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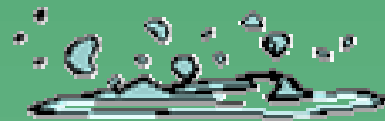


Sponsors



Urban Children and Youth in the MENA Region Addressing Priorities in Education 16 -18th May 2005, Dubai

Charting the Mediterranean Child 2005



Cardinal Dionigi Tettamanzi

The Mediterranean as a “multiethnic condominium” that is “the result (...) of millennia of meetings and clashes, of peaceful and fertile intellectual conquests and cruel and bloody armed conquests” , where “each of us owes something to the other, often something very important, without which we would not be what we are, but which we do not normally think about.”

Giuseppe De Rita

Even though lines of convergence can be identified for the medium-long term, at present the Mediterranean has ceased to be an area of exchange and has become a boundary to be crossed under the upward pressure of hundreds of millions of people migrating. (...) A boundary that is rigid today, that imparts no sense of future identity

The Croissant and the Cappuccino

The first thing many European citizens do every morning is to eat one of the symbols of the Islamic world dunked in a beverage that originated in booty taken when the Turkish siege of Vienna was raised over three centuries ago

Challenges in store for the children of the Euro-Mediterranean countries

- How to distribute rights
- How to ensure good governance
- How to live with multiculturalism and the apparent consequence of relativism
- How to avoid widespread resentment against modes of life seen as disrupting traditional identities

Amartya Sen

Development must be seen “as a process of expanding substantive freedoms that people have”, where “a variety of social institutions, related to the operation of markets, administrations, legislatures, political parties, nongovernmental organizations, the judiciary, the media and the community in general” are necessary to that end because they can “contribute to the process of development precisely through their effects on enhancing and sustaining individual freedoms”

Pope Benedict XVI

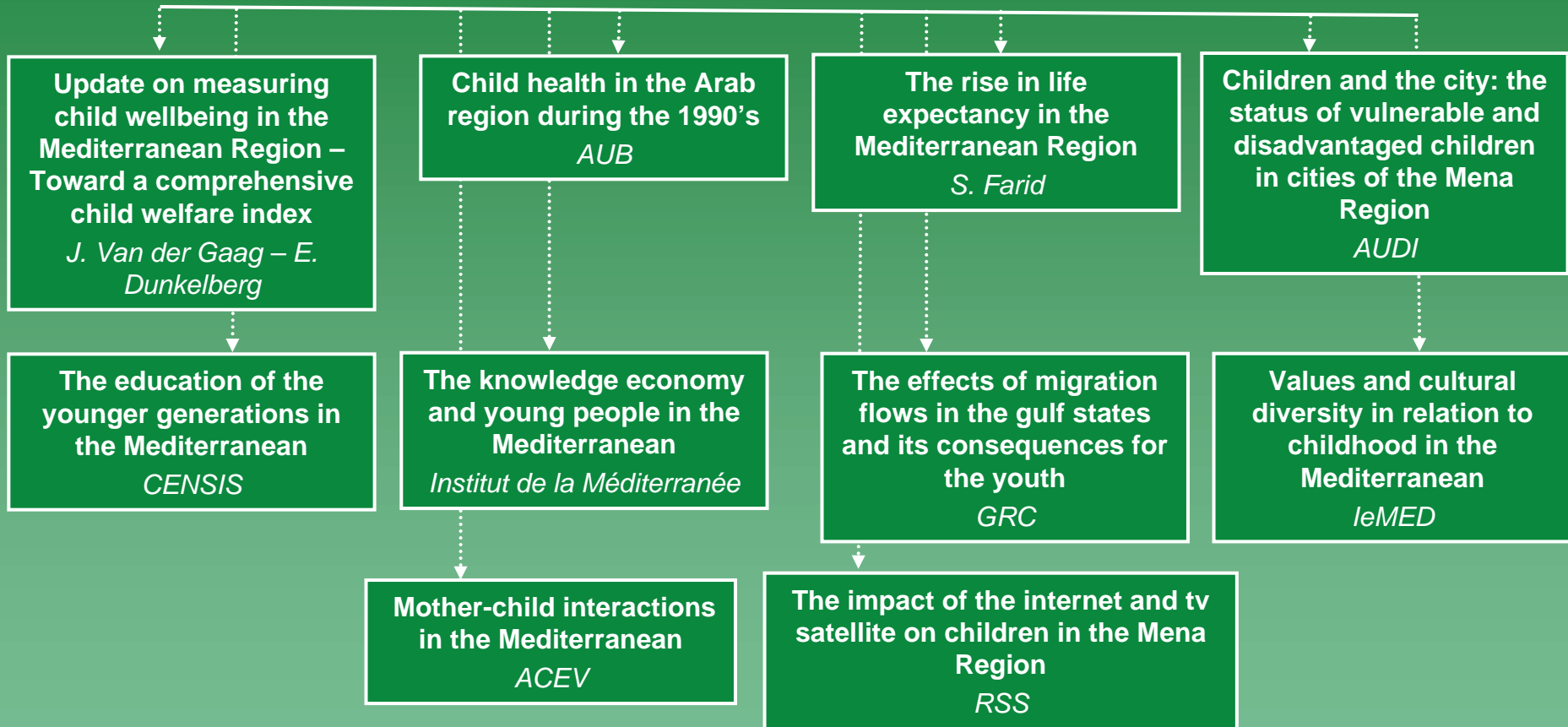
- Multiculturalism is not to be experienced as “abandonment and repudiation of what is one’s own, fleeing from one’s own things”. On the contrary, “multiculturalism cannot exist without common foundations, without points of orientation offered by one’s own values”.
- The first element must be the “unconditional presentation of human dignity and human rights as values with precedence over any state jurisdiction.”
- “Islam is capable of offering a valid spiritual basis for the life of the people, a basis that seems to have been lost by the old continent of Europe.”

