

The Lived Experiences of Street Children in Addis Ababa: Challenges and Coping Strategies

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Abstract

This study explored the lived experiences of children living in the streets of Addis Abeba, and their challenges and coping strategies. Semi-structured interviews and focus group discussions were conducted with eight children who lived in the streets and experienced challenges in the absence of basic necessities. A phenomenological approach was employed to uncover the experiences of these children. Results revealed that street children faced challenges including, prejudice, harassment, insecurity, suicide ideation, and declining self-esteem. Coping strategies included avoidance, alliance, spirituality, escaping, shifting, and engagement in income-earning activities. Based on the findings of the study, practical and theoretical implications were discussed and suggestions for future research were made.

Keywords: challenges, coping, phenomenology, street children, lived experiences, Addis Ababa

1. Introduction

Streetism steadily increased among children in major urban centers of Ethiopia (Heinonen 2011; Shimelis 2015). The number of children in Ethiopia who experienced street life is estimated to be between 150,000 and 600,000 (Kaleab 2016). They are both victims and barometers of social and economic stress. Their presence on the street indicates the unfair distribution of wealth and the collapse of traditional family and community values and structures (Silva 2002). Furthermore, street life, by itself, makes children vulnerable to diversified risks. For example, the Ministry of Labor and Social Affairs and UNICEF reported that street children generally experienced insufficient food intake, deteriorated health, less social support, and more physical trauma than children living at home (Veale *et al.* 1993).

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They are the most marginalized and ignored segment of the population, facing many human rights violations due to their existence on the street (Abrha 2016; Ennew 2000).

Beyond the difficulties of day-to-day survival and deprivation of basic amenities, street children also face a number of psychological challenges. Stigma and negative public perceptions of street children, stemming from children's lifestyle (Heinonen 2011), contributes to the marginalization and social exclusion of impoverished children and leads them to an overall deterioration of livelihood (Edwards *et al.* 2015; Kaleab 2016). Moreover, compared to their nonstreet peers, street children are more likely to experience social isolation, physical and mental illness (Getinet *et al.* 2017; Chimdessa and Cheire 2018; Cumber and Tsoka-Gwegweni 2015; Heinonen 2000; Lalor 1999).

Besides the social isolation, induced by the surrounding community, street children are excessively affected by harassment, hunger, illicit drugs use, severe weather conditions, poor hygiene and sanitation (Cumber and Tsoka-Gwegweni 2015; Lalor 1999; Wells-Bogue 2013). These children are more likely to experience emotional problems and suicide attempts than their nonstreet peers would (Cumber and Tsoka-Gwegweni 2015). Exposure to these challenges has serious implications on psychological well-being of those children.

Street children likely use coping strategies to protect themselves against the exploitation, marginalization, and frustration related to living in the streets. They form groupings that helps them in minimizing and withstanding the adverse impacts of these challenges (Kaleab 2016). These groupings also help the street children feel less isolated and to defend themselves from various attacks by different parties. Hiding oneself is another adaptation strategy demonstrated by street children as a response to physical abuses. The street children also use illicit drugs to desensitize themselves to psychological trauma, feelings of hunger, and cold weather in the street (Abrha 2016).

Empirical studies have also explored the health problem and sexual exploitation of street children (Getinet *et al.* 2017; Chimdessa and Cheire 2018). However, research addressing the social and psychological challenges and coping mechanisms of street children in Addis Abeba, is barely available (Abebaw *et al.* 2014; Abrha 2016; Shimelis 2015). The current study aimed to uncover an authentic and in-depth understanding of the experiences of street children and their social and psychological challenges along with coping strategies for survival in the streets of Addis Abeba, capital of Ethiopia. It aimed to find answers to what challenges they experiences in the streets and which coping strategies they use to deal with the challenges.

1.1 Research Questions

This study attempted to find answers to the following two research questions.

1. What are the participants' experiences of challenges in the street?
2. What coping strategies do they use to deal with challenges in the street?

2. Methodology

This study was thus situated within the constructivist research paradigm and the application of phenomenological qualitative approach.

