

Purpose

- To gain an understanding of the roles which children of different ages and sexes are expected to play in the community and how these might vary according to the status of the child's family.
- To identify the norms and values which men and women in different positions (parents, teacher, elders, kebele leaders, religious leaders) wish to teach young people in the community and how they go about teaching them.
- To identify the skills which adults believe it is important for young people to acquire.
- To establish the major risks and problems boy and girl children face at different ages.
- To identify changes in child-rearing goals and practices.

Protocols

1. Parents
2. Community leaders
3. Educators

Protocol 1: Parents

****These questions are a guide – use them to generate a rich conversation about children's work and learning****

Male researcher to talk to fathers; female researcher to mothers

Respondents:

3 sets of parents with many children – if possible covering the six categories

1 rich

1 middle

1 poor

Ask each parent about both boys and girls

1. Infants (defined as being unable to walk independently)

1. What are the main risks and problems faced by boys of this age?
2. What are the main risks and problems faced by girls of this age?
3. What are the main goals in terms of behaviour and attitudes that you have for children of this age?
Is it different for boys and girls?
4. What practices have you used/ what do you do to try to produce the desired behaviour and attitudes? Is it different for boys and girls?
5. Who looks after these babies? Does it differ for boys and girls?
6. How do these differ from the practices when you were a child?

2. Knee children (can walk but do not go far from carer)

1. What are the main risks and problems faced by boys of this age?
2. What are the main risks and problems faced by girls of this age?
3. What are the main goals in terms of behaviour and attitudes that you have for children of this age?
Is it different for boys and girls?
4. What practices have you used/ what do you do to try to produce the desired behaviour and attitudes? Is it different for boys and girls?
5. What are the forms of reward and punishment? Does this differ for boys and girls?

6. How do these differ from the practices when you were a child?
7. Who looks after these children? Is it different for boys and girls?

3. 3-6 or so (independent but not yet ready to work)

1. What are the main risks and problems faced by boys of this age?
2. What are the main risks and problems faced by girls of this age?
3. What are the main goals in terms of behaviour and attitudes that you have for children of this age?
Is it different for boys and girls?
4. What practices have you used / what do you do to try to produce the desired behaviour and attitudes? Is it different for boys and girls? What are the forms of reward and punishment for children of this age? Does it differ for girls and boys?
5. How do these differ from the practices when you were a child?
6. Who looks after these children? Is it different for boys and girls?

4. Working/learning children (before puberty)

1. What are the main risks and problems faced by boys of this age?
2. What are the main risks and problems faced by girls of this age?
3. What are the main goals in terms of behaviour and attitudes that you have for children of this age?
Is it different for boys and girls?
4. What practices have you used/ what do you do to try to produce the desired behaviour and attitudes? Is it different for boys and girls?
5. What are the forms of reward and punishment for boys of this age?
6. What are the forms of reward and punishment for girls of this age?
7. How do these differ from the practices when you were a child?
8. At what age should children start working for the family? Is it different for boys and girls?
9. What work should boys do? (ask if this changes as they get older)
10. What work should girls do? (ask if this changes as they get older)
11. How do they learn the work skills? And from whom?
12. How do they learn the discipline?
13. How many hours should younger, middle and older working boys work per day/week?
14. How many hours should younger, middle and older working girls work per day/week?
15. What is the purpose of religious schools?
16. What is the purpose of primary schools?
17. Should all boys go to school? Which kind?
18. If not should any boys go to school?
19. If some - what kind of boy?
20. At what age should boys start primary school?
21. At what age should boys finish primary school?
22. Does going to primary school cause any problems for boys?
23. Should all girls go to school? Which kind?
24. If not should any girls go to primary school?
25. If some - what kind of girl?
26. At what age should girls start primary school?
27. At what age should girls finish primary school?
28. Does going to primary school cause any problems for girls?
29. What problems do mothers face in their relationships with their sons of this age?
30. What problems do fathers face in their relationships with their sons of this age?
31. What problems do mothers face in their relationships with their daughters of this age?
32. What problems do fathers face in their relationships with their daughters of this age?
33. What are the good things that mothers find in their relationships with their sons of this age?
34. What are the good things that fathers find in their relationships with their sons of this age?
35. What are the good things that mothers find in their relationships with their daughters of this age?
36. What are the good things that fathers find in their relationships with their daughters of this age?

