

Putting Children First: Identifying Solutions and Taking Action to Tackle Child Poverty and Inequality in Africa

International Conference
23 – 25 October 2017
Addis Ababa, Ethiopia

- Conference Book -



Global Coalition to End Child Poverty

The Global Coalition to End Child Poverty is a global initiative to raise awareness about children living in poverty across the world and support global and national action to alleviate it. Currently co-led by UNICEF and Save the Children, the Coalition spans a wide membership from non-governmental, academic, analytical, activist, faith-based, and multilateral spheres across several Regions. Coalition Members work together, as well as individually, to promote action for children by governments and other key actors, using collectively-developed, evidence-based technical and advocacy resources. Based on the poverty-reduction and other SDGs, the Coalition promotes the realization of a world where all children grow up free from poverty, deprivation and exclusion.

ESRC-DFID Impact Initiative for International Development Research

The Impact Initiative for International Development Research exists to increase the uptake and impact of two programmes of research funded through the ESRC-DFID Strategic Partnership. These are: (i) The Joint Fund for Poverty Alleviation Research, and (ii) The Raising Learning Outcomes in Education Systems programme. The Initiative helps identify synergies between these programmes and their grant holders, and supports them to exploit influencing and engagement opportunities, and facilitates mutual learning. The Impact Initiative is a collaboration between the Institute of Development Studies (IDS) and the University of Cambridge's Research for Equitable Access and Learning (REAL) Centre.

Comparative Research Programme on Poverty (CROP)

CROP (Comparative Research Programme on Poverty) is a scientific programme of the International Social Science Council, hosted by the University of Bergen, Norway. The programme was established in 1992 and the CROP Secretariat at the University of Bergen was inaugurated in 1993. The fundamental mission of CROP is to work in collaboration with knowledge networks, institutions and scholars to build independent and critical knowledge and education on poverty, and to help shape policies for preventing and eradicating poverty. CROP is a network of scholars engaged in poverty-related research across a variety of academic disciplines. CROP is also a research programme that plans and develops research proposals, implements projects, publishes and disseminates research results.

Ethiopian Centre for Child Research (ECCR)

The Ethiopian Development Research Institute (EDRI) has established the Ethiopian Centre for Child Research (ECCR) in partnership with UNICEF Ethiopia and Addis Ababa University. The ECCR is inspired by the collaborative work of EDRI and Young Lives Longitudinal Research in Ethiopia as well as the Child Research and Practice Forum, which was also initiated by EDRI, Young Lives and other partners. Located within the EDRI, ECCR is coordinated by a small team and overseen by a multi-stakeholder advisory board which includes: Addis Ababa University, Central Statistical Agency, EDRI, Education Strategy Centre, Ministry of Finance and Economic Cooperation, Ministry of Women and Children's Affairs, Ministry of Youth and Sports, National Planning Commission, UNICEF and Young Lives Project. The mission of the ECCR is to generate multidisciplinary child-focused research and evidence on policy and practice to inform decision and enhance programmatic capacity concerning the development, equity, wellbeing and protection for children in Ethiopia.

Ethiopian Development Research Institute (EDRI)

The Ethiopian Development Research Institute (EDRI) is a semi-autonomous government development research institute. Its primary mission is to conduct research on the development of the Ethiopian economy and to disseminate the results. EDRI's research program focuses on poverty, agriculture, rural development, industrial development and macroeconomic analysis and modelling. The scope of the institute's research may expand in the future to include trade and regional integration, policy program monitoring and evaluation, and taxation.

Ethiopia Ministry of Women and Children Affairs (MoWCA)

Vision: To ensure women's equal participation in and benefit from economic, social, political and cultural spheres; to protect the right and wellbeing of children and promote gender equality in Ethiopia.

Mission: Ensuring women's equal participation in and benefit from development, good governance and democratization; promoting gender equality and protecting the right and wellbeing of children.

Power and Duties of Ministry of Women and Children Affairs:

1. Create awareness and movement on the question of women and children;
2. Collect, compile and disseminate to all stakeholders information on the objective realities faced by women and children;
3. Ensure that opportunities are created for women to actively participate in political, economic and social affairs of the country;
4. Encourage and support women to be organized, based on their free will and needs, with a view to defending their rights and solving their problems;
5. Design strategies to follow up and evaluate the preparation of policies, legislations, development programs and projects by federal government organs to ensure that they give due considerations to women issues;
6. Undertake studies to identify discriminatory practices, and follow up their implementation;
7. Devise means for the proper application of women's right to affirmative actions guaranteed at the national level and follow the implementation of same;
8. Ensure that due attention is given to select women for decision-making positions in various government organs;
9. Coordinate all stakeholders to protect the rights and well-being of children;
10. Follow up the implementation of treaties relating to women and children and submit reports to the concerned bodies.

United Nations Economic Commission for Africa (UNECA)

Established by the Economic and Social Council (ECOSOC) of the United Nations (UN) in 1958 as one of the UN's five regional commissions, ECA's mandate is to promote the economic and social development of its member States, foster intra-regional integration, and promote international cooperation for Africa's development. Made up of 54 member States, and playing a dual role as a regional arm of the UN and as a key component of the African institutional landscape, ECA is well positioned to make unique contributions to address the Continent's development challenges.

Programme overview

Day 1

- 08.00-08.30 REGISTRATION
- 08.30-10.00 SESSION 1.1: Opening Session (*Conference Room 2 – CR2*)
- 10.00-10.30 COFFEE BREAK
- 10.30-11.30 SESSION 1.2: Theme 1 – Setting the Scene: Who and Where are the Poor Children? (*Conference Room 2 – CR2*)
- 11.30-12.30 SESSION 1.3: Theme 2 – Child-Sensitive Social Protection: Making Social Protection Work for Children (*Conference Room 2 – CR2*)
- 12.30-13.30 LUNCH
- 13.30-14.30 SESSION 1.4: Theme 3 – Ensuring Access to Basic Services for All: Reaching and Linking the Poorest and most Marginalised (*Conference Room 2 – CR2*)
- 14.30-15.30 SESSION 1.5: Theme 4 – Supporting Secure Transitions to Adulthood (*Conference Room 2 – CR2*)
- 15.30-16.00 COFFEE BREAK
- 16.00-17.30 PARALLEL SESSIONS 1.6.A – 1.6.D

Day 2

- 08.30-09.00 REGISTRATION
- 09.00-10.45 PARALLEL SESSIONS 2.1.A – 2.1.D
- 10.45-11.15 COFFEE BREAK
- 11.15-13.00 PARALLEL SESSIONS 2.2.A – 2.2.D
- 13.00-14.00 LUNCH
- 14.00-15.30 SESSION 2.3: How Does Evidence Inform Policy and Practice in the Fight against Child Poverty and Inequality? (*Conference Room 2 – CR2*)
- 15.30-16.00 COFFEE BREAK
- 16.00-17.30 PARALLEL SESSIONS 2.4.A – 2.4.D
- 17.30-19.00 DRINKS RECEPTION

Day 3

- 08.30-09.00 REGISTRATION
- 09.00-10.30 PARALLEL SESSIONS 3.1.A – 3.1.D
- 10.30-11.00 COFFEE BREAK
- 11.00-12.30 SESSION 3.2: Wrap up and Closing (*Conference Room 2 – CR2*)

DAY 1: DETAILED PROGRAMME

08.30-10.00 SESSION 1.1: Opening Session (*Conference Room 2 – CR2*)

CHAIR: Richard Morgan, Director of Child Poverty Global Initiative, Save the Children

- H. E. Ms. Demitu Hambisa, Minister, MoWCA
- Ms. Leila Pakkala, Regional Director for Eastern and Southern Africa, UNICEF
- TBC
- Dr. Agnes Akosua Aidoo, International Board of Trustees, ACPF

10.00-10.30: COFFEE BREAK

10.30-11.30 SESSION 1.2: Theme 1 – Setting the Scene: Who and Where are the Poor Children? (*Conference Room 2 – CR2*)

CHAIR: Charlotte Lillefjære-Tertnæs, Coordinator, CROP

- Jane Kabubo-Mariara, Executive Director, PEP (speech)
- Carolina Sanchez, Senior Director Poverty and Equity Department, World Bank
- Enrique Delamonica, Chief of Social Policy and Gender Equality, UNICEF Nigeria and CROP

11.30-12.30 SESSION 1.3: Theme 2 – Child-Sensitive Social Protection: Making Social Protection Work for Children (*Conference Room 2 – CR2*)

CHAIR: Saurabh Sinha, Chief, Employment and Social Protection Section, Social Development Policy Division, ECA

- Keetie Roelen, Co-Director of Centre for Social Protection, IDS (speech)
- Tia Palermo, Social Policy Specialist, UNICEF Innocenti Office of Research
- Jean Dupraz, Regional Advisor Social Policy, UNICEF Eastern and Southern Africa

12.30-13.30 LUNCH

13.30-14.30 SESSION 1.4: Theme 3 – Ensuring Access to Basic Services for All: Reaching and Linking the Poorest and most Marginalised (*Conference Room 2 – CR2*)

CHAIR: Paul Dornan, Young Lives (chair)

- Nora Groce, Director of the Leonard Cheshire Disability and Inclusive Development Centre, UCL (speech)
- Sara Ruto, Director of the People's Action for Learning (PAL) Network
- Tewodros Gebreab, Child Protection, Team Leader, MoWCA

14.30-15.30 SESSION 1.5: Theme 4 – Supporting Secure Transitions to Adulthood (*Conference Room 2 – CR2*)

CHAIR: Alula Pankhurst, Country, Director, Young Lives Ethiopia (chair)

- Jo Boyden, Director, Young Lives (speech)
- Prudence Ngwenya Nonkululeko, Head of Human Resource and Youth Development, African Union Commission
- Marlen Mondaca, Director of International Programmes, Save the Children Canada

16.00-17.30 PARALLEL SESSION 1.6.A: Theme 1: Measurement of Child Poverty

Conference Room 2 – CR2

CHAIR: Pierella Paci, World Bank

Do demographics matter for the poverty of African children?

Yele Batana, World Bank

The effect of demographics on poverty measurement based on per capita consumption is well known through the literature. In fact, the size and the composition of household can affect the well-being of each individual in the household, with respect to total consumption within that household. Failure to address this issue may often lead to an overestimation of poverty, especially for children. Many studies have tried to address the issue, using the generic approach of equivalence scales (Klasen, 2000; Ray, 2000; Meenakshi and Ray, 2002; White and Masset, 2003; Streak et al, 2009). Few studies have been conducted addressing the issue from a regional or a global perspective. Batana et al (2013) found that, when conservative estimates of economies of scales and discount factors are used instead of the per capita approach, global poverty may dramatically fall while child-adult gaps are reduced. However, the choice of scale is controversial and may lead to comparability problems between countries as a result of different demographic structures and the choice of the pivot household for establishing the per capita poverty line. That is why Deaton (2003) and, more recently, Ravallion (2015) suggest the use of a reference population as a pivot such that the poverty measure for people from households with the same characteristics remains unchanged regardless the choice of equivalence scale.

Based on the World Bank's African poverty database, poverty rates are estimated for African children using the new international poverty line of \$1.90 a day defined in terms of 2011 purchasing power parity (PPP). The equivalence scales approach (FAO/WHO) is used with the adjustment suggested by Deaton, after the identification of the pivot household which is defined as the household whose per capita consumption is around the international poverty line. The distribution analysis leads to identify a typical household of five members, two adults and three children, as the pivot. Taking into account the demographics makes it possible to provide more accurate estimates of the regional poverty among children, as well as to perform more realistic comparisons between countries with significant demographic disparities. This will help to better identify poor children not only in terms of their demographic characteristics but also in relation to several socioeconomic indicators at regional level.

Mapping and analysing multidimensional child poverty at the local government area level in Niger: a small area estimation approach

Saleem Oluwafemi Falowo, Nigerian Defence Academy

This paper addresses the questions of who the poor children are and where they live (setting the stage) by providing analysis of multi-dimensional Child Poverty for Local Government Areas (LGA) in Nigeria. There are 774 LGAs (the political-administrative level below the 36 States comprising the Nigerian Federation). This is the first ever estimate of Child Poverty with such detailed level of geographic granularity in Sub-Saharan Africa. These results are obtained using small area estimations combined with Geographic Information System (GIS) mapping. The paper is divided into three sections.

First, the conceptual framework is presented. Using widely accepted and recognized international criteria, the human rights approach to estimate Child Poverty based on constitutive rights is described. It consists of assessing simultaneously for each child deprivations in seven rights (education, health, information, nutrition, water, sanitation, and housing).

Second, the available data (i.e. the National Population Census data of 2006, and the National Demographic and Health Survey data of 2013) are used to estimate deprivation for each of these dimensions/rights. The study uses a two-stage small area model to give estimates of deprivation and GIS for mapping the distribution

of poverty dimensions across the geographical hierarchy (i.e. national, state and LGA). The 2013 Household survey data are combined to create small area estimates of the seven dimensions constituting Child Poverty. Adjustment of the weights attached to the survey cases (i.e. each person or household within the survey) are made in order to match as closely as possible the estimated small area counts of the indicators for each right to the ones calculated from census data. Then, in the second step, adjusted weights in the survey are used to calculate a value of each of the seven components of Child Poverty in each LGA. Thus, census (representative for all households) and survey data (only representative at the State level) are interpolated.

Third, aggregation across the seven dimension allows for small area estimates of Child Poverty incidence in each of the 774 LGAs. The results are translated into maps which graphically represent where the poor children are located in Nigeria. The maps show the distribution of the dimensions across the LGAs and their contribution to total Child Poverty. For instance, household and neighbourhood level problems such as sanitation and inadequate provision of water supplies, health, and shelter are most severe in the North East of Nigeria. Also, their burdens fall primarily on the rural population. LGAs where there are the city centres have much more access to education and safe and clean water while showing lower access to shelter than rural ones. Spatial auto-correlation and Moran indices are used to explore the influence of geography and proximity in forming clusters of high Child Poverty LGAs. The paper ends with a discussion reflecting on the relevance of this geographic analysis to assess and evaluate national and donor-funded strategies and policies to reduce Child Poverty in Nigeria.

Child poverty and its impact on child well-being in Sub-Saharan Africa

Joseph M. Uchudi, Monica A. Magadi and Mariana Coolican, UNICEF Equatorial Guinea

The need for a child-focused perspective in the poverty reduction crusade has been widely recognized over the last decade. Research efforts are needed to fully understand how and where children are experiencing poverty. The main goal of this study is to analyse child poverty and its impact on child well-being in Sub-Saharan Africa (SSA). DHS data were analysed to provide descriptive information on the extent to which household poverty is associated with adverse outcomes in children's lives in SSA. Since the nutritional status of children is an important indicator of child well-being, the focus of this paper is on malnutrition in children. The findings reveal the following. First, child poverty is a widespread issue in sub-Saharan Africa, affecting nearly 42% of children under age five. Second, within sub-Saharan Africa, although there is little variation in the prevalence of child poverty across sub-regions, there are notable variations in levels of child poverty between countries, especially in Southern and Western Africa. Third, extreme poverty among U5 children is predominantly a rural phenomenon in the region. Fourth, children who live in poverty are more likely to be stunted, wasted or underweight than other children. High levels of stunting, wasting and underweight prevalence among children under five indicate that child malnutrition continues to be a huge public health problem in the sub-Saharan region. Within sub-Saharan Africa, initiatives that can bring about a significant poverty reduction would be a necessary contributor to any significant improvement in children's nutritional status. Social safety nets (e.g., cash transfers) can be used to accomplish this goal. In-kind transfers provide an effective alternative to cash transfers. In addition to their ability to immediately improve income and reduce overall inequality, cash transfers can contribute to improved food security, dietary diversity and children's nutritional status.