2.1 Participants

Participants in the study consisted of eight street children who lived in Addis Abeba. Specifically, Lagehar and Mexico area. The author had worked in those area for six years and thus, he has some prior understanding of the challenges of street children. Five of the children were aged 9 to 13 years while three were 14 years and older. All of them identified themselves as a street child, had lived in the streets for about six months to four years, and spoke Amharic well. They were composed of diversified group, place of birth, sex, level of education, and religion. About two third of the respondents came from rural areas and seven of them were male. Three had no education and the rest had primary education. Regarding their religious

composition, five were from Christian households and the rest from Muslim and nonreligious households.

2.2. Sampling and procedures

In this study, purposive sampling (Patton 2002) was used to identify and select street children who had experienced challenges in the streets and could articulate their lived experiences, following the procedures used by Creswell and Poth (2018). Participants were recruited on consent. Considering data saturation as a rule of thumb, like in any other qualitative research, recruitment was ended with eight participants.

2.3 Instruments and data collection

To gain a deeper understanding of participants' experiences of challenges of life in the streets and how they coped against those challenges, semi-structured interview guide was developed along the two key research questions. Consistent with the constructivist tradition, the prompts were reshaped throughout the data collection process, drawing from the participants' responses.

The study was conducted by first securing participants' verbal consent, who did so voluntarily without any pressure. The interviews and discussions were facilitated and audiotaped by the researcher himself. The audiotapes were listened to and the narratives were later transcribed into a verbatim. Meanwhile information, which identified the participants, was deleted to protect their anonymity.

2.4. Data analysis

Following phenomenological procedure, the transcripts were reviewed and analyzed after each interview. That helped to generate deeper insight and meaning. Perceptions of the lived experience were acquired by identifying all relevant, nonrepetitive, and nonoverlapping statements about how the participants experienced the issue under discussion. These statements were clustered into themes, which were latter synthesized into a description of the textures of the experience to provide clear images of what participants experienced in their street life and coping strategies. A structural description demonstrated how the experience unfolded, involving reflections of

participants on the setting and context, in which the challenges of life in the streets and coping strategies were experienced (Creswell and Poth 2018). Finally, a composite description, combining both structural and textural descriptions, was written to discover the essence of the experiences. The voice of the participants was presented using long quotes and thick descriptions of results.

3. Results

A total of 43 nonrepetitive and nonoverlapping statements were identified and extracted from the transcripts. Arranging the formulated meanings into clusters resulted in six themes of street challenges and six themes of coping strategies. The six themes of street challenges were the absence of basic necessities, prejudice, harassment, insecurity, suicide ideation, and declining self-esteem; and the six themes of coping strategies were avoidance, alliance, spirituality, escaping, shifting, and engagement in income-generating activities.

3.1 Challenges of life in the streets

3.1.1 Absence of basic necessities

Participants highlighted that most of the days they had insufficient food intake. They suffered in their sleeping places quite a lot due to cold weather. The street children never attempted to pursue education due to lack of school requirements and fear of social isolation. Exerpts:

Hunger, suffering from cold weather during the night, ... are the markers of life in the streets ... Joining school? Who can buy us school uniform and other things? Ok, let us say I enrolled, who do you think is going to be my friend, knowing that I was from the street? (Participant 5, 13 years old)

3.1.2 Prejudice

Most of the street children lacked proper social bond with mainstream society. The society held a negative attitude towards them. Participants talked about society's view towards street children.

Some people consider us as abnormal, violent, and criminal. They hate us. Many people do not act as parents who have children. They see us as no use. As much as they can, they try to keep away from us. Our life is ... alienated from the society. (Participant 8, 16 years old).

3.1.3 Harassment

Participants shared examples of harassments in the street such as repeated imprisonment by police officers and sexual exploitation by nonstreet and powerful street groups.

The police officers abuse us; they often dismantle our properties and chase us from our regular sleeping places. If they catch us, they put us in jail or throw us outside the city. What makes their action worse is that they usually prefer to come at night, while we are sleeping and escaping from them is a challenging task. (Participant 6, 14 years old).

Furthermore, the younger street children were often endangered and hurt by the older and stronger street peers. As participants talked out, there were gang groups who used the street children as a source of income. For example, one of the street children shared,

The gangs force us to engage in begging and theft. Unless we give them Birr 10 on a daily basis, they beat us harshly. (Participant 1, 9 years old).

