

To cite this output:

Porter, G, (2011) Children, Transport and Mobility in Sub-Saharan Africa: Developing a Child-Centred Evidence Base to Improve Policy and Change Thinking Across Africa  
ESRC Impact Report, RES-167-25-0028. Swindon: ESRC

## ECONOMIC AND SOCIAL RESEARCH COUNCIL IMPACT REPORT



### For awards ending on or after 1 November 2009

This Impact Report should be completed and submitted using the **grant reference** as the email subject to **reportsofficer@esrc.ac.uk** on or before the due date.

Completion of this Impact Report is mandatory. It will not be possible to edit this Impact Report at a later date, as it is designed to provide a statement of the impacts of your project to date 12 months after your grant ends.

**Please note that the Impact Report will only be accepted if all sections have been completed in full.** If a section does not apply to you, please enter 'n/a'. Grant holders will not be eligible for further ESRC funding until the Report is accepted. (Please see Section 5 of the ESRC Research Funding Guide for details.)

Please refer to the Guidance notes when completing this Impact Report. In particular, the notes explain what the ESRC means by 'impact'.

<b>Grant Reference</b>	RES-167-25-00028		
<b>Grant Title</b>	Children, transport and mobility in sub-Saharan Africa: developing a child-centred evidence base to improve policy and change thinking across Africa		
<b>Grant Start Date</b>	1 May 2006	<b>Total Amount Expended:</b>	£353,932.62K
<b>Grant End Date</b>	30 April 2010		(ESRC/DFID contribution)
<b>Grant holding Institution</b>	University of Durham		
<b>Grant Holder</b>	Dr Gina Porter		
<b>Grant Holder's Contact Details</b>	<b>Address</b>	<b>Email</b>	
	Anthropology Department Durham University Durham DH1 3LE	r.e.porter@durham.ac.uk	
		<b>Telephone</b>	0191-33-43309; 01765-635285
<b>Co-Investigators (as per project application):</b>		<b>Institution</b>	
Dr Kate Hampshire		Durham University	

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## 1. SCIENTIFIC IMPACT

A Please **summarise** below the scientific impact(s) your project has had. *[Max 250 words]*

- Empirical understanding: the project provides the first multi-site evidence base and comparative account of children's daily mobility and transport constraints in sub-Saharan Africa. It shows the practical [and theoretical] challenges of improving children's physical accessibility to education, health and other services in sub-Saharan Africa, developing these beyond the traditional road and engineering concerns into the complexities of human reality.
- Methods: an innovative two-strand child-centred field methodology with a) peer research by 70 child researchers which allowed us to evaluate the potential for collaborative endeavour with academics; b) development of mobile ethnographies by peer and academic researchers for improved interaction with child respondents.
- Theory: contribution to understanding the implications of children's daily mobility and mobility constraints for livelihoods, life chances and inter-generational relations in sub-Saharan Africa.
- Application: a) development and dissemination of guidelines towards more child-friendly policies in sub-Saharan Africa on transport, mobility and accessibility to services; b) sensitisation of academics (and policy makers, observed below) to these issues; c) extension of interest in this approach to comparable regions.
- New research capacity/tools/networks: joint field training, field research and writing with all in-country collaborators and many research assistants [especially Ghana, including Society Biology and Human Affairs special issue of UCC postgraduate papers based on project findings]. Also wider networks with relevant ministry and NGO staff etc. established and developed through Country Consultative Groups [especially Malawi and Ghana].

B Please outline the **findings and outputs** from your project which have had the scientific impact(s) outlined in 1A. *[Max 250 words]*

### 1. Methodology

- a) Novel methodology with child researchers [Children's Geographies 2009; American Journal of Community Psychology 2010].
- b) Value of mobile ethnographies [Children's Geographies 2010].
- c) Comparison of quantitative with qualitative research findings raises the issue of statistical significance versus significance to individual lives [submitted, Development and Change].

