Improving Children's Lives through Research

Child Research and Practice Forum

Ministry of Women Children and Youth

Summaries from Presentations at the Monthly Seminar Series of the *Child Research and Practice Forum* in 2019

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Foreword by H.E. Filsan Abdullahi,

Minister, Ministry of Women, Children and Youth

Edited by Alula Pankhurst

Addis Ababa

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Young Lives

Foreword

H.E. Filsan Abdullahi, Minister,
Ministry of Women, Children and Youth

Our Ministry has hosted the Child Research and Practice Forum since 2010. This forum has been running monthly seminars for over a decade and is currently celebrating its tenth anniversary. Since March these seminars have been organised online due to COVID conditions though we hope to resume face to face meetings in 2021.

The CRPF is a useful network for discussion and dialogue concerning children and youth in Ethiopia to promote improvements in policy and practice. The Forum provides an important regular opportunity for research findings on children's issues to be presented at our Ministry to stimulate discussion between our experts, those of other ministries, development partner and non-government organisations about issues facing children and young people in our country. The discussion contributes to dialogue to design better policies and programmes, which can improve the lives of women, children and youth.

Our Ministry has presented our policies and plans at the CRPF on several occasions including a presentation in this collection on the National Roadmap to End Child Marriage and FGM/C and more recently our Ten Year Plan, key aspects of which are summarised in the latest CRPF newsletter.

There have also been presentations of research promoted by our development partners. In this collection research sponsored by UNICEF on financing the child-centered Sustainable Development Goals is featured.

This collection of summaries from 2019 follows on from the earlier summaries available on the Young Lives website two of which have been published this year (www.younglives-ethiopia.org).

The topics covered in this booklet cover range of topics including promoting the SDGs for women and children and the role of longitudinal research, addressing gender-based violence and in particular child marriage, improving child protection through legal protection centres, in schools and for child migrants, promoting school readiness in pre-schools and improving primary school quality and addressing the linkages between nutrition and childbearing among adolescents.

The experiences of NGOs are also discussed notably the work of Plan on child marriage, and Save the Children on social accountability in primary education service delivery.

Other presentations have been made by international longitudinal research projects, notably by Young Lives, on the key findings from their longitudinal research and GAGE on child marriage and migration. There have also been presentations by researchers at Ethiopian institutions and universities notably Addis Ababa University and Jimma University.

Our Ministry would like to thank UNICEF Ethiopia and the UK's Foreign and Commonwealth Development Office that have funded the running costs of the CRPF and the production of this collection and two other annual summaries, and Young Lives that has commissioned the production of the summaries and produced this edited collection.

We look forward to continued collaboration through the monthly seminars, newsletters and annual summaries.

Preface

Adele Khodr, UNICEF Representative in Ethiopia

The Child Research and Practice Forum provides a platform for research findings on children and youth in Ethiopia to be presented and discussed to contribute in the design better policies, programmes and practices and ensure they are in the best interest of children.

The CRPF is celebrating its tenth anniversary this year. The Forum has been conducting regular monthly meetings since 2010. The CRPF events bring together government experts, development partners, international and national organisations to debate evidence brought to the table by researchers and discuss the implications for policy and programming.

UNICEF has played a key role in promoting the Child Research and Practice Forum since it was established in 2010, including supporting the monthly presentations at the Ministry of Women, Children and Youth, annual conferences and the production of newsletters and annual summaries.

This collection consists of 13 presentations on a wide range of topics relevant to children and youth in Ethiopia organised into the following five headings: 1) promoting the Sustainable Development Goals for women and children and how longitudinal research findings can be useful, 2) addressing gender-based violence and in particular child marriage, 3) improving child protection through legal protection centres, in schools and for migrant children 4) promoting school readiness in pre-school and education quality in primary schools, and 5) addressing the critical links between adolescent nutrition and childbearing.

Some evidence presented in this booklet includes research promoted by UNICEF research, notably on accelerating the Sustainable Development Goals for women and children through partnerships, and financing the child-centred Sustainable Development Goals.

UNICEF is pleased to support the work of the CRPF along with the UK's Foreign and Commonwealth Development Office and Young Lives including the production of this collection of summaries from the 2019 presentations. The annual summaries from the 2018 and 2017 presentations have been brought together in booklets produced earlier this year. UNICEF has also supported the production of the quarterly CRPF newsletters summarising highlights of presentations.

We look forward to further collaboration with the Ministry of Women, Children and Youth on the Child Research and Practice Forum activities.

Translating commitments to action: A leading role for academia to accelerate global development

Dr Susan Jim, University of Bristol[1]

Introduction

University of Bristol and UWE Bristol are the first UK higher education institutions to commit to the SDG Accord launched at the World Environmental Education Congress in Vancouver on 9 September 2017. By signing the SDG Accord, Bristol's universities have committed to each other and other institutions around the World to do more to deliver the goals. The universities report annually on their progress towards the SDGs and share learning both nationally and internationally.

This presentation introduces the work of a University of Bristol-led initiative, the Perivoli Africa Research Centre (PARC) and outlines some of the collaborative work the Centre has undertaken to accelerate the SDGs related to good health and well-being (SDG3) and gender equality (SDG5) and reduce inequalities (SDG10).

Bristol's commitment to the Accord is also reflected in its research on sexual, reproductive health rights and gender-based violence as well as its contribution to the Development Studies Association Report 'Towards More Equitable Interdisciplinary Development Research' (October 2019) which sets out the actions needed to advance equitable and effective multi-disciplinary research.

[1] Presented by Dr Susan Jim, Manager, Perivoli Africa Research Centre (PARC) in November 2019

The Perivoli Africa Research Centre (PARC)

The PARC Centre is aimed at furthering interdisciplinary research and initiatives that are responsive to, and help advance Africa's population and development and innovation agendas. It is also concerned with deepening collaboration between the University, African research, policy, civil society and private sector bodies, and international agencies.

PARC aims are to:

- Forge strategic partnerships and programmes of work that are both policy and scientifically relevant, building on areas of expertise that are unique to Bristol (education, health, sustainable agriculture, resilience and governance, migration and mobility).
- Move toward more deliberate approaches to decolonise collaborative research, opening up to critique and direction from the African continent and pursuing more comparative work.
- Build a coherent programme of work that speak to core development aspirations in Sub-Saharan Africa and that engage the most relevant policy and civil society actors at regional and sub-regional levels as well as globally.

Building PARC partnerships via networks

Worldwide Universities Network (WUN)

PARC have partnered with the Worldwide Universities Network (WUN) through its Global Africa Group (GAG) of research hubs in Ghana, Nairobi and Cape Town which support sustainable development and capacity building by providing the evidence base for innovations and impacts in the natural and

social sciences.

In 2016, WUN signed a memorandum of understanding (MOU) with the United Nations International Organization for Migration (IOM) with the intention of addressing the SDG Goal 10.7 to reduce inequality by facilitating migration through the implementation of planned and well-managed migration policies. As part of this agreement, lead partners from the University of Bristol and the IOM's Global Migration Data Analysis Centre (GMDAC) oversaw the formation of interdisciplinary cross-continental research partnerships across WUN and others, PhD Student internships and summer school training.

United Nations Population Fund (UNFPA)

The University of Bristol and UNFPA signed an MOU in February 2019. Since then, Bristol has become a founding member of the UNFPA's new university network, TransformU. Bristol is also developing PhD student research internships at UNFPA regional offices. Bristol academics, post-graduate and undergraduate students also attended the UNFPA's 2019 Summit 'Accelerating the promise.'

Future partnerships

PARC will also help to facilitate the work of the Perivoli Schools Trust which trains nursery school teachers to improve the retention and attainment of up to 3.5 million children in education in Malawi, Namibia, Zambia and Zimbabwe.

The Centre will also collaborate with the Centre for Family Policy and Child Welfare on interdisciplinary research on policy and the rights of children and young people and will pursue joint research with the Bristol Poverty Institute and the African Child Policy Forum (ACPF).

Financing the child-centred Sustainable Development Goals (SDGs) in Ethiopia

Dr Vincenzo Vinci, UNICEF[2]

Introduction

Globally, the Sustainable Development Goals (SDGs) adopt a systems approach that depends on comprehensive and integrated economic and social policies. Ethiopia has prepared the 'Second Growth and Transformation Plan (GTP II)', covering the period from 2015 to 2020, which forms an integral part of the country's post-2015 development agenda. Ethiopia's ongoing process of fiscal decentralisation provides an opportunity to identify linkages between policy spending and SDG indicator performance.

