

# CHILD WELL-BEING AND POVERTY INDICATORS IN SOUTH AFRICA

CREATING THE REAL PICTURE

A young child, likely a girl, is the central focus of the image. She is wearing a bright green hooded jacket with a pink interior lining. She is sitting on a set of wooden planks that appear to be part of a staircase or a makeshift structure. The background shows a weathered, brown wall and a white wall with some peeling paint, suggesting a poor or informal settlement. The child has a serious expression and is looking directly at the camera.

**REPORT OF THE WORKSHOP  
HELD IN CAPE TOWN  
AND THE ESTABLISHMENT  
OF A CHILD RESEARCH NETWORK**

FEBRUARY 2003

## ORGANISING TEAM

Teresa Guthrie  
Children's Institute  
University of Cape Town  
Tel: 021-689-5404  
Email: teresa@rmh.uct.ac.za

Shaamela Cassiem and Lerato Kgample  
Institute for Democracy in  
South Africa (Idasa)  
Tel: 021-467-5600  
Email: shaamela@idasact.org.za

Rodgers Hlatswayo and Unathi Mgye  
Nat. Department of Social Development –  
Social Security Directorate  
Tel: 012-312-7613  
Email: rodgersh@socdev.gov.za

Rose September  
The Child and Youth Research  
and Training Programme  
University of the Western Cape  
Tel: 021-959-2619  
Email: rseptember@uwc.ac.za

### WORKSHOP FUNDERS

Save the Children (Sweden)  
UNICEF  
Nat. Department of  
Social Development  
Children's Institute, UCT  
Idasa

### WORKSHOP FACILITATORS

Zane Dangor and Tamara Braam  
Sonke Development Agency  
Tel: 011-492-1927  
Email: zane@sonke.com

### REPORT DESIGN & PRINTING

Logo Print  
DESIGN & PHOTOGRAPHY  
Marise Groenewald

### REPORT EDITING

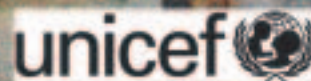
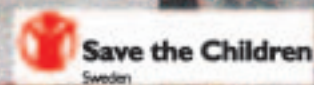
Sandra Hill, Charmaine Smith

This report is also available on-line at:  
[www.uct.ac.za/depts/ci](http://www.uct.ac.za/depts/ci)  
[www.idasa.org.za](http://www.idasa.org.za)  
[www.socdev.gov.za](http://www.socdev.gov.za)

ISBN: 0-7992-2193-5



**idasa**



# TABLE OF CONTENTS

1.	Background to the Workshop	3
	Poverty in South Africa	
	What is Poverty	
	The Need for Child Well-being Data	
2.	Aims and Objectives of the Workshop	4
	Participants' Expectations	
	Achievement of Workshop Objectives	
3.	Workshop Process	6
	Placing Child Research in a Rights-Based Framework	
4.	Workshop Outputs	7
	Current and Planned Research Initiatives: a synopsis	
	Issues and Trends Emerging from Presentations and Discussions	
	Identified Gaps and Emerging Research Agenda	
	Perspectives from Data-Users	
	An Emerging Rights-Based Research Agenda	
5.	Operationalising the Research Agenda: Building a Co-ordinated Framework	19
	Obstacles to Collaboration	
	Overcoming Obstacles to Collaboration	
	The Establishment of a Child Research Network	
6.	Concluding Remarks	21
	Appendices:	
	i List of Presentations and Presenters	22
	ii Summary of Current Child Research/ Household Surveys done/ planned	24
	iii List of workshop participants	48
	iv References	50
	v Glossary of Acronyms	52

All drawings in this report have been kindly provided by children who have participated in the research project: "Health and Social Services to Address the Needs of Orphans and other Vulnerable Children in the context of HIV/AIDS".  
(Giese S, Meintjes H, Croke R and R Chamberlain, 2003)

# 1. BACKGROUND TO THE WORKSHOP

The workshop was organised as part of an ongoing effort to consolidate data and advance a co-ordinated approach for the further collection of child well-being indicators, building on initiatives from the exploratory conference on child indicators held in October 2002.

The workshop was hosted by The Children's Institute (CI) of the University of Cape Town (UCT), the Children's Budget Unit of the Institute for Democracy in South Africa (Idasa), the Child and Youth Research and Training Programme (CYRTP) of the University of the Western Cape (UWC) and the Department of Social Development (DSD).

## Poverty in South Africa

The context of children in South Africa provides more than enough rationale for the workshop. Poverty, unemployment and inequality appear to be increasing. At least 45% of the South African population lives in absolute poverty<sup>1</sup>, and many households still have unsatisfactory access to clean water, energy, health care and education<sup>2</sup>. The unemployment rates have risen from 33% in 1996 to 37% in 2001<sup>3</sup>. The rising inflation rates have caused escalating food prices, which impact directly on the well-being of the poor. Children are particularly vulnerable in situations of poverty. "It is estimated that in 2002 about 11 million children under 18 years in South Africa were living on less than R200 per month and hence were desperately in need of income support" (Streak 2002<sup>4</sup>).

## What is Poverty?

Poverty is more than merely income insufficiency. It is the "inability of individuals, households or communities to command sufficient resources to satisfy a socially acceptable minimum standard of living"<sup>5</sup>. It includes a lack of opportunity, lack of access to assets and credit, as well as social exclusion. It is complex and multi-faceted, fluctuating in depth and duration.

Considering the current living conditions of children in South Africa, it is apparent that indicators of their well-being would be broader than merely income poverty measures.

## The Need for Child Well-being Data

The South African Constitution accords children special socio-economic rights in recognition of their particular vulnerability and need for special protection. Steps to effect these rights have been targeted at the child and family. However, the impact of such interventions are difficult to measure and track due to the shortage of child well-being and poverty data. This problem is exacerbated by the limitations encountered in using national survey data as most surveys use the household as a unit of analysis. Consequently there is very little data on household members disaggregated by age and gender.

Thus indicators of child well-being are necessary in order to:

- Define policy targets.
  - Monitor policy and programme implementation processes.
  - Evaluate policy and programme effects.
  - Model child developmental pathways and outcomes under different family and social conditions.
  - Make local, regional and/or international comparisons.
  - Report to all levels of government and the international community on the state of children.
- (Dawes 2003. Human Science Research Council(HSRC). Presentation Made to this Workshop)

---

1 Committee of Inquiry into a Comprehensive Social Security System. 2002. "Transforming the present, Protecting the Future: Consolidated report". p16. Figure varies between 45% and 55% depending on the poverty line and measure used. Further details on this figure were not available.

2 NEDLAC FOCUS POVERTY, Dialogue Vol. 2, No. 3: <http://www.nedlac.org.za/docs/dialogue/1998/poverty.htm>

3 CoI. Ibid. p.20. Using an expanded definition of unemployment.

4 Streak J. 2002. Child Poverty Monitor No. 1. IDASA.

5 May 2000. Committee of Inquiry. 2002:15.

## 2. AIMS AND OBJECTIVES OF THE WORKSHOP

The workshop aimed at, and succeeded in bringing together key stakeholders to discuss the generation of credible, reliable and up-to-date child well-being and poverty information, in a comprehensive, co-ordinated manner.

This was achieved by:

- Ascertaining existing data on child well-being and poverty and determining what surveys are planned or already in progress.
- Determining the gaps in the current data and the specific data requirements of key players.
- Considering possible models and methods for generating the required child poverty and well-being data.
- Discussing options for a co-ordinating structure and the efforts required to facilitate the generation of credible, reliable and up-to-date child poverty data.

### Participants' Expectations

Expectations expressed by participants were generally in line with the workshop's intended objectives. Expectations included:

- To hear and share research activities with regards to research on poverty and children.
- To identify research gaps and needs, to inform and guide research initiatives.
- To develop a child poverty research agenda, which would also be informed by data-users and policy-makers.
- To discuss the development of standard measures (indicators) and the establishment of a working group to refine them.
- To learn more from provincial surveys to influence national surveys.
- To discuss appropriate methodologies for specific research questions.
- To discuss the establishment of a framework to facilitate better co-ordination, which would hopefully address the fragmentation within the research community.
- To develop a framework for a clear action plan with commitment from all actors, including the data-users and policy-makers.
- To discuss obstacles to good collaboration and co-ordination in the child research field.
- To discuss measures to improve the accessibility of research data.
- To build networks and enhance international collaborations.

### Achievement of Workshop Objectives

It was generally felt that the objectives of sharing information, learning of the current research activities, and identifying the information gaps, were achieved in the workshop. However, due to limited time, detailed discussion could not be held on differing methodologies, nor could decisions be made on specific actions to take the research agenda forward. However, an interim task team was established and mandated to explore options to take the process further.

### 3. WORKSHOP PROCESS

The workshop was skilfully facilitated by Sonke Development Agency. Their workshop design gave opportunity for sharing information on current and planned research, enabling participants to get a sense of the scope of issues relating to child poverty and well-being, and of the related research initiatives. The discussions on gaps, limitations and difficulties inherent in current research activities which followed, helped develop ideas for a child research agenda. The last day of the workshop focused on clarifying the emerging research agenda, within the framework of the United Nations' Convention for the Rights of the Child (CRC) and the South African constitution, and also on the desired structures and processes to operationalise the research agenda.

#### Placing Child Research in a Rights-Based Framework

The workshop was officially opened and introduced by Professor Marian Jacobs of the Children's Institute. In her presentation titled "Children in poverty: from research to rights", Marian provided some socio-economic statistics of the situation of children in South Africa, and outlined the government's response to date. She presented the CRC as a framework to guide research content and process, where needs and rights are placed at centre-stage, which is comprehensive and detailed, substantive and deliberative, and which provides benchmark standards, as well as clear roles of responsibility and accountability.

Marian also highlighted some of the challenges faced in operationalising the CRC provisions and principles, such as:

- Identifying fields of inequity in South Africa,
- Developing input, process, outcome and impact measures,
- Establishing comparable and complementary reporting systems,
- The differing definitions of "child",
- The need to determine the elements of a "universal" package of services for children and minimum standards of care.

With regard to children's right to participation in particular, she identified the ethical difficulties and issues of informed consent, confidentiality, as well as the need to assess both children's right to speak, and adults' right to listen. Marian stressed the need for collaboration between all stakeholders, particularly children themselves, researchers, policy planners, and implementers. She argued that it is necessary to develop communication channels and codes to guide activities, to have clear "contracts" between agencies, and then to build consensus around issues of definitions, indicators, measurements, methodologies and so on.

Marian concluded that in order to apply the CRC as a conceptual framework for child research, there is need to locate and map current research activities, to identify the key data gaps, and thus develop research priorities. Finally, the building of collaborative relationships, which are based on the common goal of the "First Call for Children", is essential.

## 4. WORKSHOP OUTPUTS

### Identification of Current and Planned Research Initiatives: a synopsis

In addition to the small group discussions on current research initiatives, 14 key researchers presented papers on their studies. A brief synopsis of each follows. Professor Julian May chaired the session.

Doctor Rachel Bray, of the Centre for Social Science Research (CSSR) of UCT, presented an overview of her paper on the contributions made by social surveys to our understanding of child well-being in South Africa (participants were provided with the full text document prior to the workshop). This provided an excellent framework to guide the workshop discussions.

Rachel posed the following questions:

- Can we trace changes in child poverty and well-being over time?
- Can we link child well-being to broader social, economic and political change?
- Links between child and adult poverty; what opportunities exist to break the cycle?

In answering these questions, Rachel provided valuable insights into the gaps and limitations of current research, as well as posing key questions to the participants. Rachel covered surveys which examined poverty/economic well-being indicators, health (physical and psycho-social) indicators, education and development indicators, and civil rights and social inclusion aspects. The gaps in data highlighted by Rachel are reported under the later Section: "Identified Gaps and Emerging Research Agenda".

Professor Jeremy Seekings, also of the CSSR, UCT, gave an overview of longitudinal, panel studies. He argued that the value of longitudinal studies is that they can examine:

- transitions over time e.g., persistence of poverty, causes e.g., linking early childhood environment with outcomes such as job securing, and health,
- and the impact of interventions or other exogenous shocks.

Jeremy gave a description of the Cape Area Panel Study, which is a Western Cape-based survey of approximately 5000 households, involving 4500 young adults. The first phase of data collection occurred in 2002, with the second and third planned for 2005 and 2008 respectively. The survey explored various aspects of the lives of young people, including education, family structure and residence patterns, work experience, income and expenditure. Consideration is being given to the possibility of extending the project to a national survey. The Questionnaires are available on the website: [www.uct.ac.za/depts/cssr](http://www.uct.ac.za/depts/cssr) (Social Surveys Unit page).

Nina Hunter, of the School of Development Studies (SDS), University of Natal (UN), reported on the KwaZulu-Natal (KZN) Vital Child Survey, being led by the KwaZulu-Natal Provincial Population Unit (PPU), Department of Social Welfare and Population Development. The KZN Vital Child Survey attempts to:

- Establish the level of birth registration completeness of children aged 0-18 in rural areas in KwaZulu-Natal.
- Ascertain the socio-economic and demographic status of children in relation to their living conditions and parental status.
- Determine the causes of children's movement and the effect of migration on children's status during the era of HIV/AIDS.
- Provide indicators at different levels to inform policy makers.

The study made use of purposive sampling of 24 magisterial districts using Stats SA (2000) poverty map, with 46 randomly selected enumeration areas (EAs). All households within each EA were visited. Altogether, there were 3920 completed questionnaires, with an 80.4% response rate. The data input is almost complete, and analysis will begin shortly.

Household interviews were conducted using a questionnaire which covered: biographical, education, work, illness, and migration status of all household members. Data was also collected on the household facilities/services, food security and events of household.

## 4. WORKSHOP OUTPUTS

The KIDS Vital Child Study Collected the following information from children only: Birth notification, registration and certification; schooling, childcare and support; vaccination; disability; illness; survival and residence of natural/biological parents; and the household migration of children. The following information was collected from child headed households; level of knowledge of and interaction with parents' family members; issues of stigmatisation; security; accessibility to the wealth of late parents. Lastly, some anthropometrical data (weight and height) of all children was collected, albeit, not systematically.

Nina reported on some of the problems and limitations with the process: The 1996 Census demarcation maps used were found to be outdated, and many people had resettled. In some cases, squatter settlements had converted to formal settlements, thus reducing the size of the EAs. There was some overlap in data collection with the Census 2001, thus complicating the process, and data collection was limited to a period of 14 days, resulting in a high rate of non-response.

Jan Vorster, of Datadesk at Stellenbosch University, reported on the various on-going studies on Social Assistance for Women and Children, utilising both survey and focus group techniques. Datadesk conducted the analysis of the impact of the phasing out of the State Maintenance Grant (SMG), and of the Child Support Grant (CSG). However, he indicated that it was too early to have undertaken an analysis of the CSG, and that it should be repeated soon. He identified other research needs, especially on the Foster Child Grant (FCG) and its relationship to the CSG, intra-household income transfers, child headed household statistics, as well as more conceptual research on household types, care-giver patterns and culture of living arrangements.