### 2. Access to education and livelihoods

Mobility constraints interacting with heavy work demands strongly constrain rural girls' education, affecting school attendance, punctuality, performance; tipping point for drop-out with livelihood implications [J. of International Development 2010; World Transport Policy and Practice 2010; Documents d'Analisi Geografica in press; Children's Geographies in press; ESDS dataset].

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*3. Surveillance, sexuality, inter-generational tensions*

Inter-generational frictions around access to resources, youth sexuality, mobility, surveillance in all sites. [Geoforum 2010; Culture, Health and Sexuality 2011; submitted, Surveillance and Society].

*4. Load-carrying*

Highlights children's contributions –especially girls- to filling Africa's transport gap +high levels of associated pain [submitted, World Development; potential health impacts review-paper in preparation].

*5. Access to health services and related issues*

Physical access presents a major barrier to children's health service use. Treatment costs etc. also limit access but physical access can be a tipping point [Malawi Medical Journal 2009; submitted Social Science and Medicine].

*6. Mobile phones and virtual mobility*

Children's mobile phone use has expanded dramatically especially in South Africa. Supports rural-urban linkages in stretched families, but concerns regarding girls' phone acquisition [submitted, J. of Information Technology for Development].

*7. Attitude to Transport modes*

Widespread view that bicycle riding is not appropriate for girls [in preparation].

[+ special issues of SBHA (supported by Leverhulme fellowship) and Children's Geographies in preparation]

C Please outline **how** these impacts were achieved. [Max 250 words]

Academic dissemination impacts achieved through widespread international and in-country presentations/publication: a) our Country Consultative Groups (thus Malawi's National Research Council funded University of Malawi application of survey component to a third region, northern Malawi); b) our International Forum for Rural Transport and Development collaborators to their National Forum Groups (Forum News etc); c) EU/World Bank Sub-Saharan Africa Transport Programme and other programmes (conference presentations, web links etc.); d) 20+ postgraduates at 4 universities [Cape Coast, Ghana; Malawi; Walter Sisulu, Umtata and Tshwane University of Technology] received substantial field training, supporting academic career development + additional Ghana support through Leverhulme fellowship; e) Mobilities teaching in Masters' courses at Durham, Cape Coast and Cape Town universities; e) 50+ papers presented at major national and international meetings in Geography, Anthropology, Development Studies, Transport Studies, African Studies, Medicine/Environmental Health, Children/Youth Studies [in Lesotho, Malawi, South Africa, Ghana, UK, US, Germany, Spain, Nigeria, Kenya, Ethiopia]; f) multi-author publications targeted at diverse disciplinary areas for maximum impact: Children's Geographies 2009, 2010; Malawi Medical Journal 2009; Progress in Development Studies 2010; American Transportation Research Board/ World Transport Policy and Practice 2010; American Journal of Community Psychology 2010; Geoforum 2010; J of

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International Development 2010; Culture, Health and Sexuality 2011; Gender, Place and Culture 2011 [+ 3 in press + 5 submitted + 2 journal special editions, awaiting review]. Positive reviews from journal referees indicate these should have substantial academic impact. Widespread interest in our mobile ethnographies research methodology continues among other research groups+ students [Children's Geographies 2010].

D Please outline **who** the findings and outputs outlined above had an impact upon. This can include specific academics/researchers through to broader academic groups. *[Max 250 words]*

*Ghana:*

Cape Coast University postgraduates and staff - research presentations were made at Departmental, Faculty and University seminars by the Ghanaian research team and UK researchers; also UCC members of the Country Consultative Group and Ghana's wider academic community through presentations to Ghana Geographical Society etc.

*Malawi:*

University of Malawi students and staff, other Malawian and African academics through researcher presentations, including College of Medicine dissemination conference and All Africa Environmental Health Congress (Lilongwe). Also Malawi Polytechnic transport research staff (as members of Country Consultative Group).