This study develops and tests an innovative costing methodology that encompasses a range of analytical frameworks, from conventional single-sector models to more sophisticated multi-input approaches as well as a state-of-the-art methodology that measures interactions across policy sectors and captures integration effects. This advanced approach reflects an understanding that the achievement of the SDGs results from a public policy production process in which SDG indicators represent outputs and spending on critical policy sectors represent the inputs.

Ethiopia's SDG baseline status

Ethiopia's baseline status varies across the different SDGs. For example:

- Ethiopia has made good progress has made good progress towards

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reducing poverty measured at the USD $1.90 line (SDG 1.1.1) but multidimensional poverty (SDG 1.2.2) remains extremely high, especially in rural provinces. High multidimensional poverty headcounts can be partially attributed to lack of access to basic services (SDG 1.4.1) such as WASH (SDGs 6.1.1 & 6.2.1).

- Child labour rates (SDG 8.7.1) are high, especially for children aged 12-14, over half of which reported working more than 28 hours per week which increases secondary-school drop- out rates and reduces enrolment (SDG 4).

- Stunting rates (S DG 2.2.1) steadily decreased between 2005 & 2016 whereas progress over wasting rates (2.2.2) is stagnant with a slight increase in urban prevalence.

Methodology

A cross-sectoral approach to costing the SDGs

The study adopts an innovative costing methodology, starting with a single-sector *unit-cost* model ('How much impact per dollar spent?') and expanding this to a multi-sectoral *Cobb-Douglass* approach and then extending this to a synergy-measuring *translog* methodology – considering the impacts and added value of synergies between sectors and the interwoven nature of the SDGs. The translog production function improves the costing approach in several ways. Foremost, it preempts two critical traps into which unit-cost approaches fall: (i) over-estimating costs by ignoring policy synergies and ii) under-estimating costs by ignoring non-linear relationships, especially that of diminishing marginal returns.

- The translog approach overcomes both these limitations and therefore can model not only total cost more accurately but also unlock the identification of synergy-producing input-outcome elasticities among sectors.

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- Ethiopia's available district-level fiscal data merged with child outcomes summarised from household-level data enables the estimation of these elasticities. The data supports the analysis of nine sectors relevant for child-centred analysis: education, health, agriculture and rural development, culture and sports, water resources, trade and industry, organs of state, justice and security, and general services.

Macro model to forecast public expenditures

The paper employs sub-national (*woreda*-level) expenditure data and develops a macro model to forecast public expenditures until 2030 through three scenarios.

- Scenario 1 models a fixed growth approach in which expenditure grows in line with GDP ("business-as- usual"). This scenario models existing expenditure patterns that grow in line with projected rates of economic growth.
- Scenarios 2 and 3 adopt alternative dynamic optimisation methodologies:
  - scenario 2 reflects a "learning- by-doing" optimisation approach, taking advantage of the diverse experiences across districts and identifying a "best practice" combination of fiscal expenditures. Expenditures grow based on model-predicted best performance in 2030; and
  - scenario 3 employs a "smart-search" optimisation algorithm to fine tune fiscal synergies, improving progress intensively and extensively while improving efficiency. The analysis further tests these three scenarios with a rural-urban disaggregated model, factoring in residence-specific relationships. Expenditures are adjusted based on improvements predicted by the model (smart-search optimisation algorithm).

Main findings

The innovative approach to modelling the cost of SDG leads to four main findings.

- *Conventional unit-cost models – which are the most common approaches employed today – do not successfully predict SDG outcomes.* The estimates for most of the SDG indicators show that unit-cost approaches fail to explain the variability of district-level outcomes in Ethiopia. Out of 13 modelled SDG indicators, 11 fail to significantly explain the data.
- *Formal statistical testing rejects the applicability of a unit-cost approach.* The conventional unit-cost approach requires satisfaction of strong assumptions underpinning the adopted restricted linear model: total cost must equal the number of beneficiaries' times a constant cost-to-deliver.
- *Models that can measure the complex relationships between fiscal strategies and SDG outcomes provide substantially greater explanatory power and significance.* These models demonstrate significantly greater explanatory power than the unit-cost models and are also more statistically significant and robust than the single-sector approach.
- *Formal hypothesis testing documents the powerful impact of cross-sectoral synergies in explaining SDG outcomes at district level, with the interactions demonstrating complex pathways to achieving the SDGs.* For 12 out of 13 SDG indicators, hypothesis testing confirms that cross-sectoral synergy terms have a significant impact on the outcome indicator. The inclusion of these interaction terms better explains the variability in SDG outcomes and they are necessary to more accurately cost the achievement of SDGs in the long-term.

Conclusions

Lessons from these scenarios

- *Scenario 1 (business-as-usual):* Economic growth improves many SDGs, particularly for universal provision. Increasing fiscal commitments is necessary for attaining the SDGs but is not sufficient for many of the

goals.

- *Scenario 2 (best-practice, learning-by-doing):* Careful adoption of best-practices substantially boosts child-sensitive development and should be an indispensable part of the Government's public financial management (PFM).

- *Scenario 3 (optimising synergies):* The maximising of synergy effects is an avenue which yields extraordinarily high returns, most of which are currently unrealised.

Last mile problems that remain

The model projects two of the eleven goals that are not fully achieved even with the ambitious commitments that are forecast. Innovative 'out-of-the-box' approaches are necessary – and the history of social policy suggests they are likely. But the current model is unable to predict these. The Government of Ethiopia should continue to creatively innovate technologies and policies for SDG achievement while focusing on increasing fiscal commitments, strengthening best practice adoptions and leveraging synergies, particularly for reducing extreme poverty and child labour.

Policy recommendations

The analysis of three forecasted scenarios lead to a set of four policy recommendations.

- *Increase fiscal commitments:* Achievement of the SDGs will require Ethiopia to increase its fiscal commitments to three times its current size – but this affordable. The strong growth trajectory of Ethiopia's economy will trigger a virtuous cycle which will strengthen government capacity to commit and implement the SDGs.

- *Adopt a systems approach and explore cross-sectoral synergies:*

Achieving successful developmental impact requires deep interlinkages in sectoral overlapping targets and programme effects, as the SDGs illustrate. This reality requires strong interagency coordination and political will.

- *Embed effective public financial management (PFM) practices:* Budgeting practices and procedures need to be firmly rooted in Ethiopia's development strategy. By focusing on principles such as "performance budgeting" – which ensure that performance, evaluation, and value-for-money are integral to the budget process – public agencies will face incentives to work across portfolio boundaries, formally and informally, to achieve shared goals and integrated government responses to development targets.

- *Identify evidence-based interventions and reforms that can tackle extreme poverty and child labour:* The complete eradication of extreme poverty and child labour prove to be particularly challenging. It will be important to continue to identify better policy approaches and more cost-effective interventions in addition to progressively increasing investments.

<u>Integrated developmental planning</u>

By integrating a 'whole-of-finance' approach into Ethiopia's development strategies, costed sector plans which connect inputs to outcomes through a mix of evidence-based programmes and robust public financial management can translate sound policies into effective and developmental delivery.

Lessons from Longitudinal Research with the Children of the Millennium and plans for the Young Lives fifth qualitative wave

Dr Alula Pankhurst and Kiros Birhanu, Young Lives[3]

Introduction

Young Lives is a 15-year longitudinal comparative research project following 12,000 children growing up in poverty. The project is based in Oxford (UK), and the research is conducted in four middle- and low-income countries: Ethiopia, India, Peru and Vietnam. Young Lives' research in Ethiopia relates conditions early in the lives of children to later outcomes, and so improves understanding of the effects of poverty on children's life trajectories. It also provides information on the effects of policies and changes on the lives of children, and offers evidence-based guidance for policies to improve children's chances of developing into integrated and productive members of society.

Drawing from the Young Lives Ethiopia Country Report 2018, the presentation shared results from the study that provide important policy relevant insights and useful lessons for Ethiopia's quest to reach lower middle income status by 2025. The presentation also highlighted other aspects of Young Lives' work to effect change and shared details of a new Young Lives project funded by UNICEF.

Young Lives engagement for change

- Young Lives have made their findings available through research papers, briefs and blogs including more than 200 on Ethiopia. The survey data has been publicly archived by the University of Oxford so that researchers

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can analyse the data independently. In Ethiopia, findings from each of the five rounds have been shared regionally and nationally through launches and presentations to parliamentarians and development partners.