16.00-17.30 PARALLEL SESSION 1.6.B: Theme 2: Impact of Social Protection on Children

Large Briefing Room - LBR

CHAIR: Steen Lau Jorgensen, World Bank

Tackling malnutrition in the first 1,000 days with a 'Cash Plus' approach: the case of Nigeria's Child Development Grant Programme

Luke Harman, Akomolafe Oluwatosin and Kerina Zvogbo, Save the Children

The global burden of child undernutrition contributes to nearly half of all deaths in children under five years old (approximately three million deaths each year).² In North West Nigeria, every second child under the age of five grows up suffering from chronic malnutrition (stunting) and under-five mortality is the highest in the country, 45% higher than the national average (DHS, 2013). There is a strong body of evidence that cash transfers can positively impact the pathways and drivers for multiple child outcomes. However, improving impact across a range of outcomes, including on nutritional status, requires well-founded combinations of Cash Plus complementary interventions for children to be built into programmes. The Theory of Change for Save the Children's Cash Plus for Nutrition programmes assumes that if women both have control of additional financial resources and engage in appropriate care and feeding practices then this will go much of the way towards addressing the three underlying drivers of child malnutrition identified in the UNICEF Child Malnutrition Framework to ultimately reduce chronic malnutrition. This theory is supported by some emerging findings from other countries, though there is need for further evidence.

With funding from DFID, Save the Children and partners are attempting to tackle the problem of child malnutrition through piloting a maternal and child grant programme in Jigawa and Zamfara states. The programme provides monthly cash transfers to pregnant women until their child reaches the age of two. The transfers are also complemented with social and behaviour change communication to encourage improved feeding and health practices of pregnant women, infants and young children. Drawing on mid-line results from the randomised control trial and qualitative study, ⁵⁶ this paper interrogates the underlying hypothesis within the Theory of Change. The paper makes the case for integrating greater nutrition-sensitivity within social protection programmes through a 'Cash Plus for Nutrition' approach, providing complementary social and behaviour change to cash transfer beneficiaries. The paper also provides an overview of the key programme elements and lessons for Cash Plus programmes for nutrition and how this has been implemented in the Nigerian context, including core aspects of the cash component and linkages to increase impact on nutrition.

Smarter social protection? Impacts of Ethiopia's Productive Safety Net Programme on child outcomes

Catherine Porter, Heriot-Watt University

We provide new estimates of the impact of Ethiopia's Productive Safety Net Programme (PSNP) in Ethiopia on child educational achievement in the medium term. The programme is the second largest in Africa, and has been rolled out to almost 10 million beneficiaries since 2005. We exploit four rounds of panel data spanning 2002-2013 to analyse the impact of the safety net on child cognitive skills. The longer panel allows us to estimate a dynamic model of child human capital development using lagged levels of achievement as instruments. We find no effect on enrolment, but PSNP participants are in a higher grade compared to non-participants. There are no effects on cognitive achievement as measured by maths score or vocabulary acquisition. We examine heterogeneity of impacts via "graduation" from the scheme, and find that children in households that graduated do in fact have higher cognitive achievement than those remaining in the programme, and non-participants.

'Shame-proofing' anti-poverty interventions - lessons from Uganda

Elaine Chase, UCL and Grace Bantebya and Florence Muhanguzi, School of Women and Gender Studies, Makerere University

There is a growing understanding of the psychosocial impact of poverty on people's lives and in particular the role of shame and indignity in the context of poverty and the implications for anti-poverty policies (Walker, 2015; Chase and Bantebya-Kyomuhendo, 2015; Gubrium et al, 2014). Yet, to date little attention has been given to how children experience this poverty-shame nexus and its impact on them. This paper draws on an ESRC-DfID funded research project, *Poverty, shame and social exclusion: a study in seven countries*. It combines an analysis of different cultural media and interviews with children and young people in Uganda, comparing these with data drawn from India and the UK, to explore this nexus and its implications. It shows how representations in cultural media such as literature, proverbs and films of how children experience the shame of poverty are largely born out in real life. The paper demonstrates how children's positioning in the nexus is complex; children variously experience, transmit, mediate, intercept and respond to poverty-related shame in complex ways and in different spaces (such as home, school, community). It concludes with further reflections on whether children may, to some extent, be more agentic than adults in the face of the poverty-shame nexus and the possible implications for enhancing children's dignity without losing sight of the wider goal of reducing the fundamental inequalities which perpetuate their disadvantage.

16.00-17.30 PARALLEL SESSION 1.6.C: Theme 3: Health and Early Development

Small Briefing Room - SBR

CHAIR: Yehualashet Mekonen, ACPF

Evolution of opportunities for Early Childhood Development in MENA

Vladimir Hlasny, Ewha Womans University

High inequality of opportunity is a major social challenge in the MENA region. This study evaluates opportunities for early childhood development using indicators for mothers' care during pregnancy and child delivery, as well as children's access to nutrition, health, parental care and cognitive developmental activities across 16 MENA countries using 36 standardized surveys from years 2004-2015. Surveys from before and after the Arab spring are evaluated for evidence of rapidly deteriorating conditions and institutions. 15 indicators for children's opportunities are assessed including their typical level, inequality across demographic groups, and household characteristics responsible. The study finds that children receive inadequate access to qualified prenatal and delivery care, many fail to be vaccinated or receive an inadequate supply of iodine. Disproportionately many children thus become stunted and underweight, or die before their first birthday. Children's height further falls behind in the first two years of children's life. This is a crucial period in which targeted institutional interventions would be fruitful. Significant deficiencies exist in children's cognitive development: enrolment in nurseries and pre-school programs, cognitive stimulation at home, violent disciplining and exploitation of children for housework. Children's development is particularly constrained in Iraq, Mauritania, Morocco, Somalia and Sudan. Somalia is a distant outlier.

Within countries, disparities exist in children's opportunities across households from different wealth strata, regions and educational backgrounds, particularly for mothers' care during pregnancy, and children's nursery and pre-school education. Over time, opportunities are improving and becoming more equal across many countries, but progress is uneven. For preventive healthcare (care during pregnancy and child delivery, child immunization) and enrolment in preschool programs, access is deteriorating, reflecting low priority given to them in public policy. Inequality in child mortality, rate of underweight, preschool enrolment, developmental activities at home, violent disciplining, and child labour is deteriorating over time across many countries. Surprisingly, countries experiencing uprisings fare better than other MENA countries. Among contributing household characteristics, wealth accounts for 20–30% of inequality, parents' education for 25–35%, regional differences for 20–35%, and rural–urban residence for 5–15%. Wealth appears to affect inequality for ECD

activities facilitated by markets or governments, including nurseries and preschools, but not for non-market activities including disciplining and child labour. The relative influence of household wealth and residence falls over time, while that of administrative regions and mother's education rises.

These findings have important policy implications, and the study sketches out strategies for the most beneficial and cost-effective targets for limited public resources. The opportunity gaps among disadvantaged children should be tackled by a variety of measures at the local, national and international levels, including prenatal care, immunization and early postnatal care, micronutrient supplementation, awareness campaigns, conditional cash transfers aiming at behavioural changes, pre-primary schools, and mobile obstetric and paediatric clinics. International organizations have a role to fill helping coordinate support for disadvantaged families and proper investment in medical and educational infrastructure.

Improvement of maternal and newborn health in Malawi

Albert Dube, Malawi Epidemiology and Intervention Research Unit (MEIRU), Karonga Demographic and Health Surveillance

Background: Malawi has achieved tremendous improvements in maternal and new born health since 1992. It has been observed however that large socio-economic inequalities in health exist. Interventions rarely reach the social groups that need them the most. In order to understand what works to reach these groups, we describe and explain the uptake of effective community-based interventions among different social strata in Mchinji, rural Malawi.

Methods: We conducted a secondary data analysis of randomised trials of women's group interventions to improve maternal and newborn health. Socio-economic and socio-demographic differences in attendance at the groups were tested using random effects logistic regression. Qualitative data were collected in each trial site (6 focus groups, 12 in-depth interviews) to understand results from the quantitative analyses.

Results: Socio-economic differences in attendance were small. Socio-demographic differences were large, with lower attendance among young primigravida women. The intervention was considered relevant and interesting to all socio-economic groups. Embarrassment and family constraints on movement outside the home restricted attendance among young primigravida women.

Conclusions: Community-based interventions can address the exclusion of poor and otherwise socially disadvantaged groups from health interventions. Equitable intervention uptake is enhanced when facilitators actively encourage of all women. Focussed efforts to include young primigravida women in reproductive health interventions are necessary, by working with families and communities to decrease social taboos.

Child health outcomes in Sub-Saharan Africa: the interrelated effects of neighbourhoods and families on child health

Oluwaseyi Somefun, University of Witwatersrand

Background: During the 15-year lifespan of the Millennium Development Goals (MDGs), health outcomes have dramatically improved overall, but progress has been highly uneven in the developing countries. The rates of infant and child mortality in a sizeable number of countries in sub-Saharan Africa remain a prominent global concern. While existing studies have identified socio-economic factors, environmental conditions and access to health care as key determinants of child health and survival, the role that family structure plays in protecting children's health in sub-Saharan Africa has received little attention. This research is stimulated by the recognition that negative child health outcomes may be as a result of disruption in existing family structures such as increasing parental deaths and high number of single parenting. We hypothesize that the impact of family structure on child health outcomes is in part explained by the different types of communities within which families reside and that community characteristics moderate the impact of family structure on child health outcomes.

Methods: Using weighted data from recent demographic and Health Surveys in Burundi (5,954), Cameroon (11,023), Congo DRC (14,182), Malawi (18,041), Mali (8,480), Niger (9,209), Nigeria (27,451), Rwanda (8,501), Zambia (5,410) and Zimbabwe (6,725), we examine the relationship between family structure and child health practices. Child health outcomes were measured in three areas: child's immunisation status (yes or no), mortality (dead or alive), and nutritional status (stunted or not). Although there are numerous community level characteristic that might be examined, the analysis is restricted to four variables that previous research suggests are important for understanding child health outcomes. The data are structured so that respondents are nested within communities; hence, a multilevel statistical model is used to estimate the impact of community characteristics, family structure and the other explanatory variables on child health outcomes.

Results: Results also showed that 28% of the children in the selected countries were not fully immunized and child stunting was higher in male headed households. Compared with children whose parents were married, children born to never-married single mothers were significantly more likely to die before age 5 in 4 of the selected countries (odds ratios range from 2.34 in Nigeria, 1.46 Burkina Faso, 1.23 Cameroon and 1.56 Malawi). In addition, two community level variables have significant effects on child health outcomes but their inclusion does little to alter the effects of family structure.

16.00-17.30 PARALLEL SESSION 1.6.D: Transitions to Work and Livelihoods

Caucus Room - CC11

CHAIR: Jo Boyden, Young Lives

Motorcycle taxis and the reintegration of young and under-age ex-soldiers in Liberia and Sierra Leone **Ted Johnson, LIDA Liberia and Krijn Peters, Swansea University**

Young and under-age combatants participated in the Sierra Leone and Liberia civil wars in shockingly large numbers. As part of the post-war Disarmament, Demobilisation and Reintegration (DDR) programmes, most of these young people received some sort of vocational training to facilitate their return to civilian life. In the first part of our presentation we look into why only few were able to find work with their newly acquired skills, and into a reintegration route outside formal DDR: some of these illiterate and traumatized youths became the first motorcycle taxi riders in post-war Sierra Leone and Liberia, spearheading what became a game changer for post-war recovery, market integration and poverty reduction. Cheap Chinese or Indian made motorcycle taxis have now become part of the countries' landscapes – as is the case in many other African countries - giving villagers easier access to local markets, health and educational facilities. This spontaneous and market-driven phenomenon is now providing employment opportunities for hundreds of thousands youths, who might otherwise be vulnerable to manipulation by unscrupulous forces, as has been the case in the past. Is it possible to support this employer of youth and alleviator of poverty? In the second part of the presentation we present some of the initial findings of a study assessing a pilot project which turns rural footpaths into motorcycle accessible tracks. In places where the overwhelming majority of transport takes place by motorcycle taxis - as is the case in our two countries - constructing local labour- and material intensive tracks, rather than expensive feeder roads, may catalyse the socio-economic impact and rural transformation by motorcycle taxis even further.

Physical and virtual mobility for youth employment: reflections on findings from two research projects **Gina Porter, Durham University**

This paper explores the way mobilities – physical and virtual - can help shape young people's livelihood trajectories. It draws on findings from two interdisciplinary, mixed-methods research studies with young people in 24 poor sites across urban and rural Africa (Ghana, Malawi, South Africa). The first project (2006-10) focused principally on the daily physical mobility patterns of children aged 9-18y; the second (2012-15) worked

with an extended age cohort (9-25y) and examined the impact of mobile phones. Comparative analysis is conducted across countries and over time.

The first study (daily physical mobilities) demonstrated how mobility and (poor) access to transport may not only define the locations available for work but also the labour tasks assigned to young people, especially in Ghana and Malawi where many work activities are generated as a result of transport failures: the need to carry water in the absence of water pipes, fuel in the absence of electricity, other goods when motorised transport is too costly or unavailable. Often such tasks are unpaid, sometimes physically harmful, and may well reduce access to formal schooling, but they also contribute to building a repertoire of knowledge and skills and valuable social networks that may be utilised subsequently to obtain informal sector employment (albeit low-paid). The second study shows how although some young people are benefitting from the potential new flexibilities between physical and virtual communication, utilising phones to exchange information and gain employment (including in the transport sector), wider contextual factors shape overall employment opportunities. In the extensive informal sectors of urban Ghana and Malawi some young people can enhance connections across their social networks through mobile phone usage and modestly progress their working lives. In urban South Africa, where a phone is now deemed essential for job search, work opportunities for the majority of low-skilled young people are particularly sparse, in the absence of a vibrant informal sector. Consequently, while the phone is instrumental in linking young South Africans to potential (low skill) openings, intense competition for those few opportunities available ultimately overwhelms the majority.

Can they get there? Aspirations and setbacks of working children in Addis Ababa
Mulugeta Emebet, Addis Ababa University

Based on interviewees held with 45 working children, I look at the life situation and aspirations of working children in Addis Ababa. I focus on their future plans and aspirations, their current efforts and struggles to make their dreams come true. Pushed by the need to earn money for survival, the children work and most go to school. They manage their lives; they take care of themselves, they support families, and they also have goals that they hope will change their lives and those of the families. However, they are surrounded by various challenges that make achieving their goals extra challenging. I argue that the children have agencies, most have migrated; they somehow make it in Addis Ababa. They also have planned out their future lives. However, agency by itself is not sufficient, unless it is buffered by supportive structures and systems that promote and nurture their agency. Based on the findings, I will forward some recommendations that may be considered to help the children in their efforts to survive and overcome poverty.