*South Africa:*

University of Cape Town [Institute of Childhood Studies, Transport Studies, Geography]; UWC [various departments] through seminars given by CSIR and UK researchers; also conference papers e.g. Southern African Transport Conference, Pretoria 2009.

*African and other academics at major international research meetings* where project material was presented/promoted, e.g.: Chronic Poverty, Stellenbosch, 2007; EU/World Bank SSATP, Lesotho 2007; Sustainable Development, Doha, 2009; CODESRIA, Dakar 2009; Transport/agriculture, IITA, Nigeria 2010; UN Habitat's 2013 Global Report on Human Settlements, Kenya 2010 [e.g. Dieke Peters, Margaret Grieco]; African Development Bank/World Bank Gender Equality in Infrastructure meeting, Ethiopia, 2011 [e.g. Joy Clancy, Margaret Niger-Thomas].

*Academics in diverse disciplines* through numerous conference presentations, e.g. International Conference on Childhood and Youth in Transition, Sheffield 2010; Edinburgh African Studies International ICTs Conference 2010; RGS-IBG Manchester, 2009; European African Studies, Leipzig, 2009; International conference on children and youth, Barcelona 2009; Society for Applied Anthropology, Santa Fe 2009; AAAG, Boston 2008.

*Research collaborators* re need for studies of relationality between youth and older people's mobilities.

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## 2. ECONOMIC AND SOCIETAL IMPACT

A Please **summarise** below the economic and societal impact(s) your project has had. [Max 250 words]

- Greater appreciation among policy makers, practitioners and communities of the abilities of children and young people to understand their own problems and contribute to planning processes [strongly show-cased by AFCAP-funded booklet].
- Understanding of importance of children's mobility for their social and economic well-being, including future livelihoods and life chances, has been improved among communities + policy makers and practitioners in health, education, children's affairs and transport, promoting a child-focused approach to mobility and related issues in diverse African countries (including some non-focus countries) and, to a smaller extent, in Asia and Latin America.
- Vital gender-disaggregated data for Africa's transport planners.
- Funding of survey extension to a third Malawi region, by Malawi National Research Council.
- Significance of youth mobilities for older people has promoted strong interest at HelpAge International and associated funding applications.
- Awareness of children's travel to school and punctuality problems caused by distance has increased among teaching staff and ministries in focus countries. In Malawi, findings reportedly to be drawn on in district-level schools planning.
- A road safety fund (Philippe Wamba memorial fund) agreed to support a Walking Bus pilot aimed at protecting girls from rape on the school journey consequent to our findings and suggested action at one South African site.
- Our 70 child researchers continue to report strong positive personal impact re increased confidence and horizons (+jobs with government, NGOs + tertiary education). [Follow up interviews after 2 years in Ghana, ad hoc voluntary feedback elsewhere.]

B Please outline the **findings and outputs** from your project which have had the economic and societal impact(s) outlined in 2A. [Max 250 words]

- *Methodology*: the abilities of young people to understand their own problems and contribute to planning processes. Outputs: Young researchers' presentations to Country Consultative Groups; media reports e.g. Ghana review workshop; Child mobility project young researchers' group booklet.
- *Importance of girl and boy children's mobility for their social and economic well-being, including future livelihoods and life chances*: our findings emphasise the implications of Africa's transport gap for children, including impacts of load carrying, distance to school and health centres, limited access to transport other than walking. [IFRTD Forum News 15; presentation to practitioners and policy makers at national + international meetings; media reports, academic publications. Application to

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Malawi National Research Council for survey research funding for Malawi's [3<sup>rd</sup>] northern region; Malawi young researchers' contributions to Peacechild UK book, 2007; AFCAP-funded Child researchers' booklet; ESDS survey data].

