthi@gmail.com

ABSTRACT

From a global perspective, children are the most notable in any society. They are the most vulnerable and the strongest foundation for the world of the future. Children in poor urban living areas are prone to substance abuse, the effects of crime, unsanitary practices, and lack of interest in education, causing a variety of problems. Their positive growth path is misunderstood by behavioral problems, free attitudes, unhealthy environments, and unfriendly educators. In Urban poor areas, there are street children, Runaway children, children in shelter homes, children living in the pavement and Native children of urban poor habitat. The poverty culture made them to live in underdeveloped conditions. Sustainable development goals such as End Poverty; Zero Hunger; Good Health and well being; Quality Education; Gender Equality; Clean Water and Sanitation are generally focusing on children. The paper focuses on the concepts of sustainable Development Goals and children in urban poor areas. Pre and Post Covid issues of children, Lifestyle of children in Urban poor habitat, urban Poverty culture and children, Issues related to children living in urban poor habitat, the role of NGOs and Voluntary organization in the positive growth of children, importance of physical and mental health of children, theories, Models, and Methods to empower children from various perspectives, sports and children in urban poor habitat, legal and educational rights of the children, role of Social workers achieving Positive Sustainable Communities for children. Based on the review “Multidimensional Integrated Positive and Progressive Model” was developed to achieve the positive sustainable development of children living urban poor.



KEY WORDS: *Children, Urban Poor Habitat, Positive Sustainable Development Goals, Poverty culture, Hunger, Empowering children,*

INTRODUCTION

Children are the future of India. Children are the foundation of all aspects of sustainable development. You have the right to prosper, reach your full potential and live in a sustainable world. .. Therefore, children should be at the center of the post-2015 Sustainable Development Goals. Many argue that the challenges of sustainable development are integrated. Poverty reduction, health, education, agriculture and energy, gender equality and social inclusion, and development within the boundaries of the planet

need to be addressed together, and goals in these areas are communicated by a generational vision of social development. Must be Without this vision, countries cannot achieve sustainable development.

Children in Urban Poor Habitat

The United Nations Habitat estimates that one in six people in the world lives in the slums of the city. Demographics of poor countries and poor communities, where young children make up a large part of the disproportionate population, lead to an estimate that approximately one in four young children are affected. Due to the poverty culture and unhygienic conditions in the urban poor areas, children are more prone to diseases; they lack all basic facilities that make them to dropout of from school and involving in criminogenic activities. These conditions can be changed by achieving sustainable Development Goals, but to achieve we need to achieve and implement various positive and progressive things.

Concepts

The United Nations has operationally defined a slum as "a person or group of people who live under the same roof in an urban area and lack one or more of the following five facilities:" Sufficient living space (less than 3 people share a room); improved access to water (water that is sufficient, affordable, and can be obtained without extreme effort; Access to improved sanitation facilities (a private toilet or a public



one shared with a reasonable number of people; Secure tenure (*de facto* or *de jure* secure tenure status and protection against forced eviction

Sustainable Development Goals and Children

According to UNICEF, SDGs are important to achieve to safeguard our children from various ailing and chronic factors. There is a direct inclusion of children in all the Sustainable Development Goals. It is important to empower children in all dimensions to achieve SDGS.

End poverty in all its forms, everywhere.

Poverty denies children basic rights to food, health, water, education, protection, shelter, etc. and reduces their ability to build a better future for themselves and future generations. Without global action, child poverty can perpetuate social inequality and separate the most vulnerable girls and boys from the services they need to survive and prosper. End hunger, achieve food security and nutritional improvements, and promote sustainable agriculture.

Ensure healthy lives and promote well-being for all, at all ages.

Today, more children are surviving than ever before. But in 2018 alone, 6.2 million children and adolescents died primarily due to preventable causes. A world that strengthens the health system, Immunizes and treats children against pneumonia, diarrhea, malaria and other health problems. Help the country fight non-communicable diseases. Helps children with mental illness, developmental delay and disabilities. End preventable maternal, neonatal, and child mortality and promote the health and development of all children and adolescents at the community level

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Today, more children and adolescents are enrolled in primary and secondary education than ever before. And in general, girls and boys go to about the same number of schools. But for many children, school does not lead to learning. Focusing on fairness and inclusiveness, quality for all children from



early childhood to adolescence, regardless of who they are, where they live, or how much money their family has. We provide learning opportunities and skill development programs.