Towards ensuring the 'Youth Bulge' for structural transformation
Alebel Bayrau Weldesilassie, Ethiopian Development Research Institute

Ethiopia achieved a remarkable economic growth rate of 11% per annum in the last 12 years. However, there has been limited structural transformation. The strong potential of Ethiopia to rapidly transform its economy relies heavily on how well the country does on its youth. Young people make up a large proportion of the country's population. With a population growth rate of 2.5%, nearly 30% and 70% of its population are between 15 and 29 and under 29 years of age in 2014, respectively. Whether the existence of youth bulge will be a source of social and political instability (Gary Fuller (1995) Gunnar Heinsohn, 2003 Goldstone, 2001; Zakaria, (2001)) or a vehicle for economic development depends on how 'well' the country manages it (Hassan and Paul (2017); World Bank (2011); Collier and Hoeffler (2004)). That is, it depends on the ability of the country to harness and ensure the deployment of this growing working-age population towards productive economic activity, and create the jobs necessary for the growing labor force, which requires effective policy and institutions. This, in turn, depends on the forms of policies and the institutions that govern the effective implementation of the policy objectives.

Towards the active participation to and benefit from the structural transformation, the country takes some initiatives to address youth problems. These initiatives include the development of national youth policies and strategy and the launch of youth development program with substantial amount of money (USD \$43 million).

However, policy makers have information gaps on the kind of interventions that are effective in capitalizing the opportunities of 'youth bulge' due to absence of empirical evidences on the challenges Ethiopian youth faces to develop skills that are appropriate to the labour market needs and fully contribute and benefit from structural transformations. This study aims to fill this gap. It specifically aims identifying the evolution of employment opportunities/skills demand; analyse the supply of skills in the economy; and explore labour market outcomes of the youth and skills mismatches. A detail descriptive and econometric analyses is made on nationally representative data from the 2005 and the 2013 National Labor Force Surveys collected by the Central Statistical Agency. The analyses on the changes in the structure of occupations and industry of employment, skill attainment, and labor market outcomes is made disaggregated by gender, area and social status. While our analyses focus mainly on 15 – 29 years old youth, a comparison is made with other age cohorts.

Preliminary results show that most of the youth workers are under educated though it decreased during the study periods. The urban youth works in service sector. Job search related migrations are very large especially to the big cities such as Addis Ababa. Besides, youth are associated with higher unemployment rates and with smaller wage rates compared to the adults. Non-elementary occupations such as managerial and professional occupations are associated with larger wage rate than the elementary occupations. More findings will be presented in the conference.

DAY 2: DETAILED PROGRAMME

09.00-10.45 PARALLEL SESSION 2.1.A: Theme 1: Nutrition

Conference Room 2 – CR2

CHAIR: Christine Muyama, Graça Machel Trust

How many malnourished children are there in South Africa? What can be done?

Stephen Devereux and Julian May, Centre of Excellence in Food Security, University of Western Cape

Although South Africa is a data-rich country, several basic statistical indicators are contested, such as the unemployment rate and the number of malnourished children. Globally, the under-five stunting rate is a robust indicator of child poverty, but there is no consensus on whether this figure is rising or falling over time in South Africa, which has implications for the design, targeting and evaluation of social protection and other services for children.

Several nutrition surveys have been undertaken in South Africa since the democratic transition in 1994, but analyses of trends in these data have reached diametrically opposed conclusions. May and Timæus (2014: 771) conclude that “stunting among young children has fallen”. Conversely, Hendriks (2014: 18) asserts that “aggregate levels of children’s nutrition have deteriorated”, and that child stunting rates have increased. An intermediate position is reported by Devereux and Waidler (2017: 1) who conclude that “the nutrition status of children has stagnated or improved only marginally” since 1994. One of these interpretations of the available data sources must be correct, but which one, and why do different sources disagree? This paper will review the evidence from nutrition surveys conducted since 1993, will conduct a meta-analysis of published reviews, and will attempt to draw a definitive line underneath this debate, to answer the question: how many children in South Africa are stunted?

A less controversial contention is that child malnutrition rates are too high – still above 20%, which is inconsistent with South Africa’s status as an upper middle-income country (Oxfam, 2014). A large part of this is explained by child poverty. But for 20 years social grants have been provided to rising numbers of poor households, and the Child Support Grant now reaches two-thirds of all children in South Africa. The failure of these grants to reduce child stunting strongly suggests that income poverty is not the only driver of malnutrition. Other drivers include child care practises such as exclusive breastfeeding, mother’s education, access to clean water and improved sanitation facilities, and hygiene behaviours. Brazil, for instance, has achieved substantial success in reducing its child malnutrition rates, through a coherent package of interventions that addresses several pathways simultaneously. The second part of this paper will attempt to find an explanation for the contrast between Brazil’s success and South Africa’s failure in terms of reducing child malnutrition in the past 20-25 years, and will propose an agenda for child-sensitive social protection in South Africa.

Examining progress made in reducing child poverty and food insecurity levels: an analysis of the General Household Survey (2002 - 2015)

Winnie Sambu, Children's Institute

Children Count is a statistical monitoring project that uses data from large household surveys, and others sources, to monitor the well-being of children in South Africa across a range of domains, including demography, poverty and social grants, maternal and child health, nutrition, services, housing and education. Overall, about 40 indicators are monitored on an annual basis, and the statistics made available on the Children Count website (www.childrencount.uct.ac.za). The information is also published in the South African Child Gauge on an annual basis. These statistics are used to examine achievement of child socio-economic rights and to support advocacy campaigns on policy matters surrounding children.

In this study, statistics from the Children Count project are used to examine progress that has been made in improving the welfare of children in the county, particularly around food security and poverty. South Africa has made significant progress in reducing child poverty, with statistics showing that the proportion of children who suffer from poverty (measured using a commonly used upper bound poverty line) reduced from 79% to 62% between 2003 and 2015. This reduction has largely been attributed to the massive expansion of social assistance programmes, particularly the Child Support Grant (CSG) which now covers over 12 million children in the country. However, a large number of children continue to suffer from various forms of food insecurity and malnutrition. About 1 in every 5 children under 5 years is stunted, 1 and a large number of children (0 – 17 years old) live in households where there is reported child hunger².

Using data from the General Household Survey, a nationally representative survey conducted annually since 2002, this study aims to create a profile of children living in food insecure households and examine trends across a 14-year period, focusing on inequalities across income groups and geographical locations. Through multivariate regression analysis, the study will also survey the socio-economic factors that contribute to household food insecurity. Initial results show that reported child hunger rates in the country reduced from 30% to 13% between 2002 and 2015. However, further analysis shows that inequalities across provinces and geographical locations remain. In some provinces such as KwaZulu-Natal, child hunger rates were as high as 20%, while in the more urbanised provinces like Gauteng, the rate was 8%. Across income quintiles, analysis shows that 34% of children in the poorest 40% of households lived in households where there was reported child hunger, compared to 1% of children in the richest 20% of households. When food poverty is examined, results show that close to 5.5 million children lived below a food poverty line in 2015. Once again, the differences across provinces are striking; 27% of children living in food poverty were located in KwaZulu-Natal province, 22% in the Eastern Cape, while 5% and 3% lived in Gauteng and Western Cape respectively (relatively richer provinces). Children who are below the food poverty line live in households that are unable to meet their daily minimum energy requirements (kilocalories) and are therefore at risk of suffering from various forms of malnutrition, including stunting. Income has been shown to be a major determinant of food security. While the CSG is an important source of supplementary income for children living in poor households, the value of the grant is small (R360 per child per month in 2017), and is often allocated to various household expenditure items and not necessarily used exclusively to purchase food. In 2015, 6.4 million children lived in households which either ran out of money to buy food or ate a smaller variety of food. Of this, 76% of them received the CSG. This reinforces the argument that the value of the grant is not adequate to cater for a child's nutritional needs. Findings from this study will generate evidence that can be used to strengthen strategies for improving household food security, especially amongst low income households.

Are droughts bigger drivers of child undernutrition than conflicts in Ethiopia? A meta-analysis of 231 small-scale operational surveys, 2000–2013

Tefera Darge Delbiso, Université Catholique de Louvain

Background: Child undernutrition remains an important public health challenge in Ethiopia. The problem is worse in the emergency pockets within the country where climate shocks and conflicts exacerbate food insecurity. With this backdrop, our aim was to provide summary estimates of the prevalence of acute malnutrition among children aged 6–59 months and to investigate the effects of drought and conflict on acute malnutrition in crisis-affected areas in Ethiopia.

Data and Methods: We extracted data on the prevalence of acute malnutrition (weight-for-height z-scores below –2) among children aged 6–59 months for areas of Ethiopia that had sufficient data available, from the Complex Emergency Database (CE-DAT). Data on any conflict events (irrespective of magnitude or impact) were extracted from the Armed Conflict Location & Event Dataset (ACLED) and the Uppsala Conflict Data Program (UCDP) Armed Conflict Dataset. Episodes of seasonal drought affecting the survey areas were extracted from the Global Drought Monitor. Then, the datasets were merged across space and time. Random-effects Bayesian meta-analysis was used to synthesize the evidence from 231 small-scale operational surveys conducted between 2000 and 2013.

Results: From the total sample of 175,607 children analyzed, the pooled number of children suffered acute malnutrition was 21,709. The posterior median prevalence of acute malnutrition was 11.0% (95% credible interval, CrI: 10.3–11.7) over the 14-year period. Compared with areas unaffected by drought, the estimated prevalence of acute malnutrition was higher in areas affected by moderate levels of drought (posterior odds ratio, OR: 1.34; 95% CrI: 1.05–1.72) but similar in severe drought-affected areas (OR: 0.96; 95% CrI: 0.68–1.35). Although the pooled prevalence of acute malnutrition was higher in conflict-affected than unaffected areas, the difference was not plausible (OR: 1.02; 95% CrI: 0.82–1.26).

Conclusion: Despite an overall declining trend, a wasting problem persists among children in Ethiopia. Conflict events did not have a major impact on childhood malnutrition. Nutrition interventions should go beyond severe drought-prone areas to incorporate areas where moderate droughts occur.

Nutritional improvements in Ethiopia: where and what next?

Adrian Gauci and Kalkidan Assefa, ECA

Cost of Hunger study in Ethiopia (COHA) modelled the costs of inaction and savings of reducing malnutrition. In 2009 Ethiopia reported a stunting rate of 46.4 percent and a rate of underweight children at 31 percent. The cost of inaction was estimated at 16.54 percent of GDP and the projected annual saving computed in 2009 was US\$ 784 million based on the progress towards the regional target of 10 percent of child stunting and 5 percent underweight by 2025. The significant levels of child malnutrition catalyzed national specific action in reducing stunting and underweight children. Since 2009, national strategies including increased fiscal allocations have been set to address this phenomenon. This paper contributes to the study of nutrition in Ethiopia using an updated national/sub-national data and COHA methodology. The results are the cost of inaction has dropped to 11 percent of GDP in 2015, stunting rate dropped by 6 percent and annual saving would increase to US\$ 1,380 million. In addition, the variation of child stunting across income, gender and location does require more targeted policies, particularly at sub-national level. In this regard, a more decentralized nutritional policy in Ethiopia while improving progress towards national targets contributes to the country's adherence to the African Union led regional target of 10 percent by 2025 and in monitoring improvements towards the specific nutritional global goals of Agenda 2030.

09.00-10.45 PARALLEL SESSION 2.1.B: Theme 2: Economic Empowerment Programming and Impact on Children

Large Briefing Room – LBR

CHAIR: Tia Palermo, UNICEF Innocenti Office of Research

Impact of VUP programme on children's well-being in Rwanda

Francisca Mujawase, ILO Rwanda

Rwanda has expanded its social protection floor since the last decade despite its narrow fiscal resources. One of the contributing factors that drive the success of social protection programs in Rwanda is the sustained political commitment to the policy agenda. The 2011 national social protection strategy defines social protection programs that aim to reduce extreme poverty among the most vulnerable population in the country. In 2016, Rwanda introduced a comprehensive social protection system that tackles multi-dimensional poverty and deprivation at the outset by adapting a defined minimum package which combines both core and complementary social protection programs that aim to enhance beneficiary sustained graduation out of poverty. Apparently, Rwanda has no specific child oriented social protection program. The country however, has created coherence between social protection programs and agriculture in view to increase food security and ensure improved nutrition among poor households. The synergies have also been created between social protection and early childhood development programs to ensure effective investments in human capital for sustained graduation out of poverty. Vision 2020 Umurenge (VUP) is a non-contributory and the vast social

assistance program in the country that supports over (635,151) beneficiaries. VUP applies a community based targeting approach using national standard definition of household wealth categories. The program has progressively expanded to cover 30 districts in the country since its inception in 2008 to include more poor households.

This paper provides an opportunity to examine how existing VUP impact on the lives of children living in poor households entitled to VUP benefits. The paper opts for a literature that focuses on analysing existing data on the topic to portrait the status of child poverty in VUP beneficiary households. Literature on the research that studied linkages between social protection and child well-being in Rwanda by Keetie Roelen shows positive impact on the livelihoods of program beneficiaries, children in particular. A positive trend was recorded on increased assets for poor households which led to improved well-being of program beneficiaries.

This paper shows that VUP improves parent's ability to provide children with basic needs. VUP program was found to have immense potential to improve nutrition of children living in poor households. The report also reveals that VUP interventions enhance children's participation in school and support beneficiaries to enrol on the community based health insurance scheme (CBHI) without any payment incurred. It was also revealed that VUP cash transfers have spillovers that affect positive impacts on children who are part of the household but not participating in VUP activities. Examples mentioned are milk or food given to other households, jobs created on farm fields and purchasing of fertilizers. The report also revealed that VUP cash transfer can reduce engagement in child labour activities. The program however has not contributed enough to the achievement of substantial productivity of majority of beneficiaries.

Cost-effectiveness of a Savings Economic Empowerment Intervention for AIDS-affected adolescents in Uganda: implications for scale-up in low resource communities

Abel Mwebembezi, Christopher Damulira and Rita Barungi, ICHAD Studies

Purpose: Nearly 12 million children and adolescents in Sub-Saharan Africa (SSA) have lost one or both parents to AIDS. Within SSA, Uganda has been greatly impacted, with an estimated 1.2 million orphaned children, nearly half of which have experienced parental loss due to the disease. Cost-effective and scalable interventions are needed to improve developmental outcomes for these children, most of whom are growing up in poverty. This paper examines the direct impacts and cost-effectiveness of a family economic empowerment intervention, Bridges to the Future, which employed varying matched savings incentives to encourage investment in Ugandan children orphaned by AIDS.

Methods: Using data from 48 primary schools in southwestern Uganda, we calculate per person costs in each of the two treatment arms - Bridges (1:1 match) vs Bridges PLUS (1:2 match); estimate program effectiveness across outcomes of interest; and provide the ratios of per-person costs to their corresponding effectiveness.