Cardinal Carlo Maria Martini

“Some say that there is too much relativism. But there can be also a Christian relativism, which means reading what surrounds us ‘in relation’ to the moment when history will be judged by God. Then only shall we know who was right. Now we must live together in diversity”

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Papers

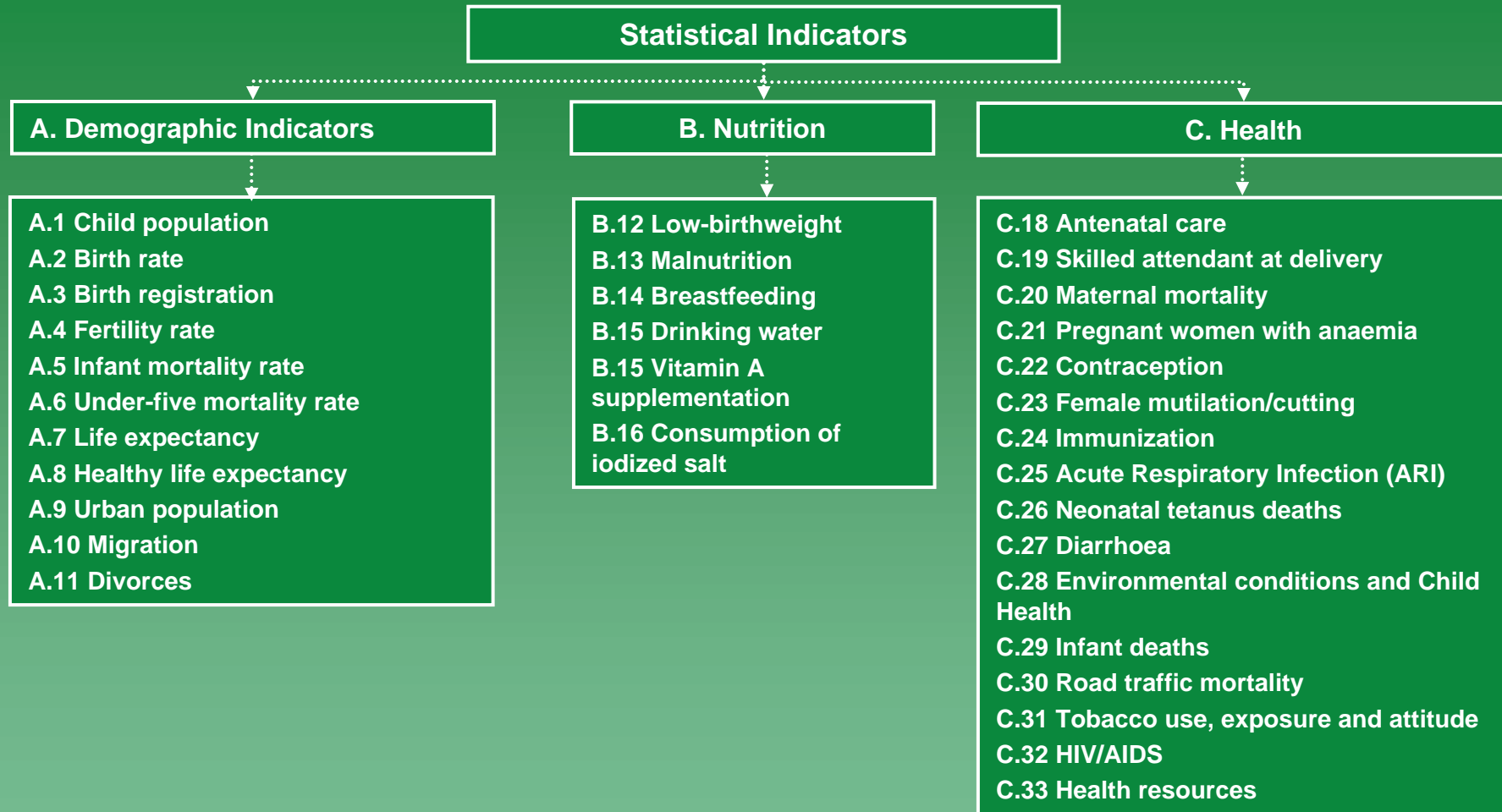


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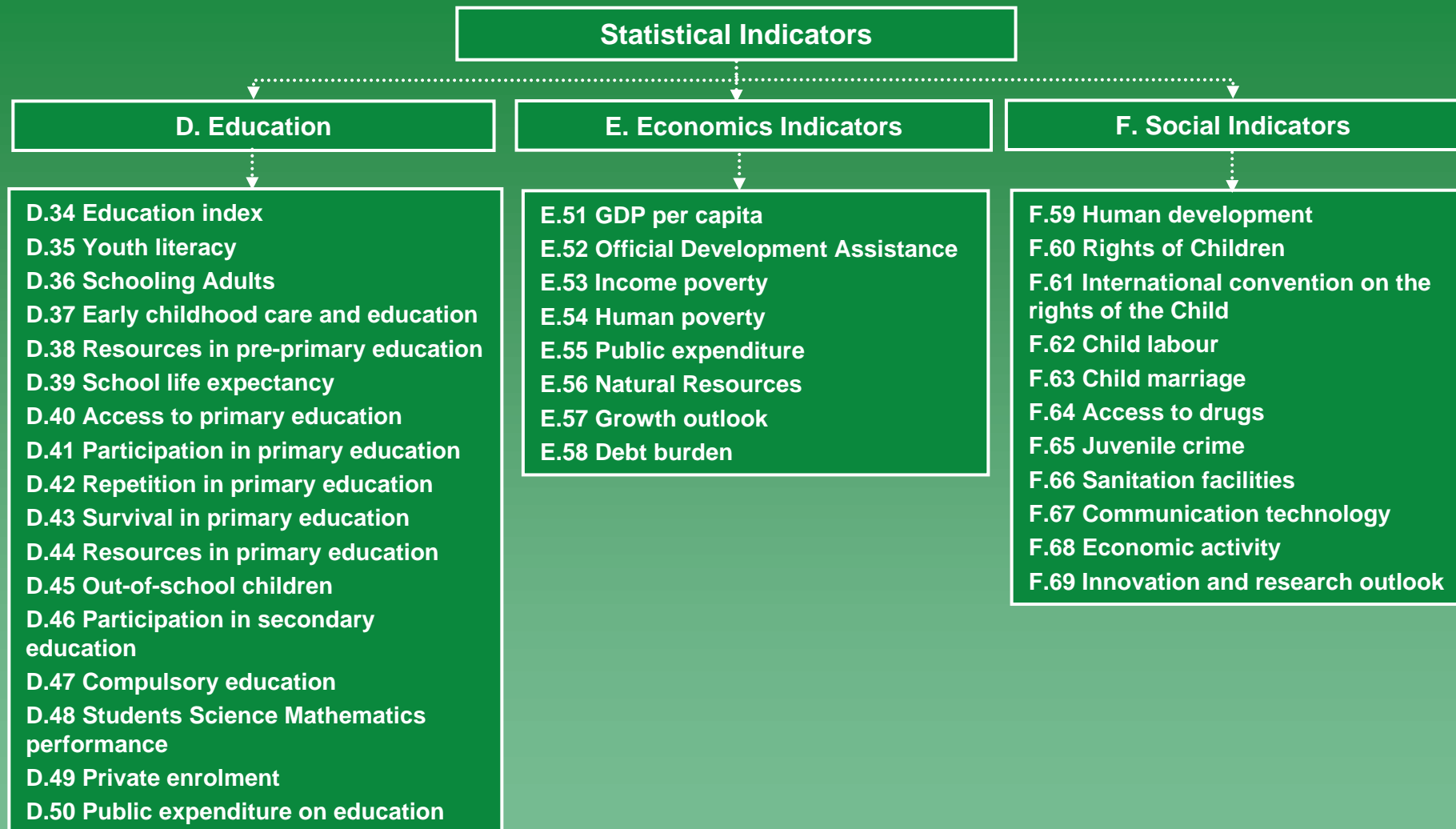
List of Countries Considered (Units of Analysis) and Macroareas of Reference

Arab Peninsula and Persian Gulf	Southeast Coast	North Africa	Oriental Coast	Southern Europe
APPG	SEC	NA	OC	SE
<ul style="list-style-type: none"> . Bahrain . Iran . Iraq . Kuwait . Oman . Qatar . Saudi Arabia . United Arab Emirates . Yemen 	<ul style="list-style-type: none"> . Israel . Jordan . Lebanon . O. Palestine . Syria 	<ul style="list-style-type: none"> . Algeria . Egypt . Libya . Morocco . Tunisia 	<ul style="list-style-type: none"> . Albania . Bosnia and Herzegovina . Bulgaria . Croatia . Romania . Serbia and Montenegro . Slovenia . TFYR Macedonia . Turkey 	<ul style="list-style-type: none"> . Cyprus . France . Greece . Italy . Malta . Spain

Charting the Mediterranean Child 2005



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1. Where are there most children and why?

There are approximately 211 million children living in the countries of the enlarged Mediterranean area.

The percentage of children with respect to total population can also be taken as an inverse measurement of the aging of a population.

This measurement shows that the youngest societies are those of the Arab Peninsula and the Southeast Coast, where children account for 43.6% and 42.5% of total population respectively, followed by North Africa (39.7%) in an intermediate position. The societies of greatest aging (and therefore fewest children) are those of the eastern and southern coasts (respectively 29.9% and 19.1%).