Professor Francie Lund, of the School of Development Studies at the University of Natal, reported on two research projects. The first of these was the Socio-economic Study of the Persistence on Inequality (SEMPI) in KwaZulu-Natal, which is a sub-study of the larger project: "Legacies of Inequality: Comparative study of Peru and South Africa". From the SALDRU and KIDS sample, 50 households were selected and interviewed in 2001. Household data was supplemented with focus group discussions and key informant interviews. One of the 8 household modules focused on educational spending and explored gender differences and reasons for dropping out of school. The data is currently under analysis. Francie mentioned the problem of staff and respondent exhaustion, especially in the context of poverty and AIDS. Also, she was concerned that some areas are over-researched by better-resourced (traditionally white) universities. This needs to be addressed.

The second study described by Francie was "The Uptake of the Child Support Grant and other Child-Focused Grants in KZN – barriers and progress", which formed one component of the ongoing demographic surveillance by the Africa Demographic Centre, in the Hlabisa district, which incorporates 11 000 households. A small module was dedicated to uptake of various child grants, including waiting period for grants, reasons for refusal of applications, status of primary care giver, and presence in the household of other children who might be eligible. Data from this will be able to be linked to the socio-economic module which gives information about the socio-economic status of households, and will also be able to be linked with other modules on children's health status. Francie explained that the results will provide valuable data to measure the impact of the grants on child well-being; the findings will not be generalisable since the study was focused in one area only, but nevertheless will give insights into the penetration into rural areas of social grants.

Msindisi Mbalo of the Department of Social Development presented a study conducted in collaboration with the United Nations Children's Fund (UNICEF) in KZN and Eastern Cape, entitled, "Analysis of the Situation of Children in Relation to the Protection and Fulfilment of their Rights." The project collects both quantitative and qualitative data, using focus groups with 6 to 12 year-old children and 13 to 18 year-olds, as well as with parents or care-givers, service-providers and 'duty-bearers'. Five hundred children in each town in the selected provinces have been interviewed, and data collection is almost complete. Msindisi commented on the problems inherent in the definitions of 'orphan', 'child' and 'child-headed households', as well as with regards to people's conception of children's rights.

Msindisi reported that the general findings of the preliminary analysis indicate high levels of poverty in both provinces, with inequities in access to services, particularly in the rural areas. The two projects in KZN and Eastern Cape will be officially launched by the Department of Social Development in June this year, and immediate poverty-alleviation interventions are in place. The Department also continues its efforts to register all children for social grants in the study areas.



## 4. WORKSHOP OUTPUTS

Charles Wyeth of the Council for Scientific and Industrial Research (CSIR) presented a Rapid Review of designated vulnerable areas in the Western Cape. The sample size was 11 500 households, representing 77 000 people, and involved door-to-door household interviews, focus group discussions and key interviews, collecting both quantitative and qualitative data. The study was completed within a six month period. While the study did not focus specifically on children, it collected a range of important indicators: income and expenditure, health status (including disability), access to health and educational facilities, nutritional information and other socio-economic information. The development status of children was obtained mainly from the Primary Health Care Clinics in each area. Charles stressed that all assumptions and deductions from the data can only be made at household level, and so children were considered as members of the household. The findings were found to be consistent between towns. He suggested that this methodology would be useful to track the impact of poverty alleviating interventions on the well-being of children overtime.

Professor John Seager of the Medical Research Council (MRC) reported on the international “Young Lives: an international study on poverty”, for which South Africa was a pilot site. This is a longitudinal study of 2 000 one-year-olds and 1 000 eight-year-olds at sentinel sites in Ethiopia, Peru, India and Vietnam. It aims to examine changing poverty data, linking any changes between policies and child well-being, and makes use of a broad questionnaire for care-givers and the children themselves (eight year-olds). John highlighted some of the logistical problems involved, such as obtaining ethical approval, translating the questionnaires into several languages, and securing funding for the next twelve years.

Shazly Savhl of the Child and Youth Training and Research Programme (UWC), described the “Child Well-being – Child Participation” project, which focuses on the rights of children, as perceived by children. The project will establish a children’s advisory forum to train children as active co-researchers, and aims to ensure their participation in accessing decision-makers. He also reported that the programme is undertaking a study on children’s involvement with new information technologies, in collaboration with Child Watch International.

Professor Marius Olivier, of the CiCLASS at the Rand Afrikaanse University (RAU), informed the workshop of the socio-legal research they are conducting on the social security system in conjunction with SANPAD. The study looks at the access of rural and urban poor to social security, both formal and informal, as well as to indirect services. The study is almost complete and will make valuable recommendations for improving the system. Marius also described a recent Norway - South Africa initiative which seeks to develop a normative framework for effective social security institutional arrangements. The study mainly involves a multi-disciplinary literature review, an analysis of institutional arrangements, as well as some empirical research.

Professor Linda Richter, of the HSRC - Child, Youth and Family Development, presented the Birth-to-Twenty (BTT) study, a longitudinal cohort study. The initial Birth-to-Ten tracked 70% of the original sample of 3 275 children, and aimed to describe and understand the patterns and determinants of the health and development of children and youth. This was extended, and data has been collected for the ages 11 and 12 years, which is currently being analysed. BTT focuses on the biological and social influences on adolescent development, as well as the bone mass acquisition during childhood and adolescence. Various indicators are collected (refer to table in appendix for further detail), as well as certain anthropometrical measures. School and teacher reports are also included.

The BTT is currently the only study of its size, scope and duration in South Africa, and will provide extremely valuable data, enabling the tracking of determinants and outcomes of development and well-being. However, Linda reported on the many difficulties encountered in such large cohort studies, such as governance, data management, scale and stability, funding, and maintaining the membership and the interest of research participants. In this second phase, effort has been made to narrow the questionnaire and thus the quantities of data collected, to reduce the number of principle investigators, and to develop the branding and image of the project, in order to keep the children involved. Linda highlighted the possible need for a specific ‘poverty module’ to be included, and that other areas of future interest included child movement, fosterage, intra-household dynamics, relationships between families and households, the impact of HIV/AIDS, and the development of measurements and construct validation.

Ingrid Le Roux described the South African Integrated Family Survey, which aims to study the impact of poverty on the health and well-being of children and adults, and follows on from the Project for Statistics on Living Standards and Development (PSLSD) in 1993, and the Langeberg Survey in the Western Cape in 1999. Included in this study is a sub-sample of 200 households, taken from the 1994 sample, and another of 300 households from Khayelitsha.

## 4. WORKSHOP OUTPUTS

Trained community workers conduct in-depth household interviews, and medical examinations, anthropometrical measurements, x-rays and blood tests are undertaken. The second phase of interviews will be undertaken in two years, and will provide important data on the status of, and changes in, children's health and nutritional status in South Africa. Ingrid identified the difficulties in drawing a randomised sample from informal settlements, as well as of keeping contact with participants.

Ingrid le Roux also described the evaluation of the Philani Outreach Programme in Khayelitsha, Western Cape, conducted in collaboration with the Centre for Health and Well-being at Princeton University. The study involves 800 households, aims to measure the impact of a child health and nutritional programme on child health and well-being, and covers birth weights, immunization, tuberculosis (TB), income, housing, education, as well as the coping mechanisms within communities. The initial findings imply that there has been no improvement in the nutritional status of children, and that the most vulnerable children do not have contact with the health or social services.

Linda Biersteker of the Early Learning Resource Unit (ELRU) reported on two interesting participatory research projects. The first project; "Protecting the rights of Orphans & Vulnerable children aged 0-9 yrs - community action and capacity building for effective safety nets", makes use of Participatory action research, within a rights-based framework. Phase one is currently being completed and involves a desk study of available data sources in various sites throughout the country, in order to select sites for Phase 2. The second phase will involve work with co-researchers drawn from 3 to 5 sites representing a cross section of contexts and interventions. The research will identify factors and role players that contribute to effective safety nets for vulnerable children. The process will also facilitate dialogue and build capacity to strengthen and extend safety nets in the research sites. However, funding has not yet been secured for Phase 2.

The second project reported by Linda evaluates the effectiveness and impact of an integrated Early Childhood Development (ECD) service provision strategy in five Integrated Serviced Land Project Communities in Greater Cape Town. The project involves a consortium of researchers and stakeholders, and this 5 year pilot is currently in the early stages. Data on children will be sourced directly and through the providers of the different services. The Baseline study, of 600 families with children 0-9 yrs, considers the socio-economic indicators, including access to social security, infrastructure, health services, schooling and preschools, as well as primary carers' understanding of children's rights, important issues in child development and child safety issues within the communities. A difficulty faced has been that of limited or no information at local level on children's indicators of well-being.

Judith Streak of Idasa, explained the analysis of childhood income poverty undertaken by Ingrid Woolard, using the October Household Survey (1999) (OHS). Judith explained the limitation of under-reporting of income in the OHS 1999, and indicated that there is need for further research around poverty lines. Idasa hopes to repeat the analysis using the Income and Expenditure Data 2000.

Professor Andy Dawes, of the HSRC, presented the Indicator activities of the Child, Youth and Family Development Programme (CYFD):

- Monitoring the impact of HIV/AIDS on children's care giving environments,
- The HSRC national survey programme,
- The State of Gauteng Children,
- Determining quality child indicators for South African policy and programme evaluation research.

The current and planned research areas are detailed in the table in the Appendices.

## 4. WORKSHOP OUTPUTS

### Issues and Trends Emerging from Presentations and Discussions

The discussions emanating from these presentations and through more focused group discussions provided the basis for an analysis of the research gaps. The full details of these discussions are not reflected in this report. Rather, the report focuses on the information relevant to the development of a research agenda and the process to take it forward.

#### A Rights-Based Framework for Child Research

A central theme emerging from the discussions was the need to focus on a rights-based research framework, which in turn should focus on the rights enshrined in the South African constitution as well as on the framework provided by the Convention of the Rights of the Child (CRC). Professor Gary Melton of Child Watch International provided input with regard to developing a rights-based conceptual framework for research and advocacy, which considers not only outcomes, but also how programmes and policies are being administered. He stressed that research should not only count the number of child abuse cases, but should explore the experience of children, asking “what is everyday life like for children?”, “do children feel treated with dignity and respect?”, and “what makes children feel part of societal life?” Gary indicated that in order to hold governments accountable, there is need for a comprehensive database of childhood indicators, which is apoliticised and consistently available. He also felt that since the research enterprise is fragile, there is need for structures that can sustain research over time, research consortiums and for some unity around research agendas.

Participants felt that both the South African constitution and the CRC were effective advocacy arenas, but that research was required that would focus on the entitlements of children, and their attainment and violation, as codified within the constitution. Thus it was strongly expressed that all data gathering must be conceptually driven. This stemmed from a discussion that research projects need to be guided by a particular set of values and a conceptual framework. Linked to this was the notion that the assumptions within the CRC framework have to be made contextually appropriate to the environment impacting on South African children.

#### Action-oriented Research

Participants reflected on weaknesses in levels of dialogue between policy-makers and the researchers. It was suggested that a process be set in motion to improve the level of dialogue between the producers of information and those that need to use such data. It was stressed that the setting of a research agenda must incorporate the needs of data-users, policy-makers, advocacy groups and funders. (Note: the workshop did include a session where some “data-using” actors spoke of their needs and expectations. Refer to page 15 below in this report).

#### Standardised and Validated Indicators, and the Establishment of a Clearinghouse for Research and Instruments

Another theme that emerged was the need to establish comparable and complementary reporting systems and indicators of child poverty and well-being, so that tracking changes in these areas could be systematic. This was seen as important in order to provide substantive, policy-relevant information that would impact on the decision-making processes. A ‘clearinghouse’ was deemed necessary in order to improve the processes through which data is collected, stored and shared within the ‘child research community’. The clearinghouse would therefore provide a repository of information on current research initiatives, reports based on past research and ideas on methodology. It was understood that the clearinghouse would manage both electronic and paper-based information.

#### Methodological Issues

A significant information weakness revolved around the fact that current research approaches were not geared to efficient tracing of data and trends over particular time periods. For some participants, this was due to a paucity of longitudinal data and a relative abundance of cross-sectional data. While this was not disputed, a small group of participants were critical of some of the longitudinal research projects that were presented and discussed. The basis of the critique was that there was sufficient data and analysis on the systemic causes of poverty, including child poverty. The critics felt that long-term studies would not yield more information whereas there was a need for information to assist current advocacy initiatives. While the debate was robust and relevant, it was nonetheless a minority viewpoint amongst the participants. Indeed, it is generally accepted that longitudinal studies provide forceful evidence that can be extremely powerful in advocating for change.

Participants were of the opinion that child participation should become central to research on children. There were

## 4. WORKSHOP OUTPUTS

indications that children were overlooked in research processes, impacting negatively on the quality of information and analysis. Participants suggested that researchers needed to overcome the assumption that children would not know the answers to key questions regarding situations affecting them.

A particular weakness identified was the mode within surveys that focused on interviewing the 'head of the household' for information relevant to children. It was felt that there is need for research which takes the child as the unit of analysis.

The 'children's research sector' was also urged to find ways of linking community and national data, so as to get more holistic 'pictures' of the factors impacting on child poverty and well-being.

The need for an annual Survey on Children (National Child Survey) was identified. This annual survey would need to cover the issues affecting children in a holistic manner. This would include areas such as the nutritional status of children and anthropometrical data on children, as well as measures of civil participation and their perspectives of their experiences.

### Identified Gaps and Emerging Research Agenda

Based on the presentations and the debates in groups and in plenary, a number of research gaps were identified. It was noted that once the research question is clarified, the information required to answer the question should be identified, followed by the selection of the appropriate methodologies to collect this information.

Rachel Bray's overview of existing surveys provided an excellent analysis of the shortfalls of surveys in enhancing our understanding of children's experiences. In particular, Rachel noted the need for intra-household analysis of economic indicators, as often the income available to households and children in those households, varies from what is actually spent on children. She found a lack of data on household spending on food and health care for children, and suggested that a possible research focus could be linking household poverty and spending patterns (food types) with child well-being indicators (such as health and development).

With regard to surveying children's labour and work activities, she noted that generally children's work is inadequately captured owing to age restrictions in the samples (15 years and over), respondent bias and the tendency of surveys to be focused on household income.

Rachel highlighted other limitations of economic surveys, such as:

- Failure to capture the effects of change in household composition or of care-givers on child well-being (except in some longitudinal studies).
- The exclusion of children's experiences and perspectives of poverty.

As a result of these limitations, there is no information on children's responses to poverty-related challenges, nor on why some children fare better than others in equally poor environments.

Regarding surveys on child health indicators, it was found that there is limited, national data on: the incidence of chronic disease in childhood, the mental health of children, as well as on rates of child abuse and neglect, and related social dynamics.

Rachel found that in comparison, research on the education and development of children was relatively well-documented, but that gaps included examination of the age at which children begin formal schooling; what goes on at school; the quality of education, teaching/learning processes; absenteeism and the reasons (economic, hunger, fear of violence, role at home); rates of physical and sexual violence in schools; the costs of schooling and parental choice; and the contribution of formal education to life skills and employment prospects.

With regard to children's civil rights and social inclusion, it is of concern that only 58% of births were registered at time of birth, according to the 1996 Census. This immediately excludes many children from accessing their rights and services. In addition, it was noted that the census and most surveys do not include child-headed households, and therefore prevent the conditions and experiences of extremely vulnerable children from being understood. Rachel noted that generally children's participation in decision-making and rights to information has not been well researched, and that while some qualitative research consider the changing roles and responsibilities of children, there has been little

## 4. WORKSHOP OUTPUTS

analysis of the effects of these changes on child well-being.