Pre and Post COVID issues of children

According to UNSDG, 188 international locations have imposed country wide closures, affecting extra than 1.5 billion kids and youth. Risks for baby safety: Lockdowns and safe haven in location measures include heightened threat of kids witnessing or struggling violence and abuse. Children in conflict and those living in unsanitary and overcrowded conditions, such as the settlements of refugees and internally displaced persons, are also at significant risk. Children's reliance on online platforms for distance learning also increases the risk of exposure to inappropriate content and online predators. As a result of the crisis, an estimated 4,266 million children could be in extreme poverty this year, with an increase in an estimated 386 million children already in extreme poverty. The same approach can once again destroy the lives of these people, with serious consequences for children. A billion people around the world live in slums, informal settlements and inadequate housing.

According to UNICEF, Today, more vulnerable children are becoming malnourished due to the deteriorating quality of their diets and the multiple shocks created by the pandemic and its containment measures. Efforts to mitigate the transmission of COVID19 are disrupting food systems, upending health and nutrition services, devastating livelihoods, and threatening food security. The COVID19 crisis could lead to the first rise in child labour after 20 years of progress. Child labour decreased by 94 million since 2000 but that gain is now at risk. Among other impacts, COVID19 could result in a rise in poverty and therefore to an increase in child labour as households use every available means to survive. 1 percentage point increase in poverty could increase child labor by at least 0.7 percent in certain countries. Blockages and safeguards are associated with an increased risk of children witnessing and suffering from violence and abuse.

Lifestyle of children in urban poor habitat:



Urban children are one of the most disadvantaged people in India. In many respects, they are not as good as the locals. With the support of the world's largest 472 million young people under the age of 18, there is evidence that they can never participate in the economic growth of India's demographic dividend. Children living in urban and rural areas are often vulnerable. Due to extreme poverty, they are often at risk because they can barely meet basic needs such as nutrition, access to health care and education. Road accidents and violence are also part of their daily lives. Due to her unsanitary practices, she gets sick. This study shows that most parents of poor urban children work as day labourers or sanitary workers. They didn't prepare breakfast most of the time. Children skip breakfast or eat unhealthy food from the outside.

Urban Poverty culture and children

Children are the most vulnerable part of the poor in urban areas. Of the 1 billion children living in urban areas, about 300 million have been excluded or are at risk of exclusion. Poor urban children lack fundamental rights to survival, development and protection, reaching their limits in difficult situations of overcrowded settlements. They also face a constant eviction threat. They suffer from the exclusion of essential services such as health care, clean water, hygiene, education and electricity. Their existence is not recognized because neither their birth nor death has been registered. They are the preferred prey for illness and disaster. It 's a nightmare for her when she was a kid.

Issues related to children living in urban poor habitat

There are many issues addressed by state, central government and other non-governmental organizations among children living in poor urban environments such as health, education, economy, society, behavior, culture, environment and politics. According to the Save the Children project, children in cities, especially those in disadvantaged areas, are vulnerable to illness. Poor access to water and sanitation, inadequate education, urban disasters and lack of protection. Due to the poor environmental conditions of the slums

and the high population density, they are susceptible to lung diseases such as asthma and tuberculosis. Slums also have a high incidence of vector-borne disease, with twice as many cases of malaria in the poor



in urban areas as in other urban areas. Resident. According to the National Urban Health Mission, more than 46% of poor urban children are underweight, and nearly 60% of poor urban children miss full vaccination before the age of one. Due to the poor environmental conditions of the slums and the high population density, they are susceptible to lung diseases such as asthma and tuberculosis. Slums also have a high incidence of vector-borne disease, with twice as many cases of malaria in the poor in urban areas as in other urban areas. In 2013, one in three children living on the street approved the use of drugs, according to the National Commission for the Protection of Children for the Protection of Children's Rights. Poor urban children raised in such an environment need attention from all disciplines, and it takes a long time to solve the various difficulties of poor urban children, including education.