- *Access to education and its significance for livelihoods*: awareness of children's travel to school and punctuality problems caused by distance. Mobility constraints interacting with heavy work demands strongly constrain rural girls' education, affecting school attendance, punctuality, performance. Lateness often results in severe punishments, e.g. corporal punishment and exclusion from class. Distance plus domestic labour may present a tipping point for drop-out with livelihood implications [ *id21 insight* #63 2006 highlighting the new project; IFRTD's Forum News 13.3 + 15; *World Streets* feature Jan 2010; presentation to practitioners and policy makers at national + international meetings; media reports; stakeholder workshop at UCC Ghana; academic publications].
- *The need for interventions to safeguard children on the journey to school*: in southern Africa, in particular, the journey to school often presents dangers, especially for girls. [IFRTD's application to Philippe Wamba fund; academic publications].

C Please outline **how** these impacts were achieved. [Max 250 words]

- Understanding of the critical importance of mobility for children's access to services and life chances among communities, policy makers, practitioners promoted by a) Country Consultative Groups, b) presentations to EU/World Bank SSATP, CODESRIA, UNHabitat, African Development Bank, etc.; c) collaboration with IFRTD and its 20+ National Forum Groups (our Forum News 15 Special Issue targets 10,000 users). This has raised awareness of children's transport, mobility and access issues within and well beyond our focus countries. d) AFCAP-funded community-dissemination meetings in Ghana and Malawi.
- Our novel two-strand methodology including work directly with child researchers has highlighted their enormous potential to contribute to policy and planning. Their *booklet*, supported by AFCAP is very influential - 4000 copies distributed to communities, schools, ministries etc. in Ghana and Malawi, also available at [www.dur.ac.uk/child.mobility/](http://www.dur.ac.uk/child.mobility/). Distribution at international meetings [e.g Ibadan 2010, Mombasa 2010, Addis Ababa 2011] has generated strong interest beyond our focus countries.
- The value of qualitative research as a complement to quantitative data strongly promoted at international meetings [as above].
- Awareness-raising workshop 2010 at University of Cape Coast with Ghana Ministry of Education, teachers, regional and municipal education officers, and pupil representatives, to encourage development of school-based strategies which facilitate working with children to overcome the challenges they face reaching school, rather than simply punish them (Leverhulme Study Abroad Fellowship).
- Data collection funded by Malawi's National Research Council for a third region, northern Malawi, because it saw the value of extending the study nationally.

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D Please outline **who** the findings and outputs outlined above had an impact upon. This can be at a broad societal level through to specific individuals or groups. [Max 250 words]

- 70 Young Researchers + 20 Postgraduate RAs [all received substantial field training + gave presentations + contributions to publications].
- 24 communities where research conducted.
- *Ghana*: Ministries of education, health, transport, women and children's affairs, Ghana Public Road Transport Union, police service, International and local NGOs, teachers as Members of the Country Consultative Group; these groups and a wider audience at the stakeholder meeting Nov 2008; teachers and Ministry of Education staff at 2010 education workshop; AFCAP-funded booklet distribution/dissemination meetings; Ghana's wider policy and practitioner community through national newspapers+ media e.g March 2010 AFCAP-funded booklet distribution/dissemination meetings.
- *Malawi*: Relevant ministries [as re Ghana], NGOs, etc. as Members of the Country Consultative Group; these and a wider group through e.g. AFCAP-funded booklet distribution/dissemination meetings, June 2010.
- *South Africa*: Education, health, transport, women/children's affairs ministries in Eastern Cape and Gauteng/NorthWest through CCGs; seminars including policy makers and practitioners at Chronic Poverty workshop Stellenbosch 2007; Southern African Transport Conference, Pretoria 2009.
- *African and other policy makers and practitioners worldwide* through a) major international meetings where project material was presented/promoted, e.g.: Chronic Poverty, Stellenbosch, 2007; EU/World Bank SSATP, Lesotho 2007; CODESRIA, Dakar 2009; Transport and agriculture, IITA, Nigeria 2010; UN Habitat's 2013 Global Report on Human Settlements, Kenya meeting 2010 + case study; African Development Bank/World Bank Gender Equality in Infrastructure meeting, Ethiopia, 2011; b) IFRTD weblink and newsletter [exceeds 10,000 users.] + other links to our website [www.dur.ac.uk/child.mobility/](http://www.dur.ac.uk/child.mobility/) from AFCAP, gTKP, World Streets, TransAid, GatNet [Gender and Transport Network] websites.