The street life made the children vulnerable to sexual exploitation. Due to lack of awareness and powerlessness, especially younger children and the new arrivals to street life were more likely to be abused. Participant 7 recalled a particular incident:

A gentleman came and talked to my friend. The man looked very sympathetic and persuaded my friend as if he liked to help him join an ideal school and lead a joyful life. My friend was tempted to get out of street life and entered into the gentle man's car. However, in the morrow of that night, my friend came back. He could not walk properly. That man was *bushiti* [Homosexual]; he raped my friend. (Participant 7, 16 years old).

3.1.4 Insecurity

Street children showed the emotional state of insecurity and depression due to the absence of parental or institutional protection. Most of them had a persistent feeling of being scared and insecure due to endangered street life. Following is an illustrative quote:

For me, what makes the street life difficult is not the cold weather, rain, or hunger; it is insecurity and fear of what happens during the night times. On the street, you could be confident about nothing. As I saw my friends die, I dreaded to think about tomorrow and ended up stressed. (Participant 2, 12 years old)

3.1.5 Suicide Ideation

It was noted that there was a wish to die and escape from the stressful life on the street. A participant said:

I usually feel very sad ... why do I suffer... I frequently decide to commit suicide and liberate myself forever from such a miserable life. (Participant 4, 12 years old)

3.1.6 Declining self-esteem

Most of the participants highlighted that they felt worthless and had low confidence in themselves. In this regard, a 12 years old said:

I am useless to anybody... I feel about myself... cursed and unfortunate. (Participant 4, 12 years old)

3.2 Coping strategies

3.2.1 Escaping

Escaping was found to be an important coping strategy of the participants for dealing with challenges in the street. Participants noted that, rather than facing the consequences of their problems, using illicit drug had been critical in order to numb the consistent hunger, feelings of coldness, and loneliness.

If you sniff *mastish* [glue], you do not feel the frequent hunger, loneliness, ... and the freezing cold at nights...by taking drugs I forget every suffering on the street. (Participant 1, 9 years old)

3.2.2 Avoidance

Participants shared examples of strategic adaptive responses that they used to deal with social exclusion and prejudice in the street. One participant talked about strategically emphasizing on social supports he needed from the society and deemphasizing the negative attitude revealed by the society.

I do not give much attention to the way people treat us; instead, I try to be patient and focus more on gaining their support. Once I get the money, I'll be a different person. We get together with friends and make fun. (Participant 3, 12 years old)

Another participant used avoidance as a way to challenge prejudice by making fun on street life and street children themselves.

Sometimes, when we are alone, we imitate the way some people treat us and laugh with friends. If you do not have your source of income, you have

to be patient and ignore the prejudice by the society. God knows who you really are. (Participant 8, 16 years old)

3.2.3 Engagement in income-generating activities

Majority of street children, in this study, are engaged in low-earning activities like carrying goods, prostitution, begging, and some of them turn to stealing as a survival option.

If we find some, we are happy to do jobs like luggage carrying and cleaning cars...We usually beg for our daily *Fawa* [leftover food] from hotels and restaurants. However, they do not give us before 3 pm. Not to die of hunger, we are forced to sell our body [prostitute]..... it is not by choice that some of our friends also indulge in theft ... and other activities. (Participant 6, 14 years old)

3.2.4 Spirituality

The children in the study discussed how they lived with the help of spiritual power and went to church to pray.

I go to church occasionally and pray to God, seeking daily bread and change in my life...I believe everything happens with his own will. (Participant 5, 13 years old)

3.2.5 Alliance

Participants talked about the value of forming an alliance with others, which helped them to protect themselves from the possible attacks by other street and nonstreet groups. Some street children also formed romantic friendship to a muscular street boy, as a way out of the frequent sexual assault.

If you are alone, everybody is powerful to attack you; ... when you form an alliance and have your group, no one dares to touch you. ... I have a boyfriend, who is older and had more street experience than me. ... nobody tries to scare me. (Participant 6, 14 years old)

Once the children were part of a group, they helped each other and shared every resource.

We are like brothers and sisters. We take care of each other; when one of us is sick, we take him to clinic ... We share food, clothing and sleeping place. (Participant 2, 12 years old)

3.2.6. *Shifting*

Participants shared shifting strategies they used to deal with challenges in the street life. Changing street quarter to the nearby village was noted as the last resort to alleviate troubles.