5. Adolescents (experiencing bodily changes)

1. What are the main risks and problems faced by boys of this age?
2. What are the main risks and problems faced by girls of this age?
3. What are the main goals in terms of behaviour and attitudes that you have for children of this age?
Is it different for boys and girls?
4. What practices have you used/ what do you do to try to produce the desired behaviour and attitudes? Is it different for boys and girls?
5. What are the forms of reward and punishment for boys of this age?
6. What are the forms of reward and punishment for girls of this age?
7. How do these differ from the practices when you were a child?
8. What work should boys of this age do?
9. What work should girls of this age do?
10. What is the purpose of secondary schools?
11. Should boys go to secondary school – what kind of boy?
12. Does going to secondary school cause any problems for boys?
13. Should girls go to secondary school – what kind of girl?
14. Does going to secondary school cause any problems for girls?
15. What problems do mothers face in their relationships with their adolescent sons?
16. What problems do fathers face in their relationships with their adolescent sons?
17. What problems do mothers face in their relationships with their adolescent daughters?
18. What problems do fathers face in their relationships with their adolescent daughters?
19. What are the good things that mothers find in their relationships with their adolescent sons?
20. What are the good things that fathers find in their relationships with their adolescent sons?
21. What are the good things that mothers find in their relationships with their adolescent daughters?
22. What are the good things that fathers find in their relationships with their adolescent daughters?
23. Is the issue of sexuality and child-bearing addressed with boys of this age? If so how and by whom?
24. Is the issue of sexuality and child-bearing addressed with girls of this age? If so how and by whom?
25. Is the issue of sexually transmitted diseases and AIDS discussed, and if so by whom?

6. Very young adults (physically mature but not 'social' adults)

1. What are the main risks and problems faced by boys of this age?
2. What are the main risks and problems faced by girls of this age?
3. What are the main goals in terms of behaviour and attitudes that you have for children of this age?
Is it different for boys and girls?
4. What practices have you used/ what do you do to try to produce the desired behaviour and attitudes? Is it different for boys and girls?
5. How do these differ from the practices when you were a child?
6. How do these differ from the practices when you were a child?
7. What work should boys of this age do for the family? Should they also work for themselves?
8. What work should girls of this age do for the family? Should they also work for themselves?
9. What problems do mothers face in their relationships with their just-adult sons?
10. What problems do fathers face in their relationships with their just-adult sons?
11. What problems do mothers face in their relationships with their just-adult daughters?
12. What problems do fathers face in their relationships with their just-adult daughters?
13. What are the good things that mothers find in their relationships with their just-adult sons?
14. What are the good things that fathers find in their relationships with their just-adult sons?
15. What are the good things that mothers find in their relationships with their just-adult daughters?
16. What are the good things that fathers find in their relationships with their just-adult daughters?
17. How is the issue of sexuality and child bearing addressed with boys of this age and by whom?
18. How is the issue of sexuality and child-bearing addressed with girls of this age and by whom?
19. Is the issue of sexually transmitted diseases and AIDS discussed, and if so by whom?
20. is the issue of staying in the village versus migration discussed? And if so by whom?

Output for each researcher: **Three reports** with six subheadings identified by type of respondent (e.g. rich father)

Protocol 2: Community leaders

These questions are a guide – use them to generate a rich conversation about children's work and learning

Male researcher to talk to men; female researcher to women

Respondents:

Men and women opinion leaders

Kebele leader / women's organisation leader

Respected elder (male and female)

Respected younger – 'modern' (male and female)

Religious leader/religious woman

Respected healer (male and female; 'modern' or 'traditional')

1. The 'educated' man/woman

1. How would you describe a 'complete' or 'educated' man/woman?
2. What are the most important traits/ways of behaving?
3. How does the community try to educate its children?
4. Who are the important educators and what do they do?

These should be interviewed using Protocol 3

2. Infants

1. What are the main risks and problems faced by boys of this age?
2. Are they different in different kinds of household (e.g. rich, middle, poor / female-headed households and, in sites where these are appropriate, different ethnicities / different religions)
3. What are the main risks and problems faced by girls of this age?
4. Are they different in different kinds of household (e.g. rich, middle, poor / female-headed households and, in sites where these are appropriate, different ethnicities / different religions)
5. What are the main goals in terms of behaviour and attitudes that the community has for children of this age? Is it different for boys and girls?
6. What are the forms of reward and punishment? Does this differ for boys and girls/
7. Have the behaviour and attitudes that are valued changed much in the last twenty years or so?
8. How does the community influence the behaviour of parents in relation to infants?
9. Anything else you would like to tell me about children of this age?

