

## ECONOMIC AND SOCIAL RESEARCH COUNCIL END OF AWARD REPORT



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

This End of Award 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.

The final instalment of the grant will not be paid until an End of Award Report is completed in full and accepted by ESRC.

Grant holders whose End of Award Report is overdue or incomplete will not be eligible for further ESRC funding until the Report is accepted. ESRC reserves the right to recover a sum of the expenditure incurred on the grant if the End of Award Report is overdue. (Please see Section 5 of the ESRC Research Funding Guide for details.)

Please refer to the Guidance notes when completing this End of Award Report.

<b>Grant Reference</b>	<b>RES-167-25-0028</b>		
<b>Grant Title</b>	<b>Children, transport and mobility in sub-Saharan Africa: developing a child-centred evidence base to improve policy and change thinking across Africa</b>		
<b>Grant Start Date</b>	<b>1 May 2006</b>	<b>Total Amount</b>	<b>££353,932.62K</b>
<b>Grant End Date</b>	<b>30 April 2010</b>	<b>Expended:</b>	<b>(ESRC/DFID contribution)</b>
<b>Grant holding Institution</b>	<b>University of Durham</b>		
<b>Grant Holder</b>	<b>Dr Gina Porter</b>		
<b>Grant Holder's Contact Details</b>	<b>Address</b>	<b>Email</b>	
	<b>Anthropology Department</b>	<b>r.e.porter@durham.ac.uk</b>	
	<b>Durham University</b>	<b>Telephone</b>	
	<b>Durham DH1 3LE</b>	<b>0191-33-43309</b>	
<b>Co-Investigators (as per project application):</b>		<b>Institution</b>	
<b>Dr Kate Hampshire</b>		<b>Durham University</b>	

## 1. NON-TECHNICAL SUMMARY

Please provide below a project summary written in non-technical language. The summary may be used by ESRC to publicise your work and should explain the aims and findings of the project.

*[Max 250 words]*

This project focused on the mobility constraints faced by children in accessing health, educational and other facilities in sub-Saharan Africa, lack of direct information on how these constraints impact on children's current and future livelihood opportunities, and lack of guidelines on how to tackle them. The aim was to produce an evidence-base strong enough to substantially improve policy in the three focus countries - Ghana, Malawi and South Africa - and to change thinking across Africa.

The project successfully tested and implemented an innovative two-strand, child-centred methodology, involving both academic researchers and 70 young researchers. Research was conducted in 8 sites per country (remote rural, rural with services, peri-urban and urban sites in two agro-ecological zones): 24 sites in total. The qualitative data covers the themes education, health, activities and transport, based on focus groups and individual interviews with children, parents and other key informants. The survey questionnaire covers a wide range of issues with 2,967 children c. 9-18 years, allowing comparisons across sites and countries. This large dataset enables a more nuanced understanding than has hitherto been available of the way mobility and transport constraints interact with other factors to shape particular young lives in particular places. Findings cover topics from pain and negative impacts on education associated with load carrying and other work, to the virtual mobility impacts of mobile phones and the complex interconnections between mobility, gender, work and education. The findings are sufficiently substantial to allow the development of clear guidelines for policy-makers and practitioners.

## 2. PROJECT OVERVIEW

### a) Objectives

Please state the aims and objectives of your project as outlined in your proposal to the ESRC.

*[Max 200 words]*

Our main objectives, as outlined in our proposal to ESRC:

- To explore the practical and theoretical challenges of improving children's physical accessibility to services in sub-Saharan Africa, developing these beyond the traditional road and engineering concerns into the complexities of human reality
- To provide a substantial evidence base of how the girl and boy child's rights to primary education and health in sub-Saharan Africa are affected by issues of spatial mobility and transport
- To show how current constraints imposed by limitations of transport, mobility and accessibility to services impact on children's current and future livelihood

opportunities and to sensitise policy makers to these issues

- To develop and disseminate guidelines towards more child-friendly policies in sub-Saharan Africa on transport, mobility and accessibility to services.
- By publishing high-status academic work and securing donor support for wider dissemination, to extend interest in this approach to comparable regions.
- To involve children as fully as possible in the research process, incorporating an innovative child-centred field methodology/toolkit.