<u>Young Lives partnerships for change</u>

- Young Lives works closely with government ministries, in particular: the Ministry of Education on the early learning and O-class study; the Ministry of Labour and Social Affairs on child labour issues and the Social Protection Strategy; and the Ministry of Women, Children and Youth Affairs, especially over the Harmful Traditional Practices Strategy.
- The project also plays a key role in the Child Research and Practice Forum (CRPF) – a space hosted by the Ministry of Women and Children Affairs in which researchers can interact with policymakers and practitioners and promote wider use of research evidence.
- The Policy Studies Institute (formerly the Ethiopian Development Research Institute) has established the Ethiopian Centre of Child Research to continue the Young Lives legacy.

Methodology

Young Lives followed two cohorts of children in 20 sites selected from the five main regions of Ethiopia, from 2002 to 2016. The research followed one cohort as they grew from infancy to adolescence (aged one to 15), and the second as they grew from early childhood to early adulthood (aged 8 to 22). By tracking these two different cohorts, the study could compare the lives of children at the same age seven years apart to assess the effects of policies and changes, and provide a means to measure progress. Five rounds of surveys collected information on the children and their families. The sites included a range of urban and rural types, with a deliberate bias towards poorer areas.

The survey data were supplemented by four waves of qualitative research on smaller samples of the children, which collected more detailed information

about their lives, including information about families, schools and communities. Qualitative research included discussions with children and relevant adults, together with observations and techniques to record the children's views and aspirations, enabling a richer appreciation of their well-being.

Young Lives in 2019

During 2019, Young Lives will undertake a new UNICEF-funded project in partnership with the Ethiopian Centre for Child Research and Pankhurst Development Research and Consulting Plc. There will be two inter-related components to the work:

1) *a new wave of qualitative field research:* during the research, Young Lives will return to the qualitative sub-sample in the five qualitative sites (one in each region) and carry out interviews with young people about changes to their lives in order to better understand transitions from school to work, household formation and marriage and parenthood. An additional sample will be interviewed in up to five other selected Young Lives sites, prioritising those hosting UNICEF early marriage and social protection programmes:
2) *five policy briefs, co-created with UNICEF on:*
   o cross-cutting messages from the longitudinal study;
   o lessons about early learning;
   o addressing child marriage;
   o protecting children against violence; and
   o supporting adolescents.

Key messages

● *Tackling child poverty in all its forms should be an urgent priority.*
   o While improvements have been made, child poverty remains persistent and pervasive, and is multidimensional, with negative

impacts on children's life chances and societal loss of human capital and potential.

- o Further progress requires implementing policies and programmes effectively and equitably within and across sectors, recognising age- and gender-specific needs, with a focus on the early years, and protecting the poorest and most vulnerable households and children.

- *Building on major gains requires further emphasis on addressing inequalities.*
  - o Wealth levels have risen and poverty has decreased yet the gaps based on wealth, location, education and household conditions remain massive.
  - o Further emphasis on rural, remote and pastoralist communities can also reduce inequalities, while a greater investment in the early years can avoid gaps widening.

- *Improving support to children entails addressing needs of different ages.*
  - o The needs of children and adolescents vary by age from early infancy through to adulthood, often intersecting with gender, poverty, deprivation, ill-health and other household shocks.
  - o The implementation of sectoral and cross-cutting policies and programmes could be strengthened by improving targeting on the basis of age categories in conjunction with gender and other intersecting inequalities.

- *Enhancing children's wellbeing involves addressing gender issues.*
  - o Young Lives' evidence highlights increasing gender differences as children grow up, often compounded by other inequalities based on wealth, location and education.
  - o In adolescence, gender roles become accentuated; girls face risks of greater work burdens and gender-based violence. In the transition to

adulthood, girls face challenges and difficult choices in prioritising or combining education, work, marriage and parenting.

- o Policies on children and youth, as well as sectoral policies in health and education, should address gender issues, which require further support and targeted plans and programmes.

- *Prioritising investment in the early years can yield the best returns.*
  - o Early undernutrition has profound and lasting consequences for learning and health. Children with access to good pre-school show better later educational achievements.
  - o Greater focus on social protection for households with young children and prioritising rural and disadvantaged areas, and households and children at risk, can accelerate progress and reduce inequalities.

- *The potential for nutritional recovery offers a second chance beyond infancy*
  - o Young Lives has shown that, as children grow up, they can recover after infancy from early undernutrition, but also they can be at risk of falling back into undernutrition in later childhood.
  - o Greater emphasis on nutritional interventions beyond infancy can ensure recovery and protect vulnerable children from faltering.
  - o Promoting adequate nutrition and diet diversity for girls in adolescence before they become mothers can play a vital role in breaking cycles of inter-generational undernutrition.

- *Consolidating gains from pre-school expansion requires improving the system*
  - o Access to pre-primary education has massively increased, notably through recent expansion of O-Class provision. However, there are considerable implementation challenges to responding at a national scale to community needs and demand for good quality pre-schooling.

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o Promoting enrolment of girls and targeting the poorest households and rural, remote and pastoralist communities can improve equity and redress emerging inequalities.

● *Progress to universal learning involves further promotion of quality and equity*

o Young Lives' research confirms a remarkable expansion of access and opportunity in primary education. However, progress through grades is slow and performance levels and learning lower than expected.

o Prioritising investment in pre-primary and early primary and implementing system reforms to promote attaining minimum learning expectations can ensure more balanced foundations for later schooling and employment.

● *Child labour legislation needs implementing sensitively to be effective*

o Young Lives' evidence shows that most children do some work from a young age and working is part of children's lives and relationships.

o Social protection addressing family poverty can reduce the need for children to work while promoting childcare provisions can reduce pressure on girls to cover domestic care work.

o Support with flexible education can ensure that children who need to work are able to access schooling.

● *Promoting wellbeing in adolescence requires prioritising support for girls*

o Young Lives' evidence shows that in adolescence girls face major challenges and particular risks. They carry greater burdens of work in the home and often for pay, putting pressure on their schooling and wellbeing. Adolescent girls also face greater risks of gender-based violence, notably FGM/C, abduction and child marriage.

o   Strategies provide frameworks for enhancing the wellbeing of adolescent girls and ensuring their protection, but require further support and targeted programmes for their effective implementation.

● *Benefiting from educational investments involves improving transitions to work*

o   The education policy has implemented reforms and prioritised secondary, technical and tertiary education. However, training, skills development, links with job markets and youth unemployment present major challenges. Further efforts are required to ensure that benefits from investment in education translate into greater economic involvement of youth.

o   A focus on the capabilities and specific needs of young women and youth in urban, rural and pastoralist communities can ensure that interventions are tailored to differential needs in order to promote effective youth engagement in economic development.

● *Ensuring the wellbeing of children and youth requires promoting safe environments*

o   Young Lives' evidence suggests that there are risks of violence in the home, school and community, including corporal punishment, and emotional and gender-based violence, affecting children at different ages, with vulnerable categories more at risk.

o   Existing social norms can underpin violence, while new risks have emerged with globalisation and urbanisation. Policies and strategies provide safeguards and identify sectoral issues and categories at risk and measures to address the problems have been piloted.

o   Ensuring children's protection and wellbeing requires changing social norms to promote safer environments, addressing deep-seated poverty that exacerbates violence, training and deploying social

workers, and expanding, enhancing and integrating preventative and remedial services.

National costed roadmap to end child marriage and FGMC

Minyamir Yitayih, Ministry of Women, Children and Youth[4]

Introduction

Ethiopia has made significant progress in the last two decades in reducing girls' vulnerability to child marriage and female genital mutilation and circumcision (FGM/C). Despite this progress however, many girls are still at risk.

The National Roadmap to End Child Marriage and FGM/C 2020-2024 is an evidence-based, costed plan which outlines the key strategies and packages of interventions required to end these practices, as well as the results, targets and milestones expected to be reached. The Roadmap establishes accountability mechanisms and serves as a tool to increase government budgets in support of ending child marriage and FGM/C and to solicit funding to support this

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[4] Presented in August 2019.

national   effort.

Key pillars of the strategy

The National Roadmap identifies five pillar strategies around which to coordinate   efforts:

- Empowering adolescent girls and their families
- Community engagement (including faith and traditional leaders)
- Enhancing systems, accountability and services across sectors
- Creating and strengthening an enabling environment
- Increasing data and evidence generation

The following core approaches are used to underpin these pillars in designing and implementing programmes:

- *A social norms approach* to address collective behaviour changes, foster community empowerment, and create positive social norms.
- *Gender transformative approaches* which promote gender equality (the shared control of resources and decision-making) and women's empowerment, are central to interventions addressing the root causes of child marriage and FGM/C.
- *A multi-sectoral approach* to address the different drivers and causes of child marriage and FGM/C through coordination of mandates to empower girls and work with communities, and strengthen health, education, child protection and legal system and services.
- *A social ecological framework* which will be applied to reach all those who play a role: 'girls at the centre', families, communities and their structures, service providers and policy makers.