### 3. UNEXPECTED AND POTENTIAL FUTURE IMPACTS

#### A Unexpected Impacts

Please note which, if any, of the impacts that your research has had were *unexpected* at the outset of the research, explaining where possible why you think this was the case. [Max 250 words]

The vast majority of impacts of our research, to date, are those we anticipated at the outset. However, the findings are drawing attention to the relationality between youth and older people's lives and the consequent impact on both older people's and youth mobilities, to a degree we had not anticipated [e.g. HelpAge International; case study for UNHabitat 2013 Global Report on Human Settlements]. In both rural and urban settings a substantial proportion of the children interviewed were resident with grandparents or other older carers.

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## **B Potential Future Impacts**

If you have a clear idea of the impact your research is likely to have in the future please detail these below.  
[Max 250 words]

We anticipate that the impacts of our research will continue to develop along the trajectories identified above i.e. with continued academic, policy and practitioner impact. A full book proposal will be sent to publishers [Zed have expressed interest] once all key papers have been written up.

## **4. IMPACT LIMITATIONS**

### **A Limited scientific impact**

Please state below any major scientific difficulties that have limited the scientific impact of your research. The statement should refer to an effect on *impact* rather than simply detail research difficulties. [Max 250 words]

N.A.

### **B Limited economic and societal impact**

ESRC recognises that some of the research it funds will not have an economic or societal impact in the short term. Please explain briefly below if this is the case for your project, and refer to your grant application where relevant. [Max 250 words]

N.A.

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## **C No impact to date**

This project has had no impact to date: N.A.

Please note that ESRC projects are evaluated on the basis of their scientific and/or economic and societal impact. Grant holders are expected to report any future impacts as they occur using the Impact Record, downloadable from the ESRC website.

If you have no impacts at this stage, please give reasons below. *[Max 250 words]*

N.A.

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## 5. DECLARATIONS

Please read the statements below. Submitting this Impact Report to **reportsofficer@esrc.ac.uk** confirms your agreement.

- i) This Impact Report is an accurate statement of the impacts of the research project to date. All co-investigators named in the proposal to ESRC or appointed subsequently have seen and approved the Report.
- ii) Details of any subsequent impacts will be submitted via an Impact Record as they occur.

Thank you for completing this Impact Report. Your Impact Report will be considered along with your End of Award Report in the evaluation of your research.

You are now invited to complete the confidential Nominations form, which will assist with the evaluation of your project.

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## NOMINATED OUTPUTS

Please nominate a maximum of two outputs from your research which you would like to be considered as part of the evaluation.

Output type (eg journal article, book, newspaper article, conference proceedings)	Publication details (eg author name, date,, title, publisher details)	Uploaded toESRC website? (Yes/No)
Journal article	Porter, G., K. Hampshire, M. Bourdillon, E. Robson, A. Munthali, A. Abane, M. Mashiri. 2010 Children as research collaborators: issues and reflections from a mobility study in sub-Saharan Africa. <i>American Journal of Community Psychology</i> 46,1: 215-227.	Yes
Journal article	Porter, G., K. Hampshire, A. Abane, E. Robson, A. Munthali, M. Mashiri, A. Tanle. 2010 Moving young lives: mobility, immobility and inter-generational tensions in urban Africa. <i>Geoforum</i> 41, 796-804.	Yes

Please email your completed Impact Report with electronic copies of your nominated outputs to [reportsofficer@esrc.ac.uk](mailto:reportsofficer@esrc.ac.uk), using your **grant reference number** as the email subject.