Results and Conclusion: At the 24-month post intervention initiation, children in the two treatment arms showed better results in health, mental health and education when compared to the control condition. Bridges was more cost-effective in improving sexual health, increasing school retention, and improving school performance. Bridges PLUS was more cost-effective in improving outcomes in areas of health, mental health, self-concept, self-efficacy, and school attendance. Our findings are mixed. In the short-run both a 1:1 and 1:2 savings incentive yield positive results on different critical developmental outcomes, with differing cost-effectiveness options. Further research is required to understand intervention impacts and cost-effectiveness after longer-term follow-up.

Implications and Contributions: Cost-effective and scalable interventions are needed to improve developmental outcomes for the many children experiencing parental loss due to AIDS in Sub-Saharan Africa. This study found that a family economic empowerment intervention that uses varying savings incentives yield positive results, with differing cost-effectiveness options. Results have implications for scale-up of economic empowerment interventions.

Returns to capital and labelling cash transfers: A field experiment to improve child wellbeing by business grants in Somalia

Munshi Sulaiman, Save the Children

This paper aims to measure the relationships between the size of business grants to microentrepreneurs and the level of impact on their children's education and health outcomes. A second policy area that this research explores is - whether a behavioural nudge tagged with the cash transfer can increase the impact of the grants on children. As part of an ongoing resilient programme in Somalia, Save the Children have randomly varied the size of business grants to 800 micro-entrepreneur women whereby - 200 households received a "high" amount (\$1000 each), 200 households received a "medium" amount (\$500 each) and 400 households received a "low" amount (\$100 each). Randomization for the grant size was done at household level through community-based lotteries stratified by clusters. For the behavioural component, half of the women beneficiaries were randomly selected to give a "small talk" for labelling the transfer as a "support to benefit their children" and for setting goals on specific things that they can do for education and health of their children in the next 6-months because of the business grant.

Baseline survey was conducted in Dec 2016 followed by the cash transfers during Jan-Feb of 2017. Analysis of the baseline data shows that the treatment groups are balanced in most of the indicators, which is a necessary condition for reliability of the results. Child specific outcomes show high levels of deprivation faced by the children in these households. School enrolment rates for boys and girls aged 6 to 16 years are 38% and 36% respectively. About 80 percent of the households in this study have at least one under-five child. Using mid-upper arm circumference (MUAC) as a proxy, we find extremely high level of malnutrition in these households with 26% the 6-59 months old children are malnourished. Moreover, only 22% of the 12-59 months old children received full immunization. Based on the power calculation using baseline statistics and standard values for other parameters (5% significance level and 80% power), this study will be able to detect any effect of the additional cash (i.e. high vs. low or medium vs. low) on enrolment rates which is larger than 7 percentage points. To put it differently, the study will be able to measure statistically significant effect if at least an additional 35 children from the high (or medium) cash transfer groups are enrolled in school compared to the low transfer group. The minimum detectable effect for the 'nudge treatment' is smaller. Given the high levels of child deprivations and the cash grants being equivalent to their annual income, the minimum detectable effects are of acceptable range.

A follow-up survey will be conducted in May 2017 to measure the effects of the cash transfers and nudges on household investments in enterprise and income, and impacts on children. In addition to the panel data following the baseline instrument, the follow-up survey will collect anthropometric data on all children. We propose to present our paper measuring these short-term impacts.

09.00-10.45 PARALLEL SESSION 2.1.C: Theme 3: Combating Child Poverty through Education

Small Briefing Room – SBR

CHAIR: Pauline Rose, ESRC-DFID Impact Initiative

This session presents evidence from three research projects focusing on the importance of ensuring access to good quality education for all children in the early years to combat disadvantage in later life.

Presentations include ones associated with promoting early childhood education for children with disabilities in Malawi and on developing literacy skills in the early years in Uganda. Both presentations pay attention to the importance of seeing parental and community engagement key to the success of interventions. The third presentation presents analysis from Ethiopia that highlights the importance of such interventions in the early years, as a failure to tackle disadvantage at this stage has effects on their opportunities to learn later in the education cycle. Given recent expansion in enrolment, many children are entering the education system in contexts where their parents have not had the opportunity to attend school. This has implications for the

curriculum and other forms of support needed in schools. Following the presentations, discussants from DFID Ethiopia and the PAL network based in Kenya will share their perspectives on the issues raised.

Presentations:

Making the grade: Understanding what works for improving literacy outcomes in rural Uganda
Victoria Brown, Mangotree Uganda

Can community based approaches to Early Childhood Development do the magic? Exploring ECD programme implementation and child poverty reduction dynamics in Malawi
Foster Kholowa, University of Malawi

From equal access to equal opportunity: delivering fair educational outcomes in Ethiopia: insights from two research studies - Caine Rolleston, UCL Institute of Education

Discussants:

- Richard Arden, DFID Ethiopia
- Sara Ruto, PAL Network

09.00-10.45 PARALLEL SESSION 2.1.D: Theme 4: Key Transitions and Risk during Adolescence

Caucus Room 11 - CC11

CHAIR: Alula Pankhurst, Young Lives Ethiopia

Gendered time allocation over the life-course: youth transitions to productive activities in Ethiopia
Zlata Bruckauf and Yekaterina Chzhen, UNICEF Innocenti Office of Research

Using the first four rounds of the Young Lives study from Ethiopia, this paper analyses the gendered and dynamic nature of children's time allocation between the ages of 12 and 19. After documenting the diverging paths of boys' and girls' time allocation as they grow older, we analyse the degree of path dependency and the relative strengths of reciprocal relationships between the daily hours spent on education (schooling and study), household production (care and chores), paid and unpaid work. Using a three-wave auto-regressive cross-lagged structural equation model, we find that the time allocated to help on a family farm or business is the most self-reinforcing of the four activities, especially for boys. Both paid work and help on a family farm or business are associated with fewer hours of study over time, while the time spent on studying in and out of school does not contribute to more hours of paid work at older ages. We do not find that children who devote more hours to care and domestic chores engage in fewer hours of paid work later in adolescent years, everything else being equal. These findings suggest that for Ethiopia to capitalise on its demographic dividend, it is not only necessary to address gender differences as early as age 8, alleviate the children's burden of unpaid domestic work, but also to provide work opportunities that recognise path-dependencies in accumulated skill-sets particularly, among rural boys.

Social connectedness: an enabling condition for addressing intergenerational poverty and supporting secure transitions to adulthood?

Marlene Wendy Ogawa, Synergos Institute South Africa, Shirley Pendlebury, University of Cape Town and Carmel Marock

Characterising the youth bulge in terms of a binary opposition between 'ticking time bomb' and 'demographic dividend' has become something of a cliché in the mass media. Research and critical commentary present a more complex picture of youth, the youth bulge and conditions for a healthy transition to productive adulthood. The population comprising the youth bulge in South Africa is fractured by profound inequalities

along the lines of race, class, gender and geographical location. Almost half of South Africa's population is under the age of 25; just over 20% are between 15 and 24 years old. More than half of all young people live in income poverty, experience high levels of unemployment, low levels of education and restricted access to social security. Failure to reduce high levels of youth unemployment and to provide young people with broader opportunities not only threaten South Africa's democratic gains (National Planning Commission, 2012) but will "continue to feed the intergenerational cycle of exclusion and poverty" (De Lannoy et al, 2015, p. 22). Much as interrupting the transmission of poverty depends on structural interventions, it also depends on young people's agency and capacity to frame their own lives. De Lannoy et al (2015) argue that interventions aimed at breaking the intergenerational cycle of poverty must extend beyond a focus on income "and help young people access a range of different kinds of capital" (p.26.). Against the backdrop of this argument, our paper examines the relationship between social capital, social connectedness and resilience in opening transitional pathways for young people.

Work at OPHI (Oxford Poverty and Human Development Initiative) on the hidden dimensions of poverty provides the theoretical underpinning for our paper. The five 'hidden dimensions' of poverty are: quality of work, empowerment, physical safety, social connectedness, and psychological well-being. The paper focuses on social connectedness as a nexus of enablement for the other hidden dimensions, as well as for standard multidimensional measures of poverty and inequality.

Arguably, social isolation can be both a consequence of poverty and a cause of its persistent transmission (Zavaleta, Samuel and Mills, 2016). Working from this assumption, the paper presents an evaluative case study from the Social Connectedness Programme in Southern Africa (a partnership between the Synergos Institute and Kim Samuel) to illustrate how strengthening social connectedness may help to diminish intergenerational poverty by addressing some of the challenges facing young people as they transition to adulthood. The case involves a collaboration between the Social Connectedness Programme and City Year, Johannesburg, an organisation that brings together a diverse group of South African youth to participate in a leadership training programme and opportunities for service-learning. Participating youth (known as Service Leaders) do their service in selected primary schools. Initially, the expected outcome of the partnership was to advance meaningful relationships and overcome social isolation faced by children at school. The outcome of a co-facilitated three day interactive participatory reflection suggested that the social connectedness training the young service leaders had received had an impact well beyond their work with school children. A subsequent survey was conducted with service leaders from the 2014 and 2015 cohorts. An analysis of survey data and the participatory reflection provide premise support for our argument, which also draws from a related paper (Samuel, 2016). We argue that social connectedness provides access to social capital, enhances the exercise of agency so critical for wellbeing and a healthy transition to adulthood and can help in altering the exclusionary processes that entrench intergenerational poverty.

Social Cash Transfers, generational relations and youth poverty trajectories in rural Lesotho and Malawi **Thandie Hlabana, National University of Lesotho and Nicola Ansell, Brunel University**

Many African countries have in recent years introduced social cash transfer schemes as a means of addressing poverty and inequality. Some of these schemes target individuals or households on the basis of their extreme poverty; others target groups that are deemed vulnerable because, for instance, they are elderly (and unable to work) or young (and need investment in their futures). We report on research that focuses on three such schemes in two countries: cash grants to ultra-poor labour-constrained households in Malawi and old age pensions and child grants in Lesotho. Drawing on interviews with young adults, and with people of diverse ages in grant-recipient households, along with a series of participatory group activities with young people, we explore how these social cash transfer schemes are reshaping relationships between generations within and between households in rural communities. Understanding poverty through a relational lens, we investigate the indirect impacts of cash transfers on young people's poverty trajectories.

Making the case for the enabling environment: impact of family and community support on livelihood development for out-of-school rural youth

Sita Conklin, Save the Children

Of the world's burgeoning youth population, 9 out of 10 live in the majority world. Focusing on the livelihood development of this youth bulge can boost the GDP of countries in the majority world (ILO, 2015; UNFPA, 2010). Additionally, data from 60 majority world countries has shown that young people (12-25 years) make up one-fourth of the working-age population but nearly half of the unemployed (Jimenez & Murthi, 2007), primarily because they lack work-readiness and technical skills (UNESCO, 2012). These reasons have led to an increased focus on interventions that can best support youth economic success in the job market (S4YE, 2015). However, these interventions have had limited success; only 30% of youth employment and livelihood development programs have had a demonstrated success on youth labor market outcomes (Kluve et al., 2016).

In this presentation, we argue that the current paradigm of youth livelihood development interventions does not have a robust focus on the enabling environment the institutions and structures at the family and community levels that support girls' and boys' transition to decent livelihoods. Drawing on mixed methods evidence from the Youth in Action (YiA) project we make the case that in order for livelihood development interventions to be successful we have to have a comprehensive focus on the enabling environment. In partnership with The MasterCard Foundation, Save the Children has implemented YiA since 2012 with an aim to improve the socio-economic status of 40,000 rural out-of-school girls and boys between the age of 12 to 18 in Burkina Faso, Egypt, Ethiopia, Malawi and Uganda. Because YiA focuses on youth in hard-to-reach rural areas, we assumed that the enabling environment around youth would play a key role in the success of youth labour market outcomes.

We will open this presentation with a description of formative research that we conducted in YiA over the last five years, research that focused on the enabling environment. We found that community members (especially informal employers and leaders) are gatekeepers that provide youth with employment and skill development opportunities. We will explore the pathways by which youth can access the support of these community members and the importance of 'reputation' in accessing support (D'Sa, Agaba & Mchenga, in press). We will then present the participatory model of livelihood development that we use in YiA, highlighting the ways in which youth are encouraged to understand the support systems in their families and communities, and leverage these supports in their work. This will be followed by impact evaluation data from a subset of YiA countries that demonstrates that families provide more monetary, in-kind, and emotional support to youth who have participated in YiA because of the skill building and business acumen that youth gain through the program. We will end with a discussion of how programs can build the enabling environment in primarily rural areas of the five countries where YiA functions, focusing on the challenges we have faced and what we have learned from five years of implementation.

11.15-13.00 PARALLEL SESSION 2.2.A: Theme 1: Longitudinal and Qualitative Perspectives of Child Poverty

Conference Room 2 – CR2

CHAIR: Benyam Dawit Mezmur, UN Committee on the Rights of the Child

Dynamics of multi-dimensional poverty among children in Ethiopia: evidence using longitudinal data of children from Young Lives study

Tassew Woldehanna, Young Lives Ethiopia and Yisak Tafere, EDRI and Ethiopia Centre for Child Research

Cognizant of the multi-dimensionality of children's wellbeing, the study assesses the extent of multiple overlapping deprivation and explores how the different dimensions interact to affect the overall wellbeing of

children. The study builds on the multidimensional wellbeing of children to develop an indicator for the dynamics of poverty. It investigates the associates of the multidimensional poverty and poverty transitions.

The study adopts an adaptation of the Multiple Overlapping Deprivations Analysis (MODA) method to develop multidimensional wellbeing indicator using the 4 rounds of data from the young live study collected from 3000 children from 2002 to 2013 from in four regions and Addis Ababa. The study uses econometric methods and qualitative analysis to identify factors associated with multiple overlapping deprivation of children. The results of the analysis show that the human capital of a household proxy by its average education endowment has a negative effect on multiple overlapping deprivations of children. Children living in urban areas were found to be deprived in less dimensions than children in rural areas. On the other hand, children whose households have experienced idiosyncratic shocks such as death of livestock or the loss of employment have greater deprivations than children coming from households that have not had such an experience. Some of the household composition variables were also found to increase multiple overlapping deprivations. The size of land owned by households and credit were also found to have an effect.

The study showed higher that human capital endowment reduces the probability of being in transient poverty or in chronic poverty. Moreover, children coming from a household that has experienced illness of a member were also found to have greater probability of being in the two poverty transition categories. The results of the study indicate the emphasis that needs to be given to household human capital endowment, particularly education, which is found to reduce children's experience of overlapping deprivations and the persistence of poverty. A long term plan to increase the education endowment of households will help improve children's wellbeing. The effect of socioeconomic shocks on children's deprivations and poverty transitions also call for increased access to insurance schemes to shield children from worsening wellbeing.

Beating the odds: why have some children fared well despite growing up in poverty? Longitudinal evidence from Young Lives, Ethiopia
Gina Crivello, Young Lives

This paper asks why some children growing up in poverty are able to 'beat the odds' despite the odds being stacked against them early in life. The data come from Young Lives, an international study of childhood poverty using longitudinal survey and qualitative approaches to trace the life trajectories of a sample of boys and girls (n = 1,000) born in 1994 in Ethiopia, over a fifteen-year period. We use the survey to identify children in the poorest households (bottom tercile) who, by the end of the second decade of life, were faring well in the face of adversity. In various terms, these are children who might be described as 'resilient', 'positive deviants' or 'success cases', or in other words, have 'beaten the odds' or 'bucked the trend'. As a starting contention, while some children may be (naturally) more 'resilient' than others, resilience is also often structured by wider protective factors. Learning more about where these protective factors make a difference for children is a contribution to identifying what more policy might do to interrupt the impacts of poverty on children's development. The paper addresses three main questions: (a) What are the key determining moments in children's lives? (b) What makes a difference for children during these turning points? (c) In particular, what made a difference in the lives of those children who have fared well despite facing adversity?