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**Total Population, population aged 0-18 and population aged 0-5. Year 2003
(thousands)**

Macroarea	Total Population	Population 0-18		Population 0-5	
		value	% of total	value	% of total
APPG	148.023	64.647	43.7	18.417	12.4
SEC	36.916	15.684	42.5	4.664	12.6
NA	149.680	59.431	39.7	16.745	11.2
OC	127.878	38.238	29.9	10.105	7.9
SE	170.799	32.679	19.1	8.868	5.2

Population 0-5 by macroarea: Projection for 2050 with respect to 2000 (thousands)

Macroarea	Population 0-5	
	Projection	Variation %
APPG	25.489	38.4
SEC	4.654	- 0.2
NA	15.115	- 9.7
OC	7.766	- 23.1
SE	7.297	- 17.7

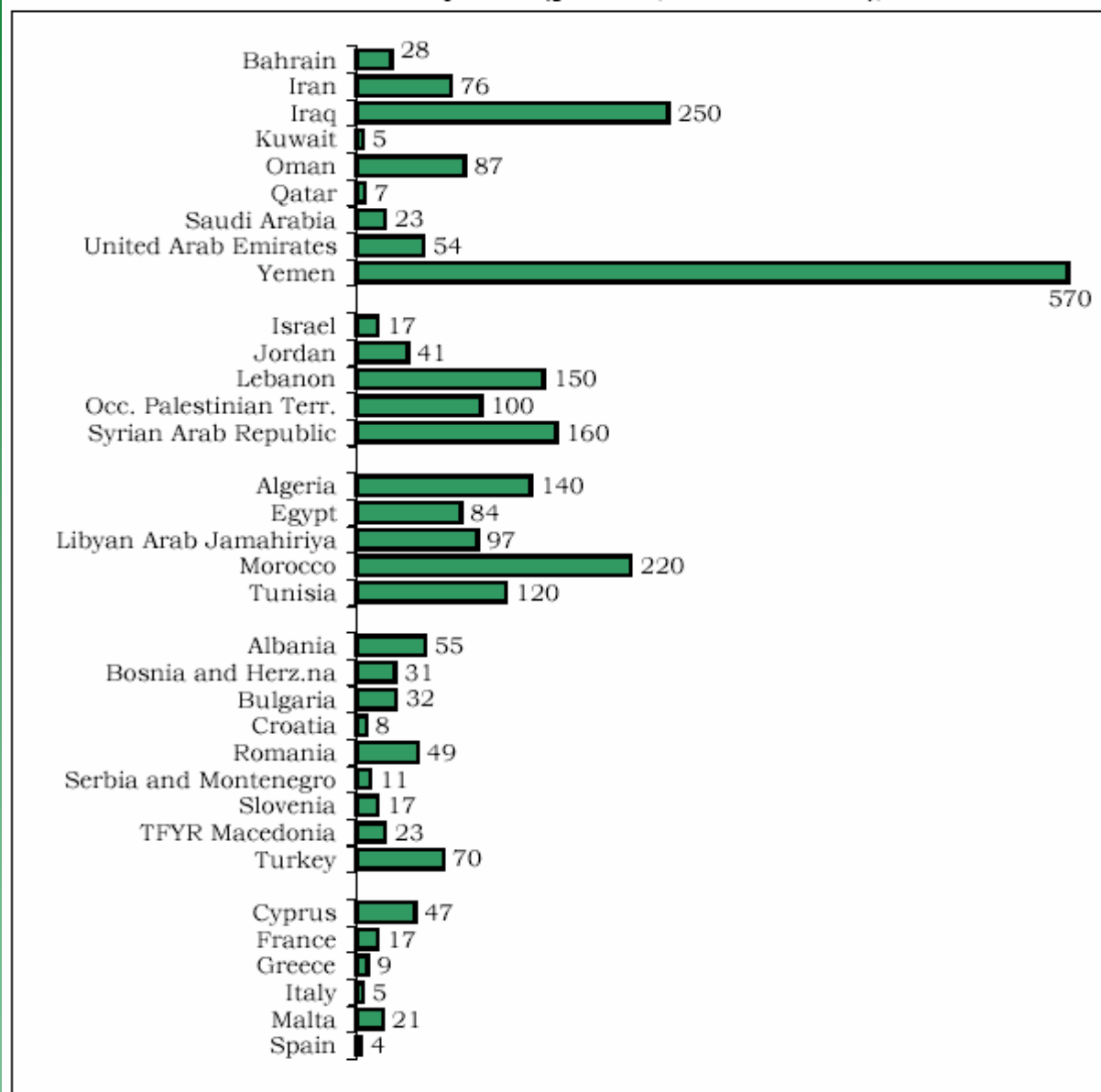
2. What relationship is there between children and migration?

