

Message from CRPF

Dear readers,

The CRPF newsletters presents you with different summaries of research pieces selected from the presentations made at the monthly seminar. We hope this will be useful and we look forward to your comments, suggestions, and contributions. For more information contact us at CRPPF@gmail.com or 011-3-720030.



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Discussion Paper

How Inequalities Develop through Childhood: Life Course Evidence from the Young Lives Cohort Study

This paper contributes longitudinal research evidence on these issues, notably: the impact of structural inequalities on children's development within households and communities; the ways access to health, education and other key services may reduce or amplify inequalities; and especially evidence on the ways that children's developmental trajectories diverge from early in life, through to early adulthood. The paper is based primarily on findings from Young Lives .

Our starting point for the paper is a series of key questions about how inequalities develop through the lifecourse:

1. What are the main features of children's physical, cognitive, psychosocial developmental trajectories; and how do these domains interact in shap-

ing outcomes and well-being?

2. What are the most significant factors that shape these trajectories? By extension, what might support better child development, promote resilience or help children who have fallen behind?

3. What role does the timing of events, influences and institutions play in shaping the outcomes?

A few initial examples highlight the ways Young Lives longitudinal cohort study is contributing evidence on developing inequalities:

- By the age of 8 years, almost all Young Lives Ethiopian children growing up in the poorest third of households had some level of difficulty in reading in their mother tongue (94%), compared with just under half of those children in the least poor third of households (45%).
- By the age of 12 years, the stunting rate of the poorest third of children in the Peru sample was four times greater than the stunting rate of the least poor children (37% compared with 9%).

Child Research and Practice Forum Newsletter

Using SenseMaker story collection to understand girls' education in Afar

GirlHub, Ethiopia

Objectives

Girl Hub applied Sense Maker, an innovative narrative-based research methodology that uses storytelling to identify quantifiable patterns from qualitative data. By collecting girls' stories through SenseMaker, the programme aimed to understand the value, purpose, perceptions and relevance of education in the region and understand what is relevant to people in Afar in terms of education.

Methodology

The study used four data collection methods: Sense Maker storytelling, interviews with girls, notes from debriefing sessions with data collectors and data collector observations and reflections.

One hundred households were selected from the implementation *woredas* of Mille, Chifra, Semurobi, and Hadilella, half of which were selected from the highlands and half from the lowlands of Afar. The team also conducted a final round of pre-testing of the data collection instrument in Gewane *woreda*. Educational learning outcomes for a hundred girls, were tracked for comparison.

Findings

The SenseMaker study showed some of the complexity that underlies the gap between positive attitudes towards education and contrasting behaviour towards education.

Perceptions about education

- Helping a girl help herself, her family and her community to overcome poverty was understood to be the main purpose of education.
- Many believed education empowered girls at the expense of their family and community.
- Girls perceived that a girl's education helped her community significantly more than adults did.
- In Hadilella, there were some unique cultural patterns. Girls thought family beliefs about education played a more dominant role in a girl's attending school. Caregivers thought women in the family contributed most to the decision of sending a girl to school, while girls thought men in the family were the dominant decision-makers in this respect.

Decision making about girls' education

- While a father may chose when to enroll a girl in school, the day-to-day choice of attending school was up to the mother.
- Religious and clan leaders appeared to have an extremely limited influence on whether a girl went to school or not.



- When a quality school is available nearby, even dropout students may choose to return to school.

Overcoming barriers to girls' education

- Older brothers played a key role in supporting girls' education in their families.
- Stories were told that illustrated how families shared household chores to support girls' school attendance. For example, fathers herding goats and mothers fetching water.
- Many told stories of girls who got married and continued their education.

Recommendations

- Do not prioritise supply-side barriers at the expense of demand-side barriers, but allocate resources to each over time.
- Lay out specific, distinct recruitment and retention strategies by increasing the number of topics taught in school that are relevant to Afar communities.
- Consider communications that emphasise success stories of educated girls supporting themselves, their families, and their communities in order to overcome the belief that when education helps the girl it harms the family.
- Educate the community on the importance of continuity in education for girls.
- Revise all evaluation data collection tools to specify the distinction between school enrollment and school attendance.

Child Research and Practice Forum Newsletter

Beyond Urban Relocation? Expectations and concerns of children and caregivers in Addis Ababa and Hawassa

Alula Pankhurst and Agazi Tiemelissan, Young Lives

I n t r o d u c t i o n

The urban landscape in Ethiopia is currently undergoing a fundamental transformation, with whole residential areas in the centre of major cities being cleared and their inhabitants relocated elsewhere. The report reviews the views of children and their caregivers about their planned relocation, and their expectations, hopes and concerns about the move. It is one of a set of three reports resulting from a study of the impacts of urban relocation on children and their families and the long-term consequences of displacement to neighbourhoods and community networks.

Methodology

The report was written using data from a sub-study on relocation conducted in four Young Lives sites: three in Addis Ababa and the fourth in the city of Hawassa. The sub-study, comprised both qualitative and quantitative methods. The quantitative survey comprised a total of 466 caregivers and 451 children.

- This represents 15.8 per cent of the Young Lives children and 40 per cent of those living in urban areas.
- Of the children, 64 per cent were aged between 11 and 12 years old and 36 per cent aged between 17 and 18.
- Of the total, 51.4 per cent were girls and 48.6 per cent were boys.