Problems in education for children in poor urban families, inadequate investment in education, weakened parent-child interactions, lack of learning guidance, lack of cultural life, poor family-school communication Is considered to be the main problem

The role of NGOs and Voluntary organization in the positive growth of children

The role of non-governmental and volunteer organizations in the positive growth of children in the poor urban environment is even greater. There are many NGOs that are contributing to its development. Primarily through the Children's Assembly – According to Humanium, the Children's Assembly was established in October 1999 because the French National Assembly and UNESCO had a somewhat utopian idea. The Children's Parliament is a formal structure or forum for students to tackle regional and global issues and find their own solutions. The purpose of this project is to inform young people about the political process and get them involved in schools and communities. Educational support for children has been provided primarily by non-governmental and voluntary organizations.

Importance of Girl Child in Urban Poor Habitats

Girl empowerment is now widely accepted as a theoretical concern around the world (Ogidi, 2000). It has been reported that women do not benefit from development projects because they do not have access to resources such as education, credit and land. Education and empowerment efforts should



be made to empower future people. If we can understand and remove these factors, we will be able to remove the socio-cultural barriers to them.

Sports and children in urban poor habitat

Sports and play are an inevitable part of every childhood. But it's the lifestyle of children living in poor urban habitats. It raises the question of why they gain the power to exercise when they don't eat properly. Due to the lack of nutritious food, few children work well in local sports and reach national levels. Recently, many NGOs are conducting sports activities and tournaments for children living in slums, and are trying to play sports to Brazil.

Educational Rights of the children

Children and adolescents under the age of 18 have a complete list of rights under the United Nations Convention on the Rights of the Child, the most prevalent child rights standard in the world. When Ireland ratified the treaty in 1992, Ireland promised to promote children's rights. Children's rights include health, education, family life, play and recreation, a decent standard of living, and protection from abuse and harm. Children's rights cover developmental and age appropriate needs as the child grows. India has laws that protect children's rights and participation.

RTE – Children's Rights to the Free Compulsory Education Act or the Education Rights Act (RTE) is a law of the Indian Parliament on August 4, 2009, which explains the modality of the meaning of free compulsory education for children 6 and 14. .. In India, under Article 21a of the Constitution of India. The law makes education a basic right for all children between the ages of 6 and 14 and sets minimum standards for elementary school. All private schools must reserve 25% of the place for their children (refunded from the state under a public-private partnership plan). Children can enroll in private schools based on their financial status and caste.

Theories, Models, and Methods to empower children from various perspectives



Children Empowerment Theory:

Empowerment Theory, It's a process of increasing personal, interpersonal power so that children, young persons and families can take action to improve their wellbeing (Gutierrez 1999, p. 229). Children and families cannot participate actively unless they are empowered. Empowerment emphasizes strength and capacities

Girls Empowerment Model:

Girls' empowerment is the positive transformation of unequal power relations, and discriminatory norms, whereby girls have equal control, choices and voice over their lives (agency) and in society now and for the future. This model was developed by Save the Children.

Empowering child is important:

In this way, adults empower the children by giving them choices. For example, the children could choose what activities to do and how to do them. With empowerment, children are able to learn new skills and try out new things, which help with their physical development. Not only for their development and also for the betterment of society

Multidimensional Integrated Positive and Progressive Model (MIPPM)

This model is developed to empower children living in urban poor habitat to achieve SDG'S. Based on the reviews made, children still need a better society to involve, develop and participate. That cannot happen without the multiple stakeholders starting from the Parents, Teachers, Friends, and Environment they live in. This model focuses on the empowerment through integrating the stakeholders in all sides.

