



UNIVERSITY OF
OXFORD

Young Lives 
An International Study of Childhood Poverty

Girls' transitions to adulthood: education, work, and marriage

Presentation to
the Girl Learning Symposium
AAU School of Fine Arts and Design
1 April 2015

Alula Pankhurst
Young Lives Ethiopia Country Director,



OUTLINE

- About Young Lives
- Gender and the life course
- What happens to girls and boys at 19?
- Education and work
- Marriage and fertility
- When do gender differences form?
- Implications for policy and practice



YOUNG LIVES

- **Multi-disciplinary study that aims to:**
 - improve understanding of childhood poverty
 - provide evidence to improve policies & practice
- **Following nearly 12,000 children in 4 countries:** Ethiopia; India (Andhra Pradesh & Telangana); Peru and Vietnam, over 15 years
- **Now covers 11 year period:** first data collected in 2002, with 4 survey rounds and 4 waves of qualitative research with nested sample 50 children (60 in Ethiopia) plus school survey of children in school
- **Two age cohorts in each country:**
 - 2,000 children born in 2000-01
 - 1,000 children born in 1994-95
- **Pro-poor sample:** 20 sites in each country, reflecting country diversity (rural-urban, diverse livelihoods, ethnicity)
- **Collaboration:**
 - partners in each study country
 - core funded by DFID, DGIS, IrishAid, Bernard Van Leer, OAK
 - collaboration with UNICEF Office of Research
 - Publically archived survey data

VISUALISING THIS



OLDER COHORT

Qualitative nested sample

Linked school surveys

AGES: 8 12 15 19 22

1 2 3 4



Following 1,000 children

YOUNGER COHORT

AGES: 1 5 8 12 15



Following 2,000 children

← Same age children at different time points

Round 1
2002

Round 2
2006

Round 3
2009

Round 4
2013

Round 5
2016

Children were initially sampled from 20 sentinel sites

across 5 regions:

Addis Ababa, Amhara, Oromia, SNNP
and Tigray

+

10 sites for school survey in 2013
in Somali and Afar

Younger Cohort, n = 1873 children in R4

2.3% attrition from R1-R4



Died = **81** (4.1%)
Refused = **11** (0.6%)
Untraceable = **4** (0.2%)
Abroad = **30** (1.5%)

Interviewed in Round 4 =

1873 (93.7%)

Older Cohort, n = 909 children in R4

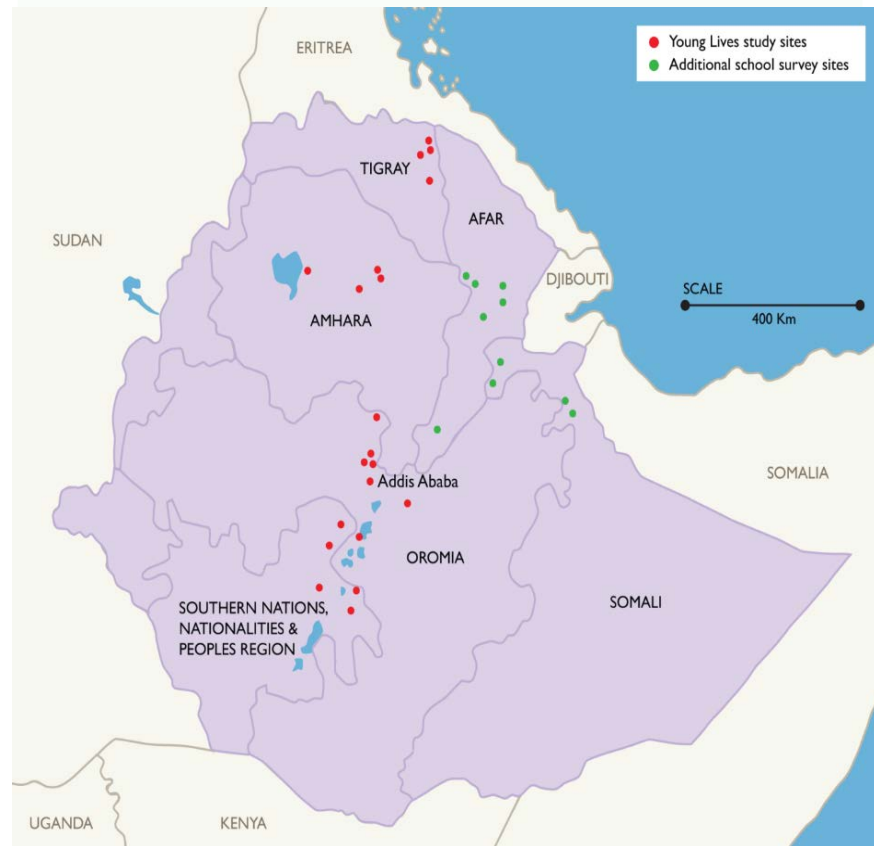
8.4% attrition from R1-R4



Died = **8** (0.8%)
Refused = **12** (1.2%)
Untraceable = **7** (0.7%)
Abroad = **64** (6.4%)

Interviewed in Round 4 =

909 (90.9%)