Our analysis focuses primarily on a sub-group of boys and girls who, in addition to the survey, participated in a seven-year qualitative longitudinal study, from ages 12 to 19, along with their peers and caregivers, producing in-depth biographical narratives about their changing routines, relationships, circumstances and contexts. The paper contributes to conference discussion about ways of supporting young people in the transition to adulthood with regard to education, work, family and aspirations. Among other factors, the paper looks at the crucial role of children's social relationships and support networks, migration, institutional barriers and the importance of hope and 'second chances' in explaining why some children in poverty 'beat the odds'. However, we caution against snapshot approaches to gauging 'successful' transitions at any one age, for any one child, since the longitudinal approach shows that trajectories remain fragile and futures uncertain.

Refusing categorization: cartographies of child poverty and vulnerability in Kenya

Elizabeth Ngutuku, Institute of Social Studies, Erasmus University

The dominant imagination of child poverty and vulnerability in Kenya has been through the lens of a decontextualized orphan and vulnerable child. This perspective often pays inadequate attention to voice and lived experience of children. Boyden et al, (2003); Tefera, (2012) note that little attention has been given to the children's perspectives of poverty. Such interventions based on adult's voice may sometimes be contrary to the lived reality of children and may occlude the subjective and relational experiences of poverty. While recent research and interventions have taken children's voice as a starting point, children's voice has been instrumentally perceived as what children say (Kallio and Jouni 2011). Scholars in childhood studies have called for a problematisation of children voice and a focus on how children's voice may sometimes be an adult appropriated voice. Others like (Jackson and Mazzei 2009) have urged us to use non-linear methods and go beyond the spoken voice to a perspective on the silences in children's voice as well as their silenced reality.

In responding to this challenge, I present in this paper findings of my one-year ethnographic research in Kenya. This research utilised an assemblage of methods that were non-linear and nonrepresentational in investigating the complex phenomena of child poverty and vulnerability. Sutured through diverse narratives worlds of child-participatory methods and my own observations and interior monologues, the findings confront and interrupt the injustice of child poverty. I present the interconnectedness of diverse factors in the way this experience of poverty is lived. I also reveal that the voice of children is messy and contradictory and this voice makes connections to relations, structures, state provisioning, and subjectivity in every day spaces and how these may link in indeterminate ways. Poor children also refuse categorisation and sometimes occupy simultaneous, fleeting and contingent positions of children orphaned, supported by programmes, those graduated or departed from programmes, children of single mothers, children living with HIV/AIDSs, children fostered by elderly relatives, children fostered for caregiving to elderly relatives, children living in households that are simultaneously foster and child headed. Without being exhaustive, the research also reveals other categories of children perceived to be outsiders on account of being born out of wedlock, others on "status transit" and others self-defined as "struggling alone". I note a need for policies and programmes to be aware of this contingency when addressing child poverty and vulnerability.

11.15-13.00 PARALLEL SESSION 2.2.B: Theme 2: Integrated Approaches to Social Protection for Children

Large Briefing Room - LBR

CHAIR: Tim Conway, DFID

Towards comprehensive social protection for children in South Africa

Aislinn Delany, Children's Institute

South Africa's social assistance programme is internationally recognised as a successful poverty alleviation policy. The Child Support Grant (CSG) is the main grant for children living in poverty, currently reaching more than 12 million children. Since it was introduced in 1998, a substantial body of evidence has emerged demonstrating the positive effects of grants on children and their families. But while child poverty rates have declined over the last decade, they remain unacceptably high. South Africa continues to be an extremely unequal country, where race and geographic location play a large role in determining children's access to services and opportunities.

Social grants are critical in meeting the needs of children whose families have little or no other source of income, and have been shown to promote positive developmental outcomes for children. But the low monetary value of the CSG limits its effectiveness, and grants on their own cannot adequately address the persistent inequalities. For this reason the CSG was envisaged as part of a basket of services and support, but it has not been implemented in this way. Other poverty alleviation strategies such as school fee exemptions,

nutrition programmes, and free or subsidised services are in place, but coordination is poor and access is patchy. A more systematic, comprehensive approach is required to maximise impacts and effectively tackle the complex, multi-dimensional nature of poverty and inequality. So what should a comprehensive approach to social protection for children look like? This question was considered by the Taylor Committee in 2002, but is once again in the policy spotlight with the release of government's long-awaited Comprehensive Social Security discussion paper in late 2016.

This paper will draw on UNICEF's approach to integrated social protection for children and other reviews of the South African system to consider the extent to which the current 'building blocks' of social protection policy make up a comprehensive, coherent and equitable framework for children. It will point to gaps in the policy framework and challenges in harmonisation and implementation, and identify areas for strengthening.

Frontiers of resistance- understanding multiple deprivations and advancing Child Sensitive Social Protection in East and Southern Africa an era of global change

Neesha Fakir, Save the Children

Save the Children International (SCI) and the Africa Platform for Social Protection (APSP), are investigating the drivers of child poverty, as well as the challenges and opportunities for advancing Child Sensitive Social Protection (CSSP) in East and Southern Africa." This paper is concerned with exploring evidenced based strategies for strengthening the socio- economic dimension, of the child rights narrative, vis-à-vis CSSP, in East and Southern Africa. The overall aim of the paper is: to identify the structural and multi-dimensional causes of child poverty; and to expound on key recommendations on empowering deprived children as economic actors, through use of the CSSP approach. Save the Children understands that poverty and deprivation transcend economic and income measures and poverty interventions must address the holistic needs and rights of children, beyond monetary poverty.

Against the above background, the (APSP) and Save the Children's East and Southern Africa Regional Office (ESARO) are currently undertaking a study on "Analysis of Child poverty and deprivations in East and Southern Africa", to establish options through which a regional CSSP framework can be adopted as a means of promoting child sensitivity of policies and by identifying key countries where Child Sensitive Social Protection programmes can be piloted and scaled up.

Strengthening child-sensitive social protection for human development in Africa: a multi-country study of Kenya, Mozambique and South Africa

Samuel Igbatayo, Afe Babalola University

Social protection can be aptly described as a set of public actions that mitigates poverty, vulnerability and risk throughout the lifecycle. The concept is now embraced as a key element of poverty reduction strategies in Africa to address vulnerability against economic, social, natural and other shocks. The imperatives of 'child-sensitive' social protection systems are particularly critical for the African child, whose wellbeing is at a crossroads, more than twenty-five years since the adoption of the Convention of the Rights of the Child (CRC) and seventeen years of the African Charter on the Rights and Welfare of the Child (ACRWC). Child-Sensitive Social Protection mitigates the inherent social disadvantages, risks and other vulnerabilities children may be born into and those acquired later in childhood, fuelled by external shocks. There is a consensus that child development outcome on the continent significantly lags behind the trends in other regions of the world, undermining the rights and wellbeing of the African child. For example, child mortality, a core indicator of child health and wellbeing, is endemic across the region, accounting for more than half of all child deaths globally. About one-third of the children in Sub-Saharan Africa are underweight and about 43% lack access to safe drinking water. Also, only about 57% of children in the region are enrolled in primary school.

Consequently, in 2014, social protection experts from forty African countries, in Cape Town, held a consultative meeting on Children and Social Protection. The experts acknowledged the critical roles of child-sensitive social protection systems in Africa. They also provided a roadmap for the increasing number of countries in Southern, Central, North and West African countries embracing social protection systems.

Therefore, the major objective of this paper is to shed light on the state of child-sensitive social protection systems in Africa. It employs empirical data to analyse the trends across the region, with a particular emphasis on Kenya, Mozambique and South Africa as case studies. It reveals Kenya's Orphans and Vulnerable Children (CTOVC) programme as robust child sensitive social protection system, fostering human capital development for the affected children. Mozambique has also adopted unconditional cash transfer for children from birth up to two years of age, as an integral part of the nation's social protection agenda. On the other hand, South Africa's Child Support Grant (CSG) has emerged as the most elaborate child sensitive social protection system in Southern Africa, covering 12 million children who receive monthly payments for the support of food, clothing, medicines and other basic needs. Finally, the paper presents a policy framework anchored in Institutionalizing social protection systems in national policy; increasing budget allocation for social development and deepening poverty reduction strategies.

11.15-13.00 PARALLEL SESSION 2.2.C: Theme 3: Education and Marginalisation

Small Briefing Room - SBR

CHAIR: Pauline Rose, ESRC-DFID Impact Initiative

Mechanisms behind inequality in educational opportunities: the case of Ethiopia

Ilze Plavgo, European University Institute

Providing equal chances to attend and complete basic education for children of all social origins has been a long-standing objective among countries in sub-Saharan Africa. In line with child rights to basic education listed in national legislation and the Convention on the Rights of the Child (UN 1989), many countries in the region have undertaken major reforms in education systems. Despite this, recent trends reveal that educational expansion in many cases has not translated into an increase in children's chances to complete primary school (UNESCO 2015). Research on intergenerational education mobility finds that over the last two decades, the gap in terms of educational opportunities between children with different social origins has persisted and in some cases widened (Azomahou and Yitbarek, 2016).

As theorised by Boudon (1974), family conditions determine educational outcomes through primary effects (children's cognitive ability, scholastic performance) and secondary effects (family decisions, choices). Furthermore, the maximally maintained inequality hypothesis by Raftery and Hout (1993) suggests that educational inequalities persist due to parents' efforts to prevent downward intergenerational social mobility. Breen and Goldthorpe (1997) and Bernardi (2014) build on this by focusing on the role of the compensatory effects of social origin, revealing that educational choices made by upper classes are less sensitive to children's cognitive ability and scholastic achievement compared to lower classes. This paper tests the theories developed in industrialized countries and studies the mechanisms governing persisting inequality in educational opportunities in Ethiopia using the Young Lives longitudinal survey data, following children's trajectories from infancy to adolescence to identify the effect of the economic and educational background of children's caretakers on school outcomes, net of prior nutritional and health status and cognitive ability. It differentiates between primary effects (ability) and secondary effects (choice) of social origin and assesses the effects of social origin on changes in the risk of grade repetition during primary school.

The paper reveals large disparities between urban and rural areas in Ethiopia. Findings regarding urban areas suggest that inequalities in educational outcomes to a large extent are driven by secondary effects, linked to differential educational service availability, affordability, and quality. The large share of the secondary effects as well as the significant compensatory advantage effects of social origin indicate that the more socioeconomically advantaged families manage to keep their children on track regarding primary school progression to avoid downward mobility, also when children show low prior cognitive abilities. Findings regarding rural areas point at service-related structural supply-side mechanisms governing inequalities in education, such as unavailability of pre-school education in the area, high pupil-teacher ratio per class, and other service-related issues that affect scholastic achievement and educational outcomes in broader areas,

touching all members of specific societies in a more homogeneous way across all social classes, with little variation across children with a different socioeconomic background.

Addressing poverty and inequality in Sub-Saharan Africa: fostering inclusive education of children with disabilities

Serges Djoyou Kamga, Thabo Mbeki African Leadership Institute, UNISA

The right to education is indispensable for children's development. It is self-evident that children who cannot access at least basic education do not reach their full potential. For persons with disabilities, education is a vehicle for improving the quality of life and addressing the 'disabilisation' of poverty or ensured that disability is not synonymous with poverty. Therefore, ensuring the education of children with disabilities would increase their chances of getting good employment and ensure their independence and improve their standards of living. Yet, historically children with disabilities considered as curse for their families, are viewed as 'uneducable' and kept behind closed doors, away from schools and therefore are bound to be poor and marginalized by the society. To address this problem, the international community adopted various treaties to cater for education for all including, the Convention on the Right of the Child and the Convention on the Right Persons with Disabilities in which the right to education for all is central. At the African regional level, the African Charter on Human and People Rights (the Charter), the African Convention on the Rights and Welfare of the Child provide for the right to education of children. Moreover, the current draft Protocol to the Charter on the Rights of Persons with disabilities emphasises the right to education for children with disabilities. However, while it is good to adopt laws to foster inclusive education, it is essential to ensure their implementation. The aim of this paper is to explore what should be done to foster inclusive education for the benefit of learners with disabilities. It argues that the starting point should be to raise awareness on disability as element of human diversity. In addition, policy makers should ensure the explicit constitutionalisation of the right to education of children with disabilities to ensure their visibility. Finally, disability rights and the right to education in particular should be given a special place in the national policy arena on education as this will lead to addressing budgetary and awareness gaps associated with various aspects of the education of children with disabilities.

Inequality in schooling for rural children in Ethiopia

Tigist Grieve, University of Bristol

Achieving universal primary education is one of the long-standing aims of global and national level actors as a broad strategy for economic and social development. The recent Sustainable Development Goal number 4 (SDG-4) have set ambitious target for an inclusive, equitable and quality education for all. Schools in the global south are keen to see all children progress through their schooling as part of their role in implementing the global and national level development aspirations such as the SDG-4. In the context of Ethiopia along with quality and learning, keeping enrolled children there and completion rates remain a major policy concern.

This paper draws on an ethnographic work carried out in rural Ethiopia. It offers a sociological insight as to why low enrolment and incompleteness persist in rural context from the perspective of communities. Its highly contextualised analysis helps the paper to highlight intra-household politics of inequality and the implications of this for categories of children with respect to their schooling. The analysis also draw on the voices of marginalised children to explain how enrolment and completion is affected by what goes on inside of the school as much as outside of it. With a focus on gender, spatial, relational and socioeconomic inequalities, it highlights the processes and mechanisms that sustain enduring educational inequality and how this shapes trajectory of children's life path.

The paper argues, albeit unintentional, some of the existing practices, procedures and policies in place directly serve to reproduce the existing and persistent educational inequality including the educational attainment of female rural children. Drawing attention to the utility of voices of poor rural children and their lived experiences of schooling, it offers some pragmatic pointers as a potential measure of policy and practice.

11.15-13.00 PARALLEL SESSION 2.2.D: Interactive Session: World Café - Exploring the Opportunities and Challenges in Evidence Informed Decision Making

Caucus Room 11 - CC11

CHAIR: James Georgalakis, Director of the ESRC-DFID Impact Initiative

This interactive session brings together policymakers, communications professionals, NGOs and researchers to dissect and discuss the role of research in contributing to change, and what the barriers and opportunities are in closing the gap between knowledge and policy and practice. Table convenors will include Andrew Long (DFID), Mike Wessells (Columbia University), Carolina Sanchez (World Bank) and Yehualashet Mekonen (ACPF). All conference participants are welcome to join this session.