In conclusion, Rachel stated that there are currently more large scale surveys which include children, but due to logistical constraints and methodologies, most do not allow children to define their own issues or problems. Instead, there appears to be a reticence to question children directly. In general, she found a lack of regularly up-dated data, but that regional longitudinal studies (such as the BT20 or CAPS) could inform national surveys, and could link community and national level data.

### Perspectives from Data-Users

Various persons representing aid agencies and government departments which make use of data, shared their perspectives and data requirements. These included:

Save the Children (Sweden), the Department of Education, the Department of Social Development, Treasury and the Office on the Rights of the Child - National Plan of Action for Children (NPA). The gaps identified in this discussion are factored into the emerging research agenda detailed below.

Ms Ulrika Soneson reported that Save the Children's (Sweden), key needs were for more data on the attainment of children's rights (according to the CRC) and on the role of children in society. This need was specific to the role that children play in policy-making and their portrayal in the media. Save the Children is also keen on information that would assist advocacy efforts examining the role of 'duty-bearers' in realising children's rights.

Ms Xoliswa Sibeko reported that the NPA's key need was to strengthen child participation at all levels, including research and decision-making. For the NPA, child participation was important in changing the status of children from being victims and 'survivors', to active participants as problem solvers. To this end the NPA plans to hold provincial workshops, training child facilitators, and developing an 'appreciative inquiry approach'.

## 4. WORKSHOP OUTPUTS

Mr Martin Prew, of the Department of Education (DoE), felt that the issue was ensuring that research and information are suitable, both in terms of content and quality, to impact on policy-making and implementation of policy. He stressed that there is need for more coherent forms of communication between the DoE and researchers to ensure that research becomes more 'policy-relevant'. An example offered was the need for information on the impact of school fees on children and their families. Specific research questions were: "how do people access and benefit from rules regarding exemption from paying school fees?", "what is the impact of sexual abuse on learners?", and "what is the impact of the physical (infrastructure) and psychological environment on children?"

Ms Mbu Kunene reported that the Department of Social Development's (DSD) needs revolved around studies that measure and assess the impact of social grants on children and on the factors that inhibit efficient policy implementation in relation to grants. The DSD was also interested in an audit of research on children and the costs of such research.

Mr Daniel Plaatjies, from Treasury, stressed the need to understand intra-household dynamics and expenditure, particularly with regard to the spending of the child grants, as well as the impact of HIV on households.

### An Emerging Rights-Based Research Agenda

The following research priority and requirement categories were identified. Four of these relate to specific child rights, while the last two areas relate to general rights and system- and impact-evaluations.

#### 1. Children's Right to Survival, Development, Care, Protection and Health

##### Research Required:

- National survey of child indicators of well-being, including anthropometric data.
- Psycho-social data and mental health data.
- Rates of child abuse, neglect, and related social dynamics.
- The impact of the physical (infrastructure) and psychological environment on children.
- Changing household composition and care-giving arrangements.
- Fosterage: proxy indicator of 'orphan hood' and vulnerability.
- Health status of children: incidence of chronic disease and disabilities.  
(Children aged 6 - 14 are excluded from the Demographic and Health Survey (DHS) and there is no national survey data on the health of children in this age group.)
- Nutritional status of children nationally should be collected routinely.
- The impact of HIV/AIDS at household level.
- Children in trouble with the law.

#### 2. Children's Right to a Minimum Standard of Living

##### Research Required:

- A study on household dynamics with regard to income distribution and intra-household expenditure on children, especially income from social grants.
- Data on household spending on food and health care for children.
- Children's contributions to household economy: positive and negative impacts.
- The impact of domestic responsibilities on child well-being.
- Cost benefit analysis on grants.
- Factors that inhibit efficient provision of, and access to, grants.
- The impact of unemployment on children's economic well-being.
- The impact of HIV/AIDS on children's economic well-being.
- Linking household poverty and spending patterns (food types) with child well-being indicators.
- Labour and work activities of children.
- Children's experiences and perspectives of poverty.
- Children's responses to poverty-related challenges.

## 4. WORKSHOP OUTPUTS

### 3. Children's Right to Education

#### Research Required:

- The extent to which children are being denied access to education.
- Educational attainment and duration of formal schooling years.
- What goes on at school; the quality of education, teaching/learning processes.
- Absenteeism and its reasons.
- Rates of physical and sexual violence in schools.
- Costs of schooling and parental choice.
- The impact of school fees on children and their families.
- The contribution of formal education to life skills and employment prospects.

### 4. Children's Right to Participation

#### Research Required:

- The role of children in society.
- The role that children play in policy-making.
- Evidence of discrimination and social exclusion.
- Children's changing roles and responsibilities (economic and domestic).
- Participation in decision-making and rights to information.
- The portrayal of children in the media.
- The role of 'duty-bearers' in realising children's rights.
- Efforts to strengthen child participation at all levels including research and decision-making.
- Child Time Use Survey. It was unclear whether this area could form part of the suggested annual survey.'
- A review of participatory research with children is required.

### 5. General Rights

#### Research Required:

- The need to shift from child indicators to child rights indicators.
- Research that assesses and makes 'manifest' the scope of the entitlements for children as described in Section 28 of the South African constitution.
- The extent to which children are being denied access to basic rights.
- The initiation of a project focusing on the development of well-being indicators for children.
- Communities' perspectives on the rights of children.
- Disaggregated data regarding age, racial and gender differences in the violation of children's rights

### 6. System and Impact Evaluations

#### Research Required:

- Evaluation of interventions and systems, including policies.  
The focus needs to be on 'why?' they are not working.
- Communities' values and perceptions of children's rights and how these impact on children and the implementation of policy.
- Factors that inhibit efficient policy implementation.
- Information on the costing of policy implementation, especially in terms of human resource needs and the capacity of staff to implement policy.
- The impact of changing policies on the well-being of children.

## 5. OPERATIONALISING THE RESEARCH AGENDA: BUILDING A CO-ORDINATED FRAMEWORK

### Obstacles to collaboration

Participants were asked to consider what factors inhibit effective collaboration, and thus the effectiveness of research agencies, and how to overcome such obstacles. As one of the workshop's goals was to improve collaboration, it was important for participants to reflect on the practices and attitudes that have made such partnerships difficult. The identification of these issues was useful in guiding the discussion around structures and processes to enhance collaboration.

The following areas emerged as factors that could constrain partnerships and collaboration:

- Difficulties in communicating when a number of different stakeholders need to work together.
- The 'dialogue gap' between researchers and data users, particularly government, that causes frustration and dissonance between information requested and the nature of the research problem.
- A significant barrier within the research community is that research institutions tend to compete for funds and this discourages partnership. Linked to this is the tendency to prioritise public recognition as being an 'authority' in certain areas which breeds a reluctance to share information and indeed accolades. The net result of such a 'tendency' was to "own" research findings and not share it effectively. Participants did point out that forums such as this workshop were effective in breaking down such practices.
- An understated barrier which emerged was termed 'historical baggage'. This referred to racial barriers that are expressed through nascent conflicts between predominantly (historically) white institutions (NGOs and universities) and historically black institutions. Part of the conflict could be ascribed to an underlying (not obvious or deliberate) belief system that undermines the potential and quality of research and analysis done by black institutions.
- A past weakness of collaborative structures was that the terms of reference (ToR), including approaches to resource mobilisation and management, were often not clearly spelt out. This gave rise to conflict and should be avoided in attempts to initiate new structures.

### Overcoming Obstacles to Collaboration

- It was suggested that a clear vision (conceptual framework) was a factor that could cohere a group concerned with research on children. Those taking forward the research agenda should ensure that they develop such a framework more thoroughly.
- It was also suggested that collaboration could occur around specific projects, such as the Government's ten year policy review. It was felt that research agencies could collaborate and develop a joint response to the request.
- The idea of a clearinghouse (as mentioned earlier in this report), which would serve as a repository of information on past, current and planned research initiatives and findings, would improve the collection, storing and sharing of data.
- In addition to a clearinghouse, most participants agreed that a structure was required to co-ordinate research and promote the development of holistic research agendas. Such a network should be owned by the research community, and should be as inclusive and representative as possible.
- While there are many research networks, few, if any, focus specifically on children. The possibility of joining an existing network was rejected because of the concern that the child focus might get lost in other networks. However, it was agreed that it would be imperative to link with other, well-established networks.



## 5. OPERATIONALISING THE RESEARCH AGENDA: BUILDING A CO-ORDINATED FRAMEWORK

### The Establishment of a Child Research Network

Networking should not just be for the sake of networking, but have a clear purpose and articulated aims. It was suggested that the Child Research Network would:

- Establish and maintain a database/clearing-house of all the child-related research in the country, that is easily accessible to all, preferably through a website.
- Maintain a research agenda for child research in South Africa (this would not involve trying to co-ordinate all the research occurring, but rather to keep researchers informed of the key gaps and data requirements).
- Keep researchers informed of research activities and in touch with each other, perhaps through a list-serve, regular meetings or an annual conference.
- To translate the research agenda into research questions and to engage with the 'child research sector' to carry out the research;
- Facilitate the participation of a range of researchers around certain research questions and projects (e.g., the South African ten year review).

It was agreed by the participants that the four agencies involved in the planning of this workshop, that is: the Children's Institute (UCT), the Children's Budget Unit (Idasa), the Child and Youth Research and Training Programme (UWC) and the Department of Social Development (Social Security Directorate), would stand as the interim Task Team. Their brief would be to begin the process of establishing such a network, and to explore the various options for its structure and functioning.

The tasks of this interim Task Team would be:

- To compile the presented research into a resource document;
- To prepare for a potential tender on research that will review the impact of policies on children over the last ten years. The NPA offered to undertake the initial measures to set this in motion.
- To ensure that processes are put in motion to establish a clearinghouse.
- To consider various options and structures for a 'child research network'.

The Task Team is also to ensure that it brings other actors on board to enhance its representivity and effectiveness. Possible additions to the Task Team, as data-users, include ACCESS, the Treatment Action Campaign (TAC) and the Basic Income Grant (BIG) Coalition. It was felt that new actors to the working group, both institutions and individuals, must be able to commit time to participate effectively. The NPA was nominated to be part of the interim Task Team, but declined, citing time and capacity constraints. However, they offered to initiate discussions around the Tender for the Ten Year Policy Review.

## 6. CONCLUDING REMARKS

In conclusion, participants welcomed the finding that there has been an increase in surveys and in the collection of household, family and child well-being indicators. However, the workshop also noted a number of problems inherent to current research processes and particular methodologies as well as persisting information gaps. One such problem is the reported reticence to ask children directly about their experiences, their perspectives, and their solutions to problems.

Of further concern to the workshop, was the overall lack of co-ordinated and structured research processes. Among the many consequences thereof, the need for links between community and national level data was highlighted, and to extend the smaller, provincially-based surveys throughout the country.

The establishment of the proposed child research network has the potential to address the needs and concerns identified in this report. However, its success will depend heavily on the commitment of dedicated resources and personnel, as well as the effective management and development of the network.

In her closing address, Professor Rose September, of the CYRTP (UWC), reminded participants that a key outcome of the workshop was the consolidation of a shared vision for a better quality of life for South Africa's children.

Rose concluded by charging the interim Task Team to be diligent in the execution of their duties to ensure that an appropriate framework, based on the rights of children, is established and the shared vision operationalised.

## APPENDICES: i. LIST OF PRESENTERS AND TOPICS

Most of these presentations can be obtained from:  
[www.uct.ac.za/depts/ci](http://www.uct.ac.za/depts/ci)

Session Chair: Julian May, School of Development Studies, University of Natal, UN, 031-260-2841, [mayj@nu.ac.za](mailto:mayj@nu.ac.za)

“The Indicator Activities of the CYFD”.

Andy Dawes, CYFD HSRC, 021 674496/20, [adawes@hsrc.ac.za](mailto:adawes@hsrc.ac.za)

“Rapid Review of selected Designated Vulnerable Areas in the Western Cape”.

Charles Wyeth, CSIR, 021 6856505, [cwyeth@csr.co.za](mailto:cwyeth@csr.co.za)

“Socio Economic Study of the Persistence of Inequality (SEMPI), KZN. A sub-study of ‘Legacies of Inequality: Comparative study of Peru and South Africa’”.

Francie Lund, SDS, UN. 031 2602365, [lundf@nu.ac.za](mailto:lundf@nu.ac.za)

“The uptake of the Child Support Grant and other child-focused grants in a district of KwaZulu-Natal – progress and barriers.”

Francie Lund, School of Development Studies, University of Natal. 031 2602365, [lundf@nu.ac.za](mailto:lundf@nu.ac.za)

“Child Research In a Rights-Based Framework”

Gary Melton, Child Watch International, +1864 6566271, [gmelton@clemsun.edu](mailto:gmelton@clemsun.edu)

“South African Integrated Family Survey”.

Ingrid le Roux, Princeton Univ., 021 3875124, [ileroux@alumni.princeton.edu](mailto:ileroux@alumni.princeton.edu)

“Evaluation Protocol of Philani Outreach Programmme, Khayelitsha, Mfuleni, Delft WC”.

Ingrid le Roux, Princeton Univ., 021 3875124, [ileroux@alumni.princeton.edu](mailto:ileroux@alumni.princeton.edu)

“Social Assistance for Women and Children: On-going Research”.

Jan Voster, DataDesk, Stellenbosch University, 021 808 9111, [JHV3@sun.ac.za](mailto:JHV3@sun.ac.za)

“The Cape Area Panel Study”.

Jeremy Seekings, CSSR, UCT, 021 6503505, [seekings@humanities.uct.ac.za](mailto:seekings@humanities.uct.ac.za)

“Young Lives: An International Study of Child Poverty”.

John Seager, MRC, 021 938 0417, [john.seager@mrc.ac.za](mailto:john.seager@mrc.ac.za)

“Child Income Poverty Analysis using OHS 1999”.

Judith Streak, Idasa, 021 4675600, [judith@idasact.org.za](mailto:judith@idasact.org.za)

“Protecting the rights of OVCs aged 0-9 years- community action and capacity building for effective safety nets”.

Linda Biersteker, ELRU, 021 7627500, [research@elru.co.za](mailto:research@elru.co.za)

“Effectiveness and impact of an integrated ECD service provision strategy in 5 Integrated Serviced Land Project Communities in Greater Cape Town”.

Linda Biersteker, ELRU, 021 7627500, [research@elru.co.za](mailto:research@elru.co.za)

“The Birth-to-Twenty Project”.

Linda Richter, CYDF, HSRC, 031 2731418, [lrichter@hsrc.ac.za](mailto:lrichter@hsrc.ac.za)

“Children in Poverty: from Research to Rights”.