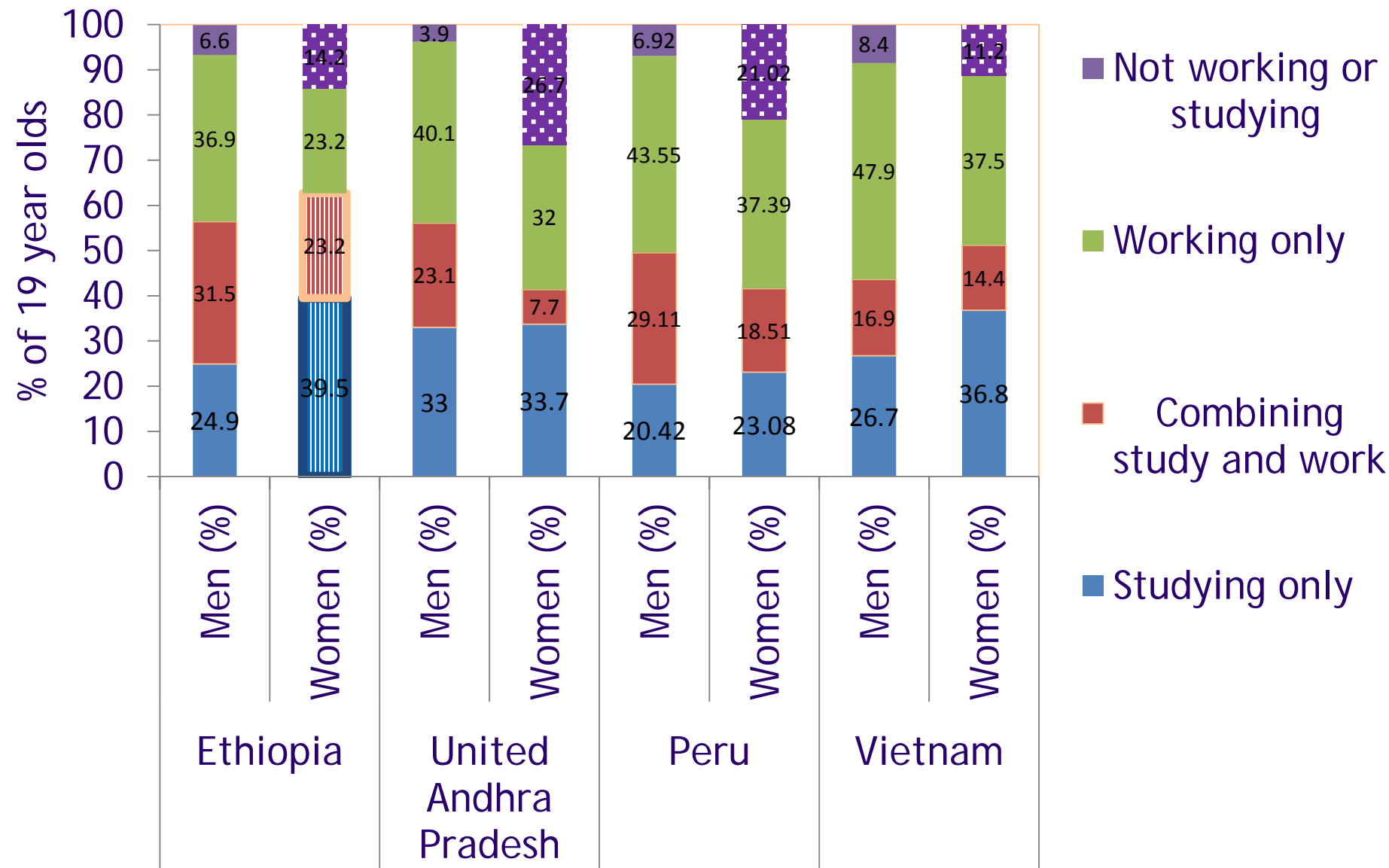


GENDER OVER THE CHILD LIFE COURSE

- From early childhood through to adolescence Young Lives found that gender differences were largely overshadowed by other dimensions affecting poverty, notably location (primarily urban-rural but also regional differences), wealth, and other social, economic and cultural factors (such as parental education and status).
- By the time our Older Cohort reached 19 in 2013 we found that gender issues have become much more salient and interact in more complex and subtle ways with other factors that have shaped children's outcomes based on earlier key inequalities.

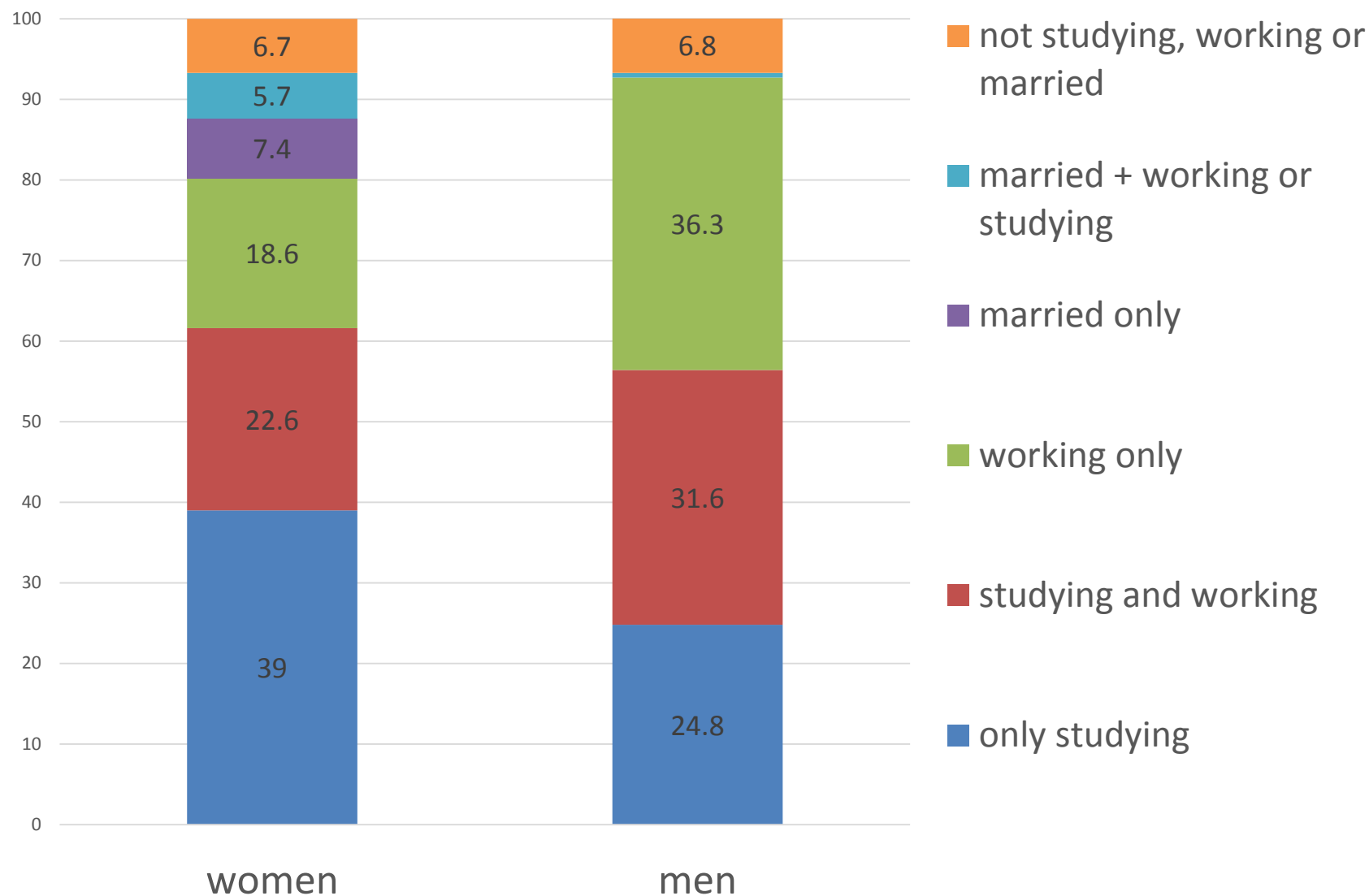


WHAT YOUTH DO AT 19 ACROSS THE 4 COUNTRIES



WHAT YOUTH DO IN ETHIOPIA AT 19 YEARS

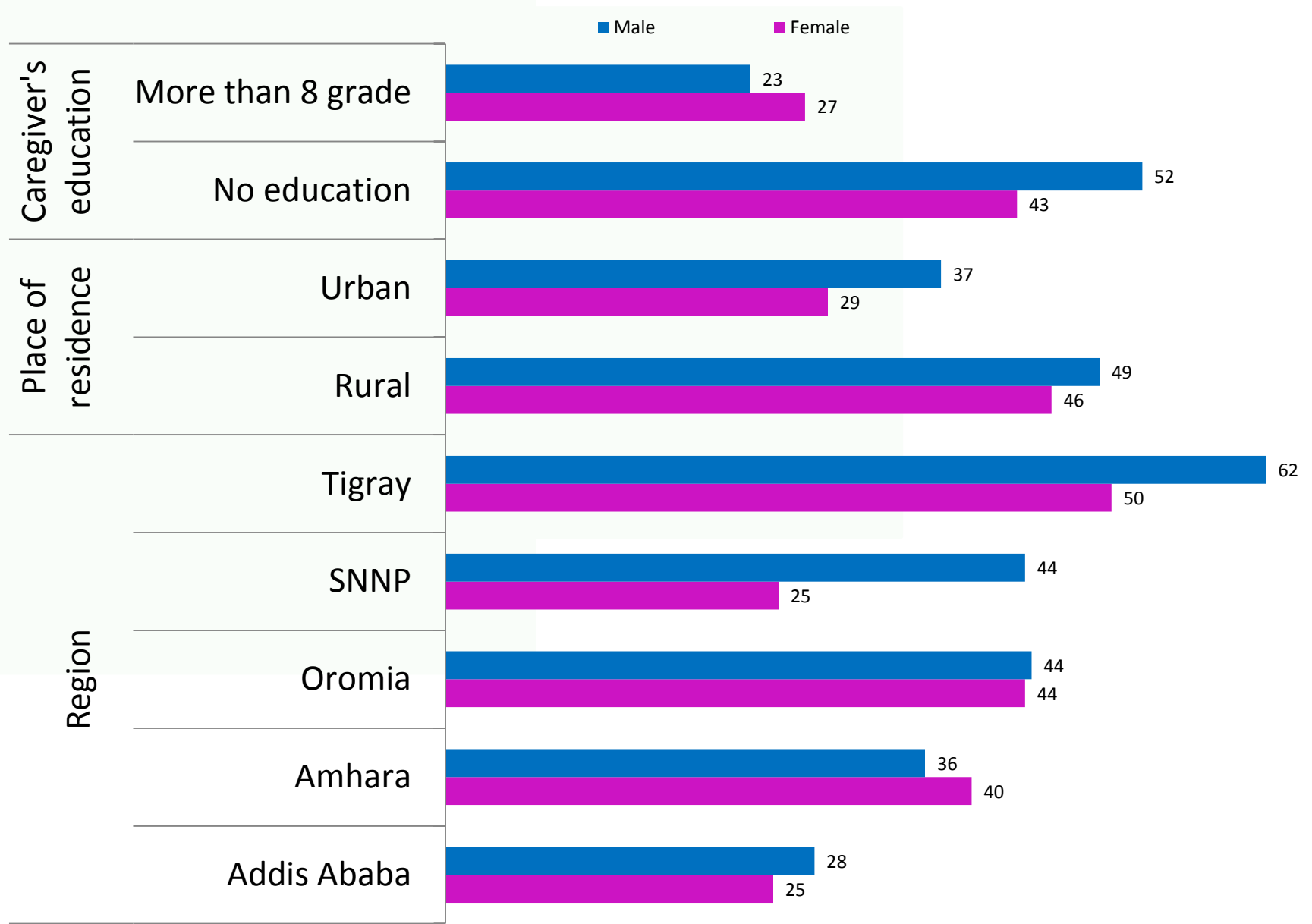
Ethiopia: activities of men and women at age 19