Each Café table will be tasked with answering a different question – participants will rotate to each table to share their own experiences and learn from one another. The Table host will guide the conversations and summarise the learnings at the end of the session. Questions include:

1. What do you see as the key opportunities for evidence and research to contribute to the reduction of child poverty?
2. How do you institutionalise knowledge and learning about achieving impact and research uptake?
3. Can you reflect on research approaches or sources of evidence that are most affective in achieving impact at scale?
4. How do you define, monitor and measure the impact of research on policy and practice?

This session will contribute to the subsequent panel session: How does evidence inform policy and practice in the fight against child poverty and inequality? Participants do not need to attend both to benefit from the discussions, although they are very much encouraged to do so.

14.00-15.30 SESSION 2.3: How does Evidence Inform Policy and Practice in the Fight against Child Poverty and Inequality?

Conference Room 2 – CR2

CHAIR: James Georgalakis, Director of the ESRC-DFID Impact Initiative

This plenary session will include a presentation and a panel discussion that will explore some of the key factors that affect how evidence is used to inform policy and practice. In an introductory presentation, Alula Pankhurst considers how the Young Lives research over 15 years following 3000 children in Ethiopia has engaged with key areas for policy on children. Drawing upon their experiences within academia, advocacy, policy, and programming, the panellists will subsequently discuss the challenges they have faced attempting to strengthen the links between research, policy and practice and what lessons we can draw from this in relation to the use of evidence in identifying solutions for child poverty and inequality in Africa.

- Alula Pankhurst, Country Director, Young Lives Ethiopia
- Andrew Long, Head of Profession for Social Development, UK Department for International Development
- Carolina Sanchez, Senior Director, Poverty and Equity Department, World Bank
- Mike Wessells, Professor, Columbia University
- Yehualashet Mekonen, Head, African Child Observatory Programme, ACPF

Informing policy on children’s protection and wellbeing through research: Young Lives experience in Ethiopia

Alula Pankhurst, Young Lives Ethiopia

This presentation considers how the Young Lives research over 15 years following 3,000 children in Ethiopia has engaged with the following six key areas for policy on children: 1) overall children’s policy, 2) child-friendly social protection, 3) orphans and vulnerable children, 4) child work and labour, 5) violence affecting children and 6) harmful traditional practices (notably FGM/C and child marriage). I argue that the very notion of “demonstrating and attributing impact” is inherently problematic and based on questionable and naïve assumptions about research influence using linear and simplistic models of theories of change. Nonetheless, the longer term nature of Young Lives research and its connections and networking have arguably led to some shifts in policy relating to children in Ethiopia.

I start by examining the development of the Child Policy since 2010 to its final approval by Parliament in April 2017 and the extent to which Young Lives suggestions have been incorporated. I then consider the development of the Productive Safety Net Programme and the Social Protection Policy and how Young Lives data might have influenced the evolution of the PSNP design. The Young Lives research on orphans and vulnerable argues that orphans should not be singled out but should rather be seen as a category of vulnerable children as reflected in changes from the draft Social Protection policy till its approval in 2014. Young Lives research on child labour also highlights linkages with poverty and struggles that children face in combining work with school, and these insights were shared with the Ministry of Labour and Social Affairs at events such as the Day Against Child Labour arguing against a definition based on age and the assumption that child work is necessarily always noxious. On issues relating to violence Young Lives research suggests that violence should be seen broadly in relations to structural poverty. Lastly, regarding adolescent girls Young Lives has engaged with the Government on the development of its Harmful Traditional Practices Strategy, and has argued that policies and programmes should broaden the scope to consider constraints and opportunities for adolescent girls and links between education, training, work, migration, reproductive health and marriage.

In conclusion, based on the cases discussed, I suggest that policy shifts take time requiring a mounting basis of evidence and uptake of messages by a variety of actors to reach tipping points with fora and networking to share research findings across divides between researchers, policy makers, practitioners, international organisations and NGOs, as well as fortuitous coincidences and a dose of serendipity.

16.00-17.30 SESSION 2.4.A: Cross-Cutting Theme: Migration, Conflict and Uncertainty

Conference Room 2 – CR2

CHAIR: Yisak Tafere, EDRI and Ethiopia Centre for Child Research

“Maybe I will have a good life in the future”: The benefits, challenges and outcomes of rural girls’ educational migration in Southern Ethiopia (SNNPR)

Louise Yorke, Trinity College Dublin

Background: The Ethiopian government seeks to increase general secondary enrolment (Grades 9-10) from its current enrolment rate of 40% to 74% by 2020 with the objective of helping the country ensure economic and social progress and reach its goals of middle-income status (ESDP V). However it is necessary to ensure that this expansion is inclusive and equitable and benefits all members of society, particularly marginalised groups. Currently access to secondary education is uneven, with disparities across gender, region and rural-urban divide.

Context: Migration has been identified a key strategy for rural students who seek to overcome barriers to secondary education in rural communities, such as poor infrastructure and facilities and low quality education and meet their high educational aspirations (Crivello, 2011; Rao, 2012). For rural girls in particular, migration

allows rural girls to escape restrictive cultural norms and expectations in sending communities that hinder their educational progression (UNESCO, 2013). Nonetheless, 'successful' outcomes are not guaranteed and in addition to the benefits it brings, migration may also bring new challenges.

Current Study: This qualitative case study explores the perspectives of a group of rural female students (n=27) as they migrate to urban areas to access and pursue general secondary education. The data is based on fieldwork carried out over the course of 12 months in Hawassa City in the Southern Region of Ethiopia (SNNPR). Using a participatory approach it privileges the lived experiences of rural girls, recognising their converging and diverging pathways, as well as the impact of wider structural forces on their lives. It considers the benefits that rural girls' educational migration brings, the challenges that arise and the outcomes that follow their substantial investment in education.

Key Arguments: The arguments of this paper are twofold. First, it will argue that 'rural girls and women' do not constitute a homogenous group. Thus, to increase their secondary education access and progression it is necessary to understand the challenges both within and across groups of rural girls. Secondly it will argue that while education is important, it may not always be the 'unqualified good' it is sometimes taken to be (Unterhalter, 2003). A facilitating environment, both within and outside school, is needed to ensure that rural girls are assisted to meet their potential.

Proposed Contribution: A particular advantage of the paper will be the ability to make connections across issues of gender, migration and education. This will in turn help to develop more comprehensive, evidence based and sustainable solutions to the problems faced by poor, rural girls. Although the focus is specifically on Ethiopia, the issues under investigation will reflect wider trends across low- and middle-income countries and thus it is hoped that the findings will have relevance at both national and international levels.

How can we support youth creativity in the face of uncertainty as they grow up?

YOUR World Research Ethiopia Team

Vicky Johnson, University of Brighton Melese Getu and Milki Getachew, Addis Ababa University and Amid Ahmed, Debremarkos University

This paper outlines an innovative co-constructed research project on youth and uncertainty in Ethiopia and Nepal. It concentrates on the Ethiopian national research that is being undertaken with street connected and marginalised youth in: Addis Ketema sub-city in Addis Ababa, drought prone Hetosa District in Oromia Region and Fogera District in Amhara Region. The research engages youth through visual participatory methods such as rivers and roads of life, youth led walks, open mapping and relational diagrams. The research starts from the perspectives of youth, aged 16-24 years, within a rights-based framework that builds on the Change-scape framework (Johnson 2010, 2011, 2015), Living Rights (Hanson and Nieuwenhuys 2013) and Bauman's theories of community in insecure times (2001).

Uncertainty in the complex lives of young people in Ethiopia should not necessarily be regarded as negative. The research seeks to understand how, as young people grow up, they may break bonds with family and community, and seek autonomy and alternative support with peers. The certainty of poverty (due to missed education, unemployment/underemployment, population pressure and the resultant growing landlessness and early marriage) may lead young people to seek creative alternatives and to regard migration as one of their routes to a better future. The paper will illuminate youth perspectives with visual participatory methods and stories to discuss initial emerging findings from the Youth Uncertainty Rights (YOUR) World Research.

16.00-17.30 SESSION 2.4.B: Theme 2: Child Protection and Care

Large Briefing Room – LBR

CHAIR: Keetie Roelen, Institute of Development Studies

Poverty among orphaned children and child-headed families in sub-Saharan Africa: an overview

Shimelis Tsegaye Tessema, ACPF

This paper discusses the multiple deprivations experienced by orphaned children in Africa and makes a few policy suggestions. The paper will rely both on the relevant literature and on surveys on child-headed households conducted in 2013 by ACPF covering five countries, Senegal, Sierra Leone, Rwanda, Uganda and Zimbabwe. In Africa, the consequences of the twin scourges of conflict and HIV/AIDS have been far-reaching among children. Many children have died as a result or have been left without adult care. A 2015 estimate shows that close to 50 million children lost one or both parents due to one cause or another. In that year alone, more than 8 million children lost both parents due to one cause or another.

Orphans are most likely to experience deprivations on multiple fronts: first of all, orphaned children, especially those who lost their parents to AIDS, are more likely to fall under chronic income poverty than other groups. Children who lost their parents after a prolonged illness are likely to begin their new lives being severely impoverished having been forced to sell off land and property to raise money for treatment. Families that lost the head of household due to AIDS experience a 30-40 per cent decline in household income over the subsequent year in relation to the control group, and can also be less likely to get access to poverty alleviating public resources such as cash transfers. Secondly, they are more likely than non-orphaned children to have poor health outcomes. They not only lack access to healthcare services but they are also more likely to be malnourished and stunted than non-orphans. Equally, important, they are less likely to get enrolled and stay in school and progress to completion.

Participatory Peer Research on Children Living Outside of Family Care in Uganda

Joyce Wanican and Noah Robert Nyende, AfriChild Centre, Makerere University

National Housing and Population Censuses, Demographic and Health Surveys and Multiple Indicator Cluster Surveys provide a strong basis for assessment of the Sustainable Development Goals (SDGs) and poverty reduction strategies in low and middle-income countries. However, little attention has been given to the most vulnerable populations, including the homeless children, those living in institutions and migrant child laborers. Children living outside family care often lack basic needs, this impedes their physical, intellectual and emotional development. Recognizing the need to create a platform for children to be heard, the AfriChild Centre in Makerere University Kampala Uganda undertook participatory peer driven qualitative research on children living in residential care institutions and homeless urban children. The aim of this research was to generate evidence on key drivers of children's risks and resilience to inform evidence-based policy and program to enhance child well-being.

Child-centred and peer-led methods of data collection were employed to investigate adversity in selected children's residential care institutions from four districts in Central and Eastern Uganda; and among child domestic workers, sexually exploited and street connected children in Kampala. Further investigation was made to understand children and care givers' perceptions of protective and harmful parenting practices in three districts of Uganda (Lira, Ibanda and Kampala). Multiple qualitative research methods were used to obtain data from the children, including children's geographies (participatory research and auto-photography); qualitative and feminist Geographic Information Science (cartographic visualizations of violence); Environmental and behavioural geography (cognitive and activity mapping); Ethnography (participant observation, interviews and roving focus groups); body mapping; journals and unstructured observations.

The majority of child abuse that suffered by children out of family care remain unmeasured. Physical, emotional and sexual violence are common occurrences perpetrated by caregivers, armed personnel, fellow children and the neighbouring communities. Key underlying factors of children's adversity and subsequent institutionalization include poor parenting practices such as neglect and weak household, community socio-cultural and economic safety nets. Effective scale up of child protection and well-being in Uganda needs to begin with households and communities. When reached, children in adversity have the capacity to engage in constructive dialogue, such as 'Future Search' that affords them the opportunity to participate in research as 'researchers' and to innovate solutions to children adversity. It takes innovation to reach and work with these hidden children, and AfriChild has a lot of practical insights to share in this area.

Strengthening community based child protection for vulnerable children in Sierra Leone
Mike Wessells, Columbia University

NGO and UN work on child protection internationally is dominated by expert-led, top-down approaches. Although useful, these approaches are limited by low levels of community ownership and poor sustainability. Also, they typically do not address the felt needs of the community and are weak on prevention. They usually view children as beneficiaries or as participants but not as leaders who hold power in taking key decisions.

This presentation describes participatory action research (2011-2014) that aimed to develop and test the effectiveness of a more community led and owned process of child protection. To lay the groundwork of learning and trust, rapid ethnographic methods were used in two districts in the northern and southern parts of Sierra Leone, respectively. The community led process provided much greater community power than is typical in child protection work and a slow, inclusive process of collective dialogue, reflection, and decision making. In the first phase, two clusters of three communities each decided themselves to address teenage pregnancy, which frequently stemmed from sexual abuse and often set the stage for ongoing sex work. Next, they developed an intervention that included work on family planning, sexual and reproductive health, and life skills. Then they implemented the intervention using a highly participatory, whole community approach that linked with health posts and the Ministry of Health.

The presentation describes the promising results (pre-Ebola crisis) and how the research contributed to a change in the national Child and Family Welfare policy. It discusses how the bottom-up, community led processes supported the wider agenda of child protection systems strengthening. It also analyzes the key role that children played as leaders who contributed to a grounded, highly contextual approach and to processes of social change that promoted children's well-being.

16.00-17.30 SESSION 2.4.C: Theme 3: Equitable Access to Education for Equitable Development in Ethiopia

Small Briefing Room – SBR

CHAIR: Jack Rossiter, Young Lives

This session constitutes two paper presentations and a panel discussion with researchers and policy makers with two objectives: (i) to highlight findings from fieldwork in Ethiopia and links into planning and policy making; and (ii) to engage with conference participants through semi-structured debate on how access to and quality of education can be secured for the most excluded and marginalised in Ethiopia.

Panellists include:

- Jack Rossiter, Education Research Officer, Young Lives
- Workneh Yadete, Education Researcher, Young Lives Ethiopia
- Kiros Berhanu, Education Researcher, Young Lives Ethiopia
- Yohannes Wogasso, Ministry of Education, Ethiopia

- Tigist Grieve, University of Bristol
- Yasabu Berkneh, Director, School Improvement Program (SIP), Ministry of Education, Ethiopia (tbc)
- Seifu Wolde, ECCE Expert, School Improvement Program (SIP), Ministry of Education, Ethiopia, (tbc)

Scaling-up Early Learning in Ethiopia: the potential of O-Class for equitable development

Workneh Yadete, Kiros Berhanu and Jack Rossiter, Young Lives Ethiopia

SDG Target 4.2 identifies ‘pre-primary education’ as a strategy to strengthen school readiness and contribute to the quality and outcomes of education. This is supported by powerful evidence on the benefits for disadvantaged and marginalised groups. The challenge faced by many countries is to deliver the proven potential of well-planned, quality programmes to scale. Ethiopia’s most recent ambitious targets for early learning are set out in the Fifth Education Sector Development Programme (2015), with pre-primary education identified as a “tool to increase equity in the education system” and pre-primary classes (known as O-Class) seen as the most rapid route to scale-up.

Based on recent engagements between Ethiopia’s MoE and Young Lives, to support scale-up, this paper begins by summarising the Ethiopian government’s growing commitment to supply pre-primary education. It then steps to the demand side and draws on the latest exploratory fieldwork on community stakeholder, woreda, school teachers’ and leaders’ perspectives on what children need at different stages prior to going to school and on how this relates to current early learning provision.

The final section introduces parallel experiences of other countries, presents six key challenges for scale-up in Ethiopia – equity; age-appropriateness; cross-sectoral coordination; capacity building; and research and evidence – and investigates pathways to universal pre-primary education in Ethiopia, by 2020 and 2030.