Theory of Change

These strategies are underpinned by a theory of change for eliminating child marriage and FGM/C by 2025 which focuses on five outcomes.

- **Outcome 1:** Adolescent girls at risk of and affected by child marriage and FGM/C are empowered to express and exercise their choices, and families are empowered to protect their children from child marriage and FGM/C.
- **Outcome 2:** Increased social action, acceptance, and visibility around investing in and supporting girls, and generating shifts in social expectations relating to girls' education and elimination of child marriage and FGM/C.
- **Outcome 3:** Enhanced systems, accountability and services across sectors that are responsive to the needs of girls at risk of or affected by child marriage and FGM/C.
- **Outcome 4:** Enhanced enabling environment that protects the rights of girls and supports national efforts to end child marriage and FGM/C.
- **Outcome 5:** Increased generation and use of a robust data and evidence base on girls for advocacy, programming, learning and tracking progress.

Supporting implementation strategies

Strengthening coordination with stakeholders and partners: Womens' development groups have been instrumental in changing social norms and minimising child marriage and FGM/C practices in communities. National and regional alliances to coordinate action on harmful traditional practices (HTPs) have been established and are operational.

Strengthening community-based organisations and fostering community ownership of the strategy: A notable approach is the creation of sustained community level conversations on child marriage, FGM/C, abduction and other types of HTPs. A significant step in the fight against HTPs has been the

endorsement of the cause by different religions through the Inter-Religious Council of Ethiopia (IRCE) that consists of seven faith-based organisations (FBOs) representing different religious affiliations.

Awareness raising and resource mobilisation: Awareness raising and advocacy efforts have been a main instrument of change, when supported by complementary cross-sectoral interventions.

Strengthening the monitoring and evaluation (M&E) system: The National Roadmap has a participatory M&E process with performance indicators at output and outcome level, milestones per year and means of verifying the results. The M&E framework includes joint monitoring and review meetings, identifying responsible agencies for each intervention, horizontal and vertical reporting and feedback mechanisms.

Creating and strengthening an accountability system: The National Roadmap also clearly defines the role of different actors and establishes accountability mechanisms for ending child marriage and FGM/C.

Next steps

- Promote and formalise the Roadmap to stakeholders and the community.
- Encourage influential sectors to incorporate the strategy into their own plans and programmes.
- Create awareness and roll out mobilisation programmes at all levels.
- Design and implement a resource mobilisation strategy.
- Conduct periodic monitoring and evaluation to track progress concerning the Roadmap's implementation.
- Recognise *kebele* and districts that have stopped HTP.

The Early Marriage Fund

Martha Yigezu, Plan International[5]

Introduction

Child early and forced marriage (CEFM) violates the rights of girls, shortens their childhood, and denies them a say in the choice of their partner and the timing. With an estimated 40 per cent of girls married before the age of 18, Ethiopia has one of the highest rates of CEFM in sub-Saharan Africa. Amhara, Oromiya, and SNNP regions are among the regions considered hotspots.

In 2013, the Government of Ethiopia launched a two-year national strategy to end harmful traditional practices (HTPs) against women and children and reinforced this commitment at the Girl Summit in London in 2015. Ethiopia is also a focus country of the UNICEF-UNFPA Global Programme to Accelerate Action to End Child Marriage.

The Early Marriage Fund, set up by the Embassy of the Kingdom of the Netherlands in June 2015 primarily focuses on accelerating efforts to eliminate early marriage and assisting the Government of Ethiopia in achieving its goal by 2025 through strengthening the National Alliance to End Child Marriage and Female Genital Mutilation (FGM).

The Fund, co-managed with Plan International, supports three interlinked and interconnected strategic objectives.

- linking of existing initiatives on early marriage to stimulate collaboration;
- drawing learning on what works and what does not to end early marriage in Ethiopia; and
- accelerating of the work of strategic initiatives that aim to end early

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[5] Presented in January 2019.

marriage in Ethiopia.

The presentation provided a brief overview on how the Early Marriage Fund is impacting the lives of young girls and communities, focusing on key achievements and lessons learned as well as highlighting some of the challenges faced by the fund and a proposed way forward to sustain the project.

Key achievements

Right holders

- Enhanced agency for girls to say no to Early Child Marriage.
- A reduction in the number of child marriages taking place due to changes in knowledge, attitudes and practices regarding child marriage.
- School gender clubs revitalised.
- Improvements in girls' academic performance.

Change agents

- Women's community groups becoming 'agents of change' to eliminate child marriage.
- Religious leaders also becoming champions and agents of change.
- *Iddir* leaders enforcing laws by issuing social sanctions against child marriage.

Duty bearers

- School communities including parents and teachers committee, school principals and gender club facilitators are taking the lead in speaking out against CEFM.
- Knowledge sharing and collaboration has been strengthened through the formation of Child Protection Alliances.
- Child marriage and gender equality are integrated in development plans.
- Evidence and learning has been documented and shared including:
  - national-level best practice produced and disseminated by the MoWCA-National Alliance;
  - regional best practices and workable strategies documented in Amhara, Oromia and SNNPR Regions;
  - research on prevalence, drivers and protective factors in Amhara, Oromia and SNNP Regions produced; and
  - educational film screenings on child marriage for pastoral communities.

Lessons learned

What has worked well?

- Integrating menstrual hygiene management and WASH interventions in school.
- Strengthening the coordination among stakeholders to provide legal support for girls to protect them from early marriage and gender-based violence.
- Empowering girls and boys to stand up for their rights and make their voices heard.
- Enabling children to sensitise their peers and influence decision makers.
- Engaging traditional leaders to speak out about CEFM.
- Introducing birth registration and age verification examinations before marriage.

- Engaging men and boys as a means of changing social norms on CEFM, gender equality and adolescent sexual and reproductive health and rights.
- Boys are becoming advocates of gender equality.

What has not worked well?

- Gender norms and values in favour of child marriage – such as girls being a source of income – still persist.
- Law enforcement (investigation, reporting and response) against CEFM is weak and not as responsive as it should be.
- The quality of proposals from sub grantees is not of the level of expected

Major challenges

- Traditions as dowry payments are persisting as drivers of child marriage at the community level.
- The magnitude of child marriages and teenage pregnancies in Amhara, Afar, SNNP.
- Raising awareness of the negative consequences of child marriage among hard-to- reach communities such as those in South Omo and Afar regions.
- Child marriage as a hidden practice.
- Slow law enforcement due to low levels of capacity.
- Limited capacity of duty bearers to address child marriage, girls' unsafe migration of and teenage pregnancies.

Way forward

- Explore funding opportunities to scale up the project and establish a strategic partnership to mobilise centralised funding.

- Give attention to the critical gaps and unmet needs of the unreached *kebles* in the intervention areas.
- Empower girls most at risk through integrated gender transformative programing.
- Integrate existing child marriage projects in the respective project areas with other Plan International Ethiopia projects to accelerate the impact of the project, strengthen robust collaboration and joint learning.
- Use the lessons learned so far to adapt and improve the project moving forward.
- Collaborate with other Plan CEFM programmes including the International 18+Child Marriage Center of excellence in Zambia.

Child marriage in Ethiopia

Dr Guday Emirie, GAGE[6]

Introduction

In recent years Ethiopia has seen a remarkable fall in the proportion of girls who marry in early adolescence, reflecting the country's lauded efforts to tackle child marriage. Investments in girls' education, growing awareness of the legal age of marriage (18 years) and community efforts to highlight the health risks of child marriage and early childbearing have all played an important role in this achievement (Jones et al., 2018). However, aggregate national figures (EDHS 2016) mask a considerably more complex reality that deserves greater attention.

Gender and Adolescence: Global Evidence (GAGE) is a longitudinal research programme exploring the gendered experiences of 20,000 young people in six focal countries, two each in Africa (Ethiopia, Rwanda), Asia (Bangladesh, Nepal) and the Middle East (Jordan, Lebanon).

The presentation begins by contextualising GAGE's research on child marriage before describing some of the region-specific baseline findings including change strategies. It concludes by setting out the policy implications of the baseline findings together with recommendations moving forward.

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[6] Presented in January 2019.

Methodology

Research site selection in Afar, Amhara and Oromia regional states and Dire Dawa city for this study is based on:

● Districts with among highest rates of child marriage as proxy for conservative gender norms (MOWCA, UNICEF and ODI, 2015).
● Urban and rural sites.
● Food insecure and pastoralist sites as a proxy for economic poverty.
● *Woreda*-based mapping of all *kebeles* based on infrastructure and service availability (vulnerable/ less vulnerable).
● Programming capacities of NGO implementing partners.