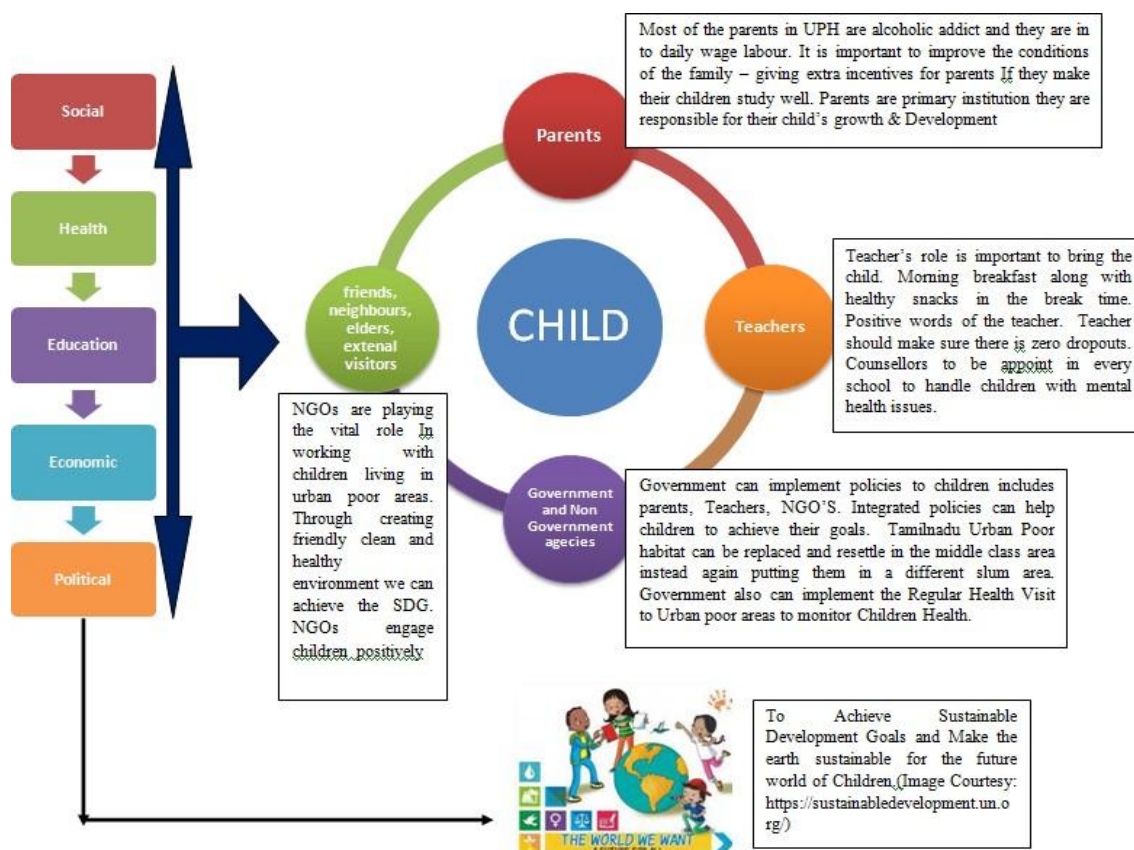
Based on this model:

child empowerment is 'Allowing children to participate, speak, doing what they are interest in and involving in decisions that affects them, appropriate to their age and level of understanding can happen



with the support of parents, teachers, elders, friends, and all the stakeholders (Government & Non Government agencies) in the society

Multidimensional Integrated Positive and Progressive Model (MIPPM)



Source: Self Prepared Model based on the reviews (Image Courtesy from UN SDG)



Role of Social workers achieving Positive Sustainable Communities for children

- Social workers need to bring positive change among children.
- They should create a dropout free education for children
- Healthy and positive Environment for children
- Clean, friendly and unpolluted society for children
- Government policies are good for children and same to be implemented in the marginalized community
- Creating awareness among public and parents of the children

CONCLUSION:

It is important to focus on small thing on earth which includes children. Small children are important for future Generation. As they vulnerable and they need to be strengthen. Giving power or empowering children may seems to be big task as they are kids how we can make them in decision making. But we are allowing them to starve, do child labour, getting out from school as they want is not right concept. It is important to understand the development obstacles of children and focus on empowering them to achieve the SD goals with the above model,

REFERENCES:

1. Ambey, R., Gaur, A., Gupta, R., & Patel, G. (2013). Urban Poor Children. *The Australasian medical journal*. Retrieved March 31, 2022, from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3702140/>
2. Children in urban districts or rural areas. *Humanium*. (2017). Retrieved March 31, 2022, from <https://www.humanium.org/en/children-urban-rural-areas/>
3. Children's empowerment theory. Children's Empowerment Theory - 1558 Words | Internet Public Library. (n.d.). Retrieved April 1, 2022, from <https://www.ipl.org/essay/Childrens-Empowerment-Theory-F3EG9E2PJ4D6>