Macroarea	Stock of migrants (weighted means of percentage values)	Stock of migrants (arithmetic means of percentage values)
SEC	21.9	30.58
APPG	9.5	33.5
S E	5.8	5.0
OC	2.4	2.8
NA	0.7	2.4

3. Where do children live longer and healthier lives? Where do most children die and for what causes?

Macroarea	Life expectancy at birth (weighted mean)	Life expectancy at birth (arithmetic mean)
APPG	67.7	70.4
NA	69.6	70.8
OC	71.6	73.1
SEC	73.7	73.8
SE	79.0	78.5

Estimates of maternal mortality ratio (per 100,000 live births), 2000



4. Where do children have most access to education and where do they achieve the best results?

Disparity in school access. Weighted means. Years 1998-2002

Countries and Macroareas	Ratio female/male enrolment in primary school	Ratio female/male enrolment in secondary school
Yemen	0.66	0.42
Iraq	0.85	0.62
Turkey	0.93	0.77
APPG	0.94	0.92
NA	0.96	0.94
Iran	0.98	0.95
SEC	0.97	0.96
Israel	1.00	0.99
SE	1.00	1.01
OC	0.99	1.01

Average Mathematics and Science TIMSS Scale Scores of eighth-grade students. Group averages

Macro area	Average Mathematics TIMSS Scale Scores of eighth-grade students	Average Science TIMSS Scale Scores of eighth-grade students
SE	471.5	466.0
OC	465.7	466.5
SEC	435.7	447.7
NA	401.0	407.0
APPG	381.3	429.7

5. Where do children enjoy better standards of living?

GDP per capita (\$). Weighted and arithmetic means (Weight structure: population). Year 2004

Macroarea	Weighted mean	Arithmetic mean
SE	25,377.4	21,650
APPG	7,839.1	14,112.5
OC	6,672.7	7,755.6
SEC	6,213.6	6,580.0
NA	4,635.1	5,420.0

Two paths of future activity and investigation

1. The measurement and understanding of the conditions of poverty, both relative and absolute, in individual countries of the Mediterranean area with a view to developing more incisive well-being indexes of greater use to policy makers.
2. The study and development of indices of well-being at the territorial level (cities, metropolitan areas and regions), in order to represent the evolution of the area in question over time.

Creating personalized indexes taking local programmes and available data as starting points