Most of the time, we cooperate with friends and defend ourselves. However, this is not successful all the time... The last option is shifting our site and hiding ourselves. (Participant 7, 16 years old)

4. Discussion

This study gives voice to experiences of eight street children in Addis Abeba. The lived experiences expressed through powerful participant quotes affirmed that some of the challenges of street children themes were consistent with findings of earlier research (Kaleab 2016). A critical finding was that despite the absence of primary caregivers, professional or institutional support to protect children from street challenges, those children were living on streets coping with the challenges.

These narratives extend our understanding of how these experiences are consequential to street children's survival and psychological well-being. The results revealed in the study were consistent with those of Edwards *et al.* (2015) and Kaleab (2016) about the challenges street children faced in Addis Ababa. Participants shared various social and psychological challenges they encountered on the street. A primary street challenge was related to the absence of basic necessities. Participants highlighted that most of the days, they had insufficient food intake. Probably, to meet the need for food and to prevent starvation, these children were forced to take part in deviant acts. This might explain as to why some of them ended up being juvenile delinquents (Shimelis 2015).

Another manifestation of the street challenge was related to the prejudice reflected by the surrounding mainstream society. As Edwards *et al.* (2015) discussed, it was a common type of challenge most street children encountered. Despite their effort to engage in some difficult activities like luggage carrying, street children's effort was often challenged and undermined by members of the society. The results of the study also illustrate and give voice to findings from a previous study on the

experiences of street children, where they experienced frequent prejudice and social exclusion (Ashenafi 2006).

Physical harassment of street children by police officers, as well as sexual harassment by powerful street and nonstreet groups was becoming a street identity. Furthermore, sexual exploitation of street children was increasing year after year (Yonas 2014). These challenges not only made street life difficult for children but also forced them to lead unstable and insecure life. As was revealed by the study participants, due to the absence of strong friendship ties and weak physical strength, new arrivals and younger children suffered a lot. Most participants in the study spoke about their frustrations and troubles of being physically weak to defend themselves from an attack by powerful street groups. According to a study on sexual exploitation against street children in Addis Ababa, peers were found on the top list of abusers as reported by 47% of the children, followed by strangers (17%) (Getnet 2009).

Although younger children and new arrivals to street life were more vulnerable to sexual exploitation, almost every street child could not escape from police beatings. The existence of petty crimes and the way of living on the street exposed children to be the target of police officers (Merga *et al.* 2015). Beyond an effort to punish wrongdoers, the police officers tended to make streets free from children. Thus, they took their money away and used it to transport the children back home (Ashenafi 2006; Kaleab 2016). Such problems, not only prevented street children from leading a stable life, but also, consequently, gave rise to other psycho-social issues, such as aggression, fear of society, and unruliness (Shimelis 2015).

As illustrated by the experiences of the participants of this study, other examples of challenges against children living in the street included depression and insecurity. Given the nature of street life, hunger, sexual exploitation, illness, and death were daily occurrences. These, in turn, exposed children to fear of the future and depression. Consequentially, to escape these troubles, some tended to commit suicide. This confirmed the findings by Abebaw *et al.* (2014), in which a high proportion of children were reported to make suicide attempts.

Street children, in this study, used a number of adaptive coping strategies in an effort to alleviate the psychological stress and frustration associated with challenges of living in the streets. For these street children, illicit drugs and alcohol served as primary mechanisms for forgetting the difficulties of street life by providing a sense of dizziness and making them easily fall asleep. Mahder (2014) found that a majority of street children used illicit drugs and alcohol as a coping strategy to deal with street-related stress. A supportive alliance and friendship were also critical in helping street children to feel less isolated and defend themselves from different kinds of attacks from various parties. Spirituality, giving less attention and avoidance to the negative attitude by members of the society, were also valuable in coping with street challenges. The role of shifting and site rotation, in dealing with troubles in the street, could not be underestimated in terms of providing street children with escaping strategy or combating physical harm and limiting the likelihood of being raped by powerful street and non-street groups.

This phenomenological qualitative study provided the insight into the ever-growing trouble children face in their day-to-day life on the street. Given leading life without any institutional and parental protection on the street, street children are particularly vulnerable to various kinds of challenges, which can result in the unrealized impact of the challenges of living in the streets on their current and future productivity. The findings of this study are pivotal in contributing to the expansion of the scholarship on street challenges by examining these experiences from a socio-psychological perspective. It also provides further analysis of how street life can influence the occurrence of stressful events and the consideration of coping options, as well as the use of coping strategies.