Marian Jacobs, CI, UCT, 021 6895404, [C/o denise@rmh.uct.ac.za](mailto:C/o denise@rmh.uct.ac.za)

## i. LIST OF PRESENTERS AND TOPICS

“Social security for rural and urban poor, and non-citizens”. (SANPAD Project)  
Marius Olivier, CiCLASS, RAU, 011 4892154, egr@regte.rau.ac.za

“Developing a normative framework for effective social security provisioning institutional arrangements”. (Norway – SA project).  
Marius Olivier, CiCLASS, RAU, 011 4892154, egr@regte.rau.ac.za

“Analysis Of The Situation Of Children In Relation To The Protection And Fulfilment Of Their Rights”.  
Msindisi Mbalo, National Dept. Social Development, mbalo@socdev.gov.za

“Vital Child Survey. KZN”.  
Nina Hunter, SDS, UN, 031 2602369, huntern@nu.ac.za

“Missing Links? An examination of the contributions made by social surveys to our understanding of child well-being in South Africa”.  
Rachel Bray, CSSR, UCT, 021 6504658/6, rbray@commerce.uct.ac.za

“Child Well-being – Child Participation”.  
Shazley Savhl, CYRTP, UWC, 021 9592618, ssavahl@uwc.ac.za

“Poverty Alienation For Disabled Children - Study on sustainable livelihoods and Disability”.  
Sue Philpott, DART, 033 386 4796, 033 386 4796, suephilpott@hotmail.com

Appendix two: SUMMARY OF CHILD RESEARCH / HOUSEHOLD SURVEYS DONE / BEING DONE / PLANNED

These tables were developed by Guthrie T. using information from Bray (2003:6-10). and presentations and discussions at the workshop.

TITLE OF PROJECT, NAME OF AGENCY/ PI CONTACT DETAILS	DESIGN, METHODOLOGY, SAMPLE.	GENERAL TOPICS & THOSE RELATED TO CHILDREN	LIMITATIONS, RESEARCH NEEDS IDENTIFIED/ FOLLOW-UP, GAPS	DATA USE, PLANS, COMMENTS, RECOMMENDATIONS
<b>NATIONAL SURVEYS</b>				
<p>October Household Survey (OHS 1995-99)</p> <p>Statistics South Africa  <a href="http://www.statssa.gov.za">www.statssa.gov.za</a></p>	<p>National survey.                      Sample = 30,000 households.                      Household (HH) member (household head if present) reports on all members of household.</p>	<p>Income of household &amp; number of household members.                      OHS 1995: employment of those aged 10 yrs &amp; over.                      Attendance at educational institution (5-25 yrs).                      Educational levels (over 20yrs).                      Disability (0-65 + yrs).</p>	<p>OHS 1999 under-captured income &amp; therefore over-estimated levels of income poverty.                      Difficult to isolate expenditure on children. Assumption that available household income is proportioned to children.                      Problem of respondent bias e.g. mainly HH head: does s/he know the real contribution of children? Or, was there deliberate under reporting?</p>	<p>Anderson, K. et al. 2001.                      Cassiem, S. et al. 2000.                      Cassiem, S &amp; Streak, J. 2001.                      Streak J. 2002.</p>
<p>Labour Force Survey (LFS 2000-02)</p> <p>Statistics South Africa  <a href="http://www.statssa.gov.za">www.statssa.gov.za</a></p>	<p>National survey.                      Sample = 30,000 households.                      First module: HH head or member responds for all (babies included).                      Second module: those aged 15-65 yrs respond for themselves (where possible).</p>	<p>As above, but includes question on employment in the home (fetching water &amp; fuel) for all ages.                      Employment within the last 7 days, reasons for unemployment &amp; job-seeking behaviour.</p>	<p>The survey did not include street children or any children not in a 'hh'.</p>	<p>None known</p>

<p>Income and Expenditure Survey (IES 2000)</p> <p>Sample = 30,000 (same households as LFS)</p> <p>Statistics South Africa  <a href="http://www.statssa.gov.za">www.statssa.gov.za</a></p>	<p>Household member who makes the purchases for the HH (or who knows the answers to questions).</p> <p>Targetted 15yr-olds and older.</p>	<p>Source &amp; amount of income for each HH member (including grants &amp; work for pay, profit or family gain).</p> <p>Expenditure on food (by type), clothing, health services, leisure, education (fees for day-care, crèche, school, college &amp; university, plus private tuition) for the whole household.</p>	<p>Surveys cannot assume stability in family composition, or in roles &amp; incomes. Cannot track changes &amp; their impact on children.</p> <p>Did not measure children's contribution to household incomes.</p> <p>Children contribute to HH in non-monetary forms.</p> <p>Difficult to isolate food expenditure on children. Assumption that available HH income is proportioned to children.</p> <p>Further exploration required of:</p> <ul style="list-style-type: none"> <li>▪ Spending patterns of HHs with children vs. those without children.</li> <li>▪ Control for intra-HH food allocation &amp; compare with children's anthropometrical data.</li> <li>▪ Comparison between HHs receiving child grants.</li> </ul>	<p>None known: IES 2000 data just released.</p> <p>Future questions should include: type of work done by children, reasons for working, their role &amp; contribution to the HH economy, &amp; the impact on their well-being.</p> <p>Further analysis of factors contributing to child nutritional status, using consumption patterns recorded in the IES.</p> <p>Further intra-household expenditure required.</p> <p>In future: link HH poverty, spending &amp; outcomes for children.</p> <p>Link outcomes to receipt of grants (currently not included).</p> <p>Case, A. &amp; Deaton, A. Haarmann, D. 1999 NIEP. 1996. PSLSD informed the Langeberg Survey &amp; the SA Integrated Family Survey.</p>
<p>Project for Statistics on Living Standards and Development (PSLSD) 1993 (also known as the SALDRU survey)</p> <p>SALDRU, University of Cape Town.</p>	<p>National survey.</p> <p>Sample = 9,000 households.</p> <p>Household head or member reports on all members.</p>	<p>Educational attendance (6-24 yrs).</p> <p>Child health: anthropometrics for growth status.</p> <p>Employment (16 yrs &amp; over).</p>	<p>Information now out-dated but survey provided valuable framework, methodology &amp; assessment tool.</p>	

TITLE OF PROJECT, NAME OF AGENCY/ PI CONTACT DETAILS	DESIGN, METHODOLOGY, SAMPLE.	GENERAL TOPICS & THOSE RELATED TO CHILDREN	LIMITATIONS, RESEARCH NEEDS IDENTIFIED/ FOLLOW-UP, GAPS	DATA USE, PLANS, COMMENTS, RECOMMENDATIONS
<p>Demographic and Health Survey (DHS 1998)</p> <p>Medical Research Council <a href="http://www.mrc.ac.za">www.mrc.ac.za</a></p>	<p>National survey. Sample = 12,000 individuals. Household member or a 'competent respondent' (aged 15 or over) reports on education.</p> <p>Did not include 6-14yrs olds. Separate questionnaire for women aged 15-49 yrs, who report on children's health.</p> <p>DHS said to be the most comprehensive national survey on demographic, health &amp; socio-economic indicators.</p> <p>Health &amp; nutritional status of 0-5yr-olds.</p>	<p>Individuals school attendance (6-24 yrs), highest education level achieved (6-65 + yrs).</p> <p>Infant &amp; child mortality, rates of immunisation, infections &amp; treatment (0-5 yrs).</p> <p>Maternal health; antenatal care &amp; vaccinations (15-35 + yrs). Infant &amp; child feeding practices (0-3 yrs).</p> <p>Adolescent health; adolescent sexual behaviour, contraceptive use, incidence of injury, exposure to &amp; use of tobacco, alcohol use/misuse &amp; various indicators of poor physical health (15-19 yrs).</p>	<p>No health data for 6-14yr-olds. No health data on street children, or children living in institutions. Survey didn't easily capture abuse rates, nor tie these to socio-economic or other well-being indicators. Focus on negative behaviours of youth vs positive behaviours which positively affect health &amp; well-being. Excludes sexual behaviour of children under 15yrs. Chronic illnesses excluded. Mental health problems excluded. No data on link with abuse rates in households.</p>	<p>Shung-King. M. et al 2000.</p> <p>Shung-King &amp; Proudlock 2002.</p>
<p>Time Use Survey (2000)</p> <p>Statistics South Africa <a href="http://www.statssa.gov.za">www.statssa.gov.za</a></p>	<p>Nationally representative. Sample = 8,564 households, 14,553 individuals, over 10yrs. Household head or member. Two persons per HH aged 10 yrs &amp; over respond on time use.</p>	<p>Demography, access to services, &amp; income. Work &amp; work seeking behaviour, time spent in each activity (by half hour intervals) including child care (using a diary).</p>	<p>No analysis yet. Data is difficult to work with.</p>	<p>Budlender, D &amp; Bosch, D. 2002</p>

<p>National Food Consumption Survey. 2000.</p> <p>SA Vit A Consultative Group (SAVACG)</p> <p>And Dept of Health, UNICEF, Sight&amp;Life Int. Queries: Dept of Human nutrition, Unviersity of Stellenbosch &amp; Tygerberg Hsopital.</p> <p>Tel: 021-938-9259</p>	<p>Nationally representative. Cross-sectional survey of chn 1-9yrs. 3050 children.</p>	<p>Socio-demographic info of hh environment for the child.</p> <p>Current diet and eating pattern of child.</p> <p>Eating pattern and intake of child over previous 6mths.</p> <p>Purchasing patterns and storage of food.</p> <p>Actual hunger, experienced (or not) by the child.</p> <p>Anthropometric measures were also take of each child.</p>	<p>Need to link socio-economic data with the health data collected.</p>	<p>Labadarios et al. 1999.</p>
<p>Survey of Activities of Young People (SAYP 1999)</p> <p>Statistics South Africa <a href="http://www.statssa.gov.za">www.statssa.gov.za</a></p> <p>Available online on: <a href="http://www.ilo.org/public/eng/ish/standards/ipecc/simpoc/southafrica/">http://www.ilo.org/public/eng/ish/standards/ipecc/simpoc/southafrica/</a></p> <p>(Part of global initiative to define harmful labour as opposed to helpful contributions).</p>	<p>National survey. Two phases: Phase 1: - 26,092 HH Phase 2: - interview 10,575 children potentially involved in child labour.</p> <p>'Responsible' adult HH member (usually female) responds.</p> <p>Children aged 5-17 yrs.</p>	<p>Household demography; education, occupations &amp; economic status of parents.</p> <p>Migration status.</p> <p>The survey covers children's activities with a focus on child (5-17) work activities - hours spent in certain activities (housekeeping, domestic work, economic activities, school maintenance work). In depth questions on economic and non-economic activities of children in the past 7 days and the past 12 months.</p>	<p>The survey did not include street children or any children not in a 'hh'.</p> <p>Limited data on child remuneration – difficult to obtain. Many child activities not for pay.</p> <p>Comparability: Problem of differing definitions of child work vs labour. Different time periods used.</p> <p>SAYP used 12 months as reference period leading to higher numbers of children considered working.</p> <p>Only children resident in HHs with at least one economically active child were interviewed in the second phase – leading to lack of control variables for comparative purposes and econometric analysis.</p> <p>Not much asked of children's own perceptions of the work they do.</p>	<p>Budlender, D &amp; Bosch, D. 2002.</p> <p>Dawie Bosch &amp; Assoc. 2002.</p> <p>Oosthuizen, M &amp; Poswell, L, 2003.</p> <p>Statistics South Africa. 2001.</p> <p>Statistics South Africa. 2000.</p>



TITLE OF PROJECT, NAME OF AGENCY/ PI CONTACT DETAILS	DESIGN, METHODOLOGY, SAMPLE.	GENERAL TOPICS & THOSE RELATED TO CHILDREN	LIMITATIONS, RESEARCH NEEDS IDENTIFIED/ FOLLOW-UP, GAPS	DATA USE, PLANS, COMMENTS, RECOMMENDATIONS
<p>General Household Survey (2002) Data not yet released.</p> <p>Statistics South Africa <a href="http://www.statssa.gov.za">www.statssa.gov.za</a></p>	<p>National survey. Sample around 30 000 hh. Women aged 12-50 yrs report for themselves, &amp; on behalf of children (0-17 yrs), regarding fertility &amp; reproductive health. (follow-on from OHS?)</p>	<p>Education, health, disabilities, working roles within the household (but not outside the HH).</p>	<p>Gap: Examination of school enrolment vs school attendance.</p>	<p>Data not yet released.</p>
<p>The South African Behavioural, Sero-Prevalence and Mass Media study (SABSM): Household Survey (2002)</p> <p>HSRC with inputs from the MRC, CADRE and UNAIDS. <a href="http://www.hsrfc.ac.za">www.hsrfc.ac.za</a></p>	<p>Nationally representative survey. Sample: +/- 9,000 in total, of whom 3,000 are children aged 12-14 yrs. (NB less than half the sample underwent the saliva-test).</p> <p>Separate questionnaires for:</p> <ul style="list-style-type: none"> <li>▪ Adults: 25 upwards</li> <li>▪ Youth: 15-24 yrs</li> <li>▪ Children: 12-14 yrs</li> <li>▪ Adults responding on behalf of children aged 2-11 yrs.</li> </ul>	<p>All ages: Saliva samples were used to determine HIV status. For 2-14 yrs: Demography &amp; education, orphan hood status, home environment, care &amp; protection, health status. For 2-11 yrs: employment, income, income adequacy &amp; number of dependents of adult respondent, educating the child on life-issues, sources of information on HIV/AIDS &amp; impact of media. For 12-14 yrs: knowledge &amp; communication about HIV/AIDS, sexual experience &amp; behaviour, circumcision. For 15-24 yrs: as above with marital status &amp; practices, sexual debut, sexual practices &amp; condom use, perceived risk of HIV, voluntary counselling &amp; testing, sexual violence &amp; coercion, alcohol &amp; drug use, stigma, public perceptions on HIV/AIDS policies, mass media.</p>	<p>Few studies have examined the role of social, economic &amp; cultural patterns on HIV related behaviour. Responses to HIV testing were much lower, &amp; in some groups too low to draw sensible conclusions. Did not examine the reliability of the saliva-test tool used. Also only half the sample took the saliva test, therefore results may not be representative. Findings varied greatly from previous research findings. Excluded children under 2 yrs old.</p>	<p>Shisana, O and Simbayi, L. 2002. Future work: Explore young people's interpretation of their peers' sexual behaviour.</p>