3. Knee children

1. What are the main risks and problems faced by boys of this age?
2. Are they different in different kinds of household (e.g. rich, middle, poor / female-headed households and, in sites where these are appropriate, different ethnicities / different religions)
3. What are the main risks and problems faced by girls of this age?
4. Are they different in different kinds of household (e.g. rich, middle, poor / female-headed households and, in sites where these are appropriate, different ethnicities / different religions)
5. What are the main goals in terms of behaviour and attitudes that the community has for children of this age? Is it different for boys and girls?
6. What are the forms of reward and punishment? Does this differ for boys and girls?
7. Have the behaviour and attitudes that are valued changed much in the last twenty years or so?
8. What problems, if any, do children this age inflict on people outside their households?
9. How does the community influence the behaviour of parents in relation children of this age?
10. Anything else you would like to tell me about children of this age?

4. 3-6 or so

1. What are the main risks and problems faced by boys of this age?

2. Are they different in different kinds of household (e.g. rich, middle, poor / female-headed households and, in sites where these are appropriate, different ethnicities / different religions)
3. What are the main risks and problems faced by girls of this age?
4. Are they different in different kinds of household (e.g. rich, middle, poor / female-headed households and, in sites where these are appropriate, different ethnicities / different religions)
5. What are the main goals in terms of behaviour and attitudes that the community has for children of this age? Is it different for boys and girls?
6. What are the forms of reward and punishment? Does this differ for boys and girls?
7. Have the behaviour and attitudes that are valued changed much in the last twenty years or so?
8. What problems, if any, do children this age inflict on people outside their households?
9. How does the community influence the behaviour of parents in relation to children of this age?
10. How does the community influence the behaviour of children this age?

5. Working/learning children

1. What are the main risks and problems faced by boys of this age?
2. Are they different in different kinds of household (e.g. rich, middle, poor / female-headed households and, in sites where these are appropriate, different ethnicities / different religions)
3. What are the main risks and problems faced by girls of this age?
4. Are they different in different kinds of household (e.g. rich, middle, poor / female-headed households and, in sites where these are appropriate, different ethnicities / different religions)
5. What are the main goals in terms of behaviour and attitudes that the community has for children of this age? Is it different for boys and girls?
6. What are the forms of reward and punishment? Does this differ for boys and girls?
7. Have the behaviour and attitudes that are valued changed much in the last twenty years or so?
8. What problems, if any, do children this age inflict on people outside their households?
9. How does the community influence the behaviour of parents in relation to children of this age?
10. How does the community influence the behaviour of children this age?
11. At what age should children start working for the family? Is it different for boys and girls?
12. What work should boys do? (ask if this changes as they get older)
13. What work should girls do? (ask if this changes as they get older)
14. Should all boys go to school? Which kind?
15. If not should any boys go to school?
16. If some - what kind of boy?
17. At what age should boys start primary school?
18. At what age should boys finish primary school?
19. Does going to primary school cause any problems for boys?
20. Should all girls go to school? Which kind?
21. If not should any girls go to primary school?
22. If some - what kind of girl?
23. At what age should girls start primary school?
24. At what age should girls finish primary school?
25. Does going to primary school cause any problems for girls?

6. Adolescents

1. What are the main risks and problems faced by boys of this age?
2. Are they different in different kinds of household (e.g. rich, middle, poor / female-headed households and, in sites where these are appropriate, different ethnicities / different religions)
3. What are the main risks and problems faced by girls of this age?
4. Are they different in different kinds of household (e.g. rich, middle, poor / female-headed households and, in sites where these are appropriate, different ethnicities / different religions)
5. What are the main goals in terms of behaviour and attitudes that the community has for children of this age? Is it different for boys and girls?
6. What are the forms of reward and punishment? Does this differ for boys and girls?
7. What problems, if any, do children this age inflict on people outside their households?
8. How does the community influence the behaviour of parents in relation to children of this age?