The programme takes a mixed methods impact evaluation approach to develop its baseline.

● *Quantitative survey:*
   o Adolescent girls and boys and their caregivers.
   o Two age cohorts: 10-12 years and 15-17 years in rural and urban locales, in programme intervention and non-intervention sites.
   o Sub-sample of adolescents with disabilities.

● *Qualitative research*
   o Nodal adolescents, their siblings, caregivers, community leaders.
   o Nested sample of adolescents with disabilities.
   o Key informant interviews and historical process tracing with officials, service providers and donors.

- *Annual qualitative research*
  - o Nodal adolescents, their caregivers and peer networks to better pinpoint shifts in adolescent capabilities over time
  - o Social network analysis to understand evolving influence of peer groups.

- Qualitative research tools used:
  - Community mapping and timeline, including changing norms and perceptions of adolescents.
  - Key informant interviews with district and community level officials, service providers, and adolescent empowerment programme graduates.
  - In-depth interviews with adolescents and parents on their experiences and perspectives relating to the second decade of life.
  - FGDs with adolescents using participatory community mapping, vignettes to explore social norms and body mapping.
  - Inter-generational trios to explore generational shifts regarding adolescent experiences and age and gender-related social norms.

Selected findings

Contextualising GAGE research
- Child marriage almost always involves girls—few boys marry before 18.
- Rates of child marriage by the age of 15 are dropping quickly. However the rate of marriage by 18 may or may not be dropping, depending on how the data is captured.
- Age at first marriage is climbing rapidly in Amhara, but is effectively unchanged in Afar and Oromia.

Region-specific baseline findings
- *South Gondar: Rapid progress with some limits*

- o There is increasing but limited space for girl's input.
- o Youngest adolescents are at risk of forced marriage. The youngest girls are the most likely to be forced to marry. Girls who are to be married to priests are made to marry especially early. *"I said no way. But I had nowhere to go. So I got married not to disobey my parents."*
- *Zone 5: Absuma marriages remain the norm*
  - o The Absuma marriage system, which mandates cross-cousin unions, is preventing progress on child marriage. It is entrenched – with families and clans actively working to maintain tradition.
  - o Boys have space for input but girls are trapped. *"Unless we die, it is our Absuma that we are going to marry."*
- *East Hararghe: Complicated and shifting patterns*
  - o Some respondents report that marriage is increasingly adolescent-driven while others noted that child marriage has always been common.
  - o Girls 'choose' to marry because they have few other options—and are often tricked by brokers. *'Girls prefer marriage than to simply sit idle.'*

Change strategies

- *Working with adolescents:*
  - o Empowering girls: Civics and biology classes teach about child marriage.
  - o Girls in South Gondar are more likely to be enrolled in school and the area has stronger 1:5 groups.
  - o Efforts to engage boys and young men are very rare. In Amhara, some schools have gender clubs, but none of the boys interviewed were members.
- *Working with parents and communities:*
  - o Parents of adolescents are not targeted
  - o Community engagement is varied and variably successful.

- o Messages are framed around girls' health, the importance of education and economics.
- *Working with systems and services:*
  - o Schools increasingly serve as a venue for reporting.
  - o Formal justice approaches are rare, but can work. In South Gondar, some parents are punished for forcing their daughters to marry. In Oromia, officials are working to stop and punish brokers and to make sure girls are 'old enough'. In Afar, justice officials use a less punitive approach that emphasises girls' risk of suicide.

Policy implications

- Use classroom content, school- and community-based clubs, and mass and social messaging. Encourage adolescents to protect each other.
- Ensure that adolescents know their rights and where and how to report violations.
- Target the parents of adolescent girls more directly and help them learn how to set boundaries around their children.
- Tailor messengers and messages to fit the local need - include religious leaders.
- Engage with traditional justice mechanisms and develop reporting chains.
- Prosecute adults (parents and husbands) who violate the law.

Recommendations

Key implications identified include a more open discussion about the harms and risks of child marriage with adolescent girls and boys, and their parents and communities; and working with systems and services. More specifically, the research findings recommend the need for:

- Engaging with adolescents to address underlying social and gender

norms that perpetuate child marriage through civics classes, school-based clubs, youth centres, and other non-school-based platforms;

- Continuing and expanding in-person (for example, classrooms, school clubs, NGOs, and community venues such as youth centres) and mass-media awareness raising for adolescents. Topics should include the right to say no, the risks of child marriage, gender norms, and the importance of intervention on behalf of siblings and friends.
- Continuing and expanding locally appropriate vehicles for both adolescents and parents to stop child marriages - including school-and community-based reporting chains and emergency justice responses to bring girls home.
- Engaging with parents and communities to raise awareness about the risks of child marriage, gender norms, and the advantages of adult marriage through community conversations and messaging by health extension workers, traditional and religious leaders. Care needs to be taken to tailor approaches and messaging to context specificities.
- Developing and using justice responses (for example, monetary or in-person fines) that locally resonate with parents who marry their daughters as children and for men who marry girls under the age of 18.
- Investing in outreach efforts – for girls, parents (and parents'-in-law), and husbands – to keep married girls in school.

The Assessment of Children's Legal Protection Centre

Dr Emebet Mulugeta, Addis Ababa University[7]

Introduction

Children come in contact with the justice system in many ways – including civil, criminal and administrative proceedings – and in different capacities – such as victims, complainants, witnesses and as suspects. Yet children face persistent barriers to the fulfilment of their rights in the justice system, such as non-existing or partial access to justice and a lack of access to services.

The African Child Policy Forum (ACPF) initially established the Children's Legal Protection Centre (CLPC) in 2005 as a means of increasing access to justice by children. The Centre organised its activities and services under four thematic programmes: legal counselling and judicial representation, psychosocial support, research and policy and practice changes and capacity building.

Changes in government law concerning the involvement of foreign NGOs forced the Centre's closure in 2009 but in 2012, the CLPC was re-launched by the ACPF in partnership with the Federal Supreme Court (FSC) of Ethiopia as a three-year pilot programme under the FSC's Child Justice Project Office (CJPO). This arrangement saw the mandate of the CLPC being entirely owned by the Government of Ethiopia.

Objectives and strategies of the new CLPC

Like its predecessor, the government-operated CLPC sought to ensure

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[7] Presented in February 2019

protection of children in general and access to justice for all children in particular. To this end, it planned to provide legal aid and psychosocial services to children; organise capacity building training for duty-bearer staff, government actors and other stakeholders; and conduct research and advocacy work.

The reopening of the CLPC within the government structure coincided with CJPO's efforts to establish a referral system to ensure that child protection activities are undertaken in a holistic and integrated manner. This culminated in the signing of the *Memorandum of Understanding to Improve Children's Administration of Justice in Federal Courts* (MoU) in October 2012.

Assessment Methodology

Key informant interviews were carried out with government sector stakeholders to collect evidence regarding information on access to justice for children. In-depth interviews were conducted with direct service providers to children and families who are in need of access to justice, such NGO staff, pro-bono lawyers, psychologists and social workers. Qualitative information was also collected from children and families who have directly received psycho-social support and free legal aid. A consultative workshop was also held with relevant governmental and non-governmental organisations. Survey questionnaires were developed to gather quantitative information from non-governmental organisations who are members of the referral system.

In order to give the research a frame of reference, two conceptual frameworks were selected – the Convention on the Rights of the Child (CRC) and the African Charter on the Rights and Welfare of the Child (ACRWC). The assessment also utilised Systems Theory to explore the interaction and the reciprocal relationship of the child and the family who seek access to justice with the justice sector as well as other formal and informal protection structures and systems.

Selected findings

Laws, policies and plan of actions

- In general, the laws and policy the country had adopted show that access to justice for all children and child protection issues are of the highest priority to the government of Ethiopia. However, these legal and policy frameworks are not supplemented by an action plan based on practical studies.

Institutional capacity and resources

- The assessment found that in most instances, government institutions are not equipped with the required number of professional staff; and that those in post lack the necessary specialised knowledge and skill to be able to fulfill the child protection mandates of the institutions. NGOs on the other hand, comprise a more qualified workforce.

Institutional structures and functionality

- There is a clear vertical hierarchy within every government agency that handles children's issues.
- Community care coalitions and community-based associations can inadvertently transgress the rights of children by trying to handle issues that require professional intervention or by making decisions that do not put the interests of the child first.