4. *Convention on the rights of the child text*. UNICEF. (n.d.). Retrieved March 31, 2022, from <https://www.unicef.org/child-rights-convention/convention-text#:~:text=Article%201,child%2C%20majority%20is%20attained%20earlier.>
5. <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.817.1171&rep=rep1&type=pdf>
6. *Children as a basis for sustainable development*. Crowd sourced Science Briefs on Sustainable Development. Retrieved March 29, 2022, from, <https://gsdr2015.wordpress.com/2015/03/09/children-as-a-basis-for-sustainable-development/>
7. *How can we achieve the Sustainable Development Goals For and with children?* UNICEF. (n.d.). Retrieved March 29, 2022, from, <https://www.unicef.org/sdgs/how-achieve-sdgs-for-with-children>
8. *How can we achieve the Sustainable Development Goals For and with children?* UNICEF. (n.d.). Retrieved March 29, 2022, from <https://www.unicef.org/sdgs/how-achieve-sdgs-for-with-children>
9. Manager, C. K.-. (n.d.). *Impact report of SCSTEDS for 12-13*. GlobalGiving. Retrieved April 1, 2022, from, <https://www.globalgiving.org/projects/education-health-via-sports-to-1594-slum-children/reports/?subid=30346>
10. *Millions of the world's poorest urban children are more likely to die young and less likely to complete primary school than their rural peers*. UNICEF. (n.d.). Retrieved March 31, 2022, from <https://www.unicef.org/press-releases/millions-worlds-poorest-urban-children-are-more-likely-die-young-and-less-likely>
11. Nolan, L. B. (2015). Slum definitions in Urban India: Implications for the measurement of Health Inequalities. *Population and development review*. Retrieved March 31, 2022, from [https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4746497/#:~:text=The%20UN%20operationally%20defines%20a,area%20\(no%20more%20than%20thre](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4746497/#:~:text=The%20UN%20operationally%20defines%20a,area%20(no%20more%20than%20thre)
12. Olivier. (2013). *World Children's Parliament*. Humanium. Retrieved April 1, 2022, from <https://www.humanium.org/en/world-childrens-parliament-2/#:~:text=The%20Children's%20Parliament%20was%20formed,had%20a%20somewhat%20utopist%20idea.&text=The%20Parliament%20gathered%20four%20hundred,2000%20to%20discuss%20numerous%20s>ubject.



13. Prachi Salve and Saumya Tewari | IndiaSpend. (2015). Shut out: India's poor, Urban Children. *Business Standard*. Retrieved March 31, 2022, from, https://www.business-standard.com/article/specials/shut-out-india-s-poor-urban-children-115072500285_1.html
14. *Promoting empowerment of people in ... - United Nations*. (n.d.). Retrieved March 31, 2022, from <https://www.un.org/esa/socdev/publications/FullSurveyEmpowerment.pdf>
15. *Research on education issues of ... - dpi-proceedings.com*. (n.d.). Retrieved March 31, 2022, from <http://dpi-proceedings.com/index.php/dtssehs/article/viewFile/34707/33289>
16. Right to education. (n.d.). Retrieved April 1, 2022, from <https://righttoeducation.in/know-your-rte/about>
17. *The impact of covid-19 on children - United Nations*. (n.d.). Retrieved March 31, 2022, from https://unsdg.un.org/sites/default/files/2020-04/160420_Covid_Children_Policy_Brief.pdf?ref=hackernoon.com
18. *UNICEF*. (n.d.). Retrieved March 31, 2022, from <https://www.unicef.org/innovation/media/156/file/Urbanization%20Handbook%202017.pdf>
19. United Nations. (n.d.). *Conferences / children*. United Nations. Retrieved April 1, 2022, from <https://www.un.org/en/conferences/children>
20. *Uniting Voices for Children*. What are Children's Rights? | Children's Rights Alliance. (n.d.). Retrieved April 1, 2022, from <https://www.childrensrights.ie/childrens-rights-ireland/childrens-rights-ireland>
21. World Health Organization. (n.d.). *Putting children at the centre of the sustainable development goals*. World Health Organization. Retrieved March 29, 2022, from <https://www.who.int/publications/i/item/putting-children-at-the-centre-of-the-sustainable-development-goals>
22. World Health Organization. (n.d.). *Putting children at the centre of the sustainable development goals*. World Health Organization. Retrieved March 29, 2022, from, <https://www.who.int/publications/i/item/putting-children-at-the-centre-of-the-sustainable-development-goals>.