3/5 of 19-Y-olds still in education, inequalities among those left school

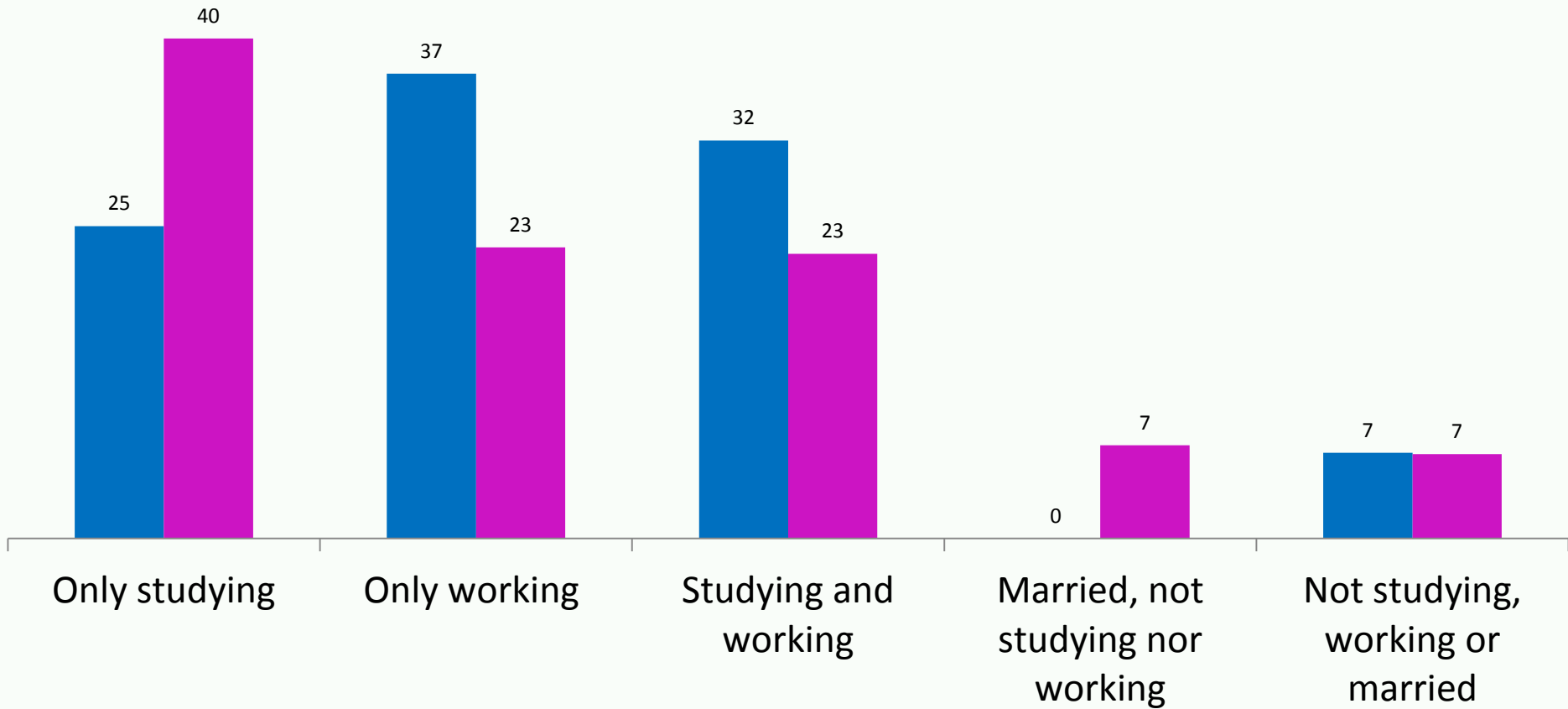
Percentage of 19-year-olds no longer in school



Early adulthood transition where many young people combine work and study

Percentage of 19-year-olds

■ Male ■ Female



More young women are studying full-time, while young men are more likely to be working or combining work with studies.

COMBINING WORK AND SCHOOL

More home chores for girls

Gadise, a girl in grade 5, carries out domestic tasks including cleaning, grinding and cooking as the oldest girl, works on the family farm weeding in the afternoons, substitutes for her parents on safety net public works, sells left-over vegetables on Saturdays, and does wage farming work during school holidays. She says she is only absent from school if her mother is ill, which happened three days this year.

Urban full day more difficult for working children

Addis Ababa site: Shemsia, aged 12 and in grade 4, sells goods on the street; her mother buys the items that include tissue paper, biscuits, sweets, cigarettes, mobile cards, and chewing gum; and she sells them after school.

Most do not miss school and manage to work after school or at weekends.