Ethiopia’s initiative to scale-up O-Class (and early childhood development more generally) is a welcome indicator of policy commitment to SDG Target 4.2. Nonetheless, there is a risk that low quality pre-primary programmes will not deliver on the potential of early childhood education and children – especially poor children – will be the losers.

Rethinking the Ethiopian education system to provide comprehensive quality education for Pastoralist children

Yohannes Wogasso, Ministry of Education, Ethiopia

Ethiopia’s Pastoralist communities represent 12-15% of its population, mostly living in 169 woredas in four regions and covering up to 61% of in the country’s land area. Emerging from the government a serious of educational abstracts, reports and different studies which suggest that pastoralist regions and areas in the country sit at the bottom of the ladder in terms educational access, attainment and achievement. Notwithstanding the government’s commitment to education in all regions, the results achieved in the pastoralist area in terms of equitable quality education are inadequate. Even though the government has demonstrated high and consistent financial commitments to education reform and development, strategies to support pastoralist group do not yet respond to their specific livelihood needs and investment. A rethink is required, which will require more than the simple contextualization of approaches designed for sedenterized communities and more than ‘copy and adapt’ strategies for programs designed for the nation at large. Moreover, enhancing the capacity of the educational structure beyond the traditional support, to establish institutional memory and capacity for efficiently implementing the strategies designed for pastoralist is crucial.

The purpose of this paper is to assess the status and benefits extended to pastoralist communities in terms of accessibility of equitable quality education from the existing education and training policies, strategies and approaches. It will then investigate the peculiar features of the pastoralist community, the existing strategies deployed to improve quality education and thereby what indigenous strategies may be used to contribute for the country to achieve its vision of being a lower-middle-income country by 2025. Qualitative thematic analysis design was used in order to attain this purpose. The study mainly focuses on secondary data from concerned

official organization and quantitative data via in depth interview with officials from regional education bureaus, the ministries of education and of finance and economic cooperation. This study reveals that a silo approach, which believes that all the strategies and programs designed at national level will work for pastoralist community through contextualization processes has led to pastoralist areas characterized by relatively poor educational quality and access and a high number of out of school children and high dropout rate. The cause of this inefficiency can be traced back to a shortage of pastoralist views in education policy dialogue, leading to strategies designed at national level and poor implementation capacity in local areas. This study investigates new insights from officials at all levels and suggests a different approach which has the potential to offer quality education for pastoralist communities.

16.00-17.30 SESSION 2.4.D: Theme 3: Interactive Workshop to Explore the Complexities of Helping Children with Disabilities to be 'School-Ready' in Malawi

Caucus Room 11 - CC-11

CHAIR: Paul Lynch, University of Birmingham

'School readiness' is a multi-faceted construct linked to many important developmental outcomes, including academic success, completion of high school, and eventual gainful employment and the ability to contribute to society. Over the past 15 years there has been an increased emphasis by governments, parents, and educators on the promotion of school readiness in young children including those with disabilities. In this workshop we will collaboratively explore what tools can be used to measure school readiness without penalising children with disabilities and consider how different actors (parents, teachers and services providers) can view a child with disability in more positive light.

Part one: Introduction: Present some key areas for concern – multi-dimensions of risk - children who experience disability, poverty and live in low resource settings

- a. Quick review of how many assessment tools look at a child with disability through a deficit
- b. Why are these children more likely to drop out of school or not complete full cycle of schooling (risk and resilience)
- c. Present dynamic model of 'school-readiness' – looking at the intersectionality of child, school and community and the need for a multi-directional approach to schooling
- d. Introduce the project briefly and the a set of commonly used tools in assessing children's readiness for school and being used for the ESRC/DFID RLO project

Part two: Debate assessment tools and how they could be used in low-resource settings in LICs

Participants are invited to come together in small groups and to do some mapping out of tools they consider to be feasible and effective in building a child's chances of going to primary school and staying at school. We will look at the child, family/community and school separately and how they intersect. We consider tools (assessments) that are quite generic to get a sense of what tools are available (e.g. IDELA, EDI, ECERS, etc.). Groups are asked to come up with different permutations of tools, leading into a group discussion in part three.

Part three: Discussion about the strengths and weaknesses of different assessment tools in LICs

In the larger group we discuss how tools and interventions are able to mitigate the chances of children with disabilities not entering primary school and encourage them to remain in school. We also consider the implications for research and practice in other countries.

DAY 3: DETAILED PROGRAMME

09.00-10.30 PARALLEL SESSION 3.1.A: Interactive Session: Why Should We Talk the 'TED talk'?

Conference Room 2 – CR2

CHAIR: Vivienne Benson, Institute of Development Studies

TED talks are a popular presentation format that were first created for the TED (technology, entertainment, design) conference. The talks are a maximum of 18 minutes in length and use storytelling as a means to convey messages.

This session will begin with a 'Ted Talk' by Nicola Ansell from Brunel University, entitled: *"Child marriage campaigns are missing the point."* In her TED Talk, Nicola critically reflects on the age of 18 as an arbitrary age limit for the end of childhood in relation to debates and policies around child marriage.

Following this, Vivienne Benson, Impact Initiative, will host a discussion on how to think differently when it comes to presenting and persuading audiences to listen and take on your ideas. This will be an interactive session, so please feel free bring a piece of research or an idea that you want to present and communicate.

09.00-10.30 PARALLEL SESSION 3.1.B: Cross-Cutting Theme: Children in Cities

Large Briefing Room - LBR

CHAIR: Stephen Devereux, Centre for Excellence in Food Security, University of Western Cape/ Institute of Development Studies

Analysing child stunting in Africa: Does urbanization make a difference?

Saurabh Sinha and Kalkidan Assefa, ECA

Under-nutrition, especially in the first 1,000 days post-conception, poses a serious threat to children's physical and cognitive development with irreversible and cumulative damaging effects that persist during their entire life-cycle, dampening economic growth and poverty reduction. Child stunting, a measure of chronic under-nutrition among children under five, has increased in Africa from 44 to 55 million in 1990-2014, and one in three stunted children under five in the world today are in Africa.

Africa is also the fastest urbanizing region in the world. Though close to 60 percent of people still live in rural areas, it is estimated that by 2025, more than half of Africa's population will live and work in urban areas. Using data from the Demographic and Health Surveys (DHS) for countries where data is available, the paper analyses the extent and nature of urban-rural differentials in child stunting by testing the following hypotheses:

- i. Even though the prevalence of childhood stunting is equally high across countries, urban populations are significantly better off than rural populations as in almost every country in the world, average living standards in urban areas are superior to those in rural areas regardless of national income levels.
- ii. In Africa, the size of urban-rural welfare gaps within countries varies a great deal across countries, with higher gaps in slowly urbanizing countries so that in most countries, urban rural differentials in child stunting converge with increasing urbanization.

The aim of the research is to analyse the linkage of urbanization with nutrition outcomes, focusing on child stunting. The research recognizes the heterogeneous nature of urbanization in Africa and introduces the

extent of average annual rate of change of the urban population as a determining factor for the difference in nutritional outcomes between urban and rural areas.

While stunting can be reduced through increased access to food security, other factors also cause childhood stunting such as chronic or recurrent infections, intestinal parasites, and low birth weight, many of which are influenced by each other. The paper demonstrates the urgent need for suitable policies to ensure universal access of children across the rural-urban continuum to a range of basic services, especially by the poorest and marginalized segments, and reduce childhood stunting.

Children and adolescents in urban settings: Poverty and inequality in Nigerian Cities

Alberto Minujin, New School and Enrique Delamonica, UNICEF Nigeria and CROP

The urban population already surpassed the threshold of 50% of the total world population, surpassing 85% in some regions. Africa shows one of the highest increases in urban population. Too many families being incorporated into urban settings live in slums and deprived areas. The supposed urban advantages are not for most of them - certainly not for their children. Consequently, it is clear that achieving the SDGs requires policy-makers and the international community to identify solutions and take action to tackle urban child poverty and inequality. The objective of this paper is to analyse, from a variety of perspectives, the impact of child poverty, inequalities, and deprivation on children and adolescents in the two largest cities of Nigeria (Kano and Lagos). This is done in three substantive sections and a concluding one.

First, in order to set the scene, the living conditions of children is assessed. Following and relying on the latest literature and quantitative analyses (UNICEF, 2016, UN Habitat 2016) three groups of children are identified, based on housing materials, overcrowding, and access to water, sanitation, and electricity. This innovative index of housing deprivation allows us to understand where the poorest of the poor children live. In addition, their (and their families') characteristics are described. This analysis complements estimates of urban child poverty for Kano and Lagos. These are the first-ever, city-specific measurements of child poverty following internationally accepted measurement tools and criteria. All of these analyses are based on the micro-data of the most recent Multiple Indicator Cluster Survey (NBS, 2016). Second, the impact of urban inequalities will be presented. Understanding this impact is important to develop policies and programmes to ensure equitable and universal access to basic social services which would effectively reach the poorest and most marginalised children. Comparisons will be made to assess how basic social services reach (or not) the poorest children, those in acceptable circumstances, and those from the richest households. This information is required not just to devise plans and policies to reach the SDGs but also to fulfil the New Urban Agenda. Third, besides indicators of access to basic social services (e.g. birth registration or primary schools) the indicators also cover well-being outcomes (e.g. nutrition or violence). Moreover, the outcomes cover the life cycle of the child and adolescent (e.g. primary and secondary school attendance or adolescent pregnancy). Thus, they provide evidence about some of the different challenges (and opportunities) faced by the poorest adolescents, those in acceptable circumstances, and those from the richest households. This evidence illustrates the inequitable pathways determining transitions into adulthood for adolescents. Finally, based on the evidence and analyses in the preceding sections, recommendation will be discussed. These will be methodological, for further analysis, as well as programmatic and policy oriented.

Social protection for poor children in urban settings in Ghana: The role of urban planning

Michael Addaney, University of Energy and Natural Resources

Urban areas are home to over 50 percent of the world's population and this is projected to rise to 70 percent by 2050. Urban areas are generally perceived as centres of enormous opportunity, possessing great riches, and socio-political and cultural diversity. Notwithstanding, it has been established that about a billion (32%) of the global urban population including children live in slums and by 2035, poverty will remain a predominantly urban phenomenon. Urban poverty is more pronounced in sub-Saharan Africa, where cities are becoming centres of despair and destitution. Within sub-Saharan Africa, it has been observed that about 75 percent of the urban population live in slums, unrecognised and un-serviced by local governments. Ghana,

a Sub-Saharan African country is often cited as a good example of high economic growth, stable governance and gradual social development. However, in recent years, Ghana's development reputation has lost much of its shine. The positive progress in alleviating poverty has been jeopardized by increasing levels of inequality and recent economic crises. Despite achieving the MDG target of halving poverty, more than 28% of children continue to be poor, and increasing inequality and stalling progress have dramatically reduced the provisioning and delivery of basic services including housing, water and sanitation. Fundamentally, it can be deduced that urban planning is a central tool for any effort to alleviate poverty as well as to enhancing access to basic services for all including reaching the poorest and marginalised children. Given the centrality of planning to the creation of various spaces, it can be established that planning plays a role in perpetuating, mitigating or alleviating poverty. For instance, Stiglitz argues for a radical approach to the delivery of good housing, water and sewage systems, and public parks, fearing that living standards and the environment will suffer in the absence of proper planning and design of the expansion of cities.

Therefore this paper argues that social reforms and concern to better the living conditions of the poor especially poor children should be an important influence on urban planning. This has become necessary because, as argued by Ravallion et al., the poor have been urbanizing more rapidly than the population as a whole, and particularly so for Ghana because the country's urbanisation process is not accompanied with falling overall poverty. The paper does so by reviewing and analysing documents such as the Ghana Living Standards Survey (GLSS) reports, reports on the implementation of Poverty Reduction Papers [Ghana, Poverty Reduction Strategy (GPRS I), the Growth and Poverty Reduction Strategy (GPRS II) and the Ghana Shared Growth and Development Agenda (GSGDA)] to unpack the role of urban planning in reducing poverty (enhancing access to and supply of domestic and urban public services such as potable drinking water, electricity, health services and schools) as well housing and housing conditions), exclusion as well as ensuring effective delivery of social protection to poor children in urban settings in Ghana.

09.00-10.30 PARALLEL SESSION 3.1.C: Theme 4: Healthy Adolescent Development

Small Briefing Room - SBR

CHAIR: Gina Crivello, Young Lives

Young adolescents' sexual and reproductive health literacy and implications for their healthy transition into adulthood - Mokhantso Makoe, HSRC

Background: Society treats adolescence with both ambivalence and "splitting". It can be a subject of cultural "gaze" and be highly monitored in the interest of protecting its perceived fragility or even be dismissed as a period of temporary turmoil. In sub-Saharan Africa early adolescence young people aged 10-14 years) in particular, is neglected, and providing youth with protective information and services to ensure their healthy and secure transitions into adulthood is a missed opportunity. In South Africa puberty and associated changes and social meanings are less understood due to a dearth of population-level studies and rural coverage. Several problems that beset younger and older adolescents as well as youth could be prevented if there were reliable data and interventions across sectors such as health, education and social development. Some of the negative outcomes of fragmented policy, a lack of research and practitioners' focus on this stage of development include poor sexual health indicators, teenage pregnancy, early childbearing and poor school progression. These outcomes consistently undermine the gains of social investment in early years and impact on human development goals. The dearth of effective programmes targeting young adolescents and their need for reliable information on puberty means that while there is some information about pubertal development, South African adolescents' knowledge about puberty and its implications for their health and wellbeing is less documented. Knowledge about sexual and reproductive health includes correct responses to questions about puberty, adolescent boys' and girls' bodily changes during this phase, sources of adolescent health and puberty-related information and where to access services intended to support adolescent health.

The concept of health literacy is useful in analysing understandings of young adolescents about their bodies, sexual relationships between boys and girls, and health services.

Aims: The aim of this paper will be to provide a description of South African younger male and female adolescents' (learners aged 10 to 14 years) health literacy as measured by adolescents' knowledge about puberty, their sexual development and sources of adolescent health and puberty related information and where to access services. The purpose of this analysis will be to identify the implications of fragmented policy, lack of research and practitioners' focus on this stage of development and transitions into adulthood.

Methods: A stratified sample of adolescent learners aged 10-12 and 13–14 years were randomly selected from five rural primary and secondary schools in Mpumalanga province in South Africa. A cross-sectional survey was conducted in 2017. A questionnaire was administered by trained fieldworkers. It quantified a number of variables including socio-economic background characteristics, family structure, age at onset of puberty, knowledge about puberty, experiences with dating and sexual relationships and their sources of information. The data will be captured, coded and analysed using SPSS software. The analysis will address the aims of the paper above. The analysis will consist of descriptive statistics: frequencies, means and associations.