Our goal is to improve spatial mobility and accessibility to health and education facilities for both girl and boy children, which has massive implications for their subsequent livelihood potential.

## b) Project Changes

Please describe any changes made to the original aims and objectives, and confirm that these were agreed with the ESRC. Please also detail any changes to the grant holder's institutional affiliation, project staffing or funding. *[Max 200 words]*

Additional support was obtained from ESRC for expanded data input and analysis. This enabled us to expand our survey data input from c. 60 to over 300 variables and to increase the number of cases from 1,100 in total to approximately 1,000 cases per country i.e. 2967 in total].

## c) Methodology

Please describe the methodology that you employed in the project. Please also note any ethical issues that arose during the course of the work, the effects of this and any action taken. *[Max. 500 words]*

The methodology had the following features:

- Three-country comparison (Ghana, Malawi, South Africa)
- **Adult-led researcher field studies** in 1 selected remote rural location without services, 1 rural location with services (primary school etc.), 1 peri-urban location, and 1 poor urban neighbourhood, within each of two agro-ecological zones per country (surveys and qualitative research) i.e. 8 research sites per country (24 sites in total, as opposed to the 18 sites we originally envisaged, due to the division of rural site types). Information was collected on current and past accessibility and utilisation of health, educational facilities etc., perceptions of quality of current accessibility and mobility, perceived constraints on mobility, use of - and attitudes towards - various means of transport including bicycles, use of mobile phones, access to media, details of work activities, family background.
  - Qualitative methods [mostly per research site]:
    - Focus groups (with boys and girls separately) with primary

school enrolled pupils, and where available, secondary school enrolled pupils, non-schoolgoing children, lapsed schoolgoers.

- Individual interviews with school children of varied ages and both genders; non-school going children of varied ages and both genders; parents; school teachers, health workers, transporters, settlement leaders and other key informants.
  - Accompanied walks and associated observation mapping
  - Life histories with youths (mid 20s) [focus on childhood mobility and impacts on livelihood]
  - School essays
  - Ethnographic notes and field diary
  - Detailed observation
- Quantitative methods per research site:
    - One questionnaire survey with children (approx. 9-18 years) c. 125 cases per research site. Following receipt of statistical advice we based our household selection on cross-settlement transects, followed by within-household random selection.
  - Linked **child researcher studies** (facilitated by adults) in each country (school children c. 11- 20 years). Child volunteers in each of the two agro-ecological zones attended a training course and selected their preferred methods and time frame.
    - Quantitative research methods used:
      - Pedestrian traffic counts; load surveys
    - Qualitative research methods used:
      - Focus groups with girls, boys, school/not-in-school children
      - Individual one-to-one interviews with checklists with other children
      - Observation mapping
      - Photo diaries

This followed a thorough review of survey design, procedures and associated qualitative/participatory methodologies with our UK steering committee and then at the inception workshop, when the research methodology was finalised to ensure cross-country comparability.

In-country collaborators proceeded with survey work only after preliminary qualitative studies had been conducted.

Pilots were conducted with the UK researchers to ensure cross-country comparability.

#### *Data analysis*

- Survey data analysed using SPSS (descriptive statistics e.g. frequencies and crosstabs, inferential statistics including multivariate analysis).
- Qualitative data was fully transcribed by adult researchers.

Ethical issues which arose during the project were associated with the child researcher collaboration: issues around remuneration, field hazards and fitting the project round school and work. These were broadly anticipated and were handled sensitively and in a timely fashion by in-country collaborators, as child researchers reported in evaluation interviews conducted towards the end of the project by the PI.

## d) Project Findings

Please summarise the findings of the project, referring where appropriate to outputs recorded on *ESRC Society Today*. Any future research plans should also be identified. [Max 500 words]

### 1. Methodology

- a) The novel two-strand methodology with 70 child researchers allowed us to evaluate the potential for collaborative endeavour with academics [2009 Children's Geographies; in press American Journal of Community Psychology].
- b) Accompanied walks became a key method— we draw attention to the value of mobile ethnographies in mobility-focussed research [2010 Children's Geographies].
- c) Comparison of quantitative survey with qualitative research findings raises the issue of statistical significance versus significance to individual lives [paper submitted, World Development].