HSRC Student Choice Behaviour Project Survey (2000) HSRC <a href="http://www.hsrc.ac.za">www.hsrc.ac.za</a>	National survey. Sample = 12,201 learners from 300 schools, nationally. Written questionnaires sent to schools for distribution amongst grade 12 learners.	Household demography, Socio-Economic Status (SES) of learner, education & employment of parents, educational history of siblings, intentions to enter higher education, factors affecting choice of institution & subject.	Cosser, M. & du Toit, J. (2002)
<b>PROVINCIAL SURVEYS</b>			
Khayelitsha/Mitchell's Plain Survey (2000/2001) SALDRU, Univ. of Cape Town. <a href="http://www.uct.ac.za/depts/cssr/dfu">www.uct.ac.za/depts/cssr/dfu</a>	Small geographical area survey. Sample = 1,176 HHs, 1,883 children. Adults aged 18+: <ul style="list-style-type: none"> <li>▪ Recall information providing retrospective data on childhood</li> <li>▪ Respond on behalf of children aged 17 &amp; under.</li> </ul>	Inter-generational mobility: standard of living, occupations & educational levels of household heads during childhood. Inter-generational mobility examined: potential to examine poverty & mobility over three generations.	None known.
Transitions to Adulthood (Wave 1 in 2000, wave 2 in 2002). School of Development Studies, Univ. of Natal, The Population Council.	Provincial survey. KZN. Sample = 2,000 HHs in 2 administrative areas in KZN with a total of 3,096 young people. HH members (usually HH heads). Young people (14-22 yrs).	Household demography, economic status, income, expenditure, grants received. Education, employment, sexual & reproductive health, coverage of the school-based Life Skills Programme.	Rutenberg, N. et al. 2001.
Langeberg Survey 1999 (Western Cape) SALDRU, Univ. of Cape Town <a href="http://www.uct.ac.za/depts/saldru">www.uct.ac.za/depts/saldru</a> (follow-on from the PSLSD)	Small geographical area survey. Sample = 294 households & 294 children. Separate questionnaires for: <ul style="list-style-type: none"> <li>▪ Adults: 55 yrs &amp; over</li> <li>▪ Young adults: 18-54 yrs</li> </ul> Anthropometrical survey on children.	Anthropometrical measurements giving data on stunting (height for age) & wasting (weight for age).	None known. Integrated Family Survey followed-on

TITLE OF PROJECT, NAME OF AGENCY/PI CONTACT DETAILS	DESIGN, METHODOLOGY, SAMPLE.	GENERAL TOPICS & THOSE RELATED TO CHILDREN	LIMITATIONS, RESEARCH NEEDS IDENTIFIED/ FOLLOW-UP, GAPS	DATA USE, PLANS, COMMENTS, RECOMMENDATIONS
<p>South African Integrated Family Survey.</p> <p>Ingrid le Roux  <a href="mailto:ileroux@alumni.princeton.edu">ileroux@alumni.princeton.edu</a></p> <p>Anne Case, Princeton University.            Khayelitsha, WC.</p> <p>Result on web Centre for Health &amp; Well-being, Princeton University</p>	<p>Sub-sample of 200 in 2002 (from sample in 1994). Starting with another sample of 300 HHs in Khayelitsha.</p> <p>Nutrition &amp; community workers given skills.</p> <p>Second interview after 2yrs.</p> <p>Longitudinal study over 5yrs.</p> <p>In-depth household interviews &amp; medical examination, x-rays &amp; blood test.</p> <p>Age groups: children 0-18yrs, adults &gt; 18yrs.</p>	<p>Impact of poverty on health &amp; well-being of children &amp; adults.</p> <p>Modules:</p> <ul style="list-style-type: none"> <li>▪ Full medical history &amp; examination</li> <li>▪ X-rays</li> <li>▪ Anthropometrics</li> <li>▪ Breast-feeding.</li> </ul>	<p>Difficult to identify &amp; find sub-sample 8 yrs after first survey.</p> <p>Difficult to draw randomised sample from informal settlements.</p> <p>Difficult to reach whole community about the survey.</p> <p>Data not yet analysed.</p>	<p>Future:</p> <p>Yearly anthropometrical survey of children as indicator of health &amp; nutritional status of SA children.</p>
<p>KZN Kids Vital Study</p> <p>KwaZulu-Natal Provincial Population Unit (PPU), Department of Social Welfare and Population Development.</p> <p>Akim Mturi.</p> <p>Collaborators: Applied Population Sciences Training and Research (APSTAR), University of Natal, Durban, Stats SA KZN. School of Development Studies, Univ. Natal, Durban.            Julian May.</p>	<p>KZN survey.</p> <p>Purposive sampling of 24 magisterial districts &amp; 46 enumeration areas – poorest areas included - random sampling.</p> <p>HH interview, but additional information collected.</p> <p>Data capturing Dec 2002.</p> <p>3,920 completed questionnaires, 87% of response rate. Analysis to begin soon.</p>	<p>Level of birth registration completeness of children aged 0-18 yrs in rural areas in KZN.</p> <p>Socio-economic &amp; demographic status of children in relation to their living conditions &amp; parents' SES.</p> <p>Causes of children's movement &amp; the effect of migration on children's status during the era of HIV/AIDS.</p> <p>Some anthropometrical data, &amp; on chronic illnesses.</p>	<p>Problems:</p> <ul style="list-style-type: none"> <li>▪ census demarcation maps outdated.</li> <li>▪ Squatter settlement converted to formal settlement.</li> <li>▪ Small no's of HHs.</li> <li>▪ Faction fighting.</li> <li>▪ Overlap with census 2001.</li> <li>▪ Data collection limited to 14 days, thus no time to follow-up on non-response.</li> </ul>	<p>Dissemination – usual processes planned.</p>

<p>Socio-Economic Study of the Persistence of Inequality (SEPI), KZN</p> <p>A sub-study of 'Legacies of Inequality: Comparative study of Peru and South Africa'</p> <p>Key institutions and researchers for SA qualitative component</p> <p>University of Natal: Julian May, Francie Lund, Phakama Mhlongo</p> <p>IFPRI: Michelle Adato</p>	<p>Design: (quantitative &amp; qualitative)</p> <p>Provincial KZN survey.</p> <p>In 2000, intensive household interviews with 50 HHs which had been part of both 1993 SALDRU &amp; 1998 KIDS studies.</p> <p>Selection of areas ('clusters') from SALDRU &amp; KIDS to reflect regional differences in KZN.</p> <p>Sample selected to reflect households whose status between '93 &amp; '98 had remained unchanged (either rich or poor), or had improved, or had fallen into poverty; - supplemented by focus group discussions &amp; key informant interviews.</p> <p>Small sub-sample; 50 in-depth interviews, 17 focus groups, 26 key informant interviews (systematic representation of sample).</p>	<p>One of the 8 household modules asked for spending on education for 1 child during the previous year, children selected to reflect boys &amp; girls, in primary &amp; secondary education. Asked for gender differences, &amp; whether any children in HH had dropped out of school because of finances, or to perform HH labour.</p> <p>Education spending – completed table of expenses for 1 child. Jan -Dec.</p> <p>Management of education, gender differences in spending, non-school related expenses, children who go away to school, schooling interrupted (costs, chores, etc).</p>	<p>Data under analysis. Still too early to tell. Small sample is limiting, but depth should enable insights into how to ask education-spending questions in larger surveys. Can't go much further but missing a lot e.g. weekly costs, school trips. Staff &amp; respondent exhaustion. Issue of over-exploitation of poorer areas by advantaged (white) universities needs to be addressed.</p>	<p>A journal article; workshop with provincial department; dissemination to education policy units &amp; research agencies</p> <p>To inform national surveys questions re questions.</p> <p>To feed into KIDS 3.</p>
<p>Buffalo City Quality of Life/Needs assessment survey. October 2001.</p> <p>Contact: Anne King. 043-7047100</p> <p><a href="mailto:a.king@ru.ac.za">a.king@ru.ac.za</a></p>	<p>Local Municipality.</p> <p>Sample = 2,500 Households</p> <p>Household Head &amp; 1 other household member report on other members of household</p>	<p>Demographics, education, income, expenditure, employment, service delivery and satisfaction, childcare, quality of life, transport.</p> <p>Very little child specific information.</p>	<p>Possible follow-up in 2004. Questions can be added in follow up.</p>	<p>Published "Easy Reader" to make info accessible to general public. Research report due in July 2003.</p> <p>Reports will be available on ISER website (currently under construction).</p>

TITLE OF PROJECT, NAME OF AGENCY/ PI CONTACT DETAILS	DESIGN, METHODOLOGY, SAMPLE.	GENERAL TOPICS & THOSE RELATED TO CHILDREN	LIMITATIONS, RESEARCH NEEDS IDENTIFIED/ FOLLOW-UP, GAPS	DATA USE, PLANS, COMMENTS, RECOMMENDATIONS
<b>LONGITUDINAL</b>				
Birth to Ten (1990-2000). (Soweto GT)  Univ. of the Witwatersrand with the Human Sciences Research Council (HSRC) and the Medical Research Council (MRC.) <a href="http://www.wits.ac.za/birthto20">www.wits.ac.za/birthto20</a>  Linda Richter <a href="mailto:lrichter@hsrc.ac.za">lrichter@hsrc.ac.za</a>	Longitudinal cohort study, in Gauteng. Aim: To describe & understand the pattern & determinants of the health & development of children & youth.  Sample = 70% of original sample of 3,275 children (approximately 2,290) tracked over 8 yrs.  Mothers of children born in public institutions (no age limit) respond about their children.  1,250 children have been seen at every data collection point.	Many aspects studied.  Methodological issues important to track changes overtime & their influences on child well-being.	Difficulties: Design & operation problems. Low attrition (but high amongst whites), therefore difficult to compare changes between racial groups. Highest attrition during the first 2 yrs. Circular migration makes full data collection difficult. 3 year search to find & re-enrol members of cohort. Whose assets (financial et al) are most relevant in assessing the child's environment & which have greatest impact on the well-being of the child? (BTT focused on the mother's). Qualitative data depth not adequate.  Should have been more focused. Large questionnaire limited in explaining things. "Died from neglect due to multiple caregivers".	Barbarin, O. & Richter, L. 2001. Intended influence on policy is difficult to measure.  Birth-to-Ten was extended to Birth-to-Twenty (see notes below).
Birth to Twenty (2000-2010): first round of data shortly to be released.  Provider: as for Birth-to-Ten.	Longitudinal, continuation from Birth-to-Ten. As above, with module for children (aged 10 yrs & over). Data collected at 11 & 12yrs. 13 <sup>th</sup> year begins in July 2003.  (3,250 out of 5,451 births resident).	Focusing on <ul style="list-style-type: none"> <li>▪ Biological &amp; social influences on adolescent development.</li> <li>▪ Bone mass acquisition during childhood &amp; adolescence.</li> </ul> SES hh data is collected every 2/3 years. Topics: Pubertal maturation, growth and nutrition, lifestyle, diet, partners &	As above.  Problems/ difficulties faced: <ul style="list-style-type: none"> <li>▪ Governance (2 PIs) (resolved – keep smaller no of PIs)</li> <li>▪ Data management (SN) (only now readily available)</li> <li>▪ Scale &amp; stability (40 staff) improved.</li> <li>▪ Funding / costs – expensive.</li> <li>▪ Cohort maintenance.</li> </ul>	None (data collection under preparation). Perhaps to add a 'poverty module' if funding is secured.  Critical effort is keeping participants. Many efforts to keep children involved.  Outputs: publications, updates,

	<p>Qualitative data obtained through interviews.</p>	<p>relationships, substance abuse, familial &amp; individual health, psychosocial development &amp; adjustment, education &amp; care, material &amp; social context, sexual health/ risks/ orientation, social capital &amp; civic involvement, family involvement, neighbourhood safety.</p> <p>Methodological (e.g. self-reporting)</p> <p>Measures:</p> <ul style="list-style-type: none"> <li>▪ Anthropometrics, blood pressure, bone scan, blood &amp; urine samples.</li> <li>▪ Psychological scales &amp; assessments.</li> <li>▪ Questionnaires: caregiver &amp; child (from age 7yrs).</li> <li>▪ Self-ratings – e.g. pubertal development.</li> <li>▪ School &amp; teacher reports; school quality assessment.</li> <li>▪ Background demographic, health, education &amp; socio-economic data.</li> </ul> <p>Specific focus on bone health &amp; on reproductive health &amp; related behaviours.</p>	<ul style="list-style-type: none"> <li>▪ Burnout – staff &amp; cohort- (especially review topics).</li> <li>▪ Communication / branding.</li> <li>▪ Ethics- HIV testing of 13 yr-olds (having to argue a case, no clear provisions yet).</li> <li>▪ Safety of staff development.</li> <li>▪ Validation of instruments.</li> <li>▪ Statistical expertise – lack of in SA.</li> </ul> <p>“A question on a questionnaire is not an indicator!” - need understanding of what we’re looking for, &amp; how we will interpret the data once we’ve got it.</p> <p>Question: can we follow-up young people? Transitions battled. Special tracing. Selective bias in longitudinal studies. Not easiest way, but only way for detailed theoretical links for evolving conditions.</p> <p>Need mechanism on national level for good reliable data – STATSSA, HSRC, OHS (monitoring orphans), rally around to support one national sequenced, crosscutting.</p>	<p>funders, families, Heroes Club etc.</p> <p>Media releases, policy briefs, presentations.</p> <p>Data release - on request.</p> <p>payment- on website in stages</p> <p>Future research/ interest of BTT:</p> <ol style="list-style-type: none"> <li>1. Depth - breadth</li> <li>2. Measurement development &amp; construct validation</li> <li>3. Child movement, migration, fosterage</li> <li>4. Intra-household dynamics among sub-groups</li> <li>5. Siblings</li> <li>6. Relationships between families &amp; households</li> <li>6. In-depth case studies – need more of</li> <li>7. Impact of HIV/AIDS</li> <li>8. Other ....</li> </ol> <p>Families spill over diverse HH, i.e. Bigger than just the HH.</p>
--	--	---	--	---

TITLE OF PROJECT, NAME OF AGENCY/ PI CONTACT DETAILS	DESIGN, METHODOLOGY, SAMPLE.	GENERAL TOPICS & THOSE RELATED TO CHILDREN	LIMITATIONS, RESEARCH NEEDS IDENTIFIED/ FOLLOW-UP, GAPS	DATA USE, PLANS, COMMENTS, RECOMMENDATIONS
<p>Cape Area Panel Study (CAPS) (wave 1: 2002)</p> <p>2<sup>nd</sup> wave 2005, 2008</p> <p>Half the sample will be interviewed in every year in between.</p> <p>Centre for Social Science Research (CSSR), Univ. of Cape Town with Population Studies Centre, Univ. of Michigan.</p> <p><a href="http://www.uct.ac.za/depts/cssr/">www.uct.ac.za/depts/cssr/</a></p>	<p>WC Provincial survey.</p> <p>Sample size: approx. 5,000 HH, 4,500 young adults</p> <p>Two questionnaires:</p> <ul style="list-style-type: none"> <li>▪ Household member age 18 or above (where present)</li> <li>▪ Young adults (14-22 yrs).</li> </ul>	<p>Roster of HH members &amp; non-resident children (residence, schooling, work experience &amp; contact), household events, income, expenditure &amp; debts.</p> <p>Literacy &amp; numeracy test.</p> <p>Life history: family structure, residence patterns, schooling, employment. Parental investment over past year, role of extended family, health &amp; reproduction.</p>	<p>Can add modules for extra info.</p>	<p>Data collection underway.</p> <p>Pilot for potentially national expansion.</p> <p>Questionnaires are available on the website: <a href="http://www.uct.ac.za/depts/cssr/">www.uct.ac.za/depts/cssr/</a> - on the Social Surveys Unit pg.</p>
<p>Young Lives: An International Study of Child Poverty.</p> <p>To produce good quality long-term data (over 15yrs) of children in poverty.</p> <p>Ethiopia, Peru, India &amp; Vietnam. Piloted in SA.</p> <p>Consortium involving University of Reading, London School of Hygiene and Tropical Medicine, South Bank University, University of Sussex and the South African Medical Research Council plus the NGO Save the Children UK.</p> <p><a href="http://www.younlives.org.uk">http://www.younlives.org.uk</a></p>	<p>Longitudinal study of 2,000 1-year olds &amp; 1,000 8-year olds (interviewed care-givers) at 20 sentinel sites in each of Ethiopia, Peru, India (Andhra Pradesh) &amp; Vietnam.</p> <p>Only pilot studies were carried out in South Africa (n= 167).</p> <p>Aims to examine data of changing poverty.</p> <p>Link changes between policies &amp; child well-being (monitoring, can't arrive at cause &amp; effect relationship).</p> <p>Inform &amp; respond to needs of policy makers &amp; planners.</p>	<p>Broad questionnaire, carefully designed.</p> <p>Section 1: Locating information</p> <p>Section 2: Household composition</p> <p>Section 3: Pregnancy, delivery &amp; breastfeeding</p> <p>Section 4: Child care</p> <p>Section 5: Child health</p> <p>Section 6: Caregiver background</p> <p>Section 7: Livelihoods &amp; time allocation</p> <p>Section 8: Economic changes</p> <p>Section 9: Socio-economic status</p> <p>Section 10: Mental health</p> <p>Section 11: Social capital</p> <p>Section 12: Tracking details</p> <p>Section 13: Anthropometrics</p>	<p>The countries chosen for the study represent widely different political &amp; economic scenarios.</p> <p>The samples are from 'sentinel sites' &amp; are not intended to be nationally representative.</p> <p>South African data is restricted to small pilot studies only.</p> <p>Getting the questions right but keeping the questionnaire manageable.</p> <p>Translation into so many languages was problematic.</p> <p>Getting ethical approval posed difficulties in the different countries.</p>	<p>In-country analysis is just beginning, using tabulation plans &amp; SPSS syntax developed by the International Consortium.</p> <p>An analysis workshop will be held in the UK in April 2003.</p> <p>Further analysis will be presented at an international conference in London in September 2003.</p> <p>It is hoped that some data will be made available for use by third parties in due course.</p>