Existing practices with regards to access to justice in the CLPC

- The CLPC provides and facilitates direct services such as psychosocial support and legal services to children and their families who are in contact with the law. It also provides indirect services, such as facilitating networking among stakeholders and strengthening various structures and systems.

CLPC services

- *Psychosocial services:* the sufficiency of services is rated as inadequate

primarily because the number of children and their families requiring access is very high. The quality of services provided to children were higher than the quality of services provided to families – perhaps because the organisations providing them are child-centred rather than family-focused.

- *DNA testing:* the cost of DNA testing is expensive and therefore the service cannot be provided to all children who need it. The CLPC can provide money to pay for testing which only needs to be paid back if the result is positive.

- *Mediation services:* 1073 cases were referred for mediation to the CLPC of which 635 cases were amicably settled with the couples agreeing to take care of their children without going through the ordinary court process.

- *Legal aid:* legal aid is not restricted to the provision of legal advisory and representation services but also includes capacity building and awareness creation programmes about children's rights and protection mechanisms.

- *Networking, referral and linkage:* 34 organisations, including government organisations, NGOs and higher education institutions are currently part of a network which works together to respond to the needs of children involved in the justice system.

- *Capacity building and public awareness raising:* the CLPC's capacity building and public awareness work consists of two components: i) building the capacity of other institutions to provide quality services to children and their families involved in the justice system and ii) raising public awareness on child rights and other child protection issues through, among other channels, television, radio, and magazines.

Opportunities and challenges

- The assessment identified a series of opportunities which included, among others: the existing legal framework; a common understanding

among stakeholders and a willingness for collaboration and coordination; existing institutional structures and institutional capacity and resources.

- Challenges that were flagged included: the inability of services to cope with the sheer demand of children requiring them; low levels of community participation and a lack of mechanisms outside the school system to ensure children's right of participation in the promotion and protection of their rights.

Recommendations and way forward

- Create a mechanism whereby vertical and horizontal structures respond to the multiple needs of children and families. Equip these structures with competent and qualified staff and provide them with the resources they need to do their job well.
- Strengthen coordination and collaboration among and between all governmental and non-governmental stakeholders.
- Make psychosocial services accessible to vulnerable children even before they come into contact with the law.
- Work with family and community structures so that children are cared for and protected from abuse and exploitation.
- Engage children in meaningful activities that contribute to their own development. Empower them to take action to protect their own rights.
- Make child abuse reporting mechanisms more accessible.
- Give due attention to the confidentiality of information provided by children and families who come into contact with the law.

Bullying among Hotie secondary school students in Dessie: its types, magnitude and psychosocial impacts

Getachew Molla, Mahibere Kidusan[8]

Introduction

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential (UK Department for Education, 2017).

This study aims to assess and explain different types of bullying examine the psychosocial impacts of bullying and investigate its magnitude by asking the following questions:

- What are the different forms of bullying commonly observed in Hotie Secondary School?
- What is the magnitude of the problem pertaining to school bullying as perceived by students and teachers?
- What are the sex, age, school performance, social and economic status profiles of the bullies and their victims?
- What are the psychosocial impacts of bullying?

Methodology

150 male and 175 female grade nine and ten students from Hotie Secondary School filled in a self-reporting questionnaire. Key informant interviews were also carried out. The study adopted a systematic random sampling method to

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[8] Presented in September 2019.

select the respondents. To analyse the data, simple descriptive statistics of frequency and percentage triangulated with qualitative data analysis were used.

Findings

- The analysis of the data over one semester found that bullying was widespread.
- Name calling, insults and rumour spreading were given as the three most common types of bullying.
- Poor school performance and low social and economic status were linked to both bullies and their victims.
- There were differences in the types of bullying carried out by girls and boys. While male bullies were threatening or intimidating, female bullies were more likely to tease, spread rumours or defame their victims.
- 37.2 per cent of respondents said that the negative impact of bullying on their lives was very high while 10 per cent said the negative impact was low.
- Respondents cited puberty, peer pressure and family problems as three major reasons for bullying behaviour.

Recommendations

- Work closely with influential individuals and community-based organisations such as *Iddirs* to raise the issues of bullying.
- Produce school guidelines, internal policies and sanctioning protocols to deal with bullying in schools.
- Bring together administration staff, counselors, parents and teachers to co-create efficient and effective bullying prevention strategies and manage their implementation.

- Hold regular guidance meetings to help and support parents or guardians to address their children's behaviour.

Interrogating the drivers and experiences of adolescent migration in Ethiopia

Workneh Abebe, GAGE[9]

Introduction

The far-reaching physical, cognitive, psycho-emotional, social and sexual transformations that take place during the adolescent years (and especially following the onset of puberty) are considered second only to those experienced in infancy and early childhood in terms of their scope and speed. Given these pivotal life changes the development community is increasingly recognising that adolescence offers a unique window in which to accelerate progress in tackling poverty, inequality and discrimination. By investing in young people there is an opportunity to reap a triple dividend – for adolescents now, for their adult trajectories, and for those of their children.

Gender and Adolescence: Global Evidence (GAGE) is a longitudinal research programme exploring the gendered experiences of 20,000 young people in six focal countries, two each in Africa (Ethiopia, Rwanda), Asia (Bangladesh, Nepal) and the Middle East (Jordan, Lebanon).

The presentation focussed on sharing findings from GAGE research in Ethiopia that explores the trends, patterns and drivers of migration and their impact on adolescents and combines these with young people's own experiences to build a picture of what life is like for adolescents on the move.

Methodology

The programme takes a mixed methods impact evaluation approach to develop its baseline using data collected in selected sites in Afar, Amhara and Oromia regional states and Dire Dawa city.

- *Quantitative survey:*
  - Adolescent girls and boys and their caregivers.
  - Two age cohorts: 10-12 years and 15-17 years in rural and urban sites, in programme intervention and non-intervention sites.
  - Sub-sample of adolescents with disabilities.

- *Qualitative research*
  - Nodal adolescents, their siblings, caregivers, community leaders.
  - Nested sample of adolescents with disabilities.
  - Key informant interviews and historical process tracing with officials, service providers and donors.

- *Annual qualitative research*
  - Nodal adolescents, their caregivers and peer networks to better pinpoint shifts in adolescent capabilities over time.
  - Social network analysis to understand evolving influence of peer groups.

- Qualitative research tools used:
  - Community mapping and timeline, including changing norms and perceptions of adolescents.
  - Key informant interviews with district and community level officials, service providers, and adolescent empowerment programme graduates.
  - In-depth interviews with adolescents and parents on their experiences and perspectives relating to the second decade of life.

- FGDs with adolescents using participatory community mapping, vignettes to explore social norms and body mapping.
- Inter-generational trios to explore generational shifts regarding adolescent experiences and age and gender-related social norms.

Selected findings

Trends and patterning of adolescent migration – internal

- Migration is increasing over time. Adolescents are likely to migrate on their own starting at 14 or 15 years old.
- Rural-to-rural migration is increasing, especially with the expansion of commercial farming.
- Regional variation exists:
  - Rural-to-urban migration is very common - due to urban job opportunities.
  - In South Gondar, boys migrate seasonally, for agricultural work, and both girls and boys migrate to urban areas.
  - In East Hararghe, whole families migrate due to drought but independent adolescent migration is not as common.
  - In Zone 5, adolescent boys often spend weeks or months migrating by themselves in search of pasture for animals.

Trends and patterning of adolescent migration – international

- Respondents also referred to the desirability of international migration. Legal pathways are not completely closed but underage adolescents mainly choose illegal migration – bribing the border guards is a common phenomenon.

Drivers of adolescent migration

- Push factors: Poverty, limited employment opportunities, educational failure, family dynamics, gender norms.
- Pull factors: Schooling, role models, brokers, gender norms.

<u>Migrant experiences</u>

- *Economic exploitation takes many forms:* Low wages especially for girls; salary withholding – even in foreign companies; extortionary rent driven by migration fuelled increases in population.
- *Violence is pervasive:* Many adolescents are abused by their employers and are 'easy marks' for thieves. Girls face sexual exploitation and violence. Boys are at risk from intra-ethnic violence.
- *Health risks are many:* some adolescent migrants are food insecure; work place accidents are common; sanitation-related diseases are growing in urban slums; substance abuse is exploding among adolescents – especially boys; HIV is resurging – and girls are most at risk.
- *Threats to psycho-social wellbeing:* Adolescent migrants have many adult worries; adolescents are often cut off from their parents; many adolescents are isolated – even from their roommates; some adolescents face hostility from their host community; migrant girls can face stigma when they return home.
- *Threats to education, voice and agency:* Migration usually marks the end of school: Some adolescents leave school to migrate while others migrate planning to combining work and school – and cannot. Migration allows agency at cost and with some limits. Adolescents often chose to migrate of their own accord but without full information. Domestic works have few labour rights – adolescents among them are literally silenced.