### 2. Access to education and livelihoods:

Mobility constraints interacting with heavy work demands place a particularly strong constraint on rural girls' education. Distance from school, when coupled with a heavy workload at home, affects school attendance, punctuality and performance: this can be the tipping point in the decision to withdraw from formal education with inevitable impact on livelihoods. Girls' mobility constraints also limit their potential to build social networks needed to obtain work [papers submitted: Journal of International Development; Documents d'Analyse Géographique; Children's Geographies; +in preparation].

### 3. Surveillance, sexuality and inter-generational tensions

Inter-generational frictions around access to resources, youth sexuality, mobility and adult surveillance are evident in all our study sites, though the way these play out varies with family and local context. In urban areas the greater potential for mobility and escape from surveillance can exacerbate inter-generational tensions [in press Geoforum 2010; paper submitted, Culture, Health and Sexuality.]

### 4. Load-carrying

There has been remarkably little recognition of children's contributions to filling Africa's transport gap. Our data confirms the particularly important role of girls as load carriers. However, over 50% of both girls and boys in all Ghana survey sites complained of pain associated with headloading. In rural Malawi and South Africa load carrying also presents a substantial burden [papers in preparation]. [New research proposal on health impacts in preparation.]

### 5. Access to health services and related issues

Physical access presents a major barrier to health service use for children. Over one-third reported that travel costs/difficulties had prevented them seeking healthcare in the preceding year. Other factors, such as high costs of treatment and perceived low quality of care also limit health service access but, like school attendance, physical access can be a tipping point. While rural children bear the brunt of these difficulties (reflected in extremely low rates of service use), urban-dwelling children fear negotiating busy roads/public transport when unwell [paper in preparation]

6. *Mobile phones and virtual mobility*

Mobile phone use among young people expanded dramatically during the course of our project, especially in South Africa, primarily for social/family interaction. Boys make more use of phones than girls in sites with low phone usage but girls more than boys in sites with usage over 25%. Complex impacts include increased rural-urban linkages through virtual mobility for stretched families, also concerns regarding girls' acquisition of phones. [paper in preparation]

7. *Attitude to Transport modes*

We found a widespread attitude among both genders that bicycle riding is not appropriate for girls (mostly presented as a modesty issue rather than gynaecological concerns).

**e) Contributions to wider ESRC initiatives (eg Research Programmes or Networks)**

If your project was part of a wider ESRC initiative, please describe your contributions to the initiative's objectives and activities and note any effect on your project resulting from participation. [Max. 200 words]

N.A. However, we made links to the Young Lives project and contributed a paper to the session organised by that research group at the 2009 Development Studies Association annual conference in Belfast.

**3. EARLY AND ANTICIPATED IMPACTS**

**a) Summary of Impacts to date**

Please summarise any impacts of the project to date, referring where appropriate to associated outputs recorded on *ESRC Society Today*. This should include both scientific impacts (relevant to the academic community) and economic and societal impacts (relevant to broader society). The impact can be relevant to any organisation, community or individual. [Max. 400 words]

- a) Our 70 child researchers reported strong positive personal impact re increased confidence and horizons (+jobs with government, NGOs, some now in tertiary education).
- b) Their *booklet* highlighting children's transport issues has been supported by the Africa Community Access Programme (4000 copies distributed to schools, ministries etc. in Ghana and Malawi).
- c) Dissemination of project concepts and findings to policy makers and practitioners through i) our Country Consultative Groups, ii) our International Forum for Rural Transport and Development collaborators to their National Forum Groups (Forum News etc) iii) EU/World Bank Sub-Saharan Africa Transport Programme and other programmes (conference presentations, web links etc), raising donor and in-country awareness of children's access issues within and beyond our focus countries.