<p>SA Contact: Prof John Seager, Health &amp; Development Research Group, MRC. <a href="mailto:John.seager@mrc.ac.za">John.seager@mrc.ac.za</a></p>	<p>Questionnaires used to interview key informants at community level, primary caregivers of 1 &amp; 8-year olds plus 8-year-old children.</p>		<p>No funding secured for next 12yrs.</p>	
<p>Research program (ongoing): Social Assistance for women and children</p> <p>Datadesk &amp; Department of Sociology, University of Stellenbosch</p> <p>Jan Vorster Tel: 021 808 2094 Cell: 082 5767 850 Email: <a href="mailto:jhv3@sun.ac.za">jhv3@sun.ac.za</a></p>	<p>Longitudinal – small scale. Various surveys &amp; focus group discussions.</p> <p>State Maintenance Grant (SMG) study – probability sample, 4 provinces.</p> <p>Child Support Grant (CSG) study - National probability sample. Used SOPCEN data on beneficiaries.</p> <p>Field work done in 2000 - too early for impact assessment - but collected useful base line data.</p> <p>Also: Research on poor indicators in communities to assist in planning e.g. Zoar. A panel of women, who received SMG, tracked 7 women over time. The next interview is being planned for 2003.</p>	<p>Impact of phasing out the SMG &amp; impact of CSG. Social assistance. 'Caregivership'. Household income &amp; expenditure Household composition &amp; culture of living arrangements. Disaggregation of data to monitor realisation of child rights.</p>	<p>Problems:</p> <ul style="list-style-type: none"> <li>▪ Too early to conduct impact assessment of the CSG – survey should be repeated soon.</li> <li>▪ Limitations of national statistics.</li> <li>▪ Scope of study &amp; sample.</li> </ul> <p>Need more research on:</p> <ul style="list-style-type: none"> <li>▪ the Foster Child Grant &amp; its relationship to the CSG,</li> <li>▪ intra-household transfers, representative statistics on child-headed households,</li> <li>▪ conceptual &amp; empirical research on household types,</li> <li>▪ caregiver patterns,</li> <li>▪ culture of living arrangements.</li> </ul> <p>Nexus between social security of children &amp; state programmes &amp; policies. Follow up study on CSG. Use more geneograms in our data collection.</p>	<p>Research on State Maintenance Grant &amp; CSG for Department of Social Development (Voster et al.2000). Data donated to SA Archives.</p> <p>Empirical evidence for claims made by various groups lobbying for a general child grant.</p>



TITLE OF PROJECT, NAME OF AGENCY/ PI CONTACT DETAILS	DESIGN, METHODOLOGY, SAMPLE.	GENERAL TOPICS & THOSE RELATED TO CHILDREN	LIMITATIONS, RESEARCH NEEDS IDENTIFIED/ FOLLOW-UP, GAPS	DATA USE, PLANS, COMMENTS, RECOMMENDATIONS
<b>PARTICIPATORY RESEARCH</b>				
<p>Title: Protecting the rights of Orphans &amp; vulnerable children (OVCs) aged 0-9 yrs- community action and capacity building for effective safety nets.</p> <p>Linda Biersteker Early Learning Resource Unit 021 762 7500 <a href="mailto:research@elru.co.za">research@elru.co.za</a></p> <p>Norma Rudolph Consultant 011 485 2518 <a href="mailto:Normar@netactive.co.za">Normar@netactive.co.za</a></p>	<p>Participatory action research Rights framework.</p> <p>Phase 1 : Data sources indirect – desk study. Reviewing existing safety net initiatives in context of OVCs 0-9 yrs &amp; identify sites (throughout country) for intervention. Will draw on published &amp; unpublished data.</p> <p>Phase 1 to be completed by end February 2003.</p> <p>Phase 2: Work with co-researchers drawn from 3 to 5 sites (cross section of contexts, interventions). Funding is being sought for Ph 2 to work in number various sites.</p> <p>Identify factors &amp; role players that contribute to effective safety nets. Facilitate dialogue &amp; build capacity to strengthen &amp; extend safety nets in the research sites.</p>	<p>Identify safety net initiatives supporting OVCs 0-9 yrs.</p> <p>Factors that contribute towards effective safety nets for young OVCs in different contexts.</p> <p>Differentiate needs of children by age (0 – &amp; 4+).</p>	<p>Study planned because there is very little age disaggregated research on OVCs. Are programmes age appropriate?</p> <p>Not much documented on programme implementation.</p> <p>Funding sought for Phase 2.</p>	<p>Planned use: Draw lessons &amp; examples of good practice for possible transfer &amp; policy implementation.</p> <p>Catalyst for urgent action for vulnerable children including resource mobilisation.</p> <p>One of a group of Africa case studies on young children confronted with HIV/AIDS. Other countries which have indicated that they will be participating include; Namibia, Swaziland, Kenya, Uganda, &amp; Mauritius. Country studies will be drawn together in an overarching paper.</p>

<p>Child Well-being and Child Participation. Child &amp; Youth Research &amp; Training Programme, UWC. Rose September Shazly Savhl</p>	<p>Exploratory project (post Aug 2002 Conference). Intervention research – interaction, dynamic, qualitative &amp; quantitative. Focus on outcome – development of indicators. Empowerment &amp; capacity building. Participatory research current. To develop research capacity based on child participation. Children's advisory forum/ participatory consortium, to train children as active co-researchers.</p>	<p>Direct involvement of children.</p>	<p>Still to disseminate. Application &amp; evaluation of final product.</p>
<b>OTHER RESEARCH</b>			
<p>Social security for rural and urban poor, and non-citizens.  SANPAD &amp; RAU - CICLASS Prof. Marius Olivier.  To identify gaps in the system. Proposals for improvements.</p>	<p>Legal, sociological, economic. 4 provinces. Representative samples.  Availability of social security (SS) to rural and urban poor, including children. Use of SS. Not only formal system, but also informal &amp; indirect SS.  Broader than just children's access to social security.  Multidisciplinary. Large projects. 5 case studies.</p>	<p>Not primarily on children, but on creating a safety net. Base line info is available – income poverty &amp; usage of services &amp; security.  Certain questions cover children:</p> <ul style="list-style-type: none"> <li>▪ Schooling</li> <li>▪ 'Caregivership'</li> <li>▪ HH composition</li> <li>▪ Grants for children</li> </ul> <p>There is no information on their health.</p>	<p>Challenges – interaction between legal &amp; social science &amp; economist researchers.  Integration – limited definitional approach. Problems with the definition of child vs the reality of how children are understood – difficult to address these wrt policy recommendations. Similarly for definitions of household, dependent, orphan, child headed household.  Provides useful base-line SES data, but will not be possible to track the sample HHs to measure any changes due to the grants.</p>
<p>Formal report being finalised. Executive report. Several publications. Policy proposals. Stakeholder feedback, especially communities. Potential activism – court judgements.</p>			

TITLE OF PROJECT, NAME OF AGENCY/ PI CONTACT DETAILS	DESIGN, METHODOLOGY, SAMPLE.	GENERAL TOPICS & THOSE RELATED TO CHILDREN	LIMITATIONS, RESEARCH NEEDS IDENTIFIED/ FOLLOW-UP, GAPS	DATA USE, PLANS, COMMENTS, RECOMMENDATIONS
<p>Developing a normative framework for effective social security provisioning institutional arrangements.</p> <p>Norway – SA project.</p> <p>Prof Marius Olivier. RAU – CICLASS.</p>	<p>Inclusive approach within a normative framework.</p> <p>The research will primarily focus on the development of a new S.Security agency.</p> <p>Design: Multi-disciplinary – literature review. Analysis of institutional arrangements.</p> <p>Including some empirical research.</p>	<p>Not primarily on children, but on creating effective administrative structures to deliver social security benefits.</p>	<p>To explore: Institutional fragmentation, governance &amp; service delivery problem.</p> <p>Role of informal service providers, &amp; private providers.</p> <p>Impact of the constitutional arrangements &amp; judgements.</p> <p>Financing issues of institutional arrangements.</p> <p>Adjudicative systems.</p>	<p>Intended to develop ethical &amp; governance issues, &amp; a normative framework.</p> <p>Appropriate norms &amp; standards.</p>
<b>SERVICE DELIVERY EVALUATION / IMPACT ASSESSMENT</b>				
<p>Effectiveness and impact of an integrated ECD service provision strategy in 5 Integrated Serviced Land Project Communities in Greater Cape Town.</p> <p>Masibambane Consortium: Centre for ECD, ELRU, Ekuhlaleni, Foundation for Community Work</p> <p>Linda Biersteker 021 7627500 Research@elru.co.za</p> <p>Managing Partner for all aspects of the project CECD 021 7615225 Cecd@iafrica.com</p>	<p>Participatory Monitoring &amp; Evaluation Study</p> <p>In WC – sites in upgraded informal settlements.</p> <p>Key stakeholders involved.</p> <p>Currently in initial phases of this 5 year pilot.</p> <p>Data on children will be sourced directly &amp; through the providers of the different services – family outreach, childcare providers, committees, local councillors etc.</p> <p>Sample: Baseline study of 600 families with children 0-9 yrs in progress.</p> <p>Not a random sample – consists of those who might be users of some of the services provided in the pilot.</p>	<p>Baseline study includes: Socio-economic indicators including access to social security, infrastructure, health services, schooling &amp; preschools.</p> <p>Family Structure &amp; community involvement.</p> <p>Primary carers understandings of children's rights, important issues in child development &amp; child safety issues within the communities concerned.</p>	<p>Survey undertaken as baseline measure.</p> <p>However data of all kinds on children in the communities concerned is not readily accessible (the steering committee for the project includes Provincial Administration of the Western Cape – health, social development &amp; education as well as the City of Cape Town &amp; none of these stakeholders have data at local level).</p>	<p>Primarily as a baseline for the evaluation but the data will be made available.</p>

<p>Evaluation Protocol of Philani Outreach Programme          Khayelitsha, Mfuleni, Delft WC.          Ingrid le Roux  <a href="mailto:ileroux@alumni.princeton.edu">ileroux@alumni.princeton.edu</a>          Centre for Health &amp; Well-being, Princeton Univ.</p> <p>To measure the impact of a Child Health &amp; Nutrition Intervention Programme on child health &amp; well-being (based on an international model).</p>	<p>800 HHs which have received the intervention. Interviewed 6mths after intervention. 1/3 of these will be the control group where no intervention was received - to show impact of intervention.          0-6yr-olds.          25 outreach workers in 9 informal settlements, identifying underweight children for interventions.</p>	<p>Birth weights, Immunization, TB, Medical/ social/ nutritional history, housing, income, grants, hunger, education, health of mother, medical examination.          Programme identifies coping mechanisms within the community. Identification of "positive role models".</p>	<p>Most vulnerable children in marginalized HHs are not in contact with services or outreach programmes.          No improvement in nutritional status of children in SA.</p>	<p>Poverty lines require more research.          Plans to use IES 2000 to estimate % of children &lt;R420, % &lt;R220, &amp; % in HH experiencing hunger.</p>
<p><b>ECONOMIC ANALYSES</b>          IDASA/ Woolard income poverty analyses.          Ingrid Woolard.          Judith Streak.          Idasa.  <a href="http://www.idasa.org.za">www.idasa.org.za</a></p>	<p>Used OHS 1995 &amp; 1999 data to estimate child poverty rates. Using poverty line of R400 per child per month (as suggested by the Taylor committee).          Dire poverty: @ R200 per child per month.</p>	<p>Child poverty rates increased from 55% in 1995 to 75% in 1999 – partly due to under-reporting of income in OHS 1999.          Child taken as full member of the HH.</p>	<p>Underreporting of income in OHS 1999.</p>	<p>Underreporting of income in OHS 1999.</p>

**ADDITIONAL RESEARCH PROJECTS REPORTED AT THE WORKSHOP**

TITLE OF PROJECT, NAME OF AGENCY/ PI CONTACT DETAILS		DESIGN, METHODOLOGY, SAMPLE.	GENERAL TOPICS & THOSE RELATED TO CHILDREN
RESEARCH ACTIVITIES OF RESEARCH AGENCIES			
<p>1. Monitoring Government's Measures In The SA Constitution (Focus On Programme Conceptualisation And Implementation).</p> <p>2. Gathering new stats on the % and number of children living in poverty (using IES 2000)</p> <p>Judith Streak IDASA. 021-467-5600 <a href="mailto:judith@idasact.org.za">judith@idasact.org.za</a></p>	<p>Budget analysis.</p> <p>Economic modelling using national survey data (IES).</p>	<p>Children's Rights and their Attainment. Children's income poverty.</p>	
<p>Health &amp; Social Services To Address The Needs Of Orphans &amp; Other Vulnerable Children In The Contact Of HIV/AIDS.</p> <p>Sonja Giese, Helen Meinijies Children's Institute, UCT. (021) 6895404 (tel) <a href="mailto:Sonja@rmh.uct.ac.za">Sonja@rmh.uct.ac.za</a>, <a href="mailto:helenm@rmh.uct.ac.za">helenm@rmh.uct.ac.za</a></p> <p>Rapid Appraisal of Primary Health care Services for HIV-Positive Children at Public sector Clinics in South Africa. 2002.</p> <p>Sonja Giese, Hussey G. Children's Institute, UCT. (021) 6895404 (tel) <a href="mailto:Sonja@rmh.uct.ac.za">Sonja@rmh.uct.ac.za</a></p> <p>Child Abuse, Psychology, Mental Health</p>	<p>Qualitative, multi-sited throughout country.</p> <p>±120 households - where children are at risk of being orphaned or are already orphaned, are resident.</p> <p>Adults &amp; children across 6 research sites and service providers (educ, health, social dev, NGOs).</p> <p>National – 11% of public sector clinics (fixed) interviewed telephonically. Examined the availability of: cotrimoxazole, Vit A, TB tracing, nutritional supplementation, grants.</p>	<p>Children's experiences of orphanhood, their health, social, educational status and well-being, coping mechanisms, access to grants, services, schooling etc.</p> <p>Availability of treatment (excl.ARVs), nutrition and services for HIV+ children.</p>	
<p>Zareena Parker, Children's Institute. UCT (021) 6898305(tel) <a href="mailto:zareena@rmh.uct.ac.za">zareena@rmh.uct.ac.za</a></p>	<p>Child sexual abuse in Atlantis, WC.</p> <p>Study of prevalence and incidence providing support to service organisations also qualitative – journey of child. Networking a few key organisations.</p>	<p>Child sexual abuse.</p>	