While these risks are increasingly well-known in Ethiopia, many young people – including those in the sample – continue to '*try their luck*'.

Conclusion and suggested key policy and programming entry points

- In sending communities, young people and their caregivers need to be made aware of migration-related risks and taught how and from whom to seek help.

- In destination communities, adolescents need access to information about their rights and links to supportive services.

- Greater attention needs to be paid to labour law—including for domestic workers and in regard to under-age employees. Broker chains need to be eradicated particularly to reduce illegal international migration.

- The concerned government bodies, NGOs and Media should promote more safe and legal migration.

- Better data – disaggregated by age and sex – is urgently needed.

School readiness differences between children with kindergarten and O-class background: the case of some selected schools in Addis Ababa

Fitsum Zewdu, World Bank[10]

Introduction

Exposure to good-quality early childhood education is one of the most effective ways to improve children's preparation for formal schooling while investment in early learning has been linked to long-term economic benefits and enhanced human capital.

For many years, formal pre-primary provision in Ethiopia was largely provided by Kindergartens (KG) for children from urban and better- off families. These were run by NGOs, missionaries, faith-based organisations and the private sector while the role of the government was limited to curriculum design and regulation rather than delivery.

Under its Early Childhood Care and Education (ECCE) programme introduced in 2010, the Ministry of Education increased its participation beyond curriculum development, training and supervisory support into service provision. A one-year education programme named O-Class was introduced to ensure pre-primary access to children in rural areas and from low socioeconomic backgrounds.

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[10] Paper based on the author's master's thesis in developmental psychology; Presented in April 2019.

Since their introduction, O-Classes have contributed significantly to boosting access to pre-primary education yet children in O-Class experience two years less education than those attending KG. Understanding the learning differences (differences in school readiness) between children completing these two different programmes will help to evaluate the benefit of costs saved from implementing O-Class against the cost of lost learning between these two programmes.

Research question

Children have access to KGs benefit from three years of preprimary education while children going to O-Classes get only one year. Do O-Classes help in closing the learning gap between children with disadvantaged and better-off backgrounds?

Methodology

- Out of the ten sub-cities in Addis Ababa, the four sub-cities which ranked 1 to 4 based on the number of O-Class students in the academic year were selected for this study. The four sub-cities selected were Gullele, Nefas Silk-Lafto, Yeka and Bole sub-cities respectively.
- The Child Direct Assessment tool of the Measuring Early Learning and Quality Outcomes (MELQO) was used to measure the school readiness of children in 350 schools (159 O-class and 191 KG). The assessment covers four domains of school readiness that are regarded as important predictors of future school and life success – literacy, mathematics, social and emotional development and executive function (including working memory and fine motor skills).
- Data was also collected on the home environment, parental background, socioeconomic status of each child. This information was gathered from adult caregivers either during school drop-off/pick- up or by going to the house of the child that was selected for the assessment.

- The children in the sample had just completed either O-Class or KG in public schools in Addis Ababa and joined Grade one in the 2018/19 academic year.
- 52 per cent of the children assessed were boys and 48 per cent were girls.

Research findings

- About 18 per cent of the children's mothers and 9 per cent of fathers were illiterate. This rate was higher for the parents of children who attended O-class than KG.
- All households have high aspirations for their children's education – 97 per cent said they expect their child to complete higher education.
- About 47 per cent of households interviewed said they did not have children's books at home (50 and 45 per cent for O-Class and KG respectively)
- The maximum total score for the school readiness test was 269. The average for children who attended O-Class was 101.76 while children attending KG scored an average of 107.94.
- The literacy score of children who had attended O-Class was 50.1 while the score for children who attended KG was 53.4.
- The average math scores of children that attended O-class were 42.1 compared to a score of 44.4 for children attending KG.
- There was no significant difference in the children's social and emotional development between the two settings.

Conclusion

The study concludes that there is a significant difference in school readiness between children with KG and O-Class backgrounds, in favour of KG.

- Children who have entered Grade one after completing O-Class have a lower school readiness score compared to those in Grade one after completing KG.
- O-Class is introducing systemic inequality between children who would go to O-Class (rural and from low income families in most cases) and those going to KG (urban and from well to do families).

The study recommends a gradual upgrading of O-Classes into KGs as a long-term strategy for pre-primary education. The main recommendation of this study is to gradually move away from O-Class towards KG modality as the government designs its long-term education roadmap and strategy.

The role of the Social Accountability

Programme in improving quality of primary education: four selected schools in Addis Ababa, Ethiopia

Tadios Tesfaye, Save the Children[11]

Introduction

Education is regarded as one of Ethiopia's biggest development success stories in recent years. In spite of unprecedented enrolment however, there is still a long way to go in achieving quality education for all.

Since being introduced in Ethiopia during the 1990s, social accountability has been used as a mechanism to build a community's social capital and to inform and educate citizens of their constitutional rights and responsibilities. The Ethiopian Social Accountability Programme (ESAP) is part of a series of Promotion of Basic Services (PBS) programmes implemented by the Government of Ethiopia at regional, *woreda* and *kebele* levels in collaboration with the World Bank. The Programme's objective is to strengthen the capacities of citizen groups and the government to work together in order to enhance the quality of basic service delivery.

This research seeks to assess the role of ESAP in improving quality of primary education services delivery by:
- assessing the extent to which the programme has been implemented to improve the quality of primary education in the selected schools; and
- assessing the contributions of the programme in improving quality of

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[11] Presented in June 2019.

primary education services delivery.

Methodology

- The research was conducted in three primary schools in three *woredas* of Arada Sub City in Addis Ababa.
- The selection of samples followed a multi-stage sampling procedure with three groups: children who are members of social accountability clubs at school level; and members of social accountability groups at *woreda* and sub-city levels.
- To gain a more comprehensive understanding of the research problem, the study employed qualitative and quantitative methods to collect and analyse primary and secondary data including a survey questionnaire, focus group discussions (FDGs), key informant interviews and desk based reviews of government policies and other official documents.
- A total of 72 sample respondents from school-level social accountability clubs participated in filling the survey questionnaire.
- 17 FGD discussants and six key informants from *woreda* and sub city levels were purposively selected to participate in the research.

Selected findings

<u>Respondent characteristics</u>

- 61 per cent and 39 per cent of social accountability clubs members are boys and girls respectively.
- 76 per cent of the social accountability club members are 11-14 years old while the remainder are 15 years old and above.
- 87.5 per cent of the members are fifth and eighth graders while the remaining 12.5 per cent belong to the first to fourth grade.
- The majority of the social accountability club members represent the second cycle of primary education thus the representation of first cycle students is low.

The remaining findings are discussed in terms of the 'building blocks' of social accountability – accessing information, making the voice of citizens heard and engaging in a process of negotiation for change.

Building block one: Accessing information

- 87.5 per cent of those interviewed know about their entitlement to quality primary education.
- 47.2 per cent of respondents said they have access to information on their school's educational developmental plan.
- School mini-media programmes such as 'Yagebagnale' ('I have a stake') are used to raise the school community's awareness of social accountability.

Building block two: Making the voice of citizens heard

- 71 per cent of those interviewed were aware of the school's complaint process.
- 39.2 per cent of the respondents had submitted complaints with the help of a social accountability committee member and 15.7 per cent had submitted them on their own.
- 42.3 per cent of respondents indicated that they don't complain because they don't believe they are listened to.

Building block two: Engaging in a process of negotiation for change

- 52.8 per cent of participants said their service providers take positive steps to respond to complaints and resolve the problems expressed.
- 66.7 per cent of participants responded that their schools organise forums and meetings where they can air their views.

Contributions of ESAP in improving the quality of primary education services

- 32.4 per cent said that the primary school students-to-textbook ratio had improved.
- 34.7 per cent said the student-to-teacher ratio had improved.
- 26.4 per cent of respondents believe that the programme has contributed to improvements in the numbers of students completing grade 5. 33.3 per cent said the same for grade 8.

Recommendations

- Include social accountability as part of the Masters in Social Work curriculum.
- Move towards a programme that is government-resourced rather than donor-driven.
- Take the programme to scale by implementing it in all schools as part of the drive for 'Education for all'.
- Give greater attention to quality indicators that contribute to improving students' academic performance.
- Improve the numbers of girls participating in social accountability committees and ensure that gender issues are taken seriously and that the voices of girls are heard.