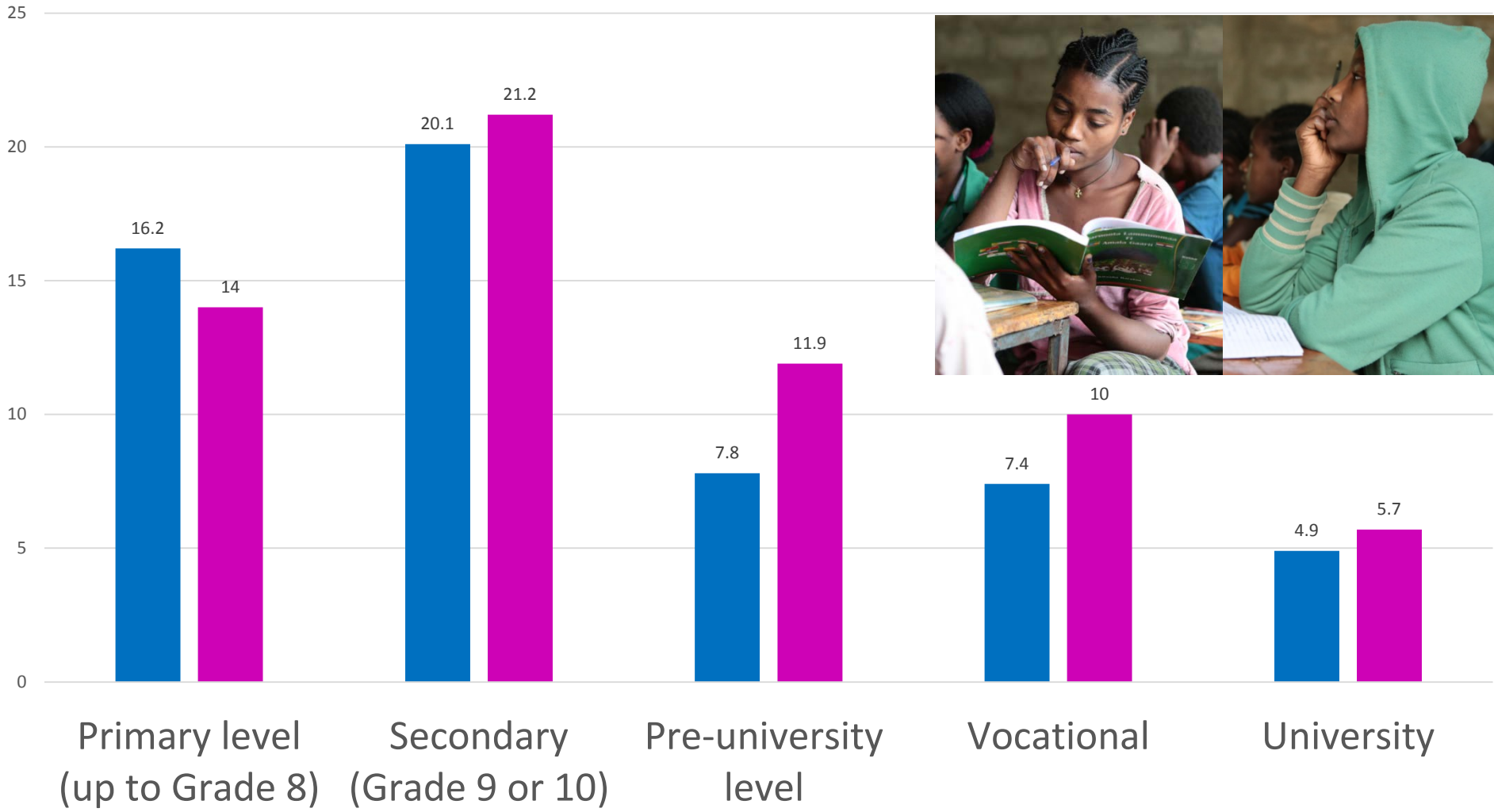
Yimenashu, a 13-year-old girl who is in grade 6, sells lollies and is sometimes late or absent from school in the afternoon; her grandmother begged her teachers to be considerate about her need to work and they are understanding.