<p>Psychology, Violence Prevention, Peace Education, Programme Evaluation</p> <p>Zareena Parker Children's Institute, UCT. (021) 6898305(tel) <a href="mailto:zareena@rmh.uct.ac.za">zareena@rmh.uct.ac.za</a></p>	<p>Core case study I2 violence prevention programmes throughout the country. N/A – looking at organisations who work with children and families.</p>	<p>Interpersonal youth violence prevention</p>
<p>Analysis of the Uptake Rates of the Grants for Children in South Africa. (annually 2001-2003).</p> <p>Teresa Guthrie Children's Institute, UCT 021-689-5404 <a href="mailto:teresa@rmh.uct.ac.za">teresa@rmh.uct.ac.za</a></p>	<p>Using SOCPEN national and provincial uptake rates for each child grant.</p>	<p>Grant uptake rates for children.</p>
<p>Assessing the Impact of the Child Support Grant on the Well-being of Children in South Africa: a summary of Available Evidence. 2002.</p> <p>Teresa Guthrie Children's Institute, UCT 021-689-5404 <a href="mailto:teresa@rmh.uct.ac.za">teresa@rmh.uct.ac.za</a></p>	<p>Secondary literature review of evidence of the impact of cash transfers generally and specifically the CSG on child well-being.</p>	<p>Impact of grants on children.</p>
<p>Social Security Assessment Procedures for Children with Disabilities.</p> <p>Lizette Berry, Teresa Guthrie Children's Institute, UCT 021-689-5404 <a href="mailto:Lizette@rmh.uct.ac.za">Lizette@rmh.uct.ac.za</a>, <a href="mailto:teresa@rmh.uct.ac.za">teresa@rmh.uct.ac.za</a></p> <p>And Pam McClaren, DART (033) 3864796(tel/fax) <a href="mailto:dart@sai.org.za">dart@sai.org.za</a></p>	<p>1. International literature review of: needs assessment tools, disability screening tools, and social security assessment tools. 2. Application and comparison of two international social security assessment tools in capturing the social assistance needs of children with chronic health conditions. Undertaken on small sample of children attending Red Cross Hospital, W.C.</p>	<p>Children with Disabilities - assessment tools for grants.</p>

TITLE OF PROJECT, NAME OF AGENCY/ PI CONTACT DETAILS	DESIGN, METHODOLOGY, SAMPLE.	GENERAL TOPICS & THOSE RELATED TO CHILDREN
<p>Social Security Policy for Persons with Disabilities in South Africa.</p> <p>Teresa Guthrie Children's Institute, UCT 021-689-5404 <a href="mailto:teresa@rmh.uct.ac.za">teresa@rmh.uct.ac.za</a> and South African Federal Council on Disability. 021-685-4216 <a href="mailto:petro@ability.org.za">petro@ability.org.za</a></p>	<p>Policy analysis and development process. Secondary literature collation and consultative process.</p> <p>Informed the Taylor Committee of Inquiry's recommendations regarding social security for people with disabilities.</p>	<p>Social security for people with disabilities.</p>
<p>Development Of School Health Policy &amp; Implementation Guidelines With Costing.</p> <p>Dr Maylene Shung-King Children's Institute, UCT. (021) 6895404 <a href="mailto:maylene@rmh.uct.ac.za">maylene@rmh.uct.ac.za</a></p>	<p>Primarily review of secondary research and other policy and costing processes. National policy.</p> <p>Implementation guidelines for district, provincial and national implementation of Policy.</p> <p>National costing framework developed.</p>	<p>School health services for children.</p>
<p>Children with Chronic Illness Policy Development Process</p> <p>Dr Maylene Shung-King Children's Institute, UCT (021) 6895404 <a href="mailto:maylene@rmh.uct.ac.za">maylene@rmh.uct.ac.za</a></p>	<p>Policy analysis and development – Not primary research.</p> <p>Using secondary research to inform the development of a national policy on health services for children with a chronic disease.</p>	<p>Health services for children with a chronic disease.</p>
<p>Policy and Law Reform – Research and Advocacy.</p> <p>Paula Proudlock Children's Institute, UCT. (021) 689-5404 <a href="mailto:paula@rmh.uct.ac.za">paula@rmh.uct.ac.za</a></p>	<p>Policy analysis, development and advocacy activities to inform and influence child policy and law, specifically: Social Assistance Act, Children's Bill, National Health Bill, and Taylor Committee of Inquiry's Report.</p>	<p>Child law and policy.</p>

<p>Evaluation Of the Children's Institute's Experience</p> <p>Dr Maylene Shung-King Children's Institute, UCT. (021) 6895404 <a href="mailto:maylene@rmh.uct.ac.za">maylene@rmh.uct.ac.za</a></p>	<p>"Not traditional research" The CI will undertake a selection of case-studies from our past work to reflect on :</p> <ul style="list-style-type: none"> <li>- the research experience</li> <li>- how the research was disseminated</li> <li>- the advocacy process with policymakers and other decision makers</li> <li>- the impact – evaluating our role and the ultimate research input</li> <li>- reflections on what worked and what did not!</li> </ul>	<p>The impact of research and advocacy on child law and policy.</p>
<p>Study on sustainable livelihoods and Disability</p> <p>Sue Philpott &amp; Pam McClaren Disability Action Research Team (DART) (033) 3864796(tel/fax) <a href="mailto:dart@sai.co.za">dart@sai.co.za</a></p>	<p>Use of the sustainable livelihoods approach to explore the empowerment programmes on disabled people</p> <p>Sample includes, 4 sites in the provinces of KZN, E.Cape &amp; Gauteng</p> <p>It focuses on disabled people involved as beneficiaries of economic empowerment programmes</p>	<p>Poverty Alleviation For Disabled Children</p>
<p>Disability &amp; Children</p> <p>Sue Philpott Disability Action Research (DART) (033) 3864796(tel/fax) <a href="mailto:suephilpott@hotmail.com">suephilpott@hotmail.com</a></p>	<p>National &amp; provincial levels (KZN, WP, Eastern Cape, Limpopo) It will include disabled children (age 0-18).</p>	<p>Review of government strategies, programmes, and budget allocations for disabled children (specifically in the sections of education, health, justice &amp; social development)</p>
<p>Participatory research to explore inclusion/ exclusion for Children with Disabilities.</p> <p>Sure Philpott / Pam McClaren. DART. (033) 3864796(tel/fax) <a href="mailto:dart@sai.org.za">dart@sai.org.za</a></p>	<p>Systematic walk around schools. Participatory activities. Map of school.</p>	<p>Children with disabilities' inclusion and exclusion.</p>
<p>Social Protection Expenditure &amp; Performance Review For South Africa</p> <p>Nina Hunter, School of Development Studies, Univ. Natal. (031) 2602369 (tel), (031) 260 2359 (fax) <a href="mailto:huntern@nu.ac.za">huntern@nu.ac.za</a></p>	<p>National. Times series (1990-2001) involves collecting official statistics, generating primary indicators, collection of data on social protection will be combined with a report by CICALASS that documents legal policies in place which dictate social protection coverage (to an extent).</p>	<p>Includes social protection of children (grants, etc)</p>



TITLE OF PROJECT, NAME OF AGENCY/ PI CONTACT DETAILS	DESIGN, METHODOLOGY, SAMPLE.	GENERAL TOPICS & THOSE RELATED TO CHILDREN
<p>The Social And Economic Impact Of Social Assistance Grants</p> <p>M Samson. EPRI. <a href="mailto:msamson@epri.org.za">msamson@epri.org.za</a></p>	<p>National economic modelling. Using 3 panels of the Labour Force Survey (Feb 00, Sep 00, Feb 01) and the IES. Sample size: LFS &amp; I&amp;E (30 000 households) Age group: ALL</p>	<p>Will examine different indicators (social and economic) of household welfare and how they are affected by social assistance grants (CSG, OAP, DG).</p>
<p>1. Children's Changing Responsibilities In The Home. 2. Stigma &amp; Socialisation</p> <p>Dr Rachel Bray CSSR, UCT (021) 650 4658 <a href="mailto:rbray@commerce.uct.ac.za">rbray@commerce.uct.ac.za</a></p>	<p>Qualitative, but linked to surveys in the Western Cape (CAPS)</p> <p>Sample size: Not yet known Age group: Not yet known Geographical area: Cape Town – urban poor communities</p>	<p>Economics. Intra household Decision-making roles. Responsibilities of children (culture/socialisation).</p>
<p>Children's Information And Communications Technologies</p> <p>Rose September Child &amp; Youth Research &amp; Training Programme, UWC. (021) 9592602/3 (tel) <a href="mailto:rseptember@uwc.ac.za">rseptember@uwc.ac.za</a></p>	<p>Mixed methods. 1002 children. Grade 11: 14-16yrs W.Cape</p>	<p>Communications Technologies – TV, video, console, cellphones</p>
<p>Children's Opinion Poll – A Child Rights Survey In Sa</p> <p>Save the Children Sweden Ulrika Soneson Khwezi Malahleha (012) 3411166(tel) <a href="mailto:postmaster@za.rb.sc">postmaster@za.rb.sc</a></p>	<p>National 1200 children in SA (8-18yrs) Qualitative &amp; Quantitative</p>	<p>Survey on what rights are most violated in children's lives according to children themselves</p>

<p>Monitoring Poverty Inequality in Buffalo City.</p> <p>Ellen Kammas I.S.E.R. (Rhodes E.L.) (043) 7047056(tel) <a href="mailto:e.kammas@ru.ac.za">e.kammas@ru.ac.za</a></p>	<p>Buffalo City (East London) Using census '96 data Looking at various poverty indicators for new municipal entity.</p>	<p>Not specifically child-focused research, but collected general SE indicators.</p>
<p>Review Of Child Care Act</p> <p>Gordon Hollamby SA Law Commission (012) 3226440 (tel) <a href="mailto:gordon@salawcom.org.za">gordon@salawcom.org.za</a></p>	<p>Law Reform. Involved extensive consultation with all role-players in the Children's Sector.</p>	<p>Relates to all areas of care for children in South Africa.</p>
<p><b>DEPARTMENT OF SOCIAL DEVELOPMENT RESEARCH ACTIVITIES</b></p>		
<p>Rapid Appraisal Of Home Community Based Care 2002</p> <p>Leon Swartz Dept of Social Development, Chief Directorate Population &amp; Development (012) 312 7954 (tel) <a href="mailto:leon@socdev.gov.za">leon@socdev.gov.za</a></p>	<p>National. Quantitative design  ±1000 projects nationally Age group: All ages</p>	<p>Topics: HIV/AIDS treatment and care</p>
<p>Assessment Of Social Security Service Delivery</p> <p>Alice Atieno Ochiambo Dept of Social Development, Monitoring and Evaluation, HSRC Building, Pretoria (012) 312 7736 (tel)</p>	<p>National. Quantities and qualitative research. 5 000 Beneficiaries And 1 000 Paypoints. Covering All Age Groups of beneficiaries.</p>	<p>Delivery of child grants.</p>
<p>Impact Of Social Security Grants</p> <p>Nombuyivelo "Mbu" Kunene Nat. DSD – Monitoring &amp; Evaluation. (012) 312 7795 <a href="mailto:mбу.vundla-kunene@socdev.gov.za">mбу.vundla-kunene@socdev.gov.za</a></p>	<p>National Survey 3000 people (beneficiaries) to start with. This will be increased over time.</p>	<p>Impact of social security grants.</p>

TITLE OF PROJECT, NAME OF AGENCY/ PI CONTACT DETAILS	DESIGN, METHODOLOGY, SAMPLE.	GENERAL TOPICS & THOSE RELATED TO CHILDREN
<p>Situation Analysis Regarding The Needs Of Children In Three Different Areas In Sa – E.Cape,Kwazulu-Natal,Limpopo Johanna De Beer. DSD – HIV/AIDS. (012) 3 127589(tel) <a href="mailto:Johanna.deBeer@socdev.gov.za">Johanna.deBeer@socdev.gov.za</a></p>	<p>Children under the age of 18 yrs. Social development</p>	<p>Children's living conditions and needs.</p>
<p>Working For Water Project In The E.Cape Community Based Reproductive Health (GBRH) Project In The Eastern Cape Gerda Erasmus Dept of Social Development Population &amp; Development (012) 3 127952(tel) <a href="mailto:gerda.Erasmus@socdev.gov.za">gerda.Erasmus@socdev.gov.za</a></p>	<p>Quantitative, 800 households Woman 15-49 in households Tsisikamma &amp; Konga Area in E. Cape where the WFW is Based on DHS survey and Questions from PPASA. Agents visit HHs.</p>	<p>Health, Knowledge, nutrition.</p>
<p>Post HIV/AIDS Awareness Campaigns For Youths In S.A. Pertunia Modiselle DOSD (012) 3 127728(tel) <a href="mailto:pertuniam@socdev.gov.za">pertuniam@socdev.gov.za</a></p>	<p>Qualitative Research Age group: 13-21 Madidi Village within the Pretoria rural areas.</p>	<p>Socio-Economic Impact Of HIV/AIDS on Youth.</p>
<p>Evaluation Of Home Community Based Care Devices Provided To Children Infected/Affected By HIV/AIDS Mbindisi Mbalo Population &amp; Development, DSD (0120 312 7919(tel) <a href="mailto:mbalo@socdev.gov.za">mbalo@socdev.gov.za</a></p>	<p>Qualitative participation. All HCBC KEN/E.CAPE/LIMPOPO</p>	<p>Home-Based Care for children infected/ affected by HIV/AIDS.</p>