Nutritional Status and Associated Factors Among Adolescent School Girls

Anene Tesfa, Addis Continental Institute of Public Health[12]

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[12] Presented in August 2019.

Introduction

Nutritional status is taken as a key indicator of the health of a population yet inappropriate nutrition is the major cause of morbidity and mortality. For young people living in Ethiopia, where adolescents represent more than quarter of the total population, the picture is bleak. 23 per cent of adolescents are stunted, 9 per cent are severely stunted and 14 per cent has low BMI for their age. 29 per cent of adolescent girls aged 15-19 have a BMI level of 18.5 or below.

Populations living in urban slums are particularly affected by the burdens of malnutrition. The purpose of this study was to assess the nutritional status and associated factors among adolescent school girls (15-19) in urban slum communities in order to shed light on the extent of the problem and shift policy attention to these areas.

Methodology

The study took place in the slums of Kolfe Keranio sub city, Addis Ababa, Ethiopia, situated at the west extreme of the city. Kolfe Keranio is one of the most densely populated sub cities of Addis Ababa with a total population size of 428,654.

A multi-stage sampling technique was employed:

- Two schools were selected from a total of ten high schools at the slums of Kolfe Keranio sub city using simple random sampling method.
- A total of 628 adolescent girls (15-19 ages) were selected from the schools by proportional allocation using a lottery method.

Anthropometric measurements were taken with minimal clothing and bare feet.

Findings

- The overall prevalence of stunting (low height-for-age) was 29.8 percent.

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- Underweight (low body mass index -for-age) was 3.8 per cent.
- Overweight (high body mass index-for-age) in adolescents was 7.7 per cent.
- Measurements in urban slum areas are similar to those in rural areas.
- Girls suffering from chronic under nutrition.
- Stunting in adolescent girls showed a statistically significant association with younger age, low snacking habits, parents or guardians with low level education and occupations and larger households.
- Adolescents who snack less were more likely to be stunted due to a lack of proper nutrients that are needed by the body.
- Adolescents who live with more than six siblings were more stunted than adolescents living with less than three.
- Adolescents whose parents are daily laborers were more stunted compared to adolescents whose parents work as government employees.
- Fatherless adolescents were prone to stunting compared to those who had fathers who were government employees. Demographic studies suggest that men are the main breadwinners in most families in Ethiopia. Not having a father or growing with a single parent could therefore have an impact on the nutritional status of a child.

Conclusion

Urban dwellers are often thought of as well-nourished but the results from this study tell a very different story. According to the findings, stunting and underweight are becoming major public health issues in urban slum areas of Addis Ababa. Due to such misconceptions, interventions do not match with the depth of the problem. Further research would enable policy makers and programmers to better understand the extent of the problem and seek solutions.

The vicious cycle of malnutrition in Ethiopia is driven by intergenerational links.

For example, small maternal size and poor nutrition of pregnant women leads to low birth weight, low birth weight leads to subsequent growth failure in children and low school performance – this in turn causing decreased productivity.

Adolescents have typically been considered a low risk group for poor health, and therefore often receive few healthcare resources and scant attention. The study reveals that the nutritional status of adolescent girls in urban slum areas should be given particular attention, as should the periodically monitoring of underweight students.

Finally, schools and school feeding programmes need to provide adequate nutrition education and assist with the daily nutritional intake of secondary school students.

Childbearing and undernutrition during adolescence and linkage with newborn birth outcomes and infant growth in a cohort of young pregnant women and their infants in Ethiopia

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Introduction

Undernutrition is a major public health concern due to its association with the mortality and disease burden of women and children. Understanding the wide range and associated impacts of determinants of undernutrition in young pregnant women is therefore very important in designing targeted interventions.

This study aims to identify the extent and determinants of undernutrition among young pregnant women in Ethiopia and its impact on the nutritional status of the women, newborn birth outcomes and infant growth by looking at:

- Undernutrition and anaemia in adolescent pregnancies.
- Undernutrition and birth outcomes in adolescent pregnancies.
- Adolescent pregnancy and infant linear growth.

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[13] Paper based on the author's Ph.D. thesis at the University of Ghent, presented in June 2019.

Methodology

- Baseline data from the USAID Empowering New Generation in Nutrition and Economic Opportunities (ENGINE) birth cohort study, conducted from January 2014 to March 2016 in the Oromia region of Ethiopia, were used in the present study.

- Three districts – Goma, Woliso, and Tiro Afeta – were further selected from the region based on (a) an expected population of more than 3,000 pregnant women (to account for loss to follow up), (b) geographical similarities in agro-ecology and agricultural production practices, and (c) proximity and accessibility for data collection. Administratively, each district was further subdivided into *kebeles*, which were the study clusters. All recruitment took place at the *kebele* level.

- From the original cohort, a subset of 1,393 pregnant women who were 15–24 years old at the time of pregnancy, and for whom complete data on mid-upper arm circumference (MUAC) and anaemia were measured, were included in the present study.

- Data on household characteristics, socio-economic and demographic information, antenatal care exposures, dietary data, and household food security status were collected using a structured, pretested, and interviewer-administered questionnaire.

Findings

- The study found that 38 per cent of the young pregnant women had a MUAC of less than 23 cm. 22 per cent were anaemic and 12 per cent suffered from both undernutrition and anaemia.

- Improved maternal educational status, higher wealth status, using a protected water source, and consumption of animal source food (ASF) were protective against the risk of both undernutrition and anaemia

whereas higher minimum dietary diversity for women (MDDW) and increased maternal stature were protective against undernutrition.

- Poor physical and psychosocial health during pregnancy negatively affected the nutritional status of the young pregnant women. On the other hand, among young maternal age (15–19 years) girls, illness during pregnancy and lack of access to safe water and adequate toilet hygiene were both risk factors.

- Young pregnant women consuming a diversified diet and ASFs were at a lesser risk of undernutrition and anaemia. The study found out that those with higher MDDW had better consumption of fruits, vegetables, and ASF, implying the link between diversified diet consumption and improved maternal nutritional status.

Conclusions

Findings from the study indicate that the burden of undernutrition is still high among young pregnant women in Ethiopia. They also demonstrate that improved socio-economic status and dietary practices decrease the risk of undernutrition among pregnant women. On the other hand, young maternal age and poor health and environmental conditions were important risk factors for maternal undernutrition during pregnancy. The findings highlight that a significant proportion of the burden of undernutrition among pregnant women can be decreased by targeting this set of important determinants.

There is a high risk of undernutrition and anaemia among adolescent pregnancies. Improvements in socio-economic status and dietary diversity will lower the case of undernutrition and anaemia. Better nutritional status during pregnancy improves birth outcomes. Young maternal age lowers physical growth during early infancy but has no effect on the overall linear growth of

infants.

Recommendations

- Promote adolescent girls nutrition – in particular pre-conception and antenatal nutritional care.
- Introduce nutrition sensitive and specific interventions (diversity, production, supplement).
- Enforce laws against early marriage and identify the barriers in implementing existing laws.
- Involve all key players (religious and community leaders, governments and NGOs etc.).
- Promote girls educational and economic empowerment.
- Develop health services that target the reproductive and nutritional needs of adolescents.
- Plan broader and long term interventions including multisectoral collaboration (Health, Education, Agriculture, Economy, etc.).
- Develop further research into understanding context specific determinants of adolescent marriage and the challenges in implementing the policies and programs to prevent early marriage and their solutions:
  o Explore the extent of health service utilisation and its determinants.
  o Examine undernutrition before and during conception and how it affects the health and nutritional outcomes, considering multiple pathways.

About the *Child Research and Practice Forum* (CRPF)

The need for a link between research, policy and practice on issues of children and youth in Ethiopia resulted in the establishment of a Forum through which practitioners, policy makers and researchers discuss reaseach findings.

The idea was proposed during a workshop in December 2010 for a study on orphans and vulnerable children undertaken by Young Lives. Participants felt that research on children's lives was not made publicly available. The idea was developed through consultations with Young Lives' partners, leading to the establishment of the Forum.

The overall goal of the Child Research and Practice Forum is to create a stronger connection between research, policy and programmes related to children and youth in Ethiopia by presenting and discussing evidence-based research.

The CRPF seminars have taken place over the past ten years at the Ministry of Women Children and Youth. The monthly seminar is open to policy makers, researchers, NGOs and interested individuals both as presenters and as participants. The Forum has a mailing list of over 600 individuals and institutions and produces newsletters and annual presentation summaries.

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Ministry of Women, Children and Youth

UKaid
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Young Lives

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