EDUCATION LEVEL OF 19 YEAR OLDS IN EDUCATION

Ethiopia: 19 year olds enrolled by sex and education level

■ % of boys ■ % of girls

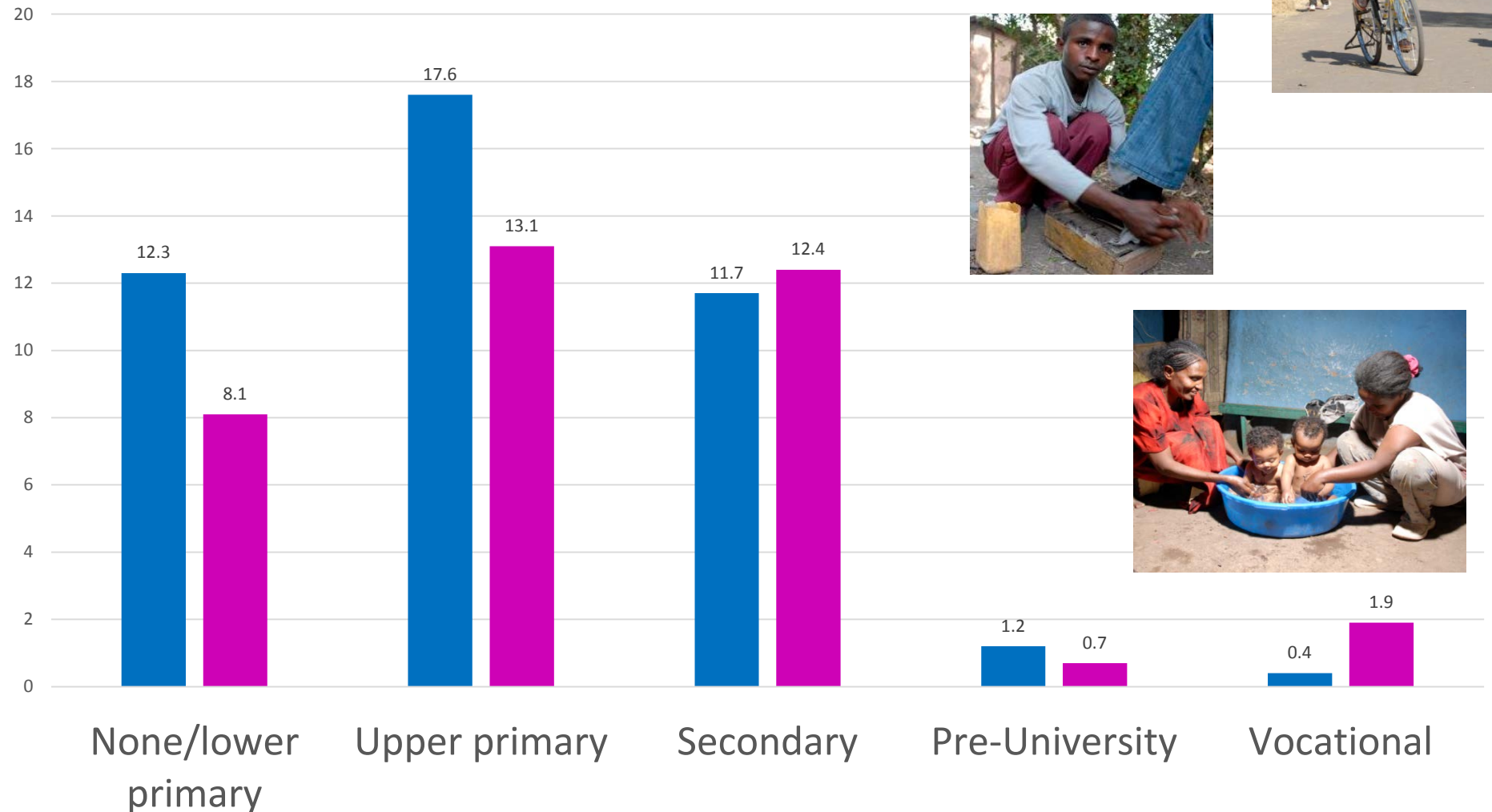




EDUCATION LEVEL OF 19 YEARS OUT OF SCHOOL

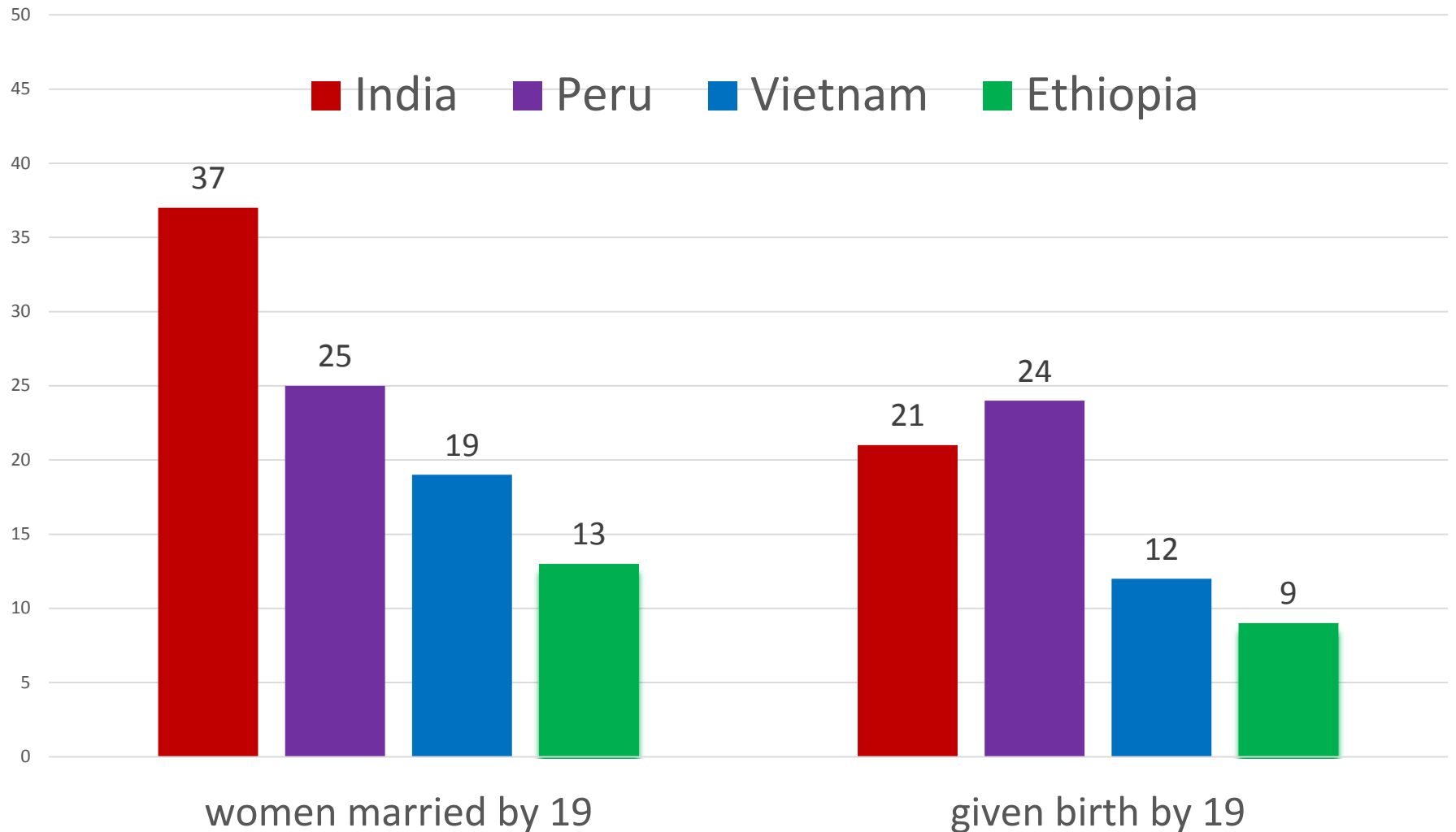
Educational of 19 year old no longer enrolled