In the qualitative survey, interviews were conducted with 79 children and their caregivers, ten boys and ten girls in each of the four sites. The selection criteria included: The wealth quintile of household, House ownership, other social characteristics such as religion and ethnicity. Key-informant interviews were also conducted with respondents from formal and customary institutions in each community. Focus-group discussions (FGDs) were conducted with children, with separate FGDs for boys and girls for each cohort, as well as with their caregivers. FGDs were also held with influential community members.

Findings

Knowledge about relocation plans:

The findings suggest that most of the children and their caregivers had heard about the planned relocation from various sources. However, they did not have any clear idea about the likely timing of the move, indicating that the people most directly concerned had not been sufficiently involved and consulted in the planning process.

- Some heard the news from *kebele* officials and others from different sources (parents, friends, at

school)

- Less than a fifth of caregivers knew when the relocation would happen

Knowledge about other relocated people and changes in their lives:

Almost half the caregivers overall knew other people who had been relocated – one indication that both cities are undergoing rapid changes. Most of the caregivers and the children believed that the changes experienced by the relocated residents were, on the whole, positive.

- More than 50 per cent of children and about 44 per cent of caregivers said the change had been positive.
- Other children and caregivers mentioned that people liked the improvement in housing and some of the services, but were unhappy over the loss or breakup of social ties and lack of work opportunities in areas in outskirts of city.

Expectation of changes after relocation:

Although a quarter of children and a fifth of caregivers said they did not know how their lives would change as a result of relocation, most of the respondents felt that the change would be generally positive. Fewer than one in five respondents thought that the change would be for entirely for the worse, and under ten per cent thought that the consequences would be mainly negative.

Anticipated problems of relocation included:

- Finding a place to live (cited by more than half caregivers and children).
- Adapting to the new area, finding friends and helpers, establishing relations with neighbours and finding work in new area.
- Places to play.

Opportunities in the new areas included:

- Improved sanitation (three-fourth of children and two-third of caregivers)
- Improved housing (three-fourth of children and a little less than two-third of caregivers)
- Better health facilities, education and environment

Conclusions and recommendations

On the whole, children and caregivers were optimistic about the potential opportunities that relocation could provide, and they had heard of improvements in the lives of people who had already been relocated. However, children and caregivers expressed a number of concerns about resettlement and the problems of adapting to a new environment. The issue of urban development and the resulting relocation has important policy implications. Poor people living in inner city areas would prefer to remain in the same area where their livelihoods are based after the area is redeveloped; reserving part of these areas for housing for the urban poor would therefore be an equitable pro-poor policy.

Child Research and Practice Forum Newsletter

Household wealth and child wellbeing in Tigray: one and the same?

Keetie Roelen, Institute of Development Studies

Objective

This summary outlines preliminary research findings into the dynamics of child poverty in Tigray, Ethiopia. By investigating differences between household wealth (as measured using indicators of household consumption and assets) and child wellbeing outcomes (as measured using indicators of food intake, education and time use), the research seeks to understand:

- The extent to which different poverty measures identify different groups of children as being poor.
- The reasons for different groups of children being identified as being poor when using different measures.

Methodology

The research uses a mixed methods approach and combines analysis of secondary quantitative data and primary qualitative data for investigating the link between household wealth and child wellbeing outcomes and assessing potential reasons for mismatch between such outcomes.

Data from the Ethiopia Rural Household Survey (ERHS) was used for informing the sampling strategy and fieldwork instruments prior to qualitative data collection, and for analysis of poverty outcomes following insights from qualitative data analysis. Qualitative data was gathered from children and adults through focus group discussions, in-depth interviews and individual and group-based participatory discussions in two *woredas* in Tigray that were also included in the ERHS.

Findings

Preliminary findings suggest that household wealth and child wellbeing are strongly related but not necessarily the same. The quantitative analysis points towards positive correlation between household consumption and school attendance and number of meals consumed, but also indicates that not all children living in consumption poverty are deprived in terms of education or nutrition and vice versa. The correlation between increased household wealth and child wellbeing appears strongest for the poorest children but then drops for children living in wealthier households. When using time use as an indicator of child wellbeing, the relationship reverses and higher household wealth is associated with lower child wellbeing.

Findings from the qualitative data indicated that although household wealth is an important condition for ensuring child wellbeing, it is neither a necessary or sufficient condition. 'Positive' mismatch – children being well off despite living in poor households, appears more prevalent than 'negative' mismatch – children



having low wellbeing despite living in relatively wealthy households.

Various issues could explain the mismatch of poverty outcomes, including measurement error, lagged improvements in child wellbeing following improvements in household wealth, availability of infrastructure and public services, opportunity costs and awareness and aspirations.

Early findings suggest that:

- The use of household consumption as an indicator for household wealth may contribute to differential findings regarding household wealth and child wellbeing. Analysis of survey data indicates that consumption is correlated with but is not a perfect proxy for indicators of household wealth as identified by adult and children.
- It takes time for child wellbeing to catch up with improvements in household wealth. Life histories elicited from qualitative case studies illustrate that improvements in child wellbeing lag behind those in household wealth.
- Lack of infrastructure and services – particularly schools and clean water, limits the extent to which greater household wealth can be translated into improved child wellbeing.
- Opportunity costs lead to a trade-off between household wealth and child wellbeing, particularly in terms of the balance between school, work and leisure. Greater household wealth may be achieved by involving children in productive or household work, compromising child wellbeing with respect to time use.
- Parental awareness of and attitudes towards raising and educating children plays an important role in translating high or low levels of household wealth in improved child wellbeing.

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Note: pictures are not of Young Lives' research participants.