Disentangling adolescents' vulnerability to gender-based violence through a capability lens in Ethiopia and Rwanda - Nicola Jones, ODI

Adolescence is increasingly recognised as being pivotal in the life course, in part because of the physical transformations brought about by puberty – which are considered second only to those experienced in infancy and early childhood in terms of their scope and speed – and in part because of the ways in which children's place in the family and broader community shifts as they approach maturity (Viner et al. 2015; Steinberg 2015; Patton et al. 2012; UNICEF 2011). These changes simultaneously facilitate the complex thinking required for adulthood but also render adolescents in need of support to avoid risky behaviours and to make decisions that will set them on a positive life trajectory (Crone and Dahl 2012). In most contexts, adolescents also progress from the relatively small, family-based world of childhood into a wider world of peers, colleagues and possibly new families. This rapidly expands both the opportunities to meet their needs but also the risks they face.

Despite remarkable progress over the past two decades – evidenced by, for instance, the narrowing gender gap in education– the transition from childhood to adulthood remains especially fraught for girls in low- and middle-income countries, who continue to experience a range of discriminatory gendered social norms and practices, and arguably particularly with regard to bodily integrity and freedom from violence. This paper draws on qualitative research in three distinct but marginalised geographies in Ethiopia (South Gondar, East Haraghe and Afar) and in Rwanda (Musanze, Rwamagana and Nyaruguru district) with approximately 200 early (10-12 years), mid (13-15) and older (16-19) adolescent girls and boys, their peers and caregivers in 2016. The data collection is part of the new DFID-funded multi-country Gender and Adolescence: Global Evidence longitudinal policy research programme which aims to better understand what works to enhance adolescent development trajectories, including among the most marginalised cohorts, in diverse LMICs.

The paper's conceptual framing centres around the threats and opportunities to adolescents' realisation of intersecting and overlapping individual and collective capability sets (Sen 1999, Nussbaum 2003). Findings highlight that while the MDG era saw significant advances in basic education and health outcomes for millions of young people in East Africa, adolescent girls in particular but also boys (especially early adolescents) in Ethiopia and Rwanda continue to face high levels of risk of sexual and gender-based violence at multiple levels (in families by siblings and/or parents, in and en route to school by strangers, classmates and/or teachers, in community spaces and beyond as part of migration routes domestically/internationally).

Exposure to SGBV risks are in turn compounded by deficits in other capability domains especially sexual and reproductive health rights and voice and agency, with girl respondents in particular reporting very restrictive opportunities to exercise their views and to be listened to. While government and NGO service providers are increasingly engaging in the child protection space, effective implementation of national legislation and policies remains limited and under-resourced, and in both the Ethiopian and Rwandan context too often

unable to tackle evolving discriminatory and harmful practices and norms. The paper concludes by calling for the employment of a multi-capability approach to tackling adolescent vulnerabilities to gender-based violence broadly defined, both analytically and programmatically.

Link between child marriage and economic empowerment in addressing child poverty

Barbara Kalima-Phiri, World Vision International

The purpose of this paper is to explore the relationship between child marriage and economic empowerment of households in addressing child poverty. Child marriage is one of the key challenges confronting the African continent today. Although child marriage has profound effects on both boys and girls; the girl child is disproportionately the most affected. The United Nations Children's Fund (UNICEF) reports that 4 out of 10 girls in Africa are married before they are 18 and 1 in 10 girls are in a union before the age of 15. UNICEF further identifies West and Central Africa at 27 percent as having the highest number of married adolescents, while East and Southern Africa comprise 21 percent with North Africa at 14 percent.

Cultural as well as socio-economic indicators particularly in rural areas determine what stage in life a child will be coerced into marriage. Other major triggers of early child marriage include poor policy frameworks, poverty, gender disparities, conflict and a lack of education and largely lack of household income and/or economic opportunities. Change in legislation and harmonisation of marriage policies, attitudes and behaviours are among some of the solutions to ending child marriage but are not sufficient to address child poverty as a whole. Economic empowerment of households should complement these efforts in dealing with child marriage especially if these interventions target women.

World Vision's work across many countries in Africa is showing promising practices in the form of stories and lived community experiences of how community savings groups have contributed to the need for families to resist sending the girl child into early marriage and keeping them in schools. One of WV programmes in Sierra Leone indicated that the Destiny Savings Group, composed of 18 school going children and youth aged between 11-16 shared out an estimated annual savings of \$1,000USD in February 2017, The amount generated through deductions from their lunch allowance and other investments that yielded 10% interest rates have been able to contribute to the capital of their parents' petty trades and plan to support the payment of school fees of Most Vulnerable children. Savings Groups, as a form of social protection, are helping to keep girl children in schools and increasing their future opportunities for a better life. In addition, many households have reported that their failure to report a perpetrator of abuse (rape, early marriage, physical violence or harm caused on child) has largely been driven by the need to have regular income for the household especially if the perpetrator is a breadwinner. Therefore, empowering communities with some form of income becomes a critical step to averting child marriage and thereby reducing child poverty.

This paper asserts that any interventions for improving social protection of children specifically in ending child marriage should include economic empowerment as a strategy to "distract" families from sending off children especially the girl child into early marriage. Investment in community based forms of economic empowerment in such as savings groups has the potential to achieve multiple outcomes for social protection of children – improving health and education outcomes.

09.00-10.30 PARALLEL SESSION 3.1.D: Interactive Session: How to Measure Multidimensional Child Poverty using MPI

Caucus Room 11 - CC11

CHAIR: Chris Oldiges, OPHI

Measuring a child's multidimensional poverty childhood - and estimating trends in child poverty reduction – is deceptively difficult. This session elaborates the challenges and possibilities of doing so. This interactive session discusses the use of the Multidimensional Poverty Index (MPI) in measuring child poverty and invites

participants to consider challenges surrounding indicator selection (amongst others) and possibilities for creating child poverty measures. This session is open to all who would like to learn more about the practical aspects of the MPI and its uses for child poverty measurement.

A central *challenge* is indicator selection. A multidimensional child poverty measure identifies which of a set of possible deprivations each child experiences. For example – is she malnourished, not attending school, or lacking clean water? However, for a measure to meaningfully report the percentage of poor children, the set of deprivations assessed must cover children from birth to the age of seventeen. In practice, this requires choosing a set of deprivations with different age, and in some cases, gender specifications. The weighted deprivation sets must be arguably ‘comparable’ across age and gender, so that a boy aged 5 who is identified as poor and deprived in 50% of the indicators must be arguably as poor as a girl aged 16 who is similarly identified. Yet expertise in child development and also in child poverty indicators does not at present articulate a clear path forward for charting ‘comparable’ definitions. This session will set out the problem, and identify strategic connections across fields of expertise that could create a step-change in child poverty measurement. To catalyse discussion, we build on a study in Bhutan.

In terms of *possibilities*, how far are we from being able to create empirical child poverty measures that reflect age and gender characteristics of each child – even if at present those definitions, as in the case of Bhutan, rely on assumptions and uncertainties? Based on a study of household surveys covering over 5 billion people, the final section of the session shows the number of countries having different individual child poverty related indicators, providing the age of the child asked, and the recall period. Results show quite a gap. For example, comparable child poverty measures with 4 dimensions could be designed for only 21 countries. Thus in both data and policy terms, bridging the disciplinary discussions, and using new insights to enrich household surveys, is required.

11.00-12.30 SESSION 3.2: Wrap Up and Closing

Conference Room 2 – CR2

CHAIR: Agnes Akosua Aidoo, ACPF

This final session consists of a panel discussion followed by an open discussion focusing on main lessons learned from the conference and actions to be taken forward. The session will ask panellists to offer their learnings from the conference on one of the four conference themes and share thoughts about the way forward in terms of research and practice. This closing session will also table the conference Call for Action outlining the conference community’s commitments towards the fight against child poverty, including how to strengthen the links between research knowledge and action, steps towards conference publications and supporting a wider network of African researchers working on child poverty issues.

Panellists:

- tbc (theme 1)
- Steen Lau Jorgensen, World Bank (theme 2)
- Pauline Rose, ESRC-DFID Impact Initiative (theme 3)
- Marlen Mondaca, Save the Children Canada (theme 4)
- Richard Morgan, Save the Children (Call for Action)
- Charlotte Lillefjære-Tertnæs, CROP (conference publications)

LIST OF PARTICIPANTS

Surname	Forename	Organisation
Michael	Addaney	University of Energy and Natural Resources
Gebrehiwot	Ageba	EDRI
Amid	Ahmed	Debremarkos University
Agnes	Aidoo	ACPF/ National Partnership for Children
Zulfiqar	Ali	BRAC International
Truphosa	Amere	SOS Children's Villages
Anita	Anastacio	ChildFund International
Nicola	Ansell	Brunel University
Richard	Arden	DFID Ethiopia
Kalkidan	Assefa	UNECA
Shalini	Bahuguna	UNICEF Ethiopia
Grace	Bantebya	Makerere University
Ritah	Barungi	ICHAD Studies
Yele	Batana	World Bank
Alebel	Bayrau Weldesilassie	EDRI
Eshetu	Bekele	Save the Children
Vivi	Benson	ESRC-DFID Impact Initiative
Kiros	Berhanu	Young Lives
Yasabu	Berkneh	Ministry of Education
Eskedar	Beyene	ACPF
Jo	Boyden	Young Lives
Victoria	Brown	Mangotree Uganda
Zlata	Bruckauf	UNICEF Innocenti Office of Research
Victor	Cebotari	Maastricht University
Elaine	Chase	University College London
Sita	Conklin	Save the Children
Tim	Conway	DFID
Mariana	Coolican	UNICEF Guinea Ecuatorial
Gina	Crivello	University of Oxford
Matthew	Cummins	UNICEF
Ben	Curtis	National Foundation for Educational Research
Christopher	Damulira	ICHAD Studies
Tefera	Darge Delbiso	Universite catholique de Louvain
Benyam	Dawit Mezmur	UN CRC
Negussie	Dejene	ACPF
Enrique	Delamonica	UNICEF Nigeria/ CROP
Aislinn	Delany	Children's Institute
Abebech	Demissie	EDRI/ Ethiopia Centre for Child Research
Sewit	Desta	DFID Ethiopia
Stephen	Devereux	UWC/ IDS
Ngone	Diop	UNECA
Paul	Dornan	Young Lives
Albert	Dube	Karonga Demographic and Health Surveillance

Jean	Dupraz	UNICEF ESARO
Ben	Durbin	NFER
Mulugeta	Emebet	Addis Ababa University
Adrian	Gauci	UNECA
Tewodros	Gebreab	MoWCA
James	Georgalakis	ESRC-DFID Impact Initiative
Habtamu	Getachew	National Planning Commission
Milki	Getachew	Addis Ababa University
Melese	Getu	Addis Ababa University
Nyambura	Gichuki	Arigatou International
Tigist	Grieve	University of Bristol
Nora	Groce	Leonard Cheshire Disability
Sarah	Guebreyes	ACPF
Sarah	Hague	UNICEF Ghana
Kibri	Hailu	MoWCA
Demitu	Hambisa	Minister of Women and Children Affairs
Luke	Harman	Save the Children UK
Karin	Heissler	UNICEF Ethiopia
Thandie	Hlabana	National University of Lesotho
Vladimir	Hlasny	Ewha Womans University
Samuel	Igbatayo	Afe Babalola University
Padmini	Iyer	University of Cambridge
Ted	Johnson	LIDA
Vicky	Johnson	University of Brighton
Nicola	Jones	ODI
Stuart	Jones	Save the Children
Steen	Jorgensen	World Bank
Barbara	Kalima-Phiri	World Vision International
Serges Djoyou	Kamga	Thabo Mbeki African Leadership Institute, UNISA
Tilahun	Kassahun	Social Affairs Consulting
Dereje	Kebede	University of Mekele
Kate	Kenny	Save the Children
Foster	Kholowa	University of Malawi
Martha	Kibur	UNICEF Ethiopia
Zacharia	Konsimbo	ATD Fourth World
Maura	Leary	World Bank
Charlotte	Lillefjære-Tertnæs	CROP
Saba	Lishan	ACPF
Andrew	Long	DFID
Nicta	Lubaale	Organization of African Instituted Churches (OAIC)
Paul	Lynch	University of Birmingham
Mokhantso	Makoae	HSRC
Mekonnen	Manyazewal	EDRI
Jane	Mariara	PEP
Julian	May	University of Western Cape
Selam	Mebrahtu	ACPF

Yehualashet	Mekonen	ACPF
Tenagne	Mekonnen	ChildFund International
Gillian	Mellsop	UNICEF Ethiopia
Mergia	Mieraf	DFID Ethiopia
Alberto	Minujin	New School
Jemal	Mohammed	EDRI
Marlen	Mondaca	Save the Children Canada
Richard	Morgan	Save the Children
Doris	Mpoumou	Save the Children AU Liaison office
Florence	Muhanguzi	School of Women and Gender Studies, Makerere University
Francisca	Mujawase	ILO Rwanda
Christine	Muyama	Nutrition Programmes Officer, Graca Machel Trust
Abel	Mwebembezi	ICHAD Studies
Elizabeth	Ngutuku	Institute of Social Studies, Erasmus University
Prudence	Ngwenya Nonkululeko	Human Resource and Youth Development at AU Commission
Noah Robert	Nyende	Makerere University
Marlene Wendy	Ogawa	Synergos Institute
Auma	Okwany	Institute of Social Studies, Erasmus University
Christian	Oldiges	OPHI
Saleem	Oluwafemi Falowo	Nigerian Defence Academy
Akomolafe	Oluwatosin	Save The Children
Alemitu	Omot	Children Affairs State Minister, MoWCA
Pierella	Paci	World Bank
Leila	Pakkala	UNICEF ESARO
Tia	Palermo	UNICEF Innocenti Office of Research
Alula	Pankhurst	Young Lives Ethiopia
Krijn	Peters	Swansea University
Remy	Pigois	UNICEF Ethiopia
Ilze	Plavgo	European University Institute
Catherine	Porter	Heriot-Watt University
Gina	Porter	University of Durham
Anna	Raw	ESRC-DFID Impact Initiative
Keetie	Roelen	IDS
Caine	Rolleston	UCL Institute of Education
Pauline	Rose	ESRC-DFID Impact Initiative
Jack	Rossiter	University of Oxford
Richard	Rumsey	World Vision
Sara	Ruto	PAL Network
Anannia Admassu	Sahle	CHADET
Winnie	Sambu	Children's Institute
Carolina	Sanchez-Paramo	World Bank
Saurabh	Sinha	UNECA
Oluwaseyi	Somefun	University of Witwatersrand
David	Stewart	UNICEF
Munshi	Sulaiman	Save the Children
Yisak	Tafere	EDRI/ Ethiopia Centre for Child Research

Yilkal	Tariku	EDRI
Fekele	Tedele	CCF Canada
Bekele	Tefera	Social Affairs Consulting
Shimelis	Tsegaye Tessema	ACPF
Marie Françoise	Umutoni	Fate Consulting
Vincenzo	Vinci	UNICEF Ethiopia
Joyce	Wanican	AfriChild Centre, Makerere University
Liya	Weldemicael	MoWCA
Mike	Wessells	Columbia University
Yohannes	Wogasso	Ministry of Education
Seifu	Wolde	Ministry of Education
Tassew	Woldehanna	Addis Ababa University
Workneh	Yadete	Young Lives, Ethiopia
Louise	Yorke	University of Cambridge

UNCC FLOOR PLAN

First Floor



Second Floor