■ % of boys ■ % of girls

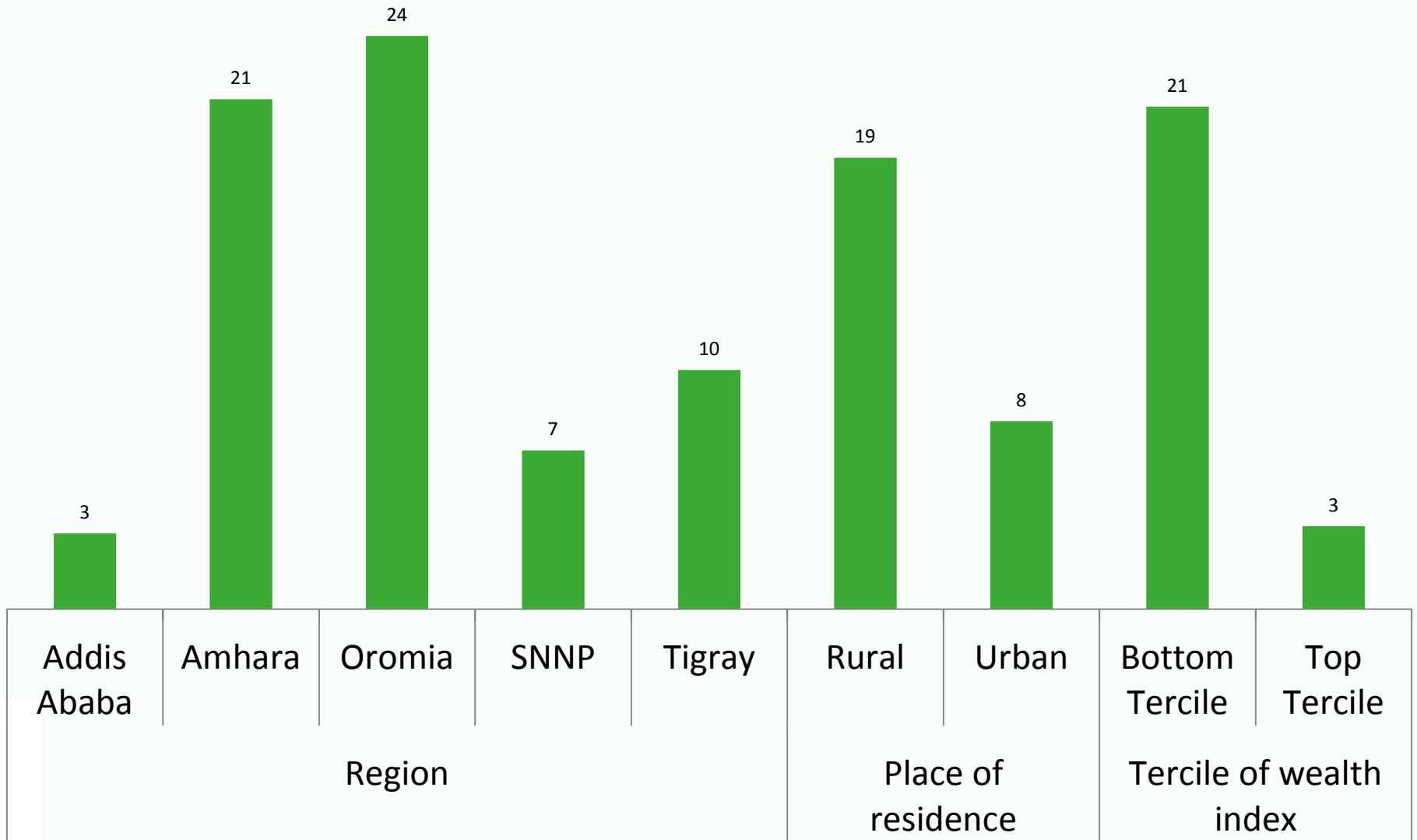


MARRIAGE AND FERTILITY ACROSS THE 4 COUNTRIES

Women married by 19 and given birth



One in six young women are married by age 19

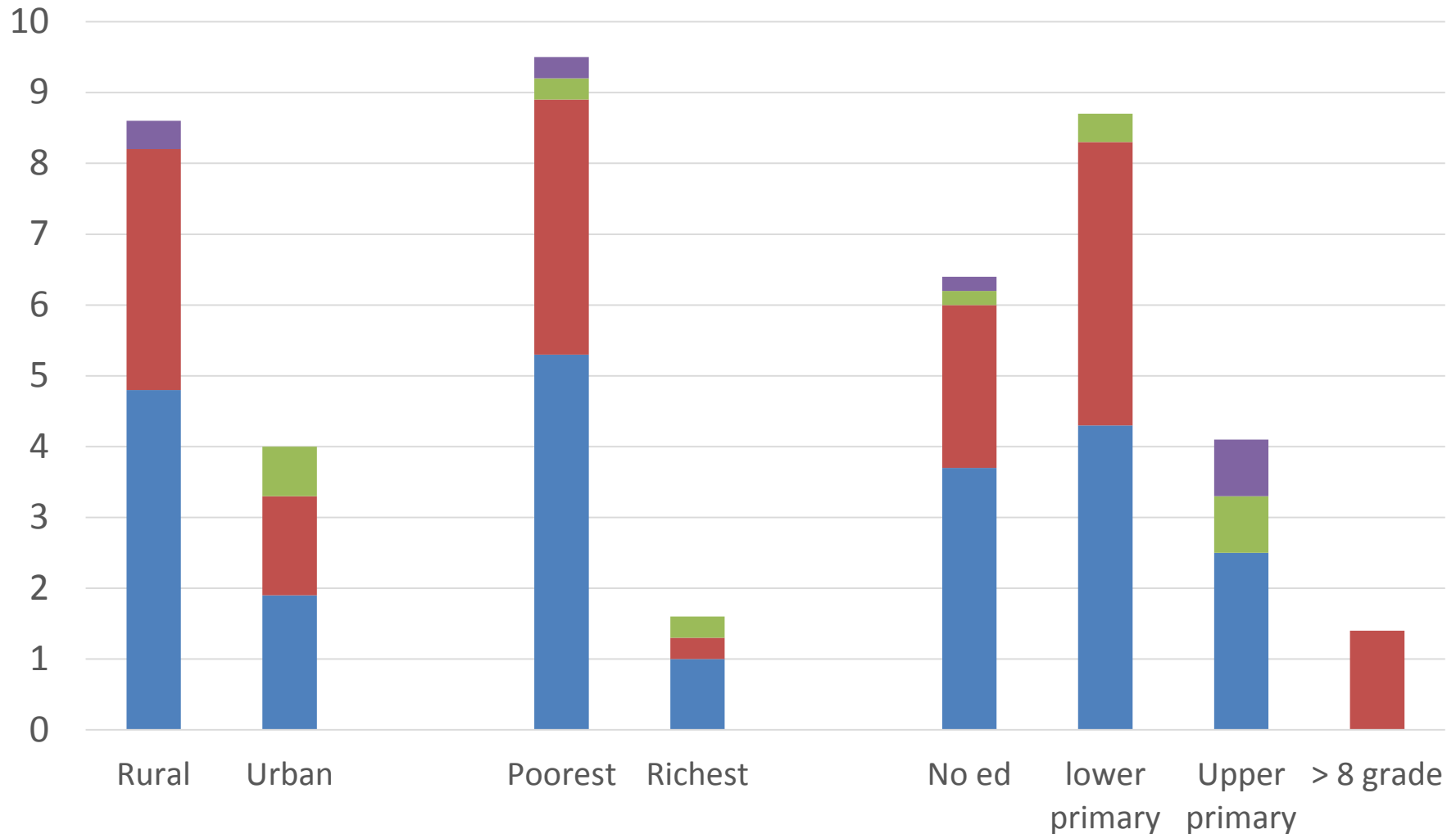


Early marriage is most common for girls in rural areas and in poorer households.

DIFFERENCES IN MARRIAGE IN ETHIOPIA

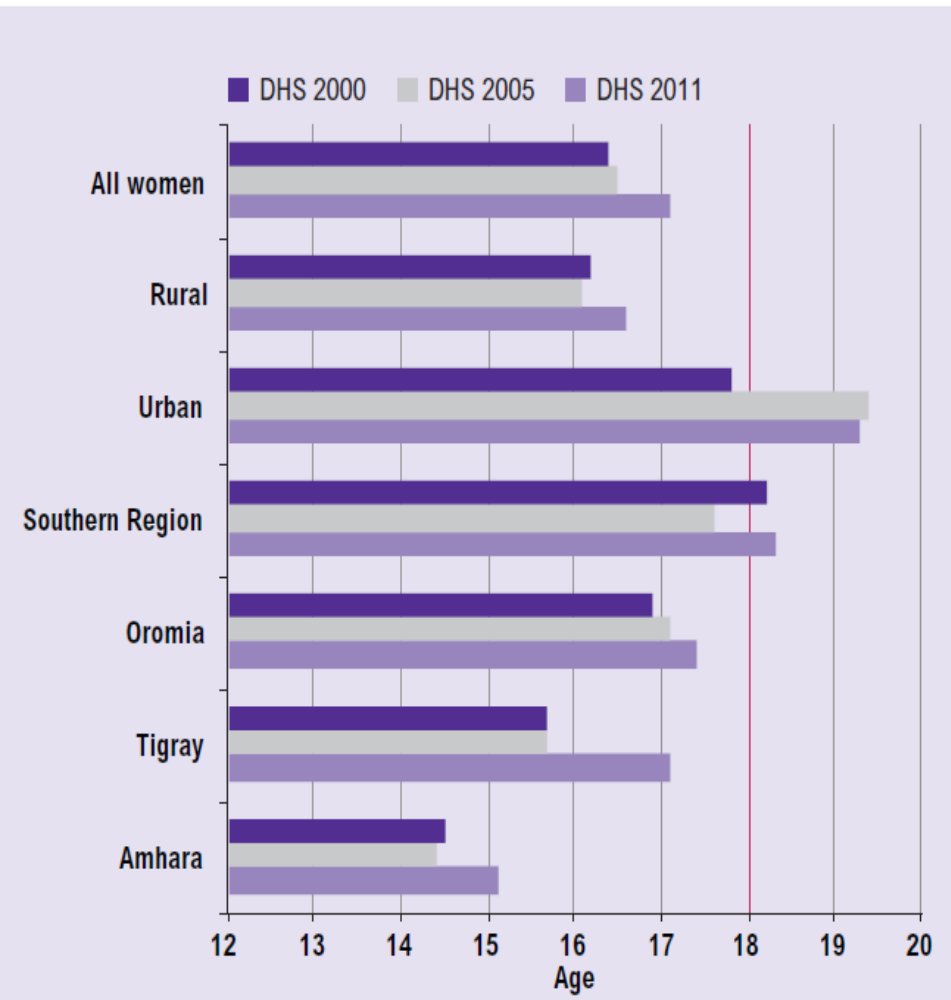
Marriage + work + study by location, wealth and education