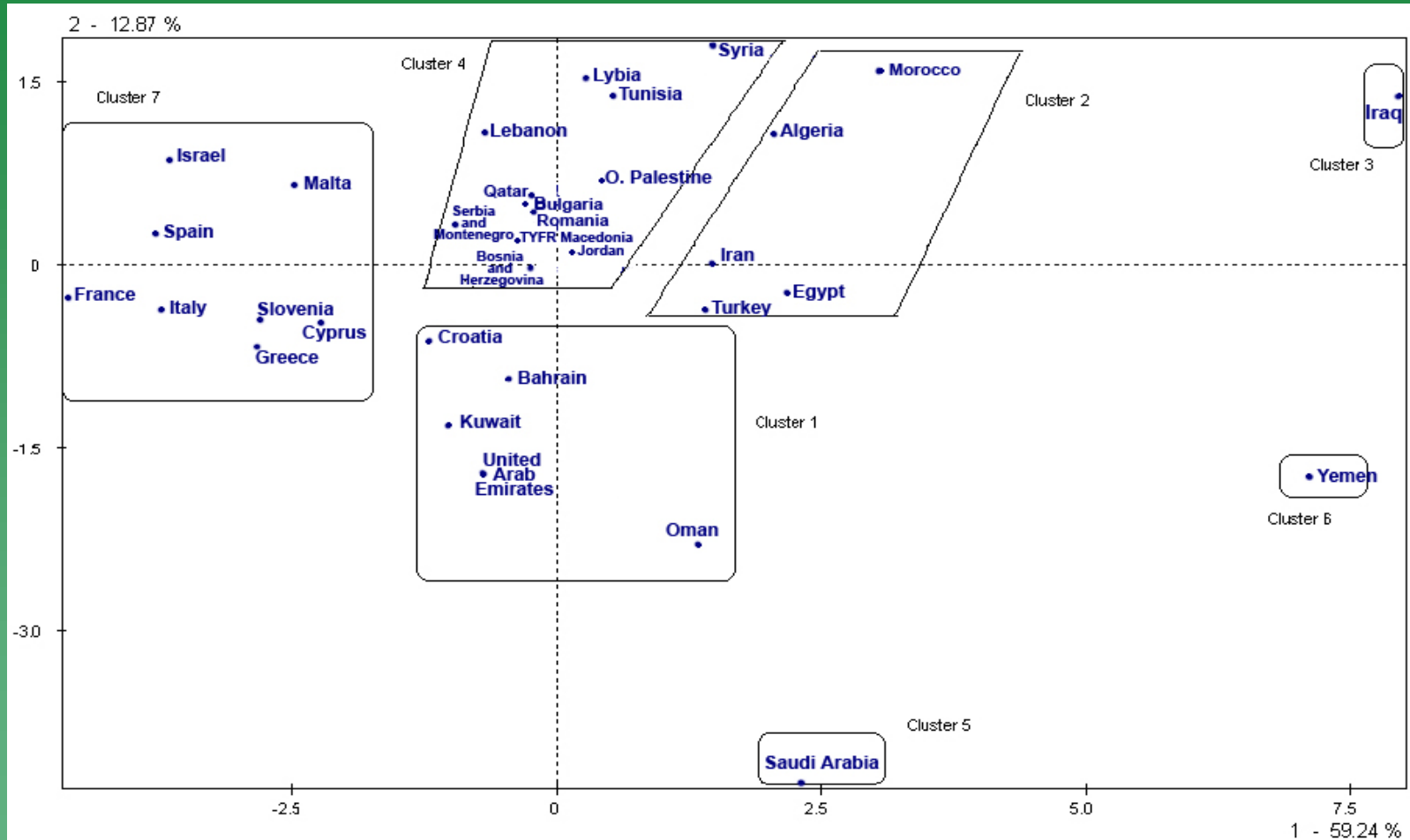
Seeking to develop knowledge of micro areas through new and specific field surveys and investigations.

Extending this to the representation of the indicators (both sectorial and overall) on detailed maps

Offering to the cities involved a special tool of assessment of child policies: a task we hope to pursue in cooperation with CPI, starting from Dubai Municipality

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Graphic



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Results of the procedure of hierarchical aggregation

Clusters (final)	Countries	
Cluster 1	1. Bahrain 23. Croatia 4. Kuwait 5. Oman 8. United Arab Emirates	
Cluster 2	15. Algeria 16. Egypt 18. Morocco 2. Iran 28. Turkey	
Cluster 3	3. Iraq	
Cluster 4	11. Jordan 12. Lebanon 13. O. Palestine 14. Syria 17. Libya 19. Tunisia 20. Albania	21. Bosnia and Herzegovina 22. Bulgaria 24. Romania 25. Serbia and Montenegro 27. TFYR Macedonia 6. Qatar
Cluster 5	7. Saudi Arabia	
Cluster 6	9. Yemen	
Cluster 7	10. Israel 26. Slovenia 29. Cyprus 30. France	31. Greece 32. Italy 33. Malta 34. Spain

The MedChild Strategy

- *Charting the Mediterranean Child 2005*, like the *Child Well-Being Index* and the *Best Practices Award*, seeks to provide a **working tool** for public and private agencies interested in the issues regarding children in the area.
- It is but one of the linchpins of the action undertaken to build up a **network community** with a growing number of scholars and research centres ready to work together to develop an ever-deeper understanding of the problems and prospects of children and adolescents across the Mediterranean.
- It will be able to improve only through the **critical appraisal** of its readers, possibly organizing, to this end, also regional dedicated workshops.