The findings of this study have significant implications for practitioners who work with street children. It is vital for practitioners to acknowledge that the difficulties street children face on the street have multiple causes and, thus, they, accordingly, need multiple responses. Community involvement in street children rehabilitative and preventive programs is imperative. Consequently, the community comes to realize that the problem of street children is a problem for the whole population (Lenski and Lenski

1974). The study's findings are also significant in raising awareness about the strains of street life. It can inform and sensitize readers about the adverse effects of living and growing up in the streets. That awareness can also discourage other children from joining street life.

Given that many street children are victims of social and psychological disorders, they need specialized services that call for collaborative efforts of governmental and non-governmental agencies. Such activities may include a provision of life skills training, which enable children to adapt to and deal effectively with the demands and challenges of life (WHO 2002). The livelihood skills training would also be essential to discourage indulgence in illegal activities and help street children think about strategies for getting off the streets (Cecilia 2002). Provision of legal protection and support for the children exposed to exploitation is also imperative to rehabilitate their psychological well-being and, consequently, to become a socially-responsible citizen (MoLSA 2014).

Another way to protect street children against daily challenges in the street is through adoption—the social and psychological support that goes beyond financial aid. It tends to focus on facilitating access to education, counseling services, and giving feedback. It provides access to basic necessities and educational materials. The adopting parent can influence the degree to which street children are perceived as active members of the society, which is particularly vital to enhance their self-esteem.

The findings of this study have implications for private, governmental and nongovernmental organizations. Given the increasing number of street children and upcoming repercussion of life in the streets, it is imperative to address the challenges faced by street children. Street children are part of an important and productive segment of the general population. Private, governmental and nongovernmental organizations play a critical role in shaping the attitude of mainstream society towards street children. The change in the view of the society will, ultimately, allow street children to realize their potential and develop their self-esteem. The concerned organizations must recognize the challenges of street children and the possibilities those children may positively contribute in the society if treated

appropriately. The actors, thus, need to pay attention to such a negative attitude of society (Ashenafi 2006).

Several participants expressed frustration over the lack of recognition regarding their challenges in the street and the adverse impacts these challenges had on their life. The concerned organizations should be proactive in nurturing an open dialogue with street children on the difficulties they face in the street with regard to prejudice and harassments. In addition, the concerned government body has to be proactive in identifying abusive practices affecting street children and hold police officers accountable for illegal behaviour. Accountability is a crucial factor in creating a healthy and peaceful environment.

It is imperative to ensure transparency, impartiality, and responsibility in pursuing the way street children gain access to education and other basic necessities, which are critical for bringing them back to a productive member of the society. Organizations have an opportunity and responsibility to create formal training opportunities to inform and educate society about prejudice, and its consequences, towards street children. Equally important is the opportunity for police officers to examine their biases and understand how they can result in abusive practices in the street. Altogether, these enriching experiences can contribute to enhancing cultures of impartiality and humanity.

A limitation of the study was the use of purposive sampling procedures that could have resulted in a selected group that might represent some, but not all, street children in the roadsides of Addis Abeba. The demographic imbalance concerning the place of origin and life history of the children may have also affected the findings. Although generalizations from this study should be taken with caution, it gives voice to the marginalized children in the social world and shares deeper and more authentic understanding of those children's lived experiences in coping with the challenges of living in the streets.

Future research has to further look at the complex challenges and coping strategies of the group, differences might be examined regarding

experiences of and coping strategies among children from metropolitan areas and those who are from rural areas.

In addition, multidimensional quantitative measures (e.g., Laurin *et al.* 2011) could be used to learn more about challenges in the streets. Finally, research on street children is needed to identify, develop and promote, not only effective coping strategies, but also address forms of challenges that impact psychological health and development.

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21. For non-commercial purposes, articles may be reproduced in part and used for research and teaching.
22. Authors are required to strictly adhere to the Editorial Policy of the Journal.

Style and Format Guidelines of the Ethiopian Journal of Development Research (EJDR)

I. General

Contributors are encouraged to submit good scientific papers, which should:

- present an accurate account of the research investigation;
- be clearly written and easily understood;
- follow the particular style of the scientific discipline;
- be free of jargon and local slang;
- have appropriate and adequate illustrative material, all of which should be relevant to the subject of the report;
- not contain any plagiarized material (plagiarism is a serious offence and is a serious charge against an author).