9. How does the community influence the behaviour of children this age?
10. Should boys go to secondary school – what kind of boy?
11. Does going to secondary school cause any problems for boys?
12. Should girls go to secondary school – what kind of girl?
13. Does going to secondary school cause any problems for girls?
21. Is the issue of sexuality and child-bearing addressed with boys of this age? If so how and by whom
22. Is the issue of sexuality and child-bearing addressed with girls of this age? If so how and by whom
23. Is the issue of sexually transmitted diseases and AIDS discussed, and if so by whom?

7. Very young adults

1. What are the main risks and problems faced by boys/men of this age?
 2. Are they different in different kinds of household (e.g. rich, middle, poor / female-headed households and, in sites where these are appropriate, different ethnicities / different religions)
 3. What are the main risks and problems faced by girls/women of this age?
 4. Are they different in different kinds of household (e.g. rich, middle, poor / female-headed households and, in sites where these are appropriate, different ethnicities / different religions)
 5. What are the main goals in terms of behaviour and attitudes that the community has for children of this age? Is it different for boys and girls?
 6. What problems, if any, do youth of this age inflict on people outside their households?
 7. How does the community influence the behaviour of parents in relation to youth of this age?
- How does the community influence the behaviour of youth of this age? Generally what characterises the relations between older people and youth of this age?
10. How is the issue of sexuality and child-bearing addressed with boys of this age and by whom?
 11. How is the issue of sexuality and child-bearing addressed with girls of this age and by whom?
 12. Is the issue of sexually transmitted diseases and AIDS discussed, and if so by whom?
 13. Is the issue of staying in the village versus migration discussed? And if so by whom?

*Output for each researcher: **Five reports** identified by type of respondent (e.g. respected female elder)*

Protocol 3: Educators

These questions are a guide – use them to generate a rich conversation about children's work and learning

Male researcher to talk to men; female researcher to women

Respondents:

The people named as the important educators in Protocol 2

Plus (if not already mentioned)

Religious teachers (male and female if appropriate)

Primary school teachers (male and female if appropriate)

Secondary school teachers (in sites where appropriate - male and female if appropriate)

1. Raising children

1. In what ways are you involved in the learning and education of children in this community (apart from as a parent)?
2. How do you think children should be raised? What are the differences for boys and girls?
3. How is this different, if at all, from the way in which you were raised?
4. Do you think that children have any rights? If so what are they?
5. What are your views on appropriate forms of rewards and punishments? Do these differ for boys and girls?
6. How does the formal schooling provided by the government fit with your ideas?
7. How, if at all, might formal education be changed to fit better with the community's goals, norms and values?
8. What is the value, if any, of educational qualifications?
9. Does it matter if children drop out of education? How does it affect them personally?
10. In what ways are adult men who have been to school different from those who have not?
11. In what ways are adult women who have been to school different from those who have not?

2. Working/learning children

1. How important is it for boys to work to contribute to the family livelihood?
2. How important is it for girls to work to contribute to the family livelihood?
3. How important is it that boys go to religious school?
4. How important is it that girls go to religious school?
5. What do children learn at religious school?
6. How important is it that boys go to primary school?
7. How important is it that girls go to primary school?
8. What good things do boys learn at primary school?
9. What bad things do boys learn at primary school?
10. Are there things that are not taught to boys at primary school which should be?
11. What good things do girls learn at primary school?
12. What bad things do girls learn at primary school?
13. Are there things that are not taught to girls at primary school which should be?
14. What other kinds of things do boys in the community learn and how do they learn it?
15. What other kinds of things do girls in the community learn and how do they learn it?

3. Adolescents

1. How important is it that boys go to secondary school?
2. How important is it that girls go to secondary school?
3. What good things do boys learn at secondary school?
4. What bad things do boys learn at secondary school?
5. What good things do girls learn at secondary school?
6. What bad things do girls learn at secondary school?

7. What other kinds of things do adolescent boys in the community learn and how do they learn it?
8. What other kinds of things do adolescent girls in the community learn and how do they learn it?
9. How should issues to do with sexuality and child-bearing be raised?
10. How should issues about sexually transmitted diseases and AIDS be raised?

4. Very young adults

1. What do young adults still have to learn? How do they learn it?
2. Are there things that young adults are not learning now which they should? How could they be taught?
3. How should issues to do with sexuality and child-bearing be raised and by whom?
4. How should issues about sexually transmitted diseases and AIDS be raised and by whom?
5. How should the issues of staying in the site or migrating away be raised and by whom?

Output for each researcher: a report for each respondent.