**Appendix three: LIST OF WORKSHOP PARTICIPANTS**

	Organisation			Tel	Fax	Email
	Name					
1	Andre Louw	DoSD	012 312 7928	012 312 7932	<a href="mailto:andre.louw@socdev.gov.za">andre.louw@socdev.gov.za</a>	
2	Alice Od-iambo	DoSD	012 312 7736	012 312 7761	<a href="mailto:alice.odiambo@socdev.gov.za">alice.odiambo@socdev.gov.za</a>	
3	Andy Dawes	HSRC	4674496/20	4674453	<a href="mailto:adawes@hsrc.co.za">adawes@hsrc.co.za</a>	
4	Charles Mandivenyi	NMCF	011 786 9140		<a href="mailto:charlesm@nmcf.co.za">charlesm@nmcf.co.za</a>	
5	Charles Wyeth	CSIR	021 6856505	021 6891726	<a href="mailto:cwyeth@csr.co.za">cwyeth@csr.co.za</a>	
6	Cornelia Ellis	DoSD	012 312 7951	012 312 7932	<a href="mailto:cornelia.ellis@socdev.gov.za">cornelia.ellis@socdev.gov.za</a>	
7	Cosmas Desmond	Children First	031 209 1134	031 209 1134	<a href="mailto:coskzn@wn.opc.org">coskzn@wn.opc.org</a>	
8	Daniel Plaatjies	Treasury	012 3155191	012 3155573	<a href="mailto:daniel.plaatjies@treasury.gov.za">daniel.plaatjies@treasury.gov.za</a>	
9	Dimakasto Pooe	DoSD	012 312 7550		<a href="mailto:dimakasto.poe@socdev.gov.za">dimakasto.poe@socdev.gov.za</a>	
10	Ellen Kamman	ISER, Rhodes	043 705 7056	043 704 7104	<a href="mailto:e.kamman@ru.ac.za">e.kamman@ru.ac.za</a>	
11	Francie Land	SDS, UN	031 2602365	031 2602359	<a href="mailto:lundf@nu.ac.za">lundf@nu.ac.za</a>	
12	Gary Melton	Child Watch International	1864 6566271	18646566281	<a href="mailto:gmelton@clemson.edu">gmelton@clemson.edu</a>	
13	Gerda Erasmus	DoSD	012 312 7952	012 312 7933	<a href="mailto:gerda.erasmus@socdev.gov.za">gerda.erasmus@socdev.gov.za</a>	
14	Gordon Hollamby	SALC	012-322-6440	012-320-0936	<a href="mailto:gordon@salawcom.org.za">gordon@salawcom.org.za</a>	
15	Helen Meintjies	CI	021-689-5404	021-689-8330	<a href="mailto:helenm@rmh.uct.ac.za">helenm@rmh.uct.ac.za</a>	
16	Ingrid le Roux	Princeton Univ.	3875124	3875107	<a href="mailto:ileroux@alumni.princeton.edu">ileroux@alumni.princeton.edu</a>	
17	Jan Voster	Stellenbosch University	021 808 9111		<a href="mailto:JHV3@sun.ac.za">JHV3@sun.ac.za</a>	
18	Jeremy Seekings	Sociol, UCT	021 6503505		<a href="mailto:seekings@humanities.uct.ac.za">seekings@humanities.uct.ac.za</a>	
19	Johanna de Beer	DoSD	012 3127589	012 3127763	<a href="mailto:johanna.deBeer@socdev.gov.za">johanna.deBeer@socdev.gov.za</a>	
20	John Seager	MRC	021 938 0417	021 938 0342	<a href="mailto:john.seager@mrc.ac.za">john.seager@mrc.ac.za</a>	
21	Judith Streak	Idasa	021 4675600	021 4612589	<a href="mailto:judith@idasact.org.za">judith@idasact.org.za</a>	
22	Julian May	SDS, UN	031-260-2841	031-260-2359	<a href="mailto:maj@nu.ac.za">maj@nu.ac.za</a>	
23	Kenneth Macquene	EPRI	021 671 3301		<a href="mailto:kmacquene@epri.org.za">kmacquene@epri.org.za</a>	
24	Khwezi Malahlela	Save the Children, Sweden	012 341 1166	012 341 1125	<a href="mailto:khwezi@za.rd.se">khwezi@za.rd.se</a>	
25	Laura Poswell	DPRU, UCT	021 650 5703	021 650 5711	<a href="mailto:lposwell@commerce.uct.ac.za">lposwell@commerce.uct.ac.za</a>	
26	Leon Swartz	DoSD	012-312-7954	012 312-7932	<a href="mailto:Leon@socdev.gov.za">Leon@socdev.gov.za</a>	
27	Lerato Kgamphe	Idasa	021 4675600	021 4612589	<a href="mailto:lerato@idasact.org.za">lerato@idasact.org.za</a>	
28	Linda Biersteker	ELRU	021-7627500	021-7627528	<a href="mailto:research@elru.co.za">research@elru.co.za</a>	
29	Linda Richter	HSRC	031 273 1418	031 273 1416	<a href="mailto:lrichter@hsrc.ac.za">lrichter@hsrc.ac.za</a>	

30	Lizette Berry	CI	021-689-5404	021-689-8330	<a href="mailto:lizette@mh.uct.ac.za">lizette@mh.uct.ac.za</a>
31	Lydia Ntenga	DoSD	012 312 776		<a href="mailto:Lydian@socdev.gov.za">Lydian@socdev.gov.za</a>
32	Marian Jacobs	CI	021-689-5404	021-689-8330	<a href="mailto:C/o_denise@rmh.uct.ac.za">C/o denise@rmh.uct.ac.za</a>
33	Marius Olivier	CICLASS, RAU	011 4892154	011 4892667	<a href="mailto:olivier@mweb.co.za">olivier@mweb.co.za</a> , <a href="mailto:egr@regte.rau.ac.za">egr@regte.rau.ac.za</a>
34	Martin Prew	DoE	012 312 5373	012 328 7199	<a href="mailto:prew.m@doe.gov.za">prew.m@doe.gov.za</a>
35	Maylene Shung-King	CI	021-689-5404	021-689-8330	<a href="mailto:maylene@rmh.uct.ac.za">maylene@rmh.uct.ac.za</a>
36	Mbu Kunene	DoSD	012 312 7941	012 312 7897	<a href="mailto:mbu.vundla-kunene@socdev.gov.za">mbu.vundla-kunene@socdev.gov.za</a>
37	Morne Oosthuizen	DPRU	021 650 5703	021 650 5711	<a href="mailto:moosthui@commerce.uct.ac.za">moosthui@commerce.uct.ac.za</a>
38	Motshedisi Motsieloa	CI	021-689-5404	021-689-8330	<a href="mailto:mcmoisi@rmh.uct.ac.za">mcmoisi@rmh.uct.ac.za</a>
39	Msindisi Mbalo	DSD			<a href="mailto:mbalo@socdev.gov.za">mbalo@socdev.gov.za</a>
40	Nina Hunter	SDS, UN	031 260 2369	031-260-2359	<a href="mailto:hunterm@nu.ac.za">hunterm@nu.ac.za</a>
41	Nihabiseng Tshenase	DoSD	012 312 7941	012 312 7897	<a href="mailto:Nihabiseng_tshenase@socdev.gov.za">Nihabiseng_tshenase@socdev.gov.za</a>
42	Patricia Martin	ACCESS	021 761 0117	021 761 4938	<a href="mailto:patricia@access.org.za">patricia@access.org.za</a>
43	Pieter le Roux	UWC	021 959 2205		<a href="mailto:pleroux@uwc.ac.za">pleroux@uwc.ac.za</a>
44	Peter Ramatswana	DoE	012 312 5142		<a href="mailto:vilakazi.n@doe.gov.za">vilakazi.n@doe.gov.za</a>
45	Rachel Bray	CSSR, UCT	021-6504658/6	6504657	<a href="mailto:rbray@commerce.uct.ac.za">rbray@commerce.uct.ac.za</a>
46	Robin Kimborough	Inst. Family & neighbourhood life	864-656-6285		<a href="mailto:rkimbro@clmson.edu">rkimbro@clmson.edu</a>
47	Rodger Hlatwayo	Dept of Social Dev	012 3127500	012 312 7897	<a href="mailto:roddersh@socdev.gov.za">roddersh@socdev.gov.za</a>
48	Rose September	CPP, UWC	9592618	9592606	<a href="mailto:rseptember@uwc.ac.za">rseptember@uwc.ac.za</a>
49	Ruth Mojalefa	DoSD	012 312 7500	012 312 7897	<a href="mailto:ruthmo@socdev.gov.za">ruthmo@socdev.gov.za</a>
50	Shaamela Cassiem	Idasa	021-4675600	021-461-2589	<a href="mailto:shaamela@idasact.org.za">shaamela@idasact.org.za</a>
51	Shazley Savhl	UWC	021 9592618	021 9592606	<a href="mailto:ssavahl@uwc.ac.za">ssavahl@uwc.ac.za</a>
52	Sue Philpott	DART	033 386 4796	033 386 4796	<a href="mailto:suephilpott@hotmail.com">suephilpott@hotmail.com</a>
53	Tamara Braam	Facilitator, Sonke Dev. Agency.	011 492-1927		<a href="mailto:tamara@sonke.com">tamara@sonke.com</a>
54	Teresa Guthrie	CI	021 689 5404	021 689 8330	<a href="mailto:teresa@rhm.uct.ac.za">teresa@rhm.uct.ac.za</a>
55	Ulrika Soneson	Save the Children, Sweden	012 341 1166	012 341 1125	<a href="mailto:ulrika@scs.org.za">ulrika@scs.org.za</a>
56	Una Lee	EPRI	021 671 3301		<a href="mailto:ulee@epri.org.za">ulee@epri.org.za</a>
57	Xolisa Sibeko	NPA	012-300-5391		<a href="mailto:xolisa@po.gov.za">xolisa@po.gov.za</a>
58	Zama Mvulani	CI	021 689-5404	021-689-8330	<a href="mailto:zama@rmh.uct.ac.za">zama@rmh.uct.ac.za</a>
59	Zane Dangor	Facilitator, Sonke Dev. Agency.	011 492-1927		<a href="mailto:zane@sonke.com">zane@sonke.com</a>
60	Zarcena Parker	CI	021 689 8305	021 689 8330	<a href="mailto:zarcena@rmh.uct.ac.za">zarcena@rmh.uct.ac.za</a>

Anderson, K. et al. 2001. Causes and Consequences of Schooling Outcomes in South Africa: Evidence from Survey Data. *Social Dynamics* Vol 27. No 1. pp. 37-59.

Barbarin, O. and Richter, L. 2001. *Mandela's Children: Growing up in post-apartheid South Africa* London: Routledge. Particular sections of the BTT data set have been analysed and reported in a large number of journal articles (see [www.wits.ac.za/birthto20](http://www.wits.ac.za/birthto20))

Budlender, D and D. Bosch. 2002 *South Africa Child Domestic Workers: A National Report*. Geneva: ILO-IPEC. Available [online]: <http://www.ilo.org/public/english/standards/ipecc/simpoc/southafrica/>

Case, A. and A. Deaton. 1999. School Inputs and Educational Outcomes in South Africa. *Quarterly Journal of Economics* no. 458 (August): 1047-84.

Cassiem, S. et al. 2000. *Are poor children being put first? Child poverty and the budget 2000*. Cape Town: IDASA.

Cassiem, S and Streak, J. 2001. *Budgeting for children's socio-economic rights: Government obligations and the child's right to social security and education*. Cape Town: IDASA.

Cosser, M and du Toit, J. 2002. *From School to Higher Education? Factors affecting the choices of grade 12 learners*. Cape Town: HSRC Publishers.

Dawie Bosch & Assoc. 2002. *Towards a National Child Labour Action Programme for South Africa*. Discussion document prepared for Department of Labour. Available [online]: <http://www.labour.gov.za/docs/legislation/bcea/index.html>.

Haarmann, D. 1999. *The Living Conditions of South Africa's Children*. AFReC Research Monograph (no.9).

Labadarios D (ed) et al. 1999. *The National Food Consumption Survey: children aged 1-9yrs. South Africa*.

NIEP. 1996. *Children, Poverty and Disparity Reduction: Towards Fulfilling the Rights of South Africa's Children*. Report commissioned by the Office of the President.

Oosthuizen, M & Poswell, L, 2003. *Child Labour and Development in South Africa*. A National Policy Study. Development Policy Research Unit, UCT. Work in progress commissioned by ILO.

Rutenberg, N. et al. 2001. *Transitions to Adulthood in the Context of HIV/AIDS in South Africa*. Report of Wave I. Horizons, Population Council and the University of Natal.

Shisana, O and Simbayi, L. 2002. Chapters 2 and 3. In *Nelson Mandela/HSRC Study of HIV/AIDS: South African National HIV Prevalence, Behavioural Risks and Mass Media: Household Survey 2002*. Cape Town: HSRC.

Shung-King, M. et al 2000. *Child Health*. Chapter in *South African Health Review 2000*. Durban: Health Systems Trust.

Shung-King, M, Proudlock, P. 2002. "Facts about child deaths: an overview of child deaths for decision-makers and service providers in South Africa". *Children's Institute*, UCT.

## iv. REFERENCES

Statistics South Africa. 2001. The Survey of Activities of Young People in South Africa 1999: Country Report on Children's Work-Related Activities. Pretoria: own publication. Available [online]: [http://www.labour.gov.za/docs/legislation/bcea/child\\_labour/index.html](http://www.labour.gov.za/docs/legislation/bcea/child_labour/index.html)

Statistics South Africa. 2000. Child Labour in South Africa. Available [online]: <http://www.ilo.org/public/english/standards/ipecc/simpoc/southafrica/index.htm>.

Streak, J. 2002. Child Poverty Monitor. No.1. IDASA.

Vorster, JH, Rossouw, HM & Muller, GJ. 2000. Phasing out the State Maintenance Grant within the context of Developmental Social Welfare. Commissioned research for the national Department of Social Development. University of Stellenbosch: Department of Sociology.

## APPENDIX : v. GLOSSARY OF ACRONYMS

ACCESS	Alliance for Children's Entitlement to Social Security
BIG	Basic Income Grant
BT20	Birth-to-Twenty longitudinal study (formerly the Birth-to-Ten Study)
CAPS	Cape Area Panel Study
CI	Children's Institute, UCT
CiCLASS	Centre for Comparative Law & Social Security, RAU
CRC	Convention on the Rights of the Child
CSG	Child Support Grant
CSIR	Centre for Science and Information Research
CYRTP	Child & Youth Research & Training Programme, UWC
CYFD	Child, Youth & Family Development, HSRC
DART	Disability Action Research Team
DoE	Department of Education
DoH	Department of Health
DSD	Department of Social Development
ECD	Early Childhood Development
ELRU	Early Learning Resource Unit
EPRI	Economic Policy Research Institute
FCG	Foster Child Grant
HH/hh	Household
HSRC	Human Sciences Research Council
Idasa	Institute for Democracy in South Africa
KIDS	KZN Income Dynamics Survey
KZN	KwaZulu-Natal
MRC	Medical Research Council (SA)
NPA	National Plan of Action for Children, Office on the Rights of the Child
OHS	October Household Survey
OVCs	Orphans and vulnerable children
PSLSD	Project for Statistics on Living Standards and Development
RAU	Rand Afrikaans University
SALDRU	South African Labour and Development Research Unit
SANPAD	South African-Netherlands Research Programme on Alternatives in Development
SDS	School of Development Studies
SEMPI	Socio-Economic Project on the Persistence on Inequality
SES	Socio-Economic Status
SMG	State Maintenance Grant
SPSS	Statistical Package for the Social Sciences
Stats SA	Statistics South Africa
TB	Tuberculosis
UCT	University of Cape Town
UN	University of Natal
UNICEF	United Nations Children's Fund
UWC	University of the Western Cape
WC	Western Cape