Regarding length, the manuscript should:

- be computerised, double spaced on one side of A4 paper and should have 2.5cm margins (left, right, top and bottom).
- be 25– 40 pages. However, longer articles are also acceptable if the length is necessitated by richness of a monolithic content, which cannot be presented in separate articles.
- contain proportional and adequate coverage of the major sections of the paper.
- contain well-balanced graphics (tables, graphs, illustrations) and textual elements.

Before submitting the manuscripts for publication in EJDR, authors are required to follow the following styles and formats, which are widely used in academic journals in development studies and the social sciences.

In terms of structure, articles should follow the TAIMRAD(C/R) format, where the acronym stands for: 1) Title page; 2) Abstract; 3) Introduction; 4) Materials and Methods; 5) Results and Discussion of Implications (either harmonised together or presented as subsequent sections); 6) Conclusions/Recommendations.

II. Specific Details

1. Title Page

1.1. The following shall appear on the Title Page:

- a. full title of the articles, which should:
 - contain not more than 20 words;
 - describe the contents/the subject of the paper accurately and specifically within the limits of space;
 - avoid abbreviations, formulas and jargon;
 - usually omit the verb and is only a label;
 - be easy to understand and recall, as well; and
 - contain the keywords, for the benefit of information retrieval systems.
- b. name(s) of the author(s);
- c. the titles(s), academic position(s) of the author(s) referred to at the bottom of the page with the use of an asterisk;
- d. the study period (for articles based on longitudinal and historical data);
- e. full address of the author(s) (institutions of their affiliation, postal address, telephone, e-mail etc., for correspondence);
- f. other relevant information such as name and address of a corresponding author, if the paper was presented at a meeting or is part of a series study, should be noted at the end of the manuscript.

1.2. Authorship and the degree of authors' contribution

It is the responsibility of the authors to list their names according to the degree of contribution made by each of them, in a decreasing order of contribution. Normally, the following rules wholly apply;

- ☞ Equal contribution is presumed when the names are written in alphabetical order; or
- ☞ The degree of contribution shall be determined by the order in which the names appear, unless indications are given by the authors to the contrary.

1.3. All correspondences will be made with the author whose name appears first (unless indicated otherwise).

2. Abstract

The manuscript should have an abstract:

- not exceeding 200 words;
- that briefly introduces the problem, study gaps and the study area;
- that outlines the methodology, including the philosophical underpinnings, study design, approaches, sampling strategies, materials used and methods of data collection and analysis;
- captures the key findings of the study, their implications and conclusions or key recommendations.

3. Introduction

In this section, the author(s) should:

- give background to the study problem and the rationales that initiated the study;
- define and articulate with statements of the problem the nature and extent of the problem studied;
- define the study area and objectives of the study;
- introduce the research questions or hypotheses;
- present adequate review of the literature (both conceptual—including theoretical and conceptual frameworks—and empirical) related to the study;
- do all it should in no more than five pages.

4. Materials and Methods

In here, authors are required to present clear account of:

- 4.1. the methodology, including the philosophical underpinnings, study design, approaches, sampling strategies, and methods of data collection and analysis;
 - Standard methods need only be mentioned, or may be described by reference to the literature as long as it is readily available;
 - Modifications of standard techniques should be described; and
 - If the method is new, it should be described in detail.
- 4.2. If the article results from experimental or quasi-experimental research, the design of the experiment, including the number of replications;

4.3. materials used, including:

- chemicals, laboratory equipment with the necessary technical specifications; standard units of measurement;
- any plants or animals involved, with exact descriptions of genus, species, strain, cultivar, line, etc.);

4.4. justifications as to why the materials and methods used were chosen over others.

5. Results and Discussion

Depending on the craft and choice of authors, as well as on what the subject matter warrants, results and discussion can be either intertwined together or presented under separate sections. In any case, results should:

- 5.1. add new insights to the existing body of knowledge;
- 5.2. be based on data and information scientifically-drawn from sources, but free from authors' personal dispositions and biases.
- 5.3. be simply and clearly stated;
- 5.4. report representative data rather than endlessly repetitive data;
- 5.5. reduce large masses of data to means, along with the standard error or standard deviation;
- 5.6. repeat in the text only the most important findings shown in tables and graphs and instead report repetitive data in tables and graphs;
- 5.7. include negative data—what was not found— if (but only if) they affect the interpretation of results;
- 5.8. give only data that relate to the subject of the paper as defined in the introduction;
- 5.9. refer in the text to every table and figure by number;
- 5.10. include only tables, figures and graphs that are necessary, clear and worth reproducing;
- 5.11. provide adequate answers to all the research questions or pursue all the hypotheses/assumptions made at start of the study;
- 5.12. include concomitant findings only if they are important.