■ Married only ■ & working ■ & studying ■ & working and studying

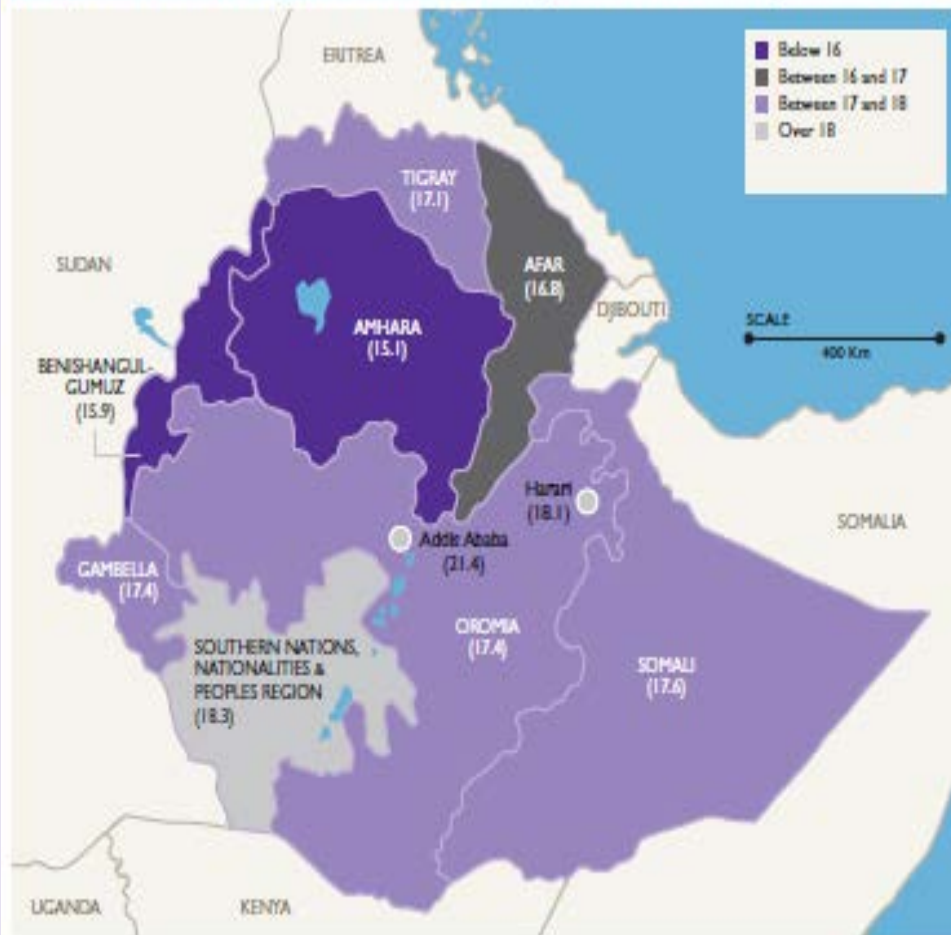


EARLY MARRIAGE

Figure 1. Changes in median age of marriage of women aged 20 to 49



Map 1. Median age of first marriage of women aged 20-49



Source: Data from DHS 2011.

EARLY MARRIAGE

Multiple rationales:

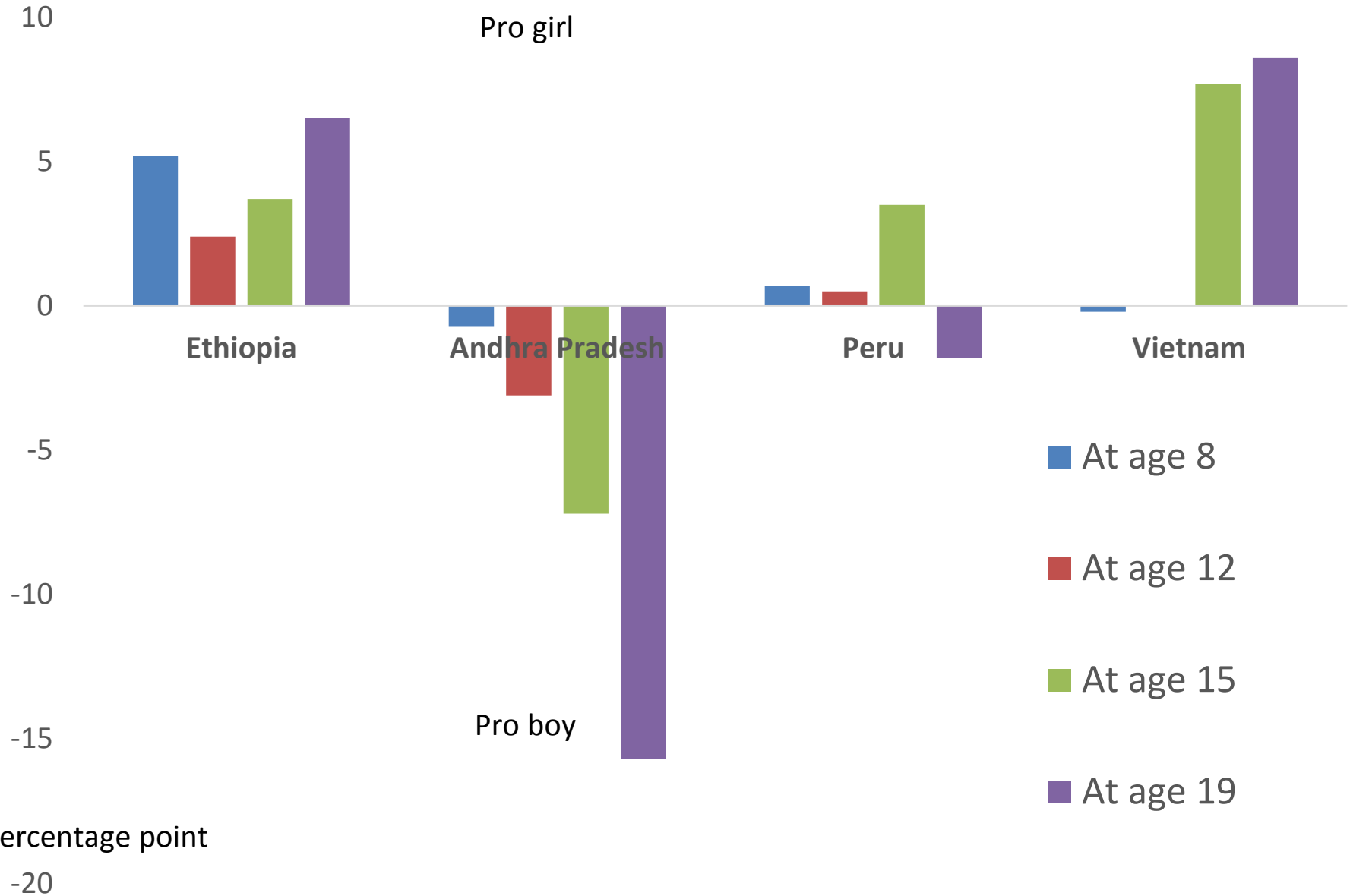
- Customary child protection
- parental care
- male-dominated values
- controlling women
- Poverty and wealth
- Promissory marriages,
- abduction
- *Cultural variation:*
- Bridewealth, dowry etc.
- Assumption coerced but in fact often choice



“I am happy with my marriage because it was arranged by my parents (mother). It also relieved me of the heavy work which I had to do. ... I have two worries. [First] I do not think I will be able to continue my education because my husband will not allow me. [Secondly], I do not want to have a child for five years, but I fear my husband and parents will force me to have one too soon.”
(Haymanot, married at age 16, rural Ethiopia)