- d) 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.
- e) A new model of involving young people as active researchers and advocates in socio-economic development has been generated as a follow-up to the project in Ghana, in collaboration with the Ghana Ministry of Women and Children's Affairs and local Child Rights NGOs (funded by Leverhulme Study Abroad Fellowship) [new proposal to British Council submitted].
- f) Malawi's National Research Council funded University of Malawi application of the survey component to a third region, northern Malawi.
- g) Over 20 postgraduates (Universities of Cape Coast, Malawi; Walter Sisulu University (Umtata) and Tshwane University of Technology) received substantial field training, supporting their thesis research and academic career development.
- h) Mobilities teaching based on project findings in Masters' courses at Durham, Cape Coast and Cape Town universities.
- i) Forty academic papers presented at major national and international meetings in Geography, Anthropology, Development Studies, Transport studies, African Studies and Children/Youth Studies [in Lesotho, Malawi, South Africa, Ghana, UK, US, Germany and Spain]. These are being converted into published papers targeted at diverse disciplinary areas to achieve maximum impact. Papers accepted to date in Children's Geographies 2009, Progress in Development Studies 2010, Children's Geographies 2010, American Transportation Research Board/ World Transport Policy and Practice 2010, American Journal of Community Psychology 2010, Geoforum 2010. [Five additional papers submitted, awaiting review]. Positive reviews from journal referees indicate these should have substantial academic impact.
- j) Widespread interest in our mobile ethnographies research methodology among other research groups and students [Children's Geographies 2010].

### **b) Anticipated/Potential Future Impacts**

Please outline any anticipated or potential impacts (scientific or economic and societal) that you believe your project might have in future. [Max. 200 words]

We anticipate that our efforts to draw attention to children's mobility and access issues will, over time, have substantial *policy and practitioner* impact. A recent IFRTD Forum News dedicated to our project findings should be particularly influential with transport policy makers and practitioners world-wide, with potential impact on schools-, health- and livelihood-related transport/access for young people. [ IFRTD online and print information resources readership exceeds 10,000 users.]

The child researchers' booklet is likely to prove a highly persuasive tool. In Malawi, there are already plans to draw on the findings in district-level schools planning. The booklet indicates the considerable potential for a new model of involving young people as active researchers and advocates in socio-economic development [hence an application for British Council funding with the Ghana Ministry of Women and Children's Affairs and local NGOs].

We are also actively searching for follow-on funds to promote activities such as teacher sensitisation to distance-related and transport work-related lateness (which could

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substantially increase school attendance and reduce drop-out rates, especially for girls) and road safety training for out-of-school children (which could help reduce child road deaths along routes with heavy traffic, now a major cause of child mortality in many low-income countries).

You will be asked to complete an ESRC Impact Report 12 months after the end date of your award. The Impact Report will ask for details of any impacts that have arisen since the completion of the End of Award Report.

## 4. DECLARATIONS

Please ensure that sections A, B and C below are completed and signed by the appropriate individuals. The End of Award Report will not be accepted unless all sections are signed.

Please note hard copies are NOT required; electronic signatures are accepted and should be used.

### A: To be completed by Grant Holder

Please read the following statements. Tick ONE statement under ii) and iii), then sign with an electronic signature at the end of the section.

#### i) The Project

This Report is an accurate overview of the project, its findings and impacts. All co-investigators named in the proposal to ESRC or appointed subsequently have seen and approved the Report.	<input checked="" type="checkbox"/>
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#### ii) Submissions to *ESRC Society Today*

Output and impact information has been submitted to <i>ESRC Society Today</i> . Details of any future outputs and impacts will be submitted as soon as they become available.	<input checked="" type="checkbox"/>
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**OR**

This grant has not yet produced any outputs or impacts. Details of any future outputs and impacts will be submitted to <i>ESRC Society Today</i> as soon as they become available.	<input type="checkbox"/>
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**OR**

This grant is not listed on <i>ESRC Society Today</i> .	<input type="checkbox"/>
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#### iii) Submission of Datasets

Datasets arising from this grant have been offered for deposit with the Economic and Social Data Service.	<input checked="" type="checkbox"/>
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**OR**

Datasets that were anticipated in the grant proposal have not been produced and the Economic and Social Data Service has been notified.	<input type="checkbox"/>
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**OR**

No datasets were proposed or produced from this grant.	<input type="checkbox"/>
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