6. Interpretation of the results

This section, which should preferably be embedded with the ‘Discussion’ section, should:

- not repeat what has already been said in the review of literature;
- dealt with each of the originally stated objectives in the order they were originally;
- relate the results to the questions that were set out in the introduction;
- show how the results and their interpretations agree, or do not agree with previous findings and their interpretations;
- show implications/significance of the results for existing theoretical and conceptual constellations, policy, practice, and/or further research to follow up the results.

7. Conclusion and implications/or recommendation

This is the section where,

- based on the findings and discussions of their implications, the authors draw logical conclusions about each research question or hypothesis;
- nothing (methods, observations or results) should come as a surprise (should not be mentioned for the first time);
- authors should avoid unnecessary detail or repetition from preceding sections;
- you indicate future courses of action.

8. Citation and Referencing

- 8.1. All materials, referred to or quoted must be acknowledged. Plagiarism is a serious academic dishonesty, an offence which is illegal and unethical.
- 8.2. EJDR uses the *author-date* system of citations in all of its publications. Thus, authors have to ensure that author-date citations in the text agree exactly with corresponding entries in the reference list and that all the facts are accurate.
- 8.3. Citation and referencing should be complete according to this Style Guide, which is adapted with modifications from the Chicago Manual of Style 16th Edition or latest

The author-date citation in a running text or at the end of a block quotation consists of the author's/editor's last name, and the year of publication. Examples:

- Author, year, page no.: (Johnson 1987: 22–25)
- Two sources, with one author having two works: (Sen 1999; Jenden 1978b)
- More than three authors/editors: (Kassoguè *et al.* 1996)
- Organisation, year, volume, page no.: (World Bank 1988, 2:47)

8.4. Direct quotations should be as short as possible and should be reproduced exactly in all details (spelling, punctuation and paragraphing).

☞ Short quotes should be placed in quotation marks.

☞ Long quotations should appear indented and centered in the text without quotation marks.

8.5. References in the text should read as follows:

* Brown (1975: 63) has argued that the ...

OR

* One economist (Brown 1975: 63) has argued that...

Use “*et al.*” when citing work by more than two authors.

Example: A new treaties (Goody *et al.* 1976) suggests...

The letters a, b, c, and so on should be used to distinguish citations of different works by the same author in the same year. Example: Brown (1985a, 1985c) insist that...

8.6. Essential additional notes should be indicated by consecutive superscript numbers in the text and collected on a separate page at the end of the text, titled **Notes**. Keep such numbered notes to a minimum. Authors shall not use “foot-notes”, i.e., notes at the bottom of the page, but “**end-notes**” placed at the end of the text but preceding the References.

Numbered notes should be used to make clarifications about the references used, to include points left out in the text, to add some items which readers may want to know. If the citations or

references in the text are too long, or consist of more than three names, it may be advisable to put them in the Notes at the end.

- 8.7. All references cited in the text and other supporting material should be listed alphabetically by author in a section titled References and appearing after Notes. Ethiopian authors should be listed alphabetically by first name first. Shiferaw Bekele, for example, should be listed under S and not under B. The same holds for Chinese names. Write out Ethiopian names in full in the Reference list (i.e., first and second names) as they are given in the publications you are citing. Do not abbreviate, for instance, as Shiferaw B. In the text, references may use first names only, or full names. Avoid, as much as possible, using honorific titles, such as Ato, Wzro, Dr., etc., in citations or references.

The following are examples of different entries

☞ ***Articles in Journals***

The full citation should contain: name(s) of author(s) followed by a full stop, year of publication followed by a full stop, title of article referred (in sentence style, Times New Roman) followed by a full stop, name of Journal or serial publication (in title case) followed by a comma, volume number, issue number followed by a colon, page range whereon the article appears.