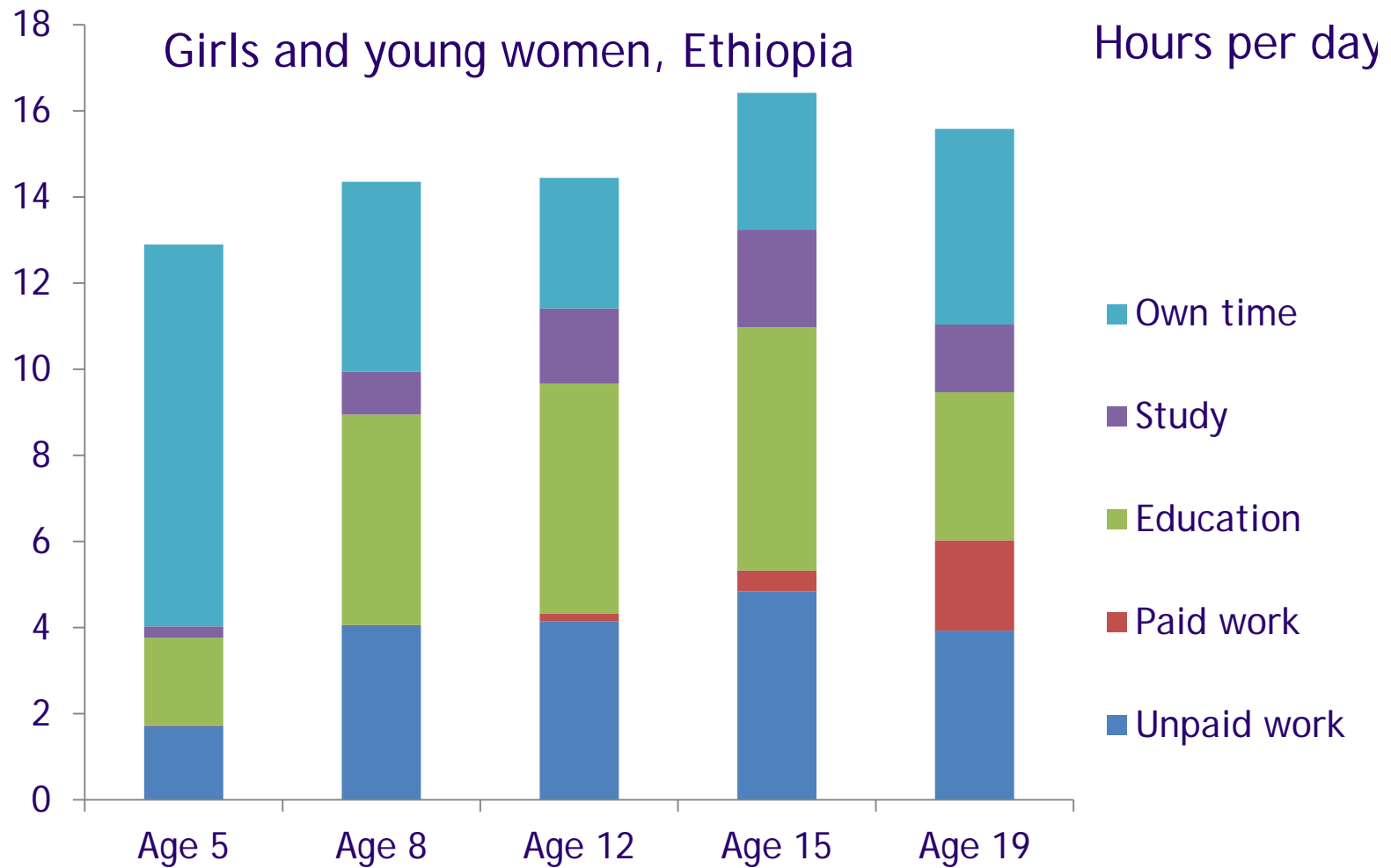
WHEN GENDER INEQUITIES FORM

Gender gaps in enrolment by age





CHANGES IN TIME USE FOR GIRLS BECOMING WOMEN



Reported time-use in a typical day



IMPLICATIONS FOR POLICY AND PRACTICE (1)

- With trajectories diverging by gender, the policy and programme focus on early marriage and young women's reproductive health is fully justified and may be bearing fruit in Ethiopia with signs of less early marriage and child-bearing.
- However, there is more to be done in this respect around delaying marriage and fertility through school and community interventions
- Only a third of married young women are working, less than 10% are studying and working. Supporting young mothers with child care, further education, training and employment is important.

IMPLICATIONS FOR POLICY AND PRACTICE (2)

- Debates on youth tend to be biased, so that problems facing young women in employment and young men setting up households get sidelined.
- Young women in Ethiopia have been migrating for work to the Middle East; when legal avenues were stopped for a while stimulated illegal migration. With a declining education system and limited employment, young women often have little alternative to early marriage.
- Young women face even more constraints in getting access to resources notably land in rural areas and housing shortages and cost inhibit young couples in urban areas from forming households.

ACKNOWLEDGEMENTS

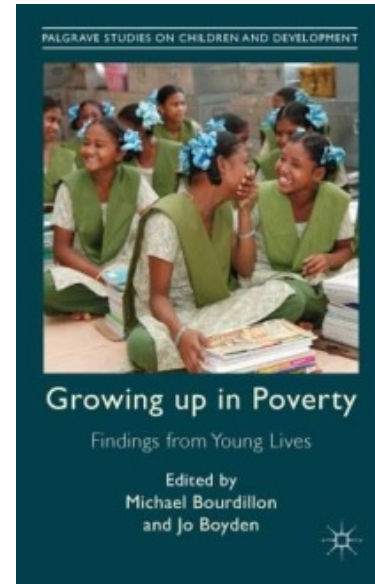
- Young Lives children, parents/caregivers as well as community leaders, teachers, health workers and others in communities.
- Fieldworkers, data-managers, survey enumerators and supervisors, principal investigators and country directors in each country
- Oxford and Ethiopia teams
- Funders: DFID, DGIS, IrishAid, Bernard Van Leer Foundation, Oak Foundation,
- Hewlett starting on transitions to adulthood.

FINDING OUT MORE

www.younglives-ethiopia.org

www.younglives.org.uk

- methods and research papers
- datasets (UK Data Archive)
- publications
- child profiles and photos



Young Lives is an international study of childhood poverty, involving 12,000 children in 4 countries over 15 years. It is led by a team in the Department of International Development at the University of Oxford in association with research and policy partners in the 4 study countries: Ethiopia, India, Peru and Vietnam.

Through researching different aspects of children's lives, we seek to improve policies and programmes for children.

We need to end child poverty in order to break the cycle of poverty.

What we do
Discover more about the unique multidisciplinary nature of the Young Lives project and its work.
› Our policy work
› Research methods
› Access our data
› Children's voices

Where we work
Find out more about our 4 diverse cultural, geographic, economic and political study contexts.
› Ethiopia
› India (Andhra Pradesh)
› Peru
› Vietnam

Our themes
Explore our work by themes that are central to children and young people's lives in the modern world.
› Dynamics of childhood poverty
› Children's experiences of poverty
› Schooling, time-use and life transitions

What's new
What Shapes the Influence Evidence Has on Policy? 18 February 2011
Young Lives/Ritos del Milenio: Peru-based lead qualitative researcher 04 February 2011
The Ethics of Research with Children and Young People 01 January 2011
+3 PhD Studentship in International

ESDS International
Economic and Social Data Service

ESDS International study guide

Guide to Young Lives

The Young Lives survey is an innovative long-term project investigating the changing nature of childhood poverty in four developing countries. The purpose of the project is to improve understanding of the causes and consequences of childhood poverty and examine how policies affect children's well-being, in order to inform the development of future policy and to target child welfare interventions more effectively.

The study is being conducted in Ethiopia, India (in the Andhra Pradesh state), Peru and Vietnam. These countries were selected because they reflect a range of cultural, geographical and social contexts, and experience differing issues facing the developing world: high debt burden, emergence from conflict, and vulnerability to environmental conditions such as drought and flood.

The Young Lives study uses a range of data collection methods, both quantitative and qualitative. The study aims to follow 2,000 children (aged approximately 1 year in 2002) and their households, in each of the four countries (8,000 children in total) for a period of 15 years. It is envisaged that subsequent survey waves will take place once every three to four years. Data were also collected for the baseline survey from 1,000 children aged 8 years in each country, in order to provide a basis for comparison with the younger children when they reach that age.

Accessing data and documentation

Users registered with the Economic and Social Data Service (ESDS) have access to the Young Lives data in SPSS, Data and tab-delimited formats, via the instant download service or on CD (CD orders are free of charge for users outside the UK who may have difficulty downloading the study material).

The data are available to all registered users for not-for-profit purposes.

To register with ESDS: www.esds.ac.uk/wendp/access/regist.asp

Once registered, access to the Young Lives data is via www.esds.ac.uk/findingdata/indeception.asp?n=5307