Alemayegu Lirensu. 1988. Food Aid and Agricultural Production in Ethiopia. *Ethiopian Journal of Development Research*, 10 (1): 59–90. (The last parts of the Journal can also be given as *Ethiopian Journal of Development Research*, Vol. 10, No 1, pp. 59–90.)

Cowley, R. 1967. The Standardization of Amharic Spelling. *Journal of Ethiopian Studies*, V. 2: 1–8.

Note: The volume and issue numbers should be entered as they are given in the journals cited, i.e., if the numbers are in Roman or Arabic numerals, they should not be changed.

☞ ***Books***

Bahru Zewude. 1991. *A History of Modern Ethiopia, 1955–1974*. London: James Curry.

- Clapham, C. 1988. *Transformation and Continuity in Revolutionary Ethiopia*. Cambridge: Cambridge University Press.
- Donham, D. and Wendy James (Eds.). 1996. *The Southern Marches of Imperial Ethiopia*. Cambridge: Cambridge University Press.

Listing of several works by the same author should be by year of publication, the earlier work preceding the recent. Here is an example:

- Levine, Donald. 1965. *Wax and Gold: Tradition and Innovation in Ethiopian Culture*. Chicago: University of Chicago Press.
- _____ . 1974. *Greater Ethiopia: The Evolution of Multiethnic Society*. Chicago: University of Chicago Press.

☞ **Contributions in books**

- Wood, Adrian P. 1982, Spontaneous Agricultural Resettlement in Ethiopia, 1950–1974. *In*: J. Clarks and L. Konsinski (Eds.), *Redistribution of Population in Africa*, pp. 1150–82. London: Heinemann.

☞ **Contributions in proceedings**

- Tadesse Tamirat. 1984. Feudalism in Heaven and on Earth: Ideology and Political Structure in Mediaeval Ethiopia. *In*: *Proceedings of the Seventh International Conference of Ethiopian Studies, University of Lund 26-29 April 1982*, pp. 195–200, Edited by S. Rubenson. Addis Ababa: Institute of Ethiopian Studies.

☞ **Conference papers**

- Hyden, H. 1990. ‘Ideology and the Social Sciences: The African Experience’. Paper presented at the OSSREA Social Science Conference, 8–10 May, Kampala, Uganda.

☞ **Unpublished works**

- Messing, S. 1957. ‘The Highland-Plateau Amhara of Ethiopia’. Ph.D. dissertation, University of Pennsylvania.
- Alula Abate, *et al.* [these should be listed]. 1986. Evaluation of the Impact of UNICEF-Assisted Water Supply Projects in Bale, Harerge, Shewa and Wello - Ethiopia. Programme Cycle 1980–1983. *Research Report No. 30*, Institute of Development Research, Addis Ababa University, Addis Ababa.

☞ **Official publications**

- Central Statistical Office. 1975. *Results of the National Sample Survey Second Round, Vol. V. Land Area and Utilization*. Addis Ababa: CSA.
- World Bank. 1973. 'Agricultural Sector Survey, Vol. I, The General Report. Report no. PA-143a.' Washington: World Bank [Note: this is a report, not a book, so the title is not underlined].
- _____. 1989. *Sub-Saharan Africa: From Crisis to Sustainable Growth*. Washington: World Bank.

☞ **On-line sources**

Further to the details in the above categories, include the date of access and the URL of the site whereat the material was accessed.

9. Format

A4 paper size with 2.5cm margins shall be the standard paper size.

9.1. Title

Titles should be set in title case, NOT in all caps.

Should not contain acronyms and abbreviations.

9.2. Endnotes

Authors are advised to use endnotes instead of footnotes.

Endnotes should be numbered consecutively throughout each chapter or article, and placed at the end of a work, in a section titled "Notes", after any appendix and before the reference list.

9.3. Acknowledgements

These should be placed at the end of the text next to the appendix but before the endnotes.

9.4. Headings

Major chapter headings must be in Title Case and centered on the page. Sub-headings must also be in Title case but aligned with the left margins.

If a manuscript has subsections, the following decimal notation should be used for numbering the headings and subheadings:

- | | | |
|-----|-----|-----|
| 1. | 2. | 3. |
| 1.1 | 2.1 | 3.1 |
| 1.2 | 2.2 | 3.2 |

**ETHIOPIAN JOURNAL OF DEVELOPMENT
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